

**GOVERNMENT OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF GENERAL SERVICES**



**REQUEST FOR PROPOSALS**

**ARCHITECTURAL/ENGINEERING SERVICES  
RIVER TERRACE SPECIAL EDUCATION CENTER**

**March 25, 2013**

**Proposal Due Date:** April 19, 2013 by 2:00 p.m. EDT

**Preproposal Conference:** April 3, 2013 at 11:00 a.m. EDT

*to be held at:*

**Frank D. Reeves Center  
2<sup>nd</sup> Floor Community Room  
2000 14<sup>th</sup> Street, NW  
Washington, DC 20009**

**Contact:** Thomas D. Bridenbaugh  
Leftwich & Ludaway, LLC  
1400 K Street, NW  
Suite 1000  
Washington, D.C. 20005  
Phone: (202) 434-9100

**Solicitation Number:** DCAM-13-AE-0139

## **Executive Summary**

The District of Columbia Department of General Services (“DGS” or “Department”) is issuing this Request for Proposals (“RFP”) to engage a design firm to serve as the architect/engineer (the “Architect”) for the modernization of River Terrace Elementary School, located at 420 34th Street, NE, Washington, DC 20019 and construction of a new addition to the school to be completed no later than August 15, 2014 (the “Project”). The new facility will serve as a special education center for students with profound physical, mental and emotional handicaps.

The existing structure was constructed in 1952 and consists of approximately 62,800 feet of space. It is contemplated that the modernized River Terrace will consolidate the programs at Sharpe Health School and Mamie Lee School and will serve up to 150 student from ages 3 to 21. It is anticipated that in order to accommodate the program, an addition of 15,000 to 18,000 square feet will be required. Draft Education Specifications and are attached hereto as **Attachment A**. The windows at the existing facility were replaced in 2010 and will not be replaced as part of the Project; in all other respects, the Project will include a complete modernization of the existing facility.

### **A.1 Project Delivery Method**

The Department intends to implement the Project through a modified design-build approach. Initially, the Architect engaged through this procurement will work directly for the Department. In the summer of 2013, the Department intends to engage a builder who will work with the Architect to ensure that the design developed by the Architect is consistent with the Department’s budget and schedule for the Project. The Department envisions that design development documents will be completed in mid September 2013, at which point the builder will provide a Guaranteed Maximum Price (“GMP”) based upon the approved design development documents. It is contemplated that the GMP will be finalized at the end of October 2013. Concurrent with the execution of the GMP, the Department will assign the Architect’s contract to the builder. From and after that point, the Architect will work directly for the builder as part of a design-build team.

### **A.2 Form of Contract; Scope**

The Form of Contract will be issued by an addendum to this RFP. Offerors should carefully review the Form of Contract when submitting their proposal. To the extent there are any inconsistencies between this RFP and the Form of Contract, the Form of Contract shall prevail. Offerors are further advised that they are required to submit their proposal premised upon entering into a contract that is substantially similar to the Form of Contract and that any proposed changes to the Form of Contract must be clearly identified and described in their proposal. A proposal that fails to specifically identify and describe the requested changes shall be deemed non-responsive.

### **A.3 Design Fees; Incentives**

As will be more fully described in the Form of Contract, the selected A/E will be paid a fixed price for all design phase services. Construction administration services will be charged on an hourly basis at agreed upon rates. Offerors will be required to bid a Design Fee that covers all of the Offeror's costs associated with the preparation of concept, schematic, design development and construction documents. The preliminary design approval and the GMP package will be based on design development documents. The Department anticipates, however, that the GMP documents will require a greater level of detail than is typically required in design development documents, and in particular, the Department will expect a greater level of detail with regard to the MEP systems and finishes. The Department further envisions that a foundation-to-grade bid package may be required in advance of other construction documents in order to maintain the schedule. A schedule of values should be provided that allocates the Design Fee among the various design phases (i.e. concept, schematic, design development and construction documents). This schedule of values will be used for purposes of making progress payments.

Offerors will also be required to bid hourly rates for construction administration services. Offerors should submit with their proposal an Offer Letter in substantially the form of **Attachment B** on the Offeror's letterhead that includes such rates and an estimated total amount of the contract.

The Form of Contract will provide for a five percent (5%) retention of the firm-fixed price which will be held by the Department until the Project's completion. In the event the Project is not delivered on-time and on-budget, the selected Architect will forfeit the retention amount. In the event the project is delivered on-time and on-budget, the Architect will receive an amount equal to twice the retention. Thus, if the project is delivered on-time and on-budget, the Architect will receive 105% of its bid fee.

The on-time parameter will be measured by the completion date established in this RFP (i.e. substantial completion of the renovation by August 15, 2014). The on-budget parameter will be measured by the budget that will be established at end of the schematic design phase.

Offerors should submit with their proposal an Offer Letter in substantially the form of **Attachment B** on the Offeror's letterhead that includes the proposed Design Fee as well as a schedule of hourly rates.

### **A.4 Economic Inclusion**

The Department requires that Local, Small and Disadvantaged Business Enterprises ("LSDBEs") participate in this project to the greatest extent possible and desires that such businesses perform at least fifty percent (50%) of the work under this procurement. At least thirty five percent (35%) must be awarded to entities that are certified as either Small or Disadvantaged Business Enterprises by the District of Columbia Department of Small and Local Business Development, and twenty percent (20%) to entities that are certified as Disadvantaged Business Enterprises. The Department will also require that the Architect and all of its subconsultants, subcontractors,

and suppliers, enter into a First Source Employment Agreement with the Department of Employment Services and hire fifty-one percent (51%) District residents for all new jobs created on the project. Please see **Part C** of this RFP for additional information.

### **A.5 Selection Criteria**

Proposals will be evaluated in accordance with **Part D** of this RFP. The following evaluation criteria will be used:

- Experience & References (25 points)
- Key Personnel (20 points)
- Management Plan (20 points)
- Design-Build/Fast-Track Experience (20 points)
- LSDBE Compliance/Utilization (15 points)

### **A.6 Project Schedule**

The preliminary project schedule is as follows:

- Notice of Award & Limited NTP - May 10, 2013
- Concept Design: - June 7, 2013
- Engage Builder: - June 30, 2013
- Schematic Design: - July 19, 2013
- Design Development: - September 13, 2013
- Trade Bidding: - September 16 – October 11, 2013
- Foundation to Grade Package: - September 30, 2013
- GMP Submitted: - October 31, 2013
- GMP Approved by Council: - November 25, 2013
- Substantial Completion: - August 15, 2014

### **A.7 Procurement Schedule**

The schedule for this procurement is as follows:

- Issue RFP - March 25, 2013
- Pre-proposal Conference - April 3, 2013 @ 11:00 am
- Last Day for Questions/Clarifications - April 10, 2013
- Proposals Due - April 19, 2013 @ 2:00 pm
- Notice of Award - May 10, 2013

## **A.8 Attachments**

**Attachment A**

**Attachment B**

**Attachment C**

**Attachment D**

- Draft Education Specifications & Master Plan Excerpt

- Form of Offer Letter

- Disclosure Statement

- Tax Affidavit

## **SECTION B           SCOPE OF WORK**

### **B.1     Scope of Work**

In general, the selected Architect will be required to provide a full range of architectural and engineering services necessary to modernize the existing River Terrace Elementary School and construct a new addition. These services will include both architectural services and engineering services and will include engaging the necessary geotechnical consultants to assess the site conditions.

### **B.2     Concept Design Phase**

**B.2.1 Services.** The first phase of the project will include the preparation of a feasibility study and program development. During this phase, the Architect shall complete the following tasks:

- a. Conduct meetings with the Chancellor's Office and DGS representatives to confirm instructional program and verify facility requirements on a space-by-space basis.
- b. Conduct life safety/building code analysis to verify compliance of design with IBC 2006.
- c. Conduct LEED Workshops with design team and DGS representatives to identify sustainable design strategies to be included in revised design. It is understood that a minimum of LEED for Schools-Silver certification is expected.
- d. Participate in Value Engineering workshops with the Chancellor's Office and DGS representatives.
- e. Prepare and submit EISF.
- f. Survey existing facility to confirm locations and types of hazardous materials to be abated.
- g. Request and receive hydrant flow test.
- h. Perform alternative mechanical systems evaluation and recommend selection.
- i. Confer with audio-visual and acoustic consultants to establish design requirements for the Project.
- j. Confer with the Department's IT representatives/consultants to verify technological requirements for the Project.

**B.2.2 Deliverables.** During this phase, the Architect will be required to prepare and submit to the Department the below-listed deliverables. All such deliverables shall be subject to review and approval by the Department, and the Architect's pricing should assume that revisions may be required to these documents to address concerns raised by the Department and/or other project stakeholders.

- a. Historic resources survey
- b. Education specifications survey update
- c. Flow Test Results

- d. Results of Hazardous Materials Survey
- e. Record of Accepted LEED Strategies
- f. Record of Accepted Value Engineering Strategies
- g. EISF Submission
- h. Summary of Required Agency Review, Timetables, including but not limited to: Office of Planning (OP), Commission of Fine Arts (CFA)
- i. Architectural Concept Development
  - i. Development of final master site plan
  - ii. Building plan
  - iii. Preliminary cost estimates
  - iv. Project schedule

### **B.3 Schematic Design Phase.**

**B.3.1 Services.** During this phase, the Architect shall be required to develop a schematic design that meets the program requirements set forth in **Attachment A**. The schematic design shall contain such detail as is typically required for schematic design under the standard AIA contract. In general, the Architect shall be required to undertake the following tasks during this phase:

- a. Further develop conceptual plans and incorporate design changes.
- b. Conduct additional community meetings to solicit input and keep constituents informed.
- c. Prepare necessary presentation materials (renderings and models) to communicate design and obtain approval of design direction.

**B.3.2 Deliverables.** During this phase, the Architect will be required to prepare and submit to the Department the following deliverables. All such deliverables shall be subject to review and approval by the Department and the Architect's pricing should assume that revisions may be required to these documents to address concerns raised by the Department and/or other project stakeholders.

- a. Digital floor plans and site plan
- b. Preliminary building elevations and sections
- c. Plan-to-Program Comparison
- d. Design Narrative
- e. Updated Project Budget and Schedule

### **B.4 Design Development Phase.**

**B.4.1 Services.** During this phase, the Architect will be required to progress the schematic design into a full set of design development documents. The Department anticipates, however, that the GMP documents will require a greater level of detail than is typically required in design development documents, and in particular, the Department will expect a greater level of detail with regard to the MEP systems and finishes. The Architect shall be required to work with the Builder selected for this Project, and at a minimum shall meet with the builder twice a month to

discuss the status of the design and key issues. The specific services required during this phase are:

- a. Select and draft outline specifications for materials, systems, equipment.
- b. Develop detailed and dimensioned plans, wall sections, building section, and schedules.
- c. Complete code compliance analysis and drawing.
- d. Confirm space-by-space equipment layouts with representatives from the Chancellor's Office and DGS.
- f. Conduct follow up meetings with agencies as required.
- g. Coordinate furniture, fixtures, and equipment requirements ("FF&E").
- h. Present the design to CFA, Office of Planning, and other regulatory agencies as required.

**B.4.2 Deliverables.** The following deliverables are required during this phase.

- a. 35% (minimum progress) documents for all technical disciplines, drawings and specs
- b. 50% design development progress printing.
- c. A reconciliation report that addresses issues raised by the Builder as a result of the 50% progress printing.
- d. CFA submission materials; meetings and presentations to CFA as required.
- e. Updated Project Budget and Schedule.

## **B.5 Construction Documents.**

**B.5.1 Services.** The Architect shall be required to develop a complete, coordinated set of construction drawings. During this phase, the Architect shall provide the following services:

- a. Prepare detailed and coordinated drawings and specifications for construction.
- b. Prepare application and submit documents for building permit.
- c. Prepare and submit early-release concrete and steel packages.

**B.5.2 Deliverables.** The Architect shall provide the following deliverables during this phase:

- a. Drawings and specifications, ready for bidding, hard copy and electronic
- b. Final estimate of construction cost.

## **B.6 Construction Administration**

**B.6.1 Bidding.** The Architect shall provide support to the Builder and the Department as may be necessary to support the bidding of trade subcontracts. These services will include, but are not necessarily limited to:

- a. Assist Builder with distribution of documents, as needed.
- b. Prepare and issue bidding addenda.

- c. Respond to bidding questions and issue clarification, as needed.
- d. Consider and evaluate requests for substitutions

**B.6.2 Construction Administration.** The Architect shall provide support to the Builder and the Department as may be necessary to support the construction phase of the Project. These services will include, but are not necessarily limited to:

- a. Attend biweekly progress meetings. Architectural site visits are included in base fee.
- b. Review and process shop drawing submissions, RFI's, etc.
- c. Prepare meeting notes and records of decisions/changes made.
- d. Conduct punchlist inspections.
- e. Review closeout documents for completeness.

In addition, the A/E shall provide the following deliverables during this phase:

- a. Meeting minutes
- b. ASI's or other clarification documents
- c. Punchlists
- d. Closeout document review comments
- e. As-Builts (if authorized)

## **B.7 Key Personnel**

In its proposal, each Offeror will be required to identify its key personnel. Key personnel shall include, at a minimum, the following individuals: (i) the Design Principal; (ii) the Project Architect; (iii) the Project Designer; and (iv) the key MEP engineers. The Architect will not be permitted to reassign any of the key personnel unless the Department approves the proposed reassignment and the proposed replacement.

## **B.8 Licensing, Accreditation and Registration**

The Architect and all of its subcontractors and subconsultants (regardless of tier) shall comply with all applicable District of Columbia, state, and federal licensing, accreditation, and registration requirements and standards necessary for the performance of the contract. Without limiting the generality of the foregoing, all drawings shall be signed and sealed by a professional architect or engineer licensed in the District of Columbia.

## **B.9 Conformance with Laws**

It shall be the responsibility of the Architect to perform under the contract in conformance with the Department's Procurement Regulations and all statutes, laws, codes, ordinances, regulations, rules, requirements, orders, and policies of governmental bodies.

**B.10 Time is of the Essence**

Time is of the essence with respect to the contract. The Project must be substantially complete by August 15, 2014.

## SECTION C ECONOMIC INCLUSION

### C.1 Preference for Small, Local, and Disadvantaged Business Enterprises

**General:** Under the provisions of the Small, Local, and Disadvantaged Business Enterprise Development and Assistance Act of 2005, D.C. Law 16-33 (codified at D.C. Code § 2-218.01 et seq.), preferences shall be given to Offerors that are certified by the Department of Small and Local Business Development as being a small business enterprise, having resident business ownership, having a longtime resident business, being a local business enterprise, being a disadvantaged business enterprise, being a local business enterprise with its principal office located in an enterprise zone, being a veteran-owned business enterprise, or being a local manufacturing business enterprise. (A copy of the certification acknowledgment letter must be submitted with the Offeror's Proposal.) In accordance with these laws, the following preferences shall be awarded in evaluating an Offeror's proposal:

- Three (3) preference points shall be awarded if the Offeror is certified as having a small business enterprise.
- Five (5) preference points shall be awarded if the Offeror is certified as having a resident business ownership.
- Five (5) points shall be awarded if the Offeror is certified as having a longtime resident business.
- Two (2) preference points shall be awarded if the Offeror is certified as a local business enterprise.
- Two (2) preference points shall be awarded if the Offeror is certified as being a local business enterprise with its principal office located in an enterprise zone.
- Two (2) preference points shall be awarded if the Offeror is certified as a disadvantaged business enterprise.
- Two (2) preference points shall be awarded if the Offeror is certified as a veteran-owned business enterprise.
- Two (2) preference points shall be awarded if the Offeror is certified as a local manufacturing business enterprise.

Offerors may qualify for more than one of these categories, so that the maximum number of points available under this section is 12 points.

**Information:** For information regarding the application process, contact the Department of Small and Local Business Development at the following address or telephone number:

Department of Small and Local Business Development  
One Judiciary Square Building  
441 4th Street, NW, 9th Floor  
Washington, DC 20001  
(202) 727-3900 (Telephone Number)  
(202) 724-3786 (Facsimile Number)

## **C.2 SLDBE Participation**

The Department requires that significant participation by business enterprises certified by the Department of Small and Local Business Development as: (i) a local business enterprise; (ii) a small business enterprise; (iii) a disadvantaged business enterprise; (iv) having a owned resident business; (v) being a longtime business resident; or (vi) having a local business enterprise with its principal office located in an enterprise zone. Accordingly, and in addition to the preference points conferred by **Section C.1**, the Department requires that business enterprises so certified must participate in at least 50% of the project. At least 35% must be awarded to entities that are certified as Small Business Enterprises by the District of Columbia Department of Small and Local Business Development and 20% to entities that are certified as Disadvantaged Business Enterprises. Offerors will be required to submit a Local Business Enterprise Utilization Plan with their proposals. The Utilization Plan must demonstrate how this requirement will be met and, to the extent possible at this stage in the project, should identify the specific firms that will be used and their respective roles.

## **C.3 Residency Hiring Requirements for Contractors and Subcontractors**

At least fifty-one percent (51%) of the Offeror's Team and every subconsultant's employees hired after the Offeror enters into a contract with the Department, or after such subconsultant enters into a contract with the Offeror, to work on this project, shall be residents of the District of Columbia.

Upon execution of the contract, the Offeror and all of its member firms, if any, and each of its subcontractors and subconsultants shall submit to the Department a list of current employees that will be assigned to the project, the date that they were hired and whether or not they live in the District of Columbia.

The Offeror shall comply with subchapter III of Chapter II of Title 1, and subchapter II of Chapter II of Title 1 of the D.C. Code, and all successor acts thereto and the rules and regulations promulgated thereunder. The Offeror and all member firms, subcontractors, tier subcontractors, subconsultants, and suppliers with contracts in the amount of \$100,000 or more shall be required to comply with the following: (i) enter into a First Source Employment Agreement with the D.C. Department of Employment Services ("DOES") upon execution of the contract; (ii) submit an executed First Source Agreement to DOES prior to beginning work on the project; (iii) make best efforts to hire at least 51% District residents for all new jobs created by the project; (iv) list all employment vacancies with DOES; and (v) submit monthly compliance reports to DOES by the 10<sup>th</sup> of each month.

## **SECTION D EVALUATION AND AWARD CRITERIA**

### **D.1 Evaluation Process**

The Department shall evaluate submissions and any best and final offers in accordance with the provisions of this **Section D** and the Department's Procurement Regulations.

### **D.2 Evaluation Committee**

Each submission shall be evaluated in accordance with this **Section D** by an Evaluation Committee. The Evaluation Committee shall prepare a written report summarizing its findings and submit the same to the source selection official. Based on the information submitted by the Offerors in response to this RFP and the report prepared by the Evaluation Committee, the source selection official shall select the Offeror(s) whose submissions are determined by the source selection official to be the most advantageous to the Department.

### **D.3 Oral Presentation**

The Department does not intend to interview Offerors that are in the competitive range; however, the Department reserves the right to award conduct interviews of some or all Offerors prior to making its award. If the Department conducts such interviews, each Offeror within the competitive range shall make an oral presentation to the Department's Evaluation Committee, and participate in a question and answer session. The purpose of the oral presentation and the question and answer session is to permit the Evaluation Committee to fully understand and assess the qualifications of each Offeror and the Offeror's key personnel. The submission will be re-scored at the conclusion of the oral presentation.

#### **D.3.1 Length of Oral Presentation**

Each Offeror will be given up to 30 minutes to make the presentation. At the end of the initial presentation, there will be a break for approximately 15 minutes for the Evaluation Committee to assess the presentation and prepare questions. The Offeror will then respond to questions from the Department's Evaluation Committee for no more than 30 minutes.

#### **D.3.2 Schedule**

The order of presentation will be selected randomly and the Offerors will be informed of their presentation date before the beginning of oral presentations. The Department reserves the right to reschedule any Offeror's presentation at the discretion of the contracting officer.

#### **D.3.3 Offeror Attendees**

The oral presentation will be made by the Offeror's personnel who will be assigned the key jobs for this project. Each Offeror will be limited to 5 persons. The job functions of the persons attending the presentation will be considered to be an indication of the Offeror's assessment of

the key areas of responsibility that are deemed essential to the successful completion of the project.

#### **D.3.4 Topics**

The Offeror may present information about its capabilities and special qualifications to serve as the Architect for this Project, including the qualifications of key personnel.

#### **D.4 Proposal Evaluation**

Each proposal will be scored on a scale of 1 to 100 points. In addition, Offerors will be eligible to receive up to 12 preference points as described in **Section C.1** of this RFP for participation by Local, Small or Disadvantaged Business Enterprises. Thus, the maximum number of points possible is 112. The contract will be awarded to the Offeror with the highest evaluated score.

##### **D.4.1 Experience & References (25 points)**

The Department desires to engage an Architect with the experience necessary to realize the objectives set forth in **Section A** of this RFP. Offerors will be evaluated based on their demonstrated experience in (i) design excellence and design of public facilities in a manner that reflects civic importance and creates a sense of place and community; (ii) design of school facilities in an urban setting; (iii) design of special education and similar facilities; (iv) adaptive reuse of school and other similar type buildings; (v) cost estimating and value engineering/management; and (vi) knowledge of the local regulatory agencies and Code Officials. If the Offeror is a team or joint venture of multiple companies, the Evaluation Panel will consider the experience of each member of the team or joint venture in light of their role in the proposed team or joint venture. This element of the evaluation will be worth up to twenty five (25) points.

##### **D.4.2 Key Personnel (20 points)**

The Department desires that senior personnel who have experience in designing and completing high quality, construction projects on-time and on-budget be assigned to this project. The availability and experience of the key individuals assigned to this project will be evaluated as part of this element. This element of the evaluation will be worth up to twenty (20) points.

##### **D.4.3 Design Approach and Management Plan (20 Points)**

Offerors are required to submit: (i) a discussion of their intended Design Approach; and (ii) a design Management Plan. This elements of the proposal can be submitted either as separate portions within the proposal or as a single integrated section. The Design Approach should address the basic design theory or ideas that the Offeror proposes to employ in approaching the River Terrace building and will be evaluated on the creativity demonstrated. The Management Plan should clearly explain how the Architect intends to manage and implement the Project. Among other things, the Management Plan should explain (i) how the Architect will manage the

engineering subconsultants so as to ensure that the drawings are properly coordinated; (ii) how the Architect will manage the value engineering/management process; (iii) how the Architect proposes to staff and handle construction administration and interact with the builder; (iv) how the Architect will manage the design process to ensure that bid packages are issued in a timely manner and incorporate agreed upon value engineering changes; and (v) describe the key challenges inherent in this Project and explain how they will be overcome or mitigated. The Department will also consider the experience that the Architect and its team members have working together on similar projects. This element of the evaluation is worth up to twenty (20) points.

#### **D.4.4 LSDBE Compliance/Utilization (15 points)**

The Department desires the selected Architect to provide the maximum level of participation for Local, Small and Disadvantaged Business Enterprises as well as employment opportunities for District of Columbia residents. Offerors will be evaluated in light of their demonstrated experience in meeting such goals and their proposed LSDBE Utilization Plan. This factor of the evaluation will be worth up to fifteen (15) points.

#### **D.4.5 Design-Build/Fast Track Experience (20 points)**

The Department desires that the selected Architect have demonstrated experience with design-build and fast track projects so as to realize the objectives set forth in **Section A** of this RFP. Offerors will be evaluated based on their (i) demonstrated experience in providing a full range of design services as part of a design-build team; (ii) demonstrated experience in, and their plan to deliver, coordinated and constructible documents in a phased, fast track environment; and (iii) demonstrated experience in managing, and their plan to manage, scope expansion in projects priced on design development documents, or drawings of a similar level of completeness. This factor of the evaluation will be worth up to twenty (20) points.

## **SECTION E PROPOSAL ORGANIZATION AND SUBMISSION**

This section outlines specific information necessary for the proper organization and manner in which Offerors' Proposals should be proffered. References are made to other sections in this RFP for further explanation.

### **E.1 Submission Identification**

Submissions shall be proffered in an original and six (6) hard copies as well as two (2) electronic copies on CD-ROM or USB flash drive. The Offeror's submission shall be placed in a sealed envelope conspicuously marked: "Proposal for Architectural/Engineering Services for River Terrace Special Education Center."

### **E.2 Delivery or Mailing of Submissions**

Submissions should be delivered or mailed to:

DC Department of General Services  
Att'n: JW Lanum  
Frank D. Reeves Center  
2000 14<sup>th</sup> Street, NW, 8<sup>th</sup> Floor  
Washington, DC 20009

### **E.3 Date and Time for Receiving Submissions**

Submissions shall be received no later than 2:00 p.m. EDT, on April 19, 2013. The Offeror assumes the sole responsibility for timely delivery of its Submission, regardless of the method of delivery.

### **E.4 Submission Size, Organization and Offeror Qualifications**

All submissions shall be submitted on 8-1/2" x 11" bond paper and typewritten. Telephonic, telegraphic, and facsimile submissions shall not be accepted. The Department is interested in a qualitative approach to presentation material. Brief, clear and concise material is more desirable than quantity. The submission shall be organized as follows:

#### **E.4.1 Bid Form**

Each Offeror shall submit a bid form substantially in the form of **Attachment B**, to bid a Design Fee and hourly rates, in accordance with the attached pricing schedule. Material deviations, in the opinion of the Department, from the bid form shall be sufficient to render the proposal non-responsive. The Department intends to award this contract to the most qualified firm and the cost information will be used to negotiate a fee for this project.

#### **E.4.2 Disclosure Form**

Each Offeror shall submit a Disclosure Statement substantially in the form of **Attachment C**.

#### **E.4.3 Executive Summary**

Each Offeror should provide a summary of no more than three pages of the information contained in the following sections.

#### **E.4.4 General Team Information and Firm(s) Data**

Each Offeror should provide the following information for the principal Architectural firm and each of its subconsultants.

- A. Name(s), address(es), and role(s) of each firm (including all sub-consultants)
- B. Firm profile(s), including:
  - i. Age
  - ii. Firm history(ies)
  - iii. Firm size(s)
  - iv. Areas of specialty/concentration
  - v. Current firm workload(s) projected over the next two years
  - vi. Provide a list of any contract held by the Offeror where the contract was terminated (either for default or convenience). This list should also identify any contracts that resulted in litigation or arbitration between the Owner and the Offeror. If the Offeror has multiple offices, only contracts held by the office submitting this proposal need be listed.
- C. Description of the team organization and personal qualifications of key staff, including:
  - i. Identification of the single point of contact for the Architect.
  - ii. Organizational chart illustrating reporting lines and names and titles for key participants proposed by the team.
  - iii. Resumes for each key participant on the team, including definition of that person's role, relevant project experience, and current workload over the next two years.

#### **E.4.5 Relevant Experience and Capabilities**

- A. List all projects that the team members have worked on in the last 5 years that are similar to this project. For purposes of this paragraph, similar shall mean projects where the Offeror has served as the lead design consultant for a school construction project where the estimated construction costs exceeded \$10,000,000. This information may be provided in an overview matrix format or brief list; however, it should include the name and location of the facility, the name of the owner, the time frame of the project, the original budget for the project, and whether the project was delivered on-time and on-budget. If a project was not delivered on-time or on budget, a brief description of the reasons should be provided.
- B. Detailed descriptions of no more than eight (8) projects that best illustrate the team's experience and capabilities relevant to this project, including at least three (3) projects where the Offeror served as the architect on a design-build team. On each project description, please provide all of the following information in consistent order:
- i. Project name and location
  - ii. Name, address, contact person and telephone number for owner reference
  - iii. Name, address, contact person and telephone number for builder reference for those projects where the Offeror served on a design-build team
  - iv. Brief project description including project cost, square footage, firm's scope of work, and key firm strengths exhibited
  - v. Identification of personnel involved in the selected project who are proposed to work on this project
  - vi. Project process and schedule data including construction delivery method, and construction completion date (any unusual events or occurrences that affected the schedule should be explained)
  - vii. Renderings or photographs that show the interior and exterior of the project.

#### **E.4.6 Management Plan**

Each Offeror should submit a Management Plan that addresses the issues set forth in **Section D.4.3** of this RFP.

#### **E.4.7 Cost Information**

The Offeror should submit the Bid Form in substantially the form of **Attachment B**.

#### **E.4.8 Local Business Utilization Plan**

Each Offeror must submit a proposed Local Business Utilization Plan that identifies the specific certified business enterprises that will participate in the contract and their anticipated roles. In addition, each Offeror should provide: (i) a narrative description of similar projects and the Offeror's success in meeting such goals; and (ii) a chart, in summary form, that identifies the Offeror's major public projects over the last five years and its success in achieving such goals (creativity should be displayed regarding joint-venture and subcontractor agreements).

#### **E.4.9 Tax Affidavit**

Each Offeror must submit a tax affidavit substantially in the form of **Attachment D**. In order to be eligible for this procurement, Offerors must be in full compliance with their tax obligations to the District of Columbia government.

## **SECTION F            BIDDING PROCEDURES & PROTESTS**

### **F.1     Contact Person**

For information regarding this RFP please contact:

Thomas D. Bridenbaugh  
Leftwich & Ludaway, LLC  
1400 K Street, NW  
Suite 1000  
Washington, D.C. 20005  
Phone: (202) 434-9100  
Facsimile: (202) 783-3420

Any written questions or inquiries should be sent to Thomas Bridenbaugh at the address above.

### **F.2     Preproposal Conference**

A pre-proposal conference will be held on April 3, 2013 at 11:00 a.m. EDT. The conference will be held at the **Frank D. Reeves Center, 2<sup>nd</sup> Floor Community Room, 2000 14<sup>th</sup> Street, NW, Washington, DC 20009**. Interested Offerors are strongly encouraged to attend.

### **F.3     Explanations to Prospective Offerors**

Each Offeror should carefully examine this Request for Proposals and any and all amendments, addenda or other revisions, and thoroughly familiarize itself with all requirements prior to proffering a submission. Should an Offeror find discrepancies or ambiguities in, or omissions from, the RFP and amendments, addenda or revisions, or otherwise desire an explanation or interpretation of the RFP, any amendments, addenda, or revisions, it must submit a request for interpretation or correction in writing. Any information given to an Offeror concerning the solicitation shall be furnished promptly to all other Offerors as an amendment or addendum to this RFP if in the sole discretion of the Department that information is necessary in proffering submissions or if the lack of it would be prejudicial to any other prospective Offerors. Oral explanations or instructions given before the award of the contract shall not be binding.

Requests should be directed to Thomas Bridenbaugh at the address listed in Section F.1 no later than the close of business on April 15, 2012. The person making the request shall be responsible for prompt delivery.

### **F.4     Protests**

Protests shall be governed by Section 4734 of the Department's Procurement Regulations (27 DCMR § 4734). Protests alleging defects in this solicitation must be filed prior to the time set for receipt of submissions. If an alleged defect does not exist in this initial RFP, but was incorporated into the RFP by an amendment or addendum, a protest based on that defect must be

filed before the next closing time established for proffering submissions. In all other cases, a protester shall file the protest within ten (10) days after the protester knows or should have known, whichever is earlier, of the facts and circumstances upon which the protest is based. All protests must be made in writing to the Department's Chief Contracting Officer ("CCO") and must be filed in duplicate. Protests shall be served on the Department by obtaining written and dated acknowledgment of receipt from the Department's CCO. Protests received by the Department after the indicated period shall not be considered. To expedite handling of protests, the envelope shall be labeled "Protest".

This section is intended to summarize the bid protest procedures and is for the convenience of the Offerors only. To the extent any provision of this section is inconsistent with the Procurement Regulations, the more stringent provisions shall prevail.

#### **F.5 Contract Award**

This procurement is being conducted in accordance with the provisions of Section 4712 of the Department's Procurement Regulations (27 DCMR § 4712).

#### **F.6 Retention of Submissions**

All submissions shall be retained by the Department and therefore shall not be returned to the Offerors. With the exception of proprietary financial information, the submissions shall become the property of the Department and the Department shall have the right to distribute or use such information as it determines.

#### **F.7 Examination of Submissions**

Offerors are expected to examine the requirements of all instructions (including all amendments, addenda, attachments and exhibits) in this RFP. Failure to do so shall be at the sole risk of the Offeror and may result in disqualification.

#### **F.8 Late Submissions: Modifications**

- A. Any submission or best and final offer received at the office designated in this RFP after the exact time specified for receipt shall not be considered.
- B. Any modification of a submission, including a modification resulting from the CCO's requests for best and final offers, is subject to the same conditions as in F.8.A stated above.
- C. The only acceptable evidence to establish the time of receipt at the Department's office is the time-date stamp of such installation on the submission wrapper or other documentary evidence of receipt maintained by the installation.

- D. Notwithstanding any other provisions of this Request for Proposals to the contrary, a late modification of an otherwise successful submission which makes its terms more favorable to the Department may be considered at any time it is received and may be accepted.
- E. Submissions shall be irrevocable and remain in full force and effect for a period not less than 120 days after receipt of submissions.

#### **F.9 No Compensation for Preparation of Submissions**

The Department shall not bear or assume any financial obligations or liabilities regarding the preparation of any submissions submitted in response to this RFP, or prepared in connection therewith, including, but without limitation, any submissions, statements, reports, data, information, materials or other documents or items.

#### **F.10 Rejection of Submissions**

The Department reserves the right, in its sole discretion:

- A. To cancel this solicitation or reject all submissions.
- B. To reject submissions that fail to prove the Offeror's responsibility.
- C. To reject submissions that contain conditions and/or contingencies that in the Department's sole judgment, make the submission indefinite, incomplete, otherwise non-responsive, or otherwise unacceptable for award.
- D. To waive minor irregularities in any submission provided such waiver does not result in an unfair advantage to any Offeror.
- E. To take any other action within the applicable Procurement Regulations or law.
- F. To reject the submission of any Offeror that has submitted a false or misleading statement, affidavit or certification in connection with such submission or this Request for Proposals.

#### **F.11 Limitation of Authority**

Only a person with prior written authority from the CCO shall have the express, implied, or apparent authority to alter, amend, modify, or waive any clauses or conditions of the contract. Furthermore, any alteration, amendment, modification, or waiver of any clause or condition of this RFP is not effective or binding unless made in writing and signed by the CCO or its authorized representative.

## **SECTION G           INSURANCE REQUIREMENTS**

### **G.1    Required Insurance**

The Architect will be required to maintain the following types of insurance throughout the life of the contract.

**G.1.1** Commercial general public liability insurance (“Liability Insurance”) against liability for bodily injury and death and property damage, such Liability Insurance to be in an amount not less than One Million Dollars (\$1,000,000) for liability for bodily injury, death and property damage arising from any one occurrence and One Million Dollars (\$1,000,000) from the aggregate of all occurrences within each policy year. The policy should include completed operations coverage.

**G.1.2** Workers’ compensation and Employers Liability coverage providing statutory benefits for all persons employed by the Architect, or its contractors and subcontractors at or in connection with the Work.

**G.1.3** Errors and Omissions coverage written on a claims made basis and having an aggregate policy limit of at least Five Million Dollars (\$5,000,000).

**Attachment A**

Draft Educational Specifications

&

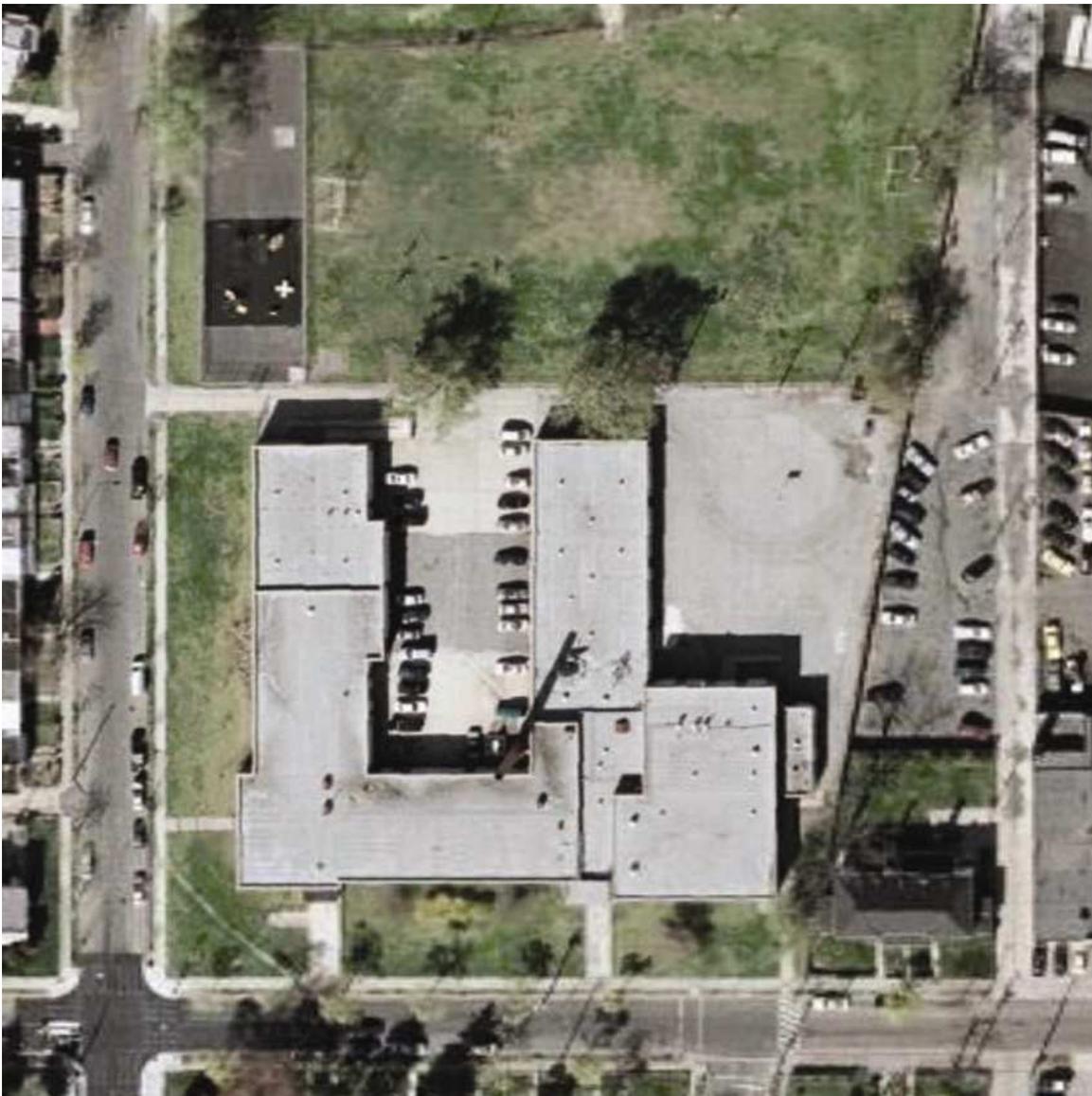
Master Plan Excerpt

# RIVER TERRACE ELEMENTARY SCHOOL

420 34th Street NE, Washington, DC



<b>INITIAL YEAR BUILT</b>	1952
<b>BUILDING AREA</b>	62,800 SF
<b>CURRENT PROGRAM CAPACITY</b>	280
<b>ENROLLMENT 2009-2010</b>	148
<b>WARD</b>	7
<b>PROPOSED PROGRAM CAPACITY</b>	325



Site Plan

# RIVER TERRACE ELEMENTARY SCHOOL

420 34th Street NE, Washington, DC

## PROPOSED PROGRAM PROFILE

<b>GRADE CONFIGURATION</b>	PS-5
----------------------------	------

<b>SQ. FT. (EXISTING)</b>	62,800
<b>SQ. FT. (ADDITION)</b>	

<b>TYPE</b>	<b>PROPOSED</b>
Pre-School	1
Pre-Kindergarten	2
Kindergarten	2
1	2
2	2
3	2
4	2
5	2
Gym	
Bleachers	
Locker Rooms	
Gym-Cafeteria	
Cafetorium	
Gym-Cafetorium	
Gym-Auditorium	1
Auditorium	

<b>TYPE</b>	<b>PROPOSED</b>
Multi-Purpose	
Cafeteria	1
Kitchen Services	1
Special Education	1
Home Economics	
Administrative/Health Suite	1
Media Center	1
Computer Lab	1
OT/PT	
Science Lab	1
Art	1
Music	1
Teacher Workroom	1
Parent Resource	1

### Proposed Planning Profiles

The inventory of spaces listed here is intended to outline the program of educational and support spaces necessary to support the proposed program capacity. Individual educational specifications and facility programs will be developed with the School Improvement and School Planning / Design teams at the time of project initiation.

# RIVER TERRACE ELEMENTARY SCHOOL

420 34th Street NE, Washington, DC

## CONDITION ASSESSMENT



Building System	2008 Rating
ADA Compliance	Good
Conveying Systems	Good
Electrical	Poor
Exterior Finish	Unsatisfactory
HVAC	Poor
Interior Finish	Fair
Plumbing	Fair
Roof	Unsatisfactory
Structure	Poor
Technology	Good

**Condition Assessment**

The body of information summarized below is based on a detailed facility condition assessment completed in 2006 and updated by visual observations conducted in 2007. Improvement initiatives completed by OPEFM in 2007 and 2008 are noted in red text in each section. An overall summary of work completed under various OPEFM programs is provided at the end of the condition assessment.

**Condition Scorecard**

These ratings reflect the overall condition and level of replacement need for an entire system, in adherence with the **Facility Condition Index (FCI) System**, categorizing systems as "Good" (FCI < .25), "Fair" (FCI 0.25 – 0.50), "Poor" (FCI 0.51 – 0.85), or "Unsatisfactory" (FCI > .86).

**Comments:**

<b>1 Conveying System</b>	An ADA compliant conveying system exists at this facility.
<b>2 Electrical</b>	The electrical system was installed with the original building, with some panels and distribution upgraded in 1999. The building should have a complete electrical system upgrade. The fire alarm and emergency lighting were upgraded in 1999 and 1994, respectively. The lighting system had some renovations in 1994 but should be replaced with modern fixtures providing proper light levels in all areas. Additional distribution panels were provided in 2004 for window air conditioning units to be placed in the south wing.
<b>3 Exterior Finish</b>	Much of the brick structure is in poor condition and needs major renovation. Additionally, all of the exterior windows should be replaced. 2007: Replaced exterior lighting.
<b>4 Structure</b>	The steel lintels at the majority of exterior door and window openings are corroded and need to be replaced. The cavity wall (brick and CMU) are not performing properly and approximately half of the existing brick façade should be replaced.
<b>5 HVAC</b>	The boilers are original equipment with burners replaced in 2001. The boilers and boiler feed system should be replaced. The distribution and terminal equipment is original and requires renovation. The building relies on window units for air conditioning; these should be replaced as part of any renovation. The ventilation and exhaust systems typically are not functioning properly; when the window air conditioning is operating little or no outside air is provided. 2007: HVAC servicing. 2008: Repairs to boiler(s) and Classroom heating units completed. Installed 15 window A/C units.
<b>6 Interior Finish</b>	The building skin is failing at the majority of lintels and at the roof flashing, resulting in water infiltration which is damaging the interior finishes. There are several locations where there is black mold forming above the lintels. The existing terrazzo and tile floors are in good condition. 2007: Painting, flooring, window pane replacement completed. 2009: Received health suite renovation to comply with Department of Health guidelines
<b>7 Plumbing</b>	The plumbing fixtures are original equipment and should be replaced with reduced water flow type fixtures. The piping distribution system should also be replaced to provide higher quality water. 2007: Plumbing repairs.
<b>8 Roof</b>	The existing roofing material and flashing should be replaced immediately. There are locations where water is under the existing roofing material and infiltrating the building skin.

## RIVER TERRACE ELEMENTARY SCHOOL

420 34th Street NE, Washington, DC

<b>9 ADA Compliance</b>	The majority of facility is in compliance with ADA due to the presence of ramps inside and outside the school building. There are some faculty bathrooms that do not have grab bars and are too small.
<b>10 Technology</b>	The building internet and telephone connections have had various upgrades in recent years, but placing the head end systems in climate controlled rooms would provide greater reliability. The security and camera systems appear to be functioning properly. The intercom system appears to be a 1980's vintage and should be included in renovation plans.
<b>11 Grounds</b>	The asphalt pavement in parking lot and playground needs resurfacing and the concrete pavement needs repair.

# RIVER TERRACE ELEMENTARY SCHOOL

420 34th Street NE, Washington, DC

## RECENT HISTORY OF MODERNIZATION

### 2007 WHOLE SCHOOL BLITZ

<input type="checkbox"/>	Interior Finishes - Select Carpet Replacements/ Flooring Repairs
<input type="checkbox"/>	Interior Finishes - Painting/Plastering
<input type="checkbox"/>	Plumbing Repairs - Restrooms/ Fixtures & Flush Valves; Water Fountains
<input type="checkbox"/>	Electrical Repairs - Lighting & Power
<input type="checkbox"/>	Mechanical Repairs - AHU & Boiler Repairs, HVAC Filter Replacement
<input type="checkbox"/>	Other Work Orders

### 2009 STABILIZATION & SPECIAL PROJECTS

<input type="checkbox"/>	Received health suite renovation to comply with Department of Health guidelines
--------------------------	---

### 2008 STABILIZATIONS

<input type="checkbox"/>	Emergency Security Repair Work (Exterior Lighting Replacements)
<input type="checkbox"/>	AC Window Units Installations & Electrical Upgrades

### LEGACY PROJECTS - OTHER STABILIZATIONS

<input type="checkbox"/>	Window Replacements
--------------------------	---------------------

# RIVER TERRACE ELEMENTARY SCHOOL

420 34th Street NE, Washington, DC



First Floor

 Administration/Health	 Auditorium
 Gymnasium/Cafeteria	 Other
 Classrooms	 Media Center
 Kindergarten	 Computer Lab
 Pre-K/Pre-School	 OT/PT
 Music/Art	 Special Education
 Science Lab	 Unassigned
 Lobby	 Elevator Addition

**Concept Plans**

These floor plans represent planning concepts for proposed facility use, aligning the proposed program capacity, the proposed planning profiles, and the conceptual reconfiguration of the building. Each project is subject to a formal design process, incorporating input from the School Improvement team at the time of project initiation.



Educational Specifications for  
**Special Education Center**

March 2013

## Introduction

This document articulates the requirements for a renovation/addition to River Terrace as a Special Education Center for students with multiple handicaps. It describes the current and planned educational programs and services, the community characteristics that may affect facilities planning, and the opportunities and challenges associated with the design and construction.

## Scope and Justification

This special education center will serve students with profound physical, mental and sensory handicaps. Up to 160 students ranging in age from 5 – 21 years old will be educated in classes of 8-10 students each.

River Terrace Elementary School was consolidated at Thomas Elementary School in 2012. As a single story building located centrally to the students currently attending Mamie D. Lee and Sharpe special schools, River Terrace was seen as an ideal location for the consolidated program. This project will entail renovating the existing building to accommodate the unique program needs of these special students and constructing an addition to house additional facilities unique to the program.

## The Student Population

It is the philosophy of DCPS to educate students with disabilities in the least restrictive environment. Students with physical handicaps and/or mild to moderate mental disabilities are served in regular schools with their non-handicapped peers whenever possible. The students that will be served at this facility will have disabilities that require intensive resources and, in some cases, special facilities.

Half of the students at this school will have multiply handicapping conditions and a physically disability. These students will require a school environment that is barrier-free for students who may be orthopedically impaired and/or visually or hearing impaired. The other half of the school will be students with greater mobility. However all students will be educated in an integrated environment.

## The Program

The educational needs of the students are diverse. Some classroom may have 3 to 4 adults, 6-8 children, 6-8 wheel chairs, changing and toileting areas, special equipment such as padded areas or water beds, hanging equipment for lifting or swinging, sink and kitchen area, a computer area, and a variety of manipulatives on shelves and walls. It will be important for the architect to understand the equipment and circulation needs of these classrooms.

The educational goals are focused on self-sufficiency, including physical care, communication, social interaction, and vocation. The curriculum is designed to offer intensive assistance through physical, occupational, and speech therapy. Many areas emphasize basic living skills such as cooking, eating, changing a bed, washing clothes, etc. Other areas, similar to the regular education curriculum, offer programs for art, music, PE and media services.

For some students, the educational needs may also include some emphasis on academic achievement to include reading, math and computer skills.

## Overview of Planning Concepts

### General Design and Circulation

The arrangement of the teaching spaces should be logical and easily understood by those with limited vision and communication skills. Wall and floor markings will lead students and visitors with various sensory cues to key parts of the building.

The schools will be organized by age level. The lower grade wing will be scaled for young children and have a non-institutional theme. In designing this wing the architect should consider ways to bring outside views, equipment and technology down to the level of someone in a wheel chair.

The upper grade wing will house the project and exploratory labs as well as academic classrooms for the older students. Many of these spaces should feel like the 'real thing' as students are preparing to transition from the school setting to more independent work and living arrangements.

One window in each classroom should be designed with a terrarium shelf and adjacent electrical outlet. All glass accessible to the students shall be shatterproof. All teaching spaces will have horizontal blinds on all exterior windows. Arrangement of the HVAC ducting and baffles shall consider that many of the students will be out of their chairs and placed on floor mats or beanbag chairs for part of the day.

Due to the fragile medical condition of the students, the building call system (through telephones or call buttons) shall be located in every classroom, gathering space and strategic locations throughout the facility. This call system will enable direct communication to the administration area.

The architect must consider all the elements of Universal Design standards to insure a building that is completely accessible to all physical and mental impairments – to include consideration of distances, door widths, turning radius, signage, fire safety, etc.

### “Welcome Area”/Administration/Student Services

The entrance will allow for the stacking of up to 10 special education busses with direct access from under canopies. The lobby will be large enough to facilitate wheel chair movement during the busy beginning and end of the school day. The lobby should access the administration area and the dining.

### Physical Education

To support the physical education program, a variety of indoor and outdoor areas are required. The physical education program is a non-competitive, therapeutic model to include a walking course, gardens, and covered seating areas. All spaces must be accessible by a wheel chair.

### Cafeteria

This area will be used for student dining, performances, assemblies, and community meetings. Many students need assistance with eating. There must be room for special equipment and aides. A separate feeding area may be needed for students who are tool fed.

## **Special Features**

### **Corridors and Commons Spaces**

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

### **Furniture & Equipment**

Movable furnishings will be used, rather than fixed casework, to provide flexibility for future reconfiguration. A list of recommended equipment will be provided by DCPS Staff.

### **Technology**

The facility will contain the latest in technology and be wired for voice, data, and video throughout the building. The program design is intended to bring information to the student, and computer technology will be distributed in every classroom. It is intended that access to technology will be seamless and pervasive throughout the building. Interactive boards will be placed in every classroom and other forms of mobile interactive technology will be accommodated through an effective wireless internet environment. Additional electrical outlets may be needed.

### **Handicapped Accessibility**

The entire facility will be accessible for students, staff, and visitors. This will be accomplished through judicious use of ramping, sufficient internal clearances for circulation, convenient bus/van loading and unloading, and nearby handicapped parking spaces. All elements of the Americans with Disabilities Act must be complied with, including wayfinding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities.

### **Site**

The site circulation will be organized for safety and efficiency. This will be accomplished through careful separation of vehicular and pedestrian traffic. Sufficient stacking space will be provided to prevent congestion of busy streets

All play areas will be protected from vehicular and pedestrian traffic, so students can be assured of a safe and secure environment on the entire school site. Play areas will provide for active and passive learning opportunities through walkways, gardens, gazeboes, and art.

## **Safety & Security**

DCPS wants to maintain a warm and inviting learning environment, while simultaneously providing a safe environment for students, staff, and community who use the facility and adjacent support services. The organization of a building will have a major impact on student behavior and safety concerns. Building security can be addressed in an active or a passive manner. Active security is based on security systems; passive security is based on program design, building configuration, and community participation. Schools should be based on passive concepts with applied active concepts where necessary.

### **Security Concepts**

#### **Building Layout**

- Avoid blind spots, corners, and cubby holes
- Locate administrative and teacher preparation with good visual contact of major circulation areas (i.e., corridors, cafeteria, bus drop-off, parking)
- Develop spatial relationships that are natural transitions from one location to another
- Design toilets to balance the need for privacy with the ability to supervise
- Locate areas likely to have significant community (after school) use close to parking and where these areas can be closed off from the rest of the building

#### **Types of Building Materials**

- Use durable wall surfaces that are easy to clean
- Install non-slip floors at point of entry

#### **Uses of Technology**

- Phones in every instructional and support area
- Building-wide all-call designed to be heard throughout the school and on the play fields
- Motion or infra-red detectors, which can also be configured to conserve lighting costs
- Video cameras both inside and outside of the building
- Key systems that track users

#### **Vehicular and Pedestrian Traffic**

- Separate bus drop-off area from other vehicular traffic
- Separate student (pedestrian) traffic flow

#### **Landscaping, Play/Practice Fields, Site, and Lighting**

- Use high trees and low bushes (less than three feet high)
- Use aesthetically pleasing fencing around perimeter of the building
- Provide security lighting around building and parking lots with photocell timer with on/off
- Locate athletic facilities away from building

### Proposed Capacity

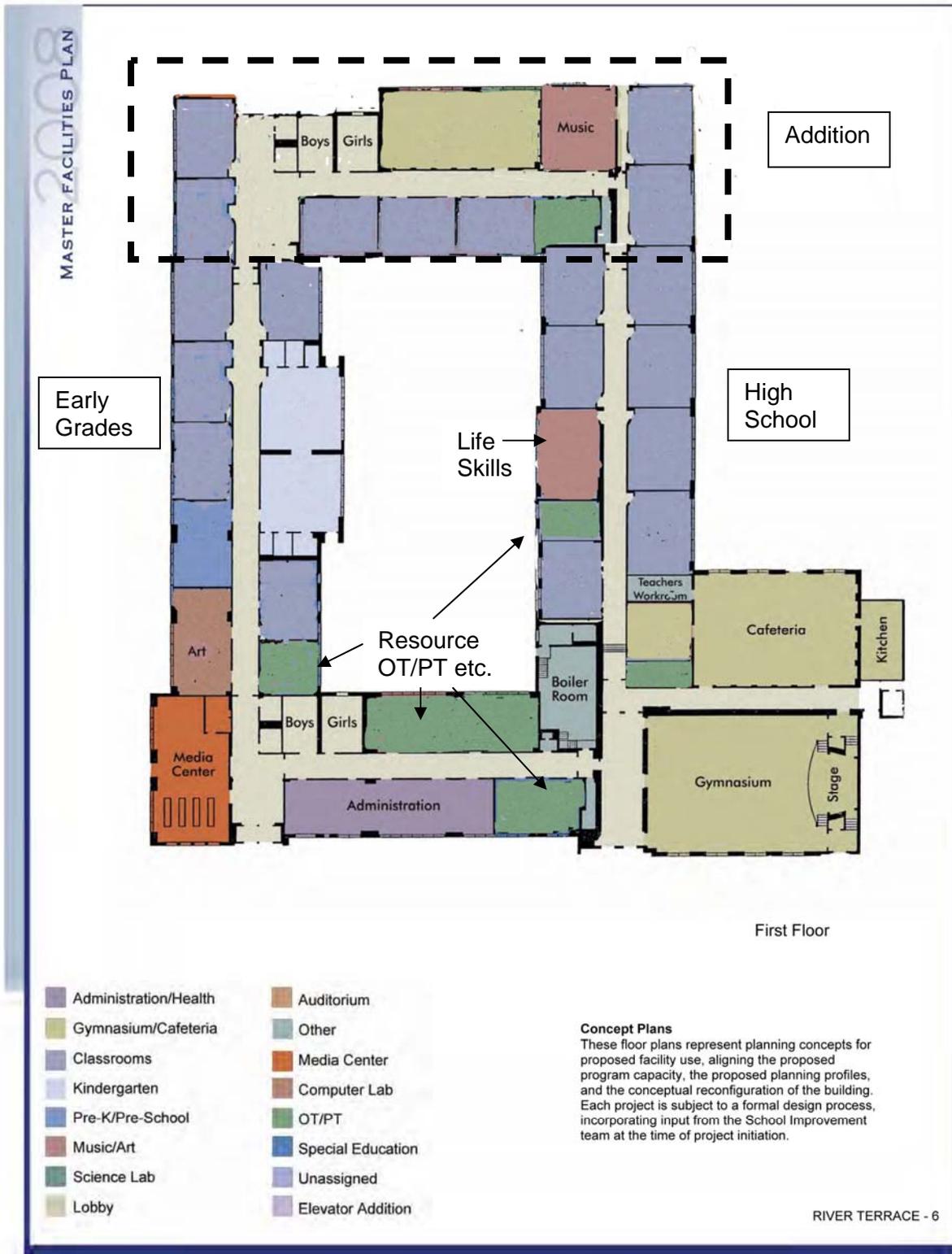
Room Use			
Grade	Number of	Capacity (Program)	Total
	Classrooms		
Primary (ages 6-10)	4	8	32
Intermediate (ages 11-14)	5	8	40
High – Age 21	11	8	88
<b>Total</b>	<b>20</b>		<b>160</b>

### Building Space Summary

Summary	Total
Core Academic/Special Education Areas	24,885
Media Center/Computer Resource	1,350
Art/Music	1,800
Adaptive PE/Therapy Pool	5,500
Administration	2,900
Student Dining & Food Service	3,150
Custodial	400
Mechanical, Electrical, Toilets, Custodial Closets	12,185
<b>Total Net</b>	<b>52,170</b>

### Outdoor Area Requirements Summary

Exterior Spaces
Structured Play Area For Ambulatory Students
Walking Path with stations
Garden
Cover Classroom
Stacking area for special education busses
Faculty, Staff, and Visitor Parking (65 spaces)

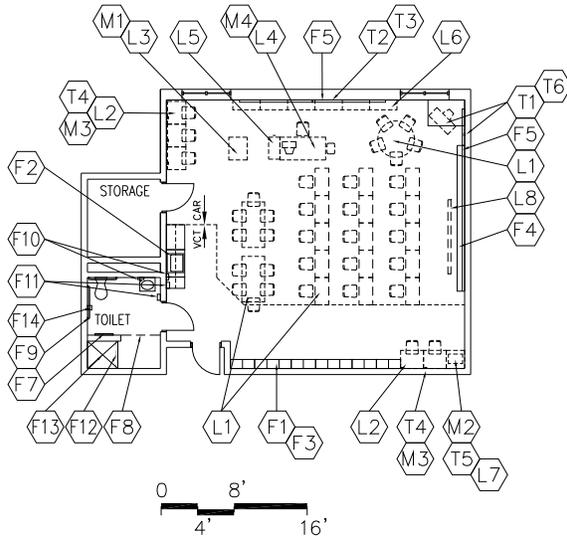


### Core Academic Area Space Requirements

Spaces	Suggested			Comments
	Quantity	S.F.	Total	
Primary/Int. thru age 14 Bathroom Storage	9	800 55 50	8,145	Two storage rooms may be combined and become an observation room
High – thru Age 21 Bathroom	8	800 55	6,840	Two bathrooms can be between paired rooms
Career and Technology Labs -Office Skills -Health Occupations -Horticulture	3	1,000 1,000 1,200	3,200	
Resource Classroom	4-6	Varies	1,200	Speech, ELL, Inst. Coach
Student Services Offices	5	150	750	Psychologist, social worker, Job Development, vision
Life skills/Science Lab	1	1000	1,000	
Occupational Therapy/Physical Therapy/Offices/Storage			1,600	
Storage	4	400	1,600	
Teachers Workroom	2	200	400	
Telecom Head End Room	1	150	150	
<b>Total</b>			<b>24,885</b>	

**SPECIAL NEEDS CLASSROOM**

**E-ACA-8**



**CAPACITY:**

- 8 students
- 2-4 staff

**SIZE:**

- 800-900 SF

**ANCILLARY SPACES:**

- Individual restroom (100 SF)
- Storage closet optional

**GOAL:**

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

**PROGRAM ACTIVITIES:**

- Small group work
- Independent work
- Individual instruction

**SPATIAL RELATIONSHIPS:**

- Elevator access
- Toilet access (CIC-clean intermittent catheterization, with shower)
- Accessible ingress/egress to the building and classroom areas

**ENVIRONMENTAL CONSIDERATIONS:**

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

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Storage Room between Special Needs Classrooms may double as observation area.

**SPECIAL NEEDS CLASSROOM****E-ACA-8**

<u>Finishes<sup>1</sup>:</u>	<u>Spec. Ref.#</u>	<u>Features<sup>1</sup>:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Resilient tile flooring	096519	F1 Carpentry:	
Toilet: Ceramic mosaic tile	093013	Student cubbies (8)	064123
		F3 Casework:	
<u>Base:</u>		Wall shelving above cubbies	123200
Resilient base	096519	F4 Marker board (8 LF)	101100
Toilet: Ceramic mosaic tile base	093013	F6 Manual projection screen	115213
		F7 24" x 60" mirror	102800
<u>Ceiling (9' high minimum):</u>		F9 36" and 42" grab bars	102800
Suspended, acoustical	095113	F10 Soap dispenser	102800
Shower: Painted portland cement plaster	092400/099123	F11 Towel dispenser	102800
		F14 Toilet tissue dispenser	102800
<u>Walls:</u>		F15 Casework:	
Painted concrete masonry units or dry wall	042000/099123	Lockable Wardrobe	123200
Toilet: Epoxy painted concrete masonry units		<u>Fire Suppression:</u>	Div. 21
Shower: Ceramic tile	093013	Fire suppression system	
		<u>Plumbing:</u>	Div. 22
<u>Loose Furnishings:</u>		Sinks in bathroom and in classroom with	
L1 Tables/chairs (consult staff)		drinking fountain	
L2 3-5 computer workstations and chairs		Wall-mounted toilet	
(height appropriate)		Floor drain	
L4 Teacher desk and chair		<u>HVAC:</u>	Div. 23
L5 Four-drawer file cabinet		Supply/return air system	
L6 Adjustable height bookshelves (24 LF)		Independent temperature	
2-3 Rugs in lower grades		control	
		Exhaust air system	
<u>Communications:</u>	Div. 27	<u>Electrical:</u>	Div. 26
T2 Voice port and phone		Duplex receptacles	
T3 Data port near teacher workstation		3 per primary teaching wall	
T4 5 data ports for student use		At least 2 per other walls	
T5 Data port for printer		TVSS protected quad receptacle	
T6 Cable/MATV port		adjacent to each data and	
Electronic white board		video port	
		Multilevel switching	
<u>Electronic Safety and Security:</u>	Div. 28	Fluorescent lighting	
Life safety devices per code		Illumination level: See Table 7600-16	
		Clock	
<u>Miscellaneous:</u>	Div. 27	Central sound system	
M2 Printer			
M3 3-5 computers for student use			
M4 Computer for teacher use			

**NOTES:**

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

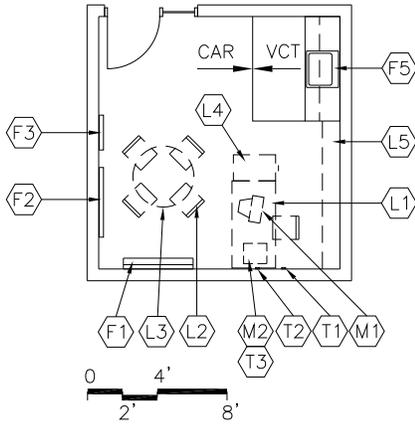
- Each classroom shall have a work counter equipped with two (2) sinks at opposite ends of the counter. The counter shall have base cabinets below and upper cabinets above.
- The counter shall be at two (2) levels. Provide eight feet (4') of length at 36" high with a sink for the teacher and eight feet (4') of length at 25" high with a sink for the students in wheel chairs.
- The teacher's sink will be a kitchen type stainless steel sink with swing faucet serviced with hot and cold water.
- The student's sink will have cold water only, a gooseneck faucet on one side and drinking bubbler on the other. Locate the sink adjacent to the Toilet Room door, as close to the front of the cabinet as possible and two feet (2') from the end of the counter.
- Power outlets (GFI) shall be provided above the counter
- Provide space and electrical outlet for ½ size refrigerator (no icemaker).
- Upper wall cabinets shall be 12" deep, closed and extend over the entire counter area.
- Provide two (2) 4' x 6' tack boards. Bottom of the boards shall be 29" AFF.
- Provide two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 34" and 58" AFF.
- An overhead support structure is required for hanging equipment; rooms will include a tracking system for lifting students.

### **Bathroom**

- The toilet room shall be equipped with an age appropriate toilet, accessible sink, and a changing table
- Storage shelves at 60" AFF shall be provided for boxes of gloves, diapers, toilet tissue and soap.
- Provide toilet paper holders and grab bars.
- The floor covering shall be seamless resilient.
- Doors shall be 36" wide and swing out.

**RESOURCE CLASSROOM**

**E-ACA-4**



**CAPACITY:**

- 2-3 students
- 2 or more staff members

**GOAL:**

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

**PROGRAM ACTIVITIES:**

- Small group work
- Independent instruction and work

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:  
Wall minimum: STC 40  
Ceiling minimum: CAC 35  
Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Room layout must allow for multiple wheel chairs

**RESOURCE CLASSROOM**

**E-ACA-4**

<u>Finishes<sup>1</sup>:</u>	<u>Ref.#</u>	<u>Features<sup>1</sup>:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u> Rubber tile	096519	<u>Fixed Equipment:</u> F1 Casework: Base shelving	123200
<u>Base:</u> Resilient base	096519	F3 Marker board (4 LF)	101100
<u>Ceiling (9' high minimum):</u> Suspended, acoustical	095113	F4 Tack board (8 LF)	101100
<u>Walls:</u> Painted concrete masonry units 042000/099123		F5 Manual projection screen	115213
<u>Loose Furnishings:</u> L1 Tables and chairs (consult staff)		F8 Casework: Wardrobe	123200
L2 1-3 computer tables and chairs		<u>Fire Suppression:</u>	Div. 21
L3 Teacher desk and chair		Fire suppression system	
L4 Four-drawer file cabinet		<u>Plumbing:</u>	Div. 22
L6 Adjustable height bookshelves (20 LF)		None	
<u>Communications<sup>2</sup>:</u>	Div. 27	<u>HVAC:</u>	Div. 23
T2 Voice port and phone		Supply/return air system	
T3 Data port near teacher workstation		Independent temperature Control	
T4 3 data ports for student use		<u>Electrical:</u>	Div. 26
T6 Cable/MATV		Duplex receptacles	
<u>Miscellaneous:</u>		2 per walls	
M2 Printer		TVSS protected quad receptacle adjacent to each data and video port	
M3 1-3 computers or computer table for student use		Fluorescent lighting	
M4 Computer for teacher use		Illumination level: See Table 7600-16	
		Multilevel switching	
		Clock	
		Central sound system	

**NOTES:**

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

**CAREER EXPLORATORY LABS**

**H-AC-2**

<p>OFFICE SKILLS LAB (adjacent to main office)</p> <ul style="list-style-type: none"> <li>- Mail room station</li> <li>- Copy room station</li> <li>- Reception area</li> <li>- Cubicles with workstations</li> <li>- Conference table for 8</li> </ul> <p>HEALTH OCCUPATIONS</p> <ul style="list-style-type: none"> <li>- 3 Hospital bed stations</li> <li>- Hand washing station</li> <li>- Washer and dryer</li> <li>- Reception area</li> <li>- Work table for 8</li> </ul> <p>HORTICULTURE LAB</p> <ul style="list-style-type: none"> <li>- Greenhouse (400 SF)</li> <li>- Workspace</li> <li>- Tool storage</li> <li>- Outside garden w/ raised beds</li> </ul> <p>CAPACITY:</p> <ul style="list-style-type: none"> <li>• Up to 8 students</li> <li>• staff members</li> </ul>	<p>GOAL:</p> <ul style="list-style-type: none"> <li>• To provide flexible space as a resource area for interdisciplinary activities</li> <li>• To teach office skills in an authentic environment</li> </ul> <p>PROGRAM ACTIVITIES:</p> <ul style="list-style-type: none"> <li>• Large and small group instruction</li> <li>• Hands-on activities</li> <li>• Team teaching</li> <li>• Tutoring</li> </ul> <p>ENVIRONMENTAL CONSIDERATIONS:</p> <ul style="list-style-type: none"> <li>• Uniform lighting</li> <li>• Windows to provide natural light and egress</li> <li>• Environmental sound control:                         <ul style="list-style-type: none"> <li>Wall minimum: STC 45</li> <li>Ceiling minimum: CAC 35</li> <li>Reverberation Time: .4-.6 seconds</li> </ul> </li> <li>• Electrical outlets for equipment</li> <li>• Comfortable rooms with pleasant décor that contribute to an atmosphere conducive to creativity</li> <li>• Proportion classroom for effective viewing and listening from all areas of the classroom</li> <li>• Window treatment to darken room for AV presentation</li> </ul>
--	---

NOTES:

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

**PROJECT LAB****H-AC-2**

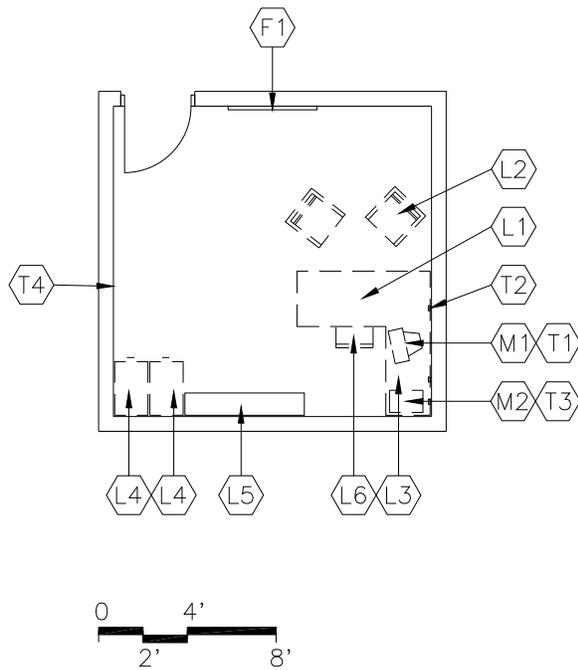
<u>Finishes<sup>1</sup>:</u>		Spec. Ref.#	<u>Fire Suppression:</u>		Spec. Ref.#
<u>Flooring:</u>			Div. 21		
	Vinyl composition tile	096519	Fire suppression system		
	Poured cement in horticulture lab				
<u>Base:</u>			<u>Plumbing:</u> Div. 22		
	Resilient base	096519	<u>Horticulture:</u> deep utility sink and single hand washing sink		
<u>Ceiling: (9' high minimum)</u>			<u>Health:</u> health foot operated hand washing sink		
	Suspended, acoustical	095113	Plumbing connections		
	Horticulture may be open grid				
<u>Walls:</u>			<u>HVAC:</u> Div. 23		
	Painted concrete masonry units or dry wall		Supply/return air system		
	042000 / 099123		Independent temperature control		
<u>Loose Furnishings:</u>			<u>Electrical:</u> Div. 26		
L1	3 computer workstations (Office and Health Labs)		Fluorescent lighting		
L3	2-3 rectangular tables		Illumination level: See table 7600-16		
	Office –conference type		Multilevel switching		
	Health – classroom type		Duplex receptacles		
	Horticulture – wooden work benches		3 per wall		
L4	1, 4-drawer file cabinet		TVSS protected quad receptacle adjacent to data and video ports		
L5	8 chairs/stools		Central sound system		
L6	Adjustable height bookshelves (24 LF)		Clock		
L7	Printer table		<u>Communications<sup>2</sup>:</u> Div. 27		
<u>Features<sup>1</sup>:</u>			T1 1 video port, monitor, VCR, and brackets		
<u>Fixed Equipment:</u>			T2 1 voice port and phone		
F1	Marker board (16 LF)	101100	T3 1 data port near teacher workstation		
F2	Tack board (8-16 LF)	101100	T4 3 data ports (minimum) for student use		
F3	Casework: Base/wall cabinets	123200	T5 1 data port for printer		
	Office – For storing paper and office supplies (12 LF)		T6 1 cable/MATV port		
	Health – For storing nursing supplies (12 LF)		<u>Electronic Safety and Security:</u> Div. 28		
	Horticulture – For storing gardening supplies (along one wall)		Life safety devices per code		
F4	Manual projection screen	115213	<u>Miscellaneous:</u>		
F5	Casework:		M1 Multimedia cart with overhead projector, computer projector, and teacher's multimedia computer		
	Horticulture: Tool storage	123200	M2 1 printer		
			M3 3 computers for student use		
			Audio enhancement equipment		

**NOTES:**

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

**STUDENT SERVICES OFFICE**

**M-AC-10**



**ENVIRONMENTAL CONSIDERATIONS:**

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

**Finishes<sup>1</sup>:**

	Spec.	Ref.#
Flooring: Resilient tile flooring	096519	
Base: Resilient base	096519	
Ceiling: Suspended, acoustical	095113	
Walls: Painted gypsum wallboard over metal studs	092116 / 099123	

**Loose Furnishings:**

- L1 Desk or table (consult staff)
- L2 Student or visitor chairs
- L4 2 four-drawer file cabinets
- L5 Adjustable height bookshelves (12 LF)
- L6 Ergonomic task chair  
Wastebasket

**Communications<sup>2</sup>:**

- T1 Data port near workstation
- T2 Voice port and phone
- T3 Data port for printer
- T4 Cable/MATV port

Div. 27

**CAPACITY:**

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

**SIZE:**

- 120-140 SF

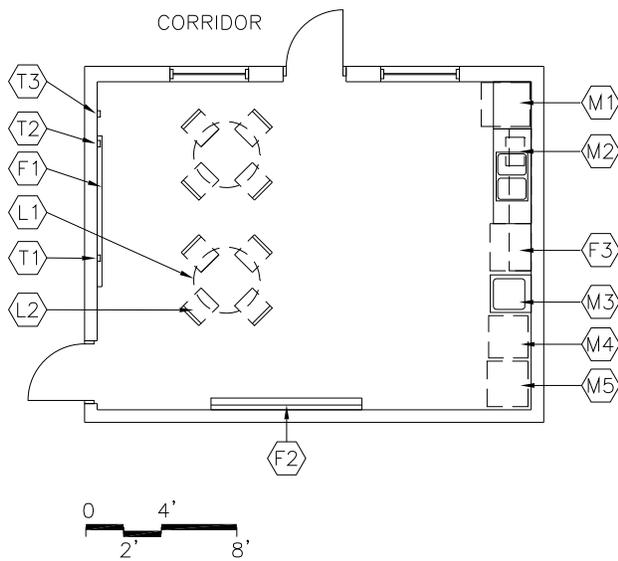
**PROGRAM ACTIVITIES:**

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

**NOTES:**

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

**LIFE SKILLS/SCIECE LAB**



**CAPACITY:**

- Teachers
- Staff
- 6-8 Students

**SIZE:**

- 1000 SF

**GOALS:**

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

**PROGRAM ACTIVITIES Areas:**

- Food preparation and cleanup
- Washing and drying garments
- Bed making and self hygiene

**SPATIAL RELATIONSHIPS:** - internal to classroom

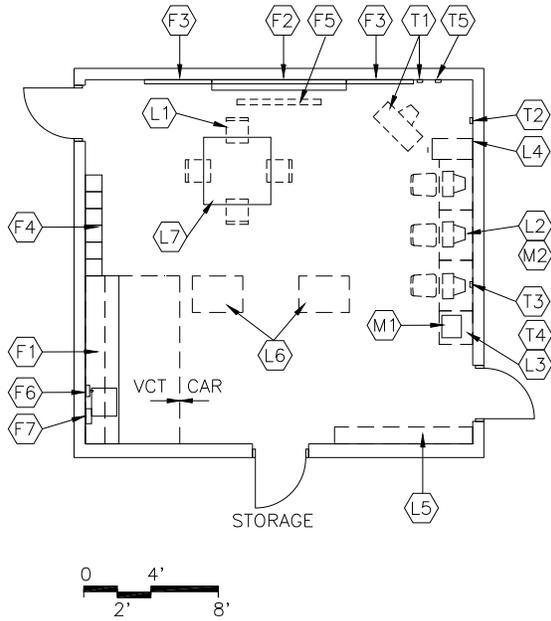
- Kitchen area
- Laundry area
- Bedroom and bathing area
- Living area

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Windows to provide natural light, desirable

**OCCUPATIONAL/PHYSICAL THERAPY**

**M-AC-13**



**CAPACITY:**

- Up to 6 students
- Up to 2 staff

**SIZE:**

- 800 SF each w/ office and storage

**ANCILLARY SPACES:**

- Storage/office

**GOAL:**

- To provide private functional mobility training for students

**PROGRAM ACTIVITIES:**

- Exercise
- Assistive technology evaluation
- Occupational and Physical Therapy

**SPATIAL RELATIONSHIPS:** Interior to suite

- Office storage area between therapy areas

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 40  
Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Wheelchair accessibility
- Windows to provide natural light, desirable;  
provide treatment to darken if windows are provided
- Auditory privacy

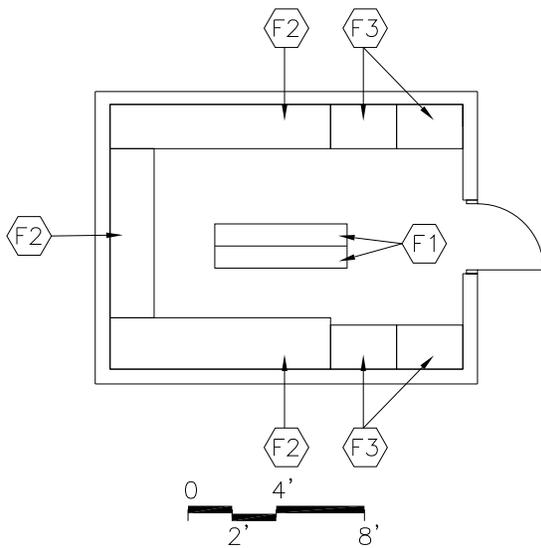
**FIXTURES**

- Reinforce structure to support equipment such as a trapeze
- Tracking system in ceiling for lifting
- Counter with sink and storage above and below

**FURNITURE**

- Consult staff

**STORAGE**



**CAPACITY:**

- Staff

**SIZE:**

- 200-400 SF

**ANCILLARY SPACES:**

N/A

**GOAL:**

- To provide storage for textbooks and therapy equipment

**PROGRAM ACTIVITIES:**

- Store and retrieving books and supplies

**SPATIAL RELATIONSHIPS:**

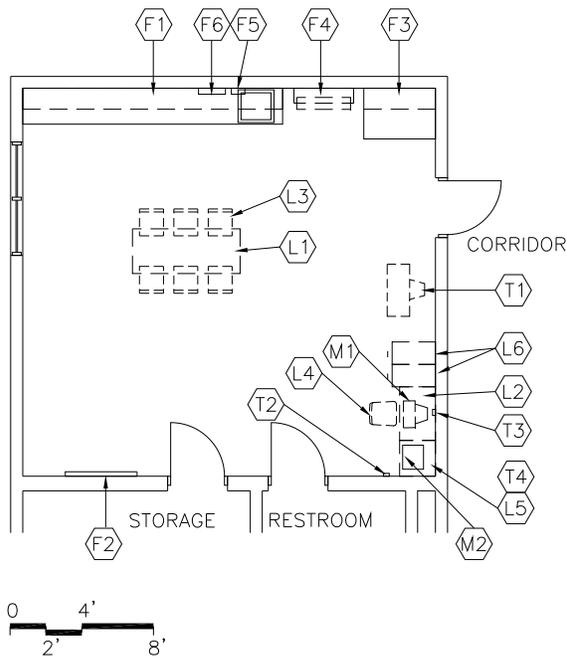
- Near Core Academic classrooms
- Between OT and PT space (specific layout consult with staff)

**ENVIROMENTAL CONSIDERATIONS:**

- Uniform lighting

**WORKROOM/TEACHER OFFICE**

**E-ACA-12**



**GOALS:**

- To provide a space where adults can meet for committee work
- To provide a space where teachers can perform administrative work
- To provide a space for storage of grade-level materials

**PROGRAM ACTIVITIES:**

- Team staff meetings
- Lesson planning and grading
- Scheduling appointments
- Record keeping
- Develop and review teacher materials

**SPATIAL RELATIONSHIPS:**

- Near Academic Core classrooms (centrally located)
- This area may be divided among the different floor levels
- Access to Staff Restroom(s) from within Workroom/Teacher Office
- Access to Storage from within Workroom/Teacher Office

**CAPACITY:**

- Teachers
- Teachers' assistants
- Parents/volunteers

**SIZE:**

- 400 SF

**ANCILLARY SPACES:**

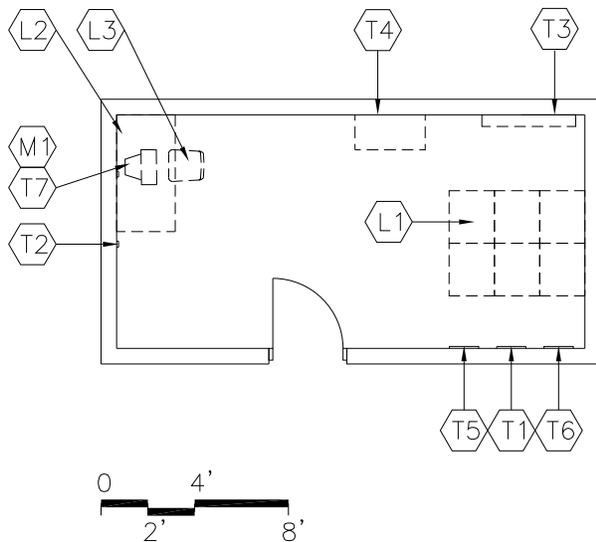
- Staff Restroom
- Storage

**ENVIRONMENTAL CONSIDERATIONS:**

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

**TELECOM HEAD END ROOM**

**E-MC-5**



**CAPACITY:**

- 1-2 staff members

**SIZE:**

- 200 SF

**ANCILLARY SPACES:**

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

**GOALS:**

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

**PROGRAM ACTIVITIES:**

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

**SPATIAL RELATIONSHIPS:**

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

**ENVIRONMENTAL CONSIDERATIONS:**

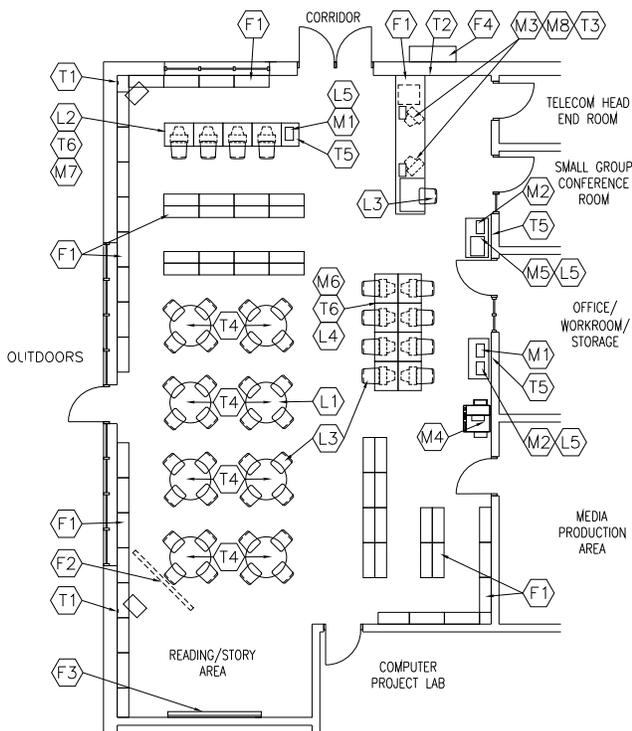
- Adequate power supply will be required and auxiliary UPS power for back-up (Quality of power is important.)
- Dedicated electrical circuitry
- Air conditioning dedicated to this space
- Adequate ventilation
- Access to ceiling and walls for modification to systems and wiring
- Security of door

**MEDIA CENTER/COMPUTER RESOURCE**

<b>Spaces</b>	<b>Qty.</b>	<b>S.F.</b>	<b>Total</b>	<b>Comments</b>
Media Center	1	1,150	1,150	Or 'as is'
Storage	1	200	200	
<b>Total</b>			<b>1,350</b>	

**MEDIA CENTER**

**E-MC-1**



**CAPACITY:**

- 16 students
- 2 teachers
- Media assistant
- Community patrons after school hours

**SIZE:**

- Varies, see table

**GOAL:**

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

**PROGRAM ACTIVITIES:**

- Reading
- Large group and small group instruction
- Provide meeting areas for community, staff, and parents
- Dramatic reading and storytelling

**SPATIAL RELATIONSHIPS:**

- Desk located close to entrance
- Open plan so that wheel chairs can circulate freely
- Computer area for up to 8 accessible stations

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Electrical outlets at all column locations
- Windows to provide natural light
- Security of school when center is in use after school hours
- Electrical outlets in toe space of wall shelving
- Window treatment to darken room for AV presentation

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Book stacks shall be 42" high.

**READING / LEARNING / CIRCULATION AREA**

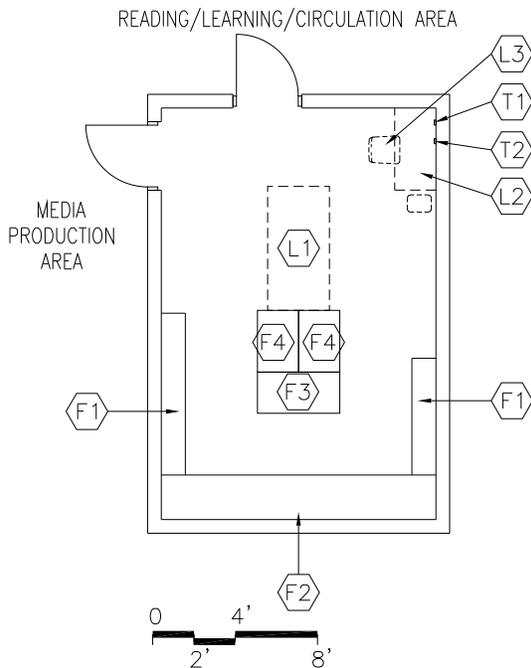
Spec.	<u>Finishes<sup>1</sup>:</u>	<u>Features<sup>1</sup>:</u>	Spec. Ref.#
Flooring: Carpet	096816	<b>Fixed Equipment:</b> F1 Library casework (see furniture standards)	
Base: Resilient base	096519	F2 Motorized projection screen	115213
Ceiling: Suspended, acoustical	095113	F3 Marker board (8 LF)	101100
Walls: Painted concrete masonry units	042000 / 099123	F4 Display cases	123559
<u>Loose Furnishings:</u> L1 4, four-person tables (different heights) L3 28 chairs L4 8-12 seated computer stations L5 Printer table Wastebasket		<b>Fire Suppression:</b> Fire suppression system	Div. 21
<u>Miscellaneous:</u> M2 Color printer M4 Photocopy machine M5 Digital scanner M6 8-12 computers for student use M8 1 computer for staff use		<b>HVAC:</b> Supply/return air system Independent temperature control	Div. 23
		<b>Electrical:</b> Duplex receptacles TVSS protected quad receptacle adjacent to each data and video port Single-level switching Fluorescent lighting Illumination level: See Table 7600-16 Means of egress lighting per code Central sound system	Div. 26
		<b>Communications<sup>2</sup>:</b> T1 2 video port, monitor, VCR/DVD, and brackets T2 Voice port and phone T3 2 data ports at circulation desk T4 12 data ports for student use T5 data port for printer Cable/MATV port	Div. 27
		<b>Electronic Safety and Security:</b> Life safety devices per code	Div. 28

**NOTES:**

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

**WORKROOM / STORAGE**

**E-MC-8**



**CAPACITY:**

- Media specialists

Loose Furnishings:

- L1 Work table
- L2 Computer workstation
- L3 Chair
- Wastebasket

**GOAL:**

- To provide a less visible and secure space for processing incoming materials and storage of electronics

**PROGRAM ACTIVITIES:**

- Storage of materials
- Storage of A/V materials and videotapes
- Scanning
- Digitizing

**SPATIAL RELATIONSHIPS:**

- Located behind circulation desk and whole class zone

**ENVIRONMENTAL CONSIDERATIONS:**

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

Features<sup>1</sup>:

Fixed Equipment:

	Spec. Ref.#
F1 Storage shelving	10670
F2 Casework: Lockable Tall cabinet (24" deep)	123200
F3 Poster/map storage	123200
F4 Casework: Base cabinets with power	123200

NOTES:

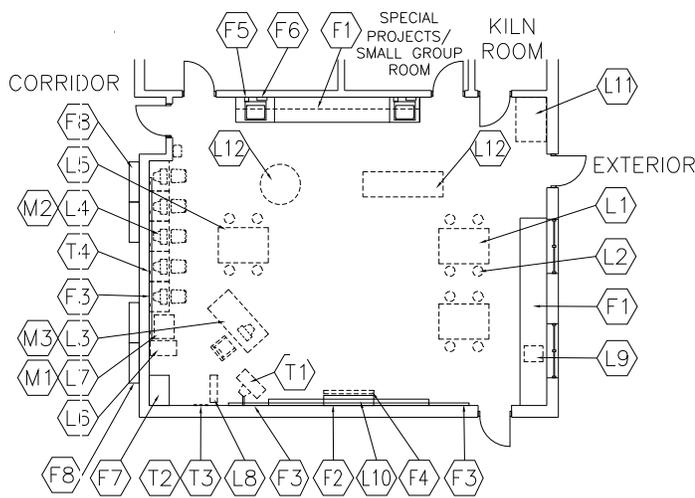
1. Loose furnishings and features shown represent one of many possible arrangements.

**ART/MUSIC**

<b>Spaces</b>	<b>Qty.</b>	<b>S.F.</b>	<b>Total</b>	<b>Comments</b>
Art	1	900	900	
Music	1	900	900	
<b>Total</b>			<b>1,800</b>	

**ART LAB**

**E-VA-1**



**CAPACITY:**

- 8 students
- 1 teacher
- Student teacher
- Parent volunteers
- Student volunteers

**SPATIAL RELATIONSHIPS:**

- Centrally located with convenient access to Core Academic classrooms
- Direct access to art patio – with overhang

**GOALS:**

- To provide an area for students to work on a variety of art projects and to have positive experiences, which include developing confidence, commitment, and a sense of accomplishment
- To explore the manipulation of a variety of materials
- To develop technical and expressive skills

**PROGRAM ACTIVITIES:**

- Drawing, painting, and print making
- Sculpture, model-making, collage, and assembly
- Demonstrations
- Individual and cooperative group work
- Storage of supplies, projects, and small equipment
- Mixed media work

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting/track and display lighting
- Windows to provide natural light and egress, preferably northern exposure
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Include outlets on the wall above counter spaces in raceway
- Electrical outlets for equipment
- Provide one ceiling hung, retractable electrical outlet
- Window treatment to darken room for AV presentation as required

**NOTES:**

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

**ART LAB**

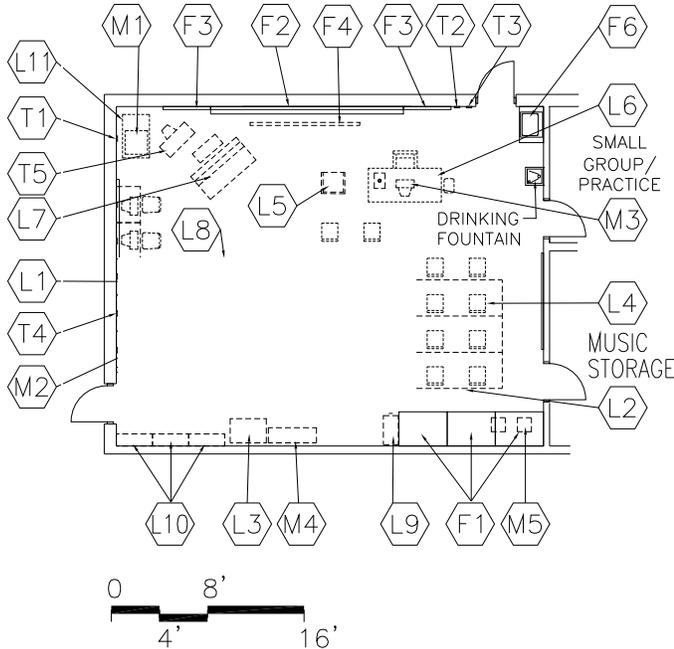
<u>Finishes<sup>1</sup>:</u>	Spec. <u>Ref.#</u>	<u>Features<sup>1</sup>:</u>	Spec. <u>Ref.#</u>
<p><u>Flooring:</u>                      Quartz tile</p>	096618	<p><u>Fixed Equipment:</u>                      F1 Casework:                      base/wall cabinets near sinks</p>	123200
<p><u>Base:</u>                      Resilient base</p>	096519	<p>Paper storage cabinets</p>	
<p><u>Ceiling (12' high minimum to underside of deck):</u>                      Exposed structure, painted                      with acoustical treatment</p>	099123 098400	<p>F2 Marker board                      8 LF primary</p>	101100
<p><u>Walls:</u>                      Painted concrete masonry units or dry wall                      One tackable wall</p>	042000 / 099123	<p>F5 Tack board flanking marker board                      Plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30" and 48" AFF</p>	
<p><u>Loose Furnishings:</u>                      L1 4 2-person student work tables                      L2 8 Student chairs                      L3 Teacher workstation and chair                      L4 3 computer (laptops) tables and chairs                      L6 1, four-drawer file cabinet                      L7 Audio visual cart for teacher use                      L10 Adjustable height shelves (24 LF) for drying 3D objects                      L11 Drying rack (40-80 slats)                      Flat storage (10 drawers)                      Wastebasket</p>		<p>F6 Manual projection screen (60"x60")<sup>115213</sup>                      F5 Soap dispenser (at each sink)                      F6 Towel dispenser (at each sink)                      F7 Casework: Wardrobe                      F8 Display cases</p>	102800 102800 123200
<p><u>Communications<sup>2</sup>:</u></p>	Div. 27	<p><u>Fire Suppression:</u>                      Fire suppression system</p>	Div. 21
<p>T1 Video port, monitor, VCR/DVD, and bracket                      T2 Voice port and phone                      T3 Data port near teacher workstation                      T4 3 data ports for student use                      Cable/MATV port                      Digital white board</p>		<p><u>Plumbing:</u> Div. 22                      Sinks with solids interceptor                      2 large, deep sinks (one at wheel chair height)                      Plumbing connections</p>	
<p><u>Miscellaneous:</u>                      M1 Projection device on cart                      M2 3 computers for student use                      M3 Computer for teacher use                      Audio enhancement equipment</p>	Div. 27	<p><u>HVAC:</u> Div. 23                      Supply/return air system                      Independent temperature control                      Manually controlled general exhaust</p>	
<p><u>Electronic Safety and Security:</u>                      Life safety devices per code</p>	Div. 28	<p><u>Electrical:</u> Div. 26                      Duplex receptacles                      3 per primary teaching wall                      At least 2 per other walls                      TVSS protected quad receptacle adjacent to each data port                      Multilevel switching                      Fluorescent lighting                      Illumination level: See Table 7600-16                      Clock                      Central sound system                      Display/track lighting</p>	

**NOTES:**

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

**GENERAL MUSIC ROOM**

**E-MU-1**



**CAPACITY:**

- 8 music students
- 1 teacher
- Parents/volunteers

**SIZE:**

- 900 SF

**GOAL:**

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

**PROGRAM ACTIVITIES:**

- Sing alone and with others
- Group instruction (small and large)
- Choral, speech, theatrics (musicals, operas)

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting/Theatrical lighting
- Environmental sound control:  
Wall minimum: STC 50  
Ceiling minimum: CAC 35
- Sound insulation in walls (extended above ceiling to underside of deck)
- Acoustical wall treatments
- Electrical outlets for equipment
- Adequate ventilation
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Auditory privacy
- Drinking fountain in classroom

**NOTES:**

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

**GENERAL MUSIC ROOM**

<u>Finishes</u> <sup>1</sup> :	Spec. Ref.#	<u>Features</u> <sup>1</sup> :	Spec. Ref.#
Flooring:		Fixed Equipment:	
Carpet	096816	F1 Casework:	
		Paper storage cabinets	123200
Base:		F2 Marker board (16 LF)	
Resilient base	096519	1/2 with music staff bars	101100
		F3 Tack board	101100
Ceiling(10' high minimum):		F4 Manual projection screen	115213
Suspended, acoustical	095113	F5 Casework:	
		Wardrobe	123200
Walls:		F6 Casework:	
Painted concrete masonry units		Sink cabinet	123200
042000 / 099123		<u>Fire Suppression:</u>	Div. 21
		Fire suppression system	
<u>Loose Furnishings:</u>		<u>Plumbing:</u> Div. 22	
L3 Mobile A/V cabinet		Plumbing connections	
L4 8 music posture chairs		Drinking fountain	
L5 Conductor podium, chair and stand		Sink	
L6 Teacher desk and chair		<u>HVAC:</u> Div. 23	
L7 Upright piano		Supply/return air system	
Instrument storage		Independent temperature	
(see furniture standards)		control	
L9 Four-drawer file cabinet		<u>Electrical:</u> Div. 26	
L10 Adjustable height bookshelves (24LF)		Duplex receptacles	
Wastebasket		3 per primary teaching wall	
		2 per other walls	
<u>Communications</u> <sup>2</sup> :	Div. 27	TVSS protected quad receptacle	
T1 Cable/MATV port		adjacent to each data and	
T2 Voice port and phone		video port	
T3 Data port near teacher workstation		Multilevel switching	
T4 3 data ports for student use		Fluorescent lighting	
T5 Video port, monitor,		Illumination level: See Table 7600-16	
VCR/DVD, and brackets		Theatrical lighting	
		Clock	
<u>Miscellaneous:</u>		Central sound system	
M1 Projection device on cart	Div. 27	<u>Electronic Safety and Security:</u>	Div. 28
M2 3 computers for student use		Life safety devices per code	
M3 Computer teacher use			
M4 MIDI synthesizer			
M5 A/V recording/playback equipment			

**NOTES:**

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

**PHYSICAL EDUCATION**

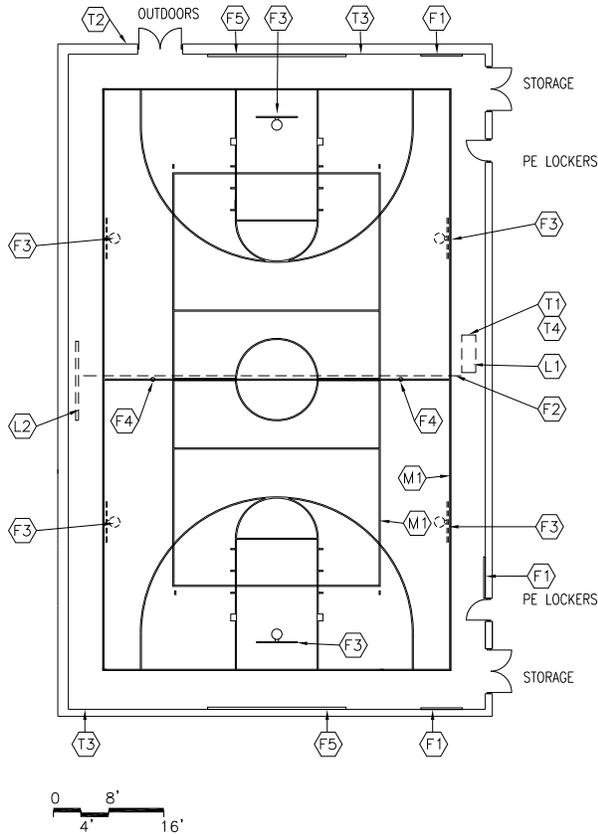
<b>Spaces</b>	<b>Qty.</b>	<b>S.F.</b>	<b>Total</b>	<b>Comments</b>
Physical Education	1	3000	3,000	Or 'as is'
Stage	1	800	800	Or 'as is'
Office	1	150	150	
Storage	1	200	200	
<b>Total</b>			<b>4,150</b>	

**THERAPY POOL**

<b>Spaces</b>	<b>Qty.</b>	<b>S.F.</b>	<b>Total</b>	<b>Comments</b>
Pool (12' X 16') plus deck	1	600	600	
Changing rooms/shower	2	200	400	
Mechanical	1	150	150	
Storage/Laundry	1	200	200	
<b>Total</b>			<b>1,350</b>	

**MULTIPURPOSE PE**

**H-PE-1**



**CAPACITY:**

- Students
- Teachers and staff
- Community

**SIZE:**

- As is

**ANCILLARY SPACES:**

- Storage (H-PEH-12)

**GOAL:**

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

**PROGRAM ACTIVITIES:**

- Physical education classes
- Fitness
- Community programs and activities

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 50
- Clear height of 25' from floor to nearest obstruction
- Electrical outlets for equipment
- Drinking fountain in adjacent corridor
- Windows to provide natural light, desirable

**NOTES:**

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

**MULTIPURPOSE PE**

**H-PE-1**

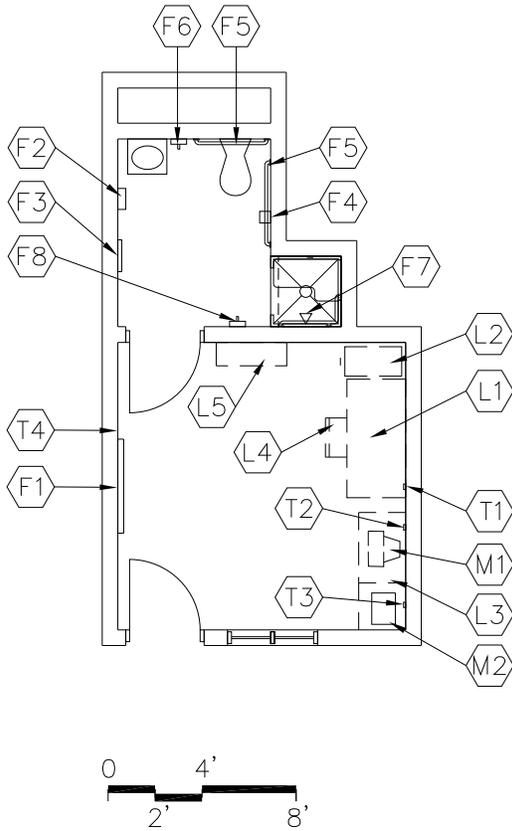
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features:</u>	
Flooring:		Fixed Equipment:	
Resilient athletic flooring	096566	F1 Tack board (16 LF)	101100
Base:		F3 Basketball backstops, adjustable height (ceiling hung, electric or portable)	116600
Vented resilient base	096466	F5 Safety wall wainscot	116600
Ceiling:			
Painted exposed structure or Acoustical metal deck	099123		
Walls:		<u>Fire Suppression:</u>	Div. 21
Sound-absorptive concrete masonry units on walls	042000	Fire suppression system Preaction sprinkler system	
		<u>Plumbing:</u>	
<u>Communications<sup>2</sup>:</u>	Div. 27	N/A	
T1 Microphone port			
T2 Outside microphone port		<u>HVAC:</u>	Div. 23
T3 2 voice ports and phones		Supply/return air system	
T4 Port for sound system		Independent temperature control	
<u>Electronic Safety and Security:</u>	Div. 28	<u>Electrical:</u>	Div. 26
Life safety devices per code		Duplex receptacles	
		TVSS protected quad receptacle adjacent to each data port	
		Electrical connections to PE equipment where necessary	
		Single-level switching	
		High intensity discharge lighting	
		Illumination level: See Table 7600-16	
		Clocks with wire guards	
		Multiuse scoreboard (control outlets in the face of bleachers)	
		Central sound system	
		Gymnasium sound system	
		Provide wire guards on light fixtures and electrical devices	

**NOTES:**

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

**OFFICE**

**M-PEH-5**



**CAPACITY:**

- Teacher
- Aide

**GOAL:**

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

**PROGRAM ACTIVITIES:**

- Ordering
- Scheduling
- Planning
- Maintaining records
- Meetings

**SPATIAL RELATIONSHIP:**

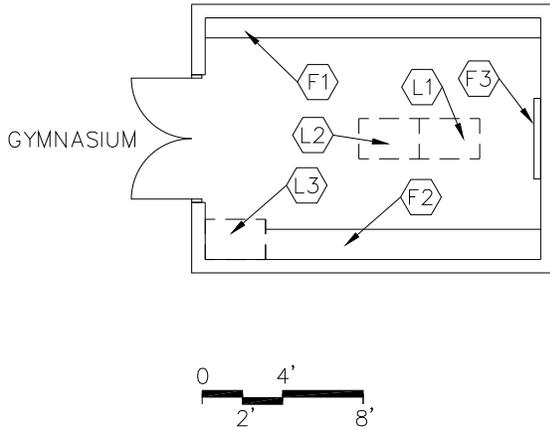
- Adjacent to the gym

**ENVIRONMENTAL CONSIDERATIONS:**

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

**P.E. STORAGE**

**E-PE-4**



**CAPACITY:**

- 1-2 teachers
- Student teachers

**SIZE:**

- Varies, see table

**ANCILLARY SPACES:**

- Multi- PE (E-PE-1)

**GOAL:**

- To provide convenient storage for all physical education equipment

**PROGRAM ACTIVITIES:**

- Storage

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Gymnasium

**ENVIRONMENTAL CONSIDERATIONS:**

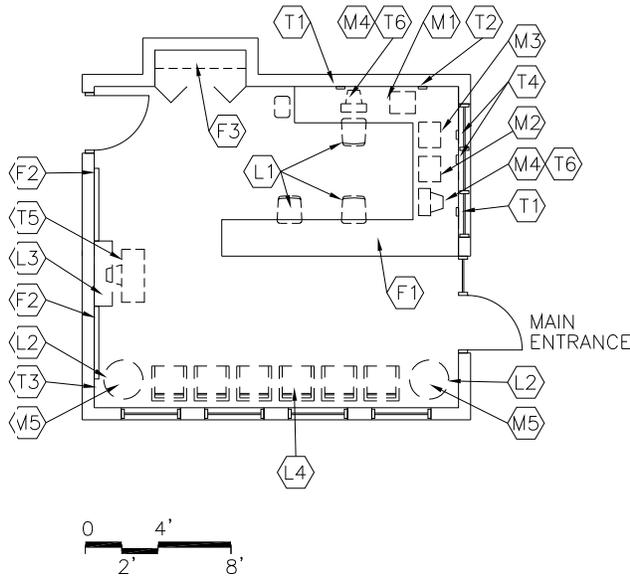
- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 40  
Ceiling minimum: CAC 35
- Leave space below shelving on one wall for portable bins

**ADMINISTRATION**

<b>Spaces</b>	<b>Suggested</b>			<b>Comments</b>
	<b>Qty.</b>	<b>S.F.</b>	<b>Total</b>	
Welcome Center	1	200	200	Welcoming Area, Work area for Administrative Asst.
Security Area w/ locking storage	1	75	75	May be in entryway or incorporated into Welcome Center.
Principal's Office	1	180	180	Including toilet
Asst. Principal/Business manager	1	120	120	
Records/Supply Room	1	150	150	Needs to be a secure space.
Administrative work room and mail boxes	1	150	150	This space should be adjacent to the CTE classroom
Toilet	1	100	100	
Conference	1	250	250	
<b>Health Suite</b>				
Office	1	150	150	
Treatment Area	1	200	200	
Cots	1	100	100	
Storage	1	25	25	
Toilet	1	200	200	w/ changing table and shower
Exam Room	1	150	150	
Dental exam and storage	1	200	200	
Parent and volunteer room	1	250	250	
Staff Lounge	1	400	400	Includes staff toilet with shower
<b>Total</b>			<b>2,900</b>	

**WELCOME CENTER**

**E-AD-1**



**CAPACITY:**

- Administrative assistants
- Visitors/parents
- Students

**SIZE:**

- 200 SF

**ANCILLARY SPACES:**

- N/A

**GOAL:**

- To provide a space designed to help students and the public feel welcome and to provide easily accessed information

**PROGRAM ACTIVITIES:**

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

**SPATIAL RELATIONSHIPS:**

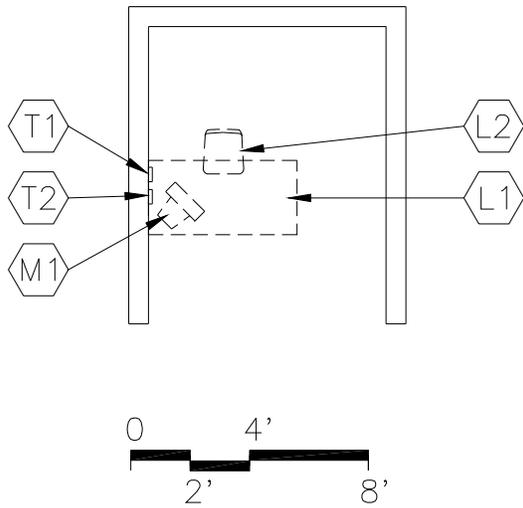
- Located inside the main Administrative Area
- Centrally located to Administrative Area
- Near public restrooms
- Maximize view to the exterior and main entry

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting, areas of soft lighting
- Environmental sound control:
  - Wall minimum: STC 40
  - Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Administrative area should be mechanically zoned for year round use.
- Windows to provide natural light

**SECURITY AREA**

**E-AD-2**



**GOAL:**

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

**PROGRAM ACTIVITIES:**

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

**SPATIAL RELATIONSHIPS:**

- Adjacent to main entry

**ENVIRONMENTAL CONSIDERATIONS:**

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

**CAPACITY:**

- Security officer

**SIZE:**

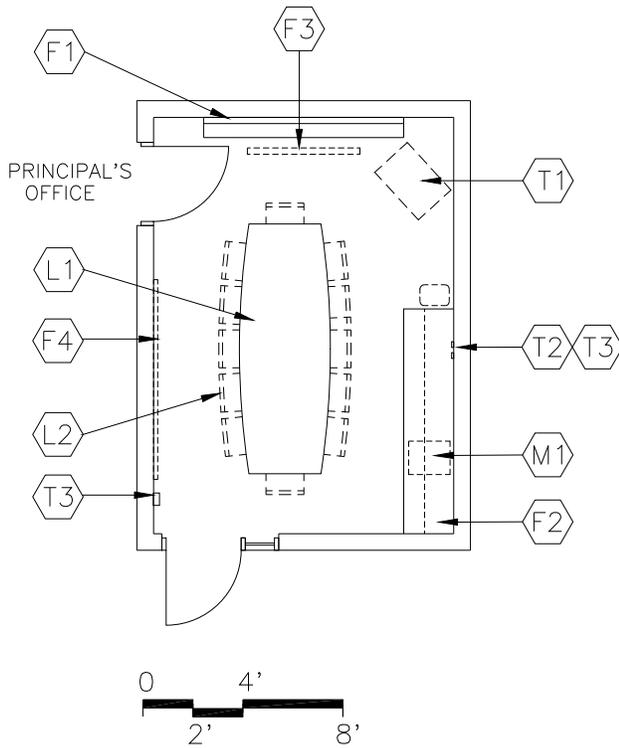
- 75 SF

**ANCILLARY SPACES:**

- N/A

**CONFERENCE ROOM**

**E-AD-3**



**GOAL:**

- To provide a place for administrative conferences or meetings

**PROGRAM ACTIVITIES:**

- Conferences with staff, students, parents, and visitors

**SPATIAL RELATIONSHIPS:**

- Near Welcome Center
- Centrally located within Administrative Area
- Adjacent and access to Principal's Office

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting, appropriate to task
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 40
- Electrical outlets for equipment
- Windows to provide natural light, desirable
- Auditory privacy

**CAPACITY:**

- Staff
- Students
- Parents
- Visitors

**SIZE:**

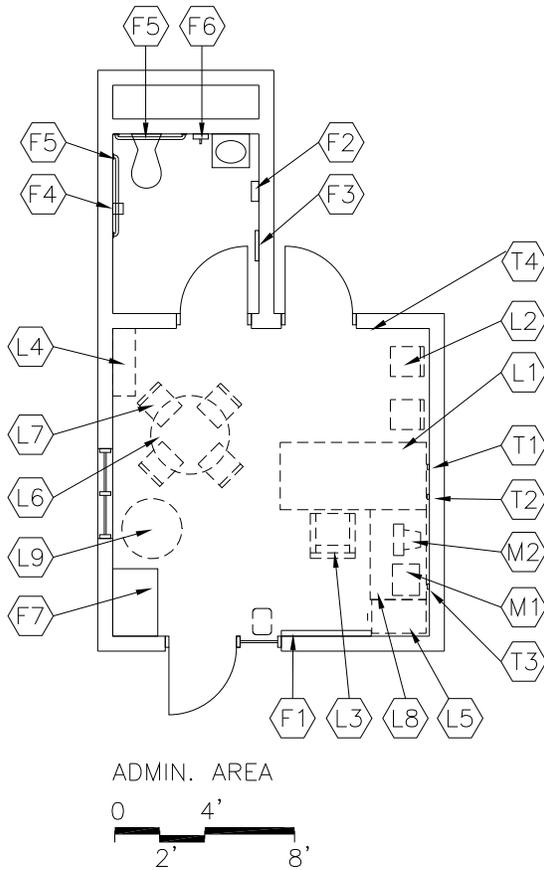
- 250 SF

**ANCILLARY SPACES:**

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

**PRINCIPAL'S OFFICE**

**E-AD-4**



**CAPACITY:**

- Principal

**SIZE:**

- 180 SF

**ANCILLARY SPACES:**

- Conference Room (E-AD-3)

**GOAL:**

- To provide an office for the principal to give instructional leadership in a personal and organized environment for students, staff, and community

**PROGRAM ACTIVITIES:**

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

**SPATIAL RELATIONSHIPS:**

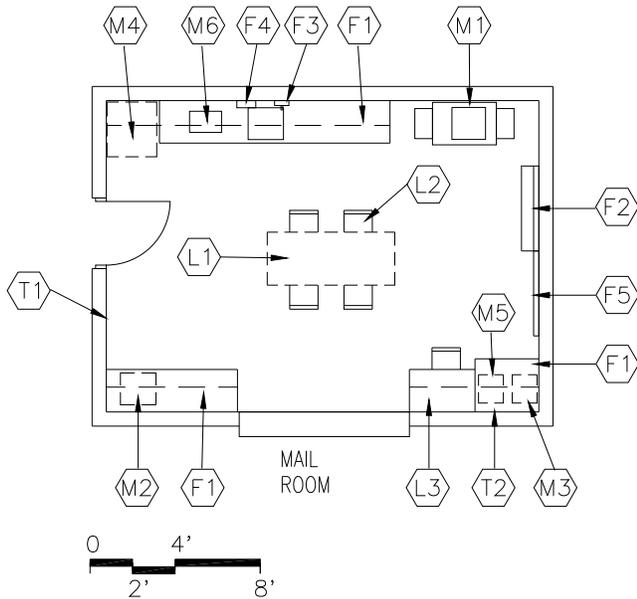
- Near main entry
- Near administrative assistant
- Adjacent and access to Conference Room

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting, appropriate to task
- Environmental sound control:  
Wall minimum: STC 40  
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light
- One area should be especially child-scaled and friendly for working with individual children
- Auditory privacy
- Back door to secondary corridor, desirable

**ADMINISTRATIVE WORKROOM**

**E-AD-7**



**CAPACITY:**

- Secretaries and Administrators
- Volunteers
- Staff

**SIZE:**

- Varies, see table

**ANCILLARY SPACES:**

**GOAL:**

- To provide an area for office production activities
- Place for staff mail boxes

**PROGRAM ACTIVITIES:**

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

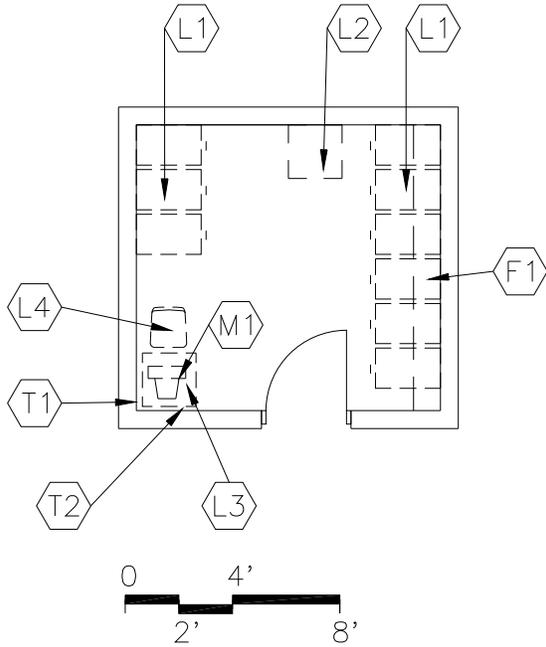
**SPATIAL RELATIONSHIPS:**

- Near Welcome Center

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting, appropriate to task
- Environmental sound control:
  - Wall minimum: STC 40
  - Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Organize for efficient work flow and sufficient clearance for several people to work at one time

**RECORDS/SUPPLIES ROOME-AD-9**



**CAPACITY:**

- Secretaries
- Staff

**SIZE:**

- 150 SF

**ANCILLARY SPACES:**

- N/A

**GOAL:**

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

**PROGRAM ACTIVITIES:**

- Storing of money and other valuable items
- Storage of files and records
- Accessable to adminstration staff

**SPATIAL RELATIONSHIPS:**

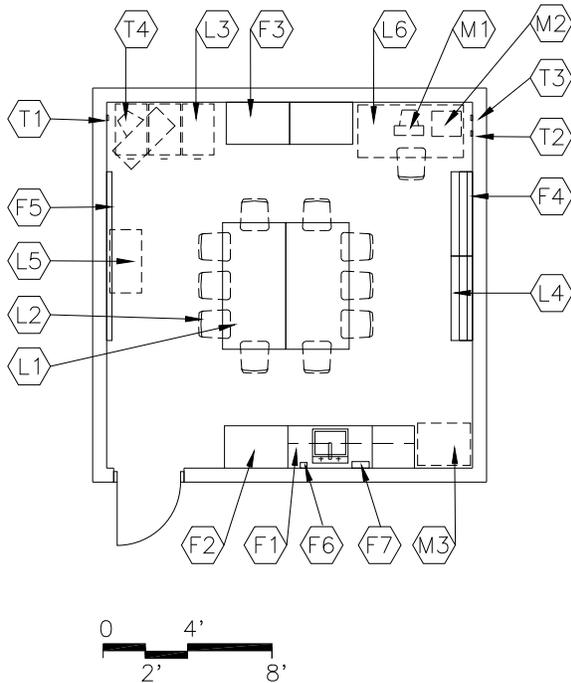
- Near Data Entry Office

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Security of door

**PARENT and VOLUNTEER CENTER**

**E-AD-10**



**CAPACITY:**

- Parents
- PTO/PTA members
- Volunteers

**ANCILLARY SPACES:**

N/A

**GOALS:**

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

**PROGRAM ACTIVITIES:**

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

**SPATIAL RELATIONSHIPS:**

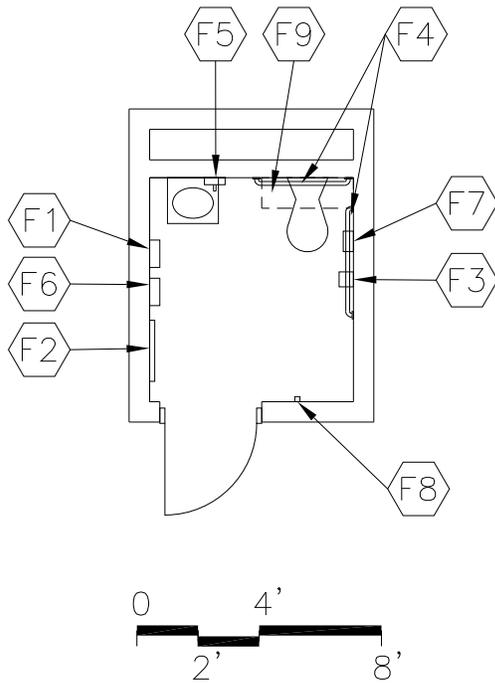
- Near Welcome Center

**ENVIRONMENTAL CONSIDERATIONS:**

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

**STAFF TOILET**

**E-AD-11**



**PROGRAM ACTIVITIES:**

- Personal and health needs for administrative staff
- Changing clothing

**SPATIAL RELATIONSHIPS:**

- Near Welcome Center

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 40  
Ceiling minimum: CAC 35
- Moisture- and stain- resistant finishes
- Adequate exhaust/ventilation

**CAPACITY:**

- Staff

**SIZE:**

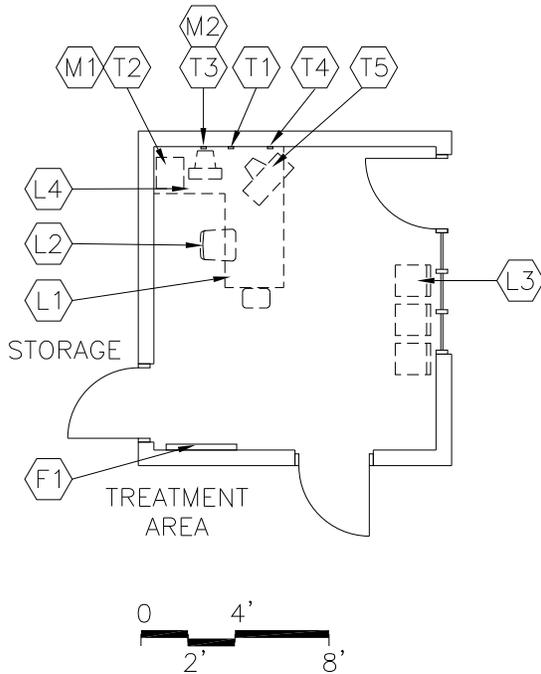
- 50 SF

**ANCILLARY SPACES:**

- N/A

**OFFICE/WAITING AREA**

**E-AD-15**



**CAPACITY:**

- Staff
- Students
- Parents
- Visitors

**SIZE:**

- 120 SF

**ANCILLARY SPACES:**

- Storage (E-AD-18)

**GOAL:**

- Administrative office
- Waiting area for Health tech.

**PROGRAM ACTIVITIES:**

- Waiting area for students being picked up by parent or guardian
- Administrative activities by school nurse

**SPATIAL RELATIONSHIPS:**

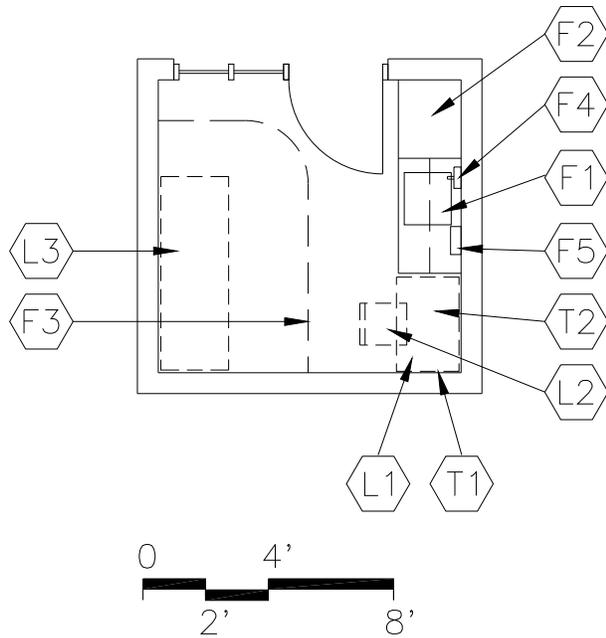
- Entry space to Health Suite
- Adjacent to Welcome Center
- Access to administrative assistant when school nurse is not available
- Adjacent and access to Treatment Area
- Adjacent and access to Storage

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 40  
Ceiling minimum: CAC 35
- Visual control to Welcome Center or corridor
- Visual and auditory privacy

**TREATMENT AREA**

**E-AD-16**



**CAPACITY:**

- 1 staff member/volunteer/nurse
- Students

**SIZE:**

- 80 SF

**ANCILLARY SPACES:**

- Office/Waiting (E-AD-15)

**GOAL:**

- To provide school-based health services

**PROGRAM ACTIVITIES:**

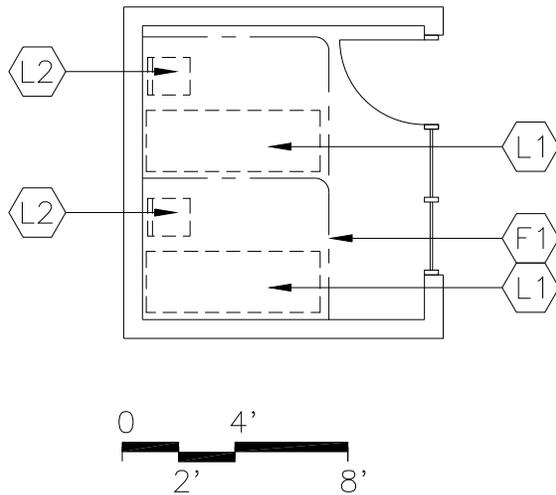
- First aid
- Consultation with students
- Health screening
- Administrative paperwork
- Medical treatments
- Medication administration
- Student resting while awaiting pick-up by parent or guardian

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Office/Waiting
- Adjacent to Administrative Area

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:
  - Wall minimum: STC 40
  - Ceiling minimum: CAC 35
- Stain-resistant floor covering
- Sink with hot and cold water
- Adequate ventilation
- Electrical outlets for equipment
- Locate away from rooms with copiers, interferes with hearing screening
- Auditory and visual privacy
- Visual control to Office/Waiting or Welcome Center



CAPACITY:

- Staff
- Students

SIZE:

- 100 SF

ANCILLARY SPACES:

N/A

GOAL:

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

PROGRAM ACTIVITIES:

- A resting place for students and staff when feeling ill

SPATIAL RELATIONSHIPS:

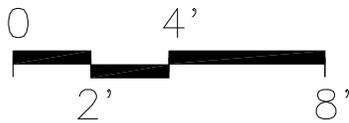
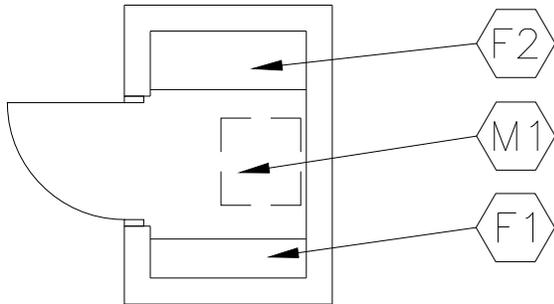
- Located within Health Suite
- Near welcome center

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting/**dimnable lighting**
- Environmental sound control:
  - Wall minimum: STC 40
  - Ceiling minimum: CAC 35
- Stain-resistant floor covering
- Adequate ventilation
- Auditory and visual privacy
- Visual control from Office/Waiting or Welcome Center

**STORAGE**

**E-AD-18**



**GOAL:**

- To provide storage for medical supplies and equipment

**PROGRAM ACTIVITIES:**

- Storing chemicals, equipment, and supplies

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Office/Waiting

**ENVIRONMENTAL CONSIDERATIONS:**

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

**CAPACITY:**

- Staff

**SIZE:**

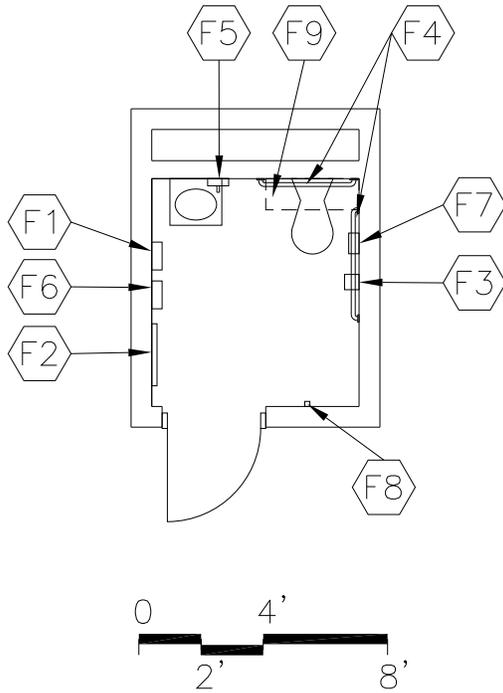
- 25 SF

**ANCILLARY SPACES:**

- Office/Waiting (E-AD-15)

**TOILET**

**E-AD-19**



**PROGRAM ACTIVITIES:**

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

**SPATIAL RELATIONSHIPS:**

- Located within Health Suite

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:
  - Wall minimum: STC 40
  - Ceiling minimum: CAC 35
- Moisture- and stain-resistant finishes
- Adequate exhaust/ventilation

**CAPACITY:**

- Students
- Staff

**SIZE:**

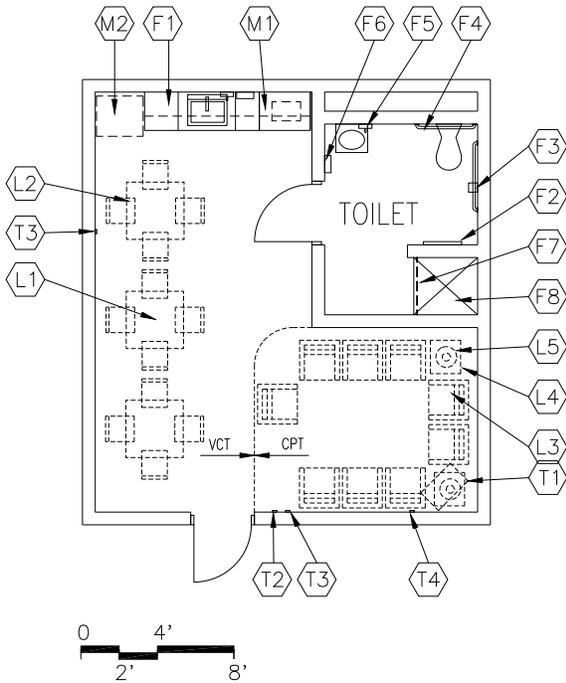
- 50 SF

**ANCILLARY SPACES:**

- N/A

**STAFF LOUNGE**

**E-AD-21**



**GOAL:**

- To provide an area for staff dining and for relaxing

**PROGRAM ACTIVITIES:**

- Staff dining
- Relaxation

**SPATIAL RELATIONSHIPS:**

- Near Academic Classrooms
- Access to Main Corridor
- May be divided among floors

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting, appropriate to task
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 40
- Electrical outlet for equipment
- Windows to provide natural light, desirable

**CAPACITY:**

- Staff

**SIZE:**

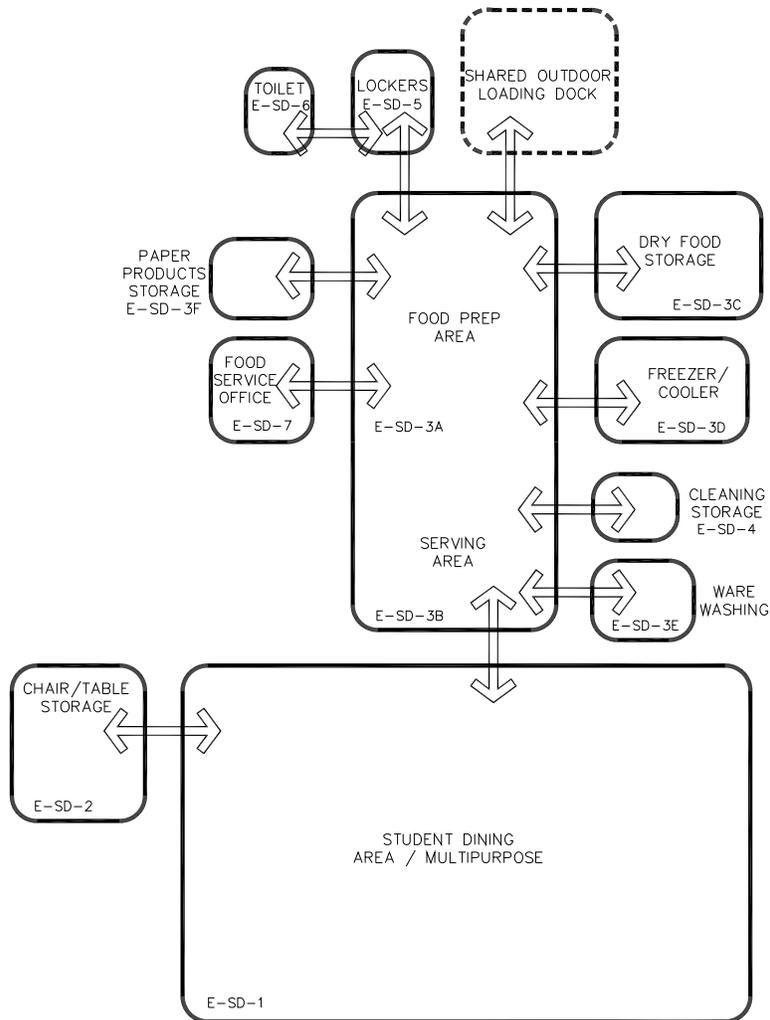
- 400 SF

**ANCILLARY SPACES:**

- N/A

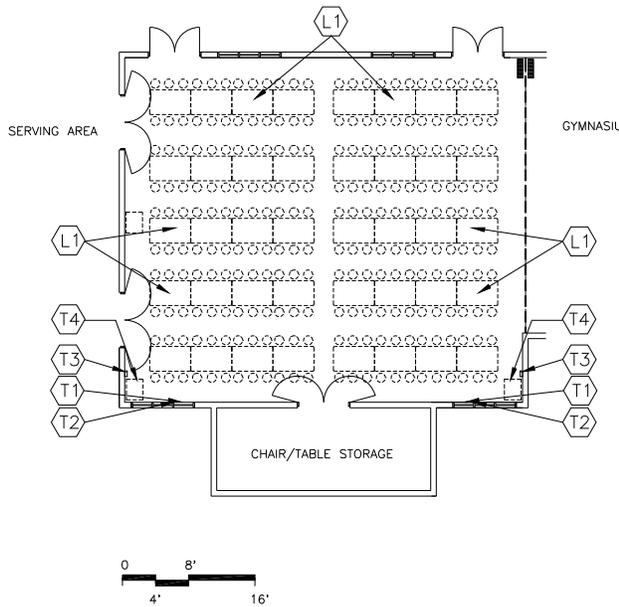
Dinning and Food Services

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Student Dining Area/Multi-purpose	1	1400	1400	Or 'as is'
Private feeding area	1	500	500	
Kitchen	1		1250	
<b>Total</b>			<b>3150</b>	



**STUDENT DINING AREA/MULTIPURPOSE**

**E-SD-1**



**CAPACITY:**

- 40 students per lunch period
- 6-10 staff members
- Members of community (after hours)

**ANCILLARY SPACES:**

- Serving Area (E-SD-3B)

**GOALS:**

- To provide a pleasant atmosphere for students to eat meals
- To provide a flexible meeting space for groups if needed

**PROGRAM ACTIVITIES:**

- Student dining
- School and community programs
- Meetings and activities

**Misc:**

- Utility sink in the dining area for aides
- Wall hooks for bibs

**ENVIRONMENTAL CONSIDERATIONS:**

- Lighting appropriate to tasks
- Adequate ventilation
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 40
  - Ceiling minimum: CAC 35
- Higher than normal ceiling height
- Cleanable building surfaces
- Windows to provide ample natural light
- Good sight lines to all areas of the room for supervision
- Window treatment to darken room for AV presentation

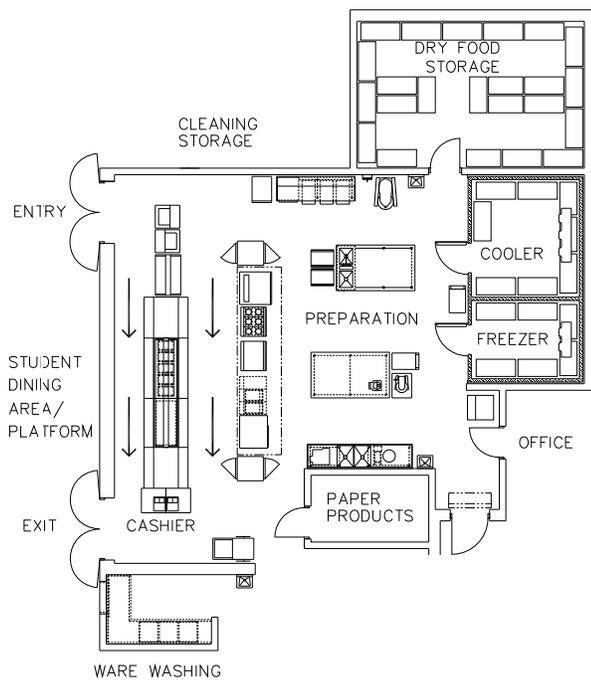
**KITCHEN**

**E-SD-3**

This space consists of various areas:

- Food Preparation Area
- Serving Area
- Dry Food Storage
- Freezer and Cooler
- Ware Washing
- Paper Products Storage

A space plate follows for each of these areas.



**CAPACITY:**

- Students
- Staff
- Community

**SIZE:**

- Varies, see table

**ANCILLARY SPACES:**

- Student Dining Area/Multipurpose (E-SD-1)

**GOAL:**

- To provide an area for the preparation of student and staff meals

**PROGRAM ACTIVITIES:**

- Prep food
- Serve food
- Storage
- Point of sale

**SPATIAL RELATIONSHIPS:**

- Near loading dock to permit semi-tractor trailers access to docking and storage areas (site specific)
- Adjacent and access to Student Dining Area/Multipurpose
- Near dumpsters
- Cafeteria serving arrangement

**ENVIRONMENTAL CONSIDERATIONS:**

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

See Design Guidelines for Kitchen Specifications

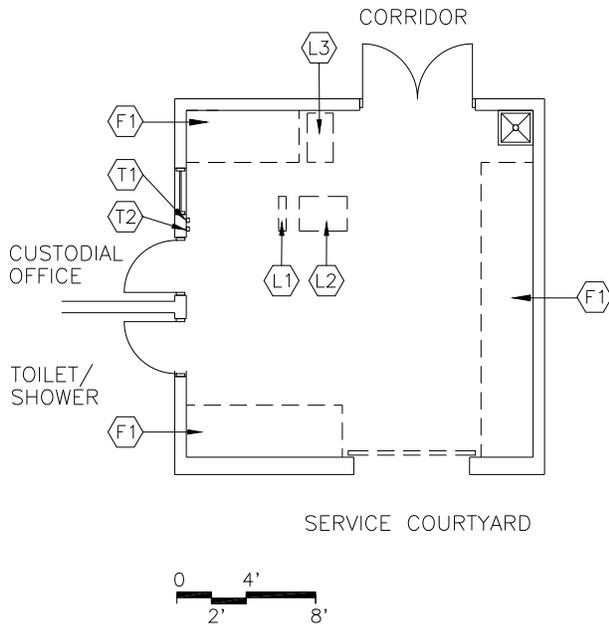
## ENGINEERING AND CUSTODIAN

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Supply Storage / Receiving	1	250	250	
Custodial/Engineer Office	1	150	150	
<b>Total</b>			<b>400</b>	

**Comments:** The overall total for the Engineering and Maintenance area may be + or – 5%.

**SUPPLY STORAGE/RECEIVING**

**E-EC-1**



**GOAL:**

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

**PROGRAM ACTIVITIES:**

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

**SPATIAL RELATIONSHIPS:**

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

**ENVIRONMENTAL CONSIDERATIONS:**

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

**CAPACITY:**

- Maintenance personnel

**SIZE:**

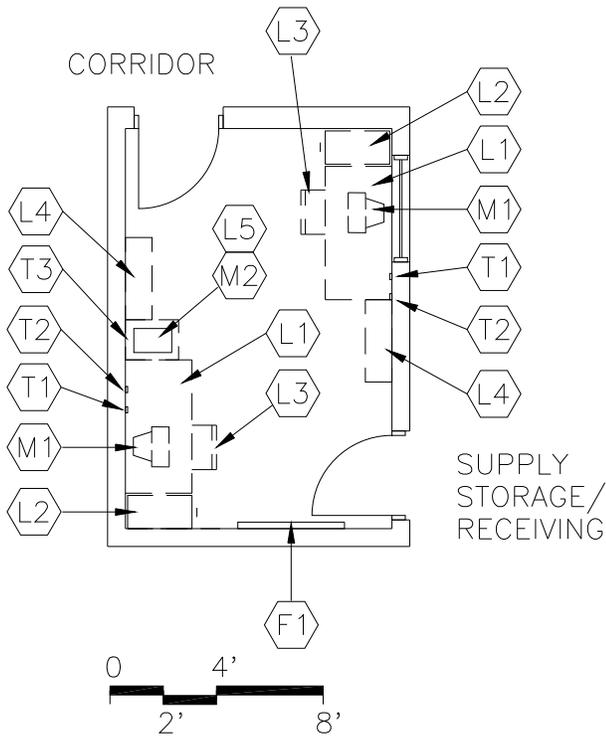
- 450 SF

**ANCILLARY SPACES:**

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

**CUSTODIAL OFFICE**

**E-EC-3**



**GOAL:**

- To provide an area for the maintenance manager, staff, and building engineer to provide supervision of the physical plan

**PROGRAM ACTIVITIES:**

- Conferences with staff and other visitors
- Telephone calls
- Paperwork

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Supply Storage/Receiving
- Access to corridor

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Electrical outlets for equipment
- Visual control from Supply Storage/Receiving

**CAPACITY:**

- Maintenance and custodial staff
- Building engineer

**SIZE:**

- 150 SF

**ANCILLARY SPACES:**

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

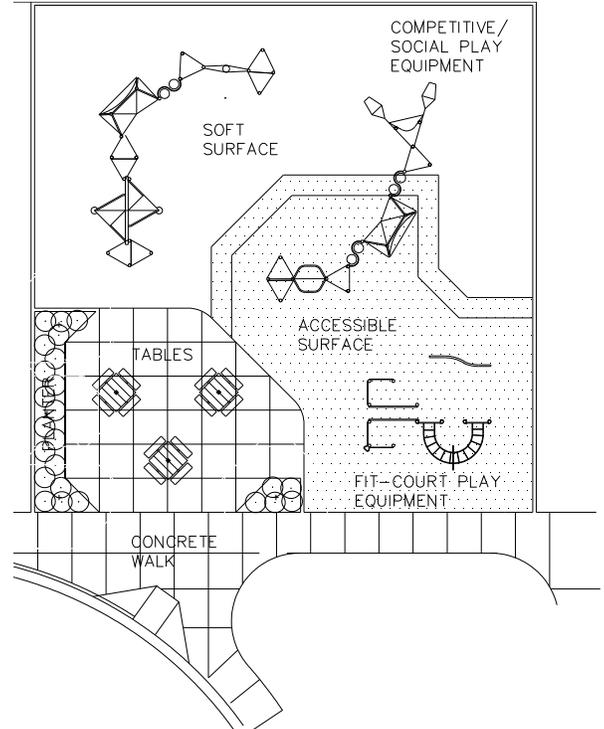
## OUTDOOR PHYSICAL EDUCATION

### Soft Surface Play Area

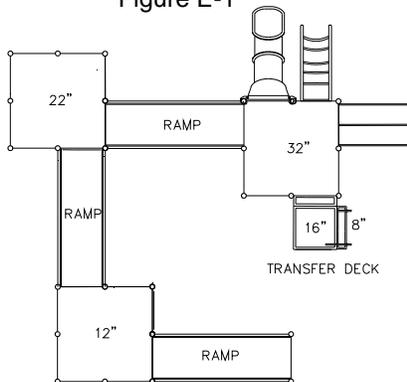
Surfacing is to be a poured polyurethane surface. Avoid using black surfacing.

### ACCESSIBILITY STANDARDS

1. Plan for ramps and/or transfer points on composite play structures for access to play components on elevated decks. Meet the Americans with Disabilities Act guidelines for percentage of components that are to be accessible by ramp and by transfer deck. See Figure E-1.
2. Provide table and benches along accessible route.
3. Provide upper-body strengthening devices as appropriate for age group and amount of supervision.



Typical Ramp and Transfer Deck  
Figure E-1



See Design Guidelines for Site requirements for parking, circulation, etc.



**Attachment B**

Form of Offer Letter

Attachment B

[Contractor's Letterhead]

[Insert Date]

District of Columbia Department of General Services  
2000 14<sup>th</sup> Street, NW  
Washington, D.C. 20009

Att'n: Mr. Brian J. Hanlon  
Director

Reference: Request for Proposals  
Architectural/Engineering Services – River Terrace Special Education Center

Dear Mr. Hanlon:

On behalf of [INSERT NAME OF BIDDER] (the "Offeror"), I am pleased to submit this proposal in response to the Department of General Services' Request for Proposals (the "RFP") to provide Architect/Engineering Services for the River Terrace Special Education Center. The Offeror has reviewed the RFP and the attachments thereto, any addenda thereto, and the proposed Form of Contract (collectively, the "Bid Documents") and has conducted such due diligence and analysis as the Offeror, in its sole judgment, has deemed necessary in order to submit its Proposal in response to the RFP. The Offeror's proposal, the Design Fees (as defined in paragraph A) and the Construction Administration Services Hourly Rates (as defined in paragraph B) are based on the Bid Documents as issued and assume no material alteration of the terms of the Bid Documents. (Collectively, the proposal, the Design Fee, and the Construction Administration Services Hourly Rates are referred to as the "Offeror's Bid".)

The Offeror's Bid is as follows:

A. The Design Fee is: \$see attached spreadsheet

The Offeror acknowledges and understands that the Design Fee covers all of the Offeror's costs associated with the preparation of concept, schematic, design development and construction documents. A schedule of values is attached that allocates the Design Fee among the various design phases (i.e. concept, schematic, design development and construction documents).

B. Construction Administration Services: \$see attached spreadsheet

The Offeror acknowledges and understands that the attached hourly rates are for construction administration services.

The Offeror's Bid is based on and subject to the following conditions:

1. The Offeror agrees to hold its proposal open for a period of at least one hundred and twenty (120) days after the date of the bid.

2. Assuming the Offeror is selected by the Office and subject only to the changes requested in paragraph 5, the Offeror agrees to enter into a contract with the Office on the terms and conditions described in the Bid Documents within ten (10) days of the notice of the award.

3. Both the Offeror and the undersigned represent and warrant that the undersigned has the full legal authority to submit this bid form and bind the Offeror to the terms of the Offeror's Bid. The Offeror further represents and warrants that no further action or approval must be obtained by the Offeror in order to authorize the terms of the Offeror's Bid.

4. The Offeror and its principal team members hereby represent and warrant that they have not: (i) colluded with any other group or person that is submitting a proposal in response to the RFP in order to fix or set prices; (ii) acted in such a manner so as to discourage any other group or person from submitting a proposal in response to the RFP; or (iii) otherwise engaged in conduct that would violate applicable anti-trust law.

5. The Offeror's proposal is subject to the following requested changes to the Form of Contract: [INSERT REQUESTED CHANGES. OFFERORS ARE ADVISED THAT THE CHANGES SO IDENTIFIED SHOULD BE SPECIFIC SO AS TO PERMIT THE OFFICE TO EVALUATE THE IMPACT OF THE REQUESTED CHANGES IN ITS REVIEW PROCESS. GENERIC STATEMENTS, SUCH AS "A MUTUALLY ACCEPTABLE CONTRACT" ARE NOT ACCEPTABLE. OFFERORS ARE FURTHER ADVISED THAT THE OFFICE WILL CONSIDER THE REQUESTED CHANGES AS PART OF THE EVALUATION PROCESS.]

6. The Offeror hereby certifies that neither it nor any of its team members have entered into any agreement (written or oral) that would prohibit any contractor, subcontractor or subconsultant that is certified by the District of Columbia Office of Department of Small and Local Business Enterprises as a Local, Small, Resident Owned or Disadvantaged Business Enterprise (collectively, "LSDBE Certified Companies") from participating in the work if another company is awarded the contract.

7. This bid form and the Offeror's Bid are being submitted on behalf of [INSERT FULL LEGAL NAME, TYPE OF ORGANIZATION, AND STATE OF FORMATION FOR THE OFFEROR].

Sincerely,

By: \_\_\_\_\_

Name: \_\_\_\_\_

Its: \_\_\_\_\_

Form of Offer Letter  
Attachment 1

<b>Schedule of Values Allocating Design Fee</b>	<b>Total Design Fee</b>	<b>Allocation of Design Fee Among Design Phases</b>
<b>Total Design Fee</b>		
Concept Design		
Schematic Design		
Design Development		
Construction Documents		
<b>PLEASE COMPLETE THE SHADED CELLS</b>		

Form of Offer Letter  
Attachment 2

Hourly Rates for Construction Administration Services	Estimated Number of Hours	Hourly Rate	Total Cost
Principal in Charge	50		0
Design Principal	50		0
Project Architect	700		0
Staff Architect	700		0
Senior Mechanical Engineer	250		0
Mechanical Engineer	415		0
Senior Electrical Engineer	100		0
Electrical Engineer	300		0
Senior Structural Engineer	115		0
Structural Engineer	230		0
Other - please specify	0		0
	0		0
	0		0
	0		0
	0		0
<b>Total Estimated Cost of CA Services</b>			<b>0</b>
<b>PLEASE COMPLETE THE SHADED CELLS</b>			

**Attachment C**

Disclosure Statement

Attachment C

The Offeror and each of its principal team members, if any, must submit a statement that discloses any past or present business, familiar or personal relationship with any of the following individuals:

A. D.C. Department of General Services

Brian J. Hanlon	Director
Scott Burrell	Chief Operating Officer
JW Lanum	Associate Director, Contracts and Procurement Division
Camille Sabbakhan	General Counsel
Charles J. Brown, Jr.	Deputy General Counsel

Please identify any past or present business, familiar, or personal relationship in the space below. Use extra sheets if necessary.

---

---

---

---

---

B. Leftwich & Ludaway

Thomas D. Bridenbaugh

Please identify any past or present business, familiar, or personal relationship in the space below. Use extra sheets if necessary.

---

---

---

---

---

C. Brailsford & Dunlavey  
McKissack & McKissack

Please identify any past or present business, familiar, or personal relationship in the space below. Use extra sheets if necessary.

---

---

---

---

---

This is to certify that, to the best of my knowledge and belief and after making reasonable inquiry, the above represents a full and accurate disclosure of any past or present business, familiar, or personal relationship with any of the individuals listed above. The undersigned acknowledges and understands that this Disclosure Statement is being submitted to the False Claims Act and that failure to disclose a material relationship(s) may constitute sufficient grounds to disqualify the Offeror.

OFFEROR:

By: \_\_\_\_\_

Name: \_\_\_\_\_

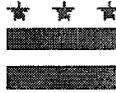
Title: \_\_\_\_\_

Date: \_\_\_\_\_

**Attachment D**

Tax Affidavit

**GOVERNMENT OF THE DISTRICT OF COLUMBIA**  
**Office of the Chief Financial Officer**  
**Office of Tax and Revenue**



**TAX CERTIFICATION AFFIDAVIT**

**THIS AFFIDAVIT IS TO BE COMPLETED ONLY BY THOSE WHO ARE REGISTERED TO CONDUCT BUSINESS IN THE DISTRICT OF COLUMBIA.**

**Date**

**Authorized Agent**  
**Name of Organization/Entity**  
**Business Address (include zip code)**  
**Business Phone Number**

**Authorized Agent**  
**Principal Officer Name and Title**  
**Square and Lot Information**  
**Federal Identification Number**  
**Contract Number**  
**Unemployment Insurance Account No.**

I hereby authorize the District of Columbia, Office of the Chief Financial Officer, Office of Tax and Revenue to release my tax information to an authorized representative of the District of Columbia agency with which I am seeking to enter into a contractual relationship. I understand that the information released will be limited to whether or not I am in compliance with the District of Columbia tax laws and regulations solely for the purpose of determining my eligibility to enter into a contractual relationship with a District of Columbia agency. I further authorize that this consent be valid for one year from the date of this authorization.

I hereby certify that I am in compliance with the applicable tax filing and payment requirements of the District of Columbia. The Office of Tax and Revenue is hereby authorized to verify the above information with the appropriate government authorities.

**Signature of Authorizing Agent**

**Title**

The penalty for making false statement is a fine not to exceed \$5,000.00, imprisonment for not more than 180 days, or both, as prescribed by D.C. Official Code §47-4106.