Educational Specifications

The Future Begins Here

For Adoption with Facilities Master Plan
APRIL 23, 2024

DLRGROUP

SAUSD
The Future Begins Here

Acknowledgements

Santa Ana Unified School District extends deep gratitude to all the stakeholders for their invaluable participation in the development of the comprehensive Educational Specifications. Their dedication, insights, and collaborative efforts have been instrumental in shaping the future of education and facilities within our community.

Through your collective visioning, we have laid the groundwork for innovative educational environments that prioritize student growth and achievement, and the overall well-being of the students, staff, and our school community. Your input will inform crucial decisions regarding curriculum design, instructional practices, and facility planning, ensuring that our schools are equipped to meet the evolving needs of learners as we realize the outcomes of our new Mission and Vision.

We acknowledge the countless hours of discussion, reflection, and collaboration that have gone into this process. Your passion for education and commitment to excellence have been evident throughout, and we are deeply grateful for your unwavering support.

As we move forward, we remain committed to realizing the vision that has emerged from our collaborative efforts. Together, we will continue to strive for excellence, innovation, and inclusivity in education, ensuring that every student has the opportunity to thrive.

Thank you for your invaluable contributions to this transformative journey.

Vision Statement and Priorities

Mission Statement

Our community empowers learners through empathetic relationships and relevant experiences for well-rounded readiness in our multicultural world.

Vision Statement

Forging communities of compassionate learners, innovators, and leaders for a better future.

World-Scholar

Global Innovator

Architect of Learning

Empathetic Communicator

Collaborative Leader

Community Builder

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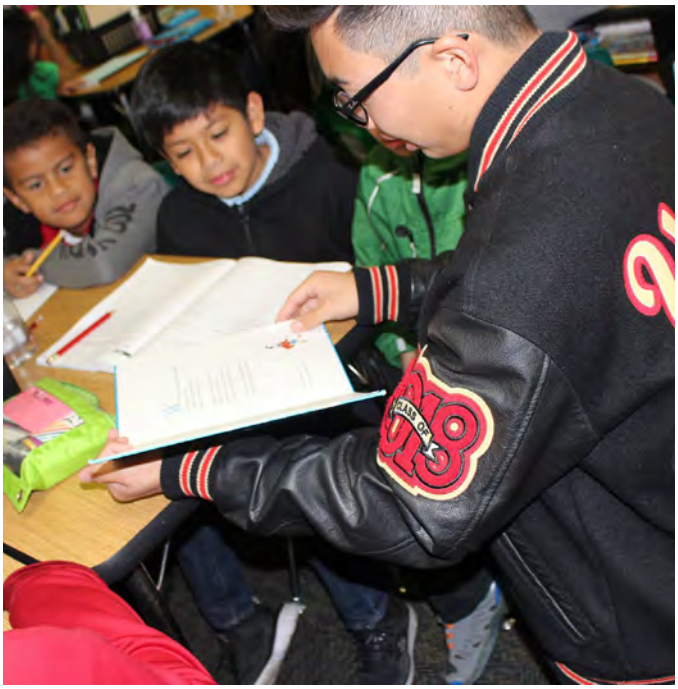
An introduction to each section of the Educational Specifications.



Images: SAUSD Social Media: Facebook

Educational Specifications

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03

This Document is divided into three key sections

Part 01 - Introduction and Overview

The Ed Specs are rooted in the district's Mission, Vision, academic programming, as well as the socio-economic environment within which the district operates. Part 1 describes how these factors come together and why new Ed Specs are necessary.

Part 02 - Process and Outcomes

In developing the Ed Specs, the district worked with the DLR Group, an architectural design firm with national expertise in creating innovative educational spaces in Pre-K—12 school design. The DLR Group conducted a series of visioning exercises with district administration and educators to take the principles and concepts presented in the Educational Specifications and align them to the district's academic vision and programming. The results of that process are described in Part 2, and further elaborated in Appendix A and B.

Part 03 - Specifications

This section illustrates how design concepts, such as transparency, adjacency and learning environments are used in elementary, middle and high school examples. Part 3 defines space types and corresponding programming information.

Introduction & Overview

Part 01

Part 01
Introduction & Overview

Image: SAUSD Social Media: Facebook

Part 01 Santa Ana Schools Unified School District

Who is SAUSD and where is the district headed in their planning process?

Santa Ana Unified School District (SAUSD) is California's 15th largest public education system, with almost 40,000 students currently enrolled. It is governed by a locally-elected, five-member board with Mr. Jerry Almendarez serving as superintendent.

In 2024, with 57 operational schools, the District supports students across 24 square miles. The District champions a whole child approach that combines strong academics with socio-emotional, extracurricular, and health services tailored to each student's needs.

SAUSD is committed to innovative thinking and resources for the development of the Educational Specifications (Ed Specs). These Ed Specs will maximize opportunity for design standards and concepts that inspire transformative culture, outstanding student experiences and achievement, a commitment to the whole child, exceptional talent, and responsible stewardship.

Ed Specs provide a performance-based framework to ensure that opportunities for facilities are explored for each campus and community. District leadership, staff, and educators joined the conversation with design teams to develop the best approach for their campus within the options identified throughout the document.

The Educational Specifications reflect the need to provide high quality, durable, and flexible solutions that will adapt over time. These standards have been developed with thoughtful consideration for new construction. While these Educational Specifications are intended to serve as a long-term guide for decision-making, they should be regarded as a living document requiring ongoing review and update to respond to constant changes in educational delivery, practices, strategies, and models.

Image: SAUSD Social Media: Facebook

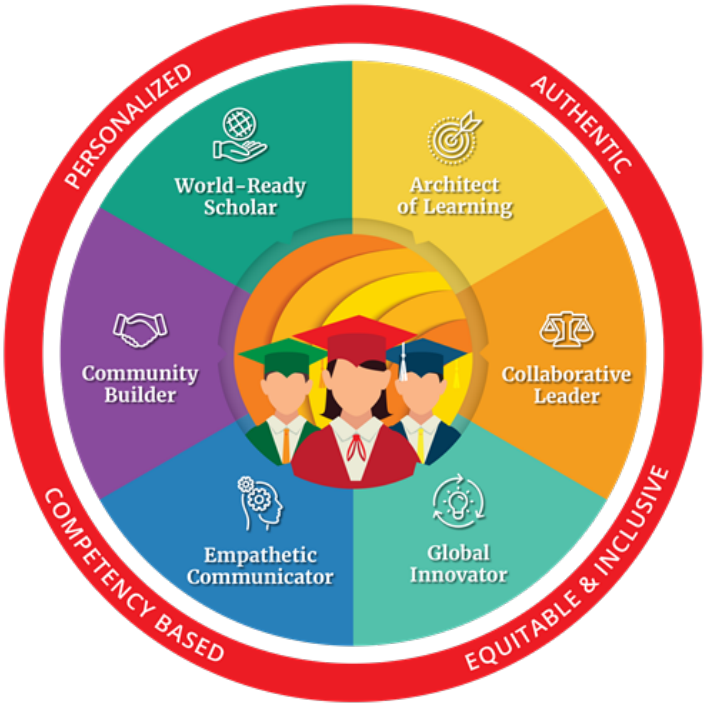
SAUSD Strategic Plan Priorities

How can SAUSD's Strategic Plan inform the Educational Specifications?

The District's strategic plan is organized to prioritize intervention, support, and resources that will positively impact their culture, achievement, safe and nurturing environment, talent acquisition, state-of-the-art facilities, and responsible stewardship.

The Santa Ana Unified School District Board of Education has approved Vision and Mission statements. Additionally, in collaboration between the SAUSD Board of Education, Superintendent, district staff, and community and business partners, a SAUSD Graduate Profile was created.

A framework focuses priorities and strategies on the advancement of the District's ongoing work attending to the academic, health, safety, and social-emotional needs of SAUSD students, families, and communities.



Mission, Vision, and Graduate Statement

Mission Statement

Our community empowers learners through empathetic relationships and relevant experiences for well-rounded readiness in our multicultural world.

Vision Statement

Forging communities of compassionate learners, innovators, and leaders for a better future.

Graduate Profile

SAUSD has create a Graduate Profile that includes overarching themes of Personalized, Authentic, Equitable & Inclusive, and Competency-based, with identified learner characteristics that include World-Ready Scholar, Architect of Learning, Collaborative Leader, Global Innovator, Empathetic Communicator, and Community Builder.

Values

- Collaboration
- Perserverance
- Engagement
- Empathy
- Inclusive Equity

The Santa Ana Unified School District adheres to a comprehensive Local Control and Accountability Plan (LCAP) that is used as a tool to set goals, plan actions, and leverage resources to meet the established goals to improve student outcomes. The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address both state and local priorities. The LCAP provides an opportunity for SAUSD to share our stories of how, what, and why our programs and services are selected to meet our student, staff, and community needs. The following four goal areas support the SAUSD Local Control and Accountability Plan:

Goal 1: Student Achievement

The SAUSD will design, develop, and deliver high quality, flexible, innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students to exhibit self-efficacy, and to be active global citizens, effective collaborators and communicators and solve real-world problems.

Ensure students learn the essential grade-level content needed to succeed in both future college and career opportunities.

Use assessments to provide teaching staff with the insights they need to efficiently address student learning gaps.

Structure courses and programming across all grade levels to provide rigorous curriculum, engaging learning experiences, and targeted interventions that help all students meet expected performance, and support their pursuit of interests and passions.

Goal 2: Family and Community Engagement

The SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

Support staff, families, and the community in maintaining their physical and mental health by offering health resources that foster individual and collective self-care.

Tailor education, systems of supports, and the implementation of resources to the needs of the SAUSD stakeholders.

Goal 3: Social Emotional Wellness

The SAUSD community will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

Care for students' physical health and basic needs so that they are safe and ready to learn.

Offer every student access to mental health supports by leveraging existing school staff and community partners.

Goal 4: Organizational Efficiency and Effectiveness

The SAUSD will create systems which improve efficiency and implement solutions with a high level of customer service and professionalism, to support the educational programs of the district.

Build and maintain trust among students, families, and staff by implementing District procedures and protocols, as well as clear and concise communication channels that foster ongoing, real-time feedback and for continuous improvement around student and staff safety, district and school decisions.

Keep students and the community connected to the district with new/updated/modern facilities that support programming and engaging teaching and learning practices.

Purpose of Educational Specifications

What are Educational Specifications and how should they be used?

The School District of Santa Ana Unified School District (SAUSD) Educational Specifications outlines the academic vision and programmatic guidelines based on how instruction is delivered today and provides flexibility to embrace changes to educational pedagogy in the future. They are a direct reflection of the SAUSD's Mission, Vision, and Graduate Profile. A fundamental purpose of the development of standards is to ensure educational equity so that each student can reach their fullest potential.

Educational Specifications, or "Ed Specs", are programming standards and planning concepts used by school districts to guide new school construction and major space renovations to create engaging and effective learning environments that aligns to the academic vision. Ed Specs will serve as the SAUSD's guide to the architect and engineering community, providing a path for designers to work with SAUSD staff and school communities to define elements of the built environment that will best serve teaching and learning. For SAUSD, they will ensure the development of equitable facilities across the district as it relates to new school construction.

The information contained within these Educational Specifications provides a structure for how new schools should be constructed and existing facilities modernized during the next thirty years and incorporate principles and strategies for successful teaching and learning by educators and learners within built environments. The information contained within these Ed Specs serve as a framework for the design and construction of new schools and include the following:

1. To facilitate consensus around expectations and requirement for planned school facilities that provide equity of facilities and programs.

2. To serve as a guide to ensure equity and application of best practice across the district, with an articulated balance of consistency and customization.

3. To increase operational efficiencies that provide improved access for future-facing educational opportunities for all students.

4. To effectively communicate between the SAUSD and consulting architects and engineers to guide programming and building design.

5. To serve as a guide for planning principles and goals with educators and community members for understanding and collaboration during the development of major capital improvements and building of new schools

While these Educational Specifications are intended to serve as a long-term guide for decision-making, they should be regarded as a living document requiring ongoing review and update to respond to constant changes to educational delivery, practices, strategies, and models.

The Educational Specifications are a guide, and as such, should be applied to each school project in the context of site-specific circumstances and nuances. These Educational Specifications are to be applied district-wide, considering site specific details and factors. Please note that some existing school facilities in their entirety and components thereof may be unable to undergo modifications to meet the standards outlined in these Educational Specifications. In these circumstances, deviations should be explicitly reviewed by SAUSD project staff. In some cases, decisions will need to be made on whether a new facility should be constructed.

Development of Educational Specifications

Who was involved in the facilitation and process of the Educational Specifications?

The SAUSD Educational Specifications provide a framework to ensure equity for new facilities and guidance for the renovation of existing facilities. District leadership established work groups of SAUSD educators

and staff who collaborated through a series of workshops and engagements beginning in the summer of 2023. Through the workshops, activities, focus groups, and meetings, new interpretations of SAUSD learning environments emerged. Two stakeholder engagement groups were formed within the work groups to inform each of the areas:

1. Educational Workshop: SAUSD thought-leaders comprised of staff and administration who participated in visioning sessions, providing insights and perspectives on the current realities and future aspirations for SAUSD in areas related to teaching and learning, facility maintenance and design, community engagement, sustainability, safety and security, and all aspects of district operations.

2. Focus Groups: SAUSD supported the creation of 19 different Focus Groups across grade levels, schools, and roles/responsibilities to provide insights into the current realities of the existing learning environments, the celebrations and challenges related to facilities and space, and the future desires/needs to support greater teacher effectiveness and deeper student engagement.

Knowing the traditional setting of rows of desks with the instructor lecturing is a model of teaching and learning that no longer supports student success in today's world, the educational work group and focus group participants discussed the need for a community-based model for learning, with access to inquiry and real-world learning experiences, outdoor green fresh air and green spaces, and flexible, adaptable, and creatively stimulating facilities that advance deep learning. The built environment becomes a tool that can be sustainable over time, and customized to different teaching approaches and individual preferences, styles, and needs.

New Concepts and Ways of Thinking

How can spaces support teaching and learning now and into the future?

A focus for Santa Ana Unified School District is to prepare all students for an ever-changing, complex, and interconnected world. SAUSD is committed to offering continued experiences and programming to educate the whole child.

DLR Group conducted multiple site visits, met with program/curriculum leaders, staff, teachers, and administrators taking them through an in-person VALUES workshop and virtual educational focus groups. The workshop and focus groups provided an opportunity to have dialogue and create a better understanding of the relationship between learning and the built environment.

The VALUES workshop had groups prioritize themes and answer the question "What are your group's top VALUES themes for SAUSD?" Through this activity, groups reviewed 12 categories with 75 total themes and placed chips on the themes that resonated the most. After internal discussions, the group had to narrow down the selection to their top 6 and then furthermore their top 3. For the top 3, the group answered the questions "What does success look like for each group within a given VALUE? How can this success be measured? What would you report, observe, and measure?" Data collected from the workshop can be found in the VALUES outcomes document and shall be used as a guide supporting the Ed Specs.

For the educational focus groups, meetings were conducted with personnel from various departments as outlined in Part 03 Program Space Type Categories. Each group was asked a series of three questions.

1. How should (program) spaces within a school be structured to support the current curriculum and to meet the needs of students?

2. Which design features would you recommend for (program) that would better support the current and future instructional philosophy or approach?

Purpose of Educational Specifications Cont.

3. Are their general and specific (program) needs currently not met but should be defined for the future? If so, what are they?

Each group was given a virtual tour of program spaces applicable to their group to help them visualize what their educational spaces could be as they helped to layout the spatial adjacency diagrams that are in represented in Part 03.

A few new opportunities were presented and are as follows:

1. Community and cultural representation within all schools and learning spaces.

2. Indoor and outdoor learnings spaces should evoke happiness through currency, relevance, cleanliness, and beauty.

3. Spaces should be resilient to change supporting pedagogy now and in the future.

4. Schools should be accessible by students, teachers, and community members for resources.

Changes in education are happening in teaching and learning. There is an on-going shift from a teacher-centered model to a student-driven environment. Knowing the traditional setting of rows of desks with the instructor lecturing is a model of teaching and learning that no longer supports student success in today's world, the educational work group discussed the need for more personalization and approaches for individual preferences.

The role of the teacher is moving away from the one who imparts knowledge to one who facilitates learning. Developing educational priorities assist in maintaining a clear focus on what is important for teaching and learning.

Learning environments that support the Six Cs (critical thinking, communication, creativity, collaboration, citizenship, and character education) are at the center of future-forward, flexible learning facilities.

Drivers of Change

How is the local focus and global economy shaping the way in which we prepare students for the future?

Locally - The Santa Ana Unified School District covers 24 square miles and is the 2nd largest school district in Orange County and the 15th largest in California serving over 42,000 PreK-12 children of Santa Ana, and the second largest employer in Santa Ana with approximately 5,000 employees. SAUSD provides a wide range of educational opportunities across 26 K-5 schools, 4 K-8 schools, 2 K-6 schools, 8 intermediate schools, and 7 high schools. Additionally, specialized programming serves the students of Santa Ana at 4 Educational Options Secondary schools, 1 Dependent Charter school, 1 Child Development Center, 3 Early Childhood Education Programs, and 1 Deaf and Hard of Hearing Regional Program K-6.

The continuum of course offerings prepare students to transition from one grade level to the next through a EC-12 system designed to equip students with the requisite skills and knowledge for life after high school graduation, whether they are continuing their education or entering the employment sector. SAUSD continues to place great emphasis on the infusion of Career Pathways through the expansion of courses available at both the intermediate and high school levels, and with the onset of the Project Lead the Way (PLTW) engineering curriculum being rolled out across 8 of the SAUSD elementary schools.

Students are provided opportunities to work with local business and industry leaders, and have access to courses, internships, and certificate programs. As a key influencer in the educational, emotional and creative development of the next generation, SAUSD is working diligently to develop an over-arching structure and experiences to support an effective, agile and responsive organization. Creating built learning environments where children thrive ensures the continued success of both the individual and the Santa Ana community. In addition to the SAUSD cornerstone documents, academic vision and the work of the Ed Specs work group, the district had to consider several factors to ensure the Ed Specs align with the city's educational needs, demographics, equity, and goals of the district and global community.

The Global Economy - The 5th Industrial Revolution and 5th Social Revolution both have one commonality. Humans. Emerging from the pandemic, the global economy saw a shift in placing value in people, work life balance, and happiness. The 5th Industrial Revolution will see more advanced collaboration between humans, machines, processes, and systems while the 5th Social Revolution will make visible the whole human by placing value in connections. These are forces driving the need for a shift in how the economy transitions to a more human centered digital workforce.

The World Economic Forum has identified that the recent pandemic has also accelerated the shift to digital, but the Great Resignation has heightened the skills gap. More and more jobs are being created by small entrepreneurs, using
IT software, where on-line learning is being used to skill workers to close this gap. This flexibility allows people to decide how they want to learn and contribute [1]. A flexible environment that is centered around human health.

The US Bureau of Labor Statistics says that students today will have between 8-10 jobs by the time they are 38 which vastly contrasts previous generations of longevity within the same job. As change occurs, the tasks needed to meet the requirements of these jobs will be different than what students learn in school today. In 2030, 85% of the jobs that will be filled by today's students have not been invented [2]. In-the-moment learning will dominate jobs and the ability to gain new skills and knowledge will be more valued than the knowledge one has when starting the job. This alters how teachers will prepare students for future careers.

[1]https://www.weforum.org/agenda/2022/05/future-work-jobs-davos-experts/

[2]https://www.iftf.org/fileadmin/user_upload/downloads/th/SR1940_IFTFforDellTechnologies_Human-Machine_070717_readerhigh-res.pdf

Innovation Opportunities

What are the SAUSD's innovation opportunities and how can these inform Education?

The Ed Specs supports the innovations and design standards that are informed by the district's vision statement and their commitment to champion a whole child approach. Prepare students for the future through new and engaging learning experiences have supported the dialogue in focus group meetings with district and building leadership, and teachers.

The following innovation opportunities should guide design and building modifications in the future.

- *Career & College Pathways and Community Partnerships* - SAUSD continues to offer and enhance programs and initiatives to support and advocate for partnerships that will create opportunities in reach for all students. In collaboration with the Santa Ana Chamber of Commerce and the High School Inc. Foundation, the districts provides career academies and work-based learning/internship opportunities for students to pursue a vast array of pathways. Through the support and expertise of industry leaders and a business community academy council, students in Santa Ana are exposed to a variety of offerings beginning a the intermediate level, and as they progress through their high school years.

- *Early Childhood Education Programming* The SAUSD offers Early Childhood Education Programming for children ages 3 to 5 years old. These offerings are provided in the context of a learning center model with flexibility to support direct access to a restroom and an indoor and outdoor playground area to the extent this is possible, and within compliance of licensing standards. The model involves ample movement and flexibility in the learning space with various zones for instruction and play.

Students in the Early Childhood Education Program are provided sensory opportunities through the gardens provided, during play-based learning outside and inside the school, while experiencing small group and hands-on activities, and when being exposed to both core content areas, as well as time for art and music. Classrooms strive to support activities that spark Imagination, creativity, curiosity through whole group and small group instruction, independent learning, dramatic and focused play, quiet reflection, music, reading, art, science, and technology.

The future of providing a holistic learning experience for SAUSD's youngest learners seeks to provide flexible furniture in classrooms to support instructional methods and approaches, where ample storage is available for large play components, manipulative, cots, etc. Every effort should be made to create a comfortable environment for young students, and adaptive outdoor play equipment should be part of the physical education space and available for use by all students.

Academic Vision

What is SAUSD's Academic Vision?

Education goes beyond helping students achieve knowledge; it is about equipping them with the skills they need to take the best action in the world.

Before we identify programmatic needs for learning environments in Part 03 Educational Specifications, we must acknowledge the shifts in pedagogy and personalized learning.

During our workshops, the District collectively identified themes of moving from a teacher-centered model to a student-centered model that focuses on informal, flexible settings, rather than formal, static learning environments.

The shift has grown out of the belief that each student learns differently. The district and the community also identified the desire to support the "modernization" of indoor and outdoor learning; focusing on the physical improvements to the built environments to expand student opportunities that foster innovative and engaging experiences for students.

SAUSD believes in the continuous improvement of their educational system and working with the community to support a collaborative culture, shared identity, positive health and well-being of all stakeholders, and to ensure the schools serve as a strong community connector. Developing educational priorities will help maintain a clear focus on what is important for SAUSD in teaching and learning.

The SAUSD groups reviewed existing practices and standards, guidelines, and current instructional philosophy, and identified current needs and shared a long-term vision. This included spaces to meet future instructional approaches. The forward-thinking nature of their work promoted a shared vision for education of the future, and the following priorities have been identified as aligning with the District's Mission and Vision for educational learning environments:

1. Creative use of space; flexible, adaptable, and modern
2. Bright and welcoming schools/learning environments that promote curiosity, creativity, and imagination
3. Inquiry/project-based teaching
4. Student-centered authentic learning
5. Community-based schools
6. Access to green space/connections to the outdoors
7. Physically and emotional safe learning environments

As seen through the lens of the SAUSD Mission, Vision, and Graduate Profile, there is a strong commitment to prepare all students for an ever-changing, complex, and interconnected world.

Prior to discussing the built environment, we must acknowledge changes that are happening in teaching and learning. There is an ongoing shift from a teacher-centered model to a student-centered one. Educators believe that students must encounter a variety of learning experiences. As a result, the teacher's role changes from the one who imparts knowledge to the one who facilitates learning. The shift is precipitated by a fundamental belief that every child learns differently; all need to develop a diverse array of learning strategies. Developing educational priorities will help to maintain a clear focus on what is important for SAUSD in teaching and learning. The educational work groups identified the following priorities:

- *Creative use of space; flexible, adaptable, and modern:*

  Walls of classrooms that can be modified or moved to fit different sizes of learning environments. Spaces allow for individual, small, and whole size groupings.

  Use of flexible and adaptable furniture that is easily moved to form different groupings, offers different heights, affords comfort, and fuels creativity.

  Flexible spaces that allow for collaborative, interdisciplinary, and project-driven learning, and that allow for easier modifications as teaching styles change. These modernized spaces will incorporate technology as an essential tool for research, analysis, and communication in the information age.

- *Bright and welcoming schools/learning environments that promote curiosity, creativity, and imagination.*

  Biophilic design ~ supporting beauty and inspiring educators to utilize new, engaging, and creative spaces with students.

  Warm and/or colors that support the variety of student and staff "moods" and activities; provide the right level of stimulation by grade level span

Purpose of Educational Specifications Cont.

through color, design, and décor.

Provide choice in spaces to support individualization, flexibility, and the social-emotional well-being of students and staff.

- *Inquiry/project-based teaching:* A dynamic form of active teaching that begins with inquiry, problems, or scenarios. Students then identify, investigate, research issues and respond to challenges or complex problems.

- *Student-centered authentic learning:* Real-world Learning; students explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the student.

- *Community-based schools:* School facilities designed to serve their communities. Community can be defined as the adjacent neighborhood or as a network of stakeholders across the district.

  Meeting space designed to support parent and community organizations will be part of every modernized school.

  Dedicated space for support services appropriate to a larger community.

- *Access to green space/connections to the outdoors:* Promote increased attention, curiosity, interest, and passion in their learning when students have more opportunities to connect with nature and access the outdoors to engage in inquiry learning and have more opportunities to create, innovate, and be active.

  Connections to the outdoors and space for movement creates a learning experience focused on whole health and well-being.

  Work with the community to develop and share green spaces.

- *Physically and emotional safe learning environments:* The perimeter of the facility allows for multiple layers of security.

  Internal design/structures to maximize great visibility and lines of sight for active and passive supervision, and spatial design to support safety options during emergency situations.

  Environments and design that support every child to ensure high levels of health, safety, engagement, support, and challenge.

In summary, the role of the teacher is more important than ever as they work to engage all students through lesson design, instructional scaffolding, and maintaining intimate connections with every student's learning style through relationship-building and the development of student agency. Educational delivery within innovative and adaptable environments, and providing flexible space that allows for movement, collaboration, and individual work that also promotes inquiry teaching makes the environment a teaching tool. School facilities impact teaching and learning in profound ways.

Changes to Academic Environments

How will learning environments serve as a driver of change?

Academic and traditional school environments with rows of desks facing one teaching wall and a single instructor supporting lecture or direct instruction based on a national curriculum to the learner for an industrial society is no longer effective. The educator in the 20th century was the focus and held the keys to knowledge, and students were passive recipients of information who were assessed on grades, points, and scores. This type of learning will not produce students for success in the real world.

In the 21st century to fully understand a new concept, learners must also have space to experiment, explore and apply these new concepts. Learning is more personalized in what students learn, how they learn, and location that best fits their preferences and learning styles. To truly prepare our learners for a technology-rich future, the built environment must change. Just as educators use technology as a tool to engage learners, the built environment now becomes a tool that can be customized to different teaching approaches and individual learner preferences.

Since the inception of the district in 1888, a great number of significant changes have occurred with student and community growth, advancement in technology, and new opportunities and experiences for all students. As SAUSD is now in the 3rd decade of the 21st century, there is urgency to ensure the programming, learning activities, instructional methods, and technology are all supported by modern, updated, and efficient facilities.

Teaching and Learning

	20th Century	21st Century
Teachers	design lessons and provide information from a set of curricula	facilitate learning and design personalized learning experiences based on interest and passion
Students	learn the information from the teacher's lessons	responsible for their own learning
Accountability	grades and scores on assessments	transfer of skills demonstration of mastery

SAUSD
The Future Begins Here

Process & Outcomes

Part 02

Part 02
Process & Outcomes

Image: SAUSD Social Media: Facebook

Process & Outcomes

Part 02

Part 02 outlines the importance of school design on the impact of student experiences, outcomes, and the overall success of the district. Additionally, concepts for the district's include learning principles for planning new and improved learning environments for all grade levels, PK–12 and specialty programs. This section establishes and defines the district's design planning strategies and measures of success for the vision of modernized learning environments.

Understanding Spatial Possibilities

Why should we care about school design?

Throughout our discussions with SAUSD program and curriculum leaders, administration, teachers, and staff there was consensus that school design and well-planned learning environments can have an impact on learning.

When done well, the impact is positive. New research shows that the physical environment has a 16% impact on learning outcomes, either to the positive or to the negative [1]. The California School Facilities Research Initiative (CSFRI) has also supported the identification of impactful elements for K-12 learning environments that will result in higher engagement and learning; indoor environmental factors, spatial environmental factors, and the people/community in relation to the schools and classrooms [2]. It is imperative to understand the research to inform school design for the greatest impact to teaching and learning.

Responding to Illustration 1 on the next page, the typologies of classroom layouts are represented from the "Traditional" to the "Open-Plan" classroom. Between the two extremes, are a set of hybrid spatial possibilities of wider corridors, collaboration space, and flexible walls. All six typologies represent various pedagogical methods that are common in today's schools. Correlating the six typologies, Illustration 2 shows the impact spatial layout has on student deep learning. Plans A and B are linked to low-impact teaching strategies while Plans E and D are linked to high-impact teaching [3]. When students and teachers are able to reconfigure their spaces, move around and have the option to chose their learning and teaching spaces, the result is a more rich and engaging session.

This mandates that learning environments adapt and change to become customizable tools that can respond to different teaching approaches and individual learner preferences. The learning environments that are flexible and adaptable show positive results in students' deep learning. These environments become an education tool by responding to the learning experience and social connections in real time. Equally important, design principles around naturalness, individualization, and stimulation impact health, wellness, and positive learning outcomes.

When the design of learning environments is supported by research-informed design, educational practices can reach their fullest potential. Pulling from the fields of environmental psychology, neuroscience, and design, spatial organizing principles emerge for the development of high-performing educational spaces.

[1] Barrett, Peter, Fay Davies, Yufan Zhang, and Lucinda Barrett. "The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis." Building and Environment 89 (2015): 118-133.

[2] California School Facilities Research Institute. (2022, July 26). Impact of School Facilities Research Info Sheets. Retrieved from https://californiaschoolfacilitiesresearchinstitute.files.wordpress.com/2022/07/20220726-impact-of-school-facilities-research-info-sheets.pdf

[3] Imms, W., Mahat, M., Byers, T., & Murphy, D. (2017). Type and use of innovative learning environments in Australasian Schools—ILETC Survey 1. Innovative Learning Environments and Teacher Change.

Illustration 1: Dovey and Fisher's (2014) learning spaces types, as adapted in Imms, Cleveland, and Fisher (2016).

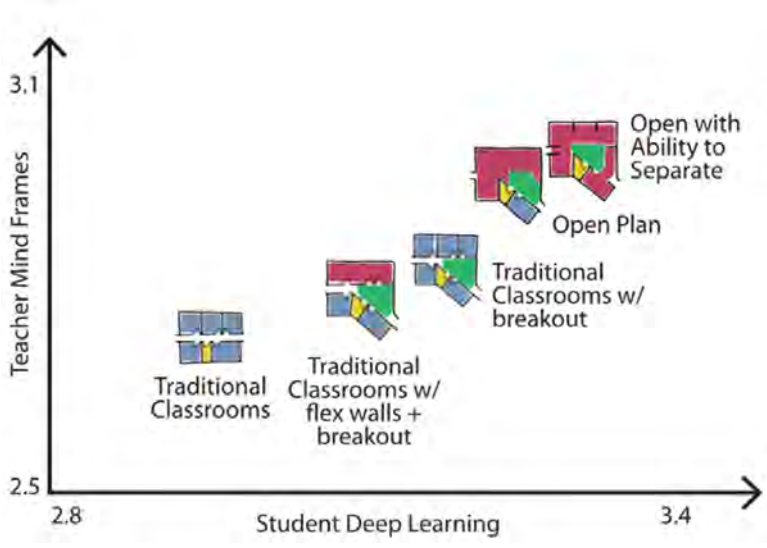


Illustration 2: Graph adapted from Imms, Mahat, Byers, & Murphy (2017)

Process & Outcomes Cont.

Part 02

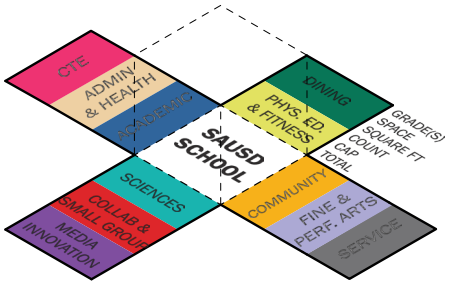
SAUSD is to be commended for its exceptional achievements both before and after the challenges posed by the pandemic. The district provided a seamless transition to virtual learning through their forward-thinking 1:1 technology initiative, ensuring students have the tools they need to thrive in the digital age. Moreover, the district's dedication to student programming and support services has not only fostered academic success but also created a nurturing environment for holistic development. The innovative opportunities offered to students reflect a commitment to preparing them for the future, embracing creativity and critical thinking. Additionally, the focus on modern and progressive facilities underscores the district's dedication to providing a cutting-edge learning environment, equipping students with the skills needed to excel in our ever-evolving world.

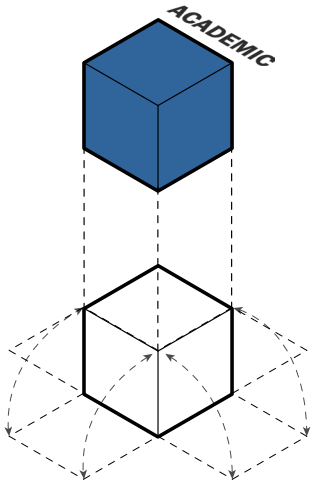
The Ed Specs outline the specific requirements for individual spaces for SAUSD.

Space requirements are categorized into three areas, Activities, Access, and Considerations.

Activities list the specific activities and behaviors each space will support.

Access describes how each space must relate to other spaces, including physical and visual connections. Access may also include paths of travel or requisite openings (e.g. operable partitions, door width minimums, etc), and any required connections to the outdoors.





1 SPACE PROGRAM

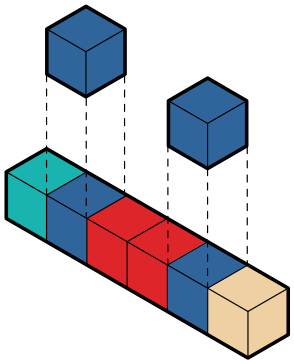
IDENTIFY & CALCULATE SPACE COMPONENTS

2 SPACE TYPE

INDIVIDUAL SPACE TYPES WITH REQUIREMENTS FROM EDUCATIONAL SPECS.

Considerations identify Architectural and Infrastructure requirements as well as Furniture, Equipment, and Storage:

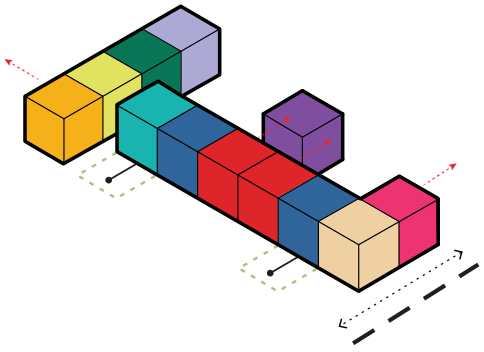
- Architecture Requirements: Includes any specialty openings or design elements that are required in the space and performance-based finish requirements. This section also outlines requirements for views to the outdoors, daylighting, and sight lines within the space.
- Infrastructure Requirements: Includes mechanical, electrical, or plumbing needs in the space. This may include requirements for a sink, certain lighting functions, and ventilation needs for specialty spaces, etc.
- Furniture and Equipment: Outlines performance-based requirements of the furniture and equipment in each space. These should be coordinated with architectural and infrastructure requirements to ensure all function together as intended (e.g. ensure dimensions of the space allow for furniture installation and function, and infrastructure for necessary equipment is provided).
- Storage: Includes built-in casework, mobile storage, and specific requirements of adjacent storage closets. Storage is a critical element of most educational spaces and should not be reduced.



3 SLCs

ESTABLISH SMALL LEARNING COMMUNITIES

* See Part 02 for an expanded summary of Small Learning Communities.



4 CAMPUS ADJACENCY

DETERMINE PROXIMITIES AND RELATIONSHIPS

Student Experience and Use of Space

How is school design impacted by a student-centered learning environment?

To understand the current status of the students' daily experience, the educational work group members participated in exercises to record the activities students were engaged in throughout a typical school day. This allowed for a deeper understanding of the current range of activities students experience over time. Much of the conversation centered around instruction that was teacher-centered and delivered in a more traditional format in traditional classroom/school spaces with static furniture. Students were most often in a whole class/large group setting, receiving direct instruction followed by independent work. In cases when educators moved toward student-centered experiences, in many classrooms the existing traditional space and furniture were a hindrance to that intention.

After the educational work group members mapped the 'day in the life' activities of the student for current day and for a preferred future day. They discussed detailed insights about these experiences and revealed factors that promote or hinder the degree of attention, curiosity, interest, and passion in their learning; student engagement is predicated on the belief that learning suffers when students are bored, dispassionate, or otherwise disengaged. This activity highlighted the need for students to have more time with inquiry learning and opportunities to create, innovate, and present their findings.

Offering space that allows for flexibility, adaptability, and student movement to engage in their work (based upon learning style/preferences, and specific lesson design focus) and to connect to the outside was a common thread among throughout the visioning and focus group sessions.

Educators across grade levels requested access to more green/outdoor spaces to allow for interactive activities with fresh air and natural light as opposed to more traditional classroom learning environments. Another common topic was the ability to learn through inquiry and projects that reflect real-life connections. Differing from the traditional methods of worksheets or taking notes for essays and reports, there exists a desire for active learning through projects that allow students to invest their curiosity, interest, and passion.

Finally, the theme of flexibility was shared among all educators; a preference toward comfortable and easy-to-move furniture and the continuation of providing easily movable walls was requested to better support different group sizes for collaboration, group work, and independent learning and reflection.

Images: SAUSD Social Media: Facebook

Academic Spatial Alignment

How can learning environments continually support teaching and learning through the use flexible learning spaces, of Small Learning Communities (SLCs)?

The focus groups explored degrees and approaches to flexible learning spaces to determine the right approach for SAUSD. For each focus area, divergent options provided a basis for deeper discussions about education and pedagogy now and in the future.
SAUSD is committed to creating future-focused learning environments that meet the needs of a new generation of students. Within SAUSD public schools, school design will shift away from supporting the traditional classroom experience, in which students are a passive audience, to provide active space where students are more engaged in their learning. SAUSD public schools will incorporate flexible spaces that allow for collaborative, interdisciplinary, and project-driven learning, with support for research, analysis, and communication.
School designs impact learning and the SAUSD is committed to creating future-focused learning environments that meet the needs of new generations of students. The SAUSD Educational Specifications incorporate flexible learning spaces, multi-use spaces, and Small Learning Communities (SLC's).

Flexible Learning Spaces
A combination of different elements including curricular approaches, instructional strategies, spaces, furniture, and technology. Taken together, the optimally aligned environment allows students to have access to what they need, know their learning process, and pursue areas of interest. The curricular and instructional priority of SAUSD is based on an inquiry model that provides authentic and real-world experiences for the learners. Easily adaptable spaces and furniture allow students to move between whole group, small group, or individual work efficiently and effectively. Students flourish in flexible learning environments that are easily transformed and allow for movement and interaction.

Multi-use Spaces
When well-planned and designed, multi-use spaces offer a true integration of different functions in time and space. Some traditional school designs include spaces that go unused for large portions of the day. Unoccupied spaces still consume resources such as electricity and air conditioning. To maximize function and minimize first and operating costs, multi-use spaces will be utilized to satisfy the needs of their assigned functions where effective. Providing separate educator planning rooms and sharing learning environments will eliminate unused teaching areas for sections of time.

The Small Learning Community and Space Types
The vision for flexible learning spaces addresses the development of relationships and focus on the overall health and well-being of students through the creation of Small Learning Communities (SLCs). These recommended SLCs are intended to create flexible environments that accommodate multiple methods for teaching and learning, which in turn provide greater opportunity for the establishment of collaborative relationships with impactful engagement.

It is recommended that the Santa Ana Unified School District commit to investing in the development of teaching and learning spaces, to include SLCs, that will empower learners to engage in and personalize their own development. These SLCs will be comprised of a variety of space types, equipped with flexible furniture and equipment to support multiple group sizes and differentiated learning activities. SLCs will serve to develop the core 'building blocks' within a physical campus, that diversify general campus settings and/or scale of community group. This diversification encourages learner-to-educator and learner-to-learner interactions that will result in strengthened connections and a positive impact on overall health and well-being. Designed as pedagogically adaptable, SLCs support teaching and learning now and into the future.
All spaces, within the SLC, should contain mobile and varied furniture, allow for the use of a variety of technologies, and encourage exploration and

fun. Common areas will be provided to encourage learners to collaborate with one another and to take ownership of their learning experience. Spaces in the SLC will provide flexibility that minimizes the learner's transition time and maximizes instructional time. In support of the SLC, both inside and outside of the building, spaces such as dining, community use spaces, the instructional media center, and others will be planned to be multi-purpose wherever possible.

The SLC space types will accommodate numerous grade configurations to support a variety of instructional approaches and methodologies. Program space models are organized by grade and enrollment showing maximum capacity, utilization, and the quantity of self-contained special education and core classrooms. All program space models reflect varying numbers of SLCs based on a grade level and target enrollment range of 100 to 125 students per SLC. Large SLC's that are planned for more than 125 students at 90% utilization are intended to be split into two SLC's with the support spaces in between to serve both. Each model can support varying educational approaches including grade level arrangements. The determination of which model will best support a school's educational goals and objectives will be decided during the planning phase of a project.

Illustrations of potential configurations are included as adjacency diagrams in Part 03 and will require careful review to ensure that each SLC supports varied learning styles and learner driven activities. The incorporation of SLCs across the district will elevate the creation of equitable experiences for all SAUSD students. Within the adjacency diagrams, consideration of flexibility, multi-use spaces and adaptable furniture will allow for improved efficiency and ability to adjust to curriculum shifts over time. To respond to the individual needs of each grade level, SLCs will look slightly different for different grade level groupings (Pre-K and Kindergarten, 1-5 and 6-12). Within each SLC, the number of learning environments will vary depending on school size, programs, and site constraints. Further, community connections to core learning spaces will be developed and implemented on a site-by-site basis.

Following is an outline of key attributes of successful SLCs:

Mix of Open and Closed Classroom Spaces
Designs will include spaces that can adapt to different teaching and learning modalities easily and quickly. (Elementary configurations may provide large classroom spaces to easily adapt within one space, while middle and high school spaces have mixed options.)
Walls that Open Between Classrooms
Designs will provide options for flexible walls, that are easily movable, between learning spaces. These require planning approval and must meet acoustical requirements.

Walls that Open to a Large Collaboration Space
Designs will accommodate walls that open to a larger collaboration space, learning commons, and/or outdoors. These may look like large garage doors and be transparent to connect visually and/or physically. These require planning approval and must meet acoustical requirements.

Small Group Space Between Rooms
Designs will include small group spaces, to support 3-5 individuals, with visual and/or physical connections between class spaces, to enhance small group collaboration and to facilitate small group instructional support.

Small and Medium Group Sized Spaces within SLC
Designs will provide different sized spaces with proximity and visibility within the SLC to support easy access and passive supervision. Settings should support groups of 3-5 and 6-10 individuals for collaboration, visible learning, and small group instruction.

Large Group/Presentation Areas
Designs will include spaces configured with multiple flexible areas to host student, staff, and community presentations.

Multi-Purpose Maker Space
Designs will include a Multi-Purpose Maker Space to support a range of activities, including research, design, testing, and presentation. The space should be flexible and adaptable to suit multiple purposes.

Transparent Walls
Designs will include walls of separation that are transparent, or partially transparent. (Elementary schools may have less transparency to limit distractions.)

Teacher Planning Workspace
Designs will provide teachers with a planning workspace, dispersed within each SLC, to support teacher collaboration and planning—where teachers and staff will share information and resources, find respite, and own personal working space.

Large Storage Area Per Learning Community
Designs will provide a dedicated storage area within each SLC, to be shared among the teaching team.
Open Career Technical Education spaces
Designs should aim to include flexible learning environments with accessibility by stakeholder groups to support educational delivery of career technical educational programs.

Outdoor Learning
Designs will provide a direct connection to outdoor learning when possible. The following pages explore the specific space types within each SLC, with supplemental adjacency diagrams that illustrate how the blocks of spaces can work together to support teaching and learning spaces for the future.

Educational Specifications

The Future Begins Here

For Adoption with Facilities Master Plan
APRIL 23, 2024

DLRGROUP

SAUSD
The Future Begins Here

SAUSD
The Future Begins Here

Educational Specifications

Part 03

Part 03
Educational Specifications

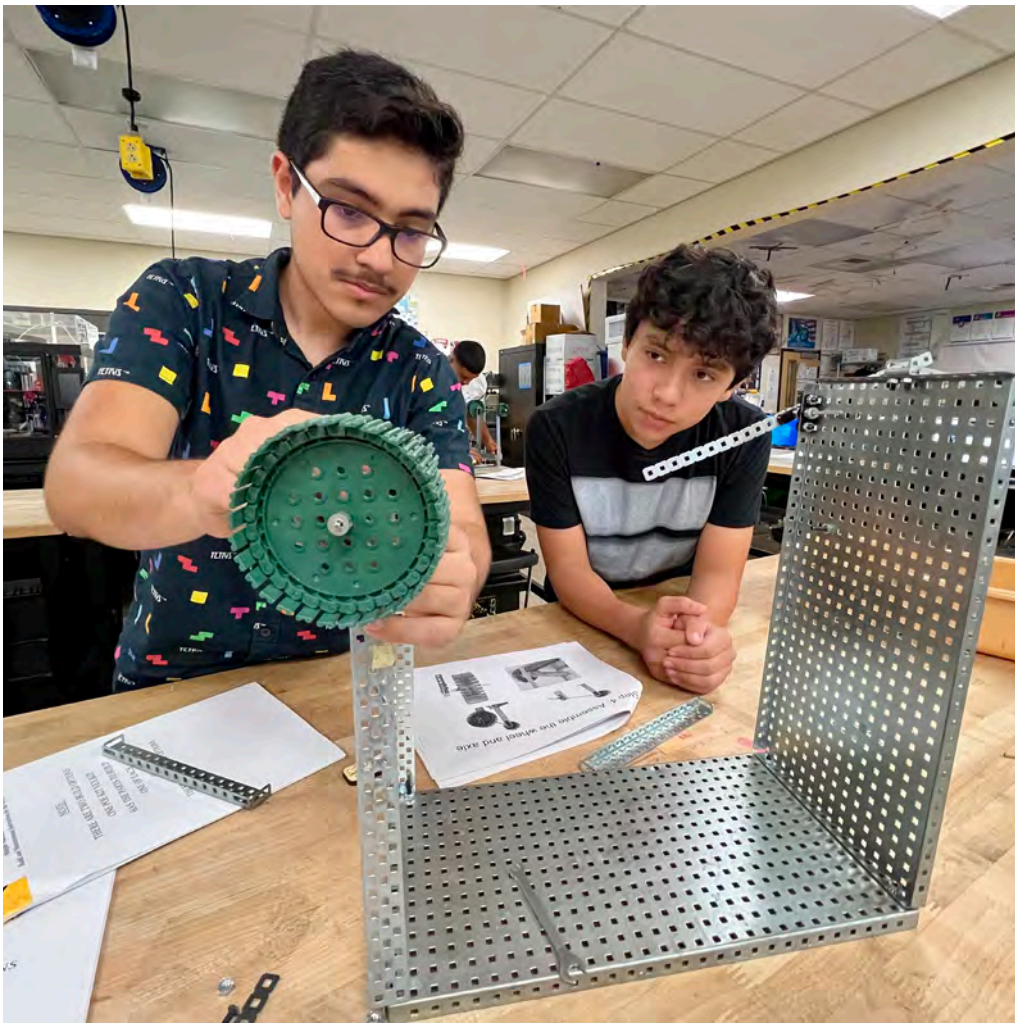


Image: SAUSD Social Media: Facebook

Program Space Type Categories

What are the building blocks of the space program models?

Large Building Blocks for all Campuses
Space type categories are the major groups of programmatic spaces within a school facility. They can be organized in a variety of ways to ensure a successful translation of the SAUSD's vision directly into future-facing learning environments. Additionally, they will reinforce the provision for and access to community resources that will better reinforce SAUSD as community centers. Within Part 03 of these Ed Specs, the focus on each individual space type details best practice for programmatic adjacencies, visual connections, and separations.

Campus adjacency diagrams, included in these Ed Specs, highlight critical adjacencies between the different program space type categories. The adoption and application of these critical relationships will ensure that all campuses, regardless of cohort or scope of work package, will be designed to create equitable experiences for all students, in response to their unique needs.

These building blocks and critical space types are described in further detail, with critical adjacencies and photographic examples. Space types are organized in the following programmatic categories:

Administration
The learner-centered model of education provides opportunity for distributed administration functions throughout a school building. Technological equipment and a robust technology infrastructure can allow administrators to seamlessly connect without being physically near each other, while simultaneously maintaining greater access to learners and teachers. New spaces provide shared workspace for additional itinerant or campus staff.

Health Suite
Health services are an integral part to the student population as well as the community it inherently resides in. The health suite will serve as a space for examination and housing of sick students during school hours. After school hours, the health suite can remain open for community use to promote health and well-being.

Small Learning Community (SLC)
The Small Learning Community, or SLC, is a group of core learner and teacher spaces that function together. These are the core curriculum spaces which include Classrooms, Science Labs, Teacher Planning Space, Group Rooms, Collaboration space, and Outdoor Learning. SLCs also provide opportunity to incorporate Special Education/ Special Day Classrooms and distributed spaces to support other programs within the facility, e.g. dispersed dining. SLCs respond to the varied needs of learners and accommodate a variety of instructional approaches and furniture arrangements.

Spaces that support learners with special educational needs will range from dedicated space with specific spatial components, equipment, and furniture to shared, highly flexible studios embedded in the Small Learning Community. In addition to flexible studios, each campus will also have space for centralized support services. Variety in space options allows teachers to leverage different spaces as the special education population changes over time.

SAUSD Space Types

> *Space type categories are the major groups of programmatic spaces within a school facility.*

Sciences
The Sciences are an integral part of curriculum as it significantly contributes to the production of knowledge. Science encourages creativity and innovation, develops analytical thinking skills, improves communication, and is a platform to share ideas globally. Learning environments should support both teachers professionally and students academically. Science spaces should have a proximal relationship with the SLCs to foster dynamic learning opportunities and shared resources.

Special Education/Special Education Program
The Special Education/Special Education Program program is one that provides educational success to students with disabilities and need the support, intervention, and enrichment activities needed to reach their fullest potential in their learning environments. Spaces are clustered together for access to resources but as a community, there are benefits to locating near the SLCs in order to integrate the students with their peers

Library/Idea Center
The Library/Idea Center, formally referred to as Library, is a highly flexible hub for a multitude of activities. It is a learner-driven space that should be easily accessible by community members and business partners while serving as a "hub" for a variety of learning activities.

Visual and Performing Arts with Auditorium and Stage
Accommodating both visual and performing arts, these spaces allow learners to explore and expand on their passions and interests. Campus-based decisions and community input may drive the development of many of these specialized spaces. These spaces may require coordination for potential sharing with other schools throughout the district.

Integrated into SLCs as scalable components, performance and presentation spaces will serve as a platform or stage where learners can express their creative endeavors amongst peers and community members. These performances/presentations can range from visual and performing arts to classroom presentations.

Physical Education and Athletics
Physical Education (PE) and Athletic spaces are used to inspire and reinforce an overall healthy outlook on life. Research shows that activity and movement increase oxygen to the brain and therefore improved cognition. Therefore, space for activity and movement should be available to students and teachers for use in their daily activities. Both specialized athletic spaces and physical education spaces are provided to ensure the wellness of all learners.

Food Service and Dining
Food Service and Dining includes the Kitchen and the Dining Commons, an informal, flexible space used for any number of activities. The Dining Commons serves as a social hub, supports wellness and social well-being, makes health and wellness more accessible and less intimidating, may support musical and dramatic performance, and it is an asset for the community. At the Pre-K-8 levels, the Dining Commons may connect to Visual and Performing Arts or Physical Education spaces to support these functions. Placing fitness, dining, and performance- oriented spaces adjacent to one another provides flexibility to support a multitude of uses.

Career Technical Education (CTE)
Career and Technical Education, otherwise known as CTE, will provide students with hands-on learning experiences at the higher grade level. At the K-8 school level, CTE can be incorporated as Applied Learning programs to enhance fine motor skills. These spaces make for very flexible environments and can be integrated closely with other programs such as the Library/Idea Center or a community space.

Building Support
Building support spaces such as restrooms, family and gender neutral restrooms, custodial support, MEP, loading and receiving, trash and recycling, and general storage will help support new schools.

Refer to end of Part 03 for Space Programs which detail space count, square footage, and occupancy.

Spatial Adjacency Diagrams and Space Plates

How are the space type categories arranged?

The diagrams provided on the following pages for each program space model first demonstrate adjacency diagrams. The diagrams illustrate required adjacencies between space types for successful future-facing programs. That said, they are not floor plans and represent only a select number of potential space type configurations, which may include multi-story designs. They should be studied with consideration for flexible and adaptable use, to include furniture configurations that can be easily reconfigured to support a variety of shared learning experiences, accessibility for all users, natural daylighting, and access to outdoor learning spaces.

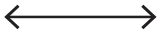
Next are space plates which are typical layouts utilizing the components previously described within Program Space Type Categories, as together these components are the fundamental building blocks for learning. These space plates represent floor plan examples demonstrating options for FFE considerations and flexibility of space. It was intentional to only show space plates that are student centric and have the greatest impacts on the learner and teacher.

Finally each campus will have unique site opportunities and limitations that will influence its overall building concept. The whole building adjacency diagrams show only one potential example for Pre-K-8 and 9-12 building models. The adjacency diagrams should guide decision making in the development, prioritization, and arrangement of spatial relationships and adjacencies in SAUSD.

Throughout Part 03 of the Ed Specs, program spaces for grade levels span EC-5 and 6-8 will be stated as PreK-8 unless otherwise stated/described. A detailed School Space Program for PreK-8 and 9-12 grade configurations for new projects are provided at the end of Part 03.

Line Types

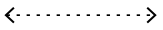
The adjacency diagrams utilize the line types illustrated below to graphically communicate critical relationships between space types. If a line type is not used, then there is no critical relationship associated with it for the illustrated program spaces. Line types represent a minimum standard.



Direct Connection - a door or opening must connect two spaces together

Close Proximity - locate spaces close to each other to support easy access or short transitions

Visual Connection - transparency or unobstructed sight lines will support passive supervision or learning on display



Primary Circulation - the major paths that connect programmatic spaces together

Flexible/Operable Partition - some type of operable partition is required to provide flexible connections between adjacent spaces

After-Hours Community Access - lockable separation to control access for visitors, teachers, learners, and community members outside of school hours

Kearney High School I Kearney, NE

Administration and Health Suite

Administration

Pre-K-8 Grades

Secure Vestibule
Lobby/Welcome Center
Separate Entrance for Pre-K
Principal's Office and Restroom
Assistant Principal's Office
Dean Office
Conference Room
Staff Lounge and Teacher Lounge
In School Suspension
General Admin Storage
Admin and Staff Restrooms
Support Services Flex Space
Student Services
Wellness/Parent Center
Wellness/Parent Center Storage
Refrigerator/Freezer
Locking storage

9-12 Grades

Secure Vestibule
Lobby/Welcome Center
Security Office
Principal's Office and Restroom
Assistant Principle's Office
Dean Office
Conference Room
Workroom
Staff Lounge
Records Room
General Admin Storage
Admin and Staff Restrooms
Student Services
College and Career Center
College and Career Center Offices
Refrigerator/Freezer
Locking storage

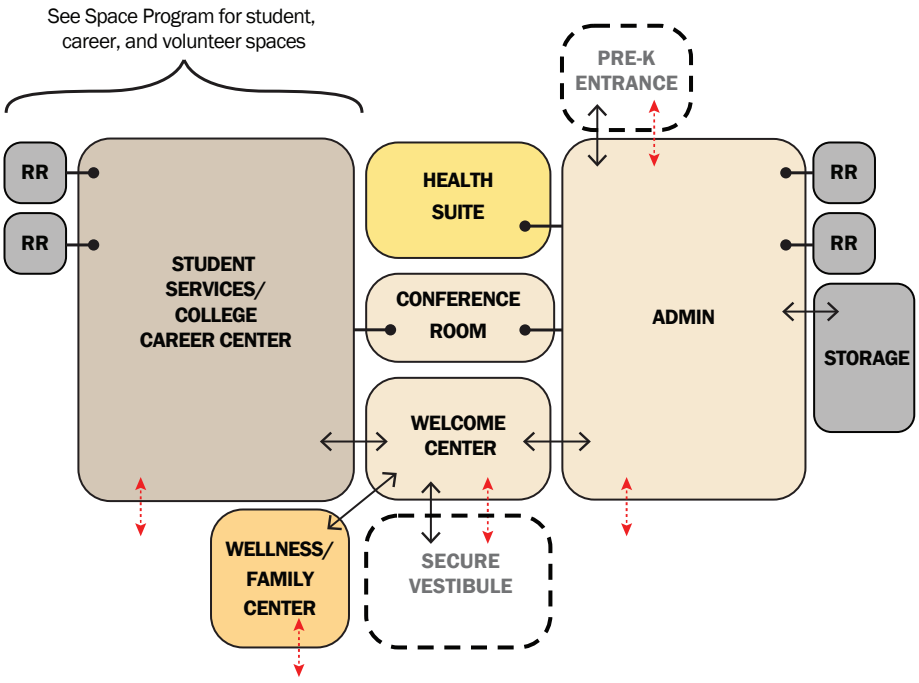
Pre-K -8 and 9-12 Grades Health Suite

Waiting Area
Treatment Area
Cots
Refrigerator/Freezer
Locking storage
Office
Restroom
Storage

Agua Caliente Elementary I Cathedral City, CA

Administration and Health Suite

Typical configuration for Pre-K-8 and 9-12 grade levels



Notes:
Spaces shown as half-tone are not included in the SAUSD program but may be considered as an addition to the program.

For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities The administrative offices of schools serve as the primary point of entry and support administrative and functional responsibilities associated with school operations. Operations will include welcoming visitors to the school and managing administrative functions in the private office, conference space, and workroom settings. Secure record storage, conference space, and an area to accommodate mailboxes, copiers, etc. are also part of the suite.

The health suite shall be adjacent to the administration suite and near an accessible, secure exit. The health suite will serve as a space for examination and temporary housing of sick students. It will also support vision screening, administration of student medications, student health screenings, and isolation space for ill students. After school hours, health suites may serve the community as a social service offering examinations and general well-being services.

Counselors, guidance, mental health therapists, and staff may be located within the administration suite or may be distributed throughout the school, based on local school preference. In most cases, some distribution of staff throughout the school allows for more direct and positive relationships between counselors and students while enhancing passive security.

Access The administration suite will primarily be situated at the main entrance of the school building. The office reception staff, sometimes supported by school security staff, will control entrance to main building via a secure vestibule and shall have full visibility of entry and immediate exterior surroundings.

Considerations The main office will serve as a welcome center and sets a positive image for the school. The number of administrative staff varies with each program within a general range by school type and total student enrollment.

Canyon View High School I Waddell, AZ

Pathfinder Kindergarten Center I Everett, WA

Joplin High School I Joplin, MO

Administration and Health Suite Cont.

Secure Vestibule
Grades Pre-K-8 and 9-12
Size: 200 SF each
Space Count: 1 each school

Activities
• The main public entrance through the secure vestibule shall be the primary entrance for all parents, visitors, and staff.

Access
• The secure vestibule is the main entrance and provides direct access to the lobby/welcome center with line of sight from the administration suite, and security office where applicable.
• In some instances, where there is staff-only secure parking, staff may have direct entrance from secure parking to campus.
• Front doors shall have access control as deemed necessary by SAUSD during school hours and after hours.

Considerations
• The main public entrance shall be easily recognizable and with a direct sight line from the parking lot.
• The main public entrance shall have appropriate signage to direct parents and visitors to the main entrance.
• The main public entrance shall be secure and visible from the reception/control desk with direct line of sight.
• The main public entrance should be visible from the principal's office for supervision.
• Provide climate control and uniform lighting.

Lobby/Welcome Center
Grades Pre-K-8
Size: 1,000 SF
Space Count: 1

Grades 9-12
Size: 1,250 SF
Space Count: 1

Activities
• The lobby/welcome center shall receive all parents and visitors from the secure vestibule. It should serve to monitor access to the school, and be easily accessible from all parts of the school building.

Access
• Location of the main public entrance to the building shall be directly adjacent to the administration suite.
• The reception/control desk handles contact with the public, staff, and students and controls access into the building.
• Provide a door directly from the lobby/welcome center into the administration suite for visitors to enter without entering the main corridor. A sitting area can also be set up to accommodate visitors to wait and/or potentially meet with school staff.
• The reception area should be adjacent to the conference room.

Considerations
• Provide for visual monitoring of the parking lot. A main portion of the parking lot shall be visible from inside the lobby/welcome center.
• Provide adequate ventilation, power, telephone, and data outlets for equipment at multiple locations, environmental sound control, and uniform and controllable lighting.

Separate Entrance for Pre-K
Grade Pre-K
Size: 100 SF
Space Count: 1

Activities
• The main entrance for drop-off and pick-up of Pre-K students.

Access
• This separate and secure entrance for the Pre-K students and parents shall be adjacent to the administration suite with visibility from the reception desk.
• Locate within proximity to the Pre-K classrooms and small learning community.

Considerations
• Entrance shall be easily recognizable and with a direct sight line from the parking lot.
• The entrance shall have appropriate signage to direct Pre-K parents.
• Provide climate control and uniform lighting.

Principal's Office
Grades Pre-K-8 and 9-12
Size: 250 SF each
Space Count: 1 each school

Activities
• Office shall serve the Principal in a personal manner to conduct instructional leadership, curriculum development, research and planning, conferences with staff, parents, and visitors, and coordination of school and support services.

Access
• The principal's office should be located within the administration suite. It is important the office has access to a secondary corridor and immediate access to a conference room.
• The principal's office shall have direct access to a personal toilet room. See space program for requirements.

Considerations
• Provide natural daylight into space and provide window shades.
• Enclosed office with visual and acoustical privacy.

Assistant Principal's Office
Grades Pre-K-8 and 9-12
Size: 200 SF each
Space Count: 1 each school

Activities
• Office shall serve the Assistant Principal in a personal manner to perform administrative functions.

Access
• The assistant principal office should be adjacent, and with direct access to the administration suite and support spaces.
• The office should have direct access to the main corridor.

Considerations
• Enclosed office with visual and acoustical privacy.

Administration and Health Suite Cont.

Dean's Office
Grades Pre-K-8
Size: 120 SF
Space Count: 1

Grades 9-12
Size: 200 SF
Space Count: 1

Activities
• Office shall serve the Dean in a personal manner to nurture, facilitate growth and development, and set and uphold high standards for faculty, staff, and students.
• The Dean serves to manage academic and personal issues as it relates to students.

Access
• Office may be located within the administration suite or de-centralized and dispersed within the building to be closer to student spaces.
• Office shall be easily accessible by students with no perceived hindrances.

Considerations
• Enclosed office with visual and acoustical privacy.
• Provide a vision panel or adjacent sidelight to maintain visual supervision. Panel may be provided with window blind to control privacy during meetings.

Security Office
Grades 9-12
Size: 120 SF
Space Count: 1

Activities
• Security office for the use of non-district personnel to serve as a checkpoint for non-school visitors and to monitor the main entrance and security footage.

Access
• Office should have direct access and visuals to the main entry and corridor.

Considerations
• Enclosed office with visual and acoustical privacy.
• Provide security glazing for privacy as required.

Conference Room
Grades Pre-K-8 and 9-12
Size: 200 SF each
Space Count: 1 each school

Activities
• Meetings with staff, parents, and visitors will be conducted in conference room. Meetings may be formal or informal.

Access
• The conference room shall be located near the administration suite and accessible by the public.
• The conference room shall have proximity to the principal's office and the assistant principal's office as well as the student services and the College and Career Center.

Considerations
• Provide natural daylight into space if feasible and provide window shades.
• Provide power, telephone, and data outlets for equipment at multiple locations, environmental sound control, auditory privacy, and uniform and controllable lighting.

Workroom
Grades 9-12
Size: 400 SF
Space Count: 1

Activities
• The workroom is for teacher planning and collaboration, team meetings, scheduling of appointments, record keeping, grading, preparation for teaching, and storing of teaching material.

Access
• The workroom should be located adjacent to the general administration office area and have direct access to a hallway other than the main administration entrance. Staff, faculty, aides and volunteers will use this room.
• Workrooms may be located near small learning communities based on school preference.
• Provide separate access from other areas of the building without having staff travel through other spaces.

Considerations
• The room should be equipped with a large amount of storage for office supplies and for reserve instructional materials, which will be distributed throughout the school.
• Provide power, telephone, and data outlets for equipment at multiple locations and uniform and controllable lighting.

Staff Lounge and Teacher Lounge
Grades Pre-K-8
(both lounges)
Size: 300 SF each
Space Count: 1 each

Grades 9-12
(Staff Lounge only)
Size: 400 SF
Space Count: 1

Activities
• Pre-K-8 grade schools shall include both a staff lounge and a teacher lounge. The staff lounge shall have an area designated for wellness and mother's room with accommodations for pumping.
• 9-12 grade schools shall include a staff lounge. The staff lounge shall have an area designated for wellness and mother's room with accommodations for pumping.
• This space is used for school staff and teachers to relax, confer, and work together. The area is often used as a break room for school employees.

Access
• Space(s) may be centrally located within the academic area and easily accessible to staff toilets. The space(s) may also be located near dining. See also Food Service and Dining pages for potential adjacencies.

Considerations
• Provide natural daylight into space if feasible and provide window shades.
• Provide adequate ventilation, power, telephone, and data outlets for equipment at multiple locations, environmental sound control, and uniform and controllable lighting.
• Provide areas of soft lighting for wellness and mother's room.

Administration and Health Suite Cont.

Records Room
Grades 9-12
Size: 200 SF
Space Count: 1

Activities
- The room will store files and records accessible to admin staff.
- The room may also store books and other classroom materials. Storage is intended for shared use by a group of classroom teachers, aids, etc.

Access
- Locate adjacent to administration suite or classrooms depending on use of room.

Considerations
- Provide uniform and controllable lighting, and security of door.

In School Suspension
Grades Pre-K-8
Size: 900 SF
Space Count: 1

Activities
- This room is for the confinement of students who need to be isolated from the rest of the student body.

Access
- Locate near administration suite with proximity to admin offices for visual supervision from a window into the space.
- Locate near the main corridor to the main entrance so that students may conveniently leave with parents or authority.

Considerations
- Provide uniform and controllable lighting, and security of door.

General Admin Storage

Grades Pre-K-8
Size: 150 SF
Space Count: 1

Grades 9-12
Size: 400 SF
Space Count: 1

Activities
- Lockable room for materials used in the administration suite which are not accommodated by work room casework or which require extra security.

Access
- The storage room should be convenient to administration.

Considerations
- Provide proper ventilation and uniform and controllable lighting.

Admin and Staff Restrooms
Grades Pre-K-8 and 9-12
Size: 60 SF each
Space Count: Varies

Activities
- Assisting with private health needs.

Access
- Toilets should be easily accessible from the administration suite and workroom and should be convenient to other staff stationed in the administration area.

Considerations
- Provide code minimum ADA accessible toilets for staff.
- The design should be configured for visual privacy and sound privacy as appropriate to location and intended use.
- Equipment Criteria:
  - Mirror units at lavatories
  - Toilet paper dispensers
  - Soap Dispensers
  - Paper towel dispensers
  - Trash receptacles
- Provide moisture and stain resistant finishes.
- Provide adequate ventilation, environmental sound control, and uniform and controllable lighting.

Support Services Flex Space
Grades Pre-K-8
Size: 100 SF each
Space Count: 2

Activities
• Flex space shall serve as additional unassigned space in an enclosed room or open area between offices spaces for admin and staff.

Access
• Locate near the administration suite or de-centralized and dispersed within the building to be closer to student spaces.

Considerations
• Provide power, telephone, and data outlets for equipment at multiple locations, environmental sound control, and uniform and controllable lighting.

Student Services
Grades Pre-K-8 and 9-12
Size: 275 SF each
Space Count: 1 each school

Activities
• Flexible space to accommodate mental health services, counselors, and small group meetings.
• Counseling and support services in a professional environment.

Access
• Locate near the administration suite and accessible by the public or de-centralized and dispersed within the building to be closer to student spaces.

Considerations
• Design of space should represent a student success focus, friendly atmosphere with transparency to the corridor. Provide window shades for visual privacy when needed.
• Provide acoustical privacy.

Wellness/Parent Center
Grades Pre-K-8
Size: 350 SF
Space Count: 1

Activities
• Dedicated space within the school facility for parents, family, and community members to meet and work when they volunteer at the school.
• Resource area for parents to check-out and use parenting sources and receive training, consultation, and employment search.
• Serves as a Wellness/Parent Center to provide resources, support, education, etc. for members of the school community to access during and/or after school hours.
• Dedicated space within the school facility for parents, family, and community members to meet and work when they volunteer at the school.
• esource area for parents to check-out and use parenting sources and receive training, consultation, and employment search.

Access
• Locate adjacent to lobby/welcome center with surveillance from the administration suite. Visitors shall have direct access to the center without entering the main corridor.

Considerations
• Provide lockable storage cubbies or lockers for the placement of volunteer personal belongings.
• Provide power, telephone, and data outlets for equipment at multiple locations, environmental sound control, and uniform and controllable lighting.

Wellness/Parent Center Storage
Grades Pre-K-8
Size: 75 SF
Space Count: 1

Activities
• Lockable room for materials used in Wellness/Parent Center which are not accommodated by work room casework or which require extra security.

Administration and Health Suite Cont.

Access
• The storage room should be convenient to the wellness/parent center.

Considerations
• Provide proper ventilation and uniform and controllable lighting.

College and Career Center
Grades 9-12
Size: 1,000 SF
Space Count: 1

Activities
• A space for students to focus on career and college counseling alongside a counselor or mentor.

Access
• Dependent on program requirements, the location of the College and Career Center can be one of the following (3) options:

1. Locate College and Career Center directly adjacent to the dean office for supervision.

2. Locate College and Career Center directly adjacent to the library/idea center and conference/seminar/lecture hall areas where applicable.

3. Locate College and Career Center directly adjacent to both the dean office and the library/idea center/conference/seminar/lecture hall areas where applicable.

Considerations
• Provide natural daylight into all space and provide window shades.
• Provide a flexible and adaptable environment to accommodate support services. Flexible is not meant to infer operable or relocatable walls but rather fixtures, furnishings, and equipment.
• Provide power, telephone, and data outlets for equipment at multiple locations, environmental sound control, and uniform and controllable lighting.

College and Career Center Offices
Grades 9-12
Size: 140 SF each
Space Count: 2

Activities
• A space for counselors to conduct administrative activities and for administrative and student conferences and meetings.

Access
• Locate with direct access to the College and Career Center.

Considerations
• Provide for visual monitoring of College and Career Center.
• Enclosed office acoustical privacy.

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Administration and Health Suite Cont.

Health Suite Waiting Area

Grades Pre-K-8
Size: 175 SF
Space Count: 1

Grades 9-12
Size: 200 SF
Space Count: 1

Activities
- Area for students waiting to see the nurse or school-based health professional. It should serve to monitor access to the remainder of the health suite, and be easily accessible from all parts of the school building.

Access
- Entry to waiting area should have direct access to the main corridor.
- Locate near the main entrance so that students may conveniently leave with parents.

Considerations
- Provide acoustic isolation if health suite is located near a gymnasium or dining.
- Provide uniform and controllable lighting.

Health Suite Treatment Area

Grades Pre-K-8
Size: 150 SF
Space Count: 1

Grades 9-12
Size: 200 SF
Space Count: 1

Activities
- Area to provide school based health services such as first aid, consultation with students, health screening, medical treatments, and medical administration.

Access
- Provide easy direct access to the treatment area from the waiting area with access to the cot rooms.

Considerations
- Provide acoustic isolation if health suite is located near a gymnasium or dining.
- Sink shall have hot and cold water and eye wash.
- Provide stain resistant floor covering and surfaces.
- Provide power, telephone, and data outlets for equipment at multiple locations, and uniform and controllable lighting.

Health Suite Cots

Grades Pre-K-8 and 9-12
Size: 150 SF each
Space Count: 2 each school

Activities
- Room sectioned off with privacy curtains at cots as a place for students to rest when feeling ill.

Access
- Provide easy direct access to the cot rooms from the waiting area.

Considerations
- Cot areas per Department of Health and Department of Education, *"Every emergency care room or area shall be provided with at least one cot for each four hundred students."*
- Each cot should be separated by individual privacy curtains with space to circulate around cots.
- Provide acoustic isolation if health suite is located near a gymnasium or dining.
- Provide stain resistant floor covering and surfaces.
- Provide power, telephone, and data outlets for equipment at multiple locations, adequate ventilation, auditory and visual privacy, and dimmable lighting, ideally with separate control for each cot area.

Health Suite Office
Grades Pre-K-8 and 9-12
Size: 150 SF each
Space Count: 1 for Pre-K-8 and 2 for 9-12

Activities
• Provides a space for school nurse to conduct administrative activities and have private conversations.

Access
• Locate the office for access from waiting area without passing through other parts of the clinic. Provide visibility to health suite cots.

Considerations
• Enclosed office with visual and acoustical privacy.
• Provide stain resistant floor covering and surfaces.
• Provide uniform and controllable lighting.

Health Suite Storage
Grades Pre-K-8 and 9-12
Size: 75 SF each
Space Count: 1 for Pre-K-8 and 2 for 9-12

Activities
• Lockable room for student medications and ample medical supplies. Coordinate specific storage needs and lockable storage requirements with campus.

Access
• The storage room shall be easily accessible by all rooms within the health suite.

Considerations
• Provide stain resistant floor covering and surfaces.
• Provide proper ventilation and uniform and controllable lighting.

Health Suite Toilet
Grades Pre-K-8 and 9-12
Size: 70 SF each
Space Count: 1 for Pre-K-8 and 2 for 9-12

Activities
• Assisting with private health needs and changing of clothing.

Access
• Locate near the cot room.

Considerations
• Provide single accessible toilet for health suite.
• Toilet room shall be equipped with a free-standing or built-in changing table.
• The design should be configured for visual privacy and sound privacy as appropriate to location and intended use.
• Equipment Criteria:
    Mirror units at lavatories
    Toilet paper dispensers
    Soap dispensers
    Paper towel dispensers
    Trash receptacles
    Handheld shower mounted on wall
    Emergency pull cord with annunciator at office
• Provide moisture and stain resistant finishes.
• Provide adequate ventilation, environmental sound control, and uniform and controllable lighting.

Core Academics

Small Learning Community

Pre-K-8 Grades

Pre-K and Kindergarten Classrooms
Pre-K and Kindergarten Toilets
Pre-K and Kindergarten Storage
Pre-K Large Motor Activity / Indoor Recess Area
Grades 1-8 General Classrooms
K-5 Elective
6-8 Elective
General Storage
Small Group
6-8 Science Classroom / Lab
6-8 Science Storage
Special Education /Special Day
Special Education /Special Day (Support Services)
Educational Learner Center (ELC)

9-12 Grades

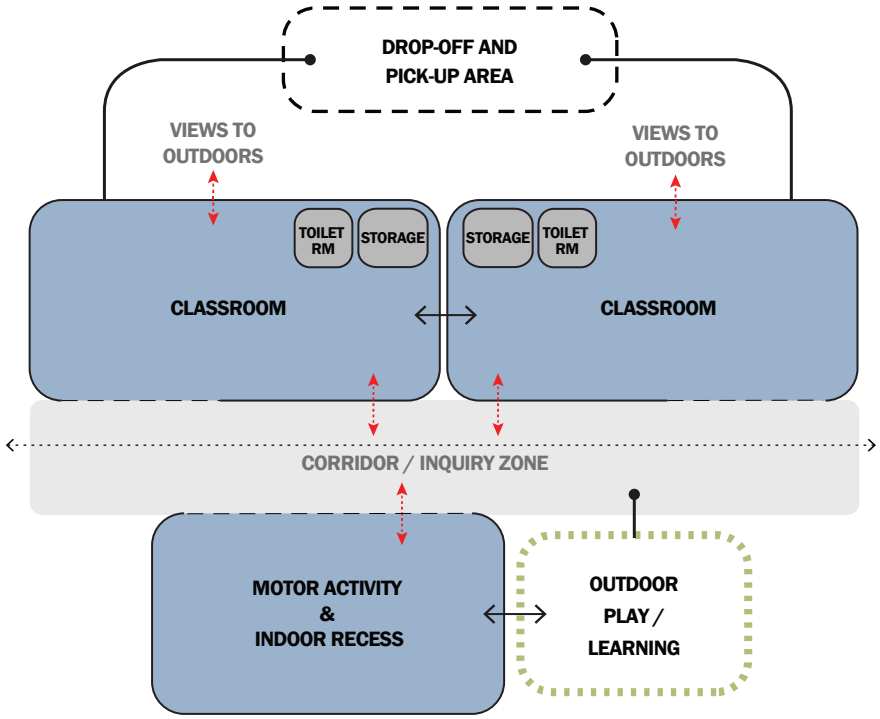
General Classrooms (also curricular specific)
General Storage
Science Lab
Science Prep Room
Chemical Storage Closet
Science Storage
Exceptional Student Education (Self-Contained)
Exceptional Student Education Compliance Office
Itinerant Staff Office

Liberty High School I Baton Rouge, LA

Pre-K and Kindergarten

Classrooms and Support Spaces

Typical configuration for Pre-K and Kindergarten grade levels



Notes:
Spaces shown as half-tone are not included in the SAUSD program but may be considered as an addition to the program.

For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities The SAUSD offers Pre-Kindergarten and Kindergarten offerings for children ages 3 to 5 years old. These offerings are provided in the context of a learning center model with flexibility to support direct access to a restroom and an indoor and outdoor playground area to the extent this is possible and within compliance of licensing standards. The model involves ample movement and flexibility in the learning space with various zones for instruction and play.

Access The Pre-K and Kindergarten classrooms should be situated at a location within the school facility that provides direct access to a secure playground or play area. Classrooms shall be located on the first floor to minimize the need to navigate hallways and areas used by older students. There should also be a toilet within the classroom. Pre-K students shall have their own arrival and dismissal area with parental access.

Considerations The Early Childhood Education Program strives to provide flexible furniture in classrooms to support instructional methods and approaches. Ample storage is required for large play components, manipulatives, cots, etc. Attention to the scale of elements in this suite of spaces is very important. Every effort should be made to create a comfortable environment for young students. Adaptive outdoor play equipment should be part of the physical education space and available for use by students with special needs as well as their non-disabled peers.

Boone Park Elementary School I North Little Rock, AK

Conway K-8 I Mount Vernon, WA

Pathfinder Kindergarten Center I Everett, WA

Pre-K and Kindergarten Cont.

Classrooms and Support Spaces

Classrooms

Grade Pre-K
Size: 1,100 SF each
Space Count: 2

Grade Kindergarten
Size: 1,200 SF each
Space Count: 2

Activities

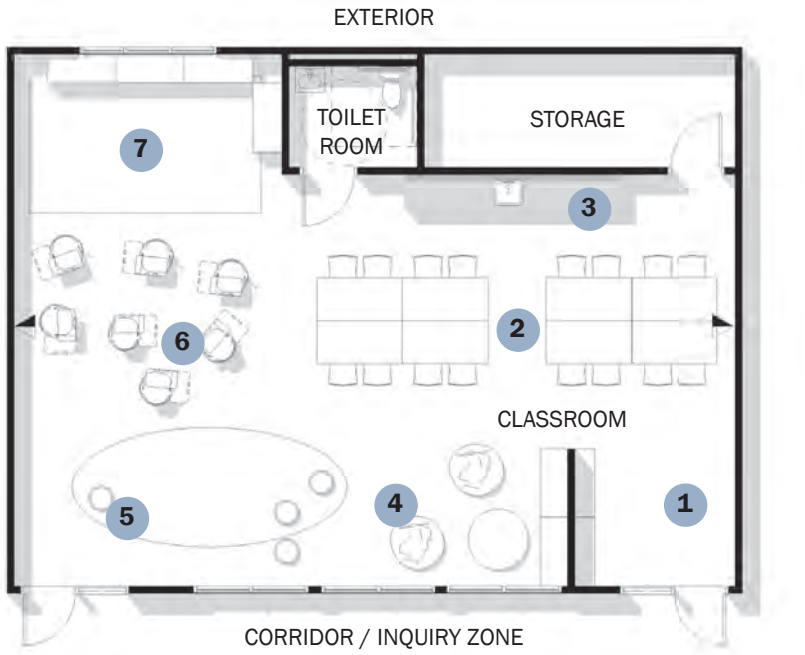
• Classroom should support activities as follows: whole group and small group instruction, independent learning, dramatic and focused play, quiet reflection, music, reading, art, science, and technology.

Access

• The Pre-K and Kindergarten classrooms should be situated at a location within the school facility that provides direct access to a secure playground or play area. Classrooms shall be located on the first floor to minimize the need to navigate hallways and areas usec by older students. There should also be a toilet within the classroom, as well as options for flexible seating/ furniture and access to age-appropriate technology. Pre-K students shall have their own arrival and dismissal area with parental access.

Considerations

• Provide natural daylight into all classroom spaces and provide window shades.
• Provide windows off of corridor into the classroom to allow for natural daylight through space and to promote learning on display. Windows also allow for passive surveillance into corridor.
• Consider flexible furnishings for variation in arrangement of zones and to allow for scalable learning groups.
• Proportion classroom for effective viewing and listening from all areas.
• Provide bubbler at sink or separate water fountain within classroom.
• Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.
• Refer to Small Learning Community diagrams for further considerations related to the classrooms.



1. Entry space to allow for parent drop-off and pick-up; sign-in desk as required; cubbies for student backpacks, coats, etc.
2. Science and Art; group projects and instruction.
3. Wet area with sinks.
4. Literacy and reading; circle time; large group rug.
5. Quiet area; calming; reflection.
6. Fine motor; independent; one-on-one instruction.
7. Play center; games; blocks; drama.

Data Drop: coordinate with SAUSD Technology Standards for data drops, phones, wireless networks, PA systems, and other technology standards.

Storage Rooms
Grades Pre-K and Kindergarten
Size: 100 SF each
Space Count: 2 each grade level

Activities
• Storage of classroom materials and resources.

Access
• Provide one storage room for each classroom.

Considerations
• Provide shelving as necessary for organizational purposes. Sizing and count dependent on items being stored.
• Provide adequate ventilation, electrical outlets for equipment, and uniform and controllable lighting.

Toilet Rooms
Grades Pre-K and Kindergarten
Size: 60 SF each
Space Count: 4 each grade level

Activities
• Assisting with private health needs.

Access
• Provide toilet rooms for Pre-K and Kindergarten classrooms.
• Toilet room shall be directly accessed from within the classroom. Provide each classroom with 1 gender neutral toilet room or one of each boys and girls toilet rooms.

Considerations
• Each room should be designed to comply with Children's ADA standards. Toilet room doors shall not be lockable.
• The design should be configured for visual privacy and sound privacy as appropriate to location and intended use.
• Equipment Criteria:
    Mirror units at lavatories
    Toilet paper dispensers
    Soap Dispensers
    Paper towel dispensers
    Trash receptacles
• Toilet room shall be equipped with a free-standing or built-in changing table.
• Provide moisture and stain resistant finishes.
• Provide adequate ventilation, environmental sound control, and uniform and controllable lighting.

Pre-K and Kindergarten Cont.

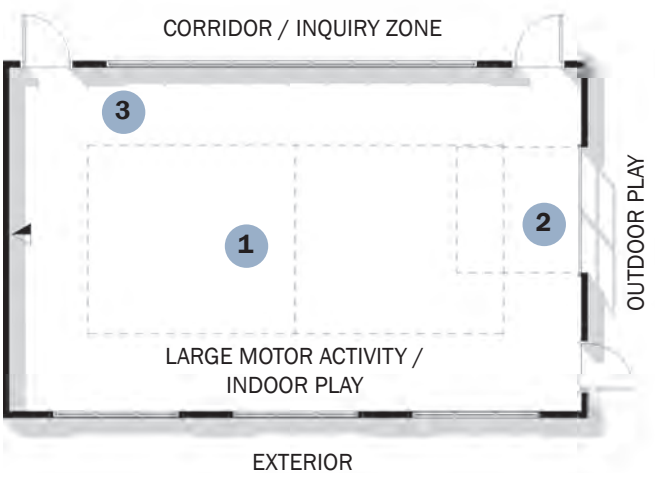
Classrooms and Support Spaces

Large Motor Activity / Indoor Recess Area
Grade Pre-K
Size: 800 SF
Space Count: 1

Activities
- Space provides for indoor play when outdoor play is not accessible due to environmental factors.

Access
- The space should be located near the classrooms to ensure easy access by students.
- Interior and exterior access to space should be provided with access to outdoor play/learning.

Considerations
- Provide natural daylight into space and provide window shades.
- Provide windows off of corridor to allow for natural daylight through space and to promote learning on display. Windows also allow for passive surveillance into corridor.
- Consider overhead door to Outdoor Play / Learning for flexibility of activities.
- Create zones with the use of floor markings for activities and ease of grouping students.
- Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.
- Consider flexible seating and furniture options to support student choice, and provide access to age-appropriate technology



1. Indoor playground with age appropriate developmental areas for play and learning; gross and fine motor skill development; curiosity.
2. Transitional space for outdoor play and learning; sectional door for extended indoor/outdoor opportunities.
3. Clear perimeter space for active play; running.

Data Drop: coordinate with SAUSD Technology Standards for data drops, phones, wireless networks, PA systems, and other technology standards.

Outdoor Play/Learning
Grades Pre-K and Kindergarten

Outdoor play/learning is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• Space provides for outdoor play on a play structure with ground space for group activities.
• Learning activities may include environmental education, social emotional learning, physical activity, hands-on experiential learning, group discussion, presentations, and exploration.
• Other elements to consider to support activities include gardens and planters, composting area, and demonstration surfaces.

Access
• Space should have direct connection to the Large Motor Activity / Indoor Play space.
• The space should be located near the classrooms to ensure easy access for students.

Considerations
• Perimeter fence around play area with secure path back to building.
• ADA compliant ground surface.
• Consideration should be given for a shade structure.
• Provide a flexible and adaptable environment to accommodate core academic disciplines with movable furniture as fixtures.
• Provide hose-bib with hose rack.
• Provide wall-mounted all weather electrical outlet.
• Flexible seating for whole class instruction.

Kitchen/Food Prep
Grade Pre-K

Kitchen/food prep is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• Students will receive meals, snacks, and beverages here.

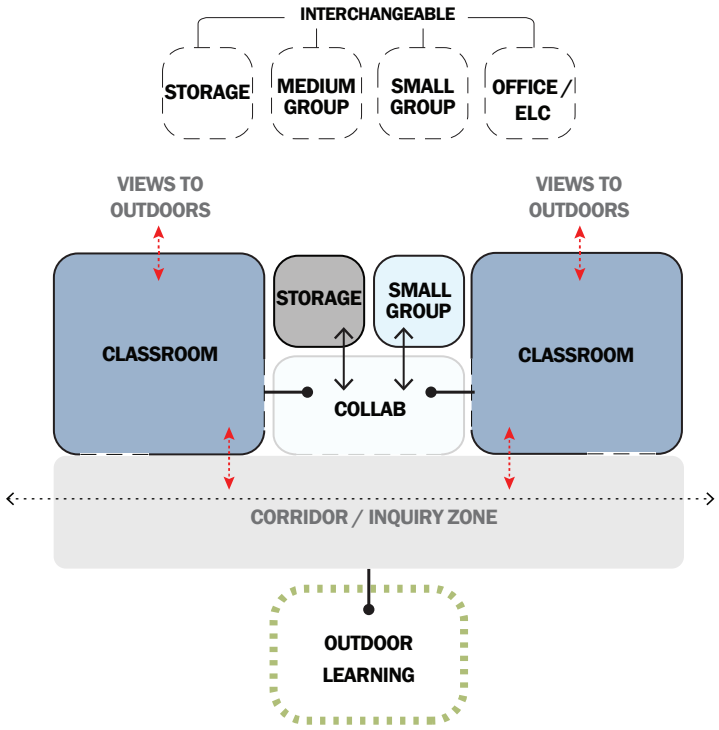
Access
• The size and layout of the space will be dependent on the number of students served and menus for Pre-K Students.
• Space should be sized appropriately for Pre-K students.
• The space should be located within or near the classroom to ensure easy access for students. This space may be part of the corridor.

Considerations
• Finish materials including flooring and surfaces should be durable and easily cleaned.
• Provide adequate ventilation for food related odors, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.

Grades 1-8 and 9-12

Classrooms and Support Spaces

Typical configuration for general classroom with interchangeable configurations



Notes:
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For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

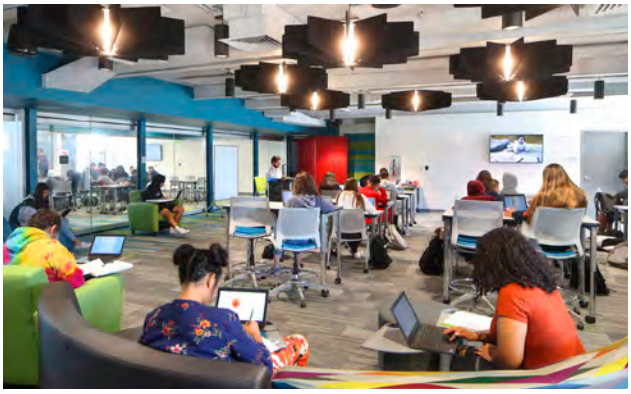
- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities General classrooms are instructional spaces that provide flexibility to support a variety of educational strategies and approaches and may support single or multi curricular instructional models. Classrooms are to be large enough to accommodate whole group, small group, and individual instruction. Furniture and equipment should be movable and adjustable to accommodate different instructional space arrangements.

Access Classrooms are a building block of small learning communities and should have visual access to adjacent commons areas and support spaces. Classrooms themselves can be locked down in the event of an active threat or a drill. Consider also developing clusters of classrooms that can be locked down as an additional layer of security.

Considerations Provide natural light and views with windows to the exterior, acoustical conditions adequate for teaching environment that facilitates learning, flexible seating and workspace for students and teachers, and integrated technology. Balance the use of movable partitions between classrooms to create larger spaces with wall space for posting educational material and student work.

Roosevelt Elementary School I Anaheim, CA



Agua Fria High School I Avondale, AZ

Canyon View High School I Waddell, AZ

Grades 1-8 and 9-12 Cont.

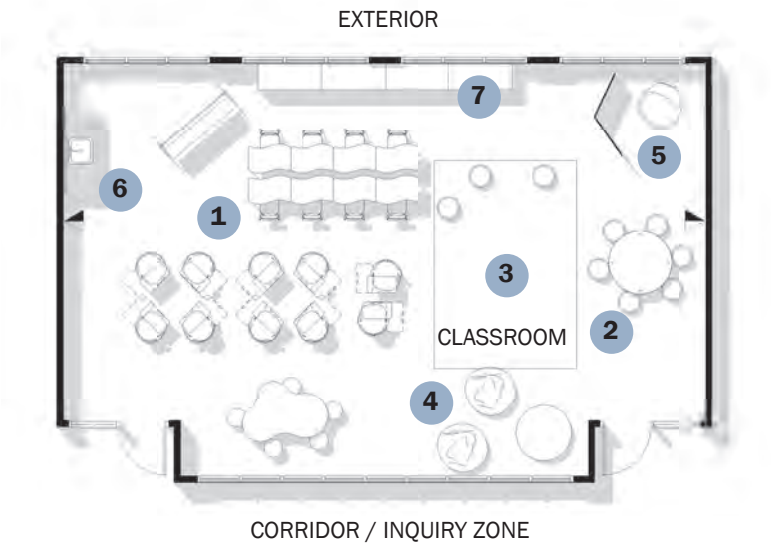
Classrooms and Support Spaces

Classrooms
Grades 1-5
Size: 900 SF each
Space Count: 2 each grade level

Activities
- Classroom should support activities as follows: large and small group instruction, one-on-one instruction, hands-on activities, oral presentations, computerized instruction, and independent learning in the classroom or in adjacent group rooms.
- Consider a calming corner within the classroom to help a student de-escalate from emotional triggers.

Access
- Locate on main floor and lay out to minimize the need to navigate hallways and areas used by older students.

Considerations
- Provide natural daylight into all classroom spaces and provide window shades.
- Provide windows and/or operable partitions off of corridor into the classroom to allow for natural daylight through space and to promote learning on display. Transparency also allows for passive surveillance into corridor.
- Provide a flexible and adaptable environment to accommodate core academic disciplines and support frequent reconfiguration. Flexible is not meant to infer operable or relocatable walls but rather fixtures, furnishings, and equipment.
- Proportion classroom for effective viewing and listening from all areas.
- Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.
- Refer to Small Learning Community diagrams for further considerations related to the classrooms.



1. Student desks and chairs; configurable for individual and group arrangements.
2. Soft seating; area to spread out project work; floor focus.
3. Large group focus defined with floor pattern change/ rug.
4. Reading nook; quiet zone; individual focus.
5. Calming corner.
6. Wet area with sink.
7. Storage for materials; cubbies for student backpacks, coats, etc.

Data Drop: coordinate with SAUSD Technology Standards for data drops, phones, wireless networks, PA systems, and other technology standards.

Classrooms

Grades 6-8	Grades 9-12
Size: 950 SF each	Size: 1,000 SF each
Space Count: 2 each grade	Space Count: Varies per curriculum*

*Refer to space programs for curricular specific classrooms versus general classrooms.

Activities

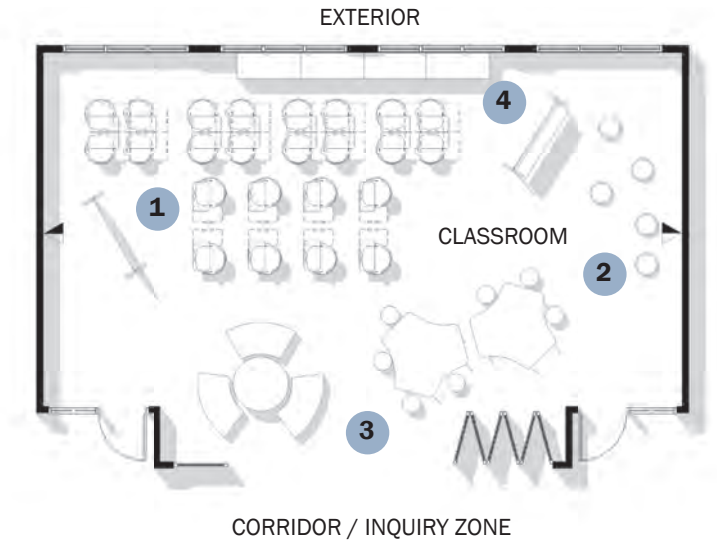
- Classroom should support activities as follows: large and small group instruction, one-on-one instruction, hands-on activities, oral presentations, group teaching and project delivery, computerized instruction, and independent learning in the classroom or in adjacent group rooms.
- The intention of general classrooms is to keep the room unassigned to maximize its utilization. The classroom may be used by teachers across grade levels throughout the day offering different lessons to students.
- Consider a calming corner with proximity to the classroom and within the Small Learning Community to help a student de-escalate from emotional triggers.

Access

- Locate to minimize the need to navigate hallways and areas used by younger students.

Considerations

- Provide natural daylight into all classroom spaces and provide window shades.
- Provide windows and/or operable partitions off of corridor into the classroom to allow for natural daylight through space and to promote learning on display. Transparency also allows for passive surveillance into corridor.
- Provide a flexible and adaptable environment to accommodate core academic disciplines and support frequent reconfiguration. Flexible is not meant to infer operable or relocatable walls but rather fixtures, furnishings, and equipment.
- Proportion classroom for effective viewing and listening from all areas. .
- Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.
- Refer to Small Learning Community diagrams for further considerations related to the classrooms.



1. Student desks and chairs; configurable for individual and group arrangements.
2. Soft seating; varied seating with no desk; student choice.
3. Transitional area into Corridor / Inquiry Zone for student collaboration; co-curricular lessons between adjacent classrooms; modular furnishings; student autonomy; student led instruction.
4. Storage for materials.

Data Drop: coordinate with SAUSD Technology Standards for data drops, phones, wireless networks, PA systems, and other technology standards.

Grades 1-8 and 9-12 Cont.

Classrooms and Support Spaces

Elective Classroom
Grades K-5 and 6-8
Size: 950 SF each
Space Count: 1 each grade band

Activities
• Elective spaces function similarly to core academic classrooms, although the program is yet to be determined. Coordinate with SAUSD to define use and activities within space.

Access
• Locate near academic spaces within SLCs to support curricular needs.

Considerations
• Provide natural daylight into all classroom spaces and provide window shades.
• Provide windows and/or operable partitions off of corridor into the classroom to allow for natural daylight through space and to promote learning on display. Transparency also allows for passive surveillance into corridor.
• Provide a flexible and adaptable environment to accommodate academic disciplines and support frequent reconfiguration. Flexible is not meant to infer operable or relocatable walls but rather fixtures, furnishings, and equipment.
• Proportion classroom for effective viewing and listening from all areas.
• Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.

General Storage
Grades 1-8 and 9-12
Size: 200 SF each
Space Count: 4 each school

Activities
• Storage of classroom materials and resources intended for shared use by a group of teachers, aids, etc.

Access
• Provide easy access from the classrooms, workrooms, and educational learner center.

Considerations
• Provide shelving as necessary for organizational purposes. Sizing and count dependent on items being stored.
• Provide adequate ventilation, electrical outlets for equipment, and uniform and controllable lighting.

Outdoor Learning
Grades 1-8 and 9-12

Outdoor learning is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
- Learning activities may include environmental education, social emotional learning, physical activity, hands-on experiential learning, group discussion, presentations, and exploration.
- Other elements to consider to support activities include gardens and planters, composting area, and demonstration surfaces.

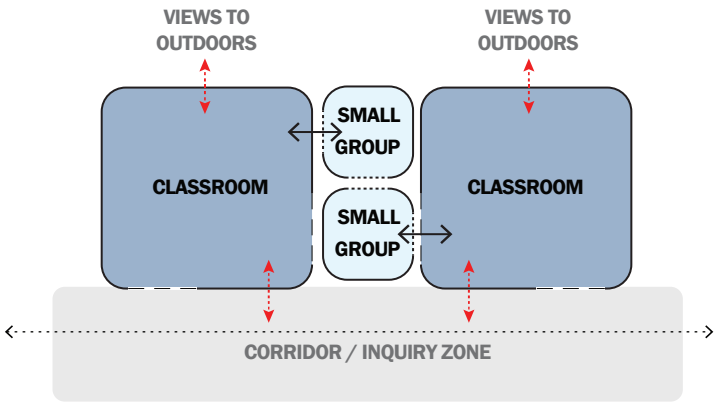
Access
- Provide exterior access off of corridor with direct access to outdoor learning.
- The space should be located near the classrooms to ensure easy access for students.
- Multiple smaller locations provide for easy access by all SLCs.

Considerations
- ADA compliant ground surface.
- Consideration should be given for a shade structure.
- Provide a flexible and adaptable environment to accommodate core academic disciplines with movable furniture as fixtures.
- Provide hose-bib with hose rack.
- Provide wall-mounted all weather electrical outlet.
- Flexible seating for whole class instruction.

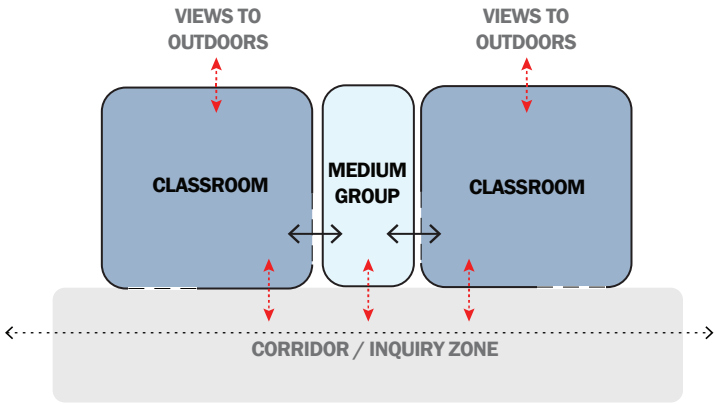
Small and Medium Group

Small Group: Up to 06 Occupants; Medium Group: Up to 14 Occupants

Typical configuration for Small Group within all grade levels



Typical configuration for Medium Group within all grade levels



Notes:
Spaces shown as half-tone are not included in the SAUSD program but may be considered as an addition to the program.

For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

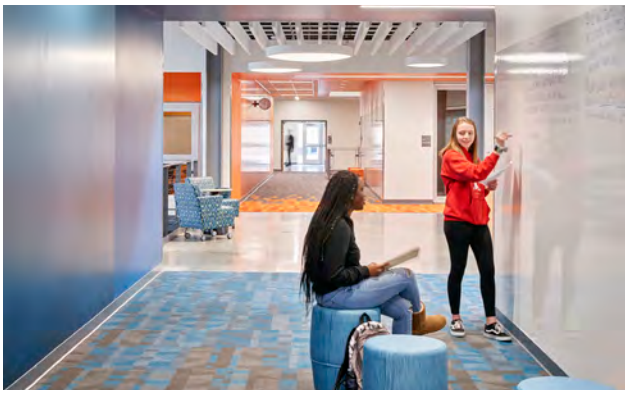
Line Types Key

- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities Small and Medium group spaces allow for students to serve a wide variety of uses to support teaching and learning. This space can be enclosed or can be carved out of circulation space with partial enclosure. Small group spaces can be used during, between, or after classes. This space can also allow special needs educators or other support specialists to work with individual students on an as-needed basis.

Access Easy access, transparency, and visibility from shared learning spaces and studios enable passive supervision. Dispersing small group and medium group spaces accommodates quick movement to, and use of, space without disruption to learning. Ownership of small group and medium group spaces will be shared.

Considerations Provide writable surfaces and digital displays to support problem-solving, collaboration, creativity, communication, and critical thinking. Providing different furniture styles in different small group rooms will allow students to choose their preferred arrangement for that space. Operable partitions between two small group spaces for flexibility in being able to open both spaces into a medium group space.



Capital City High School I Jefferson City, MO

Jordan School District Middle School I Jordan, MN

HISD Criminal Justice and Law Enforcement High School I Houston, TX

Small and Medium Group Cont.

Small Group: Up to 06 Occupants; Medium Group: Up to 14 Occupants

Small Group
Grades Pre-K-8
Size: 200 SF each
Space Count: 4

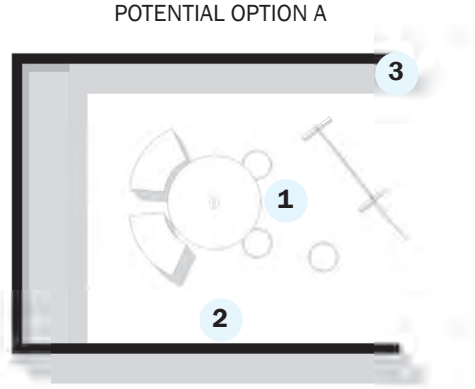
Small Group is not included in the SAUSD spatial program for grades 9-12 but may be considered. If considered, the activities, access, and considerations are similar to those for Pre-K-8. Size, count, and capacity to be coordinated with SAUSD.

Activities
- Small group allows for up to six students to serve a wide variety of uses including small group or individual instruction, break-out, pull-out, push-in, intervention, special program instruction, language acquisition, project space, testing, tutoring, coaching, and other similar student uses, without disrupting others.

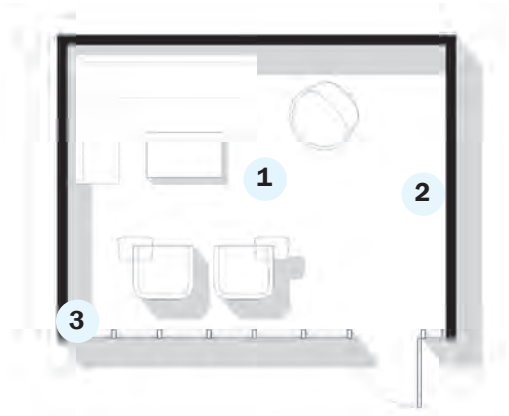
Access
- Distribute throughout the school and should be convenient to the classrooms within the SLC.

Considerations
- Flip-top, mobile tables and nesting, and mobile task chairs will allow maximum flexibility. Soft, comfortable furniture, bean bags, and high-top tables and chairs will support a variety of body postures.
- Furniture may be used to define space in lieu of permanent walls.
- Operable partitions between two small group spaces provide the opportunity to create a medium group space accommodating more students.
- To support future adaptability of space provide power, data, and voice drop to accommodate future use as office space.
- Millwork may be placed in group spaces for added storage of materials.

POTENTIAL OPTION A



POTENTIAL OPTION B



1. Varied furniture options for each space to support learner preference and autonomy.
2. AV and writable wall finishes or marker boards.
3. Boundaries of space are shown for illustration purposes and represent potential options. Dependent on placement and adjacencies, space may have fully opaque walls, walls with storefront systems, walls that are operable, or walls may not exist creating a space open to adjacent programs.

Medium Group
Grades Pre-K-8 and 9-12

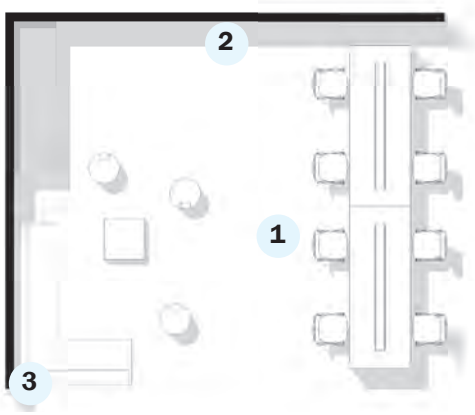
Medium Group is not included in the SAUSD spatial program but may be considered. Two small group spaces may be combined to create a medium group space. Size, count, and capacity to be coordinated with SAUSD. Space plate examples are 400 SF for reference.

Activities
- Medium group supports many of the same activities as small group spaces, the key difference being the size of the space. Still allowing for student collaboration, breakout, or special education, it also may support community meetings, conference space, or other itinerant services. The flexible space can be outfitted to support a wide variety of activities.

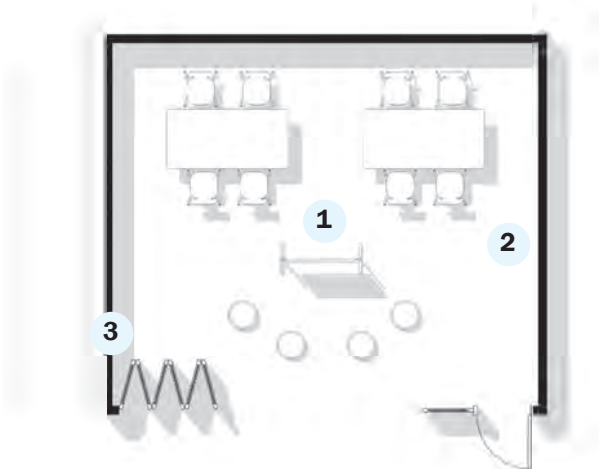
Access
- Distribute throughout the school and should be convenient to the classrooms within the SLC.

Considerations
- Flip-top, mobile tables and nesting, and mobile task chairs will allow maximum flexibility. Soft, comfortable furniture, bean bags, and high-top tables and chairs will support a variety of body postures.
- Furniture may be used to define space in lieu of permanent walls.
- Millwork may be placed in group spaces for added storage of materials.

POTENTIAL OPTION A



POTENTIAL OPTION B

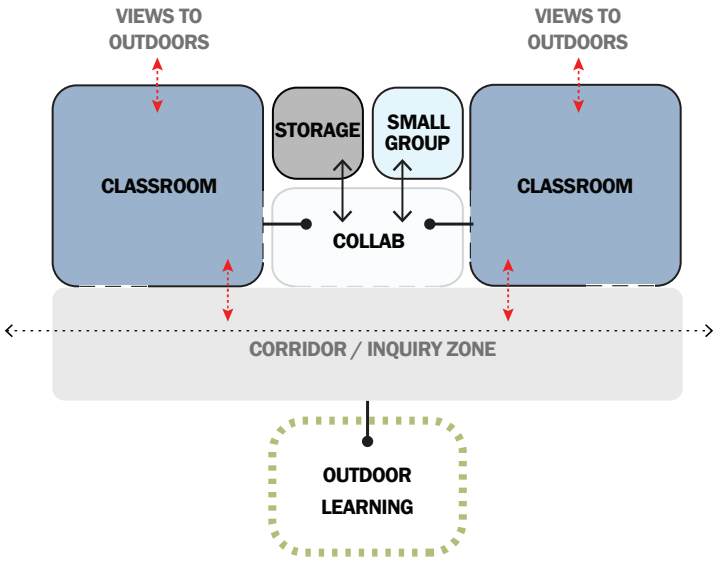


1. Varied furniture options for each space to support learner preference and autonomy.
2. AV and writable wall finishes or marker boards.
3. Boundaries of space are shown for illustration purposes and represent potential options. Dependent on placement and adjacencies, space may have fully opaque walls, walls with storefront systems, walls that are operable, or walls may not exist creating a space open to adjacent programs.

Collaboration

Number of Occupants will Vary

Typical configuration for Collaboration within all grade levels



Notes:
Spaces shown as half-tone are not included in the SAUSD program but may be considered as an addition to the program.

For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

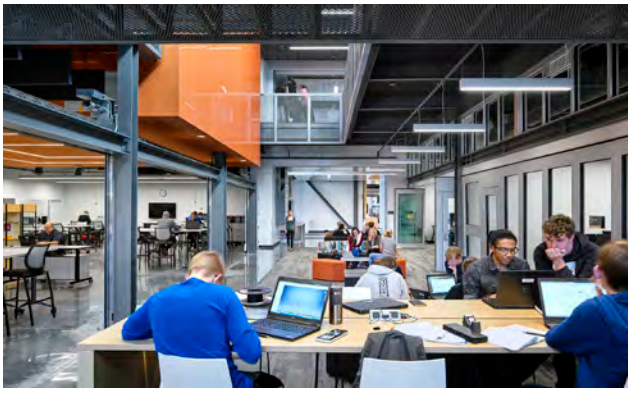
Activities If integrated as a space by the District, open collaboration may support various levels of instruction or collaborative activities. Courses with low enrollment can be taught in an open collaborative space instead of a classroom. Learner-directed, technology-based learning can occur here with easy supervision from classrooms.

Media center resources can be accessed here, and the flexible space can be outfitted with project tables to support project or maker activities. The space is also well-sized for community use and staff meetings.

Access Open collaboration supports many of the spaces within the SLC and is an extension of the classroom, small and medium group spaces, as well as any labs. Collaboration ideally shall be placed off the main circulation path for high visibility and engagement and distributed throughout the school. It may function in parallel with the inquiry zone where present.

Considerations Use physical walls, floor patterns, or flexible furniture to define spaces. Utilize both formal and informal furniture arrangements providing for up to 25-30 learners' needs per every 1,200 square feet of open collaboration space. Floor patterns may also be used to designate egress paths. Functions vary with unique needs depending on the configuration of the SLCs. Use flexible walls when connecting to adjacent shared learning spaces. Acoustics should support a variety of functions. The space may include a sink or kitchenette as appropriate.

Missouri Innovation Campus I Lee's Summit, MO



Missouri Innovation Campus I Lee's Summit, MO

Tahoma High School and Regional Learning Center Maple Valley, WA

Collaboration Cont.

Number of Occupants will Vary

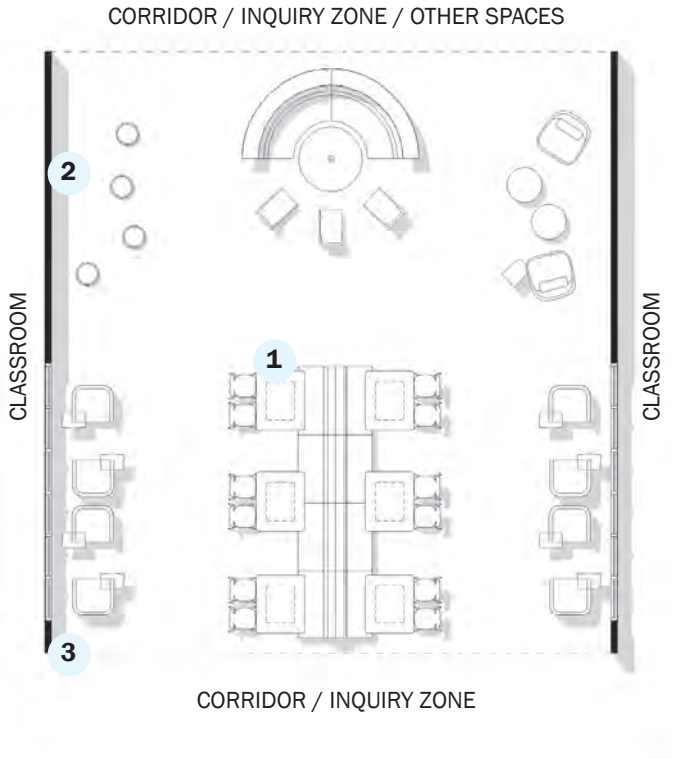
Collaboration
Grades Pre-K-8 and 9-12

Collaboration is not included in the SAUSD spatial program but may be considered as part of SLC. Size, count, and capacity to be coordinated with SAUSD.

Activities
- Collaboration allows for up to 25-30 students to serve a wide variety of uses as an extension of the classroom learning environment.

Access
- Distribute throughout the school within the SLCs.
- Space is typically open and not defined by four walls and a door.

Considerations
- Provide a variety of informal and formal furniture seating accommodating students in groups and individually. Mobile and varied furniture support a variety of body postures.
- Furniture may be used to define space in lieu of permanent walls.
- Operable partitions between collaboration and classroom spaces or group spaces provide the opportunity to create flexible environments accommodating more students for presentation functions.
- Integrate services including video, voice communication, power, and data located for maximum flexibility, two-way communication system with intercom, wireless network access, and projection or digital display.
- Millwork may be placed in collaboration spaces for added storage of materials.



1. Informal and formal furniture options creating zones to support learner preference and autonomy.
2. AV and writable wall finishes or marker boards.
3. Boundaries of space are shown for illustration purposes and represent potential options. Dependent on placement and adjacencies, space may be defined by adjacent walls of other spaces with storefront systems or operable walls for visibility into space.

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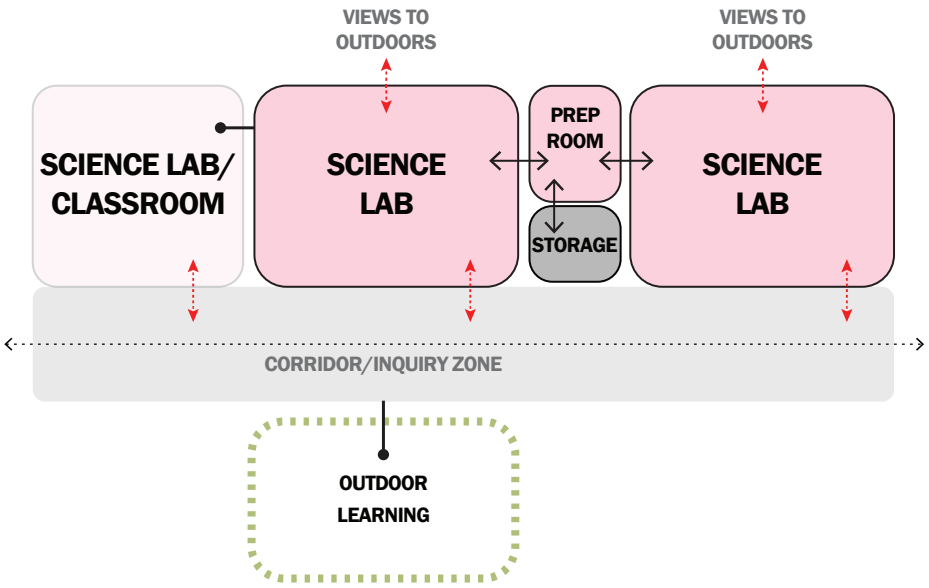
Sciences

Typical configuration for Pre-K-8 and 9-12 grade levels



Notes:
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For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

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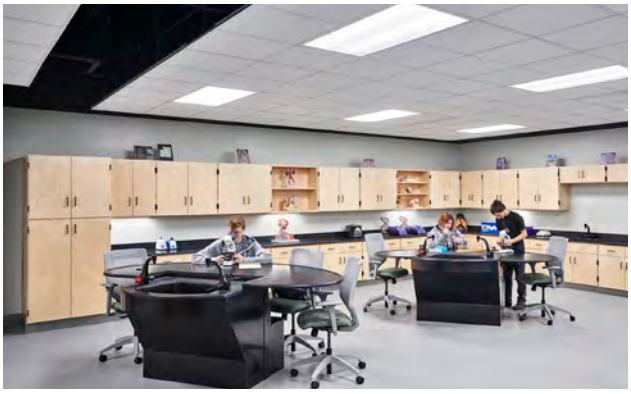
Activities Science education is inherently a hands-on process, from early childhood through 12th grade. Learning to observe, to hypothesize, and to experiment using the tools of science are endeavors that continue as students move through their education. Activities include demonstrations, cooperative learning, hands-on experiments, synthesis, and reporting.

SAUSD follows the science content standards established by Next Generation Science Standards (NGSS). This system requires a holistic, 3-dimensional approach whether the student is in Pre-K or grade 12. Students are expected to be actively engaged, working individually or in groups to solve problems.

Access Science spaces should be in or near SLCs. For more advanced (high school) science classes, there are benefits to pairing two or more science labs together to enhance efficiency in management of materials and equipment; however, this efficiency should be weighed against the potential for interdisciplinary learning that is supported by mixed discipline learning communities. Access to the outdoors for learning is desirable where feasible.

Considerations Science classrooms/labs should be large enough to accommodate experiments and their associated materials and equipment. At the 6-8 and 9-12 grade levels, science classrooms will contain two learning areas: an area with movable tables for demonstration, lecture, and reporting out; and an area with fixed millwork and sinks for experiments. Furniture should be flexible to accommodate the different activities and projects. Science classrooms should have ample storage within and adjacent to rooms. Pre-K - 5 grade level science activities may be conducted within the general classrooms, but options to provide a shared hands-on exploratory space to encourage immersive engagement with science materials, equipment, and processes should be considered in each SLC. These multi-purpose spaces should be provided with appropriate storage for the variety of needed learning materials supporting its multiple uses, and finish materials that allow for easy clean-up.

Lee's Summit Missouri Innovation Campus I Lee's Summit, MO



Topeka Center for Advanced Careers I Topeka, KS

Omaha Henry Doorly Zoo Conservation Academy I Omaha, NE

Sciences Cont.

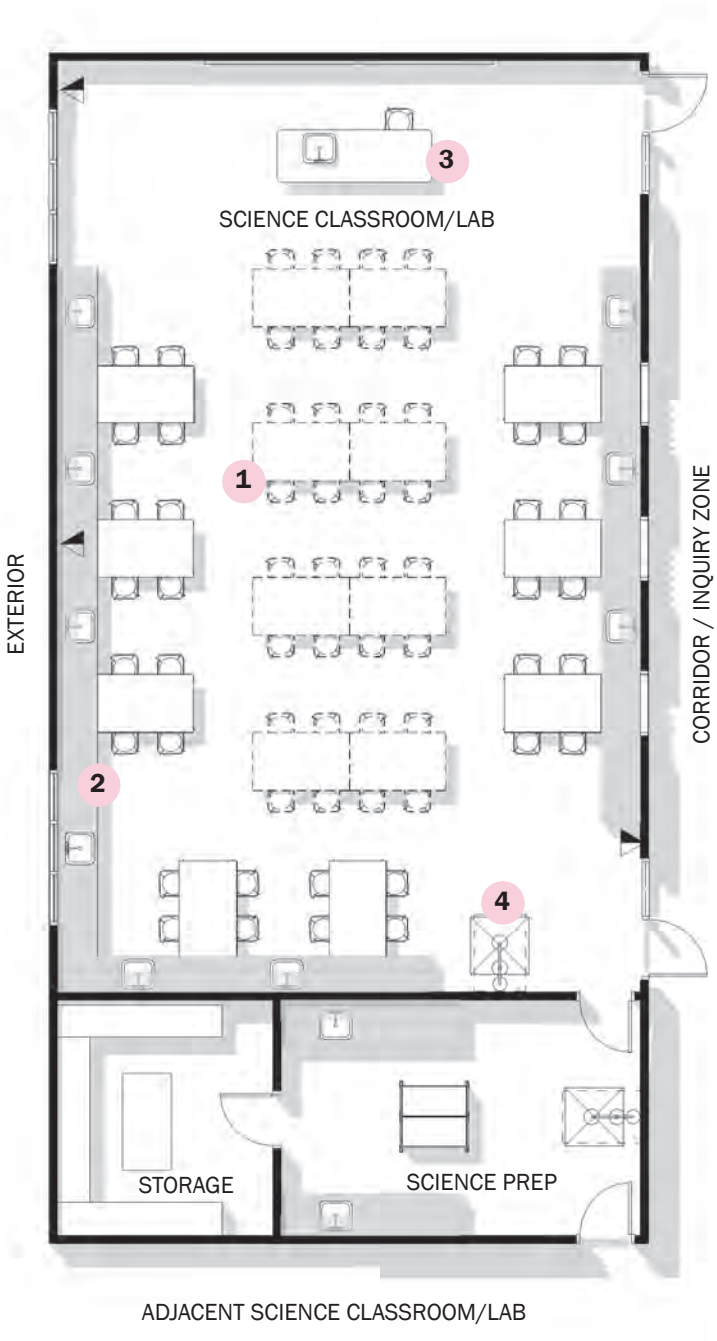
Science Classroom/Laboratory
(General Science, Biology, Chemistry, Earth Science, Physical Science; etc.)

Grades 6-8	Grades 9-12
Size: 1,400 SF	Size: 1,600 SF each
Space Count: 1	Space Count: 2

Activities
- Instruction encompasses lecture, discussion, multi-media, hands-on, experimentation, laboratory work, data collection and analysis, and computerized virtual experimentation.

Access
- Locate within or with adjacency to the SLC and maximize opportunities to group science classrooms/ labs for shared resources.
- When located on floors other than the ground level, provide roof access for exterior learning where feasible or direct circulation paths to ground level exterior learning.

Considerations
- Perimeter utilities and project work surfaces with an open area on one side or in the center of the room for student tables.
- The laboratory design shall allow student tables to be oriented toward a teaching station with good visual access to the teaching wall and instructor.
- Student tables can be relocated to form workstations at perimeter casework.
- Locate windows to allow adequate sunlight for plant growth on top of base cabinets. Coordinate with daylighting windows.
- Provide natural daylight into all classroom spaces.
- Provide perimeter casework with sinks.
- Gas and access to ample and modern fume hoods are needed for chemistry and environmental sciences but not biology or physics.
- Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.



1. Movable tables/work surfaces that can be oriented towards a teacher station and relocated to sinks at millwork for experiments and laboratory instruction.
2. Millwork with sinks; storage; drying racks; area for movable tables/work surfaces.
3. Teacher demonstration table with sink.
4. Emergency shower; eyewash; fire blanket; fire extinguisher; emergency shut off; other safety related items as required.

Data Drop: coordinate with SAUSD Technology Standards for data drops, phones, wireless networks, PA systems, and other technology standards.

Science Prep Room
Grades 9-12
Size: 150 SF each
Space Count: 3

Activities
• Preparation space for science classroom/lab where experiments can be planned and set up.
• Storage of classroom equipment, materials and resources intended for use within the science classroom/lab.

Access
• If two science classrooms/labs are provided, it is preferred that they share a common science prep room.
• Room should be directly adjacent to each science classroom/lab with a connecting door.

Considerations
• Provide a large interior window between the prep room and the lab for visual supervision of the laboratory.
• Provide self locking and self closing door hardware.
• Combination preparation/workroom.

Science Storage Room
Grades 6-8
Size: 120 SF
Space Count: 1

Grades 9-12
Size: 120 SF each
Space Count: 3

Activities
• Storage of classroom materials and resources intended for use within the science classroom/lab.

Access
• The science storage room should be located off the science preparation room. If two science classrooms/labs are adjacent to one another, one enlarged storage room may be located between them.

Considerations
• Provide shelving as necessary for organizational purposes. Sizing and count dependent on items being stored.
• Provide adequate ventilation, electrical outlets for equipment, and uniform and controllable lighting.

Chemical Storage Closet
Grades 9-12
Size: 100 SF each
Space Count: 3

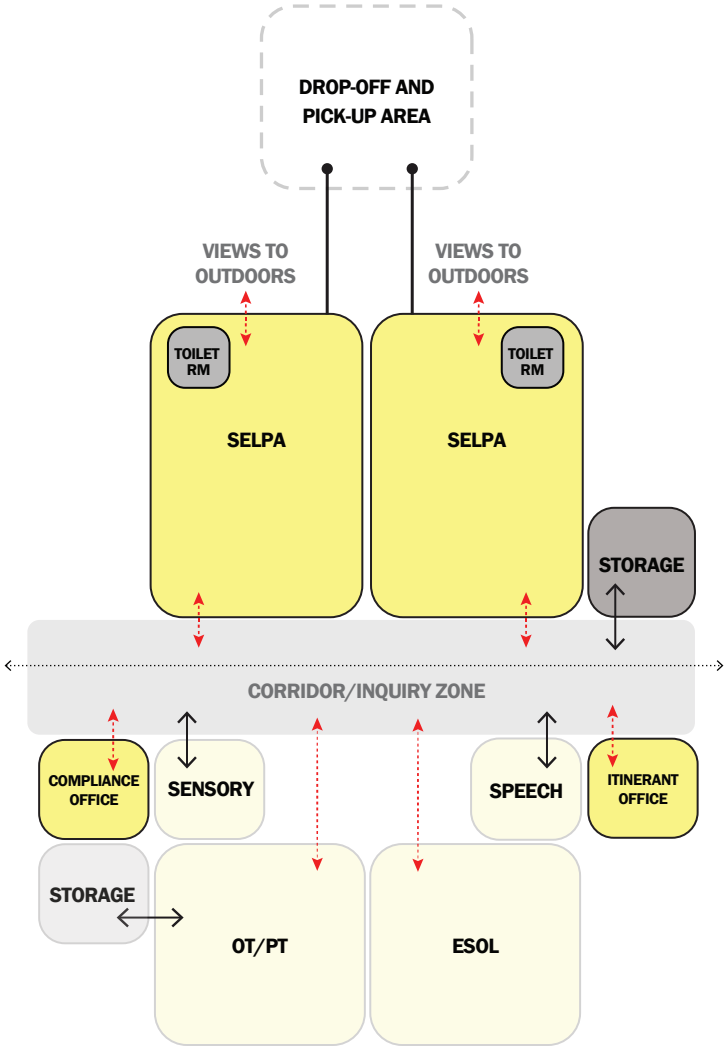
Activities
• Storage of classroom materials and resources and chemicals intended for use within the chemistry classroom/lab.

Access
• Based on State safety regulations, chemistry must have a secure chemical storage area adjacent to the classroom.

Considerations
• Provide chemical resistant counter tops and moisture and stain resistant finishes.
• Provide adequate ventilation, and exhaust system, electrical outlets for equipment, and uniform and controllable lighting.

Special Education Program / Special education

Typical configuration for Pre-K-8 and 9-12 grade levels



Notes:
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For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

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- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities The SAUSD supports a full continuum of special education services to students with disabilities in the form of Special Education (Special education). These services are provided to all students with learning disabilities ranging from mild to severe levels. All student services are driven by an IEP team decision and provided as needed in general education classes. Related services include counseling, psychologist, speech and language therapy, hearing impaired support, visually impaired support, occupational therapy, physical therapy, assistive technology, and adaptive physical education. The overall goal of the SAUSD is to provide the least restrictive learning environment possible for all students with disabilities and to integrate them into learning environments with same age non disabled peers.

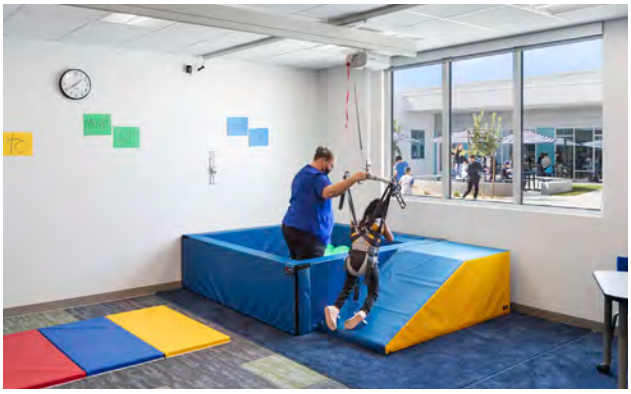
Access Special education instructional and support spaces should be situated to provide easy access to the suite of resources dedicated to each grade grouping while still being in proximity to SLCs, dining, innovation library/idea center, gymnasium and performing arts in order to provide a more integrated learning experience with their peers.

Some students with special needs may require accessible space designed to accommodate wheelchairs, physical and occupational therapy equipment, etc. These students may be enrolled in general education or special day classes.

Considerations Instructional spaces should have natural light with a view to the exterior/outdoor area, comfortable rooms with pleasant décor, and should be proportional for effective viewing and listening from all areas of the room. Special education spaces will cater to students who need additional support meeting their yearly academic milestones. For areas serving students with certain disabilities, additional accommodations may be needed.

Most students with IEPs will be educated with their peers in an inclusive setting. In some cases, services may be clustered together in a suite of spaces to allow for greater collaboration among co-teachers and/or paraprofessionals. This will be defined in the school-specific educational specifications. Some programs may require spaces with careful lighting design and interior color selection to avoid excessive stimulation.

Bill Libbon Elementary I Santa Maria, CA



Summerwind K-8 School I Beaumont, CA

Special Education / Special Day Classroom

Special Education Classroom (Self-Contained)

Grades Pre-K-8	Grades 9-12
Size: 1,050 SF each	Size: 700 SF each
Space Count: 3	Space Count: 6

Activities

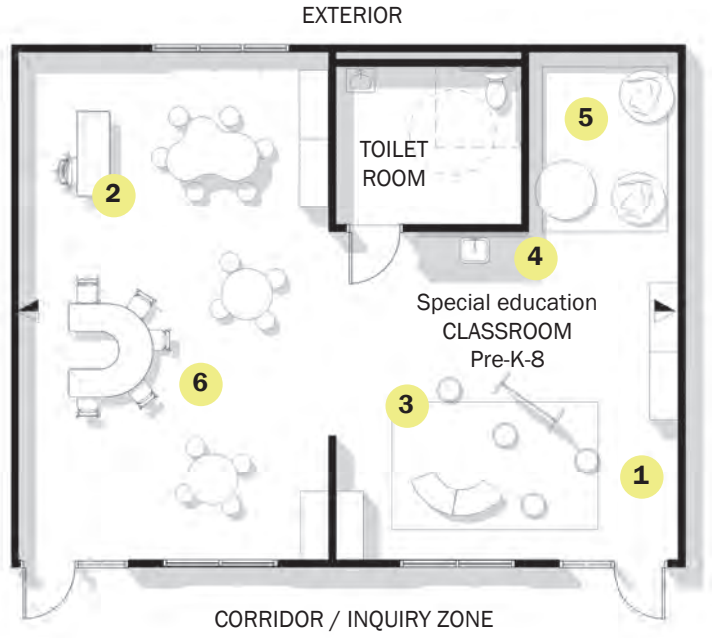
- To provide an appropriate learning environment for students who have physical, emotional, or educational needs requiring a self-contained space for part or all of the day.

Access

- The special education classroom should be designed as a suite with direct access between spaces.
- Suite of spaces should be near a drop-off and pick-up area for buses. Priority should be given to locate suite on first floor for Pre-K and Kindergarten students.
- Provide convenient access to nurse/clinic area. Medically fragile students have access to one-on-one nurses.
- Locate within or with adjacency to the SLC to provide integrated learning experiences with peers.

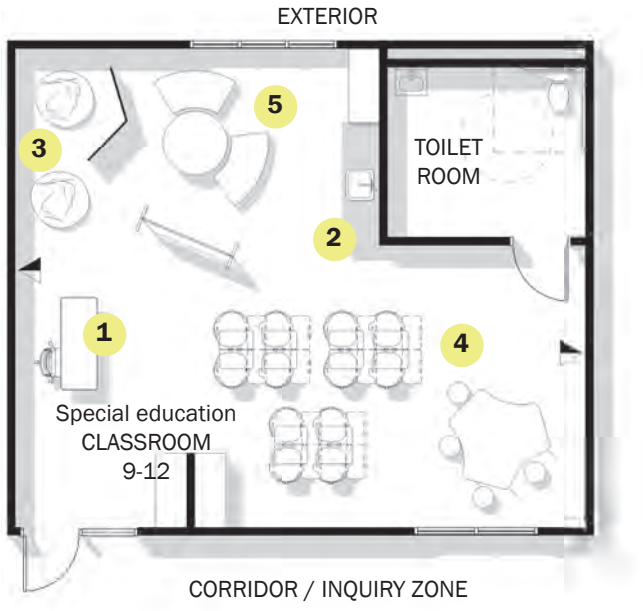
Considerations

- Provide natural daylight into all classroom spaces and provide window shades.
- Provide windows off of corridor into the classroom to allow for natural daylight through space and to promote learning on display. Transparency also allows for passive surveillance into corridor.
- Provide a flexible and adaptable environment to accommodate core academic disciplines and support frequent reconfiguration. Flexible is not meant to infer operable or relocatable walls but rather fixtures, furnishings, and equipment.
- Proportion classroom for effective viewing and listening from all areas.
- Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.
- Refer to Small Learning Community diagrams for further considerations related to the classrooms.
- For students with transition and Life Skills needs, provide spaces and resources to support kitchen area,



1. Entry space to allow for parent drop-off and pick-up; sign-in desk as required; cubbies for student backpacks, coats, etc. For younger students as required.
2. Teacher/Staff/Itinerant work station.
3. Play area; movement; PT/OT zone.
4. Wet area with sink.
5. Quiet area; calming; reflection. In classroom sensory area.
6. Group learning; configurable for various group sizes dependent on needs.

Data Drop: coordinate with SAUSD Technology Standards for data drops, phones, wireless networks, PA systems, and other technology standards.



1. Teacher/Staff/Itinerant work station.
2. Wet area with sink.
3. Quiet area; calming; reflection. In classroom sensory area.
4. Group learning; configurable for various group sizes dependent on needs.
5. Small group and individual break out zone.

Data Drop: coordinate with SAUSD Technology Standards for data drops, phones, wireless networks, PA systems, and other technology standards.

cleaning, bedrooms, etc.). This may involve combining a kitchenette into the space or as an adjacencies etc.

Special Education Toilet Rooms
Grades Pre-K-8 and 9-12
Size: 100 SF each
Space Count: 1 per classroom

Activities
- Assisting with private health needs.
- Toilet room within the special education suite shall be sized to accommodate staff who need to assist students with changing and lift equipment for toilet use.

Access
- Provide toilet rooms for special education classrooms.
- Toilet room shall be directly accessed from within the classroom. Provide each classroom with 1 gender neutral toilet room.

Considerations
- Each room should be designed to comply with Children's ADA standards. Toilet room doors shall not be lockable.
- The design should be configured for visual privacy and sound privacy as appropriate to location and intended use.
- Equipment Criteria:
  - Mirror units at lavatories
  - Toilet paper dispensers
  - Soap Dispensers
  - Paper towel dispensers
  - Trash receptacles
- Changing table shall lower and raise for ease of use by staff.
- Provide moisture and stain resistant finishes.
- Provide adequate ventilation, environmental sound control, and uniform and controllable lighting.

Special Education Program / Special education Cont.

Storage
Grades Pre-K-8
Size: 75 SF
Space Count: 1

Storage is not included in the SAUSD spatial program for grades 9-12 but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• Space for storage of materials and teaching resources as well as testing and evaluation materials and props.

Access
• Conveniently locate with proximity to all special education classrooms and workrooms.

Considerations
• Design for maximum utilization of the space and easy access to stored items.
• Space may be divided into smaller rooms and equally distributed between classrooms.
• Provide adequate ventilation, electrical outlets for equipment, and uniform and controllable lighting.

Compliance Office
Grades 9-12
Size: 250 SF
Space Count: 1

Activities
• Office space to serve the Compliance Officer for activities related to managing individualized education programs (IEP) and resolving compliance complaints.
• The Compliance Officer may also provide professional development to staff on the changes in the IEP process.

Access
• Locate near special education classrooms with visibility of spaces.

Considerations
• Enclosed office with acoustical privacy.
• Provide uniform and controllable lighting.

Itinerant Staff Office
Grades 9-12
Size: 140 SF
Space Count: 1

Activities
• Flex office space for a certified staff member(s) who provides specialized services such as hearing, vision, or other educationally related services to special education students.

Access
• Locate near special education classrooms with visibility of spaces.

Considerations
• Enclosed office with acoustical privacy.
• Provide uniform and controllable lighting.

Drop-off and Pick-up Area
Grades Pre-K-8 and 9-12

Drop-off and pick-up area is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• Designated entry for special education classrooms as required by District.

Access
• Provide secure entry and egress with notification systems to hinder wandering and sloping students. This security measure is applicable to all special education spaces.
• Locate within proximity to the special education suite.

Considerations
• Entrance shall be easily recognizable and with a direct sight lines from admin and staff offices.
• The entrance shall have appropriate signage to direct special education parents.
• Provide climate control and uniform lighting.

OT/PT
Grades Pre-K-8 and 9-12

OT/PT is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• Space provided for students participating in occupational and physical therapy with a provider.

Access
• The space should be located near the special education classrooms to ensure easy access for students.

Considerations
• Provide natural daylight into all classroom spaces and provide window shades.
• The size and layout of the space will be dependent on the number of students served and the equipment being used.
• Space should be sized appropriately for all equipment, testing and evaluations with appropriate clearances.
• Provide support structure at ceiling as required for the suspension of equipment.
• Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.

Sensory (also de-escalation space)
Grades Pre-K-8 and 9-12

Sensory is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• Safe space for physical and emotional expression adjacent to Special education cluster of spaces.

Access
• Locate near special education classrooms for easy accessibility to students while maintaining privacy of use for not only special education but same age non disabled peers as well. Consider dispersing throughout SLCs.

Considerations
• Provide various finishes of texture and color and fixtures, furnishing, and equipment for students to relax and play.
• Adjustable lighting controls with various color settings.

ESL, ESOL, and Speech
Grades Pre-K-8 and 9-12

ESL, ESOL, and Speech is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

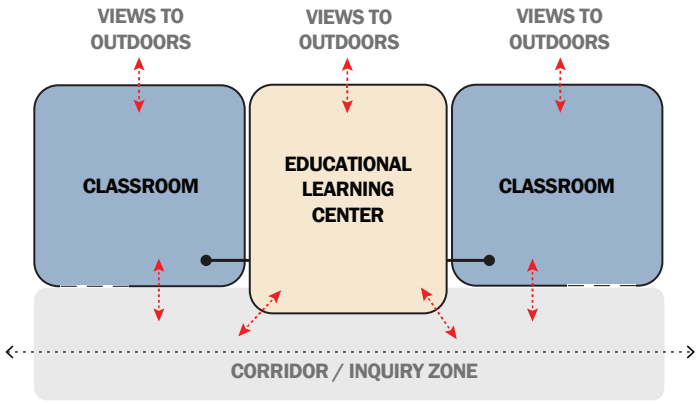
Activities
• May be small group or classroom size spaces that are suitable for students to learn through the second language instead of the primary language.

Access
• Locate near special education classrooms for easy accessibility to students.

Considerations
• Provide natural daylight into all classroom spaces and provide window shades.
• Provide flexible furniture and fixtures to support staff, teachers, and students.
• Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.

Educational Learner Center (ELC)

Typical configuration for Pre-K-8 grade levels



Notes:
Spaces shown as half-tone are not included in the SAUSD program but may be considered as an addition to the program.

For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities The Educational Learner Center (ELC) will support educator prep and teams with areas for independent and small group work. Activities include planning and collaboration, socializing, dining, and administrative tasks.

Access Providing professional collaboration and work spaces in each of the SLCs provides for maximum efficiency of space usage; all learning spaces can be used all periods of the day independent from a particular educator schedule. Additionally, the ELC fosters greater communication and collaboration amongst teachers. Provide easy access and visibility from SLCs. Ownership of the ELC with be shared.

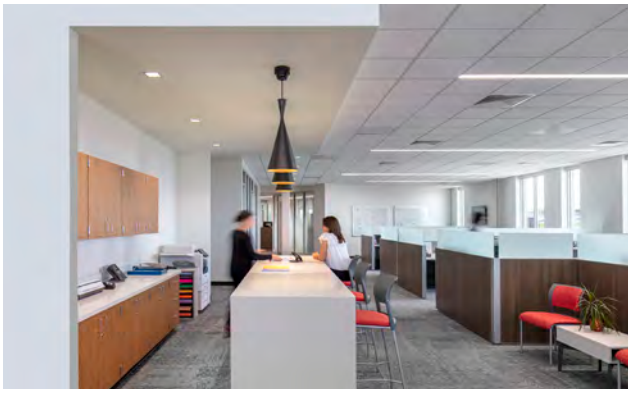
Considerations Use physical walls with transparency to define spaces. Functions vary with unique needs depending on professional staff assigned to the space. Movable furniture or workstations, small meeting table, movable display, tackable and projection surfaces shall be considered. Provide lockable millwork or lockers for personal items. The inclusion of a sink with refrigerator allows for the space to be used as a break area for the teachers without having to move to a separate area within the building. Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.

Grades Pre-K-8
Size: 300 SF
Space Count: 3

The ELC is not included in the SAUSD spatial program for 9-12 but may be considered and shall function similarly to the ELC for grade levels Pre-K-8. Size, count, and capacity to be coordinated with SAUSD.

Capps Middle School I Warr Acres, OK

Cherry Creek Innovation Campus I Centennial, CO

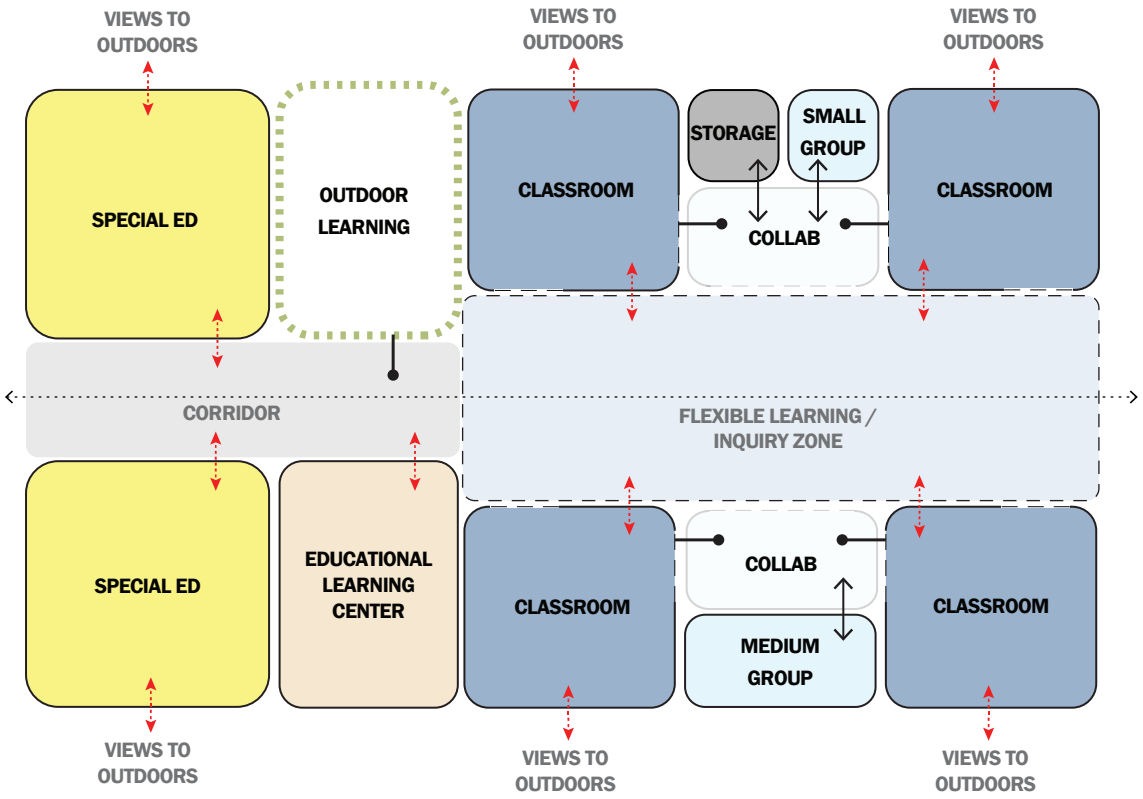


Cherry Creek Innovation Campus I Centennial, CO

Small Learning Community (SLC)

Grades Pre-K-5

Potential configuration for Pre-K-5 grade levels



Notes:
Spaces shown as half-tone are not included in the SAUSD program but may be considered as an addition to the program.

For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities The Small Learning Community is comprised of varying spaces types providing for diverse teaching and learning opportunities. SLCs for grades Pre-K - 5 are likely to be clustered by grade level but there may be benefits to mixing grade bands for activities amongst younger and older students. At a minimum the SLC includes classrooms, small and/or medium group spaces, storage, and restrooms. Additional spaces as part of the SLC may include collaboration spaces, Educational Learner Center (ELC), and outdoor learning.

Access As clusters of programed spaces, SLCs shall be located with equitable access to the administration suite, dining, athletics, performing and visual arts, media center, and other support spaces. Consider also locating SLCs to minimize traffic through one SLC to access another unless clear delineation of space is provided by use of a main corridor. Spaces within a SLC shall be accessed directly off of the corridor or may overlap. Sight lines shall be considered to all collaborative learning spaces from one or more classrooms to support passive supervision and unencumbered learner movement.

Considerations Utilize the corridor space to the fullest extent possible for breakout areas and increase connections and visibility to classrooms and other group spaces. SLCs are a culmination of spaces and when designed with features such as folding walls, transparencies, movable furnishings and accessible technology, teachers and students are able to foster relationships that are active and collaborative. Provide access to computer lab (not required).

Gardner Grand Star Elementary School I Gardner, KS

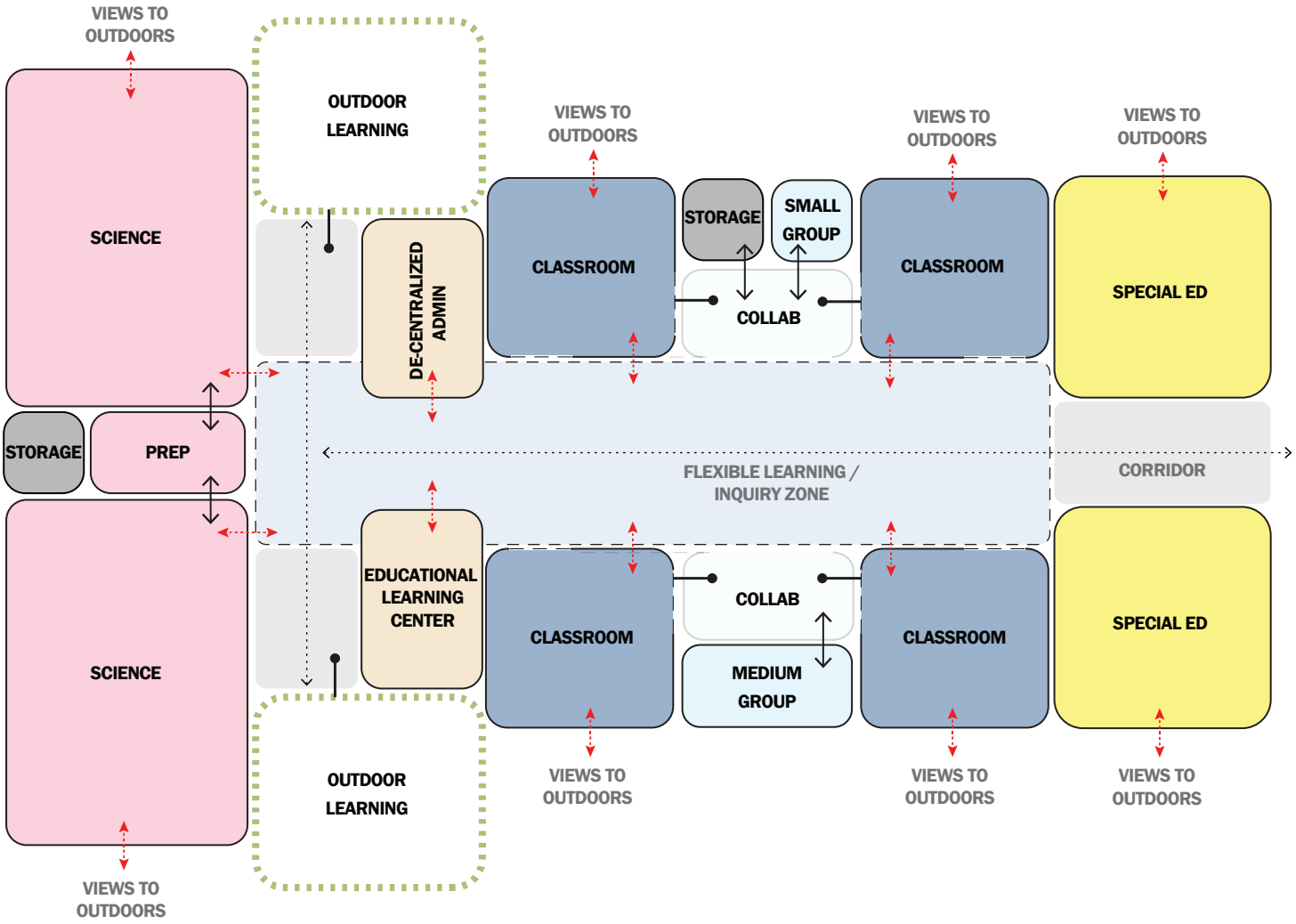
Amboy Elementary School I North Little Rock, AR

Eudora Elementary School I Eudora, KS

Small Learning Community (SLC) Cont.

Grades 6-8 and Grades 9-12

Potential configuration for 6-8 and 9-12 grade levels



Notes:
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For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

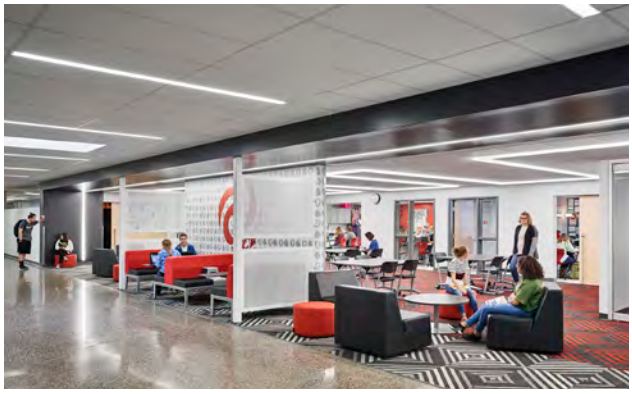
- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities Much like the SLC for grades Pre-K - 5, grades 6-8 and 9-12 may be clustered per grade level or they may be clustered per curricular program and thus activities will vary for each. At a minimum, the SLC includes classrooms, small and/or medium group spaces, storage, and restrooms. Additional spaces as part of the SLC for higher grade bands may include collaboration spaces, de-centralized administration spaces such as assistant principal offices and guidance counselor offices, science classrooms and labs, and outdoor learning.

Access As clusters of programmed spaces, SLCs shall be located with equitable access to the administration suite if not de-centralized, dining, athletics, performing and visual arts, media center, and other support spaces. Consider also locating SLCs to minimize traffic through one SLC to access another unless clear delineation of space is provided by use of a main corridor. Spaces within a SLC shall be accessed directly off of the corridor or may overlap with an inquiry zone. Sight lines shall be considered to all collaborative learning spaces from one or more classrooms to support passive supervision and unencumbered learner movement.

Considerations Utilize the corridor space to the fullest extent possible for breakout areas and increase connections and visibility to classrooms and other group spaces. SLCs are a culmination of spaces and when designed with features such as folding walls, transparencies, movable furnishings and accessible technology, teachers and students are able to foster relationships that are active and collaborative.

Missouri Innovation Campus I Lee's Summit, MO



Ottawa High School I Ottawa, KS

Capps Middle School I Warr Acres, OK

Small Learning Community (SLC) Cont.

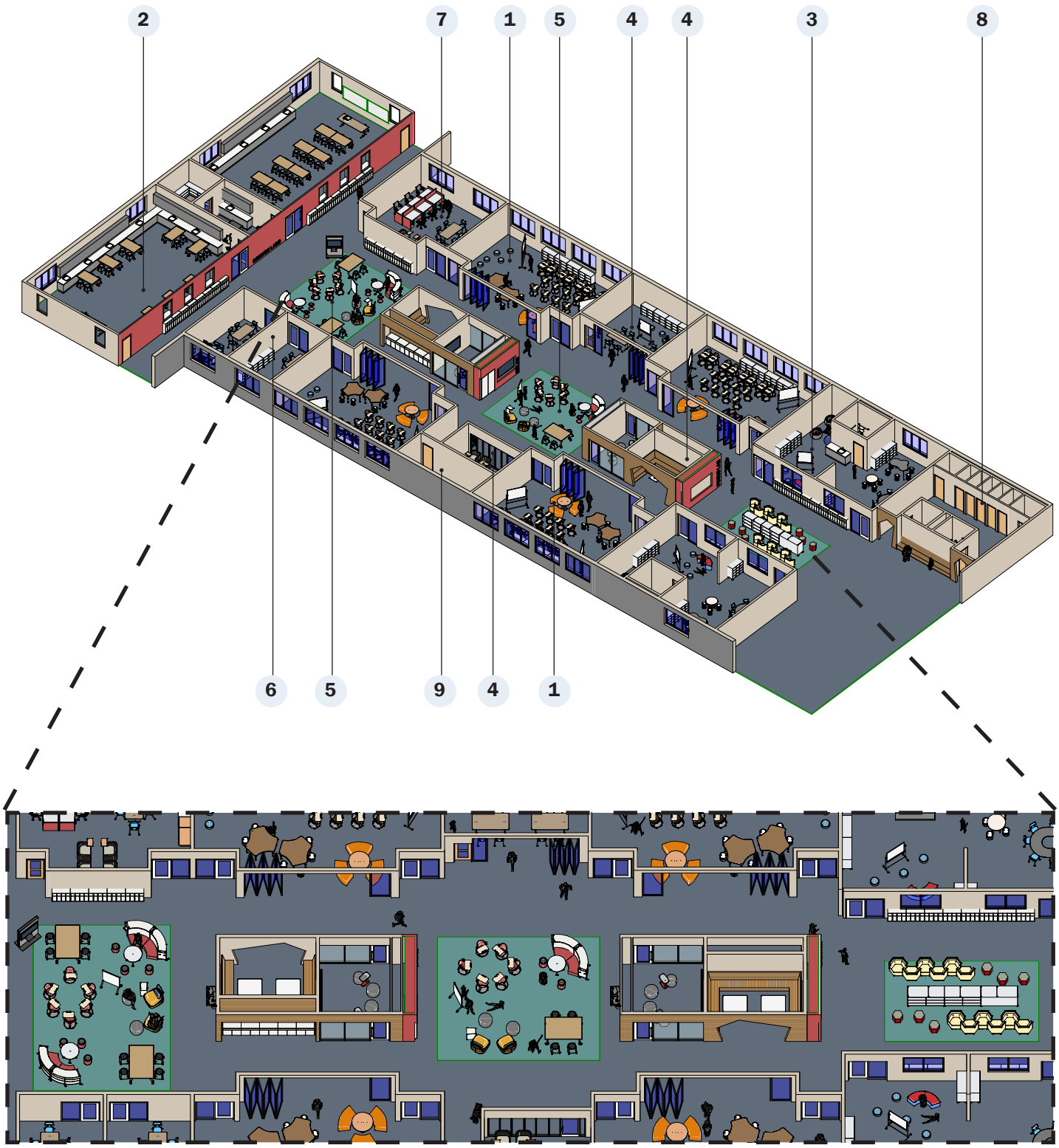
Corridor / Inquiry Zone
Grades Pre-K-8 and 9-12
Size: Area is dependent on arrangement of spaces
Space Count: 1 per SLC

Activities
• The Inquiry Zone is the hub of the SLC for all school typologies and accommodates all students and teachers. Space should support a multitude of settings to support project-based learning, collaboration, informal and formal large group, and individual study. Furniture and utilities to support these activities are critical to maintain the flexibility and adaptability of the space.
• Circulation path within SLC for students navigating to and from spaces.

Access
• As the hub to the SLC, the Corridor / Inquiry Zone shall be central to the cluster of spaces comprising the SLC. There shall be equitable access and opportunity of use by all classrooms and spaces.

Considerations
• The arrangement of the space shall permit easy flow of students from one instructional area to another while providing zones for extended learning.
• Provide a variety of informal and formal furniture seating accommodating students in groups and individually. Mobile and varied furniture support a variety of body postures.
• Furniture may be used to define space in lieu of permanent walls.
• Space is intended to be open with boundaries defined by the adjacent spaces.
• Integrate services including video, voice communication, power, and data located for maximum flexibility, two-way communication system with intercom, wireless network access, and projection or digital display.

1. Classrooms with visibility and transitional learning zones into the inquiry zone/corridors.
2. Science classrooms and labs.
3. Special education classrooms.
4. Small and medium group spaces.
5. Inquiry zone extended learning and collaboration spaces.
6. De-centralized administration.
7. Educational Learner Center (ELC).
8. Restrooms.
9. Storage.



Axon example configuration of 6-8 and 9-12 grade levels.

Library/Idea Center

Library/Idea Center

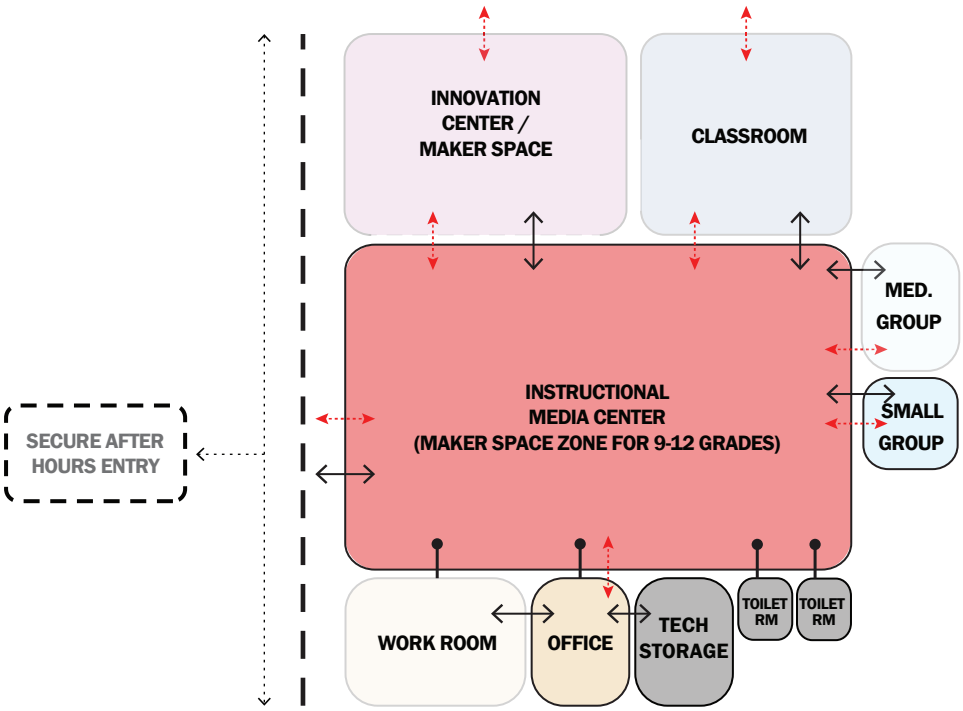
Pre-K-8 Grades
Library/Idea Center
Small Group Study Room
IC Office
Tech Storage

9-12 Grades
Library/Idea Center/Maker's Space
Small Group Study Room
Tech Storage

Liberty High School I East Baton Rouge, LA

Library/Idea Center

Typical configuration for Pre-K-8 AND 9-12 grade levels



Notes:
Spaces shown as half-tone are not included in the SAUSD program but may be considered as an addition to the program.

For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities The Library/Idea Center is the information hub of the school offering a variety of print and digital resources to students in an atmosphere that is inviting, comfortable, vibrant, and flexible. Further, this space supports other content areas of the school and curriculum while providing an environment for recreational reading. The IC should have flexible work and social settings for multiple activities that take place simultaneously. It is the core of a suite of spaces that highlight technology in learning. It will be utilized by all students, staff, and teachers and may serve as a large or small group meeting location. It may also be used by the community, usually outside of school hours.

Access The IC may be centrally located providing easy access from all locations of the school building while promoting the importance of its function. It may be directly connected to a computer lab as well as an innovation center/maker space. Where feasible, it should be conveniently located for after-hours access.

In some applications, it may be preferred that the IC be dispersed throughout the school building with access through the SLCs. In doing so, resources can be allocated by grades and/or curriculum. This opportunity allows for quicker access of materials needed to support student learning.

Considerations This space may be staffed by a librarian, but ideally, SAUSD would like teachers or paraprofessionals who may rotate in and out to supervise space as they use it. This allows for the opportunity to customize this space for maximum use by the school. Transparency and ease of supervision are important due to the flexible nature of the space. Acoustic zones and treatments should support a variety of activities. Furniture will range from comfortable, soft seating to high-top tables and chairs, to mobile team project tables and chairs in order to support a more engaging age-appropriate environment for students.

Capps Middle School I Warr Acres, OK

Bluff Middle School I Donaldsonville, LA

Wainwright Intermediate School I Tacoma, WA

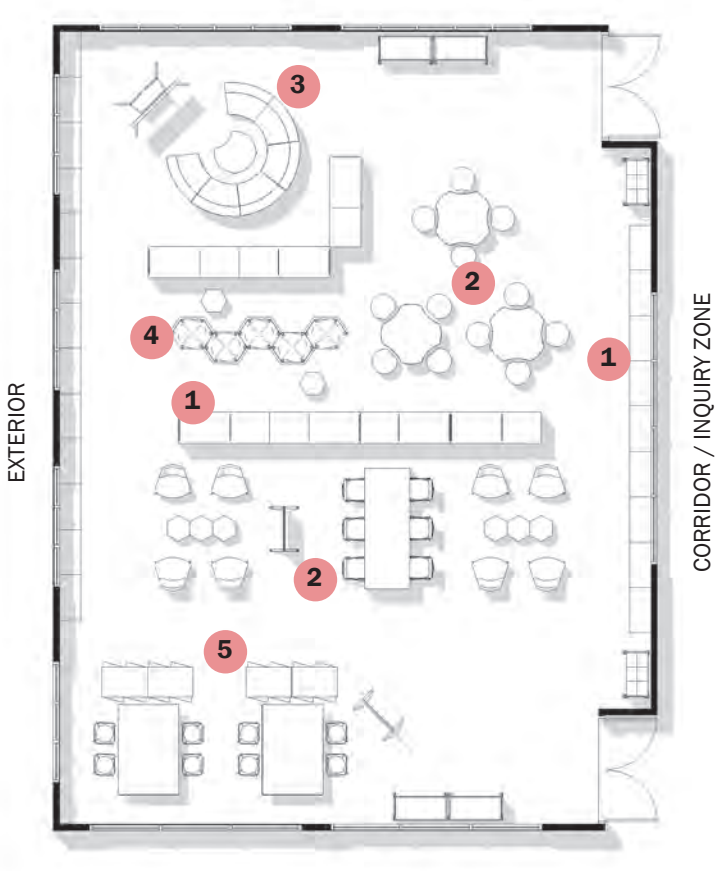
Library/Idea Center Cont.

Library/Idea Center
Grades Pre-K-8 and 9-12
Size: 2,000 SF
Space Count: 1

Activities
- The IC is intended to operate as a multi-functional space supporting students in activities such as reading and research in print and digital format, project based learning, and small and large group interactions.
- For 9-12 grade, the IMC also functions with a maker space zone for technology-rich, hands on activities.

Access
- The IC may be centrally located within the building core and accessible after normal school hours. The space should be designed and equipped such that as many functions as possible are electronic.
- If centrally located, the IC should be provided with a main entrance directly from the main corridor with a secondary exit to accommodate code requirements. The main entrance should consist of double doors and be open and inviting.
- The IC may be dispersed throughout the SLCs offering students and teachers more direct access to resources.

Considerations
- Provide natural daylight with window shades to darken space for AV requirements.
- Provide flexible spaces where students, teachers, and staff, either individually or in small or large groups, may meet to address a variety of learning requirements.
- If a circulation desk is required, provide one transaction counter at an appropriate height for younger students with an integral depressible book drop/truck. The circulation desk and rear counter should be a practical, modular, functional piece of furniture.
- Provide electrical outlets for equipment and recessed floor outlets for tables, lighting appropriate to tasks with switches to dim in separate zones of the IC, adequate ventilation, and environmental sound control.



1. Stationary and mobile book shelves.
2. Group reading, instruction, research, project work; configurable for various group sizes.
3. Small group gathering zone.
4. Individual soft seating areas for reading.
5. Maker space zone; movable tables and storage units.

Small Group Study Room

Grades Pre-K-8
Size: 120 SF
Space Count: 1

Grades 9-12
Size: 120 SF each
Space Count: 2

Activities
• Small group study room allows for up to six students to serve a wide variety of uses similar to that of small group spaces in the SLC with a primary intended use for studying and focused worked.

Access
• Conveniently locate with access within IC. If the IC is dispersed throughout the SLC, the group spaces may be shared.

Considerations
• Provide glass walls for visibility into space from the IC.
• Flip-top, mobile tables and nesting, and mobile task chairs will allow maximum flexibility. Soft, comfortable furniture, bean bags, and high-top tables and chairs will support a variety of body postures.
• To support future adaptability of space provide power, data, and voice drop to accommodate future use as office space.

Office

Grades Pre-K-8
Size: 160 SF
Space Count: 1

Activities
• Office shall serve as a private space for IC staff to process incoming materials and the storage of materials. Space also may be used for staff to plan resources and events within the IMC.

Access
• Office shall be located adjacent to the IC. If the IC is dispersed, locate within a central location near other admin offices.

Considerations
• Enclosed office with visual and acoustical privacy.
• Provide a vision panel or adjacent sidelight to maintain visual supervision. Panel may be provided with window blind to control privacy during meetings.

Tech Storage

Grades Pre-K-8
Size: 120 SF
Space Count: 1

Grades 9-12
Size: 160 SF
Space Count: 1

Activities
• Space for storage of IC materials and teaching resources.

Access
• Conveniently locate with access within IC.

Considerations
• Design for maximum utilization of the space and easy access to stored items.
• Provide adequate ventilation, electrical outlets for equipment, and uniform and controllable lighting.

Library/Idea Center Cont.

Innovation Center/Maker Space
Grades Pre-K-8 and 9-12

Innovation Center/Maker Space is not included in the SAUSD spatial program as a dedicated space but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• A specialized yet flexible space with the ability to support different academic offerings and activities.
• Space should be technology-rich with the ability to easily convert into an instructional area or environment where hands-on activities can take place.
• The room should support the activities of up to 15 students.

Access
• There are two approaches to the location of this space:

1. Adjacent to the media center.
2. Adjacent to CTE, art, music, computer lab, or other large group gathering spaces to allow for program flexibility and integration of academic programs.

Considerations
• Lots of storage inside and outside of space inclusive of lockable storage and sink. Pull down outlets should be provided for flexible use. Ideally, there are three types of storage:

1. A large lockable storage closet for high-tech equipment and costly consumables.
2. Lockable casework within the main space.
3. A separate storage room for bulk supplies. Lockability is good for flexible use.

• Provide electrical outlets for equipment and recessed floor outlets for tables or overhead power reels, lighting appropriate to tasks with controllable zones, adequate ventilation, and environmental sound controls.

Classroom/Instructional Space
Grades Pre-K-8 and 9-12

Classroom/Instructional space is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• Instructional area with mobile, collaborative desks to accommodate a single classroom group for specialized extracurricular learning related to the media center.

Access
• Locate with adjacency to the IC, but away from quiet areas so that instruction will not interfere with reading or other more quiet activities.

Considerations
• Provide natural daylight into all classroom spaces and provide window shades.
• Provide a flexible and adaptable environment to accommodate academic disciplines and support frequent reconfiguration. Flexible is not meant to infer operable or relocatable walls but rather fixtures, furnishings, and equipment.
• Proportion classroom for effective viewing and listening from all areas.
• Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.

Workroom
Grades Pre-K-8 and 9-12

Workroom is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• The workroom is for teacher planning and collaboration, team meetings, scheduling of appointments, record keeping, grading, preparation for teaching, and storing of teaching material.

Access
• The workroom should be located adjacent to the general administration office area and have direct access to a hallway other than the main administration entrance. Staff, faculty, aides and volunteers will use this room.
• Workrooms may be located near small learning communities based on school preference.
• Provide separate access from other areas of the building without having staff travel through other spaces.

Considerations
• The room should be equipped with a large amount of storage for office supplies and for reserve instructional materials, which will be distributed throughout the school.
• Provide power, telephone, and data outlets for equipment at multiple locations and uniform and controllable lighting.

Medium Group
Grades Pre-K-8 and 9-12

Medium Group is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD. Activities, Access, and Considerations would be similar to that of the Medium Group spaces highlighted under the Core Curriculum section as part of the SLC. If the IC is dispersed throughout the SLC, the group spaces may be shared.

Arts and Creative Learning

Visual Arts

Pre-K-8 Grades
K-5 Art Lab
K-5 Art Storage

Performing Arts - Music

Pre-K-8 Grades
6-8 Instrumental music
6-8 Music Storage

9-12 Grades
Instrumental Music Room
Instrumental Music Storage
Vocal Music Room
Vocal Music Storage
Small Group Music Practice Rooms
Medium Group Music Practice Rooms
Control Room

Performing Arts - Auditorium and Stage

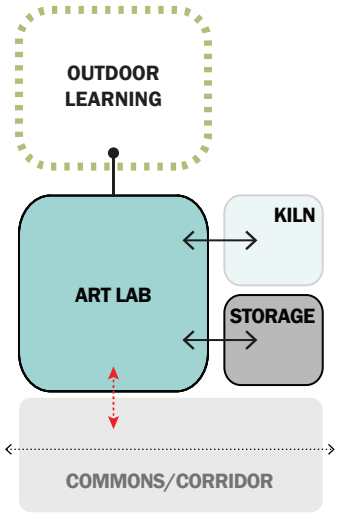
Pre-K-8 Grades
Gymnatorium

9-12 Grades
Auditorium (500 seats) with Stage
Auditorium Lobby
Set Construction Storage

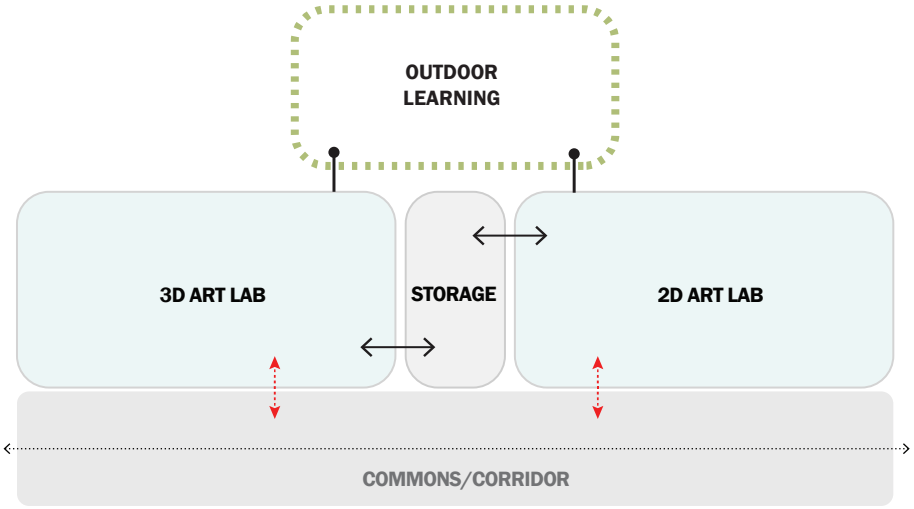
Crete New High School I Crete, NE

Visual Arts

Typical configuration for K-5 grade levels



Potential configuration for 6-8 and 9-12 grade levels



Notes:
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For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities At the Pre-K-5 levels, visual art is more general in purpose and focuses on establishing foundational, technical, and critical skills needed to develop the inner artist. For 6-8 grades, visual arts allows students to explore more course offerings and learn more about 2-dimensional and 3-dimensional techniques. At the 9-12 levels, art is typically more specialized with various course offerings such as ceramics, 3-D and 2-D classes as well as digital arts as separate classes with dedicated space. Specific course offerings and art programs to be reviewed with SAUSD.

Access Where possible, ground level access is preferred with direct access to a designated outdoor art lab. Specialized spaces as such need to be placed such that they can be used by the entire school easily while being interconnected with large group spaces such as performing arts. Adjacency near performing arts allows for greater access to gallery spaces by visitors.

Considerations Flexibility and multi-functional space provide for variety of seating configuration as well as opportunity for growth of new art educational programs. Art rooms should have a feel of a maker space-like design as opposed to a traditional art room. To adapt the space to various types of visual arts, overhead power access, sinks, and areas to display art in the room should be provided throughout.

While natural light is necessary, the ability to block direct light through windows is also desired.

More storage space for both student work and art materials should be provided within the space or directly adjacent to the room.

Capps Middle School I Warr Acres, OK

Kearney High School I Kearney, NE

Amboy Elementary School I North Little Rock, AR

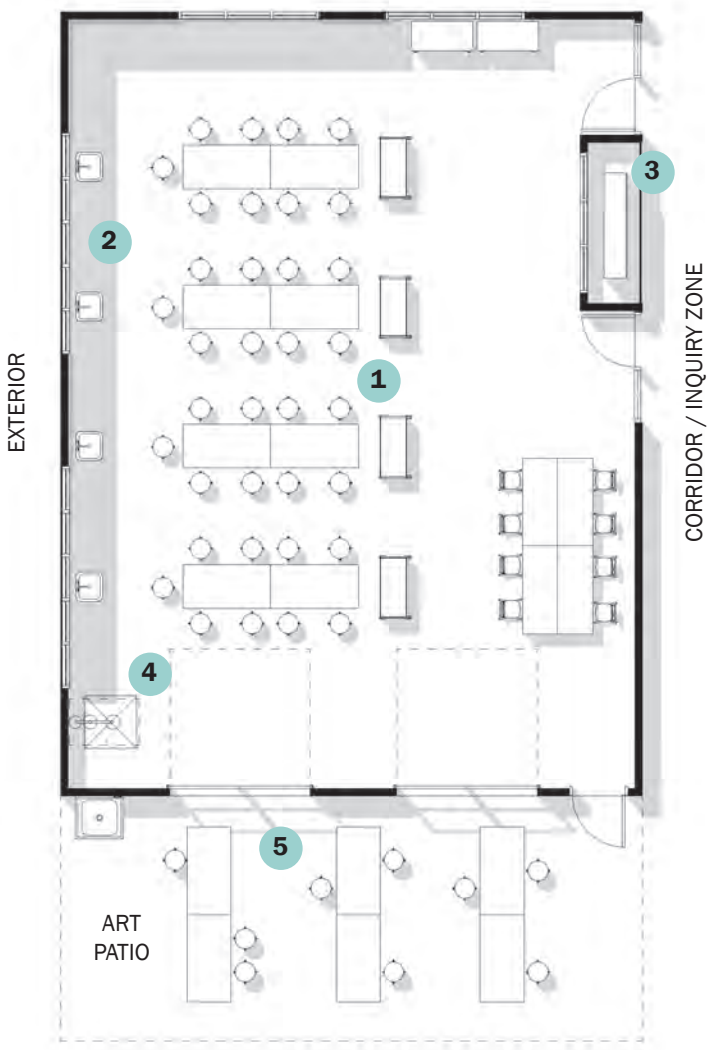
Visual Arts Cont.

Art Lab
Grades K-5
Size: 1,400 SF
Space Count: 1

Activities
• A space providing students the resources to work on art projects by exploring the manipulation of a variety of mediums through drawing, painting, print-making, model-making, collage, and assembly.

Access
• The art lab shall be conveniently located with access to core academic classrooms and SLCs.
• Where possible, direct access to the outdoors is desirable.

Considerations
• Large student tables for project work that can be relocated for various group configurations.
• Zone with computers may be desirable for computer graphics.
• Provide natural daylight into all classroom spaces. North light is desirable.
• Provide perimeter casework with sinks. Sinks to have plaster trap.
• Drying racks and space to showcase art work shall be incorporated into the art lab or in the hallway.
• Provide ventilation to accommodate the use of art materials and chemical techniques, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.



1. Movable tables/work surfaces that can be reconfigured for varying group sizes.
2. Millwork with sinks; storage; drying racks.
3. Student work display case.
4. Emergency shower; eyewash.
5. Art patio with movable tables; utility sink.

Storage
Grades K-5
Size: 250 SF
Space Count: 1

Activities
• Space for storage of art materials and teaching resources.

Access
• Conveniently locate with access within art lab.

Considerations
• Design for maximum utilization of the space and easy access to stored items.
• Provide adequate ventilation, electrical outlets for equipment, and uniform and controllable lighting.

Kiln
Grades K-5, 6-8, and 9-12

Kiln space is not included in the SAUSD spatial program to support the art lab but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• Dedicate space for the kiln equipment, firing of ceramics, and storage of 3D sculptural work.

Access
• Conveniently locate with access within art lab.

Considerations
• Provide adequate ventilation with vents to the outside for kiln and controlled by a thermostat, electrical outlets for equipment, and lighting appropriate for the task.

2D Art Lab
Grades 6-8 and 9-12

2D Art Lab is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• A space providing students the resources to work on art projects by exploring the manipulation of a variety of mediums.
• Development of technical and expressive skills through drawing, painting, art history and culture, matting and framing, print-making, photography and videography, portfolio preparation, computer graphics, and art research.

Access
• The 2D art lab shall be conveniently located with access to core academic classrooms and SLCs.
• Where possible, direct access to the outdoors is desirable.

Considerations
• Large student tables for project work that can be relocated for various group configurations.
• Zone with computers may be desirable for computer graphics.
• Provide natural daylight into all classroom spaces. North light is desirable.
• Provide perimeter casework with sinks.
• Display space for art projects in adjacent corridor.
• Possible operable partition between 3D art lab when walls are shared. Also, consider shared storage spaces.
• Provide ventilation to accommodate the use of art materials and chemical techniques, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.
• Grid structure for temporary lighting as needed for controlled subjects.

Visual Arts Cont.

3D Art Lab
Grades 6-8 and 9-12

3D Art Lab is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
- A space providing students the resources to work on art projects by exploring the manipulation of a variety of mediums creating three dimensional art.
- Development of technical and expressive skills through sculpture, ceramics, 3D construction, metal working, architectural modeling, and interactive displays.

Access
- The 3D art lab shall be conveniently located with access to core academic classrooms and SLCs.
- Where possible, direct access to the outdoors is desirable.

Considerations
- Large student tables for project work that can be relocated for various group configurations.
- Zone with computers may be desirable for digital modeling.
- Provide natural daylight into all classroom spaces. North light is desirable.
- Provide perimeter casework with stainless steel sinks.
- Hard surface flooring with cleanable walls.
- Display space for art projects in adjacent corridor.
- Possible operable partition between 2D art lab when walls are shared. Also, consider shared storage spaces.
- Provide ventilation to accommodate the use of art materials and chemical techniques, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.
- Grid structure for temporary lighting as needed for controlled subjects.

Outdoor Learning
Grades K-5, 6-8, and 9-12

Outdoor learning is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
- Outdoor learning shall be an extension of the art lab and function as an art patio. Learning activities support instruction within the classroom and art projects that are better suited for outdoor experimentation.

Access
- Provide direct access from art lab(s).

Considerations
- ADA compliant ground surface.
- Consideration should be given for a shade structure.
- Provide a flexible and adaptable environment to accommodate art curriculum and projects.
- Provide hose-bib with hose rack.
- Provide wall-mounted all weather electrical outlet.
- Flexible seating for whole class instruction.

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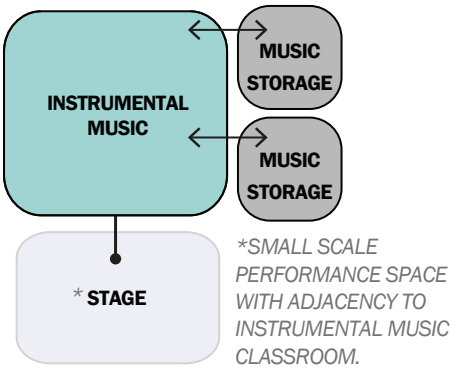
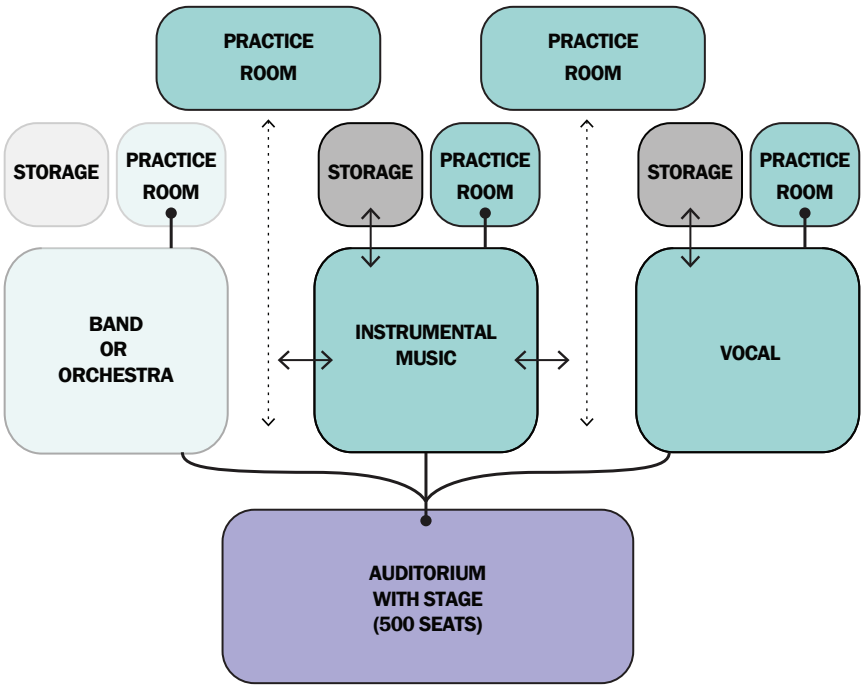
Performing Arts - Music

Typical configuration for Pre-K-8 grade levels



Typical configuration for 9-12 grade levels



Notes:
Spaces shown as half-tone are not included in the SAUSD program but may be considered as an addition to the program.

For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities Music is offered at the Pre-K-8 and 9-12 levels. At the Pre-K-8 grade levels, a general instrumental music program is provided where students learn the basics of music and are exposed to a variety of instruments. At the 9-12 grade levels, there are between one and three music classrooms for general, instrumental and choral music. In addition, support spaces vary by school but may include individual practice rooms, space to store music, robe storage, etc.

Access Music spaces should typically be located away from the core academic areas due to acoustical concerns; however, these can be mitigated by appropriate acoustical strategies.

Considerations Appropriate acoustical treatment at walls and ceiling needs to be a priority in the design of music space. Also, soundproof practice rooms with windows for supervision. Provide perimeter power to support multi-modal learning, technology devices for each student, and instructional technologies. Provide AV System with wireless headset. Provide choral risers to support the performance practices. Provide purposeful instrument storage - storage along perimeter or in storage room to support flexible use of music lab space. Consider providing built or mobile sheet music storage.

Provide close adjacency of music spaces to performing arts spaces such as the auditorium and stage.

Bismarck Liberty Elementary School I Bismarck, ND

Ramstad Middle School I Minot, ND

Kearney High School I Kearney, NE

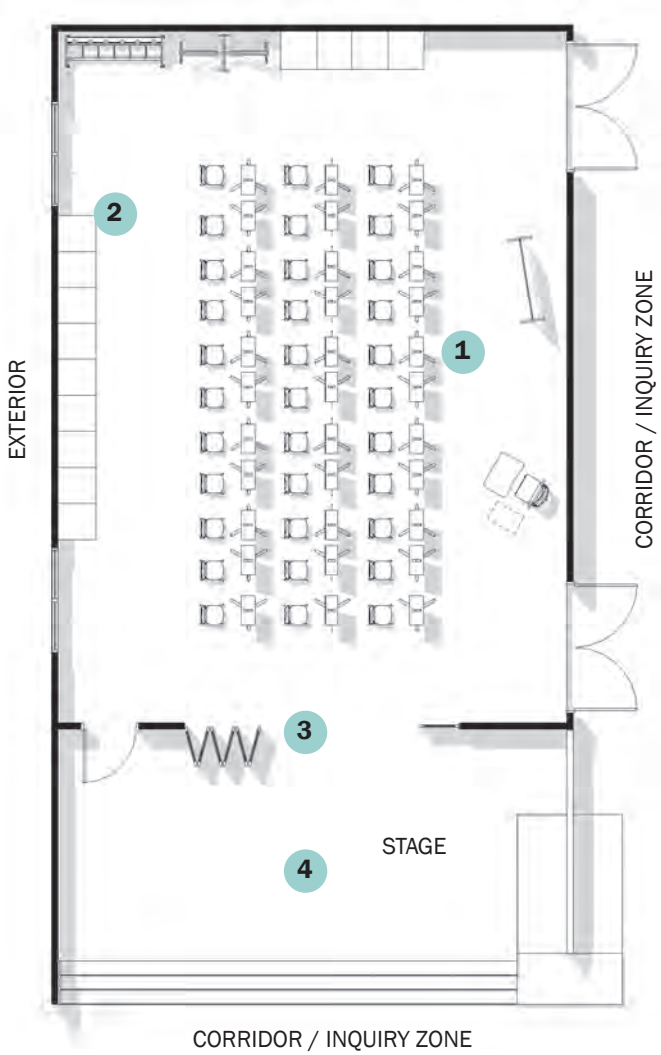
Performing Arts - Music Cont.

Instrumental Music Room
Grades 6-8 and 9-12
Size: 1,400 SF each
Space Count: 1 each school

Activities
- To serve as the learning and practice area for instrumental instruction including wind, percussion, and strings.
- For grades 9-12, the instrumental music room may be split into two spaces supporting each band and orchestra.

Access
- Music spaces shall be near the auditorium ans stage while also being conveniently located with access to core academic classrooms and SLCs,

Considerations
- Room should be designed with a flat floor. Flooring to be carpet.
- Design space to accommodate students seated in chairs and on temporary risers.
- Design ductwork to mitigate sound transfer from adjacent spaces.
- Ceilings: Open to structure with acoustical treatment; Suspended acoustical tile ceiling system with integral acoustical treatment; Minimum 14'-0" ceiling height.
- Provide 8'-0" wide double doors with removable mullions to accommodate large instruments.
- Where music classroom is shared with performance platform, provide a folding sound partition separating music classroom / platform from auditorium area.
- May include designated area or space for recording and production such as a recording studio and sound booth.
- Lockable instrument storage cabinets and shelving for music folios.
- Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.



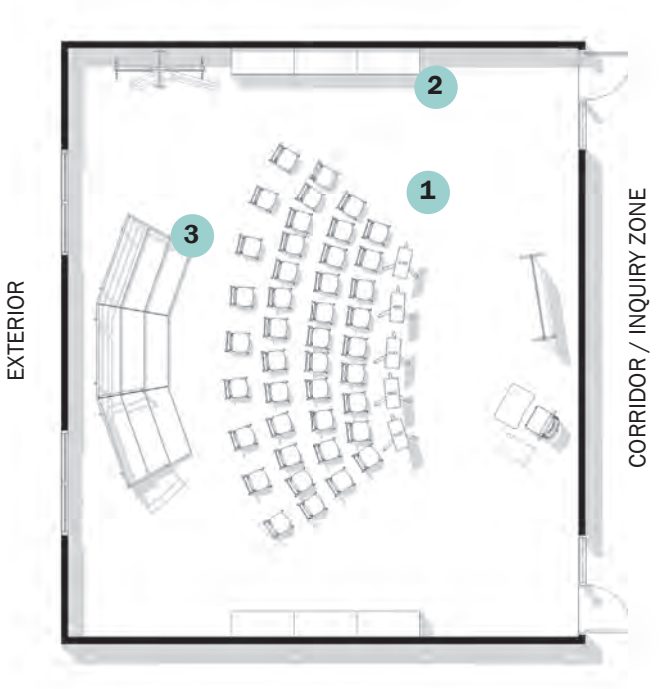
1. Chairs with music stands; reconfigurable.
2. Lockable storage cabinets.
3. Learning on display; transitional area onto stage.
4. Stage open to adjacent corridor or inquiry zone for small group impromptu performances, practice, and presentations.

Vocal Room
Grades 9-12
Size: 1,200 SF
Space Count: 1

Activities
• To serve as the learning and practice area for vocal (choral) classes

Access
• Music spaces shall be near the auditorium ans stage while also being conveniently located with access to core academic classrooms and SLCs,

Considerations
• Room should be designed with a flat floor. Flooring to be carpet.
• Adequate storage for portable risers. Risers are positioned at the rear of the room in order for sound mixing to take place in front of the vocalists and for movement and choreography rehearsal. A piano will also be placed in front of the vocalists.
• Design ductwork to mitigate sound transfer from adjacent spaces.
• Ceilings: Open to structure with acoustical treatment; Suspended acoustical tile ceiling system with integral acoustical treatment; Minimum 14'-0" ceiling height.
• Provide 8'-0" wide double doors with removable mullions to accommodate large instruments.
• Where vocal classroom is shared with performance platform, provide a folding sound partition separating music classroom / platform from auditorium area.
• Lockable storage and shelving to accommodate music folios, guitars, sheet music, books, records and tapes, and general storage.
• Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.



1. Chairs with music stands; reconfigurable.
2. Lockable storage cabinets.
3. Space for portable risers to support vocal instruction.

Performing Arts - Music Cont.

Instrumental Music Storage

Grades 6-8
Size: 200 SF each
Space Count: 2

Grades 9-12
Size: 200 SF
Space Count: 1

Activities
- Space for storage of instruments, music folios, books, sheet music, and teaching resources.
- May also function as uniform storage.

Access
- Conveniently locate with access within music room.

Considerations
- Design for maximum utilization of the space and easy access to stored items.
- Conditioned and humidity-controlled instrument storage spaces provided adjacent but separate from main room.

Vocal Room Storage

Grades 9-12
Size: 200 SF each
Space Count: 2

Activities
- Space for storage of instruments, music folios, books, sheet music, and teaching resources.
- May also function as robe storage.

Access
- Conveniently locate with access within music room.

Considerations
- Design for maximum utilization of the space and easy access to stored items.
- Conditioned and humidity-controlled instrument storage spaces provided adjacent but separate from main room.

Small and Medium Group Music Practice Rooms

Grades 9-12 Small Group
Size: 100 SF each
Space Count: 2

Grades 9-12 Medium Group
Size: 250 SF each
Space Count: 2

Activities
- To provide an area for individual, small and medium ensemble student practice and rehearsals.

Access
- Locate the practice rooms between instrumental music room and vocal room where applicable.

Considerations
- Small Group Practice Room: Minimum of 20 square feet for each occupant based on 3 students.
- Medium Group Practice Room: Minimum of 20 square feet for each occupant based on 8 students.
- Design and construction features should maximize acoustical isolation of music activities from surrounding areas.
- Room should be designed with a flat hard surface floor.
- Design ductwork to mitigate sound transfer from adjacent spaces.
- View windows in the walls for supervision.
- Provide uniform and controllable lighting.

Instrumental Music Room Stage
Grades 6-8

Instrumental music room stage is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
- To provide an area for smaller group performances, lectures, and presentations.
- Space for impromptu student gatherings.

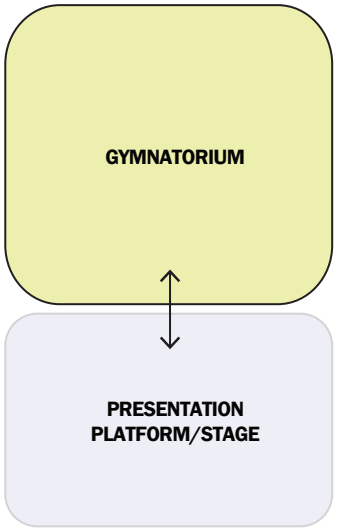
Access
- Locate with direct access or adjacency to music spaces. Stage may be an area along the main corridor and open to other academic spaces.

Considerations
- Raised platform area for smaller groups or one to two classrooms.
- Floor finish may be hard surface or carpet dependent on use. Flooring may be used to define space if open to a corridor.
- Ramps must be provided to facilitate moving of equipment and be accessible by all students and teachers.
- Adjustable, directional lighting via track system from ceiling.
- Microphones and jacks at center stage or on either side.
- Provide ample space for gathering around the stage for viewing.

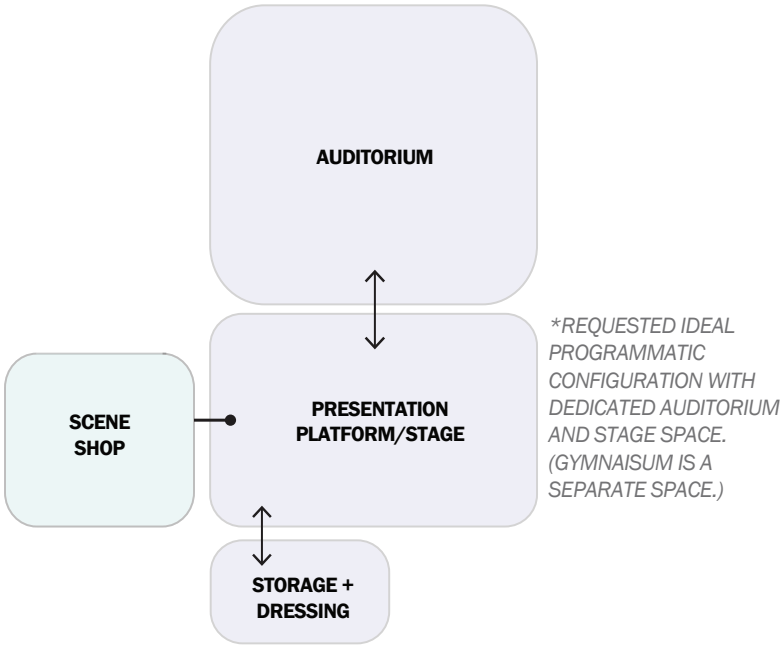
Performing Arts - Auditorium and Stage

Pre-K-8 Grades

Typical configuration for Pre-K-8 grade levels



Potential configuration for Pre-K-8 grade levels



Notes:
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For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities SAUSD offers equitable opportunities for all learners within the arts programs. At Pre-K-8 grade levels, programs offered include dance and theatre which are accompanied by the music program. Community and campus performances and events are held in performance spaces as it is a shared campus resource.

For performances at the Pre-K-8 grade, a “gymnatorium” may be considered as a performance space. This is an arrangement where a stage opens onto the gym or a stage platform is rolled onto the gym floor, and the gym takes on some of the attributes of a performance venue. In this scenario, it is of vital importance for staff and teachers to implement a schedule to avoid cross-over of performance and athletic events.

Another option frequently seen within the Pre-K-8 grade levels, not shown in an adjacency diagram, but similar to the “gymnatorium” is the “cafetorium”. In this instance, a stage opens to the dining space or a multipurpose dining commons within the school. Scheduling also needs to be considered for this type of spatial arrangement.

Lastly, a dedicated stage and auditorium space to support the robust course offerings and to limit schedule conflicts is preferred by SAUSD staff and teachers.

Access The performing arts space should be located with the other large group spaces that may be in high demand after hours. The spaces should have their own entrance lobby. Provide close proximity to secure after-hours entry. Adjacency to music spaces is preferred. Locate within direct access or close proximity to Scene Shop and Dressing Rooms, if provided.

Considerations Performance spaces require acoustical treatment, an accessible route to the stage, and an enhanced sound system.

Refer to Physical Education and Athletics pages for Activities, Access, and Considerations as well as spatial requirements related to the gymnatorium. Refer to Performing Arts - Auditorium and Stage for 9-12 grade levels for features related to a dedicated auditorium and stage.

A.G. Bell Elementary School I Kirkland, WA

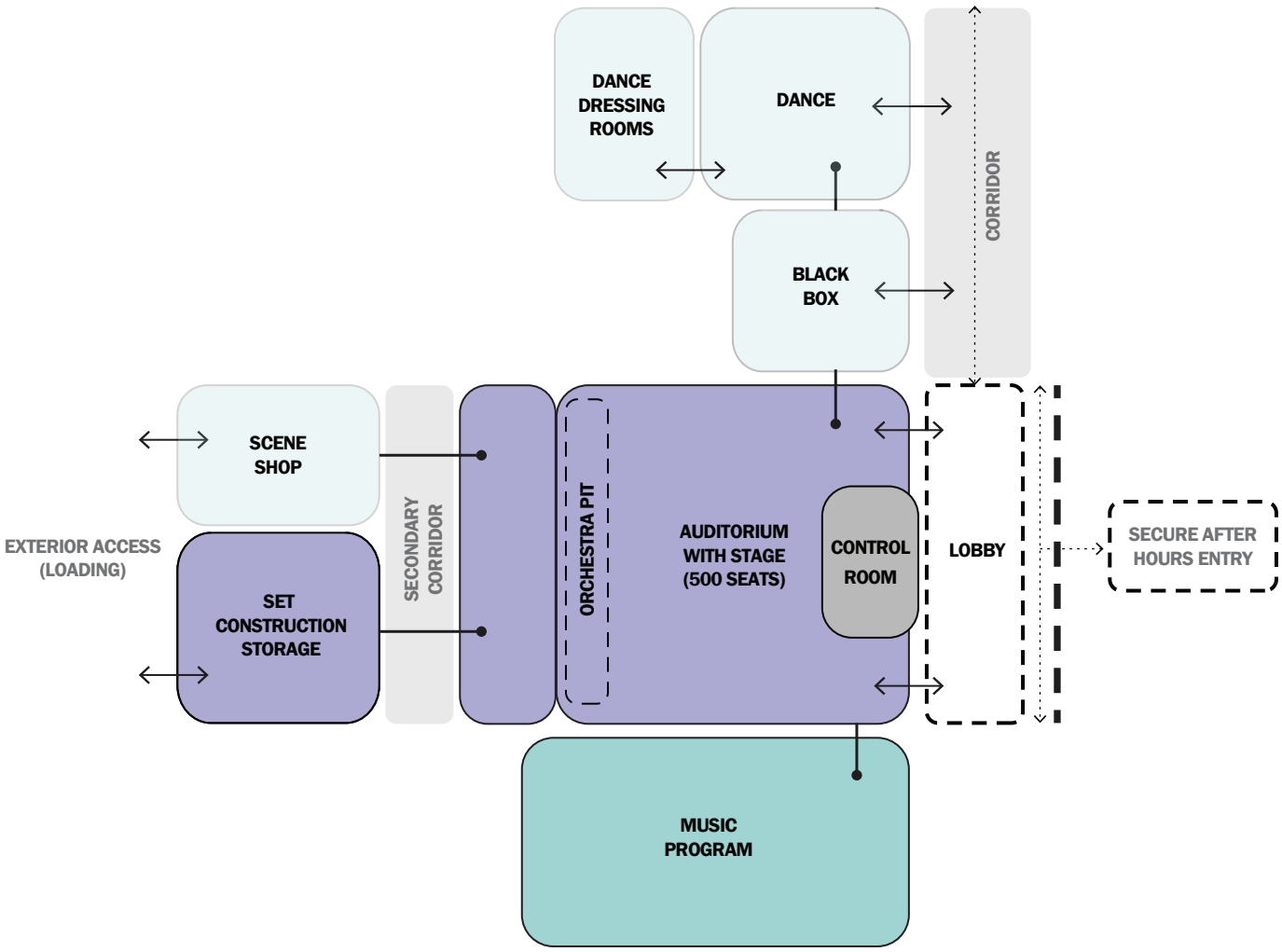
Conway K-8 I Mount Vernon, WA

Amboy Elementary School I North Little Rock, AR

Performing Arts - Auditorium and Stage

9-12 Grades

Typical configuration for 9-12 grade levels



Notes:
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For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities Community and campus performances and events are held in the Auditorium at the 9-12 grade as a campus resource. Performing arts activities with a full auditorium and stage is provided accommodating at least 500 seats. The performing arts programs have offerings in beginning, intermediate, and advanced level courses to further prepare students for the creative world after high school. SAUSD currently provides the Cultural Passport program which brings students to cultural institutions throughout the city to support their curriculum and to further fuel the creative arts in students.

Access The auditorium and stage should be located along with the other large group spaces that may be in high demand after hours such as the gymnasium. The auditorium should have its own entrance lobby and be public facing. Access to the remainder of the school building should be avoided or have controls to lock down. Adjacency to music spaces is preferred. Locate within direct access or close proximity to Scene Shop and Dressing Rooms, if provided. Set construction and scene shop spaces with loading areas should be located near a service drive for larger materials.

Considerations Auditoriums require acoustical treatment, an accessible route to the stage, and an enhanced sound system.

Joplin High School I Joplin, MO

Omaha Central High School I Omaha, NE

Kearney High School I Kearney, NE

Performing Arts - Auditorium and Stage Cont.

9-12 Grades

Auditorium and Stage
Grades 9-12
Size: 16,000 SF total
Space Count: 1

Activities
- To provide a seating area and space for theatrical/ musical performances, theatrical productions, conferences, student assemblies, award programs, and community programs and events.

Access
- Locate with adjacency to music programs while maintaining public facing entrance for after hour access and community events.
- ADA accessibility to the stage is required from both the seating area and from backstage. Configure the ramp between the seating area and the stage such that persons will not be required to exit the performance area while moving between the seating area and stage.
- Access from the back of the stage to a corridor or other route which enables performers to enter the stage without being seen by the audience.

Considerations
- Acoustically treat space to provide separation from adjacent spaces and sound absorbing finishes and treatments in accordance with acoustician recommendations.
- Full proscenium curtain, valances, tormentors, and cyclorama. Allow for arrangement of curtains in different ways. The back curtain should be far enough from the back wall of the platform to allow for performers to pass from one side of the stage to the other unseen.
- Sufficient space should be provided in front of the proscenium opening to accommodate off-stage activities such as singing or music groups supporting a stage activity.
- Provide state of the art sound systems and theatrical lighting.
- Theatrical rigging with a weight floor and fly deck if using traditional fly system with ropes.
- Slope floor to provide site lines to stage from all seats. Floor slope must meet ADA requirements. Provide ADA seating dispersed throughout seating layout.
- Flooring in auditorium to be carpet with aisle lighting. Flooring directly under seats may be colored/stained concrete.
- Flooring at stage to be hard surface.
- Functional and amply-sized orchestra pit as required to support program.
- Do not provide daylight into the auditorium.
- Stage Dimensions for consideration
  - Proscenium Opening: 45’-0” wide minimum, 18’-0” tall minimum.
  - Stage: 30’-0” deep minimum.
  - Wing Space: 15’-0” wide minimum.

Auditorium Lobby
Grades 9-12
Size: 1,000 SF
Space Count: 1

Activities
• The lobby shall receive all visitors as they transition to the auditorium for events. Lobby shall be public facing and be separated or have the ability to lock down from academic spaces.

Access
• Location of the lobby shall have direct connection with the auditorium and stage and be located near visitor parking.

Considerations
• Provide natural daylight into lobby space.
• Provide exterior lighting to illuminate entrance.
• Space may be shared/combined with the gymnasium lobby.

Control Room
Grades 9-12
Size: 200 SF
Space Count: 1

Activities
• Houses all lighting, sound, and projection controls for the auditorium and stage.

Access
• At the back of the auditorium, centered, opposite the stage.
• Provide wheelchair lift if control room access is by means of stair.

Considerations
• Provide a window for unobstructed visibility towards the stage.
• Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.

Set Construction Storage
Grades 9-12
Size: 500 SF
Space Count: 1

Activities
• Storage of scene shop tools and construction materials and constructed scenes for performances.

Access
• Directly accessible to the stage through large double doors or overhead door to facilitate movement of large pieces of scene items.
• Access to a service drive for receiving large pieces of material.

Considerations
• Flooring to be hard surface.
• Provide utility sink.
• Ceiling to be open to structure above. Minimum 16' ceiling height to the underside of any structural element.

Performing Arts - Auditorium and Stage Cont.

9-12 Grades

Scene Shop
Grades 9-12

Scene shop is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
- To provide an area for construction of sets, flats, and scenery for productions.

Access
- Directly accessible to the stage through large double doors or overhead door to facilitate movement of large pieces of scene items.
- Access to a service drive for receiving large pieces of material.

Considerations
- All equipment to be placed with safety zones and clear circulation around.
- Emergency shower and eyewash within shop.
- Flooring to be hard surface.
- Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.

Dance
Grades 9-12

Dance is not included in the SAUSD spatial program as it's own space but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
- Space provided for dance and aerobic instruction, activities, and practice.

Access
- Locate adjacent to the auditorium.

Considerations
- Acoustically treat space to provide separation from adjacent spaces and sound absorbing finishes and treatments in accordance with acoustician recommendations.
- Flooring to be cushioned hardwood or rubber athletic flooring.
- One wall to have full length and height mirrors and dance bars.
- Space should be column and obstruction free.
- Provide natural daylight into space.
- Ceiling to be open to structure above. Minimum 16' ceiling height to the underside of any structural element.
- Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable theatrical lighting.

Dressing Room (Make-Up and Costume)
Grades 9-12 Small Group

Dressing room spaces are not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• Space for performers to change into their costumes and put on make-up to prepare for performances.

Access
• Direct access backstage or to back corridor and near dance room.
• Locate adjacent to restrooms or with dedicated restrooms having direct access.

Considerations
• Room with lockers and changing area and make-up stations with counters and mirrors.
• Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.

Black Box
Grades 9-12

Black box is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• Simple performance space allowing for a variety of configurations of stage and audience interactions for performances, lectures, and presentations.

Access
• Locate adjacent to other performing arts spaces.

Considerations
• Acoustically treat space to provide separation from adjacent spaces and sound absorbing finishes and treatments in accordance with acoustician recommendations.
• All surfaces to be black.
• Staging and lighting to be reconfigurable to support various types of performances that will take place in space.
• Consider operable walls and/or doors that open to a commons to allow for flexibility of space.

Physical Education and Athletics

Physical Education and Athletics

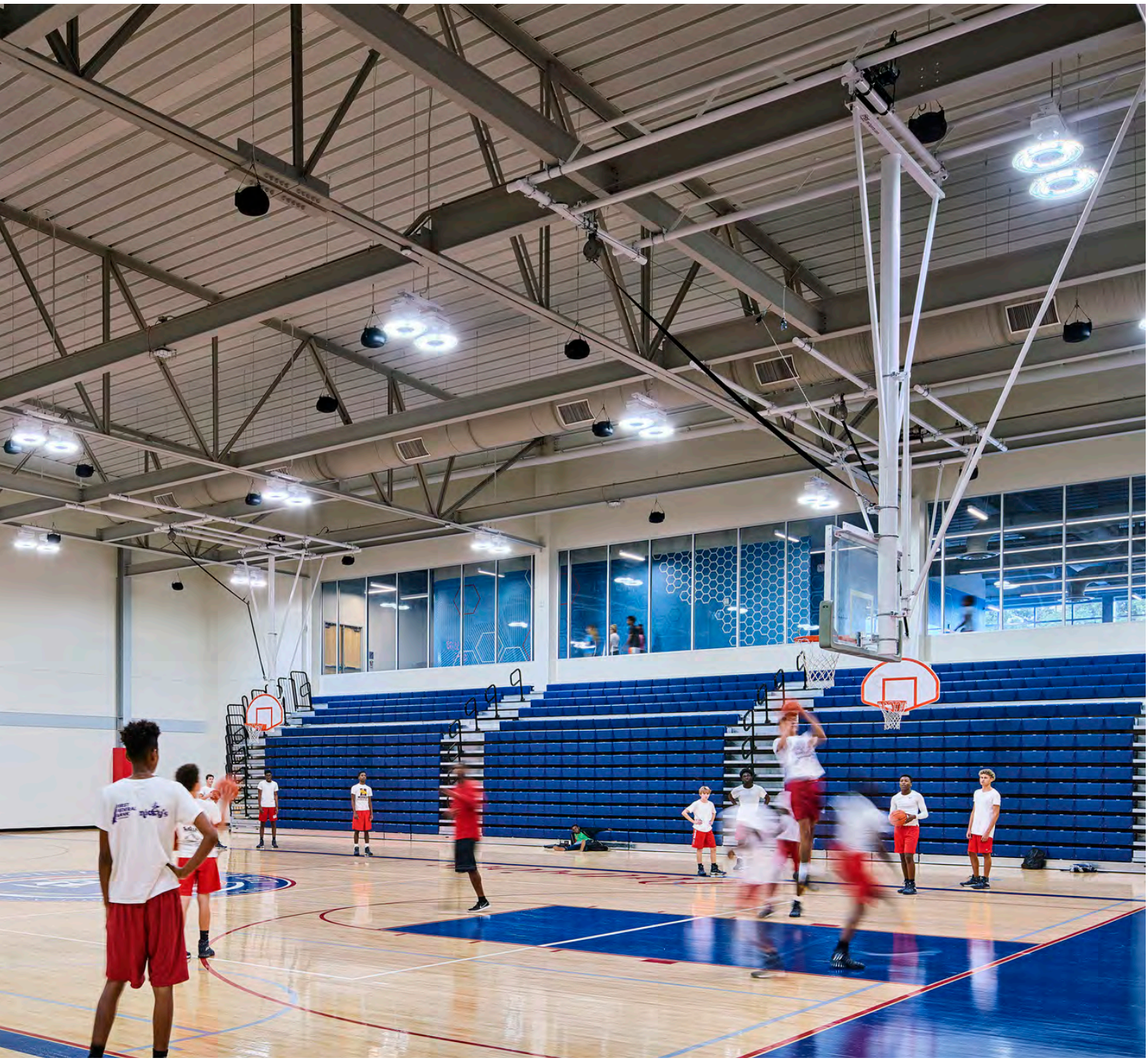
Pre-K-8 Grades

Gymnatorium with Bleachers
Health Classroom
Changing Room
Cage for OPT Storage
PE Office

9-12 Grades

PE Lobby
Ticket Booth
Gymnasium with Bleachers
Gymnasium Storage
Health Classroom
Fitness Room
Locker Rooms
Wrestling / Dance Room
Athletic Trainer Room
PE Office

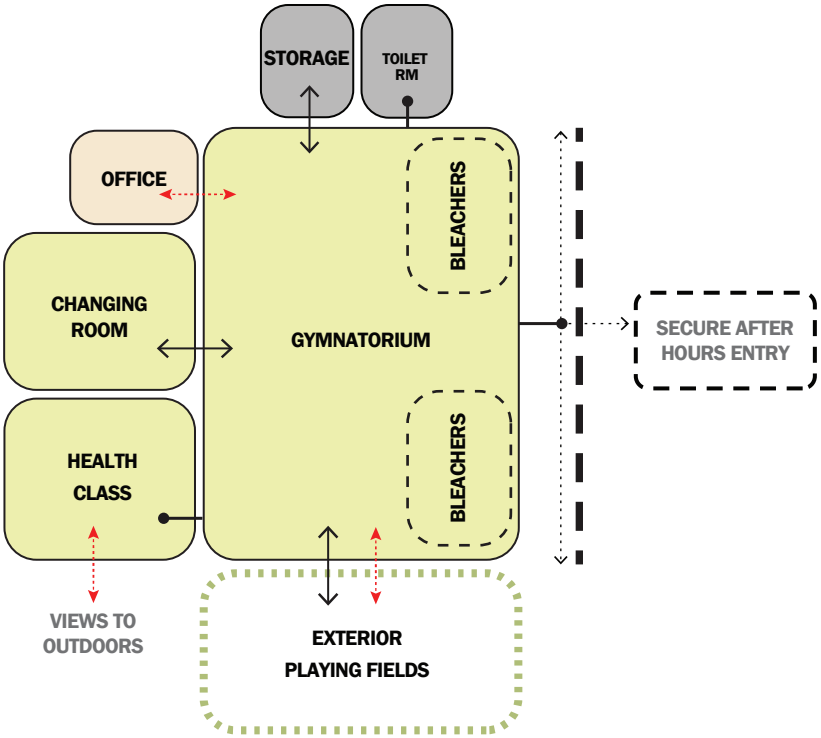
Liberty High School I East Baton Rouge, LA



Physical Education and Athletics

Pre-K-8 Grades

Typical configuration for Pre-K-8 grade levels



Notes:
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For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities The Gymnatorium is a centralized space to not only support fitness and student physical health and well-being but to also support presentation and performance related activities. The space will support whole class and multi-class activities and after-hours activities and community programming. Also refer to Performing Arts - Auditorium and Stage for performance uses of space.

Access Provide close proximity to outdoor play and fields to provide convenient access for outdoor fitness activities. Provide direct access to large PE equipment storage space. Provide close proximity to secure after-hours entry. Student restrooms must be easily accessible to the gymnasium. Locate the Gymnatorium centrally on campus, or within the building, to minimize transition time for all students.

Considerations Provide direct daylight while minimizing glare. Provide acoustic treatments to minimize sound intensity. Consider views to outdoor play areas. Consider flooring patterns required to support specific programming. Provide drinking fountains within the gym for easy access and student wellness. Coordinate specific furniture and equipment needs with campus. Coordinate specific storage needs with campus.

Maury Elementary School I District of Columbia, MD

Baldwin City Primary Center I Baldwin City, KS

Gardner Grand Star Elementary School I Gardner, KS

Physical Education and Athletics Cont.

Pre-K-8 Grades

Gymnatorium
Grades Pre-K-8
Size: 5,200 SF
Space Count: 1

Activities
• Multipurpose space for uses in physical education, athletics, and performances that may occur in an auditorium.
• Students rotate through physical education classes which are conducted within the gymnatorium and on outside courts and fields.
• The gymnatorium may be used after hours for organized school and public programs. Informal leagues may use the gym for games although the basketball court at elementary schools is smaller than a regulation basketball court.

Access
• The gymnatorium shall have direct access to a stage that opens to the space or there shall be the ability to construct a stage floor as needed to support performances.
• Provide direct access to outside activity areas without crossing any vehicular traffic. Students will normally assemble in the gymnatorium for class and will move from this location to the exterior for those programs conducted outside.
• Public, after-school access to the gym should be provided without compromising security for the remainder of the building.

Considerations
• Ceiling to be open to structure above. Minimum 25'ceiling height to the underside of any structural element.
• Acoustical metal deck and acoustical masonry block. Surface applied impact-resistant acoustical panels / baffles.
• Flooring to be cushioned hardwood athletic flooring system.
• Locate padding at walls behind each basketball backboard, at exterior wall corners, and at other areas where safety may be a concern.
• Review all required court markings with SAUSD.
• High windows for daylighting are mandatory.
• No openings, doors, or glazing directly behind the main basketball goals.
• Consideration should be given to the installation of a divider to separate the gym into two spaces for classes.
• Adjustable basketball backboards which can be lowered from standard height to 8' above floor level or lower.
• Sound amplification system consisting of an amplifier, MP3/CD player, speakers, and two wireless microphones; locate operation controls in gym offices.
• Scoreboards, located one at each end of the court to be visible without obstructions for game participants, spectators, and scorekeepers.

Bleachers
Grades Pre-K-8
Size: 500 SF
Space Count: 1

Activities
• Seating area within gymnatorium for classes and events.

Access
• Locate on one side of the main court; scorekeepers table; movable rails and other apparatus designed for students with disabilities.

Considerations
• Coordinate with school specific program. Bleachers may be folding or movable to accommodate more floor area.
• Bleachers: If telescoping, motorized bleachers, size to seat 100% of the full build-out design capacity.

Health Classroom
Grades Pre-K-8
Size: 950 SF
Space Count: 1

Activities
• Classroom should support activities as follows with a focus on physical education and health: large and small group instruction, one-on-one instruction, hands-on activities, oral presentations, computerized instruction, and independent learning in the classroom or in adjacent group rooms.

Access
• Locate near physical education spaces.

Considerations
• Provide natural daylight into all classroom spaces and provide window shades.
• Provide windows and/or operable partitions off of corridor into the classroom to allow for natural daylight through space and to promote learning on display. Transparency also allows for passive surveillance into corridor.
• Provide a flexible and adaptable environment to accommodate academic disciplines and support frequent reconfiguration. Flexible is not meant to infer operable or relocatable walls but rather fixtures, furnishings, and equipment.
• Proportion classroom for effective viewing and listening from all areas.
• Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.

Changing Room
Grades Pre-K-8
Size: 450 SF each
Space Count: 2

Activities
• To provide a safe and clean area for students to change before and after PE classes and store clothes.

Access
• Provide direct access to Gymnatorium with visibility of access point from Office.

Considerations
• Cleanable building surfaces.
• Provide adequate ventilation and exhaust, environmental sound control, and uniform and controllable lighting.

PE Office
Grades Pre-K-8
Size: 140 SF
Space Count: 1

Activities
• Office for the physical education instructor(s) to plan, schedule, maintain records, and hold meetings.

Access
• The office should be accessible from the gym and should be located near the main gym entrance.

Considerations
• Provide area for locker(s).
• Enclosed office with visual and acoustical privacy.
• Provide a vision panel or adjacent sidelight to maintain visual supervision. Panel may be provided with window blind to control privacy during meetings.
• ADA water closet, ADA lavatory and ADA shower with hand-held shower head option and folding shower seat.

Physical Education and Athletics Cont.

Pre-K-8 Grades

Gymnatorium Storage
Grades Pre-K-8
Size: 400 SF
Space Count: 1

Activities
• Gym storage is required for the storage of all physical education equipment.

Access
• Storage should be directly accessible into the gymnatorium.
• Easy access to outside play areas should be provided. Consider that muddy balls, etc., will be brought inside for storage.

Considerations
• Open floor area should be planned for storage of large equipment.
• Provide double doors to facilitate movement of large pieces of sports team equipment and apparatus.
• Provide adequate ventilation, electrical outlets for equipment, and uniform and controllable lighting.

Exterior Soft and Hard Playing Fields
Grades Pre-K-8

Exterior soft and hard playing fields are not included in the SAUSD spatial program but are to be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• Physical activity fields comprised of grass fields and hard courts to support the instruction of physical education.
• Inclusive features that allows for a variety of activities accommodating a range of ages, abilities, and interests.

Access
• Provide grade level appropriate playing courts and fields with direct access from physical education spaces without crossing traffic lane.

Considerations
• Design and layout to be determined by site specific program and conditions.
• Sites with limited area may have softball and multi-use play fields overlapped with soccer and football.
• Hard surfaces may be multi-use for tennis and basketball.
• Provide a structured or meandering running path with asphalt or concrete surface around perimeter of playing fields.
• ADA compliant ground surfaces.
• Inclusive design and travel paths to fields.
• Provide close proximity to water fountains.
• Provide fencing around entire playing fields complex. Playing fields should be fenced from surrounding streets.

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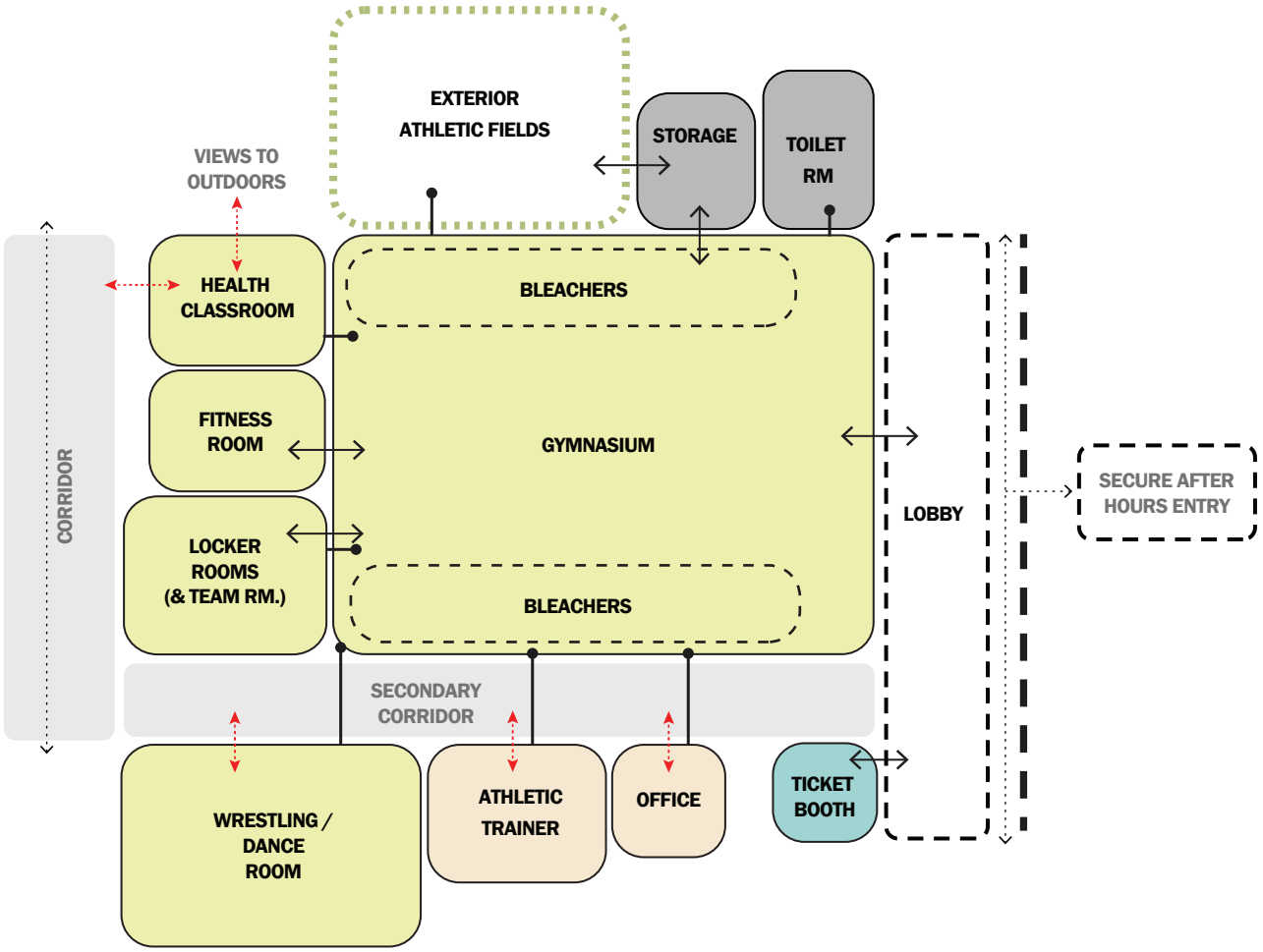
Physical Education and Athletics

9-12 Grades

Typical configuration for 9-12 grade levels



Notes:
Spaces shown as half-tone are not included in the SAUSD program but may be considered as an addition to the program.

For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities The Gymnasium is a centralized fitness space to support student physical health and well-being. It will support whole class and multi-class fitness activities and after-hours fitness activities and community programming. Gymnasium shall comply with requirements to support hosting competitions.

Access Provide close proximity to outdoor athletic fields to provide convenient access for outdoor fitness activities. Provide direct access to large PE equipment storage space. Provide close proximity to secure after-hours entry. Student restrooms must be easily accessible to the gymnasium.

Considerations Provide direct daylight while minimizing glare. Provide acoustic treatments to minimize sound intensity. Consider views to outdoor physical fitness areas. Consider flooring patterns required to support specific programming. Provide drinking fountains within the gym for easy access and student wellness. Coordinate specific furniture and equipment needs with campus. Coordinate specific storage needs with campus.

Kearney High School I Kearney, NE

North Little Rock High School I North Little Rock, AR

Joplin High School I Joplin, MO

Physical Education and Athletics Cont.

9-12 Grades

Gymnasium
Grades 9-12
Size: 11,000 SF
Space Count: 1

Activities
• Students rotate through physical education classes which are conducted within the gymnasium and on outside courts and fields.
• The gymnasium may be used after hours for organized school and public programs. Informal leagues may use the gym for games.

Access
• The gymnatorium shall have direct access to a stage that opens to the space or there shall be the ability to construct a stage floor as needed to support performances.
• Provide direct access to outside activity areas without crossing any vehicular traffic. Students will normally assemble in the gymnatorium for class and will move from this location to the exterior for those programs conducted outside.
• Public, after-school access to the gymnasium should be provided without compromising security for the remainder of the building.

Considerations
• Minimum interior dimensions shall accommodate a regulation size basketball court.
• Drop-down batting cages for baseball and softball are desired in the gymnasium.
• One main regulation size competitive volleyball court and two regulation size cross court markings.
• Ceiling to be open to structure above. Minimum 25'ceiling height to the underside of any structural element.
• Acoustical metal deck and acoustical masonry block. Surface applied impact-resistant acoustical panels / baffles.
• Flooring to be cushioned hardwood athletic flooring system.
• Locate padding at walls behind each basketball backboard, at exterior wall corners, and at other areas where safety may be a concern.
• Review all required court markings with SAUSD.
• High windows for daylighting are mandatory.
• No openings, doors, or glazing directly behind the main basketball goals.
• Consideration should be given to the installation of a divider to separate the gym into two spaces for classes.
• Adjustable basketball backboards which can be lowered from standard height to 8' above floor level or lower.
• Sound amplification system consisting of an amplifier, MP3/CD player, speakers, and two wireless microphones; locate operation controls in gym offices.
• Scoreboards, located one at each end of the court to be visible without obstructions for game participants, spectators, and scorekeepers.
• The design of a track above the gym floor along the perimeter of the space would be optimal for use during colder months and inclement weather.

Bleachers
Grades 9-12
Size: 2,000 SF
Space Count: 1

Activities
• Seating area within gymnatorium for classes and events.

Access
• Locate on both sides of the main court; scorekeepers table; movable rails and other apparatus designed for students with disabilities.

Considerations
• Bleachers: Telescoping, motorized bleachers sized to seat 100% of the full build-out design capacity.

Gymnasium Lobby
Grades 9-12
Size: 1,000 SF
Space Count: 1

Activities
• The lobby shall receive all visitors as they transition to the gymnasium for events. Lobby shall be public facing and be separated or have the ability to lock down from academic spaces.

Access
• Location of the lobby shall have direct connection with the gymnasium and be located near visitor parking.
• Space may be shared/combined with the auditorium lobby.

Considerations
• Provide natural daylight into lobby space.
• Provide exterior lighting to illuminate entrance.

Ticket Booth
Grades 9-12
Size: 100 SF
Space Count: 1

Activities
• Area for staff to authorize transactions for tickets and/or scan tickets of attendees for ticketed events.

Access
• Booth should be directly adjacent to main entry of gymnasium within the lobby.

Considerations
• Provide pass thru window and counter.
• Provide adequate ventilation and electrical outlets for equipment.

Health Classroom
Grades 9-12
Size: 900 SF
Space Count: 1

Activities
• Classroom should support activities as follows with a focus on physical education and health: large and small group instruction, one-on-one instruction, hands-on activities, oral presentations, computerized instruction, and independent learning in the classroom or in adjacent group rooms.

Access
• Locate near physical education spaces.

Considerations
• Provide natural daylight into all classroom spaces and provide window shades.
• Provide windows and/or operable partitions off of corridor into the classroom to allow for natural daylight through space and to promote learning on display. Transparency also allows for passive surveillance into corridor.
• Provide a flexible and adaptable environment to accommodate academic disciplines and support frequent reconfiguration. Flexible is not meant to infer operable or relocatable walls but rather fixtures, furnishings, and equipment.
• Proportion classroom for effective viewing and listening from all areas.
• Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.

Physical Education and Athletics Cont.

9-12 Grades

Fitness Room
Grades 9-12
Size: 900 SF
Space Count: 1

Activities
• Space for PE classes and athletics to use equipment to develop muscular, respiratory, and cardiovascular systems.

Access
• Locate fitness room in close proximity to the gymnasium and locker rooms with direct access to the corridor.

Considerations
• Provide natural light.
• Interlocking high density rubber floor mats on sealed concrete.
• Weight training and fitness apparatus.
• Outlets spaced on all perimeter walls and for associated fitness equipment.
• Provide adequate ventilation, environmental sound control, and uniform and controllable lighting.

Locker Rooms
Grades 9-12
Size: 1,350 SF each
Space Count: 2

Activities
• To provide a safe and clean area for students to change, store clothes, and shower.

Access
• Provide direct access to gymnasium with visibility of access point from Office.
• Provide access to exteriors for sporting events where required.

Considerations
• Configure the main locker room entrance for visual privacy when doors are open. Provide doors to each entrance.
• Each locker area should be one large room for ease of visual supervision. Arrange lockers in a manner to avoid visual blind spots.
• In locker area, free standing bench seating in quantity as coordinated with SAUSD.
• Restrooms and showers shall be designed to comply with ADA standards. Toilet room doors shall not be lockable.
• The design should be configured for visual privacy and sound privacy as appropriate to location and intended use.
• Equipment Criteria:
    Mirror units at lavatories
    Toilet paper dispensers
    Soap Dispensers
    Paper towel dispensers
    Trash receptacles
    Towel hooks
    Shower curtains/rods
• Provide moisture and stain resistant finishes.
• Provide adequate ventilation and exhaust, environmental sound control, and uniform and controllable lighting.

Wrestling/Dance Room
Grades 9-12
Size: 3,000 SF
Space Count: 1

Activities
• Space provided for wrestling, dance and aerobic instruction, activities, and practice.

Access
• Locate in close proximity to the gymnasium and locker rooms with direct access to the corridor.

Considerations
• Room sized to accommodate two (2) full size competition mats, wall to wall without gaps between wall pads and floor mats.
• One wall to have full length and height mirrors and dance bars.
• 6' high wall pads on all walls; removable pads at wall of mirrors used for dance.
• Acoustically treat space to provide separation from adjacent spaces and sound absorbing finishes and treatments in accordance with acoustician recommendations.
• Flooring to be cushioned hardwood or rubber athletic flooring.
• Space should be column and obstruction free.
• Provide natural daylight into space.
• Ceiling to be open to structure above. Minimum 16' ceiling height to the underside of any structural element.
• Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable theatrical lighting.

Athletic Trainer Room
Grades 9-12
Size: 700 SF
Space Count: 1

Activities
• Medical space that provides health services for injuries and illnesses resulting from athletics.

Access
• Locate adjacent to locker rooms and gymnasium.

Considerations
• Plan for furniture and equipment including taping station, treatment tables, whirlpool tables, treatment cabinets, mobile carts, and rolling stools.
• Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable theatrical lighting.

Office
Grades 9-12
Size: 140 SF each
Space Count: 2

Activities
• Office for the physical education instructor(s) to plan, schedule, maintain records, and hold meetings.

Access
• The office should be accessible from the gym and should be located near the main gym entrance.

Considerations
• Provide area for locker(s).
• Enclosed office with visual and acoustical privacy.
• Provide a vision panel or adjacent sidelight to maintain visual supervision. Panel may be provided with window blind to control privacy during meetings.
• ADA water closet, ADA lavatory and ADA shower with hand-held shower head option and folding shower seat.
• Office may serve as space for Officials during athletic events. Consider location for easy access to sports fields and zero interaction with students and coaches.

Physical Education and Athletics Cont.

9-12 Grades

Gymnasium Storage
Grades 9-12
Size: 400 SF
Space Count: 1

Activities
• Gym storage is required for the storage of all physical education equipment.

Access
• Storage should be directly accessible into the gymnasium.
• Easy access to outside athletic areas should be provided. Consider that muddy balls, etc., will be brought inside for storage.

Considerations
• Open floor area should be planned for storage of large equipment.
• Provide double doors to facilitate movement of large pieces of sports team equipment and apparatus.
• Provide adequate ventilation, electrical outlets for equipment, and uniform and controllable lighting.

Restrooms (Public)
Grades 9-12
Size: Dependent on code
Space Count: 1 each gender

Activities
• Accessible large group restrooms for use by students, teachers, staff, and public for indoor and outdoor athletic events. Restrooms may be split with designated indoor and outdoor restrooms depending on playing field proximity to school building.

Access
• Near gymnasium and athletics amenities.

Considerations
• Each room should be designed to comply with Children's ADA standards. Toilet room doors shall not be lockable.
• The design should be configured for visual privacy and sound privacy as appropriate to location and intended use.
• Equipment Criteria:
    Mirror units at lavatories
    Toilet paper dispensers
    Soap Dispensers
    Paper towel dispensers
    Trash receptacles
• Provide changing table in all public restrooms.
• Provide moisture and stain resistant finishes.
• Provide adequate ventilation, environmental sound control, and uniform and controllable lighting.

Exterior Athletic Fields
Grades 9-12

Exterior athletic fields are not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
- Athletic fields comprised of hard courts and grass or turf fields to support physical education and athletics programs.
- Inclusive features that allows for a variety of activities accommodating a range of ages, abilities, and interests.

Access
- Provide grade level appropriate playing courts and fields with direct access from physical education spaces without crossing traffic lane.

Considerations
- Design and layout to be determined by site specific program and conditions.
- Consideration shall be given for basketball courts, tennis courts, softball and baseball fields, football field, track and field, and multi-use fields.
- ADA compliant ground surfaces.
- Design and layout to be determined by site specific program and conditions.
- Inclusive design and travel paths to fields.
- Provide close proximity to water fountains.

Food Service and Dining

Food Service and Dining

Pre-K-8 Grades

Student Dining Commons
Serving Area
Chair/Table Storage
Kitchen/Food Preparation
Dry Food Storage
Freezer and Cooler
Food Service Office
Staff Toilet/Lockers

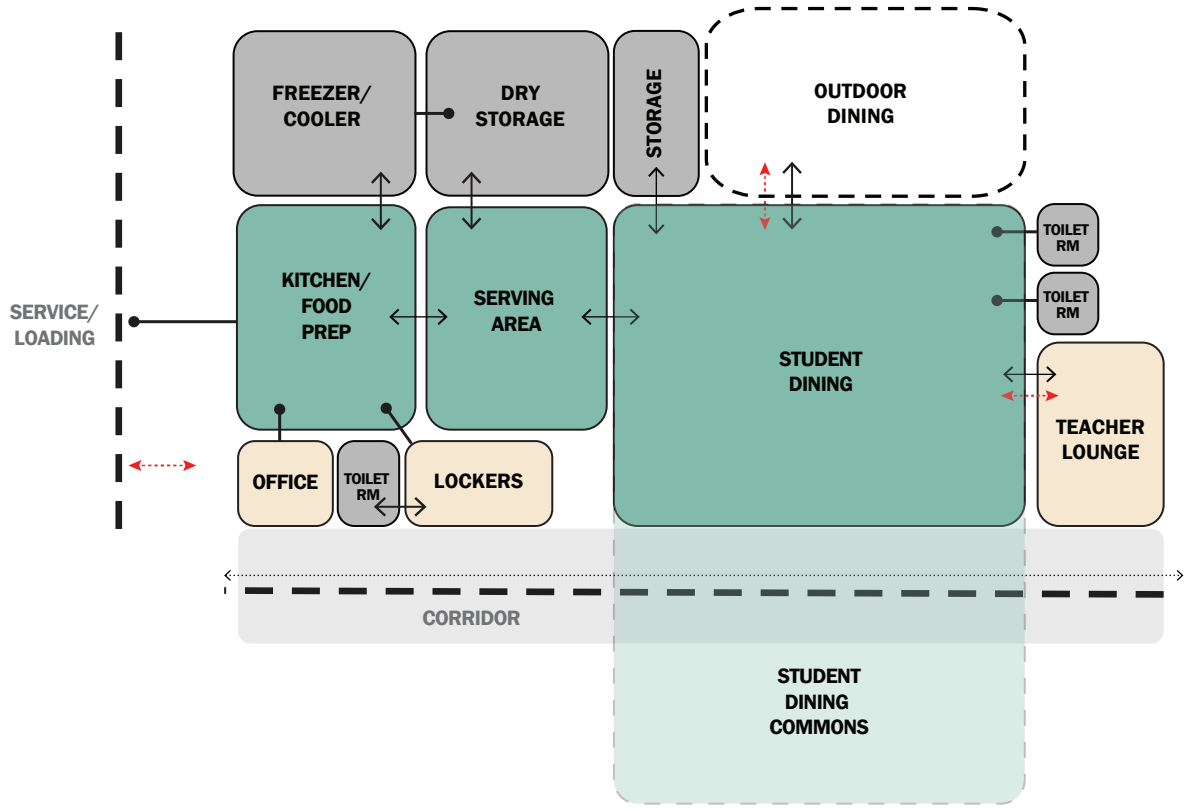
9-12 Grades

Student Dining Commons
Serving Area
Chair/Table Storage
Kitchen/Food Preparation
Dry Food Storage
Freezer and Cooler
Food Service Office
Staff Toilet/Lockers

Liberty High School I Baton Rouge, LA

Food Service and Dining

Typical configuration for Pre-K-8 and 9-12 grade levels



Notes:
Spaces shown as half-tone are not included in the SAUSD program but may be considered as an addition to the program.

For typical configurations, refer to Part 03 for Space Programs which further list space types for Pre-K-8 and 9-12 grades.

Line Types Key

- DIRECT CONNECTION (ADJACENT TO)
- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities The dining area is a comfortable space where students eat and socialize. The layout and capactiy of the space may vary by grade level based upon the intention of the use. At the Pre-K-8 grade levels, the student dining area is a combination of tables and chairs whereby seating may or may not be fixed. At the 9-12 grade level, the student dining area layout is arranged with a variety of flexible tables and seating options. Consideration may be given for food preparation to be fully prepared on site for all new schools.

Access The food service/dining room is used to provide breakfast, lunch and dinner to students and is used for community functions. The dining room should be accessible to the public while maintaining secure entries to the remainder of the school. The kitchen should be located near a loading dock for food delivery.

Considerations The kitchen area should be designed as a focal point with visibility into the space putting the preparation of food and cooking on full display. The kitchen and dining area should feel open and welcoming as to not create a perceived obstacle in students receiving a meal.

Linn Mar High School I Marion, IA

Valhalla Elementary School I Auburn, WA

Boone High School I Boone, IA

Food Service and Dining Cont.

Student Dining

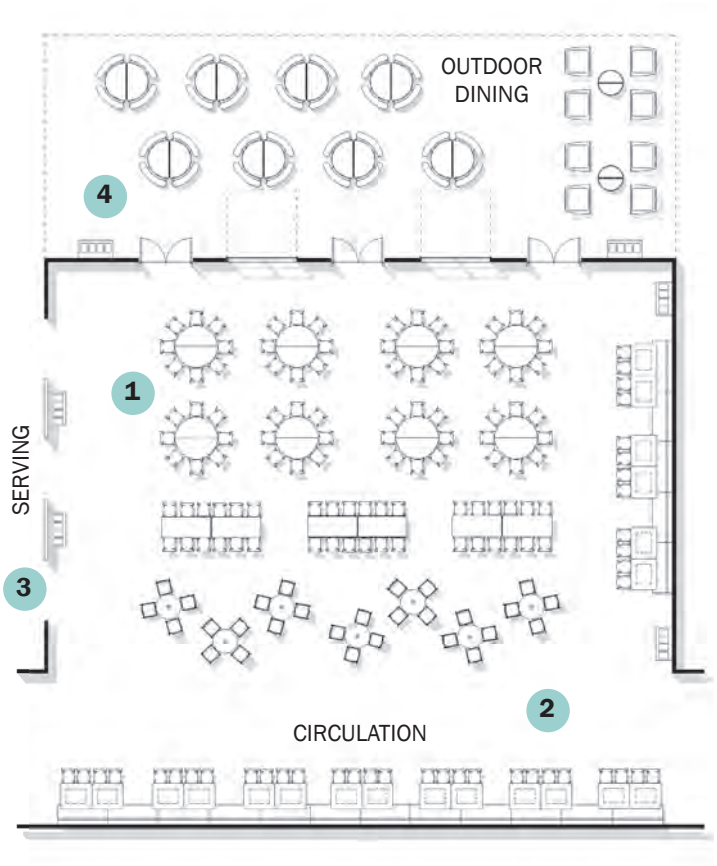
Grades Pre-K-8
Size: 3,500 SF
Space Count: 1

Grades 9-12
Size: 3,150 SF
Space Count: 1

Activities
- Multi-functional space for students to eat meals and gather before or after school.
- Space may support students and teachers as an extension of their learning environments.
- Provides a flexible meeting space for school groups and public members.

Access
- Prove direct access from a main corridor located near the main entry.
- Public, after-school access to dining should be provided without compromising security for the remainder of the building.
- Consideration should be given for adjacency to outdoor dining.

Considerations
- Student dining should be designed as a flexible space to accommodate food service and multifunction events by the school and community.
- Space may be designed as an open commons central to the school to encourage higher utilization through the day. Consideration should be given to an open environment encompassing circulation and flexibility for multipurpose uses.
- Provide natural daylight with window shades to darken space for AV requirements.
- Flooring to be hard surface.
- Walls to be abuse-resistant and easily cleanable.
- Minimum 14' ceiling height to the underside of any ceiling tile or structural element.
- Provide adequate ventilation, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.



1. Seating options to promote student; varying group sizes; formal and informal gatherings
   Note: Pre-K-8 schools may have more standardized seating configurations.
2. Student dining as a commons space; circulation runs through space to connect other programs; dining is multifunctional and supports activities throughout the day.
3. Serving area and kitchen on display; collegiate design approach.
4. Outdoor dining with seating options; visible connection to indoors with windows, operable walls, or sectional doors; covered area.

Serving Area

Grades Pre-K-8
Size: 600 SF
Space Count: 1

Grades 9-12
Size: 800 SF each
Space Count: 2

Activities
• To provide hot and cold serving stations for those seeking meals and/or snacks.

Access
• Food stations should be open and inviting to dining and secured through a coiling counter door.
• Food stations should be positioned to allow for students to line up with minimal impact to flow of circulation through the seating areas. The serving area should allow adequate flow of students into a defined space leading directly to the dining area.
• The food station lines and the dining room entrance should be positioned to avoid cross-traffic.

Considerations
• For both Pre-K-8 and 9-12 grade levels, arrange serving similar to collegiate dining halls with food stations in lieu of serving lines.
• At the 9-12 grade levels, consideration should be given to a quick service/food kiosk for students who do not have lunch scheduled on their calendar or for those who chose to attend study hall.
• Use of color and texture for finishes in this area is encouraged.
• The dish return is the area where students return their dirty dishes for washing. Since many of the utensils used in eating are disposable, the students normally return their trays to a table with a trash container. Trays are frequently stored on a cart which is wheeled into the kitchen for dish washing.
• The dish return area can be either within the kitchen or simply within the seating area where trash and trays area collected.
• Flooring to be hard surface.
• Walls to be abuse-resistant and easily cleanable.
• Provide adequate ventilation and exhaust, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.

Kitchen/Food Preparation

Grades Pre-K-8
Size: 1,750 SF
Space Count: 1

Grades 9-12
Size: 1,575 SF
Space Count: 1

Activities
• Area dedicated to the preparation of meals that is open to the serving area with cooking on display.
• The kitchen has the potential to support culinary pathways.

Access
• Locate the kitchen adjacent to the dining seating area and adjacent to an exterior delivery area/loading dock and screened trash pickup area.
• Locate the food preparation area with direct relationships to food storage and the freezer/refrigerator.
• Provide access from the dish return area to the dish washing area without crossing paths used in the preparation of food.

Considerations
• All surfaces in the kitchen are to be non-porous materials that are easily cleaned and comply with requirements of local health authorities.
• Sanitation is of critical importance in the food preparation area.
• The dish washing area is where soiled dishes/trays, as well as the pots and pans and the tools of food preparation are washed.
• Coordinate all kitchen equipment and layout requirements with SAUSD and kitchen consultant.
• Provide adequate ventilation and exhaust, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.

Food Service and Dining Cont.

Chair/Table Storage

Grades Pre-K-8
Size: 200 SF
Space Count: 1

Grades 9-12
Size: 300 SF
Space Count: 1

Activities
- Storage area for dining chairs and tables.

Access
- Located in dining area with unobstructed access for the maneuvering of tables and chairs.

Considerations
- Provide double doors to facilitate movement of tables and chairs.
- Provide adequate ventilation and uniform and controllable lighting.

Dry Food Storage

Grades Pre-K-8
Size: 250 SF
Space Count: 1

Grades 9-12
Size: 350 SF
Space Count: 1

Activities
- To provide area for food storage.

Access
- Locate near the receiving area and convenient to the food preparation areas.

Considerations
- Flooring to be hard surface.
- Walls to be abuse-resistant and easily cleanable.
- Provide adequate ventilation and exhaust, electrical outlets for equipment, environmental sound control, and uniform and controllable lighting.

Walk-in Freezer/Refrigerator

Grades Pre-K-8
Size: 250 SF
Space Count: 1

Grades 9-12
Size: 350 SF
Space Count: 1

Activities
- To provide area for cold and frozen food storage.

Access
- Locate near the receiving area and convenient to the food preparation areas.

Considerations
- Area to be designed to accommodate manufactured freezer and refrigerator units.
- Flooring to be flush with adjacent kitchen floor.
- Walls to be abuse-resistant and easily cleanable.
- Provide adequate ventilation and exhaust, electrical service for refrigeration equipment, and uniform and controllable lighting.

Food Service Office

Grades Pre-K-8 and 9-12
Size: 150 SF each
Space Count: 1 each school

Activities
- Office where supervisor performs clerical work and conducts the routine business of the kitchen.

Access
- Provide direct access from food preparation areas.

Considerations
- Provide a window between office and food preparation area.
- Provide adequate ventilation, electrical outlets for equipment, and uniform and controllable lighting.

Food Service Lockers and Restroom

Grades Pre-K-8	Grades 9-12
Size: 140 SF	Size: 140 SF each
Space Count: 1	Space Count: 2

Activities

- To provide adequate space to food service staff and their health needs and for storing personal items.

Access

- Lockers and toilets should be easily accessible from the food preparation areas.
- If access is direct from food preparation, the locker room shall be placed so that the access is through the locker room. Restroom doors shall not open directly to food preparation areas.

Considerations

- Provide code minimum ADA accessible toilets for staff.
- The design should be configured for visual privacy and sound privacy as appropriate to location and intended use.
- Equipment Criteria:
  - Mirror units at lavatories
  - Toilet paper dispensers
  - Soap Dispensers
  - Paper towel dispensers
  - Trash receptacles
- Provide moisture and stain resistant finishes.
- Provide adequate ventilation, environmental sound control, and uniform and controllable lighting.

Career and Technical Education

Career and Technical Education

9-12 Grades

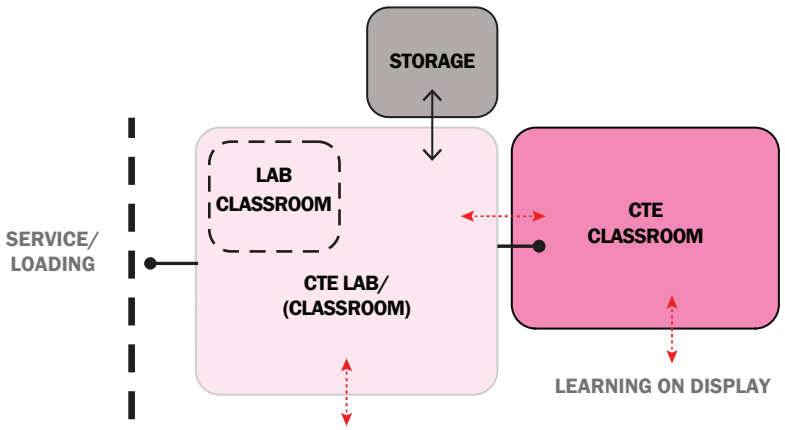
CTE Classroom

CTE Lab Storage

Lake Belton High School I Belton, TX

Career Technical Education

Typical configuration for 9-12 grade levels



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- CLOSE PROXIMITY
- VISUAL CONNECTION
- PRIMARY CIRCULATION
- TRANSPARENT/FLEXIBLE/OPERABLE
- AFTER HOURS COMMUNITY ACCESS

Activities Career and Technical Education provides opportunities to prepare students for post-secondary education and future career pathways. The aim of this program is to provide guidance and learning opportunities for students to plan their future. The instruction is focused on creating a relationship between core academics and specific technical skill development. The curriculum is student-centered, competency-based, applied, integrated learning that focuses on developing literacy, math, science, technology, critical thinking, problem solving, and teamwork skills.

Professional certifications and articulated college credit can be earned in CTE curricular areas. Course sequences are dispersed throughout all SAUSD schools.

Designers and consultants involved in the design of the fabrication areas must become familiar with both the equipment and teaching needs in order to provide an efficient, flexible, and safe instructional environment.

Access A carefully integrated mix of school and community resources are required to meet the evolutionary aspects of specialized CTE programs. While particular aspects of CTE are more prevalent at the higher grade levels, SAUSD aims to filter down the programs to lower grade levels. CTE spaces can be located near maker spaces, SLCs, and larger commons spaces for collaboration and flexibility.

Considerations Classrooms and high/low bay spaces should be large enough to accommodate furniture and equipment required for the program. Ample space for storage of supplies, materials, and projects should be provided near learning spaces. Relevant support spaces should be provided such as offices, small group spaces, storage, and space to display projects.

Cherry Creek Innovation Campus I Centennial, CO

Columbus New High School I Columbus, NE

Lee's Summit Missouri Innovation Campus I Lee's Summit, MO

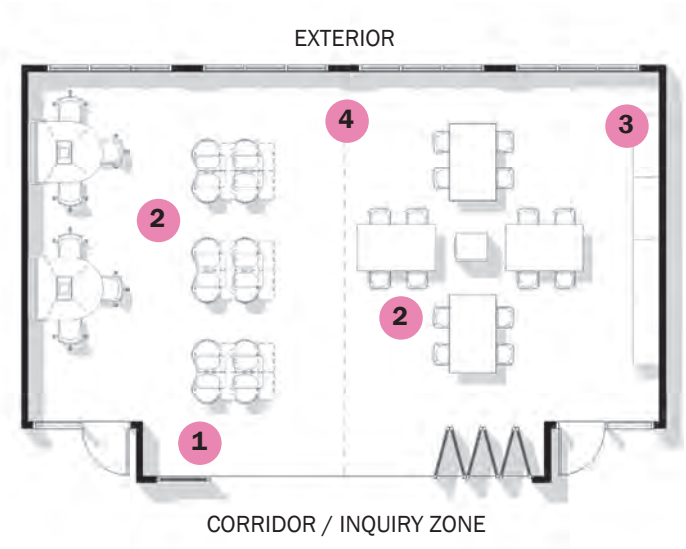
Career Technical Education Cont.

CTE Classroom
Grades 9-12
Size: 1,000 SF
Space Count: 1

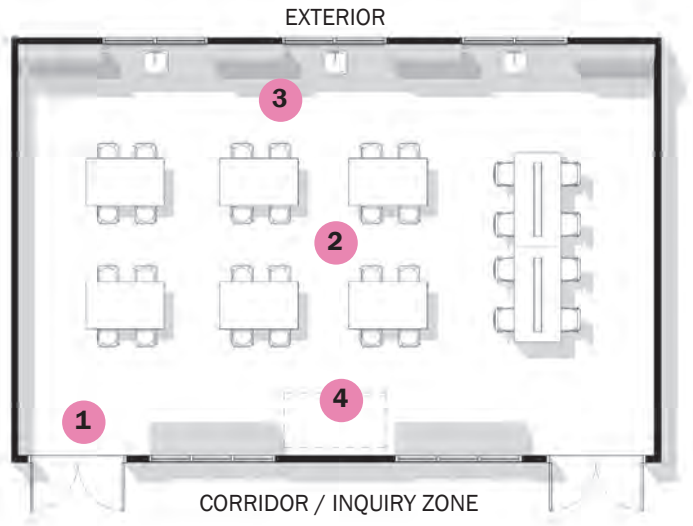
Activities
- The CTE classroom supports theory based training and testing, project based, hands-on learning activities, and is in alignment with local industry partners.
- Coordinate with SAUSD and applicable stakeholders to define the CTE program for each school.

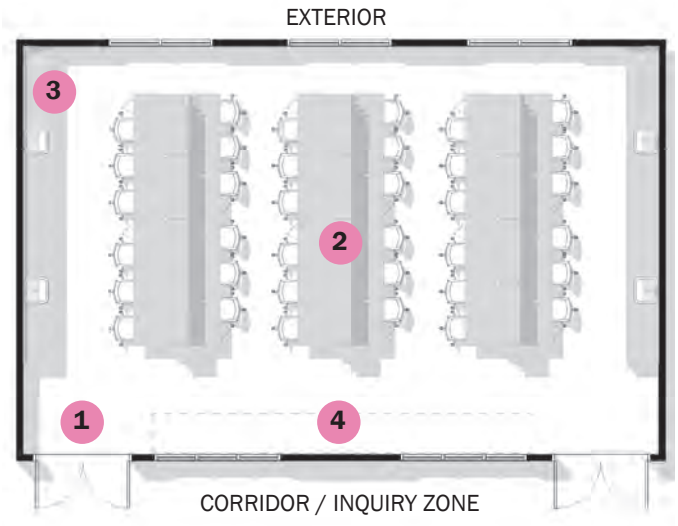
Access
- The CTE classroom has a variety of opportunities for placement within the school building depending on the program(s) offered. The classroom, if general in nature, would be best suited with access from all SLCs at the core of the school.
- If the classroom is associated with a lab space, the program of the lab may dictate the classroom location.

Considerations
- Provide natural daylight into all classroom spaces and provide window shades.
- Provide windows and/or operable partitions off of corridor into the classroom to allow for natural daylight through space and to promote learning on display. Transparency also allows for passive surveillance into corridor.
- Proportion classroom for effective viewing and listening from all areas.
- Provide adequate ventilation, electrical outlets for equipment along walls and from ceiling reels, environmental sound control, and uniform and controllable lighting.



1. High flexibility; low infrastructure
   Ideal square footage: 120-900 SF
2. Flexible and varied seating options; movable tables and chairs
3. Storage shelves; stationary or on casters
4. Opportunity for a partition to divide room into two zones





1. Moderate flexibility; moderate infrastructure
   Ideal square footage: 900-1,400 SF
2. Movable tables and chairs; electrical reels overhead servicing zones
3. Millwork with sinks; storage
4. Zones for equipment; permanent or movable

1. Low flexibility; High infrastructure
   Ideal square footage: 2,500-7,500 SF*
   *Space plate is shown at 1,000 SF. Ideal SF is based on larger fixed furnishings, equipment needs, and proper circulation around all equipment. Space tends to function as more of a lab space.
2. Stationary tables and chairs; may have limited mobility; electrical and service reels overhead at tables
3. Millwork with sinks; storage
4. Zones for equipment; permanent

Career Technical Education Cont.

CTE Lab Storage (optional)
Grades 9-12
Size: 400 SF each
Space Count: 2

Activities
• CTE lab storage is required for the storage of all resources, tools, and equipment.

Access
• Storage should be directly accessible into the CTE classroom and/or lab.

Considerations
• Open floor area should be planned for storage of large equipment.
• Provide double doors to facilitate movement of large pieces of equipment.
• Provide adequate ventilation, electrical outlets for equipment, and uniform and controllable lighting.

CTE Lab
Grades 9-12

CTE Lab(s) is not included in the SAUSD spatial program but may be considered. Size, count, and capacity to be coordinated with SAUSD.

Activities
• The CTE lab functions in parallel with the classroom if both are programmed. The lab space allows for further exploration, ideation, discovery, and creation into career focused programs such as agriculture, food, and natural resources, business and finance, engineering, manufacturing, and transportation, health sciences, law and public safety, and technology and media arts.
• Coordinate with SAUSD and applicable stakeholders to define the CTE program for each school.

Access
• Locate adjacent to CTE classrooms.
• Access to lab spaces are dependent on program offered and the size of the space.

Considerations
• CTE program will dictate spatial requirements such as size and volume, ceiling and structural clearances, and mechanical, electrical and plumbing requirements. Coordinate with SAUSD and applicable stakeholders for specific requirements of space.
• All areas must be visible to the instructor to monitor safe operation of equipment.
• Provide natural daylight into all classroom spaces.
• Provide perimeter casework with sinks.
• Master switch for power serving all equipment.
• Eyewash/shower station with drain where required.
• Provide adequate ventilation, electrical outlets for equipment along walls and from ceiling reels, environmental sound control, and uniform and controllable lighting.
• Lighting should be designed to eliminate the strobe effect that may be produced by lights in combination with motor driven equipment overhead.

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Building Support

Building Support

Pre-K-8 and 9-12 Grades

Family and Gender Neutral Restrooms
Single User and Group Restrooms
Custodial Office
Main Custodial Storage
Custodial Closets
Outdoor Equipment Storage
MDF Room
IDF Room
Electrical Closet
MEP Rooms
Trash Room
Loading and Receiving

Activities Building support spaces are integral to the operations of a school facility and when incorporated with the user in mind can greatly improve the health of the building and it's occupants. Spaces may include a variation of restrooms from single user for staff, admin, and students, group restrooms, and family and gender neutral. MEP rooms are dependent on the school size and systems being incorporated. For IDF and MDF rooms, refer to the SAUSD technology standards for current systems that are being used throughout the facility.

Access All building support spaces will have varying levels of access requirements and control. Restrooms for instance shall be easily accessible by occupants. All MEP, custodial, IDF, MDF, etc. spaces shall be dispersed as required for system accommodation throughout the facility. Spaces may be placed away from students or on display such as showcasing a mechanical room adjacent to a career and technical education class. Spaces individually need to be reviewed for access control requirements.

Considerations Most spaces will need sound control treatment at the wall and ceiling level. Sound control will be dependent on placement and adjacency to other spaces. Although typically seen as "back of house" spaces, consideration shall be given to organization and finishes within the space.

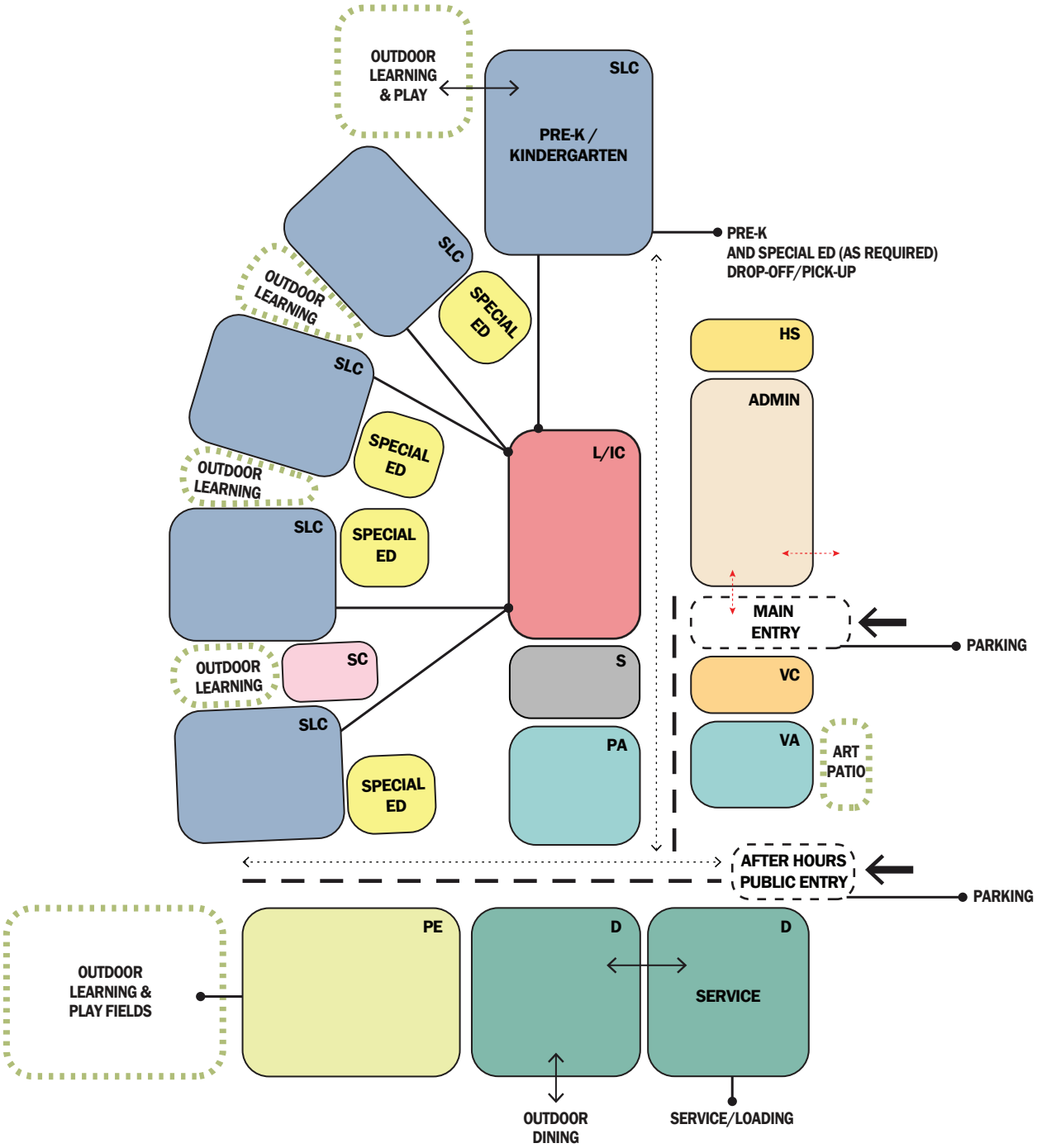
Arredondo Elementary School I Tempe, AZ

Whole Building Adjacency Diagrams

Wainwright Intermediate Schools I Tacoma, WA

Whole Building Adjacency Diagrams

Pre-K-8 Grades



Notes:

The Pre-K-8 grade whole building adjacency diagram includes distributed Small Learning Communities (SLCs). The SLCs represent the cluster of spaces as shown in the spatial adjacency diagrams. SLCs for grades 1-5 may be grade based while grades 6-8 may be grade or curricular based.

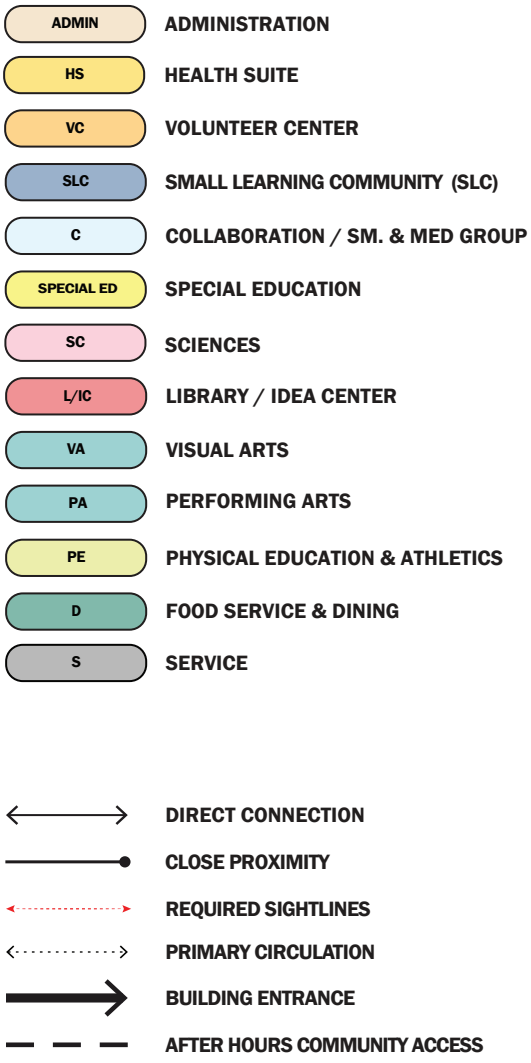
Physical Education represents the gymnatorium as noted in the SAUSD School Space Program. If an Auditorium with a stage is incorporated into the program, locate adjacent to Performing Arts as shown in the spatial adjacency diagrams.

Special Edcuation/Special Day Classrooms are shown as distributed to provide the least restrictive learning opportunities. Should it be preferred to have all ESE spaces grouped together, locate adjacent to the learning spaces.

Service is shown as a primary cluster of spaces. Refer to spatial adjacency diagrams, SAUSD School Space Program, and code requirements for all building support spaces.

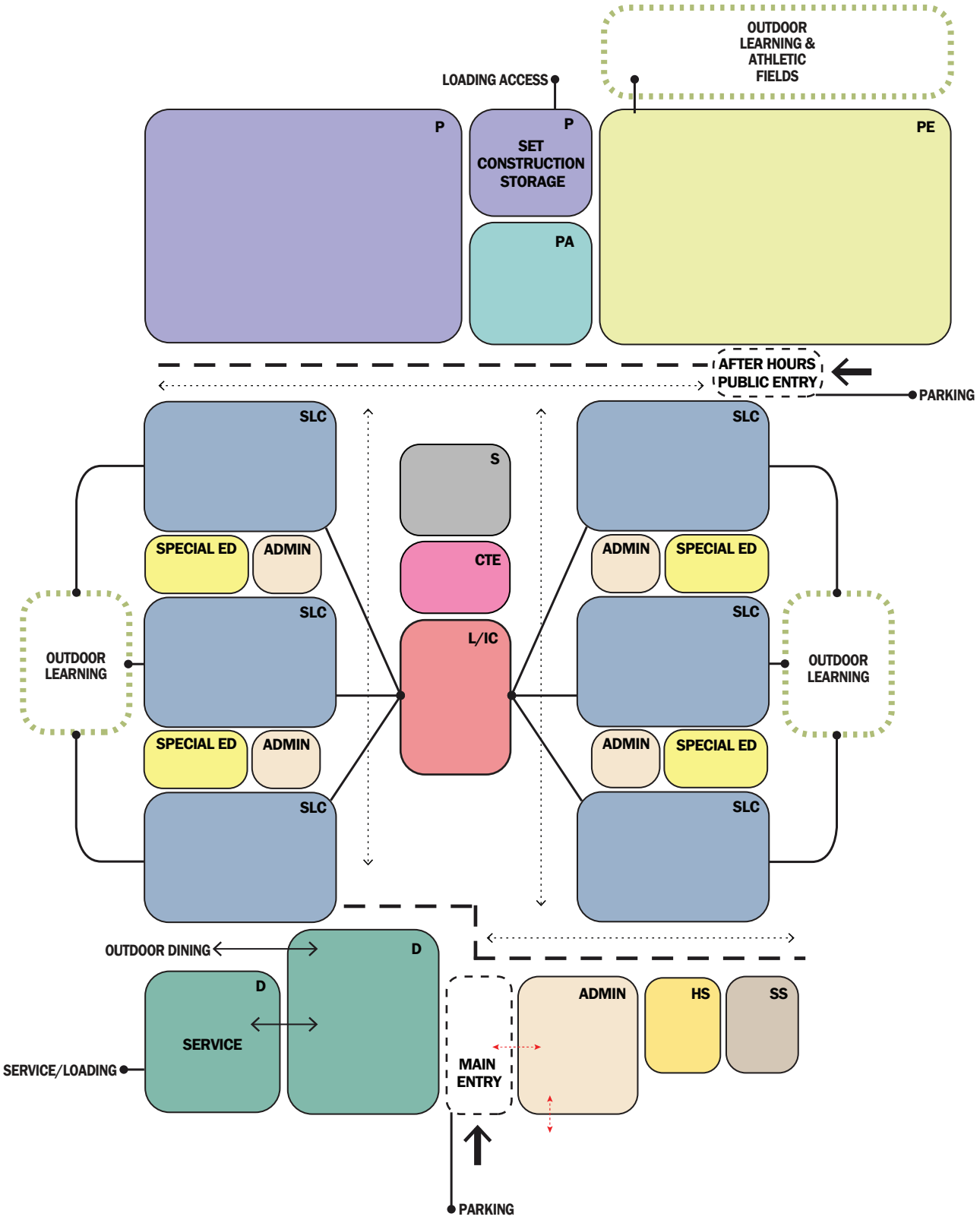
Refer to all spatial adjacency diagrams for other optional spaces that may be included as supporting to the primary SAUSD program of spaces.

The whole building adjacency diagram is representational and intended to highlight primary adjacencies, circulation, access, and site lines. Spatial plans of buildings shall be reviewed and approved by SAUSD.



Whole Building Adjacency Diagrams

9-12 Grades



Notes:

The 9-12 grade whole building adjacency diagram includes distributed Small Learning Communities (SLCs). The SLCs represent the cluster of spaces as shown in the spatial adjacency diagrams. SLCs for grades 9-12 may be grade based or curricular based. Science spaces are incorporated as part of the SLC as shown in the spatial adjacency diagrams.

Administration is shown as de-centralized with staff and resources near the main entry and near the SLCs. The main lobby, security personnel and principal would be located at the front while other staff such as assistant principals and counselors may be located through the SLCs.

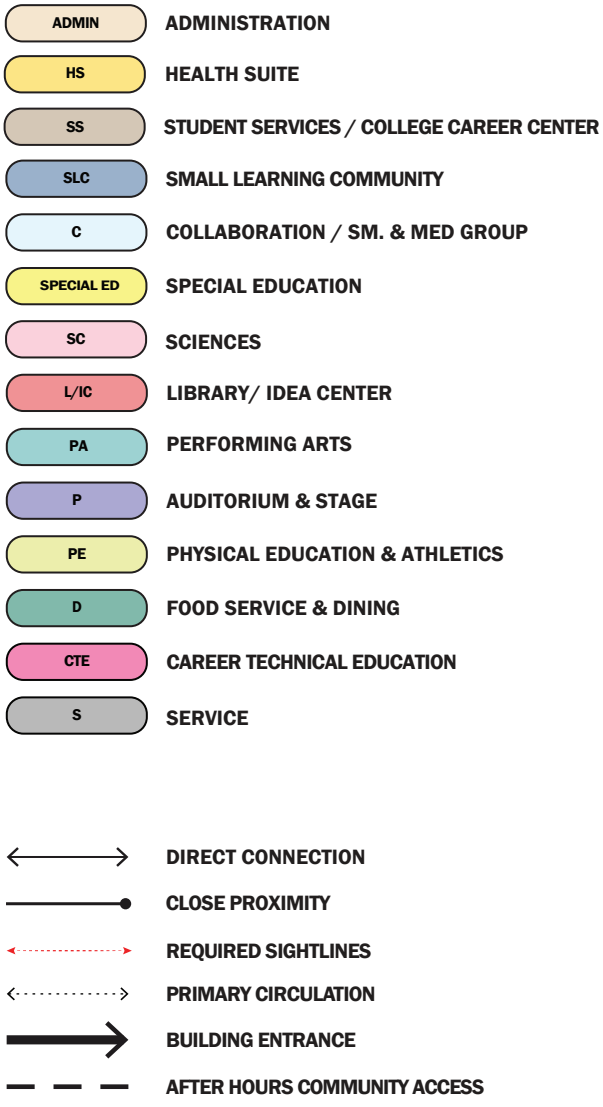
Special Education/Special Day Classrooms are shown as distributed to provide the least restrictive learning opportunities. Should it be preferred to have all ESE spaces grouped together, locate adjacent to the learning spaces.

Visual Arts is not shown in diagram as it is considered an optional program. Should Visual Arts be added to the program, locate with adjacency to the Performing Arts spaces for public access and display of art projects.

Service is shown as a primary cluster of spaces. Refer to spatial adjacency diagrams, SAUSD School Space Program, and code requirements for all building support spaces.

Refer to all spatial adjacency diagrams for other optional spaces that may be included as supporting to the primary SAUSD program of spaces.

The whole building adjacency diagram is representational and intended to highlight primary adjacencies, circulation, access, and site lines. Spatial plans of buildings shall be reviewed and approved by SAUSD.



Space Programs

Pre-K-8 Grades

The following tables describe the space program for a new and/or renovated Pre-K-8 school at a 2000 student count capacity. Space program models are provided by SAUSD for inclusion into the Ed Spec. The program tables may be adjusted on a site by site basis in order to account for varying enrollments and school specific program offerings. New construction schools may not have all spaces programs as identified within the program tables. Final program to be confirmed with SAUSD.

Note: Space program descriptions and space plates within Part 03 are based on the program tables below.

School Space Program PreK-8

K-5: 500 - 600 students | K-8: 800 - 1000 students | 6-8: 1000 students

Administrative Spaces	SQFT	Count	Capacity	Total	Notes
Secure Vestibule	200	1	*	200	
Separate Entrance for Pre-K	100	1	*	100	
Lobby/Welcome Center (includes attendance agent and clerical)	1000	1	*	1000	
Dean Office	120	1	*	120	
Conference Room	200	1	10	200	
Principal's Office	250	1	*	250	
Principal's Toilet Room	60	1	*	60	
Assistant Principal Office	200	1	*	200	
Teacher's Lounge	300	1	*	300	
Staff Restrooms	60	4	*	240	
General Admin Storage	150	1	*	150	
Support Services Flex Spaces	100	2	*	200	
In-School Suspension	900	1	25	900	
Student Services	275	1	*	275	
Wellness and Parent Center	350	1	*	350	
Wellness and Parent Center Storage	75	1	*	75	
Administrative Toilet Rooms	60	2	*	120	
Staff Lounge (includes Wellness/Lactation Room)	300	1	*	300	
Total	5040			5040	

Health Suite	SQFT	Count	Capacity	Total	Notes
Waiting Area	175	1	*	175	
Treatment Area	150	1	*	150	
Cots	150	2	*	300	
Office	150	1	*	150	
Toilet	70	1	*	70	
Storage	75	1	*	75	
Total	920			920	

Core Academic	SQFT	Count	Capacity	Total	Notes
Educational Learning Center	300	3	*	900	
Pre-K Classroom	1100	2	36	2200	Assumes 18 students per class
Pre-K Toilet Room	60	4	*	240	
Pre-K Storage	100	2	*	200	
Pre-K Large Motor Activity/Indoor Recess Area	800	1	*	800	
Kindergarten Classroom	1200	2	42	2400	Assumes 21 students per class
Kindergarten Toilet Room	60	4	*	240	
Kindergarten Storage	100	2	*	200	
Grade 1 Classroom	900	4	100	3600	Assumes 25 students per class
Grade 2 Classroom	900	4	100	3600	Assumes 25 students per class
Grade 3 Classroom	900	4	100	3600	Assumes 25 students per class
Grade 4 Classroom	900	2	60	1800	Assumes 30 students per class
Grade 5 Classrom	900	2	60	1800	Assumes 30 students per class
Grade 6 Classroom	950	2	60	1900	Assumes 30 students per class
Grade 7 Classroom	950	2	60	1900	Assumes 30 students per class
Grade 8 Classroom	950	2	60	1900	Assumes 30 students per class
K-5 Elective	950	1	28	950	
6-8 Elective	950	1	30	950	
Small Group Breakout	200	4	28	800	Assumes 7 students per small group
General Storage	200	4	*	800	
Special Education (Self-Contained)	1050	3	30	3150	Assumes 10 students per class
Special Education (Support Services) Storage	75	1	*	75	
6-8 Science Classroom/Lab	1400	1	28	1400	
6-8 Science Storage	120	1	*	120	
Total			822	35525	

Library / Idea Center	SQFT	Count	Capacity	Total	Notes
Main Library/Idea Center Zone	2000	1	*	2000	
Small Group Study Room	120	1	*	120	
Office	160	1	*	160	
Tech Storage	120	1	*	120	
Total				2400	

ArtS & Creative Learning	SQFT	Count	Capacity	Total	Notes
K-5 Art Lab	1400	1	24	1400	
K-5 Art Storage	250	1	*	250	
6-8 Instrumental Music Room	1400	1	24	1400	
6-8 Music Storage	200	2	*	400	
Total			48	3450	

Physical Education	SQFT	Count	Capacity	Total	Notes
Gymatorium	5200	1	60	5200	
Bleachers	500	1	*	500	
Health Classroom	950	1	28	950	
Changing Room	450	2	*	900	
Cage for OPT Storage	400	1	*	400	
PE Office	140	1	*	140	
Total			88	8090	

Space Programs Cont.

Pre-K-8 Grades

Food and Dining	SQFT	Count	Capacity	Total	Notes
Student Dining Options (exclude Pre-K)	3500	1	*	3500	
Serving Area	600	1	*	600	
Chair/Table Storage	200	1	*	200	
Kitchen/Food Preparation	1750	1	*	1750	
Dry Food Storage	250	1	*	250	
Freezer and Cooler	250	1	*	250	
Food Service Office	150	1	*	150	
Adult Toilet/Lockers	140	1	*	140	
Total				6840	

Health Suite	SQFT	Count	Capacity	Total	Notes
Family/Gender Neutral Single Occupancy Restroom (min.)	60	1	*	60	
Custodial Office	160	1	*	160	
Restroom (M)	200	2	*	400	
Restroom (F)	200	2	*	400	
Main Custodial Storage	150	1	*	150	
Outdoor Equipment Storage	200	2	*	400	
Custodial Closests	Gross Up			*	
MDF Room	Gross Up			*	
IDF Room	Gross Up			*	
Electrical Closet	Gross Up			*	
Miscellaneous MEP	Gross Up			*	
Trash Room	100	2	*	200	
Loading and Receiving	150	1	*	150	
Total				1920	

Total Capacity	958
Total Assignable Area	64185
Efficiency Ratio	0.65
Gross -up @ 35%	22465
Total Gross Area	86650

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Space Programs

9-12 Grades

The following tables describe the typical space program for a new 9-12 school at a 600 student count capacity. Space program models are provided by SAUSD for inclusion into the Ed Spec. The program tables may be adjusted on a site by site basis in order to account for varying enrollments and school specific program offerings. New construction schools may not have all spaces programs as identified within the program tables. Final program to be confirmed with SAUSD.

Note: Space program descriptions and space plates within Part 03 are based on the program tables below.

School Space Program 9-12					
9-12: 2000 students					
Administrative Spaces	**SQFT**	**Count**	**Capacity**	**Total**	**Notes**
Secure Vestibule	200	1	*	200	
Lobby/Welcome Center	1250	1	*	1250	
Security Office	120	1	*	120	
Conference Room	200	2	20	400	
Principal's Office	250	1	*	250	
Principal's Toilet Room	60	1	*	60	
Dean of Students Office	200	1	*	200	
Assistant Principal Office	200	1	*	200	
Workroom	400	1	*	400	
Records Room	200	1	*	200	
General Admin Storage	400	1	*	400	
College and Career Center Office(s)	140	2	*	280	
College and Career Center	1000	1	*	1000	
Student Services	275	1	*	275	
Administrative Toilet Rooms	60	2	*	120	
Staff Lounge (includes Wellness/Lactation Room)	400	1	*	400	
Staff Restroom	60	2	*	120	
Total	5415			5875	

Health Suite	**SQFT**	**Count**	**Capacity**	**Total**	**Notes**
Waiting Area	200	1	*	200	
Treatment Area	200	1	*	200	
Cots	150	2	*	300	
Office	150	2	*	300	
Toilet	70	2	*	140	
Storage	75	2	*	150	
Total	845			1290	

Core Academic	SQFT	Count	Capacity	Total	Notes
English Classroom	1000	10	300	10000	Assumes 30 students per class
General Classrooms	1000	10	300	10000	Assumes 30 students per class
General Storage	200	4	*	800	
Special Education (Self-Contained) | 8-10/room	700	8	72	5600	Assumes 9 students per class
Special Education Compliance Office	250	1	*	250	
Itinerant Staff Office	140	1	*	140	
Science Lab	1600	10	84	16000	Assumes 28 students per class
Science Prep Room	150	8	*	1200	
Chemical Storage Closet	100	3	*	300	
Science Storage	120	3	*	360	
CTE Classroom	1000	2	60	2000	Assumes 30 students per class
CTE Lab Storage (optional)	400	2	*	800	
Total			1416	67450	

Library / Idea Center	SQFT	Count	Capacity	Total	Notes
Main Library/Idea Center Zone	2000	1	*	2000	
Small Group Study Room	120	1	*	120	
Office	160	1	*	160	
Tech Storage	120	1	*	120	
Total				2400	

Arts & Creative Learning	SQFT	Count	Capacity	Total	Notes
Instrumental Music Room	1400	1	30	1400	
Instrumental Music Storage	200	1	*	200	
Vocal Music Room	1200	1	35	1200	
Vocal Music Storage	200	2	*	400	
Art Lab	1400	3	90	2800	
Art Storage	250	2	*	500	
Small Group Music Practice Rooms	100	2	*	200	
Medium Group Music Practice Rooms	250	2	*	500	
Control Room	200	1	*	200	
Auditorium (500 seats) with Stage	16000	1	*	20000	
Auditorium Lobby	1000	1	*	1000	
Set Construction Storage	500	1	*	500	
Total			155	28900	

Physical Education	SQFT	Count	Capacity	Total	Notes
PE Lobby	1000	1	*	1000	
Ticket Booth	100	1	*	100	
Gymasium	11000	1	99	11000	
Bleachers	2000	1	*	2000	
Gymnasium Stage	400	1	*	400	
Health Classroom	900	2	60	1800	
Fitness Room	900	1	25	900	
Locker Rooms	1350	2	*	2700	
Wrestling/Dance Room	3000	1	33	3000	
Athletic Trainer Room	700	1	*	700	
PE Office	140	2	*	280	
Total			217	23880	

Space Programs Cont.

9-12 Grades

Food and Dining	SQFT	Count	Capacity	Total	Notes
Student Dining Options	3150	1	*	3150	
Serving Area	800	2	*	1600	
Chair/Table Storage	300	1	*	300	
Kitchen/Food Preparation	1575	1	*	1575	
Dry Food Storage	350	1	*	350	
Freezer and Cooler	350	1	*	350	
Food Service Office	150	1	*	150	
Adult Toilet/Lockers	140	2	*	280	
Total				7755	

Health Suite	SQFT	Count	Capacity	Total	Notes
Family/Gender Neutral Single Occupancy Restroom (min.)	60	2	*	120	
Custodial Office	180	1	*	180	
Main Custodial Storage	150	1	*	150	
Restroom (M)	200	2	*	400	
Restroom (F)	200	2	*	400	
Outdoor Equipment Storage	300	2	*	600	
Custodial Closests	Gross Up		*	*	
MDF Room	Gross Up		*	*	
IDF Room	Gross Up		*	*	
Electrical Closet	Gross Up		*	*	
Miscellaneous MEP	Gross Up		*	*	
Trash Room	100	2	*	200	
Loading and Receiving	150	1	*	150	
Total				2200	

Total Capacity	1788
Total Assignable Area	139750
Efficiency Ratio	0.65
Gross -up @ 35%	48912.5
Total Gross Area	188662.5

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