

## PART III: ROOM DESIGN AND FUNCTION

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### A. CLASSROOM (KINDERGARTEN, PRE-K)

#### 1. ACTIVITIES/SPACE USE PLAN

- a) Classrooms should provide space for
  - i. Large and small group instruction
  - ii. Individual and small group projects
  - iii. Large and small group play
  - iv. Wet and dry work areas
  - v. Individual and small group work at computer workstations
  - vi. Faculty collaboration meetings

#### 2. SPACE SPECIFICATIONS

See Divisions [8](#) and [9](#) in the *Materials Standards*

- a) Floor area must be a minimum of 1,350 sq ft, including restrooms, storage and teacher preparation space.
- b) Classrooms should feature flexible zones to support various classroom activity types.
- c) Situate Pre-K and Kindergarten classrooms adjacent to a parent drop-off area, preferably also near staff spaces such as the main school office and the staff wellness room.
- d) Contain student restrooms within the classroom, or nearby within a school's kindergarten/Childhood Development Center (CDC) complex. If contained within a school's kindergarten/CDC complex, provide a minimum of 1 restroom with 3 toilets for every 2 classrooms.
- e) Pre-K and Kindergarten classrooms require a variety of permanent storage, including:
  - i. Open Shelving
  - ii. Deep shelving for storing oversized papers, posters, and other teaching items
  - iii. Large storage areas for hands-on manipulative learning products
  - iv. Cupboards
  - v. Coat racks
  - vi. Outdoor play equipment storage
  - vii. Cubbies for storing student backpacks (located outside of the main teaching area)
  - viii. Countertops, not accessible by children, for storing teacher equipment. They should be provided both inside and outside the main teaching area.
  - ix. Storage for bunks used for napping
- f) Pre-K and Kindergarten classrooms require adjacent teacher preparation space, including:
  - i. Varied storage options
  - ii. Ample counter and table space for preparation work, tools, and equipment
  - iii. A sink, scaled and configured for adult use
- g) Floors should be flat with no permanent raised platforms.
- h) Provide 2 exits from the classroom: one for primary egress, and the second to access an adjacent outside play area.
- i) Design the classroom space to enable effective teacher supervision of the full room and both exits from any location.
- j) Provide a window panel for viewing visitors without opening the door.
- k) Provide space for the entire class to sit down together as a group.

- l) When carpeting is designated as flooring surface, use carpet tiles to facilitate maintenance and repair.
- m) When possible, make individual rooms or room groups independently securable so site administrators may open up the needed spaces, while keeping the rest of the campus secure.

### 3. INFRASTRUCTURE/UTILITY REQUIREMENTS

See Divisions [15](#) and [16](#) in the Materials Standards

- a) [Refer to Part II, Section A-1](#) for lighting specifications.
- b) [Refer to Part II, Section A-2](#) for general HVAC/climate control specifications.
- c) [Refer to Part II, Section A-5](#) for general communications and information technology specifications, and see below for specific requirements for Pre-K and Kindergarten classrooms.
- d) Implement technology infrastructure specifications in such a way that does not complicate maintenance of the room.
- e) Cabling should be contained within accessible conduits and/or raceways to allow rooms to adapt to changing technologies and infrastructural requirements.
- f) *Distribute outlets along the full length of at least one wall.*
- g) *Distribute additional outlets throughout the classroom.*
- h) *Wall outlets should be located at or below counter height for easy access and to simplify room maintenance.*
- i) *Distribute data drops throughout the classroom as needed to support student and teacher access to the internet/ethernet, as well as the classroom's phone, intercom, wi-fi port, digital projector, speakers, and display technologies.*
- j) Provide wall and ceiling mounts for wireless access points, digital projector, speakers, and display technologies.
- k) Provide plumbing infrastructure for a single basin sink for adult use located in the teacher preparation space.
- l) Provide plumbing infrastructure for a single basin sink/water fountain for student use (Approximately 24" counter height)
- m) Restrooms must be equipped with a sink for student use (Approximately 24" counter height)

### 4. FURNITURE AND FURNISHINGS

See [Division 12](#) in the Materials Standards

- a) Comply with the [Coalition for High Performance Schools' guidelines for the use of sustainable materials](#) regarding:
  - i. Specify and use products composed of recycled content in order to reduce the environmental impacts associated with extraction and processing of virgin materials. ([ME4.1](#))
  - ii. Specify and use materials that are organically grown and replenish themselves faster than traditional extraction processes demand. ([ME4.2](#))
  - iii. Specify and use sustainably harvested wood. ([ME4.3](#))
  - iv. Specify and use salvaged materials to limit waste and the use of raw materials. ([ME4.4](#))
- b) All surfaces should be durable, resilient, and easy to clean.
- c) Furniture selections should be lightweight and reconfigurable to enable multiple modes of work, activity types, and room layouts.
- d) All furniture and furnishings should be safe for young children.
- e) Select student desks and chairs properly sized for Pre-K/Kindergarten students.
- f) Flooring should be durable and scratch resistant. Avoid permanent carpeting.

- g) Utilize acoustic wall panels and ceiling systems to absorb and dampen noise. Provide cabinetry, cupboards, open shelving, and mobile storage units to supplement permanent storage closets.

## 5. MISCELLANEOUS DESIGN ELEMENTS

See [Division 10](#) in the *Materials Standards*

- a) Provide storage for student coats and bags; 1 cubby per student.
- b) Walls and ceiling should be light-colored for high reflectivity.
- c) Designate one wall to be the primary teaching wall, housing the classroom's main educational technologies and teaching surfaces. The wall should be oriented such that during instruction, the teacher's back does not face the classroom door.
- d) When possible, all walls should have a variety of flexible display spaces, such as:
  - i. Magnetic whiteboards
  - ii. Bulletin boards
  - iii. Interactive white boards and similar technologies
- e) Any dry erase markerboards should utilize non-toxic, low VOC/odorless markers and thus not require chemical board cleaners.
- f) Mounts should be attached directly to wall studs.
- g) Pre-K and Kindergarten classrooms require direct access to a play area designed for a variety of activities that aid in the development of motor skills. Refer to [Part III, Section](#) for pre-K and Kindergarten schoolyard specifications.
- h) Moveable walls are not recommended. Ensure that any moveable wall partitions are acoustically sealed and do not interfere with ventilation or airflow.

## B. CLASSROOM (GRADES 1-5)

### 1. ACTIVITIES/SPACE USE PLAN

- a) Classrooms should provide space for
  - i. Large and small group instruction
  - ii. Full class lecture
  - iii. Individual and small group projects
  - iv. Instruction of multiple grade levels and subject curriculums
  - v. Individual and small group work at computer stations
  - vi. Teacher-led demonstrations

### 2. SPACE SPECIFICATIONS

See [Divisions 8 and 9](#) in the *Materials Standards*

- a) Floor area must be a minimum of 960 sq ft.
- b) Classrooms over 1,000 sq ft must have a second door.
- c) Floors should be flat with no permanent raised platforms.
- d) Design the classroom space to enable effective teacher supervision of the full room and all exits from any location.
- e) Designate one wall as the primary teaching wall, housing the classroom's main education technologies and teaching surfaces. The wall should be oriented such that during instruction the teacher's back does not face the classroom door.
- f) When possible, make individual rooms or room groups independently securable so site administrators may

## Design Guidelines

# Kindergarten, Transitional Kindergarten & CDC Classrooms

### Storage

There should be a variety of permanent, mobile, lockable, childproof, and easily accessible storage, for both students and teachers. These storage types include:

- Open shelving.
- Deep shelving for storing oversized papers, posters, and other teaching items.
- Large storage areas for hands-on manipulative learning products.
- Cupboards.
- Coat racks.
- Outdoor play equipment storage.
- Cubbies for storing student backpacks (located outside of the main teaching area).
- Countertops not accessible by children for storing equipment. They should be provided both inside and outside the main teaching area.
- Storage for bunks used for napping.

### Teacher Preparation Areas

A space dedicated for teacher preparation should be adjacent to Kindergarten and CDC rooms. This area should not be accessible to students. The teacher preparation area should include:

- A variety of storage
- Ample counter or table space for preparation work and storing of tools and equipment
- A sink

### Play Yard

- Title V of the California Code of Regulations requires a play yard adjacent to a kindergarten room that is designed to develop student motor skills.
- This yard must be completely visible from inside the classroom to allow supervision of children, and provide clear boundaries.

### Drop-off and Transportation Zones

- Entrances to these classrooms should be easily accessible and close to safe parent drop-off zones, small temporary parking lots and transportation loading zones such as bus stops.

### Safety

- All components of the classroom should be safe for young children.
- Classrooms should have an open and flexible layout.
- Floors should be flat without permanent raised platforms.
- Use reconfigurable furniture to create special zones or learning areas.

Refer to the [California Code of Regulations](#) for further details on Classrooms for CDCs and Kindergarten classes.



Acorn Woodland Child Development Center play yard

For technical specifications: [ES](#), [MS](#), [HS](#)

Specification Section / Description	OUSD Educational Specifications and Design Guidelines	Facilities Standards	Manufacturer	Substitute Allowed		Buildings & Grounds (B&G), Custodial (CS) and Internet Technology (IT) Standards
				Yes	No	
<b>DIVISION 9 - FINISHES</b>						
9220 Metal Lath and Portland Cement		Gypsum/Keenes Cement Finishes - to match existing building finish for interiors of toilet rooms			X	
9270 Tackable Wall Board		Fiber Insulation Board: 1/2" thick; ASTM C208 Class A Commercial Std CS42 Class A beveled edge. Vinyl Wall Covering: Calendared base color, backing shall be sheeting or non-woven fabric. Class III Flame Spread			X	
9300 Ceramic Tile		Specify recycled content products. At Middle Schools and High School - ceramic tile walls to be full height from floor to ceiling. Floors: Slip resistive finish Walls: Gloss finish - NO matte or textured finish. Provide latex-epoxy mortar and grout in toilet rooms.	American Olean or Dal Tile	X		

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<b>DIVISION 9 - FINISHES</b>						
9500 Acoustical Panel Ceilings		Grid: Exposed heavy duty 24" X 48" grid. Ceiling Panels: Mineral Ceiling Panels, NRC Range 0.50 - 0.60; STC Range 30 - 34, white fissured finish. CHPS Projects: NRC Range 0.80. Architect to confirm and specify required product.	Armstrong - "Ultima" or "Ultima High NRC" or "Fire Guard" where fire rating is required.	X		
9650 Resilient Flooring	Flooring material should be durable and scratch resistant. Flooring should promote furniture modibility.	Sheet Flooring (Linoleum): To have fully fused seams and treated with 2 coats LinoBase sealer prior to traffic. Specify low VOC adhesives and seam sealers. Factor trained and certified installers are required. For budgetary reasons - VCT may be used with Facilities Director Approval.	Forbo: "Marmoleum" Forbo Installers to be "Master Mechanic" certified. Tarkett: "Veneto" or approved equal.	X		

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