



# High School Education Specifications January 2022

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## Preface

This Educational Specification is intended to be used as a tool for the future planning and development of San Luis Coastal Unified School District (SLCUSD) and is anticipated to be reviewed annually.

Input from SLCUSD and stakeholders is encouraged to continuously provide insight in order for this document to be updated and refined as SLCUSD grows, the parameters of educational programs evolve, and the community's needs are further defined.

The development of SLCUSD's Educational Specifications is crucial since they are the bridge between the educational program and the school facilities. The Educational Specifications outlined in this document will provide necessary information to the professional design team for the master planning of facilities to support the delivery of the curriculum to students. The State of California's Education Code requires school districts to plan facilities from a statement of educational program requirements which reflect school districts' educational goals and objectives.

# General Campus Specifications

## **CAMPUS SIZE AND CONFIGURATION**

### **1. Community Outreach and Security**

- a. At the high school level, parents and the community are key components of the learning process.
- b. The layout of new and renovated spaces should provide for easy community access for use of the administration building, gymnasium, theater, and stadiums/athletic fields, while avoiding unwarranted access to the rest of the campus.
- c. A perimeter security concept should be developed into the design of new and renovated facilities in order to direct campus visitors through the main administration building and to prevent students from going off campus during school hours.
- d. Lighting throughout the campus needs to be adequate to safely navigate the campus during evening community events and for security to help minimize vandalism.
- e. For security and emergency events, the campus will include lockable doors (from the inside), blinds/window coverings, and a campus communication system.

### **2. Develop the Front Door**

- a. The main entrance to administrative/student services center will be a primary focal point of the campus.
- b. The main entrance for students and the public from the student/general parking lot – this entrance is primarily used for daily student campus access, visiting parents, and community members for functions on campus: theatrical performances, fundraisers, community events, and athletic events.
- c. The entrances must be accessible to all users and be barrier-free during open hours.
- d. Parking needs to be well-defined, while taking into consideration surrounding traffic conditions.

### **3. Supervision and Efficient Use of Staff**

- a. The layout of open/outdoor spaces should permit easy visual supervision.
- b. Blind spots within the campus should be avoided when constructing new site features, furnishings, and landscaping.
- c. There should be a single secure public entrance that must pass through administration.
- d. School resource officers should have a visible presence on campus.
- e. The facilities should address the open campus concept.

### **4. Social Interaction**

- a. The campus will benefit from the development of a main gathering area or “quad” that can serve as the social focal point for school events and an outdoor place for students to spend lunch/break times.
- b. Outdoor spaces should be provided for social and small group interaction.
- c. Benches, tables, and site furnishings should be fixed to minimize movement resulting in potential damage to campus or injury to students.

- d. Areas for outdoor presentations, pep rallies, speaker opportunities, and other public address events should be incorporated into the site design.
  - These areas/facilities should not impede the traffic flow of main walkways and inhibit students during passing periods.
- e. Social and public areas on campus should have access to clean and secure restrooms that do not allow for unsafe situations.
- f. The social and circulation areas need to be separated or provided with ample space to allow both to occur; the main circulation corridors should be adequate for student flow at passing periods and at lunch/break times.
- g. Where appropriate, student center(s) should be located at places on campus that will promote student gathering; these student socialization areas will include access to outdoor spaces, food, technology, entertainment, recreation, etc.

## **5. Site Facility Requirements**

- a. The campus shall maintain space(s) for multiuse/cafeteria functions that act as an eating and gathering area during inclement weather.
- b. The campus would benefit from staff facilities, including restrooms, workrooms, and lounge areas distributed throughout campus, as well as confidential areas for meeting with students or parents near the front of the campus.
- c. Student restrooms must be distributed throughout the campus at regular intervals to provide easy access for students while maintaining adequate supervision and security opportunities.
- d. Accessible parking should be located throughout the campus.
- e. The parking and traffic patterns should be easy to understand and navigate for both campus students and visitors.
- f. Ample parking is to be provided during and after school hours for students, staff, and community members.
- g. Accessible pathways, restrooms, and facilities should be integrated throughout the campus.
- h. A service road and/or fire lane shall be maintained to provide efficiency and safety for delivery of materials, equipment, food provisions, removal of trash, and fire safety without school interruption.

## **6. Acoustics**

- a. Acoustic separation between classroom areas should be provided when possible, keeping quiet academic areas separated from noisier campus activities.
- b. To avoid learning interference due to nearby noises, classrooms should be positioned away from off site entities such as major streets, train tracks, public lots, and other activities on campus that cause high noise volumes (shops, gymnasium, outdoor fields).

## **7. Sustainability and Efficient Design**

- a. The layout of campus spaces should optimize energy conservation and provide a safe learning environment for students and staff.
- b. Prevailing weather patterns should be considered when designing orientation of new buildings, walkways, doorways, and student traffic patterns.

- c. Overhangs and covered extended eaves should be used to shield classrooms from direct westerly and southerly exposures.
- d. Energy efficiency measures should be taken to minimize resources.
- e. Design will encompass a reduction of relocatable (portable) buildings and temporary facilities where possible.
- f. Covered walkways should be used sparingly to avoid low-naturally lit areas, maintain access to daylight for classrooms, circulation spaces, and paths along north sides of buildings.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT  
EDUCATIONAL SPECIFICATIONS  
FOR  
High Schools

ADMINISTRATIVE AND GENERAL STUDENT USE AREAS

Regular Academic Program  
Student Services/Administration  
Student Center

## Administrative & General Student Use Areas

### **Regular Academic Program**

The goal of the regular academic program is to have teachers working with one another to diagnose, prescribe, instruct, and evaluate an instructional program that increases student learning. Working with common groups of students, the instructional staff is able to make decisions about student needs and levels of learning, differentiate instruction, and evaluate their progress.

The entire community is a critical resource for SLCUSD high schools. Families, businesses, community organizations, and agencies bring real world applications into the classroom. Technology links to resources should be accessible in every classroom via connectivity to the school's local and wide area networks. Reference and retrieval skills will be emphasized for all students. In an effort to provide educational equity, every student, teacher, and classroom must have access to state-of-the-art technology and make effective use of appropriate resources and technology including access to voice, data, and video information via telecommunications.

Regular academic and/or program offerings at SLCUSD high schools include:

- Agriculture Science and Shop
- Science and Engineering
- Fine Arts and Performing Arts
- Athletics
- Club Activities: ASB, Mock Trial, etc.
- Advanced Placement (AP) Courses: Biology, Chemistry, Physics, Environmental Science, Calculus, Computer Science, Statistics, English Language, English Literature, Psychology, European History, US History, Government
- History
- Language Arts
- Foreign Language
- Science: Life Science, Physical Science, Bio Tech, Physics
- Physical Education
- RSP
- CTE Programs: Video Production, Sports Medicine, CAD, Welding, Wood Shop, Construction, Computer Networking, Set Design, Floral Design, Veterinary Science, Criminal Justice, Horticulture, Livestock
- Marine Sciences



SLCUSD wishes to explore the possibilities of offering the following courses on high school campus to create interaction and an advanced understanding of current program areas:

- Culinary Arts
- AP Music Theory
- Audio Engineering
- Music Production
- Graphic Design/Multi Media Lab
- Expansion of the Fine Arts Program
- Industrial Arts - Machining Focus
- Language Lab
- STEAM curriculum that is more defined
- Computer Science (IT focused)

## Student Services/Administration

### **Definition of the Program**

Student Services/Administration houses all administrative services for the campus and serves as the campus point of entry.

### **The Space**

While the Student Services Wing should not dominate the entrance to the school, it should be located as the “security point” entrance to the campus. Designing a “security point” of the campus will allow for this location to be easily identifiable for visitor sign-in or directional questions.

1. The counseling, attendance, discipline, and main sign-in for guests entering the campus should all be housed here.
2. A defined “front door” will welcome campus visitors, while also maintaining a controlled point of access to the campus.
3. All points of access to the campus should have means of directing visitors to this location.
4. The staff spaces should be organized according to their function, while still allowing for departments’ easy access to one another.
5. A reception area should be provided near the entrance with enough space for a few people to wait comfortably.
6. A lobby with space for the school receptionist and office manager should be located at the main entry to the campus where all sign-in/-out of campus visitors occurs.
7. There should be conference rooms that can be arranged in different configurations for various types of small group meeting gatherings (8 to 10 people).
8. The offices of the principal, vice principal(s), and support staff should be housed here.
9. The principal’s office should have access to a small conference area (4 to 6 people) for cabinet and parent meetings, with a privacy window and a reception area.
10. Vice principals, counselors, and department heads need a meeting space (5 to 6 people); this can be shared.
11. The athletics office, activities office, and health office are to be housed in this space.
12. The health office should have a restroom and a rest area for students who are ill or may need special attention or separation from other students.
13. The activities office should be a large open space with storage areas and work space for meetings and activities, such as sign making, group project work, and other support activities required to host ASB events.
14. Provide spaces for attendance, registration, and records.
15. A space is needed for the school psychologist (this may be a shared office).
16. There should be a teacher workroom with mailboxes, copy machine(s), layout area.
17. There should be a separate copy machine room that is adjacent to the teacher work room; this can be accessed by both staff and volunteers.
18. A staff lounge may be housed here or in another location on campus, but should include an area for food storage, preparation, consumption, and disposal.

19. In connection to the career counseling program, there needs to be an area(s) dedicated for career counseling, offices, conference spaces, computer stations (approximately 10), and presentation space.
20. A large staff meeting room is needed on campus (occupancy of 50 to 100 people).
21. As part of the student services building, there should be flexible office space provided that can be shared and modified to accommodate various user groups and functions, such as IST, family therapy, etc.; these spaces should be closely located to the main reception area near the “front door” of the campus.

### **Spatial Requirements**

For master planning purposes, the following should be used as a placeholder for the Student Services Wing as the decision is made to renovate or build a new facility. The quantity of offices may vary by site and student population of the specific school site.

<b>Space</b>	<b>Qty.</b>	<b>Size (average)</b>
Reception lobby	1	750 S.F.
Principal/VP office	2	200 S.F.
Admin counselor	3-6	100 S.F.
Offices	4	100 S.F.
Conference rooms	2	150 S.F.
Teacher work room	1	800 S.F.
Teacher lounge	1	400 S.F.
Copy/print room	1	150 S.F.
Staff restrooms	2	100 S.F.
Health office/restroom	1	300 S.F.
Staff meeting room (shared)	1	3,000 S.F.
Attendance office	1	480 S.F.
Activities office	1	400 S.F.
Records office	1	400 S.F.
Secretarial stations	1	100 S.F.
Career center	1	2,500 S.F.

## Student Center

### **Definition of the Program**

The Student Center will be a single building and may have additional components located throughout the campus. The Student Activities Center will serve students for social and recreational needs during break periods, but also for extracurricular and educational outcomes. Library/Media space, food services, and computer/research areas should be considered all part of an envisioned Student Center for social, educational, and recreational use. Student Center services will be tied with the Administration Services program as many functions may be shared. The Student Activities Center should also be tied to the campus quad area, any indoor/outdoor spaces that allow for student/staff activities.

### **The Space**

1. The Student Center should be modeled after a university student union with study and eating areas to attract and maintain student interested in the space.
2. An outdoor covered eating area will allow for students to enjoy favorable weather.
3. The atmosphere in the Student Center should be relaxed, with comfortable furniture and the ability to move furniture for flexible working spaces.
4. Food service should be a component of this space since food offerings will attract students a for a variety of purposes, such as lunch, meetings, and socialization.
5. There should be small group work rooms/conference rooms that will have window walls for ease of supervision, yet maintain privacy for quiet study.
6. A raised stage area with a sound system and power should be considered for the ability to hold events, such as live bands, theatrical presentations or ASB activities.
7. The kitchen component of the facility should have the ability to serve as a Culinary Arts learning area.
8. The food service side should mimic that of a food court or other active eating establishment., further maintaining students' interest while they are on campus.
9. The food service on campus should remain centralized to minimize student "wandering" to remote food cart areas, making supervision more difficult.
10. With the Student Center located within the quad area, it becomes a student social interaction/gathering area and allows for organizational benefits, such as walkways, planters, and possible shaded areas.
11. The Library/Media Center may become a component of the Student Center, whether it is integrated directly or adjacent to with easy access between the two spaces; the intent is to create an atmosphere where students can collaborate on research activities or work in groups during/after school.
12. The Library/Media Center will have spaces for:
  - Tutoring, both individually and in small groups
  - Computer workstations with ample charging stations for various media components (laptops, tablets, projectors, sound equipment, etc.)
  - At least one high powered computer lab room for advanced classes, training, and student projects
  - A testing center room for both small and large group testing services, which may be shared for Special Education

### **Spatial Requirements**

For master planning purposes, the following should be used as a placeholder for the Student Center as the determination is made to renovate or build a new facility.

<b>Space</b>	<b>Qty.</b>	<b>Size</b>
Student Center Lounge	1	3,500-5,000 S.F.
Multiuse room	1	5,000-8,000 S.F.
(may be combined with Student Center)		
Library/reading space	1	2,400-5,000 S.F.
Conference rooms	4-6	200 S.F.
Kitchen & serving	1	2,800 S.F.
Food court	1	1,000 S.F.
Student restrooms	2	300 S.F.
Staff restrooms	2	75 S.F.
Office space	2	100 S.F.
Computer lab	1	1,600 S.F.
Testing center	1	1,500 -2,500 S.F.
Storage space	allowance	500 S.F.
Student gallery	allowance	400 S.F.

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STUDENT AND COMMUNITY SHARED USE AREAS

Performing Arts / Drama  
Athletics and Physical Education

## Performing Arts / Drama

### **Definition of the Program**

The objective of the Performing Arts Program is to expose students to many theatrical experiences, and to build confidence in public speaking, communication skills, and team work. This is accomplished through student learning and involvement of a variety of media and situational performances. Organization and presentation skills are critical to students' success in this program, as well as technical skills in set construction and equipment operation. The goal of the Performing Arts Program is to provide students with experience in a wide range of theatrical projects that can be used to propel a career in the arts or apply problem solving skills to other endeavors.

### **Goals and Objectives**

Since high school students develop physically, emotionally, and intellectually at a rapid level, the goal will be to expand the variety of theatrical offerings. With expanded facilities, there will be opportunities to increase the spectrum of theatrical learning.

### **Effective Instruction**

Teaching strategies include large group instruction through lecture, discussion, reading, project-based activities, listening, and hands-on learning with professional, quality equipment and processes. Current topics covered include:

- Small performances
- Oration, oral interpretation
- Comedic performance
- Study of current acting principles
- Review of contemporary film and stage performance and critical analysis of performances
- Stage/set design and construction
- Sound and lighting control
- Production and organization of events
- Promotion and marketing of events

### **The Performing Arts Center**

The Performing Arts Center should be modeled after community college and university centers, but scaled down in both program and space suitable to the needs of the high school.

In addition to the general requirements of a regular classroom teaching space, the following are recommended as minimum program elements for a **Performing Arts Program**:

- Stage measuring approximately 1500-2600 square feet to allow for multiple performance/production types
- Seating for 350-400 people
- Control booth for audio, video, and lighting equipment, as well as the ability to record performances

- Front of house features include a lobby, restrooms (with drinking fountains), reception/ticket sales office, janitor closet, storage space, possible concessions
- Back of house features include prep/run-off space for stage, curtain controls, space for sets, storage, changing rooms, restrooms, access to outside for deliveries and set building
- An adequate acoustical system – sophisticated enough to give students real world experiences, yet simple enough to be operated by many different students with minimal training
- Stage area with ample electrical capacity for flexible stage lighting and learning basic theatrical lighting techniques
- LCD projector to be installed
- Monitors in dressing rooms to watch for cues and ongoing performances
- Call system to minimize running behind stage
- Video production capability, which includes fixed and movable camera locations with ability to edit performances from multiple camera angles

Recommended minimum program elements for **Auxiliary Facility** (may be separate buildings/facilities):

- Include a band room and choir room (with practice rooms and a scene shop)
- The band and choir room should measure approximately 2,000 square feet each
- Allow for risers appropriate to the use
- Ample storage in both rooms for instrument storage and uniform storage
- Sound lab that is acoustically isolated and designed for sound editing
- Recording studio for performers to record and edit
- Computer lab for support and can be shared within a multimedia or graphics lab (should have computers capable of high speed and large files)

### **Spatial Requirements**

For master planning purposes, the following should be used as a placeholder for the Performing Arts Center as the determination is made to renovate or build a new facility.

<b>Space</b>	<b>Qty.</b>	<b>Size</b>
Lobby	1	1,500 S.F.
Tickets, concessions	1	200 S.F.
Electrical	2	100 S.F.
Restrooms at lobby	2	325 S.F.
Restrooms at backstage	2	65 S.F.
Janitor	2	30 S.F.
Control room	1	200 S.F.
Auditorium (340 seats)	1	3,200 S.F.
Orchestra pit	1	500 S.F.
Stage	1	2,500 S.F.
Storage	1	400 S.F.
Green Room	1	300 S.F.
Dressing rooms	2	125 S.F.
General circulation spaces	1	900 S.F.



## Athletics and Physical Education

### **Definition of the Program**

SLCUSD's high school sports programs provide students opportunities to compete against other high school level athletes, as well as prepare them for collegiate athletics. The athletics facilities should serve a multitude of athletic activities, including general physical education curriculum, shared community use, and regulation competition facilities. General physical education exposes students to healthy living through exercise, healthy nutrition, and an introduction to a multitude of sports activities.

### **Effective Instruction**

Engaging and supporting all students in learning about team dynamics and personal achievement will require:

- A variety of strategies and resources to provide team building among the students
- Instruction of coordination skills and basics of various sports in ways that expose students to the benefits of physical activity
- Supervision by teaching staff and administration, allowing students to feel safe and secure in their efforts

### **Program Areas**

1. **Main Gymnasium** – Space should account for full size and cross courts. Full size courts will be mainly used as team sport practice/competition space and the cross courts will be used for general physical education.
  - a. Space should have courts, standards, and lines for the following:
    - One full size basketball court 50' x 84' with 3-10' space outside boundaries.
    - Two cross courts
    - One full size volleyball court 60' x 30' with 10' minimum runoff clearance around court
    - Two volleyball cross courts
  - b. Solid wood flooring capable of withstanding impact and covered in mats appropriate for the activities
  - c. Smooth hard walls constructed of material that will decrease noise and sound reverberation; pads on walls for protection
  - d. High ceiling clearance with acoustic considerations
  - e. Spacious doors that swing out or roll up from the room to move athletic equipment
  - f. Proper heating, lighting, and ventilation
  - g. Provision for drinking fountains in specified areas nearby
  - h. Access to locker room and lavatory with toilets, sinks, etc.
  - i. Large enclosed area for storage of equipment and mats
  - j. Sound system
  - k. Bleachers and seating space will be required in this gym, as it is used for competition space
  - l. Weight room and exercise facility tied to these facilities and locker rooms

2. **Auxiliary Gymnasium** – Space should have room for full size and cross courts. Full size courts will be mainly used as team sport practice/competition space and the cross courts used for general physical education.
  - a. Space should have courts, standards, and lines for the following:
    - One full size basketball court
    - Two cross courts
    - One full size volleyball court
    - Two volleyball cross courts
  - b. Solid wood flooring capable of withstanding impact and covered in mats appropriate for the activities
  - c. Smooth, hard walls constructed of material that will decrease noise and sound reverberation; pads on walls for protection
  - d. High ceiling clearance with acoustic considerations
  - e. Spacious doors that swing out or roll up from the room to move athletic equipment
  - f. Proper heating, lighting, and ventilation
  - g. Provision for drinking fountains in specified areas nearby
  - h. Access to locker room and lavatory with toilets, sinks, etc.
  - i. Large enclosed area for storage of equipment and mats
  - j. Sound system
  - k. Weight room and exercise facility tied to these facilities and locker rooms
3. **Weight Room and Fitness Center** – This space may be two separate entities.
  - a. Combination of machines and free weights
  - b. Minimum of 10 machine stations focusing on various muscle groups
  - c. Area for free weights to include 2-4 bench presses, 1-2 two squat racks, area for fly weights and benches
  - d. Walls should be mirrored for users to ensure proper form
  - e. Room/building to be adjacent to locker room and, if possible, other athletic facilities
  - f. The feel of a typical commercial gym so that students are encouraged and feel comfortable in the space
  - g. Fitness center modeled after university fitness programs with various equipment and amenities
4. **Locker Rooms**
  - a. Showers for 15-20 students to use the space at one time and a drying area within the shower space to minimize water in the main locker room area
  - b. A team locker room on each side to allow for student athletes to store personal belongings, equipment, pads, helmets, baseball/softball gloves
  - c. Larger lockers available to accommodate the larger equipment
  - d. A training room between locker rooms (or easily accessible to both rooms), but keeping a strict provision for privacy between the two sides is critical
  - e. The training room to be large enough to serve up to 10 students at time and can double as an CTE sports therapy classroom space
  - f. Secure storage to allow for team sports equipment and other equipment for physical education (separate boys and girls storage rooms provided and to be managed/supervised by coaches and/or equipment manager)

- g. Coaching offices and PE faculty offices to have supervisory ability over locker room areas

### **Spatial Requirements**

<b>Space</b>	<b>Qty.</b>	<b>Size</b>
Main Gym	1	16,000 S.F.
Auxiliary Gym	1	8,000 S.F.
Weight Room	1	2,000 S.F.
Fitness Room	1	550 S.F.
Storage	1	800 S.F.
Office	3	300 S.F.
Boys Locker Room	1	2,850 S.F.
Girls Locker Room	1	2,850 S.F.
Boys Team Locker Room	1	1,500 S.F.
Girls Team Locker Room	1	1,500 S.F.
Training Room	1	600 S.F.
Offices	4	400 S.F.
Storage	2	500 S.F.

### **5. Pool**

- a. Minimum of 10 lanes measuring 25 yards x 33 meters (to allow for floating water polo goals)
- b. Locker/shower/restroom facilities will be separate from changing facilities to allow for community use
- c. Pump and mechanical room for heat, circulation, and filtration
- d. 6' deep tapered to 13' deep with single one-meter board diving station
- e. Seating for swim events
- f. Lighting for competitive evening water polo matches to meet light height requirements for glare reduction
- g. Pool orientation to minimize solar interference during competitive matches
- h. Pool location adjacent to locker room and, if possible, other athletic facilities
- i. Lap clocks
- j. Storage for pool equipment
- k. Accessibility provisions as required

### **Spatial Requirements**

<b>Space</b>	<b>Qty.</b>	<b>Size</b>
Pool area	1	8,120 S.F.
Deck area (20'-0")	1	8,930 S.F.
Seating area	1	400 S.F.
Office	1	100 S.F.
Boys Locker Changing Facilities	1	2,850 S.F.
Girls Locker Changing Facilities	1	2,850 S.F.
Family/Community Changing Facilities	1	2,500 S.F.

**6. Track & Field Facilities** – A CIF compliant track and field facility should be renovated/expanded.

- a. All-weather track surface, storage for other track sports equipment, and field maintenance use
- b. Stadium seating for track and competitive play fields for soccer and football games
- c. Connected to concessions and restrooms, as well as ticket sales
- d. Baseball and softball fields with dugouts, warm up areas, batting cages, spectator seating, connected to concessions, restrooms, and ticket sales
- e. Track should have a minimum of 8 lanes; ideal for efficient competitive track and field meets to minimize the number of heats needed
- f. Bleachers on both home and field side or, at a minimum, ample bleachers on one side to host all spectators
- g. All-weather surfaces considered on all track and field areas for student safety and for higher level collegiate training
- h. Field lighting to be provided for winter sports, utilizing the center field of the track
- i. Storage garage provided to house equipment (starter blocks, mats, nets, and other specialty equipment) that cannot remain outdoors
- j. A scoreboard would be ideal to post race/meet results
- k. Tennis courts, minimum 6 regulation size with required run-off and spectator areas for competition

**Spatial Requirements**

<b>Space</b>	<b>Qty.</b>	<b>Size</b>
Running track	1	137,600 gross S.F.
High jump area	1	8,500 S.F.
Discus/shot put area	1	32,000 S.F.
Long jump/triple jump	1	3,600 S.F.
Pole vault	1	5,100 S.F.
Football/soccer field	1	70,700 S.F.

**7. General Play Field and Hard Court Facilities**

- a. Tennis Courts
  - 6 regulation courts
  - Required run-off space
  - Seating
  - Score
  - Lighting for evening practice and potential community use
- b. Baseball and Softball Fields
  - A minimum of one baseball and one softball field maintained for completion play
  - Dugouts
  - Warmup areas
  - Batting cages

- Spectator seating
  - Even, well maintained playing surface
  - Striped diamond and marked outfield lines with warning tracks as needed
  - Lighting provided for evening practice and potential community use
- c. General Hard Courts (P.E. space)

### **Spatial Requirements**

<b>Space</b>	<b>Qty.</b>	<b>Size</b>
Tennis Courts	6 @ 4,320 S.F.	25,920 S.F.
Baseball Field	1	160,600 S.F.
Softball Field	1	73,644 S.F.
Basketball Court	4 @ 5,040 S.F.	20,160 S.F.
Volleyball Court	4 @ 2,450 S.F.	9,800 S.F.

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INSTRUCTIONAL ACTIVITY AREAS

Classroom and Lecture Hall  
Fine Arts  
Culinary Arts / Home Economics / Child Development  
Music  
Science/S.T.E.A.M.  
Agriculture Education  
Special Education

## Classroom and Lecture Hall

### **Philosophy**

The typical classroom will be the main learning space for most educational instruction, including English, Language Arts, Mathematics, Social Studies, History, and other seminar-based learning programs. The lecture hall will consist of a space for a larger group of students to gather and hear instruction or presentations.

### **Spatial Requirements**

<b>Space</b>	<b>Qty.</b>	<b>Size</b>
Typical classroom	Varies	1,100 S.F.
Lecture Hall	1-2	2,400-3,000 S.F.

### **Educational Activities**

Classrooms will be used for various activities, including lecture, small group instruction, individual work, and cooperative learning activities. Students will need areas to work at individual desks, but also areas for movement of furniture to assemble in groups. Some classrooms should be arranged to allow for possible expansion to provide a larger space easily.

Lecture Halls should have raised seating with a small raised lecture platform and lecture space at the front. These areas will have a large screen for projection and wired for audio. In addition, multimedia capabilities and control over light sources will also be available.

### **Materials**

1. Color
  - a. Employ color theory in alignment with the district's vision and educational goals for color selection; colors should be exciting, yet refined.
  - b. Develop material palettes to be considerate of maintenance and sustainability
2. Flooring
  - a. Hard, resilient surfaces that require minimal maintenance, both weekly and/or monthly, as well as limited during break times (possibilities include sealed concrete, linoleum flooring, or other durable resilient flooring)
  - b. Utilize carpet tile where carpet is required
  - c. For lecture spaces, flooring will be acoustically designed
3. Walls
  - a. For typical classrooms, tackable wall surface to display student work/important information
  - b. For typical classrooms, walls should be partially covered in tackable surfaces to minimize visual distractions, yet allow for display of work and educational materials
  - c. For lecture halls, surfaces should address acoustics and minimize distractions
4. Ceilings
  - a. Acoustic, suspended panel ceilings should be used throughout

- b. Where possible, indirect lighting that provides high-quality of light transmittance and even light levels is desired

## **Systems**

1. Electrical
  - a. Convenience outlets in walls and floors; provide raceways in floors for laptop and peripheral power requirements
  - b. Data and power for LCD projectors in ceiling
  - c. Provisions for ceiling fans to promote ventilation to avoid use of HVAC systems
2. Lighting
  - a. Maximize natural light
  - b. Non-glare, full spectrum, artificial light with ability to vary light level is preferred
  - c. Must be able to darken for adequate A/V instruction
3. Communications
  - a. Access to voice, video, and data networks
  - b. Access to media (this may include satellite radio, satellite TV, etc.)
  - c. Configuration should allow for wireless capability
  - d. District standard presentation equipment (projectors, monitors, smart boards as indicated in the district's technology standard)
4. Security/Emergency
  - a. "Safe School Lock Systems" with lockable doors from the inside
  - b. Window shades to block view to inside classroom
5. Sustainability
  - a. Utilize natural daylight
  - b. Provide flexibility to alter light levels to account for daylighting
6. Acoustics
  - a. Isolate mechanical, electrical, and plumbing equipment noise from classrooms
  - b. Provide sound dampening of interior reflective noises
  - c. Provide acoustic isolation between classrooms to meet STC standards for classrooms
  - d. Larger lecture and group classrooms should have provisions for sound systems
7. Equipment and Storage
  - a. Desk chairs, individual and moveable, with fixed in lecture hall
  - b. File cabinets
  - c. Teaching wall with sliding marker boards and shelves/cabinets for instructional material with locking storage
  - d. When sink is provided, countertop with drip edge and backsplash should be incorporated into the design
  - e. Teacher desk should be not fixed and should include lockable drawers
  - f. A/V technology that may include any or all, but limited to the following:
    - Ceiling-mounted LCD projector



- Manually operated pull down screen
- Projection system based on district standards
- g. Accessible bulletin boards
- h. Magnetized marker boards; sliding three board style on side walls
- i. Shelving for classroom library
- j. Media access
- k. Shades or curtains

**Space Relationships**

1. Classrooms should be in “quieter” zones of the campus.
2. A small percentage of typical classrooms should be dispersed throughout the campus to be shared with other educational programs.

## Fine Arts

### **Definition of the Program**

The Fine Arts Program provides students the opportunity to study diverse art disciplines, including drawing, painting, three-dimensional art, and art history. SLCUSD desires to expand the high school Fine Arts Program to include multimedia arts and the expansion of the current art facilities at Morro Bay High School

### **Goals and Objectives**

The objective is to provide a well-rounded introduction to art through creative expression. Through the Fine Arts Program, students will be able to identify art concepts, improve upon basic skills, learn new skills, exhibit an awareness of art, and develop certain behaviors necessary to promote an artistic environment. The Fine Arts Program will teach students how to make aesthetic and critical judgments that not only advance individual creativity, but also enrich their lives.

### **Effective Instruction**

Teaching strategies include lecture, discussion, and demonstration in a large group setting, and individual, small group projects. The room should be flexible and able to expand into both halves if needed. There should be a conscious effort made to keep the ceramics side and 2-D side distinct in their use for housekeeping purposes, especially if computers are being utilized on the 2-D side.

The art program promotes learning in a variety of ways, including:

- Aesthetic awareness of a broad range of visual forms
- Learning from works of art (art criticism and appreciation)
- Learning about works of art (art history)
- Creating art (art studio)

Activities will include, but not be limited to, the following categories:

- Drawing and painting (2-D)
- Photography (2-D)
- Graphics – electronic and manual (2-D)
- Ceramics, pottery, sculpture (3-D)
- Video Production
- Web Page Design

### **Program Areas**

#### **1. Fine Art Classroom**

- a. The typical art room needs to be able to provide minimum 30 teaching stations in each room
- b. The teacher workstations will also serve as a demonstration area
- c. The teacher workstation includes a computer, projection system connected to the AV device, network/internet connection, and telephone
- d. Power must be close enough to allow connection without an extension cord

- e. All connections must not interfere with the traffic flow
- f. The classroom should be a large open space with minimal projections into the room to allow for flexibility to accommodate various teaching methods and seating arrangements
- g. Open wall space and cabinet doors with tackable surfaces to maximize artwork display space
- h. Large wash sinks to allow for cleanup – four-sink minimum
- i. Full height cabinets with secure capabilities for storage of supplies
- j. Portfolio work storage spaces for 200 students
- k. Counter space and upper cabinets should be maximized where open wall space exists

## **2. The Multimedia Lab**

- a. Graphic design workstations, media printing equipment, and working layout space as a corollary to the Fine Arts Program
- b. Consideration should be given to the various media that can be taught in this space, including music/sound editing, video production and filming, and desktop graphic design
- c. The sound room should be acoustically separate from the rest of the space and the stage/filming area should have the ability to be acoustically isolated as well
- d. Graphic workstations to allow for work to be done on each side of the computer stations
- e. High powered computers to handle large multimedia file sizes
- f. Room layout to include easy supervision of workstations
- g. It is expected that the lab will have limited mobile furniture, as the computers stations will likely be fixed and connected through the use of cabling to maximize speed

## **3. Ceramics Classroom**

- a. 30 teaching stations
- b. Teacher workstations to also serve as a demonstration area
- c. Teacher workstation may include a computer, projection system connected to the AV device, network/internet connection, and telephone
- d. Power must be close enough to allow connection without an extension cord; connections must not interfere with the traffic flow
- e. The classroom should be a large open space with minimal interference in the room to allow for flexibility to accommodate various teaching methods and seating arrangements
- f. Open wall space should have easily cleanable surfaces
- g. Large wash sinks for cleanup; minimum of eight sinks with appropriate clay containment systems
- h. Full-height, secure cabinets for the storage of supplies
- i. Large work station tabletops with lockable storage underneath for student use
- j. Greenware storage space to allow for drying of student projects
- k. Outdoor kiln yard with student work areas to house pottery wheels, work tables, and other equipment

- l. Secure materials storage area for project materials
- m. Clean-up systems to include floor drains, mop sinks, and hose bibs, located directly adjacent to or directly within the space

### **Spatial Requirements**

<b>Space</b>	<b>Qty.</b>	<b>Size</b>
Classroom	1	1,700 S.F.
Office	1	100 S.F.
Outdoor area/kiln yard	1	1,700 S.F.
Storage room	1	250 S.F.
Greenware room	1	250 S.F.

### **Special Consideration**

In addition to the general classroom requirements, the following are features and/or equipment to support the art program in a new or renovated facility:

1. Work areas for one-dimensional drawing and three-dimensional projects
2. High ceiling or exposed structure for a studio aesthetic
3. Northern windows for natural daylighting (operable where possible for natural ventilation)
4. Storage area for drying all projects
5. Locked fire-proof metal storage for flammable materials
6. Adequate technology infrastructure, electrical outlets
7. Two to four large sinks
8. Two student computer stations
9. Clay traps for all sinks in ceramic areas
10. Large backsplash behind sink area
11. Drying rack for paper projects
12. Tackable wall space for display of student work
13. Resilient or sealed concrete flooring throughout the art room
14. Room darkening blinds
15. Task lighting for still life drawing or display
16. Deep cabinets (greater than 24 inches deep) for storage of art boards and portfolios
17. Storage room for supplies
18. Space for flat files (30 x 42 sheets)

## Culinary Arts / Home Economics / Child Development

### **Definition of the Program**

The Culinary Arts / Home Economics / Child Development Program provides students the opportunity to become actively involved with various aspects of food preparation, nutrition, and hospitality.

### **Goals and Objectives**

The objective is to introduce to basic culinary skills to enable students to make healthy nutrition choices, teach basic cooking techniques, and encourage culinary creativity.

### **Effective Instruction**

Teaching strategies include lecture, discussion, and demonstration in a group setting, and individual and small group projects. The room should be flexible and able to expand into both halves, if needed.

The culinary program promotes learning of the art in a variety of ways, including:

- To prepare various types of food using various equipment and methods
- To be aesthetically aware of visual food presentation
- To learn from culinary leaders through media
- To learn introduction to various cooking techniques and styles
- To create food for individual and various size groups

Activities will include, but not be limited to, the following categories:

- Teacher presentations/demonstrations
- Media presentations
- Small group food preparation
- Food storage
- Cooking
- Project presentation

### **Program Areas**

#### **1. The Culinary Classroom**

- a. Group teaching stations for 24 students in six groups of four with cutting tables, sinks, and garbage at each station
- b. Teacher workstations will also serve as a demonstration area
- c. Teacher workstation includes a sink, cutting table, and small range
- d. Power must be close enough to allow connection without an extension cord; all connections must be GFI
- e. The classroom should be a large, open space, with minimal projections into the room
- f. Open wall with easily cleanable surfaces
- g. Large wash sinks for cleanup; minimum of two sinks is ideal
- h. Full height, secure cabinets for storage of supplies
- i. Dry storage area for dry and canned goods

- j. Chilled and freezer storage for cold and frozen goods
- k. Equipment storage for dishware, pots, pans, utensils, and small appliances
- l. Warming racks
- m. Disposals linked to all sinks
- n. Adequate ventilation provided
- o. Surfaces near heat to be heat and impact resistant, preferably stainless steel
- p. A bank of at least six ovens to be located in an area to allow for easy supervision

### **Spatial Requirements**

<b>Space</b>	<b>Qty.</b>	<b>Size</b>
Classroom	1	1,700 S.F.
Office	1	100 S.F.
Dry goods storage	1	250 S.F.
Cooler/freezer	1	450 S.F.

## Music

### **Definition of the Program**

The music program offers students the opportunity to continue to develop their musical talents and contribute to the performing arts programs.

### **Goals and Objectives**

The objective is to provide music instruction and training to enable students to increase their skills and work together in groups for practice and performance. Through these processes, students will develop musical concepts, improve basic skills, learn new skills, and develop abilities necessary to showcase their talents.

### **Effective Instruction**

The music program promotes learning of art in a variety of ways including:

- Group lecture and demonstrations
- Small group practice
- Individual training and practice
- Performance

### **Program Areas**

#### **1. Music Room**

- a. Provide space for 30 to 60 students
- b. Provide for acoustic separation
- c. Inclusion of three to five small practice rooms with glass walls acoustics
- d. There should be storage for instruments and other equipment

### **Spatial Requirements**

<u>Space</u>	<u>Qty.</u>	<u>Size</u>
Classroom	1	1,500 S.F.
Practice rooms	3-5	60 S.F.
Storage room	1	400 S.F.

## Science/S.T.E.A.M.

### **Definition of the Program**

Currently students receive one class of science instruction for a two-year period. The science curriculum expands the traditional view to include creative and critical thinking, decision-making, and problem solving. The science curriculum utilizes not only science, but also technology, engineering, art, and math (S.T.E.A.M.) applications. Students are engaged in active learning, blending general science instruction with interdisciplinary units, exhibitions, experiments, and projects. The curriculum at SLCUSD high schools provide for a comprehensive, hands-on experience for students.

### **Goals and Objectives**

Objectives of the Science and S.T.E.A.M. Program include:

- Teach science standards
- Incorporate technology, engineering, art, and math and how these disciplines are interrelated
- Encourage students to explore real world problems and apply solutions
- Increasing student ability to solve problems using the scientific method
- Students obtain tangible understanding of science
- Advance student curiosity level to elevate interest in the study of science
- Provide students with higher level class offerings with AP courses
- Discovery through project-based learning, research, and development

### **Courses**

Courses currently taught include the following:

- Biology
- AP Biology
- Chemistry
- AP Chemistry
- Engineering
- Physics
- AP Physics
- Anatomy and Physiology
- Bio Technology
- Earth Science
- Environmental Science

### **Effective Instruction**

Teaching strategies include large group instruction through lecture/discussion and small group instruction through cooperative learning, manipulatives, projects, experiments, and interactive video. The ability to bring voice, video, and data will allow for instruction to take place in an innovative and high interest instructional delivery system. The emphasis will focus on developing science literacy and discovering the connections between science, mathematics, and technology and their relationships to the arts, humanities, and vocational areas.



**Engaging and supporting all students in learning through:**

- The use of a variety of strategies and resources that respond to students' diverse needs
- Teaching skills in ways that allow students to apply in a meaningful context
- Engaging students in higher level thinking skills and purposeful activities
- Promoting the use of multimedia learning through a variety of sources to maximize the potential experiences of students (web-based learning with remote sources and interactive experiences using technology)
- Allowing for hands-on learning through experiments and real world experiences as they relate to the sciences

**Creating and maintaining an effective environment for student learning by:**

- Promoting a range of activities where students share life experiences, knowledge, and interests within diverse cooperative groups
- Promoting a mature environment to discuss sensitive topics relating to science, including anatomy, dissections, and reproductive systems

**Program Areas**

- 1. Science/S.T.E.A.M. Classrooms:** The typical science laboratory classroom space will accommodate the various science disciplines and should be designed with flexibility in mind, as the instructors and focus of the curriculum can vary over time.
  - a. The following are groupings of classes that may be taught in the same room:
    - Bio / Bio Technology / Anatomy and Physiology
    - Physics / Engineering
    - Earth Science / Environmental Science
    - Chemistry
  - b. Each classroom to serve 25 to 30 students
  - c. Each classroom to serve as a lecture and lab space
  - d. Each classroom will have lab "islands" at the perimeter of the class with two to four students per island
  - e. Each classroom will have access to a resource/prep areas and storage area
  - f. Location of classrooms to allow for growth/expansion potential of new classroom and outdoor learning spaces
  - g. Tackable wall material throughout
  - h. Gas provided for Bunsen burners
  - i. Electrical power provided for use of microscopes at lab stations
  - j. Science classrooms wired according to the district's classroom technology specifications
  - k. Easy accessibility for emergency shut-off for water and gas
  - l. Consideration of the physics/engineering lab / makerspace to be housed in or have access to a shop space for larger experiments/projects and have access to drive lanes for large deliveries
- 2. Makerspace:** A makerspace is often described as community centers with tools and equipment to design, prototype, and create manufactured works that normally wouldn't be available to individuals working alone. The activities in a makerspace often apply to

areas related to computers, technology, science, and digital-based art. The rise in popularity of these studios can be attributed to the shared resources and knowledge through peer learning and hands-on presentations.

- a. The following are components typical of a makerspace studio:
  - Adjacent to physics, engineering, and computer science classes
  - Storage for inventoried stock of electronic components, including new items for creation and salvaged components for dissection
  - Storage for basic building materials such as wood, steel, fabrics, and fasteners
  - Separate the studio to “clean” rapid prototyping areas adjacent to computer-aided drawing stations and “dirty” traditional woodworking and welding shops
  - Typical equipment available to students would include:
    - Drafting supplies
    - Basic hand tools, e.g. measuring tape, hammers, wrenches, screwdrivers, levels, squares
    - Saws: table, jig, radial, and band
    - Sanders and planers
    - CNC routers
    - Drill press
    - Lathe and CNC mill
    - MIG welder and oxy-acetylene torch
    - Metal grinder
    - 3D scanner
    - Laser cutter / engraver
    - 3D printer and filament extruder
    - Digital multimeters
    - Soldering irons
    - Heat guns
    - Oscilloscopes
    - Dremel tools
    - Industrial sewing machines

### **Spatial Requirements**

<b>Space</b>	<b>Qty.</b>	<b>Size</b>
Science labs	4	1,600 S.F.
Physics lab	1	3,000 S.F.
Storage/prep area	2	1,000 S.F.
Chemical storage	1	100 S.F.
Makerspace shop	1	2,000 S.F.

3. **Cabinet/Casework** – Needs for each four-student work station
  - a. Eight perimeter lab tables (2’ x 5’)
  - b. Sink
  - c. Gas valve (two-way) located on counter at table location
  - d. Computer monitor located above counter at table
  - e. Counter/splash to be acid resistant material

- f. Storage cabinets above counters (lockable)
- g. Inserts for vertical equipment/racks at each station

#### **4. General Cabinets in Lab/Classroom**

- a. Two-compartment sink (deep with gooseneck faucet and hot water) for washing trays
- b. Drying counter/rack
- c. Secure glassware storage adjacent/above sink
- d. Secure storage cabinets
- e. Two chemical fume hoods (chemistry room)

#### **5. Teaching Station**

- a. White wall/sliding type full teaching wall with storage behind marker boards
- b. Tackable surface
- c. All electronic controls/communications on wall

#### **6. Prep/Resource Room**

- a. Double sink, deep with gooseneck faucet and hot water
- b. Refrigerator space
- c. Secure counter/cabinets
- d. Shelving for storage of glassware and other supplies
- e. Chemistry room to have chemical storage room distilled water system (reverse osmosis)

#### **7. Miscellaneous in Rooms**

- a. Acid resistant flooring
- b. Eye/deluge unit in each room
  - No floor drain required
  - Fire blanket equipment required
- c. Darkening window shades
- d. LCD projector in ceiling
- e. Safety shower in all chemical areas

#### **8. Special Provisions for Earth Science Environmental Science Lab**

- a. Weather station and equipment in classroom to monitor/track weather updates
- b. Flexibility to shift space to teach other science subjects, since Earth Science is not currently taught during all periods

#### **9. Special Provisions for Chemistry Lab**

- a. Chemical hoods (one for instructor demonstration and one for possible student use)
- b. Faucet tied to central distilled water system
- c. Flexibility to shift space to teach other science subjects since chemistry is not currently taught during all periods
- d. Refrigerator (residential style)
- e. Glassware wash area and drying area
- f. Ice machine

- g. Lockable, secure storage area

#### **10. Special Provisions for Physics/Engineering Lab**

- a. Larger open space in center for larger scale experiments with the potential to bring an automobile in the space
- b. Roll up door for transporting larger equipment
- c. Area for drill press, lathe, CNC machine, and other basic machining tools
- d. Space for 8 computer stations
- e. Fume hoods for chemical engineering experiments
- f. Floor drains
- g. Eye/deluge unit in each room
- h. Acoustically separated from other classroom spaces

All required specifications described in the regular classroom will also pertain to classrooms where science is taught. It is critical that the science classroom has the ability to approach assignments in a traditional manner, as well as incorporating technology in individual, small group, and whole group instruction. Technology infrastructure that permits the students to interact in a tutorial manner, as well as in a wireless lab format, will greatly enhance the learning opportunities for all students. Access to an array of multimedia applications is critical for students to grasp a clearer understanding and visualization of the required historic time periods of study and significant events.

#### **Special Considerations**

- Computers may be located where student experiments with water and gas take place
- Provide secured storage area for chemicals
- Provide a command center/lecture demonstration station for the teacher in each classroom
- Teacher workstation should include a computer, projection system connected to the LCD projector, network/internet connection and telephone
- Power must be close enough to allow connection without an extension cord; all connections must not interfere with the traffic flow

## Agriculture Education

### **Definition of the Program**

The current Agriculture program offers courses in Agricultural Science, shop, horticulture and livestock courses (taught at school farm also). The goal of the program is to give students a real world look at professions in the agriculture and related industries.

### **Program Areas**

#### **1. Classrooms / Labs / Shops**

- a. Typical classroom space is needed for basic instruction
- b. Shop room should be in close proximity to the instruction classroom and capable of seating 25 to 30 students with shop/lab tables for various demonstrations and project use
- c. Ventilation system to vent out fumes and chemical due to welding and other industrial processes
- d. Outdoor covered areas to allow work to occur on larger projects requiring outdoor space and ventilation; more usable work area at minimal cost, as many of the projects do not need full enclosure during their construction
- e. A secured material storage area/building should be constructed to house raw materials and includes a racking/storage systems that are seismically braced and safe for use by students
- f. Tool storage should be provided and should be lockable
- g. Overhead lift/crane type of equipment to assist in the movement of larger materials and projects, ideally spanning from the interior space to the outdoor covered area

#### **2. Manufacturing and Industrial Technology**

- a. Clean space for computer modeling, physical modeling, and group instructional space with seating for 25 to 30 students
- b. Dirty space for materials storage, fabrication, and product testing
- c. Shop area for manufacturing and metal/materials fabrication
- d. Shop area with access to three-dimensional printing, CNC machine operation, and other rapid product prototyping equipment

### **Spatial Requirements**

For master planning purposes, the following should be used as a guide for the facility.

<b>Space</b>	<b>Qty.</b>	<b>Size</b>
Machine shop	1	2,400 S.F.
Computer lab	1	1,200 S.F.
Material storage	1	500 S.F.
Staff office	2	100 S.F.
Support space	varies	300 S.F.

## Special Education

### **Present Program**

The Special Education program at the high school level consists of special day classes for students with mild to moderate and severe disabilities (SDC), a Resource Specialist Program, a speech pathologist, one school psychologist and an adapted physical education teacher. Basic curriculum is taught, as well as life skills.

### **Goals and Objectives**

The goal of the Special Education program is to provide students with instruction that provides access to the core curriculum and life skills. It must also be adaptable to meet their individual educational needs depending on their level.

### **Program Areas**

#### **1. Classrooms**

- a. Classrooms need to be large enough to accommodate students in wheelchairs/walkers and to handle active, behaviorally challenging students
- b. Classroom should be arranged so that the teaching station is centrally located with the learning centers around the perimeter of the class
- c. Provision for a fully-accessible restroom or locating these classrooms close to a fully-accessible restroom is recommended; orthopedically-handicapped students and low functioning students at this age level may require extended time to use the restroom
- d. Close proximity to a restroom reduces the amount of time students spend crossing campus and allows them some privacy in the event of an accident
- e. Possible shower facility included in the area for possible clean up of students in a private manner
- f. Kitchenette for teacher use, as well as part of the life skills curriculum
- g. Special attention should be given to the kitchenette to provide for safety and supervision of students
- h. Classroom should have provisions for five desktop or laptop computers and a space to use them in the room
- i. Larger storage space or system to house the educational and social-emotional/behavior materials required
- j. Classroom space for lockers or cabinetry for students' personal items
- k. Space for de-escalation should be provided that is easily supervised and secured with minimal furnishings and/or objects to decrease potential for student harm; space can double as the speech therapy area
- l. Classroom(s) location should be integrated with the campus activity spaces, including the cafeteria, break areas, health office, bus drop-off areas, and library (priorities are close proximity to the health office and bus drop-off areas)

#### **2. Resource Specialist Program Housing**

- a. Resource classroom(s) should be centrally located, since they serve different students each period of the day

- b. The goal is for the RSP center to become a school-wide learning center with regular and special educators serving many students who need assistance, creating a “hub” for intervention and a meeting place for teachers

### **3. School Psychologist Housing**

- a. Currently, one school psychologist provides service to the high school
- b. The school psychologist needs an office space that is quiet so students can focus and demonstrate their maximum potential during testing
- c. Sufficient space for the school psychologist to meet with a small group of students or parents

### **4. Speech Pathologist Housing**

- a. Office space can be shared; speech pathologist and the school psychologist attempt to be on campus the same day in order to accommodate IEP and conference needs
- b. Therapy is provided in both the classrooms (SDC) and through a pull-out model
- c. Pull-out services require space for working with up to six students
- d. Space needs to be large enough to accommodate a teacher desk/chair, student tables, chairs, and storage
- e. Close proximity to the RSP and SDC classrooms is optimal since many students receive duplicated services

### **5. Adapted Physical Education Housing**

- a. One adapted physical education teacher serves the high school and currently it is required to carry all needed equipment to each site
- b. Storage space is needed; particularly for the SH program students
- c. All classrooms are to be equipped for technology per the regular classroom requirements

## **Spatial Requirements**

<b>Space</b>	<b>Qty.</b>	<b>Size</b>
Classroom	Per Master Plan	1,200 S.F.
Restroom and shower	1	150 S.F.
Speech Room /de-escalation	1	120 S.F.

## **Materials**

1. Color:
  - a. Employ color theory in alignment with the district’s vision and educational goals for color selection; colors should be exciting, yet refined
  - b. Develop material palettes to be considerate of maintenance and sustainability
2. Flooring
  - a. Hard, resilient surfaces that require minimal maintenance, both weekly and/or monthly, as well as limited during break times; possibilities include sealed concrete, linoleum flooring or other durable resilient flooring
  - b. Utilize carpet tile where carpet is required

3. Walls
  - a. Tackable wall surface to display student work and critical information
  - b. Walls partially covered in tackable surfaces to minimize visual distractions, yet allow for display of work and educational materials
4. Ceilings
  - a. Acoustic suspended panel ceilings
  - b. Where possible, indirect lighting that provides high quality of light transmittance and even light levels is desired

## **Systems**

1. Electrical
  - a. Convenience outlets in walls and floors; provide raceways in floors for laptop and peripheral power requirements
  - b. Data and power for LCD projectors in ceiling
  - c. Provisions for ceiling fans to promote ventilation and avoid running HVAC systems
2. Lighting
  - a. Maximize natural light
  - b. Non-glare, full spectrum, artificial light with ability to vary light level is preferred
  - c. Must be able to darken for adequate A/V instruction
3. Communications
  - a. Access to voice, video, and data networks
  - b. Access to media (this may include satellite radio, satellite TV, etc.)
  - c. Configuration should allow for wireless capability
  - d. District standard presentation equipment (projectors, monitors, smart boards as indicated in the district's technology standard)
  - e. Intercom in de-escalation room
4. Security/Emergency
  - a. "Safe School Lock Systems" with lockable doors from the inside
  - b. Window shades to block view to inside classroom
5. Sustainability
  - a. Utilize natural daylight.
  - b. Provide flexibility to alter light levels to account for daylighting
6. Acoustics
  - a. Isolate mechanical, electrical, and plumbing equipment noise from classrooms
  - b. Provide sound dampening of interior reflective noises
  - c. Provide acoustic treatment at speech therapy/de-escalation room
7. Equipment and Storage
  - a. Desks and chairs, individual and moveable
  - b. File cabinets



- c. Student lockers (either traditional lockers or cabinetry spaces)
- d. Teaching wall with sliding marker boards and shelves/cabinets for instructional material locking storage (this should be larger than in a typical classroom or additional storage be provided)
- e. Sink and countertop with drip edge and backsplash should be incorporated into the design
- f. Teacher desk and teacher aide desk (not fixed with lockable drawers)
- g. A/V technology that may include any or all, but limited to the following:
  - Ceiling mounted LCD projector
  - Manually operated pull down screen.
  - Projection system per district standards
- h. Accessible bulletin boards
- i. Magnetized marker boards (sliding three board style on side walls)
- j. Shelving for classroom library
- k. Shades or curtains
- l. Moveable partitions in room that can create spaces for small groups