



Generic Elementary School Educational Specifications

These educational specifications were developed with the input of Seattle Public Schools educators, staff and stakeholders. They are the written record to communicate the educational vision and goals, the educational program delivery methodology and describe the spatial adjacencies and physical characteristics necessary to support high quality, student centered teaching and learning. This document was developed to guide architects and engineers during the design process for new or renovated elementary school buildings. In addition, Seattle Public Schools will utilize the document as a management tool to confirm identified facility objectives are being fully realized.

May 31, 2016



ACKNOWLEDGEMENTS

Seattle Public Schools has engaged a variety of educators, staff and stakeholders to develop the information included in the Generic Elementary School Educational Specifications. Each participant contributed to the process from his or her area of expertise. Multiple levels of engagement were necessary to gain the comprehensive input reflected in the finished document. The process included: Directors of Instruction, Operations & Maintenance Managers, Nutrition Services, Security, Risk Management, Student Health, Transportation, Capital Projects & Planning, and various other SPS staff members. These individuals spent many hours articulating the educational vision and goals, the educational program delivery methodology and describing the spatial adjacencies and physical characteristics necessary to support high quality, student centered teaching and learning providing valuable input for this document. Without their considerable time and effort, this project would not have been possible.

The document was developed by Planning Alliance through a consulting contract with Seattle Public Schools. Additional analysis was provided by Educational Service District 112 and members of the Seattle Public Schools Capital Projects Department.

During the summer of 2015, refinements to the Generic Elementary School Educational Specifications were facilitated by Shiels Obletz Johnsen / BroadView Associates, in collaboration with representatives from the Capital Projects and Planning staff, the Office of Teaching & Learning, and the elementary school principals that participated in the design of the BEX IV Capital Levy, Phase 1 projects. The insights gained from having completed the design of several elementary schools and the refinements to the narrative enhance the value of this document for future use.

For all their help and professional contributions – Thank you!



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INTRODUCTION

Educational specifications are the written document through which educators and other stakeholders articulate the educational vision and goals, the educational program delivery methodology and describe the spatial adjacencies and physical characteristics necessary to support high quality, student centered teaching and learning. The document was developed to guide architects and engineers during the design process for new or renovated elementary school buildings. In addition, Seattle Public Schools will utilize the document as a management tool to confirm identified facility objectives are being fully realized. The Generic Elementary School Educational Specifications process focused on the development of district-wide standards for buildings and furnishings to provide parity throughout Seattle Public Schools. Seattle Public Schools Strategic Plan has been and shall remain the primary source document for all decisions concerning the educational vision and goals that shall continue to inform all future design processes.

Project teams shall submit any modifications proposed for a specific project in writing to the K-12 Planning Coordinator for written approval. No program areas, primary adjacencies, or space features shall be modified without this approval. It is expected that individual program areas in the project design shall not vary from the specified areas by more than 3% without approval. In new facilities, classrooms or other spaces that are required to have a certain minimum area shall be not less than the minimum.

Site-Specific Educational Specifications shall include:

- The enrollment capacity for which the school is being programmed, as directed by Capital Projects and Planning.
- If an existing school, its Continuous School Improvement Plan shall be reviewed for facility implications and the plan shall be included in Site Specific Educational Specifications.
- Description of the specific programs or activities that are unique to a particular school and its community.
- Description of proposed revisions to the Generic Educational Specifications to accommodate those unique programs or activities.
- All approved revisions to the Generic Educational Specifications.
- A modified Program Area Summary, with revised areas, if any, highlighted.
- PDF markups of the pages of the Generic Ed Specs indicating any approved revisions to the adjacencies or Space Features.
- Site-Specific Educational Specifications shall NOT include descriptions of the SDAT process, documentation of the SDAT meetings, or concept designs. While this documentation is an important part of the project record, it is not an appropriate part of the Educational Specifications.



1.0 GENERAL INFORMATION

1.1 COMMUNITY INFORMATION

Seattle lies on a narrow strip of land between the salt waters of Puget Sound and the fresh waters of Lake Washington. Beyond the waters lie two rugged mountain ranges, the Olympics to the west, and the Cascades to the east. It is a city built on hills and around water, in a mild marine climate that encourages prolific vegetation and abundant natural resources. Settlers landed in 1851, warmly greeted by Chief Seattle on West Seattle's Alki point. It was the gateway to the Alaska Gold Rush of the early 1900's, the 1962 World's Fair and a major shipping and trading center with Asia. In the 165 years since its founding, Seattle has grown to a city of 662,500 (2015 estimate). The City is known for its scenic beauty, arts and cultural institutions, scientific research, and healthy economy, and is home to Amazon, Microsoft and Starbucks.

1.1.1 Neighborhoods

There are 13 distinct neighborhoods within Seattle's city limits: Ballard, Central, Delridge, Downtown, East, Greater Duwamish, Lake Union, Magnolia/Queen Anne, North, Northeast, Northwest, Southeast and Southwest.

The Department of Neighborhood's Mission Statement reads as follows:

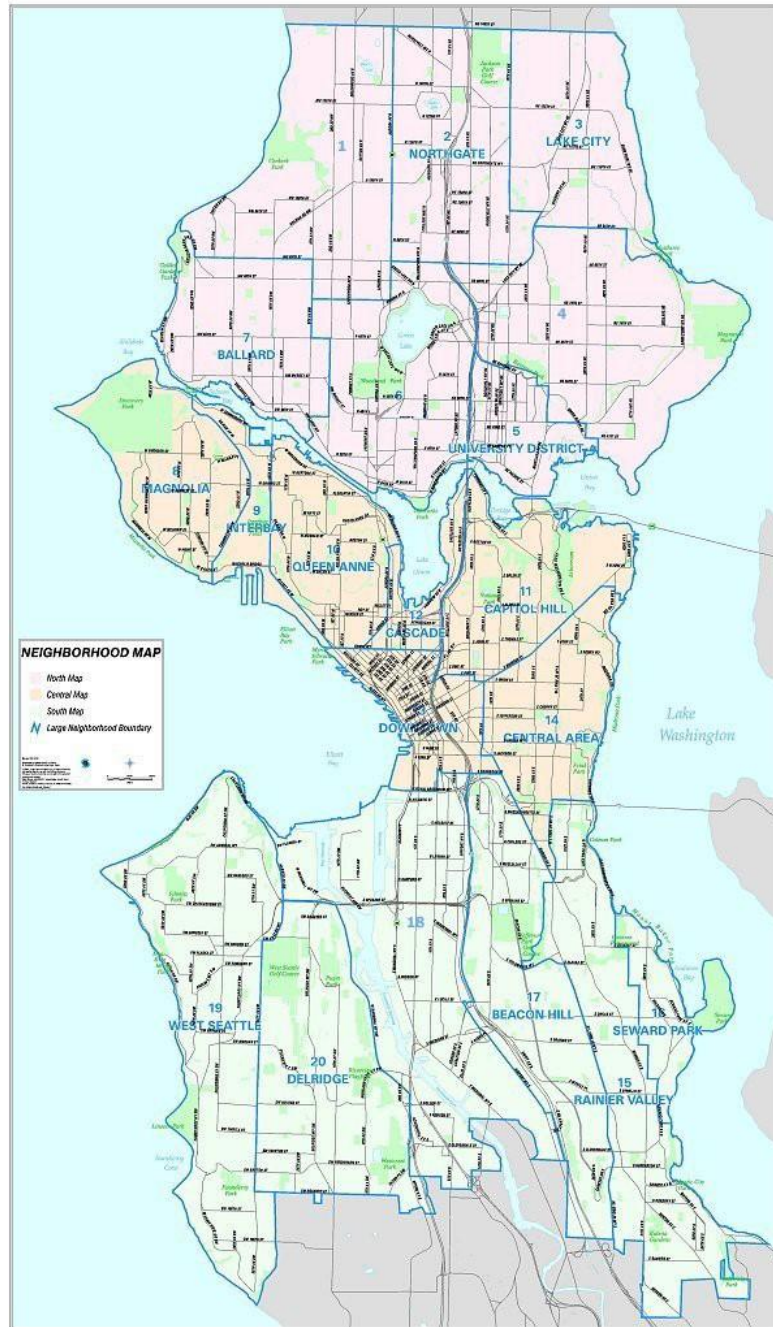
The Department of Neighborhoods works to bring government closer to the residents of Seattle by engaging them in civic participation; helping them become empowered to make positive contributions to their communities; and by involving more of Seattle's underrepresented residents, including communities of color and immigrants, in civic discourse, processes, and opportunities.

The Department of Neighborhood's web annual report has a section entitled "Major Institutions and Schools Program." Reported education or school-related activities included:

- Neighbors participated in master planning for Seattle University, Seattle Pacific University, and University of Washington.
- New or revised plans have begun for redevelopment of Seattle Central Community College.
- Staff inaugurated the Major Institutions and Schools website which includes master plans, advisory committee information and meeting minutes, along with recommendations and decisions.
- Seattle 2035, the city's revised Comprehensive Plan, includes for the first time a School Capital Facilities Element.

Exhibit 1-1 is a map of the different neighborhoods.

EXHIBIT 1-1 SEATTLE NEIGHBORHOODS



Source: City of Seattle, 2011



1.2 SCHOOL DISTRICT INFORMATION

Seattle Public Schools (SPS) is the largest Pre – Kindergarten (PK) through 12th grade school system in Washington State and serves more than 53,000 students in 97 schools. The District employs over 3,700 teachers and certificated instructional staff, and approximately 1,250 support and administrative staff. (*Source: Seattle Public Schools Adopted Budget 2014-15*)

1.2.1 Academic Vision

We are focused on improving academic achievement for all students and committed to ensuring that all students graduate from high school prepared for college, careers, and life. We strive to provide excellent teachers in every classroom, set high expectations for every student, meet the needs of our diverse learners, and prepare our students to excel.

Strategic Plan 2013-18

Mission: Seattle Public Schools is committed to ensuring equitable access, closing the opportunity gaps and excellence in education for every student.

Vision: Every Seattle Public Schools' student receives a high-quality, 21st century education and graduates prepared for college, career and life.

Core Beliefs: We believe that the district-wide commitment to these core beliefs is vital at all levels of the organization and will enable students to succeed and become responsible citizens.

Our Students Come First

- We believe it is essential to place the interests of students above all others in every decision we make.
- We believe that the core work of the district is supporting student learning.
- We believe it is our responsibility to do whatever it takes to ensure that every child, regardless of race, gender, socioeconomic status, language proficiency, learning style or disability, achieves to their highest level.

High-Quality Teaching and Learning are the Keys to Student Success

- We believe high-quality instruction is key to our students' success and is built on a rigorous and relevant curriculum that is aligned to standards, measurable outcomes, positive relationships, appropriate professional development and equitable access to educational opportunities.
- We believe in high expectations for all students and staff built on a culture that respects individual differences and includes fair treatment, honesty, openness and integrity.



A Safe and Orderly Learning Environment Supports Student Success

- We believe schools are the heart of our communities and are committed to providing healthy and safe school environments.

A High Performing District includes Effective Leadership, Accountability, Effective Organizational Systems and an Engaged Community

- We believe in demonstrating a commitment to continuous improvement through collaboration and integrated decision making.
- We believe effective leadership is vital at all levels of the organization and will create student success.
- We believe it is our public duty to properly steward district resources through ethical behavior, compliance to the law, transparency of processes and sound fiscal controls.
- We believe in a district, including the central office and support staff, which is dedicated to providing high-quality service in support of teaching and learning.
- We believe community partnerships and family engagement are fundamental to achieving and sustaining student success.

1.2.2 Schools

Seattle Public Schools are generally organized in a PK-5, PK-8, 6-8, 9-12 pattern with 60 elementary schools, 10 K-8 schools, 10 middle schools, 12 high schools, and five service schools (source: SPS Adopted Budget 2014-15). The PK-5 grades of the District are further organized with each elementary school feeding into a single middle school. With the exception of Chief Sealth and West Seattle High Schools, high schools do not have a direct feeder pattern and may be fed by multiple middle or PK-8 schools.

The District operates at least one K-5 or K-8 option school in each middle school service area. Option schools offer a variety of approaches and instructional methods. Students must apply to attend an option school, but they are available for students at all grade levels. In addition to option schools, there are “service schools” to meet individual student needs. Unlike attendance area schools and option schools, students may transition into or out of service schools during the school year.

1.3 DESIGN GOALS

The District has historically held some beliefs that should be considered when designing the school environment to support high quality, student-centered learning. Future designs should adhere to the following criteria:

Learner-Centered Environment

- The building is designed with students’ needs placed first.
- The building and campus provide opportunities for students to explore hypotheses and test ideas.



- The building provides spaces for interdisciplinary learning to occur, as well as spaces for teachers to collaborate.
- Flexibility in building design enables teachers to engage students' attention with creative learning activities and make them active participants.
- The building provides spaces for student work to be prominently displayed throughout the school.
- The building provides access and space for parents and community members to collaborate meaningfully as learning partners.

Personalizing Environment

- The building provides spaces for students to develop personalized relationships with adults.
- The building provides spaces for students to work and socialize with peers.
- The building design encourages feelings of safety and trust.
- The building provides spaces for individualized support services for students, including mental, physical, social, and academic support.
- The building design enables small learning communities to operate within the school.
- The building contains appropriate spaces to support a wide range of academic subjects and learning opportunities.

Program Adaptability

- Flexibility in building design makes it possible to offer a wide variety of interdisciplinary educational programs.
- The building incorporates technology to support programs that help personalize education and maximize student learning.
- The building provides spaces to support multiple instructional strategies and program delivery models, such as individualized instruction, small and large group learning, and independent learning.
- Learning is enabled at the school by offering a variety of space sizes and spaces to allow for large group, small group, one-on-one and independent learning.
- The building provides spaces to support a range of formats for students to demonstrate their knowledge, such as exhibitions, projects, portfolios, etc.

Community Connections

- The building design incorporates and helps convey the school's mission to the community.
- The building provides access and spaces for parents to participate in decision-making and curricular activities at the school, and to gain a better understanding of their role in helping students meet academic expectations.
- The building provides spaces for the community to be actively involved and visible in promoting a rigorous academic environment at the school.



- Community resources and spaces help support and supplement the school's educational programs.
- The building provides spaces for students to be mentored by community members.

Aesthetics

- The building is appealing, warm, and inviting and has an easily recognizable, welcoming main entrance.
- The building has comfortable, fun spaces that entice kids.
- The building has a variety of interesting spatial types that allow for exploration.
- The building facilities and landscaping are designed for ease of maintenance.
- The building is pleasing in a tactile way.
- The building provides a stimulating environment.
- The building conveys a sense of place.

Safety

- Spaces within the building promote safety and security.
- The building contains both individual and group meeting spaces, providing opportunities for each student to be known by adults.
- The building provides spaces for support services for students, including mental, physical, social, and academic support.
- The building design contributes to a low incidence of disciplinary actions.
- The building is well lit and can be easily monitored.
- The site and building design incorporate the principles of Crime Prevention Through Environmental Design (CPTED).

Collaboration

- The building provides spaces for everyone associated with the school to work collaboratively.
- The building design incorporates elements that emphasize the purpose of the school and how each person contributes to the school's success.
- The school's vision and focus are apparent in the building design and shared by staff, students, parents, and the community.
- The building provides spaces that promote group work and communication.
- The building provides spaces for students to intercede with each other, listen to their peers, and have a voice in the operation of the school.
- Because students feel ownership of the building and take pride in its appearance, they work actively to minimize vandalism, graffiti and litter.
- The building provides adequate professional support space for school staff (i.e. meeting spaces and workrooms are provided on each floor).

2.0 GENERAL SITE & BUILDING CONSIDERATIONS

2.1 OVERVIEW

- Design the school and its grounds to have “street appeal”.
- Provide a flag pole at the main entrance to the school.
- Provide hard surface walkways throughout the school grounds to accommodate people with disabilities and to facilitate site maintenance.
- The school site must provide adequate areas for entering and leaving, parent pick-up and drop-off, parking, and play fields. (Contemplate a multi-story structure to achieve these objectives.)
- The site should remain as natural as possible while still considering the safety for children walking to and from school and playing on the school grounds.
- Whenever possible, trees shall be left as a visual and sound screen between the school and the neighborhood.
- Steep banks shall be avoided whenever possible. Gentle berms (slope 1:4) can be used in grassy play areas to provide interest for free play.
- Raised planting beds can incorporate seating for outdoor gathering areas.
- The site should be planned along with the building[s], not as an afterthought.
- Identify an area of the site for future placement of up to five classrooms in portables (total area below 5,000 square feet). Extend all utilities including water (potable and fire), sanitary sewer, electrical power, intercom, data, and fire alarm to utility vaults to allow for future connections to the portables. Assume gravity sanitary sewer system, size site sanitary sewer system pipe to accept additional portable sanitary sewer load.
- At each review phase, the design team shall provide an integrated site and floor plan showing the relationship between building interior and exterior. At Design Development and subsequent phases, floor plan shall include typical furnishings and equipment for each type of space; site plan shall include improvements and amenities.
- Special Site Considerations:
 - It is acceptable to seek “departures” from zoning code requirements for the quantity of on-site parking spaces to be provided.
 - Parking lot design to meet requirements of the various regulatory agencies, including management of storm water drainage.
 - Provide a designated location for an 8'x 10' container or shed to house natural disaster / emergency supplies on a hard surface at least 30' from building (preference). This area should be easily accessible in an emergency. In a new building designed to current seismic codes, this storage area may be part of the building if accessible by exterior doors.
 - Provide area for potential installation of solar panels when feasible.
 - Provide concrete pads for placement of bicycle racks, trash receptacles and portable toilets to be used during special events.
 - Provide designated locations for community use and upgrade facilities to meet identified requirements (if feasible), such as concessions and restrooms.



2.2 ACCESSIBILITY

- All indoor and outdoor spaces on the school campus must be handicapped accessible. All facilities shall be in accordance with the Americans with Disabilities Act (ADA). Special attention to ADA accessibility may be necessary while planning the following areas:
 - Entries and exits.
 - Corridors and stairways/elevators.
 - Restrooms.
 - Outdoor play areas.
 - Bus loading/unloading.
 - Car loading/unloading.
- Changes in grade should be accommodated with ramps for accessibility. Slope preference not to exceed 1:20; if steeper than 1:20, provide hand rails.
- Provide visitor parking area, with required handicapped stalls, convenient to main building entrance.

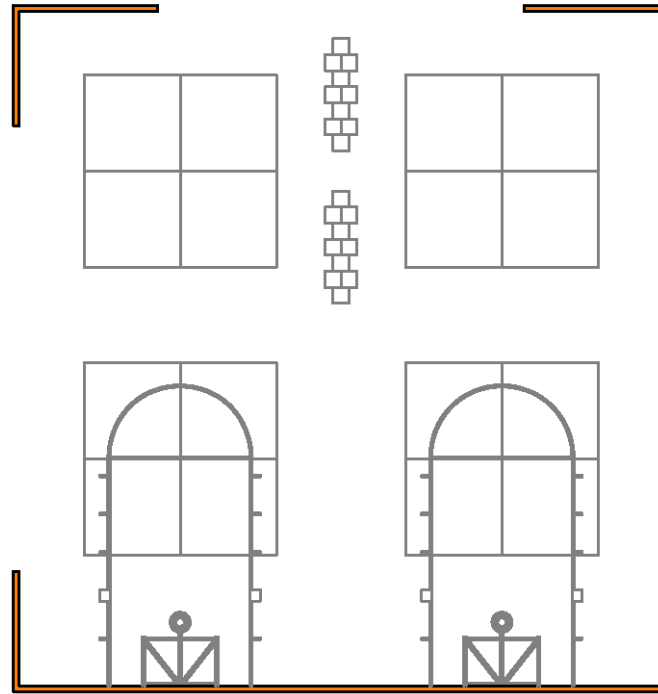
2.3 OUTDOOR LEARNING AREAS

Outdoor spaces should be considered an extension of the classroom, providing opportunities for formal and informal teaching and learning experiences.

- Activities.
 - Lectures, hands-on learning and individual assignments.
- Space Requirements.
 - At least 1 area for a class of 30 students to gather.
 - Growing beds, compost area and circulation.
- Spatial Relationships.
 - If there is a water feature on site, consider locating outdoor learning area nearby.
 - Locate away from outdoor PE activities, playing fields, etc.
 - Consider ease of delivery of materials, including plants, soil, and/or compost.
 - Consider access for landscape equipment.
- Electrical, Plumbing & Mechanical Needs.
 - Water source for irrigation.
 - Tamperproof weather resistant GFCI duplex receptacle.
- Special Considerations.
 - Seating (may be non-traditional such as benches, boulders, logs, etc.) for one group of up to 30 students.
 - May include rain barrels in garden as an educational model.
 - Tables are optional.
 - Provide area for presentations.
 - Provide concrete pad for small lockable storage shed for supplies and tools; shed to be purchased from furniture and equipment budget.
 - Provide concrete pad for trash receptacles.

2.4 STRUCTURED PLAY AREAS

- Activities.
 - Free play.
 - Physical Education (PE) classes.
- Space Requirements.
 - When site constraints allow, all-weather surface area should be approximately 1 acre in size.
 - The Child Care/Pre-K program area shall include an adjacent, fenced outdoor play area that meets the WA State Department of Early Learning (DEL) licensing requirements.
 - When feasible, provide a separate kindergarten play area.
 - Grades K or 1 through 5 play area to consist of all-weather surface play area (typically asphalt) and a minimum of one age-appropriate play structure for 5 to 12 year olds.
 - All-weather surface and play equipment combined should comfortably accommodate half of the school capacity.
 - All-weather surface play area should include game lines and equipment for activities such as kick-ball, soccer, track, basketball, wall-ball, four-square, hopscotch, tetherball, US and World maps as well as classroom line-up markings (one line per classroom).
 - It is preferable at elementary school sites to have half-court rather than full-court basketball to allow more children to be involved in games. Half-courts can be laid out side-by-side or back-to-back.
 - No outdoor climbing walls unless placed in a secure outside area.
 - Covered play area should be provided if possible. When site constraints allow, area should be approximately 3,000 SF.
- Spatial Relationships.
 - Locate structured play areas near grade level areas, with consideration for noise and distractions with intensive use.
 - Covered play area shall be easily accessible from indoor PE teaching area. In order to provide cover for bus loading queues, a location near the bus dropoff /pickup area may be preferred if that location does not subject students to excessive traffic noise, vehicle exhaust, or other health or safety concerns.
 - Play areas should be easily accessible from indoor PE teaching area.
 - Hard surface play area should be adjacent to the covered play area.
 - Hard surface area should be engineered for use for community event parking.
- Electrical, Plumbing & Mechanical Needs.
 - Water source for pressure washing hard surface walkways and play areas (consider hose bibb locations on building).
 - Tamperproof weather resistant GFCI duplex receptacles around perimeter of building.
- Special Considerations.
 - Provide handicapped accessible equipment and play areas.
 - All play areas including covered play to have good sight lines for ease of supervision.
 - Covered play area shall be configured to promote good sightlines and provide ease of supervision.



COVERED PLAY AREA - 3000 SF

SCALE: 1/16" = 1'-0"

Grassy Activity Area

- Activities.
 - Soccer.
 - PE classes.
 - Community use.
- Space Requirements.
 - Ideally, one 360' x 250' field for soccer (or as large as can be accommodated).
- Spatial Relationships.
 - Locate near physical education areas, with adequate separation for noise and distractions with intensive use.
- Electrical, Plumbing & Mechanical Needs.
 - On sites that are part of the current joint use agreement with the city's Parks & Recreation Department, provide irrigation system for natural grass fields.
- Special Considerations.
 - School grounds shall be fenced with planned control of vehicular and pedestrian access. Fences shall be designed to prevent access by motorcycles.
 - Walkways from school entrances must be planned for handicapped access.



2.5 CIRCULATION

General comments:

- It is preferred that the site be accessible from at least two streets.
- Consider how vehicular traffic will most likely approach the site when planning bus/car/service drives.
- It is imperative that traffic on the site be managed for safe separation of pedestrian and the various types of vehicular traffic.
 - Car and bus traffic must be separated.
 - Car, bicycle, and pedestrian traffic must be separated from service traffic.
 - Consider access by fire department emergency vehicles when planning site circulation.
- ADA access is required to the main entry to the building whenever feasible (exceptions occasionally granted for historic buildings).
- Driveway locations, curb cuts, sidewalks, ADA ramps and bicycle facilities designed to meet city code or guidelines as required.

2.5.1 Bus Drop-Off/Pick-Up Area

- Activities.
 - Drop-off and pick-up students by school buses.
- Space Requirements.
 - Accommodate drop-off/pick-up for at least 3 standard 72-passenger buses, 3 small buses, vans used by private service providers. Coordinate site-specific site planning work with Enrollment Planning and Special Education staff. Site requirements will vary according to student assignment and program placement policies.
- Spatial Relationships.
 - Separate entrances for cars, buses and service vehicles when feasible.
 - Bus traffic must remain separate from other vehicular and pedestrian traffic.
 - If necessary, bus traffic can be combined with service traffic.
- Electrical, Plumbing & Mechanical Needs.
 - Provide adequate lighting for safety.
- Special Considerations.
 - Provide clear area around bus for maneuvering.
 - Provide concrete walkway wide enough to accommodate loading and unloading of all buses at one time [+/- 10' wide].
 - Provide end-to-end queuing for loading and unloading (confirm preference with Transportation).
 - Provide "Buses Only" signage to direct traffic or "Buses Only during the following times – ____" (may vary from school to school).

2.5.2 Car Drop-Off/Pick-Up Area

- Activities.
 - Drop-off and pick-up students by car.
- Space Requirements.



- Size drop-off/pick-up zone for 4 vehicles at one time.
- Queuing typically happens off-site.
- Spatial Relationships.
 - Separate bus and car entrances.
- Electrical, Plumbing & Mechanical Needs.
 - Provide adequate lighting for safety.
- Special Considerations.
 - Arrange site circulation so drop-off/pick-up activity doesn't stop all car traffic [for example, provide 2 lanes of one-way traffic at drop-off zone].
 - Avoid "short cuts" or "by passes" to parent pick-up and drop-off areas.
 - Provide curb cuts for handicapped accessibility.
 - Provide signage to direct traffic.

2.5.3 Bicycle Circulation

- Activities.
 - Bicycling to and from school.
- Space Requirements.
 - Provide designated area for storing and locking bicycles.
- Spatial Relationships.
 - Bike racks near entrances for student and staff bicycles, in extremely visible location, and accessible by bike riders.
- Electrical, Plumbing & Mechanical Needs.
 - Provide adequate lighting of bike accessible routes for use during night activities.
- Special Considerations.
 - Provide adequate covered bike parking spaces to meet zoning code.
 - Provide safe access to site and on site for bicycle riding and parking.
 - Provide hard surfaces, asphalt or concrete, to access and store bikes.

2.5.4 Pedestrian Circulation

- Activities.
 - Walking to and from school.
 - Walking to and from play fields.
 - Fire/safety drills.
- Space Requirements.
 - Consider volume of traffic when planning sidewalk widths.
- Spatial Relationships.
 - Separate all pedestrian traffic from vehicular traffic.
- Electrical, Plumbing & Mechanical Needs.
 - Provide adequate lighting of sidewalks and stairs for use during night activities.
 - Provide photocell and timer tied to energy management system for all exterior lights.
 - Provide a minimum of five exterior lighting circuits/zones (not all exterior lighting on one circuit).
- Special Considerations.
 - Analyze likely access paths to determine sidewalk locations.
 - All walks should be level with adjacent surface and minimally 5' wide.



- Covered walkways from car and bus drop-off/pick-up points are desirable.
- Widen sidewalks at intersections to prevent students from “short-cutting” and forming their own paths.
- ADA access to all facilities is required.
- Sidewalk edges to be level with ground for handicapped/wheelchair use
- Minimize attractiveness for skateboarders.
- Provide adequate signage for way finding (perhaps multi-lingual signage).

2.6 VEHICLE ACCESS AND PARKING

2.6.1 Car Parking

- Activities.
 - Parking for students, staff, parents, volunteers.
- Space Requirements.
 - Number of parking spaces required by code, as modified by City of Seattle Departures process.
- Spatial Relationships.
 - Locate parking near front entrance of school, or as agreed with project-specific School Design Advisory Team (SDAT).
 - Focus site automobile traffic toward main entrance of building.
 - Parking location should be sensitive to the surrounding neighborhoods.
 - Locate parking easily accessible for shared use for areas such as Gymnasium, Dining Commons, and Library/Media Center.
 - Locate parking away from ball fields to prevent damage to vehicles.
- Electrical, Plumbing & Mechanical Needs.
 - Provide adequate site lighting for safety.
- Special Considerations.
 - Separate parking for staff and visitors, when feasible.
 - Provide zone of parking designated for Child Care parent drop-off and pickup, located.
 - Consider perimeter access control to manage parking during off-hours. Where feasible, provide gate at parking lot entries.

2.7 BUILDING SAFETY AND SECURITY

Safety and security are primary objectives for all schools. The District prefers design using principles of Crime Prevention Through Environmental Design (CPTED). This is best accomplished through incorporating passive security features into the design of the building, including:

- Directing visitors to the main entrance that is monitored by the Administrative Offices when school is in session.
- Planning corridors with good sight lines for ease of supervision.
- Planning plantings that don't allow for concealment.
- Providing adequate lighting throughout the building.
- Providing security lights for access and egress during early morning, after school and evening activities. Lights should be on a photocell and timer and equipped with

continuous dimming technology for specific light levels.

- Security lights should be independent from other building lighting, with switching that allows use only in needed areas. (Example: If only parking lot and front door lighting is needed one evening, switching does not include all hallways and rear exterior doors.)

Provide a location for mounting a defibrillator centrally within the building. Defibrillator to be provided from furniture & equipment budget.

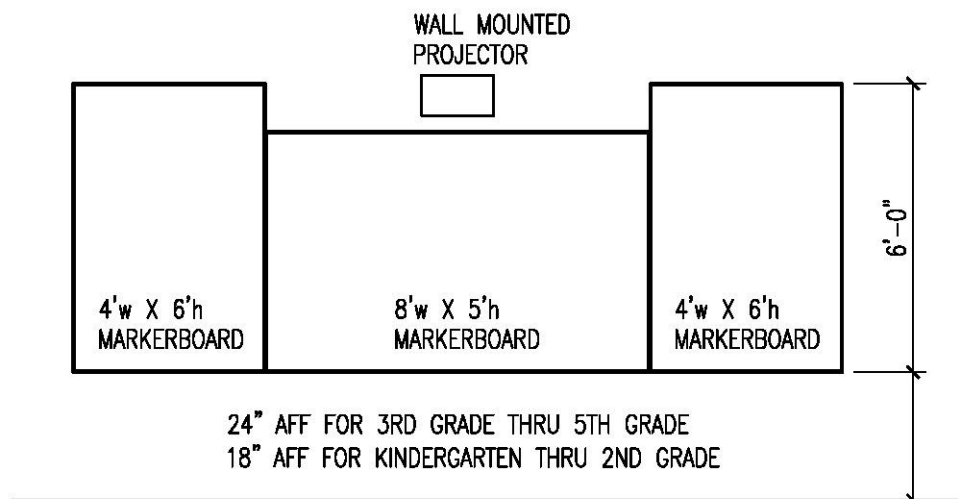
All bookcases, wardrobes, and other non-permanent casework to be secured for earthquake prevention with appropriate clips, brackets and/or straps as needed. Provide blocking at any locations where such items might reasonably be anticipated.

2.8 TECHNOLOGY AND COMMUNICATIONS

Technology is an essential tool for learning in today's schools. Computers are used for instruction in the core subjects as well as word processing, data analysis, and presentation development. Computers and projection devices are found in classrooms as well as labs. Locations for instructional technologies such as presentation stations, wall-or-ceiling mounted LED projectors, cart-mounted projectors, rear projection systems, and whiteboards that act as projection screens, have been included in the Appendix.

Due to the rapid evolution of best practices, locations and quantities of devices have not been identified in this document. Power outlets, data ports, and wireless access points should be provided at sufficient density to support internet access from any student learning environment or adult-occupied space. Further clarification should be sought from the Department of Technology Services at the time of development of Site-Specific Educational Specifications for each school.

The typical configuration to be utilized for each teaching wall is indicated below.



TYPICAL MARKERBOARD CONFIGURATION AT TEACHING WALL

SCALE: 1/4" = 1'-0"

2.9 COMMUNITY USE

The District encourages considerable use of facilities by the general community. There are multiple on-going relationships with child care providers, Pre-K providers, healthcare professionals and a formal joint use agreement with the City of Seattle Parks and Recreation Department.

The core areas (Gymnasium, Dining Commons, Library) shall be designed to accommodate use outside of the regular school day; the restrooms, and HVAC, lighting, and security systems shall be designed so that spaces being used outside of the regular school day can be operated independently while securing the remainder of the building that is not in use. Parking should be convenient for after school use.

- Early child hood opportunities are at Title 1 schools and may include both extended day and full day offerings.
- Child care and Community Learning Centers are offered by out of school time providers who may or may not be the same provider as the preschool provider.
- The joint use agreement commits to developing and maintaining athletic and general community facilities that can and will be used by the general public. Examples include:
 - Outdoor fields, tracks and courts.
 - Gymnasiums.
 - Learning Resource Centers / Libraries.
 - Performing Arts / Auditoriums.
 - Commons/ Cafeterias.
- General use by the community under building rentals.

2.10 MAINTENANCE, UTILITIES, AND ENERGY CONSERVATION

Mechanical and electrical systems and equipment shall be designed per the SPS Technical Building Standards, current edition.

As noted in Community Use above, zones for joint-use spaces, and child care spaces should be capable of being operated separately from the main school building.

Energy management and conservation best practices should be employed throughout the design of the building.

2.10.1 Service Court/Loading Court/Loading Dock/Dumpster Access

- Activities.
 - Deliveries to Food Service and General Receiving.
 - Filling and emptying of dumpsters, trash, recycling and food waste/compost.
 - Access to recycling dumpsters, trash dumpsters, and food waste/compost dumpsters.
- Space Requirements.



- Adequate space for trucks making deliveries, including turning area.
- Spatial Relationships.
 - Locate away from all pedestrian traffic and play fields.
 - Locate beside loading dock.
 - Lawn equipment storage building should be located near service area.
- Electrical, Plumbing & Mechanical Needs.
 - Provide lockable, freeze-proof hose bibb for washing down loading dock and area around dumpsters.
 - Provide hot and cold water in lockable can wash. Connect can wash waste piping to sanitary sewer system.
 - Mechanical equipment.
 - Electrical transformers.
 - Drainage at dock should be at a level that does not require a lift station.
 - Lighting for night use and security.
- Special Considerations.
 - Parking for food service/maintenance staff panel trucks (4 spaces).
 - Loading dock should be raised for ease of access, provide ramp as well as steps and lift.
 - Loading dock should have cover for deliveries during inclement weather.
 - Trash compactors may become district-standard at the time of implementation of new education specifications. Designer to verify future location and rough-in power for compactor.

2.11 OTHER CONSIDERATIONS

In addition to educational design best practices, consideration needs to be paid to the unique requirements for construction of schools in Seattle. For the most part, schools will be replacement or renovations of existing schools on existing sites. Sites are typically small in comparison with suburban school sites and woven into existing developed neighborhoods. Most schools are located in residential zones, either single-family or low-rise multi-family.

School design will need to conform to:

- the State of Washington Sustainable Schools Protocol.
- Seattle Public Schools Board Resolutions and Policies, and in particular, H25.00 Natural Resource Conservation Policy and H25.01 Natural Resources Conservation Procedure; Resolution 2012/13-12 "Green Resolution".
- Guidelines by Office of the Superintendent of Public Instruction for state construction funding.
- State of Washington Environmental Policy Act (SEPA).
- State and City Energy Codes.
- City of Seattle Permitting requirements including zoning and land use. If a building has been designated as a landmark by the city's Landmarks Preservation Board, changes to the building including modernization, addition and replacement work must be reviewed and approved by the Landmarks Preservation Board prior to construction.



3.0 EDUCATIONAL AND SUPPORT SPACES

The classroom capacities in this section of the refined Educational Specifications assume full K-3 class size reductions as called out in the McCleary vs. State court decision. To ensure enrollment flexibility, classrooms shall be planned for the maximum numbers of students indicated for each space in the Program Area Summaries.

~500 Student Capacity			
	# Teaching Stations	# Students/ Teaching Station	Generic Program Capacity
Kindergarten	4	17	68
Grade 1 Classroom	4	17	68
Grade 2 Classroom	4	17	68
Grade 3 Classroom	4	17	68
Grade 4 Classroom	3	28	84
Grade 5 Classroom	3	28	84
Flex Classroom for Grades K-3	2	17	34
Flex Classroom for Grade 4 & 5	1	28	28
Special Education Self-Contained Classroom	2	incl above	0
Total @ Class Sizes Indicated Above	27		502

~650 Student Capacity			
	# Teaching Stations	# Students/ Teaching Station	Generic Program Capacity
Kindergarten	6	17	102
Grade 1 Classroom	6	17	102
Grade 2 Classroom	6	17	102
Grade 3 Classroom	6	17	102
Grade 4 Classroom	4	28	112
Grade 5 Classroom	4	28	112
Flex Classroom for Any Grade Level	1	17	17
Special Education Self-Contained Classroom	2	incl above	0
Total @ Class Sizes Indicated Above	32		649

PROGRAM AREA SUMMARY: ~500-Student Capacity

Administration	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Waiting Area		1	0	Up to 4	350	350	
Reception & Secretary		1	2	1	120	120	
Principal Office		1	1	1	180	180	
Assistant Principal Office		1	1	1	180	180	
Assistant Principal/Student Waiting Area		1	0	1	30	30	
Conference Room		1	2 to 10	0	250	250	
Administration Workroom/Kitchenette		1	Up to 4	0	120	120	
Mail Area		1	Up to 4	0	120	120	
Storage Room		1	0	0	120	120	
Shared Office		3	1 to 3	1	120	360	
Records Room		1	0	0	120	120	
Staff Restrooms (2 ea) & Unisex Shower (1 ea)		3	1	0	50	150	
Nurse's Office/Treatment Area		1	1 to 2	1	120	120	
Cot Room (for 2 cots)		1	2	Up to 2	100	100	
Clinic Restroom/Washer/Dryer/Shower		1	1	1	120	120	
Computer Storage/Repair		1	2	0	120	120	
Staff Lounge		1	10 to 15	0	500	500	
Satellite Staff Workroom/Break Area		2	6	0	180	360	Note 1
Internal Circulation Premium		1			0	0	Note 2
Lost & Found and Patrol Closets		1	0	0	20	20	
PTA/Volunteer Room		1	0	0	160	160	
Sub-Total	0					3,600	

Note 1: Provide 2 @ 180 SF for 2-story building, and 3 @ 120 SF for 3-story building

Note 2: All included in grossing factor below

Childcare	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Childcare Classroom licensable for 30		1	2	30	1,120	1,120	Note 1
Child Care Classroom licensable for 20		1	2	20	900	900	
Toilet		5	1	1	50	250	Note 2
Entry/Parent Check In Counter		1	2	2	16	16	
Office/Workroom/Conference		1	3	1	150	150	Note 3
Kitchen and Pantry		1	2	0	140	140	
Storage/Laundry/Custodial		1	1	0	40	40	
Before & After Care Storage		1	0	0	120	120	Note 4
Sub-Total	0					2,736	

Note 1: For licensing, indicated square footage must be net usable area for students.

Note 2: Includes one for each gender for each classroom, plus one separate staff toilet room

Note 3: Workstation for director, guest chairs to meet with parents, room for one sick child.

Note 4: To be located adjacent to "Shared Space" licensed for Child Care

Core Academic	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Kindergarten (maximum 26 students)	4	4	2	17 - 26	900	3,600	Note 1
K toilet		4	0	1	50	200	
Grade 1-3 Classroom (maximum 26 students)	12	12	1	17 - 26	850	10,200	Note 2
Grade 4-5 Classroom (maximum 28 students)	6	6	1	28	900	5,400	Note 2
Flex Classroom for Capacity at Grades K-3	2	2	1	17-26	850	1,700	Note 2
Flex Classroom for Capacity at Grades 4-5	1	1	1	28	850	850	Note 2
Learning Commons		6	2	Up to 50	600	3,600	Note 3
Small Group Collaboration Room		6	1	5	120	720	
Book/Technology Storage		6	0	0	100	600	Note 4
Sub-Total	25					26,870	

Note 1: Classrooms shall be not less than 900 usable SF

Note 2: Classrooms shall be not less than 850 usable SF

Note 3: Configure to accommodate ~ 50 students (Grades K-3: 3 classes at 17 ea, or Grades 4-5: 2 @ 26, seated for presentation)

Note 4: Preferred that space is 8' wide x 12' deep with full height 24" deep built-in storage each side and space for 2 laptop carts

Student Dining/Food Service	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Student Dining Area (seating for 1/2 of students)		1	5	250	3,800	3,800	Note 1
Serving Area		1	3	0	0	0	Incl abv
Table & Chair Storage		1	0	0	400	400	
Community Kitchenette		1	2	2	100	100	
Kitchen		1	3	0	870	870	Note 2
Manager's Office Alcove		1	1	0	30	30	
Dry Storage		1	0	0	120	120	
Laundry		1	0	0	30	30	
Sub-Total	0					5,350	

Note 1: Configure to accommodate half of student enrollment in each of two lunch periods

Note 2: Includes space for walk-in cooler and freezer; based upon Pinehurst

Library/Media Center	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Reading/Stacks/Circulation/Group Instruction		1	2 to 4	26 to 52	2,500	2,500	
Office/Workroom		1	2	0	250	250	
Sub-Total	0					2,750	

Maintenance and Custodial Services	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Central Receiving/Workroom/Storage		1	2 to 4	0	400	400	
Loading Dock (shared with Food Service)		Outdoors					
Lead Custodian Office		1	1	0	100	100	Note 1
Staff Toilet (shared with Food Service)		1	1	0	60	60	Note 2
Furniture Storage Room		1	0	0	200	200	Note 3

Equipment Storage Room		1	0	0	200	200	
Science Kit Storage		1	0	0	40	40	
Custodial Closets		3	0	0	80	240	
Facilities/Grounds Equipment Storage		1	0	0	150	150	Note 4
Sub-Total	0					1,390	

Note 1: Secure office with wall mounted key box and built-in keydrop.

Note 2: Shared with and in proximity to Food Service

Note 3: To accommodate additional classroom furniture to allow enrollment flexibility without overcrowding classrooms.

Note 4: For storage of outdoor maintenance equipment & flammable materials

Special Education	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Self-Contained Classroom	2	2	2	10	1,000	2,000	Note 1
Restroom with Changing Area		2	1	1	100	200	
Resource Room	1	1	2	5	450	450	
Access Room	1	1	2	5	450	450	
Speech Therapist & Psychologist		2	1	1	100	200	Note 2
OT/PT		1	1	1 to 2	400	400	
Sub-Total	4					3,700	

Note 1: 1 is for Primary K-2, 1 is Intermediate 3 - 5; toilet room to be near, but not necessarily connected to, each classroom.

Note 2: For groups larger than 1 student, small group collaboration spaces shall be used

Specialties	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Art:							
Art/Project Lab	1	1	1	30	1,200	1,200	
Art Supply Storage/Kiln Room		1	1	0	150	150	
Art Project Storage		1	1	0	150	150	
Music:							
Music Room	0	0	1	30	1,100	0	
Music Room Storage			1	0	150	0	
Music/Stage Room	1	1	1	30	1,000	1,000	
Music/Stage Storage		1	1	0	250	250	
PE:							
Gym	2	1	2	60	6,200	6,200	Note 1
PE Office/Storage		1	2	0	300	300	
Recess Equipment Storage		1	0	0	150	150	Note 2
Restroom		1	1	0	50	50	Note 3
Community Partner Storage		1	0	0	120	120	
Sub-Total	4					9,570	

Note 1: No bleachers are required in elementary school gyms.

Note 2: Located in proximity to hard surface play

Note 3: One gender neutral toilet room to be shared by 2 PE teachers

NET ASSIGNABLE AREA	55,966
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Restroom, Custodial, Utility & Circulation	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Student/Public Restrooms Other than Those Specifically Programmed Above						1,300	
Single Stall Gender Neutral Restrooms		2			50	100	
Adult Restrooms other than those specifically programmed above						250	
Mechanical Rooms at any level, incl overbuild					8,000	2,640	Note 1
Electrical Rooms, excluding Telecom						600	
Telecom MDF & IDF's						400	
Elevator & Machine Room						150	
Entry Lobby/Secure Vestibules						350	
Horizontal Circulation						10,000	
Stairs						700	
Structure & Walls to Face of Sheathing						8,000	
Sub-Total	0					24,490	

Note 1: Rule-of-thumb for mechanical spaces shall be ~1,000 sf per 10,000 sf of gross building area, however 2/3 of this shall be allocated to less costly areas such as attics, basements, and the like. Therefore 1/3 is allocated at full cost.

Total Building Area						80,456	
Covered Play Structure, if feasible on site						1,500	Note 1
Total Building Area With Play Structure						81,956	

Note 1: Covered play structure, if feasible, shall be 3,000 SF but is calculated here for budget purposes at 50%.

PROGRAM AREA SUMMARY: ~650 Student Capacity

Administration	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Waiting Area		1		Up to 4	350	350	
Reception & Secretary		1	2	1	120	120	
Principal Office		1	1	1	180	180	
Assistant Principal Office		1	1	1	180	180	
Assistant Principal/Student Waiting Area		1		1	30	30	
Conference Room		1	2 to 10	0	250	250	
Administration Workroom/Kitchenette		1	Up to 4	0	120	120	
Mail Area		1	Up to 4	0	120	120	
Storage Room		1	0	0	120	120	
Shared Office		3	1 to 3	1	120	360	
Records Room		1	0	0	120	120	
Staff Restrooms (2 ea) & Unisex Shower (1 ea)		3	1	0	50	150	
Nurse's Office/Treatment Area		1	1 to 2	0	120	120	
Cot Room (for 3 cots)		1	2	Up to 3	150	150	
Clinic Restroom/Washer/Dryer/Shower		1	1	1	120	120	
Computer Storage/Repair		1	2	0	120	120	
Staff Lounge		1	10 to 15	0	500	500	
Satellite Staff Workroom/Break Area		2	6	0	180	360	Note 1
Internal Circulation Premium		1			0	0	Note 2
Lost & Found and Patrol Closets		2	0	0	20	40	
PTA/Volunteer Room		1	0	0	160	160	
Sub-Total	0					3,670	

Note 1: Provide 2 @ 180 SF for 2-story building, and 3 @ 120 SF for 3-story building

Note 2: All included in grossing factor below

Childcare	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Childcare Classroom licensable for 30		1	2	30	1,120	1,120	Note 1
Child Care Classroom licensable for 20		1	2	20	900	900	Note 1
Toilet		5	1	1	50	250	Note 2
Entry/Parent Check In Counter		1	2	2	16	16	
Office/Workroom/Conference		1	3	1	150	150	Note 3
Kitchen and Pantry		1	2	0	140	140	
Storage/Laundry/Custodial		1	1	0	100	100	
Before & After Care Storage		1	0	0	120	120	Note 4
Sub-Total	0					2,796	

Note 1: For licensing, indicated square footage must be net usable area for students.

Note 2: Includes one for each gender for each classroom, plus one separate staff toilet room

Note 3: Workstation for director, guest chairs to meet with parents, room for one sick child.

Note 4: To be located adjacent to "Shared Space" licensed for Child Care

Core Academic	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Kindergarten (maximum 26 students)	6	6	2	17 - 26	900	5,400	Note 1
K toilet		6	0	1	50	300	
Grade 1-3 Classroom (maximum 26 students)	18	18	1	17 - 26	850	15,300	Note 2
Grade 4-5 Classroom (maximum 28 students)	8	8	1	28	900	7,200	Note 2
Flex Classroom for Capacity at Any Grade	1	1	1	17 - 26	850	850	Note 2
Learning Commons		6	2	Up to 50	600	3,600	Note 3
Small Group Collaboration Room		6	1	5	120	720	
Book/Technology Storage		6	0	0	100	600	Note 4
Sub-Total	33					33,970	

Note 1: Classrooms shall be not less than 900 usable SF

Note 2: Classrooms shall be not less than 850 usable SF

Note 3: Configure to accommodate ~ 50 students (Grades K-3: 3 classes at 17 ea, or Grades 4-5: 2 @ 26, seated for presentation)

Note 4: Preferred that space is 8' wide x 12' deep with full height 24" deep built-in storage each side and space for 2 laptop carts

Student Dining/Food Service	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Student Dining Area (seating for 1/2 of students)		1	5	330	4,620	4,620	Note 1
Serving Area		1	2	0	0	0	Incl abv
Table & Chair Storage		1	0	0	400	400	
Community Kitchenette		1	1	2	100	100	
Kitchen		1	3	0	870	870	Note 2
Manager's Office Alcove		1	1	0	30	30	
Dry Storage		1	0	0	120	120	
Laundry		1	0	0	30	30	
Sub-Total	0					6,170	

Note 1: Configure to accommodate half of student enrollment in each of two lunch periods

Note 2: Includes space for walk-in cooler and freezer; based upon Pinehurst

Library/Media Center	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Reading/Stacks/Circulation/Group Instruction		1	2 to 4	26 to 52	2,500	2,500	
Office/Workroom		1	2	0	250	250	
Sub-Total	0					2,750	

Maintenance and Custodial Services	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Central Receiving/Workroom/Storage		1	2 to 4	0	400	400	
Loading Dock (shared with Food Service)		Outdoors					
Lead Custodian Office		1	1	0	100	100	Note 1
Staff Toilet (shared with Food Service)		1	1	0	60	60	Note 2
Furniture Storage Room		1	0	0	200	200	Note 3

Equipment Storage Room		1	0	0	200	200	
Science Kit Storage		1	0	0	40	40	
Custodial Closets		3	0	0	80	240	
Facilities/Grounds Equipment Storage		1	0	0	150	150	Note 4
Sub-Total	0					1,390	

Note 1: Secure office with wall mounted key box and built-in keydrop.

Note 2: Shared with and in proximity to Food Service

Note 3: To accommodate additional classroom furniture to allow enrollment flexibility without overcrowding classrooms.

Note 4: For storage of outdoor maintenance equipment & flammable materials

	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Special Education							
Self-Contained Classroom	2	2	2	10	1,000	2,000	Note 1
Restroom with Changing Area		2	1	1	100	200	
Resource Room	1	1	2	5	450	450	
Access Room	1	1	2	5	450	450	
Speech Therapist & Psychologist		2	1	1	100	200	Note 2
OT/PT		1	1	1 to 2	400	400	
Sub-Total	4					3,700	

Note 1: 1 is for Primary K-2, 1 is Intermediate 3 - 5; toilet room to be near, but not necessarily connected to, each classroom.

Note 2: For groups larger than 1 student, small group collaboration spaces shall be used

	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Specialties							
Art:							
Art/Project Lab	1	1	1	30	1,200	1,200	
Art Supply Storage/Kiln Room		1	1	0	150	150	
Art Project Storage		1	1	0	150	150	
Music:							
Music Room	1	1	1	30	1,100	1,100	
Music Room Storage		1	1	0	150	150	
Music/Stage Room	1	1	1	30	1,000	1,000	
Music/Stage Storage		1	1	0	250	250	
PE:							
Gym	2	1	2	60	6,200	6,200	Note 1
PE Office/Storage		1	2	0	300	300	
Recess Equipment Storage		1	0	0	150	150	Note 2
Restroom		1	1	0	50	50	Note 3
Community Partner Storage		1	0	0	120	120	
Sub-Total	5					10,820	

Note 1: No bleachers are required in elementary school gyms.

Note 2: Located in proximity to hard surface play

Note 3: One gender neutral toilet room to be shared by 2 PE teachers

NET ASSIGNABLE AREA	65,266
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Restrooms, Mechanical & Electrical, Circulation & Walls	# Teaching Stations	# Rms	# Staff	# Students	Square Feet	Total SF	Notes
Student/Public Restrooms Other than Those Specifically Programmed Above						1,500	
Single Stall Gender Neutral Restrooms		2			50	100	
Adult Restrooms other than those specifically programmed above						300	
Mechanical Rooms at any level, incl overbuild					9,000	2,970	Note 1
Electrical Rooms, excluding Telecom						600	
Telecom MDF & IDF's						400	
Elevator & Machine Room						150	
Entry Lobby/Secure Vestibules						350	
Horizontal Circulation						12,000	
Stairs						700	
Structure & Walls to Face of Sheathing						9,000	
Sub-Total	0					28,070	

Note 1: Rule-of-thumb for mechanical spaces shall be ~1,000 sf per 10,000 sf of gross building area, however 2/3 of this shall be allocated to less costly areas such as attics, basements, and the like. Therefore 1/3 is allocated at full cost.

Total Building Area						93,336	
Covered Play Structure, if feasible on site						1,500	Note 1
Total Building Area With Play Structure						94,836	

Note 1: Covered play structure, if feasible, shall be 3,000 SF but is calculated here for budget purposes at 50%.



3.1 ADMINISTRATION AND COUNSELING

3.1.1 Program Description

Immediately upon entry to the school, visitors will be greeted in the Administration area. The reception area should be a warm and welcoming place that gives visitors and students a sense of calm and professionalism. The administrative offices and school counseling services will be located in this centralized area at the main entrance to the school.

The administrative offices provide leadership, program coordination, and facilitation services for teachers, students, and the general public in the areas of curriculum, instructional leadership, and student discipline. The administrative offices need to set a tone of organization and order while also providing a customer friendly atmosphere. The administration often meets with students, teachers, and parents in small individual conferences and small group meetings. The administrative offices are typically high traffic areas with considerable public visibility. The office design needs to allow good sight lines to the entrance of the school and the clinic.

The counseling program helps students develop their personal, social, emotional, and intellectual awareness. Through both individual and group counseling, the counselor helps students prepare for their life goals. The counselor also works with parents, teachers, and other agency professionals in allied areas (e.g. child abuse, alcohol counseling, family counseling, etc.). The guidance function involves coordinating much of the school's testing program that requires space to temporarily store testing materials and prepare testing packets prior to administration.

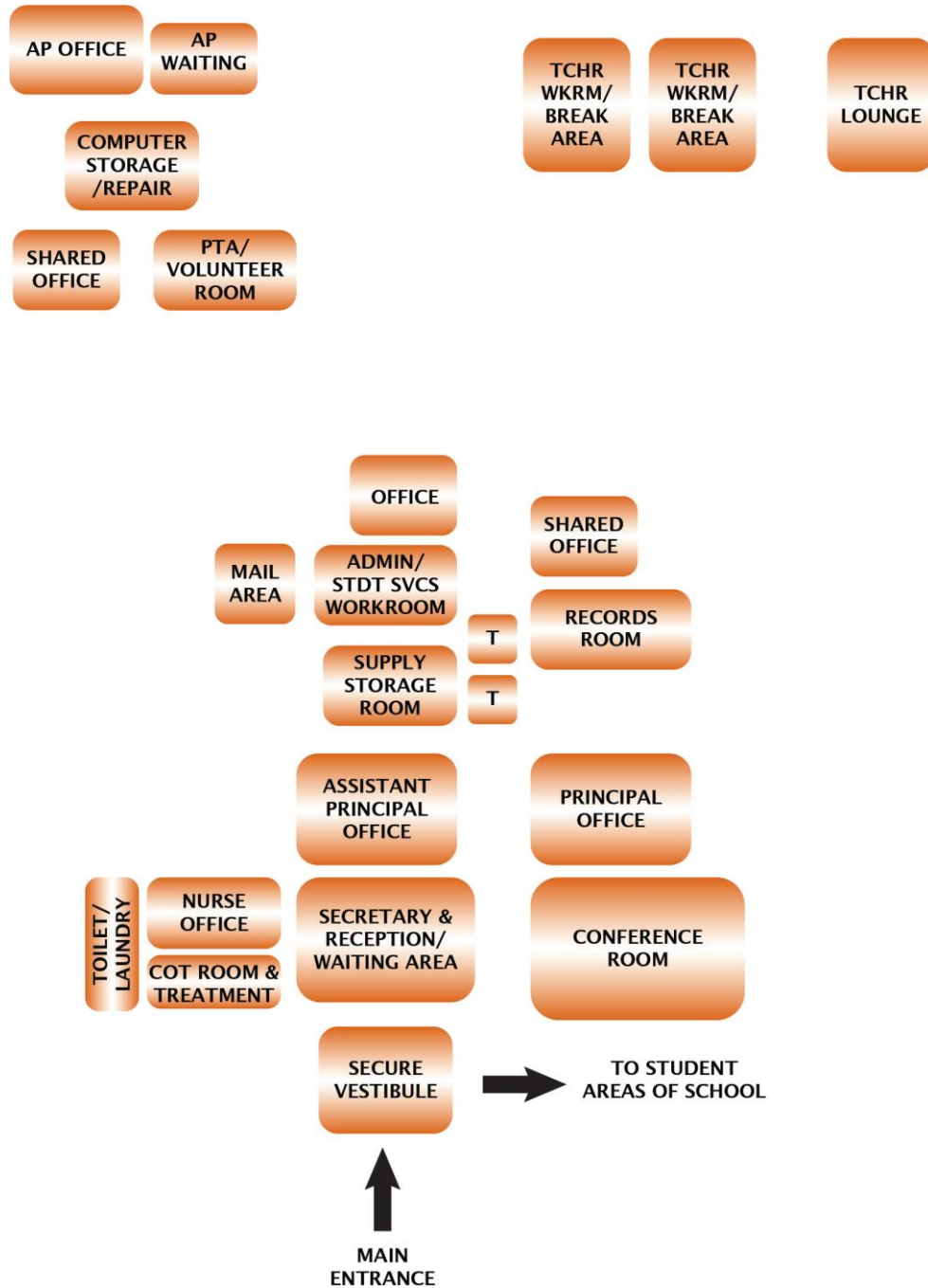
3.1.2 Adjacency Information And Diagrams

The principal's office and clerical area should have good sight lines to the parking lots and main entrance for proper supervision. The principal's office should be adjacent to the clerical area. The conference room should be adjacent to the principal's office. The assistant principal's office may be located in the administration area, or co-located with other offices, such as the Psychologist or Speech Language Pathologist, or with a small group collaboration room, with the purpose of enhancing interaction with and supervision of students. The clerical-reception area needs to have direct access and sight lines to the cot room to provide for supervision when the nurse is not on site. The restroom is to be adjacent to, and only accessible from, the cot room. It is preferred if the nurse's office/treatment room has line of sight to the waiting area. The shared workroom should be easily accessible from the clerical area.

The design team shall provide a secure entry vestibule to the school requiring visitors to check in with office personnel before entering the school. SPS preference is to have an entrance vestibule with the interior set of doors locked forcing visitors to enter an unlocked door to the office area or check-in within the reception area or at an office window that



opens onto the vestibule. The interior vestibule doors may be unlocked during public functions when the secure entrance is not desired.



3.1.3 Space Features: See detailed requirements in Appendix.



3.2 CHILD CARE

3.2.1 Program Description (per Environmental Works 4/19/16)

Through a partnership agreement with Seattle Public Schools, school-based child care programs help children prepare for kindergarten and support their success in school. On-site child care also provides opportunities for increased collaboration to support children's learning between the school, families and provider.

Child care programs will serve up to two different age groups, in separate classrooms: Pre-K Classroom(s) for children aged 30 months to 5 years of age; and School Age Classroom(s) for children 5 years through 12 years of age.

BEX IV elementary school-based child care sites are required to meet, depending on the age of the children enrolled, either Washington State Minimum Licensing Requirements for Child Care Centers (WAC 170-295) or Licensed School Age Child Care Standards (WAC 170-297), as well as program requirements for the City of Seattle Human Services Department (HSD) Comprehensive Child Care Program. These programs are also expected to accept WA State and HSD child care subsidies, or in the case of Parks and Recreation sites, enrollment assistance is available through Parks scholarships. Each school-based child care will be required to be licensed by the Washington State Department of Early Learning.

School-based child care program hours are typically 6 A.M. to 6 P.M. Monday thru Friday, including during school breaks and summer. The standard model child care facility will accommodate up to 50 children in one of two models depending on the assessed capacity needs of the school community: 1) School Age only child care in both rooms, or 2) Pre-K in one room and school-age child care in the other room. The larger school age child care space must be licensable for up to 30 children, and is occupied before school, after ½ day kindergarten, after school and all day during school breaks and summer. The smaller Pre-K child care space must be licensable for up to 20 children and is occupied all day, from 6 A.M. to 6 P.M.

Please note that these Ed Specs are intended for use on both new construction and renovation projects. Child care centers created in existing facilities through remodeling and renovating an existing structure will be subject to special considerations, as existing spaces and configurations may not be easily modified to provide the program/facility requirements described herein.

3.2.2 Adjacency Information and Diagrams

While it is preferable that Seattle Public Schools maintain these spaces for Pre-K and Child care, with substantially increasing enrollment in some areas of the city, the reality is that these spaces may need to be converted to K-2 classrooms at any point in the future. The



location, adjacencies, and configuration of these spaces should be planned such that their potential use as K-2 classrooms is not compromised. The design shall allow conversion to K-2 classrooms with minimal to no additional expense. In schematic and design development submittals, design teams shall show all child care spaces (including “shared spaces” when applicable) in two furnishings configurations: in their Child Care configuration, as well as in their K-2 configuration (for classrooms) or their K-5 configuration (for shared spaces).

Pre-K child care classrooms should be easily accessible from parking spaces serving as short term parking for the convenience of parents dropping-off and picking-up children. Parents must accompany children into the childcare center. The childcare center must be accessible from an exterior entrance such that other portions of the school can be closed to public access when school is not open. It is preferred if this is a secondary entry.

Ideally the child care center should be located close to the school gymnasium, dining/commons and/or auditorium so that these facilities can be used by the child care program easily during out-of-school hours and, particularly, during the summer. It can be helpful if child care program spaces are located near the school’s Kindergarten classrooms, and any other Head Start or school district Pre-K classrooms, though this is not a requirement.

Directly adjacent to a classroom to be used for Pre-K/Pre-School child care, there must be a secure, fenced outdoor play area of 1,500 square feet, minimum, that is accessed directly from the classroom. See “Outdoor Play Area” in 3.2.4 Space Features. This outdoor play area should be located and configured such that it can be used by K-2 students should the child care classrooms be converted to K-2 classrooms.

All child care spaces must be served by an HVAC system that is zoned and controlled separately from the rest of the building; this includes “Shared Spaces” as well. Provide a separate HVAC zone for childcare classrooms and related support spaces and another separate zone for “Shared Spaces,” if any. Metering child care related spaces separately from other spaces is not required. Provide cooling at child care classrooms and related support spaces, but not at “Shared Spaces,” unless directed otherwise by Seattle Public Schools. Current child care licensing requirements state winter temperatures must be maintained between 68 and 75 degrees F and summer temperatures must be maintained between 68 and 82 degrees F.

Child care program areas shall also be accessed through shared circulation spaces near an exterior entry such that child care program areas can be securable from the rest of the building. These requirements enable the child care program to operate when the rest of the school is closed.

Licensing requirements stipulate that staff be within continuous visual and auditory range of each child in their care at all times. For this reason, a School Age or Pre-K classroom works best if the teacher is able to access the kitchen, office/workroom, storage, and laundry immediately from the classroom. These adjacencies are listed in order of priority if floor plan



configuration does not allow all adjacencies. Ideally, the office is located between the two classrooms, with relites allowing views into both classrooms and into the Entry/Parent Resource Room. It is equally important for the students to be able to access the Children's Toilet Room, and outside play area immediately from the classroom. Cubbies should be located in the classroom along one wall, and access to the main school building should be provided.

If more than one classroom is included in the program, the classrooms generally need to be acoustically separated from each other. Half-height walls and gates can be incorporated into child care center designs as appropriate to design opportunities.

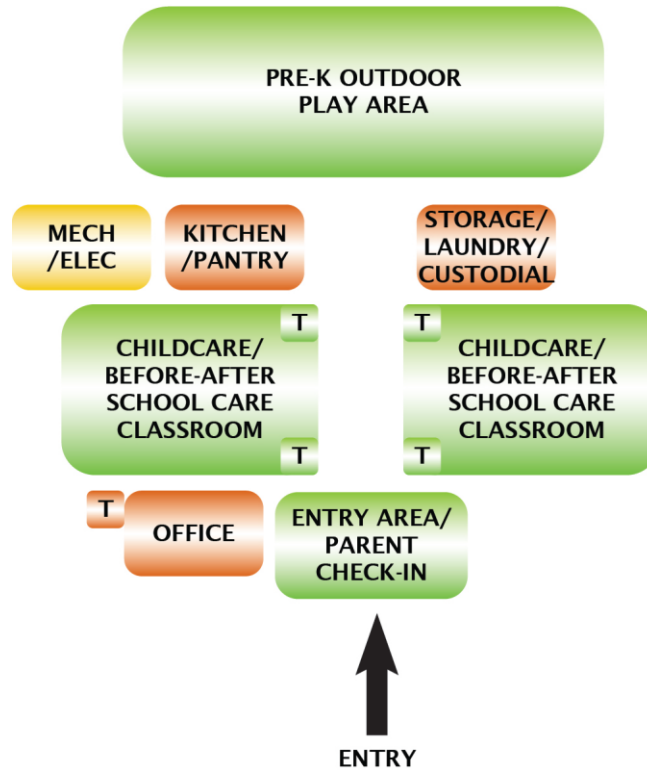
In order to avoid cross contamination and maintain a hygienic environment, the kitchen, and any food storage areas must be separated from the Toilet Rooms, Laundry or Custodial closet by a distance of 8 (eight) feet. Kitchen should be visually open to classroom(s) by incorporating "pass-throughs" or half-height walls, but must be physically inaccessible to children through the use of locking gates, half-height walls, base cabs with counters, etc.

Child Toilet Rooms open directly into classrooms. For each classrooms, one Toilet Room with one toilet and one hand-washing sink required for boys and one for girls. Children's toileting hand wash sinks to be located in classrooms, on walls directly outside Toilet Rooms to allow for teacher's observation to ensure children wash hands after toileting. Toileting hand wash sink option: one wall-mounted trough-style hand wash sink with 2 faucets; provide knee braces or other additional support.

Teacher's toilet room: one uni-sex toilet room with one toilet and one sink.

Toilet rooms for "shared space":

- Toilet rooms shall be directly adjacent to and visible from space to be shared. Quantity of toilets and sinks as required by licensing regulations. If a Pre-K classroom is included in child care license, quantity of toileting fixtures must meet Pre-K licensing requirements (1 Toilet and 1 Handwash sink per 15 children, even for School Age program use in a Shared Space, as only one child care license is issued per facility.)
- Locate sinks either within Toilet Rooms or in a hall directly outside of the Toilet Room – not in the Shared Space
- Provide either one sink per toilet or a trough sink with as many faucets as the number of sinks required.
- Do not provide a hand wash sink in the 'Shared Space'; do not include an Art Sink.



3.2.3 Space Features: See detailed requirements in Appendix.

3.2.4 Comments

The spaces in the Program Area Summaries are to be included in each child care program serving schools with a capacity of 490 to 660 students and consisting of two classrooms.

The student-to-staff ratio for a Pre-K classroom is 10:1 and the maximum class size is 20. It is understood that a child care classroom licensable for 20 could be as small as 770 SF, however, in order to preserve the ability to convert child care classrooms to K-2 classrooms, they shall be sized at 900 sf of usable space to retain the ability for them to serve for Kindergarten.

Schools with larger capacities may need more licensable child care program space. If so, design teams should endeavor to provide “Shared Space” in close proximity to the dedicated child care spaces. Spaces that can be shared, in order of preference, include: Dining/Commons, Gymnasium, Music/Stage, or Library. “Shared Spaces”, though not ideal, are used for school purposes during certain hours yet are designed to meet licensing requirements to accommodate expanded before -and -after school-age care activities on an ongoing basis when not used for school purposes. Shared Spaces must be designed to



meet licensing requirements for shared spaces, as these spaces will be included in the child care license. See “Shared Spaces” section under 3.2.4 Space Features for requirements.

Licensing regulations strictly limit enrollment capacity based on size of classroom and quantity of toilet fixtures provided. Classroom sizes must meet the minimum “licensable” S.F. area shown in the Program Area Summary. Licensable S.F cannot include plumbing fixtures (e.g. hand wash sinks), casework (except cubbies and casework that is specifically used for storing items that children have access to) and any areas that are not used for children’s activities. Toilet rooms are not included in licensable square footage. Floor areas under nap mats stored on wall hooks may be included in licensable square footage. The licensing required number of toilets and lavatories, based on number of children enrolled, must also be provided.

The provider is responsible for their own telephone and telecom services.



3.3 CORE ACADEMIC

3.3.1 Program Description

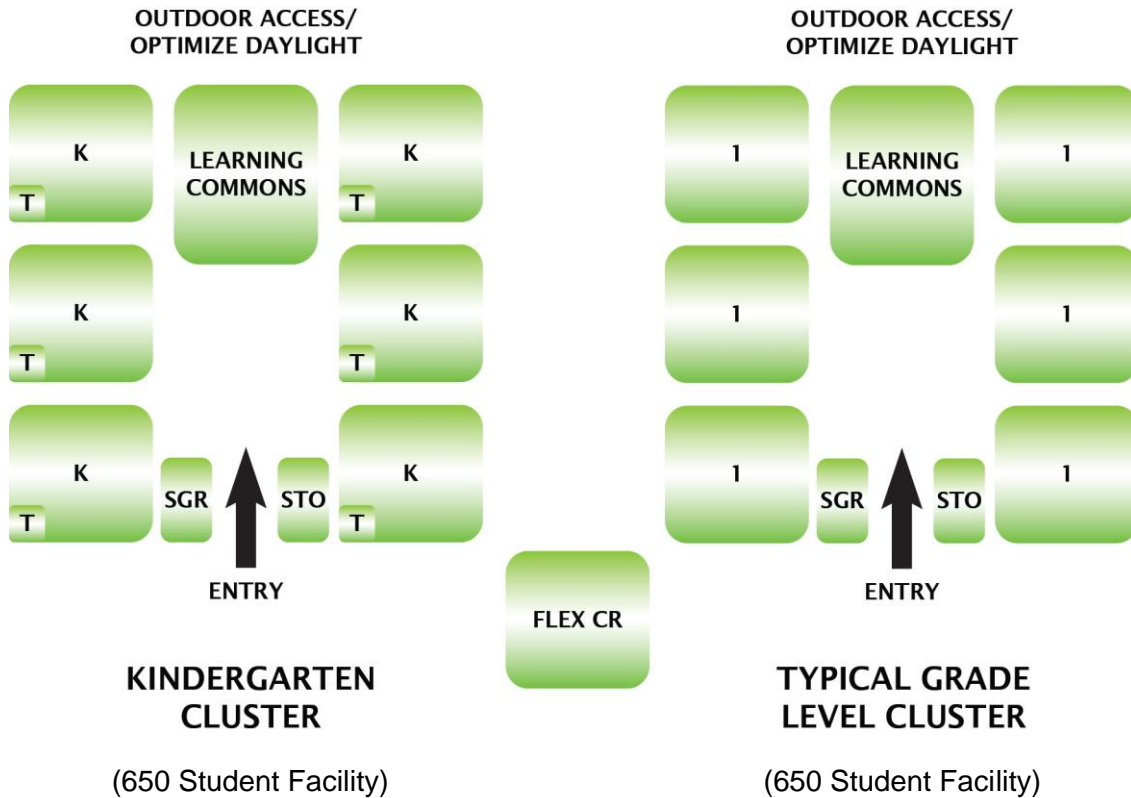
A tightly structured teacher-student academic emphasis can produce certain types of learning. However, the teacher as provider of knowledge and student as receiver of knowledge interaction is severely limited in effectiveness at achieving the outcomes desired by Seattle Public Schools. It is important that students are assisted in achieving intrinsic motivation in order to analyze problems, formulate creative solutions and communicate their ideas both verbally and in a variety of media. This is best accomplished in a built environment that provides for a variety of small and large groupings, individual instruction and solitary exploration.

3.3.2 Adjacency Information And Diagrams

The kindergarten classrooms should be near the other primary grade classrooms. The kindergarten classrooms should be adjacent to or near an outside, protected play area, specifically for early childhood use. While the Dept. of Early Learning does not allow shared use of the Child Care play area when it is licensed and used for Pre-K students, if it becomes necessary for the Child Care classrooms to be converted to K-3 classrooms, then this proximity will be preferred. Each kindergarten classroom should have an adjacent restroom accessible from the classroom, or to support flexibility, accessible from the hallway with a short path from classroom to restroom. Each of the other classrooms (both primary and intermediate) should be near each other and have easy access to restrooms. Teacher support spaces should be distributed around the school to allow easy access. Staff restrooms should be near the support spaces.

The Learning Commons shall be configured to:

- provide large group, small group and individual instruction;
- be an independent learning community without members of other learning communities circulating or “trespassing” through them;
- have optimum sightlines from classrooms associated with it to support supervision of student activities;
- accommodate approximately 52 students for an occasional shared presentation (K-3: 3 classes @ 17 students, or 4-5: 2 classes at 26 students);
- have an exterior wall to provide daylighting and views that encourage the use of the space for breakout learning;
- provide equity.



3.3.3 Space Features: See detailed requirements in Appendix.

Note that bookcases shall be built in below windows at exterior wall; bookcase unit height shall allow for toe kick and three open shelf spaces a minimum of 12" clear, with adjustable height shelving. Teacher wardrobe and student cubbies shall be built into the long interior wall opposite the window wall in classrooms.



3.4 STUDENT DINING/FOOD SERVICE

3.4.1 Program Description

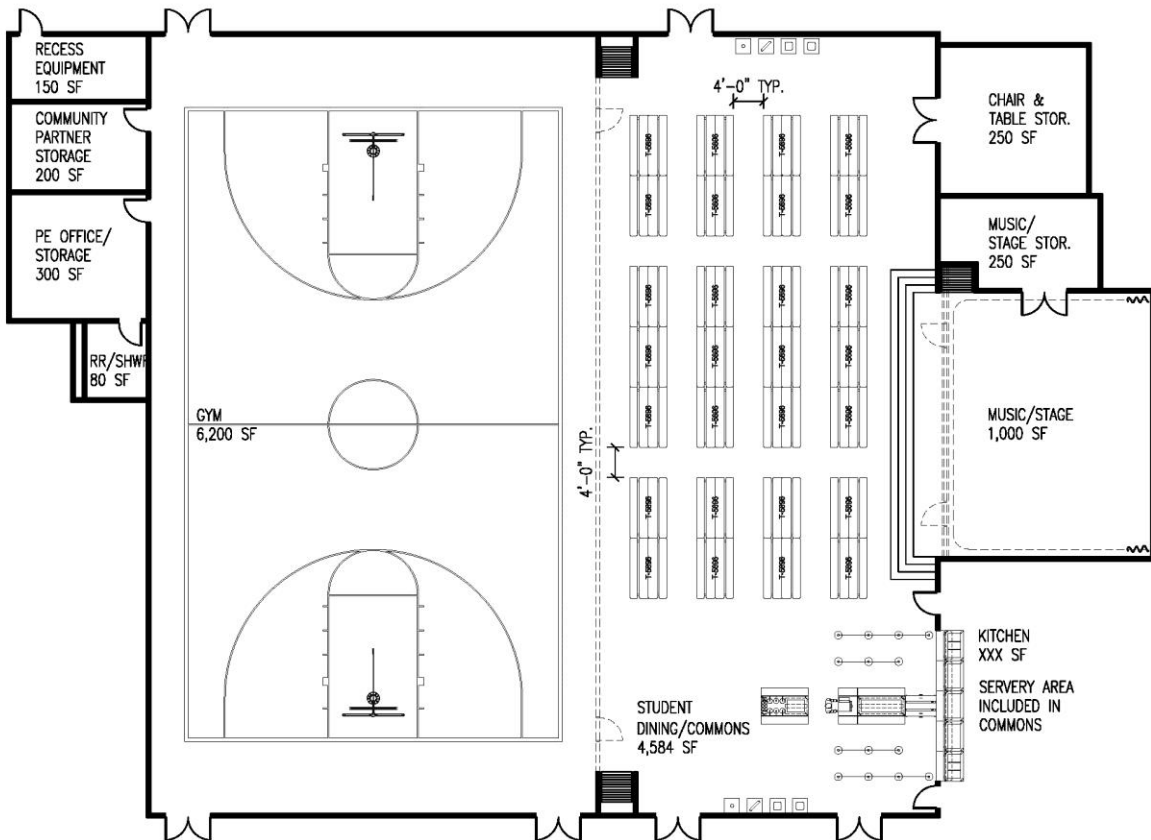
This area is planned to include student dining, performances, assemblies, science fairs and community meetings. A folding wall that acoustically isolates the Music/Stage Room from the cafeteria will allow for the student dining area to be used for large meetings and performances. It is proposed that through creative design, this area will effectively house multiple functions.

3.4.2 Adjacency Information And Diagrams

Where feasible, the Student Dining area should be located directly adjoining the Gymnasium, separated by an operable acoustical wall, to provide opportunities to support performances and events for the entire student enrollment plus staff and/or parents, up to ~1,000 people, to be seated with reasonable sightlines for activities on the stage.

Consider configuring the space so that two students lines can be accommodated in the serving area. Coordinate dish drop-off and recycling locations with Nutrition Services during design review meetings.

Chair and table storage should be located directly adjacent to and accessed from Student Dining/Commons when possible.

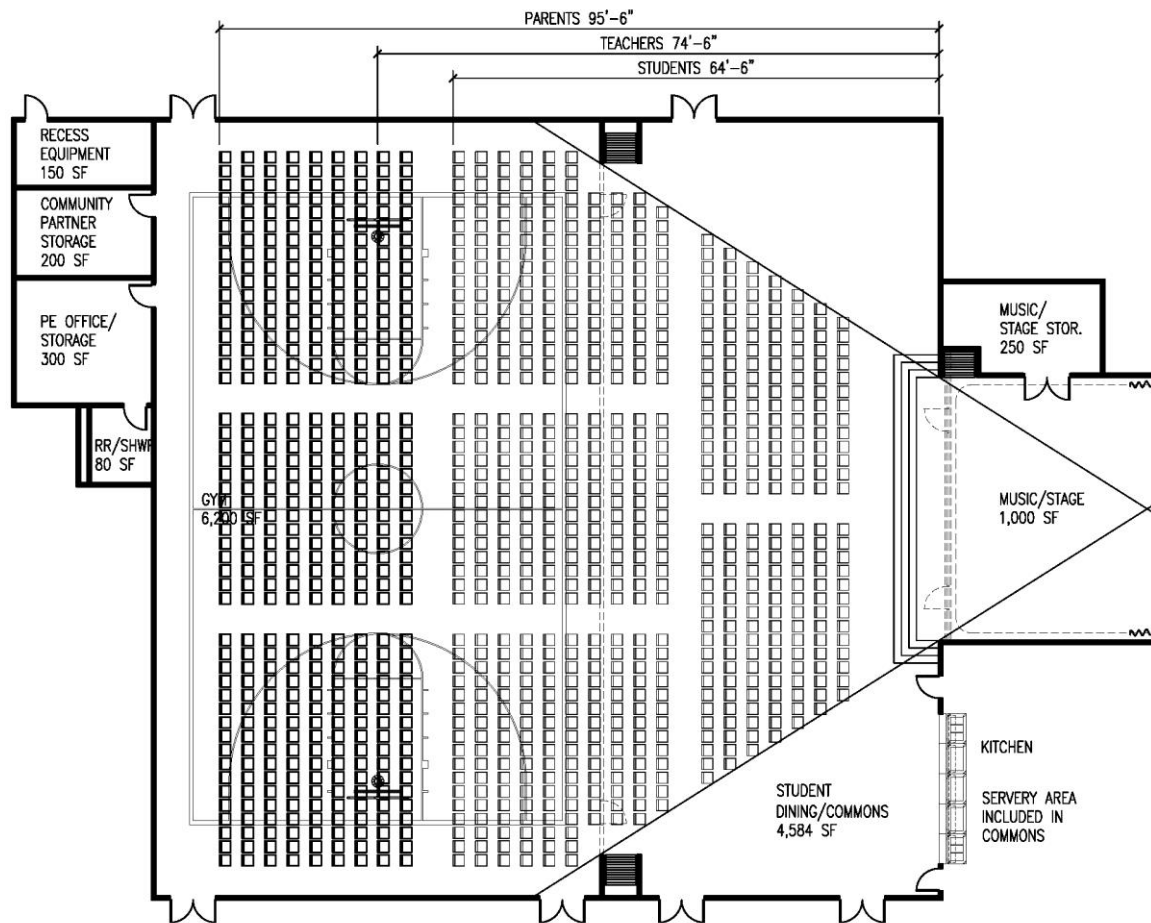


NOTES:

1. ANTICIPATED 18" WIDTH PER STUDENT AT TABLES
2. ANTICIPATED 8'-0" LONG TABLES
3. THEREFORE, 6 STUDENTS PER SIDE OF A TABLE
4. 28 TABLES x 12 STUDENTS PER TABLE = 336 STUDENTS TOTAL CAPACITY

650 STUDENT SCHOOL ~ 330 STUDENT DINING CONFIGURATION

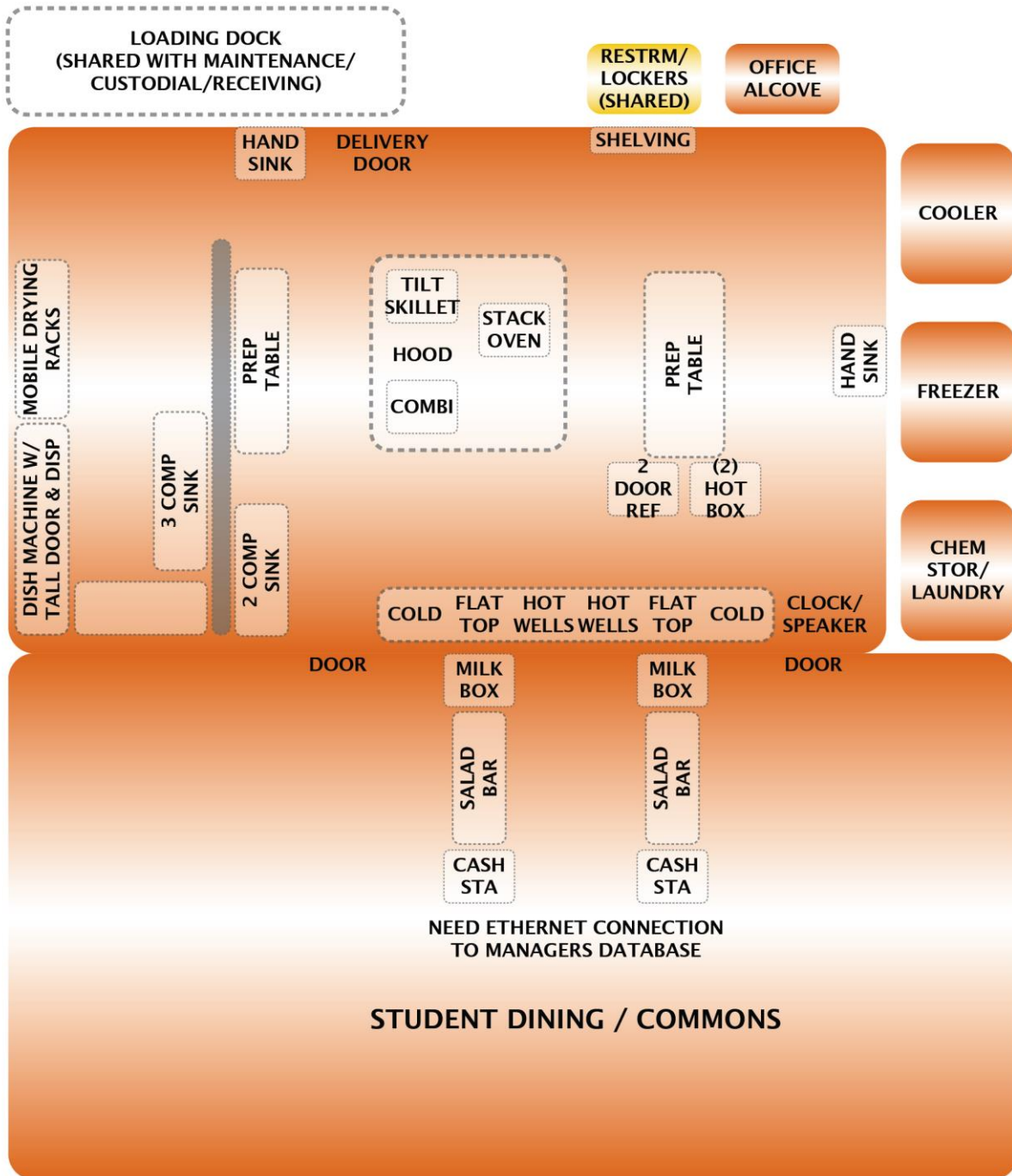
SCALE: 1/16" = 1'-0"



- NOTES:
1. APPROX. 690 STUDENT SEATS
 2. APPROX. 96 TEACHER SEATS
 3. APPROX. 336 PARENT SEATS

650 STUDENT SCHOOL — 330 STUDENT DINING AREA, EVENT CONFIGURATION
SCALE: 1/16" = 1'-0"

The Food Services area should be placed generally toward the rear of the building with easy access from the service driveway and loading dock. The freezer, cooler, and dry storage areas should have easy access from the loading dock. The kitchen/cafeteria area is considered a noisy area and should have separation from the quiet areas in the school (e.g. the library, academic classrooms, etc.). The cafeteria/commons should be adjacent to the kitchen and the stage should be adjacent to the cafeteria/commons. The scullery, or dishwashing area, should have some separation from the food preparation area.



3.4.3 Space Features: See detailed requirements in Appendix.

In addition, simple, straightforward stage lighting shall be provided, without sophisticated lighting controls. Two bars for mounting lights, and a maximum of six fixtures per bar, shall be provided.

3.5 LIBRARY/MEDIA CENTER

3.5.1 Program Description

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

An elementary library shall have the following zones:

- a large group instruction area for 28 students seated at 2-student tables and oriented toward a typical teaching wall with whiteboards and wall-mounted digital projector;
- a story/leisure reading area for up to 28 students, centered around an area rug where students will sit on the floor;
- independent learning area for up to 28 students, working in small groups around 4-person tables;
- informal reading area(s), with small-scale easily-movable soft seating for as many students as can be accommodated within the remaining area of the library.

Fixed and mobile shelving for the collection shall be provided as part of the construction budget. The initial purchase for an elementary library is typically in the range of 18 volumes per student. To provide for expansion of the collection, provide shelving capacity as follows:

- 11,000 volumes for a 500-student school, and
- 14,000 volumes for a 650-student school.

Provisions shall be made to accommodate eight to twelve Online Public Access Catalog (OPAC) stations.

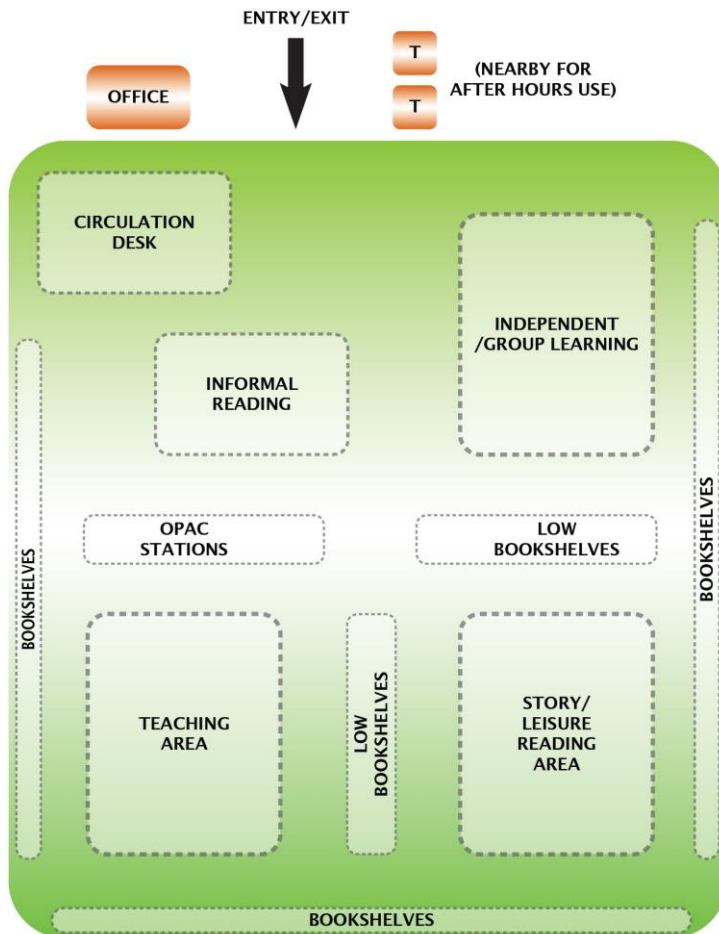
3.5.2 Adjacency Information and Diagrams

The library is both a teaching and learning space and a public meeting area. Therefore, it should be centrally located in the school with easy access from the front entrance. It is a quiet area and should be removed from the noisy areas (e.g. the kitchen, gym, music etc.).

A majority of the shelving should be located on the perimeter of the main library space/reading room. All shelving shall be arranged to provide good sightlines for supervision from the circulation desk as well as the group instruction area, so it is preferred if the group instruction area is near the circulation desk. Shelving within the center of the

room shall be half-height to maintain sightlines, and shall be mobile to provide flexibility for reconfiguration.

OPAC stations are shown clustered on the diagram below; however, that is simply one option, and it requires floor outlets, which are not preferred. A better alternative is to locate them where power and data can be accessed from a perimeter wall. They may also be distributed around the room; for example, one solution is to place a station at the end of a peninsula of shelving, while running power and data within the shelving.



3.5.3 Space Features: See detailed requirements in Appendix.

3.6 MAINTENANCE & CUSTODIAL SERVICES

3.6.1 Program Description

The custodial program provides support for the building by ensuring a clean, healthy, organized, and safe physical plant for teaching and learning. The custodians provide these services through regular sweeping, mopping, dusting, and scrubbing. They use larger cleaning equipment that requires additional storage space.

Maintenance and custodial areas' should be designed to be convenient to the operations staff but minimally impact the school community. Important adjacencies include the building loading dock-service area, the HVAC controls, custodial closets and boiler operations. Service areas should be large enough to accommodate service vehicles such as box trucks, vans and full size-pickup trucks with trailers. Dumpsters and recycling containers need to be convenient to loading docks and provide easy access from the cafeteria and trash hauling. Custodial service happens both during the school day and in the evening; typically Maintenance work is done in the off-hours including during school breaks when students are not present. Custodial and maintenance is scheduled through the District's Computerized Maintenance Management System (School Dude) include preventive maintenance based on service intervals as well as emergency and maintenance tasks.

Advancements in custodial equipment are leading to greater equipment size and operational changes that affect the built environment. Hands-free cleaning is becoming commonplace for restroom maintenance. Boys/Girls and staff restrooms should be designed with a floor drain and have floor and wall surfaces to a height of 7'-0" AFF that do not allow moisture to penetrate beyond the finished surface. All door openings throughout the building shall be a minimum of 3'-0" wide to facilitate the movement of large custodial equipment.

"Service Courtyard Storage" is for storage of equipment for Facilities & Grounds.

3.6.2 Adjacency Information And Diagrams

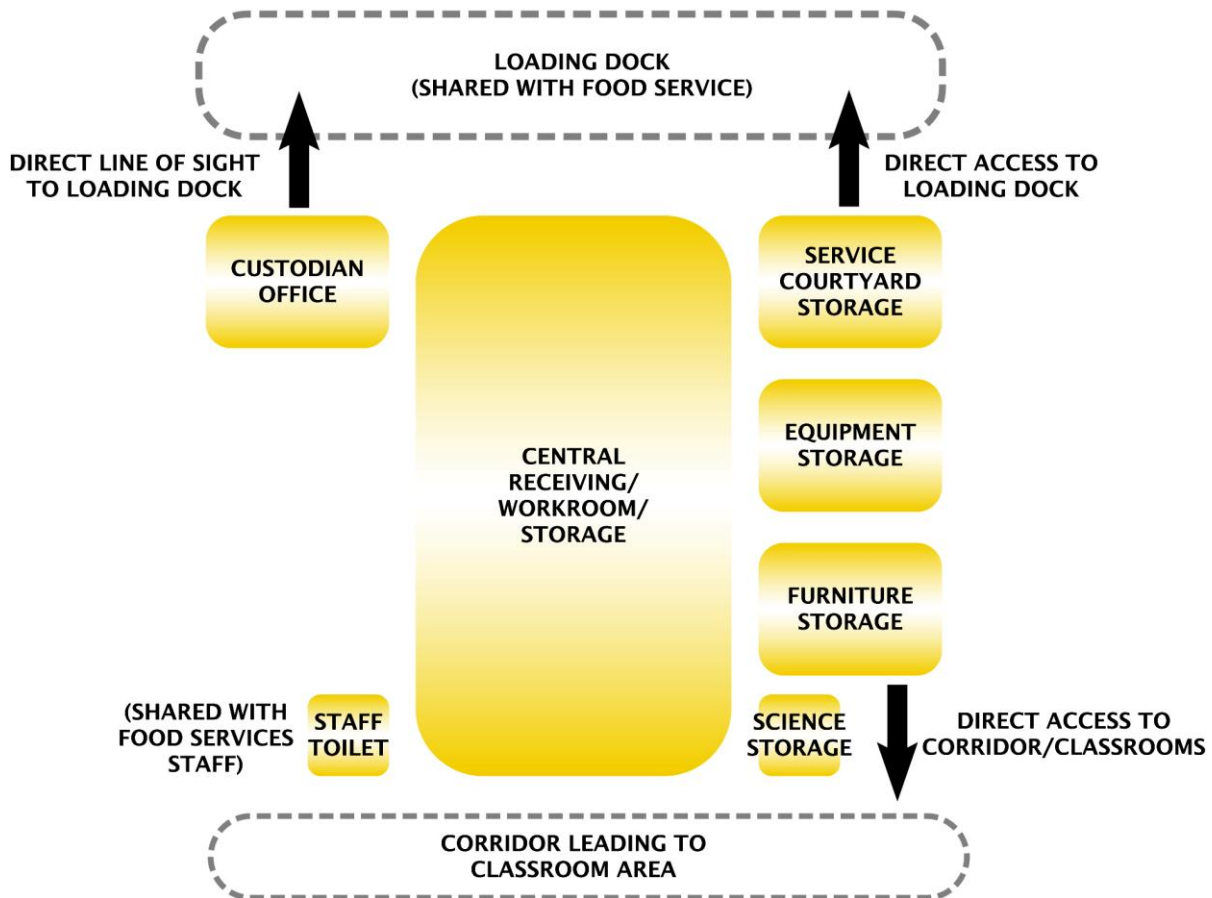
The maintenance workroom and receiving area should be close to the loading dock. The custodial office shall be located to have a direct sightline to the loading dock.

Custodial closets should be distributed around the school with access to the main areas to be cleaned. Custodial closets should typically be located adjacent to multi-stall student restrooms, and should be accessed from hallways rather than from within restrooms or other intervening spaces. One custodial closet should be near the gym and cafeteria.

While the Furniture Storage and Science Kit Storage Rooms should be readily accessible from the loading dock/receiving area, it is also preferable if they are accessible directly from a hallway leading to the rest of the school.

When feasible, it is preferred that the main mechanical and electrical equipment requiring service are located adjacent to the Custodial Services area. However, air intakes for mechanical system should not be located near the loading dock due to the frequent presence of diesel exhaust fumes.

Note: Outlets for maintenance and custodial equipment should be placed periodically along the corridors and outside the building.



3.6.3 Space Features: See detailed requirements in Appendix.



3.7 SPECIAL EDUCATION

3.7.1 Program Description

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. Since these programs may vary considerably over time, it is imperative that a variety of spaces be located throughout the instructional areas for maximum flexibility.

3.7.2 Adjacency Information And Diagrams

The special education rooms are integral to the main academic classrooms and should not be located in separate buildings or anywhere they would be seen as separate or unequal. Occupational Therapy/Physical Therapy (OT/PT), speech therapy and school psychologist spaces should have easy access from the Special Education classrooms. However the Special Education program as a whole should be distributed throughout the building.

If a special education space serves the behaviorally impaired, it may be placed near the office for disciplinary support.

3.7.3 Space Features: See detailed requirements in Appendix.

3.8 SPECIALTIES

3.8.1 Program Description

Visual and Performing Arts

“The Visual and Performing Arts program is supported by instructional spaces designed to include dedicated work and storage spaces. An outdoor patio adjoining the Art room can provide additional instruction space.

Physical Education (PE)

Support of the PE program requires a variety of indoor and outdoor spaces. Outdoor instructional areas shall be located adjoining the Gymnasium. The Gymnasium shall be sized to accommodate two sections/classes of PE running simultaneously, a schedule that will meet the Washington State mandate of 100 minutes of PE instruction/week for 500- and 650-student K-5 schools.”

PE facilities will be designed with a focus on community use during non-school hours.

In a 650-student school, there will be both an elementary music classroom and an instrumental music instruction space on the stage. In a 500-student school, all music instruction may be placed on the stage.

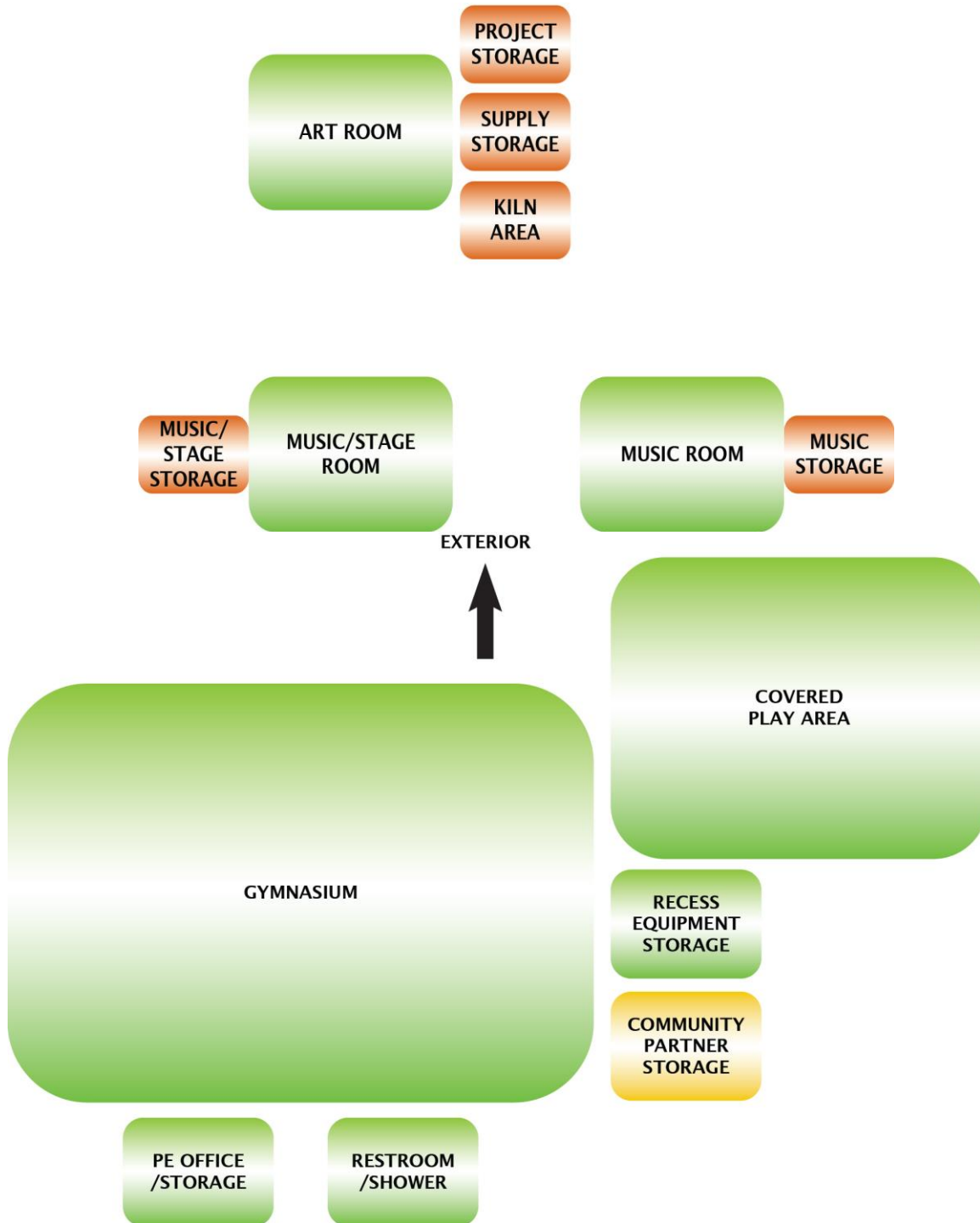
3.8.2 Adjacency Information And Diagrams

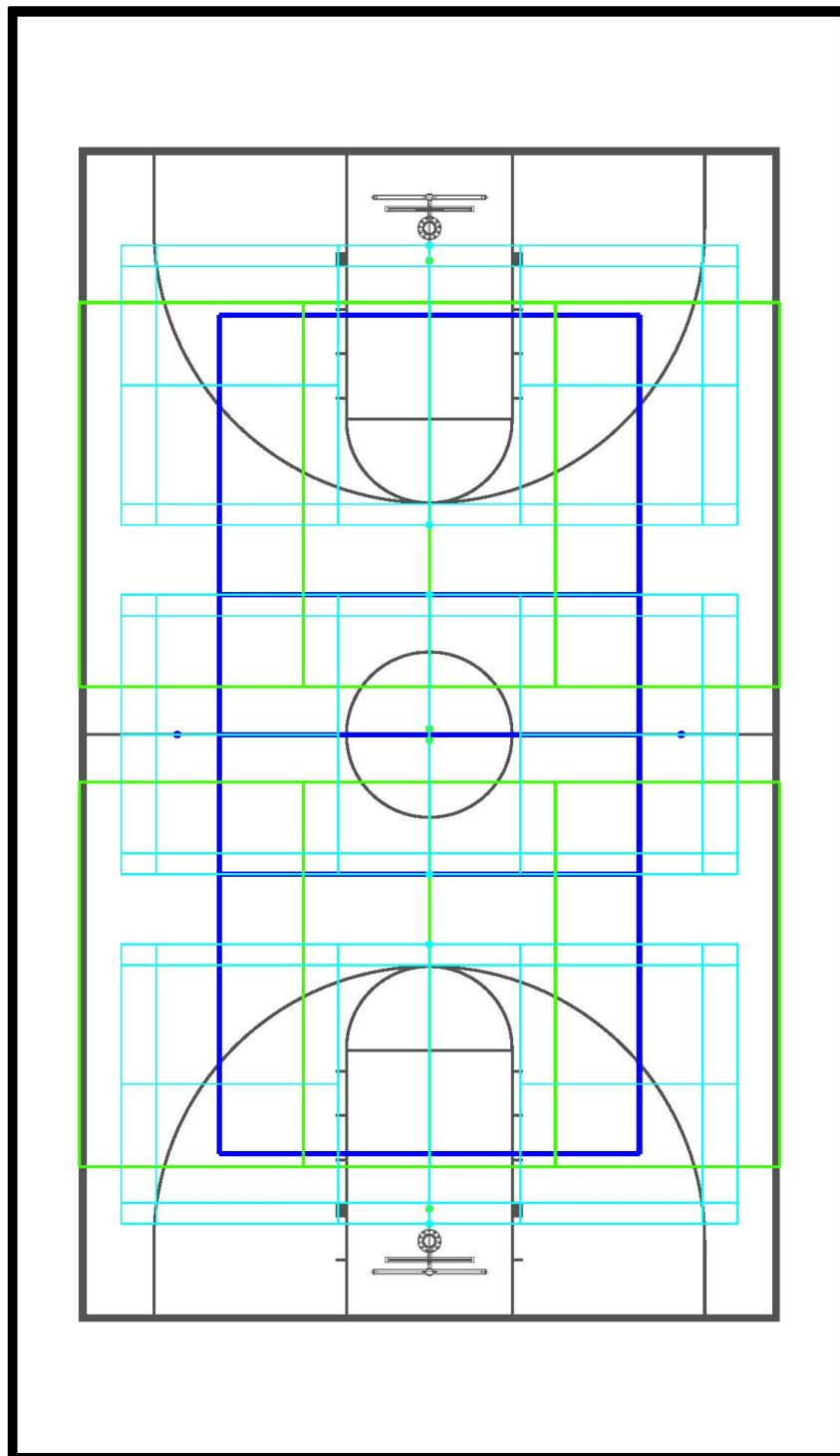
The music and PE spaces are considered some of the noisier spaces in the school and should have some separation from the quiet areas e.g. the library and main academic classrooms. Music instruction space may be placed on the stage.

The gymnasium will probably be used by the public for before- and after-school activities. It should have easy access from the front entrance and should be able to be separately secured. It should have a divider curtain at mid-court to separate the space into two teaching stations, and a whiteboards and tackboards should be provided within each teaching stations. No bleachers are required in elementary school gyms. Restrooms should be adjacent to the gymnasium. Consider locating the PE staff restroom (no shower) so that it could be shared by other staff.

The art program may be placed anywhere in the building, but display areas for student artwork should be in the main, high-traffic areas of the school. The kiln area for art should probably be placed near an outside wall for ventilation.

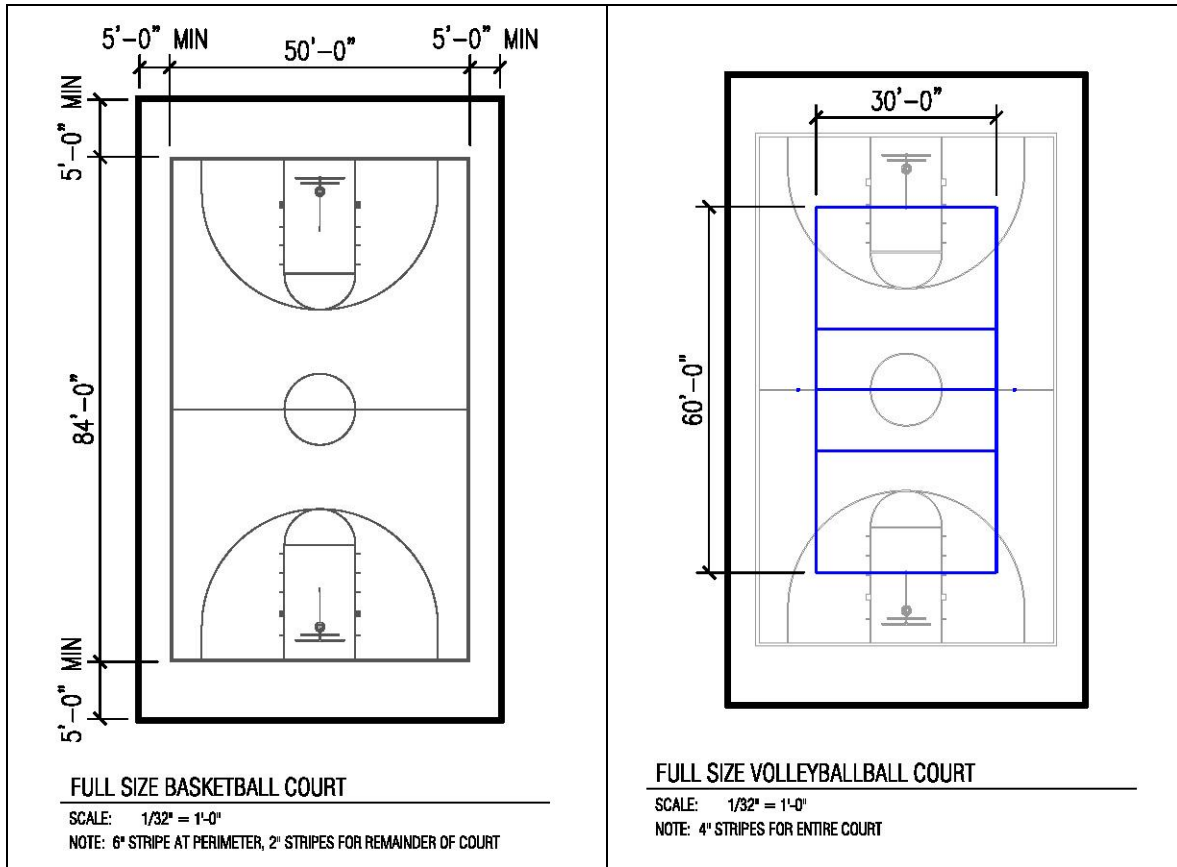
The second elementary music room in the diagram below is applicable only in a 650-student school.

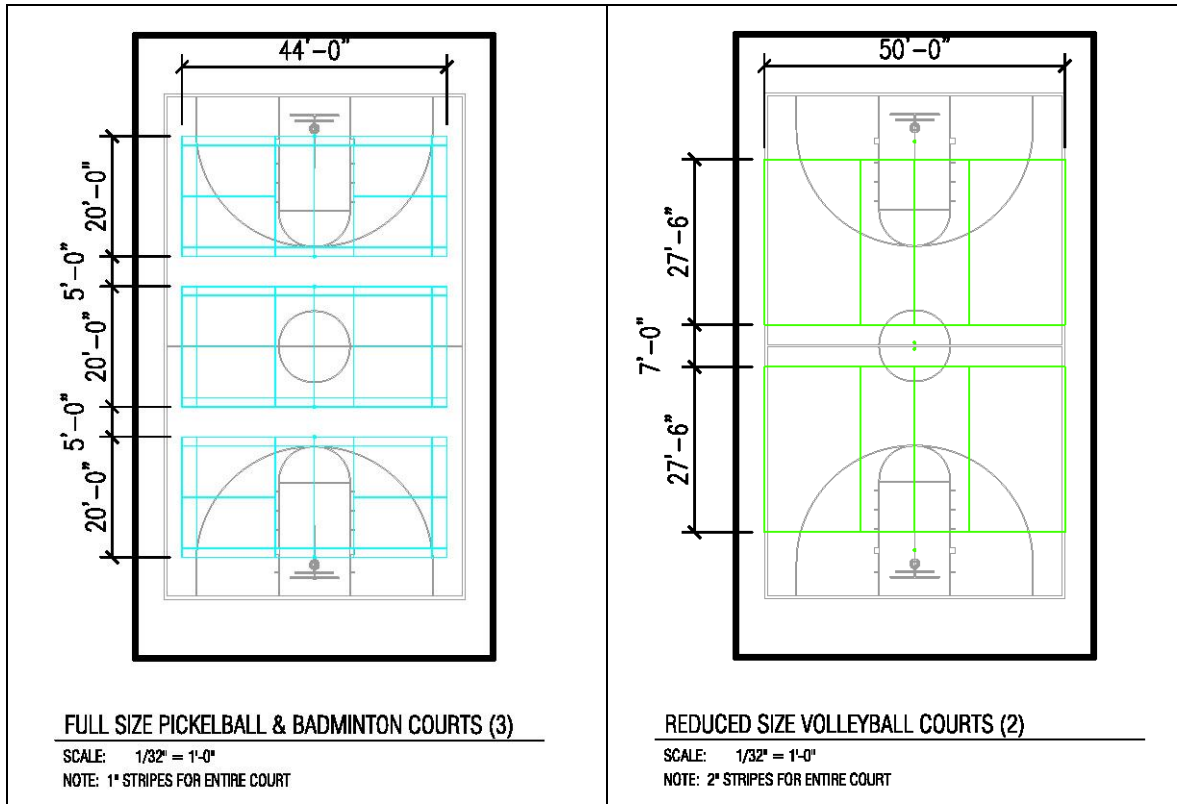




GYM PLAN WITH ALL SPORTS COURTS

SCALE: $3/32" = 1'-0"$





3.8.3 Space Features: See detailed requirements in Appendix.

The PE program will utilize rolling net posts, as they are easier to handle. Gym floor inserts for main court are not required for elementary PE use, but shall be provided for community use. Poles shall be provided by the Parks Department or community organizations if they wish to use the courts after hours.

Seattle Public Schools															5/27/16																			
Generic Elementary School Educational Specification															APPENDIX A - DOORS & HARDWARE, WINDOWS & FINISHES																			
Room		Doors & Hardware										Windows		Finishes	Ceiling					Floors				Walls					Comments					
		EXTERIOR	Door with vision panel and sidelite	Double doors with vision panel & sidelite	Solid Door, no sidelite	INTERIOR	Door with vision panel and sidelite	Double doors with vision panel & sidelite	Solid Door, no sidelite	Separation, but no door	See comments	No special requirements	Windows - exterior/operable	Interior window	See Comments	See Comment	No special requirements	Acoustical ceiling	Moisture resistant ceiling	Painted exposed structure and MEP/FP	Acoustical treatment may be needed	Carpet	Concrete	Tile type per Technical Standards	Resilient flooring	Wood	No special requirements	Paint	Ceramic tile per Technical Standards	Moisture resistant surfaces	Wainscoting	Wall-mounted acoustical panels	Acoustical partition	
Administration																																		
	Main Entry Vestibule		•											•									•								•		Walk-off mat. Coord doors with card access, Aiphone, & ADA access (which is typ at entries near bus and vehicle dropoff). Note all public entry doors shall be tied into push-button lockdown system.	
	Waiting Area						•							•				•				•											Interior windows to vestibule and hallway	
	Reception & Secretary									•			•	•				•				•											Interior window into Cot Room required	
	Principal Office						•						•					•				•												
	Asst Principal Office						•						•					•				•												
	Asst Principal/Student Waiting						•					•						•				•												
	Conference Room						•						•	•				•				•											Exterior window preferred; interior required	
	Admin Wkrm/Kitchenette						•						•					•				•												
	Mail Area									•			•					•				•												
	Storage Room								•				•				•					•												
	Records Room								•				•					•				•												
	Shared Office						•						•					•				•												
	Nurse's Office/Treatment Area						•							•	•			•				•											Interior window into Cot Room required	
	Cot Room						•						•					•				•												
	Clinic Restroom/W-D/Shwr								•				•					•				•												
	Computer Stor/Repair								•				•					•				•												
	Staff Lounge						•						•					•				•												
	Satellite Staff Workroom						•						•					•				•												
	Lost and Found									•			•					•				•												
	Patrol Closet								•				•					•				•												
	PTA / Volunteer Room						•						•					•				•												
	Staff Restrooms & Shower								•				•					•				•							•	•				
Childcare																•																	ALL FINISHES THIS AREA BLEACH RESISTANT	
	Childcare Classrooms		•				•						•	•	•			•				•						•					License-approved pinch guards all doors; provide magnetic door sensors with residential-type bell sound for detecting children exiting classroom; interior window to hallway; view window sill heights at 18-24" AFF; lowest edge of operable lites at 36" min AFF; roller shade cord lengths per State regulations.	

Seattle Public Schools													5/27/16																						
Generic Elementary School Educational Specification													APPENDIX A - DOORS & HARDWARE, WINDOWS & FINISHES																						
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	Child & Staff Toilet Rooms									●				●			●							●				●						License-approved pinch guards all doors. Solid, dutch doors, no locking function, at child toilet rooms; provide hardware to hold top half of door open, and to secure top half to bottom half. Keyed privacy locks at staff toilet rooms. Moisture resistant surfaces at toilet rooms.	
	Parent Check-In	●	●						●	●				●			●							●				●						Exterior entry door to be keyed, with buzzer to notify staff of parent presence; rough in power and data for future door opener. Door to be lockable by emergency lock-down command. No keypad/card reader access. License-approved pinch guards all doors; roller shade cord lengths per State regulations.	
	Office / Workroom					●				●		●		●			●							●			●							License-approved pinch guards all doors; interior window for entry and classroom observation; roller shade cord lengths per State regulations.	
	Kitchen/Pantry									●	●			●			●							●			●							Lockable gates/half-doors between kitchen and classrooms. License-approved pinch guards all doors; roller shade cord lengths per State regulations. Dutch door is preferred to separate kitchen from classroom(s). Moisture resistant, washable wall surfaces. Covered base at floor.	
	Storage/Laundry/Custodial							●		●	●						●						●				●	●	●						License-approved pinch guards all doors. Covered base at floor. 4' wainscot adj mop sink.
Core Academic																																			
	Kindergarten					●						●	●				●					●						●	●	●					Interior window to Learning Commons
	Grade 1-2-3					●						●	●				●					●						●							Interior window to Learning Commons
	Grade 4-5					●						●	●				●					●						●							Interior window to Learning Commons
	Flex Classroom(s)					●						●	●				●					●						●							Interior window to Lrng Commons or hallway
	Learning Commons		●						●			●					●					●						●							Door to outdoor learning area when possible
	Small Group Collaboration					●							●				●					●						●							Interior window to Lrng Commons or hallway
	Book/Technology Storage							●			●						●						●					●							
	Student Restrooms - All Areas								●		●							●					●					●	●						

Seattle Public Schools												5/27/16																					
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Dining/Food Service																																	
Student Dining Area			•				•			•		•					•		•			•					•				•	•	Wall-mounted acoustical panels must be above 8 feet. If "shared space": License-approved pinch guards all doors and cordless window covers when provided; all finishes must be resistant to moisture & bleach. Acoustical partition to Gym and/or Stage if adjacent.
Serving Area										•	•						•					•					•		•				2 doors with vision panels, one "in" and one "out"
Table & Chair Storage								•			•					•						•					•						
Community Kitchenette									•		•						•					•					•						
Kitchen						•							•				•						•				•		•				Door for deliveries to be 42" wide and open 180 degrees. Roll-up window to Serving Area. Other requirements per food service consultant
Manager's Office Alcove									•		•						•						•				•		•				
Dry Storage									•		•						•						•				•		•				
Laundry								•			•						•						•				•		•				
Library/Media Center																																	
Reading/Stacks/ Circulation/Group Instruction						•						•					•		•								•						
Office/Workroom						•							•				•					•					•						Interior window to Reading/Stacks area
Maintenance/Custodial																																	
Receiving/Workroom/Storage			•				•									•			•			•					•		•				Keyless locking entry
Loading Dock									•							•						•					•						Shared with Food Service
Lead Custodian Office						•				•			•	•			•				•						•						Observation window to Receiving Area and Loading Dock. Include interior sliding window for key handout & secure key return slot in wall or door.
Staff Toilet							•			•						•		•					•				•						Shared with Food Service
Staff Locker/Shower							•			•							•						•						•				Shared with Food Service
Equipment Storage							•			•						•						•					•						Paint ceiling only, not MEP/FP
Furniture Storage Room							•			•						•						•					•						Paint ceiling only, not MEP/FP
Science Kit Storage							•			•						•						•					•						Paint ceiling only, not MEP/FP
Custodial Closets							•			•	•							•			•						•	•	•				Accessible from Corridor with keyless locking entry. Hooks for backpack vacuums. Tile backsplash and stainless steel mop catcher at floor sink.

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Seattle Public Schools													5/27/16																							
Generic Elementary School Educational Specification													APPENDIX C - PLUMBING & HVAC/MECHANICAL																							
Room	Plumbing													HVAC/ Mechanical								Comments														
	No special requirements	Sink with bubbler	Sink without bubbler	2 compartment sink	3 compartment sink	Single wall mounted handwashing sink	Trough style multi-station handwashing sink	Large deep art sink, no bubbler	Large deep art sink with clay trap	Deep utility sink	Floor sink with 8" integral rim	Drinking fountain with bottle filler (2 ea)	Connected restroom w/ sink/toilet	Toilet	Shower	Connection for washer	Connection for dishwasher	Connection for icemaker	Floor drain	Eye wash/shower	Hose bibb	See comments	No special requirements	Exhaust hood for cooking	Venting for kiln	Ventilation for copier	Ventilation for flammable storage cabinet	Unconditioned space with ventilation	Connection for dryer venting	Exhaust all air to exterior	Individual ventilation system with A/C	Independent zoning for after-hours use	See comments			
Administration																																				
Main Entry Vestibule	●																						●													
Waiting Area	●																						●													
Secretary/ Reception	●																						●													
Principal Office	●																						●													
Asst Principal Office	●																						●													
Asst Principal/Student Waiting	●																						●													
Conference Room	●																						●													
Admin Workroom/ Kitchenette			●																							●										
Mail Area	●																						●													
Storage Room	●																						●													
Records Room	●																						●													
Shared Office	●																						●													
Nurse's Office/Treatment Area			●																●				●													
Cot Room	●																															●				
Clinic Restroom/W-D/Shower			●											●	●	●														●	●					
Computer Storage & Repair	●																						●													
Staff Lounge				●														●							●											
Satellite Staff Workroom			●																							●										
Lost and Found	●																						●													
Patrol Closet	●																						●													
PTA/Volunteer Room	●																						●													
Staff Restrooms & Shower			●											●	●					●			●												One adult shower with changing area for bike commuters somewhere near bike racks/entry	

[illegible]

Seattle Public Schools														5/27/16																						
Generic Elementary School Educational Specification														APPENDIX C - PLUMBING & HVAC/MECHANICAL																						
Room		Plumbing																		HVAC/ Mechanical								Comments								
		No special requirements	Sink with bubbler	Sink without bubbler	2 compartment sink	3 compartment sink	Single wall mounted handwashing sink	Trough style multi-station handwashing sink	Large deep art sink, no bubbler	Large deep art sink with clay trap	Deep utility sink	Floor sink with 8" integral rim	Drinking fountain with bottle filler (2 ea)	Connected restroom w/ sink/toilet	Toilet	Shower	Connection for washer	Connection for dishwasher	Connection for icemaker	Floor drain	Eye wash/shower	Hose bibb	See comments	No special requirements	Exhaust hood for cooking	Venting for kiln	Ventilation for copier			Ventilation for flammable storage cabinet	Unconditioned space with ventilation	Connection for dryer venting	Exhaust all air to exterior	Individual ventilation system with A/C	Independent zoning for after-hours use	See comments
	Learning Commons		●																				●													
	Small Group Collaboration	●																					●													
	Book/Tech Storage	●																					●													
	Student Restrooms, All Areas																					●													All stalls to have toilet partitions and toilets; no urinals.	
Dining/Food Service																																				
	Student Dining Area						●					●																					●	●	Air conditioning not required even if used for "shared space" for child care.	
	Serving Area	●																					●													
	Table & Chair Storage	●																					●													
	Community Kitchenette				●																		●													
	Kitchen				●		●										●			●				●									●			
	Manager's Office Alcove	●																					●													
	Dry Storage	●																					●													
	Laundry										●					●																●				
Library/Media Center																																				
	Reading/Stacks/ Circulation/Group Instruction	●																																●		
	Office/Workroom	●																					●													
Maintenance/Custodial																																				
	Receiving/Workroom/Storage									●											●	●											●			
	Loading Dock																					●	●											●	SPS does not use can washes. Connect trench drain to sanitary sewer (vehicle washing). ● Avoid air intakes due to truck fumes.	
	Lead Custodian Office	●																					●													
	Staff Toilet(s)			●										●						●			●													
	Staff Locker/Shower														●								●													
	Equipment Storage	●																					●													
	Furniture Storage Room	●																					●													
	Science Kit Storage	●																					●													
	Custodial Closets										●												●													
	Facilities/Grounds Equipment Storage	●																		●	●						●	●								
	Boiler & Central Plant																			●	●	●	●												Floor drain for capacity of boiler. Floor drain located adjacent to HWH & appropriate for capacity.	

[illegible]

[illegible]

[illegible]

[illegible]

Seattle Public Schools																									5/27/16	
		APPENDIX E - EQUIPMENT & MISCELLANEOUS																								
Room	Appliances (Owner Furnished & Installed UNO)	Special Purpose (Owner Furnished & Installed UNO)																			Comments					
	Refrigerator with freezer, undercounter	Refrigerator with freezer, full size	Ice maker, undercounter (CFCI)	Range (CFCI)	Range Hood (CFCI)	Microwave oven	Dishwasher - 140F sanitation capable (CFCI)	Stackable Washer/Dryer (CFCI)	See Comments	Kiln (CFCI)	Pottery Wheel	Walk-In Cooler & Freezer (CFCI)	Defibrillator	Wall Mounted Key Cabinet (provide blocking)	"Brute" trash barrels on wheels (3 each 44 gallon, 24" diameter, 32" high)	Cleaning cart (similar to Rubbermaid #9172: 50"L x 22"W x 40"H	Kaivac Floor Cleaner 24" w x 32" l x 51" h	Future Trash Compactor	Flammable material storage cabinet (CFCI)	Play equipment for 2-12 year olds (OFCI)	Play equipment for 5-12 year olds (OFCI)	Play equipment for 2-5year olds (OFCI)	Emergency Supplies Storage 8' x 10'	Outdoor Learning and/or Garden Shed 6' x 8', Spokane Precast CXT or similar	Child Care Play Equipment Shed 80 SF net	
Administration																										
	Main Entry Vestibule																									
	Waiting Area																									
	Secretary/ Reception																									
	Principal Office																									
	Asst Principal Office																									
	Asst Principal/Student Waiting																									
	Conference Room																									
	Admin Workroom/ Kitchenette	•				•																				
	Mail Area																									
	Storage Room																									
	Records Room																									
	Shared Office																									
	Nurse's Office/Treatment Area	•		•																						Refrigerator with small freezer for medications. Lockable or in lockable cabinet.
	Cot Room																									
	Clinic Restroom/W-D/Shower							•																		
	Computer Storage & Repair																									
	Staff Lounge		•		•	•	•		•																	Counter space & power for 2 microwaves.
	Satellite Staff Workroom					•																				
	Lost and Found																									
	Patrol Closet																									
	PTA/Volunteer Room																									
	Staff Restrooms & Shower																									
Childcare																										
	Childcare Classroom								•																	
	Child & Staff Toilet Rooms																									
	Parent Check-in																									
	Office	•							•																	Refrigerator for medications storage.
	Kitchen/Pantry		•		•	•	•																			
	Storage/Laundry/Custodial							•																		
Classrooms																										
	Kindergarten																									
	Grade 1-2-3																									
	Grade 4-5																									
	Flex Classroom(s)																									
	Learning Commons																									Second note requires 16 student stools - verify quantity
	Small Group Collaboration																									
	Book/Tech Storage																									
	Student Restrooms - All Areas																									
Dining/Food Service																										
	Student Dining Area																									

Seattle Public Schools																									5/27/16		
		APPENDIX E - EQUIPMENT & MISCELLANEOUS																									
Room		Appliances (Owner Furnished & Installed UNO)								Special Purpose (Owner Furnished & Installed UNO)														Comments			
		Refrigerator with freezer, undercounter	Refrigerator with freezer, full size	Ice maker, undercounter (CFCI)	Range (CFCI)	Range Hood (CFCI)	Microwave oven	Dishwasher - 140F sanitation capable (CFCI)	Stackable Washer/Dryer (CFCI)	See Comments	Kiln (CFCI)	Pottery Wheel	Walk-In Cooler & Freezer (CFCI)	Defibrillator	Wall Mounted Key Cabinet (provide blocking)	"Brute" trash barrels on wheels (3 each 44 gallon, 24" diameter, 32" high)	Cleaning cart (similar to Rubbermaid #9172: 50"L x 22"W x 40"H	Kaivac Floor Cleaner 24"w x 32" l x 51" h	Future Trash Compactor	Flammable material storage cabinet (CFCI)	Play equipment for 2-12 year olds (OFCI)	Play equipment for 5-12 year olds (OFCI)	Play equipment for 2-5 year olds (OFCI)	Emergency Supplies Storage 8' x 10'	Outdoor Learning and/or Garden Shed 6' x 8', Spokane Precast CXT or similar	Child Care Play Equipment Shed 80 SF net	
	Serving Area																										
	Table & Chair Storage																										
	Community Kitchenette						●																				Counter space & power for 2 microwaves.
	Kitchen									●			●														Commercial kitchen appliances and walk-in cooler and freezer specified by food service consultant.
	Manager's Office Alcove																										
	Dry Storage																										
	Laundry								●																		
Library/Media Center																											
	Reading/Stacks/Circulation/Group Instruction																										
	Office/Workroom																										
Maintenance/Custodial																											
	Receiving/Workroom/Storage	●					●																		●		Emergency storage on site near receiving
	Loading Dock																		●								
	Lead Custodian Office														●												
	Staff Toilet(s)																										
	Staff Locker/Shower																										
	Equipment Storage																										
	Furniture Storage Room																										
	Science Kit Storage																										
	Custodial Closets															●	●	●		●							Layout to accommodate noted equipment
	Facilities/Grounds Equipment Storage																			●							
	Boiler & Central Plant																										
	Other Mechanical Rooms																										
	Electrical Transformer Rooms																										
	Other Electrical Rooms																										
	MDF Room																										
	IDF Room																										
Special Education																											
	Self-Contained Classroom																										
	Restroom Adjacent Classroom																										
	Resource/Access Rooms																										
	Speech & Psychologist																										
	OT/PT (incl. Storage)																										
Specialties																											
	Art/Project Lab											●															
	Art Supply Storage/Kiln Rm										●																
	Art Project Storage																										
	Music Room																										
	Music Room Storage																										
	Music/Stage Room																										
	Music/Stage Storage																										

Seattle Public Schools																										5/27/16		
		APPENDIX E - EQUIPMENT & MISCELLANEOUS																										
Room		Appliances (Owner Furnished & Installed UNO)								Special Purpose (Owner Furnished & Installed UNO)																Comments		
		Refrigerator with freezer, undercounter	Refrigerator with freezer, full size	Icemaker, undercounter (CFCI)	Range (CFCI)	Range Hood (CFCI)	Microwave oven	Dishwasher - 140F sanitation capable (CFCI)	Stackable Washer/Dryer (CFCI)	See Comments	Kiln (CFCI)	Pottery Wheel	Walk-in Cooler & Freezer (CFCI)	Defibrillator	Wall Mounted Key Cabinet (provide blocking)	"Brute" trash barrels on wheels (3 each 44 gallon, 24" diameter, 32" high)	Cleaning cart (similar to Rubbermaid #9172: 50"L x 22"W x 40"H	Kaivac Floor Cleaner 24"w x 32" l x 51" h	Future Trash Compactor	Flammable material storage cabinet (CFCI)	Play equipment for 2-12 year olds (OFCI)	Play equipment for 5-12 year olds (OFCI)	Play equipment for 2-5year olds (OFCI)	Emergency Supplies Storage 8' x 10'	Outdoor Learning and/or Garden Shed 6' x 8', Spokane Precast CXT or similar	Child Care Play Equipment Shed 80 SF net		
	Gym																											
	PE Office/Storage																											
	PE Staff Restroom																											
	Community Partner Storage																											
Site																												
	Outdoor Learning Area(s)																								●			Provide suitable location for storage
	Child Care Play Area																									●		Provide hard surface for shed; area cannot be included in licensing required 75 SF per child.
	Playground(s)																				●	●		●				

Appendix G: PE Equipment

BASIC EQUIPMENT LIST

Elementary (K-5)

INTERMEDIATE AND ADVANCED EQUIPMENT LIST

Middle School (6-8)

High School (9-12)

Equipment Description	QTY Per School	Equipment Description	QTY Per School
12" TurboScooter Set of 6	5	12" TurboScooter Set of 6	1
Balance Board	6	Balance Board	8
Balls - Tuff Softi Prism Pack 6 - 6.25"	5	Balls - Tuff Softi Prism - 6pk 6.25"	3
Balls - Tuff Speciality Prism Pack 6 - 8.25"	5	Balls - Tuff Specialty Prism -6pk 8.25"	2
Bar - Horizontal Storage Rack	1	Balls - Whiffle	18
Bar - Work Out Bar 12lbs	15	Bar - Horizontal Storage Rack	1
Bar - Work Out Bar 9lbs	15	Bar - Work Out Bar 12lbs	24
Board Games - i.e. Life, Candyland	2	Bar - Work Out Bar 15lbs	12
Bowling Pins - Gamecraft Multi-Colored Sets	2	Bar - Work Out Bar 9lbs	12
Cards - Deck of Playing- dozen	2	Beanbags Prism Pack- 5"-dz	4
Cart - All Terrain All Play	1		
Cart - Monster Ball	1		
Cones - Color My Class 12" - Set of 6	3	Bonded Foam Mat 4'X8'X2" Blue	4
Cones - Color My Class 18" - Set of 6	6	Bowling Pins - Gamecraft Multi-Colored Sets	3
Core Stability Ball 55cm Red	15	Cards - Deck of Playing- dz	2
Dumbbell - Neoprene 3lbs -ea	60	Cart - All Terrain All Play	1
Exertube w/ Handles - Green - Light	15	Cart - Monster Ball	1
Exertube w/ Handles - Red - Medium	15	Cones - Color My Class 12" - Set of 6	4
Fitness Step - 6"	30	Cones - Color My Class 18" - Set of 6	6
Fitness Step Cart	1	Dumbbell Neoprene Covered - 5lb EA	48
Foot Bags (Hackey Sack)	8	Dumbbell Neoprene Covered - 8lb EA	48
Football - Poof Foam	15	Exertube w/ Handles - Blue - Heavy	12
Gamecraft 5" Nylon Bean Bags Prism Pack (dz) - 5"	4	Exertube w/ Handles - Green - Light	12
Gamecraft Flying Discs - set of 6	8	Exertube w/ Handles - Red - Medium	24
Hoops 36" Premium No-Kink Multi-Colored -dz	2	Fitness Step - 6"	36
Jump rope - EX-U Rope Licorice Speed Rope 7'	24	Fitness Step Cart	1
Jump rope - EX-U Rope Licorice Speed Rope 8'	24	Foot Bags (Hackey Sack)	9
Jump rope - EX-U Rope Licorice Speed Rope 9'	12	Football - Poof Foam	15
Measuring Tape- 100'	1	Gamecraft Flying Discs - Set of 6	9
Medicine Ball - Rubber - 4lb	15	Hoops Premium No-Kink Multi-Colored 36" -dz	2
Paddle - Pickle Ball	30	Jump rope - EX-U Rope Licorice Speed Rope 7'	12
Peacock Feathers- Set 12	5	Jump rope - EX-U Rope Licorice Speed Rope 8'	12
Pinnies - blue DZ	2	Jump rope - EX-U Rope Licorice Speed Rope 9'	36
Pinnies - red DZ	2	Measuring Tape	1
Plastic Baseballs- 6 color set	3	Medicine Ball - Rubber - 4lb, 6lb, 8lb, 10lb	5
Poly Spots Prism Pack-9" Set of 6	5	Paddle - Pickleball	18
Quick Feet 15" Donut Set w/Drill	8		
Scarves- DZ	10	Pinnies - blue DZ	18
Scooter Board Storage Rack	1	Pinnies - red DZ	18
Speed Stackers - 15 Set Sport Pack	2	Poly Spots Prism Pack-9" Set of 6	5
Stability Ball Cart	1	Quick Feet 15" Donut Set w/Drill	8
US-Games Tug-O-War Rope 50'	1		
Jungle Gym w/ wall Mount - blk straps	15	Scooter Board Storage Rack	1
Snap-On Train Station	15	Stability Ball Cart	1
Train Station Extra Cable Sets	15	Stability Core Ball 55cm Red	10
Movement Progression Cards/DVD	1	Stability Core Ball 65cm Yellow	10
Jungle Gym Circuit Cards / DVD	1		
Train Station Circuit Cards / DVD	1	Tubing - Bulk X-Heavy Black - 25'	2
Portable Cable Caddy	1	Tubing Handles	6
		Tug-o-War Rope	1
Foam Paddles	30	Tennis Racquets	36
Foam Coated 3" Tennis Trainer Balls	60	Tennis Balls	1 case
Pinnies- rainbow set of 6	5	Sit and Reach Box	2
Basketballs - 28"	30	Basketballs	36
Yarn Balls- 4"	50	Pickleball Nets / Standards (poles)	1 set
Tennis Racquets- 23"	30	Golf Clubs	?
Badminton Racquets	30	Golf Training Balls (plastic wiffles)	2 cases
Badminton Racquets	30	Yoga Mats	36
Rubber Playground Balls -8.5"	30	Football Flags	
Badminton Shuttlecocks- tubes of 6	5	Footballs (rubber / synthetic) - Youth and Adult size	12 each
Volleyball Trainers (large balls)	15	Badminton Racquets	36
4-Panel Folding Gymnastics Mats	15	Badminton Shuttlecocks	1 case
Compressor -Air Pump	1	Volleyball Nets / Standards	1 set
Omnikin Inflator	1	Volleyballs	18
Omnikin Balls- 18" set of 6	2	Soccerballs (outdoor)	18
Omnikin Ball- 48"	1	Indoor Goals (portable)	1 set
Plastic Bats	6	Indoor Soccerballs	18

Bocce Ball	18
Croquet	2 sets
Kickballs	18
Handballs	18
Indoor Floor Hockey Sticks	36
Indoor Floor Hockey Pucks	18
Softball Bats	3-6
Softball Gloves (left-handed / right-handed)	9 / 18
Softball Catcher's Mask/Helmet	2 sets
Softballs (outdoor and indoor training balls)	18 each
Agility Rings	2 sets
Lacrosse sticks	36
Jungle Gym w/ Carabineer- blk straps	36
Snap On Wall Mount Train Station	36
Train Station Extra Cable Sets	10
Train Station Extra Double Cable Sets	10
Circuit Trainer Bands	36
Circuit Trainer Center Rings	3
Movement Sticks	36
Movement Stick Caddy	1
Mini-Bands	108
Power Push-up	6
Instructional Materials Package (Crct Cds/DVD)	1

FAB 5 AFTER SCHOOL PROGRAM EQUIPMENT LIST
Elementary (K-5)

FAB 5 LIT FIT EQUIPMENT LIST
Elementary (K-5)

Equipment Description	QTY Per School	Equipment Description	QTY Per School
Core Stability Ball 55cm Red	4	Balance Beams - Educational Pieces Set of 5	1
1kg Rubber Medicine Balls	3	Beach Balls - 12"	6
2kg Rubber Medicine Balls	3	Beanbags 5" Prism Pack -dz	2
36" Premium No-Kink Multi-Colored Hoops -dz	2	Buckets - set of 12 (red, bl, grn, yllw)	1
5" Prism Pack Beanbags -dz	2	CD Music "We All Live Together"	1
6.25" Softi Tuff Ball Prism Pack 6	4	Cones - Color My Class 12" - Set of 6	3
8.25" Specialty Tuff Balls Prism Pack 6	6	Cones - Color My Class 18" - Set of 6	1
9" Poly Spots Prism Pack- Set of 6	5	Feet Markers - set of 12	2
Exertube w/ handles - Green - Light	8	Floor Marking Tape 1"x60yd-blu/grn/red/wh/yw/blk	1
Exertube w/ Handles - Yellow - X-Light	8	Hard Rounded Markers - Set of 48 (8 of ea color)	1
Color My Class - Foam Dice 3"	3	My Plate Food Set	1
Cones - Color My Class 12" - Set of 6	5	Hurdles - Multi Height Flex Hurdle-set of 4	1
Core Stability Ball 55cm Red	5	Jump Rope - 6' Black EX-U-Rope	6
Dual Density Work Out Mat	6	Mat - Foam Bonded 4 'X 2 'X 8' -	4
Ex-U-Rope Licorice Speed Rope - 6'	10	Poly Spots 9' Prism Pack- set of 6	5
Ex-U-Rope Licorice Speed Rope - 7'	10	PUGG Goal	1
Ex-U-Rope Licorice Speed Rope - 8'	10	Quick Feet 15" Donut Set w/Drill-set of 6	3
Foam Tennis Trainers	10	Sight Word Steps	2
12" TurboScooter Set of 6	2	Soccer Ball - Soft Kick	4
Gamecraft Multi-Colored Bowling Pin Sets	3	Step - Fitness 6" GREY	10
Hand Tally Counter	1	Tug - Sof 50' Elementary	1
Intermediate Size Basketballs (set/6)	5		
Large Foam Dice - 1 Pair	1	ALL SCHOOLS NEED THE FOLLOWING EVALUATION EQUIPMENT	
Neoprene Dumbbell 2lbs -ea	16	Pedometers (X32) : Ekho One .5	1
Neoprene Dumbbell 3lbs -ea	16	Pedometer Storage Case	1
Pack of 5 - 6" Fitness Step Boxes - Grey	2	HRM (X30) : WMP-88	1
Soccer Balls - 4 Sponge Fun Size - Set of 6	18	4'X8'X2" Supernova Mat - Blue	4
Standard Playing Cards - 1 Dz	1	Flexibility Assessment Tester	1
Throw Down Bases	1	Mat - Dual Density Workout	15
Triple Threat Flag Football Belts - Red	15	Pacer CD - 20 Meter	1
Triple Threat Flag Football Belts - Yellow	15	Stadi-O-Meter	1
Voit Tuff Coated Foam 8 1/2 Mini Football - Prism Pack	2	IPOD Touch - 5th Generation 32GB	1
Voit Tuff Coated Foam 9 -3/4 Junior Football - Prism P	2	Bose® music-to-go package	1
Volley Enduro Trainer- Prism Pack - Set of 6	6		
Youth Nylon Pinnies - 1 Dz Blue	1		
Youth Nylon Pinnies - 1 Dz Green	1		
Youth Nylon Pinnies - 1 Dz Red	1		
Youth Nylon Pinnies - 1 Dz Yellow	1		



Community Design Center

402 15th Avenue East
Seattle WA 98112-4599
206 329 8300
206 329 5494 fax

APPENDIX H – FIXTURE MOUNTING HEIGHTS

Seattle Public Schools BEX IV Child Care Ed Specs

The following recommendations take into consideration:

- Washington State Minimum Licensing Requirements for Child Care Centers (Chapter 170-295 WAC)
- Washington State Licensed School Age Child Care Standards (Chapter 170-297)
- Flexibility of classrooms to accommodate both preschool and school age children while prioritizing life safety and minimizing risks, and while complying with applicable codes to the greatest extent possible
- ADA Requirements (ICC A117.1-2009 Accessible and Usable Buildings and Facilities). Please note: Architect teams are responsible for verifying that ADA requirements are met, including but not limited to those for toilet installation location, grab bar installation locations and lengths, toilet accessory locations, required clear floor areas, etc.

Lavatories in or directly outside of Children's Toilet Rooms

- Both sinks intended for children's use (both preschool and school age) to be mounted at 26" rim height Above Finish Floor (AFF).

Hand Wash Sink at Entry Door to Classroom

- One sink at 26" rim height AFF which meets licensing requirements for both preschool and school age children.

Children's Toilets

- All toilets at 14" rim height AFF (15" seat height).

Rationale for Lavatories Mounting Heights:

Sinks mounted at a height that will be compliant with ICC A117.1-2009 Sec. 606.2 Exception 3 (24" tall knee clearance below sink for children ages 6 through 12, i.e. School Age Before & After Care programs) will result in a rim height that is not child care licensing compliant for preschool/Pre-K age children, in which case a platform could be required by licensing if the classroom is used for preschool/Pre-K early care and learning. Platforms are not ideal, especially in the classroom – they create a tripping hazard and shift around when accidentally kicked. A 26" lavatory rim height, as specified above, meets licensing requirements for both preschool/Pre-K and for School Age children (Preschool: 22" – 26"; School Age: 26" – 30"). A school age wheelchair using child could do a side/parallel approach to these sinks (this is technically not ADA compliant for this age group) where the knee clearance is not provided. SPS risk assessment has concluded that the likelihood of a child tripping on a raised platform below a sink, resulting in an injury, is greater than the risk of a school age wheelchair user challenging the sink mounting height because the knee clearance is not provided for a front/forward approach.

Rationale for Children's Toilets Heights:

SPS has indicated that this is the preferred toilet size. Child care licensors may require "a safe, easily cleanable platform that is moisture impervious and slip resistant" for preschool/Pre-K age children per the WACs. The licensing requirements for school age children do not state a required rim height. Platforms in toilet rooms present less of a hazard than those below wall-mounted sinks in classrooms.



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APPENDIX J - APPLIANCE, FIXTURE & EQUIPMENT LIST

Seattle School District BEX IV Child Care Ed Specs

402 15th Avenue East

Seattle WA 98112-4599

206 329 8300

206 329 5494 fax

Electrical Outlets

"Tamper Resistant" electrical outlets are required by licensing in child care centers. They have shunts or shutters built into the receptacle preventing entry to live, energized contacts. Receptacles must be labeled as Tamper Resistant on the face of the receptacle, and visible once installed. Often this labeling is "TR". Please note, Tamper Resistant GFCI outlets are required per the electrical code at wet locations.

Appliances

Refrigerator/Freezer	Residential Grade, Refrigerator (33", +/- 23 cubic feet) Over Freezer model, Self-Defrosting, Glide-Out Freezer Drawer; Energy Star Model; ADA Compliant (verify)
Below Counter Refrigerator	Under counter, compact refrigerator (+/- 6 cubic feet) Provide (1) at Director's Office for secure medications storage.
Range	Residential Grade, 30" Slide-In Electric Range with smooth ceramic or glass cooktop and Thermal / Self-Cleaning Oven; ADA Compliant (verify)
Microwave	<i>Need info; is there an SPS standard?</i>
Range Hood	30" – 36" wide, residential hood, with light and two speed switch fan control (if available), and washable filter; exhausted to the outside; SPS to provide letter to DPD indicating cooking limits; Provide signage at wall behind cooktop stating, "Roasting, pan frying and deep frying not allowed. Only boiling, steaming and warming precooked food allowed."
Garbage Disposal	Residential Grade, ¾ horsepower; Provide (1) at Kitchen food prep sink
Dishwasher	Below-counter model with integral high temperature/sanitizing cycle (booster heater; 140 degrees min.); Energy Star Model; ADA Compliant (verify)

Stacking Washer/Dryer	Electric, Front Loading, with NSF Certified Sanitizing Cycle (integral booster heater; 140 Degrees min. water temperature); Energy Star Models; Washer and Dryer may be stackable, but must be secured to each other with manufacturer provided 'Stacking Kit' and must be secured to adjacent walls to prevent appliances from tipping over during an earthquake; Dryer vent hose must also be well-secured to the wall; ADA Compliant (verify)
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Fixtures and Accessories

Toilet Rooms

Toilets	14" Rim Height (15" Seat Height) for both Preschool and School Age; Wall hung, flush valve, low-flow code compliant At Children's Toilet Rooms adjacent to Shared Spaces, toilets at Accessible/ADA stall(s) to be compliant with accessibility code (17" – 19" seat height). All other toilets to be 14" rim height (15" seat height).
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Lavatories	Wall-Mount, Enameled cast iron, approx. 20" x 18", ADA compliant, mounted at heights specified in Appendix A to BEX IV Child Care Ed Specs OR Trough-style sink with as many faucets as number of lavatories required.
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Faucets	ADA compliant, Non-swivel; Gooseneck not recommended; Single lever control recommended
---------	--

Mixing Valves	Adjustable inline tempering valve at all children's lavatories to mix-down water temperature as needed to prevent scalding. Example: Symmons Mechanical Mixing Valve 4-10B.
---------------	---

Children's Art Sinks (if provided)

Sink	Approx. 25" x 22" x 8", 18 ga. Stainless Steel Single Bowl with side mounted faucet; provide blank for possible future bubbler fountain. Sink mounted at heights specified in Appendix A to BEX IV Child Care Ed Specs
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Faucet @ Sink	ADA compliant, Non-swivel; Gooseneck not recommended; Single lever control recommended, deck mounted at side of sink
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Mixing Valve	Adjustable inline tempering valve at all children's lavatories to mix-down water temperature as needed to prevent scalding. Example: Symmons Mechanical Mixing Valve 4-10B.
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Teacher's Art Sink

Sink

Approx. 25" x 22" x 10", 18 ga. Stainless Steel
Single Bowl

Faucet @ Sink

Gooseneck OK

Utility Sink

Sink

Floor Style; 30" x 30" x 10"; Molded Stone or Fiberglass, with stainless steel drain; Provide Mop Hanger on wall above utility sink.

Faucet

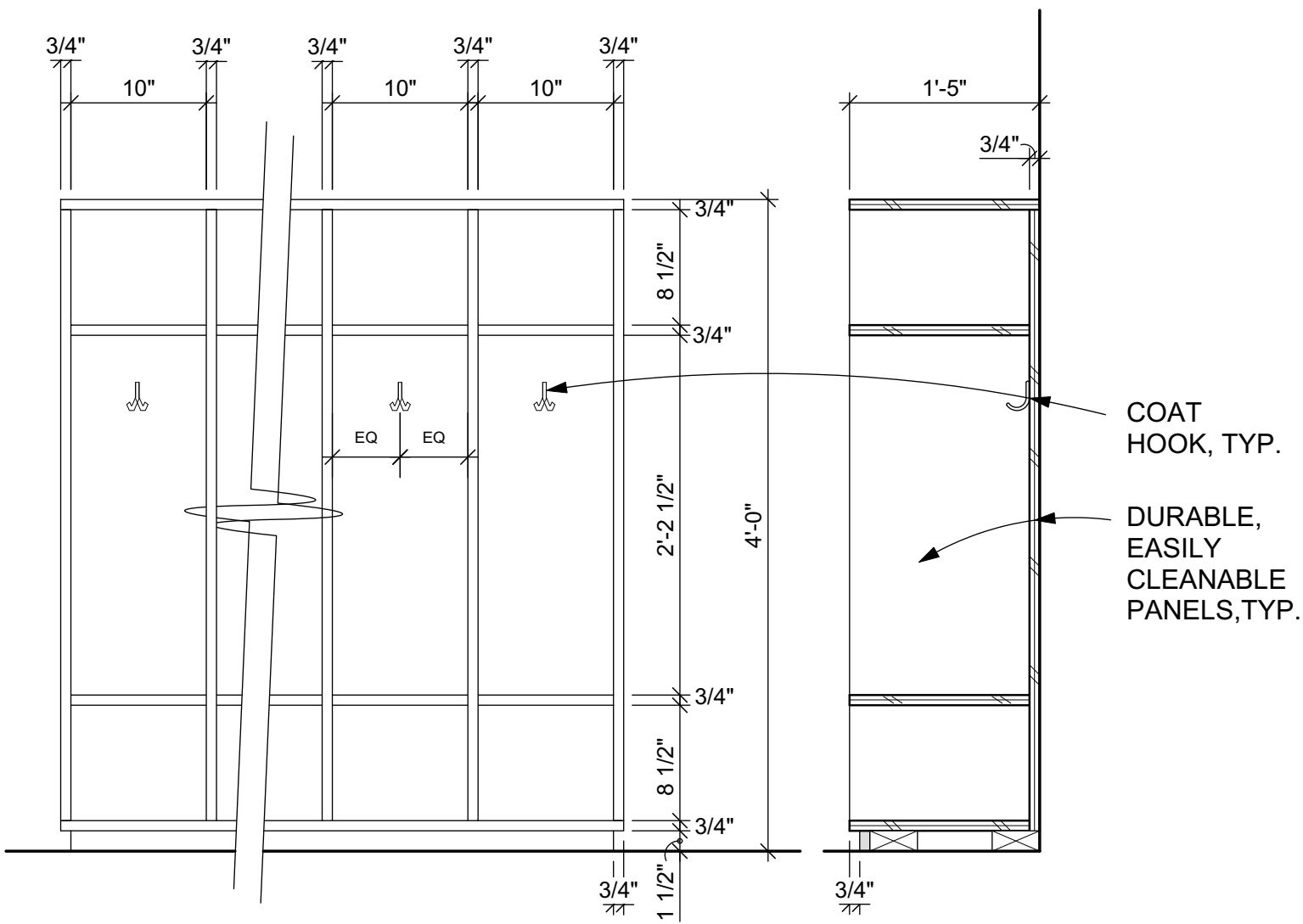
Chrome plated, wall mount faucet with wall brace

Appendix C -K Children's Storage Cubbies Samples



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402 15th Avenue East
Seattle, Washington 98112
206.329.8300
206.329.5494 fax
ew@eworks.org



ELEVATION

SECTION

**Sample A -
Children's Storage Cubbies**



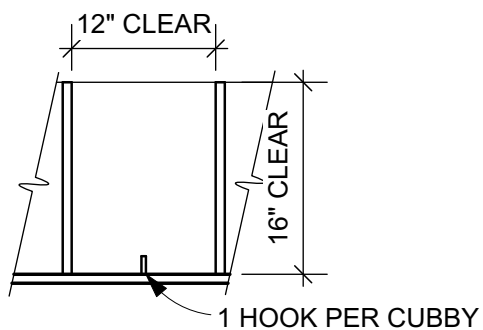
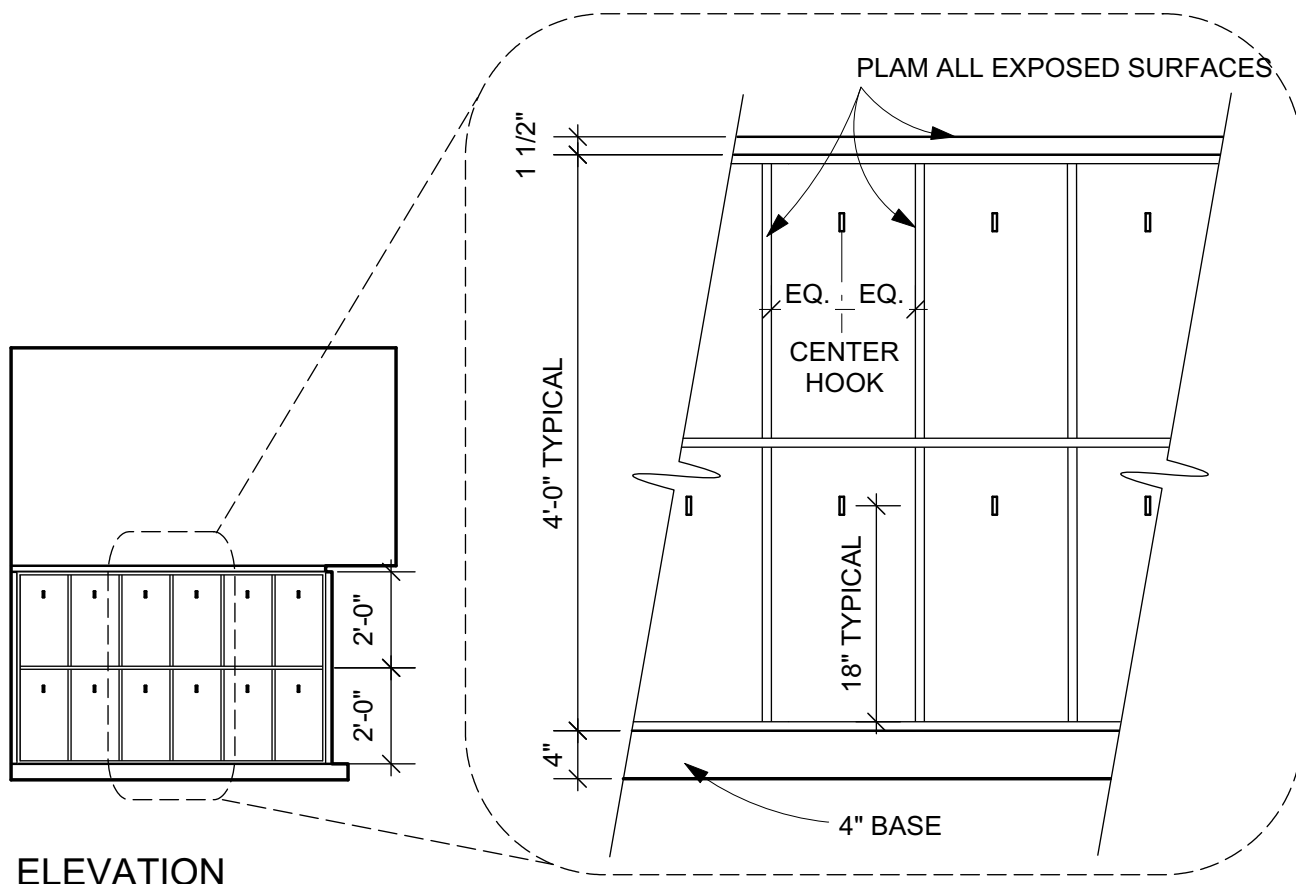


environmental
WORKS

Community Design Center

402 15th Avenue East
Seattle, Washington 98112
206.329.8300
206.329.5494 fax
ew@eworks.org

Appendix C - Children's Storage Cubbies Samples



**Sample B -
Children's Storage Cubbies**

BEX IV

