



2023 Update | District-wide Elementary School Educational Specifications



Table of Contents

Participants.....	3
1 EXECUTIVE SUMMARY	
2 VISION	
Equity, Engagement, and Excellence	6
Social Emotional Learning.....	10
Affordances	11
Sustainability, Health and Well-Being	13
3 PROGRAM	
Program Summary.....	19
Narrative Program	20
Learning Settings	21
Instructional Student Services.....	24
Administrative Student Services	29
Performing Arts	32
Library.....	36
Physical Education.....	38
Commons and Food Service	41
Administration.....	45
Building Support.....	48
Site Development	50
Graphic Program.....	55
2014 Insert: Flexible Learning Variants	
Numeric Program	68
Model 01	69
Model 02	71
Model 03	73
Exterior Program Spaces	75

Participants

STEERING COMMITTEE

Lydia Sellie, Executive Director of Business & Finance
 Dr. Helen Joung, Assistant Superintendent for Elementary Schools
 Matt Finch, Director of Facilities Operations
 Jessica Asp, Principal, Oak Heights Elementary

DESIGN REVIEW COMMITTEE

JoAnn Todd, Former Director of Elementary Ed Programs
 Kim Hunter, Former Director of Secondary Ed Programs
 Hayley Etnier, Director of Special Education
 Jo Callaghan, Former Director of Psych & Counseling
 Jessica Asp, Principal, Oak Heights Elementary
 Katie Shook, Assistant Principal, Oak Heights Elementary
 Sarah Madsen, Office Manager, Oak Heights Elementary
 Colin Odell, Teacher, Oak Heights Elementary
 Erica Morgan, Teacher, Oak Heights Elementary
 Jessica Janicki, Teacher, Oak Heights Elementary
 Mercredi Noble, Teacher, Oak Heights Elementary

VISIONING COMMITTEE

JoAnn Todd, Former Director of Elementary Ed Programs
 Jessica Asp, Principal, Oak Heights Elementary
 Katie Shook, Assistant Principal, Oak Heights Elementary
 Leah Logan, Librarian, Oak Heights Elementary
 Deanna Silue, Teacher, Oak Heights Elementary
 Jenna Smith, Teacher, Oak Heights Elementary
 Tamara Littlejohn, Teacher, Oak Heights Elementary

FOCUS GROUPS

Equity & Multilingual

Victor Vergara, Assistant Superintendent for Equity & Student Success
 Dr. Sally Guzmán, Family & Community Engagement Coordinator
 Nicole Rodriguez, Program Director of Multilingual Education
 Mary Williams, Former Program Director of Multilingual Education
 Amy Mason, ML Teacher, Oak Heights Elementary

Food Service

Megan de Vries, Director of Food & Nutrition Services
 Jessica Reed, Field Supervisor of Satellite Kitchens
 Jill Harrison, Operations Manager of Central Kitchens

Library

Leighanne Law, K-12 Library Coordinator
 Karen Hickenbottom, Manager of Digital Learning & Libraries
 Leah Logan, Librarian, Oak Heights Elementary

OT/PT

Kelcy Kriegel, Physical Therapist
 Stephanie Evangelist, Occupational Therapist

Performing Arts

Scott Barnes, Manager of Visual and Performing Arts
 Kylene Ries, Music Teacher, Oak Heights Elementary

Physical Education

Jennie Hershey, Health & Fitness Coordinator, K-12 PE & Health Content Lead / Move 60! Coordinator
 Jenni McCloughan, Health & Fitness Coordinator, Move 60! Coordinator
 Nicole Brekkaa, PE Teacher / Move 60!, Oak Heights Elementary

Student Learning

Lisa Gonzalez, Executive Director of Student Learning
 Dr. Robert Baumgartner, Former Executive Director of Student Learning
 Jason Aillaud, Director of K12 Programs

Student Services

Hayley Etnier, Director of Special Education
 Jo Callaghan, Former Director of Psych & Counseling
 Janice Nicholson, Director of Itinerant Services
 Kristin Lierheimer, Director of Elem Special Ed Programs
 Libby LeCompte, Manager of Elem Special Ed Programs
 Rebekah Doyle, Manager of Itinerant Services

Technology

Chris Bailey, Technology Director
 Sarah Luczyk, IT Support Supervisor
 Debbie Erickson, IT Infrastructure Supervisor
 Jordon Suver, Technology Project Coordinator
 Gilbert Ayirebi, Facilities Operation Dept, Systems Coordinator (Security)

Transportation

Ben Mount, Transportation Director
 Robert Thueringer, Transportation Supervisor

CAPITAL PROJECTS

Taine Wilton, Director of Capital Projects
 Ed Peters, Former Director of Capital Projects
 Laura Bowers, Design & Construction Manager

ARCHITECT

Brian Carter, Integrus
 Loretta Sachs, Integrus
 Matthew Sullivan, Integrus

Executive Summary

Introduction and Background

The Edmonds School District is the largest school district in Snohomish County serving the communities of Brier, Edmonds, Lynnwood, Mountlake Terrace, Woodway, and unincorporated areas of the County. With nearly 21,000 students, District enrollment has continued to grow steadily for the past decade and is expected to continue to grow by another 500 students in the next few years. In the last decade, the Edmonds School District has moved towards providing full-day kindergarten for all its students. In addition, the District is committed to providing specialized educational programs to meet the needs of all its students. With the combination of these trends, the District has a need to address significant capacity issues at its elementary schools.

The District's current facilities improvement plan includes modernizing multiple aging elementary schools and building an expansion elementary school on a new site to accommodate needed growth in capacity. Currently funded by the passage of a capital levy in 2021, the District is completing construction on the modernization of Spruce Elementary School.

PROCESS

Integrus was tasked with updating the District's District-wide Elementary School Educational Specifications completed in 2014 by Mahlum Architects. It is important to note that this is an update, and much of the 2014 Educational Specifications is still relevant. This 2023 update is intended to evolve the relevant portions of the 2014 Ed Spec in order to ensure alignment with evolutions in District program, current thinking regarding best practices in teaching and learning, and specific changes in the District's programs.

The purpose of this Educational Specification is to define the programmatic, functional, spatial and environmental requirements for elementary schools district-wide. Three program models are presented to provide flexibility in student capacity and specialized student services across all of the District's elementary schools. Program Model 01 begins with a school facility with 25 general education classrooms to house students in kindergarten through sixth grade. Program Model options 02 & 03 then increase a school's student capacity by including an additional 3 or 7 general classrooms. While the Educational Specifications is ideally applied to a new or full replacement facility, specific program elements can be extracted when planning for modernization and expansions to existing facilities. In addition, for physical plant and infrastructure requirements, this document should be used in conjunction with the District's Uniform Design Standards that provide guidelines for facility systems and materials.

The 2023 update Educational Specifications provide the following:

- A written means of communicating between the educators and the design professionals
- Descriptions from educators about each educational program and identifying factors which affect learning and teaching
- A comprehensive database for design teams provided by the Ed Spec process to use in creating elementary school building plans and specifications
- Detailed descriptions of the educational programs, enabling complete and accurate descriptions of functional and spatial needs, in the end leading to a successful school design

Participants in the development of the 2023 update Educational Specifications included:

- District administrators representing Elementary Education, Student Learning, Student Services, and Business and Operations
- Selected elementary school educators, staff and principals
- Design professionals

EVOLUTION OF MISSION, VISION, GOALS AND UNDERSTANDING

The mission and the vision of the Edmonds School District have evolved since the 2014 Ed Spec was completed. The current mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens. Similarly, the District's vision has evolved to focus on a commitment to equity, engagement and excellence for each and every student.

Specifically, major updates to all components of the 2014 Ed specs include:

- Program space list updates to accommodate shifts in program, curricula and pedagogy
- Emphasis on spaces for equity
- A renewed and evolved commitment to environmental stewardship
- Alignment with SEL
- Program space notes that emphasize giving agency to students through affordances and action settings

Aligning with the vision commitment, the 2023 update Ed Specs' reimagined goals are:

Equity| Healing Centered

Build Belonging
Cultivate Calm and Joy

Engagement| Community Based

Promote Connection
Nurture with Nature

Excellence: Developmentally-Focused

Support All Ways of Learning
Create and Re-Create Environments

PROGRAM DEVELOPMENT

The District-wide Elementary School Educational Specifications include the development of three building program models with a range of quantities of classrooms and corresponding support space sizes to provide flexibility in future planning for elementary schools throughout the District. The models include 25, 28 and 32 general classrooms and the overall building areas range from 71,870 gross square feet to 88,668 gross square feet. Classrooms were intentionally planned to be generic and identical throughout the grades kindergarten through sixth in order to maximize flexibility within the school. In addition to the base program, program area equal to two additional classrooms is provided to serve Tier 2 student services programs such as Title/LAP and Multilingual Learners (ML). Tier 3 special education programs such as Resource, Intensive Support, Intensive Support "Plus", Intensive Support Emotional Support and/or Developmental Kindergarten would utilize general classrooms included in the base program.

The Ed Spec group reviewed specific program goals developed with individual District department meetings. From these program descriptions, goals and activities, planning diagrams and concepts were modified from the 2014 Ed Spec to reflect the key relationships changes of the program elements.

Equity, Engagement, and Excellence

Our Mission

Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

Our Vision and Commitment

Equity, engagement, and excellence for each and every student.

EQUITY

We remove institutional barriers to ensure every student has equitable access to a rigorous, safe, inclusive education. We provide pathways to opportunity for each student, regardless of what direction they might choose in life.

What **Equity** means for our school facilities:

- Omnipresent and robust technology infrastructure.
- Bring specialists into the learning settings, creating “push in” spaces rather than pulling students out for specialized instruction, avoiding “otherization”.
- Sculpting outdoor spaces to serve as learning environments for all students.
- Culturally responsive spaces that celebrate the multi-dimensional identities of students.
- Experiential graphics to make all students feel welcome.
- Universal toilets.
- Security protocol and strategies that balance hardening school boundaries and entrances with a positive student experience and welcoming gestures to parents and community members.

EXCELLENCE

We help students learn to define and achieve their own success. We commit to developing the whole student by building and sustaining each individual’s academic, social, and emotional skills so they graduate with a range of options.

What **Excellence** means for our school facilities:

- Flex Spaces for small group collaboration and individual break out.
- Aesthetics that inspire 21st century learning skills, including creativity, critical thinking, collaboration, and communication (the four “C’s”).
- Program connections and adjacencies that promote team teaching opportunities for students to engage in project-based learning.

ENGAGEMENT

We work with our families, staff, and community members to promote the learning, development, and well-being of every student.

What **Engagement** means for our school facilities:

- Create the conditions that support Student Engaged Learning.
- School as a family room; welcoming and inviting.
- Culturally responsive buildings to the variety of ethnic and cultural identities of the families we serve.
- Transparency and clear visibility between program spaces to share our work.
- Spaces and transitions that promote team teaching and inquiry-based learning.
- Physical facilities that exhibit appropriate environmental stewardship and lend themselves to learning moments around sustainable topics and prepare students to manage the world they are inheriting.

Learn more by viewing our Strategic Plan at www.edmonds.wednet.edu

Equity | Healing-Centered

Schools that foster student well-being center equity and are healing-centered in their approach.

Build Belonging

Build a sense of belonging for each and every student, visibly embracing each student's culture and identity through what they see, read and hear.

WE ENVISION TO

Connect the school to the broader world – to enable interaction and promote conversation & learning. Ex: showcase flags & maps of the world.

Include all students by incorporating visuals of all cultures throughout the world, such as BLM, Hispanic and LGBTQ+ artwork & information.

Bring native languages into the classroom and in communications -- make space for the inclusion & education of all cultures.

Thoroughly incorporate spaces for cultural connections & learning through display; cultivating gardens with cultural foods & cooking.

Support self-identity by visibly incorporating student's cultures & identities throughout the school.



Cultivate Calm & Joy

Cultivate calm, joyful and playful spaces for student learning and self-care.

WE ENVISION TO

Cultivate an environment with a sense of belonging throughout, where each student feels welcomed, supported and safe.

Create spaces which inspire students to learn & create.

Provide thoughtful incorporation of quiet learning spaces which promote a calm & quiet atmosphere.

Accommodate a variety of sensory needs to meet each student's individual support needs.

Blend daily learning with continued support for all developmental stages of the student -- infuse the surrounding learning environment with support for physical playfulness through the incorporation of games & exercise.



Engagement | Community-Based

Schools that foster strong family and care giver partnerships embrace engagement that is community-based.

Promote Connection

Promote connection between students, their class community, the school community, with families and the neighborhoods we support.

WE ENVISION TO

Support all student families by creating welcoming spaces that provide a space for families to feel included & considered within their school community.

Maintain a sense of space for all learners to feel included & to embrace being a part of a larger community.

Further strengthen the connection between students & their surrounding community by supporting the school as a central learning hub & space for all learners to feel included in the bigger picture.

Cultivate meaningful allyship & continued advocacy for every student.

Create welcoming communal spaces which foster & grow the foundational connection between the school & broader community.

Develop a learning atmosphere of collaboration & empathy to promote continued connections between each student & the world around them.



Nurture with Nature

Nature is Nurturing -- Engage students with indoor and outdoor connections to nature and the world.

WE ENVISION TO

Encourage classroom connections to the outdoors as a space to learn in & a place to learn about.

Invigorate indoor spaces with natural light & fresh air with views to the outside to promote a calm & supportive learning environment.

Lead by example -- create sustainable buildings to immerse students in the continued efforts of sustainability.

Prompt global perspective & world learning through connections to the community outside of the immediate school environment.

Foster environmental stewardship through the relationship of the surrounding site and natural areas.

Strengthen daily connection to the outdoors by creating outdoor learning spaces which support the benefits of biophilic design.



Excellence | Developmentally-Focused

Schools that foster student learning success create excellence by being developmentally-focused on the whole student.

Support All Ways of Learning

Support multiple types and ways of learning, including student choice and self-directed learning, local and global opportunities for collaboration.

WE ENVISION TO

Incorporate spaces which support the development of the whole child; provide learning environments for active & creative play to support gross motor skills & social interactions.

Shape an equitable learning environment to meet each learner right where they are.

Create learning environments which foster inclusion, where every student feels a sense of belonging & all can thrive as collective learners.

Support students in self-directed learning by providing space for them to feel encouraged to follow their passions & interests.

Give students the choice of stimulating and thought-provoking learning spaces as well as calming & relaxing spaces to think and create in.

Include impromptu collaboration spaces for both individual and collectivist learning experiences.



Create & Re-Crete Environments

Provide fluidity in the creation and re-creation of learning environments through flexible ways to meet student needs.

WE ENVISION TO

Plan spaces for a growing and fluid environment to support learners of the future with needs we cannot yet anticipate.

Incorporate a variety of learning spaces for the ability to meet students at their individualized learning pace.

Support flexibility throughout all learning spaces to encourage cross collaboration between all teachers and students.

Create flexible learning spaces that can shift easily to meet student & school needs.

Foster impromptu and versatile learning spaces that flex to meet students' needs, i.e. floor & table work spaces.

Strengthen access to spaces that work for science exploration.



Social Emotional Learning

Social Emotional Learning (SEL) Defined

In 2019, the Office of Superintendent of Public Instruction formed a statewide SEL committee to create a framework for application of SEL implementation across the State. The result was a set of standards that serve as guidelines to educators in the school environment.

Integration of SEL with ESD Strategic Plan and Vision

Edmonds School District, through its commitment to actions that align with our mission, fully supports integrating SEL standards into our curriculum and our cultures at our schools. SEL is foundational to the performance indicators developed in the Strategic Plan, including development of student belonging, engagement and achievement. Our definition of excellence must accommodate each student’s unique balance of social, academic, and emotional development.

SIX STANDARDS OF SEL*

- 1. *Self-Awareness*: Student can notice and name emotions; Recognize how emotions feel in the body; Verbally express feelings; Describe mindsets.
- 2. *Self-Management*: Student has the ability to regulate emotions, thoughts and behaviors and problem-solving skills.
- 3. *Self-Efficacy*: Student has the ability to motivate themselves, persevere, and see themselves as capable.
- 4. *Social Awareness*: Student has the ability to take the perspectives of and empathize with others of diverse backgrounds and cultures.
- 5. *Social Management*: Student has the ability to make safe and constructive choices about personal behavior and social interactions.
- 6. *Social Engagement*: Student has the ability to consider others and a desire to contribute to the well-being of the school and community.

TOP 10 TRAITS OF AN SEL SUPER SCHOOL

- These traits are offered as a guide to school administrators to ensure they are on the right track as they endeavor to foster an environment of empathy and social and emotional support:
- 1. SEL Instruction
 - 2. SEL Integration
 - 3. Student Voice
 - 4. Climate Supports SEL Growth
 - 5. Adult SEL Supports
 - 6. Positive Behavior Supports
 - 7. Integrated Supports
 - 8. Family Partnerships
 - 9. Community Partnerships
 - 10. Equity

Learn more by viewing the *Social Emotional Learning Pathways PDF* by WA Office of Superintendent of Public Instruction (OSPI) at www.k12.wa.us/student-success/resources-subject-area/social-emotional-learning-sel/washington-developed-sel-resources

Affordances

The concept of Affordances in the built environment captures an understanding that the spaces we inhabit have a profound effect on our experiences. An affordance is a resource that is offered by the environment, that must in turn be perceived and understood, either consciously or subconsciously, in order to be utilized. As author and cognitive theorist Sarah Williams Goldhagen writes, “The environments we inhabit and build can make us and our children healthy or sick. They can make us and the people we love smart or (stupid). Serene or despondent. Motivated or apathetic. What’s more, it’s their design that is in large measure responsible for these effects. A well designed, properly constructed environment affects and supports our health, cognitions, and social relations. It meaningfully conveys to each of us that our human presence ... is valued.”

Affordances recognize the very act of learning, of building cognition, as an activity that is grounded in human experience. We are sensory creatures. Our students both see the world, and form their understanding of it, through their sensory experiences of the affordances around them.

ENABLING STUDENT AGENCY WITH ACTION SETTINGS

An often used catch phrase to define the meaning of Student Agency is “students have a voice and a choice” in the work they do. Students learn and grow when they engage in activities that are meaningful and relevant to them and driven by their interests. Learning by students with Agency often is self-initiated. Students need spaces that lend affordances in the form of action settings; spaces that suggest opportunities to engage in activities beyond the traditionally restrained activities normally contributed to teaching pedagogies of the past.



Action Settings are spaces that suggest activities. The term is used in ecological psychology to refer to a structured environment that is derived from the activities affordances afford. In essence, an action setting can be thought of as a collection of affordances that are related to each other.

Rather than attempt to build flexibility through ubiquity, action settings respond to students at a sensory level and invite learning experiences that they themselves identify and engage. These learning experiences are embodied in the students’ activities. Examples can be simple and direct – round tables and comfortable chairs are multiple affordances that create an action setting that encourages collaboration and discourages hierarchy. Sinks and large work surfaces are affordances that create an action setting encouraging maker activities, or hands on learning. The variegated edge in a long circulation corridor, with spaces sculpted to encourage pause and perhaps bench seating or a nice view to outdoors, creates an action setting that promotes positive socialization and encourages communication as students move from one place to the next.

Action settings provide subtle cues that give students agency to shape their own behavior through subtle gestures that recognize we are experiential creatures – variations in ceiling heights and materials that create subtle shifts in acoustics and light, tactile wall surfaces that stimulate sensory exploration and promote cognitive response. Action settings should not be conflated with “specialized program space”, such as lab space for science, or a stage for performance. These spaces are important and have their grounding in program. Program spaces support program. Action settings support student Agency.

INCLUSIVE LEARNING ENVIRONMENTS FOR STUDENTS

Each of our students is a unique and wonderful person, capable of achieving their personal best, and also capable of contributing to each of their peers' growth and development. Our school environment must support the unique developmental needs of each student by:

1. Celebrating the individual and allowing the attributes of each student to shine in shared environments. We are sensory beings, and our understanding of our environments and of the people around us are shaped by the experiences we are afforded in these spaces. Design of our learning spaces must first be framed around the individual experiences of our students, before consideration of classroom management needs.
2. Creating spaces for shared experiences through unique perspectives. While every student is different, we still are social beings whose growth and development is dependent on supportive relationships with our peers and our mentors.
3. Advocating for special programs that "push in" to mainstream program, rather than "pull out" for specialized instruction. Students learn and develop most holistically when the complexity of the human condition is evident around them, rather than in isolated silos of homogeneity. Each child learns differently and has a unique set of special needs. Specific student services (physical support, speech/pathology, multilingual learners, etc.), need to be accommodated in settings that do not socially isolate the student. The "Push in" model means that all learning settings need a degree of affordance to allow multiple learning events to occur contiguously, as specialists bring both instruction and materials to the student.

INCREASE OPPORTUNITIES FOR LEARNING OUTSIDE

Our students are biologically programmed to seek affordances in nature. We know from research that both daylight and views to nature improve health and learning. We also know that we interpret our world both built and natural, through the experiential lens of the natural environment. Rachel Carson said, "it is not half as important to know as it is to feel when introducing a young child to the natural world."

Outdoor spaces at our elementary schools must be sculpted to give our students agency to experience their environments both formal and informally; scripted through program, and ad hoc through inquiry. Students must find agency in the landscape surrounding their inside spaces, afforded by key attributes like access, prospect and refuge, and opportunities for observation and analysis.



Sustainability, Health & Well-Being

EVOLUTION OF ESD STANDARDS

For more than two decades, the Edmonds School District has sought to create capital facilities that achieve high standards for building performance and environmental responsibility. In the 2000 Educational Specifications, the performance standards focused primarily on the economic and environmental benefits derived from energy efficiency. Evolution of the specifications added a greater focus on improvements to student performance and wellbeing through elevated standards for indoor air quality as well as higher standards for the health of site ecosystems and protecting downstream habitats with improved stormwater. By 2014, the standards took a more comprehensive approach with the introduction of the aspirational goal of “designing for a sustainable future.” The current specifications add rigor to that goal with the recognition that the reduction of carbon emission from building construction and operation is central to any understanding of what a “sustainable future” might be. This specification also introduces a greater emphasis on the need to address sustainability through education and the promotion of student learning and stewardship by focusing on the cultural environment of each individual school.

Edmonds School District facilities shall be designed to:

- Support student health and wellbeing.
- Target a path to net zero operational carbon emissions.
- Reduce embodied emissions during facility construction and renovation.
- Regenerate the health of habitats and ecosystems on school sites.
- Explore the educational opportunities of direct encounters with nature through the teaching and practice of stewardship.

DESIGN PROCESS

The vision outlined in this 2023 Educational Specification update requires certain specific practices within the process of facility design. Chief among these are stakeholder engagement, an integrated design process, and goal setting.



Stakeholder Engagement – Achieving performance standards will require unique solutions at each facility. Sustainable performance standards are guidelines that allow room for innovation in response to the goals and visions articulated by each school community. Engagement with stakeholders during design is a critical step in identifying key goals and performance targets.

Integrated Design – As with stakeholder engagement, the practice of integrated design is a key feature of the high-performance design process. Integrated design means that problems are approached holistically rather than as isolated parts of a larger whole. Design teams are expected to assemble an integrated team and apply an integrated process wherever appropriate.

Goal Setting – Project specific goals are an important product of a stakeholder-oriented, integrated design process. Design teams shall implement a process to explore and define appropriate goals with stakeholder buy-in. This process can include an eco-charrette or similar design exercise focused on creating project goals that will drive design toward impactful sustainable outcomes.

Sustainable Design Standards

STUDENT HEALTH

Healthy environments, both interior and exterior, are essential to student health and wellbeing. Environmental health includes but is not limited to:

- Indoor air quality – specifically the avoidance of Volatile Organic Compounds (VOCs) and other air pollutants. Only products meeting District standards for avoiding toxic chemicals, PFAS, and volatile organic compounds shall be specified and installed. For paints, sealants, floor coverings, carpeting, and wall coverings, we accept only products with Healthy product declarations (HPDs) that disclose product ingredients. Transparent specifications allow us to select products that meet our standards for human health.
- Healthy ventilation – achieving healthy ventilation levels requires the ability to respond to changes in outdoor air quality with appropriate filtration when conditions dictate.
- Adequate daylighting – student wellness and productivity are strongly impacted by the quality of daylighting. Design teams shall incorporate daylighting analysis coupled with best practices set and achieve high-performance standards for daylighting.
- Acoustic environments conducive to educational activities and sensitive to the varying needs of students with different capabilities.
- Spatial and environmental design that supports student and occupant psychological health, with emphasis on creating environments that support students with special needs.

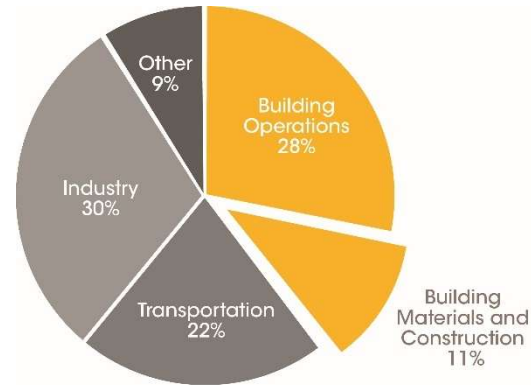


Sustainable Design Standards

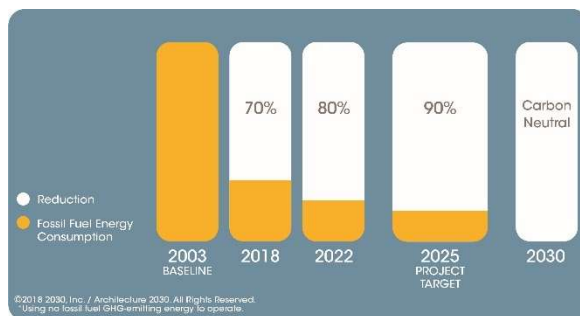
BUILDING DECARBONIZATION

Limiting global temperature rise is a fundamental responsibility toward our current and future students, their families, and our community. A sustainable future is one where the rise in global temperature is limited to 1.5°C or less – the threshold beyond which the likely consequences of a warming planet include events such as drought, wildfires, extreme weather events such as flooding and deadly heat waves, sea level rise, food insecurity, population displacement, and species extinction on a massive scale. The Intergovernmental Panel on Climate Change, in assessing the growing body of scientific evidence, reports that total global emissions of carbon need to stay below 340-400 gigatons of carbon for there to be a better than 67% probability of staying below the 1.5°C threshold.

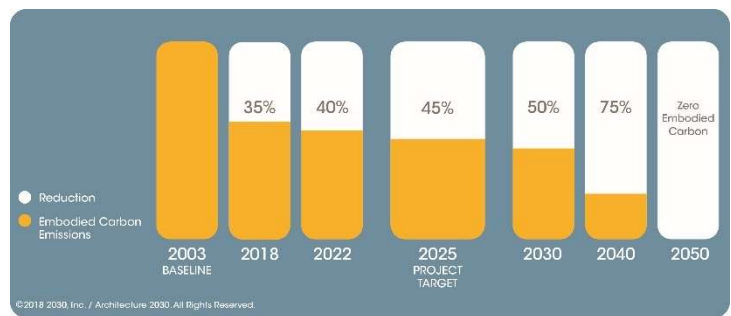
Because building construction and operation contribute nearly 40% of global greenhouse gas emissions each year, reducing emissions from the building sector is an essential component of a comprehensive climate strategy. The Edmonds School District recognizes the urgency to immediately reduce carbon emissions from building operations and construction. Short of issuing prescriptive requirements that may not be appropriate for every facility, we nevertheless target the following reductions in embodied and operational carbon from our capital facilities:



- Operational carbon – 90% reduction (based on the nationally recognized baseline level of emissions as determined by the Commercial Buildings Energy Consumption Survey (CBECS)).
- Embodied carbon – 40% reduction (measured from the baseline of average building emissions as identified in the Carbon Leadership Forum’s “Embodied Carbon Benchmark Study”).



2030 Targets For Operational Carbon



2030 Targets For Embodied Carbon

Design Strategies for Reducing Operational Carbon Emissions

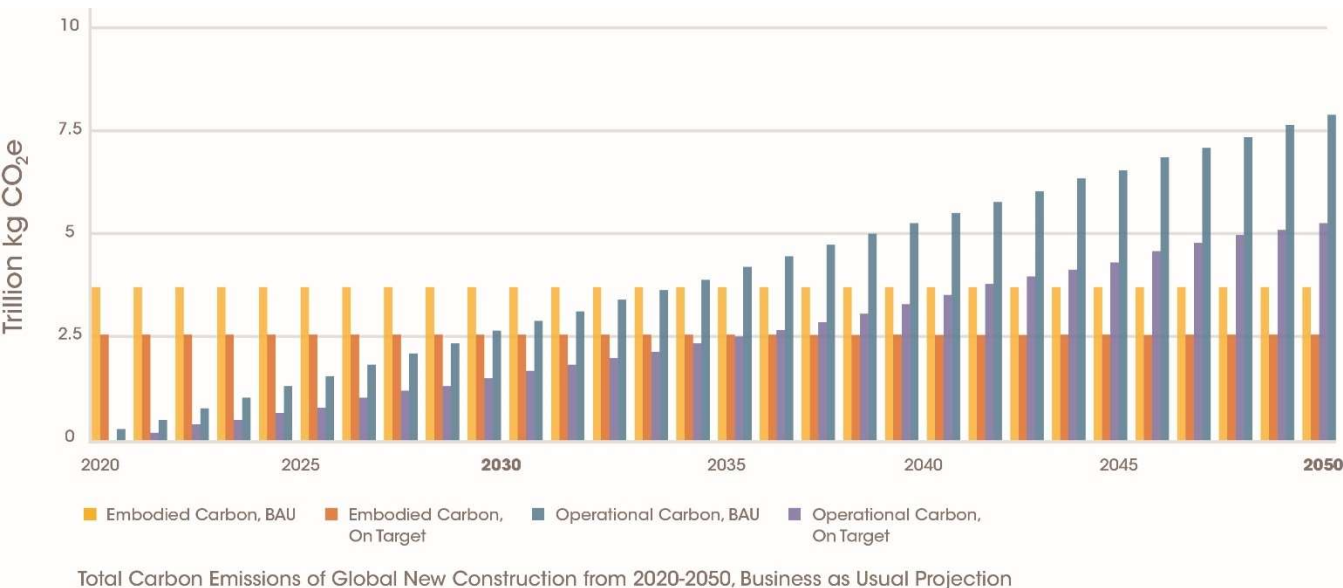
Facilities shall pursue the following strategies for reducing operational carbon emissions:

- Design a building with a low Energy Use Intensity (EUI).** Low energy use intensity is essential to a decarbonization strategy. Design should implement passive design strategies to keep heating and cooling loads as low as possible. These include a highly efficient building envelope, building massing to manage heat gain and heat loss, control of the window-to-wall ratio, and daylighting strategies that balance daylight and thermal performance. Design of electric lighting should be coordinated with natural daylighting to achieve the optimal balance between natural light and energy efficient artificial light wherever needed.
- Utilize electricity rather than fossil fuels as the primary source of building energy.** This strategy will be achieved with all-electric heat pumps, including but not limited to ground coupled systems.
- Plan for renewable energy to meet all the building’s energy needs.** We have identified increasing carbon-reduction targets, achieving zero emissions by 2050. All projects should seek to adhere to this emissions-reduction schedule. A key part of this strategy is to include photovoltaic (PV) systems on all projects. The baseline for PV systems shall be “solar ready” on all school facilities, with additional capacity as conditions allow.

Sustainable Design Standards

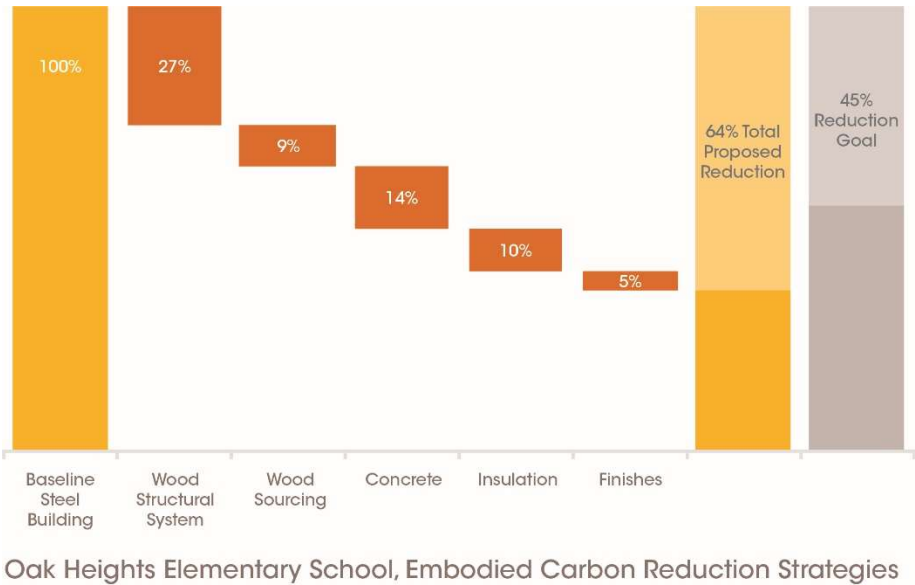
Design Strategies to Minimize Embodied Carbon Emissions

The next 30 years are critical for reducing carbon emissions so that the total quantity of atmospheric carbon does not exceed the 340-400 gigaton limit. For any building, over the first 30 years of operation, the carbon emissions embodied in building materials and construction are roughly equal to emissions from building operations.



Opportunities to reduce embodied carbon emissions should focus on “hot spots” – those materials that produce the most carbon during manufacturing and transport.

The adjacent table shows an example of the hot spot materials and the potential reductions in embodied carbon associated with each for Oak Heights Elementary School. The hot spots vary with materials and construction type. Reduction percentages are subject to change due to product variations regarding sourcing, transport, manufacturing, and other variables. Actual reductions are determined when products are procured. Specifications shall include Environmental Product Declarations for all hot spot materials to ensure that the most accurate measures of embodied carbon emissions are obtained.



Sustainable Design Standards

PLACE

Stewardship

There are two aspects to the notion of “Place” that are particularly relevant to educational sites. The first is that place refers to a quality where the needs, aspirations, desires, and visions of individuals and communities are realized and manifest in distinct physical/spatial contexts. Place arises from human interaction with location, and offers unique opportunities for observation, experience, and learning. But place also precedes human contact with location and involves recognition of the unique natural conditions of a location. Taken together, these two aspects of place suggest the possibility for stewardship – which refers to an engaged and attentive practice of caretaking. Stewardship is an opportunity for hands-on learning that is directly associated with place. The design of school sites should explore opportunities for students to study and engage in stewardship.

Mitigation / Regeneration

Mitigation of the adverse impacts of stormwater runoff is essential to protecting downstream ecologies. Stormwater management begins with Best Management Practices, including but not limited to the following:

- Shallow interceptor swales
- Catch basins/area drains/trench drains and pipe systems
- Water quality treatment
- Bioretention facilities
- Detention ponds
- Detention vaults



Regeneration involves taking steps to reinvigorate the health and viability of on-site ecologies. Strategies to be considered include the following:

- Bioretention swales, wetlands, and other natural systems that control stormwater while providing aquatic habitat.
- Native plantings for hardiness, ecological appropriateness, and resilience.
- Outdoor learning spaces that serve the educational function while providing habitat for non-human species.
- Outdoors space designed to accommodate community-sized activity, play, and exploration and discovery of nature.



Program

The district-wide elementary school program is an allocation of space for each anticipated room or area, grouped by common function, required to provide students a holistic learning environment that is equitable, engaging, supportive of achieving academic excellence and childhood developmental growth, and will prepare them for continued success as lifelong learners and responsible world citizens.

The program is organized into three models to provide vital flexibility in student population capacity and student services to the Edmonds School District community.

The process for this update to the 2014 District-wide Elementary School Educational Specifications began by reviewing the District's elementary schools from its most recent bond program with representatives across the District including department leaders, school administrators, teachers and parents.

The identification of three program models, each with a different baseline quantity of general classrooms environments, was maintained to support the different student population capacity needs anticipated as District communities continue to grow and the District considers future grade alignments within its elementary and middle school facilities.

The Program section includes the following components:

- Program Summary
- Narrative Program with Relationship Diagrams
- Graphic Program
- Models 01-03 Numeric Programs

Program Summary

PROGRAM AREA	MODEL 01	MODEL 02	MODEL 03
	25 GEN ED CLASSROOMS 2023	28 GEN ED CLASSROOMS 2023	32 GEN ED CLASSROOMS 2023
LEARNING SETTINGS	29,375 SF	32,900 SF	37,600 SF
INSTRUCTIONAL STUDENT SERVICES	2,110 SF	2,110 SF	2,110 SF
ADMINISTRATIVE STUDENT SERVICES	780 SF	930 SF	930 SF
PERFORMING ARTS	2,400 SF	2,400 SF	2,400 SF
LIBRARY	2,400 SF	2,400 SF	2,400 SF
PHYSICAL EDUCATION	4,800 SF	6,100 SF	6,100 SF
COMMONS & FOOD SERVICE	4,460 SF	5,300 SF	5,970 SF
ADMINISTRATION	2,950 SF	3,130 SF	3,130 SF
BUILDING SUPPORT	2,430 SF	2,790 SF	3,150 SF
Net Building Area Subtotal	51,705 SF	58,060 SF	63,790 SF
Mech, Elec, Walls & Circulation	20,165 SF	22,643 SF	24,878 SF
BUILDING AREA TOTAL	71,870 SF	80,703 SF	88,668 SF

Narrative Program

The narrative program describes key elements and relationships for each area of the elementary school, as reflected in the numeric program. Program information was derived from discussions with District leadership, the Steering Committee, a Design Review Committee, a Visioning Group, and focus group interviews with each District department. Comparisons were also made to existing elementary schools within the District, particularly schools constructed from the District’s most recent bond program, and similar facilities within the region.

BASIC PROGRAM ELEMENTS

Learning Settings

General Classrooms, Flexible Learning Variant

Instructional Student Services

Title 1, LAP, Multilingual Learners (ML), Special Education (Resource, Intensive Support, Intensive Support Emotional Support, Developmental Kindergarten), OT/PT Room / Sensory Room, Speech Language Pathologist (SLP)

Administrative Student Services

Health Room, Nurse/Records Room, Psychologist/ Counselor, Den / Sensory Room

Performing Arts

Music Room, Stage/Platform, Stage Storage
(Commons is also used for the Performing Arts program, allowing 3 learning settings for general music, band, and orchestra to occur concurrently.)

Library

Library, Maker Space, Office/Workroom

Adjustments were made to some requested spaces in order to balance the needs of all program areas, to manage the overall size of the District’s elementary schools, and to fit within anticipated bond funds.

Physical Education

Gymnasium, PE Office, PE Storage, Community Storage

Commons & Food Service

Commons & Storage, Kiln Room, Kitchen & Food Storage

Administration

Main Office/Reception, Office Manager, Principal, Assistant Principal, Workrooms, Conference Room, Community Liaison/Family Support Advocate, Community/Professional Development Room, Staff Lounge, Lactation Room, Storage

Building Support

Custodial Receiving & Storage, Custodial Closets, Inclusive Toilet Rooms for Students & Staff

Site Development

Exterior Flex Areas, Emergency Supplies, Recess Storage, School & Community Garden, Covered Play, Play Equipment, Paved Play, All-Purpose Fields

Learning Settings



VISION

Teaching and learning continue to evolve at an ever-increasing pace, requiring places for learning to be highly adaptable to ever-changing practices and needs. But within this constant sea of change, we are becoming more aware of how students learn and what they need to learn. These include:

Student Learn in Community

Students and teachers engage in learning activities together within highly collaborative, community-based learning settings, including teachers teaching in community.

Students Learn in Flexible Groupings in Flexible Spaces

Shifting to a multi-tiered response system for student learning, students are identified less by grade level than by individualized learning need, requiring multiple types and sizes of interconnected learning spaces, including learning outside and bringing the outside in.

Students Learn through Choice & Voice

Students practice agency when they can choose where and how they learn with multiple learning setting options and can choose how they demonstrate their learning, encouraging creation/creative expression while learning.

Students Learn when They Feel Safe & Well

A student's ability to learn is grounded within feelings of social and emotional wellness and feelings of safety while learning, and when disrupted, restorative practices and environments are needed in order to maintain learning throughout the day.

How students learn and what students need while learning can be found by exploring the nature of learning and the nature of learners. These explorations require that today's learning environments:

Nurture & Elevate Social, Integrated Learning

Learning is fundamentally social, and we begin our learning through our social interactions with each other. Whether project-based, problem-based, or inquiry-based, students learn from dialoging and interacting with each other, then applying their learning in various ways.

Support the Whole Child

As we create environments for our students to feel safe and well, we must also address their social and emotional needs, including experiences of individual or collective trauma. Because the design of every place influences our thoughts, feelings, decisions, and actions, we must design our schools to be proactively healing-centered so that students feel safe, supported and loved.

Primary Spaces Utilized

LEARNING SETTINGS	No.	Size	Remarks
Learning Settings: K-6	28 *	980 SF	
Flexible Learning Variant		5,460 SF *	See Graphic Program section for strategies & examples

Other Spaces Utilized

EXTERIOR PROGRAM SPACES	No.	Size	Remarks
Exterior Flex Area	Var	150 SF	Consider how accessed from ground level & upper level spaces * Quantity and/or size varies across Model 01 - 03 schools

PROGRAM

All elementary students belong to a home classroom environment led by their primary teacher or team of teachers for that school year.

Within this home environment, students receive their primary instruction and learning activities, focusing on reading, math, art and science, community connections and history, and social and emotional learning.

From this home environment, students also travel to other places throughout the school to receive specialized instruction, such as music, physical education, and library.

Teachers incorporate more inclusive instructional practices that also support differentiated learning needs for each student. Home classroom boundaries include adjacent spaces to support learning, including learning outside.

Flexible Learning Variant

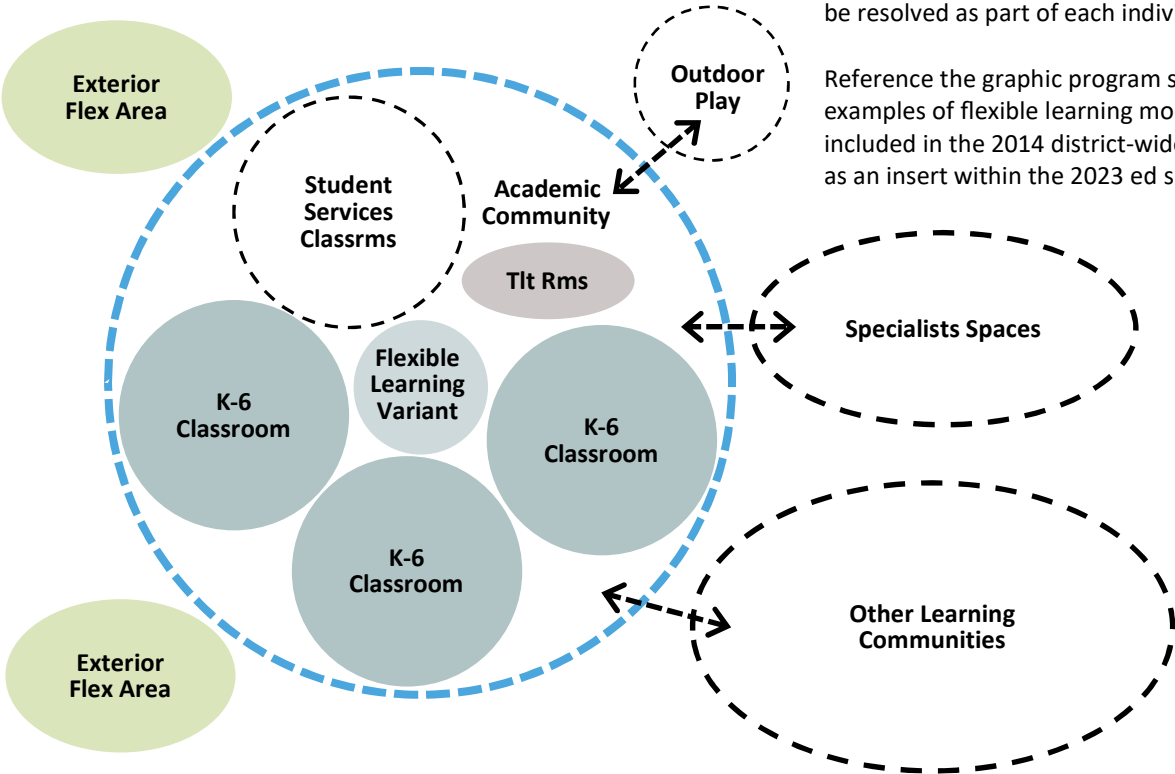
Integrating flex learning areas and rooms among general classroom learning settings provides a more fluid, inclusive learning environment for all students within a greater learning community.

Integrating flex learning areas and rooms enables students to have more choice and voice in how and where they learn while also still being within a safe, supportive and supervised learning environment.

The District employs Universal Design as its learning philosophy; what is necessary for some is good for all. Flex areas and flex rooms are understood as places for learning, utilized by all, including for teacher and staff collaboration.

The distribution and design of flexible learning variant areas should be guided by the district-wide ed spec program and the narrative program, but will ultimately be resolved as part of each individual school design.

Reference the graphic program section for several examples of flexible learning models developed and included in the 2014 district-wide ed spec and included as an insert within the 2023 ed spec update.



RELATIONSHIPS

Provide a wide variety of types and configurations of spaces to support differentiated learning needs.

Provide visibility from classrooms into adjacent interior and exterior flex areas to provide more expansive learning environments with access to a variety of learning settings.

Configure learning settings to build community and promote collaboration both within and across grade levels.

AFFORDANCES & ACTION SETTINGS

Classrooms practice a workshop learning model, where moments of whole-group instruction are followed by small group student learning activities, and then repeated throughout the day.

Small group learning activities occur concurrently and include both student-to-student collaborative learning and teacher-led small group instruction. Small group work areas define much of the learning setting.

Primary grade levels often gather on a rug area for whole group instruction, while older grades could gather with a circle of chairs.

Classrooms are also increasingly incorporating more individual work as well as hands-on learning activities.

Flexible Learning Variant

Activities within flex areas and rooms include both formal and informal instruction. Some examples include:

- Assessment
- Individual reading or reading buddies
- Small groups up to 6 students & 1 adult
- Art & science docent activities
- Collaborative teaching
- After school activities & clubs

SPATIAL CONSIDERATIONS

The physical size and shape of the classroom is important to accommodate flexibility in instruction throughout the day, as well as increased “push in” student services with additional adults within the general classroom environment.

Learning spaces utilize many manipulatives with many that are big and messy and need to be accommodated with storage and easy access to sinks for clean-up.

Alcoves help support individual student work within the greater classroom as well as provide places for students to emotionally reset, allowing them to continue with their learning throughout the school day.

Consider a variety of solutions, such as operable walls, double or single connecting doors, to help promote collaboration between teachers and students across learning settings.

Each student and educator needs a place to store personal belongings within or nearby their home learning environment.

Flexible Learning Variant

Defined areas with varying levels of acoustical separation for either quiet or collaborative activities.

Consider circulation paths to and from individual rooms, with clearly defined learning settings at a variety of scales within greater flexible learning zones.

Provide affordances that support collaboration and instruction, such as teaching wall components and audio/sound system supports, within flex areas and rooms.

Utilize both fixed and flexible furnishings to define space and suggest activities while also allowing the learning setting to be created and re-created over time.

Instructional Student Services



VISION

Providing inclusive learning environments for all students is embedded in the District's vision of Equity, Engagement, and Excellence as it continues to evolve in its approach to providing student services. Edmonds School District schools use Multi-Tiered System of Supports (MTSS) as a framework for delivering high-quality instruction and intervention matched to student needs. The District's elementary support programs serve students across the District that have a range of unique and complex needs: academic, physical, and emotional. All future elementary school designs must consider the fluid integration of a variety of student service spaces as students with varying needs move in and out of each school, providing an inclusive environment for all.

Primary Spaces Utilized

INSTRUCTIONAL STUDENT SERVICES**	No.	Size	Remarks
Tier 2: Title 1 / LAP / ML		1,960 SF	Divide & distribute as needed
Tier 3: Special Education			
a. Resource			Utilize Learning Settings space
b. Intensive Support	*		Utilize Learning Settings space
c. Intensive Support Emotional Support	*		Utilize Learning Settings space
d. Developmental Kindergarten	*		Utilize Learning Settings space
Tier 3: OT / PT, Sensory Room			Utilize Flexible Learning Variant spaces
Tier 3: SLP office	1	150 SF	Only when 600 or more students

**** Consider individual school's socio-demographic needs and verify appropriate total square footage needed**

PROGRAM

Student services provides small group or 1:1 “specially designed instruction” to students in general education classrooms or in pull-out settings.

The District uses “push-in” and “pull-out” student services in flexible and adaptable ways. The District’s goal is to integrate more “push-in” instruction. This more inclusive approach maximizes time students spend in their home classroom learning setting & may require more resources to support multiple classrooms at the same time.

Staff design and monitor specially targeted instruction to meet student needs. They also consult with general classroom teachers and specialists regarding curricular adaptations, test modifications, learning styles, & means of assisting students within general education settings.

Tier 2 Title 1 /LAP are federal programs designed to help children obtain a high-quality education and reach proficiency on state academic standards and assessments. Federal funds are used to provide supplemental educational assistance and to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education.

Program sizes vary by school and the needs of its community. Consider spaces that help support students in transition to be ready to learn and how those spaces help maintain student dignity and confidentiality.

All students need to move often throughout the day. Students need safe and supervised opportunities when moving from inside to outside or from space to space.

Multilingual Learners (ML)

The Multilingual Learner program provides social justice, equity, and equal access to an excellent education for all our many culturally diverse linguistic learners. Its mission is for English learners to meet or exceed state standards and develop English language proficiency in the domains of reading, writing, listening, and speaking. Nearly 15% of students in the district are multilingual learners.

Tier 3 Special Education must conform to the student's Individualized Education Program (IEP). An IEP is a written plan for a child with a disability that includes specific information about areas needing additional or special support and the services that will be provided. The IEP is developed by a team of individuals responsible for developing, reviewing, or revising the IEP and includes the parent, a special education teacher, a general education teacher, a district representative, and the student (when appropriate).

Resource & Intensive Support Classrooms

Students served in the Resource program receive specially designed instruction in the general and special education classroom environment. The students move throughout the day from their GE classroom to the resource room and designated spaces to receive instruction. This service can be provided as a push-in model, 1-on-1, and/or small group. They receive instruction in core academic, social skills, emotional regulation, learning strategies and behavior skills. There are often multiple small groups or 1-on-1 groups happening simultaneously in the resource space.

For some students a smaller classroom environment with a higher student-to-staff ratio is needed. These are our intensive support classrooms. Specially designed instruction is similar to the resource model, however students served here often need more time and additional tools. Our intensive support classrooms are designed to support students with additional complex cognitive, physical, or behavioral needs. Students in the intensive support classrooms are GE students first and need to be near the GE classroom community to promote inclusive practices.

The special education educators also:

- Consult with building teams regarding student behavioral management plans, instructional interventions, and ways to support inclusion in general classroom settings.
- Provide parent support and education.
- Offer liaison with mental health, medical and other community agencies.

The program’s previous goals included locating an Intensive Support (IS) program in every quadrant, centrally locating Intensive Support Emotional Support (ISES) and Developmental Kindergarten (DK) programs. The District’s current approach to student equity and inclusion revises these goals to provide IS, ISES & DK programs at each neighborhood school when needed through flexible and adaptable school planning & design.

Programs include three types of Intensive Support:

- Intensive Support (IS)
- Intensive Support for students with severe disabilities (IS+)
- Intensive Support Emotional Support (ISES)

OT/PT

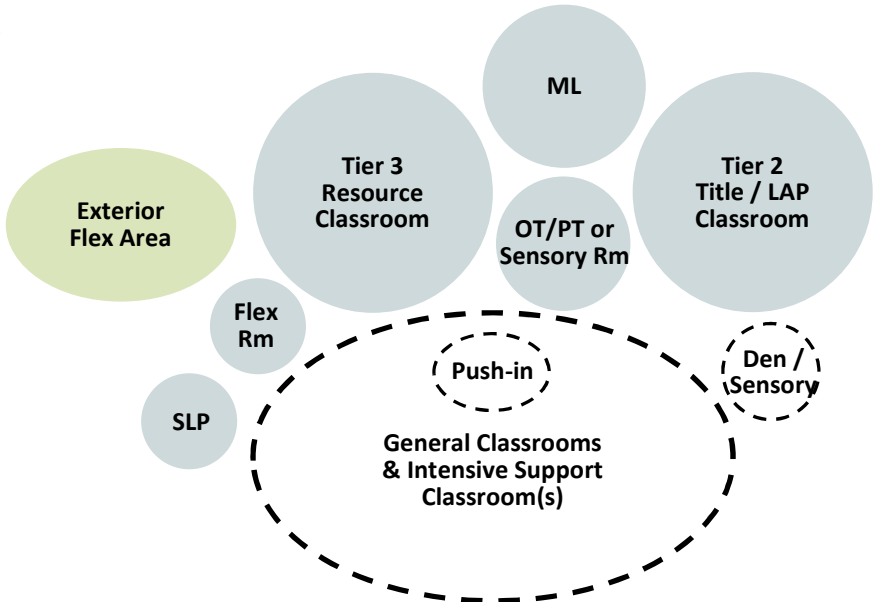
OT/PT services are now available for students at their neighborhood school location. They provide direct small-group or 1:1 therapy either in-class or pull-out in an OT/PT treatment room. Some OT/PT services begin during Birth-3 or Developmental Pre-K.

Speech Language Pathologist (SLP)

Services are provided to students with speech, language, and hearing concerns in a variety of ways, including: individual, small group, in-class support, consultation with classroom and learning support teachers, problem-solving teams, and disability evaluation teams. SLPs and

Audiologists provide annual school-wide hearing screenings, check communication-related equipment (e.g., iPads, hearing aids, amplification devices, and other communication-related assistive technology), assist students in monitoring their own equipment, and provide support for classroom teachers.

he Academic Community is made up of the following spaces and adjacencies:



RELATIONSHIPS

General

Locate Learning Support programs adjacent to other quiet instructional spaces.

Title 1 / LAP

Title 1 / LAP rooms utilized for pull-out instruction should be located close to the general education classrooms to limit lost instructional time during the transition, particularly for the younger grades. The same is true for Special Education (Resource).

Multilingual Learners (ML)

ML program may want to be located close to primary grades as grades K-2 comprise the majority of the ML students.

Could share a room with Title 1/LAP, but both programs cannot use the space at the same time. Would also lose the opportunity to use the walls to post visuals.

ML room(s) can be located independent of Title 1 / LAP / Special Education (Resource) rooms. These programs have opposing types of learning, where stimulation is high with the ML program, Title 1 / LAP / Special Education (Resource) students need less stimulation.

OT/PT Room

Should be located near the Intensive Support (IS) self-contained classroom if there is one on site.

Outdoor space that is appropriate for equipment would be used if it is adjacent and has easy access.

Speech Language Pathologist (SLP) Office

Office may be nearby the main office or psych/counselor office, but students should not have to travel through administrative areas to reach service provider.

Intensive Support Programs

IS primary and intermediate classrooms do not need to be co-located. It is more important that the students are located near their peers in general education classrooms.

ISES classroom should be located with intermediate general education classrooms.

IS+ classroom should be located to provide easy access to the bus.

IS+ classrooms should be located on the first floor (more important than the relationship of primary and secondary general education classrooms).

AFFORDANCES & ACTION SETTINGS

Title 1 / LAP

Title 1 is a federally funded program that requires parent involvement. LAP is state funded. Both programs are located in every elementary school in the district and utilize the mini-lesson and workshop model.

Students enter and exit the Title 1 program, so the numbers may vary over the course of a year.

Multilingual Learners (ML)

ML programs are in every building in the district, size varies based on student needs with students grouped by grade and language level. Student grouping sizes vary by school, delivering content-based instruction, sheltered instruction, supportive mainstream, in-class support, or a combination of these models.

The program includes testing for speaking, listening, and reading. Testing is done with a teacher or is computer based. Space used for testing could be a different space than the ML room.

The program has traditionally practiced a pull-out model but is shifting to more push-in including teacher collaboration, co-teaching and coaching. Push-in models typically reinforce the learning happening within the general classroom. Students with higher needs (Tier 3), long-term multilingual learners and new students may require continued pull-out practice.

Most of the work done as part of the ML program is with the teacher or paraeducator, but there is some web-based work, so program requires the use of Chromebooks or computers with headphones and microphones.

Use visuals to track student growth and build on students' backgrounds. Students tack visuals on the walls as part of the interactive program.

The ML program can be very physical and loud. Activities include chanting, singing, dancing, and moving around. Consider acoustics, while celebrating school culture.

OT/PT

May push into PE classes or recess time.

Sensory Room

A sensory room should support all sensory processing, including physical activity like a swing, quiet spaces, supported seating and weighted objects.

Speech Language Pathologist (SLP) Office

There are 1-2 SLPs per elementary school serving predominantly primary age learners. A second SLP is usually shared and is typically focused on an IS or ISES program if there is one on-site. SLPs may be on-site as little as two days/week.

Activities include testing (one student at a time) and individual & group therapy (typically with 1-3 students).

SLP services are provided to students in any of the following ways: 1:1, small group, in-class support, consultation with staff and families, and a team approach with OT/PT and teacher.

SLP may work with students at a marker board in flex area outside of classroom as well as inside office space.

Intensive Support Programs

A school with an IS program may utilize two classrooms, one for primary students (K-3) and the other for intermediate students (4-6). IS+ students will remain in a self-contained classroom. ISES programs typically serve intermediate students with behavioral issues.

Class sizes and FTEs:

- IS: (10-12) students, sometimes as many as (14), with (1) teacher and (2) paraeducators
- IS+: usually less than or equal to (10) students, with (1) teacher and (3-4) paraeducators
- ISES: usually less than or equal to (10) students, sometimes as many as (14), with (1) teacher and (2) paraeducators

SPATIAL CONSIDERATIONS

General

While one full-size classroom supports good staff collaboration between the 3-4 adults (teachers and paraeducators) that may be working with students, it is important to limit visual and auditory distraction between groups. When a full-size classroom is utilized in lieu of small group rooms, break up the larger space with flexible furnishings.

If staff do not have dedicated teaching space in the building, then a dedicated "homebase" is necessary. Homebase should include/qualities: workstation with phone and network access and confidentiality for parental phone calls.

Provide a desk for each certificated teacher. Lockable file cabinet is required for record storage in classroom. Provide storage for a full set of curriculum materials for all grade levels and multiple manipulatives.

Title 1 / LAP

Students are served in skill-based groups with more school schedules moving towards including an intervention block, serving one grade level at a time.

Rooms providing pull-out services require a staff desk for each full-time teacher & shared desk for part-time staff.

Prefer multiple, deep tall cabinets with doors and bins to store books and other materials.

Multilingual Learners (ML)

Typically meet with 2 small groups max at one time. Therefore, a space smaller than a general classroom can often be utilized.

Ability to have visual control between the small groups, such as with a cubicle height partition, is helpful. Sound separation between the small groups is not required.

Provide clear floor space for students to move around and gather.

Provide storage for curriculum materials including posters, charts, books of varying size, pens, pencils, etc. and a box of curriculum materials for each grade that is approx. 1'x3'x3'. Ideally the materials in the box would be unpacked and placed on bookshelves or in drawers.

Provide lockable file cabinet for secure document storage for federally mandated testing materials.

Resource Program

Resource rooms need storage cabinets that are lockable and still allow student agency as desired by the educator.

Ability to control room temperature and dim room lighting helps provide a calming environment and assist with student de-escalation.

Intensive Support Programs

Plan classrooms with parity to general education classroom square footage.

IS classrooms: Provide nearby access to a toilet room.

IS+ classrooms: Provide nearby access to a toilet room with additional square footage to accommodate a motorized changing table and staff assistance. Utilizing a general classroom that is adjacent to a smaller flex room can help provide additional classroom square footage needed to accommodate students with limited mobility or in wheelchairs, or access to support spaces like a sensory room or special equipment storage.

ISES classrooms: Provide nearby toilet room access.

At the elementary school level, providing a kitchenette inside or adjacent to an Intensive Support (IS) program is not required.

Consider durable materials and/or easily replaceable windows and sidelites.

OT/PT Room

An OT/PT space should be planned at every school. Depending on a school's needs year-to-year, the space may be shared with another program.

OT/PT space requires reinforced walls and ceiling for equipment.

Provide for a ceiling-mounted therapy swing centered on a 12 ft diameter clear space. Consider providing therapy swing infrastructure at multiple room locations within a school to flexibly support OT/PT needs.

All storage cabinets should be enclosed with doors.

A portable mat table can be brought in when needed if a fixed, pull-down mat table is not available. Mat tables are most commonly used at schools with an Intensive Support (IS) program.

A wall-mounted pull-up bar in the room is nice to have but not required.

Provide a fixed marker board in the room in lieu of a mobile one.

Provide 2 tall mirror panels in the room, preferably fixed to the wall but mobile can work too.

OT & PT staff can share either a single staff desk or 2-person table.

Sensory Room

OT/PT room could also function as a sensory room. Sensory room activities depend on the mobility of students using it. Provide additional equipment/manipulatives storage for sensory room function.

SLP Office

Accommodate groups of up to (3-4) students and (1) adult, though most work is one-on-one.

Accommodate big table/therapy table for "visual system" and lockable storage for dollhouse, stuffed animals, and games.

Administrative Student Services



VISION

Students who are healthy physically, emotionally, developmentally, and psychologically are better able to be ready to learn. Disparities in student health contribute to disparities in student learning, and the experiences that students have early in life are foundational to their physical and mental health as adults. Therefore, providing school facilities with space for services and resources is as much a matter of equity as it is a matter of general health.

PROGRAM

Services are provided for the general student population (nurse) as well as those students with special needs or an IEP individual education program (occupational therapist, physical therapist, psychologist/ counselor, speech language pathologist).

The professionals providing services need access to private office space for preparing evaluations, counseling, therapy, testing students, and other tasks. This space may be shared between providers, provided their schedules do not overlap.

Primary Spaces Utilized

ADMINITRATIVE STUDENT SERVICES	No.	Size	Remarks
Health Room	1	220 SF	With washer/dryer hook up in Health Room
Toilet Room	1	80 SF	With washer/dryer hook up in Toilet Room
Office: Nurse & Records Room	1	180 SF	
Office: Psych/Couns	2 *	150 SF	Only when 600 or more students
Office: Den / Sensory Room	1 *	150 SF	

* Space quantity varies for Model 01, 02 & 03 schools

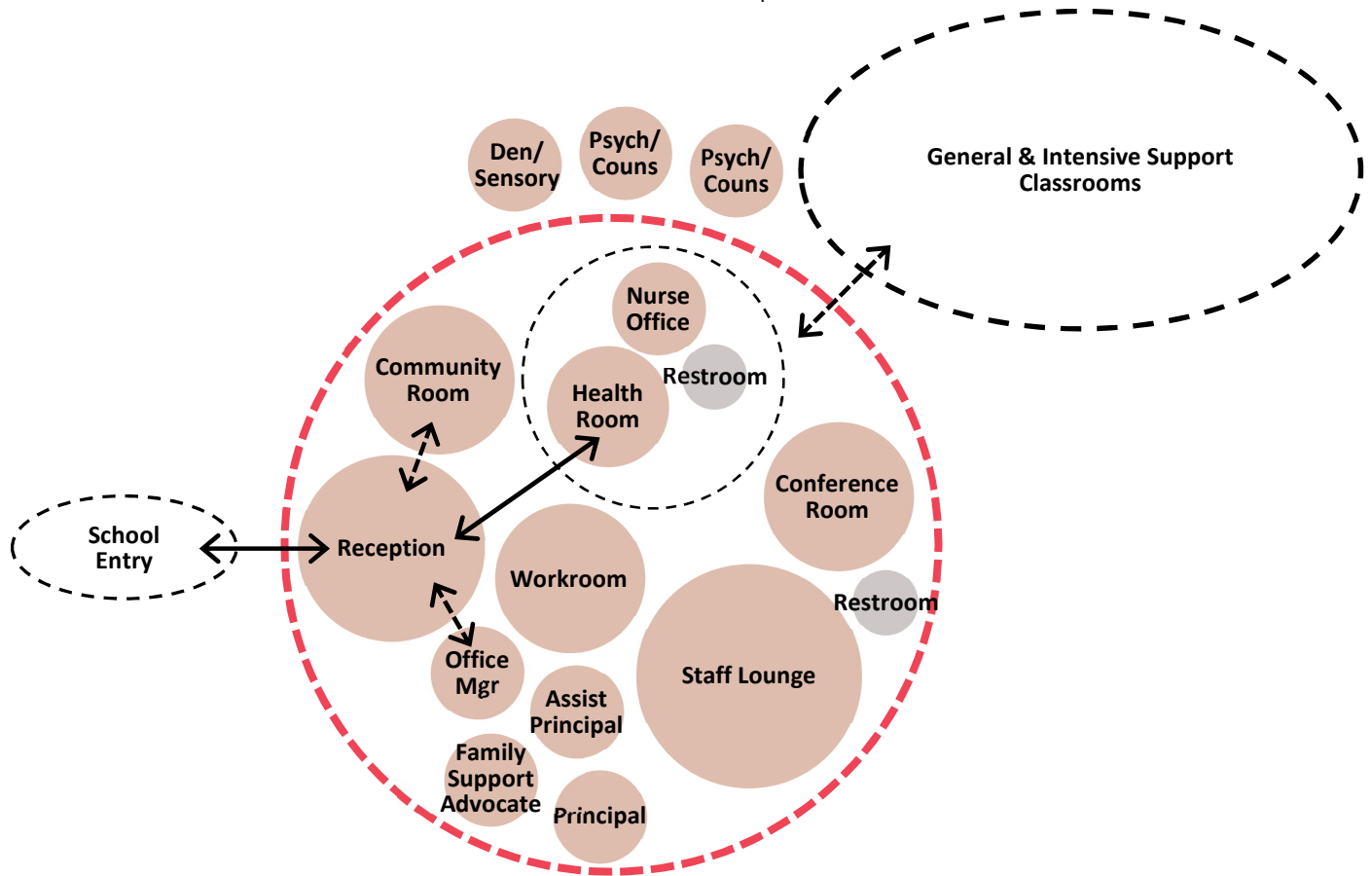
RELATIONSHIPS

Health Room

Provide direct adjacency to the Nurse's office and Toilet Room, as well as to the Main Office / Reception area. When the Nurse is not on site, the receptionist (or office assistant) needs visibility and the ability to hear the cot room to supervise children..

Psych/Couns Office

Similar to SLP office. Locating the psych/counselor office away from classrooms can be beneficial for removing a student from where they may have escalated.



AFFORDANCES & ACTION SETTINGS

Health Room

A single Health Room is preferred to function as both the cot room and first aid room. When the Nurse is on site, the Nurse could filter the first aid needs/ triage.

At times, a separate containment/isolation room may be needed. Nearby spaces, such as the Community Room, may be used. A containment room needs nearby (as opposed to direct) access to a sink and toilet room.

Health Toilet Room

Toilet room should not be shared with staff/community/families. Some students have critical health issues that need access to a separate toilet room, so it is important that this toilet room be reserved for student use.

Nurse Office & Records Room

The nurse conducts mandated screenings for health problems, trains staff to administer medication to students who require it and monitors medically fragile students. Nurse may be on site as little as one day/week.

Psych/Counselor Office

The roles of the psychologist and the counselor are served by one person in most schools.

Provide student counseling and assessments, typically inside office space. Office space also used for report writing.

Typically meet with 2-3 students at a time. Meeting with 4-5 students at once is ideal with a max of up to 6 students for conducting friendship and social groups.

School psych/counselors also work inside classrooms teaching lessons about once a month.

Den / Sensory Room

The den / sensory room is a social and emotional learning (SEL) space that is either staffed or monitored by nearby admin staff. It could include a round table as well as study carrels, tactile rugs and small play tents to provide an alternative learning or de-escalation space for up to 6 students at a time.

SPATIAL CONSIDERATIONS**Health Room**

Provide space for 2 costs plus 1 chair without privacy curtains. Also need space for rolling, lockable cabinet/ medical cart that often includes items required for emergency procedures and can also be taken outside.

Provide 1 undercounter refrigerator plus 1 undercounter ice machine. Provide hook up for stacked washer & dryer in Health Room as well as in Health Toilet Room. No microwave or appliance is required to heat items.

EpiPens are of particular concern since they are ideally stored at a temp of 71-79 degrees.

All casework should be lockable and include drawers for easy access to band aids, etc. Supplies need to be easy to organize and easily accessible in upper and tall cabinets.

Sink: (1) one compartment sink (a second is not required) with a gooseneck faucet.

Health Toilet Room

Accessible toilet room with washer/dryer (preferably stacked unit). A shower is not required or desired.

Nurse Office & Records Room

Nurse requires an office but the office could be shared if coordinated with day(s) that they are on site. Confidentiality is important for Nurse's conversations and phone calls.

Office to include a place to work on computer, space to meet with one student at a time (a conference room is used for larger meetings), and space for a file cabinet.

Provide adequate visual connection (window) from inside the Nurse office into the Health Room for supervision when the door is closed.

Records Room contains a 12" x 12" floor mounted safe.

Psych/Couns Office

Include comfortable student sized chairs, 4x4 marker board, lockable storage for dollhouse, stuffed animals, and games, and lockable record storage (with a file cabinet).

Would also benefit from a small LFD inside office for playing videos and displaying content with more appealing graphics for children. Display within office is typically posters related to Tier 1 support.

Performing Arts



VISION

The study of music prepares students for success in life. In addition to the aesthetic enrichment inherent in studying and performing music, music education helps prepare students by enriching essential 21st Century learning skills. Creativity, Innovation, Collaboration, Problem Solving, Critical Thinking and Global Awareness are all addressed and enhanced in music classrooms.

PROGRAM

Both music and the performing arts are important parts of an integrated education program. The emphasis which they place on students' musical/rhythmic and spatial/visual intelligence, is unique in the elementary school curriculum.

The district and community support the study of music as an essential component in a well-rounded education. Programs should feel happy, creative, light-filled, alive, and stimulating.

Because the performing arts encourage student expressions as a demonstration of skills, they form a valuable part of a hands-on approach to learning.

The District's elementaries prefer to keep school performances on site instead of using a larger facility, like a middle or high school, so that children are more likely to be able to participate.

The District endeavors to continue its efforts to diversify the music program and incorporate more ethnic music like marimba, mariachi, etc.

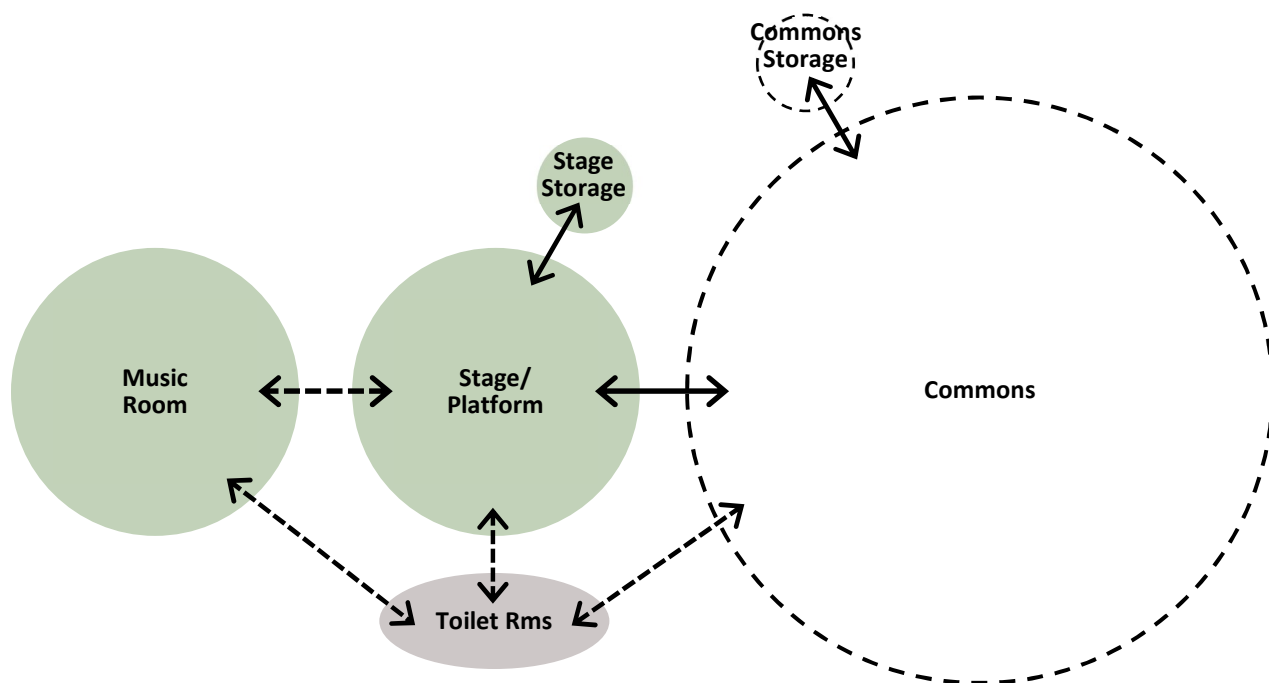
Primary Spaces Utilized

PERFORMING ARTS	No.	Size	Remarks
Music Room	1	1,100 SF	General Music Classroom with all related storage inside
Stage/Platform (includes apron)	1	1,100 SF	2nd Music, Band or Orchestra CR, before/after school programs
Stage Storage	1	200 SF	Separate room accessed from Stage/Platform
Instrument Storage	--	--	Locate within hallway or within/near Grade 5 & 6 classrooms

Other Spaces Utilized

COMMONS & FOOD SERVICE	No.	Size	Remarks
Commons	1	4,000 SF *	Shared use as Band or Orchestra Classroom
Commons Storage	1	200 SF *	Shared use storage for Band/Orch chairs, risers, music stands

* Space size varies for Model 01 & Model 03 schools



RELATIONSHIPS

Music and performing arts programs are able to collaborate and share resources when located in proximity to each other.

For performances and to minimize disruption to other instruction, locating the Stage adjacent to the Commons is preferred over adjacent to the Gym.

Managing/prohibiting any sound bleed through and between spaces is a high priority for the music program. Consider location of rooms, any shared walls, and doorways that could let sound bleed through, as well as adjacencies of spaces to loud sound systems, like in the Gym, that are disruptive to music program instruction.

When the Commons and Gym are connected with an operable partition, mitigate sound bleed through to the greatest extent possible, such as by not including a pass door within the operable partition.

Noise from kitchen dishwashing and cleaning activities can bleed into the Commons while used for band or orchestra. Increase sound separation between the kitchen and Commons to the greatest extent possible.

AFFORDANCES & ACTION SETTINGS

All elementary school students in grades K-6 take a general music education class. Plan for at least 30 students in the dedicated general music classroom to accommodate older grades with larger class sizes.

General music curriculum involves Orff instruments, movement and dance, ukuleles, guitars.

The District is seeing a movement towards modern band in the general music curriculum, which includes guitars and drum sets and the space needed for those.

All 5th & 6th grade students have the option to take band or orchestra. About 90% of all 5th grade students choose to be in band or orchestra.

An entire grade level is in band or orchestra at the same time in two different spaces. Plan for at least 30 students in each room used for band or orchestra. Historically each program has had approximately 50 participants.

Each band or orchestra class is 45 minutes long and occurs twice a week. Band and orchestra teachers serve up to 5 schools each.

Common Program Requirements

SPATIAL CONSIDERATIONS

Provide two doors into all music program spaces, either with a double door or two separate single doors, to facilitate one class entering the room while another class exits. All hallways and/or alcoves leading into the rooms should also accommodate two classes passing.

Orient teaching walls away from each other in all music program spaces to the greatest extent possible.

Tall ceilings (20+ feet high) are important for music program spaces, especially for instrumental music.

Backpack storage is not needed in the music program rooms; they are left inside the general classrooms.

Provide area rugs at the music classroom and stage, which can function as a second general music classroom.

Provide natural light in all general music, band, and orchestra spaces.

Music Instruction Technology

The District plans to continue what it learned during the pandemic in using technology in the general music, band, and orchestra programs, such as how to use Chromebooks effectively, including:

- Seamless interfaces so teachers and students can learn and assess
- Combining technology with visuals, including large screen visuals
- Anticipate even more Chromebook use in the future

Audio Sound System

Having a high-quality sound system inside the music program spaces is important to instruction. Historically,

the sound system in the general music classroom has been more robust than the sound system installed in the band and orchestra spaces.

Instructional Supports

Band and orchestra instructional spaces need the same teaching wall components (large format display (LFD), marker board) as are in the general music classroom. Having marker board lines in band and orchestra spaces is more important than in the general music classroom.

All music programs use an upright piano and need door and hallway clearance space to maneuver it in and out of their rooms. Band and orchestra spaces need a place to store away the piano when those rooms are used for other school or before/after school activities.

Performances

Typically up to two grade levels in a single performance with 2-3 times as many audience members. Performing students may also spill out onto audience floor space.

Before/After School Programs

Ideally, space design would limit the need to move furniture around in music program rooms shared with before/after school programs.

Outside before/after school programs that use music program spaces often have items they need to store in the space. This can cut down the usable space in the classroom, stage, or storage room, unless designated before/after school program storage areas are provided. For example, a robotics program took up a large storage space at Former Alderwood.

General Music Program

SPATIAL CONSIDERATIONS

Music Room – General

Abundant space is the biggest need in the general music classroom – a lot of space and a lot of storage. There would ideally be enough space for instruments to be set up in half of the room in addition to having a separate area to dance.

Music Room – Storage

Easy access to storage in the music classroom is highly important – pulling a lot of stuff in and out throughout the day depending on what is being taught.

Consider how storage is accessible to both the teacher and the students, considering the youngest and shortest students and how they can access items needed. Teaching students to get things out and put them away is part of instruction and helps them build autonomy.

It is important for storage to not all be at the same location. Students will be able to get out and put back items quicker if they are spread out around the room.

Depth of cabinets: Shallow cabinets do not have the depth needed to store instruments, like Orff instruments. Cabinets that are too deep can be challenging too. Bins are used inside cabinets to easily pull-out smaller items.

Consider how storage can be flexible to accommodate a school's special instrument program, which can change over time. For example:

- Lynndale ES has steel drums
- Madrona K-8 School has Orff instruments
- Spruce ES has drum sets and a guitar wall

Any special instrument program could move to another school as music teachers change or a school's general music program's focus or offerings change.

Furnishings & Equipment

Many schools primarily have students sit on the floor. Any music classroom furniture must be easily reconfigurable to allow various activities to take place in the room. When furniture is needed, it would ideally stack small and be light enough for students to pick up and put away.

General music could teach every grade level in the same day, needing equipment for every grade level. If far from the Stage storage room, a second set of risers for the general music classroom may be needed.

Stage as a Second Music Classroom

Schools with large student enrollments could require more than a single full-time general music teacher. The stage may also function as a second general music classroom in addition to being used for band or orchestra. Spruce ES & Lynnwood ES both use the stage as a second general music classroom.

Band & Orchestra Program

SPATIAL CONSIDERATIONS

Band and orchestra are both vibrant programs, and each needs its own separate, large space to rehearse. Band and orchestra programs are typically planned to occur on the Stage and in the Commons.

Tables are typically put away in the Commons by the custodian as part of the cleaning process, which helps with set up time for use by band or orchestra.

Because the Stage is shared with many different program groups, all casework and cabinets should have doors and be lockable.

Demonstration instruments and spare instruments for student use (when their instrument is forgotten at home) are stored on the Stage or in the Stage storage room. The district can provide a list of band and orchestra instruments at each school as it is rebuilt.

Access to a sink is needed for the band and orchestra programs. Provide a sink on the Stage. A music program located in the Commons can use the Common's handwashing sinks.

Stage/Platform Storage

Provide double doors into the Stage storage room to accommodate moving the large items noted below. Upright piano used on Stage may also be moved into the storage room. Upright piano used in Commons may be stored in Commons storage room.

The Stage storage room is used to store band and/or orchestra stacking chairs. The District typically purchases Wenger chairs that are heavy but are good quality and provide support for good posture. Racks of music stands also need space to be put away in the storage room.

Risers (Wenger's flip forms) are used for performances but generally not used during class and need the ability to be put away in the storage room.

Student Instrument Storage

A place for 5th & 6th grade student instrument storage needs to be identified at each school, often provided in designated hallways.

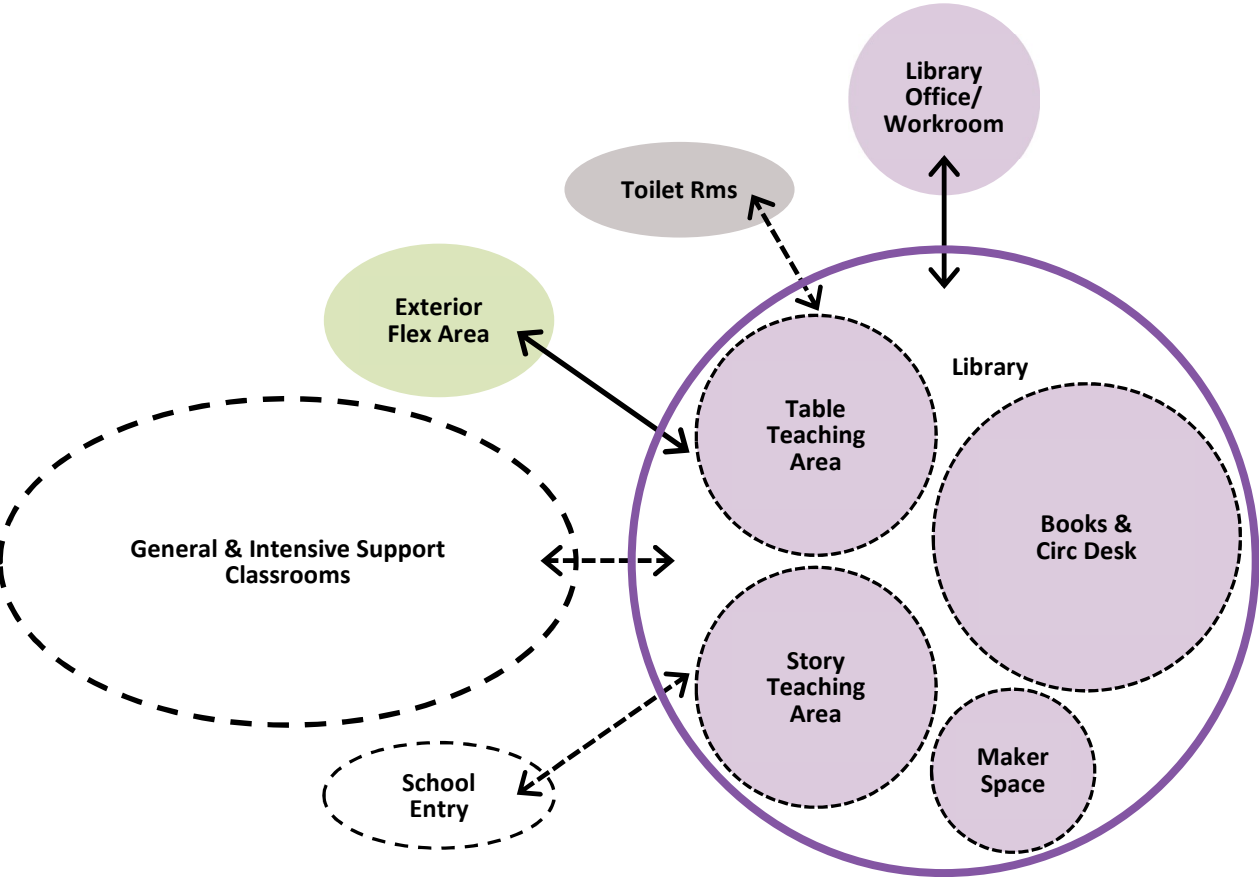
Library



VISION

As a metaphor, a school library is a hub from which opportunities for a student experience that is both literacy rich and knowledge based can radiate outward. The environment should be welcoming and inviting, promoting a sense of curiosity and wonderment. Collections should be actively displayed and accessible, and minimizing any stigma of preciousness of the written word that may intimidate a student and reduce their desire to research and explore. The physical attributes of the library space should assume that library resources are distributed rather than centralized.

Primary Spaces Utilized			
LIBRARY	No.	Size	Remarks
Library	1	1,900 SF	
Maker Space	1	200 SF	
Library Office/Workroom	1	300 SF	Includes any book & equipment storage inside



PROGRAM

The school library creates an inclusive and friendly place for learning that mirrors students' different identities and helps enhance a student's sense of belonging.

School libraries also provide a place for social & emotional learning (SEL) before, during and after school, where students can socialize and play games and is available as an alternative recess space.

The District aspires to have families using the school library, especially when a public library is lacking in a school's community.

AFFORDANCES & ACTION SETTINGS

All students have a 30-minute library class every week. The librarian and students read and discuss books together. Students also discuss readings with each other and may create a project or product based on what was read. The last 10-15 minutes of the class is for checkout. Older students check themselves out.

SEL during library class gives students a moment of mindfulness while they are creating and typically happens during a library class's free time.

Library collections are growing to accommodate more materials for non-English options. Nonfiction books are important, but pleasure books are the primary focus of elementary school libraries. Multilingual books, such as a Spanish collection, are part of a library's collection, as are audio books.

Books collections are arranged by genre-fiction as opposed to the Dewey decimal system. It is easier to browse, like a bookstore with special sections, and may require different shelving options like baskets that are easier to flip through and see.

Students rely on digital technology more for researching. Providing up to (5) computer search stations is common. Younger students typically do not bring their devices in.

The library is open for recess and before school for socializing and play. After school activities include clubs such as Lego clubs and foreign language classes.

The library is used by staff for staff meetings, book groups, trainings, and celebrations.

Libraries are also used to help manage devices, with the tech dept often staging in the library at the start and end of the school year.

RELATIONSHIPS

Having the library centrally located helps with student transitions. Being near the main office helps support staff interaction and being near student services spaces helps facilitate pop in support.

Librarians often team teach with classroom teachers and try to connect with classroom activities, sometimes also coming into a classroom to provide extra lessons.

SPATIAL CONSIDERATIONS

Library Settings

While the library typically accommodates one class of students at a time, two distinct spaces are needed to support different age groups' needs. Both spaces require typical teaching supports, like an LFD and marker boards.

Signage and wayfinding help support student navigation and autonomy, especially for older grade levels. Examples include how and where to use technology and how to perform self-checkout.

Spaces for reading, such as along windows, need to be easily supervised, as opposed to around corners.

Libraries require abundant display space, including themed display, wall display and physical book display.

Libraries desire an indoor maker space for Legos, robotics, creative activities like making sticker mosaics.

Provide easy access to exterior spaces for supervised outdoor group reading, outside of high traffic areas.

Furnishings

Furniture should be flexible to accommodate various configurations. Provide low bookshelves on casters, soft seating options, and enough tables to support an entire class and small group work.

Library Office/Workroom

Workroom and office can be combined and should have a strong visual connection into the library. Equipment storage includes some extra doc cams but not many.

Paraeducators

Paraeducators in elementary school libraries provide logistical support but do not stay in the library, like at secondary schools. They often sit at the circulation desk.

Physical Education



VISION

Engaging in physical activity improves students' ability to learn and overall well-being. Exercise and movement not only help students be healthier and more alert, but also helps develop nerve cells in the brain that enable learning to occur. Exercise also improves students' mental health by helping manage stress and providing social activities and connections with other students. For these reasons and many more, our elementary schools must be designed to afford opportunities for creative movement that are engaging and a recurring daily activity, including within its physical education curriculum.

PROGRAM

The Elementary Health & Fitness program aims to educate students with the knowledge, skills, and confidence to make healthy lifestyle choices, including:

- **Components of Fitness:** Cardio-respiratory endurance, basic knowledge of fitness, body compositions, flexibility, muscular endurance, muscular strength
- **Activities and Safety:** Basic skills, lifetime activities, safety, team and individual sports, fitness planning
- **Nutrition and Health:** Anatomy and physiology, diet/nutrition, nutrition and performance, health maintenance
- **Health, Social, and Emotional Well-Being:** Enjoyment, goal setting, leadership

The District teaches to state standards, as opposed to a set PE curriculum across all schools. PE teachers have the freedom to provide instruction that meets the standards.

Students with disabilities are part of the school's community of learners and must be accommodated in all programs, including physical education.

The District has several community partnerships and programs, including cities and recreation facilities departments that use school gyms as rental space. Examples of programs include:

- Move 60!
- The Daily Mile
- Girls on the Run Snohomish County

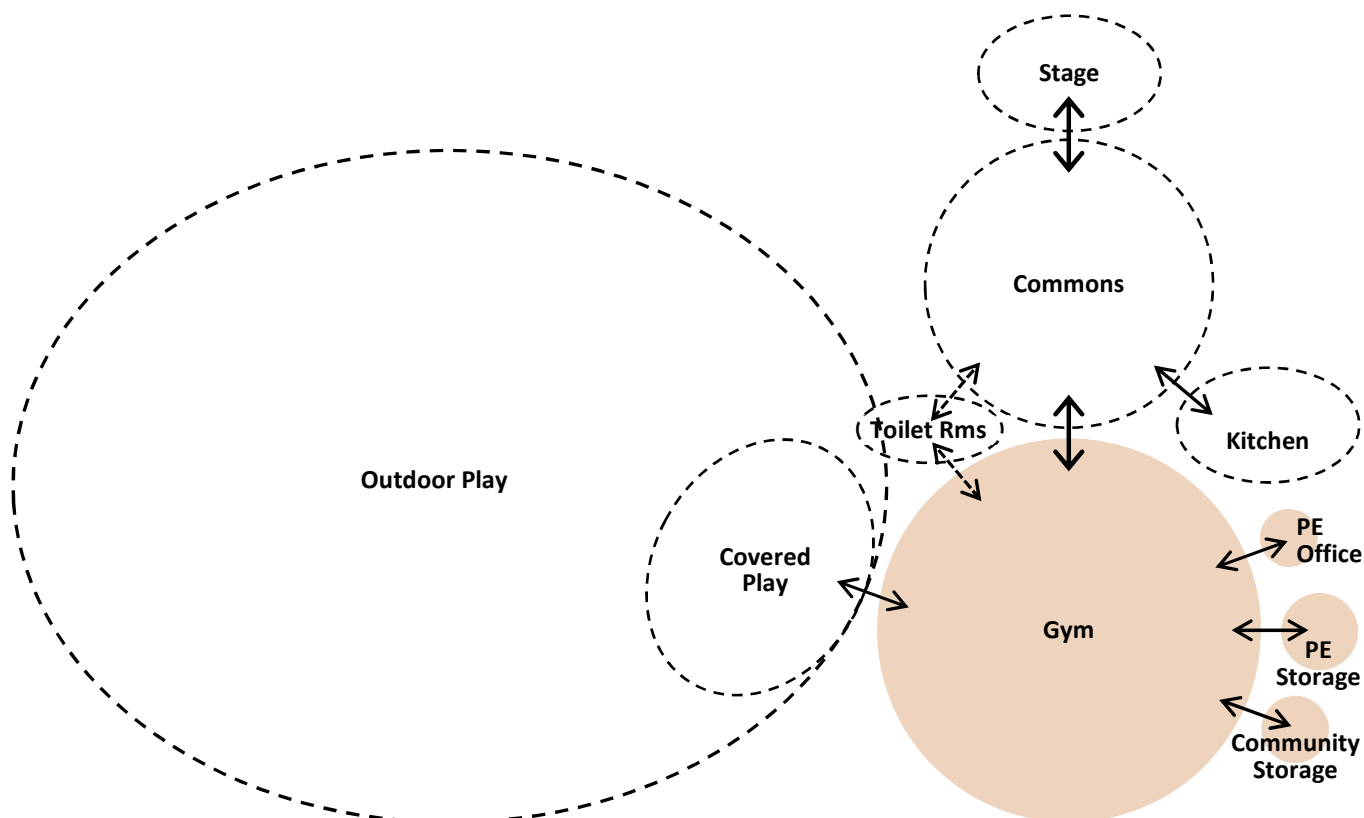
Primary Spaces Utilized

PHYSICAL EDUCATION	No.	Size	Remarks
Gymnasium	1	5,500 SF *	Can accommodate (2) PE spaces separated by dividing curtain
PE Office	1	100 SF	Separate from PE Storage
PE Storage	1	300 SF	Separate from Community Storage
Community Storage	1	200 SF	For before/after school programs

Other Spaces Utilized

COMMONS & FOOD SERVICE	No.	Size	Remarks
Commons	1	4,000 SF *	Possible 2nd PE space in lieu of dividing gym with curtain

* Space size varies for Model 01 & Model 03 schools



RELATIONSHIPS

Consider connecting the Gym to the Commons with an operable partition to accommodate large events and audiences for performances.

The Gym is typically located near the fields, covered play, and playgrounds and should be easily accessed by the community.

After Hours Zoning:

As a community asset, the Gym, associated toilet facilities and drinking fountain should be configured as a separate security and mechanical zone so it can remain accessible when the rest of the school is secured. Easy access to parking should be considered.

AFFORDANCES & ACTION SETTINGS

All students have PE classes twice a week for 30 minutes each class.

The number of grade level classrooms in a school determines the total number of PE sessions needed per week. The current 6.5-hour school day can accommodate up to 13 PE sessions each day when the PE space is separate from student dining and other functions. (6.5 hrs ÷ 30 min = 13 sessions)

Therefore, with more than 1 FTE PE teacher, a gym could potentially support up to 32 grade level classrooms without having two PE classes occur at the same time. (13 x 5 days/week = 65 sessions ÷ 2/classroom = 32 grade level classrooms)

Activities that are part of the PE program include:

- Cardio/respiratory activities: Running, jogging, hopscotch and jumping rope
- Fitness assessment: Entire class and individually
- “Lead up” games: Components of a sport
- Primary skills development: Movement in space, variety of kinesthetic games
- Work with manipulatives: Bounce and catch, etc., individually or with a partner
- Equitable activities for students with disabilities
- Work on locomotor (walk, run, jump and skip) and non-locomotor (stretching) abilities
- Typical outdoor sports and activities played in the gym during the winter months, including softball, soccer, kickball and wall ball

Competitive games like basketball and volleyball are not the focus of student PE activities. Students learn the skills of a sport more than the game of the sport.

Bicycle/Pedestrian Safety Program

The bicycle/pedestrian safety program is a unit of study where a set of traveling bicycles arrive at a school and the PE teacher instructs students how to ride, rules of the road & pedestrian safety.

Before/After Schools Programs – Move 60!

Move 60! is a before/after school exercise class that takes place in the gym. It does not require anything in addition to what is typically provided at an elementary school gym, though it may have more students participating than a typical PE class size. Participation is typically capped at 50 students as part of safety management, either due to the gym size or the number of adults available to supervise. Schools with smaller gyms may have fewer students. The program typically has 2 staff and student participation from grades 2-6, so it has many students of many different sizes.

SPATIAL CONSIDERATIONS

Bigger gyms help accommodate having two PE classes with a dividing curtain in the same space. With this size, two PE teachers can be in the two separated spaces at the same time. Each half needs to be big enough to accommodate a class of the school's biggest kids.

On exterior walls, place exterior doors near the wall edges to reduce occurrence of impact noise during recess ball wall activities.

Minimum Dimensions

20 meters (approx. 66 feet) with additional space at each end is a minimum distance needed in gyms for elementary-level PE activities, like pacer. There is no minimum clear height requirement for the gym.

Health & Hydration

Locate drinking fountain in room or space directly outside of gym.

Instructional Supports

Provide an LFD with protective shield at each of (2) teaching stations in the gym. Consider placing the bottom of the LFD at ~6 ft above the floor.

Provide a marker board without a tray at each of (2) teaching stations in the gym. Will use magnetic eraser and marker holders in lieu of a tray.

Second PE Class Space – Commons

Using a separate space like the Commons for concurrent classes may be desirable if need to separate noise of different activities from each other. Instructional activities often have audio component, like a timed recording or music.

PE Office

Provide a PE office separate from the PE storage room to separate activities and smells. Consider adding to the PE office a door to the outside in addition to the door into the gym for easy access to outdoor PE.

PE Storage

PE storage shelves should have lips, so balls do not roll off and storage carts should fit under lowest shelves. Possible storage for rolling cart and digital display.

SPECIAL REQUIREMENTS, OTHER CONSIDERATIONS

Equipment & Game Lines

Flexibility and portability with the ability to set up, move and put things away quickly is very important.

Provide (6) basketball hoops, with (2) motorized basketball hoops on either end and (4) crank operated hoops on the sides. All six hoops need ability to be height adjustable, and all hoops must either fold up to the ceiling or fold against the wall.

A traverse climbing wall helps students develop upper arm strength. Designate wall area for a future traverse climbing wall if one is not initially installed.

Having different color lines on gym floor help separate students in the gym for an activity without using cones. Standard game lines have continued to develop and evolve with every school construction project.

Look of games lines for activities like volleyball, pickleball, etc. is more important than their size, so students can easily identify court markings. Provide as many courts as can fit in the gym. Students will not play a competitive game but practice learning the motions of the game.

Provide at least one volleyball court on each side of divider curtain. Four square lines are often located at gym basketball game line corners.

Exercise Spots

Need 60 spots on the floor, because may have up to 30 students in a class and could have 2 classes at same time. Also provides enough exercise spots for programs like Move 60! Typically, 4-5 feet between spots works well, 5-6 feet apart better. Would like different shapes or identification of spots, so could have two sets, some more and closer together, some fewer and further apart.

Outdoor PE Spaces

Desire a designated outdoor PE area, well separated from recess, when school site area allows. Need a safe outdoor area for riding bikes and other PE activities.

Commons and Food Service



VISION

As a large, flexible place for bringing community together for a variety of educational, social, and nutritional needs, the Commons is perhaps the most multi-functional space in our elementary schools. The vision for this space is to ensure the affordances provided support student health and development beyond basic program accommodation and serve to give students and community agency in their daily activities. Aligning with the District’s vision for equity, engagement and excellence for all students, the Commons space feels safe, welcoming, and accommodating to all students.

PROGRAM

As an educational setting, the Commons needs to provide resources for instruction, such as a teaching wall, places to store program-related supports, such as for music stands and chairs, and include acoustically appropriate finishes and treatments.

As a social setting, the Commons needs to feel welcoming to all students and their families, affirming multiple cultural backgrounds and native languages, and include a variety of scaled and sensory areas to support the neurodiverse needs.

As a nutritional setting, the Commons needs to support dining as a social function that promotes community and well-being, helping students understand and practice the necessary function of eating as more than just rapidly ingesting calories.

The Commons and food service program must accommodate all day dining activities to recognize that students’ nutritional needs, feelings of food security, and

ethnically diverse rituals around food better align with a large window of time, a variety of nutritional choices, and a richly diverse dining experience in a celebratory physical environment.

In addition to serving as the school’s main dining area for breakfast and lunch service, the Commons also serves as a potential third location for music instruction, a potential second location for PE instruction, and a potential large setting for project-based instruction.

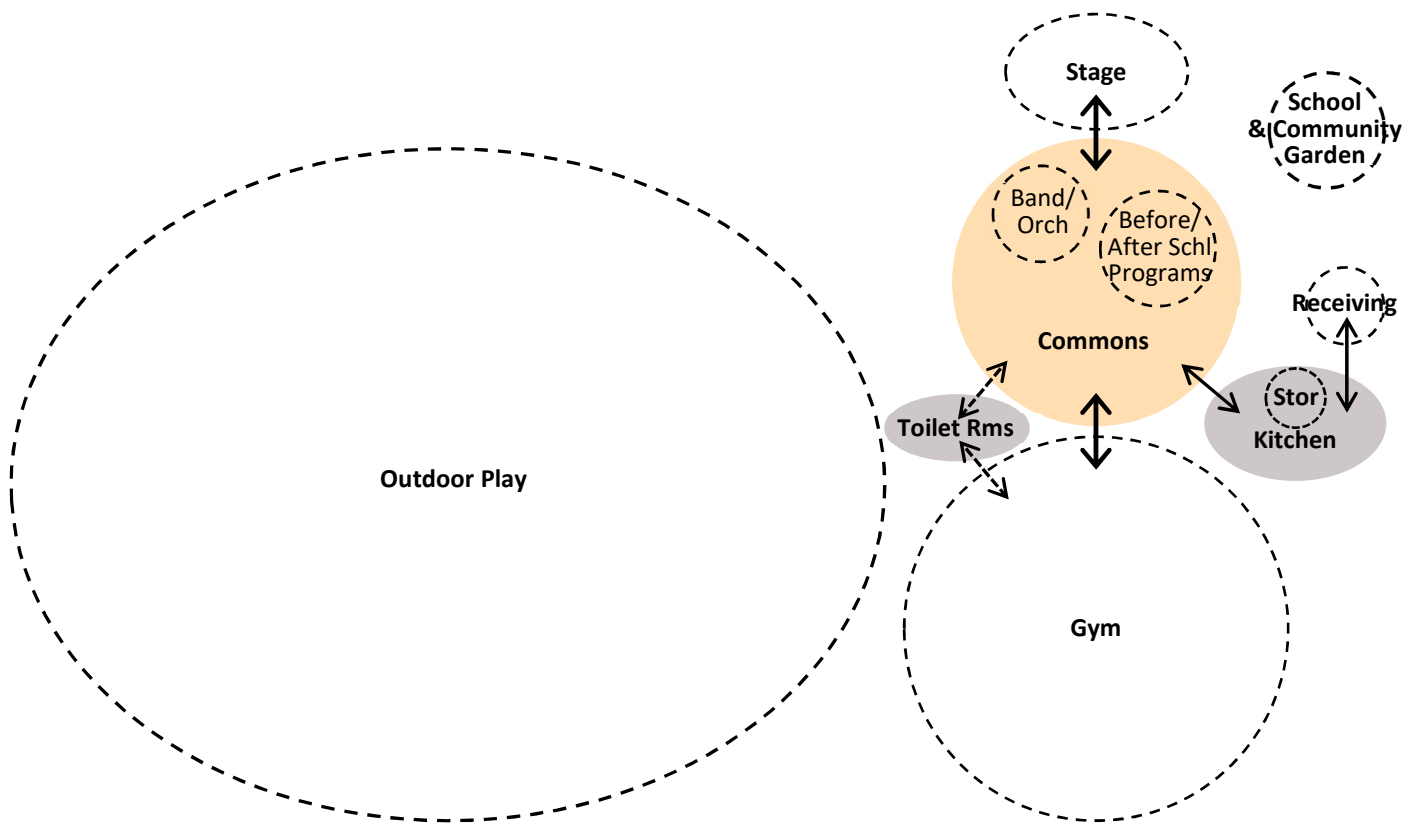
The Commons also serves as the school community’s primary location for school-wide performances and gatherings, both during and after school.

Before and after school programs should have access to toilet rooms, PE, covered play and the ability to secure their storage and refrigerator.

Consider closing off access to academic areas outside of student hours.

Primary Spaces Utilized			
COMMONS & FOOD SERVICE	No.	Size	Remarks
Commons	1	4,000 SF *	Shared use as Band or Orchestra Classroom
Kitchen	1	950 SF	Warming kitchen with abundant prep, cooler/freezer capacity
Food Storage	1	100 SF	Assumes staff desk within main kitchen, not inside storage
Commons Storage	1	200 SF *	Shared use storage with Custodial, Band/Orch in Commons
Kiln Room	1	60 SF	Consider location with exterior access.

* Space size varies for Model 01 & Model 03 schools



RELATIONSHIPS

The Commons should be easily accessible from the main entry and adjacent to the food service kitchen.

Locating the Commons adjacent to the platform/stage assists with its potential use as a music instruction space as well as helps maintain uninterrupted use of the Gym for PE classes when there are performances or presentations during school hours.

Locating the Commons with direct access to the playground and play fields provides easy flow between recess and lunch activities.

The food service area should be adjacent to the Commons and Custodial Receiving. A time clock in the kitchen may be shared with custodial.

Consider adjacency of the Commons and the Gym with an operable wall between for large events.

Toilets should be nearby for student, staff, and community use and accessible after- hours.

A staff toilet for food service staff should be inside or near the kitchen.

The location of the kiln room is flexible in relation to other spaces, as long as it provides easy access for teacher use, preferably through an exterior door.

A dedicated, easily accessible loading space for delivery trucks should be located adjacent to the food service kitchen. Maintain minimum slope in the loading area for rolling carts for food delivery.

Commons

AFFORDANCES & ACTION SETTINGS

Breakfast and lunch are served in every school every day school is in session. Meals are served in the Commons.

The Commons is shared with other programs at the school and with community groups. Convenient storage for dining tables and easily cleanable finishes facilitate the Commons being used for a variety of activities.

Large groups of varying sizes will gather for presentations, large-scale project work, or instrumental music instruction. The room should be equipped with classroom technology, projection equipment, basic theater lighting instruments, and a sound system.

The Commons should also include infrastructure to support on-line testing and teacher training, as well as consider proper acoustics for accommodating a large number of students, staff and/or families at one time.

SPATIAL CONSIDERATIONS

Gathering Sizes

The Commons’ dining area should be sized to seat one-third to half of the school population to accommodate two or three lunch periods. A larger seating capacity in the Commons is achieved when configured for performance seating.

Handwashing

Provide handwashing facilities directly inside the Commons, preferably with easy access from the serving queuing line, to allow healthy hygiene prior to dining.

Digital Viewing

Digital displays used during performances and presentations may include large format displays (LFDs) that are also part of a Commons teaching wall, as well as a large format projector and projection screen for all-school gatherings & evening events, such as movie night.

Food Service

AFFORDANCES & ACTION SETTINGS

The primary purpose of the food service facility is to provide students and staff with nutritious meals while at school. Meals are served in the Commons.

All elementary schools are satellite “holding and serving” kitchens. Meals (breakfast and lunch) are prepared in one of four central kitchens (one central kitchen for each quadrant of the district). Elementary schools receive a daily delivery of meals. Breakfast does require some prep with the use of a convection oven.

Community use of the kitchen (with required permissions) will continue. Locked food storage should be provided for district supplies when the kitchen is in use by community groups.

Meal Service

Student participation in breakfast and lunch meal service increases when offered free to all students.

Breakfast service begins one half hour before school starts. Staff arrive one half hour before breakfast and typically leave by 3 PM.

The District is exploring a “Second Chance Breakfast” or “Breakfast After the Bell” program which serves

breakfast in the classrooms. Mobile totes are used to transport milk, juice, fruit, and entrée with one tote per classroom required.

Principals decide how many lunches are served.

An after-school supper meal service program can be envisioned in the future.

Delivery/Pick-up

Food arrives daily in a district box truck with lift gate in insulated carts and is unloaded onto hot carts for serving. Breakfast arrives one day ahead of time since it is typically served before the morning delivery. Milk is delivered every other day from a dairy distributor and must be kept refrigerated.

Morning delivery time ranges from 6:30 AM - 12 PM. Afternoon pick-up time of empty carts ranges from 1 - 3:30 PM.

Waste

All food waste is treated as trash. There are a few composting programs within the district that are coordinated with and overseen by non-food service staff. Recycling is needed.

SPATIAL CONSIDERATIONS

The kitchen layout needs to be adaptable with a full view from the serving line to the back of house to provide good visibility and communication.

Circulation through the food service area should be clear and unimpeded. Entry and exit paths should be configured to avoid conflicts. The ease of accessibility and exiting will tend to reduce the number of supervisory staff required at dining times.

Prefer all equipment be on casters for flexibility to rearrange in the future, especially at the serving line.

All kitchen finishes should be easy to clean and require low maintenance. Quarry tile is the preferred floor finish for the kitchen.

Provide space in the kitchen for a staff desk or table, file cabinet and parking for the cashier station. Provide a tack or marker board above the desk. A dedicated office is not required at the elementary school level. Provide lockers for food service staff. Consider locating near time clock.

Provide a doorbell at the kitchen receiving door. Air curtain not required.

Food Storage

School kitchens need to store more food and supplies due to growing student participation in meal service and vendor supply shortages. Consider replacing the cooler and/or freezer reach-in units with walk-ins. Schools store three days' worth of milk and juice and the next day's breakfast must be refrigerated or kept frozen.

Items kept in the Food Storage room include: Breakfast in the Classroom carts and totes, paper products, cereal, canned fruit, dried fruits, crackers, condiments, sporks, serving boats, cleaning supplies, etc.

Serving Line

Provide a coiling door down to the floor at the serving line for maximum flexibility in the line setup.

All elementary schools typically have one cashier to start. A second future cashier station may be planned.

Typical student flow through the cashier line: Tray cart, mobile double-sided milk cooler, mobile double-sided salad bar, mobile double-sided cashier counter, entrée.

Salad bars are typically kept in the Commons outside of meal service time, as opposed to being rolled into the kitchen.

Dishwashing

Students use reusable trays and flatware that are washed in the school kitchen. Provide a tray return window directly into the warewashing area.

Provide a single rack high temp dishwasher with a booster tank that includes a scrap sink and space on either end for staging dirty and clean dishes. Provide shelves underneath to store the dish racks and avoid corner dishwasher layouts.

Administration



VISION

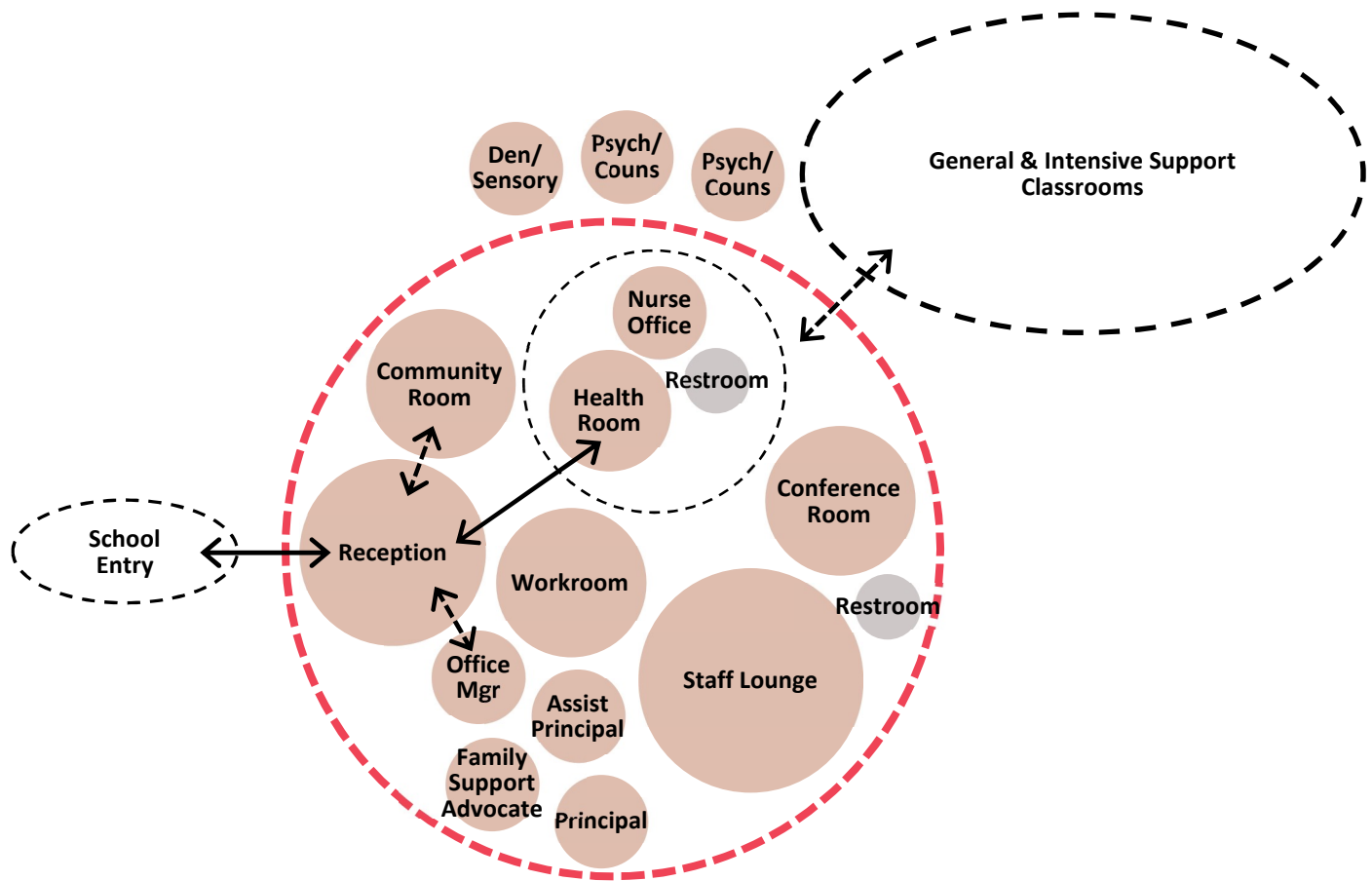
The primary goals of the school administration are to support the education of the student, to be the center for school management, and to be the school's initial point of contact with the community. The administrative spaces should feel welcoming and comfortable to all visitors to the school and should reflect the culture of the school while also being functional and clearly organized.

PROGRAM

Primary Spaces Utilized

ADMINISTRATION	No.	Size	Remarks
Main Office: Reception	1	450 SF	
Office: Office Manager	1	150 SF	
Office: Principal	1	180 SF	
Office: Assistant Principal	1 *	180 SF	Only when 600 or more students
Workroom	3	150 SF	
Conference Room (10-12 seats)	1	225 SF	
Office: Community Liaison	1	225 SF	Or Family Support Advocate
Community / Prof. Devel. Room	1	450 SF	
Kitchenette	1	incl.	
Staff Support: Lounge	1	600 SF	
Lactation / Para Private Work Rm	1	60 SF	
Storage	1	160 SF	Divide & distribute as needed
Para Lockers	1	--	Locate within Admin area hallway

* Space quantity varies for Model 01, 02 & 03 schools



RELATIONSHIPS

The administrative space should be accessible to staff, students, and the community, located at the front of the building with good visibility to the entry and parking lot.

Entry vestibule at main entry to provide option for a secure entrance to the school requiring visitors to check in with office personnel before entering the school.

Provide visual access to the health area from reception.

Provide easy access to the workroom for staff coming from the learning settings, located near the Staff Lounge and staff toilet rooms.

Smaller staff workrooms (in addition to the main staff workroom) would ideally be located near the learning settings for easy staff access.

Conference room should be located in Administration but is also shared with Student Services. Its exact location is generally flexible.

Provide access to the community room for after-hours use when administrative spaces are closed for the day. If there is a second point of access, consider securing the administrative area from students and public.

AFFORDANCES & ACTION SETTINGS

For students, the school's main office is the location from which they receive or are directed to special services not available in the learning setting. These services range from assistance for ill students, to referral to guidance counseling, to space for reflection and quiet time.

For staff, the school's main office is their communication center. They receive their mail and notices, access the workroom with copiers and supplies, attend meetings in the conference room, utilize the staff lounge, etc.

For the community, a separate community room should be provided to be used by families, volunteers, and community groups. The district respects and empowers families as the most important partner in each student's education. This focus on families has led to increased involvement of parent and community groups during and after the academic day and requires dedicated space.

School management involves record keeping, accounting and a great deal of interpersonal interaction. Privacy of information and communication is important.

SPATIAL CONSIDERATIONS

Maximize daylight to all administrative areas.

Main Office / Reception

The administrative spaces house the connection and controls for security, telephone, intercom/clock, and outside data link systems.

Provide adequate space and affordances for two staff at the reception counter.

Consider the ability to reconfigure desks and furniture in the main office, allowing office staff to best serve families' needs throughout the school year.

A telephone should be provided for visitor and student use at the reception desk (or where it can be monitored by the office manager).

Provide a PTA drop box within the administrative area.

Offices

Power and communication wiring for computers and phones should allow reconfiguration of office furniture.

Provide space outside of offices to monitor students sitting at separate study carrels or at built-in counters.

Workroom

Production workroom/storage to accommodate items such as construction paper, paints, copy paper, butcher paper, art supplies, staples, tape, office stationary, bulletin board for notices, copier, etc.

The main staff workroom in Administration also houses staff mailboxes.

Conference Room

Conference room in Administration to accommodate 10-12 people for IEP, parent, and team meetings.

Community Liaison / Family Support Advocate

Room often houses 5-6 people (6 max) including 1-2 small children.

Meeting at a round table is welcoming. Also provide a small table or rug space in the room for small children to sit and play. Additional soft seating is not required.

Meetings with families require privacy. Frosted windows can be more welcoming than clear windows with blinds/shades. Lowered blinds/shades may be interpreted as not to come in.

Provide cabinets for emergency pantry and supplies.

Community / Professional Development Room

Professional Development activities, such as Learning Labs, typically include up to 15 people and occur during the school day with the use of substitute teachers in the classroom(s).

Community Room kitchenette includes microwaves and a refrigerator; a range and dishwasher are not required. PTA may use refrigerator freezer for ice cream and popsicles.

May also serve as containment/isolation room when a space separate from the school Health Room is needed.

Utilizing multiple rectangular flip tables offers flexible use of the space.

Staff Lounge

Staff Lounge to include table seating for portion of the staff, kitchenette, two refrigerator(s), range, two microwaves, dishwasher, and an insta-hot. Confirm with each school administration.

Building Support



VISION

Ease of building maintenance helps provide healthy learning environments for students and staff. Building custodians provide clean and safe school environments, staff, student, and community facility support, and facility maintenance.

PROGRAM

Primary Spaces Utilized			
BUILDING SUPPORT	No.	Size	Remarks
Custodial Receiving & Storage	1	350 SF	Locate adjacent to kitchen
Custodial Closets	4	25 SF	
Inclusive Toilet Rooms: Student	32 *	60 SF	Some near Gym, Commons, Library spaces, recess access
Inclusive Toilet Rooms: Staff	5 *	60 SF	Provide (1) family toilet room near Gym / Commons

* Space quantity varies for Model 01, 02 & 03 schools

RELATIONSHIPS

Location of the Custodial Receiving & Storage room should allow distribution of supplies with a hand truck throughout the school without passing through learning activities, including those in the gym.

Scrubber storage needs immediate access to the Commons. Outdoor conditions can damage scrubbers (ex: rocks). Minimize scrubbers traveling between buildings by allowing space to store multiple scrubbers.

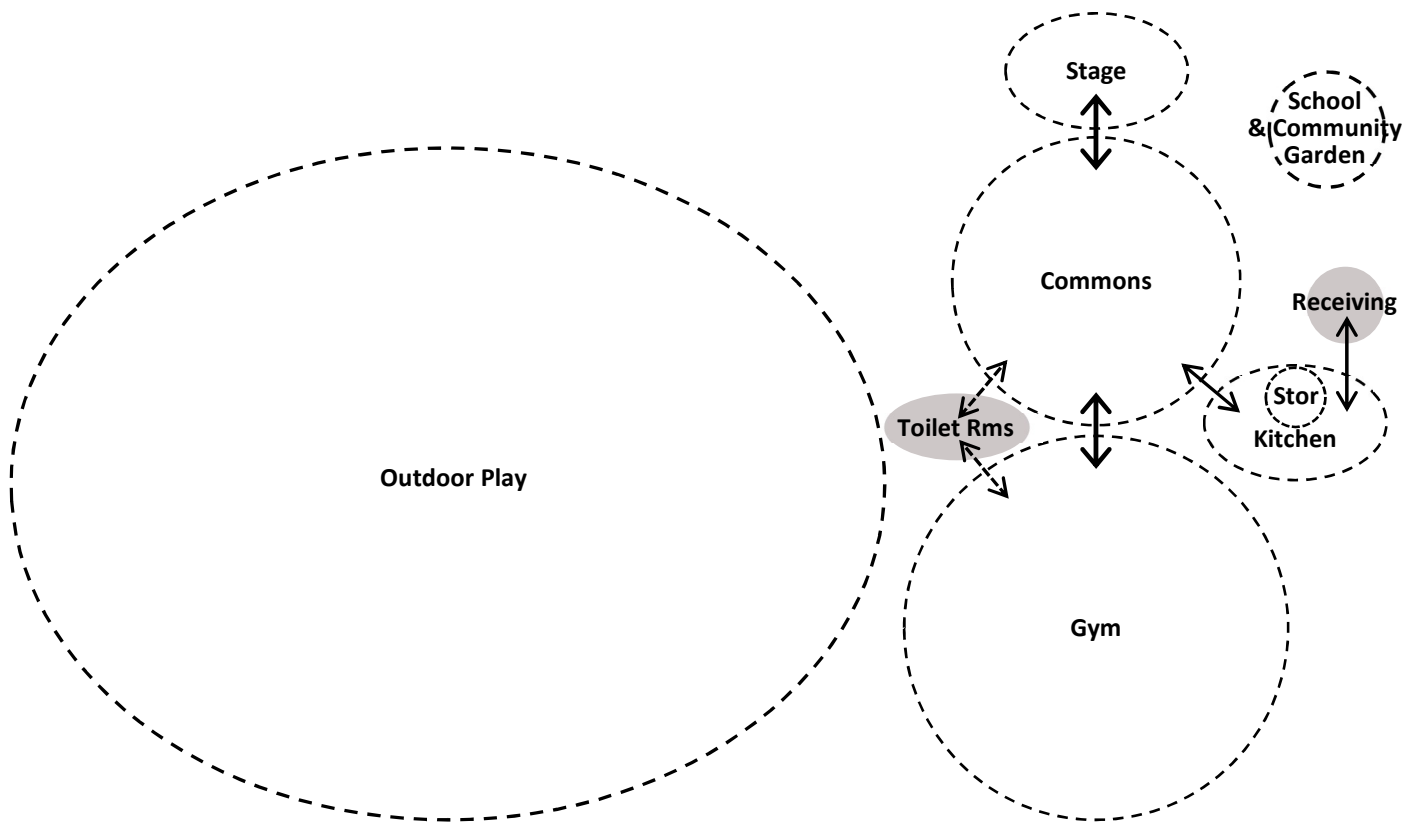
Custodial closets should be located close to student toilet rooms and distributed throughout learning communities.

AFFORDANCES & ACTION SETTINGS

The building custodian oversees receiving of goods and supplies at the school, including food service deliveries. Science kits are also received at the school 4x a year.

All goods are first delivered to the district warehouse, then organized on pallets to deliver to individual schools.

Deliveries are typically made directly into the custodian’s office/storage room for distribution at a later time. Most deliveries are “just in time” so there is no need for a large receiving area for deliveries.



SPATIAL CONSIDERATIONS

Custodial Receiving & Storage

Provide either a pair of 8'-0" high doors without a mullion or a single door wide enough for a delivery pallet to pass through from the service yard into Custodial Receiving & Storage.

Provide power to charge scrubbers (a standard 110v receptacle is acceptable) and a chemical storage unit for flammables in the main custodial area.

Provide water line to connect to equipment as well as a floor-mounted sink. Provide protective wall finishing system (such as FRP or VRP) at floor sinks per the Uniform Design Standards

Plan for space outside for 2-3 pallets at the service yard and a can washer with a gate valve to disconnect water. Vented flammable storage to be located per custodial requirements.

Custodial Closets

Each closet should include floor sink in water tight surround, mop rack, and paper and cleaning supplies. Closets should be ventilated and heated. Consider location of washer/dryer in custodial room in lieu of health room.

If there are multiple custodial closets, a 4'-0" wide shelving unit is adequate. If there is only one custodial closet, then 8'-0" wide shelving should be provided.

SPECIAL REQUIREMENTS, OTHER CONSIDERATIONS

Coordinate with "Service Yard" information also found in the Site Development program section.

Dumpsters should be stored in a fenced area separate from the service yard area. Area should be close/easily accessible to custodial entry. In lieu of a ramp, provide wide stairs for dumpster access. Plan for one 6 yd. dumpster for recycling and one 6 yd. dumpster for garbage.

Other concerns expressed by the custodial and maintenance staff include access for cleaning windows with sunshades, how lamps will be changed where there are high ceilings, downspout design to avoid tampering, roof sloped to shed water away from the building, internal drains, maintenance of landscaping with limited staff.

Mechanical Storage & Mezzanines

Provide space to store replacement parts (like filters) near the equipment they serve. Consider the location of attic stock shelving.

Provide winch for boxes and equipment to be lifted into mechanical mezzanines accessed by ship ladder.

Site Development



VISION

Nature is a teacher and a primary source of inspiration and delight. Our schools should support students and staff in spending time outdoors daily, for its restorative benefits to learning, its contribution to student and staff mental health, and as an engaging resource for student inquiry and learning.

PROGRAM

The surrounding landscape should be an integral part of the learning environment by incorporating play, education, recreation, imagination, and inspiration.

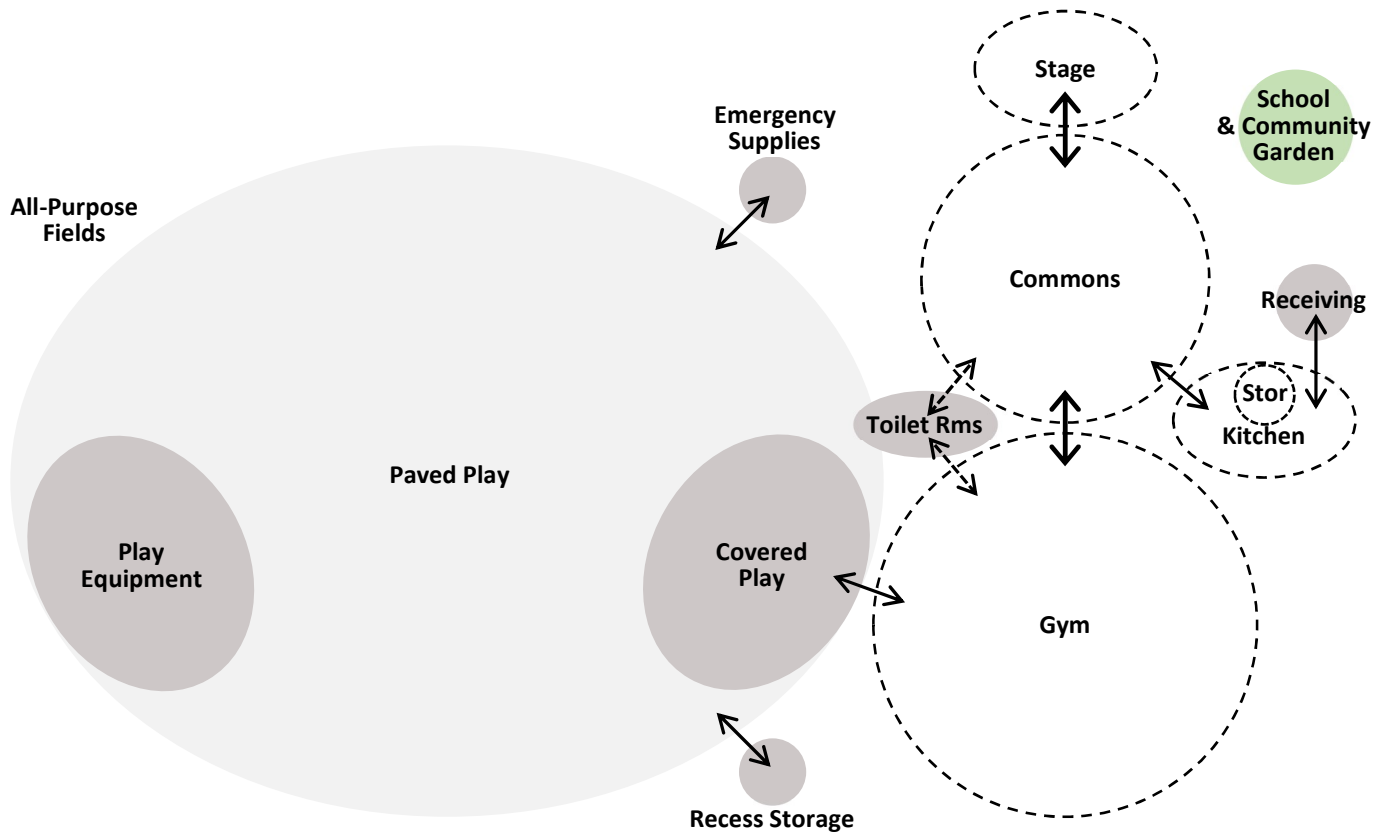
Address multiple intelligences by providing a range of different play environments.

Develop a variety of landscape types that satisfy a range of needs, skills, development stages and abilities.

A healthy and sustainable landscape as an example of Stewardship. Invite and involve community participation through design.

Create exterior learning spaces that support, enhance and inspire the learning activities that are happening inside.

Primary Spaces Utilized			
EXTERIOR PROGRAM SPACES	No.	Size	Remarks
Exterior Flex Area	Var	150 SF	Provide directly outside all ground level general classrooms
Emergency Supplies	1	200 SF	Conex container on site
Recess Storage	1	200 SF	Conex container on site or room with exterior access
School & Community Garden	1	500 SF	Plan future garden area
Covered Play	1	3,000 SF	Can be attached or detached from gym/main building
Play Equipment	1	3,600 SF	Including nature play areas
Paved Play	1	10,000 SF	Including under covered play
All-Purpose Fields		Varies	Size & type varies at each school site



RELATIONSHIPS

The commons should have a direct connection to the recess play space, with easy exterior access to student toilets and drinking fountains.

Physical education spaces should have easy and direct access to playfields, covered play & equipment storage.

Playgrounds should be located to minimize disturbance to classrooms.

Administrative offices should have clear visual surveillance of the entire parking, loading, and automobile circulation area.

Special Education Learning Spaces & the Bus Area

Consider location of current or future special education learning spaces and their possible related transportation needs. A school may not have an intensive support special education program now, but it may in the future.

Typically, special education learning spaces should be located near the bus area.

Learning, Play & Community Use

AFFORDANCES & ACTION SETTINGS

Outdoor activities provide opportunities to engage with:

- Earth sciences - soil, water, growth cycles, ecosystem studies, hydrology, geology, biology, and weather
- Environmental awareness - water quality, air quality, recycling, composting, schoolyard ecosystems, habitat study, protection, and creation
- Art and aesthetics - creative play, investigation, projects
- Physics and mechanics - simple machines, study of movement
- Physical education - motor skills development (small and large muscle), team sports, exercise for a range of abilities (connected to large play area)
- Unprogrammed areas - creative, flexible, imaginative play; exploration, fantasy, manipulation of loose parts (opportunities for students to build spaces and environments), "children-only" areas
- Inspiration, Delight, Contemplation and Retreat - multisensory learning (smell, touch, taste, movement, and sound), places of prospect refuge (places to look out from without being seen)

Recess

Recess occurs all day long, usually 2-3 grade levels at a time.

All students have recess once or twice a day, including at lunchtime and possibly in the morning or afternoon.

OT/PT conducts therapy sessions during recess.

Fields

Fields to accommodate soccer, lacrosse, ultimate, and softball. (Meadowdale Elementary is a good example.)

School fields should be located to support heavy use by the community outside of school hours as well as use by community programs like Little League.

Before/After Schools Programs – Right at School

Right at School students often use the playground after school.

SPATIAL CONSIDERATIONS

Provide 6 ft high fencing around the school site perimeter, consider 8 ft high fencing when ball activity is near a street.

Emergency Supplies and Recess Storage may be provided in a self-contained shed on site. Metal shelving should be provided in the emergency supplies shed.

Recess

Provide space and variety of activities for ~1/3 to 1/2 of the student population at recess at the same time. Incorporate sensory opportunities, nature play and balancing. Provide designated areas for games like gaga ball, basketball, soccer.

Imaginative play can occur along walking path or on pavement, such as towns with hills that kids can walk up and move around in to play.

Play equipment selection should address specific ability groups, motor skills, and learning styles. Integrate naturalized play/playscapes with traditional play environments.

Provide clear definition or boundaries between outdoor areas to aid supervision and behavior. Orient play structures to avoid any hiding or hard to supervise places.

All-Weather Path

Provide an all-weather path for walking, jogging, bicycles. Path should be wide enough for multiple students walking or running next to each other. Length of path should help students understand distance or laps relative to one mile.

Envision the path being utilized all day. Locate so students have access for The Daily Mile during recess, as well as before and after school. Accommodate teachers having students walk the mile during class time.

Landscaping

Create landscapes that can be easily and efficiently maintained.

Provide 5 ft wide paths that allow grounds maintenance trucks to reach landscaped areas.

Exterior Flex & Large Group Learning Areas

Outdoor areas that support components of the educational program should be conveniently located near the general classrooms, specialized teaching spaces dedicated to the arts/sciences or naturalized areas on school sites that have assets such as habitats, preserves, wetlands, etc.

Community Use

Playground development and equipment should be designed to serve community users, ranging in age from very young to old.

School & Community Garden

Plan a space on the site for a future school and community garden. Allow students to access the fenced garden from the secure site side of the school and the community to access from the parking lot side.

See WSSP recommendations for planning a school garden. Additional resources include:

- Farmer Frog
- Tilth Alliance

Equipment

Receive guidance from PE teachers, recess paraeducators, OT/PT staff on play opportunities and play equipment selection.

Student Arrival/Departure & Site Vehicular Circulation

AFFORDANCES & ACTION SETTINGS

Arrival/Departure

Some schools have students line up after arriving at school. If a central, exterior location is desired for before school line up, it would need to accommodate the full student population.

Some students go straight to school breakfast upon arrival. School breakfast service begins 30 minutes before the first bell, which is 10 minutes before a school campus officially opens.

School bell start and end times influence choices families make if their student rides the bus, is driven, or walks/bikes. Overlap with rush hour traffic can influence decisions to drop off or pick up a student in lieu of riding the bus. More families may also sign up for before and after school care located at their student's school (Right at School program), decreasing bus ridership.

Families Outdoor Waiting Area

Families of walkers or who park and get out of their vehicles when dropping off or picking up their students need a place outside to gather while waiting.

Walkers

The walk zone is currently a 1 mile walking distance, adjusted for hazardous areas. At Oak Heights ES, for example, the walk zone is cut off at I-5 and at 164th.

Bus Riders

District-wide across all grade levels, about half of ESD students are registered for busing and about a third ride the bus on any given day.

Students need a place (could be inside the school, like the commons or the gym, or outside) to line up for buses when leaving school. Based on current ridership, that location would need to accommodate ~1/3 to over 1/2 of the school's student population.

Choice School Bus Riders

Choice school buses stop at selected "host" schools, which can change as locations of where choice school students reside change.

Due to travel time constraints, a choice school bus may pick up and drop off students along the street instead of going into the host school's bus loop.

Service Yard

Deliveries of meals and supplies should be made to a dedicated receiving area located so that delivery vehicles do not interfere with passenger loading.

SPATIAL CONSIDERATIONS

Separate pedestrians and vehicles, and separate bus from automobile passenger loading zones. If the pedestrian path must cross vehicular circulation, a raised and striped crosswalk should be provided.

Bus Sizes & Capacities

Elementary level buses can have up to 78 students on the bus.

Shorter buses have been standardized to one size (32 ft long) and serve special education and McKinney-Vento Act students (students in families experiencing homelessness).

Schools without a self-contained special education program will have students with an IEP who also ride on smaller buses due to a variety of needs, such as sensory, that require special busing.

Bus Loading/Unloading Area

Nose-to-Tail Layout: District preference is to layout bus parking nose-to-tail with the ability for parked buses to get around each other.

Layouts like chevron-style are not preferred because, should a bus break down or otherwise be delayed in leaving, the district does not want buses to have to drive in reverse in a school zone.

Students need to exit their bus and leave the bus area. A school site circulation layout should not cause students to pass between, in front, or behind buses.

Plan for shorter bus parking to be with larger buses. Do not mix shorter buses with passenger vehicle loop.

Once a new bus circulation layout is proposed, a mockup with district buses should be coordinated with the Transportation Dept to test layout dimensions and make adjustments.

Electric Buses & Charging

The district will have a major fleet replacement within the next 10 years, with the goal to replace them with electric buses.

Infrastructure improvements will be required at the district transportation center but not at the individual schools because buses are not planned to be housed at schools. It is especially unlikely to need bus charging at elementary schools. Consideration of adding bus charging at neighborhood high school locations is more likely.

Service Yard

Food service deliveries need a level surface from the truck to the kitchen door.

Allow space in the service yard for two box trucks side by side to accommodate food service deliveries and warehouse deliveries at the same time.

Delivery trucks currently have 14 ft beds or 18 ft beds and are 10 ft high.

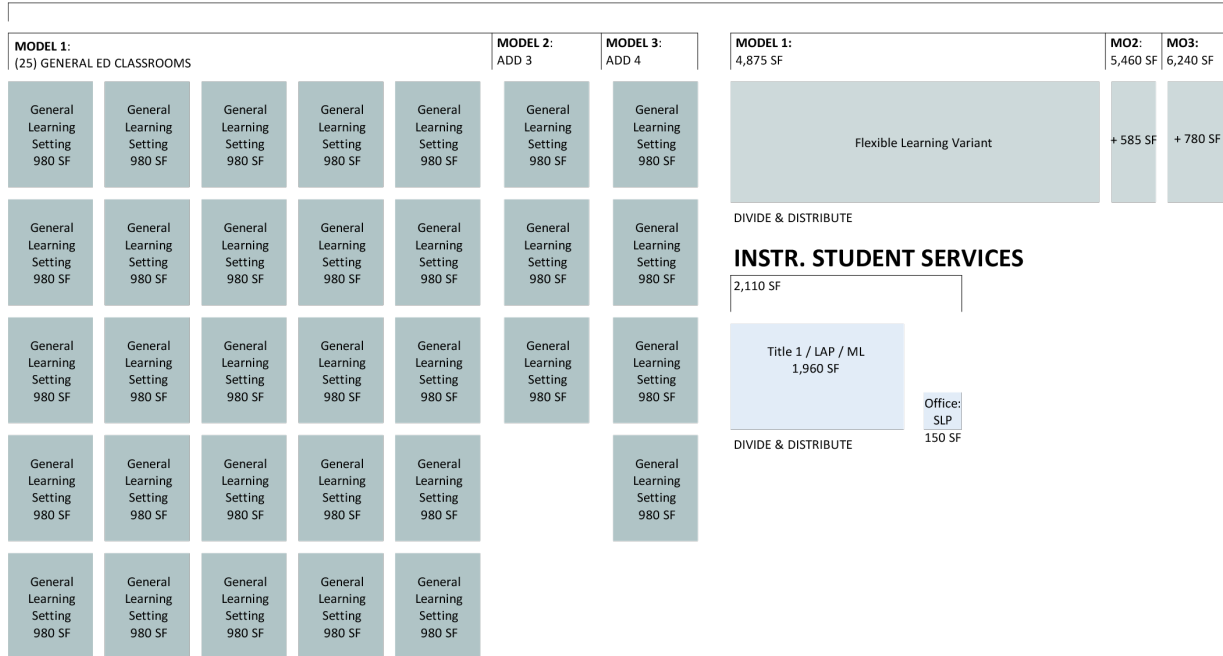
Ideally delivery trucks can back in straight into the service yard area with minimal maneuvering.

During design, coordinate with District a mockup of service and delivery drive. Coordinate with other large vehicle access (including kitchen) and test layout dimensions, as required.

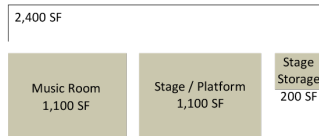
.

Graphic Program

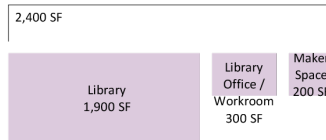
LEARNING SETTINGS



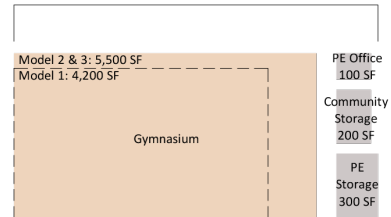
PERFORMING ARTS



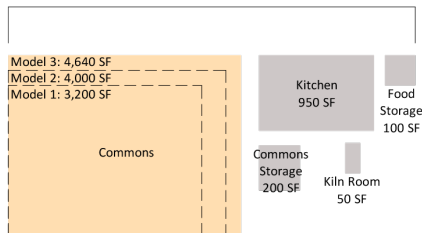
LIBRARY



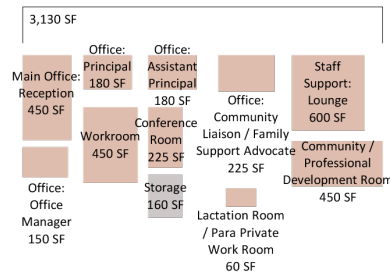
PHYSICAL EDUCATION



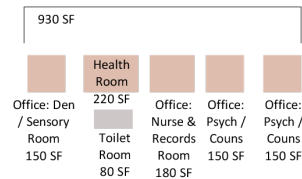
COMMONS & FOOD SERVICE



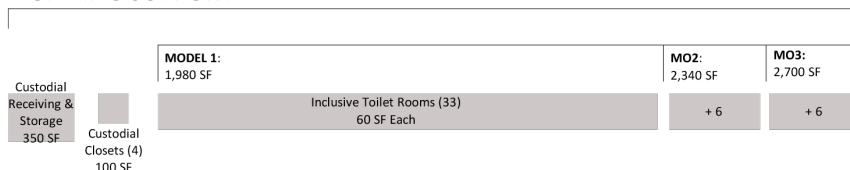
ADMINISTRATION



ADMIN. STUDENT SERVICES



BUILDING SUPPORT

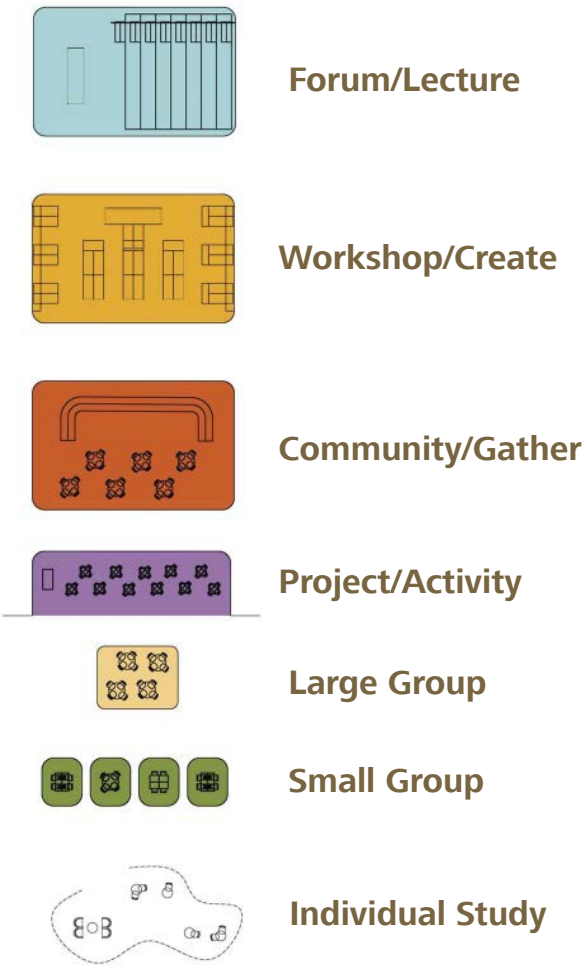


UNASSIGNABLE AREAS



GRAPHIC PROGRAM,
FLEXIBLE LEARNING

Flexible Learning Variants



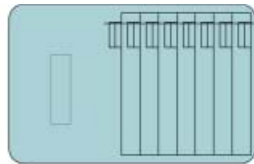
Functional Program

Forum/Lecture

:: 80-90 students



- :: 1600 square feet
- :: Team teaching/guest lecture
- :: Tiered, fixed seating
- :: Large format presentation



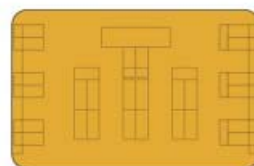
Functional Program

Workshop/Create

:: 28-35 students



- :: 1400-1600 square feet
- :: Student stations/tables
- :: Group technology/flexible power
- :: Mobile workstations
- :: Shared supplies/materials



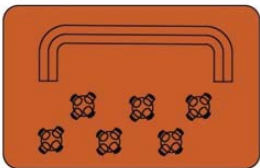
Functional Program

Community/Gather

:: 28-90 students



- :: 1600 square feet
- :: Some Fixed Tiers
- :: Large Format Presentation
- :: Mobile workstations
- :: Shared supplies/materials



Functional Program

Project/Activity

:: 15-20 students



- :: 600-800 square feet
- :: Group Technology
- :: Demonstration area
- :: Teaching Wall
- :: Acoustically Open



Functional Program

Large Group

:: 12-20 students



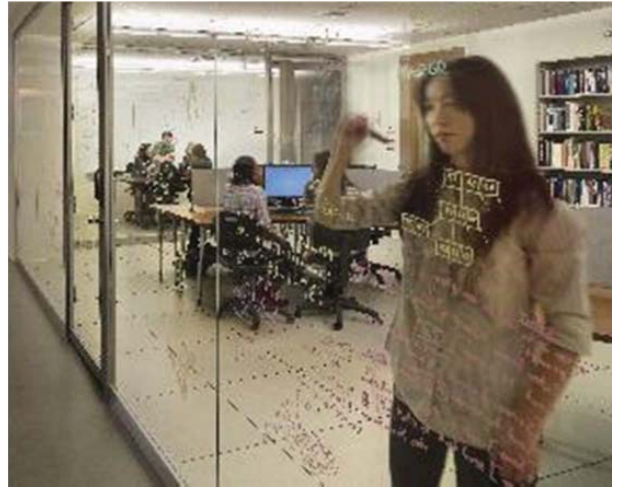
:: 200-300 square feet

:: Think Tank

:: Group Workstation/Technology

:: Teaching Wall/Interactive

:: Acoustically Separated



Functional Program

Small Group

:: 4-6 students



:: 120-150 square feet

:: Think Tank

:: Group Workstation/Technology

:: Teaching Wall/Interactive

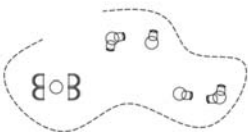
:: Acoustically Separated



Functional Program

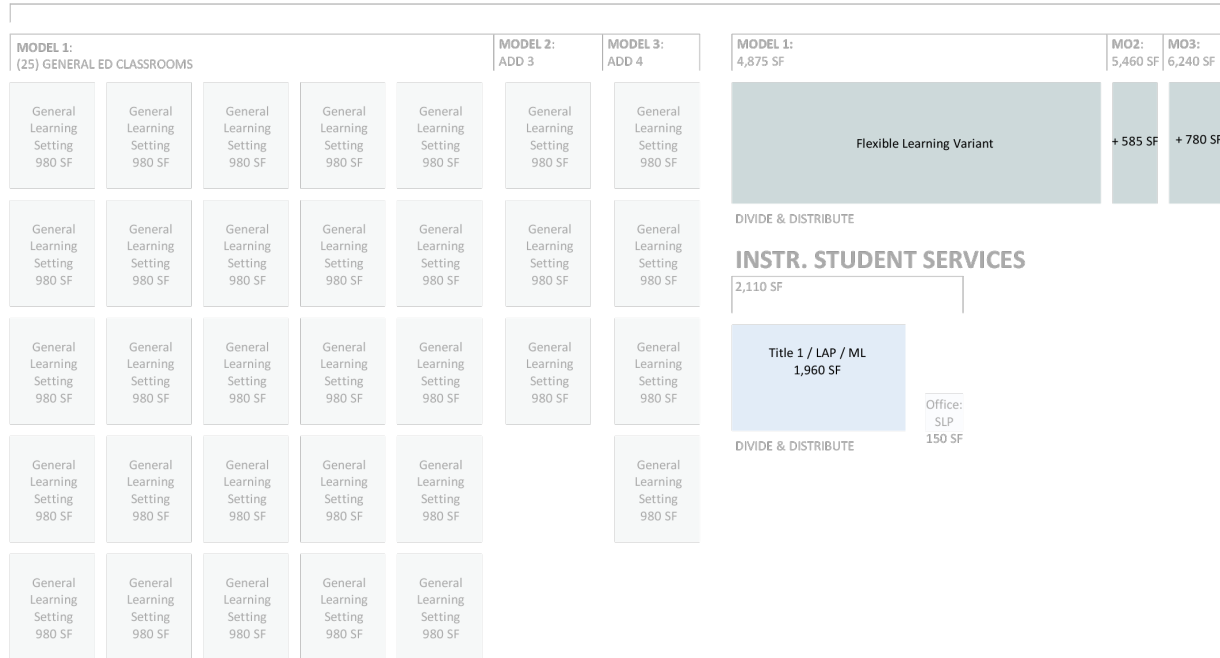
Individual Study

- :: 1 student
-
- :: Anywhere or With Others
- :: Breakout Space

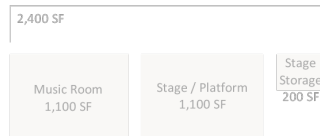


Graphic Program, Flexible Learning Spaces in Play

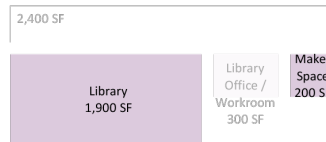
LEARNING SETTINGS



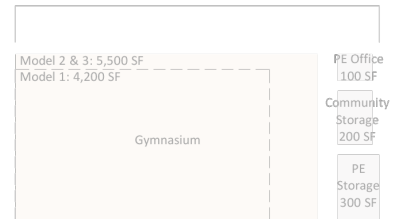
PERFORMING ARTS



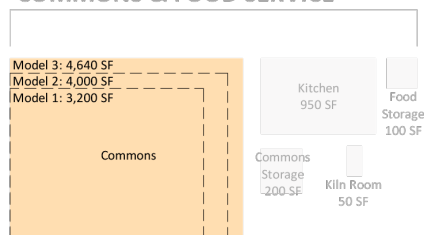
LIBRARY



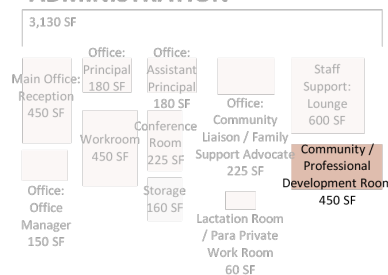
PHYSICAL EDUCATION



COMMONS & FOOD SERVICE



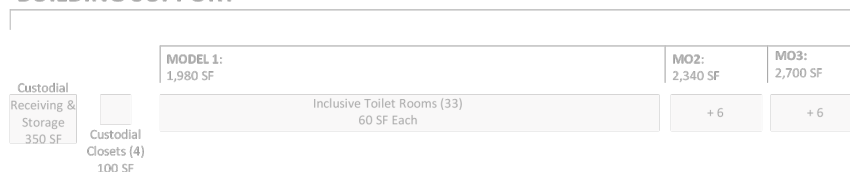
ADMINISTRATION



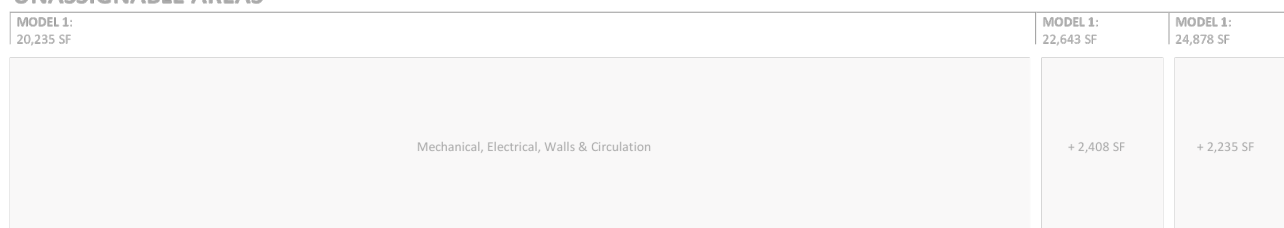
ADMIN. STUDENT SERVICES



BUILDING SUPPORT

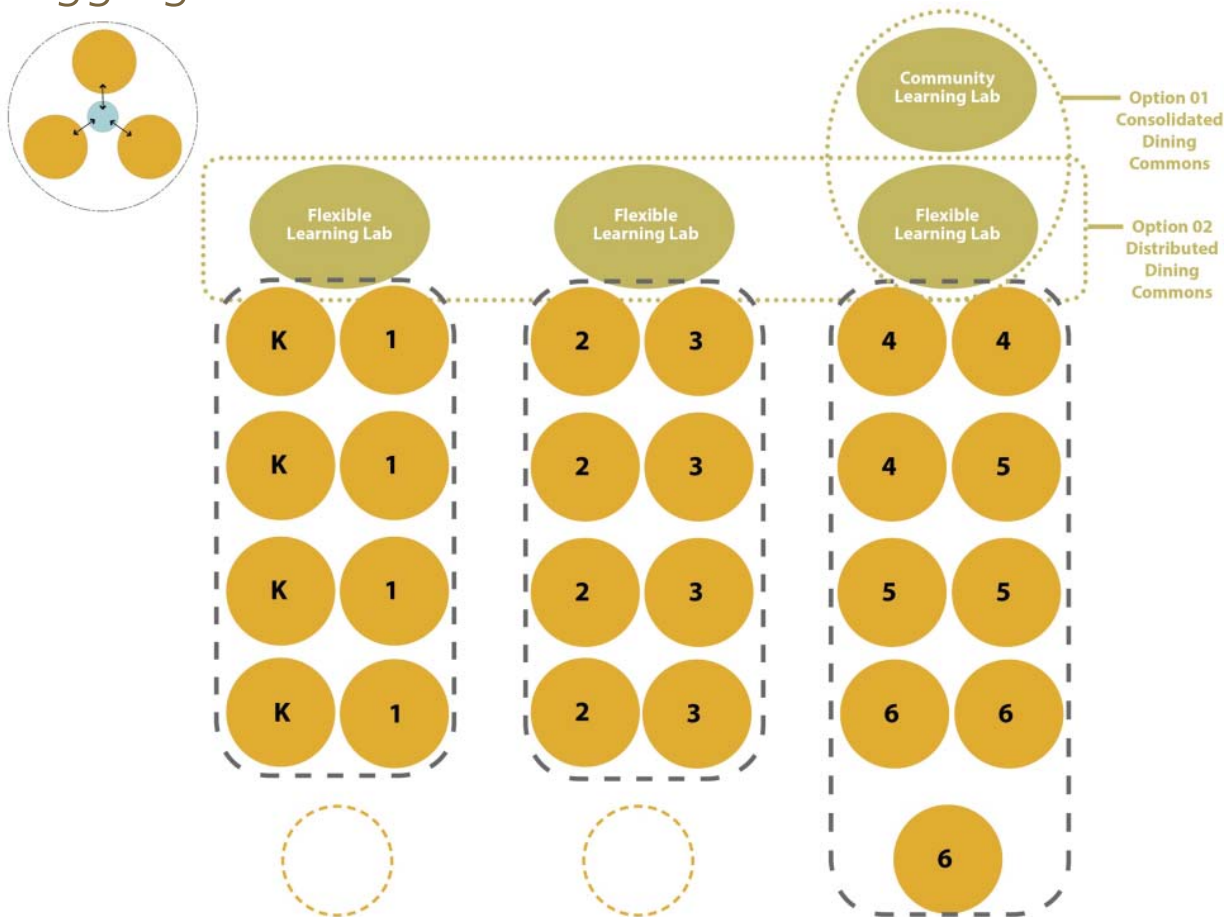


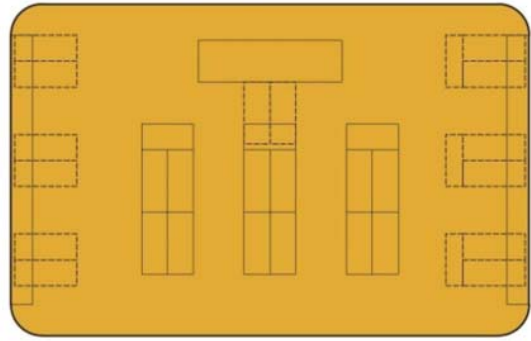
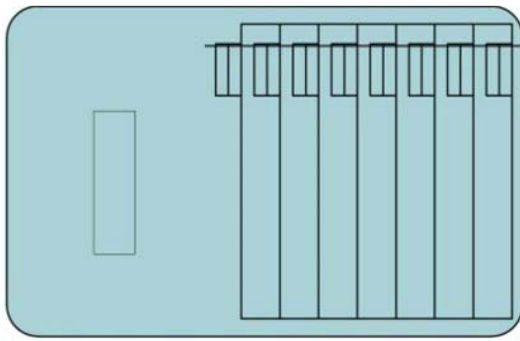
UNASSIGNABLE AREAS



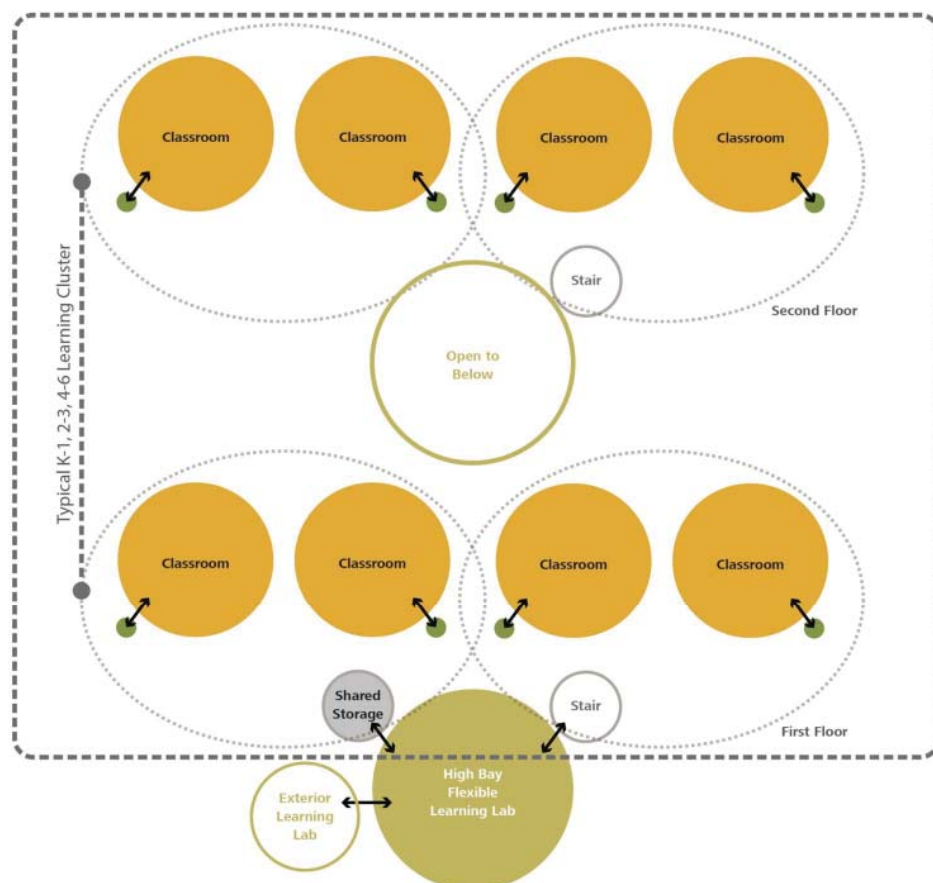
GRAPHIC PROGRAM,
FLEXIBLE LEARNING
AGGREGATED MODEL

Aggregated Model



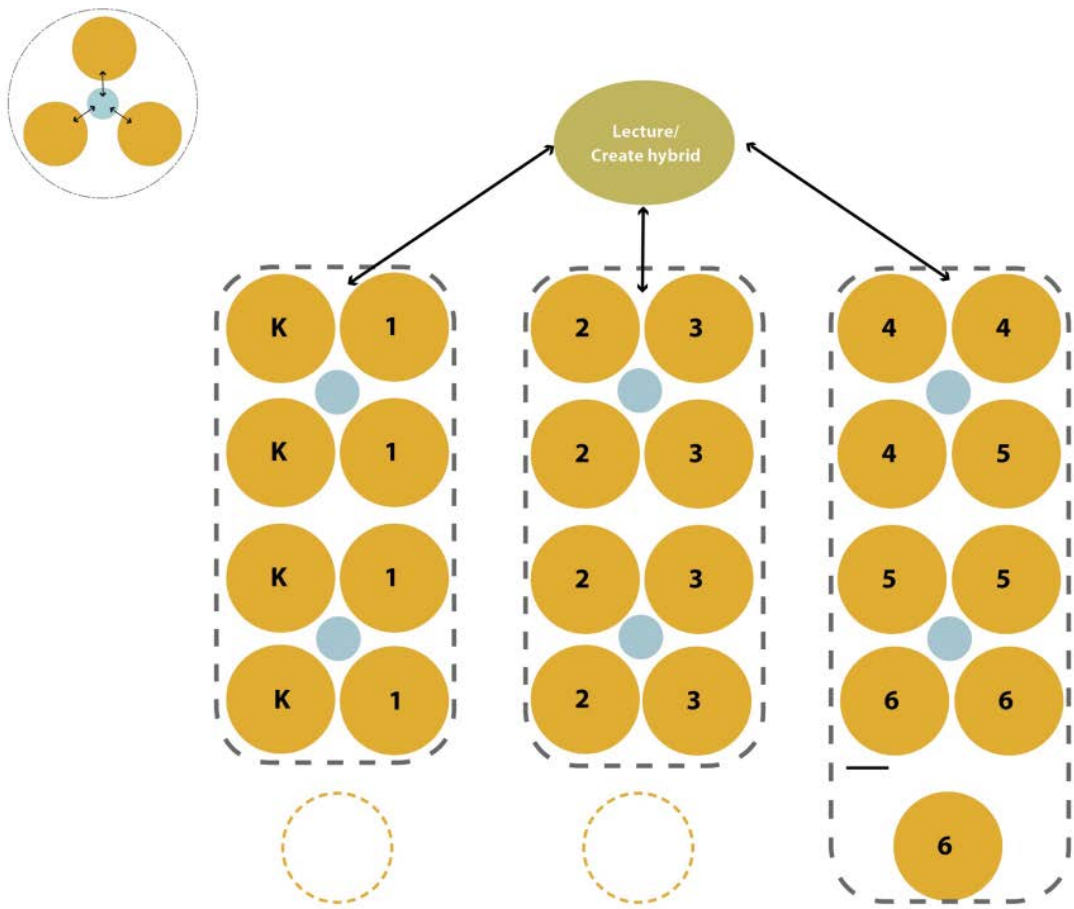


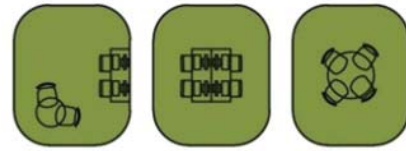
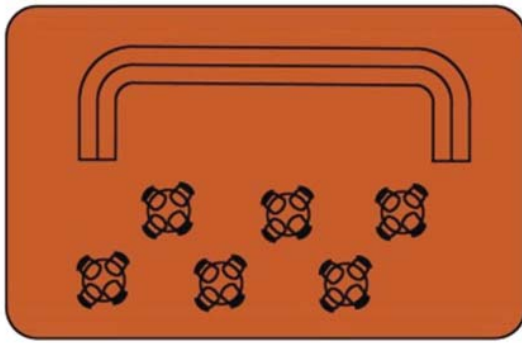
Aggregated Learning Community



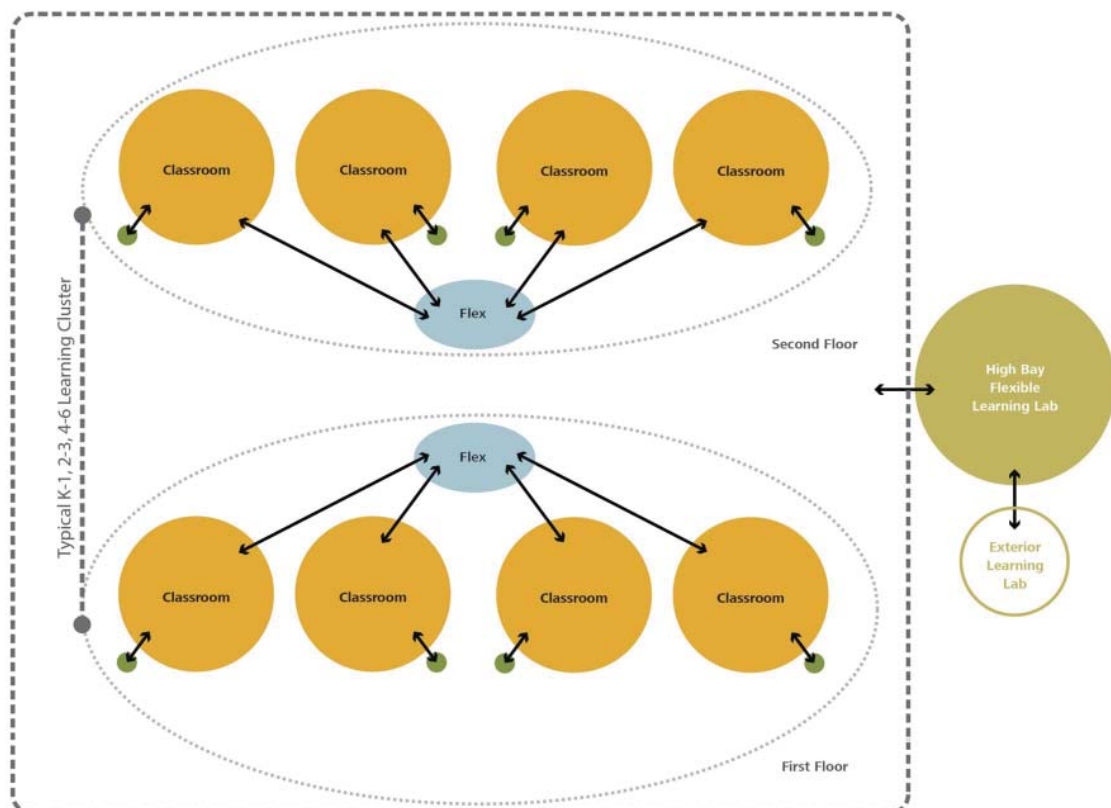
GRAPHIC PROGRAM,
FLEXIBLE LEARNING
HYBRID MODEL

Hybrid Model



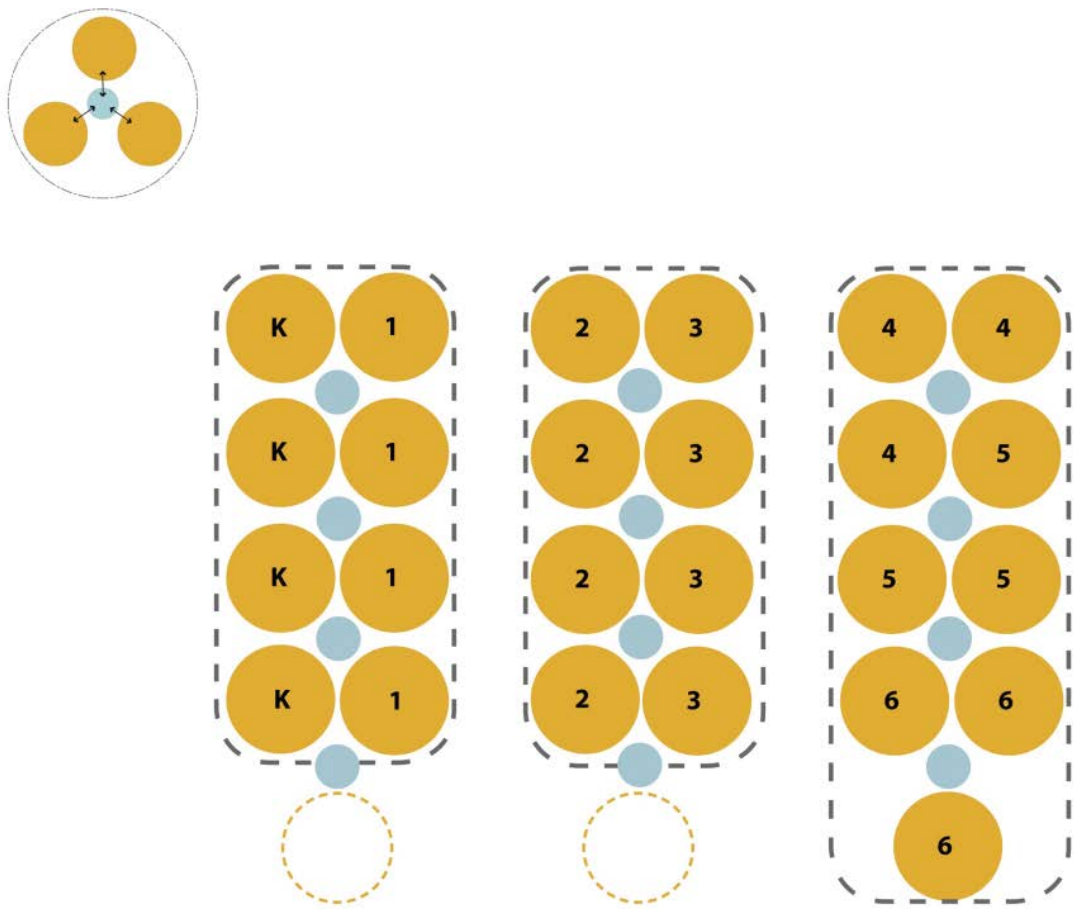


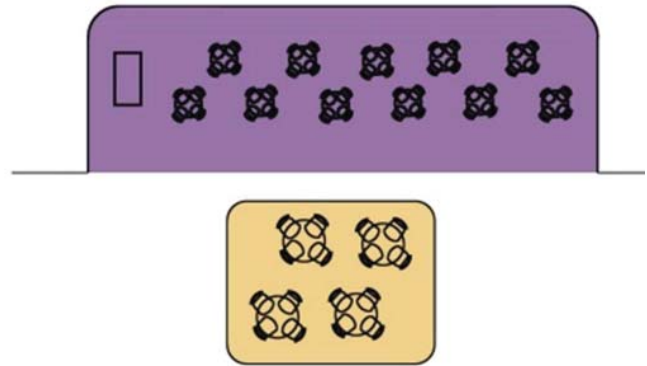
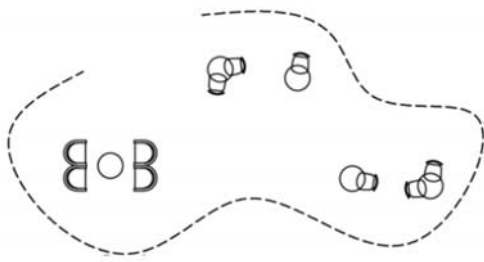
Hybrid Learning Community



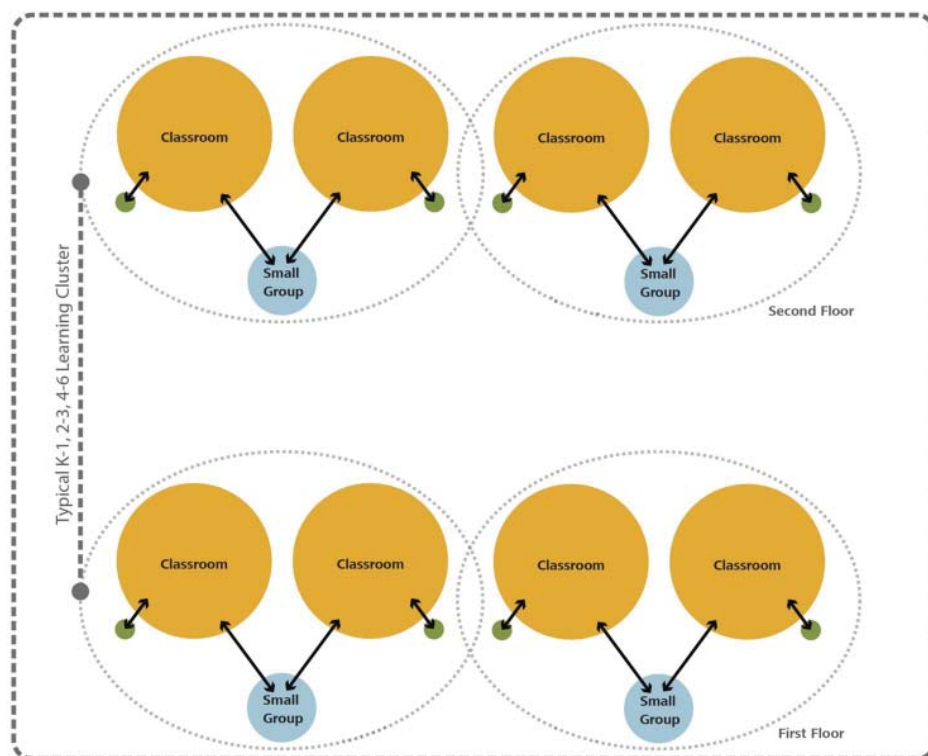
GRAPHIC PROGRAM,
FLEXIBLE LEARNING
DISTRIBUTED MODEL

Distributed Model





Distributed Learning Community



Numeric Program

The following section contains individual numeric program space lists for each of the district's three models. A * is utilized to help highlight differences found between the models, whether it is a difference in the number of planned rooms for a particular space type or a difference in a space type's size across the three models. Each model should be considered as a starting baseline, representing an ideal condition, with the actual number and sizes of spaces to be confirmed individually for each project, based on each school's current and anticipated future needs.

In addition, each project should evaluate its school community's socio-demographic needs when confirming its site-specific program space list. Specifically, each project should carefully consider its student community's learning support needs and confirm the appropriate learning support square footage needed, as well as how to best divide and distribute it in a flexible and adaptable way, while working within identified total building size and project budget parameters.

An itemized list of exterior program spaces applicable to all three models follows at the end of this section.

25 General Classrooms - MODEL 01

LEARNING SETTINGS	T STA	RM	SF / RM	TOTAL SF
Learning Settings: K-6	25 *	25 *	980 SF	24,500 SF *
Flexible Learning Variant	Divide & distribute as needed			4,875 SF *
Learning Settings Subtotal	25 *			29,375 SF *
INSTRUCTIONAL STUDENT SERVICES	T STA	RM	SF / RM	TOTAL SF
Title 1 / LAP / SPED (Resource) / MLL (ELL)			Divide & distribute as needed	1,960 SF
Tier 3: Special Education			Utilize Learning Settings Space	
a. Resource			Utilize Learning Settings Space	
b. Intensive Support			Utilize Learning Settings Space	
c. Intensive Support Emotional Support			Utilize Learning Settings Space	
d. Developmental Kindergarten			Utilize Learning Settings Space	
Tier 3: OT/PT Room / Sensory Room			Utilize Flexible Learning Variant Spaces	
Tier 3: SLP office		1	150 SF	150 SF
Learning Support Subtotal	0			2,110 SF
ADMINISTRATIVE STUDENT SERVICES	T STA	RM	SF / RM	TOTAL SF
Health Room		1	220 SF	220 SF
Toilet Room (with W/D hook up)		1	80 SF	80 SF
Office: Nurse & Records Room		1	180 SF	180 SF
Office: Psych/Couns		1 *	150 SF	150 SF *
Office: Student Intervention Coordinator		1	150 SF	150 SF
Student Services Subtotal	0			780 SF *
PERFORMING ARTS	T STA	RM	SF / RM	TOTAL SF
Music Room	1	1	1,100 SF	1,100 SF
Stage/Platform (includes apron)	1	1	1,100 SF	1,100 SF
Stage Storage		1	200 SF	200 SF
Instrument Storage			Locate within hallway	--
Third Teaching Space for Band/Orchestra				Utilize Commons
Performing Arts Subtotal	2			2,400 SF
LIBRARY	T STA	RM	SF / RM	TOTAL SF
Library	1	1	1,900 SF	1,900 SF
Maker Space		1	200 SF	200 SF
Library Office / Workroom		1	300 SF	300 SF
Library Subtotal	1			2,400 SF
PHYSICAL EDUCATION	T STA	RM	SF / RM	TOTAL SF
Gymnasium	1	1	4,200 SF *	4,200 SF *
PE Office		1	100 SF	100 SF
PE Storage		1	300 SF	300 SF
Community Storage (before/after school programs)		1	200 SF	200 SF
Physical Education Subtotal	1			4,800 SF *

25 General Classrooms - MODEL 01

COMMONS & FOOD SERVICE	T STA	RM	SF / RM	TOTAL SF
Commons (200, 250, 290 seats) *		1	3,200 SF *	3,200 SF *
Kitchen		1	950 SF	950 SF
Food Storage		1	100 SF	100 SF
Commons Storage		1	160 SF *	160 SF *
Kiln Room		1	50 SF	50 SF
Commons & Food Service Subtotal	0			4,460 SF *
ADMINISTRATION	T STA	RM	SF / RM	TOTAL SF
Main Office: Reception		1	450 SF	450 SF
Office: Office Manager		1	150 SF	150 SF
Office: Principal		1	180 SF	180 SF
Office: Assistant Principal	Only when 600 or more students *			-- *
Workroom		3	150 SF	450 SF
Conference Room (10-12 seats)		1	225 SF	225 SF
Office: Community Liaison / Family Support Advocate		1	225 SF	225 SF
Community / Professional Development Room		1	450 SF	450 SF
Kitchenette			incl.	incl.
Staff Support: Lounge		1	600 SF	600 SF
Lactation Room / Para Private Work Room		1	60 SF	60 SF
Storage	Divide & distribute as needed			160 SF
Para Lockers	Locate within Admin area hallway			--
Administration Subtotal	0			2,950 SF
BUILDING SUPPORT	T STA	RM	SF / RM	TOTAL SF
Custodial Receiving & Storage		1	350 SF	350 SF
Custodial Closets		4	25 SF	100 SF
Inclusive Toilet Rooms: Student		23 *	60 SF	1,380 SF *
Inclusive Toilet Rooms: Student / Event (near Gym)		6 *	60 SF	360 SF *
Inclusive Toilet Rooms: Staff		3 *	60 SF	180 SF *
Inclusive Toilet Rooms: Staff / Family (near Event)		1	60 SF	60 SF
Building Support Subtotal	0			2,430 SF *
NET-TO-GROSS BUILDING	T STA	RM	SF / RM	TOTAL SF
Net Building Area Subtotal	29			51,705 SF
Mech, Elec, Walls & Circulation	39%			20,165 SF
<i>Includes attics, mezzanines, penthouses, etc.</i>				
BUILDING AREA TOTAL				71,870 SF

* Quantity and/or size varies across Models 01 - 03

28 General Classrooms - MODEL 02

LEARNING SETTINGS	T STA	RM	SF / RM	TOTAL SF
Learning Settings: K-6	28 *	28 *	980 SF	27,440 SF *
Flexible Learning Variant	Divide & distribute as needed			5,460 SF *
Learning Settings Subtotal	28 *			32,900 SF *
INSTRUCTIONAL STUDENT SERVICES	T STA	RM	SF / RM	TOTAL SF
Title 1 / LAP / SPED (Resource) / MLL (ELL)	Divide & distribute as needed			1,960 SF
Tier 3: Special Education			Utilize Learning Settings Space	
a. Resource			Utilize Learning Settings Space	
b. Intensive Support			Utilize Learning Settings Space	
c. Intensive Support Emotional Support			Utilize Learning Settings Space	
d. Developmental Kindergarten			Utilize Learning Settings Space	
Tier 3: OT/PT Room / Sensory Room			Utilize Flexible Learning Variant Spaces	
Tier 3: SLP office		1	150 SF	150 SF
Learning Support Subtotal	0			2,110 SF
ADMINISTRATIVE STUDENT SERVICES	T STA	RM	SF / RM	TOTAL SF
Health Room		1	220 SF	220 SF
Toilet Room (with W/D hook up)		1	80 SF	80 SF
Office: Nurse & Records Room		1	180 SF	180 SF
Office: Psych/Couns		2 *	150 SF	300 SF *
Office: Student Intervention Coordinator		1	150 SF	150 SF
Student Services Subtotal	0			930 SF *
PERFORMING ARTS	T STA	RM	SF / RM	TOTAL SF
Music Room	1	1	1,100 SF	1,100 SF
Stage/Platform (includes apron)	1	1	1,100 SF	1,100 SF
Stage Storage		1	200 SF	200 SF
Instrument Storage		Locate within hallway		--
Third Teaching Space for Band/Orchestra				Utilize Commons
Performing Arts Subtotal	2			2,400 SF
LIBRARY	T STA	RM	SF / RM	TOTAL SF
Library	1	1	1,900 SF	1,900 SF
Maker Space		1	200 SF	200 SF
Library Office / Workroom		1	300 SF	300 SF
Library Subtotal	1			2,400 SF
PHYSICAL EDUCATION	T STA	RM	SF / RM	TOTAL SF
Gymnasium	1	1	5,500 SF *	5,500 SF *
PE Office		1	100 SF	100 SF
PE Storage		1	300 SF	300 SF
Community Storage (before/after school programs)		1	200 SF	200 SF
Physical Education Subtotal	1			6,100 SF *

28 General Classrooms - MODEL 02

COMMONS & FOOD SERVICE	T STA	RM	SF / RM	TOTAL SF
Commons (200, 250, 290 seats) *		1	4,000 SF *	4,000 SF *
Kitchen		1	950 SF	950 SF
Food Storage		1	100 SF	100 SF
Commons Storage		1	200 SF *	200 SF *
Kiln Room		1	50 SF	50 SF
Commons & Food Service Subtotal	0			5,300 SF *
ADMINISTRATION	T STA	RM	SF / RM	TOTAL SF
Main Office: Reception		1	450 SF	450 SF
Office: Office Manager		1	150 SF	150 SF
Office: Principal		1	180 SF	180 SF
Office: Assistant Principal		1 *	180 SF *	180 SF *
Workroom		3	150 SF	450 SF
Conference Room (10-12 seats)		1	225 SF	225 SF
Office: Community Liaison / Family Support Advocate		1	225 SF	225 SF
Community / Professional Development Room		1	450 SF	450 SF
Kitchenette			incl.	incl.
Staff Support: Lounge		1	600 SF	600 SF
Lactation Room / Para Private Work Room		1	60 SF	60 SF
Storage	Divide & distribute as needed			160 SF
Para Lockers	Locate within Admin area hallway			--
Administration Subtotal	0			3,130 SF
BUILDING SUPPORT	T STA	RM	SF / RM	TOTAL SF
Custodial Receiving & Storage		1	350 SF	350 SF
Custodial Closets		4	25 SF	100 SF
Inclusive Toilet Rooms: Student		26 *	60 SF	1,560 SF *
Inclusive Toilet Rooms: Student / Event (near Gym)		8 *	60 SF	480 SF *
Inclusive Toilet Rooms: Staff		4 *	60 SF	240 SF *
Inclusive Toilet Rooms: Staff / Family (near Event)		1	60 SF	60 SF
Building Support Subtotal	0			2,790 SF *
NET-TO-GROSS BUILDING	T STA	RM	SF / RM	TOTAL SF
Net Building Area Subtotal	32			58,060 SF
Mech, Elec, Walls & Circulation	39%			22,643 SF
<i>Includes attics, mezzanines, penthouses, etc.</i>				
BUILDING AREA TOTAL				80,703 SF

* Quantity and/or size varies across Models 01 - 03

32 General Classrooms - MODEL 03

LEARNING SETTINGS	T STA	RM	SF / RM	TOTAL SF
Learning Settings: K-6	32 *	32 *	980 SF	31,360 SF *
Flexible Learning Variant	Divide & distribute as needed			6,240 SF *
Learning Settings Subtotal	32 *			37,600 SF *
INSTRUCTIONAL STUDENT SERVICES	T STA	RM	SF / RM	TOTAL SF
Title 1 / LAP / SPED (Resource) / MLL (ELL)	Divide & distribute as needed			1,960 SF
Tier 3: Special Education			Utilize Learning Settings Space	
a. Resource			Utilize Learning Settings Space	
b. Intensive Support			Utilize Learning Settings Space	
c. Intensive Support Emotional Support			Utilize Learning Settings Space	
d. Developmental Kindergarten			Utilize Learning Settings Space	
Tier 3: OT/PT Room / Sensory Room			Utilize Flexible Learning Variant Spaces	
Tier 3: SLP office		1	150 SF	150 SF
Learning Support Subtotal	0			2,110 SF
ADMINISTRATIVE STUDENT SERVICES	T STA	RM	SF / RM	TOTAL SF
Health Room		1	220 SF	220 SF
Toilet Room (with W/D hook up)		1	80 SF	80 SF
Office: Nurse & Records Room		1	180 SF	180 SF
Office: Psych/Couns		2 *	150 SF	300 SF *
Office: Student Intervention Coordinator		1	150 SF	150 SF
Student Services Subtotal	0			930 SF *
PERFORMING ARTS	T STA	RM	SF / RM	TOTAL SF
Music Room	1	1	1,100 SF	1,100 SF
Stage/Platform (includes apron)	1	1	1,100 SF	1,100 SF
Stage Storage		1	200 SF	200 SF
Instrument Storage		Locate within hallway		--
Third Teaching Space for Band/Orchestra				Utilize Commons
Performing Arts Subtotal	2			2,400 SF
LIBRARY	T STA	RM	SF / RM	TOTAL SF
Library	1	1	1,900 SF	1,900 SF
Maker Space		1	200 SF	200 SF
Library Office / Workroom		1	300 SF	300 SF
Library Subtotal	1			2,400 SF
PHYSICAL EDUCATION	T STA	RM	SF / RM	TOTAL SF
Gymnasium	1	1	5,500 SF *	5,500 SF *
PE Office		1	100 SF	100 SF
PE Storage		1	300 SF	300 SF
Community Storage (before/after school programs)		1	200 SF	200 SF
Physical Education Subtotal	1			6,100 SF *

32 General Classrooms - MODEL 03

COMMONS & FOOD SERVICE	T STA	RM	SF / RM	TOTAL SF
Commons (200, 250, 290 seats) *		1	4,640 SF *	4,640 SF *
Kitchen		1	950 SF	950 SF
Food Storage		1	100 SF	100 SF
Commons Storage		1	230 SF *	230 SF *
Kiln Room		1	50 SF	50 SF
Commons & Food Service Subtotal	0			5,970 SF *
ADMINISTRATION	T STA	RM	SF / RM	TOTAL SF
Main Office: Reception		1	450 SF	450 SF
Office: Office Manager		1	150 SF	150 SF
Office: Principal		1	180 SF	180 SF
Office: Assistant Principal		1 *	180 SF *	180 SF *
Workroom		3	150 SF	450 SF
Conference Room (10-12 seats)		1	225 SF	225 SF
Office: Community Liaison / Family Support Advocate		1	225 SF	225 SF
Community / Professional Development Room		1	450 SF	450 SF
Kitchenette			incl.	incl.
Staff Support: Lounge		1	600 SF	600 SF
Lactation Room / Para Private Work Room		1	60 SF	60 SF
Storage	Divide & distribute as needed			160 SF
Para Lockers	Locate within Admin area hallway			--
Administration Subtotal	0			3,130 SF
BUILDING SUPPORT	T STA	RM	SF / RM	TOTAL SF
Custodial Receiving & Storage		1	350 SF	350 SF
Custodial Closets		4	25 SF	100 SF
Inclusive Toilet Rooms: Student		30 *	60 SF	1,800 SF *
Inclusive Toilet Rooms: Student / Event (near Gym)		9 *	60 SF	540 SF *
Inclusive Toilet Rooms: Staff		5 *	60 SF	300 SF *
Inclusive Toilet Rooms: Staff / Family (near Event)		1	60 SF	60 SF
Building Support Subtotal	0			3,150 SF *
NET-TO-GROSS BUILDING	T STA	RM	SF / RM	TOTAL SF
Net Building Area Subtotal	36			63,790 SF
Mech, Elec, Walls & Circulation	39%			24,878 SF
<i>Includes attics, mezzanines, penthouses, etc.</i>				
BUILDING AREA TOTAL				88,668 SF

* Quantity and/or size varies across Models 01 - 03

MODEL 01 - 03

EXTERIOR PROGRAM SPACES	T STA	RM	SF / RM	TOTAL SF
Exterior Flex Area	At all ground level CRs		150 SF	Varies
Emergency Supplies (Conex)		1	200 SF	200 SF
Recess Storage (Conex)		1	200 SF	200 SF
School & Community Garden		1	500 SF	500 SF
Covered Play		1	3,000 SF	3,000 SF
Play Equipment		1	3,600 SF	3,600 SF
Paved Play		1	10,000 SF	10,000 SF
All-Purpose Fields				Varies