



Middle School Educational Specifications

WCCUSD

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General Information

Campus Core

Classrooms

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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 middle 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

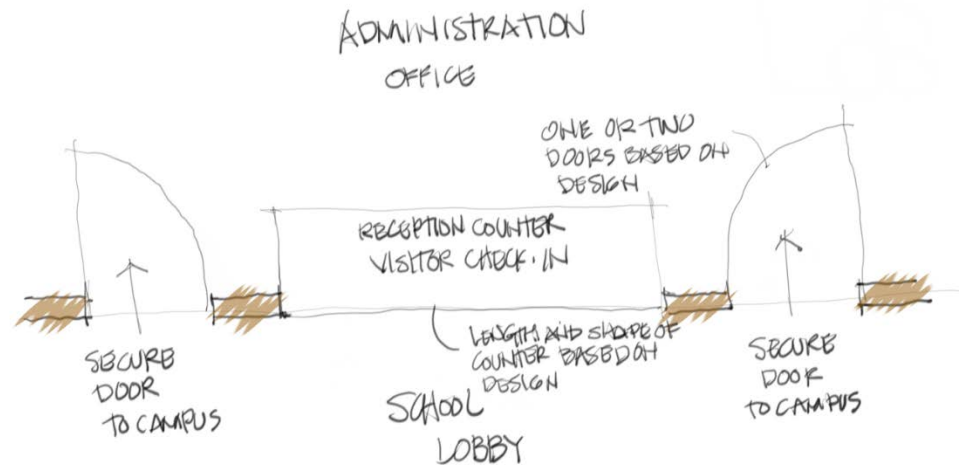
Total facility layouts should increase the ability to supervise the school by providing good lines of sight to all areas of the campus and limit entrances onto the campus. Visual supervision is improved by strategic placement of cameras. Buildings should be arranged to limit hard to see gaps and provide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

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 Dryers | 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

The Campus Core consists of four major components:

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

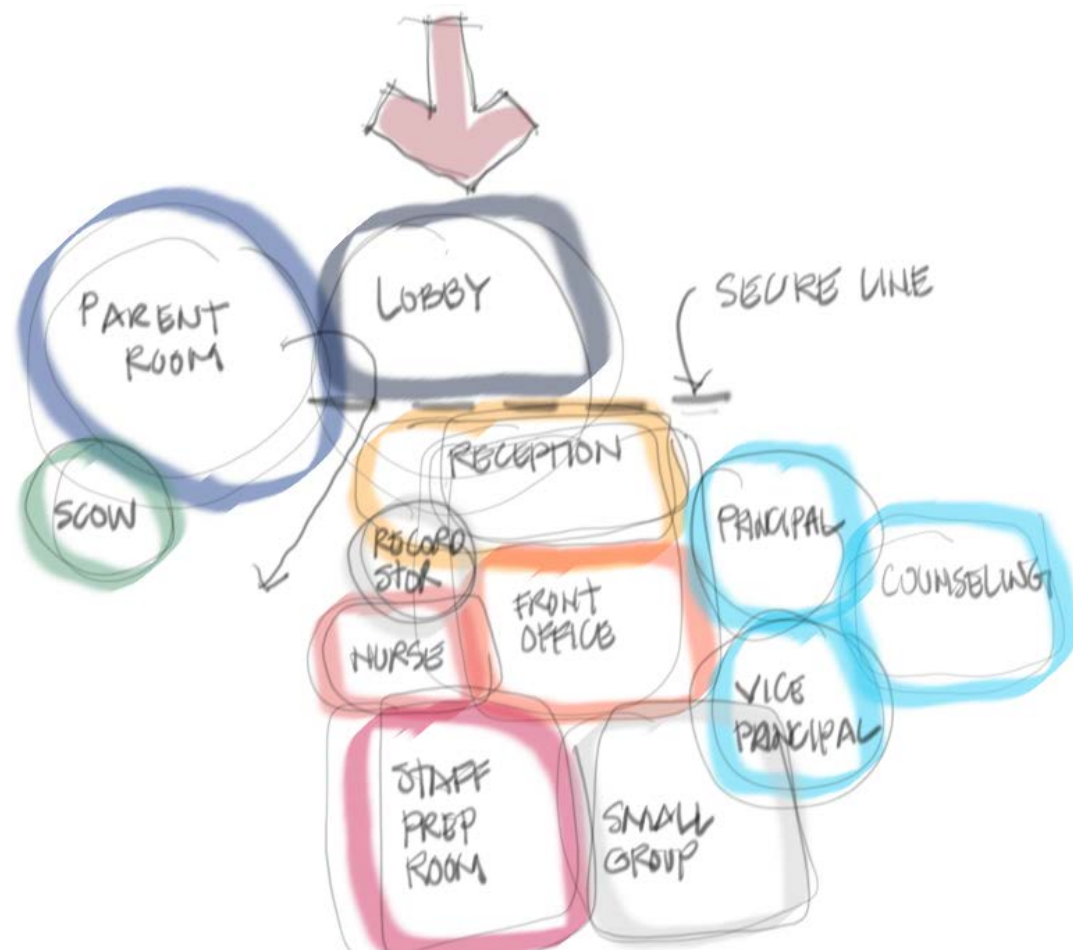
While each component has individual needs, all support students and have a component of community use. As such, each should be a warm and welcoming atmosphere and be easy to identify and access, especially outside of school hours.

| | |
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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 interact 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

- 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. All workstations should have a clear view of the front door from a seated position.

Principal, Assistant Principal and Conference Rooms need to meet the [Office Standards](#) with special attention to acoustical separation. Carpet can be considered for these rooms.

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

- ☐ Two 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

Parent Room and SCOW Office

The School Community Outreach Worker (SCOW) is the main staff member supporting the parent center and will host many of the events in the Community Room. Direct access to the Parent Center is required. Parents should not be allowed to enter the main campus without going through the Administration area check point. Use [Office Standards](#) with a vision panel to the Parent Center.

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 12 to 15
- ☐ 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, refrigerator, twelve laptop computers, digital display television and charging of personal devices brought by occupants
- ☐ Option for a VoIP Phone
- ☐ Direct Access to the SCOW Office

Nurse's Office, Nurse's Restroom and Counseling

Nurse

The Nurse's office needs to be within view of the Reception/Clerical Area, to supervise when nursing staff is not present.

Counseling

Counseling and Multi-Use Offices Rooms need to meet the [Office Standards](#) with special attention to acoustical separation. Carpet can be considered for these rooms. The Multi-Use Office can be accessed by special education and other District Staff.

Provide a small waiting area for students which should be in view of the Reception/Clerical Area but not visible from the front lobby.

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

Safe, Supply Storage, Records Storage, Staff Preparation Room and Staff Restrooms

Safe

Safe should be provided to hold any cash on the campus.

Supply Storage

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

Records Storage

The Record Storage Room should be in proximity to the Reception/Clerical Area and Counseling Offices. This room's primary purpose is to hold the student files. A shelf can be provided above the files for additional supply storage.

Staff Preparation Room and Staff Restrooms

The Staff Preparation 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.

Staff Preparation Room Key Elements

- ☐ Upper and lower cabinets with countertops for paper processing
- ☐ Six 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

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.

Waiting / Reception/Clerical

The waiting area should accommodate four guest chairs. The receptionist desk should not be built-in, but a mobile piece of furniture to allow future flexibility.

Multi-Use Conference Room

This room should provide for group counseling sessions, meetings and as a lunch room for providers. Provide the requirements in the conference room standards with the addition of the following:

- Counter top with sink and hot and cold water
- Area for a Refrigerator - Single electrical outlet with dedicated circuit

Health Center

Community Project Coordinators Office and 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.

Supply / Work Room

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

Supply/Work Room Key Elements

- ☐ Upper and lower cabinets with countertops for paper processing
- ☐ Two duplex outlets, one at counter level to include USB charging ports
- ☐ Free standing Printer, Scanner, Fax – Single electrical outlet with dedicated circuit and data jack

Multi-Use Office

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.

Confirm before beginning design if any of the Multi-Use Offices should be exam, vision or dental rooms. If dental or vision is required, then the square footage of the room should be 200sf. Carpet would not be allowed in an exam, dental or vision rooms.

Staff and Student Restrooms

Use [Restroom Standards](#) for these single occupancy toilets.

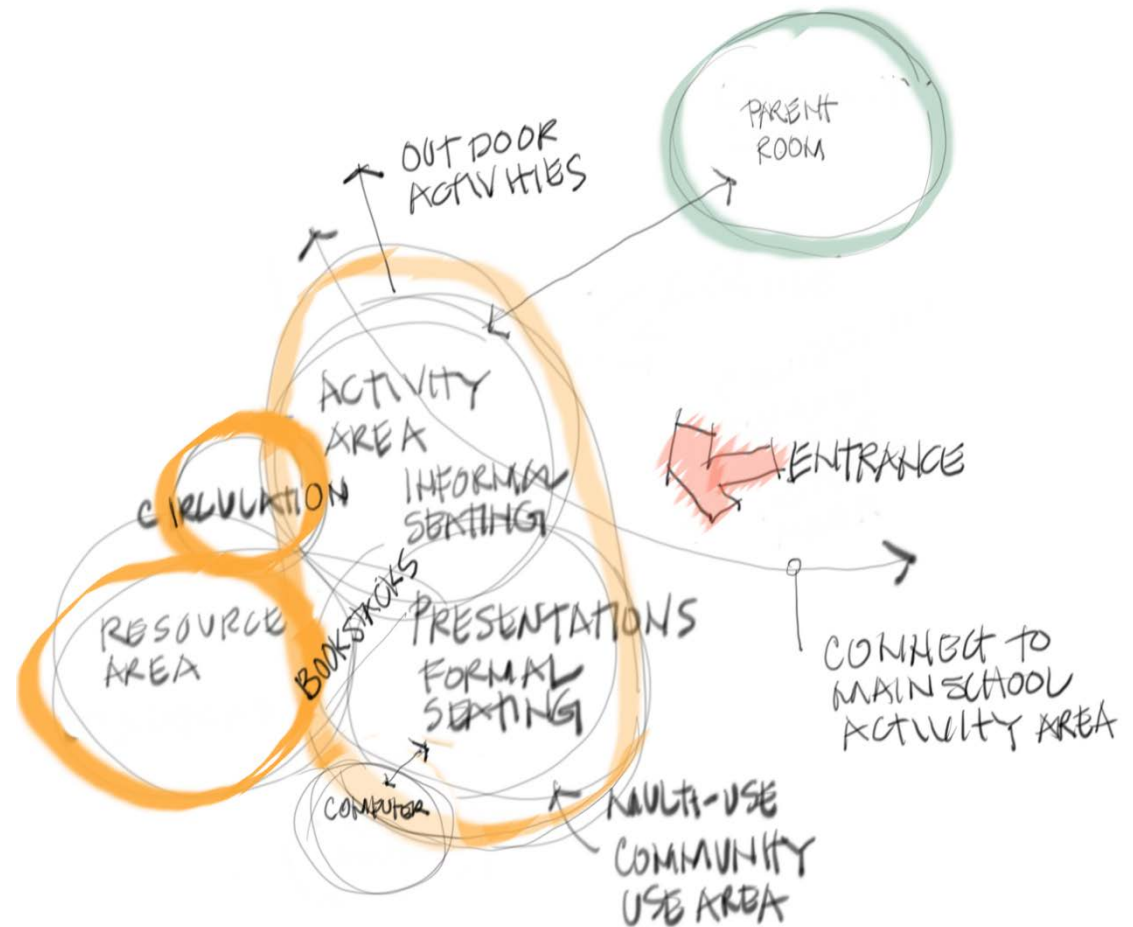
Exam and Dental Room Key Elements (If Required)

- ☐ 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
- ❑ 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 Restroom

Librarian's 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. 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.

Restroom

Because the Library may be open for events after the school day a restroom should be provided adjacent to the Library. Use [Restroom Standards](#).

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, Chair and Table Storage, and Staff Lounge

The Multipurpose Room is the hub of daily activity for the Middle school.

At the Middle School Level, the Multi-Purpose Room is one of the largest space on campus. The majority of the school day, this room is used for breakfast and lunch dining but can be used for assemblies, large group meetings, after school programs, physical education and school events. The chair storage allows additional chairs for programs to be stored when dining or other activities are using the space. Consider a table selection that can be benches or table tops to limit the number of extra chairs and the need to put away the tables when assembly seating is desired. For assemblies, the MPR needs to be presentation ready with ceiling mounted projector, sound system, electronic projection screen and acceptable level of acoustical properties and design. Access to a stage and outdoor covered dining, expand the flexibility of this space.

The Multipurpose Room should be in proximity to a Classroom capable of supporting a drama class. If the middle school is connected to a high school with a Visual and Performing Arts pathway, consider using a Pathway Academy Lab & Professional Practice room as this classroom space.

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.

Kitchen and Support Spaces

Kitchen and Serving Adjacencies

The Kitchen area will contain a walk-in refrigerator, a dry storage area, staff changing area, staff restrooms, and a private office. The changing area and restroom may be combined into one room.

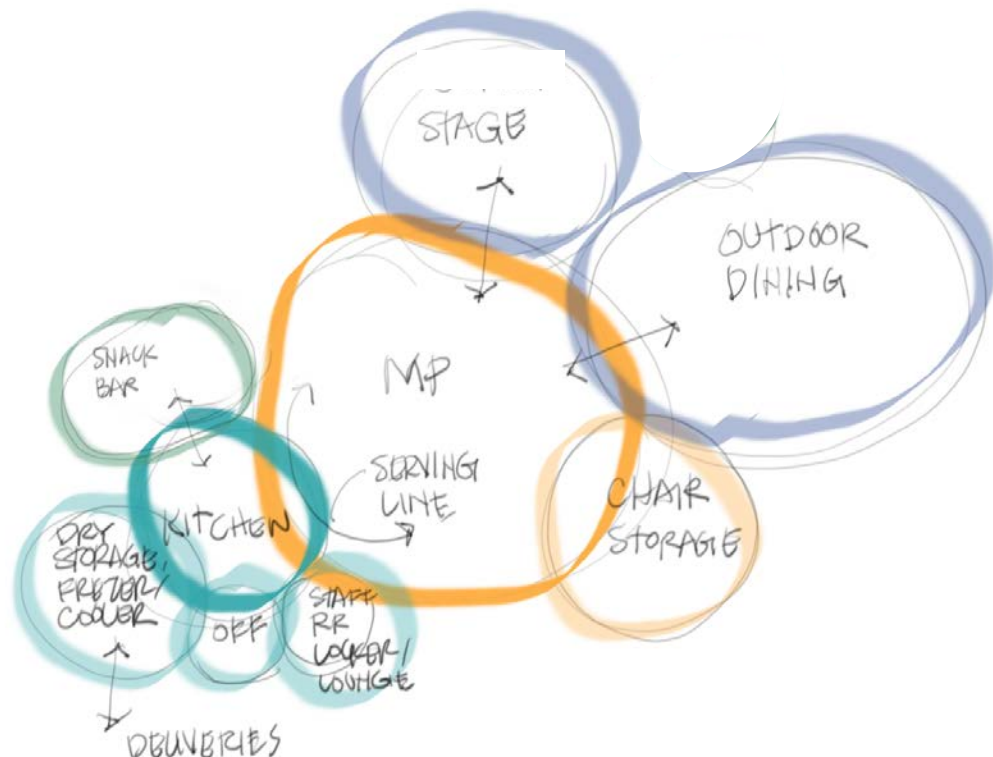
The serving line shall connect the multipurpose room and the kitchen. The serving area needs to be completely secured from the multi-purpose room when not in use and provide both an entrance and exit for easy movement and efficient flow of students.

Service Windows / Snack Bar

Developing the overall campus circulation to include student dining, speed lines and service windows/snack bar would create more of a “shopping mall” dining area. Multiple “themed” service windows would be desired. 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

The Kitchen for the Multipurpose Room is a productive area. Today, this kitchen is not a “cooking” kitchen, but preparation and delivery kitchen. 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” or themed service windows that directly connects to the Multipurpose Room. 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.

In addition to general food service, additional opportunities for cooking should be provided. The cooking equipment can be used by food service and by other groups and community depending on site procedures.

The layout of the kitchen should take into consideration the dual nature of the kitchen facility to allow efficient food service every school day while also facilitating after hour use of the cooking area.

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

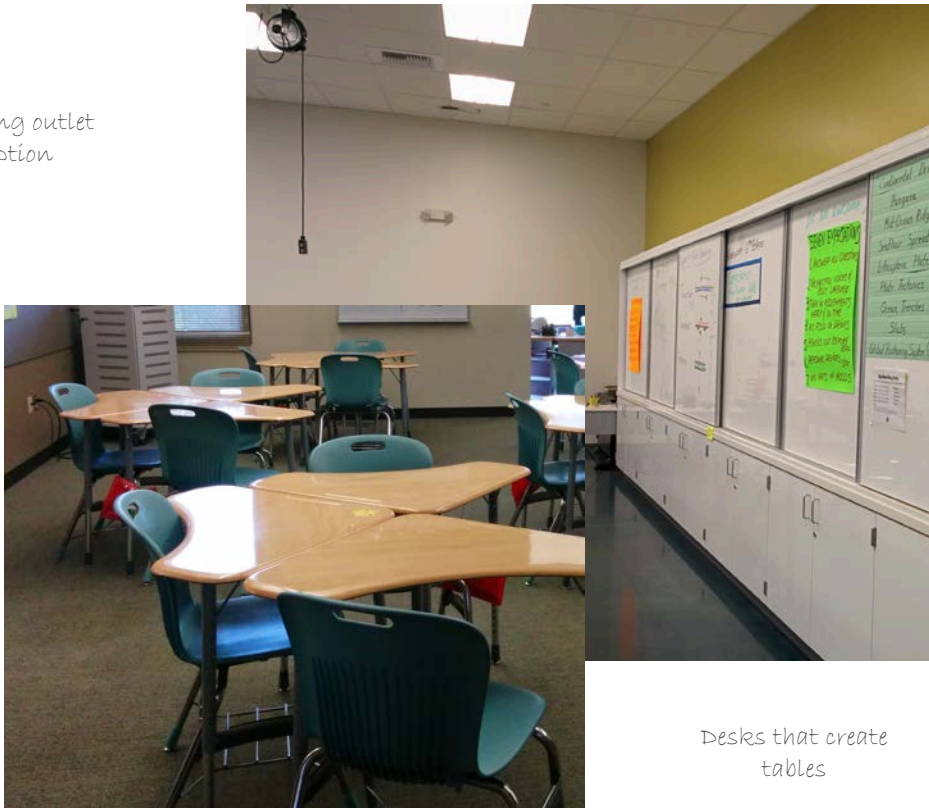
- ☐ Smooth fiberglass reinforced plastic panels on walls and epoxy floor
- ☐ Handwashing sink (number determined by code)
- ☐ One prep sink
- ☐ One three compartment sink
- ☐ Ventilation hood(s) as required by code
- ☐ Warming Kitchen Equipment
 - ☐ Refrigerator, roll-in, lockable
 - ☐ Freezer, reach-in, 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
- ☐ Cooking Area / Community Kitchen
 - ☐ Six burner gas range with oven
 - ☐ Dual-temp reach-in refrigerator/freezer, lockable
 - ☐ Metal dry storage container
 - ☐ Food prep counter with storage below
 - ☐ Five coat hooks

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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



Desks that create
tables

"Learning Wall"

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, Staff and Student Restrooms

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. 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

Band Room/Choir, Instrument Storage, Band Office, and Practice Rooms

The Band Room should be able to support 60 students and support both the choir and band.

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.

Band Office

Use [Office Standards](#). Include direct supervision windows to the band room.

Band Room Key Elements

- ☐ Chairs and music stands for 60
- ☐ [Use standard classroom technology](#)
- ☐ Design for acoustical absorption with minimum 18' ceilings
- ☐ Advanced audio system with speakers and recording devices
- ☐ Duplex data port for a phone
- ☐ Eight duplex electrical outlets
- ☐ Provide backpack cubbies for student storage during the class period
- ☐ Visual connection and direct access to Practice Rooms and Band Office
- ☐ Direct access to Instrument Storage

Practice Rooms 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

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The Pathway Learning Environment

Pathway 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. These programs are exploratory in nature to support the pathway programs at each high school. 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.

Technology Lab

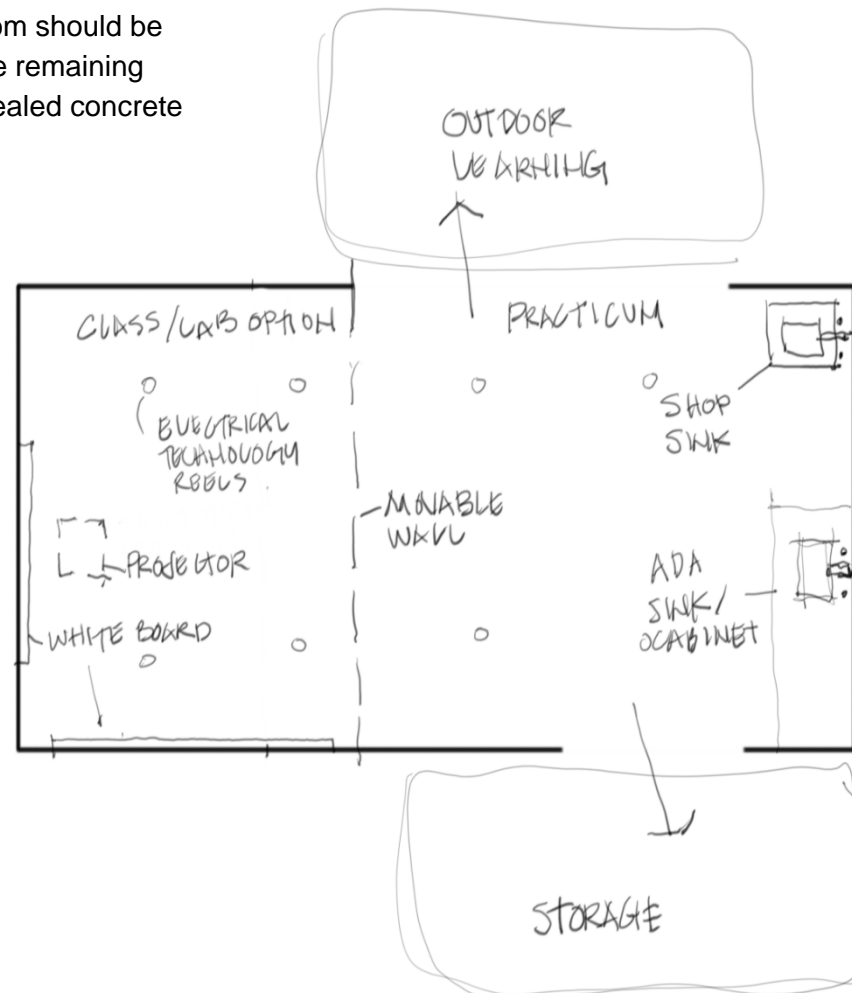
For pathways in the computer sciences, business skills, digital arts, and architecture, a Technology Lab provides the space for design and creation. These labs should support group work with each student having access to an individual computer and each group having access to a larger screen for collaboration. 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
- ☐ Magnetic markerboards
- ☐ Rolling storage cabinets with counter top
- ☐ Short-throw interactive wall mounted projector with whiteboard surface sized to meet the maximum size of the projection possible by the equipment
- ☐ Duplex data port for a phone

Academy Lab & Professional Practice Key Elements

Practicum Area

- ☐ Short-throw interactive wall mounted projector with whiteboard surface sized to meet the maximum size of the projection possible by the equipment
- ☐ Six to eight ceiling mounted electrical reels equally spaced in the room
- ☐ 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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Lobby and Gymnasium (Gym)

Lobby

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.

Gym

The 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.

PE Indoor Equipment Storage

This room will store nets, balls, standards, cones and other equipment used in the gym. Storage specifically designed for sports equipment should be considered to maximize the efficiency of these room.

Main Gym Key Elements

- ☐ Ceiling exposed structure with acoustical treatment on underside of the roof
- ☐ Full clearance from all structure and equipment up to 18'
- ☐ Electric operated retractable bleacher seating on one side of the gym
- ☐ Electrical support to have a future option of installing two electronic multisport scoreboards
- ☐ Six to eight retractable basketball backboards and goals
- ☐ Projection screen on opposite side of bleacher seating
- ☐ Mounted projector on wall with bleacher seating
- ☐ Wall padding behind event court basketball stops
- ☐ Public address and music system
- ☐ Scoreboard, PA, sound system, and projector controls to on wall location
- ☐ Hardwood cushioned flooring
- ☐ Striping for practice courts for volleyball, and badminton
- ☐ Striping for event court for basketball and volleyball
- ☐ Emergency kit with defibrillator
- ☐ Logo at center court and team name in end zones
- ☐ Exhaust fan in addition to HVAC system

Changing Room, Changing Room Restroom, PE Teacher Office and Restroom

Supervision and students maintaining personal space are vital for a Changing 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.

Provide restroom facilities in each locker room that meet the ganged restroom requirements.

In each Changing 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 Changing 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.

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

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.

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

Multi-Use/Dance/Mat Room

The Multi-Use Room will need to be able to handle many functions. A storage areas allow this transition to occur. Activities utilizing the mats include tumbling, gymnastics and CPR training. A storage space can store the mats and tables and chairs can be removed from the storage when physical education requires a classroom environment . When mats and chairs are removed, the room can also accommodate aerobic workouts or dance.

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 digital displays 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.

Exterior Requirements

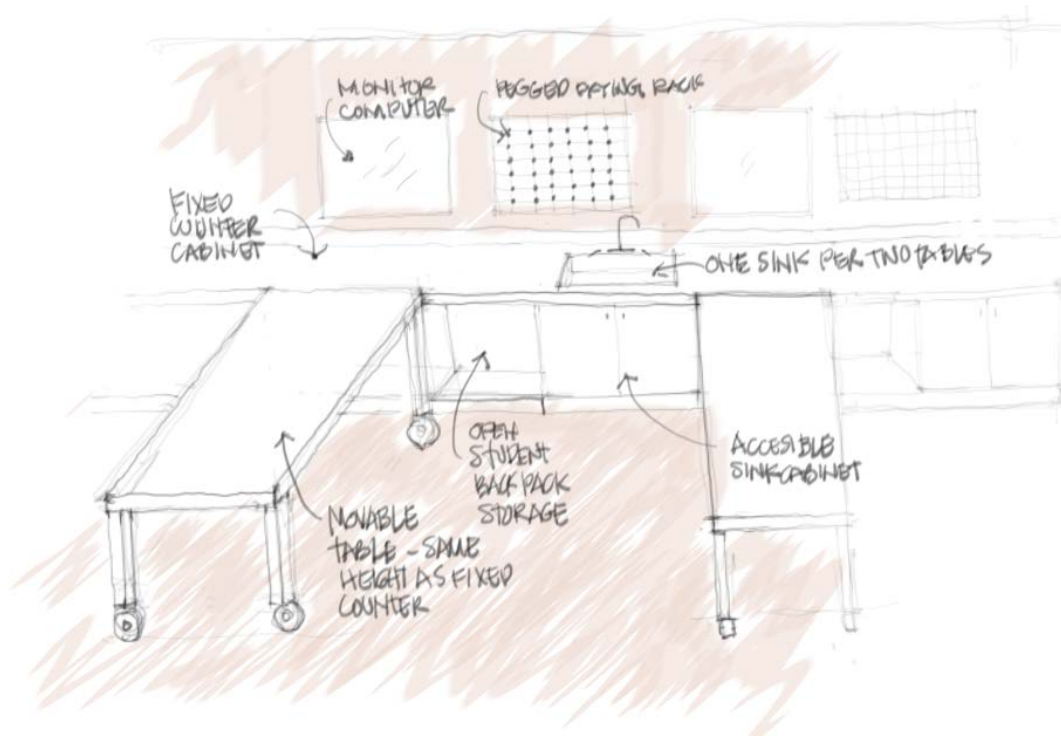
Exterior field design is site dependent based on the land space available. Design teams should strive to cluster field areas to minimize access pathways and accessibility to support facilities. Provide the most flexibility possible to utilized field area throughout the school year.

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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
- ☐ 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

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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 then there is no specially designed classroom required; a general classroom design is used. If the students are in the TEP/ED program than 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 Non- Severely Handicapped (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.

Psychologist/Speech Therapy Room

These functions shall be accommodated in the Multi-Use Office Space.

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

- ☐ [Use standard classroom technology](#)
- ☐ Additional marker board surfaces
- ☐ Two doors
- ☐ Provide tackable surfaces
- ☐ Ten duplex electrical outlets
- ☐ 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

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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.



Middle School Space Check List

WCCUSD

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

School Name

Sample Only

| | |
|---|-----|
| Maximum Design Capacity | 600 |
| | |
| Class Size | 33 |
| | |
| # of SH Students | |
| # of SDC Students | |
| | |
| # of Periods | 6 |
| | |
| # of Lunches | 1 |
| Assumed % of Students Purchasing School Lunch Items | 0.6 |

| | |
|--|-----|
| Required Teaching Stations | 24 |
| | |
| Minimum # of large lockers in PE locker room | 55 |
| Minimum # of small lockers in PE locker room | 330 |

| | |
|---|---|
| Required # of Point of Sale for Food Services | 3 |
|---|---|

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 | 16,008 | 1,650 | 0 | 0 | 0 | 0 | 0 | 0 |
| Classrooms | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arts | 2 | 4,200 | 970 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pathways | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical Education/Athletics | 3 | 15,398 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Science | 0 | 0 | | 0 | 0 | | 0 | 0 | |
| Special Education | 2 | 2,570 | 900 | 0 | 0 | 0 | 0 | 0 | 0 |
| Support | 0 | 710 | 25,600 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 7 | 38,886 | 29,120 | 0 | 0 | 0 | 0 | 0 | 0 |
| Maximum Grossing Factor (25%) | 9,722 | | | | | | | | |
| Total Building SF | 48,608 | | | 0 | | | 0 | | |

| | | | |
|-----------------------------------|-----------|-----------|-----------|
| Teaching Stations Required | 24 | 24 | 24 |
| Deficit or Surplus | (17) | (24) | (24) |

| | Ed Spec - # of restrooms | SD - # of restrooms | DD - # of restrooms |
|--------------|--------------------------|---------------------|---------------------|
| Public | 0 | 0 | 0 |
| Family | 1 | 0 | 0 |
| Student | 8 | 0 | 0 |
| Staff | 5 | 0 | 0 |
| General | 1 | 0 | 0 |
| | | | |
| Total | 15 | 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 | | | | | | | | | | | | |
| Admin Lobby | | 1 | 200 | 200 | | | | | | | | |
| Parent Room/Lounge | | 1 | 410 | 410 | | | | | | | | |
| SCOW | | 1 | 90 | 90 | | | | | | | | |
| Family Restroom | | 1 | 100 | 100 | | | | | | | | |
| | | | | | | | | | | | | |
| Reception/Clerical | | 1 | 200 | 200 | | | | | | | | |
| Office Manager Area | | 1 | 100 | 100 | | | | | | | | |
| Principal's Office | | 1 | 150 | 150 | | | | | | | | |
| AP's Office | | 1 | 120 | 120 | | | | | | | | |
| Conference Room | | 1 | 250 | 250 | | | | | | | | |
| Conference Room | | 1 | 180 | 180 | | | | | | | | |
| Nurse's Office | | 1 | 80 | 80 | | | | | | | | |
| Nurse's Restroom | | 1 | 64 | 64 | | | | | | | | |
| | | | | | | | | | | | | |
| Student Waiting/Counselor | | 1 | 110 | 110 | | | | | | | | |
| Multi-Use Offices | | 2 | 120 | 240 | | | | | | | | |
| Counselor's Offices | | 4 | 120 | 480 | | | | | | | | |
| | | | | | | | | | | | | |
| Safe | | 1 | 30 | 30 | | | | | | | | |
| Supply Storage | | 1 | 85 | 85 | | | | | | | | |
| Records Storage | | 1 | 85 | 85 | | | | | | | | |
| Staff Preparation Room | | 1 | 650 | 650 | | | | | | | | |
| Restroom Staff (M&W) | | 3 | 80 | 240 | | | | | | | | |
| | | | | | | | | | | | | |

Campus Core

School: Sample Only

| | Ed Spec | | | | SD | | | | DD | | | |
|---------------------------------------|------------------|-----|-------|-------|------------------|-----|------|-------|------------------|-----|------|-------|
| | Teaching Station | Qty | Size | Total | Teaching Station | Qty | Size | Total | Teaching Station | Qty | Size | Total |
| Health Center | | | | | | | | | | | | |
| Reception/Clerical | | 1 | 150 | 150 | | | | | | | | |
| Community Project Coordinators Office | | 2 | 100 | 200 | | | | | | | | |
| Multi-Use Office | | 8 | 100 | 800 | | | | | | | | |
| Meeting Room | | 1 | 250 | 250 | | | | | | | | |
| Multi-Use Conference | | 1 | 250 | 250 | | | | | | | | |
| Supply/Work Room | | 1 | 50 | 50 | | | | | | | | |
| Staff Restroom | | 1 | 80 | 80 | | | | | | | | |
| Students Restroom | | 1 | 80 | 80 | | | | | | | | |
| | | | | | | | | | | | | |
| Library / Media Center | Teaching Station | Qty | Size | Total | Teaching Station | Qty | Size | Total | Teaching Station | Qty | Size | Total |
| Reading Room and Circulation Desk | | 1 | 2,200 | 2,200 | | | | | | | | |
| Workroom | | 1 | 180 | 180 | | | | | | | | |
| Library Office | | 1 | 100 | 100 | | | | | | | | |
| Text Book Storage | | 1 | 350 | 350 | | | | | | | | |
| Rest Room | | 1 | 80 | 80 | | | | | | | | |
| | | | | | | | | | | | | |

Campus Core

School: Sample Only

| | Ed Spec | | | | SD | | | | DD | | | |
|--------------------------------|------------------|-----|-------|--------|------------------|-----|------|-------|------------------|-----|------|-------|
| | Teaching Station | Qty | Size | Total | Teaching Station | Qty | Size | Total | Teaching Station | Qty | Size | Total |
| Multi-Purpose Room | | | | | | | | | | | | |
| Student Dining* | | 1 | 2,400 | 2,400 | | | | | | | | |
| Stage | | 1 | 1,200 | 1,200 | | | | | | | | |
| Stage Storage | | 1 | 300 | 300 | | | | | | | | |
| Chair / Table Storage | | 1 | 500 | 500 | | | | | | | | |
| Restrooms+ | | | | | | | | | | | | |
| Staff Lounge | | 1 | 600 | 600 | | | | | | | | |
| | | | | | | | | | | | | |
| Kitchen | | 1 | 1,000 | 1,000 | | | | | | | | |
| Snack Bar* | | 1 | 200 | 200 | | | | | | | | |
| Speed Line* | | 2 | 300 | 600 | | | | | | | | |
| Office | | 1 | 100 | 100 | | | | | | | | |
| Changing Room | | 1 | 80 | 80 | | | | | | | | |
| Staff Restrooms | | 1 | 64 | 64 | | | | | | | | |
| | | | | | | | | | | | | |
| Walk-in Refrigerator / Freezer | | 1 | 165 | 165 | | | | | | | | |
| Dry Storage | | 1 | 165 | 165 | | | | | | | | |
| Total | 0 | | | 16,008 | 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 | 1,200 | 1,200 | | | | | | | | |
| Quad | | | | | | | | | | | | |
| Kitchen Delivery/Service | | | | | | | | | | | | |
| Total | | | | 1,650 | | | | 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 | 0 | | 960 | 0 | | | | | | | | |
| Teacher Workstations / Collaboration Spaces | | Design Driven | | 0 | | | | | | | | |
| | | | | | | | | | | | | |
| Staff Restrooms+ | | | | | | | | | | | | |
| Student Restrooms+ | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 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 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 | 150 | 150 | | | | | | | | |
| | | | | | | | | | | | | |
| Music | Teaching Station | Qty | Size | Total | Teaching Station | Qty | Size | Total | Teaching Station | Qty | Size | Total |
| Band Room / Choir | 1 | 1 | 1,770 | 1,770 | | | | | | | | |
| Instrument Storage | | 1 | 550 | 550 | | | | | | | | |
| Band Office | | 1 | 100 | 100 | | | | | | | | |
| | | | | | | | | | | | | |
| Large Practice Room | | 1 | 120 | 120 | | | | | | | | |
| Small Practice Room | | 2 | 80 | 160 | | | | | | | | |
| | | | | | | | | | | | | |
| Total | 2 | | | 4,200 | 0 | | | 0 | 0 | | | 0 |

| | Ed Spec - Exterior | | | | SD - Exterior | | | | DD - Exterior | | | |
|----------------|--------------------|-----|------|-------|------------------|-----|------|-------|------------------|-----|------|-------|
| Art | Teaching Station | Qty | Size | Total | Teaching Station | Qty | Size | Total | Teaching Station | Qty | Size | Total |
| Art Patio | | 2 | 450 | 900 | | | | | | | | |
| Kiln Enclosure | | 1 | 70 | 70 | | | | | | | | |
| Total | | | | 970 | | | | 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)

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 |
| Academy Lab & Professional Practice | 0 | | 2,000 | 0 | | | | | | | | |
| Technology Lab | 0 | | 1,100 | 0 | | | | | | | | |
| Storage Room | | 0 | 150 | 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

* 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)

Physical Education

School: Sample Only

| | Ed Spec | | | | Ed Spec | | | | Ed Spec | | | |
|----------------------------------|------------------|-----|-------|--------|------------------|-----|------|-------|------------------|-----|------|-------|
| | Teaching Station | Qty | Size | Total | Teaching Station | Qty | Size | Total | Teaching Station | Qty | Size | Total |
| Lobby | | 1 | 400 | 400 | | | | | | | | |
| Gymnasium | 1 | 1 | 9,000 | 9,000 | | | | | | | | |
| PE Indoor Equipment Storage | | 1 | 100 | 100 | | | | | | | | |
| General Restroom+ | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Changing Room* | | 2 | 1,375 | 2,750 | | | | | | | | |
| Changing Room Restroom+ | | | | | | | | | | | | |
| PE Teacher Office* | | 2 | 144 | 288 | | | | | | | | |
| Staff Restroom | | 2 | 80 | 160 | | | | | | | | |
| P.E. Outside Equipment Storage | | 1 | 200 | 200 | | | | | | | | |
| | | | | | | | | | | | | |
| Fitness Room | 1 | 1 | 1,200 | 1,200 | | | | | | | | |
| Multi-Use/Dance/Tumbling | 1 | 1 | 1,200 | 1,200 | | | | | | | | |
| Fitness & Multi-Use Room Storage | | 1 | 100 | 100 | | | | | | | | |
| | | | | | | | | | | | | |
| Total | 3 | | | 15,398 | 0 | | | 0 | 0 | | | 0 |

WCCUSD - Middle School Educational Specification
Space Summary Check Sheet

| | 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 | | | | | | | | | | |
| | | | | | | | | | | | | |
| 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)

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 |
| | | | | | | | | | | | | |
| Total | 0 | | | 0 | 0 | | | 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)

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 |
| Learning Center | | Use General Classroom | | | | | | | | | | |
| NSH Classroom | | Use General Classroom | | | | | | | | | | |
| TEP/ED Classroom | 1 | 1 | 960 | 960 | | | | | | | | |
| Psychologist / Speech Therapy | | Use Multi-Use Office in Admin | | | | | | | | | | |
| SH Classroom | 1 | 1 | 1,250 | 1,250 | | | | | | | | |
| SH Office/Testing Room | | 1 | 120 | 120 | | | | | | | | |
| SH Storage | | 1 | 100 | 100 | | | | | | | | |
| SH Restroom | | 1 | 140 | 140 | | | | | | | | |
| | | | | | | | | | | | | |
| Total | 2 | | | 2,570 | 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 | | 1 | 900 | 900 | | | | | | | | |
| Total | | | | 900 | | | | 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)

Support

School: Sample Only

| | Ed Spec | | | | SD | | | | DD | | | |
|----------------------------------|------------------|-----|-------|---------------|------------------|-----|------|-------------|------------------|-----|------|-------|
| | Teaching Station | Qty | Size | Total | Teaching Station | Qty | Size | Total | Teaching Station | Qty | Size | Total |
| Storage Areas | | 2 | 120 | 240 | | | | | | | | |
| Central Custodial Storage/Office | | 1 | 200 | 200 | | | | | | | | |
| Satellite Custodial | | | 50 | 0 | | | | | | | | |
| Central Electrical | | 1 | 120 | 120 | | | | | | | | |
| MDF Room | | 1 | 150 | 150 | | | | | | | | |
| IDF Rooms | | | 80 | 0 | | | | | | | | |
| Satellite Electrical | | | 80 | 0 | | | | | | | | |
| Total | 0 | | | 710 | 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 | 1,000 | 1,000 | | | | | | | | |
| Visitor Parking | | 10 | 300 | 3,000 | | | | | | | | |
| Staff Parking* | | 72 | 300 | 21,600 | | | | | | | | |
| Student Parking | | | 300 | 0 | | | | | | | | |
| Bus Drop-Off | | | | | | | | | | | | |
| Parent Drop-Off | | | | | | | | | | | | |
| Total | | | | 25,600 | | | | 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)