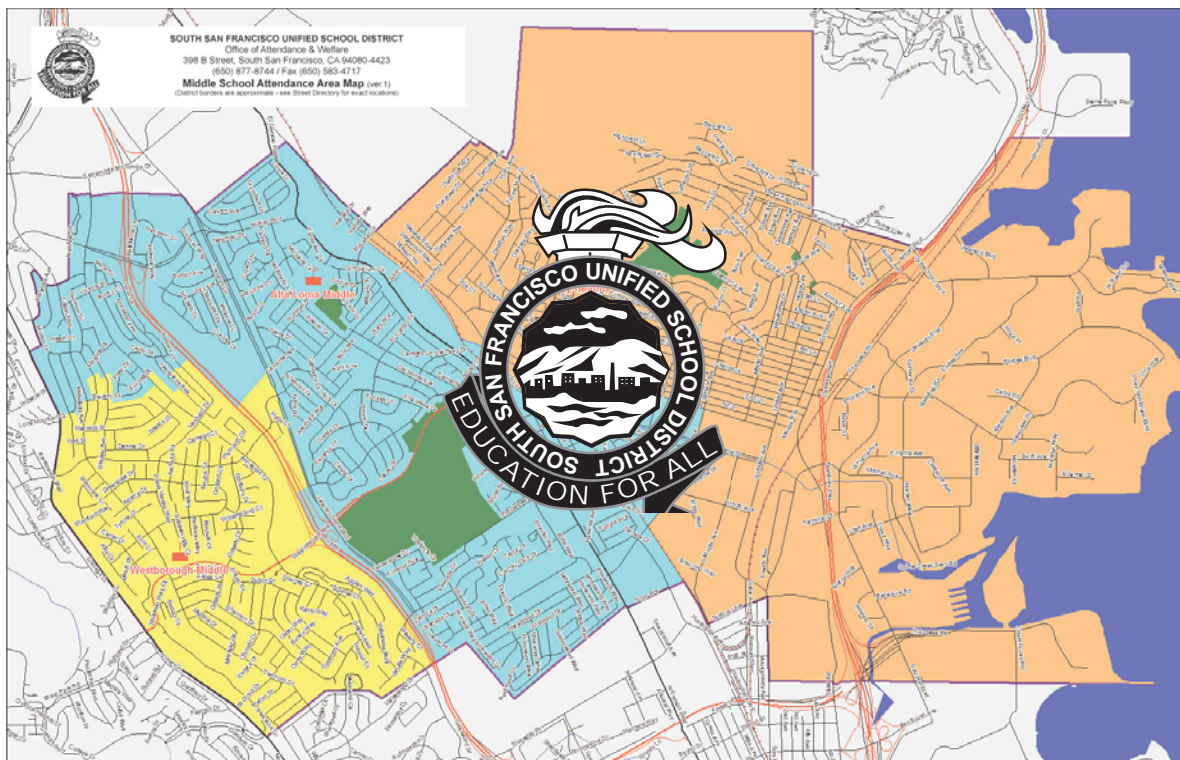


EDUCATIONAL • SPECIFICATION

MIDDLE SCHOOLS

SOUTH • SAN • FRANCISCO • UNIFIED • SCHOOL • DISTRICT



ED • SPEC • COMMITTEE

SOUTH • SAN • FRANCISCO • UNIFIED • SCHOOL • DISTRICT

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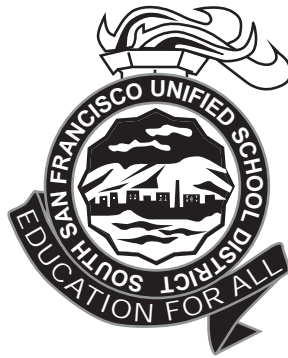
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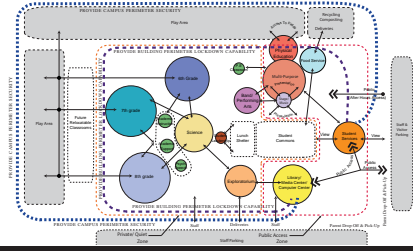
The mission of the South San Francisco Unified School District, through collaboration with home and community, is to graduate responsible, productive, and environmentally aware citizens who have the academic and social skills necessary to contribute to a changing global society, through active participation in a quality instructional program defined by a challenging and creative curriculum which ensures opportunities for a diverse population to experience individual expression and collaborative problem solving in a safe and stimulating environment.



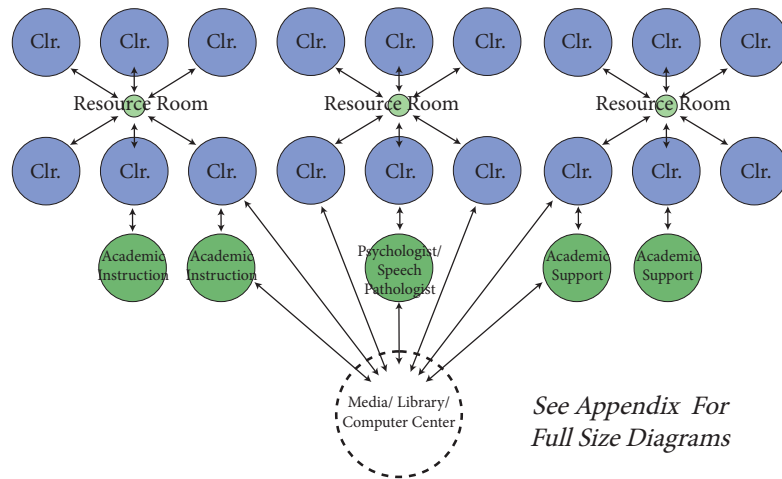
EDUCATIONAL SPECIFICATION MISSION STATEMENT

The mission of this educational specification is to initiate a means for establishing design information critical to the design of excellent learning environments that are pertinent to South San Francisco Unified School District. This educational specification is a collaborative and evolving document intended to be continuously tested and shaped throughout the design process. While it cannot provide all the information needed to design a facility, this educational specification provides a critical amount of information to commence a very productive first step in the planning and design of quality educational facilities.

The Educational Specification's ultimate mission is fostering cost effective and invigorating facilities improvements that meet the goals and aspirations of the students, educators and the community of South San Francisco Unified School District.



- **Basic Classrooms Criteria**
 - *General Description*



- The classroom is the most primary component of any school. It is the place where students and teachers spend the majority of their day. Many concepts for teaching spaces have evolved over the years yet the core concept of a rectangular space with a focus on instructional / teaching wall(s) remains. The technology of delivering instruction within a classroom continues to change rapidly. Therefore, the elements of the classroom should remain flexible by minimizing built-in cabinetry and maximizing furnishings / moveable cabinetry. The ed spec committee consensus opinion was to only assume a built-in teaching wall at the front of the classroom. The other storage and cabinetry needs could be considered for designation as mobile furniture systems to fulfill the goal of long term room flexibility. If lacking viable portable furnishings storage alternatives, then built-in cabinetry can be considered. Maximizing natural light while not forfeiting tackable wall space is also a goal.
- *Area*
 - 960 square feet. Traditional 30 x 32 rectangular room

- *Floors*
 - Resilient flooring per District Standards
 - Patch craft over resilient flooring in areas where it is desired to have carpeting in the classroom
- *Walls*
 - Maximize tackable wall surfaces
 - Markerboards to be high quality magnetic capable per District Standards
- *Doors / Windows*
 - Operable exterior windows where appropriate
 - Window coverings to be roller shades per District Standards
 - Vision windows in doors
- *Ceilings*
 - Hanging mechanism for student work if feasible (in lieu of teacher constructed ceiling wire arrangements for hanging/displaying student work)
 - No skylights desired unless windows are not feasible. Solar tubes preferred to skylights. Prefer ample windows and clerestory where feasible
- *Cabinetry / Casework / Sinks / Plumbing*
 - Possible use of mobile furniture in lieu of fixed casework
 - Adult height countertops.
 - Teaching wall full width of room with lockable wardrobe closet
 - Student backpack cubbies (in room) at 36 count – confirm during design
 - Student outdoor entry wall or corridor hooks for storing backpacks where may be appropriate – confirm during design
 - Student hall lockers are to be provided
- *Technology / Electrical & Data Requirements*
 - Ceiling mounted LCD projection at front of classrooms
 - Floor power and data outlets at 2 locations equidistant from front to back of classroom for presentation and demonstration equipment flexibility
 - Interactive board technology per District Standards
Student computers in classroom – laptop carts or anticipate eventual mobile devices
 - Wi-fi will be provided per District Standard. Hard wire power and data locations to be provided around perimeter of classroom as evenly distributed as feasible
 - Teaching wall location to establish assumed teacher desk location with power and 2 data feeds.
 - Clock / speaker location to be at side of classroom for visibility by both teacher and students
 - Audible reinforcement (teacher lavalier) with in room speakers per Collaborative for High Performance Schools (CHPS) standards
 - CHPS acoustical performance between classrooms as a standard

- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Per adjacency diagrams
- *Equipment and Furnishings – Special Considerations*
 - None
- *Mechanical and Plumbing – Special Considerations*
 - Per District Standards
 - No air conditioning is to be assumed
 - Each classroom is to have a sink with a drinking fountain
- *Multiple Use Considerations*
 - None
- *Other Special Considerations*
 - None
- ***Academic Instruction: Special Ed / (Mild to Moderate) Classrooms Variations***
 - Size: 960 sf approximately (30 x 32)
 - No variation from Basic Classroom criteria
- ***Academic Instruction: Special Ed/ (Moderate to Severe) Classrooms***
 - Size: 960 sf approximately (30 x 32) Within this square footage will be an allocation to a toilet and changing facility to provide for serving the many non-ambulatory students commonly populating this class.
 - Student Toilet Room:
 - Single compartment with overall toilet facility sized to accommodate changing facilities for student diaper changes, etc. Confirm equipment to be used to lift and move students from wheelchairs. Hot water at sinks in this area is important
 - Cabinetry / Casework
 - Provide special kitchenette facility to allow teaching of Average Daily Living (ADL) skills. Confirm equipment and layout during design. Hot water in this area is important
- ***Academic Support: Special Ed / (formerly RSP) Variations***
 - Size: 960 sf approximately (30 x 32). Director of Special Education would like to see this as a 'regular' classroom with the potential (via a moveable wall) to separate into 2 smaller classrooms. Possibly use a sliding glass window to separate space into two (2) smaller groups that can be brought together

- No noted variation from Basic Classroom criteria other than moveable wall and consideration for special casework to adapt to potential splitting of room into 2 instructional areas
- The location of Academic Support is ideally between the Library/Media Center and the Classrooms
- ***Speech-Language Pathologist / Psychologist / Conference***
 - Size: 960 sf approximately which is shared between Speech Pathologist and Psychologist (itinerant resources) and includes one (1) office area and one (1) assessment/student area. The Speech Pathologist is currently more prone to be with students in their 'regular' classrooms. Final layout to be coordinated with Pathologist, Psychologist & Special Ed Director during design.
- ***Science Classroom Variations***
 - Size: 1,500 sf approximately (30 x 50). This space is to be designed to allow the class to have a front area 'regular' classroom seating arrangement with typical classroom seating. The back side of the classroom will be the 'lab' area with peninsula wet stations coming from the continuous perimeter science counters with overhead storage cabinets. The goal is 9 'wet lab' stations to serve 36 maximum students. The front of the classroom is to have a typical teaching wall arrangement. The teacher's demonstration table can be located in the middle area between the lecture and lab area – confirm during design
 - No fume hoods to be provided in the Science Classroom (only the Teacher Prep Room)
 - Teacher Prep Room to include fume hood and continuous perimeter counters with over/under cabinets & shelving – confirm layout during design. Prep Room is best located between Science Classrooms for immediate shared access between the Science Classroom cluster.
 - The Green Building concept requirements need to be included as part of the design
- ***Art Classroom Variations***
 - Size: 1,500 sf approximately (30 x 50). This space is to be designed to allow the entire school to deliver special instruction in art and related curriculum not suited for the regular classroom. It is to accommodate a regular grade level class in the event that the school is caught in a classroom shortage and needs another classroom to accommodate unexpected student population growth. As such it will be provided with a full teaching wall, classroom technology and outfitting no less than a 'regular' classroom
 - No marked variations from Basic Classroom criteria excepting the following:
 - Provide 3 sinks with clay traps for flexibility of art. Provide insta-hot water at each sink
 - Provide specialty cabinetry for storage of art equipment and utensils – confirm during design

- Confirm special cabinetry layout during design to include that for storing art supplies and equipment along with student projects
- Kiln area may be incorporated into the 1,500 sq. ft. area for Art. The type of equipment and the layout should be confirmed during design
- ***Exploratorium Variations***
 - Size: 1,500 sf approximately (30 x 50). This classroom is to be designed to allow a variety of potential current and future electives coursework. The mechanical, plumbing, electrical and technology systems should be provided as flexibly as feasible to allow adaptations to future changes. This classroom is also to accommodate a regular grade level class in the event that the school is caught in a room shortage and needs another class to accommodate unexpected student population growth. As such it will be provided with a full teaching wall, classroom technology and outfitting no less than a 'regular' classroom
 - No marked variations from Basic Classroom criteria excepting the following:
 - Provide perimeter sinks with clay traps for flexibility of art and science delivery amongst other potential curriculum. Provide insta-hot water at each sink to be currently installed. Confirm specialty cabinetry, mechanical, electrical, data and plumbing during design
 - Exploratorium Resource Room is to be flexibly designed to accommodate potential material and equipment storage to support electives classes. Confirm full requirements during design
- ***Computer Classroom Variations (Consider Part of Library/ Media Center)***
 - Size: 960sf approximately (30 x 32). This classroom is to be designed to allow potentially 36 students in a computer lab setting.
 - No marked variations from Basic Classroom criteria excepting the following:
 - Provide power and data to support students a teacher and printers and related peripherals
 - Layout classroom with teaching wall and amenities that will allow the room to be used as a typical classroom in the event it is desired to use it as such
 - See Library/ Media Center criteria also
- ***Music Classroom Variations***
 - Size: 1,500 sf approximately (37.5 x 40).
 - Variations from Basic Classroom criteria include the following:
 - Acoustical provisions within walls and on wall surfaces to address music instrument usage. Include carpeting on the floor and geometric considerations of the walls and ceiling
Provide pre-fabricated practice rooms in addition to this space allocation

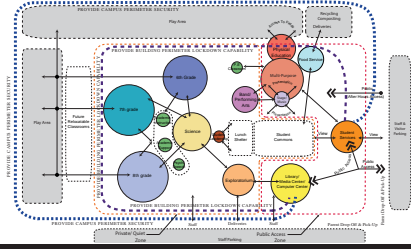
- Provide immediate access to the Stage in the Multi-Purpose Room
Layout classroom with teaching wall and amenities that will allow the room to be used as a typical classroom for flexibility

- ***Physical Education Classroom Variations***
 - Size: 960 sf approximately (30 x 32)
 - No variation from Basic Classroom criteria

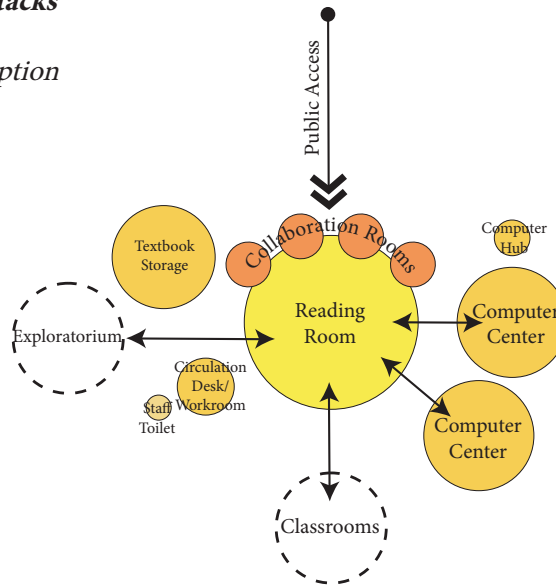
- ***Physical Education Studio Variations***
 - Size: 1,500 sf approximately (30 x 50).

 - Variations from Basic Classroom criteria include the following:
 - Acoustical provisions within walls and on wall surfaces to address exercise room usage.
 - Include durability of floor and wall surfaces given considerations for exercise equipment and the high potential for regularly dropping heavy objects on the floor. Consider same finish materials as Multi-Purpose Room
 - Provide electrical power to accommodate potential arrays of powered exercise equipment
 - Provide immediate access to the Multi-Purpose Room – preferable to have visual connection for supervision
 - Provide convenient access to the locker rooms
 - Confirm potential exercise equipment provisions and layout during de-

South SFUSD Education Specification
Facilities Requirements:
 Campus Component: Media Center/ Library



- *Reading Room / Stacks*
 - *General Description*



• See Appendix For Full Size Diagrams

- The reading room is to be an open and as flexible a space as may be feasible. It is primarily an active teaching space that also accommodates staff and community meetings and presentations. The instructional aspects of its function require there to be flexibility of seating evolving around a large presentation screen that is comfortably viewable by at least 75 people. The room also needs to accommodate at least 12 student computers that are easily monitored by the Librarian or staff. A Story Time area should be considered for lower grade levels but confirmed during the design process. Final book count to be accommodated in the stacks layout should also be confirmed during the design process. Staff viewing and control of student activities in and around the stacks should be a high priority when laying out the stacks and related sight lines.

- *Area*
 - 2,400 square feet
- *Floors*
 - Carpeting throughout per District Standards

- *Walls*
 - Teaching / instructional wall area for multi-class or community presentations.
 - Tackable wall surfaces in between stacks locations and other wall appurtenances – confirm during design.

- *Doors / Windows*
 - Operable exterior windows where appropriate
 - Window coverings to be roller shades per District Standards
 - Vision windows in doors
 - Prefer ample windows and clerestory where appropriate

- *Ceilings*
 - No skylights desired
 - Acoustical ceiling per District Standard

- *Cabinetry / Casework / Sinks / Plumbing*
 - Stacks counts and layouts to be confirmed during design. Confirm recommendation of book count based on expected information delivery based on current technology. Assume 20 books per student until confirmation of final requirement during design process.

- *Technology / Electrical & Data Requirements*
 - Ceiling mounted LCD projection to large operable screen at front of area designated for multi-classroom and community presentations
 - Floor power and data outlets at front of area designated for multi-classroom and community presentations
 - Interactive board technology per District Standards at front of area designated for multi-classroom and community presentations to be confirmed during design
 - Student computers in area observable by Librarian
 - Wi-fi will be provided per District Standard. Hard wire power and data locations to be provided around perimeter as evenly distributed as feasible. Confirm appropriateness during design process
 - Clock / speaker location at area convenient for Librarian and students

- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Per adjacency diagrams. Primarily central to classrooms but also easily accessible and community for public meetings. Imperatively required to be adjacent to Computer Classroom. Highly desirable to be convenient to Exploratory Classroom

- *Equipment and Furnishings – Special Considerations*
 - Stacks manufacturer to be per District Standards

- *Mechanical and Plumbing – Special Considerations*
 - Per District Standards
No air conditioning is to be assumed
- *Mechanical and Plumbing – Special Considerations*
 - Flexibility of layout for instruction for students and after hour use by parents and community
- Other Special Considerations
 - None
- ***Circulation Desk***
 - *General Description*
 - The circulation desk is primarily a location for storing items for student distribution and return including special order items from outside the school collection. It is a place for intermittent use by staff since the staff is otherwise assumed to be in the Reading Room teaching and assisting students.
 - *Area*
 - 100 square feet
 - *Floors*
 - Carpeting throughout per District Standards
 - *Walls*
 - Tackable wall surfaces in between stacks locations and other wall display accommodations – confirm during design
 - *Doors / Windows*
 - Part of and open to Reading Room
 - *Ceilings*
 - Part of and open to Reading Room
 - *Cabinetry / Casework / Sinks / Plumbing*
 - Storage and shelf space for holding books to be confirmed during design
 - Work counter with accommodations for countertop computer
 - *Technology / Electrical & Data Requirements*
 - Data and power feeds at countertop to accommodate computer and potential telephone
 - Clock / speaker location at area convenient for Librarian and students

- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Open to Reading Room
 - Positioned to easily monitor and control Reading Room seating and stacks
- *Equipment and Furnishings – Special Considerations*
 - None
- *Mechanical and Plumbing – Special Considerations*
 - None – open to Reading Room
- *Multiple Use Considerations*
 - None
- Other Special Considerations
 - None
- ***Workroom / Media Center-Librarian Resource Center***
 - *General Description*
 - The Workroom / Resource room is a lockable space for staging returned media/books along with making repairs to returned items. It is required to have ample storage cabinets and work counters to manage this work.
 - *Area*
 - 150 square feet
 - *Floors*
 - Resilient flooring throughout per District Standards
 - *Walls*
 - Primarily overhead cabinets – confirm during design.
 - *Doors / Windows*
 - Provide windows for maximizing visibility to Reading Room and to Circulation Desk
 - Vision windows in lockable door
 - *Ceilings*
 - Acoustical ceiling per District Standard
 - *Cabinetry / Casework / Sinks / Plumbing*
 - Ample storage and shelf space to be confirmed during design
 - Work counter with accommodations for countertop computer and repair and related workroom equipment
 - Single compartment sink

- Allow space for photocopier – confirm type and accommodations during design
- *Technology / Electrical & Data Requirements*
 - Data and power feeds at countertop to accommodate repair equipment, photocopier, computer and potential telephone
 - Clock / speaker not required
- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Visibility via glass to Reading Room
 - Positioned to monitor and control Reading Room as much as is feasible
 - Securable room via door locks
- *Equipment and Furnishings – Special Considerations*
 - Confirm photocopier as countertop or floor model
- *Mechanical and Plumbing – Special Considerations*
 - None
- *Multiple Use Considerations*
 - None
- Other Special Considerations
 - None
- ***Computer Classroom***
 - *General Description*
 - The Computer Classroom is an integral teaching space to the Library / Media Center. It is designed as a regular classroom to potentially become a ‘regular’ classroom in the future if technology and/or spatial needs dictate such a change. The primary requirement of the space is to be fully flexible in accommodating up to 36 students in a mode of teaching computer skills and related research advancing a range of academic subjects. The space is to otherwise follow the requirements of a ‘Basic Classroom Criteria’ as listed elsewhere.
 - *Area*
 - 960 square feet. Traditional 30 x 32 rectangular room
 - *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Adjacent Media Center/Library Reading Room with windows for visibility and potential staff monitoring between these spaces
 - *Equipment and Furnishings – Special Considerations*
 - In addition to traditional classroom cabinetry, confirm ability to accommodate up to 36 students in a computer teaching lab setting.

- *Multiple Use Considerations*
 - Computer teaching classroom with ability to also be used as a traditional teaching classroom

- ***Collaboration Rooms***
 - *General Description*
 - The Collaboration Rooms are to be provided to enhance the Library/Media Center as a student learning environment specifically targeting student collaboration and academic team building. The size of the room is targeted at 6-10 student teams that can utilize the space to confer and develop group research and team projects within a research accommodative environment.

 - *Area*
 - 150 square feet. Conference type layout

 - *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Adjacent Media Center/Library Reading Room with windows for visibility and potential staff monitoring between these spaces

 - *Equipment and Furnishings – Special Considerations*
 - Open flexible rooms with assumption of tables and chairs for conference type use.

 - *Multiple Use Considerations*
 - No special considerations

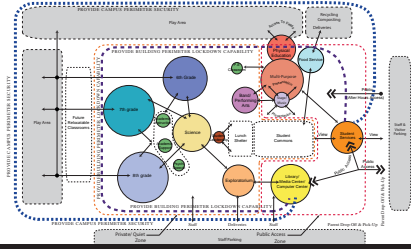
 - *Finishes / Fixtures*
 - Same as Library / Media Center

- ***Textbook Room***
 - *General Description*
 - The Textbook Room is a general storage facility for staging textbooks for distribution and re-collection throughout the campus. The long term potential for this room's relevance leads to consideration for having it designed to flexibly adapt to a standard classroom if/when the time that technology usurps its relevance.

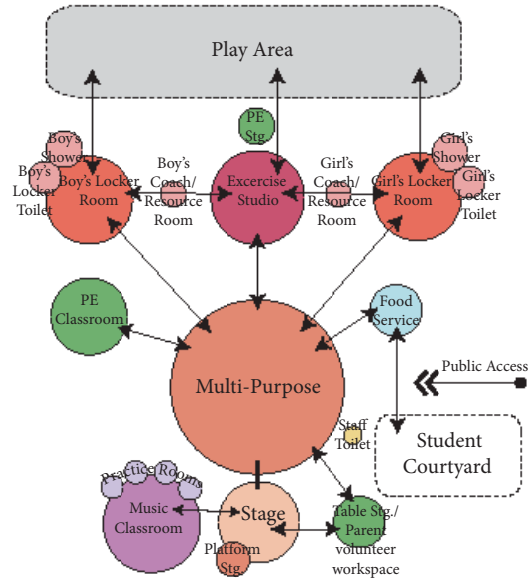
 - *Area*
 - 960 sf approximately (30 x 32)

 - No variation from Basic Classroom criteria excepting there is no requirement for providing a teaching wall.

South SFUSD Education Specification
Facilities Requirements:
 Campus Component: Multi-Purpose Facility



- **Multi-Purpose Room**
- *General Description*



• See Appendix For Full Size Diagrams

- The Multi-Purpose Facility (MPR) is used for instructional, food service/cafeteria and recreational purposes. The model of Westborough MS was selected as a more appropriate approach in terms of space and layout.
- *Area*
 - 6,500 square feet
- *Floors*
 - Consider sports flooring per District Standards or as confirmed during design process
- *Walls*
 - High impact gypsum board to top of doors
 - Durable acoustical materials
 - Wall pads as may be appropriate for recreational use
- *Doors / Windows*
 - Operable windows
 - Window coverings to be roller shades per District Standards – confirm appropriateness during design process

- Vision windows in doors
- Removable door mullions in double door locations – confirm with District Standards during design process
- *Ceilings*
 - Impact resistant acoustical ceiling per District Standard
- *Cabinetry / Casework / Sinks / Plumbing*
 - None anticipated
- *Technology / Electrical & Data Requirements*
 - Data and power feeds throughout to be confirmed during design
 - Clock / speaker to be provided
 - Conduit for future scoreboard to be confirmed during design
- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Accessed directly from campus for student use and directly from public side for community and after hours use
 - Easily accessible to campus hardtop and play area
 - Easily accessible for food service deliveries
- *Equipment and Furnishings – Special Considerations*
 - Power basketball backboards only where platform stage visibility may be effected. Non-power / fixed backboards on other walls
 - Stage lighting for platform
 - See Platform / Stage for additional needs
- *Mechanical and Plumbing – Special Considerations*
 - Per District Standards
- *Multiple Use Considerations*
 - Instructional, Music / Drama, Food Service and Recreational
- *Other Special Considerations*
 - Confirm special community use requirements during design process
- ***Platform / Stage / Music Classroom***
 - *General Description*
 - The Platform / Stage / Classroom is a fixed platform with potential chair storage below. The stage is also to be used as a potential Performing Arts Classroom along with school presentations and drama productions.
 - *Area*
 - 1,000 square feet

- *Floors*
 - A finished plywood or masonite to be confirmed during design
- *Walls*
 - High impact gypsum board up to top of doors
 - Durable acoustical materials
- *Doors / Windows*
 - Exterior opening to outside stage if plan and siting allow for stage to have an outdoor amphitheater on backside
- *Ceilings*
 - Impact resistant acoustical ceiling per District Standard
- *Cabinetry / Casework / Sinks / Plumbing*
 - None anticipated
- *Technology / Electrical & Data Requirements*
 - Data and power feeds throughout to be confirmed during design
 - Clock / speaker not required
 - Stage lighting positioned in MPR
 - Public address equipment and outlets at stage to be inventoried and confirmed during design
 - Presentation screen for instructional presentations to entire MPR audience along with related ceiling projector accommodations positioned in MPR
- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Accessed from 2 sides of stage for processional awards programs having exit/enter continuity across/from both sides of the stage
 - Acoustical separation from classrooms if feasible – due to Music Classroom noise generation
- *Equipment and Furnishings – Special Considerations*
 - None
- *Mechanical and Plumbing – Special Considerations*
 - Per District Standards
- *Multiple Use Considerations*
 - Instructional, Music / Drama, Food Service and Recreational
- *Other Special Considerations*
 - Confirm special community use requirements during design process

- ***Kitchen / Food Service***
 - *General Description*
 - The Kitchen is to be a serving kitchen and not a preparation kitchen. A model of the desired layout for flexibility of operation is the Hillsborough School District's (HCSD) South Elementary School MPR kitchen area. The model facility has a rollup door or retractable partition that allows salad bars and food carts to expand into the MPR to quickly and efficiently serve student lunches
 - *Area*
 - 400 square feet
 - *Floors*
 - Resilient flooring per Health Dept. acceptable standards
 - Epoxy flooring is acceptable if it is minimally abrasive yet still non-skid
 - *Walls*
 - High impact gypsum board up to top of doors
 - Health Dept. acceptable washable surfaces including FRP at required locations
 - *Doors / Windows*
 - No windows desired
 - Oversized doors at 42 or 48 inches – confirm during design for ease of moving carts and equipment
 - *Ceilings*
 - Health Dept. acceptable acoustical ceiling per District Standard
 - *Cabinetry / Casework / Sinks / Plumbing*
 - Sinks per HCSD model school at South Elementary School
 - Provide lockable storage closet for items not desired to be easily available to anyone other than kitchen staff – confirm amount and location during design
 - Provide a closet for a small number of condiments
 - *Technology / Electrical & Data Requirements*
 - Data and power feeds throughout to be confirmed during design
 - Electronic payment system to be integrated and confirmed during design and layout of pickup / serving area
 - Clock / speaker not required

- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Accessible to both outdoor eating and into MPR desired
 - Food delivery accessibility preferably outside of student occupied areas if feasible
 - Adjacency to trash and recycling area if feasible
 - Do not require access to a custodial closet via the kitchen facility
 - Non-District Food Service operations are not desired in this kitchen. In essence, community use and non-Nutrition Service staff use should not be part of this kitchen's function

- *Equipment and Furnishings – Special Considerations*
 - Food service equipment to be inventoried and confirmed during design
 - Spruce ES is a reasonable model for currently desired equipment
 - Double stack Convection Ovens (2)
 - Depth of Convection Oven is critical – do not want baker's oven,
 - Milk Cooler (1)
 - A small reach-in freezer needs to be provided.
 - Double Door Refrigeration Unit (1)
 - Montague is the preferred manufacturer.
 - Consider provisions for drinking fountains in MPR. Some sites currently utilize Igloo dispenser for water. A preference may be to have a combination drinking fountain and water bottle dispenser unit.

- *Mechanical and Plumbing – Special Considerations*
 - Per District Standards and County Health Dept. requirements
 - Confirm requirement for grease traps during design
 - Provide a water heater that is dedicated to the kitchen operation

- *Multiple Use Considerations*
 - None

- *Other Special Considerations*
 - None

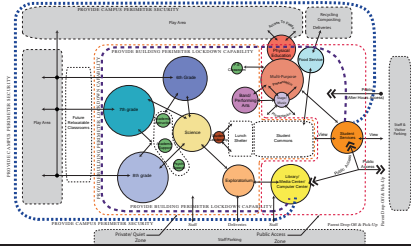
- ***MPR Storage / Parent Volunteer Ad Hoc Space***
 - *General Description*
 - The primary purpose of this space is for storing chairs and tables for the MPR. Depending upon the efficiency in storing and stacking of these items, the space may also have room for an ad hoc space for parents and volunteers to use for various ad hoc purposes germane to the MPR after school functions, etc. In essence the space should be equipped and outfitted with power, data and other amenities to allow it to be intermittently occupied by volunteers.

 - *Area*
 - 400 square feet

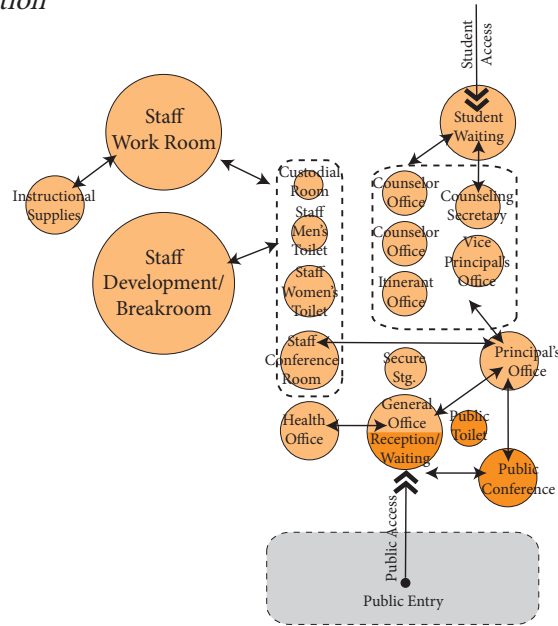
- *Floors*
 - Resilient flooring per District Standards
- *Walls*
 - High impact gypsum board to top of door
- *Doors / Windows*
 - No windows required
 - No vision window in door
- *Ceilings*
 - Acoustical ceiling per District Standard
- *Cabinetry / Casework / Sinks / Plumbing*
 - None required
- *Technology / Electrical & Data Requirements*
 - Data and power feeds throughout to be confirmed during design
 - Clock / speaker not required
 - Convenience outlets throughout for flexibility to be confirmed during design
- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Adjacent to stage to double as a queue area for potential use for plays and other performances wishing to have a 'green room' adjacent the stage
- *Equipment and Furnishings – Special Considerations*
 - None
- *Mechanical and Plumbing – Special Considerations*
 - Per District Standards
- *Multiple Use Considerations*
 - None
- *Other Special Considerations*
 - None
- ***Student Leadership Classroom***
 - *General Description*
 - The Student Leadership Classroom is approximately half the size of a standard classroom and intended to provide a space for Student Leaders to work on a variety of Student Leadership efforts such as; Yearbook, Student Activities and Planning, Student Clubs and related planning, etc
 - *Area*
 - 480 square feet

- *Floors*
 - Resilient flooring per District Standards
- *Walls*
 - Tackable wall surfaces and other wall display accommodations – confirm during design
- *Doors / Windows*
 - Part of and open to Student Courtyard
- *Ceilings*
 - Acoustical ceiling per District Standard
- *Cabinetry / Casework / Sinks / Plumbing*
 - Cabinetry with sink including clay trap – confirm during design
 - Work counters appropriate for yearbook and banner/poster production – confirm during design
 - Generally provide maximum flexibility with understanding that this is an overall Student Leadership workroom requiring production of banners, posters and yearbook related artwork.
- *Technology / Electrical & Data Requirements*
 - Data and power feeds to accommodate computers and telephone
 - Clock / speaker to be provided
- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Immediately adjacent Student Courtyard
- *Equipment and Furnishings – Special Considerations*
 - Confirm during design
- *Mechanical and Plumbing – Special Considerations*
 - Per District Standards
- *Multiple Use Considerations*
 - Conferencing, yearbook production, poster and art work production and others to be confirmed during design
- *Other Special Considerations*
 - None

South SFUSD Education Specification
Facilities Requirements:
 Campus Component: Student Services



- **General Office / Public Entry / Student Entry/ Waiting**
- *General Description*



• See Appendix For Full Size Diagrams

- There are two (2) basic entry points to the Student Services area of the campus; the public entry and office area and the student entry and counseling reception area. They are to be distinctly separate but served by the same complex of offices. The public and student areas are active the entire day. The public entry and reception area presents the school's image to the public. Besides receiving visitors, the public reception area also serves as a de facto nurse's area along with the control area for the campus and visitors amongst other things. Spruce Elementary School's recent Student Services facility addition should be analyzed for possible desirable features and layout for a public entry and general office area. The student entry is to be warm cordial and laid out to accommodate a highly trafficked area from prior to the opening of school to after hours. The Student Entry & Waiting is to primarily receive and serve students who are in need of counseling services.

- *Area*
 - 400 square feet x 2 locations (800 total)

- *Floors*
 - Resilient flooring in high wear public areas and where wear may be in appropriate for carpet. Carpeted flooring in appropriate staff occupied area(s). Provide flooring per District Standards
- *Walls*
 - Tackable areas or other provisions for displaying student work.
 - Consider informational display area for disseminating information to public via handouts and information board(s) in public area and similarly for the student entry area
- *Doors / Windows*
 - Maximize glass from staff reception areas for visibility and control of exterior entries and related areas
 - Vision windows in doors
- *Ceilings*
 - Acoustical ceiling per District Standard
- *Cabinetry / Casework / Sinks / Plumbing*
 - Utilize recent layout for Spruce ES as a template for providing design options
 - Ample storage and shelf space to be confirmed during design
Reception counter separating workspace from public while still feeling welcome
 - Work counter with accommodations for countertop computer and repair and related workroom equipment
 - Allow space for photocopier – confirm type and accommodations during design
 - Wardrobe closet for office staff
 - Mailboxes for staff should be convenient and accessible while not interfering with public entry general office functions. It should be ideally located where staff has a daily exposure to the Student Services administrative staff while not interfering with the administrative staff's work efforts.
 - Provide area for office staff coffee maker and related conveniences to allow entry office staff to remain in the entry offices in lieu of requiring to leave for refreshments
- *Technology / Electrical & Data Requirements*
 - Data and power feeds at all countertops – confirm during design
 - Clock / speaker not required excepting in the student entry area – confirm during design

- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Visibility via glass to all exterior public and student entry areas
 - Public entry positioned to easily monitor and control public entries and parking and student loading areas if feasible
 - Public entry reception staff positioned to easily monitor ill students in Health Room
 - Prefer easy visibility and access to Principal's Office (from public entry receptionist) while not having Principal's Office be part of reception area

- *Equipment and Furnishings – Special Considerations*
 - Confirm photocopier as countertop or floor model

- *Mechanical and Plumbing – Special Considerations*
 - Per District Standards
 - Air conditioning is not to be assumed

- *Multiple Use Considerations*
 - None

- *Other Special Considerations*
 - None

- ***Principal's Office/ Vice Principal's Office***
 - *General Description*
 - The Principal's Office should be considered important for a multitude of meetings with staff, parents and students. It is critical that it be private and acoustically insulated for confidential discussions. The Vice-Principal's Office is very similar to the Principal's Office with the difference of being more oriented to the Student Entry in lieu of the Principal's Office being more oriented to the Public Entry.

 - *Area*
 - 150 square feet

 - *Floors*
 - Carpeting per District Standards

 - *Walls*
 - Tackable areas or other provisions for displaying student work
 - Provide maximum acoustical privacy in wall and wall penetrations

- *Doors / Windows*
 - Operable windows
 - Window coverings to be roller shades per District Standards
 - No vision windows in doors

- *Ceilings*
 - Acoustical ceiling per District Standard

- *Cabinetry / Casework / Sinks / Plumbing*
 - Ample storage and shelf space to be confirmed during design
 - Wardrobe closet

- *Technology / Electrical & Data Requirements*
 - Data and power feeds at all walls – confirm during design
 - Clock / speaker not required

- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Visibility to General Office secretarial is desired for Principal Office but not critical. Most critical to not have direct view into office by public
 - Vice Principal needs to be more oriented to Student Waiting in lieu of Principal orientation to Public Entry
Positioned to easily monitor student play area and overall public entry area if feasible without having public peering into office

- *Equipment and Furnishings – Special Considerations*
 - None

- *Mechanical and Plumbing – Special Considerations*
 - Per District Standards

- *Multiple Use Considerations*
 - None

- *Other Special Considerations*
 - None

- *Counselor / Itinerant Offices*
 - *General Description*
 - The Counselor and Itinerant Offices are also considered important for a multitude of meetings with staff, parents and students. It is also critical that they be private and acoustically insulated for confidential discussions. Close access and proximity to the Student Entry and Reception area is im-

- *Area*
 - 120 square feet
- *Floors*
 - Carpeting per District Standards
- *Walls*
 - Tackable areas or other provisions for displaying student work
 - Provide maximum acoustical privacy in wall and wall penetrations
- *Doors / Windows*
 - Operable windows
 - Window coverings to be roller shades per District Standards
 - No vision windows in doors
- *Ceilings*
 - Acoustical ceiling per District Standard
- *Cabinetry / Casework / Sinks / Plumbing*
 - Ample storage and shelf space to be confirmed during design
- *Technology / Electrical & Data Requirements*
 - Data and power feeds at all walls – confirm during design
 - Clock / speaker not required
- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Visibility to General Office secretarial is desired and not critical. Most critical to not have direct view into office by public
 - Positioned to easily monitor student play area and overall public entry area if feasible without having public peering into office
 - Vice Principal needs to be more oriented to Student Waiting in lieu of Principal orientation to Public Entry
- *Equipment and Furnishings – Special Considerations*
 - None
- *Mechanical and Plumbing – Special Considerations*
 - Per District Standards
- *Multiple Use Considerations*
 - None
- *Other Special Considerations*
 - None

- **Conference Room**

- *General Description*

- The Conference Rooms should be considered important for a multitude of meetings with staff, parents and students. It is critical that it be private and acoustically insulated for confidential discussions. The non-public conference room may be also used by itinerant District staff that can work with parents, students and others in a confidential setting that may require projected images in a presentation oriented meeting. The non-public Conference Room is to also be used for overall school class scheduling and the extensive planning of curriculum and overall school administrative coordination meetings, much of which is semi-confidential and requires materials be left in their place for days without public accessibility. The general amenities for both conference rooms should be very similar.

- *Area*

- 200 square feet

- *Floors*

- Carpeting per District Standards

- *Walls*

- Tackable areas or other provisions for displaying student work and/or meeting specific work product
- Provide maximum acoustical privacy in wall and wall penetrations
- Consider presentation wall amenities for small group presentations and related discussions with parents and community members

- *Doors / Windows*

- Operable windows
- Window coverings to be roller shades per District Standards
- No vision windows in doors

- *Ceilings*

- Acoustical ceiling per District Standard

- *Cabinetry / Casework / Sinks / Plumbing*

- Storage and shelf space to be confirmed during design
- Wardrobe closet to be confirmed during design

- *Technology / Electrical & Data Requirements*

- Data and power feeds at all walls – confirm during design
- Clock / speaker not required

- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Directly accessible from General Office to Public Conference Room with easy access by public without intruding into staff area(s). The non-public conference room is to be remote from the public entry and easily accessible to the Principal, Vice-Principal and Counseling Staff.
- *Equipment and Furnishings – Special Considerations*
 - Conference table
 - Seating for up to 10
- *Mechanical and Plumbing – Special Considerations*
 - Per District Standards
- *Multiple Use Considerations*
 - None
- *Other Special Considerations*
 - None
- **Health Room**
 - *General Description*
 - The Health Room is a room that can be busy all day. It is used daily by students with regular medication that may be part of a lifelong requirement or used by students who have an intermittent need for regular medication or for students with a sudden illness or injury. As such, it is required to have a counter sink and full refrigerator to accommodate these needs along with an area for student cots.
 - *Area*
 - 200 square feet including Health Toilet Room
 - *Floors*
 - Resilient flooring per District Standards
 - *Walls*
 - Washable paint
 - *Doors / Windows*
 - Windows only required at interior for maximizing visibility and monitoring by General Office staff
 - Provide vision windows in door for maximizing ability to monitor
 - *Ceilings*
 - Acoustical ceiling per District Standard

- *Cabinetry / Casework / Sinks / Plumbing*
 - Lockable medicine storage and shelf space to be confirmed during design
 - Sink in countertop
- *Technology / Electrical & Data Requirements*
 - Data and power feeds to be confirmed during design
 - Clock / speaker not desired
- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Directly visible to General Office staff
- *Equipment and Furnishings – Special Considerations*
 - Full refrigerator for student medicine
- *Mechanical and Plumbing – Special Considerations*
 - Per District Standards
- *Multiple Use Considerations*
 - None
- *Other Special Considerations*
 - None
- ***Staff Workroom***
 - *General Description*
 - The Staff Workroom is the center of instructional material and reproduction support. It acts as a storage room for the office supplies and equipment that are important to supporting the classroom instruction.
 - *Area*
 - 800 square feet
 - *Floors*
 - Resilient flooring per District Standards
 - *Walls*
 - Tackable space maximized
 - *Doors / Windows*
 - Operable windows
 - Window coverings to be roller shades per District Standards
 - Vision windows in door
 - *Ceilings*
 - Acoustical ceiling per District Standard

- *Cabinetry / Casework / Sinks / Plumbing*
 - Built-in cabinetry throughout
 - Utilize recent layout for Spruce ES as a template for providing design option
- *Technology / Electrical & Data Requirements*
 - Data and power feeds throughout to be confirmed during design
 - Clock / speaker to be provided
- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Easily accessible to General Office staff
 - Accessible to teaching staff from campus side of Student Services facilities
- *Equipment and Furnishings – Special Considerations*
 - Provide photocopier floor allocation
 - Confirm inventory of office equipment to be accommodated during design process
- *Mechanical and Plumbing – Special Considerations*
 - Per District Standards
- *Multiple Use Considerations*
 - None
- *Other Special Considerations*
 - None
- ***Staff Development/ Staff Break Room***
 - *General Description*
 - The Staff Break Room is anticipated to be used for a multitude of staff purposes besides an area of respite. It is anticipated to be used as a place for formal and informal collaboration of instructional techniques, curricular planning and student support discussions. A professional environment is desired. The Staff Break Room can also be used for varying degrees of staff development presentations in addition to the Media Center/Library area's presentation area.
 - *Area*
 - 900 square feet
 - *Floors*
 - Carpet per District Standards
 - *Walls*
 - Tackable space maximized

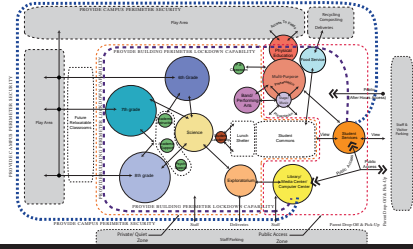
- *Doors / Windows*
 - Operable windows
 - Window coverings to be roller shades per District Standards
 - No vision window in door
- *Ceilings*
 - Acoustical ceiling per District Standard
- *Cabinetry / Casework / Sinks / Plumbing*
 - Built-in cabinetry throughout
 - Utilize recent layout for Spruce ES as a template for providing design option
 - Consider provisions for ample storage for staff lunch supplies
- *Technology / Electrical & Data Requirements*
 - Data and power feeds throughout to be confirmed during design
 - Clock / speaker to be provided
 - Convenience outlets throughout for flexibility
- *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Immediately adjacent Staff Workroom
 - Easily accessible to General Office staff
 - Accessible to teaching staff from campus side of Student Services facilities
- *Equipment and Furnishings – Special Considerations*
 - Multiple microwave oven accommodations
 - Multiple refrigerator accommodations
 - Setup for easy installation of Smart Board and/or ceiling mounted projector / presentation capabilities
- *Mechanical and Plumbing – Special Considerations*
 - Per District Standards
- *Multiple Use Considerations*
 - None
- *Other Special Considerations*
 - None

- ***Instructional Supplies***
 - *General Description*
 - The Instructional Supplies room is an adjunct storage area for seasonal and other classroom displays and supplies. It is in addition to the classroom built-in storage and the Staff Workroom. The final requirements for this space are to be confirmed during design. Depending on the site, this space may be in split locations and distributed adjacent classrooms in lieu of concentrated in one location.
 - *Area*
 - 200 square feet
 - *Floors*
 - Resilient flooring per District Standards
 - *Walls*
 - Painted – will be potentially full of wall storage shelves / racks
 - *Doors / Windows*
 - No windows
 - No vision window in door
 - *Ceilings*
 - Acoustical ceiling per District Standard
 - *Cabinetry / Casework / Sinks / Plumbing*
 - Confirm removable shelving and/or built-in cabinetry during design
 - *Technology / Electrical & Data Requirements*
 - None required
 - *Adjacencies, Separations, Visibility and Site Access Considerations*
 - Accessible to teaching staff from campus side of Student Services facilities or potentially distributed through campus – to be decided during design
 - *Equipment and Furnishings – Special Considerations*
 - None
 - *Mechanical and Plumbing – Special Considerations*
 - Per District Standards
 - *Multiple Use Considerations*
 - None
 - *Other Special Considerations*
 - None

E. AFTER-SCHOOL PROGRAM (CITY PROGRAM)

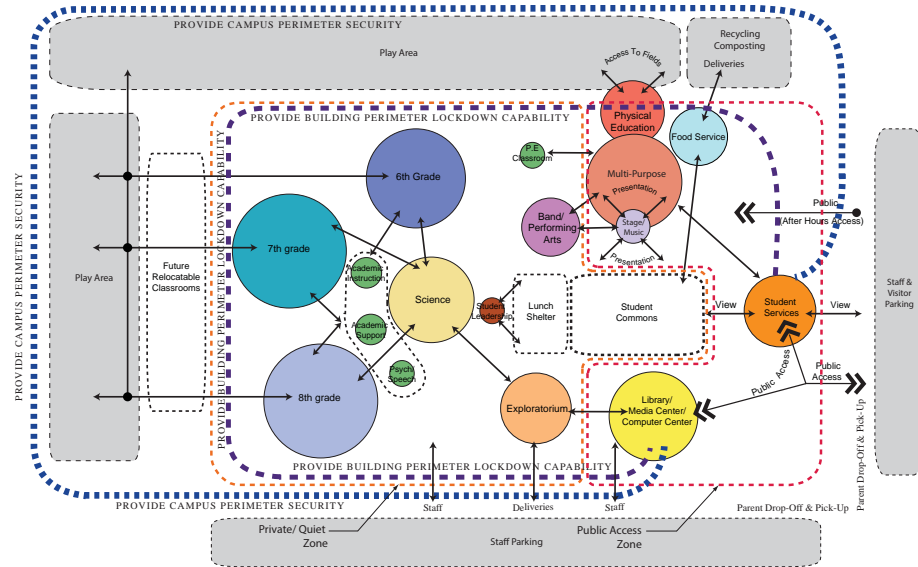
- *General Description*

After school programs are often run by outside agencies (not the District) and will vary from one campus to another campus. It is critical that each site requirement for after school and on-site community programs be confirmed prior to design efforts commencing. In general the programs will require at least two (2) relocatable classroom facilities that are fully powered, data connected and plumbed. The location will require confirmation at each site but are typically desirous of being adjacent the Multi-Purpose Room, play area(s) and parent pickup and drop-off area.



F. SITE

- *General Description*



- *See Appendix For Full Size Diagrams*

- The site design should be complimentary to the buildings to which they are adjacent. Landscape should incorporate low maintenance and maximize indigenous / drought-resistant plant material. This site contains the circulation for autos, bikes and pedestrians, and the play areas for students. Integration with any adjacent parks or community uses is important. Security provisions for limiting accessibility from unwanted pedestrians and visitors is of utmost importance.

Teaching spaces and playground space are priorities. Use of space for walkways, courtyards, offices, landscaping and parking are minimized to preserve space in the places where students are often too crowded, i.e. teaching spaces and playgrounds.

- *Parking*
 - Staff/Visitors: Target 2.25 cars per classroom to meet State recommendation. Also consider street parking potential or lack of potential.
 - Other: Parking for Food Service Delivery vehicles if appropriate
- *Service / Access Drives*
 - Food service delivery vehicles should be separate from all student play areas if feasible.
 - Fire lanes as required with gate access. Confirm local fire department requirements when designing.
 - Access drives to play fields as required with gate access.
 - Provide gate access barriers typically. Removable bollards are too cumbersome.
- *Parent Drop-Off - Pickup / Special Ed Drop-Off-Pickup*
 - Maintain separation from any bus drop areas if/where applicable and/or practical. District does not currently have bus service.
 - Maintain separation from all parking lot access and egress points where feasible.
 - Provide area for cars to queue up at end of day without inhibiting traffic and parking lot movement, if possible.
 - Consider convenient location(s) for loading of special education students and those with special needs.
- *Bus Drop off-Pickup*
 - District currently has no general student busing program
 - Busing will currently occur only for field trips which generally are not loading or unloading at the same time as parent drop off and pickup.
 - Keep busing removed from parent vehicular areas if / where it may be desired for future potential. Otherwise, field trip bus pickup and drop off may occur at same place as parent drop off and pick up.
 - Prefer bus loading adjacent campus but on street if feasible, in lieu of bringing buses into parking areas or parent circulation areas. This can be confirmed during design as the bus loading may only be for field trips or loading at times when student passenger loading is not in conflict.
- *Bicycle Storage*
 - Consider providing storage for .15 bicycles per student. Confirm final design count with District and in context of most current CHPS standards.
 - Provide storage area for bicycles at front of school and away from vehicular traffic and in lockable caged area
 - Prefer visibility of this area from General Office area for security reasons.

- *Security Concerns*
 - Campus should be generally accessible during non-school hours. However, buildings should be designed to allow for limiting/removing access and providing closure during nights and weekends. This building perimeter closure should also be a means of provide occupied school hour lockdowns in the event of a campus intrusion by an unwanted visitor.
 - Lay out buildings and other features to provide good sight lines for visual security.
 - Provide infrastructure for potential security cameras

- *Fencing*
 - Provide 6 ft. tall fencing at campus perimeter that is compatible with adjacent community.
 - Fencing between school buildings to protect campus buildings after-hours or for school hours lockdown is to be provided as necessary. This should be aesthetically pleasing and possibly ornamental fencing.

- *Community Use of District Fields/Site Areas*
 - Confirm joint-use agreements and use by non-school entities (City, non-profits, etc.) prior to designing site work. Otherwise provide for maximum hard top while concurrently considering the needs of Little League, Soccer Leagues, other community uses, etc.

- *Landscape / Irrigation*
 - Provide drought resistant, durable and maximize low maintenance and indigenous plant materials wherever practical.
 - Consider synthetic turf at courtyard areas and other high student traffic areas where landscaping or turf tend to be trampled by students.
 - Irrigation system and controls to be defined during design development.
 - Consider landscape buffer at parking and vehicular areas.
 - Landscape design to consider any standards integration that may be required due to maintenance agreements with City or others.

- *Paved Play Surfaces / Related Striping*
 - Provide per California State Department of Education and/or District Standards
 - Consider measured running track, tether ball, 4 square, ball walls and basketball layouts to maximize student activities

- *Play Yard Equipment / Apparatus*
 - Provide per District Standards

- *Ball Walls*
 - Provide per District Standards
Locate in areas that do not create visibility and supervision issues.

- *Shade Structures*
 - This will not be universally desired at all campuses due to microclimates often being too cold for desiring shade.
 - Maximize indoor cafeteria space in lieu of shade structure where a site is deemed to cold / damp for a shade structure

- *Play Yard Storage*
 - Provide storage shed provisions, including electrical service

- *Drinking Fountains*
 - Check District Standards for any potential revisions.
 - Prefer drinking fountains to be closed behind gates after hours to avoid vandalism.
 - Provide combination bottle dispenser and drinking fountains.

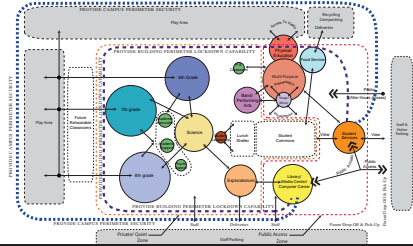
- *Exterior Assembly Areas*
 - Provide an amphitheater on backside of MP Room Stage if practical and appropriate.
 - Confirm before-school student line up areas and fire drill assembly areas. Provide any requisite striping to accommodate these student assembly areas.

- *Exterior Speakers and Public Address*
 - Provide PA options for MP Room Stage exterior amphitheater.
 - Prefer to provide PA speakers directed towards play areas.

- *Exterior Lighting*
 - Provide night lighting throughout campus for back-to-school nights.
 - Provide separate parking lot lighting for back-to-school nights. Parking lot lights should be only lights mounted on a pole. All other lights should be considered wall packs or building mounted exterior lights
 - Provide security lighting switched separately from night security. In essence, design without all exterior lights requiring being on simultaneously. Create lighting zones and confirm functionality with facilities staff as designs are evolved.

- *Provisions for Future Expansion / Portables*
 - Provide room and utility stub-outs for at least three (3) Child Care portable classrooms. To be near MP Room and parent drop off/loading if feasible. Confirm requirements of community programs.
 - Provide room and utility stub-outs for maximizing future potential portables. Adjacent to other classrooms as may be needed for quick expansion of student population. Place in a location that does not deter from desired or intended community image of campus.

- *Other Issues*
 - Place trash area in a well screened area close to the street and to mitigate crossing of trucks and students on campus.



G. TOILETS

- *General Description*

- The toilet facilities on campus vary in finishes based on the variety of users and the durability required for each situation. They are generally defined as student toilets, staff toilets, health room toilets. There is also an awareness that after school hours any of these toilet facilities can become community or public use toilets. Public use toilets for after school situations are typically desired to be student toilets due to the higher durability standards required for both student and public use. The fixtures and finishes are subject to change based on available materials and the potential for District Standards to change with the changing nature of available and desirable finishes and fixtures.

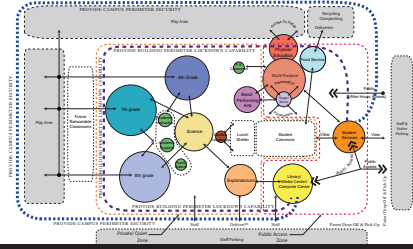
- *Student Toilets*

- Control sight lines to prevent views into room when door is opening or closing
- Only cold water service at student toilets– no hot water. Confirm current code requirements during design
- Toilet paper and paper towel dispensers are by outside vendor. Consider appropriate placement of toilet paper, seat covers, soap dispensers, paper towel dispenser or hand dryers. No electric hand dryers. Confirm equipment provided by outside vendor.
- Consider student toilets having counters with recessed sinks – the District has found that a p-lam or corian counter with recessed sinks are better to clean and maintain.
- Mirrors should be stainless steel in the student and glass in the staff toilet rooms.
- Lighting is important but try to maximize natural light. Do not provide light switches available to students – possibly controlled by an EMS along with a motion sensor.
- Ceramic mosaic floor tile and a 4 foot high ceramic tile wainscot. Terrazzo is too expensive and epoxy flooring requires the undesirable replacement on a semi-regular basis. Ceramic tile walls should be maximized to potentially 8 x 8 or whatever is deemed strong enough to withstand student abuse.

- Storage for bathroom custodial supplies adjacent to toilet facilities.
 - Good ventilation is a priority.
 - Position conveniently to classrooms and play areas so that they do not interfere with classes. Highest priority is supervision from play area.
 - Position one set convenient to MP Room.
 - Locate for supervision of entry.
 - Consider after-hour use by various community groups
 - See District Standards for plumbing fixtures
- *Health Room Toilet*
 - Sight line to Secretary's station is preferred.
 - Hot and cold water service required
 - Ceramic mosaic floor tile and 4 ft. ceramic tile wainscot
 - Good ventilation is a priority.
 - See District Standards for plumbing fixtures.
- *Staff Toilets*
 - Gender designated with bias to additional female toilets.
 - Unisex at food service facility unless code allows food service area to be served by outside staff toilet.
 - Control sight lines to prevent views in when door is opening or closing
 - Hot and cold water service required
 - Ceramic mosaic floor tile and 4 t. high ceramic tile wainscot
 - Good ventilation is a priority.
 - Consider after-hour use by various community groups
 - Mirrors should be stainless steel in the student and glass in the staff toilet rooms.
 - See District Standards for plumbing fixtures.

Facilities Requirements:

Campus Component: Storage/ Custodial/ Miscellaneous



H. STORAGE / CUSTODIAL / MISCELLANEOUS

- *MPR Storage Rooms*
 - Provide direct access to outdoor for P.E. equipment storage
 - Provide variety of shelf depths in storage rooms
 - Allow adequate unobstructed floor area for freestanding equipment
 - Storage room to be separated from mechanical and electrical rooms
 - Provide flexibility of space for Parent Volunteer Office.
 - Cafeteria tables need a dedicated room to be stored. Provide double doors to allow freedom of movement.
 - Chair cart storage under stage is assumed.

- *Play Yard Storage*
 - Identify appropriate storage for play hard equipment during design. This may be split between grade levels and therefore require multiple locations

- *Computer Closets / IDF / MDF Facilities*
 - Confirm District Standards Requirements
 - Strategically dispersed as required per cabling restrictions
 - Leave ceilings unfinished to easily run cabling and conduit

- *Instructional Supplies*
 - Prefer long and narrow room appropriate for shelf storage layout

- *Instructional Supplies*
 - Prefer long and narrow room appropriate for shelf storage layout

- *Emergency Supplies*
 - PTA typically donates these storage units. Can consider locating a boxcar container in an appropriate location to be determined during design.

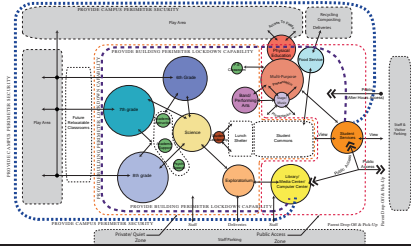
- *Custodial Rooms*
 - Hot and cold water to be provided.
Provide one main custodial room for main supplies storage – 120 s.f.
 - Strategically located around the campus – per classroom cluster or toilet room cluster or the most logical dispersion/association with other rooms. 20 s.f for typical custodial rooms.
 - Provide variety of shelf depths in storage rooms
 - Provide mop sinks with hot/cold water
 - Allow adequate unobstructed floor area for equipment
 - Consider maneuverability of cart both inside room and directly outside of doorway
 - Consider proximity to area which it will service
 - Separate from mechanical and electrical equipment and no panels in custodial closets.
 - Provide floor sink similar to Spruce ES.
 - Provide concrete curbs at all custodial rooms walls and provide floor sinks at all custodial rooms.
 - Separate from school storage rooms
 - Proper shelving to meet the specific needs as to height, width and depth for custodial supplies
 - Custodial closet located outside classrooms
 - Consider locating enclosed yard area adjacent to Multi-Purpose with Main Custodial Room.
 - Provide combination washer and dryer stacked unit with adjacent wall sink/drain in Main Custodial Room. This would allow for washing of rags and mop heads. Also provide for a desk with data drops for both phone and internet. Provide power quad-plex for main custodial desk use.

- *Building Security Equipment*
 - Provide infrastructure for future security cameras throughout if budget and scope is to not include them in current upgrades.
 - Microphone detection sensors should be provided in all classrooms. Motion sensors are more prone to false alarms per District experience.
 - Provide security sensors at all exterior doors in classroom doors. Provide an option of dial out service to monitoring service.

- *Covered Walkways*
 - Consider allocation of overhangs and canopies in context of project budget and any related State square footage allowances.
 - Provide canopies at critical entry points and as needed to keep students and staff appropriately protected – confirm during design

Facilities Requirements:

Campus Component: Building System/ Materials



I. BUILDING SYSTEMS / MATERIALS

- *Exterior Skin / Exterior Materials*
 - TBD during Schematic Design or Per District Standards

- *Mechanical*
 - TBD during Schematic Design or Per District Standardss

- *Electrical*
 - TBD during Schematic Design or Per District Standards

BUILDING AREA SUMMARIES MODEL MIDDLE SCHOOLS

SOUTH • SAN • FRANCISCO • UNIFIED • SCHOOL • DISTRICT

Facility Spaces	Proposed Area (SF)		
	sf per room	no. of rooms	sf x no.
Classrooms			
Standard Classrooms			
Standard Classrooms	960	18	17,280
Teacher Resource/Storage Rooms (1 per Grade Level)	100	3	300
Girl's Toilet Rooms (1 per Grade Level)	200	3	600
Boy's Toilet Rooms (1 per Grade Level)	200	3	600
Staff Toilet Rooms (2 per Grade Level)	80	6	480
Custodial Rooms	50	4	200
<i>Standard Classrooms Subtotal</i>			19,460
Special Education			
Academic Instruction	960	2	1,920
Academic Support	960	2	1,920
Psychologist / Speech Pathologist	960	1	960
<i>Special Education Subtotal</i>			4,800
Science			
Science	1,500	4	6,000
Science Prep	400	1	400
Custodial Room	50	1	50
<i>Science Subtotal</i>			6,450
Art			
Art	1,500	1	1,500
Kiln / Storage	150	1	150
<i>Art Subtotal</i>			1,650
Exploratorium / Electives			
Exploratory Classroom	1,500	2	3,000
Exploratory Resource Room	400	1	400
Custodial Room	50	1	50
<i>Exploratorium / Electives Subtotal</i>			3,450
Computer Center			
Computer Classroom (32-36 Stations)	960	2	1,920
<i>Computer Center Subtotal</i>			1,920
Music			
Music Classroom	1,500	1	1,500
Practice Rooms	80	4	320
<i>Music Subtotal</i>			1,820

BUILDING AREA SUMMARIES MODEL MIDDLE SCHOOLS

SOUTH • SAN • FRANCISCO • UNIFIED • SCHOOL • DISTRICT

Facility Spaces	Proposed Area (SF)		
	sf per room	no. of rooms	sf x no.
Physical Education			
Girl's Locker Room	1,200	1	1,200
Girl's Shower (3 heads)	150	1	150
Girl's Locker Toilet	200	1	200
Girl's Coach/Resource Room	100	1	100
Boy's Locker Room	1,200	1	1,200
Boy's Shower (3 heads)	150	1	150
Boy's Locker Toilet	200	1	200
Boy's Coach/Resource Room	100	1	100
PE Storage	200	1	200
Exercise Studio	1,500	1	1,500
PE Classroom	960	1	960
<i>Physical Education Subtotal</i>			5,960
			45,510
Classrooms Subtotal			
Media Center / Library			
Reading Room / Stacks	2,400	1	2,400
Circulation Desk/ Workroom	250	1	250
Computer Hub / AV Equipment Storage	100	1	100
Collaboration Rooms	150	4	600
Textbook Room	960	1	960
Staff Toilet	50	1	50
<i>Media Center / Library Subtotal</i>			4,360
Multi-Use Facility			
Multi-Use Room	6,500	1	6,500
Platform / Stage / Performing Arts	1,000	1	1,000
Platform Storage	400	1	400
Serving Kitchen	400	1	400
Table Storage / Parent Volunteer Workspace	400	1	400
Staff Toilet	50	1	50
Foyer	0	1	0
Custodial	50	1	50
Main Custodial	150	1	150
Girls Toilet	200	1	200
Boys Toilet	200	1	200
<i>Multi-Use Subtotal</i>			9,350
Student Leadership			
Student Leadership Room	480	1	480
<i>Student Leadership Subtotal</i>		1	480

(PAGE 2 OF 3)

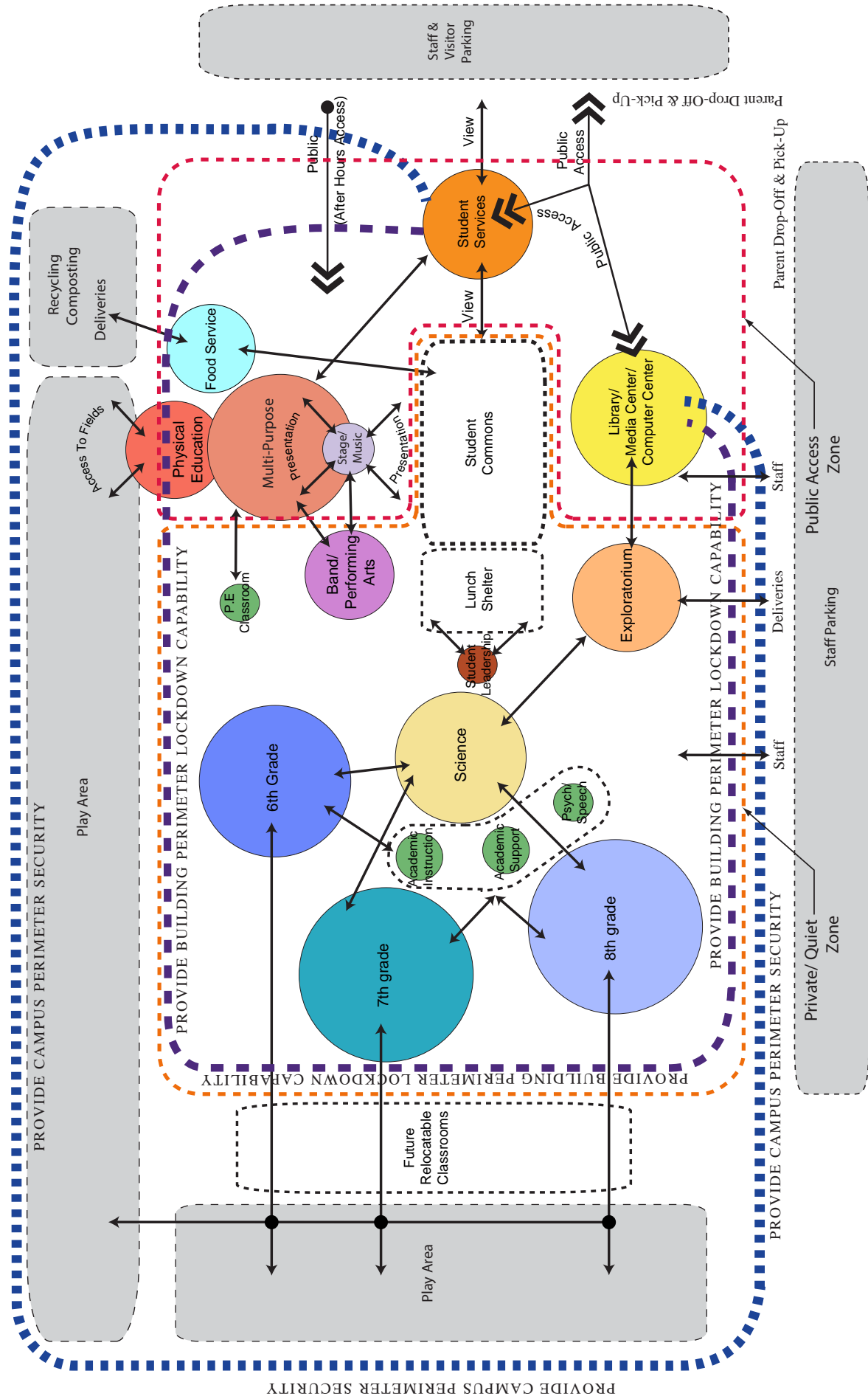
BUILDING AREA SUMMARIES MODEL MIDDLE SCHOOLS

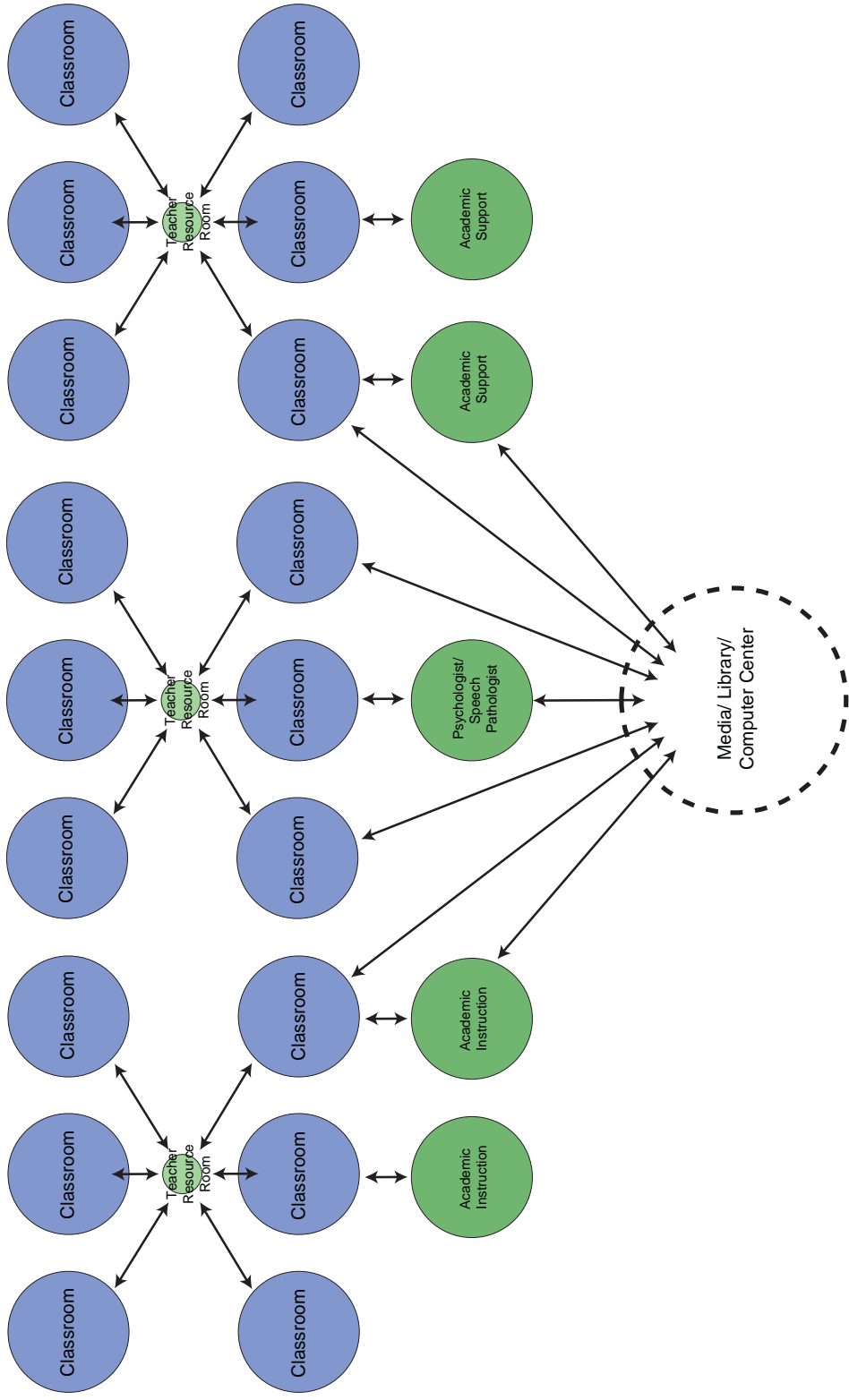
SOUTH • SAN • FRANCISCO • UNIFIED • SCHOOL • DISTRICT

Facility Spaces	Proposed Area (SF)		
	sf per room	no. of rooms	sf x no.
Student Services / Administration			
Public /Entry / Reception / Waiting	400	1	400
Student Entry/ Counseling Reception / Waiting	400	1	400
Principal's Office	150	1	150
Vice Principal's Office	150	1	150
Public Conference Room	200	1	200
Staff Conference Room	200	1	200
Counselor Office	120	2	240
Itinerant Office	120	1	120
Secure Storage Room	100	1	100
Health Office w/ Toilet	200	1	200
Sick Bay / Health Alcove	50	1	50
Staff Development Room / Break Room	900	1	900
Staff Work Room	800	1	800
Instructional Supplies	200	1	200
Custodial	50	1	50
Public Access Unisex Toilet (single compartment)	75	1	75
Staff Men's Toilet (single compartment)	75	2	150
Staff Women's Toilet (multiple compartment)	150	1	150
<i>Student Services / Administration Subtotal</i>			4,535
Technology			
MDF Closets	150	1	150
IDF / Electrical Closets	75	6	450
<i>Technology Subtotal</i>			600
<i>NET ASSIGNABLE SQUARE FOOTAGE</i>			64,835
Corridors / Canopies / Contingency			
% of Net Assignable Square Footage		25%	16,209
<i>Corridors Subtotal</i>			16,209
TOTAL			81,044

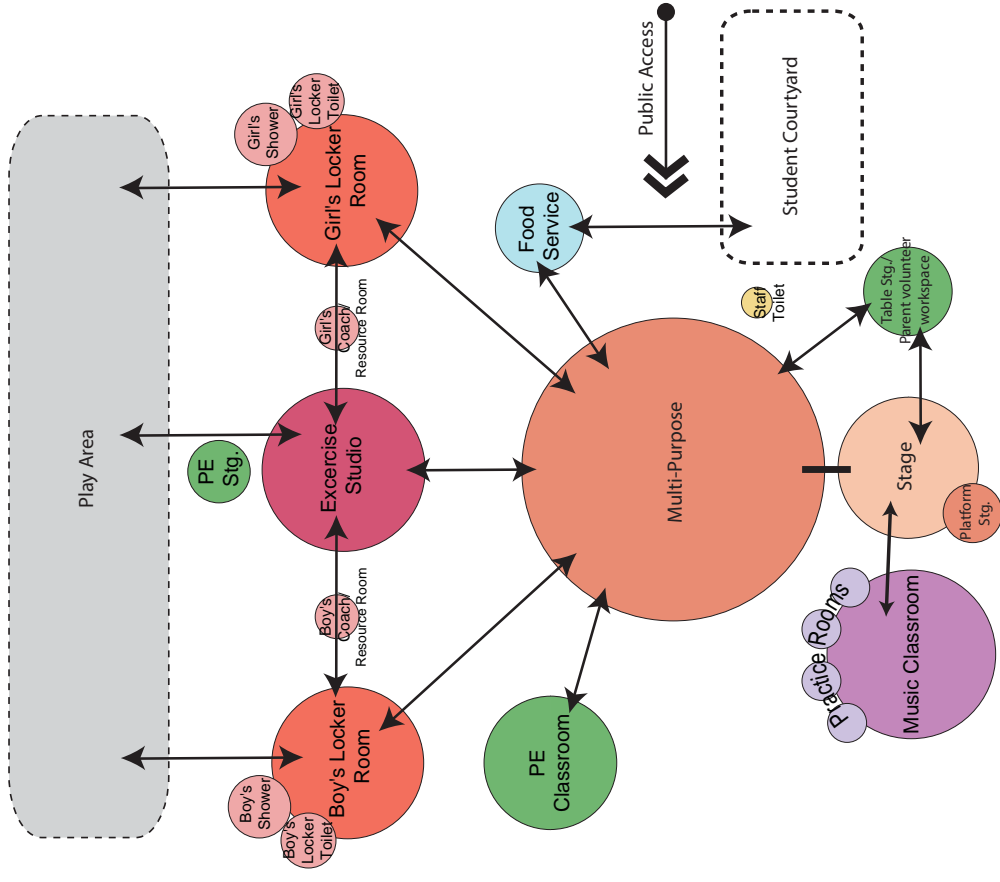
Number of Students Assumed	800	
Square Feet Per Maximum Students:		101
Square Feet Per Maximum Students without Corridors:		81

(PAGE 3 OF 3)

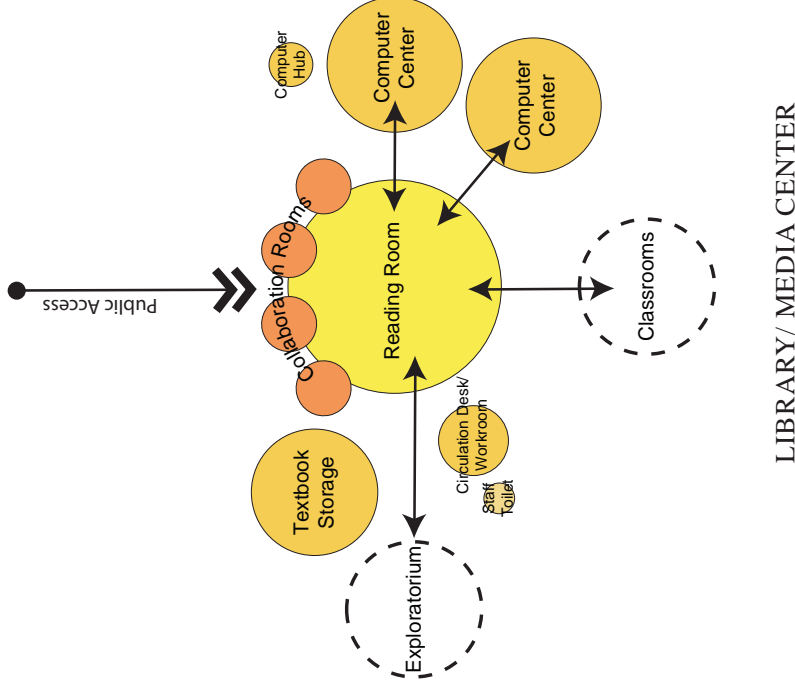




MODEL MIDDLE SCHOOL
 CLASSROOMS
 SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
 24 September 2012



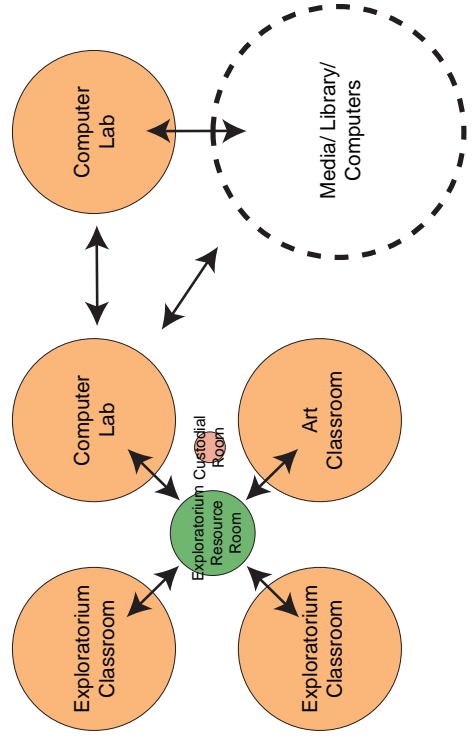
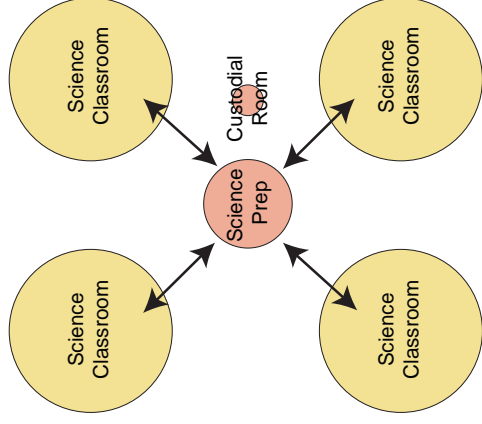
MULTI - PURPOSE/ MUSIC/ FOOD SERVICE/ PHYSICAL EDUCATION



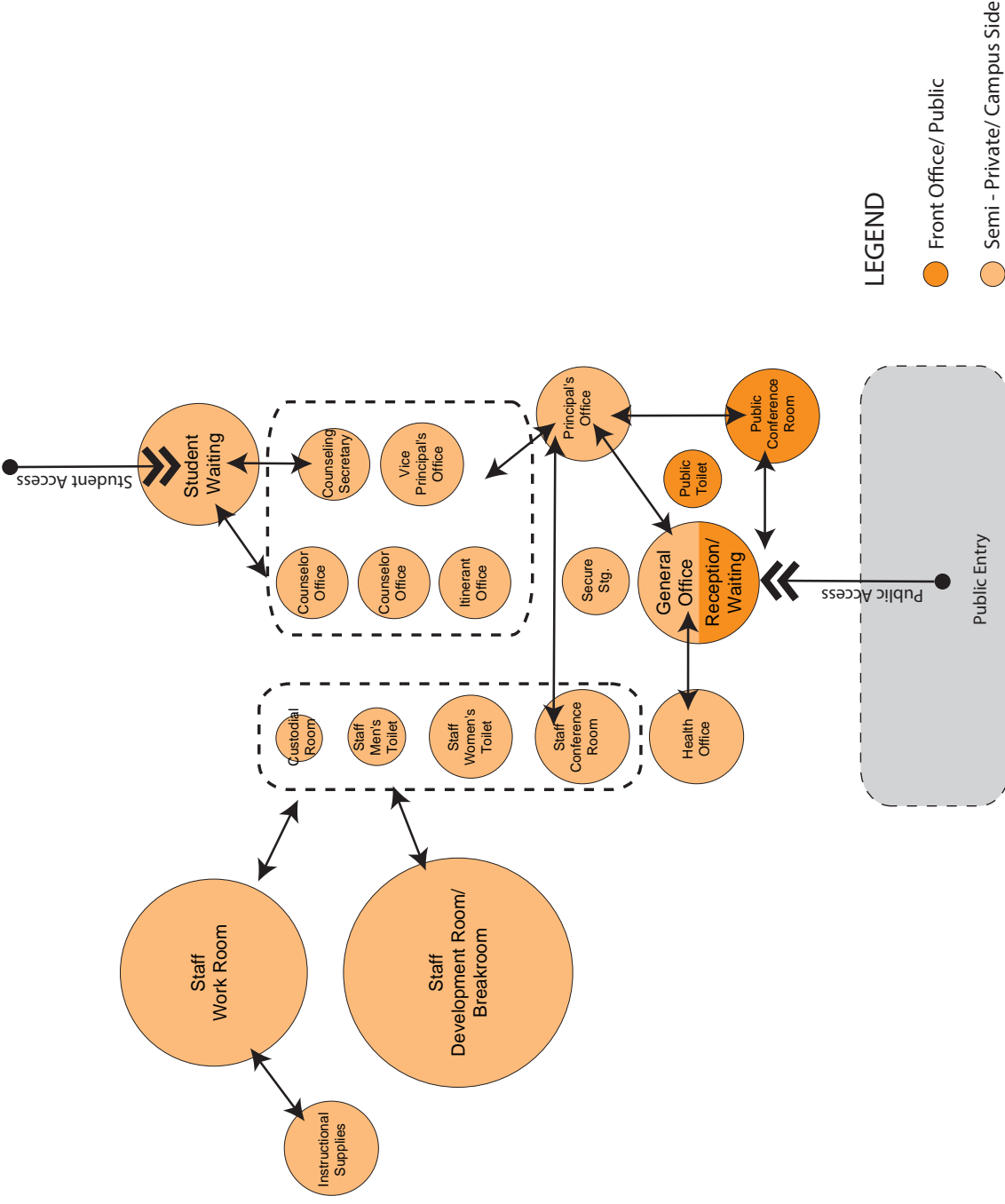
LIBRARY/ MEDIA CENTER

MODEL MIDDLE SCHOOL
 MULTI PURPOSE/ MEDIA CENTER + LIBRARY
 SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

24 September, 2012



MODEL MIDDLE SCHOOL
 EXPLORATORIUM/ SCIENCE
 SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
 24 September 2012



LEGEND

● Front Office/ Public

● Semi - Private/ Campus Side

MODEL MIDDLE SCHOOL
 STUDENT SERVICES/ ADMINISTRATION
 SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
 24 September, 2012