Goleta Union School District Elementary School (K-6) Educational Specifications

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EDUCATIONAL SPECIFICATIONS
GOLETA UNION SCHOOL DISTRICT
ELEMENTARY SCHOOLS K-6

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Introduction

The purpose of the Elementary Educational Specifications is to provide guidance to the design professionals on the educational and programmatic needs of the elementary schools in Goleta Union School District (GUSD).

Place matters. We know through research that clean air, ample day lighting, and a small, quiet, comfortable, and safe learning environment is important for students' academic achievement and well-being. School design has the power to reach the whole learner—cognitive, physical and emotional—when educators and students are thoughtfully engaged in the planning process. Beginning with the educational vision and ending with the activities and spaces that engage students; the Educational Specifications are designed to communicate the programmatic, functional, spatial, and environmental requirements for thriving elementary schools.

School and classroom design should facilitate future ready learning that prepares students for college, careers, and community. Project-based learning, personalized instruction, blended learning, differentiated instruction and other twenty-first century teaching methods should be well supported in the design of Goleta's elementary schools. Student mastery of content as well as the "Four Cs"—critical thinking, communication, collaboration, and creativity—is the foundation of the District's educational goals that begin this document.

As the district plans for capital investments in their schools, significant thought should be given to creating safe, innovative learning environments and instructional technology to support future ready learning. Modernized learning studios, maker spaces, and specialty furniture will meet the growing demand for state-of-the-art educational spaces. Creating adequate space for classroom teaching and learning, learning support specialists, team meetings and office functions will improve the educational environment of schools constructed for a different educational era. The Educational Specifications will guide these and future investments to support the District's educational program for learner-centered environments.

The District wishes to acknowledge the teachers, staff and community members that contributed to this document's development (see Acknowledgments). Through both survey and on-site Principal meetings, and guided by the Educational Specifications Committee, the District developed these educational guidelines for the elementary schools.

Not all recommendations within the Educational Specifications will be realized due to budget, site, or other constraints. The Educational Specifications are intended to serve as a guideline for district programmatic needs and to allow the design professionals flexibility in addressing each site's unique requirements while providing broad standards for parity.

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Executive Summary and Highlights

Anchored by the Board of Education's Educational Specifications Design Guiding Principles, A 17-member Educational Specifications Committee assisted with the educational specifications process by providing input on educational needs from each member's expertise, be that as a principal, teacher, librarian, partner organization, parent or administrator. The Committee met six times over the course of six months, visited Rio del Sol K-8 Academy in Oxnard, the LinkedIn Campus in Carpinteria and Wolf Museum of Exploration and Innovation (MOXI) in Santa Barbara for inspiration, and reviewed school facilities research, evidence-based best practices and futurists' thoughts for educational facilities in the next 10-15 years. A district-wide Educational Specifications survey responded to by 143 staff members informed the committee work. The resulting Educational Specifications encompass a broad range of spaces to support learner-centered education in GUSD. While all areas are important to the delivery of educational services, the following areas are highlighted.

Parity

A major component of the educational specification process and work is to address parity throughout the elementary schools. Meaning that if a Science, Technology, Engineering, Art and Math (STEAM) space is provided at one campus, it should be provided at all campuses. Parity also includes flexibility for school sizes. For instance, all schools require a multipurpose room, but the size of that room depends on the number of students served, therefore a square foot per student or range of area is recommended in the specifications. Parity does not mean that schools will look alike or have exactly the same space, but that each school should be able to serve like functions.

Elementary School Learning Spaces (Classrooms) Refresh including Flexible and Mobile Furniture

Classroom learning spaces are the foundation of the school campus and are the spaces where transformative learning takes place throughout the grades. Learning happens throughout the campus—in the outdoor spaces, the multipurpose room, library, and specialty spaces—and is centered in the classroom with the classroom teacher. During the educational specification process, teachers and staff focused on classroom upgrades including new mobile and flexible furniture.

El Camino School

Small Group Instruction Space

Creating or reclaiming small group instructional areas for combination classes, English Language Development, Certificated Tutors and intervention are needed throughout the elementary schools. Multi-use spaces for groups of 4, 8 and 12 are needed across the campuses.

Maker Space for Science, Technology, Engineering, Art, and Math (STEAM)
The Educational Specification recommends at least one maker space for STEAM in each elementary school. As the programs develop for this space, it may also be used for other program needs specific to each site.

Many elementary school districts are addressing STEAM through maker spaces and spaces with the flexibility to delivery STEAM activities before and after school. Diversity and equity in STEAM continues to be a top educational priority throughout the state.

Parent Center
Each elementary school is specified a Parent Center space. Decades of research show that when parents are involved in their child's education, students have higher grades, test scores, and graduation rates; increased motivation and better self-esteem; better attendance; and, decreased use of drugs, alcohol, and violent behavior.

Parent or family centers foster strong partnerships between teachers, families, administrators, students, and community partners through open dialogue, inclusive spaces, ongoing learning, and shared responsibilities that drive and unify the school community. Family engagement is key to a healthy and thriving school.

Outdoor Learning Spaces
According to Richard Louve in the *Last Child in the Woods, Saving Our Children from Nature - Deficit Disorder,* the childhood link between outdoor activity and physical and emotional health is clear: "Children need nature for the healthy development of their senses, and, therefore, for learning and creativity." Each GUSD elementary will have an outdoor learning space that can connect children with nature as well as encourage interactive, hands-on learning. Each space will allow teachers and students to explore concepts such as teamwork, cooperative learning, nutrition, fitness, dramatic play, unstructured play and much more.

Multipurpose Rooms
The Educational Specifications Committee recommends multipurpose rooms large enough to accommodate all school assemblies and to provide a space in which timely food service is delivered with healthy food choices so that all children have time to dine and socialize.

Up-to-Date Libraries
The Committee recommended adequately sized libraries similar to the Brandon School library space (1,730 square feet) to promote literacy and continue to foster a love of reading. School libraries have evolved from simply providing print materials to offering rich selections of print, media, and digital resources; from teaching students how to search a card catalog to teaching students strategies for searching a variety of print, media, and digital resources; from teaching basic reading literacy to teaching information literacy—the ability to access, evaluate, use, and integrate information and ideas effectively.

Sustainability
it is recommended that the GUSD consider the Collaborative for High Performance Schools (CHPS) design standards under the CHPS Designed™ recognition program. CHPS standards are designed to reduce operating costs, achieve higher student performance, increase daily attendance, retain quality teachers and staff, and minimize environmental impact by designing and modernizing schools utilizing the CHPS scorecard. CHPS standards help make schools energy, water and material efficient, well-lit, thermally comfortable, acoustically sound, safe, healthy, and easy to operate.

Educational Specifications Process and Priorities

A 17-member Educational Specifications Committee (see Acknowledgements) was appointed by the Superintendent to assist with the educational specifications process and to provide input on educational needs from each member's expertise, be that as a principal, teacher, librarian, partner organization, parent or administrator. The Committee met six times over the course of six months, visited Rio del Sol K-8 Academy in Oxnard, the LinkedIn Campus in Carpinteria and Wolf Museum of Exploration and Innovation (MOXI) in Santa Barbara for inspiration, and reviewed school facilities research, evidence-based best practices, futurists' thoughts for educational facilities in the next 10-15 years and the Educational Specifications Survey (see following section). The committee developed a list of areas to review and in the final meeting determined the following priorities for capital improvements:

1. New furniture that is flexible and mobile
2. Additional group instruction space
3. Maker Spaces
4. Multi-use spaces for groups of 4, 8 and 12
5. Parent Center
6. Multipurpose room for entire school population
7. Larger, up-to-date libraries
8. Outdoor learning spaces
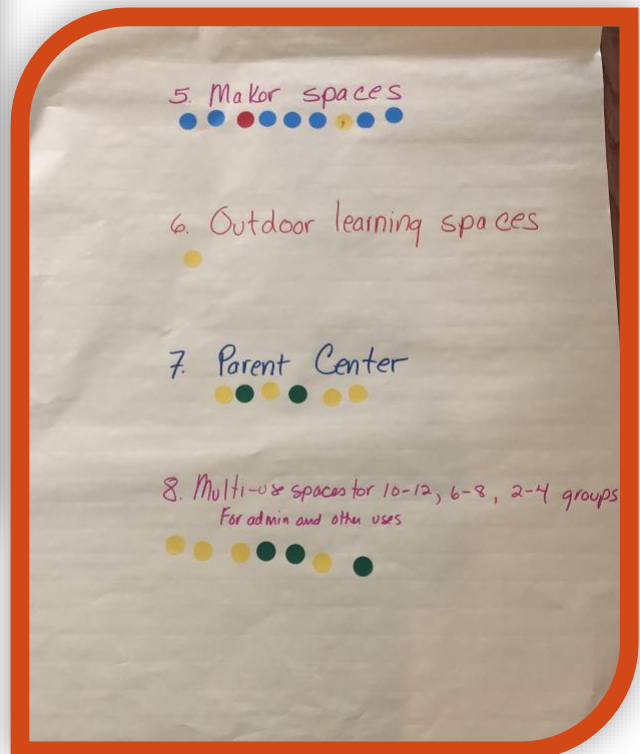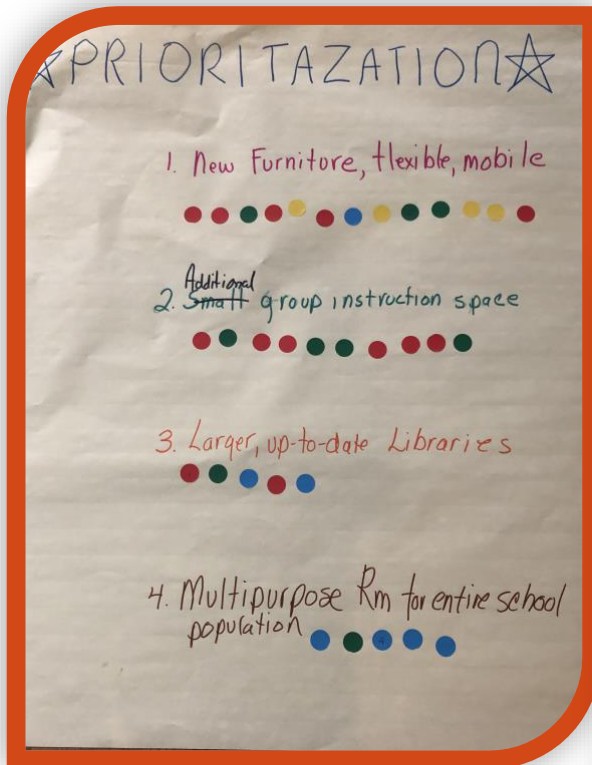
The Committee reviewed two Association for Learning Environment videos with projections for educational facilities in 2035. Gleaned from the group discussions following the videos were the following themes:

- Equitable access
- Choice of what to learn
- Flexibility – able to readily change
- Ownership by children
- Comfort of space
- Shared space
- Open physical space
- Environment more individualized
- Opportunities to experiment
- Ability to collaborate
- Concern for students that are not as self-directed
- Still need for lecture
- Collaboration between teachers

Comments that Goleta Union is already:

- Changing computer labs to STEAM labs
- Providing more than one seating option
- Moving away from isolation
- Data driven
- Collaborative

The Committee also reviewed Chapter 4, *Designing Learner-Centered Spaces*, of the book *Learning Transformed* by Eric C. Sheninger and Thomas C. Murray. The takeaways from these readings included designing for:

- Collaboration
- Self-directed learning
- Inquiry, exportation and creation
- Active learning
- Relationship building
- Ownership
- Sustainability
- Student safety

Educational Specifications Survey

An Educational Specifications survey was sent to all Goleta Union staff on April 1, 2019. One hundred and forty-three (143) staff members responded, and all school sites were represented. Staff were asked open-ended questions about what two to five features of the physical learning environment are most important and most engaging for student learning, and what two to five features are most important for staff satisfaction and comfort.

Around the topic of student learning environments, ten themes emerged:

- ❖ Small group instruction space
- ❖ Flexible, new furniture
- ❖ Natural lighting
- ❖ Mobile furniture
- ❖ Space for movement and flexible groupings
- ❖ Comfortable temperatures and HVAC
- ❖ Clean environments that are clutter-free
- ❖ Outdoor space
- ❖ Comfortable seating/space
- ❖ Safe spaces

The themes that emerged for staff job satisfaction and comfort are:

- ❖ Adequate storage
- ❖ HVAC and climate control
- ❖ Comfortable space to sit, ergonomic, flexible furniture, stand-up desks
- ❖ Aesthetically pleasing
- ❖ Natural light, adequate light, light control
- ❖ Clean, clutter free, dust free
- ❖ Refurnished cabinets, bookcases, shelves in working order, lockable
- ❖ Adequate appropriate teaching space
- ❖ Restrooms, enough restrooms, restrooms with adequate sinks and warm water
- ❖ Fresh paint

> Space is important! Having space and flexibility within the classroom maximizes effecting teaching and differentiation. Having space on campus for specialists and learning supports is necessary. Having adult spaces to collaborate and meet (data team meetings, SST, Team meetings, IEP meetings) that allow technology to be used and information to be shared is integral to a productive and successful environment. Not having adequate spaces is stressful, chaotic, and creates scheduling challenges that result in decisions that are not in the best interest of the children.
>
> -Educational Specifications Survey Respondent
>
> -

A series of questions were asked about what type of facilities should GUSD consider as it plans for capital program initiatives. Consensus results include:

- Safe and secure schools are a top priority for staff.
- Spaces for art, science and music and a variety of teaching spaces including libraries are strongly supported.
- Flexible, aesthetically pleasing spaces that facilitate student-teacher interaction and allow for collaboration and interdisciplinary and team teaching are strongly supported whereas community use is not as strongly supported.

Staff were asked to rank the top five technology tools that would have the greatest impact on student learning. The top five choices include:

- Adaptive learning software geared to adjust levels of difficulty or student needs
- Chromebooks for every student
- The ability to access the internet anywhere on campus
- Interactive large screen monitors
- Separate spaces for computer labs.

There were other open-ended questions on twenty-first century learning environments with thoughtful responses that emphasize students and teachers thrive in environments that inspire them and for which they can be proud.

Having an aesthetically pleasing classroom is extremely important to me…I think having the perfect balance of teacher's touch, along with student work around the classroom is also vital. The learning space needs to be a calm environment and also a place where students can feel comfortable to work without distraction.

-Educational Specifications Survey Respondent

Rio del Sol K-8 Academy, Oxnard

I'd like to see more focus on creating fresh, clean and updated physical space that facilitates learning, creativity and positivity. Students and staff deserve to be in a high functioning, aesthetically pleasing environment that welcomes and inspires them to be great every day.

-Educational Specifications Survey Respondent

GUSD Vision, Mission, Values and Beliefs

The GUSD Strategic Plan is fully aligned with California's required Local Control Accountability Plan (LCAP). Both documents are reviewed and revised on an annual basis. The LCAP addresses eight specific State priority areas. The Strategic Plan encompasses the foundational aspirations and strategic priorities reflected in the LCAP. Together, the two documents define the District's mission, vision, values, goals and strategic priorities as follows:

Vision

Powerful Instruction
Purposeful Individualization
Productive Partnerships

_____

Solid Evidence of Student Success

The GUSD will be an example of 21st century learning for families and their children attending public elementary schools in the Goleta Valley. Pre-kindergarten through sixth grade students and staff will work in an atmosphere that fosters critical thinking, communication, collaboration, and creativity. Teaching and learning will occur in an environment that encourages innovation and provides ample opportunity for access to digital media and other tools that support mastery of rigorous learning objectives. Each child will experience a broad course of study that extends beyond the basics and includes opportunities for enrichment, extension and intervention purposefully connected to individual needs through ongoing observations, evaluations, and formative assessments.

Mission

The mission of the Goleta Union School District is to maximize
academic, intellectual, and personal growth in order for each student
to prospect in, and positively influence, a diverse and dynamic world.

Values and Beliefs

Success for every student [*Aligned with LCAP Priority 4: Pupil Achievement*]
We value the importance of each child and seek to maximize the learning and development of each child. We believe that powerful differentiated instruction, tailored to meet individual needs, leads to expanded achievement and increased mastery of rigorous learning objectives.

Effort, perseverance, and responsibility [*Aligned with LCAP Priority 5: Pupil Engagement*]
We believe powerful learning flows from the desire, effort, and personal responsibility of curious learners and committed teachers. We value strong connections between instructional content and student experience as sources of motivation, perseverance, and engagement. We regard self-direction, self-confidence, and self-esteem as positive outcomes of appropriate challenge, hard work, and achievement.

Learning beyond basics [*Aligned with LCAP Priority 8: Other Pupil Outcomes*]
We value the whole child. We believe a comprehensive elementary course of study includes a variety of cultural, artistic, physical, and social experiences. We embrace, as essential outcomes of a well-rounded education, a deep understanding of the responsibilities of our democratic heritage, and the important attributes of personal character, including honesty, respect, integrity, and compassion.

Safe, healthy and secure environments [*Aligned with LCAP Priority 6: School Climate*]
We believe that providing a safe, healthy, and secure environment in our schools is a prerequisite to effective teaching and learning. We value the opportunity to shape student conduct through high expectations and positive responses to challenging behavior.

Teamwork, partnership and respect [*Aligned with LCAP Priority 3: Parental Involvement*]
We believe in the power of teamwork. We value productive collaborative learning environments for students and teachers. We respect the diverse skills and perspectives of parents, staff, and community through meaningful partnerships that support and shape our programs and priorities.

**High-quality services** [*Aligned with LCAP Priority 1: Basic Conditions of Learning*]
We believe a highly qualified and inspired workforce with committed instructional and fiscal leadership is the foundation of effective student learning and innovative practice. We are committed to well-maintained and well-equipped facilities. We value effective instructional materials aligned to rigorous standards to amplify student success.

Best instructional practices [*Aligned with LCAP Priority 2: Implementation of State Standards*]
We value instructional strategies informed by multiple forms of ongoing assessment that stimulate each child's critical thinking, problem solving, depth of understanding, creativity, and love of learning. We believe the firm foundations of career and college readiness are formed in elementary grades and prepare our students for future success.

Equity of experience [*Aligned with LCAP Priority 7: Course Access*]
We value the strength of diversity in our schools and community and strive to provide equitable resources and experiences for each child and family we serve. We work to eliminate prejudice and bias among our students and staff. We strive to reach consistently high levels of achievement for each demographic group in our District and to dismantle systemic obstacles to success for all.
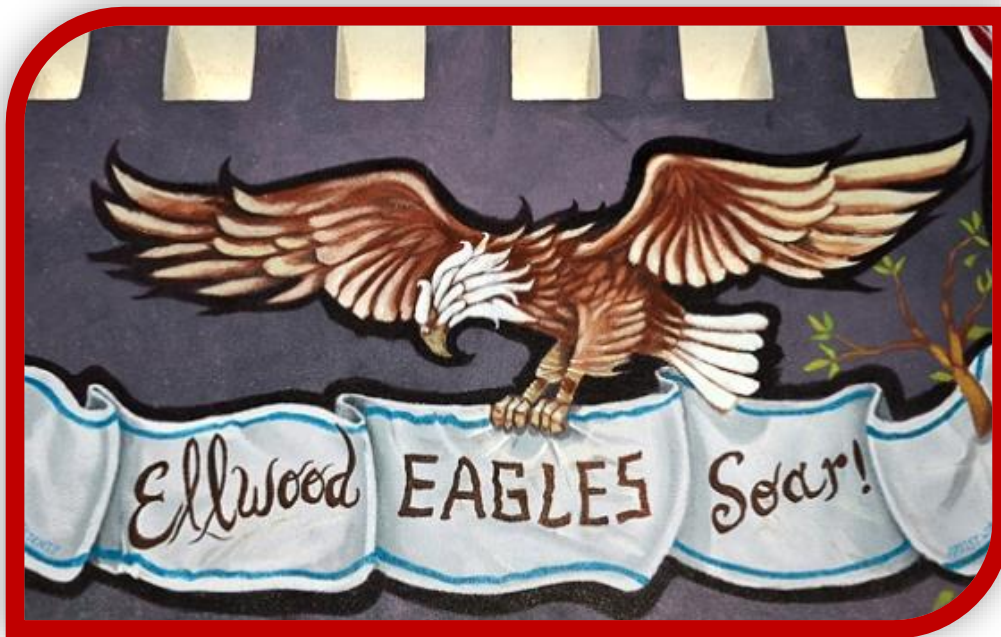
Educational Specifications Design Guiding Principles

These following Design Guiding Principles were developed by the Board of Education at the beginning of the Educational Specifications process:

Preamble

The Goleta Union School District will provide a school environment where all students can learn and grow to their full potential.

Guiding Principle #1: Learning Environments

- Create future ready learning environments that:
    - Are researched based
    - Are flexible and adaptable to evolving program needs
    - Enhance teacher/student and teacher/teacher collaboration
    - Are sensitive to social and emotional learning needs
    - Are of highest standards for classrooms, including best practices for learning environments
    - Maximize learning and emphasize engaging and positive interactions between teachers and students, amongst student and between professionals
    - Support evolving needs for high quality instructional technology that is balanced
    - Provide spaces for performing arts

Guiding Principle #2: Wellness, Safety and Security

- Design and upgrade schools that:
    - Are welcoming, spacious and encourage good eating habits
    - Integrate safe environments that enhance community
    - Consider the safety needs of elementary students and staff while being inviting
    - Provide spaces for outdoor play and outdoor learning

Guiding Principle #3: Sustainability

- Goleta Union schools will:
    - Be environmentally sustainable and healthy environments
    - Use low emitting materials
    - Address issues of climate change, clean water access and waste reduction

Guiding Principle #4: Equity, Access and Cultural Proficiency

- All schools will have basic standard facilities similar in size that include:
    - Science, Technology, Engineering, and Math (STEM)
    - Art
    - Music
    - Multipurpose rooms
    - Adequate number of restrooms
    - Libraries
    - Special education spaces and accessibility
    - Areas for collaboration and small group instruction

- Learning spaces will:
  - Have natural light
  - Comfortable temperatures
  - Feeling of safety
  - Adequate ventilation
  - Variety of furniture

- Spaces will encourage cultural proficiency

Mountain View School

District and Schools Overview

The Goleta Union School District serves the Goleta Valley, a suburban community of approximately 90,000 people that includes the City of Goleta and a large unincorporated area. The valley lies between the Santa Ynez Mountains and the Pacific Ocean and is adjacent to the City of Santa Barbara in California. The area is known for its cultural, academic, and recreational opportunities, as well as its mild climate.

The District serves 3,566 elementary students (K-6) in nine schools. Six schools receive schoolwide Title I support, three schools host District transitional kindergartens, and three state preschools are located at District facilities. In addition, the District runs the Learning Tree Preschool, which enrolls special education students and general preschool students. Afterschool care programs are available for all schools, including either state supported Afterschool Education and Safety (ASES) programs or the District-run @Afterschool program.

Grade-level class size averages are under 20 in Grades K, 1, 2, and 3; and under 23 in Grades 4, 5, and 6. The District has a diverse student population and professional staff. Approximately 30% of students are English-Language Learners. Low-income students account for 38% of enrollment. Foster youth population is less than 5 students districtwide.

Below is a summary of the schools' enrollment and capacity based on the state school facilities program loading of an average of 25 students per classroom.

Site	Grade Level	Classrooms*	2018 Enrollment	100% Capacity**
Brandon Elementary	K-6	25	420	625
El Camino Elementary	K-6	18	235	450
Elwood Elementary	K-6	23	384	575
Foothill Elementary	K-6	18	459	450
Hollister Elementary	K-6	21	419	525
Isla Vista Elementary	K-6	31	504	775
Kellogg Elementary	K-6	23	455	575
La Patera Elementary	K-6	22	359	550
Mountain View Elementary	K-6	20	331	500
Totals		201	3,566	3,975

*From District's Classroom Inventory Data

**Based on state loading 25/classroom
Note: Does not include El Rancho School

Overarching Trends

Flexible Design

The California Department of Education's Flexible Learning Environments Best Practice document advises that "learner-centered classrooms should be designed to accommodate different teaching and learning formats, including: individual study and reflection; one-on-one instruction; peer-to-peer discussion; small group work; teacher directed instruction; and, student presentation." A flexible classroom is fundamental to a teacher's ability to adapt to various learning styles. As enumerated in the best practice, one way to understand flexibility is through five properties that support constructive teaching pedagogy: fluidity, versatility, convertibility, scalability, and modifiability.

Mobile and flexible seating allow for cooperative learning and easy classroom transitions. Paragonic.com

Flexible schools also provide space outside the classroom for collaborative learning, such as:

- Learning studios with abundant daylight, flexible furniture and space for group projects;
- Open areas, such as atriums and learning "streets"—instead of corridors—to encourage social interaction;
- Project rooms with high celings, work tables, and specialized equipment for inventing, creating, and building;

- Multiage rooms where students can mix and match according to interest and aptitudes; and
- Outside learning where students work on community service projects, and use community sites, such as museums and libraries, like classrooms.

Innovative school designs may incorporate rolling or sliding doors and movable interior walls that allow linked classrooms to work in common areas or on outdoor learning projects. "Shared learning spaces foster a sense of community as students work in teams on such areas as STEAM," according to the best practice document.

Gen7 STEAM Modular Classrooms—open to the outside

Engaging Technology

Engaging with technology will equip students with future-focused skills. The Educational Specifications Survey summarized earlier in this document and the Instructional Technology chapter highlight the importance of access to Wi-Fi throughout the campuses and instructional technology as a tool for personalized learning. Technology is no longer solely addressed within a computer lab; rather it is available throughout the building design.

Connectivity to Outdoors

The best practices document summarizes that outdoor learning is integrated with standards-based academic subjects and should be utilized as more than a stand-alone learning option. Outdoor learning increases academic learning, and exposure to nature has social, emotional,

and physical benefits for students. Sun and rain shelters are important components of campus design for outdoor learning.


Outdoor Learning Space, DLM HED Architects (above) and Commons and Social Space (below)

Social Spaces

School design has the power to reach the whole learner—cognitive, physical, and emotional. Social spaces for students to gather informally, play, talk with their classmates, and develop as individuals is as important as the formal learning environments.

Collaboration

Collaborative learning environments foster peer-to-peer interaction and allow teachers to facilitate student learning and professionally mentor other teachers across the campus. Collaborative learning spaces call for flexible furniture to allow versatility and easy modification from large group instruction to small group instruction and quiet spaces to maker spaces.
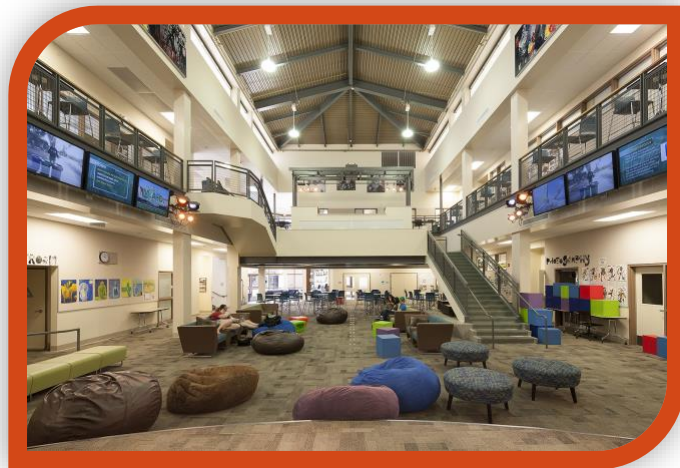
Sustainability and Healthy Buildings

Sustainability

One way to ensure sustainable schools is to adhere to The Collaborative for High Performance Schools (CHPS) design standards under the CHPS Designed™ recognition program. CHPS standards are designed to help school districts in every community across the country reduce operating costs, achieve higher student performance, increase daily attendance, retain quality teachers and staff and minimize environmental impact by designing and modernizing schools utilizing the CHPS scorecard about all aspects of high performance school design, construction and operation. CHPS develops tools that help make schools energy, water and material efficient, well-lit, thermally comfortable, acoustically sound, safe, healthy, and easy to operate. CHPS also addresses low emitting material types and provides a high-performance product database.

Healthy Buildings

In 2016, the Healthy Buildings team at Harvard released The 9 Foundations of a Healthy Building, which synthesized 30 years of scientific evidence into the nine fundamental building factors that influence health and performance. The 9 Foundations provides a valuable framework for thinking about school facilities in the United States and other developed nations.

Architectural teams, in addition to the CHPS standards above, should consider the framework of these nine foundations as they approach each GUSD school project:
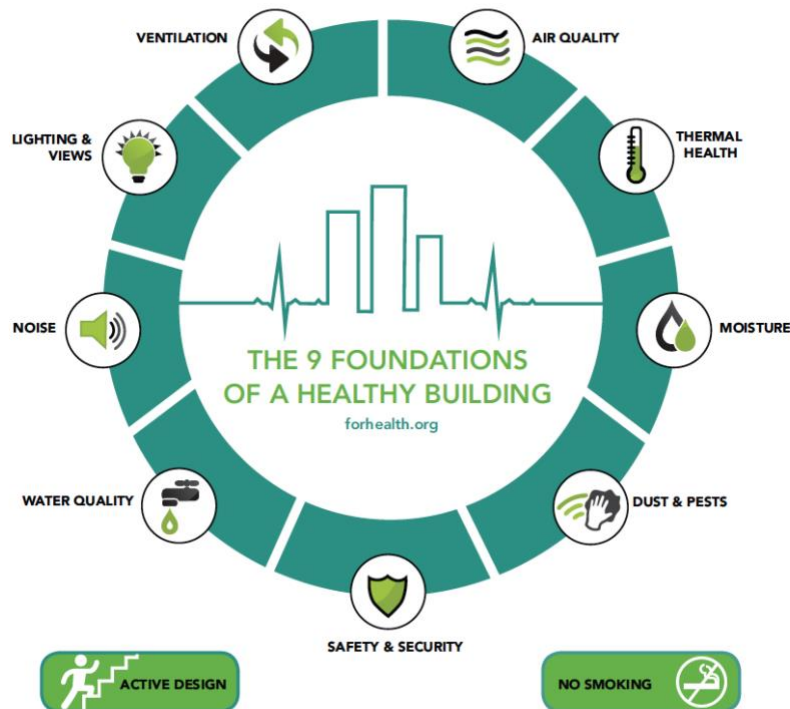
(*9Foundations.ForHealth.org*)

Space Program

The following space program is recommended as the district evaluates existing spaces and plans for capital improvements.

Learning Spaces	Net Square Footage
PreK, TK, Kindergarten Classrooms	1,350
1-3 Classrooms	960
3-6 Classrooms	960
Additional Group Instruction 1 per every 2-4 Classrooms for Certificated Tutors	480
Collaborative Space	600
Student Restrooms Per Code for Capacity	75
Storage	100
Work Rooms	200
Staff Restrooms Per Population	75

Learning Activities	Net Square Footage
Maker Space	1,000
Art/Music/STEM/Computer per Classroom	1,000

Learning Commons	Net Square Footage
Library	1,700
MP Commons / Food Service*	4,000
Stage (included above)	1,000
Kitchen	425
Chair Storage Areas	300
Physical Education Storage	200
Restrooms	75

Office Support	Net Square Footage
Main Office (2 staff)/Welcome Center	400
Conference Room/Collaboration	400
Principal's Office	200
Storage	200
Staff Lounge	450
Staff Workrooms	400
Health / Wellness	250
Parent Center / Community	600

Learning Support Spaces	Net Square Footage
Special Day Class (SCD)	960
English Language Learners, Title 1, Resource Specialist Program**	600-960
Occupational Therapy / Physical Therapy, Sensory Room	300

|	
Specialist Offices: Speech, Psychology, Title, Others***	200-400
Itinerant Staff Shared Office	200
Testing/Quiet Room	50
Storage	100
Restroom / Changing	120
Storage / Work Rooms	100
Outdoor Learning	**Net Square Footage**
Hardcourt	See Physical Education Section
Open Fields	See Physical Education Section
Play Apparatus Areas	See Physical Education Section
Outdoor Teaching Station	See Outdoor Learning Spaces Section
Garden	See Outdoor Learning Spaces Section
Building Support	
Custodial/Maintenance	500

*Will vary depending on school size

**Depending on site program size

***Depending on site program
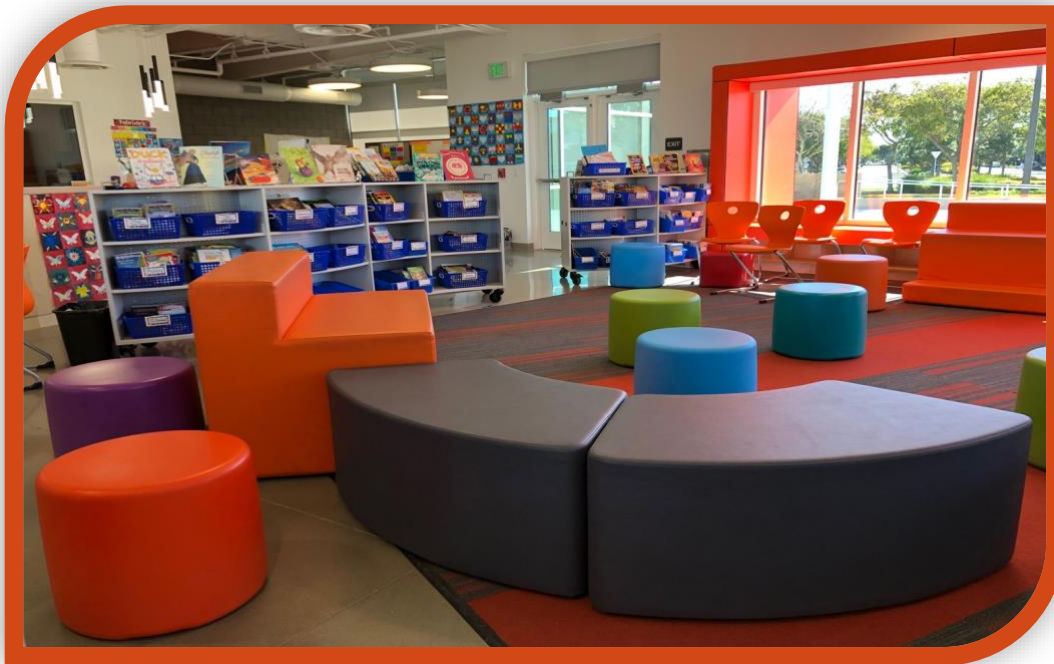
Del Sol K-8 Academy, Oxnard

Instructional Technology

The GUSD has a current instructional technology standard that is under review and will be updated in the 2019-2020 school year. Below are best practices and a summary of the current instructional technology standard.

Vision

GUSD recognizes technology as a tool that can support and promote the integration of the 4 Cs in its daily instruction and student learning. The district values students having access to devices, smart TVs, and other digital supports. At the same time, the Board also recognizes the increased concern of too much screen time in the daily lives of its young students and wishes to be mindful that the district optimizes its technology time so that any child's overall screen time is appropriate for their age and needs.

Technology enhances strong student learning by providing students with greater access and rich opportunities, through powerful instructional models supporting:

- Differentiation of instruction
- Self-directed and teacher-directed learning
- Student centered learning developing student ownership of their learning
- Blending of curriculum and technology
- Highly complex instruction and learning
- Flexible and responsive instructional practices
- Increased teacher productivity, collaboration, efficiency, and efficacy

Trends

The Consortium of School Networking (CoSN) publishes an annual report geared toward technology trends spanning five years. This report, called the NMC/CoSN Horizon Report, offers a guide to the future, as trends become reality. The 2018 K–12 Education report charts long-term and short-term trends, including:

- Redesigning learning spaces to reflect the 21st-century practices taking place within them. The role of teachers is evolving to support more student-centric approaches to better prepare learners for future workforce and new approaches to classroom design are supporting this shift [with] active learning spaces that have the characteristic of being mobile, flexible, varied and connected – they value tables, stations, and hubs over rigid structures.
- In the short-term, the rise of coding and programming skills as literacy emerged. These skills will bolster problem-solving, creativity, and critical thinking skills. And, the rise of STEAM learning which engages students in a multi- and interdisciplinary learning context that can break down barriers that have traditionally existed between different classes and subjects offering learners opportunities to make connections.

District Technology Standards—Classroom and Office Spaces

- TK-2 is provided IPADS on a 1:2 ratio and 3-6 is provided Chromebooks on a 1:1 ratio
- Teachers are issued a MacBook laptop and an iPad to use in conjunction with a classroom Smart TV set-up
- Each classroom is equipped with a charging station to support student device charging

- Other staff or office set up: iMac desktops and/or laptop for School Office Manager
- Printers previously determined at each site, moving toward a pod-printing structure with a supported service (Currently Xtech Printing)

District Technology Standards—Other Spaces

- Libraries will function more like media centers
- Mini project stations should be designed that allow for quiet zones that allow for video production
- All common or courtyard spaces must have wireless connectivity to support after-hours access

The demand for more digitally produced work invokes the need for mini video production environment so students can demonstrate their work. Also, other common spaces should be reevaluated to allow for small and large group configuration. An example of this is noted in the Schools Planning & Management: Reimage Your Media Center.

Learning Spaces (Classrooms)

Vision and Program Statement

Each of the elementary schools celebrates and serves a diverse student population. Each is part of the GUSD whose mission is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world. Central to this mission is creating a conducive space for learning, accessible to all, that addresses the whole child, including social and emotional needs, while giving students a sense of security, stability and safety.

Common vision threads throughout each school's welcoming statements—to work collaboratively with faculty, staff, parents, and community to ensure that all students have the foundation for academic and personal excellence. Each student's unique physical, social, emotional, and intellectual contributions are valued, ensuring a student-centered, enriching, safe, and supportive learning environment. Central to each school's mission is for each child to achieve mastery of California Common Core State Standards, English literacy, and a lifelong love of learning.

Trends

Grade level collaboration among teachers and improvement of instruction through review of student data together with differentiation of lessons for students of different skills levels continues to be the focus for GUSD. Instruction is more enhanced and hands on necessitating greater planning times. Class size reduction through the Local Control Funding Formula continues to influence elementary education.

Critical thinking, decision making, problem-solving, and other important life skills associated with utilizing a wide variety of information resources are integral to the entire educational process. Students collaborate with one another editing and reviewing each other's work.

Outdoor learning, balanced instructional use of technology, and diverse furniture choices that maximize individual student comfort and learning are important themes for future ready schools.

Curriculum / Anticipated Use

- Common Core
- English Language Arts (Reading, Writing, Listening, and Speaking)
- Mathematics
- Science and Health
- History and Social Science
- Visual and Performing Arts
- Physical Education
- Technology and Computer Skills
- English Language Development

Educational Process

The teaching and learning activities for the elementary grades are done in many settings. Students do individualized work; whole group learning with the teacher; small, flexible group work with Certificated Tutors (CT); center activities; and special projects that relate to real life within the community. Demonstrations and breakout sessions are conducted. Workspaces with hands-on materials are utilized. Student work and special projects are amply displayed for

numerous purposes. Student access to material areas and display areas is critical to instruction.

Teachers circulate around the classroom space so as to monitor individual student needs, work with various flexible groups, give small group demonstration lessons, conference with students on a one-on-one basis as well as instruct the whole group for certain periods of time.

Certificated Tutors (CT)
Each site uniquely administers Certificated Tutors for instructional support. Certificated Tutors require group instruction space that is self-contained and allows for individual instruction with up to 20 students at a time. Certificated Tutors can be assisting with Academic Language Development (ALD) or English Language Development (ELD), enrichment or science – programs differ according to the elementary school population needs. There should be small group instruction space for CTs together with storage area for materials and personal belongings.

Orientation and Relationship
Classrooms are arranged in grade level and mixed age clusters in elementary to facilitate the collaboration of students and teachers so that they may function as learning teams.

Space Requirements
Design should incorporate versatile space and furniture so that the learning space can shift directions in a short span of time. Easy-to-move furniture, allows teachers to adapt their environments to maximize learning outcomes.

The elementary learning space, including those for CT classroom work, should include the following:

- Minimum 960 square feet; 1,350 square feet for Kindergarten (K) and Transitional Kindergarten (TK)
- Adjacent indoor area for small group instruction
- Nano or another adjustable wall between classrooms for interdisciplinary instruction and creation of learning studios as budget and existing wall structures allow
- Connection to outside for outdoor instruction
- Floor to ceiling magnetic whiteboard on teaching wall or magnetic whiteboard at student height with storage below
- Option for teaching wall with magnetic sliding whiteboard and storage behind
- Resilient adhesive floors that meet California Green Standards
- Blinds for windows

Technology (See Instructional Technology Section) – placement of technology within the classroom is important and should be flexible.

Display

- Mobile whiteboard(s) (option)
- Tackable wall surfaces – floor to ceiling

Cabinetry/Storage

- Backpack storage—either cubbies or hooks for 25-28 students immediately outside elementary classrooms

- Two (2) to four (4) full height, double door, lockable storage units (could be mobile), one (1) with wardrobe area to hang teacher's coat
- Two (2) or three (3) built-in bookcases (could be mobile), height appropriate to developmental age

Utilities

- One (1) deep sink per classroom with drinking fountain and hot water (counters and cabinets adjacent to sink)
- Minimum two (2) electrical outlets per each wall
- Charging zone for Chromebooks and other devices
- Climate control thermostat

Furniture and Equipment

- Moveable, versatile furniture for 25-28 students
- Rugs or carpet for structured academic time
- Mobile Chromebook carts and/or space
- Teaching cart
- Assistive listening devices and systems as needed

Specifications for Existing Classrooms

Securing new, moveable and versatile furniture for students and the teachers/staff is one of the top recommendations of the Educational Specifications Committee, a recommendation supported strongly in the staff survey. Versatile furniture can mean couches, benches, ergonomic chairs, rocking chairs, ball chairs, beanbags, café tables, bistro tables and chairs, adjustable-height tables and armchairs.

Refreshing and redesigning the learning space is also specified, through operable windows, updates in cabinetry, flooring and wall systems including writable wall surfaces and use of color to enhance the learning environment and create child friendly, fun and engaging learning environments. Creation of operable walls for learning studios and team teaching, and consideration for students' social emotional needs through the creation of reading and breakout cubbies is also recommended. New lighting, skylights (where possible) and enhancing natural lighting are also recommended for consideration in existing learning spaces.

Creating or reclaiming small group instructional areas for combination classes, English Language Development, Certificated Tutors and intervention is needed.

Outdoor learning spaces with shade structures adjacent to classrooms and where possible better connections to outdoor spaces through roll-up doors or other design means are important. Both the appropriate number of restrooms for students and staff and the refreshing of existing restrooms are also recommended, including in-classroom restrooms for TK and K.

Small Group Instruction

Learning Space (Classroom)

Connection to Outdoor Learning

Collaborative Space
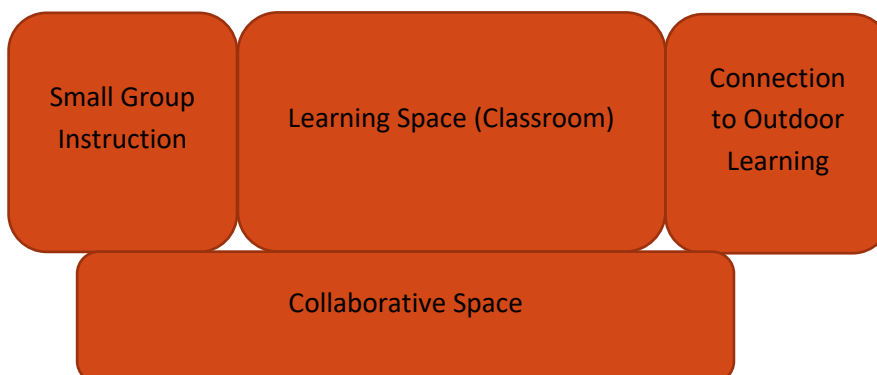
Maker Space

Vision and Program Statement

The vision is for each elementary school to have a flexible classroom or maker space to support Science, Technology, Engineering, Art, and Math (STEAM) curriculum and to serve as a space for unique programmatic needs of each school. GUSD is focused on improving STEAM education within its core academics.

Trends

Many elementary schools are addressing STEAM through maker spaces and spaces with the flexibility to delivery STEAM activities before and after school. Diversity and equity in STEAM continues to be a top educational priority throughout the state. STEAM encourages design thinking, a skill-set necessary for today's work environments.

Curriculum and Anticipated Use

This space is intended to allow for a variety of uses and curriculum for hands on learning. Students will engage in questioning, problem solving, collaboration and hands-on activities including robotics and coding.

Orientation and Relationship

The STEAM flexible classroom is located adjacent to outdoor learning space and central to other classrooms on the campus.

Space Requirements

This learning space will allow for versatility, fluidity and the ability to adapt for future uses. Robust electoral outlets and resilient adhesive floors that meet California Green Standards and instructional technology will also allow this space to be used in a variety of manners. Spaces for digital media, programming and craftmanship will be part of this space. Sturdy and writable work surfaces are desired with areas to display and store tools and to display student work. Space and storage are necessary for large scale projects and multi-day projects.

MOXI, Santa Barbara

Existing campus computer rooms are the likely space for transformation into Maker Spaces as one-on-one access and development continues in the regular classroom settings.

This space is also accessible for after school programs and clubs.

credit: Photoarchitecture.com

Green Screen Technology – Makerspaceforeducation.com

Elementary Art

Vision and Program Statement

At each school level, art instruction should provide avenues in which each student can work at a personalized pace to learn and develop self-expression and self-confidence.

The *Visual and Performing Arts Content Standard for California Public School (2019)* outlines subject area standards that provide the foundation for instruction. The adopted course of study for grades 1 to 6 includes instruction in visual and performing art, including dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.

Trends

In addition to acknowledging arts education as crucial in and of itself, many researchers and educators extol the virtues of arts education as extending beyond creativity and artistic literacy to have a beneficial effect in other areas. Arts education boosts school attendance, academic achievement, and college going rates; improves school climate; and promotes higher self-esteem, connectedness to school, and social–emotional development (California Department of Education, Introduction to Arts Standards).

Curriculum and Anticipated Use

Like the other disciplines, in visual arts the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of visual art. The artist imagines, executes, reflects and refines work before finally completing a piece of work (creating), shares or displays the work (presenting), reflects on the completed work (responding), and connects the experience to other contexts of meaning or knowledge (connecting). *Source: California Department of Education, Arts Standard.* Art history and appreciation are also part of the curriculum.

Educational Process

Aspects of multiple standards can be combined within a learning activity: students can learn by solving problems, exhibiting their work, and thinking critically about them, by relating theirs to other ideas, experiences, contexts, and meanings and refining their future work to a more sophisticated level. The concepts embedded in the standards reflect the scope of learning – the knowledge, skills, and understandings – taught through study of the visual arts.

Instruction in the arts utilizes numerous strategies including teacher-directed instruction and student-centered learning. Grouping strategies allow students to collaborate and to experience the arts as performers, creators, and patrons.

Orientation and Relationship

The art classroom should have an orientation to outdoor instruction space.

Space Requirements

Classroom Area Layout

Instruction in the art classroom will integrate whole-group direct instruction with small-group differentiated instruction and hands-on collaborative activities. As a result, the size of the classroom must be large enough to allow for art space to accommodate a minimum of 25 students or a recommended 1,000 square feet.

The art classroom should lend itself to having space for multi-day projects. It will have a learning wall, storage areas and display areas in additional to tackable wall surfaces.

Space Requirements – Art Classroom

- 1,000 square feet
- Accessible, deep art sinks
- Open shelving
- Garage type door opening to outdoors when possible
- Utility connections throughout
- Storage areas for both classroom and afterschool use

Space Requirements – Outdoor Art Courtyard and Classroom

- Wireless connectivity
- Outdoor activity space for multiple classes
- Wall for projection screen

Instructional Technology (See Instructional Technology Section)

Elementary Music

Vision and Program Statement

The *Visual and Performing Arts Content Standard for California Public School (2019)* outlines subject area standards that provide the foundation for instruction.

Trends

In addition to acknowledging arts education as crucial in and of itself, many researchers and educators extol the virtues of arts education as extending beyond creativity and artistic literacy to have a beneficial effect in other areas. Arts education boosts school attendance, academic achievement, and college going rates; improves school climate; and promotes higher self-esteem, connectedness to school, and social–emotional development (*California Department of Education, Introduction to Arts Standards*).

Curriculum and Anticipated Use

The four artistic processes in music curriculum K-8 are creating, performing, responding and connecting. All GUSD 4th graders experience music with recorders and depending on school sites other grades utilize a variety of instruments.

Educational Process

The Visual and Performing Arts Content Standards for California Public Schools identities three modes of instruction for a comprehensive arts education program:

- Subject-centered arts instruction in dance, music, theatre, and the visual arts
- Instruction connecting the arts disciplines
- Instruction connecting the arts and other core subjects

Instruction in the arts utilizes a number of strategies, which balance teacher-directed instruction with student-centered learning. Grouping strategies allow students to collaborate and to experience the arts as performers, creators, and patrons.

The focus of instruction in all areas of arts education is to develop students' foundation skills in the disciplines(s) studied. Though the content standards identify what students should know and be able to do at each grade level, the Framework makes it clear that decisions about how best to teach the standards should be left to teachers and district staff.

Orientation and Relationship

Orientation of the music rooms to performance space such as the Multipurpose Room and outdoor performance areas is optimal. The music room should not disrupt regular classroom teaching.

Space Requirements—Music Classroom

- 1,000 square feet minimum
- This space will be multi-use including after school usage
- Soundproof, and properly attenuated for music
- Room for 25 students
- Carpeted
- Tackable walls
- Magnetic whiteboards and music cleft whiteboards
- Built-in sound system

- Multiple electrical outlets on walls
- Large, operable, tinted, and covered windows
- Storage space for instruments, music

Instructional Technology (See Instructional Technology Section)

Welcoming Office, Wellness and Community Support

Vision

The school office complex serves as a welcoming information center and is an integral part of the school environment; therefore, it has an attractive, inviting, interactive, and problem-solving orientation. The main entry of the building provides the opportunity to welcome and inform all students and visitors to the campus. It provides wayfinding helping students, particularly in early grades, where to go on campus. The office is also a location for school spirit and identity where the vision is promoted.

Trends

As a community outreach and family health resource support, the school office provides information and resources. The focus on community and school partnerships requires a welcoming atmosphere and space to facilitate cooperative working relationships. Home and school communication are maximized with computer and video capabilities. The office space is flexible for multiple uses and various groupings.

The information disseminated from the office team supports and enhances knowledge of programs available at the school for parents, visitors, students, and staff.

Teaching and Learning Activities

Generally, there will be a school secretary and clerks (as allowed by hiring formula). The office team is responsible for meeting and greeting parents, teachers, students, and visitors daily. The office is a space where design must be for safety and be welcoming and inviting. Other duties of the clerical staff include: bookkeeping, making bank deposits, filing, answering phones and intercom, registering, computer work, using copy machines, maintaining student records, receiving visitors, supervising waiting area, monitoring student injuries and illnesses, maintaining inventory of office and classroom supplies, sorting school mail, preparing reports, and completing other activities as needed. There is a connection between the health services area and the general office area.

Health services staff treat individual children and interview and counsel parents and teachers. A private space is needed for this function in the office complex.

Space

- A reception area that can accommodate at least four (4) visitors/students
- A general office area that accommodates up to two (2) staff members
- A health services office with room for a cot and medical storage, and provides confidentiality

Technology

- Technology needs in the office require multiple networking jacks to link numerous machines
- Copy and digital duplicating machines
- Printers networked and shared
- Other new technology as trends dictate

Display

- Tackable walls for student work displays
- Monitor in the reception area for school news display

Cabinets and Storage

- Lockable file cabinets for cumulative student records as well as other confidential information
- A built-in safe which includes lockable drawers
- Lockable storage closet for office supplies
- Adjustable open shelving space
- Fireproof cabinets for permanent records
- Lockable cabinet(s) in health clerk station

Utilities

- Sinks with hot and cold water in health clerk station
- One (1) analog phone line for emergencies, which could be used as a dedicated fax
- Electrical outlets: multiple wall, floor, and counter

Furniture and Equipment

- Refrigerator, freezer, icemaker in the health clerk station and in office area for office staff
- Copier, digital duplicating machine, paper cutter and trimmer
- Two (2) cots—one built-in, one foldable—in the health clerk station

Signage
- Office signage should be visible from the entry areas of the school such that students, parents and staff know where to go for school administration
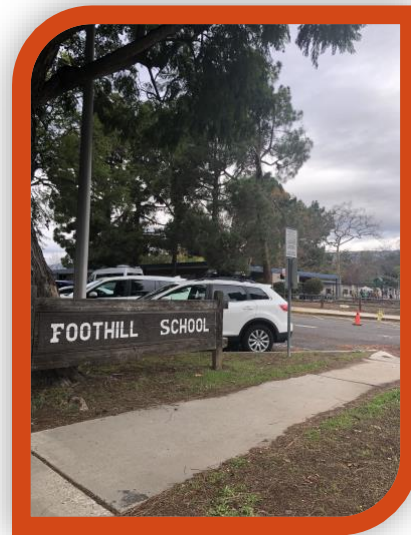
Elementary Office—Administrative Team, Principal

Vision
The office of the principal radiates a friendly, professional atmosphere with flexible spaces for individual and group conferences. Security, privacy, and collaboration potential are important aspects of the office design.

Trends
The administrative team provides leadership and support to teachers. The principal's office is multifunctional to accommodate site-based management, leadership team, technology, and community partnership activities. Management of school security and student safety is addressed in the design.

Curriculum To Be Taught
The principal provides instructional leadership, school management, facilitation for educational reform, and supervision of curricular and student outcomes.

Teaching and Learning Activities
The administrative team works with students, parents, staff, and community members to plan, monitor, and communicate curricular goals. Communication and professional growth opportunities are monitored through conferencing.

Orientation and Relationship
The principal's office is situated for internal observation of the campus for students and school functions. A conference room able to seat no fewer than eight (8) people is located adjacent to the principal's office. Phone, video, and full technological capabilities are provided. This office is accessible to the public and the staff. All interior doors have windows.

Space Requirements

- Office should 200 square feet and accommodate an executive or stand-up desk, credenza, filing cabinet, bookcases, networked computer workstation and printer, and a small, round table able to comfortably seat four (4) people
- Windows allow a line of sight for supervision of students
- Walls have tackable surfaces
- The Conference Room accommodates 8-12 people. It provides collaborative space for parents, teachers, and administrators. It has an overhead short-throw projector or monitor, matte whiteboard, computer and video capabilities, phone, and sink.
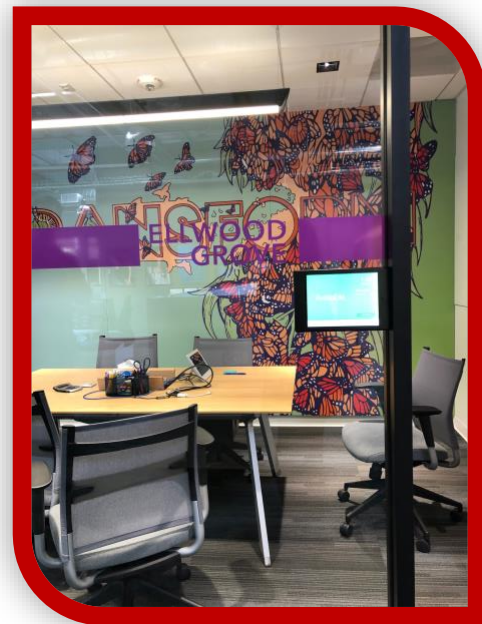
LinkedIn Offices, Carpinteria

Technology

- Each staff will have access to iMac desktops and/or laptop computer with access to printer
- Wireless access point and network drops

Cabinets/Storage

- A lockable closet for coats, sweaters, and other personal belongings is needed; bookshelves, drawers, and file storage are within the closet

Utilities

- Plentiful electrical outlets on all walls and the counter are necessary. No less than two locations on opposite walls should be provided for phone and data jacks.

Furniture and Equipment

- Include all necessary furniture and equipment to meet the professional standards of the administrative complex. Consider the most efficient, space saving, and flexible furniture to best utilize space.
- Space for table and four (4) chairs in principal's office

Elementary Office—Staff Collaborative Space

Vision

The staff workroom provides areas that focus on a variety of activities of professional preparation including research, planning—both independently and collaboratively—preparing materials, and reflective and interactive activities. Both parents and staff members utilize the staff workroom.

Trends

The staff workroom facilitates the preparation of materials by both parents and staff using the latest technological tools. Trends indicate that the workroom will also be used for staff research and professional development. Access to computer networks (school, district, nationwide) is important.

Activities

The activities in the staff workroom include a variety of interactions that require the need for quiet areas as well as areas for machine use. Many teacher-prepared materials, including art projects, originate from this room.

Orientation and Relationships

The staff workroom is adjacent to the school office providing easy access by office staff. Also, the workroom can be adjacent to the staff lounge. Floor space is large enough to accommodate several small tables at which to work and sit in comfort.

Space Requirements

- 400 to 500 square feet
- Counter space to accommodate a variety of small office machines
- Racks for accommodating butcher paper

Technology

- An iMac desktop and/or laptop is available with access to laser printer and scanner as well as network drops
- Conduit and wiring allow for implementation of latest technology and future advances

Cabinetry/Storage

- Counters are of comfortable height for staff to prepare materials and use machinery
- Counters with laminated surfaces and storage cabinets underneath are built-in
- Upper casework is deep enough to store paper and other supplies
- Counter space has open and closed cabinets beneath
- Wall space accommodates the large equipment and cabinets
- Bookshelves are open and closed

Utilities

- Ample electrical outlets with appropriate voltage are placed every three (3) feet around the counters and walls to supply the many pieces of electrical equipment
- Dedicated circuits are provided for copy and digital duplicating machines

- There is a small sink with hot and cold running water and a small counter area for a coffeepot

Furniture and Equipment

- Station for up to three (3) laptop connections
- Bookcases are available for professional development materials
- Equipment includes copy machine(s), digital duplicating machines, a freestanding laminator, paper cutters, die cutter, book binding machines, computers, printers, scanners, phones, and electric staplers

Elementary Office—Staff Lounge

Vision

The staff lounge is an important area that provides a space for teachers and other staff members to collaborate, relax, dine, discuss professional topics, hold formal and informal meetings, and prepare for interaction with students. In addition, the staff lounge is often the focal point for viewing and sharing information on professional development, district, and school news. This room is also utilized as a meeting area for the whole staff.

Trends

Staff rooms adjacent to private outdoor patio areas are becoming prevalent. Some schools are experimenting with student-created lunches such as salads or sandwiches for sale to staff members. Some schools are also exploring physical fitness programs and equipment for staff members.

Activities

Activities, which occur in the staff lounge, include:

- Relaxation on break and lunch period
- Preparation and storage of staff meals
- Dining
- Viewing of areas (such as monitors or bulletin boards) that provide updates on district postings, staff development opportunities, and school news

Orientation and Relationship

Since the staff lounge often serves as the "hub" for all staff members, it is important that it is in an area of campus readily accessible to all members. Staff mail and message boxes are in or near the staff lounge to allow members to quickly and frequently check for mail and messages. Also, staff restrooms are located near the staff lounge. The staff lounge is adjacent to the office complex.

Space Requirements

- 450 square feet
- There is adequate space for dining
- The staff room should provide table seating for no less than 15 to 20 adults. Additional seating on couches and easy chairs is also provided

Technology

- Networked iMac desktops and/or laptop computer and printer

Cabinetry/Storage

- Adequate storage exists for food preparation materials and utensils, as well as for other items needed for serving food such as coffee pots, bowls, plates, silverware, and tablecloths
- Storage space should also be provided for educational materials used by all staff members

Utilities

- The double kitchen sink provides both hot and cold water as well as a garbage disposal
- Electrical outlets should be located at convenient intervals along the walls, particularly in the food preparation area
- Additional voltage is provided to accommodate all appliances
- Water lines are provided for icemakers and drinking fountain
- Phone access is also available

Furniture and Equipment

- Refrigerator and freezer with ice makers
- Microwave
- Double sink with garbage disposal
- Dishwasher
- Oven
- Coffee maker
- Cooking and serving utensils
- Tables and chairs to accommodate 15 to 20 adults while eating
- Soft furnishings
- Bulletin board or video monitor
- Drinking fountain
- Bottled water dispenser
- "Instant" hot steaming water access

LinkedIn Campus, Carpinteria

Parent Center

Vision
Each elementary site will have a Parent Center or space for families and volunteers. The Parent Center's mission is to foster strong partnerships between teachers, families, administrators, students, and community partners through open dialogue, inclusive spaces, ongoing learning, and shared responsibilities that drive and unify the school community.

Trends
Family engagement is key to a healthy and thriving school. Decades of research show that when parents are involved in their children's education, students have higher grades, test scores, and graduation rates; increased motivation and better self-esteem; better attendance; and decreased use of drugs, alcohol, and violent behavior. A recent article on the early successes of the LeBron James' I Promise School in Akron, Ohio, one of the "secret sauces" is the parent resource center that provides parents with G.E.D. preparation, work advice, health and legal services, food and even a quarterly barbershop.

Curriculum and Anticipated Use
The Parent Center provides an area for families to gather, gain resources, connect with staff, and become involved contributors of the school community.

Orientation and Relationship
The Parent Center orients to the front of the school near administration so that parents and students can easily access. There should be access to adult restrooms nearby.

Space Requirements

- 400 to 600 square feet
- Ample space and storage are needed for multiple adults that will be sharing the areas
- Tackable walls for displays
- Carpeting

Technology

- Full access to technological devices and outlets for adequate electrical service, including telephones, electrical outlets, alarm system, HVAC, and network drops

Cabinetry/Storage

- Flexible, movable and ample
- Lockable storage, including coat closet, and adjustable open shelving

Utilities

- A sink and counter space for coffee pot, small refrigerator
- Plentiful electrical outlets

Furniture and Equipment

- Movable partitions to create smaller spaces
- Soft furnishings
- Movable tables and chairs

- Movable computer tables
- Bookshelves
- Desks for staff or volunteers

Parent Center Example

Student Support Program and Services

The common thread connecting all the special needs programs is to provide appropriate access for all students to the general curriculum. Such programs should work collaboratively to seamlessly meet student needs rather than in a piecemeal or duplicative way. The space for these programs can be shared and must be flexible. Not all services will exist in any one school but, if the need for them arises, they must be provided. Therefore, appropriate facilities must be considered in planning. GUSD has four intensive special education programs: autism focus at Kellogg; intellectual disabilities focus at Mountain View; behavioral focus at Ellwood; and, communications impaired at Brandon.

Vision

Special support programs work together to deliver services based on student needs rather than program description. The vision for each site is based on the unique needs and priorities of the community that the school supports.

These federal, state, and general fund programs include Special Education, Title I, grants, and English language development. Ideally, future funding and building resources come through joint use with other agencies such as private industry and county services already serving the local community needs.

Support programs and services include a variety of activities supplemental to, or in lieu of, the general education program. Typically, they are provided to address students' learning rates or styles, which do not respond adequately to the general program. They may also address the needs of students from homes where a language other than English is spoken and (or) where home support is limited.

A description of support programs and services follows.

Trends

Reflecting changes in society, more and more children require specialized support. In addition to students who are eligible for special education programs and services, there is a growing population of students with a wide range of needs that require support service.

Curriculum To Be Taught

Since the aim of support programs and services is to enable students to succeed in general education, all basic subject matter is taught. Also, social and study skills are included. Some services, such as occupational therapy, physical therapy, and counseling address functional skills or other areas. These student needs must be met before academics can be approached. Modifications in materials, manipulatives, and computers may be necessary to accommodate individual needs.

Teaching and Learning Activities

In self-contained or pullout settings students may work individually or in small groups. A high adult-to-student ratio necessitates space for co-occurring multiple activities. The varying skill levels of students served at any given time also calls for space for the adults to move among individuals and groups to aid and monitor independent workers and students coming and going. Provision for noise attenuation and ventilation is included.

With the increasing trend for students to be fully included in general education classrooms, an

additional adult may provide services to a single student or a small group of at-risk students within a general education classroom. Provision for a small annex adjacent to the larger classroom where support personnel can work with individuals or small groups is needed. This space should include lockable storage areas for the personnel using this shared space.

Orientation and Relationship
An area where spaces can be created to house the necessary support programs and services is essential. Not all programs and services will exist at a specific site.

Support spaces are located near the general education classrooms to provide convenience and ease of supervision as students move between support spaces and classrooms.

The responsibility for monitoring ill students often falls to office staff. The room for ill students has an adjacent restroom and has a lockable cabinet for medications. The campus has a restroom for use by students with disabilities requiring toileting assistance and (or) a lift station.

PROGRAMS

Special Education Academic Programs
Children with special needs are provided a full continuum of program options to accommodate individual student's characteristics, needs, abilities, and interests within the least restrictive environment.

Space needs include one-on-one testing and instruction, confidential meeting space, space for small groups, and classroom size facilities. Due to specific learning disabilities of some students, it is necessary to provide acoustic insulation and good lighting, as well as access to telephones, intercoms, and administrators. Toileting may be required. Handicapped access and full ventilation are particularly needed. Flexible space is needed in schools to provide for changing needs of students and programs.

Special Day Class
Special Education serves students academically through self-contained classrooms (SDCs) for students requiring a more intense (more than 50% of the day) level of service. The classrooms may house students with learning or language deficits who are typically ambulatory and able to move about a campus independently. The self-contained classroom may also house students with severe handicaps requiring a need for adequate space for wheelchairs and gurneys. Close-by and accessible restrooms are essential for such classrooms. A classroom designed for severely handicapped typically serves students from several feeder schools. Some classrooms may require special features including an enclosed student restroom, an area for a washer and dryer setup, and a "home" kitchen area for basic student instruction.

Special day classrooms are at least the same size as regular education classrooms and are properly equipped for the students who will occupy the space, for their ages, and for the types of disabling conditions. The square footage allowance in Education Code 17047(a) is used as a guidance for the design of the classroom space and other space on the campus to support the special education program such as speech, psychologist, counseling, and conference. A conference area is available for the annual Individualized Education Program (IEP) meetings for each student. SDCs are distributed throughout the campus with age appropriate regular education classrooms. A cluster of two SDCs may be considered if support or auxiliary services (example bathroom, feeding, physical, or occupational therapy) are needed to serve the

students throughout the day (*State of California, Department of Education, Title 5 Requirements*).

Resource Specialist Program (RSP)
Students who can function adequately in a general classroom for more than half of their school day are served through RSP. Students may receive services in a resource room or learning center where they go for special help. The resource specialist or instructional assistant may also go into their classrooms to provide supplemental help there.

Resource Specialist space is provided between 240 and 960 square feet depending on the number of students served.

Special education also includes numerous services, which provide support of various types to students in general education classes and special education programs. These include:

Foothill School

Speech and Language
Language, Speech and Hearing (LSH) services see students individually or in groups of up to about six students. These students frequently have poor auditory processing and comprehension skills. Depending on the student's assessed need, services may be provided either in the classroom or a quiet environment.

Each elementary school will have a Speech and Language space that includes a desk area for the therapist and small group instruction area for four (4) to six (6) students and should be a minimum of 200 square feet.

Psychological and Counseling Services
The school psychologist tests students individually and counsels students individually or, less frequently, in small groups. Conversations with parents in person-to-person meetings and

telephone conversations are confidential. A private, quiet space with minimal distractions is essential.

Each elementary school will have a psychologist space that includes a desk area for the psychologist and a small group instruction area for four (4) to six (6) students and should be a minimum of 150 to 200 square feet. There should also be space for social workers and counseling interns.

Each site should have two (2) additional counseling offices for intervention programs. These offices include a desk area for the interventionist and small group instruction area for four (4) to six (6) students and should be a minimum of 150 to 200 square feet.

Additional Services

Services under this umbrella include adapted physical education, occupational therapy, physical therapy, vision impaired services, specialized nursing, and mental health support. All services may be provided at a school if such services are part of a student's individualized educational program. They occur in a classroom or shared space. In some cases, they may require privacy. The requirements of these services vary, affecting the amount and type of space needed.

Space Needs

- Life skills area at Mountain View and Kellogg
- Movable walls and partitions create smaller spaces, some of which should be soundproof
- Ample space and storage are needed for multiple adults that will be sharing the areas
- Some full-size classroom areas are needed
- Good ventilation and natural lighting
- Restroom facilities, water, and sinks with tempered hot water are readily accessible when necessary to meet specific program needs
- Tackable walls, and magnetic whiteboards with sliding bulletin boards that move over the whiteboards when not in use

Technology

- Because of special needs and the changing nature of needs, there is full access to technological devices and outlets for adequate electrical service, including telephones, electrical outlets, alarm system, HVAC, and network drops for iMac computers access to school network

Cabinetry/Storage

- Flexible, movable, and ample
- Lockable storage, including teacher coat closet, and adjustable open shelving
- Adjustable student cubbies
- Ample storage space is essential due to the multitude of materials and equipment that are used to teach all grade levels with a host of special needs

Utilities

- Hot and cold water where necessary to meet specific program needs

- Ample outlets
- Full access telephones and intercom systems
- Drinking fountains and sinks
- Below counter plumbing does not interfere with wheelchair access

Furniture and Equipment

- Movable tables, desks, computers for teachers and students
- Movable computer tables
- Lockable file cabinets on wheels
- Bookshelves
- Lockable coat closet for staff
- Specific requirements will vary as the special needs vary

Riverview Elementary School, Snohomish, Washington Photo: Ben Benschneider

Library Media Center

Vision

The Library Media Center will be the Learning Hub of each school and will foster the love of reading. The library provides an important social space for all students; it should be inviting and provide a sense of belonging.

Trends

According to the Independent Library Association, a forward-looking library will include multifunctional spaces that facilitate studying, researching, meeting, creating, collaborating and sharing of final student projects. The library continues to evolve with the needs of teacher and student researchers, making flexibility of space key. It should offer physical and virtual access point to all formats of information. School libraries have evolved from simply providing print materials to offering rich selections of print, media, and digital resources; from teaching students how to search a card catalog to teaching students strategies for searching a variety of print, media, and digital resources; from teaching basic reading literacy to teaching information literacy—the ability to access, evaluate, use, and integrate information and ideas effectively. (California Department of Education, Model School Library Standards for California). Public Libraries are also being developed as resource centers for teachers where they can research best practices and test teaching methods and theory. Libraries are becoming maker spaces – a place in which students compile and assimilate information into new knowledge.

Teaching and Learning Activities

Promotion of literacy and the enjoyment of reading, viewing, and listening is a central focus of the library and media program. Students use library resources to become proficient in locating, evaluating and analyzing, presenting and applying information. Instruction and practice develop reading and writing fundamentals, critical thinking, communication, and technical skills. School library standards incorporate information literacy skills. Students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources, enabling them to function in a knowledge-based economy and technologically oriented society (California

Department of Education, *Model School Library Standards for California Public Schools*). Above all Libraries are for fostering the love of reading

Teaching and Learning Activities include:

- The Learning Hub (library) is connecting students to the Common Core. It should be integrated and connected to the learning objectives occurring in the classroom.
- Whole class instruction and application of library and reference skills in all curricular areas
- Seat work—individual and small group projects
- Selection and checkout of library materials for research or pleasure
- Dramatic activities including story time, puppetry, rhymes, and chants
- Recreational and leisure reading
- Displays of student work such as writing and art projects
- Electronic research using computers, direct access to the internet, and other equipment
- Video and multimedia production projects (different than the Maker Space)
- Access to outside research databases via the school. District network and internet connections

Orientation and Relationships
The library is centrally located on the school campus. It should have adjacent collaborative spaces for Certificated Tutors, students, and small group instruction. Ease of access by students from the playgrounds and classroom spaces during recess times should be considered. Nearby areas include restrooms. The library's location should be easily accessible by the public for after hour programs including student enrichment programs.

Space Needs
All elementary libraries should be at minimum the size Brandon School's library, 1,730 square feet. A central area for seating and large group activities accommodates at least 40 students or teachers seated at tables. Individual study areas on the perimeter are available for eight (8) or more students. Librarian's workroom includes storage, work surfaces, WIFI and data communications. Large window space in the main area adds to the appeal and comfort of the library as a reading and meeting room; however, provisions are made to darken the room partially or entirely when projection equipment is in use.

Technology

- An iMac computer with barcode scanners and printer for library management system at the circulation desk
- Appropriate software for circulation and catalog functions
- Catalog stations for student use
- Five (5) library reference computers and printers with internet access for on-line reference and other telecommunication activities
- Video equipment for production, recording, and dubbing
- Network drops are located throughout the room
- Power, phone, and computer cables in raceways are protected and do not interfere with counter activities

Cabinetry/Storage

- Sturdy, adjustable non-pressboard perimeter shelving with a maximum height of 5'
- Space for some portable shelving that could be mobile
- Shelf space next to circulation counter for books in process
- Locking storage cabinets for supplies and other valuables
- Built-in shelving that is an appropriate height for elementary students
- Interior shelving is half-height to provide for appropriate supervision

Utilities

- Wall outlets throughout library for power
- Adequate lighting with maximum adjustability
- Thermostat for control of central heat and air
- Sink and running water in librarian's workroom or at edge of library
- Power available for staplers, laminators and other machinery including possible 3-D printers

Furniture and Equipment

- Adjustable mobile furniture that can be easily grouped into different arrangements
- Comfortable places for reading
- Wall mounted TV(s) that can be hooked up to laptops/chrome books and used as monitor(s)
- Large 8-foot pull-down screen with matte finish mounted on ceiling near main seating area to be used for interactive projector, video, and other visual presentations
- Library circulation counter with drawers, shelves, working surfaces, built-in book return slot and rolling box. The counter has space for a computer and scanning systems for library circulation, including built-in electrical
- Worktable and desk for library staff
- Anti-static stain resistant carpeting
- Comfortable places for reading
- Blinds for all windows
- Drafting type angled-top table for laying out large books, maps, projects
- Display space for viewing special projects, books, school awards, etc.
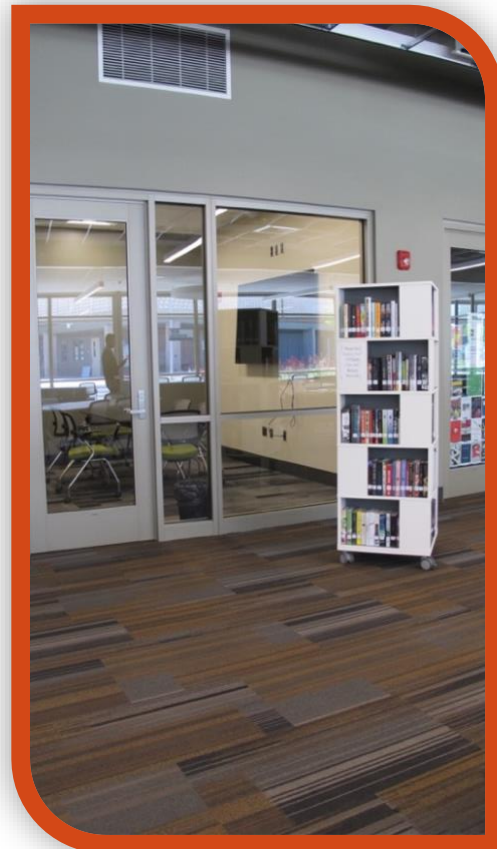
Commons (Multipurpose Room) & Warming Kitchen

Vision

The Multipurpose Room and kitchen provide a warm, friendly environment where children and adults are involved and comfortable in various school and extracurricular activities including drama, dance, and music performances, physical education activities, school sports, assemblies, rallies, school educational films and videos, promotions, and food services. Also, this area is utilized for numerous community activities. An indoor stage area facilitates the many activities listed above. Also, as space and program allow, an outdoor stage area or amphitheater is provided for school and community activities and performances involving the entire school and community population.

Trends

Changes in nutrition requirements as well as the involvement of children in making decisions regarding food choices have an impact on how the food service is operated. Food bars with fresh fruit and vegetables for elementary students are increasingly common. Current trends are also showing an increased use of school facilities by the community for numerous and varying events.

Curriculum To Be Taught

A variety of curriculum areas is addressed in the Multipurpose Room including physical education, fine arts, nutrition, and food preparation. In addition, assemblies, meetings, and community events are held here. Art can be displayed here. The room itself is visually appealing and architecturally inspiring.

Teaching and Learning Activities

The teaching and learning activities taking place in the multipurpose facility are varied. Physical education instruction and activities include basketball, volleyball, tumbling and gymnastics, movement, intramural sports, and various indoor games. Fine arts instruction and activities include drama, music, band, chorus, dance, art, and art displays on tackable walls and in art displays. Performances and exhibits take place as well.

Rallies, assemblies, and special programs for large groups and meetings for both large and small groups are held in the multipurpose facility.

Orientation and Relationships

Due to numerous activities that take place in this area (especially daily dining), the Multipurpose Room is located as an integral part of the rest of the school. Playgrounds and fields are adjacent for easy access after the children are dismissed from lunch. The Multipurpose Room is adjacent to the "school hub". Parking for school and community use is easily accessible.

The indoor and outdoor stage areas are raised or portable and are adjacent to one another. Stairs extend the width of both indoor and outdoor stages.

Restrooms and drinking fountains are within the Multipurpose Room building (i.e. accessible without having to go outside). This is especially important for safety and security after dark and for facilitating after-school and community events. Telephone and campus computer network jacks are inside the serving kitchen and on the stage.

The student entrance to the Multipurpose Room is easily accessible from the classrooms. There is also public access from the parking lot for community use of the facility. When planning circulation patterns to and from parking areas, safety of the users is paramount.

The kitchen is accessible to a driveway and close to the street entrance to facilitate deliveries by large trucks and to keep delivery vehicles away from foot traffic. The kitchen is separated from the main floor of the Multipurpose Room. The garbage area (i.e. dumpster) is easily accessed from the kitchen and the dining areas, is fenced or otherwise isolated, and is away from foot traffic areas. The garbage collection area is placed so that it is not the main feature that is viewed from the street.

A speed line for serving students quickly and efficiently is located in a separate area of the Multipurpose Room.

An optional outdoor eating area with rain and sun shelter is located near the table storage area, which also has outside access.

Internal Traffic
The entrance is located so that children have plenty of room to line up to receive lunches through a speed line delivery where hot and cold food will be displayed and dispensed. There is room for children to flow around both sides of a serving table or a food bar in such a way that it does not interfere with the actual seating area. The students buying lunches are served quickly. The serving area is located away from the stage area if activities are taking place on the stage during the lunchtime. Data outlets are located at the end of the serving line to provide for computerized selling of lunches and as a redundancy for Wi-Fi. The kitchen is located next to the serving area with a door and windows between for supervision. Numerous arrangements are present for students disposing of waste and recycling possibilities.

The kitchen is designed so that activities do not interfere with each other (i.e. deliveries do not cross over with people preparing food for the lunch service, dish washing is not interfering with the food preparation area, etc.). The kitchen is large enough so that carts can easily be rolled around for various functions.

The main student entry should be accessible from the school quad area. The main student exit should be adjacent to the playground.

Space Needs—Multipurpose Room
The Multipurpose Room is generally sized at seven (7) square feet per student, is large enough to accommodate assemblies as required, and will accommodate the entire student population theater style. All students can see the stage areas for assemblies.

Technology and Sound System

- Controllable sound system with expansion capabilities is of high quality for speech, vocal, and instrumental musical presentations to all areas of the room
- Wall mounted speakers
- Wall and floor mount jacks for microphones
- Hanging microphone system and jacks are in place

- Wall-mounted amplifier-mixer has at least two auxiliary inputs on side stage in lockable cabinet
- Acoustics of the highest level possible for sound control (including on the walls as well as in the ceiling)
- Conduit and jacks are available for video broadcast and computer access near front and back of room

Air Quality

- Air Quality in the Multipurpose Room is important and is a space that should have priority for HVAC

Lighting

- Stage lighting with overhead spots with dimming control
- Theater lights with light control board (portable with jack at rear of Multipurpose Room opposite stage and on the side of the stage)
- Remote controlled spotlights
- House lights with dim control
- Blinds or curtains for darkening room

Storage

- Storage space for folding chairs and folding tables with benches appropriate for the size of the school. (Table storage should be accessible for both inside and outside for optional outdoor dining.)
- Storage space adjacent to the stage to include areas and rooms for storage of audio and visual equipment, PA system(s), instruments, drama props, costumes, and materials, and PTA supplies and equipment
- Musical instrument storage
- Custodial room with mop sink for storage of mops, garbage cans, etc.

Utilities

- Restrooms and hydration stations
- Fire and security alarm system on separate zone
- Numerous electrical outlets on and around stage
- Adequate ventilation and cooling on stage as well as Multipurpose Room
- Electrical outlets placed around the perimeter of Multipurpose Room

Furniture and Equipment

- Fold-up dining tables
- Serving tables
- Folding chairs for theater style seating and multi-tier racks for storing them
- Wall clock(s) on stage and in multi-purpose room areas
- Large, motorized theater screen
- Operable darkening curtains on outside windows to provide flexible lighting conditions
- Stage curtain placement allows sufficient movement of performers, particularly in back and off-stage areas

- When possible, outdoor speaker and lockable microphone jacks are available to facilitate outdoor performances, including audio-visual capabilities
- Lighting is adequate for evening and night events
- Four electrical outlets are available on either side of the outdoor stage

Space Needs—Kitchen

- Kitchen size of up to 425 square feet for up to 500 students is recommended.
- Flooring should be non-skid
- Doorways between the kitchen and speed lines must be wide enough to accommodate speed line equipment that is 42 inches wide
- A three-compartment sink with a "booster" for hot water
- A hand-washing sink
- Wall-mounted dispensers

Technology

- Computer terminal in the kitchen and near the serving area with network access
- An access point for mobile cashier stations

Storage/Cabinetry

- A dry storage room
- Space to store movable carts out of the traffic patterns when they are not in use
- Undercounter storage to accommodate specific small equipment and supplies
- All drawers and cabinets are for food service use only and must be lockable

Utilities

- Electrical outlets to accommodate kitchen equipment
- Adequate ventilation in the kitchen (heating and air conditioning), exhaust fans for ovens
- Numerous electrical outlets in the kitchen for existing and future equipment needs
- One (1) electrical outlet at the cashier's station in the speed line (drop down or floor outlet)
- At least two (2) electrical outlets for food cart equipment for speed line

Furniture and Equipment

- Roll-in refrigerator and freezer and 16 crate milk coolers
- Overhead cabinets (built-in)
- Cash safe
- Preparation table
- Office equipment (desk, chair, file cabinet, printer)
- Rethermalizer units (one (1) at schools serving less than 288 meals, two (2) at schools serving more than 288 meals)
- Shelving, various units (dry storage; walk-in)
- Dishwasher and water softener

Physical Education

Vision and Program Statement

The physical education (PE) programs are designed for grades K–6. PE is taught daily and is coeducational. The programs teach skills, physical fitness, and provide a foundation for developing lifelong activities. Due to food service needs, the Multipurpose Room use for PE activities is limited and occurs primarily during inclement weather.

Trend

Children are less fit than they have been in the past. This growing trend indicates a strong need for programs that emphasize overall fitness and a need to develop an interest in maintaining lifelong fitness activities.

Curriculum and Anticipated Use

The *Physical Education Model Content Standards for California Public Schools* adopted by the State Board of Education in 2005 establishes learning goals and objectives for physical education including a sequential, developmentally appropriate curriculum designed to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle.

The five overarching model content standards for elementary and middle school students are as follows:

> Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
> Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
> Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.
> Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
> Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

In elementary school the content standards emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed.

Orientation and Relationship

The Multipurpose Room is used for physical education during inclement weather and adaptive physical education programs. Blacktop playground areas are between grass fields and school classrooms. Supervision of play fields is not obstructed by buildings or objects that impair observation.

Space Requirements

The combined playground areas are large enough to accommodate no fewer than 200 to 300 K– to 5–grade students engaged in various activities at any one time.

The kindergarten complex has 5,500 square feet of turfed area; 4,000 square feet of paved area and 2,500 square feet for apparatus (approximately ¼ acre) if site acreage allows.

Assuming a 12-acre site (where possible), the upper grades may have up to four (4) field areas ranging from 90' x 120' to 180' x 180', hard court areas ranging from 60' x 75' to 80' 100', and apparatus areas covering approximately 0.6 of an acre. The total acreage for physical education is approximately eight (8) acres per CDE "School Site Analysis and Development." If the site size is less than 12 acres, then approximately 60% of the site should be devoted to physical education.

Storage
A PE equipment storage room should be provided (10' x 10') as close as possible to the playground area. The access door is split horizontally is best for a checkout station. An organized storage system ensures maximum holding capacity.

Utilities
Rehydration stations and bathrooms near blacktop, field areas, and play areas are within view and supervision of yard supervisors. Covered electrical outlets are available to play areas (e.g. on the outside walls of the nearest classroom). Outdoor water couplers are available in at least one convenient location on each building.

Furniture and Equipment
Playground equipment is of modular variety and meets or exceeds all current CPSC, ASTM guidelines.

Landing material complies with all ADA requirements and is of sufficient depth to absorb falls from the equipment to provide maximum safety.

Blacktop surface may include:

- Play structures that meet ADA access
- Basketball or wall ball courts
- Tether ball poles of varying heights
- Volleyball courts
- Four square courts
- Kickball courts with painted bases
- Sufficient space to include other games, including circle games, dots, line games, hopscotch, relay race lines, etc.

Turf fields may include the following.

- One (1) to two (2) soccer fields with portable goals
- Softball fields with backstops
- ¼ mile track with appropriate surface if appropriate for site
- Several benches or picnic tables shaded by trees and/or shade structures

Outdoor Learning Spaces

Vision and Program Statement

Each GUSD elementary will have at minimum an outdoor learning space that can connect children with nature as well as encourage interactive, hands-on learning. Each space will allow teachers and students to explore concepts such as teamwork, cooperative learning, nutrition, fitness, dramatic play, and much more.

Trend

According to Richard Louve in the *Last Child in the Woods, Saving Our Children from Nature - Deficit Disorder,* the childhood link between outdoor activity and physical and emotional health is clear: "Children need nature for the healthy development of their senses, and, therefore, for learning and creativity." Howard Gardner, a professor of education at Harvard University, developed his influential theory of multiple intelligences in 1983 and added an eight intelligence recently: Naturalist intelligence ("nature smart"). Nature is a place to use all the senses and to learn by doing. Research has shown that greening schoolyards can also play an important role in promoting the physical, cognitive and social-emotional development and wellbeing of children.
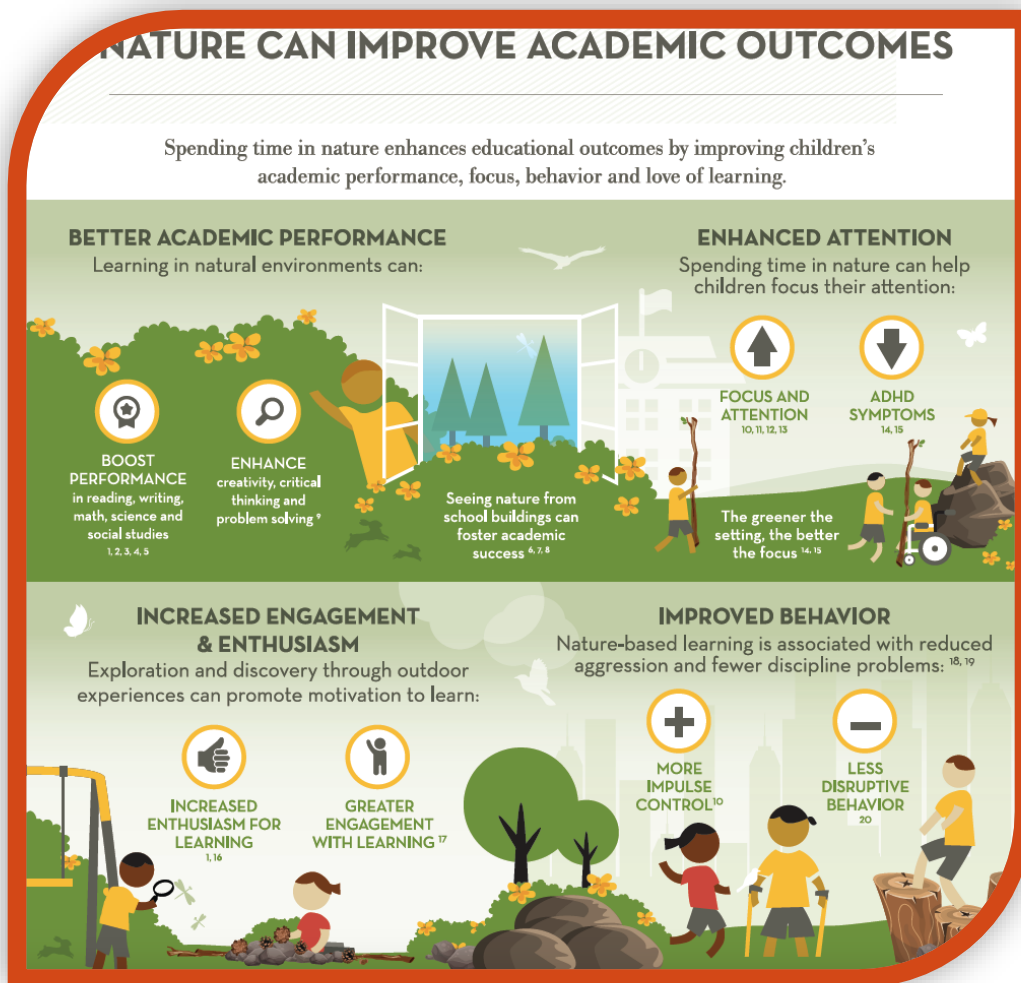
Source: Children in Nature Network: https://www.childrenandnature.org/learn/tools-resources

Curriculum and Anticipated Use
The Outdoor Learning Space will allow students to extend their content learning (math, English Language Arts, science, social studies) outdoors. While outdoor learning spaces are taking many forms well beyond the play structures of the past, GUSD is concentrating first on developing outdoor classrooms followed by outdoor play areas or tinker areas, all of which promote curiosity and exploration. Outdoor learning and play spaces are used by every grade from preschool to sixth grade and vary for developmental levels.

Orientation and Relationship
Outdoor learning spaces are adjacent to indoor learning spaces or classrooms as readily as possible for connection to the outdoors easily. Outdoor play spaces can be placed further from indoor classrooms and buildings.

Space Requirements
Space requirements will vary based upon the type of outdoor learning space created. At a minimum it is recommended:

Outdoor Learning Space (Classroom Extension)

- Formally designate the outdoor learning area
- The outdoor learning space as seating and tables or writing areas for 20-28 students
- The outdoor learning space has white boards (could be mobile)
- The outdoor learning space is shaded or has natural shade
- The outdoor learning space has Wi-Fi connectivity

Credit: Prakash Nair, Fielding Nair Architects

Outdoor Play / Tinker Area

- Formally designate the outdoor play/tinker area
- The outdoor play/tinker environment has outdoor gross motor features (e.g., climbing features or looping pathways)
- The outdoor play/tinker area could be a garden area
- The outdoor play/tinker environment includes natural features that enrich children's play and learning such as: non-toxic trees, shrubs, or vines; topographic variations (such as mounds, terraces, slopes); a variety of ground surfaces (mulch, grass, pebbles); smooth rocks, wood or logs; non-poisonous flowering plants or garden plants and vegetables; birdfeeders, bird baths and birdhouses
- The outdoor learning environment includes a diverse selection of plants and habitats representative of local flora and fauna
- An outdoor water source for irrigation is available
- The outdoor play/tinker environment has a looping pathway and wheeled toys
- Consumption of fruits and vegetables grown on site is expressly allowed
- Professional development for enhancing and utilizing the outdoor play and learning environment is provided
- Each center has outdoor space of at least 75 sq. ft. per child

Source: International Journal of Early Childhood Environmental Education, 3(1) Copyright © North American Association for Environmental Education ISSN: 2331-0464 (online)

Museum of Natural History, Santa Barbara, outdoor space, credit: Museum of Natural History webpage

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Educational Specifications Committee, 2019