

**Table of Contents**

| SECTION                      |       | PAGE |
|------------------------------|-------|------|
| GENERAL DESIGN CONCEPTS      | RDS 0 | 1    |
| CLASSROOMS                   | RDS 1 | 4    |
| SPECIAL EDUCATION CLASSROOMS | RDS 2 | 9    |
| PROGRAMS & STUDENT SERVICES  | RDS 3 | 13   |
| ADMINISTRATION               | RDS 4 | 17   |
| LIBRARY                      | RDS 5 | 20   |
| MULTI-PURPOSE                | RDS 6 | 23   |
| EXTERIOR PLAY AREAS          | RDS 7 | 26   |
| RESTROOMS                    | RDS 8 | 29   |

## **OVERVIEW**

PAUSD School facilities are neighborhood, community centers and focal points for learning. The design of a school directly affects the climate and quality of instruction which staff and community can provide to the students they serve. To facilitate the educational vision of the district, new design and construction shall take the below design concepts into consideration in planning any project.

- Universal Design
- Safety and Security
- Comfort
- Sustainability and Environment
- Two Story Construction
- Flexibility

## **UNIVERSAL DESIGN**

- In order to achieve high quality teaching and learning for all students, Universal Design principles shall be used to ensure PAUSD buildings can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. Inclusive design measures shall include:
  - Ease of movement while getting to school and while at school.
  - Ease of navigation including successful signage with directional clarity along paths of travel, see Site Design.
  - Consider not only wheelchair access, but also impacts on sensory qualities such as sound, textures, smell, and temperature.
  - Increase ease of participation at school in design by taking measure that treat people equally, reduce stigma, support differences, and provide fall features.
  - Consider contextual appropriateness by maintaining valued traditions, culturally based interpretations and supporting community intentions.

## **SAFETY AND SECURITY**

- A vital component to providing a high-quality learning environment is making students feel safe and secure. The design team shall implement security design strategies while maintaining feelings of discovery and exploration. New security strategies may improve over time and should continually be implemented, but strategies may include:
  - Focus site access to one point of monitored entry with clear direct visual control of the campus entry and grounds during school hours.
  - Natural surveillance from the front office area of the school entry should provide maximum visibility for potential outside threats. Layout of buildings and landscaping should help guide people as they enter and exit the school grounds. A clear distinction between public areas and school grounds should be established.
  - Supervision by staff of areas where children play must be maintained. It is important that school grounds are visible for the administration building.
  - Provide each classroom or learning space with an area or storage space out of sight from all windows in the classroom to accommodate the class during a 'code red' event on campus.
  - Create a sense of security with proper security lighting, district security systems, safe restroom access and by eliminating any potential hiding places.
  - Areas of the school should be free of hazardous conditions to minimize the possibility of accidents.

**COMFORT**

- New learning environments should create a pleasant sense of space. The campus should stimulate imagination for children and encourage community connections. Color, texture, and a variety of building materials should be used. Specific strategies include:
  - Factor in school identity, local history, social integration, and contextual appropriateness into the design of a campus.
  - The classroom is the basic unit of space and provides an instructional setting with a familial quality that is supportive to young students. The school design must have an attractive, inviting quality that continues to provide a familial base for students and teachers. Classroom space must be large enough to accommodate active, constructive learning environments – meaning space for children to move, investigate and to work with a wide variety of resources and materials as they construct their own learning.
  - Architectural design should sufficiently incorporate the aesthetics of building systems throughout the campus. Mechanical, plumbing, and electrical systems should be integrated into the design and the campus environment.
  - Consider the environmental impact on sensory systems such as sound, air quality and temperature.
  - School facilities should be designed in a functional manner to serve the basic needs and requirements of the students and school personnel and at the same time provide attractive architectural features of lasting, economical, quality. The physical appearance and entrance to the school should be welcoming and clearly recognizable and inviting.

**SUSTAINABILITY AND ENVIRONMENT**

- Sustainable schools improve attendance and school performance, protect the health of students and staff, and result in operating cost savings. To build such schools, new construction and design should rely on integrated design to achieve maximum energy, water, and material efficiency, protect health, and increase overall performance.
  - Indoor air quality is particularly important as it may affect the health, performance, and comfort of students and staff. Hazardous chemicals can be emitted into indoor air from building materials, including flooring, wall and ceiling materials, insulation, paints and coatings, and adhesives and sealants. Strategies for ensuring healthier indoor air quality include:
    - Specifying safer building materials and products that minimize exposures to harmful chemicals;
    - Ensuring material selection is aligned with PAUSD’s green cleaning practices; and
    - Providing adequate ventilation and indoor air circulation.
  - Building design and layout, along with building product selection, can reduce energy consumption, using strategies such as:
    - Daylighting, or using windows, clerestories, light shelves, and skylights to minimize the need for artificial lighting;
    - Orienting windows to allow for maximum natural light;
    - Planting deciduous trees along the south and east sides of buildings to provide shade in the spring and summer and allow sun in during the winter; and
    - Incorporating energy-efficient windows, LED light bulbs, and cool roofs, which reflect more sunlight and absorb less heat than a standard roof.
  - Building design, in addition to fixture and equipment selection, can support water conservation and efficiency through strategies such as:
    - Installing low-flow faucets, low-flush toilets, and waterless urinals;
    - Using rainwater harvesting systems to store water for cleaning urinals and watering gardens; and

- Incorporating green infrastructure throughout the landscape, including efficient drip irrigation, weather-based controllers, and dedicated irrigation meters to track water use.

**TWO STORY CONSTRUCTION**

- Two story construction of classroom buildings may be considered if the following issues are addressed.
  - Net classroom size and exiting are maintained
  - Upper classrooms have adequate HVAC
  - Balcony spaces can be supervised without additional staffing during lunch and recess
  - Scale is appropriate to neighbors, and not directly adjacent to homes if possible
  - Provide safe egress and evacuation from upper level spaces for students with disabilities.

**FLEXIBILITY & FUNCTION**

- To accommodate variations in enrollment, classrooms should be as standardized as possible across the elementary grades with minimal distinction, if any, between primary and upper elementary grade classrooms. Palo Alto schools will change with time as students; teachers and the community use the facilities in different ways to meet changing needs. Building design should accommodate needs that have not yet been anticipated. Therefore, these concepts of flexibility should be incorporated into future school design.
  - Where growing enrollment is possible or planned, school designs should include space and provisions to accommodate future growth. The design should leverage opportunities for future indoor and outdoor spaces that the district can build later by providing creative open spaces around the campus.
  - Furniture should be mobile when possible to provide greater flexibility for the space and be constructed for durability. Furniture should be shorter than 5' to maintain visibility and supervision.
  - Provide accessibility from classroom to classroom and indoors to outdoors allowing collaborative work between classes and among teachers.
  - Consideration should be given to flexibility (utility and structure) to minimize the cost of implementing future changes in educational methods or requirements.
  - Program, administrative, operations, and maintenance requirements should be considered so the school can be operated with the greatest economy and efficiency.

## **OVERVIEW**

Classrooms are categorized as General Classrooms, Kinder Classrooms, and Enrichment Classrooms as defined below. Existing Classrooms deemed to be at significant variance with the completed standards will be modernized to meet the standards to the extent possible. Some existing classrooms may be undersized in comparison to the standard. PAUSD will assess how best to address this size differential as part of its ongoing master planning effort.

## **CLASSROOMS**

- General Classroom:
- Kinder Classroom:
- Enrichment Labs:

## **GENERAL DESIGN CONCEPTS:**

- **Flexibility:** In order to accommodate variations in enrollment, classrooms should be as standardized as possible across the elementary grades with minimal distinction, if any, between primary and upper elementary grade classrooms. Furniture, other than casework described below, should be mobile rather than built-in, and be constructed for durability. Classrooms should allow the maximum variety of use internally and encourage interaction and sharing of experiences between classrooms. Where possible classroom layout and design should be integrated with increased use of adjacent outdoor spaces.
- **Daylighting:** Incorporating daylighting into the indoor learning space has been proven to improve student health and performance. Where possible, classrooms and learning environments should take full advantage of natural daylighting, using windows, clerestories, light shelves, and skylights to minimize the need for artificial lighting. Window and skylight placement should prevent glare and avoid excessive heat gain.
- **Covered Walkways:** Connect classrooms to one another and to other buildings via covered walkways and/or extended overhangs. Covered walkways should be wide enough to provide space for both activity and circulation, high enough to discourage access to the roof areas after hours and reduce noise below.
- **Sustainability and Environment:** : For new construction, and modernization where feasible, design classroom spaces with the following attributes:
  - Integrated design
  - Sustainable building materials and products and adequate ventilation to promote healthy indoor air quality
  - Energy and water conservation and efficiency
- **Two Story Construction:** Two story construction of classroom buildings may be considered if the following issues are addressed:
  - Net classroom size and exiting are maintained
  - Upper classrooms have adequate HVAC
  - Balcony spaces can be supervised without additional staffing during lunch and recess
  - Scale is appropriate to neighbors, and not directly adjacent to homes if possible
  - Provide safe egress and evacuation from upper level spaces for students with disabilities.
- **Code Red Requirements:** Provide an area within the room or storage out of sight from all windows in the classroom to accommodate the class during a 'code red' event on campus. Window coverings should be provided on any vision windows. Exterior doors shall allow locking from the inside ('Columbine' locks).

**STANDARD REQUIREMENTS**

- **Ceiling Height:** Minimum ceiling height for new construction with flat ceilings is 10'-0". New classrooms with sloped ceilings may have a minimum 9'-0" plate height. Ceiling configuration in new construction should allow for daylighting into interior spaces and indirect pendant lighting throughout.
  - **Doors:** Comply with building code exiting requirements. Exterior doors should be hollow metal, with a 4" wide by 25" high vision panel. Wood doors with vision panels should be provided for interior classroom doors to breakout spaces, without vision panel for storage rooms. Provide sound attenuating doors connecting classrooms where feasible.
  - **Specialties**
    - LED Display, 80" or as room allows, or Projector –Current district standard. Both could be used in certain circumstances.
    - Lightspeed – Sound assist teaching devices with 4 speakers
    - Markerboards: Provide dry-erase markerboard units on at least two walls
    - Paper Towel Dispenser: 1 wall-mounted dispenser adjacent to sink.
    - Soap Dispenser: 1 wall-mounted dispenser adjacent to sink.
    - Fire extinguisher: 1 wall-mounted fire extinguisher.
  - **Mechanical Electrical and Plumbing**
    - Provide Heating and Air Conditioning
    - Heating, Cooling and Ventilation unit noise ratings to fall within ANSI S12.60-2002 parameters.
    - Provide digital thermostatic control for individual classrooms with a range of 7 – 10 degrees and override capability.
    - Provide an ADA compliant sink with accessible drinking fountain incorporated into sink. Provide second deep bowl where feasible.
    - Lighting should be LED lay-in fixtures with prismatic lenses or LED indirect, pendent lighting, using current district standard lamp and ballast. Lighting shall be switched per Title 24, utilizing occupancy sensors for on/off control.
  - **Technology:**
    - Telephone: 1 VOIP telephone in each classroom
    - Clock and Speaker: Provide 1 digital Valcom clock and speaker unit. (Or analog if matching existing). Also have exterior speakers spread throughout the campus for outside spaces.
    - Wireless: Provide wireless connectivity provisions for teacher and student access. Provide 1 WAP location in ceiling per classroom
    - Ethernet connection: Provide wired connection for equipment that is stationary in classrooms, such as items like phones, printers, interactive boards, LED display interfaces, copiers.
    - Call-Back button. Ensure cell phone and radio coverage is available within spaces. In 2-story construction, specify repeaters for coverage
- 1. General Classrooms**
- **Size:** Standard classroom size is **960 SF**. This should be the 'NET' area for the teaching space, and not include ancillary areas such as breakout spaces or storage.
  - **Architectural Finish**
    - Floors: District standard Carpet or Linoleum. Either material may be used, and at the campus' discretion.
    - Walls: Painted gypsum board. Color selections shall be in accordance with District Standard color palette for the school.

- Pin up Surface: Maximize pin up surface. For tackable space provide washable, self-healing surface such as bio-based material over painted gypsum board. Provide ferrous markerboard for magnetic posting.
- Ceiling: 2 x 4 or 2 x 2 suspended grid with acoustical lay-in tile is preferred ceiling, with reflective properties appropriate for to coincide with indirect lighting where appropriate.
- Doors and Frames: Hollow metal, painted for exterior, with wood doors in hollow metal frames for interior doors.
- Light Control: Provide blinds or roller shades at windows, with ability to darken rooms to appropriate levels for projector use. Include motorized shades at clerestory windows.
- **Casework**
  - Provide minimum of 12 linear feet of base and wall cabinets. Set counter at base cabinets at 2'-6" high. Include an ADA compliant sink with drinking fountain bubbler and additional deep bowl. Provide typical base cabinets with doors and 1 adjustable shelf per cabinet unit. Include a cabinet with one set of drawers capable of storing 24" by 36" paper. Include 3 adjustable shelves per upper cabinet segment.
  - Provide 4 linear feet of lockable teacher storage 7'-0" high by 2'-0" deep. Half of cabinet width to have 5 adjustable shelves and half to have a closet pole with 1 fixed shelf above it.
- **Ancillary Space**
  - Storage: Storage rooms for bulky or infrequently used and/or seasonal items should be distributed throughout the campus for ease of access.
  - Each Classroom shall have an 80-sf storage space, exclusive of the teaching space, to store classroom materials.
- **Adjacencies**
  - When possible, group similar grade levels together.

## **2. Kindergarten Classrooms**

- **Size:** Kinder classroom size is **1,350 SF**. This should be the 'NET' area for the teaching space, and not include ancillary areas such as breakout spaces or storage. This square footage includes restrooms, storage, and teacher preparation space associated with the classroom.
- **Architectural Finish**
  - Floors: District standard Carpet or Linoleum. Either material may be used, and at the campus' discretion.
  - Walls: Painted gypsum board. Color selections shall be in accordance with District Standard color palette for the school.
  - Pin up Surface: Maximize pin up surface. For tackable space provide washable, self-healing surface such as bio-based material over painted gypsum board. Provide ferrous markerboard for magnetic posting.
  - Ceiling: 2 x 4 or 2 x 2 suspended grid with acoustical lay-in tile is preferred ceiling, with reflective properties appropriate for to coincide with indirect lighting where appropriate.
  - Doors and Frames: Hollow metal, painted for exterior, with wood doors in hollow metal frames for interior doors.
  - Light Control: Blinds or roller shades provided at windows, with ability to darken rooms to appropriate levels for projector use. Include motorized shades at windows if impossible to reach.
- **Casework**
  - Provide minimum of 12 linear feet of base and wall cabinets. Set counter at base cabinets at 2'-6" high. Include an ADA compliant sink and additional deep bowl. Provide typical base cabinets with doors and 1 adjustable shelf per cabinet unit. Include a cabinet with one set of drawers capable of storing 24" by 36" paper. Include 3 adjustable shelves per upper cabinet segment.
  - Provide 4 linear feet of lockable teacher storage 7'-0" high by 2'-0" deep. Half of cabinet width to have 5 adjustable shelves and half to have a closet pole with 1 fixed shelf above it.

- **Ancillary Spaces**
  - Teacher Work Room: Provide direct access from each classroom to a dedicated Teacher Work Room of approximately 175 SF. Provide a sink with hot and cold water where possible.
  - Student Toilet Rooms: Provide direct access from each Kindergarten classroom and kindergarten play area to student Toilet Rooms. Include one single-occupancy Toilet Room with toilet and sink. Toilet Rooms may be shared by 2 classrooms if the Toilet Rooms are immediately accessible to both classrooms (no intervening door to a foyer area, for example).
- **Adjacencies**
  - Playground: A dedicated, secure playground of approximately 100 SF per student (or as existing conditions allow) based on proposed loading of 20 students per classroom should be immediately adjacent to each kindergarten classroom; at least 1 of the classroom doors should have direct access.
  - Pick up and drop off: provide convenient access to kindergarten area without interfering with general pick up and drop off.
  - Student services: provide convenient access to after school care and other student services

### **3. Enrichment Classrooms**

- **Definition:** Enrichment classrooms support a set of activities such as art, science, music or making. These activities share a need for open area for larger or shared projects, sinks, wash ability, durability, and acoustic isolation from nearby quieter activities. Over the life of the facility, their curricula may change, and the design should be adaptable to the often-specific needs of the curriculum of the time. Classrooms should allow the maximum amount of flexibility of use and encourage interaction and sharing of experiences between classrooms.
- **Size:** Enrichment classroom size is **1,200 SF**. This should be the 'NET' area for the teaching space, and not include ancillary areas such as breakout spaces or storage. Plan Enrichment Rooms to accommodate 32 students. While upper elementary grade class size is only 24, special education students in mainstreaming programs may join in for Enrichment Room activities.
- **Quantity:** Three Enrichment classes may serve an elementary school of three to five strands.
- **Architectural Fit and Finish:**
  - Floors: District standard Carpet or Linoleum. Either material may be used, and at the campus' discretion.
  - Walls: Painted gypsum board. Color selections shall be in accordance with District Standard color palette for the school.
  - Pin up Surface: Maximize pin up surface. For tackable space provide washable, self-healing surface such as bio-based material. over painted gypsum board. Provide ferrous markerboard for magnetic posting.
  - Ceiling: Lay-in or glue-up acoustical tile is preferred. Provide reflective properties appropriate for indirect lighting. Provide enhanced acoustics for use in music, or for isolating noisy activities from neighboring uses if applicable.
  - Doors and Frames: painted.
  - Light Control: Provide blinds or roller shades at windows, with ability to darken rooms to appropriate levels for projector use. Include motorized shades at windows if impossible to reach.
- **Casework**
  - Furniture, other than casework described below, should be mobile rather than built-in.
  - Provide adequate base and wall cabinets for the appropriate use of the enrichment classroom. Set counter at base cabinets at 2'-6" high. Include an ADA compliant sink and additional deep bowl. Provide typical base



cabinets with doors and 1 adjustable shelf per cabinet unit. Include a cabinet with one set of drawers capable of storing 24" by 36" paper. Include 3 adjustable shelves per upper cabinet segment.

- Provide 4 linear feet of lockable teacher storage 7'-0" high by 2'-0" deep. Half of cabinet width to have 5 adjustable shelves and half to have a closet pole with 1 fixed shelf above it.
- For Music classrooms, provide instrument storage space or cabinetry
- **Ancillary Spaces:**
  - Science Storage Room: 80 SF. Locate immediately adjacent to and accessible from Enrichment Room. Provide storage for bulky or delicate items that cannot be stored on countertops or in open cabinets while other classes use / activities take place.
  - Art Storage Room: 80 SF. Locate immediately adjacent and accessible from Enrichment Room. Storage for bulky or delicate items that cannot be stored on countertops or in open cabinets while other classes use / activities take place in the Enrichment Room.
  - Kiln: 40 SF. Locate immediately adjacent to Enrichment Room, preferably in an enclosed exterior space. Provide adequate power and ventilation. Provide required clearances to combustible materials if required by kiln.
- **Adjacencies:**
  - Where possible classroom layout and design should be integrated with increased use of adjacent outdoor spaces.
  - Locate Music Room adjacent to Multi-Purpose Room and or Stage where possible to allow use of Enrichment Room as a "Green Room" for student performances.
  - Consider increased traffic and noise when locating enrichment classes on site.

## OVERVIEW

Special Education Classrooms are categorized as Learning Centers and Resource Centers, as defined below. Existing facilities deemed to be at significant variance with the completed standards will be modernized to meet the standards to the extent possible.

## GENERAL DESIGN CONCEPTS:

- **Flexibility:** Furniture, other than casework described below, should be mobile rather than built-in, and be constructed for durability. The spaces should allow the maximum variety of use internally and encourage interaction and sharing of experiences. Where possible Learning Center and Resource Center layout and design should be integrated with increased use of adjacent outdoor spaces.
- **Daylighting:** Incorporating daylighting into the indoor learning space has been proven to improve student health and performance. Where possible, classrooms and learning environments should take full advantage of natural daylighting, using windows, clerestories, light shelves, and skylights to minimize the need for artificial lighting. Window and skylight placement should prevent glare and avoid excessive heat gain.
- **Covered Walkways:** Connect the Learning Center and Resource Center to other buildings via covered walkways and/or extended overhangs. Covered walkways should be wide enough to provide space for both activity and circulation, high enough to discourage access to the roof areas after hours and reduce noise below.
- **Sustainability and Environment:** : For new construction, and modernization where feasible, design spaces with the following attributes:
  - Integrated design
  - Sustainable building materials and products and adequate ventilation to promote healthy indoor air quality
  - Energy and water conservation and efficiency
- **Two Story Construction:** Single story construction is required for these classrooms due to accessibility concerns.
- **Code Red Requirements:** Provide an area within the room or storage out of sight from all windows in the classroom to accommodate the class during a 'code red' event on campus. Window coverings should be provided on any vision windows. Exterior doors shall allow locking from the inside ('Columbine' locks).

### **STANDARD REQUIREMENTS**

- **Ceiling Height:** Minimum ceiling height for new construction with flat ceilings is 10'-0". New classrooms with sloped ceilings may have a minimum 9'-0" plate height. Ceiling configuration in new construction should allow for daylighting into interior spaces and indirect pendant lighting throughout.
- **Doors:** Learning Centers serve moderate to severe students with disabilities, so additional time is needed to enter and exit. For campuses that include Occupational Therapy students, power actuated doors are preferred. At other campuses, power assist and hold open functions will suffice. Wood doors with vision panels should be provided for interior classroom doors to breakout spaces, without vision panel for storage rooms.

### **Mechanical Electrical and Plumbing**

- Provide Heating and Air Conditioning
- Heating, Cooling and Ventilation unit noise ratings to fall within ANSI S12.60-2002 parameters.
- Provide digital thermostatic control for individual classrooms with a range of 7 – 10 degrees and override capability.
- Provide ADA compliant sinks at all locations.
- Lighting should be LED lay-in fixtures with prismatic lenses or LED indirect, pendant lighting, using current district standard lamp and ballast. Lighting shall be switched per Title 24, utilizing occupancy sensors for on/off control.

### **Technology:**

- Telephone: 1 VOIP telephone in each classroom
- Clock and Speaker: Provide 1 digital Valcom clock and speaker unit. (Or analog if matching existing). Also have exterior speakers spread throughout the campus for outside spaces.
- Wireless: Provide wireless connectivity provisions for teacher and student access. Provide 1 WAP location in ceiling per classroom
- Ethernet connection: Provide wired connection for equipment that is stationary in classrooms, such as items like phones, printers, interactive boards, LED display interfaces, copiers
- Call-Back button. Ensure cell phone and radio coverage is available within spaces. In 2-story construction, specify repeaters for coverage

### **PHYSICAL REQUIREMENTS**

#### **1. Learning Center**

Definition: At each elementary school site, a dedicated classroom shall be provided to serve students at their neighborhood school identified with moderate to severe disabilities. This space shall take into consideration Occupational Therapy needs, a Sensory Room for sensitive sensory needs, mobility limitations, visual navigation and similar areas of need.

- Size: A Learning Center classroom size is **960 SF**. This should be the 'NET' area for the teaching space, and not include ancillary areas noted below for offices, de-escalation rooms and restrooms.
- Quantity: Two Learning Centers may serve an elementary school, once for primary grades and another for upper grades. They should be placed on campus near their grade level classrooms if possible
- Accessibility: Many students within the Learning Centers are in wheelchairs, and in many cases have assistants assigned to them. This will require more clear space for the entire space, not just HC stations for a single student.

### **Architectural Fit and Finish:**

- Floors: Linoleum flooring is preferred in the classroom space and de-escalation room. Carpet in the office and epoxy floor or linoleum in the restroom.
- Walls: Painted gypsum board. Color selections shall be in accordance with District Standard color palette for the school.
- Pin up Surface: Maximize pin up surface. For tackable space provide washable, self-healing surface such as bio-based material over painted gypsum board. Provide ferrous markerboard for magnetic posting.
- Ceiling: 2 x 4 or 2 x 2 suspended grid with acoustical lay-in tile is preferred ceiling, with reflective properties appropriate for to coincide with indirect lighting where appropriate.
- Doors and Frames: Hollow metal, painted for exterior, with wood doors in hollow metal frames for interior doors.
- Light Control: Provide blinds or roller shades at windows, with ability to darken rooms to appropriate levels for projector use. Include motorized shades at windows if impossible to reach.

**Casework:**

- Provide 12 linear feet minimum of base and wall cabinets. Set counter at base cabinets at 2'-6" high. Include an ADA compliant sink and additional deep bowl. Provide typical base cabinets with doors and 1 adjustable shelf per cabinet unit. Include a cabinet with one set of drawers capable of storing 24" by 36" paper. Include 3 adjustable shelves per upper cabinet segment.
- Provide 4 linear feet of lockable teacher storage 7'-0" high by 2'-0" deep. Half of cabinet width to have 5 adjustable shelves and half to have a closet pole with 1 fixed shelf above it.

**Specialties:**

- LED Display, 80" or as room allows or Projector – Current district standard.
- Lightspeed – Sound assist teaching devices with 4 speakers
- Markerboards: Provide markerboard units on at least two walls
- Paper Towel Dispenser: 1 wall-mounted dispenser adjacent to sink.
- Soap Dispenser: 1 wall-mounted dispenser adjacent to sink.
- Fire extinguisher: 1 wall-mounted fire extinguisher.
- A washer/dryer combination unit for living skills learning.

**Ancillary Spaces:**

- Restroom: 80 SF. Locate immediately adjacent to and accessible from Learning Center. Allow space for aide in addition to child. Provide adequate power and ventilation, a changing table sized for a child and storage.
- Sensory Room: 80 SF. Walls to be padded and provided with sound attenuation. Provide soft furniture and a calming environment. Should also have vision glass from Classroom for observation.
- Office: 180 SF. Provide office space and storage for equipment.

**Adjacencies:**

- Locate central to main campus activities and therapy office.
- Provide adaptive PE storage either inside the Learning Center or in nearby exterior closet space.

**2. Resource Center**

Definition: At each elementary school site, a dedicated small group instruction and office space shall be provided to provide intervention services for students with mild to moderate accommodation needs.

- Size: A Resource Center classroom size is 960 SF. This should be the 'NET' area for the teaching space, and not include ancillary areas noted below for an office and small meeting space.
- Quantity: A minimum of one Learning Center class may serve an elementary school.

**Architectural Fit and Finish:**

- Floors: Linoleum flooring is preferred in the classroom space and de-escalation room. Carpet in the office and epoxy floor or sheet vinyl in the restroom.
- Walls: Painted gypsum board. Color selections shall be in accordance with District Standard color palette for the school.
- Pin up Surface: Maximize pin up surface. For tackable space provide washable, self-healing surface such as bio-based material over painted gypsum board. Provide ferrous markerboard for magnetic posting.
- Ceiling: 2 x 4 or 2 x 2 suspended grid with acoustical lay-in tile is preferred ceiling, with reflective properties appropriate for to coincide with indirect lighting where appropriate.
- Doors and Frames: Hollow metal, painted for exterior, with wood doors in hollow metal frames for interior doors.
- Light Control: Provide blinds or roller shades at windows, with ability to darken rooms to appropriate levels for projector use. Include motorized shades at windows if impossible to reach. .

**Casework:**

- Provide 12 linear feet minimum of base and wall cabinets. Set counter at base cabinets at 2'-6" high. Include an ADA compliant sink and additional deep bowl. Provide typical base cabinets with doors and 1 adjustable shelf per cabinet unit. Include a cabinet with one set of drawers capable of storing 24" by 36" paper. Include 3 adjustable shelves per upper cabinet segment.
- Provide 4 linear feet of lockable teacher storage 7'-0" high by 2'-0" deep. Half of cabinet width to have 5 adjustable shelves and half to have a closet pole with 1 fixed shelf above it.

**Specialties:**

- LED Display, 80" or as room allows or Projector – Current district standard. Lightspeed – Sound assist teaching devices with 4 speakers
- Markerboards: Provide markerboard units on at least two walls
- Paper Towel Dispenser: 1 wall-mounted dispenser adjacent to sink.
- Soap Dispenser: 1 wall-mounted dispenser adjacent to sink.
- Fire extinguisher: 1 wall-mounted fire extinguisher.

**Ancillary Spaces:**

- Rest room: 50 SF. Provide restroom near or adjacent to student services.
- Conference space (200 sf) should be available and easily accessed by parents and staff. This can be shared with other meeting space, such as for ELL and Reading Specialist space.
- Speech Therapist office and instruction area. (180 sf) This can also be shared with other meeting space, such as for ELL and Reading Specialist space.

**Adjacencies:**

- Locate central to main campus activities and near the Speech Therapist Office.
- Consider the distance and access to the youngest students served.
- Make effort to integrate location into the campus.

## **OVERVIEW**

Program and Student Services shall be designed to support the general education programs through small group learning and resources.

## **STUDENT SERVICES**

- English Learners (ELL) Program (250 sf)
- Reading Specialist (500sf)
- Family Engagement Specialist (100 sf)
- Counselor (100 sf)

## **GENERAL DESIGN CONCEPTS:**

- **Flexibility:** Furniture, other than casework described below, should be mobile rather than built-in, and be constructed for durability. Design should allow the maximum variety of use internally and encourage interaction and sharing of experiences between spaces. Where possible layout and design should be integrated with increased use of adjacent outdoor spaces. Consider wheelchair access and general accessibility of spaces.
- **Daylighting:** Incorporating daylighting into the indoor learning space has been proven to improve student health and performance. Where possible, classrooms and learning environments should take full advantage of natural daylighting, using windows, clerestories, light shelves, and skylights to minimize the need for artificial lighting. Window and skylight placement should prevent glare and avoid excessive heat gain.
- **Sustainability and Environment:** For new construction, and modernization where feasible, design spaces with the following attributes:
  - Integrated design
  - Sustainable building materials and products and adequate ventilation to promote healthy indoor air quality
  - Energy and water conservation and efficiency

## **STANDARD REQUIREMENTS:**

**Ceiling Height:** Minimum ceiling height for new construction with flat ceilings is 10'-0". New spaces with sloped ceilings may have a minimum 9'-0" plate height. Ceiling configuration in new construction should allow for daylighting into interior spaces.

**Doors:** Comply with building code exiting requirements. Exterior doors should be hollow metal, with a 4" wide by 25" high vision panel. Provide sound attenuating doors where feasible.

## **Mechanical Electrical and Plumbing**

- Heating, Cooling and Ventilation unit noise ratings to fall within ANSI S12.60-2002 parameters.
- Provide Heating and Air Conditioning
- Provide digital thermostatic control for individual classrooms with a range of 7 – 10 degrees and override capability.
- Lighting shall be switched per Title 24, utilizing occupancy sensors for on/off control

## **Technology:**

- Telephone: 1 VOIP telephone in each space.

## **1. Therapy and Wellness Center**

- **Definition:** At select elementary school sites, a dedicated meeting room may be designed to provide a space for small group therapy, counseling, and wellness.

- **Size:** A Wellness Center should be a minimum of 250 SF.
- **Quantity:** A single Wellness Center may serve an elementary school.
- **Architectural Fit and Finish:**
  - Floors: Carpet or linoleum, at campus' discretion.
  - Walls: Painted gypsum board. Color selections shall be in accordance with District Standard color palette for the school.
  - Ceiling: 2 x 4 or 2 x 2 suspended grid with acoustical lay-in tile is preferred ceiling, with reflective properties appropriate for to coincide with indirect lighting where appropriate.
  - Doors and Frames: Hollow metal, painted for exterior, with wood doors in hollow metal frames for interior doors.

Light Control: Provide blinds or roller shades at windows.

- **Specialties:**
  - Markerboards: Provide dry-erase markerboard units on one wall
- **Adjacencies:**
  - Locate central to main campus activities and therapy office.

## **2. English Learners (ELL) Program**

- **Definition:** At each elementary school site, a dedicated office and small group instruction space shall be provided.
- **Size:** The ELL room should be a minimum of 250 SF.
- **Architectural Fit and Finish:**
  - Floors: Carpet or linoleum, at campus' discretion.
  - Walls: Painted gypsum board. Color selections shall be in accordance with District Standard color palette for the school.
  - Ceiling: 2 x 4 or 2 x 2 suspended grid with acoustical lay-in tile is preferred ceiling, with reflective properties appropriate for to coincide with indirect lighting where appropriate.
  - Doors and Frames: Hollow metal, painted for exterior, with wood doors in hollow metal frames for interior doors.
  - Light Control: Provide blinds or roller shades at windows.
- **Specialties:**
  - Markerboards: Provide dry-erase markerboard units on one wall
- **Adjacencies:**
  - Locate central to main campus activities and therapy office.
  - Locate central to main campus activities.
  - Consider the distance and access to the youngest students served.
  - Make effort to integrate location into the campus so students do not feel conspicuous.
- **Ancillary Spaces:**
  - Rest room: 50 SF. Provide restroom near or adjacent to student services.
  - Conference space should be available and easily accessed by parents and staff.

## **3. Reading Specialist**

- **Definition:** At each elementary school site, a dedicated office and small group instruction space shall be provided for a reading specialist.
- **Size:** The Reading Specialist room should be a minimum of 500 SF.
- **Architectural Fit and Finish:**
  - Floors: Carpet or linoleum, at campus' discretion.
  - Walls: Painted gypsum board. Color selections shall be in accordance with District Standard color palette for the school.
  - Ceiling: 2 x 4 or 2 x 2 suspended grid with acoustical lay-in tile is preferred ceiling, with reflective properties appropriate for to coincide with indirect lighting where appropriate.
  - Doors and Frames: Hollow metal, painted for exterior, with wood doors in hollow metal frames for interior doors.
  - Light Control: Provide blinds or roller shades at windows, with ability to darken rooms to appropriate levels for projector use. Include motorized shades at windows if impossible to reach.
- **Specialties:**
  - Markerboards: Provide dry-erase markerboard units on one wall
- **Adjacencies:**
  - Locate central to main campus activities and therapy office.
  - Locate central to main campus activities.
  - Consider the distance and access to the youngest students served.
  - Make effort to integrate location into the campus so students do not feel conspicuous.
- **Ancillary Spaces:**
  - Rest room: 50 SF. Provide restroom near or adjacent to student services.
  - Conference space should be available and easily accessed by parents and staff.

#### **4. Education Specialist (Family Engagement)**

- **Definition:** At each elementary school site, a dedicated office and small group instruction space shall be provided.
- **Size:** The Family Engagement space may be in the Admin lobby and should be a minimum of 80 sf.
- **Architectural Fit and Finish:**
  - Floors: Carpet or linoleum, at campus' discretion.
  - Walls: Painted gypsum board. Color selections shall be in accordance with District Standard color palette for the school.
  - Ceiling: 2 x 4 or 2 x 2 suspended grid with acoustical lay-in tile is preferred ceiling, with reflective properties appropriate for to coincide with indirect lighting where appropriate.
  - Doors and Frames: Hollow metal, painted for exterior, with wood doors in hollow metal frames for interior doors.
  - Light Control: Provide blinds or roller shades at windows, with ability to darken rooms to appropriate levels for projector use. Include motorized shades at windows if impossible to reach.
- **Specialties:**
  - Markerboards: Provide markerboard units on one wall
- **Adjacencies:**



- Locate central to main campus activities and therapy office.
  - Locate central to main campus activities.
  - Consider the distance and access to the youngest students served.
  - Make effort to integrate location into the campus so students do not feel conspicuous.
- **Ancillary Spaces:**
    - Rest room: 50 SF. Provide restroom near or adjacent to student services.
    - Conference space should be available and easily accessed by parents and staff.
- 5. Counselor**
- **Definition:** At each elementary school site, a dedicated office shall be provided for the school site counselor.
  - **Size:** The office space should be a minimum of 100 SF.
  - **Architectural Fit and Finish:**
    - Floors: Carpet or linoleum, at campus' discretion.
    - .
    - Walls: Painted gypsum board. Color selections shall be in accordance with District Standard color palette for the school.
    - Ceiling: 2 x 4 or 2 x 2 suspended grid with acoustical lay-in tile is preferred ceiling, with reflective properties appropriate for to coincide with indirect lighting where appropriate.
    - Doors and Frames: Hollow metal, painted for exterior, with wood doors in hollow metal frames for interior doors.
    - Light Control: Provide blinds or roller shades at windows, with ability to darken rooms to appropriate levels for projector use. Include motorized shades at windows if impossible to reach.
  - **Specialties:**
    - Markerboards: Provide markerboard units on one wall
  - **Adjacencies:**
    - Locate central to main campus activities and therapy office.
    - Locate central to main campus activities.
    - Consider the distance and access to the youngest students served.
    - Make effort to integrate location into the campus so students do not feel conspicuous.
  - **Ancillary Spaces:**
    - Rest room: 50 SF. Provide restroom near or adjacent to student services.
    - Conference space should be available and easily accessed by parents and staff.

## **OVERVIEW**

Administration facilities include a number of separate but related functions and facilities. School staff collaborate internally, with district and community personnel, and with the families served by the school. Not all student and family services need to be based in the administrative center. Some issues, such as staff performance, student health related concerns, and behavior or legal concerns may require a high degree of confidentiality. At the same time the administrative staff is the welcoming face of the school to family and community members.

Existing faculty and staff support spaces deemed to be at significant variance with the completed standards will be modernized to meet the standards to the extent possible. Some existing spaces may be undersized in comparison to the standard. PAUSD will assess how best to address this size differential as part of its ongoing master planning effort.

## **GENERAL DESIGN CONCEPTS:**

- **Site safety and Security:**
  - Focus site access to one point of monitored entry with clear direct visual control of the campus entry and grounds during school hours.
  - Natural surveillance from the front office area of the school entry should provide maximum visibility for potential outside threats. Layout of buildings and landscaping should help guide people as they enter and exit the school grounds. A clear distinction between public areas and school grounds should be established.
  - Supervision by staff of areas where children play must be maintained. It is highly important that school grounds are visible for the administration building.
- **Daylighting:** Where possible, administration areas should take full advantage of natural daylighting, using windows, clerestories, light shelves, and skylights to minimize the need for artificial lighting and provide for resilience in case of power outage. Window and skylight placement should be carefully considered to prevent glare and avoid excessive heat gain but maximize wall space.
- **Covered Walkways:** Connect Administration building to classrooms and other buildings via covered walkways and/or extended overhangs.
- **Two-Story Construction:** Administration office functions should be located on the first floor, due to the public access and access to playground for emergencies. Work rooms could potentially be located on second floor.
- **Ancillary Space(s):**
  1. Storage: Each Administration wing should have direct access to a Storage/Supply Room for bulky or infrequently used and / or seasonal items and textbook / reference material storage
- **Adjacencies:**
  1. The Reception area should have a clear view of the school entrance to monitor visitors coming onto school grounds.
  2. Visitors to the school should find the office directly from parking or street arrival and be required to check in before entry to school grounds during school hours.
  3. The Principal's Office shall have direct access / supervision to the playground area.
  4. The Principal's Office and Psychologist should be close to each other.
  5. The Workroom, Copy room, and Lounge functions are typically concentrated in single centralized locations as part of the Administration Building. Workroom and lounge functions should be separated.
  6. Faculty Office/Workroom spaces should be easily accessible to the classroom teachers they support.
  7. The Health Office should have a cot, direct access to toilet room, securable under counter refrigerator for medication, and be in eye contact with the front desk.
  8. Student services such as counseling, speech and language, or other specialists may be remote from the main office. If in the main office, should be seen by children as separate from disciplinary functions.
  9. Students sent to the office in behavior related circumstances may benefit from cooling off in a supervised place that is separate from busy public access.

▪ **Special Requirements:**

In new construction include shower/dressing facilities to encourage exercise and bicycle or other alternative transportation for teachers and staff.

**STANDARD REQUIREMENTS:**

**Size:**

**1. Reception and Lobby**

- Lobby (Small Seating Area)
- Reception Area (Provide reception desk with two work stations, record storage space and space for 2-3 children to sit away from public area).
- Parent Liaison Room (Provide a designated space separate from staff for parents to gather and meet with Parent Liaison. Provide pin up space and other parent resources.

**2. Faculty Rooms**

- Staff/Teacher Work Room (600 sf)
- Staff/Teacher Lounge (800 sf)
- Convenience Kitchen
- Staff Toilet Rooms
- Supply Room (250 sf)

**3. Offices**

- Principal's Office (200 sf)
- Psychologist (100 sf)
- Health Office (200 sf, provide Restroom and direct access to reception area)
- Conference room (200 sf)

- **Ceiling Height:** Minimum ceiling height for new construction with flat ceilings is 10'-0". New spaces with sloped ceilings may have a minimum 9'-0" plate height. Ceiling configuration in new construction should allow for daylighting into interior spaces.
- **Doors:** Comply with building code exiting requirements. Exterior doors should be hollow metal, with a 4" wide by 25" high vision panel. Provide sound attenuating doors where feasible.
- **Mechanical Electrical and Plumbing**
  - Heating, Cooling and Ventilation unit noise ratings to fall within ANSI S12.60-2002 parameters.
  - Provide Heating and Air Conditioning
  - Provide digital thermostatic control for individual classrooms with a range of 7 – 10 degrees and override capability.
  - Lighting shall be switched per Title 24, utilizing occupancy sensors for on/off control
- **Technology:**
  - Telephone: 1 VOIP telephone in each space.
- **Ceiling Height:** Minimum ceiling height for new construction with flat ceilings is 10'-0". New classrooms with sloped ceilings may have a minimum 9'-0" plate height. Ceiling configuration in new construction should allow for daylighting into interior spaces.
- **Doors:** Comply with building code exiting requirements. Exterior doors should be hollow metal, with a 4" wide by 25" high vision panel. Wood doors with vision panels should be provided for interior doors to student access spaces, without vision panel for principal and psychologist.

- **Architectural Fit and Finish:**
  - Floors: Carpet.
  - Walls: Painted gypsum board. Color selections shall be in accordance with District Standard color palette for the school.
  - Ceiling: 2 x 4 or 2 x 2 suspended grid with acoustical lay-in tile is preferred ceiling, with reflective properties appropriate for to coincide with indirect lighting where appropriate.
  - Doors and Frames: Hollow metal, painted for exterior, with wood doors in hollow metal frames for interior doors.
  - Light Control: Provide blinds or roller shades at windows, with ability to darken rooms to appropriate levels for projector use. Include motorized shades at windows if impossible to reach.
- **Specialties – Workrooms and Lounge**
  - Markerboards: Provide dry-erase markerboard units on one wall
  - Projector – 80” LED Display with interface (Apple TV) or Epson Brightlink, or current district standard located over markerboard at front.
  - Paper Towel Dispenser: 1 wall-mounted dispenser adjacent to sink.
  - Soap Dispenser: 1 wall-mounted dispenser adjacent to sink.
  - Fire extinguisher: 1 wall-mounted fire extinguisher.
  - Adjacent convenience kitchen with full size residential appliances such as refrigerator, range and oven, dishwasher, microwave
- **Casework:**
  - Reception desk should have two workstations, varying transaction height counters for children, ADA, standing adults, access to filing, visual connection to front door, principal, kids coming in from playground, health office, kid cool down space.

## **OVERVIEW**

Existing Libraries deemed to be at significant variance with these standards will be modernized to meet the standards to the extent possible. Some existing Libraries may be undersized in comparison to the standard. PAUSD will assess how best to address this size differential as part of its ongoing master planning effort.

## **GENERAL DESIGN CONCEPTS:**

- **Site Location:**
  1. The Library should be located within sight of recess supervision but designed to minimize distractions from outside activities.
  2. The Library should be easily accessible / visible at night for meetings that take place after school hours and may involve visitors to campus.
- **Flexibility:** Flexibility should be built into the design of the library to accommodate future changes in technology and media as they relate to quiet study, research and instruction. Trends suggest that computers will be smaller and more flexible to locate over time. Computer furniture should be movable.
- **Daylighting:** Incorporating daylighting into the indoor learning space has been proven to improve student health and performance. Where possible, classrooms and learning environments should take full advantage of natural daylighting, using windows, clerestories, light shelves, and skylights to minimize the need for artificial lighting. Window and skylight placement should prevent glare and avoid excessive heat gain.
- **Covered Walkways:** Connect Library to Classrooms and to other buildings via covered walkways and / or extended overhangs. Covered walkways should be wide enough to provide space for both activity and circulation, high enough to discourage access to the roof areas after hours and reduce noise within the space.
- **Sustainability and Environment:** : For new construction, and modernization where feasible, design classroom spaces with the following attributes:
  - Integrated design
  - Sustainable building materials and products and adequate ventilation to promote healthy indoor air quality
  - Energy and water conservation and efficiency
- **Ancillary Spaces:**
  1. Data Hub Room: If needed to house site's servers and routers. May be located elsewhere on site.
  2. Custodial Closet: 40 SF. Provide area for Custodial Staff to store equipment needed to clean and maintain Library.
  3. Electrical Room: As needed to support electrical panels, etc.
  4. Mechanical Room: As needed to support HVAC system.
- **Faculty Spaces:**
  1. Single-occupancy Toilet Room: If not immediately accessible from within Library, then very nearby for use by Library Staff and by parents / others attending meetings after school hours.

## **PHYSICAL REQUIREMENTS:**

- **Library Size:** Size of Library should be 2,500 to 3,000 SF, as site conditions allow. The Library is composed of smaller spaces joined. Those spaces include:
  1. **Entrance**
    - Provide space for both discussions with librarian and circulation into library.
    - Provide space, ideally visible from inside and outside for librarian to create a display area for new / featured books.
  2. **Circulation Desk:**
    - Plan Circulation Desk area to accommodate 2 Library / Media Center staff members or volunteers working simultaneously.

- Make sure there is room within the Circulation Desk for at least 1 book cart.
  - Provide desk space for 2 computers and 1 printer. Include also adequate power and data lines to support the computers.
  - Locate Circulation Desk so that staff can easily supervise the entire Library / Media Center from this location.
  - Locate adjacent to Entry / Lobby. Do not crowd.
  - Locate adjacent to computer search stations designated for student use to allow Librarian to continue to monitor remainder of Library while assisting students with their searches and to view student computer search station monitors from the Circulation Desk.
  - Locate adjacent to Library Work Room.
- 3. Library Work Room:**  
Size of 200 SF. For processing and repair of books / media as well as storage of supplies and controlled access media. Locate immediately adjacent to and accessible from Circulation Desk. Provide sufficient work surface / floor area to house the following equipment:
- Copy machine
  - Computer
  - Printer
  - Paper cutter
- Provide a sink with hot and cold water. Include a window between Work Room and Library to allow the Librarian to supervise Library from Work / Storage Room.
- 4. Computer Search Stations:**  
Designate an area to house up to 7 Computer Search Stations for student use. Locate adjacent to Circulation Desk.
- 5. Book Collection:**  
Size to include capacity for 10,000 books.
- 6. Seating & Reading Area:**  
Include sufficient seating area for 32 students at tables and chairs. While upper elementary grade class size is only 20, special education students in mainstreaming programs may join in for Library activities. Include 8 linear feet of wall-mounted white board for instructional use in Seating Area. Include capacity for a ceiling-mounted LCD projector in this area and a projection screen. Include 1 wall- or ceiling-mounted TV for instructional use in Seating Area. Provide for flexibility in location and installation of all furniture and media.
- 7. Story Area:**  
Provide designated area for reading to 24 students seated on the floor.
- **Ceiling Height:** As is in existing buildings. Minimum ceiling height for new construction with flat ceilings is 10'-0". New libraries with sloped ceilings may have a minimum 9'-0" plate height. Ceiling configuration in new construction should allow for daylighting into interior spaces and indirect pendant lighting throughout.
  - **Doors:** Comply with building code exiting requirements. Provide pair of doors or storefront as appropriate for entry. Wood doors with vision panels should be provided for interior library doors to breakout spaces, without vision panel for storage rooms. Provide sound attenuating doors connecting classrooms where feasible.
  - **Architectural Fit and Finish:**
    - Floors: Carpet. Include resilient floor tile insets at library entries and adjacent to sink counters/anticipated wet areas.
    - Walls: Painted gypsum board. Color selections shall be in accordance with District Standard color palette for the school.
    - Ceiling: 2 x 4 or 2 x 2 suspended grid with acoustical lay-in tile is preferred ceiling, with reflective properties appropriate for to coincide with indirect lighting where appropriate.
    - Doors and Frames: Hollow metal, painted for exterior, with wood doors in hollow metal frames for interior doors.

- **Light Control:** Provide blinds or roller shades at windows, with ability to darken rooms to appropriate levels for projector use. Include motorized shades at windows if impossible to reach.
- **Casework for Circulation Desk:**
  - **Built-in Circulation Desk:** 15 linear feet of base cabinet 2'-6" high by 2'-0" deep. Include 2 open-knee-space work stations. Include 1 set of lockable storage drawers per open-knee-space work station. Remaining base cabinet to have doors with 1 adjustable shelf per cabinet segment. Provide 10 linear feet of transaction counter. All base cabinet countertops to have bull-nosed front edges. Provide grommets in countertop at all open-knee-space work stations. Provide appropriate heights for ADA, students, and standing adults.
- **Casework for Bookshelves:**
  - **Bookshelves:** The Division of the State Architect (DSA) requires bookshelves taller than 36 inches to be attached to the floor. Locate bookshelves taller than 36 at perimeter of room, attached to walls. Bookshelves located in the center of the room to be 36 inches or less to allow flexibility in their arrangement and ease supervision of Library. Provide sufficient linear footage to accommodate a 10,000-volume book collection. Book shelves to be 1'-0" clear depth. Shelving to be moveable.
- **Casework for Work Room:**
  - **Sink / Base Cabinet:** 12 linear feet of sink / base cabinet 2'-10" high by 2'-0" deep. Include 1 ADA compliant sink. Remaining base cabinet to have doors and 1 adjustable shelf per cabinet segment. All base cabinet countertops to have bull-nosed front edges.
  - Provide 4 linear feet of lockable librarian storage 7'-0" high by 2'-0" deep. Half of cabinet width to have 5 adjustable shelves and half to have a closet pole with 1 fixed shelf above it.
- **Specialties:**
  - **Paper Towel Dispenser:** 1 wall-mounted dispenser adjacent to sink in Work / Storage Room and 1 at Staff Toilet Room if included.
  - **Soap Dispenser:** 1 wall-mounted dispenser adjacent to sink in Work / Storage Room and 1 at Staff Toilet Room if included.
  - **Mirror:** 1 2'-0" wide by 2'-6" high mirror at Staff Toilet Room if included.
  - **Fire extinguisher:** 1 wall-mounted fire extinguisher. More if required by code.
  - **Whiteboard:** 8 linear feet of whiteboard adjacent to Seating Area
  - **Tables and Chairs:** Provide to accommodate 32 students in Seating Area.
- **Technology:**
  - **Telephone:** 1 VOIP telephone in each classroom
  - **Clock and Speaker:** Provide 1 digital Valcom clock and speaker unit. (Or analog if matching existing)
  - **Ethernet connection:** Provide wired connection for equipment that is stationary in classrooms, such as items like phones, printers, interactive boards, LED display interfaces, copiers.
  - **Wireless:** Provide wireless connectivity provisions for teacher and student access. Provide 1 WAP location in ceiling per classroom
- **Mechanical, Electrical and Plumbing:**
  - Provide Air Conditioning.
  - Heating, Cooling and Ventilation unit noise ratings to fall within ANSI S12.60-2002 parameters.
  - Provide digital thermostatic control with a range of 7 – 10 degrees and override capability.
  - Provide an ADA compliant sink with accessible drinking fountain incorporated into sink. Provide second deep bowl where feasible.
  - Provide direct/indirect LED pendant lighting. Lighting shall be switched per Title 24, utilizing occupancy sensors for on/off control

## **OVERVIEW**

PAUSD schools use their Multi-Purpose Buildings to house school-wide assemblies, music, theater and dance instruction and performances, and other physical education activities. Multi-purpose rooms also serve on occasion as expanded workspace for special class projects. Additional emphasis on active learning may increase multipurpose use in academic connections. Students currently eat their lunches at picnic tables under the walkway coverings / extended overhangs. However, students choosing to eat their lunches in the Multi-Purpose buildings may increase with increased capacity to serve lunches and supervise and accommodate tables and benches for eating as well as the increased density on campuses.

Most existing Multi-Purpose Rooms are undersized in comparison to the square footage standard to accommodate the student body for assemblies. Existing Multi-Purpose Buildings deemed to be at significant variance with the completed standards will be modernized to meet the standards to the extent possible. PAUSD's Master Plan calls for replacing those Multi-Purpose Buildings where the Multi-Purpose Rooms cannot be easily expanded to meet the square footage standard.

## **GENERAL DESIGN CONCEPTS:**

- **Site Location:**
  1. Locate the Multi-Purpose Building adjacent to the main campus entry whenever possible to facilitate access for visitors arriving for meetings / performances who may be unfamiliar with the campus layout.
  2. Students from all classrooms use the Multi-Purpose building. Locate the building in as centrally located a position as possible.
  3. Locate the building to make the Kitchen easily accessible for deliveries.
    - Provide area for garbage collection and recycling that is easily accessible for operations and collection yet concealed from view.
  4. Locate the Stage adjacent to outdoor eating areas or other open space where possible.
- **Image:** Given their prominence, the Multi-Purpose Building's design requires care to fit within the existing campus vernacular while at the same time enhancing the campus' overall image. The design should help to establish a sense of architectural hierarchy and legibility for the sites, reinforcing the importance of community in the culture of the campus, and in the relation of the school to the larger community. Visitors should be able to find the building and feel welcome to take part in activities there without confusion and without reliance on signage. Wherever possible, the building should help to reinforce the main campus entry.
- **Scale:** The relatively large scale of these buildings needs to be carefully considered in relationship to the residential streets that surround PAUSD schools.
- **Flexibility:** The multipurpose building includes various spaces. Where possible independent activities should be able to proceed in adjoining spaces with effective acoustic separation. If that can be accomplished in subdividing the main assembly space that is also desirable. While PE and lunch require high levels of durability and wash ability, multi-purpose buildings also provide a venue for performance both by children and community arts groups, often in the evening. The assembly space should feel more theatrical than institutional on those occasions.
- **Daylighting:** While daylighting is important for some Multi-Purpose Room activities, the room needs to be darkened for other activities. All daylighting must include corollary darkening capabilities.
- **Covered Walkways:** Connect the Multi-Purpose Building to Classrooms and to other buildings via covered walkways and / or extended overhangs.
- **Sustainability and Environment:** : For new construction, and modernization where feasible, design classroom spaces with the following attributes:
  - Integrated design
  - Sustainable building materials and products and adequate ventilation to promote healthy indoor air quality
  - Energy and water conservation and efficiency
- **Ancillary Spaces:**



1. Physical Education Storage: 100 SF for storage of equipment used for indoor Physical Education activities. Coordinate with storage of physical education equipment used outdoors and storage for playground equipment. If the Multi-Purpose building location does not adequately serve the play areas, this space can be located elsewhere.
2. Other Storage: 200 SF. For storage of miscellaneous items associated with the Multi-Purpose Room.
3. Student Toilet Rooms: 500 SF each for boys and girls. These should open from the Multi-Purpose Room, in a location that is appropriate for both school hours and after school performances. See restroom section.
4. Unisex Adult Toilet: 60 SF. For staff use.
5. Custodial Closet: 40 SF. Provide area for Custodial Staff to store equipment needed to clean and maintain Multi-Purpose Building.
6. Electrical Room: As needed to support electrical panels, etc.
7. Mechanical Room: As needed to support HVAC system.
8. Musical Instrument Storage Room: 200 SF. Storage for school-owned musical instruments stored on carts for use by students in instrumental music classes. May be located adjacent to or within the music enrichment classroom.

▪ **Adjacencies:**

- Locate Musical Instrument Storage Room adjacent to Multi-Purpose Room and Stage and music enrichment room.
- Include ramp to stage to accommodate rolling a piano onto the stage for performances. Ramp should be straight as possible.
- Locate future covered outdoor eating areas adjacent to food service areas.
- Locate enrichment classrooms adjacent to multipurpose building where possible

**PHYSICAL REQUIREMENTS:**

Multi-Purpose Room Size: As existing or broken down as follow according to site enrollment:

- Up to 400 Students: 3,000 SF
- Up to 450 Students: 3,500 SF
- Up to 500 Students: 4,000 SF

Varies by school site. Assembly spaces should accommodate all students and faculty of school at full enrollment for assembly in folding chairs, or half of the student body for lunch.

The Multi-Purpose Building is composed of several smaller spaces joined. Those spaces include:

1. **Multi-Purpose Room:**  
SF ranges from 3,000 to 4,000 SF depending on school capacity. The goal is to accommodate the student body and staff for assemblies and half the student body for dining for days of inclement weather.
2. **Multi-Purpose Room Storage:**  
200-500 SF. For folding chairs and tables. Coordinate with storage under stage if provided.
3. **Stage:**  
800 SF. Includes Stage Storage and space needed for steps and ramp as needed to negotiate the 24" to 37" height above main floor of Multi-Purpose Room. Increased height needed for chair storage but increases ramp footprint.
  - Risers will be used for choral programs. Adequate storage for risers should be accommodated off the stage.
  - Proscenium opening size: Minimum of 15' wide by 12' high. Maximize the width as the room layout allows.
  - Maximum number of performers expected to be on stage at one time: 50
  - Include a stage curtain and wings if necessary, to screen side stage sightlines.
  - Include a limited amount of stage lighting with specialized controls.
  - Include connection points for additional stage lighting and/or rigging
  - Design should consider potential overhead door separation from assembly space to allow independent use.
4. **Food Service:**  
650 SF. Includes a Warming Kitchen and "speed line." Required space for queuing outside is preferred, or in multipurpose space if necessary.

- **Ceiling Height:** As is in existing buildings. May vary according to design for new construction. Ceiling height should be tall enough to accommodate proscenium opening and stage lighting.
- **Doors:** Comply with building code exiting requirements. Provide pair of doors or storefront as appropriate for entry. Wood doors with vision panels should be provided for interior multipurpose room access to breakout spaces or adjacent classrooms, without vision panel for storage rooms. Provide sound attenuating doors connecting classrooms where feasible.
- **Architectural Fit and Finish:**
  - Floors: Resilient cushioned sheet flooring in Multi-Purpose Room. Wood strip flooring for stage. Epoxy Resin Flooring for the Kitchen and Food Service areas. Sealed concrete for storage, custodial, electrical and mechanical spaces. Ceramic Tile floors or Epoxy for restrooms.
  - Walls: Painted gypsum board. May have higher durability wainscot at active use areas. Color selections shall be in accordance with District Standard color palette for the school.
  - Ceiling: Acoustic glue up ceiling tile or other durable material such as acoustic deck. Painted gypsum board ceilings may be used at selected locations such as soffits and Toilet Rooms.
  - Doors and Frames: painted.
  - Provide blinds or roller shades at windows, with ability to darken rooms to appropriate levels for projector use.
- **Casework:**
  - Food Service – Casework related to Food Service will be determined in the future in accordance with current food service specifications.
- **Specialties:**
  - Projection Screen: 1 motorized projection screen mounted to top of proscenium.
  - Video Projector, ceiling hung
  - Motorized Sound Wall: located at stage, to isolate stage from rest of MP room.
  - Fire extinguisher: 4 wall-mounted fire extinguishers near entry/exits.
  - Theatrical specialties to include theater curtains, stage lighting and rigging.
  - Stage Manager station on stage, with Audio / Visual control system and controls for performances, including lighting, window coverings, etc...
  -
- **Furniture and Equipment**
  - Chairs: Movable and stackable chairs and tables to accommodate assembly seating.
- **Technology:**
  - Telephone: 1 VOIP telephone in the MP space and kitchen office
  - Clock and Speaker: Provide 1 digital Valcom clock and speaker unit. (Or analog if matching existing)
  - Ethernet connection: Provide wired connection for equipment that is stationary in classrooms, such as items like phones, printers, interactive boards, LED display interfaces, copiers.
  - Wireless: Provide wireless connectivity provisions for teacher and student access. Provide 1 WAP location in ceiling per space.
- **Mechanical, Electrical and Plumbing:**
  - Provide Air Conditioning.
  - Heating, Cooling and Ventilation unit noise ratings to fall within ANSI S12.60-2002 parameters.
  - Provide digital thermostatic control with a range of 7 – 10 degrees and override capability.
  - Provide an ADA compliant sink with accessible drinking fountain incorporated into sink. Provide second deep bowl where feasible.
  - Provide direct/indirect LED pendant lighting.
  - Lighting shall be switched per Title 24, utilizing occupancy sensors for on/off control

---

**OVERVIEW:**

Outdoor areas are unique in their potential to engender stimulating and memorable experiences in the child's day. In addition to support of organized sport, recreation, and structured play, outdoor areas provide a context for the child's world of school and connectivity to the neighborhood. Over the course of a year, use of outdoor areas change with the seasons. Features such as play structures provide calibrated challenge, risk and skill building. The outdoor areas also provide the child with an exposure to nature at a broader scale than at home.

Exterior play areas provide important learning and recreational opportunities to students and residents of surrounding neighborhoods. In collaboration with the City of Palo Alto elementary school campuses provide after school sport and recreation. Outdoor areas should be designed for intensive use.

Note that there is an existing Board policy on Public Use of Grounds (B.P.13.30). Exterior play areas should be planned with this policy in mind regarding security of space and flexibility in use.

**GENERAL DESIGN CONCEPTS:**

- **Flexibility:** PAUSD schools are generally below state recommendations for field and blacktop areas and thus should be flexible and be used in multiple ways. Avoid game and play features that restrict areas to single uses. Exterior play areas should allow the maximum amount of flexibility of use and encourage interaction and sharing of experiences. Integrate creative outdoor spaces in campus layout and design. A variety of outdoor spaces should be available to children while allowing adequate supervision during times of open play.
- **Sun and Rain Protection:** Many of the district's school sites have extensive covered areas and walkways for rain protection. Most of these covered areas are directly adjacent to classrooms and accommodate tables as an extension of the classroom and for eating their lunch. Some other campuses have numerous mature trees that provide shade in a successful way, but many school sites lack shaded play areas throughout the campus that students can use during the rest of the day. New projects should evaluate existing covered exterior spaces and incorporate a strategy for providing shade for sun and rain protection for the activities below. Natural landscaping should be prioritized, both short term in maintaining existing shade, and long term for planning purposes. Where shade is needed and landscaping is not present or mature, use of DSA pre-approved shade structures should be considered.
  - Outdoor eating areas
  - Outdoor learning for a classroom
  - Outdoor play during open play times
  - Queuing areas for lunch lines, MP room use
- **Outdoor Learning Areas:** Where possible associate safe small group outdoor learning areas with each classroom. Native planting, organic gardening, and urban agriculture also provide potential health and curriculum connections. Provide areas that may be developed by the school when interest exists and return to lower maintenance planting if interest disappears.
- **Play Fields:** Grass play fields are primarily used for soccer, flag football, softball and other physical education activities where softer play surfaces are appropriate. The City of Palo Alto manages and maintains these fields, which are used for youth sports on the weekends. Where possible, configure turf areas to accommodate two youth soccer fields. Provide a backstop on the play fields to accommodate softball.
- **Hard Court Spaces:** Hard court spaces accommodate striping for basketball, kickball, four-square, and handball, among others. Typically, 2 ball walls and 4 basketball courts are provided, including basketball backboards at heights appropriate to primary and secondary grade levels. A single kickball court, and 4-5 four square courts are also provided on the hardcourt surfaces for physical education. Shade structures, tree planting, or adjacent buildings and walkways should be combined to reduce asphalt heat gain and provide children options for relief on hot days.

- **Accessible Play Areas:** The District has recently begun providing new play areas on campuses with an emphasis on universal design and play for all students. The needs of all students with disabilities are considered, not just those with limited mobility. The intent is to provide play areas as an alternative to play structures and other traditional play areas where all students can play and take place in activities together regardless of ability. The master plan envisions at least accessible play area for each campus, but design of all play areas should consider universal design principles as conditions allow.
- **Play Structures:** Provide play structures with activities and features appropriate to student age groups and all ground level structure components ADA accessible; 1 small structure for Kindergarten, 1 for primary grade levels and 1 for secondary grades. On some campuses where space is at a premium, a single large play structure may be provided to serve all grade levels. Observe safety restrictions.
- **Parking, Fire Lanes and Drop Off Areas:** Maintain existing parking space numbers, including additional spaces for HC parking and visitors. Coordinate drop off with Palo Alto Safe Routes to School planning. Designated drop off areas are typically located near the main entry of the campus and are primarily street side drop off. ADA accessible drop off must be provided at each campus with a minimum 20' area with flush transition to ramp to sidewalk. Provide safe bike parking for all students. Locate fire lanes in accordance with the requirements of the local Fire Authority.

**PHYSICAL REQUIREMENTS:**

- **Outdoor Learning Areas:** Each campus currently has unique outdoor gardens and learning areas for use by the school for assembly, gardening, or messy work areas. Maintain support for such outdoor activity areas in any campus reconfiguration. The physical size or configuration is dependent solely on the opportunities presented by the layout of the campus.
- **Play Fields:** Existing play fields range from 50,000 SF to over 180,000 SF, depending on available land. Maintain a 150 SF per student benchmark to provide adequate play area needed to accommodate the play fields noted above. Configure to accommodate minimum field dimensions required for soccer and softball fields.
- **Hard Court Spaces:** Existing hard-court play areas range from 33,000 SF to over 100,000 SF, depending on the campus size. On average, provide a 100 SF per student ratio for a school of over 200 students.
- **Site Improvements Fit and Finish:**
  - Play Fields: Play fields are seeded over existing native soils, with standard spray irrigation and drainage systems.
  - Courts: Asphalt pavement surfaces are used for hardcourts, with a slurry seal coat prior to striping. Pavement striping is 3 coat asphalt striping. Areas are surfaced drained to boundary areas near grass play fields.
  - Play Structures: Inspect play structures and repair or replace on a schedule not to exceed manufacturer recommendations. Replace play structure surfacing on a schedule not to exceed manufacturer recommendations. Provide new surfacing to meet or exceed current safety and accessibility requirements at time of replacement. Provide sub-drainage, concrete curbs and ramps as necessary for access, storm water management, and durability.
- **Specialties:**
  - Basketball Backboards: Standard 8' – 9' height with metal backboard.
  - Ball Walls: 8' high x 15' wide wood frame and plywood ball walls
  - Picnic Tables: 4 metal / composite wood picnic tables outside of each classroom.
  - Play Equipment: Custom Designed / Installed from standard components for each site by Landscape Structures, Inc.
- **Plumbing**
  - Drinking Fountain: Minimum of 2 dual unit ADA accessible drinking fountains with bottle fillers located on exterior of buildings, accessible to play fields and hard courts.
- **Lighting**

- Lighting Level: Per Code, under covered walkways and parking lots only. No exterior lighting of fields or courts. Provide controls, spectrum selections and cut offs to protect dark skies
  - Light Type: Metal Halide or LED as appropriate
  - Lamp & Ballast: Varies.
  - Light Controls: Photocell, w/ interface to Energy Management System.
  - Title 24 Energy: Photocell
-

---

**OVERVIEW:**

Existing Restrooms deemed to be at significant variance with the completed standards will be modernized to meet the standards to the extent possible. Student and staff restrooms will be added as needed to comply with Uniform Plumbing Code (UPC) requirements with accessibility following the best practices of universal design principles.

**GENERAL DESIGN CONCEPTS:**

- **Gender Neutral Restrooms:** The District is increasingly moving toward incorporating gender neutral restrooms on all their campuses. Design principles include the following:
  - No urinals, all water closets
  - Full height toilet partitions where possible
  - Sinks/Lavatories should be grouped and preferably in location easily supervised. They can be located outside the room if desired.
  - Providing restrooms in groups of two, not exceeding three stalls each, will provide future flexibility if the District ever wants to go back to more traditional restroom layout.
- **Daylighting:** Where possible, restrooms should be designed to take full advantage of natural daylighting, using windows, clerestories, or skylights as appropriate. Window placement should be carefully considered to prevent inappropriate views into restroom facilities.
- **Covered Walkways:** Connect restrooms to other buildings via covered walkways and / or extended overhangs.
- **Sustainability and Environment:** : For new construction, and modernization where feasible, design classroom spaces with the following attributes:
  - Integrated design
  - Sustainable building materials and products and adequate ventilation to promote healthy indoor air quality
  - Energy and water conservation and efficiency
- **Two-Story Construction:** Provide student and staff restrooms on all floors of any multi-story buildings.
- **ADA Compliance:** Design and distribute all newly constructed and modernized restrooms to follow the Americans with Disabilities Act (ADA).
- **Ancillary Space(s):**
  1. Storage/Janitorial: Provide storage rooms nearby for restroom and cleaning supplies.
- **Adjacencies:**
  1. Distribute restrooms at multiple locations around campus to minimize travel time and comply with ADA.
  2. Locate storage/janitorial room adjacent to restrooms for ease of replenishing supplies.

**PHYSICAL REQUIREMENTS:**

- **Restroom Size:** Multiple fixture restrooms for elementary campuses should not exceed three stalls/location. All gender restroom requirements may encourage multiple single occupancy restrooms instead of multiple fixture restrooms.
- **Ceiling Height:** Ceiling height to remain as is in existing restrooms. Minimum ceiling height for new construction with flat ceilings is 10'-0". New restrooms with sloped ceilings may start with a 9'-0" plate height. Ceiling configuration in new construction should allow for daylighting into interior spaces if possible.
- **Doors:** Provide (1) 3'-0" wide entry / exit door per restroom. Provide steel doors for all exterior doors. Provide louver or undercut for ventilation.

▪ **Architectural Fit and Finish:**

Floors: Floor finishes in existing student restrooms to remain if feasible. New student restrooms to have epoxy flooring.

Install epoxy or other resilient flooring in staff restrooms. Coordinate with standard color palette for each school.

Review second-story tile flooring details carefully for waterproofing issues.

- Walls: Wall finishes in existing restrooms to remain if feasible. New restrooms to have ceramic tile to approximately 7'-2" H (align with top of door frames). Painted gypsum board above. Coordinate with standard color palette for each school.
- Ceiling: Painted gypsum board ceilings, typical through out.
- Doors and Frames: painted.

**Specialties:**

- Restroom accessories: See PAUSD Technical Standards for accessories to be provided.
  - Toilet partitions: See PAUSD Technical Standards for type and materials of partitions. Take special care to ensure privacy is maintained.
  - Mirrors: Provide (1) mirror in all single occupancy restrooms. Provide (1) mirror for each lavatory in multiple occupant staff restrooms.
- 

**Mechanical:**

- Heating: Provide for staff restrooms only.
- Air Conditioning: Air conditioning will not be provided in student or staff restrooms.
- Exhaust Fans: Provide adequate exhaust capability as needed to meet air change requirements.

**Plumbing:**

- Hot water: Provide hot water at staff and nurse's station restrooms only.
- Hose bibs: Provide (1) hose bib at all multiple occupant restrooms.
- Floor drains: Provide (1) floor drain at all multiple occupant restrooms. Slope floors to drain where feasible.
- See PAUSD Technical Standards for specific toilet, urinal, and lavatory fixtures.

**Lighting:**

- Lighting Level: Per code
  - Light Type: LED
  - Title 24 Energy: Motion sensor to turn on/off lights. Ceiling mounted in boys/girls' rooms; wall mounted in staff.
-