



EDUCATIONAL VISION DOCUMENT

ELEMENTARY SCHOOL



TRANSITIONAL KINDERGARTEN & KINDERGARTEN

Activities

- Project based learning
- Hands-on/tactile-kinesthetic learning
- Group and team learning
- Art, science, or music lessons
- Collaborative group learning
- Outdoor exploration



Design Objectives

The spaces should be open, inviting and engaging – utilize color and appropriate lighting strategies. In areas that are dedicated to small group or individual focus, consider lowering ceilings to provide a sense of scale. Use flexible and easily reconfigurable furnishings to allow for a variety of learning activities. A sink and wet area should be provided for crafts and clean-up.

Spaces should have a visual and physical connection to the outdoors, with furnished, covered outdoor areas for activities. Consider an outdoor use sink and landscape features to encourage exploration.

A shared workroom provides storage space and can be utilized for 1 on 1 / small group activities. Provide visual access into this space while maintaining acoustical separation. Classrooms should have direct access to student restrooms.

Environmental considerations should include high indoor air quality, efficient HVAC systems, potentially individually controlled, opportunities for natural ventilation and balanced daylighting with efficient lighting systems.

Classrooms should be acoustically separated with high-performing acoustics. Classrooms should meet minimum acoustic rating with background noise less than 35 dB and reverberation time of 0.6 seconds.

FURNITURE

Furniture should vary based on activity. Utilize easily move-able / group-able tables and chairs. Include a variety of different / adjustable-height seating options, e.g. soft furnishings and stools.

Disperse writable surfaces throughout, to create spots for small-group break-out or enable small-group instruction.

FINISHES

The space should have a zone of resilient flooring near the sink area for snacks and project based activities.

Utilize carpet in a majority of the classroom, selecting carpet based on the District's flooring policy language.

Place an area rug at the whole group zone.

The finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

EQUIPMENT

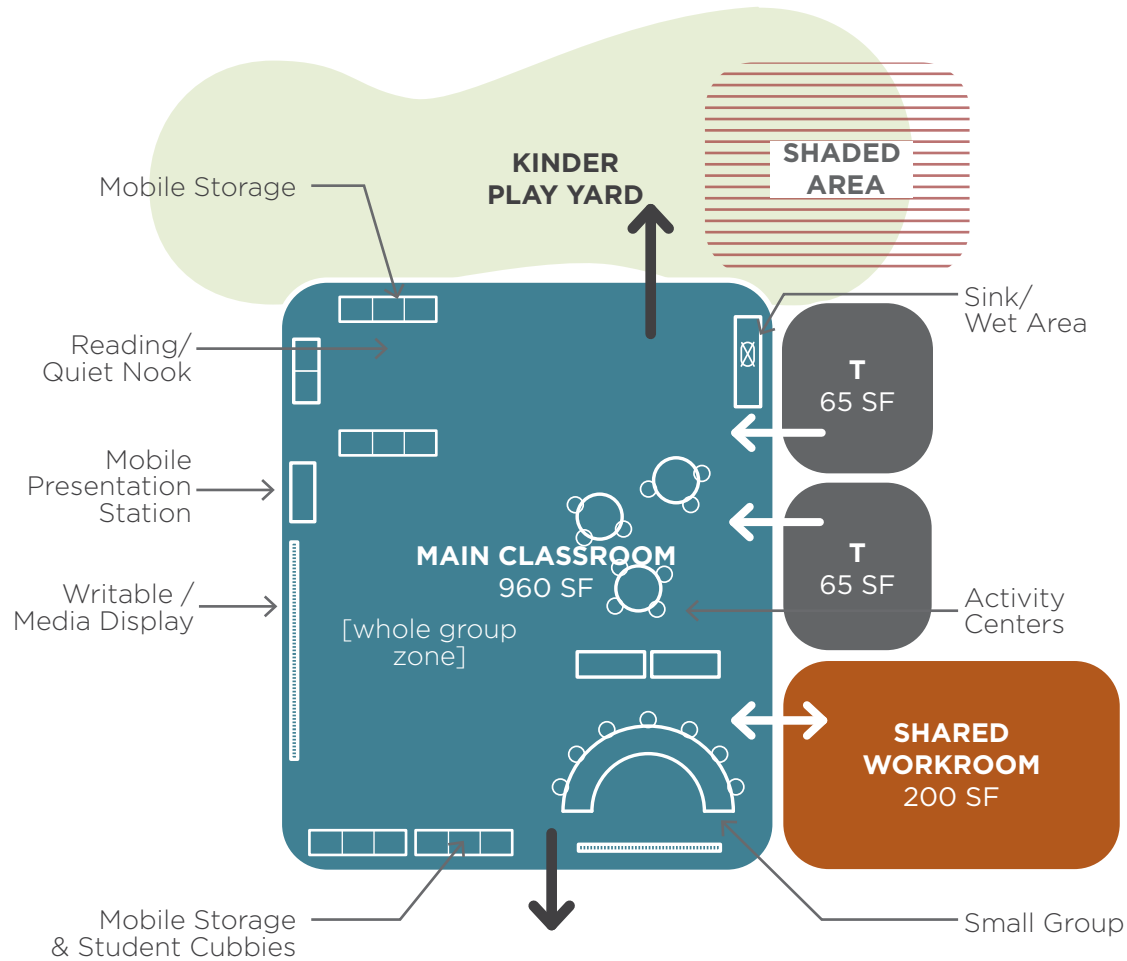
Integrated technology (audio systems, wireless access) should be provided.

Include natural + adjustable lighting with temperature controls within individual classrooms.

Sink with bubbler or water bottle filling station.



TRANSITIONAL KINDERGARTEN & KINDERGARTEN

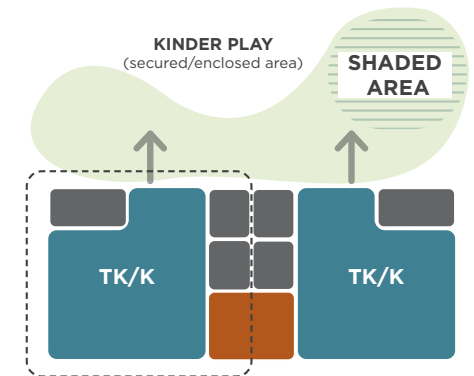


Spaces & Sizing

Main Classroom	1,120 sf
Shared Workroom	100 sf per cr
Student Toilets	2 @ 65 sf each
Storage	100 sf

Total Per Classroom 1,350 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).





PLAY YARD: TRANSITIONAL KINDERGARTEN & KINDERGARTEN

Activities

- Early childhood curriculum
- Large lecture, small group, and individual work
- Project-based learning
- Unstructured social interactions and play
- Student dining
- Fundamental skills development
- Tag and running games
- Tricycling



Design Objectives

This space should accommodate a variety of play and learning activities, providing a balance of soft landscaping such as turf and hard surfaces such as concrete.

Children should be able to play and explore in an area that is protected and stimulating.

All TK and Kindergarten classrooms should have direct access to a single, shared the play yard, sized to accommodate all TK/Kindergarten students.

Considerations for supervision should be taken, designing the yard as one contiguous space.

Create a comfortable environment for students to dine outdoors, protected from sun and rain.

Prioritize planting material that is native or adapted, water-efficient, and low maintenance. Unless linked to curriculum, do not select vegetation that produces large amounts of litter that would require high levels of maintenance.

FURNITURE

Provide durable, weather-proof materials; built-in seating where appropriate such as concrete seat walls and benches.

Include writable surfaces such as chalkboards at student-height.

Include a shade structure over picnic tables at an area no less than 1,200-sf.

FINISHES

Provide access to wireless internet and outlets for the integration of devices.

Provide a drinking fountain and, optionally, a water bottle filling station.

Play yard must be fenced or otherwise protected from traffic or other hazards.

Fencing inboard to the campus must be at least 4-ft in height and incorporate gate(s) with panic hardware. Kindergarten fencing that occurs at the school campus perimeter should be full-height (6-ft).

EQUIPMENT

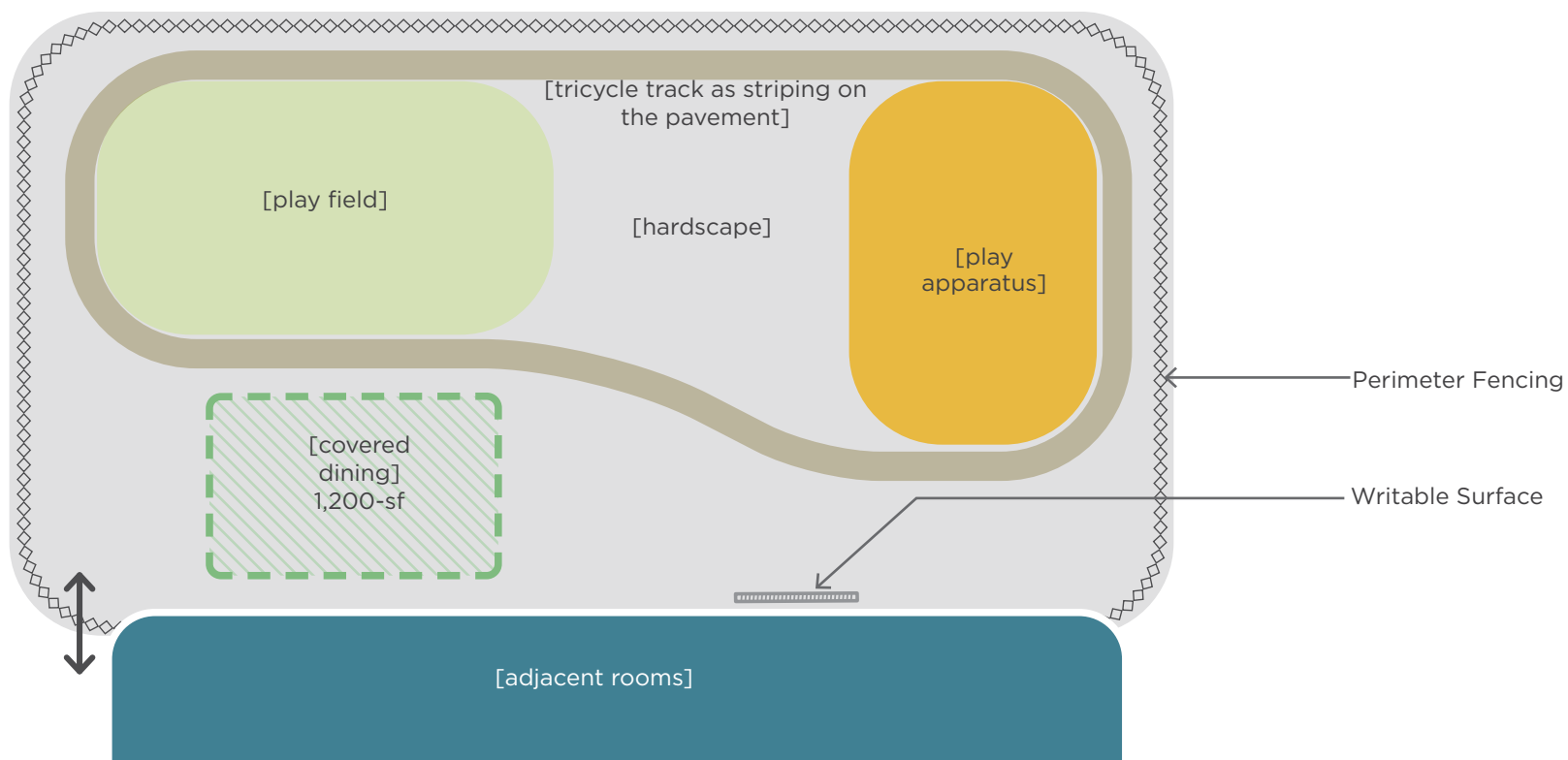
Play structure should be appropriate for the intended age group and have a rubberized surface at the ground plane.



PLAY YARD: TRANSITIONAL KINDERGARTEN & KINDERGARTEN

Spaces & Sizing

Ideal play yard should equate to a minimum sizing of 75 sf per student based on long-term planned Transitional Kindergarten and Kindergarten classrooms.





CLASSROOMS

Activities

- Interdisciplinary, learner-centered instruction with full-integration of technology
- Active and passive learning activities
- Large lecture, small group, and individual work
- Core subject instruction: Language Arts, Social Studies, Mathematics, and Science
- The teacher circulates to monitor and engage with students
- Teacher-led and student-led presentations



Design Objectives

Support the WJUSD Graduate Profile by encouraging 'student talk' and the expression of ideas and inquiries.

These spaces should be open, inviting and engaging – utilize color and appropriate lighting strategies. Classrooms should be acoustically separated from each other and organized in a cluster with direct access to an outdoor learning area. Windows and classroom layout should allow for visibility across classroom space to exterior.

Design classrooms to be flexible, allowing them to configure to support the following: whole group zone, collaboration and small group zone, hands-on design zone, independent/quiet zone, outdoor learning zone. A sink and wet area should be provided for crafts and clean-up.

Mobile technology use should be supported through a multitude of electrical outlets and a combination of data port locations, with wireless internet access available with the ability to expand capacity in the future.

Thermal comfort should be supported through high-efficiency ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.

Rooms should be daylit and supplemented with high-efficiency fixtures that balance indirect/direct light to reduce shadows and glare and provide even illumination. Lighting should be occupant-controlled around the presentation area, through shading devices and separate switches.

FURNITURE

Furniture should provide students with choice and accommodate multiple learning styles and activities. Include a variety of types, soft furnishings or stools to encourage mobility throughout the space.

Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.

FINISHES

The space should have resilient flooring for project based activities.

The finishes should contribute to the acoustical qualities; include materials that absorb sound.

Disperse writable surfaces throughout, with spots for gathering and small-group break-out. Movable whiteboards can support small-group instruction.

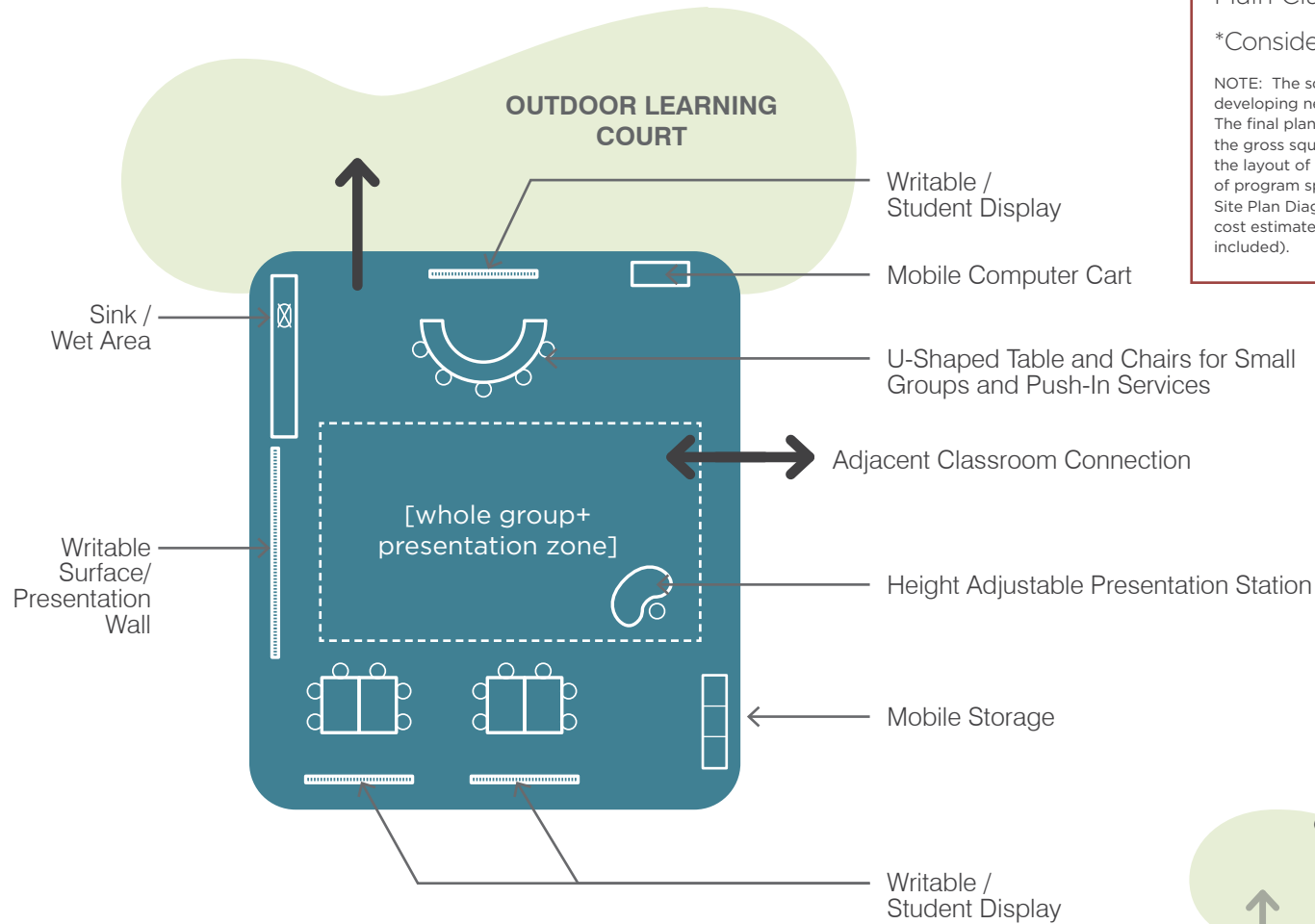
EQUIPMENT

Integrated technology (audio systems, wireless access) should be provided.

Include natural and adjustable lighting with temperature controls within individual classrooms.

Sink with bubbler or water bottle filling station.

CLASSROOMS

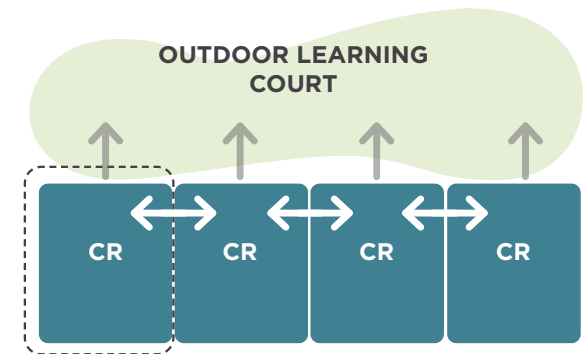


Spaces & Sizing

Main Classroom 960 sf*

*Consider sizing for grades 3-5 at 1,200 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).



SPECIAL EDUCATION

Activities

- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development and improvement of communication and language skills
- Assistive technology and communications devices, as needed
- Instructional program includes transition planning, collaborative learning, hands-on labs, teacher-facilitated activities, small group work, individual work
- Social-Emotional education



Design Objectives

Open classroom learning environment supporting a variety of activity zones surrounding a collaborative learning zone.

Moderate/Severe Special Education classrooms should include a quiet, separate focus room for students to recompose and a joint-use workroom that can accommodate 1 on 1 and small group speech and OT sessions. Provide visual connectivity to the classroom from this room, but maintain acoustic privacy.

Collaborative team teaching in which a special education teacher and a general education instructor teach a class together for both general and special education students.

Instructional support provided by a special education teacher.

Integrate special education into campus "Least Restrictive Environment" to have full inclusion of special education students on campus.

FURNITURE

Flexible, varied, and easily reconfigurable furnishings that can accommodate teaching, crafts and labs, group work and individual work.

Mobile partitions can be helpful in reducing distractions, increasing privacy, and creating zones throughout the room.

FINISHES

Flooring should be carpeted in learning spaces, focus rooms, and therapy spaces. Flooring should be resilient in restroom and storage areas.

Finishes should be highly absorptive to increase acoustics and include acoustical ceiling and wall treatments.

Calming colors and finishes with minimal patterning.

EQUIPMENT

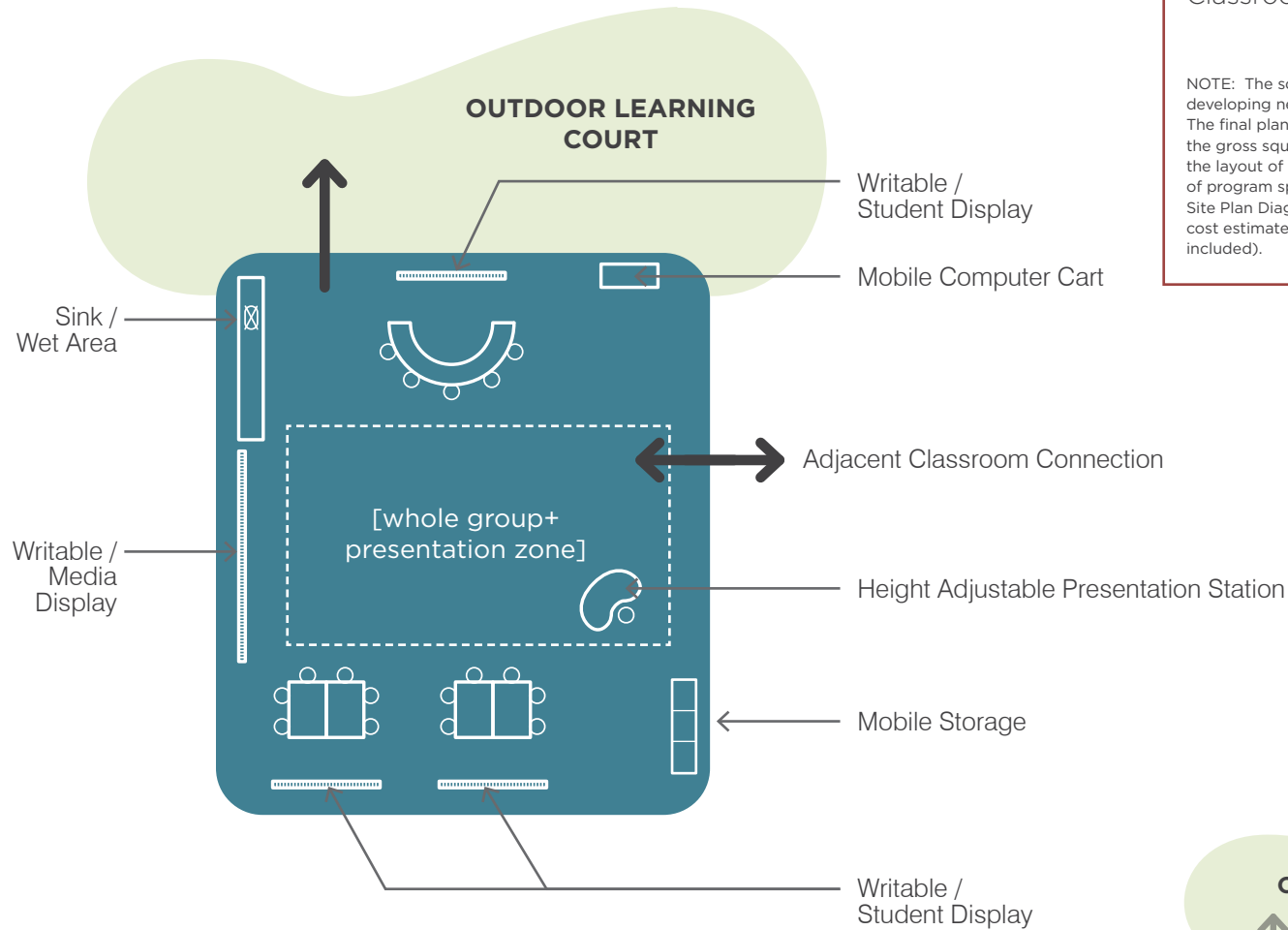
Structural grid/support above acoustic ceiling for ability to hang therapy equipment.

Lighting with dimming capabilities and a high color rendering index (CRI 85 or higher) to reduce student sensitivities.

Integrated technology (audio systems, wireless access) should be provided.



SPECIAL EDUCATION: MILD/MODERATE CLASSROOM



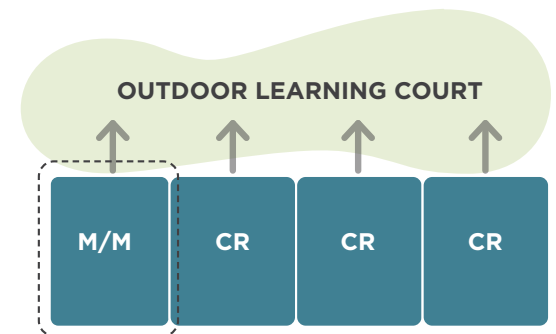
NOTE: MILD / MOD. Classrooms same as and grouped with core instruction classroom spaces

Spaces & Sizing

Classroom

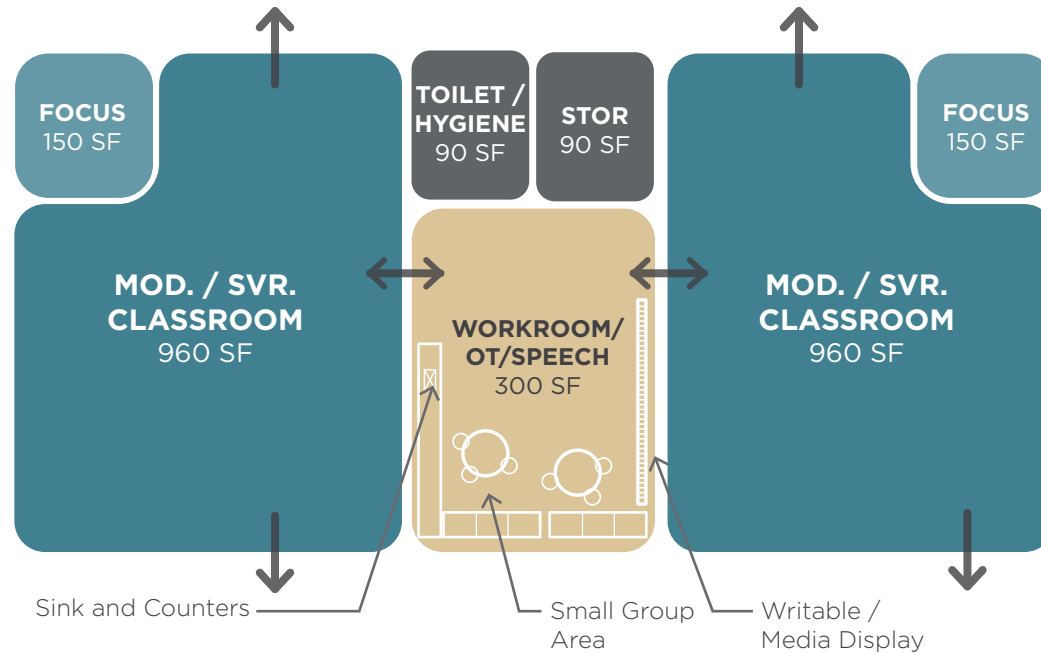
960 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).





SPECIAL EDUCATION: MODERATE/SEVERE CLASSROOM



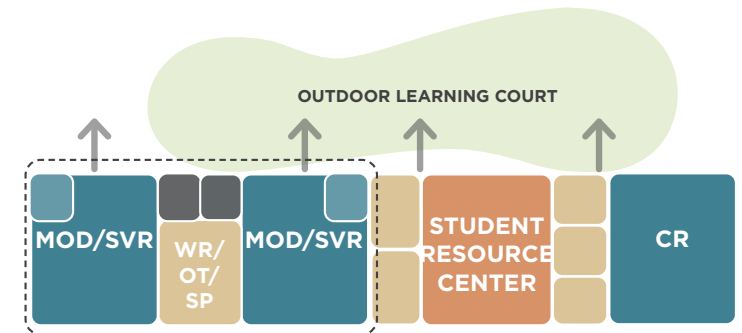
NOTE: Refer to General Education Classroom diagram for the Moderate / Severe Classroom components.

Spaces & Sizing

Main Classroom	960 sf
Workroom/OT/Speech	150 sf per cr
Student Toilets/Storage	90 sf each
Focus Room/Area	150 sf

Total Per Classroom 1,350 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).





ART/SCIENCE

Activities

- Learner-centered instruction
- Large group instruction and demonstration
- Individual project-based learning and investigation
- Elementary science lab experimentation, arts-based education & creative exploration
- Cross-collaboration with other fields of study
- Showcase and presentation of student work



Design Objectives

Spaces should be open, inviting, and engaging with a sense of discovery that inspires curiosity and exploration. The space should enable cooperative learning and allow a variety of activities happening concurrently.

The lab should have a large teaching area with plenty of working space as well as smaller flexible space(s) that can be configured to support small group work, with writable surfaces in both. Provide the ability to display student work.

Labs should be visually and physically connected to the outdoors. Adjacent outdoor areas shall be treated as an extension of the classroom, with finishing that support classroom activities.

The layout and design of the lab should allow for visibility to outdoor spaces for supervision.

Thermal comfort should be supported through high-efficiency ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.

Rooms should be daylit and supplemented with high-efficiency fixtures that balance indirect/direct light to reduce shadows and glare and provide even illumination. Lighting should be occupant-controlled around the main presentation wall, through shading devices and separate switches.

FURNITURE

Agile, durable furniture that will support arts, crafts, and small science project experimentation at seated and standing heights, and flexible furniture for group breakout spaces.

A mix of built-in storage and mobile storage solutions. Built-in storage can be open shelving that accommodates storage bins. Mobile storage units are intended for student use, supporting the flexibility of the classroom.

FINISHES

Flooring should be resilient, durable, and easy to clean.

A mix of tackable and writable wall surfaces for display of student work and the sharing of ideas.

The Video Production zone should have green walls or green curtains.

Operable windows for natural ventilation and increased occupant comfort.

Acoustical ceiling system.

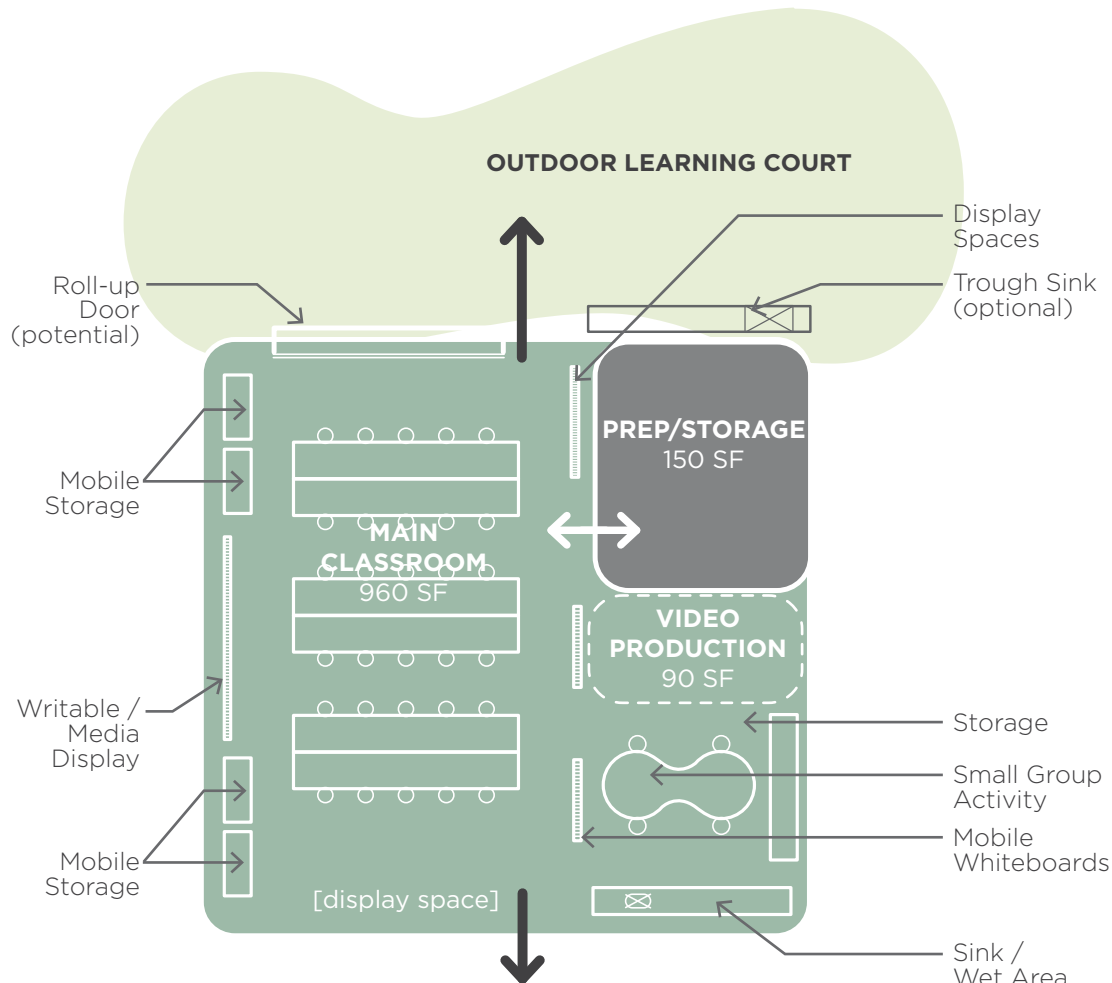
EQUIPMENT

High-efficiency indirect/direct lighting with daylighting controlled by shading devices, blackout capability for projects requiring controlled light.

Flexible power and data, consider power cord reels at ceiling to respond to changing configurations and technology/equipment needs.

Multiple sinks with a drying rack for project cleanup.

ART/SCIENCE



Spaces & Sizing

Main Classroom	960 sf
Prep/Storage Room	150 sf
Video Production Nook	90 sf
Total Area	1,200 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).



MUSIC

Activities

- Large group instruction and demonstration
- Instrument storage
- Hands-on experience through rehearsals
- Display of awards and event announcements



Design Objectives

Spaces should be open, inviting, and engaging with a sense of discovery that inspires curiosity and exploration.

Music classrooms include a large group music area for full class practice, with small group music areas for individual exploration.

Labs should be visually and physically connected to the outdoors. Adjacent outdoor areas shall be treated as an extension of the classroom, with finishing that support classroom activities. If possible and in a location that supports performances, the adjacent outdoor space can become an amphitheater stage.

The layout and design of the lab should allow for visibility to outdoor spaces for supervision.

Ideal location is at the Multi-Purpose Room with stage access.

Thermal comfort should be supported through high-efficiency ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.

Rooms should be daylit supplemented with high-efficiency fixtures that balance indirect/direct light to reduce shadows and glare and provide even illumination. Lighting should be occupant-controlled around projection, through shading devices and separate switches.

FURNITURE

Utilize flexible, mobile furniture to support row configurations for chorus.

FINISHES

The finishes contribute to the acoustical qualities; include materials that absorb sound.

The space should have resilient flooring.

EQUIPMENT

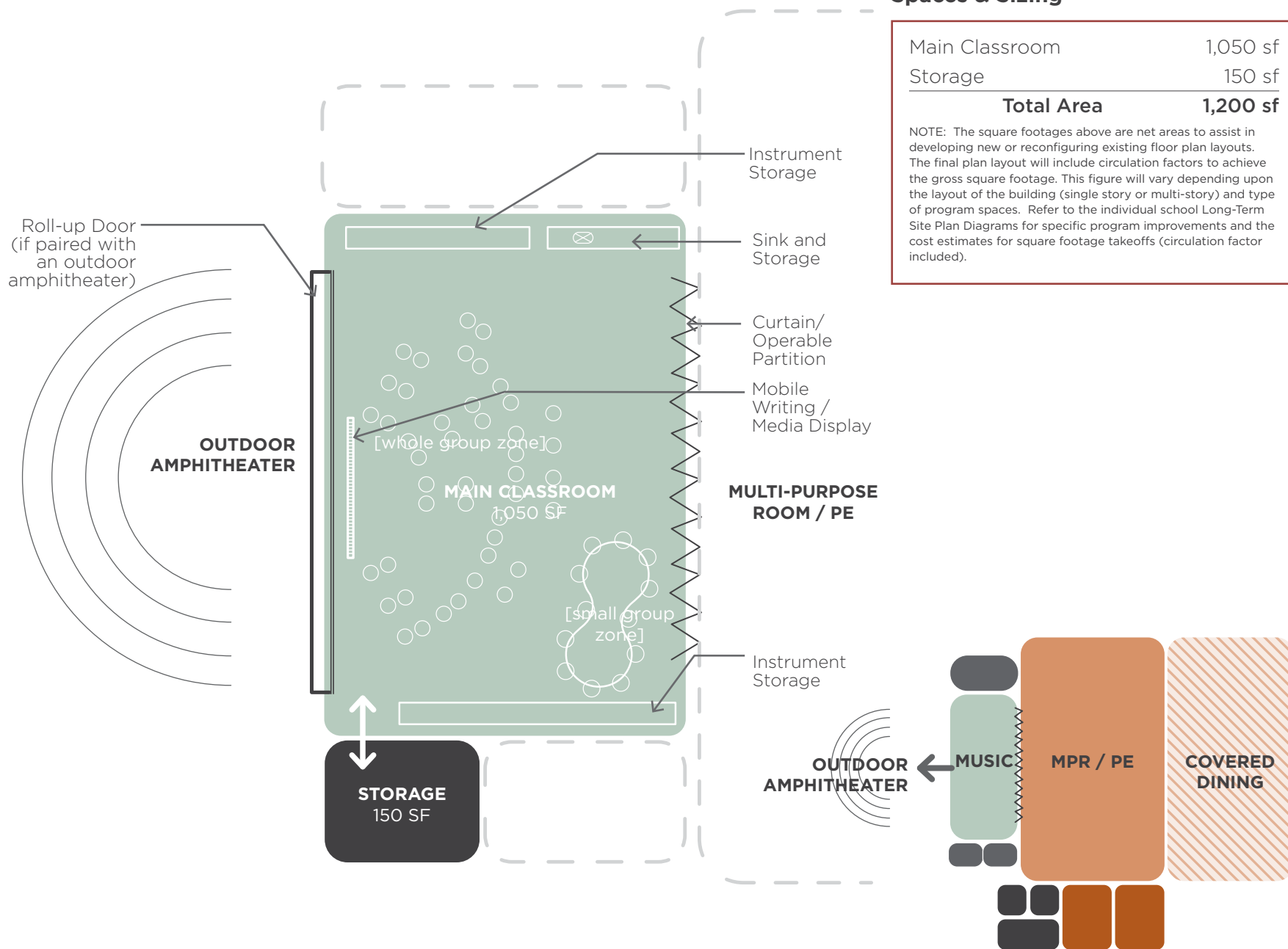
Locking cabinets for instrument storage.

Accessible sinks at each for cleaning instruments.

Display area for upcoming shows and awards.



MUSIC





STUDENT RESOURCE CENTER

Activities

- One-on-one instruction
- Small group instruction
- Tutoring, counseling
- Conferences and meetings
- Individual Education Program (IEP) meetings
- Testing and observation



Design Objectives

The Student Resource Center is a hub of student services, providing access to Counselors, Psychologists, Speech, and other specialists. Counselors' offices are arranged around a group space with tables and chairs for small group meetings and break-out sessions.

Maintain a visual connection into each space and ensure acoustical privacy between rooms.

Integrate technology within each space.

The Student Resource Center is ideally located within or adjacent to the main Administration or Library while maintaining proximity to the Special Education Classrooms.

Ability to control lighting, shading and views to exterior.

FURNITURE

Offices should have ergonomic workstations for the counselors, secured storage, open shelving, and a small table with chairs for student meetings. The small table should be sized appropriate to the students who will be using it.

Conference rooms should have a table to accommodate large group meetings.

The RSP/Small Group space should be treated like a classroom, with a variety of flexible furniture including soft seating.

FINISHES

Writable wall finishes or markerboards.

Acoustical ceiling with high acoustical separation between spaces.

Carpet or other soft flooring.

Calming colors and finishes with minimal patterning.

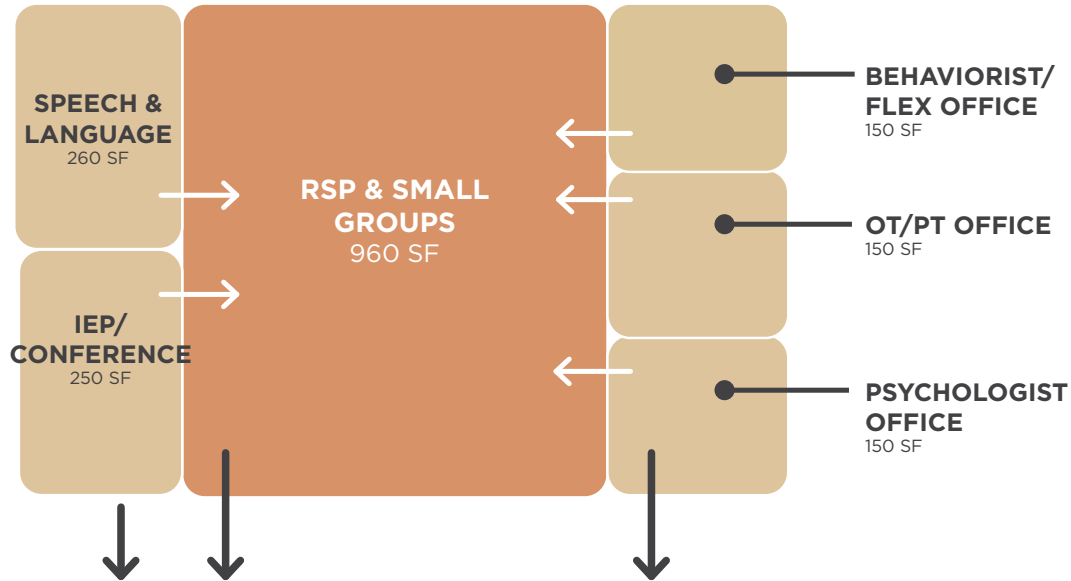
EQUIPMENT

Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.

Digital monitors for sharing or working at computer stations.



STUDENT RESOURCE CENTER



NOTE: See General Education Classroom for details on space recommendations in the RSP & Small Groups space.

Spaces & Sizing

RSP & Small Groups	960 sf
Speech & Language	260 sf
IEP/Conference	250 sf
Confidential Offices	3 @ 150 sf each

Total Area 1,920 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).

OTHER SUPPORT SPACE based on specific site needs



One adjacent to Student Resource Center additional spaces w/ core instruction

See General Education Classroom for details on space recommendations.

LIBRARY**Activities**

- Research, quiet reading, group instruction, individual / small group work / study, story-telling, technology exploration
- Access information and create content
- Display of student work and learning / informational material
- Professional Development

**Design Objectives**

The Library can be seen as the 'hub' on a school campus; a place that students and staff can access for multiple functions. The Library should be an enriching and imaginative environment. If possible, this space should be centrally located on the campus, close to the Student Resource Center.

The Library is comprised of varied sized zones to accommodate concurrent activities.

Consider before / after school hour access for parents and/or students.

Locate close to parking for community events.

FURNITURE

Whole-Group and Presentation Zone - treated similar to a General Education Classroom as an instructional area, with tech and flexible furniture.

Reading Nook - soft seating with an area rug.

Research Center - a row of computers or laptop docking stations at seated student height.

Book Stacks: mobile book stacks at a low height, appropriate for the grades served and supportive of supervision.

Throughout - comfortable seating with access to power/wireless internet for personal devices.

FINISHES

Acoustically absorptive finishes, including ceilings, floors and walls as necessary to maintain a quiet environment with multiple group activities occurring.

Provide a mix of writable and tackable wall surfaces, incorporate mobile solutions as appropriate.

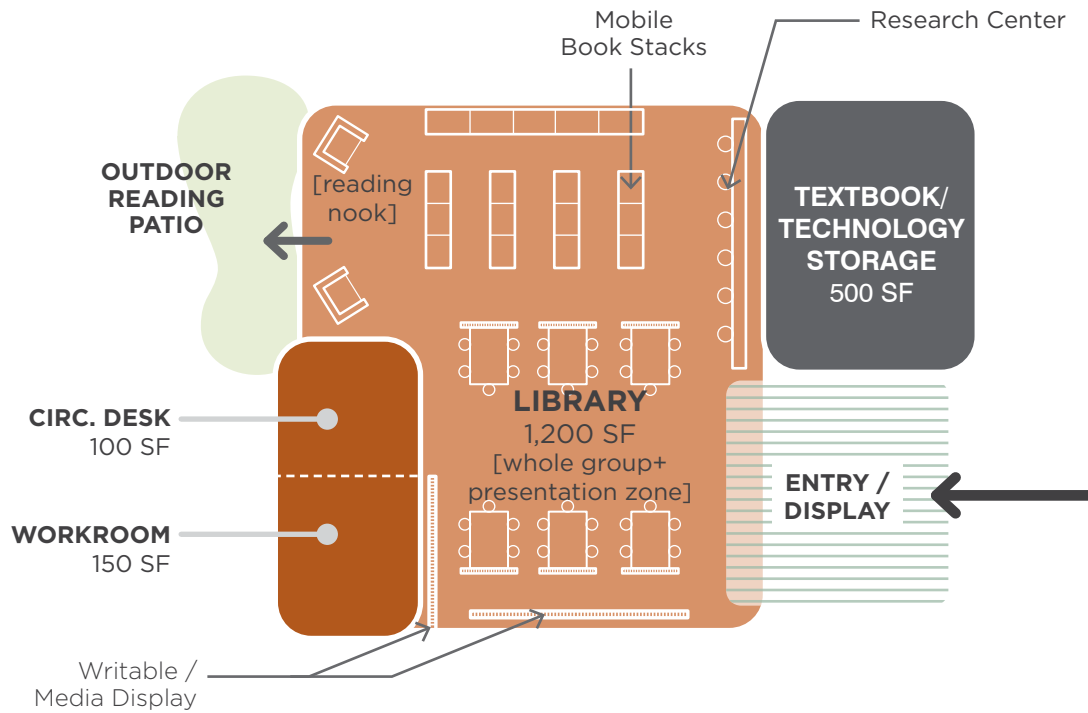
EQUIPMENT

Research center - computer counter available for students to search for books or online information.

Presentation spaces for instructor and students.



LIBRARY



Spaces & Sizing

Main Library Space	1,200 sf
Circulation Desk	100 sf
Workroom	200 sf
Textbook/Tech Storage	500 sf
Total Area	2,000 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).



MULTI-PURPOSE ROOM (MPR)

Activities

- Assemblies and large group presentations
- Community Use
- Food Service: kitchen and serving
- Social gathering
- Overflow instructional activities for PE/ Fitness, Music, or flexible classroom
- After school programs



Design Objectives

This Multi-Purpose Room (MPR) should be the optimal space to accommodate different large format uses. The space should easily transform from a performance space to a dining space to an activity space.

The space should inspire students and instill a sense of school pride through color, graphics, signage, and display areas.

Locate adjacent to parking for service access and to accommodate after school events.

Access to restrooms adjacent to lunch areas.

Shade/covered areas at exterior for dining.

Ample storage for chairs, tables, and instructional equipment.

Food Service area should have easy access and queuing system that flows through serving lines and to the dining area.

FURNITURE

Provide storage to accommodate the activities listed. In addition to the dedicated chair storage for assemblies, provide storage for crafts that would typically be associated with project development and community events.

Recycling area for collection and storage of recyclables.

Display area for non-sports related clubs and activities.

FINISHES

Ceilings should be acoustically absorptive, durable and appropriate for dining areas. Acoustical wall panels may be necessary to control sound during large events.

Flooring should be resilient, durable, and easy to clean.

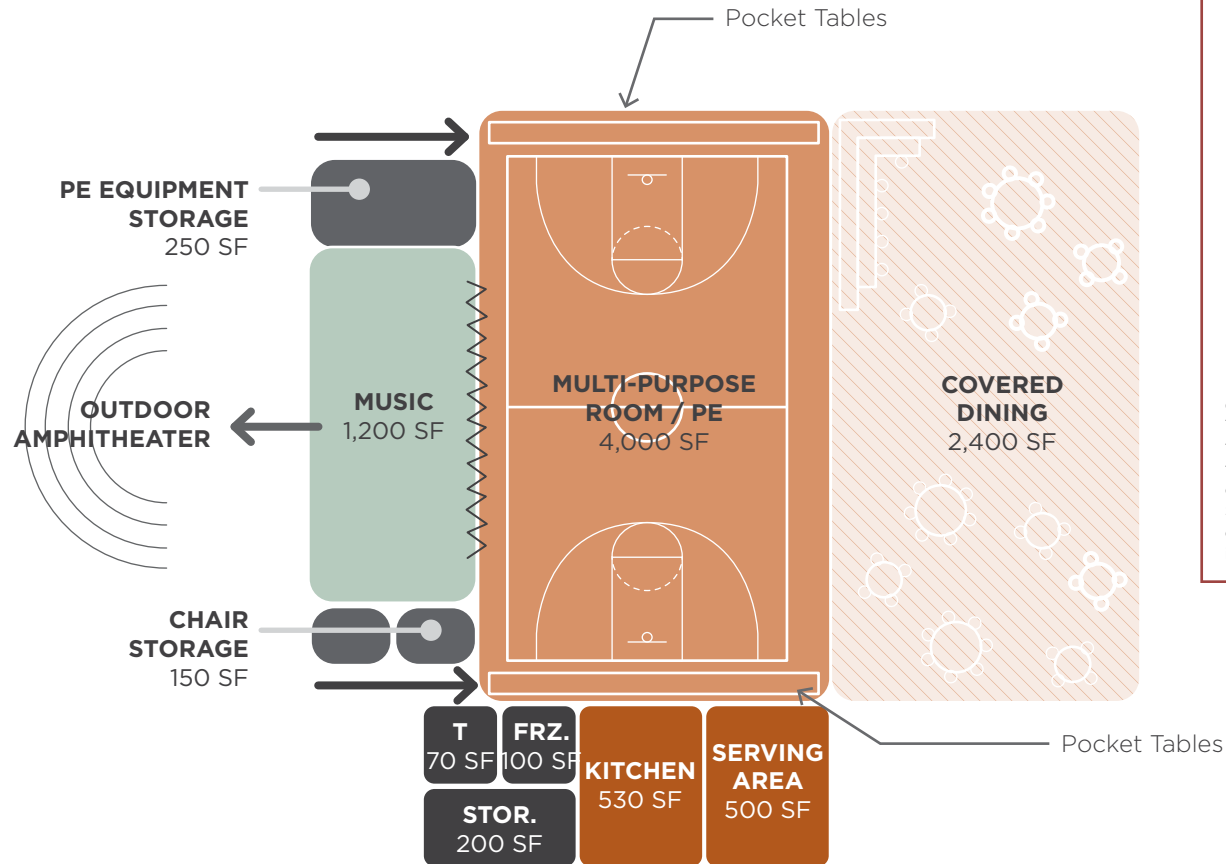
EQUIPMENT

Food service area to conform to health department standards and equipment to be verified by District.

Provide quality sound, lighting, and acoustic systems, with adjustable lighting for testing, presentation, assembly, or community events.



MULTI-PURPOSE ROOM (MPR)



Spaces & Sizing

Multi-Purpose Room	4,000 sf
Kitchen	530 sf
Kitchen Storage	300 sf
Staff Toilet @ Kitchen	70 sf
Student Serving Area	500 sf
PE Equipment Storage	250 sf
Chair Storage	150 sf
Music Room/Stage	1,200 sf
Total Building Area	7,000 sf

Lunch Shelter 2,400 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).



ADMINISTRATION

Activities

- Check-in, front entry, “Welcome Center”
- Administrative duties
- Conference
- Discipline meetings
- Counseling
- Health support
- Staff collaboration and professional development
- Attendance, enrollment, supply/records storage
- Parent meetings and assistance



Design Objectives

Administration is the first point of contact for many parents, students, staff, and visitors arriving at the school. This space should establish the school's identity and pride.

The entry should be a welcoming, obvious presence to visitors and parents, and should be a defined, single-point entry. The school's perimeter fencing should be incorporated into the design of the Administrative entry, deterring visitors from bypassing the Administration office.

Create an area for student work and announcement display.

Clearly define the public spaces like the lobby and waiting area. Limit access to private staff spaces.

The Principal's Office should have views and direct access to the campus interior.

Encourage staff communication and collaboration by creating welcoming areas with soft furniture, varied lighting, views to exterior, and amenities such as coffee machines.

FURNITURE

Ergonomic casework at standing and seated working heights for reception and workrooms.

Nurse's Office should include casework with work area and lockable storage cabinets for student medicine and refrigerator with ice maker. Include cubicle curtains at ceiling to separate the cot area.

FINISHES

Carpet flooring in office/conference areas, resilient flooring in workrooms and nurse's office.

Ceilings should be primarily acoustic with limited areas of dropped hard lid.

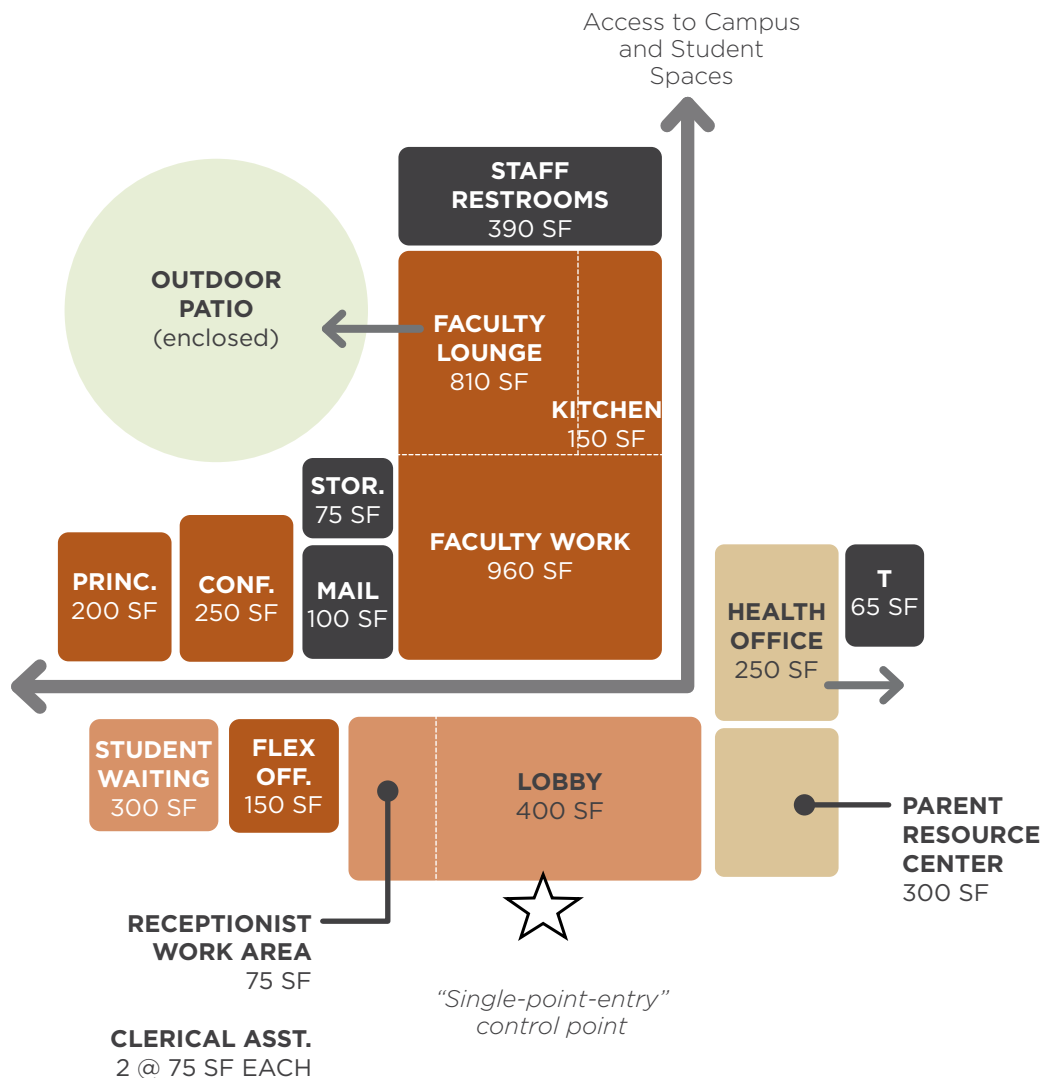
EQUIPMENT

An energy-efficient mix of indirect and direct lighting, with natural daylight and shading devices for personal control.

Digital display area for announcements, student work, etc.



ADMINISTRATION



Spaces & Sizing

Lobby	400 sf
Parent Resource Center	300 sf
Health Office	250 sf
Toilet @ Health Office	65 sf
Principal Office	200 sf
Conference Room	250 sf
Flex Office	150 sf
Student Waiting	300 sf
Faculty Work Room	960 sf
Faculty Lounge	810 sf
Kitchen @ Lounge	150 sf
Mail Room	100 sf
Storage	75 sf
Staff Restrooms	390 sf

Total Area 4,400 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).



ADMINISTRATION

