



SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT

**Middle 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

1. The ideal site shall be 15-18 acres, which is based on the education specifications to follow.
2. The campus shall be master planned for 850-900 students (6th, 7th, and 8th grades) on a traditional schedule. The master plan for the site shall include space for the addition of future classrooms to further increase the capacity of the campus.

CAMPUS PLANNING AND DESIGN ADJACENCIES

1. Sustainability and Good Design

- a. The layout of the campus should optimize energy conservation and provide a safe learning environment for students and staff. Prevailing weather patterns should be considered when designing orientation of new buildings, walkways, doorways and student traffic patterns. Attention should be paid to providing limited points of entry in an architecturally aesthetic manner. Overhangs and covered extended eaves should be used to shield classrooms from direct westerly and southerly sun; however, given the region's mild climate, covered circulation spaces should be used sparingly so access to daylight is maintained. Renovations to existing buildings should incorporate improved energy efficiency where possible. For example, consider lighting control systems that optimize daylighting and electric lighting appropriate to the function of each space.

2. Community Outreach and Security

- a. The layout should provide for easy community access for use of the multipurpose/cafeteria building, office, and playing fields, while avoiding unwarranted access to the rest of the campus.

3. Develop the Front Door

- a. A primary architectural focal point of the campus shall be the main entrance to the administrative/student services center. The building should be clearly labeled and should be near the main entrance to the campus. The building shall be visually and ADA accessible. Visitor parking should be oriented to provide a clear visual path to the front door.

4. Supervision and Efficient use of staff

- a. The campus layout should permit easy visual supervision from the administrative center.

5. Protection from the Elements

- a. Walkways around and between buildings and through the quad shall be wide enough to facilitate adequate pedestrian traffic flow during peak demand. Students should be able to walk from class to class and building to building protected from inclement weather. Architectural elements / building orientation should be employed to block

prevailing winds. In areas where wind is expected the flow through, consider installing an architectural gate or ornamental fencing rather than a door or wall.

6. Library and Learning

- a. The library/reading room shall be adjacent to the academic wings. Community visual accessibility is important, but first priority is to serve as a resource to the academic program on campus. The building should be one of the primary focal points of the campus and should not be attached to the Administration Building.

7. Acoustics

- a. Separation of activity areas should be provided, keeping quiet academic areas removed from noisier campus activities. To include hard courts, equipment, and service functions.
- b. Classrooms should be protected from adjacent noises from offsite entities, such as trains or major streets.

8. Landscaping

- a. The landscaping shall be low maintenance and drought-resistant.

CAMPUS INGRESS, EGRESS, AND PARKING

- 1. The campus should be designed to provide safe pedestrian access to the campus.
- 2. Adequate way-finding and a logical and intuitive design should be developed for all circulation areas.
- 3. The bus drop-off area should be separate from the parking lot and automobile traffic. It must accommodate about five full size buses at one time.
- 4. A secured bicycle area should be provided for the students and faculty.
- 5. A service road and fire lane shall be designed to provide efficiency and safety for delivery of materials, equipment, food provisions, removal of trash, and fire safety without interruption of the schools daily routine.
- 6. Parking shall be provided at a rate of 1 space per 6 students or as follows:

Visitors	=	40
Staff	=	65
Accessible	=	5
Loading	=	2
Bus Drop-off	=	5

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
EDUCATIONAL SPECIFICATIONS
FOR

Middle Schools

INSTRUCTIONAL SUPPORT ACTIVITY AREAS

Administration & Student Services
Multi-Purpose Room
Library/Media Center
Gymnasium

Administration & Student Services

GOALS AND OBJECTIVES

The goal of the administration building is to have an efficient, well-managed office in a centralized area to accommodate all aspects of services for students, staff, public and parents. The administration area will be a central service area for students, parents, and staff. This will be an area which acts as the coordination center for all activities at the school. There will be easy access with a warm, inviting atmosphere for parents and community members. As the main entrance point to the school, this area will reflect the celebration of learning and the importance of students, parents, and staff members as a team, which supports excellence in education.

As the coordination center for most school activities, the administration office will serve as the campus entry point for nearly all people connected with school business. The functions housed in this area include: attendance, discipline, clerical, registrar, counseling, health services, reception, general information, conference rooms, and projects.

STAFF

The proposed administration staffing for the typical middle school includes:

- Principal (1)
- Assistant Principal (1)
- Counselors (2)
- Outreach Counselor (1)
- Office Manager (1)
- Clerk Typist III (1)
- Clerk II (4 hours per day)
- Community Aide (4 hours per day)
- Health Aide (4 hours per day)
- Nurse (2 days per week)
- Psychologist (Itinerate)
- Migrant Instructional Aides (2 employees totaling 9.5 hours per day)

The administrative support staff is supplemented with student assistants and parent/community volunteers.

SPACE NEEDS

The administration building reception area will be designed to provide adequate space for six clerical workstations. There will be conference rooms for meetings and counseling. The design will also have dedicated entrances and areas for parent reception/business and student reception/business.

1. Student attendance area will have an outside window access for student communication with the attendance clerk. The attendance area will be located near student-related offices, such as counseling, health office, and receptionist.
2. There should be a waiting area dedicated for students who are ill and students with discipline or personal issues.
3. The staff dining room should be sized to accommodate forty (40) staff members at any given time. The dining room will be separate from the teacher workroom. The dining room should contain the full complement of kitchen appliances and cabinet storage to support a staff of sixty (60) individuals.
4. The workroom should be located next to the dining room and contain adequate storage cabinets for supplies, as well as equipment such as copiers, laminator, and paper cutter.
5. All workstations in the administration building and rooms such as conference, counseling, and dining workroom will have a technology drop providing data and communication. The intercom system will be of a type that will allow communication through the telephone system.
6. There will be a small room (200 square feet) dedicated for additional supplies and materials.
7. A dedicated space will be provided for student cumulative files.

FURNITURE AND EQUIPMENT

An adequate number of file cabinets, conference chairs and tables, shelving (secured and open), computer equipment and printers, bulletin boards and copying equipment will be provided to support the activities necessary in the administration building.

Spatial Requirements

For master planning purposes, the following should be used as a placeholder when determining to renovate or build a new facility. The quantity of rooms or spaces may vary by site and student population.

<u>Space</u>	<u>No.</u>	<u>Size</u>
Waiting area	1	700 - 930 S.F.
Counselor office	2-3	200 - 300 S.F.
Principal/AP	2	250 - 350 S.F.
Conference room	1-2	200 - 550 S.F.
Faculty lounge / workroom	2	1,200 - 2,000 S.F.
Restrooms	5	400-800 S.F.
Nurse	1	400 S.F.

Multi-Purpose Room

Philosophy

The multi-purpose room will serve as an eating area for 450-650 students per seating in 2-3 staggered services. In addition, this room will be used for student assemblies, community activities, physical education programs, theatre arts production, and as an indoor full-size basketball court.

Spatial Requirements

For master planning purposes, the following should be used as a placeholder when determining to renovate or build a new facility. The quantity of rooms or spaces may vary by site and student population.

<u>Space</u>	<u>No.</u>	<u>Size</u>
Multipurpose Room	1	4,000 S.F.
Restroom	2	250 S.F.
Janitor	1	100 S.F.
Storage	varies	1,000 S.F.
Stage and ancillary storage	1	1,500 S.F.
Lobby vest concession	1	500 S.F.
Kitchen	1	500 - 1,000 S.F.

Multipurpose Room Kitchen

Space Needs

1. Snack Bar

- One serving line with line control to and from the serving window
- Easy 180-degree access to the serving windows
- Separation of the snack bar from the cafeteria operations

2. Cafeteria

- Space for a salad bar
- Space for a milk server, which is free-standing, with an open top. The milk server will be accessed from two sides.
- The cafeteria area will be enclosed with dual entry and exit points for the meal checker
- Tables with chair seating will be used to help create a café atmosphere. Tables and chairs can be stored when the cafeteria is used for other purposes.

3. Office

4. Storage

5. Personnel Requirement

- One unisex restroom that is ADA accessible
- One changing room separate from the restroom
- Four mini-lockers for personal storage

- One custodial closet with floor sink, basin, and storage for cleaning supplies

Full Cooking Kitchen Equipment

1. Two double deck convection ovens
2. A four burner range with griddle
3. Fume hood
4. One cold prep table
5. One dishwasher
6. Three-compartment sink with washboard sides
7. Two preparation sinks
8. Three pick up tables
9. One refrigerated deli display case
10. One ice machine
11. One steam table
12. Two warming cabinets
13. One tilt skillet
14. One steamer
15. Hand sinks throughout

The multipurpose room will act as a Performing Arts venue. Though no theatrical rigging will be permanently installed, provisions shall be made to accommodate theatrical lighting, sound systems, and front and rear stage curtains. Additionally, the stage could be designed to be opened to the exterior for outdoor venues and performances. Where possible, space under stage shall be usable for storage.

Systems

Lighting:

1. Natural lighting
2. Non-glare, full spectrum, artificial light with ability to vary light level
3. Theatrical lighting for both interior and exterior productions
4. Shades for near blackout

Sound:

1. Multiple outlets for microphones
2. Multiple outlets for loud speaker hook ups
3. Assistive Listening System equipped

Plumbing:

1. Accessible water closets and lavatories in restrooms
2. Drinking fountains interior and accessible to main MPR area

HVAC:

1. HVAC should be designed for low ambient noise levels
2. Thermostat located at convenient location and for district staff use only

Equipment

1. Recessed tables.

Furnishings

1. Folding special event tables – round
2. Stackable, collapsible seating for special events

Space Relationships

1. Adjacent to kitchen
2. Near main parking lot for public use
3. Direct access to outside playing fields/courts
4. Ideally, near band and drama room

Library/Media Center

Philosophy

To ensure that students and staff are effective users of ideas and information. This mission is accomplished by:

1. Providing intellectual and physical access to materials in all formats.
2. Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.
3. Working with other educators to design learning strategies to meet the needs of individual students.

Program Description

The media center will be the information hub of the middle school, housing not only the print (books, magazines, newspapers), but also audio books, and educational digital media. There will be access to the internet. Network access and personal electronic devices will be available for student checkout. It will also serve as a media production area.

Consideration of the Basic Concepts

Students will work as individuals, in small groups, or in traditional class-size groups. In their use of the facility, students may interact with media alone, with their peers, with adults or with any combination of these. Student use may be curriculum-oriented or related to personal needs and interests. Students will find answers to specific questions arising either from the teaching process or from ordinary curiosity, utilize technology to several databases and acquire reference skills, use library/media to develop recreational reading skills, and learn how to access the internet and conduct a search for materials.

It is also a center for social interaction and group learning. The space should be arranged to provide various seating arrangements, such as small work group areas and conference tables. These conference areas could be created by surrounding the table with partial height bookcases or other moveable furniture. Private conference rooms should be avoided at the middle school level.

The media center should be prepared to accommodate approximately 90 students and 5 or 6 staff members. All instructional technology may be distributed from the library/media center.

Activities to be Housed

Library

- General library area – reading, browsing, individual listening, viewing, individual study and learning, information services
- Movable tables for gathering learning groups
- Listening and viewing room
- Workroom and library office area
- Storage for textbooks and equipment
- Conference room – teacher and student use
- Class-size areas for instruction

- Computer access for research and project development on an individual or group basis
- Book drop at counter
- Dual access to and from counter

Spatial Requirements

For master planning purposes, the following should be used as a placeholder when determining to renovate or build a new facility. The quantity of rooms or spaces may vary by site and student population.

<u>Space</u>	<u>No.</u>	<u>Size</u>
Library	1	4,250 S.F.
Computer lab	1	1000 S.F.
Librarian desk	1	100 S.F.
Workroom / storage	1	250 S.F.
Restrooms, faculty	1	120 S.F.
Restrooms, student	2	200 S.F.

Systems

Electrical:

- Sufficient receptacles to support equipment
- Data and A/V head ends located in close proximity to media center
- Full instructional media center infrastructure

Lighting:

- Media center should be designed for audio-visual presentations
- Natural lighting
- Non-glare, full spectrum, artificial light with ability to vary light level

Communications:

- Telephones to be provided in workroom, circulation, and each office/work area
- Data networks for computerized circulation system and computer networking
- Wireless networking

Gymnasium

1. The 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. The 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.

Spatial Requirements

For master planning purposes, the following should be used as a placeholder when determining to renovate or build a new facility. The quantity of rooms or spaces may vary by site and student population.

<u>Space</u>	<u>No.</u>	<u>Size</u>
Locker Room - Girls	1	2,500 S.F.
Locker Room - Boys	1	2,500 S.F.
Locker Room – Faculty	2	80 S.F.
Toilet rooms	(multiple, gross area):	450 S.F.
Office	2	200 S.F.
Equipment rooms	2	650 S.F.
Gymnasium	1	5,800 S.F.
Towel Room	2	40 S.F.
Mechanical Room	1	500 S.F.
Custodian	2	65 S.F.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
EDUCATIONAL SPECIFICATIONS
FOR

Middle Schools

INSTRUCTIONAL ACTIVITY AREAS

Regular Classrooms, Furniture & Equipment

Art

Exploratory-Home Economics

Performing Arts-Music

Performing Arts-Drama

Physical Education

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

Special Education

Regular Classrooms, Furniture & Equipment

The Regular classrooms will serve as the main instructional area for English and Language Arts, Mathematics, and all Social Studies.

Objectives

To help students develop and refine skills and increase competence and confidence.

To guide students as concrete ideas begin to be represented by more abstract symbols and ideas.

To guide students as they grow physically and emotionally.

Spatial Requirements

For master planning purposes, the following should be used as a placeholder when determining to renovate or build a new facility. The quantity of rooms or spaces may vary by site and student population.

<u>Space</u>	<u>Qty.</u>	<u>Size</u>
Classroom (30x32)	Per Master Plan	960 S.F.
Workroom (shared)	(1 per 3 Classrooms)	350 S.F.

Educational Activities

The classrooms will be used for various activities including small group instruction, individual work, and cooperative learning activities. Students will need areas to work at tables and desks, but also areas for movement and floor activities.

Materials

Color:

- Employ color theory in alignment with the district vision and educational goals for color selection.
- Develop color palettes based on current philosophies of color theory, while being considerate of maintenance and sustainability

Flooring:

- Vinyl tile area for easy maintenance after painting and similar activities
- Maximize carpeting in all areas not prone to spill or damage

Walls:

- Tackable wall surface to display student work and critical information on all walls
- All classrooms will have a focus wall for students' displays that should be minimum of 18 lf.

Ceilings

- All ceilings shall be taller than 9'-0" wherever possible and should be dropped with an acoustic ceiling grid. Ceilings should be bright to maximize light reflectance within the classroom space.

Systems

Temperature and Ventilation:

- Operable windows sliders or awning/hopper style
- Teacher to have limited control of classroom temperature
- Dedicated mechanical systems for each classroom
- All HVAC systems to be on EMS, controlled by single source

Plumbing:

- Accessible sink/drinking fountain in each classroom (cold water only)
- Accessible water closet and lavatory in restroom within the classroom

Electrical:

- Many convenience outlets in walls and in floors provide raceways in floors for laptop and peripheral power requirements. Avoid ceiling receptacles other than for fixed A/V or teaching equipment, as determined.

Lighting:

- Maximize natural lighting with sky lighting, solar tubes, or north facing windows
- Non-glare, full spectrum, artificial light with ability to vary light level
- Must be able to darken for adequate A/V instruction

Data/Communications:

- Classrooms shall provide multifaceted access to technology based on district standard
- Voicemail at classroom phone
- Phone capable of calling outside school to parents
- Configuration should employ state of the art technology to include wireless connectivity

Security/Emergency:

- Raised windows above seat level
- Lockable doors from the inside, lockdown capable
- Join all classrooms with doors
- Doors into workroom to be lockable from both sides, workrooms to have an exterior door
- In lockdown mode, workroom should have emergency provisions

Sustainability:

- Focus on passive systems for sustainability – utilize proper planning and orientation with regard to sun path and prevailing winds
- Utilize natural day lighting through clerestory or skylights

Acoustics:

- Isolate mechanical, electrical, and plumbing equipment noise from classrooms
- Provide sound dampening of interior reflective noises
- Provide acoustic isolation between classrooms to meet current STC standards
- Maximize use of carpet for areas not subjected to paint or excessive wear

Space Relationships

- Classrooms should be in “quieter” zones of the campus
- Classrooms should be developed into an organizational typology with expansion built in

Art

Present Program

The Art Program offers students the opportunity to become actively involved with a diverse introduction to art, focusing on most disciplines, including drawing, painting, three-dimensional art, and art history.

Goals and Objectives

The objective is to provide a well-rounded introduction to art to enable students, through creative expression, to make aesthetic and critical judgments that will enable them to enrich their lives and tap into their own individual creativity.

Through these processes, students will develop art concepts, improve upon basic skills, learn new skills, exhibit an awareness of art, and develop certain behaviors necessary to existing in an artistic environment.

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

- To be aesthetically aware of a broad range of visual forms
- To learn from works of art – art criticism and appreciation
- To learn about works of art – art history
- To create art – art studio

Teaching strategies include lecture, discussion, and demonstration in large group setting, and individual and small group projects. Activities will include, but not be limited to, the following categories:

- Drawing
- Ceramics
- Crafts
- Painting
- Photography
- Graphics
- Sculpture

The Classroom

- The teacher workstation will also serve as a demonstration area.
- The teacher workstation includes a computer, projection system connected to the state of the art A/V and media connectivity.
- Power must be close enough to allow connection without an extension cord. All connections must not interfere with the traffic flow.

Spatial Requirements

<u>Space</u>	<u>Qty.</u>	<u>Size</u>
Wet Art	1	1,200 S.F.
Dry Art	1	1,200 S.F.

Instructional	1	960 S.F.
Workroom (shared)	1	480 S.F.
Project storage	2	300 S.F.

Special Consideration

In addition to the general classroom requirements of a regular classroom, the following are recommended features and/or equipment to support the art program.

- Work areas for one-dimensional drawing and for three-dimensional projects
- An open area adjacent to the art room for spray painting and for projects needing outside ventilation
- High ceiling
- Northern windows
- Outdoor work areas covered for ceramics and pottery and uncovered for sketching and still life
- Storage area for drying all projects
- Locked fire-proof metal storage for flammable materials
- Adequate technology infrastructure, electrical outlets
- Windows for natural light that can open for ventilation
- Traditional chalkboards instead of white boards
- A large trough sink with multiple faucets with hot and cold running water
- Clay traps for all sinks
- Large back splash behind sink area
- A separate outside open area for a kiln that is in close proximity to the art room
- Drying rack for paper projects
- Air compressor and air outlets
- Tackable wall space for display of student work
- Resilient flooring throughout the art room
- Room darkening blinds

Exploratory-Home Economics

Present Program

The present home economics program centers on the life skills of Foods and Clothing/Housing. The goals of the program are to expose students to various aspects of home economics. Teaching strategies include large and small group instruction, lecture, discussion, demonstration and hands-on activities for students. Cooperative learning, oral presentations, reading, writing and mathematics, video tapings, and viewing are also classroom activities.

Main topics in which students are involved include, but are not limited to, the following:

Foods

- Equipment and safety
- Nutrition and factors that influence food choice
- Measurement
- Cooking techniques
- Consumer economics
- Cultural differences in foods and experiencing foods served in different parts of the world

Clothing/Housing

- Equipment and safety
- Pattern usage and construction techniques
- Consumer economics, rights and responsibilities, including advertising and comparative shopping
- Elements of design
- Principles of housing and interior design

Goals and Objectives

The new junior high school will have two separate classrooms designated for the Life Skills Program. Combining traditional cooperative exploration experiences with multimedia will foster higher order and critical thinking skills using problem-solving techniques.

One classroom will be specified for Foods and Nutrition and the second will be specified for Sewing and Design. Both classrooms will be equipped with the necessary technological infrastructure to expand the program and be prepared for enhancing learning opportunities through cooperative exploration.

Food and Nutrition Classroom

The Food and Nutrition classroom will be equipped with the standard technology infrastructure specified for the regular classroom. The following are recommendations that will enhance the instructional program:

- Access and ability to drive a vehicle to close proximity of the classroom for delivery of products and materials.

- The classroom will require at least 6 stoves and workstations for student use (ideal would be 7 to 8 cooking stations).
- Sinks and storage available for each cooking station.
- Stoves should be gas with electric ignition.
- 2 large refrigerators should be available in the student cooking area for student use.
- Central space for kitchen demonstration with overhead mirror.
- Tables and seating for up to 32 students.
- Eight microwave ovens.
- Cooking area will require vinyl flooring.
- Secured walk-in pantry with sufficient storage for foods and supplies.
- Space for towel storage.
- Space for students to store books/clothing.
- Laundry area to be shared with Sewing and Design classroom.
- Teacher workstation including a computer, projection system connected to state of the art A/V and media interconnectivity. All connections must not interfere with the traffic flow.
- Vinyl flooring.
- Electrical outlets in flooring.
- Sewing supplies storage cabinets for up to 32 students.
- Space for 3 stand-alone or wall-mounted ironing boards.
- Large table for cutting and pattern work.
- Locked storage space and cabinetry for student and teacher projects and supplies.

Performing Arts-Music

Present Program

The current music program offered is general music. The objective is to expose students to many musical experiences, which is accomplished by utilizing a variety of media.

1. Students learn to read simple melodies and rhythmic patterns.
2. Students learn to identify instruments by sight and sound.
3. Students also learn to listen and analyze music objectively and subjectively.

Goals and Objectives

SLCUSD and its governing Board of Education believe that music is one of the humanities which helps build one's personal identity, expand one's ability to create, and develop an understanding of sounds, thoughts, and emotions. Music offers many personal values, enriches new dimensions, and has proven to increase overall student academic achievement.

Acknowledging the fact that junior high age students rapidly develop physically, emotionally, and intellectually, the goal at the new junior high will be to expand the variety of music offerings. With expanded facilities, there will be opportunities to increase the spectrum of music to include vocally oriented chorus and stage performance groups, as well as instrumental music consisting of band and orchestra, with both small and large group instruction.

The Classroom

In addition to the general requirements of a regular classroom, the following are recommended to enhance the music program:

The Band Room should be approximately 1,700 S.F. and the Choir Room should be approximately 1,100 S.F., each with vaulted ceilings for acoustics. An office with connected music library will be provided. Three individual rehearsing rooms will be provided approximately 9x9 feet clear. All rooms will be acoustically isolated.

- Secured storage for storing instruments and other necessary equipment
- Adequate closet space for uniforms/gowns/robes
- Sound-proof practice room with view window for individual and/or small group practice
- Chalkboard instead of whiteboard
- Workspace and storage for teaching staff
- Stereo system with music related CDs
- Multiple electronic, MIDI compatible keyboards with headphones
- Sufficient folding chairs
- Sufficient music stands
- Sufficient student work tables and chairs
- Teacher office with all required equipment of a regular classroom
- Portable risers (at least 3 tiers)

Electrical:

- Many convenience outlets in walls and in floors provide raceways in floors for laptop and peripheral power requirements. Avoid ceiling receptacles other than for fixed A/V or teaching equipment as determined. Tech wiring

Lighting:

- Maximize Natural Light
- Non-glare, full spectrum, artificial light with ability to vary light level.
- Must be able to darken for adequate A/V instruction

Acoustics:

- Isolate mechanical, electrical, and plumbing equipment noise from classrooms
- Provide sound dampening of interior reflective noises
- Provide acoustic isolation between classrooms to meet current STC standards
- Maximize use of carpet for areas not subjected to paint or excessive wear

Space Relationships:

- Near MPR
- Near Drama room

Performing Arts-Drama

Goals and Objectives

The objective of the Drama program is to expose students to many theatrical experiences, and to build confidence in public speaking, communication skills, and team work which is accomplished by utilizing a variety of media and situational performances.

Drama offers many personal values, enriches new dimensions and has proven to increase overall student academic achievement. Acknowledging the fact that middle school age students rapidly develop physically, emotionally, and intellectually, the goal will be to expand the variety of theatrical offerings as a platform to exercise and refine their development. With expanded facilities, there could be opportunities to increase the theatrical opportunities.

The Classroom

In addition to the general requirements of a regular classroom, the following are recommended to enhance the music program:

- Secured storage for storing stages and props
- False proscenium to be provided for rehearsal
- Whiteboard to be provided
- Workspace and storage for teaching staff
- Projection screen and projector
- Music and sound system
- A/V and wireless communications
- Sufficient folding chairs
- Sufficient music stands
- Sufficient student work tables and chairs
- Teacher office with all required equipment of a regular classroom
- Podium and lectern
- Adequate wiring to support existing and future technology
- Carpet throughout classroom
- Portable risers (at least 3 tiers)

Systems

Temperature and Ventilation:

- Operable windows
- Clerestory windows
- Teacher to control classroom temperature
- Dedicated mechanical systems for each classroom
- EMS for each classroom to be controlled by single source

Plumbing:

- Accessible sink/drinking fountain in each classroom (cold water only)
- Accessible water closet and lavatory in restroom
- Potential for dedicated lock down restroom facility access

Electrical:

- Many convenience outlets in walls and in floors provide raceways in floors for laptop and peripheral power requirements. Avoid ceiling receptacles other than for fixed A/V or teaching equipment as determined. Tech wiring.
- Provide minimal theatrical lighting for rehearsal only

Lighting:

- Maximize natural light
- Non-glare, full spectrum, artificial light with ability to vary light level
- Must be able to darken for adequate A/V instruction and performance rehearsal

Communications:

- Voicemail at phone
- Access to voice, video and data networks
- Access to all state of the art media
- Configuration should include wireless connectivity

Security/Emergency:

- Raised windows above seat level
- Lockable doors from the inside with provision for electronic entry locking and monitoring
- Join all classrooms with doors, provide locks on both sides of doors

Sustainability:

- Focus on passive systems for sustainability – utilize proper planning and orientation with regards to sun path and prevailing winds
- Utilize natural daylight

Acoustics:

Isolate mechanical, electrical, and plumbing equipment noise from classrooms

- Provide sound dampening of interior reflective noises
- Maximize use of carpet for areas not subjected to paint or excessive wear

Space Relationships:

- Near MPR
- Near Music Room
- Off quad

Physical Education

Present Program

The physical education program is co-educational with 6th, 7th and 8th grade students participating at varied times. Physical education provides unique opportunities not presented in other areas of the school curriculum. These include the promotion of physical development and the achievement of personal fitness goals, competency in a variety of physical skills, and understanding of movement and principles of motor skill performance.

Goals and Objectives

The six main goals of the physical education program are:

1. Variety of physical activities
2. Physical fitness
3. Movement skills and knowledge
4. Social development and interaction
5. Positive self image
6. Individual excellence

Effective Instruction

Teaching strategies include large group and small group instruction in both indoor and outdoor activities. There are team activities and classroom activities involving lecture, discussion, reading, and test taking.

The gym needs to be large enough to accommodate one full size basketball court and one full size volleyball court overlay with two cross court overlays. The locker rooms will need to accommodate 60-100 students with lockers adequate to store clothing and bags/back packs for school supplies, coach's offices will need to have direct access, and lockers and restrooms are to have direct access to the gym interior for supervision.

Gymnasium Requirements

A gymnasium with the following factors considered:

- Athletic hardwood flooring
- Smooth, hard walls constructed of material that will decrease noise and sound reverberation
- Adequate space behind basketball backboards to the wall, with wall padding as a safety measure
- High ceiling clearance made of some porous material, which will favor proper acoustics (minimum 25' clearance height)
- Adequate seating facilities for spectators
- Spacious doors that swing out from the gymnasium and are large enough to move gymnastic equipment through
- Proper heating, lighting and ventilation
- Provision for drinking fountains in specified areas in the gymnasium
- Boys' and girls' locker rooms
- Locker rooms with offices for coaches/staff

- Shower area with open showers
- Lavatory with toilets, sinks, paper towel dispensers and sanitary napkin dispenser for girls' lavatory (provided by district)
- Storage lockers in the locker room for each class to use for locking clothing and valuables to accommodate up to 60-100 students with lockers large enough to accommodate student supplies, clothing, books, etc.
- Benches in the locker room area for seating and changing of clothing
- Large enclosed area for storage of equipment

Outdoor Requirements

- Decomposed granite 400-meter track
- Sufficient space within 400-meter track for other track and field events, as well as team sport activities including soccer, football, and baseball
- Backstops for softball

Space Relationships

- Gym near parking for closed campus during public events
- Gym near playfields
- Playfield to be contiguous and rectangular in shape

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

Present Program

The science curriculum expands the traditional view of basic skills to include creative and critical thinking, decision making and problem solving. Students are engaged in active learning, blending general science instruction with interdisciplinary units, exhibitions, experiments, and projects. This follows the S.T.E.A.M. curriculum, which focuses on the integration of Science, Technology, Engineering, Art, and Math.

Goals and Objectives

Objectives of the science program include:

- Teaching science standards
- Providing students with a sound basis in science
- Encouraging students to explore the world around them
- Increasing the students' ability to solve problems using the scientific method
- Piquing student curiosity level to continue their interest in the study of science
- Applying science, technology, engineering, art, and math to solve real-world problems

Teaching strategies include large group instruction with lecture and discussion, small group instruction through cooperative learning, manipulatives, projects, experiments, computer simulations, 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 will include connections among science, mathematics, and technology, and their relationships to the arts humanities and vocational areas.

The Classroom

Basic Criteria

- Each classroom will serve 30-35 students
- Each classroom will also serve as a science lab and will be equipped as such
- All 3 labs will be identical
- Each classroom will have 7 lab "islands" for 4 students
- Each classroom will have 2 identical resource/prep areas
- Tackable wall material throughout
- There will be microscopes
- There will be 16 Bunsen burners and strikers
- There will be 16 hot plates and stereoscopes
- All 3 science classrooms shall be wired according to district's classroom technology specifications
- There will be easy accessibility for emergency shut-off for water and gas

Cabinet/Casework – Needs for each 4-student work station

- Tables (2' x 5' will be used and will abut the wall counter)
- Sink (small, shallow, gooseneck) between island areas at counter
- Gas cock (2-way) located on counter at table location

- Computer monitor located above counter at table
- Counter/splash to be acid resistant material
- Storage cabinets above counter (lockable)
- Inserts for vertical equipment/racks at each station

General Cabinets in Lab/Classroom

- Two compartment sink (deep with gooseneck/hot water)
- Drying counter/rack
- Glassware storage adjacent/above sink, lockable
- Storage cabinets (lockable)
- Two chemical fume hoods, two eye/deluge stations (in two labs only)

Teaching Station

- White wall/sliding type
- Tackable surface
- Elevated TV monitor
- All electronic controls/communications on wall

Prep/Resource Room

- Double sink, deep, gooseneck, hot water
- Refrigerator space
- Counter/cabinets (lockable)

Makerspace Studio

- 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 might 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

Special Education

Philosophy

Students deserve as many opportunities as possible, on a regular basis, to interact with other students and the best materials and technology within a conducive learning environment. This environment may include placement of students in regular classrooms or scheduling special needs students in a separate classroom.

Spatial Requirements*

<u>Space</u>	<u>Qty.</u>	<u>Size</u>
Classroom	2	1,200 sf
Restroom (shared)	1	140 sf
Storage	1	200 sf
Full single accom. shower	1	150 sf
Laundry	1	150 sf
De-escalation room	1	100 sf

*The district should access these requirements case by case based on actual needs of the community and current demographic data. For planning purposes, assume that there are facilities that meet the needs of the full spectrum of special needs.

Educational Activities

The classrooms will be used for various activities, including small group instruction, individual work, and cooperative learning activities. The special needs students cover a wide spectrum of skill sets. As such, our special needs facilities will provide flexibility for growth and development of programs. Students will need areas to work at tables and desks, but also areas for movement and floor activities.

Materials

Color:

- Employ color theory in alignment with the district vision and educational goals for color selection.
- Develop color palettes based on current philosophies of color theory while being considerate of maintenance and sustainability

Flooring:

- Vinyl tile area for easy maintenance after painting and similar activities
- Maximize carpeting in all areas not prone to spill or damage

Walls:

- Tackable wall surface to display student work and critical information on all walls.
- All classrooms will have a focus wall for student's displays that should be minimum of 18 lf.

Ceilings:

- All ceilings shall be taller than 9'-0" wherever possible and should be dropped with an acoustic ceiling grid. Ceilings should be bright to maximize light reflectance within the classroom space.

Systems

Temperature and Ventilation:

- Operable window sliders or awning/hopper style
- Teacher to have limited control classroom temperature
- Dedicated mechanical systems for each classroom
- All HVAC systems to be on EMS controlled by single source

Plumbing:

- Accessible sink/drinking fountain in each classroom (cold water only)
- Accessible water closet and lavatory in restroom within the classroom

Electrical:

- Many convenience outlets in walls and in floors provide raceways in floors for laptop and peripheral power requirements. Avoid ceiling receptacles other than for fixed A/V or teaching equipment as determined.

Lighting:

- Maximize natural lighting with sky lighting, solar tubes, or north facing windows
- Non-glare, full spectrum, artificial light with ability to vary light level
- Must be able to darken for adequate A/V instruction

Data / Communications:

- Classrooms shall provide multifaceted access to technology based on district standard
- Voicemail at classroom phone
- Phone capable of calling outside school to parents
- Configuration should employ state of the art technology to include wireless connectivity

Security/Emergency:

- Raised windows above seat level
- Lockable doors from the inside, lockdown capable
- Join all classrooms with doors
- Doors into workroom to be lockable from both sides, workrooms to have an exterior door
- In lockdown mode, workroom should have emergency provisions.

Sustainability:

- Focus on passive systems for sustainability – utilize proper planning and orientation with regards to sun path, and prevailing winds
- Utilize natural day lighting through clerestory or skylights

Acoustics:

- Isolate mechanical, electrical, and plumbing equipment noise from classrooms
- Provide sound dampening of interior reflective noises
- Provide acoustic isolation between classrooms to meet current STC standards
- Maximize use of carpet for areas not subjected to paint or excessive wear

Space Relationships:

- Classrooms should be organized into an architectural quad or campus appropriate for control, security, and for alignment and support of the teaching philosophy of the district and each school.
- All special education classrooms should be dispersed within the campus for equivalent social, flow of traffic, and learning experiences, allowing for integration with the general education population whenever possible.
- In planning each campus, careful attention should be taken to ensure the classrooms have adequate acoustic isolation either from elements within the campus or from adjacent properties or community infrastructure.