



**Roosevelt High School Modernization
Educational Specification
FINAL DRAFT
June 2013**



DCPS Academic Guiding Principals

Modernize/Enhance Classrooms

Focus attention on areas that most impact the learning environment of our students with a particular emphasis on infusing researched-based facility amenities such as enhanced natural and artificial lighting, acoustics, air quality, climate control and technology, along with other fundamental elements that directly impact student achievement and educator effectiveness.

Ensure Buildings Support Programs

Ensure that our facilities optimize learning by supporting specialized programs such as STEM (Science, Technology, Engineering, Mathematics), High Tech campuses, Fine Arts and Gifted and Talented programs; providing appropriate facilities for Special Education and Early Childhood Education; and accommodating necessary changes for schools undergoing grade configuration changes.

Accommodate Emerging/Existing Feeder Patterns, Enrollment Trends and School Clusters

Take into account school feeder patterns in order to maximize the likelihood that DCPS students will attend a modernized building during their academic career; consider emerging school clusters/campuses to maximize facility designs; and appropriately expand schools with evidence of overcrowding/waiting lists, as well as ongoing and successful joint-use agreements.

Leverage the School as a Community Asset

Optimize available space within schools to support complementary programming with community agencies such as health clinics, performing arts programs, sports and recreation efforts, and other community partners to increase student achievement, educator capacity, schools' effectiveness, and community engagement.

Roosevelt Senior High School Mission Statement

The mission of Theodore Roosevelt Senior High School is to provide a supportive environment in which every student will be prepared and empowered for success at the collegiate and career level so as to be a contributing member of society.

Roosevelt Senior High School Vision

The transformative vision of Theodore Roosevelt Senior High School is to build a nationally recognized comprehensive high school whose positive climate for learning encourages superior student achievement and grassroots community involvement and mentors students on their path to successful career and college endeavors.



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Introduction

This Educational Specification is intended for use as the basis for the design of a modernization of Roosevelt High School (RHS) for 9th through 12th grade students and the Roosevelt STAY School. Roosevelt High School is a neighborhood high school with attendance boundaries and feeder schools located in NW Washington, DC. The Educational Specification familiarizes the members of the design team with the educational, extracurricular, administrative and operational space requirements of the school and site.

Process

The first draft educational specifications for high school modernizations are typically prepared prior to the advertisement for a project architect. This initial draft represents the DCPS design guidelines and is based on the proposed capacity and the school's current programs and staffing model. The draft is further refined following a series of meetings at the school with the administration and staff and may represent both the current and proposed vision for the future.

A School Improvement Team (SIT) may be established anytime during the planning process but must be established by the time the architect is selected. This committee is comprised of members of the school staff, parents and students, community members, representatives from the city council and the school's business or non-profit partners. The draft educational specification is presented to the SIT for comment before a 'final draft' is submitted to the Department of General Services (DGS). Throughout the process, DCPS staff (instructional superintendents, curriculum specialists, and the planning director from the office of the Chief Operating Officer) reviews the draft assumptions and participates in the community meetings. The final draft is DCPS's direction to DGS and the architect about how it wants the school to look and perform upon completion of the project.

As the architect prepares the concept plans, occasionally the requirements may be refined and changes are made to the educational specification. Changes are made only with the approval of the DGS/DCPS design team. Following the approval of the schematic design, an 'Adopted Educational Specification' is published.

The draft educational specification was presented to the Roosevelt SIT on in April 2013. SIT workshops were held weekly during April and May to review every section of the educational specification as well as to discuss other building related concerns. The minutes and all written reports are attached as Appendix A-D. Appendix D reflects the final recommendations of the workshop participants. The recommendations have been annotated to note the changes to the draft educational specification as a result of the recommendations.

DCPS values the community and staff input into this process and their support for the neighborhood schools in the Roosevelt community. Most of the recommendations made by the workshop participants have been incorporated into this final draft.

Background (provided by S.H.A.P.P.E and 21st century School Fund)

Roosevelt was originally designed in 1930 and completed in 1932. It was built on the MacFarland JHS site, which opened in 1923. The Roosevelt Stadium and pool and the new in-fill classrooms were added 1977-79. It is built of red brick and limestone in the Colonial Revival/Neo-Classical style similar to other schools built in DC in the 1930's. According to the 2012 program capacity review, the program capacity of Roosevelt High is 1059 day students. In 2007 DCPS co-located the Hospitality Public Charter High School on the 3rd floor; however, the Charter High School will not be part of the future Roosevelt High School as they have purchased school space in another location.



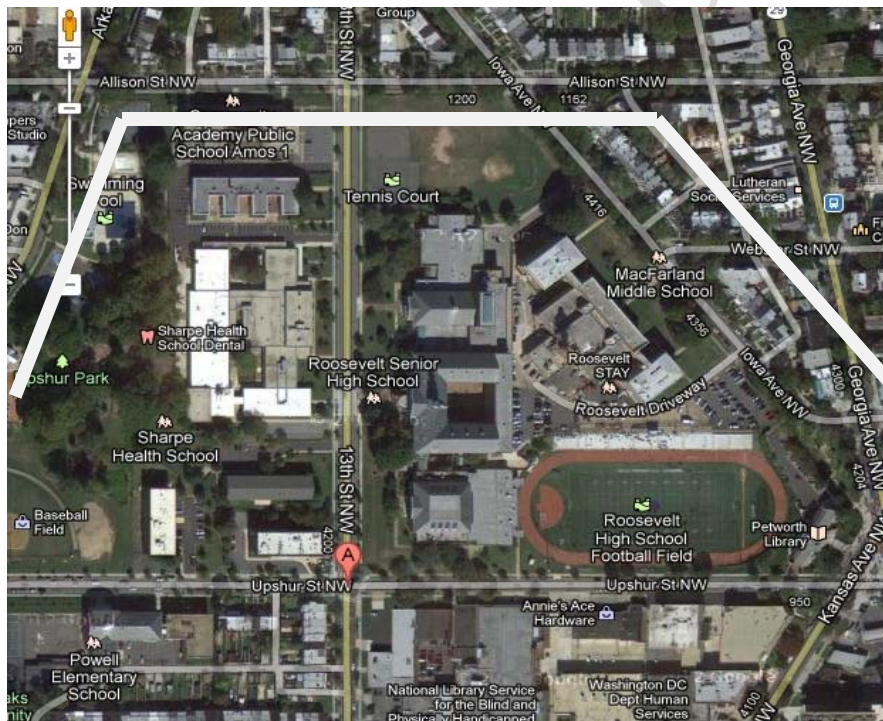
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DEPARTMENT OF GENERAL SERVICES

Roosevelt High School is located in Ward 4 at 4301 13th Street, NW in Neighborhood Cluster 18. It is part of a large public complex in the lower part of Ward 4 that includes DCPS public schools, public charter schools, the Petworth Public Library and the Upshur Recreation Center, which includes an outdoor pool, baseball field and other park and recreation amenities. The public complex, outlined below, encompasses nearly 36 acres of public land and nearly two large city blocks.

There are two significant public education campuses within this public complex: 1) The Roosevelt and MacFarland Education Campus; and 2) the Sharpe Health and Community Academy Education Campus. In addition, the Powell Elementary School building and grounds are directly south.

Roosevelt is the largest and most prominent institution within this public complex. The Roosevelt/MacFarland Education Campus includes the Roosevelt stadium, MacFarland Middle School, two tennis courts, a basketball court, a large practice field, and parking for approximately 125 cars on the school sites (60 for Roosevelt and 65 for MacFarland). The site also includes two access roads to Roosevelt off Iowa Avenue. In all, the Roosevelt MacFarland site of the public complex is about .72 miles around and a total of 18 acres—including the Library. Roosevelt's site area is officially given as 7.79 acres with MacFarland listed as 8.79 acres. Public transportation via Green Line Metro and Metro Bus are readily available.

The Roosevelt/MacFarland campus is immediately across 13th Street from the Sharpe Health and Community Academy public education campus. Sharpe Health serves severely disabled students ages 3 to 21, all with some severe physical disability. It is co-located with Bridges, a Public Charter School. The Community Academy Public Charter School, a 500 student PS-8th grade school occupies the Sharpe Annex, as well as the old Burdick Vocational School which originally was the "trade" school that partnered with Roosevelt.



The remainder of the complex across 13th Street from Roosevelt is home to the large Upshur Recreation Center that includes two playgrounds, an outdoor pool that operates in the summer, a



baseball field and a dog park. There are also three substantial residential buildings for senior and handicapped housing. Powell Elementary School, across Upshur Street from the senior housing rounds out the complex of educational buildings. The block across 13th Street from Roosevelt is about .68 miles around and also about 18 acres. All together, the two blocks make up nearly 36 acres of civic infrastructure in the center of the northern quadrant of the city near the Petworth Metro.¹

Roosevelt High School building at 331,900 square feet and the MacFarland Middle School building at 110,000 square feet are by far the largest, grandest and most prominently placed of the buildings in the complex. The underlying zoning of the school sites is R-4, as befits the medium density residential row-house neighborhood that surrounds them.

The communities around and adjacent to Roosevelt High School are racially, culturally and economically diverse. It is also a community that is growing along with the construction around the Petworth Metro.

The 2010 average median household income for the census tract including Roosevelt and the 5 census tracts immediately adjacent to Roosevelt is \$72,265; 18% of households in the census tract immediately to the north of Roosevelt (block 2002) have an income over \$200,000 annually; in the census tract immediately to the west of Roosevelt (tract 26) 32% of households have incomes over \$200,000. In contrast, still in 2010, nearly one third of adult residents are not high school graduates in census tract 2501 and 2502.

The community around Roosevelt High School is also racially and ethnically diverse and the population of the Roosevelt census tract and the tract immediately to the south has been increasing.

Census Tract	2501	2502
Census Tract Population	2,554	5,973
Population Increase 2000-2010	6.80%	8.90%
% 2010 White residents	18%	14%
% 2010 Black residents	55%	40%
% 2010 Hispanic residents	23%	42%

The Student Population

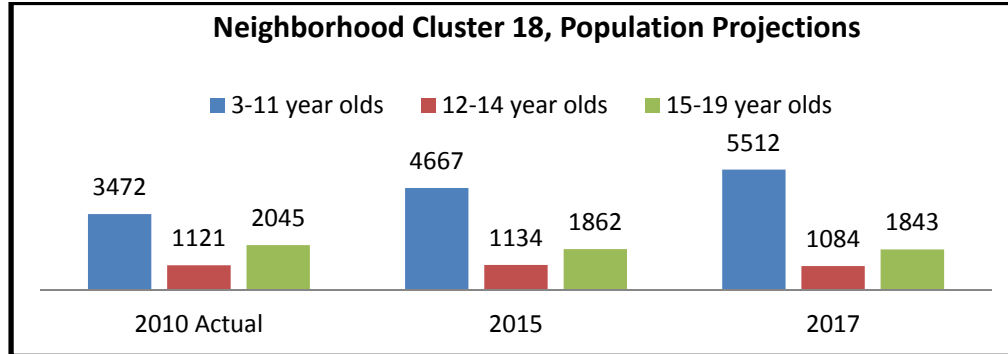
The modernization of Roosevelt High School is a critical project for the District of Columbia. The prominence and size of the public complex, as well as the family friendly quality of the housing stock, public recreation amenities and the substantial public education infrastructure in lower Ward 4 position it to be one of the most desirable communities for families with children. It also still has affordable housing and is at the same time close to transportation and downtown.

Ward 4 has the 3rd largest school age population in the city, 11,319 children ages 4-17 at the time of the 2010 census. Only wards 7 and 8 had more children in 2010. The 3-11 year old child population in Ward 4 is projected to increase substantially.

¹ This is equivalent to the 35 acres in the Hilltop Campus complex off Benning Road that includes Spingarn, Phelps, Young and Browne schools.



The Office of Planning projects that there will be 1,862 youth ages 15-19 in Cluster 18 in 2015 and that this age population will remain relatively stable until 2022. However, while the secondary age population is projected to remain stable, the Office of Planning projects significant increases in 3-11 year olds in Cluster 18—increasing from 3,472 in 2010 to 4,667 in 2015 and 5,512 in 2017.



Source: DC Office of Planning, Population Forecast by Neighborhood Cluster Final, January 25, 2013

Roosevelt’s plan and design need to respond to current opportunities and constraints, but the plan and design must also support and advance the future for this community and school. Whether or not the District of Columbia retains families with school age children, particularly through middle and high school, will depend on the livability of our neighborhoods, affordability of our housing and the quality of our schools.

Roosevelt’s High School’s 9th through 12th grade enrollment was audited at 473 students in the 2012-2013 school year. The enrollment of the high school program has declined considerably over the last 6 years. **Reasons may include 1) Loss of 14-17 year olds in the overall population—largely due to out-migration from DC. 2) Growth of public charter middle schools and DCPS Deal Middle School, reducing enrollment in the feeder schools (ultimately resulting in the closing of MacFarland Middle School). 3) Modernization and program growth in other DCPS high schools—Wilson HS, Columbia Heights Campus, and McKinley, in particular.**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14 Proj.
Roosevelt High School	840	792	717	646	551	473	446
Hospitality High PCS	176	163	174	158	196	201	0
Total Day Students	1016	955	891	804	747	674	446
Roosevelt STAY (evening/afternoon)	345	265	247	672	579	652	655

There has been substantial increase in the PS-8th grade enrollment in the 6 elementary and PS-8th grade schools within a mile of Roosevelt—Powell, Bruce Monroe @Park View, Raymond, Barnard, West and Truesdell. Enrollments at Barnard and Powell, the neighborhood elementary schools are growing quickly. There are temporary classrooms at Barnard because of crowding and an addition planned for Powell, due to overcrowding. The early grades in Neighborhood Cluster 18, where the schools within a mile of Roosevelt are located, are experiencing tremendous growth.

See Appendix A for a more in-depth analysis of the enrollment trends in the cluster.

DCPS has requested an enrollment and boundary study that is expected to be completed by December 2013. Pending completion of the study, the proposed program capacity for Roosevelt



following the modernization will stay at approximately 1000-1050. This will allow for flexibility in meeting the needs of the future program and students.

Capacity Calculation

Graduation Requirements

In 2007, the District of Columbia revised graduation requirements. All students graduating in 2010 and beyond must have 4 Carnegie Units (CU) in English, Math, Social Studies, and Science. They will need 2 units in a foreign language and 1.5 units in PE/health, and .5 each in art and music. Only 3.5 additional units are required in electives. At 80-85% utilization and a class size of 24, Roosevelt should need a minimum of 42 teaching stations for the academics.

	Carn. Units	Classrooms Needed	Classrooms Proposed
English	4	7	7
Math	4	7	7
SS	4	7	7
Lang	2	3.5	4
Science	4	7	7
PE	1.5	3	4
Art/Music	1	2	4
Electives	3.5	5.5	8
	24	42	48

Roosevelt HS operates an eight period block schedule that offers students the opportunity to complete 32 credits and expands the range of electives. This educational specification proposes 48 teaching stations along with 10 classrooms for students with special needs.

Proposed Capacity

The Program - Daytime	# of Rooms	# Students/ Room	Capacity
Core Academic Classrooms* (English 7, Math 7, Social Studies 7, Lang 4)	25	20	500
Science	7	20	140
Technology Lab - Language Lab - Reading/computer applications - Multi-purpose studio	3	20	60
Special Education	10	10	100
Visual Arts/Multi-purpose studio	2	20	40
Instrumental/Choral	2	20	40
Gym	2	20	40
Multi-Purpose PE/Dance	1	0	0
Fitness/Weight Room	0	0	0
Health	1	20	20
ROTC	2	18	36
CTE Labs	3	18	54
Total at 80% Utilization	58		1030

* Includes classes taught through ESL program



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Roosevelt STAY (School To Aid Youth) High School (RSTAY) is one of three DCPS citywide adult-education high schools serving students age 18 and older who are returning to school to complete a high school diploma, earn a vocational certification, or prepare for the GED exam. RSTAY also offers classes in English for Speakers of Other Languages (ESOL).

RSTAY currently operates Monday through Thursday from 3:40pm to 9:15pm, with a few career/technical education classes beginning at 2:00pm. Currently 18 regular academic classrooms are shared with the day program. A full description of the program along with SIT workshop participants' comments is Appendix C.

The Program – PM/Twilight	# of Rooms	# Students/ Room	Capacity
Core Academic Classrooms (shared)	15	20	NA
Technology Lab	1	20	NA
CTE	1	20	NA

Note: DCPS considers the site improvements that separate bus and pedestrian traffic, that create better separation from the middle school campus, and that encourages use of the front door to be a priority. The above capacity is desirable if it can be done without compromising these goals.



Education, Programs, Services, Administration and Operations of Roosevelt Senior High School (Submitted by the Roosevelt School Staff May 2013)

Roosevelt Senior High School is a proud institution within the Ward 4 community of Washington, DC. It has seen many changes in the near century since it first opened in the early 1900s including additions to the original building, and the current modernization will certainly be one of the biggest changes to take place in that time line.

Roosevelt is currently closing out its third year of transformation under the leadership of a new principal. Many developments have come with the new leadership program.

The current administrative structure of Roosevelt is that of pathway organization. Five pathways currently exist within the school:

- **The Academic Pathway** – responsible for all matters related to teaching and instruction, including standardized testing, professional development and evaluation of teachers
- **The Career & College Readiness Pathway** – responsible for ensuring that all students be prepared either to enter a career directly upon completion of the Roosevelt program or to be accepted to and attend a two or four-year college program
- **The Climate for Learning Pathway** – responsible for all matters related to student behavior, including recognition of model students, management of behavioral infractions, and tracking of detentions and suspensions, as well as oversight of the custodial program
- **The Elite Division Pathway** – responsible for case management and academic support for all special education students, including students with autism and students in self-contained classes. The name “Elite Division” was chosen by Roosevelt to designate our special ed population in an attempt to lend dignity and school-wide respect to a segment of a school population that is normally stigmatized by the label “special ed”.
- **The Transformation Pathway** – responsible for modernization, enrollment, attendance, business systems including payroll, school-wide communications, parent and community engagement, the athletic program and student-scholar culture.

All teachers and support staff and all work fall under the auspices of one of the five pathways. Each pathway is headed by an executive selected by the principal to lead the pathway. The Roosevelt executive leadership team is thus comprised of six persons: the principal and the five executives.

Roosevelt Senior High School is a career and college high school. It is a comprehensive neighborhood high school, meaning that all students within its designated boundary may attend, regardless of attendance patterns, academic standing or any other form of eligibility. Neither an application nor credentials of any sort are needed to attend RSHS. The mission of Roosevelt Senior High School is to ensure that all of our students are empowered to serve their families and their communities upon completing the RSHS program, either by entering into job-training, the workforce, or college after graduation. The current program is very much tailored to meet the needs of the community RSHS serves within the boundary served by the school.

Said community is a diverse segment of primarily African American and Latino families, including many recent immigrant families and students from South and Central America as well as numerous African countries. The majority of families served by Roosevelt fall into lower and middle income brackets, with a great number of families receiving public welfare assistance. Many of our students are first-generation college entrants.

The RSHS student body is **currently** comprised of students from stable two-parent families, homeless students, students who themselves are parents, students who live independently, students who have been incarcerated and students who are currently in the juvenile legal system, students



who live in group homes and shelters, students who are addicted to legal and illegal substances and students who practice alternative lifestyles. Our students hail from more than two dozen national origins and speak a diversity of languages in their homes, including Spanish, French, Amharic, numerous indigenous African languages, Chinese and Vietnamese.

RSHS under the current leadership program works hard to respect and celebrate the great cultural diversity represented within its student population as well as within its staff. The effort of RSHS is to ensure that these students from lower income brackets and recent immigrant families gain the knowledge and resources they need to succeed and thrive in American society and in the vibrant and rapidly developing society of Washington, DC.

In the past three years under the current school leadership, RSHS has worked to develop leadership within the ranks of its teaching and support staff. All staff are encouraged to take on positions and tasks of leadership and responsibility within the school program. There is a strong emphasis on communication and collaboration intended to further teamwork and leadership among all staff, and all staff are motivated by a school-wide impetus toward "caring, commitment, collaboration, communication and creativity."

In keeping with this mission and understanding the needs of our student population, RSHS is dedicated to complete wrap-around services for all students who need them. Collaboration is key to pulling together the attention of social workers, psychologists, truancy specialists, educators and executives to completely service the needs of all students.

The modernized Roosevelt Senior High School is envisioned as a school with an arts and science focus. The modernized school will be a high quality neighborhood comprehensive high school focused on all students matriculating into college or the workforce, whose curriculum and programs are built around the integration of the arts - - including humanities - - and the sciences supported by a strong math curriculum. Students would select concentrations within and across these broad disciplines. Concentrations in the humanities will include opportunities for exposure and advanced instruction and exploration in English, social studies, and international languages. Concentrations in the arts will include music, performance, drama, dance and visual arts in two and three dimensions in traditional as well electronic media. In the sciences there will be introductory and advanced instruction in biology, chemistry, physics and environmental science, supported by grade level and advanced instruction in mathematics.

The arts and sciences currently emphasize project-based learning and are grounded in theory and the fundamental recognition of the need for practice. Many classes involve small group project work as well as instruction or lecture to the larger group. Afterschool activities, homework, online learning and summer programs are and will continue to be emphasized to ensure students meet high standards and get individualized academic attention. These out-of-school-time activities and programs are designed to address any barriers to student success. Teaching staff currently and will in the future assist in project design and ensure that projects, lecture, formal instruction, internships and on-line learning are complementary.

In addition to preparation for post secondary education, students will be able to explore career paths through a number of venues. Within the arts and sciences concentrations, students are and will be introduced to careers that require varying levels of education and experience. This occurs through internships, visiting lectures from individuals working in the arts and sciences—from lab technicians to research scientists. In addition, students have the opportunity to participate in a business and finance career and technical program, as well as a culinary arts program and, in the future, possibly a hospitality program. Partnerships with external organizations support the academic program and the career and technical program and provide student with supports for success.



INSTRUCTIONAL PROGRAM – CLASSROOM BASED

All departments require collective rooms for pull-outs, conferences, or combined-class lectures; a large space possibly with big tables for projects, as well as a space with cubicles for a more isolated and quiet area, would be used by multiple classrooms. All departments require storage space for keeping all stored department materials or instructors' belongings in one location, separate from other departments.

English Language Arts

By the end of the school year students will be able to

- Explore the role of death, money, love, crime and atrocities in literature.
- Compare and contrast the ways these roles are experienced around the world.
- Produce evidence-based writing, focusing on how different people and characters react to and cope with the multiple roles.
- Compare and contrast different views on the importance of the multiple roles
- Understand literature and arts within an historical and cultural context.
- Undertake a close reading of a survey of ancient, classical and modern prose, drama, and poetry.
- Master composition and be experienced in its various forms including descriptive and narrative modes, thesis and expository writing, research papers and creative writing.
- Know how to use library and other information collections, including those available through the Internet, to enrich their reading and writing.

Graduation Requirements: All students must take an English course each year to fulfill the four-year English requirement. Advanced placement and honors classes for qualified students are available for grades 9-12 (honors) and 11th and 12th for AP Language and Composition, and Literature.

Electives: Examples of electives that have been or are offered are: public speaking/debate, African literature and creative writing. In addition to classes during the school day, the English department is involved in the production of a school newspaper and yearbook.

Instruction and Methodology: Classes meet for 80 minutes, every day. Instructional methodologies include lectures, Socratic seminars, group projects, guest speakers, photography, field trips and research. Through classroom instruction students are able to develop skills in communicating complex ideas and access ever-expanding quantities of information. In the English language arts (ELA) department there are both large and small group instruction and hands-on activities. There is computerized and media generated instruction, oral presentations, and team teaching. The typical ELA class has at least half of these activities taking place during each class period. Since all students must take an English course, these classes tend to be large—25 or more students.

A modernized T. Roosevelt will enable the English department to engage in a more intense approach to learning. The Arena Stage and Shakespeare Theatre have programs that could provide intensive exposure to classical dramatic literature in a “hands-on” context if space were available.

The classroom space: The classroom needs to accommodate up to 30 students, with up to 10 computers with Internet access or a computer cart and a built in Smart/Promethean board. There should be separate space/room (amphitheater room) to allow for skits, dancing, combined classes, Socratic seminars and presentations and other performances.



Social Studies

(Adapted from National Standards for U.S. and World History)

Students will:

- Examine the influence of ideas and interests.
- Consider multiple perspectives.
- Reconstruct patterns of historical succession and duration.
- Compare competing historical narratives.
- Consider & analyze multiple-causation.
- Compare and contrast different sets of ideas.
- Assess the importance of the individuals and communities.
- Hypothesize the influence of the past.
- Interrogate historical data.
- Utilize visual and mathematical data.
- Appreciate historical perspectives.
- Identify gaps in the historical record while constructing a sound historical record.

Graduation Requirements: All students must successfully complete world history, world geography, Washington, D.C. history, U.S. government and U.S. history or Advanced Placement U.S. History or Advanced Placement U.S. Government.

Electives: The Social studies department envisions an expansion in electives offered i.e. psychology, sociology, street law, criminal law

Student Diversity Context: Social studies classes at Theodore Roosevelt are enriched by its diverse student population. Roosevelt educates students from all over the city as well as over a dozen countries from around the world. We seek to provide a welcoming classroom environment that develops cultural understanding and fosters positive interaction, as well as giving students from diverse backgrounds the opportunity to work together and learn from each other.

Instruction and Methodology: Document-based approach.

Under the current schedule, all classes meet for eighty minutes per day, five days per week. In order to meet the rigorous demands of the common core state standards, teachers use a variety of methods to teach social studies aimed at creating student-centered learning experiences. These methods include, but are not limited to, project-based learning; document based questions (DBQs), lecture, small and large group discussion, as well as primary and secondary source analysis. Students are often released within the classroom during class to work on assignments independently or in groups. Assignments and activities often involve movement throughout the classroom and require ample work/wall space for student projects. Wall space, counter/work space, and ample white boards are needed in all social studies classrooms.

Additionally, social studies work centers around several annual events that involve the need for both display and performance space—History Day, speech competitions, model UN simulations, moot court, mock trial competition, and a historical projects.

The social studies program is an excellent candidate for interdisciplinary work. The most logical links are with humanities, but there are connections between social studies content and all the other departments. Books, maps and other materials are used intensively in the social studies curriculum. Students and teachers need Internet access in the classroom. Social studies also shares a link with



both English and math curriculums, as students are asked to write and analyze texts or use charts, maps and statistics to come to a historical conclusion.

The classroom space: The classroom needs to accommodate up to 30 students, with up to 10 computers with Internet access or a computer cart and a built in Smart/Promethean board. There should be separate space/room (amphitheater room) to allow for skits, dancing, combined classes, Socratic seminars and presentations and other performances.

Math Department

The Standards for Mathematical Practice state that mathematically proficient students:

- make sense of problems and persevere in solving them
- reason abstractly and quantitatively
- construct viable arguments and critique the reasoning of others
- model with mathematics
- use appropriate tools strategically
- attend to precision
- look for and make use of structure
- look for and express regularity in repeated reasoning

Roosevelt's math department adheres to a philosophy of project-based learning to develop these habits of mind in our students by. As such, our classrooms and instructional spaces must be conducive to interactive and integrated learning.

Physical Space

Above all, our math classrooms need to be able to accommodate needs for individual, small and large groups, as well as project work areas. Rooms need to be large enough for up to 30 students to work, and there should only be one entrance/exit. Two walls should be floor-to-ceiling whiteboards, and there should also be outlets as part of the table/chair combo for purposes of charging laptops or other technology that would be used during instruction.

Technology

In each math classroom, we would like to see a mounted SMART board, an Elmo podium, and an LCD projector (with storage space). Laptop carts for each teacher (or at least specific to the department) would be essential in allowing our students to research and extend their learning.

The classroom space: The classroom needs to accommodate up to 30 students, with up to 10 computers with Internet access or a computer cart and a built in Smart/Promethean board. There should be separate space/room (amphitheater room) to allow for skits, dancing, combined classes, Socratic seminars and presentations and other performances.

Foreign Language

Outcomes:

Students will show continuous development in the target language in:

- Oral communication
- Listening and comprehension



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- Literacy
- Understanding of and the ability to discuss traditions, values, patterns of meaning and behaviors in different cultures.

Graduation Requirements: All students must complete two consecutive years of one foreign language. Level I and Level II classes are available in French and Spanish.

Electives: Level III Spanish and French expansion with partnerships being explored for more advanced foreign language instruction for our students at Howard University and Trinity University.

Course Content: Language courses cover phonology, grammar and lexicology, and introduce students to the cultures of the countries where the language is spoken as a first or second language.

Instruction and Methodology: Classes meet for 80 minutes a day. The classroom needs to accommodate up to 30 students and 10 computers. Classes are communication-based, immersing students in real life situations in the target language and culture. Instructional methodologies include oral communication activities, e.g., role-playing, dramatization, dialogue, describing pictures, and taping speaking and story telling. Students develop portfolios, write journals, view films and videos and read current foreign-language magazines, newspapers and novels. Students play games, perform music, dance and otherwise share the culture of the target language countries. Educational technology, composing email and World Wide Web research are integrated into the classroom. Classes are held in embassies, museums and restaurants; visiting speakers are invited to inform students about careers that require fluency in a foreign language. Students use a classroom library to obtain reference and resource materials for class projects, accessing dictionaries, encyclopedias, and many other books, newspapers and magazines. They find books they need or enjoy at various times, after completing tests or projects or when finding information for a report or project. This "instruction" involves all students, is ongoing, and is supported by the school library's resources.

Currently, Internet research takes place two to three times per advisory. Students research holidays, transportation, sports, clothing stores, museums, and various geographical sites to learn about other cultures. All students participate. Each research assignment typically takes two hours of class time, but depends on the assignment. In addition, there are web sites available with games and practice exercises that could be introduced into instruction, should the Internet become more accessible to our students.

Language Laboratory: The technology exists to have an interactive program where students can record parts of CDs, DVDs and video and audio cassettes for playback and repeated use. They can record these materials right onto the computer and interact with them on an individual basis. Students can record their own voices and keep audio "portfolios" of their development in the language. These laboratories provide digital cameras for recording images and other student performances. They also provide the ability to work in partners or in groups on oral language.

If such a laboratory were adopted, the manner in which foreign language instruction is administered could dramatically change. All written and oral projects, even short activities, could be done with the use of technology. It is conceivable that the laboratory would be used on a daily basis. Such a laboratory should accommodate 30 students and be shared by the foreign language teachers with alternating schedules, or on a sign-up basis.

The classroom space: The classroom needs to accommodate up to 30 students, with up to 10 computers with Internet access or a computer cart and a built in Smart/Promethean board. There should be separate space/room (amphitheater room) to allow for skits, dancing, combined classes, Socratic seminars and presentations and other performances.



Visual Arts

Outcomes:

Students will:

- Understand and apply media techniques and processes in the creation and production of art.
- Understand historical art movements and art of other cultures.
- Think and write critically about art, choosing a variety of subject matter, ideas and symbols to communicate.
- Appreciate the arts through study and creative self-expression.
- Make connections between the visual arts and other content areas, careers and the artist's role in society.

Graduation Requirements: All students must have .5 credits in art to graduate.

Electives: art and design foundations, Drawing I, Pottery I, art history, AP Studio Art, and AP Drawing.

Art & Design Foundations is an introductory course with hands on experiences in a variety of media, including painting, drawing, ceramics, sculpture, printmaking, computer graphics and design projects. Approximately once a month, the class will spend a class period at a museum. Art classes include teacher demonstrations, lectures, slide and video presentations for about 1/3 of the time, student art critiques and discussions 20% of the time and the other half of the time students work on art projects.

A drawing assignment requires space for a still life to be set up or for a model to pose. Painting requires space for students to use easels or work-tables and places to store canvases. Ceramics projects require the use of a kiln and drying racks for pottery projects. Computer graphics requires at least three computer work-stations. The room requires one dry erasable board, a place for a slide screen and a surrounding wall of bulletin boards for displaying student work and art examples. It needs a sink with a tub large enough to wash screens, storage for paints, art materials, paper and student portfolios, as well as bookshelves for art resources.

Drawing I is currently taught off-site by the Corcoran as a year-long course. The class consists mainly of hands-on studio projects, with field trips about once a month. One project is a seven-foot self-portrait.

Pottery I is a studio course with most time devoted to hands-on projects. Some time is also spent on student research (classroom books and the Internet as resources) video and slide presentations (4-5 sessions) and one or two field trips per semester. Currently the focus is on hand-built projects. Students create and glaze clay projects. The modernization would make it possible to offer opportunities for wheel-thrown pots. This would require room for three pottery wheels and a kiln with proper ventilation. Space is needed for storage shelves or racks on wheels for student works-in-progress and other material storage. Space is needed for a work-table to recycle clay and for bins to store clay. Also, a large sink is required.

Art History and Arts/Humanities Integration focus on 1/2 lecture/demo/video/slide presentations and 1/2 hands-on cooperative work and students hands-on art activities, such as collages, drawing, painting, or constructing artworks to replicate art styles. Humanities integration means that the art room is available for use on an ad hoc schedule by other academic teachers for assistance with student projects that incorporate art. For example, the geography students might create a model island, math students can make computer-based tessellations, create 3D molecules for chemistry,



make collages for history, etc.

Instruction and Methodology: Most art classes meet two hours and ten minutes, twice a week for half the year, once a week for the full year, or five times a week for half the year, depending on the number credits earned. The majority of the classes are composed of hands-on activities supported by lecture, demonstration, discussion and critique. Students create works of art, study their own and others' art, analyze their work in written and oral presentations and maintain portfolios of their work. Visiting artists, art historians and representatives of college-level art programs are integral to instructional methodology. Students regularly visit local art museums and galleries.

The classroom space: The classroom needs to accommodate up to 30 students, with up to 10 computers with Internet access or a computer cart and a built in Smart/Promethean board. There should be separate space/room (amphitheater room) to allow for skits, dancing, combined classes, Socratic seminars and presentations and other performances.

Science

Outcomes:

Through project based learning, students will become proficient in scientific reasoning, decision making, inquiring, and communicating in order to be prepared for business, industry, corporate, and community leadership.

Students will:

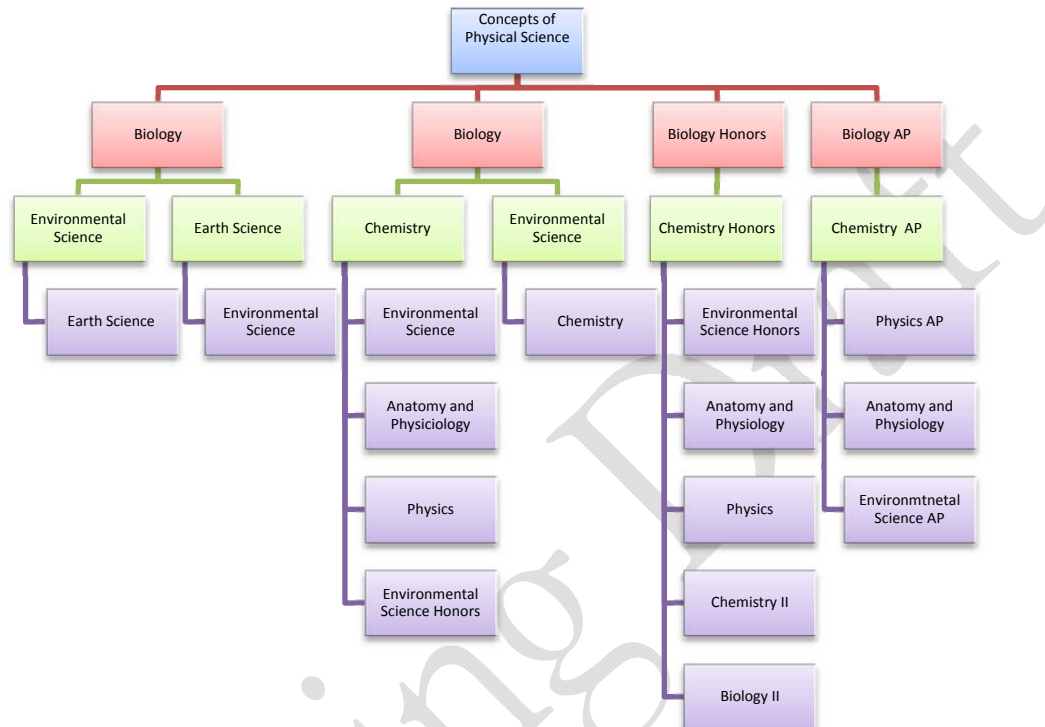
- Acquire and integrate major concepts and unifying themes from the life, physical, and earth/space sciences.
- Be able to interpret and explain information generated by their exploration of scientific phenomena by developing scientific thinking.
- Learn positive attitudes toward science and its relevance to the individual, society and the environment; and demonstrate confidence in their ability to practice science.
- Demonstrate the ability to employ the language, instruments, methods and materials of science for collecting, organizing, interpreting, and communicating information.
- Demonstrate the ability to apply science in solving problems and making personal decisions about issues affecting the individual society and the environment.
- Be provided opportunities to research and explore areas of own interest. Emphasis is placed on using experimental design techniques and integrating mathematics, language arts and social studies.

Graduation Requirements: All students must successfully complete three lab science classes and a non-lab science course. These are typically concepts of physical science, biology and either chemistry, earth science (SPED), or environmental science. However, science electives may be substituted for all science courses except biology.

Electives/Advanced Placement: Anatomy and physiology, physics, Biology 2, AP Biology, AP Environmental Science, AP Chemistry, AP Physics. The electives are taught at an introductory level. Advanced Placement classes are available to students through partnerships with Howard University. With increased enrollment, resultant increase in staffing, and provision of modern science labs, it will be possible to provide more electives and advanced level science classes at Roosevelt H.S.



Instruction and Methodology: Instruction will have a combination of lecture, lab and project-based learning. Science courses will be offered in specific pathways differentiated for students entering in with various academic abilities. All freshmen will enter taking concepts of physics. This will allow incoming freshman to develop the broad basic skills for success in the more advance sciences. Biology will be required for the sophomore class upon successful completion of concepts of physics. From biology students will move to either chemistry or environmental science.



Music

Outcomes: Student will develop an appreciation and competency in music through study and creative self-expression.

Students will:

- Participate in musical expression and perform, alone and with others, a varied repertoire of vocal and instrumental music.
- Create original musical works and use specific guidelines to improvise, compose and arrange music.
- Use a system of symbols, notes and rests to read and notate music.
- Think and write critically about music and listen to, analyze and evaluate music and music performances.
- Make connections between music, other disciplines and daily life.
- Demonstrate knowledge of music in relation to history and culture.

Graduation Requirements: All students must have .5 credits in music to graduate.

Classes Offered: Concert Choir, music theatre, history of music—from classical to rap and computer music applications, Percussion 1 & 2, 3 & 4 march band drum line, percussion ensemble, choral music classes, music theory classes, digital music and other production classes, and more.

The future music program should include the following components: a large band room to hold 100 – 150 student performers, with the capacity to expand to 200 student performers. This room will be used for rehearsals for concert, orchestra, marching, pep and jazz ensembles.



The music program requires two large storage rooms; Wenger storage modules: one to house all musical instruments and the other for marching, pep, concert and jazz band uniforms and shoes, etc. One large room is needed for percussion ensemble rehearsals and storage modules to house all percussion instruments timpani drums, bass drums, snare drums, quints sets, marimbas, full drum sets etc... This room should hold a capacity of 40 - 60 performers. A larger rehearsal space is needed specifically for percussion ensemble rehearsals and instrument repair. Also needed is one large room that doubles as a choir room and dance rehearsal studio: for multiple rehearsal settings, drama, dance and auxiliaries from band program etc... Also needed is one large keyboard room: 20 Korg keyboards to midi to 20- I Mac computers and computer desk. This room will support the general music curriculum, music theory, ear training sight singing and computer composition classes. One large room for a digital studio class: this room would be used for recording student performances, recording repertoire to prepare for college auditions and also to teach studio production at Roosevelt. Roosevelt's students will find it valuable to be skilled in the use of digital media tools such as Pro Tools and Final Cut Studio. This class will teach students about the music business, recording and instrumentation, all of which prepare them for dealing with every aspect of the music industry. Also, there should be at least 4- 6 practice modules for student rehearsal space for preparation for performances. Each module should have an upright piano or space 2-3 students or space for marimba, drum set etc...

The music program direction requires a large office space with a desk, acoustic piano and additional storage for sheet music etc, etc.

Health, Physical Education, and Dance

Outcomes:

Students will:

- Learn the mechanics and discipline of maintaining healthy, strong bodies.
- Become literate and self-directed learners of health related topics.
- Develop motor and cognitive skills that enable them to engage in various levels of sports play.
- Develop the capacity for self-expression in movement and dance.

Graduation Requirements: Every student is required to complete one Carnegie unit of physical education and .5 credits of health

Electives: swimming, body conditioning, team sports and weight training meet the core physical education requirements.

Instructional Methodology: The physical education class involves both a cognitive and experience-based curriculum, which uses class discussion, research and project development with a focus on literacy.

School Wide Educational Programs and Activities:

Library Media Program

With a brand new beginning, the library media program will:



- Enable best teaching practices by providing a wide range of resources to support teacher developed learning activities.
- Instruct students in the use of library information systems, both Roosevelt and in the community, mainly the Petworth library.
- Serve as a conduit for meaningful application of technology to the curriculum.
- Expand literary experiences and engender the love and habit of reading among Roosevelt's varied students.

The library should have resources, space and technology so that teachers can plan small group and individual projects in which students explore various aspects of curricula topics. A variety of resources is needed to accommodate the range of abilities, learning styles, interests, backgrounds, reading skills, and knowledge bases in each class. A teacher should be able to bring in a whole class to use resources without having to close the library to other students for lack of seating. The library should not be limited to print resources but must provide access to basic technology such as cable television, VCRs, audio players, video projectors, computers, teleconferencing, seminars, community space (meeting for ANC, PTSA, Roosevelt STAY). Space for copiers is also needed.

There should be attractive shelving, as much natural light as possible, with sound absorbing vertical blinds, and screened windows that open and close. There should be indirect lighting for library events such as poetry readings, author visits; etc. The ability to display student art is important. Having the library on the third floor would help preserve its academic tone as well as the security of its resources.

To provide greatest flexibility in arranging the library, and for future uses, the number of electrical and computer drops should be maximized. The layout of shelves and furniture should enhance the aesthetics of the room, provide comfortable access to materials, and maximize the librarian's ability to supervise students and secure resources.

Special Education Roosevelt Elite Division

Outcomes:

For the School: demonstrate engagement in high-level scholarship both for instructional programs and for individuals.

For Teachers: go beyond textbook teaching by using a school-based library collection, university library resources, public libraries and quality sources on the World Wide Web.

Students: be able to negotiate various information systems, be empowered to pursue and explore their own intellect and develop a love of learning and instruction based on their specific academic needs.

- Class size needs to be kept to a low student teacher ratio.
- On site rooms need to be available for conferences, testing and one on one services.
- Appropriate resources need to be provided for staffing specialists, classroom teachers and assistive technology
- Classrooms should have access to lead into the general education instructional areas without creating a sense of separate student cohorts, namely general education students not having access to SPED student areas intended for SPED instructional and collaborative purposes.
- Special education classrooms should have flexible walls to increase or decrease classroom



sizes based on student classroom size or special combined classroom instruction.

- The ability to mirror independent living skills by creating a “working and adaptable apartment style classroom that can be configured and “set-up” by students as a way to visually and spatially model their Independent Living Curriculum.

Contemporary special education classroom be able to engage the independent, high tech and academically functioning special education students. Their classroom arranged in such a way that students have a projector screen in the front of the room with other computer work stations nearby. The progressive special education classroom is wired, online and interactive. Equipment may include but should not be limited to:

- Digital camcorders
- Digital cameras
- Elmos
- Music systems, and wood, percussive and string instruments.
- Microphones, webcams
- Scanner, augmentative communication devices
- Smart boards
- White board walls

Graduation Requirement:

All students must successfully complete at least 24 Carnegie unit of vocational education. These courses give our students the necessary skills to help them confidently continue their education, and/or enter the world of business and industry as well as post secondary academic pursuits.

English Language Learners (ELL) Program

Outcomes: Students will become proficient in English in all four language skills of reading, writing, listening, and speaking. Students are assessed yearly on an English language test.

Overall, ELL students will:

- Analyze texts for main ideas and comprehension.
- Synthesize information from one or more sources in summary form.
- Construct sentences and paragraphs/essays on content-related and/or personal topics.
- Determine the meaning of new vocabulary through context clues.
- Discuss content topics in the target language (English) individually, in groups, and via presentations.

In addition, Newcomer ELL students will:

- Process, interpret and evaluate the target language (English) in a variety of situations.
- Engage in oral communication in the target language (English) in a variety of situations for a variety of purposes and audiences.
- Process, interpret, and evaluate written language, symbols, and text in the target language (English) with comprehension and fluency.
- Engage in written communication in the target language in a variety of forms for diverse purposes and audiences.

Graduation Requirements: There are no specific graduation requirements related to ELL, other than the general graduation requirements for all students.



Sheltered Content Courses: The ELL department offers content credit courses in English I, II, III, and IV; Algebra I and geometry; World History I and II; and earth science.

Electives: Electives offered by the ELL department include seven credits of newcomer language courses for students new to the United States and the English language; ESL I, II, and III which develop general English language skills, but may also count as foreign language credit; courses in SAT Prep and Career/College Planning.

Instructional Philosophy: The ELL/WL Department will utilize project-based and experiential learning to develop proficient language, academic, and social skills in our multiculturally diverse population to prepare them to become productive citizens of our global community.

Methodology: ELL classes follow the normal school schedule which may change next school year from the present schedule. The present schedule calls for a one credit class to meet every day for 80 minutes for one semester; and a one-half credit class meets every day for 80 minutes for one advisory (quarter). Students attend four periods per day.

Like most classes, ELL classes entail lecture time, independent practice, small group work, and project-based learning.

In lieu of a language lab, which often becomes out-dated in a few years, Newcomer classes need space for computers as these students are often exposed to online language learning programs.

Class size for most ELL classes seldom goes above 25 students; the normal range is 10 to 20.

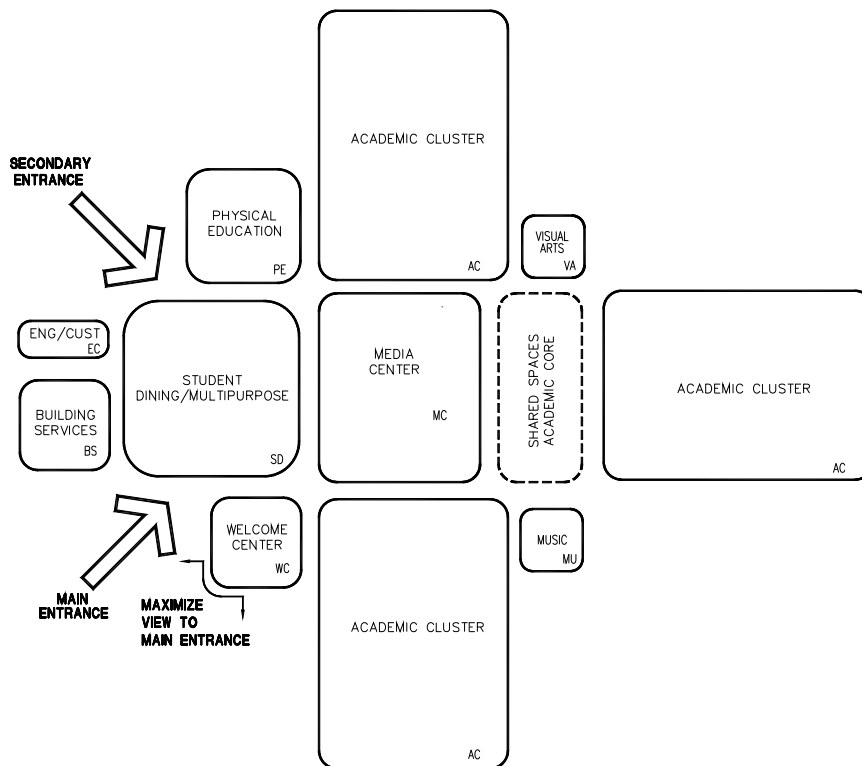


Overview of Planning Concepts

The Academies Structure

The goal of high school education is to provide students with a rigorous and comprehensive academic program which will prepare them in becoming responsible and independent citizens of a global society.

In recent years, DCPS has concentrated high school modernization efforts on 1) **Graduating students who are prepared for the rigors of college and post graduate training** 2) creating a personalized and orderly learning environments (small learning communities) 3) assisting students who enter high school with poor academic skills or who are at risk to drop-out (9th grade centers), 4) improving instructional practice (through technology and equipment upgrades) 5) preparing students for the world beyond high school (Career and Technology pathways).





The Pathways Structure

Roosevelt's **administrative** organizational model is based around four 'pathways'.

- Academic Pathways
 - Academic departments
 - Special and alternative programs
- Career and College Readiness

- Transformation
 - Family Center

- Climate for Learning

The Academy Structure

Although not currently organized in interdisciplinary teams, Roosevelt is considering an academy structure based on grade level. The following is a typical academy structure.

All **ninth** graders would be assigned to a 9th Grade Academy (300-350 students). Emphasis is placed on **core academic** and technology skills, and is intended to transition students from the middle school environment into high school. They are enrolled in the English, math (Algebra 1), science (physical science), and social studies (World History) as well as one or more semester(s) of physical education, foreign language, art and/or music.

Classroom Breakout:

Academic classrooms = 12 (includes 3 English, 3 Math, 3 Social Studies, 3 Science)
Independent Study/Resource Rm = 1 (for reading, technology projects, testing, and independent study)

Learning/administrative Hub

Teachers' work/team room/conference room/storage
Staff office (Social worker/counselor/academy coordinator)

Corridors

Universal Signage, Theme-based colors and textures
350 lockers
Rest rooms for students and staff
Commons (If feasible)

All **tenth** graders would be assigned to a 10th grade academy (200 students). Emphasis is placed on the core academic skills needed for graduation as well as identifying special interests in career and technology courses. They are enrolled in the core English, math (geometry), science (biology), and social studies (U.S. History). Electives include foreign language, art and/or music, or one of the career and technology streams.

Classroom Breakout:

Academic classrooms = **minimum of 4** (includes English, Math, Social Studies, Science)

Learning/administrative Hub

Teachers' work/team room/conference room/storage
Staff office (Social worker/counselor/academy coord.)



Corridors

Universal Signage, Theme-based colors and textures
200 lockers
Rest rooms for students and staff

Cross Cutting 'Academies'

DCPS is exploring ways to address the special academic and developmental needs of 'over age' 9th graders (15-20%). This group of students did not pass one or more of the core subjects in 9th grade and need to repeat the course in a smaller alternative setting. Specific details on the types of interventions are still under consideration. Pending more information, two resource rooms (with movable walls) should be located between the ninth and tenth grade academies.

Students in ESL often attend 'sheltered' subject matter classrooms. A team of four teachers instruct in English, Math, Social Studies, and Science. The majority of their students are in the 9th and 10th grades. Their classrooms should be located between the academies and will include the following

Classroom Breakout:

Academic classrooms = 4 (includes English, Math, Social Studies, Science)

Teachers' work/team room/storage
Staff office
200 lockers

Students in **two upper grade** academies – **11th and 12th Grade** (250-300 students) continue the core academics of English, math, social studies, and science along with similar electives. (See page 26 for electives)

Classroom Breakout:

Academic classrooms = 8 (includes 2 English, 2 Math, 2 Social Studies, 2 Science)

Learning/administrative Hub

Academy administrator Suite
Teachers' work/team room/conference room/storage
Staff office (Social worker/counselor/academy coord.)

Corridors

Universal Signage, Theme-based colors and textures
300 lockers
Rest rooms for students and staff

Academies should be clearly defined with most academic classrooms, administration, guidance, teacher planning, and storage located in the general area. It will offer an inclusive environment that serves all students regardless of special needs – physical, mental, emotional, academic, or language challenges.

To the extent feasible, the corridors should become learning spaces that may offer opportunities for pull-out tutoring or informal presentations. Acoustical treatments should quiet the change of class times. Transparency from some of the offices should improve supervision and encourage staff and student interaction.



Electives Central to all Grades

Classroom Breakout:

Foreign Language = 4 (+Language Lab) Spanish and French currently with additional offerings to expand with enrollment growth

Art = 1 - 2D and 3D currently with opportunities for advanced levels and/or digital art offerings to expand with enrollment growth

Music Suite = 2 – Opportunities for instrumental, choral, and keyboarding with advanced levels to expand with enrollment growth

CTE Labs = 3 (Culinary Arts, Business and Finance) – Further definition of the business and finance curriculum with opportunities for advance level offerings with enrollment growth

Additional electives may be identified in the future to include physics/engineering, audio-video communications, etc.

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.

Roosevelt has two 'self-contained' programs using 5 classrooms.

- 1) Students with Autism: 3 classrooms.

Roosevelt operates a program for 20+ students with autism. Although staff predominantly works with students in a self-contained setting, it is hoped that students will be able to participate in school activities with their age-appropriate peers. In addition to a full range of academic subjects, students are taught life skills for independent living. The three classrooms should be in different age academies but should have easy access to the life skills lab and the OT/PT and sensory rooms.

Autism Spectrum Disorders range from mild to severe and are marked by impairments in social interactions and communication. As a result of deficits in communication and language development, students with autism may rely predominantly on visual input as a way to acquire new knowledge. Students with autism have a tendency to be distracted by sights and sounds, therefore a student's work area should be organized, well defined, and placed where there are a minimum number of potential distractions. Both artificial and natural lighting sources need to be diffused. Sounds such as loud speakers, fire drills, even a change of class needs to be able to be muted.

- 2) Students with behavioral disabilities: 2 classrooms

Previously called RISE (Readiness. Innovation. Scholarship. Excellence), Roosevelt operates a program for students whose behavior requires a special setting and interventions. The goal is to provide comprehensive and specialized instructional programs for secondary students in a small classroom setting. Each classroom provides a safe and structured learning environment, which prioritizes effective communication between the home, school and community. As feasible, students participate in school activities and functions with their age-appropriate peers. The classrooms and support spaces (quiet room, office and pull-out space) should be located together in a quiet area of the building.



All other students are all- or partially- mainstreamed. The school uses a combination of co-teaching, dual certified teachers and subject-based 'learning centers'. This is the 'Elite Academy'. It should be central to all grade level academies. The learning center classrooms should be equipped like regular classrooms throughout the building.

Classroom Breakout:

Learning Center classrooms = 4 (includes English, Math, Social Studies, Science)
Read 180 = 1
Resource rooms

Learning/administrative Hub

Academy administrator Suite
Teachers' work/team room/conference room/storage
Itinerant staff offices (social worker, psychologist, speech)

Visual and Performing Arts

The music program at Roosevelt includes both a marching and two concert/Jazz bands. The constraints of the existing facility and the small staff currently limit the range of music offerings. The modernized facility should be able to support up to two music teachers and provide for both instrumental and choral programs. Teaching spaces for these curricula must be planned with particular attention to room volume and acoustics. Several storage options must be included to support a variety of instruments, uniforms, and music. Space and technology should support individual and small group practice as well as recording.

Currently, the art program offers both basic 'survey' classes and a couple of advanced classes and is fully subscribed. The existing classroom is ample in size but lacks quality equipment and finishes. It should be modernized to teach both 2D and 3D arts. A second art classroom should be contemplated but it is unclear whether this second room should support digital art or be another 'fine' art space. To maximize flexibility across several disciplines, a multi-purpose studio is proposed.

Roosevelt has a historic 700 seat auditorium. The school has raised concerns about poor acoustics, maintenance, and outdated technology. The modernization will preserve the historic features while introducing state-of-the art sound and lighting technology. The architect should consult an acoustic expert to determine if the acoustical issues can be addressed. Support spaces such as set construction, costume shops, and sound booth should be located adjacent.

"Welcome Area"/Administration/Student Services

High schools often have two entrances with students entering by the 'noisy' areas of the building (gym, auditorium, and cafeteria) and visitors entering by the main office and student services suite. Currently, all visitors and students enter through the back door creating security concerns. The school would like the main entrance to the school to be returned to the historic front entrance. To minimize the institutional feel of the visitor entrance, the architect should consider less obtrusive security equipment. However, this should not reduce the level of scrutiny and undermine the safety of students and staff.

Roosevelt HS would like a third entrance for STAY students. The STAY administration and registration offices should be immediately inside this entrance. All entrances should have security.

Other special use entrances may be needed depending on the final design – the day care, the health clinic, the gymnasium, and the pool. These entrances may be needed because of extended hours or special events.



Once inside the building, signage should clearly direct visitors to a welcoming center. Welcome centers should be able to see into the corridor and lobbies. As the first stop for many parents and visitors, the welcome center should project professionalism and calm.

In addition to the welcome center, the registrar and partner services (parent center) should be located in this area (not in the main office suite but near) so that visitors will not need to go through the quieter academic areas to access services.

Some administration is decentralized in the academy areas for security and programmatic reasons.

Media Center

The Media Center will be centrally located. The Media Center will be the information hub for the building and will contain extensive networked information resources including a variety of audio- and visual- resources. No longer just a book repository, the media center operates as a gathering area, teaming space, and presentation production area.

In January 2013, the DCPS Library taskforce print recommendations on improving library services. They stated the following 'fundamental beliefs'.

All students in DCPS should be provided with a quality school library media program that enables them to have:

- flexible access to a wide variety of materials in multiple formats that appeal to their interests and is appropriate for their reading level;
- information literacy instruction, which is integrated into the curriculum, and collaboratively created, delivered, and assessed by full-time certified library media specialists and classroom teachers;
- flexible access to technology that allows them to use appropriate electronic resources that are curriculum-related, accurate, and up-to-date;
- a wide selection of books to support voluntary reading for pleasure;
- opportunities to use materials to respond to both curricular and personal information needs;
- the chance to engage in conversations about books and ideas that are of personal interest through the culture of sharing promoted by the school library;
- opportunities to read engaging materials in their first language as well as English; and
- a culture of family literacy that is the result of school library programs for parents and caregivers.

School libraries are clearly changing from being quiet book-lined storage spaces for research and contemplation to multi-media, interactive studios for social collaboration for faculty and students. Often part of school commons, new media centers are more than 50% digital and offer both learning areas as well as production areas. The ideal media center might move from noisy to quiet - through a 'café' and mobile computing environment, to small group study areas and conference screen monitors, to individual study carrels or a media production room.

Physical Education

High schools have two different programs using the gymnasium and other sports facilities – a physical education and an athletic program. In addition DCPS encourages community use of the indoor and outdoor facilities.

Physical Education: Currently DC, students are only required to take one year of physical education and one semester of health. As a result, Roosevelt has only 5 periods of PE/health. A national focus on obesity and fitness goals may result in a change to the graduation requirements in the



future. Just as important is the changing focus to encouraging curriculum that promotes life-long (and often non-competitive) fitness activities.

Athletics: The demand for both indoor and outdoor facilities is driven more by the athletic program and particularly the major sports – football, basketball, volleyball, soccer, track and field, and lacrosse. Roosevelt high school has varsity and Jr. varsity teams for both boys and girls requiring the scheduling of practices at staggered times. Due to a limited acreage, not all sports are played on-site.

In addition the music program is an integral part of the sport teams' games providing a marching band accompanied by majorettes, etc. All of the participants need practice space after school during inclement weather.

To accomplish these goals, The modernized school needs more spaces for practices and a more contemporary focus. The current weight room needs to be more centrally located to be more accessible to all students. An additional practice room (dance) needs to be identified.

The current gymnasium is undersized for a high school of 1000 students. DCPS guidelines call for seating equivalent to the capacity of the school (1030). It is desirable that this seating include full use of the basketball floor when fully extended.

Pool

Roosevelt has a pool. The pool area was recently renovated and is in good condition. The school uses the pool one to two periods for physical education but does not have a swim team.

The community has indicated an interest in opening the school to the public. DCPS supports community use of its buildings but needs the District's Department of Parks and Recreation (DPR) to operate the pool during non-school hours. There is no arrangement currently. DCPS will continue to explore the feasibility of a DPR partnership at Roosevelt in the future.

To make public access feasible, a separate and accessible entrance would be needed for the pool, windows or improved ventilation, and renovation of the locker for community use. Pending further determination, the architect is asked to explore alternatives to addressing public access issues and costing-out options.

Cafeteria/Commons

This area is planned to have multiple functions, which include student dining, performances, assemblies, and community meetings. It is proposed through creative design and new technology that this area effectively houses multiple functions.

As a dining facility, it should serve 1/3 of the student population at tables and chairs. It is common for students to sit, mill, work on assignments, and socialize during lunch, so a combination of group seating, standing and milling areas is acceptable. Because the dining area adjacent to a courtyard, it is desirable for students to spill into an outdoor patio (partially or fully covered).

Most high schools are moving toward a 'food court' arrangement in the servery. The food service area will be designed in coordination with DCPS food services contractor.

Corridors

Corridors should be bright and pleasant. Avoid long hallways and single loaded corridors. Through the size and arrangement of corridors encourage low stress social interaction and convey a sense of



unity and 'place'. Numerous display areas should show student art work, projects, awards and offer opportunities for impromptu learning. Security cameras should blend with informational displays and signage.

Video monitors could share information items, student art, and intra-school TV broadcasts.

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, and books as well as storage for supplies and materials. Work areas exist with direct access to copiers, multi-media equipment, and telephones. Teacher preparation areas should be located in close proximity to classrooms to permit, encourage, and enhance student and teacher interface. To the extent possible, movable furnishings will be used, rather than fixed casework, to provide flexibility for future reconfiguration.

Handicapped Accessibility

The entire facility will be accessible for students, staff, and visitors. This includes 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 way finding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor facilities.

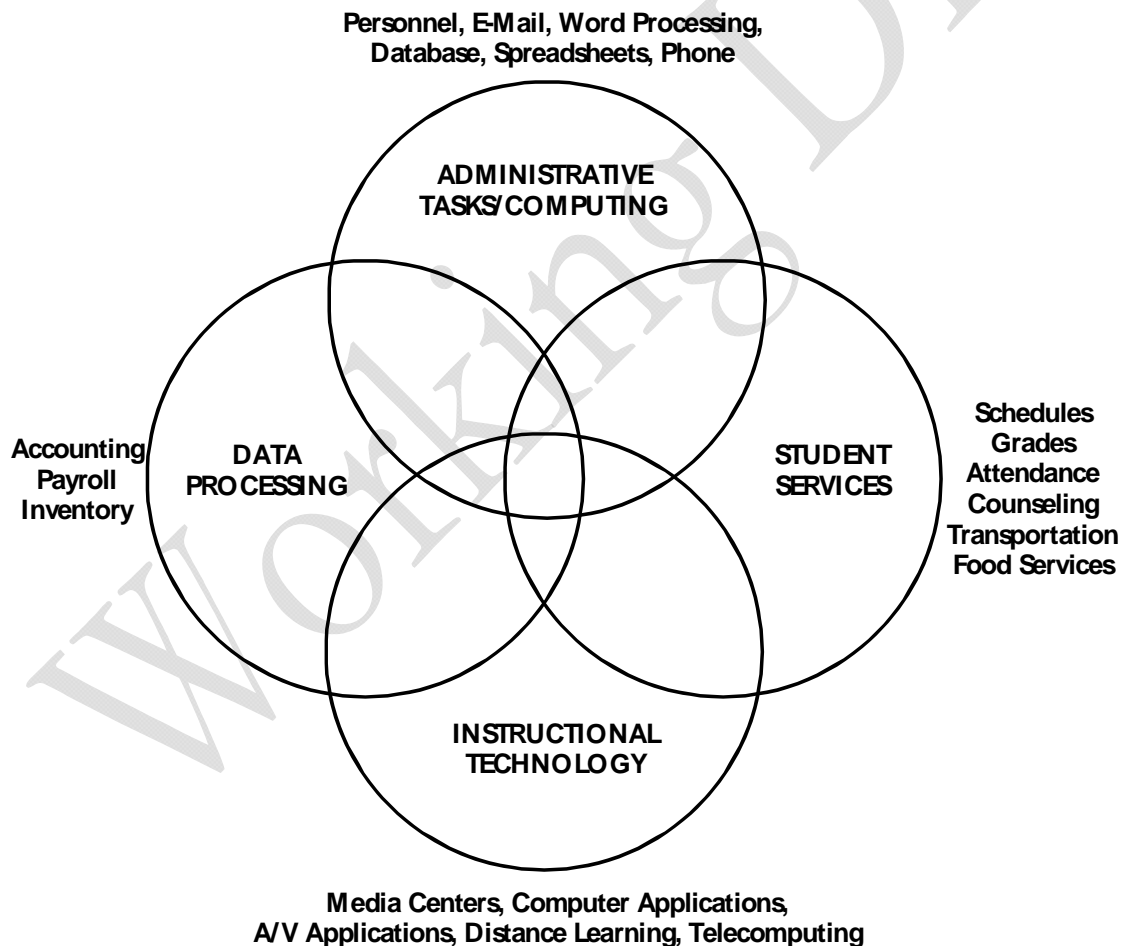


Technology

The implementation of a voice, data, and video telecommunications system throughout schools is fast becoming a standard across the country. Appropriate and strategically designed and installed technology will greatly enhance the teaching and learning of basic skills and position a school to take advantage of technological developments in the future. All classrooms should be multi-use/multi-purpose with invisible technological support. There should be a seamless web of technology to support the classroom management between administration, teachers, students, and the home.

Current voice, data, and video systems can provide leadership, instruction, data management, and student services which go far beyond the systems that were constructed as recently as the late 1980's. As home and business worlds move into higher levels of technological applications, it is critical for schools to be able to integrate technology into the teaching and learning processes.

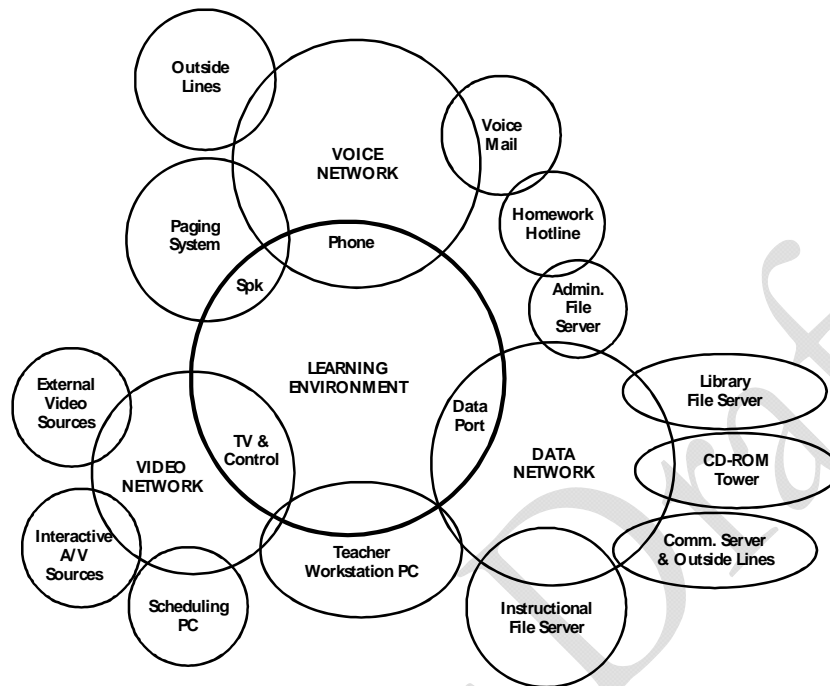
Technology has four primary applications within the school environment. These applications have the potential for a positive impact on every aspect of the educational processes found in schools. The following diagram provides a visual of how the four primary applications interface with each other and some examples of educational applications in each area.





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The following graphic demonstrates several applications where technology is providing essential support.



Technology can support multiple instructional designs:

Whole Group Instruction (20-30 students)

This includes the use of overheads, VCRs, LCD displays, video stills, and various forms of computer display techniques.

Small Group Instruction (6-8 students)

This includes areas in the classroom and in shared common spaces where a teacher or another resource person can work with groups of 6-8 students. The technology is essentially the same as whole group instruction technology, the only difference being the size of the groups.

Individualized Instruction (1-2 students)

This is primarily a computer-based instruction design where students interact with a computer workstation. As all forms of technology become more and more digitized, it is envisioned that these will become multimedia workstations that integrate voice, video, and data formats.

In the future, it is likely that most end-user devices will be portable.

Technology in every classroom:

Voice: Telephone (IP) and voice communications in every classroom and throughout the entire building as well as to other persons in the school system and external resources including parents and community members.

Data: Data retrieval capabilities in every classroom and throughout the building as well as network capabilities district-wide and to other external databases. (wireless)



Video: Video distribution in every classroom and throughout the building with interactive video capabilities to support whole and small group instruction, distance learning, and providing access to a wide range of internal and external resources. Appropriate school-wide infrastructure is needed.

Audio enhancement: Some spaces will need audio enhancement capability based on size, location or activity.

Teacher Equipment: Teachers should have a mobile 'multi-media work station' (computer, document reader, projection device, printer, modem for wireless access to classroom computers).

Students Equipment: Some rooms will be designed predominantly for computer use. Others will be designed for multi-purpose activities and easy computer access. All classrooms will have wireless capability to allow for occasional lap top computer use.

Printing

DCPS is moving toward networked printing with the majority of computer printouts in centralized workrooms. Unless otherwise indicated all classrooms and offices will be networked as follows:

- Central Workroom (print shop)
- Academy Workrooms

Site

The modernized school site needs to

- 1) Separate vehicular, bike, and pedestrian traffic coming to the school
- 2) Provide for an adequate, safe and convenient parking for staff and visitors. Provide visitor parking near the front entrance.
- 3) Separate the high school traffic (pedestrian and vehicular) from the middle school traffic.

The school garden and pond should be an integral part of the science curriculum, although the garden has a dual utility with Culinary Arts. Both should be visible from classrooms and accessible by the entire school community. The garden and pond should be part of landscaping that creates a park-like setting and serve as a factor in storm-water mitigation if possible.

Individual raised garden beds should be small enough to reach into easily and should provide wheelchair access. The garden area should be able to revert to lawn if necessary rather than be built of or into concrete or pavement. A shaded outdoor classroom and gathering space should be available. Nearby storage for tools and materials is necessary and sufficient sunny space for composting is also needed. Ready access to water is crucial; access to power is a plus.

The pond should provide an environmental stewardship teaching tool, and should be of sufficient breadth and depth to support common native plants and animals. Nearby access to a hose bib is important; access to power is a plus.

The day care will need a protected play area ideally with both play equipment for toddlers, appropriate surface, and some grass/shade with seating



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.

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
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 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



Performance Criteria

All new and modernized schools will meet the following performance criteria for lighting, air quality, acoustics and Technology.

Lighting Quality: Improving natural and artificial lighting in classrooms

DESIGN PARAMETERS	PARAMETER NOTES
1) Controlled Natural Lighting (Glazing)	10 - 12% of floor S.F. LEED & Green Globe
2) Artificial Light	35-50 Foot-candles IES

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

DESIGN PARAMETERS	PARAMETER NOTES
1) Winter Temperature	68.5 to 75.5 degrees EPA 2000 & ASHRAE 55-04
Summer Temperature	74 to 80 degrees
2) Humidity	30 % to 60% relative humidity EPA 2000 & ASHRAE 55-04
3) Air Changes	6-10 per hour ASHRAE
4) Outdoor Air Ventilation	10CFM per person Plus 0.12 per SF of area
5) Air Filtration	MERV 13 LEED
	MERV 6 to 8 ASHRAE 52.2-2007 & 62.1-2007
6) Carbon Dioxide Levels	Below 700 PPM above outdoor air ASHRAE 62.1-2007
7) HVAC Background Noise Level	RC(N) Mark II level of 37 ASHRAE Handbook Chapter 47

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

DESIGN PARAMETERS	PARAMETER NOTES
1) Reverberation	.6 per second (ANSI S12.60-2002)
2) Background Noise	45 dBA (LEED)
3) Sound Isolation (Varies)	STC 45 between Classrooms



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

DESIGN PARAMETERS		PARAMETER NOTES
1) Data / Computer Drops		At Teacher and Student Computers at wireless access points for mobile cart
2) Audio / Video Equipment		
	Projector linked to Teacher's PC	
	Video Format Screen	
	Interactive Whiteboard (as specified)	
	Sound Enhancement	Amplifier, microphone, speakers
3) Clock		Synchronized with Bell system
4) Sound System & Emergency Call-box		
	Ceiling or Wall Speaker	Class change bells, emergency announcements
5) CCTV Camera		
	Security, WebX conferencing, Distance Learning	



Energy and Environmental Design

There is interest in using the LEED certified school building as a teaching tool to teach environmental stewardship and awareness, while simultaneously providing an engaging environment for students, staff, and community who use the facility. The organization, understanding and use of a building will have a major impact on student and staff conservation behavior.

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

Passive Concepts

1. Building Layout

- Concentrate daylight and views to the outside to areas of frequent human interaction (e.g. classrooms, cafeterias, media center, art rooms, music rooms) with passive solar design
- Avoid excessive window areas in corridors, lobbies, hallways with no gathering opportunities (design for less than 45% of wall area)
- Avoid skylights and use roof monitors with vertical glazing instead

2. Types of Building Materials

- Use durable wall surfaces that are easy to clean
- Design for cleanability with easy and safe access
- Incorporate light colored pitched roofs to prevent heat gain and leakage
- Install high performance walk-off mats at all points of entry
- Design with noise minimization in mind

3. Uses of Technology

- For instructional and administrative purposes, the new school should have extensive technology systems. These same infrastructures and technology components can be used to enhance the perception of the buildings environmental components. Digital display of buildings energy and water use at entrance and in cafeteria
 - Website with environmental features of the school
 - Use only vacancy sensors for classrooms, cafeteria etc. to turn off (not on) lighting
 - Daylight sensors and dimming in larger areas (cafeteria, multi-purpose etc.)

4. Vehicular and Pedestrian Traffic

- Provide sufficient, covered and secure bicycle storage
- Provide bicycle lanes to building from all major access directions

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

- Use native high trees and low bushes and ground covers and locate to provide shade to the building
- Non-intrusive lighting of all areas (not correctional-type lighting) according to the Light Pollution Credit in LEED-S with no lighting to leave property line



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6. Green Curriculum

- Provide outdoor classroom
- Design interior with sense of buildings orientation to North – East – South - West

Active Concepts

1. Building Layout

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

2. Types of Building Materials

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

3. Uses of Technology

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

4. Vehicular and Pedestrian Traffic

- Provide preferred parking for DCPS Green Fleet (for carpooling and fuel efficient vehicles)
- Identify space for a future Capital Bike-Share Rack

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

- Design for no-mow areas
- Design for student garden
- Tree or shrub or groundcover landscape plantings should provide a large variety of native plants that can serve as a teaching tool
- Provide solar or wind powered, off the grid site lighting as demonstration model for select areas

6. Green Curriculum

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



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Space Requirements Summary

Base Required Space	Teaching Stations	Square Footage
Core Academic/Science	41	46,710
Special Education	10	11,410
Media Center	0	4,750
Visual Arts	1	2,950
Performing Arts	2	13,270
ROTC	1	2,250
Family Support Center	1	3,330
PE/Health	3	27,600
Administration Services	0	5,305
Health Suite	0	1,893
Pathway Centers	0	5,650
Student Dining & Food Service	0	10,250
STAY Classrooms and Administration		8,050
Engineering & Custodial Services	0	2,200
Building Support Areas [corridors, bathrooms, storage, stairwells, elevators]		53,092
Total		198,710
Construction Factor		.095
Gross Total*		217,587

*Gross sq does not reflect stadium support facilities (if needed) nor any renovations to pool area (if needed).

Note: DCPS considers the site improvements that separate bus and pedestrian traffic, that create better separation from the middle school campus, and that encourages use of the front door to be a priority. The above SF is based on a 1030 capacity which is desirable if it can be done without compromising these goals.

Site Requirements

Priority One	
Stadium Field	
Press Box [10 - 15 people in three sections]	600 SF
Concessions/Restrooms	900 SF
Exterior Grounds Equipment Storage [secure]	200 SF
Ticket Booth	60 SF
400 Meter Track - 200 Meter Straight	
Bleacher Seating as is	
Long Jump & Triple on one side, Pole Vault Pit, Shot Put	
Multi-purpose field for football, soccer and lacrosse (if feasible)	
Parking (100 staff and 16 visitor; 10-15 reserved spaces for early STAY staff)	

Space Requirements Summary

Pool	Teaching Stations	Square Footage
Pool (8 Lane 25 Yards)	1	10,000 est. SF SF to remain as is



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Core Academic Area Space Requirements

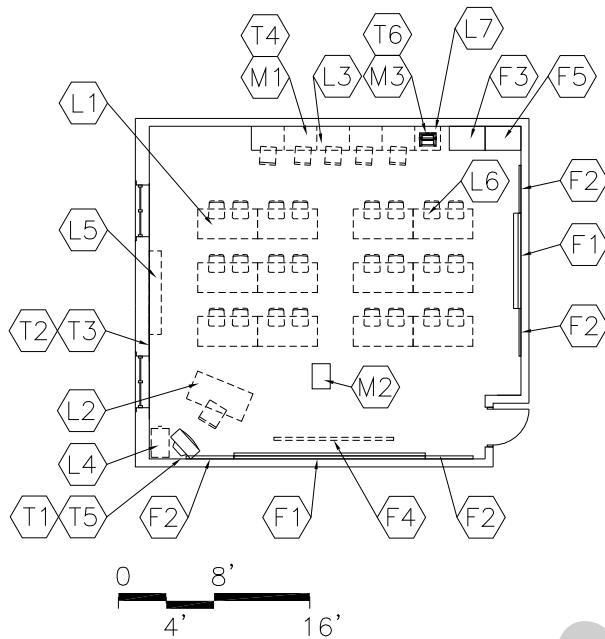
Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Academic Classroom	25	800-900	20,000	
Multi-purpose Studio 1	1	1,200	1,200	
Technology Labs <ul style="list-style-type: none"> • Language Lab/distance learning • Reading/Computer Applications Lab • Drop-in multi-purpose 	3	varies	3,000	
Science Lab (wet)	3	800	7,300	Labs flanked by classrooms
Science classrooms	6	800		
Science Prep/storage	3	200	600	
Chemistry storage	1	200	200	
Greenhouse	1	400	400	Size to remain as is if the current greenhouse is larger
Physics Lab - Dirty area	1	1300 300	1600	
CTE Labs <ul style="list-style-type: none"> • Culinary Arts • Business and Finance 	1 2	6,000 900	7,800	
Alternative education classroom	1	600	600	
Academy Support Suite				Three grade level academies and ELL
Staff Offices	4	120	480	
Teacher Workroom/meeting rm.	4	400	1600	
Storage	4	varies	800	Department (English, math, SS, ELL)
Book Storage	2	300/500	800	
Central workroom	1	500	500	
Total			46,280	

Specialty Rooms				Comments
	Qty.	S.F.	Total	
School Store	1	230	230	
Student Government Office	1	200	200	
Total			430	



CORE ACADEMIC CLASSROOM (includes business and ESL)

H-AC-1



CAPACITY:

- 20-28 students
- 1 staff member
- Guest speakers and volunteers

SIZE:

- 800-900 SF

GOAL:

- To provide flexible space to accommodate any of the core academic disciplines

PROGRAM ACTIVITIES:

- Large group, small group, and hands-on activities and instruction
- Oral presentations
- Computerized instruction
- Team teaching

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
 - Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Comfortable rooms with pleasant décor that contribute to an atmosphere conducive to creativity
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Window treatment to darken room for AV presentations
- Plan for two teaching walls 1) White board 2) interactive board

Provide 4 paired classrooms with movable walls – 1 per academy.

NOTES:

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



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CORE ACADEMIC CLASSROOM

H-AC-1

	Spec. Ref.#		Spec. Ref.#
<u>Finishes</u> ¹ :			
Flooring:		<u>Fire Suppression:</u>	
Resilient tile flooring	096519	Fire suppression system	Div. 21
Base:		<u>HVAC:</u> Div. 23	
Resilient base	096519	Supply/return air system	
Ceiling: (9' high minimum)		Independent temperature control	
Suspended, acoustical	095113	<u>Electrical:</u> Div. 26	
Walls:		Fluorescent lighting	
Painted concrete masonry units or dry wall	042000 / 099123	Illumination level: See Table 7600-16	
<u>Loose Furnishings:</u>		Multilevel switching	
L1 21-28 Student tables/chairs		Duplex receptacles	
L2 One teacher desks and chair		3 per primary teaching wall	
L3 3-5 Computer workstation furniture		At least 2 per other walls	
L4 1, four-drawer locking file cabinet		TVSS protected quad receptacle	
L5 Adjustable height bookshelves (24 LF)		adjacent to data and video ports	
L6 Small table and chair for additional staff		Central sound system	
		Clock	
<u>Features:</u>		<u>Communications:</u>	Div. 27
<u>Fixed Equipment:</u>		Single point 'face plate' near teachers work station to include:	
F1 Marker boards (24 LF)	101100	Voice, data, VGA , audio enhancement, and HDMI	
F2 Tack boards (16-24 LF)	101100	Additional ports:	
Tack strip		Printer	
F3 Casework:	123200	Cable/MATV port	
Two tall lockable cabinets (One for the day and one for the evening staff)		5 data ports for student use	
F4 Manual projection screen	115213	Ceiling mounted LCD projector	
F5 Casework:	123200	Clock/PA	
Lockable Wardrobe		2 wireless	
Lockable cabinet for mobile computing with charging capabilities – a minimum of 15 laptops or 25 tablets/graphing calculators		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Multi-media cart	
		M2 Printer	
		M3 3-5 computers for student use	
		M4 Laptop computer for teacher use	
		Document camera	
		Audio enhancement equipment	

NOTES:

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



SCIENCE WET LAB/CLASSROOMS

CAPACITY:

- 21-28 students
- Teachers
- Staff

SIZE:

- 800 Wet labs SF
- 800 SF classrooms (2 per lab)
- Physics Lab classroom/lab combined

ANCILLARY SPACES:

- Science Prep

SPATIAL RELATIONSHIPS:

- Two life sciences labs (green house near) with island lab stations
- One chemistry lab
- One physics lab

GOALS:

- Flexible space and layout to support delivery of entire science curriculum
- To help students become critical thinkers, problem solvers, and lifelong learners
- To help students become aware of the physical and biological world

PROGRAM ACTIVITIES:

- Large and small group instruction
- Experimentation and hands-on activities
- Data collection and analysis
- Computer simulations and instruction

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting multilevel controls
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Window treatment to darken room for AV
- Adequate ventilation

BUILT-IN EQUIPMENT – 9th and 10th labs:

- A demonstration table (30" X 5 ft.) with a top of black epoxy resin.
- Technology, marker boards and screens same as regular classroom
- An ultrasonic goggle sterilizer
- Six (6) island lab stations - Each lab station will have epoxy resin counter tops with two (2) GFI equipped electrical outlets and two data ports. Each lab station will accommodate four (4) students.
- Science laboratories shall have a minimum of at least one worktop set at a height to serve the physically handicapped.
- The lab shall be equipped with a fire extinguisher (ABC type), first aid kit, a shower/eye wash stations and a fire blanket.

BUILT-IN EQUIPMENT – Physics/engineering:

- A demonstration table (30" X 5 ft.) with a top of black epoxy resin.
- Technology, marker boards and screens same as regular classroom
- This lab will have six (6) lab stations with large open workspaces, allowing for four-student teams (not peripheral). Each lab station will have epoxy resin counter tops, GFI equipped electrical outlets for a portable computer device. These are dry stations. The arrangement will allow the instructor a clear view of all student lab stations.
- No storage cabinets will be built over counters.
- Science laboratories shall have a minimum of at least one worktop set at a height to serve the physically handicapped.
- The lab shall be equipped with a fire extinguisher, first aid kit, a shower/eye wash stations and a fire blanket.
- A dirty area will be accessible and visible from the classroom. It needs adequate ventilation and wood counters with lockable cabinets below and electric for small tools.



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BUILT-IN EQUIPMENT –

Chemistry/**Environmental science 11th grade:**

- A demonstration table (30" X 5 ft.) with a top of black epoxy resin.
- Technology, marker boards and screens same as regular classroom
- An ultrasonic goggle sterilizer
- Six (6) lab stations - Each lab station will have epoxy resin counter tops with a trough sink, faucet, gas jet and GFI equipped electrical outlets. The water and gas shall be at table level. The trough sink area shall be without an elevated shelf and include a cover. This arrangement will allow the instructor a clear view of all student lab stations. Each lab station will accommodate 4 students.
- Storage cabinet with glass doors will be built over counters.
- A fume hood (nominal 30" x 60" footprint) shall be provided in the lab. Make-up air shall be provided to compensate for the fume hood exhaust.
- Labs must be free of barriers that would prevent access by the handicapped. Science laboratories shall have a minimum of at least one worktop set at a height to serve the physically handicapped.
- The lab shall be equipped with a fire extinguisher (ABC type), first aid kit, a shower/eye wash stations and a fire blanket.

BUILT-IN EQUIPMENT – Classrooms:

F1	Mobile teacher demonstration table with utilities	
F2	Marker board (8-16 LF)	101100
F4	Tack board (8-16 LF)	101100
F5	Manual projection screen	115213
F6	Soap dispenser	102800
F7	Towel dispenser	102800
F8	Casework:	
	Wardrobe	123200

- A lab preparation workspace shall be located along one wall. This workspace shall be approximately 6 ft. long with 1 sink and cabinets above and below.
- Student storage for in-process activities - 120

Communications for Lab and classrooms
Single point 'face plate' near teachers work station and/or demonstration table to include:
Voice, data, VGA , audio enhancement, and HDMI

Additional ports:
Cable/MATV port
Ceiling mounted LCD projector
Clock/PA
2 wireless

Loose Furnishings for classrooms:

- L1 12 two-person tables
- L2 24 student chairs
- L3 Fire blanket
- L4 Microscopes (in cabinets)
- L7 Adjustable height bookshelves (24 LF)
- L8 Multimedia cart for teacher use
- L9 Adjustable height stool for teacher

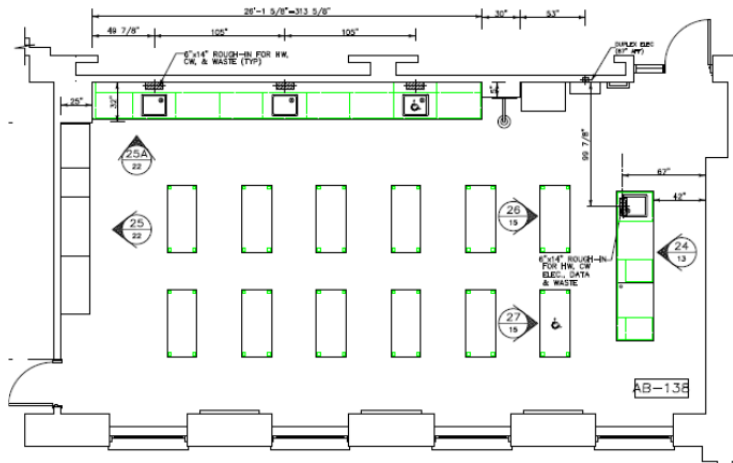
Loose Furnishings for Labs

- L2: 24 adjustable height stools

The physics lab will include a work table and tools in the dirty lab (TBD).



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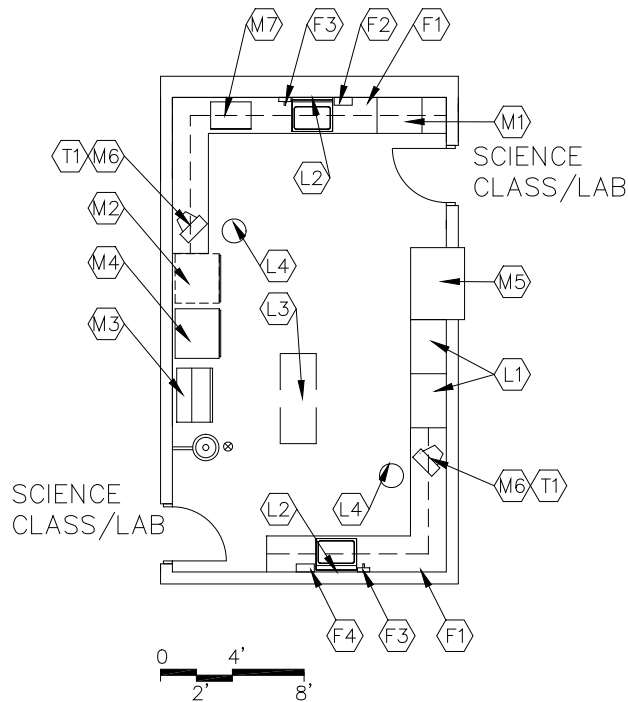
Labs





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SCIENCE PREP ROOM



CAPACITY:

- 1 or 2 staff members
- Student assistants

ANCILLARY SPACES:

- Science Classroom/Lab

GOAL:

- To allow for lab preparation

PROGRAM ACTIVITIES:

- General lab preparation
- Store equipment
- Set up experiments

SPATIAL RELATIONSHIPS:

- Adjacent and access to two Science Classrooms/Labs
- Near Teacher Center/ Workroom

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall Minimum: STC 45
 - Ceiling Minimum: CAC 35
- Adequate ventilation/exhaust
- Electrical outlets for equipment
- Duplex electrical outlets in raceway above countertop

BUILT-IN EQUIPMENT

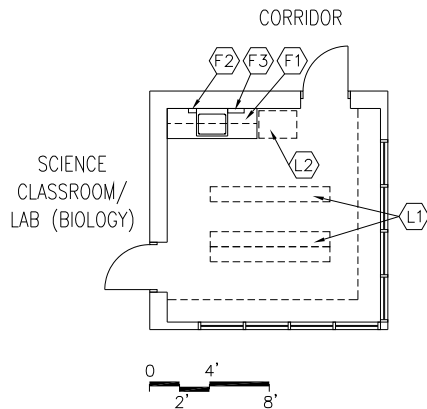
- All counter tops in the storage/ prep room shall be black epoxy resin.
- A lab preparation workspace shall be located along one wall of the storage/ prep room. This workspace shall be approximately 4 ft. wide and 15 ft. long.
- The lab preparation workspace requires a large sink with disposal unit and hot and cold-water faucets, a refrigerator and cabinets above and below (some lockable for microscopes)
- The rest of the prep area will include shelving and cabinets
- The prep rooms shall be equipped with a fire extinguisher (ABC type).
- The chemistry prep room will have a dishwasher for glassware, a water distillation unit that is permanently mounted with plumbing and electrical hook up and a drying oven, centrifuge and autoclave



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GREENHOUSE/Garden/Pond

H-AC-8



Fixtures should be waterproof, with lighting available for day and night use, using translucent glazing and interior shading with motorized shades, and concrete or rubber mat flooring. Plant shelving, standing plant benches and storage cabinets should be of sturdy durable materials. Include a hydroponic watering system if possible.

The architect will preserve (or replace) the garden and pond area.

CAPACITY:

- Staff
- Students

GOAL:

- To provide an area for students to conduct biology and botany activities

PROGRAM ACTIVITIES:

- Biology
- Botany
- Horticulture
- Environmental source

SPATIAL RELATIONSHIPS:

- Adjacent and access to Science Classrooms/Labs (biology/botany)
- Access to corridor

ENVIRONMENTAL CONSIDERATIONS:

- Lighting to support plant growth
- Moisture and stain-resistant finishes
- Adequate ventilation/exhaust
- Electrical outlets for equipment

Finishes¹:

	Spec. Ref.#
Flooring:	
Earth/pavers	033000
Base:	
Resilient base	096519
Ceiling:	
Glazed structure	133413
Walls:	
Glazed structure	133413

Loose Furnishings:

L1	Plant shelving
L2	Chemical storage cabinet

Fixed Equipment:

F1	Casework:	
	Base/wall cabinets	123200
F2	Soap dispenser	102800
F3	Towel dispenser	102800

Plumbing:

	Div. 22
Plumbing connections	
Floor drain	
Sink	
Hose bib	

HVAC:

	Div. 23
Supply air system	
Independent temperature control	
Thermostatically controlled exhaust	
- Evaporative cooling	
- Using solar heat from a Trombe wall re-radiated as an energy saving option.	
- an automatic ventilating fan system,	
- independent thermostat control; separate from the classroom	

Electrical:

	Div. 26
Single level switching	
Fluorescent lighting:	Illumination level: See
Table 7600-16	
Duplex receptacles	

NOTES:

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



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SCHOOL GARDEN

Gardens may be identified on the north, south and west side of Roosevelt where it can be accessed by the entire school community. The school garden should be visible from classrooms, even the front of school.

In addition to science, the culinary arts program also uses the garden.

The current pond can be relocated to the north side of Roosevelt to be used as a class teaching tool.

The garden should be factored in for storm water mitigation

The school would like to factor possible future partnerships with the following organizations to help bridge and build the gardening / science/ nutrition programming at Roosevelt SHS. These possible entities include:

1. RiverSmart Schools - Storm Water Mitigation
2. DC Greens (has garden programming for teachers)
3. NEEF - National Environmental Education Foundation
4. Washington Youth Garden
5. CityBlossoms

The architect may consider the following:

1. Circulation -

Walkways, pavers that allow students to experience the garden using all 5 senses.

2. Seating -

Seating is age- appropriate and is available for the expected number of students (25-30) that will use the garden at one time. Seating is shaded, multi-purpose and promotes for reflection, observation, and conversation.

3. Signage -

Signage is age-appropriate and student-centered. Bulletin board is a permanent, multi-use structure that is clearly visible and actively promotes vision, open hours, current happenings, maintenance tasks, contact information, and upcoming events.

4. Meeting Area -

The central meeting area is a multi-use space that supports the maximum number of students that will use the garden at one time (25 -30).

5. Tools / Storage -

Tools storage is in a weather proof structure, is easily accessible, well organized, and contains appropriate tools.

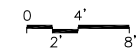
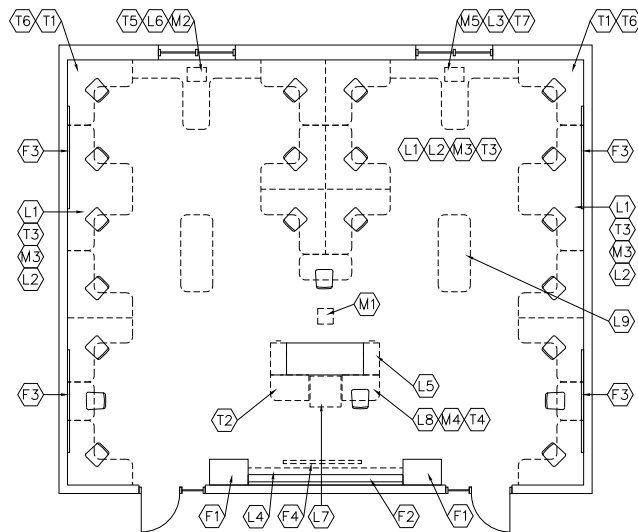
SYSTEMS

6. Water - The garden employs an effective watering system that is appropriate for the scale, type, and purpose of the garden.

7. Compost - The garden should include a well-designed, maintained, effective compost system that produces high quality finished compost. The system minimizes rodent issues.



TECHNOLOGY/DISTANCE LEARNING



The reading/applications lab should be located near the 9th grade academy – 24 computers

The drop-in lab should be easily accessible from the cafeteria – 20-24 computers

The language distance learning lab should be central and may be the largest of the three labs and divisible – 30 computers

CAPACITY:

- 20-30 students each
- Staff member
- Guest speakers/volunteers

GOALS:

- To provide students with a diversified approach to uses of technology and technology education in which students will work individually and in teams
- Emphasis on problem solving, technology literacy, and communication skills
- Independent study

PROGRAM ACTIVITIES:

- Large and small group instruction
- Hands-on activities
- Oral presentation
- Team teaching
- Computerized instruction

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting with multilevel controls
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
 - Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Comfortable rooms with pleasant décor that contributes to an atmosphere conducive to creativity
- Windows desirable, provide treatment to darken if windows are provided



GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF GENERAL SERVICES

**TECHNOLOGY LAB
H-AC-3**

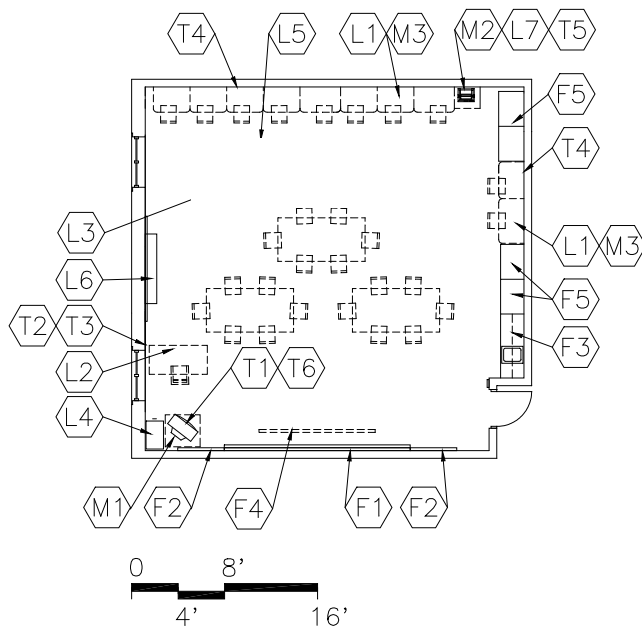
	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Quartz tile	096618	F1 Casework:	
Base:		Tall cabinets	123200
Resilient base	096519	F2 White board (12 LF)	101100
Ceiling: (9' high minimum)		F3 Tack board (32 LF)	101100
Suspended, acoustical	095113	F4 Projection screen	115213
Walls:		<u>Fire Suppression:</u>	Div. 21
Painted concrete masonry units or dry wall		Fire suppression system	
042000 / 099123			
<u>Loose Furnishings:</u>		<u>Plumbing:</u>	
L1 20-30 student chairs		N/A	
L2 20-30 computer workstations for student use			
L4 Adjustable height bookshelves (24 LF)		<u>HVAC:</u>	Div. 23
L5 2, four-drawer file cabinet		Supply/return air system	
L6 Printer table		Independent temperature	
L7 Multimedia cart for teacher use		controls	
L8 Teacher chair and desk		<u>Electrical:</u>	Div. 26
L9 2-3 Work tables		Duplex receptacles	
		3 per primary teaching wall	
<u>Miscellaneous:</u>		2 per other walls	
M1 Ceiling mounted projector (LCD) Div. 27		TVSS protected quad receptacle	
M2 Printer		adjacent to data and video ports	
M3 24 computers for student use		Multilevel switching	
(minimum)		Fluorescent lighting with parabolic	
M4 Computer for teacher use		lenses	
Audio enhancement equipment		Illumination level: See Table 7600-16	
		Clock	
<u>Communications:</u>	Div. 27	Central sound system	
Single point 'face plate' near teachers work		Projection Screen	
station to include:		Ceiling mounted projector with electronic	
Voice, data, VGA , audio enhancement,		white board (or alternative)	
and HDMI			
Additional ports:		<u>Electronic Safety and Security:</u>	Div. 28
Printer		Life safety devices per code	
Cable/MATV port			
5 data ports for student use			
Ceiling mounted LCD projector			
Clock/PA			
2 wireless			
Cameras and audio for distance learning			

NOTES:

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



MULTI-PURPOSE STUDIOS



CAPACITY:

- Up to 24 students
- 1 staff member
- Guest speakers

SIZE:

- 1100 SF classroom
- 100 SF lockable storage

ANCILLARY SPACES:

Storage closet

GOAL:

- To provide flexible space as a resource area for interdisciplinary activities

PROGRAM ACTIVITIES:

- Large group and small group instruction
- Hands-on activities
- Computerized instruction
- Team teaching
- Oral presentation and plays
- Tutoring

SPATIAL RELATIONSHIPS:

- Near Media Center
- Near Art

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
 - Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Comfortable rooms with pleasant décor that contribute to an atmosphere conducive to creativity
- Proportion classroom for effective viewing and listening from all areas of the classroom
 - Window treatment to darken room for AV presentation

NOTES:

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



GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF GENERAL SERVICES

MULTI-PURPOSE STUDIOS

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Fire Suppression:</u>	<u>Spec. Ref.#</u>
Flooring:		Fire suppression system	Div. 21
Vinyl composition tile	096519		
Base:		<u>Plumbing:</u>	Div. 22
Resilient base	096519	Single, deep sink	
		Plumbing connections	
Ceiling: (9' high minimum)		<u>HVAC:</u>	Div. 23
Suspended, acoustical	095113	Supply/return air system	
Walls:		Independent temperature control	
Painted concrete masonry units or dry wall	042000 / 099123		
<u>Loose Furnishings:</u>		<u>Electrical:</u>	Div. 26
L1 10 computer workstations		Fluorescent lighting	
L2 Teacher desk and chair		Illumination level: See table 7600-16	
L3 3-4 adjustable height square tables		Multilevel switching	
(wood or non-corrosive tops)		Duplex receptacles	
L4 1, 4-drawer file cabinet		3 per wall	
L5 20-28 chairs		TVSS protected quad receptacle	
L6 Adjustable height bookshelves (24 LF)		adjacent to data and video ports	
L7 Printer table		Central sound system	
		Clock	
<u>Features:</u>		<u>Communications:</u>	Div. 27
<u>Fixed Equipment:</u>	<u>Spec. Ref.#</u>	Single point 'face plate' near teachers work station to include:	
F1 Marker board (16 LF)	101100	Voice, data, VGA , audio enhancement, and HDMI	
F2 Tack board (8-16 LF)	101100	Additional ports:	
F3 Casework:		Printer	
Base/wall cabinets w/ sink	123200	Cable/MATV port	
F4 Manual projection screen	115213	15 data ports for student use	
F5 Casework:		Ceiling mounted LCD projector	
2-3 Tall lockable cabinets	123200	Clock/PA	
		2 wireless	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Multimedia cart with overhead projector, computer projector, and teacher's multimedia computer	Div. 27
		M2 1 printer, scanner	
		M3 10 computers for student use	
		Audio enhancement equipment	

NOTES:

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



GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF GENERAL SERVICES

CTE Culinary Arts

Spaces	Description	Proposed	
		Sq. Ft. Per Unit	Sq. Ft. Total
Culinary Operations			
1	Culinary Operations Lab to include the following:		3,500
1	Review current equipment and evaluate layout		
1	in light of the teaching nature of the facility – consult staff		
1	Classroom/Dining		2,500
	Subtotal		6,000

Culinary Operations

Culinary Laboratory

This program should be more centrally located to the day school and accessible after hours for the STAY program. The dining/classrooms should allow for multiple uses.

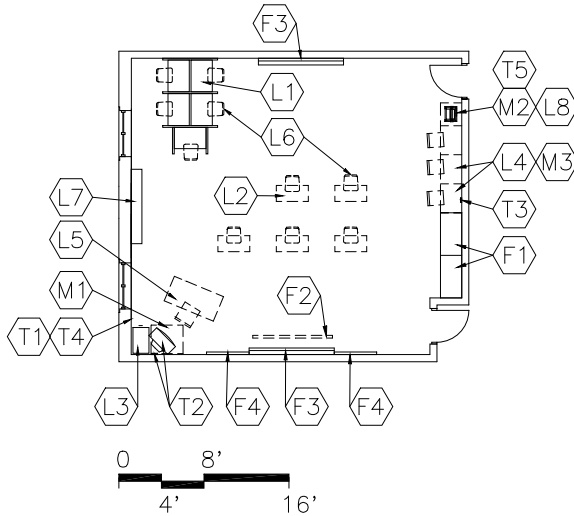
The existing equipment is in good condition and should be reviewed and refurbished as needed.

In the classroom provide full-size cabinets with adjustable shelves, lockable for linen and dinnerware.

No. of Items	Contract Provided	FF&E	Description
10		X	Dining Tables (6 tops)
60		X	Chairs
1		X	Computer for teacher
1	X		Tack Board, 4' x 4'
1	X		80" w x 60" h Video Format Screen
1	X		Clock
1	X		Multimedia cabinet/cart
1		X	DVD/VCR combo
1	X	X	Wireless LCD Projector
1	X	X	Sound Field Enhancement



ALTERNATIVE ATTENDANCE CENTER



CAPACITY:

- 1 staff member
- Up to 10 students

SIZE:

- Varies

ANCILLARY SPACES:

N/A

GOAL:

- To provide flexible space to accommodate students who temporarily need a learning environment outside the regular classroom

PROGRAM ACTIVITIES:

- Individual class work

SPATIAL RELATIONSHIPS:

- Near Administrator's office
- Near Security Office

ENVIRONMENTAL CONSIDERATIONS:

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

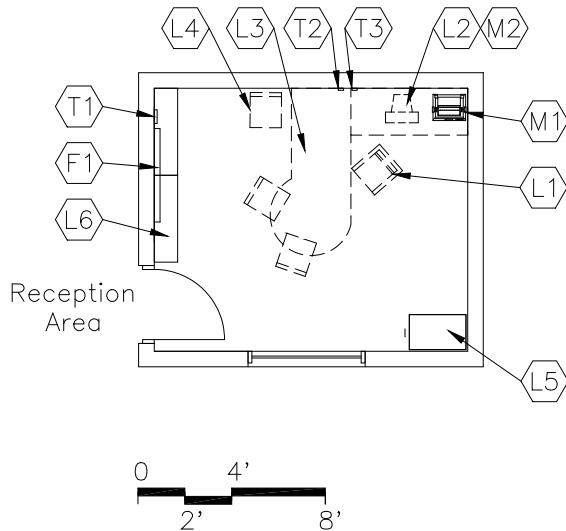
TECHNOLOGY AND BUILT-IN EQUIPMENT

- Same as regular classrooms



STUDENT SUPPORT PERSONNEL OFFICES

H-AC-15



GOAL:

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

SPATIAL RELATIONSHIPS:

- Within the Core academic Suite
- Adjacent and access to Reception Area

ENVIRONMENTAL CONSIDERATIONS:

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

CAPACITY:

- Instructional personnel in ESL and reading
- Psychologists
- Social workers
- Counselors

SIZE:

- 150 SF

ANCILLARY SPACES:

- Workroom/Copy Center (H-AC-12)

NOTES:

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



GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF GENERAL SERVICES

STUDENT SUPPORT PERSONNEL OFFICES
H-AC-15

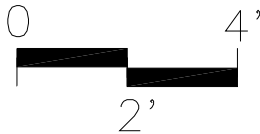
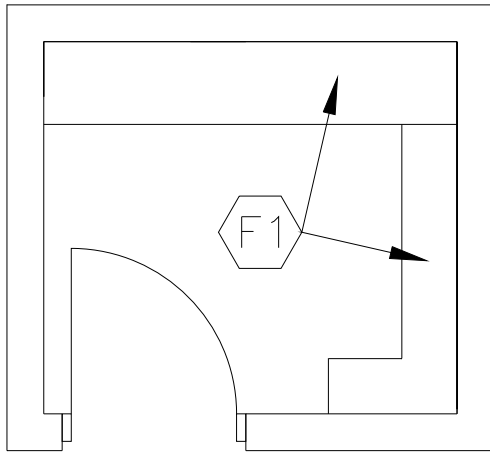
<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Tack board (4 LF) 101100	
Base:		<u>Fire Suppression:</u>	Div. 21
Resilient base	096519	Fire suppression system	
Ceiling:		<u>Plumbing:</u>	
Suspended, acoustical	095113	N/A	
Walls:		<u>HVAC:</u>	Div. 23
Painted gypsum wallboard over metal studs	092116 / 099123	Supply/return air system Independent temperature control	
<u>Loose Furnishings:</u>		<u>Electrical:</u>	Div. 26
L1 Ergonomic task chair		Fluorescent lighting: Illumination level: See Table 7600-16	
L2 Computer workstation		Multilevel switching	
L3 Desk		Duplex receptacles	
L4 Guest chair		TVSS protected quad receptacles adjacent to each data and video port	
L5 4-drawer locking file cabinet		Central sound system	
L6 Adjustable height bookshelves (12 LF) Wastebasket		Clock	
		<u>Communications²:</u>	Div. 27
		T1 1 cable/MATV port	
		T2 1 voice port and phone	
		T3 1 data port at workstation	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Printer	
		M2 Computer	

NOTES:

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



STORAGE



CAPACITY:

- Staff

SIZE:

- Varies, see table

GOAL:

- To provide a place for storage of supplies and equipment for departments (English, math, social studies and world languages)

PROGRAM ACTIVITIES:

- Storing equipment and supplies

SPATIAL RELATIONSHIPS:

- Adjacent and access to Workroom

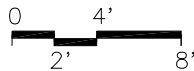
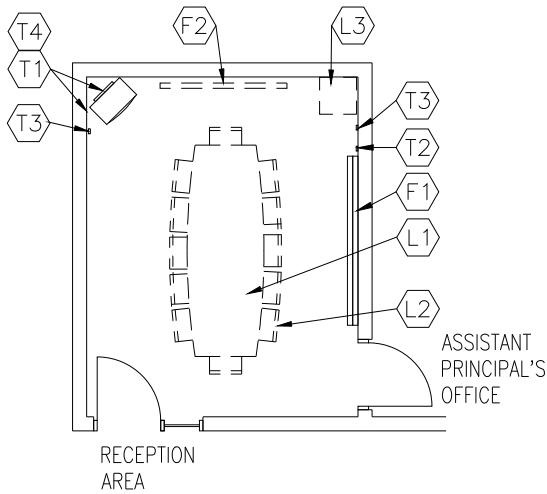
ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Adequate ventilation
- Security of equipment and supplies

Note: Some lockable storage should be located in the 10th grade academy for the mandatory test supplies. See staff for exact location and size.



CONFERENCE ROOM



CAPACITY:

- Staff
- Parents
- Students
- Visitors

SIZE:

- Varies, see table

GOAL:

- To provide a place for administrative conferences or meetings

PROGRAM ACTIVITIES:

- Conferencing with staff, students, parents, and visitors

SPATIAL RELATIONSHIPS:

- Adjacent and access to Workroom

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Auditory privacy
- Windows to provide natural light, desirable
- Window treatment to darken room for AV presentation

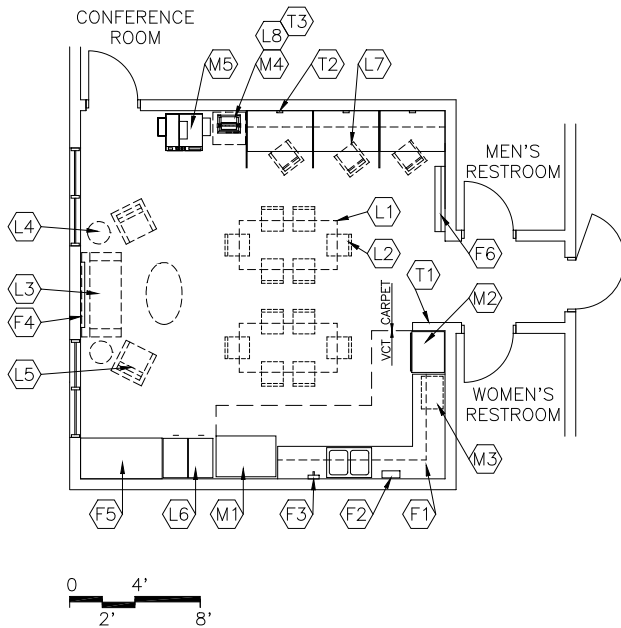
TECHNOLOGY

- Video, voice and data ports (per the District's most recent standards at the time of installation) flexible wired and wireless capability
- Design for computer aided presentations (electrical outlets from table for projection device, screen along short wall, light darkening capability)



GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF GENERAL SERVICES

TEACHERS' WORKROOM



CAPACITY:

- 16 teachers

SIZE:

- 400 SQ FT

ANCILLARY SPACES:

- Teacher's Conference Room

GOAL:

- To provide space for teachers to carry out their administrative duties, prepare materials for class, access the Internet, lock up personal items, and to socialize and relax.

Note: Networked printers will be located in the workrooms.

PROGRAM ACTIVITIES:

- Store files
- Grade papers
- Enter and access data
- Prepare lessons using computer, video, and other resources.
- Phone calls
- Eating lunch, socialize and relax

SPATIAL RELATIONSHIPS:

- Located within Core Academic Areas
- Located near individual restrooms
- Adjacent and access to Conference Room
- Access from Corridor
- Interior area assumes four activities:
 - Relaxation (soft seating)
 - Individual prep (cubicles with computer support)
 - Tables for team meetings
 - Counter with sink and small refrigerator

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting with multilevel controls
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light (if feasible)

TECHNOLOGY

- Video, voice and data ports (per the District's most recent standards at the time of installation) flexible wired and wireless capability
- This room should support laptop computers

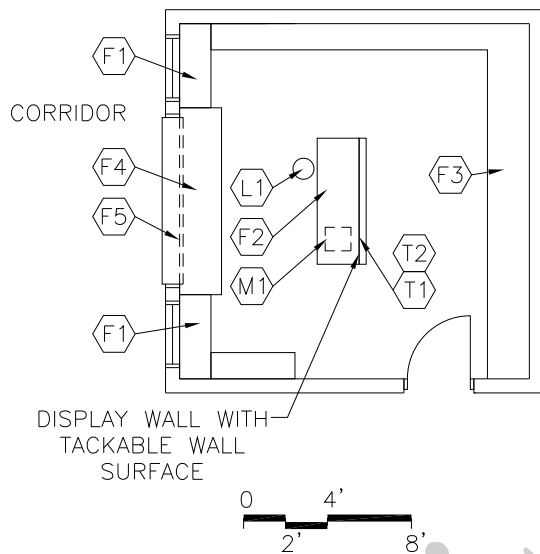
BUILT-IN EQUIPMENT:

- Marker Boards (4 ft. X 4 ft.)
- A bulletin board (4 ft. X 4 ft.) should be provided if feasible.
- Kitchenette (double sink, cabinets above and below, outlets along counter, refrigerator)
- Counter top for sorting and cutting
- Clock



SCHOOL STORE

H-AC-26



- CAPACITY:**
- 1 staff member
 - 5-10 students

- GOALS:**
- To provide an opportunity for students, staff, and visitors to purchase school logo items and school supplies
 - To provide a market for student-created items

- PROGRAM ACTIVITIES:**
- Ordering and inventory management
 - Pricing and marking
 - Marketing – including advertising, display, and sales

SPATIAL RELATIONSHIPS:

- Near Gymnasium
- Near Student Dining

ENVIRONMENTAL CONSIDERATIONS:

- Adequate lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Floor layout should allow for effective processing of a large number of student requests for textbooks and supplies
- Space should be flexible for reconfiguration and dynamic for effective merchandising
- Accent lighting for merchandise displays
- Electrical outlets for equipment.

<u>Features¹:</u>	<u>Spec.</u>	<u>Ref.#</u>
Fixed Equipment:		
F1 Casework: Display cases for merchandise	123200	
F2 Casework: Cash register stand	123200	
F3 Casework: Locking cabinets for merchandise	123200	
F4 Casework: Countertop with base cabinets below	123200	
F5 Coiling counter door	083300	

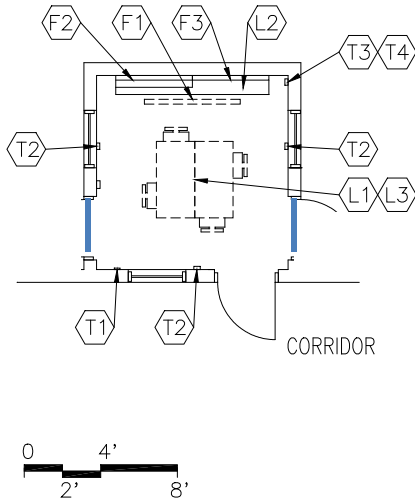
NOTES:

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



STUDENT GOVERNMENT OFFICE

H-AC-4



CAPACITY:

- 8-10 persons

SIZE:

- 200 SF

GOALS:

- To provide a space for students to meet and plan activities and store materials

PROGRAM ACTIVITIES:

- Students working on projects
- Small group activities

SPATIAL RELATIONSHIPS:

- Locate centrally for good visual supervision
- Off main street

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Visual access to Corridor

Loose Furnishings:

- L1 2 Tables
- L2 Adjustable height bookshelves (12 LF)
- L3 10 Chairs
Wastebasket

Features¹:

Fixed Equipment:

		Spec. Ref.#
F1	Manual projection screen	115213
F2	Marker board (4 LF)	101100
F3	Tack board (4 LF)	101100

HVAC:

- Supply/return air system
- Independent temperature control

Div. 23

Electrical:

- Fluorescent lighting:
Illumination level: See Table 7600-16
- Duplex receptacles
- TVSS protected quad receptacle adjacent to each data and video ports
- Central sound system
- Clock

Div. 26

Communications²:

		Div. 27
T1	1 voice port and telephone	
T2	3 data ports for student use	
T3	1 video port	
T4	1 cable/MATV port	
T5	Video port, monitor, VCR, and brackets	

NOTES:

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



GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF GENERAL SERVICES

Special Education Space Requirements

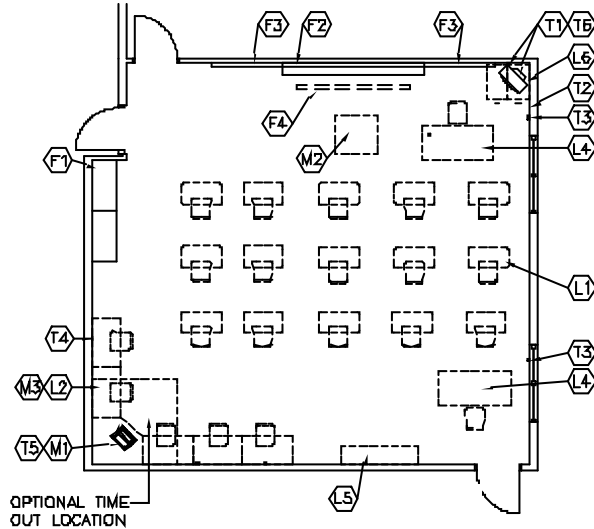
Space		Design Guideline		Comments
	Qty.	S.F.	Total	
Learning Center Classrooms	5	800	3,200	One classroom with an art sink
Special Education Resource rooms	2	400	800	
Special Education Support/Suite			0	Centrally located
Workroom	1	150	150	
Office	5	150	750	
Conference room	1	250	250	
Testing/Speech	1	200	200	
Autism Classrooms	3	900	2,700	Includes toilet
Life Skills Lab	1	400	400	
OT/PT suite	1	450	660	
		200		w/ sensory room
Self-Contained Classrooms			0	
Classrooms	2	800	1,600	
Quiet Room	1	200	200	
Support/Suite			0	
Office	2	150	300	
Small group room	1	200	200	
Total			11,410	

Learning Center classrooms should be designed and equipped like core academic classrooms with the following exceptions:

- One classroom will be designed like the core science classroom (page 46) with a prep counter with water, demonstration table, and science desks.
- One classroom will be designed like the studios with a deep-well sink and 10 computer work stations (Read 180)

The classrooms designed for autism must not be isolated, however, it will be important to minimize distracting noises, smells, and temperatures. Their support spaces include OT/PT, sensory room, speech, and life skills.

**LEARNING CENTER CLASSROOM
H-AC-18**



CAPACITY:

- 2 or more staff
- 10 to 15 students

SIZE:

- 800-900 SF

GOAL:

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

PROGRAM ACTIVITIES:

- Small group work
- Independent work
- Individual instruction

SPATIAL RELATIONSHIPS:

- Located on the ground floor for emergency evacuations
- Accessible ingress/egress to the building and classroom

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
 - Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Comfortable rooms with pleasant décor that contribute to an atmosphere conducive to creativity
- Positive acoustics for easier listening when conversing
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Window treatment to darken room for AV presentations

NOTES:

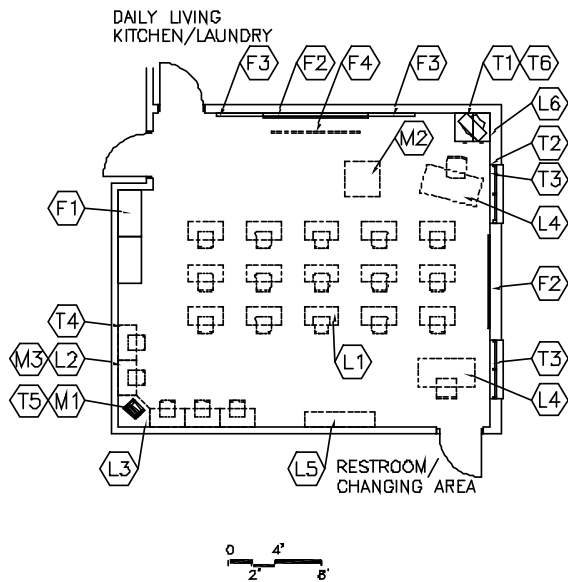
1. Loose furnishings and features shown represent one of many possible arrangements.

LEARNING CENTER CLASSROOM

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Resilient tile flooring	096519	F1 Casework:	
		Tall cabinets	123200
<u>Base:</u>		F2 Marker board (16 LF)	101100
Resilient base	096519	F3 Tack board (8 LF)	101100
		F4 Manual projection screen	115213
<u>Ceiling: (9' high minimum)</u>		<u>Fire Suppression:</u>	Div. 21
Suspended, acoustical	095113	Fire suppression system	
<u>Walls:</u>		<u>Plumbing:</u>	
Painted concrete masonry units		N/A	
042000 / 099123		<u>HVAC:</u>	Div. 23
<u>Loose Furnishings:</u>		Supply/return air system	
L1 15 Student desks/tables		Independent temperature control	
L2 3-5 Computer workstations		<u>Electrical:</u>	Div. 26
L4 2 teacher desk and chair		Fluorescent lighting	
L5 Adjustable height bookshelves (24 LF)		Illumination level: See Table 7600-16	
L6 2, 4-drawer file cabinets		Multilevel switching	
		Duplex receptacles	
<u>Communications:</u>	Div. 27	TVSS protected quad receptacle adjacent to each data and video ports	
Single point 'face plate' near teachers work station to include:		Central sound system	
Voice, data, VGA , audio enhancement, and HDMI		Clock	
<u>Additional ports:</u>		<u>Electronic Safety and Security:</u>	Div. 28
Printer		Life safety devices per code	
Cable/MATV port			
5 data ports for student use			
Ceiling mounted LCD projector			
Clock/PA			
2 wireless			
<u>Miscellaneous:</u>			
M2 Multimedia cart			
M3 3-5 computers for student use			

NOTES:

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



CAPACITY:

- 2 or more staff
- 10 to 15 students

SIZE:

- 800-900 SF

ANCILLARY SPACES:

- Restroom (H-AC-20)

GOAL:

- To provide a safe, accessible, and comfortable learning environment for students with autism

PROGRAM ACTIVITIES:

- Small group work
- Independent work
- Individual instruction

SPATIAL RELATIONSHIPS:

- Near bus loading and unloading
- Accessible ingress/egress to the building and classroom
- Adjacent and access to Restroom
- Located and integrated within the Academic Core Areas

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting; lights must not generate high-level buzzing sounds
- Windows to provide natural light and egress (shades to filter light)
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
 - Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Comfortable rooms with pleasant décor that contribute to an atmosphere conducive to creativity
- Positive acoustics for easier listening when conversing
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Window treatment to darken room for AV presentations

NOTES:

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

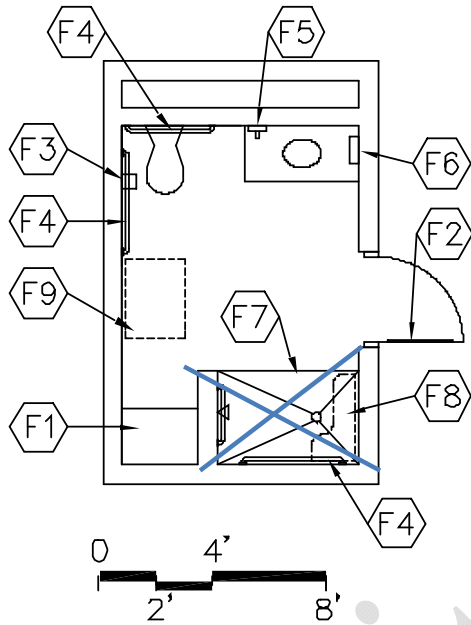
SELF-CONTAINED CLASSROOM

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Resilient tile flooring	096519	F1 Casework:	
<u>Base:</u>		Tall cabinets (lockable)	123200
Resilient base	096519	F2 Marker board (16 LF)	101100
<u>Ceiling: (9' high minimum)</u>		F3 Tack board (16 LF minimum)	101100
Suspended, acoustical	095113	Lockable storage for 15 tablet computers	
<u>Walls:</u>		<u>Fire Suppression:</u>	Div. 21
Painted concrete masonry units or dry wall	042000 / 099123	Fire suppression system	
<u>Loose Furnishings:</u>		<u>Plumbing:</u>	Div. 22
L1 8 student desks/2-3 small tables		Toilet and sink (3 autism rooms)	
12 student chairs		Sink only (2 self-contained rooms)	
L2 3 Computer workstations		<u>HVAC:</u>	Div. 23
L4 1 Teacher desk and 2 chairs		Supply/return air system	
L5 Adjustable height bookshelves (24 LF)		Independent temperature control	
L6 Four-drawer file cabinet		<u>Electrical:</u>	Div. 26
<u>Communications:</u>	Div. 27	Fluorescent lighting	
Single point 'face plate' near teachers work station to include:		Illumination level: See Table 7600-16	
Voice, data, VGA , audio enhancement, and HDMI		Multilevel switching	
Additional ports:		3 Duplex receptacles per wall	
Printer		TVSS protected quad receptacle adjacent to each data and video ports	
Cable/MATV port		Mutable Central sound system	
5 data ports for student use		Clock	
Smart board		<u>Electronic Safety and Security:</u>	Div. 28
Clock/PA		Life safety devices per code	
2 wireless			
<u>Miscellaneous:</u>			
M1 Printer			
M2 Teacher laptop computer			
M3 3-5 computers for student use			

NOTES:

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

**RESTROOM w/o CHANGING AREA (Autism)
H-AC-20**



GOALS:

- To provide a safe, clean, and private toilet

PROGRAM ACTIVITIES:

- Independent and assisted toileting
- Hand washing

SPATIAL RELATIONSHIPS:

- Adjacent and access to Self-Contained Classroom

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Moisture and stain-resistant finishes
- Special consideration for wheelchair access and physical accessibility needs (ADA)
- Improved exhaust capabilities

CAPACITY:

- Students
- Staff

SIZE:

- 100 SF

ANCILLARY SPACES:

- Self-Contained Classroom (H-AC-19)

NOTES:

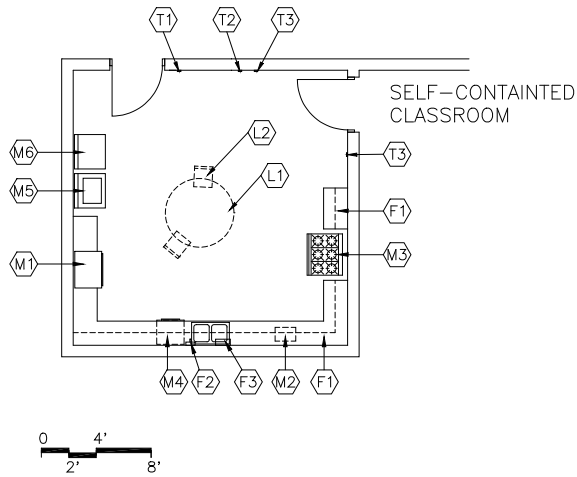
1. Loose furnishings and features shown represent one of the many possible arrangements.

RESTROOM WITHOUT CHANGING AREA

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
Flooring:		Fixed Equipment:	
Ceramic tile	093000	F1 Casework:	
		Tall cabinet	123200
Base:		F2 24" x 60" mirror	102800
Ceramic mosaic tile base	093013	F3 Toilet tissue holder	102800
		F5 Soap dispenser	102800
Ceiling:		F6 Towel dispenser	102800
Restroom: Suspended, acoustical	095113		
Walls:		<u>Fire Suppression:</u>	Div. 21
Restroom: Epoxy painted concrete masonry units	042000 / 099123	Fire suppression system	
		<u>Plumbing:</u>	Div. 22
		Wall-mounted water closet	
		Wall-mounted lavatory	
		Plumbing connections	
		<u>HVAC:</u>	Div. 23
		Exhaust air system	
		Supplemental heat as required	
		<u>Electrical:</u>	Div. 26
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Duplex receptacle	
		Central sound system	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

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



CAPACITY:

- Faculty and staff
- 4-8 students

SIZE:

- 400 SF

ANCILLARY SPACES:

- Self-Contained Classroom (H-AC-19)

GOAL:

- To provide a space for a life skills instructional area shared by students receiving mentally/developmentally handicapped 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 clean up (kitchenette)
- Washing and drying garments (Laundry)
- Hygiene instruction (bathroom w/ shower)

SPATIAL RELATIONSHIPS:

- Near autism classrooms
- Accessible from main corridor

ENVIRONMENTAL CONSIDERATIONS:

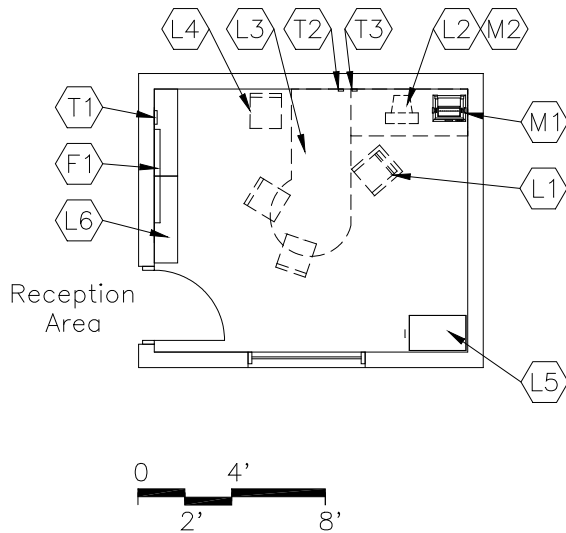
- Uniform lighting
- Proper ventilation to remove cooking odors
- Cleanable building surfaces
- All equipment and casework should be handicap accessible
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light, desirable

LIFE SKILLS LAB

<u>Finishes¹:</u>	Spec. <u>Ref.#</u>	<u>Fire Suppression:</u>	Spec. <u>Ref.#</u>
Flooring:		Fire suppression system	Div. 21
Vinyl composition tile	096519		
Base:		<u>Plumbing:</u>	Div. 22
Resilient base	096519	Connections to food service equipment	
Ceiling:		Connections to laundry equipment	
Cleanable, suspended, acoustical	095113	Plumbing and electrical connections with master shut off	
Walls:		Double Sink	
Painted concrete masonry units	042000 / 099123	Connections for bathroom w/ shower	
<u>Loose Furnishings:</u>		<u>HVAC:</u>	Div. 23
L1 1 round table		Supply/return air system	
L2 6 chairs		Independent temperature control	
Sofa bed		Kitchen canopy exhaust system	
<u>Features:</u>		Exhaust vent for dryer	
Fixed Equipment:		<u>Electrical:</u>	Div. 26
F1 Kitchen Casework (handicap accessible):		Single-level switching	
Base/wall cabinets	123200	Fluorescent lighting	
F2 Soap dispenser	102800	Illumination level: See Table 7600-16	
F3 Towel dispenser	102800	Central sound system	
<u>Miscellaneous:</u>		Duplex receptacles for appliances and equipment	
M1 Refrigerator		Connections to food service equipment	
M2 Microwave		Clock	
M3 Range with oven		Central sound system	
M4 Dishwasher		TVSS protected quad receptacle adjacent to each data port and video port	
M5 Washer		<u>Communications³:</u>	Div. 27
M6 Dryer		T1 1 voice port and phone	
		T2 1 cable/MATV port	
		T3 1 wireless data port	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Instructional components and food service equipment to be determined later.

**CAPACITY:**

- Instructional personnel in ESL and reading
- Psychologists
- Social workers
- Counselors

SIZE:

- 150 SF

ANCILLARY SPACES:

- Workroom/Copy Center (H-AC-12)

GOAL:

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

SPATIAL RELATIONSHIPS:

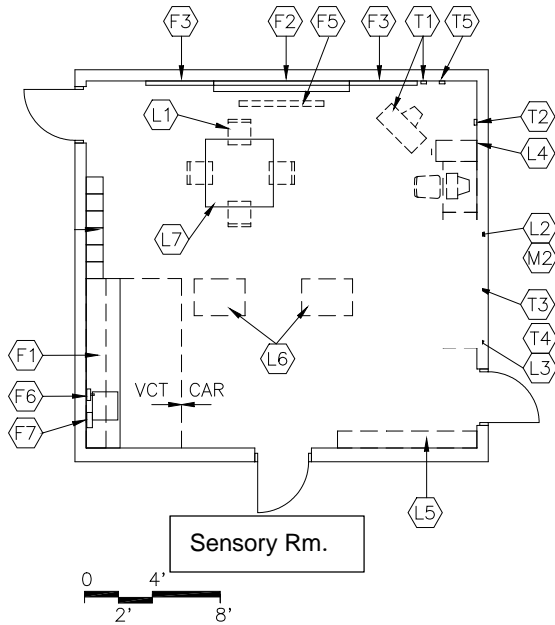
- Within the Core academic Suite
- Adjacent and access to Reception Area

ENVIRONMENTAL CONSIDERATIONS:

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

NOTES:

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



CAPACITY:

- Up to 3 students
- Up to 2 staff

SIZE:

- 450 SF

ANCILLARY SPACES:

- Sensory Room 200 SF

GOAL:

- To provide private functional mobility training for students

PROGRAM ACTIVITIES:

- Exercise
- Assistive technology evaluation
- Occupational and Physical Therapy

SPATIAL RELATIONSHIPS:

- Near Special Needs Classrooms

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Wheelchair accessibility
- Reinforce structure to support equipment such as a trapeze
- Auditory privacy

Sensory Room: No windows are preferred but additional ventilation is needed to offset heat from lights and equipment. The room must be insulated from outside noise. Typically this room is dark with stations using light and touchable stations. The architect will work with the staff to select stations' equipment.

NOTES:

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

OCCUPATIONAL / PHYSICAL THERAPY

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Resilient tile flooring	096519	F1 Casework:	123200
Sensory Rm: half carpet		Wall/base cabinets for sink	
<u>Base:</u>		F2 Marker board (8 LF)	101100
Resilient base	096519	F3 Tack board (8 LF)	101100
<u>Ceiling:</u>		F5 Manual projection screen	115213
Suspended, acoustical	095113	F6 Soap dispenser	102800
<u>Walls:</u>		F7 Towel dispenser	102800
Painted concrete masonry units	042000 / 099123		
<u>Loose Furnishings:</u>		<u>Fire Suppression:</u>	Div. 21
L1 4 chairs		Fire suppression system	
L2 1 computer workstation furniture		<u>Plumbing:</u> Div. 22	
L4 Four-drawer file cabinet		Plumbing connections	
L6 OT/PT Therapy equipment (TBD)		Sink with drinking fountain	
L7 Work table		<u>HVAC:</u> Div. 23	
		Supply/return air system	
<u>Communications:</u>	Div. 27	<u>Electrical:</u> Div. 26	
T1 Video port, monitor		Duplex receptacles:	
T2 Voice port and phone		3 per primary teaching surface	
T3 Wireless port		2 per other walls	
		TVSS protected quad receptacle	
<u>Miscellaneous:</u>		adjacent to each data and	
M2 1 computers for student use		video port	
Sensory Equipment: bubble tubes, Fiber optic		Dimmable lighting	
bundles, sound system, tackable walls, etc.		Fluorescent lighting (no noise)	
		Sensory Rm: Task lighting, black lights	
		Clock	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

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

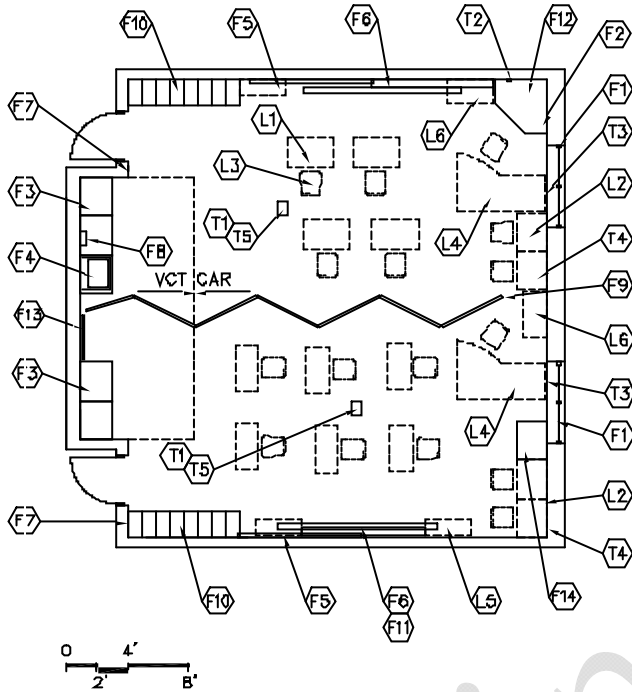
**STUDENT SUPPORT PERSONNEL OFFICES
H-AC-15**

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u> Resilient tile flooring	096519	<u>Fixed Equipment:</u> F1 Tack board (4 LF) 101100	
<u>Base:</u> Resilient base	096519	<u>Fire Suppression:</u> Fire suppression system	Div. 21
<u>Ceiling:</u> Suspended, acoustical	095113	<u>HVAC:</u> Supply/return air system Independent temperature control	Div. 23
<u>Walls:</u> Painted gypsum wallboard over metal studs	092116 / 099123	<u>Electrical:</u> Fluorescent lighting: Illumination level: See Table 7600-16 Multilevel switching Duplex receptacles TVSS protected quad receptacles adjacent to each data and video port Central sound system Clock	Div. 26
<u>Loose Furnishings:</u> L1 Ergonomic task chair L2 Computer workstation L3 Desk L4 Guest chair L5 4-drawer locking file cabinet L6 Adjustable height bookshelves (12 LF)		<u>Communications²:</u> T1 1 cable/MATV port T2 1 voice port and phone T3 1 data port at workstation	Div. 27
		<u>Electronic Safety and Security:</u> Life safety devices per code	Div. 28
		<u>Miscellaneous:</u> M1 Printer M2 Computer	

NOTES:

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

**SPECIAL EDUCATION / RESOURCE
H-AC-28**



SIZE:
• 800 SF

PROGRAM ACTIVITIES:

- Accommodates students who have special needs with cognitive disability, hearing impairment, visual impairment, emotional disturbance, orthopedic impairment, autism, brain injury, learning-deaf-blindness disabilities.
- Variety of special services such as one-on-one instruction and small group instruction.
- Activities include, but are not limited to: group discussions, demonstrations, music activities, life skills, coping skills, speech, and visual and hearing support services.

SPATIAL RELATIONSHIPS:

- Near academic core classrooms
- The space will be used to accommodate the specific IEP requirements of each student

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Natural light opening equal to minimum 5% of floor area, with an operable vent
- Environmental sound control –
wall minimum STC 50
ceiling minimum CAC 35, NRC 0.65

NOTES:

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

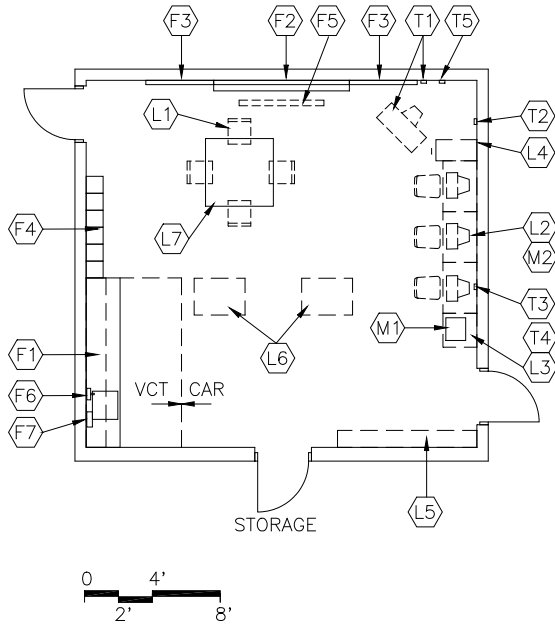
SPECIAL EDUCATION / RESOURCE

<u>Finishes</u> ¹ :	Spec. Ref.#	<u>Features</u> ¹ :	Spec. Ref.#
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Resilient tile flooring	096519	F1 Casework:	
<u>Base:</u>		Tall cabinets (lockable)	123200
Resilient base	096519	F2 Marker board (16 LF)	101100
<u>Ceiling: (9' high minimum)</u>		F3 Tack board (16 LF minimum)	101100
Suspended, acoustical	095113	Movable wall with tackable surface	
<u>Walls:</u>		Lockable storage each side for computer tablets	
Painted concrete masonry units or dry wall	042000 / 099123		
<u>Loose Furnishings:</u>		<u>Fire Suppression:</u>	Div. 21
L1 8 student desks each side		Fire suppression system	
12 student chairs			
L2 3 Computer workstations each side		<u>HVAC:</u>	Div. 23
L4 2 Teacher desk and 2 chairs		Supply/return air system	
L5 Adjustable height bookshelves (24 LF)		Independent temperature control	
L6 Four-drawer file cabinet			
<u>Communications:</u>	Div. 27	<u>Electrical:</u>	Div. 26
Single point 'face plate' near teachers work station to include:		Fluorescent lighting	
Voice, data, VGA , audio enhancement, and HDMI		Illumination level: See Table 7600-16	
<u>Additional ports:</u>		Multilevel switching	
Printer		3 Duplex receptacles per wall	
Cable/MATV port		TVSS protected quad receptacle adjacent to each data and video ports	
6 data ports for student use		Central sound system	
Clock/PA		Clock	
2 wireless		<u>Electronic Safety and Security:</u>	Div. 28
<u>Miscellaneous:</u>		Life safety devices per code	
M1 Printer			
M3 3-6 computers for student use			

NOTES:

3. Finishes/Features: Refer to Chapter 8 for specification references.
4. Technology components may be placed in a separate small cabinet, or integrated in the other casework in the room.

SPEECH



CAPACITY:

- Up to 3 students
- Up to 2 staff

SIZE:

- 200 SF

GOAL:

- To provide private functional mobility training for students

PROGRAM ACTIVITIES:

- Speech therapy

SPATIAL RELATIONSHIPS:

- Near Academic Core Classrooms
- Near Special Needs Classrooms

ENVIRONMENTAL CONSIDERATIONS:

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

NOTES:

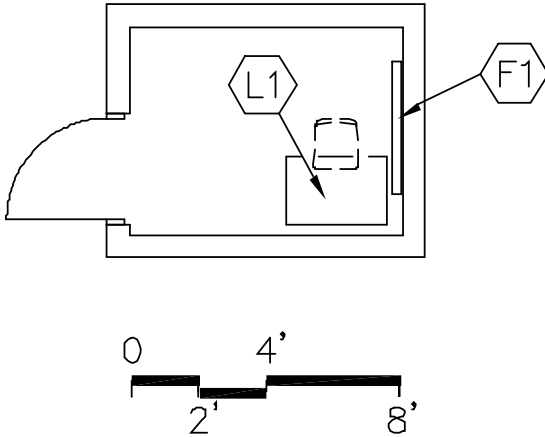
1. Loose furnishings and features shown represent one of many possible arrangements.

SPEECH

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Casework:	123200
		Wall/base cabinets with shelving	
Base:		F2 Marker board (8 LF)	101100
Resilient base	096519	F3 Tack board (8 LF)	101100
		F5 Manual projection screen	115213
Ceiling:		F6 Soap dispenser	102800
Suspended, acoustical	095113	F7 Towel dispenser	102800
Walls:		<u>Fire Suppression:</u>	Div. 21
Painted concrete masonry units		Fire suppression system	
	042000 / 099123		
<u>Loose Furnishings:</u>		<u>Plumbing:</u>	Div. 22
L1 4 chairs		Plumbing connections	
L2 3 computer workstation furniture		Sink with drinking fountain	
L3 Printer table			
L4 Four-drawer file cabinet		<u>HVAC:</u>	Div. 23
L5 Adjustable height bookshelves (12 LF)		Supply/return air system	
L7 Work table			
		<u>Electrical:</u>	Div. 26
<u>Communications²:</u>	Div. 27	Duplex receptacles:	
T1 Video port, monitor		3 per primary teaching surface	
T2 Voice port and phone		2 per other walls	
T3 1-3 data ports near workstations		TVSS protected quad receptacle	
T4 Data port at printer		adjacent to each data and	
		video port	
		Multilevel switching	
<u>Miscellaneous:</u>		Fluorescent lighting	
M2 1-3 computers for student use		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

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



PROGRAM ACTIVITIES:

- Could be used for students requiring a quiet individual area.

SPATIAL RELATIONSHIPS:

- Close proximity to RISE classrooms

ENVIRONMENTAL CONSIDERATIONS:

- Dimmed lighting
- Environmental sound control
wall minimum STC 50
ceiling minimum CAC 35, NRC 0.65
- Views into time out area from the main corridor
- Auditory privacy

CAPACITY:

- 1-2 persons

SIZE:

- 200 SF

ANCILLARY SPACES:

- Special Needs Classroom (E-ACA-7, E-ACA-8)

NOTES:

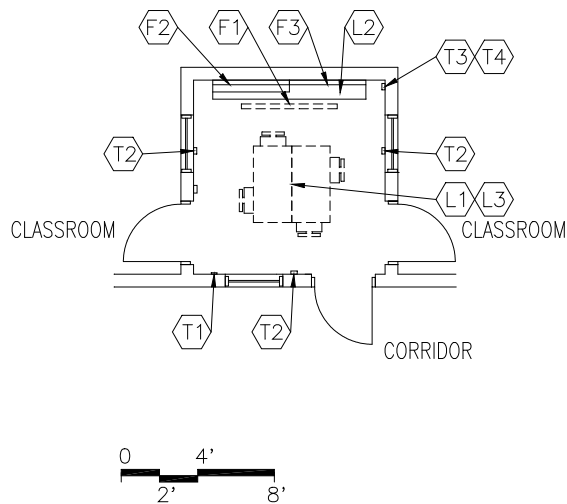
1. Loose furnishings shown represent one of many possible arrangements.
2. Extend walls to deck above.
3. Program/use may determine whether a door is a requirement.

QUIET ROOM

<u>FINISHES</u> ¹ :	<u>Ref.#</u>	<u>Spec.</u>	<u>FEATURES</u> ¹ :	<u>Spec.</u>	<u>Ref.#</u>
Flooring:			<u>Fixed Items:</u>		
VCT	096519		F1 4' of tack board (optional)		101100
Base:			<u>Fire Suppression:</u>		Div. 21
Resilient base			Fire suppression system		
Ceiling:			<u>Plumbing:</u>		
Suspended, acoustical	095113		N/A		
Walls:			<u>HVAC:</u>		Div. 23
Painted concrete masonry units	042000/ 099123		Supply/return air system		
Detention wall padding			Independent temperature control		
			<u>Electrical:</u>		Div. 26
			Dimmable lighting		
			Fluorescent lighting		
			Illumination level: See Table 7600-16		
			1 duplex receptacle		
			<u>Electronic Safety and Security:</u>		Div. 28
			Life safety devices per code		
			<u>Miscellaneous:</u>		
			Interior window with blinds (optional)		
					081113 / 088000

NOTES:

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

**CAPACITY:**

- 3 to 6 persons

SIZE:

- 200 SF

ANCILLARY SPACES:

- Core Academic Classroom (H-AC-1)

GOALS:

- To provide a space for small group instruction, students working independently or in small groups, and conferences

PROGRAM ACTIVITIES:

- Students working on projects
- Small group activities
- tutoring
- Conferences

SPATIAL RELATIONSHIPS:

- Shared space between two Core Academic Classrooms
- Locate centrally for good visual supervision
- Adjacent to and access to corridor

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Visual access to Classrooms and Corridor
- Window treatment to darken room for AV presentation

NOTES:

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

**SMALL GROUP ROOM
H-AC-4**

<u>Finishes</u> ¹ :	Spec. Ref.#	<u>Features</u> ¹ :	Spec. Ref.#
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Manual projection screen	115213
		F2 Marker board (4 LF)	101100
Base:		F3 Tack board (4 LF)	101100
Resilient base	096519		
Ceiling:		<u>Fire Suppression:</u>	Div. 21
Suspended, acoustical	095113	Fire suppression system	
Walls:		<u>Plumbing:</u>	
Painted concrete masonry units	042000 / 099123	N/A	
		<u>HVAC:</u>	Div. 23
<u>Loose Furnishings:</u>		Supply/return air system	
L1 Table		Independent temperature control	
L2 Adjustable height bookshelves (12 LF)		<u>Electrical:</u>	Div. 26
L3 Chairs		Fluorescent lighting:	
Wastebasket		Illumination level: See Table 7600-16	
		Duplex receptacles	
		TVSS protected quad receptacle	
		adjacent to each data and	
		video ports	
		Central sound system	
		Clock	
		<u>Communications</u> ² :	Div. 27
		T1 1 voice port and telephone	
		T2 3 data ports for student use	
		T3 1 video port	
		T4 1 cable/MATV port	
		T5 Video port, monitor, VCR, and brackets	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

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

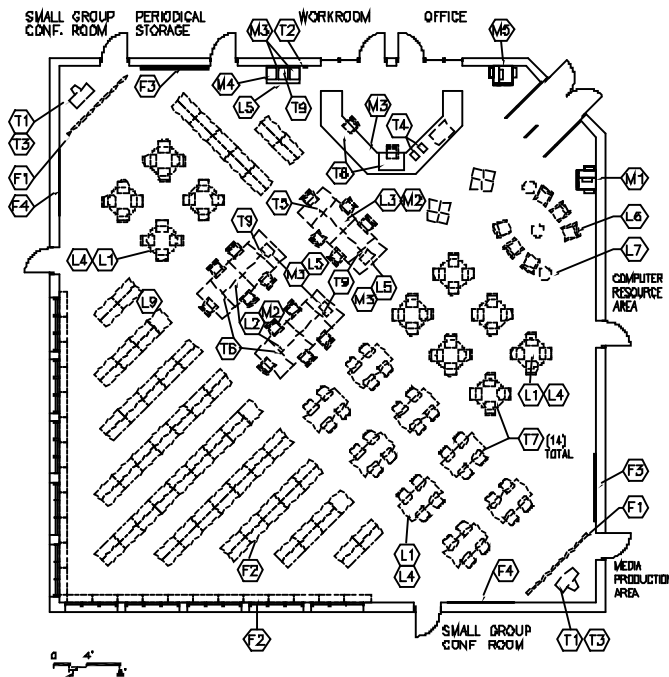
Media Center Space Requirements

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Reading, Learning, Circulation - Computer research area	1	2,400 800	3,200	
Office	1	150	150	
Workroom	1	250	250	
Equipment Storage	1	100/250	350	
Media Production/recording	1	800	800	Location TBD
Total			4,750	

Design the media center to be inviting and easily accessible to all students. The Center should have natural light and comfortable furnishings and space to accommodate reading, research, study, and small meetings. Shelving and storage should allow for books as well as various audio-visual resources. It should be wired and furnished to accommodate the current media technology. In addition, the media center should contain adequate space in the production room for video production and editing as well as for other production. There should be locked storage space in both the media center and the production room. It will also be used for meeting space so there should be signage from the main entrance.

READING / STACKS / CIRCULATION

H-MC-1



CAPACITY:

- 50 students or 2 classes
- Up to 12 individuals for students research
- Media Specialist
- Up to 10 individual students for open reading
- Media Assistant
- Community use after school hours

ANCILLARY SPACES:

- Office (H-MC-4)
- Workroom (H-MC-5)
- Equipment Storage (H-MC-8)

GOAL:

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

PROGRAM ACTIVITIES:

- Reading
- Circulation of materials and resources
- Whole group and small group instruction
- Provide meeting areas for community staff and parents
- Research

SPATIAL RELATIONSHIPS:

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

ENVIRONMENTAL CONSIDERATIONS:

- Recessed floor, wall electrical outlets in floor at tables
- Flush covers for floor outlets
- Adequate ventilation
- Lighting appropriate to task with switches to dim separate zones of media center
- Wall mounts and appropriate wiring for TV/VCR in whole class zone and storytelling zone
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets at entrance for future security system
- Electrical outlets at all column locations
- Windows to provide natural light and egress
- 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
- Auditory privacy
- Window treatment to darken room for AV presentations

NOTES:

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

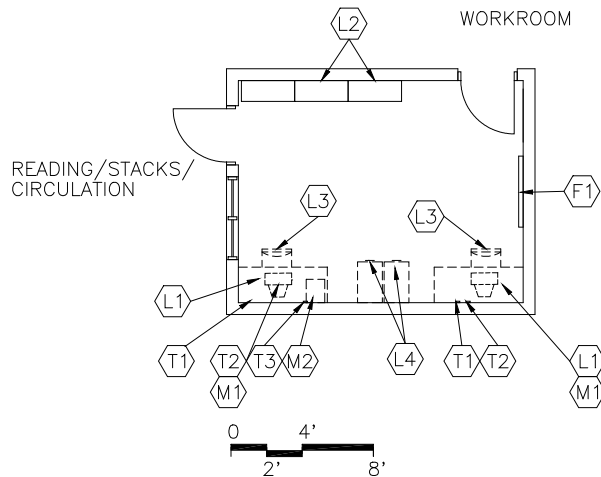
READING / STACKS / CIRCULATION

H-MC-1

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Carpet	096816	F1 Motorized projection screen	115213
		F2 Library casework:	123550
		Varied sizes and	
		Configurations	
		Specialized multimedia storage	
<u>Base:</u>		F3 Marker board	101100
Resilient base	096519	F4 Tack board (32 LF)	101100
<u>Ceiling:</u>			
Suspended, acoustical ²	095113		
<u>Walls:</u>		<u>Fire Suppression:</u>	Div. 21
Painted concrete masonry units		Fire suppression system	
042000 / 099123			
<u>Loose Furnishings:</u>		<u>Plumbing:</u>	
L1 10 four person tables and chairs		N/A	
L2 10 seated reference stations			
L3 3 automated card catalog stations		<u>HVAC:</u>	Div. 23
L4 60 chairs		Supply/return air system	
L5 2 printer tables		Independent temperature control	
L6 6 lounge chairs			
L7 2 end tables		<u>Electrical:</u>	Div. 26
L8 Map and dictionary stands		Recessed data/voice floor outlets	
Wastebasket		Duplex receptacles	
		TVSS protected quad receptacle	
<u>Communications³:</u>	Div. 27	Adjacent to each video and	
T2 Voice ports and phones		data port	
T3 2 cable/MATV port		Multilevel switching	
T4 2 bar code readers		Recessed floor outlets	
T5 3 data ports for automated		Fluorescent lighting:	
card catalog		Illumination level: See Table 7600-16	
T6 10 data ports for reference		Security system	
T7 14 data ports for student use		Clock	
T8 2 data ports at circulation desk		Central sound system	
T9 2 data ports for printers			
<u>Miscellaneous:</u>		<u>Electronic Safety and Security:</u>	Div. 28
M1 Coin/magnetic card copier		Life safety devices per code	
M2 10 computers – student use			
M3 2 printers			
M4 Scanner			
M5 Copier			

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Other types of ceiling may be appropriate based on the actual facility design, such as exposed, painted structure. High ceilings are appropriate to the size of the room.
3. Refer to the Educational Specifications - Technology, Section 1240.

**CAPACITY:**

- Media Specialist
- Technology Aide

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Reading/Stacks/Circulation (H-MC-1)
- Workroom (H-MC-5)

GOAL:

- To provide a private work area for the media specialist, easy access to the circulation desk, media production area, and computer resource area

PROGRAM ACTIVITIES:

- Ordering
- Scheduling
- Cooperative learning
- Administrative work (preparing budget, reports, etc.)
- Processing and repairing books, videos, discs, etc.

SPATIAL RELATIONSHIPS:

- Adjacent and access to Reading/Stacks/Circulation
- Adjacent and access to Workroom
- Near circulation desk

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Visual access to Reading/Stacks/Circulation
- Electrical outlets for equipment
- Auditory privacy

NOTES:

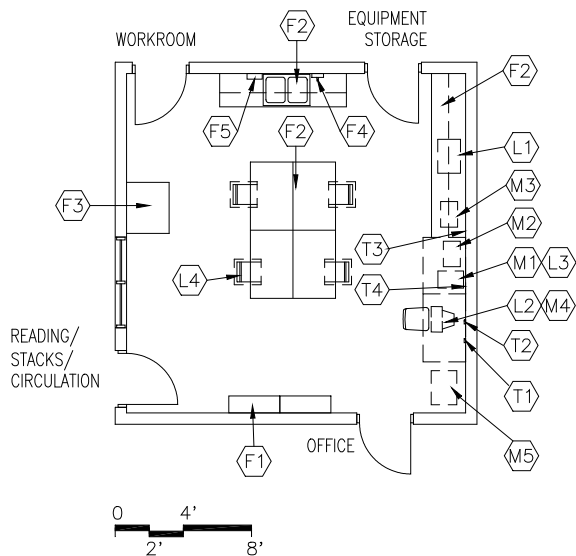
1. Loose furnishings and features shown represent one of many possible arrangements.

**OFFICE
H-MC-4**

Spec. <u>Finishes¹:</u>	<u>Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
Flooring: Resilient tile flooring	096519	Fixed Equipment: F1 Tack board (4 LF)	101100
Base: Resilient base	096519	<u>Fire Suppression:</u> Fire suppression system	Div. 21
Ceiling: Suspended, acoustical	095113	<u>Plumbing:</u> N/A	
Walls: Painted concrete masonry units 042000 / 099123		<u>HVAC:</u> Supply/return air system Independent temperature control	Div. 23
<u>Loose Furnishings:</u> L1 Computer workstation furniture L2 Adjustable height bookshelves (24 LF) L3 Ergonomic task chairs L4 2, four-drawer file cabinets		<u>Electrical:</u> Duplex receptacles TVSS protected quad receptacle adjacent to data port Single-level switching Fluorescent lighting Illumination level: See Table 7600-16 Clock Central sound system	Div. 26
		<u>Communications²:</u> T1 2 voice ports and phones T2 2 data ports T3 Data port for printer	Div. 27
		<u>Electronic Safety and Security:</u> Life safety devices per code	Div. 28
		<u>Miscellaneous:</u> M1 Computer M2 Printer	

NOTES:

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



GOAL:

- To provide space for the management and organization of media resources and processing of incoming materials

PROGRAM ACTIVITIES:

- Receiving, processing, and duplicating library materials
- Repairing damaged or worn materials
- Scanning and digitizing

SPATIAL RELATIONSHIPS:

- Behind circulation desk
- Adjacent and access to Office
- Adjacent and access to Reading/Stacks/Circulation

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Visual access to Reading/Stacks/Circulation
- Electrical outlets for equipment

CAPACITY:

- Media specialist

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Reading/Stacks/Circulation (H-MC-1)
- Office (H-MC-4)

NOTES:

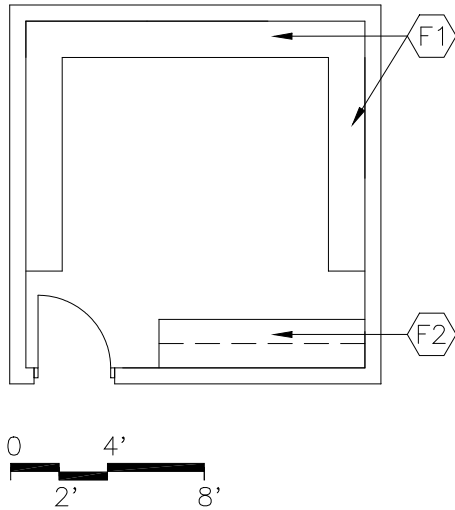
1. Loose furnishings and features shown represent one of many possible arrangements.

**WORKROOM
H-MC-5**

Spec. <u>Finishes¹:</u>	<u>Ref.#</u>	<u>Features¹:</u>	Spec. <u>Ref.#</u>
Flooring: Resilient tile flooring	096519	Fixed Equipment: F1 Storage shelving: videotapes	105613
Base: Resilient base	096519	F2 Casework: Base/wall cabinets	123200
Ceiling: Suspended, acoustical	095113	F3 Casework: Tall storage	123200
Walls: Painted concrete masonry units	042000 / 099123	F4 Soap dispenser	102800
		F5 Towel dispenser	102800
<u>Loose Furnishings:</u>		<u>Fire Suppression:</u>	Div. 21
L1 Paper cutter		Fire suppression system	
L2 Computer workstation furniture		<u>Plumbing:</u>	Div. 22
L3 Equipment table		Plumbing connections	
L4 Chairs		Sink	
Wastebasket		<u>HVAC:</u>	Div. 23
<u>Miscellaneous:</u>		Supply/return air system	
M1 Fax		Independent temperature control	
M2 Printer		<u>Electrical:</u>	Div. 26
M3 Scanner		Duplex receptacles	
M4 Computer		TVSS protected quad receptacle adjacent to data port	
M5 Video distribution equipment		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications²:</u>	Div. 27
		T1 Voice port and phone	
		T2 Data port near workstation	
		T3 Data port for printer and scanner	
		T4 Fax port	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

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



GOAL:

- To store equipment that is used in the Media Center and equipment/material used in other areas of the school

PROGRAM ACTIVITY:

- Storage of equipment and materials

SPATIAL RELATIONSHIP:

- Adjacent and access to Workroom

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Adequate ventilation
- Security of room

CAPACITY:

N/A

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Workroom (H-MC-5)

NOTES:

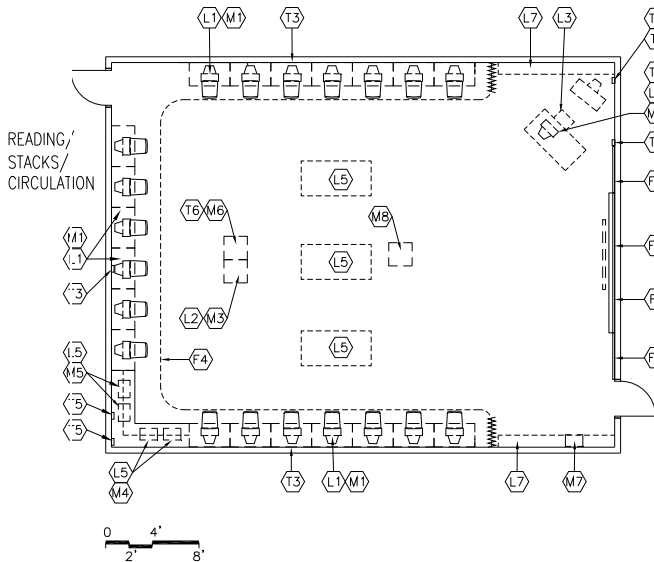
1. Loose furnishings and features shown represent one of many possible arrangements.

**EQUIPMENT STORAGE
H-MC-8**

Spec. <u>Finishes¹:</u>	<u>Ref.#</u>	<u>Features¹:</u>	Spec. <u>Ref.#</u>
Flooring: Resilient tile flooring	096519	<u>Fixed Equipment:</u> F1 Storage shelving F2 Casework: Base/wall cabinets	105613 123200
Base: Resilient base	096519		
Ceiling: Suspended, acoustical	095113	<u>Fire Suppression:</u> Fire suppression system	Div. 21
Walls: Painted concrete masonry units 042000 / 099123		<u>Plumbing:</u> N/A	
<u>Loose Furnishings:</u> N/A		<u>HVAC:</u> Supply/return air system	Div. 23
		<u>Electrical:</u> Duplex receptacles Single-level switching Fluorescent lighting Illumination level: See Table 7600-16 Security system	Div. 26
		<u>Communications:</u> N/A	
		<u>Electronic Safety and Security:</u> N/A	
		<u>Miscellaneous:</u> N/A	

NOTES:

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



CAPACITY:

- 25 students
- 2 teacher
- Community use after school hours

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Reading/Stacks/Circulation (H-MC-1)

GOAL:

- To provide a soundproof, properly lighted room for video productions, audio Recording, 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 and digitizing

SPATIAL RELATIONSHIP:

- Adjacent and access to Reading/Stacks/Circulation

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting with an appropriate visual comfort level
- Adequate ventilation
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Special lighting for video production
- HVAC control separate from Media Center
- Provide separation between video production and other media production

NOTES:

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

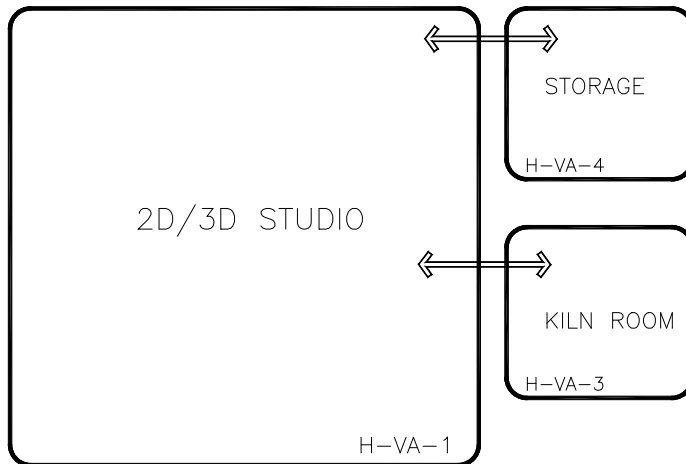
MEDIA PRODUCTION AREA

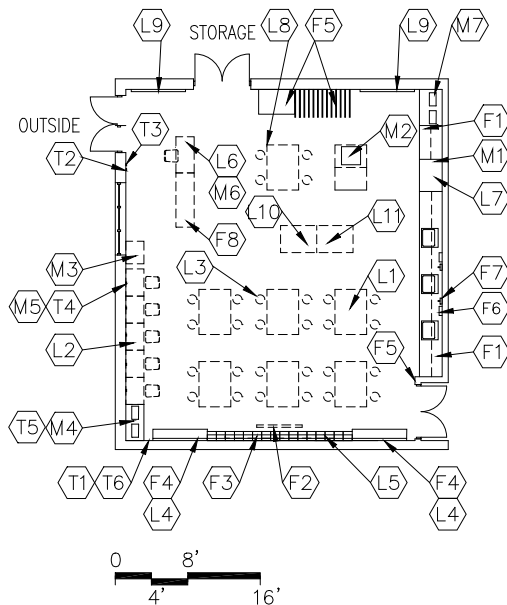
	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Carpet	096816	F1 Marker board (12 LF)	101100
Base:		F2 Tack board (8 LF)	101100
Resilient base	096519	F3 Manual projection screen	115213
Ceiling:		F4 Curtain	116143
Suspended, acoustical	095113		
Walls:		<u>Fire Suppression:</u>	Div. 21
Painted concrete masonry units		Fire suppression system	
042000 / 099123			
Acoustical wall treatments	098400	<u>Plumbing:</u>	
		N/A	
<u>Loose Furnishings:</u>		<u>HVAC:</u>	Div. 23
L1 10 computer workstation furniture - student use		Supply/return air system	
L2 Multi-media cart – teacher use		Independent temperature control	
L3 Ergonomic task chair			
L4 2 printer tables		<u>Electrical:</u>	Div. 26
L5 Scanner/equipment tables		Duplex receptacles	
L6 Computer workstation furniture for teacher use		TVSS protected quad receptacle	
L7 Adjustable-height bookshelves (24 LF minimum)		Adjacent to each data and video port	
		Multilevel switching	
<u>Miscellaneous:</u>		Track lighting with dimmer control	
M1 10-20 computers – MAC with editing software		Fluorescent/spotlighting	
M2 Computer - teacher use		Illumination level: See Table 7600-16	
M3 Projection device on cart	Div. 27	Clock	
M4 2 printers		Central sound system	
M5 2 scanners			
M6 Video camera/monitor		<u>Communications²:</u>	Div. 27
M7 Production and editing equipment (optional)		T1 Video port, monitor, VCR, and brackets	
- Broadcast Pix Production Switcher		T2 Voice port and phone	
- Autoscript 12" TFT teleprompters with prompting software		T3 10 data ports - student use	
- 46" Sharp LCD monitor		T4 Cable/MATV port	
- 32" Viewsonic LDC display		T5 4 data ports for printers and scanners	
- 22" Viewsonic LCD monitors		T6 Video port for camera	
- JVC DVD/VHS combo recorder		T7 Data port near teacher workstation	
- Varizoom 7" 19x9 monitors			
- (5-10) Canon VIXIA HF200 / DSLR		<u>Electronic Safety and Security:</u>	Div. 28
- (2-4) Studio speakers, 120A audio amplifier, a master station,		Life safety devices per code	
- (3) Sony lapel mics and (3) wireless mics			

Visual Arts Space Requirements

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
3D/2D Studio	1	1,300	1,300	
Storage	1	150	150	
Kiln/storage	1	200	200	Standard under revision
Multi-purpose Studio 2	1	1,300	1,300	See page 52 for description
Total			2,950	

A multi-purpose studio will be located near the art classrooms. It will be equipped with flexible classroom furniture initially. However, this room should be able to be equipped in the future for either 2D art or digital art.



**CAPACITY:**

- 24 students
- 1 teacher

ANCILLARY SPACES:

- Storage

GOAL:

- To provide a learning environment where students can learn two dimensional art and create their own art pieces

PROGRAM ACTIVITIES:

- Drawing/Painting
- Art history and culture
- Viewing of slides/DVDs/CD-Roms
- Reading, writing, and research using technology
- Matting and framing
- Digital Photography
- Cooperative group work
- Computer graphics and internet access

SPATIAL RELATIONSHIPS:

- Large double doors leading to outside
- Adjacent and access to storage
- Display space in adjacent corridor

ENVIRONMENTAL CONSIDERATIONS:

- Adjustable full-spectrum lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Double width doors (with removable mullion) to allow for moving of large equipment and projects.
- Windows to provide natural light and egress
- Electrical outlets for equipment
- Window treatment to darken room for AV presentations

TECHNOLOGY

- See regular classroom

BUILT-IN EQUIPMENT

- Sinks (3) shall be stainless steel and equipped with mixing faucets with hot and cold water.
- The sinks shall be in counters (26 in. wide) and far enough apart to allow several students around each sink.
- A heavy-duty ceiling grid system is required for mounting of mobiles, macramé, etc.
- A marker board (4 ft. X 16 ft.) and bulletin board (4 ft. X 16 ft.)
- 80" w x 60" h video format screen with black masking borders
- The floor covering shall be VCT and of a color that will not show stains easily.
- Provide a lockable teacher's wardrobe cabinet.
- Storage for painting racks should line one wall (approximately 25 linear feet). Cabinet and shelf storage for objects should line another wall with flat storage under the counter.

NOTES:

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

2-D/3D STUDIO

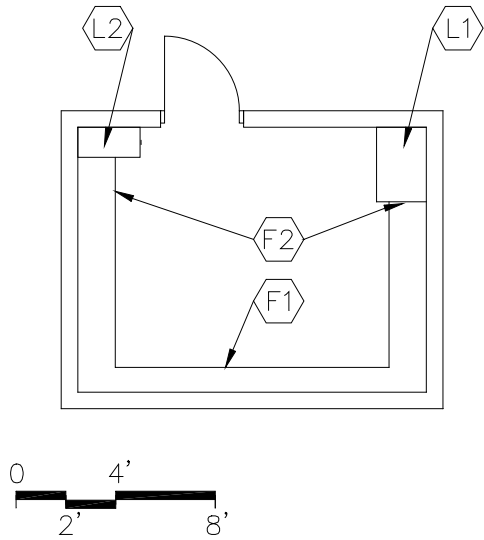
H-VA-1

		Spec. Ref.#			Spec. Ref.#
<u>Finishes¹:</u>			<u>Fire Suppression:</u>		
Flooring:			Fire suppression system		Div. 21
Resilient tile flooring		096519	<u>Plumbing:</u>		Div. 22
Base:			Plumbing connections		
Resilient base		096519	Large, deep sinks		
Ceiling: (12' high minimum to deck)			Services for air compressor		
Exposed structure, painted		099123	<u>HVAC:</u>		Div. 23
Walls:			Supply/return air system		
Painted concrete masonry units		042000 / 099123	Independent temperature control		
Tackable wall surface		101100	Exhaust for hood		
<u>Loose Furnishings:</u>			<u>Electrical:</u>		Div. 26
L1 6 worktables			Fluorescent lighting		
L2 Computer workstations			Illumination level: See table 7600-16		
L3 24 stools			Movable track lighting		
L4 Adjustable height bookshelves (24 LF)			Multilevel switching		
L5 Project storage lockers (10" x 15" x 20")			Duplex receptacles		
L6 Teacher desk and chair			3 per primary teaching wall		
L7 Spray booth with exhaust			2 per other walls		
L8 Additional worktable and stools			TVSS protected quad receptacle adjacent to each data and video ports		
L9 Movable art display panels to be used for art room and other areas of the school			Central sound system		
L10 Light table			Clock		
L11 Worktable			<u>Communications²:</u>		Div. 27
Large trash bins with lids			T1	1 video and voice port	
Recycling bins			T3	1 data port near teacher workstation	
<u>Features¹:</u>			T4	5 data ports (minimum) for student use	
<u>Fixed Equipment:</u>			T5	1 data ports for printer	
F1 Casework:			T6	Cable/MATV port	
Base/wall cabinets and shelving		123200		Video projector	
F2 Manual projection screen		115213	<u>Electronic Safety and Security:</u>		Div. 28
F3 Marker board/Chalk board (16 LF)		101100	Life safety devices per code		
F4 Tack board (12 LF)		101100	<u>Miscellaneous:</u>		
F5 Casework:		123200	M1	Compressor for air brush and spray painting	
Paper storage			M2	Projection device on cart	Div. 27
Vertical files (30" x 40" work)			M3	TV/VCR on cart	Div. 27
F6 Towel dispenser		102800	M4	2 printers	
F7 Soap dispenser		102800	M5	5 computers for student use	
F8 Casework:			M6	1 computer for teacher use	
Demonstration table		123200		Drawing boards, art easels	
				Mat cutter, paper cutter	
			M7	Countertop exhaust hood	

NOTES:

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

STORAGE H-VA-4



GOAL:

- To provide secure and adequate space to store art supplies, portable equipment, technology peripherals, and materials

PROGRAM ACTIVITIES:

- Storage of equipment, supplies, and projects

SPATIAL RELATIONSHIPS:

- Adjacent and access to 2-D Studio
- Adjacent and access to 3-D Studio

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Electrical outlets for equipment
- Adequate ventilation
- Door with large vision panel

CAPACITY:

- Teachers
- Students

SIZE:

- 150 SF

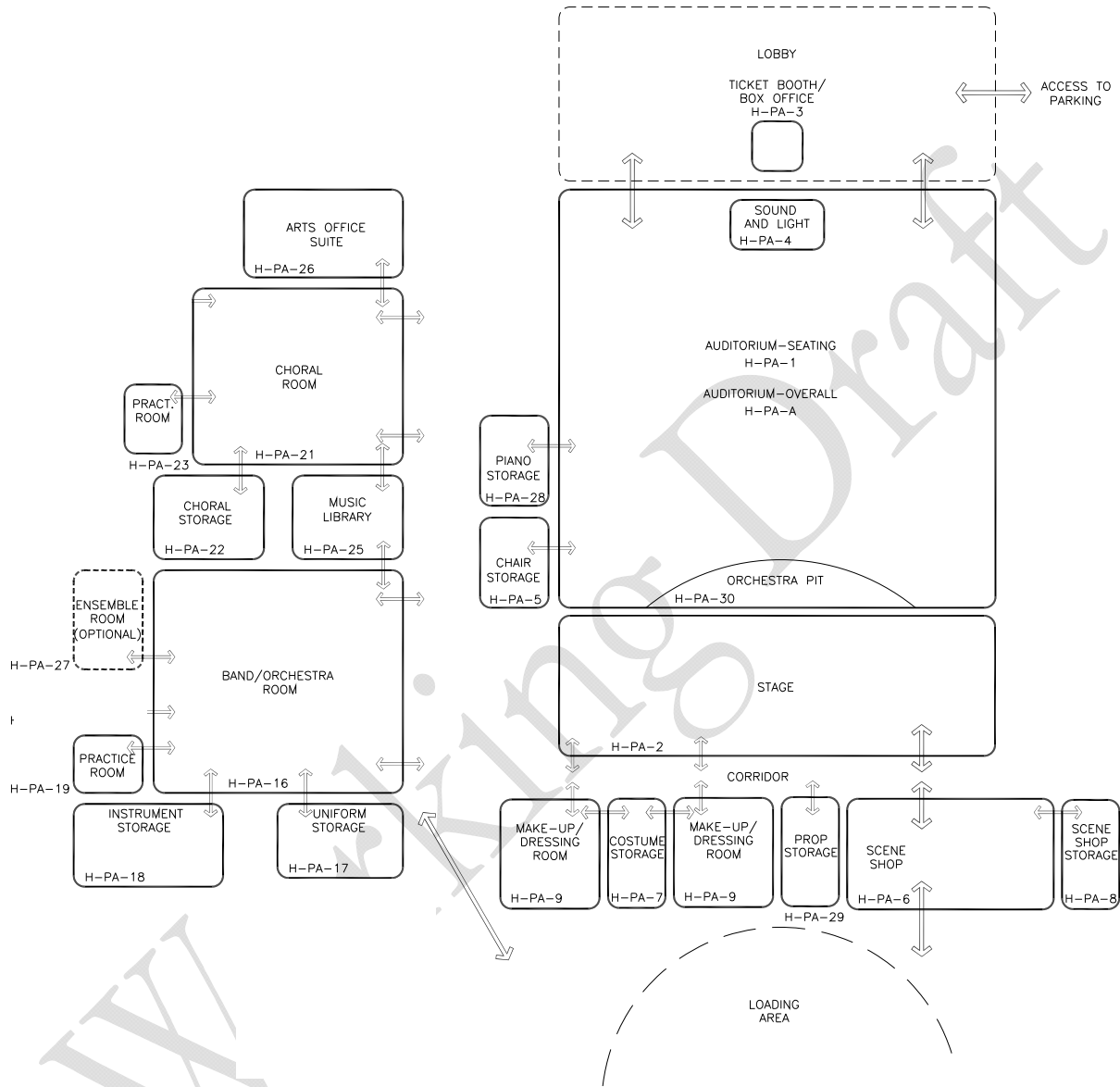
ANCILLARY SPACES:

- 2-D Studio
- 3-D Studio

Performing Arts Space Requirements

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Auditorium				
Lobby	1	700	700	SF to remain as is
Auditorium (500 seats)	1	10 per person	5,000	Seating and SF to remain as is.
Auditorium Stage (inc. wing)	1	1,800	1,800	SF to remain as is
Ticket Booth/Box Office	1	75	75	
Sound and Light Control Room	1	125	125	
Chair/Piano Storage	1	200	200	
Performance Support			0	
Scene Shop/storage	1	400	400	
Costume/Prop Room	1	200	200	
Make-up/Dressing Room	2	300	600	
General Music			0	
Instrumental	1	1,800	1,800	
Choral/Keyboarding room	1	1,000	1,000	
Uniform Storage	1	300	300	
Instrument Storage	1	300	300	
Large Practice room	1	400	400	Percussion
Practice Rooms	3	varies	220	
Music office	1	150	150	
Total			13,270	

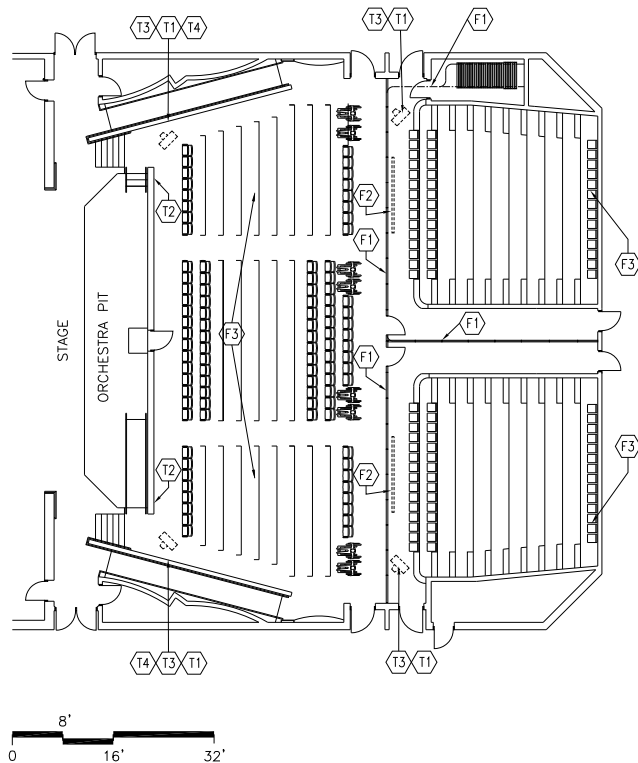
PERFORMING ARTS



NOTE:

This is an example of how the Performing Arts in a high school could be arranged. This is meant only to demonstrate the relationships between various areas of the building.

AUDITORIUM



CAPACITY:

- Students
- Teachers
- Community

SIZE:

- Varies

ANCILLARY SPACES:

- Stage
- Ticket Booth/Box Office
- Sound and Light Control Box

ENVIRONMENTAL CONSIDERATIONS:

- Optimize sound qualities

GOAL:

- To provide a flexible performance venue and large technology intensive multi-purpose instructional space.

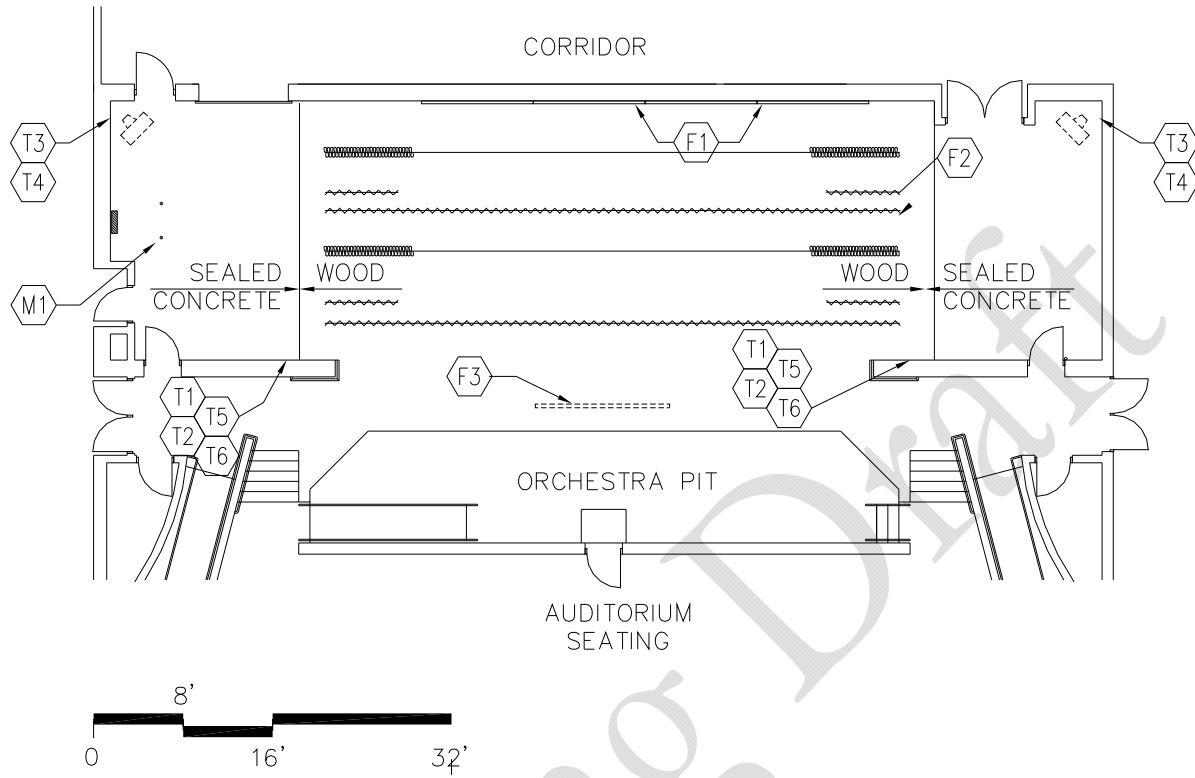
PROGRAM ACTIVITIES:

- Theatrical, dance, and musical productions
- Student assemblies
- Lectures
- Distance Learning
- Community programs and events

SPATIAL RELATIONSHIPS:

- Convenient access to visitor parking
- Opens into lobby with ticket booth, public restrooms, and a public entrance with drop-off
- All facilities in this area must have easy access to the rest of the school, with capability to be closed off from all parts of the school during evenings for security

STAGE



CAPACITY:

- Students
- Teachers
- Parents/Volunteers
- Members of the community
- Traveling productions

SIZE:

- Varies

ANCILLARY SPACES:

- Scene Shop
- Costume/Prop room
- Make Up/Dressing Room

GOAL:

- To provide space for student performances

PROGRAM ACTIVITIES:

- Theatrical/musical performances
- Student assemblies and award programs
- Traveling productions
- Community use

SPATIAL RELATIONSHIPS:

- Locate adjacent to other Performance Support Areas
- Near public restrooms
- Near visitor parking
- Corridor access at rear of stage

ENVIRONMENTAL CONSIDERATIONS:

- Environmental sound control
 - Wall minimum: STC 56
 - Roof minimum: STC 45
- Possible operable partition between Stage and Auditorium Seating

NOTES:

1. Design Professional and/or theatre/acoustical consultant shall confirm auditorium finishes/features and performance criteria with District of Columbia Public School's Performing Arts personnel.

STAGE (con.)

Finishes:

Flooring:

Wood flooring

Ceiling:

Painted exposed structure

Walls:

Painted concrete masonry units

Loose Furnishings

Upright piano

Mobile folding risers

Podium

Orchestra shell (optional)

Communications

3 data ports on stage

one in center of stage apron

Voice port and telephone

Cable/MATV port

Video port, monitor, VCR,

And bracket

Microphone port

Jacks for sound system

in apron at front of stage

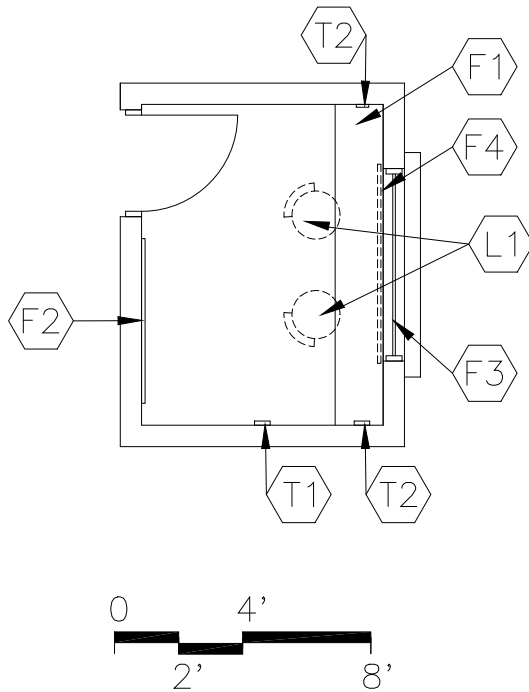
Fixed Equipment:

F1 Mirrors

F2 Theater and stage equipment

F3 Motorized projection screen

TICKET BOOTH/BOX OFFICE



CAPACITY:

- Ticket Sellers

SIZE:

- 75 SF

ANCILLARY SPACES:

- TBD

GOAL:

- To provide a space for ticket sales

PROGRAM ACTIVITY:

- Selling tickets

SPATIAL RELATIONSHIPS:

- Located in Lobby adjacent to Auditorium
- Lockable window into corridor

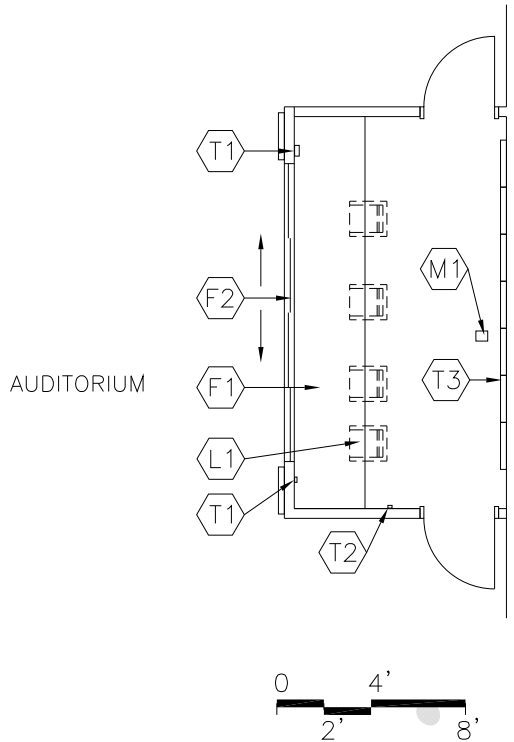
ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Adequate ventilation
- Electrical outlets for equipment

TECHNOLOGY

- Video, voice and data ports (per the District's most recent standards at the time of installation) flexible wired and wireless capability

SOUND AND LIGHT CONTROL



CAPACITY:

- 3 - 5 Students
- Teacher

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Auditorium

GOAL:

- To provide space for the equipment needed to operate the sound, lighting, and projection equipment for the auditorium

PROGRAM ACTIVITIES:

- Operation of the technical support for performances
- Teaching of Technical Theater

SPATIAL RELATIONSHIPS:

- Behind and above last row of auditorium seating

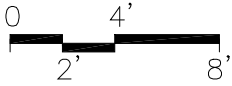
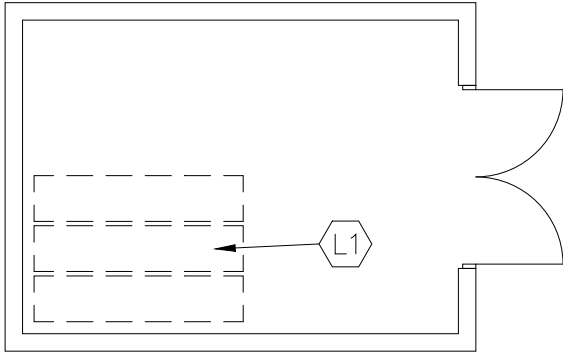
ENVIRONMENTAL CONSIDERATIONS:

- Unobstructed view of stage at all times
- Uniform Lighting
- Task lighting
- Electrical outlets for equipment
- Environmental sound control:
 - Wall minimum: STC 55
 - Ceiling minimum: CAC 45
- Sound proof HVAC system
- Consider sound transfer into Auditorium during performances
- Handicapped accessible

TECHNOLOGY

- Video, voice and data ports (per the District's most recent standards at the time of installation) flexible wired and wireless capability

CHAIR STORAGE



CAPACITY:
N/A

SIZE:
• 200 SF

ANCILLARY SPACES:
• Auditorium (H-PA-1)

GOAL:

- To provide a secure area for storing and retrieving chairs

PROGRAM ACTIVITY:

- Storage for chairs

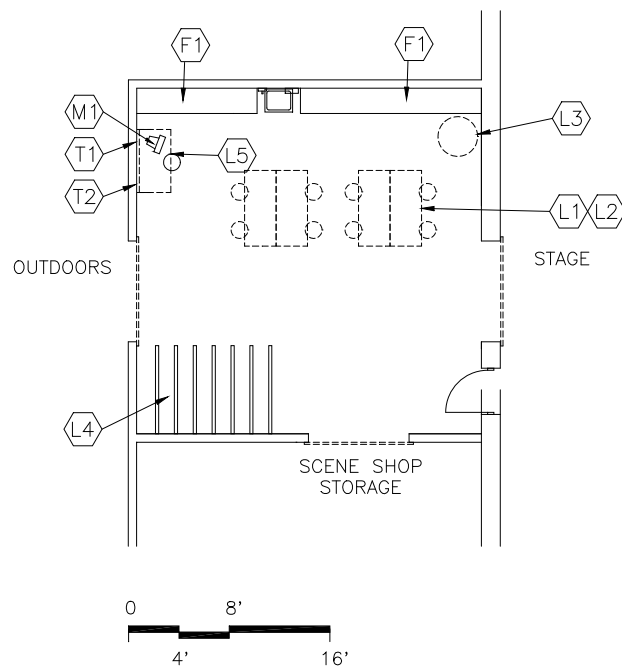
SPATIAL RELATIONSHIP:

- Near auditorium orchestra pit

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Wide double door opening

SCENE SHOP/STORAGE



CAPACITY:

- Up to 15 students
- Drama Teacher

SIZE:

- Varies

ANCILLARY SPACES:

- Stage
- Scene Shop Storage

Note: All support spaces are desirable but not a priority if they cannot be located near the auditorium.

GOAL:

- To provide an area for construction of sets, flats, and scenery for production

PROGRAM ACTIVITIES:

- Painting
- Cutting wood
- Hammering nails

SPATIAL RELATIONSHIPS:

- Adjacent and access to Stage
- Adjacent and access to Scene Shop Storage
- Outside access (if feasible)

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Adequate ventilation and dust collection
- Minimum 20' clear ceiling height
- Doors should be 15' clear height and 10' wide to allow for moving flats to stage
- Electrical outlets for equipment
- Open floor space to allow for construction

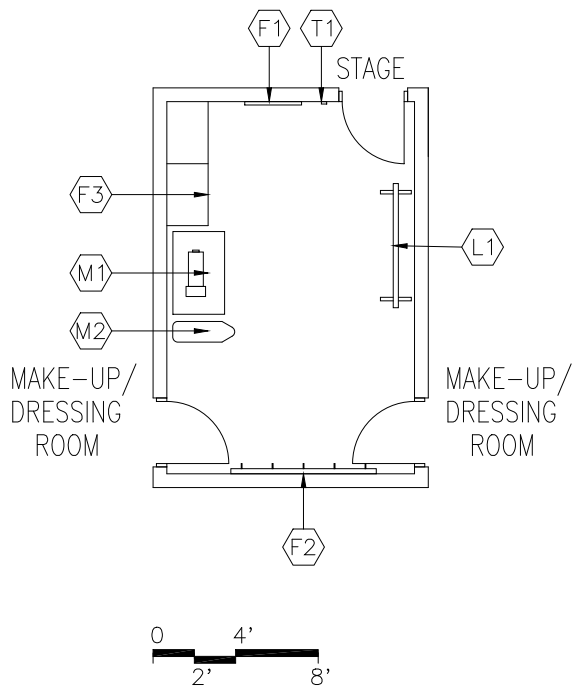
TECHNOLOGY

- Video, voice and data ports (per the District's most recent standards at the time of installation) flexible wired and wireless capability

SCENE SHOP

		Spec. Ref.#			Spec. Ref.#
<u>Finishes¹:</u>			<u>Features:</u>		
<u>Flooring:</u>			<u>Fixed Equipment:</u>		
	Sealed concrete	033000	F1	Casework: Tall cabinets & shelving	123200
<u>Base:</u>			<u>Fire Suppression:</u>		Div. 21
	Resilient base	096519	Fire suppression system		
<u>Ceiling:</u>			<u>Plumbing:</u>		Div. 22
	Painted exposed structure	099123	Service sink with solids interceptor		
<u>Walls:</u>			<u>HVAC:</u>		Div. 23
	Painted concrete masonry units	042000 / 099123	Supply/return air system		
<u>Loose Furnishings:</u>			Independent temperature control		
L1	Work tables		Manual exhaust		
L2	Stools		<u>Electrical:</u>		Div. 26
L3	Large mobile trash can with lids		Duplex receptacles		
L4	Storage racks for flats		TVSS protected quad receptacle adjacent to each data port		
L5	Workstation		Single-level switching		
			Fluorescent lighting: Illumination level: see table 7600-16		
			Clock		
			Central sound system		
			<u>Communications²:</u>		Div. 27
			T1	Voice port and phone	
			T2	Data port	
			<u>Electronic Safety and Security:</u>		Div. 28
			Life safety devices per code		
			<u>Miscellaneous:</u>		
			M1	Computer	

COSTUME ROOM



GOAL:

- To provide a secure area for storing and retrieving costumes

PROGRAM ACTIVITY:

- Storage for costumes

SPATIAL RELATIONSHIPS:

- Adjacent to Make Up/Dressing Room

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Electrical outlets for equipment
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Adequate ventilation

CAPACITY:

- Students
- Staff

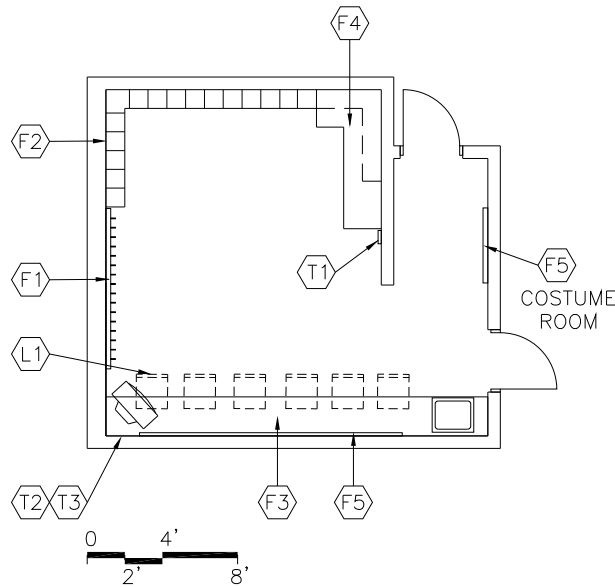
SIZE:

- Varies

ANCILLARY SPACE:

- Make Up/Dressing Room

MAKE UP/DRESSING ROOM



CAPACITY:

- 10-15 students

SIZE:

- Varies

ANCILLARY SPACES:

- Costume Room

GOAL:

- To provide a space for performers to change into their costumes and put on make-up to prepare for performances

PROGRAM ACTIVITIES:

- Putting on make-up
- Changing clothes
- Physical warm-up before performances
- Doubles as a green room

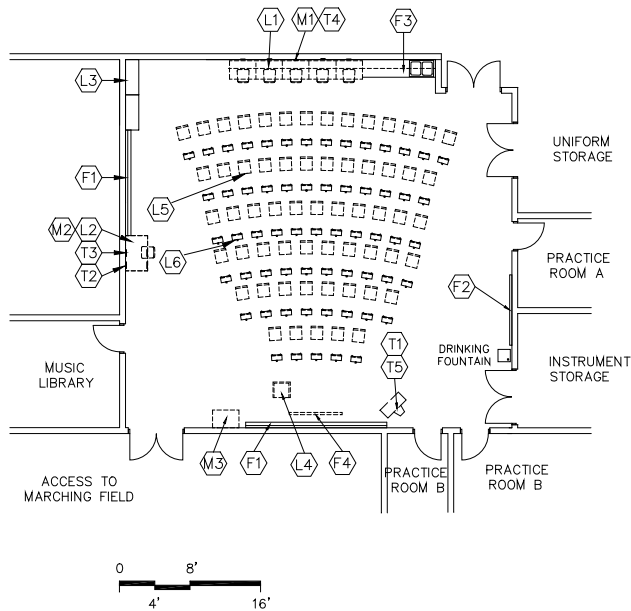
SPATIAL RELATIONSHIPS:

- Adjacent to Drama Room
- Near Restrooms
- Locate behind stage
- Adjacent and access to Costume Room
- Near Prop Room
- Adjacent to Scene Shop Storage

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Surround lighting at make-up stations

BAND/ ORCHESTRA ROOM



CAPACITY:

- Up to 80-90 students
- Teacher

SIZE:

- Varies

ANCILLARY SPACES:

- Uniform Storage
- Instrument Storage
- Instrument Practice Room
- Music Library

GOAL:

- To serve as the learning and practice area for instrument classes

PROGRAM ACTIVITIES:

- Individual and small group practice
- Performance
- Teaching and learning to read music
- Jazz and chamber ensembles
- Keyboarding
- Independent study

SPATIAL RELATIONSHIPS:

- Adjacent and access to Storage
- Adjacent and access to Instrument Practice Room
- Adjacent and access to Music Library

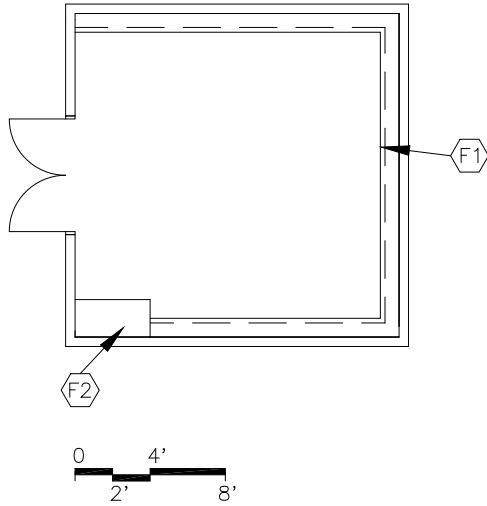
ENVIRONMENTAL CONSIDERATIONS:

- Uniform multilevel lighting
- Environmental sound control:
Wall minimum: STC 50
Ceiling minimum: CAC 35
- 8' high double doors throughout this area with removable mullions
- Baffled ductwork
- Sound proof HVAC system
- Appropriate acoustics and sound attenuation
- Adequate ventilation
- Electrical outlets for equipment
- Appropriate acoustical treatment
- Non-parallel surfaces (walls/ceiling) for acoustical benefits
- Sound seals on doors

TECHNOLOGY and BUILT-IN EQUIPMENT

- See regular Classroom

UNIFORM STORAGE



CAPACITY:
N/A

SIZE:
• 300 SF

ANCILLARY SPACES:
• Band/Orchestra Room

GOAL:

- To provide secure and adequate storage for uniforms

PROGRAM ACTIVITY:

- Storing and accessing uniforms

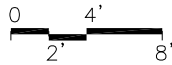
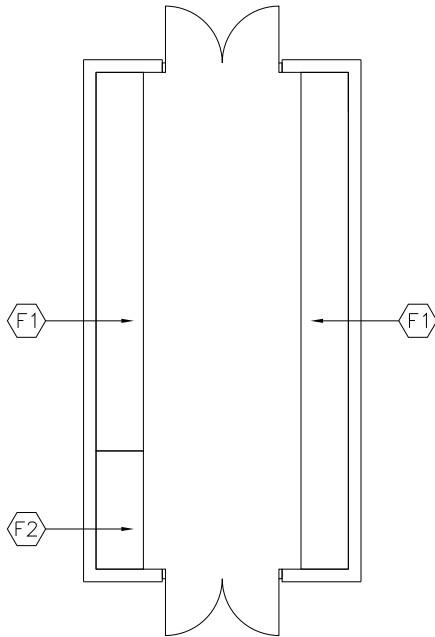
SPATIAL RELATIONSHIPS:

- Adjacent to Band/Orchestra Room

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Adequate ventilation

INSTRUMENT STORAGE



CAPACITY:
N/A

SIZE:

- Varies

ANCILLARY SPACES:

- Band/Orchestra Room

GOAL:

- To provide secure and adequate storage for instruments

PROGRAM ACTIVITY:

- Storage of instruments

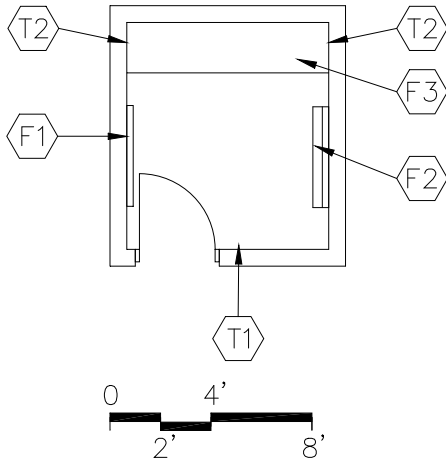
SPATIAL RELATIONSHIP:

- Adjacent and access to Band/Orchestra Room
- Provide entrance and separate exit to the Band/Orchestra Room

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Adequate ventilation

INSTRUMENT PRACTICE ROOM



CAPACITY:

- 1 - 2 Students
- Teacher

SIZE:

- 75-125 SF
- 400 SF percussion room

ANCILLARY SPACES:

- Band/Orchestra Room (H-PA-18)

GOAL:

- To provide an area for individual student practice and rehearsals

PROGRAM ACTIVITY:

- Instrumental practice/rehearsals

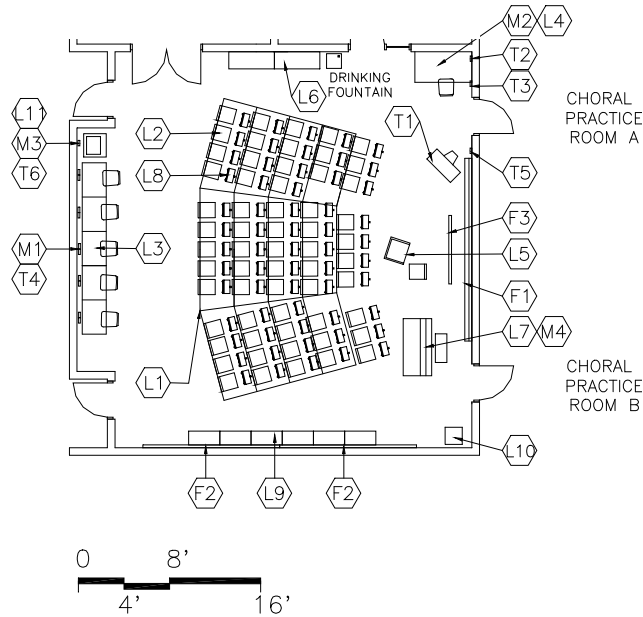
SPATIAL RELATIONSHIP:

- Adjacent and access to Band/Orchestra Room

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 50
 - Ceiling minimum: CAC 35
- Adequate ventilation
- Auditory privacy

CHORAL/KEY BOARDING ROOM



CAPACITY:

- up to 30-50 students
- Teacher

SIZE:

- Varies

Electrical requirements for keyboarding lab: see staff

GOAL:

- To provide a space that will serve as the learning/ practice area for choral and keyboarding classes

PROGRAM ACTIVITIES:

- Rehearsals
- Practice for sectional groups
- Solos
- Instruction

SPATIAL RELATIONSHIPS:

- Near Auditorium Stage
- Adjacent and access to Practice Rooms

ENVIRONMENTAL CONSIDERATIONS:

- Uniform multilevel lighting
- Environmental sound control:
Wall minimum: STC 50
Ceiling minimum: CAC 35
- Baffled ductwork
- Quiet HVAC system
- Electrical outlets for equipment
- Appropriate acoustical treatment
- Higher than normal ceiling height, possibly sloped
- Drinking fountain in adjacent area
- Non-parallel surfaces (walls/ceiling) for acoustical benefits
- Sound seals on doors

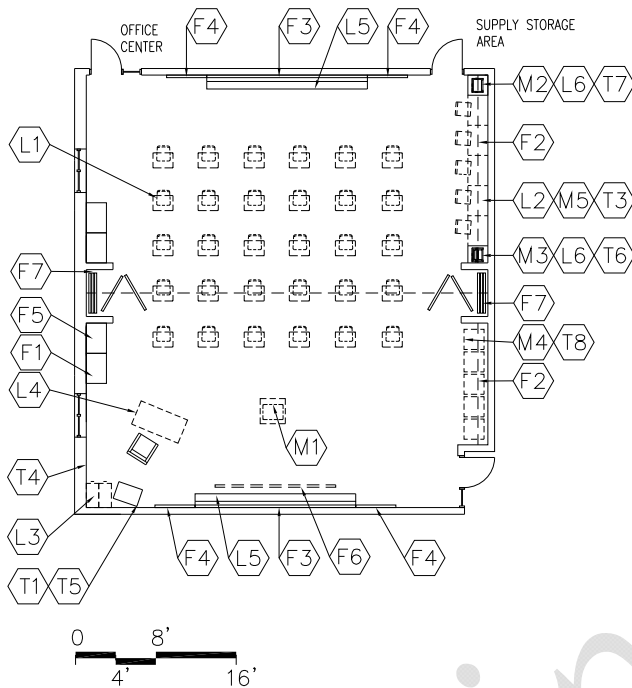
TECHNOLOGY and BUILT-IN EQUIPMENT

- See regular Classroom

JROTC Space Requirements

Space	Suggestions			Comments
	Qty.	S.F.	Total	
Office	1	250	250	
Learning Center/Classrooms	2	800	1600	May be one room with a movable wall
Uniform Storage	1	250	250	
Armory storage	1	150	150	
Total			2,250	

Note: At Roosevelt, the armory has been subdivided to house a fitness center. This space is shared by the ROTC staff and the PE staff. DCPS/JROTC is moving toward a more academic and leadership based curriculum that no longer requires an indoor armory.



- CAPACITY:**
- Up to 30 students
 - 1 teacher

GOALS:

- To promote good citizenship behaviors such as: community service; pride in country, school and self; respect for others and national symbols such as the flag; and completing high school
- To provide a basic knowledge of the nation's military organizational structure
- To develop leadership and management skills
- To enhance self-confidence, self-discipline, and interpersonal skills

PROGRAM ACTIVITIES:

- Classroom instruction in leadership/followership theory, general military subjects proficiency, the history of flight, the science of flight, space operation, and leadership education.

SPATIAL RELATIONSHIPS:

- All JROTC facilities should be located adjacent to each other

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment

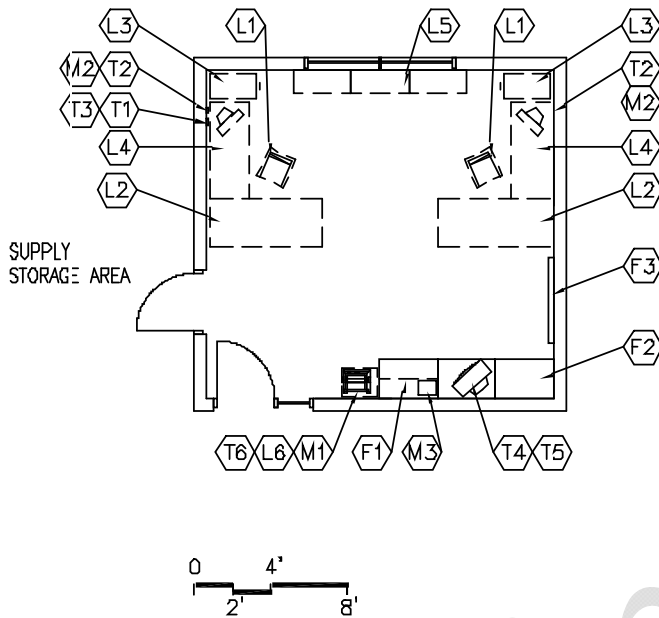
LEARNING CENTER

H-JR-1

		Spec. Ref.#			Spec. Ref.#
<u>Finishes¹:</u>			<u>Features¹:</u>		
<u>Flooring:</u>			<u>Fire Suppression:</u>		Div. 21
	Resilient tile flooring (as is)	096519	Fire suppression system		
<u>Base</u>			<u>Plumbing:</u>		
	Resilient base	096519	N/A		
<u>Ceiling: (9' high minimum)</u>			<u>HVAC:</u>		Div. 23
	Suspended, acoustical	095113	Supply/return air system		
<u>Walls:</u>			Independent temperature control		
	Painted concrete masonry units or dry wall	042000 / 099123			
<u>Loose Furnishings:</u>			<u>Electrical:</u>		Div. 26
L1	24 student desks and chairs		Fluorescent lighting		
L4	Teacher desk and ergonomic task chair		Illumination levels: See table 7600-16		
L5	Adjustable height bookshelves (24 LF)		Multilevel switching		
L6	Printer/scanner tables		Duplex receptacles		
	Student project storage		3 per primary teaching wall		
	Wastebasket		At least 2 per other walls		
<u>Features¹:</u>			TVSS protected quad receptacle adjacent to each data and video port		
<u>Fixed Equipment:</u>			Central sound system		
F3	Marker board (24 LF)	101100	Clock		
F4	Tack boards (16 LF minimum)	101100			
F6	Manual projection screen	115213	<u>Communications:</u>		Div. 27
<u>Miscellaneous:</u>			Single point 'face plate' near teachers work station to include:		
M1	Projection device on cart	Div. 27	Voice, data, VGA , audio enhancement, and HDMI		
M5	5 student multimedia computers		Additional ports:		
Audio enhancement equipment			Printer		
			Cable/MATV port		
			5 data ports for student use		
			Ceiling mounted LCD projector		
			Clock/PA		
			2 wireless		
			<u>Electronic Safety and Security:</u>		Div. 28
			Life safety devices per code		

NOTES:

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



This area needs visibility to all areas of the suite and sublevel.

CAPACITY:

- 3 staff/teachers
- 3-4 student leaders

ANCILLARY SPACES:

- Supply Storage Areas (H-JR-2)

GOAL:

- To provide space and facilities to direct and control the JROTC program.

PROGRAM ACTIVITIES:

- Administrative control
- Reports preparation
- Records control
- Cadet record keeping for the unit
- Cadet counseling

SPATIAL RELATIONSHIPS:

- Should be the central location for the JROTC facility with all other spaces located around it
- Adjacent and access to Supply Storage Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Windows to provide natural light

NOTES:

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

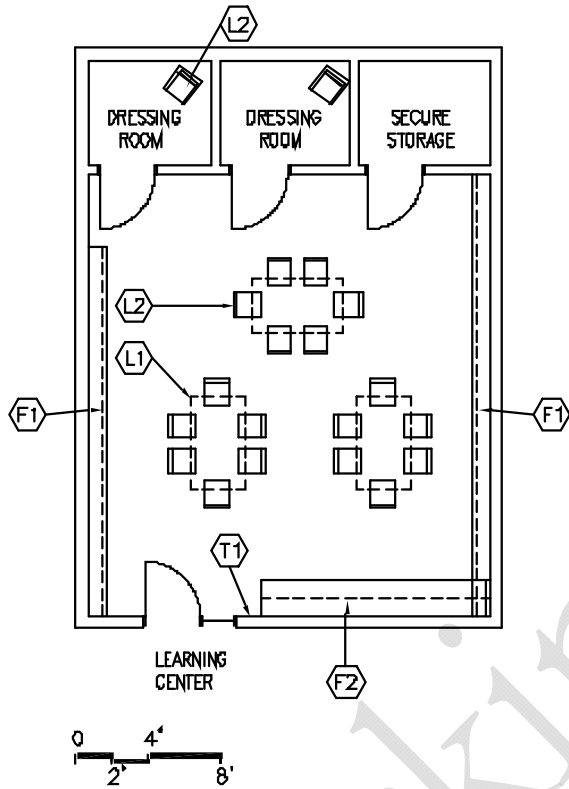
<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
Flooring:		Fixed Equipment:	
Resilient tile flooring	09658196	F1 Casework:	
Base:		Base/wall cabinets	123200
Resilient base	096519	F2 Casework:	
Ceiling:		2 lockable wardrobes	123200
Suspended, acoustical	095113	F3 Tack board (4 LF)	101100
Walls:		Display cases (additional cases in corridor)	
Painted concrete masonry units	042000 / 099123		
 <u>Loose Furnishings:</u>		<u>Fire Suppression:</u>	Div. 21
L1 2 Ergonomic chairs		Fire suppression system	
L2 2 Desks			
L3 3, 4-drawer file cabinets		<u>Plumbing:</u>	
L4 2 student workstations		N/A	
L5 Adjustable height bookshelves (24 LF)		<u>HVAC:</u>	Div. 23
L6 Printer table		Supply/return air system	
Wastebasket		Independent temperature control	
2 Display cabinets (see staff for dimensions)		<u>Electrical:</u>	Div. 26
 <u>Miscellaneous:</u>		Single-level switching	
M1 1 printer		Fluorescent lighting	
M2 3-6 computers		Illumination level: See Table 7600-16	
M3 Fax		Duplex receptacles	
		TVSS protected quad receptacle adjacent to each data and video port	
		Central sound system	
		Clock	
		<u>Communications²:</u>	Div. 27
		T1 1 voice port and phone	
		T2 6 data ports	
		T3 1 direct voice port (not through school switch board)	
		T4 Video port, monitor, VCR, and brackets	
		T5 Cable/MATV port	
		T6 1 data port for printer	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

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

UNIFORM STORAGE AREA

H-JR-2



GOAL:

- To provide adequate, secure storage for the uniforms, supplies, and equipment, necessary for the functioning of the JROTC Unit

PROGRAM ACTIVITIES:

- Storage of all classes of uniform and uniform items
- Storage of consumable and non-consumable supplies necessary for the unit to function

SPATIAL RELATIONSHIPS:

- Adjacent and access to Office Center

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 450
 - Ceiling minimum: CAC 35
- Secure monitored alarm system

NOTES:

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

UNIFORM STORAGE AREA

H-JR-2

<u>Finishes¹:</u>		Spec. Ref.#	<u>Features¹:</u>		Ref.#	Spec.
Flooring:			Fixed Equipment:			
	Resilient tile flooring	096519	F1	Closet shelving		
				Double rods		062023
Base:			F2	Casework:		
	Resilient base	096519		Base/wall, file cabinets, and shelves		123200
Ceiling:			<u>Fire Suppression:</u>			Div. 21
	Suspended, acoustical	095113		Fire suppression system		
Walls:			<u>Plumbing:</u>			
	Painted concrete masonry units	042000 / 099123		N/A		
			<u>HVAC:</u>			Div. 23
				Supply/return air system		
			<u>Electrical:</u>			Div. 26
				Single level switching		
				Fluorescent lighting		
				Illumination level: See Table 7600-16		
				Duplex receptacles		
				Security system		
				Clock		
			<u>Communications²:</u>			Div. 27
			T1	1 voice port and phone		
			<u>Electronic Safety and Security:</u>			
				N/A		

NOTES:

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

Family Support Center

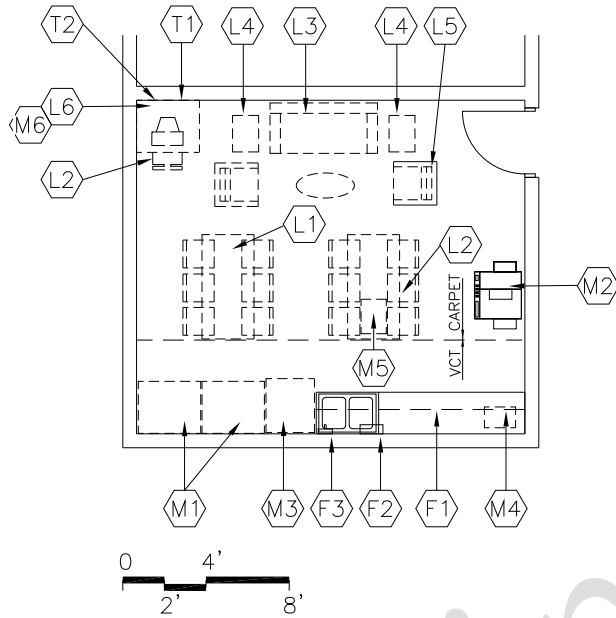
Space	Suggestions			Comments
	Qty.	S.F.	Total	
Day Care Center	1	2000	2000	
Parent Center	1	800	800	Shared with New Heights for meetings
Office/conference (New Heights)	2	200	400	
Storage (New Heights)	1	100	100	
Total			3,300	

The Parent Center should be located near the front entrance to be easily accessible to parents and visitors. This space provides a variety of educational materials and programs for students and families. It should feel non-institutional with comfortable meeting space for 25 people and access to computers. Some transparency to the main corridor is desirable but privacy shades are needed for select times.

New Heights (a program for pregnant teens and student mothers) meets with groups of student a couple of days a week during the lunch hour and often provides food and drinks. Private office/conference space is provided for the day and the evening staff. Storage is needed to donated items such as car seats and strollers as well as supplies of diapers, formula, etc.

The child care space needs to meet the OSSE licensing requirements, which include a direct, external entrance and playground. The playground needs to be fenced and secured, contain appropriate equipment, and have access to water, child and adult seating with a grassy area and shade available. There should be a refrigerator in addition to the sink noted. A tot-sized bathroom is requested in addition to an adult size bathroom. Interior storage for strollers as well as for large outdoor toys is necessary. Daylight and toddler accessible views are necessary.

NEW HEIGHTS/PARENT RM



GOAL:

- Support space for students with families
- Parent Resource center

PROGRAM ACTIVITY:

- Meeting with student parents, families, and pregnant students
- Focus group discussions

SPATIAL RELATIONSHIPS:

- Near front door

ENVIRONMENTAL CONSIDERATIONS:

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

CAPACITY:

- 15-25 persons

SIZE:

- Varies, see table

NOTES:

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

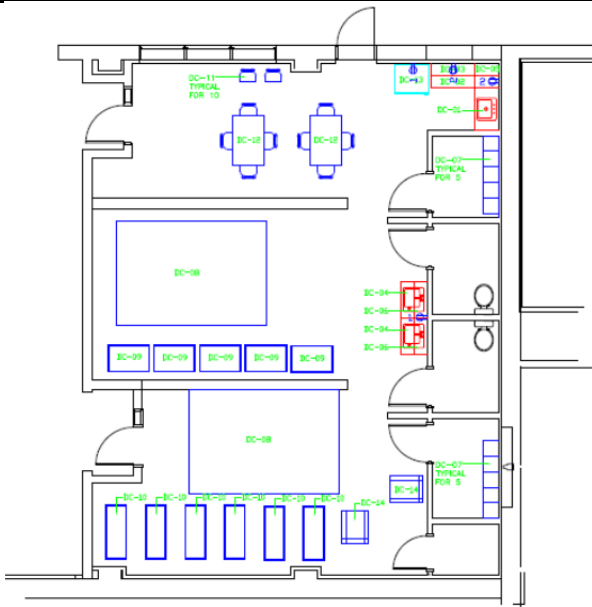
NEW HEIGHTS/PARENT RM

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Resilient tile flooring	096519	F1 Casework	
		Base/wall cabinets	123200
<u>Base:</u>		F2 Towel dispenser	102800
Resilient base	096519	F3 Soap dispenser	102800
		F4 Tack board (8 LF)	101100
		16' linear book shelving	
<u>Ceiling: (8' high minimum)</u>		<u>Fire Suppression:</u>	
Suspended, acoustical	095113	Fire suppression system	Div. 21
<u>Walls:</u>		<u>Plumbing:</u>	
Painted concrete masonry units	042000 / 099123	Plumbing connections	Div. 22
		Sink	
<u>Loose Furnishings:</u>		<u>HVAC:</u>	
L1	2 conference tables	Supply/return air system	Div. 23
L2	12-16 chairs	Independent temperature	
L3	Sofa	Control	
L4	End tables	Exhaust air system	
L5	lounge chair		
L6	2 Computer workstations		
	Area rug		
	4 drawer file cabinet		
	Display cabinets		
<u>Miscellaneous:</u>		<u>Electrical:</u>	
M3	Refrigerator	Duplex receptacles	Div. 26
	Microwave	TVSS protected quad receptacle	
M6	Computers and printers	adjacent to data port	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 Voice port and phone	
		T2 Data ports near two workstations	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

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

DAYCARE CENTER



PROGRAM ACTIVITIES:

- Birth to 18 months (crib area)
- Toddlers area 1 (cots)
- Toddlers area 2 (play area)
- Bathrooms

ENVIRONMENTAL CONSIDERATIONS:

- Windows to provide natural light and egress
- Adequate ventilation
- Electrical outlets for equipment
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
 - Reverberation Time: .4-.6 seconds
- Uniform lighting
- Window treatment to darken room

CAPACITY:

- 5 staff
- 10-15 children
- Parents/other staff

SIZE:

- 2,000 SF (Intent for SF)

ANCILLARY SPACES:

- Restrooms E-ACA-16 (50 SF)
- Secure storage adjacent to play area

SPATIAL RELATIONSHIPS:

- See illustration
- Locate at first floor for emergency evacuations, if possible

Near play area

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Locate sink at chase wall of restroom (or in close proximity)
3. Locate restroom chase as close to corridor as possible to minimize pipe runs

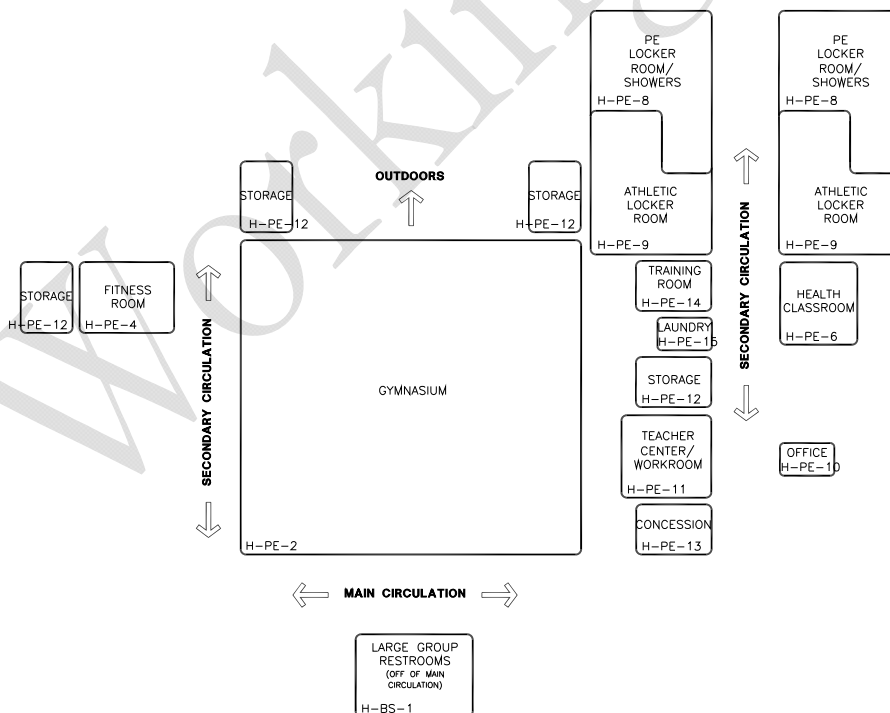
DAYCARE CENTER

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Rubber tile	096519/096816	F1 Casework:	123200
		Base/wall cabinets by sink	
		Sturdy shelving on 2 walls in storage	
<u>Base:</u>		F2 Carpentry:	
Resilient base	096519	Student cubbies (10)	064123
		F3 Casework:	
<u>Ceiling (9' high minimum):</u>		Wall shelving (24 LF- H 30-32")	
Suspended, acoustical	095113	123200	
		F4 Marker board (each area)	
<u>Walls:</u>		F5 Tack board flanking marker boards	
Painted concrete masonry units or dry wall	042000/099123	F7 Soap dispenser	102800
		F8 Towel dispenser	102800
		F9 Casework:	
<u>Loose Furnishings:</u>		Wardrobe (18"X18")	123200
2 Bound carpet rugs			
6 toddler Cots		<u>Fire Suppression:</u>	Div. 21
5 cribs		Fire suppression system	
2 rocking chairs			
2 small student tables		<u>Plumbing:</u>	Div. 22
10 small student chairs/2 adult chairs		Sink with drinking fountain	
Mobile tote tray storage		Plumbing for icemaker	
Learning center sets such as play kitchen and blocks.		Plumbing connections – 2 bathrooms	
		Wall-mounted watercloset	
<u>Communications:</u>	Div. 27	Wall-mounted lavatory	
Voice port and phone			
Data port in play area		<u>HVAC:</u>	Div. 23
Cable/MATV port		Supply/return air system	
Central sound system		Independent temperature control	
Clock		Exhaust air system (toilet)	
2 wireless ports			
<u>Miscellaneous:</u>		<u>Electrical:</u>	Div. 26
Computer for teachers use		Duplex receptacles	
TV in play area		3 per primary teaching wall	
Refrigerator		At least 2 per other walls	
		TVSS protected quad receptacle adjacent to each data and video port	
<u>Electronic Safety and Security:</u>	Div. 28	Multilevel switching for each area separate	
Life safety devices per code		Fluorescent lighting	
		Illumination level: See Table 7600-16	

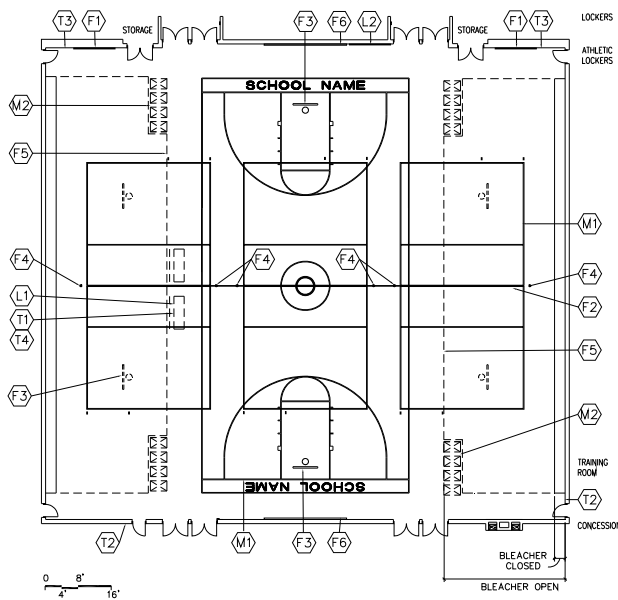
Physical Education Space Requirements

Space				Comments
	Qty.	S.F.	Total	
Gymnasium	1	13,750	13,750	
Fitness Room	1	1,600	1,600	
Dance/Aerobics	1	2,400	2,400	½ court dimensions
Health Classroom	1	800	800	
PE Locker Room/Showers	2	1,400	2,800	Male and female
Athletic Locker Room/uniform storage	2	Varies	2,200	Male and female (May share showers w/ PE)
Pool Locker Rooms				
Dept. Office	2	150	300	
Workroom/coaches offices	1	400	400	
Basketball/football offices/storage	2	300/400	700	
Storage	2-4	varies	1,700	
Concession	1	200	200	
Training Room	1	600	600	Includes office
Laundry	1	150	150	
Total			27,600	

The existing gymnasium floor should meet DCPS guidelines to provide for one regulation size court that can be divided (curtain) to provide two half-size courts. If feasible, seating should be able to house the entire school population of 1,000 students in bleachers or loose seating.



GYMNASIUM



CAPACITY:

- Students
- Teachers and staff
- Community

SIZE:

- Varies

ANCILLARY SPACES:

- Athletic Lockers
- Storage
- Training Room

GOAL:

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

PROGRAM ACTIVITIES:

- Physical education classes, lectures/teaching
- Interscholastic competition and daily practices
- Community programs and activities, secured for after hour use

SPATIAL RELATIONSHIPS:

- Near PE Locker Room/Showers
- Near outdoor athletic fields
- Near visitor parking and public and family restrooms (inside security gates)

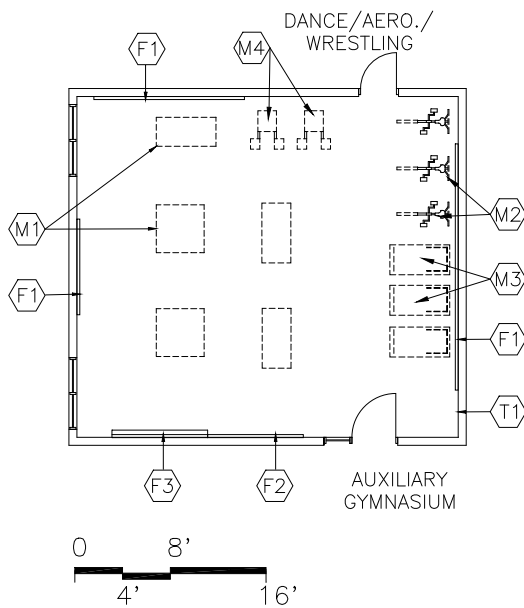
ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting with multilevel controls
- Environmental sound control:
Wall minimum: STC 50
- Clear height of 25' from floor to nearest obstruction
- Must be able to isolate the gymnasium from the rest of the school after hours
- Electrical outlets for equipment
- Drinking fountain in adjacent corridor
- Capacity of bleachers shall be minimum of the student capacity plus staff (if feasible)

BUILT-IN EQUIPMENT

- A quality P/A sound system to service the gymnasium shall be provided.
- The walls and ceilings will require acoustical treatment.
- Padding on walls behind the goals and on the backboards shall be provided.
- Some tack strips on the walls are required to fasten banners
- The gymnasium will require Glass lexon basketball backboard (2), with break-away rims, forward swing, main court, Fiberglass basketball backboard (4), forward swing, side, cross court
- Each backboard (6) is to be raised and lowered electrically and shall retract away from bleachers.
- The gymnasium will require a multi-sport scoreboard.
- The gymnasium includes a 50 x 94 ft. basketball court with 6' safety perimeter on the sides and 8' safety perimeter on the ends.
- Provide block outs for three sets of volleyball standards and nets.
- The bleacher seating shall be electrically operated and fold back to provide a flat surface.
- Clock (with protective cage)

FITNESS ROOM



CAPACITY:

- Up to 24-30 persons

ANCILLARY SPACES:

- Dance/Aerobics room

GOAL:

- To serve as a physical education teaching area, athletics support space and a wellness/workout area for students and community members.

PROGRAM ACTIVITIES:

- Physical education classes learning to develop muscular, respiratory, and cardiovascular systems
- Weight room for athletes

SPATIAL RELATIONSHIPS:

- Adjacent and access to Dance/Aerobics/Wrestling Room
- Near entrance to building
- Near parking area
- Must be able to isolate the Fitness Room from the rest of the school after hours

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Flexibility of space
- Adequate ventilation
- Electrical outlets for equipment
- Windows to provide natural light

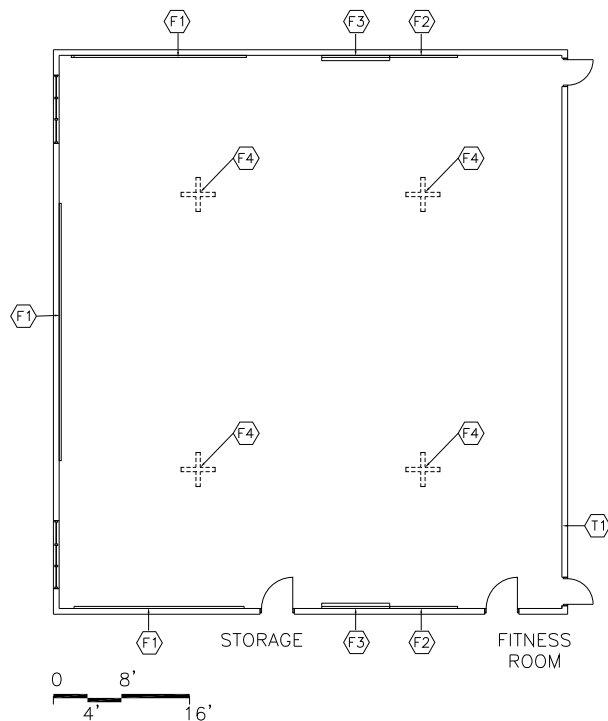
FITNESS ROOM

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Resilient athletic flooring	096566	F1 Mirrors (one wall)	088000
<u>Base:</u>		F2 Tack board (8 LF)	101100
Resilient base	096519	F3 Marker board (8 LF)	101100
<u>Ceiling:</u>		Ceiling fans	
Painted exposed structure	099123	<u>Fire Suppression:</u>	Div. 21
<u>Walls:</u>		Fire suppression system	
Painted concrete masonry units	042000 / 099123	<u>HVAC:</u>	Div. 23
<u>Loose Furnishings:</u>		Supply/return air system	
M3/4 Aerobic equipment (Ellipticals and treadmills)		Independent temperature control	
M1: Weight machines		<u>Electrical:</u>	Div. 26
Loose weights/benches		Duplex receptacles	
Mats		Multilevel switching	
 The architect will work with the athletics staff to determine the balance of equipment to serve all student needs		High intensity discharge lighting: Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 Voice port and phone	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Exercise equipment	
		M2 Bikes	
		M3 Tread mills	
		M4 Stair machines	

NOTES:

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

DANCE/AEROBICS



CAPACITY:

- Students
- Teachers and staff
- Community

SIZE:

- Varies

ANCILLARY SPACES:

- Fitness Room
- Storage

GOAL:

- To serve as a physical education teaching area, strength development area for athletes, and a wellness/workout for students and community members

PROGRAM ACTIVITIES:

- Physical education classes learning to develop muscular, respiratory, and cardiovascular systems
- Members of athletic teams improving performance and to rehabilitate injured body areas
- Community and staff members developing and maintaining health and fitness

SPATIAL RELATIONSHIPS:

- Near PE Locker Rooms/Showers
- Adjacent and access to Fitness Room
- Adjacent and access to Storage

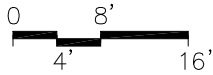
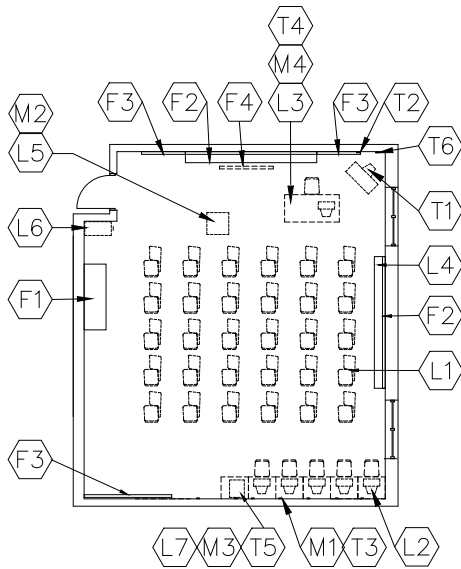
ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Flooring to allow for flexible uses
- Adequate ventilation
- Electrical outlets for equipment
- Drinking fountain in adjacent corridor
- Windows to provide natural light (if feasible)

BUILT-IN EQUIPMENT

- Sound system
- Mirrors on one wall
- Wood floor (Marley sprung)
- Ceiling fans
- **Ballet Barre**

HEALTH CLASSROOM



CAPACITY:

- Students
- Teachers
- Parents/other staff

SIZE:

- 800 SF

ANCILLARY SPACES:

- Multipurpose Gymnasium (M-PEH-1)

GOAL:

- To provide a flexible space to accommodate physical education classes

PROGRAM ACTIVITIES:

- Health instruction
- Project teams
- Post game team briefings
- Department meetings

SPATIAL RELATIONSHIP:

- Near Gymnasium

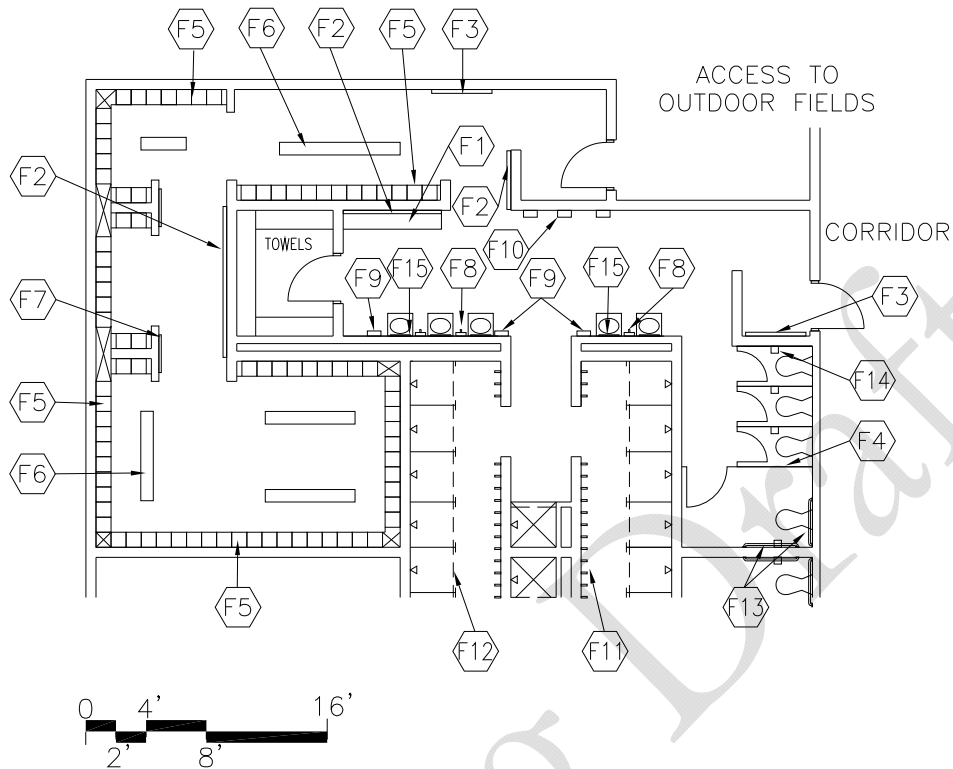
ENVIRONMENTAL CONSIDERATIONS:

- Windows to provide natural light and egress
- Electrical outlets for equipment
- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Proportion classroom for effective viewing and listening from all areas of the classroom

TECHNOLOGY AND BUILT-IN EQUIPMENT

See regular classroom

PE LOCKER ROOM/SHOWERS



CAPACITY:

- 30-40 students
- Others as appropriate

SIZE:

- Varies

ANCILLARY SPACES:

- Gymnasium
- Athletic Lockers

GOAL:

- To provide a safe and clean area for students to change, store clothes, and shower

PROGRAM ACTIVITIES:

- Change clothing
- Showering
- Clothing storage
- Minor medical treatment

SPATIAL RELATIONSHIPS:

- Adjacent and access to Athletic Lockers
- Adjacent and access to Gymnasium
- Access to the outdoor fields

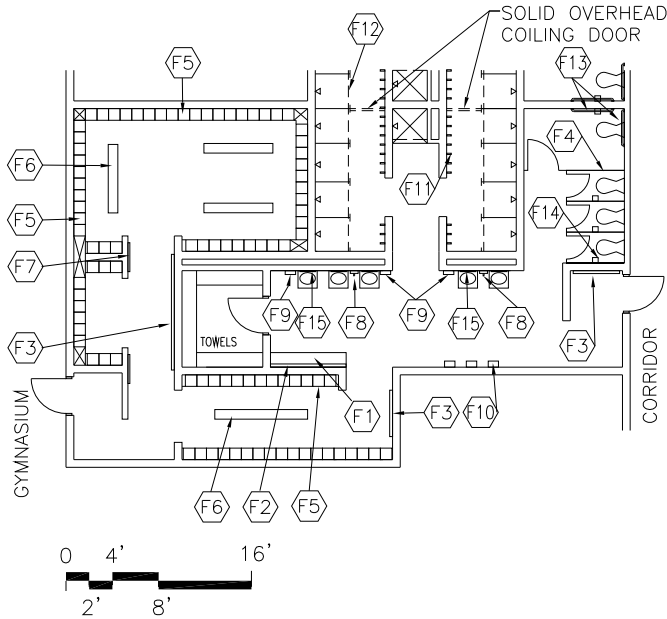
ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Adequate ventilation/exhaust
- Cleanable building surfaces
- Locate lockers on wall in vestibule outside of toilet shower room
- Towel storage in adjacent area

NOTES:

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

ATHLETIC LOCKERS



CAPACITY:

- Athletic teams
- Visiting teams
- Other as appropriate

SIZE:

- Varies

ANCILLARY SPACES:

- Gymnasium
- PE Locker Room/Showers

GOAL:

- To provide a safe and clean area for students to change, store clothes, and shower for home and visiting athletic teams and others as appropriate

PROGRAM ACTIVITIES:

- Change clothing
- Showering
- Clothing storage
- Minor medical treatment

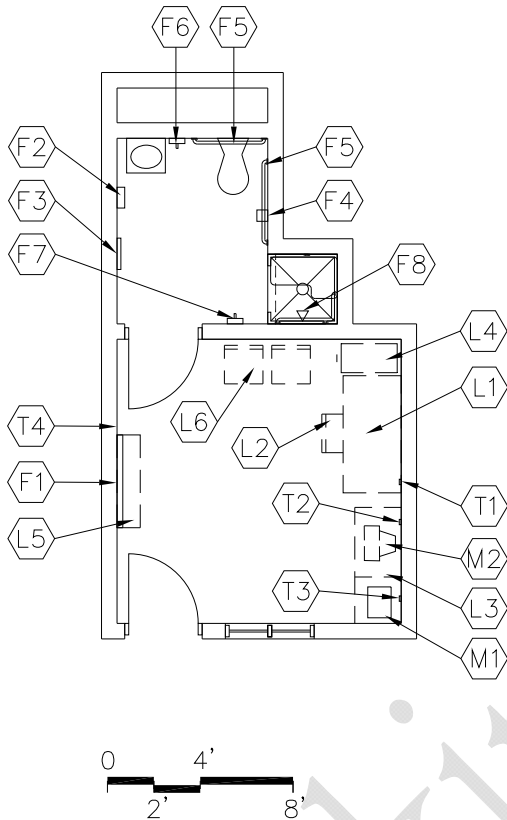
SPATIAL RELATIONSHIPS:

- Adjacent and access to Gymnasium
- Adjacent and access to PE Locker Room/Showers
- Near outdoor fields
- Provide separation between locker rooms to accommodate up to four teams

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Adequate ventilation
- Cleanable building surfaces
- Handicapped accessible
- Locate lockers on wall in vestibule outside of toilet/shower room
- Towel storage in adjacent area

DEPARTMENT OFFICES



CAPACITY:

- 1-2 Teachers
- Student teachers

SIZE:

- 150-250 SF

ANCILLARY SPACES:

N/A

GOAL:

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

PROGRAM ACTIVITIES:

- Scheduling
- Planning
- Ordering
- Maintaining records
- Meeting

SPATIAL RELATIONSHIP:

- Near Locker Rooms/Showers

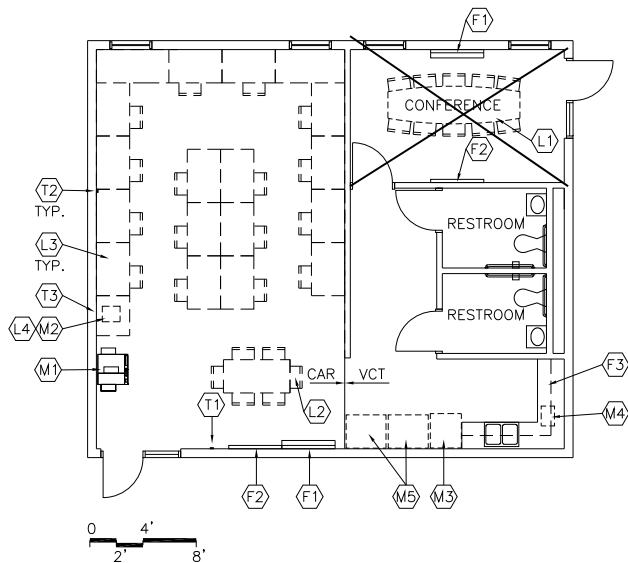
ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Auditory privacy

TECHNOLOGY

- Video, voice and data ports (per the District's most recent standards at the time of installation) flexible wired and wireless capability

COACHES//WORKROOM



CAPACITY:

- Coaches
- Teachers

SIZE:

- Varies

ANCILLARY SPACES:

N/A

GOAL:

- To provide space for teachers and coaches to carry out their administrative duties, prepare materials for class, access the Internet, lock up personal items, and to socialize and relax

PROGRAM ACTIVITIES:

- Store files (floating teachers or shared department files)
- Grade papers
- Enter and access data
- Prepare lessons using computer, video, and other resources
- Contact community resources via telephone and e-mail
- Socializing and relaxing
- Eating lunch

SPATIAL RELATIONSHIPS:

- Near PE spaces
- Contains restrooms, kitchenette, shared workstations and conference room

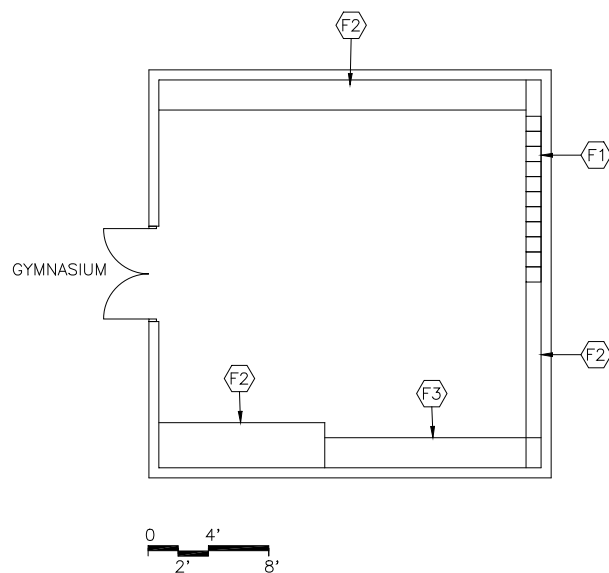
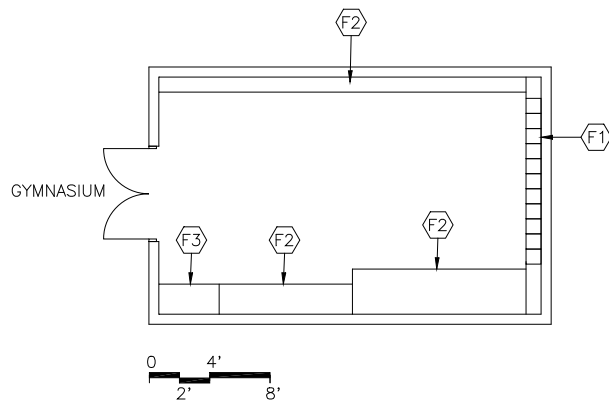
ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light and egress
- Ventilation for kitchenette

TECHNOLOGY AND BUILT-IN EQUIPMENT

- See teachers' work rooms

STORAGE



CAPACITY:
N/A

SIZE:
• Varies

ANCILLARY SPACES:
• Gymnasium (H-PE-2)
• Auxiliary Gymnasium (H-PE-3)

GOAL:

- To provide space to adequately store PE and athletic equipment (PE and athletic equipment needs to be stored separately)

PROGRAM ACTIVITIES:

- Storage for equipment
- Storing sound system and other equipment in the physical education/athletic area

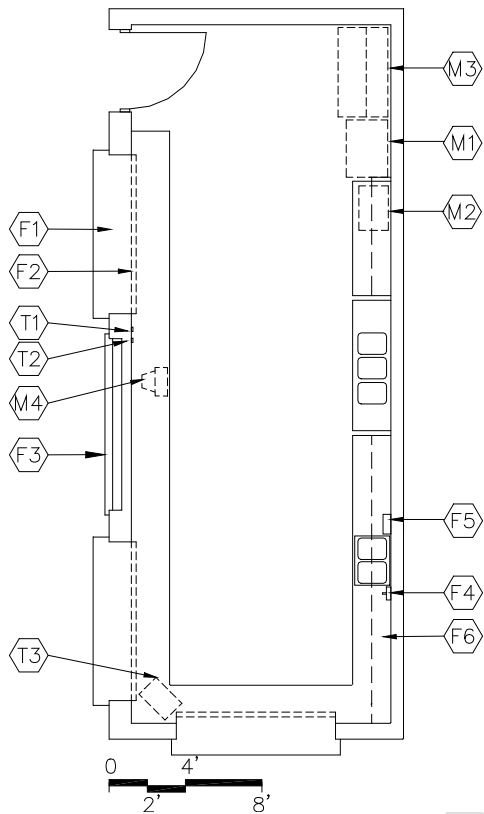
SPATIAL RELATIONSHIPS:

- Adjacent and access to Gymnasium
- Adjacent and access to Auxiliary Gymnasium
- Near PE areas

ENVIRONMENTAL CONSIDERATIONS:

- Climate control to dry uniforms and other equipment which get wet during use
- Separate storage areas for inactive sports, physical education, and athletics
- Uniform lighting
- Open space
- Provide secure storage
- Flexibility of storage use

CONCESSIONS



CAPACITY:

- Students
- Patrons

SIZE:

- Varies

ANCILLARY SPACES:

N/A

GOALS:

- To provide space for the public to purchase refreshments and tickets during events
- To provide display areas to celebrate triumphs of the school
- To provide a location for a video trophy case

PROGRAM ACTIVITIES:

- Ticket sales
- Displaying school recognition awards
- Refreshment sales
- Common gathering place for community and school athletic events

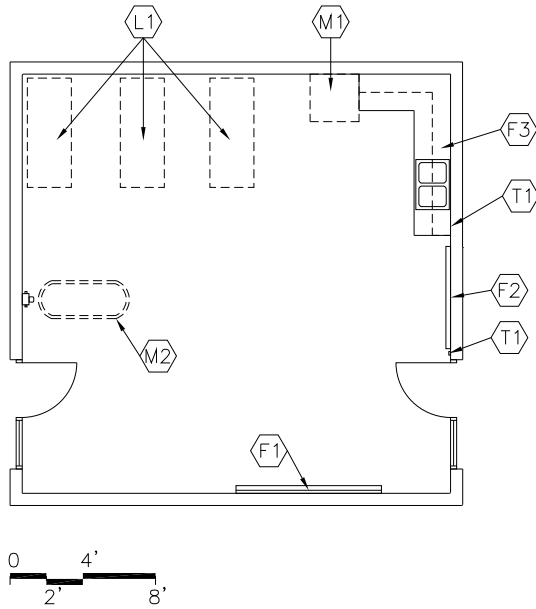
SPATIAL RELATIONSHIPS:

- Near Gymnasium
- Near Restrooms
- Near public pay phones

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Adequate ventilation/exhaust
- Large door to transport large boxes and equipment to and from the area
- Electrical outlets for equipment
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Food service department and public health, requirements, as applicable
- Cleanable building surfaces
- Good signage
- Good traffic flow
- Easy to supervise

TRAINING ROOM



CAPACITY:

- 1-2 Students
- Teacher/trainer

SIZE:

- Varies

ANCILLARY SPACES:

- Gymnasium

GOAL:

- To provide a place for treatment of injuries

PROGRAM ACTIVITIES:

- Taping of joints
- Minor rehabilitation

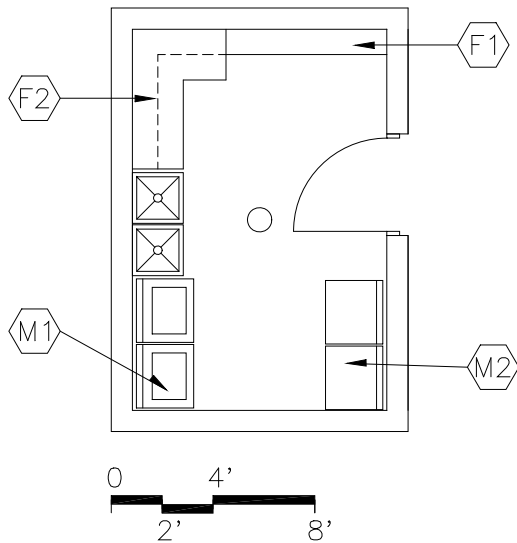
SPATIAL RELATIONSHIPS:

- Adjacent and access to Gymnasium
- Near PE Locker Room/Showers
- Near Athletic Lockers

ENVIRONMENTAL CONSIDERATIONS:

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

LAUNDRY



CAPACITY:

- 1-2 Teachers/staff

SIZE:

- 150 SF

ANCILLARY SPACES:

N/A

GOAL:

- To provide space to wash/dry athletic/PE garments, towels, etc.

PROGRAM ACTIVITY:

- Washing and drying clothes

SPATIAL RELATIONSHIPS:

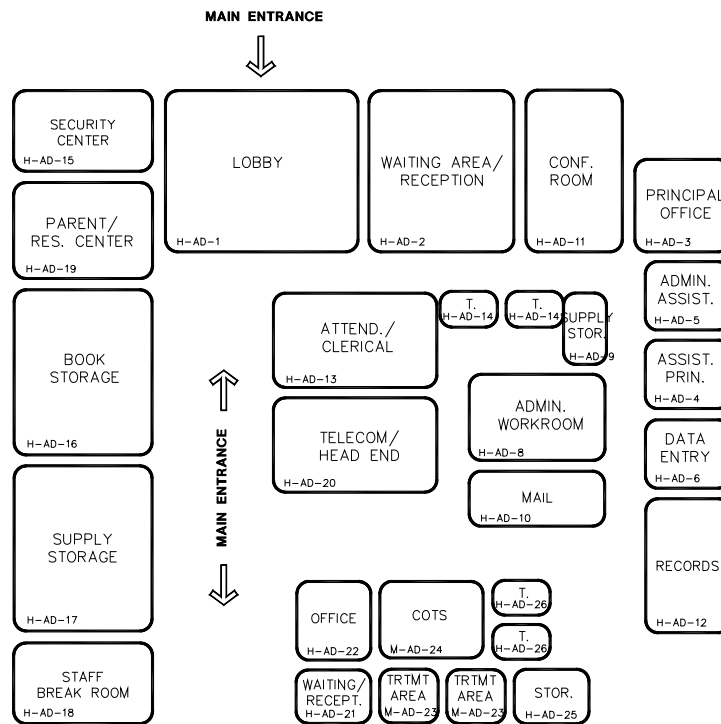
- Near PE Locker Room/Showers
- Near Athletic Lockers

ENVIRONMENTAL CONSIDERATIONS:

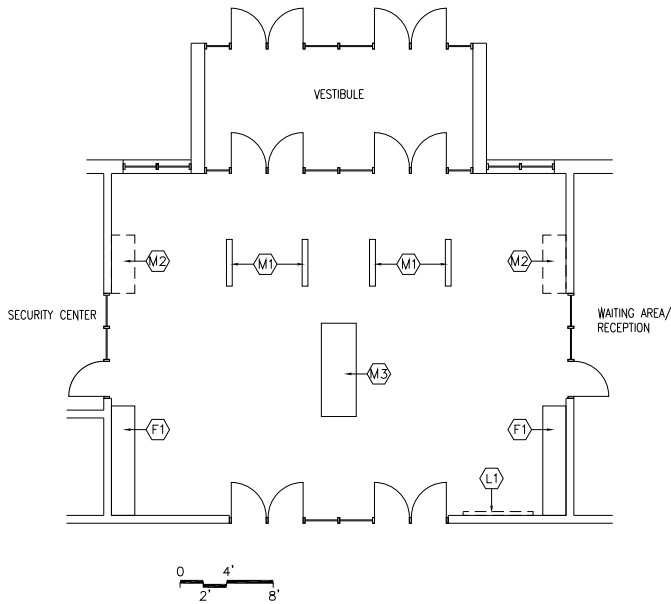
- Uniform lighting
- Cleanable building surfaces
- Electrical outlets for equipment
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Adequate ventilation/exhaust
- Cleanable building surfaces

Administration Space Requirements

Space				Comments
	Qty.	S.F.	Total	
Lobbies	2	2,000	2,000	Main lobby/student entrance
Waiting Area/Reception	1	400	400	
Principal's Office	1	230	230	Includes toilet/shower
Conference Room	1	250	250	Adj. to principal
Business Managers Office/vault	1	150	150	
Administrative Workroom	1	300	300	
Administrative Supply Storage	1	75	75	
Mail Room	1	100	100	
Attendance Office/Registrar	1	250	250	
Records Storage	1	400	400	
Supply (General) Storage	1	450	450	
Staff Break Room	1	400	400	
Telecom/Head End Room(s)	1	300	300	
Total			5,305	



LOBBY



CAPACITY:

- General public
- School population

SIZE:

- Varies, see table

ANCILLARY SPACES:

N/A

GOAL:

- To immediately greet visitors with a welcoming atmosphere and to provide easy accessibility for the public

PROGRAM ACTIVITIES:

N/A

SPATIAL RELATIONSHIP:

- Adjacent and access to Security Office

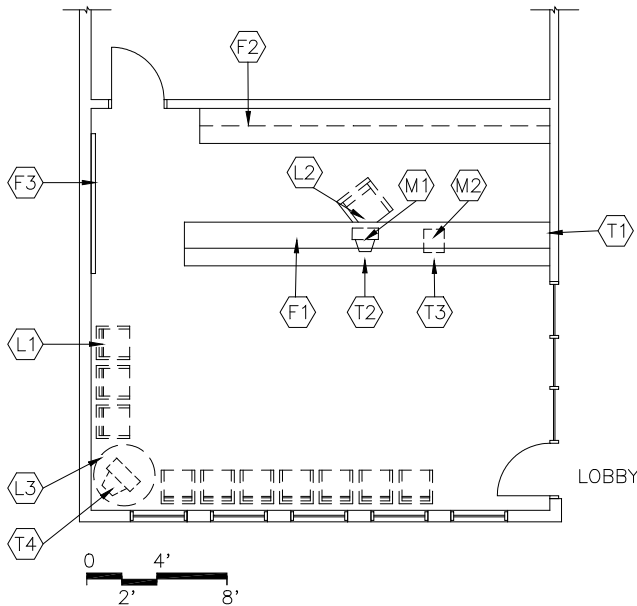
ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting with accent lighting as appropriate
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Aesthetically pleasing
- Provide exterior canopies at entrances
- Window to provide ample natural light
- Treat for sound attenuation

BUILT-IN EQUIPMENT

The architect is to work with the school and district security to develop a safe and respectful security arrangement for students, staff and visitors

**WAITING AREA / RECEPTION
H-AD-2**



GOAL:

- To provide a welcoming atmosphere and to serve as an information area for those coming into the school

PROGRAM ACTIVITIES:

- Greeting people and directing them to the proper location or person
- Waiting area for visitors and staff members

SPATIAL RELATIONSHIPS:

- Adjacent to Lobby
- Easy to locate and identify
- Maximize view to Lobby and entry
- Near Conference Room

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting, areas of soft lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Inviting to visitors
- Electrical outlets for equipment
- Windows to provide natural light

CAPACITY:

- General public
- Staff
- Students

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Entrance Lobby (H-AD-1)

NOTES:

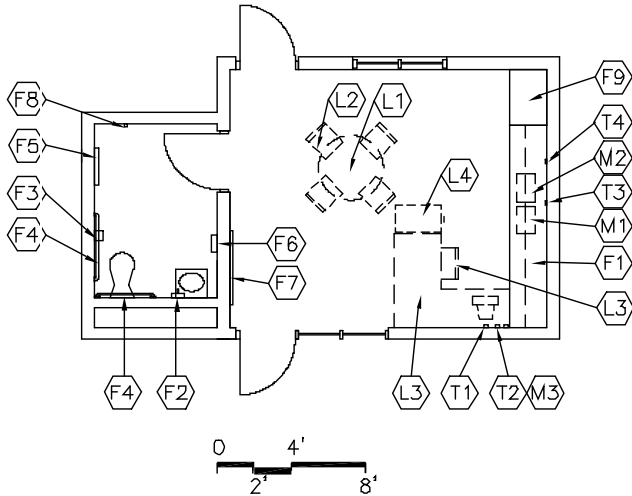
1. Loose furnishings and features shown represent one of many possible arrangements.

**WAITING AREA / RECEPTION
H-AD-2**

<u>Finishes¹:</u>	Spec. <u>Ref.#</u>	<u>Features¹:</u>	Spec. <u>Ref.#</u>
Flooring: Carpet	096816	Fixed Equipment: F1 Reception desk	064123
Base: Resilient base	096519	F2 Casework: Base/wall cabinets	123200
Ceiling: (8' high minimum) Suspended, acoustical	095113	F3 Tack board (8 LF)	101100
Walls: Painted gypsum wallboard over metal studs	092116 / 099123	<u>Fire Suppression:</u> Fire suppression system	Div. 21
<u>Loose Furnishings:</u> L1 Visitor chairs L2 Ergonomic task chair L3 End table Wastebasket		<u>Plumbing:</u> N/A	
<u>Miscellaneous:</u> M1 Computer M2 Printer		<u>HVAC:</u> Div. 23 Supply/return air system Independent temperature control	
		<u>Electrical:</u> Div. 26 Duplex receptacles Single-level switching Spotlighting Fluorescent lighting Illumination level: See Table 7600-16 Clock Central sound system TVSS protected quad receptacle and adjacent to each data and video ports	
		<u>Communications²:</u> T1 Voice port, and phone T2 Data port near workstation T3 Data port near printer T4 1 video port, monitor, VCR, and brackets	Div. 27
		<u>Electronic Safety and Security:</u> Life safety devices per code	Div. 28

NOTES:

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



CAPACITY:

- Principal
- Small groups (6-10 people)

SIZE:

- 230 SF

ANCILLARY SPACES:

- Administrative Assistant's Office (H-AD-5)

GOAL:

- To serve as the home base for the principal from which he/she can provide instructional leadership in a personal, flexible, and organized environment for students, staff, and community

PROGRAM ACTIVITIES:

- Conferences with staff and other visitors
- Telephone calls
- Administrative paperwork
- Planning
- Computer input
- Interaction with students

SPATIAL RELATIONSHIPS:

- Adjacent to Administrative Assistant's Office
- Near one Assistant Principal's Office
- Near Storage
- Near Conference Room

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light
- Private restroom
- Adequate exhaust (restroom)
- Auditory privacy

NOTES:

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

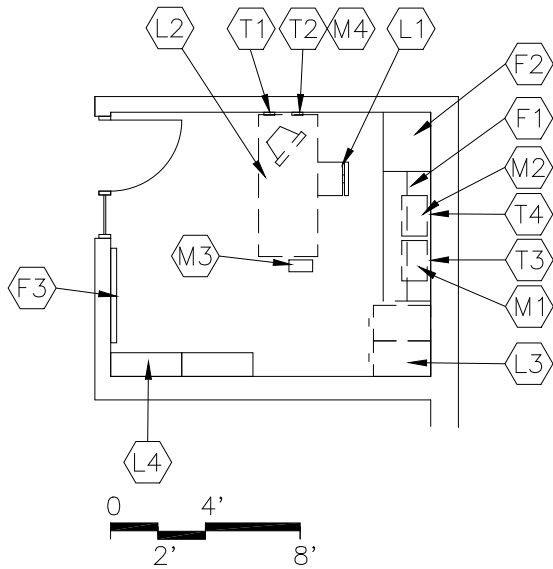
**PRINCIPAL'S OFFICE
H-AD-3**

<u>Finishes¹:</u>	Spec. <u>Ref.#</u>	<u>Features¹:</u>	Spec. <u>Ref.#</u>
Flooring:		Fixed Equipment:	
Carpet	096816	F1 Casework:	123200
Office restroom:		Base/wall cabinets and shelving	
Vinyl composition tile	096519	F2 Soap dispenser	102800
Base:		F3 Toilet tissue holder	102800
Resilient base	096519	F4 36" and 42" grab bars	102800
Ceiling: (8' high minimum)		F5 24" x 60" mirror	102800
Suspended, acoustical	095113	F6 Towel dispenser	102800
Walls:		F7 Tack board (4 LF)	101100
Painted gypsum wallboard		F8 Coat hook	102800
over metal studs	092116 / 099123	F9 Casework:	
		Wardrobe	123200
<u>Loose Furnishings:</u>		<u>Fire Suppression:</u>	Div. 21
L1 Conference table		Fire suppression system	
L2 4 side chairs		<u>Plumbing:</u>	Div. 22
L3 Desk and chair		Wall-mounted water closet	
L4 Four-drawer locking file cabinet		Wall-mounted lavatory	
Wastebasket		Plumbing connections	
		Floor drain - in restroom	
<u>Miscellaneous:</u>		<u>HVAC:</u>	Div. 23
M1 Fax		Supply/return air system	
M2 Printer		Independent temperature control	
M3 Computer		Exhaust air system	
<u>Communications²:</u>	Div. 27	<u>Electrical:</u>	Div. 26
T1 Voice port and phone		Duplex receptacles	
T2 Data port near workstation		TVSS protected quad receptacle	
T3 Fax port		adjacent to each data port	
T4 Data port for printer		Single-level switching	
<u>Electronic Safety and Security:</u>	Div. 28	Fluorescent lighting	
Life safety devices per code		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	

NOTES:

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

BUSINESS MANAGER OFFICE



CAPACITY:

- Business Manager

SIZE:

- 150 SF

ANCILLARY SPACES:

- Waiting Area/Reception (H-AD-2)

GOAL:

- To serve as an area from which the Business manager can effectively provide support
- Vault

PROGRAM ACTIVITIES:

- Financial accounting and bookkeeper functions
- General office work
- Answering telephone
- Data input and retrieval

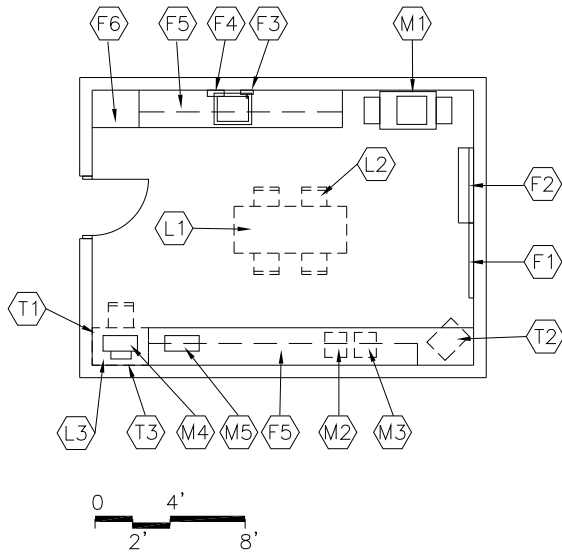
SPATIAL RELATIONSHIPS:

- Adjacent and access to Waiting Area/Reception
- Visual access to Waiting Area/Reception
- Adjacent to Principal's Office

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Auditory privacy

ADMINISTRATIVE WORKROOM



CAPACITY:

- Secretaries and Administrators
- Volunteers
- Staff

SIZE:

- Varies, see table

ANCILLARY SPACES:

N/A

GOAL:

- To provide an area for office projects to be completed

PROGRAM ACTIVITIES:

- Copying
- Collating
- Sorting of files
- Preparing communications for mailing
- Binding reports
- Telephone communications
- Laminating

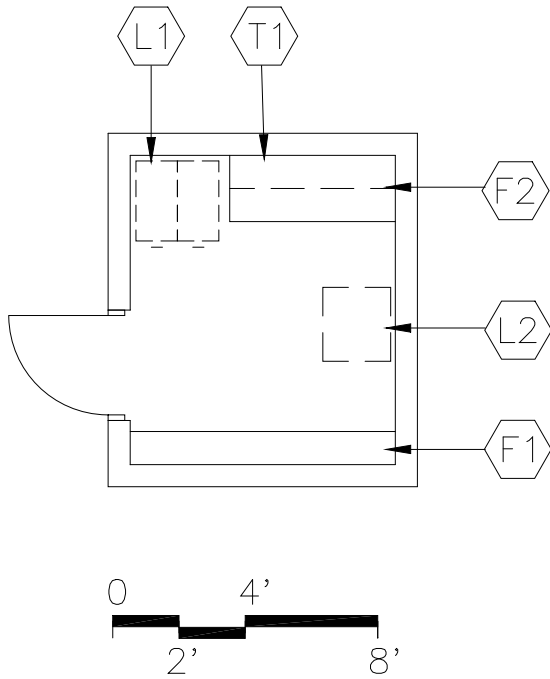
SPATIAL RELATIONSHIPS:

- Near Waiting Area/Reception

ENVIRONMENTAL CONSIDERATIONS:

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

ADMINISTRATIVE SUPPLY STORAGE



CAPACITY:
N/A

SIZE:
• Varies, see table

ANCILLARY SPACES:
• Administrative Workroom (H-AD-8)

GOAL:

- To provide adequate and secure storage for office supplies

PROGRAM ACTIVITY:

- Storing of office supplies, forms, and files

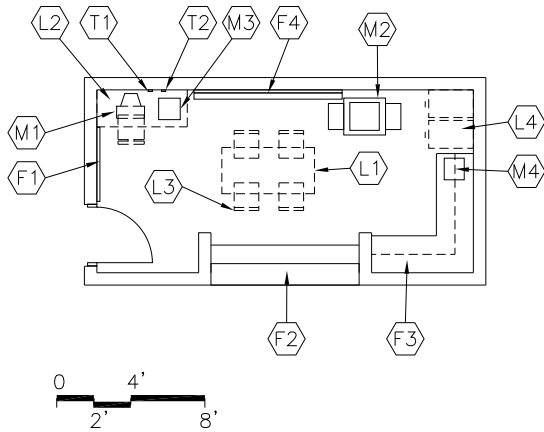
SPATIAL RELATIONSHIPS:

- Adjacent and access to Administrative Workroom
- Located within Administrative Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Security of equipment and supplies

MAILROOM



CAPACITY:

- 2-3 Office Assistants

SIZE:

- varies, see table

ANCILLARY SPACES:

N/A

GOAL:

- To provide adequate space and equipment for office work projects and an area to disseminate incoming mail to staff members

PROGRAM ACTIVITIES:

- Copying
- Collating materials
- Storing of pertinent files
- General office work
- Delivery of general mail

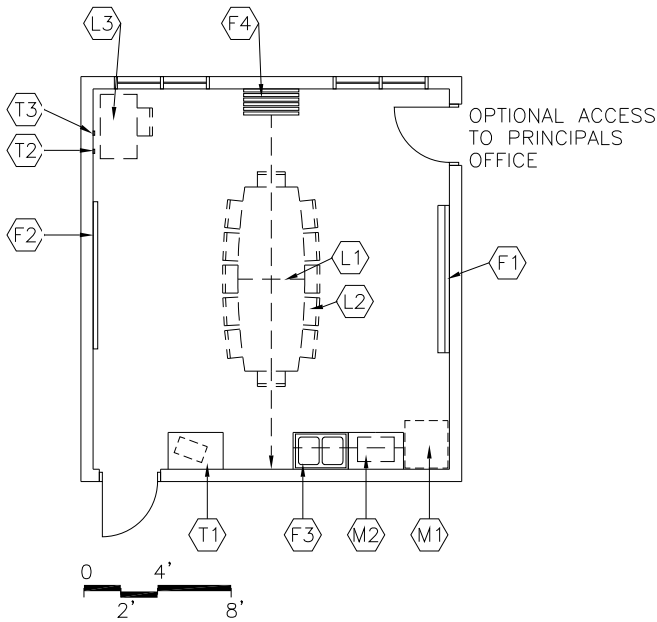
SPATIAL RELATIONSHIP:

- Located within/adjacent to the Administrative Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Locate mail boxes so that boxes can be filled from inside the mailroom and can be emptied by staff without having to enter the workroom
- HVAC to accommodate heat load

CONFERENCE ROOM



CAPACITY:

- Administration
- Counselors
- School staff
- Parents
- Students
- Visitors
- up to 12 persons

SIZE:

- Varies, see table

ANCILLARY SPACES:

N/A

GOAL:

- To provide an area adequate for small group conferences

PROGRAM ACTIVITY:

- Small group meetings/conferences

SPATIAL RELATIONSHIPS:

- Near Principal's Office

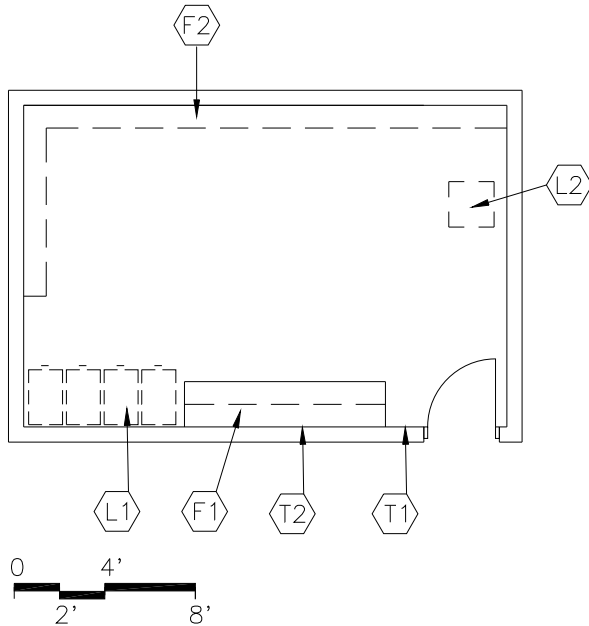
ENVIRONMENTAL CONSIDERATIONS:

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

TECHNOLOGY

- Video, voice and data ports (per the District's most recent standards at the time of installation) flexible wired and wireless capability
- Design for computer aided presentations (electrical outlets from table for projection device, screen along short wall, light darkening capability)

RECORDS STORAGE ROOM



CAPACITY:
N/A

SIZE:
• Varies, see table

ANCILLARY SPACE:
N/A

GOAL:

- To provide secure, and adequate storage for records and office supplies

PROGRAM ACTIVITIES:

- Storing of office supplies, forms, files
- Storage of records

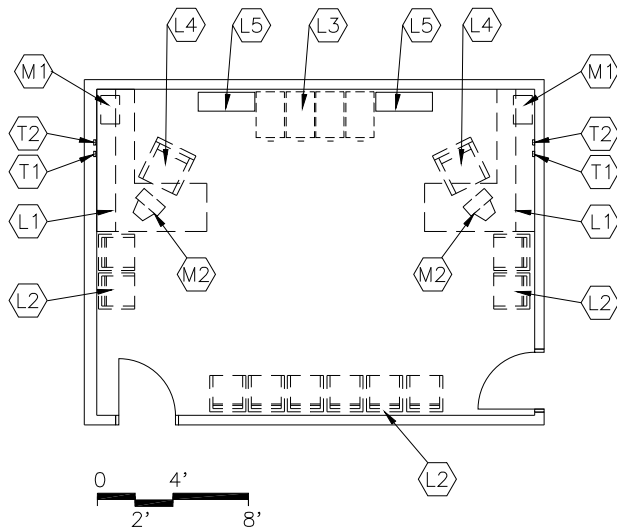
SPATIAL RELATIONSHIPS:

- Access to Administrative Workroom
- Near Data Entry Office

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Security

ATTENDANCE/REGISTRAR OFFICE



CAPACITY:

- 6 – 8 students and parents
- 2 attendance aides
- Clerical/attendance agent

SIZE:

- Varies, see table

ANCILLARY SPACES:

N/A

GOAL:

- To serve as an area from which to track student attendance and to contact parents/guardians regarding their children's attendance patterns

PROGRAM ACTIVITIES:

- Check-in and check-out for students entering and departing school
- Answering attendance question from students and parents
- Enhancing student attendance

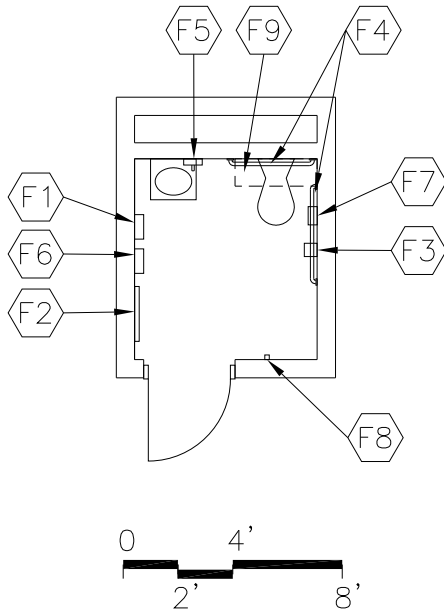
SPATIAL RELATIONSHIPS:

- Readily accessible to public
- Entrance separate from Waiting Area/Reception
- Window into the corridor is desirable

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Easy access for students and parents
- Windows to provide natural light, desirable

TOILET



CAPACITY:

- Staff

SIZE:

- 50 SF

ANCILLARY SPACES:

N/A

PROGRAM ACTIVITIES:

- Personal hygiene

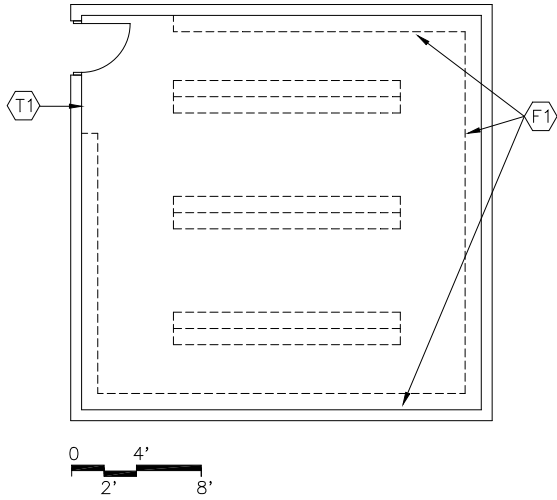
SPATIAL RELATIONSHIPS:

- Near Staff Break Room

ENVIRONMENTAL CONSIDERATIONS:

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

SUPPLY (General) STORAGE



GOAL:

- To provide secure storage for supplies

PROGRAM ACTIVITY:

- Storage of office and teaching supplies and forms
- Inventory

SPATIAL RELATIONSHIPS:

- Near Administration

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Electrical outlets

CAPACITY:

- Staff

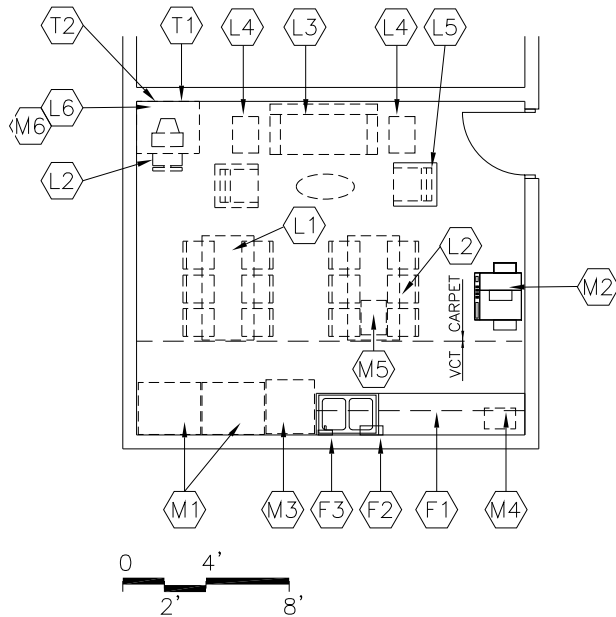
SIZE:

- varies, see table

ANCILLARY SPACES:

N/A

STAFF BREAK ROOM



CAPACITY:

- 15 persons

SIZE:

- Varies, see table

ANCILLARY SPACES:

N/A

GOAL:

- To provide as an area for staff to relax and prepare for classes

PROGRAM ACTIVITY:

- Eating
- Using the telephone
- Planning lessons
- Relaxing
- Interacting with peers

SPATIAL RELATIONSHIPS:

- Within Administration Area
- Access from corridor

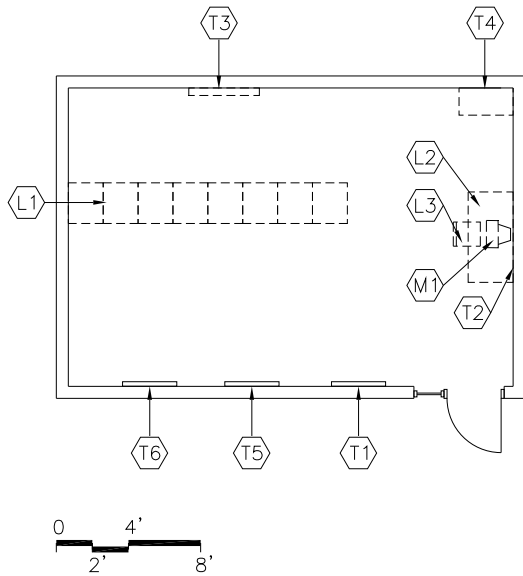
ENVIRONMENTAL CONSIDERATIONS:

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

TECHNOLOGY AND BUILT-IN EQUIPMENT

See Teachers' work room

TELECOM HEAD END ROOM



CAPACITY:

- 1-2 staff members

SIZE:

- Varies, see table

ANCILLARY SPACES:

N/A

GOALS:

- To provide a secure area to serve as the information hub of the school. File servers will serve the buildings computer network
- To provide satellite up and down links that will send and receive voice, video, and data. Fiber optic cable will serve the telephone, fax, and video of the school and other district buildings

PROGRAM ACTIVITIES:

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

SPATIAL RELATIONSHIPS:

- Near Media Center
- Located in administration area

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
- Security of door
- Access to ceiling and ceilings for modifications to systems and wiring

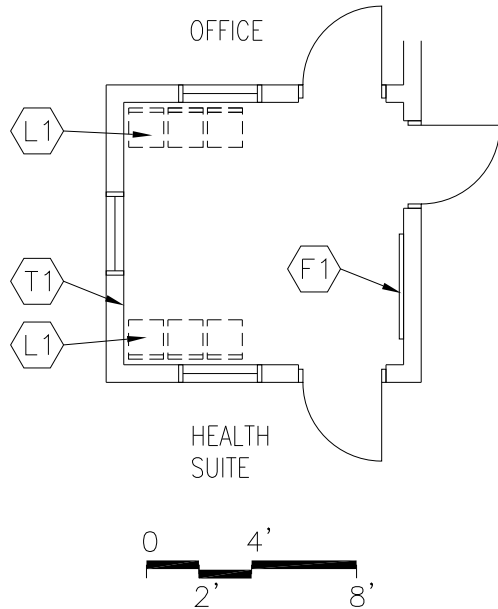
Health Suite Space Requirements

Space				Comments
	Qty.	S.F.	Total	
Health Suite			0	
Waiting Area/Reception	1	150	150	Shared
Office	1	125	125	
Treatment Area	1	150	150	
Cots	2	100	200	
Storage	1	50	50	
Toilet	1	64	64	
Health Clinic (School based clinic)			0	
Medical provider offices	2	150	300	
Med assistant cubicle	1	100	100	
Exam Rms.	3	80	240	
Lab	1	100	100	
Toilet	1	64	64	
Storage	2	varies	150	
Dental operator	1	100	100	
Dental supplies	1	50	50	
Break area alcove	1	50	50	
Total			1,893	

Most DCPS high schools have both a 'drop-in' student health suite and a contractor-provided health clinic that serves students by appointment. DCPS wants all students to enter through one reception area for triage. The City DOH has requested that the reception area also open to an outside entrance for possible after-hours use in the future. This clinic will be new at Roosevelt following the modernization.

The school nurse and one of the medical provider offices should have visual control of the reception area. The two functions will otherwise be separate. The District's Department of Health will review all designs for the clinic.

WAITING AREA/RECEPTION
Health Suite



CAPACITY:

- Nurse
- Students
- Support Staff
- Facility
- Administration

SIZE:

- 150 SF

ANCILLARY SPACES:

- Office (H-AD-22)

Note: The students at Dunbar HS are currently served by a city health clinic. Additional discussions with this provider may require more or different spaces.

GOAL:

- To provide an area for students waiting to see the nurse or for parent pick-up

PROGRAM ACTIVITIES:

- Medical treatment
- Administering medication
- Resting

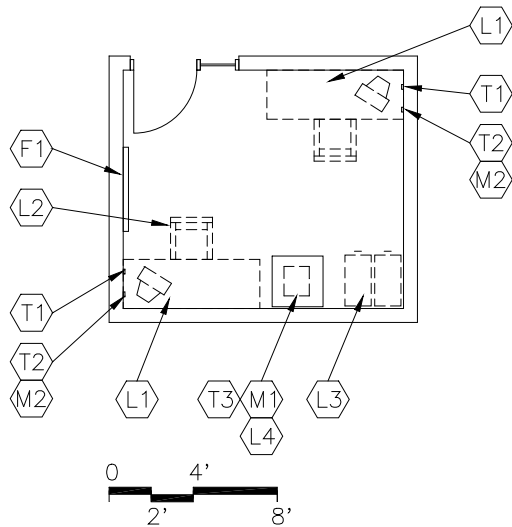
SPATIAL RELATIONSHIPS:

- First space one enters in Health Suite
- Near Administrative Area
- Adjacent and access to office

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Windows to provide natural light

OFFICE
Health Suite



CAPACITY:

- Staff

SIZE:

- 125-150 SF

ANCILLARY SPACES:

- Waiting Area/Reception (H-AD-21)

GOAL:

- To provide an office for the staff to perform clerical functions

PROGRAM ACTIVITIES:

- Conferences with staff and other visitors
- Paperwork
- Computer input
- Telephone calls
- Planning

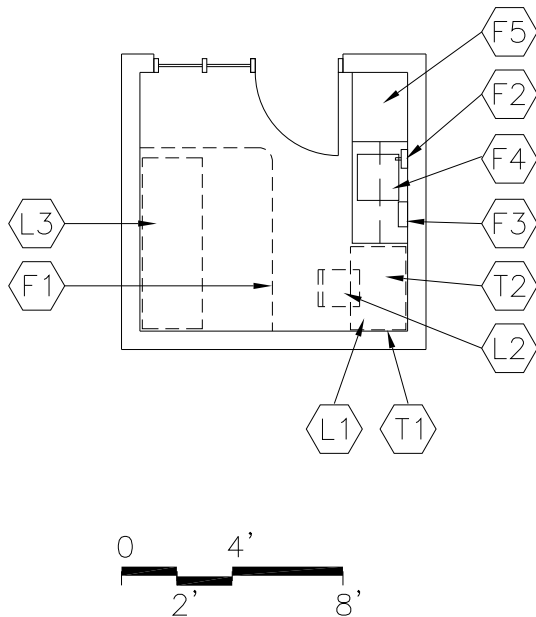
SPATIAL RELATIONSHIPS:

- Near Administration Area
- Adjacent and access to Waiting Area/Reception

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Auditory privacy

TREATMENT AREA/Exam Rms
Health Suite



CAPACITY:

- 1 staff member/volunteer/nurse
- Students

SIZE:

- 80 SF

ANCILLARY SPACES:

N/A

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

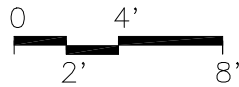
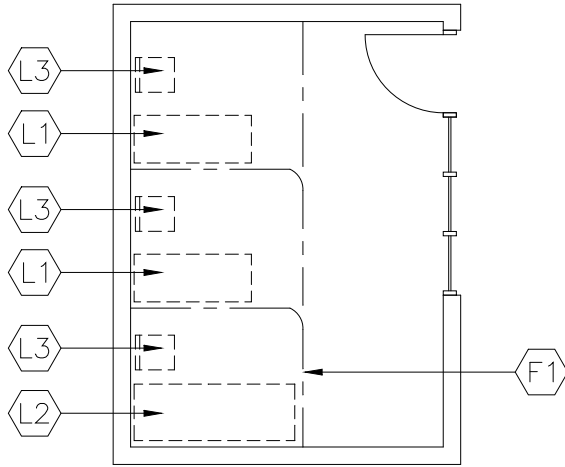
SPATIAL RELATIONSHIPS:

- Located within Health Suite
- Near Waiting Area
- Adjacent to Administrative Area
- Near corridor

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 Wall minimum: STC 45
 Ceiling minimum: CAC 35
- Stain-resistant floor covering
- Sink with hot and cold water
- Adequate ventilation
- Electrical outlets for equipment
- Locate away from Administrative Workroom.
- Visual access to Waiting Area/Reception
- Wheelchair area within space

**COTS
Health Suite**



CAPACITY:

- Staff
- Students

SIZE:

- Varies, see table

ANCILLARY SPACES:

N/A

GOAL:

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

PROGRAM ACTIVITIES:

- Resting

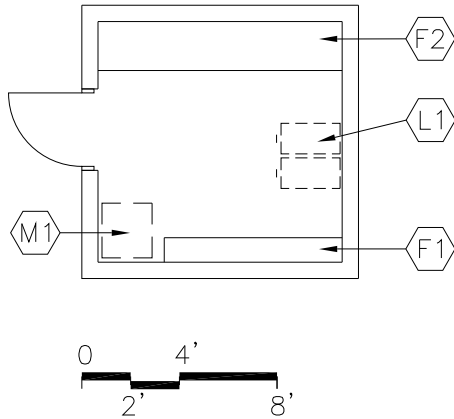
SPATIAL RELATIONSHIPS:

- Located within Health Suite

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Stain-resistant floor covering
- Adequate ventilation
- Audio and visual privacy
- Visual access to Waiting Area/Reception or Welcome Center

STORAGE
Health Suite



CAPACITY:

- Nurse

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Treatment Area (H-AD-23)

GOAL:

- To provide storage for medical supplies and equipment

PROGRAM ACTIVITIES:

- Storage

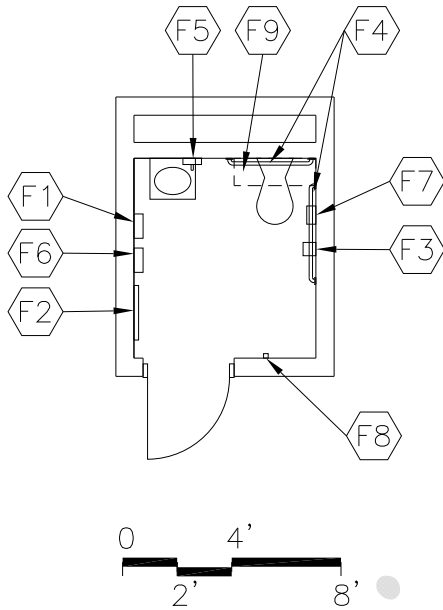
SPATIAL RELATIONSHIPS:

- Adjacent and access to Treatment Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Security of equipment, supplies, and medicines

TOILET
Health Suite



CAPACITY:

- Staff
- Students

SIZE:

- 50 SF

ANCILLARY SPACES:

N/A

PROGRAM ACTIVITY:

- Personal and health needs for the health suite
- Changing clothing

SPATIAL RELATIONSHIPS:

- Located within Health Suite

ENVIRONMENTAL CONSIDERATIONS:

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

Pathways Suites

Career to College Readiness Center (Guidance)

Space	Suggestions			Comments
	Qty.	S.F.	Total	
Reception and Work Area	1	200	200	
Office	1	200	200	
Offices	3	120	360	Guidance/DCCap
Career Center	1	820	820	
Total			1,580	

Climate for Learning Center (Security personnel)

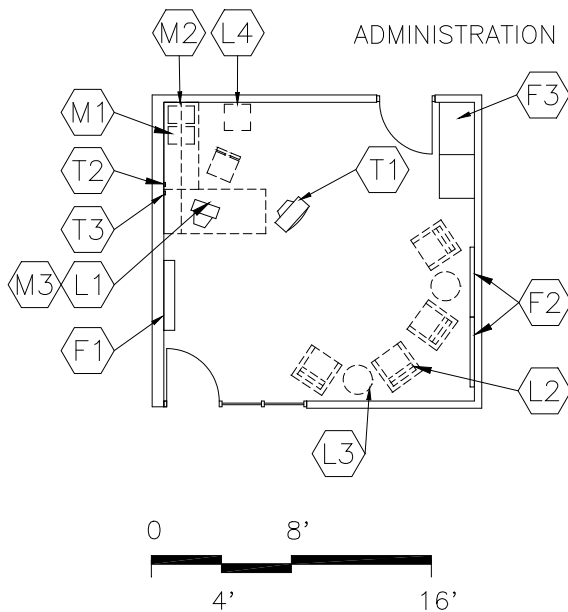
Space	Suggestions			Comments
	Qty.	S.F.	Total	
Offices	3	120	360	One per team
Teams	3	450	1350	
Total			1,710	

Transformation Center

Space	Suggestions			Comments
	Qty.	S.F.	Total	
Office	1	150	150	
Conference Rm.	1	400	400	
Total			550	

Academic Pathways Center

Space	Suggestions			Comments
	Qty.	S.F.	Total	
Reception/workroom	1	250	250	Teacher Resource Materials
Executive Office/conference	1	200	200	Office large enough to also have a 6-8 person conference table
Offices	3	120	360	
Conference Rm.	1	800	800	20-35 person conferencing (in-person, tele, video, and virtual) dividing wall
Storage/vault	1	200	200	
Total			1,810	



GOAL:

- To provide a comfortable waiting area for students and/or parents

PROGRAM ACTIVITIES:

- Reception and direction of students
- Reception and direction of parents
- Update student management records
- Collect and dispense student information, registration, report cards, and progress reports
- To receive and provide direction to students, parents, staff, and community

SPATIAL RELATIONSHIPS:

- Visual security for secretary when working on documents
- Near Academic Areas
- Provide secondary entrance from Administration Area
- Central location

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Visual access from Corridor

CAPACITY:

- 1 Secretary/Clerical
- 10-12 students, parents, visitors, and/or staff
- 1 student assistant

SIZE:

- Varies, see table

ANCILLARY SPACES:

Adult bathrooms should be adjacent to work areas.

NOTES:

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

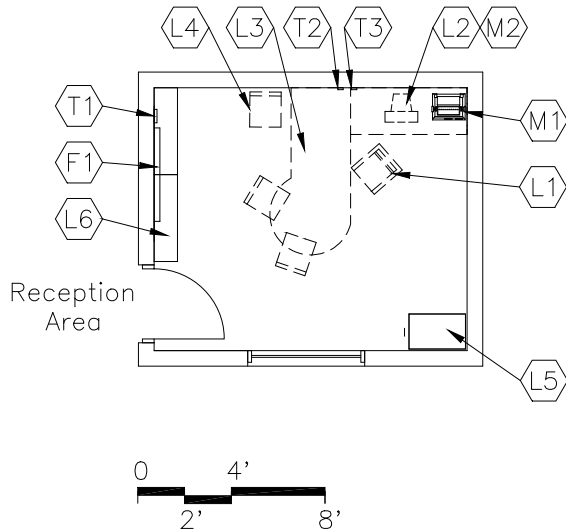
RECEPTION / WORK AREA

		Spec. Ref.#			Spec.
<u>Finishes¹:</u>			<u>Features¹:</u>		
<u>Flooring:</u>					<u>Rt</u>
	Resilient tile flooring	096519	<u>Fixed Equipment:</u>		
			F1	Display case	123559
<u>Base:</u>			F2	Tack board (8 LF)	101100
	Resilient	096519	F3	Casework: Wardrobe/tall cabinets	123200
<u>Ceiling:</u>			<u>Fire Suppression:</u>		Div. 21
	Suspended, acoustical	095113	Fire suppression system		
<u>Walls:</u>			<u>Plumbing:</u>		
	Painted concrete masonry units		N/A		
		042000 / 099123	<u>HVAC:</u>		Div. 23
<u>Loose Furnishings:</u>			Supply/return air system		
L1	Desk and chair		Independent temperature control		
L2	Visitor chairs		<u>Electrical:</u>		Div. 26
L3	Small table		Duplex receptacles		
L4	Fireproof vault		TVSS protected quad receptacles		
	Wastebasket		adjacent to each data and		
			video port		
			Multilevel switching		
			Fluorescent lighting:		
			Illumination level: See Table 7600-16		
			Clock		
			Central sound system		
			<u>Communications²:</u>		Div. 27
			T1	Video port, monitor, and	
				brackets	
			T2	Voice port and phone	
			T3	Data port at workstation	
			<u>Electronic Safety and Security:</u>		Div. 28
			Life safety devices per code		
			<u>Miscellaneous:</u>		
			M1	Fax	
			M2	Printer	
			M3	Computer	

NOTES:

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

OFFICES



CAPACITY:

- Supervising Staff

SIZE:

150-200 SF

GOAL:

- To provide a professional environment that is easily accessible to students, parents, staff, and community
- To have a private space for supervisory functions

PROGRAM ACTIVITIES:

- Visit with parents, students, staff
- Administrative paper work

SPATIAL RELATIONSHIPS:

- Within the Pathways suite
- Adjacent and access to Reception Area

ENVIRONMENTAL CONSIDERATIONS:

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

TECHNOLOGY

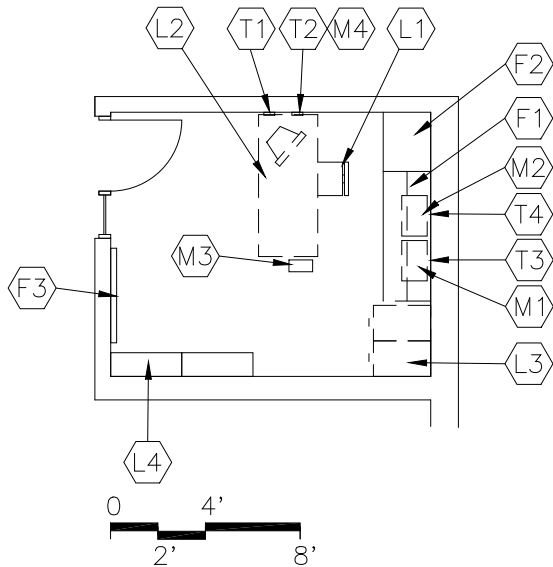
- Video, voice and data ports (per the District's most recent standards at the time of installation) flexible wired and wireless capability

Loose Furnishings:

- L1 Desk with conference table
- L2 2 guest chairs
- L3 Ergonomic task chair
- L4 Adjustable height bookshelves (12 LF)
- L5 1, 4-drawer locking file cabinet
- L6 Computer workstation
Wastebasket

(larger offices may include a separate conference table)

OFFICE (small)



CAPACITY:

- Business Manager

SIZE:

- 120 SF

ANCILLARY SPACES:

- Waiting Area/Reception (H-AD-2)

GOAL:

- To serve as an area from which the Business manager can effectively provide support

PROGRAM ACTIVITIES:

- Financial accounting and bookkeeper functions
- General office work
- Answering telephone
- Data input and retrieval

SPATIAL RELATIONSHIPS:

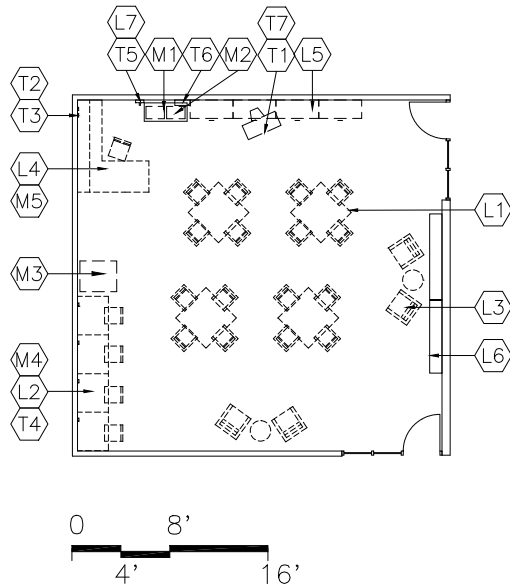
- Adjacent and access to Waiting Area/Reception
- Visual access to Waiting Area/Reception
- Adjacent to Principal's Office

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Auditory privacy

Loose Furnishings:

- L1 Ergonomic task chair
- L2 Desk
- L3 2, four-drawer locking file cabinets
- L4 Adjustable height bookcases (24 LF)
Wastebasket



GOAL:

- To provide a space for career counseling and exploration opportunities for students

PROGRAM ACTIVITIES:

- Research on colleges or careers
- Career exploration groups
- Group sessions with college representatives
- Career seminars
- Classroom visitations

SPATIAL RELATIONSHIPS:

- Adjacent to Student Support Service Offices
- Near Large Group Restrooms
- Within Guidance/Student Services Suite
- Access from Corridor

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Comfortable, quiet environment
- Visual access from Corridor and Guidance/Student Services Suite

CAPACITY:

- Guidance counselors
- Students
- Parents
- College representatives

SIZE:

- 820 SF

ANCILLARY SPACES:

N/A

NOTES:

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

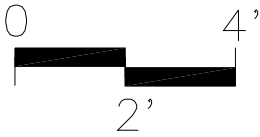
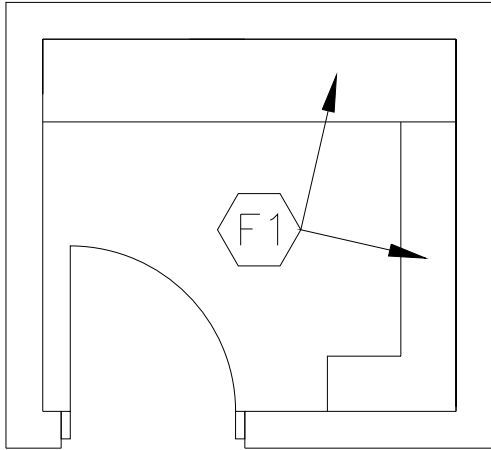
CAREER CENTER

	Spec. <u>Ref.#</u>			Spec. <u>Ref.#</u>
<u>Finishes</u> ¹ :		<u>Features</u> ¹ :		
Flooring:		Fixed Equipment:		
Resilient tile flooring	096519	N/A		
Base:		<u>Fire Suppression</u> :		Div. 21
Resilient	096519	Fire suppression system		
Ceiling:		<u>Plumbing</u> :		
Suspended, acoustical	095113	N/A		
Walls:		<u>HVAC</u> :		
Painted concrete masonry units		Div. 23		
042000 / 099123		Supply/return air system		
		Independent temperature control		
<u>Loose Furnishings</u> :		<u>Electrical</u> :		
L1 Work tables and chairs		Div. 26		
L2 Computer workstation furniture		Duplex receptacles		
L3 Lounge chairs		TVSS protected quad receptacles		
L4 Desk and chair		adjacent to each data and		
L5 Lateral file cabinets		video port		
L6 Adjustable height bookshelves (24 LF)		Multilevel switching		
L7 Printer table		Fluorescent lighting:		
Wastebasket		Illumination level: See Table 7600-16		
		Clock		
		Central sound system		
<u>Miscellaneous</u> :		<u>Communications</u> ² :		Div. 27
M1 Fax		T1 Video port, monitor, VCR, and		
M2 Printer		brackets		
M3 TV/VCR on cart	Div. 27	T2 Voice port and phone		
M4 4 computers-students use		T3 Data port near aide workstation		
M5 1 computer-staff use		T4 Data port at each workstation		
		T5 Fax port		
		T6 Data port for printer		
		T7 Cable/MATV port		
		<u>Electronic Safety and Security</u> :		Div. 28
		Life safety devices per code		

NOTES:

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

STORAGE



CAPACITY:

- Staff

SIZE:

- Varies, see table

GOAL:

- To provide a place for storage of supplies and equipment for departments (English, math, social studies and world languages)

PROGRAM ACTIVITIES:

- Storing equipment and supplies

SPATIAL RELATIONSHIPS:

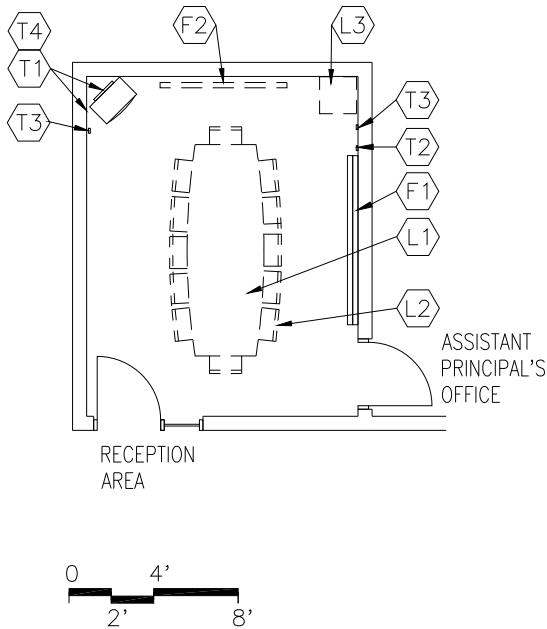
- Adjacent and access to Workroom

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Adequate ventilation
- Security of equipment and supplies

Note: Some lockable storage should be located in the 10th grade academy for the mandatory test supplies. See staff for exact location and size.

CONFERENCE ROOM



CAPACITY:

- Staff
- Parents
- Students
- Visitors

SIZE:

- Varies, see table

Loose Furnishings:

- L1 Conference table
- L2 Chairs
- L3 Computer workstation furniture
Adjustable height bookshelves
Wastebasket

GOAL:

- To provide a place for administrative conferences or meetings

SPATIAL RELATIONSHIPS:

- Adjacent and access to Workroom

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Auditory privacy
- Windows to provide natural light, desirable
- Window treatment to darken room for AV presentation

TECHNOLOGY

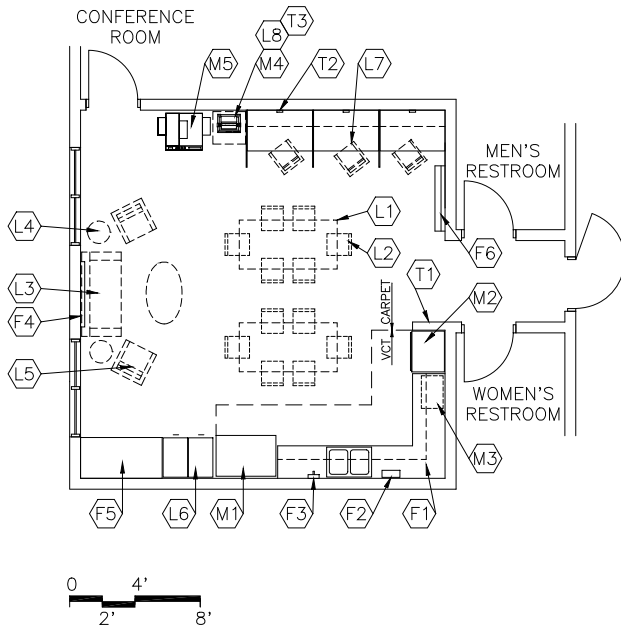
- Video, voice and data ports (per the District's most recent standards at the time of installation) flexible wired and wireless capability
- Design for computer aided presentations (electrical outlets from table for projection device, screen along short wall, light darkening capability)

Features¹:

Fixed Equipment:

	Spec. Ref.#
F1 Marker board (8 LF)	101100
F2 Tack board (8 LF)	101100
F3 Casework:	
Base/wall cabinets	123200
F4 Operable partition	102226

WORKROOM



CAPACITY:

- 5-12 Staff

SIZE:

- 200-450 SQ FT

GOAL:

- To provide space for staff to carry out their administrative duties, access the Internet, lock up personal items, and to socialize and relax.

Note: Networked printers will be located in the workrooms.

Loose Furnishings:

- L1 Rectangular tables
- L2 Chairs
- L3 Some soft seating
- L4 End tables
- L6 4-drawer locking file cabinet
- L7 Workstations
- L8 Printer table
Wastebasket

PROGRAM ACTIVITIES:

- Store files
- Enter and access data
- Phone calls
- Eating lunch, socialize and relax

SPATIAL RELATIONSHIPS:

- Located within Pathway suites
- Located near individual restrooms
- Adjacent and access to Conference Room
- Access from Corridor
- Interior area assumes four activities:
 - Relaxation (soft seating)
 - Individual prep (cubicles with computer support)
 - Tables for team meetings
 - Counter with sink and small refrigerator

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting with multilevel controls
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light (if feasible)

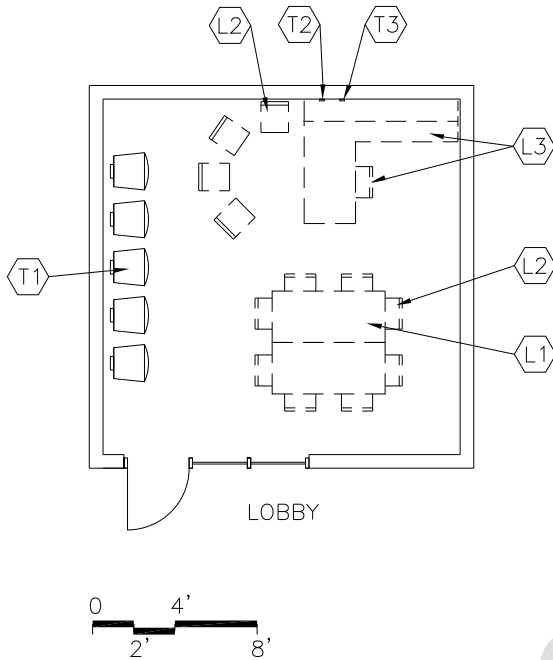
TECHNOLOGY

- Video, voice and data ports (per the District's most recent standards at the time of installation) flexible wired and wireless capability
- This room should support laptop computers

BUILT-IN EQUIPMENT:

- Marker Boards (4 ft. X 4 ft.)
- A bulletin board (4 ft. X 4 ft.) should be provided if feasible.
- Sink, cabinets above and below, outlets along counter, refrigerator
- Counter top for sorting and cutting
- Clock

SECURITY TEAM ROOMS



CAPACITY:

- Up to 15 persons

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Lobby (H-AD-1)

GOAL:

- To serve as an area from which the school resource officers can perform their administrative and law enforcement functions

PROGRAM ACTIVITIES:

- Complete reports
- Monitor surveillance equipment
- Perform counseling
- Meet with parents, staff, and other law enforcement
- Officials

SPATIAL RELATIONSHIPS:

- Near administration offices
- Near entrance to main Corridor
- Adjacent and access to Lobby

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Auditory privacy
- Adequate ventilation
- Electrical outlets for equipment

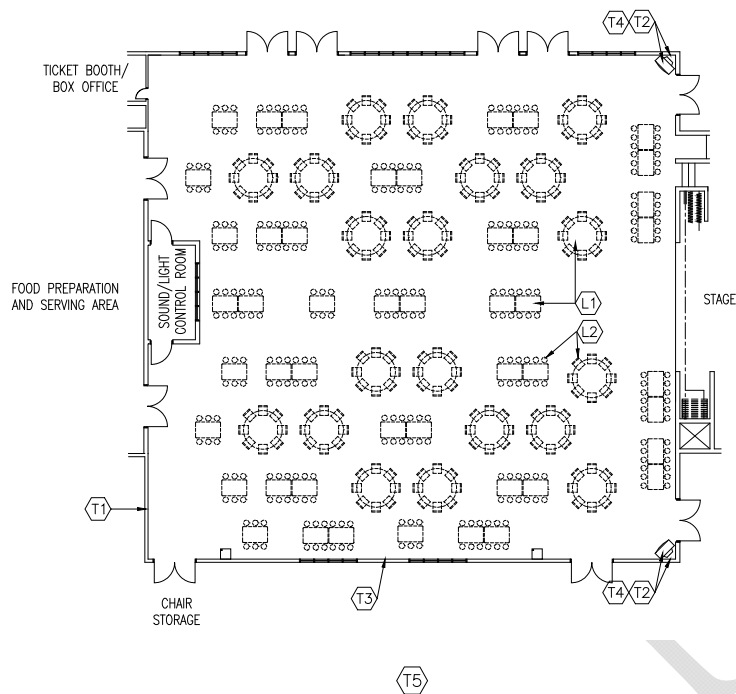
Student Dining & Food Service Space Requirements

Space				Comments
	Qty.	S.F.	Total	
Cafeteria/Commons	1	5,000	5,000	Size is to remain as is if the current space is larger
Serving Area	1	2,000	2,000	
Production Prep Area	1	400	400	
Food Storage	1	450	450	
Paper Products, Carts and Utensils Storage	1	150	150	
Ware Washing	1	250	250	
Freezer and Cooler	1	1200	1200	
Toilet/Shower/Lockers	1	150	150	
Cleaning Storage	1	100	100	
Chair Storage	1	450	450	
Office	1	100	100	
Total			10,250	

The dining area should include a combination of table seating, social gathering spots, and milling and should open onto the courtyard so that students can 'multi-task during the lunch hour. Natural and full spectrum artificial light are a must. The ceiling height should balance with the volume of the space and provide the appropriate acoustics for 300-500 students.

The dining area should have an area designated for presentations (screen, electrical outlets, MATV access, sound system)

Roosevelt is a production kitchen and prepares meals for other schools. This is projected to continue after the modernization. This Educational specification shows an abbreviated specification for the kitchen that is based on other production kitchens. The architect will work with the DCPS food services consultant to finalize design.



CAPACITY:

- Number of students per lunch to be 1/2 student population
- 20 staff members
- Community – primarily after school hours

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Kitchen (H-SD-2)

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 Kitchen
- Near parking and main entry to building

ENVIRONMENTAL CONSIDERATIONS:

- Adjustable lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Cleanable building surfaces
- Electrical outlets for equipment
- Windows to provide ample natural light
- Good sight lines to all areas of the room for supervision
- Window treatment to darken room for AV presentations.

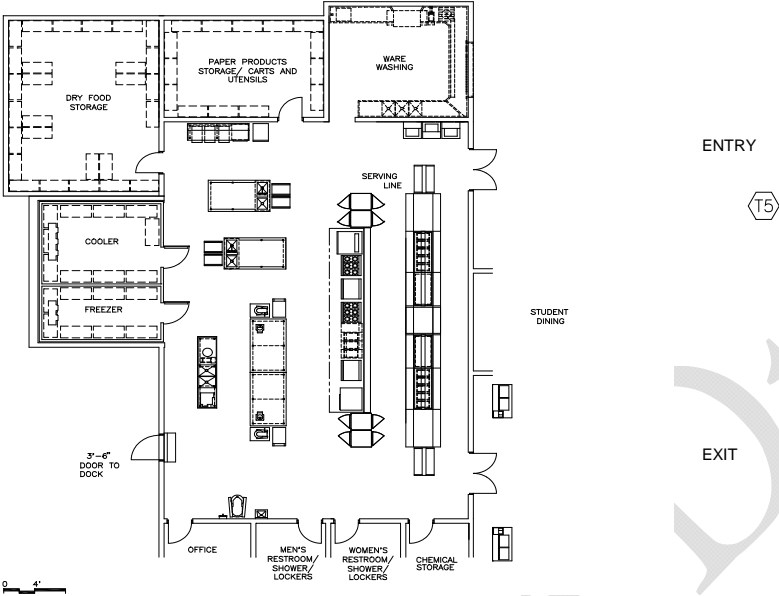
CAFETERIA / COMMONS
H-SD-1

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec Ref.#</u>
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Quartz tile	096618	N/A	
<u>Base:</u>		<u>Fire Suppression:</u>	Div.21
Resilient base	096519	Fire suppression system	
Porcelain tile base	093000		
Quarry tile base	093000		
<u>Ceiling:</u>		<u>Plumbing:</u>	Div. 22
Suspended, acoustical	095113	Drinking fountains	
Painted exposed structure	099123	Plumbing connections	
<u>Walls:</u>		<u>HVAC:</u>	Div. 23
Paint	099123	Supply/return air system	
Acoustical wall treatment (varies with geometry of room)	098400	Independent temperature control	
<u>Loose Furnishings for 330-500:</u>		<u>Electrical:</u>	Div. 26
L1 Tables		Multilevel switching	
L2 Chairs		Fluorescent lighting	
Waste receptacles with lids		Illumination levels: See table 7600-16	
Recycling bins		Duplex receptacles along permanent perimeter walls	
<u>Miscellaneous:</u>		TVSS protected quad receptacle adjacent to each data and video ports	
N/A		Central sound system	
		Student dining sound system	
		Clocks	
		<u>Communications:</u>	Div. 27
		T1 1 voice port and phone	
		T2 2 video ports, large screen	
		T3 1 data port	
		T4 2 cable/MATV ports	
		T5 Microphone jacks	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Other types of ceiling may be appropriate based on the actual facility design.

KITCHEN



CAPACITY:

- Students
- Staff
- Community, as needed

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Cafeteria/Commons (H-SD-1)

GOAL:

- To prepare and serve student meals

PROGRAM ACTIVITIES:

- Preparing and serving food to students and staff
- Storage

SPATIAL RELATIONSHIPS:

- Adjacent and access to Cafeteria/Commons
- Adjacent and access to Outdoor Loading Dock

ENVIRONMENTAL CONSIDERATIONS:

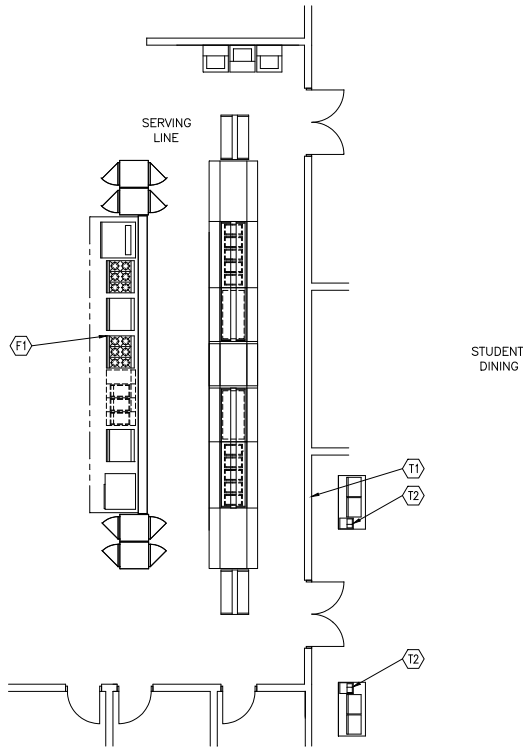
- Uniform lighting
- Adequate ventilation
- Cleanable building surfaces
- Food service department, public health, code requirements, as applicable
- Beginning of serving line should be located near entry door of Cafeteria/Commons
- Queuing for serving should not conflict with tray return to dishwashing area.

**KITCHEN
H-SD-5**

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
Flooring:		<u>Fire Suppression:</u>	Div. 21
Quarry tile	093000	Fire suppression system	
Base:		<u>Plumbing:</u>	Div. 22
Quarry tile base	093000	Connections to food service equipment	
Ceiling:		Plumbing and gas connections	
Cleanable, suspended, acoustical	095113	Hand washing lavatory	
Walls:		Floor drains	
Epoxy-painted concrete masonry units	042000 / 099123	<u>HVAC:</u>	Div. 23
<u>Features (Specifications from DCPS):</u>		Supply/return air system	
<u>Equipment:</u>		Independent temperature control	
• Pot washing sinks		Kitchen canopy exhaust system	
• Food Preparation Sinks		Air conditioning	
• Hand Sinks		<u>Electrical:</u>	Div. 26
• Work Tables		Single-level switching	
• Warming/Holding/Proofing Cabinets		Fluorescent lighting	
• Refrigeration - Reach-ins		Illumination level: See Table 7600-16	
• Storage shelving		Central sound system	
• Mop washing sink		Duplex receptacles along permanent perimeter walls	
• Exhaust Hood Systems, including Fire Suppression		Electrical supply to support equipment specified	
• Convection oven ,		Clock	
• Convection steamer		Circuits for portable generator	
• Range, with oven		TVSS protected quad receptacle adjacent to data and video ports	
• Tilt Skillet		<u>Communications²:</u>	Div. 27
• Combination Steamer/Oven		T1 1 voice port and phone	
• Pizza Oven, Deck oven or Conveyor Oven		T2 2 data ports at cash registers	
• Ware Washing Machine with appropriate accessories (tables, booster heater, disposer, etc.)		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

SERVING AREA

H-SD-5A



CAPACITY:

- Students
- Staff
- Community

SIZE:

- 20% of serving area

ANCILLARY SPACES:

- Kitchen (H-SD-5)

GOAL:

- To provide space and equipment to serve student meals

SPATIAL RELATIONSHIPS:

- Adjacent and access to the Kitchen
- Adjacent and access to the Cafeteria/ Commons

DESIGN GUIDE

- Four 'food court' serving lines
- All lines have drinks and misc items

Sample Lines and equipment needs below:

- Line 1 - Equipment consists of a Built-in Heated Shelf, Full Service Sneeze Guard with Overshelf, and Hanging Decorative Heat Lamps. Size of equipment and number of heat lamps are determined by space available. Substitution of Drop-In Heated Food Wells is available in place of the Built-in Heated Shelf. A Drop-In Self-Contained Refrigerated Cold Pan may also be included for side items.
- Line 2 Deli - Big Top Salad/Sandwich Refrigerators, Full Service Sneeze Guard with Overshelf, and Hanging Decorative Lights. Size of equipment and number of light fixtures are determined by space available. Substitution of Drop-In Self-Contained Refrigerated Cold Pans is available in place of the Salad/Sandwich Refrigerator. A Drop-In Self-Contained Refrigerated Cold Pan may also be included for side items.
- Line 3 Pizza - Built-in Heated Shelf, Self-Service Sneeze Guard with Overshelf, and Hanging Decorative Heat Lamps. Size of equipment and number of heat lamps are determined by space available. Substitution of drop-in heated wells is available in place of the heated shelf. A Drop-In Self-Contained Refrigerated Cold Pan may also be included for side items.
- Line 4 Two-Tier Merchandising Warmer. Size of equipment is determined by space available. Available with slant or horizontal shelves. Slant shelves are provided when back loading is available. Horizontal shelves are provided when units can only be loaded from the front. A Drop-In Self-Contained Refrigerated Cold Pan may also be included for side items

NOTES:

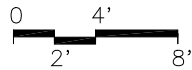
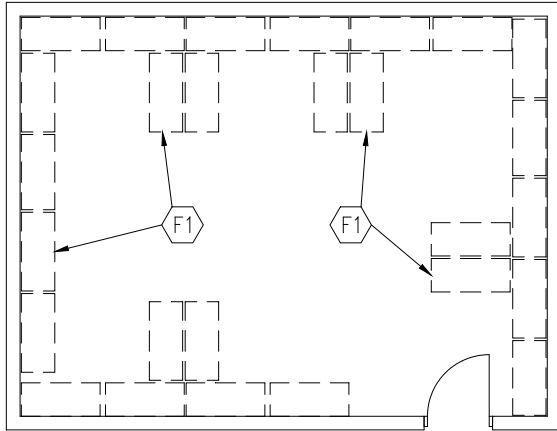
1. This is an example of a preparation area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.

SERVING AREA**H-SD-5A**

<u>Finishes</u> ^{1:}	<u>Spec. Ref.#</u>	<u>Features</u> ^{1:}	<u>Spec. Ref.#</u>
<u>Flooring:</u> Quarry tile	093000	<u>Fixed Equipment:</u> F1 Food service equipment	114000
<u>Base:</u> Quarry tile base	093000	<u>Fire Suppression:</u> Fire suppression system	Div. 21
<u>Ceiling:</u> Cleanable, suspended, acoustical	095113	<u>Plumbing:</u> Connections to food service equipment Plumbing and gas connections Hand washing lavatory Floor drains	Div. 22
<u>Walls:</u> Epoxy-painted concrete masonry units 042000 / 099123			
<u>Loose Furnishings:</u> N/A		<u>HVAC:</u> Supply/return air system Independent temperature control Kitchen canopy exhaust system Air conditioning	Div. 23
<u>Miscellaneous:</u> Cash registers Stools		<u>Electrical:</u> Single-level switching Fluorescent lighting Illumination level: See Table 7600-16 Central sound system Duplex receptacles along permanent perimeter walls Electrical supply to support equipment specified Clock Circuits for portable generator TVSS protected quad receptacle adjacent to data and video ports	Div. 26
ENVIRONMENTAL CONSIDERATIONS: <ul style="list-style-type: none"> • Uniform lighting • Cleanable building surfaces • Proper ventilation of space to remove cooking odors • Electrical/plumbing/mechanical connections for food service equipment • Staging for serving should not conflict with tray return to dishwashing area 		<u>Communications</u> ^{2:} T1 1 voice port and phone T2 2 data ports at cash registers	Div. 27
		<u>Electronic Safety and Security:</u> Life safety devices per code	Div. 28

NOTES:

3. Finishes/Features: Refer to Chapter 8 for specification references.
4. Refer to the Educational Specifications — Technology, Section 1240.



GOAL:

- To provide an area for food storage

PROGRAM ACTIVITIES:

- Storage

SPATIAL RELATIONSHIPS:

- Adjacent and access to Kitchen
- Near delivery entrance

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Adequate exhaust/ventilation
- Cleanable building surfaces

CAPACITY:
N/A

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Kitchen (H-SD-5)

NOTES:

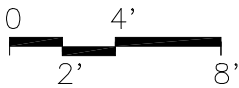
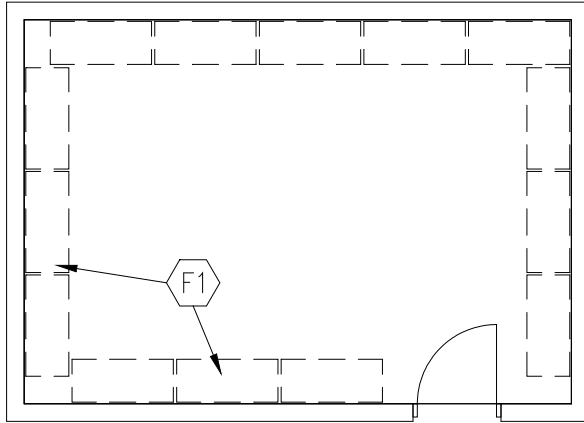
1. This is an example of a dry food storage area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.

DRY FOOD STORAGE**H-SD-5B**

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
Flooring:		Fixed Equipment:	
Quarry tile	093000	F1 Rust-resistant 24" deep shelving and dunnage racks	114000
Base:		<u>Fire Suppression:</u>	Div. 21
Quarry tile base	093000	Fire suppression system	
Ceiling:		<u>Plumbing:</u>	
Cleanable, suspended, acoustical	095113	N/A	
Walls:		<u>HVAC:</u>	Div. 23
Epoxy-painted concrete masonry units	042000 / 099123	Exhaust air system	
<u>Loose Furnishings:</u>		Supply/return air system	
N/A		Independent temperature control	
		<u>Electrical:</u>	Div. 26
		Single level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Duplex receptacles	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

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



KITCHEN

GOAL:

- To provide storage for paper products used in preparing and serving meals

PROGRAM ACTIVITIES:

- Storage

SPATIAL RELATIONSHIPS:

- Adjacent and access to Kitchen
- Adjacent to Serving Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Adequate ventilation
- Cleanable building services

CAPACITY:

N/A

SIZE:

- varies, see table

ANCILLARY SPACES:

- Kitchen (H-SD-5)

NOTES:

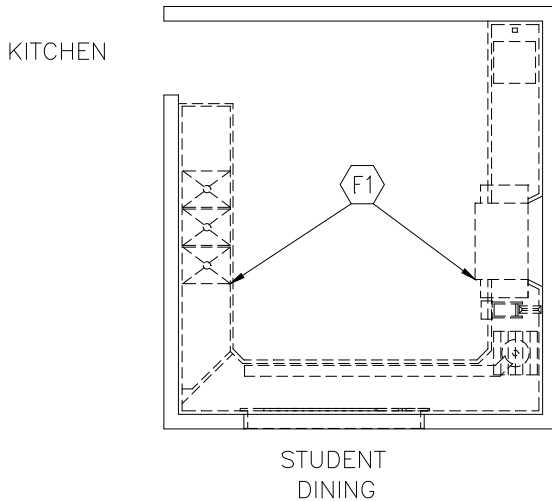
1. Loose furnishings and features shown represent one of many possible arrangements.

PAPER PRODUCTS, CARTS, AND UTENSILS STORAGE**H-SD-5C**

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Quarry tile	093000	F1 Rust-resistant shelving	114000
Resilient tile flooring	096519		
<u>Base:</u>		<u>Fire Suppression:</u>	Div. 21
Quarry tile base	093000	Fire suppression system	
Resilient base	096519		
<u>Ceiling:</u>		<u>Plumbing:</u>	
Cleanable, suspended, acoustical	095113	N/A	
<u>Walls:</u>		<u>HVAC:</u>	Div. 23
Epoxy-painted concrete masonry units	042000 / 099123	Exhaust air system	
		Supply/return air system	
		Independent temperature control	
<u>Loose Furnishings:</u>		<u>Electrical:</u>	Div. 26
N/A		Single level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Duplex receptacles	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	
		N/A	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

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

**GOAL:**

- To clean dishes, trays, and cutlery

PROGRAM ACTIVITIES:

- Washing trays, dishes, and cutlery

SPATIAL RELATIONSHIPS:

- Adjacent to Student Dining with access through overhead coiling counter door (solid)
- Adjacent and access to Kitchen

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Proper ventilation of space to remove steam and condensation
- Cleanable building surfaces
- Lavatory in adjacent area

CAPACITY:

- Food Service Staff

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Student Dining (H-SD-1)
- Kitchen (H-SD-5)

NOTES:

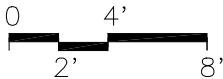
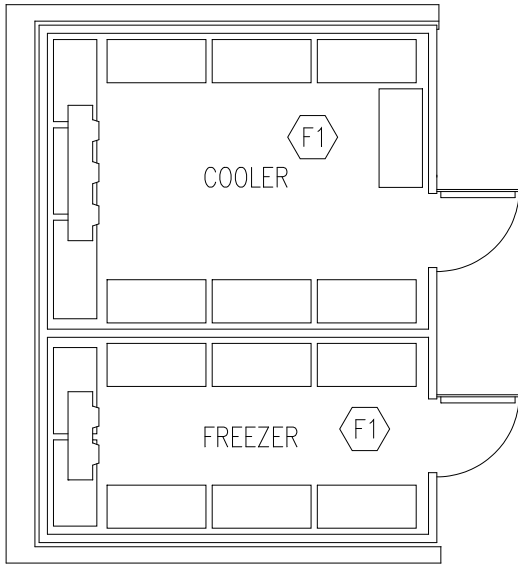
1. This is an example of a ware washing area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.

WARE WASHING**H-SD-5D**

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u> Quarry tile	093000	<u>Fixed Equipment:</u> F1 Food service equipment Dish machine [no pant leg hood] Dish tables Soap dispenser Towel holder Hand sink Wash down station	114000
<u>Base:</u> Quarry tile base	093000		
<u>Ceiling:</u> Cleanable, suspended, acoustical	095113		
<u>Walls:</u> Epoxy-painted concrete masonry units 042000 / 099123		<u>Fire Suppression:</u> Fire suppression system	Div. 21
<u>Loose Furnishings:</u> N/A		<u>Plumbing:</u> Div. 22 Lavatory Connections to food service equipment Floor drains	
		<u>HVAC:</u> Div. 23 Supply/return air system Independent temperature control Exhaust hood system	
		<u>Electrical:</u> Div. 26 Single level switching Fluorescent lighting Illumination level: See Table 7600-16 Central sound system Duplex receptacles Connections to food service equipment	
		<u>Communications:</u> N/A	
		<u>Electronic Safety and Security:</u> Life safety devices per code	Div. 28
		<u>Miscellaneous:</u> N/A	

NOTES:

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

**GOAL:**

- To provide space for manufacturer freezer and refrigerator units to store food for short periods of time

PROGRAM ACTIVITIES:

- Refrigerated storage of perishable products

SPATIAL RELATIONSHIPS:

- Adjacent and access to Kitchen
- Near delivery entrance

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Ventilation for refrigeration machinery
- Cleanable building surfaces
- Floor to be flush with adjacent kitchen floor
- Electrical service for refrigeration equipment

CAPACITY:

- Food service staff

SIZE:

- varies, see table

ANCILLARY SPACES:

- Kitchen (H-SD-2)

NOTES:

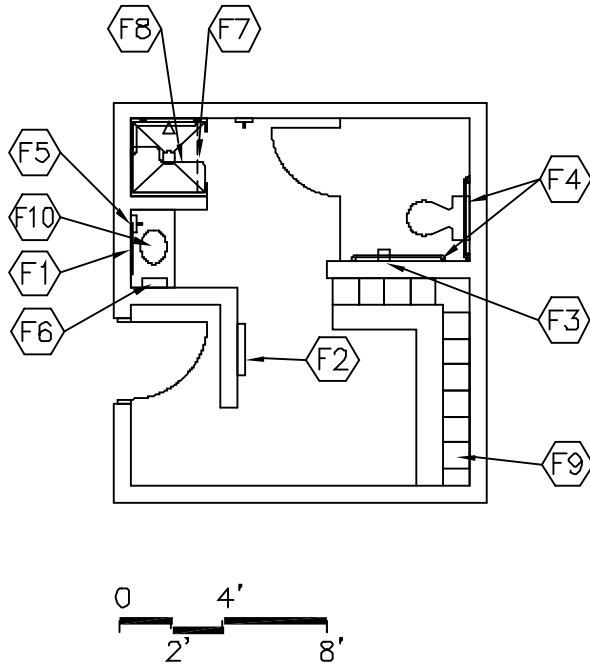
1. This is an example of a cooler/freezer. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.

COOLER / FREEZER**H-SD-5E**

<u>Finishes</u> ¹ :	Spec. Ref.#	<u>Features</u> ¹ :	Spec. Ref.#
Flooring:		Fixed Equipment:	
Quarry tile	093000	Rust-resistant shelving, 18" deep with additional 24" deep dunnage racks in freezer	114000
Base:			
Manufactured insulated panel	114000		
Ceiling:		<u>Fire Suppression:</u>	Div. 21
Manufactured insulated panel	114000	Fire suppression system	
Walls:		<u>Plumbing:</u>	
Manufactured insulated panel	114000	N/A	
<u>Loose Furnishings:</u>		<u>HVAC:</u>	Div. 23
N/A		Exhaust air system for compressors	
		<u>Electrical:</u>	Div. 26
		Single level switching	
		Incandescent lighting	
		Illumination level: See Table 7600-16	
		Electrical connections to freezer/cooler refrigeration equipment	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	
		N/A	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

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



GOAL:

- To provide a safe, clean, and private toilet and changing area for food service staff

PROGRAM ACTIVITIES:

- Changing clothes
- Personal hygiene
- Showering

SPATIAL RELATIONSHIPS:

- Adjacent and access to Kitchen and Serving Area
- Near Office
- Provide blind condition at entry

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 40
Ceiling minimum: CAC 35
- Moisture and stain-resistant finishes
- Special consideration for wheelchair access and physical accessibility needs (ADA)
- Adequate exhaust and ventilation

CAPACITY:

- Food service staff

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Kitchen (H-SD-5)

NOTES:

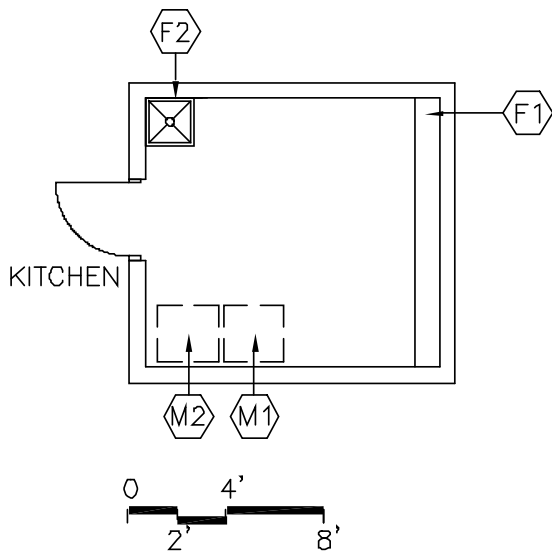
1. Loose furnishings and features shown represent one of many possible arrangements.
2. Shower shall be designed to accommodate conversion to an accessible shower, if necessary.

RESTROOM / SHOWER / LOCKERS**H-SD- 6**

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Ceramic tile	093000	F1 Casework:	
		Cabinet	123200
<u>Base:</u>		F2 24" x 60" mirror	102800
Ceramic mosaic tile base	093013	F3 Toilet tissue holder	102800
		F4 36" and 42" grab bars	102800
<u>Ceiling:</u>		F5 Soap dispenser	102800
Restroom: Suspended, acoustical	095113	F6 Towel dispenser	102800
Shower: Painted portland		F7 Shower curtain and rod	102800
Cement plaster	092400 / 099123	F8 ADA shower accessories/seat	102800
		F9 Lockers	105113
<u>Walls:</u>		F10 16" x 24" mirror	102800
Restroom: Epoxy painted concrete masonry units	099123		
Shower: Ceramic tile	093013	<u>Fire Suppression:</u>	Div. 21
		Fire suppression system	
<u>Loose Furnishings:</u>		<u>Plumbing:</u> Div. 22	
Wastebasket		Wall-mounted water closet	
		Wall-mounted lavatory	
		Plumbing connections	
		ADA shower controls and head	
		Floor drains - in locker area and shower	
		<u>HVAC:</u> Div. 23	
		Exhaust air system	
		Supplemental heat as required	
		<u>Electrical:</u> Div. 26	
		Duplex receptacles	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Central sound system	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

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



GOAL:

- To store chemicals used in cleaning and maintaining kitchen

PROGRAM ACTIVITY:

- Lockable space to store chemicals and equipment used in cleaning and maintaining the kitchen

SPATIAL RELATIONSHIP:

- Adjacent and access to Kitchen

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Cleanable building surfaces
- Sensors for spilled chemicals
- Adequate exhaust/ventilation

CAPACITY:

- Food service personnel

SIZE:

- 150 SF

ANCILLARY SPACES:

- Kitchen (H-SD-5)

NOTES:

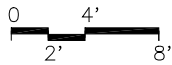
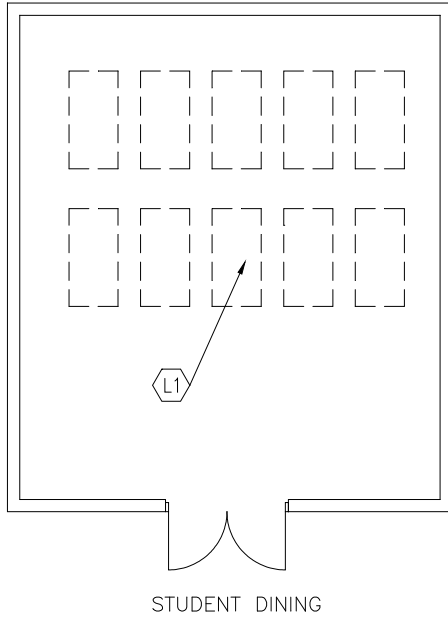
1. This is an example of a cleaning storage area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools' Food Service Department.
2. Loose furnishings and features shown represent one of many possible arrangements.

CLEANING STORAGE**H-SD-7**

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u> Resilient tile flooring	096519	<u>Fixed Equipment:</u> F1 Rust-resistant shelving for chemicals F2 Mop rack	 114000 102800
<u>Base:</u> Resilient base	096519		
<u>Ceiling:</u> Cleanable, suspended, acoustical	095113	<u>Fire Suppression:</u> Fire suppression system	 Div. 21
<u>Walls:</u> Epoxy-painted concrete masonry units	042000 / 099123	<u>Plumbing:</u> Div. 22 Plumbing connections Service sink Washer Floor drain	
<u>Loose Furnishings:</u> N/A		<u>HVAC:</u> Div. 23 Exhaust air system Supply/return air system Independent temperature control Connections for washer and dryer	
		<u>Electrical:</u> Div. 26 Duplex receptacles Single-level switching Fluorescent lighting Illumination level: See Table 7600-16 Connections for washer and dryer	
		<u>Communications:</u> N/A	
		<u>Electronic Safety and Security:</u> Life safety devices per code	 Div. 28
		<u>Miscellaneous:</u> M1 Washer M2 Dryer	

NOTES:

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



GOAL:

- To provide convenient storage for tables and chairs

PROGRAM ACTIVITY:

- Storage

SPATIAL RELATIONSHIPS:

- Adjacent and access to Cafeteria/Commons

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Cleanable building surfaces
- Accessibility for moving furniture in and out
- Lockable doors

CAPACITY:

N/A

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Cafeteria/Commons (H-SD-1)

NOTES:

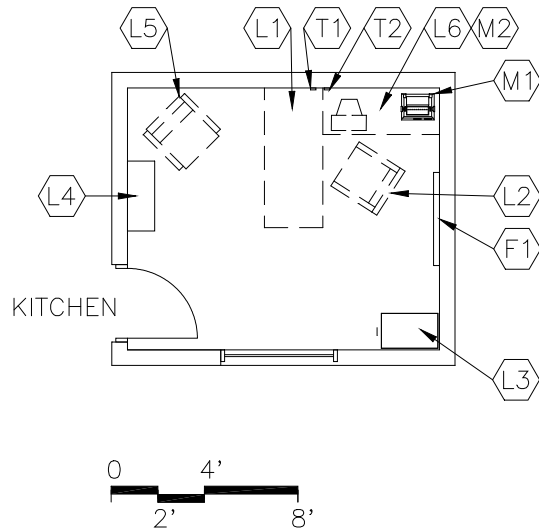
1. Loose furnishings and features shown represent one of many possible arrangements.

CHAIR / TABLE STORAGEH-SD-8

<u>Finishes</u> ¹ :	Spec. Ref.#	<u>Features</u> ¹ :	Spec. Ref.#
Flooring: Resilient tile flooring	096519	Fixed Equipment: N/A	
Base: Resilient base	096519	<u>Fire Suppression:</u> Fire suppression system	Div. 21
Ceiling: Suspended, acoustical	095113	<u>Plumbing:</u> N/A	
Walls: Painted concrete masonry units 042000 / 099123		<u>HVAC:</u> Div. 23 Supply/return air system	
<u>Loose Furnishings:</u> L1 Dollies for tables and chairs		<u>Electrical:</u> Div. 26 Duplex receptacles Single-level switching Fluorescent lighting Illumination level: See Table 7600-16	
		<u>Communications:</u> N/A	
		<u>Electronic Safety and Security:</u> N/A	
		<u>Miscellaneous:</u> N/A	

NOTES:

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

**GOAL:**

- To provide an area to keep records and conduct business

PROGRAM ACTIVITIES:

- Scheduling
- Staff evaluations/discipline/meetings

SPATIAL RELATIONSHIP:

- Adjacent and access to Kitchen

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 40
Ceiling minimum: CAC 35
- Electrical outlet on each wall for equipment
- Visual access to Kitchen and Serving Area

CAPACITY:

- Food service manager
- Food service staff

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Kitchen (H-SD-2)

NOTES:

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

OFFICE**H-SD-9**

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Tack board (4 LF)	101100
Base:		<u>Fire Suppression:</u>	Div. 21
Resilient base	096519	Fire suppression system	
Ceiling:		<u>Plumbing:</u>	
Suspended, acoustical	095113	N/A	
Walls:		<u>HVAC:</u>	Div. 23
Painted concrete masonry units	042000 / 099123	Supply/return air system	
		Independent temperature control	
<u>Loose Furnishings:</u>		<u>Electrical:</u>	Div. 26
L1 Desk		Duplex receptacles	
L2 Ergonomic task chair		TVSS protected quad receptacle adjacent to data port	
L3 1, 4-drawer locking file cabinet		Single-level switching	
L4 Adjustable height bookshelves (12 LF)		Fluorescent lighting	
L5 Guest chair		Illumination level: See Table 7600-16	
L6 Computer workstation		Clock	
Wastebasket		Central sound system	
		<u>Communications²:</u>	Div. 27
		T1 Voice port and phone	
		T2 Data port	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Printer	
		M2 Computer	

NOTES:

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

STAY Dedicated Space

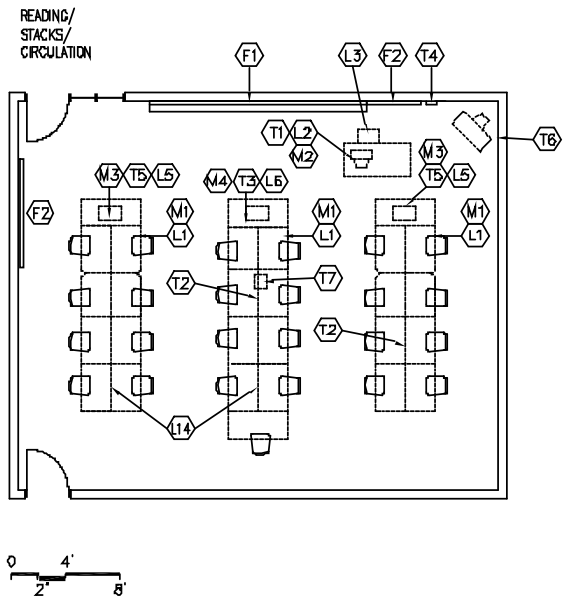
Space				Comments
	Qty.	S.F.	Total	
Computer Lab	1	900	900	
Cosmetology/Barbering Lab/classroom	1	2,900	2,900	
Administration Suite			0	
Reception	1	250	250	
Principal Office	1	200	200	
Business Manager	1	150	150	
Instructional Coach	1	150	150	
Registrar/Attendance	1	200	200	
Student support suite	1	800	800	Office/4 cubicles/reception
Student lounge	1	800	800	Includes water and warming kitchen.
Teacher work room/lounge	1	400	400	
Storage	1	300	300	
External Diploma Program	1	800	800	Office/4 cubicles/reception
Maintenance Office/supplies	1	200	200	
Total			8,050	

Roosevelt STAY (**S**chool **T**o **A**id **Y**outh) High School (RSTAY) is one of three DCPS citywide adult-education high schools serving students age 18 and older who are returning to school to complete a high school diploma, earn a vocational certification, or prepare for the GED exam. RSTAY also offers classes in English for Speakers of Other Languages (ESOL).

RSTAY currently operates Monday through Thursday from 3:40pm to 9:15pm, with a few career/technical education classes beginning at 2:00pm.

The STAY program needs its own well-lit entrance with a distinctive canopy. Well-lit parking should be near-by with spaces for the 'early' arrivers labeled.

A full description prepared for the SIT workshop meetings is included in Appendix C.



- CAPACITY:**
- 18 Students
 - Teacher

GOAL:

- To provide a shared computer resource area for the STAY program

PROGRAM ACTIVITIES:

- Student work area
- Instruction
- Interdisciplinary training area
- Research
- Centrally offer courses for schools that have a small enrollment in some classes (Distance Learning)

SPATIAL RELATIONSHIPS:

- Adjacent and access to Reading/Stacks/Circulation
- Near restrooms
- Easy access to all students for teaching

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting with an appropriate visual comfort level
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment

NOTES:

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

**COMPUTER RESOURCE AREA
H-MC-2**

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
Flooring: Carpet 096816		Fixed Equipment: F1 Marker board (16 LF) F2 Tack board (16 LF)	101100 101100
Base: Resilient base	096519	<u>Fire Suppression:</u> Fire suppression system	Div. 21
Ceiling: Suspended, acoustical	095113	<u>Plumbing:</u> N/A	
Walls: Painted concrete masonry units	04220 / 09910	<u>HVAC:</u> Supply/return air system Independent temperature controls	Div. 23
<u>Loose Furnishings:</u> L1 Computer workstation furniture - student use (20) L2 Computer workstation furniture - teacher use L3 Ergonomic task chair L5 Printer table Wastebasket		<u>Electrical:</u> Duplex receptacles TVSS protected quad receptacle adjacent to data and video ports Multilevel switching Fluorescent lighting with Parabolic lenses Illumination level: See Table 7600-16 Means of egress lighting per code Clock Central sound system	Div. 26
<u>Miscellaneous:</u> M1 20 computers - student use M2 Computer - teacher use M3 1 printer		<u>Communications²:</u> T1 Data port near teacher workstation T2 20 data ports (min.) - student use T3 Data port for scanner T4 Voice port and phone T5 2 data ports for printers T6 1 video port, monitor, VCR, and brackets Cable/MATV port T7 Ceiling mounted projection	Div. 27
		<u>Electronic Safety and Security:</u> Life safety devices per code	Div. 28

NOTES:

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

PROGRAM ACTIVITIES

Cosmetology and Barbering

Spaces	Description	Proposed	
		Sq. Ft. Per Unit	Sq. Ft. Total
<u>Cosmetology/Barbering</u>			
1	Laboratory		1,800
1	Reception Area		100
2	Product Storage		200
1	Washer/Dryer & Linen Storage		100
1	Classroom		700
	Total		2,900

Laboratories

No. of Items	Contract Provided	FF&E	Description
12	X		Cosmetology/Barbering stations
4	X		Drying chairs
4	X		Shampoo stations w/ sinks
1	X		Fire Extinguisher
1	X		Fire Blanket
1	X		First aid kit, mounted
1	X		Clock

Reception Area (serves both labs)

No. of Items	Contract Provided	(FF&E)	Description
1	X		Reception desk
1		X	Computer and printer
1		X	Chair
2		X	Chairs for clients
1	X		Clock

Related Classroom (See regular classrooms)

Adjacent to cosmetology lab with internal window.

Washer/Dryer & Linen Storage

No. of Items	Contract Provided	FF&E	Description
1	X		Washer, commercial, 50 lbs.
1	X		Dryer, commercial, 50 lbs.
	X		Shelving (open and closed)
		X	Towels, various sizes
		X	Sheets, various sizes

Product Storage: Provide metal adjustable shelving and along perimeter (12" depth) and interior (24" depth).

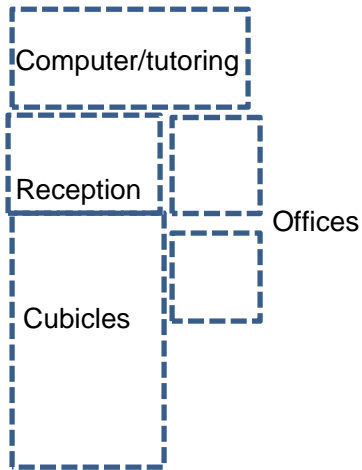
Built-ins -

Reception Area: Provide reception desk with adjustable shelving, lockable display case. Desk should have lockable drawers.

Laboratories: 1) Provide built-in cosmetology stations with cabinets, mirrors, electric and hole in counter for curling iron and dryer. 2) For hair washing sink area provide product storage on back of sinks and storage cabinets to hold towels on the sides. 3) Provide adequate electrical supply for drying area.

Provide ½ high wall lockers on the outside corridor for student's equipment, i.e. mannequin.

EXTERNAL DIPLOMA SUITE



GOAL:

- To provide counseling and other student support services in a professional environment to adults seeking a diploma or license based on experience

PROGRAM ACTIVITIES:

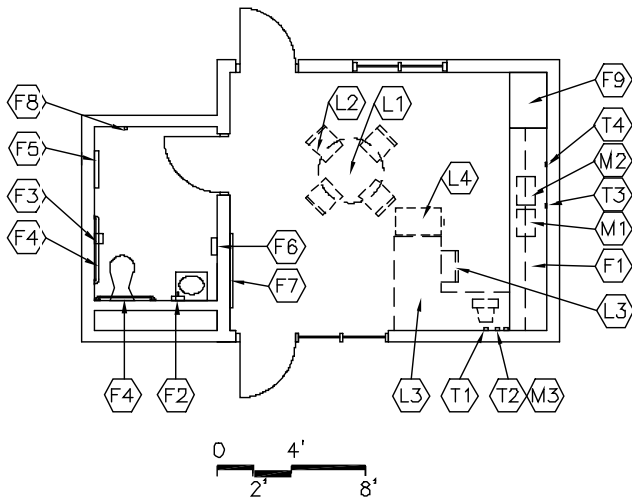
- Counseling
- Administrative paper work
- Enrollment and orientation of new students

Computer/Tutoring Area

Adjacent to reception area (no door)
3 computer stations with chairs
1 printer
Round table w/ 4 chairs

Cubicle Office areas

6' cubicle walls
Each cubicle 48-64 SF with space for computer, pedestal drawers, a vertical file and room for overhead storage. There is space for a guest chair.



CAPACITY:

- Principal
- Small groups (6-10 people)

SIZE:

- 230 SF

ANCILLARY SPACES:

- Administrative Assistant's Office (H-AD-5)

GOAL:

- To serve as the home base for the principal from which he/she can provide instructional leadership in a personal, flexible, and organized environment for students, staff, and community

PROGRAM ACTIVITIES:

- Conferences with staff and other visitors
- Telephone calls
- Administrative paperwork
- Planning
- Computer input
- Interaction with students

SPATIAL RELATIONSHIPS:

- Adjacent to Administrative Assistant's Office
- Near one Assistant Principal's Office
- Near Storage
- Near Conference Room

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light
- Private restroom
- Adequate exhaust (restroom)
- Auditory privacy

NOTES:

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

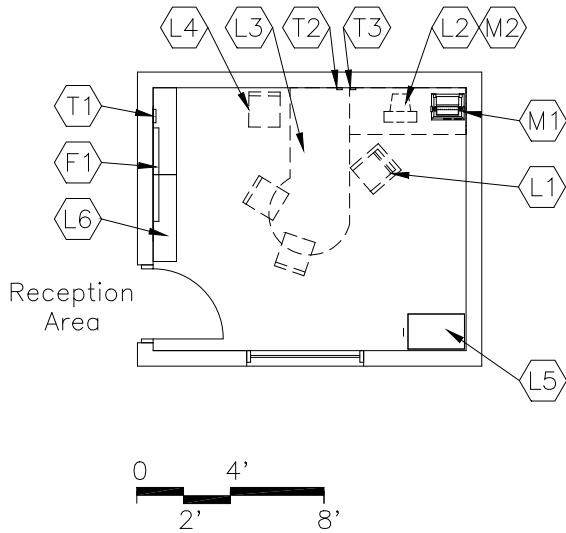
**STAY PRINCIPAL'S OFFICE
H-AD-3**

<u>Finishes¹:</u>	Spec. <u>Ref.#</u>	<u>Features¹:</u>	Spec. <u>Ref.#</u>
Flooring:		Fixed Equipment:	
Carpet	096816	F1 Casework:	123200
Office restroom:		Base/wall cabinets and shelving	
Vinyl composition tile	096519	F2 Soap dispenser	102800
Base:		F3 Toilet tissue holder	102800
Resilient base	096519	F4 36" and 42" grab bars	102800
Ceiling: (8' high minimum)		F5 24" x 60" mirror	102800
Suspended, acoustical	095113	F6 Towel dispenser	102800
Walls:		F7 Tack board (4 LF)	101100
Painted gypsum wallboard		F8 Coat hook	102800
over metal studs	092116 / 099123	F9 Casework:	
		Wardrobe	123200
<u>Loose Furnishings:</u>		<u>Fire Suppression:</u>	Div. 21
L1 Conference table		Fire suppression system	
L2 4 side chairs		<u>Plumbing:</u>	Div. 22
L3 Desk and chair		Wall-mounted water closet	
L4 Four-drawer locking file cabinet		Wall-mounted lavatory	
Wastebasket		Plumbing connections	
		Floor drain - in restroom	
<u>Miscellaneous:</u>		<u>HVAC:</u>	Div. 23
M1 Fax		Supply/return air system	
M2 Printer		Independent temperature control	
M3 Computer		Exhaust air system	
<u>Communications²:</u>	Div. 27	<u>Electrical:</u>	Div. 26
T1 Voice port and phone		Duplex receptacles	
T2 Data port near workstation		TVSS protected quad receptacle	
T3 Fax port		adjacent to each data port	
T4 Data port for printer		Single-level switching	
<u>Electronic Safety and Security:</u>	Div. 28	Fluorescent lighting	
Life safety devices per code		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	

NOTES:

3. Finishes/Features: Refer to Chapter 8 for specification references.
4. Refer to the Educational Specifications — Technology, Section 1240.

BUSINESS MANAGER OFFICE



CAPACITY:

- Business Manager

SIZE:

- 150 SF

ANCILLARY SPACES:

- Waiting Area/Reception (H-AD-2)

GOAL:

- To serve as an area from which the Business manager can effectively provide support
- Vault

PROGRAM ACTIVITIES:

- Financial accounting and bookkeeper functions
- General office work
- Answering telephone
- Data input and retrieval

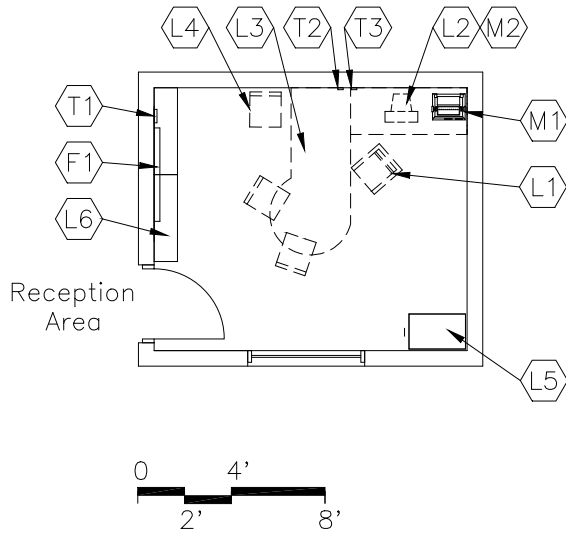
SPATIAL RELATIONSHIPS:

- Adjacent and access to Waiting Area/Reception
- Visual access to Waiting Area/Reception
- Adjacent to Principal's Office

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Auditory privacy

ALL OTHER OFFICES



SIZE:

- 100-150 SF

GOAL:

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

PROGRAM ACTIVITIES:

- Counseling for parents, students
- Administrative paper work
- Enrollment and orientation of new students
- Office space for itinerant staff

SPATIAL RELATIONSHIPS:

- Within the Academic Core Area Services Suite
- Adjacent and access to Reception Area

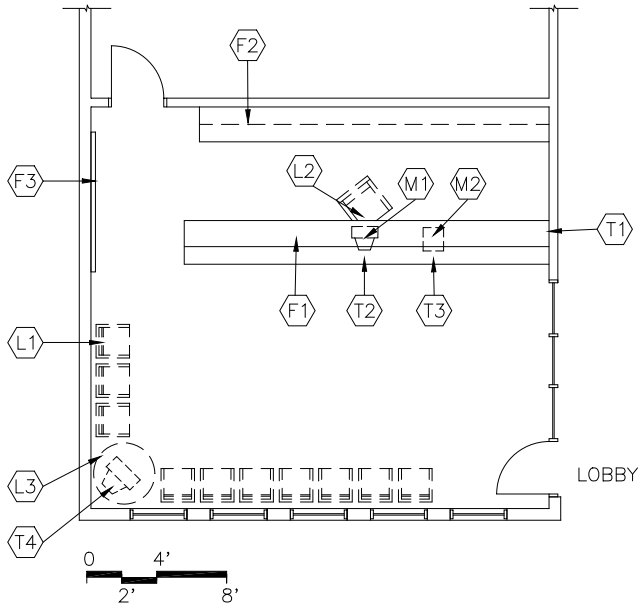
ENVIRONMENTAL CONSIDERATIONS:

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

TECHNOLOGY

- Video, voice and data ports (per the District's most recent standards at the time of installation) flexible wired and wireless capability

STAY RECEPTION



CAPACITY:

- General public
- Staff
- Students

ANCILLARY SPACES:

- Stay Lobby

GOAL:

- To provide a welcoming atmosphere and to serve as an information area for those coming into the school

PROGRAM ACTIVITIES:

- Greeting people and directing them to the proper location or person
- Waiting area for visitors and staff members

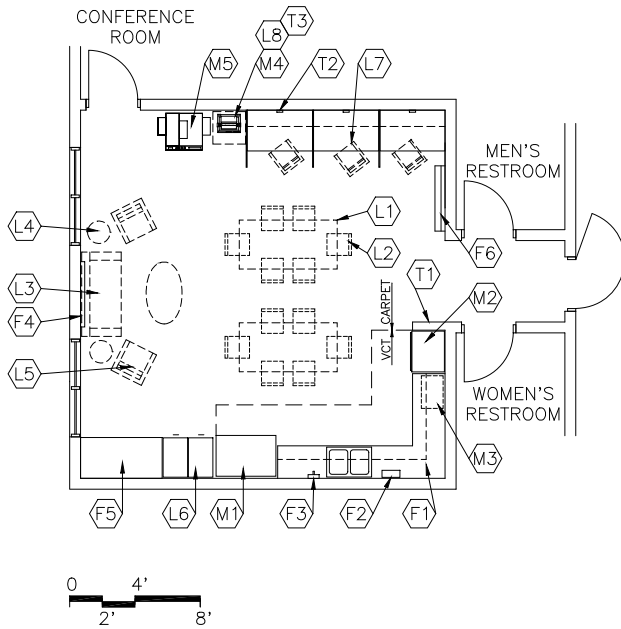
SPATIAL RELATIONSHIPS:

- Adjacent to STAY entrance
- Easy to locate and identify
- Maximize view to lobby and entry

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting, areas of soft lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Inviting to visitors
- Electrical outlets for equipment
- Windows to provide natural light (if feasible)

TEACHERS' WORKROOM



CAPACITY:

- 16 teachers

SIZE:

- 200-400 SQ FT

ANCILLARY SPACES:

- Teacher's Conference Room

GOAL:

- To provide space for teachers to carry out their administrative duties, prepare materials for class, access the Internet, lock up personal items, and to socialize and relax.

PROGRAM ACTIVITIES:

- Store files
- Grade papers
- Enter and access data
- Prepare lessons using computer, video, and other resources.
- Phone calls
- Eating lunch, socialize and relax

SPATIAL RELATIONSHIPS:

- Located within Core Academic Areas
- Located near individual restrooms
- Adjacent and access to Conference Room
- Access from Corridor
- Interior area assumes four activities:
 - Relaxation (soft seating)
 - Individual prep (cubicles with computer support)
 - Tables for team meetings
 - Counter with sink and small refrigerator

ENVIRONMENTAL CONSIDERATIONS:

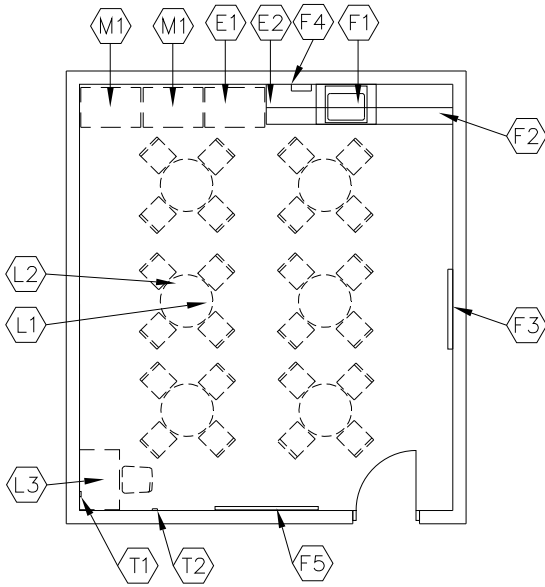
- Uniform lighting with multilevel controls
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light (if feasible)

TECHNOLOGY

- Video, voice and data ports (per the District's most recent standards at the time of installation) flexible wired and wireless capability
- This room should support laptop computers

BUILT-IN EQUIPMENT:

- Marker Boards (4 ft. X 4 ft.)
- A bulletin board (4 ft. X 4 ft.) should be provided if feasible.
- Kitchenette (double sink, cabinets above and below, outlets along counter, refrigerator)
- Counter top for sorting and cutting
- Clock



CAPACITY:

- 20 students

SIZE:

- 800 SF

SPATIAL RELATIONSHIPS:

- Near elevator
- Near restrooms

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control - walls minimum STC 50 ceiling minimum CAC 35, NRC 0.65

LOOSE FURNISHINGS:

- L1 6-8 folding tables – 4 tops
- L2 Chairs – 24-32 stackable
- Waste receptacles

EQUIPMENT:

E1/M1 kitchenette: refrigerator, microwave

FEATURES¹:

Spec.
Ref.#

Fixed Items:

Kitchen/server:

- F1 3' sink base cabinet w/ wall cabinet 123200
8' of counter for serving/storage below
- F3 4' of tack board 101100
- F4 Towel dispenser 102800
- F5 4'-6' of marker board 101100

Fire Suppression:

Div. 21

Fire suppression system

Plumbing: Div. 22

Sink
Plumbing connections

HVAC: Div. 23

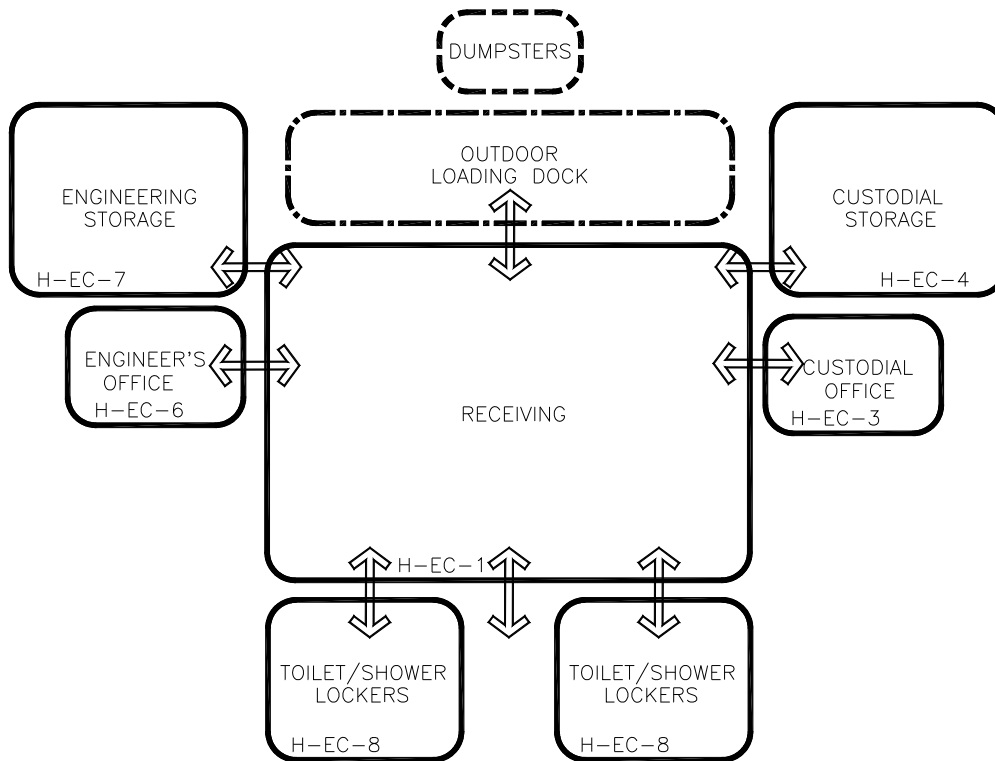
Supply/return air system
Independent temperature control

Electrical: Div. 26

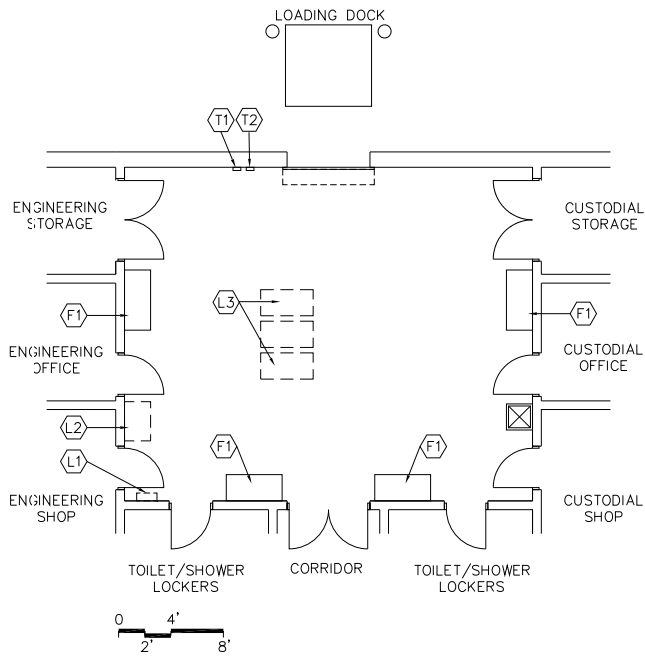
Single level switching
Fluorescent lighting
Illumination level: See Table 7600-16
4 duplex receptacles
Receptacles for equipment

Maintenance & Custodial Space Requirements

Space	Suggestions			Comments
	Qty.	S.F.	Total	
Receiving	1	600	600	
Custodial Shop	1	300	300	
Custodial Office	1	100	100	
Custodial Storage	1	300	300	
Engineering Shop	1	300	300	
Engineer's Office	1	100	100	
Engineering Storage	1	200	200	
Toilet/Shower/Lockers	2	150	300	
Total			2200	



RECEIVING



CAPACITY:

- Maintenance personnel

ANCILLARY SPACES:

- Custodian Shop
- Custodial Storage
- Engineering Shop
- Engineering Storage
- Toilet/Shower/Lockers

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

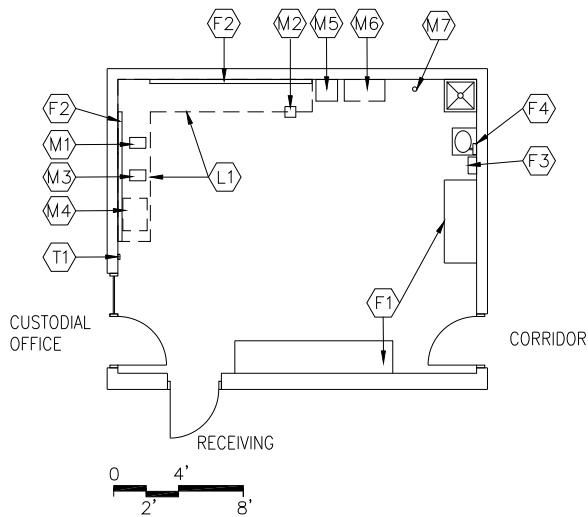
SPATIAL RELATIONSHIPS:

- Access to loading dock area
- Access to a main corridor
- Adjacent and access to Custodian Shop
- Adjacent and access to Custodial Storage
- Adjacent and access to Engineering Shop
- Adjacent and access to Engineering Storage
- Adjacent and access to Toilet/Shower/Lockers

ENVIRONMENTAL CONSIDERATIONS:

- Double doors with removable mullions to corridor
- High ceiling
- Staging area with insulated overhead door large enough for forklift access
- Uniform lighting
- Electrical outlets for equipment

CUSTODIAN SHOP



CAPACITY:

- Custodial staff
- Preventative custodial personnel

ANCILLARY SPACES:

- Receiving
- Custodial Office

GOAL:

- To provide a safe and orderly area for maintenance of equipment, furniture, and real property assets

PROGRAM ACTIVITIES:

- General maintenance
- Painting
- Repair of small electrical items, equipment, furniture, doors, blinds, fixtures, etc.
- Preventative maintenance

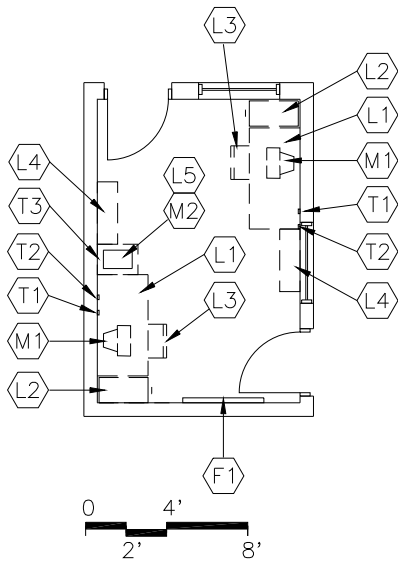
SPATIAL RELATIONSHIPS:

- Adjacent and access to Receiving
- Adjacent and access to Custodial Office
- Access to a main corridor
- Near boiler room

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Electrical outlets for equipment
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Drainage for dumpster pad area for clean-up
- High ceiling
- Sound proofing

CUSTODIAL OFFICE



CAPACITY:

- Maintenance and custodial staff
- Building engineer

ANCILLARY SPACES:

- Receiving
- Custodial Shop

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

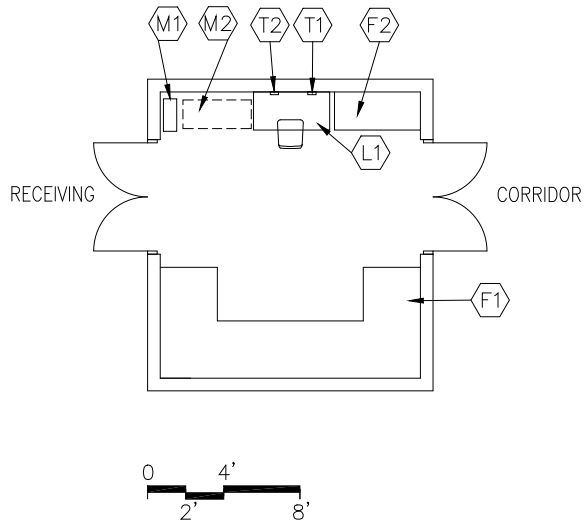
SPATIAL RELATIONSHIPS:

- Adjacent and access to Receiving
- Near corridor
- Adjacent and access to Custodial Shop

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Electrical outlets for equipment
- Visual control from Receiving
- Visual control from Custodial Shop

CUSTODIAL STORAGE



CAPACITY:

- Custodial personnel
- Engineering personnel

ANCILLARY SPACES:

- Receiving

GOAL:

- To serve as the central point for storage of bulk commodities and equipment

PROGRAM ACTIVITY:

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

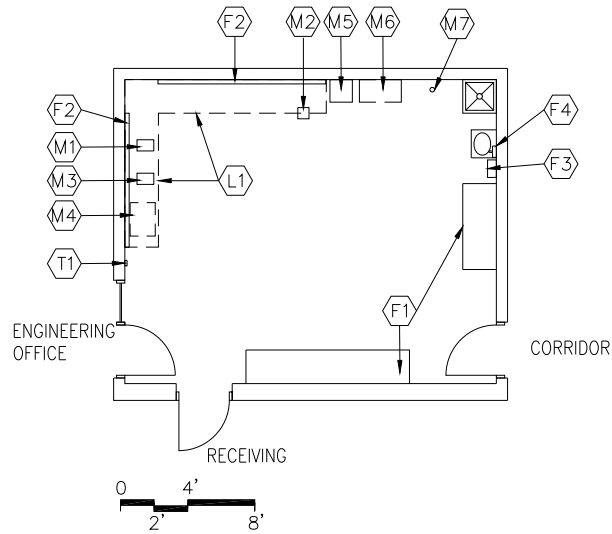
SPATIAL RELATIONSHIPS:

- Adjacent to Receiving
- Easy access to a main corridor
- Near Custodial Shop

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Double doors with removable mullions to Receiving and Corridor
- High ceilings
- Electrical outlets for equipment

ENGINEERING SHOP



CAPACITY:

- Engineering staff
- Preventative engineering personnel

ANCILLARY SPACES:

- Receiving
- Engineer's Office

GOAL:

- To provide a safe and orderly area for maintenance of equipment, furniture, and real property assets

PROGRAM ACTIVITIES:

- General engineering tasks
- Painting
- Repair of small electrical items, equipment, furniture, doors, blinds, fixtures, etc.
- Preventative maintenance

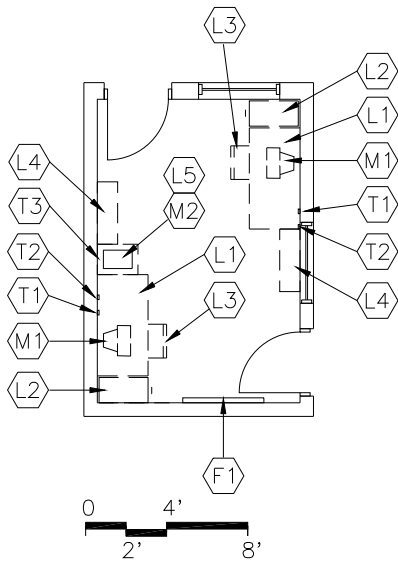
SPATIAL RELATIONSHIPS:

- Adjacent and access to Receiving
- Adjacent and access to Engineer's Office
- Access to a main corridor
- Near Boiler room

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Electrical outlets for equipment
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Drainage for dumpster pad area for clean-up.
- High ceiling
- Sound proofing

ENGINEERING OFFICE



CAPACITY:

- Maintenance and custodial staff
- Building engineer

ANCILLARY SPACES:

- Receiving
- Engineering Shop

GOAL:

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

PROGRAM ACTIVITIES:

- Conferences with staff and other visitors
- Telephone calls
- Paperwork

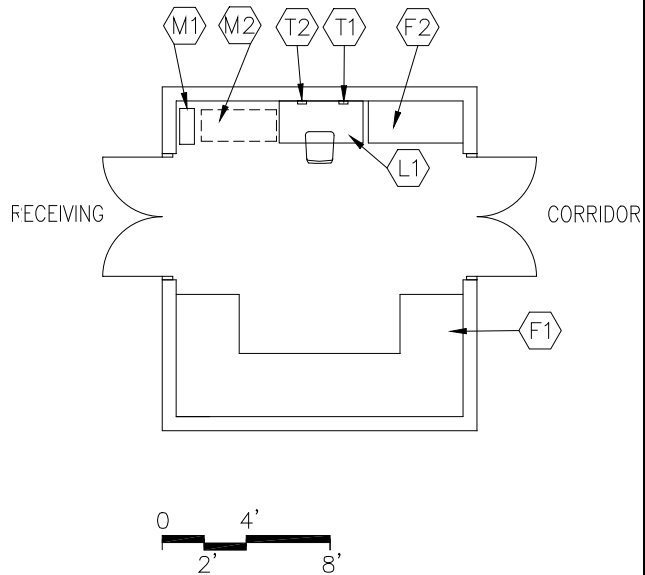
SPATIAL RELATIONSHIPS:

- Adjacent and access to Receiving
- Near corridor
- Adjacent and access to Engineering Shop

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Electrical outlets for equipment
- Visual control from Receiving
- Visual control from Engineering Shop

ENGINEERING STORAGE



GOAL:

- To serve as the central point for storage of bulk commodities and equipment

PROGRAM ACTIVITY:

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

SPATIAL RELATIONSHIPS:

- Adjacent to Receiving
- Easy access to a main corridor
- Near Engineering Shop

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Double doors with removable mullions to Receiving and Corridor
- High ceilings
- Electrical outlets for equipment

CAPACITY:

- Engineering personnel

ANCILLARY SPACES:

- Receiving

Pool (as is)

POOL LOCKER ROOMS / SHOWERS

M-PEH-4

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
Flooring:		Fixed Equipment:	
Ceramic mosaic tile	093013	F1 Towel dispenser	102800
		F2 24" x 60" mirror	102800
Base:		F3 Soap dispenser	102800
Ceramic mosaic tile	093013	F4 Narrow counter with mirror above	
with covered base		064123	
Ceiling:		F5 Lockers (30)	105113
Lockers: Acoustical, suspended	095113	F6 Locker benches	105113
tectum with hold down clips		F8 Hand dryer	
Painted portland cement plaster		F9 Towel hooks	102800
096613 / 099123		F10 Shower curtain and rod	102800
Walls:		F11 Toilet partitions	102113
Lockers: Epoxy painted concrete		F12 36" x 42" grab bars	102800
masonry units 042000 / 099123		F13 Toilet tissue holders	102800
Toilet/Showers: Ceramic tile	093013	F14 16" x 24" mirror	102800
		F15 ADA shower accessories	102800
<u>Loose Furnishings:</u>		<u>Fire Suppression:</u> Div. 21	
L1 Hamper		Fire suppression system	
<u>Electrical:</u> Div. 26		<u>Plumbing:</u> Div. 22	
Duplex receptacles on perimeter walls		Plumbing connections	
Single-level switching		Wall-mounted water closets	
Fluorescent lighting		Wall-mounted lavatories	
Illumination level: See Table 7600-16		Wall-mounted urinals	
Means of egress per code		ADA shower controls and head	
Clock		Shower fixtures	
Central sound system		Floor drains - in locker area, toilet area, and showers	
<u>Communications:</u>		<u>HVAC:</u> Div. 23	
N/A		Supply/return air system	
<u>Electronic Safety and Security:</u> Div. 28		Exhaust air system	
Life safety devices per code		Independent temperature controls	
		Humidity controls	

NOTES:

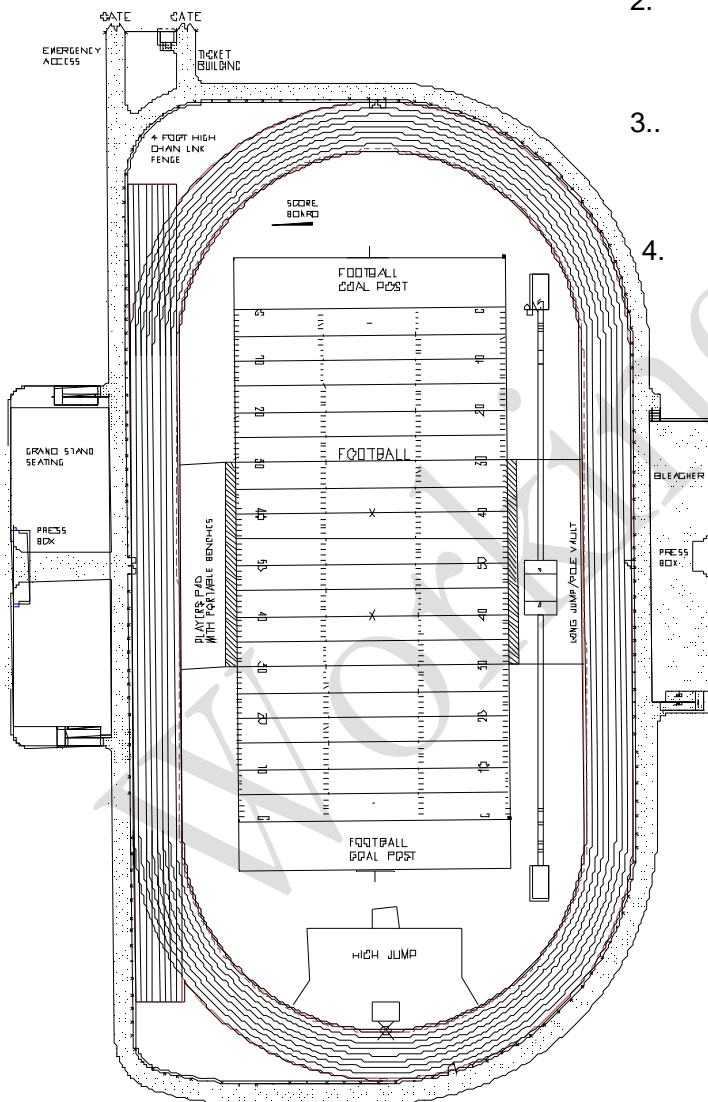
1. Finishes/Features: Refer to Chapter 8 for specification references.

PHYSICAL EDUCATION FIELDS (On-site)

1. Provide 6-lane track with center soccer/football field; field events; bleacher seating for 400, 3 basketball and 4 tennis courts as a minimum..
2. Provide grading of fields with 1 percent to 1-1/2 percent slope.

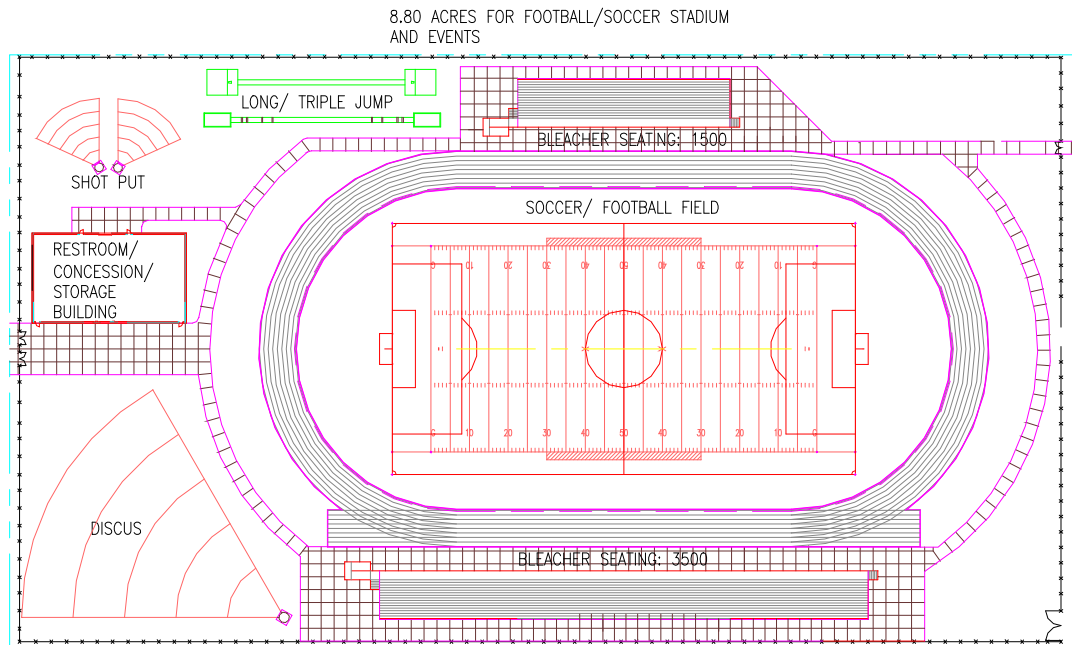
A. FOOTBALL FIELD

1. Provide 6- or 8-lane, 400-meter running track/football field in accordance with NCAA standards. See Figure E-1.
2. Design track radius to allow for a soccer or football field inside the track with player benches.
3. Provide field events that include high jump, long/triple jump, discus, shot-put and pole vault.
4. Provide a 4-foot high chain link perimeter fence surrounding track with gates at center field and as needed for maintenance.
 - a. Include track equipment storage under bleachers – drive-in if feasible.



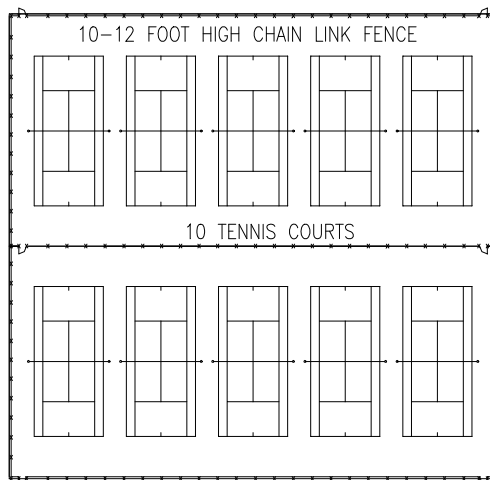
RUNNING TRACK

1. Provide 6- or 8-lane, 400-meter running track/football field in accordance with NCAA standards. See Figure E-1.
2. Design track radius to allow for a soccer or football field inside the track with player benches.
3. Provide field events that include high jump, long/triple jump, discus, shot-put and pole vault.
4. Provide a 4-foot high chain link perimeter fence surrounding the track with gates at center field and as needed for maintenance. Provide 8 foot high chain link fence around perimeter of stadium area with controlled entrance/exit. Locate gates for emergency access and maintenance.
5. Locate restroom/concession/storage building at one end of track for accessibility to visitor and home bleachers.
6. Provide electrical outlet near home side bleachers.



B. TENNIS COURTS (TWO COURTS CURRENTLY – EXPANSION IS A SECONDARY PRIORITY)

1. Provide be 36-foot wide by 78-foot long courts with a minimum of 21 feet behind each base line to the fence and a minimum of 12 feet from sideline to adjacent court or fence (see Figure F-1).
2. It is recommended to have no more than 3 courts side-by-side within a single fenced area.
3. Provide perimeter fence to be 10-foot to 12-foot high. Fence between adjacent banks of courts should be a minimum of 4-foot high.
3. Provide windscreen on chain link fence for wind reduction and at ends of courts for increased ball visibility.
5. Backboards located on chain link fence at ends of courts for teaching are optional.
6. Modify spacing, depth of footings, and post size of fencing as required for additional wind load of future windscreen or backboard.
7. Recommended slope is 0.833 percent; maximum 1 percent.
8. The direction of slope in order of preference: 1) side-to-side, 2) end-to-end, and 3) corner-to-corner.



C. MULTIPURPOSE FIELD

1. Grading is to crown at center of the field and slope to sidelines.
2. Consider under drains and irrigation.
3. Provide portable or combination football/soccer goals.
4. Provide a 225-foot wide by 360-foot long multipurpose field.

Stadium Support Facilities

These areas shall be located centrally to all competitive athletic fields. Locate the ticket booth so that it creates a main gate area for the public attending outdoor competitive sporting events.

1) Restrooms (2 @ 300 SF) May be in the main building

- Restrooms (Male & Female) shall have steel, securable entrance doors.
- Ceilings shall be hard – no lay-in ceiling.
- Restroom partitions and fixtures shall be durable
- Forced ventilation shall be provided in restrooms.
- The restroom area 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 restroom walls shall be block with epoxy paint.

2) Ticket Booth (60 SF)

- This will be an unsecured building when not in use
- The utility closet floor shall be sealed concrete.

3) Concessions Stand (600 SF)

- This building will be centrally located with window facing the home and visitors sides.
- The concession stand shall include serving windows and counters to accommodate up to four lines of customers.
- The concession stand shall be equipped with plumbing and electrical outlets for popcorn poppers, coffee makers, microwaves, ice machine, etc.
- The concessions stand floor shall be sealed concrete.

4) Storage (200 SF)

- The storage area shall have an overhead door plus a steel personnel door.
- The storage area shall include electrical outlets for lighting.
- The storage area shall include shelving for storage of small equipment
- The storage room shall be provided with sufficient ventilation.
- The storage area floor shall be sealed concrete.

7) Stadium Press Box (600 SF)

- This building shall be located on the home side at the football/soccer/track stadium.
- The press box shall be a minimum of 640 SF.
- The press box shall be totally enclosed with sufficient glazing to provide an unobstructed view of the entire track and playing field area.
- The front windows of the press box shall be operable.
- A high desk counter shall be provided under the front press box windows.

- The press box shall be heated and air-conditioned.
- A P/A sound system shall be provided.
- An upper deck with safety railing on all sides shall be provided on the roof of the press box. Access to the upper deck shall be by stairs from inside the press box.
- Provide electrical power on press box upper deck for video recording equipment.
- Provide electrical wiring and control connections from the press box to the scoreboard location.

Working Draft