



**SAN LUIS COASTAL**  
UNIFIED SCHOOL DISTRICT

Elementary (K-6)  
Education Specifications  
January 2022

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## Preface

This Educational Specification is intended to be used as a tool for the future planning and development of San Luis Coastal Unified School District (SLCUSD) and is anticipated to be reviewed annually.

Input from SLCUSD and stakeholders is encouraged to continuously provide insight in order for this document to be updated and refined as SLCUSD grows, the parameters of educational programs evolve, and the community's needs are further defined.

The development of SLCUSD's Educational Specifications is crucial since they are the bridge between the educational program and the school facilities. The Educational Specifications outlined in this document will provide necessary information to the professional design team for the master planning of facilities to support the delivery of the curriculum to students. The State of California's Education Code requires school districts to plan facilities from a statement of educational program requirements which reflect school districts' educational goals and objectives.

# General Campus Specifications

## **CAMPUS SIZE AND CONFIGURATION**

1. The ideal elementary school site should be approximately 10-14 acres of a rectilinear regular shape. In no case should new sites be smaller than 10 acres.
2. The campus should be master planned for 650 elementary students on a traditional schedule. The master plan for the site shall include space for the addition of future classrooms to further increase the programs of the campus when appropriate.

## **CAMPUS PLANNING AND DESIGN ADJACENCIES**

### **1. Sustainability and Good Design**

- a. The layout of the campus should optimize energy conservation and provide a safe learning environment for students and staff. Prevailing weather patterns should be considered when designing orientation of buildings, walkways, doorways, and student traffic patterns. Overhangs and covered extended eaves should be used to shield classrooms from direct westerly and southerly sun. Covered circulation spaces should be used sparingly so that access to daylight is maintained. Architectural elements should be employed to block prevailing winds.

### **2. Community Outreach and Security**

- a. There is high interest in maintaining an inviting, non-institutional school environment while simultaneously providing a safe environment for students, staff, and community who use the facility. The ultimate goal is to provide a strategy for safety and security features that are incorporated into the design of the school. Design features from the point of entrance to the perimeter can directly affect security issues. The building configuration, location of restrooms, visibility to the playground, and perimeter fencing directly affect the ability to secure and supervise the campus. The campus shall be designed to allow for high visibility and appropriate channeling of traffic to promote security and to promote a welcoming and warm atmosphere.
- b. The campus shall be designed to be vandal resistant through full and careful design and planning of the following:
  - i. Lighting – Utilize a variety of lighting types above vandal reach to include building lighting, light standards, and integral pole lighting to fenced courts. Include protected motion detected lights to limit after-hours vandalism.
  - ii. Materials – Utilize durable and graffiti resistant coatings and surfaces that are easy to clean.
  - iii. Planning – Minimize hidden alcoves and orient key buildings to provide visual supervision.
  - iv. Fencing – Utilize to direct access through key supervised entry points, open at the front of the school and lockable on the perimeter of the campus. In lieu of fencing, consider boundary landscaping as an alternate to fencing.
    1. Ensure fencing is of durable and suitable gage to resist bending

- c. The layout should provide for appropriate community access for use of the multipurpose/cafeteria building, offices, and playing fields while avoiding unwarranted access to the rest of the campus.

### **3. Develop the Front Door**

- a. A primary architectural focal point of the campus shall be the main entrance to the administrative/student services center. The building should be clearly labeled and should be near the main entrance to the campus. The building shall be visible and ADA accessible. Visitor parking should be oriented to provide a clear visual path to the front door.
- b. The main doors should be able to be locked quickly and easily.

### **4. Supervision and Efficient Use of Staff**

- a. The campus layout should permit easy visual supervision from the administrative center. An open courtyard or quad is the preferred layout. Informal gathering areas and flat paved or surfaced areas for group presentations and school functions will be encouraged.
- b. The layout should enable minimal staff to supervise both the athletic fields and the quad.
- c. Office staff should be able to see approaching visitors.

### **5. Access Between Buildings**

- a. Walkways around and between buildings and through the quad shall be wide enough to facilitate adequate pedestrian traffic flow during peak demand. Students should be able to walk from class to class and building to building protected from rain and prevailing wind.

### **6. Library and Learning**

- a. The media center / library shall be adjacent to the academic wings. The building should be one of the primary focal points of the campus.

### **7. Acoustics**

- a. Separation of activity areas should be provided, keeping quiet academic areas removed from noisier campus activities. Considerations should be made for location of hard courts, maintenance and facilities equipment, and service rooms.
- b. Classrooms should be protected from adjacent noises from off site entities such as trains or major streets.

### **8. Landscaping**

- a. All landscaping shall be low maintenance and drought-resistant.

## **CAMPUS INGRESS, EGRESS AND PARKING**

1. The campus should be designed to provide safe pedestrian access to the campus.
2. Adequate way-finding and a logical and intuitive design should be developed for all circulation areas.
3. The bus drop-off area should be separate from the parking lot and automobile traffic. It must at a minimum accommodate two full size buses at the same time.
4. A secured bicycle area shall be provided for the students and faculty.
5. A service road and fire lane shall be designed to provide efficiency and safety for delivery of materials, equipment, food provisions, removal of trash and fire safety without interruption of the schools daily routine. This element will be reviewed and approved by the local fire authority.
6. Parking shall be provided at a rate of 1 space per 10 students or as follows:

Visitors:	20
Staff:	40
Accessible:	3
Loading:	2
Bus Drop-off:	2

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT  
EDUCATIONAL SPECIFICATIONS  
FOR

Elementary Schools

INSTRUCTIONAL SUPPORT ACTIVITY AREAS

Administration and Student Services  
Multipurpose Room  
Food Services  
Library / Media Center

# Administration and Student Services

## **GOALS AND OBJECTIVES**

The goal of the administration building is to have an efficient, well-managed office in a centralized area to accommodate all aspects of services for students, staff, public, and parents. The administration area will be a central service area for students, parents, and staff. This will be an area which acts as the coordination center for all activities at the school. There will be easy access with a warm inviting atmosphere for parents and community members. As the main entrance point to the school, this area will reflect the celebration of learning and the importance of students, parents, and staff members as a team, which supports excellence in education.

As the coordination center for most school activities, the administration office will serve as the campus entry point for nearly all people connected with school business. The functions housed in this area include: attendance, discipline, clerical, registrar, counseling, health services, speech and psychologist, reception, general information, conference rooms and projects, and center for response to emergency situations.

## **STAFF**

The proposed administration staffing for the typical elementary school includes:

- Principal (1)
- Counselors (1)
- Outreach Counselor (1)
- Office Manager (1)
- Clerk Typist III (1)
- Clerk II (4 hours per day)
- Community Aide (4 hours per day)
- Health Aide (4 hours per day)
- Nurse (2 days per week)
- Psychologist (itinerate)
- Migrant Instructional Aides (2 employees totaling 9.5 hours per day)

The administrative support staff is supplemented with student assistants and parent/community volunteers.

## **SPACE NEEDS**

The administration building reception area will be designed to provide adequate space for three clerical workstations. There will be conference rooms for meetings and counseling. The design will also have dedicated entrances and areas for parent reception/business and student reception/business.



1. There should be a health room area dedicated for students who are ill and a waiting area for students with discipline or personal issues.
2. The staff meeting / lounge room will be sized to accommodate thirty (30) staff members at any given time.
3. The workroom will contain adequate storage cabinets for supplies as well as all state of the art equipment.
4. All workstations in the administration building and rooms such as conference, counseling and staff meeting / lounge room will have interconnectivity to state of the art technology providing data and communication.
5. There will be a small room dedicated for additional supplies and materials.
6. A dedicated space will be provided for student cumulative files.

## **FURNITURE AND EQUIPMENT**

Counters in reception area.

Mail boxes.

Display areas in reception area.

Reception desk to be low for better visibility and public access.

## **Spatial Requirements**

For master planning purposes, the following should be used as a placeholder when determining to renovate or build a new facility. The quantity of rooms or spaces may vary by site and student population.

<b><u>Space</u></b>	<b><u>No.</u></b>	<b><u>Size</u></b>
Waiting Area	1	500 S.F.
Principal	1	215 S.F.
Vice Principal	1	110 S.F.
(For future planning purposes)		
Speech/Counseling	2	250 S.F.
Counselor Office	2	200-300 S.F.
Conference Room	1	250 S.F.
Parent PTA room	1	100 S.F.
Mail/Copy Room	1	185 S.F.
Storage	1	65 S.F.
Nurse's Office	1	250 S.F.
Restroom	1	80 S.F.
Staff Meeting/Lounge Room	1	1,000 S.F.
Staff MR Storage	1	95 S.F.
RSP	1	335 S.F.
Men's Restrooms	1	130 S.F.

Women’s Restrooms	1	130 S.F.
Janitor	1	65 S.F.

**Space Relationships:**

The administration building and program not only serves as the administrative hub for the campus, but also acts as a controlling element for two types of circulation: the public visitor or “un-secure” and the private student/teacher/staff or “secure.” Students, teachers, and staff can enter the administration building from the secure student quad and visitors or the public can enter the lobby or “front door” for check in.

The administration building should be located near the visitor parking area and have a visual connection with the bus drop off area. The building should also have a visual connection between the receptionist / clerk area and approaching visitors. Inside, it should be an open and inviting layout, while maintaining a clear delineation of how the public and staff should be separate or interacting.

## Multi-Purpose Room

### **Philosophy**

The multi-purpose room will serve as an eating area for 350-650 students per seating, staggered service. In addition, this room will be used for student assemblies, community activities, physical education programs, theatre arts production, and as an indoor full-size basketball court.

### **Spatial Requirements**

For master planning purposes, the following should be used as a placeholder when determining to renovate or build a new facility. The quantity of rooms or spaces may vary by site and student population.

<u>Space</u>	<u>No.</u>	<u>Size</u>
Multipurpose Room	1	8,500 S.F.
Needs to be sized to accommodate one full size CIF court and two cross basketball courts		
Restroom	2	250 S.F.
Janitor	1	100 S.F.
Table Storage	1	300 S.F.
Athletic Storage	1	300 S.F.
Stage	1	500 S.F.
Outdoor Covered Eating Area	1	2,000 S F.

### **Systems**

#### Electrical:

- Adequate receptacles to support equipment
- Simple scoreboard with ball protection

#### Lighting:

- Natural lighting
- Non-glare, full spectrum, artificial light with ability to vary light level
- Theatrical lighting provisions to be provided and protected from athletic use of facilities

#### Sound:

- Multiple outlets for microphones near stage area
- Multiple outlets for loud speaker hook ups
- Assistive Listening System equipped

#### Communications:

- Telephone use for staff
- Intercom speakers
- Data network jack for presentations
- Sound system with microphone and loud speaker jacks
- Clock

#### Plumbing:

- Accessible water closets and lavatories in restrooms
- Drinking fountains interior and accessible to main MPR area

HVAC:

- HVAC should be designed for low ambient noise levels and minimal velocity
- HVAC to be controlled by EMS controlled by single source

Equipment:

- Two motorized basketball backboards
- Four stationary wall mounted basketball backboards
- 1 CIF size basketball layout
- 1 CIF size volleyball layout-provide sleeves in floor for net removal
- 2 cross basketball/volleyball courts
- Lunch tables and benches, wall mounted or storage

Furnishings:

- Wall padding in appropriate locations
- Projection screen with projector
- Stackable, collapsible seating for special events

Space Relationships:

- Adjacent to kitchen
- Near main parking lot for public use
- Near service yard
- Direct access to outside playing fields/courts
- Near music room

# Food Services

## **DEFINITION OF PROGRAM**

### **Present Program**

The program is designed to meet the needs of the National School Lunch Program, providing identical meals for free, paid, and reduced eligible students.

Student identification numbers are entered by the keypad or by scanning the identification number for both breakfast and lunch.

### **Goals and Objectives**

The program will be designed to provide meals that meet the requirements of the reimbursable meal program and “a point of sale” type establishment.

Equal access will be made available for both the students using the outside eating area and serving area users. An exit will be provided from the main cafeteria, which is near the serving area but does not conflict with students lining up at the serving area.

### **Space Needs**

1. Snack Bar
  - One serving line with line control to and from the serving window
  - Easy 180-degree access to the serving windows
  - Separation of the snack bar from the cafeteria operations
2. Cafeteria
  - Space for a salad bar
  - Space for a milk server, which is free-standing, with an open top. The milk server will be accessed from two sides
  - The cafeteria area will be enclosed with dual entry and exit points for the meal checker
  - Tables with chair seating will be used to help create a café atmosphere. Tables and chairs can be stored when the cafeteria is used for other purposes
3. Office
4. Storage
5. Personnel Requirement
  - One unisex restroom that is ADA accessible
  - One changing room separate from the restroom
  - Four mini-lockers for personal storage
  - One custodial closet with floor sink, basin, and storage for cleaning supplies

### **Full Cooking Kitchen Equipment**

- Two double deck convection ovens
- A four burner range with griddle
- Fume hood

- One cold prep table
- One dishwasher
- Three-compartment sink with washboard sides
- Two preparation sinks
- Three pick up tables
- One refrigerated deli display case
- One ice machine
- One steam table
- Two warming cabinets
- One tilt skillet
- One steamer
- Hand sinks throughout

**Spatial Requirements**

For master planning purposes, the following should be used as a placeholder when determining to renovate or build a new facility. The quantity of rooms or spaces may vary by site and student population.

<u>Space</u>	<u>No.</u>	<u>Size</u>
Kitchen	1	1,260 S.F.
Serving Area	1	1,100 S.F.
Restroom	1	100 S.F.
Office	1	100 S.F.
Dry storage	1	320 S.F.
Cooler	1	125 S.F.
Freezer	1	180 S.F.

# Library / Media Center

## **Philosophy**

The library / media center is to provide facilities, personnel, resources, and activities that will promote lifelong learning through information literacy and an enthusiasm for reading and literacy.

## **Goals and Objectives**

Facilitate teaching-learning process by providing access to resources and services to satisfy both the individual and instructional needs of students.

Create an atmosphere that promotes inquiry, creativity, self-direction, communication of ideas, and the ability to use rational processes.

Provide an environment in which different learning styles can be accommodated and in which individuals and large and small groups can receive information through a variety of media.

Act as the central location for textbooks, resource, and physical instructional materials.

## **Spatial Requirements**

For master planning purposes, the following should be used as a placeholder when determining to renovate or build a new facility. The quantity of rooms or spaces may vary by site and student population.

<u>Space</u>	<u>No.</u>	<u>Size</u>
Library	1	2,000 S.F.
Computer Lab	1	1,000 S.F.
Librarian desk	1	100 S.F.
Workroom/Storage	1	200 S.F.
Restrooms	1	120 S.F.
Restrooms student	2	200 S.F.

## **Systems**

Electrical:

- Sufficient receptacles to support equipment
- Data and a/v head ends located in close proximity to media center
- Full instructional media center infrastructure

Lighting:

- Media center should be designed for audio-visual presentations
- Natural lighting
- Non-glare, full spectrum, artificial light with ability to vary light level

Communications:

- Telephones to be provided in workroom, circulation and each office/work area

- Data networks for computerized circulation system and computer networking
- Wireless networking



SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT  
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INSTRUCTIONAL ACTIVITY AREAS

Preschool / Transitional Kindergarten and Kindergarten  
Grade 1-6 Classrooms  
Special Education

# Preschool / Transitional Kindergarten and Kindergarten

## **Objectives**

To guide students as they begin a formal approach to the basic subjects.

To provide support and directions as students begin to grow cognitively, socially, and emotionally.

District current standard is all-day kindergarten classes and campuses should be planned accordingly.

## **Spatial Requirements**

For master planning purposes, the following should be used as a placeholder when determining to renovate or build a new facility. The quantity of rooms or spaces may vary by site and student population.

<u>Space</u>	<u>Qty.</u>	<u>Size</u>
Kindergarten Classroom	4	1,200 S.F. each
Transitional Kindergarten Classroom	1	1,200 S.F.
Preschool Classroom	1	1,200 S.F.
Student Restroom	1 per Classroom	70 S.F.
Workroom (Shared)	1	480 S.F.

Classrooms should be 30' x 40' configuration where possible.

## **Educational Activities**

The classrooms will provide nurturing environment for Kindergarten students. Students will need space to gather as an entire class, to work in work areas, and to interact with others at activity centers. They will need space for whole group, small group, individual and center-based activities, with the flexibility to shift activities throughout the day. Parent volunteers will be welcome in the classrooms. If possible teachers should be able to see play areas and parent pick-up and drop-off area from the classroom. While keeping an open regular shape, provide opportunities to create pull-out spaces for smaller groups or one-on-one instruction that are easy to supervise, while providing an area for less distraction. This could be achieved with casework with varying heights and other moveable furniture.

## **Materials**

Color:

- Employ color theory in alignment with the district vision and educational goals for color selection.
- Develop color palettes based on current philosophies of color theory, while being considerate of maintenance and sustainability

Flooring:

- Vinyl tile area for easy maintenance after painting and similar activities
- Maximize carpeting in all areas not prone to spill or damage

#### Walls:

- Tackable wall surface to display student work and critical information on all walls
- All classrooms will have a focus wall for students' displays that should be minimum of 18 lf.

#### Ceilings

- All ceilings shall be taller than 9'-0" wherever possible and should be dropped with an acoustic ceiling grid. Ceilings should be bright to maximize light reflectance within the classroom space.

#### Systems

##### Temperature and Ventilation:

- Operable windows sliders or awning/hopper style
- Teacher to have limited control of classroom temperature
- Dedicated mechanical systems for each classroom
- All HVAC systems to be on EMS, controlled by single source

##### Plumbing:

- Accessible sink/drinking fountain in each classroom (cold water only)
- Accessible water closet and lavatory in restroom within the classroom

##### Electrical:

- Many convenience outlets in walls and in floors provide raceways in floors for laptop and peripheral power requirements. Avoid ceiling receptacles other than for fixed A/V or teaching equipment, as determined.

##### Lighting:

- Maximize natural lighting with sky lighting, solar tubes, or north facing windows
- Non-glare, full spectrum, artificial light with ability to vary light level
- Must be able to darken for adequate A/V instruction
- Windows should have blinds or other covering that allow for the control of light and visibility

##### Data/Communications:

- Classrooms shall provide multifaceted access to technology based on district standard
- Voicemail at classroom phone
- Phone capable of calling outside school to parents
- Configuration should employ state of the art technology to include wireless connectivity

##### Security/Emergency:

- Raised windows above seat level
- Lockable doors from the inside, lockdown capable
- Join all classrooms with doors
- Doors into workroom to be lockable from both sides, workrooms to have an exterior door
- In lockdown mode, workroom should have emergency provisions

#### Sustainability:

- Focus on passive systems for sustainability – utilize proper planning and orientation with regard to sun path and prevailing winds
- Utilize natural day lighting through clerestory or skylights

#### Acoustics:

- Isolate mechanical, electrical, and plumbing equipment noise from classrooms
- Provide sound dampening of interior reflective noises
- Provide acoustic isolation between classrooms to meet current STC standards
- Maximize use of carpet for areas not subjected to paint or excessive wear

#### Equipment and Storage:

- Tables and chairs
- File cabinets
- Shelves/cupboards for instructional material storage
- Storage for students' coats and personal belongings
- Water/sand table
- Art easels
- Reconfigurable/combinable or rectangular student work tables and chairs
- Teacher computer
- State of the art A/V technology
- Magnetized marker boards
- Child height shelving for classroom library
- Big book and chart storage, map/poster holders
- Teacher desk with lockable drawers
- Child height counter areas around sink should contain spilled water
- Maps, globes, dictionaries
- Electronic encyclopedia
- Pencil sharpener
- Wastebaskets
- Shades/blinds
- Dedicated kindergarten PE storage cabinet or closet

#### Space Relationships

- Door to outside dedicated play area
- Near Administration Office and Library / Media Center
- Adjacent to parent drop-off and pick-up area
- In planning each campus, careful attention should be taken to ensure the classrooms have adequate acoustic isolation either from elements within the campus or from adjacent properties or community infrastructure

**Outdoor Play Area**

- Dedicated play area should be roughly 35,000 square feet
- Dedicated play area should be fenced separate from the rest of the campus and highly visible
- New campuses should be planned for separate TK/K and preschool playgrounds; if not feasible at current campuses, playtime will be scheduled at separate times.

## Grade 1-6 Classrooms

### **Philosophy**

The elementary program will build a foundation of concepts and skills upon which new learning will develop.

### **Objectives**

To help students develop and refine skills and increase competence and confidence.

To guide students as concrete ideas begin to be represented by more abstract symbols and ideas.

To guide students as they grow physically and emotionally.

### **Spatial Requirements**

For master planning purposes, the following should be used as a placeholder when determining whether to renovate or build a new facility. The quantity of rooms or spaces may vary by site and student population.

<u>Space</u>	<u>Qty.</u>	<u>Size</u>
Classroom	20	960 S.F.each
Shared pull-out educational space	1 per 6	1,200 S.F. each
Support offices at classrooms	2 per 6	150 S.F.each
Music room	1	1,200 S.F.
Science / art room	1	1,200 S.F.
Technology closet	1 per classroom	100 S.F.

Classrooms should be 30' X 32' configuration.

### **Educational Activities**

The classrooms will be used for various activities, including small group instruction, individual work, and cooperative learning activities, with periodic/frequent change of activities. Students will need areas to work at tables and desks, but also areas for movement and floor activities.

Classrooms will need to be flexible for not only the daily activities and rituals of the class, but also the potential for a changing pedagogy of elementary teaching

### **Materials**

Color:

- Employ color theory in alignment with the district vision and educational goals for color selection
- Develop color palettes based on current philosophies of color theory while being considerate of maintenance and sustainability

Flooring:

- Vinyl tile area for easy maintenance after painting and similar activities
- Maximize carpeting in all areas not prone to spill or damage

#### Walls:

- Tackable wall surface to display student work and critical information on all walls
- All classrooms will have a focus wall for students' displays that should be minimum of 18 lf.

#### Ceilings

- All ceilings shall be taller than 9'-0" wherever possible and should be dropped with an acoustic ceiling grid. Ceilings should be bright to maximize light reflectance within the classroom space.

#### Systems

##### Temperature and Ventilation:

- Operable Windows sliders or awning/hopper style
- Teacher to have limited control classroom temperature
- Dedicated mechanical systems for each classroom
- All HVAC systems to be on EMS controlled by single source

##### Plumbing:

- Accessible sink/drinking fountain in each classroom (cold water only)
- Accessible water closet and lavatory in restroom within the classroom

##### Electrical:

- Many convenience outlets in walls and in floors provide raceways in floors for laptop and peripheral power requirements. Avoid ceiling receptacles other than for fixed A/V or teaching equipment as determined.

##### Lighting:

- Maximize natural lighting with sky lighting, solar tubes, or north facing windows
- Non-glare, full spectrum, artificial light with ability to vary light level
- Must be able to darken for adequate A/V instruction
- Windows should have blinds or other covering that allow for the control of light and visibility

##### Data/Communications:

- Classrooms shall provide multifaceted access to technology based on district standard
- Voicemail at classroom phone
- Phone capable of calling outside school to parents
- Configuration should employ state of the art technology to include wireless connectivity

##### Security/Emergency:

- Raised windows above seat level with window coverings
- Lockable doors from the inside, lockdown capable
- Join all classrooms with doors
- Doors into workroom to be lockable from both sides, workrooms to have an exterior door
- In lockdown mode, workroom should have emergency provisions

#### Sustainability:

- Focus on passive systems for sustainability – utilize proper planning and orientation with regard to sun path and prevailing winds
- Utilize natural day lighting through clerestory or skylights

#### Acoustics:

- Isolate mechanical, electrical, and plumbing equipment noise from classrooms
- Provide sound dampening of interior reflective noises
- Provide acoustic isolation between classrooms to meet current STC standards
- Maximize use of carpet for areas not subjected to paint or excessive wear

#### **Space Relationships**

- Classrooms should be organized into an architectural quad or campus appropriate for control, security, and for alignment and support of the teaching philosophy of the district and each school.
- Classroom buildings should be organized so that classrooms surround a central pull-out space and support offices.
- Music classroom should be adjacent to MPR.
- Science/art room can be integrated within the classroom wings or in a central location.
- In planning each campus, careful attention should be taken to ensure the classrooms have adequate acoustic isolation either from elements within the campus or from adjacent properties or community infrastructure.



## Special Education

### **Philosophy**

Students deserve as many opportunities as possible, on a regular basis, to interact with other students and the best materials and technology within a conducive learning environment. This environment may include placement of students with in regular classrooms or scheduling special needs students in a separate classroom. Multiple grade levels may be present within a single room.

### **Spatial Requirements\***

<u>Space</u>	<u>Qty.</u>	<u>Size</u>
Classroom	2	1,200 S.F.
Restroom (shared)	1	140 S.F.
Storage	1	200 S.F.
Full single accom. shower	1	150 S.F.
Laundry	1	150 S.F.
De-escalation room	1	100 S.F.

\*The district should assess these requirements case by case based on actual needs of the community and current demographic data. For planning purposes, assume that there are facilities that meet the needs of the full spectrum of special needs.

### **Educational Activities**

The classrooms will be used for various activities, including small group instruction, individual work, and cooperative learning activities. The special needs students cover a wide spectrum of skill sets. As such our special needs facilities will provide flexibility for growth and development of programs. Students will need areas to work at tables and desks, but also areas for movement and floor activities.

### **Materials**

Color:

- Employ color theory in alignment with the district vision and educational goals for color selection
- Develop color palettes based on current philosophies of color theory while being considerate of maintenance and sustainability

Flooring:

- Vinyl tile area for easy maintenance after painting and similar activities
- Maximize carpeting in all areas not prone to spill or damage

Walls:

- Tackable wall surface to display student work and critical information on all walls.
- All classrooms will have a focus wall for student's displays that should be minimum of 18 lf.

## Ceilings

- All ceilings shall be taller than 9'-0" wherever possible and should be dropped with an acoustic ceiling grid. Ceilings should be bright to maximize light reflectance within the classroom space.

## Systems

### Temperature and Ventilation:

- Operable windows sliders or awning/hopper style
- Teacher to have limited control classroom temperature
- Dedicated mechanical systems for each classroom
- All HVAC systems to be on EMS controlled by single source

### Plumbing:

- Accessible sink/drinking fountain in each classroom (cold water only)
- Sinks with hot water for adult hand washing.
- Accessible water closet and lavatory in restroom within the classroom

### Electrical:

- Many convenience outlets in walls and in floors provide raceways in floors for laptop and peripheral power requirements. Avoid ceiling receptacles other than for fixed A/V or teaching equipment as determined.

### Lighting:

- Maximize natural lighting with sky lighting, solar tubes, or north facing windows
- Non-glare, full spectrum, artificial light with ability to vary light level
- Must be able to darken for adequate A/V instruction

### Data / Communications:

- Classrooms shall provide multifaceted access to technology based on district standard
- Voicemail at classroom phone
- Phone capable of calling outside school to parents
- Configuration should employ state of the art technology to include wireless connectivity

### Security/Emergency

- Raised windows above seat level
- Lockable doors from the inside, lockdown capable
- Join all classrooms with doors
- Doors into workroom to be lockable from both sides, workrooms to have an exterior door
- In lockdown mode, workroom should have emergency provisions

### Sustainability

- Focus on passive systems for sustainability – utilize proper planning and orientation with regards to sun path, and prevailing winds
- Utilize natural day lighting through clerestory or skylights

## Acoustics

- Isolate mechanical, electrical, and plumbing equipment noise from classrooms
- Provide sound dampening of interior reflective noises
- Provide acoustic isolation between classrooms to meet current STC standards
- Maximize use of carpet for areas not subjected to paint or excessive wear

## Space Relationships

- Classrooms should be organized into an architectural quad or campus appropriate for control, security, and for alignment and support of the teaching philosophy of the district and each school.
- All special education classrooms will be dispersed within the campus for equivalent social, flow of traffic, and learning experiences to allow for integration with the general education population whenever possible.
- In planning each campus, careful attention should be taken to ensure the classrooms have adequate acoustic isolation either from elements within the campus or from adjacent properties or community infrastructure.