



High School Educational Specifications

WCCUSD

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General Information

Campus Core

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Introduction

Educational Specifications serve to interpret the educational program and learning objectives into what physical forms would best support these activities. The concept behind educational specification is that the space used for education should allow the students and teachers to accomplish their objective easily versus creating work around solutions to the physical space they are given to use.

This District-Wide Educational Specification Document is a tool that will help create district-wide equity. Future designs or modernizations will be required to meet these guidelines set forth by this document and thereby creating space that can support the educational program of the District.

The Educational Specifications are District-wide facility requirements for all school building designs in the West Contra Costa Unified School District (WCCUSD). During programming of specific school buildings alternatives to these specifications may be discovered. To be considered, the design team must submit a request to the District Facilities Department for approval of any and all alternatives before proceeding with the design. Deviations made by the design team without approval may result in the rejection of design. All re-submittals will be at the expense of the design team.

Photographic Examples

Throughout this document, there are photographic examples of learning spaces. In some cases, students and staff have adapted their physical environment to fit the educational program. The photos are not meant to represent specific architectural solutions, finishes, furniture or designs but to convey a concept.

Educational Specification, Space Check List and Master Schedule Tool

This document, the educational specification, is supported by the Space Check List and Master Schedule Tool. The Space Check List defines the type quantity and size of spaces and outdoor elements required for a high school and is the first place to start. In the Space Check List, begin with the “Start Here” tab which includes input boxes for general requirements of the design. These parameters will contribute to built-in formulas which define sizes and quantities. Additional quantities and square footage sizes that will need completion are highlighted on each tab. These blanks are either site decisions on the selection of teaching stations or need to be based on the design of the buildings or code requirements.

The number of teaching stations will also be calculated based on the answers in the “Start Here” tab. The design team needs to compare the total teaching station number to every space that qualifies as a teaching station to ensure the correct number of spaces are allowed for the desired capacity. These teaching stations include general classrooms and specialty spaces such as science lab, fitness rooms and pathway academy practicum labs. Keeping the balance between the general classrooms and specialty labs is important to support hands-on, project-based and active learning. The Master Schedule Tool will provide guidance on this balance and is a place to start in determining specific quantities of the teacher stations for each discipline. Even though a specialty lab exists in this document and the Space Check List does not mean the final design must include every type of space described. Instead, these documents should be considered a menu of spaces and selections should be made from the menu to meet the required number of teaching stations according to the programs.

This document describes details on each space in the Space Check List including the use, finishes, and amenities for each space and connections to other spaces. The District Material and Product Standards provides additional information on the specific attributes and performances expected from the finishes listed here.

After the programming phase, in schematic design, the “SD” columns should be completed to compare the original programming to the preliminary floor plans. This process would be completed again at the end of design development in the “DD” columns.



Space Check List



Master Schedule Tool

The Process

Through input from District Staff, Principals, Site Staff and the community this document was defined. The Steering Committee and Board of Education were instrumental in guiding the direction of this document.

Focus group interviews were conducted to gather the majority of the detailed information. Facility Assessment tours and discussions with faculty, staff and community members during the Long-Range Facilities Master Plan were also instrumental in gathering input about every site, detailing what works well and what aspects of the physical environment made teaching and learning challenging. These various perspectives were brought together, along with industry examples of 21st century learning, to form the WCCUSD District-Wide Educational Specifications. While many of the Educational Specifications space requirements reflect the California Department of Education (CDE) facility space requirements, there are areas that may need CDE confirmation. The design team is responsible for any CDE reviews, and all regulations set forth by the California Building Codes, Americans with Disability Act and any other regulation or code that affects school design in the State of California.

The formation of the West Contra Costa Unified School District Educational Specifications has had the support and input from District Leadership, District Facilities, and the District Educational departments. Working together, these entities have created a dynamic document that defines space for all future District building projects. The participants were instrumental in the creation of a document that defines space that will promote learning, supportive of the staff and are cost sensitive.

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School Environment

Schools are places of learning and an integral part of communities. As such, a school site should exhibit community pride and general good appearance. Opportunities to display school culture and curriculum are welcome additions to the exterior and public areas of the campus. Student ownership is important and is improved by the good upkeep of the site and displays of student work. The design of the exterior and landscaping should consider the schools “curb appeal” and provide an overarching aesthetic of a welcoming and modern-learning environment. Navigation and circulation through the site and on to the site should be understandable and well-marked. Definition of major spaces such as the Multi-Purpose Room, Library, Gym, and Office should give visitors understanding of where events are held and highlight these areas to students as special environments. The school name and mascot should be visible from all major roadways surrounding the school. Parent and bus drop off, and waiting zones need signage and designation.

School Wayfinding and Overall Signage

Complete school name and address with street name and number to be prominently located on the front of the Administration building or on a monument sign in front of the Administration Building. Letters and numerals are to be an easily readable font at least 18" high. Way finding signage is to be located throughout the site as required by code for accessibility and convenience. All exterior signs are to be enameled steel and interior signs to be two color etched plastic with Braille as required by code. No vinyl adhesive type signage is acceptable. All signs to be mechanically attached with vandal resistant hardware.

Provide power, blocking, and/or foundation for a wall mounted or pedestal mounted electronic digital marquee sign. The District Facilities Department to determine location and size. The average size is 3' wide x 5' long. If it is wall mounted or the top of a pedestal mounted sign is over 8' high, then it requires DSA approval.

Provide interior signs at all doors to be two color etched plastic with braille as required by code, indicating general name of the space and to have a slot to insert a paper nameplate. All signs are to be mechanically attached to the wall with vandal resistant fasteners. Confirm actual room names with District Facilities Department prior to fabrication of signage.

School Safety

General Access

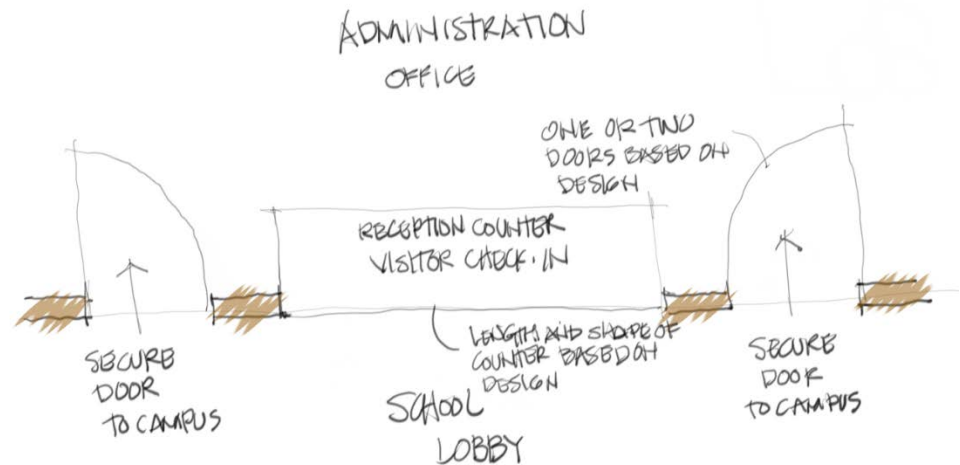
Total facility layouts should increase the ability to supervise the school by providing good lines of sight to all areas of the campus and limit entrances onto the campus. Visual supervision is improved by strategic placement of cameras. Buildings should be arranged to limit hard to see gaps and provide windows to increase passive observation of all areas.

During the school day, all gates onto campus should be lockable, forcing all visitors to go through the main office to gain entry to the rest of the site. After school hours, event spaces should be visible and easily accessible by visitors without needing to access the full campus including the use of restrooms.

Perimeter Fencing

The entire campus perimeter shall be completely secured by 8'-0" high fencing and/or buildings. Types of fencing and gates are separated into two categories, ornamental fencing at or near the buildings and chain-link around the perimeter of the campus at the hardscape and fields.

All gates with panic hardware should include closers. Where a pedestrian gate is adjacent to vehicular gate, the pedestrian gate should have an header bar connecting the two sides of the pedestrian gate. This upside down "U" structure gives additional support to the pole that must support the vehicular gate and limits sagging of the vehicular gate. No electric gates should be used for vehicular gates. The receivers for vehicular gates should be above 5' to avoid users from placing their hand where the receiver connects.



School Safety

Vehicular and Pedestrian Safety

Vehicular safety relies on the separation of cars, deliveries, buses, bikes and pedestrians. Designs of exterior access should strive to minimize mixing of the various forms of transportation. Sidewalks, curbs, and fences are effective ways of protecting pedestrians. Provide a logical and smooth traffic flow to facilitate a good system of vehicular drop-off that separates those cars that wish to park. WCCUD only provides bus service to special education students; therefore, the bus drop off area can be minimal in size and should be located near the severely handicapped classrooms, see the Special Education tab for additional information. Some of the general education students access public transportation to get to and from school, so a pedestrian traffic flow from nearby bus stops to a campus entrance should be considered. Bike and board racks need a fully enclosed area for additional security.

Communication with City, County or CalTrans is needed to discuss street improvements, restricting turning and crosswalks.

Basis of Design

The mission of the educational specification update is to bring the design requirements back to what is educationally necessary for 21st-century learning. While there are many perspectives on what creates 21st-century learning, the list below represents a few interconnecting themes developed during the process.

Above all flexibility – The world is changing fast; learning and teaching styles change; programs that support learning change, so spaces cannot be fixed. All designs should look for opportunities to provide “shells” of rooms that can adapt over time to different interior layouts and different uses. The structural layout should limit the number of barriers to moving walls in the interior of the building. This flexibility of interior walls should not come at the price of acoustical separation.

Movement – While linked with flexibility, which allows changes over a series of years, movement allows for changes from one activity to the next with ease on a daily and even hourly basis. Making movement easy allows for varied activities, lessons, teaching approaches and personalized learning. For example, students are receiving general instruction then moving into a group activity followed by a full class discussion or check for understanding all within an hour. This short time period change is contrasted to projects that last and reappear throughout the week, month or quarter. Movement opens up the possibility to incorporate creativity, critical thinking, and communication by breaking the restraints that traditional lecture environments place on teachers and students.

Less is more – Technology has become smaller and more portable as well as equipment and furniture. Keeping rooms simple by providing many plugs, robust Wi-Fi and leaving the rest to be mobile is the plan. This lack of fussiness can also expand into the building design and interior finishes by investing money in high impact square footage over architectural statements.

General Requirements for All Spaces

The following sections of this document describe specific requirements for each type of space within a high school; however, there are many common needs that apply to all occupied spaces with limited exceptions. The specific space requirement notes any exceptions to these generalities. The basics include:

- Finishes
- Acoustics
- Daylighting and Views
- Landscaping
- Systems
- Technology
- Office and Small Group Rooms
- Restrooms & Sinks

General Requirements for All Spaces - Finishes

Ceilings

Ceilings in all spaces shall not be lower than 9'-0" from the base floor. The design will dictate open, suspended, or hard surface properties of a ceiling. Acoustical properties and flexibility should be high priority considerations when making the design choice for all spaces. If ceilings are open and equipment, ductwork, building structure or other items are left exposed, appropriate "black out" paint needs to be provided and approved by the District design committee. Suspended ceilings are to be lay-in acoustical tile. Hard ceilings should be limited to where required by code and few other exceptions due to the lack of flexibility.

Walls

Walls, in general, need to be a hard surface, gypsum wall board, painted. Walls in hallways and other high impact areas need to be high impact gypsum wall board. Walls in high traffic area will have a wall protection system up to 36 or 48 inches. Interior hallways, classrooms and office should contain designated tack surfaces that limit paper placement to the percent acceptable to the fire marshal.

Marker boards encouraged in learning spaces and are not just for teachers. Students should be able to access writable surfaces to brainstorm ideas, draw and chart data. Erasable surfaces reduce paper consumption and encourage participation. Look beyond the 4'x8' typical whiteboard to maximize opportunity. Cabinet faces and table tops all can become whiteboard surfaces. Offices and small group areas can equally benefit from having access to whiteboard surfaces. Marker boards should not be available below 24".

Floors

Unless otherwise noted, flooring should be a rubber floor that requires no waxing for regular maintenance. Sealed polish concrete can be optional in large common spaces depending on the design and approval of the Facilities Department.

General Requirements for All Spaces - Acoustics

Acoustical performance is vital to a successful educational program. Listening and speaking are key components of language acquisition and understanding. Many research studies have found the importance of good acoustics on learning and comprehension. Additional background noise can make communication difficult and as students become more active in group learning and collaboration the need for sound absorption increases.

All group learning rooms should strive to meet American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools, Part 1: Permanent Schools (ANSI/ASA S12.60-2010/Part 1). In areas where waterproof materials are required, this standard may not be attainable; although the design team should make efforts to control sound from exterior noise, adjacent spaces and mechanical units. In large open learning space, noise will travel; however absorptive material and sloped surfaces should be utilized to increase absorption and limit reverberation. See the Technology standards for information of audio distribution systems.

General Requirements for All Spaces – Daylighting and Views

Many research studies support the need for natural daylight. Especially in the teenage years, exposure to daylight helps set the circadian rhythms so students can be more awake, improve focus and when combined with views reduce eye strain. The benefits go beyond the human factors and extend to the environment by reducing the need for artificial light and reducing energy use. While these benefits are well-established, windows and transparency continue to be difficult in practice leading to users covering the window. The most common reasons for covering the windows are

- Glare and over lighting – Reflective screens and bright white surfaces (i.e. whiteboards and copy paper) make glare and hot spots from different angles in the room throughout the day and seasons, interrupting work and distracting from learning while over lighting washes out projected images
- Heat Gain – Sunlight, heating rooms in the afternoons on southern and western exposures, change the focus from learning to the uncomfortable temperature
- Security – The lack of or difficulty in operating window coverings to accommodate a lock down causes window coverings to remain closed

While these are the most common obstacles, the design team should strive to anticipate and resolve these issues, so natural light is successful in as many spaces as possible. Natural light is required in every classroom and preferred in every office and conference room. Restrooms, locker rooms, and gyms all benefit from natural light where practical. Specialty spaces require natural light, but an increased ability to control and dim the lighting may be required.

Views to the landscaped exterior are calming and can provide passive supervision and should be implemented especially in the interior of the campus. View windows from regularly occupied space to breakout areas, either interior or exterior, are required. The successful use of any breakout space is the ability of staff to see the students while in the main learning space.

General Requirements – Landscaping

Landscaping

Plant selection and ground cover should be appropriate for the school environment. Low maintenance and low water use plants are preferred. Verify that the selection of plant materials does not contain any poisonous or irritating plants, specifically, *Fremontodendron Californicum*. Ground covers and plant material should not provide easy to throw materials such as small rocks, seed pods or fruits. Final plant list to be approved by the District.

Planting near buildings requires measures to prevent water intrusion and damage. All buildings are to have a 12" wide x 6" deep mow strip at their perimeter in planted areas. Verify that irrigation for planted areas adjacent to buildings is designed such that no water hits the building. Provide planted areas adjacent to the buildings with adequate drainage such that no ponding of water occurs.

General Requirements for All Spaces - Systems

Heating, Ventilating and Air Conditioning (HVAC)

Provide HVAC to all rooms. Zoning control locations are subject to approval by the District Facilities Department. Code requirements for specific functional areas may add to the general requirement of providing HVAC. All occupied space needs to be maintained between 68 F and 76 F degrees, including second story spaces.

Provide Energy Management System (EMS) control and passive pressure relief gravity vents that close automatically when the unit is off. Provide on demand control of ventilation for HVAC connected through the EMS. Entire school HVAC to be able to be shut down from a single location for “Shelter in Place” events (through the EMS).

General Requirements for All Spaces - Technology

Designs should reflect the Technology Standards. The general expectation is that wireless access should be available across the school campus including classrooms, common areas such as the multipurpose room and offices.

Classroom / Large Learning Spaces	
Duplex Data Ports, general (CAT 6)	2
Duplex Data Ports, VoIP	1
WiFi access points	1, potential for a second to support outdoor learning area if applicable
Clock	Hard wired to central clock program for synchronized times and bell/chimes
Sound system with speakers, teacher wireless clip-on and hand held microphone	System to support both audio from projection and voice reinforcement connect through classroom computer
Short throw wall mounted interactive projector with wireless connection to classroom computers/technology	Connect to classroom computer mounted adjacent to the projector on wall. Include wireless capabilities for other classroom technology (chrome books or laptops), provide a minimum of a 100" diagonal at a 16:9 ratio projection surface
Smart televisions with wireless connection to classroom computers/technology	Possible alternative or addition to the projection system upon Facilities Department approval
Intercom system	Two-way emergency communication with red emergency button on a wireless device and on teacher's microphone

Public Address and Mass Notification System

Every occupied space requires the ability to hear the public address system. Adequate exterior coverage is required in highly populated areas of the campus. Two-way communication is required in learning spaces.

General Spaces Standards – Office and Small Group Rooms

Office and other small rooms on the campus adjust occupants over time depending on funding, staffing priorities, grants, community partnerships and student needs. To build in the most flexibility, any small space should be looked upon as an opportunity to flex between office space, assessment space, conference room, small group instruction rooms or student counseling. As such, the following chart breaks down these rooms by square footage to provide guidance on the requirements for each size of space. Additional “Key Elements” are listed for specific spaces to provide the specialization for the first intended use of each space, if required.

	Open Office Workstation	80-100 SF	120-140 SF	150-200 SF	200-250 SF	250-300 SF
Duplex Data Ports	1	1	1	1	1	1
Duplex Electrical Outlets	2	3	4	6	6	6
WiFi	Yes	Yes	Yes	Yes	Yes	Yes
Guest Chairs for office setting	0	1-2	2-3	4-5	N/A	N/A
Chairs for conference/ instructional setting	N/A	2-3	4-5	6-8	8-10	12-14
Whiteboard	0	1	1	1	1	2
Tack Board	0	1	1	1	1	1
Television / Digital Display	0	0	0	1	1	1
Clock	One per open space	0	0	1	1	1

General Spaces Standards – Restrooms & Sinks

There are a variety of restroom facilities, which are referenced throughout this book and in Space Check List. Finished wall and floor material should be Ceramic Tile. Single occupancy rooms need door hardware that shows a “occupied” sign. The following chart describes the attributes of each space.

	Ganged Restrooms	Unisex Student Restrooms	Unisex Staff Restrooms	Family Restrooms	Severally Handicapped Restroom	Sinks not associated with a toilet facility
Urinal	Men’s	Preferred but not required	Preferred but not required	No	Yes	No
Mirror and Shelf	No	No	Yes	Yes	Yes	No
Sink and Soap Dispenser	Proportional to toilet and urinal count	Could be inside or if gained outside but adjacent	1	1	1	Yes
Hand Driers	Yes	Optional	No	No	No	No
Toilet Seat Covers	One outside stalls	Yes	Yes	Yes	Yes	No
Paper Towels	No	Optional	Yes	Yes	Yes	Yes
Changing Table	No	No	No	Child	Adult	No
Hoyer Lift	No	No	No	No	Yes	No
Shower	No	No	No	No	Yes	No

Provide quick connect hose bib in a recessed stainless steel locked box near lavatory in all ganged restrooms

General Information

The Campus Core consists of four major components:

- Administration
- Health Center
- Library/Media Center
- Multi-Purpose Room

While each component has individual needs, all support students and have a component of community use. As such, each should be a warm and welcoming atmosphere and be easy to identify and access, especially outside of school hours.

Campus Core

Classrooms

Arts

Pathways

PE & Athletics

Science

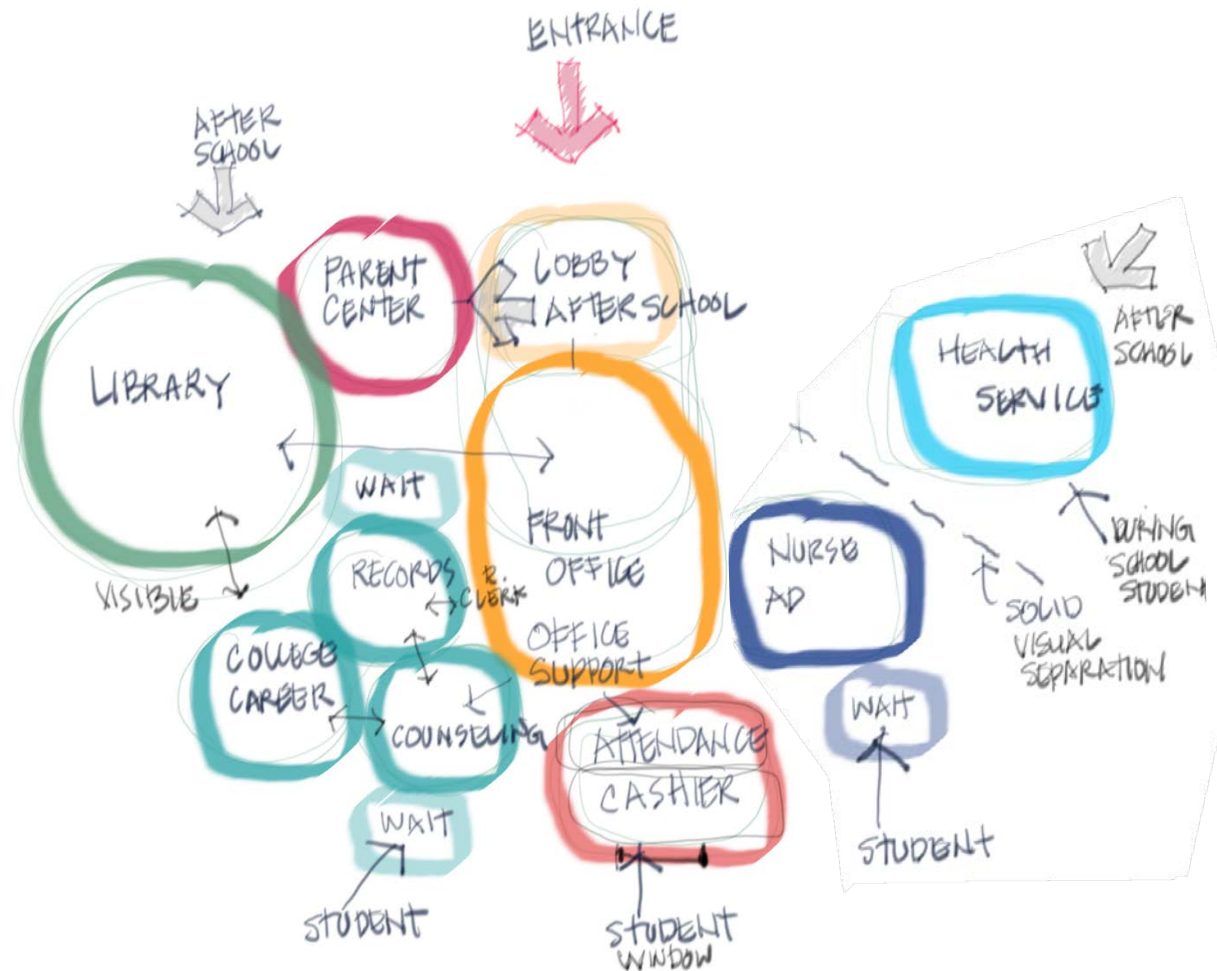
Special Education

Support

Administration

The Administration component is the front door of the campus. The design should emphasize the main entrance to provide informal wayfinding to this doorway, which during the school day is the only open access point.

The Administration has several subgroupings, which interacts to create the overall suite. Family members, community members, students, and staff will all circulate through this main entrance to access the main campus. The circulation for all non-staff members needs to avoid traversing the office support spaces and limit passing in front of private offices and the student waiting area by the Assistant Principal's Offices. "Back of office" connections should be available to staff between subgroups and office support spaces.



Front Office

The Front Office is the campus control point. A counter top with access door should separate the reception area from the open office. From this pass-through parents/family members can be directed to

- Records – To register a new student
- Nurse – To pick-up an ill student
- Office or Conference Room – To meet with a Counselor, Principal, or Assistant Principal
- Other location on campus – To pass by the office to get to another place inside the campus perimeter

Before the counter, the Parent room should be an open welcoming room which looks inviting to enter and is clearly labeled. Storefront or other non-restrictive design elements should express the parent room as a non-restrict place for parents to enter.

The Clerical/Office Manager space is an open office area, which supports the staff that services the front counter. In addition to the counter, individual workstations are required. One workstation for the Office Manager should be further back from the main counter to allow more focused work; although, all workstations should have a clear view of the front door from a seated position.

Lobby / Museum Key Elements

- ☐ Seating for six
- ☐ Room at the counter for two people
- ☐ Display cases for trophies and other school memorabilia
- ☐ “Magazine Rack” for paper handouts
- ☐ Adjacent to Family Restroom and Parent Room

Clerical/Office Manager Key Elements

- ☐ Three staff workstations
- ☐ Side or back counter area for form assembly, mail sorting
- ☐ One student workstations (access to a computer and phone)
- ☐ Front counter
 - ☐ Storage on clerical side for forms and office supplies
 - ☐ Lower ADA complaint counter-top (3') section with chair and knee space on both sides
 - ☐ Latch gate for through access into campus
- ☐ “Backside” of staff mailboxes

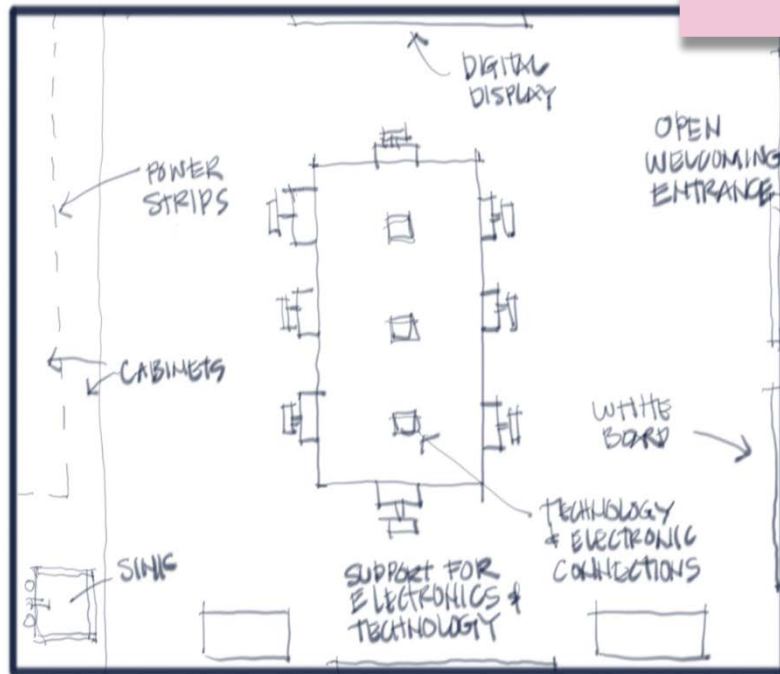
Parent Room

The Parent Room should be a flexible space which accommodates several functions including:

- Small workshops/meetings
- General informal meeting area
- Counter top workspace for assembling packets and preparing other materials
- Storage for parent purchased equipment
- An information resource

Parent Room Key Elements

- ☐ Seating for six
- ☐ Computer access
- ☐ Digital Display
- ☐ "Magazine Rack" for paper handouts
- ☐ Tack Board
- ☐ White Board
- ☐ Counter top with upper and lower storage cabinets and a sink
- ☐ Electrical Outlets to support a copier/printer, microwave, six laptop computers, digital display television and charging of personal devices brought by occupants
- ☐ Option for a VoIP Phone



Records and Counseling

Record Clerk's Office, Community Reception, and Records Storage

When a new student is enrolling in a school, the student and family complete forms and show documentation of residents with the Record Clerk. These meetings occur at a counter that can accommodate two family members, a student on one side. A gate access allows access to the office. The Clerk needs access to a computer both during the meeting and at his or her traditional desk space. During busy times, there can be many families waiting, which occurs in the Community Reception Area. Families who are waiting to see a Counselor will also use this area until the Counselor is ready to see them. This area can be adjacent to the College and Career Center but should remain separated without a view of the Assistant Principal's offices. The Record Storage Room must be adjacent to the Record Clerk's Office but also accessible to the Counselors.

Guidance Clerical / Reception, Counselor's Offices

The reception area to provide a workstation with counter and two to four guest chairs. This reception area is an informal control point before entering the hall with the Counselor's Office.

Counselor Offices need to meet the office standards with special attention to acoustical separation. Carpet can be considered for this suite of rooms.

College and Career Center, Career Office and Work Experience Office

The Center should be a flexible environment to accommodate a variety of activities at the same time including:

- Individual Computer Research
- Guided Computer Research (one on one or in a small group)
- Small Group Discussion
- Access to paper information and forms
- Printing from a free standing printer, scanner, fax – Single electrical outlet with dedicated circuit and data jack

The Center should also flex into a larger group presentation area when guest speakers come to talk to the students. Flip-top tables should be considered to allow the ability to clear the floor area for chair only seating to fit the maximum number of students for these presentations.

The two office spaces need to meet the office standards and have direct access to the main center. Supervision of the Center should be possible from both offices.

There can be multiple entrances to the Center from both the Office and Library. The connection to the Library is desired to increase the visibility of the Center. As an open resource to students, visibility is critical to successfully completing the mission of the program. Proximity to the counselor's office also provides opportunities for a meeting with a counselor to lead to exploration in the Center.

Carpet can be considered for this suite of rooms.

Cashier's, Attendance and Office Support

Cashier's and Attendance Office and Vault

In addition to the office standards, the Cashier's office needs a special focus on security as most money transactions go through this office. A service window needs to be accessible by students. The window needs to allow for a queuing without blocking any hallway or major circulation pathway. Counter and storage should be provided below the service window inside the office.

The Attendance Office requires a similar service window accessible to students, including storage and queuing area. Two workstations, one staff and one student aid, separated from but with visibility to the counter area should be provided.

Supply Storage, Work / Mail Room, Staff Restrooms

The supply storage should be in proximity to the Clerical / Office Manager area and secured. Full height storage shelving is required for office supplies and paper storage. Supply room should also contain lockable storage for keys.

The Work / Mail Room needs to be easily accessed by faculty to collect their mail. If possible, this access should be easy without having to cut through multiple office spaces or down long hallways.

Staff restrooms should be in proximity to the Work Room and office staff.

Work / Mail Room Key Elements

- ☐ Upper and lower cabinets with countertops for paper processing
- ☐ Three duplex outlets, counter level outlets to include USB charging ports
- ☐ Two free standing Printer, Scanner, Fax – Single electrical outlet with dedicated circuit and data jack
- ☐ Mailboxes – Minimum 12x12x6 with metal label holders for anticipated number of faculty and staff
- ☐ Under mailbox storage for larger packages
- ☐ Sink with Hot and Cold water

Nurse and Assistant Principal's Offices

Lobby Reception area should include one workstation and a student waiting area. The Nurse's office needs to be within view of the Reception Area, to supervise when nursing staff is not present.

Assistant Principal's Office, Conference Room, Safety Resource Officer

Use Office Standards. Carpet can be considered for these rooms.

Site Supervisor Office

This shared office needs to accommodate workstations for four people.

Nurse's Office Key Elements

- ☐ Countertop with upper and lower cabinets and under counter refrigerator
- ☐ One countertop duplex plug with USB charging ports
- ☐ One wardrobe cabinet
- ☐ Guest Chair
- ☐ Fold-down cot
- ☐ Small Workstation, see open office standards
- ☐ Cleanable Wall and floor finishes
- ☐ Wheelchair storage
- ☐ Direct Connection to Nurse's Restroom

Health Center

The Health Center is part of the District's Full-Service Community Schools Initiative. The Center brings outside providers into the school to support the needs of the community. As such, this area may require specialization depending on the community needs; however, the program described in the Educational Specification is considered the maximum requirements. Before beginning design, confirm with the District Facilities Department on the level of build out and equipment the District is providing in the construction and what will be added by the providers.

The key to a successful Health Center is the ability of students to enter the Center with some anonymity. The student campus entrance should not be visible from an area frequented by parents. While proximity to the Assistant Principals is important, students will be less likely to seek help if they fear passing by those offices. The Center will also be open to the greater community and requires an exterior entrance.

Health Center

Waiting / Reception/Clerical

The waiting area should accommodate six to eight guest chairs. The receptionist desk should not be built-in, but a mobile piece of furniture to allow future flexibility. Behind the reception desk, small touchdown workstations for providers completing paperwork are needed to allow the enclosed rooms to be open for others who have scheduled meetings with students.

Work Room/Copier/Lunch

Because the providers are outside groups coming to the campus, they need access to a work and lunch room.

Counseling Office, Calming/Safe Room/Meeting Room

These rooms should comply with office standards with special attention to sound transfer to ensure a high level of privacy. Carpet can be considered for these rooms.

Work Room/Copier/Lunch Room Key Elements

- ☐ Upper and lower cabinets with countertops for paper processing
- ☐ Four duplex outlets, counter level outlets to include USB charging ports
- ☐ Free standing Printer, Scanner, Fax – Single electrical outlet with dedicated circuit and data jack
- ☐ Sink with hot and cold water
- ☐ Area for a Refrigerator - Single electrical outlet with dedicated circuit
- ☐ Small table for dining

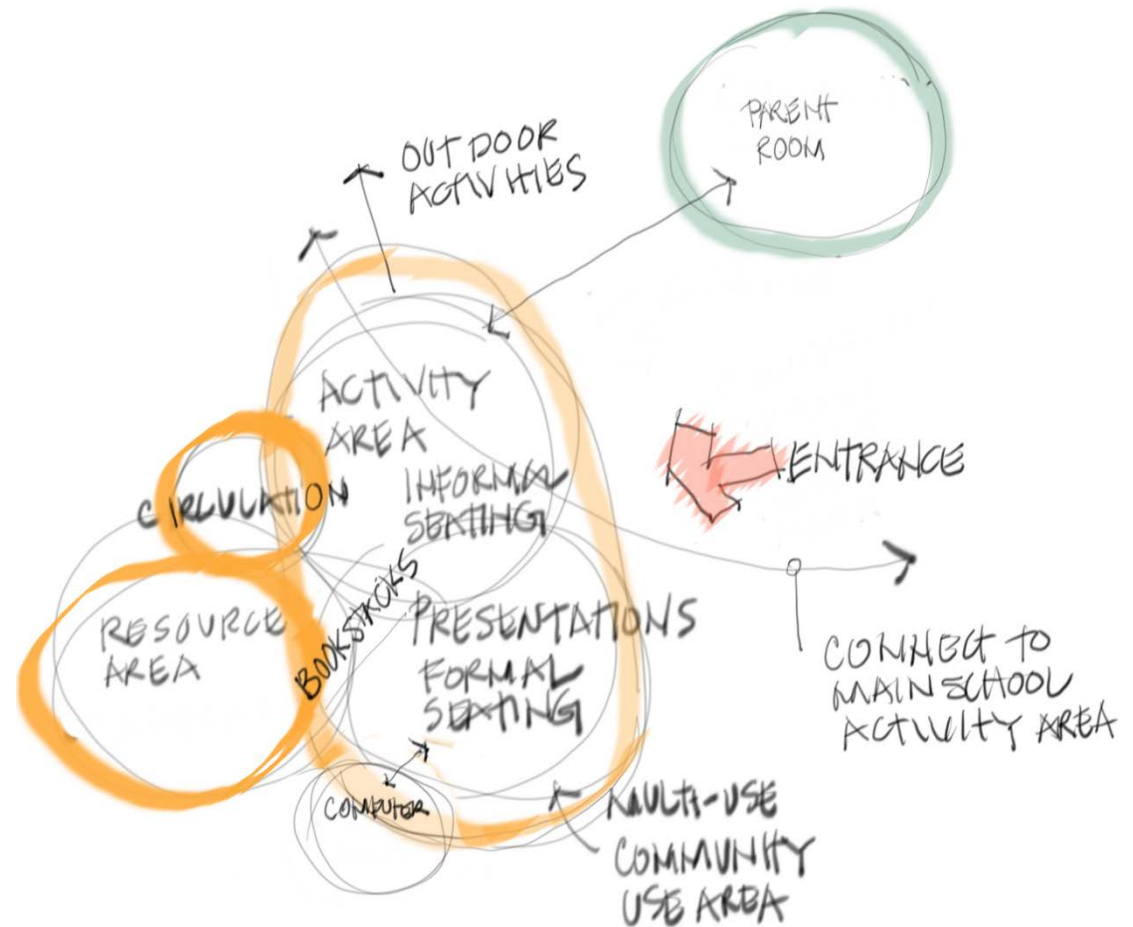
Exam and Dental Room Key Elements

- ☐ Upper and lower cabinets with countertops
- ☐ Sink with hot and cold water
- ☐ Five duplex outlets, counter level outlets to include USB charging ports, coordinate with medical equipment
- ☐ One duplex data ports for phone access
- ☐ Space for a bed (exam room) or chair (dental room) and other medical equipment
- ☐ Dental room will require additional plumbing, air, and vacuum at console treatment unit
- ☐ Dental will require additional backing in ceiling for lighting tracks

Library

A library is a place that creates an atmosphere of academia to whatever activity hosted within the space. These activities include:

- At lunch time where students play games, participate in group work, read, and access computers
- During class time, teachers schedule space for a full class access to resources
- After School activities are hosted in the Library, such as tutoring, clubs and after school activities
- Hosting meetings in the evening
- On Saturday, the Library is used for Saturday School
- Occasional guest speakers, presentations, and large meetings are also hosted during the day



Library

Leaving as much of the floor area with moveable furniture and book stacks as possible, will allow these different activities to take place. Any fixed or tall items should be placed against the wall to maintain a flexible middle area and clear sight lines to the full expanse of the library. While the furniture should be moveable, it should not consist of only one type of furniture. Formal and informal seating areas are needed including standing and sitting height surfaces. Electrical access to the seating groupings is preferred wherever possible.

The book collection size should equal approximately 20 volumes per student. At the time of construction, confirm the ratio of physical versus digital volumes and distribution between fiction and non-fiction.

While most technology will be movable and most likely in the hands of students, four to six computer stations are desired for looking up the collection catalog, printing, and quick internet searches.

The circulation desk provides a dividing line of items free to student access and items which are distributed only by staff and is used for the following functions.

- Checking out books
- Reference Textbooks – One per subject
- Storage for lunch time activities
- Processing books

While books are being checked out, no access control devices should be placed at doors due to maintenance and upkeep that is not supported by operational budgets.

Library Key Elements

- ☐ Large group table seating for forty (40) with the flexibility to expand to eighty (80)
- ☐ Projection Screen and ceiling mounted projector visible to main table seating and expanded library area
- ☐ Circulation Desk
- ☐ Book Stacks (confirm quantity) – no stack in the middle of the floor above Small group and individual study areas
- ☐ 4-6 Computer Stations
- ☐ Office and workroom should have visibility to the main library

Librarian's Office, Workroom, Textbook Storage and Textbook Office

Librarian's Office, Textbook Office

In addition to the Office Standards, the Office should have view windows to the main Library.

Textbook Room

Textbook room stores the textbooks not currently issued to students. Bookshelves should be no wider than 12" and no condensed storage should be provided. This room should be adjacent to the Textbook Office. Due to the possibility that textbooks will no longer be needed at some point the room should be thought about as having a possible future use, which is different than storage.

Workroom Key Elements

- ☐ Upper and lower cabinets with countertops for book processing
- ☐ Six duplex outlets, counter level outlets to include USB charging ports
- ☐ Sink
- ☐ Parking for at least one book cart

Multipurpose Room and Kitchen

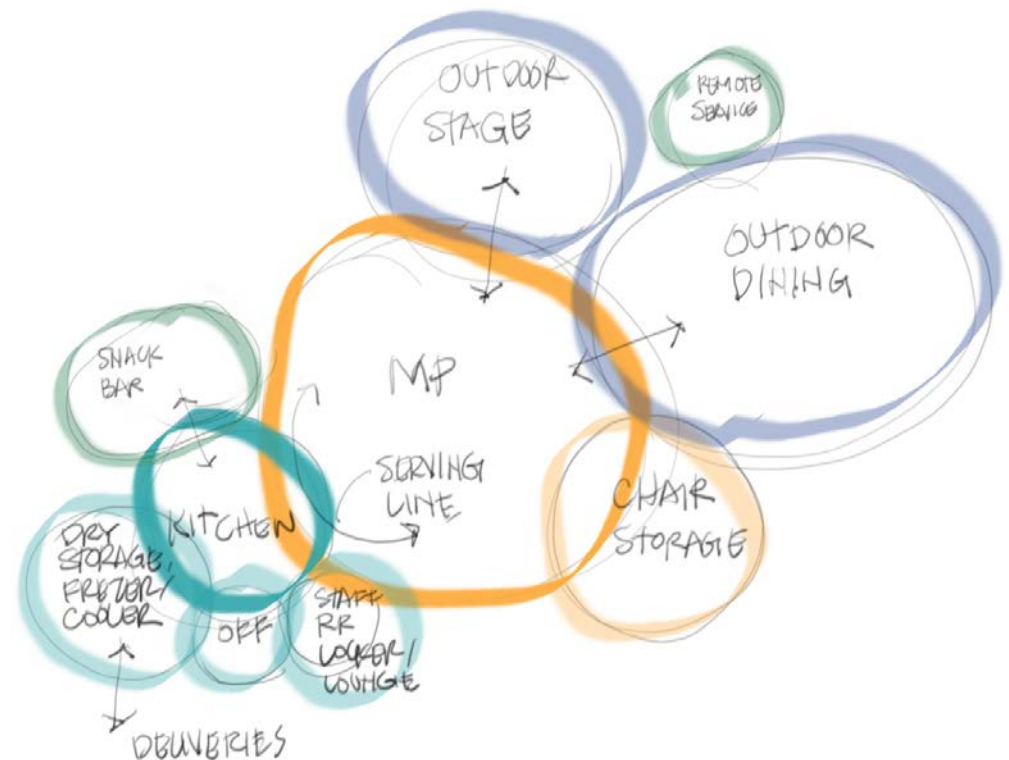
The Multipurpose Room is the hub of daily activity for the high school. Activities and functions include:

- Student Dining
- Staff Lounge
- Snack Bar, Speed Line and Service Window(s)
- Chair and Table Storage
- Restrooms
- Kitchen and Support Spaces

Developing the overall campus circulation to include student dining, snack bar, speed lines and service windows would create more of a “shopping mall” dining area. The snack bar function can be split to more than one location, creating “mobile” areas on campus. The Multipurpose Room needs to be centrally located on the campus. The space must accommodate a variety of functions acoustically and a volume that is proportional to the overall size of the space. The space needs to accommodate dining, presentations, multiple group conversations, and small and large group meetings. The Multipurpose Room needs to be visually linked to outside dining and during good weather days there should be physical open connection. The Multipurpose Room needs to be linked to the outside stage. Natural light is desired in the Multipurpose Room.

Kitchen Support Spaces

The Kitchen has several sub-spaces, including an office, changing room, staff restrooms, walk-in-cooler and dry storage. The office is for the kitchen manager to complete orders and other paper work. The changing room is for the staff. The changing room needs lockers and a bench and can share a room with the restroom. The staff restrooms need to be accessible from the main kitchen. The walk-in cooler and dry storage needs to be sized appropriately for the student enrolment.



Chair and Table Storage, Staff Lounge, Snack Bar, Speed Lines and Kitchen

Chair and Table Storage

The Chair and Table Storage needs to be directly accessible from the multipurpose room. The walls in the space need to be covered with sanded 5/8" minimum thickness plywood, full height. The door to this space needs to be wide enough for table and chair carts. The walls and the space should not be encumbered by any equipment.

Staff Lounge

The Staff Lounge needs to be accessible from the outside as well as from the Multipurpose room. The staff room needs to have direct access to the service windows and the speed lines. The Staff Lounge needs to have sink, cabinet, a refrigerator/freezer (residential style), and a microwave. The Staff Lounge needs to have natural light and a view to a patio, or landscaping but does not look into student gathering area.

Snack Bar

The Snack Bar should be located to not conflict with any of the service windows. The Snack Bar should have a direct access to the kitchen. The Snack Bar needs to have a service counter, with storage underneath, with two service windows. The storage windows will have roll-up type doors that are lockable when the Snack Bar is closed. Digital displays with wireless connections should be utilized to display menu options each day.

Speed Lines

Speed Lines need to be located within the kitchen space and not in the multipurpose room. The Speed Lines need to be accessible to the kitchen staff for servicing prior to opening access for student and staff dining. The service area should have similar flooring as the multipurpose rooms. Walls should include digital and tackable display surfaces.

Kitchen

While this kitchen is primarily a preparation and delivery kitchen, cooking equipment and site prep is still utilized. All areas, from the delivery of pre-cooked items to the distribution to the students, must be set up for efficiency. The delivery of food comes from the District's central kitchen by mid-size delivery trucks. The delivery trucks need a convenient transfer area with clear access, separated from both pedestrian and student drop off and large (42") door access. Once delivered the products will go into the walk-in cooler, free-standing freezer or dry storage room. Kitchen staff will prepare and heat the food for distribution to the students. Delivery to the student is completed through a speed line, themed service windows or a remote snack bar. For every 150 students being served at one time, requires a single point of sale. Points of sale require an electrical outlet and a wireless data connection.

Finishes and ventilation are required to meet all health codes. Cooling for the kitchen and service line area should both be separately zoned. The kitchen, due to the large exhaust requirements, can be planned for a temperature range up to 85 degrees. No swamp coolers shall be used to provide cooling.

See the product and material standards for the equipment list. The number of heating and cooling units will be dependent on the food service program and needs of the individual site. Confirm all equipment needs before beginning design. No dishwashers or garbage disposals shall be planned.

Kitchen Key Elements

- ☐ Smooth fiberglass reinforced plastic panels on walls and epoxy floor
- ☐ Handwashing sink (number determined by code)
- ☐ One prep sink
- ☐ One three compartment sink
- ☐ Ventilation hood(s) as required by code
- ☐ Refrigerator, roll-in, lockable
- ☐ Freezer, reach-in, lockable
- ☐ Heated cabinet, roll-thru, lockable both sides
- ☐ Refrigerator, roll-thru, lockable both sides
- ☐ Milk Cooler, lockable
- ☐ Convection Oven, double deck, roll-in, with roll-in basket dolly
- ☐ (10) pack baskets
- ☐ Basket Dolly for (10) pack baskets
- ☐ Stainless Steel Work Table (size based on kitchen size)
- ☐ Stem Caster wire cart
- ☐ Six burner gas range with oven

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Classrooms

Classrooms are the primary learning environment within the high school structure. These rooms need to serve many subject areas including English, History, Math, Foreign Language, English Language Development and more. Within these subjects, many different activities occur. Full group discussion, small group work, individual study/testing, direct instruction, and project creation. The room, therefore, needs to be as flexible as possible. Furniture should be on wheels and easily rearrangeable. The tables or desk surfaces should be flat, so they can be pushed together to create an even larger surface. Chairs should be roll, swivel, nest or stack. Not every seat needs to be the same. There can be 2 or 3 styles of desk/table and chair including options for standing.

Ceiling outlet
option



"Learning Wall"



Desks that create
tables

Classroom Key Elements

- ☐ Table/Desks and chairs for 40
- ☐ Ten duplex electrical outlets
- ☐ Provide the opportunity for electrical access to several locations in the middle of the room. This access can be accomplished through floor boxes or ceiling outlets with an adjacent eye hook, which can structurally support an electrical reel.
- ☐ [Use standard classroom technology](#)
- ☐ One wall with full height cabinets and sliding whiteboards (Learning Wall), which would not be the projection wall
- ☐ Additional marker board surfaces on the other two walls
- ☐ In proximity to a teacher workstation/collaboration area

Teacher Workstations / Collaboration Spaces

As professionals, the teaching staff should have a desk area to complete grading, lesson plans and communicate with colleagues. These activities are not well suited to be within the classroom environment. Instead, dedicated space should support the teaching staff on a smaller scale than the general workroom. This collection of spaces must include individual desks for each faculty member and conferencing space with digital displays. Provide a single electrical outlet with a dedicated circuit and data jack for large copier/printers.



Student and Staff Restrooms

Student and staff restrooms should be located in several locations throughout the main instructional areas for easy access; see diagram in the Pathways Section of this document. Staff restrooms need to be distributed around the campus at the same interval as student restrooms. All staff restroom shall be unisex. Student restrooms shall be ganged. Use restroom standards for interior requirements and accessories.

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Art Classroom / Storage

The art classroom needs to support general visual art course work. Activities include a variety of media two-dimensional and potentially three-dimensional formats.

Storage

There are many storage requirements for the Art Classroom and Storage Room. Flexibility is crucial in creating space for the following needs. Not all storage needs to be a built-in and may benefit from being on wheels or not attached to the floor. The storage requirements can be met in the Art Classroom or the adjacent Storage Room. Storage should also provide the support for counter top space used for drying and assembling art. The counter top material should be heat resistant and easily cleanable.

Art Classroom Key Elements

- ☐ Table and chairs for 40
- ☐ Provide the opportunity for electrical access to several locations in the middle of the room. This access can be accomplished through floor boxes or ceiling outlets with an adjacent eye hook, which can structurally support an electrical reel.
- ☐ [Use standard classroom technology](#)
- ☐ Ten duplex electrical outlets
- ☐ Countertop with ADA complaint sink
- ☐ Trough sink with clearance on both sides
- ☐ Exhaust fan
- ☐ High ceilings and north light if possible
- ☐ Flooring – Sealed Concrete
- ☐ Two opportunities for free-standing pieces of equipment
 - Single electrical outlet with dedicated circuit and data jack (one in lab and one in storage room)
- ☐ Access to shared art courtyard

Storage Needs

- ☐ Student storage for at least 175 pieces, preferably with flexible shelves to allow different shapes
- ☐ General art supplies (paints, pencils, pastels, etc.)
- ☐ Paper storage including flat files for large scale paper
- ☐ Wide counter or island for table top printing press and 36" by 36" paper cutter

Ceramics Classroom/ Glaze Room/ Storage

The ceramics classroom should support ceramics as well as other three-dimensional art. The requirements of the room should mirror that of the Art Classroom with limited exceptions.

Storage

There are many storage requirements for the Art Classroom, Storage Room and Glazing Room which may be incorporated into the Classroom. Flexibility is crucial in creating space for the following needs. Not all storage needs to be a built-in and may benefit from being on wheels or not attached to the floor. The storage requirements can be met in the Art Classroom or the adjacent Storage Room. Where storage is accomplished, it should also provide the support for counter top space used for drying and assembling art. The counter top material should be heat resistant and easily cleanable.

Storage Needs

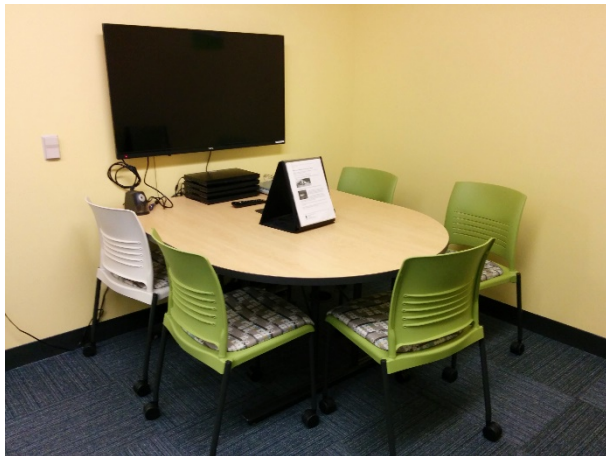
- ☐ Student storage for at least 175 pieces, drying racks
- ☐ General art supplies
- ☐ Glazes
- ☐ Clay
- ☐ Shaping tools

Ceramics Classroom Key Elements

- ☐ Table and chairs for 40
- ☐ Provide the opportunity for electrical access to several locations in the middle of the room. This access can be accomplished through floor boxes or ceiling outlets with an adjacent eye hook, which can structurally support an electrical reel.
- ☐ [Use standard classroom technology](#)
- ☐ Ten duplex electrical outlets
- ☐ Exhaust fan
- ☐ Countertop with ADA complaint sink with clay trap
- ☐ Two half-round foot-activated sinks with clay trap
- ☐ High ceilings and north light if possible
- ☐ Walls need to be an impenetrable surface, which can be washed down
- ☐ Flooring – Sealed Concrete
- ☐ Three opportunities for free-standing pieces of equipment (i.e. potter's wheels) – Single electrical outlet with dedicated circuit
- ☐ Access to shared art courtyard with the kiln enclosure (Kiln should not be inside the building)

Photography Classroom

The photography Classroom should support a digital photography curriculum including theory, editing, and studio shooting. For group work, each student needs access to an individual computer with each group having access to a larger screen for collaboration. The table clustered around a group screen should also be easily moved to make the room reconfigurable for other learning arrangements. Marker boards on wall surfaces should be magnetic to provide additional pin-up spaces. The room should also be flexible enough to clear open space and create a studio setting with backdrops and lighting.



Photography Classroom Key Elements

- ☐ Seven to eight group areas with
 - ☐ Television screen, duplex electrical outlet
 - ☐ Seating and moveable tables for six
 - ☐ One fourplex electrical outlet with USB charging ports
 - ☐ Access to markerboard or pin-up space
- ☐ Studio Wall
 - ☐ Ceiling mounted projector with whiteboard surface
 - ☐ Mounts to hang backdrops above whiteboard surface
 - ☐ Lighting grid to support lighting for studio work
 - ☐ Higher ceiling
- ☐ Blackout shades for all windows
- ☐ Provide the opportunity for electrical access to several locations in the middle of the room. This access can be accomplished through floor boxes or ceiling outlets with an adjacent eye hook, which can structurally support an electrical reel.
- ☐ Duplex data port for a phone
- ☐ Two opportunities for free-standing pieces of equipment – Single electrical outlet with dedicated circuit and data jack
- ☐ Direct access to a storage room, room to be securable for equipment

Band Room/Choir, Instrument Storage, Guitar Storage, Band Office, Sheet Music Room, Practice Rooms and Digital Recording Room

The Band Room should be able to support 60 students. In high schools where the music program is not large enough to support a separate choir program, the choir can share the Band Room.

Instrument Storage

A student will come and collect their instrument at the beginning of class and put the instrument away at the end of class. For this process to move quickly, the room should have an entrance at one end and an exit at the other. One of the two access points should be a double door. Provide lockable instrument lockers for each instrument. Confirm type and quantity before beginning the design.

Uniform Storage

Space for 100 uniforms and hats on carts or on closet rods with shelving for hats.

Guitar Storage

Provide storage for 60 guitars. This room should have direct access to the Band Room or the Piano Room, if built.

Sheet Music Storage

Provide bulk storage for sheet music near the band, choir and piano lab.

Band Office

Use Office Standard. Include direct supervision windows to the band room.

Band Room Key Elements

- ☐ Chairs and music stands for 60
- ☐ Design for acoustical absorption with minimum 18' ceilings
- ☐ [Use standard classroom technology](#)
- ☐ Advanced audio system with speakers and recording devices
- ☐ Eight duplex electrical outlets
- ☐ Provide backpack cubbies for student storage during the class period
- ☐ Trophy case
- ☐ Visual connection and direct access to Practice Rooms, Digital Recording Room and Band Office
- ☐ Direct access to Instrument and Guitar Storage
- ☐ In proximity to Uniform Storage and Sheet Music Storage

Practice Rooms and Digital Recording Room Key Elements

- ☐ Wall, ceiling, and door assembly to limit sound transfer
- ☐ Two duplex electrical outlets
- ☐ Audio system with speakers and recording devices
- ☐ Window in door to band room

Choir Room, Choir Office, Robe Storage

In schools where the music department is large enough to support a separate choir room, the following rooms should be provided.

Robe Storage

The Robe Storage Room shall provide enough hanging space for 80 robes

Choir Office

Use Office Standard. Include direct supervision windows to the choir room.

Choir Room Key Elements

- ☐ Design for acoustical properties with minimum 16' ceilings
- ☐ [Use standard classroom technology](#)
- ☐ Advanced audio system with speakers and recording devices
- ☐ Eight duplex electrical outlets
- ☐ Provide backpack cubbies for student storage during the class period
- ☐ Visual connection and direct access to Choir Office
- ☐ Direct access to Robe Storage
- ☐ In proximity to Sheet Music Storage and Band Room

Piano Lab

At schools with a music program big enough to support a full schedule of piano/guitar instruction, provide a dedicated room for the piano lab. This room provides keyboard piano instruction.

Piano Lab Key Elements

- ☐ [Use standard classroom technology](#)
- ☐ Electrical power for 36 keyboards
- ☐ Duplex data port for a phone
- ☐ Full height cabinet storage
- ☐ Acoustical treatment
- ☐ Direct access to Guitar Storage (Direct access to the Band Room is not required for this storage if a Piano Lab is part of the project)
- ☐ In proximity to the Band and Choir Rooms

Theater

The Theater Complex consists of the following rooms. These rooms serve as a space for performances by drama, band, choir and the practicum spaces for the Performing Arts Pathways.

Front Entry

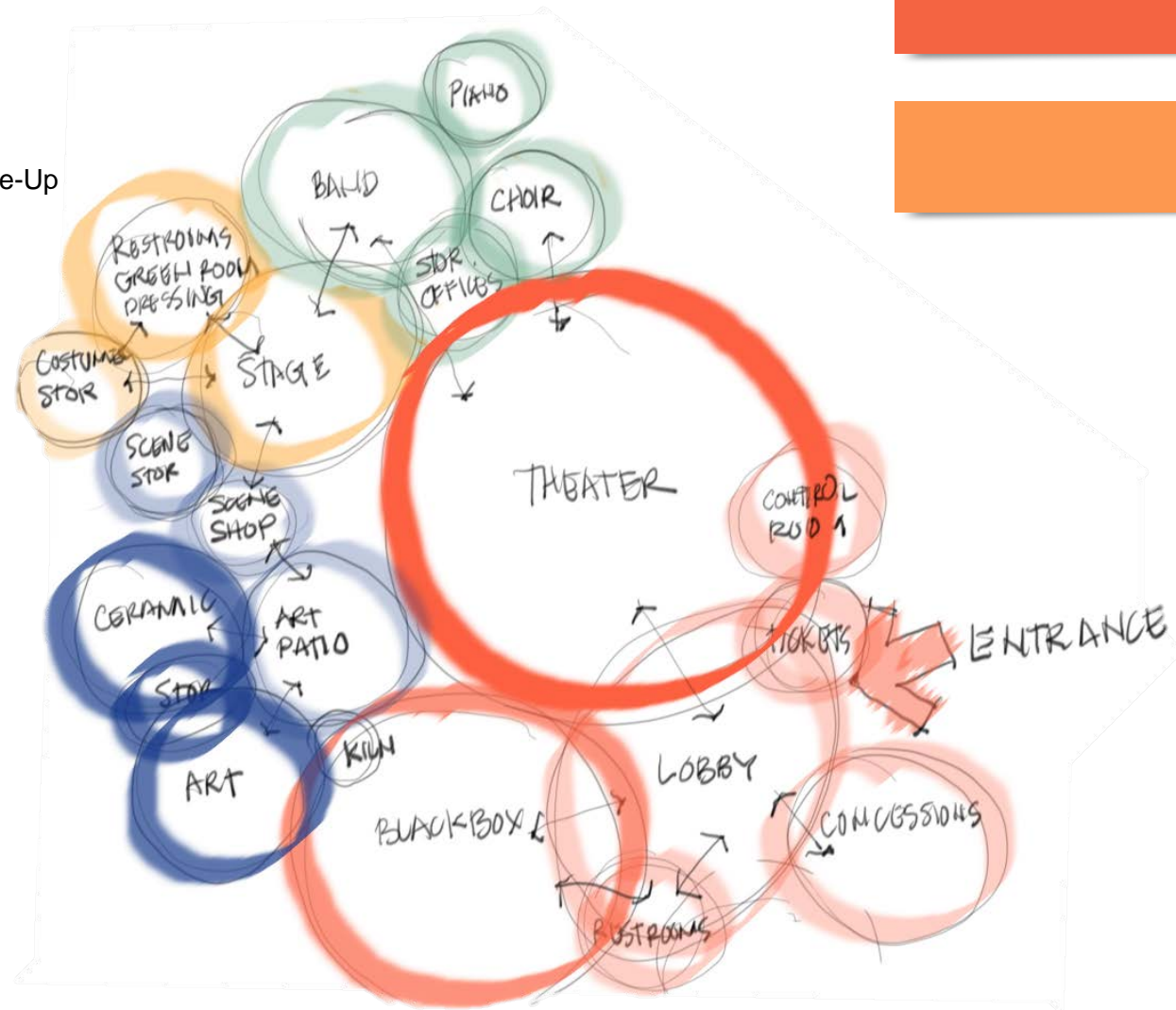
- Lobby / Gallery
- Ticket Booth
- Concession
- Family Restroom
- Public Restroom

Formal Theater

- Theater: Audience
- Theater: Stage
- Control Room
- Dimmer Room

Backstage

- Green Room
- Dressing Room/Make-Up
- Student Restroom
- Prop/Scene Storage
- Costume Storage
- Scene Shop



Front Entry

Lobby/Gallery

As a public waiting area, the Lobby has an ability to provide display opportunities for the visual arts program. Make available display cases for both two and three-dimensional art.

Restrooms

Use restroom standards.

Ticket Booth

- Two windows to the exterior
- Lockable draws under countertop under service windows
- Duplex data port for a phone
- Two duplex electrical outlets

Concessions

- Service counter to the Lobby
- Lockable when not in use
- Electrical and plumbing to support a Refrigerator and Ice Machine
- Two duplex electrical outlets
- Hand washing sink
- Shelving for dry goods and paper supplies

Formal Theater

Theater and Stage

The theater as a practicum space should provide access to the component of a professional theater although at a smaller scale. The room shall be non-rectangular with floating cloud ceiling panels, sound absorptive wall material, and catwalks. Flooring can be carpet in walkways and stained concrete under seating. Electrical system should support lighting, microphones, sound systems and electric projection screen and ceiling mounted projector. All systems controls should feed into the Control Room. Provide data and electrical at mid-point of the theater to support sound board control. Stage to be cushioned with hardboard top layer. The stage does not require a full fly but a partial fly with rigging system required for training purposes. Provide curtains and drapes to create the backstage and wings.

Control Room

This room should control video, sound, and light. Provide a sitting height counter with electrical and data requirements to support and secure consoles. Lighting in the room should be highly adjustable for working and show times. Speaker system should connect to green rooms, band room, and dressing rooms. This room should have direct access to the lobby or back of the theater with open access at counter height to the theater audience.

Dimming Room

This area controls the scenes and lighting. If adjacent to the stage, the flooring should be identical to the stage.

Backstage

Green Room, Dressing Room/Make-Up Room, Student Restrooms

This suite of rooms should have direct access to the back of the stage for performers to get ready for appearing on stage. In addition to the standard intercom system, an additional system should have a connection to the control room and backstage. Provide sufficient acoustical separation to prevent sound transfer to the stage area. Provide a marker board and tackable surface in the Green Room with seating for ten students. Additional lighting and mirrors should be provided in the Dressing Rooms and Green Room. Dressing Rooms should have one wall with a narrow open counter top with mirrors above and the opposite wall with full height closet bar with a shelf above. Provide duplex plugs above the counter. A single occupant restroom should have direct access off the Green Room.

Scene Shop, Shared Art Patio, and Prop/Scene Storage

This series of space should connect starting with the Stage, Scene Shop and ending in the Art Patio. Tall double doors or roll up doors should connect these spaces. The storage room should be adjacent to the shop. The floor in all should be sealed concrete. If the shop can support a full five sections of classes and be counted as a stand-alone teaching station, then it should be built to meet the requirements in the Pathways section for Academy Lab & Professional Practice. Otherwise, the square feet listed in the Space Check List should be used. The Shared Art Patio can support a larger construction area and facilitate connection with the visual arts classes.

Costume Storage

This room is bulk hanging storage for costumes. Provide utility access for washer and dryer. The room should be in proximity to the backstage areas and Black Box Theater.

Scene Shop Key Elements

- ☐ Provide the opportunity for electrical access to several locations in the middle of the room. This access can be accomplished through floor boxes or ceiling outlets with an adjacent eye hook, which can structurally support an electrical reel.
- ☐ Minimum of eight duplex outlets
- ☐ Two opportunities for free-standing pieces of equipment – Single electrical outlet with dedicated circuit
- ☐ Exhaust fan
- ☐ Shop sink
- ☐ Duplex data port for a phone
- ☐ Large roll-up or double doors to an exterior learning environment with free standing cover or large overhang
- ☐ Direct access to a storage and stage
- ☐ Magnetic markerboards
- ☐ Lockable storage for hand tools, hardware, and paint
- ☐ Large format storage for lumber and flat storage
- ☐ Workbench

Drama Classroom / Black Box, Drama Office

The Drama Classroom should function as a Black Box theater with wood stage and retractable seating. The room should be flexible and allow for classroom activities, performances and presentation hall. This room could also be used for filming or broadcast.

Drama Office

Use Office Standard. Include direct supervision windows to the Drama Classroom.

Drama Classroom / Black Box Key Elements

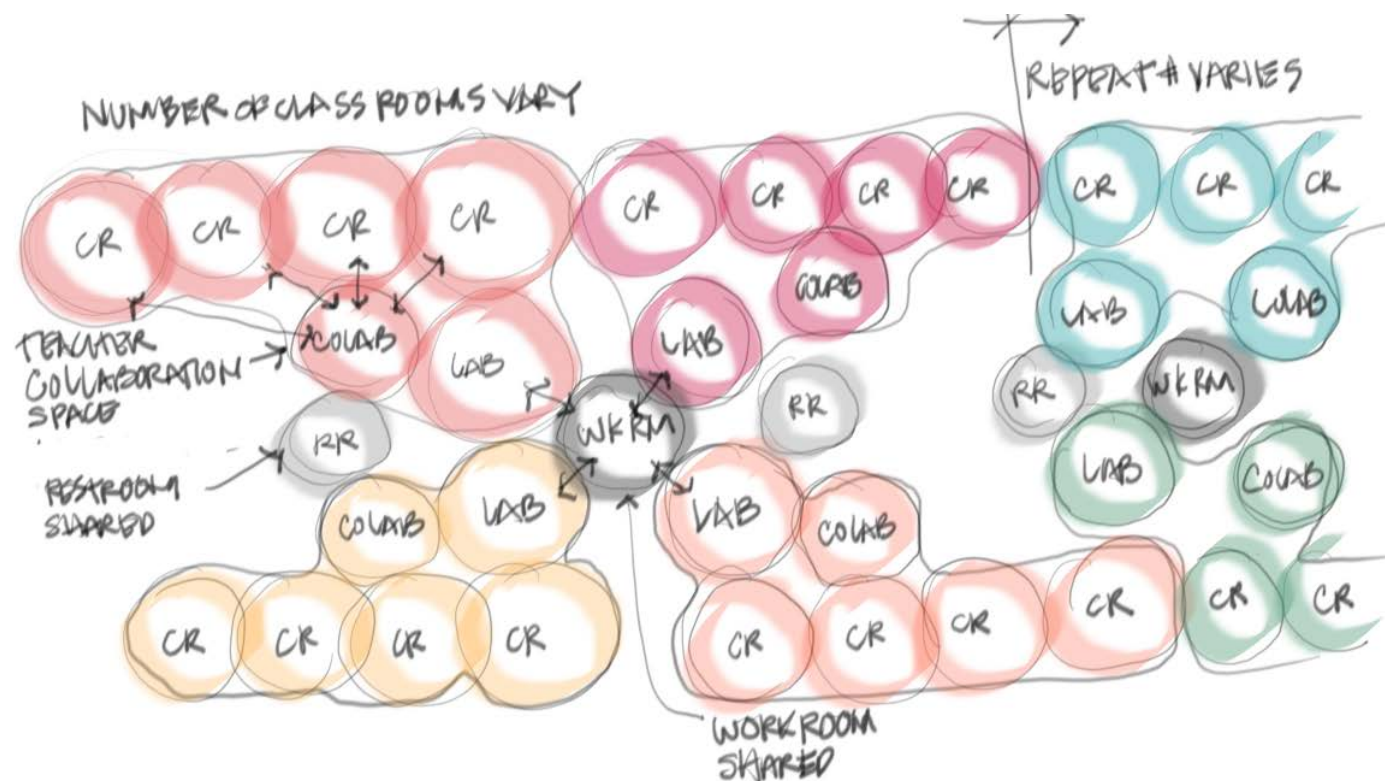
- ☐ Ceiling mounted projector and electronic screen
- ☐ Exposed ceiling with uni-strut ceiling grid
- ☐ Retractable tiered seating
- ☐ Wood stage
- ☐ Sealed Concrete Floor
- ☐ Marker board behind curtains
- ☐ Acoustical wall panels
- ☐ Two duplex electrical outlets
- ☐ In proximity to the Scene Storage and Costume Storage
- ☐ Electrical to support sound system, microphones, and lighting
- ☐ Augmented Sound System
- ☐ Visual and direct access to Drama Office

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Academic Structure

WCCUSD has created 15 pathways with at least three more to come. Pathway academies include a Technical Elective program supported by at least three core general education classes, i.e. English, History, and Math. In the pathway model, the area of focus is embedded in the projects and curriculum of the accompanying general education classes. Students who are in the pathway then spend most of their time within this group of classes. To accommodate both student relationships and staff collaboration within a pathway, these spaces would be grouped together with support facilities such as a staff collaboration area and student and staff restrooms.

The building challenge with academies is they must change over time. As the popularity, relevance and industry changes so too must the pathway. Finding flexibility and spaces that can be grouped one way one year and another the next will be the most successful in supporting this style of program.



The Pathway Learning Environment

Academy courses provide students with project-based learning that replicates industry. These programs allow students to apply the knowledge gained in other areas to practical project applications. As careers and student interests change, the program's emphasis will be modified. Flexibility and the ability to adapt over time are prudent design considerations.

While the equipment requirements vary from program to program, the basic building and areas remain the same. A shared classroom or, increasingly, computer lab provide the design and theory components of the curriculum. A large shop area allows for the creation and fabrication space. These spaces are also supported by storage and a covered exterior area that increases the space students can use for creation, experimentation or field testing. In some cases the design and creation components are one, utilizing only the computer lab component for both of these requirements. The media and performing arts academies practicum areas may also be supported by spaces described in the Arts section of this document with the support of a Technology Lab.

Technology Lab

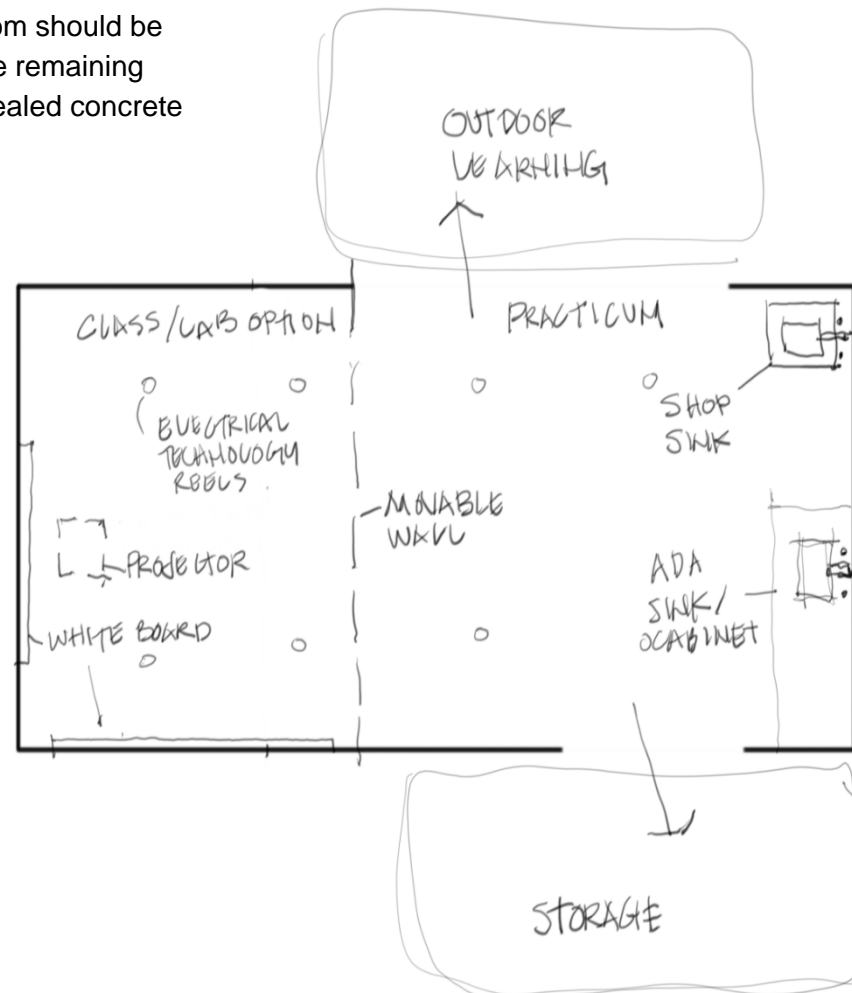
For pathways in the computer sciences, business skills, digital arts, and architecture, a Technology Lab provides the space for design and creation. These labs should support group work with each student having access to an individual computer and each group having access to a larger screen for collaboration. The table that can be clustered around a group screen should also be easily moved to make the room reconfigurable for other learning arrangements. Because designing is not all done on a computer and brainstorming is a major element of the design refinement process, every opportunity for adding marker board areas should be used. Marker boards on wall surfaces should be magnetic to provide additional pin-up spaces. Additional square feet is provided for support activities that may not be associated with the computer such as a filming area with backdrops and lighting, small model building or printing.

Technology Key Elements

- ☐ Seven to eight group areas with
 - ☐ Television screen, duplex electrical outlet
 - ☐ Seating and moveable tables for six
 - ☐ One fourplex electrical outlet with USB charging ports
 - ☐ Access to markerboard
 - ☐ Rolling storage cabinet with counter top
- ☐ Provide the opportunity for electrical access to several locations in the middle of the room. This access can be accomplished through floor boxes or ceiling outlets with an adjacent eye hook, which can structurally support an electrical reel.
- ☐ [Use standard classroom technology](#)
- ☐ Three opportunities for free-standing pieces of equipment – Single electrical outlet with dedicated circuit and data jack (two in lab and one in storage room)
- ☐ Direct access to a storage room with wall backing capable of supporting full height shelving on all walls
- ☐ In proximity to a teacher workstation/collaboration area
- ☐ Additional furniture and equipment to be selected to meet the needs of the initial program to occupy the space

Academy Lab & Professional Practice

For other pathways, such as Health and Engineering, a practicum space is required in addition to the classroom/lab element of the instruction. To provide the maximum flexibility possible, these two activities would take place in the same room with a moveable wall to create the option of separation when needed. The classroom/computer lab portion of the room should be approximately 900 square feet leaving the remaining space for the practicum area. Consider sealed concrete floors and higher ceilings in these rooms.



Academy Lab & Professional Practice

Academy Lab & Professional Practice Key Elements

Classroom/Lab Area

- ☐ Seating and moveable tables for 40
- ☐ Sufficient electrical power to support 40 computers from a combination of wall duplexes and overhead electrical reels or floor boxes
- ☐ Magnetic markerboards
- ☐ Rolling storage cabinets with counter top
- ☐ [Use standard classroom technology](#)

Academy Lab & Professional Practice Key Elements

Practicum Area

- ☐ Provide the opportunity for electrical access to several locations in the middle of the room. This access can be accomplished through floor boxes or ceiling outlets with an adjacent eye hook, which can structurally support an electrical reel.
- ☐ [Use standard classroom technology](#)
- ☐ Minimum of eight duplex outlets
- ☐ Three opportunities for free-standing pieces of equipment – Single electrical outlet with dedicated circuit and data jack (two in lab and one in storage room)
- ☐ Exhaust fan
- ☐ Countertop with ADA complaint sink with hot and cold water
- ☐ Shop sink
- ☐ Duplex data port for a phone
- ☐ Large roll-up or double doors to an exterior learning environment with free standing cover or large overhang
- ☐ Direct access to a storage room with wall backing capable of supporting full height shelving on all walls
- ☐ In proximity to a teacher workstation/collaboration area
- ☐ Magnetic markerboards
- ☐ Student furniture and additional equipment to be selected to meet the needs of the initial program to occupy the space
- ☐ Nonbuilt-in backpack storage for 40 backpacks

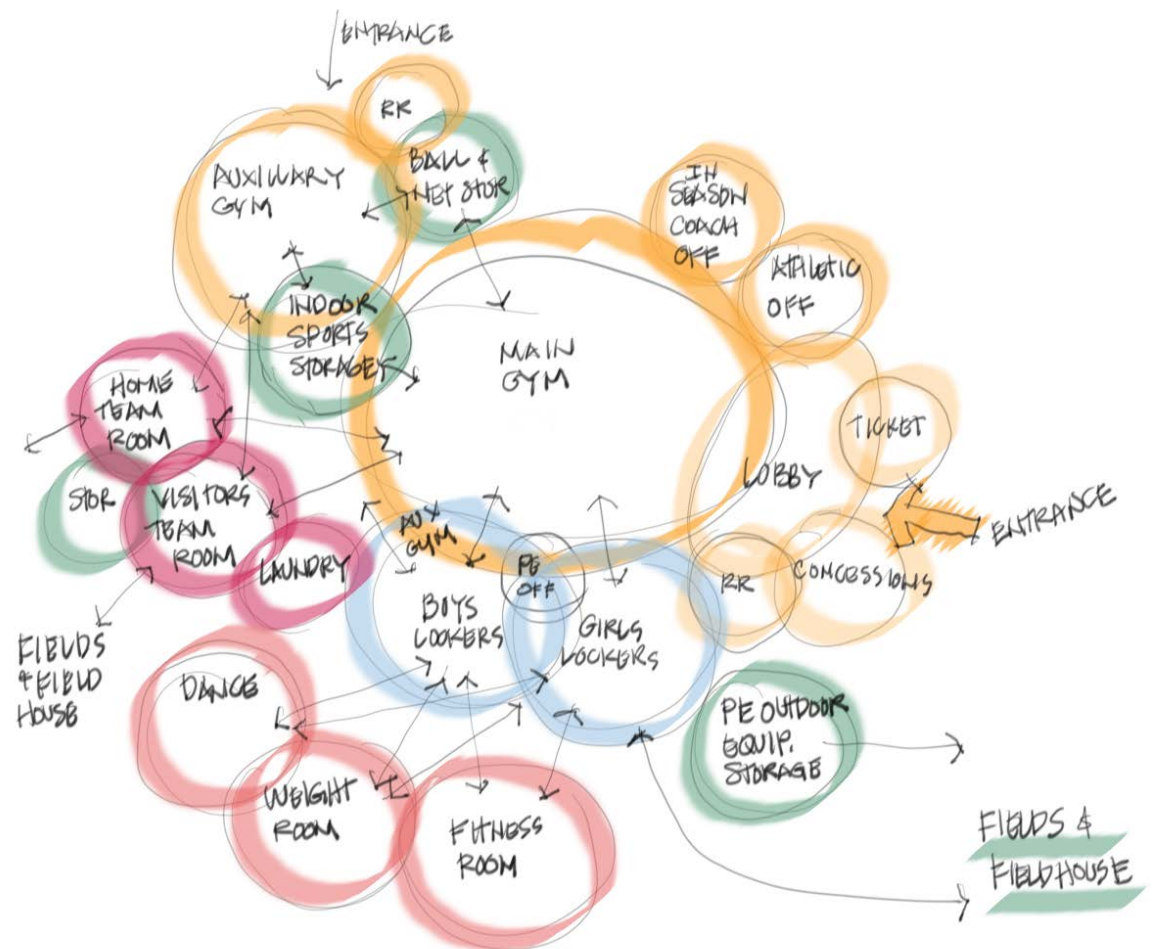
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Physical Education / Athletics Adjacencies

The Physical Education facilities can be broken up into two major groups: the main building and the field house.

Within the main building, the Lobby, Ticket Booth, Concessions, Public Restroom and Family Restroom support activities in the Main Gym. Additionally, three storage rooms for PE equipment, indoor athletic equipment, and the gym floor cover support the Main Gym primarily and also the Auxiliary Gym. The Athletic Director and In-Season Coach Offices should have quick access to Gyms and Fields and be easy to find for visitors. The Multi-Use Room which functions as a Visitor Team Room needs to be within easy access to the Gym for the Visiting Team. Finally, the Locker Rooms with Restrooms, Showers, PE Teacher Offices and Staff. Ideally restrooms are placed between the fields and gyms. The Locker Rooms have a connection to the Training Room and Laundry Room. The Fitness, Weight and Dance Rooms should be in proximity to the Locker Rooms too. Lastly, the PE Outdoor Equipment Storage should be located on the way out to the fields and hard court areas.

In all physical education areas, exposed masonry is the preferred wall finish, where not used high impact gypsum should be utilized. The main building should be equipped with air conditioning in all instructional spaces and offices.



Lobby, Ticket Booth, Concessions, Restrooms

Lobby/Gallery

As a public waiting area, the Lobby has an opportunity to provide display opportunities for trophies and banners. Provide the electrical outlets to support a digital display.

Restrooms

Use restroom standards.

Ticket Booth Key Elements

- ☐ Two windows to the exterior
- ☐ Lockable draws under countertop under service windows
- ☐ Duplex data port for a phone
- ☐ Two duplex electrical outlets

Concessions Key Elements

- ☐ Service counter to the Lobby
- ☐ Lockable when not in use
- ☐ Electrical and plumbing to support a Refrigerator and Ice Machine
- ☐ Two duplex electrical outlets
- ☐ Hand washing sink
- ☐ Shelving for dry goods and paper supplies

Main Gym, Gym Floor Cover Storage Room, PE Net and Ball Storage, Indoor Athletic Sport Storage

The main gym is a teaching station for physical education and a major event space on campus. Events go beyond athletics and include large meetings, assemblies, and rallies. This large space needs to meet the needs for all these requirements. When alternative uses are being accommodated, a gym floor cover is used. This cover is stored on carts in the Gym Floor Cover Storage Room when not in use. Double doors or an oversize door should be considered to help to maneuver carts in and out.

PE Net and Ball Storage and Indoor Athletic Storage

These rooms serve the same purpose but for different users. Storage specifically designed for sports equipment should be considered to maximize the efficiency of these rooms. They both will store nets, balls, standards, cones and other equipment used in the gyms. The athletic storage will also house the uniforms when not in use for volleyball, basketball, and wrestling.

Main Gym Key Elements

- ☐ Ceiling exposed structure with acoustical treatment on underside of the roof
- ☐ Full clearance from all structure and equipment up to 23' over the main volleyball court
- ☐ Electric operated retractable bleacher seating on either side of main event basketball court
- ☐ Gym divider to allow two practices at once
- ☐ Two electronic multisport scoreboards
- ☐ Two shot clocks
- ☐ Six to eight retractable basketball backboards and goals
- ☐ Projection screen
- ☐ Mounted projector
- ☐ Wall padding behind event court basketball stops
- ☐ Public address and music system
- ☐ Scoreboard, PA, sound system, and projector controls to on floor scores table
- ☐ Hardwood cushioned flooring
- ☐ Striping for practice courts for basketball, volleyball, and badminton
- ☐ Striping for event court for basketball and volleyball
- ☐ Mat hosts for wrestling mats
- ☐ Emergency kit with defibrillator
- ☐ Logo at center court and team name in end zones
- ☐ Platform area at the top of bleachers for event video taping
- ☐ Exhaust fan in addition to HVAC system

Auxiliary Gym and Athletic Director / In Season Coach

Athletic Director / In Season Coach

This shared office should support up to four desks and shared conference table. Provide the option for a digital display.

Auxiliary Gym Key Elements

- ☐ Ceiling exposed structure with acoustical treatment on underside of the roof
- ☐ Retractable bleacher seating on either side of the court
- ☐ Two electronic multisport scoreboards
- ☐ Two shot clocks
- ☐ Two to four retractable basketball backboards and goals
- ☐ Projection screen
- ☐ Mounted projector
- ☐ Wall padding behind event court basketball stops
- ☐ Public address and music system
- ☐ Scoreboard, PA, sound system, and projector controls to on floor scores table
- ☐ Hardwood cushioned flooring
- ☐ Striping for practice courts for volleyball and badminton
- ☐ Striping for event court for basketball and volleyball
- ☐ Exhaust fan in addition to HVAC system

Locker Room, Locker Room Restroom, Locker Room Showers, PE Teacher Office and Restroom

Supervision and students maintaining personal space are vital for a locker room to be a safe environment. Lockers should be arranged in rows, not alcoves. Any lockers not along a wall should be no higher than four feet. Lockers on the walls maybe higher to increase capacity. Consider providing box lockers for each student with one larger locker to be used during the PE period.

In each locker room provide the following

- One 8' markerboard
- Hose bib
- Exhaust Fan
- Utility GFI electrical outlets
- Sealed concrete floors
- Built-in benches
- Supervision mirrors
- Water fountains

The PE Teacher Offices are split by gender and should have a direct view of the corresponding locker room. The size of the Office is based upon the assumed number of teachers. The Office must accommodate a desk for each teacher. Follow open office standards for each workstation.

While the restroom facilities should be sufficient for the locker room occupancy, the showers are rarely used and can be limited in number. Provide one ADA compliant shower and three additional shower stalls with curtains. Include a floor drain. Each PE Teacher Office should have an adjacent single occupancy staff restroom.

Training Room, Home Team Room, Laundry

Training Room

The training room should not be contained within the boy's or girl's locker room but be adjacent to both.

Training Room Key Elements

- ☐ One Whiteboard
- ☐ Tackable surface preferred
- ☐ One full-height lockable cabinet
- ☐ Double door to the exterior
- ☐ Two taping tables
- ☐ Tape cart
- ☐ One duplex data ports for phone access
- ☐ Electrical and plumbing to accommodate
 - ☐ Whirlpool
 - ☐ Ice machine (including floor sink)
 - ☐ Refrigerator
 - ☐ Drinking Fountain
 - ☐ Sink

Home Team Room

The team room should accommodate team meetings and dressing out on game days. Provide two walls of mesh lockers. Include a whiteboard, drinking fountain, exhaust fan, and locker room clock connected to the game clock. Floor to be sealed concrete.

Laundry

Provide utilities for a washer and dryer for athletic uniforms and loaned PE clothes. This building should be in proximity to the Locker Rooms and Indoor Athletic Sport Storage

Multi-Use Room, P.E. Outside Equipment Storage

Multi-Use/Tumbling/Mat Room/Visitors Team Room

The Multi-Use Room will need to be able to handle many functions. Two storage areas allow the transition to occur. Activities utilizing the mats include tumbling, gymnastics and CPR training. The mat alcove allows mats to be put away when not in use. An additional storage space can store chairs and tables to be used when physical education requires a classroom environment or by visiting teams. When mats are removed, the room can also accommodate aerobic workouts.

Multi-Use Room Key Elements

- ☐ Track mounted padding on three walls
- ☐ Entrance door, whiteboard, storage doors, three duplex electrical outlets, one duplex data ports for phone access, and locker room clock connected to the game clock on the fourth wall
- ☐ Cushioned wood flooring, covered by 2'x4' mats
- ☐ Sound system with controls in a lockable cabinet

P.E. Outside Equipment Storage

This storage room will hold the equipment physical education class use in the fields. This equipment can include balls, bats, cones, goals, and flags. The room should contain shelves and open space for carts. Consider installing higher shelving over cart areas.

Fitness and Weight Room

Fitness Room

The fitness room provides cardio training for physical education. Provide electrical for 20 pieces of equipment and additional open space for stretching, steps, or non-powered equipment. This room should accommodate 50 students.

Fitness Room Key Elements

- ☐ Sound system with control equipment in a lockable cabinet
- ☐ Electrical for 20 pieces of cardio equipment
- ☐ One duplex data ports for phone access
- ☐ Whiteboard
- ☐ Rubberized flooring
- ☐ Rack for exercise balls and steps
- ☐ Double doors
- ☐ Adjacent to weight room with connecting doors

Weight Room

Weight room should provide resistant machines for physical education. Free weights will only be used in the field house weight room. This room should be designed for circuit training for a full PE class to promote lifelong fitness. If the physical education program is not large enough to support both weight and fitness rooms, consider combining the two uses into this one room to provide both cardio and resistant equipment to a room for a full physical education class. Additional electrical may be required for the cardio equipment.

Weight Room Key Elements

- ☐ Sound system with control equipment in a lockable cabinet
- ☐ One duplex data ports for phone access
- ☐ Whiteboard
- ☐ Rubberized flooring
- ☐ Double doors
- ☐ Six fourplex electrical outlets for possible equipment
- ☐ Adjacent to weight room with connecting doors
- ☐ One wall with 6-8' high mirrors

Dance Studio and Dance Studio Storage

The dance program has the potential to support both the performing art and physical education departments. The studio should be designed with the main wall having the full length covered with 8' mirrors and 48" high dance bar. The side walls should have 6' high mirror except where one full height lockable storage cabinet is installed. Cabinet to have mirrored doors and house the controls for the sound system. All speakers should be mounted on the wall or in ceiling keeping the floor area clear. No shoes are allowed in the room. Place cubbies near the door for shoes and jackets. Consider bench seating in the hall outside the dance room. The wall opposite the main mirror wall should include a whiteboard and one duplex data jack for phone access. Provide electrical for two mounted Bluetooth capable televisions. Leave open space in the lockable cabinet for a laptop computer for controlling the televisions. Flooring shall be cushioned hardwood. Ceiling should be as high as possible with minimum 12' clearance.

Storage room should contain storage for both hanging and folded costumes and additional sound equipment.

Field House

The Field House is a collection of buildings. The design team with final direction from the District will determine the final number of buildings by examining the site constraints and cost of various options. Some functions may be accommodated under the bleachers if determined to be a cost saving option. The reference to a field house is to designate the location around the multi-use stadium and ideally adjacent to the softball and baseball fields, especially for the restroom and team room facilities.

The District may fund not all buildings or equipment. Before beginning design, confirm with the District Facilities Department what elements may be funded by the community or master planned for future additions, especially equipment in the Snack Bar.

Free Weight Room

This Weight Room focuses on elective advanced physical education programs and athletic teams. The room should include lifting platforms and free weights with lifting benches. Provide rubberized flooring and at least one mirrored wall.

Team Room and Student Restrooms

Two team rooms should be provided at the stadium. These team rooms are both used by the home team while the visiting team will use the Multi-Use room in the Main Building if proximity allows.

The team rooms should accommodate 40 to 45 students each with lockers around three walls and meeting space in the middle. A whiteboard should be placed on the fourth wall. The Student Restrooms are single occupancy and should be accessed one from each Team Room. During the fall, one team room will be for JV football and one for Varsity. During the winter and spring, the team rooms will change into girl's and boy's and support the sports offered during those seasons.

Staff / Officiant Restroom

This restroom will provide a place for the officiant to change before and after games. It can also be accessed by Physical Education teachers during the day and coaches after school.

Field House

Outdoor Sports Storage

This storage room supports all outdoor sports which can include football, soccer, softball, baseball, tennis, golf, cross country, track, and field. Storage specifically designed for sports equipment should be considered to maximize the efficiency of this room. An additional storage container may be required for large equipment which is less moisture and temperature sensitive such as hurdles.

Grounds

While grounds is not a physical education or athletic function, providing space for equipment to maintain the fields is important to the success of these programs. This area will store equipment based on the type of material used for the fields. While turf is preferred, grass may be used on the baseball, softball and practice fields.

Tickets

The ticket booth is used to sell tickets and control the entrance to the stadium, and the snack bar sells food and drinks during events.

Public Restrooms and Family Restroom

See ganged restroom and family restroom standards. Ideally, these restrooms should support physical education students during the day and all athletic facilities after school hours.

Ticket Booth Key Elements

- ☐ Two windows to the exterior of the stadium
- ☐ Lockable draws under countertop under service windows
- ☐ Duplex data port for a phone
- ☐ Two duplex electrical outlets

Snack Bar Key Elements

- ☐ Service counter to the stadium
- ☐ Secured with alarm
- ☐ Electrical and plumbing to support cooking equipment (confirm equipment types before beginning design)
- ☐ Two duplex electrical outlets
- ☐ Hand washing sink
- ☐ Shelving for dry goods and paper supplies

Exterior Requirements

Exterior field design is site dependent based on the land space available. Design teams should strive to cluster field areas to minimize access pathways and accessibility to support facilities. Provide the most flexibility possible to utilized field area throughout the school year for both athletic and physical education needs.

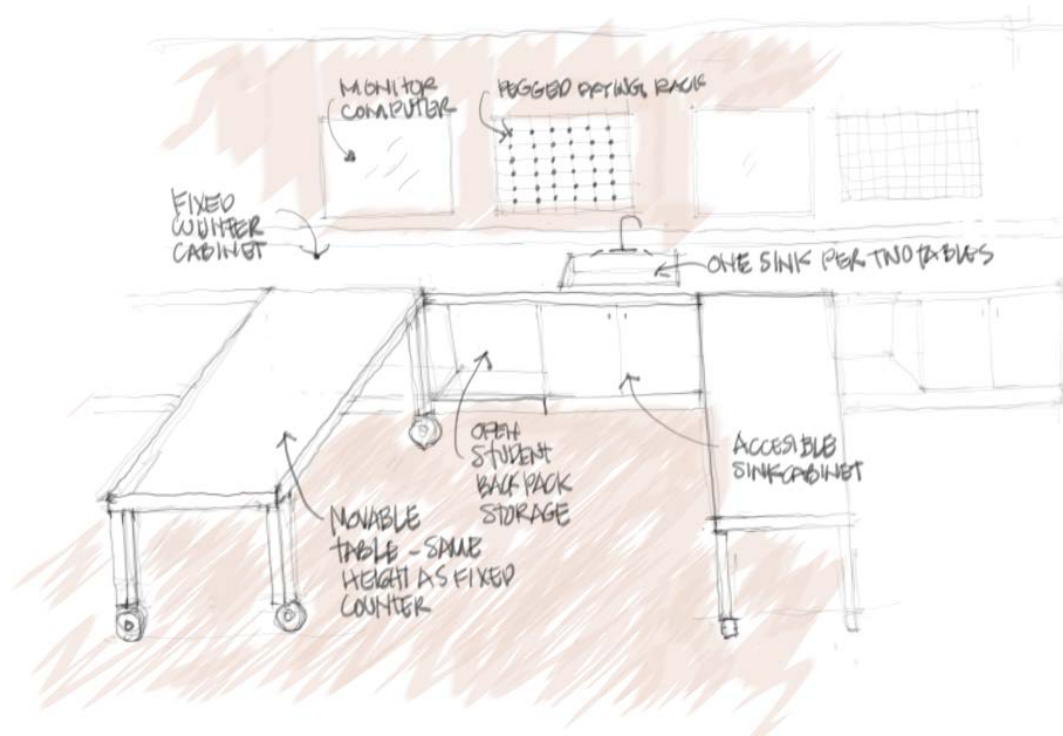


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Science Lab

Science labs offer an environment where project based and experimental learning can take place. With the Next Generation Science Standards, experiments are structured by students and happen more fluidly throughout the course of instruction. To allow this transition to be smooth and least time-consuming transition every science room should be lab ready. Student belongings should not interfere with this movement so open cubbies or hooks for backpack storage should be provided below the countertops. The room should not be an overly elongated rectangle which makes full group instruction difficult while students are at their lab stations, instead, the overall shape should be more closely resembling a square.

The labs should be clustered, preferably in groups of four, in order to share supplies through the joint workrooms.



Workroom Key Elements

- ☐ One acid cabinet
- ☐ One general chemical cabinet
- ☐ Refrigerator / freezer
- ☐ Dishwasher
- ☐ Drying rack over sink
- ☐ Safety shower with eyewash



Science Lab Key Elements

- ☐ Seating and moveable tables for 40
- ☐ Nine group areas with (eight standing height with one ADA height)
 - ☐ Television screen, duplex electrical outlet
 - ☐ Seating and moveable tables for four with an option for a fifth
 - ☐ One duplex electrical outlet with USB charging ports above countertop
 - ☐ Shared access to a sink with drying rack (one for every two groups), all sinks cold water one sink with hot water
- ☐ Maximizing the extent possible on three walls with countertops. Lower storage to be either lockable cabinets or backpack hooks. Hooks for 40 backpacks. No draws.
- ☐ Magnetic markerboards
- ☐ Duplex data port for a phone
- ☐ Provide the opportunity for electrical access to several locations in the middle of the room. This access can be accomplished through floor boxes or ceiling outlets with an adjacent eye hook, which can structurally support an electrical reel.
- ☐ [Use standard classroom technology](#)
- ☐ Exhaust fan
- ☐ Shop sink
- ☐ Duplex data port for a phone
- ☐ Direct access to a shared workroom
- ☐ Eye Wash
- ☐ Fire Blanket

Chemistry Lab

Chemistry labs require extra amenities to accomplish experiments needed to understand required concepts. There should be at least one chemistry lab at every high school and additional lab for every two general labs.



Chemistry Lab Key Elements

- ☐ All requirements for the general lab
- ☐ Lockable storage for glassware
- ☐ Hood

Chemistry Lab Workroom Key Elements

- ☐ All requirements for the general lab workroom
- ☐ Hood

General Information

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Program and General Requirements

Special education offers different programs to support the needs of students. Not all programs are offered at every school site. The minimum requirement for every campus is to have a Learning Center, a small room for Speech and Psychologist, and at least two Severely Handicapped (SH) Classrooms. Final quantity of the SH Classrooms is based on the number of students recorded in the Space Check List on the Start Here Tab. Non-Severely Handicapped (NSH) students can affect the overall capacity and are recorded in the “Start Here” tab of the Space Check List. If these students are in the general NSH program than there is no specially designed classroom required; a general classroom design is used. If the students are in the TEP/ED program then a different design is utilized. The final number of TEP/ED Classrooms should be confirmed before beginning design.

In all special education spaces, the ability for the rooms to broken down into smaller learning environments is essential to the individualized instruction. Environments will vary based on the program; however, the arrangement of electrical outlets, data access points, white boards and tackable surfaces should respond to compartmentalizing the room. Furniture and equipment will be different than general classrooms even if the built environment is the same as the general classroom. Confirm these items with District before completion of the design.

Learning Center, NSH and TEP/ED Classroom

Learning Centers and NSH programs augment core subject instruction for a student who requires additional assistances. Students that use the Learning Center or NSH Classrooms are either scheduled for a class in one of these rooms or pulled into these rooms as needed during a class period. Activities within a Learning Center include:

- Interventions
- One on ones
- Group work
- Testing
- Student individual computer work
- Individual Education Plan Meetings (IEP)

These rooms have no special design requirements and should mirror a general classroom. Furniture should be adjusted and confirmed before completion of design

TEP/ED Classroom

The Emotionally Disturbed Classrooms are standard classrooms with the addition of a small kitchenette. Include electrical and plumbing to support a microwave, refrigerator, and sink.

Severely Handicapped (SH)

Students who are assigned to an SH program spend more than 50 percent of their day in the SH classroom. Mobility, hygiene, and life skills are part of the core curriculum. Many of the students need some mobility assistance, so accessibility clearances are critical. Locate this facility on the ground floor with easy access to the bus drop-off zone but not in a location by themselves in the far end of campus. Access to the Nurse is also important.

Direct access to a restroom is vital to students' needs, privacy and education. Storage for personal items for each student is also needed adjacent to the restroom. See Restroom Standards for requirements. Infant changing tables are not appropriate; although fold down models rated for adults can be used. One restroom should have direct access to the classroom and to the hallway for students who have mobility needs but are not in the special education program.

SH programs use larger area than a general classroom. The room generally has 12 students and four adults. The life skills portion of the class should have access to a bed and living room setting but these elements should be moveable and the bed storable in a smaller area. The room shall have direct access to the Storage Room, Office/Testing Room, Restroom and outdoor Learning Patio. The storage room is designed for students to access cleaning supplies such as a mop or broom. The Office should comply with the general office standards with the addition of a view window to the SH Classroom.

SH Classroom Key Elements

- ☐ Short-throw interactive wall mounted projector above a "Teaching Wall" (full height lockable cabinets with sliding whiteboards)
- ☐ Additional marker board surfaces
- ☐ Two doors
- ☐ Provide tackable surfaces
- ☐ Ten duplex electrical outlets
- ☐ Duplex data port for a phone
- ☐ Dimmable lights with manual controls
- ☐ Life Skills Kitchen
 - ☐ Oven
 - ☐ Upper and lower cabinets
 - ☐ Sink with hot and cold water and ADA access
 - ☐ Refrigerator
 - ☐ No Dishwasher or garbage disposal
- ☐ Washer and Dryer
- ☐ Direct access to a patio
 - ☐ Hose bib for an option to have a raised garden bed
 - ☐ Cover or overhang for shade
 - ☐ Concrete area for students to have activities outside or as a cooldown location
 - ☐ Visual connection to the Classroom

Hearing Impaired Rooms, IEP Conference Room and Psychologist/Speech Therapy Room

Hearing Impaired Rooms

This room is half sized classroom and should include all elements of the general classroom. Confirm quantity before beginning design. This room provides a space for tutoring, assessment, and small group instruction. Sound absorption and separation are critical for this room. Consider carpeting for flooring. Provide flashing lights for bell and fire alarm systems.

IEP Conference Room and Psychologist/Speech Therapy Room

See conference room standards. Rooms should be located in proximity to the SH classrooms.

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Support Functions

All support spaces are utility spaces where finish selection should be made for durability. Flooring shall be sealed concrete unless the District approves the alternative. All walls should be taped and sealed gypsum wall board with plywood covering up to 8' where shelving is not planned. All walls where shelving could be placed, provide blocking in walls, excluding electrical and technology rooms. Provide ventilation as required by code but avoid louvers below 6' if possible. Provide at least one duplex plug in each storage area. Windows are not desired in any of these spaces.

Storage Areas

The Storage Areas support the education program supplies, such as shipments of paper, extra furniture, and bulk supplies. All walls should contain backing to attach metal shelving.

Central Custodial Storage and Office

The Central Custodial Storage and Office should include the requirements for a general office with the addition of full height storage shelves for supplies and cleaning products. Include a stainless steel mop rack over the floor sink. This room should be placed near a delivery drop-off area and preferably near the MPR.

Satellite Custodial Rooms

Satellite Custodial Rooms should be provided in each building on every floor. Include a stainless steel mop rack over floor sink and upper shelves above the cart storage.

MDF and IDF Rooms

See Technology Standards for room requirements and spacing. Confirm that all voltage equipment can be accommodated including the data network, bell clock intercom, security, and fire panel.

Central Electrical and Satellite Electrical Rooms

Maintain three feet clear in front of all panels and do not block with door.

Maintenance Shop

The Maintenance Shop will support the tools for repair work, material and part storage, office space for the maintenance staff, and receiving for all larger items not associated with the kitchen. This area should be easily servable to delivery trucks without crossing pedestrian pathways. This area is associated with the Maintenance Yard which should be fully enclosed with a fence and provide parking for campus carts and storage of weather resistant items.

Provide the following

- Storage shelving for items such as light bulbs, ceiling tiles, paint, filters and other boxed items
- Storage for large items such as piping and wood
- Electrical for hand tools and free standing equipment
- Sink
- Workbench
- Office area using the open office standard
- Roll-up door and clear area for pallet deliveries



High School Space Check List

WCCUSD

DRAFT

Sample Check List

This printed document contains a sample check list. This list uses hypothetical capacity number to display the results of the formulas built into the spread sheet. The quantities and square footage listed are only applicable to this sample and will change based on the design capacity of a project, when it is implemented. The working check list is maintained by the District Facilities Department. They will create a project specific check list at the beginning of each project.

General Information - START HERE

School Name

Sample Only

Maximum Design Capacity	1000
Class Size	33
# of SH Students	
# of NSH Students	
# of Periods	6
# of Lunches	1
Assumed % of Students Purchasing School Lunch Items	0.6

Required Teaching Stations*	39
Minimum # of large lockers in PE locker room**	46
Minimum # of small lockers in PE locker room**	276

Required # of Point of Sale for Food Services*	4
--	---

*Quantity is calculated using a formula

** Assumption based on 2 years of required Physical Education, if additional years are required additional lockers will be needed

Summary

School: Sample Only

	Ed Spec			SD			DD		
	# of teaching station	Net Square Feet	Exterior Square Feet	# of teaching station	Net Square Feet	Exterior Square Feet	# of teaching station	Net Square Feet	Exterior Square Feet
Campus Core	0	22,264	2,450	0	0	0	0	0	0
Classrooms	31	32,790	0	0	0	0	0	0	0
Arts	6	23,016	2,070	0	0	0	0	0	0
Pathways	0	0	0	0	0	0	0	0	0
Physical Education/Athletics	6	37,265	0	0	0	0	0	0	0
Science	0	0		0	0		0	0	
Special Education	0	1,180	0	0	0	0	0	0	0
Support	0	2,560	40,600	0	0	0	0	0	0
Total	43	119,075	45,120	0	0	0	0	0	0
Maximum Grossing Factor (25%)	29,769								
Total Building SF	148,844			0			0		

Teaching Stations Required	39	39	39
Deficit or Surplus	4	(39)	(39)

	Ed Spec - # of restrooms	SD - # of restrooms	DD - # of restrooms
Public	0	0	0
Family	4	0	0
Student	2	0	0
Staff	5	0	0
General	2	0	0
Total	13	0	0

Campus Core

School: Sample Only

	Ed Spec				SD				DD			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Administration												
Lobby / Museum		1	300	300								
Parent Room		1	300	300								
Public Restroom (Family)		1	80	80								
Clerical/Office Mgr		1	400	400								
Principal's Office		1	150	150								
Conference Room		1	250	250								
Community Reception		1	100	100								
Record Clerk's Office		1	150	150								
Records Storage		1	150	150								
Guidance Clerical / Reception		1	120	120								
Counselor's Office*		2	120	240								
College & Career Center		1	440	440								
Career Office		1	85	85								
Work Experience Office		1	85	85								
Cashier's Office		1	120	120								
Vault		1	70	70								
Attendance Office		1	144	144								
Supply Storage		1	150	150								
Work / Mail Room		1	300	300								
Staff Restrooms (Unisex)+												

Campus Core

School: Sample Only

	Ed Spec				SD				DD			
Lobby Reception Area		1	120	120								
Nurse's Office		1	120	120								
Nurse's Restroom		1	64	64								
Assist. Principal's Office		3	120	360								
Conference Room		1	180	180								
Site Supervisors' Office		1	150	150								
Safety Resource Officer (SRO)		1	120	120								
Health Center	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Waiting / Reception/Clerical		1	350	350								
Counseling Office		7	90	630								
Meeting Room		2	250	500								
Exam Room		2	100	200								
Calming/Safe Room		1	80	80								
Dental		1	200	200								
Work Room/Copier/Lunch		1	200	200								
Records Storage		1	85	85								
Staff Restrooms (Unisex)		1	80	80								
Student Restroom (Unisex)		1	80	80								

Campus Core

School: Sample Only

	Ed Spec				SD				DD			
Library/Media Center	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Lobby/Entry		1	200	200								
Circulation Desk		1	200	200								
Reading Room/Stacks		1	4,500	4,500								
Librarian's Office		1	85	85								
Workroom		1	157	157								
Textbook Room		1	1,000	1,000								
Textbook Office		1	85	85								
Restrooms		2	80	160								
Multi-Purpose Room	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Student Dining*		1	4,000	4,000								
Chair / Table Storage		1	700	700								
Restrooms+												
Staff Lounge		1	980	980								
Kitchen		1	1,000	1,000								
Snack Bar*		1	200	200								
Speed Line*		2	300	600								
Service Window*		1	350	350								
Office		1	80	80								
Changing Room		2	50	100								
Staff Restrooms		1	64	64								
Walk-in Refrigerator / Freezer		1	250	250								
Dry Storage		1	400	400								
Total	0			22,264	0			0	0			0

Campus Core

School: Sample Only

	Ed Spec				SD				DD			
	Ed Spec - Exterior				SD - Exterior				DD - Exterior			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Library Exterior Patio		1	450	450								
Outdoor Covered Dining*		1	2,000	2,000								
Quad												
Kitchen Delivery/Service												
Total				2,450				0				0

+ Quantity is driven by Code Requirements

* Quantity is calculated using a formula which is connected to the "Start Here" tab

Restroom Facilities - Quantity should reflect the # of occupancy

Cells to be completed by Architect or District Representative (Site Specific)

Classrooms

School: Sample Only

	Ed Spec				SD				DD			
Classrooms	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Classrooms	31	31	960	29,760								
Teacher Workstations / Collaboration Spaces		Design Driven		2,480								
Staff Restrooms+												
Student Restrooms+												
Faculty Workroom		1	450	450								
Instructional Specialist Office		1	100	100								
Total	31			32,790	0			0	0			0

	Ed Spec - Exterior				SD - Exterior				DD - Exterior			
Administration	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Outdoor Learning Areas			450	0								
Total				0				0				0

+ Quantity is driven by Code Requirements

* Quantity is calculated using a formula which is connected to the "Start Here" tab

Restroom Facilities - Quantity should reflect the # of occupancy

Cells to be completed by Architect or District Representative (Site Specific)

Music

School: Sample Only

	Ed Spec				SD				DD			
Art	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Art Classroom	1	1	1,350	1,350								
Storage		1	300	300								
Ceramics Classroom	1	1	1,500	1,500								
Glaze Room		1	150	150								
Storage		1	150	150								
Photography Classroom	1	1	980	980								
Office/Camera Storage		1	100	100								
Music	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Band Room / Choir	1	1	2,350	2,350								
Instrument Storage		1	550	550								
Uniform Storage		1	100	100								
Guitar Storage		1	160	160								
Band Office		1	100	100								
Sheet Music Storage		1	80	80								
Large Practice Room		1	150	150								
Small Practice Room		3	80	240								
Digital - Recording Room		1	170	170								
Choir	1	1	1,600	1,600								
Choir Office		1	100	100								
Robe Storage		1	56	56								
Piano Lab	1	1	980	980								

Music

School: Sample Only

	Ed Spec				SD				DD			
Theater	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Lobby / Gallery		1	1,000	1,000								
Ticket Booth		1	120	120								
Concession		1	150	150								
Family Restroom		1	100	100								
Public Restroom+												
Theater: Audience		1	4,000	4,000								
Theater: Stage		1	2,300	2,300								
Control Room		1	200	200								
Dimmer Room		1	100	100								
Green Room		1	250	250								
Dressing Room/Make-Up		2	175	350								
Student Restroom		1	80	80								
Costume Storage		1	200	200								
Prop/Scene Storage		1	200	200								
Scene Shop		1	900	900								
Drama Classroom (Black Box)		1	1,800	1,800								
Drama Office		1	100	100								
Total	6			23,016	0			0	0			0

Music

School: Sample Only

	Ed Spec				SD				DD			
	Ed Spec - Exterior				SD - Exterior				DD - Exterior			
Art	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Shared Art Patio		1	2,000	2,000								
Kiln Enclosure		1	70	70								
Total				2,070				0				0

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Restroom Facilities - Quantity should reflect the # of occupancy

Cells to be completed by Architect or District Representative (Site Specific)

Pathways

School: Sample Only

	Ed Spec				Ed Spec				Ed Spec			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Technology Lab	0		1,200	0								
Academy Lab & Professional Practice	0		2,400	0								
Storage Room		0	200	0								
Teacher Workstations / Collaboration Spaces	0	Design Based		0								
Total	0			0	0			0	0			0

	Ed Spec - Exterior				SD - Exterior				DD - Exterior			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Outdoor Scene Building Area		0	900	0								
Total				0				0				0

+ Quantity is driven by Code Requirements

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Restroom Facilities - Quantity should reflect the # of occupancy

Cells to be completed by Architect or District Representative (Site Specific)

Physical Education & Athletics

School: Sample Only

Main Building	Ed Spec				Ed Spec				Ed Spec			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Lobby		1	1,000	1,000								
Ticket Booth		1	80	80								
Concessions		1	200	200								
Main Gym	1	1	13,000	13,000								
Auxiliary Gym	1	1	6,700	6,700								
Gym Floor Cover Storage		1	160	160								
PE Net And Ball Storage		1	50	50								
Indoor Athletic Sport Storage		1	200	200								
Athletic Director / In Season Coach		1	250	250								
Family Restroom		1	100	100								
Public Restroom+												
Locker Room*		2	1,150	2,300								
Locker Room Restroom+												
Locker Room Shower		2	140	280								
PE Teacher Office*		2	144	288								
Staff Restroom		2	80	160								
Training Room		1	200	200								
Home Team Room		1	550	550								
Laundry		1	75	75								
Multi-Use/Tumbling/Mat Room / Visitors Team Room	1	1	1,600	1,600								
Mat Alcove		1	50	50								
Multi-Use Room Storage		1	50	50								

Physical Education & Athletics

School: Sample Only

	Ed Spec				Ed Spec				Ed Spec			
P.E. Outside Equipment Storage		1	150	150								
Fitness Room	1	1	1,500	1,500								
Weight Room	1	1	1,600	1,600								
Dance Studio	1	1	2,200	2,200								
Dance Studio Storage		1	64	64								
Field House												
Free Weight Rm.		1	1,700	1,700								
Student Restroom		2	64	128								
Team Rooms		2	700	1,400								
Staff / Officiant Restroom		1	100	100								
Outdoor Sports Storage		1	350	350								
Grounds		1	200	200								
Tickets		1	80	80								
Snack bar		1	400	400								
Family Restroom		1	100	100								
Public Restrooms (M&W)+												
Total	6			37,265	0			0	0			0

Physical Education & Athletics

School: Sample Only

	Ed Spec				Ed Spec				Ed Spec			
	Ed Spec - Exterior				SD - Exterior				DD - Exterior			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Blacktop Basketball/Volleyball Courts		4 to 6										
Multi-Use Practice Field		1 to 2										
Stadium Field with Track & Field Events		1										
Softball		1 to 2										
Baseball		1 to 2										
Tennis		4 to 6										
Total				0				0				0

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Restroom Facilities - Quantity should reflect the # of occupancy

Cells to be completed by Architect or District Representative (Site Specific)

Science

School: Sample Only

	Ed Spec				SD				DD			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Multi Use Science Lab												
Lab	0		1,500	0	0		1,500	0	0		1,500	0
Work Room		0	250	0		0	250	0		0	250	0
Chemistry Room												
Lab	0	0	1,600	0	0	0	1,600	0	0	0	1,600	0
Work Room		0	300	0		0	300	0		0	300	0
Total	0			0	0			0	0			0

+ Quantity is driven by Code Requirements

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Restroom Facilities - Quantity should reflect the # of occupancy

Cells to be completed by Architect or District Representative (Site Specific)

Special Education

School: Sample Only

Special Education	Ed Spec				SD				DD			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
NSH Classroom		Use General Classroom										
Learning Center		Use General Classroom										
TEP/ED Classroom	0		960	0								
SH Classroom	0	0	1,250	0								
SH Office/Testing Room		0	120	0								
SH Storage		0	40	0								
SH Restroom		0	140	0								
HI Classroom		1	500	500								
IEP Conference Room		1	480	480								
Psychologist / Speech Therapy		1	200	200								
Total	0			1,180	0			0	0			0

	Ed Spec - Exterior				SD - Exterior				DD-Exterior			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Learning Patio		0	900	0								
Total				0				0				0

+ Quantity is driven by Code Requirements

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Restroom Facilities - Quantity should reflect the # of occupancy

Cells to be completed by Architect or District Representative (Site Specific)

Support

School: Sample Only

	Ed Spec				SD				DD			
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Site Maintenance Facility												
Workshop		1	1,600	1,600								
Storage Areas		2	120	240								
Custodial Office		1	120	120								
Satellite Custodial			80	0								
Central Electrical		1	300	300								
MDF Room		1	300	300								
IDF Rooms			80	0								
Satellite Electrical			80	0								
Total	0			2,560	0			0	0			0
Ed Spec - Exterior				SD - Exterior				DD-Exterior				
	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total	Teaching Station	Qty	Size	Total
Maintenance Yard		1	2,500	2,500								
Visitor Parking		10	300	3,000								
Staff Parking*		117	300	35,100								
Student Parking			300	0								
Bus Drop-Off												
Parent Drop-Off												
Total				40,600				0				0

+ Quantity is driven by Code Requirements

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Restroom Facilities - Quantity should reflect the # of occupancy

Cells to be completed by Architect or District Representative (Site Specific)