

**Educational Specifications
for
Oyster Elementary School**

District of Columbia Public Schools

**April 1995
Revised November 1995
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Oyster Elementary School

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Section I The School

Project Background and Rationale

Oyster Elementary School was originally built in 1926 as a ten-classroom school. In 1971 the school began teaching English and Spanish as second languages on a limited scale; it soon became a two-way bilingual program, where all students are taught in both Spanish and English. It is now a nationally recognized program with an enrollment of 310 children in pre-k through sixth grade.

The students are housed in the original building, two portable classrooms dating from 1974-5, and a third portable classroom dating from 1983. The school is located in the Woodley Park neighborhood and is adjacent to the Adams Morgan neighborhood. Although located in Ward 3, the school's neighborhood attendance zone incorporates parts of Wards 1 and 3.

The school is recognized for its unique dual language focus, its strong academic program, and its multi-cultural environment. Instruction takes place in Spanish and English. Each class is led by a team of two teachers; one native speaker of English and one native speaker of Spanish. The teaching staff, therefore, is inherently diverse and reinforces the multi-cultural philosophy of the educational program. All students are taught all subjects in both languages.

The Community

Children attending the school come primarily from Woodley Park, where the school is located, and Adams Morgan, a nearby neighborhood with a high number of Hispanic residents. A substantial number of Oyster's students come from throughout the city. Indeed, many of the children come from around the world.

Sixty percent of the children who attend Oyster speak a language other than English at home. Most speak Spanish, but there are many other languages and cultures represented at the school. There are now some Oyster students whose parents attended Oyster's bilingual program.

Many students walk to school. Transportation to and from school is the responsibility of parents; some children are transported by private bus from a nearby before and after school program.

The Oyster community is geographically, economically, racially, culturally, and linguistically diverse. Parents actively participate in shaping the school through frequent informal contact with the teachers and administrators and through more formal school-based management policies. Neighborhood groups actively support the school. Oyster's unique location is an asset to its educational program.

Project Rationale

The school as currently configured incorporates 26,591 gross square feet and provides 16,701 net program space in the original building. An additional total of 2000 square feet is enclosed in the three temporary classrooms.

The original building has undergone some capital improvements over the past decade, including boiler, window, and door replacements. However, the building has not been modernized to meet contemporary codes or current educational standards. It is not accessible to persons with disabilities, and does not adequately support current teaching strategies. In addition, it lacks many support facilities.

The portable classrooms have exceeded their life expectancy and do not provide an appropriate educational environment.

In order to efficiently support a full elementary school program, including academics, special subjects such as art, music, and physical education, a critical enrollment threshold must be met. The current enrollment of 310 is needed to support a full elementary school program. An optimal enrollment for the school would be 350 students, which can be accommodated with no increase in staff.

The existing facility is crowded at the current enrollment level, and cannot support 350 students. Currently, the school provides only 92 square feet per student, which is less than published standards for a small elementary school. A typical Oyster classroom now measures 712 to 725 square feet. Current guidelines for elementary school classrooms recommend 900 square feet. In addition, the net to gross ratio of 65% is less than current design standards of 70% to 75% efficiency, so that the existing area is difficult to put to effective use.

More important than these statistics is the poor correspondence between existing space and program needs:

- The multi-purpose space serves as the auditorium, gymnasium, cafeteria, kitchen, and food service office, while housing the office and storage needs for one of the two before and after-school programs.
- The typical classroom of 712 to 725 square feet is not adequate to support computer stations and learning centers, nor is it spatially and acoustically conducive to team-teaching.
- The pre-kindergarten and kindergarten spaces are exceptionally small for their programs, considering the recommended size for these classes is typically 1000 to 1200 square feet. Their physical separation from the rest of the building is undesirable.
- The library is a converted classroom, without electronic communications capabilities.
- The school is not accessible to the disabled beyond the first floor.
- The second after-school program office and storage area is housed in a former projection booth.
- The entire administration is housed in two small rooms totaling 336 square feet.

Belief Statements

Oyster's multi-cultural, bilingual education program is grounded in diversity. We value it, celebrate it, and use it for learning. The hallmark of Oyster's educational program is that it nurtures students' valuing of themselves and others. That cherishing of human worth comes in significant measure from the way bilingual education is delivered at Oyster. From prekindergarten, students learn in an atmosphere where language and culture are integrated. While English and Spanish are the languages of instruction, the equal valuation of the two languages communicates to the children that cultures and the people who are products of those cultures are also to be equally valued. Oyster children learn that to be good citizens of their communities they must be at the same time good citizens of the world.

The aims of the elementary program at Oyster are to teach children how to learn basic subject matter, including reading, writing, math, and science, as well as fine and performing arts and physical education. Students learn all subjects in two languages and in a tolerant, multi-cultural atmosphere. Students are to become life-long learners and be technologically literate. The elementary program must foster self-esteem by providing a challenging learning environment, incorporating a multitude of teaching/learning styles, and encouraging respect for every individual.

The school environment must be child-centered and safe. It must be accessible to all, including those with disabilities. There must be adequate space to accommodate alternative groupings and simultaneous activities. The building should be sunny, clean, comfortable and attractive.

Scope of Work, Budget, and Schedule

The scope of work includes the modernization of the original building, the demolition of the portable classrooms, and the construction of additional area to meet programmatic needs. The architect may propose to demolish all or selected parts of the existing building if it serves the overall goals of the project.

This project is proposed within the framework of a public/private partnership, where a portion (or portions) of the site will be developed for another use. The scope of that development will not be covered in this document. While the development of a portion of the site will have a dramatic impact on the school's site conditions, the educational program goals and the resulting facility needs are fairly constant.

Section II The Educational Plan

Curriculum and Instructional Methods

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

- Whole school two-way language model: Continual integration of Spanish and English results in high achievement for all students.
- Team teachers: Each class is taught by a team of two teachers; one native speaker of English and one native speaker of Spanish. Other specialists also collaborate.
- Flexible groupings: Students at all levels regroup frequently throughout the day. In early and primary grades, regrouping stays within the classroom. The intermediate students may change classrooms during the day.

Instructional Specialists

Special subject teachers are on staff in the following areas:

Library/Media: 1 full-time;
Physical education: 2 part-time;
Expressive Arts/ Music: 1 half-time;
Special Education: 1 full-time;
Art: 1 full-time;
Technology: 1 full-time.

There has been some variation in distribution of special subject teachers from year to year, although the program delivered to students has remained constant.

Support Staff

In addition to full time teaching staff, the following positions provide support for the educational program:

- guidance: 1 full time;
- nurse: 1 itinerant;
- a multi-disciplinary team, meeting weekly at the school, includes the following specialists;
 - ◇ special education coordinator; psychologist;
 - ◇ social worker;
 - ◇ speech therapist; and
 - ◇ adaptive physical education teacher

Technology

Although the school is not fully equipped with electronic learning technology, a concerted effort is underway to upgrade the school's equipment inventory, provide on-site expertise and teacher training, and maximize use of existing technology. The renovated school will incorporate the following features:

- 1 A phone and phone line to every classroom, office, and administrative area;
- 2 Voice mail for every staff member;
- 3 Messaging for homework message board;
- 4 Phone system linked to computer network system for in-room e-mail and fax transmission capability;
- 5 4 to 6 computers for student use per classroom (student-use computers not included in contract for construction; all supporting infrastructure **is** to be constructed in base contract);
- 6 Central computer classroom (computers not included in contract for construction; all supporting infrastructure, including file server if needed, **is** to be constructed in base contract);
- 7 Voice, video, and data systems throughout;
- 8 Separate educational and administrative networks;
- 9 Every classroom to have an electronic multi-media center with TV monitor, and networked computer(s) with modem and monitor (this base unit **is to be included** in the contract for construction); Each classroom will have a permanently fixed pull-down video screen.
- 10 State of the art media center with access to the Internet and capability to support interactive distance learning;
- 11 Media center to house VCRs on racks connected electronically to classrooms, with remote control of VCR from classroom. Several laser disk players on carts for distribution as needed.
- 12 Two permanently housed laser disk players in computer classroom.
- 13 Limited production capability for student-produced videos housed in drama/expressive arts room; (Electronic communications infrastructure included in the contract for construction)
- 14 Integrated security system;
- 15 Adequate number of incoming phone lines to support the simultaneous operation of many communications systems;
- 16 Electronically controlled analog clock system;
- 17 Integrated public address system;
- 18 Existing satellite dish to be relocated per DCPS standards.

All technology infrastructure and equipment is included in the base school construction contract unless otherwise specified. This includes (but is not limited to) all cabling, phone lines, handsets, TV monitors (which may be existing units to be relocated), file servers, power, voice, video and data distribution. Excluded from the contract are the student-use computers in the computer room and in the classrooms where specifically excluded above. Refer to **Section VI: Furnishings, Equipment and Systems List** for details.

Because of the changing nature of instructional technology, it is recommended that the architectural and engineering team have extensive experience in school technology design.

Related Programs

The school building currently accommodates two before- and after-school programs. The modernized facility would continue to house these programs, as well as summer school and/or summer camp.

Section III Project Design Factors

Site Conditions

Oyster Elementary School is located at the intersection of 29th Street and Calvert Street in northwest Washington, DC. The school is on a 72,714 square foot site which slopes steeply from the northwest to the southeast.

Required Outdoor Program Areas

The following must be provided in the site design for the school:

A. Outdoor Play and Education:

- An early childhood play area, incorporating the existing play equipment (which can be relocated);
- A grade 1-6 play area incorporating the existing large play equipment (can be relocated);
- A paved play area with one or two basketball backstops, size can vary depending on overall design (this paved play area should be available for overflow parking if possible);
- An athletic field, minimum size 5000 square feet, with a preferred size to match the existing field. The shape should be rectangular.
- An outdoor environmental study area, consisting of a wildlife habitat for native plant and animal species, a composting area, and space for a class to be held outdoors. These areas do not have to be together.
- An outdoor seating area with four to six picnic tables, preferably in the shade. This area can serve as the outdoor classroom.

The outdoor environment at the school should provide opportunities for different kinds of play: imaginative fantasy play, field games, organized pavement games, etc. The landscape should be varied accordingly.

B. Provision for safe vehicular circulation on the site will include:

- Parking for at least 50 cars.
- A service lane to provide for deliveries, trash pick-up and other service access. This lane should lead to a service area. The dumpster will be located here and should be screened from view.
- It is desirable for morning drop-off and afternoon pick-up of school children to take place on site if possible. A covered waiting area should be considered if funds are available.
- The path of travel for students arriving by car, bus, or on foot should not cross any vehicle paths on site.
- Children's access points to the school yard should not be directly next to ingress and egress from adjacent parking garages.

General Building Considerations

The design to house this educational program should address the need for flexibility and

transformation within the learning environment. Flexibility allows for multiple uses within a single space on a daily basis. Transformation recognizes the importance of providing different spatial perspectives within the classroom and the school as a means of supporting a vigorous and effective learning experience.

The design for a modernized school should emphasize the classroom as the heart of the school program. Each classroom serves as home base for the students and their teachers. Each should be an inviting, bright, and flexible space. Each classroom will serve a variety of functions, sometimes simultaneously. Some of the diverse activities each classroom will support include hands-on science, access to advanced technology, and small group meeting.

Codes and Regulations

- A. The building shall meet or exceed all requirements set forth by the District of Columbia Board of Education, the Fire Marshal, and the DCRA. The building will meet or exceed the latest edition of the BOCA building code, as adopted and amended by the District of Columbia.
- B. Title II of the Americans with Disabilities Act (ADA) requires public schools to comply with either the Uniform Federal Accessibility Standards (UFAS) or the ADA Accessibility Guidelines (ADAAG). The architect will state which standard will be applied.
- C. The design will reference Recommendations for Accessibility to Physically Handicapped Children in Elementary Schools, U.S. Dept. of Ed., March, 1986.
- D. The building will have a fire suppression system.

Spatial Quality

- A. The school will be designed to instill a sense of place, and be configured so as to express a clear organization. The main entry will be clearly identifiable. The architect may consider making the media center the focal point within the building.
- B Daylight and views are important in creating a sense of well being within the school environment. Every attempt should be made to relate all continuously occupied spaces to the outdoors. All classrooms will have views to the outdoors.
- C In order to maximize daylighting and maintain a sense of place for the school, the western portion of the site is the preferred location for the school portion of the project. Other layouts will be considered, provided the school is not “squeezed” by the non-school use and adjacent properties.
- D. The school should be a gallery for children’s work. Display of both two- and three-dimensional work should be provided for throughout the building. Locking display cases, tackable wall surfaces, and even electronic showcases should be developed and included

both in the public portions of the building and elsewhere.

Specific Design Criteria

- A. Design of the school should include lifecycle cost analysis for major components. Component life expectancy should meet or exceed the following:

Structure and wall system: eighty years
 Roof: twenty years
 Windows: thirty years
 Mechanical Systems: twenty years

- B. Exterior wall system will be brick and CMU masonry with insulated cavity wall; other durable materials may be proposed if aesthetically appropriate for the school and its location.

- C. Interior finishes will be heavy-duty commercial grade or better; acceptable finishes follow:

Location	Acceptable	Better	Best
Corridor floors	VCT	-- --	Terrazzo
Classroom floors	VCT	Linoleum	wood
Gym floor	Maple	-- --	-- --
Toilet room floors	Ceramic tile	-- --	terrazzo
Exterior doors	Heavy duty commercial/institutional storefront with laminated glass		
Interior doors	Wood veneer with glazed panels		
Corridor wainscot	Painted CMU	Glazed CMU	Glazed brick
Casework	Plastic laminate	Hardwood and hardwood veneer plywood	
Bookshelves	Edge-banded plywood		
Carpet	Nylon		

See **DCPS Interim Construction Standards** for more information.

- D. In order to maximize the classroom space, provide for 225 lockers to be situated in the corridors adjacent to the classrooms. Lockers will not serve pre-k, kindergarten, or first grade students. These students will have cubbies in their rooms or in adjacent cloak rooms.
- E. The design and material specifications will incorporate environmentally sound building materials and assemblies. See DCPS Interim Construction Standards for more information.
- F. The existing windows are difficult to operate. The modernization will replace the existing windows or incorporate improvements to the sash balance system.
- G. Play equipment will be surrounded by recycled rubber matting comparable to material

presently in place.

- H. The roof will be standing seam metal or 4-ply built-up roofing with minimum 15 year warranty; the minimum pitch for BUR is 1/4" per foot.
- I. If existing building and its doors remain, new doors should be HM to match existing.
- J. Use plywood or low VOC-emitting particle board and cover all exposed edges, including interior areas, to reduce VOCs.

Mechanical Systems, Energy Efficiency and Indoor Air Quality

- A. Heating and cooling are to be provided on a year-round basis, with zoned control to allow for flexible and energy efficient use of space. Ventilation will be designed to meet or exceed ASHRAE Standard 62-1989. Natural ventilation should be incorporated into the design.
- B. New mechanical systems will be tied to existing energy management system, if any, to the extent feasible, and will take into account any rebates from PEPCO or other sources.
- C. The mechanical system will be designed to meet an annual energy budget of 45,000 Btu per gross square foot, based on projected operation of ten hours per day and 220 days per year.
- D. The contract for construction will include the commissioning of the HVAC system.
- E. All HVAC equipment will be located for and specified with reasonable access for filter changing and other routine maintenance. This means minimum roof-top equipment and ceiling-mounted equipment. Access panels should be easy to locate. Space within units should be adequate to perform routine maintenance tasks.
- F. Heating for hot water will be separate from the space heating system.

Section IV Activity Areas

EARLY CHILDHOOD EDUCATION

Pre-Kindergarten and Kindergarten

A. Program or Service Description:

Pre-kindergarten and kindergarten are full-day programs. In a nurturing, family structured environment, focus is placed on the cognitive, social, and physical development of each child. A major goal is to build a foundation of trust and warmth between each teacher and our children and among the children; to create an environment where it is safe to take risks and make mistakes; to nurture and extend each child's sense of belonging to the group; to foster independence and responsibility in work, care for materials and care for others.

Children will show continuous growth in:

- Language (Spanish and English)
 - ◇ Expressive language: expressing ideas, answering questions, stating opinions;
 - ◇ Listening: listening to adults one on one, in group discussions, and with each other;
 - ◇ Developing literacy skills: exposure to sounds and letters, being read to, and otherwise exploring reading and writing.
- Math
 - ◇ Concepts of numbers, counting, one to one correspondence, patterns, graphs, sets, geometric figures, beginning addition and subtraction, using the following:
 - ◆ Using manipulatives;
 - ◆ Small group work;
 - ◆ Workbooks.
- Science and Social Studies
 - ◇ Observing, predicting, experimenting and concluding;
 - ◇ Encouraging natural curiosity;
 - ◇ Developing thematic units.
- Physical education, Art, Library, and Music will be provided cooperatively.

B. Experiences/Activities

Morning circle, whole class, small group and individual activities occur daily. Discussions may be led by teachers or students. Show and tell, guided discovery, and constructive play centers are typical. Children take naps daily. Monthly thematic units carry across the curriculum.

C. Number of Participants

Design considerations should be based on an average class size of 25.

D. Staff Required:

2 teachers per class for two classes per grade for a total of eight teachers at four teaching stations.

E. Space Required

Ceiling height 9'-6" to 10'-0"

	Space	Number	Net area
1. Pre-Kindergarten Instructional areas	1000	2	2000
2. Pre-K Toilets	30	2	60
3. Pre-K Storage	75	2	150
4. Kindergarten Instructional areas	1000	2	2000
5. K Toilets	30	2	60
6. K Storage	75	2	150
7. Teacher planning	150	2	300
Total Net Area in Square Feet			4620

E. Special Architectural Treatments

Pre-Kindergarten and Kindergarten instructional areas:

- Resilient flooring throughout with bound carpet over 1/2 to 2/3 of floor area.
- Cubbies with coat hooks and bins for school supplies and coats. Benches for children to sit on while removing boots are desirable.
- Maximum use of all wall area is to be made, providing ample shelving, both open and closed, large paper and poster storage, cork strip, tackboard, chalkboard and windows.
- Blackout provisions are required.
- Electronic communications are to be provided in accord with technology policy statement.
- Provide a lockable teacher's closet in each classroom with space for coats and personal possessions.
- Provide a nap area with storage for mats. This area can be used for other functions, too.

Teacher Planning:

Teacher planning space will be shared by two classrooms, and incorporate shared equipment such as a sink, stove, and refrigerator. Built-in counter and wall cabinets will provide storage space. A table and chairs will provide seating. One computer station is needed.

Omitted

Relationship of teaching and support spaces for Early Childhood program

Toilets:

Paired toilet rooms (one girls' and one boys') are to be shared between two classrooms. Fixtures of the appropriate height should be provided in each room. Every toilet room shall be accessible for disabled children. Alternatively, one unisex toilet per teaching station can be provided.

Storage:

Instructional storage areas are to be provided in each kindergarten room for supplies, limited audiovisual equipment, and teacher-made materials. A variety of open and closed shelving is required.

F. Utilities

Water is to be provided in student sinks with bubbler in each kindergarten and pre-kindergarten room. Wall mounted electrical outlets are to be provided to enable the extensive use of instructional centers and audiovisual equipment. A wet area with kitchen facilities is to be provided for limited food service between each pair of classes. Electronic communications systems are to comply with technology statement, page 7.

G. Furniture and Equipment

- Flexibility is essential.
- Casework should be durable. Some should be at child height, while some should be scaled for adults. One area of peninsula-shaped counter should be provided as a built-in learning center near one of the sinks.
- Movable furnishings will include tables where students will work individually or in groups and tables or furniture groupings set up as centers. Learning centers might include, for example, a house corner, a water table, and a science center. Two teacher's desks are needed.

H. Arrangement of Spaces:

- The pre-kindergarten and kindergarten rooms should form one zone, close to the student loading and unloading area, and administration. First grade classrooms may be associated with the early childhood area if this relationship best serves the overall program layout.
- There should be easy access to an adjacent outdoor play area.
- Proximity to art, physical education, and other special facilities is important.

PRIMARY AND INTERMEDIATE INSTRUCTIONAL PROGRAM

A. Program Description

The Primary and Intermediate program in the Oyster Bilingual Elementary School is a continuation of the Early childhood program outlined above. Children will:

- Continue to learn the fundamental skills of communication;
- Apply the fundamental skills of mathematics;
- Exhibit intellectual curiosity and a continuing eagerness for learning;
- Gain knowledge of science and apply scientific concepts across the curriculum;

- Demonstrate an appreciation of human values and a respect for the beliefs and rights of others;
- Recognize the need for ethical behavior;
- Enhance their aesthetic responses and creative abilities; and
- Learn all subject matter in two languages.

B. Experiences/Activities

- Informal whole group activities, such as morning meetings; whole group instruction; small group instruction; individual work. Activities may take place at desks, tables, chairs in a circle, or seated on the floor. Classroom library, listening centers, computer stations, and centers also support a variety of groupings.
- Students learn through a variety of activities, including teacher-directed and student-directed instruction, cooperative learning, whole group, small group, and individual activities. Extensive use of centers occurs in some classes.
- The teachers in each team work jointly and individually in coordinating the varying groups along with the instructional specialists. Furniture may be arranged and rearranged within one day. Small group work areas are to be provided for program flexibility.

C. Number of Participants:

Design considerations should be based on an average class size of 25.

D. Staff Required:

Two teachers per class stationed at two classrooms per grade for a total of 24 instructors at twelve teaching stations.

E. Space Required:

Ceiling height 9'6" to 10'0"

	Space	Number	Net area
1. Instructional Areas	900	10	9000
2. Classroom storage rooms	75	10	750
3. Teacher planning rooms	400	1	400
4. Shared academic storage rooms	125	2	250
Total Net Area in Square Feet			10400

F. Special Architectural Treatments

Instructional Areas

- Provide subdividable (explicitly or implicitly) instructional spaces arranged for team teaching through the use of alcoves, careful acoustical design, and/or thoughtful use of movable partitions. Subdivision can create half or large/small spatial relationships. Alternative classroom prototypes should be explored during the schematic design phase.
- Consideration should be given for potential customization and transformation of the classroom environment. Classrooms are the core learning space, and will serve multiple functions, including

as science labs.

- Maximum usage of all fixed wall area is to be made, providing ample shelving, both open and closed, large paper and poster storage, cork strip, tackboard, chalkboard and windows.
- Blackout provisions are required.
- Provide a lockable teacher's closet in each classroom, or closet, with space for coats and personal possessions. In addition, each teacher will have a movable desk.
- Provide power, computer and electronic communications systems in accord with technology section of this document.

Teacher Planning Room

- Teacher planning room shall be located for convenient access to the classrooms served, and near to the Media Center.
- Provide perimeter counter work space with base and overhead cabinet storage, and a sink. There should be sufficient space for a six person conference table.
- Provide space for a large photocopying machine, with appropriate storage and shelving for supplies. Provide adequate ventilation and appropriate finishes to maintain high indoor air quality.
- Provide a tackboard and small markerboard.
- Provide storage for books, supplies, large posters, audiovisual equipment and teacher-made materials.
- Provide two computer workstations with network capabilities.

Omitted

Conceptual diagrams for classroom space-within-a-space

G. Utilities

Water is to be provided at a student sink in each primary and secondary classroom, and in the teacher workroom. Wall-mounted electrical outlets are to be provided to enable the extensive use of instructional centers and electronic communications equipment. Electronic communications capabilities are described in the technology statement in this document.

H. Arrangement of Spaces

- First grade classrooms may be grouped with the early childhood classes if appropriate architecturally. If possible, first grade students should be housed at grade, and may use cubbies rather than lockers.
- The instructional areas should be close to the Media Center if feasible.
- Boys' and girls' toilet rooms should be included on each floor level.
- The planning area and shared storage rooms should be near the classrooms, and, where possible, near the media center.

MEDIA CENTER

A. Program Description

The elementary media program is designed to support the educational goals of the school and to serve both students and staff. In addition, because of Oyster Bilingual Elementary School's unique dual-language

approach, the potential for providing Spanish-language materials to the community, in consort with the District of Columbia's Public Library System, may be developed.

B. Experiences and Activities

The children use the media center in an informal way to select books and materials for reading pleasure. Classroom teachers assign media center materials for silent reading, book reports, etc. General reference materials for student research are used by whole classes, small groups, or individual students. The librarian conducts library classes to teach library skills and encourage reading. In addition, the librarian leads the students in dramatic readings and story telling.

Teachers use professional materials for instruction, planning, and management. As the Media Center becomes more comprehensive, it will be used to prepare materials for instruction, involving both electronic and traditional media.

Staff and community meetings are frequently held in the media center.

The librarian inventories and repairs materials, circulates electronic equipment, and may manage central electronic communications control systems.

All of the activities described above including public access may occur simultaneously.

C. Number of Participants

One librarian and up to two classes of students may be engaged in various activities.

D. Staff Required

One librarian; additional staff will be required for public access, evening hours, and for summer use.

E. Space Required

	Space	Number	Net area
1. Main resource area	1400	1	1400
2. Office/ materials preparation	200	1	200
3. Media/Textbook storage ¹	400	1	400
4. Head end equipment closet	100	1	100
5. Computer classroom	600	1	600
Total Net Area in Square Feet			2700

F. Special Architectural Considerations

¹ Book storage may be dispersed, with 250 square feet within the media center and 150 square feet adjacent to classroom areas, divided as appropriate.

Media center design provides unique opportunities for architectural drama. The architect is encouraged to develop a sense of place here as elsewhere. Architectural drama should not impede the functioning of the media center.

Many activities will take place simultaneously. The resource area should be open to allow for visual supervision of all student/public areas from the circulation desk, but differentiation of the various functional areas also needs to be addressed. Within the main resource area, the following activity areas are needed:

- an area where a group of up to twenty five students will meet at tables. A video monitor and related equipment should be located for these students to view presentations.
- an area for quiet, relaxed reading is required. Careful design is necessary to provide the required acoustical environment.
- a circulation desk adjacent to the media office with good visual supervision of the entire student area of the media center.
- an electronic catalog area near the circulation desk with 2 to 4 computer stations.
- a reference section with both text and computer reference materials.
- a story area with two or three risers, beanbags, or other comfortable seating for informal reading or for gathering to listen to a story.

The public areas of the media center should be carpeted to provide a quiet acoustical environment. The storage and work areas should have resilient flooring.

G. Utilities

Provide for electronic communications as described above. Provide a sink in the material preparation area.

Lighting should be uniform and glare-free. Uniformity of lighting should be designed with reference to shelving locations, so that the shelf cases do not cast shadows and so that the lowest level of shelving is adequately lit. Parabolic louvers shall be provided on general-purpose light fixtures throughout the media suite, except in the storage rooms. Lighting levels should be from 30 to 75 foot-candles at the work surface.

H. Furniture and Equipment

Furniture and casework will be durable, and should be sized for children of all sizes and adults. Seating should provide for a variety of activities:

- upholstered furnishings for relaxed, informal reading;
- round tables for group activities;
- carrels for individual research;
- carpeted risers or other soft surface area for story telling;
- work surfaces with built-in wire-management for electronic equipment for both card catalog and reference, as well as the computer classroom;

Book stacks are to be plywood construction, with plywood, rather than particle board, shelves; height should be no greater than 42" except along the perimeter of the space in order to maintain supervisibility. Adjustable shelving to accommodate 10,000 titles as well as other media. See furniture and equipment list for in-contract and not-in-contract

furnishings and equipment.

Provide built-in casework for the circulation desk. This will support checking out books, and general oversight of the media center. The circulation desk should be tied to the electronic card catalog and other electronic communications systems, as well as to the telephone system.

A book drop-off should work from the hall and from within the media center. Books should drop into adjustable-height, weight-sensitive carts.

Fixed computer work stations should have flexible keyboard heights and other ergonomic considerations so that they are comfortable for users of all sizes.

I. Arrangement of Spaces

The media center should occupy a place of prominence within the school, and should be easily accessible from all instructional areas. The media center should also be capable of being physically isolated for after hours uses. As such it should have designated toilet areas within the after-hours area, although not inside the media center itself.

ART

A. Program Description

All students participate in visual art education, which includes two and three-dimensional art. Art projects are often thematically tied to the academic instructional program. Special projects are frequent, and sometimes undertaken in collaboration with outside groups.

B. Activities and Experiences

Activities include drawing, painting, and sculpture in various media. Whole classes work on individual or group projects, which sometimes continue over several days or more. Display, holding and storage support art activities.

C. Number of Participants

Typical groupings involve one teacher and an average of 25 students.

D. Staff Required

One full-time teacher.

E. Space Required

Ceiling height of 9'-6" minimum.

	Space	Number	Net area
1. Instructional area	1000	1	1000
2. Storage Room	100	1	100
3. Kiln Room	100	1	100
Total Net Area in Square Feet			1200

F. Special Architectural Considerations

Instructional Area

- The art classroom should be a large, open room with ample indirect daylighting.
- All finishes should be easily maintainable, waterproof, and stainproof. Resilient flooring is required.
- Ample casework.
- Display space supports long and short-term activities, and should be extensive: tack strip, bulletin boards, built-in glazed display cases (one in the classroom and one or more in the corridor), as well as the furnishings described below. A tackable wall finish, such as Homosote, should be considered for a gallery within the classroom.
- Direct access to the outdoors is desirable.
- Blackout provisions are required.
- Two means of egress are desirable, even if the space is under 1000 square feet.

Storage Room:

- Resilient flooring and cleanable finishes are required. Provide adequate ventilation.

G. Utilities

Plumbing:

Provide hot and cold water at the two sinks (maximum temperature for hot should be controlled for safety) with plaster traps at the drains. Sinks should be large and deep to allow cleaning of deep containers and other awkward items. Stainless steel is recommended.

Electronic communications:

Provide one multi-media presentation station, visible from all student seats, in accord with the technology statement, Section III, as well as ample power around the room. All outlets above the counter require GFCI.

H. Furnishings and Equipment

Students will work at four or six-student tables. Ample casework is needed to provide for storage, display, and cleanup. Two sinks are recommended: one at adult height, and a second at a height suitable for the younger students to use. The two sinks should be at opposite sides of the room to avoid congestion during end-of-class cleaning up. One sink must be accessible to persons with disabilities. In addition to the display provisions outlined above, provide open and glazed shelving for books and objects, and a flat display case. Tall storage cabinets, plus base and wall cabinet combinations should be built in. All counter tops and casework should be water and stain resistant. Glazing should be tempered glass.

In the storage room, a lockable teacher's wardrobe closet, ample shelving (for various sized objects as well as books), and casework are needed. Casework includes tall cabinets, flat files for storing large, flat paper, provision for large rolls of paper, and racks for up to 60 flat projects and up to 60 3-D works in progress.

Provide a large capacity kiln with appropriate safety and ventilation features. The kiln should be separated from student areas. In the kiln room, racks for drying clay must be provided.

Electronic communications system to meet school-wide standards.

I. Arrangement of Spaces

Because the art classroom will be visited by all students, a central location is desirable. Proximity to the media center and to the expressive arts area is desirable. Toilet facilities should be close by. A direct relationship to the outdoors is also important; development of an "art courtyard" may be considered.

Display cases prominently located in the lobby, corridors, and main office must be provided for the display of finished artwork and other student work. Tack strips should also be provided in public areas to support additional display of student work.

PHYSICAL EDUCATION

A. Program Description

All students participate in physical education, involving an age-appropriate program of indoor and outdoor activities.

B. Activities and Experiences

Activities include indoor and outdoor games, including soccer, basketball, and others; exercises including running, gymnastics, and various team, small group, and individual activities. In addition, the outdoor facilities are used by the community during evenings and weekends; both indoor and outdoor athletic facilities are used by the after-school programs.

C. Number of Participants

One instructor and an average of 25 students are typical.

D. Staff Required

One instructor.

E. Space Required

Outdoor fields: see Site Considerations, above.

	Indoor Space	Number	Net area
1. Gymnasium	3700	1	3700
2. Office	100	1	100
3. Storage	250	1	250
Total Net Area in Square Feet			4050

F. Special Architectural Considerations

Gymnasium:

- A ceiling clearance of 18-20 feet;
- Floor dimension of 50 feet by 84 feet plus perimeter area is desirable. A movable partition (fully recessed when open) to divide the room into two equal areas;
- Adequate, protected lighting fixtures with keylock switches;
- Windows should be designed and located to minimize breakage;
- Acoustic treatment of walls and ceilings; minimal noise from mechanical systems;
- Suspended wood floor with striping for basketball, volleyball, and floor games, and school logo.

Floor should have covered holes for volley ball; Flooring material should be harvested from a certified sustainably-managed forest.

- All wall mounted equipment, such as fire alarm box, door handles, etc., should be recessed to prevent injury. Walls under backstops should be padded;
- Retractable electric basketball backstops mounted on each end; adjustable height from eight to ten feet, with collapsible rims. Backstops should be rectangular;
- Adequate ventilation.

Office:

- resilient flooring
- protected tempered glazing between office and gymnasium

Storage:

- the storage room must be dimensioned to accommodate a balance beam of 16 feet in length.

G. Utilities

In addition to power distribution along the perimeter, consideration should be given for electronic communications and other systems, based on other possible uses for the space, such as performances, etc. Identification of such alternate uses will be made during the schematic phase, when the overall multipurpose concept is developed.

A drinking fountain is needed in or adjacent to the gymnasium. Toilet facilities should be available nearby for after hours use. Computer data connection is needed in the instructor's office.

H. Furnishings and Equipment

- Climbing ropes and spotting belts from the ceiling are needed
- In the office, a desk with computer, chair, file cabinet, and lockable wardrobe cabinet are needed.

I. Arrangement of Spaces

The gymnasium will be used during school and after hours. It should be near outdoor play areas and easily accessible within the school, but separable, with a lobby and toilet facilities, from the rest of the school for use after hours. It should be close to parking. Noise from gym activities should not disturb other activities in the school.

MUSIC and EXPRESSIVE ARTS

A. Program Description

In this class, students learn drama, music, writing, creative movement, improvisation, and undertake expressive arts-related art projects. Music may be choral and instrumental. Projects may be interdisciplinary.

B. Activities and Experiences

The focus is on music and gross movement, and projects are likely to be large, not small. Student will plan and produce theater and video productions. The music program will be primarily choral, but some instrumental music education will occur.

C. Number of Participants
Group ranges from 15 to 25 students at a time.

D. Staff Required
One teacher

E. Space Required
A ceiling height of 12' is preferred; 9'-6" is the minimum acceptable.

	Space	Number	Net area
1. Classroom	800	1	800
2. Storage	150	1	150
Total Net Area in Square Feet			950

F. Special Architectural Considerations

Classroom:

- This teaching station should be flexible enough to serve as a traditional music class and for small dramatic productions.
- The classroom should have natural light, and controllable artificial light. Theater lights, suspended from a pipe grid at the ceiling plane, will enhance dramatic productions. The pipe grid should cover approximately 300 square feet of ceiling. The general lighting scheme should not be obstructed by the grid.
- Music is an important part of the program, so acoustical design and isolation from quiet areas are important.
- Flooring should be resilient.

The Storage Area:

- The storage area will house musical instruments, video equipment, games, and costumes. Specialized casework will be required. Requirements will be developed during the design development phase.

G. Utilities

Lighting in this space should be flexible. Provide water as described above. Computer systems are in accord with the technology statement for a regular teaching station. Power should be added to support a future editing console for video productions. The console and equipment are not in the scope of work for the project; however, voice, video, and data connectivity are to be provided for.

H. Furnishings and Equipment

An upright piano will be used. Electronic communications are needed to provide audio for activities, and to allow for flexible use of space. Stacking chairs will be used and moved out of the way when necessary. Provide a small area of counter with a sink and wall cabinets. Provide a ceiling grid to support various backdrops and drama sets.

I. Arrangement of Spaces

This space should be close to the stage. It should be flexible enough to be used as a traditional classroom.

SPECIAL EDUCATION

A. Program Description

The special education programs at Oyster Bilingual Elementary School accommodate children with learning disabilities or other exceptional needs. The program goals are to identify exceptional children, and design and implement specialized programs and services so that each student finds success in the public school program.

The Special Education programs serves children with Intensity I, II, and III needs. There are two programs in place. In the first program, children with special needs gather in the resource area for the morning, and participate in their age-appropriate classroom activities in the afternoon. A second program, targeted at prevention, takes place in the resource classroom in the afternoon. In addition, individual services are available from a multidisciplinary team of specialists.

It is anticipated that a modernized school will house students with more severe physical learning disabilities. Therefore, provision for self-contained teaching space is included.

B. Activities and Experiences

An individual student's special education program may involve some or all of the following activities:

- small group instruction with a special education teacher and/or an aide;
- individual instruction;
- inclusion in regular classroom activities;
- testing;
- speech therapy and/or physical therapy;
- conferences between parents, teachers, and others.

The Special Education area will incorporate the following defined areas:

- Resource class room for general instruction,
- Speech/Language Room for individual therapy or small group instruction;
- Support Room for testing, small conferences, and other uses associated with the special education program. This space will also serve as conference space for other groups within the school;
- Self-contained classroom for students who are unable to be included in the traditional classroom setting.

C. Number of Participants

The number of participants varies with the activity. In the main resource room, the groupings will vary between one and twenty students with one teacher and/or one aide. The self-contained classroom has a capacity of from ten to fifteen students, depending on individual need. Meetings with the multi-disciplinary team may involve up to eight adults.

- D. Staff Required**
One teacher, one aide, and various specialists.

E. Space Required

	Space	Number	Net area
1. Resource Room	200	1	200
2. Support Room	200	1	200
3. Storage Room	75	1	75
4. Toilet Room	35	1	35
5. Self-contained classroom	700	1	700
Total Net Area in Square Feet			1210

F. Special Architectural Considerations

Resource room:

- The resource room should be similar to a regular classroom in design and function, including provision of electronic communications capability and one accessible sink with adjacent counter and cabinets.

Support room:

- This room will serve as the speech/language room and as a conference room. It should be have a computer station and some locking casework. A window to the corridor and/or to the adjacent classroom is recommended. The window should have blinds on the support room side. Marker board and tack board should be provided. Acoustical design is important, both for audio privacy and for minimal sound reverberation, which might distract students in speech therapy. This room should be carpeted.

Self-contained classroom:

- The self-contained classroom should have all the attributes of the typical classroom for the school, except that it does not need to be divisible into smaller spaces.

G. Utilities

Each space should include the electronic communications equipment typical for a regular classroom, as well as provision for computer workstations (see above for number).

H. Furnishings and Equipment

The resource room and self-contained classroom:

- Students will use tables for four to six. Built-in case work should provide adequate counter, a sink, and ample storage. The self contained classroom may require special furnishings to meet the needs of individual students.

Support room:

- One or two learning centers may be set up in this space. Shelves and cabinets house manipulatives and other materials.

I. Arrangement of Spaces

The special education suite should be integrated into one of the academic classroom

areas of the building.

MULTI-PURPOSE ROOM

A. Program Description

The multi-purpose room is used as a cafeteria, as an auditorium, and for various large group activities and meetings. In addition, the before and after school programs will make use of the multi-purpose room.

The kitchen will provide "finishing" of meals transported from another site. Specific requirements will be determined in consultation with DCPS Division of Food Services.

B. Activities and Experiences

Breakfast and lunch will be served for up to 175 students per shift. Storage, preparation, and serving of food for the after-school programs is desirable. School-wide performances, including music, drama, dance, etc. will take place in the multi-purpose room.

C. Number of Participants

Up to 175 at lunch; attendance of 450 for some activities.

D. Staff Required

Varies with activity; a staff of two kitchen workers serves the school population of 350.

E. Space Required

	Space	Number	Net Area
1. Open area	3000	1	3000
2. Stage	450	1	450
3. Storage Rooms	150	2	300
4. After-school offices	125	2	250
5. Kitchen/Servery	500	1	500
Total Net Area in Square Feet			4500

F. Special Architectural Considerations

Open area and stage

- The multipurpose room requires a ceiling height of at least 12 feet.
- The stage opening should be at least 24' wide and 15' deep. The stage floor should be high enough for good visibility of students on stage from throughout the space, but low enough to be safe and accessible. Three risers are recommended; they should extend along the front of the stage. Access to the stage for persons with disabilities should be from within the multi-purpose room, not requiring excessive travel. A ramp is preferred. A lift is not an acceptable alternative unless the existing building is to be renovated. A full set of stage curtains are required. A motorized projection screen is recommended.
- In addition to visual considerations, good acoustical design is essential. Voice as well as music

- must be intelligible. Background noise, such as that from mechanical systems, should be minimal.
- The kitchen requires an area for dry storage, a manager's workstation, toilet facilities, preparation and serving area, and a receiving area for daily deliveries. A sheltered dock is preferred. Delivery path should be clear of the preparation area. Food preparation should be isolated from trash collection and removal.
- Kitchen/Server windows and doors should have screens.
- Easily cleanable finishes are required throughout the Multi-Purpose suite. Flooring should be slip-resistant. Kitchen flooring should be quarry-tile or approved equal.
- The serving area will require up to 200 square feet.
- The food service workers' toilet room will be large enough to accommodate three lockers.
- The manager's work area will have a line of vision to the serving and delivery areas. A computer station and phone line should be incorporated into this area.

G. Utilities

Appropriate lighting and sound amplification are needed. A water cooler is needed. The after-school program offices require phone, data, and power connections.

Utilities for kitchen/server are as required for equipment list, plus at least one hand sink, phone line, and computer outlet for power and data.

H. Furnishings and Equipment

Individual chairs will be set up for performances; cafeteria tables with attached benches are used during meals. Food service equipment should not be located in the multi-purpose room.

The after-school program offices will be furnished as follows: 1 teacher-type desk and chair, one computer table, one file cabinet, and built in tall cabinetry with shelves and doors for storage.

For food service equipment, see attached list.

I. Arrangement of Spaces

The multipurpose room should be adjacent to the outdoor play areas. Children should not cross service lanes or other vehicle routes to go from the multi-purpose room to play areas.

The multipurpose room should be zoned for before- and after- hours use, with access to toilet rooms and entrances within one zone which can be separated from the rest of the building with doors or gates. The after-school offices should also be within this zone. Provide for acoustical isolation of multi-purpose room activities from the quieter parts of the school.

The after-school program offices should not open directly into the multi-purpose room, but should be nearby and within its after-hours zone. It is possible that the use of these offices will change over time, therefore they should be designed generically.

The kitchen should be located adjacent to the multi-purpose room, and designed for a single serving line; adjacency to the corridor and the loading dock is required.

A trash room should be located outside.

ADMINISTRATIVE SUITE

A. Program Description

The administrative suite is the center for administering the school program and receiving visitors.

B. Activities and Experiences

Monitoring arrivals and departures, maintaining records, conferring on a variety of levels, distributing information.

C. Number of Participants

varies with function

D. Staff Required

- 1 principal
- 1 secretary
- 1 itinerant health care provider, book clerk, data entry clerk

E. Space Required

	Space	Number	Net area
1. General Office	275	1	275
2. Principal’s Office	200	1	200
3. Conference Room	250	1	250
4. Health Suite	400	1	400
5. Storage Room	75	1	75
6. Records Room	80	1	80
Total Net Area in Square Feet			1280

F. Special Architectural Considerations

The general office:

- The general office is to be pleasant and inviting. The secretary will be stationed there. A waiting area is needed for students, parents or visitors to the school. A built-in counter is needed to define public and staff realms within this area.
- The general office, principal's office, and conference room will be carpeted.

The health suite will include the following spaces:

- A waiting area with four chairs;
- A treatment area with casework, sink, cot, chair and full-size refrigerator;

- A storage area with a wardrobe cabinet or closet, and file cabinet;
- A toilet room;
- A rest area with two cots, ceiling-mounted curtain tracks, and both indirect and direct lighting.

These spaces should be arranged so that the health care worker can observe all areas; adjacency to the general office is essential for those times when the itinerant care provider is not on site.

G. Utilities

- Each occupied space should support computer use and have phone lines.
- The health suite needs a toilet room with lavatory and a separate sink in the treatment area.
- The workroom needs a sink.

H. Furnishings and Equipment

- The general office will have four to six chairs for a waiting area, a built-in counter/desk with a computer, a separate secretary's desk, chair, and computer station, built-in mail boxes, one or more bulletin boards, and a marker board. It will also contain a photocopying machine, wall and base cabinets with ample power to support small office machines, a sink and full-height cabinetry for storing supplies.
- The control system for the public address and phone systems may be located in the general office or the workroom. Final location should be resolved during the design development phase.
- The principal's office will house a desk, chair, and computer station, along with a two-drawer lateral file cabinet, and small conference table with chairs (seating 4).
- The conference room will be furnished with a large conference table, chairs (seating eight to twelve), a bookcase, and a tack and marker board. Provision for electronic communications will be made.
- The storage room and records room will need a combination of open and closed shelving and file cabinets. Each will need a small table and chair.

I. Arrangement of Spaces

The administrative suite should be located near the main entrance of the school, and easily identified by those entering the building. The General Office should be located to provide for passive observation of the primary entrance(s), with views both inside and out.

The general office is the center of the administrative suite with direct access to the principal's office, the workroom, and the health suite.

The conference room should have a door directly to the corridor. It is desirable for the principal's office to have a door directly into the conference room.

A coat closet is needed in the circulation area within the office suite.

GUIDANCE OFFICE

A. Program Description

One full-time guidance counselor provides various services to students and their family. The guidance area may sometimes be used by other specialists.

B. Activities and Experiences

Meetings with individual students or students and their families; maintenance of student records.

C. Number of Participants

1 counselor or psychologist and up to four individuals; groupings may include students, parents, and teachers.

D. Staff Required

1 full time counselor

E. Space Required

	Space	Number	Net area
1. Counselor's Office	150	1	150
2. Waiting area	100	1	100
3. Records/test storage	50	1	50
Total Net Area in Square Feet			300

F. Special Architectural Considerations

Acoustical privacy for each space.

Both the waiting room and the guidance office should have doors directly to the circulation space, so that they may be used separately. There should also be a common door.

G. Utilities

Provide phone, data, and power connections for one computer in each occupied area.

H. Furnishings and Equipment

The counselor's office will be furnished with one teacher-type desk and chair, computer workstation, small table with two chairs, and bookshelves.

The waiting area will have four chairs and a table. Tack strip and marker board are needed.

I. Arrangement of Spaces

It is recommended that the guidance area be located away from the special education and administrative area, so that it can provide another point of support within the building. the waiting area may serve as generic conference space, and so should be located where it will be most useful.

STAFF LOUNGE

A. Program Description

The staff lounge is a required element, and provides for various activities of the teaching

staff.

B. Activities and Experiences

Informal or formal meetings, dining, relaxing, planning, and studying.

C. Number of Participants

Will vary.

D. Staff Required

not applicable

E. Space Required

	Space	Number	Net area
1. Staff Lounge	500	1	500
2. Toilet/shower	100	1	100
Total Net Area in Square Feet			600

F. Special Architectural Considerations

The staff lounge should feel different than a classroom. Floor finish will be resilient, with carpet limited to the seating area.

The room should have windows.

G. Utilities

Hot and cold water are needed at the sink. A phone line is needed. Provision for a computer workstation is needed. A sink, toilet, and shower are needed in the unisex adult toilet room.

H. Furnishings and Equipment

Wall and base cabinets will include a sink and a microwave. A full-size stove and refrigerator are needed. Tackboard and a wall clock are needed.

Two large tables, capable of seating twelve, will be located in the lounge. There should also be room for informal seating, and a phone table.

I. Arrangement of Spaces

The teachers' lounge should be located near the multi-purpose area.

BUILDING SERVICES OFFICE

A. Program Description

The building services office supports the maintenance and operation of the school plant.

B. Activities and Experiences

Maintaining schedules, tasks, and other operations; providing a base of operations for custodial staff who

move throughout the building.

C. Number of Participants

Two building engineers

D. Staff Required

not applicable

E. Space Required

	Space	Number	Net area
1. Office	250	1	250
2. General building storage	100	4	400
Total Net Area in Square Feet			650

F. Special Architectural Considerations

The building manager's space should feel like an office, and unlike the leftover boiler room space sometimes given to custodial staff.

The storage rooms are for general building storage, and do not take the place of janitors' closets, which are fitted with mop sinks.

G. Utilities

Power, data, and phone for a computer. Other systems as appropriate. Provide a hand sink with casework.

H. Furnishings and Equipment

The space will include a desk, chair, bulletin board, filing cabinet, and computer workstation. A workbench will be located within the space, accompanied by tall, lockable cabinets for tools.

A locker room and toilet room are to be included in the overall area.

Energy management and other building supervision systems may be located here.

I. Arrangement of Spaces

This space should be located near the receiving area and mechanical room, but should be accessible directly from the corridor.

Section V Summary of Spatial Requirements

Space	Quantity	Area/space	Total area
Early childhood			
Classroom	4	1000	4000
Storage	4	75	300
Preparation	1	200	200
Toilet room	4	30	120
Primary & Intermediate			
Classrooms	10	900	9000
Storage	10	75	750
Teacher planning	1	400	400
Shared academic storage	2	125	250
Special Education			
Classroom	1	700	700
Toilet room	1	35	35
Speech/language room	1	200	200
Support room	1	200	200
Storage	1	75	75
Multipurpose			
Dining area	1	3000	3000
Stage	1	450	450
Storage rooms	2	150	300
After-school offices	2	125	250
Servery	1	500	500
Media Center			
Main resource area	1	1400	1400
Office/material prep	1	200	200
Media/text storage	1	400	400
Head end equipment room	1	100	100
Computer classroom	1	600	600
Art			
Classroom	1	1000	1000
Storage	1	100	100
Kiln room	1	100	100
Physical Education			
Gymnasium	1	3700	3700
Office	1	100	100
Storage	1	250	250
Music & Expressive Arts			
Classroom	1	800	800
Storage	1	150	150
Administration			
General office	1	275	275
Principal's office	1	200	200
Conference room	1	250	250
Health suite	1	400	400
Storage room	1	75	75
Records room	1	80	80
Adult toilet room	1	35	35
Guidance			
Office	1	150	150

Records/test storage	1	50	50
Waiting area	1	100	100
Staff Lounge			
Dining/Lounge	1	600	600
Building services			
Office	1	250	250
General building storage	4	100	400
Totals for net			32,495
Totals for gross at 70% efficiency ²			46,421
Area per student at 70% efficiency			129
Outdoor Program Areas			
Parking spaces	50	required	
Outdoor classroom	1	required	
Athletic field	1	5000+	
Early childhood play area	1	required	
Primary/intermediate play area	1	required	
Paved play w/basketball	1	required	
Environmental study area	1	required	

² Net-to-gross ratio will vary with proposed design solution. Seventy percent is used for illustrative purposes only.

Section VI Furnishings, equipment and systems list

All furnishings, equipment, and systems are to be considered during the design of the school. A limited number of movable furnishings are excluded from the contract for the development of the school. The following table includes some, but not all, of the movable equipment, and defines developer responsibility for each element. The intent of the list is not to catalog all elements, but rather to avoid confusion about responsibility for typical furnishings. It should be assumed that items not listed *are* included in the contract for construction.

Element	Location	Developer responsibility	Comments
1. students' chairs	classrooms	design only	
2. teachers' chairs	throughout	design only	
3. movable student desks	classrooms	design only	
4. movable student tables	media center	design, furnish & install	
5. fire extinguishers & cabinets	throughout	design, furnish & install	
6. telephones	throughout	design, furnish & install	integrate w/ electronic communications system
7. multi-media station	1 per classroom	design, furnish & install	networked to vvd systems
8. computers for student use	classrooms	design only	except where noted
9. file servers	as needed	design, furnish & install	if required by system design
10. TV monitors	throughout	design, furnish & install	relocate existing where feasible
11. computer tables, fixed	classrooms	design, furnish & install	12 linear feet, min.
12. computer tables, fixed	media center	design, furnish & install	per design
13. computer tables, fixed	computer lab	design, furnish & install	per design
14. bookshelves	media center	design, furnish & install	both free-standing & wall units
15. casework	throughout	design, furnish & install	allow 16' min. per classroom
16. storage shelving	throughout	design, furnish & install	per educational specs
17. lockers	throughout	design, furnish & install	per educational specs
18. playground equipment	play areas	design, furnish & install	can reuse existing if feasible
19. movable students desks	throughout	design only	
20. movable teachers' desks	throughout	design only	
21. public address system	throughout	design, furnish & install	integrate w/ vvd systems
22. clock system	throughout	design, furnish & install	integrate w/ vvd systems
23. security system	throughout	design, furnish & install	
24. signage	throughout	design, furnish & install	includes exterior
25. dedication plaque	lobby	design, furnish & install	1 bronze, 2' x 3' minimum
26. kiln	art	design, furnish & install	
27. cooking ranges	per educational spec	design only	residential type (excl. kitchen)
28. drawing paper roll hangers	art	design, furnish & install	

29. bookshelves	classrooms	design, furnish & install	
30. operable walls	per design	design, furnish & install	
31. bound carpeting	early childhood	design only	
32. chalk/marker boards	throughout	design, furnish & install	
33. tack boards/tack strip	throughout	design, furnish & install	
34. cubbies & benches	throughout	design, furnish & install	
35. window blinds or shades	throughout	design, furnish & install	
36. refrigerators	per educational spec	design only	residential-type
37. mats for resting	early childhood	design only	
38. movable learning centers	throughout	design only	
39. fixed learning centers	throughout	design, furnish & install	
40. projection screens	throughout	design, furnish & install	
41. electronic card catalog	media center	design, furnish & install	networked to vvd system
42. basketball backstops	gym & exterior	design, furnish & install	w/ rims & nets
43. bleachers	gym	design only	
44. pianos	multi-purpose & music	design only	
45. dining tables & benches	multi-purpose	design, furnish & install	
46. performance seating	multi-purpose	design, furnish & install	movable
47. cots	health suite	design only	
48. privacy curtains on tracks	health suite	design, furnish & install	
49. mailboxes	office	design, furnish & install	built-in
50. file cabinets	throughout	design only	
51. microwave	staff lounge	design only	
52. exterior lighting	throughout site	design, furnish & install	
53. energy management system	throughout	design, furnish & install	
54. mobile shelving	kitchen/servery	design, furnish & install	3 units
55. mobile utility cart	kitchen/servery	design only	2 units
56. mobile transport cart	kitchen/servery	design only	2 units
57. mobile refrigerator	kitchen/servery	design, furnish & install	1 unit
58. worktable	kitchen/servery	design, furnish & install	2 units
59. desk & chair	kitchen/servery	design only	
60. file cabinet	kitchen/servery	design only	
61. mobile freezer	kitchen/servery	design, furnish & install	1 unit
62. mobile commercial range	kitchen/servery	design, furnish & install	for educational program use
63. hand sinks	kitchen/servery	design, furnish & install	quantity as required (at least 2)
64. soap & towel dispensers	kitchen/servery	design, furnish & install	1 per hand sink
65. mobile milk cooler	kitchen/servery	design, furnish & install	can re-use existing

66. solid top counter	kitchen/serverly	design, furnish & install	1 unit
67. rolling door	kitchen/serverly	design, furnish & install	1 unit or per design
68. disposer	kitchen/serverly	design, furnish & install	1 unit
69. booster heater	kitchen/serverly	design, furnish & install	1 unit at pot sink
70. pot washing sink	kitchen/serverly	design, furnish & install	1 unit
71. mop sink & rack	kitchen/serverly	design, furnish & install	1 unit
72. recycling center	kitchen/serverly	design, furnish & install	3 compartment, minimum
73. broom & mop holders	custodial closets	design, furnish & install	
74. toilet partitions	throughout	design, furnish & install	
75. flag pole	outside main entrance	design, furnish & install	
76. display cases	per educational spec	design, furnish & install	
77. stage curtains	multipurpose	design, furnish & install	
78. toilet accessories	throughout	design, furnish & install	incl. soap/towel dispenser in classrooms
79. security gates	as needed	design, furnish & install	
80. trash compactor	service area	design, furnish & install	
81. wall safety pads	gymnasium	design, furnish & install	
82. gymnasium equipment	gymnasium	design, furnish & install	per spec section 11480
83. circulation desk	media center	design, furnish & install	
84. magazine shelving	media center	design, furnish & install	
85. pipe grid	music room	design, furnish & install	
86. stage lights	music room	design, furnish & install	
87. TV equipment	music room	design only	

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