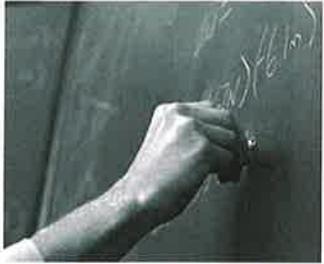


# New K-6 Elementary School

## Programming Document

July 31, 2018



# **NEW K-6 ELEMENTARY SCHOOL CENTRAL UNIFIED SCHOOL DISTRICT**

Programming Document

*July 31, 2018*

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## ***Establishing a planning process for a successful elementary school project.***

### ***What is an Educational Specification?***

An **educational specification** establishes the groundwork for the project and lays out the important information that is needed to design the project. Educational specifications are interrelated statements that communicate (or specify) to the architect, the public, and other interested parties what educators believe is required for a proposed educational facility to support a specific educational program. The initial result is a program document that defines educational goals and priorities from extensive discussions with administrators, teachers, parents, staff and students.

The design team composes a **program** that includes the number of spaces with the number of teaching stations. The process is then continued with the development of details and needs for each space.

## ***Project Overview***

The Central Unified School District is planning a New K-6 Elementary school designed for 750 TK thru 6<sup>th</sup> grade students. To start a successful building project, many people must come together to craft an educational specification that defines a elementary school suitable for the challenges of educating the students in today's world and generations to come. The stakeholders, i.e. students, parents, teachers, staff & community members, are instrumental in forming the goals for the new elementary school. The result of this first step is a comprehensive program of the elements and spaces that will be built as part of the new elementary school project.

The site is currently 10 acres of commercial land. The new elementary school will include innovative, adaptable, programmatic elements which support the process of learning. Facilities will accommodate the needs of 21st-Century students with collaborative learning experiences supported with flexible and innovative spaces for today and for the future.

The Central Unified School District, along with SIM-PBK, embarked on a planning process that engaged multiple stakeholders in designing the new 21<sup>st</sup> century elementary school that will provide a state of the art facility to enhance the educational needs of the students and be a source of pride for the community.



# Central Unified School District

## GUIDING PRINCIPLES

- Belief:** Every student can learn.
- Vision:** Every student is prepared for success in college, career and community.
- Mission:** Every student will engage in rigorous, relevant, standards-based instruction in every classroom, every day, to ensure student learning.
- Core Values:** Character, leadership, innovation, continuous improvement.

**Superintendent**  
Andrew G. Alvarado

### Cabinet

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### District Goals

#### Goal 1: Learning for Academic Excellence

Every year, students will attain mastery learning of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.

#### Goal 2: Staff Recruitment/Development for Academic Excellence

Every year, staff members will be recruited, hired, and retained based upon coherence in knowledge, practice and beliefs about student learning, instructional best practice, assessment to guide decision-making, and continuous improvement for increased student learning.

#### Goal 3: Support System for Academic Excellence

Every year, every support system, department and staff member will be focused on providing resources and assistance necessary to ensure that systems enhance student learning.

***EVERY STUDENT ~ EVERY CLASSROOM ~ EVERY DAY!***

### **Goal 1: Learning for Academic Excellence**

**Objective 1:** Every year, every student is provided differentiation and support to ensure grade level mastery of skills and content as evidenced by standardized data. Every year, every exiting first grader will be a reader and mathematician as evidenced by assessment data. Every year, every sixth grader will be prepared for academic, behavioral, and social success in middle school as measured by assessment data and anecdotal records.

**Objective 2:** Every year, every student is provided a coherent instructional program to ensure career/college/community readiness as measured by graduation rate, employment, and admission data.

**Objective 3:** Every year, every student is provided opportunities to develop leadership, problem solving, and innovative thinking skills, preparing them to compete in a global society as measured by assessment data, graduation rate, and employment.

**Objective 4:** Every year, every student is provided opportunities to develop aesthetic valuing through the visual and performing arts as measured by student outcome data.

### **Goal 2: Staff Recruitment and Development for Academic Excellence**

**Objective 1:** Every year, every staff member will be provided professional development on focus areas in leadership, service (instructional) delivery, and student support in order to increase staff effectiveness and satisfaction as measured by student outcomes, staff retention, and recognition.

**Objective 2:** Every year, every staff member will be committed to continuous improvement of knowledge and skill to support the improvement of student learning outcomes as measured by participation in professional readings, workshops, and the implementation of identified practices.

**Objective 3:** Every year, every staff member will be provided effective and timely feedback regarding daily practices in order to increase coherence and effectiveness as measured by conference and visitation logs.

**Objective 4:** Every year, every member of the organization will increase their leadership knowledge and skills in building supportive systems, promoting a learning focus, guiding professional learning focus, guiding professional learning communities, providing and managing data, monitoring improvement efforts, and facilitating the change process as measured by increased student learning outcomes and increased staff/parent satisfaction as evidenced by surveys and student outcome data.

### **Goal 3: Support System for Academic Excellence**

**Objective 1:** Every year, every support system will ensure proactive communications, necessary state-of-the-art infrastructure, with timely response and innovative solutions in order to facilitate student learning as evidenced by call logs, work orders, and correspondence.

**Objective 2:** Every year, every financial and operational resource will be focused on supporting student learning and the learning environment, as measured by procurement approval protocols, timely procedures, complete communication cycles, curb appeal assessments, timely repair services and equitable distribution of funding through the annual budget adoption.

**Objective 3:** Every year, every student's and staff member's health and safety will be enhanced through on-going health and safety preparedness training, continued recruitment for and provision of nutritious, cost-effective meals, and the most effective situational deployment of personal safety forces at school sites as measured by incident reports, meal participation data, health screening data, and training participation registrations.

**Objective 4:** Every year, every student and staff member will have the latest technological tools to enhance instruction and communication, attendance, and the learning environment as measured by timely response to electronic/telephone contacts, completion of technology needs assessment and implementation plan, and data analysis following attendance enhancement outreach efforts.

***EVERY STUDENT CAN LEARN***

4/1/2017

## INTRODUCTION

### I. Instructional Philosophy and Program

It is the responsibility of the Central Unified School District to meet the individual needs of each child. The School District has the responsibility to develop the child's intellectual, cultural, physical, social, and emotional capacity. The new elementary school must provide a stimulating environment and opportunities for each student to realize his own individual potential. To this end school buildings should be functionally designed to enhance the learning environment. While being esthetically pleasing, they should also be practical in terms of the spaces provided, so that space supports the learning needs of the students.

## Planning Criteria

Initial Planning for all educational facilities must take into consideration the following objectives:

1. To create an ideal environment for the learning process.
2. To provide facilities this would facilitate individualized instruction.
3. To provide flexibility and space to meet changing approaches to teaching and learning.

The committee for Educational Specifications recognizes the importance of the following more general guidelines if a successful total school building program is to be established:

1. Establish neighborhood walk-in schools to minimize bus transportation.
2. Design schools to accommodate neighborhood community activities.
3. Develop schools close to community playground parks.
4. Plan school sites and buildings on 6-7 acre sites to accommodate up to 800 students.

## School Organization

The new building must facilitate the many changes in instructional organization and accommodate the flow of new developments in technology that are already influencing our instructional programs. New grouping practices, new patterns of scheduling time and regulating group size and independent activity, and new developments in instructional materials will accelerate causing a need for constant flexibility within the new design.

The building then must house varying size groups, provide for different kinds of instructional activity and for rapid changes of activity during an instructional period, and have the capacity to house new equipment/technology appropriately.

## Design Criteria

The basic concept to be incorporated in the building design of elementary school facilities is the accessibility of all space from within. The first design criterion should provide easy transition and movement of students and staff members to all facilities of the school. Secondly, the physical arrangement should provide for effective use of all space and the flexibility to alter these spaces to meet the ever changing instructional program. The total school facilities must be designed to:

1. Afford flexible teaching space arrangements which encourage teachers to work with individual pupils and small groups of any size up to the maximum of the entire class.
2. Provide easy transition and movement of groups from small class situations to larger class areas.

3. Allow class spaces to flow together for interaction between adjacent classes and teachers.
4. Provide a library media center large enough to accommodate a minimum of 50 students at any one time.
5. Provide optimum thermal, visual, and acoustical environment that would be conducive to the learning environment.
6. The building should be so designed as to bring about maximum security of the educational space. The design of the plant should be such that the school grounds can be open to the community without threat of vandalism or theft to the instructional areas.
7. The design footprint of the building shall be placed on the property to take the greatest advantage of sun in the winter months and shade during the summer months.
8. Natural lighting shall be utilized where possible to effectively reduce need for artificial light while maintaining a safe secure space.
9. Parking for bus, faculty, and patrons shall be divided into three separate areas.

## II. BASIC INSTRUCTIONAL SPACES

### A. KINDERGARTEN-PRESCHOOL

1. The Kindergarten-Preschool plan should reflect the District's philosophy in meeting the individual needs of each student. Our responsibility is to develop the student's intellectual, physical, cultural, social and emotional capacity. Central Unified Elementary schools must provide an appropriate physical environment, which support each student to realize their own potential.
2. General Requirements
  - 2.1 Each classroom instructional space should be designed with maximum "flexibility" for student use.
  - 2.2 Kindergarten-Preschool classrooms should be built in combination of twos with common support spaces i.e. preparation area, storage, teacher workstation.
  - 2.3 Teacher planning and conference area should be located in close proximity to the instructional space.
  - 2.4 Each instructional space must include book shelving and closed cabinet storage closet.
  - 2.5 Acoustic treatment that allows various size groups under instruction to function separately.
  - 2.6 Optimum thermal, visual environment conducive to the learning process.
  - 2.7 Overhead screen, TV, VCR, DVD placed for maximum grouping.
  - 2.8 Kindergarten-Preschool classrooms should be located in close proximity to primary classrooms.
3. Specific Requirements
  - 3.1 Walls
    - 3.11 Maximize tack able wall surface
    - 3.12 Any partitioning should have sound deadening capability.
    - 3.13 Six (6) feet of whiteboard placed at appropriate height.
    - 3.14 Space provided for movable storage cabinet unit.
    - 3.15 Thirty (30) linear feet of counter, storage space
    - 3.16 Windows that can be opened when heating and refrigeration is off. These should be large windows.
  - 3.2 Wet Area
    - 3.21 One-third (113) of classroom be vinyl floor covering.
    - 3.22 Two sinks in classroom.
      - 3.221 One large sink with hot water at adult height, where practical.
      - 3.222 One sink at student level.
    - 3.23 Faucet and drinking fountain on opposite ends of sink.

- 3.24 Counter space on each side of sink.
  - 3.25 Maximize storage capability under sink and counter.
- 3.3 Teacher's Workroom Storage
- 3.31 Shelves large enough to hold 24"x 44" posters.
  - 3.32 Drawers and cupboards for storage of student instructional materials.
  - 3.33 Lockable storage cabinet for instructional equipment.
  - 3.34 Storage for paper, paint, and art materials.
  - 3.35 Lockable wardrobe for personal items.
  - 3.36 Two drawer file.
  - 3.37 Communication/voice-data.
  - 3.38 Four x four (4' x 4') whiteboard.
  - 3.39 Teacher desk area spaces adjacent to one another with adequate access to voice/data, and electrical outlets.
- 3.4 Classroom Storage
- 3.41 Individual student cubbies built to district standard.
  - 3.42 Built in bookshelves.
  - 3.43 Counter tops with storage capacity below.
  - 3.44 Thirty (30) linear feet of counter inclusive of requirements for storage, shelving, book storage.
- 3.5 Outside Storage
- 3.51 Lockable storage of sufficient size and versatility to house wagons, tricycles, blocks, play tools, etc.
- 3.6 Bathrooms
- 3.61 Outside/inside accessible.
  - 3.62 Sinks and lavatories follow district specs for proper height.
  - 3.63 Warm water in sinks, where practical.
- 3.7 Play Area
- 3.71 Grassed play area.
  - 3.72 Tricycle path preferably around playground perimeter.
  - 3.73 Drinking fountains.
  - 3.74 Bathroom access without going into building.
  - 3.75 Electrical outlets.
  - 3.76 Separated equipment/sandbox areas.
- 3.8 Area Relationships
- 3.81 Easy/quick accessibility to nurse's station.
  - 3.82 Adjacent to separated K-Pre parent drop off and delivery.

3.9 Space for Furniture

- 3.91 Two kidney shaped tables and two small rectangular tables.
- 3.92 Twenty four (24) student stations at tables.

3.10 Special Needs Requirements

- 3.101 Two-thirds (2/3) room carpeted.
- 3.102 One-third (1/3) room vinyl.
- 3.103 Each classroom individually temperature controlled.
- 3.104 Full length mirror.
- 3.105 Electrical outlets on every wall ten feet (10') apart.
- 3.106 Student computer outlets district standard.
- 3.107 Wall mounted overhead screen.
- 3.108 Teacher computer outlets near TV location and at teacher desk location.
- 3.109 Outside doors have a visual look through window.

## B. PRIMARY-INTERMEDIATE GRADES (1-6)

1. The plan for grades 1-6 should reflect the district's philosophy in meeting the individual needs of each student. Our responsibility is to develop the student's intellectual, cultural, physical, social, and emotional capacity. The Central Unified School District must provide a stimulating environment and opportunities for each student to realize their own potential.
2. General Requirements for Grades (1-6)
  - 2.1 A minimum of 960 square feet per classroom be provided.
  - 2.2 A rectangular room footprint is more desirable than a square one.
  - 2.3 Each basic classroom space should be large enough to accommodate an average group size of thirty (30) students.
  - 2.4 Provision should be made for a door between each two classrooms.
  - 2.5 The acoustical and visual treatment of instructional spaces should afford as much protection as possible from noise producing or visually distracting activities.
  - 2.6 Color coordination and selection should reflect current research concerning the effect color has on human behavior.
  - 2.7 . Maximize tack-able wall surface.
  - 2.8 Have a focal point in each classroom where a magnetic whiteboard, television outlet, overhead screen, telephone, computer jack, light and temperature controls are located.
  - 2.9 A computer jack should be located adjacent to the teacher desk area.
  - 2.10 Classroom configuration should allow desks to be arranged with a minimum of two feet of aisle and ample peripheral space between desks and walls, shelving, and mechanical fixtures.
  - 2.11 Each classroom should have easy access to outdoor play facilities.
  - 2.12 Provision must be made for students to move easily inside and outside to bathroom facilities with a minimum of distraction.
  - 2.13 Teacher Work Room (T.W.R.) should include storage and work space for the appropriate number of teachers assigned.
    - 2.131 T.W.R. should be centrally located and easily accessible.
    - 2.132 Windows to the outside preferred.
    - 2.133 Provide maximum cabinet and counter space.
    - 2.134 Provide space for large copy machine (220v. outlet)
    - 2.135 Ample electrical outlets; counter and floor locations.
    - 2.136 Provide open shelving near copy machine.
3. Specific Requirements
  - 3.1 Windows
    - 3.11 Placed high so they don't take up valuable wall and cupboard space.
    - 3.12 Low transmission glass.
    - 3.13 Cover windows with closeable blinds

### 3.2 Walls

- 3.21 All walls treated as tack-able wall surface.
- 3.22 Sixty-four (64) square feet of magnetic whiteboard topped with map rail.
- 3.23 Provide wall clock
- 3.24 Light, temperature, voice, and data controls.
- 3.25 Computer jack for teacher near T.V. and at teacher desk area.
- 3.26 Electrical outlets on all four walls. Separate outlet for T.V. and overhead projector.
- 3.27 Overhead screen mounted at instructional center of room. T.V. can be placed in corner.
- 3.28 Electrical outlet centered on screen for projector.

### 3.3 Storage

- 3.31 Adequate built-in book shelving.
- 3.32 A minimum of two tall storage cabinets located on back wall.
- 3.33 Sink, drinking fountain at appropriate height with storage below counter top.
- 3.34 All classrooms should be provided with cabinetry suitable for storing backpacks, coats, etc. (health services issue)
- 3.35 Instructional supply storage for teaching supplies, charts, paper supplies etc.
- 3.36 Paper towel dispensers should be simple straight pull down type.
- 3.37 Lockable cabinet near teacher desk area.

### III. COMMON USE FACILITIES

#### A. MULTI-PURPOSE ROOM AND STAGE

1. Suitability, flexibility, and adaptability for a variety of uses including the following: assemblies for a maximum of 500 students/adults; musical and dramatic presentations for groups of varying size; instruction for instrumental and choral music; indoor physical education; dancing; community activities; parent meetings; luncheons; dinners; public elections and a cafeteria for students.
2. General Requirements for Multi-Purpose Room/Stage
  - 2.1 Parking conducive for community use.
  - 2.2 Accessibility for delivery trucks without student passing interference.
  - 2.3 Multi-Purpose Room can be isolated without gaining access to remainder of building.
  - 2.4 Adjacent restroom facilities for students and adults.
  - 2.5 Space for a maximum of 350 for dining.
  - 2.6 Teacher's lunchroom adjacent to Multi-Purpose room. (Double door access)
  - 2.7 Parent room. (Lockable, roll up door, counter)
  - 2.8 Provide storage for tables.
3. Specific Requirements
  - 3.1 Stage located appropriately.
  - 3.2 Engineered well for sound.
  - 3.3 Heating/cooling to all areas.
  - 3.4 Portable choral risers. (Provide storage.)
  - 3.5 Stage lighting system control panels placed on stage.
  - 3.6 Offstage storage for musical instruments.
  - 3.7 Stage Curtains
  - 3.8 Dedicated hand wash area at entry. (Lateral trough sinks)
  - 3.9 Public address system controls placed on stage. Incorporate wireless mike technology and wireless hearing units.
  - 3.10 Electrical outlets (all walls including in front of stage)
  - 3.11 Locked and covered lighting controls located at main entrance.
  - 3.12 Telephones. (Stage, kitchen and faculty dining)
  - 3.13 Large retractable viewing screen.
  - 3.14 Whiteboard installed on stage side wall.
  - 3.15 Provide movable rack chair storage under stage for 350 chairs.
  - 3.16 Wired in appropriate areas for voice/data.
  - 3.17 Built in lighted trophy case using tempered glass.
  - 3.18 Room darkening capability
  - 3.19 Large area for mural at front of stage area.

## B. MEDIA CENTER

1. The basic functions of the elementary library are two-fold: to teach children to love to read and to provide information.

The three components basic to developing the media center as a force in the school are:

- 1.1 The facility.
- 1.2 The materials and equipment.
- 1.3 A certificated school librarian and clerical assistant.

The media center is both an instructional and multi-service facility. To be successful, the school library must have the cooperative recognition, understanding, promotion, and support of all members of the instructional program.

The media center functions as an extension of the classrooms as well as a repository for circulating books, references, and media. It should include computers and an ' appropriate area for their use of audio visual equipment, appropriately wired carrels, an audio center, audio-tape and video tape banks, and work storage area. A teacher resource center should be associated with or adjacent to the media center. It should include an area for textbook storage and other teacher related material resources.

### 2. General Requirements for the Media Center

- 2.1 The media center should have outside access and be located centrally in the building.
- 2.2 The internal arrangement will facilitate a free-flow from the entrance to the circulation desk, to the stacks, to the magazine, reference, A-V, computer, individual study area and group activity area.
- 2.3 All areas within the media center must be interrelated in order that students and teachers may secure necessary materials easily and conveniently. They should be able to access electronic media regardless whether it is a book, pamphlet, periodical, tape or picture.
- 2.4 Within the reading area, quiet study areas should be located away from traffic streams.
- 2.5 Space should be provided for a reading area, stacks for book storage, and a workroom/storage area.
- 2.6 The media center should have direct accessibility from all instructional spaces inside the building.
- 2.7 The media center should be accessible to delivery trucks while maximizing student safety.
- 2.8 The media center should be near student and faculty bathrooms.

### 3. Specific Requirements

#### 3.1 Walls

- 3.11 The library should have a minimum of one exterior wall with high level windows.
- 3.12 Maximize tack-able wall surfaces.
- 3.13 Wall clock.
- 3.14 Light and temperature control.
- 3.15 Data/voice communication.

#### 3.2 Reading Area

- 3.21 Provide flexibility in use of space for various activities.
- 3.22 Area: Thirty-five (35) square feet per child for fifty (35) students.
- 3.23 Electrical outlets on walls.

#### 3.3 Teacher Professional Resource Center

- 3.31 A resource center should be associated with the library and provide an area for adequate storage for state texts, resource materials, and a work preparation area.
- 3.32 Adequate cabinet storage should be provided. (Big Book Storage)
- 3.33 The preparation area should include adequate teacher desk work space.
- 3.34 Voice/data communication.
- 3.35 The resource room should be adjacent to the library workroom and have a connecting door.

#### 3.4 Tech Lab

- 3.41 Must be adequately air-conditioned preferably with a separated cooling unit.
- 3.42 The center should be acoustically separate but able to be have visual accessibility from the library.
- 3.43 The center should be large enough to house a full class with appropriate support peripherals.
- 3.44 Should have outside door access so student passing does not disturb library activity.
- 3.45 Adequate electrical capacity with future technology growth potential.
- 3.46 Special provision should be made to consolidate electrical hookups for computers utilizing strip plugs eliminating the need for drop cords.
- 3.47 Accessible to reading area, charging desk, work and resource area.
- 3.48 The librarian should have clear view of the entire media center from the charging desk.

### 3.5 Work and Storage Area

- 3.51 This area could be directly connected to the librarian's charging desk, reading room as well as the resource area.
- 3.52 Storage provided for library supplies, mending supplies, posters, charts, maps and display materials.
- 3.53 Work counter including sink with hot and cold water. (Drinking fountain, paper towel, soap dispenser)
- 3.54 Voice/data communication.
- 3.55 Provide work space (desk area) for Resource Teacher. (Manager)

### 3.6 A-V Storage Area

- 3.61 Provide one small A-V storage room.
- 3.62 Provide keyed lock on door.
- 3.63 Electrical outlet.

### 3.7 Shelving

- 3.71 Adequate fixed perimeter and portable shelving to house a growing collection of a ten (10) book minimum collection per student. Should be based on maximum student enrollment capability of the site.
- 3.72 Perimeter shelving should be within reach of most students.
- 3.73 Picture book shelving should be located low.
- 3.74 Periodical shelving should be slanted for easy viewing of at least twenty-five (25) magazines and twenty-five (25) professional magazines for faculty use.
- 3.75 Shelving for a minimum of two hundred fifty (250) professional teacher reference books.
- 3.76 Built in book case shelves in librarian's charging desk.

### 3.8 Furniture

- 3.81 Large study table
- 3.82 Sixteen (16), round adjustable tables.
- 3.83 Sixty-four (64) chairs for primary and intermediate age students.
- 3.84 Circulation desk and chair (could be built-in)
- 3.85 Table model dictionary stand.
- 3.86 Book return receptacles. Two (2) depressible trucks with wheel locks.
- 3.87 Filing cabinet (Three (3) drawers)
- 3.88 Wardrobe and lockable cupboard.
- 3.89 Exhibit cases, glass windows with locks.

### 3.9 Miscellaneous Equipment

- 3.90 Two (2) book trucks, five (5) inch wheels, slant sided.
- 3.91 Computer/printer for automated library system.
- 3.92 Student computers & charging cart

- 3.93 Two (2) flat-topped book trucks with five (5) inch wheels.
- 3.94 Permanently mounted screen.
- 3.95 Electronic card scanner.

### 3.10 Utilities

- 3.101 Generous provision should be made for electrical outlets. Adequate circuits and conduits should be planned for future electrical needs.
- 3.102 Voice/data to be installed in media center workroom and resource center, and tech lab.
- 3.103 Bathroom, drinking fountains for student and faculty use. Sinks should be provided with hot water, where practical. Lighting should be adequate for reading and detail work in all areas including those for work and storage.
- 3.104 Access panels should be easily accessible so that electrical can be augmented or customized according to future needs.

### 3.11 Heating and Ventilation

- 3.111 Facilities should be air-conditioned and well ventilated with means provided for control within the media center.
- 3.112 Tech lab should have a separately controlled adequate air-conditioning unit.

### 3.12 Color, Decoration and Acoustical Treatment

- 3.121 The entire media center should be treated acoustically to control sound transmission.
- 3.122 Quiet spaces should be adequately insulated from the noisy ones.
- 3.123 The judicious use of attractive and varied colors and textures in the building, furniture and equipment is suggested to create a pleasant atmosphere.

### 3.13 Special Requirements

- 3.131 Doors must be wide enough for equipment, furniture, and wheelchair passage.
- 3.132 All doors should be provided with automatic door closers and devices to hold them open.
- 3.133 Ramps in place of steps if required.
- 3.134 Minimize use of thresholds if possible.
- 3.135 Visual observation capability above forty-two (42) inches requested between media center and tech lab.
- 3.136 Use carpet throughout media center.
- 3.137 Formica tops on counters and tables.
- 3.138 Wall clocks should be provided in major areas.
- 3.139 Ceiling heights can vary by area.

- 3.140 Student exits should be kept to a minimum.
- 3.141 Indoor, outdoor bell system.

C. FOOD SERVICING FACILITY (SATELLITE KITCHEN)

1. General Requirements

- 1.1 Follows current square footage allowance (Ayer School)
- 1.2 Walk-in type refrigerator unit of approximately fifty six (56) square feet. Doors must be extra wide to accommodate wire baskets and dollies. Transit shelving on one side only.
- 1.3 Easily accessible to delivery trucks.
- 1.4 Locked storage area approximately one hundred fifty (150) square feet with double doors for food and equipment storage.
- 1.5 Wall space to accommodate portable freezers.
- 1.6 All doorways/entries in kitchen and multi-use room wide enough to allow passage of all mobile kitchen equipment (carts, dollies, salad bar etc.)

2. Specific Requirements

- 2.1 Two adjacent serving areas with multi-purpose room accessibility.
- 2.2 Overall, counter space should provide at least sixteen (16) linear feet by twenty four (24) inch wide of working area excluding sink.
- 2.3 Warming ovens with 220 volt outlets double stack or roll-in type oven.
- 2.4 Kitchen to have hood and vent directly over ovens.
- 2.5 Allow space for dollies adjacent to oven. (Dollies are 27-3/8" X 26-112" X 5-3/8")
- 2.6 Double stainless steel sink with hot and cold water, deep enough to accommodate bus pans and 18" X 26" bun pans. Counter top should be no less than 24" long on both sides of sink. Shelf under sink cupboard, above and below drain board.
- 2.7 Drawers and cabinets under counter space for storage
- 2.8 Desk-type cabinet with drawers for filing and storage. Locks on doors and drawers.
- 2.9 Electrical outlets on counter top and appropriate walls for the addition of freezer box, small upright refrigerator, and tabulator machine.
- 2.10 Voice/data communication.
- 2.11 Standardized equipment for satellite kitchen.

- 2.111 1 Oven-Double stack or roll-in type.
- 2.112 2 Carts- Utility, two shelves.
- 2.113 2 Milk Dollies
- 2.114 12 Dollies - #46 magnesium double dollies with two swivel casters size 27-3/8"X 6- 1/2" X 5- 3/8"
- 2.115 12 Insulated blankets - Hammett cold food cover, 28" X 28" X 44"
- 2.116 6 Insulated carriers - with two handle straps, 28" X 14" X 14", Hammett HIT- 50.

2.117	10	Refrigerants, Cres Cor KI218, 21-1/4" X 5-3/4" X 13-3/4".
2.118	210	Wire baskets, 25-7/8" X 13-3/8" X 2-5/8" (Nickel chrome rod).
2.119	4	Transits, insulated.
2.1110	4	Refuse, 30 gallon plastic.
2.1111	4	Knives, 10" French.
2.1112	4	Knives, 13" Bread.
2.1114	4	Rubbermaid clear boxes, 18" X 12" X 6" ply
2.1115	1	Tabulator machine.
2.1116	4	Bus Boys, 15" X 20" X 5".
2.1117	4	Dishers, Stainless steel size #8.
2.1118	4	Dishers, Stainless steel size #10.
2.1119	4	Dishers, Stainless steel size #12.
2.1120	4	Dishers, Stainless steel size #16.
2.1121	1	Electric can opener.
2.1122	6	Sandwich spreaders, 3-1/2" X 1-5/16".
2.1123	2	Colanders, 5 quart.
2.1124	6	Perforated spoons, 11" flat handle.
2.1125	6	Perforated spoons, 15" flat handle.
2.1126	4	Slotted spoons, 11" flat handle.
2.1127	6	Slotted spoons, 15" flat handle.
2.1128	4	Bread boards, hard rubber.
2.1129	36	Sheet pans, 18" X 26".
2.1130	6	Spatulas, 4' X 2-1/2".
2.1131	2	Measuring cups, 2 quart.
2.1133	1	Food bar organizer, #2602.
2.1134	24	Crocks, 1/5 quart with snap-on lids.
2.1135	24	Utility tongs, 9-1/2"
2.1136	12	White plastic jar with plastic top, drip cut server #632-32oz.

#### D. OUTDOOR FACILITIES

1. These facilities are based on an average size school of 800 students and a site of 10 acres. The blacktop area should approximate 36,000 square feet.

It is important that school sites provide level, graded and surfaced areas, fenced for safety, in order to allow for building and landscaping and to permit the simultaneous activities of running and tag games, individual, dual and team games, rhythmical exercise and play apparatus.

A good physical education program provides activities for the learning of fundamental locomotor skills involved in work and play and skills necessary in games and rhythms. The goal is to keep the child solving problems, add to his ability to form judgments and to perform in response to these judgments.

2. General Requirements - Kindergarten

2.1 Grass

- 2.11 3000 square feet minimally.
- 2.12 Space for running skipping
- 2.13 Equipment, ramp, balance board, hula-hoops, balls, tires, bean bags, water tables.

2.2 Sand Pit

- 2.21 Approximately 144 square feet.
- 2.22 12' X 12' with curb; sand area depressed with Eastern exposure.

2.3 Equipment Area

- 2.31 Gymboree climbing structures
- 2.32 Horizontal ladder at Kindergarten height.
- 2.33 Concrete pipes.
- 2.34 Perimeter tricycle/wagon path.

2.4 Covered Patio

- 2.41 Approximately 20' X 60' for one class or 20' X 80' for two classes.
- 2.42 Attached to Kindergarten building.
- 2.43 Drinking faucets.
- 2.44 Access to bathrooms.
- 2.45 Area for ball play, jump rope and hula-hoop use.
- 2.46 Area for hopscotch.

2.5 Storage Area

- 2.51 Approximately 150 square feet.
- 2.52 Accessible from covered patio.
- 2.53 Wheeled toys.
- 2.54 Balls, ropes, hoops, tires, balance beam, balance boards, sand equipment.
- 2.55 Hollow block set.

3. General Requirements - Primary

- 3.1 3000 square feet for stationary climbing apparatus separated from intermediate grade area.
- 3.2 Sand play area with overhead ladder, rings and climbing pieces.
- 3.3 Maximize grass area for kickball and free play.

3.4 Storage room for Physical Education instructional supplies. This space should be at least 96 square feet (8' X 12'). For safety reasons, the door should open inward and be provided with locks. The storage area should have bins, shelves and racks for the best utilization of space and for the proper care and maintenance of equipment and supplies. If part of the main building and outside entrance is a requirement. An electrical outlet is required for needed ball pump. A pass through window or Dutch door is required.

3.5 Standardized Equipment

- 3.51 Refer to District Standards.
- 3.52 Permanent baseball, kickboard backstops.
- 3.53 Modem and safe climbing equipment.
- 3.54 Tetherball.
- 3.55 Basketball courts.
- 3.56 Sleeved soccer/football goals.

4. General Requirements- Intermediate

- 4.1 Maximize outside turf area separated from primary if space permits.
- 4.2 Blacktop playing surface proportionally sized primary vs. intermediate.
- 4.3 Multi-Purpose room should include storage space for additional outdoor play equipment.
- 4.4 Equipment storage space for playground equipment requires a minimum of 350 square feet.

4.5 Standardized Equipment

- 4.51 Permanent baseball, kickball backstops.
- 4.52 Tumbling mats. (Individual by school)
- 4.53 Tetherball poles.
- 4.54 Soccer/football goals.
- 4.55 Volleyball poles sleeved.
- 4.56 Electrical outlets as close to blacktop area as possible (plug in PA system, PTA carnivals, etc.)
- 4.57 Hard surfaced courts with back wall for soccer, handball practice.
- 4.58 Jogging exercise path around playground.

5. General Requirements- Outside Play Areas

- 5.1 Avoid small hidden areas which are difficult to supervise.
- 5.2 Have plentiful drinking fountains and hand washing facilities accessible from the outside. Place fountains close to major play areas baseball/ soccer fields.

- 5.3 Bathrooms should have outside access and be located near playground.
- 5.4 Provide a holding area where children can wait close to the Multi-Purpose Room and office, this area should have some sort of element protection.
- 5.5 Shaded covered patio/outdoor eating area.

#### IV. ADMINISTRATIVE OFFICES AND RELATED FACILITIES

The Administrative Suite should be large enough to accommodate the personnel, equipment and supplies necessary to the educational support requirements for 800 students. All areas should relate directly with the reception area, with communication, traffic flow and accessibility to the total school plant.

##### A. Administrative Unit

###### 1. General Space Needed

- 1.1 Principal's Office.
- 1.2 Vice-principal's Office and home school liaison.
- 1.3 Reception area.
- 1.4 Secretary's workspace.
- 1.5 Health services office.
- 1.6 Counselor/guidance office.
- 1.7 Teacher workroom.
- 1.8 Teacher lounge
- 1.9 Central supply and equipment storage.
- 1.10 Custodial utility closet.
- 1.11 Conference room.
- 1.12 Parking for visitors.
- 1.13 Itinerate specialist office. (Speech/hearing, special ed. etc.)

###### 2. Principal's Office Requirements

- 2.1 Needs visual contact with playground, parking and entrance.
- 2.2 Adjoins secretary work area with look through window; mini blinds for privacy.
- 2.3 Door with look narrow look through.
- 2.4 Door to secretary work area and one to the outside.

- 2.5 Entrance easily accessible to staff.
- 2.6 Immediately adjacent to conference room.
- 2.7 Close proximity to vice-principal and other offices
- 2.8 Large enough to accommodate:
  - 2.81 Conference type desk and swivel chair.
  - 2.82 Four chairs
  - 2.83 4-drawer lockable legal file.
  - 2.84 Voice/data
  - 2.85 Electrical outlets, computer, and space for peripherals.
  - 2.86 Workable counter space.
  - 2.87 Bookcases, wall cabinets with drawers.
  - 2.88 Vinyl tack-able walls.
- 3. Vice-Principal's Office and Office of Home School Liaison
  - 3.1 Room for conference type desk and same furniture as principal.
  - 3.2 Small conference table for committee use.
  - 3.3 Storage for equipment and supplies.
- 4. Reception Area Requirements
  - 4.1 Make division for waiting students and public reception waiting areas.
  - 4.2 Counter space for filling out forms. (Closed on one end) One section low enough for primary students to see over. (Nearest to office entry)
  - 4.3 Display case for project work or perimeter shelving above door and windows.
  - 4.4 Glass covered 3' X 3' cabinet at entrance area to office for parent notices.
  - 4.5 Vinyl tack-able walls.
- 5. Secretaries' Work Space Requirements
  - 5.1 Room for office manager and clerical assistant.
  - 5.2 Adjacent to reception area.
  - 5.3 Desks convenient to voice/data communication, principal's office.
  - 5.4 P.A. system centrally located for office suite use.

- 5.5 Counter with storage and drawers separating reception and work area.
  - 5.6 Visitors should have easy access to office, and office should have visual access to outside.
  - 5.7 Space for work stations including computers. Arrange for traffic flow.
  - 5.8 Space for five (5) lockable four-drawer files.
  - 5.9 Lockable safe.
  - 5.10 Counter space for third office person.
  - 5.11 Ample electrical outlets for computers, copiers, and other electrical devices. (Close to work stations- eliminate use of drop cords.)
  - 5.12 Master clock, bell and intercom systems.
  - 5.13 Vinyl tack-able walls.
  - 5.14 Vinyl flooring.
6. Nurse's Office Requirements
- 6.1 Adjacent to secretary's office space with window to view students when occupied and nurse is not in building.
  - 6.2 Room acoustics should be adequate to allow hearing testing. (Xerox machine should not be close to this space)
  - 6.3 Unobstructed space for vision testing.
  - 6.4 Window to exterior of building.
  - 6.5 Space for desk, chair, student seats, and two beds. (cots)
  - 6.6 Lockable file storage
  - 6.7 Voice/data communication. (Minimally a telephone)
  - 6.8 Ample electrical outlets.
  - 6.9 Overhead cabinet storage for supplies.
  - 6.10 Lockable cabinet for medication storage.
  - 6.11 Lockable first aide storage cabinet.

- 6.12 Sink with hot and cold water with side counters.
  - 6.13 Bathroom. (Include mirror)
  - 6.14 Space for refrigerator.
  - 6.15 Storage for wheelchair and stretcher.
  - 6.16 Soap and towel dispensers.
  - 6.17 Large mirror in addition to one over sink in bathroom.
  - 6.18 Exits to office and outside corridor.
  - 6.19 Space must have outside ventilation or strong inside ventilation capability.
7. Itinerant Teacher Office
- 7.1 Space for desk and chair
  - 7.2 Lockable storage for materials and supplies.
  - 7.3 Space for work table/s
  - 7.4 Space for file cabinet.
  - 7.5 Voice communication. (Direct communication with rooms and office)
  - 7.6 Ample electrical outlets.
  - 7.7 Acoustical treatment for privacy.
  - 7.8 Vinyl tack-able walls.
  - 7.9 Small whiteboard.
  - 7.10 Bookshelves for easy access to games, puzzles and other instructional items.
  - 7.11 Central location and easy access to office.
  - 7.12 Located away from noise producing areas. (i.e. office entry, bathrooms, Xerox
  - 7.13 Carpeted.
  - 7.14 Acoustical ceiling.
  - 7.15 Space for overhead screen.

- 7.16 Windows
- 7.17 Clock and bell system.
- 7.18 Direct access to corridor
- 7.19 Sink with hot and cold water
- 7.20 Soap and towel dispenser.
- 7.21 Space for wall mirror.
- 7.22 Counter where sink is placed should have cupboards beneath and drawers.

#### 8. Teachers' Workroom Requirements

- 8.1 This room should be large enough to contain to accommodate: laminating machine, Xerox copier, paper cutters, ample storage cabinets, shelves, counter tops, drawers, overhead cabinets, below counter cabinets, central island storage counter top work table. (Provide some lockable cabinets)
- 8.2 220 v. wiring for Xerox and ample floor and counter height electrical outlets.
- 8.3 Adjacent to front office with easy access to classrooms.
- 8.4 Wall space dedicated for butcher paper roll racks.
- 8.5 Sink with hot and cold water. Drinking fountain including soap and towel dispenser.
- 8.6 Provide one hundred (100) teacher boxes.
- 8.7 Voice/data communication.
- 8.8 Intercom connected to office.

#### 9. Teachers' Lounge Requirements, can be combined with Teachers' Workroom

- 9.1 Staff lounge should provide easy access.
- 9.2 Adjacent to bathrooms.
- 9.3 Voice intercom, telephone access.
- 9.4 Room for sink, counter drain board, refrigerator, coffee maker, soft drink vending machine, microwave, and appropriate serving area for kitchen meals. Dishwasher to sanitize utensils, dishes, etc. vital.

- 9.5 All walls should have vinyl tack-able surface.
  - 9.6 4' X 4' whiteboard.
  - 9.7 Ample electrical outlets on walls.
  - 9.8 Voice/data communication including bell and intercom.
  - 9.9 Light and temperature controls.
  - 9.10 Visual and acoustical treatment to assure privacy.
  - 9.11 Cable TV access.
10. Central Supply and Equipment Storage Requirements
- 10.1 Located near secretary's office and teachers' workroom.
  - 10.2 Accessibility for deliveries. (Pallet size)
  - 10.3 Adjustable shelving to ceiling.
  - 10.4 Work surface for paper cutter etc.
  - 10.5 Secure area for equipment storage.
11. Custodial Work and Storage Room Requirements
- 11.1 Located in each classroom wing with main area near cafeteria.
  - 11.2 Ample supply storage.
  - 11.3 Room to store power equipment.
  - 11.4 Electrical Outlets.
  - 11.5 Workbench counter.
  - 11.6 Washbasin, floor sink with hot water.
  - 11.7 Hazardous materials locker.
  - 11.8 Intercom to office
  - 11.9 Bell clock
  - 11.10 Additional storage needs:

- 11.101 Traffic patrol supplies
- 11.102 Additional furniture such as extra desks, chairs, etc.
- 11.103 Space for kiln with 220v outlet.

12. Conference Room 10' X 18'

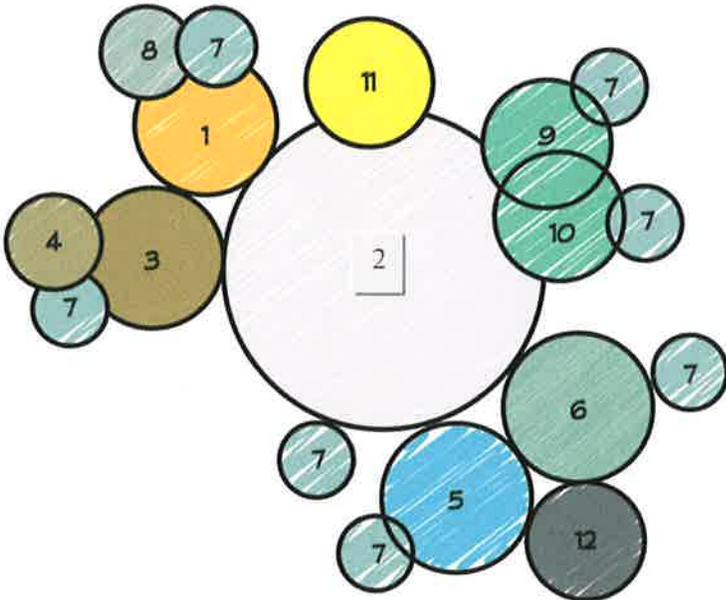
- 12.1 Space for large conference table.
- 12.2 Space around table for minimum often (10) chairs
- 12.3 Pull down screen.
- 12.4 Whiteboard 4' X 8'.
- 12.5 Ample electrical outlets.
- 12.6 Cable TV capable.
- 12.7 Intercom capable.

13. Parking Area Requirements- Separate Staff, Visitor and Student Delivery.

- 13.1 Off street, fenced.
- 13.2 Staff parking for seventy (70) autos.
- 13.3 Truck delivery, supplies and food service.
- 13.4 Well lighted.
- 13.5 Located as far as possible from major street traffic.
- 13.6 Parent/student drop off should be located away from bus loading area.

# AREA RELATIONSHIPS ELEMENTARY SCHOOL FACILITIES

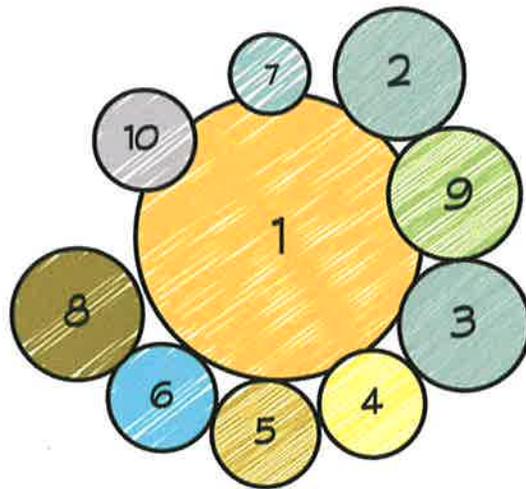
## ELEMENTARY SCHOOL BUBBLE DIAGRAM



**SPACE LEGEND:**

- |                            |                     |
|----------------------------|---------------------|
| 1. ADMINISTRATIVE SUITE    | 8. TEACHER WORKROOM |
| 2. MULTI-PURPOSE ROOM      | 9. FOOD SERVICES    |
| 3. MEDIA CENTER            | 10. TEACHER LOUNGE  |
| 4. TECH LAB                | 11. STAGE           |
| 5. KINDERGARTEN AND TK     | 12. RESOURCE LAB    |
| 6. PRESCHOOL               |                     |
| 7. RESTROOMS AND UTILITIES |                     |

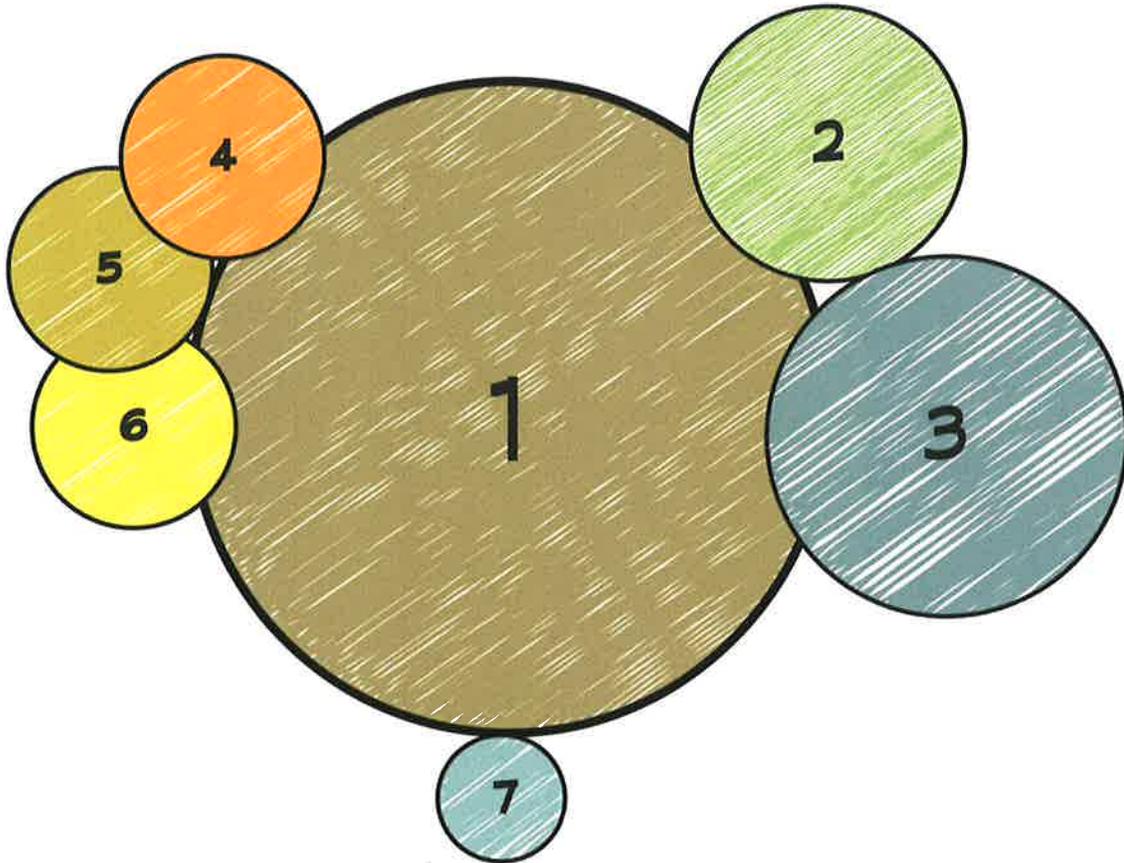
## AREA RELATIONSHIPS ELEMENTARY SCHOOL FACILITIES



### ADMINISTRATIVE AND OFFICES AND RELATED FACILITIES

1. SECRETARY AND RECEPTION
2. PRINCIPAL'S OFFICE
3. VICE PRINCIPAL'S OFFICE
4. HOME SCHOOL LIAISON OFFICE
5. ITINERANT TEACHER OFFICE
6. NURSE'S OFFICE
7. RESTROOMS AND UTILITIES
8. TEACHERS' WORKROOM
9. CONFERENCE ROOM
10. SUPPLY STORAGE

# AREA RELATIONSHIPS ELEMENTARY SCHOOL FACILITIES



## MEDIA CENTER AREA RELATIONSHIP ROOM LEGEND:

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1. MEDIA CENTER
2. TEACHER PROFESSIONAL RESOURCE CENTER
3. TECH LAB
4. LIBRARIAN'S CHECKOUT
5. WORK AND STORAGE AREA
6. A-V STORAGE
7. RESTROOMS AND UTILITIES