



Facility Planning and Design

Educational Specifications Update

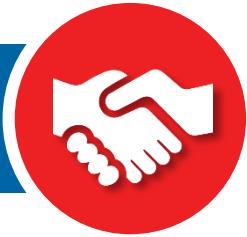
COMMUNITY
ENGAGEMENT

January 17th, 2017





INTRODUCTIONS



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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AGENDA

1.



Project Overview

2.



**District-Wide Input
(what we heard)**

3.



**Project Impacts
(what we did)**

4.



Discussion

5.



**Next
Steps**



WHAT IS AN “ED SPEC?”



- + Serve as guiding “recipe” and benchmark for future school renovations and new construction projects
- + Purpose:
 - define the programmatic, functional, spatial, and environmental requirements of the educational facility
 - Provide written and graphic direction to the Project Team (architect, engineer, and builder), of the scope of work and design requirements



COMPONENTS OF AN ED SPEC



The 'classroom of the future' should be more personalized, student-directed, collaborative, interdisciplinary and hands-on than those of even 10 years ago. As the focus of education moves away from just the transmitting of information to developing creative problem solving and communication skills, the classroom setting is morphing into a beehive of activity—a learning studio.

SPACE	QTY	SF	TOTAL
ACADEMIC CORE AREA			
Core Academic Areas			
Core Academic Classroom	10	850	8,500
Technology Lab A	1	1,000	1,000
Technology Lab B	--	1,000	--
Small Group Room	2	100	200
Science Classroom	3	900	2,700
Science Lab	1	1,100	1,100
Science Prep/Storage	1	250	250

Front End Narrative

oral presentations

team teaching

computerized instruction

environmental considerations

windows to provide natural light and

egress

adequate ventilation

electrical outlets for equipment

environmental sound control

uniform and controllable lighting

proportion classroom for effective viewing and listening from all areas of the classroom

window treatment to darken room

finishes

flooring: LVT, VCT or rubber

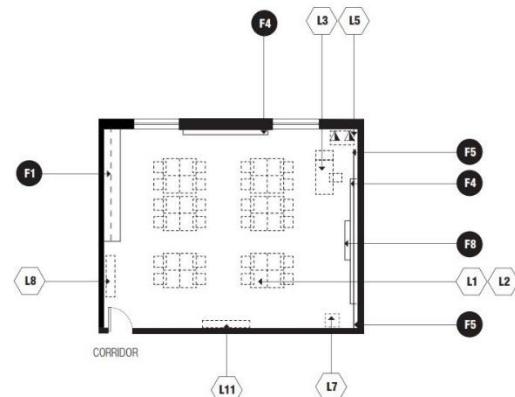
wall base: resilient material

ceiling: suspended acoustical ceiling

tile (9' high minimum)

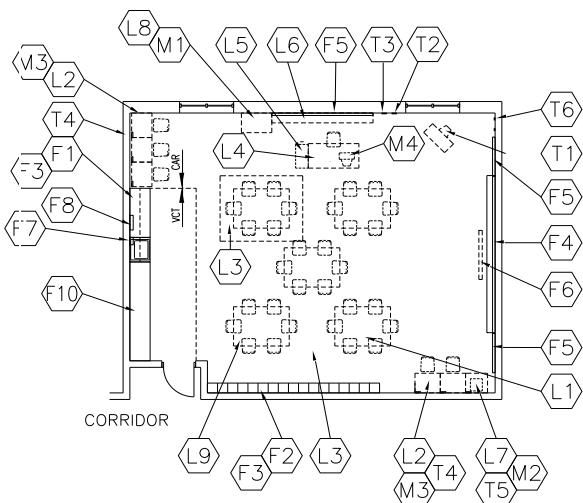
walls: drywall and tackable surfaces

Space Program



Space Sheets

Space Diagrams

GRADES 1-5 CLASSROOM**E-ACA-2****SIZE:**

- 850 SF to 950 SF

CAPACITY:

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

GOAL:

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

PROGRAM ACTIVITIES:

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

SPATIAL RELATIONSHIPS:

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

ENVIRONMENTAL CONSIDERATIONS:

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

NOTES:

1. Lose furnishings and features shown represent one of many possible arrangements.
2. Items listed as casework may be purchased as furniture.
3. Classroom layouts should be opposite hand allowing sinks to be back to back.

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

GRADES 1-5 CLASSROOM

E-ACA-2

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
Flooring: Resilient tile flooring	096519	Fixed Equipment: F1 Casework: Base/wall cabinets by sink Sturdy shelves on 3 walls in storage area	123200
Base: Resilient base	096519	F2 Carpentry: Student cubbies (24/28)	064123
Ceiling (9' high minimum): Suspended, acoustical	095113	F3 Casework: Wall shelving (24 LF- H 30-32")	123200
Walls: Painted concrete masonry units or dry wall	042000/099123	F4 Marker board (2 walls) 16 LF primary/8 LF secondary	101100
One tackable wall surface	101100	F5 Tack board flanking marker boards Plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30" and 48" AFF	101100
<u>Loose Furnishings:</u>		F6 Manual projection screen (60"X60")	115213 ²
L1 5 tables or 24 student desks (see Furniture Standards)		F7 Soap dispenser	102800
L2 3 computer workstations and chairs – student use		F8 Towel dispenser	102800
L3 Bound carpet rug (thru Grade 2)		F9 Casework: Wardrobe (18"X18")	123200
L4 Teacher workstation with mobile storage and 2 chairs		<u>Fire Suppression:</u>	Div. 21
L5 Four drawer file cabinet		Fire suppression system	
L6 Adjustable height bookshelves		<u>Plumbing:</u>	Div. 22
L7 Printer table		Sink with drinking fountain (optional)	
L9 24-27 student chairs		Plumbing connections	
<u>Communications:</u>	Div. 27	<u>HVAC:</u>	Div. 23
Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI		Supply/return air system	
Additional ports: Printer 3 data ports for student use Electronic white board Clock/PA 2 wireless		Independent temperature control	
Audio enhancement Equipment		<u>Electrical:</u>	Div. 26
<u>Electronic Safety and Security:</u>	Div. 28	Duplex receptacles 3 per primary teaching wall 2 per other walls	
Life safety devices per code		TVSS protected quad receptacle adjacent to each data and video port	
		Multilevel switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Miscellaneous</u>	Div. 27
		M2 Printer	
		M3 3 computers for student use	
		M4 Laptop computer for teacher use	
		Document camera	

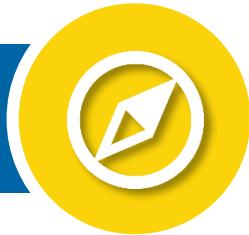
NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Delete where a digital white board is installed.



THEMES FROM DISTRICT-WIDE INPUT

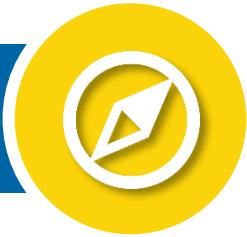




- + Goal: Bridge the gap between the current conditions and the ideal “targeted reality”
- + 3 Primary Strategic Themes
 - Teaching & Learning: Provide Flexible space for 21st Century Learning. (Do not use facility design to change teaching methods.)
 - Family Engagement: Support family engagement through wayfinding signage and welcoming facilities.
 - Neighborhood Context: Provide neighborhood schools with specialized programs at the secondary level.



DISTRICT-WIDE INPUT



- + Flexible Spaces
- + Project-Based Learning /Makerspaces
- + Individual & Collaborative Learning
- + Outdoor Spaces
- + Career and Technical Education
- + Extra-Curricular Activities
- + Language Learning
- + Focus on Fundamentals
- + Community & Parent Engagement
- + Security
- + Technology
- + Acoustics
- + Easy Maintenance
- + Storage
- + Nutrition
- + Use The City



Collaborative Learning



Student Gardens and Outdoor Classrooms



Flexible Spaces





ED SPECS OVERVIEW – CHANGES



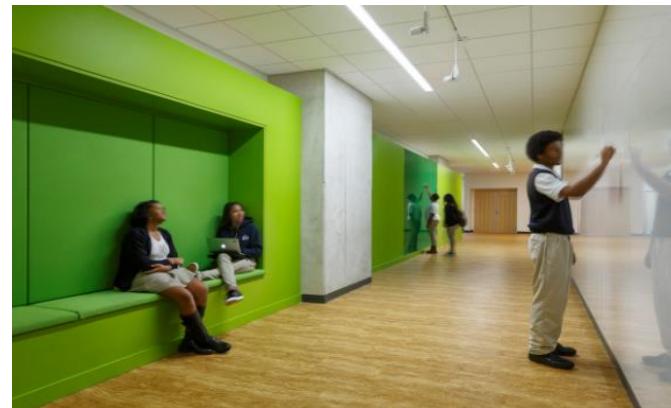
Project-Based Learning



Flexible Spaces



Teacher Collaboration



21st Century Design



ED SPECS OVERVIEW – CHANGES



No More Carpet



Cooking Kitchens Replace Warming Kitchens



SUMMARY & NEXT STEPS



FINALIZE
INTERVIEWS
AND COLLECT
FEEDBACK

PUBLISH
UPDATED ED
SPECs

COLLECT
COMMUNITY
FEEDBACK ON
UPDATED ED
SPECs

DEVELOP SITE
SPECIFIC ED
SPEC POLICY

Fall 2016

Jan. 2017

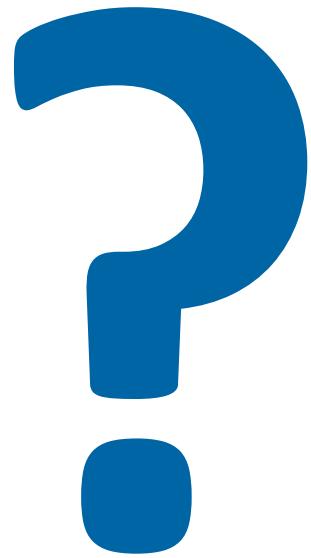
Jan/Feb. 2017



- + Links will be sent on 1/23, and website will be updated will full PDFs
- + How do we submit additional feedback?
- + Ed-Specs and feedback form available on modernization website:
 - <https://sites.google.com/a/dc.gov/dcps-school-modernizations/educational-specifications>



Q & A





COMMENTS / QUESTIONS



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