

CUSD



Educational Program and Facilities Guidelines

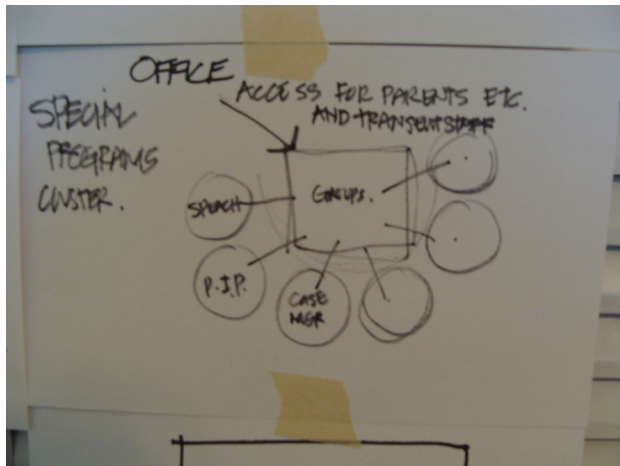
August 23, 2013

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Table of Contents

Introduction	5
Core Classroom	7
Transitional Kindergarten and Kindergarten	8
Science Laboratory	10
Visual Art	12
Music	14
Special Education	17
Special Program Rooms	25
Career Technical Education	27
Computer Laboratory	29
Physical Education & Athletics	30
School Environment	33
Library	35
Multi-Purpose Room (MPR)	36
Staff Support	38
Main Office	38

Focus Group Interviews Meeting Notes



Introduction

The following document was created in conjunction with the Chico Unified School District Wide Facilities Master Plan. The Educational Program and Facilities Guideline is a tool for District-wide equity serving as a baseline for the educational suitability assessment. Each school has been graded according to these standards as part of the assessment process. Future designs and/or modernization should strive to meet the guidelines set forth by this document.

The Process

This document was developed through a consortium of input from District Staff, Principals, Site Staff and the community. Focus group interviews and questionnaires were conducted to gather the majority of this information. Assessment tours were also instrumental in gathering input about every site, detailing what worked well and what aspects of the physical environment made teaching and learning more difficult. Community meetings also provided insight into the parent and student perspective on safety, community use of facilities and school pride in the facilities. A wide spectrum of input was also gathered from the visioning sessions and Board of Education workshops. These various perspectives were brought together with the information from previous educational specifications created for the District and guidelines from the California Department of Education into this document, the CUSD Educational Program and Facilities Guideline.

Photographic Examples

Throughout this document there are photographic examples. These photos are examples of activities the learning communities are performing or how students and staff have adapted their physical environment to fit the educational program. The photos are not meant to represent specific architectural solutions, finishes or designs. The intent of these examples is to shed light on how current school designs are being used or changed to fit the needs of the site staff and the educational program. Future designs should reflect the needs demonstrated and not necessarily the designs of these examples.

Visioning Session



School Assessment Tours



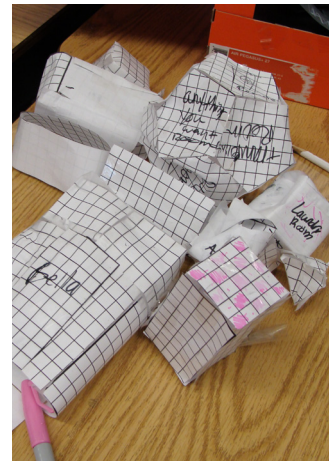
Small Group Activity Zones



Student Projects created in Core Classrooms



Interactive Wall Displays and Carpet Activity Zones



Core Classroom

The primary instructional space at all grade levels is the general classroom. These rooms are where students spend the largest amount of their time; therefore, the most flexibility and durability should be focused here. Students will participate in everything from direct instruction to individual work. Group work, presentations and activity centers will lead students beyond the standard pencil and paper implements to three dimensional projects and multi-media technology. At the secondary level, foreign language classes often include cultural food and festivals as part of the curriculum. For the most flexibility in school campus scheduling, this one room type needs to facilitate these varied activities. The basic core design of these spaces is something the District can strive towards, creating increased space flexibility to accommodate new learning strategies. In clustering classrooms, designs should provide spaces with opportunities to break apart and come back together with both small group spaces or multiple classes.

Student seating needs to be easily and quietly moved from one configuration to the next. Room shape should allow for a large area that can be reconfigured from row seating to groups of varying size. Views to a presentation wall that supports a projected image and interactive whiteboard space should be unobstructed and easily viewed from all student seats within this large seating area. Acute angles and long distances should be avoided.

Visual display areas at all levels showcase student work and provide an area for rules, schedules, subject background and inspiration. At the primary level, visual displays are an integral part of the instruction with interactive charts, calendars and graphs, most commonly associated with the carpet activity zone.

	Primary	Secondary
Size	• 960 sf	• 960 sf
Activity Zones	<ul style="list-style-type: none"> • Full Class Desk Seating • Carpet Seating (grades K-2) • Small Group (Kidney Table) • Computer Stations (6-10) • Class Library/Reading Corner • Teacher Desk 	<ul style="list-style-type: none"> • Full Class Desk Seating • Computer Stations (6-10) • Teacher Desk
Amenities	<ul style="list-style-type: none"> • 2 walls with tackable surface and whiteboards • Mounted projector and interactive display surface • Sound system • Sink 	<ul style="list-style-type: none"> • 2 walls with tackable surface and whiteboards • Mounted projector and interactive display surface • Sound system
Storage	<ul style="list-style-type: none"> • Teacher wardrobe (lockable) • Full height cabinets • Upper and lower cabinets and drawers • Student cubbies or hooks (inside or directly outside classroom) 	<ul style="list-style-type: none"> • Teacher wardrobe (lockable) • Full height cabinets and/or upper and lower cabinets and drawers
Physical Environment	<ul style="list-style-type: none"> • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Durable and cleanable surfaces 	<ul style="list-style-type: none"> • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Durable and cleanable surfaces
Concepts	<ul style="list-style-type: none"> • Clustered to allow easy movement between rooms with the same grade level for reading and math groups • Access to small learning environments of shared breakout rooms and/or protected exterior spaces • A visually observable path to student rest rooms • Easy access to staff rest rooms 	<ul style="list-style-type: none"> • Clustered by subject area in proximity to a staff collaboration/work room • Access to small learning environments of shared breakout rooms and/or protected exterior spaces • A visually observable path to student rest rooms • Easy access to staff rest rooms

Transitional Kindergarten (TK) and Kindergarten

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

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

Make-believe and role playing, while more common in preschool and transitional kindergarten levels, can be a part of the environment at all levels.

Full-Class Seating - Carpet and Table



Wet Activity Zones



	Classroom	Workroom
Size	• 1200 sf	• 100-300 sf
Activity Zones	<ul style="list-style-type: none"> • Full Class Desk Seating • Carpet Seating • Small Group (Kidney Table) • Computer Stations (6-10) • Wet Activity Area • Class Library/Reading Corner • Teacher Desk 	<ul style="list-style-type: none"> • Adult height counter tops and work surfaces
Amenities	<ul style="list-style-type: none"> • 2 walls with tackable surface and whiteboards • Mounted projector and interactive display surface • Sound system • Sink with drinking fountain (student height) 	<ul style="list-style-type: none"> • Adult height sink
Storage	<ul style="list-style-type: none"> • Teacher wardrobe (lockable) • Full height cabinets • Upper and lower cabinets and drawers with some counter tops at student height • Student cubbies or hooks 	<ul style="list-style-type: none"> • Full height cabinets • Upper and lower cabinets and drawers
Physical Environment	<ul style="list-style-type: none"> • Rooms cluster in a complex with direct access to playground • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Durable and cleanable surfaces, part of the room in carpet and part in a hard surface flooring 	<ul style="list-style-type: none"> • Durable and cleanable hard surfaces
Concepts	<ul style="list-style-type: none"> • Clustered to allow easy movement between rooms with the same grade level • Access to dedicated playground • Direct connection to boys and girls bathrooms in every classroom • Easy access to staff rest rooms • In proximity to a vehicle drop off area that includes visitor parking spaces 	<ul style="list-style-type: none"> • Visual connection to the classroom space • May be shared between multiple classrooms

TK-K Playground

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

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

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

Access to the grass may be limited during wet weather so the hard surface area should be sized appropriately. The grass area should be large enough for a full class game or activity.

The playground area should be enclosed and include support elements. Easy access to rest rooms and drinking fountains is important for children at this level. Storage for outdoor equipment including tricycles, hula hoops, balls and jump ropes should be available.

Science Laboratory

Science labs offer an environment where project based and experimental learning can take place. Access to counter space, water, gas, supplies, and computers assists in conducting these experiments. Convenient counter-top height electrical and data outlets facilitate the use of instruments such as microscopes.

At the elementary level, it is critical that storage, supplies, and amenities are designed for many fields of science and access by many grade levels. Science should be broad in definition and include the ability to create and test in many fields. These activities can either occur in the classroom or a specialized room if merited by the program.

At the secondary level, laboratories become more specialized especially at the high school level. High school science laboratories need the proper equipment, building infrastructure and amenities to support curriculum that qualifies for the A-G standards.

In addition to traditional science fields, engineering and technology focused laboratories should be considered where programs are planned. Chemical requirements and access to gas may not be needed for these programs; however, compressed air may be appropriate.

All laboratory space should have enough area to accommodate the full class size.

Lab Stations with Desks



Tables with perimeter counter tops



** Not required in technology and engineering labs but should be considered depending on program requirements

	Primary	Jr. High	Sr. High
Size	<ul style="list-style-type: none"> • 1350 sf 	<ul style="list-style-type: none"> • 1350-2000 sf classroom lab • 300-500 sf shared workroom and supply/chemical storage 	<ul style="list-style-type: none"> • 1500-2200 sf classroom lab • 300-900 sf shared workroom and supply/chemical storage
Activity Zones	<ul style="list-style-type: none"> • Full Class Seating at Tables • Counter tops • Demonstration Table 	<ul style="list-style-type: none"> • Full Class Desk Seating or Table Seating • Counter tops or full lab peninsulas • Demonstration Table • Shared Teacher Workroom 	<ul style="list-style-type: none"> • Full Class Desk Seating or Table Seating • Counter tops or full lab peninsulas • Demonstration Table • Shared Teacher Workroom
Amenities	<ul style="list-style-type: none"> • 2 walls with tackable surface and whiteboards • Mounted projector and interactive display surface • Sound system • 8-10 computer stations • 2-6 Sinks • Access to ice and refrigeration 	<ul style="list-style-type: none"> • 2 walls with tackable surface and whiteboards • Mounted projector and interactive display surface • Sound system • 8-10 lab stations with access to a computer, water, gas, storage, electrical power, data and counter/table space • Eyewash and shower, where required • Exhaust system • Access to ice, refrigeration for specimens, dishwasher 	<ul style="list-style-type: none"> • 2 walls with tackable surface and whiteboards • Mounted projector and interactive display surface • Sound system • 8-10 lab stations with access to a computer, water**, gas**, storage, electrical power, data and counter/table space • Eyewash and shower** • Exhaust system and fume hood, as required • Access to ice, refrigeration for specimens, refrigerator, dishwasher, and demineralized water**
Storage	<ul style="list-style-type: none"> • Full height cabinets • Upper and lower cabinets and drawers 	<ul style="list-style-type: none"> • Full height cabinets and upper and lower cabinets and drawers • A shared workroom with supply/chemical storage including ventilated flammable chemical cabinets where required • Supply cart storage in the workroom 	<ul style="list-style-type: none"> • Full height cabinets and upper and lower cabinets and drawers • A shared workroom with supply/chemical storage including properly ventilated flammable chemical cabinets where required • Supply cart storage in the workroom
Physical Environment	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with black out capability and security shading • Adjustable lighting to support projection, supplement natural lighting and support low lighting experiments • Durable and cleanable hard surfaces 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with black out capability and security shading • Adjustable lighting to support projection, supplement natural lighting and support low lighting experiments • Durable, cleanable, chemical resistant surfaces 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with black out capability and security shading • Adjustable lighting to support projection, supplement natural lighting and support low lighting experiments • Durable, cleanable, chemical resistant surfaces**
Concepts	<ul style="list-style-type: none"> • Access to protected & open exterior space where full class experimental activity will not disturb other classrooms • Easy access to staff & student rest rooms 	<ul style="list-style-type: none"> • Clustered by subject area with work room and chemical storage • Access to protected & open exterior space where full class experimental activity will not disturb other classrooms • Easy access to staff & student rest rooms 	<ul style="list-style-type: none"> • Clustered by subject area with work room and chemical storage • Access to protected & open exterior space where full class experimental activity will not disturb other classrooms • Easy access to staff & student rest rooms

Visual Art

Visual art at schools is expanding with the advances in technology to include digital photography, graphic design, digital media and videography. Computer labs, large scale plotters, green screens and video / sound recording studios are needed to facilitate this technology. This curriculum is blurring the edges of the visual arts and career technical education and requires specific space requirements beyond what a generic computer laboratory can provide.

Traditional visual art also requires unique space to support the creation of student art pieces and skills. Drawing, painting, collage, sculpture and ceramics have students working with a variety of scales and media. Student project storage should match the program which is being offered in each room.

High school art studios need the proper equipment, building infrastructure and amenities to support curriculum that qualifies for the A-G standards.

Due to the visual nature of these programs, an easily observable large projection area is critical for relaying concepts and examples.

No matter what the format or age level, display of student work in schools is important for creating pride, appreciation and student culture.

Media Arts Lab



Art Studio



* Not required at all Jr. Highs

	Primary	Secondary	
Size	<ul style="list-style-type: none"> • See core classrooms 	<ul style="list-style-type: none"> • 1350-1500 sf Media Arts Lab* • Additional support space for video/photo/sound studio as needed 	<ul style="list-style-type: none"> • 1350 - 2000 sf art studio • Additional support space for supply storage and special equipment such as kilns as needed
Activity Zones		<ul style="list-style-type: none"> • Full Class Seating at computer stations large enough to support dual screens • Teacher Desk • Open area for filming or photographing subject matter, as appropriate 	<ul style="list-style-type: none"> • Full class seating at tables • Special equipment area which varies by program for items such as light tables, matting/ framing, drawing subject display or supply layout for the days project • Ceramics - reconstituting clay station, pottery wheels • Teacher Desk
Amenities		<ul style="list-style-type: none"> • 2 walls with tackable surface and/or whiteboards • Mounted projector and interactive display surface • Sound system • Data and electrical infrastructure 	<ul style="list-style-type: none"> • 2 walls with tackable surface and/or whiteboards • Mounted projector and interactive display surface • 2-4 sinks with clay traps • Exhaust and ventilation systems as required • Electrical and exhaust to support kilns
Storage		<ul style="list-style-type: none"> • Teacher wardrobe (lockable) • Full height cabinets and/or upper and lower cabinets and drawers • Storage for student projects 	<ul style="list-style-type: none"> • Teacher wardrobe (lockable) • Full height cabinets and/or upper and lower cabinets and drawers for supplies • Student project storage, paper and/or three dimensional projects as appropriate • Drying racks for painting • "To be fired" storage for ceramics
Physical Environment		<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Durable and cleanable surfaces 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Durable and cleanable hard surfaces
Concepts	<ul style="list-style-type: none"> • Offered within the core classroom • Provide for opportunities to display student work on the school campus 	<ul style="list-style-type: none"> • Clustered by subject area in proximity to a staff collaboration/work room • Access to video/photo/sound studio • Access to protected exterior spaces • Provide for opportunities to display student work on the school campus • Easy access to staff & student rest rooms 	<ul style="list-style-type: none"> • Clustered by subject area in proximity to a staff collaboration/work room • Access to supply storage rooms • Access to protected exterior spaces • Provide for opportunities to display student work on the school campus • Easy access to staff & student rest rooms

Music

Music programs are provided from grades 4-12 with opportunities for students to explore vocal and instrumental skills. Classes can include instruction in choral music, instrumental music, music history, music composition, electronic music, music appreciation and drama.

Sheet Music Storage



Instrument Storage



* Not required at Jr. Highs

	Primary	Secondary	
Size	<ul style="list-style-type: none"> • 960 sf 	<ul style="list-style-type: none"> • 1200-1500 sf choral room* • Additional support space for teacher office, sheet music and robe storage 	<ul style="list-style-type: none"> • 2200- 2800 sf band room • Additional support space for teacher office, sheet music, robe and instrument storage
Activity Zones	<ul style="list-style-type: none"> • Full Class Chair Seating 	<ul style="list-style-type: none"> • Full class risers 	<ul style="list-style-type: none"> • Full class chairs with music stands • Practice rooms of varying sizes
Amenities	<ul style="list-style-type: none"> • 1 wall with tackable surface and whiteboards • Sound system • Access to sterilization for instruments 	<ul style="list-style-type: none"> • 1 wall with tackable surface and whiteboards • Sound system • Piano 	<ul style="list-style-type: none"> • 1 wall with tackable surface and whiteboards • Sound system • Sink, could be located in instrument storage room • Piano
Storage	<ul style="list-style-type: none"> • Cabinets for instruments and sheet music 	<ul style="list-style-type: none"> • Access to sheet music and robe storage 	<ul style="list-style-type: none"> • Access to sheet music, robe and instrument storage, could be provided in room or as separated rooms
Physical Environment	<ul style="list-style-type: none"> • Acoustically separated from adjacent rooms • Acoustically tempered for 40 instruments • Natural light with glare control and security shading where appropriate 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Acoustically designed for choir practice • Natural light with glare control and security shading where appropriate 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Acoustically tempered for 50-80 instruments • Natural light with glare control and security shading where appropriate
Concepts	<ul style="list-style-type: none"> • Can be on the stage if stage can be closed off and used during lunch periods • Easy access to staff & student rest rooms 	<ul style="list-style-type: none"> • Clustered by subject area in proximity to a staff office and adjacent to performance space is preferred • Access to storage • Easy access to staff & student rest rooms 	<ul style="list-style-type: none"> • Clustered by subject area in proximity to a staff office and adjacent to performance space is preferred • Access to storage • Easy access to staff & student rest rooms

Special Education Classrooms



Group and One on One Activity Zones



Special Education

Special education offers different programs to support the needs of students. Not all programs are offered at every school site. The minimum requirement for every campus is to have a resource room (RSP), office location for speech teacher and psychologist and one decompression room. The decompression room should not be accessed through another room but be off of a main corridor. Most schools will also have at least one Special Day Class (SDC). Severely Handicapped (SH), Emotionally Disturbed (ED) and Autism programs are offered throughout the District at all levels at strategic sites. While SDC, SH, ED and Autism program spaces are not required at every school site, where these program are offered the associated rooms are needed. The demand for these programs is growing and facilities will need to be offered at more school sites in the future.

In all of the special education spaces, the ability for the rooms to be broken down into smaller learning environments is essential to the individualized instruction. Environments will vary based on the program; however, arrangement of electrical outlets, data access points, white boards and tackable surfaces should respond to compartmentalizing the room.

Resource Room (RSP)

Resource rooms are learning centers for augmenting core subject instruction. Students that use the resource rooms are in the standard classroom for more than 50 percent of their day and stop into the learning center for specialized and supporting instruction and test proctoring. Uses of the room include:

- Interventions
- One on ones
- Group work
- Testing
- Student individual computer work
- IEP's (generally 10 people)
- Staff training

	Primary	Secondary
Size	<ul style="list-style-type: none"> • 1000-1100 sf Resource Room dividable by two • 100-200 sf breakout room 	<ul style="list-style-type: none"> • 1000-1100 sf Resource Room • 100-200 sf breakout room
Activity Zones	<ul style="list-style-type: none"> • Small Group Table Seating • Larger group seating/conference space • Individual work Stations (desk/table) • One on One instruction stations • Computer Stations (6-10) • Teacher Desks • Breakout room for distraction-free environment and test taking 	<ul style="list-style-type: none"> • Small Group Table Seating • Larger group seating/conference space • Individual work Stations (desk/table) • One on One instruction stations • Computer Stations (6-10) • Teacher Desks • Breakout room for distraction-free environment and test taking
Amenities	<ul style="list-style-type: none"> • Areas of tackable surface and whiteboard distributed throughout the room • Mounted projector and interactive display surface associated with main table space / conference area • Sound system • Sink with hot and cold water 	<ul style="list-style-type: none"> • Areas of tackable surface and whiteboard distributed throughout the room • Mounted projector and interactive display surface associated with main table space / conference area • Sound system • Sink with hot and cold water
Storage	<ul style="list-style-type: none"> • Teacher wardrobe (lockable) • Full height cabinets • Upper and lower cabinets and drawers • Lockable storage for student case files 	<ul style="list-style-type: none"> • Teacher wardrobe (lockable) • Full height cabinets • Upper and lower cabinets and drawers • Lockable storage for student case files
Physical Environment	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Durable and cleanable surfaces 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Durable and cleanable surfaces
Concepts	<ul style="list-style-type: none"> • Clustered with core classes to allow for easy access for "drop in" instruction • Easy access to staff & student rest rooms 	<ul style="list-style-type: none"> • Clustered with core classes to allow for easy access for "drop in" instruction • Easy access to staff & student rest rooms

Special Day Class (SDC)

Students who are assigned to a SDC program spend more than 50 percent of their day in the SDC classroom. This room, while serving the individual needs of each student, does have a main area which is structured like the core classroom. The SDC program ideally transitions students into mainstream instruction.

	Primary	Secondary
Size	<ul style="list-style-type: none"> • 1000-1100 sf Classroom 	<ul style="list-style-type: none"> • 1000-1100 sf Classroom
Activity Zones	<ul style="list-style-type: none"> • Small Group Table Seating • Full Class desk seating • Individual work Stations (desk/table) • One on One instruction stations • Computer Stations (6-10) • Teacher Desks 	<ul style="list-style-type: none"> • Small Group Table Seating • Full Class desk seating • Individual work Stations (desk/table) • One on One instruction stations • Computer Stations (6-10) • Teacher Desks
Amenities	<ul style="list-style-type: none"> • Areas of tackable surface and whiteboard distributed throughout the room • Mounted projector and interactive display surface associated with full class seating • Sound system • Sink with hot and cold water 	<ul style="list-style-type: none"> • Areas of tackable surface and whiteboard distributed throughout the room • Mounted projector and interactive display surface associated with full class seating • Sound system • Sink with hot and cold water
Storage	<ul style="list-style-type: none"> • Teacher wardrobe (lockable) • Full height cabinets (lockable) • Upper and lower cabinets and drawers (lockable) • Student case files (lockable) 	<ul style="list-style-type: none"> • Teacher wardrobe (lockable) • Full height cabinets (lockable) • Upper and lower cabinets and drawers (lockable) • Student case files (lockable)
Physical Environment	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Increased control of light and sound • Durable and cleanable surfaces 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Increased control of light and sound • Durable and cleanable surfaces
Concepts	<ul style="list-style-type: none"> • Clustered with core classes • Easy access to staff & student rest rooms 	<ul style="list-style-type: none"> • Clustered with core classes • Easy access to staff & student rest rooms

Emotionally Disturbed (ED)

Students who are assigned to a ED program spend more than 50 percent of their day in the ED classroom.

Students regularly are instructed by a clinician who should be in an adjacent room. Clinician activities and approaches vary by program, age level and students needs. The detail requirements of the clinician office should be discussed as each campus design is being developed.

An additional adjacent room needs to be a dedicated decompression/recovery room. This room should not contain built in cabinetry.

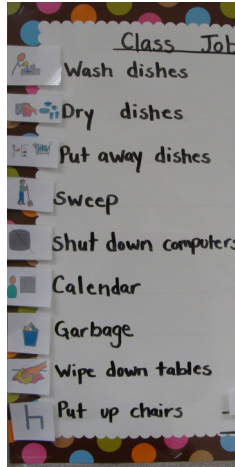
The physical environment within these rooms should be built to withstand impact including non-breakable windows. Heavy furniture needs to be secured. Built-in furniture may be preferred over movable furniture especially for computer stations. Computers need to be able to be closed off and locked when not in use. Providing a separate teachers office may be explored instead of having the teacher desk within the classroom.

	Primary	Secondary
Size	<ul style="list-style-type: none"> • 1000-1100 sf Classroom • 200 sf clinician office • 100 sf recovery room 	<ul style="list-style-type: none"> • 1000-1100 sf Classroom • 200 sf clinician office • 100 sf recovery room
Activity Zones	<ul style="list-style-type: none"> • Small Group Table Seating • Individual work Stations (desk/table) • One on One instruction stations • Computer Stations (6-10 in individual stations that have lockable roll down top) • Life skills instructional areas • Teacher Desks 	<ul style="list-style-type: none"> • Small Group Table Seating • Individual work Stations (desk/table) • One on One instruction stations • Computer Stations (6-10 in individual stations that have lockable roll down top) • Life skills instructional areas • Teacher Desks
Amenities	<ul style="list-style-type: none"> • Areas of tackable surface and whiteboard distributed throughout the room • Mounted projector and interactive display surface • Sound system • Sink with hot and cold water sized to allow for dish washing • Oven/stove top, Microwave & Refrigerator 	<ul style="list-style-type: none"> • Areas of tackable surface and whiteboard distributed throughout the room • Mounted projector and interactive display surface • Sound system • Sink with hot and cold water sized to allow for dish washing • Microwave & Refrigerator
Storage	<ul style="list-style-type: none"> • Full height cabinets (lockable) • Upper and lower cabinets and drawers (lockable) • Student case files (lockable) 	<ul style="list-style-type: none"> • Full height cabinets (lockable) • Upper and lower cabinets and drawers (lockable) • Student case files (lockable)
Physical Environment	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Increased control of light and sound • Cleanable hard surfaces in food prep area, softer finishes in the remaining space 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Increased control of light and sound • Cleanable hard surfaces in food prep area, softer finishes in the remaining space
Concepts	<ul style="list-style-type: none"> • Adjacent to student rest rooms • Direct access to recovery room & clinician office 	<ul style="list-style-type: none"> • Adjacent to student rest rooms • Direct access to recovery room & clinician office

Autism One



Autism Two



Autism

Students who are assigned to an Autism program spend more than 50 percent of their day in the Autism classroom.

The Autism program is structured into two levels. While both levels can be present at any school, level one rooms are most likely required at elementary schools. Level two rooms should be available at elementary, junior high and senior high schools.

The first level requires rooms with limited stimulation. Students work individually or with staff on a one on one basis. Group and social interaction occurs in a separate breakout room. Therapy is also conducted in a sensory room. Teachers desks and the primary phone need to be located in an office to prevent disturbing the classroom setting.

The second level rooms are closer to a core classroom environment. While controlled stimulation and individualized work areas are still needed, these requirements are at a lesser degree than the level one rooms.



	Autism One	Autism Two
Size	<ul style="list-style-type: none"> • 1000-1100 sf Classroom • 500 sf Sensory room • 200 sf Group instruction room 	<ul style="list-style-type: none"> • 1000-1100 sf Classroom • 200 sf therapy room • 100 sf recovery room
Activity Zones	<ul style="list-style-type: none"> • Individual work Stations (desk/table) with partitions • One on One instruction stations • Computer Stations (6-10 separated stations) 	<ul style="list-style-type: none"> • Full class and/or group seating • Individual work Stations (desk/table) with partitions • One on One instruction stations • Computer Stations (6-10) • Teacher Desks
Amenities	<ul style="list-style-type: none"> • Areas of tackable surface and whiteboard distributed throughout the room • Sink with hot and cold water • Refrigerator and Microwave 	<ul style="list-style-type: none"> • Areas of tackable surface and whiteboard distributed throughout the room • Mounted projector and interactive display surface • Sound system • Sink with hot and cold water sized to allow for hygiene instruction and dish washing • Refrigerator and Microwave
Storage	<ul style="list-style-type: none"> • Full height cabinets (lockable) • Upper and lower cabinets and drawers (lockable) • Student case files (lockable) 	<ul style="list-style-type: none"> • Full height cabinets (lockable) • Upper and lower cabinets and drawers (lockable) • Student case files (lockable) • Student cubbies
Physical Environment	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms and tempered to reduce sound transfer from one student station to another • Natural light with controllable shading • Increased control of all light and sound sources • Durable and cleanable surfaces 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms and tempered to reduce sound within the room • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Increased control of light and sound • Durable and cleanable surfaces
Concepts	<ul style="list-style-type: none"> • Direct access to a rest room with changing table for younger students with HVAC and hot and cold water • In proximity to drop off area 	<ul style="list-style-type: none"> • Adjacent to student rest rooms with HVAC and hot and cold water

Small Group and Individual Activity Zones



Life Skills Activity Zone



Severely Handicapped (SH)

Students who are assigned to a SH program spend more than 50 percent of their day in the SH classroom. Mobility, hygiene and life skills are part of the core curriculum. Many of the students need some mobility assistance so accessibility clearances are critical.

Direct access to a rest room is vital to students needs, privacy and education. Rest rooms should be heated and air conditioned for students participating in instruction within these facilities. Storage for personal items for each student is also needed in the rest room. A diapering area should be available in the rest room for students that may require this support. As students grow, lift equipment should accommodate up to a full size adult.

	Primary	Secondary
Size	• 1000-1100 sf Classroom	• 1000-1100 sf Classroom
Activity Zones	<ul style="list-style-type: none"> • Small Group Table Seating • Individual work Stations (desk/table) • One on One instruction stations • Computer Stations (6-10) • Life skills instructional areas • Teacher Desks 	<ul style="list-style-type: none"> • Small Group Table Seating • Individual work Stations (desk/table) • One on One instruction stations • Computer Stations (6-10) • Life skills instructional areas • Teacher Desks
Amenities	<ul style="list-style-type: none"> • Areas of tackable surface and whiteboard distributed throughout the room • Mounted projector and interactive display surface near full class seating • Sound system • Sink with hot and cold water sized to allow for hygiene instruction and dish washing • Oven/stove top, microwave & refrigerator 	<ul style="list-style-type: none"> • Areas of tackable surface and whiteboard distributed throughout the room • Mounted projector and interactive display surface near full class seating • Sound system • Sink with hot and cold water sized to allow for hygiene instruction and dish washing • Oven/stove top, microwave & refrigerator • Dishwasher, washer and dryer at the high school level
Storage	<ul style="list-style-type: none"> • Full height cabinets (lockable) • Upper and lower cabinets and drawers (lockable) • Student case files (lockable) • Storage room for large manipulatives, therapy equipment and mobility tools 	<ul style="list-style-type: none"> • Full height cabinets (lockable) • Upper and lower cabinets and drawers (lockable) • Student case files (lockable) • Storage room for large manipulatives, therapy equipment and mobility tools
Physical Environment	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Increased control of light and sound • Durable and cleanable hard surfaces • Enhanced ventilation 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Increased control of light and sound • Durable and cleanable hard surfaces • Enhanced ventilation
Concepts	<ul style="list-style-type: none"> • Clustered with core classes • Direct access to dedicated student rest rooms with HVAC and hot and cold water • In Proximity to type 2 bus drop off 	<ul style="list-style-type: none"> • Clustered with core classes • Direct access to dedicated student rest rooms with HVAC and hot and cold water • In Proximity to type 2 bus drop off



Special Program Rooms

Various grant programs provide essential support to students and families. While these programs may change over time, the requirement for space is a constant challenge. Special Program rooms are designed to support the changing programs that are a part of the educational experience. These rooms are not counted as part of the capacity calculation for the school campus because they support pull out programs and/or activities that occur during the school day.

Each elementary school should have access to two offices, four small rooms and one large room. This series of rooms would include the RSP rooms as described in the special education section of this document.

At the secondary level, intervention, tutoring and resource can be part of the scheduled class periods so the requirement for special program rooms are reduced. The RSP rooms discussed in the previous section for secondary level are still required but can be considered a scheduled space; therefore, not requiring it to be a special program room. One large room and two offices are required to support the special program needs.

The final determination of how the special program rooms are assigned will need to be a site by site decision that changes over time. By the nature of these programs, funding and availability vary with current legislation and student population characteristics. Examples of current special programs are:

- Tutoring / Intervention programs (Elementary)
- PIP or EMHI
- ELD classrooms (Elementary)
- After school programs
- Parent Centers
- Testing/Detention (Secondary)

	Small	Large
Size	• 300 - 500 sf	• 750-1000 sf
Possible Activity Zones	<ul style="list-style-type: none"> • Small Group Table Seating • Conference space • Individual work Stations (desk/table) • One on One instruction stations • Computer Stations • Instructor's desk 	<ul style="list-style-type: none"> • Small Group Table Seating • Larger group seating/conference space • Individual work Stations (desk/table) • One on One instruction stations • Computer Stations • Instructor's Desk
Amenities	• Tackable surface and whiteboard	<ul style="list-style-type: none"> • Tackable surface and whiteboard • Mounted projector and interactive display surface • Sink with hot and cold water • Electrical to support a refrigerator, microwave or large copier
Storage	• Full height cabinets and/or upper and lower cabinets	• Upper and lower cabinets and drawers (lockable)
Physical Environment	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to supplement natural lighting • Durable and cleanable surfaces 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Durable and cleanable surfaces
Concepts	<ul style="list-style-type: none"> • Clustered together • In proximity to the office and parking • Easy access to staff & student rest rooms 	<ul style="list-style-type: none"> • Clustered together • In proximity to the office and parking • Easy access to staff & student rest rooms

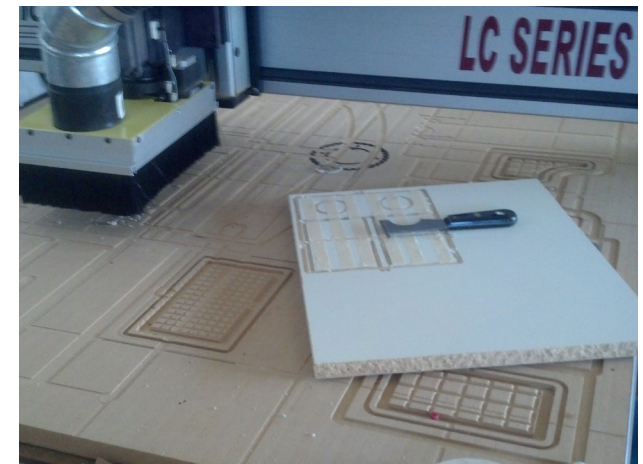
Architecture and Engineering



Design/Theory Activity Zone



Creation Activity Zone



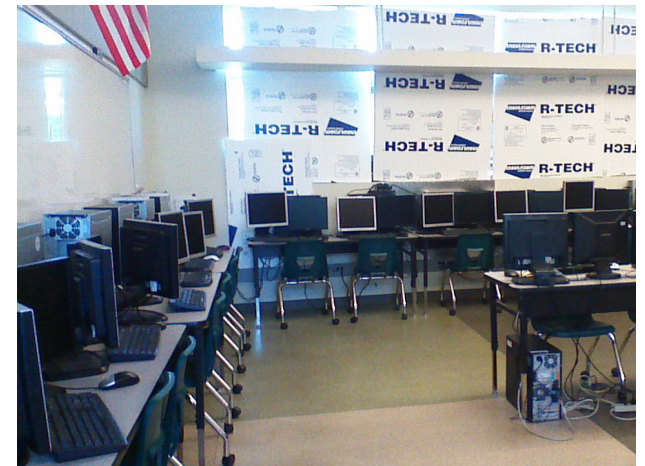
Career Technical Education

Career Technical Education provides students with project based learning that replicates industry. These subject matters can allow students to apply the knowledge gained in other areas to practical project applications.

While the building systems requirements vary from program to program, the basic building and areas remain the same. A shared classroom or, increasingly, computer lab provide the design and theory components of the curriculum. A large shop area allows for the creation and fabrication space. These spaces are also supported by storage and a covered exterior area that increase the space students can use for creation, experimentation or field testing. In some cases the creation and design components are one, utilizing only the computer lab component for both of these requirements.

As careers and student interests change, these programs will adjust. Current offerings include agriculture, welding, culinary arts, architecture/engineering and video production. Flexibility and the ability to adapt over time are prudent design considerations.

	Secondary
Size	<ul style="list-style-type: none"> • 1500-3000 sf shop or creation space • 800 sf classroom or computer lab (shared) • 100 sf teacher office
Activity Zones	<ul style="list-style-type: none"> • Varies
Amenities	<ul style="list-style-type: none"> • Water, electrical, data, gas, compressed air, ventilation, exhaust as required • Additional considerations - dust control, HVAC, health department, security, safety, lighting and finishes requirements
Storage	<ul style="list-style-type: none"> • Equipment storage room (lockable) • Raw material storage • Student lockers or cubbies • Student project storage
Physical Environment	<ul style="list-style-type: none"> • Natural light with glare control and security shading where appropriate • Building systems as required • Durable and cleanable surfaces • May require large doors or roll up doors
Concepts	<ul style="list-style-type: none"> • Clustered by subject area • Access to covered and enclosed outdoor space • Access to deliveries • May require visual screening



Computer Laboratory

Computer labs facilitate two major focuses of computer literacy and instructional support including research, individualized learning and project creation. In the future, computer labs will also support the growing requirement for computerized testing.

At all levels, computer labs support the general classrooms. Teachers are able to schedule these labs for a set period of time for full class access to the technology. While computers are becoming more ubiquitous, computer labs continue to serve the function of complete access for all students to software and internet with access to an instructor.

At the secondary level, some instructional programs are best served by being taught in a computer lab setting full time. These programs use a computer lab as the general classroom.

In computer labs where computer literacy is taught the ideal layout consists of student computers facing the projection wall in front displaying the instructors screen. The instructor stands in the back of the room so all screens can be monitored to see students progress.

In labs where students work mostly on individual projects, a preferred layout is student stations positioned against the perimeter of the room.

	Primary	Secondary
Size	• 1000-1200 sf	• 1000-1200 sf
Activity Zones	<ul style="list-style-type: none"> • Full Class Computer Stations with screens facing the same direction for easy observation • Instructor's Computer 	<ul style="list-style-type: none"> • Full Class Computer Stations with screens facing the same direction for easy observation • Instructor's Computer
Amenities	<ul style="list-style-type: none"> • Mounted projector and interactive display surface • Sound system • Limited tackable and whiteboard area 	<ul style="list-style-type: none"> • Mounted projector and interactive display surface • Sound system • Limited tackable and whiteboard area
Storage	• Full height cabinets (lockable) for hand held technology equipment such as cameras	• Full height cabinets (lockable) for hand held technology equipment such as cameras
Physical Environment	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Durable and cleanable surfaces with special attention to dust control • Increased security 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Durable and cleanable surfaces with special attention to dust control • Increased security
Concepts	<ul style="list-style-type: none"> • Clustered to allow easy access to the library • Easy access to staff & student rest rooms 	<ul style="list-style-type: none"> • Clustered to allow easy access to the library • Easy access to staff & student rest rooms

Physical Education & Athletics

Physical Education is a required program at elementary, junior and senior high schools. Formal athletic programs are offered at the high school level while intramural sports are available at the junior high level.

Physical Education and athletic programs center on the fundamental philosophy that regular participation in a wide variety of sports and physical activities will enhance the participant's well being, fitness and self-concept. The programs help to:

- Motivate the student to plan and live a healthy life-style
- Increase understanding and confidence in physical activities and sports
- Encourage personal responsibility for well being
- Develop social skills and a positive attitude toward self and others
- Demonstrate the self-discipline necessary for success

As a result of these activities, students should improve their health, wellness and garner a greater sense of self-respect, to be applied throughout life.

All play fields should be smooth and uniform without safety hazards. Grass areas need access to goals, striping and irrigation. Asphalt areas should be striped for a variety of activities. Basketball goals should be available in conjunction with the appropriate striping. Gym facilities need to accommodate both physical education and athletic requirements with striping for multiple courts of basketball, volley ball and badminton / pickle ball.

Physical education is required for two years at both the junior and senior high school levels. To accommodate student belongings, lockers need to be provided. Physical education lockers can either be third height, or larger, lockers for every student or six small lockers associated with one large locker. This configuration

allows the student taking PE in that period to have a large locker for his or her backpack and when not in PE a small locker for gym clothes and shoes. Either PE locker arrangement is required for the full student capacity at the junior high level and half the student capacity at the senior high level. In addition, senior highs should have one quarter of the student capacity lockers of half height or larger for athletic lockers and / or students taking a PE elective. In all areas where lockers are provided, users should also have direct access to rest room facilities.

All physical education and athletics facilities need to comply with title nine requirements.

	Elementary	Jr. High	Sr. High
Interior Facilities	<ul style="list-style-type: none"> • Use of the multi-purpose room (MPR) 	<ul style="list-style-type: none"> • Gym with main and cross courts • Locker rooms with PE teacher offices • One additional room that can be used for rainy day instruction • Access to the multi-purpose room (MPR) for rainy day activity or intramural activities 	<ul style="list-style-type: none"> • 2 Gyms with main and cross courts • Locker/shower room; PE teachers' offices/lockers/shower • Weight and cardio room(s) • Fitness Mat Room • Team Rooms • Training Room • Athletic Director Office
Exterior Facilities	<ul style="list-style-type: none"> • Multi-use field area • Track • Hard courts (6 half court basketball, large circles) 	<ul style="list-style-type: none"> • Multi-use field area • Track • Hard courts (6 half court basketball) • Softball • Baseball • Access to an Aquatics Center 	<ul style="list-style-type: none"> • 3 Multi-use field areas for soccer, football or field hockey • Track and Field event venues • Hard courts (6 half court basketball) • 4 tennis courts • 2 softball fields with backstops and dugouts • 2 baseball fields with backstops and dugouts • Access to an Aquatics Center and lighted multi-sport stadium
Amenities	<ul style="list-style-type: none"> • Rest rooms & drinking fountains in proximity to play areas 	<ul style="list-style-type: none"> • Rest rooms & drinking fountains in proximity to play areas 	<ul style="list-style-type: none"> • Spectator seating, Snack bar / ticket booth and rest rooms in proximity to varsity sports venues
Storage	<ul style="list-style-type: none"> • Dedicated storage room for supplies and equipment 	<ul style="list-style-type: none"> • Supply and equipment storage in proximity to the fields, gym and MPR 	<ul style="list-style-type: none"> • Supply and equipment storage in proximity to the fields, gyms and fitness areas • Team equipment storage for each school team
Physical Environment	<ul style="list-style-type: none"> • MPR should not have obstructions that can be hit and damaged by balls 	<ul style="list-style-type: none"> • PE instructional space should have heating, cooling and ventilation appropriate for the intended uses • Wood athletic floor in gym • Cleanable surfaces in MPR, extra room and locker rooms • Visual connection between PE offices and locker rooms 	<ul style="list-style-type: none"> • PE instructional space should have heating, cooling and ventilation appropriate for the intended uses • Wood athletic floor in gym • Cleanable surfaces in weight, cardio, fitness and locker rooms • Safety flooring where required • Visual connection between PE offices and locker rooms

	Stadium	Aquatics Complex
Interior Facilities	<ul style="list-style-type: none"> • Ticket Booth • Snack Bar • Visitor Rest Rooms • Visitors and Home Team Room/Locker Room • Press box 	<ul style="list-style-type: none"> • Lockers rooms/Shower/rest rooms • Ticket Booth/Snack Bar • Pool Equipment Building • Storage Room
Exterior Facilities	<ul style="list-style-type: none"> • Field - Football, Soccer or Field Hockey • All-weather track • Access to track and field event venues 	<ul style="list-style-type: none"> • 50 meter Pool - depth to accommodate water polo and racing • Teaching/Warm Up Pool
Amenities	<ul style="list-style-type: none"> • Grand Stands for 2000 spectators • General lighting and event lighting • Sound system/announcing system • Scoreboard • Fencing 	<ul style="list-style-type: none"> • Fencing • Seating for spectators and out of the pool instruction • General lighting and event lighting
Storage	<ul style="list-style-type: none"> • Storage for track and field equipment 	<ul style="list-style-type: none"> • Storage for equipment
Concepts	<ul style="list-style-type: none"> • In proximity to parking 	<ul style="list-style-type: none"> • In proximity to parking

School Environment

Schools are places of learning and an integral part of communities. As such, a school site should exhibit community pride and general good appearance. Opportunities to display school culture and curriculum are welcome additions to the exterior and public areas of the campus. Student ownership is also improved by good upkeep of the site and displays of student work.

Navigation and circulation through the site and on to the site should be understandable and well marked. Definition of major spaces such as the Multi-Purpose Room, Library, Gym and Office give visitors understanding of where events are held and highlight these areas to students as special environments. The school name and mascot should be visible from all major roadways surrounding the school. Parent and bus drop off and waiting zones need signage and designation.

School Safety

To increase the ability to supervise the school, layouts should provide good lines of sight to all areas of the campus and limit entrances onto the campus. Visual supervision is improved by strategic placement of cameras, especially at the secondary level. Buildings should be arranged to limit hard to see gaps and provide windows to increase passive observation of all areas. Hidden corners and space behind portables may need to be fenced to limit access. Where visual access is limited, cameras can also be used to enhance supervision in these hard to see areas. While a complete perimeter is not required around all school sites, designs should naturally funnel pedestrian traffic to defined entrance points, especially while school is in session.

Vehicular safety relies on the separation of cars, deliveries, busses, bikes and pedestrians. Designs of exterior access should strive to minimize mixing of the various forms of transportation. Sidewalks, curbs and fences are effective ways of protecting pedestrians. A logical and smooth traffic flow facilitate a good system

of vehicular drop off and separates those cars that wish to park. Communication with City, County or CalTrans may be needed to discuss street improvements, restricting turning and crosswalks.

Exterior Spaces

Chico's climate offers many opportunities to utilize the outdoor areas of a campus for learning and socialization activities. While the traditional playground spaces are still required at each elementary school, additional areas should be developed for small groups, full class size groups and large school wide activities. Special attention should be given for shade and wind protection in these activity areas.

Paving and rain/sun protection should be considered at any area students and staff frequent. All circulation between buildings requires safe, smooth and dry walkways. Waiting areas for pick up need to be out of major circulation paths and possibly covered with seating areas. Outdoor dining areas also have requirements for a cover and permanent tables with benches.



Library

The library is a key educational resource for students and staff; the epicenter of resources and collaboration. Library resources include both digital and paper media. The librarian also teaches navigating and evaluation techniques for the vast amount of information available to our connected society. While students are surrounded by information, the library also provides space for groups of various sizes to come together.

Tables should be flexible to provide group collaboration and facilitate full class instruction. Individuals must also be comfortable in the library setting. The library is frequently used for meetings and staff development at the table areas, especially at the secondary level.

At the secondary level, text books must be stored and checked out to students each year, semester or quarter depending on the class requirements. The schools require a space to store the books and distribute them to the students. While this function is ideally placed within the library, it can be placed anywhere on campus. In the future, when electronic books are supplied, this storage may be able to be repurposed. Access and amenities infrastructure should be considered for a future use beyond storing books.

	Primary	Secondary
Size	<ul style="list-style-type: none"> • 2.5 sf per student • Librarian Office 	<ul style="list-style-type: none"> • 3.5 sf per student • Librarian Office
Activity Zones	<ul style="list-style-type: none"> • Collection area • Full class seating at tables associated with the projection screen • Full class carpet seating • 20-40 computers • Collections desk with book checkout 	<ul style="list-style-type: none"> • Collection area • Full class seating at tables associated with the projection screen • 35 - 70 computers • Collections desk with book checkout
Amenities	<ul style="list-style-type: none"> • Mounted projector and screen • Sound system • Limited tackable area 	<ul style="list-style-type: none"> • Mounted projector and screen • Sound system • Limited tackable area
Storage	<ul style="list-style-type: none"> • Book storage and new book processing area 	<ul style="list-style-type: none"> • Book storage and new book processing area
Physical Environment	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Durable and cleanable surfaces • Acoustically tempered 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection and supplement natural lighting • Durable and cleanable surfaces • Acoustically tempered
Concepts	<ul style="list-style-type: none"> • Adjacent to a computer lab • Easily identifiable on campus • Provide staff rest room 	<ul style="list-style-type: none"> • Adjacent to a computer lab • Easily identifiable on campus • Provide staff and student/visitor rest rooms

Multi-Purpose Room (MPR)

As the name implies, the Multi-Purpose Room (MPR) needs to be flexible to accommodate a number of activities. Especially at the elementary schools, this room is the only large room on campus. It is used for presentations, student performances, physical education, music class instruction, student dining and after school programs. While different activity zones do exist, they overlap one another and are changed out throughout the day and year.

Multi-use facilities are successful by providing dedicated storage for all the different activities that use the main space. MPRs should have rooms and cabinets available for all users so the MPR remains clear for the activities.

	Primary	Secondary
Size	<ul style="list-style-type: none"> • 6 sf per student • Kitchen • Stage • Covered exterior area 	<ul style="list-style-type: none"> • 6 sf per student • Kitchen • Stage • Covered exterior area
Activity Zones	<ul style="list-style-type: none"> • Dining area (interior and exterior) • Presentation / Production • Serving Area 	<ul style="list-style-type: none"> • Dining area (interior and exterior) • Presentation / Production • Serving Area
Amenities	<ul style="list-style-type: none"> • Mounted projector and screen • Sound system 	<ul style="list-style-type: none"> • Mounted projector and screen • Sound system
Storage	<ul style="list-style-type: none"> • Table and chair storage • Production supply storage • Music storage (if music classroom is on the stage, see music classroom page) • After school storage • PE equipment storage 	<ul style="list-style-type: none"> • Table and chair storage • Production supply storage • Music storage (if music classroom is on the stage, see music classroom page) • After school storage • PE equipment storage
Physical Environment	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection/ productions and supplement natural lighting • Durable and cleanable hard surfaces • Acoustically tempered • All surfaces should be durable and clear of obstacles that will prevent physical activities including ball games 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Natural light with glare control and security shading where appropriate • Adjustable lighting to support projection/ productions and supplement natural lighting • Durable and cleanable hard surfaces • Acoustically tempered • All surfaces should be durable and clear of obstacles that will prevent physical activities including ball games
Concepts	<ul style="list-style-type: none"> • Adjacent to parking for special events • Access to student and staff rest rooms • Access to drinking fountains • Access to deliveries and service access that is separate from student circulation 	<ul style="list-style-type: none"> • Adjacent to parking for special events • Access to student and staff rest rooms • Access to drinking fountains • Access to deliveries and service access that is separate from student circulation

Kitchen

The basic kitchen needs to allow for limited cooking from scratch, assembly and heating entree and preparation of produce by two or three staff members. Equipment would include:

- Double convection ovens
- Stove top and oven
- Walk-in refrigerator
- Reach-in freezer
- Low-temp dish washer
- One portable salad bar (preferably a cool table)
- Milk refrigerator
- Warming drawers with cool tops
- Holding ovens
- Ice machine

Preparation areas should be flexible. Speed carts are used to transfer food from the prep areas and rolled into the walk-in refrigerator until rolled out for serving. The “back of the kitchen” needs support spaces including dry storage, office, rest room/lockers and access to deliveries. At the secondary level, staff can increase to six staff and would require more serving stations, a walk-in freezer and increased amount of food preparation and menu items.

At elementary schools, two serving windows with points of sale are used. Students first go along one side of the salad bar and then pick up milk from the refrigerator. Finally the entree is served at the window and the student types in their code at the point of sale.

At the secondary level, the serving windows are supplemented by exterior windows and /or food carts throughout the campus. Because of the increased number of serving spaces, the windows can be specialized to offer select portions of the menu and stylized to express that speciality.

Staff Support

A Staff work room and lounge should be provided at all school sites. These functions are normally combined at elementary schools but may be separated at all levels. The Staff room may include but is not limited to printers, copiers, laminators, die cut machines, sinks, refrigerators, butcher paper dispensers, paper cutters and supply cabinets. Area for mail distribution needs to be provided in the staff room or office.

Custodial rooms and storage are also required at every campus. One area of supply storage is needed for the big equipment. Additional smaller closets are needed in each building with paper, cleaning supply storage and mop sink. Open space must be available for all custodial carts in closets or main storage / office.

At larger sites, grounds and maintenance should also have a storage area for equipment and repair.

Main Office

The Main Office should be the first entrance to the school for all visitors. The environment should be welcoming with staff able to see the door and full length of the front counter from their workstation. At the elementary level, all office functions should be accessed from one lobby. Secondary schools may have up to four distinct entrance lobbies/service windows for the main office, counseling, attendance and nurse. While these areas may have different entrances and waiting areas, the “back of house” areas of the office should be interconnected for staff access and future flexibility. Visual connection through the office also allows staff to cover different areas as needed.

Due to the requirements of their position and need for quick access to the school site, the principal and assistant principal offices should have a second door to the exterior and windows to parking or campus gathering areas.

	Primary	Secondary	Clinic
Functional Areas or Rooms	<ul style="list-style-type: none"> • Main office lobby with visitor waiting, counter and 3 workstations • Principal's Office • Workroom area if main staff room is not connected • Office for teacher in charge or campus monitor • Counseling Office • Conference room • Mail Distribution 	<ul style="list-style-type: none"> • Main office lobby with visitor waiting, counter and 3-5 workstations • Principal's Office • Assistant Principal's Office • Student waiting area behind main counter • Workroom • Registrar Office • Counseling reception and waiting area • 2-4 Counseling Offices • Attendance office with counter or service windows with workstation • Conference room • Mail Distribution 	<ul style="list-style-type: none"> • 2 Desks • 1-2 cots • 2-4 chairs for students • Rest room, sink with hot and cold water
Amenities	<ul style="list-style-type: none"> • Large Printer • Sink • Bell/Clock/Intercom control • Bulletin boards in waiting areas • Display areas for student art 	<ul style="list-style-type: none"> • Large Printer • Sink • Bell/Clock/Intercom control • Bulletin boards in waiting areas • Display areas for student art 	<ul style="list-style-type: none"> • Lockable refrigerator and cabinet for medication • Access to ice or cold packs • Sink with hot and cold water
Storage	<ul style="list-style-type: none"> • Supply and form storage • Student files 	<ul style="list-style-type: none"> • Supply and form storage • Student files 	<ul style="list-style-type: none"> • Supply cabinets
Physical Environment	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms, especially offices to maintain confidentiality • Natural light with views to front of school and visitor parking and glare control and security shading where appropriate • Adjustable lighting to supplement natural lighting • Durable and cleanable surfaces • Acoustically tempered 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms, especially offices to maintain confidentiality • Natural light with views to front of school and visitor parking and glare control and security shading where appropriate • Adjustable lighting to supplement natural lighting • Durable and cleanable surfaces • Acoustically tempered 	<ul style="list-style-type: none"> • Acoustically protected from surrounding rooms • Adjustable lighting to supplement natural lighting • Finishes that can be disinfected
Concepts	<ul style="list-style-type: none"> • Access to staff rest rooms • Easily identifiable and in proximity to visitor parking • Visual access for clerical staff to nurses office 	<ul style="list-style-type: none"> • Access to staff rest rooms • Easily identifiable and in proximity to visitor parking • Visual access for clerical staff to nurses office 	<ul style="list-style-type: none"> • Easy access for gurneys and emergency personal

