GUSD

EXCELLENCE: IT TAKES EVERYONE!

EDUCATIONAL VISION

PROGRAM VISION & STANDARDS

LPA

Gilroy Unified School District's (GUSD) educational program vision stems from a philosophy that blends pedagogy, technology and space to create interactive and flexible learning environments. Furniture that will support quick transitions between lecture, team project and discussion teaching modes for more active engagement.

21st CENTURY LEARNING SPACES

Flexible and adaptable learning environments encourage teaching and learning that is responsive to the needs of the student and the instructor. These agile classrooms should be technology-rich and have flexibility in their configurations to allow for a variety of instructional methods and programs that promote the idea that learning happens everywhere.

Classrooms need to be 'Smart Classrooms' in which there are multiple writing surfaces, access to technology and students as content creators, not just consumers of information. Technology shall be integrated and easily accessible. It is acknowledged that technology is constantly changing. However there needs to be a robust infrastructure in place to be able to adapt and support future needs including increased wireless density, media content and tools. Reference the District's technology plan.

This philosophy supports greater personalized learning and collaborative, project-based instruction to align educational needs and have relevant programs that prepare students for the future.

Space in a typical 960 SF classroom must be used effectively. There will be some degree of built-in casework, however there shall be an emphasis to provide more storage that is mobile, as well as lockable. There should be less individual desks and more tables for group work. Furniture should be durable but lightweight and agile, using stackable, move-able and/or collapsible tables/ chairs to promote collaboration and cooperation. Classrooms should foster and promote the teacher to move around. There should be a balance of soft and hard spaces within classrooms.

When possible, Classrooms shall be grouped together in 'pods' around a shared collaboration area and have the ability to open up to create a larger teaching space. The organization of Classrooms and access between spaces should promote team teaching opportunities. Outdoor areas shall be seen as an extension to classroom learning environments and allow for breakout activities, play and inspiration.

SPECIALIZED PROGRAM SPACES

The District currently has limited elective programs at the elementary and middle schools. For the most part, elementary schools to some degree, have a music and an art program, mostly after school and run within the general Classroom. There is a desire to increase art, music and science programs and have spaces to support them. There are a variety of CTE programs and electives at the high school. But because of limited electives at the middle schools there are no strong pathways. Middle schools need facilities for STEM / STEAM more robust spaces designed to support creating, exploration and construction of project-based instruction to enrich this program. Spaces need to support program needs but have the flexibility to adapt to changing industry needs.

LIBRARY/MEDIA CENTER + INNOVATION LAB

The new library must support student collaboration and group work; private quiet study; computing and access to material; content-creation tools. Like the classroom, furniture will be flexible and move-able. Depending on the size of the school, as technology becomes more integrated into the Classrooms, the Innovation Lab will become the single non-scheduled computer lab at each campus.

MULTI-PURPOSE ROOMS

Multi-purpose rooms need to support a variety of activities and have the ability to easily transition from performance to dining. The space needs to have good acoustics that can support large groups, paired with technology and audio-visual that can allow for broadcasting and live, video interaction. The District values environmental design

"There needs to be **a holistic approach to schools** - expand your horizons and options for school programs: un-tethered thinking!"

- GUSD FMP Sub-Committee

considerations for design for the purpose of creating better indoor and outdoor environments that are energy efficient, conserve water and are easily maintainable.

ENVIRONMENTAL CONSIDERATIONS

Design quality indoor environments considering the following:

- Thermal comfort supported through:
  - High-efficiency ventilation systems with user friendly interface, individual room controls
  - Fresh air / natural ventilation
  - Windows that can open
  - Great air quality
  - Ceiling fans
- Consider building orientation to allow for natural ventilation optimal shading strategies
- Balance natural daylight with energy efficient, direct/ indirect lighting to reduce shadows and glare and provide even illumination
- Room darkening features that allow the amount of natural and artificial light to be adjusted to be compatible with technology
- Acoustical separation between Classrooms and offices
- Proper acoustical treatment in large group areas including multi-purpose rooms, collaboration spaces, student unions, cafeterias etc. to allow for multiple and concurrent activities and presentations. Include audio-visual and technology to allow for large group presentations

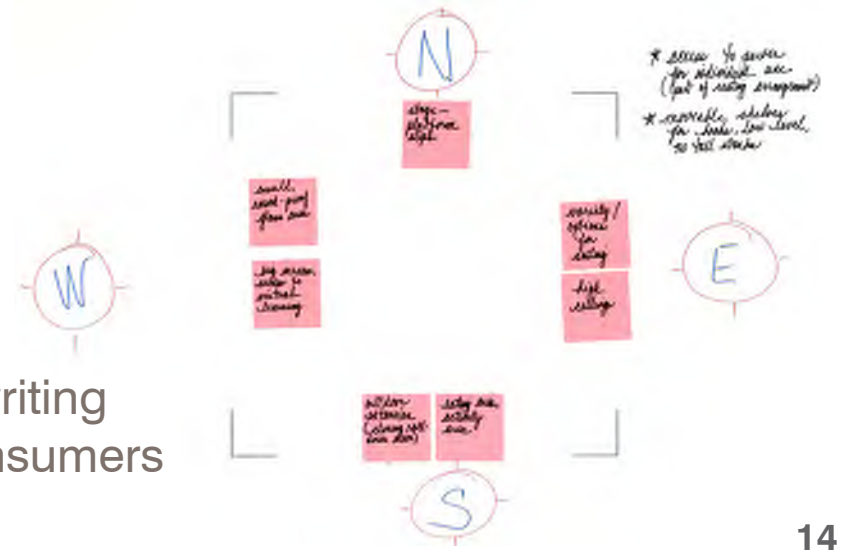
CREATE 'INSPIRING' SPACES

The following quotes from the GUSD FMP Sub-Committee meetings truly convey their general vision of creating schools that are inspiring for children:

- Design aesthetically supportive schools; schools with facilities that are like parks with activity areas
- Spaces that use color and light to improve learning and make a space inspiring
- Use of color to improve learning to create fun and inspiring learning environments
- Use glazing to provide both visual and physical connection to the outdoors
- Consider a sense of scale to the users
- Utilize the facility as a learning tool

"Light! Light! Light!"

- GUSD FMP Sub-Committee in discussion regarding indoor environments



"Smart Classrooms with access to technology, writing surfaces; students as **content creators** not just consumers of information."

- GUSD FMP Sub-Committee in discussion regarding learning environments

Educational Program Vision introduction OVERVIEW

In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included are requirements for the submittal of educational specifications (Facility Standards / Design Guidelines) – see California Code of Regulations, Title 5, Section 14034. The requirements are delineated in the Education Code Section 39101 (c) and California Code of Regulations, Title 5, Section 1403o (a). Specific School design standards are contained in California Code of Regulations, Title 5, Section 14001, 14010 and 14030.

In 2009, CDE added a Plan Summary form for those projects applying for new construction funds from the State Allocation Board for a new school or additions to an existing school. In July 2010, all Educational Specifications (Facility Standards/ Design Guidelines) were required to be approved by the District's governing Board and submitted to CDE as part of any application for funding.

BACKGROUND

"A true educational specification is **a dynamic, visionary document** reflecting activites that engage students."

-CEFPI, Council for Educational Facilities Planning International

PURPOSE OF THIS DOCUMENT

The purpose of design guidelines are to ensure the following:

- **A Common Baseline**

To guide a consistent approach in developing each school master plan proposed improvements.

- **Common Goals**

To engage District stakeholders in a participatory process in developing their vision.

- **Outcome Focused**

To serve to document educator's intent for program delivery and goals.

- **Equitable Quality**

To be used for assessing existing facilities and budgeting project for a long term financial plan.

- **Continuous Improvement**

As a tool for the reevaluation, adjustment and measurement of the plan over time

IMPLEMENTATION

Even though this document represents a district-wide guideline, it is important that when these guidelines are implemented, that the administrators, faculty, students and community at each site are allowed to validate their site specific program needs. If a school design team has suggestions on how to improve or tailor this document for their site-specific needs, these suggestions should be brought to the Facility Planning Department's attention prior to designing it. It is understood that the degree of consistency between the site-specific solutions and the district-wide educational specifications may vary from site to site. Adjacencies shown in the diagrams following were determined for the ideal program placement but may vary from site to site based on existing conditions or programmatic specific solutions. Once projects are released to proceed into the next phase of design, a school site committee shall be formed to analyze the impact of site specific constraints and program specific needs. This analysis may result in solutions that deviate from the educational program standards described in this document. The design team should inform the Facilities Department of any significant deviations identified or proposed prior to the presentation of these solutions or options to the school site or committee members. It is expected as the District's vision changes over time, this document would be updated to reflect these changes, but the overall guiding principles remain intact.

There is a recognition at the State level that school design, as we know it, requires re-visioning. There is also acknowledgement that the Title 5 education code may restrict the new form school designs may take to support 21st Century learners. CDE's requirement for the Plan Summary form allows for dialogue about what is needed to support educational programs for today and tomorrow learners. Ultimately the development of a lasting and sustainable vision that supports the goals of the District's educational program, depends upon a well thought out Design Guideline.

CONTENTS

Provided in this section are space programs for Elementary, Middle Schools and High Schools. The space programs identify the square footages that are used in the proposed masterplans and are used in determining area takeoffs for the cost estimates.

The purpose of the space programs are to provide a guideline and a basis of the masterplan assumptions used in the proposed project recommendations for new construction and re-configuration. The programs are based on an assumed school size in order to determine the adequate size of the core spaces such as the Administration, Library/Media Center, Multipurpose Room and other student support spaces.

These programs are to be used as a guideline and may not be typical for each school. The square footages shown within the diagrams are net areas only. Circulation and support factors will need to be added in to determine gross area. For more specific proposed site projects, refer to the individual school Proposed Plans and the cost estimates. The areas in the cost estimate include circulation and support factors (gross areas) specific to the scheme presented in the Proposed Plan.

One of the main purposes of the Educational Program Standards document is to describe clearly and concisely the various learning activities in each space, the spatial relationships and special features to support these activities. The following categories are described for each space program component described here in:

A. PROGRAM ACTIVITIES

- Provides a description of the functional goals of the space.
- Describes types of activities and user needs.
- Describes how the program is delivered.

B. DESIGN OBJECTIVES

- Describes general room characteristics and feel of the space.
- Correlates the qualities of the space with specific program activities.

C. SPATIAL FEATURES

- Describes specific room features such as furniture, finishes and equipment that help support program functions.

D. ADJACENCY DIAGRAM

- Shows a graphic representation of the spaces and how they are organized as a group.

Pedestrian and vehicular points of entry to the campus provide visitors the first look at the campus. These spaces are the face of the campus to the community where the campus resides. These spaces provide the initial opportunity in presenting the overall campus character.

SCHOOL PRIDE

*"Schools should be seen as an extension of home - **nurturing, safe and welcoming."***

~GUSD FMP Sub-Committee

Sites shall be securable with perimeter fencing and gates paired with security systems and a web-based notification system to assist in monitoring.

SAFETY & SECURITY

SPECIFIC FEATURES

ENTRY

There should be a single-point of entry. Augment security with cameras and buzz-in capability at gates.

Entry points should create a sense of arrival. They should be clearly defined by signage and site/ building features and convey a sense of welcoming.

PARKING

Provide adequate parking for staff and visitors.

There should be parking where there is a need for short-term visitor parking: near Administration and Kindergarten. Parking with direct and visible access to Pre-school and Kindergarten classrooms. Parking should also be near MPR's for community events.

DROP-OFF

Allow for continuous flow, safe drop-off/ pick-up areas. When possible, sites should have on-site drop-off to accommodate bus and parent drop-off. Drop-off length should meet code requirements with a minimum of 200 feet drop-off length.

Evaluate separate drop-offs to alleviate high traffic and congestion during drop-off and pick-up times.

CIRCULATION

Limit pedestrians crossing paths with vehicular circulation.

Provide adequate lighting to provide safe environment during night time use.

WAYFINDING

Consider using key landscape and/or building features along with signage to aide in way-finding and orientation of visitors as well as staff and students. Clear signage and features should identify the main entry point.

Message boards in appropriate locations can be used to facilitate communication with the community.

Lunch is mainly held inside the cafeteria. But there should still be an outdoor lunch area provided at each campus. This area should have a sun and rain shelter and can be utilized as an extension of the cafeteria for eating, socializing, large group gathering and other informal activities.

There shall be appropriate hardcourts and playfields provided to encourage physical education and various play activities, at the same time promoting health and wellness. Age appropriate play structures should be included.

Outdoor spaces adjacent to Classrooms can be seen as an extension of the learning environment. Provide a variety of scale and size of spaces with a balance of move-able furnishings and built-in site features that can allow for small group work and study. Incorporate features that can trigger learning and can be linked to the program curriculum such as sun angles / light versus shade, water features, bio-swales and student gardens.

OUTDOOR SPACES

SPECIFIC FEATURES

COURTS /FIELDS

Paved hardcourt areas and fields shall support a variety of outdoor and physical education activities. Exterior drinking fountains and restroom facilities shall be located nearby. Design for visibility and easy supervision.

Provide shade by using structures and trees.

EQUIPMENT

An age appropriate play structure, adequate in size to accommodate its use shall allow for climbing, sliding, walking, and hanging activities. Safe, recycled rubberized surface shall be underneath this play area. Shade should be provided either by landscaping or shade structure.

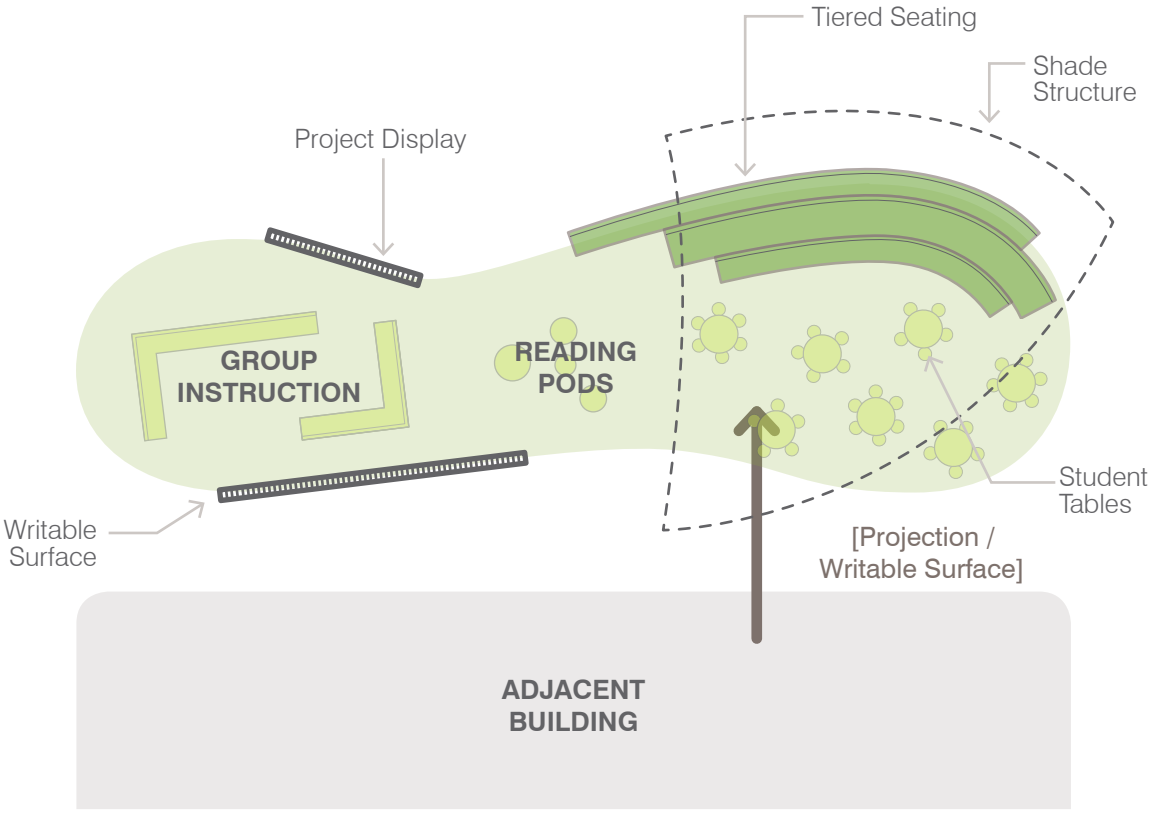
KINDER PLAY

A separate and enclosed Kindergarten play area adjacent to the Kindergarten classrooms shall have an age appropriate play structure, paved area and grassy area. Provide shade at play areas and shaded area with benches and tables for lunch or outdoor learning activities.

LANDSCAPING

Provide drought tolerant landscaping.

Consider ‘smart’ irrigation systems that detect weather and soil moisture for water efficiency.



The diagram here provides an idea of what an Outdoor Learning Courtyard could look be. Implementation will depend on site conditions.

Within a school site, plan for various sized outdoor gathering areas such as small group activity (4-5 students), medium groups (30-60 students), and large group assemblies (approximately 90-120 students).

EDUCATIONAL PROGRAM STANDARDS
ELEMENTARY SCHOOLS

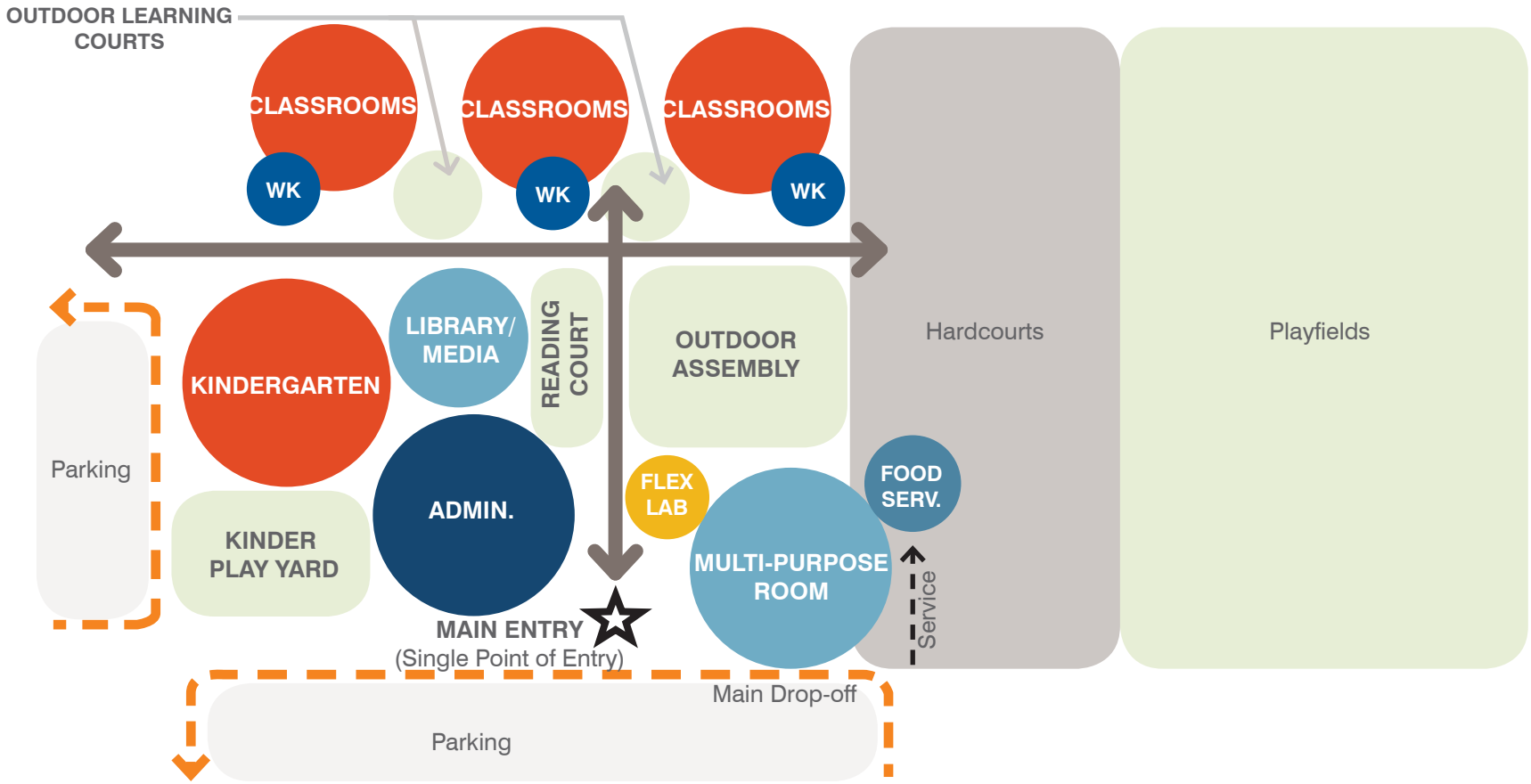
LPA

It is Gilroy USD's goal to design and build safe school campuses while maintaining an environment that is welcoming to the community. "We are a family" ~FMP Sub-Committee. Students and teachers should feel safe anywhere in the school building and on the campus grounds. A secure environment is one that creates opportunities for passive security strategies and active solutions.

Campuses should be organized with a single point of entry. Visitors must enter through the main administration office before accessing the rest of the site. Design perimeter fencing and gates to be able to secure the campus. At a minimum, all exterior doors should be alarmed. Sites should have a security system with adequate cameras in appropriate locations and a buzz in system at the main entry. All doors should have safe school locks. Evaluate a central web-based badge swipe system to allow for easy an off-site identification of who is entering and exiting sites. Provide a keyless entry system at community use spaces such as the Multi-purpose buildings.

The organization of buildings and site elements should take into consideration supervision and circulation. Provide adequate lighting at parking and exterior circulation areas to allow for safe, after hours staff and District maintenance access. Clear signage should be provided at main entry and throughout the campus.

The following is a diagrammatic overall campus. It does not reflect any campus in particular but provides a layout that demonstrates the design considerations as stated within these pages.



ACTIVITIES

- Exploration and active learning
- Instructional lessons, group and individual work
- Project art/crafts
- Outdoor exploration
- Interdisciplinary, learner-centered instruction
- Active and passive learning


American School of the Hague


American School of the Hague

DESIGN OBJECTIVES

Spaces should be open, inviting and engaging.

Flexible, easily re-configurable furnishings to allow for a variety of learning activities.

Visual and physical connection to the outdoors. Direct access to student restrooms. Outdoor play area should include shade and provide access to play equipment storage and student restrooms.

Covered outdoor areas with furnishings can be utilized for activities. Consider an outdoor use sink and landscape features that encourage exploration.

Connection to adjacent Classroom to encourage collaboration and team teaching opportunities.

A shared workroom provides storage space and can be utilized for 1 on 1 / small group activities.

Sense of scale appropriate to younger children.

Pre-school facilities will need to meet all CDE and State licensing requirements.

SPATIAL FEATURES


Coatesville Primary School

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Furniture should vary based on activity. Easily move-able, group-able tables and chairs. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Mobile storage with some built-in casework.

FINISHES

Finishes should accommodate the activities. Resilient flooring for project based activities and soft flooring for passive activities. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/ class discussion space.

Incorporate adequate system for charging mobile devices and outlets throughout.

Coordinate with District technology plan.

SPACE DIAGRAM

ORGANIZATION

Group Kindergarten classrooms with Transitional Kindergarten and Pre-School

"Logic will get you from a to b.
Imagination will take you everywhere."

(Albert Einstein)

- **Exploration and active learning**
- **Instructional lessons, group and individual work**
- **Project art/crafts**
- **Outdoor exploration**
- **Interdisciplinary, learner-centered instruction**
- **Active and passive learning**

ACTIVITIES


Galilee Catholic Learning Center


Galilee Catholic Learning Center

DESIGN OBJECTIVES

Spaces should be open, inviting and engaging.

Flexible, easily re-configurable furnishings to allow for a variety of learning activities.

Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that can be utilized for activities.

Provide shade and some covered areas. Consider an outdoor use sink and landscape features that encourage exploration.

Connection to a shared collaboration space and adjacent Classroom to encourage collaboration and team teaching opportunities.

Plan for storage for backpacks and teaching materials.

A shared teacher workroom provides additional storage of supplies and encourages staff interaction.

SPATIAL FEATURES


Riverview ES


American School of the Hague

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Furniture should vary based on activity. Easily move-able, group-able tables and chairs. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Mobile storage with some built-in casework.

FINISHES

Finishes should accommodate the activities. Resilient flooring for project based activities and soft flooring for passive activities. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

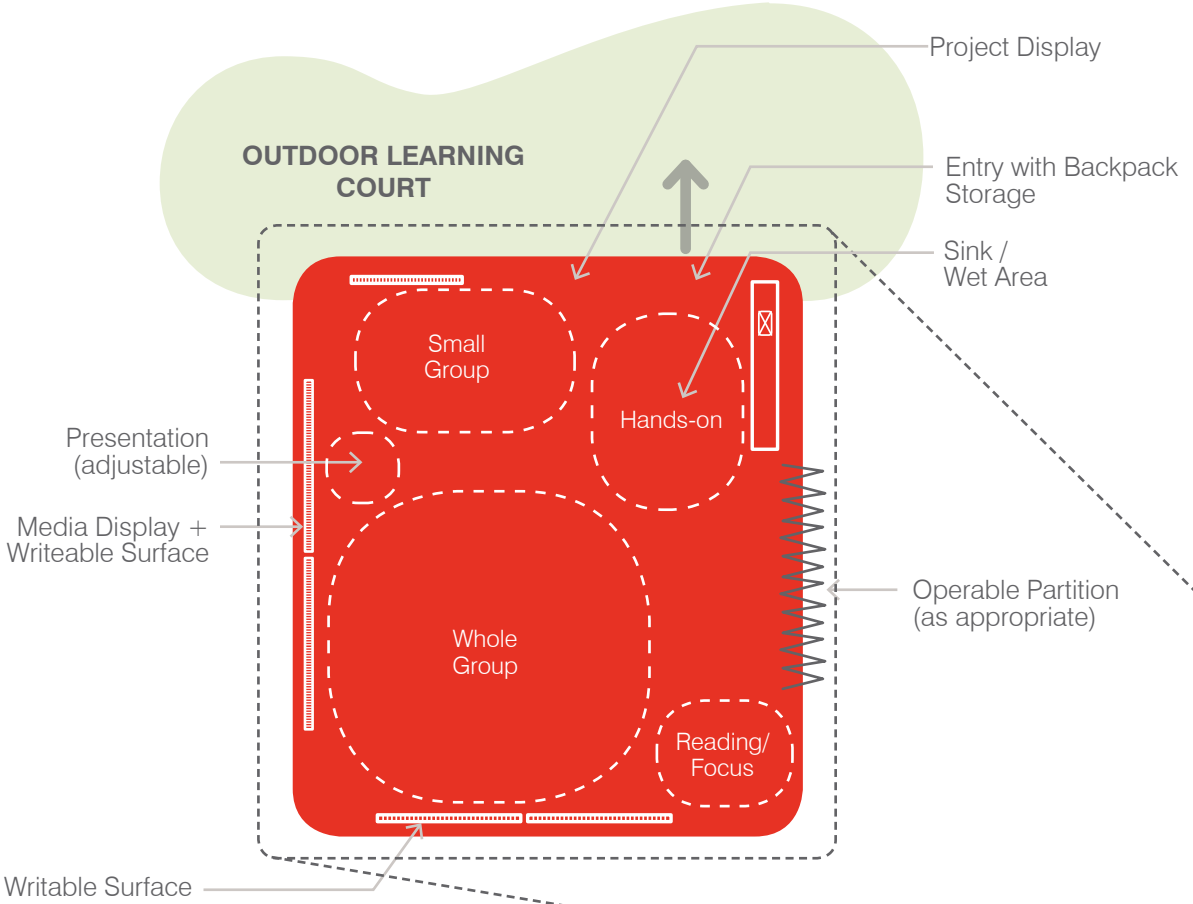
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/ class discussion space.

Incorporate adequate system for charging mobile devices and outlets throughout.

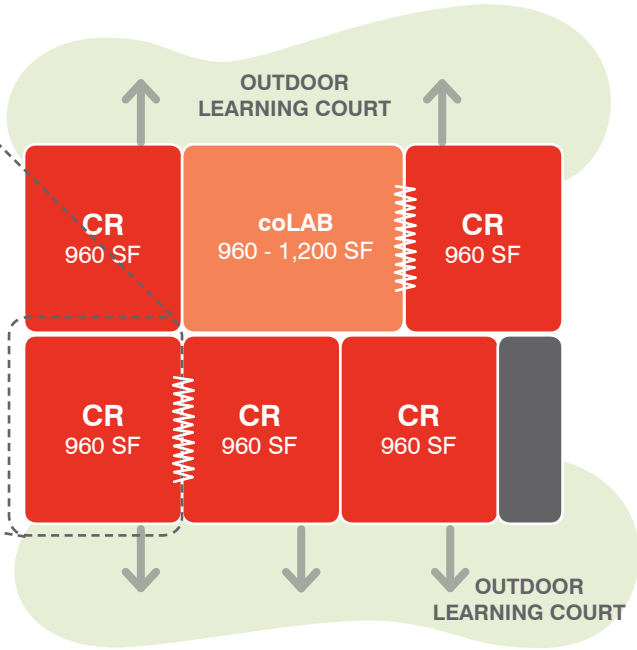
Coordinate with District technology plan.

SPACE DIAGRAM



ORGANIZATION

Group Classrooms together in 'pods' that open into a shared collaboration space.



ACTIVITIES

- Exploration and active / interactive learning
- Instructional and demonstration, group/individual work
- Project art/crafts, beginning science experimentation and exploration
- Outdoor exploration
- Project-based / hands-on learning
- Cross-collaboration with other fields of study
- Showcase, display and presentation of student work


Tarbut V' Torah


The American School of the Hague

DESIGN OBJECTIVES

Spaces should be open, inviting, engaging with a sense for discovery. Create a 'maker space', inspire curiosity and exploration. Create learning opportunities using the building and systems as well as landscape features.

Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that can be utilized for activities.

Provide shade and some covered areas. Consider an outdoor use sink and landscape features that encourage exploration and experimentation.

Plan storage for backpacks.

Direct access to a lockable, prep / storage room to store materials and on-going projects.

Incorporate areas for display of student work (physical and digital).

Design flexible space that can be used to support a variety of programs depending on the need (e.g. computer lab, drama classroom, typical classroom etc.)

SPATIAL FEATURES


Castilleja Bourn Lab

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards to support small-group work / idea generation.

Large group work tables. Agile, durable, height adjustable furniture.

Mobile storage with some built-in casework. Multiple sinks for cleanup.

FINISHES

Easy to clean flooring.

Include finish materials that can absorb sound within the space. Additional acoustic treatment for music room.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

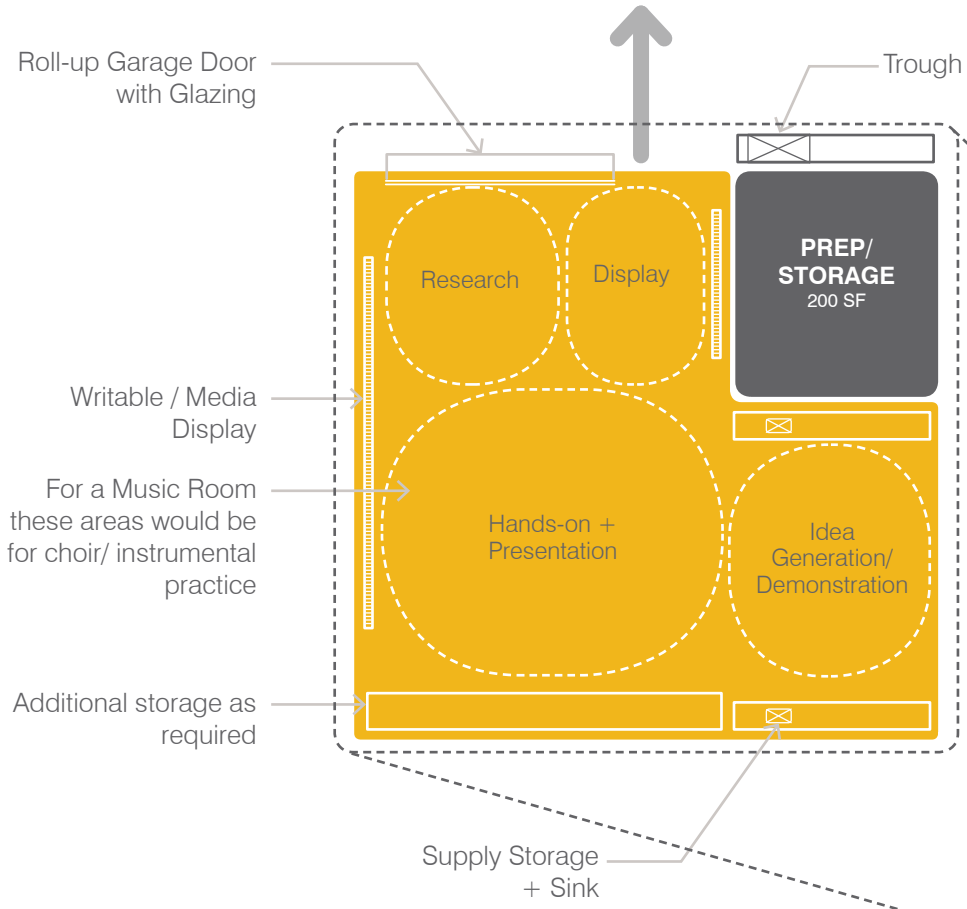
Wall gallery to display work. Slat-wall system for easy access tool/ supply storage.

EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/ class discussion space.

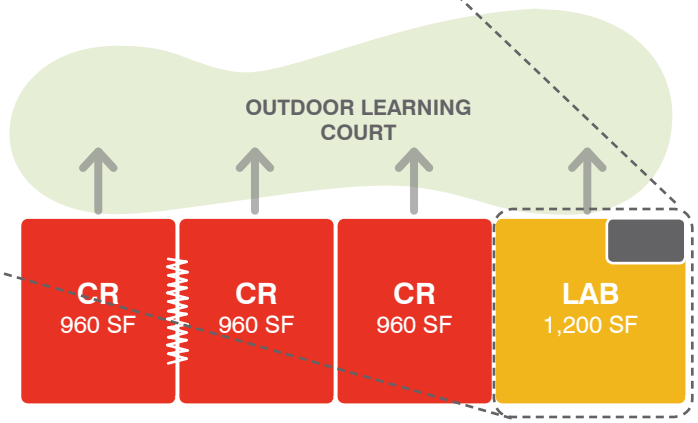
Flexible data/power, consider power cord reels at ceiling to adapt to changing configurations.

SPACE DIAGRAM



ORGANIZATION

Labs can be grouped with Classroom pods to help build relevance in subjects. Alternatively Labs shall be near the Multi-purpose room for ease of access by all students.



"Create dynamic learning environments that **support art and music**."

(GUSD Sub-Committee)

- **Individualized learning, student-centered planning**
- **Specialized training or support**
- **Use of assistive equipment and/or devices**
- **Development and improvement of skills (communication, language, motor)**
- **Consultation, tutoring and meetings**
- **Assessment and instruction in the least restrictive environment**

ACTIVITIES

Special Education students shall be integrated as much as possible with the rest of the campus.

RSP, SDC, MM students are integrated, but need a pull out space for focused help.

SH facilities should have direct access to restrooms and changing.

Focus rooms at ED and SH provide a calm area for students to recompose.

Autism should have an OT room and DHH should have a Sensory Room.

Sensory room with appropriate equipment to support DHH program.

The Learning Center is essentially a student support center with access to counseling. A breakout space allows 1 on 1/ small group work.

Independent living skills equipped with residential appliances allow for students to learn basic skills to become independent.

DESIGN OBJECTIVES

SPATIAL FEATURES

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Flexible, varied and easily re-configurable and move-able. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Mobile storage with some built-in casework.

FINISHES

Finishes should accommodate the activities. Carpeting in Classroom, Focus Rooms; resilient flooring for Living Skills and storage areas. Include materials that reduce reverberation time of sound.

Use calming colors and dimmable lighting strategies with high color rendering index (CRI 85+), balanced with natural daylighting.

EQUIPMENT

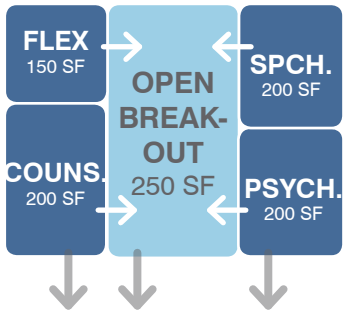
Same as in a Classroom.

Structural grid support above acoustical ceiling for hanging equipment.

SPACE DIAGRAM

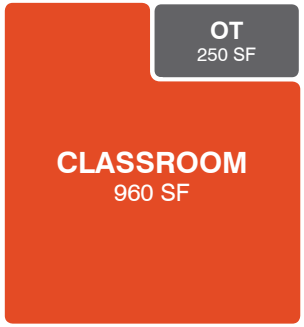
RSP / SDC / MM / MODERATE
Integrate with General Ed Classrooms

LEARNING CENTER
Provide a Learning Center at every school site. Locate centrally, near main Administration

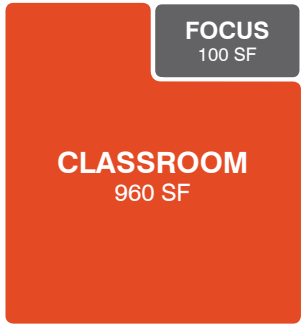


RSP

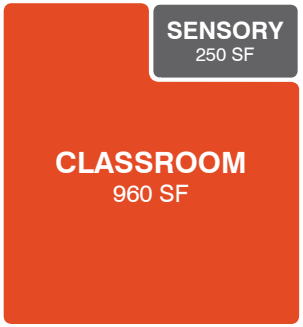
AUTISM



ED



DHH



SH

ORGANIZATION

Special education programs vary at each site depending on the need of that particular school community. Refer to District Special Education Director for information on which programs reside where.

- **"Front door" to the school community and the public**
- **Welcome center**
- **Administrative duties, conference, discipline, health support, counseling and student support**
- **Staff support - collaboration and access to materials**
- **Consultation and meetings**
- **Student support**
- **Parent support**

ACTIVITIES


Hawthorne Elementary School

DESIGN OBJECTIVES

Provide a welcoming entry and reception area that serves as a 'front door' to the community.

Promote collaboration while preventing confrontation.

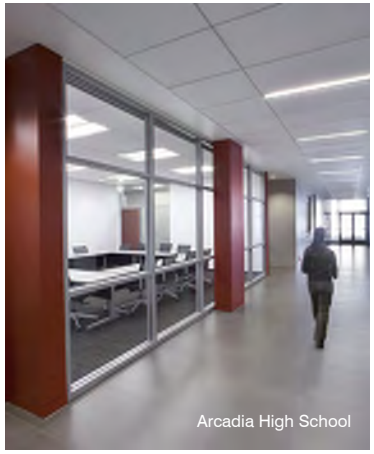
Parent center provides a dedicated space for parents to work, store materials and serve as a resource center for parents. This space is separate from the Staff Workroom and Lounge.

Staff Workroom has the ability to open up into the Staff Lounge to create a larger space that can be utilized for staff meetings and professional development. The space should allow for social interaction and professional collaboration.

Administration spaces should be accessible to visitors yet have clear separation of more 'private' office areas and spaces that allow for confidential conversations.

Waiting areas for the public shall be separate from student waiting areas for health and discipline.

SPATIAL FEATURES


Arcadia High School

FURNITURE

Writeable surface and digital display or projection surface in conference rooms.

Furniture to support the activities and tasks in the space. Promote collaboration.

Health office to include lockable storage cabinets for student medicine and under-counter refrigerator with ice maker. Ceiling mounted cubicle curtains to separate cot area.

FINISHES

Carpet in office/ conference areas; resilient in workrooms and health.

Ceilings should be primarily acoustic with limited areas of dropped hardlid.

Display area for school information and notices.

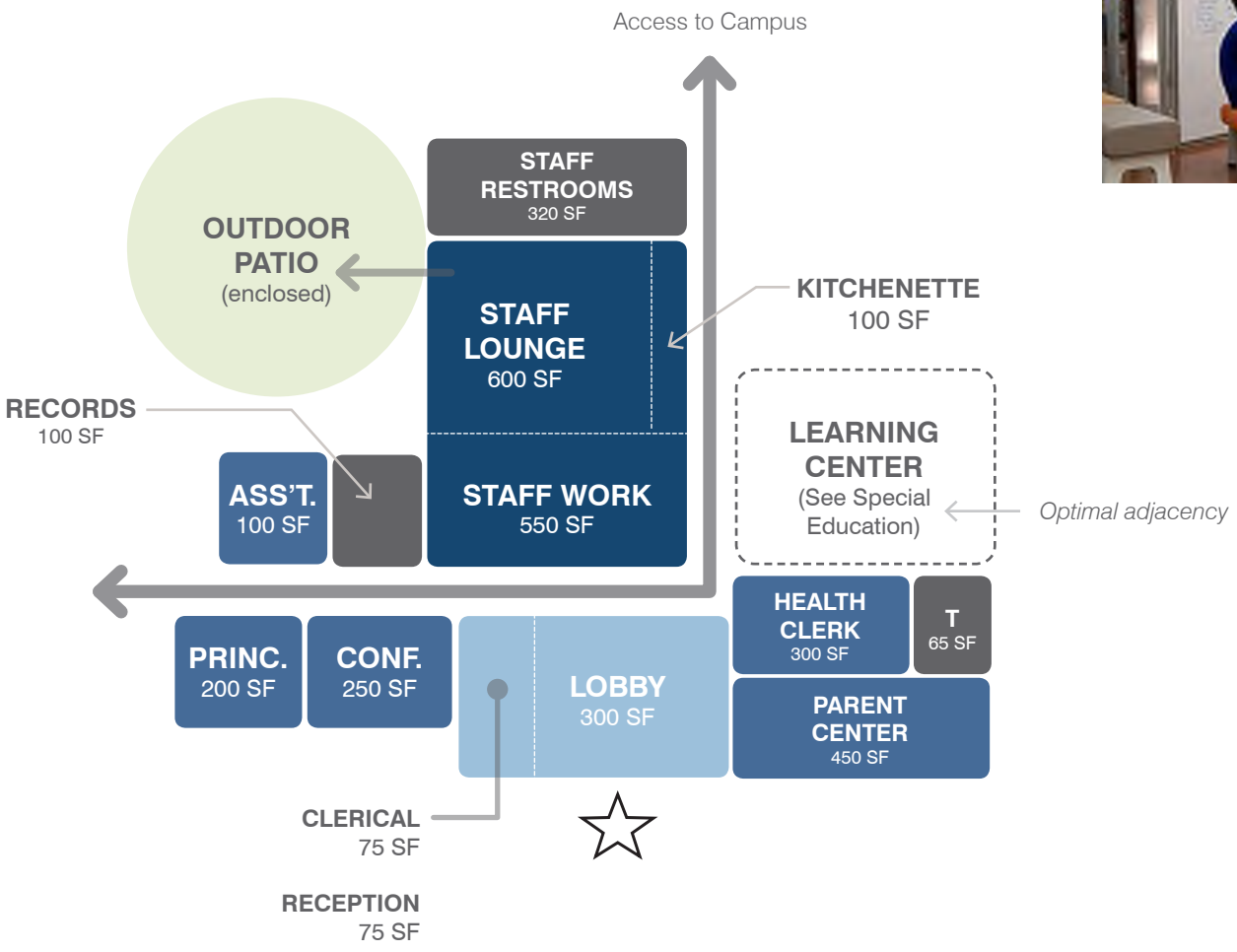
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Digital display for announcements and student work.

Adjustable lighting balanced with natural daylighting and personal controlled shading devices.

Staff Lounge to have video conference ability, projection surface and writeable surface.

SPACE DIAGRAM




Steelcase Markerboard Partitions

ORGANIZATION

Administration building should be the main public entry of the school. Organize more 'public' functions (Parent Center, Health, and Conference Room) near the Reception/ Lobby area. Locate more 'private' functions (Offices and Staff Work) towards the interior.

Provide student access towards the campus interior.

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


Coatesville Primary School

ACTIVITIES

The Library-Media Center can be seen as a 'hub' on a school campus; a place that all students and staff can access for multiple functions. Locate centrally but with clear access to parking.

Consider before/ after school hours access for student / community.

Support multiple, concurrent activities and allow for diverse sized groups.

The Innovation Lab is a non-scheduled computer-based space that can be opened up to the Library. As technology becomes more integrated into the Classrooms, this will be the only computer lab that will remain on a campus.

Optional Team Rooms allow students to do more focused activities without distraction.

Outdoor areas shall be seen as an extension to the indoor learning environment.

Consider supervision across the space.

Consider scale appropriate for students. Where possible, incorporate high ceilings, good daylighting and the feeling of open-ness.

DESIGN OBJECTIVES

SPATIAL FEATURES


Trillium Creek Primary School

FURNITURE

Variety of options for seating; tables with chairs and comfortable, soft seating with access to power and wireless for mobile devices.

Flexible, varied and easily re-configurable and move-able.

Move-able shelving for books; lower level shelving for student accessibility.

Consider tiered, platform seating that allows for multi-functions (e.g. stage/ study).

FINISHES

Finishes should accommodate the activities. Carpeting; resilient flooring at storage and workroom areas. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Utilize glass to contain sound in rooms but allow for supervision.

Writeable surfaces in Team Rooms and Innovation Lab.

EQUIPMENT

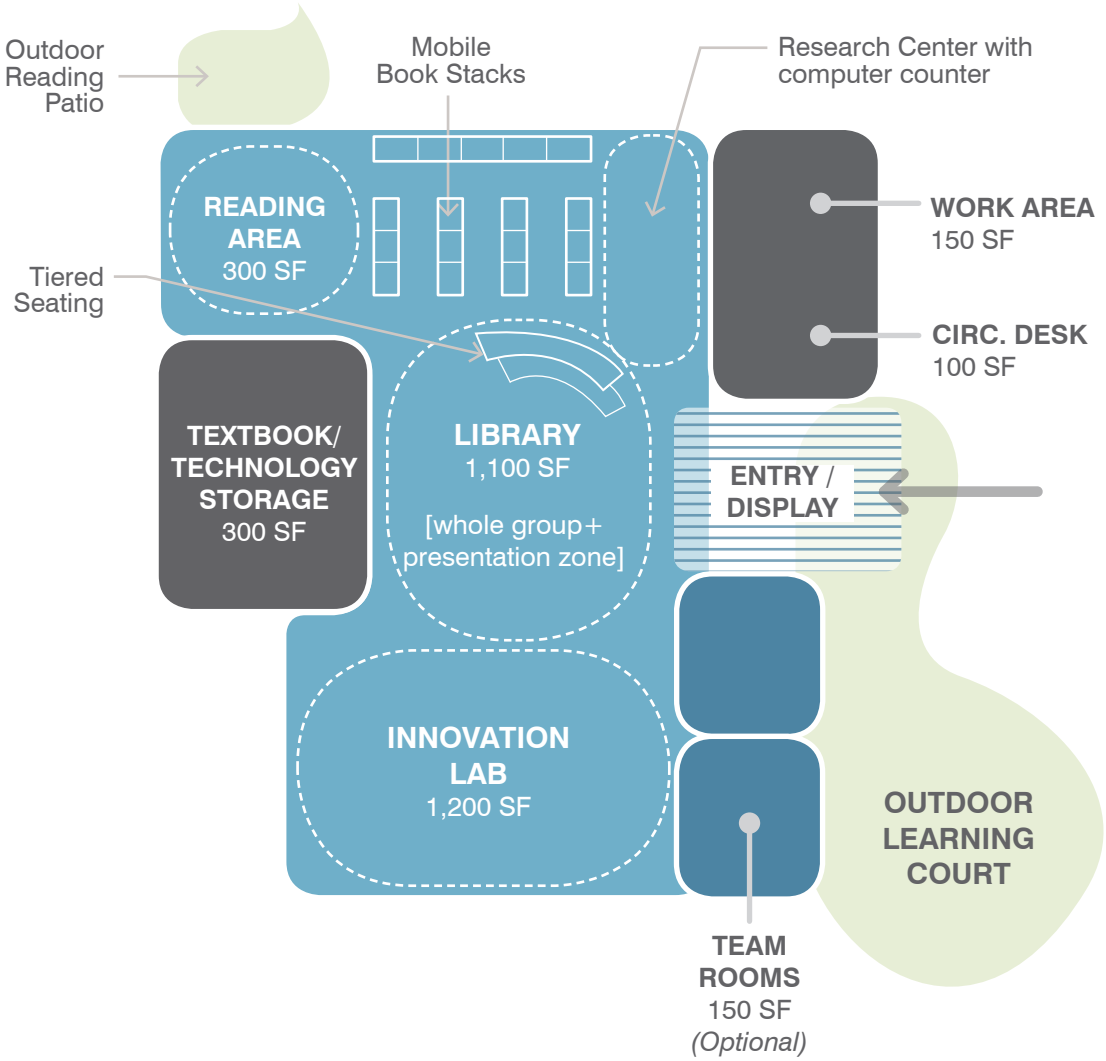
Integrated technology (wireless access) should be uniformly provided. At group instruction area, include interactive whiteboard and large media display with AV system with ability to video broadcast and access virtual learning.

Access to power throughout; powerized furniture and floor outlets to allow for flexible arrangements.

Research Center with computer counter available for students to search for online information.

Innovation Lab to include enhanced Classroom technology with technology-rich workstations.

SPACE DIAGRAM




Woodcrest Elementary School


St. Monica's College

ORGANIZATION

Organize the space to support multiple types of activities and sizes of groups. Design for ease of supervision.

- **Assemblies and large group presentations**
- **Food service seating / social gathering**
- **Community use**
- **Instructional activities to support physical education / fitness, music and performance**


Galilee Catholic Learning Community

ACTIVITIES

As the campus activity center, the MPR shall be located near parking for after hour/ community event access.

Instill sense of school pride through color, graphics, signage, award / trophy display.

The space is intended for multi-use. There should be an easy transition from performance space to dining space. Provide ample storage for chairs and tables and PE equip.

"Food court style" kitchen area with built-in salad bar with GUSD branding.

Easy access queuing system that allows quick flow through serving line to dining area.

Design with appropriate acoustics to accommodate large group activities.

Attractive outdoor, covered seating area with shade.

Access to restrooms, drinking fountains adjacent to lunch area.

Security / safety measures and storage to accommodate community use.

DESIGN OBJECTIVES


Carrie Busey Elementary School

SPATIAL FEATURES

FURNITURE

Flexible / adaptable and durable tables and chairs that are multi-use with the ability to stack/ fold / store away.

Accommodate various storage needs for chairs and tables, PE equipment, community use, activity materials.

Recycling area.

FINISHES

Acoustically designed space. Incorporate ceiling and wall materials that absorb sound and reduce reverberation time.

Resilient, durable and easy to clean flooring.

Consider operable, acoustic partition at platform to be able to create a Music Classroom space in lieu of separate Music Classroom.

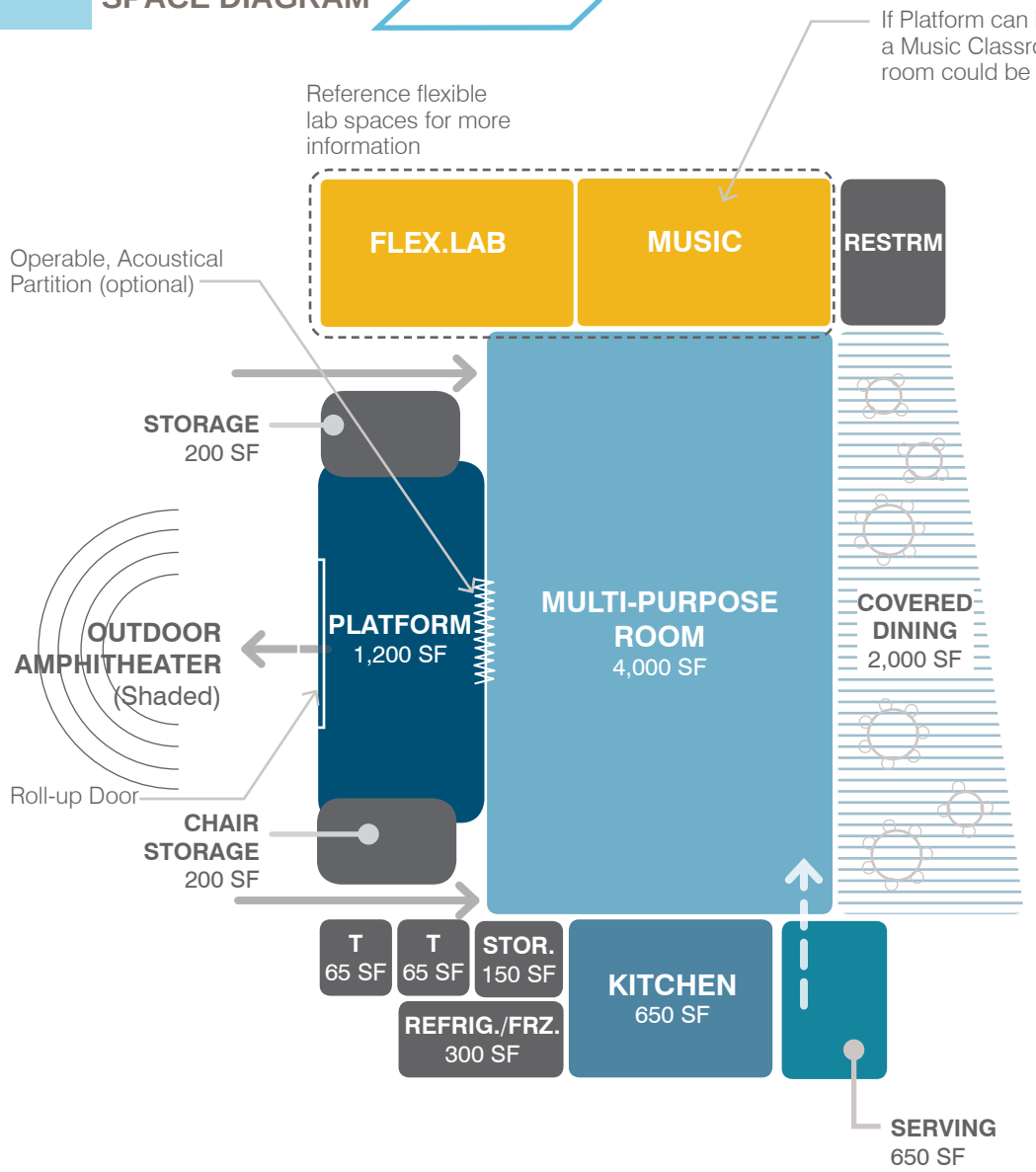
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include large projection.

Integrated audio-visual system for presentation capabilities.

Adjustable lighting to accommodate multiple types of events (testing, presentations, assembly, fitness).

SPACE DIAGRAM




Tarbut V' Torah School

ORGANIZATION

As the main campus Activity Center, the Multi-Purpose/ Food Service building shall be centrally located yet near parking for community events. Service access shall be provided to the kitchen for deliveries.

This is an alternate location for the Flexible Lab and Music Classroom. Consider providing an acoustical separation between the Platform and the MPR to allow for separate use of space, concurrently. Then, the Platform could serve as a classroom in lieu of the Music Classroom.

EDUCATIONAL PROGRAM STANDARDS
SECONDARY SCHOOLS

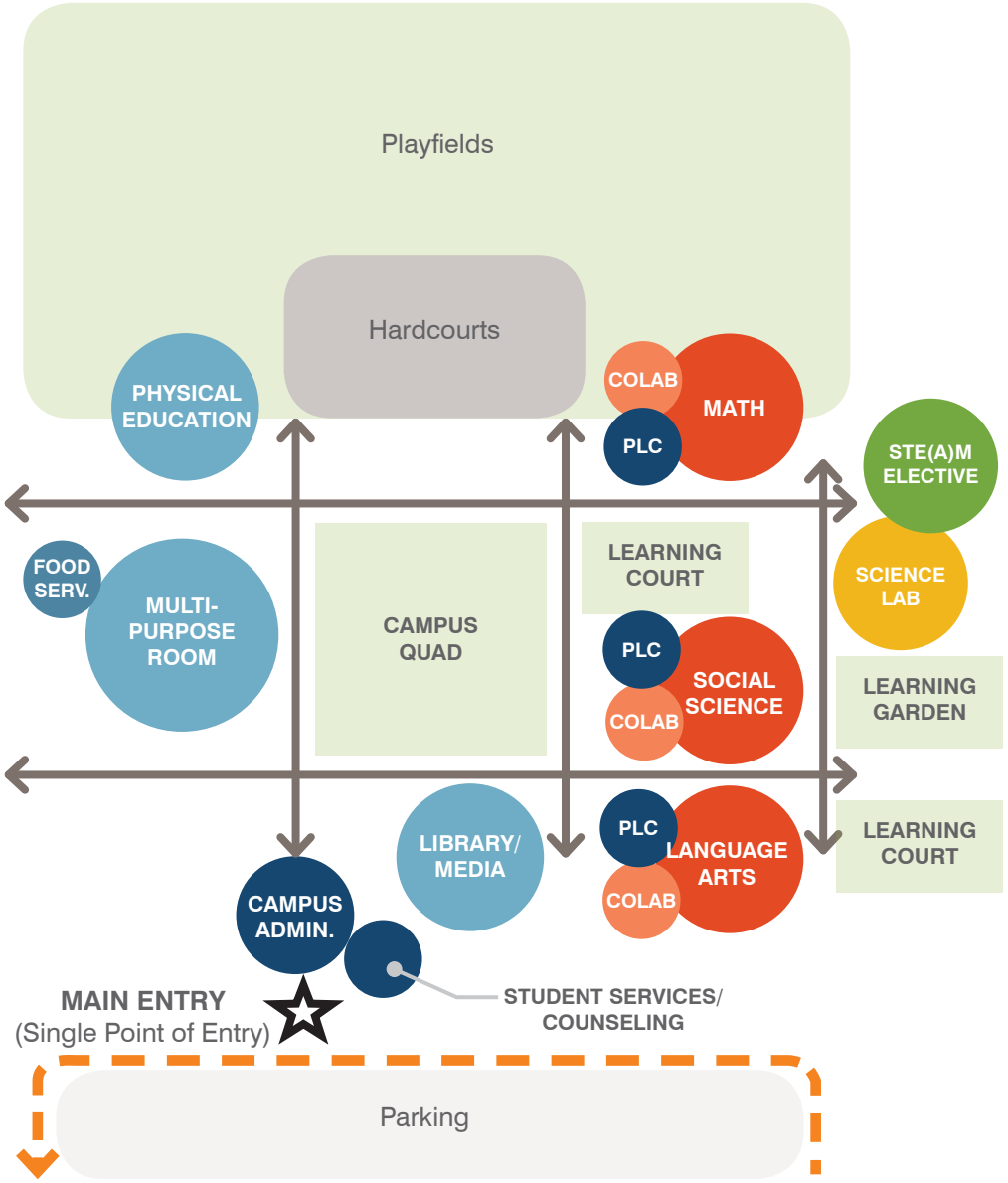
LPA

It is Gilroy USD's goal to design and build safe school campuses while maintaining an environment that is welcoming to the community. "We are a family" ~FMP Sub-Committee. Students and teachers should feel safe anywhere in the school building and on the campus grounds. A secure environment is one that creates opportunities for passive security strategies and active solutions.

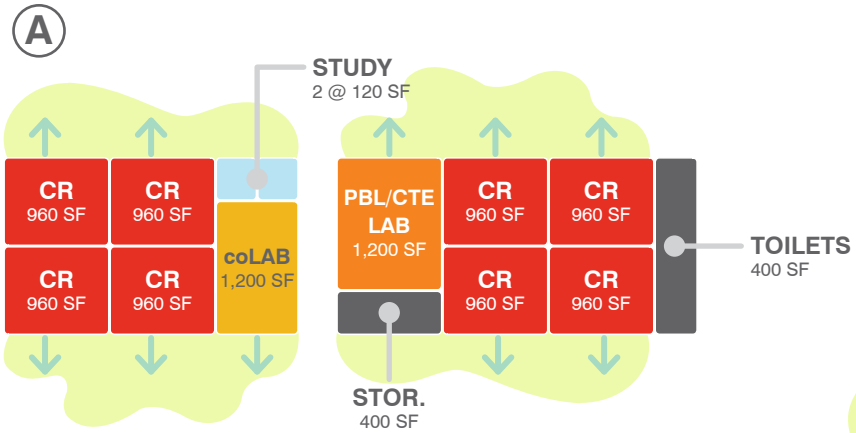
Campuses should be organized with a single point of entry. Visitors must enter through the main administration office before accessing the rest of the site. Design perimeter fencing and gates to be able to secure the campus. At a minimum, all exterior doors should be alarmed. Sites should have a security system with adequate cameras in appropriate locations and a buzz in system at the main entry. All doors should have safe school locks. Evaluate a central web-based badge swipe system to allow for easy an off-site identification of who is entering and exiting sites. Provide a keyless entry system at community use spaces such as the Multi-purpose buildings.

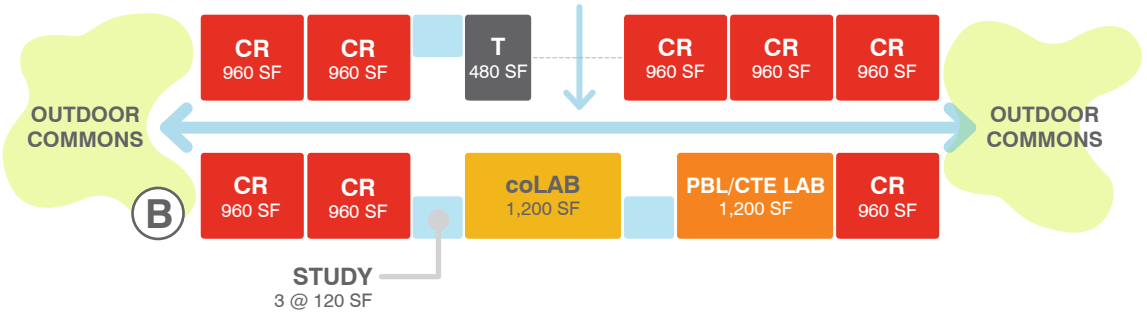
The organization of buildings and site elements should take into consideration supervision and circulation. Provide adequate lighting at parking and exterior circulation areas to allow for safe, after hours staff and District maintenance access. Clear signage should be provided at main entry and throughout the campus.

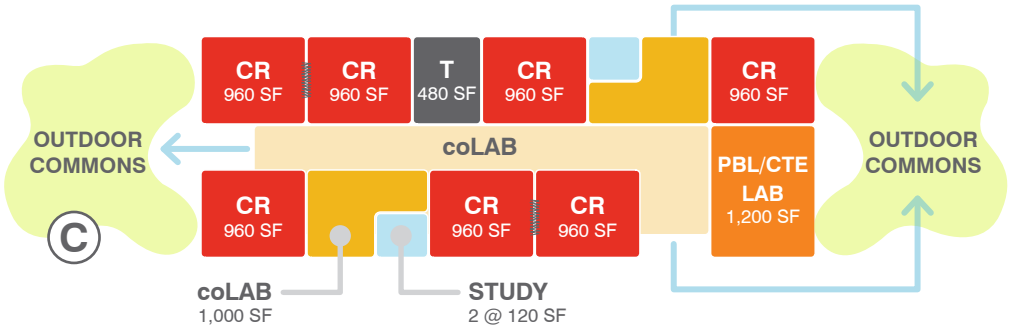
The following is a diagrammatic overall campus. It does not reflect any campus in particular but provides a layout that demonstrates the design considerations as stated within these pages.

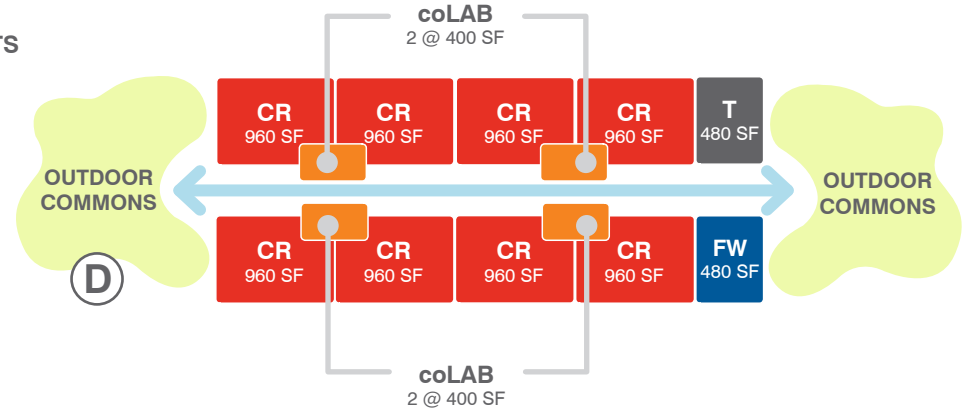


The diagrams on this page demonstrate various learning house configurations that can be applied to new construction and / or major modernization projects as appropriate. The goal is for classrooms to have access to a shared collaboration (co-lab) area where various break out and small group activities could occur. The idea is also to utilize space efficiently so that every space can be a learning space. Co-lab spaces should be very transparent to allow for ease of supervision from the classroom space. Also consider project based learning or career tech labs to be co-located within the learning house to better integrate into the curriculum with core subjects.









- Exploration and active learning
- Instructional lessons, group and individual work
- Project art/crafts
- Outdoor exploration
- Interdisciplinary, learner-centered instruction
- Active and passive learning


Samueli Jewish Academy

ACTIVITIES

Spaces should be open, inviting and engaging.

Flexible, easily re-configurable furnishings to allow for a variety of learning activities.

Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that can be utilized for activities.

Provide shade and some covered areas. Consider an outdoor use sink and landscape features that encourage exploration.

Connection to a shared collaboration space and adjacent Classroom to encourage collaboration and team teaching opportunities.

Plan for storage for backpacks and teaching materials.

A shared teacher workroom provides additional storage of supplies and encourages staff interaction.

DESIGN OBJECTIVES


Samueli Jewish Academy


Samueli Jewish Academy

SPATIAL FEATURES

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Furniture should vary based on activity. Easily move-able, group-able tables and chairs. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Mobile storage with some built-in casework.

FINISHES

Finishes should accommodate the activities. Resilient flooring for project based activities and soft flooring for passive activities. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

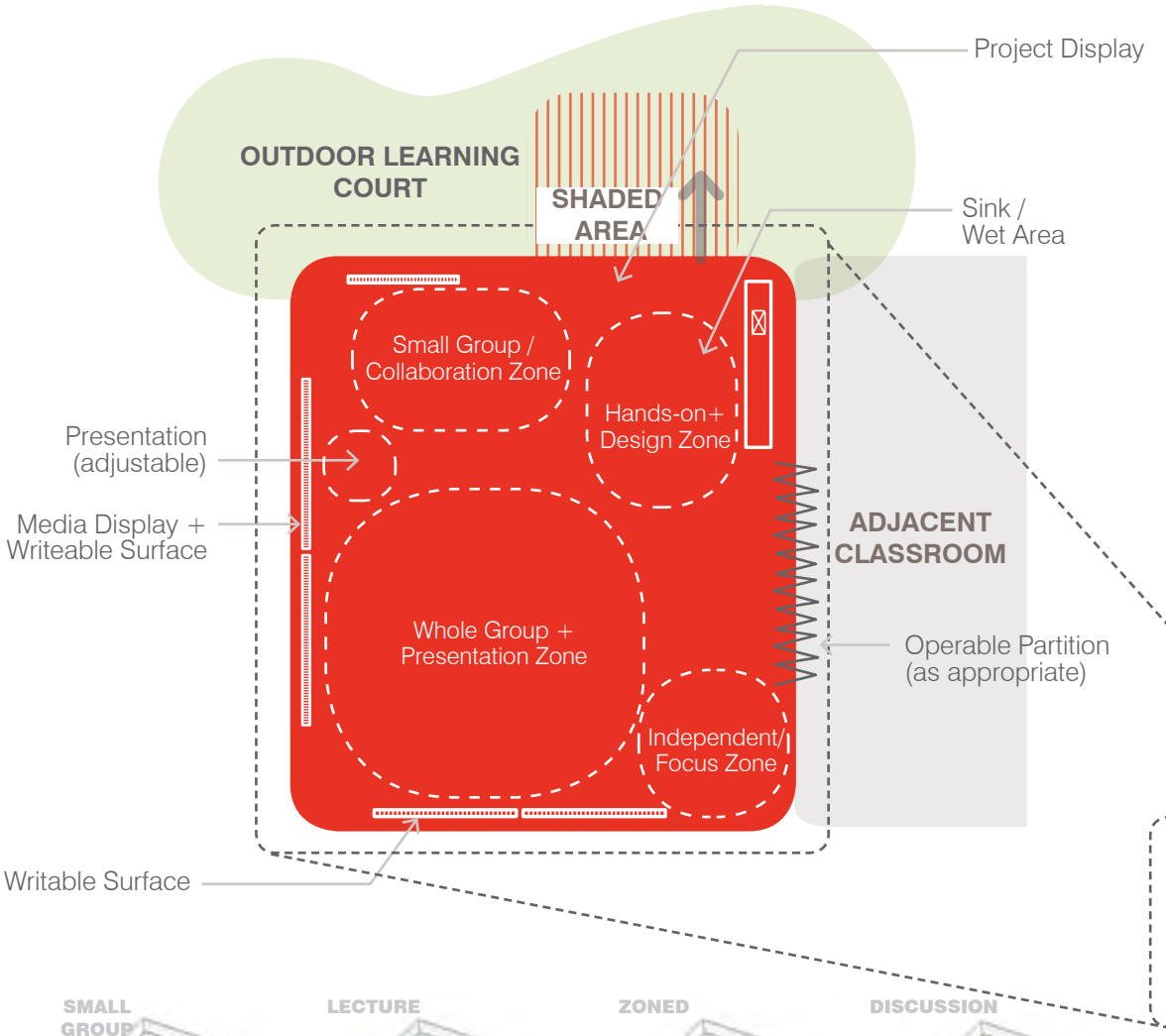
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/ class discussion space.

Incorporate adequate system for charging mobile devices and outlets throughout.

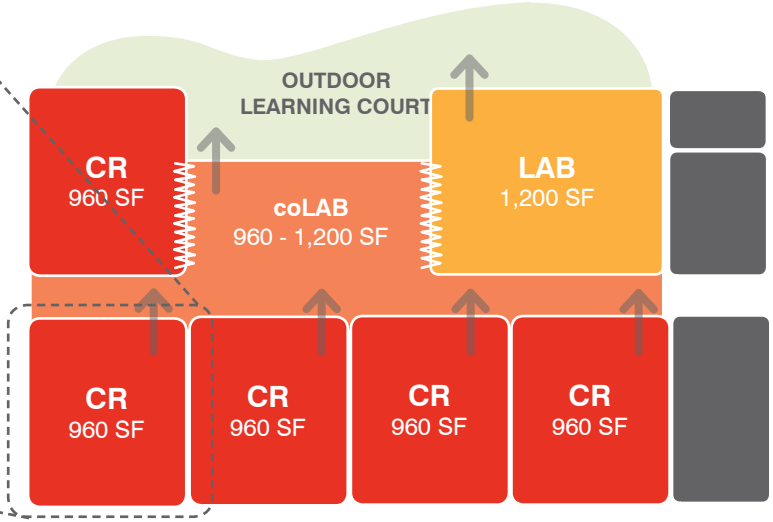
Coordinate with District technology plan.

SPACE DIAGRAM



ORGANIZATION

Group Classrooms together in 'pods' that open into a shared collaboration space.



- **Individualized learning, student-centered planning**
- **Specialized training or support**
- **Use of assistive equipment and/or devices**
- **Development and improvement of skills (communication, language, motor)**
- **Consultation, tutoring and meetings**
- **Assessment and instruction in the least restrictive environment**


Grossmont High School

ACTIVITIES

Special Education students shall be integrated as much as possible with the rest of the campus.

RSP, SDC, MM students are integrated, but need a pull out space for focused help.

SH facilities should have direct access to restrooms and changing.

Focus rooms at ED and SH provide a calm area for students to recompose.

Autism should have an OT room and DHH should have a Sensory Room.

Sensory room with appropriate equipment to support DHH program.

The Learning Center is essentially a student support center with access to counseling. A breakout space allows 1 on 1/ small group work.

Independent living skills equipped with residential appliances allow for students to learn basic skills to become independent.

DESIGN OBJECTIVES

SPATIAL FEATURES


Grossmont High School

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Flexible, varied and easily re-configurable and move-able. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Mobile storage with some built-in casework.

FINISHES

Finishes should accommodate the activities. Carpeting in Classroom, Focus Rooms; resilient flooring for Living Skills and storage areas. Include materials that reduce reverberation time of sound.

Use calming colors and dimmable lighting strategies with high color rendering index (CRI 85+), balanced with natural daylighting.

EQUIPMENT

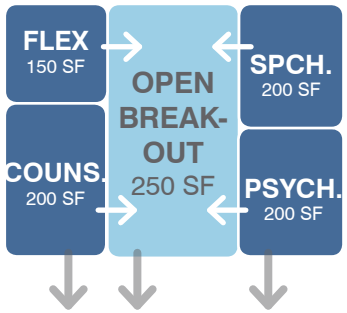
Same as in a Classroom.

Structural grid support above acoustical ceiling for hanging equipment.

SPACE DIAGRAM

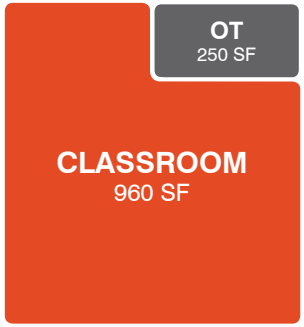
RSP / SDC / MM / MODERATE
Integrate with General Ed Classrooms

LEARNING CENTER
Provide a Learning Center at every school site. Locate centrally, near main Administration

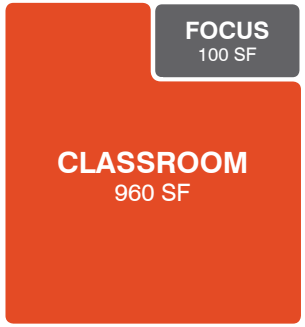


RSP

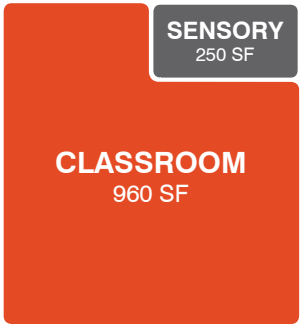
AUTISM



ED



DHH



SH

ORGANIZATION

Special education programs vary at each site depending on the need of that particular school community. Refer to District Special Education Director for information on which programs reside where.

- **Group performances**
- **Hands-on experience through rehearsals and performances**
- **Development of technical abilities and improvisation techniques**
- **Small group practice / ensemble**


Helix Charter High School

ACTIVITIES

Support whole brain learning; create an environment that encourages exploration, imagination and passion.

Visual and physical connection to the outdoors. Outdoor areas can be utilized as an extension to the Classroom space.

Practice rooms provide smaller areas for students to collaborate in.

Evaluate and provide adequate storage needs for wardrobe, music and instruments.

Design rooms with flexibility in mind to adapt to changing program needs.

DESIGN OBJECTIVES

SPATIAL FEATURES


Johnson Middle School

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Easily re-configurable and move-able furnishings; stackable chairs.

Mobile storage with some built-in casework.

Markerboard with staff lines.

FINISHES

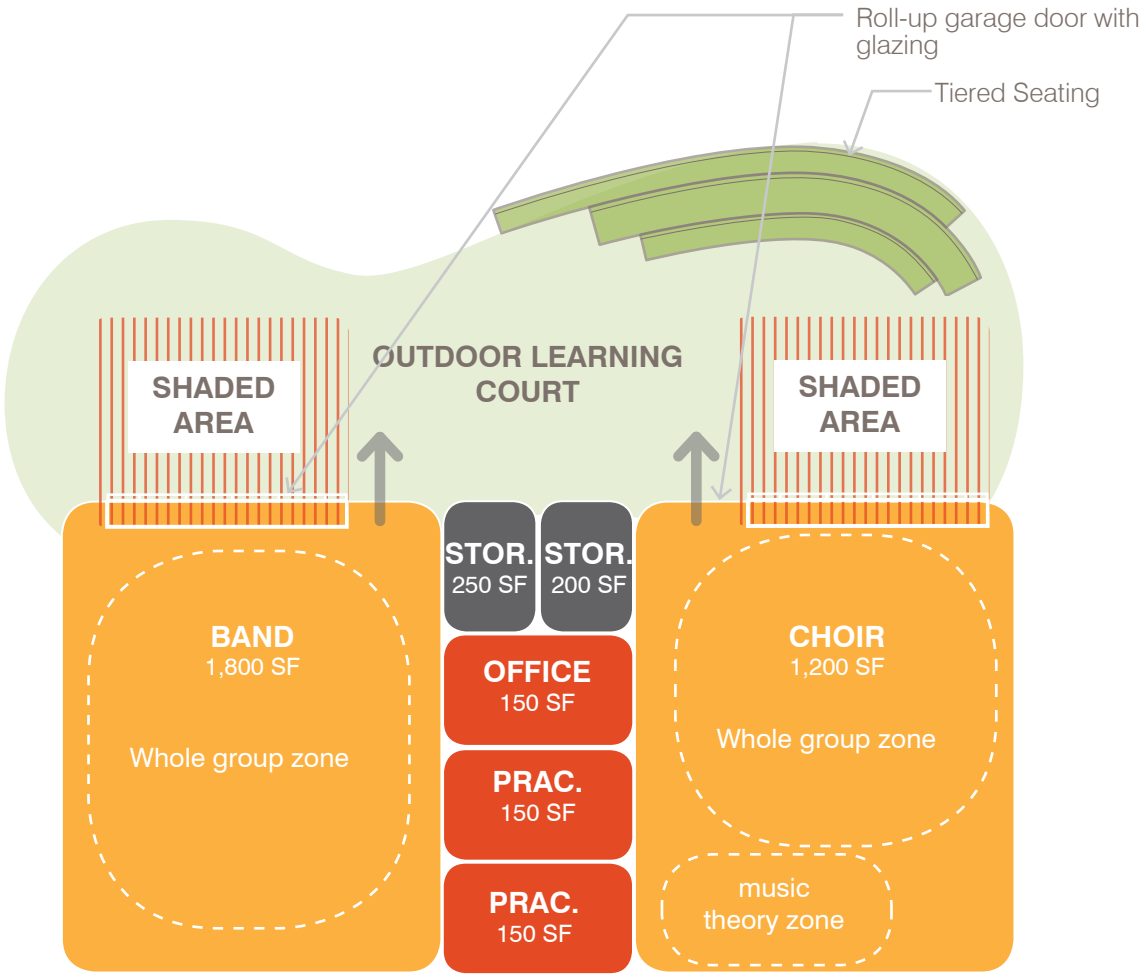
Finishes should accommodate the activities. Appropriate acoustical design, including wall/ ceiling shaping finishes and absorptive panels; resilient flooring.

Consider STC ratings at partitions and door/ window assemblies.

EQUIPMENT

Furnish with typical Classroom technology and AV system.

SPACE DIAGRAM



ORGANIZATION

Music Labs can be grouped with classroom 'pods' to help build relevance in subjects. Alternatively Labs can be located near the Multi-purpose room for ease of access by all students.

- **Interdisciplinary, project based learning in the areas of Science, Technology, Engineering, Arts and Math**
- **Building, crafting and prototyping**
- **Hands-on**
- **Whole group presentations, small group work**
- **Technology based work**
- **Lecture and investigation**

ACTIVITIES


Johnson MS, Westminster CA

DESIGN OBJECTIVES

Create a space that fosters collaboration, exploration and imagination and develops critical and creative thinking.

Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that can be utilized for activities.

Learning opportunities using the building and systems as well as landscape features. Provide shade and some covered areas. Consider an outdoor use sink and landscape features that encourage exploration and experimentation.

Direct access to a lockable, prep / storage room to store materials and on-going projects.

Incorporate areas for display of student work (physical and digital).

Provide the ability to easily reconfigure spaces to varied sizes to support multiple activities and group sizes.

Design flexible spaces that can adapt to changing program needs.

SPATIAL FEATURES


Johnson Middle School, Westminster CA

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards to support small-group work / idea generation.

Large group work tables. Agile, durable, height adjustable furniture.

Mobile storage with some built-in casework. Multiple sinks for cleanup.

FINISHES

Easy to clean flooring.

Include finish materials that can absorb sound within the space. Additional acoustic treatment for music room.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

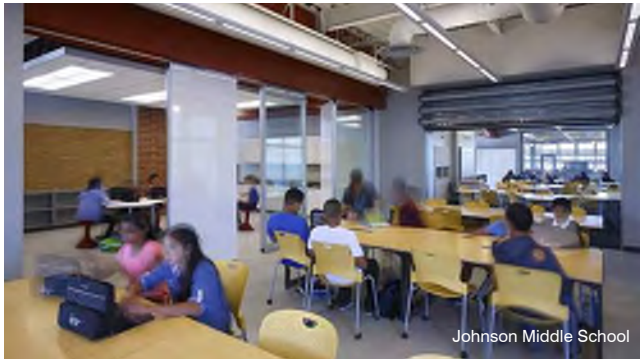
Wall gallery to display work. Slat-wall system for easy access tool/ supply storage.

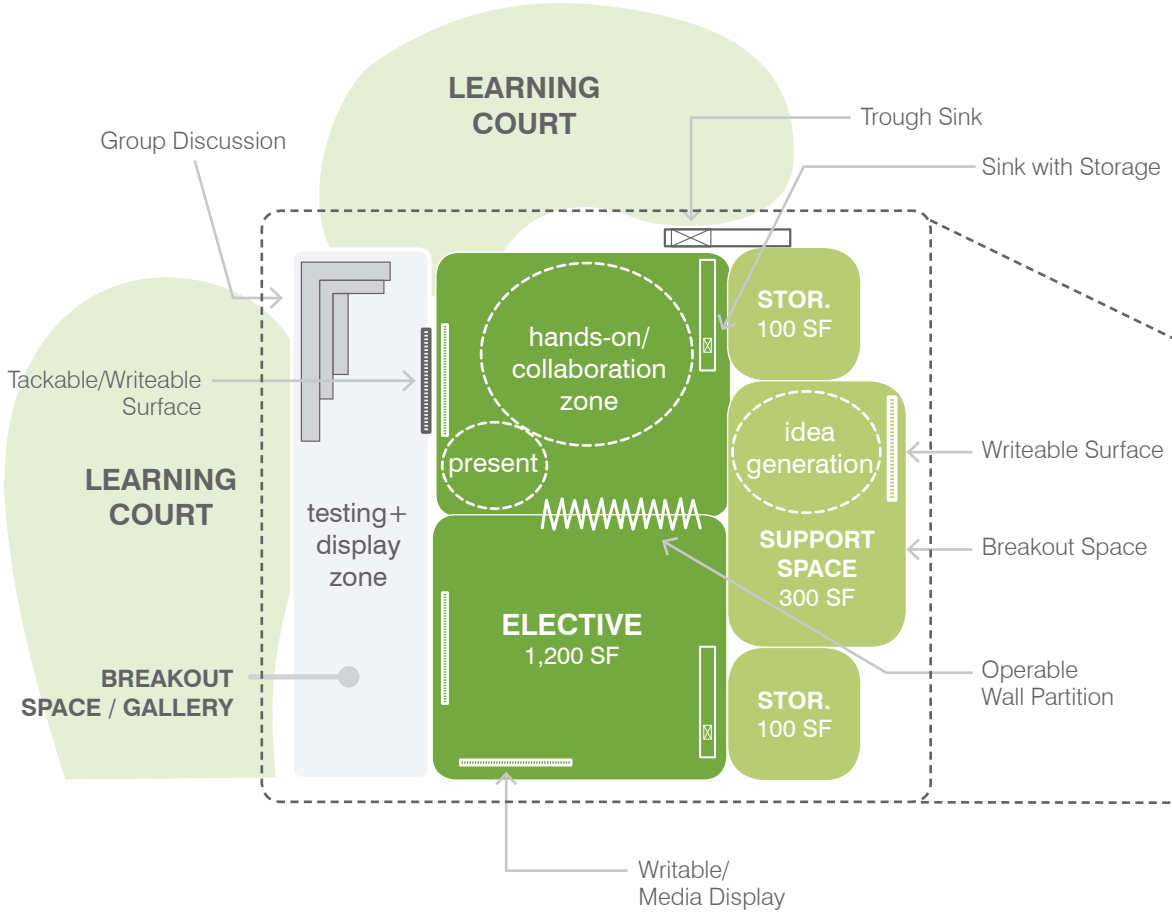
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/ class discussion space.

Flexible data/power, consider power cord reels at ceiling to adapt to changing configurations.

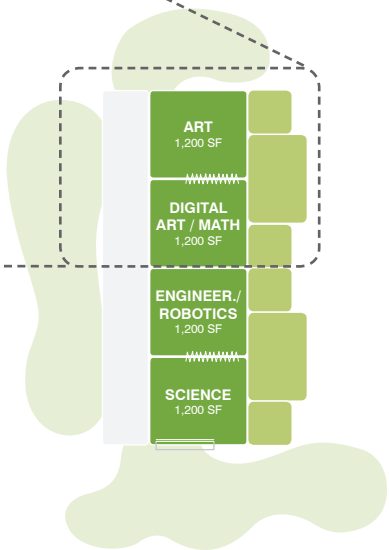
SPACE DIAGRAM





ORGANIZATION

Cluster STE(A)M program classrooms together to facilitate integration of subjects and promote team teaching opportunities.



- **"Front door" to the school community and the public**
- **Welcome center**
- **Administrative duties, conference, discipline, health support, counseling and student support**
- **Staff support - collaboration and access to materials**
- **Consultation and meetings**
- **Student support**
- **Parent support**

ACTIVITIES


Montgomery Middle School

DESIGN OBJECTIVES

Provide a welcoming entry and reception area that serves as a 'front door' to the community.

Promote collaboration while preventing confrontation.

Parent center provides a dedicated space for parents to work, store materials and serve as a resource center for parents. This space is separate from the Staff Workroom and Lounge.

Staff Workroom has the ability to open up into the Staff Lounge to create a larger space that can be utilized for staff meetings and professional development. The space should allow for social interaction and professional collaboration.

Administration spaces should be accessible to visitors yet have clear separation of more 'private' office areas and spaces that allow for confidential conversations.

Waiting areas for the public shall be separate from student waiting areas for health and discipline.

SPATIAL FEATURES


Montgomery Middle School

FURNITURE

Writeable surface and digital display or projection surface in conference rooms.

Furniture to support the activities and tasks in the space. Promote collaboration.

Health office to include lockable storage cabinets for student medicine and under-counter refrigerator with ice maker. Ceiling mounted cubicle curtains to separate cot area.

FINISHES

Carpet in office/ conference areas; resilient in workrooms and health.

Ceilings should be primarily acoustic with limited areas of dropped hardlid.

Display area for school information and notices.

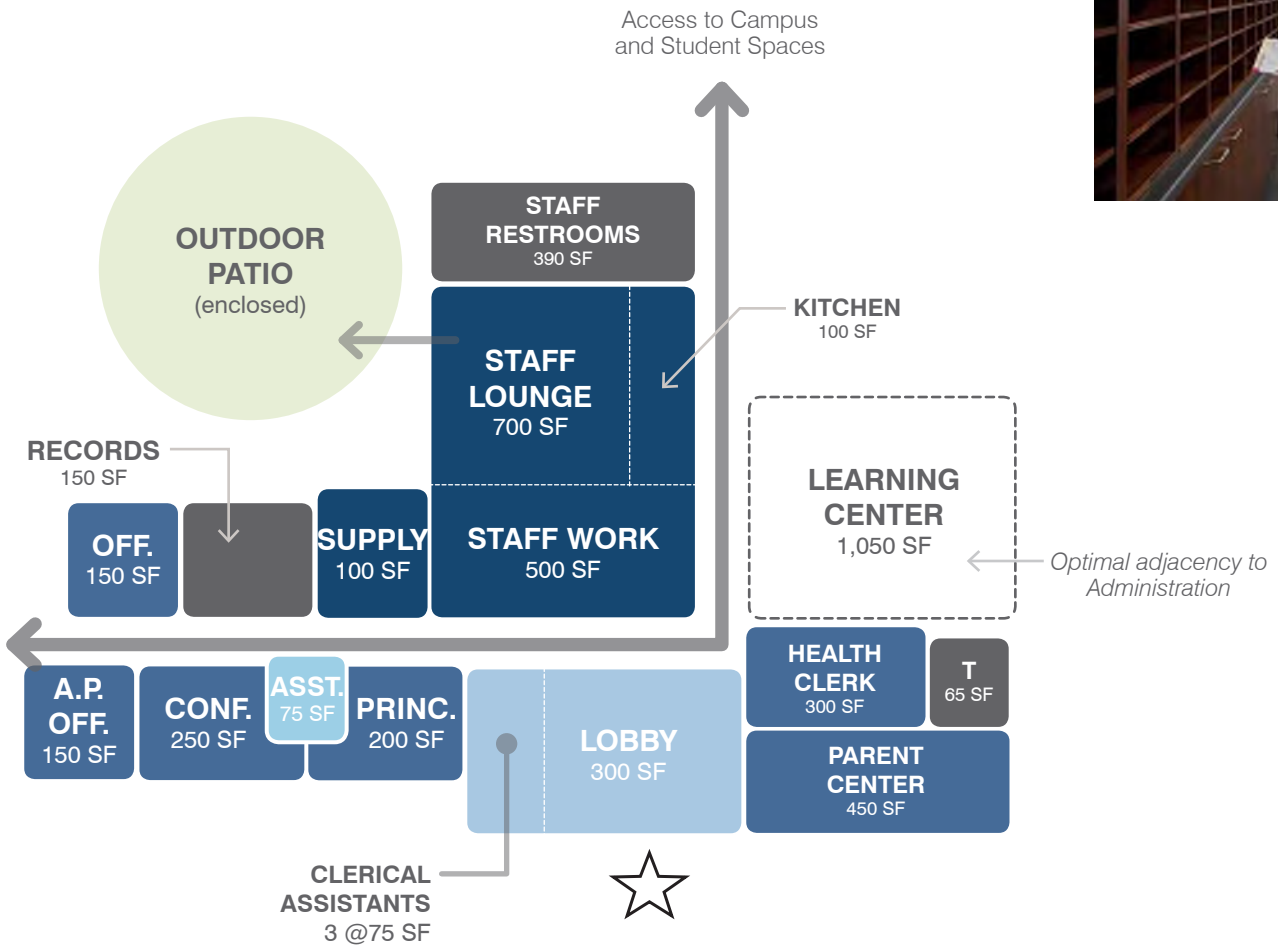
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Digital display for announcements and student work.

Adjustable lighting balanced with natural daylighting and personal controlled shading devices.

Staff Lounge to have video conference ability, projection surface and writeable surface.

SPACE DIAGRAM




Arcadia High School

ORGANIZATION

Administration building should be the main public entry of the school. Organize more 'public' functions (Parent Center, Health, and Conference Room) near the Reception/ Lobby area. Locate more 'private' functions (Offices and Staff Work) towards the interior.

Provide student access towards the campus interior.

- **Research, quiet reading, group instruction, individual / small group work/ study, technology exploration**
- **Access information and create content**
- **Professional development and community meetings**
- **Display of student work and learning / informational material**


Johnson Middle School, Westminster CA

ACTIVITIES

The Library-Media Center can be seen as a 'hub' on a school campus; a place that all students and staff can access for multiple functions. Locate centrally but with clear access to parking.

Consider before/ after school hours access for student / community.

Support multiple, concurrent activities and allow for diverse sized groups.

The Innovation Lab is a non-scheduled computer-based space that can be opened up to the Library. As technology becomes more integrated into the Classrooms, this will be the only computer lab that will remain on a campus.

Optional Team Rooms allow students to do more focused activities without distraction.

Outdoor areas shall be seen as an extension to the indoor learning environment.

Consider supervision across the space.

Consider scale appropriate for students. Where possible, incorporate high ceilings, good daylighting and the feeling of open-ness.

DESIGN OBJECTIVES

SPATIAL FEATURES

FURNITURE

Variety of options for seating; tables with chairs and comfortable, soft seating with access to power and wireless for mobile devices.

Flexible, varied and easily re-configurable and move-able.

Move-able shelving for books; lower level shelving for student accessibility.

Consider tiered, platform seating that allows for multi-functions (e.g. stage/ study).

FINISHES

Finishes should accommodate the activities. Carpeting; resilient flooring at storage and workroom areas. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Utilize glass to contain sound in rooms but allow for supervision.

Writeable surfaces in Team Rooms and Innovation Lab.

EQUIPMENT

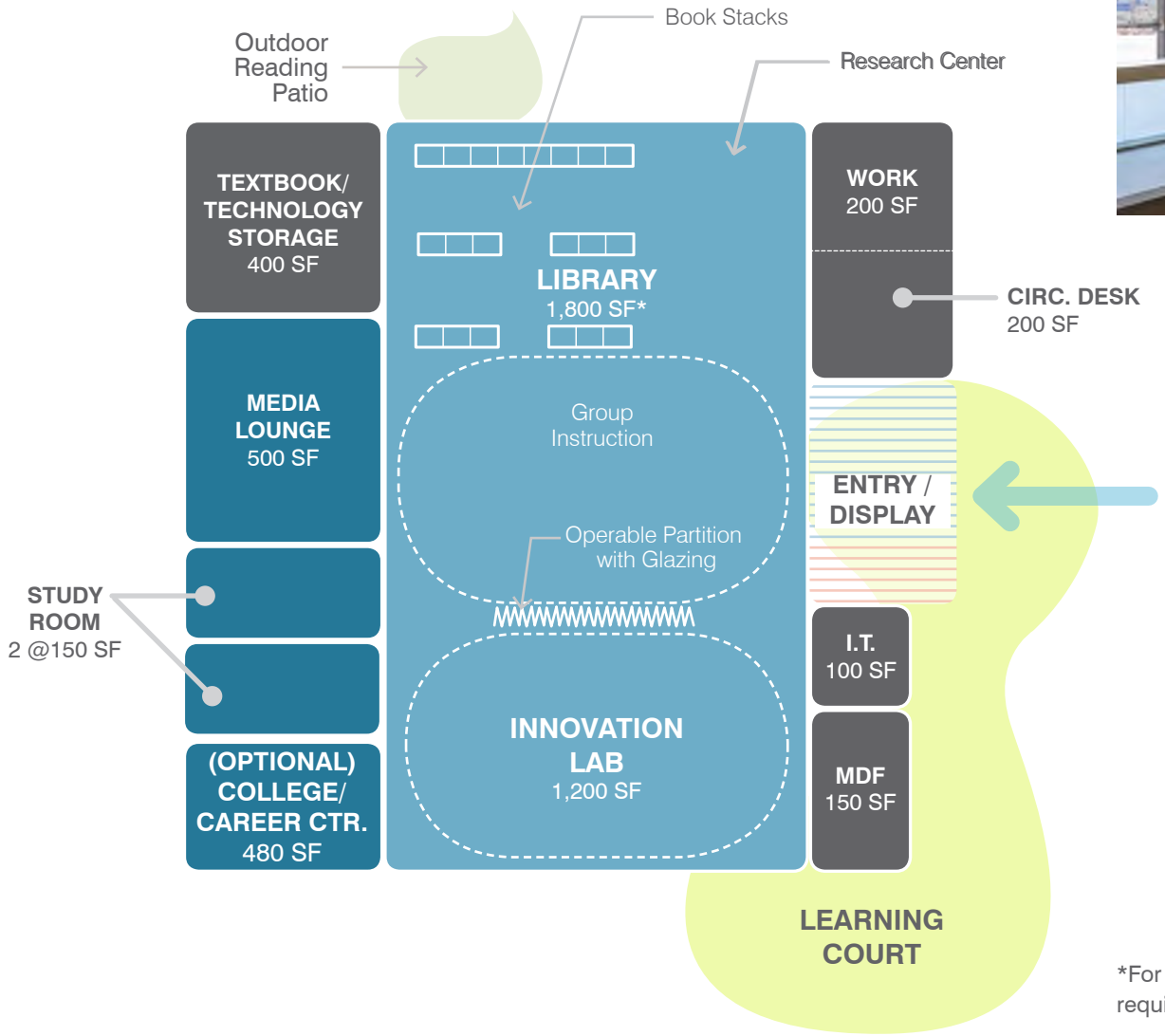
Integrated technology (wireless access) should be uniformly provided. At group instruction area, include interactive whiteboard and large media display with AV system with ability to video broadcast and access virtual learning.

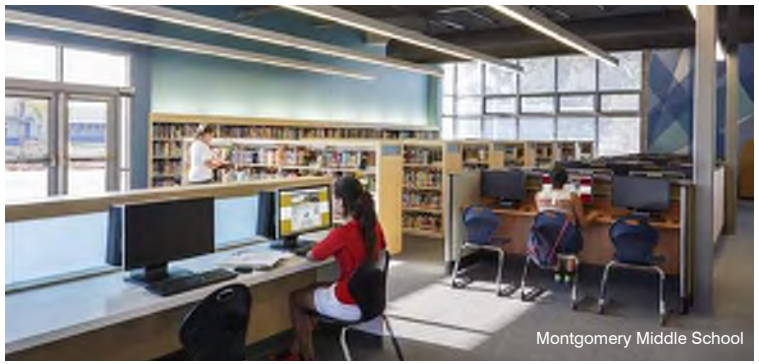
Access to power throughout; powerized furniture and floor outlets to allow for flexible arrangements.

Research Center with computer counter available for students to search for online information.

Innovation Lab to include enhanced Classroom technology with technology-rich workstations.

SPACE DIAGRAM




Montgomery Middle School

ORGANIZATION

Organize the space to support multiple types of activities and sizes of groups. Design for ease of supervision.

*For Library: Minimum CDE requirement of 2sf/ student.

- **Assemblies and large group presentations**
- **Food service seating / social gathering**
- **Community use**
- **Instructional activities to support physical education / fitness, music and performance**


Johnson Middle School

ACTIVITIES

DESIGN OBJECTIVES

As the campus activity center, the MPR shall be located near parking for after hour/ community event access.

Instill sense of school pride through color, graphics, signage, award / trophy display.

The space is intended for multi-use. There should be an easy transition from performance space to dining space. Provide ample storage for chairs and tables and PE equip.

"Food court style" kitchen area with built-in salad bar with GUSD branding.

Easy access queuing system that allows quick flow through serving line to dining area.

Design with appropriate acoustics to accommodate large group activities.

Attractive outdoor, covered seating area with shade.

Access to restrooms, drinking fountains adjacent to lunch area.

Security / safety measures and storage to accommodate community use.

SPATIAL FEATURES


Johnson Middle School

FURNITURE

Flexible / adaptable and durable tables and chairs that are multi-use with the ability to stack/ fold / store away.

Accommodate various storage needs for chairs and tables, PE equipment, community use, activity materials.

Recycling area.

FINISHES

Acoustically designed space. Incorporate ceiling and wall materials that absorb sound and reduce reverberation time.

Resilient, durable and easy to clean flooring.

Consider operable, acoustic partition at platform to be able to create a Music Classroom space in lieu of separate Music Classroom.

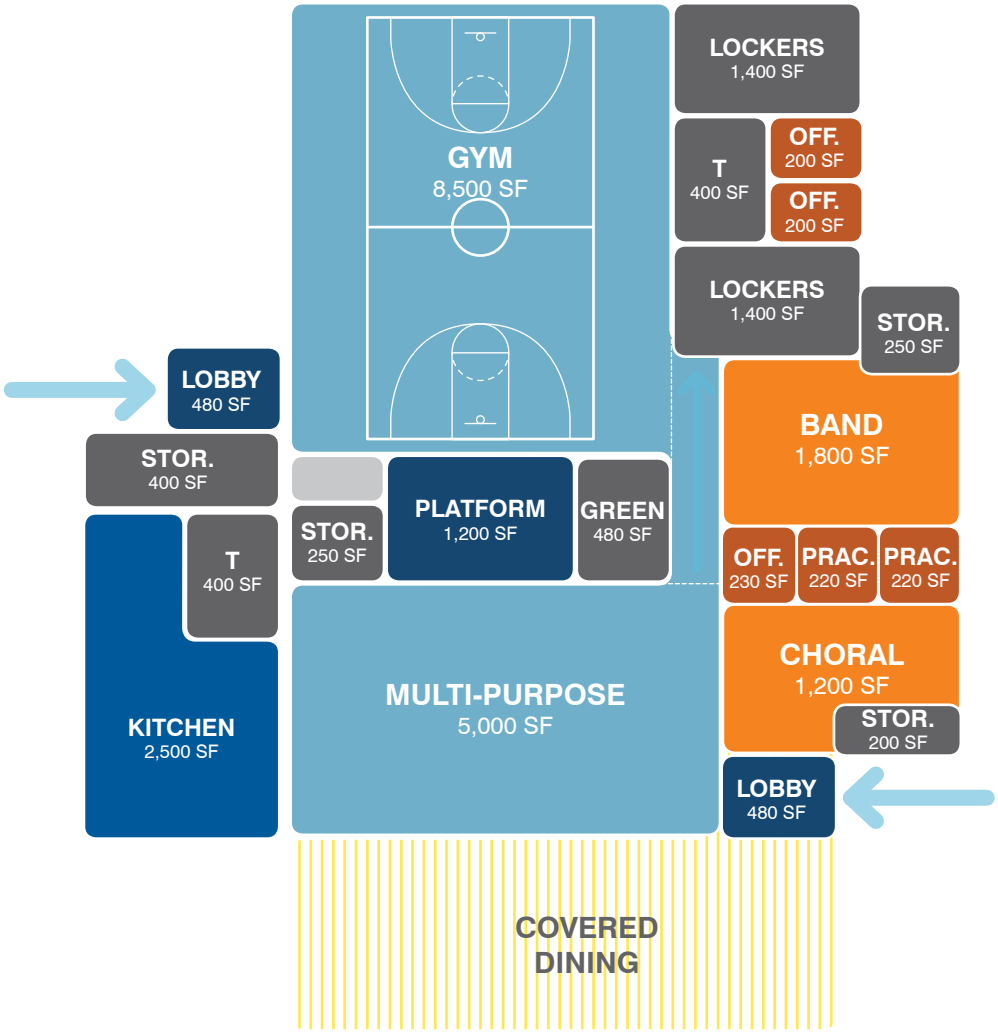
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include large projection.

Integrated audio-visual system for presentation capabilities.

Adjustable lighting to accommodate multiple types of events (testing, presentations, assembly, fitness).

SPACE DIAGRAM



ORGANIZATION

Locate facility near parking for community events with access to hardcourts and playfields.

The Gym can be a separate building from the Multi-purpose / kitchen / music classroom building.

EDUCATIONAL PROGRAM STANDARDS
HIGH SCHOOL SPECIFIC

LPA

- Whole group direct instruction and demonstrations
- Small group work
- Hands-on lab experimentation
- Observations and documentation
- Independent work
- Real world problem solving
- Research

ACTIVITIES


Coastline Community College

DESIGN OBJECTIVES

Inspire curiousity, discovery; foster individual interest and investigation. Create an environment where students can take the opportunity to take risks without the fear of failure.

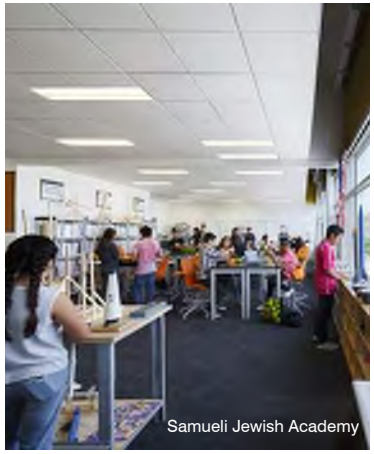
Appropriate exhaust systems to flush out odors in the spaces that use laboratory chemicals for experiments.

Incorporate plenty of storage space for equipment and materials. Plan for areas for student work display and ongoing project observations.

Shared prep rooms provide space for storage of teaching materials and prepare for class. Provide opportunities for team teaching and staff collaboration.

Design space to allow for hands on experimentation lab work as well as lecture. Extend the classroom to the outdoors.

SPATIAL FEATURES


Samueli Jewish Academy

FURNITURE

Flexible, mobile furniture to support active learning, locate utilities at ceiling or perimeter of classroom.

Refrigerator with freezer.

Cabinets need to be lockable.

Sinks with countertop space.

Writable wall surfaces and operable partitions.

FINISHES

Flooring should be resilient and durable, able to resist chemicals and stains, encouraging use for creative endeavors and “messy” work.

Acoustical ceiling and finishes to reduce reverberation time to allow for concurrent activities.

Casework/countertops to be chemical resistant and laboratory grade, lockable, with hot and cold water.

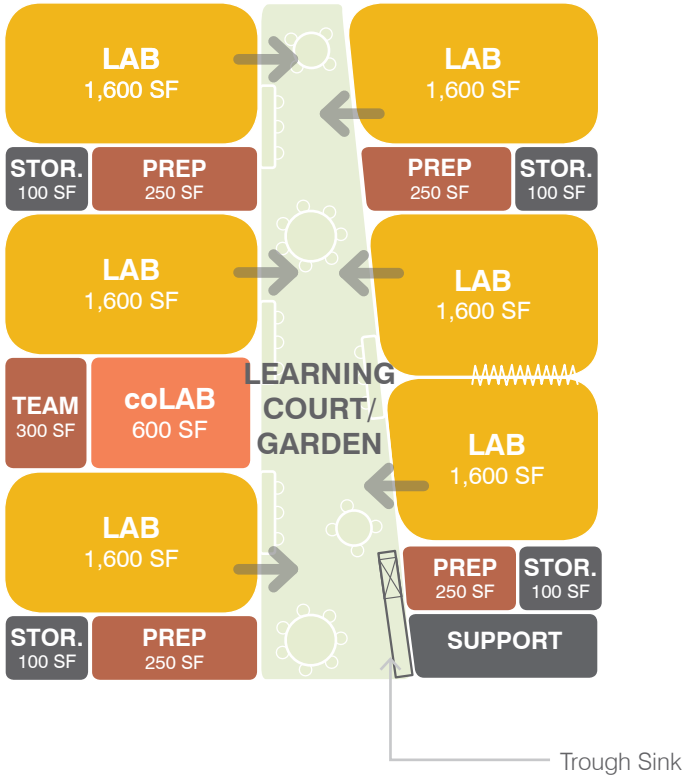
EQUIPMENT

Allow for technology connectivity, with stand-up workstations/tables, multiple presentation areas, digital screens on all walls.

Wifi Access throughout (indoors and out).

Recessed emergency eyewash and shower. Fumehood, as required.

SPACE DIAGRAM



ORGANIZATION

Group Science Labs together so that resources can be shared and utility connections can be designed efficiently. Cluster labs together to provide shared Prep Room areas and collaborative areas for students and staff. An exterior Learning Garden can provide an extension to the classroom learning environment.