# Golden Sierra Jr. Sr. High School

*The mission of Golden Sierra Junior Senor High School is Learning with Purpose.*

# Narrative Summary

Golden Sierra Junior-Senior High School is spread across a hilly 27-acre rural campus. This location provides ample opportunities for outdoor learning and activities. Its north-western edge borders Garden Valley Park. Approximately 512 7th - 12th grade students attend the two schools. The school has a focus on college and career readiness and fully integrates all grade levels in a safe and welcoming teaching environment. The school has an active sports culture and supports many extracurricular activities through fostering strong partnerships with community organizations.

The school site is entered of Garden Valley Road. The bus drop off and parent drop off are located at the upper high school campus. The site has ample parking. It has been noted that the lower parking lot maybe oversized and not well planned to support current traffic flows. The bus pick up does not have a waiting shelter and or lighting. The Administration office sits above the upper parking areas and visual control of these areas is minimal.
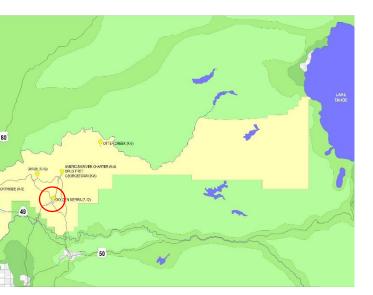
The site is large, and it is understood that fencing is an impractical security measure, but there is a need for an engineered security camera system to help surveil the campus at the main entry points and within the school buildings. The campus site is challenged by the topography. In 2010 a circuitous ADA path was added to connect the lower J.H.S with the H.S. The upper 200 H.S. campus is connected by a long non-compliant stair. There is no practical means to provide accessibility to the upper campus. Compounding the accessibility problems to the site, pathways interconnecting the portables, because of grade would be extremely challenging. To make 200 compliant with ADA codes a significant amount of intervention and planning would be required. With both the upper H.S. (200) and lower J.H.S. all the ramps providing accessibility to the portables are out of compliance. Door thresholds and door hardware need to be evaluated on a case by case basis. The landscaping, lawns and trees on the site appear healthy and well maintained. Although there are numerous opportunities on site for outdoor gathering and teaching, additional shelters to provide comfort and to encourage student congregation would improve the capacity and options for outdoor learning.

The Districts numerous playfields are in adequate shape. There is significant concern regarding the track around the football field. This track needs to be replaced with an all-weather track. In addition, the artificial turf football field is at its end of life and needs replacement. Stadium seating is not accessible. Stadium entrance and access to snack shack and toilet rooms are not on an accessible pathway.
Main High School Building: The Administration wing requires a remodel to provide adequate conference rooms with state-of-the-art virtual presence technology. M.P. room and Kitchen have dated finishes, systems and inadequate storage. Library space is functional, but it needs re-programming to allow it to be a more affective resource for 21st century learning. The older lab spaces need full ADA upgrades. Shop spaces although well used are cluttered. The facility could use a student lounge / café to promote and provide a place for social student interaction. The Junior High School village composed of aged portables. Their circular arrangement promotes a village feel but the current programming does not support that notion. A student center for the J.H.S. students, a dedicated space for meals, and other services that promoting social / emotional growth would help to give this campus a greater sense of place for its occupants.

Most remaining portables are 30 years old, 10 years past their anticipated lifespan. It is our recommendation that most of these portables because of their advanced age be removed from the campus.

Student achievement and 21st century learning are being supported by the campus's IT upgrades of both student terminals (1:1 Chromebooks), classroom multi-media teaching stations. The District has a strong interest in promoting a CTE programs which parallel the resources of the local community. One such idea is to develop an in-partnership Forest Management / Milling program.
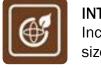
# Assessment | Summary

**Bus DROP OFF/PARKING**
Drop off is not ADA accessible. Provide Shelter


**CAMPUS CORE**
Playing and running surfaces in need of replacement


**INTERIOR**
Increase conference room size and capability


**CAMPUS CORE**
Portables at end of lifespan. Design campus to re-imagine and define identity and place


**CAMPUS CORE**
Significant ADA challenges at upper HS campus. Portables beyond lifespan


**CAMPUS CORE**
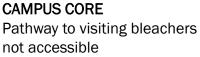Improve vehicle circulation and remove hazards, reduce lot size if needed
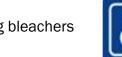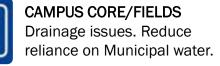

**INTERIOR**
Accessibility upgrades at Lab spaces


**LEARNING ENVIRONMENTS**
Relocate / Arrange existing stacks and add flexible furniture


**CAMPUS CORE**
Pathway to visiting bleachers not accessible


**CAMPUS CORE/FIELDS**
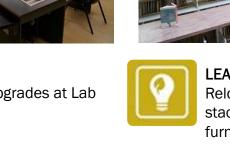Drainage issues. Reduce reliance on Municipal water.


**INDOOR ENVIRONMENTS**
Update lighting. Provide MP-Dramatic Arts media equipment, acoustic control


**INTERIOR / EXTERIOR**
Dry rot and degradation at main campus building

## Sustainable Sites
### Entry + Outdoor Learning + Fields
Create safe, barrier free learning environments incorporating efficient and effective storm water management, landscaping, lighting and surfaces.

## Water Efficiency
### Irrigation + Plumbing Systems
Improve the efficiency of fixtures, appliances and irrigation systems to reduce domestic water usage

## Energy & Atmosphere
### HVAC & Renewable Energy Systems
Optimize energy efficiency and performance to minimize environmental impacts and reduce operating costs associated with fossil fuels.

## Indoor Environment
### Electical + Lighting + Technology
Enhance air quality, thermal comfort, natural light, acoustic performance and physical environments while reducing pollutants. Provide a safe, healthy, functional environment to help motivate students and encourage attendance

## Materials & Resources
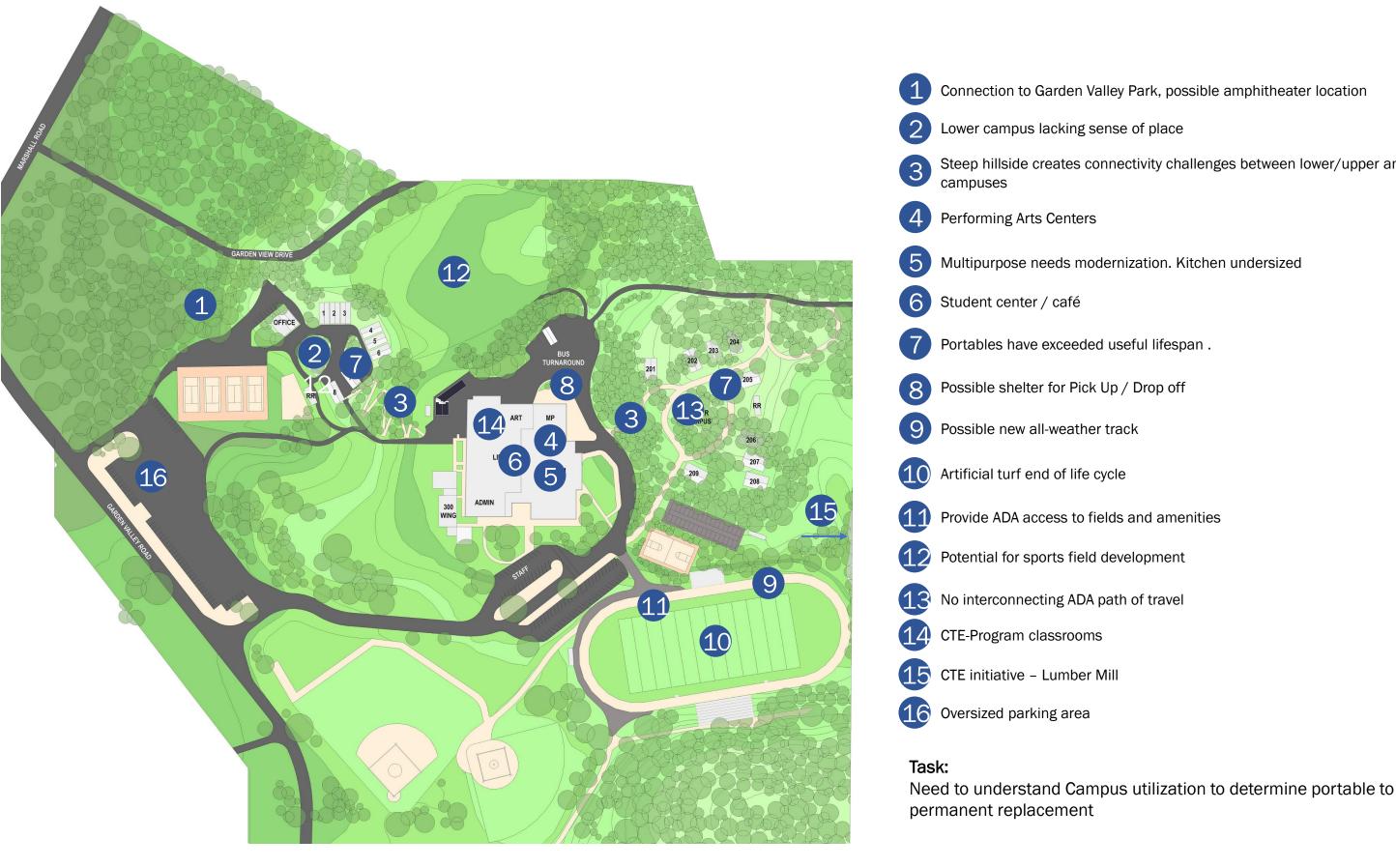### Exterior + Interior Finishes
Improve the learning environment and extend the life-cycle of facilities while encouraging the use of efficient sustainable materials and reducing waste.

## Innovation & Design
### 21st Century Education
Encourage the innovation in high performance school design creating safe, motivating and sustainable learning environments that reduce dependence on non-sustainable sources.
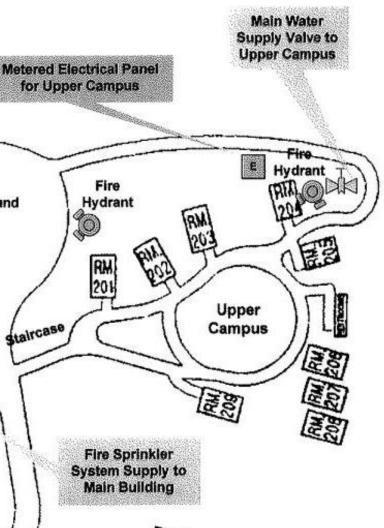
# Assessment | Site Constraints + Opportunities

1. Connection to Garden Valley Park, possible amphitheater location
2. Lower campus lacking sense of place
3. Steep hillside creates connectivity challenges between lower/upper and main campuses
4. Performing Arts Centers
5. Multipurpose needs modernization. Kitchen undersized
6. Student center / café
7. Portables have exceeded useful lifespan .
8. Possible shelter for Pick Up / Drop off
9. Possible new all-weather track
10. Artificial turf end of life cycle
11. Provide ADA access to fields and amenities
12. Potential for sports field development
13. No interconnecting ADA path of travel
14. CTE-Program classrooms
15. CTE initiative – Lumber Mill
16. Oversized parking area

**Task:**
Need to understand Campus utilization to determine portable to permanent replacement

**Task:**
Need to understand Campus utilization to determine portable to permanent replacement. Please indicated space occupation and provide grade level and usage.

Black Oak Mine Unified School District

**Golden Sierra High School (9-12)**
Dr. Robert Williams, Superintendent
Kevin Ahern, Principal
Laurie Hockenson, Assistant Principal
5101 Garden Valley Road
Garden Valley, CA 95633
(530) 333-8330

NOTE: This October 2012 map is not to scale

Black Oak Mine Unified School District

**Golden Sierra Jr. High School (7-8)**
Dr. Robert Williams, Superintendent
Kevin Ahern, Principal
Laurie Hockenson, Assistant Principal
5065 Garden Valley Road
Garden Valley, CA 95633
(530) 333-1036

NOTE: This October 2012 map is not to scale

Golden Sierra Jr. High OFFICE

Lower Campus

Note: Golden Sierra Jr. High School occupies the entire Lower Campus

Fire Hydrant by Divide High Access Road and Tennis Courts

Tennis Courts

Fire/Intrusion Alarm Panel

Main Water Supply Valve to Lower Campus located by culvert

Path

Path

Main Water Supply Valve to Main Campus in Ground Vault

Leach Field

Fire/Intrusion Alarm Panel

300 Wing

Parking Lot

Science Lab Chemicals

Main Water Supply Valve to Baseball Field

Baseball Field

Fire/Intrusion Alarm Panel

Soccer Field

3-1,000 Gallon Propane Tanks

Metered Electrical Panel to Main & Lower Campus

Maint Shop

Auto & Wood Shop Compound

Storage

Fire Hydrant

ROOM 118

ROOM 113

RM 114E

KITCHEN

MULTI-PURPOSE ROOM

ROOM 117

RM 108

RM 109

RM 110

RM 112

LIBRARY

ROOM 111

STAGE

GYM

RM 107

RM 106

RM 101

RM 105

RM 103

OFFICE

Metered Electrical Panel for Upper Campus

Bus Turnaround

Fire Hydrant

Staircase

RM 201

RM 202

RM 203

RM 204

Upper Campus

RM 205

RM 206

RM 207

RM 208

RM 209

Main Water Supply Valve to Upper Campus

Fire Hydrant

Fire Sprinkler System Supply to Main Building

Basketball Courts

Knox Box at front of Office

Fire Hydrant

Parking Lot

Senior Parking Lot

Football Field

GARDEN VALLEY ROAD

Fire Sprinkler System Supply to 300 Wing

Metered Electrical Panel

4

# Step 2 | Identify Educational Goals & Needs

Facilities Strategies for achieving BOMUSD's Strategic Plan & Local Control Accountability Plan (LCAP) Goals

## SAFE & WELCOMING

**LCAP #1**

**1**

**Community Connection**
Circulation & Parking

**Administration**

**Student/Community Engagement Center**
Multipurpose
Performing Arts
Student Union

**Art & Display Space**

## HIGH QUALITY INSTRUCTION

**LCAP #2**

**2**

**Flexible Furniture**

**Classrooms**

**Labs**
Art, Science, Maker, Career Exploration

**CTE & College**
Wood and Metal/Ag Shop, Auto, Home Ec, Graphic Media Arts, Community & Business Partners Medical/Dental

## ACHIEVEMENT GAP CULTURAL & LINGUISTIC

**LCAP #3**

**3**

**Library Media Center**

**Small Group**

**Teacher Collaboration & Resource Spaces**

**Outdoor Spaces**
Gardens, Hardcourts
Amphitheatre
Fields, Ropes, Ziplines, Trails

*Black Oak Mine USD Schools as Center of Community(s)*

# Strategic Plan Overlay | "Kit of Parts"

The JK Architecture Engineering team worked collaboratively with the district's steering committee through a series of committee workshops. The primary emphasis within this process was to understand Black Oak Mine USD's educational goals and desired learning outcomes for its student. If "form follows function", then in educational design "form follows curriculum." The collective engagement of the district and community participants focused on understanding how Black Oak Mine USD's facilities can be modernized, transformed or created to support these educational goals.

The primary foundation for the education visioning focused on the district's Strategic Plan/Local Control Accountability Plan (LCAP) goals. These goals are as follows:

*Goal 1:*    *Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.*

*Goal 2:*    *Provide high quality classroom instruction and curriculum with an access to a broad course of study promoting school college and career readiness.*

*Goal 3:*    *Reduce the achievement gap by ensuring that all systems are culturally, linguistically, and equitably responsive to the needs of our students.*

Through these collaborative processes the team reviewed local, regional and national trends to visualize how facilities could support Black Oak Mine USD's educational goals. We utilized these best practices to establish a "Kit of Parts". Once finalized, the Kit of Parts document was distributed to each school site. Steering committee representatives and school site principals compiled recommendations on how to support each campus' specific goals. The outcome of these responses became the foundational overlay for aligning each campus' educational goals amongst the district goals.

The following pages include a copy of the "Kit of Parts" package that are used to solicit specific school site feedback. The responses received will be included within each of the school site master plan documents, as well as the Innovation and Education category for transformational costs.

Homework Assignment ( *due date 04-26* )

JK ARCHITECTURE ENGINEERING

## 1.1 COMMUNITY CONNECTION – CIRCULATION & PARKING



Parents
Buses

> There are opportunities for vehicular & pedestrian areas of improvement on each campus. This may include addressing ADA accessibility compliance, safe routes to school, segregated vehicle & bus areas, parking, fire lane access, etc. We recommend that when improvements are made to each campus that these areas be addressed as well. We have proposed a possible solution to guide future consideration of these issues, but an in-depth assessment is required at each site to determine a complete and adequate solution. Please see the attached exhibit for your review & comments.

☐ Ingress/Egress is a high priority at our campus and needs to be addressed as soon as possible.

☐ Ingress/Egress is a moderate priority at our campus and we will address it as we modernize our campus in the future.

☐ Ingress/Egress is a low priority at our campus. We have trained our population and it is relatively safe.

☐ A change in signage and/or fencing/gates will solve many of our problems.

☐ Other:_____

## 1.2 ADMINISTRATION





> Good planning on our educational campuses and best practices for school site safety is to position the Administration area in a location that has good visual oversight of the pickup / drop off areas and provide direct access from the visitor parking area without having to enter the campus. Does your campus Administration area fulfill these practices and/or what areas of improvement are needed?

☐ Our Administration area fulfills these best practices.

☐ Our Administration area is in need of the following improvements:

    ☐ Location is good, but need more exterior windows for improved line of sight.

☐ Our Administration area needs to be relocated.

☐ Other:_____

# 1.3 STUDENT & COMMUNITY ENGAGEMENT CENTER

Presentation and gathering spaces are essential for sharing the school's culture with the community. This can be done with formal presentation space, like a theater or by hosting events in a Multipurpose Room or Gym. What needs does your campus have for indoor student & community engagement activities?
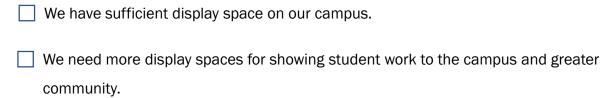
☐ We use our existing _____ space(s) for our large gatherings.

    ☐ This existing space fulfills our needs.

    ☐ This existing space does not support our needs.

    ☐ We have the following needs within this space:

    _____

    _____

☐ We need more gathering spaces on our campus

    ☐ We wish for the following: (Multipurpose, Cyber Café, Commons, Student Union, Theatre)

    _____

    _____

☐ Other:_____

# 1.4 ART & DISPLAY SPACE

Art & Display is a great opportunity to celebrate the history and culture within a school. This expression allows for students to feel connected to their physical environment as well as a sense of pride and ownership.

☐ We have sufficient display space on our campus.

☐ We need more display spaces for showing student work to the campus and greater community.

☐ Other:_____

# STRATEGIC PLAN/LCAP GOAL #2

*Provide high quality classroom instruction and curriculum with an access to a broad course of study promoting school college and career readiness.*

## 2.1 FLEXIBLE FURNITURE

Incorporate flexible furniture throughout my campus. This may include classrooms and labs, the library, cafeteria or multipurpose room, transition areas outside of classrooms, offices, teacher workrooms, and pull-out classrooms.

Flexible furniture should allow students to choose a seat based on their personal needs and activity, should be easily reconfigured for small groups, large groups, or individual work. Tables and seating need to accommodate multiple learning media, including technology and charging needs. A variety of soft seating and "hard" or focused seating should be available.

☐ Yes, we need flexible furniture at our campus.

  ☐ We should consider full replacement of furniture for equity throughout campus.

  ☐ We should consider phasing replacement of furniture to test the best options.

☐ No, our campus culture/curriculum does not call for flexible furniture.

Specific quantity, type, color, and layout of furniture is beyond the scope of this master plan and requires further discussion per site. Your feedback will help us project cost to the district and correctly prioritize this solution.
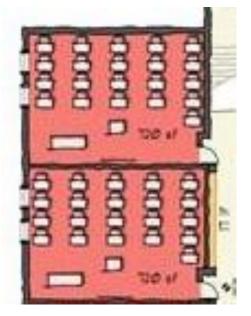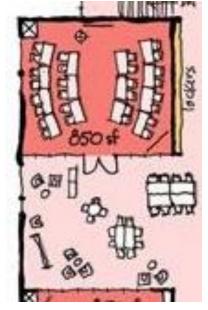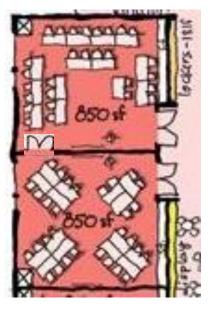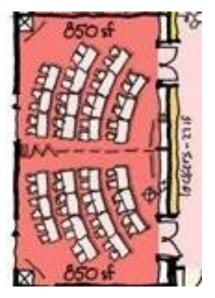
# 2.2 CLASSROOM (SIZES & CONFIGURATIONS)



Concept 1:
Typical Classroom



Concept 2: Studio Concept



Concept 3: Flexibility w/ Connectivity:



Concept 4:    Team Taught

To support high quality classroom instruction that is student focused, relevant to curriculum needs, flexible and collaborative it is important to consider classroom sizes and configuration.

Concept 1: Typical Classroom.  Support a traditional single teacher/class of students.

Concept 2: Studio Concept.  Creates an opportunity for a shared Studio Space between or adjacent a set of classrooms. This Studio Space could be used for shared projects, small group activities or independent learning through the oversight of the adjacent classroom instructor.

Concept 3: Flexibility with Connectivity.  Incorporates a door/window opening to foster the collaboration between classrooms.

Concept 4: Team Taught.  Incorporates a folding partition (like the example on the bottom left) that allows for both traditional and collaborative 2 instructors and 2 classroom of students.



Doors closed provide extra whiteboard surfaces and a traditional classroom setting.
Doors open allow for interdisciplinary team-teaching and large group activities.

☐ Our current classroom sizes & configurations meet our educational needs.

☐ We see value in creating some classrooms that support these configurations.

☐ We see the following quantity of classroom configurations per grade level or per campus (circle one)

Concept 1: Typical Classrooms_____

Concept 2: Studio Concept_____

Concept 3: Flexibility with Connectivity _____

Concept 4: Team Taught _____

# 2.3 ELEMENTARY SCHOOL (INTRODUCTORY) LABS

### Art & Science Lab




An Art & Science Lab is separate from individual classrooms and delivers specific curriculum. It will have durable work surfaces, sinks, and materials necessary for projects.

- ☐ No, we do not need an Art / Science Lab at our campus.
- ☐ We currently use the following space(s) for Art / Science: _____
- ☐ We have a lab but it needs the following improvements: _____
- ☐ Yes, we need a lab for Art, Science. Dedicated or Shared Spaces (circle one)

### Music/Fine Arts/Performance Lab



A Music/Fine Arts/Performance is a space dedicated to these disciplines outside of the normal classroom setting. It may include a stage or performance space, and material storage, tiered seating for band/choir, etc.

- ☐ No, we do not need a Music/Fine Arts/Performance lab at our campus.
- ☐ We currently use the following space(s) for Music/Fine Arts/Performance: _____
- ☐ We have a lab but it needs the following improvements: _____
- ☐ Yes, we need a lab for Music/Fine Arts/Performance Lab.

### "Messy" Project Lab/Maker Space




A "Messy" Project Lab/Maker Space is an interdisciplinary zone that may include tools/workshop space, technology, collaborative brainstorming space, sinks and supplies for creating. These spaces usually have an indoor-outdoor connection to inspire students and allow for overflow workspace. Curriculum that could be delivered in this type of lab could include Science, Technology, Engineering, Art, and Math.

- ☐ No, we do not need a messy project lab/maker space at our campus.
- ☐ We currently use the following space(s)_____
- ☐ We have a Project Lab but it needs the following improvements: _____
- ☐ Yes, we need a messy project lab/maker space.

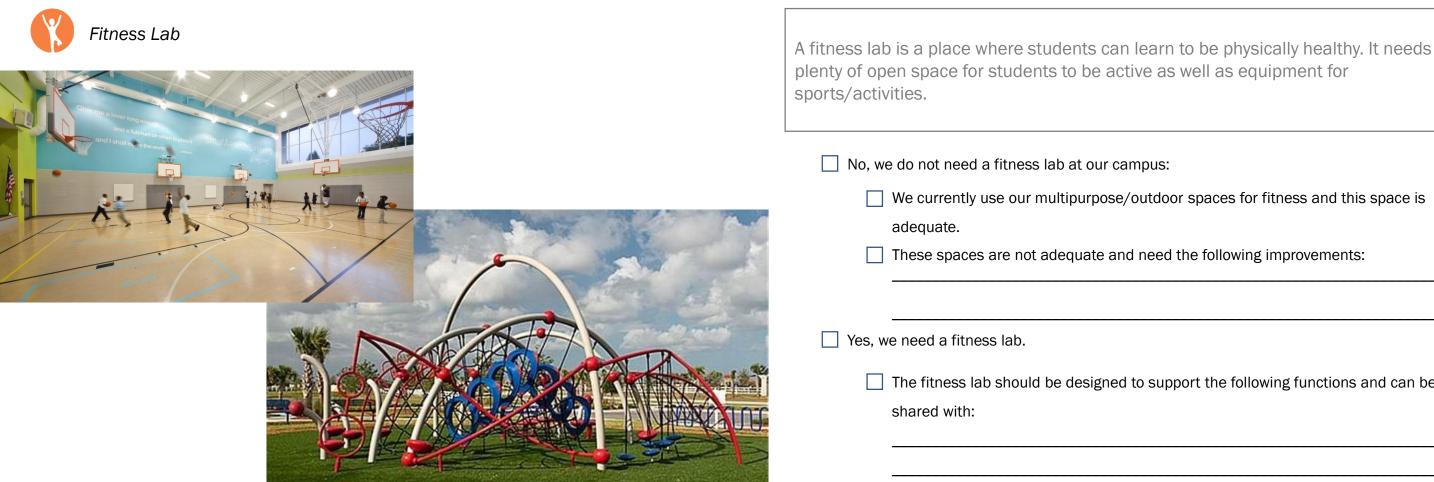# 2.3 ELEMENTARY SCHOOL (INTRODUCTORY) LABS (cont'd)


### Reading & Technology Lab

A reading & technology lab is a space where students can improve and enjoy reading, researching, and improving technological proficiency. Flexible furniture, soft seating, technology materials, technology/reading support and traditional books are key to these spaces. This lab would be large enough to accommodate a full class of students or small groups/individuals as needed.

☐ No, we do not need a reading & technology lab at our campus

    ☐ We currently use Room _____and plan to keep it

    ☐ Our campus culture/curriculum does not call for a reading & technology lab.

☐ Yes, we need a reading/technology lab

    ☐ Transform our library into something like this

    ☐ Our library is not adequate for both of these functions and needs expanded; or, we need a new room to create this space.


### Fitness Lab

A fitness lab is a place where students can learn to be physically healthy. It needs plenty of open space for students to be active as well as equipment for sports/activities.

☐ No, we do not need a fitness lab at our campus:

    ☐ We currently use our multipurpose/outdoor spaces for fitness and this space is adequate.

    ☐ These spaces are not adequate and need the following improvements: _____ _____

☐ Yes, we need a fitness lab.

    ☐ The fitness lab should be designed to support the following functions and can be shared with: _____ _____

# 2.3 JUNIOR/SENIOR (EXPLORATORY/PATHWAYS) LABS

*Art & Science Lab*



Art & Science Labs are separate from individual classrooms. It will have durable work surfaces, sinks, and materials necessary for projects.

- ☐ No, we do not need an Art / Science Lab at our campus.
- ☐ We currently use the following space(s) for Art / Science: _____
- ☐ We have a lab but it needs the following improvements: _____
- ☐ Yes, we need a lab for Art, Science. Dedicated or Shared Spaces (circle one)
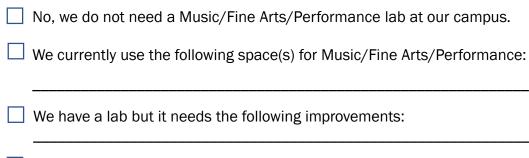
*Music/Fine Arts/Performance Lab*



A Music/Fine Arts/Performance is a space dedicated to these disciplines outside of the normal classroom setting. It may include a stage or performance space, and material storage, tiered seating for band/choir, etc.

- ☐ No, we do not need a Music/Fine Arts/Performance lab at our campus.
- ☐ We currently use the following space(s) for Music/Fine Arts/Performance: _____
- ☐ We have a lab but it needs the following improvements: _____
- ☐ Yes, we need a lab for Music/Fine Arts/Performance Lab.

*"Messy" Project Lab/Maker Space*



A "Messy" Project Lab/Maker Space is an interdisciplinary zone that may include tools/workshop space, technology, collaborative brainstorming space, sinks and supplies for creating. These spaces usually have an indoor-outdoor connection to inspire students and allow for overflow workspace. Curriculum that could be delivered in this type of lab could include Science, Technology, Engineering, Art, and Math.

- ☐ No, we do not need a messy project lab/maker space at our campus.
- ☐ We currently use the following space(s)_____
- ☐ We have a Project Lab but it needs the following improvements: _____
- ☐ Yes, we need a messy project lab/maker space.

# 2.3 JUNIOR/SENIOR (EXPLORATORY/PATHWAYS) LABS



*Reading & Technology Lab*

A reading & technology lab is a space where students can improve and enjoy reading, researching, and improving technological proficiency. Flexible furniture, soft seating, technology materials, technology/reading support and traditional books are key to these spaces. This lab would be large enough to accommodate a full class of students or small groups/individuals as needed.

☐ No, we do not need a reading & technology lab at our campus

    ☐ We currently use Room _____and plan to keep it

    ☐ Our campus culture/curriculum does not call for a reading & technology lab.

☐ Yes, we need a reading/technology lab

    ☐ Transform our library into something like this

    ☐ Our library is not adequate for both of these functions and needs expanded; or, we need a new room to create this space.



*Performance & Fitness Labs*

A fitness lab is a place where students can learn to be physically healthy. It needs plenty of open space for students to be active as well as equipment for sports/activities. The lab needs to be covered to accommodate rainy days, but does not necessarily need to be indoors. The size may vary based on campus needs.

☐ No, we do not need a fitness lab at our campus:

    ☐ We currently use our multipurpose/outdoor spaces for fitness and this space is adequate.

    ☐ These spaces are not adequate and need the following improvements:

    _____

    _____

☐ Yes, we need a fitness lab.

    ☐ The fitness lab should be designed to support the following functions and can be shared with:

    _____

    _____

# 2.4 JUNIOR/SENIOR (CTE, INDUSTRTY, COMMUNITY) LABS

*Industry/CTE/Pathways Labs*



The industry/CTE/Pathways Labs are designed to deliver a very specific technical program. Golden Sierra has some existing shops and facilities to deliver these programs already. Are these adequate and/or should we be planning for more?

☐ Yes, our facilities are adequate

☐ We need the following upgrades in:

    ☐ Automotive/Metal :_____

    ☐ Wood Shop:_____

☐ We would like to consider dedicated and/or new facilities for the following pathways and anticipate the following needs:

    ☐ Automotive :_____

    ☐ Metal / Ag Shop:_____

    ☐ Wood Shop / Mill:_____

    ☐ Medical / Dental:_____

# 2.4 JUNIOR/SENIOR (CTE, INDUSTRTY, COMMUNITY) LABS



Providing opportunities for articulation with Los Rios Community College and the opportunity for college credits can be invaluable for high school students. To support this opportunity some dedicated and/or shared spaces may be needed.

☐ Yes, our facilities are adequate to support this opportunity.

☐ No, we need the following types of spaces:

_____

_____

# STRATEGIC PLAN/LCAP GOAL #3

Reduce the achievement gap by ensuring that all systems are culturally, linguistically and equitably responsive to the needs of our students.
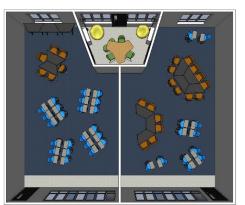
## 3.1 LIBRARY MEDIA CENTER



> Libraries can be treated in many ways and may differ between grade levels. In all cases, they should be comfortable spaces where students can read and research. Information and the environment should be relevant to students' learning.

☐ Our current library meets our school's needs.

☐ Our library does not meet our school's needs:

　☐ We need flexible furniture/soft seating to accommodate a full class of students and/or individuals

　☐ We need more space to add more books/technology/furniture

　☐ The next time we paint our library or replace the flooring, use color, texture and graphics to make our library more inviting and inspiring.

☐ Other:_____

_____

## 3.2 SMALL GROUP SPACES



> Small group spaces are critical to 21st century learning environments. They can occur by grouping furniture in small groups within classrooms, creating workspace between classrooms, or by partitioning areas of the library for small group use. It is important that small groups be supported by technology, work surfaces, and writable surfaces to be productive and flexible. What kind of small group spaces are needed at your campus?

☐ No small group spaces are needed.

☐ Flexible furniture in classrooms to quickly form small groups when needed.

☐ Flexible furniture/technology in the library to support small groups

☐ Spaces shared in- between classrooms where students can be pulled out of class to work in small groups or with another professional

☐ Common spaces (interior pods or wide hallways or outside) that students can use for small group work beyond the classroom.

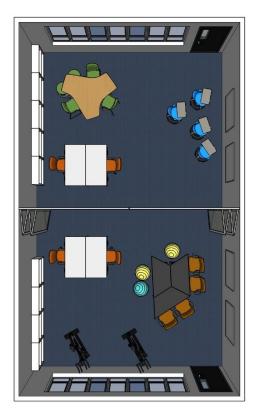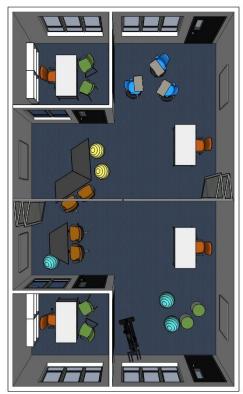☐ Other:_____

# 3.3 TEACHER COLLABORATION SPACE





This is a space where faculty can gather to share ideas, lesson plans, have formal meetings and socially connect. This may be a dedicated teacher space like a teacher lounge or staff room, or may take place in the library, multipurpose room, or existing common pods.

☐ We already use the following space(s) for teacher collaboration/staff meetings:

_____

_____

☐ We need furniture to support teacher collaboration

☐ We need teacher collaboration space:

☐ Transform our staff room/common areas/work room into a teacher collaboration area

☐ We need a new space for teacher collaboration in small groups
Per grade level, grade level groupings, department, campus (Choose One)

# 3.3 RESOURCE SPACES



Providing space for Resource Programs on each campus is important. Often time, by default empty classrooms get taken over for needs that do not require the entire square foot usage. Your assistance in understanding the quantity & use of dedicated and shared support spaces would help to determine the actual facilities needed.

☐ We have the following Resource Program spaces on campus and they are located:

_____

_____

☐ Our Resource Programs have adequate space.

☐ Our resource programs are not located in an ideal location on our campus. Consider re-organizing room locations to better serve our program needs.

_____

_____

☐ Our programs could benefit from different room configurations than a typical classroom space. Consider this when it is time to replace/upgrade portables.
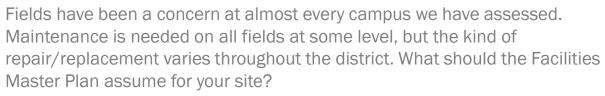
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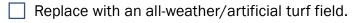
_____

# 3.4 OUTDOOR SPACES



Outdoor learning spaces mix up the environment that students learn in, support hands-on learning, promote healthy lifestyles and balance in student's lives. They can be student focused, include seat walls and gathering spaces, may be covered or uncovered, be terraced, or include the campus garden.
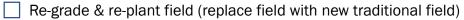
☐ We have good outdoor learning spaces on our campus

☐ Our outdoor spaces need some work to be productive spaces

    ☐ We need landscaping to support outdoor learning

    ☐ We need seat walls/benches/tables to make our outdoor spaces more productive

    ☐ We need a covered outdoor area

☐ We want an amphitheater/large group outdoor gathering space

☐ Other: _____

# 3.4 FIELDS



Fields have been a concern at almost every campus we have assessed. Maintenance is needed on all fields at some level, but the kind of repair/replacement varies throughout the district. What should the Facilities Master Plan assume for your site?

☐ Replace with an all-weather/artificial turf field.

☐ Re-grade & re-plant field (replace field with new traditional field)

☐ Patch holes and re-plant field

☐ Other: _____