



LPA



VISION
ELEMENTARY SCHOOLS

SUNNYVALE SCHOOL DISTRICT | FACILITIES MASTER PLAN **2022**



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

OUTDOOR LEARNING COURT

DESIGN OBJECTIVES & CHARACTERISTICS

- Provide an extension of the classroom by utilizing adjacent, outdoor spaces.
- These areas support whole-group lessons, small group activities, and individual activities.
- Elements should be sized appropriately for the intended ages.
- These areas are highly durable and able to withstand sun and rain.
- Allow space for indoor furniture to be brought outside.
- Outdoor Learning Courts can provide alternative dining environments for students who choose not to sit under the lunch shelter.

SPATIAL FEATURES (FURNITURE, FINISHES & EQUIPMENT)

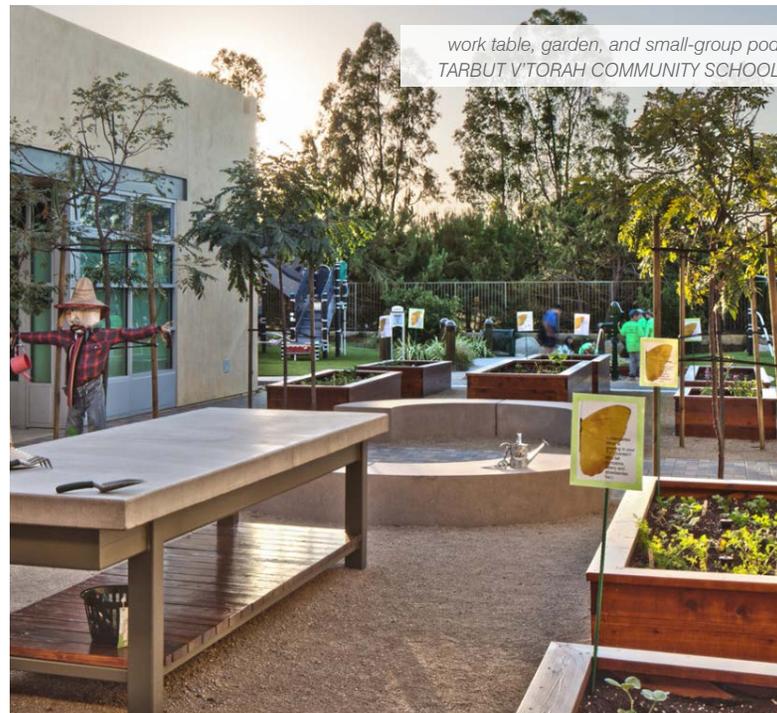
- Durable, weather-proof materials.
- Shade can be incorporated through the planting of trees or incorporating shade sails over seating areas.
- Built-in seating of varying configurations supportive of whole-class lecture and small-group settings.
- Include surfaces and finishes that students can interact with such as writable vertical surfaces (chalkboards) and green walls for video production.
- Prioritize planting material that is native or adapted, water-efficient, and low maintenance. Unless linked to curriculum, do not select vegetation that produces large amounts of litter and that would require high levels of maintenance.

ACTIVITIES

- Large lecture, small group, and individual work.
- Cross-collaboration with adjacent uses.
- Natural exploration and investigation linked to science and other curriculum.
- Quiet, individual activities such as reading and studying.
- Unstructured social interactions and play.
- Informal student dining.



whole-group lecture
OLIPHANT ELEMENTARY SCHOOL



work table, garden, and small-group pod
TARBUT V'TORAH COMMUNITY SCHOOL



writable vertical surface
OLIPHANT ELEMENTARY SCHOOL



PROCESS



PLANNING



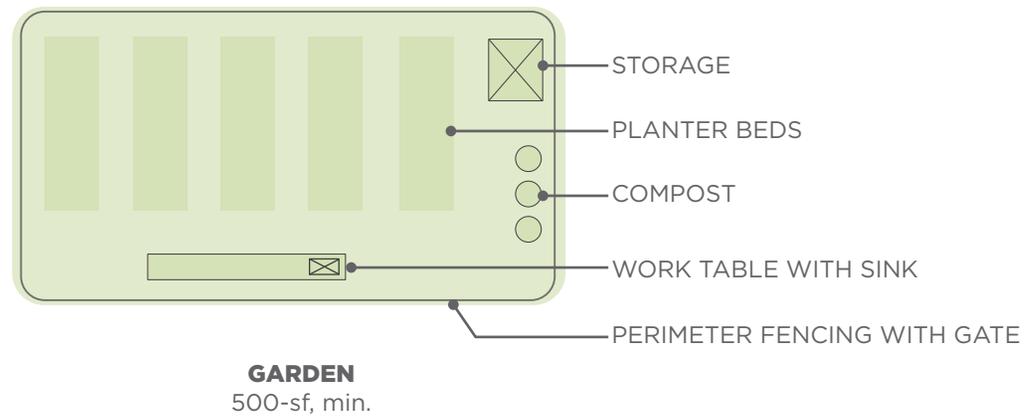
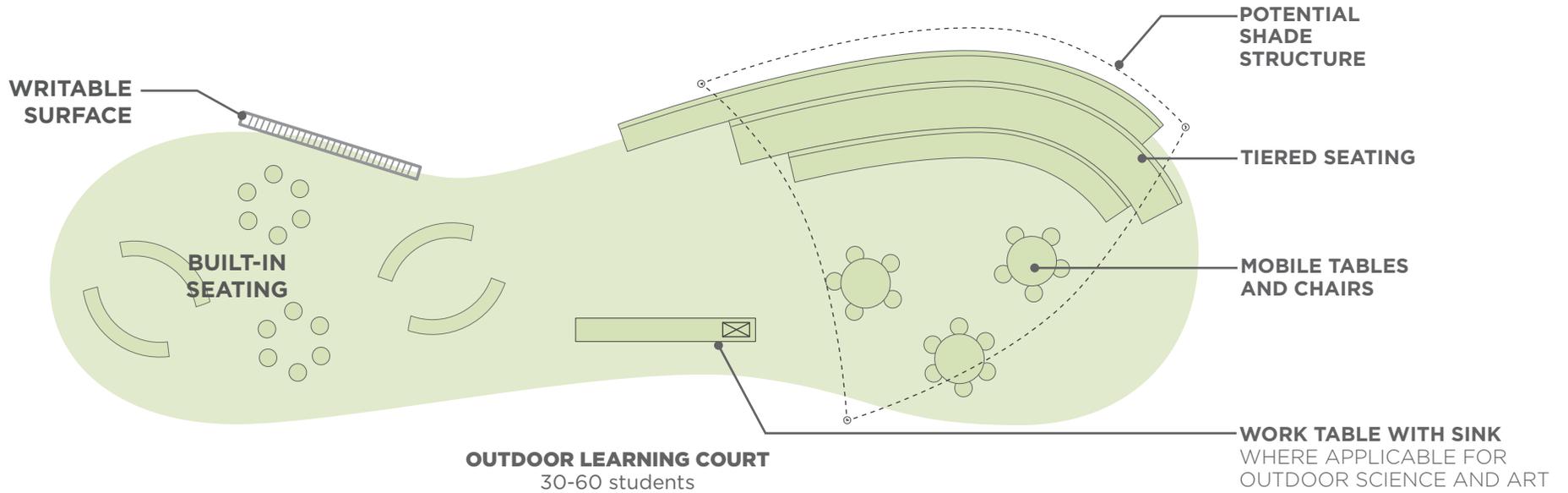
VISION



SITES

LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

OUTDOOR LEARNING COURT





PROCESS



PLANNING



VISION



SITES

LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

PLAYGROUNDS AND HARCOURTS

DESIGN OBJECTIVES & CHARACTERISTICS

- The Playgrounds and Hardcourts provide students with an area for unstructured play during recess as well as supporting the Physical Education programs on campus.
- The space should accommodate a variety of play and learning activities, providing a balance of soft landscaping such as turf, and hard surfaces such as concrete.
- Hardscapes should incorporate striping for games and play that develop gross motor skills.

ACTIVITIES

- Explorative, unstructured play and social interaction.
- Structured play such as games and physical education.
- Fundamental skills development.
- Tag, running, basketball, and other active uses.
- Assemblies and other large gatherings.

SPATIAL FEATURES

(FURNITURE, FINISHES & EQUIPMENT)

- Durable, weather-proof materials.
- Shade can be incorporated through the planting of trees or incorporating shade sails at the Play Apparatus.
- Built-in seating where appropriate such as concrete seat walls and benches.
- Provide one play apparatus for lower primary grades 1-3 and one play apparatus for upper primary grades 4-5. Each apparatus area should be no less than 3,200-sf and incorporate areas accessible by students of all abilities. Install the play apparatus over rubberized surfacing.
- Hardcourts should include at least one ball wall.
- Stripe the hardcourts for a variety of court activities such as basketball, volleyball, and other miscellaneous games. Provide basketball hoops as appropriate.
- Aspirational hardcourt sizing, as space allows (based on 2015 peak enrollment):
 - 60-sf per student in grades 1-3
 - 106-sf per student in grades 4-5
- Include a drinking fountain with water bottle filling station.

LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

KINDERGARTEN PLAY YARD

DESIGN OBJECTIVES & CHARACTERISTICS

- The Kindergarten Play Yard is a protected and stimulating environment shared with Transitional Kindergarten and Special Education for Grades K-2.
- Design the area as one, contiguous space with clear visibility throughout. Size for a minimum of 75-sq per student.
- The space should accommodate a variety of play and learning activities, providing a balance of soft landscaping such as turf, and hard surfaces such as concrete.
- Hardscapes should incorporate striping for games and play that develop gross motor skills.

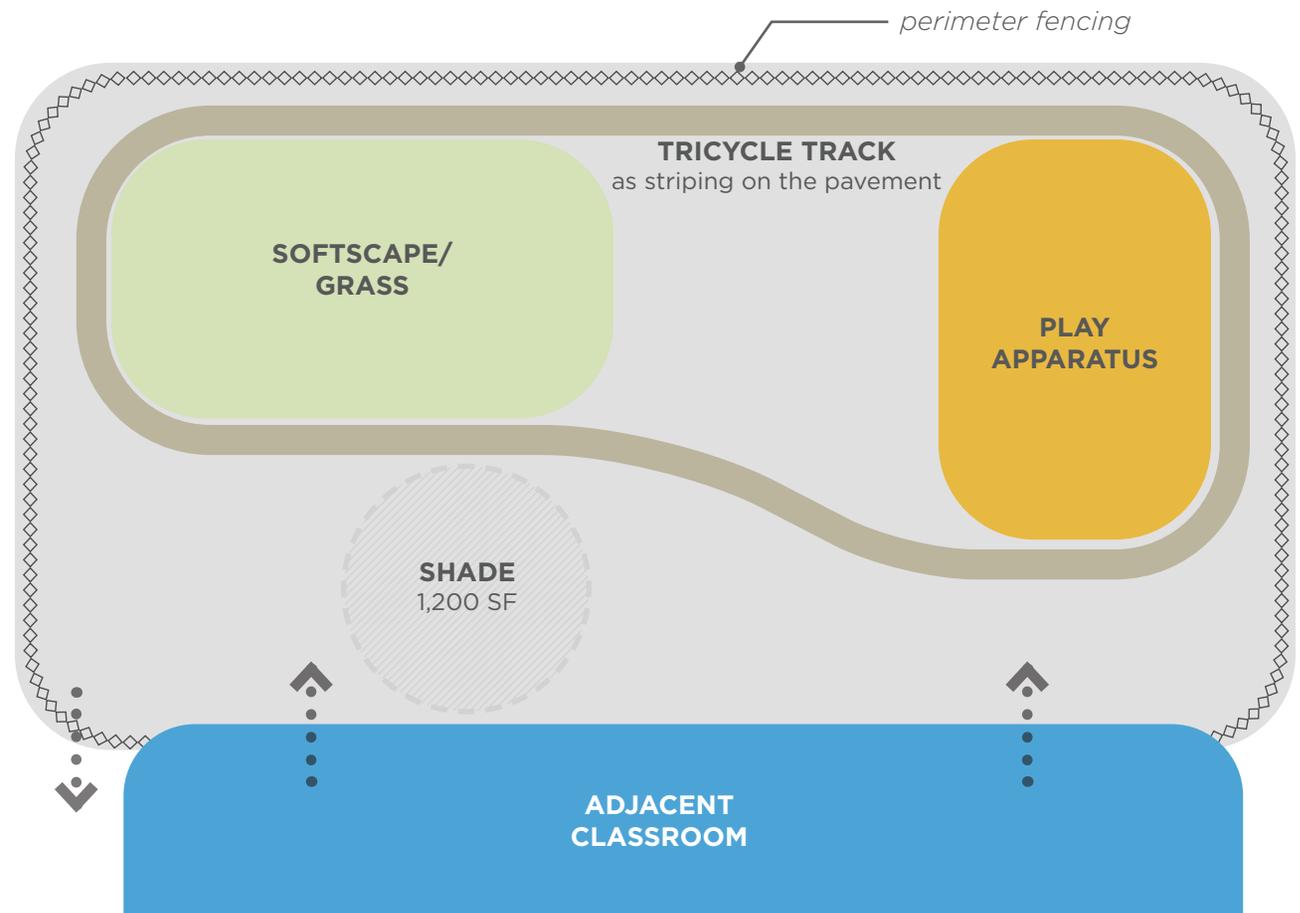
SPATIAL FEATURES

(FURNITURE, FINISHES & EQUIPMENT)

- Durable, weather-proof materials.
- Shade structure that protects against rain and sun over picnic tables for outdoor dining.
- Built-in seating where appropriate such as concrete seat walls and benches.
- Play structure should be appropriate for the Kindergarten age group and accessible by students of varying abilities. Install the play apparatus over rubberized surfacing.
- Perimeter fencing must protect the area from traffic or other hazards. Fencing must be a minimum of 4-ft in height and incorporate gates with panic hardware to the interior of campus.
- Include a drinking fountain with water bottle filling station.

ACTIVITIES

- Explorative, unstructured play.
- Structured play such as games and physical education.
- Fundamental skills development.
- Tag, running, tricycling, and other active uses.
- Outdoor dining for snacks, lunch.



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

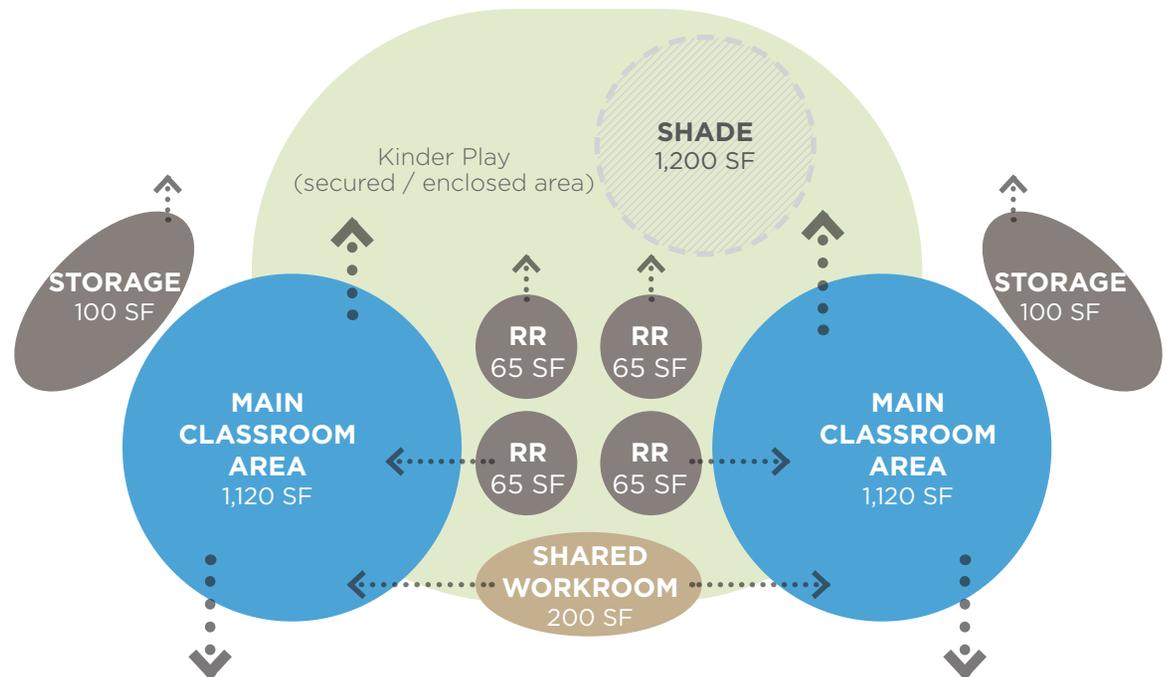
PRESCHOOL / TRANSITIONAL KINDERGARTEN / KINDERGARTEN

DESIGN OBJECTIVES & CHARACTERISTICS

- The campus organization should group Kindergarten classrooms together with Transitional Kindergarten and Preschool, located near administration and the front of school.
- Provide easy access to outdoor play and learning environments, including shade when possible.
- Collaboration spaces intended for student use should have good visibility for ease of supervision.
- Classrooms should be acoustically separated with high-performing acoustics within the classroom.
- The spaces should be inviting and engaging – utilize color and appropriate lighting strategies.
- Lighting quality should be naturally daylight supplemented with high-efficiency light fixtures that supply a balance of indirect and direct light to reduce shadows and glare and provide an even level of illumination.
- Lighting should be occupant-controlled around areas of display, through shading devices and separate switches or dimming.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.
- Mobile technology and student device use should be supported through a multitude of electrical outlets and a combination of data port locations, with wireless internet access available and able to expand capacity in the future.
- Integrated technology (audio systems and wireless access) should be uniformly provided.

ACTIVITIES

- Instructional lessons, group and individual work with active and passive spaces supporting a variety of student learning styles.
- Project art/craft space and stations for students to explore independent learning, including outdoor exploration.





PROCESS



PLANNING



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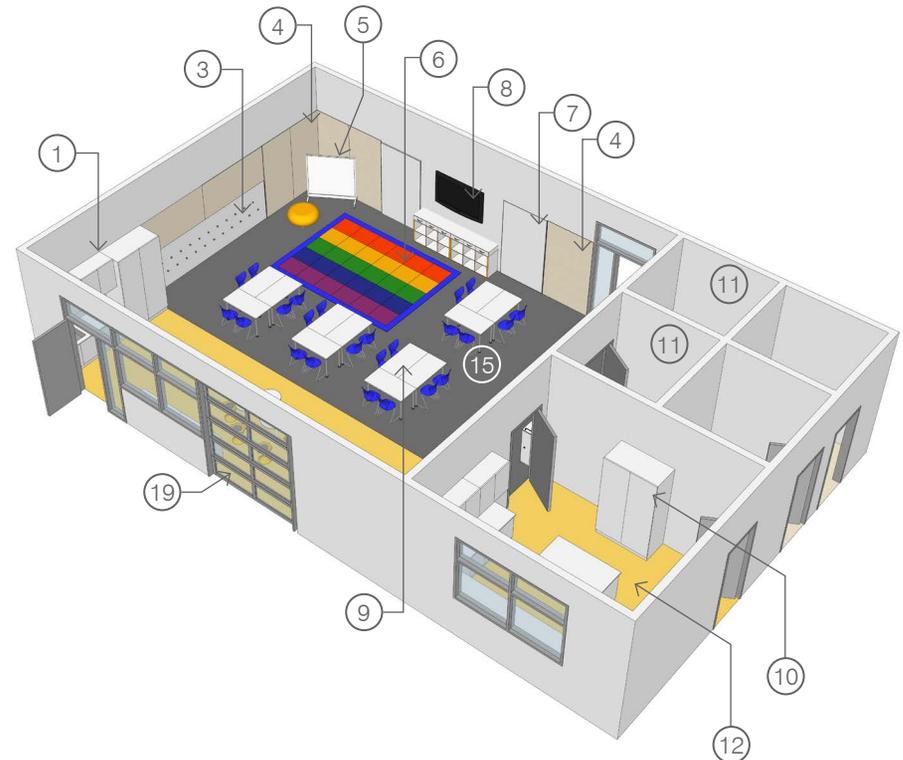
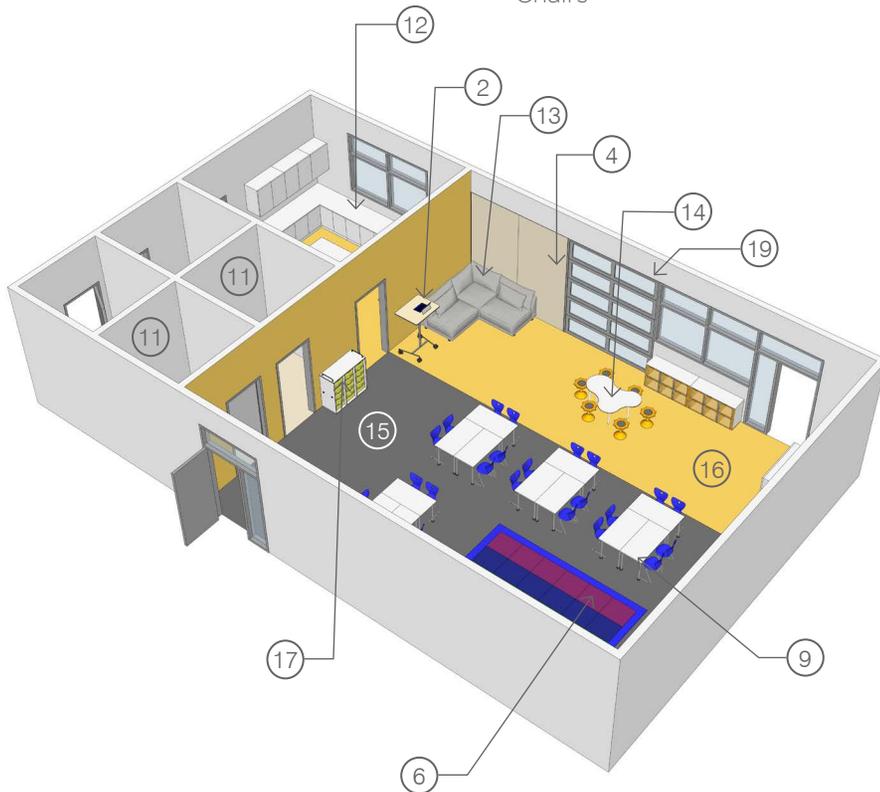
SITES

LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

PRESCHOOL / TRANSITIONAL KINDERGARTEN / KINDERGARTEN

LEGEND

- ① Lockable Upper/Lower Casework with Sink + 4'-0" Wide Teacher Storage Cabinet
- ② Mobile Teaching Station
- ③ Wall Hooks for Backpacks
- ④ Tackable Wall Surface
- ⑤ Mobile White Board
- ⑥ Area Rug for Gathering
- ⑦ (2) 4'-0" Wide White Boards
- ⑧ LCD Monitor
- ⑨ Age & Height-appropriate Desks and Chairs
- ⑩ Stationary Device Charging Station
- ⑪ Restroom
- ⑫ Shared Teacher Workroom
- ⑬ Soft Furniture Nook
- ⑭ Small-Group Table and Stools
- ⑮ Carpet
- ⑯ Resilient Flooring
- ⑰ Mobile Storage Cart
- ⑱ Epoxy Flooring
- ⑲ Roll-Up Door or Operable Wall



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

PRESCHOOL / TRANSITIONAL KINDERGARTEN / KINDERGARTEN

SPATIAL FEATURES

CEILINGS

- Ceilings should be primarily acoustically absorptive material. In areas that are dedicated to small group or individual focus, lower ceilings can provide a sense of scale.

FURNITURE

- Furniture scaled for young children should be the focus, with consideration for the weight and ease of mobility based on age.
- A minimum of one kidney-type table should be provided for small group work. Include stools or different type of chair to encourage mobility and choice.
- Mobile whiteboards as a furniture solution may be provided to support small group instruction.
- Organized mobile shelving or cubbies with small pull-out bins should be provided for student supplies and book storage. Student age and height should be considered when determining locations and shelf height.

CASEWORK

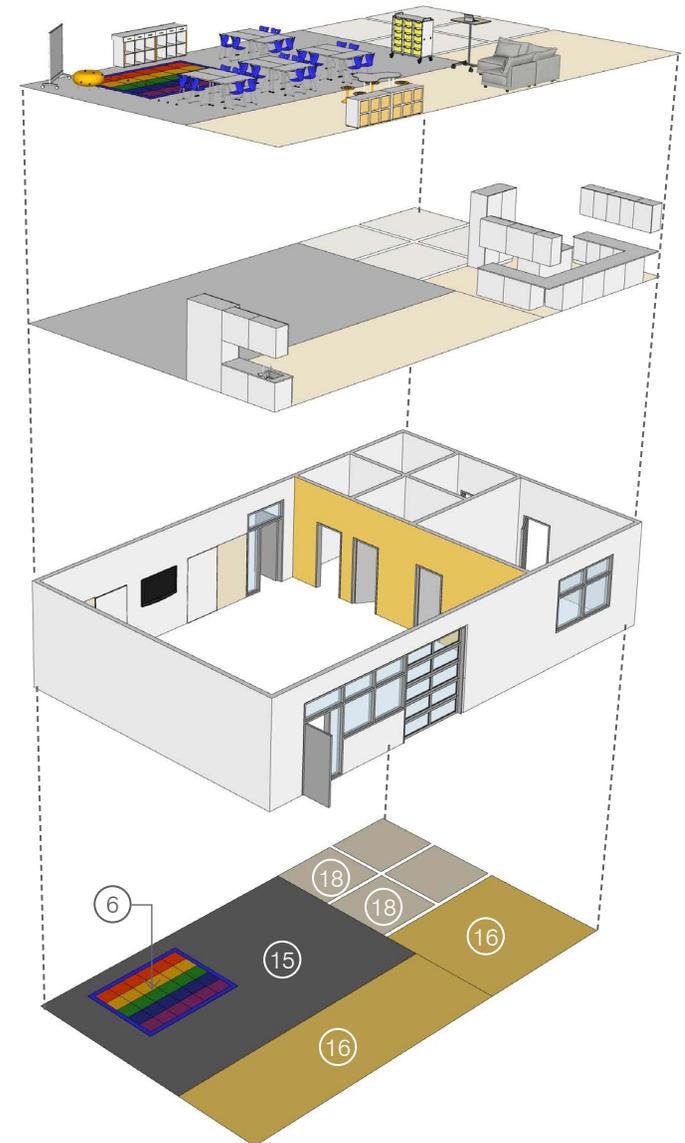
- Lockable storage for teacher supplies and materials should be provided, primarily in the Teacher Workroom.
- Select the location for an electronic device charging cabinet based on security and student access. Ensure adequate power to support the use of technology in daily curriculum.
- A sink should be provided at the main entrance to the room.

WALLS, DOORS & WINDOWS

- Disperse writable surfaces throughout, with locations for communal gathering and small-group break-out.
- Disperse display areas throughout, at varying heights. Tackable surfaces and/or magnetic display systems should be considered.
- An LCD monitor should be provided for display. This screen can be wall-mounted above low casework or provided on a mobile rack. If mobile, increase the amount of writable wall surfacing at the main presentation wall.
- Wall hooks should be provided for student use, one for each student at a minimum. Roller shades should be provided at all window locations, including door sidelights and view windows in doors.
- Incorporate a roll-up door or other large opening strategy to unify indoor and outdoor learning environments. Ensure a smooth threshold transition between indoor and outdoor spaces.

FLOORING

- Resilient flooring should be provided in the Teacher Workroom and at 'wet' areas and project-based activity areas, approximately one-third of the room.
- Carpet should be provided for the remaining two-thirds of the room.
- A rug should be provided at the main class gathering area.





LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

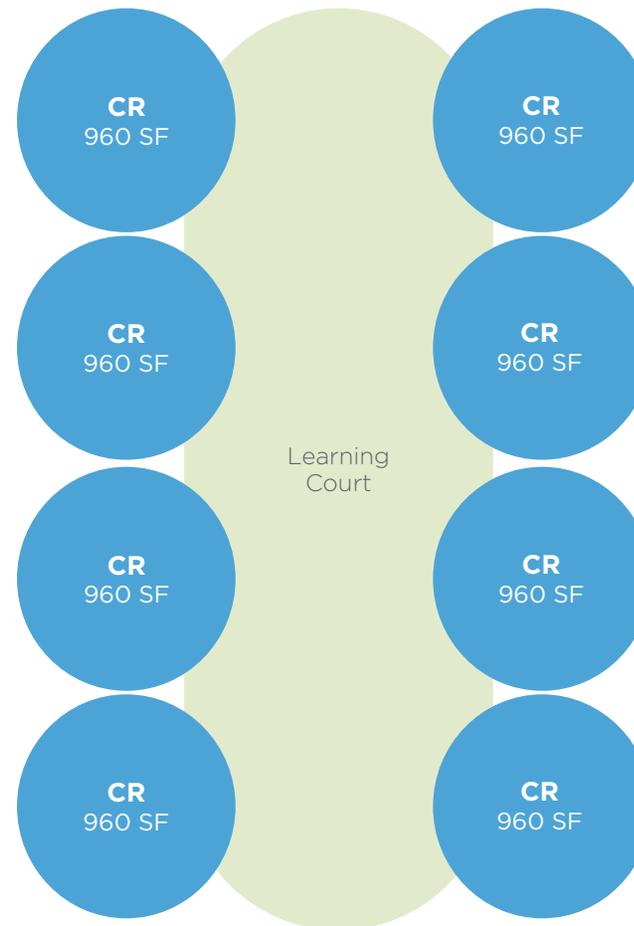
TYPICAL 1ST - 3RD GRADE CLASSROOM

DESIGN OBJECTIVES & CHARACTERISTICS

- The campus organization should group classrooms together with adjacencies to the dedicated Flex, Art, and Music spaces, with acoustical separation as necessary. Clusters of learning pods will encourage instructor collaboration.
- Provide easy access to outdoor commons, including shade.
- Collaboration spaces intended for student use should have good visibility for ease of supervision.
- Classrooms should be acoustically separated with high-performing acoustics within the classroom.
- The spaces should be inviting and engaging – utilize color and appropriate lighting strategies.
- Lighting quality should be naturally daylight supplemented with high-efficiency light fixtures that supply a balance of indirect and direct light to reduce shadows and glare and provide an even level of illumination.
- Lighting should be occupant-controlled around areas of display, through shading devices and separate switches or dimming.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.
- Mobile technology use should be supported through a multitude of electrical outlets and a combination of data port locations, with wireless internet access available and able to expand capacity in the future.

ACTIVITIES

- Exploration and active learning.
- Project-based learning for students to explore independent learning, group and team learning, including outdoor exploration.

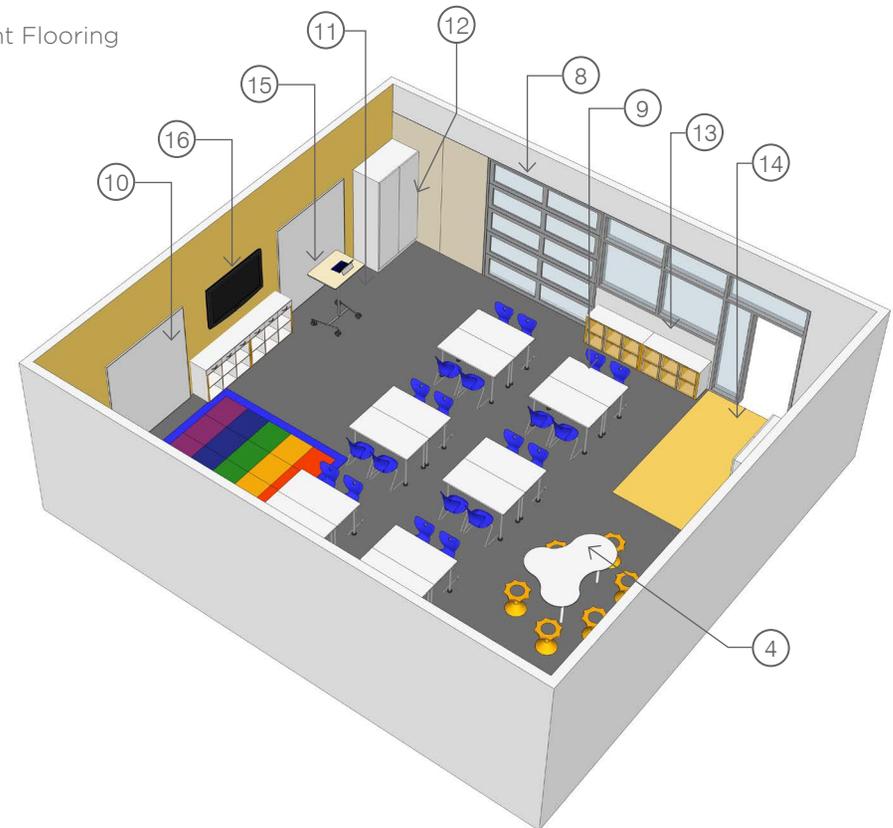
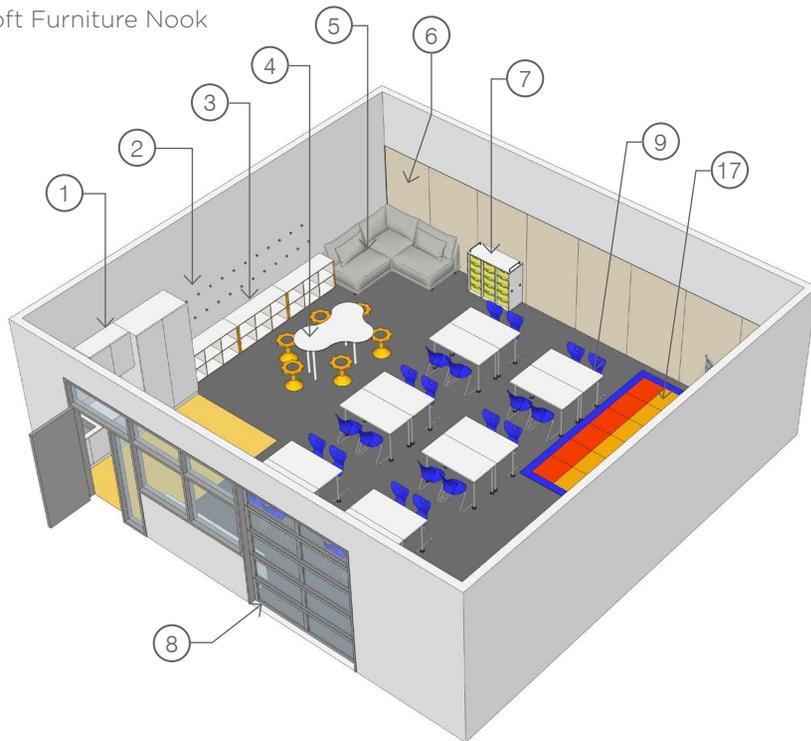


LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

TYPICAL 1ST - 3RD GRADE CLASSROOM

LEGEND

- | | | | |
|--|---|--|---------------------------|
| ① Lockable Upper/Lower Casework with Sink + 4'-0" Wide Teacher Storage Cabinet | ⑥ Tackable Wall Surface | ⑩ (2) 8'-0" Wide White Boards | ⑮ Mobile Teaching Station |
| ② Wall Hooks | ⑦ Mobile Storage Cart | ⑪ Carpet | ⑯ LCD Monitor |
| ③ Cubbies for Backpacks or Pull-out Bins | ⑧ Roll-Up Door or Operable Wall | ⑫ Stationary Device Charging Station | ⑰ Area Rug for Gathering |
| ④ Small-Group Table and Stools | ⑨ Age & Height-appropriate Desks and Chairs | ⑬ Cubbies/Bookshelves with Pull-out Bins | |
| ⑤ Soft Furniture Nook | | ⑭ Resilient Flooring | |



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

TYPICAL 1ST - 3RD GRADE CLASSROOM

SPATIAL FEATURES

CEILING

- Ceilings should be primarily acoustically absorptive material. In areas that are dedicated to small group or individual focus, lower ceilings can provide a sense of scale.

FURNITURE

- Furniture scaled for young children should be the focus, with consideration for the weight and ease of mobility based on age.
- A minimum of one kidney-type table should be provided for small group work. Include stools or different type of chair to encourage mobility and choice.
- Mobile whiteboards as a furniture solution may be provided to support small group instruction.
- Organized mobile shelving or cubbies with small pull-out bins should be provided for student supplies and book storage. Student age and height should be considered when determining locations and shelf height.

CASEWORK

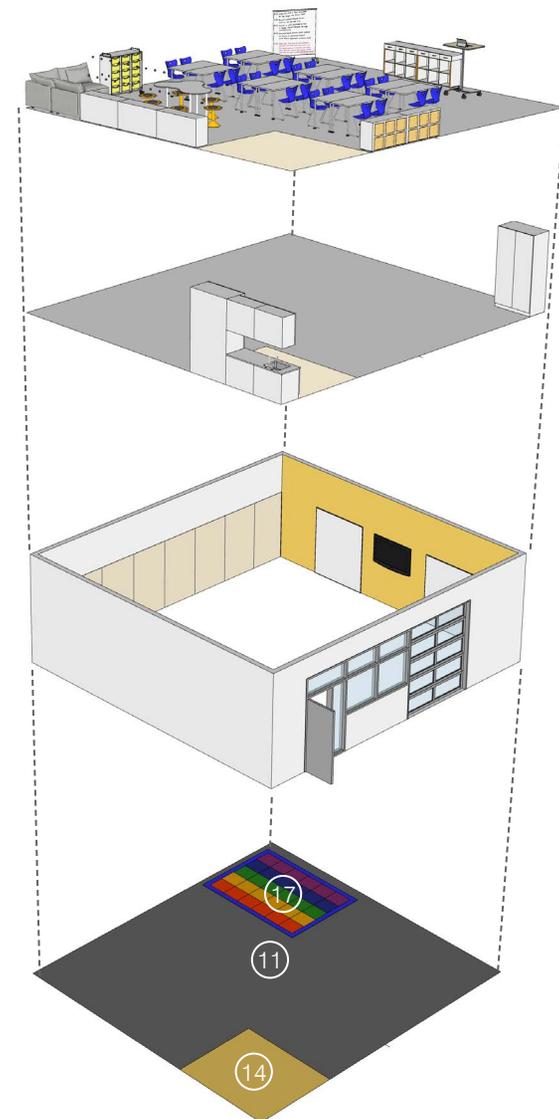
- A 4'-0" wide lockable storage cabinet for teacher supplies and materials should be provided.
- Select the location for an electronic device charging cabinet based on security and student access. Ensure adequate power to support the use of technology in daily curriculum.
- A sink should be provided at the main entrance to the room.
- Cubbies should be provided for student belongings below the wall hooks.

WALLS, DOORS & WINDOWS

- Disperse writable surfaces throughout, with locations for communal gathering and small-group break-out.
- Disperse display areas throughout, at varying heights. Tackable surfaces and/or magnetic display systems should be considered.
- An LCD monitor should be provided for display. This screen can be wall-mounted above low casework or provided on a mobile rack. If mobile, increase the amount of writable wall surfacing at the main presentation wall.
- Wall hooks should be provided for student use, one for each student at a minimum.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.
- Incorporate a roll-up door or other large opening strategy to unify indoor and outdoor learning environments. Ensure a smooth threshold transition between indoor and outdoor spaces.

FLOORING

- Resilient flooring should be provided at the 'wet' entry area.
- Carpet should be provided for the remainder of the room.



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

TYPICAL 4TH - 5TH GRADE CLASSROOM

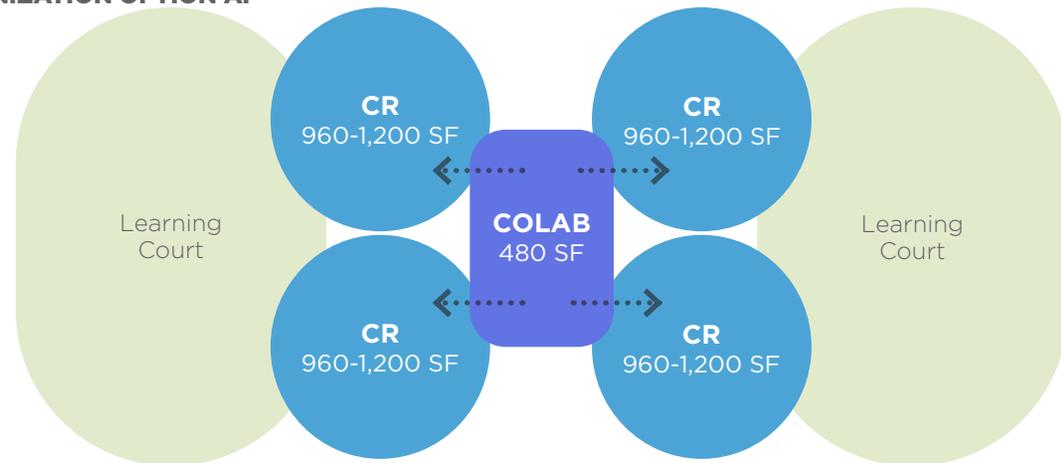
DESIGN OBJECTIVES & CHARACTERISTICS

- The campus organization should group classrooms together with adjacencies to the dedicated Flex, Art, and Music spaces, with acoustical separation as necessary. Clusters of learning pods will encourage instructor collaboration.
- Provide easy access to outdoor commons, including shade.
- Collaboration spaces intended for student use should have good visibility for ease of supervision.
- Classrooms should be acoustically separated with high-performing acoustics within the classroom.
- The spaces should be inviting and engaging – utilize color and appropriate lighting strategies.
- Lighting quality should be naturally daylight supplemented with high-efficiency light fixtures that supply a balance of indirect and direct light to reduce shadows and glare and provide an even level of illumination.
- Lighting should be occupant-controlled around areas of display, through shading devices and separate switches or dimming.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.
- Mobile technology use should be supported through a multitude of electrical outlets and a combination of data port locations, with wireless internet access available and able to expand capacity in the future.

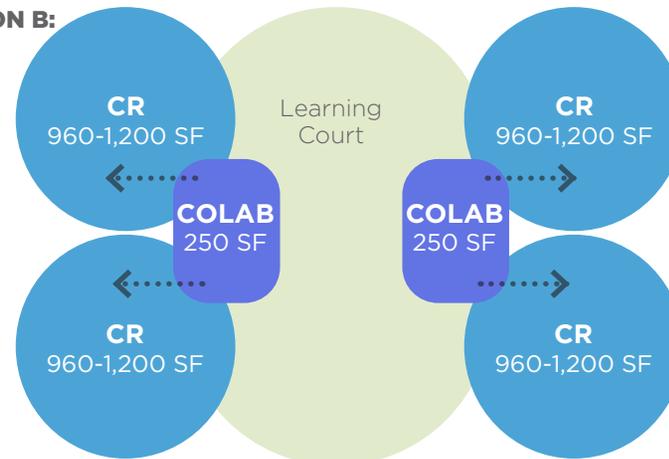
ACTIVITIES

- Exploration and active learning.
- Project-based learning for students to explore independent learning, group and team learning, including outdoor exploration.

ORGANIZATION OPTION A:



ORGANIZATION OPTION B:





PROCESS



PLANNING



VISION



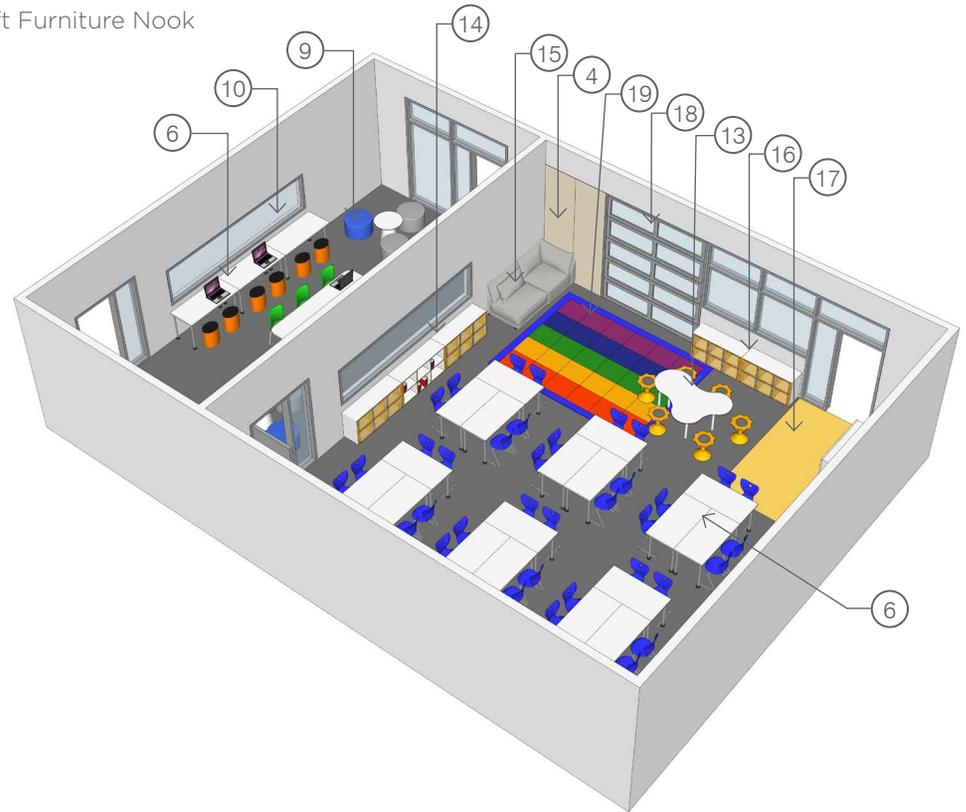
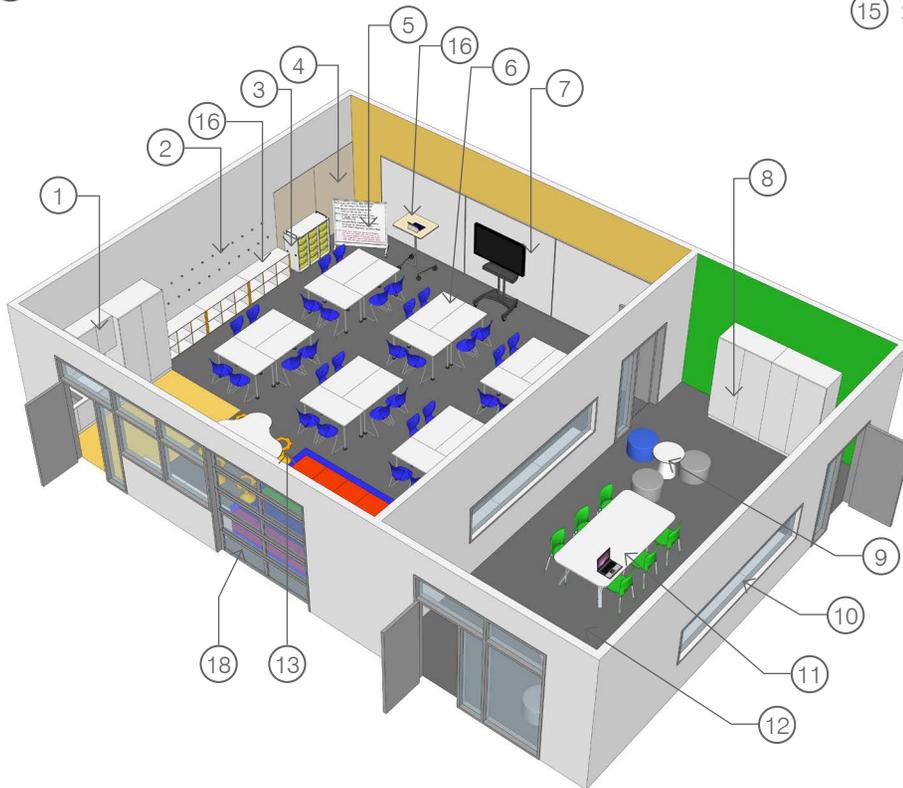
SITES

LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

TYPICAL 4TH - 5TH GRADE CLASSROOM

LEGEND

- ① Lockable Upper/Lower Casework with Sink + 4'-0" Wide Teacher Storage Cabinet
- ② Wall Hooks
- ③ Mobile Storage Cart
- ④ Tackable Wall Surface
- ⑤ Mobile White Board
- ⑥ Age & Height-Appropriate Desks and Chairs
- ⑦ (3) 8'-0" Wide White Boards with Mobile LCD Monitor
- ⑧ Stationary Device Charging Station
- ⑨ Age & Height-appropriate Table with Stools
- ⑩ Supervision Window
- ⑪ Conference Table
- ⑫ Carpet
- ⑬ Small-Group Table with Stools
- ⑭ Cubbies/Bookshelves with Pull-out Bins
- ⑮ Soft Furniture Nook
- ⑯ Mobile Teaching Station
- ⑰ Resilient Flooring
- ⑱ Roll Up Door or Operable Wall



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

TYPICAL 4TH - 5TH GRADE CLASSROOM

SPATIAL FEATURES

CEILING

- Ceilings should be primarily acoustically absorptive material. In areas that are dedicated to small group or individual focus, lower ceilings can provide a sense of scale.

FURNITURE

- Furniture scaled for upper primary-grade children should be the focus, with consideration for the weight and ease of mobility based on age.
- A minimum of one kidney-type table should be provided for small group work. Include stools or different type of chair to encourage mobility and choice.
- Mobile whiteboards as a furniture solution may be provided to support small group instruction.
- Organized mobile shelving or cubbies with small pull-out bins should be provided for student supplies and book storage. Student age and height should be considered when determining locations and shelf height.

CASEWORK

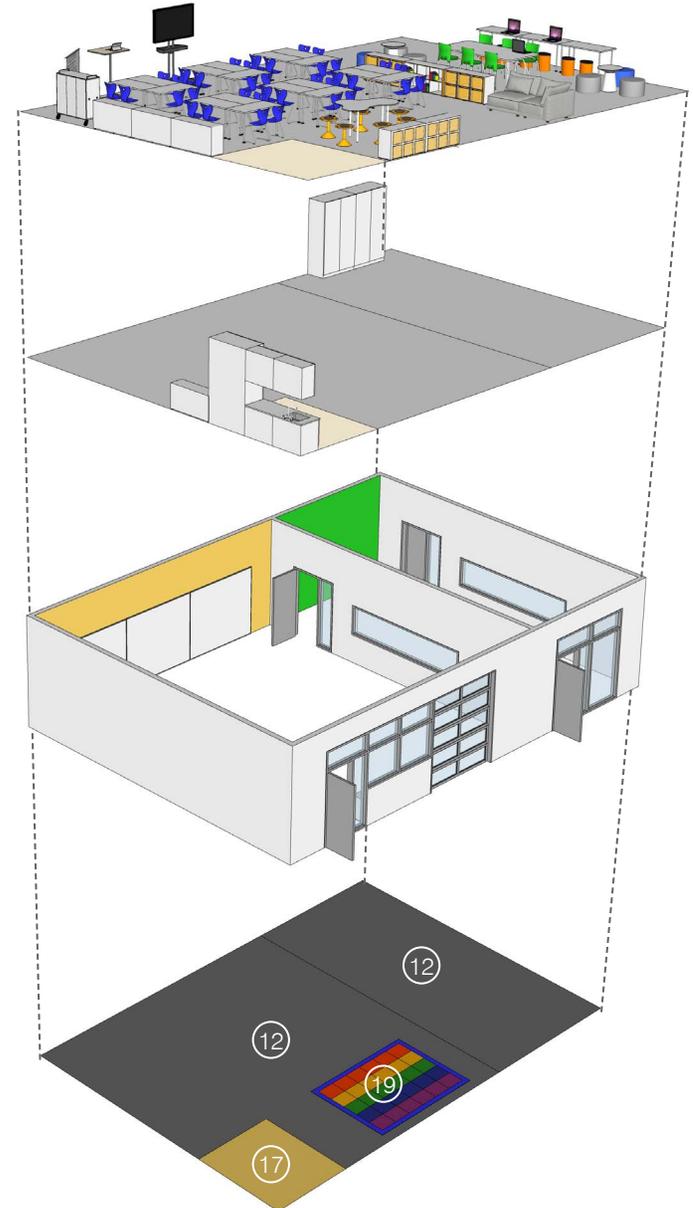
- A 4'-0" wide lockable storage cabinet for teacher supplies and materials should be provided.
- Select the location for an electronic device charging cabinet based on security and student access. Ensure adequate power to support the use of technology in daily curriculum.
- A sink should be provided at the main entrance to the room.
- Cubbies should be provided for student belongings below the wall hooks.

WALLS, DOORS & WINDOWS

- Disperse writable surfaces throughout, with locations for communal gathering and small-group break-out.
- Disperse display areas throughout, at varying heights. Tackable surfaces and/or magnetic display systems should be considered.
- An LCD monitor should be provided for display. This screen can be wall-mounted above low casework or provided on a mobile rack. If mobile, increase the amount of writable wall surfacing at the main presentation wall.
- Wall hooks should be provided for student use, one for each student at a minimum.
- Roller shades should be provided at all window locations, including door sidelights and view windows.
- Incorporate a roll-up door or other large opening strategy to unify indoor and outdoor learning environments. Ensure a smooth threshold transition between indoor and outdoor spaces.

FLOORING

- Resilient flooring should be provided at the 'wet' entry area.
- Carpet should be provided for the remainder of the room.



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

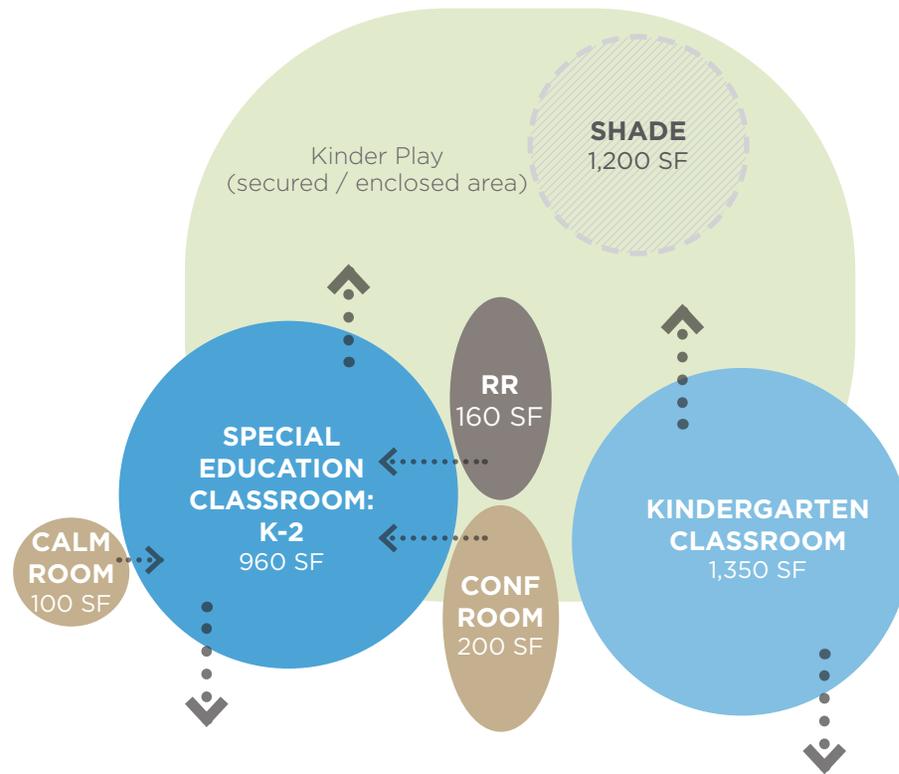
SPECIAL EDUCATION - MODERATE / SEVERE (GRADES K-2)

DESIGN OBJECTIVES & CHARACTERISTICS

- Integrate special education into campus 'Least Restrictive Environment' to have full inclusion of special education students on campus.
- The spaces should be calming – utilize warm colors and minimal patterns.
- Collocate with the Kindergarten wing, for shared use of the Kindergarten Play Yard.
- Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.
- Integrated learning assistance technology should be provided as needed.
- Classrooms should be acoustically separated with high-performing acoustics within the classroom.
- For new construction, structural consideration should be given for hanging equipment.
- All support spaces should have good visibility for ease of monitoring by the teacher.
- Calm Room to have high-acoustical separation and visual connection to the classroom but not to the exterior; the ability to darken the space is ideal.
- A unisex restroom should accommodate a changing table (as required, not built-in) with a lift.

ACTIVITIES

- Individual Educational Program (IEP).
- Student-centered planning.
- Assessment and instruction in the least restrictive environment.
- Development of and improvement of communication and language skills.
- Assistive technology and communication devices for those in need.
- Instructional program includes transition planning.

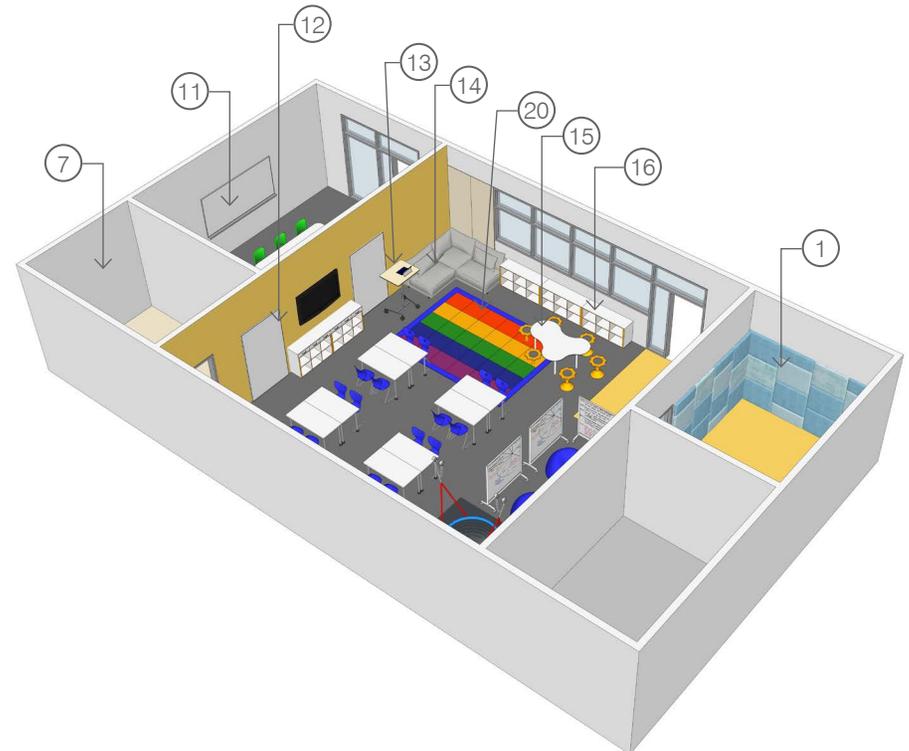
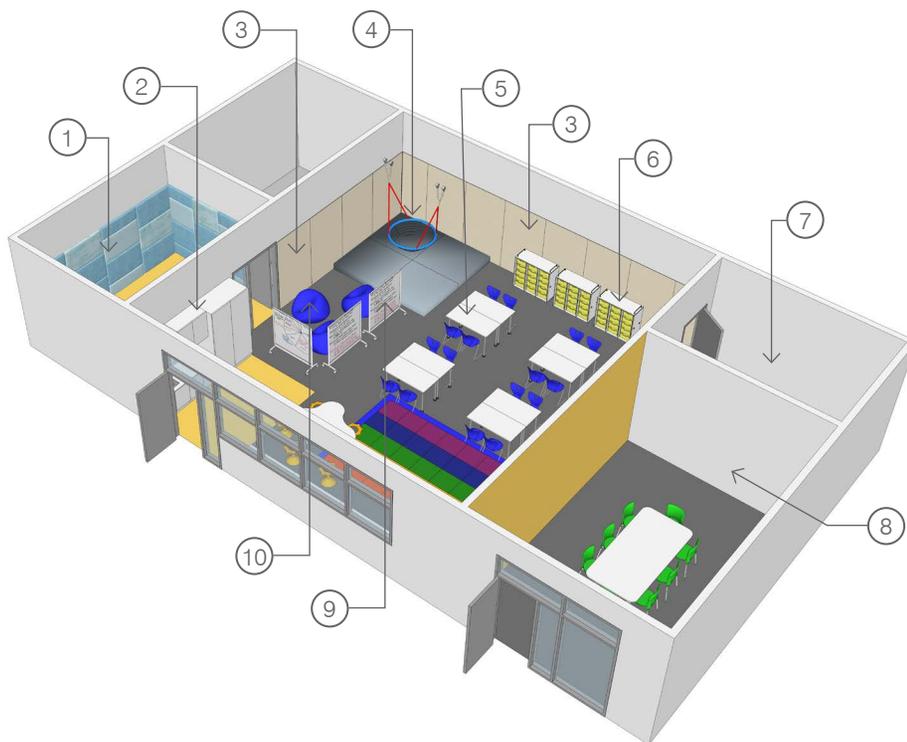


LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

SPECIAL EDUCATION - MODERATE / SEVERE (GRADES K-2)

LEGEND

- | | | | |
|--|---|--|--------------------------------|
| ① Calm Room with Padded Walls | ⑤ Age & Height-Appropriate Desks and Chairs | ⑩ Bean Bag Chair with Polyurethane Upholstery | ⑮ Small-Group Table and Stools |
| ② Lockable Upper/Lower Casework with Sink + 4'-0" Wide Teacher Storage Cabinet | ⑥ Mobile Storage Cart | ⑪ 8'-0" Wide White Board | ⑯ Cubbies/Bookshelves |
| ③ Tackable Wall Surface | ⑦ Restroom with space for a Changing Table | ⑫ (2) 4'-0" Wide White Boards with LCD Monitor | ⑰ Resilient Flooring |
| ④ Platform Swing with Padded Floor Mat (as needed) | ⑧ Conference Room | ⑬ Mobile Teaching Station | ⑱ Carpet Tiles |
| | ⑨ Mobile White Board | ⑭ Soft Furniture Nook | ⑲ Epoxy Flooring |
| | | | ⑳ Area Rug for Gathering |



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

SPECIAL EDUCATION - MODERATE / SEVERE (GRADES K-2)

SPATIAL FEATURES

CEILING

- Ceilings should be highly acoustic to reduce reverberation time and include acoustical wall treatments. In areas that are dedicated to small group or individual focus, lower ceilings can provide a sense of scale.

FURNITURE

- Furniture scaled for young children should be the focus, with consideration for the weight and ease of mobility based on age.
- A minimum of one kidney-type table should be provided for small group work. Include stools or different type of chair to encourage mobility and choice.
- Mobile acoustical/whiteboards as a furniture solution to create an area to support small group instruction.
- Organized mobile shelving or cubbies with small pull-out bins should be provided for student supplies and book storage. Student age and height should be considered when determining locations and shelf height.
- Select the location for an electronic device charging cabinet based on security and student access. Ensure adequate power to support the use of technology in daily curriculum.
- Designate a teacher workstation/desk area but allow for more than one location for flexibility.

CASEWORK

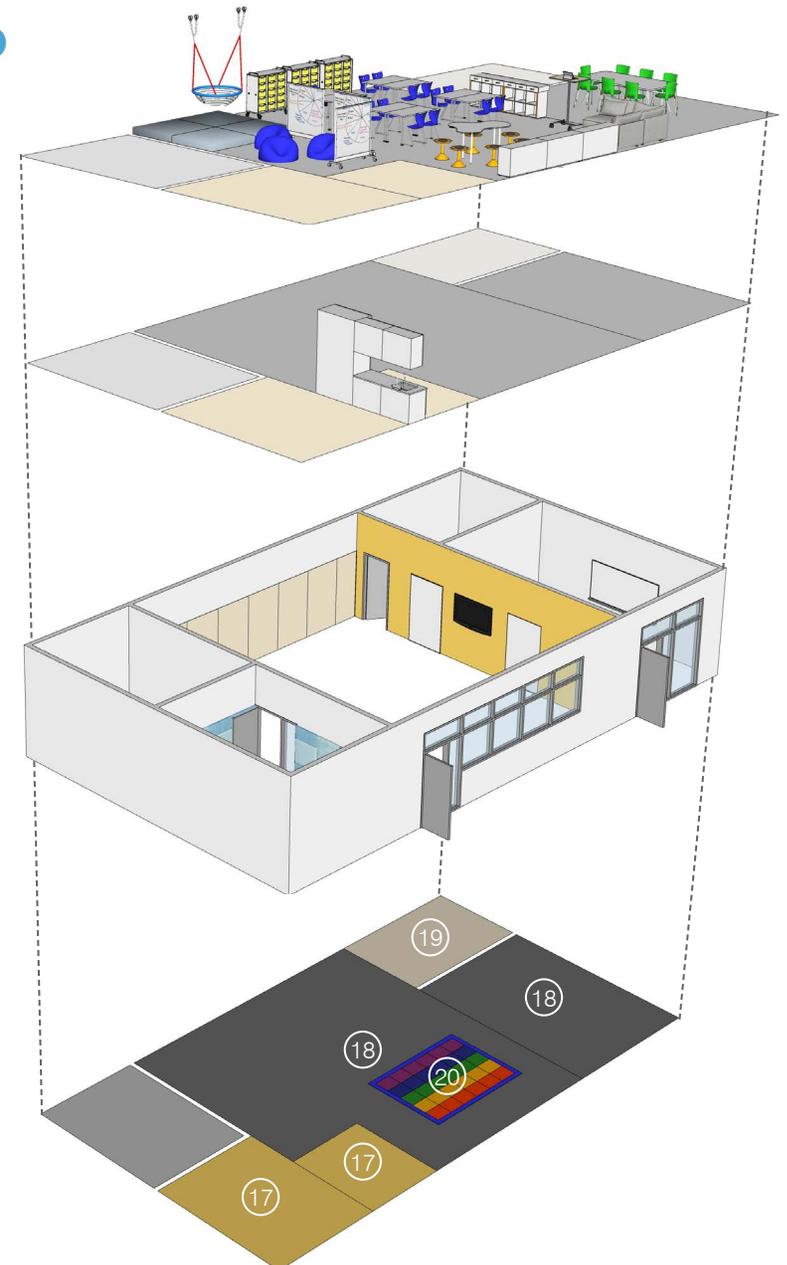
- A 4'-0" wide lockable storage cabinet for teacher supplies and materials should be provided.
- A sink should be provided at the main entrance to the room.
- Cubbies should be provided to store student belongings.

WALLS, DOORS & WINDOWS

- Disperse writable surfaces throughout, with locations for communal gathering and small-group break-out.
- Disperse display areas throughout, at varying heights. Tackable surfaces and/or magnetic display systems should be considered.
- An LCD monitor should be provided for display. This screen can be wall-mounted above low casework or provided on a mobile rack. If mobile, increase the amount of writable wall surfacing at the main presentation wall.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.

FLOORING

- Flooring should be carpet tiles throughout most of the space. Resilient flooring at wet areas; epoxy flooring at restrooms, and carpet in sensory rooms, and conference spaces.
- Safety padding at platform swing.





LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

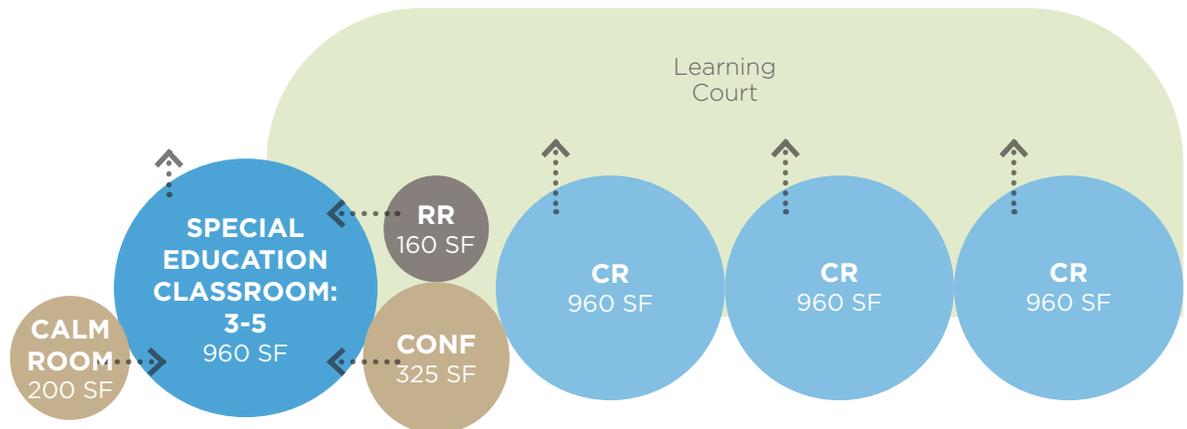
SPECIAL EDUCATION - MODERATE / SEVERE (GRADES 3-5)

DESIGN OBJECTIVES & CHARACTERISTICS

- Integrate special education into campus 'Least Restrictive Environment' to have full inclusion of special education students on campus.
- The spaces should be calming - utilize warm colors and minimal patterns.
- Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.
- Integrated learning assistance technology should be provided as needed.
- Classrooms should be acoustically separated with high-performing acoustics within the classroom.
- For new construction, structural consideration should be given for hanging equipment.
- All support spaces should have good visibility for ease of monitoring by the teacher.
- Calm Room to have high-acoustical separation and visual connection to the classroom but not to the exterior; the ability to darken the space is ideal.
- A unisex restroom should accommodate a changing table (as required, not built-in) with a lift.

ACTIVITIES

- Individual Educational Program (IEP).
- Student-centered planning.
- Assessment and instruction in the least restrictive environment.
- Development of and improvement of communication and language skills.
- Assistive technology and communication devices for those in need.
- Instructional program includes transition planning.

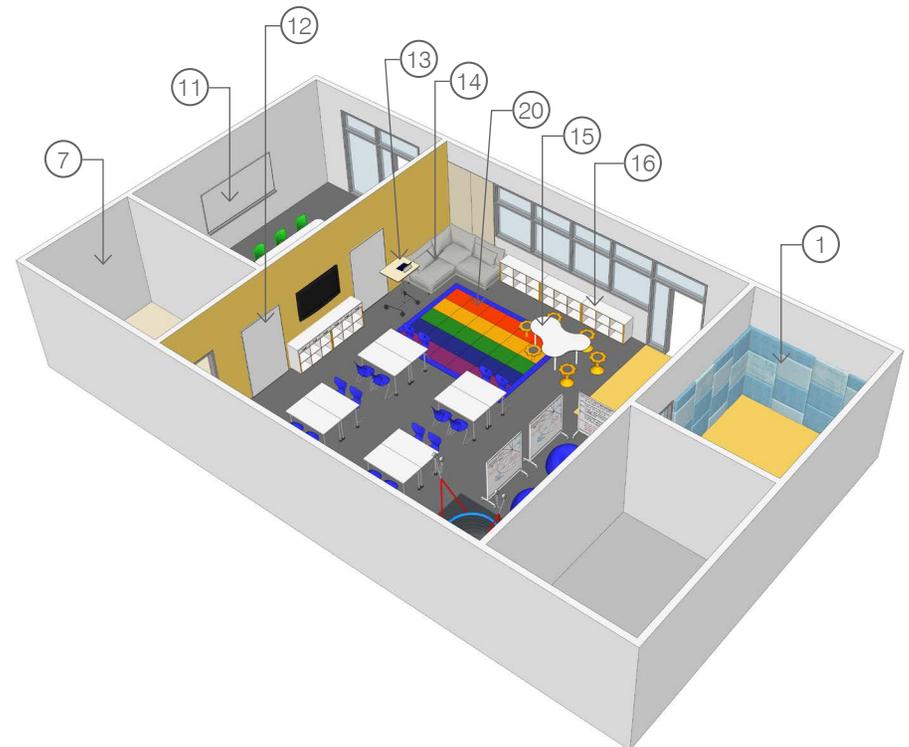
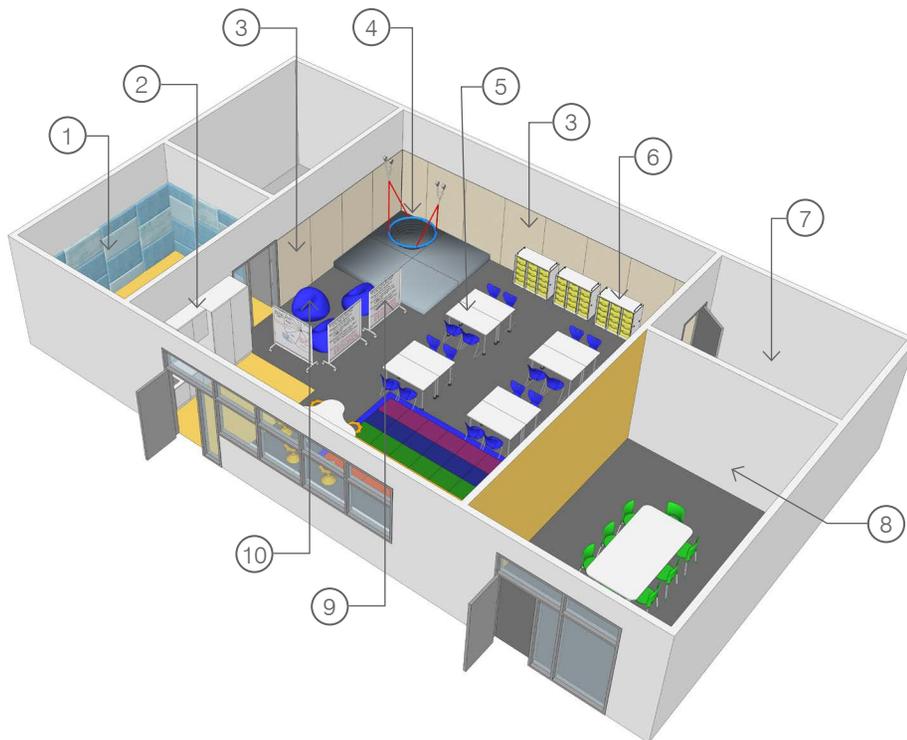


LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

SPECIAL EDUCATION - MODERATE / SEVERE (GRADES 3-5)

LEGEND

- | | | | |
|--|---|--|--------------------------------|
| ① Calm Room | ⑤ Age & Height-Appropriate Desks and Chairs | ⑩ Bean Bag Chair with Polyurethane Upholstery | ⑮ Small-Group Table and Stools |
| ② Lockable Upper/Lower Casework with Sink + 4'-0" Wide Teacher Storage Cabinet | ⑥ Mobile Storage Cart | ⑪ 8'-0" Wide White Board | ⑯ Cubbies/Bookshelves |
| ③ Tackable Wall Surface | ⑦ Restroom with Changing Table | ⑫ (2) 4'-0" Wide White Boards with LCD Monitor | ⑰ Resilient Flooring |
| ④ Platform Swing with Padded Floor Mat (as needed) | ⑧ Conference Room | ⑬ Mobile Teaching Station | ⑱ Carpet |
| | ⑨ Mobile White Board | ⑭ Soft Furniture Nook | ⑳ Area Rug for Gathering |



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

SPECIAL EDUCATION - MODERATE / SEVERE (GRADES 3-5)

SPATIAL FEATURES

CEILING

- Ceilings should be highly acoustic to reduce reverberation time and include acoustical wall treatments. In areas that are dedicated to small group or individual focus, lower ceilings can provide a sense of scale.

FURNITURE

- Furniture scaled for young children should be the focus, with consideration for the weight and ease of mobility based on age.
- A minimum of one kidney-type table should be provided for small group work. Include stools or different type of chair to encourage mobility and choice.
- Mobile acoustical/whiteboards as a furniture solution to create an area to support small group instruction.
- Organized mobile shelving or cubbies with small pull-out bins should be provided for student supplies and book storage. Student age and height should be considered when determining locations and shelf height.
- Select the location for an electronic device charging cabinet based on security and student access. Ensure adequate power to support the use of technology in daily curriculum.
- Designate a teacher workstation/desk area but allow for more than one location for flexibility.

CASEWORK

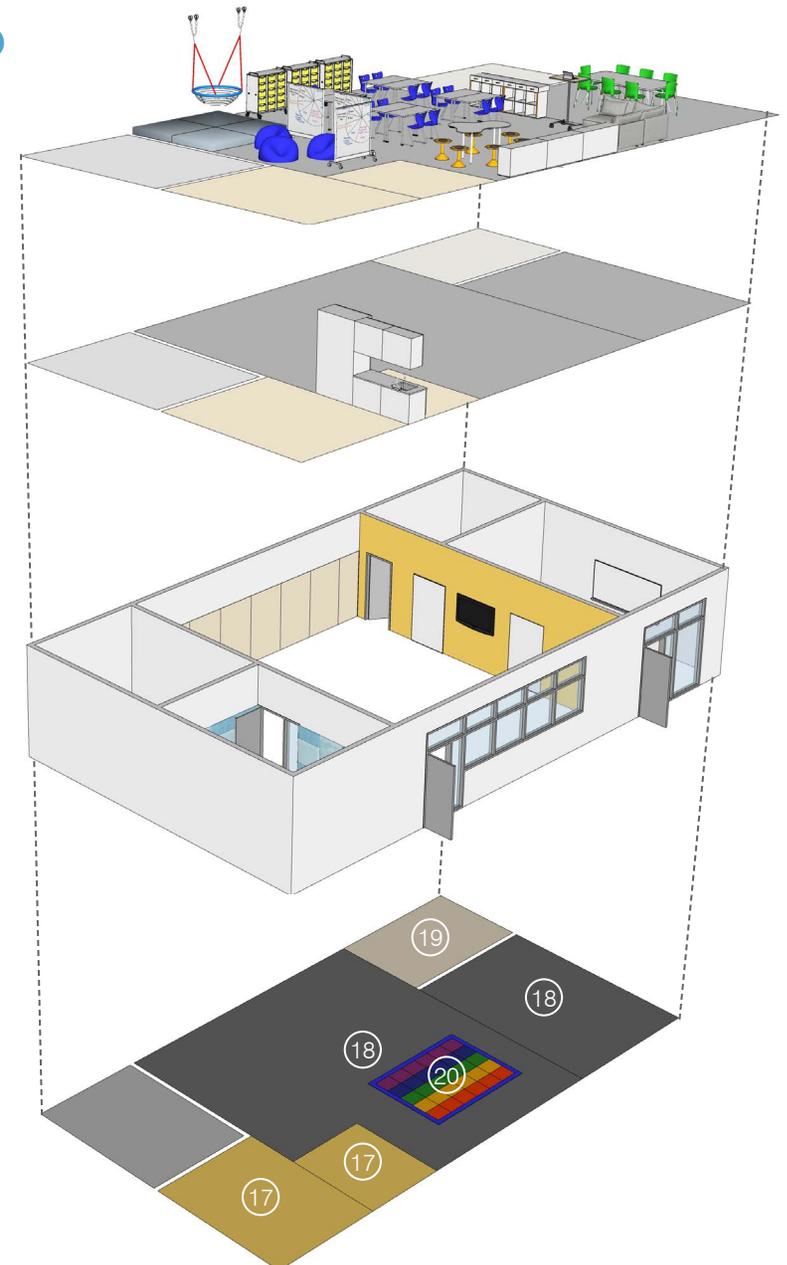
- A 4'-0" wide lockable storage cabinet for teacher supplies and materials should be provided.
- A sink should be provided at the main entrance to the room.
- Cubbies should be provided to store student belongings.

WALLS, DOORS & WINDOWS

- Disperse writable surfaces throughout, with locations for communal gathering and small-group break-out.
- Disperse display areas throughout, at varying heights. Tackable surfaces and/or magnetic display systems should be considered.
- An LCD monitor should be provided for display. This screen can be wall-mounted above low casework or provided on a mobile rack. If mobile, increase the amount of writable wall surfacing at the main presentation wall.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.

FLOORING

- Flooring should be carpet tiles throughout most of the space. Resilient flooring at wet areas; epoxy flooring at restrooms, and carpet in sensory rooms, and conference spaces.
- Safety padding at platform swing.





LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

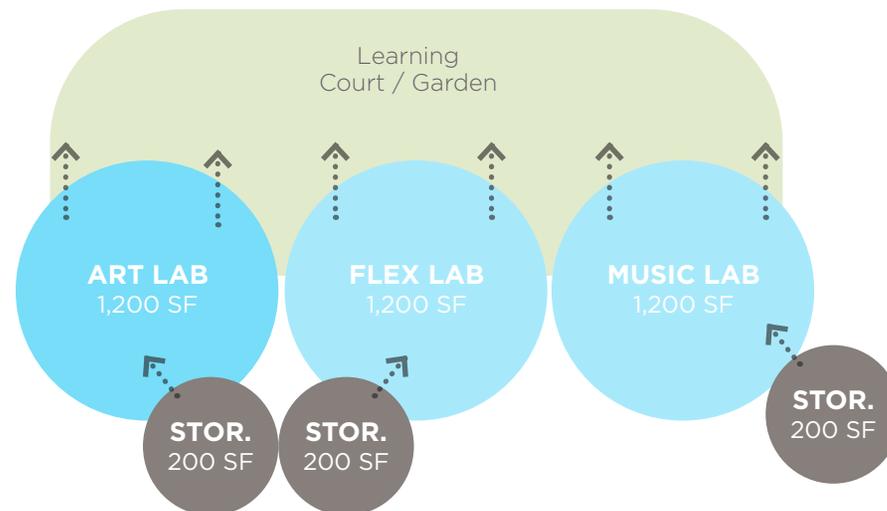
ART LAB

DESIGN OBJECTIVES & CHARACTERISTICS

- Create an electives hub by collocating Art, Music, and the Flex Lab.
- Spaces should be representative of the exploration and experimentation processes.
- Create opportunities to use the building as a teaching tool.
- Visual and physical connection to an exterior learning courtyard that shall be treated as an extension to the Classroom. Create learning opportunities using building systems and landscape features.
- Visibility across classroom space to outdoor spaces for supervision.
- Dedicated space for display of student work.
- Classrooms should be acoustically separated with high-performing acoustics within the classroom.
- The spaces should be inviting and engaging – utilize color and appropriate lighting strategies.
- Lighting quality should be naturally daylit supplemented with high-efficiency light fixtures that supply a balance of indirect and direct light to reduce shadows and glare and provide an even level of illumination.
- Lighting should be occupant-controlled around areas of display, through shading devices and separate switches or dimming.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.
- Adapt to changing technologies with flexible solutions such as pull-down power cord reels from the ceilings, and infrastructure to allow expandable utility access to power, data, wireless data, and water.
- Consider acoustic treatment to support multiple concurrent activities in the space.

ACTIVITIES

- Learner-centered instruction.
- Hands-on 2D and 3D art creation and demonstration.
- Small group projects and work sessions.
- Creative exploration.
- Showcase and presentation of student work.
- Technology-based lessons and work, ability to film project process and create a digital presentation of projects and ideas.





PROCESS



PLANNING



VISION

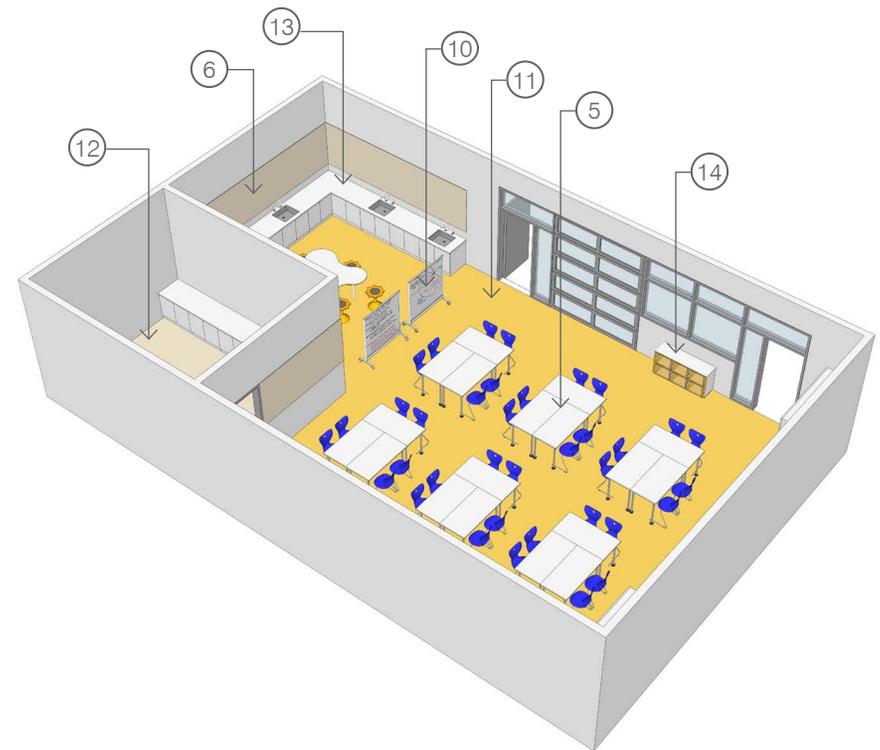
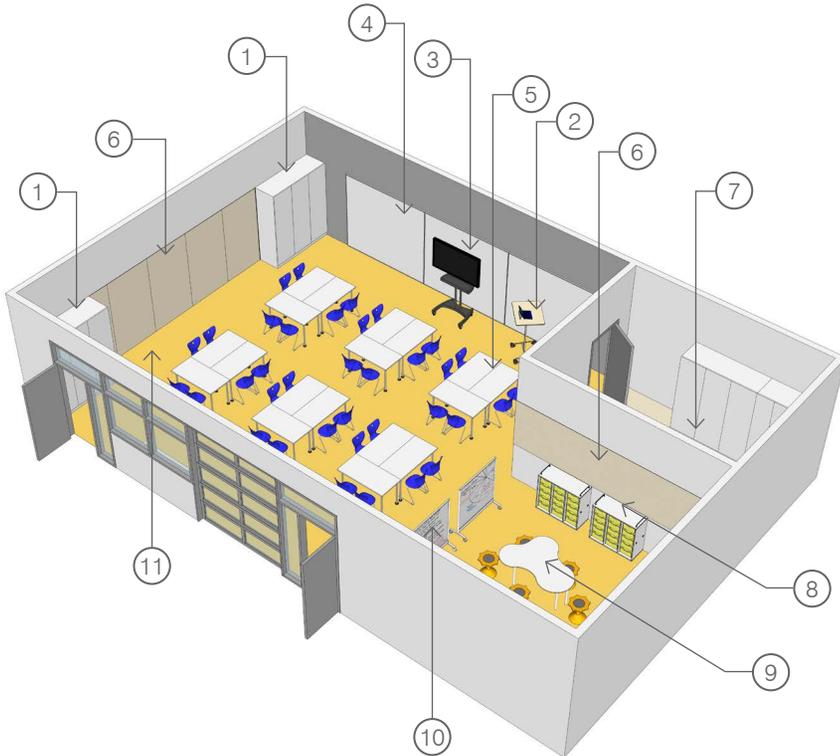


SITES

LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

ART LAB LEGEND

- ① Lockable 6'-0" Wide Storage Cabinets
- ② Mobile Teaching Station
- ③ Mobile LCD Monitor
- ④ (3) 8'-0" Wide White Boards
- ⑤ Age & Height-Appropriate Desks and Chairs
- ⑥ Tackable Wall Surface
- ⑦ Storage Room
- ⑧ Mobile Storage Cart
- ⑨ Small-Group Table and Stools
- ⑩ Mobile White Board
- ⑪ Resilient Flooring
- ⑫ Epoxy Flooring
- ⑬ Lockable Lower Casework with (4) Sinks
- ⑭ Cubbies/Bookshelves with Pull-out Bins



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

ART LAB SPATIAL FEATURES

CEILING

- Ceilings should include acoustically absorptive material, with indirect/ direct lighting. Areas of the ceiling can be open to the structure above to provide learning opportunities.
- Retractable power cord reels.

FURNITURE

- Furniture that has flexibility in scale but appropriate for elementary age children should be the focus, with consideration for the weight and ease of mobility.
- Furniture surfaces should be durable and easy to clean in support of 'messy' activities.
- Move-able, adjustable work tables and chairs that will support arts, crafts, and science project experimentation at seated and standing heights.
- Apron and project storage should be provided.
- Movable whiteboards as a furniture solution may be provided to support small group instruction.
- Organized mobile shelving or cubbies with small pull-out bins should be provided for student supplies.
- Select the location for an electronic device charging cabinet based on security and student access. Ensure adequate power to support the use of technology in daily curriculum.

CASEWORK

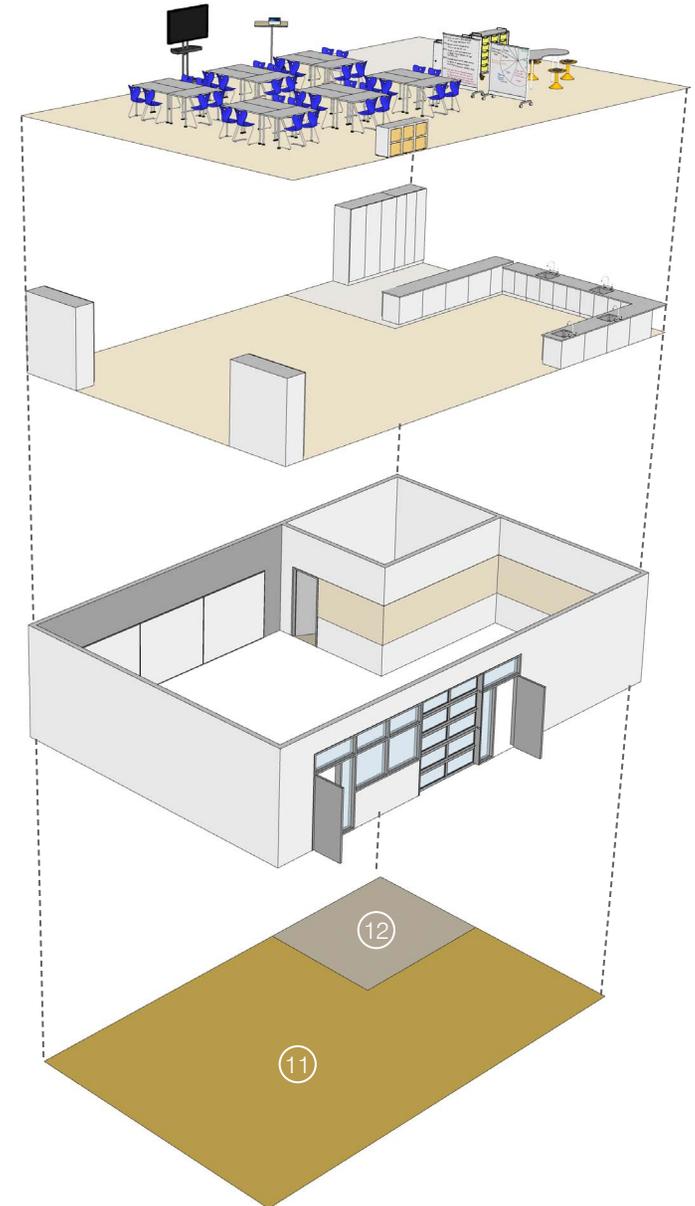
- Counter surfaces shall be easy to clean.
- Lockable storage cabinets for supplies and materials.
- Multiple sinks with hot and cold water supply.

WALLS, DOORS & WINDOWS

- Tackable and magnetic wall surfaces for display of student work.
- Integrated technology (audio systems and wireless access) should be uniformly provided. A mobile LCD monitor should be provided for display. Consider additional displays at small group areas.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.
- Incorporate a roll-up door or other large opening strategy to unify indoor and outdoor learning environments. Ensure a smooth threshold transition between indoor and outdoor spaces.

FLOORING

- Resilient flooring for easy cleanup and maintenance; that encourages 'messy' work.





LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

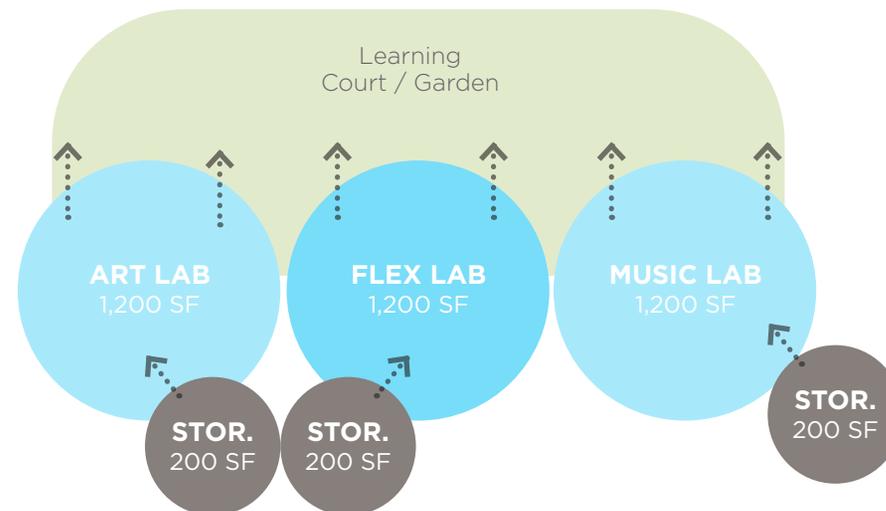
FLEX LAB

DESIGN OBJECTIVES & CHARACTERISTICS

- Create an electives hub by collocating Art, Music, and the Flex Lab.
- Classrooms should be acoustically separated with high-performing acoustics within the classroom with the ability to support multiple concurrent activities in the space.
- Spaces should be representative of the exploration of curriculum activities, inspiring and engaging students to pursue interests in STEAM fields of study. Space should be flexible to support a variety of programs including computer education, drama, engineering, etc.
- Create opportunities to use the building as a teaching tool.
- Visual and physical connection to an exterior learning courtyard that shall be treated as an extension to the Classroom. Create learning opportunities using building systems and landscape features.
- Lighting quality should be naturally daylight supplemented with high-efficiency light fixtures that supply a balance of indirect and direct light to reduce shadows and glare and provide an even level of illumination.
- Lighting should be occupant-controlled around areas of display, through shading devices and separate switches or dimming.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.
- Adapt to changing technologies with flexible solutions such as pull-down power cord reels from the ceilings, and infrastructure to allow expandable utility access to power, data, wireless data, and water.
- Direct access to a lockable prep/storage room to store materials and projects.

ACTIVITIES

- Interdisciplinary, project-based learning in areas of Science, Technology, Engineering, Arts, and Mathematics.
- Self-directed study, team-based project collaboration.
- Hands-on lab experimentation and demonstration.
- Arts-based projects and space for building/crafting + investigating.
- Computer-based digital arts and technology-based lessons and work, ability to film project process and create a digital presentation of projects and ideas.
- Engineering / Robotics-based teamwork and project-based learning.





PROCESS



PLANNING



VISION

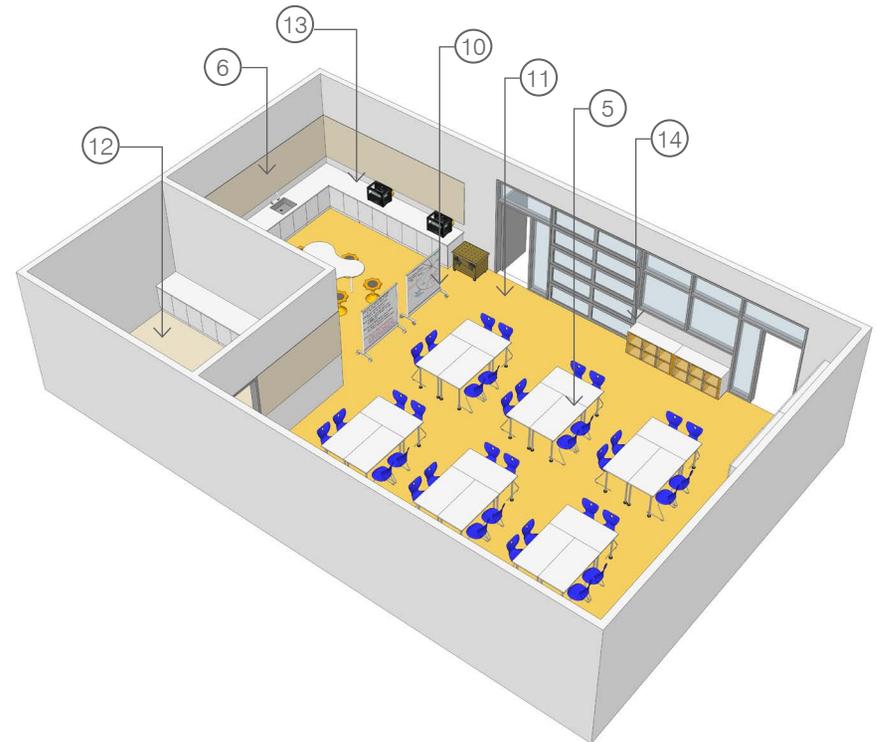
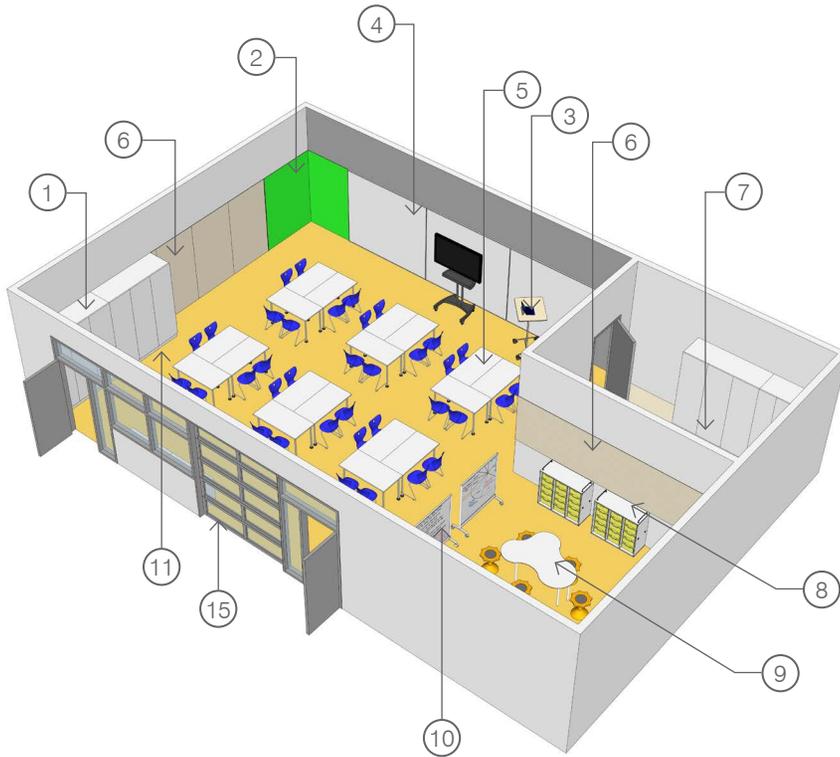


SITES

LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

FLEX LAB LEGEND

- ① Lockable 6'-0" Wide Storage Cabinets
- ② Green Wall
- ③ Mobile Teaching Podium
- ④ (3) 8'-0" Wide White Boards with Mobile LCD Monitor
- ⑤ Age & Height-appropriate Desks and Chairs without wheels
- ⑥ Tackable Wall Surface
- ⑦ Storage Room
- ⑧ Mobile Storage Cart
- ⑨ Small-Group Table and Stools
- ⑩ Mobile White Board
- ⑪ Resilient Flooring
- ⑫ Epoxy Flooring
- ⑬ Lockable Lower Casework with (4) Sinks
- ⑭ Cubbies/Bookshelves with Pull-out Bins
- ⑮ Roll Up Door or Operable Wall



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

FLEX LAB

SPATIAL FEATURES

CEILINGS

- Ceilings should include acoustically absorptive material, with indirect/ direct lighting. Areas of the ceiling can be open to the structure above to provide learning opportunities.
- Retractable power cord reels.

FURNITURE

- Furniture that has flexibility in scale but appropriate for elementary age children should be the focus, with consideration for the weight and ease of mobility.
- Furniture surfaces should be durable and easy to clean in support of 'messy' activities.
- Move-able, adjustable work tables and chairs that will support active learning at seated and standing heights.
- Allow for technology connectivity, with standing workstations/tables.
- Apron and project storage should be provided.
- Movable whiteboards as a furniture solution may be provided to support small group instruction.
- Organized mobile shelving or cubbies with small pull-out bins should be provided for student supplies.
- Select the location for an electronic device charging cabinet based on security and student access. Ensure adequate power to support the use of technology in daily curriculum.

CASEWORK

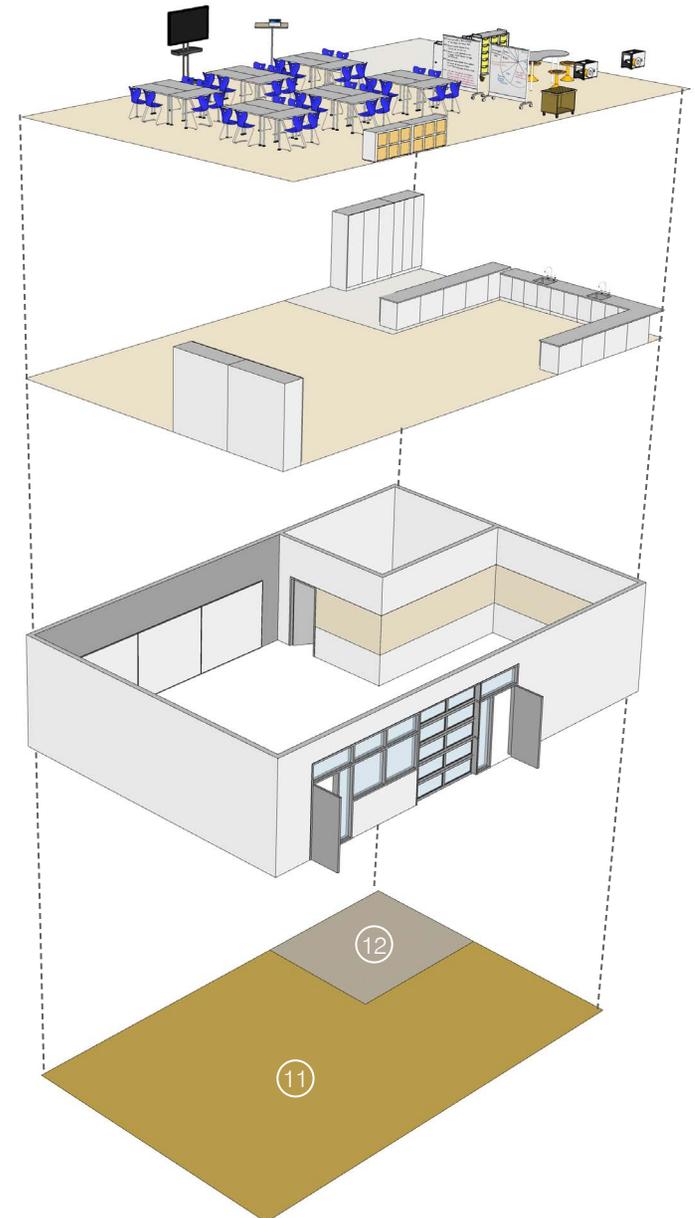
- Counter surfaces shall be easy to clean.
- Lockable storage cabinets for supplies and materials.
- Multiple sinks with hot and cold water supply.

WALLS, DOORS & WINDOWS

- Tackable and magnetic wall surfaces for display of student work.
- Integrated technology (audio systems and wireless access) should be uniformly provided. A mobile LCD monitor should be provided for display. Consider additional displays at small group areas.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.
- Incorporate a roll-up door or other large opening strategy to unify indoor and outdoor learning environments. Ensure a smooth threshold transition between indoor and outdoor spaces.

FLOORING

- Resilient flooring for easy cleanup and maintenance; that encourages 'messy' work.



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

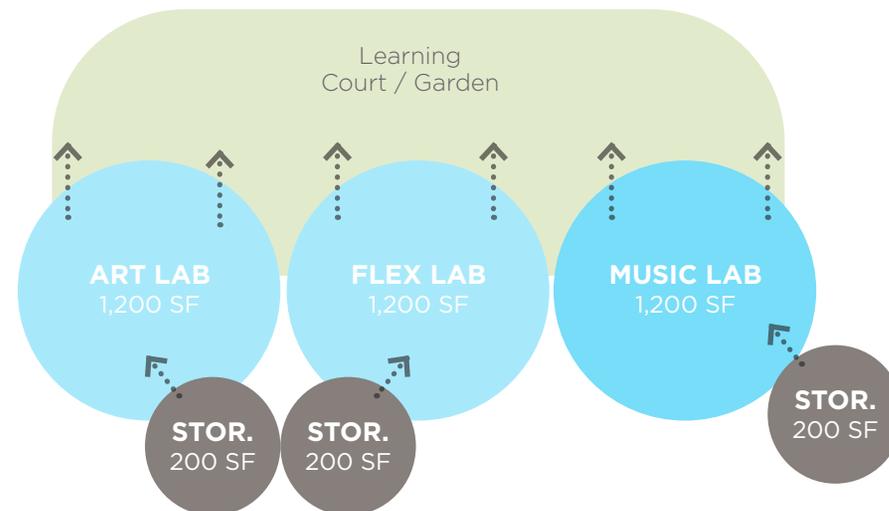
MUSIC

DESIGN OBJECTIVES & CHARACTERISTICS

- Create an electives hub by collocating Art, Music, and the Flex Lab. Adjacency with the stage is also ideal for Music.
- Support active and interactive learning with the use of furniture that allows for flexible arrangements.
- Acoustically separate space from other Classrooms. Provide high-performing acoustics within the space to be able to support musical activities.
- Visual and physical connection to an exterior learning courtyard that shall be treated as an extension to the classroom.
- Dedicated, lockable storage of varying sizes for instruments and equipment. Allow a flow of foot-traffic through the storage room by adding a second door/access point.
- Provide a sink for cleaning instruments.
- Lighting quality should be naturally daylight supplemented with high-efficiency light fixtures that supply a balance of indirect and direct light to reduce shadows and glare and provide an even level of illumination.
- Lighting should be occupant-controlled around areas of projection, through shading devices and separate switches or dimming.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.

ACTIVITIES

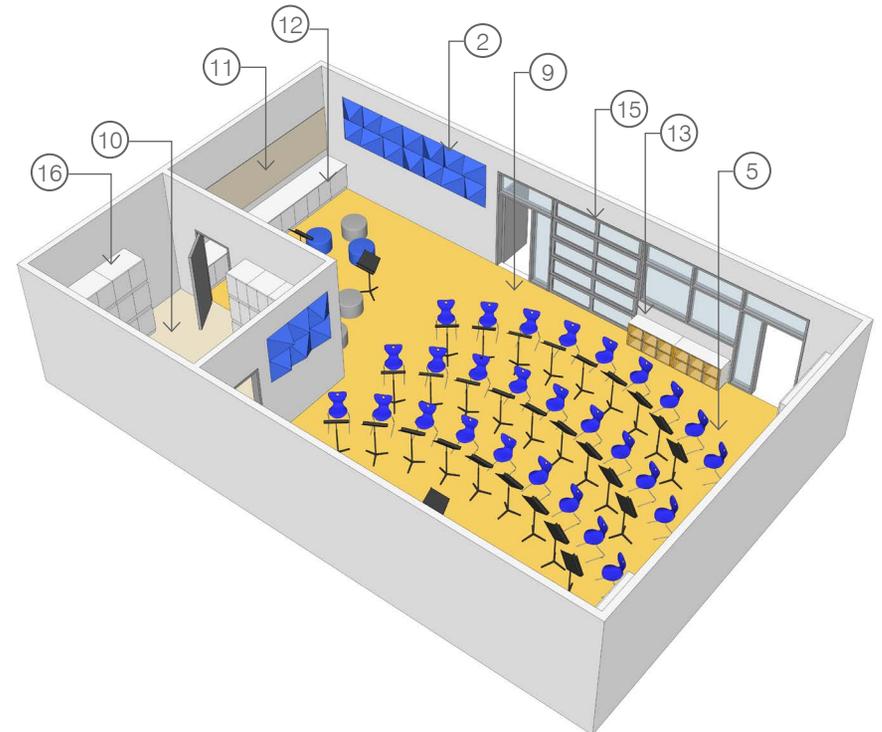
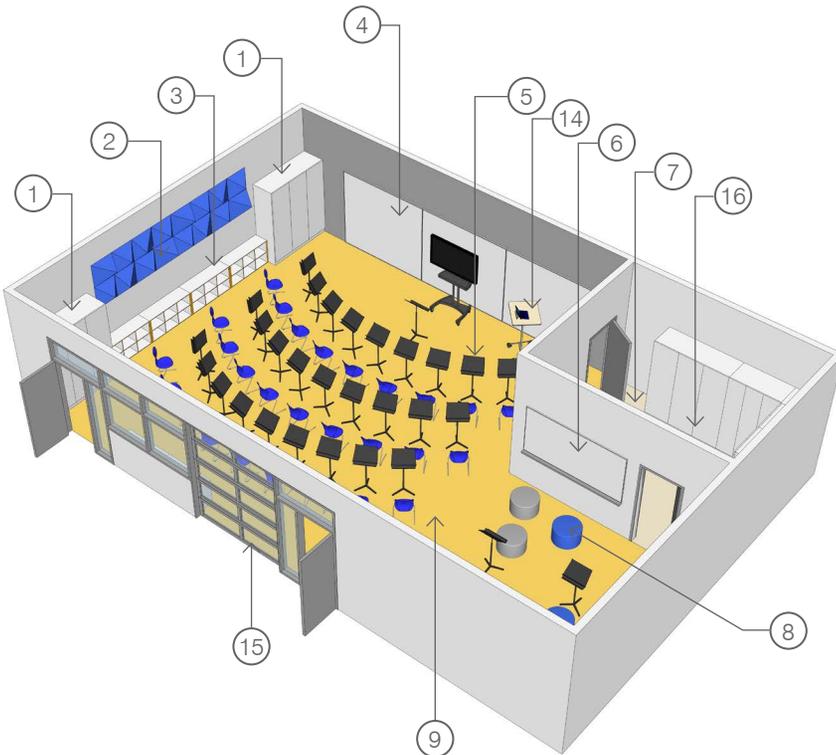
- Large group instruction, ensemble, and performance.
- Hands-on experience through rehearsals and practice.
- Music instruction and appreciation at all beginning and intermediate levels.
- Display of awards and event announcements.



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

MUSIC LEGEND

- | | | | |
|---|---|--|---------------------------------|
| ① Lockable 6'-0" Wide Storage Cabinets | ⑤ Age & Height-Appropriate Chairs without wheels + Adjustable Height Music Stands | ⑨ Resilient Flooring | ⑭ Mobile Teaching Podium |
| ② Acoustic Wall Panels | ⑥ 8'-0" Wide White Board | ⑩ Epoxy Flooring | ⑮ Roll Up Door or Operable Wall |
| ③ Cubbies for Backpacks or Pull-out Bins | ⑦ Storage Room | ⑪ Tackable Wall Surface | ⑯ Instrument Storage Casework |
| ④ (3) 8'-0" Wide White Boards with Mobile LCD Monitor | ⑧ Padded Pouf Stool with Polyurethane Upholstery | ⑫ Lockable Lower Casework with (1) Sink | |
| | | ⑬ Cubbies/Bookshelves with Pull-out Bins | |



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

MUSIC

SPATIAL FEATURES

CEILING

- Ceilings should include acoustically absorptive material, with indirect/direct lighting.

FURNITURE

- Furniture that has flexibility in scale but appropriate for elementary age children should be the focus, with consideration for the weight and ease of mobility. Include height adjustable chairs and music stands.
- Allow for technology connectivity, with standing workstations/tables.
- Organized mobile shelving or cubbies with small pull-out bins should be provided for student supplies.

CASEWORK

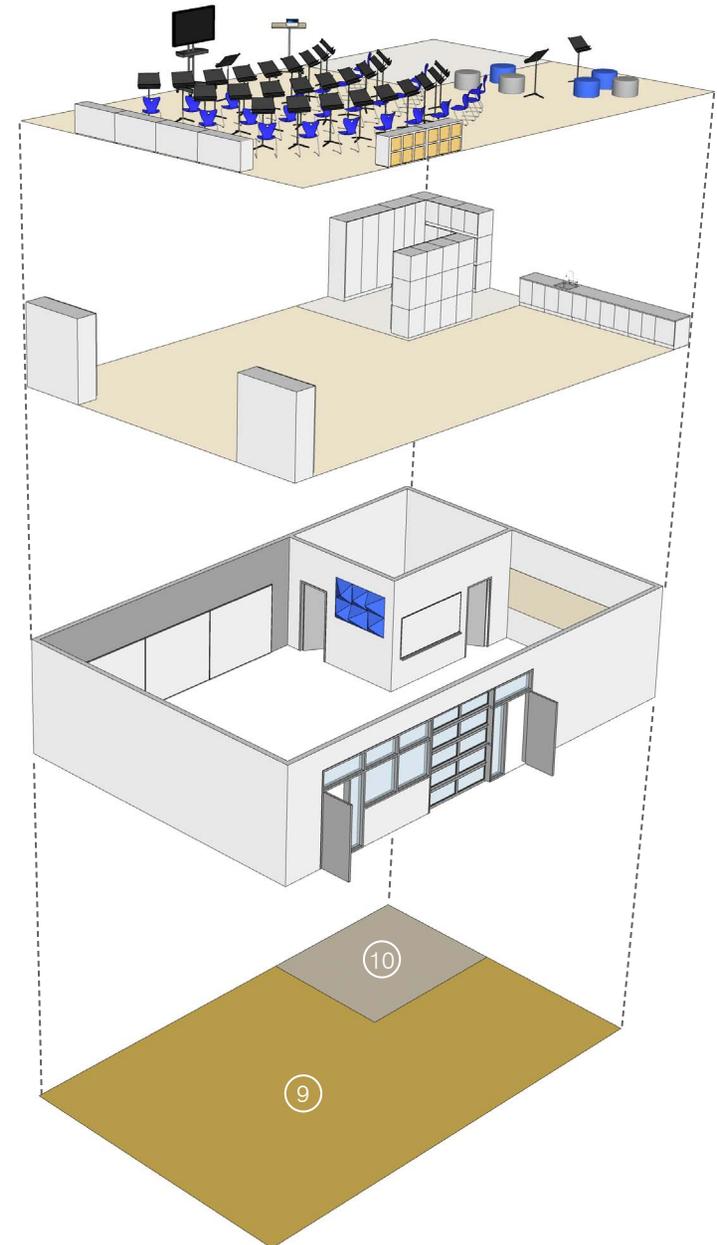
- Lockable storage cabinets for supplies and materials.
- One sink with hot and cold water supply.
- Cubbies with small pull-out bins for storage of student belongings.

WALLS, DOORS & WINDOWS

- Tackable and magnetic wall surfaces for display of student achievements and event announcements.
- Integrated technology (audio systems and wireless access) should be uniformly provided. A mobile LCD monitor should be provided for display. Consider additional displays at small group areas.
- Writable surfaces with staff lines; locate at large group and small group areas.
- The finishes should contribute to the acoustical qualities of the space; include materials and acoustic panel treatments that absorb sound.
- Allow for multiple performance areas and small group/ensemble practice area.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.
- Incorporate a roll-up door or other large opening strategy to unify indoor and outdoor learning environments. Ensure a smooth threshold transition between indoor and outdoor spaces.

FLOORING

- Resilient flooring for easy cleanup and maintenance.



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

LEARNING RESOURCE CENTER

ACTIVITIES

- One-on-one instruction
- Small group instruction
- Tutoring, counseling
- Mental wellness services
- Conferences and meetings
- IEP meetings
- Testing and observation

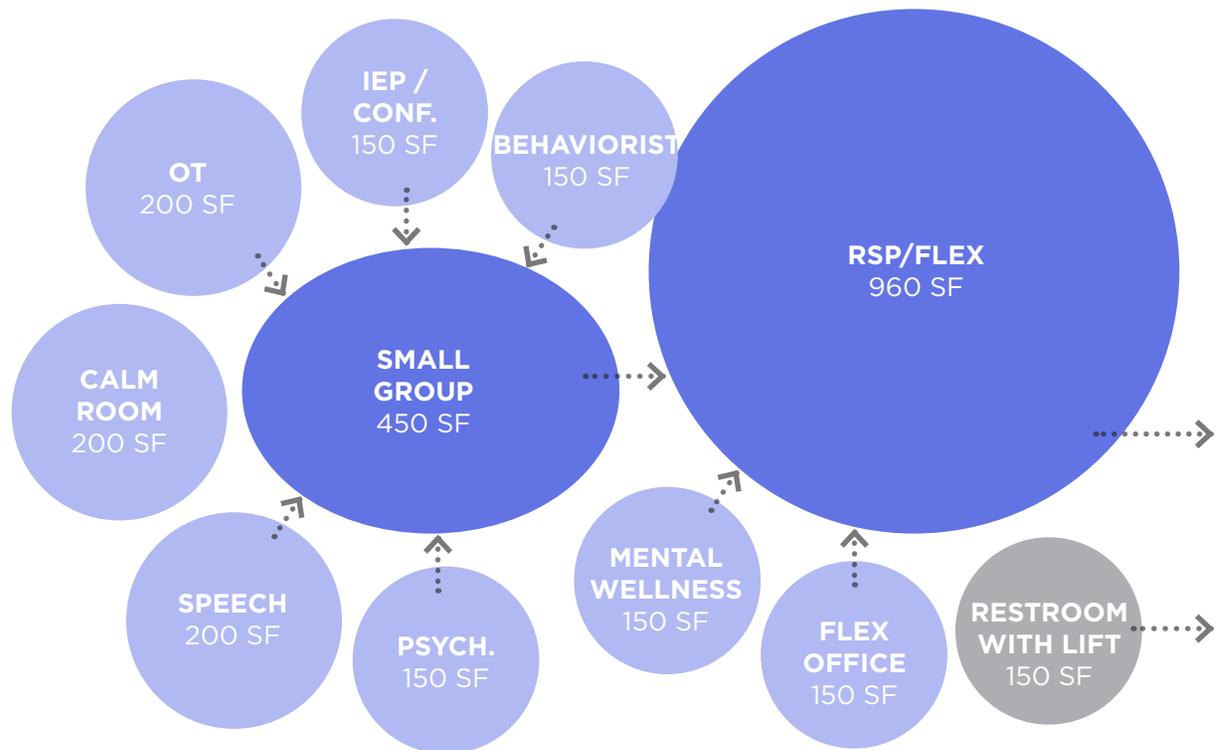
DESIGN OBJECTIVES & CHARACTERISTICS

- Locate within close proximity to Kindergarten and other Lower Primary Grades.
- Acoustical separation and privacy between rooms.
- Visual connection of all rooms to exterior and to small group room.
- Dimmable lighting with high color rendering index (CRI 85 or higher) should be provided to reduce student sensitivities.
- Lighting should be occupant-controlled through shading devices.
- The spaces should be calming - utilize warm colors and minimal patterns.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems and the ability to operate windows.
- Technology integration should be supported in each space.
- Provide a clear line of sight into each area where students are meeting with counselors.
- Considerations should be made at the site-level to determine the appropriate mix of spaces needed to support the students and service providers.

SPATIAL FEATURES (FURNITURE, FINISHES & EQUIPMENT)

- Finishes should accommodate the activities listed above. Flooring should be carpeted.
- Ceiling should be highly acoustic to reduce reverberation time and include acoustical wall treatments.
- Disperse writable surfaces throughout, with locations for communal gathering and small-group break-out.

- Digital monitors for sharing or working at computer stations should be provided.
- Ergonomic workstations with comfortable, soft seating areas and student-friendly furniture should be provided.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

ADMINISTRATION

DESIGN OBJECTIVES & CHARACTERISTICS

- Define a clear, single-point of entry to campus. Provide visitor access to Admin from outside campus security fencing. Provide a secondary entry point from within the campus security fencing with a clear flow between the two access points that is non-disruptive to Administration functions.
- It should be clear that visitors must check-in at the front desk before being released to the interior of campus.
- Create an inviting lobby where students, parents, and community members are exposed to a welcoming entry with student work on display and comfortable seating.
- Administration spaces should be accessible to visitors, yet allow for private and confidential conversations. Clearly delineate public versus private space.
- The Principal Office should have clear visibility and direct access to the campus interior.
- Offices and conference rooms should be acoustically separated.
- Lighting quality should be naturally daylight supplemented with high-efficiency light fixtures that supply a balance of indirect and direct light to reduce shadows and glare and provide an even level of illumination.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems and the ability to operate windows.
- The Staff Work/Lounge should be a fluid space that allows for social interaction and professional collaborative space.
- Large conference room should accommodate 12-15 people. Small conference room should accommodate 6-8 people.
- Provide a private lactation room; include comfortable soft furnishings and dimmable lights.

ACTIVITIES

- Check-in, Front Entry
- Administrative duties
- Discipline meetings
- Counseling
- Health support
- Staff collaboration and professional development
- Attendance, enrollment, supply/records storage



SPATIAL FEATURES

(FURNITURE, FINISHES & EQUIPMENT)

- Finishes should accommodate the activities listed. Flooring should be carpet in office/conference areas and resilient in workrooms and the health office.
- Offices should have ergonomic furniture that is adjustable for seated and standing working heights.
- Ceilings should be primarily acoustic with limited areas of dropped hard lid.
- Digital display area for announcements and student work should be located in the lobby.
- Casework at standing and seated working heights should be provided at the reception area and workrooms. Ensure the visibility of small children by the staff behind the desk.
- Staff Work should have a hoteling station to connect a personal device to the printer.
- Staff Lounge should be a flexible, classroom-like environment with a mobile LCD screen and mix of soft and hard seating that can be rearranged easily in support of professional development trainings.
- The Health Office should include casework with a work area, lockable storage cabinets for student medicine and a refrigerator with ice maker. Ceiling-hung cubicle curtains should be provided to separate the cot area.
- Records Storage room should have lockable file cabinets.



PROCESS



PLANNING

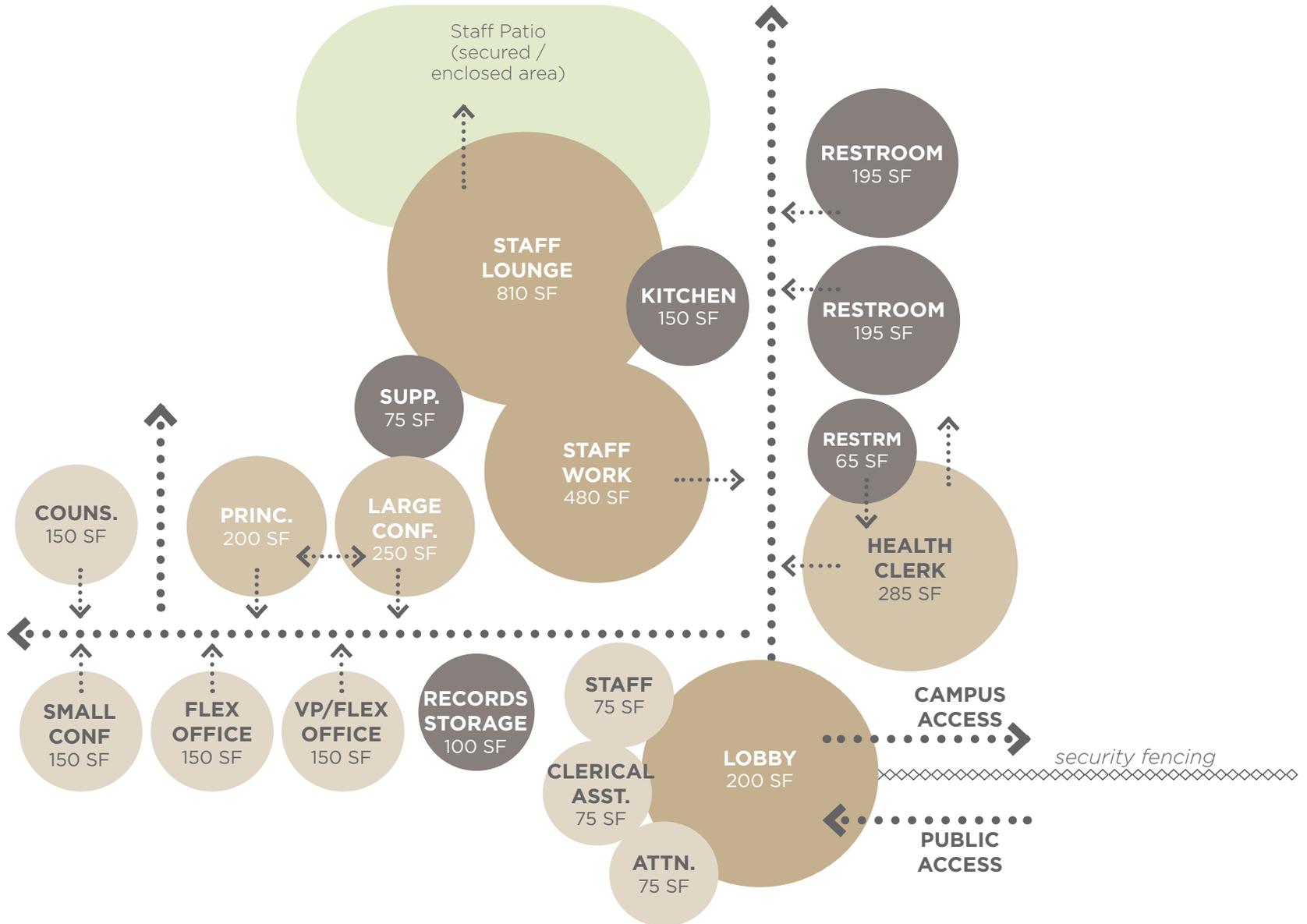


VISION



SITES

LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS
ADMINISTRATION





LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

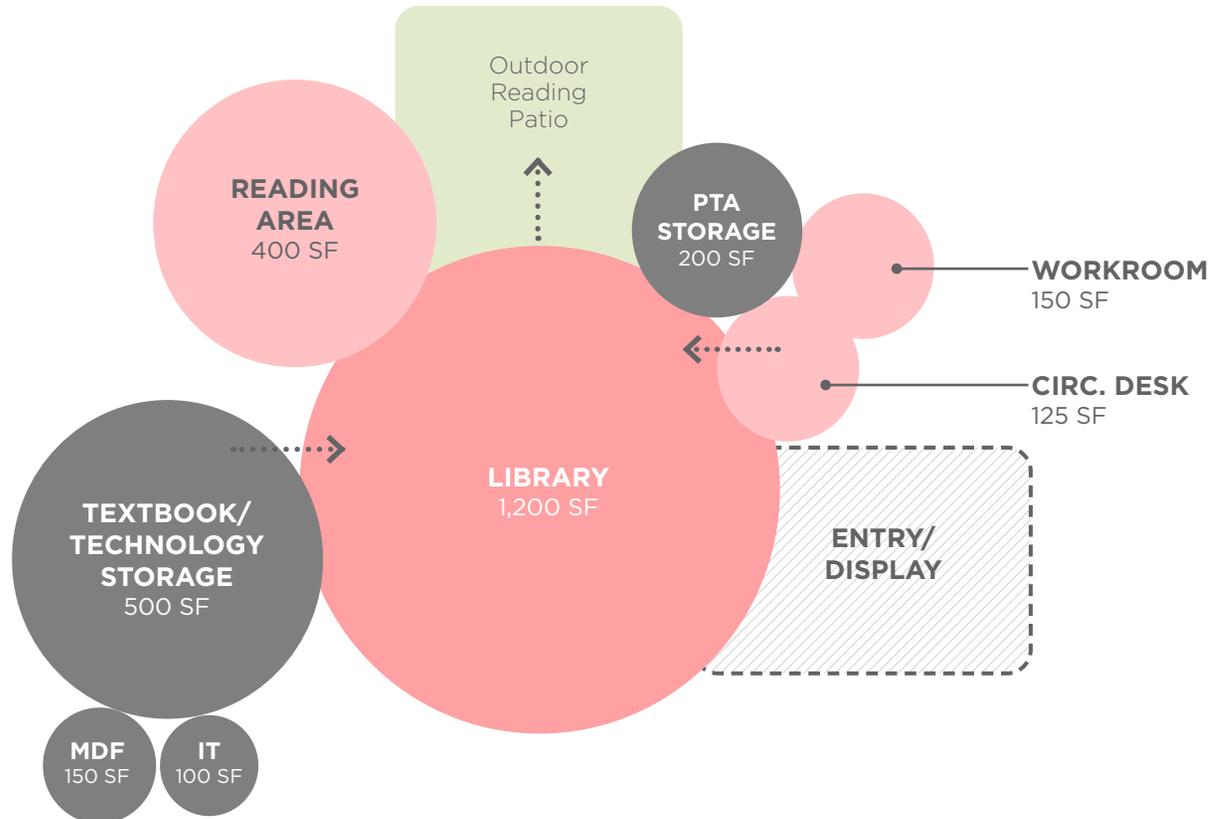
LIBRARY MEDIA CENTER

DESIGN OBJECTIVES & CHARACTERISTICS

- Support technology-rich individual research and investigation, along with acoustically separated, visually connected group and team working spaces.
- Space should serve as a resource and parent/community center. Include a dedicated PTA storage room. Consider before and after school hours for parent and/or student access.
- Create zones for a variety of activities, group sizes, and noise levels.
- Direct access to an outdoor, shaded reading patio that has WiFi access.
- Equip and provide infrastructure to support meeting/presentation area.
- Two Team/Study Rooms provide quieter areas for study and small group work. Include a green screen space and support for video recording capabilities.
- Promote student and staff interaction in a comfortable, stimulus-rich environment that will support multiple concurrent activities.
- Locate close to parking for community events.
- Controlled natural daylighting and views to the exterior, with soft, ambient indirect lighting and task lighting available in select areas with the ability to adjust.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems and the ability to operate windows.
- Technology-rich workstations and meeting spaces, with connectivity to internet and easy sharing of mobile devices should be the focus throughout the space.

ACTIVITIES

- Collaborative research, group instruction, technology exploration, self-directed study, and quiet reading
- Circulation of materials and resources
- Student work display and presentation
- Research, self-directed information investigation
- Content creation
- Small and large group instruction
- Community access (if applicable)

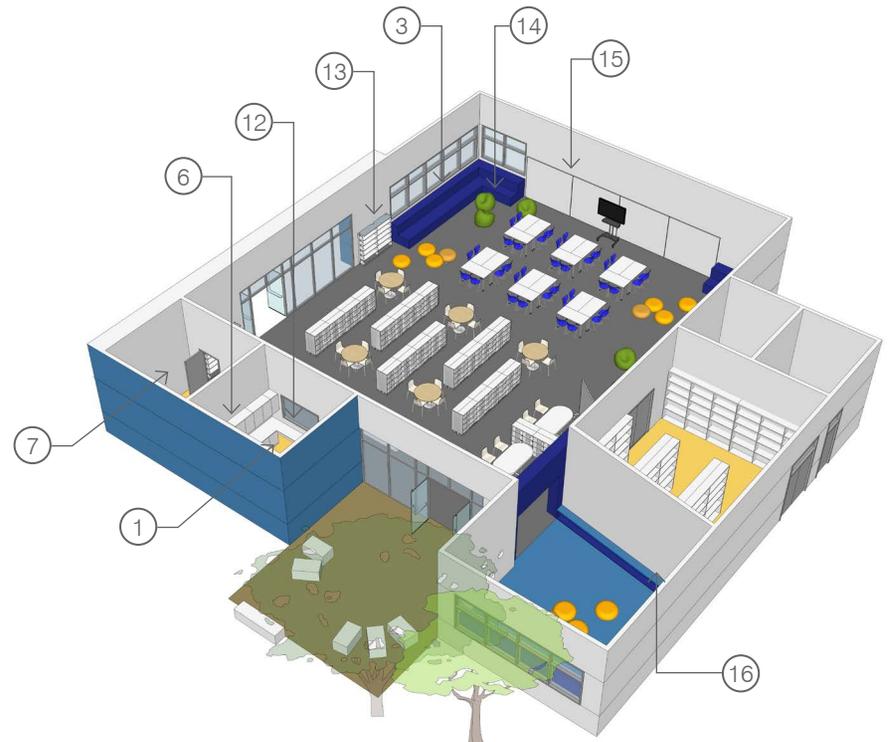


LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

LIBRARY MEDIA CENTER

LEGEND

- | | | | | |
|--|---|---|---|-----------------|
| ① Workroom | ⑤ Outdoor Reading Patio | ⑩ 42"-48" Round Tables with Chairs | ⑭ Bean Bag Chair with Polyurethane Upholstery | ⑱ Accent Carpet |
| ② Textbook Storage Room | ⑥ Lockable Upper/Lower Casework with Sink | ⑪ Age & Height-Appropriate Desks and Chairs with wheels | ⑮ (4) 8'-0" Wide White Boards with Mobile LCD Monitor | ⑲ Carpet |
| ③ Two-Tier Padded Benches with Polyurethane Upholstery | ⑦ PTA Storage Room | ⑫ Visibility Window | ⑯ Upholstered Bench with Book Shelf Below | |
| ④ Padded Pouf Stool with Stain Resistant Upholstery | ⑧ Circulation Desk | ⑬ 6'-0" High Book Shelf | ⑰ Resilient Flooring | |





PROCESS



PLANNING



VISION



SITES

LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

LIBRARY MEDIA CENTER

SPATIAL FEATURES

CEILING

- Ceilings should be primarily acoustically absorptive material. In areas that are dedicated to small group or individual focus, lower ceilings can provide a sense of scale.

FURNITURE

- Furniture scaled for young children should be the focus, with consideration for the weight and ease of mobility based on age. Desks and chairs should have lockable wheels.
- Whole-class instruction area, with associated classroom technology and flexible furniture should be provided.
- Movable whiteboards as a furniture solution may be provided to support small group instruction.
- The Media area should provide comfortable soft seating and a quiet environment for individual study/focus.
- Technology Storage room should have secured storage with charging capabilities for personal devices.
- Comfortable, soft seating should be provided with access to power/wireless internet for personal devices.

CASEWORK

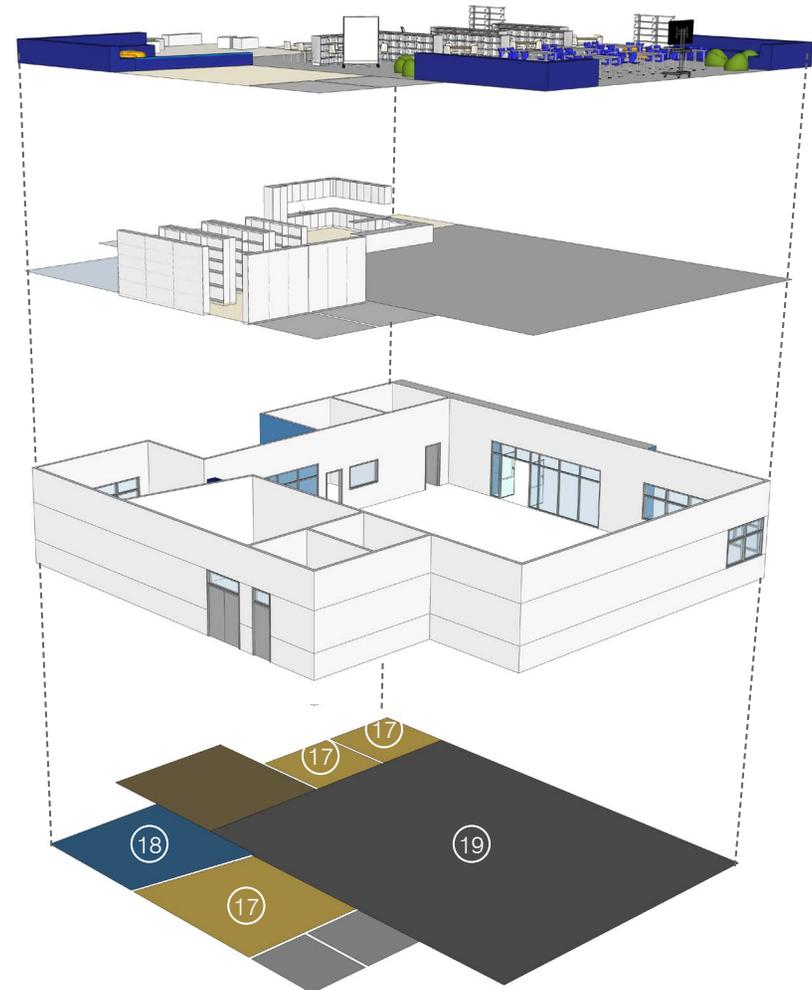
- Lockable upper and lower casework with a sink should be provided in the Workroom.
- Circulation desk with 2 workstations.
- The research area should provide a computer counter, available for students to search for books and/or online information.

WALLS, DOORS & WINDOWS

- Writable wall surfaces should be provided at the large group instructional area.
- Disperse display areas throughout, at varying heights. Tackable surfaces and/or magnetic display systems should be considered.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.
- A mobile LCD monitor should be provided for display.
- Acoustically absorptive finishes, including ceilings, floors and walls as necessary, should be used to maintain a quiet environment with multiple group activities occurring.

FLOORING

- Carpet should be provided at the Library and Reading Room.
- Resilient flooring at the Workroom and Storage Rooms.



LEARNING SPACES DESIGN STANDARDS | ELEMENTARY SCHOOLS

MULTI-PURPOSE ROOM

DESIGN OBJECTIVES & CHARACTERISTICS

- The size of the Mutli-Purpose Room space will vary depending on student population peak in 2015 to provide flexibility for growth in the future.
- Adjacent to parking with clear wayfinding and signage.
- The stage, if possible, will be two-sided with one side opening to an outdoor stage and amphitheater.
- Access to restrooms adjacent to lunch areas.
- Shade/covered areas at exterior for dining should protect against rain and sun.
- Direct access to the playground.
- Ample storage for chairs and tables, instructional, and PE equipment.
- Inspire students and instill a sense of pride through color, graphics, signage, and display areas.
- Food service area should have easy access and queuing system that flows through serving lines and into interior dining area, encouraging student use of food service.

SPATIAL FEATURES (FURNITURE, FINISHES & EQUIPMENT)

- Finishes should be durable and accommodate the activities listed above. Flooring should be resilient, durable and easy to clean.
- Finishes at Food Service areas need to meet Health Department requirements.
- High-performance acoustic space that is durable and appropriate for dining and performance activities. Acoustic wall treatment to control sound during large events.
- Ceilings should be primarily acoustic with limited areas of dropped hard lid.
- Basketball hoops on walls to support physical education program.
- Controlled, dimmable lighting.
- Presentation system with good speakers, microphones and large drop-down screen.

ACTIVITIES

- Assemblies and large group presentations
- Community use
- Food service
- Student and teacher social gathering
- Overflow instructional activities for PE/ Fitness and Music
- Convertible tables that can function as a bench or a table.

