



01. Introduction



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Considerations**



**03. Space
Requirements and
Relationships**



01.

Introduction



Introduction

The growth experienced in the Folsom Cordova Unified School District will necessitate the construction of three new middle schools over the next 25 years. It is anticipated that these schools will serve the growing Folsom and Rancho Cordova communities south of Highway 50.

The California Department of Education (CDE) requires that school districts with state funded new construction projects develop and submit educational specifications (ed specs) for state approval. *Educational specifications are interrelated statements that communicate to the architect, the public, and other interested parties what educators believe is required for a proposed educational facility to support a specific educational program. They serve as the link between the educational program and the school facilities, translating the physical requirements of the educational program into words and enable the architect to visualize the educational activity to be conducted so that the architectural concepts and solutions support the stated educational program.*

From this definition the following two aspects of the educational specification emerge:

Educational Program (instructional matters)

The educational program describes the curriculum, learning support programs, activities, and persons to be served; defines educational requirements; and represents local community consensus on educational priorities. It should be prepared by educators and should not prematurely suggest architectural solutions.

Building / Architectural Program (physical requirements of instruction)

The building / architectural program deals with the numbers of students to be housed, numbers and kinds of spaces required and areas, spatial relationships, materials, and special features (e.g., use of technology in the classroom) needed to serve the requirements of the educational program. The architect may lead in the development of the building program, but needs guidance from educators in interpreting requirements and determining priorities.

Educational specifications are a part of the total planning process, a natural outgrowth of a comprehensive facilities master plan. They rely on many elements of the District facilities master plan, but pertain to a specific project or group of projects.

Rainforth Grau Architects has facilitated the development of educational specifications for the new Folsom Cordova Unified School District middle schools through a series of workshops and information gathering sessions that began in September 2017 and concluded in June 2018. This educational specification process has defined the architectural issues and requirements that the design process for the new middle schools must address. The FCUSD educational specification process was subdivided into four phases:

- 1 Visioning Workshops** The initial workshops introduced participants to the Educational Specification purpose and process, reviewed elements of the District's existing facilities, discussed evolving educational programs, trends and design issues, and explored various examples of architectural solutions. Desirable facility characteristics and program needs were established.
- 2 Focus Group Meetings** Focus Group meetings gave stakeholders an opportunity to discuss the details of each individual space including usage, activities, equipment requirements, and adjacency needs.
- 3 Data Interpretation and Organization** Information gathered during the workshops and meetings was analyzed, evaluated, and documented. Preliminary space programs, spatial relationship diagrams, and educational specification data sheets were developed and reviewed.
- 4 Final Document Preparation** District feedback and comments were incorporated into the final educational specification document.

The Process

September 27, 2017
Visioning Workshop 1

October 23, 2017
Visioning Workshop 2

November 8, 2017
Visioning Workshop 3

November 17, 2017
Science

December 7, 2017
Student Support Services

December 8, 2017
Core Education
CTE / Electives

December 11, 2017
Visioning Workshop 4

January 17, 2018
Visual and Performing Arts (VAPA)
Gymnasium and Physical Education

January 25, 2018
Media Center

February 6, 2018
Multipurpose Room and Student Activities

February 7, 2018
Charette

February 8, 2018
Administration and Counseling
Health Services

March 16, 2018
Food Service

March 23, 2018
Maintenance and Transportation

April 9, 2018
Coalesce Planning Ideas

May 3, 2018
Technology

June 15, 2018
Joint-use

Acknowledgements

The development of the Folsom Cordova Unified School District Folsom Ranch Middle School Educational Specification was a collaborative effort of many stakeholders whose participation and contributions were critical to the successful creation of this document. The following individuals are recognized for their contributions:

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Joint-use

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City of Folsom

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02.

Planning Considerations

District Mission, Educational Goals, and Educational System

Vision Statement

Guided by the highest expectations, Folsom Cordova Unified School District provides our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st Century.

Students graduate with a core of knowledge and skills that become the building blocks for lifelong learning. They graduate with a positive attitude and the leadership, character, and academic skills necessary to excel in a global arena.

Families are an integral part of the educational process. In recognition of this important role, family involvement is actively sought, encouraged, and welcomed.

Business and community partnerships greatly enhance students' learning experiences and educational opportunities. Partnerships offer students opportunities to apply their learning to real-world situations.

Schools serve as community hubs, places where the community gathers to celebrate and improve learning and to enjoy art, music, sports, public speaking, drama, and other school-related activities. The use of school facilities by the community is encouraged.

School facilities are a reflection of the entire community. We provide students with the educational tools to meet the technological demands of the future and the social skills to function in a culturally diverse society.

Educational Goals

The Governing Board's primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents / guardians, all members of the community, employees, the State of California, laws pertaining to public education, and established policies of the district. To operate effectively and create a positive organizational culture, the Board promotes a unity of purpose and governs within Board-adopted policies and procedures which keep the District focused on learning and achievement for all students.

The Board of Education is strongly committed to the District's mission of *'providing excellence in educational programs that carry high expectations for each student's achievement and success.'* To that end, the Board adopted four goals on June 18, 2015 to guide the District's ongoing student achievement:

- Goal 1:** All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness.
- Goal 2:** Increase student engagement and provide a safe, healthy, and positive learning environment.
- Goal 3:** Increase parent and community engagement.
- Goal 4:** Student progress and educational outcomes will be monitored for success using CAASPP test results.

Supporting each goal, the Board continues to identify specific performance measures to focus efforts. These performance measures are not all inclusive, but are chosen to target limited time, energy, and resources on outcomes aligned to the District's mission and goals. The Board believes in ongoing, incremental improvement and understands that meaningful and measurable change takes time. Maintaining a consistent and sustained focus on goals and corresponding performance measures builds capacity over time to achieve the outcomes desired for students, staff, and the community.

The Superintendent and the Leadership Team continue development of operational objectives for each performance measure, determine baseline performance levels, and initiate strategies and action plan to meet five-year improvement targets. The District is committed to a monitoring and data system to provide regular and necessary information to staff which should inform progress towards meeting student achievement goals. Progress towards achieving the District goals and performance measures will be regularly reported to the community at board meetings.

Folsom Cordova Unified School District is committed to providing excellence in educational programs that carry high expectations for each student's achievement and success.

General Considerations

The following design parameters were established during the visioning workshops for new middle school facilities in the Folsom Cordova Unified School District.

School Population

Grade configuration: 6th Grade through 8th Grade

Student Enrollment: 1,200

Future Expansion: 1,380

Site

Location: 21.2 acre site located at the corner of 1st Street and Mangini Parkway in the Folsom Ranch Development.

Site size: Ideally, 20 usable acres, minimum of 18.1 acres per CDE standards for site development.

Parking: 130 stalls (110 staff, 20 visitor), 200 bicycles, and 20 skateboards / scooters.

Fields / Courts: Minimum of 10.7 acres per CDE standards for site development.

Vehicular circulation: Maintain separation of parent drop-off zones and bus drop-off zones.

Vision (The 4 big questions)

Why Change?

Who are the students we are designing our schools for?

Where is the District, and where should they be, on several key issues?

What does the FCUSD SWOT (Strengths, Weaknesses, Opportunities, and Threats) look like?

“Preparing students for jobs that don’t exist yet, using technology that hasn’t yet been invented, in order to solve problems that we don’t even know are problems yet.”

Richard Riley
US Secretary of Education (1993-2001)

Why Change?

The first significant question that we must ask ourselves as we begin the Educational Specification process is **Why Change?**

The Core Group discussed:

- » Collaboration and flexibility resonate with the lead teachers and have had recent discussions about the need for more within their group.
- » Space is an issue, having space for meetings, pull outs, small groups, supervision of student spaces, usable supervisable outdoor learning spaces, space in the library
- » Middle school contact with students are different than elementary school level. Kids move all day long through periods versus stationary within a home base.
- » More flexible. More open. Space to work and plan together. Teachers see each other.
- » Space variety? Depends on layout of spaces, but yes preferable. Different size groups require different size rooms. Be modular. One size doesn’t fit all.
- » Adults with small groups visual but private
- » SPED rooms with observation
- » Space for Makerspace
- » Duration of design features, can they update over time and change? Need to find ways to implement flexibility within the design so the facility can adapt to multiple variations in teaching methods. Small Learning Communities, School within a School, Academies, Block schedule, Project Based Learning, etc.

- » Flexibility? Look at a building as a system of components and then look at them in a time consideration (50 year component, 20 year component, five year component, etc.). Arrange with this in mind so things can change.
- » Even just change in furniture types would be significant. Creating teacher offices and eliminating multiple teacher desks in the classroom would give more space to teaching.
- » Visibility, transparency, ability to see into classrooms easily.
- » Walls have to be shut down...even in an open environment. Good acoustics and good acoustical separations is a must.



Who are the students we are designing our schools for?

Significant changes in demographics, students' learning styles, technology, social media, and the expectations of the learning experience are having a profound effect on schools.

The composition of students is becoming more racially and ethnically diverse. As noted in The Western Interstate Commission for Higher Education's 2012 report *Knocking at the College Door: Projections of High School Graduates*, the proportion of non-white public high school graduates is expected to increase by more than 7% during the 10 years from 2009 to 2019. This will be largely in the number of Hispanic and Asian students bringing the total to 45% of all graduates.

The digital revolution has altered the way that parents and their children experience the world around them. They are connected and accustomed to having a vast amount of information readily available. Today's children have transitioned from receivers of knowledge to participants in the the creation of content. They communicate in different ways than previous generations while interacting across a much larger network of people. There is now an expectation of nearly instant feedback to their thoughts and ideas.

- » Texting instead of verbal communication
- » Lack of attention
- » Fluent with technology
- » Increased ability and need to multitask
- » They access information differently (use of Google)
- » Lack of respect due to anonymity; kids have no fear of adults
- » Change in boundaries, they need buy-in to engage
- » Still need quite time for practice reading.
- » Interesting = interested
- » They want to be visually and technologically engaged.

Where is the District, and where should they be, on several key issues?

The members of the Core Team identified where they believed the District currently was on a continuum of key educational issues and then subsequently identified where they thought the District should be going.

This process was intended to highlight areas of alignment and identify topics requiring the greatest attention.

Focus on Teaching or Learning?

Is instruction organized around teachers and instruction or students and learning?

Group or Individual Teaching and Learning?

Does teaching and learning focus on groups of students or individuals with their special needs and interests?

Traditional Teaching vs. Digital Learning?

Is instruction primarily based on teachers and texts or on digital resources?

21st Century Thinking Skills

Does instruction focus primarily on knowledge skills or does it include the application of those skills to real-world problems relevant to students?

Assessment

Does assessment focus primarily on knowledge skills or the application of knowledge to the solution of real-world problems?

Learning Focus

Does instruction focus on academic concepts and theories or the application of those in real-world conditions?

Application of Learning

Is learning focused on academic concepts and theories or the application of those real-world conditions?

Responsibility for Learning

Does the school have a passive or active role in the teaching and learning process? Does the student have a real responsibility for their own learning and the management of their time?

Time - School Year

Does the school operate nine months per year or all year? Is the year organized in fixed increments of time (terms, semesters, quarters, etc.), or does it accord flexibility?

Time - School Day

Is the school day fixed in length? Is the school day divided into fixed increments (periods, blocks, etc.)? Are those increments marked by bells? Is the specific use of every hour stipulated?

Student Learning Spaces

Do students work in spaces 'owned' by teachers (classrooms, labs, etc.) or do they have individual places in which to do the work of learning?

Spatial Flexibility

Does the spatial organization of the school and its facility contribute to long term flexibility to accommodate changes in program and methods of instruction?

Scalability - School Size

Does the school's instructional methods and learning environment require a small or large enrollment? Will the concepts be functional at widely varied enrollment?

Special Education

Are special needs students generally integrated into the mainstream student population or are they segregated into specialized learning environments?

External Support

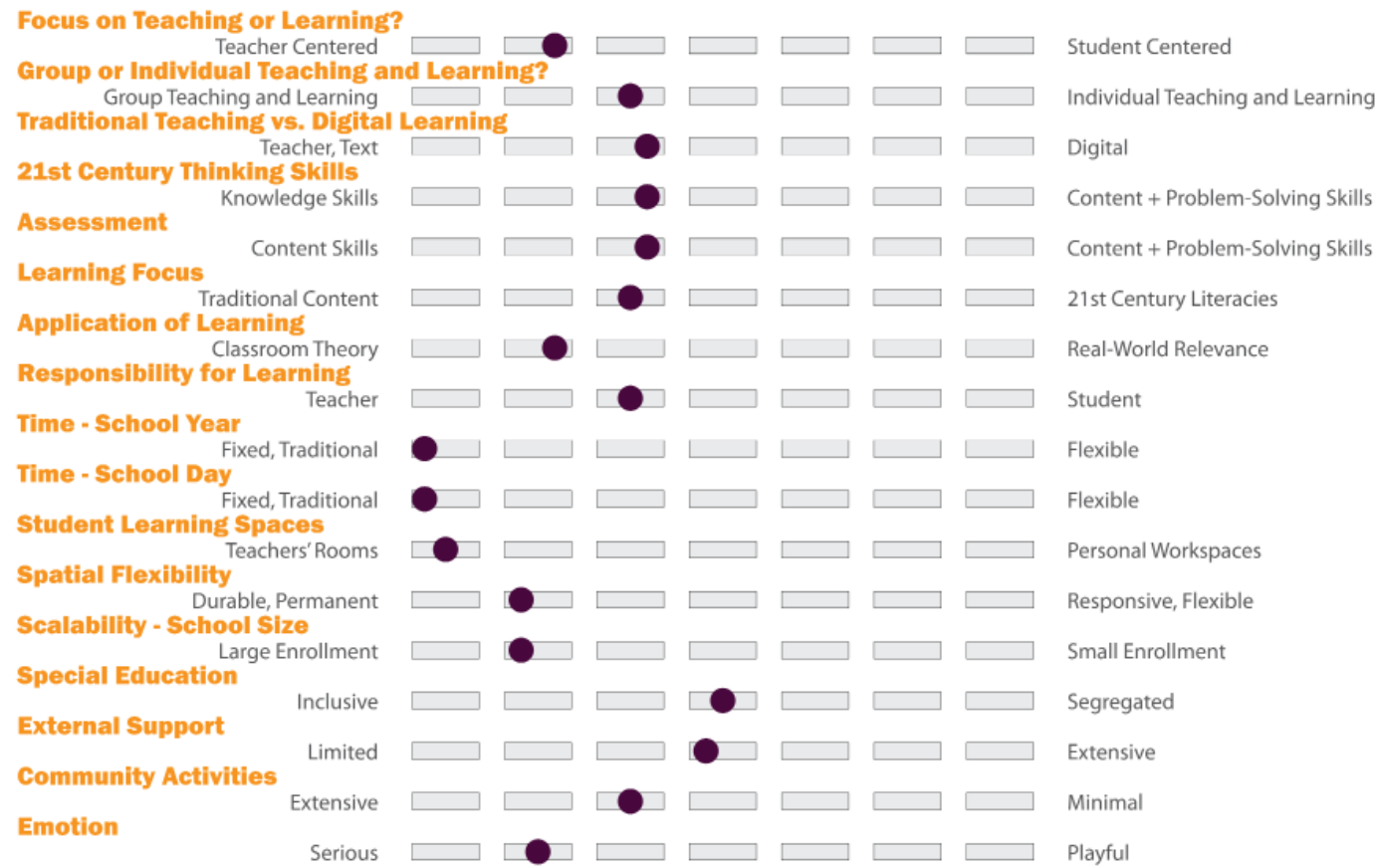
Does the school's organization and facility accommodate external support (parent volunteers, federal programs, etc.)?

Community Activities

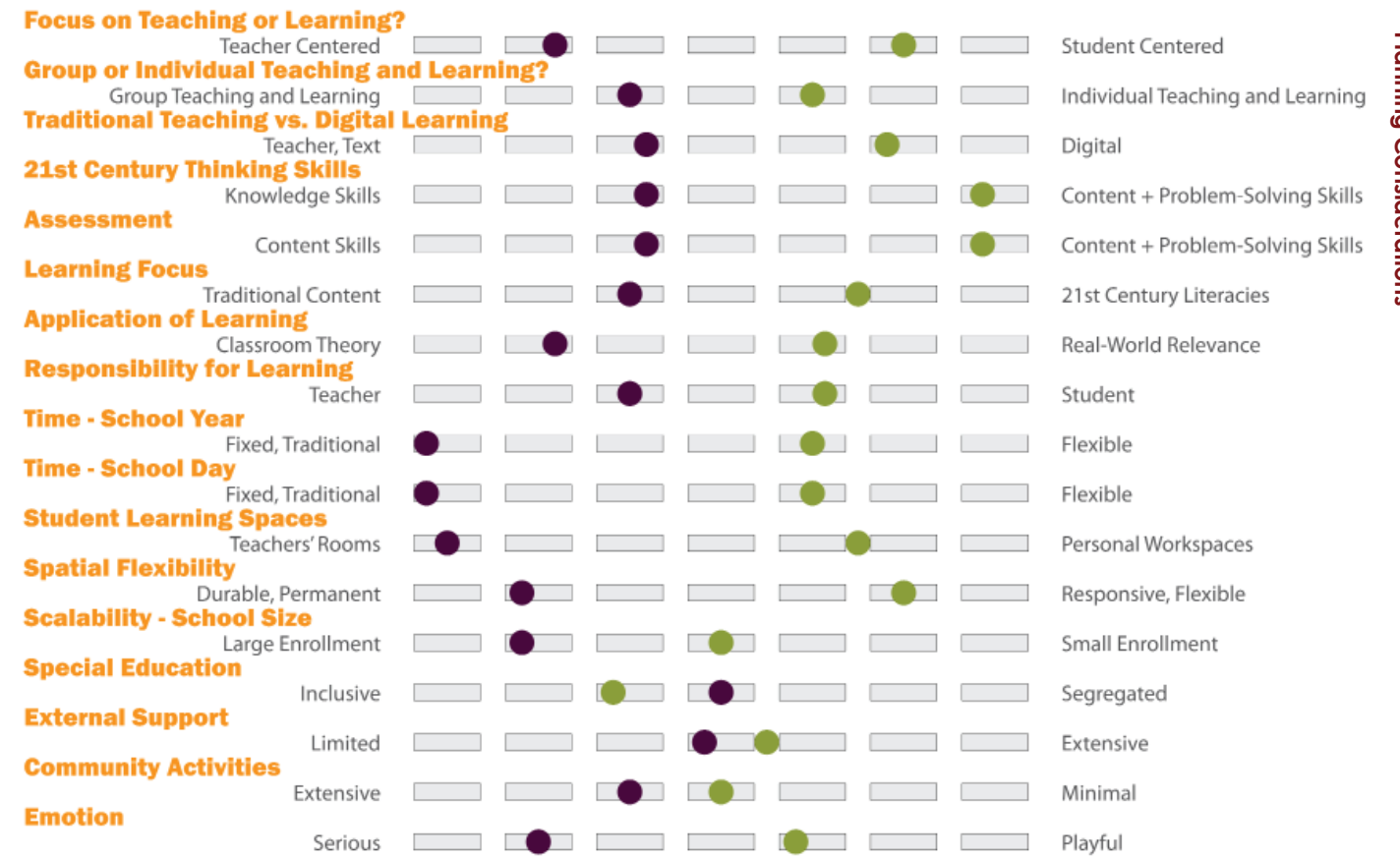
Does the size of the school, the nature of its instructional programs, and the use of time permit or support extensive community activities?

Emotion

Does the school's physical environment convey a sense of playfulness or is it a serious place?



Key Educational Issues *Where we are...*



Key Educational Issues *Where we are going...*



* Adapted from 'Teaching the Digital Generation: No More Cookie-Cutter High Schools' by Frank S. Kelly, Ted McCain, and Ian Jukes

Nurturing holistic learning by connecting students

Project Concepts

Planning Considerations

The goal of the Folsom Cordova Unified School District secondary schools is to graduate all students college and career ready. The middle school is designed to educate the whole child by addressing the unique developmental needs of young adolescents while they navigate technological advances, constant social connectivity, and college and career opportunities, to become productive citizens and future leaders.

The Common Core State Standards represent an ideal middle school education with emphasis on collaboration, creation, synthesis, and articulation, by providing opportunities for students to engage in their learning. The middle school embraces the dual characteristics of high-quality, content-area-focused, data driven instruction while at the same time, offers a richly supportive developmental environment for students through diverse coursework opportunities, character education activities, and mentoring.

The middle school will create an environment of educational excellence through a challenging, standards-based education program that uses a variety of instructional strategies and activities, to ensure educational access for all students, and at the same time create a nurturing environment where all students feel emotionally, intellectually, and physically safe.

The Folsom Ranch Middle School campus embraces the continuation of the key educational concepts identified during the Folsom Ranch Elementary School Prototype educational specification process in 2015. Because of the different school organizational structure at the elementary school, the students coming to this campus will be accustomed to a different educational experience with a high level of student-centric connectivity and collaboration. The committee has determined that it is important to maintain that organizational continuity throughout the student's educational career.

A “commons” social gathering space will be the connecting hub of the campus linking the Multipurpose, Media Center and Gymnasium functions where larger group interaction and activities will occur. Administrative functions will be at the center of this hub, providing direct supervision of the spaces and activities. A single point of entry for the public through the Office with clear public and school based zones will also link to these spaces. The administrative team, educators and school staff will focus on ensuring student safety, comfort and community while enhancing the articulation of curriculum and instruction. The campus will also be organized to allow sixth grade students to be housed in a separate “village” that allows them to be present on the campus, but still have a period of time to be relatively “sheltered” from older students while transitioning to their new environment.

Key concepts driving the design of the campus include the following:

Flexible and Agile

Developing learning environments that are easily adaptable to changing student populations, educational programs, and delivery of student services is critically important.



Student Centric

Provide student spaces developed for socialization and interaction that are diverse in activity and size to foster feelings of emotional safety, belonging and inclusion.



Planning Considerations

Collaborative

The learning environment should create opportunities for student, teachers, and the school community to develop the collaboration and communication skills that are required to build relationships and thrive in the global workplace.

Connections

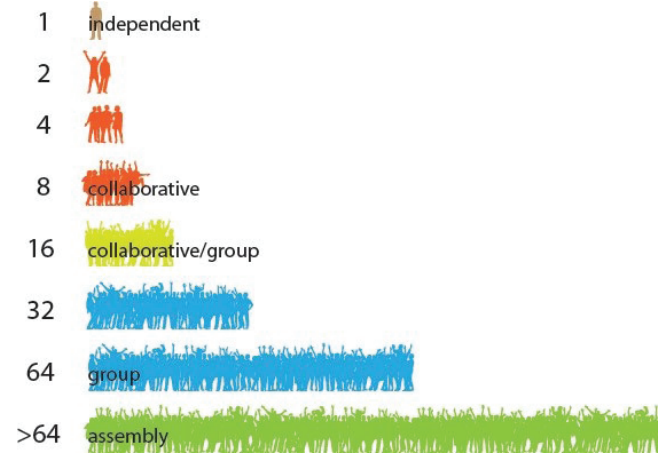
Provide services and spaces that connect the students and engage them in the education process; facilitating academic and social/emotional growth.

Community

Provide services and spaces to promote community that will allow students to feel safe, comfortable and familiar within their surroundings.

Transitions

The middle school student is caught in transition between elementary and high school structure. Each new grade level creates exposure to and interaction with more students, different teachers and new surroundings. The goal is to streamline and ease this transition to minimize anxiety and reduce isolation for the students, while fostering a more positive educational experience.



Transparency

Transparency is a key element in establishing learning environments that support collaboration and community by allowing for a greater sense of connection.

Safety

Development of safe, secure and peaceful environments for students, staff and visitors. This will include diverse, inclusive spaces to ensure the physical and emotional safety of the students.

Professional Learning Communities

A result oriented process used to strengthen the focus on learning, create a collaborative culture and collective responsibility.

With either grade alike or content alike teams determining guaranteed and viable curriculum that all students will learn.

Identifying what the students will learn, how their learning will be evaluated and what to do when they don't learn or already know the content.

Builds a foundation to examine data and provide interventions so that all students achieve the pre-established goals.



Design Capacity

The desired permanent project capacity is for 1,200 middle school students, with an overflow capacity of 180 students. Design capacity is based on optimal classroom loading, which is not typically achievable due to varying class sizes and special program requirements. Actual loading is dependent on classroom utilization and program classroom loading.

As teaching station counts and space needs change based on instructional organization of the day, this educational specification sizes program based on a six period day structure. As this is the most restrictive structure, it provides the most versatility to the facilities for other instructional methodologies that may be implemented in the future, such as a block or modified block schedule.

Unique Site Features / Conditions

Unique features of this site are the inter-relationship and close proximity to an elementary school campus, community-park and open space within the overall master planned development.

Site development will need to focus on how to provide harmony but define and separate interaction between the middle school, the adjacent elementary school and the master planned community without increasing congestion and supervisory issues. Although across the street, consideration needs to be given to activities and crossover within the park and open space. Supervision and monitoring of student and public interactions in these adjacent uses is essential.

Campus Organization

Due to the size of the school, the challenge will be to provide services to students and staff that are close in proximity and quickly accessed, without creating bottleneck circulation, congestion, and supervision problems.

There are mixed views on whether the campus should be organized by grade level or departments and varies currently at the existing schools in the District. Professional Learning Communities can also influence the organization. There is a desire to cluster the sixth graders for social reasons, but there may be other curriculum drivers that would override this. Because instructional organization will always vary, having flexibility is the biggest driver. Making sure the classroom ratios are clustered together in a method that allow either grade level or departmental organization structure.

Both centralized and decentralized support spaces will need to be provided. Due to the school size, it is impossible to adequately service everyone from one central location. In contrast, to only provide services in decentralized locations would inhibit collaboration with other staff and students. By blending the two concepts, the school will be able to benefit from both the smaller more intimate gathering support spaces and the larger school collective. The organization of the programs on the site will be similar to the support spaces. Programs will organize around a central social gathering area. The curricular programs will subdivide the core area, creating smaller more quiet gathering areas that can be focused around grade level clusters, pathways, or departments.

Regardless of hot seating due to space restrictions, a teacher who teaches multiple grade coursework or multiple instructors sharing a single instruction space, there will always be some percentage of staff that will require workspace outside of a classroom space for their prep period. Approximately 17% of the staff is on prep on any given period of the day. Statistically there is about 12% that is hot seated outside of their classroom. Hotel style work spaces in close proximity to the instructional areas should be provided to accommodate this mobile group of staff.

Gathering Areas / Quad

A gathering place for students is important to the overall cohesiveness of the school. An indoor and/or an outdoor gathering space for casual gathering, informal performances, dining and rallies, should be provided. This space will be central within the campus, but placed such that the noise does not disrupt academic activities. Smaller gathering, sitting, waiting and instructional areas will also be created on campus to allow different size groups to interact in smaller settings.

Architectural Character and Identity

School is an important component in the development and maturation of a child. Transitioning through each grade level brings the child one step closer to their adult life. The school needs to embrace the students and nurture them through this developmental process. The public, parents, staff and students, need to be connected and comfortable in this environment, to promote learning and social/emotional development.

The campus design should reflect the vision of providing a student centric nurturing environment for learning. As a focal point of the community, the schools need to reflect the importance of education, and provide a place for community connection and pride.

Neighborhood Integration

The issues of scale for the neighborhood are critical to properly integrate the school in its local environment. As a focal point centered within the development, located on a highly traveled road, the school needs to integrate and represent the ideals of the surrounding community.

Phasing Considerations

Due to funding and initial need, there is potential that construction of this project may be phased. A phasing plan would be developed and incorporated during the planning and design process to logically allow future construction during occupancy. The core facilities necessary to run the school would be built in the first phase, and expand in future phases as growth demands. Support facilities and specialized uses would be added as student enrollment grows adequate to support such programs.

Security

- Limited, controllable points of entry
- Buildings utilized as both security walls and passageways to the campus interior
- Interior campus secured from exterior intruders
- Supervisable gathering areas within the interior campus
- No classroom entrances fronting the public frontage
- Clear lines of sight to monitor students during the day and observe the site after hours
- Minimized areas of refuge / hiding, such as interior stairwells and corridors
- Strategic and sufficient lighting to promote visibility and safety and reduce vandalism
- Video surveillance capabilities with central monitoring system

Exterior night lighting will be provided at the building core and parking lots. Athletic field lighting is not required at the middle school level. Lighting should focus the light source on the area needing illumination and minimize the broadcast effect of general illumination.

Public Access

Public access and the monitoring and control of public access to school sites is always of concern. With heightened needs for security and safety, it is even more important that public access be regulated and focused. The design of the campus needs to minimize the points of entry to the campus and locate them in easily supervised and controlled locations.

While the public is invited onto the campus for activities, the separation of public from students must be clear and obvious during the school day. Use of the campus facilities after the school day must likewise be controlled and supervised.

Open vs. Closed campus

A closed campus is planned. Except for approved offsite activities, students are required to remain on site during the entire day. The site should therefore provide all services to accommodate the students' needs.

Building Types (single building, multistory)

The largest concern at the middle school level is providing enough space for the students to freely move, either during passing time or breaks. Noise and confinement are large concerns with a single building organization. As long as noise is attenuated and adequate area is provided for circulation and student engagement, there is no preference between single and multistory configuration. When land is limited, or topography is extreme, multi-story has benefit to conserve space for other exterior program needs. In particular allowing more space to be dedicated to parent drop off and parking needs. However, multistory construction can create issues for circulation of students and equipment and can cost 10%-15% more than traditional single story structures. The option to consider a multi-story solution needs to be maintained during the planning and design process to provide flexibility in the overall project solution.

Relocatable Components

Relocatable components lack the quality and long-term durability of permanent facilities. The design capacity of the school will be planned in permanent buildings (budget dependent). The overflow capacity totaling 180 students will be housed in relocatable classrooms. The site should be designed to include locations and utility stubs for these potential future classrooms.

Energy Efficiency/Sustainable Design

The facilities shall be designed to maximize efficiency and conservation while creating healthy learning environments. During planning and design, a whole-project approach, which optimizes building systems and technologies, shall be utilized to create an integrated high performing design solution.

Flexibility

The campus organization must be developed to maximize flexibility. Many programs will not be fully developed until after the campus is built and utilized. Care should be taken to provide support for current instructional needs without limiting future possibilities. Accommodating change in the instructional areas by utilizing standardized classroom design will allow a variety of curriculum to be taught in these spaces, which will accommodate classroom reassignments and department size fluctuations.

Flexibility within the spaces also requires that building systems are flexible. As individual uses change, demands on power, lighting, heating and cooling may also change. Buildings must have program flexibility to work with departmentalized, grade level or academy / cluster organizations. Spaces need to accommodate different curriculum, teaching styles and student’s needs. Often schools end up with more students than originally intended or planned. Classrooms need to be large and flexible enough to accommodate up to 36 students or current teacher / student ratios.

Technology

No other area single area continues to challenge school facility planning as technology. With its’ constantly changing nature, those building schools of the future are tasked with designing around concepts flexible enough to support tomorrow’s technologies.

Key concepts to be taken into account in this educational specification include:

- » The physical environment of our classrooms must meet the evolving demands of curriculum and instruction that emphasize the role student’s play in making connections and developing ideas, solutions, and questions. Classrooms need to be active learning environments that allow for students to work in different capacities to solve problems, create collaboratively, and discover ideas and information.

- » Wireless technology and portable devices now bring the internet not just to every classroom, but also to every student individually in the classroom. Mobile device friendly environments coupled with robust presentation options, supporting video and sound, are needed to create a classroom experience that is fully connected.
- » Our students and our teachers no longer “connect” occasionally to find information, but technology must be fully integrated into the daily operations of every classroom. We no longer will access specific spaces to access technology, but constant connectivity will be the norm.
- » Our learners will be asked to access the curriculum, create, collaborate, and demonstrate learning in unprecedented ways. It is vital that our infrastructure supports accessibility for all devices, resources, audio/visual presentation systems and the critical interconnectivity provided by a robust underlying wired and wireless network infrastructure.

The infrastructure and backbone of the school’s network must be scaled to allow for the evolution needed to meet the continuously growing demand for network resources.

Class Size Reduction (CSR)

The Board of Education makes determination for funding and implementation of Class Size Reduction. Currently there are no provisions for CSR at the middle school level. While smaller class sizes require less space, it would not be the district’s intent to provide smaller classrooms to accommodate class size reduction. Therefore, full size classrooms will be provided throughout. If CSR is implemented in the future, teaching stations would be accommodated in relocatable classrooms.

Year Round Education (YRE)

Year Round Education has not been implemented and is not desirable. Only under severe budgetary constraints would this system be implemented. Therefore, this document does not incorporate provisions for Year Round Education.

Community Use / Joint Use

Schools are center to the community. The facilities must be designed to support the educational program first, but also be able to support use by others. Special consideration needs to be given to how the facilities are scheduled and how the public will access the spaces without disrupting the operation of the school. Athletic fields, Gymnasium, Media Center, Multipurpose, and Classrooms all have varying demands for outside use.

Specifically, this project will be enhanced by sharing and expanding athletic facilities and increasing the size of the gymnasium to support use by the community. The pooling of resources has significant benefits for the students as well as the community at large.

Maintainability

It is the goal to maintain a safe and healthy environment for students and staff in an efficient manner to conserve monetary and labor resources. A receiving area with easy access for delivery trucks should be in close proximity to custodial and food service spaces. The maintenance yard will be less visible to students and parents for security and neatness in relation to the campus.

Building systems should be designed to meet code and efficiency requirements, but kept as simple and straightforward as possible to facilitate use by maintenance staff. High volumes, stairwells and corridors should be designed with maintainability in mind. Devices, lighting and equipment must be in serviceable reach by ladder or lift. Doorways and corridors need to be designed to accommodate the transport of the lift through the spaces.

Parking, Vehicle Access, and Circulation

Vehicle management is critical to the success of the site layout. Especially being adjacent to an elementary school site. Coordinating the vehicular flow with that of the surrounding development will help control traffic and reduce congestion, thereby minimizing the impact on the surrounding neighborhoods. There is a three mile walk radius for middle school students. Pedestrian access needs to be considered when crossing vehicular ingress and egress areas. There are many points of conflict and potential for injury.

Major circulation components include: buses, parent drop-off, staff parking, visitor parking, deliveries, fire access, pedestrians and bicycles. A drop-off zone should be provided for 6-7 buses plus 3-4 special education buses. Bus drop off needs to be separated from parent drop off. Special education buses need close proximity to student entrances to the campus; preferably separated from the other bus zone. There should be bus loading in close proximity to the athletic facilities for sporting events after hours. A bus zone will be located either on the north or south side of the parcel. A median and fence will be provided to control pedestrian traffic and not impede vehicular flow with bus stopping signs. The bus lane would need to be a minimum of 22 feet wide for passing.

Due to the close proximity to an elementary school site, coordination of bell times needs to be considered to mitigate vehicular congestion in the neighborhoods. Similarly, during the buildout of the neighborhoods, the bell schedules between the high school and middle school need to be coordinated due to longer times required to transport students out of their permanent attendance boundaries and possible combined high school / middle school bussing needs.

The parent drop-off area should be maximized and spread out to allow easy access and ample waiting zones. Parent drop-off overflowing onto major off-site streets is not desirable. However, it is unlikely that the site can accommodate all traffic demands at peak hours. Buses would prefer not to have to pass parent drop areas when arriving and departing. There should be enough storage capacity to house 200 bicycles and an area to secure +/- 20 skateboards and scooters, in a supervised location.

Parking must be easily supervised and should be located adjacent to the campus entrance as well as close to the gymnasium and multipurpose for event parking. Additional event parking may be accommodated with overflow parking on the hard courts. Approximately 110 staff parking stalls and 20 visitor spaces should be provided. Visitor spaces should be adjacent to the Administration entrance for check-in. Parking should be separated from parent drop-off to ease congestion.



Core Curriculum

Language Arts

Philosophy

The English department offers students a solid foundation in English Language Arts using standard-aligned curriculum. Teachers have worked to create a Guaranteed and Viable Curriculum that all students across the District are expected to meet. The standards-based program prepares students for success in high school.

Objectives

To prepare students for success in high school and beyond, the core curriculum is enhanced through a variety of support classes (for students who struggle with the grade level text) and intensive intervention classes (for students reading two or more years below grade level). In addition, honors classes are available for advanced students.

Function

All teachers have annotated teacher editions and a set of the ancillary teaching materials. In addition to a centrally located work area, teachers have access to novels, books, and supplies. Technology is available in all classrooms for the delivery of curriculum and communication with students and families; this includes teacher technology as well as a class set of chrome books for the students' access.

Relationships

Access to other departments for interdisciplinary planning and curriculum is driven by staff. Each site will set regularly scheduled common planning time and department meetings. PLC groups will continue to work on learning targets, guaranteed and viable curriculum, formative assessments, and common benchmark assessments aligned with the standards.

- » The General Committee is envisioning the clustering of classrooms to be organized by grade level. There was a lot of discussion about organizing by grade level versus departments. The teachers currently organize in a department fashion and think there is strength in organizing in this method. It was agreed that due to varying types of instruction and bubbles of increased grade level populations that there is no perfect number of clustered classrooms to work all of the time. The key is to provide as much flexibility in the physical arrangement of classrooms to provide for change over time and structure in a variety of ways.
- » Classroom space should be clustered around a collaboration space. The ratio of classrooms to shared collaboration is critical, as too many classes sharing the space will be unsuccessful due to too many demands.
- » Hot seating is not desired because it lacks ownership of the spaces although it may be necessary. Hotel style work stations should be provided in a central area.
- » Within the instructional space, projection needs to be provided high on the wall above seated students for viewing. The image needs to be large.
- » The complications of teacher's stations being tethered to walls needs to be addressed. Wireless solutions?
- » Spaces should have higher ceilings and light colors with viewing windows.
- » No water is needed in the core classrooms.
- » There should be a single staff lounge on campus, with a few workroom spaces throughout the campus.

- » Storage of backpacks within the instructional space needs to be solved. They hinder movement if stored at the desk.
- » Carpet is preferred.
- » Lots of whiteboard space should be provided.
- » Types of storage needed in the classroom: project storage, poster based work, there should be some bookshelves, paper storage and general cabinets.
- » Provide locations for secure chrome cart charging stations in or immediately adjacent to instructional spaces.



Core Curriculum

Mathematics

Philosophy

The Middle School Mathematics Professional Learning Community (PLC) will provide the foundation for the development of a rigorous, focused, and coherent mathematics curricula, instruction, and assessments that promote conceptual understanding and reasoning as well as skill fluency. The social-emotional skills of the middle school math student, such as perseverance, engaged learning, metacognitive strategies, reasoning, justifying, and effective communication, will be supported as they are embedded in the Common Core Math Practice Standards. The educational foundation will help to ensure that all students are ready for the high school mathematics program.

Objectives

The emphasis is on students understanding mathematical concepts and achieving deeper learning. Students will learn to “do math” through real-world situations and focus on fewer topics that are connected in a coherent progression within and across grade levels.

The Standards for Mathematical Practice will be embedded in lessons to help students learn to think like mathematicians, to apply mathematics to solve real-world problems, to be resourceful, to reason about numbers, and to explain and defend their solutions and the strategies used to find the solution.

In grades six through eight, students move from arithmetic to algebra. Learning focuses on ratio and proportional reasoning applied to real-world problems and quantitative relationships, leading to the notion of functions by grade eight. By the end of grade six, students are expected to be fluent with multi-digit division and calculations with multi-digit decimals. By the end of grade eight, students are expected to be fluent with calculations with positive and negative fractions and decimal numbers.

Grade Level Major Focus Areas for Instruction and Learning

Grade 6 instructional time should focus on four critical areas:

- » Connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems
- » Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers
- » Writing, interpreting, and using expressions and equations
- » Developing understanding of statistical thinking.

Grade 7 instructional time should focus on four critical areas:

- » Developing understanding of and applying proportional relationships
- » Developing understanding of operations with rational numbers and working with expressions and linear equations

- » Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume
- » Drawing inferences about populations based on samples

Grade 8 instructional time should focus on three critical areas:

- » Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations
- » Grasping the concept of a function and using functions to describe quantitative relationships
- » Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem

Function

The structure of the mathematics department is of a PLC, with a focus on the four critical questions:

- » What should students know and be able to do?
- » How will teachers know when students have learned it? How will students know when they have learned it?
- » What will teachers do when students haven't learned it?
- » What will teachers do when students already know it?

The purpose of the Mathematics PLC is to build a collaborative culture to promote continuous adult and student learning. The Mathematics PLC will respond to the needs of each student in a timely, directive, and systematic way using high leverage team actions, to erase inequities in student learning experiences. Teacher collaboration will focus on, but is not limited to, common lesson planning, effective teaching strategies, common formative assessments, common summative assessments, and data analysis, which will guide the team to make decisions for mathematics learning, on a daily basis.

Relationships

The Mathematics PLC should work closely in a cross-curricular model, incorporating common theme areas in math, science, history, and English, at the site.

The Middle School Mathematics PLC should also provide time for *horizontal articulation*, for the alignment and collaboration of teachers across the district within a particular grade/course, and time for *vertical articulation* K-12 with feeder schools.



Core Curriculum

History / Social Science

Philosophy

The study of history and the social sciences aims to prepare students for college, career, and civic life. Through inquiry-based learning, students will develop critical 21st century skills such as recognition and evaluation of competing points of view, use of factual evidence to support the construction of an argument, and how to identify and act upon societal challenges.

Objectives

During the course of students' three-year study of history, they will develop a rich and deep understanding of the prescribed content. Students will use an inquiry-based approach that emphasizes the enduring, thematic questions of history and provides relevant connections to today to explore the historical content. Students will do this while developing discipline-specific literacy skills, including the reading of primary and secondary sources and the synthesis of evidence drawn from these sources into grade-level performance tasks.

Function

History and the social sciences are first and foremost disciplines based in literacy. Students will discover contributions, commonalities, and unique characteristics of the world's historic civilizations through the exploration of historical texts and other media. Proficient interaction with informational text is the most relevant to students' future college, career, and civic readiness.

Relationships

History and the social sciences should exist in conjunction with other subjects: language arts, math, science, and art. Making connections across the disciplines allows students to develop a deeper understanding of each subject area. History is uniquely able to foster these cross curricular connections as it helps students understand the evolution and societal impact of each of these subjects while building student comprehension of informational text.

Core Curriculum

Science

Philosophy

Middle School Science provides students with an opportunity to address real world phenomena by asking questions and seeking answers to those questions without regard to disciplinary boundaries. Each middle school grade level will experience earth, physical, and life sciences in an integrated format with an infusion of technology, engineering and mathematics. Each course will provide students with multiple opportunities to develop and strengthen their literacy and math fluency through the exploration of scientific readings and concepts. Middle School Science should be experienced in a hands-on manner to fit developmental needs of this age level, and to allow students from diverse backgrounds opportunities to build a foundation of knowledge that can be expanded when the student enters high school.

Objectives

Middle School Science is offered to all students. To ensure the district offers a Free and Appropriate Public Education, student's within an Individualized Education Program (IEP) will be provided an education in the least restrictive environment that complies with all federal, state and district laws under special education.

Function

The science laboratories should support hands-on activities appropriate to the middle school level. Science rooms should provide enough space for laboratory workstations and direct instruction away from the workstations. Workstations should have access to utilities such as water and electricity, and provisions should be made for computers at each workstation. Science laboratories should include areas for storing materials away from the instructional space. An outdoor area for life and earth science activities is also desirable.

Relationships

Science laboratories should be organized by grade level to allow for sharing and storage of materials. If grade level core classrooms are grouped, science laboratories should not be included in the group. This will allow for easier storage and sharing of materials across grade levels.

- » Classroom organization will be based on a fixed perimeter of storage cabinets with movable tables for lab and lecture instruction. This provides more flexibility and freedom of instruction to support those laboratory activities that require large amounts of space.
- » Collaboration of instruction will most likely occur within the grade level, not necessarily between grade levels.
- » Laptops are 1:1, stored in carts and used throughout the middle school science curriculum.
- » Ceiling drop power wheels could be beneficial to promote flexibility of use at the center of the classroom.
- » Versatility of the room is important.

- » The ability to darken the classroom is important to support lessons around light.
- » Having standing height tables (and/or adjustable height) is beneficial.
- » Moveable tables should have casters.
- » There needs to be a minimum of three sinks per classroom, however, a sink at every lab table is preferred.
- » Spaces should have gas, water and adequate power.
- » Movable whiteboards are of benefit.
- » The mobility of the special education population needs to be given consideration within the design of the lab environment providing appropriate levels of features as well as activities.

- » An outdoor instructional space is desired, near a garden and/or hydroponics. Raised planters, shade, work benches, protected semi-enclosed space, place for lecture and bookwork outside.
- » There is a desire for a Maker Space to support project development in both Science and Project Lead the Way.
- » Furniture selection will be critical to the success of these spaces. Ease of movement is important.
- » Due to the nature of the content, Science classes can be loud on occasion and should be segregated from instructional spaces that require more quiet time (such as English).



Core Curriculum

6th Grade Center

Philosophy

Transition for sixth grade students from the elementary school to the middle school can be eased by providing a sheltered environment. Sixth grade students need time to adjust from the smaller, self-contained environment of the elementary school to the larger, more self-directed middle school setting. Program, facility design, scheduling, and all other elements of the sixth grade program are developed around easing this difficult and challenging transition year.

Objectives

We will provide a safe and orderly environment that maximizes the opportunity for learning and social development. Sixth grade students will establish stronger relationships with fewer teachers and still reap the benefits of a middle school facility for Electives and Physical Education courses.

Function

The unique developmental needs of this age group will be addressed in the building design by creating a sequestered community where the students are protected while still able to participate in supervised activities designed to further develop their articulation to the seventh grade.

Relationships

The sixth grade learning environment will be near the elective and gym facilities to provide a sheltered setting and ease of movement from building to building. It is preferred to have the building near the middle school parking lot in an effort to ease travel throughout the campus, the bus loop and dining area with clearly designated travel paths.



Special Education

Philosophy

Special Education believes that all students can learn and should have equal access to the general education curriculum and environment. We believe that students should only be removed from a general education setting when the student is unable to make reasonable academic progress in that setting. We value inclusion and place students in the least restrictive environment that is appropriate to a student's individual learning needs and Individualized Education Program (IEP) goals.

Objectives

In order to prepare all students for a life after high school, special education services offers direct support services for student's social and academic development leading to greater independence and life fulfillment.

Function

Special education courses should include curriculum support classes at all grade levels and in 10, 100, and 1000 level classes as needed. Access to technology is essential to support complete access to the curriculum. In addition, there should be access to a private phone area, locking cabinets, bathroom facilities, changing rooms, testing room, and an IEP meeting room.

Relationships

We need access to and coordination with all departments, driven by student needs.

Typically, special education classes have been allocated to spaces smaller than typical classrooms due to their smaller class size. This methodology fixes the location of the classroom and limits the flexibility to integrate the support into the appropriate core curriculum as the special education enrollment fluctuates from year to year. Therefore, full size classrooms will be provided throughout. This allows special education the flexibility to change locations from department to department as the demand is needed.

- » The capacity planned for this school is 1,200 students, understanding that the special education population is a fluid figure, three special education classrooms are being allocated as a target.
- » There are broad concerns about special needs students accessing multistory buildings. The need to address transport down the stairs during an emergency is important (gurneys versus wheelchairs). Additionally, the reliability of elevators for day to day traveling is a significant obstacle.
- » Speech is generally provided at a group level currently, rarely one on one.
- » The objectives of student support services is to expand contracted mobility, provide ADA access and navigate the entire environment.
- » Counseling Enriched Programs (CEP) have less facilities needs than some of the other special education programs. These spaces typically like to be on the fringe of the campus, have access to exterior deescalation space, and have less noise around their environment. It would be beneficial to be near the therapist / counseling spaces.

- » Providing an informational kiosk in the administration lobby would be beneficial to support parent resource access needs.
- » There is a desire to have a sink and access to life skill activities within the CEP spaces.
- » There needs to be changing space for PE within the special education classrooms.
- » Math and English (department) core classrooms are the strongest link of general education to special education classrooms.
- » Studies Skills Class (SSC) has been added to the special education program and requires instructional space.
- » Storage of equipment is important at the Independent Living Skills (ILS) classrooms.
- » Special education restrooms need to have adult diapering and shower facilities. It should have access outside of the classroom space so it can be used by a broader population without disrupting the classroom instruction.
- » Special Education Spaces need to be located in close proximity to busing. Most, if not all, students are bused and require supervision to and from the bus.
- » There should be two ILS instruction spaces at the middle school (potentially). These spaces should probably be located closer to the upper grades and on the lower level if the building is multistory.
- » There is no longer a need for a separate motor room (Occupational Therapy). This is occurring within the ILS spaces. There is a need for a storage room for the equipment and a small work space for the therapist in close proximity to the ILS instructional space.
- » The SSC is loaded on average 1:28. There needs to be wall space for graphic displays of calendars, etc. There should be one class per grade level.

- » SSC is a different space than the Learning Resource Center (LRC) space. SSC is one period out of a student's schedule. The middle school is not using the LRC model currently, so this space is not needed. FCUSD middle schools do not call their mild/mod programs (previously called Resource Specialist Program) LRC but they are staffed with mild/mod staff who will require classrooms.
- » It would be beneficial to have 2-3 breakout areas within the studies skills class. This could be accomplished with partitions for the most flexibility.
- » Self-contained classes average 12-15 students, Autism classes range between 8-12 students.
- » Special Education teachers have four release days per year and will require work space outside of the classroom. A common work area could be provided with hotel spaces that could also be used as a testing space.

Career Technical Education / Electives

Philosophy

Middle School Electives focus on individual and cooperative learning to enable students to gain both functional skills in a variety of subjects and a greater perspective of the world around them. They are immersed in hands on learning opportunities in an active, engaging environment that sets the stage for their high school experience and exposure to potential career choices.

Objectives

The students may be exposed to Art, Computer Programming, Life Skills, Multimedia Production, Music, STEM (Science Technology Engineering Math), or any other subjects dictated by contemporary society. Facility design needs to be specific for the needs of specialized elective subjects, yet provide flexibility for future needs. Middle school elective programs should be articulated with high school offerings.

Function

Elective facilities should have the space, storage and infrastructure to support the equipment and hardware needed to provide the specialized instruction for the various subjects. This requires differentiated and dedicated spaces designed for each subject's individual requirements. As elective programs are product oriented, sufficient space should be provided for displaying student work.

Relationships

To assist with the expense of specialized equipment, dedicated spaces that may not have sufficient student enrollment for full day use. Safe traffic patterns that avoid grade level mixing should be considered when placing the other dedicated spaces

Career Technical Education (CTE) Electives

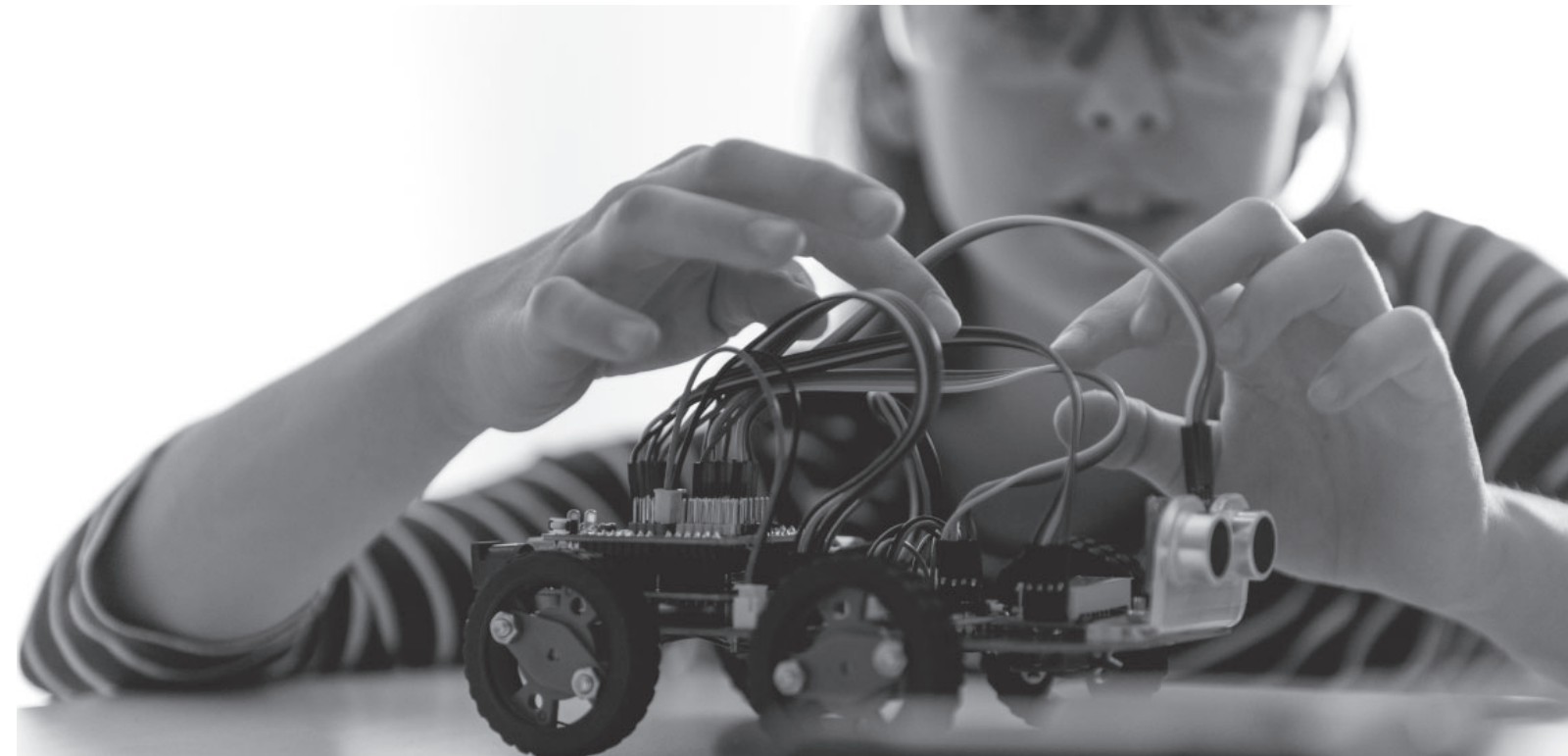
- » The Makerspace to have a clean zone and a dirty work zone, with a wood shop (dust control), space for large size projects (including storage) and computer lab access.
- » The Computer lab will not be designed as the previous traditional inflexible spaces. There will be movable furniture and laptops for a lot of flexibility.
- » For *Project Lead The Way* (PLTW), there needs to be ample storage, a lecture area separate from the work area, computer use space (laptops), mobile desks and/or tables for flexibility and access to power in multiple locations.

Fine Arts

- » It was discussed that the fourth CTE elective space could be used as fine art overflow for that 0.5 classroom space. Art could be taught in a Multi-Lab configured space.
- » There was discussion about how art is taught in the middle school level. A variety of media is instructed within the same classroom unlike high school where there is a space dedicated to ceramics, 3D and 2D. So flexibility within the space is even more important.

- » There is still academic/computer activities within the curriculum which requires a lecture environment. Furniture selection will be important to be able to create lecture layout and project work area within the classroom.
- » No different than other classrooms, backpack storage is a problem. Some currently use hooks, other have bags at the chairs.
- » General Supply storage is needed separate from the classroom space to organize the various media being used throughout the year. Students typically are responsible for bringing minimal items to use in the class; sketchbook, journal, and writing utensils.

- » A sink with a garbage disposal is needed.
- » Connection with secured covered outdoor work space is desired.
- » A kiln room is needed.
- » Provide drain catches at the art room sinks. This will aid in preventing clogs due to clay and paint.



Physical Education

Philosophy

The indoor and outdoor Physical Education facilities shall provide a safe, appropriate learning environment for all students as they practice age appropriate movement and social skills, led and evaluated by Physical Education staff members.

Age appropriate apparatus shall be available for students to challenge themselves to the eventual state of self-motivation. The long-term goal is to provide enough of a sampling of physical activities that each student will select at least one of those activities to enjoy and practice for a lifetime of physical growth and healthy living.

Objectives

Through daily physical activity, student will:

- » Exercise in a group and learn to exercise independently.
- » Be subjected to games with values that shall be followed to assist in the development of cooperative and appropriate social behavior.
- » Acquire strength, improve flexibility and improve cardiovascular endurance for the purpose of performing efficiently today, with the goal of functioning efficiently for a lifetime.
- » Demonstrate responsibility for their own behavior and responsibility for the respect of sportsmanship and others.
- » Learn that physical movement is meant to be appreciated.

Function

Outdoor teaching stations shall include stenciled numbers on the black top surface in rows of five: i.e. 1-5, 6-10, etc., and up to the number 55. This should be duplicated at least four times on the black top. The gymnasium shall accommodate every physical education student, every day, during inclement weather. These indoor and outdoor facilities must be able to accommodate after school athletics.

Relationships

The Gymnasium needs to be located close to parking and bus loading for visitors and visiting teams. The Gym could be in proximity to the multipurpose but separation of activities would be necessary to avoid distractions between students at lunch versus students in class. PE activities should also be located away from other instructional space to avoid disruptions. Lavatories shall be located in an area that will be available to all students during class time or during an athletic event but also in a way that clearly maintains a locked locker room.

Gymnasium

- » The gym should have a minimum capacity of 1,200 students. The preference is to have the bleachers single sided, even if that means to accommodate full capacity overlapping the main court with a two stop bleacher system.
- » Provide one main court volleyball and four cross courts that share poles.
- » Provide one main regulation basketball court and three cross courts.
- » Provide 10-12 badminton courts.
- » Incorporate one divider curtain in the gym between two basketball cross courts.

- » Provide 700 small lockers plus 200 street lockers or cubbies for changing each side. The lockers and cubbies must be large enough to accommodate backpacks (>12"). A backpack corral for all backpacks in one secure area is not desired.
- » No team lockers are necessary.
- » If not required by code, no student showers are wanted.
- » Provide drinking fountains in the locker rooms.
- » The restroom count at the lockers should be a minimum of five fixtures, as there is a demand of 150-200 students in a five minute time period. Do not provide exterior access to the restrooms for locker room security.
- » No Concession / Ticket Office is needed.
- » Provide an ice machine in the Conference / Training Room.
- » Staff offices should accommodate four desks each side.
- » Provide one toilet and one shower for each staff toilet room, including staff lockers.
- » The Conference Room should be accessible from both staff offices.
- » The Laundry should be accessible from interior.
- » The average physical education class size is 45-50.
- » The Weight Room should be separate from the PE Classroom.
- » Weight Room to have interval training consisting of cycles, universal machines, free weights, and mat activities. There should be space for 25-26 stations.

- » The classroom will be used for presenting, curriculum, and computer use. It should also accommodate video and testing. Folding tables are a good solution to maintain flexible use of the space.
- » Wrestling will occur in the gymnasium.

Outside Needs

- » There should be 12 basketball and 12 volleyball courts (separate) on the hardcourt.
- » There should be a grass area for PE activities (separate from the track). The preference would be to not have any fixed structures like backstops and soccer goals to maintain the most flexibility.
- » There should be a track and field, with resilient surface. Track events should be internal to this area. There is a preference for bleacher seating for 300-500 spectators.
- » Ideally, a field storage building with restrooms near the fields should be provided.
- » There should be some hardcourt activities near the MP for lunchtime use, separate from PE instructional areas.
- » Power to be provided to all teaching areas including hardcourts and track.

Media Center

Philosophy

The District is committed to providing access to information resources to improve and enhance the educational, cultural and recreational pursuits of students by encouraging and promoting an appreciation for life long reading and learning.

Objectives

- » To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective cognitive strategies.
- » To provide physical access to information through a carefully selected and systematically organized local collection of diverse learning resources and a systematic procedure for acquiring information and materials from outside the Media Center.
- » To provide learning experiences that encourages students and others to become discriminating consumers and skilled creators of information.
- » To provide resources and activities for learning that represents a diversity of experiences, opinions, languages, social and cultural perspectives and promotes intellectual freedom.
- » To provide additional school and community meeting spaces.

Function

The Media Center will be the hub of the campus. It will be used for staff meetings, advisory meetings, a hang-out spot before school, staff collaboration, team teaching, simulations, and guest speakers beyond more traditional library activities.

Relationships

The Media Center needs to include space for two classes of students each period for instructional activities. Before school and during the day, individual students will utilize the Media Center on their own, as needed.

The Media Center needs to include space for staff members to support teacher and student activities (with additional support from student assistants). This would include a large, dedicated maker space that allows students access to a variety of materials and resources (physical and digital) that would assist them in the creation of various school and community related projects. The Media Center should support a robust tutorial center before school, throughout the day (including lunch), and after school.

Media Center

- » The Media Center will be staffed with a full time librarian.
- » All student accessed space should be visible from the circulation counter.
- » Roughly 15,000-18,000 volumes should be provided for book shelving.
- » Reference material has mostly converted to electronic media, which translates to about a 10% reduction in volume count.
- » Stacks should be around the perimeter of the space and hiding spots should be minimized.
- » There needs to be textbook storage within the library, as textbooks are still centrally stored at the middle school level.
- » It is likely that book sensor controls will not be needed going forward.
- » There needs to be space for secure laptop charging stations / storage.
- » The area might be an appropriate location for a centralized general staff workroom for copying, etc.
- » There could be meetings with needs for up to 100 people. But in general, the Media Center should be sized to accommodate 70 students (two classes) in a table layout. This number could include soft seating options.
- » Soft seating areas should have charging stations and becomes part of the area to access reference materials (i.e. use of chrome books).
- » The Media Center space could be open to other spaces. It does not need to be a stand-alone space.
- » There should be a fish bowl type small group space for 4-6 people.

Makerspace / Project Room

- » Space should include large tables with storage cabinets for project kits, including the ability to project large images on the wall for easier manipulation and viewing.
- » This space should be oversized for project type work activities and flexible to support multi curriculum and even community use.
- » Accountability, ownership, safety and staffing need to be resolved for effectiveness, but most likely this responsibility would be the Librarian's.
- » It should be supervisable from the checkout counter, connected to the library with an operable partition to open to the library as needed. There should be an external controlled access to enter the space outside the library as well to minimize disruption of ongoing activities.
- » It should have a deep sink for cleanup and project work.

Textbook Storage

- » There is more need to process, distribute and temporarily store consumables more than textbooks, however there is need for both types of storage.
- » Distribution at the beginning of the year is roughly a one month process and occurs at the checkout desk internal to the Media Center. An exterior checkout window would not work.
- » There are approximately four volumes of consumables x's 1,200 students per subject. There are five subjects (Math, English, Science, History, and Language).
- » English novels will not be stored here. Space should be provided in the English Department.
- » Textbooks are still checked out per student; consumables are not.



Hadley Junior High School - FGM Architects

Multipurpose / Student Activities

Multipurpose Philosophy

Provide a place on campus where students can gather, socialize, and/or find latest news, information, and products related to student activities. The facility could also be used as a parent resource center and community center. The multipurpose room needs to be information accessible and supervision accessible during the school day.

Objectives

The Student Union can provide support, arts, recreation, enrichment, access to health and social services, and vocational experiences during school hours, after school, on weekends, and during school breaks. It should be a centralized location that is a safe zone for all students.

Function

Provide a facility for district and community partners (for example, Boys and Girls Club, scouts, Parks and Recreation, businesses, post-secondary schools, heritage language groups, etc.) to offer programs, services, and experiences to students and their families.

Relationships

Integrate the services and resources of the district and broader community to nurture relationships and enhance educational and personal growth of the students. Provide a space that is easy to access and can be functionally changed from within to meet varying needs.

Student Activities Philosophy

To provide leadership development which emphasizes ethics, integrity and collaborative decision-making. It aims to enhance the quality of education by involving students in activities and programs outside the classroom that builds citizenship and encourages self-esteem.

Objectives

To offer and support a wide variety of opportunities and programs for student involvement. Cocurricular and extracurricular activities / programs: Student Government / Leadership, clubs, rallies, assemblies, dances, lunch-time activities, school-wide functions, student recognition, new student orientation, athletics, music and drama.

Function

Oversee all of the non-curricular programs, co-curricular and extracurricular activities, master calendar, expenditures, fundraising and compliance with District and State policies and regulations.

Relationships

Multipurpose / Student Union, Gym, Student Activities Room, Snack Bar, Student Accounts, Student Store, Director of Student Activities Office, sports fields, outdoor gathering, and stage.

- » There was a lot of discussion in regards to two lunches versus three lunches. The square footage to provide interior seating for two lunches is pricey and there was discussion that there is benefit to sixth grade having their own lunch period. It was agreed to provide a blend of indoor and outdoor seating such that a two period lunch could be accommodated, but in a three period lunch there is enough capacity to sit all inside.
- » There should be interior seating for 400 dining and +/- 850 assembly.
- » Covered outdoor dining for 200, with non-fixed seating for maximum flexibility and use of the space.
- » Chair and table storage should have access to both inside and outside spaces.
- » Student restrooms should have exterior access only, connected to the outdoor dining.
- » There was discussion about the benefit of having physical proximity to the Gym and potentially interior connectivity to create one larger space. There are significant acoustic issues to resolve for this concept.
- » The stage should have an acoustical separation from the multipurpose so it can be used as a classroom.
- » Band and Choir should have connectivity to the stage. Access to student restrooms needs to be considered.
- » There was discussion about having a dual sided stage; either connecting to the Choir / Drama space or to an outdoor amphitheater. The group liked the idea of connecting to an outdoor area, but are not convinced it would be highly used. Therefore this remains an optional feature.
- » There should be access to hardcourt play area separate from physical education areas.
- » The Kitchen, Stage, Music, and Choir spaces need vehicular access for equipment deliveries.
- » Use of the multipurpose after hours by City functions needs to be coordinated from an access and security perspective.
- » The multipurpose needs to be close to parking.

Multipurpose / Student Services

Food Service

Philosophy

“Nothing is more important than the welfare of our children and proper nutrition comes first in attaining this welfare.”

Harry Truman

While the approach towards food has changed drastically with scientific and technological breakthroughs in health and nutrition and in new food manufacturing methods, School Food Services must keep in step with these changes and produce the quality food that our children deserve.

Times have changed and School Food Services must do the same.

Objectives

Working within the confines of the USDA regulations, provide meals that are acceptable to any student who wants to participate in the National School Lunch / School Breakfast Programs. The kitchen area, including receiving, storing, preparation and serving are integral to producing great meals. Meals must be served in an area that is inviting and appealing to all students.

Function

The School Food Services plays an important role in nutrition education. The facility must be able to bridge food services and education. The facility must reflect the latest trends in food and food technology. Access to power and layout must be flexible. Children have very limited meal times and the flow of the serving area has to take this time constraint into consideration. We have to remember that we will have to change more frequently in the future than we did in the past.

Relationships

It is an undeniable truth that good nutrition contributes to one's ability to learn! Hungry children find it difficult to concentrate and learn, therefore Food Service is an integral part of every child's school day, and enhances their learning experience.

School Food Services and Cafeterias must be regarded as important contributors to education and not the last and least respected department in the system.

- » The food service structure will be set up to support two or three lunch periods.
- » There needs to be a separate area for student queuing at the food service lines. At a minimum, the counter and kitchen equipment must be secured from the multipurpose. If fixed stanchions are used, then the space is not flexible and the entire food service area could be secured from the multi. The secured area needs to include the condiments section (perhaps an individual roll down screen).
- » The preference is to have removable stanchions for maximum flexibility of the MP.
- » There should be 5-6 transaction stations to serve the students. The goal is to serve roughly 200 meals per lunch (400 total) in less than 10 minutes.
- » There is a preference to have organized tighter line structure to keep the flow of students orderly.
- » At the middle school level, there should be organized flow for students to get to their seats after they have received their meals.
- » Would like to have digital menu boards plus digital signs for POS stations to identify food at each line.
- » There needs to be a staff restroom for the kitchen staff.
- » There needs to be an office for one staff member (with space for a safe).
- » There should be a locker room with 10-12 lockers. Half size is okay.
- » Food service staffing of seven employees for 1,200 students.
- » There needs to be dry storage, refrigeration and freezer space to store a week's worth of supplies.
- » There should be two double stack ovens, a steamer, and no tilt skillet. Dish machines should be high profile and 3-compartment sinks should be large enough to wash a tray.

- » The laundry room should have space for stand-alone washer and dryers. Stacking models break too easy. There needs to be space for soiled linens.
- » Bottle filling stations to be provided (chilled and filtered).

- » Prefers no food display cases. Just a counter with food items stored behind in coolers and warmers.
- » There needs to be a space to store chemicals away from the food prep area.





Performing Arts

Philosophy

Performing Arts is an important part of the curriculum. It is important that students have an adequate performance space as well as storage space. A space with proper acoustics, lighting, sound and size. Students should feel that they have a performance place of their own, not a place that is constantly used for non-performance events.

Objectives

To prepare students for performances, recording, and lifelong learning. The performance space needs to provide a place where students can practice acting and technical skills.

Function

Music course offerings include Band, Jazz Band, Orchestra, and Concert Choir.

Spaces should be provided for a 70 piece band and 60 student choir – Be acoustically sound and infused with technology.

Relationships

Choir, Band, and Drama should be interconnected.

- » Choir and Band space will need to be provided.
- » In discussions it was agreed the Choir room would be able to support Drama activities as well even though currently drama is only offered in a after school club format at the middle school level.
- » These spaces should be linked to the performing space which would be the stage off of the Multipurpose Room.

- » Band instrument storage is required within the Band Room but percussion storage should be in separate room.
- » A solution for backpack storage is required.
- » A staff office is needed.
- » Choir robe storage is needed.
- » Choir to have movable risers to maintain a flexible instructional space.
- » Practice rooms are not desired.

Administration / Health Services

Philosophy

The administration provides support for students, staff, parents and the community at large. It is composed of the principals, assistant principals, counselors, clerical and support staff. The building should be a pleasant and welcoming atmosphere for members of the public as well as students and employees.

Objectives

Enhanced staff collaboration, sharing of staff, support spaces and resources.

Focusing public access to campus “funneling traffic”.

One stop shopping for parents and community members.

The objectives are to provide leadership and support for instruction and other areas related to student success at school. Leadership insures a quality educational program and ancillary services. Issues such as budget, facility usage, records, personnel management, student health, counseling, and guidance services are all included.

Function

The building provides services to keep the school functioning smoothly, as described above under “Objectives”. It is a place where staff can meet and interact, check their mail, have access to a copy machine and other instructional support equipment. It is a place where students can come to get counseling and health services, and provides a “user friendly” venue for parents who come for meetings or to pick their children up before the end of the school day.

Relationships

Administrative and student support services should be located in a central area to the campus, have convenient parking and be easily identifiable and close to the front of the school property for ease of access. This is the public entrance to the school.

Administration

- » To promote collaboration and student support, administrative and counseling functions should be housed in close proximity to each other, but with separation for types of activities.
- » Even though there is no assigned receptionist, guests walking up to a reception desk is ideal. It helps direct people properly.
- » The Clerks should be grouped together open to the lobb / waiting area to support reception needs.
- » Records and Registrar functions should be located toward the front. The Accounts Clerk and Attendance should also be towards the front, but also have easy access to service the student population.
- » Records room to include countertop or table for secure records viewing.
- » Having an exterior window for attendance would be beneficial.
- » Generally, confidentiality is a concern, but openness is nice.
- » Provide common work space (conference) for administration and counseling.
- » Space should be allocated for PTO storage within one of the general storage rooms in the Administration.

- » The Student Resource Officer needs an office. However, the officer is only on site part time and this office could be shared with someone else.
- » Provide hotel spaces for 2-3 transient workers within the Administration space.
- » Individual Assistant Principals should have offices large enough to meet with three or four students/family members at a time.
- » Assistant Principals must have separate space to hold students awaiting discipline. This area must be separate from Counseling.
- » Assistant Principal offices must be adjacent to and have view into In-house Suspension.
- » If a Discipline Clerk is provided they should be located at the entry to the Discipline area and be the gatekeeper to the assistant principal area.
- » Currently Suspension is being shown in the Administration, however, there is some concern on whether it belongs there or not.
- » The Principal’s office should be able to hold up to a minimum of eight.
- » All offices and conference rooms should be constructed in such a way as to ensure student / family confidentiality and privacy.
- » Mailboxes shall be provided in Staff Workroom.
- » Provide an Athletic Director’s Office with some cabinet storage; located near athletic storage if possible.

Health Services

- » Health Services resources will include a LVN, RN, and Health Assistant.
- » Provide a minimum of three AEDs: one in the Administration, central to the campus, and the Gymnasium.

- » There are activities involving IEPs and Counseling, but there does not have to be direct access.

Nurse’s Office

- » Space for one workspace with seated meetings space for 2-3. There may be groups larger, but likely impromptu and standing.
- » Include a tall storage cabinet and space for one four-drawer filing cabinet. Less filing space is required due to going paperless.
- » Include space for clear 10 feet space (+ standing space) for vision screening

Nurse’s Toilet

- » Sink to have hot and cold water.
- » Space for a scale
- » Include small lockable cabinet storage with individual locked storage for student catheter storage.

Health Room

- » Include one workstation
- » Minimum space for two cots
- » Provide space for 4-6 chairs
- » Sink with hot and cold water
- » Under-counter fridge with countertop ice maker
- » Locked storage for medicines, medical supplies (upper cabinets)
- » Locked storage for first aid supplies and feminine hygiene products
- » Provide a private zone for insulin/blood sugar testing; including a storage cabinet for student supplies and snacks. Counter area is necessary, sink access is not.
- » Storage space for a wheel chair.

Counseling

Philosophy

The mission of the Counseling program is to provide a comprehensive, developmental, counseling program addressing the academic, career and personal / social development of all students. As professional school advocates, school counselors provide support to maximize student potential and academic achievement. In partnership with educators, parent/guardians and the community, school counselors facilitate the support system to ensure all students have the opportunity to access and are prepared with the knowledge and skills necessary to contribute at the highest level as productive members of society.

Objectives

The goal of the Counseling program is that students will acquire the attitudes, knowledge and skills in the areas of academic, career and personal/social development that will contribute to effective learning in school and in life: Skills for learning and motivation to continue to learn. A realistic self-concept and a healthy self-respect. Healthy interpersonal relations / respect for others. Responsible behavior in the school, family, and community. An understanding of themselves, the world of work, and the realistic integration of one with the other.

Function

Each counselor needs a private area to conduct confidential business. There needs to be easy access to the counselors by parents, students, and staff. Individual counselors should have offices large enough to meet with three or four students / family members at a time. As we meet on a regular basis with larger groups (IEP / SST meetings) of 8–10 people, there needs to be at least one large meeting space to conduct meetings. All offices and conference rooms will be constructed in such a way as to ensure student / family confidentiality and privacy. There will also be two dedicated meeting areas that are available for use by outside counseling professionals, CPS workers, police officers, etc. that come to the campus to meet with students.

Relationships

Counselors work closely with Administration, Psychologists, Attendance and Teaching staff. The Counseling Department would be composed of Counselors, Marriage & Family Therapists, Clerical Support, Speech, and the school Psychologist. This department should be located for ease of connectivity to the student population as well as to the front of the campus for ease of wayfinding for parental interactions.

- » A Small Group should be provided to support group activities with students.
- » One of the hotel spaces should be located in close proximity to the counseling department.
- » Speech and Psychology should be located within the administration area in close proximity to counseling. However, there needs to be distinct acoustical separations.
- » Speech Therapist similarly needs a small group space with 8-10 capacity max.
- » Psychologist will have an office to serve a maximum of 1-3.
- » Space for two MFT Counselors should be provided. They should be located in proximity to the CEP / ED students. These spaces should be similar to small group spaces, with a capacity of 8-10 max. Even though there is one for special ed and one for general ed, moving forward, these spaces should be housed in close proximity for improved collaboration. A good location for these spaces is adjacent (but not within) the counseling space within the Administration. There should be sensitivity to the signage of these spaces to maintain the private nature of those visiting.
- » To support IEPs there should be two spaces. One dedicated and one shared conference space. These spaces need to be in close proximity to printing.

Joint Use

Opportunities for children and adults to be more physically active through the sharing of facilities by the Folsom Cordova Unified School District and the city of Folsom.

Classrooms

- » No direct classroom needs at the middle school. There is a need for Art Room space, but this is currently supported in the elementary school MP model. This program serves elementary school and some middle school students. If possible using a middle school art room would be of benefit.
- » If classroom space ends up being needed, security access and alarm pad locations need to be coordinated.

The Cave

- » Not truly a classroom need, there is space need for the Cave teen center. This program supports students in after school care and summer programs. Roughly 75-100 students.
- » This should be roughly 2,000 square feet and part of the overall square footage needs for the campus, as all middle schools have this program in Folsom.
- » The space should be near restroom facilities. Alarm pad and zoning need to be considered.
- » Having proximity to fields and the gym are beneficial as well.
- » Having roll up doors to the exterior would be beneficial.

Multipurpose

- » The joint use sharing of improvement costs will need to be confirmed, but the City would like to see basketball and volleyball courts provided in the multipurpose space.
- » Program (and sizes) to be compared to what was designed for Sutter Middle School. But preliminarily one main basketball and two side courts, one main volleyball and two side courts.
- » There should be equipment storage for the use of the courts.
- » There needs to be separate junior cheer storage.
- » Ceiling heights need to accommodate cheer. By having volleyball in the space this should be obtained.

Media Center

- » There are no city joint use needs for the Media Center

Gymnasium

- » City storage separate from the school storage is the most important. There is storage of nets, carts (one), portable scoreboards, and some tables and chairs.
- » There are also custodial clean-up supplies stored as usually access to the custodial closet is restricted.
- » There should be a cupboard for storing first aid supplies and basketballs.
- » City uses the facility for basketball, volleyball and badminton.
- » There should be a divider curtain between side courts.

Exterior Facilities / Athletics

- » There is a desire for a synthetic field with 3-5 row portable bleachers.
- » Restroom access will need to be evaluated. Security (separate alarm pads?) to be reviewed.
- » Provide softball backstops at field area. Two per soccer field at the corners. Goal is four total. Softball storage will be portable.



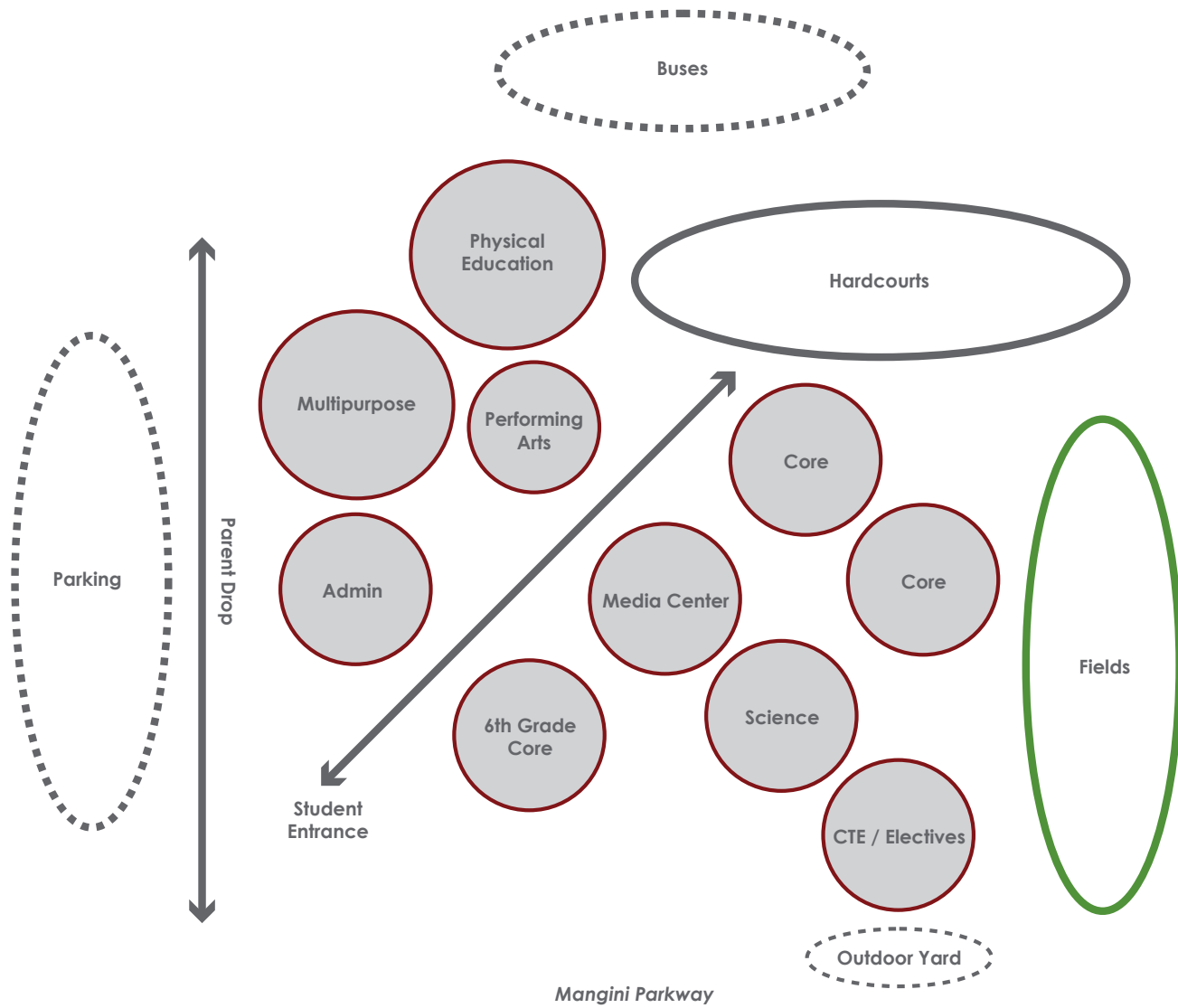


03.
Space
Requirements and
Relationships

Site Diagram

Space Requirements

First Street



Mangini Parkway

School Component Summary	Teaching Stations	State Loading	FCUSD Loading	Proposed Square Footage
Core Classrooms	27	675	747	36,505
Science Classrooms	9	237	265.5	13,500
Career Technical Education / Elective:	4	108	118	8,410
Physical Education	1	27	40	25,130
Media Center	0	0	0	9,140
Multipurpose / Student Activities	2	54	59	22,250
Administration / Counseling	0	0	0	7,580
Support Spaces	0	0	0	23,760
Subtotal	43	1,101	1,229.5	146,275
Less Exterior Space				-3,000
				143,275

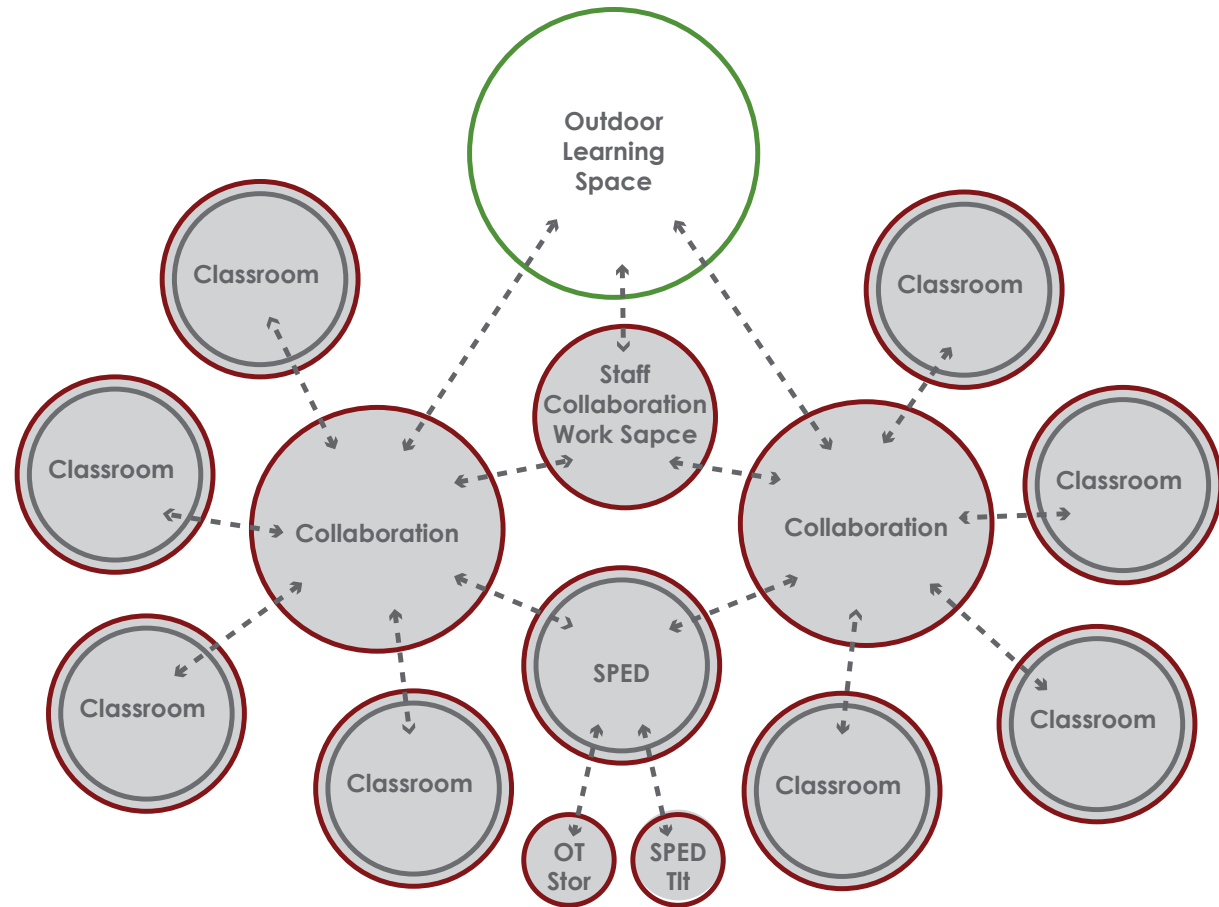
Single Building Configuration	
Circulation for single building (17%)	24,357
Subtotal	170,632
Covered overhangs (15%)	25,595
Total	196,227

Campus Plan Configuration	
Covered overhangs (30%)	42,983
Total	189,258

STAFFING	
INSTRUCTIONAL	
Teachers	50
Special Education	2
Instructional Aides	20
Bilingual Aides	3
Librarian	1
ADMINISTRATIVE	
Principal	1
Assistant Principal	2
Admin Assistant and Clerk	5
Nurse	1
Health Assistant	1
Counselor	2
MFT	2
Psychologist	1
Speech Therapist	1
OPERATIONAL	
Custodian	2
Food Service	6
Campus Monitor	4
Resource Officer	1
STAFFING TOTAL	105

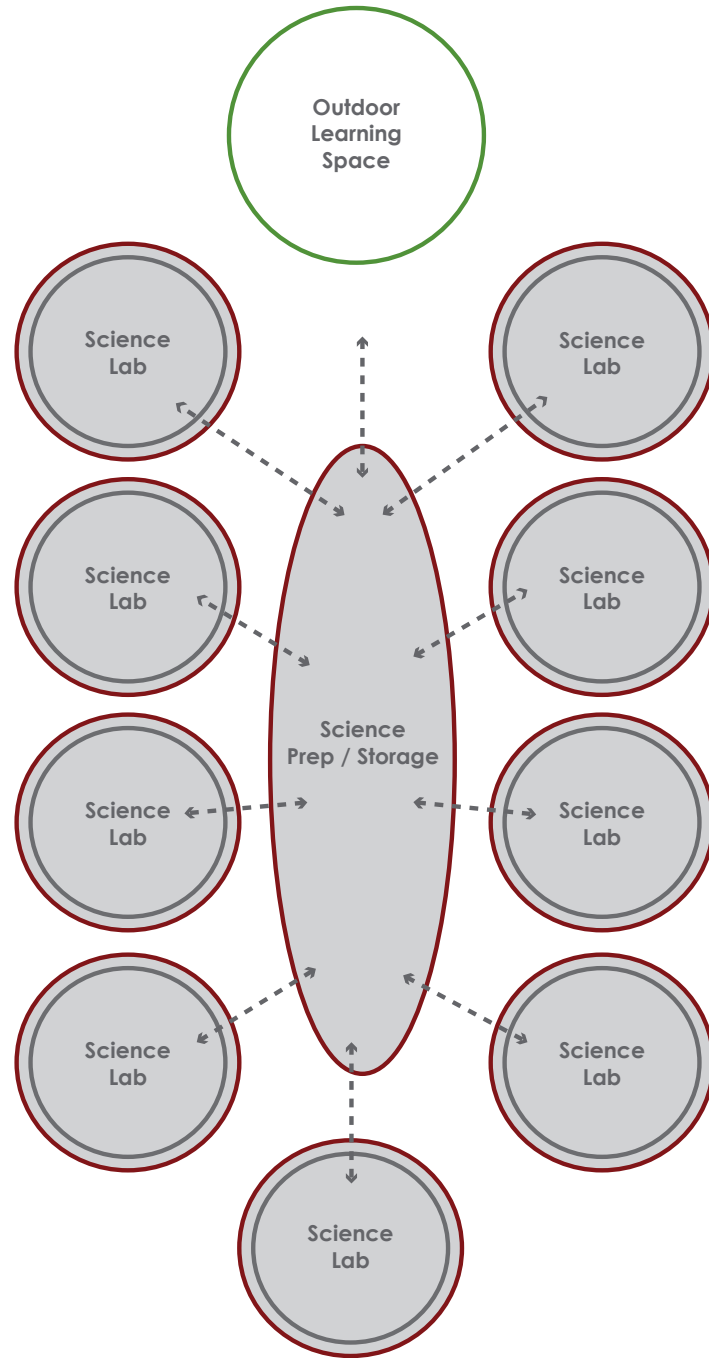
Space Requirements

Core Curriculum



SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
CORE CLASSROOMS								
6TH GRADE								
Mathematics	2	25	29.5	2	50	59	960	1,920
Language Arts / English	2	25	29.5	2	50	59	960	1,920
Social Studies	2	25	29.5	2	50	59	960	1,920
Special Education	1	13	13	1	13	13	960	960
Collaboration	3						1,000	3,000
6TH GRADE SUBTOTAL	10			7	163	190		9,720
7TH GRADE								
Mathematics	3	27	29.5	3	81	88.5	960	2,880
Language Arts / English	3	27	29.5	3	81	88.5	960	2,880
Social Studies	3	27	29.5	3	81	88.5	960	2,880
Special Education	1	13	13	1	13	13	960	960
Collaboration	3						1,000	3,000
7TH GRADE SUBTOTAL	13			10	256	278.5		12,600
8TH GRADE								
Mathematics	3	27	29.5	3	81	88.5	960	2,880
Language Arts / English	3	27	29.5	3	81	88.5	960	2,880
Social Studies	3	27	29.5	3	81	88.5	960	2,880
Special Education	1	13	13	1	13	13	960	960
Collaboration	3						1,000	3,000
8TH GRADE SUBTOTAL	13			10	256	278.5		12,600
SUPPORT SPACES								
Study Skills	1						960	960
Common Staff Hotel Space	1						250	250
OT Storage Room	1						200	200
SE Toilet Room / Shower	1						175	175
SUPPORT SPACES SUBTOTAL	4			0	0	0		1,585
CORE EDUCATION SUBTOTAL	40			27	675	747		36,505

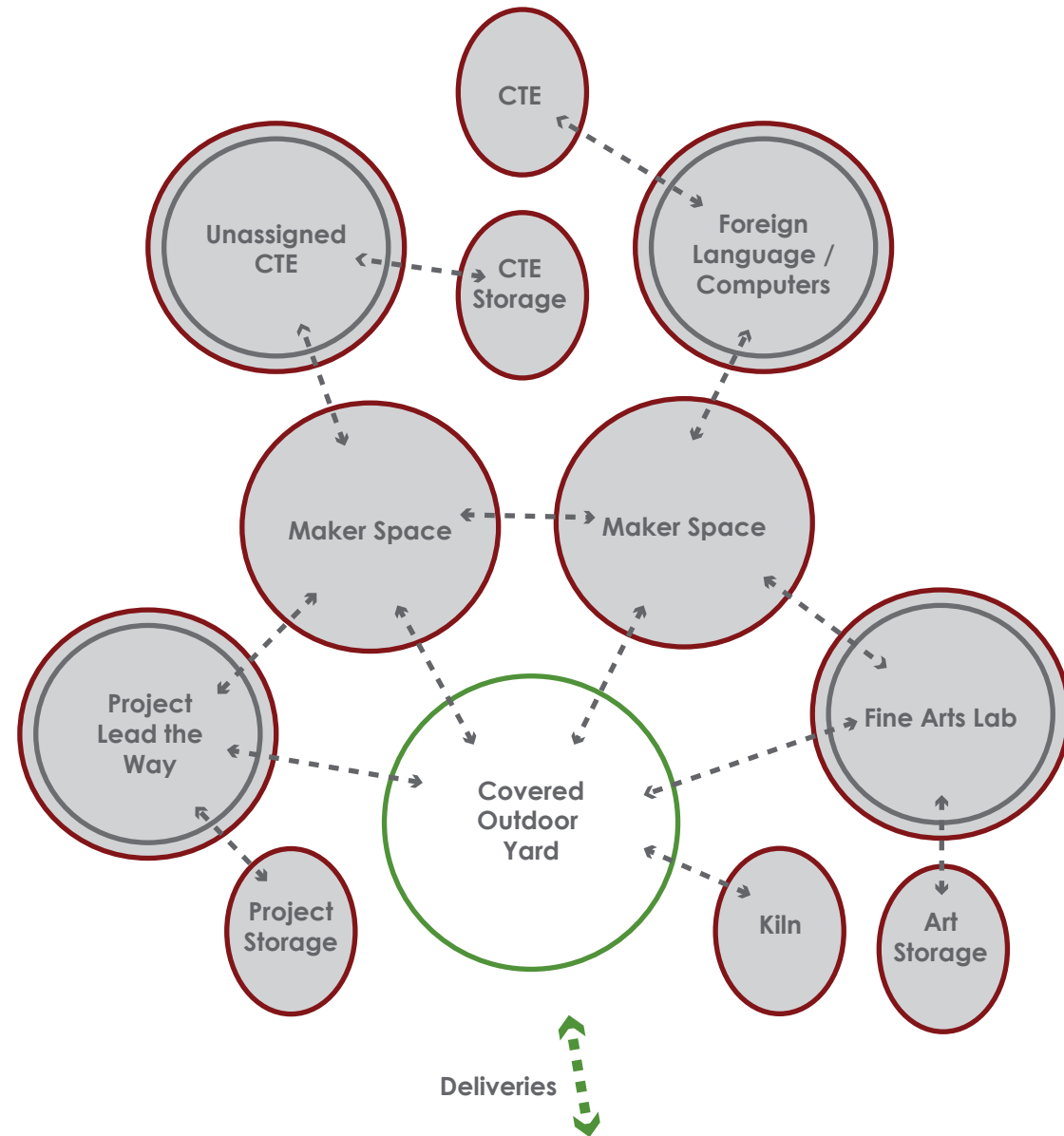
Science



SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
CORE CLASSROOMS - SCIENCE								
6TH GRADE SCIENCE								
Science	3	25	29.5	3	75	88.5	1,400	4,200
Science Prep / Storage	1						300	300
6TH GRADE SCIENCE SUBTOTAL	4			3	75	88.5		4,500
7TH GRADE SCIENCE								
Science	3	27	29.5	3	81	88.5	1,400	4,200
Science Prep / Storage	1						300	300
7TH GRADE SCIENCE SUBTOTAL	4			3	81	88.5		4,500
8TH GRADE SCIENCE								
Science	3	27	29.5	3	81	88.5	1,400	4,200
Science Prep / Storage	1						300	300
8TH GRADE SCIENCE SUBTOTAL	4			3	81	88.5		4,500
SCIENCE SUBTOTAL	12			9	237	265.5		13,500

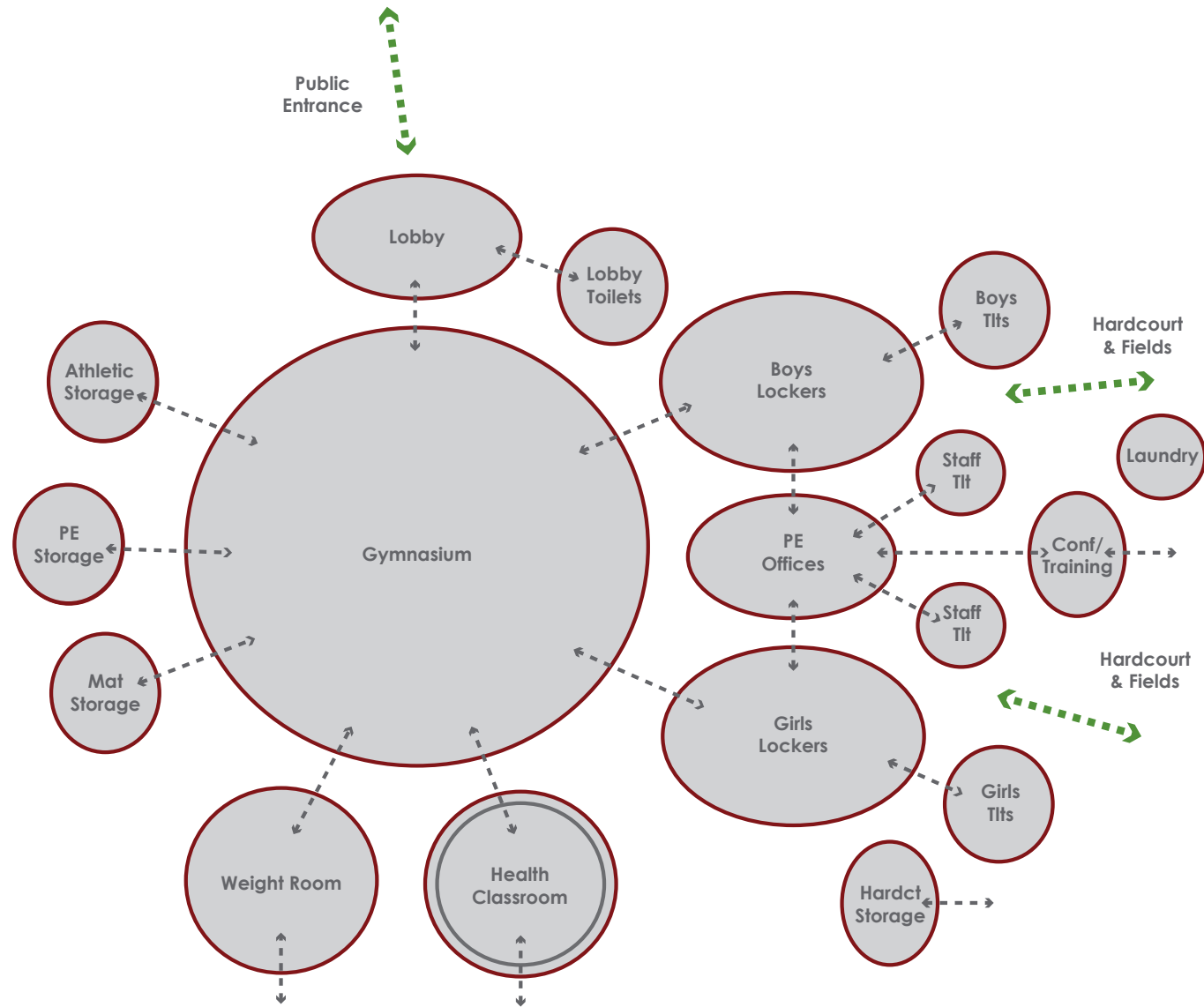
Career Technical Education / Electives

SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
CTE / ELECTIVES								
CTE / ELECTIVES								
Foreign Language / Computers	1	27	29.5	1	27	29.5	960	960
CTE Elective	1	27	29.5	1	27	29.5	1,500	1,500
Project Lead The Way	1	27	29.5	1	27	29.5	1,500	1,500
Fine Arts	1	27	29.5	1	27	29.5	1,500	1,500
Collaboration Space (Maker Space)	1						2,000	2,000
Storage	4						200	800
Kiln	1						150	150
CTE / ELECTIVES SUBTOTAL	10			4	108	118		8,410



Physical Education

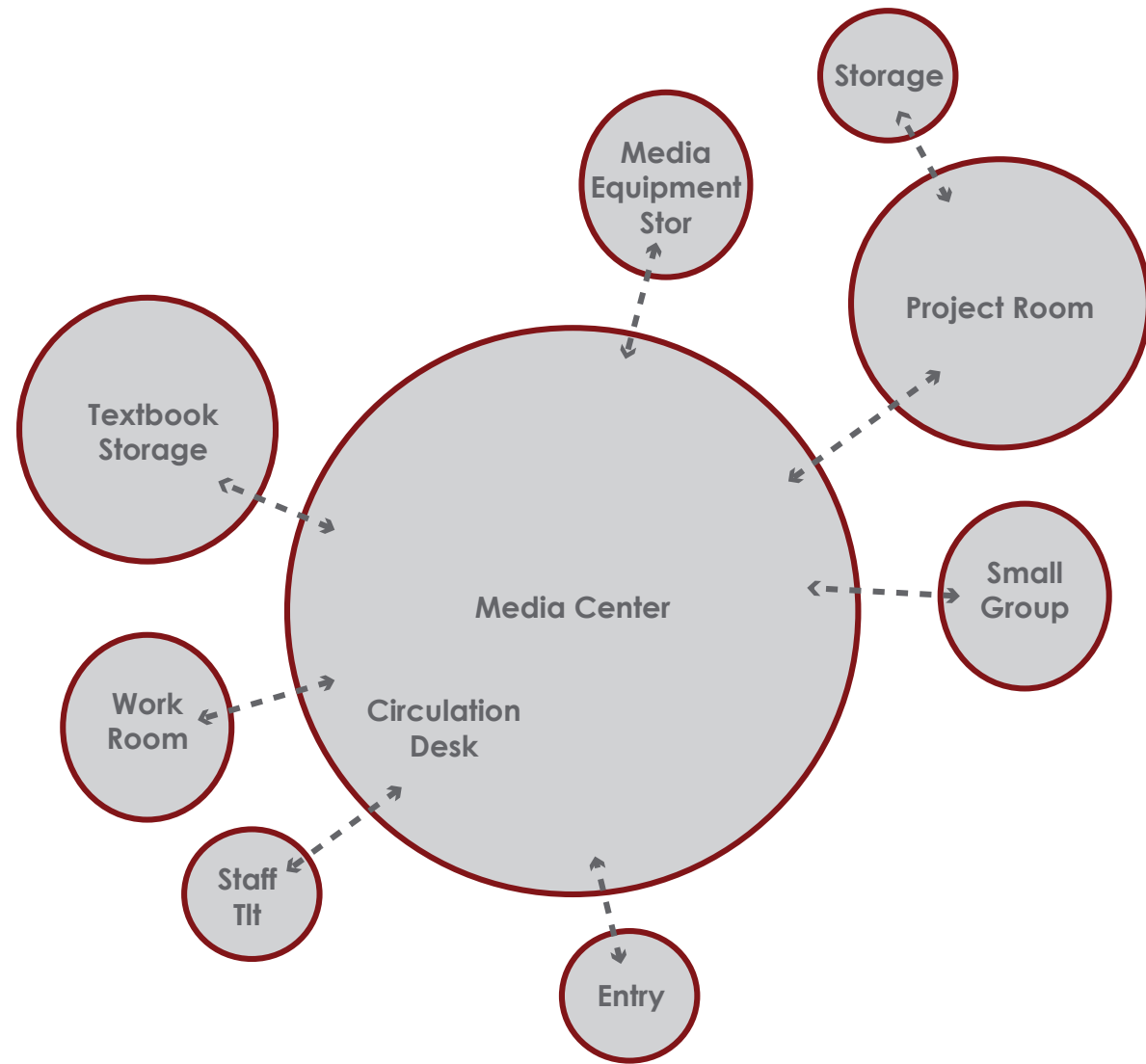
Space Requirements



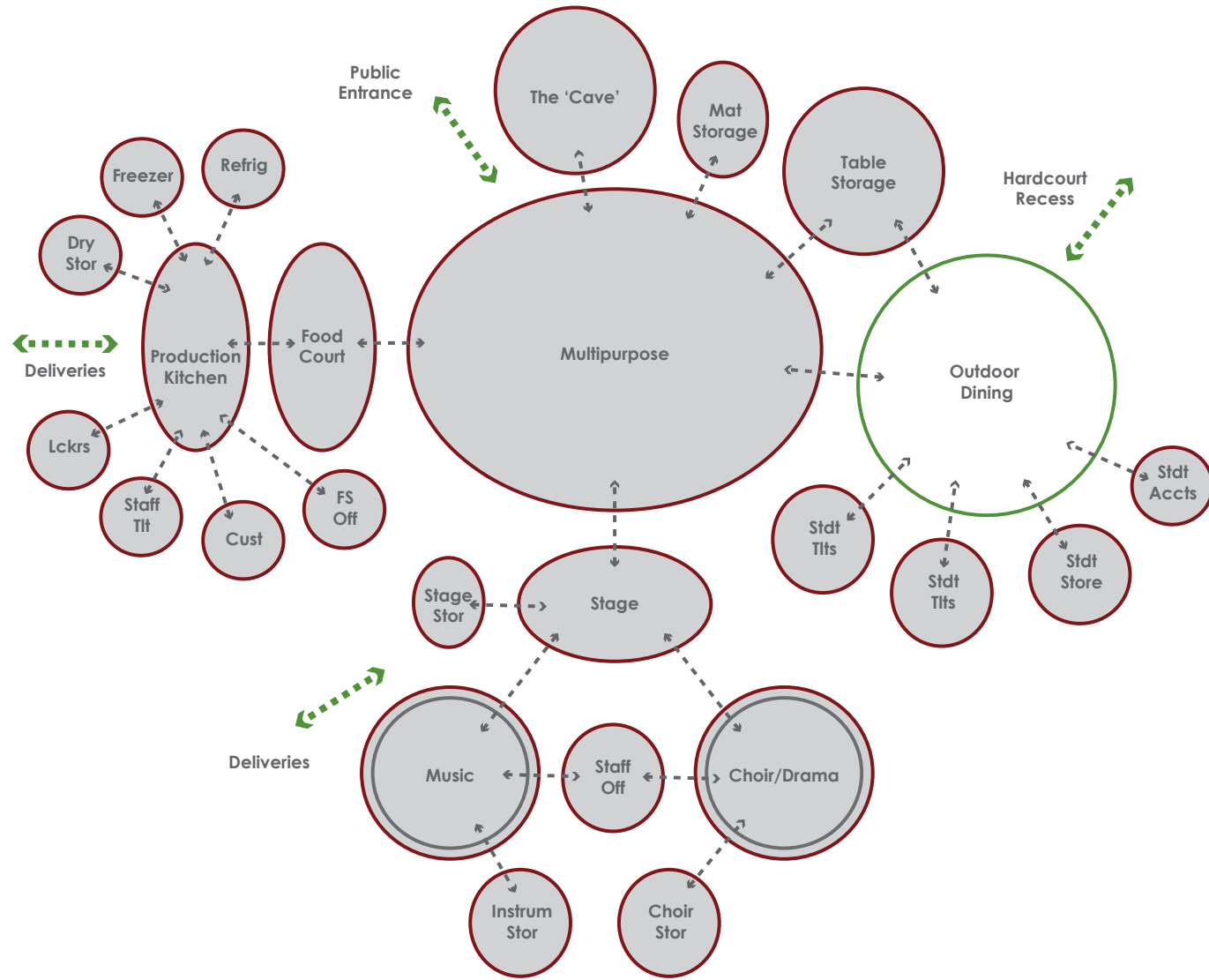
SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
PHYSICAL EDUCATION								
PHYSICAL EDUCATION								
Gymnasium	1						14,000	14,000
Athletic Storage	1						400	400
PE Storage	1						400	400
Mat Storage	1						200	200
Hardcourt Storage	1						250	250
Weight Room	1						1,500	1,500
Health Classroom	1	27	40	1	27	40	1,100	1,100
Lobby	1						1,500	1,500
Lobby Toilets	2						350	700
Boy's Locker Room	1						1,500	1,500
Girl's Locker Room	1						1,500	1,500
Boy's Toilets	1						400	400
Girl's Toilets	1						400	400
Male Staff Office	1						300	300
Female Staff Office	1						300	300
Male Staff Toilet / Shower	1						200	200
Female Staff Toilet / Shower	1						200	200
Conference Room / Training	1						200	200
Laundry	1						80	80
PHYSICAL EDUCATION SUBTOTAL	20			1	27	40		25,130

Space Requirements

Media Center



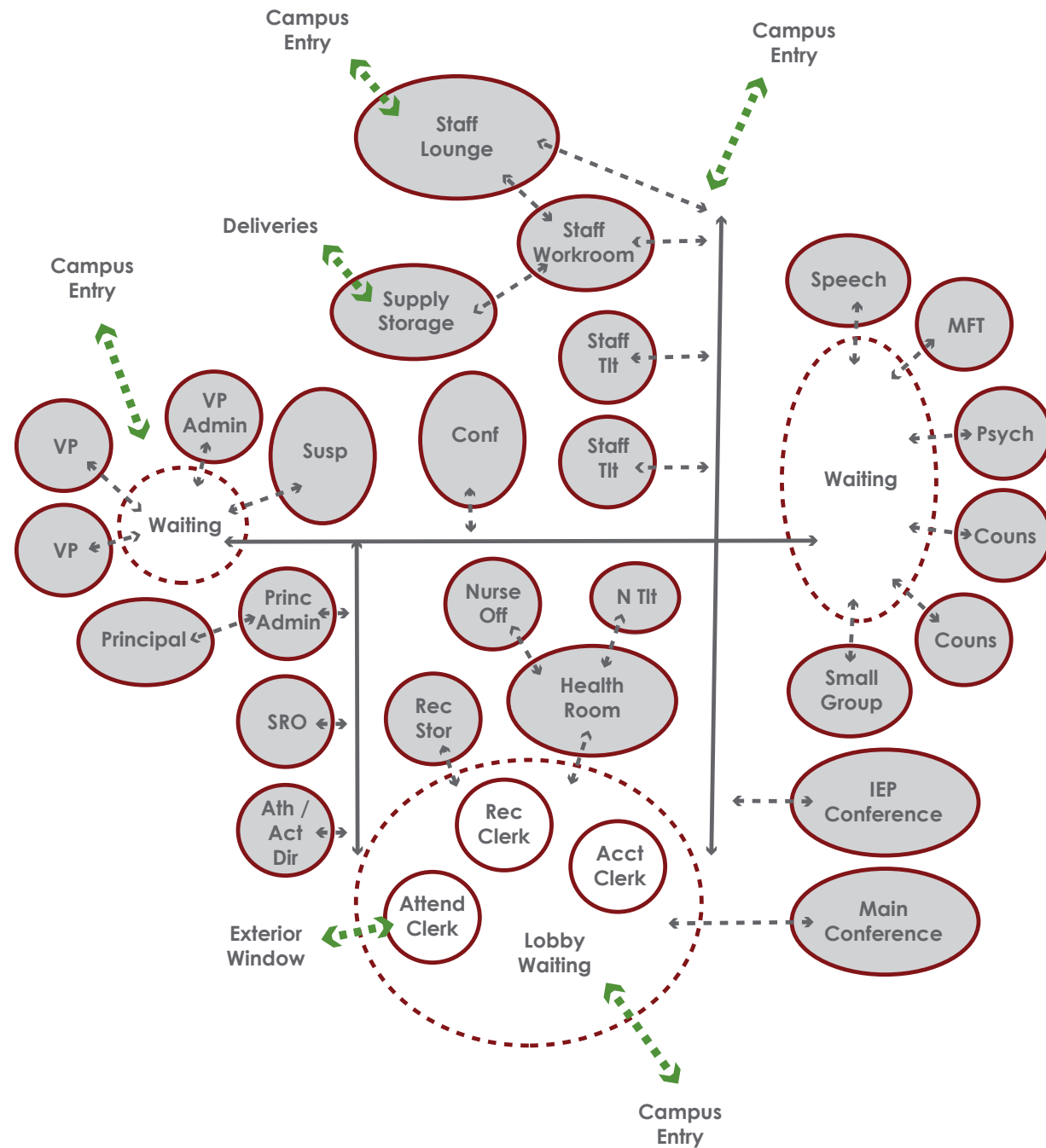
SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
MEDIA CENTER								
MEDIA CENTER								
Entry	1						200	200
Project Room	1						2,000	2,000
Project Room Storage	1						450	450
Small Group	1						400	400
Reading / Stacks / Reference	1						3,000	3,000
Group Instruction	1						1,000	1,000
Circulation Desk	1						200	200
Workroom	1						200	200
Media Equipment Storage	1						400	400
Textbook Storage	1						1,200	1,200
Staff Toilet	1						90	90
MEDIA CENTER SUBTOTAL	11			0	0	0		9,140



SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
MULTIPURPOSE								
Multipurpose (including stage)	1						7,500	7,500
The 'Cave"	1						2,000	2,000
Mat Storage	1						200	200
Maintenance Shop	1						500	500
Receiving / Storage	1						500	500
Student Store / Student Accounts	1						200	200
MULTIPURPOSE SUBTOTAL	6			0	0	0		10,900
FOOD SERVICE								
Production Kitchen (incl Support)	1						2,000	2,000
Food Court	1						600	600
Outdoor Dining	1						3,000	3,000
Storage (tables, chairs)	1						1,500	1,500
FOOD SERVICE SUBTOTAL	4			0	0	0		7,100
PERFORMING ARTS								
Music	1	27	29.5	1	27	29.5	2,000	2,000
Music Instrument Storage	1						300	300
Choir / Drama	1	27	29.5	1	27	29.5	1,500	1,500
Choir / Drama Storage	1						250	250
Music / Choir / Drama Office	1						200	200
PERFORMING ARTS SUBTOTAL	5			2	54	59		4,250
MULTIPURPOSE SUBTOTAL	15			2	54	59		22,250

Administration / Health Services

SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
STUDENT SERVICES								
ADMINISTRATION								
Reception	1						300	300
Attendance (Clerk)	1						250	250
Registrar / Records Clerk	1						100	100
Student Accounts Clerk	1						100	100
Athletic / Activities Directors Office	1						120	120
Records / Cum Storage	1						400	400
Main Conference Room	1						400	400
Conference Room	1						250	250
IEP Conference Room	1						400	400
Administrative Assistant	1						150	150
Principal	1						200	200
Assistant Principal	2						120	240
Resource Officer	1						150	150
AP Admin / Discipline Clerk	1						150	150
AP Waiting	1						150	150
In-house Suspension	1						200	200
Health Room	1						200	200
Nurse's Office	1						120	120
Nurse's Toilet	1						90	90
Small Group	1						200	200
Psychologist Office	1						120	120
Speech Office	1						200	200
MFT Counselor	1						200	200
MS Counselor	2						120	240
MS Counselor Waiting	1						200	200
Staff Lounge	1						1,200	1,200
Copy Center / Workroom	1						600	600
Supply Storage	1						250	250
Staff Toilets	4						100	400
ADMINISTRATION SUBTOTAL	34	0	0	0	0	0	7,580	7,580



Space Requirements

Space Requirements

Support Spaces

Student Toilets

- » Disbursed throughout the site.
- » Exact locations determined by the site configuration.

Staff Support and Staff Toilets

- » Disbursed through the site.
- » Exact location determined by the site configuration.

Custodial (general)

- » Administration needs custodial storage and paper storage.
- » With stockless ordering, there is need for less storage, but more deliveries.
- » Space for centralized storage, receiving yard, and office space with workroom, dumpsters, and storage containers.
- » Field equipment storage in closer proximity to fields, possibly linked with track.
- » Custodial Closets to have floor sinks not mop sinks (Keith has details).
- » Auto scrubbers: small is 20 inches, medium is 24-26 inches and large (riding) is 28 inch and above. They wouldn't go larger than 32 inches.
- » The idea of warehouse high rack storage was discussed. This would require a lift or forklift, but would enable an increase in storage more efficiently.
- » The custodial closets need to have space for a 16 gallon tank for site mixed chemicals.

Site

- » Storage of golf carts and utility vehicles has significantly increased over time. There should be storage space for +/- three vehicles in various locations on the campus. Most of the vehicles are electric and will require charging stations in their storage area. One for Admin, one for Custodial, and one for the SRO.
- » There will be no grounds storage on site. The equipment will be trucked in.
- » There needs to be additional storage provided on site for extra furniture, equipment, and extra custodial supplies. Items include carpet machine, handheld vacuums, and extra mops.

Multipurpose Area

- » The Maintenance Shop and Receiving yard works well located near the multipurpose. There should be work and storage space in the yard. The work area should include training space for 5-6 with a monitor to view videos. There should be a desk area provided for ordering supplies.
- » This area should also include a power wash station for cans as well as cleaning equipment. This should have a floor drain and grease trap.
- » There should be space in the multi area to store a large auto scrubber with an oversize door.

Administration

- » No special custodial needs, just a standard custodial closet.

Media Center

- » There should be space to store a carpet machine.

CTE and Specialty Classrooms

- » Will likely need an oversized custodial closet as there may be larger equipment used to clean the spaces.

Standard Classrooms

- » No special custodial needs, just a standard custodial closet.

Gymnasium

- » Will require an oversized custodial closet with storage for one small scrubber for the locker rooms and one medium scrubber for the Gymnasium.
- » Need extra storage shelving and space to store blowers.
- » Access to exterior is required.

SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
SUPPORT SPACES								
SUPPORT SPACES								
Student Toilets	40						70	2,800
Electrical	1						2,500	2,500
Mechanical	1						2,000	2,000
Custodial	1						2,000	2,000
Circulation (minor adjacencies)	1						7,500	7,500
Staff Support	1						6,000	6,000
Staff Toilets	12						80	960
SUPPORT SPACES SUBTOTAL	57			0	0	0		23,760

Program Summary

SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
CORE CLASSROOMS								
6TH GRADE								
Mathematics	2	25	29.5	2	50	59	960	1,920
Language Arts / English	2	25	29.5	2	50	59	960	1,920
Social Studies	2	25	29.5	2	50	59	960	1,920
Special Education	1	13	13	1	13	13	960	960
Collaboration	3						1,000	3,000
6TH GRADE SUBTOTAL	10			7	163	190		9,720
7TH GRADE								
Mathematics	3	27	29.5	3	81	88.5	960	2,880
Language Arts / English	3	27	29.5	3	81	88.5	960	2,880
Social Studies	3	27	29.5	3	81	88.5	960	2,880
Special Education	1	13	13	1	13	13	960	960
Collaboration	3						1,000	3,000
7TH GRADE SUBTOTAL	13			10	256	278.5		12,600
8TH GRADE								
Mathematics	3	27	29.5	3	81	88.5	960	2,880
Language Arts / English	3	27	29.5	3	81	88.5	960	2,880
Social Studies	3	27	29.5	3	81	88.5	960	2,880
Special Education	1	13	13	1	13	13	960	960
Collaboration	3						1,000	3,000
8TH GRADE SUBTOTAL	13			10	256	278.5		12,600
SUPPORT SPACES								
Study Skills	1						960	960
Common Staff Hotel Space	1						250	250
OT Storage Room	1						200	200
SE Toilet Room / Shower	1						175	175
SUPPORT SPACES SUBTOTAL	4			0	0	0		1,585
CORE EDUCATION SUBTOTAL	40			27	675	747		36,505
CORE CLASSROOMS - SCIENCE								
6TH GRADE SCIENCE								
Science	3	25	29.5	3	75	88.5	1,400	4,200
Science Prep / Storage	1						300	300
6TH GRADE SCIENCE SUBTOTAL	4			3	75	88.5		4,500
7TH GRADE SCIENCE								
Science	3	27	29.5	3	81	88.5	1,400	4,200
Science Prep / Storage	1						300	300
7TH GRADE SCIENCE SUBTOTAL	4			3	81	88.5		4,500
8TH GRADE SCIENCE								
Science	3	27	29.5	3	81	88.5	1,400	4,200
Science Prep / Storage	1						300	300
8TH GRADE SCIENCE SUBTOTAL	4			3	81	88.5		4,500
SCIENCE SUBTOTAL	12			9	237	265.5		13,500

SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
CTE / ELECTIVES								
CTE / ELECTIVES								
Foreign Language / Computers	1	27	29.5	1	27	29.5	960	960
CTE Elective	1	27	29.5	1	27	29.5	1,500	1,500
Project Lead The Way	1	27	29.5	1	27	29.5	1,500	1,500
Fine Arts	1	27	29.5	1	27	29.5	1,500	1,500
Collaboration Space (Maker Space)	1						2,000	2,000
Storage	4						200	800
Kiln	1						150	150
CTE / ELECTIVES SUBTOTAL	10			4	108	118		8,410
PHYSICAL EDUCATION								
PHYSICAL EDUCATION								
Gymnasium	1						14,000	14,000
Athletic Storage	1						400	400
PE Storage	1						400	400
Mat Storage	1						200	200
Hardcourt Storage	1						250	250
Weight Room	1						1,500	1,500
Health Classroom	1	27	40	1	27	40	1,100	1,100
Lobby	1						1,500	1,500
Lobby Toilets	2						350	700
Boy's Locker Room	1						1,500	1,500
Girl's Locker Room	1						1,500	1,500
Boy's Toilets	1						400	400
Girl's Toilets	1						400	400
Male Staff Office	1						300	300
Female Staff Office	1						300	300
Male Staff Toilet / Shower	1						200	200
Female Staff Toilet / Shower	1						200	200
Conference Room / Training	1						200	200
Laundry	1						80	80
PHYSICAL EDUCATION SUBTOTAL	20			1	27	40		25,130
MEDIA CENTER								
MEDIA CENTER								
Entry	1						200	200
Project Room	1						2,000	2,000
Project Room Storage	1						450	450
Small Group	1						400	400
Reading / Stacks / Reference	1						3,000	3,000
Group Instruction	1						1,000	1,000
Circulation Desk	1						200	200
Workroom	1						200	200
Media Equipment Storage	1						400	400
Textbook Storage	1						1,200	1,200
Staff Toilet	1						90	90
MEDIA CENTER SUBTOTAL	11			0	0	0		9,140

Space Requirements

Space Requirements

