



Alameda Unified School District

EDUCATION SPECIFICATIONS

BOARD APPROVED

Final Version

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QUATTROCCHI KWOK
ARCHITECTS

TABLE OF CONTENTS

| | |
|---|----|
| INTRODUCTION | 1 |
| ACKNOWLEDGEMENTS..... | 1 |
| APPLICABLE STANDARDS AND REGULATIONS | 3 |
| California Department of Education (CDE) | 3 |
| Collaborative for High Performance Schools (CHPS) | 3 |
| Division of the State Architect (DSA) | 3 |
| AUSD Mission, Core Values and Goals..... | 3 |
| AUSD Special Education Programs | 4 |
| AUSD Technology Plan..... | 4 |
| PURPOSE | 5 |
| DISTRICT WIDE STANDARDS | 5 |
| Classroom Loading..... | 5 |
| Technology | 5 |
| Campus Security | 7 |
| Campus Visual Appearance | 9 |
| ELEMENTARY SCHOOLS | 10 |
| Parking and Drop-off | 10 |
| Other Site Amenities..... | 10 |
| Playgrounds | 11 |
| Learning Environments..... | 11 |
| Library/Media Center | 12 |

EDUCATION SPECIFICATIONS

Alameda Unified School District

| | |
|--|----|
| Multi-Purpose Room..... | 13 |
| Administration | 14 |
| Before and After School Programs | 15 |
| Provisions for Future Expansion | 15 |
| Parking and Drop-off | 16 |
| Security | 16 |
| Learning Environments | 16 |
| Library/Media Center | 17 |
| Performing Arts | 18 |
| Auditorium..... | 18 |
| Gymnasium/MPR..... | 18 |
| Administration | 19 |
| Playgrounds | 20 |
| Play Yard Equipment..... | 20 |
| Parking and Drop-Off..... | 21 |
| Security | 21 |
| Theater/Auditorium..... | 21 |
| Gymnasiums | 21 |
| Aquatics | 22 |
| Athletic Fields | 22 |
| Learning Environments..... | 22 |
| Administration | 23 |

EDUCATION SPECIFICATIONS

Alameda Unified School District

Library/Media Center23

College and Career Center23

Lockers23

EDUCATION SPECIFICATIONS

Alameda Unified School District

Appendix A – AUSD Mission, Core Values and Goals

Appendix B – AUSD Special Education Programs

Appendix C – Attractive School Options

Appendix D – AUSD Technology Plan

Appendix E – Ed Spec Committee Meeting Minutes

Appendix F – Elementary School District Standards

Appendix G – Middle School District Standards

Appendix H – High School District Standards

EDUCATION SPECIFICATIONS

Alameda Unified School District

INTRODUCTION

Alameda City Unified School District (AUSD) has selected Quattrocchi Kwok Architects to create a comprehensive Facilities Master Plan for the District. The first step in this process is the creation of the Educational Specifications (Ed Spec). Education Specifications identify and standardize required facilities to meet the District's intended educational program at each type of school: Elementary Schools, Middle Schools and High Schools. (The District's K-8 schools will reference both the Elementary and Middle School requirements and identify the facilities requirements for their specific programs in the Master Planning process.) The intent is not to define exactly what facilities each school campus should have, but instead, provide a clear set of facility standards. The completed Ed Spec will be an important piece of the overall Master Planning Process. During the next phase, QKA will be evaluating each AUSD campus against the requirements identified in this Ed Spec. We will then work with a Site Committee at each school, who represents the stakeholders in the school community, to create a long term Facilities Master Plan and identify the best way for each school to meet or exceed these standards at their school.

This AUSD Education Specification was developed in meetings with committees representing all grade levels and all school sites at Alameda Unified School District.

ACKNOWLEDGEMENTS

The task of developing the AUSD Ed Spec could not have been accomplished without the dedication and contributions of the members of the Ed Spec Committee. We would like to take this opportunity to thank the following people for their contribution of time, leadership, and direction necessary to develop the following documents:

DISTRICT

| | |
|------------------|--|
| Kirsten Vital | Superintendent |
| Robert Clark | Chief Business Officer |
| Robbie Lyng | Director of Maintenance, Operations and Facilities |
| Barbara Adams | Assistant Superintendent |
| Steven Fong | Director Teaching & Learning |
| Susan Davis | Director of Communications |
| Rob van Herk | Director Technology Services |
| Susan Mitchell | Special Education |
| Rafaelita Curva | Director, Food and Nutrition Services |
| Kelly Lara | Student Services |
| Marlene Grcevich | Maintenance, Operations & Facilities |

EDUCATION SPECIFICATIONS

Alameda Unified School District

SCHOOL STAFF AND COMMUNITY

| | | | |
|-------------------|-----------------------|---------------------|------------------------|
| Kevin Gorham | Encinal High School | Shirley Clem | Otis Elementary School |
| Kristen Zazo | Encinal High School | Katherine Barr | Paden School |
| Lani Molina | Encinal High School | Aurora Sweet | Edison School |
| Diana Kenney | Encinal High School | Diane Alexander | Earhart School |
| Robert Ithiburn | Alameda High School | Bonnie Nelson-Duffy | Bay Farm School |
| Kelly Gregor | Alameda High School | Connie Chapman | Haight School |
| Ben Washofsky | Island High School | Virginia Hunt | WCDC |
| Tracy Corbally | ASTI | Darlene Norman | Franklin School |
| Michael Hans | Lincoln Middle School | Michael Wong | Paden School |
| Cammie Harris | Wood Middle School | Zoe Boese | Edison School |
| Anselmo Reis | Wood Middle School | Deborah Oppenud | Otis/Maya Lin |
| Stephen Kucharski | Lincoln Middle School | Jeff Gordon | Ruby Bridges |
| Jennifer Hartigan | Lincoln Middle School | Stephanie Cox | Earhart School |
| Roxanne Clement | Bay Farm School | | |

DESIGN TEAM

| | |
|------------------|---|
| Mark Quattrocchi | Principal, Quattrocchi Kwok Architects |
| Stan Clark | Senior Associate, Quattrocchi Kwok Architects |
| Nick Stephenson | Project Manager, Quattrocchi Kwok Architects |
| Ray Keck | Project Manager, Quattrocchi Kwok Architects |
| Cam Hawing | Job Captain, Quattrocchi Kwok Architects |
| Chad Crain | Job Captain, Quattrocchi Kwok Architects |

APPLICABLE STANDARDS AND REGULATIONS

The Ed Spec was developed in the context of and with reference to a variety of existing standards, requirements, and policies.

California Department of Education (CDE)

CDE and the California Education Code provide guidelines and standards for Educational Facilities. Where applicable the committee referred to these standards in developing the Ed Spec. It is the intent of the Ed Spec for all schools to comply with CDE facility recommendations wherever possible.

Collaborative for High Performance Schools (CHPS)

CHPS is a non-profit, national organization focused on making schools a better place to learn by facilitating the design, construction, and operation of high performance schools. AUSD recognizes that creating high performance facilities is a benefit to the environment, the students and teachers that will use the facility, and to the financial well-being of the District. The Collaborative for High Performance Schools (CHPS) Best Practices Manuals and Criteria provide a guideline for implementing high performance concepts in the design of school facilities. The CHPS guidelines encourage the design of schools to provide environments that are energy and resource efficient, provides a safe and healthy educational environment, and link the physical environment to the educational mission of the building. The CHPS Best Practices Manuals and Criteria also provide the flexibility needed to adapt these concepts to the specific context of each school campus and each projects goals, scope of work, and budget. The CHPS criteria shall serve as a guideline for the development of Campus Master Plans and for the design of future facilities improvement projects.

Division of the State Architect (DSA)

Approval of project construction documents for all school renovations and additions are required from the Division of the State Architect. Requirements for California Building Code compliance, as well as the Americans with Disabilities Act (ADA) and requirements for emergency vehicle access will be addressed in the development of Campus Master Plans. All modernization or new construction projects will comply with the requirements of the current edition of the California Building Code as adopted by DSA.

AUSD Mission, Core Values and Goals

The process of developing the Ed Spec and this document were developed within the framework of the established direction and philosophy of AUSD, as summarized in these documents. (Attached as Appendix A)

EDUCATION SPECIFICATIONS

Alameda Unified School District

AUSD Special Education Programs

Special Education vision statement is contained in Appendix B.

AUSD Technology Plan

The District has an adopted Technology Plan which provides direction for 2010 - 2015. This plan addresses educational technology from the standpoint of curriculum, professional development, infrastructure, and hardware. This document provided guidance to the Ed Spec near term technology needs. The plan is attached as Appendix D.

EDUCATION SPECIFICATIONS

Alameda Unified School District

PURPOSE

The purpose of this Ed Spec is to guide Facilities Planning across the District. The Ed Spec is intended to summarize the typical educational programs at each type of school and their facility's needs. It is intended to provide a standard level of facilities and to help ensure equity among campuses throughout the District. It is not intended to prescribe all facilities needs for any campus or to dictate how those needs should be met. This Education Specification will serve as a starting point for campus specific Master Planning processes to be undertaken at each site.

DISTRICT WIDE STANDARDS

The following topics apply throughout the District to all school campuses. Any requirements in these areas specific to one of the school types will be addressed in that section.

Classroom Loading

For the purposes of determining and monitoring the student capacity of each campus AUSD uses a standard number of students per classroom. These ratios are not intended to correlate to the actual number of students in a classroom at any one time or the maximum capacity of a classroom. They are a guideline used to track the overall capacity of school campuses. For grades Kindergarten through 3, the loading ratio is 25 students per classroom. For grades 4-5 the ratio is 32 students per classroom. For grades 6-8 the ratio is 33 students per classroom and for grades 9-12 the ratio is 35 students per classroom. An allowance for teacher prep periods is made in determining the campus capacity. Specialized teaching spaces such as PE Classrooms, Band, Chorus, etc., may be calculated at a higher ratio depending on the size of the space and the program.

Technology

Throughout our Ed Spec committee meetings, the topic of technology was constantly discussed. It is the goal of AUSD and the Ed Spec Committee to strategically integrate technology into the educational environment to support teachers and students and enhance student learning. We also discussed the likelihood that at some point in the future the District would transition to a 1:1 technology program where all students have access to a computer or tablet type device throughout the school day. The timeline and strategy for the implementation of a 1:1 program is beyond the scope of this committee, but it is agreed that long term plans should be developed with that in mind. (Also see Appendix D, AUSD Technology Plan)

Although the discussion of technology is wide ranging, it can be summarized in a few basic strategies:

EDUCATION SPECIFICATIONS

Alameda Unified School District

- Infrastructure: It is impossible for this committee (or anyone) to know exactly what the infrastructure requirements will be for instructional technology in the future. What we can be sure of is the use of technology in all aspects is increasing rapidly and all of that technology requires access to the internet through an adequate bandwidth. To that end, one of the most important requirements for each campus is to provide an adequate main connection and main data network infrastructure to support continued growth in bandwidth for each campus.
- Wireless Access: Increasingly the internet is accessed on a wireless network. The additional flexibility provided by wireless access can be a significant benefit to teachers, students, and in a future 1:1 scenario, wireless access is necessary. Therefore, all campuses should plan to include robust wireless data access in each building, outdoor courtyards and learning areas.
- Classroom Audio-Visual (AV) Systems: The District currently has a variety of classroom AV systems in place. Many of these systems are functional and serve teachers well, although they do not always have the appropriate infrastructure in place resulting in the use of cords along the floor and other unfortunate fixes. The design of the components of Classroom AV Systems is constantly changing and will continue to evolve in the future. Recognizing that the committee decided not to recommend particular components or systems for Classroom AV Systems. The system should be designed using the best available components at the time of installation. The AV system should also have the flexibility to address special education needs. Each classroom shall be provided with the following functionality to be accessed over the wireless network wherever possible:
 - Large format visual display (projector and screen, or monitor, etc.)
 - Document Camera
 - Laptop (or other portable device)
 - Speakers for audio playback
- Computer Labs: The District currently has a variety of computer labs across its school campuses, which serve a number of purposes. Computer labs are currently used for a variety of activities, such as, specific courses, library research, testing, and specialized instruction. The committee expects that in the future the need for these computer labs will diminish as technology becomes more widely distributed among the students and access is more ubiquitous. As more and more students have access to technology and the internet in their general classrooms, the need for specialized spaces for technology access will diminish. However, there will likely still be a need for Computer Labs to serve specialized classes related to Computer Programming, Digital Media, Engineering Design, etc. In the short to medium term there is a definite need for functional computer labs at each campus. The existing computer labs may remain

EDUCATION SPECIFICATIONS

Alameda Unified School District

necessary to support technology access across a spectrum of future curriculum programs. Computer Labs will also be needed to support the digital testing requirements which take effect in the next few years. For these reasons, the District may need to create additional computer labs over the next few years.

- Support Current Technology: Although technology is changing rapidly and becoming more integrated into the learning process, it is also important to better support the District's existing technology. Funds are limited and it is critical to make sure that existing technology investments are used to the greatest extent possible. Many Elementary Schools have cart based classroom AV systems, but do not have the proper infrastructure to safely connect them, resulting in cords running across the floor and other issues. Part of any facilities improvements should include providing the infrastructure to better support current technology equipment and extend its useful life.

Campus Security

Student safety and Security is a primary concern of AUSD and an important consideration in any facilities decision. The Ed Spec committees discussed campus security at length during our meetings. These conversations touched on many aspects of security, including, preventing unauthorized access to schools during the school day, preventing vandalism and theft and maintaining student safety on campus during the school day. There is a fundamental need to maintain the school as a safe space for students and this was the primary focus of our discussions. We also discussed the need for school campuses to feel open and inviting while maintaining security. Controlling the connection between the campus and the community and between spaces on each campus is also an important part of maintaining security and supervision on a day to day basis. One of the main themes that we discussed was the need to strike an appropriate balance between the need for security and the need for openness and connection. As a result of this discussion we identified the following principal security requirements for all schools:

- Secure Perimeter: Each Elementary and Middle School campus shall have a 6 ft. high fenced and secure perimeter. The perimeter security should allow for only one point of entry, at the main office, during school hours. Wherever possible the campus buildings shall be used to create a secure perimeter to minimize the use of fencing and present a more inviting image to the community. Fencing shall be a minimum of six (6) feet tall and include lockable gates. Fencing design shall minimize the number of gates to make securing the school as easy as possible. The secure perimeter shall include field and asphalt play areas.
- Access to fields and playgrounds: Community access shall be provided to all fields and playgrounds. Gates shall be provided in the perimeter fencing and unlocked at the end of the school day to allow community access. A second line of fencing may be provided to separate the buildings, courtyards, and

EDUCATION SPECIFICATIONS

Alameda Unified School District

spaces around the buildings from the play area to prevent vandalism and theft at the buildings during non-school hours. However, this is a secondary concern and should be addressed at each campus.

- Video Surveillance: Some schools currently have limited video surveillance systems. Additional video security systems will be evaluated on a case by case basis.
- Communications: Each classroom on every campus shall have an effective and operational two way communications system. The communication system needs to provide the ability to broadcast announcements to all areas of the campus simultaneously, including, all teaching spaces, offices and outdoor areas. Ideally the system could be accessed to make these announcements from anywhere on campus. The system shall also provide the ability for District Office staff to notify other school sites in an emergency.
- Doors and Windows: All classroom doors should be provided with a window or sidelight to provide visibility of the outside of that door. All classroom doors should have hardware that allows the classroom to be locked from the inside with a key. (Most classrooms already have this type of hardware.) All windows (including those in entry doors) shall have functioning blinds which can be closed easily to prevent visibility into classrooms from the outside. The District standard is to provide laminated glass at all windows for additional protection from intrusion. Operable windows that allow for natural ventilation are preferred.
- Intrusion Alarm: Each campus shall have a functional intrusion alarm system. Ideally all schools would be connected on the same District wide system. Additionally, each campus shall have secure areas or rooms for technology storage that include additional security measures to prevent theft.
- Fire Alarm System: All fire alarm systems shall be brought up to current code as improvements are made (per DSA requirements). Wherever possible a single system shall be created on each campus. Where multiple systems occur on a campus they should be connected together.

Other Security Issues Discussed

- Metal Detectors: In certain circumstances, it may become necessary to consider installing metal detectors at High School main entrances.
- Collaboration with Alameda Police Department: AUSD is currently working with APD to review safety at each school site. It is appropriate for this collaboration to continue and be revisited on a regular basis.

Campus Visual Appearance

The visual appearances of school campuses are important. How campuses appear and how they relate to the community affect the connection between the school and its community. The initial impression that people get from the exterior of a school can have a lasting impact on their perception of that school and its value in the community. These impressions also have an impact on students and how they perceive schools and how much their community values their education. School campuses should present a warm and inviting image to the community to make people feel welcome coming to the school and supporting the school community. In the process of Master Planning each school should include the following components to improve the visual appearance of the school and the connection to its community:

- Sense of Entry: Each school should have a single, main point of entry, as discussed under security above. The design of the school shall make that entry clear and inviting, leading people to that main entry point. This may include features of the building design or landscape design to make a compelling obvious entry.
- Signage: Each school should be clearly identified by monument or wall mounted signage. Messaging capabilities, such as notices regarding events and/or school schedules should be included wherever possible. Individual buildings should also be clearly marked (numbered) with signage.
- Finish Materials: Durable and attractive finish materials should be used so that the facility can be maintained and the appearance kept up over the long term.

The Alameda County Safe Routes to Schools

AUSD participates in the Safe Routes to School program with the Alameda County Transportation Commission. The Safe Routes to School program is a collaborative program where multiple agencies work together to ensure that students have a safe path to and from school campuses. The program evaluates school campuses, identifies issues with the routes to the school, and works with the agencies involved to design and implement solutions to those problems. AUSD has worked collaboratively with the City of Alameda on a number of Safe Routes to School projects and continues to actively work with the program to address all of the school sites.

ELEMENTARY SCHOOLS

Parking and Drop-off

Elementary Schools throughout the District have a variety of parking and drop-off configurations and conditions. In general the following features should be provided:

- On-site Parking should be provided for staff where possible. Target 2.25 spaces per classroom to meet State recommendations. On-site accessible parking should be provided at all schools.
- Each school should have designated parking for AUSD Maintenance vehicles.
- Food service delivery vehicles should be separate from all student play areas if feasible.
- Clearly marked and signed drop-off areas should be provided. Where possible these drop-off areas should be off of the street and on the school campus. Clear curb striping and signage should be provided to direct traffic flow. A safe route for students from the drop-off to the school should be provided to minimize or eliminate the need for students to cross vehicle traffic areas.
- Provide a separate Special Education drop-off area where possible. The accessible drop-off areas should be provided at the Special Ed drop-off where possible.

Other Site Amenities

- Exterior Lighting - Provide night lighting throughout campus appropriate for evening use of all facilities.
- Trash Collection - Place trash area in a well screened area close to the street and to mitigate crossing of trucks and students on campus.
- Landscape & Irrigation - Provide drought resistant, durable and maximize low maintenance and indigenous plant materials wherever practical. Plant selection should recognize the unique climate of Alameda.
- Bicycle Storage - Provide storage area for bicycles at front of school and away from vehicular traffic in lockable caged area.
- Instructional Supplies - A Supplies room of at least 200 sq. ft. is an adjunct storage area for seasonal and other classroom displays and supplies. It is in addition to the classroom built-in storage and the Staff Workroom. The final requirements for this space are to be confirmed during design.

EDUCATION SPECIFICATIONS

Alameda Unified School District

Playgrounds

The playground areas, both landscaped and hardscape (asphalt) are an important part of every Elementary School campus. The California Department of Education (CDE) has specific guidelines for the size and amenities for playgrounds and play fields. Whenever possible, all schools in the AUSD should meet those guidelines. All Elementary Schools should be provided with safe, accessible, visible for supervision, and usable landscape and hardscape play areas. A separate play area should be provided for Kindergarten classrooms and Pre-school programs. These areas should be separated from the rest of the playground by buildings or a short (4 ft. min.) fence. On some campuses, the playgrounds, pools and/or fields are operated under a joint use agreement with the Alameda Recreation and Parks (ARP). In these cases the design and maintenance of the facilities shall be coordinated closely with ARP. Outdoor storage for PE and recess equipment shall be provided and designed to be safely accessible to students and staff. Some play equipment at each school should provide for aerobic type exercise.

Learning Environments

Elementary Schools include a variety of learning environments which should be designed for maximum flexibility to accommodate changing educational programs, policy, and demographics. Elementary School learning environments should include the following features:

- Classrooms - The basic size for an Elementary School Classroom is 960 square feet per District and State standards.
- Kindergarten classrooms should also be larger than standard classrooms at approximately 1,350 gross square feet. Wherever possible Kindergarten classrooms should include a single occupancy restroom accessible from the classroom and a shared resource/storage room.
- Classroom technology and audio-visual systems should be provided in all classrooms as discussed above.
- All learning environments should provide an acoustic environment supportive of teaching in compliance with the Collaborative for High Performance Schools (CHPS) acoustics standards.
- All learning environments, as indicated in the CHPS Guidelines, shall be provided with natural light and views to the outdoors. Natural light should be provided through windows, and should be controlled to prevent glare and heat gain, and to allow spaces to be darkened.
- Flexible and functional furniture should be provided in each space. The furniture should be easy to move and re-configure to enable the use of a variety of teaching styles throughout the school day.

Small Group Instruction: Spaces should be provided to support pull out programs and groups of students working on projects. These spaces should be located adjacent to classrooms and be as easily supervised as possible from adjacent

EDUCATION SPECIFICATIONS

Alameda Unified School District

classroom spaces. They should be large enough to accommodate 6-10 people, approximately 200-300 square feet. Flexible furniture and a white board should be provided in each room.

Science Lab/Project Room: Whenever possible, each Elementary School should have a shared Science/Project Room of approximately 1,200 sq. ft. This room should be designed for maximum flexibility and durability. Depending on curriculum requirements, this room should also function as an art or meeting room to facilitate project based learning.

Outdoor Learning Spaces: Functional outdoor spaces should be provided throughout each campus. These should be spaces for exploration, discovery learning, and allow students to interact directly and indirectly with nature. They should be easily visible for supervision from adjacent classroom spaces. A covered outdoor area should be provided and sized to accommodate a full class. The outdoor area should have power and wireless internet access.

Special Education: There are a variety of Special Education spaces throughout the Elementary Schools. Non-Severely Handicapped students are generally integrated into mainstream classrooms with a Resource Specialist providing additional support. The facilities for many of the Special Ed programs are inadequate and some do not meet State Standards. As part of the Master Planning process each Special Ed program should be matched to the most appropriate facilities at schools throughout the District. All Special Ed classrooms should be accessible and located as close as possible to an accessible drop-off area. Special Ed facilities should also be integrated into the campus so that they do not feel separate. Severely Handicapped classrooms are located at Elementary Schools throughout the District. These classrooms have the following specific features:

- Sized appropriately to accommodate the number of students.
- Access to specialized restroom and changing facilities, preferably directly from the classroom.
- Overhead lifts should be provided where needed by the program.

School Garden: Each Elementary School should identify a location for a school garden. Some sites currently have active school garden programs which can be supported and encouraged. Other sites will need to identify areas to develop a garden in conjunction with the School Community. School Gardens should all have secure fencing to protect them from vandalism. Ideally School Gardens should be located adjacent to, or be a part of the classroom outdoor learning areas, however they should not be attached directly to classroom buildings.

Library/Media Center

Each Elementary School shall have a dedicated Library space. Although not all schools have a full time Media Center Teacher, all Elementary Schools have an assigned teacher and several do have full time. The role of the Library at an Elementary School is changing as we fully embrace concepts of 21st Century Learning. However, even with these

EDUCATION SPECIFICATIONS

Alameda Unified School District

changes, the need for a specialized, flexible space for students to access information and work collaboratively will be greater than ever. In this environment Libraries should be provided with the following features:

- Circulation Desk: Centrally located to provide supervision and access control.
- Open flexible (reading room) space of approximately 1,800 - 2,400 square feet. The instructional aspects of its function require there to be flexibility of seating evolving around a large presentation screen that is comfortably viewable by at least 75 people.
- Work/Resource/Librarian Room: 150 sq. ft. lockable space for staging returned media/books along with space for making repairs to returned items.
- Flexible furnishings and layout to support a variety of activities including: individual study, group collaboration, research, presentations, and work on projects.
- Area for specialized technology access, either through an adjacent computer lab or a space within the Library, to accommodate at least 12 student computers that are easily monitored by the Librarian or staff.
- A Story Time area should be considered for lower grade levels but confirmed during the design process.
- Stacks area for books, placed to allow for maximum flexibility.

Multi-Purpose Room

As their name implies, Multi-Purpose rooms support a wide variety of programs and activities within each Elementary School. Among the major uses are; food service, after school programs, physical education, large group learning, performance, and as a community gathering space. It is critical that these spaces are flexible, sufficient areas, and amenities to support this variety of activities. Multi-Use Rooms should have the following features:

- Large flexible and open space of approximately 3,500 - 4,000 square feet. This will provide space for 150-200 people in tables and chairs and 350-400 in chairs only.
- Adjacent outdoor eating area to provide additional seating space.
- Flexible, age appropriate and safe dining tables with a dedicated storage area.
- Warming Kitchen (400 sq. ft.) with appropriate appliances and serving areas to provide healthy foods and areas to serve meals efficiently and safely. The prototype facility has a rollup door or retractable partition that allows salad bars and food carts to expand into the MPR to quickly and efficiently serve student lunches. The Kitchen should also have clear and easy access to deliveries from the District's central kitchen facilities.
- Dedicated storage for PE equipment and small kitchenette for evening (non-school) use should be provided.

EDUCATION SPECIFICATIONS

Alameda Unified School District

- 800 sq. ft. Stage or raised platform to serve as a place for music or drama performances and presentations. If possible, chair storage should be included below the stage area.
- A/V system for presentations and performances. The A/V system should include equipment for large format video presentations, audio amplification, and playback.
- Simple stage lighting should be provided at all MPR's.
- Acoustic treatment to allow space to be effectively used for performances and presentations. Acoustic materials must be durable enough to hold up to PE, but not basketball or other ball sports.
- Durable finishes throughout the room, such as, high impact gypsum board, corner guards, linoleum flooring, and cleanable wall panels.
- Dedicated storage space for after school programs.
- Easily accessible by the community for events. Controlled access to allow outside groups to use the facility without accessing the remainder of the campus.

Administration

The Administration area of an Elementary School serves many functions. It is the main entry to the school welcoming students, parents and community members. It is the point of entry and security for the campus. It is the workplace of the school's staff and the primary hub of staff activity on campus. The Administration area should clearly serve as the point of entry to the school and should be architecturally expressed for a good impression and clear point of entry, as discussed above under Campus Visual Appeal. At the point of entry, the Administration area should have a lobby or waiting area for parents and visitors with a reception desk that also serves as the work space for the school administrative staff, typically 2 workstations. The Administration area should also be centrally located within the campus to provide good visibility of the campus for supervision and for easy accessibility by the students. In addition to these general items, the Administration area should have the following specific features:

- Principal's Office of approximately 200 square feet to provide space for a desk and a small meeting table. The office should be close to the main lobby and be connected to or close to a conference room. Whenever possible, there should be a second means of direct egress.
- Assistant Principal's Office (on campuses with AP's) of approximately 120 square feet adjacent to the Principal's office where possible.
- Health Services (nurse) Office of approximately 150 square feet easily accessible from the main campus area. The Nurse's office should have room for a cot, a sink, storage cabinetry and full refrigerator for first aid supplies. A restroom should be directly accessible from the Health Services Office.

EDUCATION SPECIFICATIONS

Alameda Unified School District

- 2-3 Conference Rooms for meetings, IEP's, and for use by the Community Schools Program. One Conference Room should be large enough to accommodate 10-12 people, approximately 250 square feet. The other Conference Rooms can be smaller, approximately 150-200 square feet. The large conference room should be provided with an AV system and marker board. The smaller rooms should have a marker board. It is critical that conference rooms be private and acoustically insulated for confidential discussions.
- Resource Specialist Office of approximately 120 square feet to provide workspace for Resource Specialist. (Work with students to take place in additional spaces, such as, Small Group Instruction spaces)
- 2-3 private offices for use by itinerant staff of approximately 120 square feet each. These offices are to be used by the Psychologist, Counselor and other support staff when they are on campus.
- Teacher Collaboration/Work Room of approximately 350-400 square feet. The Work Room should be easily accessible from the campus and connected to the main Administration area. There should be a small kitchen area, storage cabinets, and counters for materials and equipment, space for large copiers and work tables. Staff restrooms should be located nearby.
- Mailboxes should be convenient and accessible while not interfering with general office functions. It should be ideally located where teaching staff can have daily exposure to the Student Services administrative staff while not interfering with their work.

Before and After School Programs

After school programs are typically operated by outside agencies (not the District) and will vary from campus to campus. The appropriate location will require confirmation at each site but is typically adjacent to the Kindergarten or Multi-Purpose Room, play area(s) and pickup and drop-off areas.

Provisions for Future Expansion

Whenever possible, designate space and utility stub outs for three (3) or more expansion portable classroom.

MIDDLE SCHOOLS

Parking and Drop-off

Middle School campuses in the District have a high volume of students walking to campus or being dropped off at school. All Middle Schools should have a safe, off-street drop-off area that provides a clear path for students onto campus without crossing traffic. Signage should be provided to encourage parents to obey traffic laws and school rules when dropping off students. A separate dedicated drop-off area should be provided for Special Education Busses. Off-street, paved parking should be provided for all faculty and staff. Visitor parking should be provided off-street as well.

Security

In addition to the general security requirements described under District Wide Standards above, Middle Schools also have a number of public use facilities. Both auditoriums at Wood and Lincoln Middle Schools are frequently used by community groups. Where possible, fencing and security features should be designed to allow access to these facilities without allowing access to the rest of the school campuses.

Learning Environments

Middle Schools contain a variety of learning spaces to serve their varied curriculums. All learning environments should be designed for maximum flexibility to accommodate changing educational programs, policy and demographics. Middle School learning environments should include the following features:

- The basic size for a Middle School Classroom is 960 square feet per District and State standards. The possibility for joining classrooms together into larger learning environments should be explored, but no current educational program exists for team teaching.
- Classrooms should be connected to the outdoors wherever possible.
- Classroom technology and audio-visual systems should be provided in all classrooms as discussed in the AUSD Technology Plan.
- All learning environments should provide an acoustic environment supportive of teaching in compliance with the CHPS acoustics standards.
- All learning environments, if possible, should be provided with natural light and views to the outdoors. Natural light should be provided through windows controlled to prevent glare and heat gain, and to allow spaces to be darkened.

EDUCATION SPECIFICATIONS

Alameda Unified School District

- Flexible and functional furniture should be provided in each space. The furniture should be easy to move and re-configure to enable the use of a variety of teaching styles throughout the school day.

Small Group Instruction: Spaces should be provided to support pull out programs and groups of students working on projects. These spaces should be located adjacent to classrooms and be as easily supervised as possible from adjacent classroom spaces. They should be large enough to accommodate 6-10 people, approximately 200-300 square feet. Flexible furniture and a white board should be provided in each room.

Outdoor Learning Spaces: Functional outdoor learning spaces should be provided throughout each campus. These should be designed to serve a variety of needs including: quiet study, small groups, formal classes, exploration and discovery learning. They should be easily supervised from adjacent classroom spaces. A covered outdoor area should be provided and sized to accommodate a full class. The covered outdoor area should have power and wireless internet access.

School Garden: Each Middle School should identify a location for a school garden. Some sites currently have active school garden programs which can be supported and encouraged. Other sites will need to identify areas to develop a garden in conjunction with the School Community. School Gardens should all have secure fencing to protect them from vandalism. Ideally School Gardens should be located adjacent to the outdoor learning areas, however they should not be attached directly to classroom buildings.

Special Education: There are a variety of Special Education spaces throughout the Middle Schools. Non-Severely Handicapped students are generally integrated into mainstream classrooms with a Resource Specialist providing additional support. The facilities for many of the Special Ed programs are inadequate and some do not meet State Standards. As part of the Master Planning process each Special Ed program should be matched to the most appropriate facilities at schools throughout the District. All Special Ed classrooms should be accessible and located as close as possible to the accessible drop-off area. Special Ed facilities should also be integrated into the campus so that they do not feel separate. Severely Handicapped classrooms are located at elementary schools throughout the District. These classrooms have the following specific features:

- Sized appropriately to accommodate the number of students.
- Access to specialized restroom and changing facilities, preferably directly from the classroom.
- Overhead lifts should be provided where needed by the program

Library/Media Center

Both Middle Schools currently have Libraries, however, the use and program for those spaces is changing. The Library should be a technology-rich and focused space for accessing information. Robust technology infrastructure should be provided to support student access and the possible future transition to digital books. Technology should be the focal

EDUCATION SPECIFICATIONS

Alameda Unified School District

point of the space with computers and flexible seating for students working in groups and using digital devices. Books should be placed at the periphery of the space to provide a more open and flexible space. Current amounts of stacks are adequate, but books need to be updated. The Library should have a connected classroom space so that a teacher can bring a class into the Library without disrupting other students in the space. A Computer Lab should also be provided in the Library. This could be an area within the Library space or a connected room. The Computer Lab should also be designed to serve as an additional testing facility.

Performing Arts

Performing Arts are a significant part of the Middle School experience at both schools. Band and music are very active programs which are important to the Community. A dedicated instructional space should be provided for the Music program at each school. The Music classroom should have the following features:

- Approximately 1,800 - 2,000 square foot space to accommodate classes up to 60 students.
- Dedicated storage space for instruments and uniforms.
- Acoustic environment supportive of music instruction.
- Adjacent to Auditorium.

Auditorium

Middle Schools should have an Auditorium or similar space for performances and large group gatherings. The Auditorium should have durable and comfortable finishes, an appropriate acoustical environment, a raised stage, and an up to date Audio Visual system for performances that is simple to operate for school and community uses. Auditoriums should be designed with maximum adaptability for future Music and Drama programs should they be developed in the future. For example, the stage of the Auditorium may serve as a Music or Drama instruction space, although additional storage would need to be provided.

Gymnasium/MPR

At Middle Schools, the main Multi-Purpose (MPR) space should be adequately sized and designed as a Gymnasium type space for competition basketball and volleyball courts with bleachers as space allows. When possible, locker rooms should be provided adjacent to or connected to the Gym/MPR. Locker rooms should have adequate lockers to hold uniforms and backpacks. Locker rooms should be laid out to provide adequate supervision of the locker room. A Physical Education Classroom space should also be provided, ideally adjacent to the Gym/MPR, fields and/or playground.

EDUCATION SPECIFICATIONS

Alameda Unified School District

Administration

The Administration area of each Middle School serves as the main entry to the school welcoming students, parents, and community members. It is the point of entry and security for the campus. It is the workplace of the school's staff and the primary hub of staff activity on campus. The Administration area should clearly serve as the point of entry to the school. It should be architecturally expressed to create a good impression to the community and create a sense of entry, as discussed above under Campus Visual Appeal. At the point of entry, the Administration area should have a lobby or waiting area for parents and visitors which provides a welcoming environment. The Lobby should provide a clear space for Parents to wait when visiting the campus and a Reception Desk for control of visitors entering the campus. The Reception Desk serves as the work space for the school administrative staff, typically 2 workstations. The Lobby should also include an Attendance Desk accessible to students and parents. The Administration area should also be centrally located within the campus to provide good visibility of the campus for supervision and for easy accessibility by the students. In addition to these general items, the Administration area should have the following specific features:

- Principal's Office of approximately 200 square feet to provide space for a desk and a small meeting table. The office should be close to the main lobby and be connected to or close to a conference room.
- Assistant Principal's Office of approximately 120 square feet adjacent to the Principal's office where possible.
- Nurse's Office of approximately 150 square feet easily accessible from the main campus area. The Nurse's office should have a sink and storage cabinetry for first aid supplies. . A restroom should be directly accessible from the Health Services Office.
- 2-3 Conference Rooms for meetings, IEP's and visiting support staff. One Conference Room should be large enough to accommodate 10-12 people, approximately 250 square feet. The other Conference Rooms can be smaller, approximately 150-200 square feet. The large conference room should be provided with an AV system and marker board. The smaller rooms should just have a markerboard.
- Resource Specialist Office of approximately 120 square feet to provide workspace for Resource Specialist. (Work with students to take place in additional spaces such as Small Group Instruction spaces)
- 2-3 private offices for use by itinerant staff of approximately 120 square feet each. These offices are to be used by the Psychologist, Counselor, Community Schools Program and other staff when they are on campus.
- Teacher Collaboration/Work Room of approximately 350-400 square feet. The Work Room should be easily accessible from the campus and connected to the main Administration area. There should be a small kitchen area, storage cabinets and counters for materials and equipment, space for large copiers and work tables. Staff restrooms should be located nearby.

EDUCATION SPECIFICATIONS

Alameda Unified School District

Playgrounds

Each Middle School should have hardscape and field areas as large as possible to accommodate Physical Education and Athletics activities. The fields should be safe and maintained. Each school should have a track or walking path for use in PE and physical fitness testing. This does not need to be an official track, a paved, measure walking path is acceptable. A large asphalt play area should be provided with basketball courts. There should be a separate area of the playground dedicated to the 6th graders. This area should be programmed for more elementary style games and play. This space could be a courtyard or an area of the playground and does not need to be separate with a fence, but should feel like a separate space.

Play Yard Equipment

Provide grade level appropriate apparatus per District Standards. Some play equipment at each school should provide for aerobic type exercise.

HIGH SCHOOLS

Parking and Drop-Off

A safe off-street student drop-off area should be provided on each campus. There should be a clear, safe connection to the campus from the drop off area. The drop-off area should also be easily supervised and designed to minimize impacts to street traffic. There should also be a clear, safe path of travel from nearby public transit stops. Each campus should provide adequate and safe off-street parking for students, staff and visitors. Student parking should be provided for 15-20% of the student population of the campus. The student parking area should be easily supervised and secure. After-hours access and traffic speed should be controlled as much as possible. Staff parking should be provided for all teachers and staff, but does not need to be separated from student parking. Visitor parking should be located adjacent to the Administration Building.

Security

In addition to the general security requirements described under District Wide Standards above, High Schools also have a number of public use facilities. Library/Media Centers, Auditoriums, Gymnasiums and pools are frequently used by community groups. Where possible, fencing and security features should be designed to allow access to these facilities without allowing access to the rest of the school campuses.

Theater/Auditorium

Both High Schools should also have a Theater/Auditorium or similar space for performances or large group gatherings. The Theater/Auditorium should have durable and comfortable finishes, an appropriate lighting and acoustical environment, a raised stage, and an up to date Audio Visual system for performances that is simple to use and connect to for school and community use. The stage of the Theater/Auditorium could also serve as a Music or Drama instruction space, although additional storage would need to be provided.

Gymnasiums

The main Gymnasium spaces should be sized for competition basketball and volleyball courts with bleachers as space allows. Locker rooms including showers should be provided adjacent to or connected to the Gym. Locker rooms should have adequate lockers to hold uniforms and backpacks. Locker rooms should be laid out to provide adequate visual supervision of the entire locker room. A Physical Education Classroom space should also be provided, ideally adjacent to the Gym, fields and/or playground.

EDUCATION SPECIFICATIONS

Alameda Unified School District

Aquatics

High School Pools shall be 25 meter minimum competitive pools with adequate depth to facilitate water polo.

A small office for the Lifeguard and space for necessary pool equipment should be co-located with the Locker Room.

Equipment: In-deck timing equipment, connectors to be locked and secured
Bleachers for 250
Lighting for evening (night time) use.

Athletic Fields

Each school should have facilities to conduct day games and track meets on campus for all major sports programs.

The fields should be accessible, well maintained, and safe. An all-weather track and field should be provided.

- Football field with bleachers for 1,500 and support facilities such as restrooms and concession stands.
- All weather running track, typically surrounding the football field.
- Baseball field with dugouts, bleachers for 500 and related support facilities.
- 2 Practice/Softball fields
- 1 soccer field. (may overlap with baseball outfield)

Learning Environments

Within the school, context learning environments should be configured to serve the needs of those programs.

Learning environments should also be designed to create flexible spaces that can adapt to future programs, pedagogy and future career paths. Opportunities to create larger multi-teacher learning environments should be explored.

Flexible Learning Spaces: Wherever possible, classrooms should offer flexibility to allow collaboration between teachers and students. This type of flexibility should extend to outdoor learning spaces as well.

- Flexible and functional furniture should be provided in each space. The furniture should be easy to move and re-configure to enable the use of a variety of teaching styles throughout the school day.

Elective Opportunities: High schools should provide adequate facilities to respond to the specific requirements of elective offerings such as art, drama, music, home arts and world languages.

Science: Provide appropriately sized facilities, including lab and preparation spaces and infrastructure, to support a robust science curriculum. Facilities should allow for Chemistry, Life Science and Physics curriculums.

Technology: Provide both infrastructure and the space for specific technology electives, such as graphic arts.

EDUCATION SPECIFICATIONS

Alameda Unified School District

Administration

The main campus Administration will continue to house a large portion of the administrative team for each High School and will continue to be the main entry point for the campus. The main Administration should be an open and inviting space with a strong connection to the community. It should be architecturally expressed to create a clear sense of entry. There should be an open and welcoming Lobby and waiting area with a reception desk which serves as a workspace for some of the administrative team. The main Administration area should provide work spaces for all of the administrative staff including the Principal, Campus Supervisors, Attendance Office, Psychologist and other staff. The space should be designed to be open and minimize the number of enclosed offices.

Library/Media Center

The Library in a High School campus serves increasingly diverse roles. It will continue to function as an important location to access information and resources, but it is becoming much more of an active and collaborative space. The Library should provide a variety of work and study spaces for individuals, small groups, large groups, and even full classes. The Library should be a technology rich environment with the infrastructure and equipment to support a future transition to digital textbooks. The Library should also be equipped to be a space for presentations and other large group activities. It should also serve as a staff or public meeting facility with provisions for secure after-hours access.

College and Career Center

The College and Career Center serves an important role in connecting students to their future and should have a central location on campus that makes it easily accessible and visible to students. It should provide a central location for all college and career information for students. There should also be easy public access for parents and family members. The College and Career Center could be located adjacent or connected to the Library.

Lockers

Although there is recognition that textbooks are being replaced with electronic media, the consensus is that students will always need to store personal belongings somewhere. Existing lockers should remain and be adequately maintained. In the future, locker replacements may be much smaller than the current size.

APPENDIX A

AUSD Mission, Core Values and Goals

Alternative Schools/Programs of Choice

The Board of Education desires to provide a variety of education programs designed to address students' diverse learning needs and enhance student achievement through innovative methods and ideas.

The Board may establish and maintain alternative schools or programs of choice within a school, which offer a different structure, learning philosophy, or academic emphasis, in order to fulfill the objectives specified in Education Code 58500. Examples of such schools and programs are on the California Department of Education's (CDE) website and include magnet schools, schools organized around a curricular theme, independent study, schools without walls' utilizing community facilities and resources, online learning, newcomer centers, and school-within-a-school programs. The CDE refers to these as "alternative schools or programs of choice" to distinguish them from alternative schools for at-risk students, such as community day school, continuation schools, and opportunity schools.

Alternative schools or programs of choice shall offer the Board-adopted core curriculum. All alternative schools or programs of choice shall offer enrolled students the opportunity to acquire the knowledge and skills necessary to achieve the district content standards in core academic subjects and shall provide access to the course of study required for high school graduation.

APPENDIX B

AUSD Special Education

The Alameda Unified School District's vision is that students with disabilities will reach their full potential as members of society. The District is committed to providing all students with disabilities a quality instructional program to meet each child's unique needs. Each student shall receive a free appropriate inclusive education through the use of best practices based on scientific research. All special education students are served in the least restrictive environment. Students are placed in general education classes and supported with special education instruction to the degree that is necessary to meet individual educational needs.

APPENDIX C

Attractive School Options

This information is provided to give background on school innovation work underway in AUSD. As a result of efforts by Board of Education and AUSD to work with and gain input from a wide range of community stakeholders to formulate the AUSD Master Plan, the community indicated the desire to create programs of choice for their students. Thanks to the efforts of all the dedicated members of the community, exploration and proposals for programs of choice now continue. Some of the diverse school curriculum programs include:

21st Century Learning at Bay Farm Elementary Innovative Program Proposal

21st Century Learning at Bay Farm will equip students with the skills necessary to be successful in the digital and global societies. Students will be fully engaged, enabled, and empowered to actively accept their roles and responsibilities for their own learning and global citizenship. 21st Century Learning at Bay Farm will provide opportunities for students to succeed academically and socially through inquiry-based, interest-based, and project-based learning experiences.

Earhart Math, Science, Technology with Integration of Music Innovative Program Proposal

Math, science, and technology are critical pathways to develop learners who can solve problems in a flexible manner. Earhart Math, Science, Technology with Integration of Music students will develop the foundational skills to compete in a global society. Students will receive robust instruction in math and science with the infusion of technology and music to develop and refine the skills necessary for critical thinking and learning.

Encinal 6-12 Magnet Program

Encinal High School is looking to extend its family to the next generation of Jets. Encinal's Junior Jets Program for 6-8 graders will provide articulated opportunities for high school readiness; develop creative and critical thinking skills; build long-term, meaningful relationships between students, mentors, and adults; and eliminate the transition from middle to high school.

Global Education through the Arts Magnet Proposal

The Global Education Through the Arts will be a theme-based arts integrated program designed to teach each child the academic and social emotional skills necessary to be a contributing member of a global society. The Global Education Through the Arts is one of three magnet teams developing proposals for Phase II of the Programs of Choice as part of the Master Plan in developing attractive school options.

School of Sustainability, Art, and Science Magnet Proposal

The School of Sustainability, Art, and Science will focus on establishing small school communities that integrate thematic instruction. The School of Sustainability, Art, and Science Instruction will integrate creative arts, STEM (Science, Technology, Engineering, and Math) instruction, sustainability, service-learning projects, and community partnerships.

APPENDIX D

AUSD Technology Plan

Education Technology Plan



Alameda Unified School District

July 1, 2013 - June 30, 2016

Kirsten Vital, Superintendent

*The overarching purpose of the
Alameda Unified School District Educational Technology Plan is
to establish a three-year blueprint for building a rigorous, sustainable, and equitable
21st Century teaching and learning environment
for all AUSD students, teachers, administrators, and support staff.*

Note:

*Some items and action steps suggested and/or outlined in this plan/document may be
subject to collective bargaining.*

TABLE OF CONTENTS

| | |
|---|-----------|
| <i>Executive Summary.....</i> | <i>1</i> |
| <i>Mission and Vision.....</i> | <i>2</i> |
| <i>District Demographics.....</i> | <i>3</i> |
| <i>1. Plan Duration.....</i> | <i>7</i> |
| <i>2. Stakeholders.....</i> | <i>7</i> |
| <i>3. Curriculum.....</i> | <i>8</i> |
| 3a. Current Access by Teachers and Student to Tech Tools | 8 |
| 3b. Current Use of Technology in Support of Teaching and Learning..... | 10 |
| 3c. District Curricular Goals | 15 |
| 3d. Goals to Improve Teaching and Learning Using Technology..... | 17 |
| 3e. Developing Technology and Digital Literacy Skills | 29 |
| 3f. Ethical Use..... | 35 |
| 3g. Internet Safety | 43 |
| 3h. Equitable Technology and Digital Media Access for All Students | 45 |
| 3i. Student Record Keeping and Assessment..... | 46 |
| 3j. Improving Two-Way Communication Between Home and School..... | 51 |
| 3k. Monitoring and Evaluation of the Curriculum Component | 53 |
| <i>4. Professional Development</i> | <i>54</i> |
| 4a. Summary of Teacher and Administrator Technology Skills | 54 |
| 4b. Providing Professional Development..... | 60 |
| 4c. Professional Development Opportunities | 63 |
| <i>5. Infrastructure, Hardware, Technical Support, and Software</i> | <i>65</i> |
| 5a. Existing Resources | 65 |
| 5b. Needed Resources..... | 67 |
| 5c. Annual Benchmarks and Timeline..... | 68 |
| 5d. Process to Monitor..... | 69 |
| <i>6. Funding and Budget.....</i> | <i>70</i> |
| 6a. Established and Potential Funding | 70 |
| 6b. Annual Estimated Implementation Costs..... | 71 |
| 6c. District Replacement Policy | 72 |
| 6d. Monitoring of Budget..... | 72 |
| <i>7. Monitoring and Evaluation.....</i> | <i>73</i> |
| 7a. Overall Progress and Impact Evaluation | 73 |
| 7b. Evaluation Schedule..... | 73 |
| 7c. Communicating Evaluation Results | 74 |
| <i>8. Adult Literacy.....</i> | <i>74</i> |
| <i>9. Effective, Researched-Based Methods and Strategies</i> | <i>75</i> |
| <i>Technology Plan Contact Information.....</i> | <i>87</i> |

Executive Summary

The Alameda Unified School District Technology Plan for 2013-2016 outlines how technology and digital media resources will be integrated throughout its classroom and administrative practices to best prepare its students for productive futures in the 21st Century. Information and instructional technology (IIT) in AUSD will assist staff and students to restructure the way they teach and learn. Personal computers, digital devices, and media resources will touch the life and learning of every student who attends its schools and will play a major role in preparing them for the twenty-first century. With this said, this AUSD Plan is not just about technology; it is about the learning that takes place *with* technology and all that goes with this profound shift to a “net-worked, digital-learning culture ” (Walser, 2011). The connections and collaborations that tools and resources afford its students and staff are propelling the district to a new ecology of learning. Teachers, students, parents, and the community will be part of this transformation, and everyone will benefit from the infusion of technology and digital media in the Alameda Unified School District.

The AUSD Education Technology Plan describes the process in which computers and related technologies and digital media resources will be integrated within K-12 grade level instruction. For each goal, the technology plan outlines the objectives that will support the mission of the Alameda Unified School District. The plan also describes new California legislation and revised Federal laws (*CIPA and Protecting Children in the 21st Century Act*) that influence district policy, teaching, and learning in areas related to digital safety, ethics, and citizenship. Acceptable use policies, board policies, and codes of conduct are being updated to reflect the use of new electronic devices, expectations, disciplinary consequences, monitoring online activities of minors, and required student and staff training related to cyber bullying and social media.

This plan has been developed not only to set future direction for the use of technology in teaching and learning, but also to guide the use of the AUSD parcel tax (Measure A) and meet certification requirements of the California Department of Education. As a required document, this plan supports the school district in qualifying for e-Rate benefits and potential State, Federal, and private funding (e.g., Education Technology K-12 Voucher Program).

The district plan identifies the method for routine review and revision to ensure continued alignment of technology with curriculum development, the district's mission, and the California Common Core Standards. It will be reviewed annually, and specified areas may be reviewed more frequently, as indicated.

The plan is meant to be a guide, a conceptual framework, a living and breathing document; it is to be used for guidance, providing a consistent but flexible list of ideas on how technology can integrate with and support instruction in the classroom.

Mission and Vision

Mission

The Mission of the Alameda Unified School District is that the district will effectively use its limited resources to ensure that every student succeeds.

Guiding Principles:

- All students have the ability to achieve academic and personal success.
- Teachers must challenge and support all students to reach their highest academic and personal potential.
- Administrators must have the knowledge, leadership skills, and ability to ensure all students succeed.
- Parental involvement and community engagement are integral to the success of all students.
- Accountability, transparency, and trust are necessary at all levels of the organization.
- Allocation of funds must support our vision, mission, and guiding principles.
- All employees must receive respectful treatment and professional support to achieve district goals.

Vision

We believe that our diverse community of students, given a rigorous academic program in an inclusive, safe and secure environment, will be prepared to be responsible citizens.

Theory of Action

If we create the learning environment that teaches students the skills for a new century – critical thinking, problem-solving, collaboration, written and oral communication, creativity, self-direction, leadership, adaptability, responsibility, and global awareness... and

We support teachers in their learning to improve their instructional practices, and

We involve families in educating students, then

Our students will succeed in an increasingly complex and rapidly changing global society.

Simply being able to use technology is no longer enough. Today's students need to be able to use technology to analyze, learn, explore, and do this in ways that are safe and responsible. Used effectively, technology promotes the ability to access information, make connections, communicate, and collaborate within teaching and learning spaces. It is where both teachers and learners are risk-takers; where ideas are shared, debated, and reflected upon; and where communication and conversation take place across the barriers of language and culture for all learners. Educators in the field of special education apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. Technology assists special education student learning through the use of computers, software, digital learning, and communication with accommodations, e.g., adaptive keyboards, key guards, mice, pointers, touch screens, and voice recognition. English Language Development educators use

technology to provide students with a multi-media approach to acquiring language skills and learning core content. Technology is used not only to enhance the instructional experience, but also to monitor progress and inform instructional decisions so that English Learners can excel. Digital age skills are vital for preparing all students, as well as their families, to work, live, and contribute to the social and civic fabric of our communities.

District Demographics

District Profile: Alameda is an island city in the San Francisco Bay with a population of roughly 74,000. AUSD is located in Alameda County and includes 10 elementary schools, 2 middle schools, 2 comprehensive high schools, 1 continuation high school, and 1 early college high school. Five of these are Title I schools. Total K-12 student enrollment for 2012-2013 is approximately 9,905.

Student Demographics: District-wide, the major racial/ethnic groups are: 27% Asian, 30% White, 15% Latino, and 13% African American. 37% are socio-economically disadvantaged, 10% are students with disabilities, and 40% are English Learners (22%) or Fluent English Proficient. Among EL and FEP students, 76% speak one of the 4 most common home languages: Cantonese (11.25%), Spanish (7.16%), Vietnamese, and Filipino. There is English Learner (EL) representation in each of the district's elementary, middle, and high schools. 72 different languages are represented among our diverse student population. EL student enrollment can be anywhere between 30 and 269 students per school site. There are currently three schools that have more than 15% of their EL student population whose primary language is not English. This requires that all home and school correspondence be translated into the student's primary language.

AUSD School Sites

| | School | Student Enrollment | Number of ELs |
|---------------------------|---|--------------------|---------------|
| Elementary and Pre-Kinder | Bay Farm Elementary | 530 | 95 |
| | Earhart Elementary | 594 | 119 |
| | Edison Elementary | 477 | 50 |
| | Franklin Elementary | 313 | 42 |
| | Haight Elementary | 416 | 171 |
| | Lum Elementary | 502 | 167 |
| | Maya Lin Elementary | 315 | 121 |
| | Otis Elementary | 536 | 105 |
| | Paden Elementary | 329 | 107 |
| | Ruby Bridges Elementary | 634 | 214 |
| | Woodstock Child Development Center (PreK) | 105 | N/A |

| School | | Student Enrollment | Number of ELs |
|---------------|---|--------------------|---------------|
| Middle School | Lincoln Middle | 992 | 103 |
| | Wood Middle | 536 | 157 |
| High School | Alameda High School (AHS) | 1,789 | 223 |
| | Alameda Science & Technology Institute (ASTI) | 162 | 7 |
| | Encinal High School (EHS) | 1,062 | 254 |
| | Island High School (IHS) | 202 | 28 |
| | Alameda Adult School (19 years+) | 706 | N/A |
| | | | |

AUSD Students and Staff

| | |
|---|--------|
| Average Class Size | 26 |
| Number of Schools | 18 |
| Number of 12th Grade Graduates | 776 |
| Grads with Grade C or Better (completing all courses required by UC or CSU) | 339 |
| Number of Dropouts | 105 |
| 1-year Dropout < 2% | N/A |
| Teachers FTE | 398.75 |
| Pupil Services Staff FTE | 48.89 |
| Pupil-Teacher Ratio | 1:26 |

AUSD Students

AUSD has demonstrated significant success in increasing achievement across the student population, including among specialized groups, and has achieved major gains in California Standardized Test (CST) scores, particularly in the percentage of students who scored *proficient and advanced* in ELA. Over the last six years since results were reported for 2007, student scores have increased, on average, 11.3 percentage points. The high-need subgroups have grown, too, but a gap in achievement remains. Among racial/ethnic groups, Latino students made the highest gains at 12.5%; African American students gained 12.5%; and Filipino students who increased 9.7% made the least gains. Scores for students with limited English proficiency have grown from 47.0% *proficient or advanced* in 2006-07 to 59.5% *proficient or advanced* in 2011-12. Scores for students with disabilities have grown from 32 % *proficient or advanced* in 2006-07 to 45.3% *proficient or advanced* in 2011-12. Scores for socio-economically disadvantaged students have grown from 44% *proficient or advanced* in 2006-07 to 55.5% *proficient or advanced* in 2011-12. Despite significant improvement for all groups in ELA, there still exists an achievement gap. AUSD similarly demonstrates significant improvement for all groups in Math, with a persistent achievement gap remaining.

An area in which AUSD has demonstrated improvement in narrowing achievement gaps is pass rates on the California High School Exit Examination (CAHSEE). From 2006-07 to 2011-12, district-wide 10th grade pass rates in ELA have grown from 84% to 88%, and pass rates in Math have grown from 83% to 89%. 10th grade English Learners had higher gains during the same time period, growing from 64% to 72% passing in ELA and 74% to 80% passing in math. Economically disadvantaged 10th grade students grew from 78% to 82% passing in ELA and 78% to 81% passing in math. 10th grade students receiving services from Special Education grew from 42% to 66% passing in ELA and 39% to 61% passing in math. Although we have progressed in narrowing achievement gaps, continued effort is required to close these gaps.

Through the vision, goals, strategic processes, and technology choices designated within this plan, it is hoped that all students, including those who are struggling and/or underperforming as well as students needing more challenge and enrichment, will have access to alternative ways and means for increasing their literacy and content skills, and teachers can use research-based technologies to better meet the needs of all students. AUSD students will be given the opportunity to learn effectively and live productively in an increasingly competitive, interconnected economic and social world united via technology and digital media. Simply being able to use technology is no longer enough. Today's students need technology to analyze, learn, and explore. Digital age skills are vital for preparing students to work, live, and contribute to the social and civic fabric of our communities.

Alternative Education Schools & Programs

Alameda Unified School District offers alternative education programs for those students whose learning styles and/or needs are not met within the comprehensive high schools. *Island High School* is a continuation high school, which serves two hundred (200) 16-19 year old students. It provides an alternative school site and program to those students with credit deficiency for graduation. The *Alameda Adult School* is an adult education school focused on providing high school or equivalent skills to members of the community who have reached adulthood without either a high school diploma or GED certification. There are 420 ESL students and approximately 200 high school students enrolled in this program. The *Independent Study Program* is comprised of 47 students who come from the two comprehensive high schools (AHS and EHS) and Island High School. Students enrolled in this program have demonstrated an ability to learn independently and study off-site, meeting with a teacher 60-90 minutes per week. The *Cal-SAFE* (School-Age Families) program has a current enrollment of 8 students. This program provides infant care to teen parents who are working towards completing their high school diploma, as well as offering parenting/child development education. The *Credit Recovery Program* is comprised of approximately 240 students who are working towards earning credits toward high school graduation. Participating students come from Island High School (100%) and any site within the district that has students deficient in graduation credits. Students utilize the online, self-paced, credit recovery program called *CyberHigh*. CyberHigh labs are offered at AHS, EHS, and IHS with drop-in access for ASTI students. In addition, there is concurrent enrollment in Alameda

Adult School classes for high school students on a space-available basis, and there is a 5th year high school for students who are not able to graduate on time. *Career Technical Education* (CTE) program is offered at the two comprehensive high schools (Alameda and Encinal) and at Island High School with a combined enrollment of 258 students.

Special Education Programs

Alameda USD provides a continuum of program options serving students with disabilities from infancy through age 22. The District has preschool, elementary, middle, and high school options. About 10 % (1,100 students including pre-school) of the population participates in Special Education programs. The District provides a continuum of services, serving students with mild/moderate disabilities, students with moderate/severe disabilities, students with autism spectrum disorders, and students identified as having an emotional disturbance.

Special Education is best characterized as part of the district's overall continuum of education services. Alameda USD's K-12 programs include special day classes (SDCs), resource specialist programs (RSPs), learning centers (blending of students with mild/moderate disabilities), and designated instruction services that include speech and language services, nursing services, psychological services, occupational therapy (OT) services, and adapted physical education (APE).

The Special Education Department of Alameda Unified School District ensures that a Free and Appropriate Public Education (FAPE) is provided to all qualified students with disabilities. The Special Education Department is one part of a unified educational effort to provide educational programming and services to ensure an educational benefit and response to each student's unique needs. The Special Education Department works collaboratively with all departments and sites to ensure that all students have equity in access to an excellent educational system.

English Language Learners

English Language Learners (ELLs), in general, are one of the fastest-growing segments of the school-aged population. ELLs account for 2,377 of AUSD's total student population; this enrollment figure is consistent with the growth trends seen in many other California school districts. No educational reform will be successful if this subgroup of students is left behind. AUSD has made a commitment to ensuring that attention is given to how technology can support a more rigorous curricula, appropriate assessments, and effective parent engagement. Raising standards to ensure college and career readiness is a critical step towards ensuring that all ELL students receive a high quality education. The district, however, realizes that preparing ELLs for the California Common Core Standards requires a shift mainly because of the prominent role that language plays and support that will need to be in place. By aligning our technology goals with our plans for increasing the EL student achievement, the district is confident that it can build sustainable success. Challenges in this endeavor include assuring that rich language is a necessary part in all classrooms and that the district engages in a comprehensive approach to reform all components of our system. By including technology support, AUSD can work towards accomplishing this goal.

1. Plan Duration

The benchmarks and timelines in this technology plan will guide our district's use of technology from July 1, 2013 to June 30, 2016. This plan is written to meet the criteria for E-rate, K-12 Voucher, as well as other state and federal funding criteria.

2. Stakeholders

The following stakeholders participated in a variety of ways to develop the AUSD Education Technology Plan for 2013-2016. Participation included attending focus meetings, brainstorming ideas and strategies, submitting content and data, creating and distributing of teacher/administrator surveys, and/or review of drafts for feedback and modifications.

| Name | Position |
|------------------|--|
| Kirsten Vital | Superintendent |
| Sean McPhetridge | Assistant Superintendent |
| Robert Shemwell | Chief Business Officer |
| Patricia Calvert | Interim Director, Human Resources |
| Danielle Houck | AUSD General Legal Counsel |
| Rob van Herk | Director, Technology |
| Barbara Adams | Director, Curriculum and Instruction |
| Susan Mitchell | Director, Special Education |
| Roxanne Clement | Teacher Librarian |
| David Lurie | Special Education Coordinator, Secondary |
| Terri Elkin | Coordinator, Student Achievement and Assessment |
| Zarina Zanipatin | Coordinator, ELD and Categorical Program Compliance |
| Alysse Castro | Principal, Educational Options |
| Jo Ann Milne | Administrative Assistant to Assistant Superintendent |
| Pam O'Neil | Adaptive Technology Support Specialist |
| Aurora Sweet | Principal Edison Elementary School |
| Mike McMahon | Board Member |
| Diana Kenney | Teacher Encinal High School |
| Diana Paradise | AUSD Ed Tech Plan Consultant/Writer |

3. Curriculum

3a. Current Access by Teachers and Students to Technology Tools

Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

All AUSD employees have a computer for daily use and email accounts. Human Resources notify the Technology Department when new employees have been hired; at that time, both network and email accounts are created. Staff and teachers use the Microsoft Exchange e-mail system. All employees have web access to their mail when they are off campus. Teachers and administrators have access to the student information and assessment data systems from any Internet-connected location in the world.

All teachers in the district have a dedicated teacher Internet-connected computer in their classroom on the administrator network. At all sites, teachers have access to computers in the computer lab(s) before and after school. Many also have access during breaks and lunch, and they can access the designated teacher workstation established in each lab. Throughout the district, students have access to computers labs and classrooms before and after school. Many teachers are willing to open up their classrooms outside of regular school hours and/or afterschool intervention programs offer time in the labs. The comprehensive high schools and middle schools arrange to give students access to technology before and after school and during lunch.

AUSD's Family Involvement and Community Engagement (FIACE) Programs will partner with the Alameda Public Library, Alameda Police Department, and AUSD's Adult School to promote workshops and resources that can help students and families gain digital literacy, and (for those more advanced in technology use) enforce online safety with cyber-bullying prevention and intervention tools.

All ten elementary schools have at least one Internet-connected computer lab on campus containing 25-35 computers and a projection device. One of the middle schools has two Internet-connected computer labs on campus containing 30-35 computers and a large media video screen and projection device. The other middle school has one Internet-connected computer lab on campus containing 34 computers and a smaller learning center with 12 Internet-connected computers. Five of our schools have netbook, laptop, or Chromebook carts. During the school day, the computer labs are accessible to teachers and students for skills-based support, for conducting research, and for completing projects related to particular content areas. All of this equipment is available for all classes to use, which include GATE, Special Education, and ELD students.

Alameda High School has two computer labs, and Encinal High School has one computer lab. Labs are available during the school day to teachers and students for skills-based support, conducting research, and completing projects related to particular content areas as well as for mastering use

of presentation and analysis software such as Microsoft PowerPoint and Excel. Students also search the library collections and have access to applicable Web sites on the Internet. The equipment in these labs are available for all classes to use, which include GATE, Special Education, and ELD students. Labs are also available to staff before, during, and after school. Each library is usually available to students outside the school day in the morning, during lunch, and after school. The continuation school has two Internet-connected labs on campus that are available to staff and students before, during, and after school as well as one Internet-connected workstation in every primary instructional area.

Seven out of 10 of the elementary schools have at least one interactive white board with the highest number being 16 at one site. The comprehensive high schools and the middle schools have at least one to eight interactive white boards on their campus. Six schools have at least one class set of student response systems (aka clickers). These systems are being used for formative assessment across multiple curricular areas. All classrooms are equipped with document cameras and LCD projectors, which are used on a daily basis.

For Special Education students, there is not only a need for the standard equipment, digital resources, and network access provided to all AUSD students, but in many cases, they also require access to unique physical devices, software, and forms of accommodations to support their learning both in class and at home. Special Education students with mild/moderate disabilities have access to a variety of computer devices such as desktop computers, laptops, net books, and AlphaSmarts located in the RSP classroom, Library/Media Centers and pods, which are often adjacent to the classroom. Students also have access to networked computer from within their classrooms, adjacent pod areas, and/or Library/Media Centers. Some students have a personal, designated AlphaSmart or laptop with appropriate supportive software with take-home rights. Handheld devices can include calculators, digital spellers, iPads, or AlphaSmarts. The district provides a wide range of assistive devices to accommodate students with unique physical, cognitive, and developmental needs. Those students who need alternative access for writing and response may use switches, adaptive keyboards, key guards, and adaptive mice. When needed, a switch with interface is used to allow physically challenged students to participate in their learning. To enlarge the size of the letter/number/commands on the keyboard, keyboard stickers can be applied. Touch screens (e.g., iPads, tablets) and the ability to magnify the screen to increase readability are used during interactive lessons and speech sessions. Projectors and document cameras provide a shared, large screened experience during story time and lesson presentations. Audio devices are used to deliver music and stories during circle time. Textbooks are available digitally via DVDs, which accommodate those students with physical restrictions. Picture Exchange Communication System (*PECS*) books and eye gaze boards are used for communication. Physical access to classrooms and school is also an essential accommodation provided to students, when needed, so that facility limitations do not interfere with the learning opportunities and personal needs of students with physical disabilities.

3b. Current Use of Technology in Support of Teaching and Learning

Description of the district's current use of hardware and software to support teaching and learning.

AUSD Instructional Technology Hardware

| School | Smartboard or Mimio | Student Responder sets | iPad | iPod Touch | MOBI | Student Computers (may include netbooks) | Chromebooks | Netbooks | Vernier Probeware |
|----------|---------------------|------------------------|------|------------|------|--|-------------|----------|-------------------|
| Bay Farm | 16 | | 40 | | 1 | 54 | | 95 | |
| Earhart | 10 | 1 | 40 | | | 136 | | | |
| Edison | 4 | 1 | 3 | | 1 | 61 | | | |
| Franklin | 1 | | | | 1 | 46 | | 24 | |
| Haight | 1 | | 13 | | 1 | 70 | | 10 | |
| Lum | 2 | 3 | 5 | | 3 | 100 | | | |
| Maya Lin | | | | | 1 | 68 | | | |
| Otis | 5 | 2 | | | 2 | 56 | | | |
| Paden | | | 1 | 1 | 1 | 49 | | 32 | |
| Ruby | | | | | | 165 | | | |
| LMS | 3 | | | | | 82 | | | |
| WMS | 2 | | | | | 49 | | | |
| ASTI | | | | | | 33 | | | 6 |
| AHS | 1 | 3 | 35 | | | 311 | 35 | | |
| EHS | 8 | 6 | 2 | | | 245 | 70 | 50 | |
| IHS | 2 | | | | | 38 | | | |

Software & Network Options Used in AUSD

| Software | Bay Farm | Earhart | Edison | Franklin | Haight | Lum | Otis | Paden | Ruby | Maya Lin | LMS | WMS | AHS | EHS | IHS | ASTI |
|---------------------------|----------|---------|--------|----------|--------|-----|------|-------|------|----------|-----|-----|-----|-----|-----|------|
| Adobe CS4 | | | | | | | | | | | | | X | X | X | X |
| Animoto * | X | | | | | | | | | | | | | X | | |
| ArtRage 2 Starter Edition | | | | | | | | X | | | | | | | | |
| Awesome Animated Math | | | | | | | | | | X | | | | | | |
| Bailey's Book House | | | | | | | X | | | X | | | | | | |
| Brain Pop | | X | | | X | X | X | | | | X | | | X | | |

| Software | Bay Farm | Earhart | Edison | Franklin | Haight | Lum | Otis | Paden | Ruby | Maya Lin | LMS | WMS | AHS | EHS | IHS | ASTI |
|-----------------------|----------|---------|--------|----------|--------|-----|------|-------|------|----------|-----|-----|-----|-----|-----|------|
| Brain Pop Jr | | X | | | | | | | | | | | | | | |
| ClassZone | | | | | | | | | | | X | | | | | |
| Collaborize Classroom | X | | | | | | | | | | | | | X | | |
| Comic Life | X | | | | | | | | | | | | | X | | |
| Creative Writer | | | | | | | | | | | | X | | | | |
| CyberHigh | | | | | | | | | | | | | | | X | |
| Discovery Streaming | X | X | | | X | X | | | | | | X | | X | | |
| Dragon Speak | | X | | X | | | | | | | X | | | | | X |
| DropBox | X | | | | | | | | | | | | | X | | |
| Easy Book Deluxe | | | | | | | | X | | X | | | | | | |
| Edmark | | | | | | | | | | | | | | | | |
| Education City | | | | | | X | | | | | | | | | | |
| Enchanted Lear | | | | | | X | | | | | | | | | | |
| ExamView | | | | | | | | | | | X | | | | | |
| Follet Destiny | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | X |
| Glogster EDU * | X | | | | | | | | | | | | | X | | |
| Good Reads | | | | | | | | | | | | | | X | | |
| Google Docs | X | | | | | | | | | | X | | X | X | | |
| Google Earth | X | X | X | X | X | X | X | X | X | X | X | | | X | | |
| Google Sketchup | | | | | | | | X | | | | | | X | | |
| Heartsoft | | | | | | | | | | X | | | | | | |
| HJeDesign | | | | | | | | | | | | | | X | | |
| HJeShare | | | | | | | | | | | | | | X | | |
| IXL | | X | | | | | | | | | | | | | | |
| K-2 Book House | | | | | | | X | | | | | | | | | |
| Kid Pix 4 | X | | X | | X | X | X | X | | X | | | | | | |
| Kuder Navigator | | | | | | | | | | | | | | | X | |
| Livebinders | X | | | | | | | | | | | | | X | | |
| Math Blaster | | | X | | X | | | X | | X | | | | | | |
| Math Type | | | | | | | | | | | X | | | | | |
| Mavis Beacon 16 | X | | X | | | X | X | X | | | X | | | | | |
| Mavis Beacon 20 | | | | X | | | | | X | X | X | | | | | |
| Microsoft Excel | | X | X | | | | X | | | | X | | | X | X | X |
| Microsoft Word | | X | X | X | | X | X | | X | | X | | | X | X | X |
| Millies Math H | | | | | | X | | | | X | | | | | | |
| PowerPoint | | X | X | X | | X | X | | X | | X | | | X | X | X |
| Publisher | | X | X | | | | | | | | X | | | | | |
| Photostory 3 Windows | X | X | | X | X | X | | X | X | X | X | | | X | | |
| Printshop | | | | | | | | | | X | | | | | | |

| Software | Bay Farm | Earhart | Edison | Franklin | Haight | Lum | Otis | Paden | Ruby Bridges | Maya Lin | LMS | WMS | AHS | EHS | HIS | ASTI |
|----------------------------|----------|---------|--------|----------|--------|-----|------|-------|--------------|----------|-----|-----|-----|-----|-----|------|
| Promethean Active Engage | | | | | | | | | | | | | | X | | |
| Promethean Active Inspire | | | | | | | | | | | | | | X | | |
| Read Write and Type | X | | X | | | | | | | | | | | | | |
| Reading Blasters | | | | | X | | | | | X | | | | | | |
| Rosetta Stone - English | | | | X | | | | | | | X | | | | | |
| Scholastic-Reading Counts | X | | | | X | | | | | | X | | | | | |
| Scholastic-SRI | | | | | X | | | | | | | | | | | |
| School Loop | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| SchoolTube | | | | | | | | | | | | | | X | | |
| Scott Foresman | X | X | | X | X | X | X | X | X | X | | | | | | |
| Scratch | | | | | | | | X | | X | | | | X | | |
| Slideshare | X | | | | | | | | | | | | | X | | |
| Socrative | | | | | | | | | | | | | | X | | |
| SRI Student | | | | | | | | | | | | X | | | | |
| SuccessMaker5 | X | X | X | X | X | X | X | X | X | X | X | X | | | | |
| Talking Typewriter | | | | X | | | | | | | | | | X | | |
| Thinking Things 1 & 2 | | | | | | | | | | X | | | | | | |
| Timeline 5.0 | | | | | | | X | | | | | | | | | |
| Tumblebooks | X | | | | X | | | | | | | | | | | |
| Turnitin.com | | | | | | | | | | | | | | | | X |
| Tux Math | | | | X | | | | | X | X | | | | | | |
| Tux Paint | | | | | | | | | X | | | | | | | |
| Tux Typing | | | | X | | | | | X | X | | | | | | |
| Type to Learn | | | | X | X | X | | | | | | | | | | |
| Type to Learn Jr, New Keys | | | | | | | | X | | X | | | | | | |
| Voicethread * | X | | | | | | | | | | | | | | | |
| YouTube | | | | | | | | | | | | | | X | | |
| | | | | | | | | | | | | | | | | |
| Social Media | X | | | | | | | | | | | | | | | |
| Facebook | X | | X | | | | | | X | | | | | | X | X |
| Twitter | X | | X | | | | | | | | | | | | X | X |
| Website | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

Students

Across the district, elementary schools are using a number of online and server installed software. Examples include Microsoft Word, Mavis Beacon Teaches Typing, Google Earth, Kid Pix, PhotoStory, Brain Pop, PowerPoint, and Excel. Students create multimedia presentations and learn to cite their sources using bibliographic tools and formats. Students access and check out school library resources (digital and print) using district adopted/shared Destiny online catalog and WebPath Express library resources. Students are also learning how to access the internet and use website links for specific school activities, projects, and research information. Students learn how to be cyber-safe and responsible digital citizens when using online resources. They begin to learn and utilize social media tools such as KidBlog and Edmodo, “walled garden” blogging tools that provide the opportunity for students to learn the correct use of social media tools for education within the safety of a protected digital environment. Four (4) elementary schools and one middle school currently subscribe to Discovery Education Network. The high schools teach the use of Microsoft Word, PowerPoint, and Excel, and all have a site license for Adobe CS4. All K-8 schools are using the latest browser-based version of SuccessMaker which also allows student home use. All schools have websites that are updated with announcements, events, and important meetings, and several schools currently use social media to stay in touch with students and families.

Administrators and Teachers

District administration, site administrators, teachers, and support staff actively use technology daily for a range of tasks, including communication with colleagues, parents, and community. Technology is also used to analyze data, track student progress, and report on student progress. A variety of technology tools are available to enhance classroom instruction, professional development, and planning/collaboration. The use of technology to support data driven decision-making has increased over the past three years due to increased use of student assessment tools, including Aeries, Measures, and School Loop.

Library/Media Centers

All elementary schools have Library/Media Centers that serve as both school libraries and support for technology integration. The libraries contain site-developed book collections with digital resources. They have automated, digital circulation services with connectivity both at school and at home 24/7 through each site’s library/media center webpage. The libraries are equipped with computers/labs and/or mobile carts and have wireless access to the Internet, school network, and software used by the school. There is a credentialed Teacher Librarian or Media Center teacher at every site who provides direct instruction about library concepts and skills, digital tools, digital citizenship, and technology integration to all students. Weekly instruction for all students is

provided supporting State Common Core Standards and Model School Library Standards. Middle school sites also have Library/Media Centers that are maintained and staffed by classified employees. High School libraries are staffed by Teacher Librarians.

Alternative Education

The Alternative Schools are provided with the same infrastructure, network access, and standard equipment, software, and digital resources as the other comprehensive high schools. Unique to the Continuation School and Independent Study programs is the school-wide utilization of CyberHigh, an on-line, electronic high school curriculum that prepares students for the new information age workplace through the use of Internet resources. By offering credit recovery courses, students are able to participate in self-paced class coursework, which can result in satisfying course credits towards high school graduation or GED Certification. The goal of Cyber High is to integrate educational curriculum and technology in using the power of the web to break down barriers imposed by classroom walls and provide students with experiences and resources not possible in the traditional educational setting. The Cyber High curriculum is aligned with California State Content Standards and Frameworks. Selected courses also meet the University of California's A-G requirements. Cyber High offers all students new opportunities for achievement and productivity so that they can compete for the jobs of the 21st Century world. In addition, Career Technology Education programs are available to students. Currently, specialized technology labs provide the following courses: Sound Engineering, Music Production, and Multimedia Arts.

100% of the students enrolled at Island High School develop their own individual career path using a software program called *Kuder Navigator*. With this software students can:

- Watch videos and read about all of the different careers.
- Be quizzed about their interests and discover how to connect them to careers.
- Create a four-year education plan.
- Search for colleges and financial aid to help fulfill their goals.
- Build a personal portfolio.
- Create résumés, practice interviewing skills, and look for jobs.

Special Education

In order to serve students with physical, cognitive, and/or learning disabilities, AUSD provides Special Education students with assistive technology hardware and software that meet individual requirements as designated in their Individual Education Plans. Technology removes learning barriers by providing students access to computers, software, digital learning, and communication with accommodations, e.g., adaptive keyboards, key guards, mice, pointers, switches, voice recognition, text-to-speech, digital worksheets, digital textbooks, and Augmentative & Alternative Communication (AAC) devices. Alternative keyboards and speech recognition software may be made available for those who encounter writing obstacles. Teachers may deliver multi-sensory instruction using digital modes over an interactive platform (e.g., daily schedules using Picture Exchange Communication (PEC) or touch screens). By providing these accommodations, students

have access to an age/cognitive appropriate level of instruction delivered in a multi-sensory mode to enhance grade level curriculum and/or IEP goals. AUSD is supporting all students in attaining their learning goals and objectives by addressing their academic, physical, language, cognitive, and developmental needs. Special Education teachers may also use technology to collaborate with other teachers regarding lesson plans, new technologies, best practices, and communication with parents. Teachers use Conover software for assessment and vocational education.

English Language Learners (ELL)

While there are currently few district wide digital resources and technologies specifically for ELLs (English Language Learners), there are various standard classroom and media lab devices and resources that, when applied with the ELL students, greatly benefit a student's language development. Essential elements of language development include reading, writing, speaking, and listening skills. Currently, technology and digital resources are available to support acquisitions of language. AUSD EL students have access to listening stations in their classrooms and media center labs to support literacy lessons (listening and speaking) which include a computer, DVD software programs, and headphones. Teachers have access to an LCD projector in their classrooms and are able to deliver lessons and concepts with audio and visual examples so that students have a model for the production of their own multimedia projects. Those classrooms and library/media centers at school sites that have access to SMART boards can enrich language development through interactive learning combined with visual, audio, and kinesthetically designed lessons. These resources will continue to be instrumental in providing teachers with the tools needed to increase EL students' English fluency, use of academic vocabulary, and proficiency with writing across the different content areas.

The district is in the process of developing an English Language Learner Master Plan that will serve to guide the identification and implementation of the most current research practices and policies for ELs. It will include the important role that technology has in developing students' receptive and expressive skills. The current technology listed above needs to be supported and enhanced to include more software with specific applications for English Learners, such as *Imagine Learning English* and *Kidspiration*. A goal is to provide a technology infrastructure that increases the capacity of teachers of English Learners to effectively implement language learning computer programs. By integrating the use of technology, teachers will be able to enhance their English Language Development lesson design, delivery, and assessment in such a way that will provide a multi-dimensional approach to learning for the EL student. Included in this goal is incorporating the use professional networking forums such as Edmodo to begin to establish sustainable professional development support with colleagues. This approach will further support and facilitate the ongoing communication with EL student families about student academic progress which will result in increased parent participation and student achievement. Some teachers and administrators also have parent translation kits at their school sites used for large-scale school parent meetings to encourage the participation and communication with EL families. The *National Education Technology Standards for Teachers* has established essential best practices using technology to meet the needs of all students. The Standards support the creation of classroom

learning environments which “address the diverse needs of all learners by using learn-centered strategies providing equitable access to appropriate digital tools and resources.” In the Curriculum section of this plan, the National Educational Technology Standards (NETS) and 21st Century skills will greatly inform AUSD with the ELL goals and objectives for technology integration for language development and academic success.

3c. District Curricular Goals

The AUSD Technology Master Plan is aligned and influenced by various district strategic documents, programs, state and federal guidelines, and the coming of the California Common Core Standards. Foremost, the *Alameda Unified School District Master Plan 2011-2015 (please refer to below)* provides essential district-wide objectives that give direction and meaning to the goals and implementation plan set within the Alameda Unified School District. This plan is also guided by new California legislation and the recently revised Federal laws (*CIPA and Protecting Children in the 21st Century Act*) which influence district policy, teaching, and learning in areas related to digital safety, ethics, and citizenship. The components and sections of this plan are also written to the required criteria of the federally funded discount program called E-Rate, which not only assists in providing affordable technologies, but is the eligibility factor for participation in the K-12 Voucher Program (e.g., *Microsoft Settlement*) and likely future education technology grants.

The purpose of this AUSD Education Technology Master Plan is to guide the use of the AUSD parcel tax (Measure A) and meet the certification requirements of the California Department of Education. As a required document for E-Rate and K12 Voucher Grant funding, this plan supports the school district in qualifying for e-Rate benefits and potential State, Federal, and private education technology funding programs.

Our specific curricular goals are to make a smooth transition from California Content Standards to California Common Core State Standards (CCCSS). All components of the Master Plan goals and strategies support this transition, and we are currently exploring technology to enhance instructional practice and student mastery of CCCSS.

Alameda Unified School District Master Plan 2011-2015

Raising the Bar

Goals

- To build a “state of the art” and accountable public education system that prepares all students for graduation, college, work, and successful careers in the 21st Century by 2015.
- To significantly reduce the achievement gap and access gap over the next three years by personalizing teaching and learning for each student, holding high expectations, and providing additional supports for students who require them.

Strategies

Develop individual School Instructional Initiatives that focus on clear goals and use of student targets

- Student benchmark data, improvement strategies
- Professional development and collaboration

Accelerate learning through high quality instruction every day

- Continue to implement Math, SIM, IBD instructional initiatives
- Implement 21st Century technology standards for students
- Develop teacher incentive plans that support student improvement
- Reinforce School calendars and collaboration time for teachers that support the academic program
- Reinforce Response to Intervention (RTI) that supports struggling students
- Introduce and implement California Common Core Standards through district initiatives

Ensure school principals are instructional and community leaders

Develop an Accountability System for schools

- 10 Steps to Success developed and used to set/monitor system targets
- School Updates and Progress Reports (SUPR) developed to support a data dashboard for success

3d. Goals to Improve Teaching and Learning using Technology

List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning as related to district curricular goals and 21st Century learning skills.

Teacher Use of Technology & Digital Media

Goal 3d.1: *AUSD will increase the number of teachers utilizing technology as a tool to support all students in meeting, exceeding, and demonstrating mastery of California Core Common Standards.*

Objective 3d.1.1: By June 30, 2016, 80% of classroom teachers, as measured by a district survey, will demonstrate increased technology integration to improve delivery of instruction and to support all students in meeting, exceeding, and demonstrating mastery of California Common Core Standards.

Benchmarks:

Year 1: By June 2014, 30% of classroom teachers will demonstrate increased technology integration to improve delivery of instruction and to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards as measured through self-assessment surveys of multiple stakeholders.

Year 2: By June 2015, 50% of classroom teachers will demonstrate increased technology integration to improve delivery of instruction and to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards as measured through self-assessment surveys of multiple stakeholders.

Year 3: By June 2016, 80% of classroom teachers will demonstrate increased technology integration to improve delivery of instruction and to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards as measured through self-assessment surveys of multiple stakeholders.

| Goal 3d.1. Teacher Use of Technology & Digital Media | | |
|--|---|---|
| Implementation Plan | | |
| Activity | Timeline | Person(s) Responsible |
| The AUSD Technology Leadership Council composed of district technology leaders among teachers and administrators will meet regularly to assess, monitor, and update the AUSD Technology Plan and Measure A Technology allocations. | Fall 2013 | Director of Technology Director of Curriculum and Instruction Technology Leadership Council |
| The AUSD Technology Committee, comprised of one representative from each school site, will meet at least twice each semester to collaborate on district initiatives being planned, implemented, and evaluated within the AUSD Technology Plan. | Fall 2013 | Director of Technology Director of Curriculum and Instruction Technology Leadership Council Technology Committee |
| Establish a district-wide committee that includes Preschool-Adult school teachers and administrators and experts to develop digital education models that provide personalized and blended learning opportunities and address program effectiveness. | Winter, 2013 | Director of Technology Director of Curriculum and Instruction Technology Leadership Council |
| Each school site will develop a Site technology Plan to address technology integration and the AUSD Technology Plan. Site plans will include current condition, site budget allocations, needs, next steps, requests for support, Measure A allocations, and planned professional development. | 2013-2014 School year | Director of Technology Director of Curriculum and Instruction Technology Leadership Council |
| The Technology Leadership Council will develop assessments and evaluations to measure the impact of online courses and blended learning to maximize instructional time and learning opportunities for students. | Second semester, 2013-14 school year | Director of Technology Director of Curriculum and Instruction Technology Leadership Council |

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| Site Leadership teams/Administrators will integrate best practices and technology intervention programs (e.g., SuccessMaker) into their Single Plan for Student Achievement (SPSA) and site Technology plans. | Yearly | Site Administrators Educational Services staff Site leadership Teams School Site Council (SSC) |
| District/Sites will develop comprehensive strategic plans for K-8 implementation of SuccessMaker to support student instruction. | Spring and Summer 2013 | Coordinator, Student Achievement & Assessment; Director of C & I; Director of Technology and/or Site Admin. Site Leadership Teams |
| K-8 teachers will be provided ongoing professional development opportunities to ensure successful K-8 implementation of SuccessMaker | Summer 2013 | Coordinator, Student Achievement & Assessment; Director of C & I; Director of Technology and/or Site Admin, Teacher Librarians |
| K-8 schools site support person(s) are identified for follow-up assistance in <i>SuccessMaker</i> with teachers. | Fall 2013 and ongoing | Coordinator, Student Achievement & Assessment; Director of C & I; Director of Technology; Site Admin and/or Teacher Librarian |
| Collaboration time will be allocated at each site to align standards-based instruction to common core, analyze district and standardized assessment data, identify student strengths and needs, plan next steps, and include technology integration strategies and resources (video, tutorials, digital tools, simulations, and games) to support 21st Century skills, Information/Digital Media Literacy Skills (IDML), National Education Technology Standards (NETS). | 9/2013 – 6/2016 | Site Administrator and/or Media Center Teachers, Coordinator of Student Achievement & Assessment, Teacher Librarian |
| Professional Development time will be allocated within the district calendar to provide personalized learning opportunities for teachers | Annually | Site Administrators and Director, Curriculum & Instruction |
| An online professional learning community (PLC) will be developed and implemented where teachers can discuss and share best practices, resources, with links to tutorials, technology tools, and shared projects and activities. | Annually | Director of C & I; Director of Technology and/or Site Admin Teacher Librarians |
| Opportunities for online webconferencing and trainings will be provided to teachers with a focus on identified needs generated from site and teacher requests for support. | Annually | Director of C & I; Director of Technology and/or Site Admin Teacher Librarians |

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| Electronic/Digital learning resources will be regularly reviewed and shared to facilitate differentiated instruction using 21st century, Information/Digital Media Literacy Skills (IDML), National Education Technology Standards (NETS) and Common Core State Standards (CCSS). | 9/2013 – 6/2016 | Director of C&I Director of Technology Technology Leadership Council Technology Committee Site Admins Teacher Librarians |
| Technology Leadership meetings, Technology Committee meetings and Site Technology Plans will identify hardware, software, digital learning resources, and training needs annually | 9/2013 – 6/2016 | Site Administrators; Classroom Teachers; Director of Technology; IT Staff and/or Teacher Librarians. Technology Leadership Council Technology Committee |
| Technology Leadership Council and Technology Committee reps will collaborate with site teachers to develop and share technology integration strategies and activities to support 21st century skills, National Educational Technology Standards (NETS) and Info/Digital Media Literacies (IDML) | 2013-2016 | Site Administrators Director C & I Technology Leadership Council Technology Committee Teachers Teacher Librarians |
| At least once each trimester, one staff meeting will be devoted exclusively to technology integration, personalized learning and will be shared with other sites. | Three times per year at each site. | Site Administrators; Technology Leadership Council Technology Committee Teachers Teacher Librarians |
| Assessment tools will be identified or developed and implemented to measure student, teacher, and administrator proficiency levels of technology integration, Info/Digital Media Literacy, and NETS skills. | 2013 | Director C & I Technology Leadership Council Technology Committee Teacher Librarians |
| Personalized learning will be provided by in-class, release time, online resources, and web-conferencing as identified through site Technology Plans and supported by Technology Leadership Council and Technology Committee planning. | 2013-2016 | Site Administrators Site Leadership Teams Director C & I Technology Leadership Council Technology Committee Teacher Librarians |
| Summer “BootCamps” and Institutes will be provided annually to support technology integration with Common Core State Standards (CCSS), 21st Century skills, Information and Digital Media Literacies (IDML) and National Education Technology Standards (NETS) | By 8/2014 | Director, Curriculum and Instruction; Director of Technology; Site Admin; Technology Leadership Council Technology Committee Teacher Librarians |

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| Google Apps for Education will be adopted at school sites, implemented for student and teacher instructional technology integration as well as utilized for surveys of training needs and knowledge gained. | 9/2013 | District Technology Director; Site Administrators; Technology Leadership Council Technology Committee Teachers Teacher Librarians |
| District Technology Committee and Technology Leadership Council will meet regularly to collaborate, develop, and implement AUSD Technology Plan initiatives to support technology integration within Common Core State Standards (CCSS), 21st Century skills, Information and Digital Media Literacies (IDML) and National Education Technology Standards (NETS). | Bi-Monthly | Director of Curriculum & Instruction Director of Technology Technology Leadership Council Site Leadership Teams |
| Technology Leadership Council and Technology Committee will coordinate efforts to implement online assessments for Common Core State Standards working with the Smarter Balance initiative. | Years 1, 2, and 3 | Coordinator of Student Achievement & Assessment, Director of Curriculum & Instruction, Director of Technology, Site Administrators, Lead Teachers Site Leadership Teams Teacher Librarians Technology Committee |
| Technology Leadership Council will explore and expand implementation of graduation/college/career software like Kuder, Navigator, CS Nav at all AUSD high schools. | Year 1 | Coordinator of Student Achievement & Assessment, Director of Curriculum & Instruction, Director of Technology, Site, counselors/teachers, et alia Technology Leadership Council |
| Virtual education (blended learning, global classrooms, social networking, e-learning, online courses, etc.) will be explored and developed for possible implementation within Technology Leadership and Technology Committees with Curriculum & Instruction and Technology Departments. | Fall 2013 and ongoing | Director of Curriculum & Instruction Director of Technology Technology Leadership Council Technology Committee |

Monitoring & Evaluation: The intersection of virtual education (blended learning global classrooms, social network, e-learning, etc.), technology integration and classroom instruction calls for greater accountability. The response of our district will affect the impact of e-learning and technology integration in our schools. The creation of a system of accountability for virtual education and technology integration can demonstrate effectiveness or lack of it. Monitoring and Evaluation will also help us determine what is not working and help us take action to address problems that occur.

A program evaluation process needs to be developed by a professional consultant with input from Technology Leadership Council, Technology Committee, and site technology leaders and

coordinated with the Education Services and Technology department. The program evaluation must focus on the effectiveness of our use of technology and the impact on student learning.

Program monitoring and evaluation will guide District administrators, school site administrators, and classroom teachers in the development of goals and implementation of all activities and accomplishments. Progress will be tracked as outlined in the program evaluation and reported quarterly to superintendent, board, and staff in scheduled meetings. Modifications and adjustments of measureable objectives to our district technology plan will be made based on the analysis of the data collected in the program evaluation process.

Student Use of Technology & Digital Media

Goal 3d.2: *Students will use technology to master content standards (Common Core State Standards - CCSS), support higher level thinking skills, increase collaboration, and participate in global learning communities using 21st Century skills, Information/Digital Media Literacy (IDML), and National Educational Technology Standards (NETS).*

Objective 3d.2.1: By June 30, 2016, 90% of Kindergarten-3rd grade students will use technology to practice and increase their skills in reading and math as aligned with the Common Core State Standards (CCSS) and NETS.

Objective 3d.2.2: By June 2016, 90% of 4-5th grade students will use technology to read, write, research, foster mathematical thinking skills, and collaborate with peers in alignment with the CCSS and NETS.

Objective 3d.2.3: By June 2016, 90% of 6th-12th grader students will use technology to read, write, research, foster problem solving skills, participate in global learning communities, and collaborate with peers in alignment with the CCSS and NETS.

Benchmarks:

Year 1: By June 30, 2014, 50% of K-12th grade students will use technology to meet their grade-level objectives as stated above as measured through self-assessment surveys of multiple stakeholders.

Year 2: By June 30, 2015, 70% of K-12th Grade Students will use technology to meet their grade-level objectives as stated above as measured through self-assessment surveys of multiple stakeholders.

Year 3: By June 30, 2016, 90% of K-12th Grade Students will use technology to meet their grade-level objectives as stated above as measured through self-assessment surveys of multiple stakeholders.

| 3d.2. Student Use of Technology & Digital Media | | |
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| Implementation Plan | | |
| Activity | Timeline | Person(s) Responsible |

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| Professional Development opportunities will be provided to K-12 classroom teachers to support the development of lessons to infuse technology into Common Core State Standards, Information and Digital Literacy skills and National Educational Standards instruction. | Ongoing Year 1-2-3 | Director of Curriculum & Instruction Director of Technology Technology Leadership Council Technology Committee Teacher Librarians |
| K-3 rd grade teachers will integrate technology into their lesson plans so that their students utilize appropriate technology in at least two assignments demonstrating technology skills while working on Common Core State Standards. | Minimum: Bi-annually (Sept-Dec; Jan-June) - Year 1, 2, 3 | Elementary Site Admin; K-3 rd Grade Teachers; Teacher Librarians Technology Leadership Council |
| K-3 rd grade students will participate in teacher-facilitated classroom lessons and units, which incorporate technology, CCSS and NETS. | Throughout the school year - Year 1, 2, 3 | K-3 rd Grade Teachers; K-3 rd Grade Students; Site Administrator; and/or Teacher Librarians |
| 4-5 th grade teachers will integrate technology into their lesson plans so that their students utilize appropriate technology in at more than two assignments demonstrating technology skills while working on Common Core State Standards. | Minimum: Twice a year Sept-Dec; Jan-June - Year 1, 2, 3 | Elementary Site Admin; 4-5 th Grade Teachers; |
| 4-5 th grade students will participate in more than 2 teacher-facilitated classroom lessons and units, which incorporate grade level technology, CCSS and NETS. | Throughout the school year - Year 1, 2, 3 | 4-5 th Grade Teachers; 4-5 th Grade Students; Site Administrator; and/or Teacher Librarians |

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| 6th-12th grade teachers will integrate technology into their lesson plans so that their students utilize appropriate technology in more than four assignments or projects demonstrating technology skills while working on Common Core State Standards. | Throughout the school year - Year 1, 2, 3 | Site Administrators (Middle and High School); 6-12 th Grade Teachers; Teacher Librarians |
| 6-12 th grade students participate in teacher-facilitated classroom lessons, projects, and units, which incorporate technology, CCSS and NETS. | Throughout the school year - Year 1, 2, 3 | 6-12 th Grade Teachers; 6-12 th Grade Students; Middle School and High School Site Administrators and/or Teacher Librarians |

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| <p>SuccessMaker will be provided to identified students at each subscribed site for intervention and challenge.</p> <p>Sites will develop a list of identified students to participate based on assessment data analysis and teacher requests.</p> <p>K-8 teachers students will receive training in SuccessMaker.</p> <p>Identified K-8 students will receive training in SuccessMaker</p> <p>K-8 parents will be offered support for SuccessMaker for their students</p> <p>Identified students will be scheduled during the week to ensure that they are working in SuccessMaker a minimum of 3 times weekly or as prescribed for academic success.</p> <p>Sites providing SuccessMaker access at school and at home will develop and implement a home plan with their families that assures successful implementation for their students.</p> | <p>Fall and throughout school year – Year 1, 2, 3</p> | <p>Elementary and Middle School Site Administrators; Elementary and Middle School Teachers; Coordinator, Student Achievement & Assessment and/or Director of Technology Teacher Librarians Site designated coordinator</p> |
| <p>High school administrators, counselors, and teachers will receive training on and students will have access to Kuder Navigator or other career planning programs.</p> | <p>Years 1, 2, 3</p> | <p>Alternative Education, Educational Services staff, high school counseling staff</p> |

Monitoring and Evaluation: Our program evaluation plan will focus on demonstrated results for student learning. The key question we must ask about student learning is “does the integration of technology add value to teaching and learning?” Results for learning will demonstrate accountability for our learning. It is essential that the plan be carefully constructed to distinguish between causal and associated relationships between student performance and use of e-learning.

Following the activities outlined in the program evaluation plan, we will track the implementation of all activities and report our progress annually at district meetings. Modifications to district activities will be made as needed.

Evaluation Instruments and Data: Our program evaluation will guide the selection and use of evaluation Instruments, which may include: logs of mobile lab and computer lab usage, samples of student projects, teacher lesson plans, rubrics, and other formative assessments. Guided by the program evaluation plan, we will integrate state tests that are used to calculate API and AYP.

Alternative Ed

100% of Island High School students explore and develop their individual career path using an online subscription program called *Kuder Navigator*. With staff support, students learn about different careers via video, identify their interests, create a four-year education plan, and utilize various tools for building a resume, practicing interview skills, and pursuing a job, training program, and/or college. Student can access their personal account while at school, at home, and, most importantly, after graduation. This program also provides a searchable database to apply for financial aid.

Goal 3d.3: 100% of Island High School graduates will have a working post-high school plan developed with the assistance of Kuder Navigator. (This or similar programs will be made available to students at Alameda High School, Encinal High School, and ASTI. See Implementation chart for 3d.1.)

Objective 3d.3: Throughout this 3-year plan, 100% of Island High School graduates will have a working post-high school plan developed using *Kuder Navigator* web-based program.

Benchmarks:

Year 1: By June 30, 2014, 100% of Island High School graduates will have a working post-high school plan developed using *Kuder Navigator* web-based program.

Year 2: By June 30, 2015, 100% of Island High School graduates will have a working post-high school plan developed using the *Kuder Navigator* web-based program.

Year 3: By June 30, 2016, 100% of Island High School graduates will have a working post-high school plan developed using the *Kuder Navigator* web-based program.

| Goal 3d.3. Student Use of Technology & Digital Media – Alternative Education | | |
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| Implementation Plan | | |
| Activity | Timeline | Person(s) Responsible |
| Alternative Education teachers (Teacher Advisors) are trained in how to effectively navigate and utilize the <i>Kuder Navigator</i> web-based program in support of their students' career preparation and development. | Annually in Fall Year 1, 2, 3 | Principal and <i>Life after High School</i> Coordinator |
| Alternative Education teachers (Teacher Advisors) receive ongoing support for how to effectively navigate and implement the <i>Kuder Navigator</i> website and resources successfully with students. | As needed in Year 1, 2, 3 | Principal and <i>Life after High School</i> Coordinator |

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| Computer/digital devices and network access must be available to Island High School students in order to access the <i>Kuder Navigator</i> . | Ongoing Year 1, 2, 3 | Technology Services |
| Alternative Education teachers (Teacher Advisor) provide ongoing support to Island High School students for how to utilize <i>Kuder Navigator</i> website, course modules, and available resources to complete assignments for career exploration and preparation. | Throughout the school year Year 1, 2, 3 | Teacher Advisors |
| Students self-pace their work in order to complete assignments and modules within the <i>Kuder Navigator</i> . | Throughout the school year Year 1, 2, 3 | Teacher Advisors |
| Teacher Advisors support, monitor, and assess student assignments designated within the lessons and assignments of the program. | Throughout the school year Year 1, 2, 3 | Teacher Advisors |
| Course description for Life after High School will be written and approved. | Spring 2013 and Fall 2013 | <i>Life after High School</i> Coordinator |

Special Education

Each Special Education student with an identified learning disability will have access to technology which compensates for his/her discrete area of processing difficulty (e.g., auditory processing, visual processing, etc.) in order to complete classroom assignments and assessments in a manner that fully demonstrates subject matter proficiency without the impact of the learning disability.

Special Education and Common Standards Initiative: Application to Students with Disabilities
<http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf>; <http://www.corestandards.org/>

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional supports for learning based on the principles of Universal Design for Learning (UDL) which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005): changes in materials or procedures, which do not change the standards but allow students to learn within the framework of the Common Core State Standards.
- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.
- Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both

instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

Goal 3d.4: *100% of Special Education students will have access to and proper use of instructional resources and educational technology at a level that allows them equal access to educational content as their non-disabled peers.*

Objective 3d.4: 100% of Special Education students will have access to and proper use of instructional resources and educational technology at a level that allows them equal access to educational content as their non-disabled peers.

Benchmarks:

Year 1: By June 30, 2014: 100% of Special Education students will have access to and proper use of instructional resources and educational technology at a level that allows them equal access to educational content as their non-disabled peers.

Year 2: By June 30, 2015: 100% of Special Education students will have will have access to and proper use of instructional resources and educational technology at a level that allows them equal access to educational content as their non-disabled peers.

Year 3: By June 30, 2016: 100% of Special Education students will have will have access to and proper use of instructional resources and educational technology at a level that allows them equal access to educational content as their non-disabled peers.

| Goal 3d.4. Student Use of Technology & Digital Media – Special Education | | |
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| Implementation Plan | | |
| Activity | Timeline | Person(s) Responsible |
| Teachers assess student needs and select required and appropriate assistive technology tools and resources based on the student's unique needs. | Throughout school year – Year 1, 2, 3 | Special Education Teachers; Special Education Coordinator/Specialists, Teacher Librarians, and/or Director of Special Education |
| District or site purchase needed tools and resources for Special Education students. | Throughout school year – Year 1, 2, 3 | Director of Special Education and Support Team; Site Principals and Teams |

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| Identified expert in designated tool(s)/ resource(s) are chosen to provide 1-on-1 training to Special Education Teacher at a mutually agreeable time (or in small group, if beneficial to teacher). | Throughout school year, as needed. – Year 1, 2, 3 | Director, Special Education; Special Education Coordinators/Specialists; Special Education Teachers, Site Administrators, and Classroom Teachers, as needed |
| Teacher and/or Classroom Support Person (e.g., teacher aide) assist Special Needs Student in their use of designated tools and/or resources. | Throughout the school year – Year 1, 2, 3 | Special Education Teachers; Teacher Assistants; Special Education Coordinators/ Specialists and/or Teacher Assistants |

English Language Learners

Goal 3d.5: English Language Learners will utilize technology and digital media in support of their meeting specific California Common Core State Standards in ELA and ELD.

Objective 3d.5: All EL students will acquire a level of English proficiency that will allow them to engage in discourse in the classroom setting by using multimedia technology resources and devices that provide access to the ELA and ELD common core standards in order to reach proficiency.

Benchmarks:

Year 1: By June 30, 2014, teachers of ELs will participate in professional development that will assist them in implementing learning strategies and monitoring systems for developing ELs students' receptive and expressive skills using technology devices as the median.

Year 2: By June 30, 2015 : By June 30, 2015, English Language Arts, K-12 EL students will increase their listening and speaking skills that will allow them to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence by using technology devices and software (CCCSS ELA standard).

Year 3: By June 30, 2016: English Language Arts K-12 EL students must be able to construct viable arguments and critique the arguments of others using technology devices and software that include multimedia forums.

| Goal 3d.5. Student Use of Technology & Digital Media – English Language Learners | | |
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| Implementation Plan | | |
| Activity | Timeline | Person(s) Responsible |

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| Identify funding for purchase and training of audio/visual devices. Examples are tablets, iBooks, and/or iPads. | August 2013-June 2014 | ELD Coordinator; Director of Technology; Site Administrators; C & I Director; ELD teachers |
| Audio/visual devices such as tablets, iBooks, and/or iPads are purchased for ELL students. Purchasing will be prioritized for targeted sites and eventually become district-wide. | August 2013-June 2014 | ELD Coordinator; Director of Technology; Site Administrators; C & I Director |
| Train teachers on the varied features and applications for language learning with audio/visual devices such as tablets, iBooks, and/or iPads in support of the ELA Standards and ELL student and language development. | August 2013-June 2014 | K-12 Classroom Teachers; District ELD Coordinator, Media Learning Center Teachers, IT team; Site Administrators |
| Teachers develop classroom lesson(s) in support of the ELA Standards and language development for ELL student; lessons are posted on the AUSD teacher web portal. | August 2013-June 2014 | K-12 Classroom Teachers; Media Learning Center Teachers, IT team; Site Administrators |
| Classroom teachers teach ELL students the varied features and applications for English language learning support using the visual/audio/writing/drawing functions of devices such as tablets, iBooks, and/or iPads. | Weekly for year 1 of plan; refreshing lessons, as needed | K-12 Classroom Teachers; Media Learning Center Teachers, IT team; Site Administrators |
| ELL students practice the features and functions of their designated mobile device. They complete assignments to demonstrate understanding of technology and designated ELA Standards. | Bi-monthly; October 2013-June 2014 for years 1, 2, 3 of plan | K-12 Students, K-12 Teachers, Media Learning Center Teachers, IT team; Site Administrators |
| Teachers join online professional learning community to discuss and share best practices, what worked/didn't work with the mobile devices for ELL students. Bank of lessons are posted in forum area. | Bi-monthly; October 2013-June 2014 for years 1, 2, 3 of plan | K-12 Students, K-12 Teachers, Media Learning Center Teachers, IT team; Site Administrators |
| ELD Coordinator will lead and promote discussion within the online PLC forum whose purpose is for teachers to share and develop their skills and integration with ELL essential principles, strategies, best practices. | Ongoing asynchronous info/bank of lessons; monthly synchronous forums. | K-12 Students, K-12 Teachers, Media Learning Center Teachers, IT team; Site Administrators |

3e. Developing Technology and Digital Literacy Skills

NCLB Part D, Section 2402 of NCLB states that all school districts must ensure the technology literacy of their students by the eighth grade. One of the ways to make this determination is to use *Simple Assessment*, a free tool from *InfoSource Learning*. After setting up a district account with *InfoSource* advisors, AUSD will be able to assess student knowledge and progress in the NETS

described below and track test scores. Assessment tests are available for both Windows and Mac platforms. Test prep games are also available.

Technology Literacy

The student National Education Technology Standards (NETS) were revised to meet the demands of Digital Age learning. (See: Appendix A). These new student standards focus on skills and knowledge that students need to learn effectively and live productively in an increasingly digital society. Cognitive and learning skills, as well as creativity and innovation, are the focus now - and information and digital media literacy are also elevated in importance. The changes shift away from a focus on competency with technology tools and emphasize skills required in a digital world to produce and innovate using technology.

The new International Society for Technology in Education (ISTE) student standards are organized into six categories:

Information and Digital Literacy

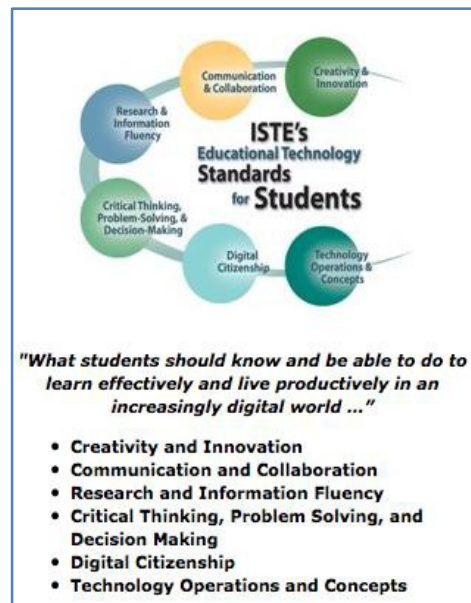
Information Literacy: Our education system society not only require students to know more they ever have before, they require that students be able to communicate what they about academic concepts and theories.

Students will be given more opportunities to gather and organize information. One of our

goals of the curriculum component will be the development of information literacy skills and the ability of students to learn independently. Information literacy enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Information literacy skills are lifelong learning skills that require a student to apply higher-level thinking. These skills are not taught in isolation but rather should be integrated



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throughout the curriculum. Information literacy requires collaboration between the classroom teacher and the Media Center Teacher, and, at the secondary level, it must be embedded in all technological arenas. Staff will work together to teach the essential knowledge and skills that prepare students to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-intensive environment. Authentic practice of these skills will enable students to realize their potential as informed citizens who think critically and solve problems.

The use of technology is an integral part of information and digital literacy. In Alameda Unified School District schools, this translates into: effectively searching the electronic library catalog, online databases, reference sources, and the Internet with a critical evaluation of authority, credibility, and currency of information; use of note taking; and the presentation of information in a variety of formats such as word processing and multimedia within a variety of media environments.

Digital Literacy

Information Literacy and Digital Media Literacy (ILDM) are very intertwined. Also called, Information Media Literacy (IML), ILDM is a combination of information literacy and media literacy. The purpose of being information and media literate is to engage in a digital society; one needs to be able to use, understand, inquire, create, communicate, and think critically. It is important to have capacity to effectively access, organize, analyze, evaluate, and create messages in a variety of forms.

The transformative nature of IML includes creative works and creating new knowledge; to publish and collaborate responsibly requires ethical, cultural, and social understanding. The IML learning capacities prepare students to be 21st Century literate. According to Jeff Wilhelm (2000), "technology has everything to do with literacy. And being able to use the latest electronic technologies has everything to do with being literate." He supports his argument with J. David Bolter's statement "that if our students are not reading and composing with various electronic technologies, then they are illiterate. They are not just unprepared for the future; they are illiterate right now, in our current time and context." (Wilhelm, 2000, p. 4). In general, many students are better networked through the use of technology than most teachers and parents. Teachers and parents may not understand the abilities of technology. Students are no longer limited to the desktop computer. Students use mobile technologies to graph a mathematical problem, research a question for Social Studies, text message an expert for information as well as

send homework to a drop box. Students are accessing information by using MSN, personal Web pages, Weblogs, and social networking sites.¹

Goal 3e.1: *All students will become technology literate as designated in the NETS Standards for Students, at their appropriate grade level.*

Objective 3e.1: By June 2016, 80% of all K-12 students will demonstrate proficiency in technology, information, and digital literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.

Benchmarks:

Year 1 Benchmark: 40% of all K-12 students will demonstrate proficiency in technology, information, and digital literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.

Year 2 Benchmark: 60% of all K-12 students will demonstrate proficiency in technology and literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.

Year 3: 80% of all K-12 students will demonstrate proficiency in technology and literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.

| Goal 3e.1. Technology Literacy for Students | | |
|---|----------------------------------|---|
| Implementation Plan | | |
| Activity | Timeline | Person(s) Responsible |
| Teach students how to apply digital tools to gather, evaluate, and ethically use online information. | Ongoing | Teachers, classroom teachers |
| Raise teacher awareness of the ISTE NETS and analyze how they may apply to the curriculum. | Annually at the start of school. | Site Administrators, Teacher Leaders, District Tech Committee, Teacher Librarians |
| Designated time is provided during staff development and/or staff meetings to train teachers and staff about ISTE NETS. | Annually at the start of school. | Site Administrators, Teacher Leaders, District Tech Committee, Teacher Librarians |

¹ Information Media Literacy. Retrieved on November 3, 2012 from Wikipedia, "Information and Media Literacy", http://en.wikipedia.org/wiki/Information_and_media_literacy.

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| Explore ways to develop and implement embedded technology skills into the curriculum and assignments where students can demonstrate mastery of both the curriculum and technology skills. | At least once per trimester. | Classroom teachers, Teacher Librarians, District Tech Committee |
| Formalize how students acquire information literacy skills in connection with research-based projects. | 2013-2016 | Grade level and Subject area teacher groups, Teacher Librarians, Technology Leadership Council, District Tech Committee, |
| Assess student progress on an annual basis using a tool like Simple Assessment or teacher-generated surveys and assessments. | 2013-2016 | Classroom teachers, Teacher Librarians, Technology Leadership Council, District Tech Committee, |
| Collect and share examples of best practices on various shared district website, e.g., NING. | Ongoing | Site administrators, District Tech Committee, teachers, Teacher Librarians, Technology Leadership Council |
| Implement and evaluate grade-level information literacy standards. | 2015-2016 | Teacher Librarians, Technology Leadership Council, Classroom teachers |
| Utilize staff development days and/or staff meetings to collaborate in grade level groups for the purpose of: <ul style="list-style-type: none"> Developing and sharing solutions for incorporating technology skills into student learning experiences Determining which skills will be covered in which grade levels. | 2013-2016 | Teacher Librarians, Technology Leadership Council, Grade Level and Subject area teachers |

Monitoring and Evaluation: As part our program evaluation plan, we will use our formative assessment in literacy in relationship to e-learning to study the impact on student achievement. District administrators, school site administrators, teachers, and Teacher Librarians will track the development and implementation of all goals, activities, and accomplishments through monthly progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.

Evaluation Instruments and Data: Use of evaluation instrument will be guided by the program evaluation plan: grade level and core subject area meeting notes, teacher use of K-12 rubrics, teacher observations, student data from *Simple Assessment* and other surveys, evidence of lesson plans that incorporate technology standards, and other rubrics.

Special Education

Each Special Education student with an identified learning disability will have access to technology that provides compensation for his/her discrete area of processing difficulty (e.g. physical,

developmental, auditory processing, visual processing) in order to complete classroom assignments and assessments in a manner that fully demonstrates subject matter proficiency without the impact of the learning disability.

Goal 3e.2: *All Special Education students will exhibit, with whatever additional assistance needed, proficiency in the use of designated technology tools and digital resources in order to fully demonstrate subject matter proficiency without the impact of the learning disability.*

Objective 3e.2: By June 2016, 100% of all K-12 Special Education students will exhibit proficiency in the use of designated technology tools and digital resources so as to fully demonstrate subject matter proficiency without the impact of the learning disability.

Benchmarks:

Year 1 Benchmark: By June 2014, 100% of all K-12 Special Education students will exhibit proficiency in the use of designated technology tools and digital resources so as to fully demonstrate subject matter proficiency without the impact of the learning disability.

Year 2 Benchmark: By June 2015, 100% of all K-12 Special Education students will exhibit proficiency in the use of designated technology tools and digital resources so as to fully demonstrate subject matter proficiency without the impact of the learning disability.

Year 3 Benchmark: By June 2016, 100% of all K-12 Special Education students will exhibit proficiency in the use of designated technology tools and digital resources so as to fully demonstrate subject matter proficiency without the impact of the learning disability.

| Goal 3e.2. Technology Literacy for Students – Special Education | | |
|--|---|---|
| Implementation Plan | | |
| Activity | Timeline | Person(s) Responsible |
| Identified experts in designated tool(s) and/or digital resource(s) are chosen to provide 1-on-1 training to teachers. | As needed | Special Education Teachers, Site Principals, Special Education Coordinators/Specialists, Technology coaches, Teacher Librarians |
| Teacher and/or Classroom Support Person (e.g., teacher aide) assist students with special needs in their use of designated tools and/or resources. | Throughout the school years – Years 1, 2, 3 | Special Education Teachers; Teacher Assistants; Special Education Coordinators/Specialists; Site Principals Teacher Librarians |
| Students build their skills in designated tools, devices, and digital resources by practicing with the assistance of a support person. | Daily basis throughout the school year | Special Education Teachers; Teacher Assistants; Special Education Coordinator/Specialists; Site Principal Teacher Librarians |

| | | |
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| Students apply their use of the designated tool(s), device(s), and digital resource(s) in their daily classroom lessons and assignments. | Daily basis throughout the school year | Special Education Teachers; Teacher Assistants; Special Education Coordinators/ Specialists; Site Principals Teacher Librarians |
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3f. Ethical Use

List of goals, an implementation plan, and training program that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use.

Previous to the 2013-2014 year, cyberethics and cybersafety education had not been delivered district wide, but at the discretion of individual teachers and/or school sites. Examples of information and instruction delivery include: a library/media center and classroom teacher collaborate on providing information about plagiarism and how to appropriately source downloaded images from the Internet; site administrators develop a computer-use agreement for the upper grade students that may include Digital Etiquette, Digital Rights/Responsibilities, and/or Digital Security; the school requires that families sign an Acceptable Use Policy for technology; individual teacher or school site provides variations of content and assignments addressing various cyber ethic and Internet safety topics (e.g., during a 6 week Island High School student orientation course, the topic of cyberethics is addressed). Another example has been taking place at Encinal High School. Since 2010-2011, 9-12 grade Encinal students have been enrolling in the *Digital Citizenship Course* (one semester elective), designed and delivered by a lead teacher. The course syllabus reads, "Students are living and engaging in a digital world. Students will learn how to interact and navigate safely and ethically in cyberspace." Units include: *Digital Life; Safety; Connected Culture; Security; Privacy and Digital Footprints; Searching; Research and Evaluation*. The district will consider successful models of ethical behavior and Internet Safety programs currently being implemented at different AUSD school sites for replication at other sites.

Individual teachers have addressed aspects of cyber safety and ethical behavior topics in different ways:

- Discussion of plagiarism and copyright begins by third grade during note taking and research; students are taught to document sources.
- Fourth and fifth grade students are taught to create bibliographies and to cite sources, giving credit to the author.
- Students are taught how to avoid copyright and plagiarism during note taking.
- Students are taught that other students' logins and digital work are private domains.
- CyberEthics is integrated into some research lessons during Library/Media Center time.
- 3rd through 6th grade students are developing appropriate social media behaviors by participating in sheltered social media environments/activities using KidBlog and Edmodo.

The goal of AUSD is to use contemporary information, communication, and learning technologies in a manner necessary for successful life-long learning and citizenship in a knowledge-based, digital, and global 21st century, which includes the abilities to effectively communicate and collaborate; to analyze and solve problems; to access, evaluate, manage, and create information and, otherwise gain information literacy; and to do so in a safe and ethical manner. Several pieces of legislation are driving AUSD's response towards establishing practices, policies, and procedures about ethical behavior and Internet safety of students and staff; new legislation will continue to inform future modifications as new laws are instituted. Current laws and mandates include:

Federal and State Legislation

This district technology plan describes new California legislation and revised Federal laws that will influence district policy, teaching, and learning in areas related to cybersafety, cyberethics, and digital citizenship. Acceptable use policies, board policies, and codes of conduct must be updated to reflect the latest criteria and laws required by state and federal legislatures; they include:

- **Assembly Bill 86**

Effective January 1, 2009, California Education Code 48900 has been amended to authorize school districts to suspend or expel students for bullying, including cyberbullying. AB 86 will influence not only tech plan development but also development of individual site plans. Each year, every school in California is required to review their School Safety Plan in order to be eligible for Safe School funding. Safe School Planning teams are now authorized to include training on cyberbullying awareness in their plan.

Grounds for student suspension or expulsion were amended to include bullying by electronic means:

- ... While on school grounds
- ... While going to or coming from school
- ... During the school lunch period whether on or off campus
- ... During or while going to/coming from a school activity

- **Assembly Bill 307 [Chavez Bill]**

(Education Code Section 51871.5) The guidelines and criteria for federal funding shall include a component to educate pupils and teachers on the appropriate and ethical use of information technology in the classroom; Internet safety; the manner in which to avoid committing plagiarism; the concept, purpose, and significance of a copyright so that pupils are equipped with the skills necessary to distinguish lawful from unlawful online downloading; and the implications of illegal peer-to-peer network file sharing.

- **S. 1492 [Broadband Data Improvement Act]**

Signed into law on October 10, 2008, the Broadband Data Improvement Act requires schools receiving federal E-Rate discounts on telecommunications services and internet access to educate their students "about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response."

- **E-RATE Discount Program**

The *Protecting Children in the 21st Century Act* [S.49] adds additional requirements to the schools and libraries that receive E-rate discounts. These requirements are chiefly focused on educating minors about appropriate online behavior, including:

- Interacting with other individuals on social networking websites
- Interacting with others in chat rooms
- Cyberbullying awareness and response

If an E-rate applicant's Internet Safety Policy: 1). Does not include provisions that address these new requirements, and 2). If the recent CIPA update has not been written into Board Policy and publicly addressed and approved at a public board meeting (public input), the organization will be required to review and revise their policies and practices to incorporate these items in order to receive E-rate discounts. It could also jeopardize the organization from participation in the E-Rate Discount Program.

The Federal Communication Commission (FCC) updated The Protecting Children in the 21st Century Act [S.49] in 2010-2011, providing new guidelines for cyber bullying and social media. The actual curriculum development and/or ready-made content and trainings for students and teachers/administrators must begin in the 2012-2013 school year. Content must include: inappropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness and response.

As required, on August 28, 2012, the AUSD School Board publically approved the following: District Board Policy: BP 5131, Conduct; BP 5131.2, Bullying to address the following CIPA addendum.

CIPA Addendum:

1. Internet Safety Board Policy

Educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyber bullying awareness, and response.

2. Technology Protection Measure

Monitoring of the online activities of minors must take place

3. Public Notice

- Public notice of the organization's updated Internet Safety Board Policy must take place. This could occur in local community newspapers, district website, or other publically distributed/accessible media, and...
- A hearing or meeting (for public response) should have taken place at the time of a board meeting of that organization by July 2012.

Once accomplished, a copy of the AUSD Board Agenda and Minutes on August 28, 2012 will be added to the district's E-Rate files for future proof and reference. Also noted, updates to the

AUSD Acceptable/Responsible Use Policy signed by students and parents at the beginning of each school year will reflect the updated language and requirements of CIPA.

While AUSD has not had a district-wide cyber [digital] safety and ethics program (e.g., Digital Citizenship) in place at all its schools, the district will focus its efforts from Spring to Fall 2013 on mapping a strategic course, identifying curriculum to best meet the needs of K-12 grade levels, and planning professional development offerings for digital citizenship which will be implemented at the start of the 2013-2014 school year. By doing so, we will ensure that all K-12 students and staff engage in a comprehensive, high quality digital citizenship program whose elements are described in the 3f and 3g implementation sections of this plan. The AUSD Task Force for Digital Citizenship (DC) will be formed in late Spring/early Summer 2013 to initiate the exploration, decision-making, and action steps towards building a comprehensive, K-12 DC Program across all school sites. Various curricula (free and fee-based including teacher developed) will be considered, such as *Common Sense Media*. A primary guiding document throughout this process is the ISTE Standards for Digital Citizenship. A premiere, educational organization, ISTE [[International Society for Technology in Education](http://iste.org)] is a globally recognized leader in the promotion of best practices for technology in PK-12. The *ISTE National Education and Technology Standards for Students, Teachers, Administrators, Coaches, and Computer Science Educators* are referenced as the premier guidelines and models for educators and leaders worldwide. At the ISTE website <<http://iste.org>>, K-12 Standards, Profiles, Essential Conditions, Implementation Wiki, and Translated NETS are freely provided (downloadable) as excellent reference documents to guide AUSD in the development of content and best classroom practices. (See: Appendix A).

Given the district has had little time to respond to the new addendum of the CIPA Protecting Children Act which states that *the education of students* is to begin in the 2012-2013 year, the roll-out of our DC Program may not be as comprehensive in its first year; henceforth, a DC Program will be fully developed and widespread for all students and staff starting in 2013-2014 school year. Indeed, Digital Citizenship is currently being offered now at Alameda High School, and AUSD looks forward to ongoing implementation.

Standard V - Students

Digital Citizenship

- a) Advocate and practice safe, legal, and responsible use of information and technology
- b) Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c) Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students will:
- d) Demonstrate personal responsibility for lifelong learning.
- e) Exhibit leadership for digital citizenship

Standards IV – Teachers

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Promote and Model Digital Citizenship

- a) Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b) Address the diverse needs of all learners by using learn-centered strategies providing equitable access to appropriate digital tools and resources
- c) Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d) Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

Standards V – Administrators

Educational administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

- a) Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
- b) Promote, model, and establish policies for safe, legal, and ethical use of digital information and technology.
- c) Promote and model responsible social interactions related to the use of technology and information
- d) Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

AUSD's Family Involvement and Community Engagement (FIACE) Programs will partner with the Alameda Public Library, Alameda Police Department, and AUSD's Adult School to promote workshops and resources that educate students and families about ethical use of digital media and enforce online safety with cyber-bullying prevention and intervention tools.

Ethical Use

Goal 3f: All K-12 AUSD students, teachers, and families will have knowledge of and practice with appropriate, ethical, and safe use of information technology, digital media, and educational networks through a digital citizenship program of instruction for students and staff as defined by the CIPA Protecting Children in the 21st Century Act [S.49] and best practices.

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| Goal 3f. Ethical Use |
| Implementation Plan |

| Activity | Timeline | Person(s) Responsible |
|---|------------------------|--|
| Year 1 (2013-2014) | | |
| AUSD District Office will review and modify its Ethical Behavior and Internet Safety policies and procedures as needed to align with current laws and best practices. Guidelines and expectations will be established. | Annually, ongoing | Superintendent, District and Site Leaders, and District Technology Committee Technology Leadership Council, Teacher Librarians |
| District Policies and Procedures for ethical behavior and Internet safety are reviewed, evaluated, modified, and updated, as needed, for the purpose of district alignment, compliance with current laws, and for best practices. These policies and procedures are also referenced in each site's School Plan for Student Achievement. | Annually, and ongoing. | Superintendent, District and Site Leaders, District Technology Committee Technology Leadership Council, Teacher Librarians |
| Designated individuals document how each school sites are currently addressing cyber ethics and safety content, training, and practices with its K-12 students and staff. | Summer 2013 | Director of Technology, Technology Leadership Council, Teacher Librarians District Technology Committee and/or Site Administrators |
| A district DC Task Force, comprised of a variety of AUSD stakeholders, is established to initiate the planning and development of a <i>Digital Citizenship Program</i> for AUSD K-12 students. | Summer 2013 | Director of Technology, District Technology Committee, Director of C & I, Technology Leadership Council, Teacher Librarians |
| <p>The AUSD DC Task Force convenes for the purpose of:</p> <ul style="list-style-type: none"> • Establishing its purpose and goals • Reviewing current status of district-wide DC implementation • Brainstorming possible DC content options for classroom implementation (e.g., <i>Common Sense Media</i>) • Developing action steps, timeline, challenges, and persons responsible | Summer 2013-Fall 2013 | DC Task Force members, Director of Technology, Director of C & I, other District leaders and/or Site Leaders Technology Leadership Council |
| <p>The AUSD DC Task Force will reconvene to review, discuss, and ensure that the various identified curricula related to Digital Citizenship (e.g., ethics, safety) are aligned to the requirements of the CIPA Act and best practices.</p> <ul style="list-style-type: none"> • Support materials will also be reviewed, as available: Teacher Professional Development content, Parent presentation materials, etc. • Guidelines and expectations will be reviewed. | Fall-Winter 2013 | DC Task Force members, Director of Technology, Director of C & I, other District leaders and/or Site Leaders Technology Leadership Council, Teacher Librarians |

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| District and school sites announce Digital Citizenship Program at district and school site parent events. If requested, site leaders will provide parent information training session using designated materials. | Fall-Winter 2013 | Site Administrators; K-12 Teachers, and Director of Technology |
| Task Force chooses and recommends K-12 DC curriculum(s) to AUSD District Office for district approval. DC content and support resources will be an acceptable choice(s) as defined by CIPA Act. | Winter 2013 | DC Task Force members, Director of Technology, Director of C & I, other District leaders, Site Leaders District Technology Committee Technology Leadership Council, Teacher Librarians |
| Trainers are identified to train AUSD teachers, administrators, and support staff in chosen DC curriculum and strategies for implementing within classroom. Scheduling and advertising of professional development sessions takes place. | December 2013/January 2014 | DC Task Force members, Director of Technology, Director of C & I, Technology Leadership Council, Teacher Librarians, District Technology Committee, other District leaders, and/or Site Leaders |
| Attending teachers complete the DC training sessions and map out their implementation in the classroom, e.g., calendar of topic modules, lessons, student assignments/deliverables which demonstrate student understanding and application. DC training and goals are included in SPSA documents. | January – March 2014 | K-12 Teachers, K-12 Site Administrators, and/or Technology Leadership Council, Teacher Librarians |
| Students complete DC lesson modules. | March-May 2014 | K-12 Teachers, K-12 students, Site Administrators, Director of Technology, and/or Director of C & I. |
| Activity | Timeline | Person(s) Responsible |
| YEAR 2 (2014-2015) | | |
| District Policies and Procedures for ethical behavior and Internet safety are reviewed, evaluated, modified, and updated, as needed, for the purpose of district alignment, compliance with current laws, and for best practices. Guidelines and expectations will be established. | Annually, and ongoing. | Superintendent, District and Site Leaders Technology Leadership Council, Teacher Librarians |
| Evaluation to assess the effectiveness of the DC Program is completed; modifications to content, delivery, implementation, and demonstration of student and teacher understanding/practice, as needed, takes place. | Summer 2014 | DC Task Force, Director of Technology, Coordinator, Student Achievement & Assessment; District Technology Committee, and/or Technology Leadership Council, Teacher Librarians |

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| DC Task Force convenes to schedule the implementation of DC Program for 2014-2015, e.g., teacher trainings, implementation at all schools sites, parent information nights. | Summer 2014-Fall 2014 | DC Task Force, Director of Technology, Director of C & I |
| Site administrators and teachers at each AUSD school site collaborate in the scheduling and delivery of DC curriculum for students and staff. Possibility of Train the Trainer model may take place to strengthen teacher understanding and delivery. | Annually; Summer/Early Fall 2014 | Site Administrators, K-12 Teachers, Technology Leadership Council, Teacher Librarians, Director, C & I. |
| Digital Citizenship Program is implemented for all K-12 AUSD students and teachers 2014-2015 | Throughout school year at all AUSD school sites | K-12 Teachers, K12 Site Administrators, Director of Technology, Technology Leadership Council, Teacher Librarians |
| Students complete DC lesson modules. | Throughout the 2014-2015 school year at all AUSD sites | K-12 Teachers, K-12 students, Site Administrators, Director of Technology, Director of C & I., Technology Leadership Council, Teacher Librarians |

YEAR 3 (2015-2016)

| | | |
|--|---|--|
| Evaluation to assess the effectiveness of the 2014-2015 DC Program is completed; modifications to content, delivery, implementation, and demonstration of student and teacher understanding/practice, as needed, take place. | Summer 2015 | DC Task Force, Director of Technology; Coordinator, Student Achievement & Assessment; District Technology Committee, Technology Leadership Council, Teacher Librarians |
| District Policies and Procedures for ethical behavior and Internet safety are reviewed, evaluated, and modified, as needed, for the purpose of district alignment, compliance with current laws, and for best practices. | Annually, and ongoing. | Superintendent, District and Site Leaders Technology Leadership Council, Teacher Librarians |
| DC Task Force convenes to schedule the implementation of DC Program for 2015-2016, e.g., teacher trainings, implementation at all schools sites, parent information nights. | Summer 2015-Fall 2015 | DC Task Force, Director of Technology, Director of C & I, Technology Leadership Council, Teacher Librarians |
| District and School sites announce DC Program at district and school site parent events. If requested, site leaders will provide parent information training session using designated materials. | Fall/Winter 2015 and throughout the school year | Site Administrators; K-12 Teachers, Director of Technology, Technology Leadership Council, Teacher Librarians |

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| Site Administrators and Teachers at each AUSD school site collaborate in the scheduling and delivery of DC curriculum for students and staff. Possibility of <i>Train the Trainer</i> model may take place to strengthen teacher understanding and delivery. | Annually; Summer/Early Fall and ongoing | Site Administrators, K-12 Teachers, Technology Leadership Council, Teacher Librarians, Director of Technology, and/or Director, C & I. |
| Digital Citizenship Program is implemented for all K-12 AUSD students and teachers 2015-2016 | Throughout school year at all AUSD school sites | K-12 Teachers, K-12 Site Administrators, Director of Technology, Technology Leadership Council, Teacher Librarians |
| Students complete DC lesson modules. | Throughout the 2015-2016 school year at all AUSD sites | K-12 Teachers, K-12 students, Site Administrators, Director of Technology, Director of C & I., Technology Leadership Council, Teacher Librarians |
| The cycle of implementing the DC Program at all AUSD school sites continues each year for the district to remain E-Rate compliant and maintain best practices. | Ongoing | K-12 Teachers, K-12 Site Administrators, Director of Technology, Technology Leadership Council, Teacher Librarians |

3g. Internet Safety

List of goals, an implementation plan, and training program that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators.

The goal of AUSD is to use contemporary information, communication, and learning technologies in a manner necessary for successful life-long learning and citizenship in the knowledge-based, digital, and global 21st century, which includes the abilities to effectively communicate and collaborate; to analyze and solve problems; to access, evaluate, manage, and create information; to otherwise gain information literacy; and to do so in a safe and ethical manner.

3g. Goal: *All K-12 AUSD students and teachers will have knowledge of and practice with appropriate, ethical, and safe uses of information technology, digital media, and educational networks through a Digital Citizenship program of instruction for students and staff as defined by CIPA Protecting Children in the 21st Century Act [S.49] and best practices.*

Special Note: While Section 3f. *Ethical Behavior* and Section 3g. *Internet Safety* address different aspects of the AUSD Digital Citizenship Program, they are both guided by, and in compliance with, the same vision, outcomes, and program implementation (as described throughout the 3f. *Ethical Behavior* section of this plan). The following district initiatives, federal legislation, and national 21st Century education technology standards have guided the purpose, practices, and content of this plan:

- **CIPA: Protecting Children in the 21st Century Act [S.49]**
- **ISTE National Education Technology Standards (Digital Citizenship)**

While AUSD did not have a district-wide cyber ethics and safety program previous to the 2013-2014 school year, our 2013-2016 plan articulates the goals and implementation steps (AUSD Digital Citizenship Program) needed to ensure that all AUSD students and staff receive the necessary informational training and application, as described in 3f and 3g and in compliance with CIPA's Protecting Children in the 21st Century Act [S.49]. CIPA's 21st Century Act states that it is necessary that students (and teachers) are 'to be educated' in the following areas during the 2012-2013 school year:

Educating minors about appropriate online behavior, including:

- Interacting with other individuals on social networking websites
- Interacting with others in chat rooms
- Cyberbullying awareness and response

Though AUSD will not have a fully articulated digital citizenship program for its K-12 students in the 2012-2013 school year, the above 4 topics were addressed for all students and staff to both inform and provide practice to demonstrate understanding in these topic areas. Each school site determined what curriculum would be used to deliver instruction to its community of teachers, students, and parents/guardians (latter is optional group).

The AUSD Task Force for Digital Citizenship will convene in the 2012-2013 school year to initiate the exploration, decision-making, and action steps needed to ensure implementation of a comprehensive, K-12 DC Program in the 2013-2016 school years. Various curricula (free and fee-based) will be considered. The *ISTE Standards for Digital Citizenship* is an essential resource for guiding the district's decisions with their DC Program. ISTE is the International Society for Technology in Education. It is a global organization recognized as a leader in the promotion of best practices for technology in PK-12. The ISTE National Education and Technology Standards for Students, Teachers, Administrators, Coaches and Computer Science Educators are referenced as a premier guideline and model for educators and leaders worldwide. At the ISTE website <<http://iste.org>>, K-12 Standards, Profiles, Essential Conditions, Implementation Wiki, and Translated NETS are freely provided (downloadable) as excellent reference documents to guide AUSD in the development of content and best classroom practices. (See: Appendix A).

3h. Equitable Technology and Digital Media Access for All Students

Description of the district policy or practices that ensure equitable technology access for all students.

We recognize our responsibility to provide appropriate technology access and support to all students. Every student must be given opportunities to meet the curricular goals. E-learning provides us an opportunity to make time a variable rather than content. Our e-learning and digital resources standard will be value added to address academic needs of students, e.g., language development, academic level, and reading skills. Students and teachers find technology available to them in classrooms, library media centers, and computer labs in every school in the district. Each school will work on methods to provide some kind of computer access before and after school.

AUSD provides Internet access at efficient bandwidth levels and will finalize upgrading wireless network and Internet access across all campuses to address the varied and evolving contexts for student and teacher learning and collaboration.

In order to serve students with physical, cognitive, and/or learning disabilities, AUSD will provide special hardware and software to meet the individual requirements of these students as designated in Individual Education Plans and in compliance with FAPE. To provide FAPE to a child with a disability, schools must provide students with an education, including specialized instruction and related services that prepare the child for further education, employment, and independent living. FAPE – Free Appropriate Public Education - is an educational right of children with disabilities in the United States that is guaranteed by the Rehabilitation Act of 1973^[1] and the Individuals with Disabilities Education Act (IDEA). Under Section 504, FAPE is defined as “the provision of regular or Special Education and related aids and services that are designed to meet individual needs of handicapped persons as well as the needs of non-handicapped persons.

Physical access will be provided as needed in all classrooms so that facility limitations will not interfere with the learning opportunities of physically disabled students. Alternative keyboards

and speech recognition software will be available for those who may encounter writing obstacles. In addition, other special needs students (e.g., Gifted and Talented Education students, English Language Learners, etc.) may have special hardware and software requirements that will be accommodated on an as-needed basis so that all students can successfully attain their learning goals and objectives.

3i. Student Record Keeping and Assessment

AUSD is committed to applying regular common assessments to monitor student progress towards mastery of the Common Core State Standards. Based on essential standards identified by California STAR Testing, assessments are developed collaboratively by groups of teachers and administrators. Common assessments are uploaded into a data analysis system to enable teacher and administrator access to formative student information. The result is that teachers can better align instruction to authentic student needs and skills.

AUSD teachers and administrators use a data and assessment management program called *Measures* for all schools. The purpose of this program is to provide assessments using pre-printed test documents and scan sheets and provide results in a timely manner. It is a powerful tool for data analysis of state content testing and district measurements. Staff implementation of *Measures* varies widely. Currently, the district uses Intel Assess for a 2nd – 5th grade item bank, which is aligned with the state standards. Over the coming year, additionally a new bank will be adopted to fully align with the new California Common Core State Standards.

The primary focus for student record keeping includes classroom assignments and the tracking of assessment results. There is currently not a consistent practice at elementary schools for using technology based grading systems. Technology based grading systems are available with School Loop or with the *Aeries Grade Book* program. 70-85% of middle and secondary school teachers post grades on *School Loop*, and about half use *School Loop* to communicate about track assignment completion.

With the coming of the California Common Core State Standards, the district is committed towards moving formative, benchmark, and state testing online. These efforts will pay off as it will result in increased efficiency of time, provide the school community with immediate results, and allow for computer adaptive testing which features animated and interactive assessment items to better engage students. Sites currently have labs that can technically handle online assessments; however, there are many curricular demands placed on those labs that would be disrupted by multiple test windows. We are currently looking for viable alternatives to support computer based testing at all sites.

Goal 3i.1: *AUSD is committed to providing tools and processes, which ensure stakeholders timely, meaningful access to student data for increased academic student success.*

Objective 3i.1: By June 30, 2016, 70% of K-12 teachers will use an online grading program (e.g., *School Loop*, *Aeries*) to increase efficiency, accessibility, and transparency of student record keeping.

Benchmarks:

Year 1: By June 30, 2014, 60% of secondary teachers will use an online grading program such as *School Loop* for student record keeping and assignment tracking.

Year 2: By June 30, 2015, 70% of secondary teachers will use *School Loop* and 30% of 4th & 5th grade teachers will use either *School Loop*, *Aeries*, or other online grading program for student record keeping and assignment tracking.

Year 3: By June 30, 2016, 80% of secondary teachers will use an online grading program such as *School Loop*; 50% of 4th & 5th grade teachers and 20% of K-3 teachers will use either *School Loop*, *Aeries*, or other online grading program for student record keeping and assignment tracking.

| Goal 3i. Student Record Keeping and Assessment | | |
|--|--|--|
| Implementation Plan | | |
| Activity | Timeline | Person(s) Responsible |
| Year 1 (2013-2014) | | |
| Trainers are identified and professional development content is developed for <i>School Loop</i> secondary teacher training. | Summer 2013 | Data System Manager, Assessment Coordinator, Student Info Systems, secondary site administrators |
| Secondary teachers and site administrators receive training and support with <i>School Loop</i> for the purpose of review and new staff. | Fall 2013 and throughout 2013-2014 school year | Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems |
| Secondary teachers and site administrators implement <i>School Loop</i> for record keeping and assessment. | Throughout 2013-2014 school year | Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems |
| Trainers are identified and professional development content is developed for <i>Aeries</i> and/or other chosen program for 4 th /5 th grade teacher trainings. | By Summer 2014 | Data System Manager, Assessment Coordinator, Student Info Systems |
| District and/or school sites provide training in <i>School Loop</i> for secondary parents and guardians. | Bi-Annually; Sept and January 2013-2014 | Assessment Manager, Site Principal, Data Systems Manager, Student Info Systems |
| Year 2 (2014-2015) | | |
| <i>Continued</i> - Trainers are identified and professional development content is developed for <i>Aeries</i> and/or other chosen program for 4 th /5 th grade trainings. | By Summer 2014 | Data System Manager, Assessment Coordinator, Student Info Systems |

| | | |
|--|--|--|
| Secondary teachers and site administrators receive training and support with <i>School Loop</i> for the purpose of review and new staff. | Fall 2014 and throughout 2014-2015 school year | Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems |
| Secondary teachers and site administrators will implement online assessment and record keeping program with <i>School Loop</i> . | Throughout the 2014-2015 school year | Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems |
| District and/or school sites provide training in <i>School Loop</i> for secondary parents and guardians. | Bi-Annually; Sept and January 2014-2015 | Assessment Coordinator, Site Principal, Data Systems Manager, Student Info Systems |
| 4 th and 5 th grade teachers and site administrators receive training and support for <i>Aeries</i> or other designated program. | By February 2015 and, henceforth, ongoing | Data System Coordinator, Assessment Coordinator, Site Administrators |
| District and/or school sites provide training in <i>Aeries</i> or other designated program for 4 th & 5 th grade parents and guardians. | Bi-annually - Sept and January in 2014-2015 | Assessment Coordinator, Site Principal |
| 4 th & 5 th grade teachers and site administrators receive follow-up training and support on <i>Aeries</i> or other designated program. | By Sept 2014 and, henceforth, ongoing | Data System Coordinator, Assessment Coordinator, Site Administrators |
| 4 th & 5 th grade teachers and site administrators implement online assessment and record keeping using <i>Aeries</i> or other designated program. | Throughout 2014-2015 school year | Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems |
| District and/or school sites provide training in <i>School Loop</i> for secondary parents and guardians. | Bi-annually - Sept and January in 2014-2015 | Assessment Coordinator, Site Principal |
| An assessment and record-keeping program is chosen for K-3 grade teachers and site administrators. | By Summer 2015 | Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems |

Year 3 (2015-2016)

| | | |
|--|--------------------------------------|--|
| Trainers are identified and professional development content is developed for <i>Aeries</i> and/or other chosen program for K-3 trainings. | By Summer 2015 | Data System Manager, Assessment Coordinator, Student Info Systems |
| K-3 grade teachers and site administrators receive training on chosen assessment and record-keeping program. | By Feb 2016 and, henceforth, ongoing | Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems |
| Secondary teachers and site administrators receive training and support with <i>School Loop</i> for the purpose of review and new staff. | By Feb 2016 and, henceforth, ongoing | Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems |

| | | |
|---|--|--|
| 4 th & 5 th grade teachers and site administrators receive follow-up training on <i>Aeries</i> or other designated program. | By Sept 2015 and, henceforth, ongoing | Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems |
| District and/or school sites provide training in <i>Aeries</i> or other designated program for 4 th & 5 th grade parents and guardians. | Bi-annually - Sept and January in 2015-2016 | Assessment Coordinator, Site Principal, Data Systems Manager, Student Info Systems |
| K-3 teachers and site administrators receive training and support on <i>Aeries</i> or other chosen assessment and record-keeping program. | By Feb 2016 and, henceforth, ongoing | Data System Manager, Assessment Coordinator, Site Administrators |
| District and/or school sites provide training in <i>Aeries</i> or other designated program for K-3 grade parents and guardians. | Bi-annually - Sept and January in 2015-2016 | Assessment Coordinator, Site Principal, Data Systems Manager, Student Info Systems |
| K-3 grade teachers and site administrators implement online assessment and record keeping with <i>Aeries</i> or other chosen program. | Sept 2015 and throughout 2015-2016 school year | Data System Manager, Assessment Coordinator, Site Administrators |
| District or school sites provide training in <i>School Loop</i> for secondary parents and guardians. | Biannually - Sept and January in 2015-2016 | Assessment Coordinator, Site Principal |

Objective 3i.1.2: By June 30, 2016, 90% of administrators and 60% of 2nd-11th grade ELA and Math teachers will use a designated data analysis tool to plan, differentiate, assess, and monitor student mastery of Common Core State Standards.

Benchmarks

Year 1: By June 30, 2014, 60% of administrators, 40% of 2nd-5th grade teachers, and 30% of 6th-11th grade ELA and Math teachers will use a designated data analysis tool to plan, differentiate, assess, and monitor student mastery of Common Core State Standards.

Year 2: By June 30, 2015, 80% of administrators, 60% of 2nd-5th grade teachers, 50% of 6th-11th grade ELA and Math teachers will use a designated data analysis tool to plan, differentiate, assess, and monitor student mastery of Common Core State Standards.

Year 3: By June 30, 2016, 100% of administrators, 80% of 2nd-11th grades ELA and Math teachers will use a designated data analysis tool to plan, differentiate, assess, and monitor student mastery of Common Core State Standards.

| Goal 3i 1.2. Student Record Keeping and Assessment | | |
|--|----------|-----------------------|
| Implementation Plan | | |
| Activity | Timeline | Person(s) Responsible |
| Year 1 (2013-2014) | | |

| | | |
|--|----------------------------------|--|
| Purchase of Item Bank <i>Measures</i> program has taken place. | By Sept 2013 | Assessment Coordinator |
| Trainers for chosen data analysis tool are identified. | Summer 2013 | Assessment Coordinator and team |
| Trainers develop curriculum and procedures for implementing 'best practice' of data analysis tool. | Summer 2013 | Assessment Coordinator and team |
| Trainings for the data analysis tool and best practices are scheduled. | By Fall 2013 and throughout year | Assessment Coordinator and team, Site administrators |
| Trainings and support for the data analysis tool and best practices are conducted for administrators, 2-5 th and 6 th -11 th grade ELA and Math teachers. | Throughout 2013-2014 school year | Assessment Coordinator and team, Site administrators |
| Year 2 (2014-2015) | | |
| Trainings and support for the data analysis tool and best practices are conducted for administrators, 2-5 th and 6 th -11 th grade ELA and Math teachers. | Throughout 2014-2015 school year | Assessment Coordinator and team, Site Administrators |
| Year 3 (2015-2016) | | |
| Trainings and support for the data analysis tool and best practices are conducted for administrators, 2-5 th and 6 th -11 th grade ELA and Math teachers. | Throughout 2015-2016 school year | Assessment Coordinator and team, Site Administrators |

Objective 3i.1.3: By June 30, 2016, 70% of formative and summative assessment and all State assessments will be computer-based.

Benchmarks

Year 1: By June 30, 2014, 20% of 3rd -11th grade teachers will use a computer format for creating and delivering class and district assessments, and at least 50% will take State assessments online if that is an option.

Year 2: By June 30, 2015, 45% of 3rd -11th grade teachers will use an online format for creating and delivering class and district assessments, and 80% will take State assessments online.

Year 3: By June 30, 2016, 70% of 3rd -12th grade teachers will use an online format for creating and delivering class and district assessments, and all AUSD students will take State assessments online, unless there are individual circumstances which show it is in the student's best interest to use a different format.

| Goal 3i 1.3. Computer based State assessment | | |
|---|--|---|
| Implementation Plan | | |
| Activity | Timeline | Person(s) Responsible |
| YEAR 1 | | |
| Online field testing in 3 rd through 8 th grade completed and analyzed | By Sept 2013 | Assessment Coordinator and team, Director of Technology & Staff |
| Focus groups meet to develop benchmarks using the Measured Progress item bank | Beginning Oct 2013 & continuing Year 1, 2, 3 | Assessment Coordinator, Ed Services Staff |
| Assessment committee of stakeholders formed to determine hardware needs at sites for online testing | By Oct 2013 | Assessment Coordinator |
| Training in use of <i>Testlets</i> from Measures Progress as well as use of item bank to create formative assessments | Started Oct 2013 and continued Year 1, 2, 3 | Assessment Coordinator and team |
| Assessment Committee turns in needs report for review and purchase | By February 2014 | Assessment Coordinator and team |
| YEARS 1, 2 & 3 | | |
| Evaluation of Online Testing implementation and success | Bi-annually Jan & June | Assessment Coordinator and team, Director of Technology, staff, Director of Curriculum & Instruction, Site Administrators, teachers |

3j. Improving Two-Way Communication Between Home and School

To promote two-way communication between home and school, the district will utilize various tools and processes. Secondary teachers communicate with students and families through *School Loop*. *School Loop* has the capacity to post assignments, grades, notes from teachers, as well as an email system for parents/family members to make inquiries and comments. Elementary schools use *School Loop* and other formats to host websites and web pages. Many schools and/or school PTAs have Facebook accounts for communication or use Twitter accounts to keep families and communities up to date and informed. Sites continue to explore social networking options to keep communication open and timely.

AUSD's commitment to family involvement and community engagement extends to an enhanced communications mix to reach parents on multiple platforms. AUSD will launch social networking

media tools to more effectively improve community outreach and promotion of important school events; to improve district-school-parent communication; to connect families with community resources that support their children and or school needs; and most importantly to remind parents of the importance of monitoring their children's growth at progress report times, testing times, and for meeting year-end project deadlines. When parents are informed, they are most likely to intervene and specifically address their children's needs. Parents want to help their children succeed and given the opportunity will get involved.

Goal 3j.1: *The AUSD District Office will provide the necessary tools, processes, and trainings to the AUSD community to promote two-way communication between home and school.*

List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communications between home and school.

Objective 3j.1.1: By June 30, 2016, 100% of site administrators and teachers will use *School Loop*, *Aeries Portal*, *school websites*, or social media for two-way communication with parents.

Benchmarks:

Years 1-3: 90% of 4-5th grade teachers and 6-12th grade teachers (*School Loop*, *Aeries Portal*, or other option) will be trained in and 80% will use the designated tool for two-way communication.

Year 2 and 3: By June 30, 2016, 90% of K-3 teachers will be trained, and 60% will use the *School Loop*, *Aeries Portal*, or other option for two-way communication

| Goal 3j. Two-Way Communication between Home and School | | |
|---|---|--|
| Implementation Plan | | |
| Activity | Timeline | Person(s) Responsible |
| Identify trainers and schedule training sessions for 4 th -5 th grade and 6 th -12 th grade teachers to learn use of two way communication systems. | Summer 2013 and throughout the school year. Ongoing | Data System Manager, Assessment Coordinator, Technology Leadership Council, Teacher Librarians |
| Develop curriculum for use of two way communication systems | Sept-Nov 2013 | Data System Manager, Assessment Coordinator |
| Training for 4 th & 5 th grade teachers, administrators | By Dec 2013 | Data System Manager, Assessment Coordinator, Technology Leadership Council, Teacher Librarians |
| K-3 training | Dec 2014 | See above |
| Ongoing training | All three years | See above |

| | | |
|--|-----------------|---|
| Parent Training for use of <i>School Loop</i> , <i>Aeries Portal</i> , or other option | All three years | Data System Manager, Assessment Coordinator, Site Principals, Technology Leadership Council, Teacher Librarians |
|--|-----------------|---|

3k. Monitoring and Evaluation of the Curriculum Component

Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

The program evaluation for technology as described in 3.d will guide the activities to monitor and attest to our accountability. Our plan will address the value add to student and teacher learning. It will also address the impact of e-learning on student performance and the cognitive capital of our staff.

The Technology Director, Chief Business Official, and Assistant Superintendent of Educational Services will collect data about responsible activities or benchmarks. The Technology Leadership Council and District Technology Committee will review the data on a trimester basis and make recommendations for program modification. These recommendations will be shared with the Superintendent, Cabinet, and applicable stakeholders before being addressed in reports to the Board of Education.

4. Professional Development

4a. Summary of Teacher and Administrator Technology Skills

240 teachers and administrators completed the 2012-2013 online, self-assessment survey which rated their technology and integration skill levels. Teachers and administrators representing seventeen (17) AUSD elementary, middle, and high schools [comprehensive, alternative, and independent study] completed the survey. The survey addressed two (2) categories of skills and an optional section:

1. **Teachers and Administrators - Current Technology Skill Levels**
Technology application and digital literacy skills, and knowledge about Internet Safety and Ethical Behavior.
2. **Using Technology in the Classroom – My Technology Integration Skills**
Addresses integration of specific skills and information within the classroom
3. **Additional Comments - Optional**
Not required. Respondents have an opportunity to share their comments, concerns, needs, questions, etc. about technology.

Teachers And Administrators - Current Technology Skill Levels

- *Technology Skills, Digital Literacy, Internet Safety, and Ethical Use*

Teachers and Administrators - Current Technology Skill Levels addressed the following topic areas:

- *Rate your skill level in general computer/internet knowledge.*
- *Rate your skill level in Digital Literacy.*
- *Rate your skill level in Internet Safety.*
- *Rate your skill level in Email functions.*
- *Rate your skill level in Word Processing.*
- *Rate your skill level in Presentation software.*
- *Rate your skill level in Spreadsheet software.*
- *Rate your skill level in Database software.*
- *Rate your understanding of Ethical use of technology.*

Choices: Respondents choose from the following statements to indicate their level of knowledge and/or application applied within the classroom and school:

- *NA: I do not possess any skill in this area*
- *Beginning Level: I have limited awareness of functions and/or skill in this area*
- *Beginning Intermediate Level: I am aware of some functions and practice these skills from time to time.*
- *Intermediate Level: I am aware of many features and practice these skills regularly.*
- *Advance Intermediate Level: I am aware of many features, practice these skills, and am able to instruct students in this area.*
- *Advance Level: I am aware of the major features, practice these skills, and able to help students and colleagues in this area.*

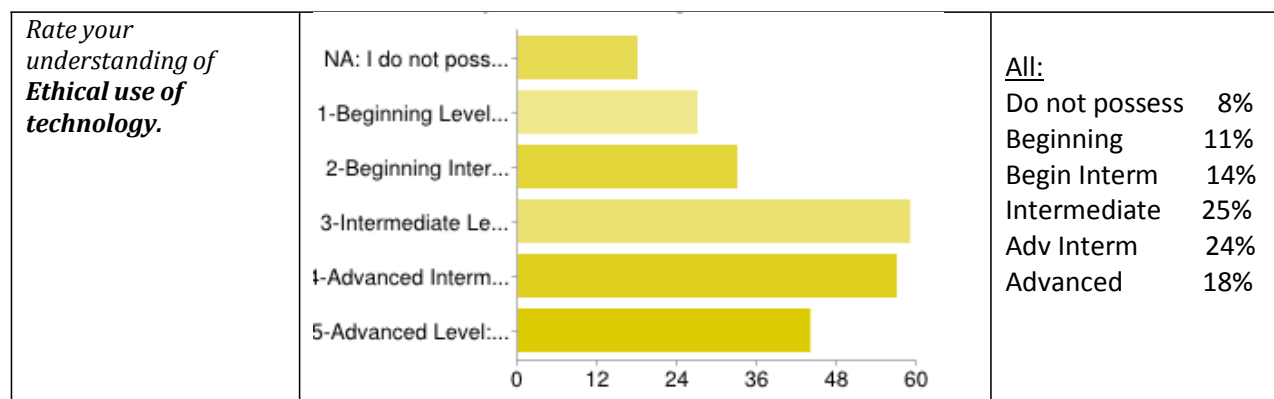
Teachers and Administrators - Current Technology Skill Levels

| | | | | | | | | | | | | | | |
|---|--|----------------------|----|----------------------|----|----------------------|----|----------------------|----|----------------------|----|---------------------|----|---|
| <i>Rate your skill level in general computer/internet knowledge</i> | <table><tr><td>NA: I do not poss...</td><td>1</td></tr><tr><td>1-Beginning Level...</td><td>2</td></tr><tr><td>2-Beginning Inter...</td><td>18</td></tr><tr><td>3-Intermediate Le...</td><td>72</td></tr><tr><td>4-Advanced Intern...</td><td>72</td></tr><tr><td>5-Advanced Level...</td><td>45</td></tr></table> | NA: I do not poss... | 1 | 1-Beginning Level... | 2 | 2-Beginning Inter... | 18 | 3-Intermediate Le... | 72 | 4-Advanced Intern... | 72 | 5-Advanced Level... | 45 | <u>Majority:</u> Intermediate 37% Interm Adv 32% Advanced 19% |
| NA: I do not poss... | 1 | | | | | | | | | | | | | |
| 1-Beginning Level... | 2 | | | | | | | | | | | | | |
| 2-Beginning Inter... | 18 | | | | | | | | | | | | | |
| 3-Intermediate Le... | 72 | | | | | | | | | | | | | |
| 4-Advanced Intern... | 72 | | | | | | | | | | | | | |
| 5-Advanced Level... | 45 | | | | | | | | | | | | | |
| <i>Rate your skill level in Digital Literacy</i> | <table><tr><td>NA: I do not poss...</td><td>26</td></tr><tr><td>1-Beginning Level...</td><td>26</td></tr><tr><td>2-Beginning Inter...</td><td>45</td></tr><tr><td>3-Intermediate Le...</td><td>65</td></tr><tr><td>4-Advanced Intern...</td><td>52</td></tr><tr><td>5-Advanced Level...</td><td>39</td></tr></table> | NA: I do not poss... | 26 | 1-Beginning Level... | 26 | 2-Beginning Inter... | 45 | 3-Intermediate Le... | 65 | 4-Advanced Intern... | 52 | 5-Advanced Level... | 39 | <u>Majority:</u> Do not possess 11% Begin Interm 18% Intermediate 26% Adv Interm 21% Advanced 13% |
| NA: I do not poss... | 26 | | | | | | | | | | | | | |
| 1-Beginning Level... | 26 | | | | | | | | | | | | | |
| 2-Beginning Inter... | 45 | | | | | | | | | | | | | |
| 3-Intermediate Le... | 65 | | | | | | | | | | | | | |
| 4-Advanced Intern... | 52 | | | | | | | | | | | | | |
| 5-Advanced Level... | 39 | | | | | | | | | | | | | |
| <i>Rate your skill level in Internet Safety.</i> | <table><tr><td>NA: I do not poss...</td><td>26</td></tr><tr><td>1-Beginning Level...</td><td>39</td></tr><tr><td>2-Beginning Inter...</td><td>45</td></tr><tr><td>3-Intermediate Le...</td><td>52</td></tr><tr><td>4-Advanced Intern...</td><td>52</td></tr><tr><td>5-Advanced Level...</td><td>26</td></tr></table> | NA: I do not poss... | 26 | 1-Beginning Level... | 39 | 2-Beginning Inter... | 45 | 3-Intermediate Le... | 52 | 4-Advanced Intern... | 52 | 5-Advanced Level... | 26 | <u>All:</u> Don't possess 12% Beginning 14% Begin Interm 18% Intermediate 26% Adv Interm 20% Advanced 10% |
| NA: I do not poss... | 26 | | | | | | | | | | | | | |
| 1-Beginning Level... | 39 | | | | | | | | | | | | | |
| 2-Beginning Inter... | 45 | | | | | | | | | | | | | |
| 3-Intermediate Le... | 52 | | | | | | | | | | | | | |
| 4-Advanced Intern... | 52 | | | | | | | | | | | | | |
| 5-Advanced Level... | 26 | | | | | | | | | | | | | |
| <i>Rate your skill level in Email functions.</i> | <table><tr><td>NA: I do not poss...</td><td>15</td></tr><tr><td>1-Beginning Level...</td><td>5</td></tr><tr><td>2-Beginning Inter...</td><td>15</td></tr><tr><td>3-Intermediate Le...</td><td>75</td></tr><tr><td>4-Advanced Intern...</td><td>75</td></tr><tr><td>5-Advanced Level...</td><td>60</td></tr></table> | NA: I do not poss... | 15 | 1-Beginning Level... | 5 | 2-Beginning Inter... | 15 | 3-Intermediate Le... | 75 | 4-Advanced Intern... | 75 | 5-Advanced Level... | 60 | <u>Majority:</u> Intermediate 32% Adv Interm 31% Advanced 26% |
| NA: I do not poss... | 15 | | | | | | | | | | | | | |
| 1-Beginning Level... | 5 | | | | | | | | | | | | | |
| 2-Beginning Inter... | 15 | | | | | | | | | | | | | |
| 3-Intermediate Le... | 75 | | | | | | | | | | | | | |
| 4-Advanced Intern... | 75 | | | | | | | | | | | | | |
| 5-Advanced Level... | 60 | | | | | | | | | | | | | |

Teachers and Administrators - Current Technology Skill Levels - *continued*

| | | |
|--|--|---|
| <p><i>Rate your skill level in Word Processing.</i></p> | <p>NA: I do not poss... 1-Beginning Level... 2-Beginning Inter... 3-Intermediate Le... 4-Advanced Inter... 5-Advanced Level:...</p> <p>0 15 30 45 60 75</p> | <p><u>Majority:</u></p> <p>Intermediate 28% Adv Interm 31% Advanced 26%</p> |
| <p><i>Rate your skill level in Presentation software.</i></p> | <p>NA: I do not poss... 1-Beginning Level... 2-Beginning Inter... 3-Intermediate Le... 4-Advanced Inter... 5-Advanced Level:...</p> <p>0 10 20 30 40 50</p> | <p><u>All:</u></p> <p>Don't possess 14% Beginning 16% Begin Interm 20% Intermediate 18% Adv Interm 18% Advanced 13%</p> |
| <p><i>Rate your skill level in Spreadsheet software.</i></p> | <p>NA: I do not poss... 1-Beginning Level... 2-Beginning Inter... 3-Intermediate Le... 4-Advanced Inter... 5-Advanced Level:...</p> <p>0 14 28 42 56 70</p> | <p><u>All:</u></p> <p>Don't possess 19% Beginning 21% Begin Interm 29% Intermediate 18% Adv Interm 9% Advanced 3%</p> |
| <p><i>Rate your skill level in Database software.</i></p> | <p>NA: I do not poss... 1-Beginning Level... 2-Beginning Inter... 3-Intermediate Le... 4-Advanced Inter... 5-Advanced Level:...</p> <p>0 13 26 39 52 65 78</p> | <p><u>All:</u></p> <p>Don't possess 21% Beginning 19% Begin Interm 28% Intermediate 16% Adv Interm 9% Advanced 7%</p> |

Teachers and Administrators - Current Technology Skill Levels - *continued*



Using Technology In The Classroom – Integration

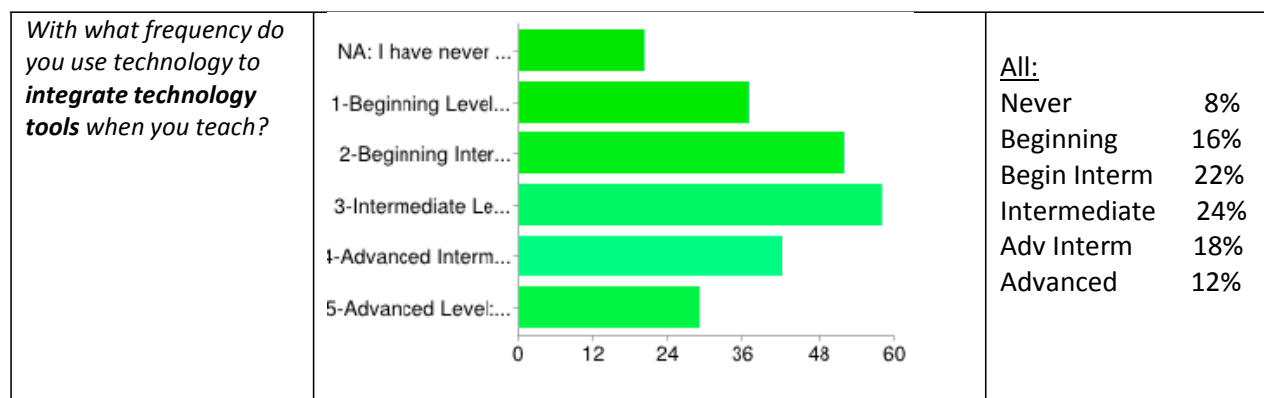
Teacher Integration and Classroom Application – *Questions*

- With what frequency do you use technology to **integrate technology tools** when you teach?
- With what frequency do you use technology tools to encourage **student collaboration and peers**?
- With what frequency do you use technology tools for **student record-keeping and assessment**?
- With what frequency do you use technology tools to **improve two-way communication** between home and school?

Choices: Respondents choose from the following statements to indicate their frequency of use:

- NA
- Beginning Level/Low Frequency
- Beginning Intermediate Level
- Intermediate Level
- Advance Intermediate Level
- Advance Level

Technology Integration Skills



Technology Integration Skills

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|----------------------|-----|----------------------|----|----------------------|----|----------------------|----|----------------------|----|----------------------|----|--|-------|-----|-----------|-----|--------------|-----|--------------|-----|------------|-----|----------|-----|
| <p>With what frequency do you use technology tools to encourage student and/or peer collaboration?</p> | <table><tr><td>NA: I have never ...</td><td>105</td></tr><tr><td>1-Beginning Level...</td><td>43</td></tr><tr><td>2-Beginning Inter...</td><td>20</td></tr><tr><td>3-Intermediate Le...</td><td>15</td></tr><tr><td>4-Advanced Intern...</td><td>11</td></tr><tr><td>5-Advanced Level:...</td><td>8</td></tr></table> | NA: I have never ... | 105 | 1-Beginning Level... | 43 | 2-Beginning Inter... | 20 | 3-Intermediate Le... | 15 | 4-Advanced Intern... | 11 | 5-Advanced Level:... | 8 | <p><u>All:</u></p> <table><tr><td>Never</td><td>43%</td></tr><tr><td>Beginning</td><td>20%</td></tr><tr><td>Begin Intern</td><td>15%</td></tr><tr><td>Intermediate</td><td>11%</td></tr><tr><td>Adv Intern</td><td>8%</td></tr><tr><td>Advanced</td><td>3%</td></tr></table> | Never | 43% | Beginning | 20% | Begin Intern | 15% | Intermediate | 11% | Adv Intern | 8% | Advanced | 3% |
| NA: I have never ... | 105 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-Beginning Level... | 43 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-Beginning Inter... | 20 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-Intermediate Le... | 15 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4-Advanced Intern... | 11 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5-Advanced Level:... | 8 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Never | 43% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Beginning | 20% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Begin Intern | 15% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intermediate | 11% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adv Intern | 8% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advanced | 3% | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>With what frequency do you use technology tools for student record-keeping and assessment?</p> | <table><tr><td>NA: I have never ...</td><td>43</td></tr><tr><td>1-Beginning Level...</td><td>20</td></tr><tr><td>2-Beginning Inter...</td><td>30</td></tr><tr><td>3-Intermediate Le...</td><td>55</td></tr><tr><td>4-Advanced Intern...</td><td>43</td></tr><tr><td>5-Advanced Level:...</td><td>43</td></tr></table> | NA: I have never ... | 43 | 1-Beginning Level... | 20 | 2-Beginning Inter... | 30 | 3-Intermediate Le... | 55 | 4-Advanced Intern... | 43 | 5-Advanced Level:... | 43 | <p><u>All:</u></p> <table><tr><td>Never</td><td>16%</td></tr><tr><td>Beginning</td><td>11%</td></tr><tr><td>Begin Intern</td><td>13%</td></tr><tr><td>Intermediate</td><td>22%</td></tr><tr><td>Adv Intern</td><td>18%</td></tr><tr><td>Advanced</td><td>20%</td></tr></table> | Never | 16% | Beginning | 11% | Begin Intern | 13% | Intermediate | 22% | Adv Intern | 18% | Advanced | 20% |
| NA: I have never ... | 43 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-Beginning Level... | 20 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-Beginning Inter... | 30 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-Intermediate Le... | 55 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4-Advanced Intern... | 43 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5-Advanced Level:... | 43 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Never | 16% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Beginning | 11% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Begin Intern | 13% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intermediate | 22% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adv Intern | 18% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advanced | 20% | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>With what frequency do you use technology tools to improve two-way communication between home and school?</p> | <table><tr><td>NA: I have never ...</td><td>15</td></tr><tr><td>1-Beginning Level...</td><td>15</td></tr><tr><td>2-Beginning Inter...</td><td>32</td></tr><tr><td>3-Intermediate Le...</td><td>75</td></tr><tr><td>4-Advanced Intern...</td><td>55</td></tr><tr><td>5-Advanced Level:...</td><td>45</td></tr></table> | NA: I have never ... | 15 | 1-Beginning Level... | 15 | 2-Beginning Inter... | 32 | 3-Intermediate Le... | 75 | 4-Advanced Intern... | 55 | 5-Advanced Level:... | 45 | <p><u>All:</u></p> <table><tr><td>Never</td><td>6 %</td></tr><tr><td>Beginning</td><td>7%</td></tr><tr><td>Begin Intern</td><td>13%</td></tr><tr><td>Intermediate</td><td>32%</td></tr><tr><td>Adv Intern</td><td>23%</td></tr><tr><td>Advanced</td><td>19%</td></tr></table> | Never | 6 % | Beginning | 7% | Begin Intern | 13% | Intermediate | 32% | Adv Intern | 23% | Advanced | 19% |
| NA: I have never ... | 15 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-Beginning Level... | 15 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-Beginning Inter... | 32 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-Intermediate Le... | 75 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4-Advanced Intern... | 55 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5-Advanced Level:... | 45 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Never | 6 % | | | | | | | | | | | | | | | | | | | | | | | | | |
| Beginning | 7% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Begin Intern | 13% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intermediate | 32% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adv Intern | 23% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advanced | 19% | | | | | | | | | | | | | | | | | | | | | | | | | |

Summary of Data Results

Summation: Technology Skills, Digital Literacy, Internet Safety, and Ethical Use

According to this survey (self-assessed skills), the majority of teachers and administrators feel proficient in wordprocessing and emailing. In the areas of Presentation Software, Spreadsheets, Database, Digital Literacy, Internet Safety, and Ethical Use, there are substantial numbers of teachers and administrators who indicate a need for professional development training (e.g., face-to-face and/or online: synchronous or asynchronous) to increase their proficiencies and

ability to apply these skills within the delivery of instruction, student learning, and professional work.

Summation: Technology Integration

Given the variety of areas addressed in this section of the survey, summation for each topic is addressed separately:

Frequency of teacher using technology as an integration tool?

The results are evenly distributed between “never” to “advanced.” Close to 50% respondents are in the “never to beginning intermediate” skill areas. This is a clear indication that professional development training would be of benefit to these teachers.

Frequency of teachers and administrators using technology to encourage collaboration between students-students, students-teacher, peer-peer?

This is a skills area which has the *most need*. This is notable given collaboration is a primary skill needed for students to be proficient with National Education Technology Standards for Students, 21st Century Skills, and the California Common Core Standards. Clearly, this is an area to be addressed in upcoming trainings and support.

Frequency of using technology for student record-keeping and assessment?

A little over 40% of the teacher and administrator respondents feel their use of assessment and record-keeping tools are low. This is notable given the priority that assessment-based, data driven decision-making has in schools today. This is an important area for the district and sites to address in their professional development offerings.

Frequency of using technology for two-way communication (school & home)?

The majority (approximately 75%) of the respondents feel they use technology for 2-way communication with the home-school.

Summation: Additional Comments (*Optional Survey Question*)

Participants had the option of adding their own comments, ideas, suggestions, needs, and concerns at the end of the survey. Approximately 25% of the teachers and administrators provided input. Their comments ranged from what they feel is needed in their classrooms and site for improved production and effectiveness; concerns/challenges they feel are inhibiting their personal and student technology use; suggestions for improvement; as well as, what technologies they are finding most useful for teaching and learning. The following list designates their 4 main areas of “needs” within their schools, classrooms, and for personal professional growth:

1. Need equipment/digital media resources
2. Need an upgrade in equipment/digital media resources
3. Training for technical skills and integration into content for improved student learning.
4. Site technical support for more timely, accessible support

4b. Providing Professional Development

Clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on the district needs assessment (4a) and the Curriculum Component objectives (3d through 3j) designated within the plan.

K-12 Teachers and Administrators will participate in professional development training to ensure that students are prepared to apply 21st Century skills and technologies in demonstration of their mastery with the Common Core State Standards. 21st Century skills include: higher level thinking skills, collaboration, publishing, and participation in global learning communities (see the *National Education Technology Standards for Students*). The AUSD Teacher Technology Survey (November 2012) was completed by 240 teachers for the purpose of identifying current teacher and administrator technology needs (*please refer to 4a*); guiding the development of this AUSD Education Technology Plan; and specifically determining the types of trainings needed, as described in Section 3 and 4 of this AUSD Education Technology Plan, 2013-2016.

The purpose of the AUSD Professional Development Program is to increase pedagogical understanding, skills, and practice for technology integration in the classroom within the following areas: Common Core State Standards, Information and Digital Media Literacy (IDML) and ISTE NETS, Digital Ethics and Safety, School to Career, Student Recordkeeping and Assessment, and School to Home Communication. A professional learning community (PLC) of teachers and administrators will attend face-to-face and online classes to build practice and share resources and grade level lessons.

The majority of the curriculum goals have embedded professional development within their objectives and implementation steps; hence, please refer back to the curriculum section for detailed information about the following goals:

Professional Development Training: Curriculum Component

– Teacher Use of Technology & Digital Media

Goal 3d.1: *AUSD will increase the number of teachers utilizing technology as a tool to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards.*

Goal 3d.2: *Students will use technology to master content standards (California Common Core Standards - CCCS), support higher level thinking skills, increase collaboration, and participate in global learning communities using 21st Century skills (NETS).*

100% of Island High School graduates will have a working post-high school plan developed with the assistance of Kuder Navigator.

Goal 3d.5: *English Language Learners will utilize technology and digital media in support of meeting specific California Common Core Standards in ELA and ELD.*

- Information and Digital Literacy

Goal 3e.1: *All students will become technology literate as designated in the NETS Standards for Students, at their appropriate grade level.*

Goal 3e.2: *All Special Education students will exhibit, with whatever additional assistance necessary, proficiency in the use of designated technology tools and digital resources in order to fully demonstrate subject matter proficiency without the impact of the learning disability.*

- Ethical Behavior and Internet Safety (3f and 3g)

Goal 3f & 3g.1: *All K-12 AUSD students and teachers will have knowledge and practice with appropriate, ethical, and safe use of information technology, digital media, and educational networks through a digital citizenship program of instruction for students and staff as defined by the CIPA Protecting Children in the 21st Century Act [S.49] and best practices.*

- Student Record Keeping and Assessment

Goal 3i.1: *AUSD is committed to providing tools and process which ensure stakeholders timely, meaningful access to student data for increased academic student success.*

- Improving Two-Communication Between Home and School

Goal 3j.1: *The AUSD District Office will provide the necessary tools, processes, and trainings to the AUSD community to promote two-way communication between home and school.*

Professional Development for Teachers

The following curriculum goals (3d.4 and 3e.2) did not include a professional development component when described in the curriculum section; hence, the professional development component is fully addressed here (e.g., objective, benchmarks, implementation steps):

In support of Goal 3d.4 and 3e.2: 100% of Special Education students will have access to instructional resources and educational technology at a level that allows them equal access to educational content as their non-disabled peers.

Special Education teachers receive professional development training in assistive technologies and digital resources to accommodate the distinct physical, cognitive, auditory, visual processing, and other designated needs of individual Special Education students; this will allow students to have access to content, ability to complete assignments, and be assessed in subject matter proficiencies.

Goal: 4b.1: 100% of Special Education teachers will receive 1-on-1 trainings (or small group) to ensure proficiency with assistive technology devices and digital media resources, at a level that allows Special Education students equal access to educational content as their non-disabled peers.

Year 1: By June 30, 2014: 100% Special Education teachers will receive 1-on-1 (or small group) to ensure proficiency with assistive technology devices and digital media resources, at a level that allows Special Education students equal access to educational content as their non-disabled peers.

Year 2: By June 30, 2015: 100% Special Education teachers will receive 1-on-1 (or small group) to ensure proficiency with assistive technology devices and digital media resources, at a level that allows Special Education students equal access to educational content as their non-disabled peers.

Year 3: By June 30, 2016: 100% Special Education teacher will receive 1-on-1 (or small group) to ensure proficiency with assistive technology devices and digital media resources, at a level that allows Special Education students equal access to educational content as their non-disabled peers.

| Goal 4.1 Professional Development - Special Education Teachers | | |
|---|--|---|
| Implementation Plan | | |
| Activity | Timeline | Person(s) Responsible |
| Teachers assess student needs and select required and appropriate assistive technology tools and resources based on the student's unique needs. | Throughout school year – Year 1, 2, 3 | Special Education Teachers; Special Education Coordinators/Specialists, Director of Special Education, and/or site technology support staff |
| District or site purchase needed tools and resources for Special Education students. | Throughout school year – Year 1, 2, 3 | Director of Special Education and Support Team; Site Principals |
| Identified expert in designated tool(s)/ resource(s) are chosen to provide 1-on-1 training to Special Education teacher at a mutually agreeable time (or in small group, if beneficial to teacher). | Throughout school year – Year 1, 2, 3, as needed | Director, Special Education; Special Education Coordinators/Specialists; Special Education Teachers, Site Administrators |
| Teacher and/or Classroom Support Person (e.g., teacher aide) assist students with special needs in their use of designated tools and/or resources. | Throughout the school year – Year 1, 2, 3 | Special Education Teachers; Teacher Assistants; Special Education Coordinators/ Specialists and/or Teacher Assistants |
| Identified expert in designated tool(s)/ resource(s) are chosen to provide 1-on-1 training to Special Education teacher at a mutually agreeable time (or in small group, if beneficial to teacher). | Ongoing | Special Education Teachers, Site Principals, Special Education Coordinators/ Specialists |

| | | |
|--|---|---|
| Teacher and/or support person assist student with the use of the tools and/or resources | Throughout the school years – Year 1, 2, 3 | Special Education Teachers; Teacher Assistants; Special Education Coordinators/Specialists; Site Principals |
| Students build their skills in designated tools, devices, and digital resources by practicing with the assistance of a support person. | Daily basis throughout the school year | Special Education Teachers; Teacher Assistants; Special Education Coordinators/Specialists; Site Principals |
| Students apply their use of the designated tool(s), device(s), and digital resource(s) in their daily classroom lessons and assignments. | Daily basis throughout the school year | Special Education Teachers; Teacher Assistants; Special Education Coordinators/Specialists; Site Principals |

4b.2 100% of ELD teachers will be provided training to ensure proficiency and implementation of technology resources that will allow them to monitor EL student progress in improving listening and speaking skills in order to become proficient in grade level content standards in ELA.

Year 1: By June 30, 2014: 100% of ELD teachers will receive professional development to ensure proficiency with assessment technology so that they can effectively monitor EL student achievement on Listening and Speaking skills and ELA grade level content standards.

Year 2: By June 30, 2015: 100% of ELD Teachers will receive professional development to ensure their implementation of digital assessment tools that support the goal of reclassification and ongoing monitoring for English Language Learners once they reach proficiency.

Year 3: By June 30, 2016: 100% of ELD teachers will receive professional development to ensure their implementation of new ELD technology software that will support students learning of ELD curriculum and prepare them to provide site classroom teachers with training.

| Implementation Plan | | |
|---|--|---|
| Activity | Timeline | Person(s) Responsible |
| Teachers complete needs assessment on their proficiency with current technology assessment tools used to enter and monitor EL student progress. | Beginning of each school year 2013, 2014, 2015 | ELD Teachers; ELD Coordinator, CELDT testing coordinator, Title 1 resource teacher and/or assessment coordinator or designee. |
| District or site purchases needed tools for ELD teachers and EL students. | Fall Winter Spring | ELD Teachers; ELD Coordinator, CELDT testing coordinator, Title 1 resource teacher and/or principal |

| | | |
|---|--|---|
| Professional development expert is identified to provide ELD teacher with appropriate training in technology tools, forms, and protocols with using electronic forums | Fall and Spring | ELD Teachers; ELD Coordinator, CELDT testing coordinator, Title 1 resource teacher, technology coordinator or designee and/or principal |
| ELD Teachers receive professional development on the implementation of technology components of ELD curriculum and monitoring tools | Fall 2013 and Spring 2014 | ELD Teachers; ELD Coordinator, CELDT testing coordinator, Title 1 resource teacher and/or principal |
| ELD Teachers provide professional development to site teachers on implementing technology tools for monitoring and implementing ELD curriculum. | Fall Winter Spring | ELD Teachers; ELD Coordinator, CELDT testing coordinator, Title 1 resource teacher and/or principal |
| Students are trained in designated software devices and digital resources by practicing receiving explicit instruction. | Daily basis throughout the school year | ELD Teachers; classroom teachers, ELD Coordinator, Title 1 resource teacher |
| Students apply their use of the designated software, devices, and digital resources in their daily classroom lessons and assignments. | Daily basis throughout the school year | ELD Teachers; classroom teachers, ELD Coordinator, Title 1 resource teacher |

4c. Professional Development Opportunities

Description of the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

New initiatives requiring training will be provided to site teachers, support staff, and site admins as appropriate. Site teachers will identify professional development needs through surveys and polls or make requests for training from grade level meetings and leadership teams. Technology Leadership Council and District Technology Committee will assist in the development, coordination, and calendaring of technology trainings with District Admin to provide prioritized and personalized trainings based on need. Technology leaders throughout the district will be tapped to provide trainings as appropriate. Site Leadership teams and admins will analyze and recommend modifications as needed based on feedback and evaluations to the Director of Curriculum and Instruction and Assistant Superintendent of Educational Services through the District Technology Committee and Technology Leadership Council. The Technology Leadership Council and Technology Committee will meet each trimester to review progress and report findings to the Assistant Superintendent of Curriculum and Instruction who will provide an annual report of progress to the Superintendent and Board of Education.

5. Infrastructure, Hardware, Technical Support, and Software

5a. Existing Resources

Description of the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware:

There are over 2,500 computers within the school district for instructional or administrative use, including desktops, laptops, and netbooks. Each school has at least one computer lab with 30-35 computers, and every classroom is equipped with a teacher workstation. Each classroom has a direct network connection while many classrooms have more network connections available. All instructors and staff have district email accounts to improve communications with staff and parents. All libraries have been computerized and have catalog look-up stations and multipurpose Internet workstations for students and staff to use.

Over the past year, several elementary schools have purchased one or more interactive whiteboards. All of the comprehensive high schools and middle schools have at least one interactive white board on their campus. Several schools have used Measure A or other funds to purchase one or more class set of student response systems (AKA clickers).

All AUSD classrooms are equipped with document cameras and projectors. Six schools are starting to use iPads on campus.

The district's main data center contains the primary services that support all of the instructional and administrative networks throughout the district. It consists of the primary Internet and WAN routers, Internet connectivity, web servers, and a variety of other specialty servers and services. This center serves as the hub for all data communications.

For safety and increased communications with staff, parents, and the community, a telephone has been installed in every classroom throughout the district. All school sites have a dedicated telephone switch. This unit serves the sites with basic communication services and is mostly integrated with a school based Public Address (PA) system. The district is in the process of identifying a new VoIP to all sites.

Existing Internet Access:

All Internet traffic in the district is centralized through a central 100 Mbps connection to the Alameda County Office of Education. On July 1st, 2013, the connection to the internet will become a 1GB connection. Intrusion protection is provided by a CISCO firewall server, which is monitored and updated by network management staff. Virus protection is provided by Kaspersky and Barracuda appliances that serve as incoming and outgoing spam filters. All Internet web traffic is

passed through an internet filter, currently provided by the M86 appliance, to verify that the sites are appropriate and meet legal requirements for educational institutions.

All schools and administrative offices are connected to the WAN and Internet through a fiber optic backbone, with 100 Mbps AT&T Opt-E-Man service to all schools.

Local Area Networks have been installed in all schools. All sites are currently running 100 or 1000 Mbps.

All schools have 802.11x wireless LANs covering at least a portion of the campus. Two of the schools have full 802.11b/g or n coverage. The district is in the final stages of upgrading the wireless service. The upgrade will provide full 802.11b/g or n coverage to all sites.

Existing Electronic Learning Resources:

Microsoft
Adobe Suite
SuccessMaker at all sites K-8
Discovery Education Network
Cyber High
Kuder Navigator (career software/Continuation and Independent programs)
Aeries GradeBook
School Loop
Measures
Freeware – Google Apps and Others
Special Ed: Boardmaker, Co-Writer, Kidspiration, ReadWriteType, Dragon Speak, Edmark 1 & 2, Bookshare, Co:Writer
Rosetta Stone
Picture Exchange Communication (*PEC*) Books
Follett Library/Destiny Software
TumbleBooks and Bookflix ebook collections

For a more specific list, see 3b Current Use of Technology: Software and Network Options.

Existing Technical Support:

The Technology Department is currently staffed with a Director, a Data Systems Manager, a Student Information Systems Specialist, a Network Administrator, a Systems Analyst, two Educational Computer Technicians, a Data Specialist, and a Technology Support Specialist. The two Educational Computer Technicians provide helpdesk/desktop support while the Technology Support Specialist assists in Helpdesk Support, Web site support, and administrative support. A Teacher On Special Assignment will be supporting classroom technology for teaching and learning.

Technology Services responsibilities includes all aspects of technology throughout the entire district, including: computer hardware and software on all workstations and servers; maintaining local and wide area networks; assisting with planning and implementation of technology related

aspects of school site technology procurements, upgrades, modernization, and expansion projects; maintaining network security, firewall protection, district-wide backups, virus protection, and Internet filtering services; managing telephone systems and voice-mail; managing IP-based security and video systems; overseeing the district's Internet and intranet web sites; and working with school sites to plan technology purchases and review the sites' current systems.

5b. Needed Resources

Description of the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Hardware Needed:

Classroom, administrative, and network infrastructure active technologies generally need to be refreshed on at least a five year cycle. Less demanding technologies (such as projectors, printers, interactive white boards, and document cameras) can usually be refreshed less frequently. We should institute at least a 20% ongoing refresh cycle each year for laptops, desktops, servers, switches, and wireless network equipment, with refresh at a higher rate initially to compensate for our higher percentage of legacy outdated equipment.

To replace many of the decentralized servers and older centralized servers, the district needs to consider virtualizing servers and add additional storage for primary and backup storage.

Additional mobile computers/devices for frequent access by students and teachers have been identified by teachers as necessary to bring 21st Century learning and collaboration to their classrooms on a regular basis.

Though all classrooms have LCD projectors and document cameras, most of our classrooms do not have these projectors mounted on the ceiling. In many classrooms, this has become a concern because of the number of cords and wires running along the floor. Mounting the projectors on the ceiling is one option to rectify this issue. Other options include future consideration of SmartBoards or short-throw projector technology.

Electronic Learning Resources Needed:

As California Common Core State Standards come into full implementation in both the instructional core and online assessments, electronic resources and devices for access will be needed to support teaching, learning, and assessing. These will be identified by Educational Service staff, Technology Committee members, Adoption Committee members, site staff, and families as CCCSS materials become available and authorized for use. Examples are eBooks or computer adaptive programs.

Networking and Telecommunications Infrastructure Needed:

As more teachers and students utilize network and Internet based tools for collaboration and learning, demands continue to increase for efficient connections and storage. Thus, bandwidth within the WAN and to the Internet will need to increase. Wireless capabilities within the schools may need to expand beyond the present upgrade of wireless networking at each of the school sites to accommodate anticipated increased numbers of mobile devices that will need to have network/Internet access. This may require the addition of wireless access points, controllers, and POE switches to the LAN infrastructures at some of the schools.

The district's current phone system is a mix of different local phone switches, which are either leased or owned. Each school site should be brought into our newly planned unified system.

Specifics are noted in section 5c Benchmarks.

Physical Plant Modifications Needed:

Electrical upgrades may need to be done to bring additional electrical services to older classrooms for the addition of projectors, sound systems, video security systems, and charging of mobile devices (such as COWs). Pathways for electrical and data cabling will also need to be installed.

Technical Support Needed:

With the increasing number of computers, one additional support position is needed in addition to current staffing levels. Projection, audio, electrical, and video security systems installations can be done by outside contractors or AUSD Facilities staff, with assistance from technology staff. One technology support supervisor is needed to help manage these increased service and installation levels. Additionally, based on staff survey input, there is a real need for increased local support. Local support can be provided by Teacher Librarians or other staff based on additional time or available stipends.

5c. Annual Benchmarks and Timeline

List of clear annual benchmarks (*Recommended Actions and/or Activities*) and a timeline for obtaining the hardware, infrastructure, learning resources, and technical support required to support the other plan components as identified in Section 5b.

| Year 1 Benchmark: <i>Staff and students will have improved capabilities to utilize technologies to advance 21st Century learning and collaboration activities. Staff will have improved data capabilities.</i> | | |
|---|-----------|------------------------------------|
| Recommended Actions/Activities | Timeline | Person(s) Responsible |
| The district Internet connection will increase from 100 Mbps to 1GBs. | 2013-2014 | Director of Technology |
| Replace at least 30% of existing computers | 2013-2014 | Director of Technology, Principals |
| Install classroom projectors using ceiling mount or consider short-throw or SmartBoard technology options. | 2013-2014 | Principals, Director of Technology |

| | | |
|--|-----------|------------------------------------|
| Upgrade wireless network at secondary sites to support staff and student personal devices (BYOD) | 2013-2014 | Director of Technology, Principals |
| Upgrade servers, including move to Virtualization 50% | 2013-2014 | Director of Technology |
| Year 2 Benchmark: Staff and students will have improved capabilities to utilize technologies to advance 21st Century learning and collaboration activities. Staff will have improved voice and data capabilities. | | |
| Recommended Actions/Activities | Timeline | Person(s) Responsible |
| Replace at least 20% of existing computers | 2014-2015 | Director of Technology, Principals |
| Implement VOIP telephone system at all sites | 2014-2015 | Director of Technology, Principals |
| Upgrade and virtualize remaining servers | 2014-2015 | Director of Technology |
| Year 3 Benchmark: Staff and students will have improved capabilities to utilize technologies to advance 21st Century learning and collaboration activities. Staff will have improved voice and data capabilities. | | |
| Recommended Actions/Activities | Timeline | Person(s) Responsible |
| Replace at least 20% of existing computers | 2015-2016 | Director of Technology |

5d. Process to Monitor

Description of the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

The Technology Director will collect data about each particular activity or benchmark. The District Technology Committee will review the data on a trimester basis and make recommendations for program modification. These recommendations will be shared with the Superintendent and applicable stakeholders, to be addressed in reports to the Board of Education.

6. Funding and Budget

6a. Established and Potential Funding

Established and potential funding sources in support of this educational technology plan.

Established Funding Sources:

AUSD currently utilizes a comprehensive set of funding sources which include: general fund; Measure A; various categorical funds, such as State Tier III, EETT Formula, Title I, ELD, and Special Education; regional grants; K-12 Voucher Grant; and local donations. The local donations are split between small individual donations from families and larger donations from local organized groups, such as PTA chapters and education foundations. The larger donations are typically school-specific or for district-wide projects involving multiple schools around a common purpose.

6b. Annual Estimated Implementation Costs

Estimation of the annual implementation costs for the term of the plan.

| Item Description | Year 1 | Year 2 | Year 3 | Funding Source Including E-Rate |
|--|------------|------------|------------|---------------------------------|
| 1000-1999 Certificated Salaries | | | | |
| Teacher on Special Assignment | \$80,000 | \$80,000 | \$80,000 | General fund |
| 2000-2999 Classified Salaries | | | | |
| Staffing | \$980,000 | \$980,000 | \$980,000 | Measure A, General Fund |
| 4000-4999 Materials and Supplies | | | | |
| Infrastructure | \$150,000 | \$150,000 | \$150,000 | Measure A, General fund |
| Computer upgrade/replacement | \$225,000 | \$225,000 | \$225,000 | Measure A, General fund |
| Wireless systems (maintenance and upgrades) | \$20,000 | \$20,000 | \$20,000 | Measure A, general fund |
| Classroom Technology | \$ 150,000 | \$ 150,000 | \$ 150,000 | Measure A, General fund |
| 5000-5999 Other Services and Operating Expenses | | | | |
| Microsoft district license | \$40,000 | \$40,000 | \$40,000 | Measure A, General Fund |
| Student Information System, Schoolloop, Discovery Education, Antivirus, Spam blocker | \$80,000 | \$80,000 | \$80,000 | General Fund |
| Internet Accesss, Opt-E-Man (with e-rate discount), ACOE/ISP | \$125,000 | \$125,000 | \$125,000 | General Fund |

With Measure A funding providing for yearly minimum upgrades, we are considering one time upgrades of our datacenter servers and network infrastructure. This to catch up from limited maintenance spending over the past few years. Our estimate is that an additional \$300,000-\$500,000 would be needed to bring the datacenter, servers, storage, and backup

devices up to the level which will allow us to continue to support technology in the classroom and offices.

Similarly, if the district decides to support more computers or computing devices in the classroom, the additional cost is estimated to be around \$250,000 in order to upgrade existing older and donated computers.

6c. District Replacement Policy

Preferred policy at AUSD is to refresh classroom, administrative, and network infrastructure technologies on a five-year cycle. Less demanding technologies (such as projectors, printers, interactive white boards, and document cameras) are usually refreshed less frequently. Where funding is available, it is the intention of AUSD to have an annual refresh cycle of 20% for laptops, desktops, servers, switches, and wireless network equipment. A higher rate refresh cycle is set initially to compensate for our higher percentage of legacy outdated equipment.

Part of Measure A parcel tax funding and additional one-time funding is available for replacing critically-aged servers and switching equipment, and we are engaged in such replacements. Similarly, classroom, library, and administrative equipment replacements can be funded by Measure A funds while they further rely on occasional funding, usually via donations. Therefore, these types of equipment are left in use for significantly longer than they are efficiently useful--often for a total of six or more years--resulting in frustration for end-users and technical support staff when the equipment malfunctions.

6d. Monitoring of Budget

Description of the process that will be used to monitor Education Technology funding, implementation costs, and new funding opportunities and to adjust budgets as necessary.

The Technology Director, Chief Business Official, and Assistant Superintendent of Educational Services will collect data about responsible activities or benchmarks. The Technology Leadership Council and District Technology Committee will review the data on a trimester basis and make recommendations for program modification. These recommendations will be shared with the Superintendent, Cabinet, applicable stakeholders, and addressed in reports to the Board of Education.

7. Monitoring and Evaluation

7a. Overall Progress and Impact Evaluation

Description of the process for evaluating the plan's overall progress and impact on teaching and learning.

Technology Leadership Council, Technology Committee, Site Leadership, Principals, Directors, and the Assistant Superintendent of Educational Services will meet throughout the year to evaluate technology's impact on student learning and attainment of district curriculum goals. They will review multiple measures such as achievement data (STAR), the results of student acquisition of knowledge and skills as measured on district multiple measures, staff development feedback, and staff technology survey results. Updates and an update will be presented to Cabinet and the Board of Education and planning for next year's staff development and budget needs will be coordinated and based on the findings. In addition, site technology plans will include a monitoring and evaluation component that will be reviewed by the Technology Leadership Council, District Technology Committee, and District Instructional Leadership.

7b. Evaluation Schedule

Schedule for evaluating the effect of plan implementation.

The District Technology Committee will meet on a bi-monthly basis to review the data and indicators described below and in the activities described within the plan to evaluate the overall effect of the Technology Plan implementation. The following chart shows the schedule for meetings and assessment measures that will be used in the evaluation of the Technology Plan implementation.

| Forum | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Technology Leadership Council | X | | X | | X | | X | | X | |
| District Technology Committee | | X | | X | | X | | X | | X |
| Principals' Meetings | | | X | | | | X | | | X |
| Instructional Technology Users' Group Meetings | X | X | X | | X | X | X | X | X | |
| California Standards Tests (STAR) | | | | | | | | | X | |
| Student Technology Proficiency Survey | | | | | | | | | X | |
| Professional Development Surveys | | | | X | | | | | X | |
| Review Professional Development Requests | X | X | X | X | X | X | X | X | X | X |
| Cabinet Meetings | | X | | X | | X | | X | | X |
| Educational Services Meetings | X | | X | | X | | X | | X | X |

7c. Communicating Evaluation Results

Description of the process and frequency of communicating evaluation results to education technology stakeholders.

The status of the plan's implementation will be communicated to the Superintendent, Cabinet, and Board of Education at least annually. Subsets of the plan's implementation will be communicated to applicable stakeholders annually or earlier, as needed. Suggestions and opinions will be solicited from teachers, parents, students, and others via surveys and forums at least annually. As new data are generated and considered by responsible plan parties, relevant changes will be proposed and added to the plan by the senior Educational Services and technology staff, in consultation/collaboration with the Technology Leadership Council and District Technology Committee. Successful strategies that have been effective in advancing 21st Century Learning will be shared with teaching staff via the District Technology Committee reps, district web site, Principals, and Professional Learning Community networks. Exemplary successes will be highlighted in school and district web sites, video archives, and will include presentations to the Board of Education and greater community.

8. Adult literacy

Alameda Adult School provides adult literacy services for local adults. Currently, the Alameda Adult School offers High School Diploma, GED preparation, and English as a Second Language classes to adult learners. The Alameda Adult School fully integrates technology instruction into these classes, with all ESL and GED classes having a weekly online component. As the Alameda Adult School moves toward a 2014 implementation of online testing school wide, general computer skills are a part of all courses. Since Alameda Adult School is actually part of the Alameda Unified School District, all of its programs are designed by and in collaboration with the district.

9. Effective, Research-Based Methods and Strategies

9a. Summarization of relevant research in support of the Alameda City USD curricular and professional development goals designated within this plan.

The Alameda USD Education Technology Plan is based on sound instructional technology strategies. Our educational practices adapt and evolve with the growth of our technology tools, our understanding of their best instructional implementation, and recognition of what it takes to connect to the twenty-first century student. We acknowledge that principles, suggestions, and guidelines for high quality, efficient, and effective teaching are becoming more infused in the use of technology. These create an environment where technology has the opportunity to become a seamless medium for information queries, problem solving, and/or product development. Using technology at all levels of the educational structure is done with an approach that involves planning, implementation, and assessment.

The Alameda USD plans for, implements, and assesses technology with the understanding that the tools we use to reach our educational goals are in constant evolution and so are our clients—the students. In the article “Digital Immigrants, Digital Natives,”² Marc Prensky uses an analogy of native speakers and immigrants to describe the generation gap separating today's students (the “digital natives”) from their teachers (the “digital immigrants”). Digital media envelops the digital natives so profoundly that their very brain structures may be different from those of previous generations; therefore they think and learn somewhat differently than older generations. On the other hand, those not born in the digital world reveal their non-native status through a “digital immigrant accent” that exhibits itself in a number of ways—printing out a digital document to edit it rather than editing it online, is offered as an example. This description remains apt and salient over a decade later.

Though released over ten years ago (2001), the *CEO Forum in the School Technology and Readiness Report*³ remains relevant today in identifying the building blocks for effective use of technology in schools and the development of 21st Century skills, both essential components of the AUSD Education Technology Plan. It reviews how to use educational technology to focus on student achievement — through assessment, alignment, accountability, access, and analysis.

This report provides six recommendations for ensuring that educational technology improves student achievement and benefits education:

1. Focus educational technology investment on specific educational objectives.
2. Make the learning of 21st Century skills a key educational objective.
3. Align assessment with objectives and include 21st Century skills.
4. Adopt continuous improvement strategies to measure progress and adjust accordingly.

² Prensky, Marc. “Digital Natives, Digital Immigrants.” On the Horizon Oct 2001. <http://www.twitchspeed.com/site/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.htm>

³ CEO Forum in School Technology and Readiness Report. Retrieved November 1, 2012 <http://www.theceoforum.us/>.

5. Increase investment in research, development, and dissemination.
6. Ensure equitable access for all students to technology.

John Seely Brown, former director of the Palo Alto Research Center, has referred to teaching in the 21st Century as focused on learning to “be” someone as opposed to learning about something (Brown, 2006). Technologies can enable teachers to facilitate their own students’ constructions of their “being” but require that teachers speak “digital,” as Brown puts it, in such a way that will enable them to find and use technologies that facilitate productive forms of inquiry. Teachers in the 21st Century should strive to create learning environments that harness the abilities and talents of digital natives and direct emerging ways of thinking about technology toward more sophisticated and meaningful learning opportunities for students. The voices of students should be prominently featured and resonate in this process; by listening to students, teachers will not only be better informed but also be more effective as they facilitate their students’ education.

Our technology plan illustrates and delineates the district’s desire, ability, and strategies to meet these challenges. In this research section of the Alameda USD Plan, key studies and reports are shared which align with its primary goals, objectives, strategies, and resources related to 21st Century skills, technology integration within state content standards (e.g., Common Core State Standards), best practices for incorporating technology use with special needs students, professional development, and data-driven decision making and assessment.

Technology-Integrated Instruction

We believe technology is a tool that can enhance learning and engage students. The decision to use any technology should be based on what is needed in the curriculum rather than using technology for technology’s sake.

There are a number of studies that point to the positive effects of technology integration on student achievement. It is the experience of the district that students in a technology-integrated classroom have elevated attendance rates, are more motivated to learn, are more adept at applying instructional content, and show more gains in achievement as measured by standardized tests. While some of these gains can be attributed to good teaching, it is clear that technology plays a major role.

Most experts agree that students should develop technological skills in the context of learning and solving problems related to academic content (Baker & O’Neil, 2003). In a review of studies, the CEO Forum (2001) concluded, “Technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives.” When technology is integrated into the larger instructional framework, students will not only learn how to use the equipment and software but will also gain content knowledge (Silverstein et al., 2000). Overall findings in current literature which examines effective educational applications of computer and web-based technology indicate the following: integrated technologies promote active engagement, resulting in a level of subject-matter understanding that is considerably more profound than that found with more traditional, lecture-based modes of education; integrated

technologies support collaborative learning for increased motivation, deeper understanding of course material, and increased self-confidence; and integrated technologies improve the pace and overall quality of the learning process through prompt and frequent feedback on task performance (Roschelle et al., 2000). A meta-analysis of studies that investigated the effect of computers on student writing found that “students who use computers when learning to write are not only more engaged and motivated in their writing, but also produce work that is of greater length and higher quality” (Goldberg, Russell & Cook, 2003). Technology improves student performance when the application directly supports the curriculum objectives being assessed.

Alignment of project or lesson content with state content standards is an important first step to infusing technology with curricula. A survey of 465 teachers in California resulted in 92% affirming that the first step in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of the respondents indicated that an online resource that profiles electronic learning resources with the specific skills in knowledge areas that align with content standards would help them select programs that will facilitate curriculum integration with technology (Cradler & Beuthel, 2001).

Technology improves motivation, attitude, and interest when students use technology applications to produce, demonstrate, and share their work with peers, teachers, and parents.

With technology, students can be involved in longer-term projects that engage higher-order thinking skills. Students engaged in these types of assignments utilize the Internet and digital media resources to research information, interact with a group to synthesize and summarize the information, and use presentation software to summarize their findings and present it to the whole class. Educators can make evaluations of student skills by asking the student to perform tasks that demonstrate mastery of these skills. These projects also give teachers new ways to assess student progress. Teachers not only assess discrete skills related to California Content Standards (Common Core State Standards), but they also assess elements such as use of factual information to answer problem-solving questions and find greater success in problem-solving.

Collaborative, Student-Centered Learning

In *What Students Think About Technology and Academic Engagement in School* (2007), Lee and Spires found that middle school students listed working with computers above all of the following: doing research on the Internet, working on projects in a group, working on a project individually, listening to the teacher explain things, and doing worksheets. Another finding was students are becoming more and more fearful that they are being left behind in an age of technological innovation in which their schools seemed unable to keep pace.

Research indicates that students who engage in collaborative, program-based learning have higher levels of motivation (Guthrie & Wigfield, 2000). When students are motivated, they demonstrate improved achievement (Roderick & Engel, 2001; Haydel & Roeser, 2002; Gulek, 2003) and produce longer and higher quality writing samples (Reeves, 2001; Goldberg, Russell &

Cook, 2003). Similarly, teachers using a constructivist approach have fewer classroom management problems (Marzano et al., 2003) and have more engaged learners in their classrooms (Marzano et al., 2003).

Equitable Access to Technology for All Students

There are many different types of special need learners who clearly benefit under the umbrella of technology and equitable access: Special Education (SpEd), English language learners (ELL), and gifted and talented (GATE) students.

Students with Special Needs

A 2004 publication, republished in 2005, points out that the Individuals with Disabilities Education Act (IDEA) amendments of 1997 state that all students requiring Special Education services must be considered for assistive technology. Suggestions for assistive technologies include those to enhance teaching and learning, such as software for drilling and practicing academic concepts, and other technologies, such as screen readers that read the text on the computer to compensate for literacy problems. These enable disabled students to work more effectively, efficiently, and independently (Thompson, J., et al., 2005). Other publications and studies have addressed the benefits of using technology with special needs students. "Technology can provide the means for students with special needs to communicate via email and use the Internet for research, and can also help teachers accommodate students' varying learning styles" (Silverstein, G., Frechtling, I., & Miyoaka, A., 2000). As cited in The CEO Forum on Education Technology, 2001, "Several research studies offer evidence that educational technology can provide significant benefits for special needs students, including learning disabled, low achieving, special education and gifted students." Clearly we must use technology to assist our AUSD Special Education students.

English Language Learners

Language Development Technologies for Young English Learners examines a variety of technologies for supporting English language learner (ELL) students. The author concludes, "These technologies can support cognitive development; engage learners in tasks and problem-solving; foster student autonomy by individualizing activities that they can do at their own pace; help focus learner's attention on specific language skills; support students who have different learning preferences by providing multimedia experiences; encourage collaboration among learners; provide a comfortable learning environment; foster appreciation of the target language and culture; and provide specific feedback and assessment to help learners (and their teachers) monitor progress" (Parker, L. L., 2005). Clearly we need to leverage technology use to increase learning for our English language learners.

Gifted and Talented Education (GATE)

The concept of using technology to support individual instructional needs is echoed in *Educational Technology* by M. H. Siddiqui. The author states, “Gifted students can work at their own pace and explore subjects in more depth than the basic curriculum. Technology can also analyze and provide immediate feedback on performance, and can suggest modifications in instruction where necessary to improve student achievement.” (Siddiqui, M., 2008). Again, we clearly need to bring technology to bear in order to best serve all our students including gifted students who will benefit from its use as well.

Professional Development

Section 4 of the AUSD Plan provides details on the professional development goals and objectives required to support the teaching and learning goals and objectives in Section 3 - Curriculum. Research indicates that ongoing professional development is essential to the success of the goals and objectives for teaching and learning. Successful implementation of technology-integrated instruction requires training and ongoing support, as well as time to collaborate with peers. One study found that helping teachers to learn to integrate technology into curriculum is a critical factor in the successful implementation of technology in schools (Sivin-Kachala, J., & Bialo, E., 2000).

Professional development has and will continue to emphasize the use of technology as a powerful teaching and learning tool that engages students while addressing content standards within the curricular, instructional framework and adopted curriculum. In *The Learning Return On Our Educational Technology Investment: A Review of Findings from Research*, WestED (Ringstaff and Kelley, June 2002) provide an extensive report that examines many studies related to educational technology and school reform. Several key factors are identified as crucial elements for successfully using technology:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology
- Teachers may need to change their beliefs about teaching and learning
- Technological resources must be sufficient and accessible
- Effective technology use requires long-term planning and support
- Technology should be integrated into the instructional framework

Key to the professional development is the site-based technology integration mentor program. It is our belief that this site-based approach is an effective approach to staff development. Teachers learn best from other teachers. We strive to create a community of learners at each site who are able to assist their peers both in formal and informal settings.

A review of research on staff development for technology insertion (Cradler & Cradler, 1995) found significant factors in effective staff development to be:

- Development of school and classroom level technology plans by and for teachers.
- Understanding of ways to integrate technology into education reform.

- Teacher-awareness of effective technology applications.
- A social network of other technology-using teachers.
- Availability of teacher-mentors or other peer support.
- Involvement of principals and other administrators in the planning and training.
- Development of the knowledge to critique and select technology applications.
- Adequate time and increased opportunity for staff development and technical assistance.
- Awareness of and access to educationally relevant technology-based programs.
- Opportunities for educators to communicate with peers in other schools and at conferences.

Alameda USD recognizes the essential need for supporting its teachers as educators gain the skills to engage this digital generation. The district does so by providing professional development opportunities and provision for technology tools, as funding permits, as integral parts of learning and teaching throughout the educational setting. It also recognizes that listening to its digital natives' voices is critical as decisions are made about educational policy and school design. NCREL (North Central Regional Educational Laboratory) presents the following: "To reach the goal of preparing teachers for effective technology use, a well-designed professional development program is essential. Professional development in a technological age requires new definitions and new resources. It cannot take the traditional forms of individual workshops or one-time training sessions. Instead, it must be viewed as an ongoing and integral part of teachers' professional lives." (NCREL, 2000). In a paper discussing the cost, utility, and value of technology, Wahl suggests that organizations should spend 30 percent of their budget on equipment and 70 percent on the "human infrastructure" to support ongoing training and technical assistance (Wahl, E., 2000). This thinking guides AUSD's planning going forward.

Installation of equipment, understanding of technology integration, and information literacy skills do not insure that technology will be integrated into teaching and learning. This requires a commitment of resources to ongoing professional development. Alameda USD is committed to deepening its professional development services to teachers and staff through multiple approaches: train the trainer sessions, Teacher Librarians collaborations with teachers, administrator sessions, posting how-to help files and videos on the district Website's help pages, peer-to-peer coaching, et cetera.

Opportunities for peer interaction and collaboration abound. A study by Becker and Riel (2000) found that there is a relationship between professional engagement and teaching practice; it further suggests that professional engagement should involve collaboration of teachers within and across schools. Another study found that "Shared practice and collective inquiry help sustain improvement by strengthening connections among teachers, stimulating discussion about professional practice, and helping teachers to build on one another's expertise" (McREL, 2003). Sandholtz found that techniques that have been proven most successful are hands-on active learning, exploring, reflecting, collaboration among peers and participating in active learning (Sandholtz, 2001).

The Apple Classroom of Tomorrow (ACOT) is a research and development collaborative among Apple Computer, Inc., the National Science Foundation, and many universities and research institutions. The intervention provided two computers to each teacher and student along with substantial staff development. The project purpose was to investigate how routine use of computers and technology influence teaching and learning. Findings from the first ten years of the project include:

- As teachers became more comfortable and competent with the technology, they began working in teams and across disciplines.
- Classrooms became a mix of traditional and constructivist instruction.
- Students became more collaborative.
- Teachers altered their classrooms and daily schedules to permit students more time to work on projects.
- Teachers began to develop new forms of assessment that were performance and portfolio based.
- Technology encouraged student-centered, cooperative learning.
- Technology often inspired teachers to use more complex tasks and materials in their instruction.
- The influence of technology on teaching and learning occurred over an extended period of time.

Extensive research conducted by the Office of Technology Assessment reports that “districts may be well advised to use multiple training and support strategies tailored to the educational goals of the local site” (OTA, 1995, p.130). Data also indicate that no one strategy is best; rather, the strategies are often combined at any given site. Among the strategies used by districts are:

- Technology-rich model schools.
- Trainer of trainer model where a cadre of teachers receive professional development so they can provide the same and help other teachers.
- Expert resource people.
- Providing every teacher with a computer.
- Training administrators and teachers together.
- Creating teacher resource centers.

Data-Driven Instruction

Teachers and administrators need to learn how to access and use data to focus instruction and meet the needs of individual students. Newer electronic systems with user-friendly interfaces (like the *Measures* systems, *Aeries Gradebook*, and *School Loop*) are essential for effective data-driven instruction. Research reflects the need for easy-to-access and understandable systems. “Student data is often stored in forms that are difficult to access, manipulate, and interpret. Such access barriers additionally preclude the use of data at the classroom level to inform and impact instruction. Fortunately, there are newly available computer technologies that allow efficient

organization and access to student data. In addition to allowing easier accountability reporting, these tools allow user-friendly data access at all educational levels, meaning that teachers can use these tools to engage in the informed reflection necessary to improve classroom practice.”

(Wayman, J. (2005). Involving Teachers in Data-Driven Decision Making: Using Computer Data Systems to Support Teacher Inquiry and Reflection, *Journal of Education for Students Placed at Risk*).

Technology is most influential when integrated with curriculum and assessment. In a review of studies, the CEO Forum (2001) concluded that "technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives." The report also concludes that student achievement is enhanced when teachers use assessments that “accurately and completely reflect the full range of academic and performance skills.”

There has been a movement towards data-driven instruction, using current data on individual student progress, as well as disaggregated socio-economic data to uncover and focus on student needs.

AUSD has two technology systems that provide data for administrators guiding and supporting the direction of instructional practices and for teachers implementing effective instruction in the classrooms, namely *Measures* and *Aeries Gradebook* (please refer to the Curriculum section of this plan for more details.)

In *The Role of Assessment in a Learning Culture*, the author calls for “assessment to be moved into the teaching and learning process instead of being postponed as only the end-point of instruction.” Dynamic assessment, as she defines it, allows teachers to provide assistance as part of assessment, gain valuable insights for extending understanding, create targeted opportunities to teach, and scaffold next steps (Shepard, L. A., 2000). A 2005 study found “Teachers are better able to modify their instructional strategies when they have current information about the skill levels and proficiencies of their students.” The authors concluded that having access to data from a variety of sources in a timely manner—and using it constructively—can lead to more appropriate instruction in the classroom and higher achievement for students (Lachat, M. A., & Smith, S., 2005). ASCD (the Association for Supervision and Curriculum Development) states, “All elements of a school's culture, including student aspirations and a code of conduct that promotes positive learning behaviors, benefit from the use of student learning data. Improving instruction is nearly impossible without it. The data-driven cycle of assessment, analysis, and action, which is indispensable for increasing student achievement, must be deeply embedded in the school's culture and a top priority for schoolwide improvement.” (Fenton, B. and Murphy, M., 2010). AUSD aims to heed this call, and this technology plan sketches an emerging blue print for how we can attain 21st Century learning and teaching through the use of these new technologies.

9b. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies.

In addition to technologies implemented in core classes, the Alameda Unified School District currently utilizes online distance learning to provide rigorous academic course work for credit recovery and students with special needs. Utilizing the Cyber High program, AUSD offers UC a-g and WASC approved coursework in all high school subjects to students who can access these online materials from off site, on site, or in a blended model with instructor support. This program is now available to all high school students across the district's four high schools, and well as to address special needs in independent study and counseling enriched special education classes.

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The following are leading educational organizations which have helped inform this plan and that now can continue to guide Alameda Unified School District's decisions, policies, and implementation of technology for improved teaching and learning:

| | | |
|------------------------------------|--|---|
| 21st Century Partnership | P21 Common Core Toolkit | http://www.p21.org/ http://www.p21.org/tools-and-resources/publications/p21-common-core-toolkit . Explanation: http://www.p21.org/tools-and-resources/publications/p21-common-core-toolkit?tmpl=component&print=1&page |
| California Department of Education | Common Core Standards Technology Readiness Tool Technology | http://www.cde.ca.gov/re/cc/ http://www.cde.ca.gov/nr/ne/yr12/yr12rel88.asp http://www.cde.ca.gov/ls/et/ |
| CoSN | Research | http://www.cosn.org/Initiatives/ParticipatoryLearning/Resources/ReportsPublications/tabid/7118/Default.aspx |
| eSchool News | | https://www.eschoolnews.com/ |
| Horizon Report (Annual) | The New Media Consortium | www.nmc.org/horizon-project |
| ISTE | National Education Technology Standards | http://iste.org |
| PEW Research Center | Pew Research Center's Internet & American Life Project: Computers and the Internet | http://www.pew.org/our_work_category.aspx?id=48 |

| | | |
|------------------------------------|--|---|
| Project Tomorrow – Speak Up Day | <i>Learning In The 21st Century Mobile Devices + Social Media = Personalized Learning</i> | http://www.tomorrow.org/speakup/MobileLearningReport2012.html |
| | <i>Learning in the 21st Century: A 5 Year Retrospective on the Growth in Online Learning</i> | http://www.tomorrow.org/speakup/learning21Report_2012_Update.html |
| WestEd | | http://www.wested.org/ |

Technology Plan Contact Information

County & District Code: 01 61119 School Code (Direct-funded charters only):

LEA Name: Alameda City Unified School District

*Salutation: Mr.

*First Name: Rob

*Last Name: van Herk

*Job Title: Director of Technology

*Address: 2060 Challenger Dr

*City: Alameda, CA

*Zip Code: 94501

*Telephone: 510.337.7140

*E-mail: rvanherk@alameda.k12.ca.us

Please provide backup contact information.

1st Backup Name: Robert Shemwell

E-mail: rshemwell@alameda.k12.ca.us

2nd Backup Name: Sean McPhetridge, Assistant Superintendent

E-mail: smcphetridge@alameda.k12.ca.us

Appendix Section

- AUSD Master Plan
(http://www.alameda.k12.ca.us/cms/page_view?d=x&piid=&vpid=1311258360159)
- National Educational Technology Standards for
Teachers: <http://www.iste.org/standards/nets-for-teachers> Students :
<http://www.iste.org/standards/nets-for-students> Administrators:
<http://www.iste.org/standards/nets-for-administrators>
Computer Science Teaching: <http://www.iste.org/standards/nets-for-computer-science-educators>
Coaches: <http://www.iste.org/standards/nets-for-coaches>
- AUSD board minutes on approval of board policy for ethics/safety:
<http://alamedapublic.novusagenda.com/MeetingView.aspx?MeetingID=28&MinutesMeetingID=-1>
- Partnership for 21st Century Skills (<http://www.p21.org>)
- Analysis of California ELA standards to Common Core standards
<http://alamedausd.ca.schoolloop.com/file/1311480966456/1298113610125/4770775269382358066.pdf>
- Analysis of California Math standards to Common Core standards:
<http://alamedausd.ca.schoolloop.com/file/1311480966456/1298113610125/1461577962116087526.pdf>

APPENDIX E

Ed Spec Committee Meeting Minutes



QUATTROCCHI KWOK
ARCHITECTS

Meeting Minutes

November 6, 2013 10 am to 12 pm

Alameda Unified School District

Educational Specifications - Meeting 1 - Elementary Schools, Part 1

AUSD Office, Marina B Conference Room

Attendees:

Mark Quattrocchi

Quattrocchi Kwok Architects

markq@qka.com

Stan Clark

Quattrocchi Kwok Architects

stanc@qka.com

See attached Sign-In Sheet

Distribution:

Kirsten Vital

Superintendent, AUSD

kvital@alameda.k12.ca.us

Robbie Lyng

Director, MOF, AUSD

rlyng@alameda.k12.ca.us

Bernadette Gard

MOF, AUSD

bgard@alameda.k12.ca.us

The minutes below reflect the discussion of the group during the meeting. Any additional information added after the meeting is shown in *italic text*.

- Introductions
- Review of Goals of Committee:
- Create Educational Specifications for AUSD, for each school type
- Purpose is to define a standard for educational program and the required facilities to meet that program at each school across the District
- This will be used to evaluate each school site's facilities during the Master Planning process and identify proposed facility improvements.
- Each school will have input on how Ed Spec is interpreted and implemented at their site through Master Planning process.
- There is no current version of Education Specifications
- The 21st Century concepts of collaboration resonates with AUSD

- There are 10 distinctly different Elementary Schools with no single solution
- The future of AUSD should include teaching collaboration opportunities
- Science classroom set up and take down time is a problem.
- Doors connecting classrooms would be good.
- Outdoor spaces are currently not being utilized.
- Flexibility and mobility is seen as an issue related to the “furniture” as much as the architecture.
- In the current “bells and cells” model (applicable to high schools) there is no continuity from subject to subject.(i.e. math follows social studies, which follows some other unrelated subject)
- Small, private meeting rooms are needed.
- In order to switch from lecture to facilitator, flexible spaces are required.
- There should be no “front” to the classroom.
- It is important to be sensitive to age levels moving through the spaces. 5th graders versus Kinder graders is a problem.
- Spaces should allow for a possible return to conventional, single classroom teaching environments.
- Acoustics are important
- Existing outdoor spaces are minimal and underutilized.
- There is a fundamental conflict at MPR’s around music set up/take down and serving lunch.
- Paden has a huge asphalt playground that they cannot figure out how to utilize.
- After school programs are needed but they present a variety of problems.
- Haight School cannot be secured
- Safe Routes to Schools – Need more crossing guards. Street crossings (crosswalks) need to be acknowledged and addressed by the City of Alameda. City will be involved in Master Planning.
- Drop off areas – Do not have children cross traffic lanes.
- Separate area for Special Education bus pick up/drop off. (No general bussing)
- Need adequate walkways and safe waiting areas for early drop offs.
- Some schools currently have no parking lots. At a minimum, they need parking for staff and visitors.
- Form a partnership with the City to reduce vandalism and increase safety at parking areas.
- Pedestrian access – Some schools are used as short cuts across their campus during school. Not acceptable.

- Need a defensible perimeter with gates and a secure core.
- There is no clear “front door” to the school. Need a clear point of entry. (Typically at Admin.)
- Need a “parent porch” to minimize parent intrusion into the school.
- Could use a “parent workshop” space, also to control the parents.
- Roof tops are being used for parties after school hours.
- Security lighting at outdoor spaces is important.
- Need clusters of toilet rooms for after school programs. Keying of restrooms is a problem for afterhours programs and late night teachers.
- Need toilet rooms in the MPR (cafeteria) spaces.
- Being able to see through a classroom door is important for security. Control of that view is also important.
- Toilet Rooms are security issues. How can this be solved?
- Teachers need the ability to call the Office (Admin.) and have someone answer the phone.
- A strategy for security during an armed intruder may be to escape and evade. Another strategy may be to shelter in place. *(Editor’s note: The current law enforcement recommendation for armed intruders is to shelter in place. Moving students and teachers makes the objective of neutralizing the threat more difficult.)*
- Security cameras may provide an additional level of security. Monitored cameras provide the possibility that an unwanted intruder could be seen before they penetrated the classrooms. Cameras can be used after school hours.
- Need lockable storage spaces for mobile technology carts.

Part 2 of Educational Specifications for Elementary Schools will take place on Wednesday, Nov. 20th at 1:30 pm

Next Steps:

Ed Spec meetings (Middle and High Schools) are scheduled on Wednesday, Nov. 13th and 20th at 9 am.

Charter School, Ed Spec meeting is scheduled for Wed. Nov. 20th from 3:30 pm to 4:30 pm

The **Master Planning** meetings, with all school sites, including Principals, PTA members, teachers, community members and administrators will begin in January. Elementary, Middle, High and Charter schools will all be included in the **Master Planning** process. Schedule of meetings will be sent to Principals as soon as possible.

At conclusion of all meetings QKA will generate meeting minutes and distribute to the committee for review.



Meeting Minutes

November 20, 2013 1:30 am to 3:15 pm

Alameda Unified School District

Educational Specifications - Meeting 1 - Elementary Schools, Part b

AUSD Office, Marina B Conference Room

Attendees:

| | | |
|----------------------------|-----------------------------|--|
| Stan Clark | Quattrocchi Kwok Architects | stanc@qka.com |
| Nick Stephenson | Quattrocchi Kwok Architects | nicks@qka.com |
| See attached Sign-In Sheet | | |

Distribution:

| | | |
|------------------|-----------------------------|--|
| Kirsten Vital | Superintendent, AUSD | kvital@alameda.k12.ca.us |
| Robbie Lyng | Director, MOF, AUSD | rlyng@alameda.k12.ca.us |
| Bernadette Gard | MOF, AUSD | bgard@alameda.k12.ca.us |
| Mark Quattrocchi | Quattrocchi Kwok Architects | markq@qka.com |

The notes below reflect the discussion of the group during the meeting. Any additional information added after the meeting is shown in *italic text*.

- Introductions
- Resume meeting 1 agenda starting with agenda item V – Learning Environment Standards:
- General consensus that 21st Century concepts of collaboration resonates with AUSD elementary staff.
- The future of AUSD should include teaching collaboration opportunities
- Flexibility and mobility is seen as an issue related to the “furniture” as much as the architecture.
- If air conditioning is currently provided we should continue to provide.
 - Each classroom and meeting room should have its own controls.
- Outdoor P.E. spaces should not be located directly outside classrooms.
- Classroom Technology:

- Ceiling mounted projectors should be provided in center of rooms.
- Provide for amplified sound capabilities that also record teacher presentations for future use by independent study, home study, and absent students. Small, private meeting rooms are needed. This technology already exists.
- Convenient storage areas should be provided for computer/device carts that can provide for charging. Possibly under a countertop.
- Wireless Wi-Fi reliance should be expanded and the systems should be getting faster and more reliable.
- Ceiling mounted power drops for connectivity and for flexibility are desired.
- Should prepare for “mobile technology” as opposed to the current computer lab model.
- Additional Teaching Spaces:
 - General consensus that a connection to outdoor learning environments should be provided.
 - Water should be provided for some outdoor learning environments such as art projects, the school gardens, etc. Should be secured from vandalism.
 - Small group spaces with good acoustic separation is desired. Sized for 5-10 people.
- Libraries:
 - Library should be dividable into a variety of spaces ranging in size large to small with easily movable furniture. Evolve into a “learning commons”.
 - Library facility is used by the community and should be located near edge of campus, easy to find and close to parking.
 - Include a room that can function as a child care facility for the numerous parent meetings where young children accompany parents.
- Multi use rooms:
 - Should support food service, sports, P.E., music.
 - Include a stage (indoor and outdoor).
 - A music classroom adjacent to stage and acoustically isolated.
 - Storage for large tables, music instruments and stage equipment
 - Main room should be dividable with good acoustic separations.
 - Speed lines and good food service flow should be provided.
 - Provided a safe, covered area for queuing of students for food service.
 - There should be a standard size and amenities provided at each site. Should be same for each school.

- A uniform size campus and facilities should be provided for each elementary school, and each school should house the same number of students.
- Administration Facilities:
 - It was noted that Ruby Bridges Elementary School was referred to as an example of what the District Standard for administration spaces should be
 - Spaces should be provided for Principal psychologist/counselor, health director, receptionist and attendance.
 - Direct audio connection between office and all classrooms and meeting rooms/break out rooms is essential.
 - Waiting areas for parents is necessary.
 - A separation of attendance office/staff from receptionist area/staff is desired.
 - Admin. Should be the "portal" to the rest of the campus.
 - Front and center.
 - Adjacent to visitor parking.
 - Should provide a workroom space that can be used by parent volunteers.
 - Conference and testing spaces should be provided with good acoustic separation.
 - Secure storage should be provided.
 - Storage for books and supplies should be provided near access to delivery parking.
- Special Education spaces:
 - Lum Elementary School was referred to as an example of what the District Standard for special education spaces. Also see Lincoln Middle School?
 - District should be moving toward a "learning center" model for "mild to moderate" students.
 - Special education classrooms should be larger than the standard 960 s.f. classroom.
 - Should be dividable into 3 teaching zones per classroom.
 - Important to be part of student body not isolated from.
 - Moderate to severe students require a toilet room within their classroom.
 - Acoustic isolation is required.
 - Small acoustically isolated break out or cooling down spaces are desired.
 - Office or meeting spaces for speech therapy, i.e.p. meetings, etc. are required.
 - Provide refrigeration for food and medication storage.

- District will set up a task force to further study the special education needs and report back to QKA for master planning of these spaces.

- Site Amenities:

- Playgrounds: use Edison ES and May Lin ES as a model for playground structures.
- Need to have outdoor P.E. spaces that are separate from recess spaces for schools with overlapping scheduling.
- Need dedicated fenced in kindergarten play yards that are adjacent to kindergarten classrooms.
- P.E. spaces need to be located so that they are not distracting (visually and acoustically) to classrooms.
- 1/8 mile track should be provided.
- Outdoor shaded areas are desired.
- Outdoor spaces should have intercom capability for announcements just as the classrooms do.
- Debbie Opperud of the P.E. staff will become the primary advisor to QKA for design of P.E. and playground spaces.
- Striping needs to be provided for evacuation areas separate from the playground striping.

The **Master Planning** meetings, with all school sites, including Principals, PTA members, teachers, community members and administrators will begin in January. Elementary, Middle, High and Charter schools will all be included in the **Master Planning** process. Schedule of meetings will be sent to Principals as soon as possible.

At conclusion of all meetings QKA will generate meeting minutes and distribute to the committee for review.



QUATTROCCHI KWOK
ARCHITECTS

Meeting Minutes

November 13, 2013 9 am to 11 am

Alameda Unified School District

Educational Specifications - Meeting 2 - Middle Schools

AUSD Office, Marina B Conference Room

Attendees:

Mark Quattrocchi

Quattrocchi Kwok Architects

markq@qka.com

Stan Clark

Quattrocchi Kwok Architects

stanc@qka.com

See attached Sign-In Sheet

Distribution:

Kirsten Vital

Superintendent, AUSD

kvital@alameda.k12.ca.us

Robbie Lyng

Director, MOF, AUSD

rlyng@alameda.k12.ca.us

Bernadette Gard

MOF, AUSD

bgard@alameda.k12.ca.us

The minutes below reflect the discussion of the group during the meeting. Any additional information added after the meeting is shown in *italic text*.

- Introductions
- Review of Goals of Committee:
- Create Educational Specifications for AUSD, for each school type
- Purpose is to define a standard for educational program and the required facilities to meet that program at each school across the District. This will be used to evaluate each school site's facilities during the Master Planning process and identify proposed facility improvements.
- There are 2 distinctly different Middle Schools with different priorities.
- It is important to have a well-defined entry. Administration connection to entry is critical for security.
- In some cases, the public is driving across the schools. (not acceptable)
- Science
 - Teachers can travel between spaces, windows would be beneficial for supervision
 - Unfortunately, some operable walls were removed.

- Direct access to preparation rooms is desirable.
- Connection between classrooms is a good thing.
- 33 students in a Science Lab classroom, 4 students share a sink. No natural gas.
- Lab & Lecture occur in the same space
- Provide flexible da Vinci space with no designated program, but multiple capabilities. Include mounted projector and good dust ventilation system.
- Outdoor connections are desirable especially with Art and Science
- Nature areas (gardens) need to be maintained and enhanced.

Music

- Need storage lockers and space; practice rooms; sound control and small office.

Art

- Needs daylight; display space; sinks; connection to outdoors
- 33 students/classroom

Physical Education

- Middle Schools have small MPR, no Gymnasium without spectator space.
- Need a Gym with bleachers for 100, lockers and offices. Gyms can be shared with community.
- Need better acoustics at MPR's.

Multipurpose Rooms

- No Gym functions
- Improve stage; storage; big screen
- Improve food services functions.

Additional Teaching Spaces

- No computer labs in the future.
- Supervision of breakout spaces can be a problem.
- Liked the idea of mobile furniture.
- Provide a variety of meeting spaces. 4-6 people; 10-15 people and full staff meetings of 40-60 people.
- Maybe create 4 double (learning suites) collaborative classrooms, instead of all classrooms.

Special Education (Note: a separate special education master planning meeting will be scheduled)

- Flexibility for co-teaching is desirable
- Need quiet space
- Hearing impaired are in general student population
- Need staff meeting spaces for itinerate staff (specialists) Psychologist, P.E., hearing, visually impaired
- Speech therapy and OT should be nearby
- Need toilet rooms with changing tables
- Desirable to have small kitchenette space near outdoor garden space

Libraries

- Books are still important, but at MS's there are no teacher/Librarians
- Better described as a Learning Commons without fixed free standing stacks
- Needs to be flexible for presentations; author nights and various small group meetings.
- Should be big enough to support two classrooms of students
- Separate textbook and testing materials storage is required somewhere

Administration

- Space for Health Clerk (aka Nurse); 2 counselors and 2 admin. staff
- Communication system is very important
- Need conference rooms
- Emergency supplies room should be nearby

The **Master Planning** meetings, with all school sites, including Principals, PTA members, teachers, community members and administrators will begin in January. Elementary, Middle, High and Charter schools will all be included in the **Master Planning** process. Schedule of meetings will be sent to Principals as soon as possible. At conclusion of all meetings QKA will generate meeting minutes and distribute to the committee for review.



Meeting Minutes

November 20, 2013 9 am to 11 am

Alameda Unified School District

Educational Specifications - Meeting 1 - High Schools

AUSD Office, Marina B Conference Room

Attendees:

| | | |
|----------------------------|-----------------------------|--|
| Stan Clark | Quattrocchi Kwok Architects | stanc@qka.com |
| Nick Stephenson | Quattrocchi Kwok Architects | nicks@qka.com |
| See attached Sign-In Sheet | | |

Distribution:

| | | |
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| Bernadette Gard | MOF, AUSD | bgard@alameda.k12.ca.us |
| Stan Clark | Quattrocchi Kwok Architects | stanc@qka.com |
| Mark Quattrocchi | Quattrocchi Kwok Architects | markq@qka.com |

The minutes below reflect the discussion of the group during the meeting. Any additional information added after the meeting is shown in *italic text*.

- Introductions
- Review of Goals of Committee:
- Create Educational Specifications for AUSD, for each school type
- Purpose is to define a standard for educational program and the required facilities to meet that program at each school across the District. This will be used to evaluate each school site's facilities during the Master Planning process and identify proposed facility improvements.
- General comments on District Standards for High Schools:
 - Need a defensible perimeter with gates and a secure core.
 - Security lighting at outdoor spaces is important.

- Security cameras may provide an additional level of security. Monitored cameras provide the possibility that an unwanted intruder could be seen before they penetrated the classrooms. Cameras can be used after school hours.
- There are 2 distinctly different High Schools with different priorities – Alameda HS and Encinal HS.
- Currently the district does not provide bussing for high school students.
- Campus's need a more defined point of entry. There is no clear "front door" to the school. Need a clear point of entry. (Typically at Admin.)
 - Egress is a problem with kids exiting campus at various points around the perimeter. This is a safety issue for special ed.
 - Centrally located administration office would be good.
 - Currently not adequate staff parking.
 - Drop off and Pick up traffic patterns are a huge issue. 4 kids have been hit by cars already this school year.
 - Separate area for Special Education bus pick up/drop off. (No general bussing)
 - Having adequate facilities on campus is essential, including Theaters, tracks, football fields, Gymnasiums, etc.
 - Need to be able to host a graduation on campus.
 - "Career ready" programs need to be provided for. (shops, robotics, CTE, Culinary, etc.)
 - Student commons space is desired.
 - Numerous meeting spaces are required ranging in size from small conference size (8-10 people) to full class size to multiple class size).
 - Space should be flexible so it can be divided or opened up with acoustically isolating partitions.
 - Require large flexible spaces for dance, P.E., presentations, etc.
 - Open, bright and flexible dining facilities are required.
 - Open to natural light and outdoor gathering areas.
 - Good acoustics.
 - Presentation areas with proper sound and A/V systems.
 - Speed lines and quality food service facilities

- **Learning Environment Standards:**

- The future of AUSD should include teaching collaboration opportunities.
- Flexibility and mobility is seen as an issue related to the “furniture” as much as the architecture.
- Flexible Spaces or teaching suites can allow for a possible return to conventional, single classroom teaching environments should goals change in the future.
- Small, private meeting rooms are needed.
- There should be no “front” to the classroom. Can projectors rotate so that any wall can become the “Teaching wall”?
- Acoustics are important to provide privacy for meetings, sound isolation for special ed and music, etc.

Next Steps:

Part 2 of Educational Specifications for High School Schools will take place Wednesday, December 4th at 9:00 AM

Note:

The **Master Planning** meetings, with all school sites, including Principals, PTA members, teachers, community members and administrators will begin in January. Elementary, Middle, High and Charter schools will all be included in the **Master Planning** process. Schedule of meetings will be sent to Principals as soon as possible.

At conclusion of all meetings QKA will generate meeting notes and distribute to the committee for review.



Meeting Minutes

December 4, 2013 9 am to 11 am

Alameda Unified School District

Educational Specifications - Meeting 2 - High Schools

AUSD Office

Attendees:

| | |
|----------------------------|-----------------------------|
| Stan Clark | Quattrocchi Kwok Architects |
| Mark Quattrocchi | Quattrocchi Kwok Architects |
| See attached Sign-In Sheet | |

stanc@qka.com
markq@qka.com

Distribution:

| | |
|-----------------|----------------------|
| Kirsten Vital | Superintendent, AUSD |
| Robbie Lyng | Director, MOF, AUSD |
| Bernadette Gard | MOF, AUSD |

kvital@alameda.k12.ca.us
rlyng@alameda.k12.ca.us
bgard@alameda.k12.ca.us

The minutes below reflect the discussion of the group during the meeting. Any additional information added after the meeting is shown in *italic text*.

- Review of Goals of Committee and general overview of where we left off at the end of Meeting 1.

Learning Environments (continued from last week)

- Want energy efficiency in design of classrooms.
- Ability to control their own heat, air and cooling.
- It was suggested to use CHPS as standard for "sustainable" design.
- Wherever possible provide daylight into classrooms.
 - "Solar tubes" are acceptable method to bring in natural light.
 - Ability to control daylight also important.

Technology in Teaching Environments

- Power in classrooms is needed for devices and charging.
- Even power in tables desirable.
- Access to technology anywhere and anytime, both wired and wireless. This should include access to outdoor learning spaces.
- Important to provide technology infrastructure to allow more than one presentation space in a classroom,
 - Assume need to access monitors and good access to wireless network for student devices.

Other Classroom Needs

- Consider some of the cabinetry as moveable for greater flexibility.
- Marker boards still needed, even floor to ceiling.

Connections from Classrooms to Outdoor Learning Environment

- Like outdoor teaching spaces that specifically designed for use including seat walls, access to technology.
- Must maintain visual access from classroom to outdoor learning environments.
- Okay to share outdoor spaces by more than one classroom, but be thoughtful of noise distractions to other classrooms.
- Also provide other (larger) outdoor learning environments that a teacher can bring an entire class.
- Access to wifi and power
 - Designed for class size group that has its own identity.

Additional Teaching Spaces

- Would like access for a Para-educator to work with a group of students or a group of students working on a project.
- Visual access to these important, but if can't do that would still want ability for some break out.
- Maximize break-out spaces wherever possible...they will be used
 - Students
 - Clubs
 - Staff collaboration

- Para-educators
- I.E.P. meetings
- Large group instruction and large meeting
 - During and after school
 - Could be library

Connections Between Classrooms

- Concern with security with kids leaving
- Concern with noise between classrooms
- More interest in access to outdoor areas, break-out spaces or even wider corridors (for students to work/collaborate)

Lockers – Student and PE

- Would be ideal to remove. Noise, disruption and conflict caused by lockers.
- If text books are truly available online, then maybe removing lockers possible.
- Would want guarantees that text book support before lockers removed.
- In 10 years it was felt that lockers (if needed) may be much smaller.
- P.E. lockers become important if no student lockers to lock up laptop, etc., during PE.
- Also must provide team lockers for all equipment for various sports and visiting teams.

Library (Media Center)

- Alameda HS has 48,000 volumes, so even in E-book future, there will always be books
- Need small group spaces with visual connection
- Need ability for multiple classes in library – sometimes Alameda HS has 5 classes of students
 - Typical to have 2-3 classes at once
 - Need some sense of separating classrooms
- Critical flexibility of technology
 - Presentation places
 - Laptop/chrome carts

- Need library office – lockable because library used after hours
- Library used a lot after hours even for tutoring, meetings, etc.
- The large group instruction space discussed before could be in library.
 - Windows to main library
- Student services – adjacent to Media Center
- Another thought on this:
 - If future of classrooms is to provide full access to technology then there will be fewer teachers bringing classes to library
 - Therefore, we may not need to be too concerned about so many classes at once
 - However, teachers will still bring classes, students working on projects and after school hours use of library will still occur.
 - Community access to library still important
 - Be thoughtful of not locating near loud uses.

Multi-use Cafeteria

- Used a lot during and after school
- Acoustics are serious problem now
- Drama Set Storage
- Very dark and dingy, not inviting – open up and bring daylight
- Underutilized because so undesirable looking.
- Flexibility reduced to tables set up/breakdown for lunch
- Fewer kids eating or use to get snack at outside window and go.
- There is a “stigma” to using cafeteria because of mostly kids on free and reduced lunch program
- Want to change “vision” of cafeteria
 - Improved food with faster delivery
 - Could be so much more...
 - Think of as “café” or “Student Union”

- Needs ability for Presentations including lighting, acoustics and technology.

Theater

- Need Legitimate Theaters at both High Schools
- Drama, Presentations, etc.

Administration

- Location important
 - Central to campus for easy access
 - Also at entry to campus
 - Need to control and view access to campus by visitors
 - Access to visitor parking
- Uses of Admin – However not all have to be IN Admin building.
 - Principal and Asst. Principal
 - Conferencing spaces
 - Attendance and registrar including record storage
 - Student counseling – academic and mental health
 - Colleges/career counseling
 - Text book storage and access
 - Para professionals – locker (secure belongings)
 - Resource officer
 - Copy space – central to campus
 - Offices for specialists
 - Psych
 - Speech Therapist
 - O.T.
 - Adaptive PE

- Other misc. offices
- Faculty lounge including secure storage for intenerate staff.
- Testing storage
- Department Head Offices
- Campus supervisors
- Central Lobby and Reception

Special ED

- Defer to conversation at a District-wide meeting
 - Acoustic = quiet spaces required

Other Programs

- Science classrooms and Labs
- CTE Spaces
 - Provide "rough" space or spaces for applied tech, S.T.E.M. or other CTE use.
 - Arts
 - Drawing/painting studio
 - Ceramics
 - Audio/Video Studio
 - Encinal has Radio Station
- Performing Arts
 - Shop space for Theater
 - Provide music classroom for orchestra, band and choral.
 - Sound recording important
- PE needs for Gym and locker rooms
 - Classrooms for PE teachers

Other High School Needs

- Campus maintenance and custodial spaces important at High Schools
- Campus storage important
 - PE particularly
 - Para professionals – locker (secure belongings)
 - Campus Supervisors need small storage space.
 - College and Career Center – currently adjacent to media center
 - Resource professional
 - Outside Apprentice programs (CTE)
 - Music (?) – Sound recording

Note:

The **Master Planning** meetings, with all school sites, including Principals, PTA members, teachers, community members and administrators will begin in January. Elementary, Middle, High and Charter schools will all be included in the **Master Planning** process. At conclusion of all meetings QKA will generate meeting notes and distribute to the committee for review.

APPENDIX F

Elementary School District Standards

ELEMENTARY SCHOOL GENERAL DESIGN CRITERIA

Introduction:

A physically and emotionally safe learning environment supports academic risk taking, invites student participation, and structures cooperative teaching and learning environments in the District's schools. Children of all ability levels and from all linguistic, socioeconomic and cultural backgrounds are actively involved in the core curriculum (Languages Arts, Mathematics, Science, History/Social Science, Technology, Physical Education, Health, and the Visual and Performing Arts.) The District for grades K-3 split reading schedules in grades 1-3 to support the academic achievement of primary students. All children access the curriculum through small and large group instruction, many opportunities to participate and work directly with materials, and activities that enable discovery of new ideas and concepts. Flexible schedules, groupings, and instructional strategies offer multiple ways for students to achieve the District's content standards and to demonstrate their learning. Formalized before and after- school programs support academic achievement in a safe, supervised, and nurturing environment. Special needs students receive specialized programs and support to insure their success.

The District's K-5 elementary school is designed for a traditional school calendar. Permanent construction provides housing for over 500 student population and with the ability to provide classrooms for an overflow capacity of 90 additional students. Classroom design allows for range of 28-32 students in a class for grades four and five. The District's elementary sites provide students with well-equipped classrooms as well as science room, multi-use purpose, play and athletic areas. A well-supplied Library, including technological resources and instructional materials are accessible by all students.

A K-5 elementary school in the Alameda Unified School District should be designed for a traditional school calendar.

Design Criteria:

| | |
|--------------------|------------------------|
| Design Capacity: | 500 students |
| Overflow Capacity: | 90 additional students |
| Site Acreage: | 10 acres, net useable |

B. ACTIVITY SPACE DESCRIPTION

KINDERGARTEN CLASSROOM

Introduction:

The kindergarten curriculum focuses on a hands-on development approach to learning in the following subjects: language (reading, writing, speaking, and listening), mathematics, music, science, physical education and arts.

The kindergarten classrooms and surrounding play areas insure a physically safe learning environment while providing student space to move and explore. Students develop large and small motor skills while working in structured and unstructured supervised activities using a wide range of manipulative materials.

The students learning should include simple rules of respecting the personal space of others safety, and to be courteous while learning and developing social interaction skills. Students learning will include auditory and visual discrimination skills. The students will become familiar with different kinds of literature, learn mathematical concepts, and develop a curiosity and excitement for learning. Learning activities are presented under each of the different curriculum areas.

Language Arts: Pre-reading activities to include rhymes, journal writing, exposure to good literature, phonemic awareness activities, book making, shared and guided reading, and sound and letter recognition.

Mathematics: Free exploration, patterning, comparing, numbers, sense, graphing, estimating and measuring.

Science and
Social Services: Senses, plants and animals, weather, seasons, housekeeping, dramatic play, self, rules and safety.

Music and
Movement: Basic rhythms, simple instruments, and large physical movement activities.

Physical
Education: Ball and balance skills, jump rope, large motor skills, movement creativity and awareness of space.

KINDERGARTEN CLASSROOM

Free Activities Opportunity for students to make choices and develop personal interests, academics, social development, and fine gross motor skills. Center activities include activities such as puzzles, art, games, dramatic play, housekeeping corner, blocks, library corner, outdoor play and computers.

Computers: Weekly opportunity to use computers.

Design Criteria:

Classroom Size: 1040 sq. with minimum ceiling height 9 ft.
Number of Classrooms: Refer to "Elementary School Classroom/Activity Area Requirements" chart.
Design Capacity: 20 students per classroom
Configuration: Rectangular

School Relationship:

1. Kindergarten classrooms should be easily accessible from the administrative offices.
2. Provide a curbside pick-up/drop-off vehicular lane immediately adjacent to the kindergarten classroom entrances.
3. Provide an off street parking area adjacent to the entrances of the classrooms.
4. Provide a separately fenced play area having the ability to be supervised from kindergarten teacher's workroom.

Individual Rooms and Approximate Areas:

1. Classroom Support Areas
 - a. Teacher's Office/Workroom 380 sq. ft.
 - b. Uni-Sex Restroom As required
 - c. Classroom Storage 90 sq. ft.
 - d. Outdoor Storage 200 sq. ft.
 - e. Custodian Room 90 sq. ft.

KINDERGARTEN CLASSROOM

Individual Rooms and Approximate Areas:

1. Uni-sex restroom (1 per classroom) containing a single lavatory and toilet should be directly accessible from the classroom.
2. Classroom storage rooms (1 per classroom) accessible from the classroom.
3. Teacher's office/workroom (1 per 2 classrooms) accessible from each of the classrooms.
4. Staff unisex restroom.
5. Acoustical insulation should be provided in walls separating classrooms and in walls separating classrooms from restrooms and noise rooms.
6. Custodian Room
7. Exterior Play Area: See School Site Section.

Finishes:

1. Floors: Carpet with top set base, except for a min. 8 ft. deep area of vinyl tile with top set base at each exterior entrance and which extends to include in front of sink area in the counter located adjacent to the entry door.
2. Walls: Vinyl covered tackable wall surface on all walls floor to ceiling.
3. Ceiling: Acoustical suspended ceiling.

Support Room Finishes:

1. Restrooms: See Standard Rooms Section.
2. Teacher's Office/Workroom:
 - a. Floors: Carpet with top set base
 - b. Walls: Vinyl covered tackable wall surface
 - c. Ceiling: Acoustical suspended ceiling
3. Storage and Custodian Rooms: See Standard Rooms Section.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.
3. Door between classroom and Teachers workroom should have safety glass vision panel approximately 20 inches wide and 24 inches high in the upper portion of the doors.

KINDERGARTEN CLASSROOM

Furnishings:

1. Magnetic Dry Erase Boards (4ft. high x min. 12ft.) mounted on the teaching wall 2ft. above finished floor.
2. Projection Screen (6ft. wide) mounted above dry erase board on the teaching wall at height of \pm 7 ft. 6 inches.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Speakers at both sides of the projection screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within recess of window opening.
6. Wall mounted soap dispenser and paper towel dispenser at the location of sinks.

Casework:

1. Cabinets with sink - one accessible, and one at alternate height for kindergarten (2 ft. 2 inches). Cabinets with sink may be freestanding or incorporated into row of cabinets. Cabinets with sink should be located at vinyl tile portion of the floor finish.
2. 7 ft. high lockable teacher's cabinet located preferably at teaching wall. Cabinet should be double door with coat compartment approximately 12 inches wide and 3 ft. wide storage with adjustable shelves.
3. Counter with base cabinets and open work space: Cabinets approximately four (4) each, 3 ft. wide and 6 ft. open knee space. Cabinets with doors adjustable shelves and 7 ft. tall storage cabinet, 36 inches wide with doors and adjustable shelves.
4. Floor mounted cubbies, approximately 12 inches x 13 inches x 16 inches deep. Provide approximately 30 cubbies in cabinet with height not to exceed 30 inches above finish floor.
5. Coat rack, approximately 8 ft. long with hooks installed staggered and shelf above.
6. Teacher's Workroom:
Counter with base cabinets and upper cabinets at one wall, approximately 20 ft. long. Base cabinets 24 inches deep, 34 inches high with doors, adjustable shelves and six (6) drawers. Accessible sink in one of the cabinets. 15 inches deep with doors and adjustable shelves. Counter open below on opposite wall.
7. Storage:
Open shelves storage cabinets, 7ft, high. Approximately 9ft. long (3 ea. 3ft. cabinets).

KINDERGARTEN CLASSROOM

Technology:

1. Data Network Locations:
 - a) Classroom should have two (2) designated locations for teacher's station. Provide Type "T" drop in primary teacher's station and "S" in secondary teacher's station location.
 - b) There should be six (6) data jacks for student data outlets in the location where the cluster of computers is ideally located.
 - c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of the projection screen. Cables from speakers and projector shall be connected with teacher data outlets
2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops.
2. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door/ Lighting should be controlled in three stages.
3. Clock and PA system speaker should be located in the wall opposite to teaching wall.
4. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Each classroom should have individual J-IVAC unit, controlled by an Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

STANDARD CLASSROOM GRADES 1-5

Introduction:

Classroom shall have adequate space to perform the curriculum for the planned enrollment. Classroom shall be flexibly designed to allow for interchangeable activities in the classroom.

Grades 1 - 5 provide opportunities for all students to access and engage in rigorous curriculum. The entire school community is focused on assuring students are successfully achieving the Districts academic standards while nurturing the physical, emotional and moral capacities of each child. In standard classrooms, students are provided instruction in Reading/Language Arts, Mathematics, History/Social Science, Health and Visual Arts.

Learning takes place in small and large group settings as well as individualized activities both in the classroom and throughout the school. Classrooms are organized for team teaching and specialized classes are available to all students. The site and classrooms are organized to provide easy transition between activities. Computers play a larger role as students progress through the grades. Hands-on activities, projects, displays and presentations are increasingly important.

Design Criteria:

| | |
|-----------------------|---|
| Classroom Size: | 960 sq. ft. with minimum ceiling height 9 ft. |
| Number of Classrooms: | Refer to "Elementary School Classroom/Activity Area Requirements" chart. |
| Design Capacity: | Grades 1st- 3rd- 25 students per classroom Grades 4th and 5th- 30 students per classroom |
| Configuration: | Rectangular. |

School Relationship:

1. Classrooms should be oriented to prevent exterior noise and activities disrupting classes in session.
2. Classrooms should be conveniently accessible to the play area.
3. Classrooms should be located within the school site area to insure that visitors must first be directed to the administration offices.
4. Classrooms should be grouped in close proximity to each other.
5. Classrooms should have convenient access to restrooms.
6. Classrooms should have direct access between adjacent classrooms.
7. The exterior entrance to the classroom should be immediately adjacent to the Teaching Wall.
8. Acoustical insulation should be provided in walls separating classrooms and in walls separating classrooms from restrooms and noise rooms.

STANDARD CLASSROOM GRADES 1- 5

Finishes:

- Floor: Carpet with top set base except for a min. 6 ft. deep area of vinyl tile with top set base at each exterior entrance and which extends to include in front of sink area in the counter located adjacent to the entry door.
- Walls: Vinyl covered tackable wall surface on all walls floor to ceiling.
- Ceiling: Acoustical suspended ceiling.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.

Furnishings:

1. Magnetic dry erase boards: one 4 ft. high x 16 ft. long on Teaching Wall and one 4 ft. x 12ft. mounted on the wall adjacent to Teaching Wall. Both boards should be mounted at 30 inches above finish floor.
2. Projection screen 6 ft. wide mounted above dry erase board on Teaching Wall at height 8 ft.-6 inches min.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Speakers at both sides of the projection screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within recess of window opening.
6. Wall mounted soap dispenser and paper towel dispenser at the location of sinks.

Casework:

1. Entry wall counter top with base cabinets and sink cabinet adjacent to entry to classroom. Approximately 18ft. long, 34 inch high cabinets with doors and adjustable shelves, four drawers, one 36 inch wide cabinet with drawers.
Should HVAC equipment closet not be located at a corner of this wall then the overall cabinet length should be increased to occupy the additional available wall space.
2. Wall directly opposite entry wall:
 - a) 7 ft. high lockable teacher's cabinet located preferably at teaching wall. Cabinet should be double door with coat compartment approximately 12 inches wide and 3 ft. wide storage with adjustable shelves.
 - b) 7 ft. high, 4 ft. wide, 24 inches deep lockable storage cabinet with adjustable shelves.

STANDARD CLASSROOM GRADES 1-5

Technology:

1. Data Network Locations:

- a) Classroom should have two (2) designated locations for teacher's station. Provide Type "T" drop in primary teacher's station and "S" in secondary teacher's station location.
- b) There should be six (6) data jacks for student data outlets in the location where the cluster of computers is ideally located.
- c) Projector should be installed in each classroom at ceiling projector mount.
- d) Speakers should be installed at each side of the projection screen. Cables from speakers and projector shall be connected with teacher data outlets
- e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.

2. Power Requirements:

- a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
- b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops.
2. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door/ Lighting should be controlled in three stages.
3. Clock and PA system speaker should be located in the wall opposite to teaching wall.
4. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Each classroom should have individual HVAC unit, controlled by an Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

SCIENCE CLASSROOM

Introduction:

Science Classroom shall be designed in accordance with the planned curriculum. Classroom shall have adequate space and features to perform the curriculum functions for introduction to Science. Learning takes place in the small and large group settings as well as individual activities, including hands-on activities.

Design Criteria:

| | |
|-----------------------|--|
| Classroom Size: | 960 sq. ft. with minimum ceiling height 9 ft. |
| Number of Classrooms: | Refer to "Elementary School Classroom/Activity Area Requirements" chart. |
| Design Capacity: | 30 students |
| Configuration: | Rectangular |

School Relationship:

1. A science classroom should be oriented to prevent exterior noise and activities disrupting students in class.
2. A science classroom should be centrally located to all classrooms.
3. Classrooms should be grouped in close proximity/next to each other.
4. An exterior entrance to the classroom should be opposite the Teaching Wall.
5. A classroom should have direct access between adjacent classrooms.
6. Classrooms should have convenient access to restrooms.
7. Acoustical insulation should be provided in walls separating classrooms and in walls separating classrooms from restrooms and noise rooms.

Finishes:

Floor: Vinyl composition tile with top set base.
Walls: Vinyl covered tackable wall surface on all walls floor to ceiling.
Ceiling: Acoustical suspended ceiling.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.

SCIENCE CLASSROOM

Furnishings:

1. Magnetic dry erase boards: One 4ft. high x 16ft. long on Teaching Wall and one 4ft. x 12ft. long mounted on the wall opposite to Teaching Wall. Both boards should be mounted at 30 inches above finish floor.
2. Projection screen 6ft. wide mounted above dry erase board on Teaching Wall at height 8 ft. 6 inches min., preferably 9 ft.-6 inches.
3. Ceiling mounted projector mount. District will provide information exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Speakers at both sides of the projection screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within recess of window opening.
6. Wall mounted soap dispenser and paper towel dispenser at the location of sinks.

Casework:

1. Entry Wall:
 - a) Countertop with base cabinets with adjustable shelves, one cabinet with sink and one cabinet with long, narrow drawers. Total length approximately 18 lineal ft., 24 inches deep, 34 inches high. Should the HVAC equipment closet not be located at a corner of this wall then the overall cabinet length should be increased to occupy the additional available wall space.
2. Wall directly opposite entry wall:
 - a) Teachers cabinet-7ft. high x 2ft. deep x 6ft. wide with coat compartment approximately 12ft. wide. Cabinet with lockable door and adjustable shelves.
 - b) Countertop with base cabinets with doors and adjustable shelves, and two sink cabinets. Total length approximately 18 lineal ft. cabinets 24 inches deep, 34 inches high. Glass sliding door for approximately 6 ft. long of base cabinets.
 - c) Upper cabinets 12ft. long, 30 inches high, 12 inches deep with doors and adjustable shelves. Approximately 16 ft. length, composed of two segments, and two segments consisting of approximately 6 lineal ft. of glass cabinet sliding door.
 - d) Two (2) storage cabinets, 7 ft. tall, 3 ft. wide x 24 inches deep with doors and adjustable shelves.

SCIENCE CLASSROOM

Technology:

1. Data Network Locations:

- a) Classroom should have two (2) designated locations for teacher's station. Provide Type "T" drop in primary teacher's station and "S" in secondary teacher's station location.
- b) There should be six (6) data jacks for student data outlets in the location where the cluster of computers is ideally located.
- c) Projector should be installed in each classroom at ceiling projector mount.
- d) Speakers should be installed at each side of the projection screen. Cables from speakers and projector shall be connected with teacher data outlets
- e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.

2. Power Requirements:

- a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
- b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops.
2. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door/ Lighting should be controlled in three stages.
3. Clock and PA system speaker should be located in the wall opposite to teaching wall.
4. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Each classroom should have individual HVAC unit, controlled by an Energy Management System.
2. Controls and the thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

TECHNOLOGY CLASSROOM

Introduction:

Technology Classroom shall have adequate space to perform the curriculum function which includes hands-on experience in computer science. Room should provide ample space for students to work individually on computers. The teacher's work station shall be located so that the teacher can provide effective supervision and instruction.

Design Criteria:

| | |
|-----------------------|--|
| Classroom Size: | 960 sq. ft. approximately with min. ceiling height 9ft. |
| Number of Classrooms: | Refer to "Elementary School Classroom/Activity Area Requirements" chart. |
| Design Capacity: | 30 students |
| Configuration: | Rectangular |

School Relationship:

1. A technology classroom should be oriented to prevent exterior noise and activities disrupting students in class.
2. A technology classroom should be centrally located to all classrooms.
3. Classrooms should be grouped in close proximity/next to each other.
4. An exterior entrance to the classroom should be opposite the Teaching Wall.
5. A classroom should have direct access between adjacent classrooms.
6. Classrooms should have convenient access to restrooms.
7. Acoustical insulation should be provided in walls separating classrooms and in walls separating classrooms from restrooms and noise rooms.

Finishes:

| | |
|----------|--|
| Floor: | Carpet with top set base except for approximately 8ft. x 5 ft. area of vinyl tile with top set base at exterior entrance to the classroom. |
| Walls: | Vinyl covered tackable wall surface on all walls floor to ceiling. |
| Ceiling: | Acoustical suspended ceiling. |

Doors and windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.

TECHNOLOGY CLASSROOM

Furnishings:

1. Magnetic dry erase boards: one 4 ft. high x 16 ft. long on Teaching Wall and one 4 ft. x 12ft. mounted on the wall adjacent to Teaching Wall. Both boards should be mounted at 30 inches above finish floor.
2. Projection screen 6ft. wide mounted above dry erase board on Teaching Wall at height 8 ft.-6 inches min.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Speakers at both sides of the projection screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within recess of window opening.

Casework:

- a) Teachers Cabinet- 7 ft. high x 2 ft. deep x 6 ft. wide with coat compartment approximately 12ft. wide. Cabinet with lockable door and adjustable shelves.
- b) 7 ft. high x 4 ft. wide x 24 inches deep storage cabinet with doors and adjustable shelves located next to the entry to classroom.

Technology:

1. Data network locations:
 - a) Classroom should have two (2) designated locations for teacher's station. Provide Type "T" drop in primary teacher's station and "S" in secondary teacher's station location.
 - b) There should be 32 student data outlets for computer stations located at walls in clusters at anticipated locations for computer carrels. Monitors should not be located against the windows. Provide 30 in space for each student. Layout of the room should have computer stations rows on both sides of the room with an isle in the middle of the room. Approximate distance between center lines of rows 6 ft. Provide space for min. two (2) printers.
 - c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of the projection screen. Cables from speakers and projector shall be connected with teacher data outlets.
 - e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One (1) duplex power outlet should be available for every data drop.

TECHNOLOGY CLASSROOM

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops.
2. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door/ Lighting should be controlled in three stages.
3. Clock and PA system speaker should be located in the wall opposite to teaching wall.
4. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Each classroom should have individual HVAC unit, controlled by an Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

SPECIAL DAY CLASSROOM

Introduction:

Classes provide small group and individual instructions to provide skills and knowledge needed to meet students' individual educational goals and to progress toward mastering district and state programs (IEP's) are written for each student.

Design Criteria:

| | |
|-----------------------|---|
| Classroom Size: | 960 sq. ft. approximately with min. ceiling height as indicated in "Individual Rooms and Approximate Areas" |
| Number of Classrooms: | Refer to "Elementary School Classroom/Activity Area Requirements" chart. |
| Design Capacity: | 20 students |
| Configuration: | Rectangular |

School Relationship:

1. Classrooms should be oriented to prevent exterior noise and activities disrupting classes in session.
2. Classrooms should be conveniently accessible to the play area.
3. Classrooms should be located within the school site area to insure that visitors are first directed to the administration offices.
4. Classrooms should be grouped in close proximity to each other.
5. Classrooms should have convenient access to restrooms.
6. Classrooms should have direct access between adjacent classrooms.
7. The exterior entrance to the classroom should be immediately adjacent to the Teaching Wall

Individual Rooms and Approximate Areas:

1. Classroom: 900 sq. ft. min. 9 ceiling height
2. Restroom: 60 sq. ft. min. 8 ft. ceiling height

Individual Rooms Relationship:

1. Restroom should be accessible directly from the classroom.
2. Restroom should be larger than minimum required to accommodate student and helping teacher.

SPECIAL DAY CLASSROOM

Finishes:

- Floor: Carpet with top set base except for a min. 6ft. deep area of vinyl tile with top set base at each exterior entrance and which extends to include in front of sink area in the counter located adjacent to the entry door.
- Walls: Vinyl covered tackable wall surface on all walls floor to ceiling.
- Ceiling: Acoustical suspended ceiling.
- Restroom: See Standard Rooms Section

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.

Furnishings:

1. Magnetic dry erase boards: one (1) 4ft. high x 16ft. long on Teaching Wall and one (1) 4ft. x 12ft. mounted on the wall adjacent to Teaching Wall. Both boards should be mounted at 30 inches above finish floor.
2. Projection screen 6ft. wide mounted above dry erase board on Teaching Wall at height 8 ft. -6 inches min.
3. Ceiling mounted projector mount District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Speakers at both sides of the projection screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within recess of window opening.
6. Wall mounted soap dispenser and paper towel dispenser at the location of sinks.

SPECIAL DAY CLASSROOM

Casework:

1. Entry wall counter top with base cabinets and sink cabinet adjacent to entry to classroom. Approximately 18 ft. long, 34 inches high cabinets with doors and adjustable shelves, four (4) drawers, one (1) 36 inches wide cabinet with drawers. Should HVAC equipment closet not be located at a corner of this wall then the overall cabinet length should be increased to occupy the additional available wall space.
2. Wall directly opposite entry wall:
 - a) 7ft. high lockable teacher's cabinet located preferably at teaching wall. Cabinet should be double door with coat compartment approximately 12 inches wide and 3 ft. wide storage with adjustable shelves.
 - b) 7 ft. high 4 ft. wide, 24 inches deep lockable storage cabinet with adjustable shelves.

Technology:

1. Data Network Locations:
 - a) Classroom should have two (2) designated locations for teacher's station. Provide Type "T" drop in primary teacher's station and "S" in secondary teacher's station location.
 - b) There should be six (6) data jacks for student data outlets in the location where the cluster of computers is ideally located.
 - c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of the projection screen. Cables from speakers and projector shall be connected with teacher data outlets
 - e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops.
2. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door/ Lighting should be controlled in three stages.
3. Clock and PA system speaker should be located in the wall opposite to teaching wall.
4. Fire alarm and security alarm systems should be provided.

SPECIAL DAY CLASSROOM

Heating, Ventilating and Air Conditioning:

1. Each classroom should have individual HVAC unit, controlled by an Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

KILN ROOM

Introduction:

The kiln room is an essential part of the visual arts program at a school. Generally, all students, at some time, participate in creating pieces, which are fired. The instructor may supervise a few students in the process of loading and unloading of the kiln. Safe and adequate storage for the cooling of the fired work is essential to the program.

Design Criteria:

Kiln Room Size: 80 sq. ft. approximately minimum square .in configuration with minimum ceiling height of 9ft.
Kiln Room Number: 1
Configuration: Rectangular

School Relationship:

1. Kiln room shall be exclusively for use as a kiln room and no other.
2. Kiln room should be close proximity to a majority of classrooms.
3. Kiln room should have adequate ventilation and required fire separation.

Finishes:

1. Floors: Sealed concrete with top set base
2. Walls: Paint finish
3. Ceiling: Paint finish

Furnishings:

1. Kiln: 7 cubic foot Skutt 10-27 or equal with kiln furniture that includes stilts, posts, half shelves and full shelves with Skutt Enviro-Vent, Vent-A-Kiln or equal.
2. Door: Louvers at top and bottom for ventilation. Provide door with hold-open.

Casework:

None

Electrical and Alarm System:

1. Kiln Room should have a duplex electrical outlet on each wall.
2. Kiln and vent should be provided with manufacturer required electrical service.
3. Overhead light control should be located at entry door.
4. Fire and security alarm systems should be provided.

Heating, Ventilation and Air Conditioning System:

Ventilation, only, required in this room.

LIBRARY/MEDIA CENTER

Introduction:

Library space shall be designed proportional to the maximum planned school enrollment. Library should be aesthetically pleasing and provide quiet and comfortable places to read, study and research. Library provides the students with resources to support all curriculum programs. The library provides storage and easy access to the print collection of books and magazines, as well as an adequate number of computers to be used for research purposes.

Design Criteria:

Size: 5000 sq. ft. approximately, min. ceiling height 10 ft.

Design Capacity: Reading Room - 60 students seating at tables. Lower grades teaching area should be contained within Library area.

Stack Area- approximately 15,000 volumes.

Computer Lab - should provide for 30 computers and four (4) printers.

Configuration: Individual rooms generally rectangular.

School Relationship:

1. Library MC/MC should be centrally located on site convenient accessible for students and instructional staff.
2. Library/MC should be oriented to reduce exterior noise and activities disrupting students.
3. Library/MC should have convenient access to restrooms.
4. Library/MC should have immediately adjacent with access to a reading/story telling courtyard.

Individual Rooms and Approximate Areas:

- | | |
|-------------------------------|---------------|
| 1. Library: | 3,500 sq. ft. |
| 2. Storage/Work: | 150 sq. ft. |
| 3. Lower Grades Reading Area: | 200 sq. ft. |
| 4. Computer Lab: | 650 sq. ft. |
- Area adequate for 30 computer stations plus printers.

Individual Room Relationships:

1. Storage/Work area should be immediately adjacent to the librarian's check out counter.
2. Lower grade reading area should be visible from librarian's check out counter.
3. Entire library should be visible for supervision from the librarian's check out counter.
4. Computer laboratory should be acoustically separated from the library; however, librarian should have visibility into the area for supervision.

LIBRARY/MEDIA CENTER

Finishes:

Floor: Carpet with top set base
Walls: Vinyl covered tackable wall surface up to 7ft. Painted gypsum board above with acoustical treatment as required for the room.
Ceiling: Acoustical

Doors and 'windows:

1. Exterior windows should be adequate to provide natural light and ventilation with portion of windows operable.
2. Main entry door to library should have safety glass vision panels on both sides of the door.
3. Interior window in workroom/office facing reading/stack room should be fixed window size as required to allow for supervision of reading/stack rooms from the workroom.
4. Interior windows between library and computer lab should be provided. Windows should be fixed, size as required to allow for supervision of the computer lab from the library.
5. Second exit from library should be controlled, alarmed exit for security.

Furnishings:

A. Library:

1. Projection screen, electrically operated, 12ft. x 8ft.
2. Speakers on both sides of the projection screen.
3. Motorized window shade system at windows located in the upper portion of the room.
4. Manually operated horizontal blinds in windows located in the lower portion of the room.
5. Library book stack shelving- cantilevered bracket type, metal with solid plastic laminated ends and tops. Bookshelves at walls four (4) shelves high. Bookshelves not against walls should be of height that does not obstruct the librarian's view of the entire area. Maximum height - 4 ft.

B. Computer Lab:

1. Projection screen, 6 ft. wide.

LIBRARY/MEDIA CENTER

Casework:

A. Library:

1. Librarian's Counter:

- a) Approximately 32 lineal ft. of island counter having height of 30 inches.
- b) Portion of the Librarian's counter should have writing surface at 42 inches on the library side of the counter. The remaining portion of the counter should be open to the Library side.
- c) Adjacent to the knee space should be a drawer cabinet with the file folder drawer. d) Near entrance to library provide in face of librarian's counter a 12 inches wide x 5 inches drop slot centered approximately 30 inches above floor. Provide 4 ft. wide clear space under counter centered on book drop slot.
- e) The remaining under counter space should have cabinet drawer immediately below the counter top with cabinet doors and adjustable shelves below the drawers.
- f) Cabinets along the wall should have one work area with knee space. Remaining cabinets with drawers and door, adjustable shelves.

2. Lower Grade Area:

- a) Bookshelf islands 15 inches deep x 36 inches high, except against walls surround the Lower Grade Area, which should be located in a corner of the Library area.

3. Wall brackets supported counters, 30 inches deep for ten computers/electronic catalogs.

Locate close to the main entry and close to librarian counter.

Note: Consult with librarian on all library casework for particular needs at the school.

B. Workroom:

- a) Countertop with base cabinets at two adjacent walls. Cabinets with doors, adjustable shelves and drawers. One (1) cabinet with sink. Cabinets 24 inches deep, 34 inches high, approximately 18 lineal ft.
- b) Upper cabinets at one wall above countertop, 30 inches high, 15 inches deep, approximately 8 lineal ft.

C. Computer Lab:

- a) Wall supported counter, 30 inches deep along three walls and island in the middle of the room. Provide low "island" wall, approximately 4 ft. tall to support counters in the middle of the room.

Note: All computer counters shall have continuous slot in the back of the counter for organization of wires.

LIBRARY/MEDIA CENTER

Technology:

1. Library should have three (3) locations for librarian station at circulation desk.
Librarian station should have data outlet including network, voice.
2. Library should have motorized projection screen, overhead projector and system of speakers.
3. Copy machine with connection to network system should be located in the vicinity of the circulation desk.
4. Workroom should have two (2) computer stations with power and data.
5. Computer lab should have designated location for minimum 18 computer stations and minimum two (2) printers.

Electrical and Alarm Systems:

1. Reading/stack room and textbook storage, duplex electrical outlets located approximately 12ft. on center on all walls.
2. Workroom, duplex electrical outlets approximately 6 to 8 ft. on center on walls.
3. Electrical outlets in location of all equipment.
4. Lighting in reading/stack room should be controlled by motion sensor located at ceiling with override switches in the circulation desk area. Lighting should be controlled in three stages.
5. Lighting in other rooms should be controlled by switches next to the entry door.
6. Clock and PA system speaker should be provided.
7. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Library Reading/Stack Room should have individual HVAC unit, controlled by Energy Management System. HVAC system for Library should be designed to achieve noise level in room NC 25-30 range. Auxiliary rooms may be combined for HVAC system as appropriate.
2. Controls and thermostat for the system should be located in the room which it is serving in the area away from windows and exterior doors.

MULTI-PURPOSE BUILDING

Introduction:

The Multi-Purpose Building provides the students with a facility for recreational programs, performances and assembling the students. It provides a large area in which the students can eat meals and gather for school function. Student performances for parents and community are staged within this facility. The exterior platform provides the school with the opportunity to present performances and information to the student body gathered in the central courtyard of the school. In the San Ramon Valley Unified School District the multi-purpose building additionally serves parent and community uses and functions during non-school hours.

Design Criteria:

Multi-Purpose Building: 8,000 sq. ft. approximately total building area with minimum ceiling height in Multi-Purpose Room of approximately 20ft. min. Ceiling height in other rooms as indicated in "Individual Spaces and Approximate Areas" and "Standard Rooms Section."

Configuration: Rectangular

School Relationships:

1. Multi-Purpose Building should be located near the off street parking area.
2. Multi-Purpose Building should be convenient to student and visitor access.
3. Multi-Purpose Building should be located convenient for deliveries to kitchen.
4. Multi-Purpose Building should be located with exterior storage oriented to the student central gathering area of the school site.

Individual Rooms and Approximate Areas:

- | | | |
|------------------------|---------------|------------------------------------|
| 1. Multi-Purpose Room | 4,300 sq. ft. | |
| 2. Platform | 900 sq. ft. | 18 ft. approx. min. ceiling height |
| 3. Kitchen Inc. Office | 600 sq. ft. | 9 approx. min. ceiling height |
| 4. Rest Rooms | 600 sq. ft. | |
| 5. Receiving | 240 sq. ft. | 9 ft. approx. min. ceiling height |
| 6. Chair Storage | 300 sq. ft. | 8 ft. approx. min. ceiling height |
| 7. Table Storage | 160 sq. ft. | 8 ft. approx. min. ceiling height |
| 8. Storage | 175 sq. | 8 ft. approx. min. ceiling height |
| 9. Custodian | 90 sq. ft. | 8ft. approx. min. ceiling height |
| 10. Snack Room | 50 sq. ft. | |
| 11. Entry/Foyer | 350 sq. ft. | |
| 12. Exterior Platform | 600 sq. ft. | (approximately 8ft. in depth.) |

MULTI-PURPOSE BUILDING

Individual Room Relationships:

1. Multi-Purpose Room is central to the building with the platform immediately adjacent on the longer dimension of the Multi-Purpose Room.
2. Restrooms should be located near the main entrance to the Multi-Purpose Room.
3. Kitchen should be immediately adjacent to the receiving room.
4. Kitchen should be located on the shorter dimension of the Multi-Purpose Room, so as to provide maximum distance for student queuing lines.
5. Chair and table storage rooms should be directly accessible to the Multi-Purpose Room. Chair storage should have double door access.
6. A storage area should be directly accessible to the platform.

Finishes:

1. Multi-Purpose Room Finishes:
 - a) Floors: Vinyl Composition Tile, cushion with top set base. Game lines should be in-set vinyl marking lines and should include basketball and volleyball court lines in different colors.
 - b) Walls: Wainscot approximately 8 ft. above floor pre-finished wall panel; above wainscot approx. 8 ft. of vinyl covered acoustical wall panels as necessary for sound absorption, and paint wall finish above.
 - c) Ceiling: Paint finish
2. Platform Finishes:
 - a) Floor: Vinyl composition tile with top set base.
 - b) Floor: Concrete finish on exterior platform
 - c) Walls: Vinyl wall covering
 - d) Ceiling: Paint finish
3. Kitchen Finishes:
 - a) Floor: Sheet vinyl with coved base except where quarry tile with quarry tile base are required by code.
 - b) Walls: Fiberglass reinforced wall panels
 - c) Ceiling: Paint finish
4. Restrooms Finishes: See Standard Rooms Section
5. Receiving, Chair Storage, Table Storage Room Finishes:
 - a) Floor: Vinyl Composition Tile with top set base
 - b) Walls: Paint finish
 - c) Ceiling: Paint finish
6. Custodian Room: See Standard Rooms Section
7. Entry/Foyer:
 - a) Floor: Ceramic tile
 - b) Walls: Paint finish
 - c) Ceiling: Paint finish

MULTI-PURPOSE BUILDING

Doors and Windows:

1. Exterior windows should provide natural light for multi-use room.

Furnishings:

1. Multi-Purpose Room:

- a) Two (2) retractable shatter-proof basketball backboards with hoops and cloth nets.
- b) Two (2) sets of in floor volleyball post standards.
- c) Wall mounted projector brackets on wall opposite to screen.
- d) Wall mounted sound system speakers, one on each side of the stage opening.

2. Platform:

- a) Stage Curtains and tract.
- b) Sound rated folding partition with hard surface toward Multi-Purpose Room (Won Door Manufacture or equal).
- c) 12ft x 12ft. retractable projection screen above platform opening to Multi-Purpose Room.
- d) Overhead door at the rear of the platform and opening on to exterior platform.
- e) Provide pipe unistrut grid above the stage and pipes within the room for stage lighting.

3. Kitchen:

- a) Roll-up counter door approximately 10 ft. wide x 4 ft. high located between Kitchen and Multi-Purpose Room at serving station.
- b) Kitchen equipment shall be designated by District. At the minimum provide:
 1. Milk Cooler
 2. Wire Storage Shelving
 3. Double Convection Oven
 4. Type II Exhaust Hood
 5. SIS Wall Liner
 6. SIS Wall Cabinet
 7. 3-Tub Pot Sink
 8. Garbage Disposal
 9. Prerinse Unit
 10. Air Door
 11. Sheet Pan Rack
 12. Reach-In Refrigerator
 13. Reach-In Freezer
 14. Warming Cabinet
 15. SIS Work counters
 16. SIS/Double Over shelf
 17. Microwave Oven
 18. SIS Worktable

APPENDIX G

Middle School District Standards

GENERAL MIDDLE SCHOOL DESIGN CRITERIA

Introduction:

A physically and emotionally safe learning environment supports academic risk taking, invites student participation, and structures cooperative teaching and learning environments in the District's schools. Children of all ability levels and from all linguistic, socioeconomic and cultural backgrounds are actively involved in the core curriculum (Languages Arts, Mathematics, Science, History/Social Science, Technology, Physical Education, Health, and the Visual and Performing Arts.) All students access the curriculum through small and large group instruction, many opportunities to participate and work directly with materials, and activities that enable discovery of new ideas and concepts. Flexible schedules, groupings, and instructional strategies offer multiple ways for students to achieve the District's content standards and to demonstrate their learning. Formalized before and after-school programs support academic achievement in a safe, supervised, and nurturing environment. Special needs students receive specialized programs and support to insure their success.

Classroom design allows for range of 28-32 students in class. The District's middle school sites provide students with well-equipped standard classrooms, science rooms, technology labs, music rooms, art rooms, multi-purpose room and athletic facilities. A well-supplied Library with technological resources and instructional materials are accessible by all students.

A 6-8 middle school in the Alameda Unified School District should be designed for a traditional school calendar.

Design Criteria:

| | |
|------------------|-----------------------------|
| Design Capacity: | 720 students |
| Site Acreage: | 16 acres, net useable acres |

B. ACTIVITY SPACE DESCRIPTION

STANDARD CLASSROOM GRADES 6- 8

Introduction:

Classroom shall have adequate space to perform the curriculum for the planned enrollment.
Classroom shall be flexibly designed to allow for interchangeable activities in the classroom.

Design Criteria:

| | |
|---------------------------------------|--|
| Classroom Size: Number of Classrooms: | 960 sq. ft. with minimum ceiling height 9ft. Refer to "Middle School Classroom/Activity Area Requirements" chart. |
| Design Capacity: | 30 students per classroom |
| Configuration: | Rectangular |

School Relationship:

1. Classrooms should be oriented to prevent exterior noise and activities disrupting classes in session.
2. Classrooms should be grouped in close proximity to each other.
3. Classrooms should have convenient access to restrooms.
4. The exterior entrance to the classroom should be at the wall perpendicular to the Teaching Wall.
5. Acoustical insulation should be provided in walls separating classrooms and in walls separating classrooms from restrooms and noisy rooms.
6. Learning tables placed in small and large group settings, as well as individual activities. Classrooms are organized for team teaching and specialized classes are available to all students.

STANDARD CLASSROOM

Finishes:

Floor: Carpet with top set base
Walls: Vinyl covered tackable wall surface on all walls floor to ceiling.
Ceiling: Acoustical suspended ceiling.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.

Furnishings:

1. Magnetic dry erase boards: one 4ft. high x 16ft. long on Teaching Wall, mounted 36 inches above floor.
2. Projection screen 8 ft. wide mounted above dry erase board on Teaching Wall at 2 inches below ceiling grid.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Two (2) speakers should be installed next to projection screen, one on each side of screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within recess of window opening.

Casework:

1. 7ft. high, 4ft. long lockable teacher's cabinet located preferably at teaching wall. Cabinet should be double door with coat compartment approximately 12 inches wide, and two (2) legal file drawers. 3 feet wide storage with adjustable shelves.
2. Wall opposite to teaching wall: Approximately 13 lineal ft. of countertop with base cabinets and approximately 9 lineal ft. of wall hung cabinets above. Base cabinets with doors and adjustable shelves. One 4 ft. long, 30 inches deep cabinet with flat storage drawers, five drawers. Wall hung cabinets with doors and adjustable shelves.
3. Window wall: Bookshelves under windows approximately 15 lineal ft., 34 inches high, 12 inches deep with adjustable shelves. Countertop at the top of bookcase.

STANDARD CLASSROOM

Technology:

1. Data Network Locations:

- a) Classroom should have two (2) designated locations for teacher's station. Provide Type "T" drop in primary teacher's station and "S" in secondary teacher's station location.
- b) There should be six (6) data jacks for student data outlets in the location where the cluster of computers is ideally located.
- c) Projector should be installed in each classroom at ceiling projector mount.
- d) Speakers should be installed at each side of the projection screen. Cables from speakers and projector shall be connected with teacher data outlets
- e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.

2. Power Requirements:

- a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
- b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops.
2. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door/ Lighting should be controlled in three stages.
3. Clock and PA system speaker should be located in the wall opposite to teaching wall.
4. Fire alarm and security alarm systems should be provided.
5. Power outlet should be provided at ceiling for ceiling mounted projector.

Heating, Ventilating and Air Conditioning:

1. Each classroom should have individual HVAC unit, controlled by an Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

SCIENCE CLASSROOM

Introduction:

Science Classrooms shall be designed in accordance with the planned curriculum. Classrooms shall have adequate space and features to perform the curriculum functions for Life Sciences, Physical Sciences and Earth Sciences. Curriculum includes written and laboratory work, lectures and discussions and group research and computer simulations, analysis of data, and development of basic science skills such as use of the lab, lab equipment and lab safety.

Design Criteria:

| | |
|-----------------------|--|
| Size: | 1,500 sq. ft. approximately total area with minimum ceiling height and indicated in "Individual Spaces and Approximate Areas." |
| Number of Classrooms: | Refer to "Middle School" Classroom Activity Area Requirements" chart. |
| Design Capacity: | 30 students |
| Configuration: | Rectangular |

School Relationship:

1. Classrooms should be oriented to prevent exterior noise and activities disrupting classes in session. They should be isolated from Music Rooms, Tech and athletic facilities.
2. Classrooms should be grouped in close proximity to each other.
3. Classrooms should have convenient access to restrooms.
4. Acoustical insulation should be provided in walls separating classrooms and in walls separating classrooms from restrooms and noise rooms.

Individual Rooms and Approximate Areas:

- | | | |
|-------------------|-----------------------------|---------------------------|
| 1. Classrooms/Lab | 1,300 sq. ft. per classroom | min. 9 ft. ceiling height |
| 2. Prep Room | 200 sq. ft. per classroom | min. 8 ft. ceiling height |

Individual Room Relationships:

1. Preparation area should be immediately adjacent and accessible from room which it is serving.
2. Classroom adjacent to each other should share combined preparation area.

SCIENCE CLASSROOM

3. Classroom shall have fixed lab tables at perimeter of the room and lecture area in the middle. Classroom should be flexibly designed to insure full student access to laboratory stations and lecture areas. Room should be provided for movement of students around fixed-lab tables.
4. Emergency shower/eye wash should be provided in each classroom.

Finishes:

Science Classrooms:

1. Floors: Vinyl composition tiles suitable for use in Science Laboratories. Top set base.
2. Walls: Vinyl covered tackable wall.
3. Ceiling: Acoustical suspended ceiling.

Preparation Rooms:

1. Floors: Vinyl composition tiles suitable for use in Science Laboratories.
2. Walls: Gypsum board painted. Vinyl covered tackable wall surface where appropriate in preparation rooms.
3. Ceiling: Acoustical suspended ceiling.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.
3. Door between Classroom and Prep Area should have safety glass vision panel approximately 20 inches wide and 24 inches high in the upper portion of the door.

Furnishings:

1. Horizontal sliding magnetic dry erase board installed at the face of cabinet at teaching wall.
2. Projection screen 8ft. wide mounted above dry erase board on Teaching Wall, mounted in front of Teaching Wall cabinet.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment. Note: Projection screen should be off-set from the center of demonstration desk to provide complete view of the screen by students.

SCIENCE CLASSROOM

4. Speakers at both sides of the projection screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within recess of window opening.
6. Prep rooms should be provided with one(1) safety cabinets (36 inches wide, 16 inches deep, 36 inches high).

Casework:

All casework in Science Classrooms and Preparation Rooms should be laboratory grade wood casework with epoxy resin countertops. All cabinets should be lockable. All shelves should be full-width and adjustable. All waste piping should be acid resistant.

1. Teaching Wall:
 - a) Teaching wall cabinet, 12ft. wide, 7ft. high. Bottom cabinets 34 inches high, 24 inches deep with doors and adjustable shelves. Top cabinets 18 inches deep with adjustable shelves/ Top portion should be enclosed with 12ft. wide sliding markerboard as described in Item 1 of Furnishings.
 - b) Teachers Cabinet- 7 ft. high x 2 ft. deep x 4 ft. wide with coat compartment approximately 12 inches wide and two (2) legal file drawers. Cabinet with lockable door and adjustable shelves.
 - c) Two (2), 7ft. high x 3 ft. wide x 24. inches deep storage cabinets with doors and adjustable shelves, two (2) legal drawers.
2. Teacher Station - Demonstration Desk located in front of teaching wall, approximately 7 ft. long, 34 inches high. Desk should have sink with cold and warm water, gas outlet, air outlet and area for computer screen and keyboard. Knee space in the middle. Cabinets with drawers and doors should be located on both sides of the knee space. Front rail at the desk should have room power shutdown with key and room gas shutoff with pilot light in addition to power and data outlet.
3. Perimeter Lab Tables:
 - a) Perimeter lab tables should be located at three (3) walls. Cabinets along the walls should have plumbing chase against the wall in the back of the cabinet. Depth of the plumbing chase should be 6 inches, depth of the cabinets 18 inches for the total depth of 24 inches with 25 inches deep countertop, 34 inch high cabinets. There should be 10 student work stations. Each station 7 ft. long should have cabinet with door and adjustable shelves on both sides of sink cabinet.

SCIENCE CLASSROOM

- b) Wall hung cabinets above base cabinets shall be provided. Portion of the wall hung cabinets with doors and adjustable shelves, 15 linear ft. of wall hung cabinets without doors. Each student station shall have gas outlet, air outlet data outlet and power outlets.
- c) Preparation Room:
 - i. 16 linear ft. of the preparation counter with base cabinets, including sinks, cabinet and 9 linear ft. of wall hung cabinets above. Base cabinets with drawers, doors and adjustable shelves. Wall hung cabinets with doors and adjustable shelves.
 - ii. 4ft. wide fume hood at the end of preparation counter (air flow, low ventilation, fume hood)
 - iii. 9 linear ft. of 7 ft. tall, 24 inches deep, storage cabinets with doors and adjustable shelves.
 - iv. 4 linear ft. of 5 ft. tall, 30 inches deep, storage cabinets with doors and adjustable shelves.
 - v. 3 ft. high, 3ft. wide, 16 inches deep, safety storage cabinet.
 - vi. Teacher work station: 5 linear ft. countertop with 2 ft. wide set of drawers and base cabinets, knee space: 5 ft. wide open bookcase cabinet above.
 - vii. 3 ft. wide space, next to storage cabinets for refrigerator.

Technology:

- 1. Data network locations:
 - a) Classroom should have designated location for teacher's station. Provide Type "T" drop in primary teacher's station.
 - b) There should be student data outlets for computer stations located at walls at the perimeter of the room at each lab station.
 - c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of the projection screen. Cables from speakers and projector shall be connected with teacher data outlets
 - e) Provide wall mounted outlet, 6" above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
- 2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

SCIENCE CLASSROOM

Electrical and Alarm Systems:

1. Science Classrooms should have duplex electrical outlets located at walls at each lab table and approximately 6 to 8 ft. on center on remaining walls and above countertops.
2. Electrical outlet at ceiling should be provided for video projector.
3. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
4. Clock and PA system speaker should be located on the wall opposite to teaching wall.
5. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Each classroom should have individual HVAC unit, controlled by Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.
3. Separate ventilating system should be provided for each science classroom each preparation room's ventilation system may be connected to adjacent science room.

TECHNOLOGY CLASSROOM / LAB

Introduction:

Technology Classroom shall have adequate space to perform the curriculum function which includes hands-on experience in computer science and industrial arts portion of educational program, including hands-on experience learning about primary technologies used in manufacturing operations. Room should provide ample space for technology module stations. The teacher's work station shall be located so that the teacher can provide effective supervision and instruction.

Design Criteria:

| | |
|---------------------------------------|--|
| Classroom Size: Number of Classrooms: | 1900 sq. ft. approximately with min. ceiling height 9ft. Refer to "Middle School Classroom/Activity Area Requirements" chart. |
| Design Capacity: | 30 students |
| Configuration: | Rectangular |

School Relationship:

1. A technology classroom should be oriented to prevent exterior noise and activities disrupting students in class.
2. A technology classroom should be centrally located to all classrooms.
3. Technology lab should have exterior access.
4. Technology lab should have convenient access to restrooms.
5. Acoustical insulation should be provided in walls separating technology lab from other rooms and in walls separating classrooms from restrooms and noise rooms.

Individual Rooms and Approximate Areas:

| | | |
|---------------------|--------------|--------------------------|
| 1. Technology Lab | 1500 sq. ft. | min. 9ft. ceiling height |
| 2. Fabrication Room | 300 sq. ft. | min. 9ft. ceiling height |
| 3. Office | 100 sq. ft. | min. 8ft. ceiling height |

Finishes:

| | |
|----------|--|
| Floor: | VCT with top set base. |
| Walls: | Vinyl covered tackable wall surface on all walls floor to ceiling. |
| Ceiling: | Acoustical suspended ceiling. |

TECHNOLOGY CLASSROOM / LAB

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. There should be windows between technology lab and fabrication room for supervision.
3. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.

Furnishings:

1. Horizontal sliding magnetic dry erase board installed at the face of cabinet at teaching wall.
2. Projection screen 8ft. wide mounted above dry erase board on Teaching Wall, mounted in front of Teaching Wall cabinet.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Speakers at both sides of the projection screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within recess of window opening.

Casework:

1. Technology Lab:

- a) Teaching wall cabinet, 12ft. wide x 7ft high. Bottom cabinets 34 inches high x 24 inches deep with doors and adjustable shelves. Top cabinets 18 inches deep • with adjustable shelves. Top portion should be enclosed with 12 ft. wide sliding markerboard as described in Item 1 of Furnishings.
- b) Teachers Cabinet, 7ft. high x 2ft. deep x 4ft. wide with coat compartment approximately 12 inches wide, and two (2) legal file drawers. Cabinet with lockable door and adjustable shelves.
- c) 7ft. high x 3 ft. wide x 24 in. deep storage cabinet with doors and adjustable shelves, and two 7ft high x 3 ft. wide x 30 inches deep storage cabinets with doors and adjustable shelves.
- d) 18 lineal ft. of base cabinets with countertop and sink cabinet at the wall between lab and fabrication room. Base cabinets with doors and adjustable shelves, one 18 inches wide unit with drawers.

2. Fabrication Room

- a) Approximately 30 lineal ft. of the wall supported stainless steel countertop: "L." or "U" shaped is acceptable.

TECHNOLOGY CLASSROOM / LAB

- b) 4 ft. wide x 24 inches deep x 7ft. high storage cabinet with doors and adjustable shelves.
 - c) 4ft. wide x 24 inches deep x 5ft. high storage cabinet with doors and middle shelf.
3. Office
- a) 4ft. wide x 7ft. high x 24 inches deep teachers cabinet with 12 inches wide coat compartment, and two (2) legal file drawers. Cabinet with doors and adjustable shelves.

Technology:

1. Data network locations:
 - a) Classroom should have designated location for teacher's station. Provide Type "T" drop in primary teacher's station.
 - b) There should be 32 student data outlets for computer stations or technical module stations located at walls at the perimeter of the room.
 - c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of the projection screen. Cables from speakers and projector shall be connected with teacher data outlets
 - e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops.
2. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door/ Lighting should be controlled in three stages.
3. Clock and PA system speaker should be located in the wall opposite to teaching wall.
4. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Each classroom should have individual HVAC unit, controlled by an Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

CULINARY ARTS CLASSROOM

Introduction:

Culinary Arts Classroom shall be designed in accordance with the planned curriculum. Classroom shall have adequate space and features to perform the curriculum function. Curriculum includes building skills in food preparation, and understanding nutrition. The classroom should have space for individual/small group, and whole class instruction.

Design Criteria:

| | |
|-----------------------|---|
| Size: | 1,650 sq. ft. approximately total area with min. ceiling height as indicated in "Individual Rooms and Approximate Areas." |
| Number of Classrooms: | Refer to Middle School Classroom Activity Area Requirements" chart. |
| Design Capacity: | 32 students per classroom. |
| Configuration: | Rectangular |

School Relationship:

1. Classrooms should have convenient access to restrooms.
2. Classroom should be located to allow for easy delivery of the supplies/groceries.

Individual Rooms and Approximate Areas:

- | | | | |
|----|------------------|--------------|----------------------------|
| 1. | Classroom: | 1,300 sq ft. | min. 9 ft. ceiling height. |
| 2. | Storage Room: | 150 sq. ft. | min. 8 ft. ceiling height. |
| 3. | Preparation Room | 200 sq. ft | min. 8 ft. ceiling height |

Individual Rooms Relationships:

1. Storage Room and preparation room should be immediately adjacent and accessible from the classroom.
2. Classroom should have six (6) fixed cooking stations at perimeter of the room and dining/lecture area in the middle.
3. Dining area should accommodate six (6) dining tables.
4. Classroom should have sufficient space to insure full students and teacher access to stations and lecture area.

CULINARY ARTS CLASSROOM

Finishes:

1. Floors: Vinyl composition with top set base. Vinyl
2. Walls: walls covering on gypsum board.
3. Ceiling: Acoustical suspended ceiling.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.

Furnishings:

1. Magnetic Dry Erase Board: One (1) 4ft. x 16ft. on the teaching wall.
2. Projection Screen 8ft. wide mounted above dry erase board at teaching wall.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen based on currently purchased equipment.
4. Speakers at both sides of the projection screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within window openings.
6. Electric range at each cooking station.
7. Microwave oven at each cooking station.
8. Undercounter dishwasher -located in prep room.
9. Washer & dryer - located in prep room.
10. One (1) Reach-in Refrigerator/Freezer- and one (1) Reach-in Accessible Refrigerator/Freezer should be located in the storage room side by side.

Casework:

1. All casework in the Culinary Arts Classroom should be plastic laminate. Plastic laminate countertops should have coved base and no-drip edges. All cabinets lockable with adjustable shelves.
2. Students cooking stations- six (6) stations. Each station 36 inches high approximately 10 ft. long against the wall. Double compartment sink should be located in the middle of the station against the wall. Base cabinets 24 inches deep with top drawer and doors on both sides of the sink cabinet. Wall hung cabinets with doors and adjustable shelves above counter at wall. Wall hung cabinets should include built-in microwave.

CULINARY ARTS CLASSROOM

3. All sinks in foods classroom should have cold and warm water and should have garbage disposals.
4. Accessible cooking station should be provided.
5. 7 ft. high lockable teachers cabinet located in the area of the teaching wall - cabinet should be double door with coat compartment approximately 12 inches wide and 3 ft. wide storage with adjustable shelves. Two legal file drawers.
6. Preparation Room- base cabinets, one cabinet with sink and wall hung cabinets above, approximately 10 lineal ft.. Cabinets with doors and adjustable shelves. One, 4 ft. wide x 7 ft. high, 24 inches deep storage cabinet with drawers and adjustable shelves.

Technology:

1. Data Network Locations:
 - a) Classroom should have designated location for teacher station. Teacher station should have data outlets including network and voice.
 - b) Six (6) locations in the classroom should feature student data outlets below dry erase board for movable computer stations.
 - c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of the projection screen. Cables from speakers and projector shall be connected with teacher data outlets.
 - e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Each cooking station should have electrical outlets for built-in equipment and also convenience outlets. Minimum two (2) duplex receptacles for other kitchen equipment.
2. Duplex electrical outlets located approximately 4 ft. on center max. on all walls above countertops.
3. Electrical outlets for all scheduled equipment and convenience outlets in storage room and preparation room.

CULINARY ARTS CLASSROOM

4. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
5. Clock and PA system speaker should be located on the wall opposite to teaching wall.
6. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Classroom should have individual HVAC unit, controlled by Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors and away from the equipment generating heat.
3. Ventilation system including a hood should be provided above every cooking station.

CERAMICS CLASSROOM

Introduction:

Curriculum includes learning of variety techniques in clay construction, wheel throwing, glazing and surface decoration. Classroom features should support curriculum function.

Design Criteria:

| | |
|-----------------------|---|
| Size: | 2000 sq. ft. approximately total area with minimum ceiling height as indicated in "Individual Rooms and Approximate Areas." |
| Number of Classrooms: | Refer to "Middle School Classroom Activity Area Requirements" chart. |
| Design Capacity: | 30 students per classroom |
| Configuration: | Rectangular |

School Relationship:

1. Ceramic classrooms should be grouped in close proximity to each other.
2. Classroom should have convenient access to restrooms.
3. Acoustical insulation should be provided in walls separating ceramic classrooms, and in walls separating ceramic classrooms from restrooms.
4. Ceramics room should have exterior fenced and covered yard.
5. Yard entrance gate should be accessible from delivery road and separated from pedestrian traffic.

Individual Rooms and Approximate Areas:

- | | | |
|------------------------|---------------|----------------------------|
| 1. Ceramics Classroom: | 1,350 sq. ft. | min. 10 ft. ceiling height |
| 2. Kiln Room | 70 sq. ft. | min. 9 ft. ceiling height |
| 3. Storage | 180 sq. ft. | min. 8 ft. ceiling height |

Individual Rooms Relationship:

1. Kiln room and storage should be accessible directly from ceramics classroom.
2. Exterior covered ceramics yard should be accessible directly from ceramics classroom.

CERAMICS CLASSROOM

Finishes:

Classroom and Storage:

1. Floor: Seamless epoxy flooring with integrated coved base.
2. Walls: Vinyl wall covering.
3. Ceiling: Acoustical suspended ceiling.

Kiln Room:

1. Floor: Quarry tile with quarry sanitary base.
2. Walls: Gypsum board painted.
3. Ceiling: Gypsum board painted.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.
3. Door should be provided between ceramics classroom and ceramics yard.

Furnishings:

1. Horizontal sliding magnetic dry erase board installed at the face of cabinet at teaching wall.
2. Projection screen 8ft. wide mounted above dry erase board on Teaching Wall, mounted in front of Teaching Wall cabinet.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Speakers at both sides of the projection screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within recess of window opening.
6. Kiln- electric should be located in kiln room.
7. Pottery wheels- six (6).

CERAMICS CLASSROOM

Casework:

1. Teaching wall.
 - a) Teaching wall cabinet, 12ft. wide x 7ft. high bottom cabinets 34 inches high x 24 inches deep with doors and adjustable shelves. Top cabinets 18 inches deep with adjustable shelves. Top portion should be enclosed with 12ft. wide sliding markerboard as described in Item 1 of furnishings
 - b) 7 ft. high lockable teacher's cabinet located in the area at teaching wall. Cabinet should be double door with coat compartment approximately 12 inches wide and 3 ft. wide storage with adjustable shelves. Two legal file drawers
 - c) 3 ft. wide base cabinet and wall hung cabinet above. Cabinets with doors and adjustable shelves.

Other Casework:

- 2)
 - a) 34 inches high counter approximately 25 ft. long with three sinks along window wall. All sinks should have solid interceptor and cold and warm water.
 - b) Approximately 25 lineal ft. of base cabinets with countertop and wall hung cabinets. Cabinets with doors and adjustable shelves.
 - c) 7ft. high x 4ft. wide x 30 inches deep storage cabinet with solid door and adjustable shelves.
 - d) 7ft. high x 30 inches deep storage cabinets with mesh doors and adjustable shelves.
 - e) 4ft. high x 4ft. wide x 30 inches deep cabinet with seven (7) drawers.
 - f) 4 ft. wide x 4'-6" high set of mail box compartment cabinets with middle divider. 20 slots total. 1/4" thick removable shelves.
 - g) Storage Room- approximately 30 lineal ft. of storage cabinets, 7ft. high x 24 inches deep with doors and adjustable shelves.

Technology:

1. Data Network Locations:
 - a) Classroom should have designated location for teacher station. Teacher station should have data outlets including network and voice.
 - b) Two (2) locations in the classroom should feature student data outlets.

CERAMICS CLASSROOM

- c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of the projection screen. Cables from speakers and projector shall be connected with teacher data outlets
 - e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
2. Power Requirements:
- a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops.
2. Floor mounted electrical outlets should be provided for pottery wheels.
3. Electrical outlet for kiln in Kiln Room.
4. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
5. Clock and PA system speaker should be located on the wall opposite to teaching wall.
6. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Classroom should have individual HVAC unit, controlled by Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.
3. Classroom, and Kiln Room should have separate ventilating system.

ART CLASSROOM

Introduction:

Art Classroom should be adequate to perform the function of the planned curriculum. Curriculum includes fundamentals of art expression, drawing and painting using different techniques and methods, and design concepts.

Design Criteria:

Classroom Size: Number 1500 sq. ft. approximately with min. 9ft. ceiling height. Refer to
of Classrooms: Design "Middle School Activity Area Requirements" chart.
Capacity: Configuration: 30 students per classroom.
 Rectangular

School Relationship:

1. Classroom should be oriented to prevent exterior noise and activities disrupting classes in session.
2. Arts classrooms should be grouped in close proximity to each other.
3. Classrooms should have convenient access to restrooms.
4. Acoustical insulation should be provided in walls separating classrooms and in walls separating classrooms from restrooms and noise rooms.

Individual Rooms and Approximate Areas:

- | | | | |
|----|--------------|--------------|---------------------------|
| 1. | Classroom | 1300 sq. ft. | min. 9 ft. ceiling height |
| 2. | Storage Room | 200 sq. ft. | min. 8 ft. ceiling height |

Finishes:

1. Floors: Vinyl composition tile with top set base.
2. Walls: Tackable wall surface at all walls floor to ceiling.
3. Ceiling: Acoustical suspended ceiling.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.

ART CLASSROOM

Furnishings:

1. Horizontal sliding magnetic dry erase board installed at the face of cabinet at teaching wall.
2. Projection screen 8ft. wide mounted above dry erase board on Teaching Wall, mounted in front of Teaching Wall cabinet.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Speakers at both sides of the projection screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within recess of window opening.

Casework:

1. Teaching wall.
 - a) Teaching wall cabinet, 12ft. wide, 7ft. high. Bottom cabinets 34 inches high, 24 inches deep with doors and adjustable shelves. Top cabinets 18 inches deep with adjustable shelves. Top portion should be enclosed with 12ft. wide sliding markerboard as described in Item 1 of Furnishings.
 - b) 7ft. high lockable teacher's cabinet located next to the entry. Cabinet should be double door with coat compartment approximately 12 inches wide and 3ft. wide storage with adjustable shelves, and two (2) legal file drawers.
 - c) Two, 7 ft. high, 4ft. wide, 24 inches deep storage cabinet with mesh doors and adjustable shelves.
 - d) 3 ft. wide base cabinet and wall hung cabinet above. Cabinets with doors and adjustable shelves.
- 2) Other Casework:
 - a) 34 inches high counter approximately 25ft. long with three (3) sinks along window wall. All sinks should have solids interceptor and cold and warm water.
 - b) Approximately 25 lineal ft. of base cabinets with countertop and wall hung cabinets. Cabinets with doors and adjustable shelves.
 - c) 7ft. high, 4ft. wide, 30 inches deep storage cabinet with solid door and adjustable shelves.
 - d) Two, 7ft. high, 4ft. wide, 30 inches deep storage cabinets with mesh doors and adjustable shelves.
 - e) 4'-6" high, 4ft. wide, 30 inches deep cabinet with 7 drawers.
 - f) 4ft. wide, 4'-6" high set of mail box compartment cabinet with middle divider. 20 slots total. 4 inches thick removable shelves.

ART CLASSROOM

Technology:

1) Data network locations:

- a) Classroom should have designated location for teacher's station. Provide Type "T" drop in primary teacher's station.
- b) Two locations in the classroom should feature student data outlets.
- c) Projector should be installed in each classroom at ceiling projector mount. d) Speakers should be installed at each side of the projection screen. Cables from speakers and projector shall be connected with teacher data outlets
- e) Provide wall mounted outlet, 6" above the finished ceiling, above dry erase board on teaching wall for future wireless network device.

2) Power Requirements:

- a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
- b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

- 1. Classroom should have duplex electrical outlets located approximately 6 to 8ft. on center on all walls and above countertops.
- 2. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
- 3. Clock and PA system speaker should be located on the wall opposite to teaching wall.
- 4. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

- 1. Classroom should have individual HVAC unit, controlled by Energy Management System.
- 2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

VIDEO CLASSROOM

Introduction:

Video production class curriculum includes learning of the basic video techniques, associated with the production of video presentation and creating actual video. productions. Design of the area should be adequate to support this curriculum ,

Design Criteria:

| | |
|-----------------------|--|
| Size: | 2,000 sq. ft. approximately with min. ceiling height as indicated in "Individual Rooms and Approximate Areas." |
| Number of Classrooms: | Refer to "Middle School Classroom Activity Area Requirements" chart. |
| Design Capacity: | 30 students per classroom. |
| Configuration: | Rectangular |

School Relationship:

1. Video Classroom should be oriented to prevent exterior noise and activities disrupting classes in session. It should be isolated from Music Rooms and Athletic Facilities.
2. Classroom should have convenient access to restrooms.
3. Acoustical insulation should be provided in walls separating classrooms and in walls separating classroom from restrooms and noise rooms.

Individual Rooms and Approximate Areas:

- | | | |
|------------------|---------------|----------------------------|
| 1. Classroom: | 1,400 sq. ft. | min. 9 ft. ceiling height |
| 2. Video Studio: | 330 sq. ft. | min. 12 ft. ceiling height |
| 3. Control Room: | 270 sq. ft. | min. 9 ft. ceiling height |

Individual Rooms Relationships:

1. Control room and video studio should be accessible from the classroom.
2. Video studio should be accessible from control room and must have access to corridor.
3. Control room should have two (2) control counters.

VIDEO CLASSROOM

4. Location of the video studio should allow for easy movement of the production studio accessories, scenery items, etc.
5. Video studio should be acoustically isolated from all surrounding rooms and exterior of the room.

Finishes:

Classroom and Control Room:

1. Floors: Carpet with top set base.
2. Walls: Vinyl covered tackable wall surface.
3. Ceiling: Acoustical suspended ceiling.

Video Studio:

1. Floor: Vinyl composition tile with top set base.
2. Walls: Gypsum board and fabric covered acoustical wall panels as needed to meet acoustical requirements of the room.
3. Ceiling: Gypsum board painted

Doors and Windows:

1. Classroom windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 in. wide and 24 in. high on strike side of the door.
3. There should be fixed glass window between control room and video studio, approximately 10 ft. long, 4 ft. high and between video studio and classroom.
4. Doors to control room and all doors in the video studio should be acoustical door, STC rating as required, min. 40.

Furnishings:

Classroom:

1. Magnetic dry erase boards: one 4 ft. high x 16 ft. long on Teaching Wall and one 4ft. x 12ft. mounted on the wall adjacent to Teaching Wall. Both boards should be mounted at 30 inches above finish floor.
2. Projection screen 8 ft. wide mounted above dry erase board on Teaching Wall at height 8 ft. 6 inches min.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.

VIDEO CLASSROOM

4. Speakers at both sides of projection screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within recess of window opening.

Video Studio:

1. Metal lighting grid should be installed at ceiling in production studio at approximately 12ft. above floor.
2. Production drapery at three (3) walls and to classroom.
3. No outside windows- only to control room.

Control Room:

1. Lighting equipment rack and audio-visual equipment rack for production studio should be located in control room.

Note: Consult with the District on particular equipment required.

Casework:

Classroom:

1. Teaching wall.
 - a) Teaching wall cabinet, 12 ft. wide, 7 ft. high. Bottom cabinets 34 inches high, 24 inches deep with doors and adjustable shelves. Top cabinets 18 inches deep with adjustable shelves. Top portion should be enclosed with 12 ft. wide sliding markerboard as described in Item 1 of Furnishings.
 - b) Teachers Cabinet- 7 ft. high, 2 ft. deep, 4 ft. wide with coat compartment approximately 12 inches wide, and two (2) legal file drawers. Cabinet with lockable door and adjustable shelves.
 - c) Three (3) 7 ft. high, 3 ft. wide, 24 inches deep storage cabinet with doors and adjustable shelves and two (2) 7 ft. high, 3 ft. wide, 30 inches deep storage cabinets with doors and adjustable shelves.
2. Other casework.
 - a) 7ft. high, 4ft. wide, 24 inches deep storage cabinet with doors and adjustable shelves.

VIDEO CLASSROOM

Control Room:

- 1) Approximately 12ft. long counter divided into four sections at the windows to production room, 30 inches high, 30 inches deep with continuous knee space.
- 2) Approximately 12ft. long second counter divided into four sections behind the first one, 42 inches high with knee space. Space between counters 4ft. minimum. Space behind second counter 4 ft. minimum.
- 3) 6ft, 6 inches high bookshelf, 12 inches deep, 3 ft. wide with adjustable shelves.

Video Studio:

- 1) Storage cabinets, 7 ft. high, 24 inches deep, approximately 24 ft. long located at two (2) walls behind production drapery. Cabinets with doors and adjustable shelves.

Technology:

1. Data Network Locations:
 - a) Classroom should have designated location for teacher's station. Provide Type "T" drop in primary teacher's station.
 - b) There should be 32 student data outlets for computer stations located at walls at the perimeter of the room.
 - c) Projector should be installed in each classroom at ceiling projector mount. d) Speakers should be installed at each side of the projection screen. Cables from speakers and projector shall be connected with teacher data outlets.
 - e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) The TV power outlet should be collocated with TV/Data outlet. c) One duplex power outlet should be available for every data drop.
3. Production studio should be equipped with production lighting system, audio-visual system and monitoring system. All systems to be controlled from the control room.
4. Video/CCTV "signal origination point" for campus CCTV/CATV network should be provided, installed in the control room.

VIDEO CLASSROOM

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 8 ft. on center on all walls. Electrical outlet at ceiling should be provided for video projector.
2. Electrical outlets in video studio and control room as needed to support function of the room and equipment.
3. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
4. Clock and PA system speaker should be located on the wall opposite to teaching wall.
5. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Classroom should have individual HVAC unit, controlled by Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.
3. Control Room and video studio should have separate individual HVAC units. HVAC system for video studio should be designed to achieve noise level in the room NC 20-25 range.

COMPUTER LAB

Introduction:

Computer lab shall have adequate space to perform the curriculum function which includes hands-on experience in computer science. Room should provide ample space for students to work individually on computers. The teacher's work station shall be located so that the teacher can provide effective supervision and instruction.

Design Criteria:

| | |
|---------------------------------------|---|
| Classroom Size: Number of Classrooms: | 1,300 sq. ft. approximately with min. ceiling height 9ft. Refer to "Middle School Classroom/Activity Area Requirements" chart. |
| Design Capacity: | 32 students |
| Configuration: | Rectangular |

School Relationship:

1. Computer lab should be oriented to prevent exterior noise and activities disrupting students in class.
2. Computer lab should be centrally located to all classrooms, preferably within library building.
3. Classrooms should have convenient access to restrooms.
4. Acoustical insulation should be provided in walls separating computer lab from restrooms and noise rooms.

Finishes:

| | |
|----------|--|
| Floor: | Carpet with top set base except for approximately 8ft. x 5 ft. area of vinyl tile with top set base at exterior entrance to the classroom. |
| Walls: | Vinyl covered tackable wall surface on all walls floor to ceiling. |
| Ceiling: | Acoustical suspended ceiling. |

COMPUTER LAB

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to computer lab should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.

Furnishings:

1. Magnetic dry erase boards: one 16ft. long x 4ft. high on teaching wall. Boards should be mounted at 36 inches above finish floor.
2. Projection screen 8ft. wide mounted above dry erase board on teaching wall at 2 inches below ceiling.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Room darkening horizontal blinds should be installed at all windows and installed within recess of window opening.

Casework:

- a) Teachers Cabinet-7ft. high x 2ft. deep x 4ft. wide with coat compartment approximately 12 inches wide. Cabinet with lockable door and adjustable shelves.
- b) 7 ft. high x 4 ft. wide x 30 inches deep storage cabinet with doors and adjustable shelves located next to the entry to classroom. Next to the cabinet, minimum 8ft. long 30 inches wide countertop should be provided.
- c) Custom built-in plastic laminate computer stations for 32 students. Each station should have 30 inches deep countertop with 36 inches wide knee spaces.

COMPUTER LAB

Technology:

1. Data network locations:
 - a) Classroom should have one (1) designated locations for teacher's station. Provide Type "T" drop in primary teacher's station.
 - b) There should be student data outlets for computer stations located at each location for computer stations. Monitors should not be located against the windows. Provide 36 inch space for each student. Layout of the room should have computer stations in rows on both sides of the room with an isle in the middle of the room. Approximate distance between center lines of rows - 6 ft., 6 inches. Provide space for min. two (2) printers.
 - c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of the projection screen. Cables from speakers and projector shall be connected with teacher data outlets
 - e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops.
2. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door/ Lighting should be controlled in three stages.
3. Clock and PA system speaker should be located in the wall opposite to teaching wall.
4. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Each classroom should have individual HVAC unit, controlled by an Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

MUSIC ROOMS

Introduction:

Music Rooms shall be designed to reflect the function planned for that portion of the Educational Program. Curriculum includes development of music fundamentals, rehearsal and performance skills of ensemble, sectional and solo work, vocal and instrumental techniques, music reading.

Music Rooms should be located near or within the Multi-Purpose Building.

Design Criteria:

| | |
|------------------|--|
| Size: | 3,600 sq. ft. approximately total area with minimum ceiling height as indicated in "Individual Rooms and Approximate Areas." |
| Design Capacity: | Instrumental Music - 80 students Choral - 60 students |
| Configuration: | Individual rooms generally rectangular except for music rooms which configuration may vary due to acoustical requirements. |

School Relationship:

1. Music Rooms should be acoustically isolated from the rest of the school especially Library, Administration and all Classrooms.
2. Music Rooms should have convenient access to the Multi-Purpose Room stage (preferably as one building with Multi-Purpose Building).
3. Access road should be in the close-vicinity to the Music Rooms for delivery of instruments and equipment.
4. Music Rooms should have convenient access to restrooms.
5. Music Rooms should have easy access to exterior for bus loading.

Individual Rooms and Approximate Areas:

| | | | |
|----|-------------------------|---------------|----------------------------|
| A. | Instrumental Music: | | |
| 1. | Instrumental Music Room | 1,300 sq. ft. | min. 18 ft. ceiling height |
| 2. | Vocal Music Room | 1,200 sq. ft. | min. 18 ft. ceiling height |
| 3. | Practice Rooms (2 ea.) | 240 sq. ft. | min. 12 ft. ceiling height |
| 4. | Office | 140 sq. ft. | min. 8 ft. ceiling height |

MUSIC ROOMS

B. General:

- | | | | |
|----|---|-------------|----------------------------|
| 1. | Equipment Storage (shells, risers, etc.) | 240 sq. ft. | min. 10 ft. ceiling height |
| 2. | Restroom | 100 sq. ft. | min. 8 ft. ceiling height |
| 3. | Custodial | 20 sq. ft. | min. 8 ft. ceiling height |

Individual Rooms Relationships:

1. Size and height of Instrumental and Vocal Rooms should be sufficient to allow for movement of students and instruments, various presentation arrangements and acoustical quality.
2. Vocal Room should have flat floor to accommodate 60 student riser system if utilized.
3. Practice Rooms, offices should be accessible from the music rooms which they serve.
4. Equipment Storage, Restrooms, Custodial should be accessible from an area outside classrooms.
5. Music Rooms and Practice Rooms should be acoustically isolated from each other and from other spaces.
6. Equipment storage should be conveniently located in relation to the access to the stage.

Finishes:

1. Music Rooms and Practice Rooms:
 - a) Floors: Carpet with top set base. Vinyl composition tile may be provided if needed to meet acoustical requirements of the room.
 - b) Walls: Gypsum board and acoustical treatment - vinyl fabric covered acoustical wall panels and/or tectum panels as needed to meet acoustical requirements of the room.
 - c) Ceiling: Acoustical suspended ceiling with absorptive, reflective and diffusing panels as needed to meet acoustical requirements of the room.
2. Office:
 - a) Floors - Carpet with top set base.
 - b) Walls- Vinyl covered tackable wall panels.
 - c) Ceiling - Acoustical suspended ceiling.

MUSIC ROOMS

3. Storage rooms, custodial/utilities, restroom:
See Standard Rooms Section.

Doors and Windows:

1. Exterior windows should be adequate to provide natural light and ventilation with the portion of windows operable. High windows should have electrically operated shades for darkening the rooms.
2. Exterior windows should be located above sightlines from the room to the outside.
3. Main entry doors to Music Rooms should have safety glass vision panel approximately 6 inches wide and 25 inches high on strike side of the door.
4. All doors between Music Rooms and Practice Rooms, and Entry/Exit Doors to Music Rooms should be acoustical doors, rating as required - STC-40 minimum.
5. There should be fixed glass windows between Practice Rooms and Music Rooms (approximately 6ft. x 4ft. high) and between Offices and Music Rooms (approximately 4ft. x 4ft. high). Windows should be acoustical windows, rating as required- STC-40 minimum.

Furnishings:

1. Magnetic Dry Erase Boards: 12 ft. x 4 ft. horizontal slider on teaching wall in Vocal Music Room. One of the writing boards should have staff lines- min. 1 board per music room.
16 ft. x 4 ft. markerboard on teaching wall in instrumental room. 8ft. long section should have staff lines.
2. Projection Screen: 8 ft. wide x 6 ft. high mounted approximately in center line of the room on the teaching wall- one (1) each per music classroom. Top of projection screen should be approximately 13 ft. from finish floor.
3. Pendant Projector mount at ceiling, at center line of the screen. District will provide information on exact location and distance of the projector mount for the screen, based on currently purchased equipment.
4. Room darkening horizontal blinds should be installed at all windows.
Electrically operated roller shades should be installed at high windows.
5. Instrument storage cabinets should be located along walls in Instrumental Music Room. Instrument storage should be compartmentalized to handle variety and quantity of instruments needed. Compartment doors should be grille. Note: Consult with Instrumental Music Teacher on list of required instruments.

MUSIC ROOMS

Casework:

1. Music Rooms:
 - a) Each Music Room should have minimum 4ft. long, 34 inches high, 30 inches deep cabinet with drinking fountain and sink with cold and warm water for instruments maintenance and clean-up..
 - b) Each Music Room should have 4ft. long, 84 inches high, 30 inches deep teacher cabinets with 12 inches wide coat closet, and two (2) legal file drawers with adjustable shelving.
 - c) Vocal Room should have minimum of four (4), 4ft. long, 84 inches high, 30 inches deep cabinets for uniform storage and four (4), 4 ft. long 84 inches high, 30 inches deep storage cabinets with shelving.
 - d) Vocal Room should have 12 ft. long teaching cabinet with 15 inches deep shelves above counter and 2 ft. deep, 34 inches high cabinets below with doors. Sliding whiteboards should be placed above counter in front of shelving units.

Technology:

1. Data Network Locations:
 - a) Music Classrooms should have one (1) designated location for teacher's station. Provide Type "T" drop in primary teacher's station.
 - b) There should be six (6) data jacks for student data outlets in the location where the cluster of computers is ideally located.
 - c) Projector should be installed in each classroom suspended from ceiling at approximately 14 ft. from finish floor.
 - d) Speakers should be installed at each side of the projection screen. Cables from speakers and projector shall be connected with teacher data outlets
 - e) Provide wall mounted outlet, 6" above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
 - f) Practice Rooms should have minimum one (1) designated location for data jacks with Type B drop.
 - g) Office should have two (2) locations for data drops. Type A and Type M drops should be provided on opposite walls.
2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

MUSIC ROOMS

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops.
2. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door/ Lighting should be controlled in three stages.
3. Clock and PA system speaker should be located in the wall opposite to teaching wall.
4. Fire alarm and security alarm systems should be provided.
5. Electrical outlets should be provided for video projector at ceiling and electrical outlets and switches for window shade operators on walls, at the location of high windows.

Heating, Ventilating and Air Conditioning:

1. Each Music Room and Practice Rooms should have individual HVAC units, controlled by Energy Management System. HVAC system for Music Rooms and Practice Rooms should be designed to achieve noise level in the rooms NC 25-30 range. Auxiliary rooms may be combined for HVAC system.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

LIBRARY

Introduction:

Library space shall be designed proportional to the maximum planned school enrollment. Library should be aesthetically pleasing and provide quiet and comfortable places to read, study, and research. Library provides the students with resources to support all curriculum programs. It provides learning environment for finding information, research, study and writing reports. The library provides storage and easy access to the print collection of books and magazines, as well as an adequate number of computers to be used for research purposes.

Design Criteria:

| | |
|------------------|---|
| Size: | 3,700 sq. ft. approximately total area with minimum ceiling height as indicated in "Individual Rooms and Approximate Areas." |
| Design Capacity: | Reading Area- Approximately 900 sq. ft.- 46 students at tables Book Stacks- 20,000 volume of books Library Computers- 16 student stations / carrels and minimum of five reference stations. |
| Configuration: | Individual rooms generally rectangular. |

School Relationship:

1. Library/Media Center (MC) should be centrally located on campus conveniently accessible for students and instructional staff.
2. Library/MC should be oriented to reduce exterior noise and activities disrupting students. Especially, it should be isolated from Multi-Purpose Room, Music Rooms, Technology Classroom and Athletic Areas.
3. Library/MC should have convenient access to restrooms.

Individual Rooms and Approximate Areas:

| | | | |
|----|---------------------|---------------|---------------------------------------|
| 1. | Lobby | 180 sq. ft. | min. 9 ft. ceiling height |
| 2. | Reading/Stacks Room | 2,500 sq. ft. | min. 16 ft. and 10 ft. ceiling height |
| 3. | Circulation Desk | 200 sq. ft. | min. 10 ft. ceiling height |
| 4. | Workroom | 220 sq. ft. | min. 9 ft. ceiling height |
| 5. | Restroom | 80 sq. ft. | min. 8 ft. ceiling height |
| 6. | Custodial | 50 sq. ft. | min. 8 ft. ceiling height |
| 7. | Data Room | 60 sq. ft. | min. 8 ft. ceiling height |

LIBRARY

- | | | | |
|----|---------------------------|------------|---------------------------|
| 8. | Electrical Room | 80 sq. ft. | min. 8 ft. ceiling height |
| 9. | Fire Sprinkler Riser Room | 30 sq. ft. | min. 8 ft. ceiling height |

Individual Rooms Relationships:

1. Workroom should be accessible from main Reading/Stack Room.
2. Workroom shall be immediately adjacent directly behind the librarians circulation desk with direct access.
3. Unisex single accommodation restroom may be accessible from workroom.
4. Circulation desk area should be immediately adjacent to the main entry/exit lobby with electronically controlled exit gate.
5. Layout of the reading, stacks and computer areas should allow visual supervision from circulation desk to Reading Room/Study area, Computers area and stack space including isles between stacks.
6. Workroom should have glazed openings in walls facing Library for visual connection and supervision.
7. Circulation desk area should be located adjacent to entry lobby of the Library.
Note: Where drop-in Computer Lab is designed within Library Building an access to Computer Lab should be provided from the Library and circulation desk area, and should have windows into Computer Lab for supervision.
8. Students book drop slot should be located in the entry area isolated from the circulation desk areas with electronic gate.

Finishes:

1. Reading/Stack Room, Circulation Desk:
 - a) Floors: Carpet with top set base.
 - b) Walls: Painted gypsum board, vinyl covered tackable wall surface where appropriate and acoustical treatment as needed for sounds attenuation.
Note: Library should be acoustically separated from other occupied rooms and restrooms.
 - c) Ceiling: Acoustical suspended ceiling.
2. Workroom:
 - a) Floor: Carpet with top set base
 - b) Walls: Vinyl covered tackable wall surface c)
Ceiling: Acoustical Suspended ceiling. Toilet,
3. Custodial, Utility:
See Standard Rooms Section

LIBRARY

Doors and Windows:

1. Exterior windows should be adequate to provide natural light and ventilation with portion of windows operable.
2. Main entry door to Library should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.
3. Interior windows in workroom and office facing reading/stack room should be fixed windows size as required to allow for supervision of reading/stack room from the workroom.
4. Second exit from Library should be controlled, alarmed exit for security.

Furnishings:

1. Library electronic gate between entry and circulation desk area.
2. Projection screen, electrically operated, approximately 12ft. x 8 ft.
3. Overhead projector wall mount.
4. Room Darkening horizontal blinds should be installed in all windows and within window frame. High windows should have electrically operated roller shades for darkening
5. Library bookstack shelving- cantilever bracket type, metal with solid plastic laminate finish ends.
6. AV control center with remote control for projector, players, screen.

Casework:

1. Librarian's Circulation Counter:
 - a) Approximately 20 linear feet of island circulation counter. Counter should have working counter height of 30 inches min, 24 inches deep and 42 inches high service counter min. 10 inches deep facing reading/stack room.
 - b) Portion of the counter- min. 36 inches long should be wheelchair accessible.
 - c) Circulation counter should have provisions for two work stations, each with knee space, space for computer CPU under counter and three-tier drawer cabinet with the bottom drawer as a file folder drawers.
 - d) Near the entrance to Library, between entry door and electronic gate provide in face of librarian counter 12 inches wide x 5 inches drop slot centered approximately 30 inches above floor. Provide 4 ft. wide clear space under counter centered on book drop slot.

LIBRARY

- e) The remaining undercounter space should have cabinets with doors and adjustable shelves.
 - f) Approximately 15 linear ft. of 36 inches high counter with storage cabinets below, located against the wall behind circulation counter. Provide 5 ft. min. clearance between counters.
2. Workroom:
- a) Base cabinets with sink and upper cabinets above on the perimeter of the room. Base cabinets with countertop and backsplash. Base cabinets should have cabinet drawers (2 banks, 24 inches wide) flat file drawers, Upper cabinets with cabinet doors and adjustable shelves.
 - b) Sink in base cabinet should be supplied with warm and coldwater.
3. Reading/Stack Room:
- a) 34 inches high, 24 inches deep, 30 inches long counter for electronic book catalogs- five (5) min. Lockable door cabinet under counter to secure computer CPU. Cabinets should have vent holes for computers
 - b) Built-in display case, minimum 8ft. long, 2ft. deep, 6ft. high. Access to display should be through lockable glass sliding door, glass shelves.
 - c) 30 inches high, 30 inches deep, 36 inches long counter student computer carrels should be provided with 12 inches high dividers. They should be placed to provide supervision from the circulation desk.

Technology:

- 1. Library/Media Center should have four (4) locations for librarian station at circulation desk. Librarian station should have data outlet including network, voice.
- 2. There should be min. five (5) locations for electronic book catalogs located in the vicinity of book stacks.
- 3. Library should have audio-visual system with motorized projection screen overhead projector and system of speakers.
- 5. Library should have designated location for min. 20 computer stations and min. four (4) printers for students use.
- 6. Copy machine with connection to network system should be located in the vicinity of the circulation desk.
- 7. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

LIBRARY

Electrical and Alarm Systems:

1. Reading/stack room duplex electrical outlets located approximately 12 ft. on center on all walls.
2. Circulation desk, workroom, duplex electrical outlets approximately 6 to 8 ft. on center on all walls.
3. Electrical outlets in location of all equipment.
4. Lighting in reading/stack room should be controlled by motion sensor located at ceiling with override switches in the circulation desk area. Lighting should be controlled in three stages.
5. Lighting in other rooms should be controlled by switches next to the entry door.
6. Clock and PA system speaker should be provided.
7. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Library Reading/Stack Room should have individual HVAC unit, controlled by Energy Management System. HVAC system for Library should be designed to achieve noise level in the room NC 25-30 range. Auxiliary rooms may be combined for HVAC system as appropriate.
2. Controls and thermostat for the system should be located in the room which it is serving in the area away from windows and exterior doors.

MULTI-PURPOSE BUILDING

Introduction:

The Multi-Purpose Building provides the students with a facility for recreational programs, performances and assembling the students. It provides a large areas in which the students can eat meals and gather for school functions. Student performances for parents and community are staged within this facility. In the San Ramon Valley Unified School District the Multi-Purpose Building additionally serves parent and community uses and functions during non-school hours.

Design Criteria:

Multi-Purpose Building: 12,500 sq. ft. approximately total building area with minimum ceiling height in Multi-Purpose Room of approximately 20 ft. min. Ceiling height in other rooms as indicated in "Individual Spaces and Approximate Areas" and "Standard Rooms Section."

Configuration: Rectangular

School Relationships:

1. Multi-Purpose Building should be located near the off street parking area.
2. Multi-Purpose Building should be convenient to student and visitor access.
3. Multi-Purpose Building should be located convenient for deliveries to the Kitchen.

Individual Rooms and Approximate Areas:

- | | |
|----------------------------|--|
| 1. Multi-Purpose Room | 5,600 sq. ft. 18ft. approx. min. ceiling height |
| 2. Stage | 1,400 sq. ft. 14 ft. approx. min. ceiling height |
| 3. Stage Storage | 170 sq. ft. 9ft. approx. min. ceiling height |
| 4. Entry/Lobby | 600 sq. ft. 10ft. approx. min ceiling height |
| 5. Kitchen and Dry Storage | 850 sq. ft. 9ft. approx min ceiling height |
| 6. Serving | 420 sq. ft. 9ft. approx min ceiling height |
| 7. Receiving/Washroom | 240 sq. ft. 9ft. approx min ceiling height |
| 8. Kitchen Office/Restroom | 250 sq. ft. 9ft. approx min ceiling height |
| 9. Boy's Restroom | 280 sq. ft. 9ft. approx min ceiling height |
| 10. Girl's Restroom | 280 sq. ft. 9ft. approx min ceiling height |
| 11. Public Restroom- Women | 90 sq. ft. 9 ft. approx min ceiling height |
| 12. Public Restroom- Men | 90 sq. ft. 9ft. approx min ceiling height |
| 13. Student Store | 170 sq. ft. 9ft. approx min ceiling height |
| 14. Storage | 160 sq. ft. 9ft. approx min ceiling height |
| 15. Table Storage | 440 sq. ft. 9ft. approx min ceiling height |

MULTI-PURPOSE BUILDING

| | | |
|-----------------------------------|-------------|--------------------------------|
| 16. Control Room | 160 sq. ft. | 9ft. approx min ceiling height |
| 17. Custodial Rm!Water Heater Rm. | 160 sq. ft. | 9ft. approx min ceiling height |
| 18. Electrical Room/IDF Room | 180 sq. ft. | 9ft. approx min ceiling height |

Individual Room Relationships:

1. Multi-Purpose Room is central to the building with the stage immediately adjacent on one end of the Multi-Purpose Room.
2. Restrooms should be located near the main entrance to the Multi-Purpose Room. Public restrooms should be provided off the entry of lobby.
3. Kitchen should be immediately adjacent to the receiving room.
4. Kitchen should be located on the shorter dimension of the Multi-Purpose Room so as to provide maximum distance for student queuing lines.
5. Chair and table storage rooms should be directly accessible to the Multi-Purpose Room. These rooms should have double door access.
6. A storage area should be directly accessible from the stage.

Finishes:

1. Multi-Purpose Room Finishes:
 - a) Floors: Vinyl Composition Tile, cushion, with top set base. A multi colored floor pattern should be used.
 - b) Walls: Wainscot approximately 8ft. above floor pre-finished wall panel; above wainscot approx. 8 ft. of vinyl covered acoustical wall panels or painted tectum wall panels as necessary for sound absorption, and paint wall finish above.
 - c) Ceiling: Painted tectum acoustical ceiling panels
2. Stage Finishes:
 - a) Floor: Sprung performance floor (wood).
 - b) Walls: Paint finish (black) with cyclorama wall on back of stage painted white. c) Ceiling: Painted tectum acoustical ceiling panels.
3. Kitchen and Accessory Room Finishes:
 - a) Floor: Quarry tile with quarry tile base are required by code.
 - b) Walls: Fiberglass reinforced wall panels.
 - c) Ceiling: Paint finish and suspended ceiling with mylar kitchen panels.

MULTI-PURPOSE BUILDING

4. Restrooms Finishes: See Standard Rooms Section
5. Receiving, Chair Storage, Table Storage Room Finishes:
 - a) Floor: Vinyl Composition Tile with top set base
 - b) Walls: Paint finish
 - b) Ceiling: Paint finish
6. Custodian Room: See Standard Rooms Section
7. Entry/Lobby:
 - a) Floor: Vinyl composition tile with top set base.
 - b) Walls: Paint finish and vinyl wall covering.
 - c) Ceiling: Paint finish and suspended acoustical ceiling.

Doors and Windows:

1. Exterior windows should provide natural light for multi-use room.

Furnishings:

1. Multi-Purpose Room:
 - a) Beam mounted projector brackets opposite to screen.
 - b) Wall mounted sound system speakers, one on each side of the stage opening.
 - c) House lighting bars for stage and theatrical light fixtures.
2. Stage:
 - a) Stage Curtains and tract- electrically operated, one in the proscenium wall, one in the back of the stage.
 - b) Sound rated folding partition , electrically operated with hard surface toward Multi-Purpose Room
 - c) 12ft x 12ft. electrically operated retractable projection screen above stage opening to Multi-Purpose Room.
 - c) Provide pipe/unistrut grid above the stage and pipes within the room for stage lighting and stage curtains.
 - d) Theatrical light fixtures.
3. Control Room:

Should be located opposite of stage and centered control room window should be 8ft. wide, 4 ft. high. Approximately 10 ft. long 30 inches wide counter with knee space at the center of the counter and cabinets on the each side.

MULTI-PURPOSE BUILDING

4. Kitchen:

- a) 4 ft. wide door to serving area.

Serving area should have three (3) serving stations with POS features. Two (2), 3 ft. x 6 inches wide doors opening into Multi-Purpose Room.

- b) Kitchen equipment shall be designated by District. At the minimum provide:

1. Storage Shelving
2. Reach-in Freezer
3. Three (3) S/S Work Table with 8" side and Backsplash, Undershelf, Drawer, Marine Edge
4. S/S Prep Sink with Prep Sink Faucet
5. Food Processor
6. Two (2), Reach-in Refrigerator, two (2) sections with S/S Exterior
7. Ice Machine, Half Dice, 380 lb with Ice Machine Bin and Filter
8. Two (2), Mobile Bun Pan Rack
9. Two (2), S/S Utility Cart, three (3) Flat Shelves
10. Two (2), Mobile S/S Pot and Utensil Rack
11. Slicer, Semi-automatic
12. Mixer, 20 Qt. With S/S Bowl and Stand
13. One (1) S/S Pot Sink, three (3) Compand two (2) Drainboards with Side Splash and two (2) faucets.
14. Disposer
15. Pre-rinse Unit
16. S/S Hand Sink with Gooseneck Faucet
17. Range with six (6) OB, Oven
18. Pot Filler, Deck Mounted
19. Wok Range with S/S Top, Front, Sides, Back 3-Ring Burner, S/S Drip Pans
20. Swing Water Faucet
21. Convection Oven, DBL Deck with S/S Top and Sides
22. Type II S/S Exhaust Hood with S/S Cartridge Filters
23. Fire Protection System
24. Two (2), Refrigerated Beverage Merchandiser
25. Three (3), S/S Front Counter with 8" Side Splash, S/S Shelves and Cash Drawers.
26. Three (3), Sneeze Guard
27. Three (3), Modular, Drop-in Food Warmer with Auto Fill and Drain Manifold
28. S/S Hand Sink with Splash Mounted Faucet and P-Trap.

MULTI-PURPOSE BUILDING

- 5. Restrooms: See Standard Rooms Section
- 6. Custodian and Storage Rooms: See Standard Rooms Section

Casework:

- 1. Receiving:
 - a) Approximately six (6) adjustable open metal shelf systems each 48 inches wide x 24 inches deep x 36 inches high.
- 2. Custodian:
 - a) Approximately two (2) adjustable open metal shelf systems each 36 inches wide x 12 inches deep x 60 inches high.
- 3. Entry Lobby:
 - a) Provide in lobby a recessed display cases 6ft. high x 18 inches deep with shelves and locking, sliding glass door, approximately 12ft. long.
- 4. Student Store:
 - a) Approximately two (2), 9ft. long, 36 inches high x 24 inches deep base cabinets with countertops and backsplashes. One (1) set with doors and locks. One (1) set with open shelving.
 - b) Approximately 9 ft. long, 30 inches high and 15 inches deep wall cabinets above the counter.

Technology:

- 1. Multi-Purpose room should have motorized projection screen, overhead projector and system of speakers.
- 2. Stage lighting controls and audio/visual controls shall be located in control room in the back of the room, and on the stage.
- 3. In the floor of the front of the stage, provide flush with the floor outlets microphone jack, telecommunications and power.
- 4. Point of sale outlets, should be connected with the outlet in the office. Office outlet should be connected with IDF.

MULTI-PURPOSE BUILDING

Electrical and Alarm Systems:

1. Multi-Purpose Room should have duplex electrical outlets at approximately 18 ft. on center.
2. Stage should have duplex electrical outlets at approximately 12ft. on center on the three walls with 6 floor duplex outlets in the platform floor.
3. Stage lighting dimmer panel should be provided.
4. Stage lighting should have two (2) control stations, one on the stage and one on the wall opposite to stage.
5. Provide six (6) each flush floor mounted duplex receptacles in stage floor in recessed boxes with brass covers.
6. Provide power for all electronically operated equipment in Multi-Purpose Room (curtain, folding partition, lift, etc.).
7. Kitchen Area should have electrical outlets necessary for all equipment and duplex outlets at approximately 4 ft. on center above counters.
8. Overhead light control should be located near entry to the rooms.
9. Clock, PA system speaker should be located in Multi-Purpose Room, platform, kitchen and with PA system in custodial room.
10. Fire and security alarm systems should be provided.

Heating, Ventilation and Air Conditioning:

1. Kitchen, Multi-Purpose Room, Student Store and Accessory Rooms should have individual separate HVAC units controlled by Energy Management System.
2. Controls and thermostat for the system should be located in the room in the area away from window and exterior doors and also away from heat penetrating equipment.

GYMNASIUM

Introduction:

Gymnasium provides students with facility for indoor athletic activities such as: basketball, volleyball, badminton and other student games and tournaments.. Gymnasium will also be used for large student assemblies.

Design Criteria:

Size: 15,400 sq. ft. approximately total area with minimum ceiling height as indicated "Individual Rooms and Approximate Areas"

Design Capacity: Approximately 180 seating on bleachers.

Configuration: Individual rooms generally rectangular.

School Relationship:

1. Gymnasium should be located near the off street parking area.
2. Gymnasium should be convenient to students and visitors access.
3. Gymnasium should be located in close proximity to athletic fields.

Individual Rooms and Approximate Areas:

- | | | |
|-----------------------------------|---------------|--|
| 1. Gymnasium Main Room: | 9,500 sq. ft. | min.25 ft. ceiling height (to the bottom of main roof structure) |
| 2. Boys Locker Room: | 1,350 sq. ft. | min.12 ft. ceiling height |
| 3. Boys Showers: | 140 sq. ft. | min. 9ft. ceiling height |
| 4. StaffP.E. Office: | 200 sq. ft. | min. 8 ft. ceiling height |
| 5. Girls Locker Room: | 1,350 sq. ft. | min.12 ft. ceiling height |
| 6. Girls Showers: | 140 sq. ft. | min. 9 ft. ceiling height |
| 7. Staff Lockers/Shower/Restroom: | 160 sq. ft. | min. 8ft. ceiling height |
| 8. StaffP.E. Office: | 200 sq. ft. | min. 8 ft. ceiling height |
| 9. Conference Room | 300 sq. ft. | min. 9ft. ceiling height |
| 10. Boys Restroom: | 280 sq. ft. | min. 8ft. ceiling height |
| 11. Girls Restroom: | 280 sq. ft. | min. 8ft. ceiling height |
| 12. Storage: | 220 sq. ft. | min. 9ft. ceiling height |
| 13. Custodial/Utility: | 200 sq. ft. | min.8 ft. ceiling height |
| 14. Fields Equipment Storage | 600 sq. ft. | min. 9 ft. ceiling height |
| 15. Water Heater Rooms (two) | 48 sq. ft. | min. 9ft. ceiling height |

GYMNASIUM

Individual Rooms Relationship:

1. Gymnasium should have direct access from boys and girls locker rooms.
2. Size of gymnasium should accommodate high school size basketball court with required space around and bleachers on both sides of the court.
3. Court striping should include:
 - One (1) High School Basketball Court
 - One (1) Volleyball Main Court
 - Two (2) Basketball Cross Courts
 - Two (2) Volleyball Cross Courts
 - Six (6) Badminton Courts
4. Gymnasium should have vertical clearance for athletic activities such as basketball and volleyball. No equipment should be protruding into required clear height.
5. Boys and girls locker/shower areas should be separated and should have separate access from exterior.
6. Students showers area and restrooms should be directly accessible from locker rooms.
7. P.E. staff office should be immediately adjacent to and accessible from students locker rooms.
8. Layout of locker rooms and P.E. staff offices should allow visual supervision from the office to students locker room.
9. P.E. Staff offices should be located and have windows to provide visual supervision into gymnasium.
10. Lockers should be installed against the walls and in double rows in the middle of the room with locker benches in the middle of isles between lockers.
11. Staff/lockers/restrooms/showers should be immediately adjacent to and accessible from P.E. staff office room.
12. Storage room should be directly accessible from gymnasium.
13. Field storage room should be directly accessible from the exteriors.

Finishes:

Gymnasium:

Floor: Wood athletic floor system.

Walls: Abuse resistant gypsum board full height of rooms with hardboard (wood) wainscot up to 8 ft. and acoustical wall panels above as required for sound attenuation.

Ceiling: Exposed framing, painted.

GYMNASIUM

Locker Rooms, Team Rooms:

Floor: Seamless epoxy flooring and base including locker bases.

Walls: Fiberglass reinforced panels.

Ceiling: Gypsum board painted.

Shower Rooms:

Floor: Ceramic tile.

Walls: Ceramic tile.

Ceiling: Cement plaster painted.

P.E. Staff Offices:

Floor: Vinyl composition tile.

Walls: Vinyl covered tackable wall surface.

Ceiling: Acoustical suspended ceiling.

Restrooms, Storage, Custodial, Utility:

Refer to standard rooms section.

Doors and Windows:

1. Entrance to gymnasium should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of door.
2. Gymnasium should have power operated awning windows located in the high portion of walls. Sill at approximately 16ft. above floor level. Size and number of windows should be sufficient to provide natural ventilation.
3. There should be fixed glass window between P.E. offices and student locker rooms as well as P.E. offices and gymnasium. Window approximately 6ft. long, 4 ft. high.

Furnishings:

Gymnasium:

1. Retractable motorized bleachers, approximately five (5) rows high, approximately 180 seats bleachers located on sides of the main basketball court. 750 seats on each side.
2. Overhead mounted folding basketball backstops at every basketball court.
3. Floor sleeves for volleyball net standards at every volleyball court and floor sleeves for badminton net standards at badminton courts.
4. Scoreboards and shot clocks.

GYMNASIUM

5. Vinyl covered wall padding 6ft. high sections installed 1 ft. above the floor on all exposed walls.
6. Gymnasium sound system with speakers and audio equipment.

Student Locker Rooms:

1. Metal lockers, 550 total lockers in boys and 550 total lockers in girls locker room. Lockers should be 12 inches wide, 12 inches deep, 12 inches high box lockers and 12 inches wide, 12 inches deep, 24 inches high coat lockers. Ratio of lockers should be 4:1 box lockers to coat lockers. Lockers should be installed on 6 inches high concrete curbs.
2. Locker room benches between rows of lockers and in front of lockers against the wall. Bench should have wood top with metal support anchored at floor.
3. Code required percentage of ADA accessible lockers should be provided.

Staff Locker Room (at staff locker/shower room):

1. Metal lockers single tier 12 inches wide, 18 inches deep, 72 inches high. Six (6) lockers at staff locker/shower room.

Shower Rooms:

1. Wall mounted stainless steel shower heads with stainless steel partitions between showers.
2. Provide accessible showers with folding bench and flex shower head as required.
3. All showers should have cold and warm water.

Casework:

Staff P.E. Offices:

1. 15 linear ft., 30 inches base cabinets and countertop with two (2) knee spaces and 12 linear ft. of wall hung cabinets all with locks.

Technology:

1. Data Network Locations:
 - a) Staff P.E. Offices should have two (2) locations for teachers station. Each teacher's station should have data outlets including network, voice and TV.
2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) The TV power outlet should be collated with TV/Data outlet.

GYMNASIUM

- c) One (1) duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Gymnasium:
 - a) Electrical outlets on all walls located approximately 30ft. on center. b) Electrical power should be provided for window operators, window shades, motorized bleachers, basketball backstops, scoreboard and gymnasium sound system.
 - c) Lighting should be metal halide controlled by switches located at two (2) doors on opposite walls. Lighting should be controlled in stages.
2. Student Locker Rooms:
 - a) Convenience outlets on perimeter of the room as required by code.
 - b) Lighting should be controlled in three stages.
3. Staff P.E. Offices:
 - a) Minimum one (1) duplex electrical outlet on each wall and not less than 6 ft. apart.
 - b) Lighting should be controlled by switch located next to entry door.
4. Restrooms, Storage, Custodial, Utility:
 - a) Refer to standard rooms section.
5. Clock and PA system should be provided in all occupied rooms.
6. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Gymnasium should have individual separate HVAC units.
2. Student locker rooms should have separate individual HVAC units.
3. P.E. Offices and coaches rooms may be combined for HVAC systems as appropriate.
4. All HVAC systems should be controlled by Energy Management System.
5. Controls and thermostat for this system should be located in the rooms which they serve in the area away from windows and exterior doors.

ADMINISTRATION

Introduction:

The administration building is an important interface between parents, community and the school staff. This facility should present a positive and professional image of the school to the public and community. The administration offices and conference rooms are generally the public's first impression of the school and as such must convey the positive and professional attitude of the school staff. The administrative areas must be functional and attractive and should have adequate waiting areas.

The workrooms in the administrative building must provide adequate space for individuals to work in a professional manner. Additionally, the workroom should provide for a variety of materials, equipment, and storage supplies. The teachers workroom will be used by teachers and PTA members.

Design Criteria:

Size: 5,000 sq. ft. approximately total area with min. ceiling heights as per "Individual Rooms and Approximate Areas."

Configuration: Individual rooms generally rectangular.

School Relationship:

1. Administration should be located at the main entrance to the school and clearly identifiable as the first stop for all visitors.
2. Administration should be located adjacent to the community vehicular parking area.
3. Administration should be conveniently located for teacher and student access.
4. Assistant Principal's offices should be located to provide visual supervision of most of the school site.
5. Principal's office should be located to provide visual supervision of the central quad.
6. Attendance should have pass-through window in close proximity to main entrance.
7. Counseling should have separate entrance from the campus.

Individual Rooms and Approximate Areas:

| | | |
|---------------------------------|-------------|--------------------------|
| Main Office | 450 sq. ft. | mm. 9 ft. ceiling height |
| Attendance | 100 sq. ft. | mm. 9 ft. ceiling height |
| Mail Room | 120 sq. ft. | mm. 9 ft. ceiling height |
| Staff Workroom | 200 sq. ft. | mm. 9 ft ceiling height |
| Staff Lounge | 700 sq. ft. | mm. 9 ft ceiling height |
| Principal's Office | 200 sq. ft. | mm. 9 ft ceiling height |
| Asst. Principals Offices (2 ea) | 360 sq. ft. | mm. 9 ft ceiling height |

ADMINISTRATION

| | | | |
|--|-------------|------|----------------------|
| Conference Room | 240 sq. ft. | mm | 9 ft ceiling height |
| Nurse/Restroom | 350 sq. ft. | min. | 9 ft. ceiling height |
| Counseling Reception | 420 sq. ft. | min. | 9 ft. ceiling height |
| Counselor's Offices (2 ea @ 140 sq. ft.) | 280 sq. ft. | min. | 9 ft. ceiling height |
| Counseling Conference Room | 240 sq. ft. | mm. | 9 ft. ceiling height |
| Records | 150 sq. ft. | mm. | 9 ft. ceiling height |
| Restrooms | 160 sq. ft. | min. | 9 ft. ceiling height |
| Storage Room | 120 sq. ft. | mm. | 9 ft. ceiling height |
| MDF/Electrical Rooms | 200 sq. ft. | mm. | 9 ft. ceiling height |
| Custodial Room | 50 sq. ft. | mm | 9 ft. ceiling height |

Individual Rooms Relationships:

1. Teacher's mail boxes/staff work room should be located in close proximity to reception area with convenient access for teachers but out of student traffic area. Teachers should not have to go through reception to get to mail boxes.
2. Assistant principal's and principal's office should be located past main office and situated so there is not visibility into the office from the reception counter.
3. The conference room should be directly accessible to the reception area.
4. Principal's office should be in close proximity of main office and a conference room and also should have exit door opening to quad area.
5. One of the assistant principal offices should have a student waiting area immediately adjacent to the office. Waiting area should have an outside entry facing campus and should be adequate for four (4) students.
6. Attendance should have outside window and should be located near main office.
7. Nurse should be immediately adjacent to attendance.
8. Nurse area should include: main room with two (2) cots, nurse office and toilet room.
9. Relationship of the attendance and nurse should allow visual supervision of the nurse main room from attendance.
10. Counseling should have, accessible from campus, reception area with conference room and two (2) counselor offices.
11. There should be interconnection between main office, attendance, counseling and other portions of administration
12. Restrooms should be conveniently located near main office, staff workroom and staff lounge.
13. An exterior patio should be provided off teacher's lounge and should have solid fencing all around for privacy.

ADMINISTRATION

Finishes:

1. Attendance, Principal and Staff Offices, Conference Rooms, and Staff Lounge:
 - a. Floors: Carpet with top set base except for kitchen area of teacher's lounge which should be vinyl composition tile with top set base.
 - b. Walls: Vinyl wall covering. Provide tack board subsurface under vinyl on all walls appropriate for such use as directed by District.
 - c. Ceiling: Acoustical suspended ceiling.
2. Main Office Area:
 - a. Floors: Carpet with top set base.
 - b. Walls: Vinyl wall covering. Provide tack board subsurface under vinyl on all walls appropriate for such use as directed by District.
 - c. Ceiling: Acoustical suspended ceiling.
3. Staff Workroom
 - a. Floors: Vinyl tile with top set base
 - b. Walls: Gypsum board painted and vinyl covered tackable wall surface where appropriate.
 - c. Ceiling: Acoustical suspended ceiling
4. Nurse's Area
 - a. Floors: Vinyl tile with top set base
 - b. Walls: Gypsum board painted and vinyl covered tackable wall surface where appropriate.
 - c. Ceiling: Acoustical suspended ceiling
5. Restrooms, Storage, Custodial, Utility:
 - a. See standard rooms section

Doors and Windows:

1. Exterior windows should be provided to all main work spaces including offices. Exterior windows should be adequate to provide natural light and ventilation with portion of windows operable.
2. Exterior front entry doors to main office, attendance, and counseling should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.

ADMINISTRATION

3. Interior doors to offices and conference rooms should have safety glass vision panel approximately 20 inches wide and 24 inches high in the upper portion of the door.
4. There should be fixed glass window between nurse main room and attendance area. Size of the window appropriate to allow visual supervision of the nurse's main room from attendance reception.
5. Exterior window to the attendance should be a pass-through window 3 ft. wide, 4 feet high. Windows should have covered area in front of the window min. 4 ft. wide and 10 inches wide stainless steel counter, 3ft. long at the sill of the window.

Furnishings:

1. Magnetic dry erase board in staff workroom 4ft. x 12ft. mounted 36 inches above finish floor.
2. Magnetic dry erase boards in all conference rooms 4ft. x 8ft. mounted 36 inches above finish floor.
3. Projection screen and projector bracket at ceiling at all conference rooms and staff lounges.

Casework:

1. Main Office:
 - a. Reception counter 42 inches high x 2 ft. 6 inches deep x 20 ft long with counter at 30 inches high, drawers, adjustable shelves with cabinet doors. Counter should have two (2) work stations and one (1) ADA accessible counter.
 - b. Approximately 15 linear ft. of base cabinets, 24 inches deep, 36 inches high with countertop and above counter wall cabinets, 12 inches deep.
2. Nurse Main Room:
 - a. Approximately 8 lineal ft. of base cabinets, 24 inches deep, 34 inches high with countertop and above counter cabinets, 12 inches deep.
 - b. Base cabinets with drawers and adjustable shelves with cabinet doors. c. Upper cabinets with adjustable shelves with cabinet doors
 - d. Included within the base cabinet should be sink with cold and hot water, undercounter refrigerator with ice maker.
 - e. All cabinet and drawers should be provided with key locks.
 - f. Countertops should have backsplash and returns.

Nurse's Office:

- a. Provide lockable teacher's cabinet. Cabinet similar to standard classroom teacher's cabinet.

ADMINISTRATION

3. Kitchen Area:
 - a. Approximately 24 lineal ft. x 36 inches high x 24 inches deep of base cabinets with countertop and upper cabinets above, 12 inches deep.
 - b. Included within the cabinetwork should be range with oven, sink with warm and cold water and garbage disposal and microwave unit.
 - c. Base cabinets should have drawers and adjustable shelves with cabinet doors. d. Upper cabinets should have adjustable shelves with cabinet doors.
 - e. Provide floor area adjacent to cabinets for stand-alone refrigerator. f. Countertop should have backsplash and returns.
4. Staff Work Room:
 - a. Approximately 16 lineal ft. x 36 inches high x 24 inches deep base cabinet with countertop.
 - b. Base cabinets should have drawers and adjustable shelves with cabinet doors.
 - c. Approximately 16 linear ft. of upper cabinets with adjustable shelves and cabinet doors. Upper cabinets should be 15 inches deep.
5. Mail Room:
 - a. Approximately 14 lineal ft. x 48 inches high x 15 inches deep cabinets with approximately 160 mailboxes to provide each teacher/staff member with a mailbox. Typical mailbox dimension should be 4 inches high, 12 inches wide, 14 inches deep. Mailbox shelves should be adjustable. At the bottom of the mailboxes should be a cabinet with shelves, 30 inches high.
6. Attendance:
 - a. Approximately 14 linear ft. of base cabinets, 34 inches height, 26 inches deep with countertop and splash block. Cabinet should have minimum 18 inches wide knee space at the accessible work station at the pass-through window location with 12 inches wide space for computer CPU. 6 ft. long wall hung cabinets above the counter. All cabinets should have adjustable shelves and doors with locks.
7. Counseling - Reception:
 - a. Approximately 16 linear ft. of island counter 42 inches high, 18 inches deep with 26 inches wide intermediate counter at 30 inches height accessible from the attendance work stations portion of the room. Island counter should accommodate two (2) work stations with knee spaces along the counter. All electrical and data outlets serving work stations should be installed on the island counter.
 - b. Work stations along the counter should be min. 36 inches wide for wheelchair access.

ADMINISTRATION

8. Storage:

- a) All administration storage rooms should have lockable storage cabinets, 24 inches deep and 18 inches deep open shelving.

Technology:

1. Work stations along the counters in main office, attendance and counseling should have data outlet including network and voice. Main Office should also have additional setup for third station along the wall.
2. Each office should have two (2) locations for work stations with data outlet including network and voice, on opposite walls to allow for flexibility in room furniture arrangement.
3. Each conference room should have one (1) location for work station with data outlet including network, voice and projector system.
4. Power Requirements:
 - a. All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b. One (1) duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Reception, attendance, counseling and teachers lounge should have duplex electrical outlets located approximately 12 ft. on center on all walls and above countertops. Electrical outlets in the location of work stations and equipment. Planned vending machines should be provided with appropriate electrical outlets.
2. Offices, conference rooms, and nurse rooms should have a minimum of one (1) duplex electrical outlets on each wall and above countertops at not less than 6 ft. apart.
3. Teacher's workroom and teachers lounge should have electrical outlets appropriate for planned equipment with additional outlets as described in number 1. above.
4. Overhead light control should be located near entry to room.
5. Clock, PA system speaker should be located in 911 occupied rooms. Fire and security alarm systems should be provided throughout.

Heating, Ventilating and Air Conditioning:

1. Main office, attendance, counseling reception, staff work room and staff lounge should have individual separate HVAC units, controlled by Energy Management System. Office rooms and conference rooms may be combined for HVAC system.
2. Controls and thermostat for the system should be located in the rooms in the area away from windows and exterior doors.

STANDARD ROOMS

Introduction:

This section provides design criteria and standards for various types of rooms, which are common in the school and occur in different buildings, such as staff rooms, restrooms, custodial rooms, storage and utility rooms, central corridors and central entries.

STAFF ROOM:

Design Criteria:

Size: Configuration: 320 sq. ft. approximately total area with 9ft. min. ceiling height.
Rectangular

School Relationship:

1. Staff room should be located in close proximity to the classrooms.
2. Staff room should be located in close proximity to the staff restroom.

Finishes:

Floors: Carpet with top set base and 5 ft. wide strip of vinyl composition tile in front of the cabinets with sink.
Walls: Vinyl covered tackable wall surface.
Ceiling: Acoustical suspended ceiling.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to staff room should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.

Furnishings:

1. Magnetic Dry Erase Board: One (1) 4 ft. x 6 ft. mounted on the wall adjacent to the entrance of the room.
2. Room darkening horizontal blinds should be installed at all windows and installed within recess of window opening.

Casework:

- a. Approximately 7 linear ft. x 34 inches high x 24 inches deep of base cabinets with countertop and upper cabinets above, 12 inches deep.
- b. Included within the cabinet work should be sink with warm and cold water and garbage disposal.
- c. Base cabinets should have doors and adjustable shelves.
- d. Upper cabinets should have adjustable shelves with cabinet doors.
- e. Countertop should have backsplash and returns.

STANDARD ROOMS

Technology:

1. Data Network Locations:
 - a) Two (2) locations in the staff room should feature data outlets, one of the outlets should be designated for copier.
2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One (1) duplex power outlet should be available for every data drop.

RESTROOMS

Design Criteria:

Restroom Size: Satisfying Access Compliance with minimum ceiling height of 8 ft.
Design Capacity: Restroom Fixture Ratio- Exceed C.B.C. standards
Configuration: Rectangular

School Relationships:

1. Restrooms should be conveniently located and easily accessible from grounds and classrooms.
2. Refer to particular sections for additional requirements.

Finishes:

1. Floors: Ceramic tile with ceramic tile coved base.
2. Walls: Ceramic tile on all walls.
3. Ceiling: Gypsum board, paint finish.

Furnishings:

1. Solid plastic toilet partitions at urinals and water closets. Partitions at water closets should include doors.
2. Grab bars, mirrors, toilet paper, dispensers, paper towel dispensers, soap dispensers and feminine napkin dispensers should be installed in all restrooms as applicable.
Note: District will supply toilet paper dispensers (except for accessible stalls) and paper towel dispensers. Electric hand dryers in student restrooms, and in all public use restrooms.
3. Water Supply: Cold and warm water shall be supplied to all lavatories/in staff restrooms, cold water only in students restrooms. All faucets in restrooms should be metering faucets.

STANDARD ROOMS

Electrical and Alarm Systems:

1. One (1) duplex outlet with ground fault at approximately 42 inches above finish floor, adjacent to a lavatories/sink in each room.
2. Electrical power for hand dryers as required.
3. Overhead light control keyed switch should be located near entry door.
4. Fire and security alarm systems should be provided.

Heating, Ventilation and Air Conditioning:

1. Adequate ventilation shall be provided to all restrooms: however, heating and cooling shall not be provided.

CUSTODIAN ROOMS:

Design Criteria:

1. Size: Custodial Room approximately 60 sq. ft. min. ceiling height in all custodial rooms should be 8 ft.
2. Configuration: Rectangular

School Relationships:

1. Storage rooms and utility rooms should be provided in each building as needed.
2. Refer to particular sections for additional requirements for storage rooms.

Finishes:

1. Floors:
 - a) Vinyl composition tile with top set base.
2. Walls:
 - a) Gypsum board painted.
 - b) Fiberglass reinforced plastic wall panels on walls abutting mop sinks, minimum height 7ft.
3. Ceiling:
 - a) Gypsum board painted.

Furnishings:

1. Custodian Rooms (all): Floor mounted mop sink with wall mounted mop rack.

Casework:

1. Custodian Room: Metal shelving, open: two (2), 36 inches wide x 12 inches deep x 60 inches high with adjustable shelves.

STANDARD ROOMS

Water Supply:

1. Cold and hot water.

Electrical and Alarm Systems:

1. One (1) duplex outlet with ground fault.
2. Overhead light control keyed switch should be located near entry door.
3. Fire and security alarm systems should be provided.

Heating, Ventilation and Air Conditioning:

1. Primary Custodian Room: HVAC should be provided.
2. Secondary Custodian Room: Ventilation only.

STORAGE AND UTILITY ROOMS:

Design Criteria:

1. Storage Room Size: As indicated in particular section with min. ceiling height of 8 ft.
2. Utility Rooms Size: As necessary to accommodate required equipment.
3. Configuration: Rectangular.

School Relationships:

1. Storage rooms and utility rooms should be provided in each building as needed.
2. Refer to particular sections for additional requirements for storage rooms.

Finishes:

1. Floors: Vinyl composition tile with top set base except for utility rooms which should have exposed concrete floors.
2. Walls: Gypsum board painted.
3. Ceiling: Gypsum board painted.

Furnishings:

1. None.

Casework:

1. As indicated in particular section.

Electrical and Alarm Systems:

1. One (1) duplex outlet with ground fault.
2. Overhead light control adjacent to entry door.

STANDARD ROOMS

Heating, Ventilation and Air Conditioning:

1. Provide ventilation only.

DATA ROOMS:

Design Criteria:

1. Room Size: As needed to accommodate required equipment.
2. Configuration: Rectangular.

School Relationships:

1. Data rooms should be provided throughout the site as needed and required.

Finishes:

1. Floors: Vinyl composition tile with top set base.
2. Walls: Gypsum board painted.
3. Ceiling: Gypsum board painted.

Furnishings:

1. None.

Casework:

1. None.

Technology:

MDF Data Rooms:

1. Room shall have a minimum 9 ft. x 14 ft. clear dedicated space for four (4) network data racks and vertical wire management and rear access.
2. Electrical transformers shall not share the same space.
3. Room shall have dedicated 24x7x365 AC to maintain room at 68 F.
4. Room shall have additional space for telephone, CATV/CCTV, fire and intrusion alarms, clock and bell and public address systems as required.

IDF's:

1. 8 ft. x 7ft. dedicated space.
2. Electrical transformers shall not share the same space
3. Room shall have dedicated 24x7x365 AC system to maintain room at 68°F.

STANDARD ROOMS

Electrical and Alarm Systems:

1. Electrical outlets for all equipment as needed.
2. One (1) duplex convenience outlet with ground fault.
3. Overhead light control adjacent to entry door.
4. Fire and security alarm systems should be provided.

Heating, Ventilation and Air Conditioning:

1. All data rooms should be air conditioned. Separate individual HVAC units are required.

CENTRAL CORRIDORS AND ENTRIES:

Design Criteria:

1. Size: As required for circulation pattern.
2. Configuration: Vary, as required.

School Relationship:

1. Corridors and entries should have size/width for convenient students and staff traffic flow and access to rooms.

Finishes:

- Floors: Vinyl composition tiles with top set base.
- Walls: Abuse resistant system board painted and vinyl covered tackboard above 4 ft. wainscot at corridors.
- Ceiling: Acoustical tile over gypsum board for sound attenuation.

Furnishings:

1. Bulletin Board 8 ft. long, 4 ft. high, 4 inches deep. Number and location of bulletin boards as appropriate.

Electrical and Alarm Systems:

1. Duplex electrical outlet at approximately 30 ft. on center.

Heating, Ventilating and Air Conditioning:

1. HVAC as applicable.

APPENDIX H

High School District Standards

GENERAL HIGH SCHOOL DESIGN CRITERIA

Introduction:

A physically and emotionally safe learning environment supports academic risk taking, invites student participation, and structures cooperative teaching and learning environments in the District's schools. Students of all ability levels and from all linguistic, socioeconomic and cultural backgrounds are actively involved in the core curriculum (Languages, Arts, Mathematics, Science, History/Social Science, Technology, Physical Education, Health, and the Visual and Performing Arts.) All students access the curriculum through small and large group instruction, many opportunities to participate and work directly with materials, and activities that enable discovery of new ideas and concepts. Flexible schedules, groupings, and instructional strategies offer multiple ways for students to achieve the District's content standards and to demonstrate their learning. Formalized before and after-school programs support academic achievement in a safe, supervised, and nurturing environment. Special needs students receive specialized programs and support to insure their success. Permanent construction provides housing for over 2,000 student population. Classroom design allows for range of 28-32 students in a class. The District's high school sites provide students with well-equipped standard classrooms, science rooms, a full range of electives rooms, Theater, Gymnasiums and athletic facilities. A well-supplied Library, technological resources and instructional materials are accessible by all students. High Schools include Grades 9-12 in the Alameda Unified School District and should be designed for a flexible school calendar, which may include traditional or modified year-round schedule and summer school.

Design Criteria:

Design Capacity - 2,000 Students

Site Acreage 40 net useable acres

Configuration- Rectangular

School Relationships:

1. A school site should have a minimum of one public street frontage and a maximum of two (2) street frontages. The second street frontage should preferably be at 90 degrees to the primary street frontage.
2. Vehicular and pedestrian entry to the school site should not be on major arterial streets with a heavy traffic pattern.
3. An entry to the school site should have street traffic control signal lights at the streets intersection entering the school site and in close vicinity.
4. Portions of the school site used for buildings ground and athletic facilities should be relatively level.
5. A school site should be located approximately in the geographical center of the attendance area, which it is anticipated to service.
6. All utilities and public services should be provided at the site.
7. A school site should not be located in any hazardous zone or contain toxic substance.
8. The site should not be subject to moderate to high liquefaction or landslides.

SCIENCE CLASSROOMS/LABORATORIES

Introduction:

Science Classrooms/Laboratories shall be designed in accordance with the planned curriculum. Classrooms shall have adequate space and features to perform the curriculum functions for Life Sciences, Physical Sciences (Physics and Chemistry), and Earth Sciences. Curriculum includes written and laboratory work, lectures and discussions, group research and computer simulations, analysis of data, and development of basic science skills such as use of the lab, lab equipment and lab safety.

Design Criteria:

| | |
|-----------------------|---|
| Size: | 1,800 sq. ft. approximately total area with minimum ceiling height as indicated in "Individual Spaces and Approximate Areas." |
| Number of Classrooms: | Refer to "High School Classroom Activity Area Requirements" chart. |
| Design Capacity: | 32 students |
| Configuration: | Rectangular |

School Relationship:

1. Classrooms should be oriented to prevent exterior noise and activities disrupting classes in session. They should be isolated from Music Rooms, Career Tech and athletic facilities.
2. Classrooms should be grouped in close proximity to each other.
3. Classrooms should have convenient access to restrooms.
4. Classrooms should be located near the Computer Lab and Library/Media Center.
5. Entrance to the classroom should be immediately adjacent and at right angle to the teaching wall.
6. Acoustical insulation should be provided in walls separating classrooms and in walls separating classrooms from restrooms and noise rooms.

Individual Rooms and Approximate Areas:

| | | | |
|----|----------------|-----------------------------|----------------------------|
| 1. | Classrooms/Lab | 1,450 sq. ft. per classroom | min. 10 ft. ceiling height |
| 2. | Prep Room | 250 sq. ft. per classroom | min. 8 ft. ceiling height |
| 3. | Storage | 100 sq. ft. per classroom | min. 8 ft. ceiling height |

SCIENCE CLASSROOMS/LABORATORIES

Introduction:

Science Classrooms/Laboratories shall be designed in accordance with the planned curriculum. Classrooms shall have adequate space and features to perform the curriculum functions for Life Sciences, Physical Sciences (Physics and Chemistry), and Earth Sciences. Curriculum includes written and laboratory work, lectures and discussions, group research and computer simulations, analysis of data, and development of basic science skills such as use of the lab, lab equipment and lab safety.

Design Criteria:

| | |
|-----------------------|---|
| Size: | 1,800 sq. ft. approximately total area with minimum ceiling height as indicated in "Individual Spaces and Approximate Areas." |
| Number of Classrooms: | Refer to "High School Classroom Activity Area Requirements" chart. |
| Design Capacity: | 32 students |
| Configuration: | Rectangular |

School Relationship:

1. Classrooms should be oriented to prevent exterior noise and activities disrupting classes in session. They should be isolated from Music Rooms, Career Tech and athletic facilities.
2. Classrooms should be grouped in close proximity to each other.
3. Classrooms should have convenient access to restrooms.
4. Classrooms should be located near the Computer Lab and Library/Media Center.
5. Entrance to the classroom should be immediately adjacent and at right angle to the teaching wall.
6. Acoustical insulation should be provided in walls separating classrooms and in walls separating classrooms from restrooms and noise rooms.

Individual Rooms and Approximate Areas:

| | | | |
|----|----------------|-----------------------------|----------------------------|
| 1. | Classrooms/Lab | 1,450 sq. ft. per classroom | min. 10 ft. ceiling height |
| 2. | Prep Room | 250 sq. ft. per classroom | min. 8 ft. ceiling height |
| 3. | Storage | 100 sq. ft. per classroom | min. 8 ft. ceiling height |

SCIENCE CLASSROOMS/LABORATORIES

Individual Room Relationships:

1. Preparation area should be immediately adjacent and accessible from room which it is serving.
2. Classroom/Laboratories of the same subject should share combined preparation area.
3. Secured storage area shall be provided for volatile, flammable or corrosive chemicals.
4. Classroom/Laboratories shall have fixed lab tables at perimeter of the room and lecture area in the middle. Classroom should be flexibly designed to insure full student access to laboratory stations and lecture areas. Room should be provided for movement of students around fixed-lab tables.

Finishes:

Science Classrooms:

1. Floors: Vinyl composition tiles suitable for use in Science Laboratories. Top set base.
2. Walls: Vinyl covered tackable wall, ceramic tiles in the emergency shower area in Chemistry Lab.
3. Ceiling: Acoustical suspended ceiling.

Preparation Rooms and Storage Rooms:

1. Floors: Vinyl composition tiles suitable for use in Science Laboratories.
2. Walls: Gypsum board painted. Vinyl covered tackable wall surface where appropriate in preparation rooms.
3. Ceiling: Acoustical suspended ceiling.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.
3. Door between Classroom and Prep Area should have safety glass vision panel approximately 20 inches wide and 24 inches high in the upper portion of the door.

SCIENCE CLASSROOMS/LABORATORIES

Furnishings:

1. Magnetic Dry Erase Board: 16 ft. x 4 ft. horizontal slider on the teaching wall.
2. Projection screen 8ft. wide mounted above dry erase board on Teaching Wall at 2 inches below ceiling grid.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Two (2) speakers should be installed next to projection screen, one (1) on each side of screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within recess of window openings. Physics Lab should have complete room darkening roller shades in addition to horizontal blinds.

Casework:

1. All casework in Science Classrooms/Laboratories and Preparation Rooms should be laboratory grade wood casework with epoxy resin countertops. All cabinets should be lockable. All shelves should be full-width and adjustable. All waste piping should be acid resistant.
2. Teacher Station- Demonstration Desk located in front of teaching wall, approximately 9 ft. long, 34 inches high. Desk should have sink with cold and warm water, gas outlet, air outlet and area for computer screen and keyboard. Knee space in the middle. Cabinets with drawers and doors should be located on both sides of the knee space. Cabinets should accommodate computer CPU.
3. Perimeter Lab Tables:
 - a. General-
Perimeter lab tables should be island lab tables extending into the room from cabinets located along the walls. Cabinets along the walls should have plumbing chase against the wall in the back of the cabinet. Depth of the plumbing chase should be 6 inches, depth of the cabinets 18 inches for the total depth of 24 inches with 25 inches deep countertop, 36 inch high cabinets should have doors and adjustable shelves. Island lab tables approximately 5 ft. long, 42 inches wide and 36 inches high should have bank of drawers on each side of the table at longer side in the middle of the table. Each of four (4) student stations at the island table should have duplex electrical receptacle located within the rail below countertop, above drawer units.

SCIENCE CLASSROOMS/LABORATORIES

b. Life Science -

Island lab tables accommodating four (4) students each. Eight (8) lab tables per room. Sink with cold water and gas outlet should be located within the countertop of wall cabinets. Sink size 18 inches x 12 inches x 8 inches deep should be located at the end of the island table. Upper cabinets with glazed doors should be located at walls above lab table banks. Computers should be located at counter along wall between island tables. One (1) computer station per one (1) lab table.

Accessible lab station and eye wash should be provided. Provide 7 ft. high microscope cabinet to hold 32 microscopes. Cabinet should have glazed door and microscope dividers on shelves.

c. Chemistry-

Island lab tables accommodating four (4) students each. Eight (8) lab tables per room. Sink with cold water and gas outlet should be located within the countertop at wall cabinets. Sink size 18 inches x 12 inches x 8 inches deep minimum. Upper cabinets with glazed doors should be located at walls above lab table banks. Computers should be located at counter along wall between island cabinets. One (1) computer station per one (1) lab station.

Accessible lab station should be provided. Emergency shower and eye wash should be provided.

Fume hood (air flow, low velocities) should be provided. Fume hood should be located in close proximity to the demonstration desk and easily accessible to the teacher and students. Fume hood should have vapor proof light fixture, epoxy resin countertop within the cup sink and faucet, one (1) single gas cock, one (1) duplex electrical power receptacle. Controls for exhaust fan should be located next to fume hood.

d. Physics-

Perimeter 36 inches high storage cabinets (approximately 30ft. long) with drawers and doors and adjustable shelves. Countertop with three (3) sinks with cold water and gas outlets.

7 ft. high storage cabinets (approximately 15 ft. long) with lower portion deeper (\pm 24 inches) with drawers of different depth and width, upper portion narrower (\pm 15 inches) with glazed doors and adjustable shelves.

SCIENCE CLASSROOMS/LABORATORIES

Lab tables- rectangular (3ft. wide x 6ft. long x 36 inches high) with four legs or center support, accessible from all four sides should be located on perimeter of the room leaving middle front portion for lecture area. Accessible table/work station and emergency eye wash should be provided.

e. Preparation Room-

Work station for each teacher approximately 5 ft, 6 inches long countertop with set of drawers with file drawer; 36 inches min. wide knee space and space for computer CPU under the counter. Two (2) wall mounted open shelves should be located above work station. Storage cabinets 7ft. high x 24 inches deep should include: 12 inches long teachers wardrobe cabinet- one (1) per classroom, 3 ft. long storage cabinets with adjustable shelves and cabinet doors, minimum two (2) per classroom. For life science labs provide 7ft, high skeleton cabinet.

34 inches high preparation counter should be provided approximately 6 ft. long per classroom/lab.

Preparation counter in each preparation room should include: Prep sinks -One (1) standard and one (1) 12 inches deep lab sink. For life science labs provide wash-up sink with garbage disposer, and under counter ice maker. Bank of the flat file drawers 4 ft, long and 30 inches deep, storage space, 36 inches wide cabinets with drawers, cabinets with adjustable shelves and cabinet doors.

Provide floor space for refrigerator for life science classrooms/labs. All sinks in preparation room to have cold and warm water.

f. Storage Room -

Chemicals storage - lockable 7 ft. high storage cabinets, 16 inches deep with glazed doors. All shelves should have 2 inch high plexiglass front edge secured to shelf.

Provide vented metal cabinet for volatile, flammable and corrosive chemicals.

SCIENCE CLASSROOMS/LABORATORIES

Technology:

1. Data Network Locations:
 - a) Classroom should have one (1) designated location for teacher station. Teacher station should have data outlet including network and voice. b) Teacher stations in preparation room and demonstration desk should have data outlet same as classroom teacher station.
 - c) Eight (8) locations in the classroom should feature student data outlets. outlets should be located between lab tables at wall cabinets with counter.
 - d) Projector should be installed in each classroom at ceiling projector mount.
 - e) Speakers should be installed at each side of projection screen. Cables from speakers and projector shall be connected with teacher data outlets.
 - f) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located at walls at each lab table and approximately 6 to 8 ft. on center on remaining walls and above countertops.
2. Electrical outlet at ceiling should be provided for video projector.
3. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
4. Clock and PA system speaker should be located on the wall opposite to teaching wall.
5. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Each classroom should have individual *I-N* AC unit, controlled by Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.
3. Separate ventilating system should be provided for science classrooms/laboratories and preparation rooms.

FOREIGN LANGUAGE CLASSROOM

Introduction:

Foreign Language Classroom shall be designed to reflect the function planned for this portion of educational program. Curriculum includes introduction and development basic language skills: listening, speaking, reading and writing. It includes a variety of oral and written activities to develop and strengthen comprehension and conversing.

Design Criteria:

| | |
|---------------------------------------|---|
| Classroom Size: Number of Classrooms: | 960 sq. ft. min. ceiling height 9 ft. Refer to "High School Classroom Activity Area Requirements" chart. |
| Design Capacity: | 32 students per classroom. |
| Configuration: | Rectangular |

School Relationship:

1. Classroom should be oriented to prevent exterior noise and activities disrupting classes in session. They should be isolated from music rooms, shops and athletic facilities.
2. Classrooms should be grouped in close proximity to each other.
3. Classrooms should have convenient access to restrooms.
4. Entrance to the classroom should be immediately adjacent and at right angle to the teaching wall.
5. Acoustical insulation should be provided in walls separating classrooms and in walls separating classrooms from restrooms and noise rooms.

Finishes:

1. Floors: Carpet with top set base.
2. Walls: Vinyl covered tackable wall surface at all walls floor to ceiling.
3. Ceiling: Acoustical suspended ceiling.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 in. wide and 24 inches high on strike side of the door.

FOREIGN LANGUAGE CLASSROOM

Furnishings:

1. Magnetic Dry Erase Board: One (1) 4 ft. x 16 ft. on the teaching wall. Board should be mounted at 36 inches above finish floor.
2. Projection screen 8ft. wide mounted above dry erase board on Teaching Wall at 2 inches below ceiling grid.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Two (2) speakers should be installed next to projection screen, one (1) on each side of screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within the recess of window opening.

Casework:

1. Teaching wall.
 - a) 7ft. high lockable teacher's cabinet located next to the entry- cabinet should be double door with coat compartment approximately 12 inches wide and 3 feet wide storage with adjustable shelves.
 - b) 7 ft. high, 24 inches wide, 24 inches deep, equipment cabinet with lockable door and adjustable shelves. Power and data outlets for audio- visual system should be located inside of the cabinet.
- 2) Other Casework:
 - a) Bookshelves-3ft. high row under the windows along the wall with adjustable shelves and counter top.

Technology:

1. Data Network Locations:
 - a) Classroom should have two (2) designated locations for teacher's station.
Each teacher station should have two (2) data jacks.
 - b) One location in classroom shall have six (6) data jacks for student data outlets, in the location where a cluster of computers is ideally located.
Computer monitors should not be located against the windows.

FOREIGN LANGUAGE CLASSROOM

- c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of projection screen. Cables from speakers and projector shall be connected with teacher data outlets.
 - e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
2. Power Requirements:
- a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

- 1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops. Electrical outlet below marker board approximately in center of board should be provided. Electrical outlet at ceiling for video projector.
- 2. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
- 3. Clock and PA system speaker should be located on the wall opposite to teaching wall.
- 4. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

- 1. Classroom should have individual HVAC unit, controlled by Energy Management System.
- 2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

MUSIC ROOMS:

Introduction:

Music Rooms shall be designed to reflect the function planned for that portion of the Educational Program. Curriculum includes development of music fundamentals, rehearsal and performance skills of ensemble, sectional and solo work, vocal and instrumental techniques, music reading, musicianship and music appreciation of a variety of musical styles.

Design Criteria:

Size: 8,000 sq. ft. approximately total area with minimum ceiling height as indicated in "Individual Rooms and Approximate Areas."

Design Capacity: Instrumental Music - 100 students
Choral- 80 students

Configuration: Individual rooms generally rectangular except for music rooms which configuration may vary due to acoustical requirements.

School Relationship:

1. Music Rooms should be acoustically isolated from the rest of the school especially Library, Administration and all Classrooms.
2. Music Rooms should have convenient access to the theater stage (preferably as one building with the theater).
3. Access road should be in the close-vicinity to the Music Rooms for delivery of instruments and equipment.
4. Music Rooms should have convenient access to restrooms.
5. Music Rooms should have easy access to exterior for bus loading.

Individual Rooms and Approximate Areas:

A. Instrumental Music:

- | | | | |
|----|-------------------------|---------------|----------------------------|
| 1. | Instrumental Music Room | 2,400 sq. ft. | min. 18 ft. ceiling height |
| 2. | Practice Rooms (2 ea.) | 550 sq. ft. | min. 12 ft. ceiling height |
| 3. | Drum Practice/Storage | 450 sq. ft. | min. 12 ft. ceiling height |
| 4. | Music Library | 200 sq. ft. | min. 8 ft. ceiling height |
| 5. | Uniforms/Storage | 200 sq. ft. | min. 8 ft. ceiling height |
| 6. | Office | 140 sq. ft. | min. 8 ft. ceiling height |

MUSIC ROOMS:

B. Choral:

| | | | |
|----|-----------------------|---------------|----------------------------|
| 1. | Choral Music Room | 1,800 sq. ft. | min. 18 ft. ceiling height |
| 2. | Practice Room (1 ea.) | 350 sq. ft. | min. 12 ft. ceiling height |
| 3. | Music Library | 200 sq. ft. | min. 8 ft. ceiling height |
| 4. | Sound Equipment Room | 100 sq. ft. | min. 8 ft. ceiling height |
| 5. | Uniforms/Storage | 150 sq. ft. | min. 8 ft. ceiling height |
| 6. | Office | 140 sq. ft. | min. 9 ft. ceiling height |

C. General:

| | | | |
|----|---|--------------|----------------------------|
| 1. | Equipment Storage (shells, risers, etc.) | 350 sq. ft.. | min. 10 ft. ceiling height |
| 2. | Restroom | 100 sq. ft. | min. 8 ft. ceiling height |
| 3. | Custodial | 20 sq. ft. | min. 8 ft. ceiling height |

Individual Rooms Relationships:

1. Size and height of Instrumental and Choral Rooms should be sufficient to allow for movement of students and instruments, various presentation arrangements and acoustical quality.
2. Choral Room should have portable riser system, seating risers, minimum 36 inches wide, four (4) tiers to accommodate 80 students.
3. Practice Rooms, offices, music library and uniforms/storage should be accessible from the Music Room which they serve.
4. Equipment Storage, Restrooms, Custodial should be accessible from an area outside classrooms.
5. Music Rooms and Practice Rooms should be acoustically isolated from each other.
6. Equipment storage should be conveniently located in relation to the access to the stage.

Finishes:

1. Music Rooms and Practice Rooms:

- a) Floors: Carpet with top set base. Vinyl composition tile may be provided if needed to meet acoustical requirements of the room.
- b) Walls: Gypsum board and acoustical treatment- vinyl fabric covered wall panels as needed to meet acoustical requirements of the room.
- c) Ceiling: Acoustical suspended ceiling with absorptive, reflective and diffusing panels as needed to meet acoustical requirements of the room.

MUSIC ROOMS:

2. Office:
 - a) Floors- Carpet with top set base.
 - b) Walls- Vinyl covered tackable wall panels.
 - c) Ceiling - Acoustical suspended ceiling.
3. Storage rooms, custodial/utilities, restroom:
See Standard Rooms Section.

Doors and Windows:

1. Exterior windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Exterior windows should be located above sightlines from the room to the outside.
3. Main entry doors to Music Rooms should have safety glass vision panel approximately 6 inches wide and 25 inches high on strike side of the door.
4. All doors between Music Rooms and Practice Rooms, and Entry/Exit Doors to Music Rooms should be acoustical doors, rating as required- STC-40 minimum.
5. There should be fixed glass windows between Practice Rooms and Music Rooms (approximately 6ft. x 4ft. high) and between Offices and Music Rooms (approximately 4ft. x 4ft. high). Windows should be acoustical windows, rating as required- STC-40 minimum.

Furnishings:

1. Magnetic Dry Erase Boards: 8 ft. x 8 ft. vertical slider on teaching wall. One of the writing boards should have staff lines- min. 1 board per music room.
2. Projection screen 8ft. wide mounted above dry erase board on Teaching Wall. Top of the screen at approximately 12ft.
3. Ceiling mounted suspended projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Two (2) speakers should be installed next to projection screen, one (1) on each side of screen.
5. Room darkening horizontal blinds should be installed at all windows.
6. Instrument storage cabinets should be located along walls in Instrumental Music Room. Instrument storage should be compartmentalized to handle variety and quantity of instruments needed. Compartment doors should be grille. Note: Consult with Instrumental Music Teacher on list of required instruments.

MUSIC ROOMS:

7. Pull-out music library storage system should be located in Music Library Rooms. Pull-out storage units should be seven (7)- shelf high units, 16 inches wide and 44 inches deep - 10 such units in each Music Library Room.
8. Music portfolio cabinets should be located in both Instrumental Music and Choral Rooms
Instrumental Music - minimum 150 slots cabinet.
Shelf Dimensions: 14-1/4 inches wide x 14-1/2 inches deep x 1-3/8 inches high.
Choral Music: Minimum 200 slots cabinet.
Shelf dimensions: 10-1/2 inches wide x 12-1/2 inches deep x 1-3/8 inches high.
9. Uniform storage cabinets in Storage Rooms to hold:
Instrumental Music: 80 uniforms (including Marching Band uniforms and 160 hats). Approximately 16 lineal feet of 7 ft. high storage cabinets - 4 ft. high with hanging rod, three (3) adjustable shelves for hats above.
Choral: 80 robes and 80 dresses and tuxedos. Approximately 10 lineal feet of 7ft. high storage cabinets- 5 ft. high with hanging rod, two (2) adjustable shelves above.

Casework:

1. Music Rooms:
 - a) Each Music Room should have minimum 4ft. long, 34 inches high, 24 inches deep cabinet with drinking fountain and sink with cold and warm water for instruments maintenance and clean-up. Cabinet should have drawers and adjustable shelves with cabinet doors.
 - b) Each Music Room should have cabinet to hold equipment for play-back sound, audio-visual equipment cabinet 3 ft. tall, 24 inches deep, 5 ft. long, or tall cabinet similar to standard classroom cabinet.
Note: Consult with Music Teachers on particular sound equipment requirements.
2. Office:
 - a) Each Office should have teachers cabinet with coat compartment and adjustable shelves similar to cabinet in standard classroom.
 - b) Each office should have 6 linear feet minimum of 24 inch deep base cabinets up to 36 inches high, 15 inch deep wall cabinets above. Cabinets with doors and adjustable shelves.

MUSIC ROOMS:

Technology:

1. Data Network Locations:
 - a) Classroom should have two (2) designated locations for teacher's station. Each teacher station should have two (2) data jacks.
 - b) One (1) location in classroom shall have six (6) data jacks for student data outlets, in the location where a cluster of computers is ideally located. Computer monitors should not be located against the windows.
 - c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of projection screen. Cables from speakers and projector shall be connected with teacher data outlets.
 - e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Music rooms should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops. Electrical outlets in the location of equipment.
2. Electrical outlets at ceiling should be provided for video projector.
3. Offices and practice rooms should have minimum of one (1) duplex electrical outlet on each wall and not less than 8ft. apart.
4. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
5. Clock and PA system speaker should be located on the wall opposite to teaching wall.
6. Fire alarm and security alarm systems should be provided.

MUSIC ROOMS:

Heating, Ventilating and Air Conditioning:

1. Each Music Room and Practice Rooms should have individual HVAC units, controlled by Energy Management System. HVAC system for Music Rooms and Practice Rooms should be designed to achieve noise level in the rooms NC 25-30 range. Auxiliary rooms may be combined for HVAC system.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

DRAMA CLASSROOM

Introduction:

Drama Classroom shall be designed to allow students to develop skills planned for this portion of the educational program. Curriculum includes performing in front of others by participating in a variety of activities such as pantomime, improvisation, acting scenes, monologues, storytelling, etc. Students are introduced to theater history, play production, characterization, stage lighting and sound design and scenery design and construction.

Design Criteria:

| | |
|-----------------------|--|
| Size: | 1400 sq. ft. approximately total area with min. ceiling height as indicated in "Individual Rooms and Approximate Areas." |
| Number of Classrooms: | Refer to "High School Classroom Activity Area Requirements" chart. |
| Design Capacity: | 32 students. |
| Configuration: | Rectangular |

School Relationship:

1. Drama Classroom should be oriented to prevent exterior noise and activities disrupting students.
2. Drama Classrooms should be located near and with convenient access to theater building, especially stage.
3. Drama Classroom should have convenient access to restrooms.
4. Entrance to the classroom should be immediately adjacent and at right angle to the teaching wall.
5. Acoustical insulation should be provided in walls separating classrooms and in walls separating classroom from restrooms and noise room.

Individual Rooms and Approximate Areas:

- | | | | |
|----|-----------------|---------------|-----------------------------|
| 1. | Classroom: | 1,200 sq. ft. | min. 10 ft. ceiling height. |
| 2. | Changing Rooms: | 60 sq. ft. | min. 8 ft. ceiling height. |
| 3. | Storage: | 140 sq. ft. | min. 8 ft. ceiling height. |

Individual Rooms Relationships:

1. Changing rooms and storage rooms should be accessible directly from the classroom.

DRAMA CLASSROOM

Finishes:

Classroom and Changing Rooms:

1. Floors: Carpet with top set base.
2. Walls: Vinyl covered tackable wall surface at all walls floor to ceiling.
3. Ceiling: Acoustical suspended ceiling.

Storage:

See Standard Rooms section.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 in. wide and 24 inches high on strike side of the door.

Furnishings:

1. Magnetic Dry Erase Board: One (1) 4ft. x 16ft. on the teaching wall. Board should be mounted at 36 inches above finish floor.
2. Projection screen 8ft. wide mounted above dry erase board on Teaching Wall at 2 inches below ceiling grid.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Two (2) speakers should be installed next to projection screen, one (1) on each side of screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within the recess of windows opening.
6. 3 ft. high mirror above make-up counter should be the full length of counter.

Casework:

1. Teaching wall.
 - a) 7ft. high lockable teacher's cabinet located next to the entry. Cabinet should be double door with coat compartment approximately 12 inches wide and 3 feet wide storage with adjustable shelves.
 - b) 7 ft. high, 24 inches wide, 24 inches deep, equipment cabinet with lockable door and adjustable shelves. Power and data outlets for audio- visual system should be located inside of the cabinet.

DRAMA CLASSROOM

- 2) Other Casework:
 - a) Bookshelves - 3 ft. high under the windows along the window wall. Approximately 24 lineal feet in length with adjustable shelves.
 - b) Make-up counter- 15 inches deep, 30 inches high, approximately 15 lineal feet with continuous knee space. Continuous mirror and make-up lights above. Counter should have drawers below the counter and 6 inch high backsplash. Mirror should be installed on top of backsplash. Electrical outlets should be installed within backsplash at 30 inches on center.
 - c) Cabinet 24 inches deep, 34 inches high, 4 ft. long with sink in close proximity to the make-up counter. Warm and cold water.

Technology:

- 1. Data Network Locations:
 - a) Classroom should have two (2) designated locations for teacher's station. Each teacher station should have two (2) data jacks.
 - b) One location in classroom shall have six (6) data jacks for student data outlets, in the location where a cluster of computers is ideally located. Computer monitors should not be located against the windows.
 - c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of projection screen. Cables from speakers and projector shall be connected with teacher data outlets. e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
- 2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) The TV power outlet should be collocated with TV/Data outlet.
 - c) One duplex power outlet should be available for every data drop.

DRAMA CLASSROOM

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls. Electrical outlet below marker board approximately in center of board should be provided. Electrical outlet at ceiling for video projector.
2. Electrical outlets should be provided at make-up counter within counter backsplash, and row of light fixtures above make-up mirror.
3. General lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
4. Clock and PA system speaker should be located on the wall opposite to teaching wall.
5. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Drama Classroom should have individual HVAC unit, controlled by Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

2D ART/DRAWING CLASSROOM

Introduction:

2D Art Classroom should be adequate to perform the function of the planned curriculum. Curriculum includes fundamentals of art expression, drawing and painting using different techniques and methods, design concepts and art history.

Design Criteria:

| | |
|-----------------------|---|
| Classroom Size: | 1400 sq. ft. approximately with min. 10 ft. ceiling height. |
| Number of Classrooms: | Refer to "High School Activity Area Requirements" chart. |
| Design Capacity: | 32 students per classroom. |
| Configuration: | Rectangular |

School Relationship:

1. Classroom should be oriented to prevent exterior noise and activities disrupting classes in session.
2. Visual arts classrooms should be grouped in close proximity to each other.
3. Classrooms should have convenient access to restrooms.
4. Entrance to the classroom should be immediately adjacent and at right angle to the teaching wall.
5. Acoustical insulation should be provided in walls separating classrooms and in walls separating classrooms from restrooms and noise rooms.

Finishes:

1. Floors: Vinyl composition tile with top set base.
2. Walls: Tackable wall surface at all walls floor to ceiling.
3. Ceiling: Acoustical suspended ceiling.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 in. wide and 24 inches high on strike side of the door.

2D ART/DRAWING CLASSROOM

Furnishings:

1. Magnetic Dry Erase Board: One (1), 4 ft. x 16 ft. on the teaching wall. Board should be mounted at 36 inches above finish floor.
2. Projection screen 8ft. wide mounted above dry erase board on Teaching Wall at 2 inches below ceiling grid.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Two (2) speakers should be installed next to projection screen, one (1) on each side of screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within the recess of window opening.

Casework:

1. Teaching wall.
 - a) 7ft. high lockable teacher's cabinet located next to the entry. Cabinet should be double door with coat compartment approximately 12 inches wide and 3 ft. wide storage with adjustable shelves.
 - b) 7 ft. high, 24 inches wide, 24 inches deep, equipment cabinet with lockable door and adjustable shelves. Power and data outlets for audio- visual system should be located inside of the cabinet.
- 2) Other Casework:
 - a) 34 inches high counter approximately 30 ft. long with three (3) sinks. One of the sinks should be 12 inches deep. All sinks should have solids interceptor and cold and warm water. Faucets should be metering faucets.
 - b) Lockable storage cabinets under the counter as follows:
 - Two (2) drawer units, in 24 inches deep cabinets.
 - Three (3) flat files units- 30 inches deep x 48 inches long.
 - The remaining portion should be 24 inches deep cabinets with doors and adjustable shelves to store supplies.
 - c) Student work storage cabinets 30 inches wide, 30 inches deep and 4 inches high slots. - 180 slots per classroom. Storage cabinets should have doors with mesh inserts for ventilation.
 - d) Bookshelves- two (2) 3 ft. wide x 6ft. high bookcases.

2D ART/DRAWING CLASSROOM

Technology:

1. Data Network Locations:
 - a) Classroom should have two (2) designated locations for teacher's station. Each teacher station should have two (2) data jacks.
 - b) One location in classroom shall have six (6) data jacks for student data outlets, in the location where a cluster of computers is ideally located. Computer monitors should not be located against the windows.
 - c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of projection screen. Cables from speakers and projector shall be connected with teacher data outlets
 - e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops. Electrical outlet below marker board approximately in center of board should be provided. Electrical outlet at ceiling for video projector.
2. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
3. Clock and PA system speaker should be located on the wall opposite to teaching wall.
4. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Classroom should have individual HVAC unit, controlled by Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

3D ART CLASSROOM

Introduction:

3D Art Classroom should be adequate to perform the function of the planned curriculum. Curriculum includes introduction to basic design principles in three dimensional art and work in a variety of media with varied techniques.

Design Criteria:

| | |
|---------------------------------------|---|
| Classroom Size: Number of Classrooms: | 1400 sq. ft. approximately with 10 ft. min. ceiling height. Refer to "High School Classroom Activity Area Requirements" chart. |
| Design Capacity: | 32 students per room. |
| Configuration: | Rectangular |

School Relationship:

1. Classroom should be oriented to prevent exterior noise and activities disrupting classes in session.
2. Visual arts classrooms should be grouped in close proximity to each other.
3. Classrooms should have convenient access to restrooms.
4. Acoustical insulation should be provided in walls separating classrooms and in walls separating classrooms from restrooms and noise rooms.
5. Entrance to the classroom should be immediately adjacent and at right angle to the teaching wall.
6. 3D Art Classrooms should have exterior fenced yard connected with the classroom through roll-up door with man door.

Finishes:

1. Floors: Seamless epoxy flooring with top set base Gypsum
2. Walls: board painted and tackable wall surface. Acoustical
3. Ceiling: suspended ceiling.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 in. wide and 24 inches high on strike side of the door.

3D ART CLASSROOM

Furnishings:

1. Magnetic Dry Erase Board: One (1) 4 ft. x 16 ft. on the teaching wall. Board should be mounted at 36 inches above finish floor.
2. Projection screen 8ft. wide mounted above dry erase board on Teaching Wall at 2 inches below ceiling grid.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Two (2) speakers should be installed next to projection screen, one (1) on each side of screen.
5. Students work storage metal lockers, 12 inches x 12 inches x 15 inches deep- 180 per classroom.

Casework:

1. Teaching wall.
 - a) 7ft. high lockable teacher's cabinet located next to the entry. Cabinet should be double door with coat compartment approximately 12 inches wide and 3 feet wide storage with adjustable shelves.
 - b) 7 ft. high, 24 inches wide, 24 inches deep, equipment cabinet with lockable door and adjustable shelves. Power and data outlets for audio-visual system should be located inside of the cabinet.
- 2) Other Casework:
 - a) Two (2) Bookshelves - 3 ft. x 6 ft. high.
 - b) Approximately 16 lineal ft. of storage cabinets with adjustable shelves. Cabinets 4 ft. wide x 24 inches deep x 7 ft. high - lockable with doors. Doors should have mesh inserts for ventilation.
 - c) 24 inches deep, 34 inches high, approximately 12ft. long stainless steel counter with two (2) stainless steel sinks and cabinets below. Cabinets should have adjustable shelves and cabinet doors. Sinks should have cold and warm water and solids interceptor. Faucets should be metering faucets.
- 3) Exterior yard should have 16 lineal feet min. stainless steel countertop, 27 inches deep, 34 inches high with stainless steel sink. Sink should have cold and warm water and solids interceptor.

3D ART CLASSROOM

Technology:

1. Data Network Locations:
 - a) Classroom should have two (2) designated locations for teacher's station. Each teacher station should have two (2) data jacks.
 - b) One location in classroom shall have six (6) data jacks for student data outlets, in the location where a cluster of computers is ideally located. Computer monitors should not be located against the windows.
 - c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of projection screen. Cables from speakers and projector shall be connected with teacher data outlets
 - e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
2. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops. Electrical outlet below marker board approximately in center of board should be provided. Electrical outlet at ceiling for video projector.
2. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
3. Clock and PA system speaker should be located on the wall opposite to teaching wall.
4. Fire alarm and security alarm systems should be provided.
5. Suspended from ceiling electrical outlets with twist lock should be provided.

Heating, Ventilating and Air Conditioning:

1. Classroom should have individual HVAC unit, controlled by Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.
3. Classroom should have separate ventilating system.

CERAMICS CLASSROOM

Introduction:

Curriculum includes learning of variety techniques in clay construction, wheel throwing, glazing and surface decoration. Classroom features should support curriculum function.

Design Criteria:

| | |
|-----------------------|---|
| Size: | 2000 sq. ft. approximately total area with minimum ceiling height as indicated in "Individual Rooms and Approximate Areas." |
| Number of Classrooms: | Refer to "High School Classroom Activity Area Requirements" chart. |
| Design Capacity: | 32 students per classroom |
| Configuration: | Rectangular |

School Relationship:

1. Art classrooms should be grouped in close proximity to each other.
2. Classroom should have convenient access to restrooms.
3. Acoustical insulation should be provided in walls separating classrooms and in walls separating classrooms from restrooms.
4. Entrance to the classroom should be immediately adjacent and at right angle to the teaching wall.
5. Ceramics room should have exterior fenced and covered yard.
6. Yard entrance gate should be accessible from delivery road and separated from pedestrian traffic.

Individual Rooms and Approximate Areas:

- | | |
|------------------------|---|
| 1. Ceramics Classroom: | 1,600 sq. ft.min. 10 ft. ceiling height |
| 2. Damp Room: | 100 sq. ft. min. 9 ft. ceiling height |
| 3. Glazing Room | 100 sq. ft. min. 9 ft. ceiling height |
| 4. Kiln Room | 200 sq. ft. min. 9ft. ceiling height |

Individual Rooms Relationship:

1. Glazing and damp room should be accessible from pottery wheels area of the classroom.
2. Exterior covered ceramics yard should be accessible directly from ceramics classroom.
3. Kiln Room should be accessible from ceramics classroom and covered yard.

CERAMICS CLASSROOM

Finishes:

Classrooms:

1. Floor: Seamless epoxy flooring with integrated base.
2. Walls: Gypsum board painted.
3. Ceiling: Acoustical suspended ceiling.

Pottery Wheels Area, Damp Room, Glazing Room and Kiln Room:

1. Floor: Seamless epoxy flooring with integrated base.
2. Walls: Gypsum board painted.
3. Ceiling: Gypsum board painted.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.
3. Door should be provided between ceramics classroom and ceramics yard.

Furnishings:

1. Magnetic Dry Erase Board: One (1) 4 ft. x 16 ft. on the teaching wall. Boards should be mounted at 36 inches above finish floor.
2. Projection screen 8ft. wide mounted above dry erase board on Teaching Wall at 2 inches below ceiling grid.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Two (2) speakers should be installed next to projection screen, one (1) on each side of screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within the recess of windows opening.
6. Student work storage metal lockers, 12 inches x 12 inches x 15 inches deep- 210 per classroom.
7. Pottery wheels- eight (8) in two (2) clusters of four (4).
8. Freestanding stainless steel sinks- six (6) between classroom and wheels area with cold and warm water. Faucets should be electronic metering faucets.
9. Floor drainage trough should be installed under the sinks through entire width of the room between classroom and pottery wheels area.
10. Electric Kiln Units- two (2) electric should be located in kiln room, or outside in secured covered area.

CERAMICS CLASSROOM

Casework:

1. Teaching wall.
 - a) 7 ft. high lockable teacher's cabinet located next to the entry. Cabinet should be double door with coat compartment approximately 12 inches wide and 3 feet wide storage with adjustable shelves.
 - b) 7 ft. high, 24 inches wide, 24 inches deep, equipment cabinet with lockable door and adjustable shelves. Power and data outlets for audio-visual system should be located inside of the cabinet.
- 2) Other Casework:
 - a) Bookshelf- 3 ft. wide x 6 ft. high.
 - b) Approximately 24 lineal feet. of storage cabinets with adjustable metal grid shelves. Cabinets 4ft. wide x 3 ft. deep x 7ft. high- with doors. Doors should have mesh inserts for ventilation. Cabinets may be located in classroom or in a separate storage room area.
 - c) 24 inches deep, 34 inches high, approximately 12ft. long stainless steel counter with storage cabinets below. Cabinets should have adjustable shelves and cabinet doors.
- 3) Exterior yard should have 16 linear feet min. stainless steel countertop, 27 inches deep, 34 inches high with stainless steel sink. Counter should be located in covered area.
- 4) Damp room should have 7 ft. high open cabinets with dividers and adjustable grid shelves.
- 5) Glazing room should have 36 inches high stainless steel counter along walls, with shelf below.

Technology:

1. Data Network Locations:
 - a) Classroom should have designated location for teacher station. Teacher station should have data outlets including network and voice.
 - b) Two (2) locations in the classroom should feature student data outlets. Computer monitors should not be placed against windows.

CERAMICS CLASSROOM

- c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of projection screen. Cables from speakers and projector shall be connected with teacher data outlets
 - e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
2. Power Requirements:
- a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

- 1. Classroom should have duplex electrical outlets located approximately 6 to 8 ft. on center on all walls and above countertops. Electrical outlet at ceiling for video projector should be provided.
- 2. Suspended from ceiling electrical outlet with twist lock should be provided.
- 3. Suspended from ceiling electrical outlets with twist locks should be provided.
- 4. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
- 5. Clock and PA system speaker should be located on the wall opposite to teaching wall.
- 6. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

- 1. Classroom should have individual HVAC unit, controlled by Energy Management System.
- 2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.
- 3. Classroom, pottery wheels area, damp room and glazing should have separate ventilating system.

VIDEO CLASSROOM

Introduction:

Video production class curriculum includes learning of the basic video techniques, new technologies associated with the production of video presentation and creating actual video productions. Design of the area should be adequate to support this curriculum. Separate rooms need to be provided within the overall video classroom to provide for instruction, editing, filming and projection.

Design Criteria:

| | |
|-----------------------|--|
| Size: | 2,000 sq. ft. approximately with min. ceiling height as indicated in "Individual Rooms and Approximate Areas." |
| Number of Classrooms: | Refer to "High School Classroom Activity Area Requirements" chart. |
| Design Capacity: | 32 students per classroom. |
| Configuration: | Rectangular |

School Relationship:

1. Video Classroom should be oriented to prevent exterior noise and activities disrupting classes in session. It should be isolated from Music Rooms, Shops and Athletic Facilities and quad.
2. Classroom should have convenient access to restrooms.
3. Acoustical insulation should be provided in walls separating classrooms and in walls separating classroom from restrooms and noise rooms.
4. Video classroom should be located in close proximity, together with other electives classrooms.

Individual Rooms and Approximate Areas:

- | | | |
|-----------------------|-------------|---------------------------|
| 1. Classroom: | 960 sq. ft. | min. 9 ft. ceiling height |
| 2. Production Studio: | 450 sq. ft. | min. 12ft. ceiling height |
| 3. Control Room: | 270 sq. ft. | min. 10ft. ceiling height |
| 4. Equipment Storage: | 150 sq. ft. | min. 8ft. ceiling height |
| 5. Studio Storage: | 120 sq. ft. | min. 10ft. ceiling height |
| 6. Recording Room: | 50 sq. ft. | min. 8ft. ceiling height |

Individual Rooms Relationships:

1. Control room, equipment storage and recording room should be accessible from the classroom.
2. Production studio should be accessible from control room.
3. Control room should have two (2) control counters, with monitors bridge above counter located against the windows to production studio.

VIDEO CLASSROOM

4. Location of the studio storage should allow for easy movement of the production studio accessories, scenery items, etc.
5. Production studio should be acoustically isolated from all surrounding rooms and exterior of the room.

Finishes:

Classroom and Control Room:

1. Floors: Carpet with top set base.
2. Walls: Vinyl covered tackable wall surface.
3. Ceiling: Acoustical suspended ceiling.

Production Studio:

1. Floor: Vinyl composition tile with top set base.
2. Walls: Fabric covered wall panels as needed to meet acoustical requirements of the room.
3. Ceiling: Gypsum board painted

Recording Room:

1. Floor: Carpet with top set base.
2. Walls: Fabric covered wall panels as needed to meet acoustical requirements of the room.

Storage Rooms:

See standard rooms section.

Doors and Windows:

1. Classroom windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.
3. There should be fixed glass window between control room and production studio, approximately 15 ft. long, 4 ft. high to accommodate four (4) control positions.
4. Door to the equipment storage should be dutch door.
5. Doors to recording studio, control room and all doors in the production studio should be acoustical door, STC rating as required, min. 40.

VIDEO CLASSROOM

Furnishings:

Classroom:

1. Magnetic Dry Erase Board: One (1) 4ft. x 16ft. on the teaching wall. Board should be mounted at 36 inches above finish floor.
2. Projection screen 8ft. wide mounted above dry erase board on Teaching Wall at 2 inches below ceiling grid.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Two (2) speakers should be installed next to projection screen, one (1) on each side of screen.
5. Room darkening horizontal blinds should be installed at all windows within window opening.

Production Studio:

1. Metal lighting grid should be installed at ceiling in production studio at approximately 12ft. above floor.
2. Velour curtain at minimum of two (2) walls.
3. No outside windows- only to control room.

Control Room:

1. Lighting equipment rack and audio-visual equipment rack for production studio should be located in control room.

Note: Consult with the District on particular equipment required.

Casework:

Classroom:

1. Teaching wall.
 - a) 7 ft. high lockable teacher's cabinet located next to the entry. Cabinet should be double door with coat compartment approximately 12" wide and 3ft. wide storage with adjustable shelves. This cabinet may be located in the equipment storage room, if needed.
 - b) 7 ft. high, 24 inches wide, 24 inches deep, equipment cabinet with lockable door and adjustable shelves. Power and data outlets for audio-visual system should be located inside of the cabinet.

VIDEO CLASSROOM

Other Casework:

- a) Counter for editing computer station - 10 stations minimum each 4 ft. min. wide. Counter should be 30 inches deep, 28 inches high with continuous knee space and wiring trough against the wall.
- b) Audio-visual cabinet in close proximity to teachers station. Provide multimedia cabinet next to teacher's desk with 2ft. x 2ft. x 2 ft. locking data-style cabinet for VCR, DVD, stereo amplifier and computer. Link to projector.

Control Room:

- 1) Approximately 16 feet long counter divided into four sections at the windows to production room, 30 inches high, 30 inches deep with continuous knee space.
- 2) Approximately 16 ft. long second counter divided into four sections behind the first one, 42 inches high with continuous knee space. Space between counters 4ft. minimum. Space behind second counter 4ft. minimum.

Equipment Storage:

- 1) Compartmentalized open cabinet for cameras - 1 ft. x 1 ft. x 15 in. deep - 16 compartments.
Larger compartments- eight (8) below.
- 2) Storage cabinets, 7 ft. high, 24 inches deep, approximately 16 ft. long. 8 ft. long section with double door with adjustable shelves and 8 ft. long section with hanging rod and shelf above.

Technology:

1. Data Network Locations:
 - a) Video Classroom should have designated location for teacher station. Teacher station should have data outlets including network and voice.
 - b) Computer editing stations in eight (8) locations with two (2) data jacks each, along editing counter.
 - c) Projector should be installed in each classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of projection screen. Cables from speakers and projector shall be connected with teacher data outlets
 - e) Provide wall mounted outlet, 6inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.

VIDEO CLASSROOM

3. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) One duplex power outlet should be available for every data drop.
4. Production studio should be equipped with production lighting system, audio-visual system and monitoring system. All systems to be controlled from the control room.
5. Video/CCTV "signal origination point" for campus CCTV/CATV network should be provided, installed in the control room.

Electrical and Alarm Systems:

1. Classroom should have duplex electrical outlets located approximately 8 ft. on center on all walls. Electrical outlet at ceiling should be provided. Electrical outlet at ceiling for video projector.
2. Electrical outlets in production studio, control room and recording room as needed to support function of the room and equipment.
3. Electrical outlets in storage rooms as per standard rooms section.
4. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
5. Clock and PA system speaker should be located on the wall opposite to teaching wall.
6. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Classroom should have individual HVAC unit, controlled by Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.
3. Control Room and production studio should have separate individual HVAC units. HVAC system for production studio should be designed to achieve noise level in the room NC 20 25 range.

TECHNOLOGY CLASSROOM

Introduction:

Technology Classroom shall have adequate space to perform the curriculum function which includes hands-on experiences in business application, computer science, web page design, computer graphics, work processing, etc. Room should provide ample space for students to work individually at computers. The teacher's work station shall be located and designed so that the teacher can provide effective supervision and instruction. Room design should allow for maximum flexibility for changing technology.

Design Criteria:

| | |
|-----------------------|--|
| Size: | 1,200 sq. ft. approximately with min. ceiling height 10 ft. |
| Number of Classrooms: | Refer to "High School Classroom Activity Area Requirements" chart. |
| Design Capacity: | 32 students per classroom. |
| Configuration: | Rectangular |

School Relationship:

1. Technology classrooms should be oriented to prevent exterior noise and activities disrupting classes in session.. They should be isolated from music rooms, shops and athletic facilities.
2. Classrooms should have convenient access to restrooms.
3. Entrance to the classroom should be immediately adjacent and at right angle to the teaching wall.
4. Acoustical insulation should be provided in walls separating classrooms and in walls separating classrooms from restrooms and noise rooms.

Finishes:

1. Floors: Carpet with top set base.
2. Walls: Tackable wall surface at all walls floor to ceiling.
3. Ceiling: Acoustical suspended ceiling.

Doors and Windows:

1. Windows should be adequate to provide natural light and ventilation with the portion of windows operable.
2. Entry door to classroom should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.

TECHNOLOGY CLASSROOM

Furnishings:

1. Magnetic Dry Erase Board: One (1) 4 ft. x 16 ft. on the teaching wall. Board should be mounted at 36 inches above finish floor.
2. Projection screen 8ft. wide mounted above dry erase board on Teaching Wall at 2 inches below ceiling grid.
3. Ceiling mounted projector mount. District will provide information on exact location and distance of the projector mount from the screen, based on currently purchased equipment.
4. Two (2) speakers should be installed next to projection screen, one (1) on each side of screen.
5. Room darkening horizontal blinds should be installed at all windows and installed within the recess of window openings.

Casework:

1. 7ft. high lockable teacher's cabinet. Cabinet should be double door with coat compartment approximately 12 inches wide and 3ft. wide storage with adjustable shelves.
2. 7ft. high, 24 inches wide, 24 inches deep, equipment cabinet with lockable door and adjustable shelves. Power and data outlets for audio- visual system should be located inside of the cabinet.
3. Printers counter, 34 inches high, 24 inches deep, approximately 24ft. long with storage cabinets below. Cabinets with adjustable shelves and cabinet doors. Printers counter should be located at wall opposite to teaching wall.

Technology:

1. Data Network Locations:
 - a) Classroom should have two (2) designated locations for teacher station. Each teacher station should have data outlets including network, voice' and TV.
 - b) There should be 32 student data outlets for computer stations located at walls in clusters at anticipated location of computer carrels. Monitors should not be located against the windows. Provide 36 in. space for each student. Layout of the room should have computer stations in rows on both sides of the room extending from walls perpendicular to the teaching wall into the room with an aisle in the middle of the room. Approximate distance between center lines of rows- 6ft. 6 inches.
 - c) Eight (8) data outlets for printers above printers counter.

TECHNOLOGY CLASSROOM

- d) Projector should be installed in each classroom at ceiling projector mount.
- e) Speakers should be installed at each side of projection screen. Cables from speakers and projector shall be connected with teacher data outlets
- f) Provide wall mounted outlet, 6inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.
- 3. Power Requirements:
 - a) All power outlets designated to support computers should be on separate circuits from other classroom outlets.
 - b) The TV power outlet should be collocated with TV/Data outlet.
 - c) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

- 1. Classroom should have duplex electrical outlets approximately 8 ft. on center on all walls.
- 2. Electrical outlet at the ceiling for projector should be provided.
- 3. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
- 4. Clock and PA system speaker should be located on the wall opposite to teaching wall
- 5. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

- 1. Each classroom should have individual HVAC unit, controlled by Energy Management System.
- 2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.

CAREER TECHNOLOGY

Introduction:

Career technology shall be designed to reflect the function planned for vocational education industrial arts portion of the educational program. It focuses on hands-on experience learning about the primary technologies used in modern-day manufacturing operations and engineering.

Applications comprising the curriculum may include:

- Design
- Quality Control
- Electricity and Electronics
- Mechanical Systems
- Automation and Material Handling
- Manufacturing Process
- Automotive Mechanics
- CAD

Career technology building should be flexibly designed to allow for changes in curriculum and program over time. Interior walls should not be structural walls.

Design Criteria:

| | |
|-----------------------|---|
| Size: | 3,600 sq. ft. approximately total area of the building and 750 sq. ft. of the covered yard with min. ceiling height as indicated in "Individual Rooms and Approximate Areas." |
| Number of Facilities: | Refer to "High School Classroom Activity Area Requirements" chart. |
| Design Capacity: | 32 students |
| Configuration: | Rectangular |

School Relationship:

1. Career technology yard should be located next to the access road for delivery of equipment and cars.
2. Career technology should have convenient access to restrooms.
3. Technology Classroom No.2 and yard should be located to allow for acoustical isolation from the library, administration and all classrooms.

CAREER TECHNOLOGY

Individual Rooms and Approximate Areas:

| | | |
|--|---------------|-----------------------------|
| 1. Technology Classroom No. 1: | 1,250 sq. ft. | min. 10 ft. ceiling height. |
| 2. Technology Classroom No.2: | 1,500 sq. ft. | min. 12 ft. ceiling height. |
| 3. Storage: | 220 sq. ft. | min. 12ft. ceiling height. |
| 4. Office: | 100 sq. ft. | min. 8 ft. ceiling height. |
| 5. Fabrication Room No. 1 (wood fab room): | 260 sq. ft. | min 10 ft. ceiling height |
| 6. Fabrication Room No. 2 (metal fab room): | 160 sq. ft. | min. 10 ft. ceiling height |
| 7. Utility: | 110 sq. ft. | |
| 8. Covered Yard | 1,000 sq. ft. | min. 12ft. ceiling height |

Individual Rooms Relationships:

1. Location of the office should allow visual supervision of the two (2) classrooms, Technology Classrooms No. 1 and No.2.
2. Technology Classroom No.2 and storage should have doors to the covered yard. Doors from Technology Classroom No.2 to covered yard should be double doors.
3. Storage should be adjacent to Technology Classroom No.2 with interconnecting door.
4. Technology Classroom No. 1 should be easily accessible from Technology Classroom No. 2.
5. Technology Classroom No.2 should be able to accommodate two (2) portable car lifts.
6. Technology Classroom No. 1 should accommodate technology module stations like "Tech World."
7. Wood fabrication room should be located next to Technology Classroom No. 1.
8. Metal fabrication room shall be easy accessible from Technology Classroom No. 1 and Technology Classroom No. 2.
9. Covered yard should be large enough to accommodate portable car lift.

Finishes:

Technology Classroom No.2:

1. Floors: Concrete sealed.
2. Walls: Gypsum board painted and 7 ft. high fiber reinforced wall panel wainscot.
3. Ceiling: Gypsum board painted.

CAREER TECHNOLOGY

Technology Classroom No. 1, Lecture Room Office, Fabrication Rooms:

1. Floors: Vinyl composition tile with top set base.
 2. Walls: Vinyl covered tackable wall surface (fabrication rooms; gypsum board, painted).
 3. Ceiling: Acoustical suspended ceiling.
- Storage:
See standard rooms section.

Doors and Windows:

1. Windows should be provided in Technology Labs No. 1 and No. 2 and shall be adequate to provide natural light and ventilation with the portion of windows operable.
2. Exterior entry door to classrooms should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.
3. Fixed glass windows should be provided between office, Technology Classrooms No. 1 and No. 2.
4. All interior doors should have safety glass vision panel approximately 20 inches wide and 24 inches high in the upper portion of the door.
5. Door from storage room to covered yard should be approximately eight (8) wide roll-up doors.
6. There should be two (2) roll-up doors to Technology Classroom No.2 in the location of possible car lifts.
5. Windows should be provided from Technology Classroom No.2 to covered yard to allow for supervision of covered yard from Technology Classroom No. 2.

CAREER TECHNOLOGY

Furnishings:

a) Technology Classroom No. 1:

1. Magnetic Dry Erase Board: One (1) 4ft. x 16ft. on the teaching wall mounted at 36 inches above finish floor.
2. Projection Screen 8ft. wide mounted above dry erase board on the teaching wall.
3. Projector mount at ceiling.
4. Room darkening horizontal blinds should be installed at all windows and installed within the recess of window openings.
5. Accessible sink with eye wash.
6. 16 technology modules (cells) such as:
 - Design
 - Quality Control
 - Electricity and Electronics
 - Mechanical Systems
 - Automation
 - Manufacturing

Note: District to determine number and type of modules required. b)

Technology Classroom No 2:

1. Magnetic dry erase board: One (1) 4 ft. x 8 ft.
2. Projection screen 8ft. wide mounted above dry erase board.
3. Projector mount at ceiling.
4. Accessible mount at ceiling.
5. Mop sink.
6. Emergency shower and eyewash.
7. Air reels at ceiling in close proximity to possible car lifts (2 ea.).
8. Car exhaust fans (2 ea.).
9. Student metal lockers 24 inches x 24 inches x 24 inches installed in tiers against wall, approximately 20 + 24 ea.

c) Covered Yard:

1. Air compressor.
2. Floor drain connected to oil interceptor.
3. Oil interceptor.

CAREER TECHNOLOGY

Casework:

1. Technology Classroom No. 1:
 - a) 5 ft. long x 34 inches high base cabinet to accommodate sink.

Technology:

1. Data Network Locations:
 - a) Technology Classrooms No. 1 and No. 2 should have designated location for teacher station. Teacher station should have data outlets including network, voice and projection.
 - b) Technology Classroom No. 1 - students data outlets at each "module" plus six (6) additional locations.
 - c) Technology Classroom No.2- data outlets as required for equipment.
2. Audio-visual Location:
 - a) Data outlet shall be located at projector mount locations.
 - b) There should be speakers located on both sides of the top of the projection screen.
3. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) The projector power outlet should be collocated with Data outlet.
 - c) One duplex power outlet should be available for every data drop.

Electrical and Alarm Systems:

1. Technology Classroom No. 1 - continuous plug mold with power and data should be provided at all walls. Outlets at ceiling for possible suspended outlets with twist locks. Outlets should be sufficient to support all scheduled equipment in 120V and 220V power.
2. Technology Classroom No.2- outlets at ceiling for possible suspended outlets with twist locks.
3. Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
4. Clock and PA system speaker should be located on the wall opposite to teaching wall.
5. Fire alarm and security alarm systems should be provided.

CAREER TECHNOLOGY

Heating, Ventilating and Air Conditioning:

1. Clean lab and dirty lab should have individual HVAC units, controlled by Energy Management System.
2. Controls and thermostat for the system should be located in the classroom in the area away from windows and exterior doors.
3. Separate ventilation system and portable dust collecting system should be provided for wood fabrication room lab as necessary.
4. Car exhaust fans (2 ea.) shall be provided in Technology Classroom No.2 in the location of possible car lifts.

LIBRARY

Introduction:

Library space shall be designed proportional to the maximum planned school enrollment. Library should be aesthetically pleasing and provide quiet and comfortable places to read, study, and research. Library provides the students with resources to support all curriculum programs. It provides learning environment for finding information, research, study and writing reports. The library provides storage and easy access to the print collection of books and magazines, as well as an adequate number of computers to be used for research purposes.

Design Criteria:

| | |
|------------------|---|
| Size: | 8,500 sq. ft. approximately total area with minimum ceiling height as indicated in "Individual Rooms and Approximate Areas." |
| Design Capacity: | Reading Room- 80 students seating at tables Stack Area- 30,000 volumes . Textbook Storage- 18,000 volumes Computer Stations - 20 each. |
| Configuration: | Individual rooms generally rectangular. |

School Relationship:

1. Library/Media Center (MC) should be centrally located on campus conveniently accessible for students and instructional staff.
2. Library/M:C should be oriented to reduce exterior noise and activities disrupting students. Especially, it should be isolated from Auditorium, Athletic Areas, Music Rooms and Career Technology Rooms.
3. Library/M:C should have convenient access to restrooms.

Individual Rooms and Approximate Areas:

| | | |
|-----|---------------------|---------------|
| 1. | Reading/Stacks Room | 5,000 sq. ft. |
| 2. | Circulation Desk | 400 sq. ft. |
| 3. | Computer Lab | 800 sq. ft. |
| 4. | Workroom | 400 sq. ft. |
| 5. | Office | 200 sq. ft. |
| 6. | Conference | 300 sq. ft. |
| 7. | Textbook Storage | 900 sq. ft. |
| 8. | Restroom | 60 sq. ft. |
| 9. | Custodial | 50 sq. ft. |
| 10. | Entry/Lobby | 160 sq. ft. |

LIBRARY

Individual Rooms Relationships:

1. Workroom and Office should be accessible from main Reading/Stack Room.
2. Workroom shall be immediately adjacent directly behind the librarians circulation desk.
3. Unisex single accommodation restroom may be accessible from workroom.
4. Circulation desk area should be immediately adjacent to the main entry/exit with electronically controlled exit gate.
5. Layout of the reading, stacks and computer areas should allow visual supervision from circulation desk to Reading Room/Study area, Computers area and stack space including isles between stacks.
6. Textbook storage should have separate entry from the outside and also exterior service windows. Textbook storage should be interconnected with reading/stack room through interior doors.
7. Workroom and Office should have glazed openings in walls facing Library for visual connection and supervision.
8. Students book drop slot should be located in the entry area isolated from the circulation desk areas with electronic gate.
9. Conference Room should be near office area with access from library and outside lobby.

Finishes:

1. Reading/Stack Room, Circulation Desk, Computer Lab:
 - a) Floors: Carpet with top set base.
 - b) Walls: Painted gypsum board, vinyl covered tackable wall surface where appropriate and acoustical treatment as needed for sounds attenuation.
Note: Library should be acoustically separated from other occupied rooms and restrooms.
 - c) Ceiling: Acoustical suspended ceiling.
2. Workroom, Office, Conference Room:
 - a) Floor: Carpet with top set base
 - b) Walls: Vinyl covered tackable wall surface c)
Ceiling: Acoustical Suspended ceiling.
3. Storage (including Textbook Storage), Toilet, Custodial, Utility: See Standard Rooms Section

LIBRARY

Doors and Windows:

1. Exterior windows should be adequate to provide natural light and ventilation with portion of windows operable.
2. Main entry door to Library should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.
3. Interior windows in workroom and office facing reading/stack room should be fixed windows size as required to allow for supervision of reading/stack room from the workroom and office.
4. Second exit from Library should be controlled, alarmed exit for security.
5. Exterior windows to the textbook storage should be vertical sliding service windows, 24 inches wide, 4 ft. high.

Furnishings:

1. Library electronic gate between entry and circulation desk area.
2. Library projection screen, electrically operated, approximately 12ft. x 8 ft.
3. Computer area projector screen 8 ft. x 6 ft..
4. Overhead projector mount.
5. Room Darkening horizontal blinds should be installed in all windows and within window frame.
6. Library bookstack shelving- cantilever bracket type, metal with solid plastic laminate finish ends. Bookshelves, not against walls, should be of a height that do not obstruct the librarian's view of the entire area. Maximum height 60 inches.
7. Mechanically operated high density moveable shelving system for textbook storage room.
8. AV control center with remote control for projector, players, screen.

Casework:

1. Librarian's Circulation Counter:
 - a) Approximately 20 lineal ft. of island circulation counter. Counter should have working counter height of 30 inches min.; 24 inches deep and 42 inches high service counter min. 10 inches deep facing reading/stack room.
 - b) Portion of the counter- min. 36 inches long should be wheelchair accessible.
 - c) Circulation counter should have provisions for three (3) work stations, each with knee space, space for computer CPU under counter and three- tier drawer cabinet with the bottom drawer as a file folder drawers.

LIBRARY

- d) Near the entrance to Library, between entry door and electronic gate provide on the face of librarian counter 12 inches wide x 5 inches drop slot centered approximately 30 inches above floor. Provide 4ft. wide clear space under counter centered on book drop slot.
 - e) The remaining under counter space should have cabinets with doors and adjustable shelves.
 - f) Approximately 15 lineal ft. of 36 inches high counter with storage cabinets below, located against the wall behind circulation counter. Provide 5 ft. min. clearance between counters.
2. Workroom:
- a) Approximately 12 lineal ft. of counter, 34 inches high, 30 inches deep against the wall with glazed openings facing circulation desk. Provisions for three (3) work stations with computers should be made.
 - b) Base cabinets with sink and upper cabinets above on the perimeter of the room. Base cabinets with countertop and backsplash. Base cabinets should have cabinet drawers (two (2) banks, 24 inches wide) flat file drawers, 4ft. wide, 30 inches deep and adjustable shelves with cabinet doors. Upper cabinets with cabinet doors and adjustable shelves. Provide 4 ft. wide clear space at wall above base cabinets for installation of the audio-visual rack.
 - c) Sink in base cabinet should be supplied with warm and cold water.
3. Textbook Storage:
- a) Counter 34 inches high 24 inches deep, approximately 15 ft. long, against exterior wall with service windows. Provisions for two (2) work stations centered on windows. Each work station should have 36 inches lineal ft. of knee space, space for computer CPU under the counter and bank of lockable drawers with the bottom drawer as a file folder drawer.
 - b) The remaining under counter space should have cabinets with lockable doors and adjustable shelves.
4. Reading/Stack Room:
- a) 34 inches high, 24 inches deep, 30 inches long counter for electronic book catalogs - six (6) min. Lockable door cabinet under counter to secure computer CPU. Each cabinet should be provided with four (4) (two each side top and bottom) 2 inches in diameter vent holes for computer.

LIBRARY

- b) Freestanding display case, minimum 8 ft. long x 2 ft. wide, 6 ft. high. Lower portion (36 inches high) should be solid with shelves open to Reading Room side. Upper portion should be glass both sides of the display case with glass shelves. Access to display should be through lockable glass sliding door.

Technology:

1. Library/Media Center should have four (4) locations for librarian work station at circulation desk. Librarian station should have data outlet including network, voice.
2. There should be min. six (6) locations for electronic book catalogs located in the vicinity of book stacks.
3. Workroom should have three (3) computer stations with power and data at the work counter facing the library.
4. Library should have audio-visual system with motorized projection screen overhead projector and system of speakers. Audio-visual racks should be located in the workroom.
5. Library computer lab area should have designated location for min. 24 computer stations and min. four (4) printers for students use.
6. Computer lab area should have projector at ceiling projector mount Speakers should be installed at each side of the projection screen. Speakers and projector should be connected to a wall data outlet near the projection screen at 18 inches from finish floor.
7. Copy machine with connection to network system should be located in the vicinity of the circulation desk. Textbook room should have two (2) data jacks.
8. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) The TV power outlet should be collocated with TV/Data outlet.
 - c) One duplex power outlet should be available for every data drop.

LIBRARY

Electrical and Alarm Systems:

1. Reading/stack room and textbook storage, duplex electrical outlets located approximately 12ft. on center on all walls.
2. Circulation desk workroom, duplex electrical outlets approximately 6 to 8 ft. on center on all walls.
3. Office, conference room, minimum one (1) duplex electrical outlet on each wall and not less than 8 ft. apart.
4. Electrical outlets in location of all equipment.
5. Lighting in reading/stack room should be controlled by motion sensor located at ceiling with override switches in the circulation desk area. Lighting should be controlled in three stages.
6. Lighting in other rooms should be controlled by switches next to the entry door.
7. Electrical outlet for library wall mounted projector and outlet for electrical projection screen should be provided.
8. Electrical outlet for ceiling mounted projector for computer area projector should be provided.
9. Clock and PA system speaker should be provided.
10. Fire alarm and security alarm systems should be provided.

Heating, Ventilating and Air Conditioning:

1. Library Reading/Stack Room should have individual HVAC unit, controlled by Energy Management System. HVAC system for Library should be designed to achieve noise level in the room NC 25-30 range. Auxiliary rooms may be combined for HVAC system as appropriate.
2. Controls and thermostat for the system should be located in the room which it is serving in the area away from windows and exterior doors.

COMMONS- CAFETERIA AND KITCHEN

Introduction:

Commons building provides students with a large area in which the students can purchase food, eat meals, and gather for school functions. Kitchen is a warming kitchen with portion of meals assembled in kitchen from pre-prepared ingredients. Total eight (8) permanent serving stations.

Design Criteria:

| | |
|------------------|--|
| Size: | 13,500 sq. ft. approximately total area and an additional approximately 300 sq.-ft. Outside covered dining area with minimum ceiling height as indicated in "Individual Rooms and Approximate Areas." |
| Design Capacity: | Cafeteria- dining capacity 550 students. Cafeteria assembly capacity -to accommodate one half of the school's students capacity (i.e., for 2400 students, required assembly capacity 1200 students) |
| Configuration: | Individual rooms generally rectangular. |

School Relationship:

1. Commons Building should be located in close proximity to the campus central quad.
2. Commons Building should have convenient vehicular access for deliveries to kitchen and trash pick-up.
3. Commons Building should be convenient to student access.
4. Outside serving windows should be located conveniently for access and not to interfere with main traffic flow of the campus and within building.
5. Adequate queue lines for outside serving should be provided.

Individual Rooms and Approximate Areas:

| | | | | |
|-----|--------------------------------|---------------|--------|---------------------|
| 1. | Cafeteria | 8,400 sq. ft. | 14ft. | min. ceiling height |
| 2. | Student Restrooms | 500 sq. ft. | 9 ft. | min. ceiling height |
| 3. | Tables Storage | 300 sq. ft. | 9 ft. | min. ceiling height |
| 4. | Serving | 1,000 sq. ft. | 12 ft. | min. ceiling height |
| 5. | Kitchen | 2,000 sq. ft. | 10 ft. | min. ceiling height |
| 6. | Outside Serving | 250 sq. ft. | 9 ft. | min. ceiling height |
| 7. | Kitchen Staff Restroom/Lockers | 100 sq. ft. | 8 ft. | min. ceiling height |
| 8. | Dry storage | 300 sq. ft. | 9ft. | min. ceiling height |
| 9. | Cooler | 130 sq. ft. | 9ft. | min. ceiling height |
| 10. | Freezer | 130 sq. ft. | 9ft. | min. ceiling height |
| 11. | Custodial/Utility | 300 sq. ft. | 8ft. | min. ceiling height |
| 12. | Office | 100 sq. ft. | 8 ft. | min. ceiling height |

THEATER

Introduction:

The theater building provides students with a facility for performance and for student assemblies. Student performances for parents and community are produced and staged within the facility. The theater building also provides a learning environment for the school and the opportunity for students to learn about operating theater systems such as stage lighting, audio-visual system and videotaping (three cameras).

Design Criteria:

Size: 14,500 sq. ft. approximately total area with minimum ceiling height as indicated in "Individual Rooms and Approximate Areas."

Design Capacity: 400 seats.

Configuration: Individual rooms generally rectangular except for auditorium which configuration may vary due to acoustical requirements.

School Relationship:

1. Theater should be located near the off-street parking area.
2. Theater should be convenient to students and visitors access.
3. Theater should be located in close proximity or attached to music rooms.
4. Theater should be located in close proximity or attached to drama classroom.
5. Theater should be located in close proximity to central quad and/or cafeteria for after performance/gathering events.
6. Theater stage loading dock should be located next to the access road.

Individual Rooms and Approximate Areas:

| | | |
|-----|-------------------------|---------------|
| 1. | Auditorium | 4,000 sq. ft. |
| 2. | Entry/Lobby | 2,000 sq. ft. |
| 3. | Stage | 2,400 sq. ft. |
| 4. | Backstage Entry | 500 sq. ft. |
| 5. | Stage Storage | 1,000 sq. ft. |
| 6. | Instrument Storage | 200 sq. ft. |
| 7. | Green Room | 1,200 sq. ft. |
| 8. | Control Room | 400 sq. ft. |
| 9. | Storage Rooms | 500 sq. ft. |
| 10. | Public Restrooms | 600 sq. ft. |
| 11. | Custodial/Utility Rooms | 400 sq. ft. |
| 12. | Light Locks Vestibules | 700 sq. ft. |
| 13. | Tickets | 60 sq. ft. |
| 14. | Dressing Rooms | 500 sq. ft. |
| 15. | Backstage Restrooms | 200 sq. ft. |

THEATER

Individual Rooms Relationships:

1. Auditorium should be accessible from the lobby/entry area.
2. Auditorium should have sloped floor in the seating areas. Layout of the Auditorium seating areas should allow for clear sightlines of the stage.
3. Stage floor should be elevated above auditorium main floor level to allow for clear sightlines.
4. There should be direct access to the front of the stage from auditorium through stairs located on both sides of the stage.
5. Wheelchair access should be provided from auditorium to stage by means of a ramp and/or electric lift system as required by code.
6. Stage should have direct access from the outside through backstage entry.
7. Catwalks should be installed on the perimeters of the stage and in front part of auditorium as needed for placement of theatrical lighting system.
8. Catwalks should be interconnected and accessible through the stairs located beyond the stage.
9. Stage storage should be adjacent to the stage, accessible from stage wings.
10. Green Room should have separate entry and also access to the stage through the backstage entry.
11. Instrument/Piano storage should be immediately adjacent and accessible from the stage.
12. Rooms behind the stage (storage, green room, backstage entry) should be interconnected to allow passage from one wing of the stage to the opposite wing without entering the stage if interconnecting corridor is not provided behind the stage.
13. Ticket Room should be accessible from interior and should have exterior service window in the outside covered area in close proximity to but not conflicting with theater entrances.
14. Public Restrooms should be accessible from lobby/entry area.
15. Control Room should be located in the rear and immediately adjacent to auditorium and accessible from auditorium.
16. Floor level of the control room should be elevated to provide clear sightlines above heads of audience.
17. Wheelchair access should be provided from lobby/entry to the control room as required by code.
18. Stage storage should have an exterior door to the loading dock.
19. Stage and auditorium should be acoustically isolated from surrounding rooms and exterior of the building.

THEATER

Finishes:

1. Auditorium:
 - a) Floors: Painted concrete or special epoxy flooring in the fixed seating areas, carpet in the aisles and other areas. Top set base where appropriate.
 - b) Walls: Painted gypsum board and acoustical treatment as needed to meet acoustical requirements of the room.
 - c) Ceiling: Acoustical suspended ceiling in black color with absorptive, reflective and diffusing panels as needed to meet acoustical requirements of the room.
2. Stage:
 - a) Floor: Multi-layer performance floor consisting of resilient isolation pads, sleepers, 2-layer subfloor and finish surface sheets coated flat black.
 - b) Walls: Painted gypsum board and acoustical treatment (tectum panels) as needed to meet acoustical requirements of the room. Paint color should be black color except at "Cyclorama Wall" where wall should have smooth finish with off white paint
 - c) Ceiling: Painted exposed structure and/or gypsum board as applicable.
3. Lobby/Entry/Light Locks/Green Room/Control Room/Ticket Room:
 - a) Floors: Carpet with top set base.
 - b) Walls: Painted gypsum board and vinyl covered tackable wall surface as needed for sound attenuation.
 - c) Ceiling: Acoustical suspended ceiling.
4. Stage Storage, Backstage Entry, Dressing Rooms:
 - a) Floor: Vinyl composition tile with top set base.
 - b) Walls: Painted gypsum board.
 - c) Ceiling: Acoustical suspended ceiling.
5. Storage Rooms, Custodial, Restrooms, Utility Rooms:

See standard rooms section.

THEATER

Doors and Windows:

1. Exterior windows in green room should be adequate to provide natural light and ventilation with a portion of windows operable.
2. Exterior windows in the lobby/entry should be fixed windows.
3. Exterior window in ticket booth should be horizontal sliding service window 18 inches high in a 3 ft. wide x 4 ft. high window. Window should be mounted at 34 inches above floor with 10 inches wide, 36 inches long exterior counter at window sill. Window should have a 3 inches in diameter speaking hole.
4. Exterior doors to lobby/entry should be aluminum frame glazed doors or FRP doors.
5. Exterior doors to green room should have safety glass vision panel, similar to classrooms doors.
6. There should be horizontal sliding windows between control room and auditorium for three positions in the control room which are stage lighting, stage manager and audio-visual.
7. Exterior door to the stage storage and door between stage storage and stage should be double-door 8 ft. wide x 10 ft. high. Doors should be acoustically rated as required.
8. Doors between auditorium and entry/lobby and exterior doors to auditorium if provided should be acoustical doors. Rating as required.
9. Doors to the stage and exterior doors to the stage should be acoustical doors. Rating as required.

Furnishings:

1. Fixed seating in auditorium, approximately 400 seats. Injection-molded plastic back, upholstered and padded. Seat upholstered and padded, with plastic laminated isle panels and wood arm rests with donor labels.
2. Motorized projection screen above stage approximately in one third of depth of the stage, borderless single image 12ft. high x 16ft. wide viewing surface with extra drop as required to clear proscenium opening.
3. Projection screen 8ft wide x 6ft. high in green room, similar to standard classroom, installed 2 inches below ceiling.
4. Ceiling mounted projector mounts. District will provide information on exact location and distance of projector mount from screen, based on currently purchased equipment.
5. Theatrical stage lighting system with theatrical lights, controls and operating console, 96 channel single-scene operation.

THEATER

6. Sound and audio-visual system including automatic microphone mixing, live sound reinforcement, speakers, audio playback, production monitor/page system and video projection.
Note: Control positions for both theatrical lighting and sound system should be in the control room, in the middle of the audience and at the stage.
7. Theater drapery including main drape, travelers including backstage traveler, valance and borders. All operable drapery should have horizontal manual operation. No vertical fly away.
8. Horizontal blinds should be installed in windows in green room, ticket booth and control room.
9. 6 ft. wide x 4 ft. high bulletin boards (4 ea.) and 5 ft. long, 12 inches deep, 5 ft. high display cases (2 ea.) with lockable sliding glass doors should be installed in the lobby/entry. Bulletin boards and display cases should have lockable glass sliding doors.
10. Magnetic dry erase board - 16 ft. long x 4 ft. high should be installed in green room.
11. 3ft. high continuous mirror above make-up counter and mirror above sink cabinet should be installed in dressing rooms.

Casework:

1. Control Room:
 - a) 30 inches deep and 30 inches high countertop with knee space, full length of windows to auditorium with 30 inches high storage cabinets at each end past the windows. Cabinets 24 inches deep, approximately 36 inches wide with adjustable shelves and cabinet doors.
2. Ticket Room:
 - a) 24 inches deep and 34 inches high cabinet full length of wall with service window and a return on one of the adjoining walls. Cabinet should have knee spaces 36 inches wide centered at window and one (1) along the return counter and lockable cabinets with drawers. Cabinets should accommodate computer CPU.

THEATER

3. Green Room:
 - a) 7ft. high lockable teacher's cabinet. Cabinet should be double door with coat compartment approximately 12 inches wide and 3ft. wide storage with adjustable shelves
 - b) 7 ft. high, 24 inches wide, 24 inches deep, equipment cabinet with lockable door and adjustable shelves. Power and data outlets for audio-visual system should be located inside of the cabinet.
 - c) Approximately 16 lineal feet in length base cabinets, one (1) sink and sink cabinet with adjustable shelves. Some length of wall cabinets with doors and adjustable shelving above the base cabinets should be provided.
4. Dressing Room:
 - a) Make-up Counters- 15 inches deep x 30 inches high, with continuous knee space. Continuous mirror and make-up lights above. Counter should have drawers below the counter and 6 inches high backsplash. Mirror should be installed on top of backsplash. Electrical outlets should be installed within backsplash at 30 inches on center.
 - b) 24 inches deep, 4 ft. long, 34 inches high sink cabinet with doors. Sink should be provided with cold and warm water.

Technology:

1. Data Network Locations:
 - a) Green Room/Classroom should have designated location for teacher station. Teacher station should have data outlets including network, voice and TV.
 - b) Six (6) locations in the Green Room should feature student data outlets, in the location where a cluster of computers is ideally located.
 - c) Projector should be installed in each greenroom/classroom at ceiling projector mount.
 - d) Speakers should be installed at each side of projection screen. Cables from speakers and projector shall be connected with teacher data outlets
 - e) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.

THEATER

3. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) The TV power outlet should be collocated with TV/Data outlet.
 - c) One duplex power outlet should be available for every data drop.
4. Voice stage monitoring system should be installed in green room.
5. Control room and ticket room should have two (2) data outlets with network and voice.
6. Circuit camera with audio should be installed at back wall above control room window. Connect to campus CCTV system.
7. Provide high lumen projector mounted on recessed hole above control room window.
8. Provide projection control system mounted in wall mount data cabinet in control room.
9. Provide necessary conduits from projection control cabinet to projection system components.
10. Provide 12 ft. high x 18 ft. wide electrical screen with clear sight line to projector.
11. CCTV "signal origination point" should be located in the control room enabling a camera feed for CATV system.

Electrical and Alarm Systems:

1. Auditorium, stage and control room should have duplex electrical outlets located as required for function of the room and in location of all equipment.
2. Other rooms should have duplex electrical outlets approximately 6 to 8 ft. on center, minimum one (1) on each wall.
3. Electrical outlets in green room should be similar to standard classroom.
4. Dressing rooms should have electrical outlets above make-up counter installed within counter backsplash and make-up lighting above mirrors.
5. Make-up lighting switches should be installed on the wall end of each counter.
6. Lighting in the auditorium and stage should be controlled by theatrical lighting system.
7. Lighting in the green room should be similar to standard classroom -refer to standard classroom section.
8. *PIA* System should be provided as required by code.
9. Fire Alarm and security alarm system should be provided throughout the building.
10. Clock system should be provided in green room, ticket room and entry/lobby.
11. Electrical power and data outlets should be provided for each projector, switch for electrically operated projection screen as required.

THEATER

Heating, Ventilating and Air Conditioning:

1. Auditorium should have separate, individual HVAC units.
2. Stage, green room, lobby and control room should have individual, separate HVAC units.
3. All HVAC controlled by Energy Management System.
4. HVAC System for auditorium, stage and control room should be designed to achieve noise level in the rooms at NC 25-30 range.

GYMNASIUMS

GYMNASIUM AND AUXILIARY GYMNASIUM

Introduction:

Gymnasiums provides students with facility for indoor athletic activities such as: basketball, volleyball, badminton, aerobics, dance, weight training and yoga fitness, and other student games and tournaments. Main Gymnasium will also be used for large student assemblies.

Auxiliary Gymnasium provides students with facility to supplement and extend possibility of indoor sports activities.

Design Criteria:

Gymnasium

Size: 27,000 sq. ft. approximately total area with minimum ceiling height as indicated in "Individual Rooms and Approximate Areas."

Design Capacity: 1000 to 1,200 seating on bleachers.

Configuration: Individual rooms generally rectangular.

Auxiliary Gymnasium

Size: 9,000 sq. ft. approximately total area with minimum ceiling height as indicated in "Individual Rooms and Approximate Areas."

Design Capacity: 160 to 200 seating on bleachers

Configuration: Rectangular

School Relationship:

1. Gymnasiums should be located near the off street parking area.
2. Gymnasiums should be convenient to students and visitors access.
3. Gymnasiums should be located in close proximity to athletic fields.
4. Locker rooms should be in close proximity or next to the gymnasiums and pool area.
5. Gymnasium and Auxiliary Gymnasium should be located in close proximity, or adjacent to auxiliary gymnasium.
6. Training room should have direct access from the outside in addition to the inside access.
7. Auxiliary gym should be located near pool if shower/lockers/restrooms are located in auxiliary gym and used for pool purposes.

GYMNASIUMS

Individual Rooms and Approximate Areas:

| | | |
|-----|----------------------------------|--|
| 1. | Gymnasium Main Room | 11,000 sq. ft. approx. 25 ft. ceiling height (to the bottom of main roof structure) |
| 2. | Boys Locker Room | 1,500 sq. ft. min. 12 ft. ceiling height |
| 3. | Boys Showers | 200 sq. ft. min. 9 ft. ceiling height |
| 4. | Staff Locker/Shower/Restroom | 200 sq. ft. min. 8ft. ceiling height |
| 5. | Staff P.E. Office | 250 sq. ft. min. 8ft. ceiling height |
| 6. | Girls Locker Room: | 1,500 sq. ft. min. 12ft. ceiling height |
| 7. | Girls Showers | 200 sq. ft. min. 9 ft. ceiling height |
| 8. | Staff Lockers/Shower/Restroom | 200 sq. ft. min. 8 ft. ceiling height |
| 9. | Staff P.E. Office | 250 sq. ft. min. 8ft. ceiling height |
| 10. | Boys Team Room | 700 sq. ft. min. 12ft. ceiling height |
| 11. | Girls Team Room | 700 sq. ft. min. 12ft. ceiling height |
| 12. | Coaches Rooms | 300 sq. ft. min. 8ft. ceiling height |
| 13. | Training Room | 250 sq. ft. min. 8 ft. ceiling height |
| 14. | Weight Room | 2,000 sq. ft. min. 12ft. ceiling height |
| 15. | Dance Room | 1,800 sq. ft. min. 12ft. ceiling height |
| 16. | Wrestling/Aerobics Room | 2,000 sq. ft. min. 12ft. ceiling height |
| 17. | Boys Restroom | 400 sq. ft. min. 8 ft. ceiling height |
| 18. | Girls Restroom | 400 sq. ft. min. 8 ft. ceiling height |
| 19. | Storage | 500 sq. ft. min. 9ft. ceiling height |
| 20. | Custodial/Utility | 200 sq. ft. min. 8 ft. ceiling height |
| 21. | Fields Equipment Storage | 600 sq. ft. min. 9 ft. ceiling height |
| 22. | Auxiliary Gymnasium Main Room | 8,000 sq. ft. min. 22ft. ceiling height to bottom of main roof structure. |
| 23. | Auxiliary Gymnasium Storage | 350 sq. ft. min. 9ft. ceiling height |
| 24. | Restrooms (if provided) | 500 sq. ft. min. 9 ft. ceiling height |
| 25. | Custodian | 120 sq. ft. min. 8ft. ceiling height |

GYMNASIUMS

Individual Rooms Relationship:

1. Gymnasium should have direct access from locker rooms.
2. Size of gymnasium should accommodate high school size basketball court with required space around and bleachers on both sides of the court.
3. Court striping should include:
 - One (1) High School Basketball Court
 - One (1) Volleyball Main Court
 - Two (2) Basketball Cross Courts - for practice and informal games
 - Two (2) Volleyball Cross Courts
 - Six (6) Badminton Courts

If size of the room allows, it is acceptable to provide three (3) basketball and volleyball cross courts. If two (2) cross courts are provided, add one (1) more set of basketball backstops in the middle between cross courts for shots only.
4. Gymnasium should have vertical clearance for athletic activities such as basketball and volleyball. No equipment should be protruding into required clear height.
5. Boys and girls locker/shower areas should be separated and should have separate access from exterior.
6. Students showers area and restrooms should be directly accessible from locker rooms.
7. P.E. staff office should be immediately adjacent to and accessible from students locker rooms.
8. Layout of locker rooms and P.E. staff offices should allow visual supervision from the office to students locker room and gymnasium.
9. Lockers should be installed against the walls and in double rows in the middle of the room with locker benches in the middle of isles between lockers.
10. Staff lockers/restrooms/showers should be immediately adjacent to and accessible from P.E. staff office room.
11. Team rooms should be conveniently located for access to shower and toilet facilities and have access with means of securing from lockers area.
12. Lockers in the team rooms should be installed against the walls with locker benches in front of lockers. There should be area in the room free from lockers for instruction/meeting area.
13. Training room should have direct access from the outside.
14. Weight room, dance room and wrestling/aerobics room should be conveniently located for access from both boys and girls locker rooms.
15. Storage rooms should be directly accessible from gymnasiums.

GYMNASIUMS

16. Size of auxiliary gymnasium should accommodate high school size basketball court with required safety space around courts and bleachers on one side of the court.
17. Auxiliary Gymnasium Court striping should include:
 - One (1) High School Basketball Court
 - One (1) Volleyball Main Court
 - Two (2) Basketball Cross Courts- for practice and informal games
 - Two (2) Volleyball Cross Courts
 - Six (6) Badminton Courts
18. Auxiliary Gymnasium should have vertical clearance for athletic activities such as basketball and volleyball. No equipment should be protruding into required clear height.

Finishes:

Gymnasiums:

Floor: Wood athletic floor system with vented rubberized base.

Walls: Concrete or abuse resistant gypsum board with hardboard (wood) wainscot up to 8 ft. and acoustical wall panels above as required for sound attenuation.

Ceiling: Exposed framing, painted.

Locker Rooms, Team Rooms:

Floor: Seamless epoxy flooring with minimum 6 inches high epoxy base.

Walls: Fiberglass reinforced panels.

Ceiling: Gypsum board painted.

Shower Rooms:

Floor: Ceramic tile with ceramic tile base.

Walls: Ceramic tile.

Ceiling: Cement plaster painted.

Weight Room:

Floor: Rubber athletic flooring with rubber base.

Walls: Abuse resistant gypsum board. Hardboard (wood) wainscot up to 7ft. as applicable.

Ceiling: Acoustical suspended ceiling.

GYMNASIUMS

Dance Room, Wrestling/Aerobics Room:

Floor: Wood athletic floor system with vented rubberized base.

Walls: Tackable wall surface over abuse resistant gypsum board. Hardboard (wood) wainscot up to 7 ft. as applicable.

Ceiling: Acoustical suspended ceiling.

P.E. Staff Offices, Coaches Room, Training Room:

Floor: Vinyl composition tile with rubber base.

Walls: Vinyl covered tackable wall surface. Ceiling:

Acoustical suspended ceiling.

Restrooms, Storage, Custodial, Utility:

Refer to standard rooms section.

Doors and Windows:

1. Entrance to gymnasium should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of door.
2. Gymnasium should have manually operated awning windows located in the high portion of walls. Sill at approximately 16 ft. above floor level. Size and number of windows should be sufficient to provide natural ventilation.
3. There should be fixed glass window between P.E. offices and student locker rooms. Window approximately 6 ft. long, 4 ft. high.
4. There should be sliding windows with one way glass between P.E. Offices and gymnasium. Window approximately 6 ft. long, 4 ft. high.
5. Windows in weight room, dance room, wrestling/aerobics room should be adequate to provide natural light and ventilation with portion of windows operable.

Furnishings:

Gymnasium:

1. Retractable motorized bleachers, approximately ten (10) rows high, approximately 1,000 to 1,200 seats bleachers located on two opposite sides of the basketball court. 500 to 600 seats on each side.
2. Overhead mounted folding basketball backstops at every basketball court.
3. Floor sleeves for volleyball net standards at every volleyball court.
4. Scoreboards- (2 ea.) and shot clocks.
5. Vinyl covered wall padding- 20 ft. long x 6 ft. high sections installed 1 ft. above the floor behind main court basketball backstops.
6. Gymnasium sound system with speakers and audio equipment.
7. Wrestling mat hoist storage (double) and wrestling mats.
8. Electrically operated 16ft. wide projection screen installed at one end of the gymnasium visible from both bleachers.

GYMNASIUMS

Auxiliary Gymnasium:

1. Retractable motorized bleachers, five (5) rows high, approximately 160 to 200 seats.
2. Overhead mounted folding basketball backstops at every basketball court.
3. Floor sleeves for volleyball net standards at every volleyball courts.
4. Scoreboards- (2 ea.) and shot clocks.
5. Vinyl covered wall padding-20ft. long x 6ft. high sections installed over hardboard wainscot center lined with main court basketball backstops.
6. Wrestling mat hoist storage (double) and wrestling mats.

Training Room:

1. Ice maker.
2. Rough-ins for possible future whirlpool.
3. Refrigerator.
4. Two taping benches.

Student Locker Rooms:

1. Metal lockers, lockers count should be: girls - quarter of the population plus 100, boys- quarter of the population plus 100. For 2200 students school it is 650 total lockers in girls and 650 total lockers in boys locker room. Lockers should be 15 inches x 15 inches x 24 inches high, three tiers (72 inches high total). Lockers should be installed on 6" high concrete curbs. Configuration of lockers should allow visual supervision across the room from staff office.
2. Locker room benches between rows of lockers and in front of lockers against the wall. Bench should have wood top with metal support anchored at floor.
3. Code required quantities for accessible lockers should be provided at each locker room.

Staff Locker Rooms (at staff PE offices and coaches rooms):

1. Metal lockers single tier 12 inches wide x 12 inches deep x 60 inches high. Six (6) lockers per each staff locker room.

GYMNASIUMS

Team Rooms:

1. Athletic wire mesh lockers. Lockers should be 18 inches x 18 inches 36 inches high, double tier, 72 inches high total. Approximately 140 to 180 lockers should be provided in each team room. Verify with school athletic program. Lockers should be installed on 6 inches high concrete curbs.
2. 8 ft. x 4 ft. whiteboard in each team room.
3. Projector bracket at ceiling in each team room.
4. Locker room benches in front of lockers.

Shower Rooms:

1. Wall mounted stainless steel shower heads with stainless steel partitions between showers.
2. Provide accessible showers with folding bench and flex shower head as required.
3. All showers should have cold and warm water.

Weight Room, Dance Room, Wrestling/Aerobics Room:

1. Magnetic Dry Erase Board: One (1) 4 ft. x 8 ft. installed on the teaching wall.
2. Projection Screen 8 ft. wide. Install top of screen at 2 inches below ceiling or at 12ft. from finish floor.
3. Suspended Projector bracket at ceiling.
4. Room darkening horizontal blinds should be installed at all windows and installed within recess of window opening.
5. 6 ft. high mirrors installed 12 inches above floor, full length of one wall in dance room and wrestling/aerobics room and approximately 20ft. long in weight room. Dance handrails at wall opposite to mirrors in dance room.
6. Wrestling mats hoist storage (single) and wrestling mats in wrestling/aerobics room.

Casework:

Staff P.E. Offices and Coaches Room:

1. 7 ft. high, 4 ft. wide, 24 inches deep, lockable storage cabinets, 12 inches wide coat compartment approximately 12 inches wide and 36 inches wide, 24 inches deep with adjustable shelves and cabinet doors. Two (2) cabinets per office.

GYMNASIUMS

Weight Room, Dance Room, Wrestling/Aerobics Room:

1. 7 ft. high lockable teacher's cabinet. Cabinet should be double door with coat compartment approximately 12 inches wide and 3 feet wide storage with adjustable shelves for audio-visual equipment .Electrical outlets for power and data for the equipment should be located inside of the cabinet.
2. Approximately 20 lineal sq. ft. of 7 ft. high, min. 24 inches deep (30 inches deep preferable) storage cabinets with lockable doors and adjustable shelves.

Training Room:

1. Base and upper cabinets, approximately 8 ft. long. Base cabinets 24 inches deep, 34 inches high with drawers, doors and adjustable shelves. Sink with hot and cold water. Upper cabinets 15 inches deep with doors and adjustable shelves.

Technology:

1. Data Network Locations:
 - a) Staff P.E. Offices and coaches room should have three (3) locations for teachers station. Weight room, dance room and aerobics room should have two (2) designated locations for teacher's station. Each teacher's station should have data outlets including network, voice and projection.
2. Audio-visual Location:
 - a) Data outlet shall be located at projector mount locations.
 - b) There should be speakers located on both sides of the projection screen, at the top.
3. Power Requirements:
 - a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
 - b) Power for projection shall be located at ceiling in the projector mount location.
 - c) One (1) duplex power outlet should be available for every data drop.

GYMNASIUMS

Electrical and Alarm Systems:

1. Gymnasium:
 - a) Electrical outlets on all walls located approximately 30ft. on center.
 - b) Electrical power should be provided for motorized bleachers, basketball backstops, scoreboard and gymnasium sound system.
 - c) Lighting should be controlled by switches located at two (2) doors on opposite walls. Lighting should be controlled in stages.
 - d) Electrical power for projector and power and switch for the gymnasium projection screen.
2. Student Locker Rooms and Team Rooms:
 - a) Convenience outlets on perimeter of the room as required by code. b) Lighting should be controlled in three stages.
3. Staff P.E. Offices, Coaches Room:
 - a) Minimum one (1) duplex electrical outlet on each wall and not less than 6 ft. apart.
 - b) Lighting should be controlled by switch located next to entry door.
4. Weight Room, Dance Room, Wrestling/Aerobics Room:
 - a) Duplex electrical outlets at approximately 16ft. on center on perimeter of the room.
 - b) Lighting should be controlled by motion sensor located at ceiling with override switches next to the entry door. Lighting should be controlled in three stages.
5. Restrooms, Storage, Custodial, Utility:
 - a) Refer to standard rooms section.
6. Clock and PA system should be provided in all occupied rooms.
7. Fire alarm and security alarm systems should be provided.

GYMNASIUMS

Heating, Ventilating and Air Conditioning:

1. Gymnasium should have individual separate HVAC units.
2. Student locker rooms and team rooms should have separate individual HVAC units.
3. Weight room, dance room and wrestling/aerobics room should have separate individual HVAC units.
4. P.E. Offices and coaches rooms may be combined for HVAC systems as appropriate.
5. All HVAC systems should be controlled by Energy Management System.
6. Controls and thermostat for this system should be located in the rooms which they serve in the area away from windows and exterior doors.

ADMINISTRATION

Introduction:

The administration building is an important interface between parents, community and the school staff. This facility should present a positive and professional image of the school to the public and community. The administration offices and conference rooms are generally the public's first impression of the school and as such must convey the positive and professional attitude of the school staff. The administrative areas must be functional and attractive and should have adequate waiting areas.

The workrooms in the administrative building must provide adequate space for individuals to work in a professional manner. Additionally, the workroom should provide for a variety of materials, equipment, and storage supplies. The teachers workroom will be used by teachers and PTA members.

Design Criteria:

Size: 13,500 sq. ft. approximately total area with min. ceiling heights as per "Individual Rooms and Approximate Areas."

Configuration: Individual rooms generally rectangular.

School Relationship:

1. Administration should be located at the main entrance to the school and clearly identifiable as the first stop for all visitors.
2. Administration should be located adjacent to the community vehicular parking area.
3. Administration should be conveniently located for teacher and student access.
4. Vice Principal's offices should be located to provide visual supervision of most of the school site.
5. Principal's office should be located to provide visual supervision of the central quad.
6. Attendance should have separate entry in close proximity to main entrance.
7. Counseling should have separate entrance from the campus.
8. Career center should have separate entrance from the campus.

ADMINISTRATION

Individual Rooms and Approximate Areas:

| | | |
|--------------------------------|---------------|---------------------------|
| Reception | 500 sq. ft. | min. 9 ft. ceiling height |
| Staff Workroom | 1000 sq. ft. | min. 9 ft ceiling height |
| Staff Lounge | 2000 sq. ft. | min. 9 ft ceiling height |
| Principal Secretary | 200 sq. ft. | min. 8 ft ceiling height |
| Principal's Office | 300 sq. ft. | min. 8 ft ceiling height |
| Vice Principals Offices (3 ea) | 525 sq. ft. | min. 8 ft ceiling height |
| Conference Rooms (3 ea) | 800 sq. ft. | min. 8 ft ceiling height |
| Bookkeeper Office Athletic | 175 sq. ft. | min. 8 ft ceiling height |
| Director Office Technology | 175 sq. ft. | min. 8 ft ceiling height |
| Staff Office | 175 sq. ft. | min. 8 ft. ceiling height |
| School Resource Officer Office | 175 sq. ft. | min. 8 ft. ceiling height |
| At Risk Intro. Coord. Office | 175 sq. ft. | min. 8 ft. ceiling height |
| Attendance | 1000 sq. ft. | min. 9 ft. ceiling height |
| Nurse/Restroom Career | 450 sq. ft. | min. 8 ft. ceiling height |
| Center Counseling | 1200 sq. ft. | min. 9 ft. ceiling height |
| Reception Registrar | 600 sq. ft. | min. 9 ft. ceiling height |
| Counselor's Offices (5 ea) | 200 sq. ft. | min. 8 ft. ceiling height |
| Counseling Conference Room | 1,000 sq. ft. | min. 8 ft. ceiling height |
| Offices (2ea) | 400 sq. ft. | min. 8 ft. ceiling height |
| Restrooms | 350 sq. ft. | min. 8 ft. ceiling height |
| Storage Rooms | 400 sq. ft. | min. 8 ft. ceiling height |
| | 500 sq. ft. | min. 8 ft. ceiling height |

Individual Rooms Relationships:

1. Teacher's mail boxes/staff work room should be located in close proximity to reception area with convenient access for teachers but out of student traffic area. Teachers should not have to go through reception to get to mail boxes.
2. Principal's secretary should be located near to reception area.
3. Vice principals and principal's office should be located past principal's secretary and situated so there is not visibility into the office from the reception counter.
4. The major conference room should be directly accessible to the reception area.
5. Other conference rooms should be easily accessible to Principal and Vice Principals.

ADMINISTRATION

6. Principal's office should be directly connected to a conference room and also should have exit door opening to quad area.
7. One of the vice principal offices should have a student waiting area immediately adjacent to the office. Waiting area should have an outside entry facing campus and should be adequate for six (6) students.
8. Attendance should have outside window in addition to outside access.
9. Nurse should be immediately adjacent to attendance.
10. Nurse area should include: main room with two (2) cots, nurse office and toilet room.
11. Relationship of the attendance and nurse should allow visual supervision of the nurse main room from attendance.
12. Counseling should have, accessible from campus, reception area with conference room and four (4) counselor offices.
13. There should be interconnection between reception, attendance, counseling and other portions of administration
14. Restrooms should be conveniently located near reception, staff workroom and staff lounge.

Finishes:

1. Attendance, Career Center, Principal and Staff Offices, Conference Rooms, and Staff Lounge:
 - a. Floors: Carpet with top set base except for kitchen area of teacher's lounge which should be vinyl composition tile with top set base.
 - b. Walls: Vinyl wall covering. Provide tack board subsurface under vinyl on all walls appropriate for such use as directed by District.
 - c. Ceiling: Acoustical suspended ceiling.
2. Reception Area:
 - a. Floors: Carpet with top set base.
 - b. Walls: Vinyl wall covering. Provide tack board subsurface under vinyl on all walls appropriate for such use as directed by District.
 - c. Ceiling: Acoustical suspended ceiling.
3. Staff Workroom
 - a. Floors: Vinyl tile with top set base
 - b. Walls: Gypsum board painted and vinyl covered tackable wall surface where appropriate.
 - c. Ceiling: Acoustical suspended ceiling

ADMINISTRATION

4. Nurse's Area
 - a. Floors: Vinyl tile with top set base
 - b. Walls: Gypsum board painted and vinyl covered tackable wall surface where appropriate.
 - c. Ceiling: Acoustical suspended ceiling
5. Restrooms, Storage, Custodial, Utility:
 - a. See standard rooms section

Doors and Windows:

1. Exterior windows should be provided to all main work spaces including offices. Exterior windows should be adequate to provide natural light and ventilation with portion of windows operable.
2. Exterior front entry doors to reception, attendance, counseling, career center should have safety glass vision panel approximately 6 inches wide and 24 inches high on strike side of the door.
3. Interior doors to offices and conference rooms should have safety glass vision panel approximately 20 inches wide and 24 inches high in the upper portion of the door.
4. There should be fixed glass window between nurse main room and attendance area. Size of the window appropriate to allow visual supervision of the nurse's main room from attendance reception.
5. Exterior window to the attendance should be vertical sliding service window 24ft. wide x 4 feet high. Windows should have covered area in front of the window min. 4 ft. wide and 10 inches wide counter, 3 ft. long at the sill of the window.

Furnishings:

1. Magnetic dry erase board in staff workroom and career center - 4 ft. x 12 ft. mounted 36 inches above finish floor.
2. Magnetic dry erase boards in all conference rooms-4ft. x 8ft. mounted 36 inches above finish floor.
3. 8ft. wide projection screen type in all conference rooms, staff lounge and career center.
4. Ceiling mounted projector mount in staff lounge and career center.
5. Speakers at both sides of the projection screen.

ADMINISTRATION

Casework:

1. Receptionist Counter:
 - a. Desk counter one (1) for each two (2) staff. Each desk approximately 30 inches high x 2 ft. 8 inches deep x 60 inches long with drawers and adjustable shelving with cabinet doors with knee space 36 inches wide.
 - b. Reception counter 42 inches high x 2ft. 6 inches deep x 16ft long with counter at 30 inches high, drawers, adjustable shelves with cabinet doors.

2. Nurse Main Room:
 - a. Approximately 10 lineal ft. of base cabinets, 24 inches deep, 36 inches high with countertop and above counter cabinets, 12 inches deep.
 - b. Base cabinets with drawers and adjustable shelves with cabinet doors. c. Upper cabinets with adjustable shelves with cabinet doors
 - d. Included within the cabinetwork should be sink with cold and hot water, under counter refrigerator and ice maker.
 - e. All cabinet and drawers should be provided with key locks.
 - f. Countertops should have backsplash and returns.
 - g. 7 ft. high storage cabinet 24 inches deep, 4 feet wide with adjustable shelves and cabinet doors.

Nurse's Office:

 - a. Provide lockable teacher's cabinet. Cabinet similar to standard classroom teacher's cabinet.

3. Staff Lounge:
 - a. Approximately 20 lineal ft. x 36 inches high x 24 inches deep base cabinets with countertops and above counter cabinets, 15 inches deep.
 - b. Base cabinets with drawers and adjustable shelves and cabinet doors. c. Upper cabinets with adjustable shelves and cabinet doors.

- Kitchen Area:

 - a. Approximately 24 lineal ft. x 36 inches high x 24 inches deep of base cabinets with countertop and upper cabinets above, 12 inches deep.
 - b. Included within the cabinetwork should be range with oven, sink with warm and cold water and garbage disposal and microwave unit.
 - c. Base cabinets should have drawers and adjustable shelves with cabinet doors. d. Upper cabinets should have adjustable shelves with cabinet doors.
 - e. Provide floor area adjacent to cabinets for stand-alone refrigerator.
 - f. Countertop should have backsplash and returns.

ADMINISTRATION

4. Staff Work Room:
 - a. Approximately 24 lineal ft. x 36 inches high x 24 inches deep base cabinet with countertop.
 - b. Base cabinets should have drawers and adjustable shelves with cabinet doors.
 - c. Approximately 20 lineal ft. of upper cabinets with adjustable shelves and cabinet doors. Upper cabinets should be 15 inches deep.
 - d. Approximately 18 lineal ft. x 60 inches high x 12 inches deep cabinets with approximately 160 mailboxes to provide each teacher/staff member with a mailbox. Typical mailbox dimension should be 4 inches high x 12 inches wide x 12 inches deep. Mailbox shelves should be adjustable. .
5. Attendance:
 - a. Approximately 24 lineal ft. of island counter 42 inches high, 18 inches deep with intermediate counter at 30 inches. Portion below 30 inches high counter should have 18 inches deep storage cabinets with adjustable shelves and lockable doors. Doors should not have handles and should face public portion of the room, 30 inches high counter should be accessible from the attendance work stations portion of the room. Island counter should accommodate three (3) work stations with desks placed at right angle to the counter. All electrical outlets serving work stations should be installed on the island counter.
 - b. Portion of the counter- min. 36 inches long should be wheelchair accessible.
 - c. Approximately 15 lineal ft. of storage cabinets against the wall behind attendance work station. Cabinets should have base cabinets, 36 inches high, 24 inches deep with countertop and wall hung upper cabinets, 15 inches deep. Base cabinets should have drawers and adjustable shelves with cabinet doors. Upper cabinets should have adjustable shelves with cabinet doors.
 - d. Approximately 6 linear feet of the 30 inches high counter at the exterior service window. Counter should have knee space, 36 inches wide and cabinets with drawers and space for computer CPU.
6. Counseling- Reception:
 - a. Approximately 18 lineal ft. of island counter 42 inches high, 18 inches deep with intermediate counter at 30 inches height accessible from the attendance work stations portion of the room. Island counter should accommodate three (3) work stations with desks placed at right angle to the counter. All electrical outlets serving work stations should be installed on the island counter.
 - b. Portion of the counter- min. 36 inches long should be wheelchair accessible.

ADMINISTRATION

- c. Approximately 15 lineal ft. of storage cabinets against the wall behind counseling reception work station. Cabinets should have base cabinets, 36 inches high, 24 inches deep with countertop and wall hung upper cabinets, 15 inches deep. Base cabinets should have drawers and adjustable shelves with cabinet doors. Upper cabinets should have adjustable shelves with cabinet doors.
- 7. Career Center:
 - a. Approximately 18 lineal feet of the 7 ft, high cabinets with 24 inches wide coat compartment and adjustable shelves and cabinet doors.
 - b. Approximately 18 lineal feet of the 7 ft. high cabinets with lower portion 30 inches high, 24 inches deep with adjustable shelves and cabinet doors and upper portion 12 inches deep with adjustable open shelves.
 - c. Cabinets should be located against the walls leaving middle portion free for tables.
 - d. 6 ft. high lockable corner cabinet with turntable at the top for TV. Opening with grommet at the top to interconnect TV with VCR inside of the cabinet. Cabinet with adjustable shelves and cabinet doors.
- 8. Storage:
 - a) All administration storage rooms should have lockable storage cabinets, 24 inches deep and 18 inches deep open shelving.

Technology:

- 1. Counters in reception, attendance and counseling should have three (3) locations for work stations with data outlet including network and voice.
- 2. Each office should have two (2) locations for work stations with data outlet including network and voice, on opposite walls to allow for flexibility in room furniture arrangement.
- 3. Each conference room should have one (1) location for work station with data outlet including network and voice.
- 4. Career center should have min. six (6) stations for students and two (2) for teachers with data outlet including network and voice.
- 5.
 - a) Projector should be installed in each classroom at ceiling projector mount.
 - b) Speakers should be installed at each side of projection screen. Cables from speakers and projector shall be connected with teacher data outlets
 - c) Provide wall mounted outlet, 6 inches above the finished ceiling, above dry erase board on teaching wall for future wireless network device.

ADMINISTRATION

6. Power Requirements:

- a) All power outlets designated to support computers should be on separate isolated neutral and ground circuits from other classroom outlets.
- b) One (1) duplex power outlet should be available for every data drop. c) Electrical power and data lines for ceiling mounted projectors.

Electrical and Alarm Systems:

- 1. Reception, attendance, counseling, career center and teachers lounge should have duplex electrical outlets located approximately 12ft. on center on all walls and above countertops. Electrical outlets in the location of work stations and equipment. Planned vending machines should be provided with appropriate electrical outlets.
- 2. Offices, conference rooms, and nurse rooms should have a minimum of one (1) duplex electrical outlets on each wall and above countertops at not less than 6 ft. apart.
- 3. Teacher's workroom and teachers lounge should have electrical outlets appropriate for planned equipment with additional outlets as described in number 1. above.
- 4. Overhead light control should be located near entry to room.
- 5. Clock, PA system speaker should be located in occupied room. Fire and security alarm systems should be provided throughout.

Heating, Ventilating and Air Conditioning:

- 1. Reception, attendance, counseling reception, career center, staff work room and staff lounge should have individual separate HVAC units, controlled by Energy Management System. Office rooms and conference rooms may be combined for HVAC system.
- 2. Controls and thermostat for the system should be located in the rooms in the area away from windows and exterior doors.