



dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

EDUCATION FACILITIES SPECIFICATIONS

ELEMENTARY SCHOOL

dodea
21st
SCHOOLS

Version 5.0 Issued: February 2017

DoDEA Education Facilities Specification – Version 5.0 – Feb 2017
Change Summary - All School Types

Description of Changes:

- All FY18 PFD's (Program for Design) were updated to the V5 Ed Spec prior to the submission of the DD Form 1391. The exception is the Learning Studio size in the High Schools was not revised for the FY18 projects.
- If there are any discrepancies between the PFD and the Ed Spec, the signed PFD will govern since this is the document used to generate the DD Form 1391.
- The format of all sections of the Ed Spec has been revised. Minor clarifications within each section are not outlined here. The Architect/Engineer (A/E) shall review each section of the Ed Spec during the design process.
- Built-in Items, Plumbing, and Equipment lists are provided at the end of each section. FF&E guidance is being developed and will be added in a future revision.
- For IT equipment requirements, such as interactive technology, refer to "Technology Systems Design Guidelines – DoDEA Special Systems."
- Significant changes to spaces and area allocations are listed below.

1. INTRODUCTION

1.1 Preface

- New section
- Overview of the purpose and use of the Ed Spec and PFD, including gross square foot calculations, space variation allowances, and waiver process.

1.2 Department of Defense Education Activity (DoDEA)

- New section
- Overview of DoDEA

1.3 Facilities for 21st Century Learning

- New section
- Overview of the key themes of 21st Century Learning and their Facility Applications

1.4 Educational Program Listing

- New section
- Listing of all Ed Spec spaces and associated Educational Programs

2. BUILDING AS A TEACHING TOOL

- Revised and updated text.
- Added a list of required Teaching Tools and DoDEA Dislikes.

3. FACILITY ELEMENTS AND REQUIREMENTS

3.1 SITE

3.1.1 Site

- Added Service Staff Parking requirement.

3.1.3 Outdoor Play Areas [ES]

- Revised and updated design regulations and guidelines.
- Play Lot Storage Allowance has been added.
- This change is not reflected in the FY18 PFD's. It may be incorporated using a portion of the Net-to-Gross allowance.
- This change will apply to all FY19+ projects.

3.1.3 Outdoor Play Areas [MS]

- This section does not include information on Athletic Fields. Where Middle Schools participate in interscholastic sports, refer to the High School Ed Spec for additional information.
- Discussion of outdoor fields will become part of the PFD discussion at the parametric stage, beginning with FY19 projects.
- The PFD will govern what is provided, the Ed Spec will list the requirements for each of the fields.
- For FY18 projects, fields and field lighting shall be as documented in the Parametric Design Charrette Report.

3.1.3 Outdoor Athletics [HS]

- Discussion of outdoor fields will become part of the PFD discussion at the parametric stage, beginning with FY19 projects.
- The PFD will govern what is provided, the Ed Spec will list the requirements for each of the fields.
- For FY18 projects, fields and field lighting shall be as documented in the Parametric Design Charrette Report.
- Installation of enhanced surfacing (artificial turf) is permitted where cost is not excessive and climate or soil is too harsh for grass to grow. This decision will be discussed and documented in the PFD, beginning with FY19 projects.

3.2 NEIGHBORHOOD

- The Neighborhood section has been broken into separate sections for each of its constituent parts (Learning Hub, Learning Studio, Group Learning, One-to-One, LIMS, L IMM, Reading Lab, and Academic Support).
- The Staff Collaboration has been moved from the Neighborhood to its own section, 3.3.1.
- The Mandatory Design Guidelines have been incorporated into the general text.

3.2.1 Neighborhood

- [ES] A detailed description of activities and interest areas has been added.

3.2.2 Learning Hub

- New section separated from Neighborhood.

3.2.3 Learning Studio

- New section separated from Neighborhood.
- The size of the Learning Studio has been standardized to 850sf for all grade levels.
- FY18 projects with ES populations have been adjusted to the new area allowance.
- The area allowance remains 800sf for FY18 High Schools
- This change will apply to all FY19+ projects.

3.2.4 Group Learning

- New section separated from Neighborhood.

3.2.5 One-to-One

- New section separated from Neighborhood.

3.2.6 Learning Impaired – Moderate/Severe (LIMS)

- This space shall be included in a Neighborhood, but still requires access from both inside and outside the Neighborhood.
- Building area for handicap restroom, shower and changing has been incorporated into the instruction area.

3.2.7 Learning Impaired – Mild/Moderate (L IMM)

- New section separated from Neighborhood.
- L IMM spaces should be adjacent to Neighborhoods, but not incorporated into them unless there are enough L IMM spaces to give all Neighborhoods access. Access from both inside and outside the Neighborhood is not required.

3.2.8 Reading Lab

- New section separated from Neighborhood.
- Access from the main circulation only.

3.2.9 Academic Support [MS and HS only]

- New section separated from Neighborhood.
- Access from both inside and outside the Neighborhood is not required.

3.3 SHARED SPACES

3.3.1 Staff Collaboration

- New section separated from Neighborhood.

3.3.3 Tatami Room

- Additional detail has been provided in the descriptions.

3.3.6 Information Center

- The Information Center has been completely revised.
- Calculations have been updated based on a study of existing library collections. A linear footage measurement of shelving for the Stack Area has been added to the standard.
- [ES] A Storytime Area has been added in addition to the Instructional Space.
- [MS] The Broadcast Room has been moved from the CTE area to the Information Center.
- The Itinerant workspace has been moved from the Miscellaneous Support Spaces to the Staff Collaboration space in the Information Center because this is a more central location for itinerant staff to work with school staff.

3.3.8 Art

- [ES] Pottery wheels are not provided in Elementary Schools.

3.3.9 Music

- No sinks are required in the Music Storage Rooms.
- [MS and HS] Direct access to the exterior is not required from the Music Room or Music Storage. Provide convenient access to main building circulation.
- [MS and HS] The Choral Room and Keyboard Lab have been combined.

3.3.10 OT/PT

- The size of the Instructional Area has been standardized to 850sf to match the area of the Learning Studios.
- Storage/Planning/Observation has been reduced to 350sf, so there is no net change in area.
- FY18 projects with ES populations have been adjusted to the new area allowance.
- The area allowance remains 800sf/400sf for FY18 High Schools.
- This change will apply to all FY19+ projects.

3.3.12 CTE [MS and HS]

- Outfitting of Family Consumer Science (MS) or Culinary Arts (HS) will be discussed during the Parametric phase and indicated on the PFD, beginning with the FY19 projects.
- For FY18 projects, specific CTE programs shall be as documented in the Parametric Design Charrette Report. If additional clarification is needed, contact HQ DoDEA.
- Specific program descriptions have been moved to the Educational Program Listing section.
- [MS] The Broadcast Room has been moved to the Information Center.

3.3.13 JROTC [HS]

- Informational photographs have been added for target wall lighting and JROTC items to be stored.

3.4 STUDENT SUPPORT AREAS

3.4.1 Administration Suite

- Clarified the description of the secure entry.
- Separated the building area for the Reception Counter.
- Added Registrar Office and Secretary (HR) Office.
- Combined Work/Copy and Mail Room functions.
- Removed all reference to “mail”, now referred to as staff inbox or message boxes.
- Deleted School Management Support Specialist (SMSS) office, this position does not exist anymore.

3.4.2 Health Suite

- Renamed from Health Services to Health Suite for consistency.
- Added Nurse’s Workspace.
- Standardized the size of the Treatment Area and added a Large School Allowance.
- Clarified the function of the Screening/Storage Room.
- Water fountain removed from Waiting Area based on hygiene concerns between sick and well students.

3.4.3 Guidance Counseling Suite

- Renamed from Guidance Counseling Center to Guidance Counseling Suite for consistency.
- [MS and HS] Clarified description of Career Information/Exploration Area.

3.4.4 Special Education Suite

- Clarification: The Assessment Room is not an office. It is a small meeting room for assessment of special needs.

3.4.5 Shared Conference Room

- New section separated from Miscellaneous Support Spaces.

3.4.6 Parent’s Center

- New section separated from Miscellaneous Support Spaces.
- Clarification: The Parent’s Center should not be within the Admin, Guidance, or Special Ed suites. This is not a staff space and should be separated from the staff areas.
- [HS] The Parent’s Center may be used for school store, spirit wear, and prepackaged light concessions.

3.4.7 Central Workroom

- New section separated from Miscellaneous Support Spaces.
- The building area has been balanced (150/150) so that these spaces can stack.

3.4.8 School’s Officer

- New section separated from Miscellaneous Support Spaces.

3.5 BUILDING SERVICES

3.5.1 Food Service

- Locker area has been revised to a Breakroom with Lockers, similar to the Janitorial Workroom. This is not a Locker Room area for changing. Personal items may be stored in the lockers and the Restrooms may be used for changing, if needed.
- German Restroom requirement for male and female restrooms has been added. Additional building area shall come from the Net-to-Gross allowance, or efficiencies in the Kitchen design.
- Clarification: The space allocations for specific functions within the Food Service area may be modified as long as the total overall net area is not exceeded.

3.5.2 Janitorial Workroom

- Janitorial Workroom provided at all schools. The function is different in DoDEA-Americas (CONUS) from DoDEA-Pacific and DoDEA- Europe (OCONUS)

3.5.3 Maintenance Support

- Deleted reference to exterior access. All exterior access where there may be deliveries shall be thru the Receiving Room. All other exterior access shall be thru the main building circulation.
- Revised building area to match PFD. This change was made previously, but the Ed Spec was not updated.

3.5.5 School Supply/Storage Area

- No direct access to Loading Dock. Exterior access to this space shall be thru the Receiving Room.

3.5.6 Receiving Room and Loading Dock

- New section
- This space shall be the only access to the interior of the building from the Loading Dock area.

3.5.7 Main Telecom Room

- New section
- This space was formerly called the “Active Component Area” in the Technology Service Center.
- This space was separated from the Technology Service Center to clarify its function. Refer to Technology Systems Design Guidelines – DoDEA-Network for additional information.

3.5.8 Technology Service Center

- This space was formerly called the “AT Workspace.”

3.5.9 Restrooms

- New section
- This section has been added to clarify restroom requirements for different age groups.

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- 1.3 Facilities for 21st Century Learning
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- 3.1.1 Site
- 3.1.2 Outdoor Learning
- 3.1.3 Outdoor Play Areas

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- 3.2.2 Learning Hub
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- 3.2.6 Learning Impaired Moderate/Severe (LIMS)
- 3.2.7 Learning Impaired Mild/Moderate (LIMM)
- 3.2.8 Reading Lab

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- 3.3.1 Staff Collaboration
- 3.3.2 Commons
- 3.3.3 Tatami Room
- 3.3.4 Recycling Center
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- 3.3.6 Information Center
- 3.3.7 Physical Education
- 3.3.8 Art
- 3.3.9 Music
- 3.3.10 OT/PT

3.4 STUDENT SUPPORT AREAS

- 3.4.1 Administration Suite
- 3.4.2 Health Suite
- 3.4.3 Guidance Counseling Suite
- 3.4.4 Special Education Suite
- 3.4.5 Shared Conference Room
- 3.4.6 Parent's Center
- 3.4.7 Central Workroom
- 3.4.8 School's Officer

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3.5 BUILDING SERVICES

- 3.5.1 Food Service
- 3.5.2 Janitorial Workroom
- 3.5.3 Maintenance Support
- 3.5.4 Transportation Support
- 3.5.5 School Supply/Storage Area
- 3.5.6 Receiving Room and Loading Dock
- 3.5.7 Main Telecommunications Room (TR-1)
- 3.5.8 Technology Service Center
- 3.5.9 Restrooms

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INTRODUCTION

PREFACE

The DoDEA Education Facilities Specifications have been developed to assist in the design and to define the requirements of all DoDEA school facilities. This includes renovations and additions as well as new construction. The DoDEA Education Facilities Specifications are based upon the needs of our students and are aligned to the standards and instructional programs that provide for 21st Century Teaching, Learning, and Leading.

These Education Facilities Specifications provide a consistent approach to designing all 21st Century school facilities by ensuring that every element of the school is focused on curriculum delivery and efficient use of the available space. The school facilities shall provide a healthy, safe and secure learning environment.

School facilities shall adhere to all federally mandated DoD standards for facilities design. To ensure that we are good stewards of taxpayer dollars, school facilities will be sustainable and promote the application of a life cycle cost effective analysis. Projects shall meet the requirements of the DoDEA Facilities Management Guide – Sustainability and Energy Efficiency Program.

Refer to the DoDEA website for additional Facilities Management Guides and requirements for the design of DoDEA facilities. (<http://www.dodea.edu/edSpecs/index.cfm>) These guides and guidelines define DoDEA specific facility requirements that all projects shall meet. DoDEA guidance will be updated annually. Please verify the current version at the time of the Design Charrette. DoDEA guidance includes, but is not limited to the following:

- DoDEA Education Facilities Specifications
- Technology Systems Design Guidelines – DoDEA-Network
- Technology Systems Design Guidelines – DoDEA-Special Systems
- Physical Security & Antiterrorism Design Guide
- Sustainability and Energy Efficiency Program
- Design Charrette Out-Brief Approval Form
- HQ DoDEA Bid Option Approval Form
- DoDEA’s Room Numbering Guideline
- Computation of Gross Square Footage Memo
- DoDEA Project Book Template

Process

The Education Facilities Specifications shall be used in conjunction with the Program for Design (PFD) specific to each project. The PFD identifies the spaces, building area (sf/sm), fields, parking spaces, etc. that are authorized for the design of the school and is used to ensure consistency across the DoDEA program. The PFD is reviewed, discussed, and signed by DoDEA representatives from the school, district, area, and HQ as part of the Parametric Design process.

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All room areas (sf or sm) listed in the Education Facilities Specifications are net areas, which means usable space within the walls (including casework). The following net-to-gross allowances are used to calculate the overall gross area of the building:

- 30% (*Germany only – 31%): Gross Allowance (walls, circulation, restrooms, janitor closets, chases)
 - 5% (*Germany only – 7%): Multi-Level Allowance (stairs, elevators, vertical circulation)
 - 7% (*Germany only – 12%): Mechanical Allowance (mechanical, electrical, communications, utility)
- *For German projects, the net-to-gross allowances are increased to account for German code requirements.

Space variation of +/-5% is permissible to account for common construction constraints such as stacking and structural and utility efficiency. Net area for spaces that are also used for circulation, such as the Commons and Learning Hubs, may be increased using some of the net-to-gross allowance. If it is necessary to reduce overall building area to remain within the congressional authorization on the DD Form 1391, these larger shared spaces shall be reduced. Reducing the area of the instructional spaces is not encouraged and should only be done as a last resort.

The PFD calculates the required parking for each project. Refer to the Site section for additional information.

The design charrette process will be used for school facility planning and design and to ensure all Education Facilities Specifications are incorporated into a specific project. Any and all changes, deviations, or one-time waivers to these Education Facilities Specifications shall be submitted to the HQ DoDEA for review and consideration in accordance with DoDEA AI 4300-01.

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INTRODUCTION

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY (DoDEA)

Background

The Department of Defense Education Activity (DoDEA), as one of only two Federally-operated school systems, is responsible for planning, directing, coordinating, and managing Pre-Kindergarten through 12th grade educational programs on behalf of the Department of Defense (DoD). DoDEA is globally positioned, operating 168 accredited schools in 8 districts located in 11 foreign countries, 7 states, Guam, and Puerto Rico. DoDEA is committed to ensuring that all school-aged children of military families are provided a world-class education that prepares them for postsecondary education and/or career success and to be leading contributors in their communities as well as in our 21st century globalized society.

DoDEA schools are divided into three geographic areas: DoDEA-Europe, DoDEA-Pacific, and DoDEA-Americas.

Unique Opportunities & Challenges

DoDEA fosters a thriving cultural environment throughout all military installations. Facilities such as commissaries, hospitals, and schools are the foundation of a cohesive and welcoming community. The school is central to the military community as well, providing not only a place for student learning, but also for adult engagement in the performing arts, continuing education, and general community events.

DoDEA also has the privilege of truly operating within a global community. This comes with many opportunities that can benefit the students within the system. Ideas such as "global curriculum" and "global attendance" can provide students with world-wide exposure to learning, both virtually and physically.

However, DoDEA schools face a number of unique challenges. The challenges include the large geographic distribution of facilities and the variability in climate for school facilities. In addition, DoDEA schools are faced with a large variety of cultural influences and the need for consistency across the educational platform as service men and women migrate among military installations.

The emotional needs of children in military families are significant. These needs result from conditions including parent deployment, the hazards inherent in military assignments, and frequent transitions disrupting social relationships and school experiences. DoDEA must respond with adequate psychological support for these students.

One of DoDEA's main objectives is continuity in educational standards worldwide. Whether in the United States or in foreign countries, providing a consistent educational and built environment is critical because students often spend just two to three years at any one military installation. Foreign countries often have varying guidelines and specifications for school construction. In developing countries, incorporating new standards such as sustainable "green" buildings may prove difficult. Similarly, DoDEA must provide consistent operations and instructional pedagogy to provide a healthy transition for students that relocate frequently during their school years.

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Security at military bases poses additional challenges when providing a consistent approach to facility design, including limiting availability of technology. Implementation of Anti-Terrorism/Force Protection (AT/FP) requirements for buildings within a military installation may differ depending on the site.

DoDEA Guiding Principles, Mission and Vision

Guiding Principles

Ongoing dialog among subject matter experts, design architects, and other project participants has resulted in three main guiding principles for facilities. These key points for 21st Century learning facilities are consistent with existing DoDEA Education Guiding Principles and the DoDEA Mission and Vision.

Provide student-centered facilities for all learners: The contemporary educational paradigm shifts the focus of instruction from teacher-centered to student-centered. This paradigm aligns with current behavior patterns that have evolved with technological advancements.

Be flexible and adaptable: The student-centered paradigm requires a variety of space types and spatial arrangements. To accommodate this concept, furniture and spaces must be flexible and adaptable enough to be rearranged throughout the course of the day. Spaces should also accommodate the evolution of technology and teaching methods without the need for new construction or significant building alteration.

Be global community-centered: The world is becoming increasingly globalized and requires enhanced capabilities to interact with diverse human cultures, languages, and behaviors. It is important that 21st Century learning facilities embody this emerging reality. While DoDEA must provide consistency and familiarity across all schools, it is important that schools incorporate features of the local culture and community.

Mission

“Educate, engage, & empower each student to succeed in a dynamic world.”

Vision

“To be among the World’s leaders in education, enriching the lives of military-connected students and the communities in which they live.”

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INTRODUCTION

FACILITIES FOR 21ST CENTURY LEARNING

21st Century Key Themes

The 21st Century learning environment is evolving to support the ways that children learn best – a pedagogical system that accommodates the unique instructional needs of every learner and supports the positive relationships needed for effective learning. These learning environments holistically include the facilities, technologies, and communities that inspire students to build lifelong skills. Effective learning occurs when these three elements are creatively integrated into a seamless whole in which each reinforces the other to help children develop.

The DoDEA 21st Century facilities are guided by six major themes. The first two are overarching themes that are used to frame how a 21st Century school is to be designed and constructed. The next four themes form the framework and set the tone for exploring the vision for 21st Century education, based on best-practices and promising new trends that promote student success. The six themes are:

Flexible and Adaptable Facility: School facilities should have an expected life cycle of 45 years or greater. Designing an environment that only compliments education for this period of time is not ideal, given the rapid change in technology as well as curricular advances that will be adopted to support student achievement. For this reason, facilities must be flexible and adaptable. This can be best accomplished by minimizing interior load bearing walls which in the long term allows for more economical reconfiguration. Considerable thought should also be given to how support systems in the building are constructed and the impact they might have on implementing future facility modifications. Instructional spaces should be quickly and easily transformed by teachers and students (through light, flexible furniture and operable partition walls) to accommodate their teaching and learning strengths.

Facility as a Teaching Tool and Teaching Environment: Design teams should consider how every square foot in a facility might contribute to education. Building systems and architecture can be used to illustrate and compliment science, technology, engineering, and math (STEM) as well as the arts through architectural design, lighting, and the use of color or materials. Functional spaces within the school that previously were not considered as more directly supporting education or learning, should also be reexamined and opportunities for learning or instruction identified.

Differentiated Learning: Students are individuals with unique learning requirements. To facilitate more effective learning, 21st Century education must respond to students' individual learning needs. Academic needs vary greatly and students have varying skill and interest levels. Some students work best as individual learners, while others prefer one-on-one or group arrangements. Additionally, some students may benefit from atypical space layouts. 21st Century learning models must empower each student by optimizing learning potential through personalized, differentiated instruction. To prepare students academically for the 21st century, a student-centered pedagogical approach serves to place the student in the center of learning.

Multiple Modalities: To accommodate this wide array of learning styles, students need facilities that adapt to different spatial, furniture and learning arrangements both inside and outside the educational facility. 21st Century education must evolve beyond the traditional classroom configuration and provide

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spaces that can respond to a variety of concurrent instructional activities, including team-building events, small group sessions, individualized learning, and opportunities for meta-cognition and peer presentations—all potentially simultaneously. Spaces shared between teachers, content areas, and even communities can provide opportunities for a wider array of room configurations without necessarily increasing the footprint and resultant cost of a facility. Instead, sharing spaces increases the usefulness of each room by keeping them fully occupied for more hours of each day.

Multidisciplinary Teaching: Teaching across disciplines adheres to the concept of differentiated learning while being directly supported by multiple modalities, as described above. Providing students with ways to approach new subjects within the context of familiar and more approachable topics can enhance each student’s access to, and interest in learning. Synthesizing subject content across disciplines enhances critical thinking skills and creativity. As teachers assemble lesson plans, they have opportunities to explore and integrate cross-curricular matter while simultaneously receiving and providing expert peer input via collaboration. This contributes to the professional development of the teachers and advanced learning opportunities for students.

Real-world Skills Development: The ability to prepare students to be competitive in the real world is key to the success of the 21st Century learning program. To achieve this goal, learning environments must provide access to hands-on instruction and opportunities for students to apply their knowledge and thinking while still providing a rigorous focus on core curricular competencies. Shifting the delivery method of core competency education to include related real-world problem solving, enhanced by multidisciplinary critical thinking, creativity and project-based learning, can provide effective learning experiences.

Facility Applications

- Create adaptable and flexible learning spaces – agile buildings that can change over time:
 - Design a structure that will accommodate future change.
 - Incorporate the openness/flexibility of a professional office as a model for learning spaces.
 - Pursue higher utilization of large, single-use spaces (cafeteria, auditorium, gym).
 - Provide spaces that can be quickly and easily adapted by teachers and students.
- Provide a variety of spaces to accommodate all learning styles:
 - Provide breakout areas for flexible learning spaces.
 - Incorporate formal and informal learning spaces.
 - Use non-assigned circulation space for learning.
 - Allow for exterior space as an extension of the learning space.
- Accommodate all users – students, faculty, stakeholders, community, and families.
- Engage the school and building with the local community/military installation.
- Balance the need for a securable facility with the desired characteristics of open, collaborative and aesthetically pleasing space.
- Embed technology throughout the school.

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INTRODUCTION

EDUCATIONAL PROGRAM LISTING

The program for each new school, called the Program for Design (PFD), is developed from a Staffing Scenario based on the projected enrollment and grade distribution of the students. This Staffing Document follows the basic manpower categories and does not individually list all of the educational programs that may occur in a school. This section links the educational programs and staffing positions to each functional area (Neighborhood, Reading Lab, Art, etc.).

This section is organized by functional area. For detailed requirements of each functional area, refer to the Table of Contents. Each functional area and its associated staff collaboration space is followed by a list of staff positions and any specialized educational programs (LLI, AVID, etc.) that may be associated with that position. Additional information such as specific program requirements or class sizes may also be listed.

Abbreviations

OCONUS – EUROPE, PACIFIC, and CUBA

CONUS – AMERICAS, GUAM, and PUERTO RICO

NEIGHBORHOOD SPACES: Learning Hub, Learning Studio, Group Learning, One-to-One

NEIGHBORHOOD STAFF COLLABORATION

Elementary School

- **CLASSROOM TEACHERS – Sure Start Teacher (OCONUS)**
The Sure Start program is a full day preschool program in select OCONUS schools. Class sizes are the same as Kindergarten.
- **CLASSROOM TEACHERS – Pre-Kindergarten Teacher (CONUS)**
The Pre-Kindergarten program is a half-day program in select CONUS schools. Class sizes are the same as Kindergarten.
- **SPECIAL EDUCATION – Teacher of Preschool Disabled (Preschool Services for Children with Disabilities)**
The PSCD program is a half-day program that serves preschool age children (3 to 6 years). Class sizes range from 4-7 students per session.
- **CLASSROOM TEACHERS – Kindergarten Teacher**
- **CLASSROOM TEACHERS – Elementary Classroom Teacher (Grades 1-3)**
- **CLASSROOM TEACHERS – Elementary Classroom Teacher (Grades 4-5 or 4-6)**
- **CLASSROOM TEACHERS – Elementary Heritage Teacher (Guam and Puerto Rico Schools only)**
- **CLASSROOM TEACHERS – Elementary Host Nation Teacher (OCONUS – Grades 1-5)**
- **CLASSROOM TEACHERS – Elementary Gifted Education Teacher**
Push-in or pull-out small groups of 3-5 students.
- **OTHER PROFESSIONALS – Foreign Language Teacher (Elementary School)**
The Foreign Language in Elementary Schools (FLES) program provides Foreign Language instruction for students in Grades 1-3.
- **OTHER PROFESSIONALS – School Support Specialist (Grades 1-3)**
The School Support Specialists serve students who need extra help in language arts, reading, or math. The specialist may work closely with one or two students, while the remaining students are reading or working independently.

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- **OTHER PROFESSIONALS – School Support Specialist (Grades 1-3) – Leveled Literacy Intervention (LLI)**
Leveled Literacy Intervention (LLI) is DODEA's system-wide K-3 reading intervention program. LLI is a small-group (PTR 5:1 max), supplementary intervention designed for children who need reading and writing support. LLI lessons are 30-45 minutes long and need a space for teaching in close proximity that allows children to face the instructor without distraction (for example in a quiet corner of a larger space but ideally a small room). Students need seating and a workspace that 1. allows them to see clearly when the teacher writes on the board or chart paper and 2. provides a flat surface that supports the correct posture for reading and writing, a horseshoe table is preferred. Teachers have a significant amount of materials which require storage, but constant access. For daily lessons materials are not bulky, at any one time, but a place for basic supplies (8 x 11 white boards, dry erase markers and erasers, sets of magnetic letters, paper, sentence strips, correction tape, pocket charts, books, folders, journals and writing implements) like a rolling cart is optimal, especially if a teacher is not co-located for lessons with his/her assigned storage or has multiple teaching locations.
- **SUPPORT STAFF – Paraprofessionals and Aides (Sure Start, Pre-Kindergarten, Kindergarten)**
The Paraprofessionals and Aides work directly with the students and do not require a dedicated workspace. Space shall be provided within the Staff Collaboration for secure personal storage.

Middle School

- **CLASSROOM TEACHERS – Middle School Classroom Teacher (Grades 6-8) – English Language Arts (ELA), Mathematics, and Social Studies**
- **CLASSROOM TEACHERS – Middle Grades Academic Support (Grades 6-8) – Advancement Via Individual Determination (AVID)**
The AVID program works with students in the academic middle, who have the desire to go to college and the willingness to work hard. In the AVID elective class, students learn organizational and study skills, work on critical thinking and participate in enrichment and motivational activities that make college more attainable. AVID tutors are also an essential component of the program. The AVID Elective class features 40% of instructional time in collaborative learning groups of no more than 7 students per 1 adult facilitator; 40% of instructional time on college-level writing, inquiry, reading, organization, and collaboration; and 20% of instructional time focusing on college speakers, team building, and motivational activities.
- **CLASSROOM TEACHERS – Middle School Supplement (CONUS)**
Foreign language instruction
- **CLASSROOM TEACHERS – Middle Host Nation Teacher (OCONUS)**

High School

- **CLASSROOM TEACHERS – Secondary Classroom Teacher (Grades 9-12) – English Language Arts (ELA), Mathematics, and Social Studies**
- **CLASSROOM TEACHERS – Secondary Classroom Teacher (Grades 9-12) – Drama (May also be collocated with Art and Music to form a Fine Arts cluster and staff collaboration.)**
- **CLASSROOM TEACHERS – Secondary Grades Academic Support (Grades 9-12) – Advancement Via Individual Determination (AVID)**
See program description in middle school section above.
- **CLASSROOM TEACHERS – Secondary Host Nation Teacher (OCONUS)**
This is a language program at the high school level.
- **OTHER PROFESSIONALS – Secondary World Language Teacher**

Any Grade Level

- **CLASSROOM TEACHERS – English as a Second Language (ESL) Teacher**

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- **SMALL SCHOOL SUPPORT – Small School Allowance**
Additional FTE's are provided in small schools.
- **SPECIAL EDUCATION – Speech/Language Pathologist**
Small groups, as well as one-on-one with assistance from the teacher.
- **SPECIAL EDUCATION – Hearing Impaired Services**
- **SPECIAL EDUCATION – Visually Impaired Services**
- **SUPPORT STAFF – Paraprofessionals and Aides (Special Education)**
The Paraprofessionals and Aides work directly with the students and do not require a dedicated workspace. Space shall be provided within the Staff Collaboration for secure personal storage.

LEARNING IMPAIRED MODERATE/SEVERE (LIMS)

NEIGHBORHOOD STAFF COLLABORATION

- **SPECIAL EDUCATION – Teacher of Learning Impaired (Moderate/Severe)**
This space shall be incorporated into a Neighborhood so that students may have additional interaction with grade level peers. Class sizes range from 6-10 students.

LEARNING IMPAIRED MILD/MODERATE (LIMM)

NEIGHBORHOOD STAFF COLLABORATION

The Learning/Emotionally Impaired – Mild/Moderate program is an inclusion program, but a resource space is provided for use where specialized instruction is required by the IEP. LIMM spaces are located convenient to other instructional areas, but are not incorporated into Neighborhoods unless there are enough for each Neighborhood to have one.

- **SPECIAL EDUCATION – Teacher of Learning Impaired (Mild/Moderate)**
- **SPECIAL EDUCATION – Teacher of Emotionally Impaired**

READING LAB – One per school

NEIGHBORHOOD STAFF COLLABORATION

Read 180 Next Generation (R180) is DODEA's system-wide Grades 4-12 reading intervention program. R180 is an intensive reading intervention for older struggling readers. The PTR is 18:1. R180 lessons are 90 minutes long and need spaces for whole-group instruction (30 minutes) and small group rotations (60 minutes). Three groups of 5-7 students are in each small group rotation and engage in teacher led small group instruction; skill practice using instructional software (each student should have their own computing station); and independent/modeled reading (paperbacks, audiobooks, and eReads). The reading and software material needs to be in the classroom and accessible to students. The R180 classroom should be set-up so that each area is distinct and supports productive independent and group work.

- **OTHER PROFESSIONALS – School Support Specialist (Grades 4-5) – Read 180**
- **CLASSROOM TEACHERS – Middle Grades Academic Support (Grades 6-8) – Read 180**
- **CLASSROOM TEACHERS – Secondary Grades Academic Support (Grades 9-12) – Read 180**

ACADEMIC SUPPORT – Middle and High School Only

NEIGHBORHOOD STAFF COLLABORATION

The smaller neighborhood spaces such as Group Learning and One-to-One are intended to be used on an as-needed basis and not assigned to specific programs. The Academic Support spaces are provided in addition to these neighborhood spaces so that they may be assigned to specific programs (AVID, Math

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Lab, etc.) as needed. Academic Support spaces are located convenient to other instructional areas, but are not incorporated into Neighborhoods unless there are enough for each Neighborhood to have one.

- **CLASSROOM TEACHERS – Middle Grades Academic Support (Grades 6-8)**
One Academic Support space is provided when enrollment is 250 or less. Two Academic Support spaces are provided when enrollment is greater than 250.
- **CLASSROOM TEACHERS – Secondary Grades Academic Support (Grades 9-12)**
One Academic Support space is provided for every 200 students.

TATAMI ROOM

- **CLASSROOM TEACHERS – Elementary Host Nation Teacher (OCONUS – Grades 1-5) – Japan only**

INFORMATION CENTER

INFORMATION CENTER STAFF COLLABORATION

- **OTHER PROFESSIONALS – Education Technologist**
- **OTHER PROFESSIONALS – Information Specialist**
- Two additional itinerant workstations are included in the Information Center Staff Collaboration.

PHYSICAL EDUCATION

PHYSICAL EDUCATION STAFF COLLABORATION

- **OTHER PROFESSIONALS – Elementary PE Teacher**
A Gymnasium is provided in all schools. A divider curtain may be provided so that simultaneous activities may happen in the Gymnasium.
- **CLASSROOM TEACHERS – Middle School Classroom Teacher (Grades 6-8) – Health and PE**
A Gymnasium is provided in all schools. Depending on enrollment an Auxiliary Gymnasium or second Gymnasium may also be provided. Health and PE Teachers are calculated at one per 500 on the PFD.
- **CLASSROOM TEACHERS – Secondary Classroom Teacher (Grades 9-12) – Health and PE**
A Gymnasium is provided in all schools. Depending on enrollment an Auxiliary Gymnasium or second Gymnasium may also be provided. Health and PE Teachers are calculated at one per 500 on the PFD. One Learning Studio may be located near the Gymnasium for Health, but this Learning Studio is then deducted from the total Learning Studio allocation in the Neighborhoods.

ART

NEIGHBORHOOD STAFF COLLABORATION or FINE ARTS STAFF COLLABORATION

- **OTHER PROFESSIONALS – Elementary Art Teacher**
One Art Room is provided in each elementary school. Where there is more than one Art teacher additional activities shall utilize the Neighborhood spaces.
- **CLASSROOM TEACHERS – Middle School Classroom Teacher (Grades 6-8) – Visual Arts**
One Art Room is provided per school. Where there is more than one Art Teacher additional instructional space is calculated in the Neighborhood/Learning Studio allocation.
- **CLASSROOM TEACHERS – Secondary Classroom Teacher (Grades 9-12) – Visual Arts**
One Art Room is provided per school. Where there is more than one Art Teacher additional instructional space is calculated in the Neighborhood/Learning Studio allocation.

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MUSIC

NEIGHBORHOOD STAFF COLLABORATION or FINE ARTS STAFF COLLABORATION

- OTHER PROFESSIONALS – Elementary Music Teacher
One Music Room is provided in each elementary school. Where there is more than one Music teacher additional activities shall utilize the Neighborhood spaces.
- CLASSROOM TEACHERS – Middle School Classroom Teacher (Grades 6-8) – Music
A single Music Room is provided when enrollment is 500 or less. Separate Band and Choral Rooms are provided when enrollment is greater than 500.
- CLASSROOM TEACHERS – Secondary Classroom Teacher (Grades 9-12) – Music
A single Music Room is provided when enrollment is 500 or less. Separate Band and Choral Rooms are provided when enrollment is greater than 500.

OT/PT

The Occupational and Physical Therapists are often itinerant and serve multiple schools. Two desks (for OT and PT) are provided in OT/PT Planning area.

- SPECIAL EDUCATION – Occupational Therapist
- SPECIAL EDUCATION – Physical Therapist
- EDIS – The Military Medical Departments through their Educational and Developmental Intervention Services (EDIS) are responsible for providing related services (e.g., physical and occupational therapy, clinical psychology) in DoDEA schools located overseas. EDIS is also responsible for the provision of Early Intervention Services (EIS) for children, ages birth through 2, at all DoDEA locations. A Psychologist Office and an OT/PT instructional area are provided in all schools. EDIS may utilize these spaces, but no additional workspace for EDIS staff is programmed within the DoDEA schools.

SCIENCE LAB – Middle and High School Only

NEIGHBORHOOD STAFF COLLABORATION

The number of Science Labs are calculated based on NSTA standards. Where there are more Science Teachers than Science Labs additional instructional space is calculated in the Neighborhood/Learning Studio allocation.

- CLASSROOM TEACHERS – Middle School Classroom Teacher (Grades 6-8) – Science
- CLASSROOM TEACHERS – Secondary Classroom Teacher (Grades 9-12) – Science

CAREER AND TECHNICAL EDUCATION (CTE) – Middle and High School Only

NEIGHBORHOOD STAFF COLLABORATION

- CLASSROOM TEACHERS – Middle Grades PTS (Grades 6-8)
One Large CTE Lab is provided in each middle school. A Broadcast Room and a Flexible Learning space (formerly Computing Center) are provided near the Information Center in each middle school. Not all courses are offered at all schools, but courses offered include Applied Technology, Business Enterprise, Computer Applications, Computer Server Support, Family Consumer Science, Graphics Communications, Intro to Electronics, Intro to Programming, Pathways to Careers, Technology Leader Communications, and Video Production. At some middle schools, CTE classes may be offered on a rotating basis along with other specialty classes.
- CLASSROOM TEACHERS – Secondary Grades PTS (Grades 9-12)
One Large CTE Lab is provided in each high school. This Large CTE Lab may be outfitted for Culinary Arts, or as a larger general CTE Lab. Additional CTE Labs are provided based on enrollment. A

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Broadcast Studio is provided in each high school. A Flexible Learning space (formerly Computing Center) is provided near the Information Center. Not all courses are offered at all schools, but courses offered include Accounting, AP Computer Science, Applied Architecture Design – CAD, Architectural Drawing, Biotechnology Engineering, Business and Personal Finance, Business Law, Business Law, Career Practicum, Coding for Everyone, Coding for Everything, Computer Animation, Computer Server Support, Culinary Arts, Cybersecurity, Database Software Applications, Digital Electronics, Digital Imaging, Digital Media, Digital Publishing, Engineering Design and Development, Engineering Drawing – CAD, Gaming Technology, Green Technology Engineering, Health Science, Health Team Dynamics, Home Networking, Industrial Production, Java Programming, Management International Business, Marketing and Entrepreneurship, Principles of Engineering, Robotics Engineering, Video Communications, Web Design.

JROTC – High School Only

JROTC STAFF COLLABORATION

- CLASSROOM TEACHERS – JROTC Instructors

ADMINISTRATION SUITE

- ADMINISTRATION – Principal
- ADMINISTRATION – Assistant Principal
- SUPPORT STAFF – School Clerical/Registrar/Supply Technician – Clerical
The Clerical Work Area is directly behind the reception counter in the Administration Suite. There should be a minimum of two staff in the Clerical Work Area. In small schools this may include the Registrar and Secretary.
- SUPPORT STAFF – School Clerical/Registrar/Supply Technician – Registrar
The Registrar works directly with parents to register students and deal with student issues. In schools with 300 or more students a separate Registrar Office is provided.
- SUPPORT STAFF – School Clerical/Registrar/Supply Technician – Secretary
The Secretary is a human resources position that deals with teacher issues. In schools with 600 or more students a separate Secretary (HR) Office is provided.

HEALTH SUITE

- OTHER PROFESSIONALS – Nurse

GUIDANCE COUNSELING SUITE

- OTHER PROFESSIONALS – Guidance Counselor
- SUPPORT STAFF – Administrative Support for Guidance Counselors

SPECIAL EDUCATION SUITE

All schools have a minimum of one Assessor office and one Assessment space within the Special Education Suite, whether or not an Assessor is assigned to the school full-time. Where there are multiple Assessors additional workspace is provided. Where there is an Assessment Clerk a workspace shall be provided in the Waiting Area.

- SPECIAL EDUCATION – Special Education Assessor
- SPECIAL EDUCATION – Speech/Language Assessor
- SPECIAL EDUCATION – Autism Teacher Leader (treated as an Assessor)

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- SUPPORT STAFF – Assessment Clerk

SCHOOL'S OFFICER

Where indicated on the PFD.

ALCOHOL/SUBSTANCE ABUSE COUNSELOR (ASAC) – Middle and High School Only

SCHOOL SUPPLY/STORAGE AREA

- SUPPORT STAFF – School Clerical/Registrar/Supply Technician – Supply Technician
The Supply Technician orders and distributes supplies. A workspace for the Supply Technician shall be provided in the School Supply/Storage Area.

TECHNOLOGY SERVICE CENTER

The Administrative Technologist (AT) is often itinerant and serves multiple schools. Workspace for the AT shall be provided in the Technology Service Center.

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FACILITY AS A TEACHING TOOL

FACILITY AS A TEACHING TOOL

Every square foot of a school building and its grounds can be seen as an educational opportunity. Giving students an understanding of how the school building works and how it fits into their broader community can foster their sense of ownership and engagement with their learning environment. The Teaching Tools listed here are suggested ideas. The intent is for the Project Design Team to develop a theme/brand that can tie the school, the community, and the educational mission together. Within that context, the Teaching Tools should be selected with consideration to supporting the school's theme and educational mission. LEED, Federal, and/or site specific sustainability requirements may be highlighted through exhibitry and the overall school theme. The cost for Teaching Tools provided in a school shall not exceed \$250K without prior coordination with HQ DoDEA.

Exhibitry (Indoor & Outdoor Signage)

- The theme/brand for the school may be established through super graphics displayed at strategic locations such as the entrance, the commons, and access to individual neighborhoods.
- Exhibitry should be thematic for a particular school and its neighborhoods (i.e. the Phantom neighborhood in an aviation themed school).
- The theme/brand should be built into all signage both inside and outside the school.
- Use exhibitry to highlight sustainability features, technology and utility systems (i.e. exposed structure/systems, occupancy lighting, LID Bio Swales, etc.).
- Exhibitry may be used to convey historical information, such as the history and traditions of the school, local heroes, or a timeline of significant events at the school or installation.
- Promote physical activity and health in schools and the use of the building as a public health instrument through exhibitry (how many calories do you burn when you climb the stairs, etc.).
- Curriculum may be concurrently developed with DoDEA Education so the teaching elements are designed to support the overall branding and theme for the school.
- Plaques, signage and graphics should be visually appealing to the appropriate age group, relevant, educational, fun and encourage imagination.
- The use of vinyl graphics is a very economical way of producing the effect with ability for later modifications.



► History wall - Wheatley Elementary School, Apopka, FL
SchenkelShultz Architecture

Exposed Structure/Systems

- Include exposed structure or building systems, especially in gathering/assembly areas (i.e. interactive window opening into a mechanical room or building construction demonstration wall cut-out).

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- Use appropriate exhibitry to relate systems to learning concepts (i.e. label/color code the piping and equipment and provide information on how these systems work with age-appropriate concepts).
- When possible, provide dynamic components like digital flow meters or temperature sensors on chilled water piping to engage the students and provide information that can aid in learning.
- Engineering systems must be encouraged as a fun learning tool and promote students into STEM fields.
- The school can be presented as a “body”; consider an “Operation Game” in which the data/electrical wiring represents veins, HVAC represents lungs, and the building structure represents bones.



▶ Exposed piping - Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

Water Harvesting

- Use rainwater harvesting (inexpensive rain barrels) to demonstrate the water cycle for a defined purpose (i.e. to water a student garden).
- Spillways or troughs may be used as water features when utilizing the harvested rainwater for irrigation in an outdoor classroom.
- Use exhibitry to highlight Low Impact Development (LID) features used at the school and their connection to the water cycle and responsible storm water management.

Outdoor Learning Environments

The Project Design Team (PDT) should be challenged to integrate the great things on each school site into learning opportunities (i.e. butterfly gardens that will attract local specimens, nature trail highlighting local endangered species, site history, etc.). Refer to the Outdoor Learning section for additional information.



▶ Rain barrels - bicycle pump
Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

Energy Dashboard

The Energy Dashboard collects the real time data from the school’s building systems to provide for real-world learning opportunities while also providing student awareness of the environmental impact of their school. The dashboard should collect data such as electrical, water, and natural gas usage and then display it in conventional units of measure and/or an age appropriate conversion. The data should be tracked to show how consumption/ production may change over time and between other schools.

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- The Energy Dashboard shall be provided for every school. Consider locating it at a large gathering area such as the school entry or commons.
- Sub-meter different wings, or neighborhoods of the building separately. The design of the Dashboard can have the ability for different neighborhoods to compete and strive for energy savings. This can engage students with sustainability at a new level.
- The Dashboard should be connected to demonstration solar panels, wind turbines and weather stations.
- Refer to the DoDEA Technology Systems Design Guidelines – Special Systems for more information on Dashboard requirements.

DoDEA Required Elements

- Exhibitory/educational signage
- Energy dashboard
- Demonstration solar panels
- Demonstration wind turbine

DoDEA Dislikes

- Curved walls
- Cast in concrete details requiring maintenance (maze/maps)
- Water features that do not provide a function (i.e. fountains)
- Rooftop gardens (cost/maintenance)
- Speakers along a walkway (maintenance costs)
- Living/green walls “living air bio-filters” (cost/maintenance)
- Excessive use of solar tubes (roof penetrations)
- Excessive floor graphics (cost/maintenance and custom finished floor issues)
- Light fixtures that make shapes (if excessive cost)
- Electric vehicle charging station
- Digital energy play tables



► Wind turbine - Antilles Elementary School, Ft Buchanan, Puerto Rico
BRPH Architects-Engineers, Inc.

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – SITE

SITE

Area Description	# of Spaces	Notes
Staff Parking	One per staff	Not to exceed
Visitor Parking	10% of student enrollment	Not to exceed
Service Staff Parking	10+(1/100 when enrollment>300)	Not to exceed

Functional Area Description

The exterior area of the school provides access, parking, recreation, and service areas. Insure a safe, functional, and aesthetically pleasing site. It must provide ADA accessibility and comply with all Anti-Terrorism / Force Protection (AT/FP) standards. Refer to the “Physical Security & Antiterrorism Design Guide for DoDEA Educational Facilities” for additional information.

Site Layout & Circulation

Siting a school complex poses unique safety considerations. The design team should avoid creating blind spots. Multipurpose driveways and walkways should be sited to avoid conflicts between pedestrian and vehicular traffic. Consider the hierarchy of entries and use the site to reinforce the function of each. Include access control considerations. Provide a clear path around the building for security and surveillance.

Traffic flow considerations include:

- Separate vehicular entrances and exits for bus traffic and Privately Owned Vehicles (POV) parent drop-off traffic, where site access allows.
- Separate bus and parent drop-off locations near building entrances.
- Separate bus and POV parent drop-off from POV parking areas.
- Bus circulation and drop-off shall be designed so that busses can always pull forward and are never required to back up.
- Adequate stacking length within the bus area to accommodate all buses during pick-up times.
- Adequate POV stacking on site to eliminate traffic congestion off site.
- Drop-off location for special education buses and vans.
- Well marked entrance and exit lanes to facilitate traffic flow.
- Drive-up service location for food service, equipment, and supply deliveries.
- Required fire department emergency vehicle access when planning site circulation.
- Proper separation of vehicular and pedestrian activities.
- Sidewalks for all areas where students approach or exit the school. Paths from playgrounds and fields to building entries should avoid crossing vehicular traffic.

Parking

Staff/Visitor Parking

Refer to the Program for Design (PFD) for not to exceed parking allocations. Parking shall be coordinated with the military installation planners and be compliant with handicap access regulations. Conveniently locate the visitor parking and accessible parking near the front entrance of the school. Provide parking islands as required by code and installation guidelines. If the site is constrained, coordinate with

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installation officials regarding the joint use of adjacent parking areas for staff members and recreational sites for school activities. School administrators shall consider actual parking needs and provide input on the appropriate marking of parking spaces so that they are easily identified by use (handicap accessible, visitor, staff, and carpool). Marking of all parking spaces is not required. For instance, a small number of visitor spaces may be reserved near the entrance but visitors may park in any available space throughout the day, so all visitor spaces do not need to be marked. The overall total parking allocation shall not be increased without documentation of concurrence from HQ DoDEA.

Service Staff Parking

Additional staff parking for food service, custodial, maintenance and IT personnel is indicated on the PFD. These spaces can be located near the building service area. Part time employees shall use visitor parking.

Recreation

Refer to the Outdoor Learning and Outdoor Play Areas sections for additional information.

Service Area

This area is used for chillers, deliveries, trash removal, and other essential services required to support the operation of the school. Consolidate these areas where possible and locate just outside the support area of the building. Visually screen from the predominant areas of the site and major approaches. Provide physical enclosures for trash receptacles. If a dock is provided, verify the height of vehicles making deliveries. Provide for a local recycling program.

Planting

All planting requirements shall be adapted to the local climate. In general, provide native plant materials. Shade trees are desirable when parking islands are provided. Avoid low branching trees to maintain clear sight lines. Use a mix of evergreen and deciduous plant material to shade parking areas and screen service areas (i.e. refuse areas, loading docks, HVAC units) from adjacent uses. Consider sight lines near entrances when choosing and placing plant material.

Select non-poisonous, thorn-less trees, shrubs, plants, and ground covers that can withstand harsher conditions, such as sun, glare, heat, and reduced water supply. Choose trees and shrubs that require minimum maintenance and will not litter the parking area with leaves, fruits, and nuts. Provide enough clearance in planting islands to avoid interference with vehicle overhang. All plantings shall comply with AT/FP standards.

Built-In Items (Not Used)

Plumbing

- Hose bibbs on the exterior wall every 150 feet

Equipment (Not Used)

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FACILITY ELEMENTS & REQUIREMENTS – SITE

OUTDOOR LEARNING

Adjacencies

Create Outdoor Learning areas with pedestrian connections from large activity areas within the building (Gymnasium, Multipurpose, Commons, Information Center, Learning Hubs, etc).

Functional Area Description

Outdoor Learning— bringing the outdoors in and the indoors out and making connections are important components in 21st Century education. The options are endless and will vary based on location, site, and climate. Some examples include outdoor classrooms and gathering spaces, art patio, plazas, outdoor amphitheaters or performance spaces, gardens for cultivation and demonstration, walking/running paths, and nature areas. The purpose of these spaces is to connect and engage the learners with the natural environment, further their health and social skills, and increase awareness of natural resources. Outdoor Learning areas should be provided to the greatest extent possible.



► Learning Trail – Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

Each school shall be provided a demonstration solar panel and wind turbine that is connected to the school's energy dashboard. Refer to the Facility as Teaching Tool section for Energy Dashboard teaching opportunities and to the "Technology System Design Guidelines – DoDEA Special Systems" for Energy Dashboard requirements.

The design of these spaces shall be coordinated with the local school, taking into account ongoing programs, local topography, and other site specific opportunities. All exterior spaces shall be designed to be easily maintained, have good sight lines, and be easy to supervise. AT/FP requirements must be met for all Outdoor Learning areas and site amenities.

Outdoor Classroom & Gathering Space

Provide a large exterior space that includes open, maintained green space in combination with secondary hardscape (sidewalks). Outdoor classrooms and gathering spaces can provide some seating and natural shade for small gatherings. Possible solutions for seating could be built-in benches or raised planting beds.

Art Patio

Provide an Art Patio adjacent to the Art Room. Consider providing an exterior sink to accommodate clean up when the art patio is used. If sink is provided, winterize water supply to prevent maintenance issues.

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Outdoor Amphitheater

An amphitheater is an outdoor performance space for a small gathering (40-50 students). Outdoor amphitheaters are permitted only if the site allows for use of natural grade, with minimal material cost. Often, the tiers are constructed as a combination of concrete and grass strips; wood or stone could also be provided. The amphitheater should complement the natural features of the site and all amenities provided should be durable and weather resistant. Consider the maintenance of this area during design.

Community/School Garden

Gardens provide great learning opportunities for students. The origin of food, plant care, lifecycle, and many other connections can be made with the curriculum. If a garden area is provided, it should be located/ oriented in an area conducive to the cultivation of plants. Connections with other Outdoor Learning areas will reinforce multiple educational opportunities. Provide an expandable, fenced area for cultivation and harvest by students and/or community members. Consider co-locating teaching tools such as inexpensive rain barrels near the garden.

Walking/Running Path/Learning Trail

A flexible perimeter path may be provided that offers opportunities for outdoor movement. Consider providing training and obstacle equipment for the use of OT/PT and/or enhanced physical development. Provide connections to existing installation/base sidewalk or trail networks where possible.

Other Possible Outdoor Learning Opportunities

Other low maintenance outdoor site features may be considered. Site features such as sundials, themed walkways, nature paths, bioswales, and other elements that make connections to the natural environment can be incorporated to complement the sustainable design features of the building and to provide educational opportunities for the students. Use age appropriate outdoor signage to highlight the site and sustainability features. Refer to the Facility as Teaching Tool section for additional school learning opportunities.

Built-In Items (Not Used)

Plumbing

- Hose bibbs at Art Patio, outdoor classroom, gathering space and community/school garden
- Sink for Art Patio (optional)

Equipments

- Solar panel and wind turbine - Refer to “Technology System Design Guidelines – DoDEA Special Systems”

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FACILITY ELEMENTS & REQUIREMENTS – SITE

OUTDOOR PLAY AREAS

Area Description	sf	sm	Notes
Play Lot Storage Allowance	25	2.3	Per Pre-K/K studio

Adjacencies

Play Lots shall be located directly adjacent to the Neighborhoods they serve. Playgrounds may be located short distance away from the building with an accessible path.

Functional Area Description

Outdoor Play Areas shall include open turf areas, hard surface areas, and Play Lot/Playgrounds. These areas shall be designed in accordance with the United States Consumer Product Safety Commission (US CPSC) Publication 325, part 1191 of title 36 Code of Federal Regulations (Americans with Disabilities Act), U.S. Access Board Summary of Accessibility Guidelines for Play Areas, American Society for Testing and Materials (ASTM) standards F1487-07, F1292, F1951, F2223-04 & F2049, and DoDEA Regulation 4210.01. All play equipment shall be International Play Equipment Manufacturers Association (IPEMA) certified.

Open Turf Areas

Open Turf Areas shall be provided for informal active games for elementary school students. When possible, provide a naturally shaded area for quiet activities such as reading, story-telling, and quiet games.

Paved Hard Surface Areas

A Paved Hard Surface Area shall be provided for activities such as hopscotch, four square, jump rope and other outdoor games. Basketball goals may be provided, but are not the primary focus of the paved hard surface area at the elementary level. When basketball goals are provided, they should be at both 8ft/2.4m and 10ft/3.0m heights and minimal striping shall be provided. Shading structures over hard surface areas/courts are not permitted.

Play Lot/Playground

Play Lot(s) shall be provided to serve Kindergarten, Pre-Kindergarten, Sure Start and PSCD programs. Play Lots shall provide age appropriate equipment for children up to 5 years of age. All Play Lots shall be enclosed with a 4ft/1.2m high fence. For larger schools (enrollment over 500) separate the pre-school Play Lot (serving Pre-K, PSCD, and Sure Start) from the kindergarten Play Lot. Consider a tricycle path/track at the perimeter of the Play Lot.



▶ Paved Hard Surface Area - Mendel Elementary School, Yokota AFB, Japan / Group 70 International

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Playground(s) shall be provided to serve children in Grades 1 thru 5 (or 6 where included within the Elementary School). Playgrounds shall provide age appropriate equipment for children ages 5 thru 12. Playgrounds are not required to be fenced.

Accessible play equipment shall be provided for all age groups.

Additional design considerations:

- The play surface shall be poured in place rubber. Provide subsurface substrate in accordance with manufacturer's specifications, including proper drainage.
- Consider safety when developing landscape planting. Keep shrubs under 3ft/0.9 m in height and tree limbs at a minimum of 7ft/2.1m above each designated play surface. Avoid trees, shrubs, and ground covers with thorns, poisonous parts, or that attract bees. Also avoid trees with fruit or nuts. Fully develop the playground with landscape planting for activity and traffic control and to increase the interest and attractiveness of the playground. Provide tree-shaded areas for quiet activities, somewhat removed from the active play areas, i.e. play tables and activity panels.
- Consider prevailing sun angles and keep slides out of the heat of the sun by locating the slide surface facing north, where possible. Use plastic slide surfaces only.
- Play sand areas may only be used if the area is fenced and can prevent small animals, such as dogs and cats, from entering.
- Avoid rung ladders and climbing components as the sole means of access to play equipment.
- Locate and arrange equipment with adequate surrounding space in small, natural play groups. Locate playhouses, and play sculpture away from equipment like swings and slides for safety. Disperse popular or heavy use equipment to avoid crowding. Locate exit slides in non-congested areas.
- Conveniently locate secured benches to assure good visibility for supervision of all play areas.



▶ Play Lot (fenced) - Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture



▶ Playground - Crossroads Elementary School, MCB Quantico, VA
Waller, Todd & Sadler Architects/RRMM Architect

Play Lot Storage

Naturally ventilated, enclosed storage spaces shall be provided for storage of trikes, bumpers, pads, and other outdoor play equipment. These spaces shall be centrally located at the Play Lots and be designed

DoDEA Education Facilities Specifications – Elementary School

to be part of the school building footprint. A stand-alone Play Lot storage building is not permitted without HQ DoDEA approval.

Built-In Items (Not Used)

Plumbing

- Drinking fountain – On exterior of building

Equipment

- Play equipment

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – NEIGHBORHOOD

NEIGHBORHOOD

Functional Area Description

One of the major shifts in the 21st Century School is the move from individual classrooms to the grouping of several different size learning spaces within a Neighborhood. The Neighborhood provides space for a variety of large, medium, and small groups, one-to-one pairings, and individual learning.

Formal and informal areas are provided—ranging from whole class instruction, smaller group project areas, quiet areas, and a casual lounge environment. In addition, support for teachers is provided with staff planning, professional development and meeting areas. The focus of the Neighborhood spaces is to reinforce collaboration and project-based learning. Technology will be integrated throughout the spaces for support of the learning.



► Dramatic Play Interest Area - Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

A Neighborhood includes a hierarchy of different sized instructional spaces so that the appropriately sized space can be used for each learning activity to maximize utilization. The Learning Hub is the largest space and is central to the Neighborhood and will accommodate gatherings larger than one single class. The Learning Studio is a class sized space designed for 24 students. The Reading Lab, and Learning Impaired - Mild Moderate spaces are half-size classroom spaces designed for 12-18 students. The Group Learning is a conference room sized space designed for 10-12 students. The One-to-One space is a small meeting room sized space designed for 1-4 students. All of these spaces will be shared within the Neighborhood. A Staff Collaboration space will also be provided in each Neighborhood. This space will include a workstation with personal storage for each teacher, a conference area for collaboration, a small kitchenette, and additional shared Neighborhood storage.

The calculation of the total number of Neighborhood spaces is based on entering the school staffing, calculated from the DoDEA School Level Staffing Standards, into the Program for Design (PFD) spreadsheet. The PFD includes all staffing positions and defines a standard which is used to calculate the total number of Learning Studios. This provides a consistent calculation for all new schools in the DoDEA system. The Learning Studios, Group Learning and One-to-One spaces are intended to be shared Neighborhood resources, rather than being assigned solely to one staff member. Operationally, the district/administration will have the flexibility to assign locations for all programs each year based upon the needs of the school. The 21st Century model emphasizes multi-use spaces rather than single purpose rooms, so interchangeability, flexibility and adaptability of spaces is encouraged.

DoDEA Education Facilities Specifications – Elementary School

Each Neighborhood shall include a Learning Hub, four to six Learning Studios, Staff Collaboration, and at least one Group Learning and one One-to-One space. Additional instructional spaces, such as the Reading Lab, Learning Impaired – Mild/Moderate, Learning Impaired – Moderate/Severe, and Art may also be included in a Neighborhood. Since these instructional spaces will serve the entire school they should be placed where they have access to the main circulation path.



▶ Table-based Art Interest Area - Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

The number of Learning Studios in a Neighborhood may vary between four and six, based on the total Learning Studios allocated to the school, desired groupings and/or site constraints. A four or six Learning Studio Neighborhood shall have paired Learning Studios in groups of two with an operable partition between adjacent Learning Studios. In a five Learning Studio Neighborhood, one studio is not required to have an operable partition shared with an adjacent studio. Grouping of more than two Learning Studios is not permitted.

Neighborhoods may be grouped to maximize flexibility for collaboration. Grouping of more than two Neighborhoods is not permitted. Where Neighborhoods are paired, provisions shall be made to ensure that each of the two Neighborhoods is able to function independently. Where “flex studios” are provided that can be used by either Neighborhood, ensure that each Neighborhood can be locked down independently.

The spaces within the Neighborhood shall be designed for maximum flexibility, considering the constant changes in grade level enrollments from year to year. The designers shall work with educators and facility personnel at the school, district, and area levels to develop the number of Neighborhoods and distribution of spaces within each school. Specific designations for grade level, curriculum areas, or special programs should not be indicated in the design drawings.

In an elementary school each Neighborhood shall be designed to address one of the three grade level groupings:

1. Pre-Kindergarten, Kindergarten, Sure Start, Preschool Services for Children with Disabilities (PSCD)
2. Grades 1-3
3. Grades 4-5 (or 6 if in ES)

The instructional activities within each Neighborhood will vary based on the grade level grouping. Generally these activities may be located in any space within the Neighborhood. The activity listing below lists requirements or suggested locations for the individual areas, but the Interest Areas shall be distributed between the Learning Studios and Learning Hubs as determined by the individual school.

DoDEA Education Facilities Specifications – Elementary School

Elementary School - Grade Level Grouping		
Pre-K/K/Sure Start/PSCD	Grades 1-3	Grades 4-5 (or 6 if in ES)
Student Personal Storage	Student Personal Storage	Student Personal Storage
Student cubbies for safe and accessible storage of personal items (coat, backpack, and lunch box). Single sided units that are taller than 36"/915mm must be attached to the wall to avoid tipping.	Student cubbies for safe and accessible storage of personal items (coat, backpack, and lunch box). Single sided units that are taller than 36"/915mm must be attached to the wall to avoid tipping.	Student cubbies or open lockers for safe and accessible storage of personal items (coat, backpack, and lunch box). Single sided units that are taller than 36"/915mm must be attached to the wall to avoid tipping.
Location: Learning Studio	Location: Learning Studio or Learning Hub	Location: Learning Studio or Learning Hub
Large Group Space	Large Group Space	Large Group Space
This is an area where the whole group can gather to talk about the day, listen to books, introduce new activities, transition from one activity to another, and participate in music and movement activities. Interactive technology shall be provided in this area.	This is a meeting area where the class gathers to have discussions, listen to a story, learn about new concepts/topics, participate in a lesson, make a transition to a new activity, get directions, or summarize an experience. Interactive technology shall be provided in this area.	This is a meeting area where the class gathers to have discussions, learn about new concepts/topics, participate in a lesson, make a transition to a new activity, get directions, or summarize an experience. Interactive technology shall be provided in this area.
<u>Essential furniture:</u> area rug, instructor's rocking chair, big-book stand with storage or book bin/shelf, mobile white board/teaching easel	<u>Essential furniture:</u> area rug, instructor's rocking chair, big-book stand with storage or book bin/shelf, mobile white board/teaching easel	<u>Essential furniture:</u> area rug, instructor's chair, shelf, mobile white board/teaching easel
<u>Required Location:</u> Learning Studio and Learning Hub	<u>Required location:</u> Learning Studio and Learning Hub	<u>Required Location:</u> Learning Studio and Learning Hub
Small Group Space	Small Group Space	Small Group Space
This is a place where the learning is targeted by either developmental/cognitive level of readiness, children's interest, or learning profile. This is a space where the teacher can assess the students understanding individually or in small groups.	This is a place where the learning is targeted by either developmental/cognitive level of readiness, children's interest, or learning profile. This is a space where the teacher can assess the students understanding individually or in small groups.	This is a place where the learning is targeted by either developmental/cognitive level of readiness, children's interest, or learning profile. This is a space where the teacher can assess the students understanding individually or in small groups.
<u>Essential furniture:</u> Instructor's table that seats up to 6 students with the teacher as the focal point, consider providing alternative seating in this area to be swapped out with student chairs as needed.	<u>Essential furniture:</u> Instructor's table that seats up to 6 students with the teacher as the focal point, consider providing alternative seating in this area to be swapped out with student chairs as needed.	<u>Essential furniture:</u> Instructor's table that seats up to 6 students with the teacher as the focal point, consider providing alternative seating in this area to be swapped out with student chairs as needed.
<u>Required location:</u> Learning Studio	<u>Required location:</u> Learning Studio	<u>Required location:</u> Learning Studio

DoDEA Education Facilities Specifications – Elementary School

Elementary School - Grade Level Grouping		
Pre-K/K/Sure Start/PSCD	Grades 1-3	Grades 4-5 (or 6 if in ES)
Student Seating	Student Seating	Student Seating
Each Learning Studio shall have 18-22 student chairs distributed throughout the Interest Areas. Each Learning Hub shall have 8-12 student chairs distributed throughout the Interest Areas. All student chairs for the Pre-K/K age group shall be 12"-13"/305-330mm seat height. Alternative seating (wobble stools, balance balls, or other seating), in addition to student chairs, may be provided in the Learning Studio and/or Learning Hub.	Each Learning Studio and Learning Hub shall have 18-22 student chairs distributed throughout the Interest Areas. Multiple sizes of student chairs shall be provided for Grades 1-3 and may be swapped as needed between the Learning Hub and Learning Studio. Provide 14"-15"/355-380mm seat height for all Grades 1-2 Learning Studios. Provide 16"-17"/405-430mm seat height for all Grade 3 Learning Studios and all Grades 1-3 Learning Hubs. Alternative seating (wobble stools, balance balls, or other seating), in addition to student chairs, may be provided in the Learning Studio and/or Learning Hub.	Each Learning Studio shall have 24-28 student chairs, one for each Individual Student Desk and a few additional for interest/project areas. Each Learning Hub shall have 20-24 student chairs at the project tables. All student chairs for the Grades 4-5/6 age group shall be 16"-17"/405-430mm seat height. Neighborhoods. Alternative seating (wobble stools, balance balls, or other seating), in addition to student chairs, may be provided in the Learning Studio and/or Learning Hub.
Individual Student Desks	Individual Student Desks	Individual Student Desks
Not required at this age level.	Not required at this age level.	At this age the students are capable of assisting the instructor in the arrangement of the learning space, so appropriate furniture should be selected. Student desks should be easily movable so the students can work in pairs, small groups or in large group configurations easily.
		<u>Essential furniture:</u> student desks and chairs (Learning Studio-24, Learning Hub-12 min.), curriculum storage (shelves/bins), may be on casters
		<u>Required location:</u> Learning Studio. In the Learning Hub, provide additional student desks and chairs for use in the Learning Hub or to provide for additional students in the Learning Studios
Project Space	Project Space	Project Space
Not required at this age level.	Not required at this age level.	In addition to Individual Student Desks, Project Space shall be provided.
		<u>Essential furniture:</u> project tables, material and project storage (shelves/bins to store art materials,

DoDEA Education Facilities Specifications – Elementary School

Elementary School - Grade Level Grouping		
Pre-K/K/Sure Start/PSCD	Grades 1-3	Grades 4-5 (or 6 if in ES)
		microscopes, digital scales, etc.), may be on casters for easy reconfiguration
		<u>Suggested Location:</u> Learning Hub, this furniture may be moved into the Learning Studio as needed.
Independent Interest Areas:	Independent Interest Areas:	Independent Learning Areas:
<p>The remainder of the physical space is divided into Independent Interest Areas. When children have choices, they are likely to feel competent and independent about their work. Choosing a book to read, playing a math game with another child, choosing to work alone, or in a small group is essential for a child’s socio-emotional growth. All spaces should engage children in active investigation and representation. The activities that happen in the interest areas are fluid and flexible. For example: a child might be constructing a bridge so he/she would use a large space in the construction area while gathering materials from the math and discovery area.</p>		<p>The majority of the instructional space shall contain reconfigurable student desks and tables. Independent learning areas may also be provided.</p>
<p>All furniture should be easily moveable, have rounded corners, be sturdy so it does not tip over, and be under 30”/762mm in height.</p>	<p>All furniture should be easily moveable, have rounded corners, be sturdy so it does not tip over, and be under 36”/915mm in height (consider 30”/762mm height for predominantly first grade Neighborhoods).</p>	<p>All furniture should be easily moveable and sturdy so it does not tip over. For Grades 4-5/6 storage may be at a variety of heights from 36-42”/915-1067mm based on the specific purpose and how it supports instruction. For line of sight and to promote collaboration, the furniture in the middle of the room should not be taller than 36”/915mm. Taller storage may be provided at the perimeter. Storage shall be selected based on its specific purpose and how it supports instruction.</p>
Library Interest Area	Library/Literacy Interest Area	Library/Literacy Interest Area
<p>This Interest Area develops young children’s motivation and skills necessary for reading and writing. Strengthening the socio-emotional skills of understanding how people are the same or different and sharing materials, physical skills of hand (writing) and eye (tracking) muscles, language and literacy skills as they develop the verbal and phonological awareness, and cognitive skills as they begin to interpret symbols, make predictions, retell and see</p>	<p>This Interest Area is a comfortable place filled with a diverse collection of books to send the message that literature and reading is valued. Not only does the library have a collection of fiction and non-fiction books but this space includes materials to write and draw for representing and capturing a child’s responses to literature.</p>	<p>This area stores material used for reading, writing and listening. Children need a place that inspires them to write creatively and easily access materials to illustrate their writing. Auditory learning experiences enhance imagination and reading fluency, and builds language skills. Because writing takes place throughout all areas, this space supports the children with materials, sparks ideas and poses intriguing problems to write and read about. A display of</p>

DoDEA Education Facilities Specifications – Elementary School

Elementary School - Grade Level Grouping		
Pre-K/K/Sure Start/PSCD	Grades 1-3	Grades 4-5 (or 6 if in ES)
connections between stories and what they already know.		exemplar work encourages children to strive to do their best and instills a mindset to always look for ways to improve.
<u>Essential furniture:</u> shelf for books, soft seating w/ back for at least 2 students (cleanable), small area rug	<u>Essential furniture:</u> shelf for books, soft seating w/ back for at least 2 students (cleanable), small area rug, activity table (1)	<u>Essential furniture:</u> activity table (1), shelf (1), mobile white board (can share with Large Group area, power source for audio equipment
<u>Suggested location:</u> Learning Studio	<u>Suggested location:</u> Learning Studio	<u>Suggested location:</u> Learning Studio
Reading Interest Area	Reading Interest Area	Reading Interest Area
This Interest Area provides a larger quiet reading area in the Learning Hub.	This Interest Area provides a larger quiet reading area in the Learning Hub.	This Interest Area provides a larger quiet reading area in the Learning Hub.
<u>Essential furniture:</u> multi-sided shelf for books, soft seating w/ back for at least 4-8 students (cleanable)	<u>Essential furniture:</u> multi-sided shelf for books, soft seating w/ back for at least 4-8 students (cleanable)	<u>Essential furniture:</u> multi-sided shelf for books, soft seating w/ back for at least 4-8 students (cleanable)
<u>Suggested location:</u> Learning Studio	<u>Suggested location:</u> Learning Studio	<u>Suggested location:</u> Learning Studio
Block Interest Area	Art/Construction Interest Area	STEM/Construction Area
This Interest Area is where young children construct, create and represent their experiences with blocks. The children learn symmetrical, proportional, simple engineering and invite open-ended exploration.	This Interest Area is a designated space for storing art and construction materials and gives children access to what they need. This space supports learning across all content areas as children represent their learning through the use of a variety of materials. It is also a place where projects can be displayed and projects can continue at a later date. The space should be close to a water source and have a washable floor surface.	This area is a designated space for storing art and construction materials and gives children access to what they need. This space supports learning across all content areas as children represent their learning through the use of a variety of materials. It is also a place where projects can be displayed and projects can continue at a later date.
<u>Essential furniture:</u> smooth solid color low pile area rug, three shelves (two for blocks and one for block props)	<u>Essential furniture:</u> easels (2 three sided) and shelf for materials; activity table (2), and shelf for table based art/construction <u>materials</u> ; block area – smooth low pile area rug, three shelves (two for blocks and one for props); Lego table with building surface and storage.	<u>Essential furniture:</u> activity table (2), shelf/bins (3) for construction materials and robotics
<u>Suggested location:</u> Learning Hub (1 or 2 areas)	<u>Suggested location:</u> Learning Hub	<u>Suggested location:</u> Learning Hub
Dramatic Play Interest Area	Math Interest Area	
This Interest Area is central to children’s socio-emotional and cognitive development and learning. The area is designed to inspire	This Interest Area promotes collaboration and exploration with math manipulatives and games. Adequate shelving makes sure that	

DoDEA Education Facilities Specifications – Elementary School

Elementary School - Grade Level Grouping		
Pre-K/K/Sure Start/PSCD	Grades 1-3	Grades 4-5 (or 6 if in ES)
creative and imaginative play. Children explore their experiences by pretending to be someone or something different from themselves. They make up situations and actions that go along with the roles they choose. As the children engage in dramatic play, they deepen their understanding of the world and develop skills that will serve them throughout their lives.	children have access to and are able to find materials efficiently with a variety of options to choose from. For example, a child who wants to measure the length of the room could decide to use cubes, colored rods or a ruler.	
<u>Essential furniture:</u> Child-size familiar house furniture - play kitchen with small table and chairs (2), dress-up (2), puppet stage(2), shelf/bins for play props (cups, plates, play food) at each play kitchen	<u>Essential furniture:</u> activity table (2), shelf/small bins (2-3)	
<u>Suggested location:</u> Learning Hub	<u>Suggested location:</u> Learning Studio	
Toys and Games Interest Area	Problem Solving and Cognitive Development	
This Interest Area provides young children space to engage with quiet activities alone, with another child or in a small group. Children learn using manipulatives, puzzles, collectibles, and games.	This Interest Area is a place to collaborate with another child or in a small group. Playing games reinforces a sense of community, provides a fun opportunity to practice concepts and skills and allows children to experience the satisfaction of cooperating with others. Solving real life problems with the use of manipulatives is essential to the cognitive development.	
<u>Essential furniture:</u> activity table (2), shelf (2), small area rug	<u>Essential furniture:</u> activity table (2), shelf (2)	
<u>Suggested location:</u> Learning Studio	<u>Suggested location:</u> Learning Studio	
Art Interest Area	Literacy Interest Area	
This Interest Area is a place filled with materials that children can enjoy on a pure sensory level. Children can create and represent their ideas in a visual form. On a table or at an easel, children draw, paint, knead, cut, glue and make things of their own choosing. Creative art is another language that	This Interest Area stores material used for reading, writing and listening. Children need a place that inspires them to write creatively and easily access materials to illustrate their writing. Auditory learning experiences enhance imagination and reading fluency, and builds language skills. This	

DoDEA Education Facilities Specifications – Elementary School

Elementary School - Grade Level Grouping		
Pre-K/K/Sure Start/PSCD	Grades 1-3	Grades 4-5 (or 6 if in ES)
young children use to express what they know and how they feel. The Art Interest Area is near a sink and protected from traffic.	space supports the children with materials, sparks ideas and poses intriguing problems to write and read about. A display of exemplar work encourages children to strive to do their best and instills a mindset to always look for ways to improve.	
<u>Essential furniture:</u> easels (2 three-sided) and shelf for materials; activity table (2), and shelf/bins for table based art (cutting, gluing, markers, crayons, glitter, feathers) and small drying rack	<u>Essential furniture:</u> activity table (2) and a small table for two, shelf (2), display board, power source for audio equipment	
<u>Suggested location:</u> Learning Hub – easel art area. Learning Studio – table based art area.	<u>Suggested location:</u> Learning Studio	
Discovery Interest Area	Discovery Interest Area	
This Interest Area promotes the wonder about the world around them. It is a place to find answers to questions. It is a place to spark children’s curiosity by offering interesting materials. In the Discovery area, children use their five senses. They act on objects and observe what happens. This Interest Area should be near natural light.	This Interest Area enhances a child’s natural wonder about the world around them. It is a place to find answers to questions and spark children’s curiosity by exploring interesting materials. In the Discovery area, children use their five senses. They act on objects and observe what happens. This Interest Area should be near natural light with a water source nearby.	
<u>Essential furniture:</u> activity table (2), shelf (2), bins (1)	<u>Essential furniture:</u> activity table (2), shelf (2), bins (1)	
<u>Suggested location:</u> Learning Studio	<u>Suggested location:</u> Learning Hub	
Sand/Water Play Interest Area	Personal Space Interest Area	
This Interest Area involves sensory experiences for young children. Sand and water promotes working together, strengthens small muscles, expands vocabulary and encourages scientific explorations. The Interest Area must be near a water site and have a washable floor.	This Interest Area is for children who prefer to work alone, which is not unusual at this age.	
<u>Essential furniture:</u> water/sand tables (2), shelf/bins for prop storage (1)	<u>Essential furniture:</u> small activity table for one (1)	
<u>Suggested location:</u> Learning Hub	<u>Suggested location:</u> Learning Studio	

DoDEA Education Facilities Specifications – Elementary School

Elementary School - Grade Level Grouping		
Pre-K/K/Sure Start/PSCD	Grades 1-3	Grades 4-5 (or 6 if in ES)
Other Activities	Other Activities	Other Activities
<p>*Music and Movement can be experienced in the Large Group Space or Learning Hub, Outdoor Learning utilizes the playground, and the Cooking Interest Area can take place in the Kitchen/Discovery area in the Learning Hub. Computers are integrated throughout the Neighborhood to promote language, creativity, and inquisitiveness and do not require a dedicated Interest Area.</p>	<p>*Music and Movement can be experienced in the Large Group Space or Learning Hub, Outdoor Learning utilizes the playground, and the Cooking Interest Area can take place in the Discovery area in the Learning Hub. Computers are integrated throughout the Neighborhood to promote language, creativity, and inquisitiveness and do not require a dedicated Interest Area.</p>	<p>Additional activities that may be considered for the Learning Hub include an individual reading area, small class library, Lego block table, or other small Interest Areas as determined by the individual school. *Computers are integrated throughout the Neighborhood and do not require a dedicated Interest Area.</p>

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – NEIGHBORHOOD

LEARNING HUB

Area Description	sf	sm	Notes
Learning Hub	1400-2100	130.1 -195.1	350sf/32.5sm allowance per Learning Studio (4-6 Learning Studios per Neighborhood)

Adjacencies

The Learning Hub is the center of the Neighborhood. All Learning Studios, Group Learning, and One-to-One spaces shall open directly to the Learning Hub. Provide access to Outdoor Learning spaces through the Learning Hub.

Functional Area Description

The Learning Hub is a shared area at the center of the Neighborhood. This space allows for circulation to all the spaces within the Neighborhood while also offering additional instructional space. The Learning Hub will function as an extension of the Learning Studio. Some of the functions that may occur in the Learning Hub are spill-out space for group projects, additional learning centers (art, sensory, dramatic play), STEM activities, gathering areas for larger groups (students from 2-3 studios), grade-level reading resources, parent volunteer space, and independent or small group learning environments. Ideally this space should be reconfigurable for a wide range of uses. The Neighborhood Hub is not intended to be used as a central lecture/presenter position for all the neighborhood Learning Studios at the same time. The Learning Hub shall include an instructional area with an interactive white board, either fixed or mobile, and its associated media cart. Provide space for project display and presentation area. Refer to the Neighborhood section for additional information on activities in the Learning Hub and Learning Studios.



▶ Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

Discovery Area

The Learning Hubs in all Elementary Schools shall be outfitted to function as a STEM lab. A Discovery Area shall be provided in each Learning Hub. A sink with gooseneck faucet shall be provided at adult height. Provide counter space and a dedicated circuit for a microwave/hot plate because hot water will be needed for STEM experiments. Provide lockable cabinets for the storage of household chemicals. Student height sinks or group wash fountains shall be provided for student clean-up. This student clean-up area may be combined with the hand wash lavatories outside the student restrooms. A mobile cart shall be provided for “ready resources” in the Learning Hub. Consider a cart that can also be used as a demo station. Wherever possible, provide a magnetic surface for display of student work. Rectangular tables work well in this area to maximize surface area for projects when pushed together. Provide durable tabletops that can handle wet and messy projects.

DoDEA Education Facilities Specifications – Elementary School

Kitchen/Discovery Area (Pre-K, Kindergarten, Sure Start, PSCD only)

In Neighborhoods that serve Pre-K, Kindergarten, Sure Start, and Preschool Services for Children with Disabilities (PSCD) the Discovery area shall also include kitchen appliances. This area shall include a sink, range with hood, microwave, refrigerator, and dishwasher. These appliances are intended for adult use. There must be visual access to the students at all times when this space is in use.



▶ Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

The Sure Start program includes a healthy component which calls for two snacks and family style lunch to be served. Lunch is provided by the food service vendor at the school. Student tables and chairs shall be provided in the Learning Hub to seat the entire class. Snacks will be prepared in the Kitchen/Discovery Area. An additional lockable storage cabinet (36"/900mm wide Tall Storage) shall be provided in the Kitchen/Discovery Area for storage of food items for the Sure Start program.

The Kitchen/Discovery Area can be configured in two ways. One option is a peninsula style kitchen area that can be designed to create an “adult zone” so that the appliances are not readily accessible to students when not in use. A half-door may be provided to secure this area. The peninsula counter can be lowered to student height for demonstration. The second option is a galley style kitchen area with a student height free-standing island. This design allows students to access the island from both sides. This long student height counter has many uses within the Learning Hub. With this configuration, a wall-mounted oven is recommended to keep the controls out of reach and allow the students better visibility of items as they are cooking.

German Kitchen Variance

The German building codes will not allow a range with hood in the Learning Hub. In German schools the standard Discovery Area (without appliances) shall be provided in ALL Learning Hubs. In Pre-K/K Neighborhoods where a Kitchen/Discovery Area is required, a small enclosed Kitchen shall be provided which combines the Staff Collaboration kitchenette requirements and the appliances from the Kitchen/Discovery Area. This space shall be directly accessible from both the Learning Hub and the Staff Collaboration. No additional area allocation is authorized for this space. Area from the Learning Hub and Staff Collaboration allowance shall be used to create this space.

Restrooms

Restrooms shall be provided within the Elementary School Neighborhoods. Refer to the Restroom section for associated requirements.

Built-In Items

- Learning Hub – Magnetic surface or tack board
Discovery Area & Kitchen/Discovery Area – Built-in casework

DoDEA Education Facilities Specifications – Elementary School

Plumbing

- Discovery Area & Kitchen/Discovery Area – Sink, adult height
- Kitchen/Discovery Area – Dishwasher connection
- Kitchen/Discovery Area – Icemaker connection
- Learning Hub – Student hand wash sink or wash fountain, student height
- Learning Hub – Drinking fountain, student height

Equipment

- Learning Hub – Interactive technology, refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.
- Kitchen/Discovery Area – Refrigerator with icemaker (Germany only – in Staff Collaboration)
- Kitchen/Discovery Area – Dishwasher (Germany only – in Staff Collaboration)
- Kitchen/Discovery Area – Range with hood (Residential), controls at back (Germany only – in Staff Collaboration)

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – NEIGHBORHOOD

LEARNING STUDIO

Area Description	sf	sm	Notes
Learning Studio	850	79.0	

Adjacencies

All Learning Studios shall be immediately adjacent to a Learning Hub. To the greatest extent possible, Learning Studios shall be grouped in pairs.

Functional Area Description

The Learning Studio is one component of the Neighborhood. This space has traditionally been called a classroom, but within the Neighborhood it will have flexible wall configurations to allow the Learning Studio to expand when necessary and to provide for larger group dynamics. The Learning Studio will provide an environment to support a variety of learning strategies including differentiated instruction, cooperative learning, and project-based interaction.



► Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

The Learning Studio will be accessed through the Learning Hub. All Learning Studios shall have a transparent operable partition between the Learning Studio and the Learning Hub. The goal is to provide maximum frontage between the Learning Hub and each Learning Studio to ensure maximum unobstructed access and transparency. A high quality transparent operable partition shall be specified that can be easily operated manually by teachers and ensure student and staff safety. Use of motorized partitions shall require HQ DoDEA approval. Vertical “garage door” style partitions with exposed tracks are not permitted.

The transparent operable partition shall have panels that provide at least 70 percent transparency (measured horizontally) along with solid horizontal top and bottom rails of no more than one foot to ensure full line of sight. The panel shall be clear glass to facilitate supervision and allow for visual monitoring of activities that may extend from the Learning Studio into the Learning Hub. The use of blinds, shades, frosting, etching, tints, applied graphics, decorative stickers, etc. is not allowed and strictly forbidden at any time.

A separate personnel door, not part of the transparent operable partition, shall be provided to access the Learning Studio when the operable partition is closed. When the transparent operable partition is open, this door will not be needed and the area behind it may be designed as a stacking area for the operable partition panels.

Generally, all Learning Studios should be grouped in pairs. Where the Learning Studios are paired, a

DoDEA Education Facilities Specifications – Elementary School

solid operable partition shall be provided between them. Solid operable partitions may provide a writable surface or display option. Use of the partition surfaces to display items must not impede the ability to easily open and close the operable partition. A personnel door is not required in the operable partition between the Learning Studios.

The minimum sound transmission class (STC) rating for either type of operable partition (transparent or solid) is STC 40. If a higher STC rating can be provided at minimal cost, provide the highest STC rating that the project budget can support. The STC rating of the surrounding construction shall match the STC rating of the operable partition.



► Crossroads Elementary School, MCB Quantico, VA
RJE Knoll / Waller, Todd, Todd & Sadler Architects

All Learning Studios shall have a minimum of two fixed walls. One fixed wall shall be the instructional wall and the other fixed wall is typically an exterior wall. All Learning Studios shall have exterior windows to maximize natural daylighting and views. Where there are limitations, due to the building configuration or site constraints, an interior Learning Studio is acceptable as long as the opportunity for indirect natural lighting from adjacent spaces is maximized.

Furnishings within the Learning Studio should be flexible and provide for easy reconfiguration. Learning Studios for students from Pre-K thru Grade 3 shall be designed to accommodate 18 students. Learning Studios for students in Grade 4 and up shall be designed to accommodate 24 students. Generally, built-in casework does not offer the flexibility that 21st Century learning environments require, therefore shall not be provided in this space without HQ DoDEA approval. All Learning Studios shall have an instructional area that includes interactive technology, a media cart, a marker board, and an instructional table. The instructional table is intended to be used for instruction and not as a permanent staff workspace or storage location. All furnishings within the Learning Studio shall be student focused and directly support daily instruction.

The activities within the Learning Studio are dependent on the age of the students being served. Refer to the Neighborhood section for additional information on activities in the Learning Hub and Learning Studios.

Restrooms

Neighborhoods that serve Pre-Kindergarten, Kindergarten, Sure Start, and PSCD shall provide an individual student restroom within the Learning Studio. Refer to the Restroom section for associated requirements.

Built-In Items

- Marker board
- Tack board

DoDEA Education Facilities Specifications – Elementary School

Plumbing

- Pre-K, K, Sure Start, PSCD - Refer to the Restroom section for associated requirements.

Equipment

- Interactive technology, refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.



▶ Hampton Primary School, Ft Bragg, NC
SchenkeShultz Architecture

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS - NEIGHBORHOOD

GROUP LEARNING

Area Description	sf	sm	Notes
Group Learning	200	18.6	50sf/4.6sm allowance per Learning Studio

Adjacencies

The Group Learning space shall be located within a Neighborhood and accessed from the Learning Hub.

Functional Area Description

Neighborhoods shall have a minimum of one Group Learning space. All Group Learning spaces shall be 200sf/18.6sm. The size of the Group Learning space is not dependent on the number of Learning Studios in a Neighborhood. The Group Learning space is programmed as an allowance per Learning Studio to give flexibility in determining the number of Neighborhoods during the design process. “Excess” area (in Neighborhoods with 5 or 6 Learning Studios) may be used to create additional instructional space, but the space created must meet the Ed Spec standards. For example, if 23.5 Learning Studios are authorized, the excess area from the Group Learning and One-to-One allowance may be used to help “round up” to 24 Learning Studios. Alternatively, if the total excess area is 100sf/9.3sm or more, an additional One-to-One space is permitted.

The Group Learning space is a shared Neighborhood resource and is not intended to be assigned to a specific function on a permanent basis. Group Learning is intended to be a multi-use space for use on an as-needed basis for pull-out instruction or small group settings for project-based learning.

At minimum the Group Learning space shall have a window or side lite for general supervision and monitoring of the space. While there is no specific transparency requirement, additional glazing may be provided. Professional window treatments, such as blinds or shades, shall be specified for Group Learning.

The Group Learning space shall be designed to accommodate 10 to 12 students. The instructional area shall include interactive technology and a media cart. Furnishings within the Group Learning should be flexible and provide for easy reconfiguration. Built-in casework is not required.

Built-In Items

- Marker board

Plumbing (Not used)

Equipment

- Interactive technology, refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – NEIGHBORHOOD

ONE-TO-ONE

Area Description	sf	sm	Notes
One-To-One	100	9.3	25sf/2.3sm allowance per Learning Studio

Adjacencies

The One-to-One space shall be located within a Neighborhood and accessed from the Learning Hub.

Functional Area Description

Neighborhoods shall have a minimum of one One-to-One space. All One-to-One spaces shall be 100sf/9.3sm. The size of the One-to-One space is not dependent on the number of Learning Studios in a Neighborhood. The One-to-One space is programmed as an allowance per Learning Studio to give flexibility in determining the number of Neighborhoods during the design process. “Excess” area (in Neighborhoods with 5 or 6 Learning Studios) may be used to create additional instructional space, but the space created must meet the Ed Spec standards. For example, if 23.5 Learning Studios are authorized, the excess area from the One-to-One and Group Learning allowance may be used to help “round up” to 24 Learning Studios. Alternatively, if the total excess area is 100sf/9.3sm or more, an additional One-to-One space is permitted.



▶ Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

The One-to-One space is a shared Neighborhood resource and is not intended to be assigned to a specific function on a permanent basis. The use of this space is intended to be multi-use, scheduled, on an as-needed basis for pull-out instruction, or to provide space for students to work in a private setting for One-to-One learning interacting with an instructor. This space may also be used as teacher conference space if conference space is not available in the Staff Collaboration, or if a private conversation is required.

At minimum the One-to-One space shall have a window or side lite for general supervision and monitoring of the space. While there is no specific transparency requirement, additional glazing may be provided. Professional window treatments, such as blinds or shades, shall be specified for the One-to-One space.

The One-to-One space shall be designed to accommodate 1 to 4 students. Furnishings shall be compatible with other Neighborhood furnishings for interchangeability. Built-in casework is not required.

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Built-In Items

- Marker board

Plumbing (Not used)

Equipment

- Interactive technology, refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – NEIGHBORHOOD

LEARNING IMPAIRED – MODERATE/SEVERE (LIMS)

Area Description	sf	sm	Notes
Instruction Area	1150	106.8	Includes HC Accessible Restroom and Changing
Kitchen Area	275	25.5	

The Program for Design (PFD) includes Staff Collaboration allocations; refer to Section 3.3.1 for associated requirements.

Adjacencies

Learning Impaired Moderate/Severe (LIMS) shall be included within a Neighborhood. This space shall be positioned so that it can be accessed from both inside and outside the Neighborhood. LIMS students shall have convenient access to mainstream education and be located as close to peers of the same age as possible considering the constraints of the school facility. This space does not need to be located on the ground floor and may be located on the second floor as appropriate.

Functional Area Description

Learning Impaired Moderate/Severe (LIMS) is the instructional space for students who require more focused and specialized instruction based upon their Individualized Education Program (IEP). The specifications for this space are the same for the Moderate/Severe and Severe/Profound programs. This room accommodates up to 12 students who may spend up to 100% of the school day in this instructional area. All student use areas in this space shall be ADA compliant.

Instruction Area

This area is a highly flexible area that will be arranged by the instructor based on the needs of the students being served. The instructional area shall include interactive technology, a media cart, a marker board, and an instructional table. The instructional table is intended to be used for instruction and not as a permanent staff workspace or storage location. All furnishings within the LIMS learning studio shall be student focused and directly support daily instruction. The activities within the LIMS learning studio are dependent on the age of the students being served and should be similar to adjacent Learning Studios. LIMS students also have access to activity centers in the Learning Hub and can benefit from interaction with peers of the same age. All activity tables or student desks provided shall be adjustable height. Ample space shall be provided for adequate maneuvering clearances for students to function as independently as possible. Each LIMS learning studio shall have 10-12 student chairs. Chair height shall be determined by the age of students served. Refer to the Neighborhood section for additional information on activities and furnishings in the Learning Hub and Learning Studios.

Open floor space shall be provided for specialty items such as swinging equipment. Ceiling hooks shall not be provided as any swinging equipment shall be freestanding. Also, this type of movement can be accomplished via existing movable devices on the school grounds (i.e., school playground). Specialized furniture or assistive equipment will be provided by DoDEA (not as a part of a MILCON project) based on the student's IEP.

DoDEA Education Facilities Specifications – Elementary School

The LIMS learning studio shall have a computer area with three accessible stations with ample room for over-the-shoulder adult assistance. There shall be a common printer location in this area.

Where required, open floor space shall be provided for a sensory area. This area will be used for students to interact with the environment as a way of receiving sensory input. Curriculum items, such as sensory pods, can be used to populate this space. This space shall not be constructed as a separate room.

Kitchen Area

The Kitchen Area shall include a sink, range with hood, microwave, refrigerator, dishwasher, washer and dryer. These appliances are intended for adult use. There must be visual access to the students at all times when this space is in use. The kitchen shall be designed so that access may be restricted when not in use. Provide a half-door or gate to secure this area. Full visibility into this area from the Instructional Area is desirable. Provide an open counter area between the Kitchen and the Instructional Area where students can gather to watch a demonstration or work on a project.

Restrooms

Provide a LIMS Handicap Accessible Restroom & Changing Area within the LIMS learning studio. Refer to the Restroom section for associated requirements.

Built-In Items

- Instruction Area – Marker board
- Instruction Area – Tack board or tack strip
- Kitchen – Wall and base cabinets with HC accessible counters

Plumbing

- Instruction Area – Drinking fountain, HC height
- Instruction Area – Hand wash sink, HC height
- Kitchen – Double bowl sink
- Kitchen – Dishwasher connection
- Kitchen – Washer/Dryer connection
- Kitchen – Icemaker connection

Equipment

- Instruction Area – Interactive technology, refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.
- Kitchen – Range with hood (Residential)
- Kitchen – Dishwasher
- Kitchen – Refrigerator with icemaker
- Kitchen – Washer and Dryer (Heavy Duty Residential)
- Kitchen – Microwave

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS - NEIGHBORHOOD

LEARNING IMPAIRED – MILD/MODERATE (LIMM)

Area Description	sf	sm	Notes
Learning Impaired – Mild/Moderate (LIMM)	400	37.2	Also Emotionally Impaired (EI)

Adjacencies

The Learning Impaired – Mild/Moderate (LIMM) space is a school resource that is provided based on the LIMM/EI population at the school. The LIMM spaces should be distributed throughout the building. Where multiple special education spaces (LIMM, LIMS, PSCD, OT/PT) are provided, they should not be grouped together in one area. LIMM spaces should be adjacent to Neighborhoods, but not incorporated into them unless there are enough LIMM spaces to give all Neighborhoods access.

Functional Area Description

The LIMM program serves students with mild to moderate learning or emotional difficulties. Typically, these students will spend less than 50 percent of their day in this room. However, space must be available to support students who may require more time (up to 100% of the school day) for special instruction as determined by their Individual Education Plan (IEP).

The LIMM Room shall be designed to accommodate up to 12 students. The instructional area shall include interactive technology, a media cart, a marker board, and an instructional table. Built-in casework is not required in this space. Furnishings shall include activity tables, student chairs, and mobile storage. Provide 15"/381mm and 18"/457mm student chairs. Specialized furniture or assistive equipment will be provided by DoDEA (not as a part of a MILCON project) based on the student's IEP.

Built-In Items

- Marker board
- Tack board

Plumbing (Not Used)

Equipment

- Interactive Technology – Refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.

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FACILITY ELEMENTS & REQUIREMENTS – NEIGHBORHOOD

READING LAB

Area Description	sf	sm	Notes
Reading Lab	400	37.2	

Adjacencies

The Reading Lab is a school resource and shall be accessible from the main circulation. It shall be centrally located near the Neighborhoods or the Information Center.

Functional Area Description

One Reading Lab will be provided in each school to support the reading intervention programs for students who need extra help in reading. This space shall be designed for up to 18 students. There shall be three distinct areas: group instruction, computer stations for reading/listening activities, and comfortable seating for individual reading. Each of these three areas shall be designed to accommodate 6 students.

An instructional area shall be provided to include interactive technology and associated media cart. Built-in casework is not required in this space. Provide mobile shelving and/or cart for reading and instructional material.

Built-In Items

- Marker board
- Tack board

Plumbing (Not Used)

Equipment

- Interactive technology, refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.

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FACILITY ELEMENTS & REQUIREMENTS – SHARED SPACES

STAFF COLLABORATION

Area Description	sf	sm	Notes
Staff Collaboration – Workspace and Personal Storage	100	9.3	
Staff Collaboration – Kitchenette Allowance	10	0.9	
Staff Collaboration – Collaboration Area Allowance	30	2.8	
Staff Collaboration – Shared Storage Allowance	35	3.2	

Adjacencies

Each Neighborhood is required to have a Staff Collaboration space. Additional Staff Collaboration spaces shall be provided in the Information Center and when specialty instructional areas (such as Art and Music) are grouped together.

Functional Area Description

The Staff Collaboration space provides a workstation and personal storage for each teacher, a small kitchenette, a conference area for collaboration, and shared curricular storage space. The Staff Collaboration space shall provide a dedicated area for on-going job related skills development for required competencies that are correlated to student achievement.

All staff, including grade level teachers and special programs such as Gifted, Reading, ESL, etc., shall have workspace within a Staff Collaboration space. The district/administration will have the flexibility to assign staff to the Staff Collaboration spaces each year based on grade level distribution and other needs of the school. There will generally be one or two more staff positions in the Staff Collaboration than Learning Studios in each Neighborhood (typically 5-7 staff).

The Staff Collaboration allocations for LIMS, Art, Music, PE, and Information Center staff are calculated in their respective instructional areas in the PFD. These staff shall be included in the nearest Staff Collaboration and consideration shall be given to deliberate and intentional pairing for collaboration purposes. For instance, if Art and Music are located near each other, the teachers may be grouped into a Fine Arts Staff Collaboration area. Or, if the Art Room is near a Neighborhood, the Art teacher may be grouped with the Neighborhood Staff Collaboration.

PE staff must be able to view the gymnasium from their workspace, so typically they cannot be combined with other staff in a Staff Collaboration space. The PE Staff Collaboration space shall be located near the entry to the Gymnasium. Where there are multiple PE teachers, they shall be grouped together in one Staff Collaboration space.

The Information Center Staff Collaboration space includes the Information Specialist, Educational Technologist, Staff Development Coach, and Itinerant positions. The Itinerant workstation is listed with the Information Center because of its central location. This work station may be located in other Neighborhood Staff Collaboration spaces if requested during the design process. Specialist Staff (i.e. Music, Art) may be co-located with the Information Center Staff Collaboration space, but access to the shared space shall be provided from the general building circulation (corridors) in addition to the

DoDEA Education Facilities Specifications – Elementary School

Information Center. The Information Center Staff Collaboration space shall be located directly behind the circulation desk.

The general organization of the Staff Collaboration space is typically the Collaboration Area near the entrance and the Workspace & Personal Storage toward the back of the space, to provide more privacy for individual work areas. There is no requirement for visibility between the Staff Collaboration space and the Learning Hub, but glazing is often provided for additional visual supervision of the Neighborhood spaces and to allow additional “borrowed light” in the Staff Collaboration space. Where glazing is provided, professional-looking blinds or shades shall be provided in order to close off visibility when necessary. Curtains or “make-shift” window coverings are not permitted.

The Staff Collaboration space will be technology intensive, allowing staff to readily access information and data so the security of this staff space must also be considered. Access control hardware shall be provided so that the space can remain secure and staff may easily swipe to gain access.

Workspace & Personal Storage

All instructional staff will be provided a dedicated work space within a Staff Collaboration space; no private offices are permitted. No personal workspace will be provided in Neighborhood instructional areas (Learning Studio, Group Learning, and/or One-to-One rooms).

Personal storage shall be incorporated into each workstation within the Staff Collaboration space. This storage shall be lockable and secure for personal items. Full height coat cabinets shall be provided for outerwear storage. Lockable workstation drawers and file cabinets provide general work storage for each staff member.

Because of the relatively small number of teacher’s desks in any one area, DoDEA prefers the use of a “desking system” with cable management using the standard data and power receptacles on the walls rather than a systems furniture solution with power and data running in the systems furniture panels.

Kitchenette

A Kitchenette shall be provided in each Staff Collaboration space. A Kitchenette Allowance is provided and is calculated per staff position. For example, if there are 6 staff, then there would be 60sf allocated for the Kitchenette. A compact (4’-6’ width) kitchenette shall be provided within the Staff Collaboration space. This space shall have base and wall cabinets, a sink, counter space with power for a microwave and coffee pot, and a small full-size refrigerator.

Collaboration Area

In addition to the individual workspaces, the Staff Collaboration space shall have an open collaboration area. A Collaboration Allowance is provided and is calculated per staff position. This area shall be set up as a conference area and shall have interactive technology and an associated media cart.

Shared Storage Allowance

Shared Neighborhood Storage is for instructional material to support the educational curriculum. A Shared Storage Allowance is provided and is calculated per staff position. This storage is intended for bulk or seasonal items that are not needed on a daily basis. Instructional storage will be provided in the

DoDEA Education Facilities Specifications – Elementary School

Learning Studios, but will be focused on items needed for daily instruction in order to maximize space available for student instruction.

The Shared Storage area shall be positioned within or near the Staff Collaboration area. The Shared Storage area shall be accessible from the Staff Collaboration area or the Learning Hub, not individual Learning Studios. High density storage systems, along with conventional storage, shall be used to maximize the storage capacity

A portion of the Shared Storage shall be suitable for storage of materials in support of STEM instruction (cotton swabs, paper plates, string, pipe cleaners, measuring tapes, etc.) and larger items such as a grow lights or other equipment.

Built-In Items

- Kitchenette – Base and wall cabinets with countertop (4-6 linear feet)
- Shared Storage - High density storage system (built-in optional, may be provided as furniture)

Plumbing

- Kitchenette - Sink
- Kitchenette - Icemaker connection

Equipment

- Collaboration Area - Interactive technology, refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.
- Kitchenette - Small full-size refrigerator with icemaker – (15-20 cu. ft. capacity)
- Kitchenette - Microwave
- Kitchenette - Coffee maker

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS - SHARED SPACES

COMMONS

Area Description	sf	sm	Notes
Commons	varies	varies	1,000 + (35% enrollment * 2.5)

Adjacencies

The Commons shall be located adjacent to the Multipurpose Room.

Functional Area Description

The Commons shall act as a pre-function space for the Multipurpose Room. The dining and assembly functions in an elementary school will occur in the Multipurpose Room rather than the Commons, so the elementary school Commons is approximately one-third the size of the Commons in a middle or high school. The energy dashboard shall be located in the Commons near the main entry to the school. Refer to the Facility as a Teaching Tool section for additional information.



▶ Hampton Primary School, Ft. Bragg, NC
SchenkelShultz Architecture

Public Space

The Commons should be designed to allow for multiple seating arrangements for small informal or ad-hoc presentations. Maximize opportunities for the display of student work within this space. A more linear arrangement, sometimes called a “learning street,” may also be provided. This design option provides opportunities for education along a widened spine of the building. Where possible, use clerestories or monitors, to bring natural light into this central part of the building.

Built-In items (Not Used)

Plumbing (Not Used)

Equipment (Not Used)

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FACILITY ELEMENTS & REQUIREMENTS – SHARED SPACES

TATAMI ROOM

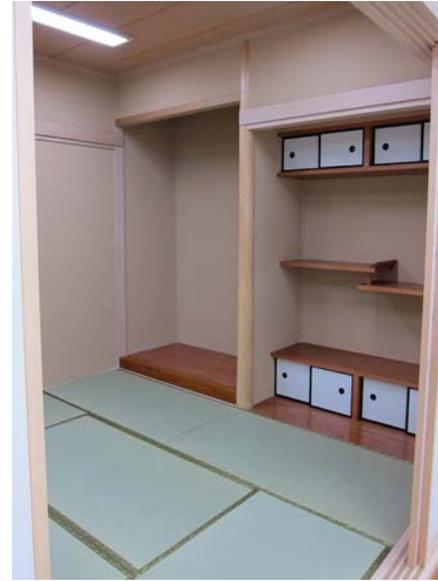
Area Description	sf	sm	Notes
Tatami Room	300	27.9	Kitchenette is a separate space within the 300sf

Adjacencies

The Tatami Room should be easily accessible to the entire school from the main circulation, Commons, or Multipurpose Room.

Functional Area Description

The Tatami Room is provided in schools constructed in Japan for students to learn specialized cultural activities of the Host Nation. The proportion of the Tatami Room is based on the dimensions and layout of the tatami mats used for the flooring. The aspect ratio is roughly 2:1. The size of the room is usually measured in “mats.” A common size that would be appropriate for the school is 8 mats (approx. 150sf/13.9sm). The Tatami Room shall be raised one to two steps higher than the surrounding rooms. Shoes are not worn on the tatami mats. Sliding shoji screens shall be used at the entrance to the Tatami Room and at the opening connecting to the Kitchenette. Activity tables may be located in the Commons space just outside the Tatami Room for general class instruction prior to entering the Tatami Room.



▶ M.C. Perry High School, MCAS Iwakuni, Japan

Kitchenette

The Kitchenette shall be a small galley style kitchen containing a sink and refrigerator. A range is not provided. Counter space shall be provided for a microwave. The Kitchenette shall be accessible to the Tatami Room and the main building circulation for general use. The Kitchenette is a separate room from the Tatami Room and shall be at typical finished floor level. Only the Tatami Room is raised.

Built-In Items

- Tatami Room – Tatami mats, Alcove (tokonoma) /shelf (chigaidana), ceiling (wooden)
- Tatami Room optional features - sliding doors (fusuma), translucent sliding doors (shoji), transom (ranma), built-in desk (tsukeshoin)
- Kitchenette – Base cabinets, counter, and wall cabinets

Plumbing

- Kitchenette - Sink
- Kitchenette - Icemaker connection

Equipment

- Kitchenette - Small full-size refrigerator with icemaker – (15-20 cu. ft. capacity)
- Kitchenette - Microwave

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – SHARED SPACES

RECYCLING CENTER

Area Description	sf	sm	Notes
Recycling Center	150	13.9	

Adjacencies

The Recycling Center should be easily accessible from the Multipurpose Room and have a clear path to the exterior service area for easy removal of recyclables.

Functional Area Description

Provide a space for a Recycling Center for users of the facility to implement environmentally responsible practices.

The Recycling Center shall house recycling containers clearly marked for recycled items and have appropriate bulletin board/tack boards and signage describing environmentally responsible practices, programs and policies. The Recycling Center shall be attractive and fit in with the surrounding area. The Recycling Center shall be outfitted with FF&E rather than built in recycling containers.

Many schools have implemented a recycling program. Additional alcoves or sorting/storage areas shall be provided as needed to accommodate each school's needs. Additional space required for these functions will generally be in circulation areas and shall be calculated as part of the net-to-gross allowance.

Built-In Items

- Tack board (optional)

Plumbing (Not Used)

Equipment (Not Used)

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – SHARED SPACES

MULTI-PURPOSE ROOM

Area Description	sf	sm	Notes
Multipurpose Room	varies	varies	2,000 + ((enrollment-300) * 3.75)
Raised Platform	800	74.3	
Performance Storage	200	18.6	

Adjacencies

The Multipurpose Room shall be located adjacent to the Food Service and the Commons. Locate this space to facilitate after-hours use by the community.

Functional Area Description

The Multipurpose Room provides a location for student dining, assemblies, and performances. This space shall be designed as an enclosed space in order to limit the intrusion of noise and smells into the school during dining periods. Access to the Multipurpose Room is usually thru the Commons which acts as a pre-function space. While not required, a movable partition may be provided between the Commons and Multipurpose Room to allow for expansion of this space. Where movable walls are proposed, acoustics must be carefully considered. A Multipurpose space open to the Commons (without a movable partition) may only be considered with HQ DoDEA approval.

When used for dining, the Multipurpose Room shall be designed to seat at least one third of the student population. This space should provide logical circulation and queuing with direct access to the kitchen serving line. At the elementary level, the use of folding tables with integrated seating is recommended for dining. Seating for the assembly and performance functions may be with convertible tables or freestanding, easily stackable chairs.

A storage space may be provided for chairs, tables, portable stage or risers, and audio/visual equipment that will be used in the Multipurpose Room. Size the storage based on anticipated space needed to provide flexible configuration of the Multipurpose Room. The storage area should be just large enough for storage of items specifically used in the Multipurpose Room or Commons. The recommended size for this area is between 200-600sf/18.6-55.7sm and the area will be deducted from the overall area of the Multipurpose Room or Commons to encourage efficient design of this space.

Raised Platform

The Raised Platform is used for performance and generally elevated 12"-30"/305-750mm above the main assembly area for better sight lines. The Raised Platform shall be fully accessible from the main assembly area so that persons needing assistance do not have to enter from backstage. A ramp is preferred over a lift. Adjacency to the Music Room may be provided as a "green room" for performances.

Performance Storage

Performance Storage shall be located at the same elevation as the Raised Platform to facilitate movement of props and equipment. Where possible, provide double doors for access.

DoDEA Education Facilities Specifications – Elementary School

Specialized Features

The technology for this space should be seamless and easy to adjust and deploy. Refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.

Built-In Items

- Tack boards for display of student work, achievements, nutrition information, etc.

Plumbing

- Drinking fountain(s)

Equipment

- A/V Systems, video projection, lighting control, rigging and drapery, sound systems, and other Interactive technology, refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – SHARED SPACES

INFORMATION CENTER

Area Description	0-250		251-500		501-750		751-1000		>1000	
	sf	sm								
Stack Area	700	65.0	900	83.6	1000	92.9	1200	111.5	1400	130.1
Instructional Area	500	46.5	500	46.5	500	46.5	500	46.5	500	46.5
Storytime Area	150	13.9	150	13.9	150	13.9	150	13.9	150	13.9
Circulation Desk	125	11.6	125	11.6	125	11.6	125	11.6	125	11.6
Subtotal – Info Center	1475	137.0	1675	155.6	1775	164.9	1975	183.5	2175	202.1
Circulation Markup (15%)	221	20.6	251	23.3	266	24.7	296	27.5	326	30.3
Total – Info Center	1696	157.6	1926	178.9	2041	189.6	2271	211.0	2501	232.4
Workroom/Storage	300	27.9	300	27.9	300	27.9	300	27.9	300	27.9
Flexible Learning	1200	111.5	1200	111.5	1200	111.5	1200	111.5	1200	111.5
Broadcast Room	150	13.9	150	13.9	150	13.9	150	13.9	150	13.9

The Program for Design (PFD) includes Staff Collaboration allocations; refer to Section 3.3.1 for associated requirements.

Shelving Requirement	0-250		251-500		501-750		751-1000		>1000	
	ft	m								
Shelves - Min Linear ft/m	540	164.6	690	210.0	850	259.1	1000	304.8	1160	353.6
Average Collection Size	10,800 books		13,800 books		17,000 books		20,000 books		23,200 books	

Adjacencies

The Information Center shall be centrally located and accessible to the entire school. The Information Center may be located on any level of the school. The Information Center shall not be open to the food service area due to unacceptable levels of distraction this presents to younger students.

Functional Area Description

The Information Center is a technology and print-intensive environment that provides every student with physical and intellectual access to the resources and tools required for learning in a welcoming and stimulating environment.

Information Literacy, reading enrichment and research skills will be a part of the student's educational experience, incorporated into everyday learning and integrated into the subject matter. The Information Specialist provides services not only within the Information Center, but also throughout the Neighborhoods and may even offer digital services via blended learning environments.



► Crossroads Elementary School, MCB Quantico, VA
RJE Knoll / Waller, Todd, Todd & Sadler Architects

DoDEA Education Facilities Specifications – Elementary School

The Information Center contains the Stack Area, Instructional Area, Storytime Area, and Circulation Desk. The Workroom/Storage, Staff Collaboration, Flexible Learning space, and Broadcast Room shall be accessible from the Information Center. Rectangular or square spaces are more efficient for the arrangement of shelving and also allow for better visual monitoring of the entire space. The Information Center shall have doors to allow the space to be secured. Visibility into the Information Center is desirable, but floor to ceiling glazing does not allow for the placement of shelving along the wall. Where glazing is desired, provide low walls designed to accommodate shelving along the wall with glazing above. The Information Center shall include collaborative and individual work spaces, stacks, and flexible furnishings. Computer stations within the Information Center shall be located along the perimeter so that wall outlets may be utilized.



▶ Crossroads Elementary School, MCB Quantico, VA
Waller, Todd, Todd & Sadler Architects / RRMM Architects

Stack Area

The Stack Area in an Elementary School is usually organized in three sections, fiction, non-fiction, and picture books. The Information Specialist will typically separate these areas for better circulation within the stacks. Fiction and picture books are arranged alphabetically by author. Non-fiction books are arranged by subject using a numbering system such as the Dewey Decimal system.

Stand-alone shelving units within the Information Center shall be a maximum of 42"/1067mm high. Perimeter shelving, along the wall, shall be a maximum of 60"/1524mm high. The top shelf of a 60"/1524mm high shelving unit shall not be used in the calculation of total linear footage of shelving, since it is often used for display in an Elementary School because of its height. All shelving units shall have 12"/305mm deep adjustable shelves and may be single-sided or double-sided.

For planning purposes, minimum shelving calculations are based on 42" high shelving units using 40% for picture books requiring 13-14" shelf height (2-shelves/unit) and 60% for juvenile books requiring 10-12" shelf height (3-shelves/unit). For Elementary Schools the calculations are based on 20 volumes per linear foot.

All exposed corners of shelving units shall be rounded to prevent injury. Casters are optional on the shelving units, but allow for easy reconfiguration of the shelving. Where casters are used they must be heavy duty with wheel locks. Built-in shelving may be provided at perimeter locations, such as under windows. If built-in shelving is provided it shall not impede future flexibility and reconfiguration of the space.

DoDEA Education Facilities Specifications – Elementary School

Instructional Area

The Instructional Area shall be designed to accommodate a full class (24 students). Interactive technology and a media cart shall be provided for whole class instruction.

Storytime Area

A Storytime Area shall be provided for lower elementary age students. This area shall have an area rug, instructor's rocking chair, and small table. The Storytime Area shall be convenient to the picture-book area of the stacks.



▶ Maxwell Elementary / Middle School, Maxwell AFB, AL
Zyscovich Architects

Circulation Desk

The Circulation Desk serves as reference station, central book drop, and check-out station. The Circulation Desk is generally located near the main entrance with direct access to the Staff Collaboration area. The Circulation Desk shall maintain visibility to all parts of the Information Center. A seated work area for the Information Specialist shall be provided at the Circulation Desk. Where possible, design the Circulation Desk to facilitate a small group work area for 3-4 students at the counter. The Circulation Desk shall be furniture based, rather than built-in, for future flexibility and reconfiguration. A book return bin shall be provided as part of the Circulation Desk.

Workroom/Storage

The Workroom/Storage is used by the Information Specialist and the teaching staff. This area includes shelving for the Professional Library, a work table, and additional storage for book carts, media carts, and lockable storage to secure valuable items. The Professional Library includes e-books, DVDs, multimedia kits, artifacts, and books.

Built-in casework and a sink shall be provided (9-12 lf/2.7-3.7 lm). A minimum of 60 lf/18.3 lm of shelf space shall also be provided for the Professional Library. This shelving may be built-in or furniture based. If built-in shelving is provided it shall be adjacent to the casework along one side of the room, leaving wall space available for additional storage cabinets, carts, and other furniture based storage items. All shelving shall be adjustable. Shelving units shall be a maximum of 72"/1830mm high. Consider locating the Workroom adjacent to the Staff Collaboration space. The Workroom and Staff Collaboration shall not be combined without HQ DoDEA approval.

Staff Collaboration

A Staff Collaboration space shall be provided for the Information Specialist, Educational Technologist, and Itinerant positions. Refer to the Staff Collaboration section for associated requirements.

DoDEA Education Facilities Specifications – Elementary School

Flexible Learning

The Flexible Learning space, formerly known as the Computing Center, may be used as a multipurpose computer lab, flex lab, STEM lab, or project-based instruction area regardless of subject matter. This space shall have ample access to technology. Flexible furniture shall be provided to accommodate a minimum of 24 students at individual workstations or collaboratively in small groups. Where computer stations are included, they shall be able to be positioned where the instructor can easily monitor the screens and provide over-the-shoulder instruction. Visibility is desirable between the Flexible Learning space and the Information Center to facilitate supervision. A glazed operable partition is preferred, but fixed glazing may be provided where cost is an issue. Built-in casework is not required in this space and the use of furniture based storage solutions is encouraged in order to retain maximum flexibility. Provide data and power connections on all walls. Maximize the use of wall space with tack boards for work display and review.



► Flexible Learning space - Crossroads Elementary School, MCB Quantico, VA - Waller, Todd & Sadler Architects / RRMM Architects

Broadcast Room

The Broadcast Room provides space for school broadcasts and video production projects. This space should be connected to the video distribution system to allow for transmission of different media (broadcast, video, audio) from the Broadcast Room throughout the school.



► Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

Built-In items

- Instructional Area, Flexible Learning – Marker board
- Instructional Area, Flexible Learning – Tack board
- Workroom/Storage – Built-in casework

Plumbing

- Information Center – Drinking fountains shall NOT be provided within the Information Center. Where desired, they may be provided in a convenient location outside the Information Center.
- Workroom/Storage – Sink
- Flexible Learning – Sink (optional)

DoDEA Education Facilities Specifications – Elementary School

Equipment

- Instructional Area, Flexible Learning – Interactive technology, refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.
- Broadcast Room – A/V Systems, refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – SHARED SPACES

PHYSICAL EDUCATION

Area Description	sf	sm	Notes
Gymnasium	5075	471.5	Provide 2 for enrollment (not including PK) ≥ 1000
PE Storage	varies	varies	Enrollment (not including PK); min. 400sf/37.2sm
Staff Restroom with Shower	75	7.0	One per school

The Program for Design (PFD) includes Staff Collaboration allocations; refer to Section 3.3.1 for associated requirements.

Adjacencies

The Gymnasium may be used for after-school events, so it should be able to function discretely from the remainder of the school building. The Gymnasium is a noisy activity space. Sound isolation may be accomplished with a combination of room placement and increased STC ratings. If the Gymnasium is designed to open to an adjacent space such as the Commons for increased flexibility, the Gymnasium must have the capability to be completely closed off to limit noise intrusion when the spaces are used separately. Public restrooms are required near the Gymnasium and shall be accessible for after school events.

Functional Area Description

The focus of physical education has evolved to include all aspects of the healthy lifestyle of individuals. Physical education is therefore directed toward fitness and wellness through activity and theory-based instruction for nutrition and healthy lifestyle choices. The Gymnasium should accommodate the evolving curriculum of physical education.

Gymnasium

The Gymnasium provides a dedicated space for physical education. Provide a clear height of 24ft/7.3m. Windows, light fixtures, and mechanical equipment must withstand the impact abuse of sports balls. A divider curtain is desirable to allow two activities to occur simultaneously.

The Gymnasium at the elementary school does not require space for competition sports and shall have no spectator seating. The curriculum at this age is skill-based. Basketball court markings are not required and are usually not desirable. The largest court that can be accommodated is 42x74ft/12.8x22.6m. Multiple



▶ Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

colored activity lines may be provided, as opposed to basket court markings. Four to six basketball goals shall be provided. At least two shall be adjustable in the 6–8ft/1.8–2.4m range and two shall be adjustable in the 8–10ft/2.4–3.1m range. Positioning of the goals should allow for concurrent use by small groups of students. Align goals on opposite sides of the room and provide an activity line along the centerline of the two goals. Additional activity lines may include a perimeter line to create a safety

DoDEA Education Facilities Specifications – Elementary School

zone, lines to divide the area in quadrants, a large activity circle, four square lines, colored activity squares to help spread the students out for throwing and catching activities, and alphabet and/or numbered boxes along the side line for lining up.

Physical Education Storage

The PE Storage provides a space to secure and store PE equipment when it is not in use. The room shall include a pair of 3ft/900mm wide doors with removable astragal, with direct access to the Gymnasium. Where possible, include doors to the exterior for storage of equipment used on the fields.

PE Staff Restroom

A single unisex PE staff restroom, shower, and changing area shall be provided. This restroom shall be easily accessible to all staff members from either the main circulation or the Gymnasium. Refer to the Restroom section for associated requirements.



▶ Crossroads Elementary School, MCB Quantico, VA
RJE Knoll / Waller, Todd, Todd & Sadler Architects

Built-In items

- Gymnasium or PE Storage - Lockable cabinet for independent sound system

Plumbing

- Gymnasium - Drinking fountain with bottle filler in recessed alcove
- PE Staff Restroom - sink, lavatory, shower

Equipment

- Gymnasium - Basketball hoops (4-6, height adjustable)
- Gymnasium - Wall padding - 6ft/1.8m high
- Gymnasium - Divider curtain (optional)
- Gymnasium - Chinning bars, climbing wall, other wall mounted equipment (optional)

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS - SHARED SPACES

ART

Area Description	sf	sm	Notes
Art	1000	92.9	
Kiln	100	9.3	
Art Storage	200	18.6	

The Program for Design (PFD) includes Staff Collaboration allocations, refer to Section 3.3.1 for associated requirements.

Adjacencies

Locate the Art Room adjacent to other instructional spaces. The Art Room may be located in a Neighborhood, or grouped with other instructional spaces, such as Music, to allow for collaboration. Position the Art Room so that primary access is from the main building circulation with direct access to an outdoor learning area. A northern exposure for daylighting is preferred. The art teacher workspace shall be part of a Staff Collaboration area.



► Barkley Elementary School, Ft Campbell, KY
Woolpert, Inc.

Functional Area Description

The art program provides a standards based curriculum that encourages students to create works of art in two and three-dimensional modes to develop their capacity for innovation, enrichment and creativity and where applicable, to integrate with other content areas. Students explore many fundamental techniques with an emphasis on developing and enhancing skills related to group interaction, self-esteem, reflection, decision making and innovative thinking as a means of self-expression through art. Natural daylighting and views are desirable features in the Art Room.

Art Room

The general work area provides space for individual and small or large group activities. Provide student tables to accommodate 24 students. Computer tables shall be provided to accommodate 4 computers. A printer cart shall also be provided. The instructional area shall include an interactive white board, marker board, media cart, and instructional table. Provide areas for display of student artwork, both 2-D and 3-D, within the Art Room and in the main circulation area near the entrance to the Art Room. Provide a door from the general work area to an Outdoor Learning Area.

A clean-up area shall be provided in the Art Room for students and teachers to clean themselves and their equipment. Sinks should be located so that they are out of the main circulation path and positioned far enough apart for simultaneous use. Provide one adult height and 2-3 student height sinks. Some options for student sinks are individual sinks, trough sinks with multiple faucets, or wash fountains. The adult height sink shall be a deep sink with a gooseneck faucet for cleaning large items. All sinks in the Art Room shall be outfitted with solids interceptors.

DoDEA Education Facilities Specifications – Elementary School

Storage is needed in the Art Room for both student work and art supplies. The basic module for 2-D student work is 18"x24"/420x594mm(A2). Student tables, drying racks, flat files for student work, and shelving for paper storage shall all be sized appropriately. Storage shall be provided as a combination of built-in casework and furniture pieces. Built-in casework, typically containing the sinks, shall be provided on one wall of the Art Room. This casework may contain any combination of drawers, base and wall cabinets, tall storage, and/or flat files. In addition to the built-in storage, furniture shall be provided for additional storage. Consider the use of mobile storage so that supplies can more easily be distributed around the room. Provide some open wall space within the Art Room for equipment such as drying racks. The AE shall work with the art teacher to determine the correct proportion of different types of storage within the Art Room.



▶ Crossroads Elementary School, MCB Quantico, VA
Waller, Todd, Todd & Sadler Architects / RRMM Architects

Kiln

The Kiln Room requires space for a kiln, a freestanding service sink (quench sink), and utility shelving. This is a wet area. Only items relating to the use of the kiln shall be stored in this room. Shelving shall be provided for organization of clay pieces (greenware, bisque, or glazed) and for storage of kiln related items (shelves and posts). A mobile cart shall be provided to transport clay pieces to the Kiln Room. Select a style of cart that will allow some protection from items rolling off the shelves during transport. Provide interlocked outside supply air and exhaust air fans in the Kiln Room to prevent conditioned air from the adjacent classroom space from being exhausted. Position the Kiln Room near the exterior for efficient ventilation. The door to the Kiln Room shall be 48"/1200mm wide to accommodate moving equipment in and out of the room. This can be accomplished with a single extra wide door, or a pair of doors. Where a pair of doors is provided, the active leaf shall be wide enough to accommodate a mobile cart without having to open both doors (ex. a standard door with a smaller inactive leaf). One of the Art Room doors (exterior or interior) must also be extra wide to provide a clear path for movement of equipment.

Art Storage

The Art Storage room contains shelving and storage areas for art supplies and equipment. Open, adjustable, utility shelving is preferred for paper and supply storage. Provide at least one deep shelf to accommodate oversize paper. Provide a lockable storage cabinet for items that need to be secured and a small safety cabinet for flammable/hazardous materials such as inks, paints and thinners. Provide open floor area for storage of mobile units.

Outdoor Learning Area

Provide a paved exterior space adjacent to the Art Room to function as an extension of the work area. This space should be large enough for the entire class to work individually or in groups. Refer to the Outdoor Learning section for additional information.

DoDEA Education Facilities Specifications – Elementary School

Built-In Items

- Art Room – Marker board
- Art Room – Tack board, tack strip, 3-D display area for student work
- Art Room – Built-in casework (one wall)
- Art Room – Coat hooks for smocks

Plumbing

- Art Room – Sinks with solids interceptor – Student and adult height
- Kiln Room – Freestanding service sink with solids interceptor

Equipment

- Art Room – Interactive technology, refer to “Technology System Design Guidelines-DoDEA Special Systems” for additional information
- Art Room – Pottery wheels are not provided in Elementary Schools
- Kiln Room – Kiln

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS - SHARED SPACES

MUSIC

Area Description	sf	sm	Notes
Music Room	1000	92.9	
Music Storage Room	250	23.2	

The Program for Design (PFD) includes Staff Collaboration allocations, refer to Section 3.3.1 for associated requirements.

Adjacencies

Locate the Music Room near the Multipurpose Room. The Music Room may be positioned adjacent to the Platform area to act as a “green room” during performances. The Music Room may be co-located with other specialty instructional areas, such as Art to allow for collaboration between programs.

Functional Area Description

The Music Room serves as the primary area for music education. The activities in this room require acoustical treatment within the room and sound transmission control between adjacent spaces. Sound isolation may be accomplished with a combination of room placement and increased STC ratings. Storage rooms and other non-occupied spaces may be used as buffer spaces.



► Crossroads Elementary School, MCB Quantico, VA
Waller, Todd, Todd & Sadler Architects / RRMM Architects

The required ceiling height for a Music Room is directly related to the size of the room, but should not be less than 12ft/3.7m for elementary schools. This space shall be designed by an acoustical engineer. An acoustic door is NOT required. A high quality classroom door with appropriate door bottom and perimeter seals is sufficient. Maintenance and durability shall be considered when specifying door seals.

Music Room

The Music Room shall accommodate 30 students. The Music Room shall include an instructional area with a marker board (with music staff), interactive technology, media cart, instructional table, instructor’s music stand and area rug. Provide 3 movable computer workstations. Furnishings within the Music Room must allow the easy reconfiguration of this space. At the elementary school level this is an activity space, more than a rehearsal/performance space. Student chairs shall be stackable and shall have a dolly so that they may be easily rolled out of the way. Easily reconfigurable, multi-position risers may be provided but are not required. Performance style risers are not appropriate for this space.

A Music Storage Room is provided in all schools, but additional storage may be provided within the Music Room using built-in casework or furniture pieces. Moveable low storage units, shelves and/or bins shall be provided. The elementary music program utilizes a class set of textbooks and a variety of classroom rhythm instruments, hand drums, tambourines, and recorders. Where built-in storage is provided, it shall be along one wall of the Music Room. All storage within the Music Room should be

DoDEA Education Facilities Specifications – Elementary School

focused on items needed for daily instruction and should be kept to a minimum in order to maximize the space available for student instruction.

Music Storage Room

The Music Storage Room includes space for the storage of supplies, instruments and larger equipment that cannot be stored within the Music Room. Provide a file cabinet, adjustable utility shelving and/or lockable cabinets. Provide some deep storage (30"/762mm deep) to accommodate larger instruments. Open storage is preferred since the room itself is lockable.



▶ Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

Built-In Items

- Music Room – Marker board, with music staff
- Music Room – Tack board
- Music Room – Built-in casework (optional) – Any tall storage shall be 30"/762mm deep, min

Plumbing

- Music Room – Hand wash sink, student height
- Music Room – Drinking fountain, student height

Equipment

- Music Room – Interactive technology, refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.
- Music Room – Independent sound system

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – SHARED SPACES

OT/PT

Area Description	sf	sm	Notes
Instructional Area	850	79.0	
Storage/Planning/Observation Area	350	32.5	

Adjacencies

The OT/PT space is a shared resource for the entire school. It can be located near the Neighborhoods or the Gymnasium. It must be accessible from the main circulation. This space may be located on any level of the school.

Functional Area Description

This area provides space for students to receive IEP identified educational support and intervention for small (occupational) and large (physical) muscular needs. Provide an open, flexible space within the area to accommodate a variety of activities needed for student therapy. An oversized door (48"/1200mm minimum) or double doors shall be provided in the Instructional Area and Storage/Planning/Observation Area for movement of bulky assistive equipment.

Instructional Area

The occupational therapy services (OT) area addresses the small muscle deficits that are negatively impacting the student's progress in the educational environment. Services are not provided to address medically based OT needs that are provided in the medical environment (i.e., doctor's office, hospital, clinic, etc.). The area should provide a quiet and comfortable learning environment for OT. Provide an adjustable height activity table that can accommodate 4 students.

The physical therapy services (PT) area focuses on large motor skills and requires an open, flexible space that can accommodate a variety of movement activities using equipment such as balance bars, tricycles, and floor mats. The space should accommodate free movement exercises and dance.

A heavy-duty ceiling hook is not required, as this type of movement can be accomplished using freestanding equipment. Also, this type of movement can be accomplished via existing movable devices on the school grounds (i.e., school playground). Specialized furniture or assistive equipment will be provided by DoDEA (not as a part of a MILCON project) based on the student's IEP.

Storage/Planning/Observation Area

Provide a storage area for secure storage of equipment and educational resources. Provide open floor area in the storage room for trikes, walkers and other bulky equipment. Provide a combination of open shelving and tall storage cabinets for smaller items.

This area will also serve as workspace for the Physical Therapist and/or Occupational Therapist. These positions are often itinerants, so this is not the primary workspace. Provide a simple desk with file drawer for each position. Provide power and data connections for each workstation.

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Provide view windows with one-way glass into the Instructional Area for observation. Provide a door directly to the hall from this area so that students can be observed without disturbing instruction.

Built-In Items

- Instructional Area – Marker board
- Instructional Area – Tack board
- Storage/Planning/Observation Area – Shelving (built-in optional, may be provided as furniture)
- Storage/Planning/Observation Area – Tall storage cabinets (built-in optional, may be provided as furniture)

Plumbing (Not Used)

Equipment

- Interactive Technology – Refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – STUDENT SUPPORT AREAS

ADMINISTRATION SUITE

Area Description	sf	sm	Notes
Waiting Area	200	18.6	
Reception Counter	100	9.3	
Clerical Work Area	varies	varies	100sf/9.3sm per assigned position
Registrar Office	100	9.3	Where clerical staff >3
Secretary (HR) Office	100	9.3	Where clerical staff >4
Principal’s Office	200	18.6	
Assistant Principal’s Office	175	16.3	Area per assigned Assistant Principal
Conference Room	200	18.6	
Student Records Room	75	7.0	
Work/Copy Room	200	18.6	
Suite Circulation	varies	varies	15% of Administration Suite total NSF

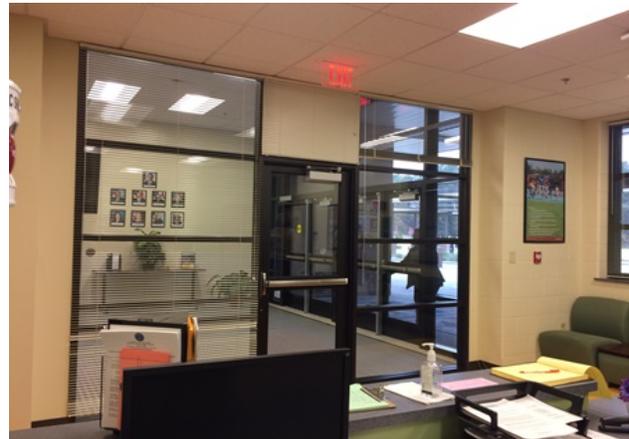
Adjacencies

Locate the Administration Suite adjacent to the main entrance. All visitors must sign in at the Reception Counter prior to entering the school.

Functional Area Description

The Administration Suite will provide the organizational and instructional leadership that is conducive for supporting teaching and learning. The Administration Suite will assist in coordinating overall instruction and interaction with parents and community.

The Administration Suite will house several different student services including: Waiting Area, Reception Counter, Clerical Work Area, Registrar Office, Secretary (HR) Office, Principal's Office, Assistant Principal’s Office, Conference Room, Student Records Room, and Work/Copy Room. A secure entry system shall be designed at the main entry to direct visitors to the Administration Suite during off-peak times when students are not arriving or leaving. The Administration Suite shall also have a secondary exit to allow the Principal and other staff to enter and exit the suite without going through the front reception area. This secondary exit shall connect to the main circulation of the school.



▶ Secure Entry - Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

DoDEA Education Facilities Specifications – Elementary School

Waiting Area/Reception Counter

Two secure doors shall be provided to enter and leave the Waiting Area. The first door shall enter from the main entry vestibule so that all visitors are directed to sign-in at the Reception Counter. The second door shall exit to the main building circulation. Both of these doors shall remain locked at all times and require release from the staff at the Reception Counter. The Waiting Area shall provide space for visitor seating and displaying/posting informational materials. The Reception Counter shall separate the Waiting Area from the Clerical Work Area. A portion of the Reception Counter shall be at the appropriate height for handicapped accessibility.



▶ Reception/Clerical-Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

Clerical Work Area

The Clerical Work Area houses clerical staff, intercom system, clock and bell system, public address system, and telephone switchboard. The clerical staff may also need visibility of any security monitors.

This area shall have convenient access to the Work/Copy Room.

Registrar Office

Where the clerical staff is greater than three a separate office may be provided for the Registrar. The Registrar shall have convenient access to the Student Records Room. The Registrar primarily handles student issues.



▶ Reception/Clerical-Crossroads Elementary School, MCB Quantico, VA
Waller, Todd, Todd & Sadler Architects / RRMM Architects

Secretary (HR) Office

Where the clerical staff is greater than four a separate office may be provided for the Secretary. The Secretary primarily handles Human Resources/staff issues.

Principal's Office

The Principal's Office is typically at the rear of the Administration Suite. This office should have exterior views of the main approach to the school including the main entrance and/or bus loading area. Provide space for a small conference table in the office. The Principal's Office shall not have an exterior door because of additional security considerations.

DoDEA Education Facilities Specifications – Elementary School

Assistant Principal’s Office

The Assistant Principal typically handles student discipline and should have convenient access to the Waiting/Reception area and Conference Room. Provide one office for each Assistant Principal assigned to the school. Provide space for a small conference table in the office.

Conference Room

Furnish the Conference Room to accommodate a minimum of 10 people. Visitors as well as the Principal should be able to access this room easily.

Student Records Room

Provide a separate, lockable, 1-hour fire rated room for storage of confidential records. This room is fire rated so that standard file cabinets, rather than fire rated cabinets, may be used to achieve higher storage capacity. Shelving may also be required in the Student Records Room for boxes of archived records that are required to be retained.

Work/Copy Room

The Work/Copy Room contains space for a small kitchenette, copy area, work area, and staff inbox. This space is provided to serve the Administration Suite. The kitchenette shall contain a small refrigerator and a counter area to accommodate a sink, microwave, and coffee pot. The copy area shall include space for a copy machine, fax machine, and any other tabletop equipment. Noisy equipment, such as high production copy machines, shall be located in the Central Workroom. A central work table is a desirable feature in this space. The staff inbox shall provide an area for distribution of paper correspondence to the school staff. The Work/Copy Room shall be centrally located within the Administration Suite to provide convenient access to the admin staff. Access should also be provided from the secondary entry to the Administration Suite so that teachers may access the staff inbox without entering through the reception area. The Work/Copy Room is not required to have a door, but should be designed in a manner that contains the noise and clutter that may be associated with this space.



► Work/Copy-Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture



► Work/Copy Kitchenette-Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

Staff Restrooms

Staff Restrooms shall be located within or easily accessible from the Administration Suite. Refer to the

DoDEA Education Facilities Specifications – Elementary School

Restroom section for associated requirements.

Built-In Items

- Waiting Area/Reception Counter – Reception counter
- Offices (Principal, Assistant Principal, Registrar, Secretary) and Conference Room – Marker board
- Waiting Area, Offices (Principal, Assistant Principal, Registrar, Secretary), and Conference Room – Tack board
- Student Records Room – Shelves (optional)
- Work/Copy Room – Base and wall cabinets with countertop
- Work/Copy Room – Staff Inbox – Message boxes, open or closed (built-in or furniture)

Plumbing

- Work/Copy Room – Sink
- Work/Copy Room – Small full-size refrigerator with icemaker – (15-20 cu. ft. capacity)
- Work/Copy Room – Microwave
- Work/Copy Room – Coffee Pot

Equipment

- Interactive technology, refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – STUDENT SUPPORT AREAS

HEALTH SUITE

Area Description	sf	sm	Notes
Waiting Area	80	7.4	Enrollment >350
Nurse’s Workspace	100	9.3	Per assigned position
Treatment Area	275	25.5	
Restroom	65	6.0	
Screening/Storage Room	50	4.6	
Large School Allowance	250	23.2	Enrollment > 1000

Adjacencies

Locate the Health Suite near the front entrance. Parents must always check in at the Administration Suite, so provide convenient access if a student is sick and needs to be sent home.

Functional Area Description

The Health Suite provides space for the health and wellness treatment of students during school hours. A Health Suite should be provided in every school. The Health Suite shall be one open area containing the waiting, nurse’s workspace, treatment, and rest area. The only enclosed spaces within the Health Suite are the handicap accessible restroom with shower and the screening/storage room. The function of this space is similar regardless of school size. The entire space shall be configured for easy monitoring of all areas by a single staff member. Small schools without a full time nurse shall also include a visual and physical connection to the Administration Suite to allow a clerical or other staff to continuously monitor sick students.



► Mason Early Childhood Center, Mason, OH
VSWC Architects

Students visit the Health Suite for a variety of reasons: taking medicine, health screenings (vision, hearing, weight, etc), when they are hurt, or when they are sick. A student height hand wash sink shall be located near the entrance to the suite so that students may wash their hands before returning to class when visiting the Health Suite for routine medication or screenings. The Nurse’s Workspace and the Treatment Area shall be central to the suite. When students are hurt or sick they will be assessed in the Treatment Area and either sent home or sent back to class. The Rest Area will be used when a student is sick and waiting to be picked up by a parent/guardian. The Rest Area shall be located toward the rear of the suite. The Restroom is generally located near the Rest Area to serve a student who is sick, but also located near the entrance to the suite. The Screening/Storage Room shall be convenient to the Treatment Area.

DoDEA Education Facilities Specifications – Elementary School

Waiting Area

The Waiting Area shall be near the entrance to the suite where students and parents can wait to see the nurse. In small schools, without a full-time nurse, this space may be in the Administration Suite adjacent to the door to the Health Suite for visual supervision of students waiting to see the nurse.

Nurse's Workspace

The Nurse's Workspace shall be central to the suite for visual supervision of all areas of the Health Suite. It should be convenient to both the Waiting Area and the Treatment/Rest Area. Provide a workstation with lockable storage for personal items and a lockable file for student records. In small schools without a full-time nurse, a small desk or counter shall be provided in lieu of a full workstation since space is more limited and this will not be the primary workspace for this staff member.

Treatment/Rest Area

The Treatment Area shall have enough space for a sink, work counter, refrigerator, physician's scale, and a lockable medicine cabinet/cart. A motion operated faucet is preferred for the sink. The refrigerator shall be lockable and will be used for storing medicine, single-use icepacks, diabetic snacks, etc. It will not be used for general storage of food items. Provide base cabinets in this area with drawers for the easy organization of small medical supplies. The treatment area does not require a treatment table. The nurse and student will sit at the same level, talking and writing. Provide a low desk or computer stand for convenient computer access in this area. This computer station is separate from the computer at the Nurse's Workstation. This space should be configured for the assessment of injuries and illness and the provision of basic first aid. The Treatment Area shall also include an area with a clear distance of 20 feet to administer eye tests. This distance can usually be accommodated in the general circulation between functional areas. This area shall have the ability to be darkened with blinds.

The Rest Area shall provide an area for students who are sick to lie down with some minimal privacy. There should be no view from the main hallway into this area. Include cots with ceiling hung curtains to provide privacy for each cot. Furnishings should be kept to a minimum in this area for ease of cleaning. Cots should be at an age appropriate height with a cleanable vinyl surface with cot paper (no linen) and slightly raised head. Provide an area at the foot of or under the cot for storage of books/backpack. For small schools, at least one cot shall be provided. In schools with a full-time nurse, provide a minimum of two cots. In larger schools additional cots may be provided as space allows. This space will primarily be used as a rest area for students until they are able to be picked up by a parent/guardian.

Restroom

Provide a single handicap accessible restroom with shower. Refer to the Restroom section for associated requirements.

Screening/Storage Room

A small room shall be provided for private screenings (hearing, height, weight, blood pressure, etc.), confidential conversations, and storage of bulky items such as a wheelchair and other miscellaneous equipment. A tall lockable storage cabinet may be provided for storage of equipment and supplies. Power, data, and telephone shall be available in this space. A small table and chair shall be provided for private consultations or telephone conversations and for use with small equipment such as a portable audiometer for hearing screenings. Glazing shall be provided for visibility to and from the Health Suite.

DoDEA Education Facilities Specifications – Elementary School

Built-In Items

- Treatment Area – Base and wall cabinets with countertop
- Rest Area – Ceiling mounted privacy curtains

Plumbing

- Waiting Area – Hand wash sink, handicap accessible
- Treatment Area – Double bowl sink
- Treatment Area – Icemaker connection

Equipment

- Treatment Area – Small full-size refrigerator with icemaker – (15-20 cu. ft. capacity)

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – STUDENT SUPPORT AREAS

GUIDANCE COUNSELING SUITE

Area Description	sf	sm	Notes
Waiting Area	100	9.3	
Psychologist Workspace	100	9.3	One per school
Counselor Workspace	100	9.3	Per assigned position

Adjacencies

The Guidance Counseling Suite has no required adjacencies. The Guidance Counseling Suite and Special Education Suite are often co-located along with the Shared Conference Room. Where the Guidance Counseling Suite is located near the Administration Suite it is required to have a separate entrance.

Functional Area Description

The Guidance Counseling Suite provides space for counselors and/or school psychologists to work with, counsel, and administer assessments to students. The design should consider the confidential nature of communication (to include telephonic or in person) that takes place. Student enrollment will determine the number of spaces required.

Waiting Area

Provide a Waiting Area for students and parents requesting assistance from the Guidance Counseling Suite. The Waiting Area for the Guidance Counseling Suite and Special Education Suite may be combined. There are no staff positions assigned to the Waiting Area, so a workstation is not required in this space. A portion of the Waiting Area space allocation may be re-allocated to create a full office where a partial staff position (0.5) is indicated for Guidance Counselors.

Counselor/Psychologist Workspace

Each school will have one Workspace for the School Psychologist. The number of Workspaces for Counselors is determined by the number of assigned positions. Psychologist and Counselor Workspaces shall open onto the Waiting Area or common corridor. The Psychologist and Counselor Workspaces may be grouped together to encourage collaboration. If this is desired, the Shared Conference Room may be used for private meetings and telephone conversations.

Built-In Items

- Offices (Counselor/Psychologist) – Marker board
- Offices (Counselor/Psychologist) – Tack board

Plumbing (Not Used)

Equipment (Not Used)

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – STUDENT SUPPORT AREAS

SPECIAL EDUCATION SUITE

Area Description	sf	sm	Notes
Waiting Area	100	9.3	
Assessor Workspace	100	9.3	One per school, additional per assigned position
Assessment Room	100	9.3	
Lockable Storage	75	7.0	

Adjacencies

The Special Education Suite has no required adjacencies. The Guidance Counseling Suite and Special Education Suite are often co-located along with the Shared Conference Room.

Functional Area Description

The CSC (Case Study Committee) provides critical screening services for students to determine if special needs programs are appropriate. The Special Education Suite provides workspace for the CSC chairperson (Assessor Workspace) along with a Waiting Area, an Assessment Room, and Lockable Storage.

Waiting Area

Provide a Waiting Area for the Special Education Suite that is easily accessible to students and visitors. The Waiting Area for the Guidance Counseling Suite and Special Education Suite may be combined. Some schools may be assigned an Office Automation Assistant or Assessment Clerk. When this position is provided (see PFD) a workstation shall be provided in the Waiting Area, otherwise a workstation is not required in this space.

Assessor Workspace

This workspace provides an area for the CSC chairperson to work and conduct confidential student educational program meetings. These meetings may include participation of students and/or visitors. This space must be lockable for secure storage of special education files. Design the space to permit one-on-one conferences between the specialist and student or parent. Locate for accessibility to the Waiting Area and the Assessment Room.

Assessment Room

The Assessment Room shall open toward the Waiting Area while providing privacy and quiet. One-on-one testing is conducted between an assessor and a student in this room. One Assessment Room is provided in each school. If additional Assessment Rooms are required, due to special circumstances such as a high Special Education population, approval must be obtained from HQ DoDEA.

Lockable Storage

Provide a Lockable Storage Area, preferably accessible from the Waiting Area or the internal hallway within the suite. Provide shelving for storage of testing materials and supplies.

DoDEA Education Facilities Specifications – Elementary School

Built-In Items

- Assessment Room – Marker board
- Assessment Room – Tack board
- Lockable Storage – Shelving (built-in optional, may be provided as furniture)

Plumbing (Not Used)

Equipment (Not Used)

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – STUDENT SUPPORT AREAS

SHARED CONFERENCE ROOM

Area Description	sf	sm	Notes
Shared Conference Room	200	18.6	

Adjacencies

The Shared Conference Room is one of two dedicated conference rooms provided within the school. The other is in the Administration Suite. The Shared Conference Room shall be located so that all staff suites have convenient access to a conference room.

Functional Area Description

The Shared Conference Room is generally used by the Guidance staff and the Special Education/CSC staff. This space does not need to be accessed directly from the Guidance or Special Ed Suites. Access from the main circulation will facilitate use by various groups needing conference space. If additional conference space is needed, the Neighborhood Group Learning or One-to-One spaces may also be available for occasional use.



▶ Todd Beamer High School, Seattle, WA
Concordia Architects

Built-In Items (Not Used)

Plumbing (Not Used)

Equipment

- Interactive technology, refer to “Technology System Design Guidelines – DoDEA Special Systems” for additional information.

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – STUDENT SUPPORT AREAS

PARENT’S CENTER

Area Description	sf	sm	Notes
Parent’s Center	200	18.6	

Adjacencies

The Parent’s Center has no required adjacencies. The Parent’s Center shall not be a part of any staff suite (Administration, Guidance, or Special Education). This room is often located near the main entrance or the Central Workroom.

Functional Area Description

The Parent’s Center serves as a central parent volunteer work area. Provide casework or furniture and a file cabinet for storage of volunteer materials and files. Provide a work/meeting table and chairs for six to eight people; a desk is not required. Note that parents may also use space within the neighborhoods for volunteer activities.

Built-In Items

- Marker board
- Tack board
- Built-in casework (optional)

Plumbing (Not Used)

Equipment (Not Used)

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – STUDENT SUPPORT AREAS

CENTRAL WORKROOM

Area Description	sf	sm	Notes
Central Workroom	150	13.9	
Secondary Workroom	150	13.9	Only in multi-story buildings

Adjacencies

The Central Workroom shall be centrally located with easy access from the Neighborhoods. The Secondary Workroom is only provided in multi-story buildings and shall be located where it can be conveniently accessed from the upper level(s).

Functional Area Description

The Central Workroom and Secondary Workroom provide space for large reproduction equipment such as high production printers and copiers and items such as a die-cut machine, laminator and other specialized equipment that cannot be distributed to the Neighborhoods. This space is primarily for staff, but may also be used by parent volunteers. Provide layout space convenient to the reproduction equipment. Provide casework as required for specialized items such as the die-cut machine and paper cutter. This noisy area should be acoustically separated from any adjacent areas. Typically, a fairly square room with a central work table and built-in cabinets on one wall works well. Provide open floor space for large copiers and printers.



▶ Northwest Middle School, Salt Lake City, UT
VCBO Architecture

Built-In Items

- Tack board
- Built-in casework

Plumbing (Not Used)

Equipment

- High production printers and copiers (freestanding)
- Die-cut machine and templates (counter)
- Laminator (counter or freestanding)
- Paper cutter (counter)
- Paper rolls (freestanding)

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – STUDENT SUPPORT AREAS

SCHOOL'S OFFICER

Area Description	sf	sm	Notes
School's Officer	100	9.3	

Adjacencies

The School's Officer has no specific adjacency requirements.

Functional Area Description

The School's Officer is employed by the military installation's commander and functions as a liaison between the school and community. This officer deals with school discipline from the perspective of the military installation and is not responsible for controlling access and emergencies for the school. The School's Officer Workspace is generally not part of the Administration Suite.

Built-In Items

- Marker board
- Tack board

Plumbing (Not Used)

Equipment (Not Used)

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – BUILDING SERVICES

FOOD SERVICE

Area Description	sf	sm	Notes
Serving Line/Food Prep-Full Service	varies	varies	Enrollment x 3; min, 1600sf/148.6sm
Serving Line/Food Prep-Satellite	varies	varies	Enrollment x 1.5; min 1000sf/92.9sm
Dishwashing	300	27.9	
Dry Storage	varies	varies	Enrollment x .4; min 100sf/9.3sm
Refrigerator/Freezer (1/3 freezer)	varies	varies	Enrollment x .4; min 100sf/9.3sm
Food Service Office	100	9.3	
Breakroom with Lockers	150	13.9	
Restroom (Handicap)	60	5.6	Unisex – Exception: Germany male/female
Janitor’s Closet	20	1.9	
Receiving Area	100	9.3	

Adjacencies

The Serving Line in the Food Service area shall be adjacent to the Multipurpose Room. The Receiving Area for the Food Service shall be adjacent to the Receiving Room. There shall be no exterior doors directly from the Food Service area. All deliveries shall be routed through the Receiving Room. Buffer the noise of the Food Service area from the quiet areas of the school.

Functional Area Description

The Food Service area provides space for delivery, storage, preparation and serving of student meals. Overseas programs are run by Army and Air Force Exchange Service (AAFES), the Navy Exchange (NEX), a Navy galley, or a contractor.



► Hampton Primary School, Fort Bragg, NC
SchenkelShultz Architecture

The kitchen may provide a full service or satellite operation. A full service kitchen includes a full complement of spaces to allow for the storage and preparation of the food served. A satellite kitchen serves food prepared elsewhere but may heat up prepared items and do other finishing work on-site.

A food service equipment professional with specialized expertise shall prepare the food service equipment floor plans and specifications. The space for the kitchen is generally allocated in the planning stage by the number of meals served (or total student capacity) and refined by the size and requirements of the actual food service equipment. The space allocations identified on the PFD for specific functions within the Food Service area may be modified as long as the total overall net building area for the Food Service area is not exceeded.

DoDEA Education Facilities Specifications – Elementary School

Serving Line

Multiple factors determine the number of serving lines: the number of students per serving period, the variety of foods offered, the length of the lunch period, and the method of payment for meals. Assume that students require half of the lunch period to eat. A serving line can process about 5 students per minute. Paying at the cashier limits the speed of the line. If utilizing a card system, the speed can increase to 6 students per minute. Utilize mobile serving line equipment for ease of cleaning. The serving line tray slide height shall be 30"/762mm AFF for elementary students. In combined schools, the height shall default to the standard for the youngest students served.

Food Preparation

Layout of this space should allow for efficient preparation of food. In a full service kitchen this will involve large scale equipment for baking, steaming and cooking of foods. In a satellite kitchen this may only include reheating. Equipment selection is greatly affected by menu variety and types of foods served. Include hand washing sinks for staff in this area. For schools in Germany, plan for separate areas for "dirty" prep for cleaning foods, cold prep, and hot prep (no sf increase from PFD but individual allocations may be adjusted within the overall total).

Dishwashing

The size of this area will vary depending on the type of dishware used. This space is usually located adjacent to the Multipurpose Room for dish drop-off.

Dry Storage

Provide space for dry storage. Adjust the size of the space if the facility buys in bulk.

Refrigerator/Freezer

Walk-in refrigerator/freezer storage shall be provided except in very small kitchens, where upright units shall be provided. Adjust the size of the space if the facility buys in bulk. For schools in Germany, provide two walk-in refrigerators for separation of meat and vegetables.

Food Service Office

The Food Service Office shall be positioned where the food service manager can see both the receiving and food preparation areas. Provide view windows in walls or doors as needed.

Restroom (HC)/Changing

Provide a single ADA compliant restroom near the Breakroom. In Germany, provide separate male and female restrooms sized to German handicap codes. Provide wall hooks and other furnishings to facilitate changing within this space. Refer to the Restroom section for associated requirements.

Breakroom with Lockers

This space provides a breakroom and personal storage space for the kitchen staff. A kitchenette shall be provided with cabinets and a countertop containing a sink and space/power for a microwave, coffee pot. A full height refrigerator shall be provided. Provide personal storage lockers, full or half height, and a table with seating for up to 6.

DoDEA Education Facilities Specifications – Elementary School

Janitor's Closet

Provide a janitor's closet specifically for the kitchen only.

Receiving Area

The receiving area provides access for deliveries and shall be immediately adjacent to the Receiving Room. Provide an oversize or double door to accommodate deliveries.

Built-In Items

- Food Service Office and Breakroom - Tack board
- Food Service Office and Breakroom - Marker board
- Breakroom – Base and wall cabinets
- Breakroom – Lockers (built-in or furniture)

Plumbing

- Kitchen - As determined by food service consultant
- Breakroom – Sink
- Restroom – Refer to the Restroom section for fixture requirements

Equipment

- Kitchen - As determined by food service consultant
- Breakroom - Small full-size refrigerator with icemaker – (15-20 cu. ft. capacity)

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – BUILDING SERVICES

JANITORIAL WORKROOM

Area Description	sf	sm	Notes
Janitorial Workroom	150	13.9	

Adjacencies

Locate the Janitorial Workroom in the Building Services area.

Functional Area Description

In DoDEA-Americas locations, custodial services are typically provided by DoDEA personnel. A separate break area is not needed, but larger cleaning equipment will need to be stored at the school. Provide a floor receptor with drain and a deep service sink in this area for the draining and cleaning of equipment.

In DoDEA-Europe and DoDEA-Pacific locations custodial services are typically provided by host-nation contractors rather than DoDEA personnel. This space provides break room and personal storage space for 4-6 people. A kitchenette shall be provided with cabinets and a countertop containing a sink and space/power for a microwave, coffee pot. A full height refrigerator shall be provided. Provide six personal storage lockers, full or half height, and a table with seating for up to 6. Large cleaning equipment is brought in by the contractor on an as-needed basis for deep cleaning and is not stored at the school.

Built-In Items

- DoDEA-Europe and DoDEA-Pacific - Base and wall cabinets
- DoDEA-Europe and DoDEA-Pacific - Lockers (built-in or furniture)

Plumbing

- DoDEA-Europe and DoDEA-Pacific – Sink
- DoDEA-Americas – Floor receptor
- DoDEA-Americas – Deep service sink

Equipment

- DoDEA-Europe and DoDEA-Pacific - Refrigerator

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – BUILDING SERVICES

MAINTENANCE SUPPORT

Area Description	0-500		501-750		751-1000		>1000	
	sf	sm	sf	sm	sf	sm	sf	sm
Maintenance Support	200	18.6	300	27.9	360	33.4	480	44.6

Adjacencies

Locate the Maintenance Support in the Building Services area.

Functional Area Description

The Maintenance Support area provides space for the maintenance personnel/contractor to work on repair projects and store supplies for routine maintenance of the facility. At locations where a maintenance contract is in place, ensure that this space can be secured in accordance with the contract.

This space shall include a work bench, heavy-duty utility shelving, and lockable storage cabinets.

Built-In Items

- Marker board
- Tack board

Plumbing (Not Used)

Equipment (Not Used)

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – BUILDING SERVICES

TRANSPORTATION SUPPORT

Area Description	sf	sm	Notes
Reception/Waiting/Photo Area	100	9.3	
Transportation Workspace	100	9.3	Per assigned staff

Adjacencies

Transportation Support shall have access to the main circulation providing easy access for both students and visitors.

Functional Area Description

This functional area is for Transportation Support that serves a smaller complex of schools. It is not intended to be used for planning the space requirements of a large, centralized school bus office. This office plans and directs the bus transportation for the local student body. All aspects of traffic flow and safety concerns are handled here. A single space shall be provided with reception, waiting and photo area on a public side of a transaction counter and workspace for staff provided behind the counter.

The reception area should open onto the main hallway. Provide a transaction counter to separate the waiting area from the staff workspace, preferably furniture based. Provide an area for taking student identification photos at one end of the transaction counter. This area shall have a plain backdrop and a place to set up the camera.

The workspace area will vary according to the number of people assigned to this function at a particular school. An area with a desk, computer and telephone should be provided for each person. At least one workspace should be able to see the reception/waiting area. A lockable storage cabinet shall be provided for the camera equipment and supplies.

Built-In Items

- Tack board
- Marker board

Plumbing (Not Used)

Equipment (Not Used)

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – BUILDING SERVICES

SCHOOL SUPPLY/STORAGE AREA

Area Description	sf	sm	Notes
School Supply/Storage Area	varies	varies	Enrollment + 200sf
Supply Tech Workspace	100	9.3	

Adjacencies

Locate the School Supply/Storage Area adjacent to the Receiving Room. There shall be no exterior doors directly from the School Supply/Storage Area. All deliveries shall be routed through the Receiving Room.

Functional Area Description

The School Supply/Storage Area serves as the primary storage area for the school. If windows are provided they shall be above the height of standard utility shelving to reduce security risk. Coordinate the height of the shelving with clearances required for sprinkler systems.



▶ Hampton Primary School, Ft Bragg, NC
SchenkelShultz Architecture

Interior double doors shall connect directly to the main circulation for ease of transporting materials throughout the school. An enclosed workspace shall be provided for the Supply Technician. Position the workspace near the interior entry for convenient access to the school and to allow for visual surveillance of the entire area and all entrances. Lockable storage cabinets may be provided for storage of high value items. A lockable file cabinet shall be provided for secure storage of purchasing records.

Generally, if there are hazardous materials that need to be stored they should be in small enough quantities that a flammable storage cabinet may be provided in lieu of a flammable storage room. If a separate flammable storage room is provided, it shall not be more than 100sf/9.3sm (which will be deducted from the School/Supply Storage Area) and it shall only be accessed from the exterior.

Built-In Items (Not Used)

Plumbing (Not Used)

Equipment (Not Used)

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – BUILDING SERVICES

RECEIVING ROOM AND LOADING DOCK

Area Description	sf	sm	Notes
Receiving Room	280	26.0	

Adjacencies

The Receiving Room shall be the only access point from the Loading Dock. The Receiving Room shall be immediately adjacent to the School Supply/Storage Area and Food Service area to provide access for deliveries.

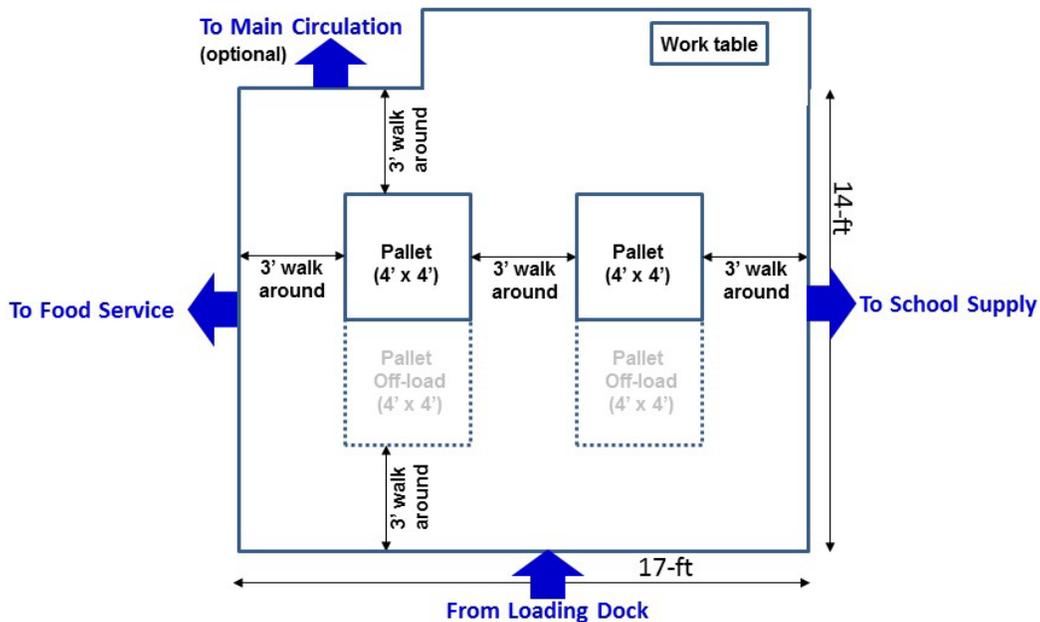
Functional Area Description

The Receiving Room and Loading Dock shall support the safe inspection and unloading of all deliveries for Food Service as well as the School Supply/Storage Area. These space shall also comply with any additional requirements identified in the DoDEA Physical Security Antiterrorism Design Guide.

Receiving Room

Minimum dimensions for the Receiving Room shall be 17'x14'/5.2m x 4.3m so that two pallets may be off-loaded and inspected simultaneously. This space shall provide direct access to and from the Loading Dock, School Supply/Storage Area, and Food Service (main building circulation access is not required).

The Receiving Room shall be equipped with a combination emergency eye wash, dedicated air ventilation system, and shut-off switch for the entire building. Provide space for a small table to process paperwork for deliveries. No filing cabinets, utility shelving, or staff workstations shall be located in this space.



DoDEA Education Facilities Specifications – Elementary School

Loading Dock

Each school shall have an exterior Loading Dock to receive deliveries for the Food Service and Central Supply/Storage Area. Building access to the Loading Dock shall be from the Receiving Room. The Loading Dock shall be designed and sized for vehicles that make regularly scheduled deliveries. Other considerations during design include, dock approach grade and drainage, apron space and surface material, dock height, dock equipment, edge markings, safety hand rails and building access door widths.

The Loading Dock door will be outfitted with electronic locks, card readers, audio/video intercom, and remote access capabilities (electronic door release). At a minimum, remote access locations (master station) shall include the Administration Suite, Food Service Office, and School Supply/Storage Area.

If applicable, provide exterior egress stair and ramp from the Loading Dock to apron grade, providing access for rolling hand carts. Stairs and ramp do not need to be covered.

If an overhead canopy is provided at the Loading Dock, the area shall be calculated as 50% for gross building area purposes.

Built-In Items (Not Used)

Plumbing

- Emergency eye wash

Equipment

- Refer to “DoDEA Physical Security Antiterrorism Design Guide” for additional information.

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – BUILDING SERVICES

MAIN TELECOMMUNICATIONS ROOM (TR-1)

Area Description	sf	sm	Notes
Main Telecommunications Room	200	18.6	Minimum dimensions 10'x16'/3.0x4.9m

Adjacencies

The Main Telecommunications Room (TR1) does not have specific adjacency requirements, but should be located for efficient cable routing.

Functional Area Description

Each school shall contain one Main Telecom Room (TR-1) for network equipment. Refer to “DoDEA Facilities Management Guide: Technology System Design Guidelines – DoDEA-Network” for additional information. Minimum dimensions for the TR-1 are 10'x16'/3.0x6.9m. If additional area is required it shall be a part of the net-to-gross allowances provided in the Program for Design (PFD). Area allowances for Secondary Telecommunications Rooms shall be a part of the net-to-gross allowances as the number and size will be dependent on the specific configuration of the building and the allowable cable runs.



▶ Crossroads Elementary School, MCB Quantico, VA
Waller, Todd, Todd & Sadler Architects / RRMM Architects

Built-In Items (Not Used)

Plumbing (Not Used)

Equipment

- Refer to “Technology System Design Guidelines – DoDEA Network” for additional information.

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – BUILDING SERVICES

TECHNOLOGY SERVICE CENTER

Area Description	sf	sm	Notes
Technology Service Center	300	27.9	

Adjacencies

The Technology Service Center is usually located near the Main Telecommunications Room (TR-1), but it may also be located near the Information Center if the Educational Technologist (ET) and Administrative Technologist (AT) work closely together. Access to this space shall be from the main circulation, not thru an adjacent space.

Functional Area Description

This area consists of a staff workspace, repair area, and storage area. The workspace provides a desk and file storage for the Administrative Technologist (AT). The repair area provides space for maintenance and repair of equipment. This area shall contain a work surface large enough for multiple computers, stools, shelves, and an area for tool storage. The storage area provides space for storage and distribution of supplies and equipment. This area shall contain shelves and/or lockable cabinets.

Built-In Items (Not Used)

Plumbing (Not Used)

Equipment (Not Used)

DoDEA Education Facilities Specifications – Elementary School

FACILITY ELEMENTS & REQUIREMENTS – BUILDING SERVICES

RESTROOMS

Functional Area Description

The total number of toilets, lavatories, showers and drinking fountains shall meet minimum International Building Code (IBC) plumbing requirements. This Education Specification provides information specific to DoDEA schools, but shall not supersede any code requirements.

The type of toilet accessories, such as toilet tissue, soap, and paper towel dispensers shall be coordinated with the District/School to ensure that they are compatible with current supply contracts. In some cases dispensers are provided with the consumables and do not need to be specified as a built-in item in the construction project. The choice of paper towel dispensers or hand dryers shall be determined at the school level, but junction boxes for hand dryers shall be included in public restrooms for future flexibility.

Handicap Accessibility for Individual Restrooms (ADA/ABA shown in italics)

213.2 Exception 4 - Where multiple single user toilet rooms are clustered together at a single location, no more than 50 percent of the single user toilet rooms for each use at each cluster shall be required to comply with 603. A "cluster" is a group of toilet rooms proximate to one another. Generally, toilet rooms in a cluster are within sight of, or adjacent to, one another.

DoDEA Comment: Even though Preschool Restrooms are generally clustered in pairs there may not be efficiency in making the Preschool Restrooms different sizes (handicap/non-handicap). Consider efficiency of construction and operational issues where an adult may be required to assist a child, whether handicapped or not. If clusters of individual toilet rooms are used in lieu of group restrooms in Grades 1-5 Neighborhoods, only 50% are required to be handicap accessible.

Preschool Restroom

Neighborhoods that serve Pre-Kindergarten, Kindergarten, Sure Start, and PSCD shall provide an individual preschool restroom within each Learning Studio. The water closet shall be the only plumbing fixture in the Preschool Restroom. The lavatory shall be placed outside the Preschool Restroom and be visible to the instructional area. This allows teachers to monitor student hand washing and also allows the lavatory to be used for general hand washing in the instructional area. The door to the Preschool Restroom shall contain a small vision panel (approx. 8x8, center line at 54" AFF) for general supervision. The location of the preschool restroom shall not impact the ability to maximize the opening width of the transparent operable partition and visibility to the Learning Hub.

The net area required for the Preschool Restroom shall be calculated as part of the net area of the Learning Studio to facilitate stacking of Neighborhoods of different grade levels. Since the water closet is the only fixture in the toilet room or toilet compartment, the following clearances, along with the required 60 inch (1525 mm) turning radius will determine the size of the room, per ADA/ABA guidelines (shown in italics).

DoDEA Education Facilities Specifications – Elementary School

604 Water Closets and Toilet Compartments

604.1 Exception: Water closets and toilet compartments for children's use shall be permitted to comply with 604.9 – A table of alternate heights for different age groups is provided.

DoDEA Comment: Preschool water closets shall not be less than 12 inches (305 mm). Use the column for Ages 5-8 and adjust dimensions shown in the table based on the height of the toilet specified.

604.3.1 Size. Clearance around a water closet shall be 60 inches (1525 mm) minimum measured perpendicular from the side wall and 56 inches (1420 mm) minimum measured perpendicular from the rear wall.

604.8.1.1 Size. Wheelchair accessible compartments for children's use shall be 60 inches (1525 mm) minimum measured perpendicular from the side wall and 59 inches (1500 mm) minimum measured perpendicular from the rear wall.

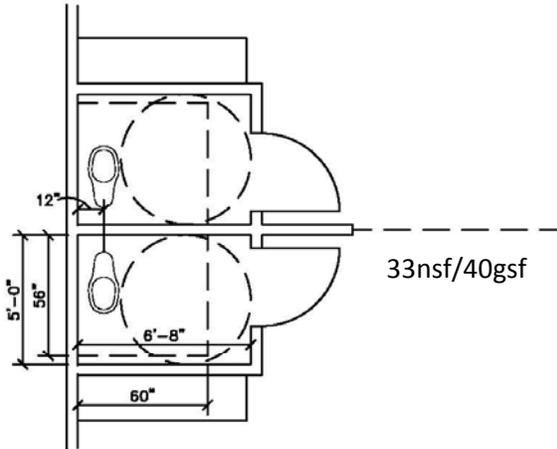
DoDEA Comment: See diagrams showing Preschool Restroom configurations. These diagrams show the basic clearances required with different door configurations. These diagrams are informational and not intended to limit design options. Note that the individual toilet room with doors swinging out is most efficient from a building area perspective. The group restroom with toilet compartments may be preferred from an operational perspective, but this configuration will impact the overall instructional area of the Learning Studio. No Learning Studio that contains a Preschool Restroom shall be less than 800sf/74.3sm.

The lavatory outside the Preschool Restroom shall be mounted at 24"/610mm. ADA/ABA 606.2 Exception 5 allows for parallel approach when primarily used by children 5 years and younger. Ensure that the soap and paper towel dispensers are mounted where small children are able to reach them. Where the lavatory is mounted in a countertop, an adjacent sidewall works best. The Sure Start program includes a hygiene element which includes teeth brushing. Provide a juvenile size wash fountain or trough style sink with multiple faucets in lieu of a single student height lavatory in Sure Start Learning Studios.

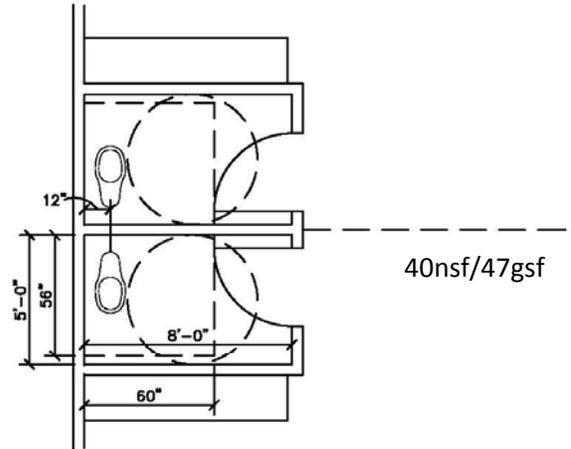
Where there is a PSCD program, this restroom shall also contain a fold down changing station and adult height wall hung lavatory. A shower is not required in this restroom. A shower will be available in the Nurse's Suite. Include storage for diapering and hygiene supplies. Be sure that these supplies are within easy reach of the caregiver but will not present a hazard to the student. The additional building area required for the changing station and lavatory shall come from the net-to-gross allowance. Discuss the specific needs of the users when determining the water closet height. If transfer from a wheelchair is needed, then a preschool height water closet may not be appropriate.

DoDEA Education Facilities Specifications – Elementary School

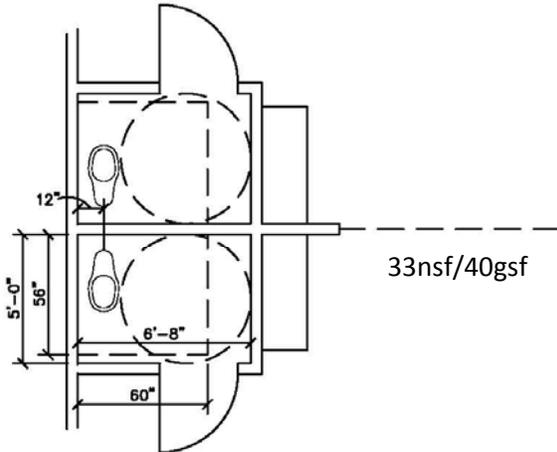
Preschool Restroom Diagrams



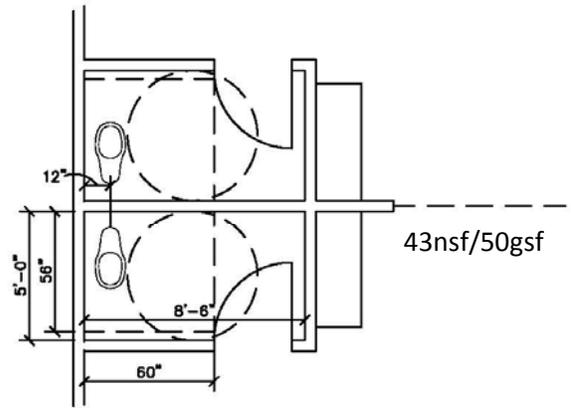
a. Doors on front wall (outswing)



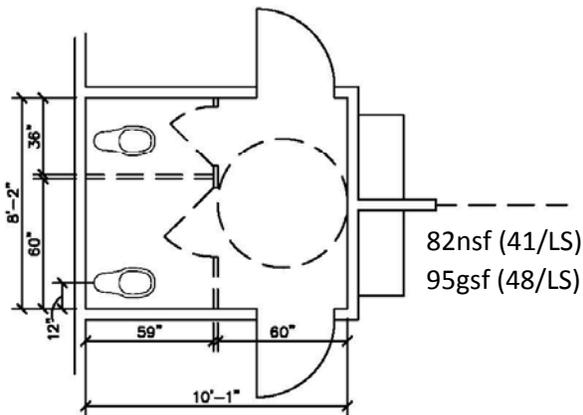
b. Doors on front wall (inswing)



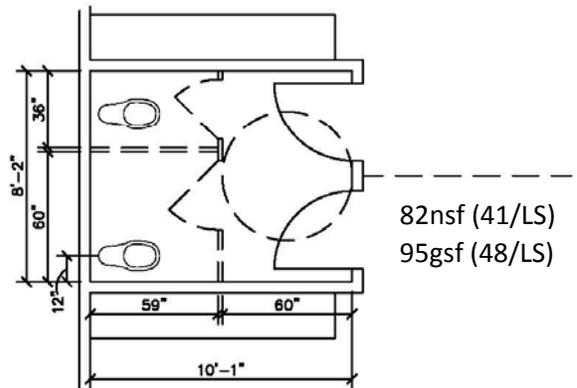
c. Doors on side wall (outswing)



d. Doors on side wall (inswing)



e. Doors on side wall (outswing)
These doors cannot swing in. The minimum distance between two doors in series is 48" (404.2.6)



f. Doors on front wall (inswing)
Sight lines could be an issue.

DoDEA Education Facilities Specifications – Elementary School

Student Restroom – Grades 1-3 Neighborhoods

Restrooms for students in Grades 1-3 shall be accessed from the Learning Hub. These restrooms are generally located near the entrance to the Learning Hub. Consideration may be given to individual toilet rooms, rather than group toilets with multiple fixtures, if efficiencies are gained functionally or operationally. The lavatories for the student restrooms shall be placed outside the restroom and be visible to the Learning Hub. This allows teachers to monitor student hand washing and also allows the lavatory to be used for general hand washing in the instructional area. The student height lavatories shall be mounted at 30"/760mm with proper clearances for wheelchair parallel approach. All water closets for Grades 1-3 Neighborhoods shall be 15" high and shall use the upper limit of the mounting heights listed in the ADA/ABA Section 604.9 Ages 5-8 column for handicap accessible mounting heights.

Student Restroom – Grades 4-5/6 Neighborhoods

Restrooms for students in Grades 4-5/6 shall be accessed from the Learning Hub. These restrooms are generally located near the entrance to the Learning Hub. Lavatories for the upper grades student restrooms shall be within the restroom for student privacy. Consideration may be given to individual toilet rooms, rather than group toilets with multiple fixtures, if efficiencies are gained functionally or operationally. The lavatories shall be mounted at 34"/865mm. Water closets for Grades 4-5/6 Neighborhoods shall use the ADA/ABA Section 604.9 Ages 9-12 column for handicap accessible mounting heights. Sanitary napkin disposal shall be provided in female restrooms.

Learning Impaired – Moderate/Severe (LIMS) Restroom

Restrooms for LIMS students shall have a handicap accessible water closet, lavatory, shower and changing area accessible from the LIMS Learning Studio. The net area required for the LIMS Restroom shall be calculated as part of the net area of the Learning Studio. The changing area shall accommodate a hydraulic changing table. Include storage for diapering and hygiene supplies. Be sure that these supplies are within easy reach of the caregiver but will not present a hazard to the student.

Staff Restrooms

Staff restrooms shall be conveniently accessible from the Neighborhood and other instructional spaces. Staff restrooms are not specifically indicated in the building code and shall be provided at one restroom per 10-15 staff. Staff restrooms are typically single restrooms and can be indicated as male/female or unisex. Staff restrooms may not be located within the Staff Collaboration areas. At least one staff restroom shall be included in the Administration Suite. At least one staff restroom with a shower shall be located near the Gymnasium and shall be accessible from the Gym or the main circulation path. Carefully consider the overall distribution of staff restrooms throughout the school facility.

Public Restrooms

Public Restrooms shall be provided near areas commonly accessed by the public after hours (Commons, Multipurpose Room, Gymnasium, Information Center, etc.). Ensure that all instructional spaces outside the neighborhood (Art, Music, PE, etc.) have convenient access to a public restroom.

Health Suite Restroom

The Health Suite shall have a handicap accessible water closet, lavatory, and shower.

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Food Service Restroom

Food Service shall have a single ADA compliant Restroom near the breakroom. In Germany, provide separate male and female Restrooms sized to German handicap codes. Any additional building area required shall be taken from the overall Food Service allocation or the net-to-gross allowance.

Miscellaneous Plumbing Notes

- Sinks with bubblers shall never be provided in any area of the school because of hygiene issues.
- All water fountains shall have water bottle filler.