



Elementary School Educational Specifications

WCCUSD

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General Information

Campus Core

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Introduction

Educational Specifications serve to interpret the educational program and learning objectives into what physical forms would best support these activities. The concept behind educational specification is that the space used for education should allow the students and teachers to accomplish their objective easily versus creating work around solutions to the physical space they are given to use.

This District-Wide Educational Specification Document is a tool that will help create district-wide equity. Future designs or modernizations will be required to meet these guidelines set forth by this document and thereby creating space that can support the educational program of the District.

The Educational Specifications are District-wide facility requirements for all school building designs in the West Contra Costa Unified School District (WCCUSD). During programming of specific school buildings alternatives to these specifications may be discovered. To be considered, the design team must submit a request to the District Facilities Department for approval of any and all alternatives before proceeding with the design. Deviations made by the design team without approval may result in the rejection of design. All re-submittals will be at the expense of the design team.

Photographic Examples

Throughout this document, there are photographic examples of learning spaces. In some cases, students and staff have adapted their physical environment to fit the educational program. The photos are not meant to represent specific architectural solutions, finishes, furniture or designs but to convey a concept.

Educational Specification and Space Check List

This document, the educational specification, is supported by the Space Check List. The Space Check List defines the type, quantity, and size of spaces and outdoor elements required for an elementary school and is the first place to start. In the Space Check List, begin with the “Start Here” tab which includes input boxes for general requirements of the design. These parameters will contribute to built-in formulas which define sizes and quantities. Additional quantities and square footage sizes that will need completion are highlighted on each tab. These blanks are either site decisions on the selection of teaching stations or need to be based on the design of the buildings or code requirements.

The number of teaching stations will also be calculated based on the answers in the “Start Here” tab. The design team needs to compare the total teaching station number to every space that qualifies as a teaching station to ensure the correct number of spaces are allowed for the desired capacity. These teaching stations include traditional classrooms or flex suites and specialty spaces such as the multipurpose classroom, occupational therapy room, learning center and the teacher lounge. Keeping the balance between the traditional classrooms or flex suites and specialty spaces is important to support hands-on, project-based and active learning. These documents should be considered a menu of spaces and selections should be made from the menu to meet the required number of teaching stations according to the programs.

There are two choices for general learning spaces included in this document: the traditional classroom and the flex suites. Although the flex suites are desired at new facilities, the District Facilities staff and the individual site Councils or Committees will determine the percentage of learning environments that will be flex suites. Modernization projects at elementary schools may or may not have flex suites. This is determined by the District Facilities Staff. There are two tabs in the Space Check List and depending on the determination of the type of learning environment, one or both tabs may be used.

This document describes details on each space in the Space Check List including the use, finishes, and amenities for each space and connections to other spaces. The Material and Product Standards provides additional information on the specific attributes and performances expected from the finishes listed here.

After the programming phase, in schematic design, the “SD” columns should be completed to compare the original programming to the preliminary floor plans. This process would be completed again at the end of design development in the “DD” columns.



Space Check List

The Process

Through input from District Staff, Principals, Site Staff and the community this document was defined. The Steering Committee and Board of Education were instrumental in guiding the direction of this document.

Focus group interviews were conducted to gather the majority of the detailed information. Facility Assessment tours and discussions with faculty, staff and community members during the Long-Range Facilities Master Plan were also instrumental in gathering input about every site, detailing what works well and what aspects of the physical environment made teaching and learning challenging. These various perspectives were brought together, along with industry examples of 21st century learning, to form the WCCUSD District-Wide Educational Specifications. While many of the Educational Specifications space requirements reflect the California Department of Education (CDE) facility space requirements, there are areas that may need CDE confirmation. The design team is responsible for any CDE reviews, and all regulations set forth by the California Building Codes, Americans with Disability Act and any other regulation or code that affects school design in the State of California.

The formation of the West Contra Costa Unified School District Educational Specifications has had the support and input from District Leadership, District Facilities, and the District Educational departments. Working together, these entities have created a dynamic document that defines space for all future District building projects. The participants were instrumental in the creation of a document that defines space that will promote learning, supportive of the staff and are cost sensitive.

Adam Taylor	Denise VanHook	Lisa Jimenez	Rashonda Winston
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Alison Makela	Geri Auten	Marin Trujillo	Ritchie Cook
Andrew Mixer	Janet Scott	Mark Bordas	Robert Evans
Barbara Jellison	Jessica Petrilli	Mary Kadri	Rocio Reyes
Board of Education	Joes DeLeon	Mary Lugton	Ruby Gonzalez
Calvin Miles	Jose Perez	Mary Phillips	Sheri Camba
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	Laurie Roberts	Paul Orr	Vincent Meyer

School Environment

Schools are places of learning and an integral part of communities. As such, a school site should exhibit community pride and general good appearance. Opportunities to display school culture and curriculum are welcome additions to the exterior and public areas of the campus. Student ownership is important and is improved by the good upkeep of the site and displays of student work. The design of the exterior and landscaping should consider the schools “curb appeal” and provide an overarching aesthetic of a welcoming and modern-learning environment. Navigation and circulation through the site and on to the site should be understandable and well-marked. Definition of major spaces such as the Multi-Purpose Room, Library, Community Center, and Office should give visitors understanding of where events are held and highlight these areas to students as special environments. The school name and mascot should be visible from all major roadways surrounding the school. Parent and bus drop off, and waiting zones need signage and designation.

School Wayfinding and Overall Signage

Complete school name and address with street name and number to be prominently located on the front of the Administration building or on a monument sign in front of the Administration Building. Letters and numerals are to be an easily readable font at least 18" high. Way finding signage is to be located throughout the site as required by code for accessibility and convenience. All exterior signs are to be enameled steel and interior signs to be two color etched plastic with Braille as required by code. No vinyl adhesive type signage is acceptable. All signs to be mechanically attached with vandal resistant hardware.

Provide power, blocking, and/or foundation for a wall mounted or pedestal mounted electronic digital marquee sign. The District Facilities Department to determine location and size. The average size is 3' wide x 5' long. If it is wall mounted or the top of a pedestal mounted sign is over 8' high, then it requires DSA approval.

Provide interior signs at all doors to be two color etched plastic with braille as required by code, indicating general name of the space and to have a slot to insert a paper nameplate. All signs are to be mechanically attached to the wall with vandal resistant fasteners. Confirm actual room names with District Facilities Department prior to fabrication of signage.

School Safety

General Access

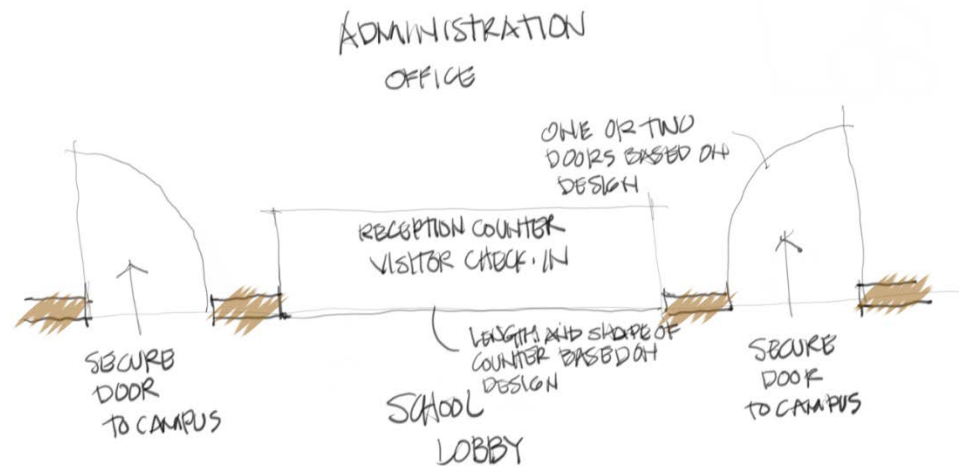
Total facility layouts should increase the ability to supervise the school by providing good lines of sight to all areas of the campus and limit entrances onto the campus. Visual supervision is improved by strategic placement of cameras. Buildings should be arranged to limit hard to see gaps and provide windows to increase passive observation of all areas.

During the school day, all gates onto campus should be lockable, forcing all visitors to go through the main office to gain entry to the rest of the site. After school hours, event spaces should be visible and easily accessible by visitors without needing to access the full campus including the use of restrooms.

Perimeter Fencing

The entire campus perimeter shall be completely secured by 8'-0" high fencing and/or buildings. Types of fencing and gates are separated into two categories, ornamental fencing at or near the buildings and chain-link around the perimeter of the campus at the hardscape and fields.

All gates with panic hardware should include closers. Where a pedestrian gate is adjacent to vehicular gate, the pedestrian gate should have an header bar connecting the two sides of the pedestrian gate. This upside down "U" structure gives additional support to the pole that must support the vehicular gate and limits sagging of the vehicular gate. No electric gates should be used for vehicular gates. The receivers for vehicular gates should be above 5' to avoid users from placing their hand where the receiver connects.



School Safety

Vehicular and Pedestrian Safety

Vehicular safety relies on the separation of cars, deliveries, buses, bikes and pedestrians. Designs of exterior access should strive to minimize mixing of the various forms of transportation. Sidewalks, curbs, and fences are effective ways of protecting pedestrians. Provide a logical and smooth traffic flow to facilitate a good system of vehicular drop-off that separates those cars that wish to park. WCCUD only provides bus service to special education students; therefore, the bus drop off area can be minimal in size and should be located near the severely handicapped classrooms, see the Special Education tab for additional information. Some of the general education students access public transportation to get to and from school, so a pedestrian traffic flow from nearby bus stops to a campus entrance should be considered. Bike and board racks need a fully enclosed area for additional security.

Communication with City, County or CalTrans is needed to discuss street improvements, restricting turning and crosswalks.

Basis of Design

The mission of the educational specification update is to bring the design requirements back to what is educationally necessary for 21st-century learning. While there are many perspectives on what creates 21st-century learning, the list below represents a few interconnecting themes developed during the process.

Above all flexibility – The world is changing fast; learning and teaching styles change; programs that support learning change, so spaces cannot be fixed. All designs should look for opportunities to provide “shells” of rooms that can adapt over time to different interior layouts and different uses. The structural layout should limit the number of barriers to moving walls in the interior of the building. This flexibility of interior walls should not come at the price of acoustical separation.

Movement – While linked with flexibility, which allows changes over a series of years, movement allows for changes from one activity to the next with ease on a daily and even hourly basis. Making movement easy allows for varied activities, lessons, teaching approaches and personalized learning. For example, students are receiving general instruction then moving into a group activity followed by a full class discussion or check for understanding all within an hour. This short time period change is contrasted to projects that last and reappear throughout the week, month or quarter. Movement opens up the possibility to incorporate creativity, critical thinking, and communication by breaking the restraints that traditional lecture environments place on teachers and students.

Less is more – Technology has become smaller and more portable as well as equipment and furniture. Keeping rooms simple by providing many plugs, robust Wi-Fi and leaving the rest to be mobile is the plan. This lack of fussiness can also expand into the building design and interior finishes by investing money in high impact square footage over architectural statements.

General Requirements for All Spaces

The following sections of this document describe specific requirements for each type of space within an elementary school; however, there are many common needs that apply to all occupied spaces with limited exceptions. The specific space requirement notes any exceptions to these generalities. The basics include:

- Finishes
- Acoustics
- Daylighting and Views
- Landscaping
- Systems
- Technology
- Office and Small Group Rooms
- Restrooms & Sinks

General Requirements for All Spaces - Finishes

Ceilings

Ceilings in all spaces shall not be lower than 9'-0" from the base floor. The design will dictate open, suspended, or hard surface properties of a ceiling. Acoustical properties and flexibility should be high priority considerations when making the design choice for all spaces. If ceilings are open and equipment, ductwork, building structure or other items are left exposed, appropriate "black out" paint needs to be provided and approved by the District design committee. Suspended ceilings are to be lay-in acoustical tile. Hard ceilings should be limited to where required by code and few other exceptions due to the lack of flexibility.

Walls

Walls, in general, need to be a hard surface, gypsum wall board, painted. Walls in hallways and other high impact areas need to be high impact gypsum wall board. Walls in high traffic area will have a wall protection system up to 36 or 48 inches. Interior hallways, classrooms and office should contain designated tack surfaces that limit paper placement to the percent acceptable to the fire marshal.

Marker boards encouraged in learning spaces and are not just for teachers. Students should be able to access writable surfaces to brainstorm ideas, draw and chart data. Erasable surfaces reduce paper consumption and encourage participation. Look beyond the 4'x8' typical whiteboard to maximize opportunity. Cabinet faces and table tops all can become whiteboard surfaces. Offices and small group areas can equally benefit from having access to whiteboard surfaces.

At the Elementary Level, tackable surfaces become more than static displays and are used as teaching tools. Sight words, calendars and other charts are used interactively, especially at the younger grades. In primary learning spaces these boards should be placed vertically to allow the tackable surfaces to be at student height and available in many places.

Floors

Unless otherwise noted, flooring should be a rubber floor that requires no waxing for regular maintenance. Sealed polish concrete can be optional in large common spaces depending on the design and approval of the Facilities Department.

General Requirements for All Spaces - Acoustics

Acoustical performance is vital to a successful educational program. Listening and speaking are key components of language acquisition and understanding. Many research studies have found the importance of good acoustics on learning and comprehension. Additional background noise can make communication difficult and as students become more active in group learning and collaboration the need for sound absorption increases.

All group learning rooms should strive to meet American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools, Part 1: Permanent Schools (ANSI/ASA S12.60-2010/Part 1). In areas where waterproof materials are required, this standard may not be attainable; although the design team should make efforts to control sound from exterior noise, adjacent spaces and mechanical units. In large open learning space, noise will travel; however, absorptive material and sloped surfaces should be utilized to increase absorption and limit reverberation. See the Technology standards for information of audio distribution systems.

General Requirements for All Spaces – Daylighting and Views

Many research studies support the need for natural daylight. Especially in the teenage years, exposure to daylight helps set the circadian rhythms so students can be more awake, improve focus and when combined with views reduce eye strain. The benefits go beyond the human factors and extend to the environment by reducing the need for artificial light and reducing energy use. While these benefits are well-established, windows and transparency continue to be difficult in practice leading to users covering the window. The most common reasons for covering the windows are

- Glare and over lighting – Reflective screens and bright white surfaces (i.e. whiteboards and copy paper) make glare and hot spots from different angles in the room throughout the day and seasons, interrupting work and distracting from learning while over lighting washes out projected images
- Heat Gain – Sunlight, heating rooms in the afternoons on southern and western exposures, change the focus from learning to the uncomfortable temperature
- Security – The lack of or difficulty in operating window coverings to accommodate a lock down causes window coverings to remain closed

While these are the most common obstacles, the design team should strive to anticipate and resolve these issues, so natural light is successful in as many spaces as possible. Natural light is required in every classroom and preferred in every office and conference room. Restrooms, locker rooms, and gyms all benefit from natural light where practical. Specialty spaces require natural light, but an increased ability to control and dim the lighting may be required.

Views to the landscaped exterior are calming and can provide passive supervision and should be implemented especially in the interior of the campus. View windows from regularly occupied space to breakout areas, either interior or exterior, are required. The successful use of any breakout space is the ability of staff to see the students while in the main learning space.

General Requirements – Landscaping

Landscaping

Plant selection and ground cover should be appropriate for the school environment. Low maintenance and low water use plants are preferred. Verify that the selection of plant materials does not contain any poisonous or irritating plants, specifically, *Fremontodendron Californicum*. Ground covers and plant material should not provide easy to throw materials such as small rocks, seed pods or fruits. Final plant list to be approved by the District.

Planting near buildings requires measures to prevent water intrusion and damage. All buildings are to have a 12" wide x 6" deep mow strip at their perimeter in planted areas. Verify that irrigation for planted areas adjacent to buildings is designed such that no water hits the building. Provide planted areas adjacent to the buildings with adequate drainage such that no ponding of water occurs.

General Requirements for All Spaces - Systems

Heating, Ventilating and Air Conditioning (HVAC)

Provide HVAC to all rooms. Zoning control locations are subject to approval by the District Facilities Department. Code requirements for specific functional areas may add to the general requirement of providing HVAC. All occupied space needs to be maintained between 68 F and 76 F degrees, including second story spaces.

Provide Energy Management System (EMS) control and passive pressure relief gravity vents that close automatically when the unit is off. Provide on demand control of ventilation for HVAC connected through the EMS. Entire school HVAC to be able to be shut down from a single location for “Shelter in Place” events (through the EMS).

General Requirements for All Spaces - Technology

Designs should reflect the Technology Standards. The general expectation is that wireless access should be available across the school campus including classrooms, common areas such as the multipurpose room and offices.

Classroom / Large Learning Spaces	
Duplex Data Ports, general (CAT 6)	2
Duplex Data Ports, VoIP	1
WiFi access points	1, potential for a second to support outdoor learning area if applicable
Clock	Hard wired to central clock program for synchronized times and bell/chimes
Sound system with speakers, teacher wireless clip-on and hand held microphone	System to support both audio from projection and voice reinforcement connect through classroom computer
Short throw wall mounted interactive projector with wireless connection to classroom computers/technology	Connect to classroom computer mounted adjacent to the projector on wall. Include wireless capabilities for other classroom technology (chrome books or laptops), provide a minimum of a 100" diagonal at a 16:9 ratio projection surface
Smart televisions with wireless connection to classroom computers/technology	Possible alternative or addition to the projection system upon Facilities Department approval
Intercom system	Two-way emergency communication with red emergency button on a wireless device and on teacher's microphone

Public Address and Mass Notification System

Every occupied space requires the ability to hear the public address system. Adequate exterior coverage is required in highly populated areas of the campus. Two-way communication is required in learning spaces.

General Spaces Standards – Office and Small Group Rooms

Office and other small rooms on the campus adjust occupants over time depending on funding, staffing priorities, grants, community partnerships and student needs. To build in the most flexibility, any small space should be looked upon as an opportunity to flex between office space, assessment space, conference room, small group instruction rooms or student counseling. As such, the following chart breaks down these rooms by square footage to provide guidance on the requirements for each size of space. Additional “Key Elements” are listed for specific spaces to provide the specialization for the first intended use of each space, if required.

	Open Office Workstation	80-100 SF	120-140 SF	150-200 SF	200-250 SF	250-300 SF
Guest Chairs for office setting	0	1-2	2-3	4-5	N/A	N/A
Chairs for conference/ instructional setting	N/A	2-3	4-5	6-8	8-10	12-14
Whiteboard	0	1	1	1	1	2
Tack Board	0	1	1	1	1	1
Television / Digital Display	0	0	0	1	1	1
Clock	One per open space	0	0	1	1	1
Duplex Data Ports, general (CAT 6)	1	1	1	1	1	1
Duplex Data Ports, VoIP	1	1	1	1	1	1
Duplex Electrical Outlets	2	3	4	6	6	6
WiFi	Yes	Yes	Yes	Yes	Yes	Yes

General Spaces Standards – Restrooms & Sinks

There are a variety of restroom facilities, which are referenced throughout this book and in Space Check List. Finished wall and floor material should be Ceramic Tile. Single occupancy rooms need door hardware that shows a “occupied” sign. The following chart describes the attributes of each space.

	Ganged Restrooms	Unisex Student Restrooms	Unisex Staff Restrooms	Family Restrooms	Severally Handicapped Restroom	Sinks not associated with a toilet facility
Urinal	Men’s	Preferred but not required	Preferred but not required	No	Yes	No
Mirror and Shelf	No	No	Yes	Yes	Yes	No
Sink and Soap Dispenser	Proportional to toilet and urinal count	Could be inside or if gained outside but adjacent	1	1	1	Yes
Hand Dryers	Yes	Optional	No	No	No	No
Toilet Seat Covers	One outside stalls	Yes	Yes	Yes	Yes	No
Paper Towels	No	Optional	Yes	Yes	Yes	Yes
Changing Table	No	No	No	Child	Adult	No
Hoyer Lift	No	No	No	No	Yes	No
Shower	No	No	No	No	Yes	No

Provide quick connect hose bib in a recessed stainless steel locked box near lavatory in all ganged restrooms.

The Campus Core consists of four major components:

- Administration
- Multiuse Flex office
- Health Office
- Library/Community Center
- Multi-Purpose Room

While each component has individual needs, all support students and have a component of community use. As such, each should be a warm and welcoming atmosphere and be easy to identify and access, especially outside of school hours.

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Administration

The Administration component is the front door of the campus. The design should emphasize the main entrance to provide informal wayfinding to this doorway, which during the school day, is the only open access point.

Administrative Lobby

The Administrative Lobby and Reception/Clerical is the campus control point. All desks in the Clerical open office area should be able to see the front door from a seated position. A counter top with access door should separate the reception area from the open office. From this pass-through parents/family member can be directed to the rest of the campus. However, access to the campus should not be through the clerical open space.

Before the counter, the Parent room should be an open welcoming room which looks inviting to enter and is clearly labeled. Storefront or other non-restrictive design elements should express the parent room as a non-restricted place for parents to enter. Access to the Family Restroom should be from the Parent Room or Lobby Space. The parent room should not have access to the main campus without going through the Administration check point.

Reception/Clerical

The Reception/Clerical space is an open office area, which supports the personnel that service the front counter. In addition to the counter, individual workstations are required.

Admin Lobby Key Elements

- ☐ Seating for four
- ☐ Stroller parking
- ☐ Room at the counter for two people
- ☐ Display cases for school memorabilia and student art
- ☐ "Magazine Rack" for paper handouts

Reception/Clerical Key Elements

- ☐ Two staff workstations
- ☐ One volunteer or part-time workstation
- ☐ Side or back counter area for form assembly, mail sorting
- ☐ Front counter
 - ☐ Storage on clerical side for forms (8.5"x11" clear) and office supplies
 - ☐ Lower ADA complaint counter-top (3') section with chair and knee space on both sides
 - ☐ Latch gate for through access into campus

Administration

Principal and Assistant Principal's Office

Use [Office Standards](#). Carpet can be considered for these rooms.

Nurse's Office

The Nurse office needs to be within view of the Reception Area, for front office supervision when nursing staff is not present.

Staff Preparation Room/ Staff Restrooms

The Staff Preparation Room needs to be easily accessed by faculty to collect their mail and make copies. If possible, this access should be easy without having to circulate through multiple office spaces or down long hallways.

Staff restrooms should be adjacent to the Preparation Room and in proximity to the Administration, Multi-Use Flex Office, and Health Services. Use [Restroom Standards](#) for interior requirements and accessories.

Records and Storage

The Record Storage Room in proximity to the Reception/Clerical Area. This room's primary purpose is to hold the student files. A shelf can be provided above the files for additional supply storage. This room should also contain lockable storage for keys and vault.

Book Room

The Book Room stores textbooks not in distribution at any given time, teacher manuals, consumables and additional paper supplies. Provide full height metal shelving. This room should be in proximity of the Clerical/Reception Area and Library.

Nurse's Office Key Elements

- ☐ Countertop with upper and lower cabinets and under counter refrigerator
- ☐ One countertop duplex plug with USB jack
- ☐ Sink with hot and cold water
- ☐ Guest Chair
- ☐ Fold-down cot
- ☐ Small Workstation, see [open Office Standards](#)
- ☐ Cleanable Wall and floor finishes
- ☐ Wheelchair storage
- ☐ In clear view of clerical staff
- ☐ Adjacent to Nurse's Restroom (Use [Restroom Standards](#) for interior requirements and accessories.)

Staff Preparation Room Key Elements

- ☐ Upper and lower cabinets with countertops for paper processing
- ☐ Six duplex outlets, counter level outlets to include USB charging ports
- ☐ Two free standing Printer, Scanner, Fax – Single electrical outlet with dedicated circuit and data jack
- ☐ Mailboxes – Minimum 12x12x6 with metal label holders for anticipated number of faculty and staff
- ☐ Under mailbox storage for larger packages
- ☐ Sink with Hot and Cold water

Multi-Use Flex Office

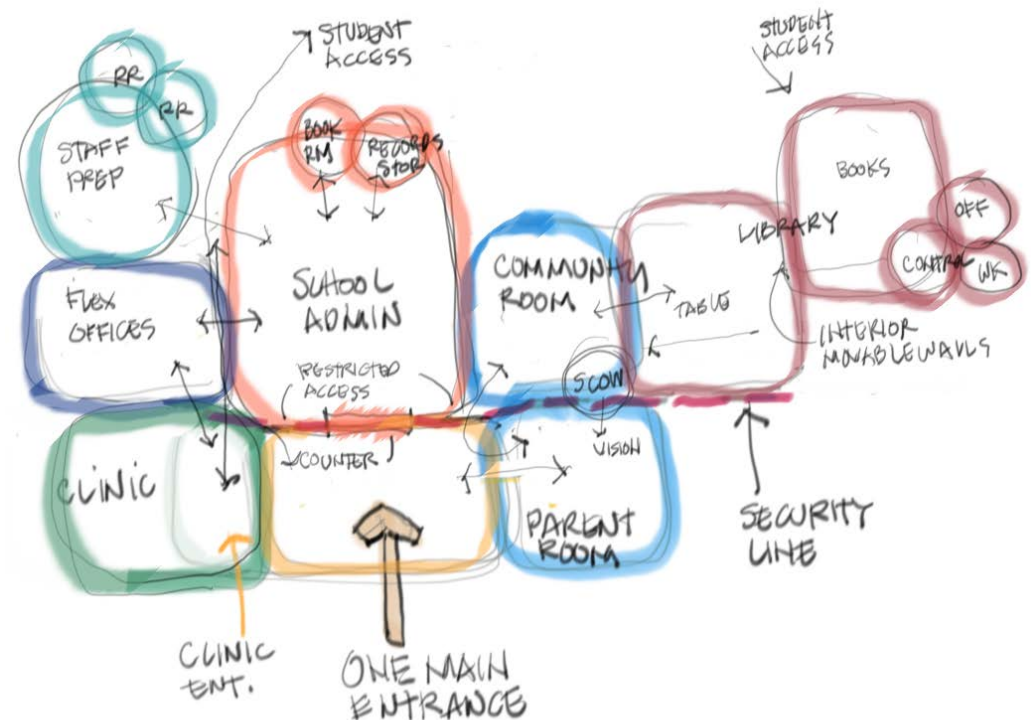
The District's Full-Service Community Schools Initiative. The Center brings outside providers into the school to support the needs of the community. Due to the nature of grants, changes in school provided funding and access to outside providers a fixed number of offices is difficult to set. To address the need for flexibility, the Multi-Use Flex Suite was created. This suite of office and small group rooms allows the office staff, special education and outside providers access to shared space which connects to both the formal Administration area and Health Center. As time goes by the assignments of these offices can change and fluctuate depending on funding, special education requirements and the requirements of the community.

While not all communities requires the same level of services, this office area may require specialization depending on the community needs; however, the program described in the Educational Specification is considered the maximum requirements. Before beginning design, confirm with the District Facilities Department on the level of build out and equipment the District is providing in the construction. Additions may be made by the providers for both the Flex Office areas and Health Center.

Use [Office Standards](#) with special consideration for acoustical privacy. Carpet can be considered for this area.

Multi-Meeting Observable and Observation Room

One of the small meeting rooms shall have an observation window to allow professionals and parents to observe student behavior from the adjacent observation room.



Shared Storage Room

Provide backing in all walls to allow attachment of full height storage shelves.

Health Center

The final layout and design of the Health Center will be subject to input from the outside provider. The Center will be open to the greater community and requires an exterior entrance. During the school day, students will be called directly from class to an office, so a pathway from the classrooms to the offices needs to be accessible to students.

No major circulation paths should separate the Health Center from the Multi-Use Flex Office. The Multi-Use Offices will be used by the Health Center for mental health services. Confirm before beginning design if any of the Multi-Use Offices should be an additional exam, vision or dental rooms. If dental or vision is required, then the square footage of the room should be 200sf. Carpet would not be allowed in an exam, dental or vision rooms.

Exam and Vision Room Key Elements

- ☐ Upper and lower cabinets with countertops
- ☐ Sink with hot and cold water
- ☐ Five duplex outlets, counter level outlets to include USB charging ports, coordinate with medical equipment
- ☐ One duplex data ports for phone access
- ☐ Space for a bed and other medical equipment
- ☐ Option for a vision chair, phoropter and projector

Exam and Dental Room Key Elements (If Required)

- ☐ Upper and lower cabinets with countertops
- ☐ Sink with hot and cold water
- ☐ Five duplex outlets, counter level outlets to include USB charging ports, coordinate with medical equipment
- ☐ One duplex data ports for phone access
- ☐ Space for a bed (exam room) or chair (dental room) and other medical equipment
- ☐ Dental room will require additional plumbing, air, and vacuum at console treatment unit
- ☐ Dental will require additional backing in ceiling for lighting tracks

Parent Room and SCOW Office

The School Community Outreach Worker (SCOW) is the main staff member supporting the parent center and will host many of the events in the Community Room. Direct access to the Parent Center and proximity to the Community Room is required. Parents should not be allowed to enter the main campus without going through the Administration area check point. Use office standard with a vision panel to the Parent Center.

The Parent Room should be a flexible space which accommodates several functions including

- Small workshops/meetings
- General informal meeting area
- Counter top workspace for assembling packets and preparing other materials
- Storage for parent purchased equipment
- An information resource

Parent Room Key Elements

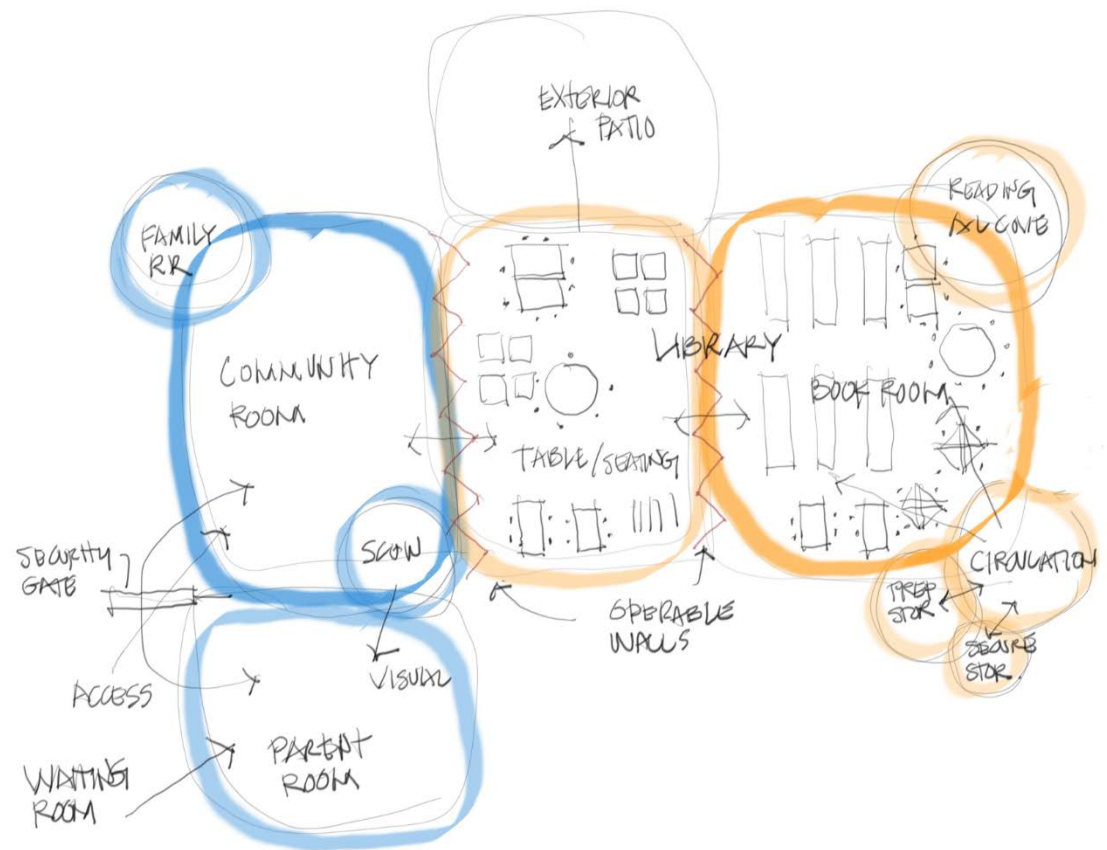
- ☐ Seating for 12 to 15
- ☐ Computer access
- ☐ Digital Display
- ☐ "Magazine Rack" for paper handouts
- ☐ Tack Board
- ☐ White Board
- ☐ Counter top with upper and lower storage cabinets and a sink
- ☐ Electrical Outlets to support a copier/printer, microwave, refrigerator, twelve laptop computers, digital display television and charging of personal devices brought by occupants
- ☐ Option for a VoIP Phone
- ☐ Direct Access to the SCOW Office

Library/Community Center

Currently, the District provides a Librarian at the Elementary Schools one day a week. At some school sites, the Library can operate additional hours using volunteers, parent fund raising or classroom teacher supervision. These additional open hours can consist of students accessing the Library solely to check out books. The development of the Library/Community Center strives to meet many needs by allowing the table space normally associated with the Library to be used either by the Library or as an expansion of the Community Room without affecting the ability of classes to access the book collection and story area.

When the Library is closed or being used only as a book check out, the table area can either be its own breakout space or combined with the community room for larger gatherings. The community room, especially in the evenings, host many activities such as math nights, which can be larger than what can fit in a classroom sized space. During the day, parent university and other parent education programs can be offered.

These spaces then can work in concert, to provide the most utilization possible.



Community Room

The Community Room should be a flexible environment to accommodate a variety of meetings and activities. These activities often offer refreshments to participants, so access to a sink and counter top area are important. Flip top tables should be considered to allow the ability to clear the floor area for chair only seating to fit the maximum number of family members or have open space for certain activities.

Exam and Vision Room Key Elements

- ☐ [Use standard classroom technology](#)
- ☐ Maximize the extent possible on one wall with a countertop with ADA complaint sink (cold water), upper and lower lockable cabinets and three duplex electrical outlets with USB charging ports
- ☐ Six additional duplex plugs
- ☐ Magnetic markerboards and tackable wall panels
- ☐ Electric movable partition to Library Tablespace
- ☐ In proximity to the Parent Room and SCOW Office

Library

Leaving as much of the floor area with moveable furniture and book stacks, as possible, will allow these different activities to take place. Any fixed items should be placed against the wall to maintain a flexible middle area and clear sight lines. Stacks, even along the wall should not exceed four feet in height.

The book collection size should equal approximately 20 volumes per student. At the time of construction, confirm the ratio of physical versus digital volumes and distribution between fiction and non-fiction.

While most technology will be movable and most likely in the hands of students, four computer stations are desired for looking up the collection catalog, printing, and quick internet searches.

The circulation desk provides a dividing line of items free to student access and items which are distributed only by staff and is used for the following functions.

- Checking out books
- Reference Textbooks – One per subject
- Storage for lunch time activities
- Processing books

While books are being checked out, no access control devices should be placed at doors due to maintenance and upkeep that is not supported by operational budgets.

Librarian's Office and Workroom

In addition to the [Office Standards](#), the Office should have view windows to the main Library.

Library Key Elements

- ☐ Circulation Desk
- ☐ Book Stacks
- ☐ Four Computer Stations
- ☐ Story Alcove
- ☐ Office and workroom should have visibility to the main library
- ☐ Electric movable partition to the Library Table Space

Library Table Space Key Elements

- ☐ Group table seating for 36
- ☐ Short-throw interactive wall mounted projector with whiteboard surface sized to meet the maximum size of the projection possible by the equipment

Workroom Key Elements

- ☐ Upper and lower cabinets with countertops for book processing
- ☐ Six duplex outlets, counter level outlets to include USB charging ports
- ☐ Sink with cold water
- ☐ Parking for at least one book cart

Multi-Purpose Room

At the Elementary level, the Multi-Purpose Room is the largest space on campus. The majority of the school day, this room is used for breakfast and lunch dining but can be used for assemblies, large group meetings, after school programs, physical education and school events. The chair storage allows additional chairs for programs to be stored when dining or other activities are using the space. Consider a table selection that can be benches or table tops to limit the number of extra chairs and the need to put away the tables when assembly seating is desired. For assemblies, the MPR needs to be presentation ready with ceiling mounted projector, sound system, electronic projection screen and acceptable level of acoustical properties and design. Access to a stage and outdoor covered dining, expand the flexibility of this space.



Multi-Purpose Room and Support Spaces

Chair and Table Storage

The Chair and Table Storage needs to be directly accessible from the multipurpose room. The walls in the space need to be covered with sanded 5/8" minimum thickness plywood, full height. The door to this space needs to be wide enough for table and chair carts. The walls should not be encumbered by any equipment.

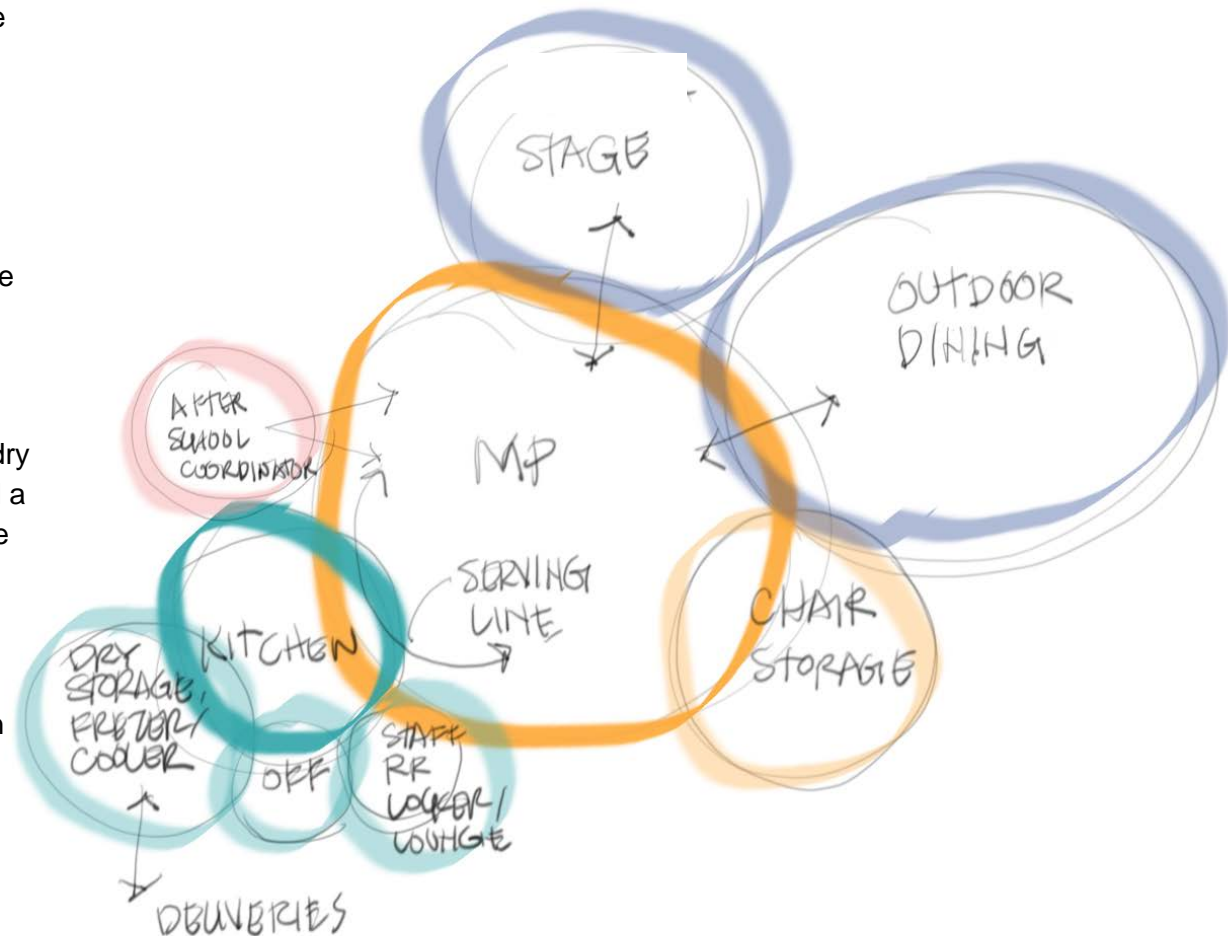
After School Coordinator

This space is an office and storage area for the after school program. It should be directly connected to the multi-purpose room. See [Office Standards](#) and provide shelving for storage of equipment and supplies.

Kitchen and Serving Adjacencies

The Kitchen area will contain a walk-in refrigerator, a dry storage area, staff changing area, staff restrooms, and a private office. The changing area and restroom may be combined into one room.

The serving line shall connect the multipurpose room and the kitchen. The serving area needs to be completely secured from the multi-purpose room when not in use and provide both an entrance and exit for easy movement and efficient flow of students.



Kitchen and Serving

The Kitchen for the Multipurpose Room is a productive area. Today, this kitchen is not a “cooking” kitchen, but preparation and delivery kitchen. All areas, from the delivery of pre-cooked items to the distribution to the students, must be set up for efficiency. The delivery of food comes from the District’s central kitchen by mid-size delivery trucks. The delivery trucks need a convenient transfer area with clear access, separated from both pedestrian and student drop off and large (42”) door access. Once delivered the products will go into the walk-in cooler, free-standing freezer or dry storage room. Kitchen staff will prepare and heat the food for distribution to the students. Delivery to the student is completed through a “speed line” that directly connects to the Multipurpose Room. For every 150 students being served at one time requires a single point of sale. Points of sale require an electrical outlet and a wireless data connection.

In addition to general food service additional opportunities for cooking should be provided. The cooking equipment can be used by food service and by other groups and community depending on site procedures.

The layout of the kitchen should take into consideration the dual nature of the kitchen facility to allow efficient food service every school day while also facilitating after hour use of the cooking area.

Finishes and ventilation are required to meet all health codes. Cooling for the kitchen and service line area should both be separately zoned. The kitchen, due to the large exhaust requirements, can be planned for a temperature range up to 85 degrees. No swamp coolers shall be used to provide cooling.

See the product and material standards for the equipment list. No dishwashers or garbage disposals shall be planned.

The service area should have similar flooring as the multipurpose rooms. Walls should include digital and tackable display surfaces.

Kitchen Key Elements

- ☐ Smooth fiberglass reinforced plastic panels on walls and epoxy floor
- ☐ Handwashing sink (number determined by code)
- ☐ One prep sink
- ☐ One three compartment sink
- ☐ Ventilation hood(s) as required by code
- ☐ Warming Kitchen Equipment
 - ☐ Refrigerator, roll-in, lockable
 - ☐ Freezer, reach-in, lockable
 - ☐ Heated cabinet, roll-thru, lockable both sides
 - ☐ Refrigerator, roll-thru, lockable both sides
 - ☐ Milk Cooler, lockable
 - ☐ Convection Oven, double deck, roll-in, with roll-in basket dolly
 - ☐ (10) pack baskets
 - ☐ Basket Dolly for (10) pack baskets
 - ☐ Stainless Steel Work Table (size based on kitchen size)
 - ☐ Stem Caster wire cart
- ☐ Cooking Area / Community Kitchen
 - ☐ Six burner gas range with oven
 - ☐ Dual-temp reach-in refrigerator/freezer, lockable
 - ☐ Metal dry storage container
 - ☐ Food prep counter with storage below
 - ☐ Five coat hooks

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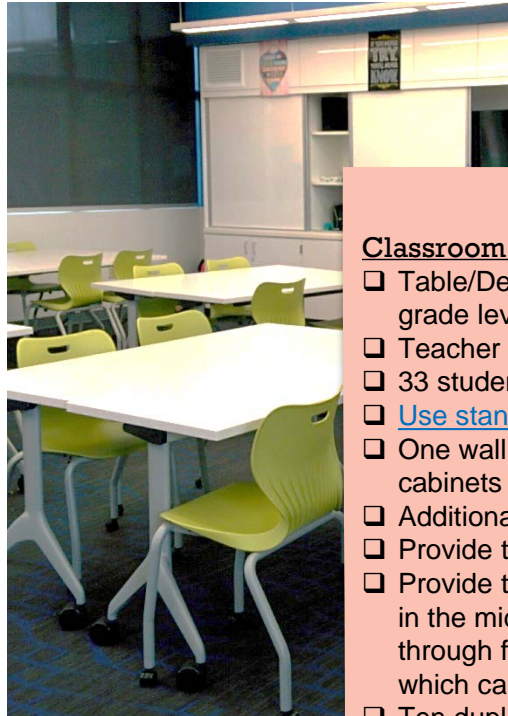
Classrooms

Classrooms will be the primary learning environment within the traditional classroom structure. These rooms need to serve many different activities. Full group discussion, small group work, individual study/testing, direct instruction, and project creation. The room, therefore, needs to be as flexible as possible. Furniture should be on wheels and easily rearrangeable. The tables or desk surfaces should be flat, so they can be pushed together to create an even larger surface. Chairs should roll, swivel, nest or stack. Not every seat needs to be the same. There can be two or three styles of desk/table and chair including options for standing.

Ceiling outlet
option



Large markerboard
and tackable
display surface with
pen rail



Moveable tables
and chairs

Classroom Key Elements

- ☐ Table/Desks and chairs for class size depending on anticipated grade level
- ☐ Teacher desk and chair
- ☐ 33 student cubbies
- ☐ [Use standard classroom technology](#)
- ☐ One wall with a combination of full height and upper and lower cabinets with a countertop and sink
- ☐ Additional marker board surfaces
- ☐ Provide tackable surfaces for calendar walls and other displays
- ☐ Provide the opportunity for electrical access to several locations in the middle of the room. This access can be accomplished through floor boxes or ceiling outlets with an adjacent eye hook, which can structurally support an electrical reel.
- ☐ Ten duplex electrical outlets
- ☐ In proximity to a teacher workstation/collaboration area

Collaboration Spaces

As professionals, the teaching staff should have access to places to communicate with colleagues. These activities are not well suited to be within the classroom environment. Instead, dedicated space should support the teaching staff on a smaller scale than the general workroom. Conferencing space should follow the [Office Standards](#). Provide a single electrical outlet with a dedicated circuit and data jack for large copier/printers, where planned.



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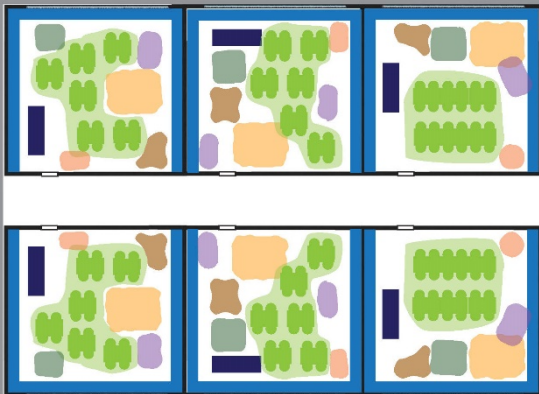
Background

Flexibility and adaptability are a requirement for 21st-century school design because the types of activities students perform change daily and the curriculum is adjusted for students' passions. The question remains, how do we create flexible space in a building that is inherently inflexible?

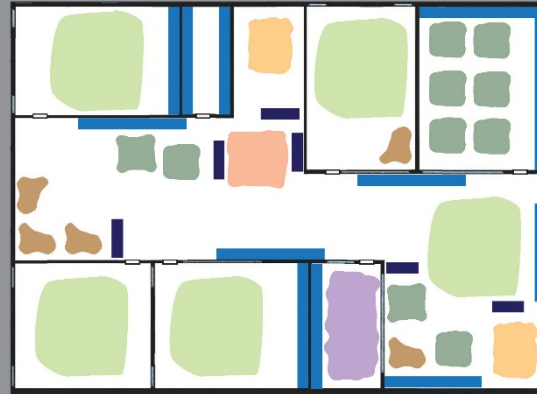
Many ideas have been tried with movable walls, modular walls and no wall at all. The results were various levels of acoustical intrusion, lack of proper air balancing and inoperable or difficult to move walls that, in the end, were left open or closed. The primary reason these solutions were implemented was to provide flexibility in the size of space offered in a classroom environment. The inherent difficulty with traditional school design is the vast majority of rooms are the same size and layout; therefore, every function must be conformed to a singular space type.

A different perspective to this design problem is providing a variety space types which will allow the flexibility and adaptability to a wider range of activity types, configurations and learning styles. The Flexible Learning Suite breaks the mold of one teacher, one class, and one space model and replaces it with the concept of a group of spaces owned by a group so that each activity can find an appropriate home. Over time new programs, initiatives and partner agencies can find a place that fits versus using the one type of space available.

One Size Fits All Model



Flexible Learning Suite

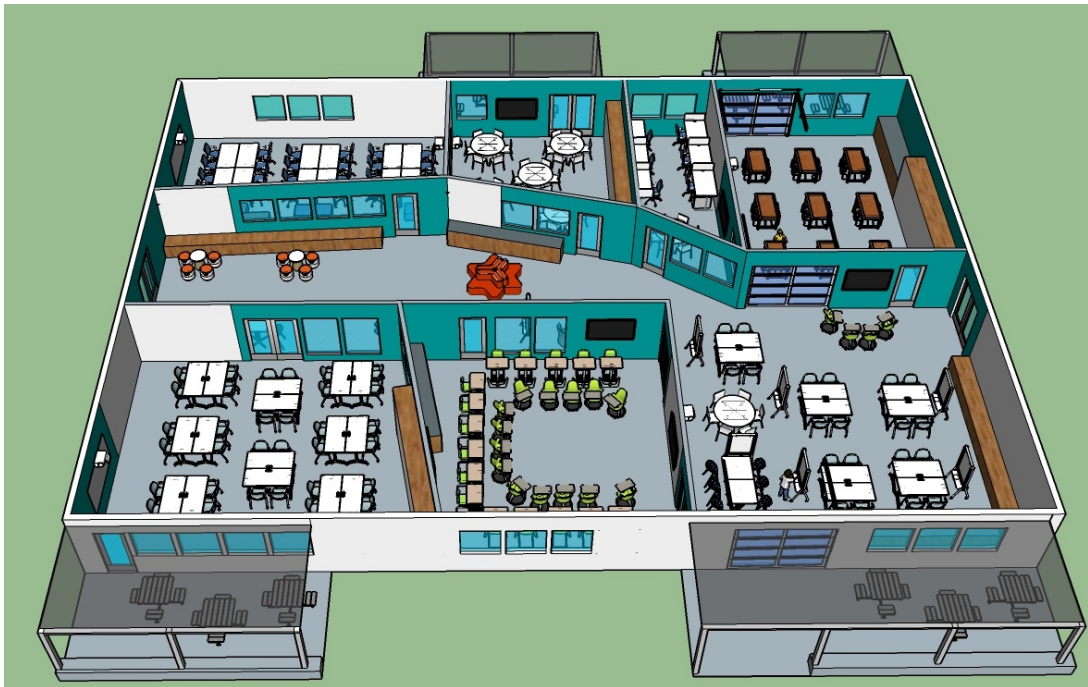


Creating a Suite

A suite can be created for a different number of students and staff, depending on site desire. The components possible within a suite will vary depending on the overall size set for the collection of spaces. In general, sets of six to eight classes can create a manageable suite. The overall size of the suite is based on the traditional classroom model with the addition of the circulation space. Listed below are major components that can be included in the suite. The final qualities and sizes of these spaces will be defined by the architect and District Facilities Department with input from the site committee.

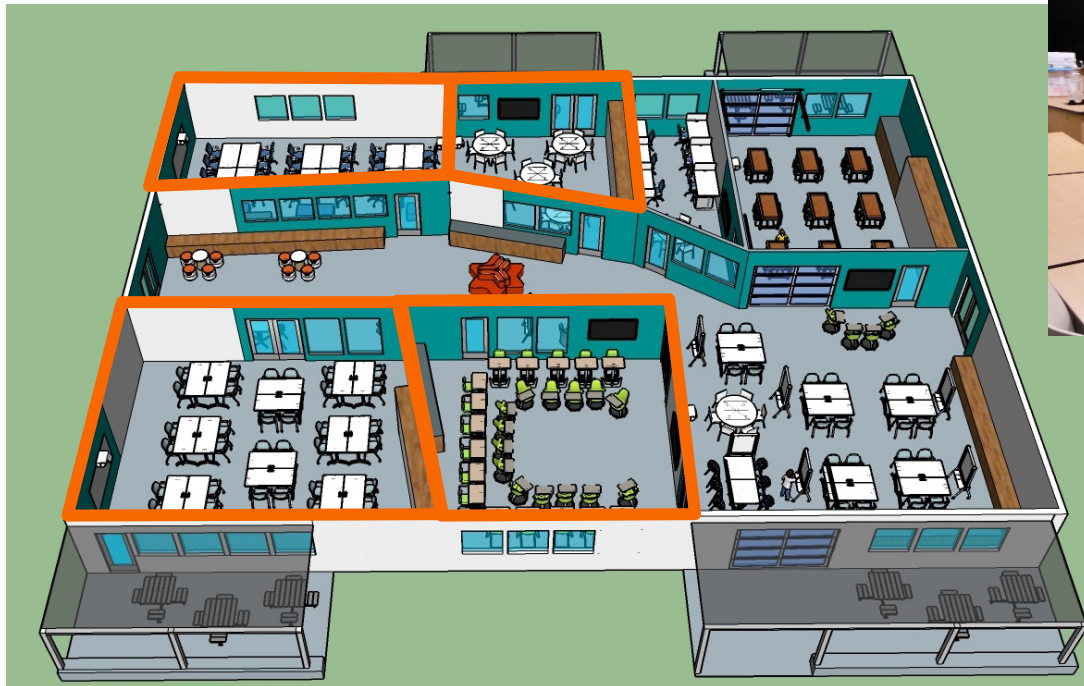
When considering the content of the spaces within the studio, moveable furniture and storage should be implemented as much as possible.

Connections to outdoor spaces are important for expanding the learning environment. Additional breakout areas and messy project space can be accommodated in covered outdoor patios.



Learning Studio

Learning Studios provide a full class seating, between 24 and 32 students. This seating can be individual desks, tables, and chairs or carpet seating. Each studio would have at least one short-throw interactive wall mounted projector with whiteboard surface sized to meet the maximum size of the projection possible by the equipment. Additional digital displays can be considered of varying size and formats.

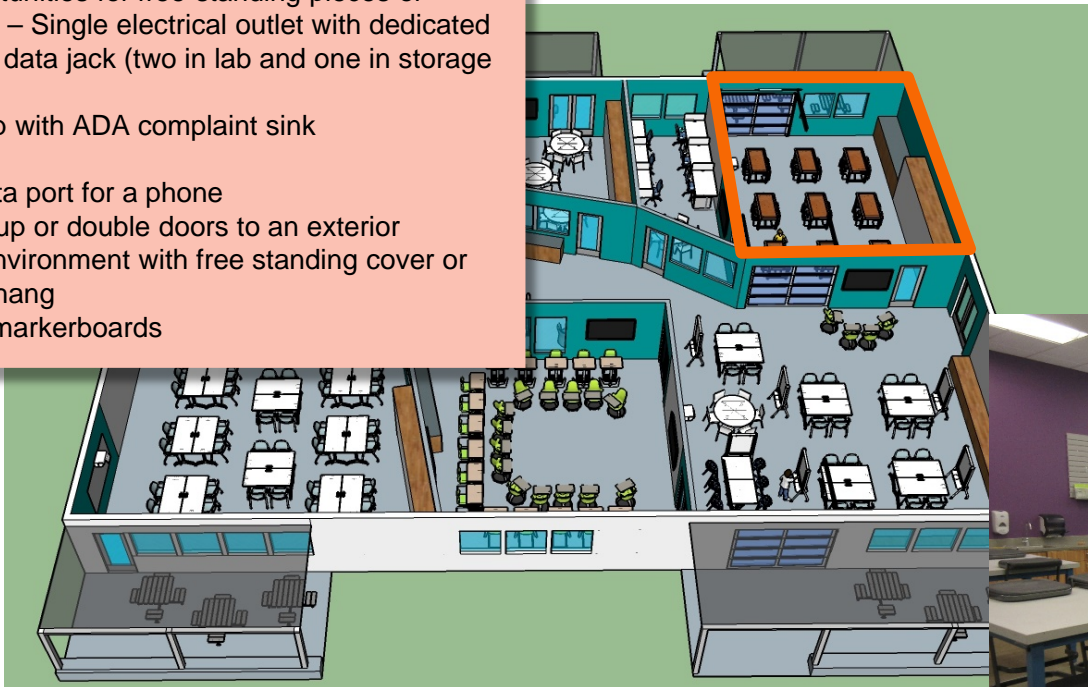


Project Rooms

Project Rooms are spaces where construction, creation and other hands on project based learning is completed. The room should have supplies accessible for student use; therefore, built-in cabinetry may be appropriate for this room, especially to create counter top areas.

Project Room Key Elements

- ☐ [Use standard classroom technology](#)
- ☐ Provide the opportunity for electrical access to several locations in the middle of the room. This access can be accomplished through floor boxes or ceiling outlets with an adjacent eye hook, which can structurally support an electrical reel.
- ☐ Minimum of eight duplex outlets
- ☐ Two opportunities for free-standing pieces of equipment – Single electrical outlet with dedicated circuit and data jack (two in lab and one in storage room)
- ☐ Countertop with ADA complaint sink
- ☐ Shop sink
- ☐ Duplex data port for a phone
- ☐ Large roll-up or double doors to an exterior learning environment with free standing cover or large overhang
- ☐ Magnetic markerboards



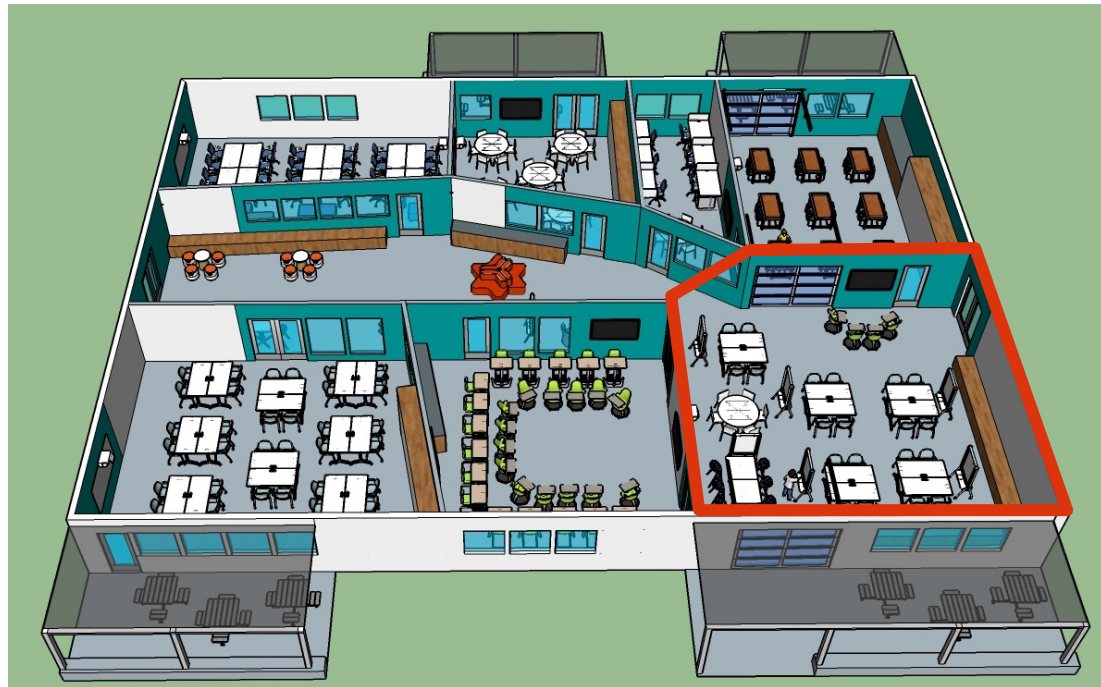
Suite Library with Seating

Classroom libraries offer access to books on a day to day basis. These libraries can be an important resource to the learning environment and can live within a suite as a shared resource. The library area also is a great opportunity for informal seating and individual seating.



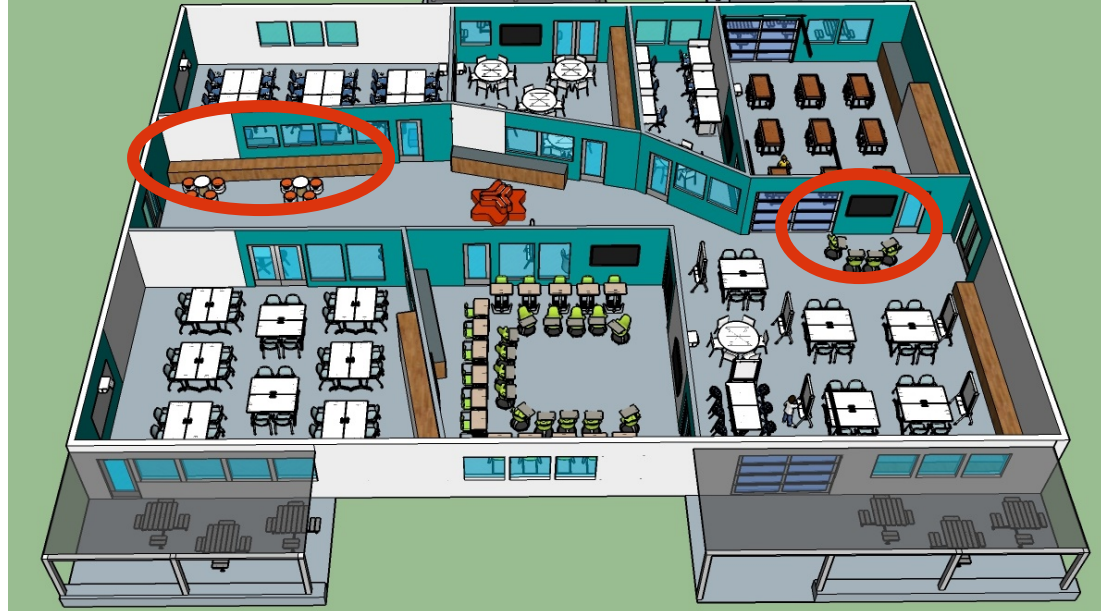
Large Group Flex Area

A larger open area provides the ability of more than one class to occupy a space. Movable furniture and more than one projection area can make this space able to support small group activities or a single large group. The tiered seating area is most effective teamed with this space. Access to outdoor learning environments could be adjacent. Large doors could allow the large space to expand even further into the outdoor space. With limited wall space, moveable markerboards can provide writing surfaces and temporary dividers when splitting the space into smaller activity zones.



Small Group Areas

Small Group Areas can provide structure and use to the open areas. These groups can be breakouts from the Learning Studios with students on their own or supported by aids, special education teacher or a team teacher who is pulling a small group from a double class being taught by the other teacher. Providing space for writing and having digital display can further support these group areas.



Individual Study Space and Sinks

Individual Study Space

No matter how collaborative the curriculum is, there are times where students will need to withdraw and concentrate on course work. Individual Study Spaces allow for a retreat from the distraction and interaction. These spaces could be both formal or informal. Access to an electrical outlet provides the option for the student to plug in.

Counter and Sink Space

Within a suite, all rooms do not need to be equipped with a sink, but sinks are important to be able to access within a suite. This function may be best suited in the open area versus within a particular Learning Studio.

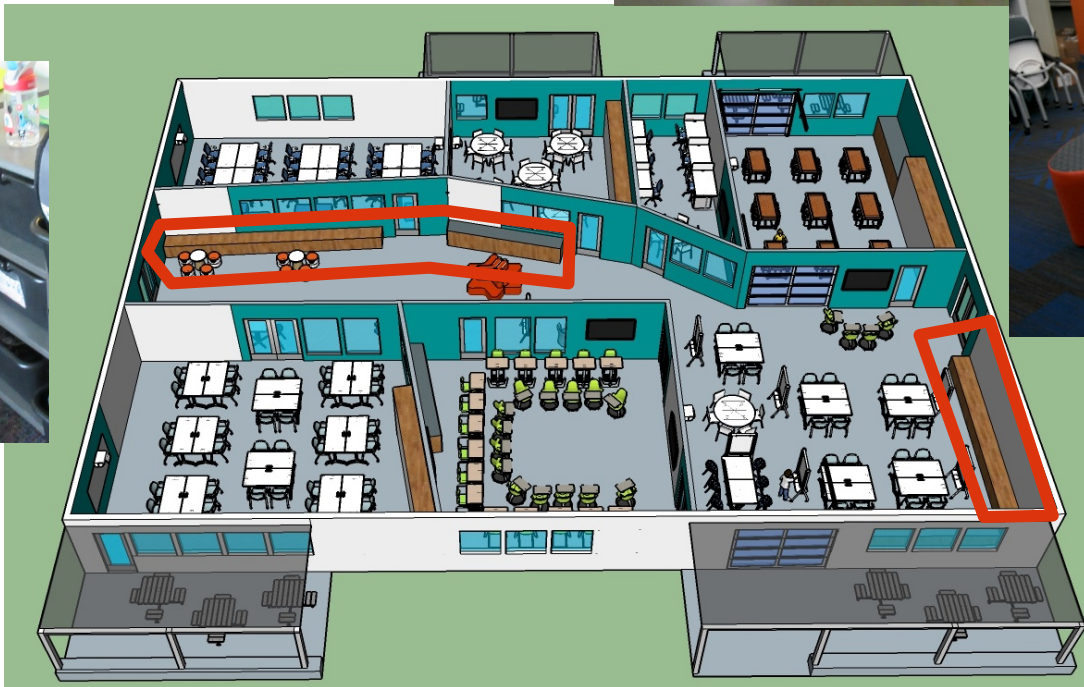


Student Cubbies / Tiered Seating

Within a suite, students still need access to an area to put their belongings. This area can also double as seating.

Cubbies can come in a variety of types including cubes, coat hooks or lockable lockers. The placement of the spaces can also be within Learning Studios or in the open area.

Tiered seating offers the ability to get more students around a central focus point for presentations or role playing activities. Opening or closing activities with the whole suite could also work into an area with tiered seating. This seating could be accomplished with the student cubby system.



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Selecting a Structure

The kindergarten and preschool environments can also select to take a more traditional classroom approach or be designed with the flexible suite. The flexible suite is similar, on a larger scale, to the structure of the early childhood education classrooms by providing centers of activities for students to move around to instead of making one space which attempts to change constantly to meet all needs.

If the flexible suite is selected, then it may need to be modified from the upper grades, especially for preschool to meet licensing requirements. Placement of restrooms and the inclusion of door bells are important considerations. See the Flexible Learning Suite section for information on the design elements which can constitute a suite.

Classroom

The primary instructional space for Preschool, Transitional Kindergarten and Kindergarten is the classroom. Students will often break into various activity zones within the classroom and come back together as a group at either the tables or carpet area. These activity zones include

- Small Group - Kidney table for more directed instruction or exploration tables
- Technology Station – Tablets, computer, and headphones
- Wet Activity Area – Science or art activities at Exploration tables or easels
- Class Library/Reading Corner – Access to books and opportunity for small nook areas or window seats
- Make believe Area – Kitchen, dress-up clothes, tools

Visual display areas at all levels showcase student work and provide an area for rules, schedules, subject background, and inspiration. At this level, visual displays are an integral part of the instruction with interactive charts, calendars and graphs, most commonly associated with the carpet activity zone. Large books are also read to the class at the carpet area and need a location for storage and display.

Classroom Key Elements

- ☐ Student cubbies – 26 at TK and K, confirm number for Pre-School
- ☐ [Use standard classroom technology](#)
- ☐ One wall with a combination of full height and upper and lower cabinets with a countertop and one sink at student height and one sink at adult height
- ☐ Mirror – Do not place mirror over the hand washing sink, an alternative location needs to be selected
- ☐ Additional marker board surfaces
- ☐ Provide tackable surfaces for calendar walls and other displays
- ☐ Provide the opportunity for electrical access to several locations in the middle of the room. This access can be accomplished through floor boxes or ceiling outlets with an adjacent eye hook, which can structurally support an electrical reel.
- ☐ Ten duplex electrical outlets
- ☐ Adjacent to a shared Prep Room and Inside Storage
- ☐ Adjacent to a Student Restroom and playground
- ☐ Door charm which sounds when the exterior door is opened (Preschool only)

Restrooms and Storage

TK and K Student Restrooms

The student restroom should only contain a toilet and toilet paper dispenser. Hand washing sink should be placed in the classroom. Flooring should be tile with tile walls up to four feet.

Playground Restroom

Provide two restrooms with direct access from the playground. These restrooms can be accessed by students while on the playground without having to enter any classrooms. This access is especially important when in the future there are more kindergarten classes than available kindergarten rooms and students on the playground must interrupt another class to use the restroom. Flooring should be tile with tile walls up to four feet.

Preschool Toilet Room

Confirm with licensing requirements to structure the restroom facilities. Flooring should be tile with tile walls up to four feet.

Outside Storage

The outdoor storage can either be within the building or a separate structure. This room shall house outdoor equipment such as balls, tricycles, and other playground equipment when not in use.

Prep Room and Inside Storage

The prep room can either be structured as a shared space between two classrooms or a larger area between four classrooms. If a larger room is selected, then provide a conferencing area for teacher meetings. The inside storage can be similarly clustered if desired.

The prep room should maximize all walls with lower cabinets and countertops. There should be visual access to the classroom space and duplex plugs with USB charging ports above the counter.

The Inside storage room should maximize space with full height storage

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Multi-Use Classroom

This classroom is available for special program space especially in schools where the traditional model is selected when not required for accommodating enrollment. Music, visual arts, maker space, science or advanced technology lab could all be assigned to this room. In the schools where the flexible learning suite is used, this room can be an additional project room that spans between suites.

Music Storage

The music program is a pull-out program for specific students who have signed-up for the program. Music teachers rotate between elementary schools to provide this program. A small storage room provides a space to leave instruments and music stands, so the teacher does not need to transport these items in their car and carry them into the school each week. This storage room should be adjacent to the multiuse classroom or library table space.

Multi-Use Classroom Key Elements

- ☐ [Use standard classroom technology](#)
- ☐ Provide the opportunity for electrical access to several locations in the middle of the room. This access can be accomplished through floor boxes or ceiling outlets with an adjacent eye hook, which can structurally support an electrical reel.
- ☐ Minimum of eight duplex outlets
- ☐ Two opportunities for free-standing pieces of equipment – Single electrical outlet with dedicated circuit and data jack (two in lab and one in storage room)
- ☐ Full height Cabinets
- ☐ Upper and lower cabinets with countertop and ADA complaint sink
- ☐ Shop sink
- ☐ Large roll-up or double doors to an exterior learning environment with free standing cover or large overhang
- ☐ Magnetic markerboards

Teacher Lounge and Restrooms

Teacher Lounge

The teacher lounge should be designed as a standard traditional classroom for flexibility when the enrollment fluctuates. To accommodate the teacher lounge function, two additional single electrical outlets with a dedicated circuit and data jack should be provided to support a refrigerator with an ice maker and the potential for a free-standing printer. Centrally locate this facility.

Student and Staff Restrooms

If using a suite design, each suite should contain both student and staff restrooms. In a traditional model student and staff restrooms should be located in several locations for easy access. Staff restrooms need to be distributed around the campus at the same interval as student restrooms.

All staff restroom should be unisex. Student restrooms shall be ganged.

Use [Restroom Standards](#) for interior requirements and accessories.

Outdoor Learning Environments & Garden

Outdoor Learning Environments

Expanding the classroom environments outdoors provides additional space at a lower cost. It also allows students to experience a different space and fresh air. Define the environment with planter boxes, seat walls, landscaping or benches. Providing greenery near these areas creates a calming effect when students are in the space and when seen from the classroom or learning studio. Covering the space extends the number of days that it can be used during the year. The climate throughout the District varies widely. Consider if a warm sunny area or a shady, breezy space would be desirable for most of the school year. When being designed, consider typical wind direction to prevent a wind tunnel effect. Provide opportunities for supervision from surrounding classrooms or studios to ensure these spaces can be used.

Garden

Designate an area on campus that can support a garden. This space should have good access to sunlight. Provide a hose bib to this location. Where garden programs are in place, provide raised beds, fencing with gate and tool shed.



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Pre-School and Kindergarten Playground

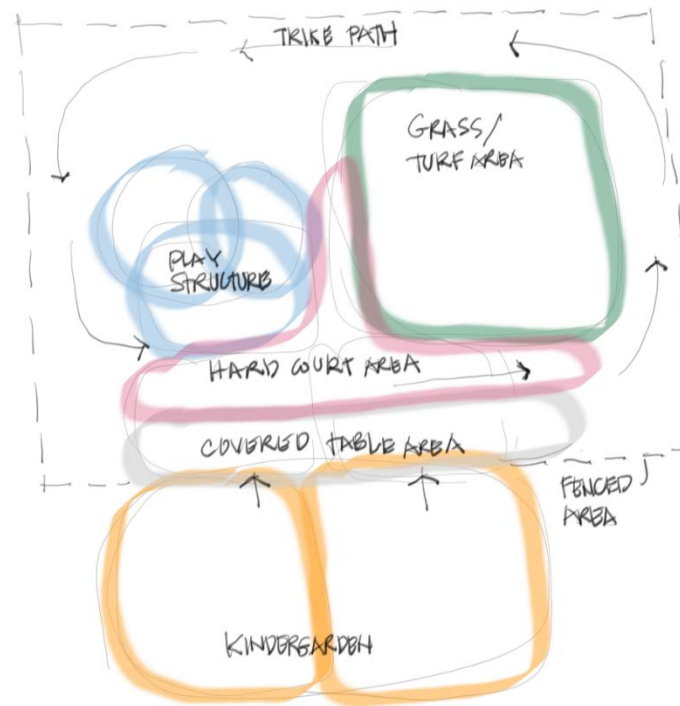
The major playground components include hard surface play area, covered hard surface activity area, play equipment area and grass or turf area.

Elements in the hard surface are typically but are not limited to:

- Tricycle path
- Large circle
- Hopscotch
- Tether ball
- Four square
- Shapes with letters and numbers
- Table seating

Access to the grass may be limited during wet weather so the hard surface area should be placed closer to the doors. The tricycle path should run along the edge of the playground to provide the largest circle. Confirm sizes of all elements to comply with preschool licensing. Play equipment should be placed on a rubberized surface.

The playground area should be enclosed and include support elements.



Grades 1-6 Playground

The major playground components include hard surface play area, play equipment area and grass or turf area. The play area should also include some shady areas for hot days. Access to restrooms and drinking fountains should also be considered. Ideally, the play area should be adjacent to the multi-purpose room. And in proximity to the primary learning environment. The Outdoor Equipment Storage Room shall be adjacent to the play areas for storage of balls, goals, cones and other playground equipment.

Hard Surface Play Area may be divided into lower and upper grades. All elements should be dimensioned on plans and confirmed with the site committee and District Facilities Staff

Elements in the hard surface are typically but are not limited to:

- Hopscotch
- Tetherball
- Foursquare
- Large Circle
- Line Up Numbers
- Basketball
- Volleyball
- Handball courts with ball walls

Use the District Standard play structure for first through third grade and par-course equipment for fourth through sixth grades. Fall protection, where required, should be a rubberized material. Wood or sand material for fall safety is strictly prohibited and, on existing sites, removal and disposal of this material needs to be specified. The overall shape of the safety mat shall be rectangular in shape where adjacent to hard surface and turf areas.

Turf is preferred over grass at all sites. On sites where the recommended size of the turf area in the Space Check List is not possible due to site restraints, then turf is required for the amount of space which can be provided. In-fill material for turf must not be rubber.

Because these fields are not for competition, provide a shorter blade length.

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Program and General Requirements

Special education offers different programs to support the needs of students. Not all programs are offered at every school site. The minimum requirement for every campus is to have a Learning Center and a classroom capable of supporting the Occupational Therapy (OT) program. Office and small group locations for speech teacher and psychologist are located in the Multi-Use Flex Office. Most schools will also have at least one Non-Severely Handicapped Room (NHS) although the designation of these rooms only affects capacity, the design is the same as a general classroom or learning studio. Severely Handicapped (SH) are offered throughout the District at all levels at strategic sites, at least one should be built at every school. Final quantity is based on the number of students recorded in the Space Check List on the Start Here Tab. Architects should confirm that all SH students are in 1-6 for a manual change to the Space Check List if preschool through kindergarten SH programs is planned.

In all of the special education spaces, the ability for the rooms to broken down into smaller learning environments is essential to the individualized instruction. Environments will vary based on the program; however, the arrangement of electrical outlets, data access points, white boards and tackable surfaces should respond to compartmentalizing the room. Furniture and equipment will be different than general classrooms even if the built environment is the same as the general classroom. Confirm these items with District before completion of the design.

Learning Center & OT

Learning Center

Learning Centers augment core subject instruction for a student who requires additional assistances. Students that use the Learning Center are in the standard classroom for more than 50 percent of their day and stop into the Learning Center for specialized and supporting instruction and test proctoring. Uses of the room include:

- Interventions
- One on ones
- Group work
- Testing
- Student individual computer work
- Individual Education Plan Meetings (IEP)
- Staff training

In general, this room should mirror a standard classroom with limited exceptions. Due to some students needing a less stimulating environment, transparency to major circulation paths should be limited. Wall panels when placed vertically should alternate between marker board material and tackable surface at four-foot intervals. The Learning Center should be centrally located for easy access by all grade level students.

Occupational Therapy (OT)

OT rooms provide motor skills and sensory development. Many different shape mats and large manipulatives fill the room. Because hopping and other louder activities can occur in these rooms, they need to be planned on the ground floor in schools with a second story. In general, this room should mirror a standard classroom with limited exceptions. Provide three large eye hooks attached to ceiling structural beams to support suspended swings and other equipment designed for a weight load of 500 pounds. Hooks must be below the finished ceiling and allow for spinning and swinging activities. Coordinate with the Occupational Therapist. Ceiling mounted electrical reels may be reduced in number to limit interface with these hooks.

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Support Functions

All support spaces are utility spaces where finish selection should be made for durability. Flooring shall be sealed concrete unless the District approves the alternative. All walls should be taped and sealed gypsum wall board with plywood covering up to 8' where shelving is not planned. All walls where shelving could be placed, provide blocking in walls, excluding electrical and technology rooms. Provide ventilation as required by code but avoid louvers below 6' if possible. Provide at least one duplex plug in each storage area. Windows are not desired in any of these spaces.

Storage Areas

The Storage Areas support the education program supplies, such as shipments of paper, extra furniture, and bulk supplies. All walls should contain backing to attach metal shelving.

Central Custodial Storage and Office

The Central Custodial Storage and Office should include the requirements for a general office with the addition of full height storage shelves for supplies and cleaning products. Include a stainless steel mop rack over the floor sink. This room should be placed near a delivery drop-off area and preferably near the MPR.

Satellite Custodial Rooms

Satellite Custodial Rooms should be provided in each building on every floor. Include a stainless steel mop rack over floor sink and upper shelves above the cart storage.

MDF and IDF Rooms

See Technology Standards for room requirements and spacing. Confirm that all voltage equipment can be accommodated including the data network, bell clock intercom, security, and fire panel.

Central Electrical and Satellite Electrical Rooms

Maintain three feet clear in front of all panels and do not block with door.



Elementary Space Check List

WCCUSD

Sample Check List

This printed document contains a sample check list. This list uses hypothetical capacity number to display the results of the formulas built into the spread sheet. The quantities and square footage listed are only applicable to this sample and will change based on the design capacity of a project, when it is implemented. The working check list is maintained by the District Facilities Department. They will create a project specific check list at the beginning of each project.

General Information

School Name

Sample Only

Maximum Design Capacity (TK-6)	450
TK and K Capacity	72
Class Size (Leave Cell Blank if Grade is Not Offered)	
TK	24
K	24
1st	24
2nd	24
3rd	24
4th	33
5th	33
6th	33
Average Class Size	27.375
# of SH Students	9
# of NSH Students	24
# of Lunches	3
Assumed % of Students Purchasing School Lunch Items	80%

Required Teaching Stations (TK-6)	23
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Required # of Point of Sale for Food Services	1
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Summary

School: Sample Only

	Ed Spec			SD			DD		
	# of teaching station	Net Square Feet	Exterior Square Feet	# of teaching station	Net Square Feet	Exterior Square Feet	# of teaching station	Net Square Feet	Exterior Square Feet
Traditional Model									
Campus Core	0	13,875	2,025	0	0	0	0	0	0
Classrooms	15	14,400		0	0		0	0	
Kindergarten & Preschool	3	6,196		0	0		0	0	
Learning Support	2	2,220	0	0	0	0	0	0	0
Physical Education/Athletics	0	150	11,250	0	0	0	0	0	0
Special Education	3	3,530	900	0	0	0	0	0	0
Support	0	590	23,700	0	0	0	0	0	0
Total	23	40,961	37,875	0	0	0	0	0	0
Maximum Grossing Factor (25%)	10,240								
Total Building SF	51,201			0			0		
Teaching Stations Required	23			23			23		
Deficit or Surplus	0			(23)			(23)		

WCCUSD - Elementary School Educational Specification
Space Summary Check Sheet

	Ed Spec			SD			DD		
	# of teaching station	Net Square Feet	Exterior Square Feet	# of teaching station	Net Square Feet	Exterior Square Feet	# of teaching station	Net Square Feet	Exterior Square Feet
Learning Suite									
Campus Core	0	13,875	2,025	0	0	0	0	0	0
Flex Suite	0	0		0	0		0	0	
Kindergarten & Pre-School++	3	6,196		0	0		0	0	
Learning Support	2	2,220	0	0	0	0	0	0	0
Physical Education/Athletics	0	150	11,250	0	0	0	0	0	0
Special Education	3	3,530	900	0	0	0	0	0	0
Support	0	590	23,700	0	0	0	0	0	0
Total	8	26,561	37,875	0	0	0	0	0	0
Maximum Grossing Factor (12%)	3,187								
Total Building SF	29,748			0			0		

Teaching Stations Required	23	23	23
Deficit or Surplus	(15)	(23)	(23)

	Ed Spec - # of restrooms	SD - # of restrooms	DD - # of restrooms
Family	2	0	0
Student	10	0	0
Staff	3	0	0
General	0	0	0
Total	15	0	0

++ Delete the totals in this line if Kindergarten and Pre-School are opting into the suite design

Campus Core

School: Sample Only

	Ed Spec				SD				DD			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Administration												
Admin Lobby		1	200	200								
Reception/Clerical		1	300	300								
Principal's Office		1	150	150								
VP Office		1	120	120								
Nurse's Office		1	95	95								
Nurse's Restroom		1	62	62								
Staff Preparation Room		1	450	450								
Staff Restroom			80	0								
Records and Storage		1	80	80								
Book Room		1	450	450								

Campus Core

School: Sample Only

	Ed Spec				SD				DD			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Multi-Use Flex Office												
Multi-Use Office		1	100	100								
Community Services Coord.		1	100	100								
Multi-Use Meeting - One on One		3	90	270								
Multi-Use Meeting - Small Group		2	200	400								
Multi-Use Meeting - Observable		1	200	200								
Observation Room		1	50	50								
Storage/Shared -After School/Playworks		1	100	100								
Health Services	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Exam Room/Vision		1	250	250								
Student Restroom		1	64	64								
File Room/Equipment		1	30	30								

Campus Core

School: Sample Only

	Ed Spec				SD				DD			
Library / Community Center	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Parent Room		1	410	410								
SCOW Office		1	90	90								
Family Restroom		2	80	160								
Community Room		1	900	900								
Library Table Space		1	900	900								
Library Stack Space / Story Alcove / Circulation Desk		1	1,200	1,200								
Prep-Storage Room		1	200	200								
Secure Storage		1	100	100								

Campus Core

School: Sample Only

	Ed Spec				SD				DD			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Multi-Purpose Room												
Student Dining*		1	3,150	3,150								
Stage		1	1,200	1,200								
Stage Storage		1	200	200								
After School Coord.		1	100									
Chair / Table Storage		1	200	200								
Restrooms+												
Kitchen		1	840	840								
Speed Line*		1	300	300								
Office		1	80	80								
Changing Room		1	80	80								
Staff Restroom		1	64	64								
Walk-in Refrigerator / Freezer		1	165	165								
Dry Storage		1	165	165								
Total	0			13,875	0			0	0			0

Campus Core

School: Sample Only

	Ed Spec				SD				DD			
	Ed Spec - Exterior				SD - Exterior				DD - Exterior			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Library Exterior Patio		1	450	450								
Outdoor Covered Dining*		1	1,575	1,575								
Quad												
Kitchen Delivery/Service												
Total				2,025				0				0

+ Quantity is driven by Code Requirements

* Quantity is calculated using a formula which is connected to the "Start Here" tab

Restroom Facilities - Quantity should reflect the # of occupancy

Cells to be completed by Architect or District Representative (Site Specific)

Classrooms

School: Sample Only

	Ed Spec				SD				DD			
Classrooms	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Classrooms*	15	15	940	14,100								
Collaboration Spaces/ Small Groups*		Design Driven		300								
Total	15			14,400	0			0	0			0

+ Quantity is driven by Code Requirements

* Quantity is calculated using a formula which is connected to the "Start Here" tab

Restroom Facilities - Quantity should reflect the # of occupancy

Flexible Learning Suite

School: Sample Only

	Ed Spec				SD				DD			
Flex Suite	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Learning Studios	0			0								
Project Room	0			0								
Large Group Flex Area	0			0								
Individual Study Space				0								
Small Group Areas												
Counter and Sink Space				0								
Suite Library with Seating				0								
Student Cubbies/Tiered Seating				0								
Staff Desk Space				0								
Conference / Collaboration Room				0								
Total	0			0	0			0	0			0
Maximum SF for Suites*	15			16,650	15			16,650	15			16,650
Deficit or Surplus	15			16,650	15			16,650	15			16,650

Maximum SF for Suites if Kindergarten/Pre-School is also using Flex Suite Design	18		22,846	18		22,846	18		22,846
	18		22,846	18		22,846	18		22,846

+ Quantity is driven by Code Requirements

* Quantity is calculated using a formula which is connected to the "Start Here" tab

Restroom Facilities - Quantity should reflect the # of occupancy

Kindergarten and Pre-School

School: Sample Only

	Ed Spec				SD				DD			
Kindergarten/TK (Traditional)	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Classroom*	3	3	1,200	3,600								
Student Restroom*		3	50	150								
Inside Storage*		2	80	160								
Prep Room*		2	150	300								
Staff Restroom		1	64	64								
Playground Restroom		2	64	128								
Outside Storage*		1	150	150								
Preschool (If offered)	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Classroom		1	1,200	1,200								
Student Restroom*		2	50	100								
Inside Storage*		1	80	80								
Prep Room*		1	150	150								
Staff Restroom		1	64	64								
Outside Storage*		1	50	50								
Total	3			6,196	0			0	0			0

+ Quantity is driven by Code Requirements

* Quantity is calculated using a formula which is connected to the "Start Here" tab

Restroom Facilities - Quantity should reflect the # of occupancy

Learning Support

School: Sample Only

	Ed Spec				SD				DD			
Learning Support	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Multi-Use Classroom	1	1	1,200	1,200								
Music Storage		1	60	60								
Teacher Lounge	1	1	960	960								
Staff Restrooms+												
Student Restrooms+												
Total	2			2,220	0			0	0			0

	Ed Spec - Exterior				SD - Exterior				DD - Exterior			
Exterior Learning Spaces	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Outdoor Learning - Small Group			450	0								
Outdoor Learning - Large Group			1,200	0								
Garden		1		0								
Total				0				0				0

+ Quantity is driven by Code Requirements

* Quantity is calculated using a formula which is connected to the "Start Here" tab

Restroom Facilities - Quantity should reflect the # of occupancy

PE Playground

School: Sample Only

	Ed Spec				Ed Spec				Ed Spec			
Main Building	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
P.E. Outside Equipment Storage		1	150	150								
Total	0			150	0			0	0			0

WCCUSD - Elementary School Educational Specification
Space Summary Check Sheet

	Ed Spec - Exterior				SD - Exterior				DD - Exterior			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Main Play Area												
Blacktop *		1	5,250	5,250								
Covered Blacktop				0								
Play Structure		1		0								
Multi-Use Turf Field*		1	6,000	6,000								
Kindergarten/ TK / Pre-School												
Blacktop (Minimum)*			2,520	0								
Covered Blacktop				0								
Play Structure				0								
Multi-Use Turf Field (Minimum)*			2,880	0								
Total				11,250				0				0

+ Quantity is driven by Code Requirements

* Quantity is calculated using a formula which is connected to the "Start Here" tab

Restroom Facilities - Quantity should reflect the # of occupancy

Cells to be completed by Architect or District Representative (Site Specific)

Special Education

School: Sample Only

Special Education	Ed Spec				SD				DD			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Learning Center	1	1	960	960								
NSH Classroom		Use General Classroom										
Occupational Therapy	1	1	960	960								
Severely Handicapped Classroom (Grades 1-6)	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
SH Classroom*	1	1	1,250	1,250								
SH Office/Testing Room*		1	120	120								
SH Storage*		1	100	100								
SH Restroom*		1	140	140								
Severely Handicapped Preschool - Kindergarten	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Classroom	0		1,200	0								
Student Restroom*		0	120	0								
Inside Storage*		0	80	0								
Prep Room*		0	200	0								
Staff Restroom*		0	64	0								
Outside Storage*		0	75	0								
Speech Therapy		Use Multi-Use Group Room in Admin										
Psychologist		Use Multi-Use Office in Admin										
Total	3			3,530	0			0	0			0

Ed Spec - Exterior**SD - Exterior****DD-Exterior**

WCCUSD - Elementary School Educational Specification
Space Summary Check Sheet

	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Learning Patio		1	900	900								
Total				900				0				0

+ Quantity is driven by Code Requirements

* Quantity is calculated using a formula which is connected to the "Start Here" tab

Restroom Facilities - Quantity should reflect the # of occupancy

Cells to be completed by Architect or District Representative (Site Specific)

Support

School: Sample Only

	Ed Spec				SD				DD			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Storage Areas		1	120	120								
Central Custodial Storage/Office		1	200	200								
Satellite Custodial			50	0								
Central Electrical		1	120	120								
MDF Room		1	150	150								
IDF Rooms			80	0								
Satellite Electrical			80	0								
Total	0			590	0			0	0			0
	Ed Spec - Exterior				SD - Exterior				DD-Exterior			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Visitor Parking		10	300	3,000								
Staff Parking*		69	300	20,700								
Bus Drop-Off												
Parent Drop-Off												
Total	0			23,700	0			0	0			0

+ Quantity is driven by Code Requirements

* Quantity is calculated using a formula which is connected to the "Start Here" tab

Restroom Facilities - Quantity should reflect the # of occupancy

Cells to be completed by Architect or District Representative (Site Specific)