



# CLOVIS UNIFIED SCHOOL DISTRICT

## SECONDARY EDUCATIONAL SPECIFICATIONS

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## **EDUCATIONAL PROGRAM**

The facilities should support the educational programs of the schools. Listed below are concepts that will guide instruction at the Third Education Center.

- A school-within-a-school house approach will allow the intermediate and high schools to be divided into smaller administrative units.
- The focus of the instructional program will be personal interaction between students and the staff. The facility should provide the option of assigning students to a team of teachers for at least half of their school day.
- The Center will house a number of human and social services to support students in their pursuit of academic achievement.
- The educational program will be organized around two year intervals: 7-8, 9-10 and 11-12. There will be a focus on the transition points into each of these periods of learning.
- A virtual high school approach will complement the traditional delivery of instruction. The District has initiated the Clovis Online School.
- The schools will serve as community centers beyond the regular school hours. This would include the active recreation facilities, wellness/fitness rooms and the CUSD concert hall and black box theater.
- The intermediate and high school programs will be articulated with the State Center Community College District (SCCCD) programs whenever possible.
- The performing arts center will complement the MET in providing facilities for the full spectrum of performing arts performances. The concert hall and black box theater will service multiple campuses in CUSD.
- The technology to support “Anywhere, Anytime” Learning will be made available to students.
- The educational program should foster mentoring, independent thinking and life-long learning.
- The schools will provide a comprehensive program and have established attendance boundaries.

## MASTER SITE PLAN

The Master Site Plan should be designed with the following assumptions:

- The fire lane should serve as a roadway to the north side of the building area. The roadway should separate the building area from the playfield area.
- The intermediate school buildings should be set towards the southeast portion of the site, the high school buildings to the southwest, and the playfields to the north.
- Vehicular and pedestrian traffic needs to be planned in conjunction with the SCCC campus on the south side of International Avenue.
- Building space will be 400,000+ square feet. Two story buildings are an acceptable option.
- The following athletic/physical education facilities need to be planned for the Center:

Soccer – 6 fields (varsity field inside the track)

Football – 5 fields (no stadium, main field inside the track)

Baseball – 1 varsity, 4 other fields

Softball – 1 varsity, 4 other fields

Tennis – 12 courts at high school, 6 courts at intermediate

Outdoor Basketball – 10 courts at high school, 6 courts at intermediate school

Track – all weather track (football/soccer field inside, runways outside of track)

Pool – replicate the dimensions of the Reagan pool

- Separate bus loading from parent drop-off zones.
- Allow for instructional areas to be closed off from facilities made available for community use during non-school hours.
- Incorporate amphitheaters/courtyards into the design.
- Plan for a future teen parenting program (triplewide and play yard).

## OVERALL DESIGN

The overall design should incorporate the following considerations:

- The Intermediate classrooms should be organized into three houses. Each house should contain the following rooms/areas:
  - Learning Directors & related spaces (see Administration)
  - Nine classrooms organized into sets of three with flexible, interior walls for instruction in English, Mathematics and Social Science
  - Pair of science classrooms
  - Special Education classrooms need to be integrated into the plan
- The High School classrooms should be organized into four houses. Each house should contain the following rooms/areas:
  - Learning Director & related spaces (see Administration)
  - Each house should have nine classrooms organized into two sets of three with flexible, interior walls for instruction in 9-10 English, Mathematics and Social Sciences
  - Each house should have eight additional classrooms

Science classrooms need to be located for easy access to the houses

Special Education classrooms need to be integrated into the plan

- An “educational mall or main street” should be developed to house administrative and student support services. It could serve as the gateway to the theater, library, etc. It could be central area for the intermediate and high schools.
- The mall could also include food court with multiple serving stations.
- The technology infrastructure will need to support a wired and wireless system.
- The LAN should have a digital backbone and carry all medians of communication (telephone, data, EMS, video, intrusion, etc.)
- The Architect will develop the Master Site Plan. It is anticipated that a number of two story buildings will be required to house the requested educational programs and desired playfields/playcourts.
- The District will jointly plan International Avenue, the parking lots, unloading zones etc. with State Center Community College District (SCCCD).
- The following facilities will have joint District/community use options:
  - Child Care facility for children of employees
  - Wellness/Fitness Center
- There will be no exterior book lockers or relocatable buildings. There will be physical education/athletic lockers.
- The Center will open similar to the Reagan Education Center (REC), that is, with the buildings to house grades 7 – 9 in the first year and all buildings in the second year.
- There should be various sizes of instructional spaces and the selective use of flexible wall systems.
- The buildings should consider the standards of the California High Performance Schools (CHPS) project, including the daylighting requirements.
- There should be a limited number of access points to the classrooms and interior portion of the campus.
- An analysis of building costs and operational costs needs to be done for the overall design and systems.
- Consideration should be given to joint operational planning with SCCC. This should include food service, plant operations, technology, etc.

## STUDENT LOADING

<b>FACILITIES</b>	<b>NUMBER OF ROOMS</b>	<b>STATE LOADING FACTOR</b>	<b>TOTAL STUDENTS</b>
<b>INTERMEDIATE</b>			
Classrooms, Houses	27	27	729
Classrooms, Other	12	27	324
Science Labs	6	27	162
MPR – Band, Choir	2	27	54
Special Ed	3	12	36
Subtotal	50		1,305
<b>HIGH SCHOOL</b>			
Classrooms, Houses	36	27	972
Classrooms, Other	32	27	864
Science Labs	12	27	324
Performing Arts	4	27	108
Special Ed	4	12	48
Subtotal	88		2,316
<b>SHARED ROOMS</b>			
LMC Classrooms	1	27	27
Applied Arts	9	27	243
Subtotal	10		270
<b>TOTAL</b>	<b>148</b>		<b>3,891</b>

Notes:

1. State loading factors do not include physical education classes.
2. Special education includes full day classes but not RSP space.

## SQUARE FOOTAGE

Listed below is the approximate distribution of square footage for the project:

### Area    Square Footage

Administrative Function  
Academic Classrooms  
Science  
Performing Arts  
CUSD Music Hall/Black Box Theater  
Special Education  
Library Media Center  
Gymnasium/Locker Rooms/  
    Weight Training/Pool  
Food Service/Student Commons  
Technology Systems  
Playfields/Playcourts/Stadiums  
Maintenance/Grounds/Custodial  
Operating Systems  
Storage/Janitorial/Mechanical  
Restrooms  
Corridors

### ADMINISTRATIVE FUNCTION

#### Overall

- The intermediate and high schools should have separate administrative offices near the center of the campus.
- The high school administration office should have the following:
  - Principal
  - Deputy Principal
  - Secretaries
  - Registrar
  - Finance
  - Attendance
  - Workroom
  - Restrooms
- The intermediate school administration office should house the following:
  - Principal
  - Secretary
  - Registrar
  - Finance
  - Attendance
  - Workroom
  - Restrooms

- An office and conference room for an Area Administrator should be planned for the center part of the campus, such as the library media center.
- A student services center for both schools should house the following personnel/functions:
  - Psychologist
  - Counselors
  - Nurses
  - Speech therapists
- A common security center should house the following:
  - Police office
  - Probation officer
  - Video surveillance monitors
- The Activities Directors should be housed by the MPR/Student Commons/Student Store.
- The Athletic Directors should be housed near the gymnasiums/weight training rooms.
- Learning Director/Professional Centers (3) for the intermediate school should be located in the academic classroom area of the campus. Each center should contain the following personnel/facilities:
  - Learning Director
  - Guidance Instructional Specialist
  - Secretaries (2)
  - Workroom
  - Meeting room – capacity of 15
  - Staff restrooms
  - Storage
- Learning Director/Professional Centers (4) for the high school should be located in the academic classroom area of the campus. Each center should contain the following personnel/facilities:
  - Learning Director
  - Second office
  - Secretary
  - Workroom
  - Meeting room – capacity of 15
  - Conference room – capacity of 6
  - Staff restrooms
  - Storage
- There will not be departmental offices at either the intermediate or high school levels.
- The area for the central administration should contain mailboxes for all staff members at the center.

## **ACADEMIC BUILDINGS AND CLASSROOMS**

### **Specifics for All Classrooms and Laboratories**

- Vinyltack walls
- Exterior windows, minimum of 10 square feet
- Lighting controls – 1/3, 2/3, full
- Whiteboard

- Screen
- Digital clock
- TV/storage cabinet
- Blocking and cable for ceiling mounted projector
- Storage cabinets– 4' x 7' (minimum of two per room)
- Bookcase
- Location for a document camera

## **SCIENCE**

### **Overall**

- The intermediate science labs should be grouped in sets of two and placed among the academic classroom areas.
- The high school science labs should be grouped together, centralized among the academic classrooms. There should be a total of twelve (12) labs.
- Science labs should be placed on the first floor if placed in a multiple floor building.

### **Specifics**

- Life science room to have tables or modifiable work spaces rather than fixed peninsulas.
- Built in screens and projectors
- Counter mounted environmental chambers. (See BEC and Reagan)
- Vent hoods in prep areas, physical science labs, eye wash and chemical shower stations in all work areas with the exception of the office.
- Built in chemical storage spaces.
- Hazmat storage/disposal area in the common prep.
- Common servers for sharing CD's/other media room to room/across the network.
- One microscope storage area in each life science lab.
- List of chemicals to be stored.
- Physical science rooms with flexible space and no fixed stations, moveable tables in flex space.
- Demo hoods in physical science rooms or place hood in the back of the classroom.
- Physics rooms - large tables, large cabinets for equipment in a flexible space.
- Larger circuits breakers in rooms to run hot plates, microscopes, laptop computers
- Four outlet boxes at each station preferable.
- Video connections on the main demonstration table facing the instructor.
- Exhaust fans in all rooms.

## **APPLIED ARTS**

### **Overall**

- There will not be classrooms/laboratories specifically for Home Economics or Business.
- There will be two (2) generic “technology” laboratories similar to those at the Reagan Center.
- The following labs should be developed:

Graphic design  
Drafting  
Animation  
Two-dimensional art (draw/painting)  
Three-dimensional art (ceramics)  
Digital photography

- There will be an automotive laboratory with a focus on the training of technicians.
- This area should have a department center and a place to display student art projects.

### **Graphic Design, Drafting, Animation**

- Concrete floors
- 12' - 14' ceilings
- Wireless internet access
- Outlets every 10' on walls
- Video projector – ceiling mounted

### **Two-Dimensional Art**

- Concrete floors
- 12' – 14' ceilings
- Plumbed for sink and drinking fountain
- Wireless internet access
- Outlets every 10' on walls
- Video projector – ceiling mounted
- Eight storage cabinets in classroom  
At least one cabinet per class period
- Dutch door on storage room
- Lighting: Left, right and central tracks
- Three sinks and four hand dryers should be adequate

### **Three-Dimensional Art**

- Concrete floors
- 12' – 14' ceilings
- Plumbed for sink and drinking fountain
- Roll-up door on one side
- Wireless internet access
- Outlets every 10' on walls
- Video projector – ceiling mounted

### **Digital Photography**

- Concrete floors
- 12' – 14' ceilings
- Wireless internet access
- Outlets every 10' on walls
- Video projector – ceiling mounted
- Studio space

- Clustered work stations in an office-like setting
- Desktop computers for the thirty (30) students per period. One computer per student
- Two (2) film scanners
- One (1) flat bed scanner for every five (5) computers
- Fifteen (15) digital cameras
- One (1) traditional 35 mm camera
- Basic computer software
- Color ink jet printer that offers photo quality
- Print finishing area (counter space) for matting and framing work. It should include a print trimmer and mat cutter

### **Gallery**

- Concrete floors
- Wireless internet access
- Outlets every 10' on walls
- Outlets every 10' on ceiling
- Four (4) floor outlets

### **Specifics**

Drawers shallow and very wide and deep to store paper stock and artwork

Cabinets with shelves and doors that lock for storing classroom supplies

Vinyltack walls

## **PERFORMING ARTS**

### **Overall**

- At the intermediate level, the band and choral rooms should be part of the multipurpose room building.
- The high school should have rooms similar to Clovis East for its band, choir, drama and dance programs.

## **CUSD CONCERT HALL AND BLACK BOX THEATER**

### **Overall**

- A concert hall and black box theater will be included at the Center as a District facility. A \$10,000,000 total project budget has been established for this building (approximately \$8,000,000 for construction and equipment).
- The concert hall should have a capacity of 1,000. The black box theater should seat 200.

### **Concert Hall**

- Good dance floor with ability to convert to a Marley floor.
- Excellent acoustics with adjustable acoustical baffles.
- Choral shell with flyable roof.
- Three pianos – concert and baby grands, upright.

- Music stands with lights.
- Music chairs.
- Platform risers system.
- Choral risers.
- Adequate sound, recording and lighting systems.
- Double doors to bring large instruments on and out of the Concert Hall.

### **Black Box Theater**

- A shared lobby for both the black box theater and the concert hall.
- Large Roll-up doors that allow movement of sets under construction. (The shop area that would separate the concert hall from the black box would serve as a sound buffer for both venues.)
- Moveable risers that hold 200 chairs. The audience can then be configured in many ways (three-quarter round, full round, etc.)
- Male and female dressing rooms.
- Backstage area with make-up mirrors and lighting.
- Lighting grid with multiple available circuits (instruments and control board in the booth).
- Additional lighting circuits along the base of the theater for additional lighting apparatus.
- Surround sound system built into the ceiling (control board in booth).
- Control booth above the house (accessed from backstage).
- Share make-up/costumes/restrooms with Concert Hall.
- Touch-up shop.
- Overhead doors to allow for delivery and take-away of sets.

## **SPECIAL EDUCATION**

### **Overall - Intermediate**

- 1 Functional Life Skills SDC classroom.
- 1 Emotionally Disordered SDC classroom.
- 1 DIS (Designated Instructional Services) classroom.
- 2 RSP classrooms (800 square feet each) with two office spaces of approximately 300 square feet in-between and connected to the classrooms. Each office should accommodate two teachers and a small conference table.
  - Science
  - English
  - Mathematics
  - Social Science
- All facilities on the first floor of a multiple-floor building.

### **Overall – High School**

- 2 Functional Life Skills SDC classrooms.
- 1 SDC Emotionally Disordered classroom.
- 1 DIS (Designated Instructional Services) classroom.

- 3 RSP classrooms (800 square feet each). Two of the classrooms should have two office spaces in-between and connected to the classrooms. Each office should accommodate two teachers and a small conference table.
  - Science
  - English
  - Mathematics
  - Social Science
- Vocational Education Specialist's office near one of the RSP rooms.
- All facilities on the first floor of a multiple floor building.

### **Functional Life Skills SDC Classroom – Intermediate**

- Oversized classroom to accommodate wheelchairs and equipment.
- Kitchen area within classroom.
- 1 adjacent room for bathroom (wheelchair accessible & room for changing tables).
- 1 adjacent room for office, conferences and storage.
- Placement on campus: priority concerns to be #1 near nurse and #2 near transportation pick-up/drop-off area.

### **Emotionally Disordered SDC Classroom – Intermediate**

1 Adjacent room for Mental Health Office and therapy sessions.

1 Adjacent room for Recreation Therapy room.

Placement on campus: near bathroom and transportation, but not centrally located.

### **DIS (Designated Instructional Services) Classroom - Intermediate**

- Classroom for instruction and teacher desk areas for hard-of-hearing specialist, adapted P.E. specialist, occupational therapist, physical therapist, etc.
- One adjacent room for language speech specialist office and space for instructional groups of 4 – 6.
- One adjacent room for vision impaired specialist office and Braille instruction with students (sound proofing as the Braille machine is very noisy).
- Central location on campus.

### **Functional Life Skills SDC Classrooms – High School**

- Oversized classrooms to accommodate wheelchairs and equipment.
- Kitchen set-up area within each classroom.
- 1 adjacent bathroom for each classroom (wheelchair accessible and room for changing table).
- 1 adjacent room for each classroom for office, conferences and storage.
- Placement on campus: priority concerns to be #1 near nurse and #2 near transportation pick-up/drop-off area. Separate the two classrooms on campus.

### **SDC Emotionally Disordered Classroom – High School**

- 1 Adjacent room for mental health office and therapy sessions.
- 1 Adjacent room for recreation therapy room.
- Placement on campus: near bathroom and transportation, but not centrally located.

### **Vocational Education Specialist's Office**

- Near one of the RSP rooms

### **DIS (Designated Instructional Services) Classroom – High School**

- Classroom for instruction and teacher desk areas for hard-of-hearing specialist, adapted P.E. specialist, occupational therapist, physical therapist, etc.
- One adjacent room for language speech specialist and space for instructional groups of 4 – 6.
- One adjacent room for vision impaired specialist and Braille instruction with students.

## **LIBRARY MEDIA CENTER**

### **Overall**

- A centrally located LMC should support the 7-12 educational program. Consideration should be given to instructional support areas related to the 7-8, 9-10 and 11-12 groupings of students.
- The LMC should be a virtual library allowing for the access of information on and off-site.
- A large group instructional room (lecture hall) seating two hundred students should be part of the LMC.
- The LMC should include the following rooms/functions:
  - Student workstations
  - Circulation desk/office area/processing and storage space
  - Office space for technology technicians
  - Textbook room
  - Professional collection/media storage
  - Classroom/reading room for seventy (70)
  - Classroom for teaching purposes
  - Server room

### **Student Work Station**

- Computer monitors need to be visible from the circulation desk for monitoring student use.
- Computers need to be located where sunlight will not strike monitor screens and cause glare.
- Student work stations need to facilitate word processing and research allowing for students to work comfortably.
- Adequate space for books and notebooks between computers.
- Need for sturdy, well-built keyboard pull-out trays; trays need to align with computers; adequate space between trays.
- Need for adequate electrical outlets and data ports.
- Furniture for computer stations must be sturdy enough to last considering the weight and size of high school students.
- All student work stations should be sit-down stations.
- Counter space flexible for use with a variety of activities – no carrels.
- Easy access to ports and power outlets (hinged doors can be inconvenient as machines need to be moved to get to them).

- Rounded corners on student work area counters – no sharp corners.

### **Circulation Desk/Office Area for Library Technicians/Processing and Storage Space**

- There are not enough people to leave the circulation area and go elsewhere for processing; everything must be done from one space.
- Buchanan High School is a good model for two technicians
- Need 3 check out stations.
- Need more than one exit/entrance from behind the counter.
- Enough outlets and phone lines for the 3 computers, printers, fax machine and other electronic needs – easy accessibility to the outlets.
- Area for printers easily accessible from the circulation desk (possible “T” formation).
- Library Technician work desks built into counter with a wind/privacy wall covering the work area, not the check-out area; adequate counter space for work at each station.
- Clear, unobstructed view of student work area from library technician work area.
- Adequate space to move carts of books behind counter.
- Adequate space for processing library resources.
- Plenty of file drawers, cabinets.
- Need counter behind circulation desk counter with locking cabinets and drawers.
- Ability to see ALL areas of the library, shelving, tables, computer screens, etc.
- Adequate shelving and drawers and cabinets with reliable locks.
- Combination of open shelving and locking cabinets and drawers.
- Book drop near student entrance (not accessible from outside library) with spring to lift books up as they are emptied.
- Need for at least one portable phone.
- Ergonomic chairs on wheels for use of technicians

### **Office Area for Library Media Teacher**

- Buchanan good example for two LMTs.
- Need a “real” office with a door for privacy, to lock and to shut out noise.
- Phone with long distance capability.
- Windows for a view of entire library office and student work area.
- Adequate data ports for backup and flexibility and power outlets to eliminate need for multiple power strips.
- Bookshelving needed, either built in or space provided for portable bookshelves.
- Space provided for furniture (file cabinets, desk etc.)
- Adequate space for planning/collaboration and conferencing with colleagues.
- Some drawers/cabinets that lock.

### **Office Area for District Computer Technicians**

- Secure room with locking cupboards built in.
- Accessibility from outside for students who need laptop repair work (vertical rolling door). Ideal would be to create a tech area open to campus so that students can bring computers directly to tech for service.
- Access to at least 8 power plugs, 8 Ethernet ports, for work on multiple computers.
- Phone

- Adequate work area for computer repair (minimum 24 sq. feet of space – work bench).
- Adequate desk space, drawers, file cabinets (3 people).
- Area for computer pick up – countertop, shelf or table.
- Storage space for minimum of 50 laptops.
- Recommend this room be separate from server room, but with an interior door.

### **Textbook Room**

- Textbook room housed in library media center (not separate room).
- Four pass-through windows for check out with window high enough so technician doesn't have to bend over to talk to students, with low shelf for books and higher shelf for computer.
- Overhang above the windows to keep students dry and shaded.
- Minimum 3 foot long railings for student line-up when classes use textbook windows.
- Adequate rolling shelves.
- Work space with lots of floor space for carts.
- Adequate floor space for storage of new texts, (space for 2 pallets filled with boxes of books).
- Adequate counter space for processing class sets of books.
- Double door for delivery of pallets of books.

### **Professional Collection/Media Storage**

- Separate area from where student resources are housed.
- Close proximity to circulation desk for easy check out and security.
- Locking cabinets for security during times when library is used outside of school day.
- Adequate/Adjustable shelving with backing.

### **Classroom Reading Area in LMC**

- Teaching area in actual library with flexible seating adequate to house two classes comfortably (minimum seating for 80).
- Additional seating for up to 18 students (approximately 3 additional rectangular tables seating 4-6 students each) for students on passes, student aides, P.E. Medicals, etc. This seating should be separate from the classroom area and in view of supervision from the circulation desk.
- Need for adequate power supply (for laptops) at all student work tables.
- Combination of round and rectangular tables seating 4-6 students each.
- Built-in electric screen in classroom seating area.
- Lighting considerations which allow for use of A.V. presentations and lighting flush to ceiling.
- Movable teaching station designated for use in the classroom reading area.

### **Separate Teaching Classroom**

- Separate teaching classroom with electric screen and podium with wireless microphone.
- Seating in U or Horseshoe design with student computer screens viewable from teaching station – video projector built in from ceiling.
- Adequate white boards viewable from student seating area.

- Adequate power supply for laptops for all students in room and for teacher preparation area.
- Locking storage area in classroom for A.V. equipment.
- Lighting flush to ceiling.

### **Bookshelves and Reference Materials for Student Resources**

- Bookshelves start 12 inches from floor; no higher than 7 feet; no longer than 12 feet; 12 inch depth.
- Easily adjustable, sturdy shelving.
- Backing required.
- Metal stripping for kickplate on bottom shelf.
- Bookshelves angled so visible from circulation desk.
- Wheelchair access around end of shelves.
- No “angled” shelf ends creating wasted book storage space.
- Shelving around perimeter walls no less than 6 feet and no higher than 7 feet.
- Adequate lighting between (not above) shelving units.

### **Technology Concerns**

- Server Room – Near computer tech area. Should include room for computer storage, server space. Library servers needed include: circulation including access from outside school network for students and print server to be used for LMC and throughout school. All library databases will be web-based so no need for room for CD-ROM tower, etc.
- Wiring in LMC should be combination of wireless and hard wired ports. Ports needed in all areas of LMC, not just circulation or computer areas.
- Circulation area – need 4 Ethernet ports; 8 power ports.
- LMC Office – Include 8 power outlets and 8 Ethernet ports, including closed circuit TV port.
- Printers – 3 printer stations needed: one in LMC area for students, one in circulation area, one in LMT office. Student printer should be visible from circulation area. LMC tech and circulation printers should be placed underneath counters.
- Counter areas of LMC need to be open and wide to handle computer needs of today, but be adaptable for computing needs in 5-10 years.
- Separate room for Closed circuit TV/video editing system. This room would be used for multiple VCRs for transferring programs out to classrooms as well as video taping relevant programs – but the responsibility for this should not be on the library staff – suggest attaching this room to whatever classroom area deals with broadcasting/animation/computer science.

### **Display Areas/Lighting Considerations**

- Align lights between shelves in all rooms (when lighting is directly above shelves, the shelves block the light).
- Locking Display cases.
- Free standing and built-in display cases, ideally.

### **Security Systems**

- One student exit with security gate.
- Keep metal studs/fixtures far enough away from security gate that it will not interfere with sensor device.
- Keep shelves holding sensed resources materials far enough away from security gate to ensure no interference with sensor device.
- Security gate must be high enough so students can't lift materials over it.
- Video surveillance system with monitor at circulation desk.

## **GYMNASIUM/LOCKER ROOMS/WEIGHT TRAINING/POOL**

### **Overall**

- The Center should have a gymnasium that can seat 3,000 and two gymnasiums that can hold 1,200.
- There should be two sets of locker rooms similar to those at REC.
- There should be two weight training facilities.
- These should be a single pool complex like REC.
- The plan should include a wellness center room at the high school level.

### **Specifics**

- Gymnasium lighting should be at least 50 foot-candles.
- The pool complex should have a minimal changing room, lockers and restrooms.

## **FOOD SERVICE/STUDENT COMMONS AREAS**

### **Overall**

- The goal for the cafeteria/commons area at the high school level is to create a social heart of the school. It should provide a place for food service, formal and informal social interaction, meetings, student activities and community use. It could serve as the lobby for the Concert Hall.
- The Intermediate School should have a more traditional multipurpose room, with band and choir rooms adjacent to the stage. The Intermediate School should also have an outside snack bar.
- There should be a single kitchen area for food preparation for both schools and the SCCCD campus.

### **Specifics**

- There will be portable carts that will serve students at multiple locations throughout the site. These locations will need data and electrical outlets.
- The high school area should have data ports, message boards, television screens, etc.

## **TECHNOLOGY SYSTEMS**

### **Overall**

- The technology approach will be a combination of wired and wireless approaches.
- The cable infrastructure needs to be able to support high bandwidth applications.
- Voice, video, data, EMS and intrusion alarm should be integrated into the same data network.
- Audio enhancement systems should be planned for all areas of 1,000 square feet or larger.
- Fiber should be brought to each classroom and office area.

### **Specifics**

- Please refer to the District's "Cable and Communication Standards".
- Consult with the Technology Department regarding the location for access points to the wireless network.

## **PLAYFIELDS/PLAYCOURTS/STADIUMS**

### **Overall**

- The following athletic/physical education facilities need to be planned for the Center:
  - Soccer – 6 fields
  - Football – 5 fields (no stadium)
  - Baseball – 1 varsity, 4 other fields
  - Softball – 1 varsity, 4 other fields
  - Tennis – 12 courts at high school, 6 courts at intermediate
- Outdoor Basketball – 10 courts at high school, 8 courts at intermediate school
- Track – all weather track (football field inside)
- Pool – replicate the dimensions of the Reagan pool
- A varsity softball stadium with lights should be planned for 750 spectators. The other four fields should be designed similar to BEC.
- A varsity baseball stadium with lights should be planned for 1200 spectators.

### **Specifics**

- The track should be in an east/west layout like REC.
- The varsity baseball field should have left field to the north.
- The track should have the cable infrastructure for the computer timing system.

## **MAINTENANCE/GROUNDS/CUSTODIAL**

### **Overall**

- This facility should essentially replicate the plant operations center at Reagan. It should be sized to provide services for the SCCCD campus.

## **OPERATING SYSTEMS AND BUILDING DESIGN**

### **Overall**

- The HVAC system should address building, classroom and office needs. It does not have to be a central plant for the entire Center.
- All classrooms and laboratories should have natural lighting. Daylighting approaches need to be integrated into the project.
- The cool roof initiative should be adopted in the plans.
- An electric lock system should be designed that is part of the data network.
- Dual-pane glass should be considered throughout the campus.

### **Specifics**

- Volume controls in offices.
- Corner guards in hallways.

## **OVERALL DESIGN**

### **Buildings**

The campus should be designed with a minimum number of buildings that support the educational program within the project budget. A combination of interior and exterior circulation paths for students and staff should be included in the design. Buildings and rooms should be arranged in a manner to enhance fabrication and installation of materials in order to reduce labor costs.

### **Electrical System**

The district will provide the “Cable and Communication Standards binder.” The District desires to have an integrated local area network which would include intrusion and energy management system. A hard wire backbone will support a wireless classroom approach to technology.

### **Mechanical System**

The District wants to consider package units vs. central plant for each building vs. campus central plant. The mechanical engineer shall prepare a detailed analysis of construction and life cycle costs for the mechanical system options.

## **GENERAL REQUIREMENTS**

1. The District will bid the following items separate from the multiple prime contracts. These items will not be part of the construction cost estimate:
  - a. Carpet
  - b. Telephone equipment
  - c. Local Area Network (LAN) equipment
  - d. Television distribution equipment
  - e. Kitchen equipment such as tables and portable items
2. General and Supplemental Conditions will be provided through the office of the Assistant Superintendent, Facility Services.

3. The Construction Manager, with the assistance of the Architect and District staff, will establish the bid packages.
4. Plans will be issued through the Architect's office. A refundable deposit equal to the cost of purchasing the plans is to be charged.
5. Any addendum during the bid period should be cleared through the Director of Construction and Engineering. No addendum should be issued within seven days of the bid opening without approval by the Assistant Superintendent, Facility Services.

## **SITE WORK**

### **Grounds Standards**

These landscape specifications are intended to provide direction for the initial planning of landscaping at our school facilities within the Clovis Unified School District. They are provided with the following intentions:

1. To create the best possible learning environment for teachers and student.
2. To facilitate an efficient and effective work place.
3. To enhance the use of school facilities for community activities.
4. To select the proper trees, shrubs, ground covers and turf in the design of the facilities which will minimize the need for ongoing pest management.
5. To broaden our use of integrated pest management program (IPM), and reduce the need for continued pesticide applications
6. To maximize the conservation of water by using materials those are drought tolerant.
7. To place trees in their proper environment and maximize the life of the tree.
8. To support the utilization of our outdoor environment by students, staff, and community.
9. To provide shade and comfort, while enhancing the energy efficiency of our school site.
10. To provide the best possible sports facilities for our students and community.
11. To preserve and protect our concrete and facilities from future damage.

### **Turf**

- a. All playground turf will be stolonized Hybrid turf, (4-19) to achieve full field use in one growing season then stolons must be planted no later than July.
- b. All turf in curb appeal areas will be planted with a Valley mix.
- c. All turf areas must have amendments ("Earth wise"), added to a 6" cover and tilled to a depth of 6 inches.
- d. All turf shall be weed and pest free at installation and during the maintenance period.
- e. All turf areas shall be graded to have no standing water.
- f. All turf areas shall be separated from planter areas and buildings with a mow strip of at least 9" wide.
- g. All fencing in turf areas will have at least an 18" mow strip.
- h. Play pits must have a valley gutter separating the pit and turf areas to properly drain water away from the play pit.
- i. Turf areas shall be designed to reduce tight areas and minimize maintenance.

- j. All turf areas shall be designed to have mower access.
- k. Turf areas in parking lots shall have a 24" mow strip along the edge where the cars park

### **Shrubs**

All shrubs must be from the District approved shrub list.

All shrubs must be rooted and healthy "can ready" but not root bound at the time of installation

- a. All shrubs must be weed and pest free at installation and during the maintenance period.
- b. Soil must be worked and prep with mulch ("Earthwise"), to twice depth and width of the can.
- c. No raised planters next to buildings, using the building as part of the planter walls.
- d. No large shrubs (10-20ft tall) within 10 feet of a building or sidewalk.
- e. Planters must be designed to give the plants room to grow back towards the buildings, plant at least 4' from the edge of the building ( room permitting).

### **Trees**

- a. All tree must be selected from the District approved "tree list"
- b. All trees must be inspected and approved for planting before installation
- c. All trees must be rooted and in healthy overall condition "can ready" but not root bound.
- d. All trees must be weed and pest free at installation and during the maintenance period.
- e. Soil must be tilled and prep with mulch ("Earthwise" mulch) to 1, 1/2 times the depth and width of the container. Adding "Earthwise" mulch to a percentage of 50% mulch and 50% existing dirt.
- f. Any tree planted in concrete areas without a raised curb, and has a tree well 8'x8' or smaller must have a metal tree grate for safety/ tripping hazards, and it must have a circular cut out design allowing for trunk growth adjustments.
- g. All tree placements must have District approval **before** the contractors install the irrigation for the trees.
- h. Architects must follow the District zoning codes for placement of any trees. Trees shall be planted in zones as per the following:  
 "RED ZONE" any planting areas within 20' of a building or sidewalks,  
 "YELLOW ZONE" any planting areas within 20'-30' of a building or sidewalk,

"GREEN ZONE" all open areas larger than 30' of a building or sidewalk.

Inside the "red zone" 0-20'

- ANY areas smaller than 20 feet in width, next to a building, or sidewalk/asphalt areas, only shrubs or patio size trees are allowed in this zone, unless it's in the proper tree well "see below"
- NO trees in asphalt areas or playground hardscapes areas without a 10'x10' seating wall that's goes down at least 2' deep to provide a root barrier.
- NO trees within 20' of any service areas.
- NO trees within 10' of any electrical/utility boxes.
- NO trees blocking any security cameras.

Inside the "Blue zone" 20'-30'

- Any planter or turf area 20'-30' in size around buildings and next to concrete sidewalks,

- Only the large shrubs or smaller trees from the District approved list can be planted, and it must be at least 15' away from any building or 10" from any sidewalk/asphalt areas.
- "Tree wells" in concrete must be no smaller than an 8'x8' , must have a root barrier installed to a depth of a least 18" and covered with a metal tree grate if no curb or seating wall is installed
- Any tree planted in or around the concrete or asphalt with a seating wall or curb must have the concrete go down as a root barrier, at least 18" down.
- All trees planted must allow for 8 feet of clearance around the base of the tree for maintenance purposes.
- All tree grates must conform to line (F.) of the "Tree" section of the specs.  
Inside the "Green zone" 30'+
- "GREEN ZONE" is any planting areas with 30'+ from any building or sidewalk/asphalt areas.
- "GREEN ZONE" can use any District approved tree.
- Must allow enough space around objects for yard maintenance access.
- Must not interfere with sports fields.

### **Playground equipment/pits**

- a. All playground equipment and fill materials must conform to all ADA, state and federal regulations.
- b. All playground pits must have a valley gutter and drain installed to prevent excess water build up.
- c. All playground pits must have a dry well installed to a depth of at least 20' feet, backfill 5' feet with ¾ inch crushed rock.
- d. Design drainage to direct water away from the playground pits
- e. Allow adequate access for maintenance of equipment, surfacing, and fill materials.
- f. Use "Miracle" Playground equipment, for better service and parts for repairs.

### **Landscaping**

1. Blair, Church & Flynn, Consulting Engineers, will design and prepare a bid package for the installation of the campus irrigation, turf landscaping and play court contracts.
2. The playfield is to be ripped, depth based upon the soils report.
3. Pre-emergent spraying of all new landscape beds.
4. Provide space from curb for the planting of trees.
5. Avoid plants/shrubs that produce hay fever or attract bees.
6. Electrical stub outs for sprinkler controls.
7. Include extra sleeves through concrete walkways.
8. Develop a master tree planting plan beyond the initial landscape contract.
9. Provide spare conduits for irrigation control wire.
10. The irrigation plan should keep water away from all buildings.

### **Drainage**

1. Building pads should be elevated, but minimize the need for input of fill dirt.
2. All drainage plans are to be designed by Blair, Church & Flynn.
3. Roof drains to connect to the storm drain system where drains terminate at paved areas.
4. Provide catch basins behind backstop areas.

5. Do not drain through a backstop.
6. No catch basins in planters.

### **Fencing**

1. Block fencing along the property line is preferred when an arrangement can be made with a developer of an adjacent subdivision.

### **Asphalt Paving**

1. Use bus traffic standards for bus loading areas.
2. Put a slurry seal on all asphalt areas, including play areas.
3. Specify concrete wheel stops in parking lot areas without concrete curbs.
4. Provide asphalt paving for fire lane.

### **Planter Boxes**

1. Interior flower beds to be raised boxes of 18" with sides serving as seats whenever possible. An 8" curb should be provided for a planter bed in a student traffic area that does not have a planter box.
2. Provide a drainage option for each raised area.
3. Design curbs and planter walls so as to discourage skateboard activity.

### **Campus Entry Paths**

1. Provide the ability to control vehicular access to the campus, including the use of ballards. Maintain a maximum distance of 6'0" clear between posts and/or ballards.

### **Outdoor Signage**

1. Provide a concrete sign with painted recessed letters.
2. Design a pedestal monument for the Dedication and Masonic plaques, including space for a capsule. Verify size of plaques and void for capsule.

## **CONCRETE**

### **Sidewalks**

1. Medium-coarse broom finish, minimum of 4" thick. Sand underneath should be required in expansive soil conditions.
2. Tool joints, located as required by Concrete Institute to provide approximately square areas for crack control. The maximum distance between tool joints should not exceed 10'0".
3. Fan cut from walkways to lawn areas.
4. Reinforce corners (inside and outside) at landscape areas.

## **MASONRY**

1. Provide standard size units with a minimum variety of styles.

## **METALS**

1. Minimize use of miscellaneous iron in main structure.
2. Maximize use of larger members to reduce the number of pieces to be installed.

## **WOOD AND PLASTIC**

### **Cabinets**

1. Adjustable shelves, unless noted otherwise with seismic restraints.
2. Check standard sizes with custom grade W.I.C. All upper cabinets to have at least 12' clear on the inside.
3. Use thicker shelves for 3' length or longer.
4. Instrumental music cabinets - "Wenger" type, laminated plastic equivalent acceptable, with locks.
5. Install locks with cabinets in all common areas.
6. Cabinet hinges shall be 5 knuckle chrome-plated, institution hinges with hospital tips.

### **Molding**

1. Use rubber molding (instead of metal or aluminum) between carpet and tile when used in the same room.
2. Use bound carpet base at carpet areas, topset base over VCT areas.

### **Room Numbers**

1. Establish room numbers with the District early in the planning process.
2. Provide signage that meets ADA standards.
3. Use plate signage instead of cast letters/numbers.

## **THERMAL AND MOISTURE PROTECTION**

### **Roofs**

1. A gable roof is desired. Quality of shingle roofs to be comparable to Malarkey Legacy 30 year – modified asphalt shingles. Quality of any built-up roof should be comparable to Tremco or Garland.
2. Minimum slope should be 4:12 for shingles or metal panels; ½:12 for built up.
3. Roof drains should empty into the storm drain. Provide rain gutters across walkways at paved areas.
4. Avoid roof drainage from upper deck to lower deck.
5. Vent attic spaces.
6. Give strong consideration to the “cool roof” standards.
7. Provide good roof access to equipment.

### **Insulation** (Minimums)

1. R-30 for roofs.
2. R-19 for walls.
3. Insulate interior walls between classrooms and above the ceiling.

## **DOORS AND WINDOWS**

### **Windows**

1. Specify storefront, anodized aluminum windows (DSA approval prior to bid).
2. All windows should be designed to avoid direct sunlight (particularly the southern exposure). Consider shading of windows to reduce heat buildup.
3. Use fixed windows throughout the campus.
4. Specify graylight 14, no blinds or curtains.
5. Avoid high windows or clerestory that require a ladder or hoist to clean.
6. Avoid horizontal ribbing on main windows.
7. Windows should be at least 4 feet from the floor.
8. Area of individual glass panels between 10 to 25 square feet per classroom.

### **Doors and Door Frames**

1. Interior doors - natural finish if wood.
2. Exterior doors - 16 gauge hollow metal.
3. Rim type exit devices at classrooms.
4. Doors should have a stop and hold feature, hold open closures are not acceptable.
5. Locksets to be cylindrical type, not mortise type.
6. Exit or panic hardware to utilize removable mullions.
7. Schlage locksets and cylinders keyed to the District system.

## **FINISHES**

### **Walls - Inside**

1. Factory applied vinyl-covered tackable walls for all interior walls in classrooms, offices, and interior corridors.
2. Drywall/sheetrock walls in workrooms, storerooms.
3. Semi gloss painted sheet rock.
4. Consider corner guards in high traffic areas.
5. Provide backing in walls for all attached items.
6. Specify plastic room and office signs.

### **Walls - Outside**

1. Avoid wood finishes for outside finishes.
2. Elastomeric paint over plaster.

### **Rails**

1. Galvanized rails when possible.
2. Don't paint galvanized pipe.

### **Ceilings**

1. Classroom ceilings to be 9'-11' high, flat T-bar type.
2. Use standard 2x2, 2x4, etc. lay-in sizes.

### **Floors**

1. The District will consider bidding and installing the carpet in a separate bid, otherwise specifications will be defined on bid documents.
2. Kitchen should have a polymer seamless floor.
3. Sheet vinyl is not acceptable except in small restroom or snack bar. Use VCT in Multi-Purpose Rooms.

### **Painting**

1. Specific three coat paint system for exterior stucco. (Confirm with CUSD Maintenance.)
  - a. Paint/Sealer – ICI Uni-Poxy #36
  - b. Second Coat – ICI Nu-Surf #516-124
  - c. Third Coat – ICI Aqua-Life #4400
2. The District will select colors. The Architect will prepare a recommended color board.
3. Use gloss, semi-gloss, or low sheen material on all painted surfaces, not flat. Check paint specifications with the Plant Operations Department.

### **Classrooms**

1. Use whiteboards - porcelain steel.
2. Specify a separate projection screen, 5'x7'.

### **Ceramic Tile Installation**

1. Specify a cement based backing such as Durarock or Wonder Board. This material is also to be used in lieu of lath and plaster.

## **SPECIALTIES**

### **Toilet Rooms**

1. Cold water only for student restroom. Inline hot water for staff restrooms.
2. Soap dispensers over sinks if ADA compliant.
3. FRP board with metal trim for walls up to the ceilings.
4. Urinals to be wall mounted, with automatic battery-powered flush valves.
5. Toilets to be wall hung, with automatic battery-powered flush valves.
6. Solid plastic toilet partitions with hardware selected for maximum durability.
7. Toilet room accessories will be specified by the District.
8. Electric hand dryers for general student restrooms. Utilize roll paper towels, no electric hand dryers, for staff and kindergarten restrooms.
9. Mirrors should be angled correctly for student use.
10. Tile floor with curve base.
11. Provide self-closing water faucets in restrooms.

### **Custodial Rooms**

1. Mop sink and rack.
2. Storage space.
3. Room to store custodian's cart (approximately 30" wide x 60" long).
4. Exit door should be on exterior wall.

### **EQUIPMENT**

1. The District will bid separately a list of kitchen equipment. There should be a Food Services bid package that includes the stainless steel counter tops together with built-in equipment requiring plumbing and hard wired electrical connection.
2. The flag pole should have internal cords and be no taller than 35 feet. The pulley eyes should accept a 5/16 inch rope.

### **FURNISHINGS**

### **SPECIAL CONSTRUCTION**

### **CONVEYING SYSTEMS**

The wheel chair lift should meet the required clearances of the immediate area and shall receive DSA, Cal-OSHA and Department of Industrial Safety approvals prior to acceptance.

### **MECHANICAL**

#### **Fire Sprinkler System**

1. SB 575 (10/11/01) requirements for automatic fire detection, alarm and sprinkler systems need to be implemented on this project.
2. Insulate outside fire sprinklers.
3. Cage over sprinklers under the stage.

#### **Plumbing**

1. Chicago faucets or equivalent.
2. Drinking fountains - at least 24 heads on campus and near playcourt area.
3. Establish domestic water isolation zone valve for each building.
4. Classroom sinks should be stainless steel.

5. Provide exterior wall mounted hose bibs (vandal proof) at frequent intervals to facilitate wash down of walls and buildings. Bibs should be in landscape areas if at all possible. No recessed hose bibs.
6. Provide automatic flush controls for all toilet fixtures, battery powered.
7. Common trenches for all plumbing utilities.

### **Heating, Venting and Air Conditioning**

1. Package units or a central plant per building.
2. Avoid air registers on the floor.
3. Recessed roof wells for mechanical equipment are not acceptable. Use screens to conceal equipment if required. Roof curbs and platforms are to be a minimum of 8" above the roof deck.
4. Adequate access and work space around equipment for repair and maintenance.
5. HVAC outlets in custodial office.
6. Assure roof access to all mechanical/electrical devices with a fixed ladder.
7. Provide hose bibs and electrical outlets for all roof top HVAC units.
8. Boilers need to be located inside or under cover.
9. Boilers must be rated under 5MM Btu/hr.
10. Assure common stock filter sizes for all HVAC units.
11. A central plant system should provide shut-off valves by building.

### **Energy Management System**

1. Specifications through Gary Foster, CUSD.
2. All interior room light fixtures to be controlled by both motion sensors and wall switches. Use key switches only at student restrooms.
3. Electronic ballasts, T-8 lamps, parabolic lenses, standard 4' length whenever possible.
4. Control exterior area lighting and exterior building lighting with EMS. Turn on with photo cell and off with EMS.

## **ELECTRICAL**

**\*Please refer to the separate booklet of  
"CUSD Cable and Communication Standards"**

### **Telephone**

1. Pacific Bell to provide a minimum of 100 pair cable with 50 pair spliced into the system and terminated at the telephone equipment room.
2. Power and conduit for a pay telephone by Administration or Multi-Purpose Room.
3. Telephones should be wall mounted unless work station is located in the middle of a room.
4. Provide a dedicate telephone line to the EMS CPU.

## **Electricity**

1. Sufficient power for future portables.
2. Conduit for internal communications - voice, data, video.
3. All electrical panels should be provided with two 1" conduit stubs into the attic space of their respective buildings.
4. Vaults should be in the sidewalks.

## **Lighting**

1. Provide at least two lighting package options.
2. Utilize standard fixtures unless approved by CUSD staff.
3. Avoid light troughs that collect dust and other items.
4. Avoid high reaches that require a hoist to provide service.
5. Provide lighting in all storage rooms.
6. Outdoor light poles should be anodized aluminum.
7. Security lights in parking lots and campus walk areas put on EMS system. Use high pressure sodium bulbs, 150 watts.
8. All light switches, even if the lights are controlled by a sensor, should still be mounted by the door.
11. Lighting zones in the classrooms should be 1/3, 2/3 and full using two switches.
12. Do not use a low voltage control system.
13. Keyed light switches in student restrooms only. All other rooms should have regular switches.
14. Establish zones for exterior lighting to allow for two stage lighting.
15. Common trenches with low voltage where feasible.
16. Assure adequate lighting in the mechanical equipment room.