
WAKE COUNTY
PUBLIC SCHOOL SYSTEM
Educational Specifications
A Vision for the Learning Environment
WAKE COUNTY
PUBLIC SCHOOL SYSTEM
AUGUST 2025
MIDDLE SCHOOL
WAKE COUNTY
PUBLIC SCHOOL SYSTEM
DLRGROUP

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> “Every student deserves to be challenged in meaningful learning each day.”

How to use this Document

This document, known as the Educational Specifications (Ed Specs) outlines design requirements by programmatic space for all elementary, middle, and high schools in the Wake County Public School System. Each school level has its own set of Space Types, Master Charts, and Space Standards.

It is the responsibility of the design team to incorporate the requirements outlined in this document and to review site-specific, unique or additional space requirements with WCPSS Facilities and Design department.

The Ed Specs consist of 5 parts used in conjunction with each other. They include:

Part I - Executive Summary

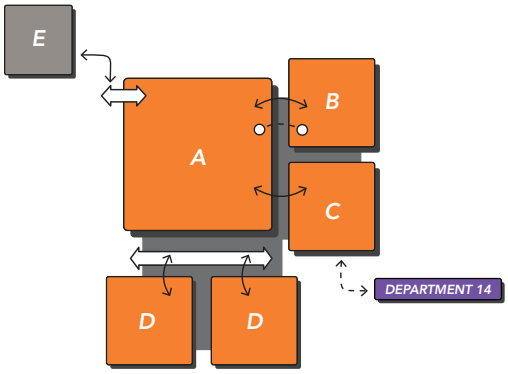
Part II - Process & Outcomes

Part III - Space Types

Part IV - Master Charts

Part V - Space Standards

Parts I and II are found in this document while III, IV, and V are issued separately.



Space Types

	Floor							
	Carpet Tile	Resilient Tile	Athletic	Porcelain Tile	Quarry Tile	Terrazzo	Wood	Concrete
Department 1								
A		○				○		
B								
C								
D	●	●						
E								

● Closed Requirement
○ Open Requirement
Quantity / LF

Master Charts

1	Department	TS	QTY	SF	Total
	Program A	Y	1	300	300
	Program B	N	1	150	150
	Program C	N	1	150	150
	Program D	Y	2	150	300

Space Standards



Part I

Executive Summary



Executive Summary

Part I - Executive Summary provides an understanding of WCPSS Educational Specifications by summarizing content related to purpose, findings, and recommendations. This section explains the intent behind creating the Ed Specs.

I Executive Summary



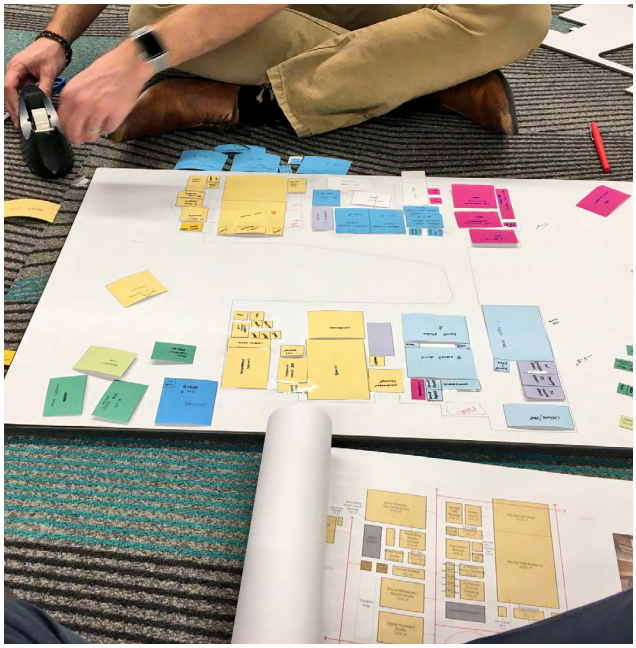
Introduction

Educational Specifications (Ed Specs) are guidelines for the design of effective and engaging learning environments and are intended to support the programmatic focus of the Wake County Public School System (WCPSS). Design teams of architects and engineers should reference this tool in collaboration with school communities to define elements of the built environment that will best serve learners in all new construction, partial modernization, or major renovation projects throughout WCPSS.

The Ed Specs outline the spaces and their associated area allocation (Part V - Space Standards) common to most WCPSS schools. Additionally, the Ed Specs provide information regarding ideal adjacencies and spatial attributes, requirements for visual and physical connectivity, and infrastructure considerations. They provide a conceptual and design basis for understanding WCPSS's guiding principles and vision for next generation of learning. The Ed Specs also incorporate sustainability and wellness goals, reflecting key stakeholder input and prioritization (see Appendix).

The Ed Specs serve as a supplement to the Design Guidelines, a technical companion document providing design criteria and requirements for design and construction. These two documents are intended to be used together to design and construct modern learning spaces for WCPSS.

I Executive Summary



What are the Goals of this Document?

Retiring the Learning Environment Guidelines (LEGs), initially established in 2018, provides an opportunity for WCPSS to provide better clarity, improved organization, and establish a sustainable path to updating this key facility planning resource.

The following are key goals for the creation of this document:

- Support WCPSS aspirations and educational pedagogical vision
- Establish District-wide parity
- Empower design teams to find creative solutions
- Implement evidence-based educational planning concepts



Who Contributed?

Building on workshops, focus group and steering committee discussions as well as surveys with stakeholders district-wide, the Educational Specifications begin to integrate the WCPSS Strategic Plan framework into the design of the physical learning environment.

Educators, administrators, students, school board members, facilities planning staff, and community experts provided valuable input on the learning environment's impact on key strategic planning goals including student knowledge and skills, student dispositions and well-being, and operational effectiveness.

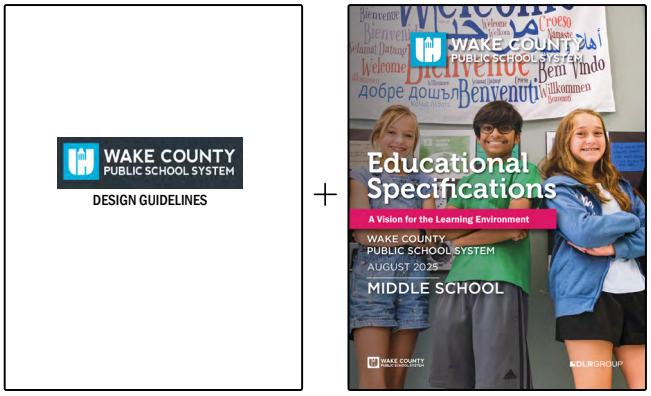
I Executive Summary



Why Replace LEGs?

In response to the WCPSS Vision 2020 core principles, WCPSS Educational Specifications represent a continued evolution of WCPSS Facility Design and Construction planning parameters in alignment with the WCPSS Strategic Plan. This guideline replaces the document formerly known as the “Learning Environment Guidelines” (LEGs) initially established in 2018.

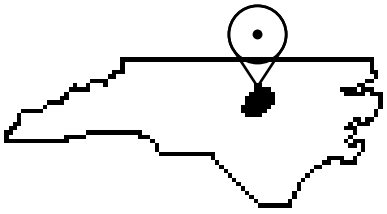
The Ed Specs pivot away from a prescriptive approach to a document that encourages the design community to collaborate with schools and facility planning staff, defining elements of the built environment that are essential to creating WCPSS-envisioned learning experiences. Thus, the Ed Specs should also be used by school communities to help shape conversations about new buildings and major additions.



How are the new Ed Specs Implemented?

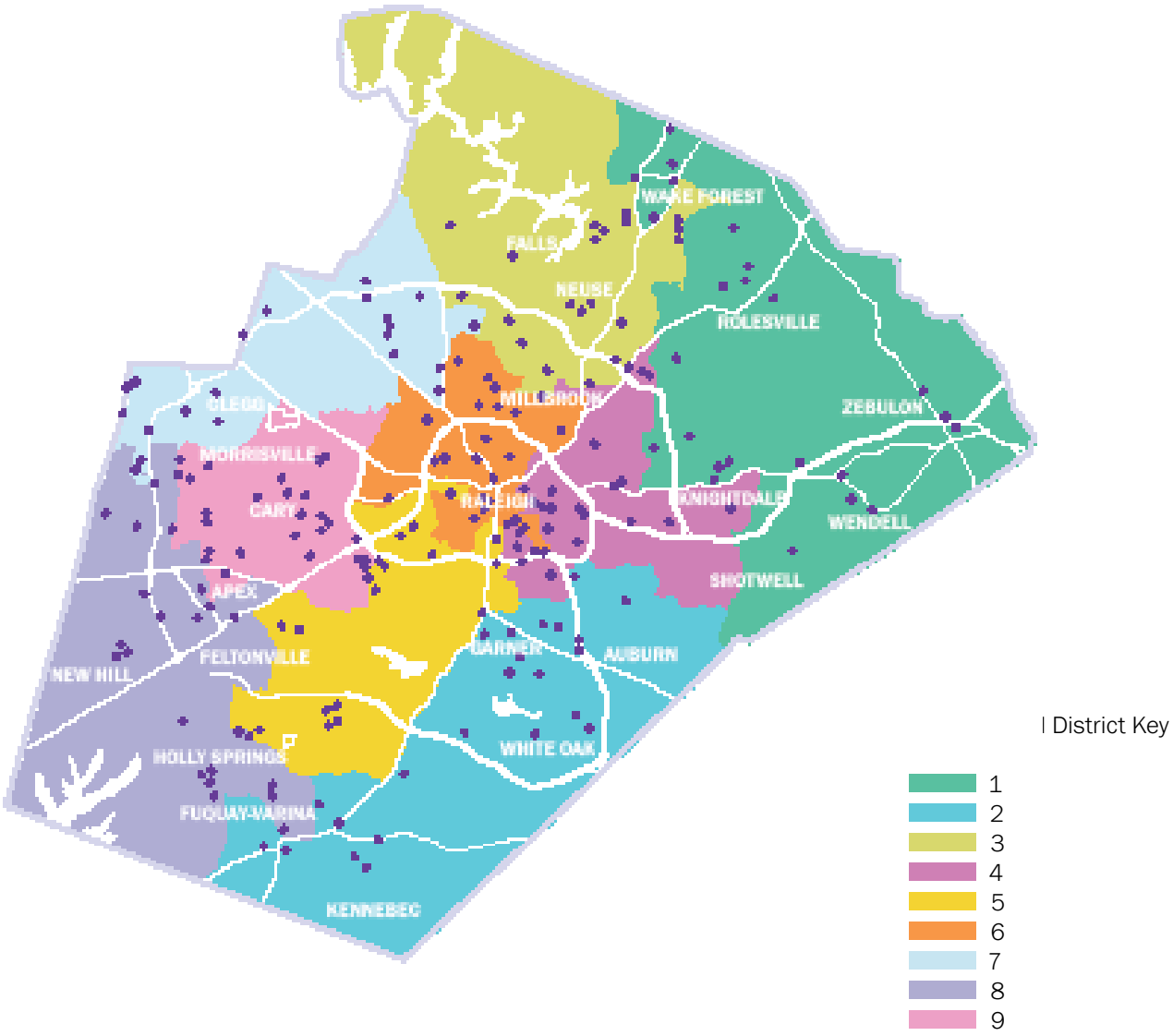
The Ed Specs are used in conjunction with WCPSS Design Guidelines. Where the Ed Specs outline the functional performance and intent of space types that comprise Wake County’s schools, the Design Guidelines provide specific requirements for how facilities should be built to ensure they are safe, maintainable, and long-standing for the communities they serve.

While the Ed Specs have been written in combination with WCPSS personnel, they are intended to support a collaborative design process among design teams, WCPSS campuses, and district-level representatives to design facilities that meet the vision for WCPSS schools.



NEARLY 200 SCHOOLS

Recognized as a leader in innovation and technology, Wake County is one of the fastest growing urban areas in the nation. As of the 2024-25 school year, the district maintains 200 schools across Wake County consisting of Elementary, Middle, High, Alternative, K-8 and 6-12 including Pre-K and magnet programs. WCPSS strives to create parity between schools across this large district, while allowing design teams to work with district staff and school communities to respond to the unique conditions of each project.



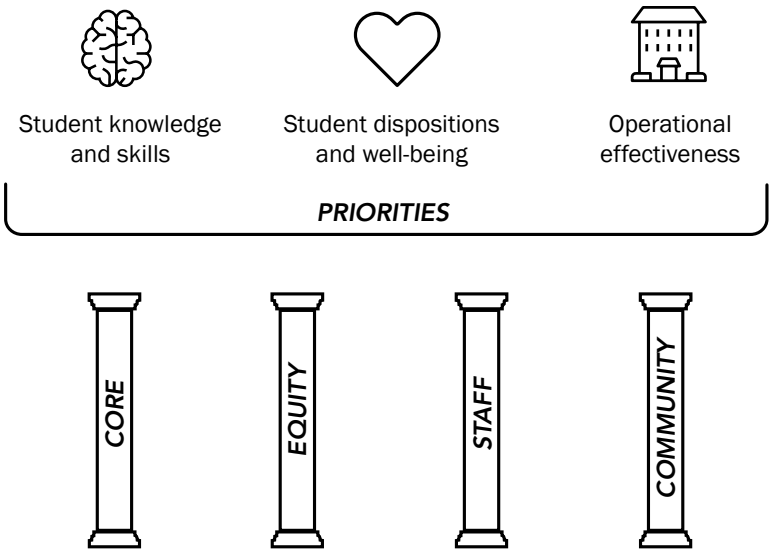
The District



Strategic Plan

By developing the Ed Specs, WCPSS embraced pathways to excellence and equity as envisioned in the Strategic Plan Framework 2023-28. This plan reflects a renewed commitment to key pieces of Vision 2020 and new focus areas to honor lessons learned during the pandemic.

The Ed Specs supports the Strategic Plan's essential pillars by illustrating the WCPSS vision to promote equity amongst schools, create areas of support for communities and the Parent-Teacher Association, promote wayfinding to the resources students need, and develop spaces for faculty and staff.



STRATEGIC PRIORITIES

Each of the three priorities have measurable targets to ensure WCPSS succeeds on behalf of students.

ESSENTIAL PILLARS

There are four essential pillars necessary to achieve the goals established by the strategic priorities.

I Executive Summary

Mission

"Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers."

The district mission reflected in this document will be applied to all school construction projects within WCPSS, including new buildings, total and partial renovations, or any combination of these. The Ed Specs can also be adapted to the renovation of historic WCPSS school buildings.

Vision

"All Wake County Public School System students will be prepared to reach their full potential and lead productive lives in a complex and changing world."

Providing all students equitable opportunities begins at the facility level. A space that can adapt to future changes to meet the needs of all students, equitably and accessibly, will facilitate student growth and aid students in achieving their full potential.



Core Beliefs

Facilities are shaped based on WCPSS core beliefs, with the Ed Specs being a driver towards the goal. This document strives to align the following core beliefs with facilities-building projects, as they incorporate experiences and lessons learned from past building improvement programs:

- Meaningful learning everyday
- Eliminate socioeconomic gaps
- Well-supported staff
- Improvement and innovation
- Diverse school community
- Partnership
- Optimal environments

WCPSS Core Beliefs



Part II

Process and Outcomes



Process and Outcomes

Part II - Process and Outcomes provides an overview of the activities involved with the development of the Ed Specs. It outlines some of the top issues and priorities gathered through stakeholder engagement and district workshops in addition to established District strategic plan priorities with tangible goals implemented through design.



A Collaborative Effort

Educational Specifications Process

The Educational Specifications were created through layers of engagement with a variety of stakeholders. These collaborations were both forward-thinking (considering the goals and vision for the future of teaching and learning in Wake County Public Schools) and reflective (considering which design elements of existing schools support or hinder the educational vision).

A core committee of Facilities Design and Construction staff led this process. Through rigorous review, this core team ensured the Ed Specs align space design requirements with WCPSS vision and operational goals.

Building Tours

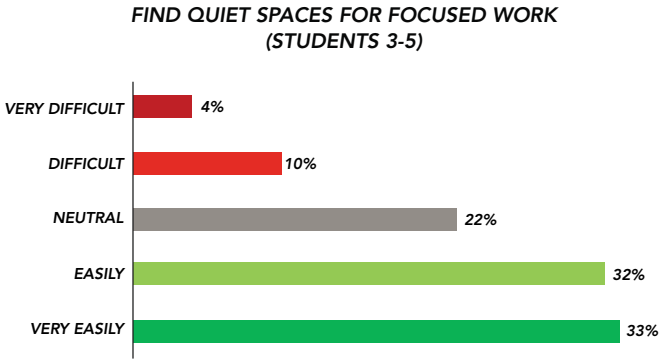
Wake County schools were toured to reflect on what is or is not working as intended. Participants observed ways in which students and teachers used learning environments for formal and informal learning activities.

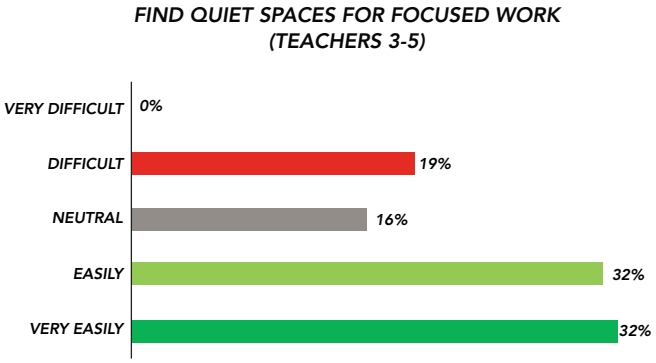
These tours prioritized the assessment of how physical spaces support Wake County Public School System's teaching and learning goals, but they did not assess student or teacher performance. Those on the tour were asked to reflect and discuss key questions after each tour, and their insights were incorporated into the development of the Ed Specs. The questions included:

» How could under-utilized spaces be better designed to improve utilization through alignment with teaching and learning practices?
» Are there high-demand spaces that WCPSS should prioritize expanding to meet key needs at specific campuses?

TEACHING AND LEARNING STYLES

ABILITY TO FIND QUIET SPACES





Student and Teacher Engagement Surveys

In the development of these Ed Specs, Wake County Public School System solicited feedback from students and teachers about how well their newest schools function as engaging learning environments. Studies show that for students of all ages, perceptions of engagement in learning activities is one of the best indicators for future academic success and a stronger life-long relationship with learning.[1]

WCPSS partnered with DLR Group, a national integrated design firm, to utilize survey tools called the Student and Teacher Engagement Indexes™ (SEI™ and TEI™).[2] This survey has been tested and refined to be both statistically reliable and valid, ensuring that findings from these surveys can provide meaningful insight.

Conveying a sampling of experiences from Pre-Kindergarten through Grade 12, a total of 310 students and 160 teachers from six schools across the district provided feedback on the SEI and TEI survey tools. Analysis from these surveys helped illuminate how the District's newest schools are supporting the teaching and learning vision. By understanding ways in which different teaching and learning activities are supported, as well as where different teaching and learning activities happen in the buildings, WCPSS has been able to make informed, key choices about the future programming of Wake County schools.

[1]Upadyaya, Katja, and Katariina Salmela-Aro. "Development of school engagement in association with academic success and well-being in varying social contexts: A review of empirical research." European Psychologist 18, no. 2 (2013): 136.

[2]Surveys were distributed from early November 2023 through mid-December 2023. Results were shared with district planning and academic leadership in Spring 2024. Findings and results can be found in the Appendix of this document.

SECONDARY ACADEMICS
General Classrooms

GOALS

- *DIFFERENT-SIZED CLASSROOMS CAN BE BASED ON ACTIVITIES / CONTENT*
- *FLEXIBLE FURNITURE FOR VARYING COLLABORATIVE ACTIVITIES*
- *SUPERVISED LEARNING COMMONS, ESPECIALLY IN MIDDLE SCHOOLS*

NON-NEGOTIABLES

- *EQUALITY AND ADAPTABILITY OF GEN-ED CLASSROOMS*
- *SAFETY IS #1 PRIORITY*
- *MUST HAVE SUPERVISION AND ELIMINATE DISTRACTIONS*

PRECEDENT IMAGES






Departmental Discussions

In the early months of 2024, a series of engagement sessions were held with targeted departments, educators and administrators. The purpose of these meetings was to understand the Educational Vision for teaching and learning for WCPSS through the lens of each department and discuss functional and facility design needs. This input ensures that all future Wake County schools are designed to support both the aspirational vision and current critical needs. This collaborative process engaged a wide variety of WCPSS staff to inform and support the creation of these Ed Specs.

The following topics were discussed with multiple departments through the Department Focus Group phase:

- Career and Technical Education (CTE)
- Counseling and Student Support Services
- Child Nutrition Services
- Early Learning / Pre-Kindergarten
- Equity Affairs
- Elementary Academics
- Secondary Academics (Middle and High School)
- Magnet and Curriculum Enhancement
- Area Superintendents and Student Assignment
- Safety and Security
- Physical Education
- Athletics
- Information Technology (IT)
- Furniture, Fixtures, and Equipment (FFE)
- Administration
- Visual and Performing Arts
- Maintenance and Operations
- Library and Media Services
- Transportation
- Special Education
- Outdoor Learning

During these engagement sessions, participants discussed goals, challenges, future trends, and other key ideas, along with analyses of the current space descriptions and critical adjacencies. This laid the groundwork for developing the Educational Specifications.



© 2015 DLR GROUP. "VALUES "

VALUES Workshop

Understanding the impact our school buildings have on operations, communities, and the environment, Wake County Public Schools determined the need for a more holistic District analysis of goals surrounding sustainability, social justice, economics, and community health. As Part of the Ed Spec development, WCPSS partnered with DLR Group to conduct a day-long workshop to begin creating that vision. DLR Group facilitated the workshop with a tool called VALUES, an acronym for "Viewing Architecture through the Lens of User Experience and Sustainability." VALUES takes a user-centered approach to understand values, goals, and metrics related to holistic sustainability. The VALUES tool and workshop were designed to expand the conversation beyond resource conservation to ecological, community, and human health. VALUES helps stakeholders identify top project goals, determine how success of these goals will be measured, and results in a values-based roadmap for project decision-making.[3]

Workshop attendees received level-setting educational information, allowing all participants to have a similar level of understanding, prior to participating in activities to first explore, then express, and finally prioritize VALUES topics.

1. VALUES Prioritization – Participants explored and discussed a framework of sustainability-related themes and design directions to identify top goals for WCPSS. Participants then prioritized these topics through a fictional budgeting exercise to find top goals.
2. Observe, Report, Measure – For each top goal selected, participants identified potential ways of measuring and evaluating whether a project successfully implemented a goal.
3. Headline – Participants imagined a headline that described the District's ideal outcomes in 10 years if all top goals and guidelines in facilities, operations, and design were enacted.

Attendees included school administrators and faculty, Board members, and representatives from community partners in governance, sustainability, and education. Members of the WCPSS planning and design team facilitated, along with subject-matter experts in sustainability and research.

[3]Workshop exercises and processes are discussed in detail in the VALUES Report in the Appendix of this document. DLR Group retains copyright of VALUES; use or reproduction is prohibited.



Design Implementation

VALUES Workshop Takeaways

A truly sustainable community cannot be achieved without balancing ecology, society, and economy. The aim of the VALUES workshop (described in detail above and in the Appendix) was to understand what a holistic, sustainable vision for Wake County Public School System looks like.

The following pages detail the Key Themes that were selected as the highest priorities for WCPSS. Accompanying Goals, Metrics, and Key Performance Indicators (KPIs) were established for each of these Themes and can be found in the VALUES report included in the Appendix.

To move from vision to action, participants focused on practical strategies for implementation, identifying specific projects and initiatives that align with goals. By establishing a roadmap for execution, the workshop aimed to ensure that the Key Themes becomes a tangible priority, translating ideas into measurable actions that can be monitored and adjusted over time.

Designing with the Key Themes

VALUES themes and goals are summarized in the following pages, and the metrics and KPIs are incorporated into the high-level space planning considerations in Part III - Space Types. Metrics can be viewed in the VALUES report, and should be utilized once the facilities are actively operating to measure progress toward meeting the goals.

Theme: A common thread or idea that should be carried throughout the project.

Goal: A desired outcome that can realize a theme.

Metric: A way of measuring progress towards achieving a goal.

Key Performance Indicators (KPI): A target value for a metric that can more clearly define a goal. We will know a goal is achieved when a KPI is reached.



Decarbonization & Electrification

Participants discussed the importance of not only aligning with the clean energy goals, but also the need to reduce consumption and optimize building systems, and delivery of consistent visual and thermal comfort for increased wellness and productivity. User-discussed solutions included energy use dashboards, improved rainwater management and reuse, reduced heat island effect, not using energy when people are not present, and energy storage for resilience and sheltering.

The goals are:

- Efficient Building Systems Selection: staff training to maintain efficient operations; LCCA
- Efficiency of Existing Operations: energy cost and site EUI tracking; benchmark buildings in portfolio
- Use of Alternative Fuels: track Scope 1&2 emissions; install solar; evaluate geoexchange



Intentional Procurement to Waste System

Participants discussed the importance of a “cradle to grave” mindset around waste prevention, waste diversion, and ecological stewardship through goods and services to support sustainability and health outcomes; examples given were to not use styrofoam and to cut other waste products.

The goals are:

- Waste Prevention: reducing reliance on single-use items; reuse FF&E
- Waste Diversion: labeled composting & recycling bins; recyclable / compostable materials
- “Cradle to Grave” Impact: Green Cleaning Policy; durable, healthy, low-carbon new FF&E



Welcoming, Biodiverse Campus

Participants envisioned outdoor campus spaces that were safe and welcoming for people as well as flora and fauna, to promote physical and mental health. Natural or garden areas (as opposed to paved) rich in the biodiversity of the region, outdoor learning spaces, and walking pathways for the public should be combined within a clear hierarchy of public and private space.

The goals are:

- Outdoor Learning Environments (OLE): ergonomic (WiFi & writable surfaces)
- Safe and Welcoming for Shared Use: accessible trails and nature-view seating
- Site Ecological Stewardship: permeable surfaces; pollinator-friendly maintenance/pest control; safe chemicals; low/no mow seasons



Student-Centered, Hands-On, Sustainable Learning

Participants envision WCPSS suffused with hands-on, real-world learning opportunities for students to engage with sustainability topics and sustainable behaviors in ways that can be incorporated into their lives and careers. “Active learning and play is mission one for Wake County Schools,” said one participant.

The goals are:

- Comfortable, Flexible Learning Spaces: Mobile furniture with integrated tech; teacher collaboration spaces; performance-based specifications for furniture
- Well-being for Improved Learning: Furniture for varied bodies and energy
- School as a Teaching Tool: Sustainability-focused CTE/makerspace



Community Partnerships for Public Support

WCPSS recognizes that support from the community is a key ingredient in success, and that the community will benefit from schools' choices. To build on the strength of this support, partnerships for communication and decision-making need to grow and thrive. This can be woven into the District's existing approach to equity.

The goals are:

» Community Partnerships for Equitable Success: identify secondary use for school spaces; identify emergency space use for resilience
» Community Partnerships for Real-World Learning: work with industry partners to provide equipment commensurate with that which would be used in the workplace



Safe, Multi-Modal Transportation

Workshop participants had a strong, clear commitment to reducing the transit-related carbon footprint of WCPSS while increasing healthy, active behaviors. Safety was a major component of this discussion, as were solutions that connect multiple modes of transit in one journey through incentives and scheduling alignment. User-discussed solutions included walkability, and other decarbonized transportation options. This can be woven into WCPSS's existing approach to equity.

The goals are:

» Communicate partnership and collaboration with regulatory / municipal partners
» Promote existing transportation infrastructure to reduce carpool
» Healthy, active alternatives: continuous paths to school through community when possible

Process and Outcomes



Supporting Strategic Plan Priorities

The Educational Specifications are a guidebook to assist designers in creating consistent, effective, and efficient school facilities. However, our built environment can impact us far more deeply than merely meeting the minimum baseline of keeping us warm, safe, and dry and within our budget. While this is a given (an absolute must), our spatial environments affect us profoundly and have the opportunity to achieve far greater goals.

The Wake County Public School System has undergone the critical work of developing its North Star—an in-depth strategic plan, focused on ever-improving to meet the needs of students, staff, and communities. Within the Strategic Plan are three Priorities, each with measurable Aims for accountability and to ensure that these become the guide for all endeavors undertaken by the District.

In that same spirit, key themes have emerged from the work of creating the Educational Specifications.

These themes are anchored in and organized by the WCPSS Strategic Plan 3 Priorities of improving:

1. Student Knowledge and Skills
2. Student Dispositions and Well-Being
3. Operational Effectiveness

Woven into every practice in supporting these Priorities is a mindset of equity. What exactly is this? It is the consistent approach to being student-centered, providing the support and environment needed for EACH and EVERY student with unique aptitudes and challenges, to achieve their self-determined definition of success.

WCPSS Strategic Plan



What is Wake County's stance on equity?

> *"We seek to foster academic success for every individual regardless of race, ethnicity, socioeconomic status, language of origin, disability, sex, gender identity, and sexual orientation. That requires more than merely preventing discrimination–it also means expanding opportunity and breaking down barriers. This is how we maintain our focus on increasing achievement for all students by providing a world-class education."*
>
> *Equity in WCPSS*

The Wake County Public School System is committed to a nondiscriminatory, inviting, and inclusive school environment for all students.



What does this kind of equity look like?

Meeting the individual needs of every student is reflected in:

- The pedagogy of differentiated learning and the accommodation of evolving relevant areas of study;
- Individualized social-emotional supports and services;
- Inclusion of all students into the academic and social experience of school;
- A physically and psychologically safe environment with the school building and throughout the grounds;
- The flexibility to adapt schools and spaces to accommodate responsiveness in the context of a continually changing world

These principles are further explained in the following sections.

PRIORITY 1: STUDENT KNOWLEDGE & SKILLS

"We will prioritize students' development in critical thinking, communication, collaboration, and creativity skills, commonly called 'The Four Cs'. And, we'll focus on foundational literacies, knowledge, and skills in the core subjects of Reading/Language Arts, Mathematics, Science, Social Studies, Fine Arts, Digital Literacy, Financial Literacy and other content areas."

WCPSS Strategic Plan

A Change in Academic Needs

Over the past 100 years, our world has changed dramatically. Modes of transportation, methods of communication, manufacturing, our homes, our workplaces and career choices, culture and values, clothing, entertainment, possessions, population, pollution and waste, and the list goes on. And it all will continue to evolve. So must our process and experience of education in order to prepare our students for constantly shifting paradigm.

WCPSS recognizes these shifts and is focused not only on the needed content of subject matter, but in developing the skills within students to understand the relevancy of what they are learning, how to analyze data and problem solve, how to share their learning with others, how to work together to address issues and come up with new solutions, and how to bring creative thinking to these processes.

To meet these academic needs K-12 students learn best through a combination of various methods and strategies tailored to their individual needs and the subject matter being taught. Here are some effective approaches to support Meaningful Learning:





Process and Outcomes



How to Support Meaningful Learning

» **Active Learning**
Encouraging students to actively engage with the material through discussions, hands-on activities, and problem-solving tasks

» **Differentiated Instruction**
Adapting teaching methods to accommodate different learning styles, abilities, and interests among students

» **Use of Technology**
Integrating educational technology tools such as interactive simulations, educational apps, and multimedia resources to enhance learning experiences

» **Collaborative Learning**
Facilitating group work and peer interactions to promote teamwork, communication skills, and cooperative problem-solving

» **Personalized Learning**
Providing opportunities for students to pursue their interests and pace their learning according to their abilities

» **Visual Aids**
Utilizing visual aids such as diagrams, charts, and graphs to help students visualize concepts and relationships.

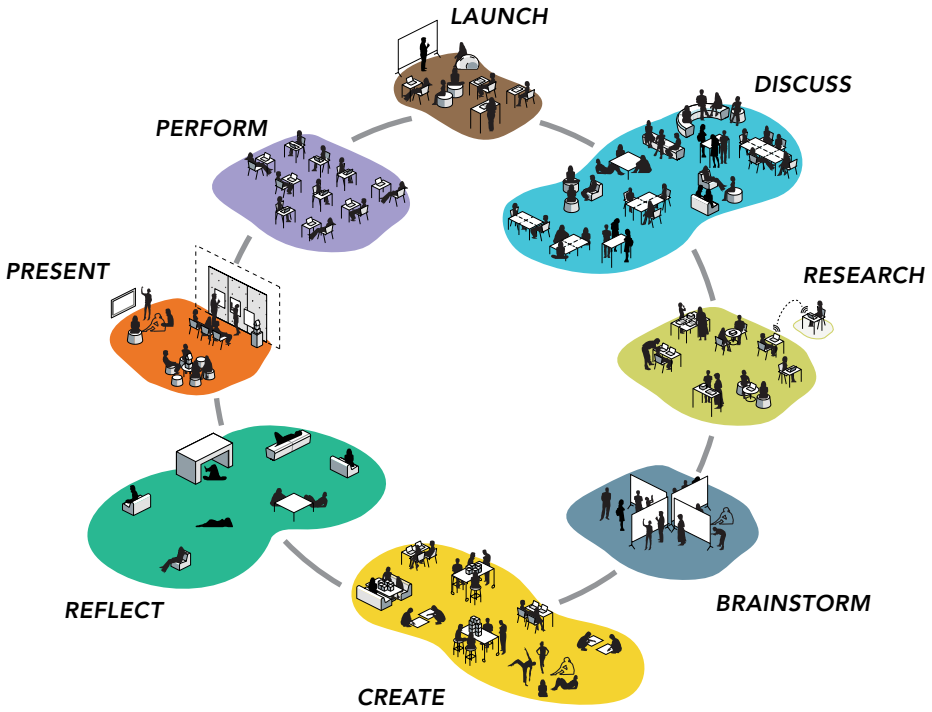
» **Constructivist Approaches**
Allowing students to construct their own understanding of concepts through exploration, inquiry, and discovery

» **Formative Assessment**
Using ongoing assessment techniques such as quizzes, polls, and informal checks for understanding to monitor student progress and adjust teaching accordingly

» **Real-World Connections**
Relating classroom learning to real-world applications and examples to make the content more meaningful and relevant to students

» **Teacher Support and Guidance**
Providing clear explanations, scaffolding, and feedback to help students navigate challenges and deepen their understanding

Process and Outcomes



Ultimately, the most effective approach may vary depending on the subject matter, grade level, and individual student needs. A combination of these methods, tailored to the specific learning environment and student population, tends to yield the best results in K-12 education.

What does this look like in the built environment? While the methodologies may differ, there are some common activities that should be considered. The following graphic represents the different stages of inquiry-based learning pedagogies and how furnishings can support the varying activities.

Many of these setting types can take place within the same space but it does require appropriate square footage within the learning environment and the usage of adjacent learning support spaces.

Learning Neighborhoods are comprised of the primary classroom, learning commons, labs, special education services classrooms and multi-purpose classrooms. A commitment to inclusion and equity is woven throughout this arrangement, distributing Special Education and support classrooms in a manner that encourages maximum integration with peers while responding to individual need. Barrier-free access to well-proportioned spaces supporting a variety of activity and group size benefits all students, regardless of ability.

Staff support spaces are also included to strengthen staff-to-staff and staff-to-student relationships to promote a sense of belonging, connection and support. When staff is supported, students are supported.

Additionally, outdoor spaces are a perfect location for many stages of inquiry based learning when applicable.



Library Trends

Special consideration should also be given to the design of the Library as a potential extension of the learning neighborhood activities. The design of K-12 school libraries has been evolving to accommodate modern educational needs and promote a variety of learning experiences. Some of the latest trends in K-12 school library designs include:

» **Flexible Learning Spaces**
Libraries are moving away from traditional fixed furniture arrangements towards flexible layouts that can be easily reconfigured for different activities such as group work, independent study, or presentations

» **Collaborative Zones**
Designing areas that facilitate collaboration among students and teachers, equipped with technology tools like interactive displays and flexible seating arrangements

» **Makerspaces**
Makerspaces are optional Learning Commons spaces that could be attached to the Library for creative activities part of the Library

» **Reading Nooks and Comfortable Spaces**
Creating inviting areas with comfortable seating, cozy reading nooks, and quiet zones that promote relaxation and concentration

These trends reflect a shift towards creating dynamic, inclusive, and technology-rich environments that support diverse learning styles and foster collaboration, creativity, and innovation among K-12 students. Librarys also serve as a hub for informal student socialization. They are frequently made available to students not only during class time, but also during lunch, break times, before school, and after school. This might affect the placement of the Library in relation to academic wings or proximity to dining commons and outdoor spaces.

Consideration should also be given to the acoustical zones of the Library, providing quiet leisure reading, areas of collaboration with moderate levels of sound and conversation, to socialization and louder collaboration or active learning experiences.

PRIORITY 2: STUDENT DISPOSITIONS AND WELL-BEING

> *"We will prioritize caring for students and staff as individuals and developing and maintaining positive social-emotional, behavioral, and mental health."*
>
> *WCPSS Strategic Plan*

Support Student Well-Being

The challenges that face students today are different that ever before. The onslaught of ideas, information, distraction, and judgment through social media and digital sources can, and often do, overwhelm young people. Students are still getting to know themselves and figuring out who they are. The skills, interests, and aptitudes that they possess are still being explored and developed. Society itself has slowly become more aware of even typical mental health issues faced and of the depth or prevalence of neurodiversity amongst the overall population. In such a roiling state, our students often need social-emotional support for their mental health and well-being to be successful academically and prepared for adulthood.

The counter-balance within the school system to all of this is the provision of a variety of responses. Students' well-being can be enhanced by strengthening their sense of belonging, connection to others and socialization, and opportunities for calming and play. Another response to addressing student mental and emotional health issues is through the provision of student support services. Counselors, social workers, psychologists, mental health providers, as well as other specialists are increasing in numbers to meet the needs of students. The District promotes an equitable and inclusive learning experience by providing a varied physical environment and targeted services to meet individual needs.





Process and Outcomes



Design Solutions to Cultivate Student Safety and Foster Respect

» **Reducing Incidents of Bullying with Inclusive Spaces**
Bullying remains a prevalent issue in schools, and the physical environment can contribute to reducing its incidence. For example, schools can be designed with open, transparent spaces where bullying behaviors are less likely to go unnoticed. Creating semi-private areas in corridors or common areas with open visibility ensures that students are less isolated, and supervision is more accessible. Additionally, ensuring well-monitored bathroom spaces helps minimize opportunities for bullying.

» **All-learner and Open Bathrooms**
Single, all-user student bathrooms provide a safe space for students. They reduce anxiety for any student who may feel uncomfortable in traditional bathrooms that are harder to supervise and minimize the risk of bullying. These bathroom types can be an opportunity in an area of the school and are often designed with open layouts that allow for individual stalls with floor-to-ceiling walls and doors, ensuring privacy while increasing adult supervision within the school. These spaces can be considered but not replace group restrooms at this time.

» **Promoting Connectedness and Inclusion**
Physical spaces that encourage collaboration and engagement foster relationships and a sense of connectedness among students. Flexible classrooms with movable furniture allow for adaptable learning environments where students can work together in groups, encouraging teamwork and positive interactions. Common areas, such as lounges, reading nooks, or “makerspaces,” invite students to explore interests, connect with peers, and take ownership of their learning environment.

» **Encouraging Sense of Belonging**
Students are more likely to feel a sense of belonging in a school that is designed to reflect their interests, personalities, and needs. Architectural features such as murals, student art displays, and community boards provide students with a platform to express themselves and showcase their accomplishments. Breakout spaces and multi-purpose rooms allow students to connect with teachers, mentors, and counselors in a less formal setting, helping to build trust and rapport. In turn, these connections create a stronger support system, reducing anxiety and fostering resilience.

Process and Outcomes



» **Incorporating Safe Areas for Emotional Regulation**
Many students face social and emotional challenges that require spaces for reflection and self-regulation. Calming rooms or sensory spaces can be equipped with comfortable seating, soft lighting, and sensory items such as tactile objects or white noise machines. These areas provide a place for students to decompress, seek respite from overstimulation, and practice emotional regulation strategies. Such spaces are beneficial for students experiencing high levels of stress, as well as those with special needs or sensory processing issues.

» **Creating Transparency and Openness**
Transparent and open spaces increase feelings of safety and belonging, as students can be seen by teachers and peers. Glass walls or partially open classrooms foster inclusivity by allowing students to feel part of the larger school community, even while engaged in different activities. Transparency in school design, particularly in communal areas, promotes accountability and reduces anxiety by creating a more cohesive, connected environment.

» **Natural Light and Connection to Nature**
Exposure to natural light and outdoor environments positively impacts students' mental health and academic performance. Large windows, skylights, and courtyards provide access to daylight, which is known to improve mood, focus, and overall well-being. Additionally, outdoor learning spaces, such as garden areas or outdoor classrooms, provide opportunities for students to engage with nature, reducing stress and fostering a sense of calm and connectedness.

Thoughtful school design incorporating these strategies will create environments where students not only feel secure but also feel valued and connected to their community. By prioritizing both physical and emotional safety, schools can foster a holistic environment that enables students to thrive.

PRIORITY 3: OPERATIONAL EFFECTIVENESS

"We will prioritize establishing structures and processes to provide timely and consistent service for every student and an inviting, safe environment for every school. The priorities will ensure that we operate efficiently, effectively and sustainably for all students, families and employees."
WCPSS Strategic Plan

A Change in Priorities

Like many school districts across the country, WCPSS faces tightening budgets, increasing needs for services, world-wide concern of depleting natural resources, and the deep concern of any threat of harm to students and staff. The District is vigilant on being as efficient, effective, sustainable, and safe as possible so that students and staff can focus on learning, free from worry and harm.

The Educational Specifications assist WCPSS in this core priority in several ways. Much consideration has been given to outlining design principles that promote safety in schools, but in a way that is welcoming and unobtrusive. When extreme safety measures are highly visible, its sends the subconscious message that occupants of the space are in danger and actually increase stress and anxiety, rather than alleviate these learning-inhibiting emotions. As outlined below, there are many safety practices that should be incorporated into all new and renovation construction projects to create not only a physically, but emotionally, safe environment, free from worry.

Flexibility is a key tenet for increased efficiency of space. Keeping in mind the intended objectives of forward-thinking educational methodologies, careful attention should be given to how spaces support this and how it can be adapted over time to a changing pedagogy that responds to a changing world.





Process and Outcomes



New Construction vs Renovation

Educational specifications (Ed Specs) can guide both new construction and renovations of K-12 schools, helping to create more equitable learning environments. Renovating existing spaces is one effective way to enhance consistency and functionality in educational facilities, which can otherwise be challenging to achieve. New construction provides opportunities to design buildings that meet modern standards and educational best practices. It also allows for the selection of sites that support outdoor learning, physical education, and athletics, while also meeting safety, circulation, and parking needs.

In renovation projects, however, Ed Specs must be used flexibly, as they may not be fully achievable in existing spaces. Rather than adhering strictly to square footage requirements and spatial adjacencies, it's essential to understand the intent behind each guideline. This means considering how spaces are meant to function and tailoring renovations to the unique needs of the local community and its students.

Renovation priorities should focus on areas where students spend the most time, such as learning neighborhoods. Here, best practices can be applied to support collaborative and inquiry-based learning. Next, flexible and adaptable student support spaces should be created, allowing them to evolve to meet changing needs and programs. Finally, specialized areas, like Career and Technical Education (CTE) spaces, should be adaptable to accommodate shifting pathways, enhancing student engagement and preparation for life beyond high school.

Ed Specs can be a valuable resource not only for comprehensive modernization projects but also for "spot" renovations, such as upgrading a single room (like a library) or a cluster of spaces (like district administration offices). Examples of smaller-scale renovations include converting classrooms into small-group learning spaces, refreshing Librarys, reducing asphalt to create micro-gardens or green spaces, and transforming underutilized areas into high-priority spaces. These targeted changes allow schools to better serve their communities and foster more effective learning environments.

Process and Outcomes



Sustainability for Operational Effectiveness

Wake County Public School System recognizes the vital role it plays as a community leader in promoting sustainable features into the design and operation of its facilities. In addition to modeling to students a commitment toward respecting the environment, WCPSS recognizes that students perform best in schools where the physical learning environment is comfortable, inspiring, well-ventilated, and well-lit. Effective learning environments are, in part, the result of implementing best practices in school design, followed by proper maintenance, and regular upgrades throughout the life of the building. WCPSS strives to make the best use of the public's resources to continuously improve our schools and educational experience for all our students.

Sustainability as an idea is woven throughout The District's Strategic Plan, guiding not only curriculum development and community engagement but also informing the architectural design of the buildings and site:

- **Core Belief #7:** All students and staff deserve to work in optimal learning environments supported by sufficient resources, well-maintained facilities, and sustainable operational systems.
- **Priority #3 Operational Effectiveness:** We will prioritize establishing structures and processes to provide timely and consistent services for every student in an inviting, safe environment. The priorities will ensure that we operate efficiently, effectively, and sustainably for all students, families, and employees.
- **Aim #2, tied to Priority #3:** We will establish new systemic processes and guidelines balancing operational efficiency, fiscal responsibility, and environmental sustainability.[5]

At the county level, the priority is decarbonization and protection of natural resources for the betterment of Wake County citizens. In this vein, the following County goals were established by resolution to achieve clean energy by 2050:

Process and Outcomes



- All new facilities shall be solar ready
- When solar implementation provides economic payback, renewable energy planning is to begin in an early building design phase
- Transition from fossil fuel based energy to providing 80% of energy consumed for operations from renewable energy sources by 2035
- When clean energy provides economic payback, transition to providing 100% of energy consumed for operations from clean, renewable energy sources by 2035

The District's contribution to these goals includes commitment to design and construction of high-performing facilities. The WCPSS 2024 Design Guidelines direct designers to "provide robust and cost-effective implementations of selected options for energy performance of systems and components"; they also establish Building Performance Targets (using energy use intensity (EUI) as a metric) for WCPSS buildings based on the building type:

Per the Wake County 2022 Energy Design and Management Guidelines, this "Energy Consumption Budget" is intended to provide a building that performs at least 14% better than the ANSI/ASHRAE/IES Standard 90.1-2010. Baseline and meeting the "Goal" would be considered an "excellent" achievement. Energy use reduction is to be pursued by incorporating natural solutions prior to mechanical, and optimizing building systems via energy modeling using strategies such as alternative HVAC equipment, building controls, building envelope, and sustainable energy options (solutions and design features to be considered are provided throughout the document). Design solutions must be low-maintenance to ensure sustainable operations.

These guidelines also provide:

1. Reporting forms for energy use of building systems resulting from energy modeling, and
2. Direction on: Life-Cycle Cost Analysis (LCCA) for design solutions, Life-Cycle Assessment (LCA) for materials, commissioning, and BMS Features



Safety and Security

Wake County is committed to ensuring that all campuses are safe and secure for students, staff, and communities. The objective is to keep students from physical and emotional harm and to remove barriers so that they can focus on learning.

For security purposes, the full extents of WCPSS facility requirements for safety are not outlined in these Ed Specs but will be conveyed to design teams by the Planner assigned to each project along with the WCPSS Security Guidelines. Safety and security needs are evolving, and the specific design requirements may vary at the time of design. Discussions around safety and security may include, but are not limited to:

- The inclusion of fully interior shelter spaces dispersed throughout the school that can serve as shelter areas during security or weather-based emergency events
- Operations of security vestibule based on anticipated safety and campus needs
- Designing to reduce and manage bullying and other behavioral events in schools that can compromise student wellness
- Designing to comply with safety and lockdown procedures during security incidents
- Standardization of campus signage for emergency responders and campus users

Refer to WCPSS Security Guidelines and North Carolina Department of Public Instruction (NCDPI) for further requirements.



Principals to Promote Physical Security

» **Visibility and Sight Lines**
Effective sight lines allow for the clear visibility of hallways, entrances, and communal areas. By eliminating visual obstructions, schools make it easier for staff to monitor student movement, deter intruders, and identify potential safety threats quickly. Large windows and open spaces can enhance sight lines, particularly near main entry points, stairwells, and corridors. In common areas, such as cafeterias or libraries, transparency is key to reducing the likelihood of unnoticed behavioral issues.

» **Night Lighting of Parking Lots and School Grounds**
Adequate lighting on school grounds, especially in parking lots, sidewalks, and entryways, deters trespassers and enables clear visibility for surveillance cameras. Motion-activated lights and strategically placed fixtures help create a well-lit environment, minimizing shadows and blind spots. This type of lighting increases the safety of students and staff during after-hours activities and discourages loitering or criminal activities on school property.

» **Controlled Access and Zoning**
Classrooms are designed as a safe refuge for students and staff. See WCPSS Security Guidelines for further information outlining design requirements. Additionally, zoning or compartmentalization within a school divides the building into sections that can support after hour activities. By separating learning areas, administrative offices, and recreational spaces, schools can control movement within the building after hours.

» **Wayfinding and Clear Signage**
Clear signage and intuitive wayfinding aid students, staff, and visitors in quickly understanding the layout of the school and moving towards safety during an emergency. Effective wayfinding includes well-marked building exits, arrows, maps, and distinct markers for key areas, like restrooms, offices, and classrooms, in addition to site signage for parking and entries. Signs should also be accessible for all students, including those with disabilities, ensuring that information is easily understood in stressful situations.

» **Secure Entry Vestibules**
Secure entry vestibules provide a buffer zone at the main entrance, allowing schools to monitor visitors and verify their identity before granting access. This design involves a controlled two-door system where visitors enter a secure space and must be identified before gaining entry. Additional access control measures, including a visitor management system within the main entry vestibule, will require visitors to present their identification. The physical structure of a secure vestibule serves as both a deterrent and an effective screening process, ensuring unauthorized individuals are less likely to enter the school.

» **Preparing for Natural Disasters**
Designing school facilities with natural disaster preparedness in mind is crucial for areas prone to tornadoes, hurricanes, or other hazards. Through thoughtful design, safe zones can offer protection during severe weather events. In areas susceptible to tornadoes, for instance, schools can incorporate secure places for students and staff, away from flying projectiles and glass. Be prepared to discuss evacuation and sheltering in place plans as part of educational commissioning. All applicable building code requirements must be addressed.



Part III

Space Types



Space Types

Part III - Space Types illustrates the program through department diagrams showing example configurations and critical adjacencies. Each space is broken down further by describing activities, access, and considerations.

Space Types

Introduction to Space Types

The information found in Part III - Space Types are intended for high-level space planning and to be used concurrently with Part IV - Master Charts and Part V- Space Standards. This section breaks down each department with a related color association throughout the supporting documents.

Found in each department's section are goals, beliefs, design impacts, and space adjacencies. Further, each program space is broken down to highlight the activities, access, and considerations when planning. Diagrams further depict the intent of the program spaces with specific District needs. Not every department is used.



Departments

1 Administration

2 Student Support Services

3 Pre-Kindergarten
(NOT USED AT MIDDLE SCHOOL)

4 Learning Neighborhood & Learning Commons

5 Special Education

6 Library

7 Career and Technical Education (CTE)

8 Physical Education and Athletics

9 Visual and Performing Arts

10 Child Nutrition Services

11 Maintenance and Plant Operations

12 Technology

13 Building Support

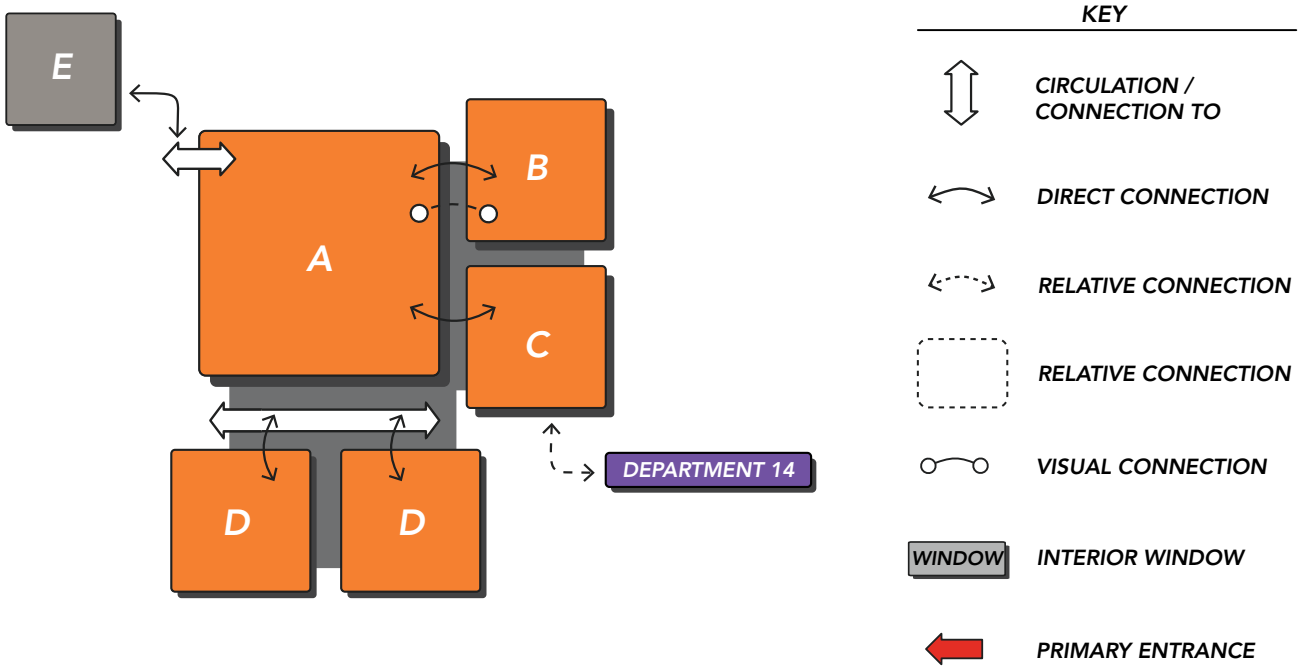
14 Outdoor Physical Education and Athletics

15 Site Design

16 Transportation

Space Types

Space Adjacencies



Interpreting the Space Adjacencies

1 Programs A and B need direct connection *and* visual connection

2 Program A needs direct access to the corridor. That same corridor needs direct access to Program E

3 Program E is in a different department, denoted by a different color

4 Program A and C need direct connection

5 Program C must be relatively near Department 14

6 Programs D are the same type of space and each need direct access to a corridor. This does not necessarily need to be the same corridor

Overall Building Organization

The physical organization of a middle school is designed to balance safety, supervision, and mobility for growing students. A critical aspect of the layout is the separation of academic areas from large public zones, such as gymnasiums and auditoriums. These large-group areas should feature secondary entries for community events after school hours. Thoughtful compartmentalization can separate the school from large, community events.

Administration is positioned at the front of the building to serve as the first point of contact for visitors, with Student Support Services adjacent but accessible via a separate entry to ensure privacy and efficiency.

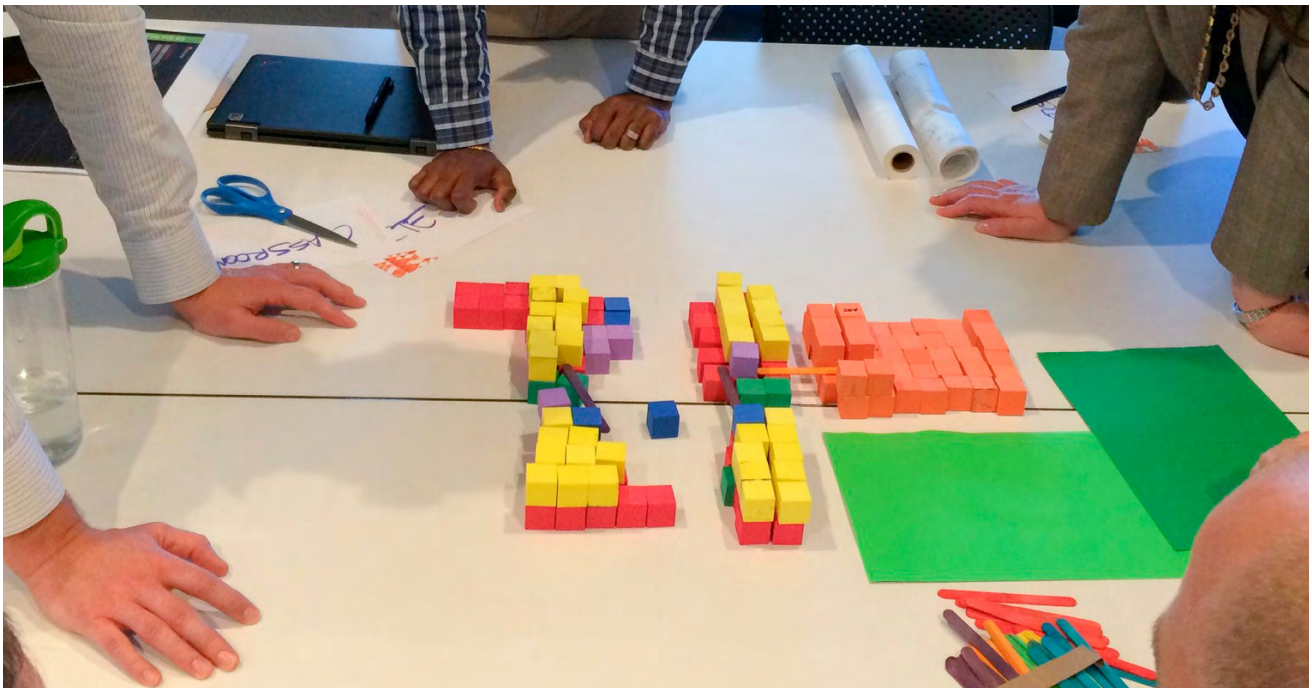
As a central hub for learning, the Library is ideally located close to the surrounding learning neighborhoods, for easy accessibility and integration with core curriculum.

Middle school Learning Neighborhoods are organized into interdisciplinary teams in which two to five teachers assume joint responsibility for the instructional program of a specific group of students. General education support and staff spaces are integrated as program that supports academics.

Special Education classrooms are also dispersed within the Learning Neighborhoods, promoting equity and inclusivity while also reducing travel distances from the drop off(s), Dining Commons, Administration, and restrooms.

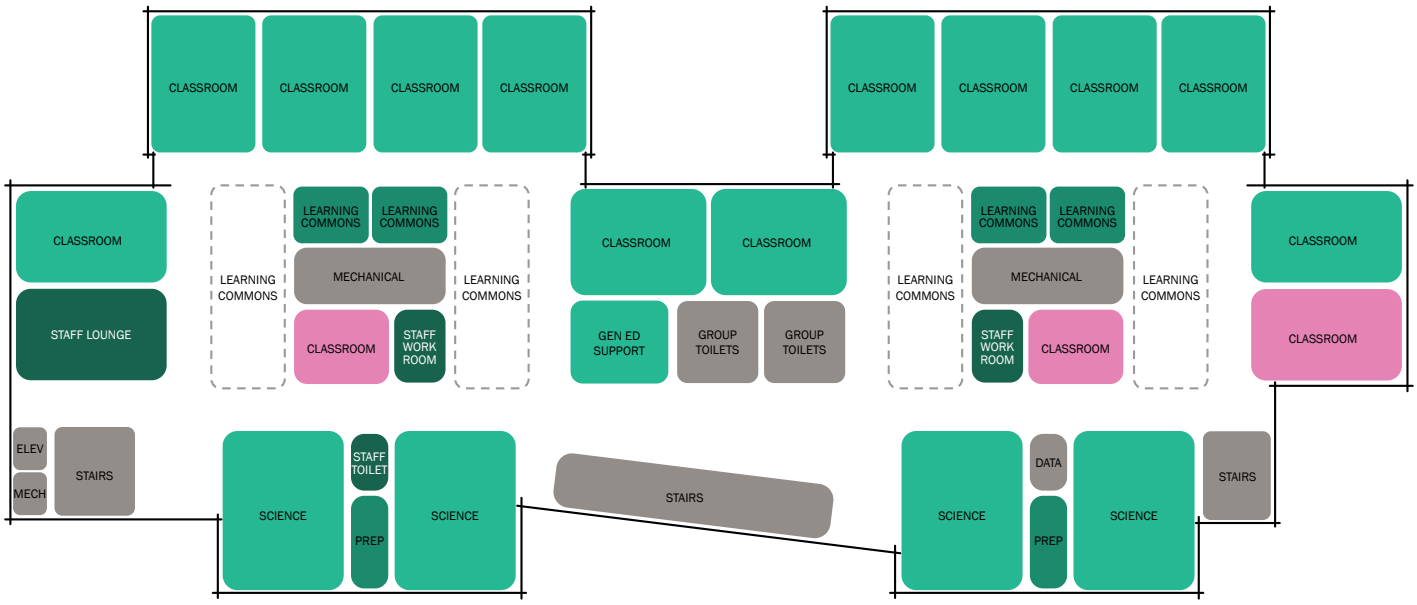
Learning Commons are distributed throughout the school and allow the students a variety of spaces outside the classroom. Supervision is critical at middle schools while also eliminating distractions when designing these areas. Creating smaller socialization spaces along hallways or travel paths encourages positive connections among students.

Outdoor Dining is an opportunity to allow students to enjoy a change of environment during meals, which can be both refreshing and beneficial for social interaction. Such spaces are designed for easy supervision while also designing an enjoyable space for students to recharge.



SPACE PLANNING

Using Part V - Space Standards and Part III - Space Types, program blocks can be organized to lay out the school in early design stages. Refer to the adjacency diagrams within Part III for connectivity needs and considerations.

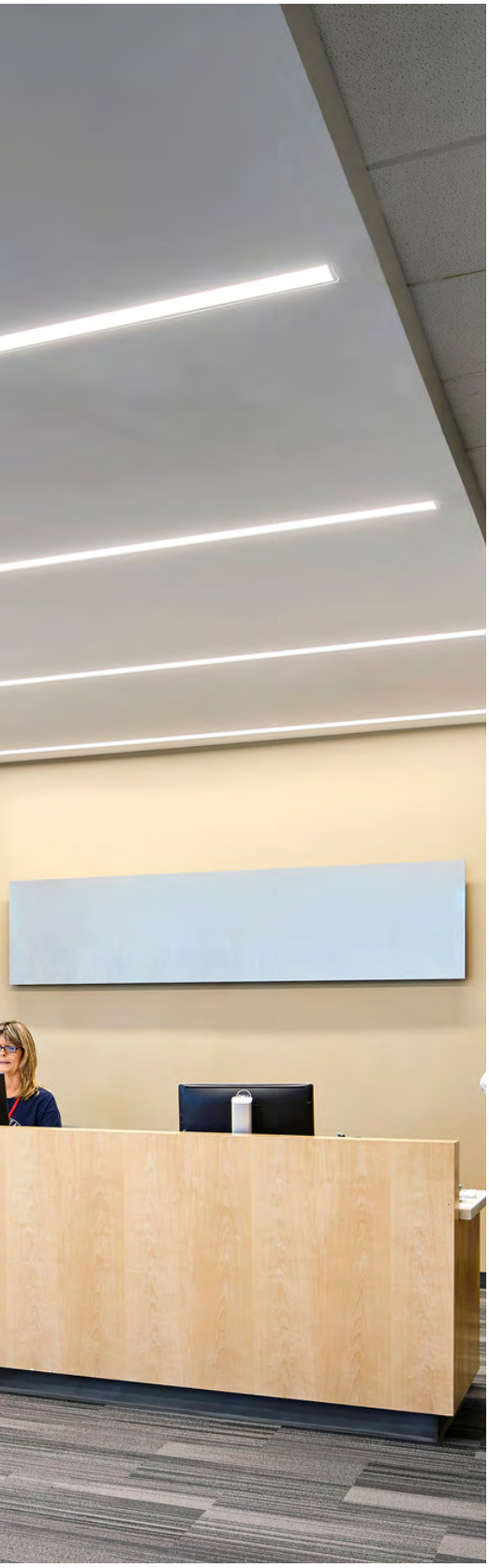


Example: Fuquay-Varina Middle School | Clark Nexsen

1

Administration





Administration

The School Administration Office plays a pivotal role in shaping the school's ethos. It creates a safe and welcoming environment that fosters a sense of belonging among students, staff, and parents.

The office provides leadership, sets the academic and ethical tone of the school, and ensures that policies are implemented effectively. It also builds a strong community by promoting open communication, encouraging parental involvement, and organizing events that bring people together. Moreover, the office conducts school management in an efficient manner, oversees daily operations, manages resources, and ensures the smooth functioning of the school.

This holistic approach contributes to a positive and productive learning environment.

Our Goals

Safe and Welcoming Environment

Efficiency through **Strong Leadership**

Safety and security of all facilities and grounds

We Believe in

- A professional atmosphere for planning and conducting all school affairs in a warm and inviting manner
- Leadership for the school and fostering positive interactions between administrators, staff, students, and families
- Space for administrators and support personnel to perform assigned responsibilities in an efficient manner
- Design buildings that balance school safety with a welcoming atmosphere and sense of community

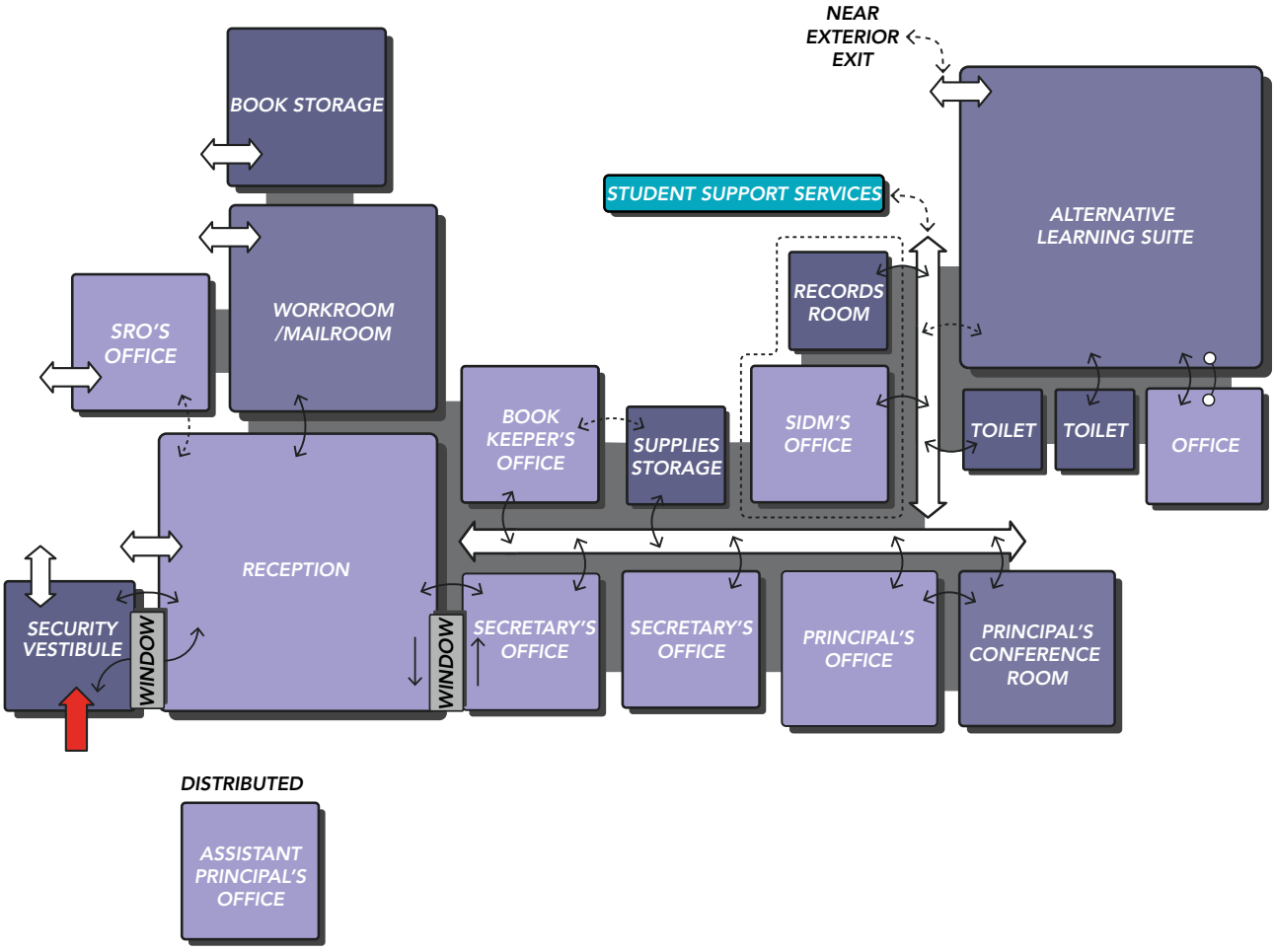


What this looks like

- Receiving students, staff, parents, and visitors
- Communicating with families, staff, students, and the public through in-person or virtual meetings, phone calls, or written communication
- Data analysis, planning, programming, scheduling, and preparing reports
- Storage of student records, materials, and supplies
- Conducting conferences and grade-level staff meetings
- Distributing mail and other communications
- Preparing classroom media and other materials for students and staff
- Monitoring thermal, electrical, security, communications, and emergency systems
- A monitoring station for specified school services
- An area for receiving visitors to the school
- A place to address those staff and student needs not met in other areas of the school



Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

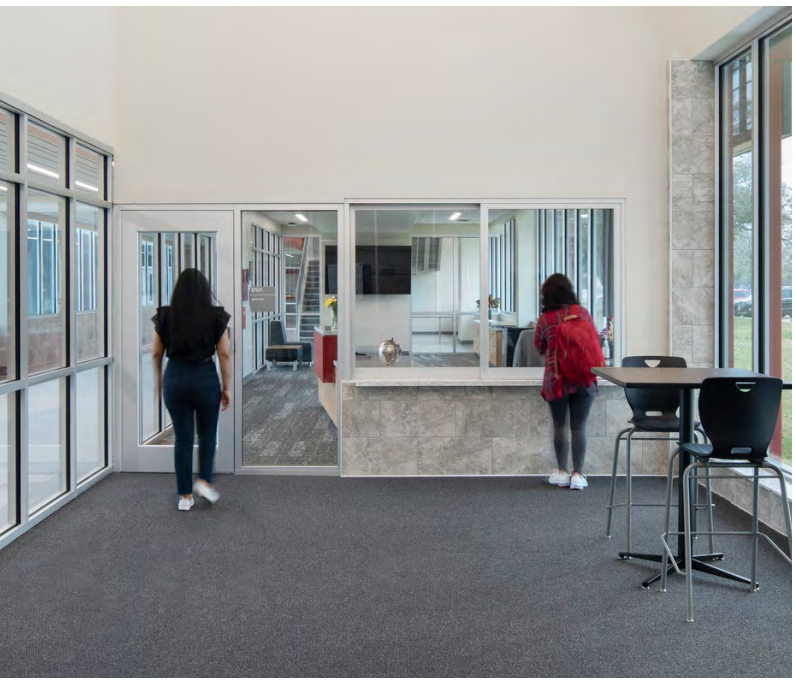
1 Locate Administration near main entrance of school, convenient to visitor parking

2 Provide a lockable door between Administration and Student Support Services, if connected, to be secured after school hours

3 Provide a layered security approach including access control at entry points, lock-down zones, visibility, clear circulation, and reliable communication within the building and to first responders during emergencies

4 Control visibility into the offices, especially at night, using roller shades at all windows

5 Provide an environment conducive to maintaining confidential discussions and handling of records



Security Vestibule

Activities
» Controlled visitor access point to school

Access
» Direct access into and out of school during student arrival and dismissal times for carpool and walking students
» Direct access to Reception, controlled by receptionist

Considerations
» Clear sight lines from Reception to Security Vestibule
» Ability to remotely secure space limiting outside access into vestibule, access from vestibule into school corridor, and access into Administrative Offices



Reception (Main Entry, Administration)

Activities
» Welcome students and families
» Remotely control who enters the building's front door
» Check in visitors and volunteers via Visitor Management System (VMS) located in the Security Vestibule
» Various administrative duties

Access
» Direct access from Security Vestibule
» Connected to main circulation corridor but not open to it
» Direct access to Workroom / Mailroom
» Direct access to one Secretary's Office
» Visual supervision of Health Suite from reception desk and Secretary's Office

Considerations
» Natural daylight
» Not easily visible from student corridor
» Reception desk designed to accommodate two staff members
» Provide a lockable sliding window between the Secretary's Office and Reception

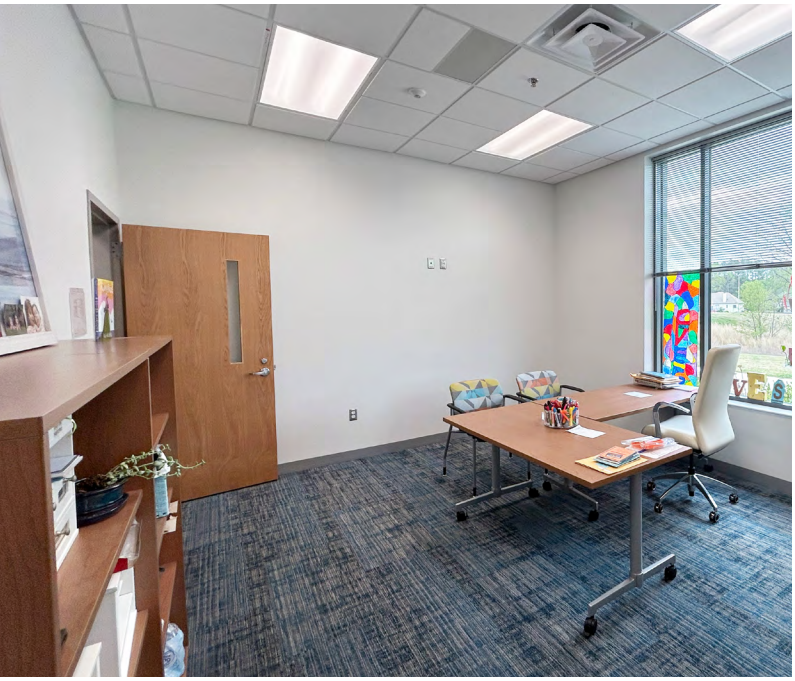


Principal's Conference Room

Activities
» Internal, departmental team meetings
» Command Center for emergency operations / response
» Training sessions
» Presentations (digital with sound), in-person, and virtual meetings; brainstorming sessions

Access
» Near Reception
» Direct access to Principal's office
» Direct access to Administration corridor

Considerations
» Requires visual and acoustical privacy with limited visibility to corridor
» Comfortable and inviting atmosphere to promote meaningful, honest conversations
» Room should be rectangular in shape to accommodate long conference table



Principal's Office

Activities
» Workstation for individual work
» Meetings with students, parents, and staff
» Working with confidential material or files

Access
» Corridor or circulation path to Student Support Services
» Near Secretary
» Direct access to Principal's Conference room
» Located in a quiet, low-traffic area
» Provide second means egress from Administrative suite to avoid having to go through Reception

Considerations
» Confidentiality is critical, so the room should have good sound insulation and limited visibility to the Administration suite corridor
» Office should have views to front of school and approach to main entry for passive supervision of site
» Comfortable and inviting atmosphere to promote meaningful, honest conversations



Offices

Assistant Principal, Secretary, Student Information and Data Manager (SIDM), School Resource Officer (SRO), Alternative Learning Center Supervisor

Activities

» Workstation for individual work
» Meetings with students, parents, and staff
» Special, individualized testing

Access

» Corridor or circulation path to Student Support Services
» Near Reception
» Located in a quiet, low-traffic area

Considerations

» External views of nature is desirable
» Assistant Principal's Offices to be satellite offices
» The Secretary's office should have a lockable sliding window into the reception area, see Master Charts



Alternative Learning Center

Activities

» Classroom space for students to catch up on missing work or to decompress. Classes will vary in size as well as in student age and academic level. Students will, most often, work alone with occasional small group work

Access

» Direct access to an office and toilet
» Accessible from corridor
» Near Administration suite
» Near exterior exit

Considerations

» Office is for private counseling and should have a window for complete visual access to the classroom
» Office and toilet room should be accessed directly through the classroom

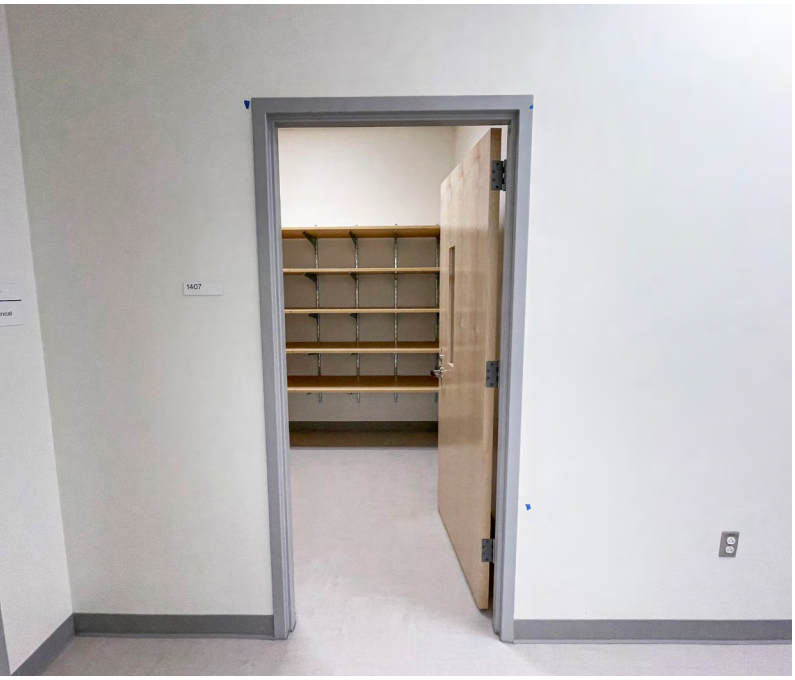


Workroom/ Mailroom

Activities
» Duplication, collating, laminating, mail, and document distribution
» Assemble papers and workbooks

Access
» Direct access to Reception
» Direct access to teacher mailboxes from main circulation corridor. Provide access from Reception to load teacher mailboxes

Considerations
» Provide pass-through mailboxes as a peninsula or free-standing between mail pick-up area and work area



Book Storage

Activities
» Storage of textbooks and supplies. Inactive records that must be secure will also be stored in this space
» May house intercom control unit

Access
» Locate adjacent to main corridor with access to both main corridor and interior corridor
» Accessible from loading dock

Considerations
» Rectangular shaped room preferred



Records Room

Activities
» Locked storage room of confidential student records

Access
» Near Student Data Information Manager's (SDIM) Office

Considerations
» Space for a small table, 10 five-drawer file cabinets, and two chairs, see Room Data Sheets



Supplies Storage

Access
» Near Reception

Considerations
» Storage of teaching and office supplies
» Open shelving for flexibility and ease of finding materials, see Master Charts

1 Administration

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2

Student Support Services





Student Support Services

The Student Support Services Department is dedicated to fostering a positive and inclusive environment that promotes the academic, emotional, and social well-being of all students. The team of counselors, psychologists, and support staff is committed to providing a range of resources, including academic advising, mental health support, and personal development programs.

They work collaboratively with students, families, and teachers to identify individual needs and create tailored strategies that empower students to thrive both in and out of the classroom. Whether students are facing challenges or seeking guidance, the department is available to help them succeed and reach their fullest potential.

2 Student Support Services

Our Goals

Personal and Academic Success of Students

Support Services for Students and their Families

Introduction of **Future Career Opportunities**

We Believe in

- A holistic approach to wellness
- The importance of involvement of all family members and the whole community in each child's development
- Recognition of the need to treat each adolescent as an individual
- Integrating other community resources into the school
- Early identification of students in need of specialized services through increased consultation and referral
- Proactive scaffolding and support systems to best serve individual student needs

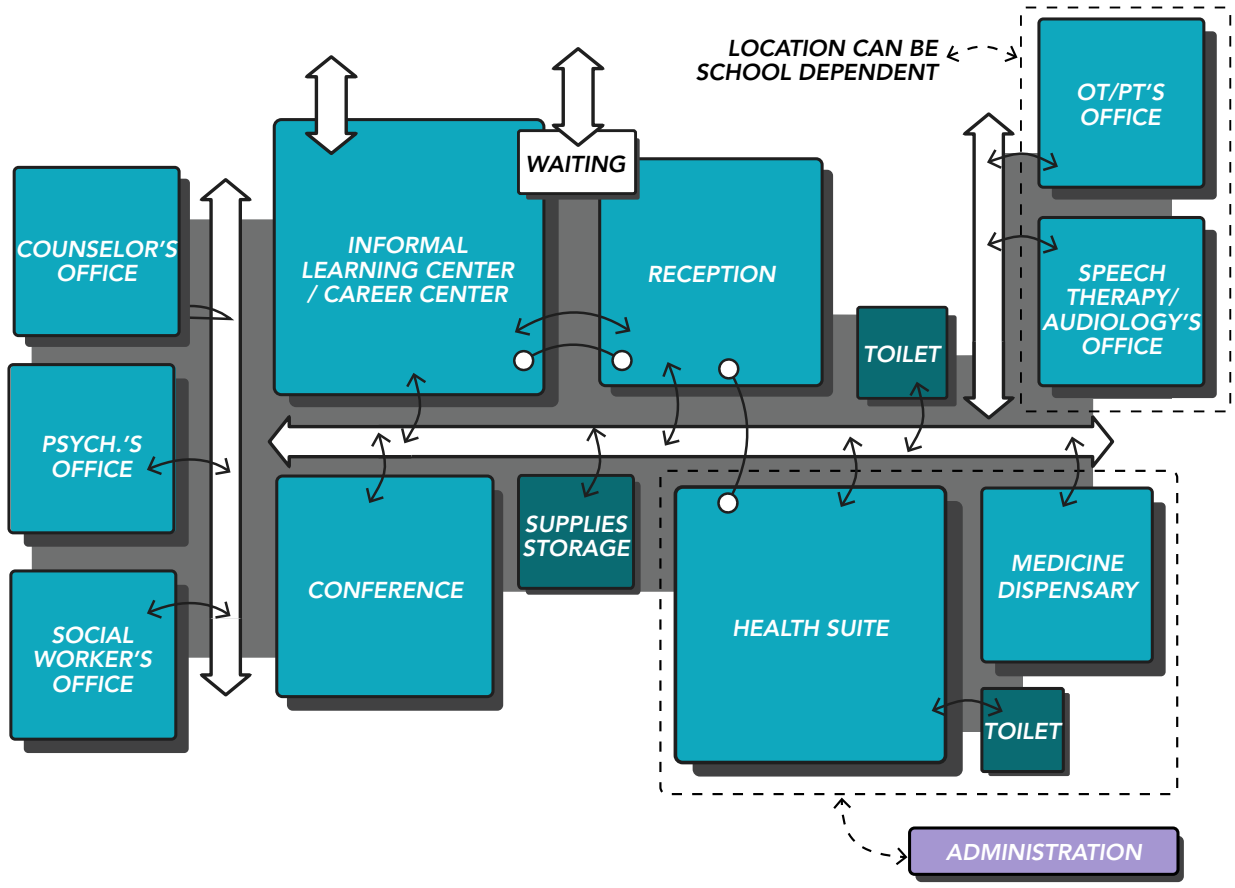


What this looks like

- Specialized services are provided for students with identified needs (at-risk, gifted, etc.)
- School Support Services personnel include speech therapists, audiologists, psychologists, social workers, visually and hearing-impaired specialists, occupational therapists, and physical therapists. They work one on one with identified students testing, making assessments and providing therapy
- Human Services professionals based in schools include a nurse and social workers. As students with needs are identified, the professionals make preliminary assessments, referrals, and provide direct counseling and consultation to students and their families
- Counselors meet regularly with teams of teachers to discuss a child's physical, emotional, and intellectual development needs interrelated with their academic development, identifying deficit and growth areas
- Support services include specialized curriculum development, direct instruction, group counseling, classroom presentations, career education, and individual counseling
- Small group meeting space for consultations with students, parents and guardians
- Extended learning area for seminars and workshops serving students and their families



Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1. Located near the front entry, connected or adjacent to the Administration, but with its own entrance for students
2. Adjacent to the Administration Offices for staff coordination and collaboration
3. Support Services should have its own student access from a main circulation path
4. Warm and friendly atmosphere



Reception (Student Support Services)

Activities
» Welcome students and families
» Schedule appointments
» Waiting area for appointments

Access
» Connected to main circulation corridor
» Next to Informal Learning Center / Career Center
» Near Conference (Student Support Services)
» Near Offices

Considerations
» Natural daylight



Conference (Student Support Services)

Activities
» Meetings with students, parents, and teachers
» Testing area
» Waiting area for appointments

Access
» Near Reception

Considerations
» Confidentiality is critical so room should have good sound insulation with limited visibility to corridor
» Comfortable and inviting atmosphere to promote meaningful, honest conversations



Informal Learning Center / Career Center

Activities
- Small group informal discussions or collaboration
- Student wellness—restorative practices or mediation circle, supervisable nook for self-reflection or calming area
- Whole class gathering
- Presentations

Access
- Near Reception, with strong visibility and supervision
- Near offices, with visual access
- Direct connection to corridor for direct access and use by non-Support Services staff



Offices

Counselor, Social Worker, Psychologist, OT/PT, Speech Therapy/Audiology

Activities
- Workstation for individual work
- Meetings with student, parents, and teachers
- Special, individualized testing

Access
- Corridor or circulation path to admin office
- Easy access or visual connection to Informal Learning Center / Career Center for counselors
- Located in a quiet, low-traffic area

Considerations
- External views of nature is desirable
- Offices are not necessarily intended to be “owned” by one person but shared at different times, whenever someone needs a quiet or confidential space



Health Suite

Activities
» Waiting area for sick or injured students
» Medical consultation and examinations with students and families

Access
» Near Reception for direct supervision
» Near Medicine Dispensary

Considerations
» Shall include cot with privacy screens



Medicine Dispensary

Activities
» Storing and dispensing medicine

Access
» Adjacent to Health Suite

Considerations
» 4-drawer locking file cabinet
» First Aid supplies
» See Master Charts for casework and under counter refrigerator requirements
» Room to remain locked except when in use



Supplies Storage

Access

» Near Reception

Considerations

» Open shelving for flexibility and ease of finding materials, see Master Charts

» Long and narrow room

4

Learning Neighborhood & Learning Commons





Learning Neighborhood & Learning Commons

The Learning Neighborhoods approach breaks down the scale of the school, making it more manageable and personal for students. It fosters a sense of community among students, teachers, and parents, creating a supportive and collaborative learning environment.

This approach provides numerous opportunities for collaboration, both for students and teachers. Students can work together on projects that encourage creativity and problem-solving, while teachers can share resources and strategies.

Active learning is a key component of Learning Neighborhoods. Through project-based learning, students engage in hands-on activities that reinforce classroom lessons and develop critical thinking skills. These projects often result in presentations where students demonstrate their real-world learning and content knowledge.

Learning Neighborhoods also offer flexibility in terms of class size. Teachers can gather multiple classes for large group activities or work with small groups for more focused instruction. Learning Commons area allocations offer the ability to adapt program spaces within and outside of the Learning Neighborhood to support these activities. This adaptability allows for personalized learning experiences that cater to the diverse needs of students. Overall, Learning Neighborhoods cultivate a dynamic and engaging learning environment that prepares students for the future.

4 Learning Neighborhood

Our Goals

Instill a **love of learning** in all students

Integrate current **literacies/technology** into all curricula

Increase emphasis on **understanding of diversity**

Help students develop **positive attitudes**

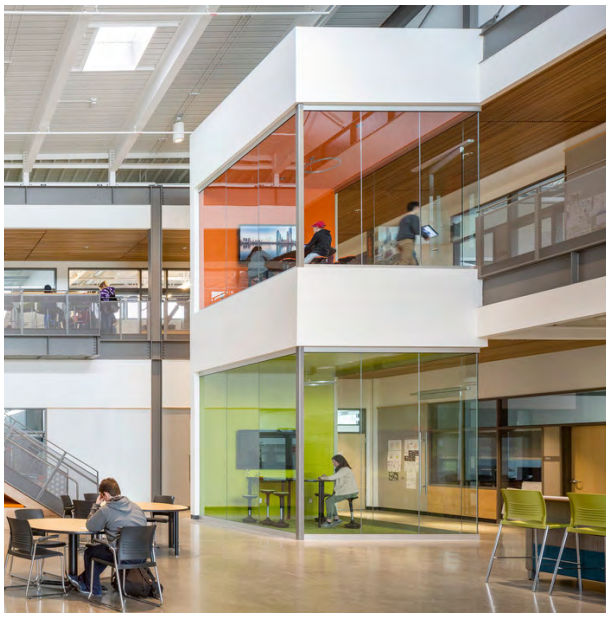
We Believe in

- Cooperative educational strategies between the school, the professional, and working communities
- The shifting role of teacher to facilitator encouraging personalized learning that promotes critical thinking
- Collaborative learning that promotes cooperative effort and developing problem-solving skills
- Facilitating better parent / student / teacher interaction
- Opportunities for elective area exploration

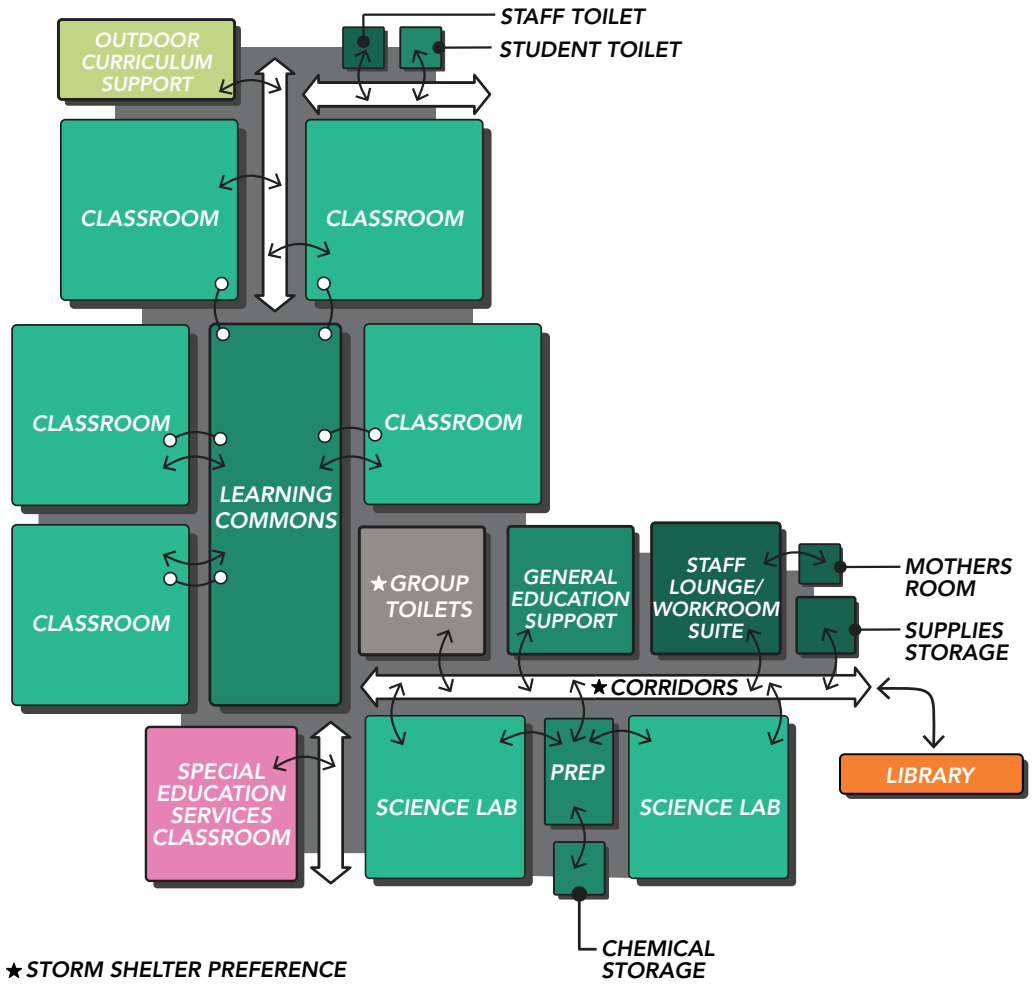


What this looks like

- A middle school has three to four teams per grade level. Each team includes science, language arts, social studies and mathematics classrooms
- Team classrooms should be grouped together and be adjacent to, or near, a Learning Commons area
- Team identity is important to middle level adolescent development and the arrangement of classrooms should reflect this team approach
- Connections to Outdoor Curriculum Support



Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1 Learning Neighborhood groupings of program should be in the Academic section or wings of the school and all have similar travel distances to the Library

2 Spaces should be warm and welcoming, with daylighting and visual connections from the classrooms they support, promoting sense of community and visible learning

3 Safety is important, without sacrificing the enhanced learning experience. Security is maintained at the entry point to the Learning Neighborhood

4 Visual supervision throughout the Learning Neighborhood from the classrooms they serve is critical to encourage student agency



General Classroom

Activities

» Independent work, large group instruction, debates, dramatization, small group activities (6-7 students), medium size instruction (1/2 class), collaborative work (2-3 students)
» Group discussions
» Computer enhanced instruction, research, and production to demonstrate content knowledge.
» Individual and class projects and displays
» Whole group presentation as well as small group activities

Access

» All classrooms directly connect to Learning Commons, visually and physically where possible
» Part of Learning Neighborhood, which includes: Learning Commons, Science Classrooms, Learning Commons, Toilets, General Educational Support Classroom, Special Programs Classrooms, and Staff support programs. See the Space Standards for current WCPSS program
» Locate Science Classrooms near Science Labs

Considerations

» Classrooms should support a variety of teaching styles. Classroom arrangement should be easily reconfigurable to accommodate different learning activities, presentations and interaction styles
» Technology should be accessible and usable anywhere in the room. The design must be able to accommodate changes in technology over the life of the classroom
» Provide daylighting and views of nature from sitting height
» Visual connection with outdoors and with learning commons and spaces within the Neighborhood to build community and provide supervision
» Colors and finishes should provide warm and friendly atmosphere. Attractive learning spaces should convey the message that classroom activities are valuable, encouraging engagement and attendance
» Ample wall space for display, white boards, and cabinetry

Teaching Wall

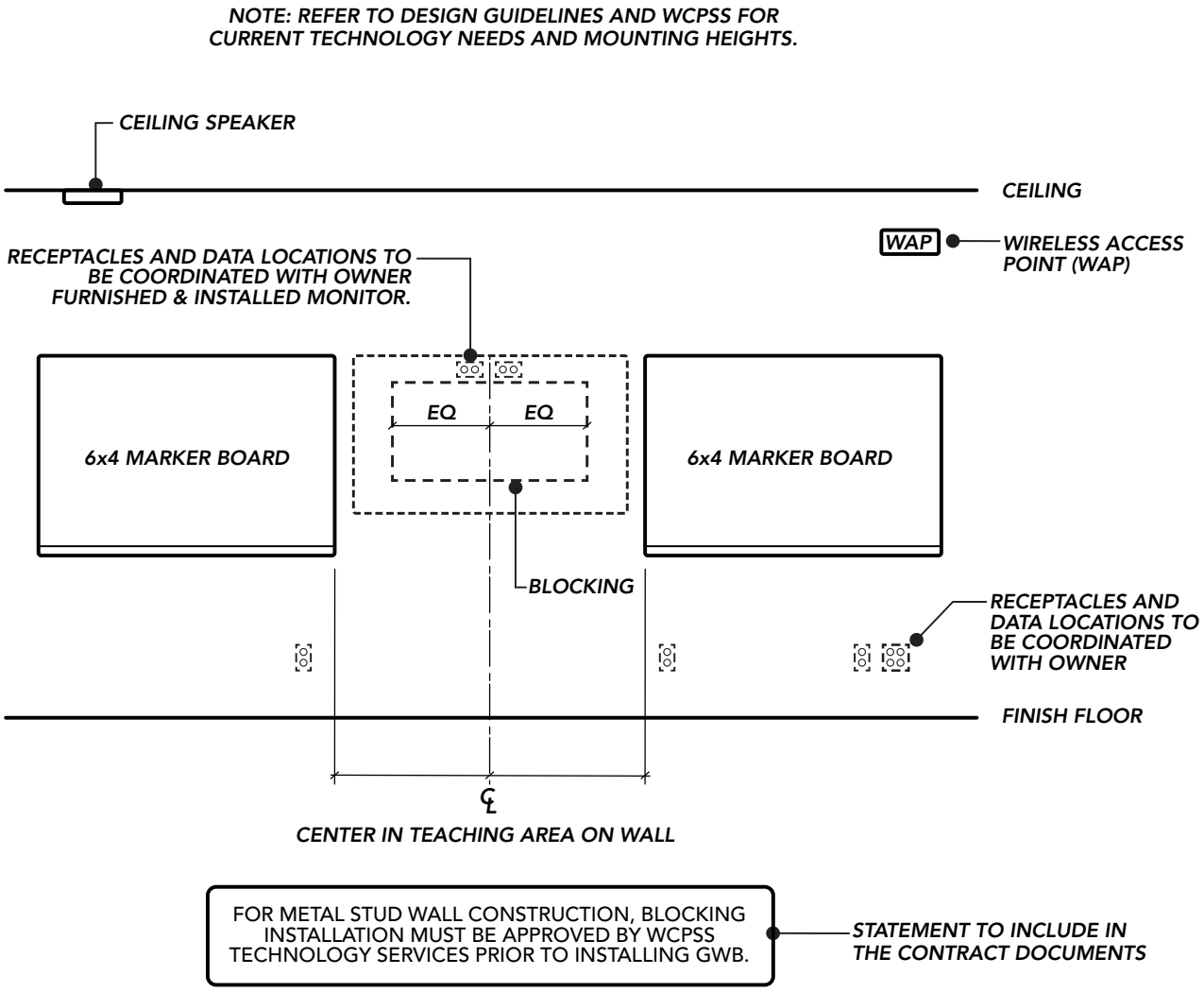
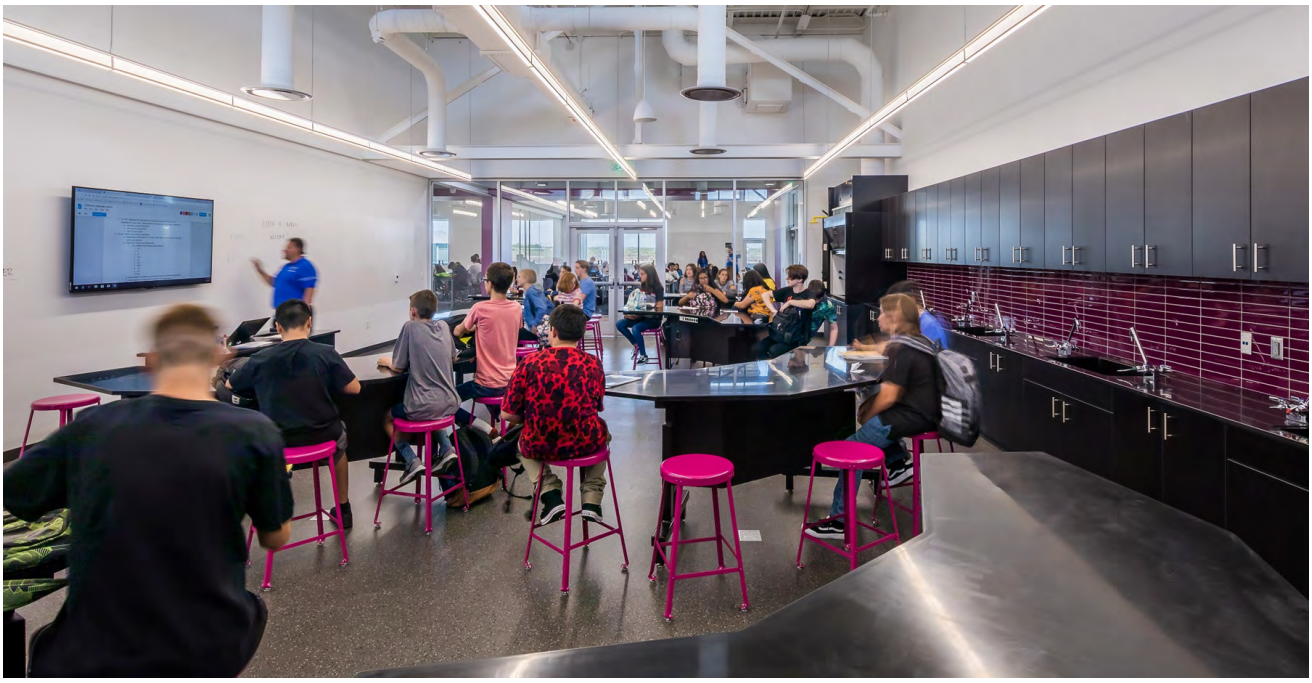


Fig. 1 - Teaching Wall



Science Lab

Activities
- Independent work, large group instruction, small group activities (6-7 students), medium size instruction (1/2 class), collaborative work (2-3 students)
- Computer enhanced instruction
- Listening, viewing, speaking, and experimenting
- Individual and class projects and displays
- Collection and representation of data
- Record, organize and research data utilizing data banks and computers
- Present, defend, and discuss findings
- Collect and care for living biological specimens (i.e. plants and animals)

Access
- Science Labs for each grade level must be located in reasonable proximity and have direct access to a common Prep Room, depending on floor/team configuration
- Near Science Classrooms

Considerations
- Must meet DPI standards
- Classrooms should support a variety of teaching styles. Classroom arrangement should be easily reconfigurable to accommodate different learning activities, presentations and interaction styles
- Ideally, 75%-80% of science classroom time will be devoted to laboratory and field exercises, though this is greatly dependent upon the curricula and the methods employed by each teacher
- Site development consideration should be given to identifying and preserving natural features to be utilized as resources for the science programs, (i.e. garden plots, outcroppings, streams, wooded areas and marshes). Locate outdoor storage conveniently to all three grade level areas
- Locate a display case in the corridor adjoining the commons for displays of student work and scientific apparatus



Science Prep Room

Activities
» Storage of supplies and equipment
» Preparation of chemicals for lab classes
» Set up and clean up for lab classes

Access
» Direct access from Science Labs and corridor

Considerations
» Eye wash should be installed next to prep room sink



Chemical Storage

Activities
» Storage of chemicals used in labs
» Preparation of chemicals for lab classes
» Set up and clean up for lab classes

Access
» Direct access from Prep Room for 8th grade

Considerations
» Separate room from Prep Room with dedicated ventilation



General Education Support

Activities
» Variety of functions including small group activities, individual work, and presentations

Access
» To Learning Commons
» Adjacent to classrooms

Considerations
» Daylighting and students' views of nature from sitting height
» Visual connection to outdoors, Learning Commons, and spaces within the Neighborhood to build community and provide supervision
» Colors and finishes that provide a warm and friendly atmosphere



Staff Lounge / Workroom Suite

Activities
» Relaxed, collaborative environment
» Storing, warming, and consuming food
» Connecting with other staff in informal setting
» Individual regrouping, rest, or reflection

Access
» Near Workroom / Mailroom or equally accessible to all grade levels
» All-user, staff toilet room
» Direct connection to outdoor and private patio if possible

Considerations
» Warm and relaxing atmosphere
» Daylighting with views of nature, if possible
» This space can be distributed in 2-3 locations



Professional Learning / Collaboration

Activities
» Relaxed, collaborative environment
» Storing, warming, and consuming food
» Connecting with other staff in informal setting
» Individual regrouping, rest, or reflection

Access
» Near a Staff Toilet
» Near or within a Learning Neighborhood

Considerations
» Warm and relaxing atmosphere
» Daylighting with views of nature, if possible



Mother's Room

Activities
» Private room for staff

Access
» Located within the Staff Lounge / Workroom Suite

Considerations
» Cabinet with sink and under-counter refrigerator, see Master Charts



Multi-Purpose Classroom

Activities
» Similar to General Classrooms but for unassigned staff use
» Whole group instruction as well as small group activities
» Teacher Professional Learning / Training (PLT)
» Potential location for Learning Commons functionality

Access
» Direct access to corridor

Considerations
» See General Classrooms



Supplies Storage

Activities
» Storing instructional materials, including textbooks

Access
» Provide one Supplies Storage at each grade area, see Space Standards

Considerations
» See Master Charts for shelving requirements



Magnet Exploratory Lab

(IF REQUIRED BY WCPSS)

Activities

- Low-infrastructure and flexible space that supports a variety of magnet programs
- The Magnet Exploratory Lab is closest, in use and infrastructure, to a makerspace or learning activity space
- Direct instruction that creates a relationship between core academics and technical skill development
- The curriculum is student-centered, competency-based, applied, integrated learning that focuses on developing literacy, math, science, technology, critical thinking, problem-solving, and teamwork skills

Access

- Direct access from corridor
- Activities in these labs may benefit from access to the outdoors
- Consider close proximity to Magnet General Classroom for direct instruction learning

Considerations

- Classrooms and low bay spaces should be large enough to accommodate furniture and equipment required
- Ample space for storage of supplies, materials, and projects should be provided near learning spaces
- Instructional spaces should be proportional for effective viewing and listening from all areas of the room
- Coordinate with WCPSS for program-specific needs based on Magnet school theme and program



Magnet General Classroom

(IF REQUIRED BY WCPSS)

Activities

» Similar to General Classrooms but for unassigned staff use
» Whole group instruction as well as small group activities
» Innovative instructional models
» Coordinate with WCPSS for program-specific needs based on Magnet school theme and program

Access

» Direct access from corridor

Considerations

» See General Classrooms and coordinate with WCPSS for considerations



Flexible Capacity Classroom

(IF REQUIRED BY WCPSS)

Activities

» Similar to General Classrooms and used for building expansion to accommodate a growing population of students

Access

» Direct access from corridor
» Plan for smooth pedestrian, vehicular, and service access across new and existing facilities

Considerations

» Flexible Capacity should prioritized as additional classrooms within the building. Otherwise, a classroom addition can be considered, and lastly, flexible capacity mobile units
» The planning for future building expansion shall consider grading, circulation patterns, and utility stub outs

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4 Learning Commons

Our Goals

Provide a **variety of spaces** for student learning beyond the classroom

Provide **special learning programs** unique to each school

High visibility of spaces

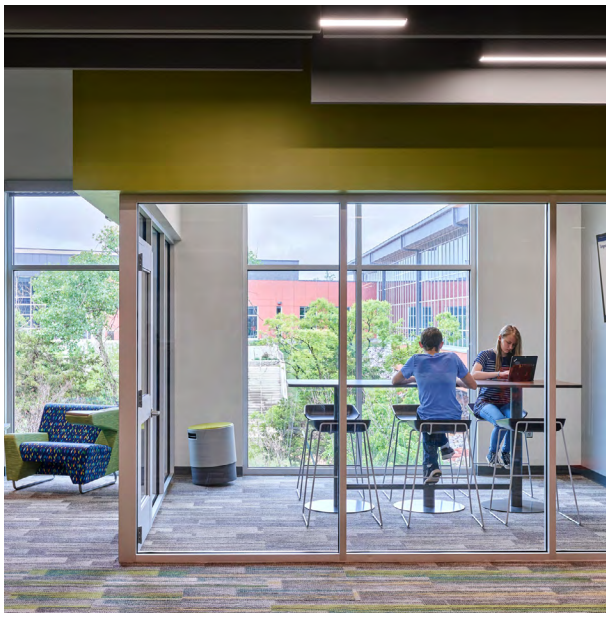
We Believe in

- Providing an environment which allows the young child to be active, vigorous and freely moving
- Tailoring Learning Commons to each school's unique culture, community, and educational goals
- Exploring new ideas, tools, and technologies that go beyond the traditional classroom
- Connecting knowledge by integrating science, technology, engineering, arts, and math in meaningful ways
- Supporting well-being by offering change, comfort, and environments that reduce stress and increase focus
- Encouraging adaptability by navigating diverse learning spaces and situations

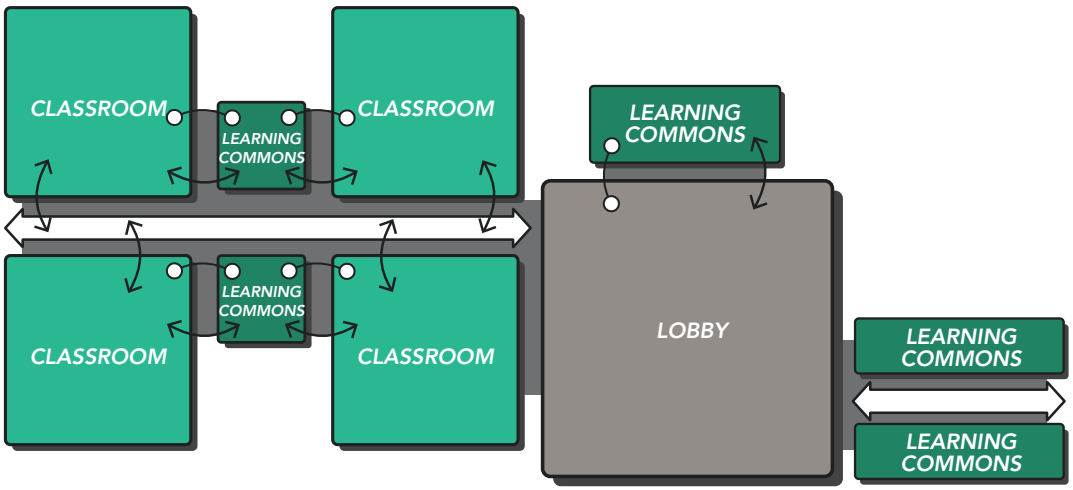


What this looks like

- Distributed spaces throughout the school
- Supervised fluidity of movement between classrooms, learning commons, or small group rooms, as appropriate to the age group
- Integrated and active learning in a variety of settings and educational modalities
- Students working independently, in pairs, in small groups and large gatherings
- Quiet corners for digital storytelling, video editing, and media creation using tablets and laptops
- Open areas with movable furniture that support group work, brainstorming, and project-based learning
- A space that evolves over time to meet new learning goals, technologies, and student interests
- Teachers and support staff guiding students through inquiry-based activities outside their classroom



Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1 Learning Commons area allocations offer flexible space that can be utilized for various purposes including but not limited to classroom breakout space, special learning programs unique to each school, or adjacent to key circulation spaces

2 For younger grades, small group rooms are most appropriate with direct and visual connection to the classroom

3 For older grades, other Learning Commons types can be explored while still maintaining supervision

4 Consult with WCPSS for Learning Commons unique to each school

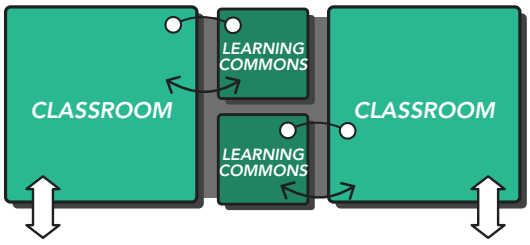
Classroom Breakout

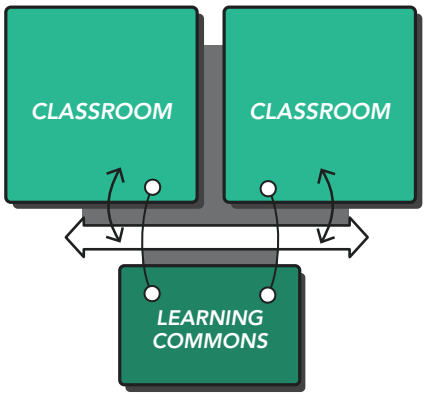
Activities
» Expand beyond the defined General Classroom and offer a variety of seating, learning, and working spaces
» Project based learning activities, including construction or applied learning
» Collaborative learning and working spaces for individuals, small groups and large groups, used by both student and teacher groups
» Specialists working with small student groups
» Direct instruction to multiple (or all) classrooms in the Learning Neighborhood

Access
» Direct and visual access to classrooms
» Adjacent to General Education Support
» Adjacent to Outdoor Curriculum Support as an extension of the learning environment where possible

Considerations
» Learning Commons should offer different spatial experiences from the classroom and each other
» Ability to securely compartmentalize the Learning Commons within Learning Neighborhood corridors
» All Learning Commons must have visual access to classrooms or open to the corridor
» No Learning Commons are used for full-class instruction
» Small group rooms must have high visibility, avoid doors, and design for 2-3 students / staff
» Larger, central commons must have high visibility and design for groups of 3-5 students / staff
» Shared teaching/learning space for all classes in the Learning Neighborhood
» Flexible configuration and connection to classrooms, space can be variety of shapes to meet the needs of that Neighborhood to promote collaborative learning
» Ideally, restrooms for students in a single neighborhood are located within this commons area
» Good sound attenuation to compensate for potentially loud gatherings

Example Adjacencies

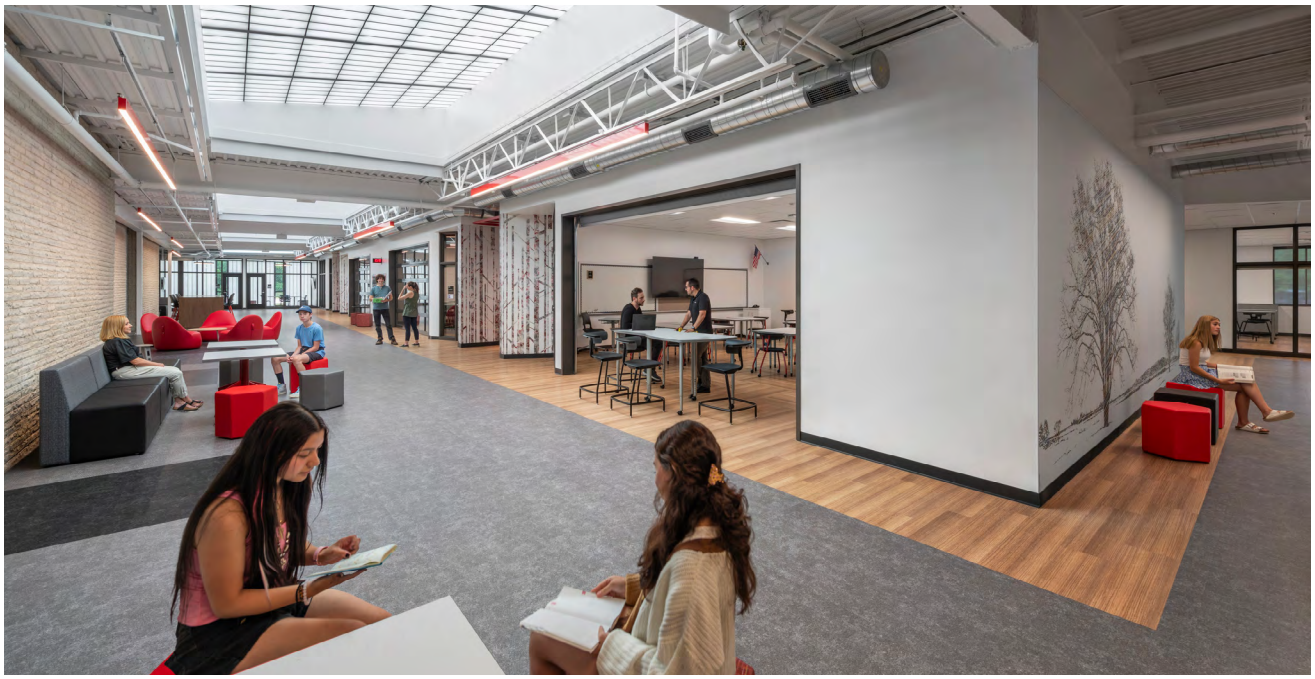




4 Learning Commons







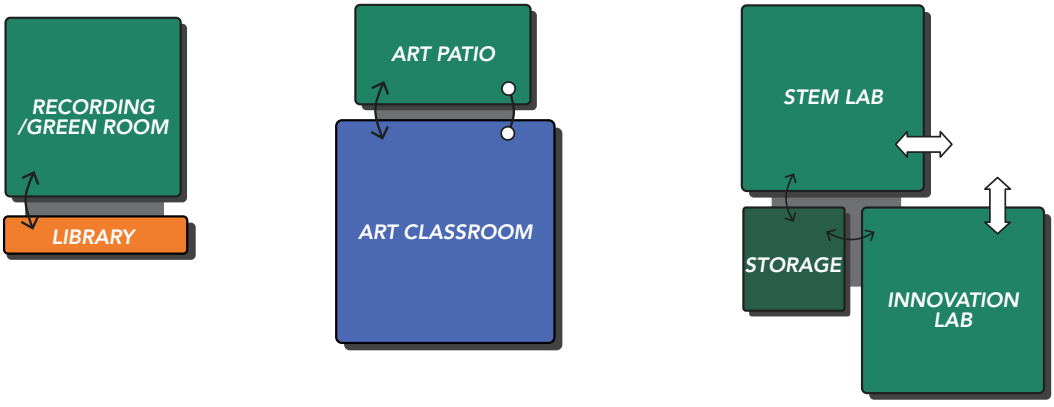
Special Learning Programs

Activities
» Unique, school-specific program to enhance the learning environment, coordinate with WCPSS
» Some examples include but are not limited to makerspaces, digital learning labs, and STEM labs. Other examples include adding on to other programs in the school such as the Art Classroom, Music Classroom, Library, Physical Education, etc.
» Collaborative learning and working spaces for individuals, small groups, large groups, or full class instruction

Access
» Coordinate with WCPSS for access needs
» Near group toilets

Considerations
» Work with WCPSS to determine Learning Commons types desired for the school
» All Learning Commons must be visually accessible
» Shared teaching/learning space for all classes in the Learning Neighborhood
» Visual connection with outdoors and ample daylighting into space
» Good sound attenuation to compensate for potentially loud gatherings
» Learning Commons should offer a different experience than each other and from a classroom experience

Example Adjacencies









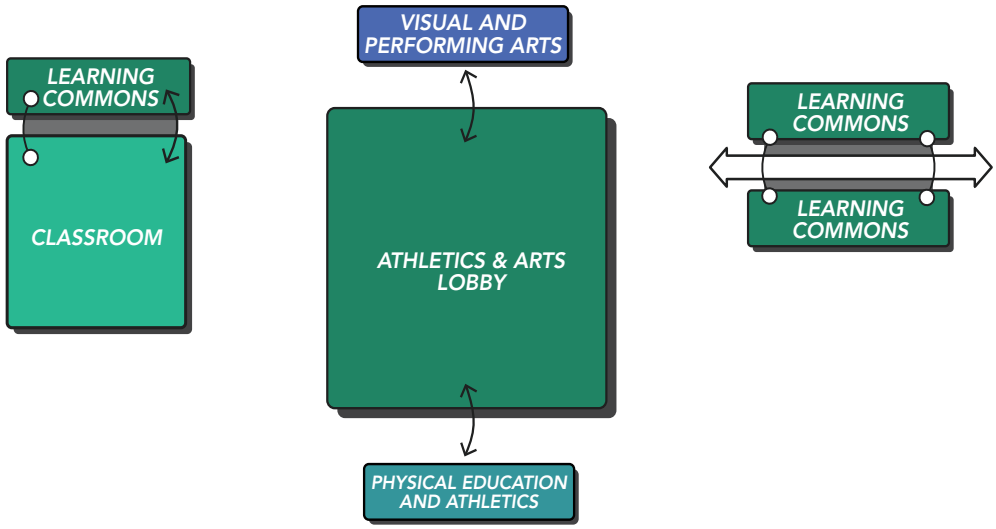
Circulation Space

Activities
» Expand beyond the defined General Classroom and offer a variety of seating, learning, and working spaces
» Collaborative learning and working spaces for individuals, small groups and large groups, used by both student and teacher groups
» Specialists working with small student groups

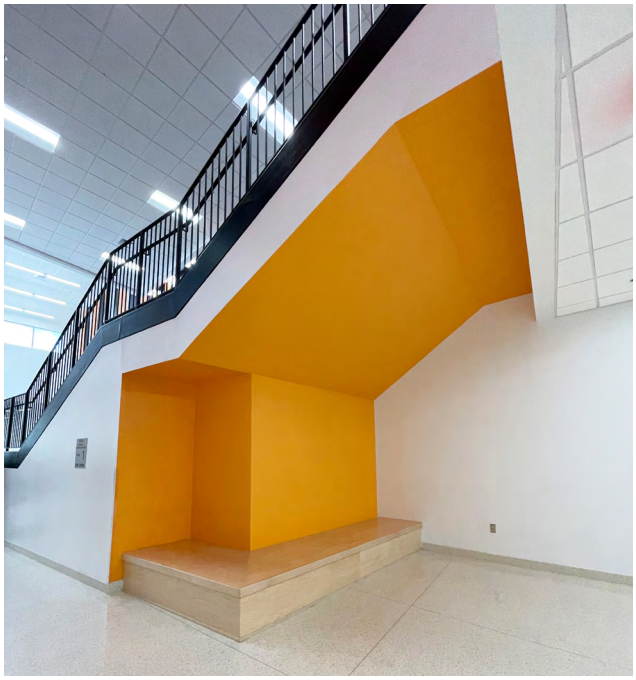
Access
» Direct and visual access from corridor

Considerations
» Can create seating areas in lobbies and other gathering spaces
» High visibility and direct connection into classrooms to promote ample supervision and ease of use
» Learning Commons should offer a different experience than each other and from a classroom experience

Example Adjacencies



4 Learning Commons







Outdoor Curriculum Support

Activities
» Independent work
» Small group work and discussion circles
» Movement based activities
» Experiential leaning

Access
» Adjacent to Learning Neighborhoods as an extension of the learning environment where possible
» Consider opportunities for connecting art, science, math, English, or language curriculum to the outdoors
» If secured, provide access control fencing with panic exit hardware

Considerations
» Design Outdoor Curriculum Support spaces with low maintenance landscape plantings for year-round color, visual appeal, and scale appropriate
» Provide plants, boulders and natural elements to support curriculum study units for project based inquiry and data gathering
» Provide open natural grass lawn area
» Design outdoor spaces accounting for teacher supervision and minimizing distractions

Example Outdoor Curriculum Support Types

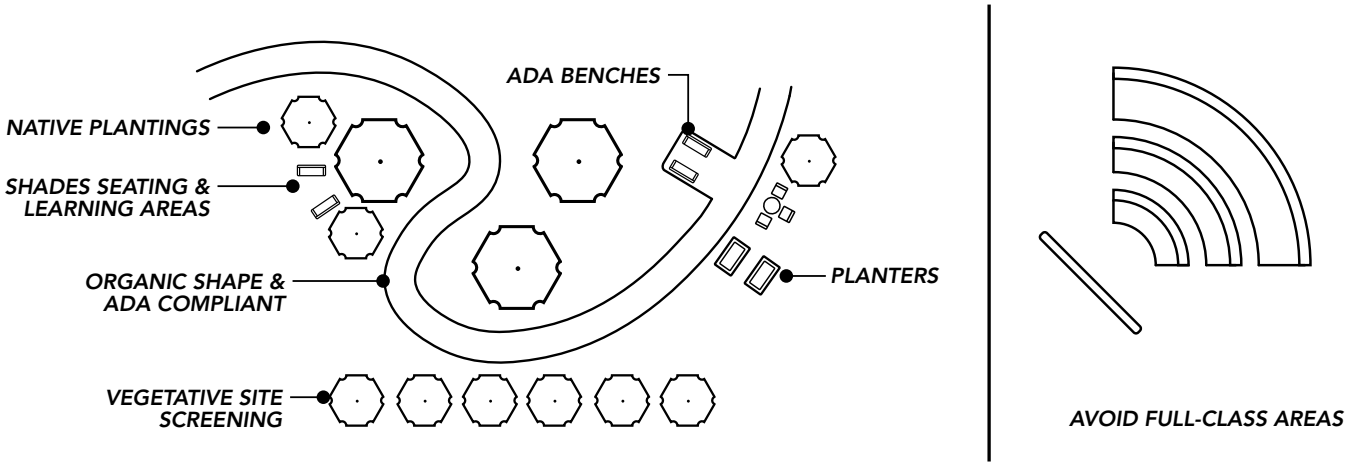


Fig. 2 - Outdoor Curriculum Support

4 Learning Commons









Outdoor Play Plaza

Overall Requirements

» Provide a concrete pad the size of a basketball court without any striping or hoops
» Provide shaded areas

Access

» Locate near the Dining Commons

Considerations

» Seat-walls and plantings
» Middle school-appropriate games and multi-use equipment such as ping-pong, corn hole, and other durable, fixed, outdoor site furnishings

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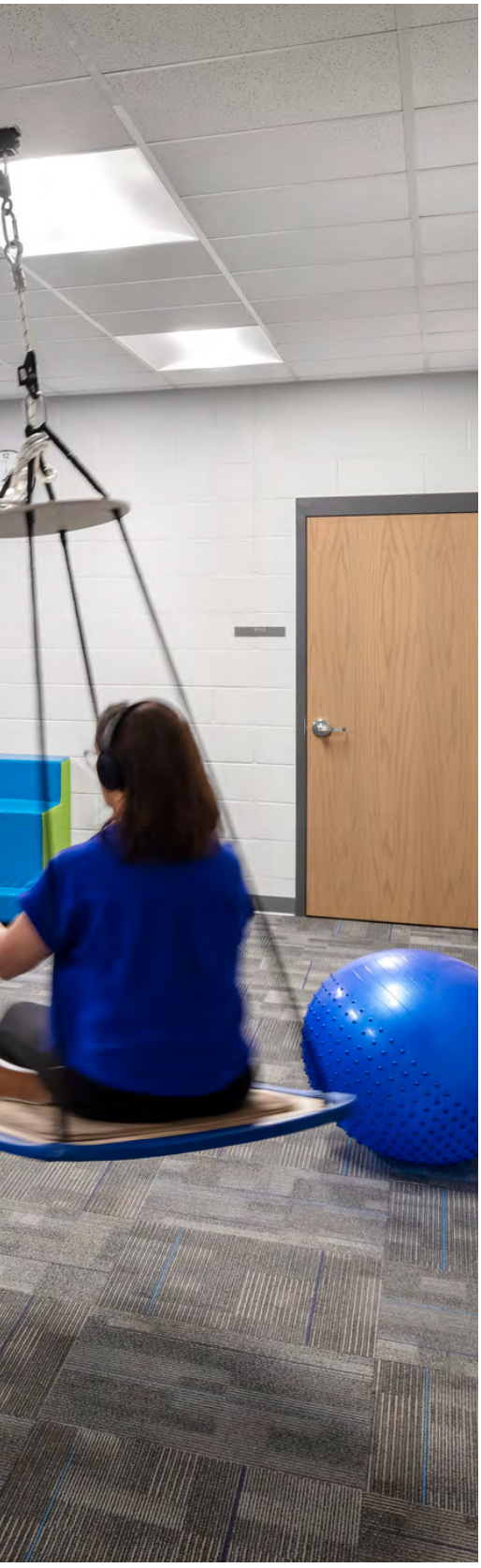
5

Special Education





Special Education

Wake County Public School System provides special education and related services according to federal mandates of the Individual with Disabilities Education Act (IDEA) and the regulations of the North Carolina Public School Law, Article 9.

In addition, the North Carolina Department of Public Instruction, Exceptional Children section provides local educational agencies with detailed procedures for the delivery of special education services. These rules and regulations are detailed in Policies Governing Services for Children with Disabilities. Services are provided under the following areas of eligibility: Autism Spectrum Disorder, Deaf/Blindness, Deaf, Developmental Delay, Serious Emotional Disability, Hearing Impairment, Intellectual Disability, to name a few.

WCPSS makes accommodations for students according to students' Individual Education Plan (IEP) and provides appropriate access to curriculum and learning environments designed to meet the unique needs of the learner. Schools (LEAs) are required to offer services and supports, that start in the Least Restrictive Environment (LRE) and then move across the continuum of alternative placements (General Ed, Resource, Separate, Residential, Home/Hospital) so that all of the students' needs can be met.

Our Goals

Comply with the **Individuals with Disabilities Act (IDEA)**

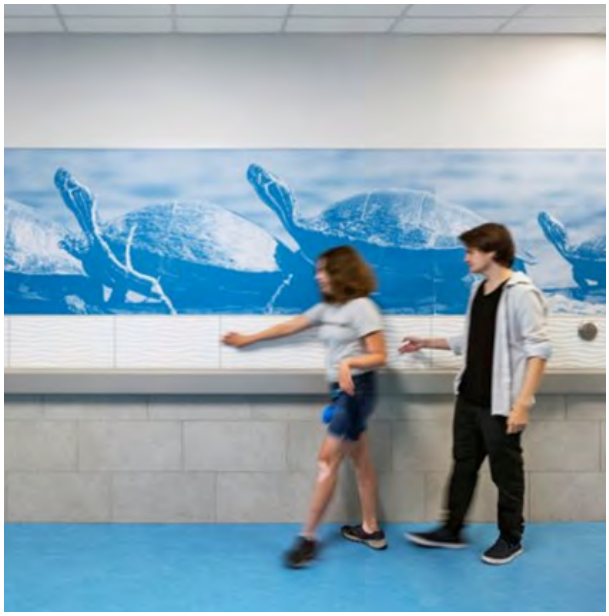
Provide **equitable integrated spaces** through design of the school

Ensure safe, efficient emergency egress from special education classrooms

Ensure that all schools comply with **ADA requirements**

We Believe in

- Providing early intervention, special education, and related services to children with disabilities and specialized need
- Enabling each child to appropriately progress in the general curriculum in accordance with IDEA, supporting students in the least restrictive environment
- Recognizing that all children are unique, learn in different ways, and should have full access to the curriculum. Students with disabilities are not expected to adjust to a fixed education structure; instead, the structure is adjusted to meet the learning needs of each student
- Removing barriers to learning to allow each student to participate fully in the curriculum and feel equally valued

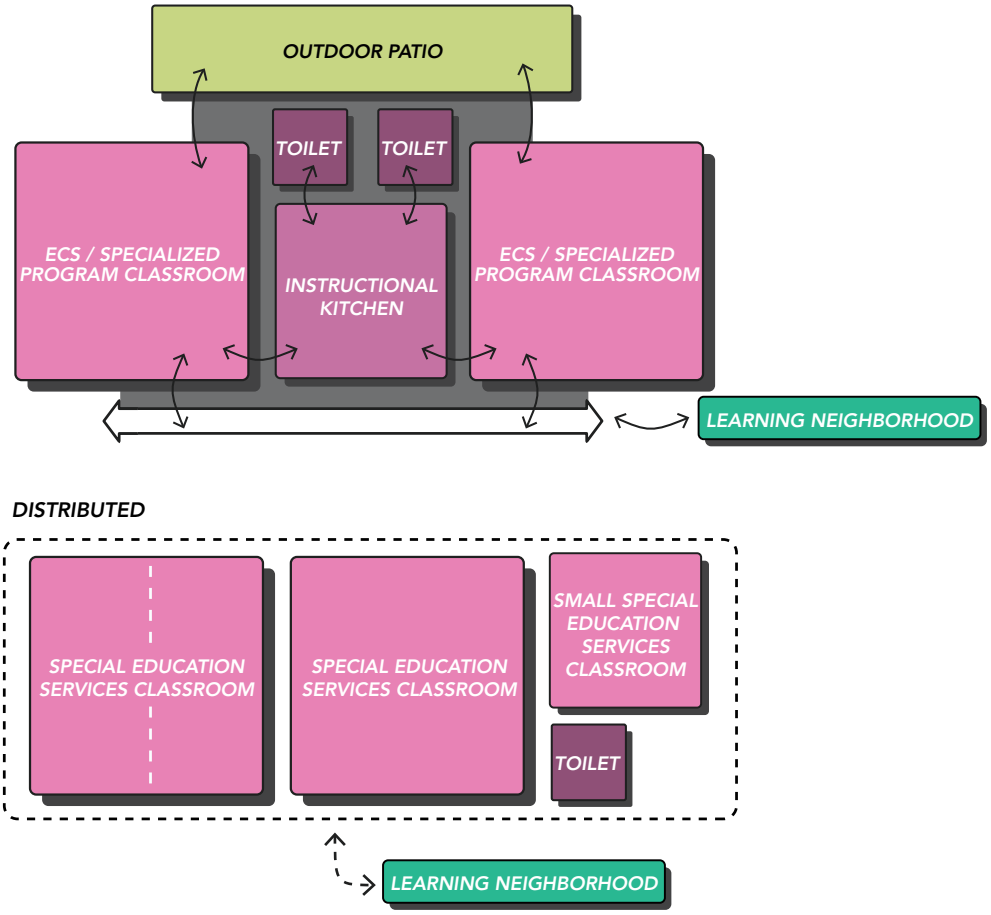


What this looks like

- A self-contained Specialized Education suite, distributed resource classrooms for “pull out” instruction, and adequate physical space within general classrooms for “push-in” specialized instruction
- Push-In Programs: Special Education and related services are provided directly to the student by the Special Education Teacher, General Education, and or any other related service providers or combination of service providers in the General Classroom
- Pull-Out Programs: Special Education and related services are provided directly to the student by the Special Education Teacher and/or any other related service providers outside of the General Classroom within resource classrooms and common areas distributed throughout general education spaces
- Self-contained classrooms may function as the primary educational setting for students who are on an Adapted Curriculum, accommodating diverse activities from daily living and functional skills to specialized behavior and equipment needs. These classrooms require direct access to an instructional kitchen and protected Outdoor Curriculum Support



Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1 Group two ECS / Specialized Program Classrooms with an Instructional Kitchen and toilets between them

2 ECS / Specialized Program Classrooms should be near the major entrance allowing for easy access to the bus and drop -off/pick-up area

3 Provide a partially shaded play area outside of classrooms which can accommodate and support learning opportunities . This area should be fenced or contained

4 Dining Commons, Library, Multi-Purpose Room, and group toilets should have barrier-free access

5 Attention to visual details (diffuse glass, limiting corridor glass etc). It is important to obscure vision into self-contained classrooms

6 Attention to acoustical details (excessive noise, etc.) is important for learners with hearing deficits or sensitivity to sounds

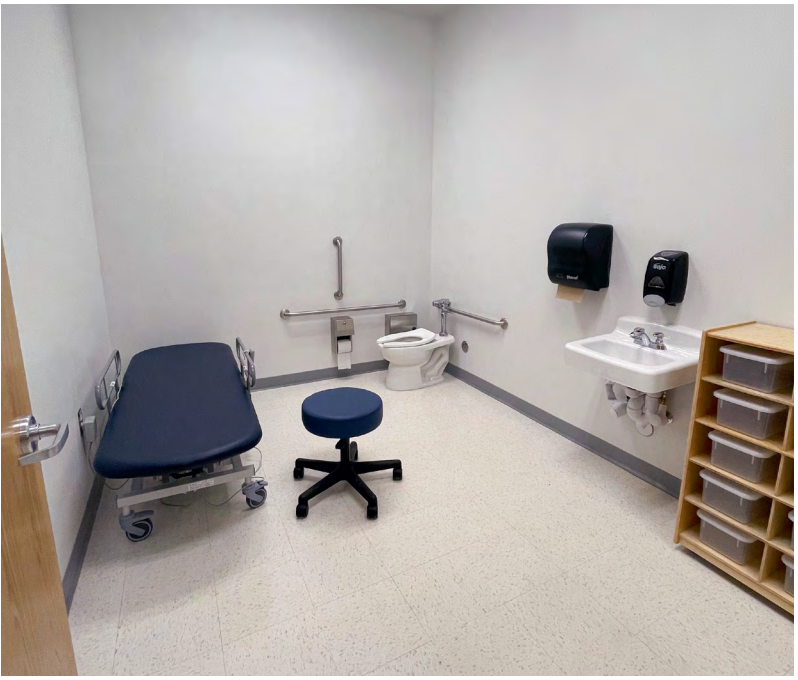


Instructional Kitchen

Activities
» Whole group, small group, and individual instruction
» Life skills, including domestic skills, activities of daily living
» Food preparation and meal consumption

Access
» Visual access to adjacent and support spaces
» Adjacent to ECS / Specialized Program Classrooms
» Direct access or near Specialized Toilets

Considerations
» Dimensional proportion of spaces should support effective viewing, listening, and circulation from all areas of the room
» All aspects of accessibility should be considered
» Clearance for equipment and sizes is crucial. Avoid columns and other obstruction
» Adjacent to lockers for student use, see Master Charts



Specialized Toilet

Activities
» Two separate, accessible toilets between the ECS / Specialized Program Classrooms allow students to gain independence in self-help skills
» Supports special toileting needs or health care procedures that may require privacy
» Storage of health care supplies and bathroom supplies

Access
» Direct access from Instructional Kitchen or ECS / Specialized Program Classroom

Considerations
» ADA compliant and handicapped accessible
» Sufficient floor space and electrical infrastructure to accommodate all activities



ECS / Specialized Program Classroom

Activities
- Whole group, small group, individual instruction, multi-sensory centers, and computer centers
- Ability to support a variety of educational strategies and approaches
- In addition to daily classes, the room may be simultaneously used by any of the following specialists: speech therapists, physical therapists, occupational therapists, teachers of visually or hearing impaired students, orientation/mobility specialists and audiologists

Access
- Integrated with the Learning Neighborhoods
- Direct access to Instructional Kitchen
- Direct access to Outdoor Patio
- Proximity to Specialized Toilets

Considerations
- Consider frosting glass or diffused glass at exterior windows facing public areas that will permit maximum daylight while obscuring vision into classrooms
- Dimensional proportion of spaces should support effective viewing and listening from all areas of the room
- Classroom should look as much like a General Classroom as possible
- All aspects of accessibility should be considered



Special Education Services Classroom

Activities
» Whole group, small group, and individual instruction
» Ability to support a variety of educational strategies and approaches

Access
» Visual access to adjacent and support spaces
» Integrated with the Learning Neighborhood

Considerations
» Instructional spaces should have natural light with a view to the exterior/outdoor area
» Dimensional proportion of spaces should support effective viewing and listening from all areas of the room
» One large classroom to have folding partition to split space into two
» All aspects of accessibility should be considered
» Attention to acoustical details (excess noise, etc.). Locate away from mechanical rooms, shops, music/band rooms, and loading areas



Small Special Education Services Classroom

Activities
» Small group and individual instruction
» Ability to support a variety of educational strategies and approaches

Access
» Visual access to adjacent and support spaces
» Integrated with the Learning Neighborhood

Considerations
» Instructional spaces should have natural light with a view to the exterior/outdoor area
» Dimensional proportion of spaces should support effective viewing and listening from all areas of the room
» All aspects of accessibility should be considered
» Attention to acoustical details (excess noise, etc.). Locate away from mechanical rooms, shops, music/band rooms, and loading areas



Outdoor Patio

Activities
- Tables for small group activities like puzzles and games or crafts
- Seating with back and arm rests for support
- Space to move around or practice individual gross motor skills like hula hoops or jumping
- Quiet spaces for self regulation and calming not in full view of rest of school

Access
- Direct and easy access from ECS / Specialized Program Classroom or the end of the hall if nearby to a concrete sidewalk that provides a walking loop through campus and to various outdoor destinations
- Fenced area

Considerations
- Provide permanent shade large enough to cover 50% of the area unless building provides adequate shade
- Dedicated space to support small and whole group instruction

6

Library





Library

The Library should be the heart of the middle school educational program, providing not only information but a curriculum for developing skills needed to locate and retrieve information. Its primary purpose is to serve student users; however, it must also provide support for the teaching staff. Its program and design must reflect and accommodate a diverse population of varied backgrounds, ages, abilities, and interests.

Information literacy skills are best acquired through authentic, inquiry-based instructional practices. Planning for and teaching information literacy skills should be a collaborative effort between the school Library coordinator and the classroom teacher.

Instruction should be designed to meet the needs and interest generated from classroom activities and assignments. When the Library coordinator and teacher share this responsibility, comprehension and literacy skills instruction will occur at the most appropriate time and will maximize retention by students.

6 Library

Our Goals

Create an **adaptable** space with a focus on **collaboration**

Provide guidance in the location, selection, and use of academic / instructional materials

Help students establish a **lifelong enthusiasm for reading**

Grow students' skills to create **successful and independent library users**

We Believe in

- Ever-adapting technology integrated into the student learning experience
- The value of physical books and publications
- A carefully chosen collection of books and materials
- Providing guidance in the location, selection, and use of these materials
- An atmosphere which is conducive to reading and browsing
- Providing staff with materials and services which support the classroom learning experience
- Creating a desirable learning environment that attracts students

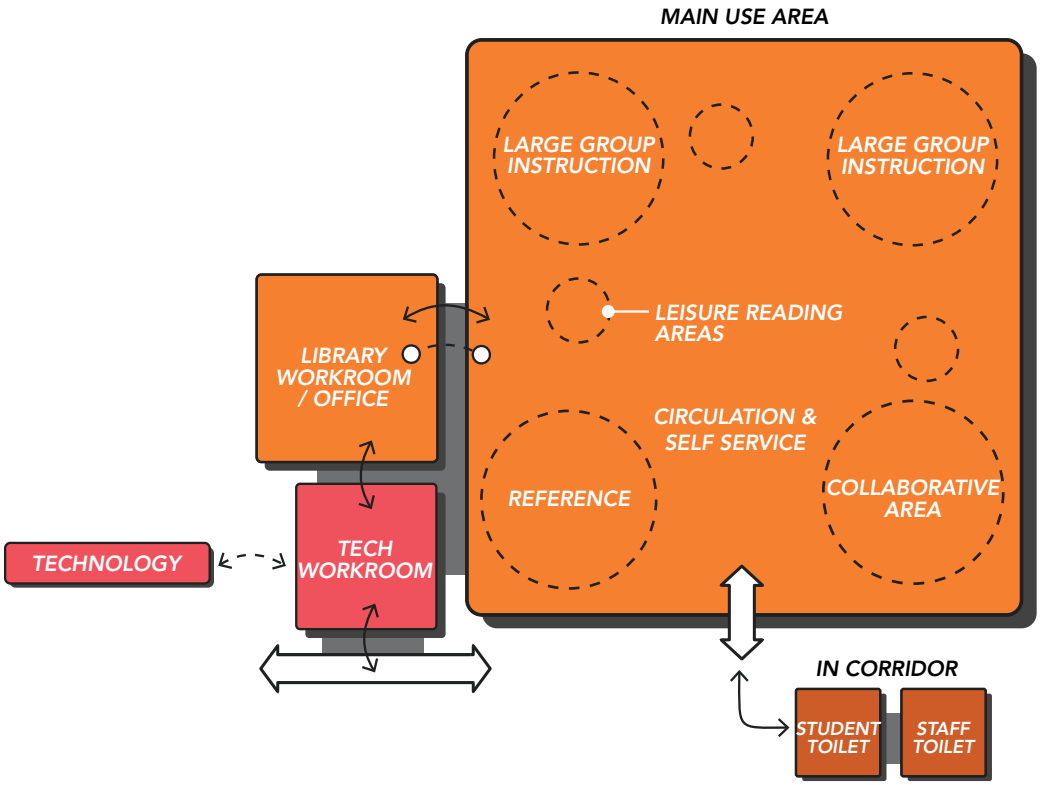


What this looks like

- Lecture
- Independent and group research
- Independent, small group, and entire class projects
- Interaction with all forms of media
- Opportunities for speaking, writing, reading, viewing, and listening
- Hands-on experiences with various forms of technology, including video, websites, articles and digital media
- Reading programs
- Library specialist supervising support areas
- Collaborative spaces where students and staff can work together on projects, presentations, and group assignments
- Optimized daylighting and views of nature in seating areas



Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1 Centrally located and easily accessible to all students, however, it should not be a thoroughfare connecting other spaces within the school

2 The Library location within the school should be an anchor to the Learning Neighborhoods in order to increase the frequent usability of the spaces for various learning activities and co-teaching opportunities

3 Consideration should be given to after-hours community use when determining the Library's location within the building and how the rest of the facility can remain secured

4 The Library should be designed with varying acoustical zones that allow for socialization in the loudest zone, a mid-zone for group study and collaboration, and Quiet Zone for individual focused work, research, or leisure reading



Main Use Area

Activities
- Looking through bookshelves for books
- Informal reading
- Large Group Instruction utilizing a teaching wall and/or digital screen
- Project displays or presentations
- Research
- Collaboration/socialization zone for conversations, games, or puzzles

Access
- The Main Use Area is the heart of the Library and all supporting spaces should have direct access
- Daylighting and views of nature are important but physical connection with the outdoors is not preferable due to supervision coverage difficulties

Considerations
- The entry should be highly visible. The passageway should be a set of double doors, with view glass, to facilitate egress
- Ceiling height and configuration can be utilized to identify different spaces and to create interest. The impact on acoustics and the effect on the lighting systems should be taken into consideration
- Avoid a 2-story volume for ease of maintenance but not comprised by low HVAC equipment or ductwork
- The ceiling should accommodate hanging of mobiles, posters, and directional signs
- The configuration should facilitate visual control from all areas within the Library
- The book collection will be stored/displayed on fixed bookcases around the perimeter of the Main Use Area and on mobile units in the interior of the space with the emphasis on maximizing the utilization of the perimeter
- Mobile bookcases are used to flexibly define spaces
- Book display and dynamic shelving are critical elements in encouraging students' independent reading
- The walls of the Main Use Area should be free from obstructions (i.e. windows, air returns, conduit, etc.) that interfere with shelving the collection
- Additional high windows above shelving for natural light are desirable
- Create multiple cozy, but supervisable, reading areas



Circulation and Self Service

Activities

» Individuals will use circulation for borrowing and returning materials and equipment including reserve materials. Staff will supervise circulation and use the space for maintaining records and for sorting returned materials
» Ample space for 12 students to check out or return materials and two people to handle circulation
» Self-service stations will be utilized by individuals and small groups to access the collection. Provide three student self-service stations (one must be accessible)

Access

» Near entrance/exit and Library Workroom / Office. Orient so that the Library specialist working circulation will maintain visual control of Main Use Area

Considerations

» Locate circulation desk to have an unobstructed view (minimize columns as much as possible in this area)
» See Room Data Sheets for circulation desk fixture



Large Group Instruction

Activities
» Whole group and small group instruction
» Collaboration and individual work
» Writing, reading, and assignments
» Research

Access
» Locate so Library coordinator has visual control of the Library from teaching station

Considerations
» Provide teaching wall for idea generation and collaboration, as well as digital display for learning videos or digital instruction, see Master Charts



Collaborative Area

Activities
» Small group work focused on projects, writing, reading, and assignments

Access
» Position to allow for direct visual control from circulation and staff areas if possible

Considerations
» Place in the noisier zone of the Main Use Area but be mindful of acoustics and volume of space
» Provide maximum supervision but reduce acoustical impact of collaborative work on the rest of the Main Use Area



Leisure Reading Areas

Activities
» Independent reading

Access
» Position to allow for direct visual control from circulation and Library Workroom / Office

Considerations
» Several clusters spread out through the Main Use Area
» These could also be niches with cushions in perimeter book stacks (shelving) or window seats amongst the stacks or small open floorspace for cushions



Reference

Activities
» Student research and productivity

Access
» Position to allow for direct visual control from circulation and Library Workroom / Office

Considerations
» Soft seating, but could also include window seats amongst the stacks

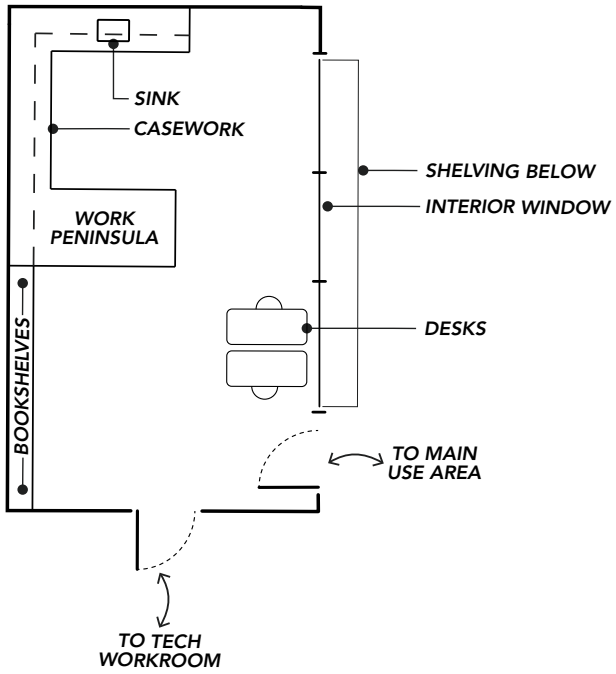


Fig. 3 - Library Workroom / Office

Library Workroom / Office

Activities

» The Library coordinator and other instructional staff will use this space for receiving, processing, distribution, selecting, ordering, and repairing materials. It will also be used for correspondence, small meetings, and record keeping

Access

» Locate near Main Use Area entrance
» Direct access to Main Use Area, Tech Workroom, and toilet

Considerations

» The work peninsula and staff desks should have visibility to the Main Use Area for supervision of students
» See Master Charts for casework and shelving requirements

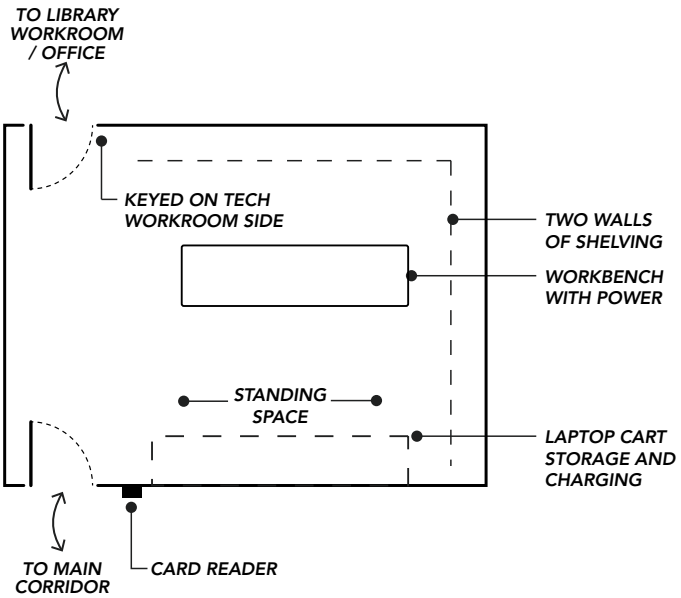


Fig. 4 - Tech Workroom

Tech Workroom

Activities

» Staging and repair of equipment
» Storage of tech equipment

Access

» Near Main Use Area entrance
» Direct access into main corridor
» Direct access into the Library Workroom / Office, see Master Charts for door requirements

Considerations

» The space should accommodate two walls of shelving for storage and staging equipment
» One wall shall be used for laptop storage carts

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7

Career and Technical Education





Career and Technical Education

Wake County Public School System's Career and Technical Education (CTE) program prepares students for employment opportunities, advanced education, and productive lives. WCPSS strives to meet students' needs, cultivate their abilities, and help them realize their aspirations.

CTE programs provide opportunities for active, deeper learning experiences and increase student engagement in their overall learning. Whether preparing for a post-secondary opportunities or developing critical thinking skills, CTE programs allow students to explore their interests and discover or hone life-long creative problem solving abilities.

Career and Technical Education

Our Goals

Improve student achievement and encourage responsible career choices

Demonstrate connections between academics and careers

Meet **students' needs, encourage** their abilities, and help them realize their **aspirations**

Introduce students to professions and industries to help them **prepare for High School CTE offerings**

We Believe in

- Exploration-based learning experiences as a valuable component of the school-to-career program
- Preparing students to be career-focused and globally competitive by engaging them in work-based learning experiences
- Providing experiences that integrate core and technical instruction, enhancing the overall curriculum, boosting student learning, promoting instructional rigor, and addressing the diverse educational needs of all students
- Meeting the evolving demands of specialized CTE programs by coordinating a mix of school and community resources

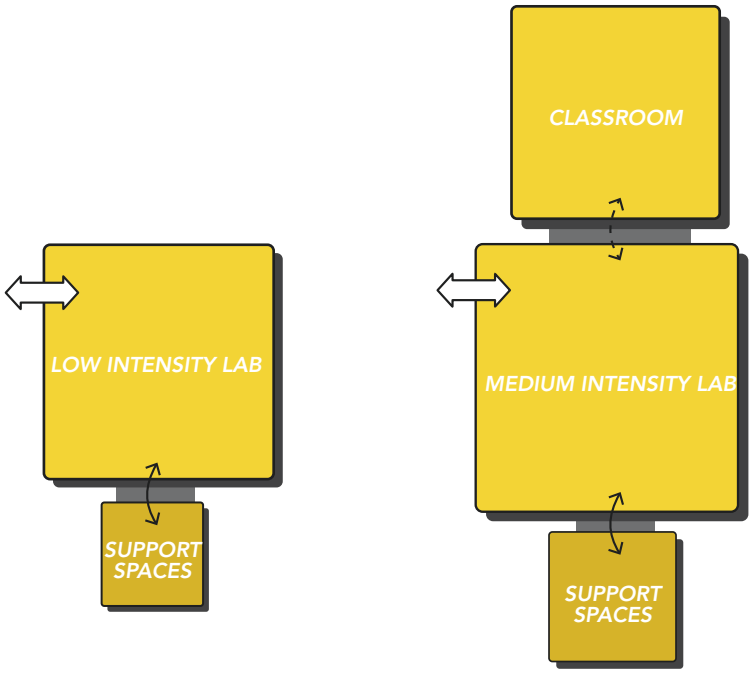


What this looks like

- A career development coordinator at each middle school oversees the work-based learning program
- Career exploration events take place at individual schools
- Exploratory courses in business and information technologies, life skills, technology systems, and career pathways
- Students are provided with opportunities to prepare for post-secondary education and future career pathways
- Optimized daylighting and views of nature in seating areas



Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1. Designed to accommodate students with disabilities or other educational needs
2. Adequately sized to meet current and future class enrollment fluctuations as well as changing CTE courses
3. Conducive to learning activities and complying with all safety and environmental standards
4. Up-to-date and meet industry quality and standards as well as applicable code requirements
5. Adequate support facilities for tool and equipment storage, materials and supplies, student work storage, and instructional personnel needs

Low Intensity Lab

Activities

» The Low Intensity Lab is a low-infrastructure and flexible space that supports a variety of CTE programs
» The Low Intensity Lab is closest, in use and infrastructure, to the Science Lab or Maker Space
» Direct instruction that creates a relationship between core academics and technical skill development
» The curriculum is student-centered, competency-based, applied, integrated learning that focuses on developing literacy, math, science, technology, critical thinking, problem-solving, and teamwork skills

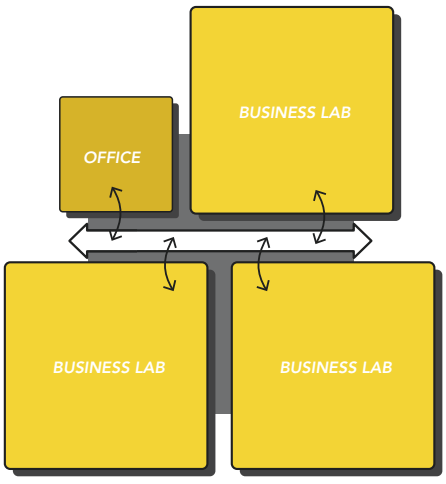
Access

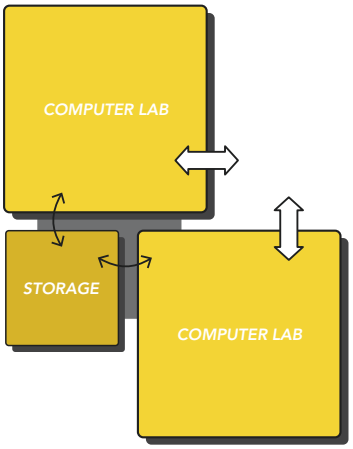
» Activities in these labs do not require, but may benefit from, access to the outdoors
» Low Intensity Labs can be located anywhere in the building, including upper floor levels. Provide opportunities for sight-lines into these labs to support learning on display
» Consider close proximity to a General Classroom for direct instruction learning

Considerations

» This lab type supports learning activities in CTE programs that require some access to power, data, water, and limited environmental controls
» Low Intensity Labs are typically single-height spaces. This lab type does not have any additional safety requirements to be considered as part of the design of the lab. Provide the same amount of infrastructure in the Low Intensity Lab as the Science Labs or maker spaces
» Design Low Intensity Labs with access to additional infrastructure to function as a Medium Intensity Lab in the future, with limited retrofit
» Classrooms and low bay spaces should be large enough to accommodate furniture and equipment required
» Ample space for storage of supplies, materials, and projects should be provided near learning spaces
» CTE spaces can be located near larger Learning Commons and other spaces for collaboration and flexibility
» Relevant support spaces should be provided such as offices, small group spaces, storage, and space to display projects
» Instructional spaces should have natural light with a view to the exterior/outdoor area
» Instructional spaces should be proportional for effective viewing and listening from all areas of the room
» Space that meets the needs of today and tomorrow

Example Adjacencies





Career and Technical Education







Medium Intensity Lab

Activities

» The Medium Intensity Lab supports a mixture of different programs that have specialized infrastructure needs, such as additional power or ventilation needs
» Some programs include A/V Tech Labs, Computer Repair Labs, Robotics Fabrication and Testing, Culinary Arts lab, etc. Depending on its configuration, technology requirements, fixtures, and furniture, this lab may be shared between closely related programs or dedicated to one program
» Internal support space requirements will vary based on the specific CTE programs allocated to this space

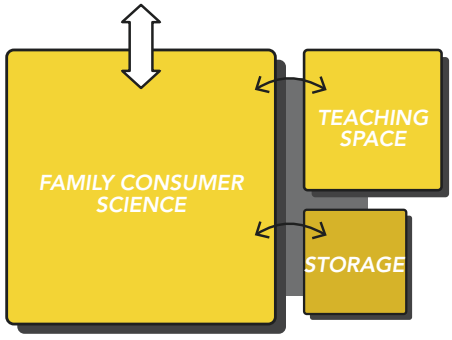
Access

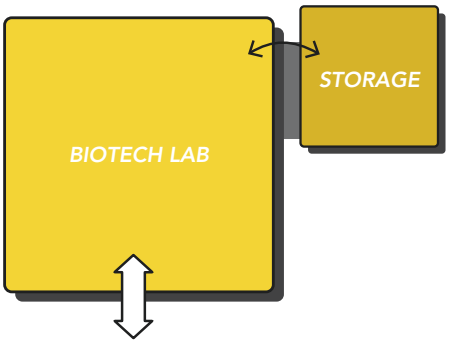
» Prioritize locating Medium Intensity Labs on the ground floor whenever possible to support after hours access and external partnerships
» Outdoor support spaces may be required to support some CTE programs and should be considered
» Provide opportunities for sight lines into these labs to support learning on display
» Consider close proximity to a General Classroom for direct instruction learning

Considerations

» Medium Intensity Labs can be either single or double height spaces. Outfit these labs with upgraded and specialized power and data consider providing all overhead power to support flexible use for both “wet” or “dry” application over time
» Incorporate additional ventilation to support learner safety for a variety of programs if required
» Provide access to water in all Medium Intensity Labs
» Provide environmental controls including temperature and lighting controls to best simulate professional environments for different programs
» Depending on the program and use, additional life safety equipment and systems may be required and should be appropriately planned for when allocating support space for this lab type
» Provide accommodations for specialized technology, lighting, casework and furniture as necessary to support a professional learning environment

Example Adjacencies





7 Career and Technical Education

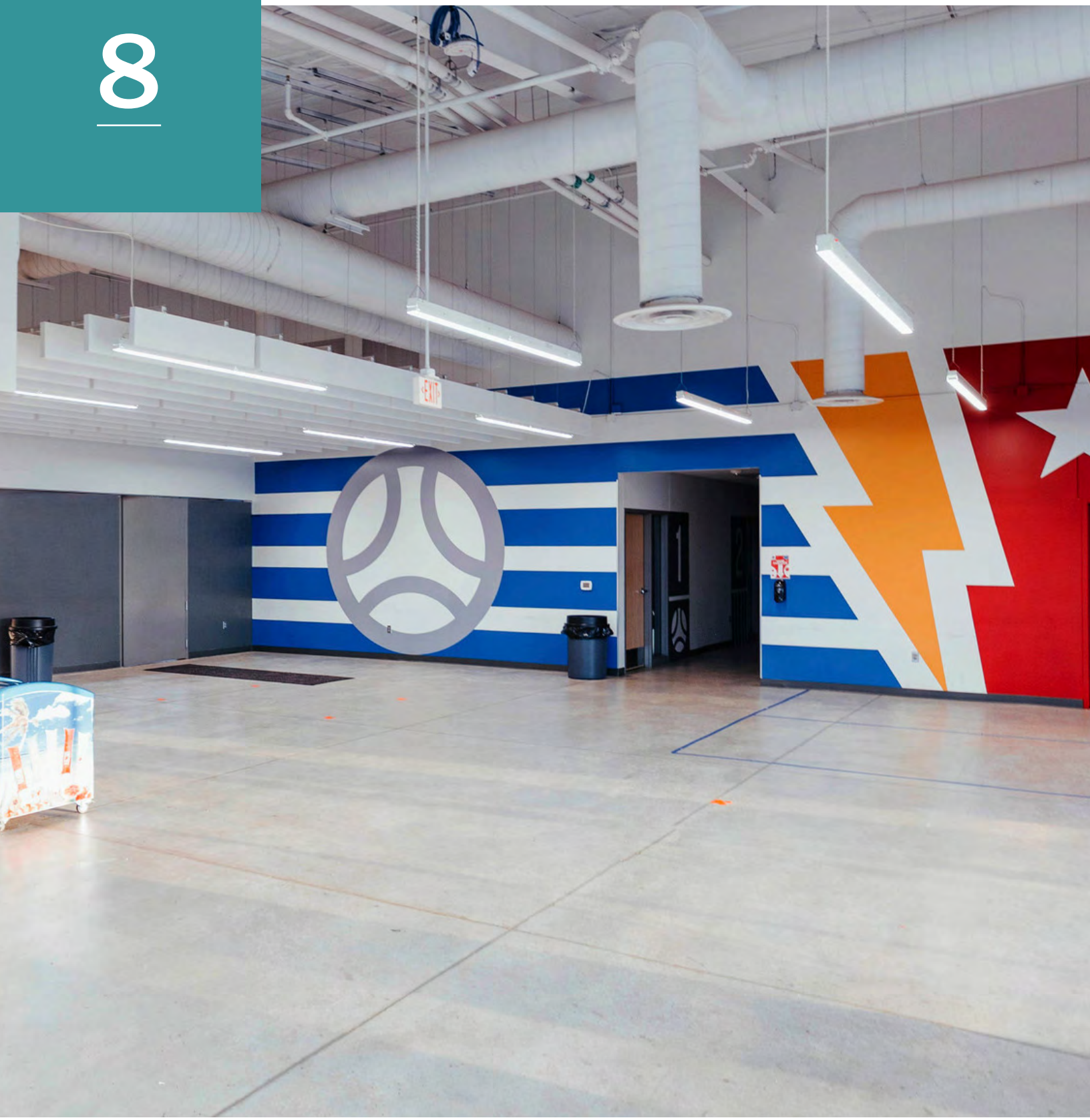






8

Physical Education





Physical Education

WCPSS strives to ensure that their students are healthy and supports the belief that healthy children learn better. The district provides a Healthy Living Education curriculum that supports and reinforces the goals and objectives of its two major components – health and physical education.

The North Carolina General Statute and Laws defines the course of study of North Carolina schools including physical education and personal health and safety.

Physical Education and Athletics

Our Goals

Apply/Evaluate competent motor skills and movement patterns needed to perform a variety of physical activities

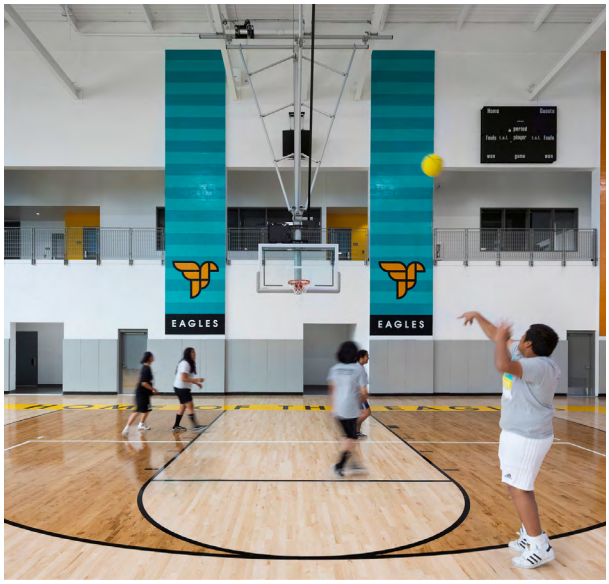
Understand concepts, principles, strategies, and tactics that apply to the **learning and performance of movement**

Understand the importance of **achieving and maintaining a healthy level** of physical fitness

Use responsible behavioral strategies that enhance **respect for self and others and value activity**

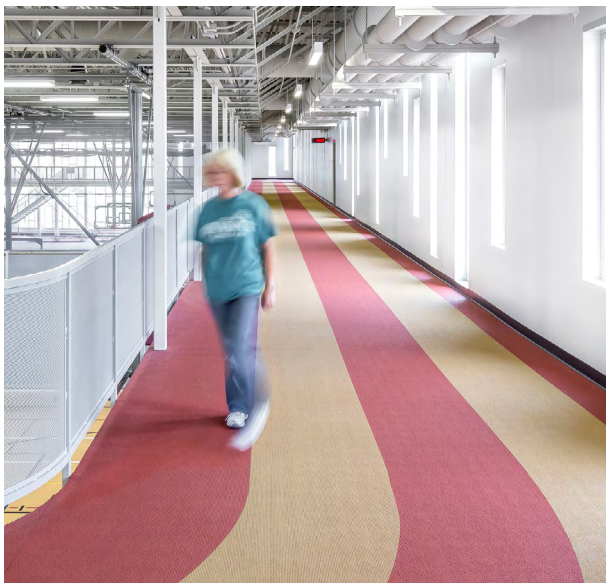
We Believe in

- Lifetime participation in proper nutrition, physical activity, and sports
- Increased need for on-going physical activity opportunities due to national childhood obesity epidemic
- Larger emphasis on sound nutritional principles
- Increased emphasis on dance, aerobics, and non-traditional sports as exercise
- Increased use of modern technology and teaching aids for health and physical education (e.g., heart rate monitors, pedometers, computer programming for personal health analysis)
- More scientific emphasis in health education on sports medicine, nutrition, first and CPR
- Expanded anti-risk behavior message (e.g., violence prevention, drug prevention, alcohol use prevention, and tobacco prevention
- Extended use of facilities by community groups



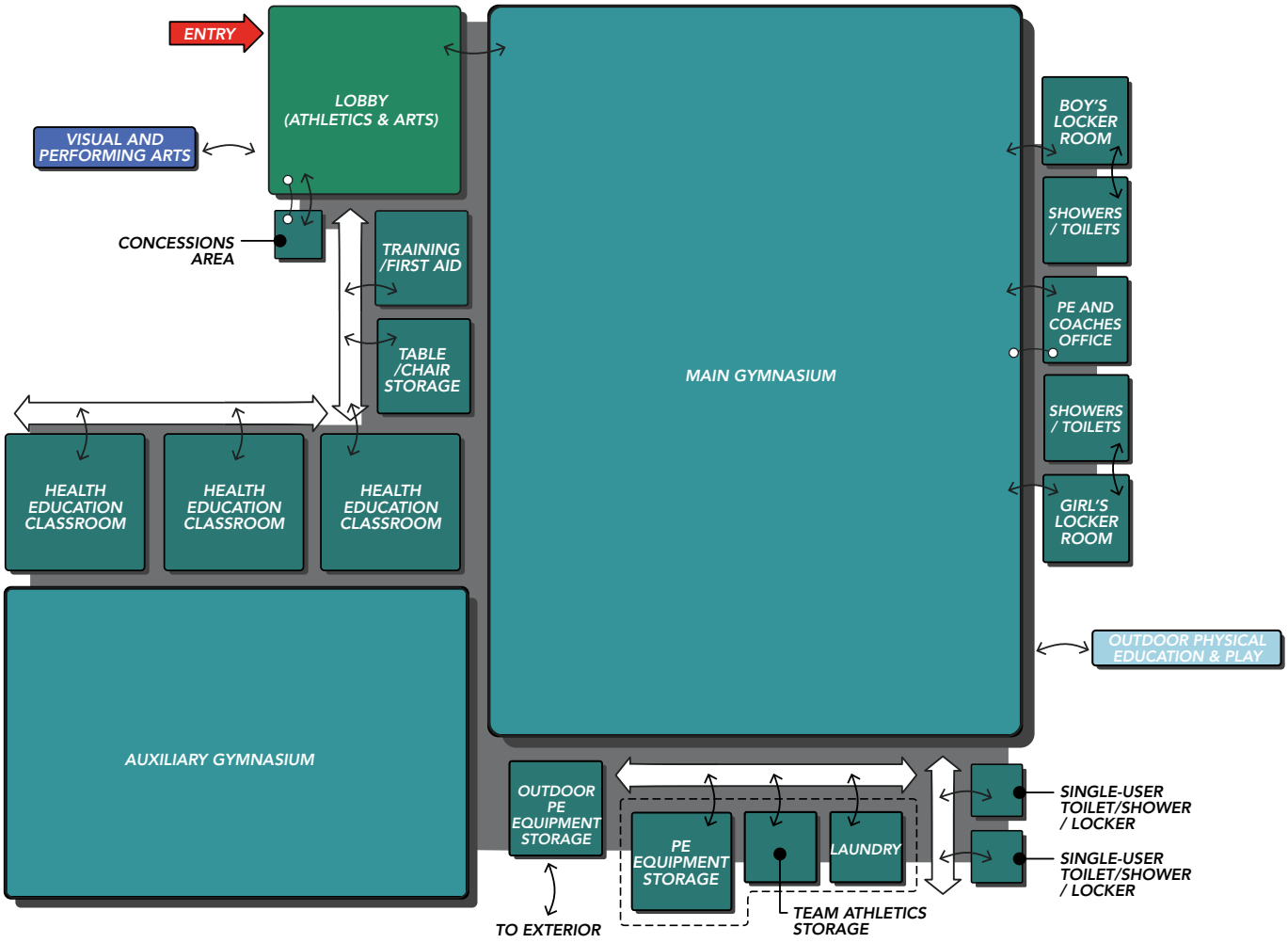
What this looks like

- Indoor activities such as health education instruction, fitness circuit training/weight training, volleyball, aerobics, basketball, dance, table tennis, floor hockey, badminton, handball, soccer, bowling, fitness games, pickle ball
- Outdoor activities such as jogging, power walking, football, softball, baseball, track/field, cross country, soccer, and flag football
- Optimized daylighting in the Gymnasiums. Windows should be high in the space to allow for daylight while minimizing damage risk during activities



8 Physical Education and Athletics

Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1 Provide a separate, after-hours entrance to the Physical Education suite with proximity to site parking

2 Locate the Main Gymnasium near the Auditorium to share Lobby (Athletics & Arts) and Concessions Area

3 Locate Physical Education area near athletic fields for use of Locker Rooms during games

4 Provide acoustical separation between main and auxiliary gyms and surrounding areas used for performance, gathering, or instruction - particularly the auditorium

5 Health Education Classrooms should be in the academic area closest to gymnasium

6 For team safety, field access must be within campus secure perimeter, and must not pass through parking lots or other dense public use areas

Physical Education and Athletics

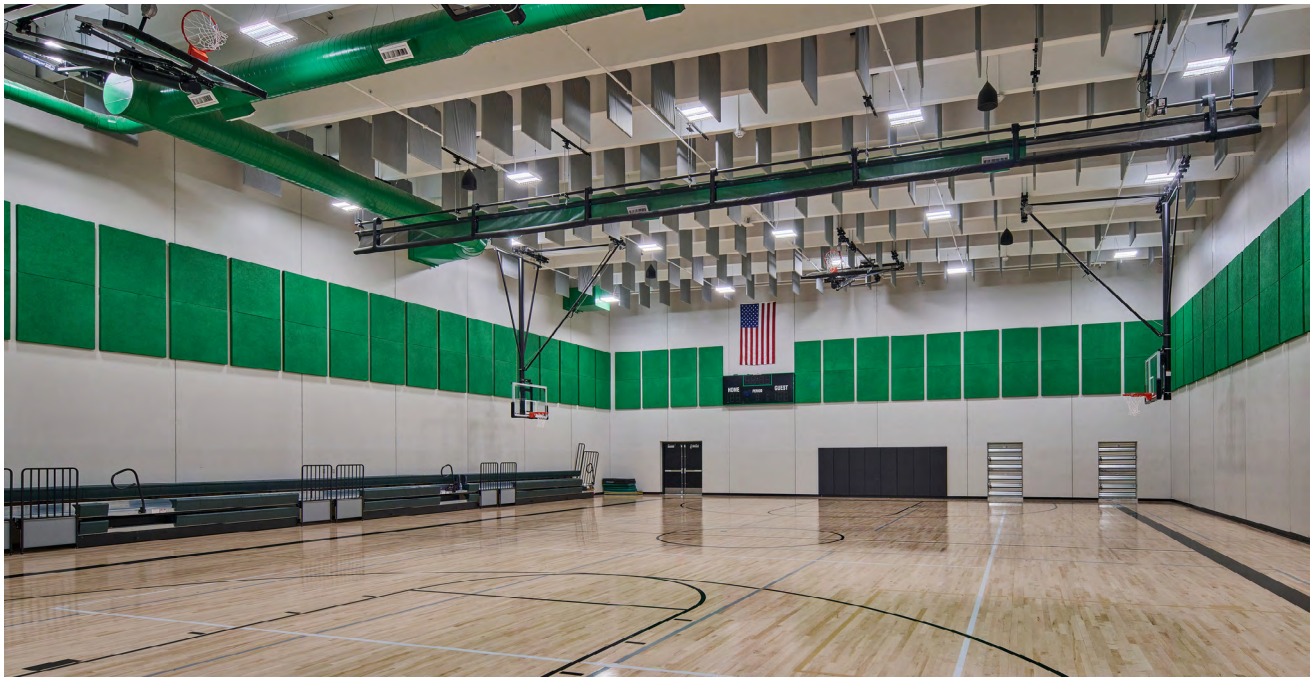


Main Gymnasium

Activities
- Physical Education Classes
- Practice and competitions in basketball, volleyball, cheerleading, and wrestling
- Full school assemblies

Access
- Provide proximity to outdoor athletic fields for convenient access to outdoor fitness activities
- Near Locker Rooms and Shower/Toilets
- Direct access to Lobby/Commons
- Provide proximity to secure after-hours entry
- Near or adjacent to Auxiliary Gymnasium
- Near parking lot and ADA parking spaces to accommodate after-hours events

Considerations
- Provide seats and motorized bleachers, see Space Standards for seat count
- Plan space for scorer' table in laying out court and bleacher locations
- Acoustical control to prevent noise in gym from interfering with adjoining spaces
- Eliminate all projecting hazards in the play area such as columns
- Provide direct daylight while minimizing glare
- Provide crash pads on walls behind primary basketball standards
- Provide cages over clocks, horns, and any other wall-mounted projections below 15'-0" AFF
- Provide a recessed niche for drinking fountains within the gym for convenient access and student wellness
- For specific information concerning layout of playing courts refer to the North Carolina High School Athletic Association



Auxiliary Gymnasium

Activities
- PE classes
- Athletic practice
- Cheerleading
- Health Education classroom uses

Access
- Preferable adjacency to the Main Gymnasium. If not adjacent, then close proximity is required
- Provide proximity to outdoor athletic fields for convenient access to outdoor fitness activities
- Near Locker Rooms and Shower/Toilets
- Provide proximity to secure after-hours entry
- Near or adjacent to Main Gymnasium

Considerations
- Provide cages over clocks, horns, and any other wall-mounted projections below 15'-0" AFF
- Provide direct daylight while minimizing glare
- Provide crash pads on walls behind primary basketball standards
- Provide a recessed niche for drinking fountains within the gym for convenient access and student wellness
- For specific information concerning layout of playing courts refer to standards published by the North Carolina High School Athletic Association



Health Education Classroom

Activities
» Health Education Instruction
» Didactic Methods
» Whole group and small group projects and presentation
» Movement activities

Access
» Within the Learning Neighborhoods
» Near the Physical Education suite

Considerations
» Health classrooms should be identical to general classrooms except for the addition of a sink
» Classrooms should support a variety of teaching styles
» Reconfigurable classroom arrangement to accommodate different learning activities



Training Room / First Aid

Activities
» Medical space that provides first aid for injuries and illnesses resulting from athletic activities
» Supply storage

Access
» Located preferable on exterior wall near Locker Rooms
» Direct access to exterior with gator parking
» Proximity to gymnasiums and fields to limit travel for injured athletes

Considerations
» Area to wash and fill large coolers with ice and waters
» Ice machines, refrigerator, and shelving, see Master Charts



Locker Rooms

Activities
» Locker room for PE classes and athletic teams
» Changing and storage of personal belongings for PE

Access
» Direct access to Showers / Toilets
» Near Gymnasiums
» Near Coaches' Office

Considerations
» Separate Locker Rooms for girls and boys
» Full-length mirrors and display, see Master Charts
» Ventilation is important, see Master Charts



Showers / Toilets

Activities
» Personal hygiene for students

Access
» Direct access to Locker Rooms
» Pair Showers / Toilets with same gendered locker rooms

Considerations
» Quantity driven by code compliance unless noted otherwise
» Safety is of utmost importance. Reduction of bullying, vandalism, or banned behavior is a driving design factor



Lobby (Athletics & Arts)

Activities
- For large groups to access Gymnasiums and Auditorium
- For spectators / audience to congregate during intermission / half time

Access
- Locate for shared use of both Gymnasiums and Auditorium
- Direct access to supervisable Group Toilets
- Direct access to a Student Toilet
- Direct access to Concessions Area
- Accessed from a separate, after-hours entry door accessed from public parking

Considerations
- Exterior entry for after hours events, and inhibiting access to academic wings of school
- Large wall-mounted monitor, see Master Charts

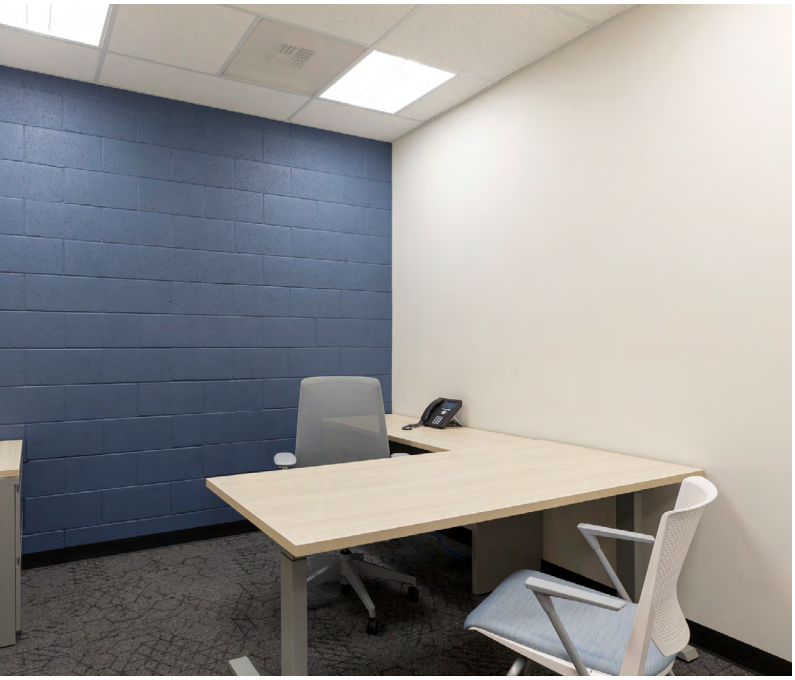


Concessions Area

Activities
- Food service of packaged food items (candy bars, pre-packaged chips, pre-packaged sandwiches) and a partial list of non-packaged food (popcorn, peanuts, cotton candy, snow cones, candied apples, coffee, carbonated drinks) sold by the PTA and/or boosters club

Access
- Direct access from Lobby (Athletics & Arts) via a transaction window and counter

Considerations
- Ensure queuing areas for Concessions Area to not inhibit traffic flow to gym, restrooms, and exit doors
- Provide a gallery-type arrangement. Optimal room width is approximately 10”-0”
- Lockable serving counter which accommodates counter electrical appliances, see Master Charts
- Lockable pantry
- Only pre-packaged items are sold



PE Teachers and Coaches Office

Activities
» Shared office for PE teachers and coaches to perform job functions (i.e. writing, planning, counseling and routine administrations)

Access
» Direct access off a main corridor
» Near Locker Rooms for supervision

Considerations
» Sound isolated, see Master Charts
» Strong visual connection to corridor



Laundry

Activities
» Cleaning team uniforms and equipment

Access
» Access this space from the corridor
» Adjacent to PE Equipment Storage and Team Athletics Storage

Considerations
» Area for folding clothes
» Area for cart for moving or storing uniforms
» Preferred location on exterior wall



PE Equipment Storage

Activities
» Storing of PE equipment

Access
» Near Main Gymnasium and Auxiliary Gymnasium and exit to playing fields
» Adjacent to Laundry and Team Athletics Storage

Considerations
» Can be connected with other storages
» Height considerations for equipment
» See Master Charts for shelving requirements



Team Athletics Storage

Activities
» Storing of team uniforms and equipment

Access
» Near Main Gymnasium and Auxiliary Gymnasium and exit to playing fields
» Adjacent to Laundry and PE Equipment Storage

Considerations
» See Master Charts for shelving and rod requirements

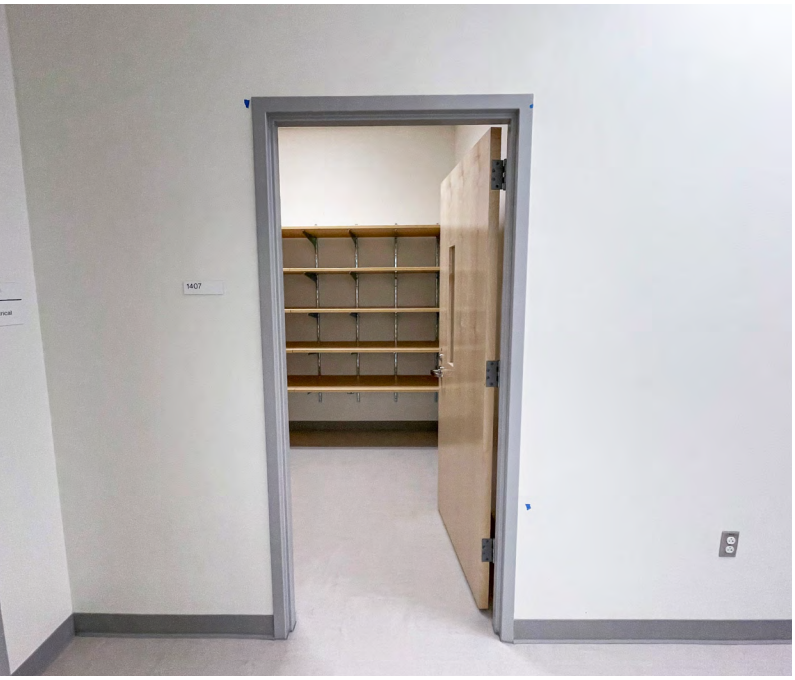


Table / Chair Storage

Activities
» Storing tables and chairs

Access
» Direct access to corridor

Considerations
» See Master Charts for shelving requirements



Outdoor PE Equipment Storage

Activities
» Storage of equipment and supplies used on outdoor playing fields

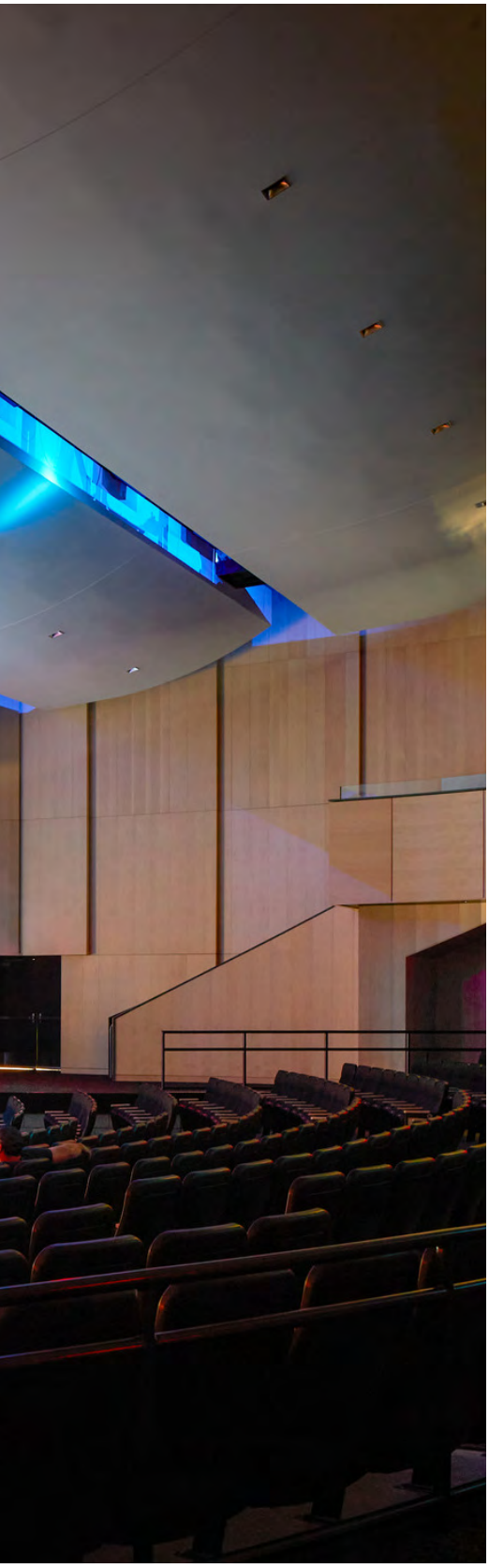
Access
» Direct access to the exterior
» Near playing fields

Considerations
» See Master Charts for shelving requirements

9

Visual and Performing Arts





Visual and Performing Arts

Wake County Public School System believes the arts greatly enrich the basic educational experience and prepare students for lifelong learning. Dance, music, theatre arts and visual arts are central to the standards-based curriculum. Studying the arts helps students develop skills in creativity, communication, collaboration, making connections, analysis, critique, problem-solving and self-discipline.

9 Visual and Performing Arts

Our Goals

Encourage creativity and **cultivate artistic talents**

Use creativity to **make decisions and solve problems**

Instill a love in lifelong learning of art

Understand the influence of the arts and their power to **create and reflect cultures**

We Believe in

- Preparing students for lifelong learning through engaging experiences with dance, music, theatre arts, and visual arts
- Enriching the basic educational experience through the arts
- Interdisciplinary integration of music and the arts into the total curriculum
- Developing creativity, communication, collaboration, making connections, analysis, critique, problem-solving and self-discipline
- Recognizing and supporting unique talents in students
- Diverse activities corresponding to grade level needs and interests
- Working as a team and collaboration with others
- Promoting cultural awareness through artistic traditions, cultures, and historical periods
- Parent engagement and support to encourage student passions



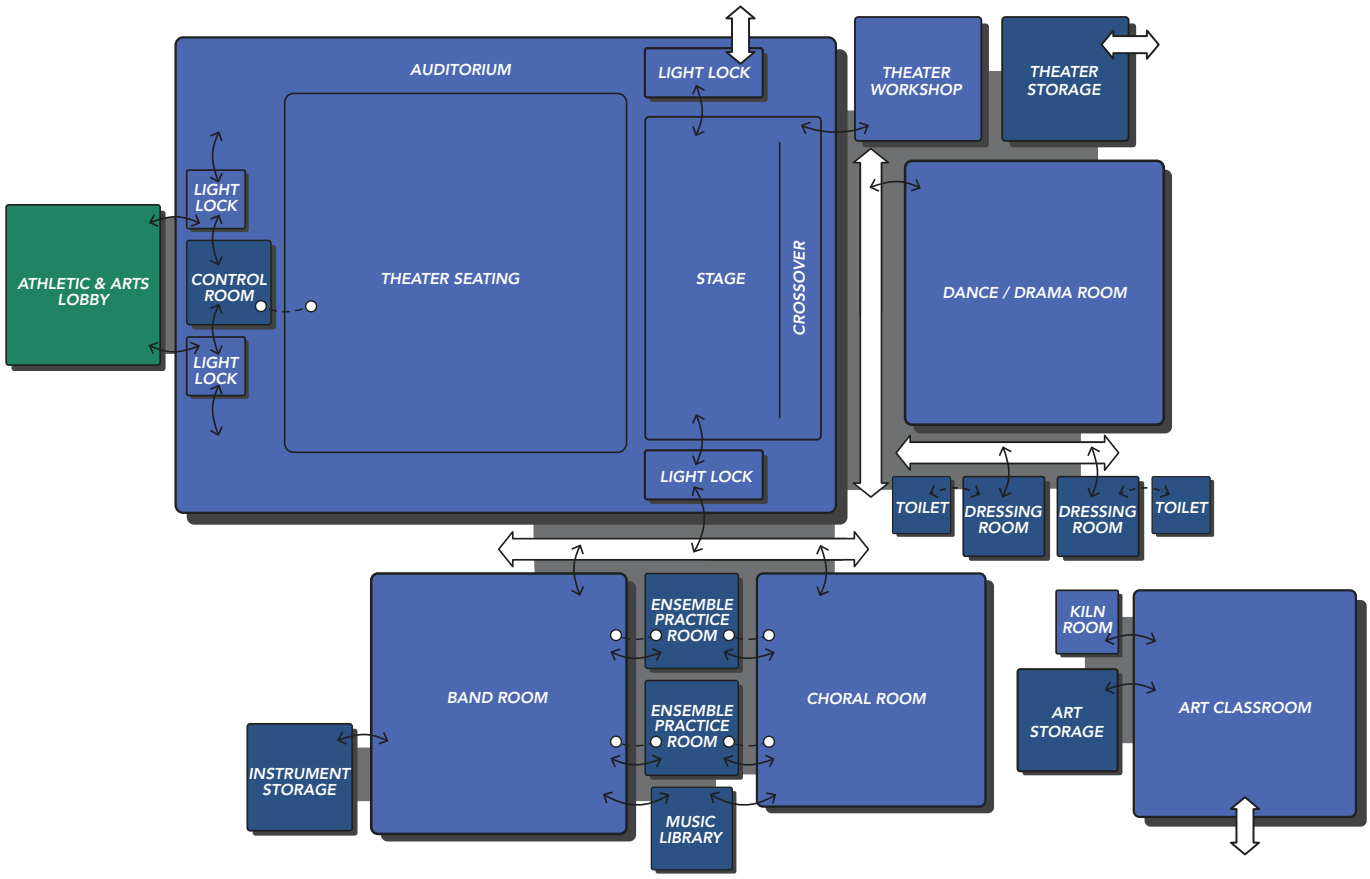
What this looks like

- Rigorous art classes focus on technical skill development, creativity, and artistic appreciation
- The making of art, the study of works of art from past and present, and the critical evaluation of art products
- Production of two-dimensional and three-dimensional art
- Increased use of technology and multi-media presentation
- Community engagement through visual art displays and showcases
- Showcasing student work and performances in schools
- Exploring music through ensemble and individual work
- Overlapping and incorporation of disciplines with vocational programs such as computer graphics, publishing and interactive multi-media
- Study, listen and perform a variety of musical forms
- Use technology to create individual and group compositions



9 Visual and Performing Arts

Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1 Visual and Performing arts programs are preferred to be located at ground level and must be accessible to all students

2 Special attention should be given to storage design for the Visual Arts facilities, see storage requirements in Master Charts

3 Visual Arts program should have exterior access for daylighting, ventilation, and Outdoor Curriculum Support opportunities. North daylighting is preferable

4 Theater spaces may need to be accessed after school and during the summer

5 Music rooms should be acoustically separated by walls or distance from those school areas where sounds will cause annoyance and distraction

6 Special attention should be given to acoustic design for the Performing Arts facilities

7 Provide sufficient clearance in corridors and doorways within performing arts suite to accommodate passage of large equipment, instruments, and high volume of students

8 Vehicular access to loading area for instruments or students and access to material storage for art supplies

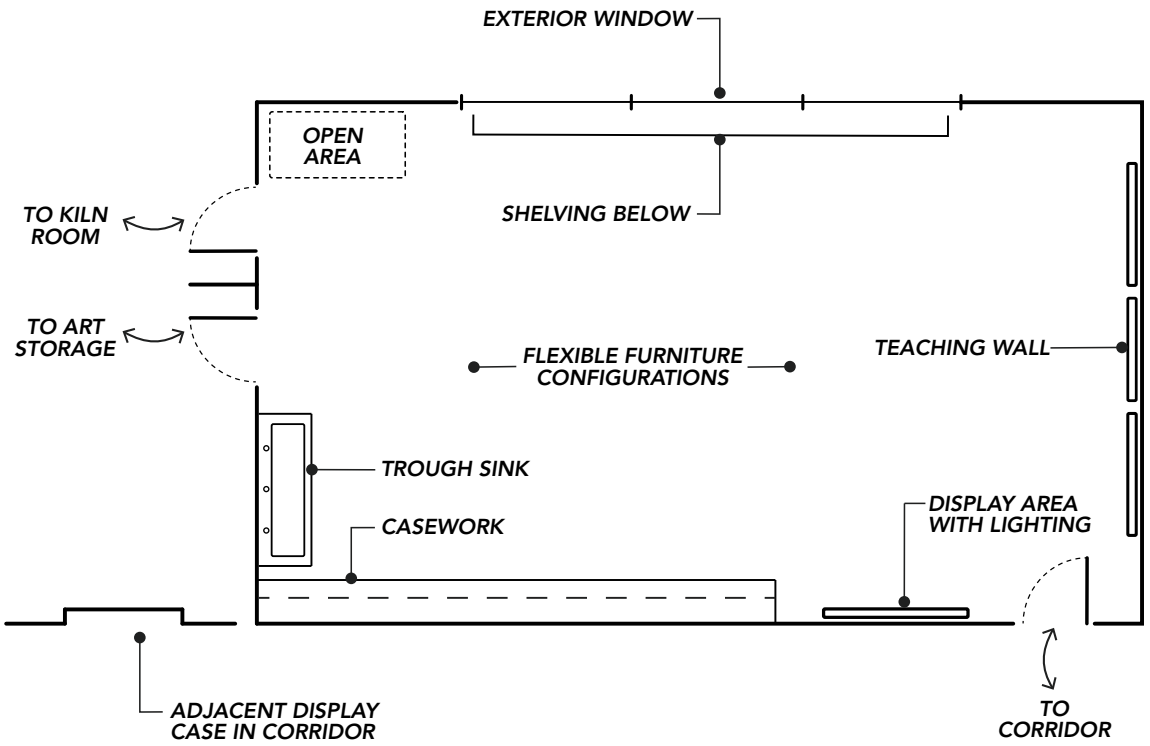


Fig. 5 - Art Classroom

Art Classroom

Activities
- » Individual and collaborative projects and presentations
- » Group instruction
- » Storage of art supplies, smocks, and student work
- » Cleaning art supplies
- » Painting (watercolor & tempera), sculpture, clay, printmaking and cutting, drawing, computer graphics, interactive multimedia, and art history

Access
- » Direct access from corridor
- » Direct access to Kiln Room and Art Storage

Considerations
- » Efficient use of perimeter walls for maximum storage, tack walls, and sinks, see Master Charts
- » Accessible trough sink for three students with clay traps , see Master Charts
- » Open space near Kiln Room for clay projects
- » Maximum daylighting and views of nature
- » Several areas for project wall displays with spotlights, see Master Charts
- » Well-ventilated, see Master Charts
- » A display case in an adjacent corridor to the Art Room for showcasing student artwork with adjustable shelves, lighting, electrical outlets and tackable surfaces



Art Storage

Activities
» Storage of supplies and equipment

Access
» Direct access to Art Classroom
» Adjacent to Kiln Room

Considerations
» Efficient use of perimeter walls for storage, see Master Charts
» Well-ventilated, see Master Charts



Kiln Room

Activities
» Clay firing
» Preparation and storage of clay, glazes, and work in need of firing in the kiln

Access
» Direct access to Art Classroom
» Adjacent to Art Storage

Considerations
» Storage of work in progress, see Master Charts for shelving requirements
» Preserve clear path to emergency electrical shutoff for kiln
» Vent kiln to exterior and provide adequate makeup air supply
» Fire rated wall construction



Instrument Storage

Activities
» Storing larger band instruments that stay at the school

Access
» Direct access to Band / Instrumental Room
» Before and after school access

Considerations
» Maintain cooler temperatures and low humidity in room to protect instruments
» Instrument storage, see Master Charts



Ensemble Practice Room

Activities
» Practice and/or teaching space for smaller ensembles in instrumental/vocal programs
» Use of computers in theory and composition

Access
» Ensemble Practice Rooms are shared with direct access to the Choral Room and the Band / Instrumental Room

Considerations
» Sound isolated to STC 60 rating
» Supervisable from Choral Room and Band / Instrumental Room



Band Room

Activities
- Full ensemble warm ups, rehearsal, and performance preparation
- Small instructional / sectional groups
- Instrument care and maintenance
- AV Presentations

Access
- Near Choral Room
- Direct access to Ensemble Practice Rooms, Music Library, and Instrument Storage
- Near Stage with wide doorway clearance to pass large instruments
- Before and after school access

Considerations
- Room should be rectangular in shape with teaching wall positioned on a long side
- For proper resonance, provide 10-15 feet minimum from front of class group to front of room
- Sound isolate to STC 60 rating
- Provide instrument storage cabinets along back wall and/or side walls, see Master Charts
- Provide deep utility sink and drinking fountain, see Master Charts
- Provide sound absorption panels
- Provide atypical teaching wall configuration with monitor mounted above marker boards

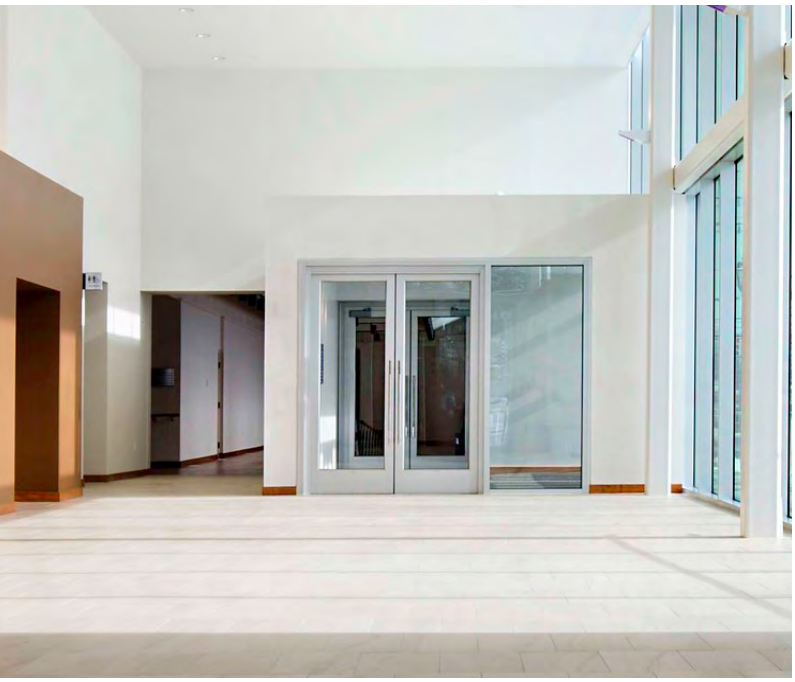


Music Library

Activities
» Store and sort music scores for use by instructors and performers
» Store musical recordings
» Work area for music teachers

Access
» Direct access to Choral Room and Band / Instrument Room

Considerations
» Offset doors to help manage sound transfer



Lobby / Commons

Activities
» Waiting area into the Theater Seating

Access
» Direct Access to Theater Seating
» Staircase to Control Room

Considerations
» Could be shared with Main Gymnasium. If shared, provide separated entry points for Performing Arts and the Main Gymnasium



Choral Room

Activities
- Full ensemble warm ups, rehearsal, and performance preparation
- Small instructional / sectional groups
- Recording or video taping of performances

Access
- Near Band Room
- Near Dance / Drama Room
- Near Auditorium
- Direct access to Ensemble Practice Rooms and Music Library
- Near an exterior exit

Considerations
- Room shape should be rectangular, to accommodate a maximum class size of 60 students on portable choral risers
- Sound isolate to STC 60 rating
- Provide drinking fountain, see Master Charts
- Provide sound reflection panels
- Provide atypical teaching wall configuration with monitor mounted above marker boards



Theater Seating

Activities
- Standard assemblies for entire grade levels for performances, speakers, presentations, award ceremonies, and seminars
- After school assemblies with families and community events

Access
- Main entrance to have direct access from Lobby / Commons to a light lock area, not corridor
- Audience members shall be able to access the stage without leaving the auditorium
- After school access
- Near Group Toilets
- Control Room located in the back of the auditorium

Considerations
- Sloped floor area with fixed seats and flat floor area for movable seats
- Access from Auditorium to Stage should not be visible from audience
- See Space Standards for seating capacity
- See Master Charts for additional criteria



Stage

Activities

» In addition to activities listed in Theater Seating, rehearsals for dance, drama, and music will utilize the stage both during and after school

Access

» Visually shield view from Theater Seating to Stage wings with performance curtains, see Master Charts
» Visually shield backstage performance crossings with an independent wall defining a crossover zone
» Flat floor area with movable seating to allow access to front of house light batten via scissor lift

Considerations

» Proscenium opening proportional to stage depth
» Motorized projection screen should be mounted in center of proscenium between soffit and valence. Optimum screen size and shape should be determined with consideration of room size and shape
» Stage loft not intended for full flying of scenery
» Mount projection screen on auditorium side of main curtain in soffit
» Ensure access to stage lighting for maintaining and adjusting the lighting bar via scissor lift
» Provide a series of full height mirrors at back of stage mounted on a wall that visually shields a backstage crossover area, see Master Charts
» See Master Charts for additional requirements



Dressing Room

Activities
» Changing and make-up area during performances
» Changing area/rest rooms during Dance/Drama classes
» Storage of costumes

Access
» Direct access or near Dance / Drama Room
» Direct or near single toilet rooms
» Locate behind Stage

Considerations
» Designate one dressing room for girls and one for boys
» For casework and plumbing requirements, see Master Charts
» Hanging clothes rod, see Master Charts



Control Room

Activities
» Lighting and audio control room for the Auditorium during performances and assemblies

Access
» Locate to the rear and above the seating area
» Direct access through light lock Security Vestibule, not directly through Auditorium
» ADA Accessible

Considerations
» Audio / visual contact with stage
» Standard staircase preferred, however spiral stairs are also acceptable
» Window to view Theater, see Master Charts
» Shelving and storage, see Master Charts



Dance / Drama Room

Activities
- Dance and Drama technique and appreciation
- Individual and group improvisation
- Creation and performance of theater pieces and the integration of technical theater and technology
- Greenroom during stage performances

Access
- Direct access or near Dressing Rooms
- Near Storage
- Near Stage but not in the path of circulation

Considerations
- Sound isolate to STC 60 rating
- For casework and storage requirements, see Master Charts
- Provide full length mirrors on two adjoining walls with black traveling perimeter curtain coverage
- Provide overhead pipe grid mounted 1' below ceiling for theatrical lighting
- Provide sound system jacks and speakers in four upper corners of room, see Design Guidelines for audio/visual requirements



Theater Workshop

Activities
» Scene shop for theater productions
» Storage of props, plywood sheets, paints, and tools
» Storage of props and costumes

Access
» Near Auditorium
» Direct access to Stage

Considerations
» Large props and scenes to be moved on and off the Stage



Theater Storage

Activities
» Storage of risers for performances
» Storage of props and costumes

Access
» Near Auditorium
» Accessible path to Band Room and Choral Room

Considerations
» This may be divided into more than one room

9 Visual and Performing Arts

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10

Child Nutrition Services





Child Nutrition Services

Healthy eating habits are directly connected to academic achievement. Child Nutrition Services is key to design for the building's efficiency and organization.

The Dining Commons should be a large, highly flexible space to accommodate student dining periods in addition to other large group gatherings. This space is highly visible and should promote positive interactions with the school community and visitors. The food service component of the department will optimize flow and provide healthy varieties of nutrition to students, in addition to supporting staff members.

As Child Nutrition Services evolves in North Carolina, the space must be adaptable and able to sustain the future of student and staff health.

11 Child Nutrition Services

Our Goals

Provide meals for students and staff in a **warm, cheerful, inviting and social place**

Offer a wide variety of nutritious foods so students and staff have the opportunity to make wise food choices for healthful living

Increase efficiencies in operation and **daily management** of nutrition services

We Believe in

- Improvement of student health and enhanced ability to learn through better nutrition
- Student agency in meal selections; promoting healthy choices
- Improvement of sustainable practices and waste reduction

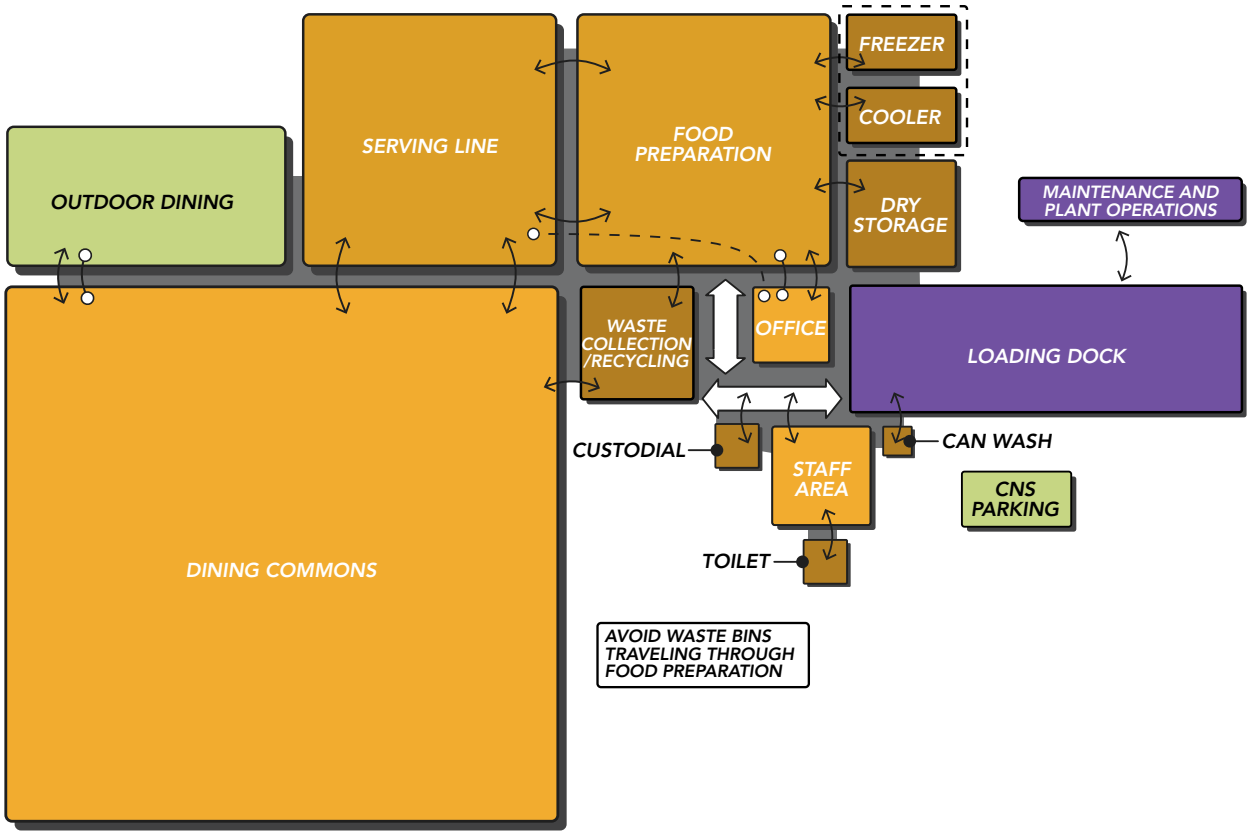
What this looks like

- Breakfast and lunch are offered on site
- Food is self-serve to accommodate individual food preferences and to reduce waste
- Meals are prepared either on site or via satellite kitchens; exploration of regionalized meal preparation and shipping strategies is ongoing
- Post-consumer recycling stations and compost waste management programs are being developed in alignment with district values
- Café-like ambiance with consideration toward aesthetics and appealing dining experiences
- Opportunities for student outdoor dining
- Managing the procurement of food and supplies needed for meal preparation. This includes ordering food, monitoring inventory levels, and ensuring cost-effective purchasing practices
- Compliance with federal, state, and local regulations related to school nutrition programs





Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1. Biophilic, inviting finish materials and lighting in dining and serving areas
2. All Child Nutrition Services located together on one level with connection to Outdoor Dining
3. Schematic design drawings to be reviewed by North Carolina Department of Health
4. Limit obstructions in dining spaces for optimal functional flexibility
5. Parking for food service staff preferred near the Service Area and Loading Dock entry to Food Preparation areas with adequate site lighting
6. Kitchen equipment and layout to be approved by Child Nutrition Services at each design phase
7. Avoid formal, institutional furniture arrangements
8. Consider management and staff access to spaces outside of typical school operating hours
9. Maintain efficient and logical circulation paths around furnishings and equipment
10. Service corridor from Waste Collection / Recycling to Loading Dock to empty trash/ recycling



Dining Commons

Activities
- Student dining, see Space Standards
- Meetings, banquets, and other school functions

Access
- Direct access from Serving Line
- Waste Collection / Recycling convenient to students leaving the Dining Commons
- Visual access to parent/bus queuing areas is desirable
- Locate Serving Line adjacent to primary entrance to dining; clearly separate the Dining Commons from the Serving Line queue
- Locate near bus and/or car queuing areas so the dining area can accommodate students waiting for transportation during inclement weather
- Locate centrally with close proximity to Administration and away from noise sensitive program areas
- Locate group toilets nearby for daytime as well as after school hours use

Considerations
- Variety of seating options; allow for flexibility for different size groups and configurations
- Acoustic consideration in planning room volume and materials; provide sound dampening and isolation from adjacent spaces
- Color and lighting to contribute to an inviting atmosphere
- Use of graphics or murals on walls/ceilings is desirable
- Select a coordinated color scheme for interior finishes and serving equipment
- Circulation and queuing in relation to serving area and point of sale, condiment stations
- Access to natural light is required
- Coordinate power and data and blocking as required to accommodate two (2) owner-provided monitors with mounting brackets
- Electric water cooler near the entrance, see Master Charts
- Vending machines, see Master Charts

11 Child Nutrition Services



Outdoor Dining

Activities
- Student dining. See Space Standards for seating capacity
- Club meeting space

Access
- Direct and visual access to Dining Commons
- Near Serving Line and Waste Collection / Recycling
- If secured, gates must meet building code for emergency egress
- Avoid locating adjacent to vehicular use areas

Considerations
- Provide concrete plaza area with building overhangs, shade canopies, or natural shade to allow students to be able to take their lunch outdoors
- Outdoor Dining areas protected by midday shade created by the building
- The area should be furnished with a blend of seating options such as seat walls, surface-mounted outdoor tables, etc.
- Design outdoor spaces accounting for teacher supervision and minimizing distractions to classroom wings
- Tables to accommodate ADA wheelchair use



Serving Line

Activities
- Food service staff prepare, package, and serve breakfast and lunch
- Students self-select hot and cold food items

Access
- Direct access from Food Preparation and Dining Commons
- Locate Serving Line adjacent to primary entrance to Dining Commons; clearly separate the dining area from the Serving Line queue

Considerations
- Focus on student choice to attract students to stay on campus. A “food-court” style atmosphere is preferred
- Color and lighting impact on desirability of food choices
- Configure layouts to promote adequate supervision
- Efficient circulation and queuing pathways and clearance
- Provide four separate double-sided lines, with capability for two cashiers at each line
- Refer to Serving Line Equipment Layout and Equipment List in the Design Guidelines
- Sufficient electrical power and data, see Master Charts
- Provide permanent railings to organize circulation
- Serving Line equipment may vary depending on student population and numbers served
- Owner provided monitors to be wall-mounted with consideration of sight lines and view angle and coordinated with power and data requirements for display of menu and announcements
- Pass-through kitchen equipment, see Design Guidelines
- Plan traffic flow to/from the Dining Commons to Serving Line
- Hand sink near start of Serving Line, see Master Charts

11 Child Nutrition Services



Food Preparation

Activities

» Food preparation for student, faculty and staff meals

Access

» Locate adjacent to Serving Line and accessible to storage areas
» Visual and physical access from Office
» Direct connection to Cooler / Freezer and Dry Storage
» Connection to Loading Dock; minimum 5'-6" wide corridor
» Connection to Staff Area
» Security system to accommodate zoning separate from remainder of school building

Considerations

» Clear circulation: 4'-0" minimum between centers; 3'-0" minimum between work tables; 4'-0" minimum around equipment under hood; mitigate permanent obstructions (i.e. columns)
» Food service equipment varies depending on student population and numbers served; kitchen equipment and layout to be approved by WCPSS Child Nutrition Services at each design phase
» Access to natural light is desirable
» Refer to Middle School Food Preparation/Serving Equipment Diagram and Middle School Food Preparation Equipment Schedule in the Design Guidelines
» Locate hand wash sinks on each end of Food Preparation
» Sufficient amount of floor drains, see Master Charts
» Sufficient electrical power and data, see Master Charts
» See Design Guidelines and Master Charts for additional requirements

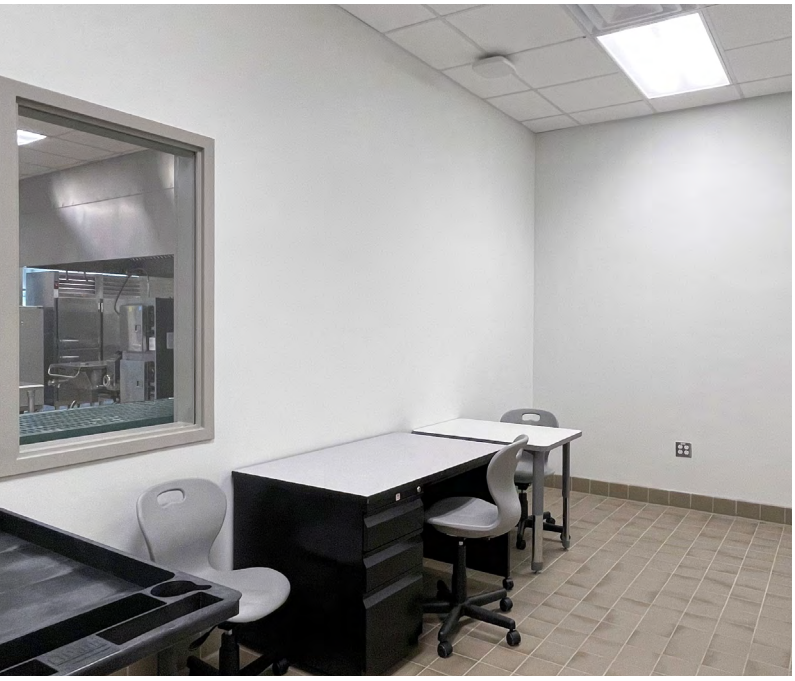


Cooler / Freezer

Activities
» Storing cold food items

Access
» Walk-in freezer and cooler to have direct access from Food Preparation
» Near/direct access to Loading Dock for food deliveries

Considerations
» Provide NSF-approved shelving and dunnage racks, refer to Master Charts for minimum quantity
» Shelving and dunnage rack units to pass through cooler/freezer doors
» Coordinate floor slab recess with cooler/freezer manufacturer and provide minimum 6” saddle threshold on interior and exterior of cooler and freezer units full width of doorway
» Any cooler and/or freezer located out of the building envelope (renovations) must have masonry cladding and have direct access from Food Preparation area
» Freezer and cooler shall have independent wall components and mechanical equipment for separate operation and maintenance
» Provide swinging curtain doors in lieu of strip curtains
» See Design Guidelines for additional requirements



Office

Activities
» Administrative office for cafeteria manager
» Supervision of receiving and food preparation areas

Access
» Visual access to Loading Dock door, Food Preparation, Serving Line, and storage spaces
» Direct connection to Food Preparation

Considerations
» Visual supervision from seated position; fixed interior window sill height to be approximately 36” above finish floor height
» Natural light desirable



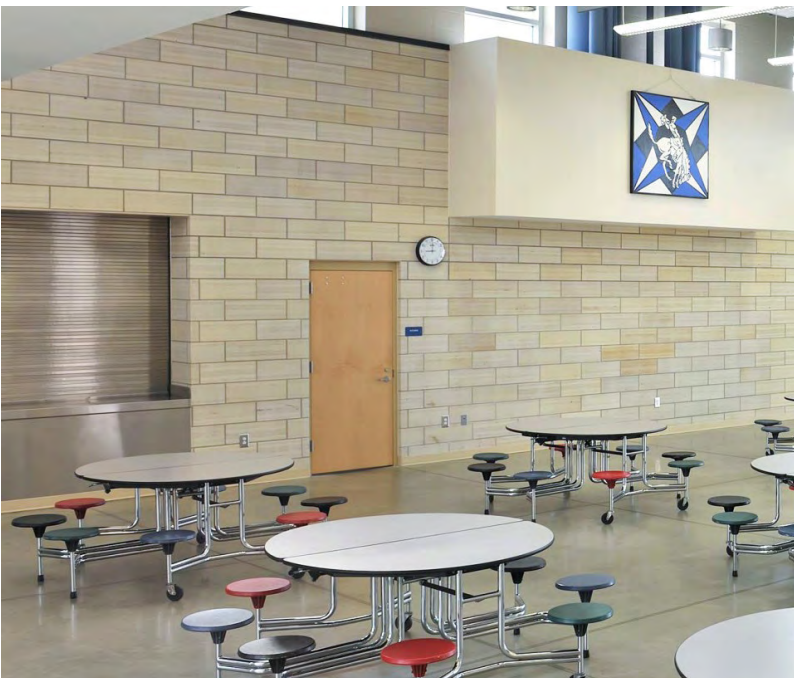
Staff Area

Break Area / Locker Room/ Washer and Dryer

Activities
» Staff changing area
» Washing and drying kitchen linens
» Break area

Access
» Near Food Preparation
» Visual supervision of entrance from Office
» Direct access to Adult Toilet within Staff Area
» Near Loading Dock through corridor

Considerations
» Washer and dryer with adjacent floor drain
» Full length lockers on 4” concrete curb, see Master Charts



Waste Collection / Recycling

Activities
» Collection of trash, recycling, and compost materials

Access
» Direct access from Dining Commons
» Direct access to Loading Dock but avoid travel through Food Preparation
» Near Dishwashing

Considerations
» Coordinate with school facilities representation to ensure waste management practices at the facility level are accommodated (i.e. compost bins that serve school garden initiatives)
» Collection of mixed recycling waste including bottles, jugs, tubs, paper, cardboard, aluminum and steel cans, bottles, jars. Recycling waste is not pre-sorted into specific bins. Consider signage to avoid contamination of collection
» Owner provided bins

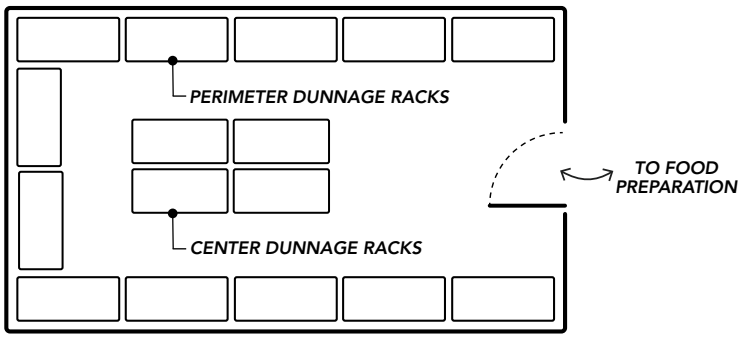


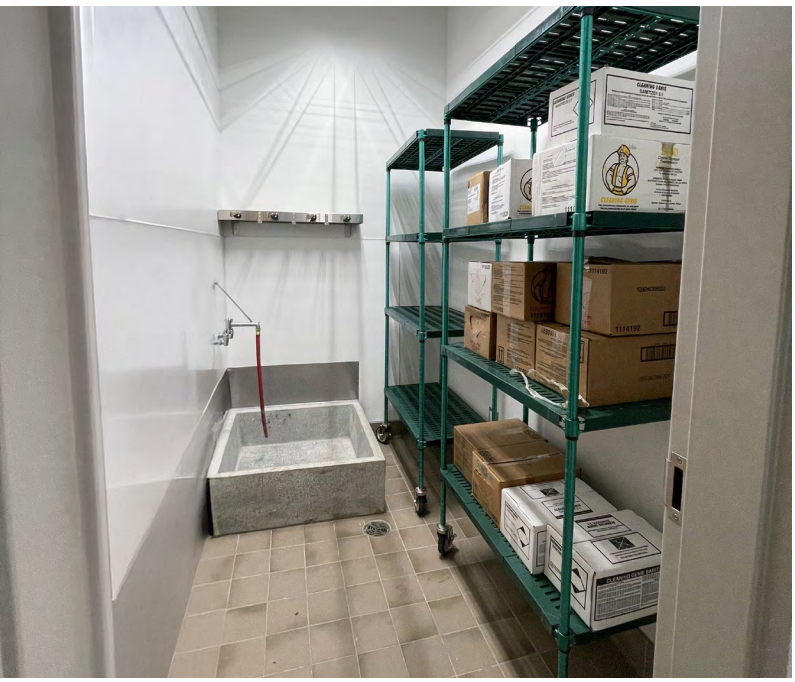
Fig. 6 - Dry Storage

Dry Storage

Activities
» Storage of dry goods

Access
» Near Loading Dock for food deliveries
» Direct access to Food Preparation

Considerations
» Provide minimum 4’-0” wide opening with rolling counter shutter grille to secure space after primary service hours



Custodial

Activities
» Storage of cleaning supplies used in Child Nutrition areas
» Charging area for cleaning equipment

Access
» Accessible from Food Preparation/corridor to Loading Dock

Considerations
» Provide power and space for recharging of equipment, see Master Charts



Can Wash

Activities
» Washing bins used during the breakfast and lunch periods

Access
» Direct access from Loading Dock
» Near Child Nutrition Services door to Loading Dock

Considerations
» High curb around can wash for water mitigation
» Enclosed with masonry on three sides
» Holds two large trash cans
» Hose bib and central floor drain, see Master Charts

11

Maintenance and Plant Operations





Maintenance and Plant Operations

Maintenance and Plant Operations are both back-of-house departments and while they have different responsibilities, they both have the same objective: to support school safety by providing a clean, healthy, and organized facility for the students' and the teachers' daily lives. Custodial spaces, building receiving, and daily maintenance fall under Plant Operations, while the Maintenance department provides emergency, preventative, and large-scale maintenance services to several school sites. Both departments may share aspects of program in addition to independent areas.

Maintenance and Plant Operations both work to uphold the safety and welfare of not just the infrastructure, but the students, staff, and community as well.

11 Maintenance and Plant Operations

Our Goals

Support and maintain school infrastructure

Maintain **healthy learning environments**

Increase efficiencies in daily maintenance, shipping and receiving operations

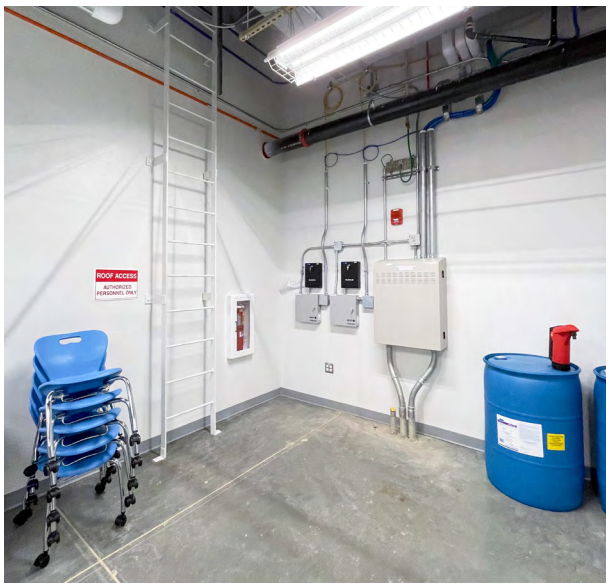
We Believe in

- Routine maintenance of facilities to mitigate indoor air quality issues and promote suitable learning environments in the long-term
- Ensuring the school building meets all relevant building codes, health regulations, and safety standards mandated by local, state, and federal authorities
- Safe and proper storage and receiving of materials and supplies
- Monitoring of thermal, electrical and emergency systems



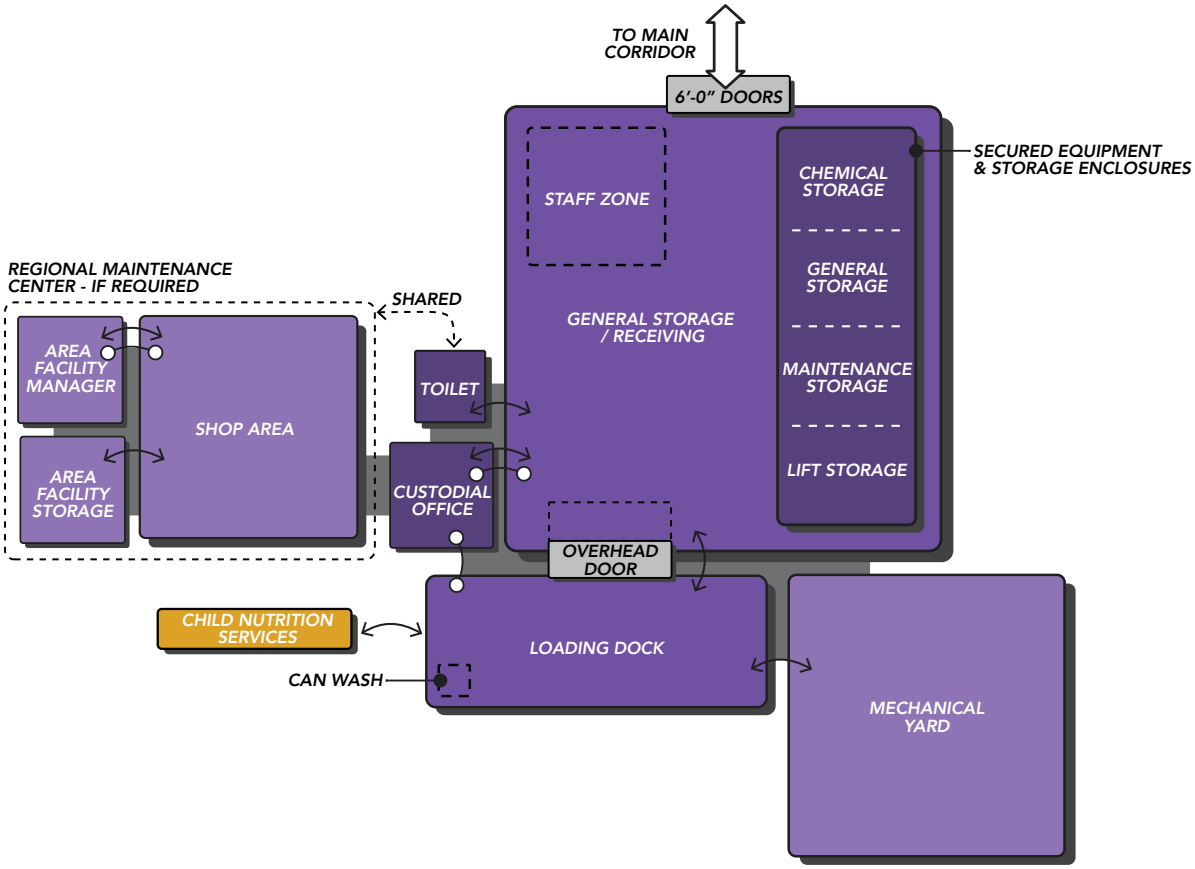
What this looks like

- Integrated technology for purchasing and processing work orders
- Maintaining facilities at regular intervals
- Separation from student activities
- Minimal disruption to student learning and school functions
- Supervision of the maintenance and custodial staff
- Supervision of deliveries
- Building operations staff trained on systems that may be more efficient for buildings to help lower maintenance cost
- Track energy cost and site energy use intensity of buildings
- Benchmark current energy consumption of buildings to identify high performing and poor performing site facilities
- Training for building operations staff on efficient operations and maintenance of all building systems



Maintenance and Plant Operations

Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1 General Storage/Receiving is adjacent to loading dock and serves the entire facility

2 Provide generator to support fire alarm, security system, elevator phone, elevator lobby intercom, school servers, BDA system, emergency lighting, domestic water pumps, telecom closet, CCTV cameras, and other systems as required

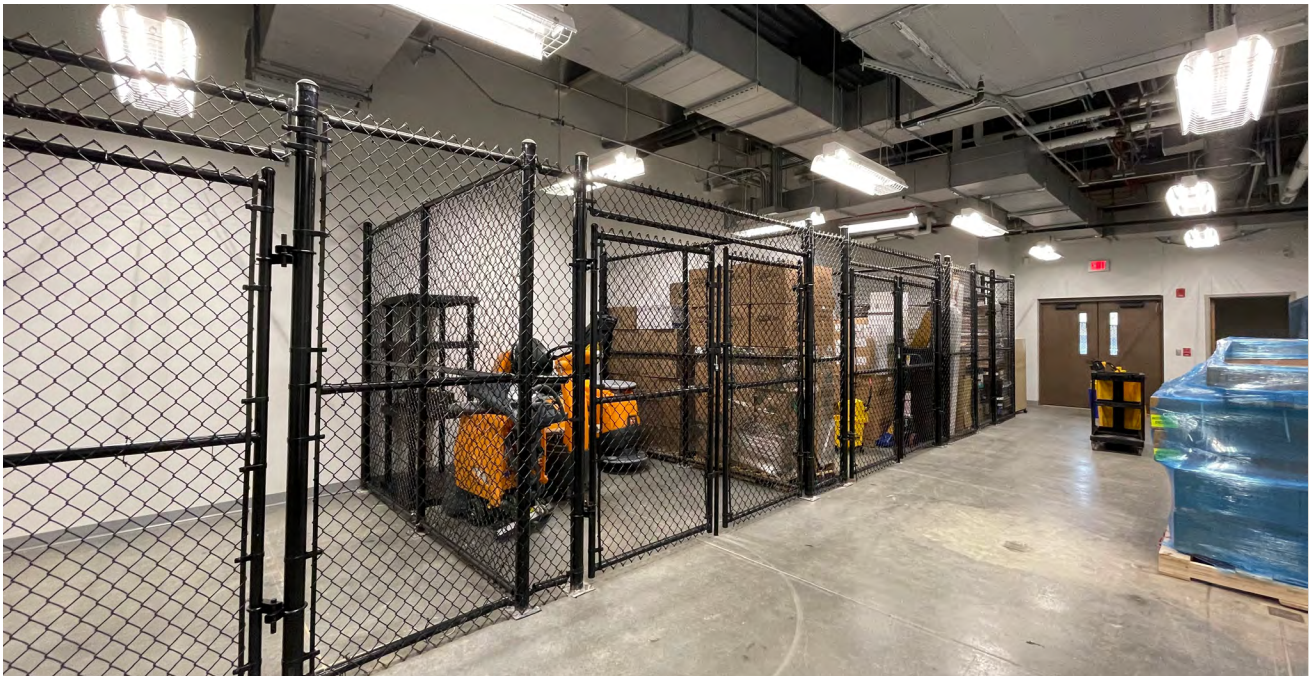
3 A single loading dock for the school facility is shared with Child Nutrition

4 A Staff Zone with custodial lockers are located within General Storage/Receiving

5 The Regional Maintenance Center is only at select schools, see Space Standards. If included in program, toilet can be shared between Plant Operations and Maintenance

6 Locate staff parking nearby

11 Maintenance and Plant Operations



General Storage / Receiving

Activities

» Support and maintenance of school facility infrastructure
» Receiving and storing supplies and equipment
» Charging equipment batteries

Access

» Plant Operations Office, Custodial Lockers, Toilet, and Indoor Equipment Storage are accessible from within General Storage/Receiving
» Exterior access to Loading Dock via overhead door with air curtain and single door
» Interior access to primary corridor via a pair of 3'-0" doors with no mullion and hold open hardware, see Master Charts
» The Staff Zone is located within General Storage / Receiving

Considerations

» Safe storage and handling of chemicals
» Storage of large floor buffers and consider water needs and parking space
» Locate shelving on perimeter (except equipment and pallet storage wall) away from major circulation
» Preserve open floor area to sort and stack materials prior to dispersal throughout school
» Secured Equipment and Storage Enclosures: Subdivide a portion of the room into 4 sections with six-gauge chain link fencing. 2 cages for Custodial (chemical and general storage) and 1 for Maintenance at all schools; 1 cage for the portable lift. Consult owner prior to completion of schematic design phase to determine if modifications to quantity or function is required
» Wide openings to Loading Dock and primary corridor to accommodate palletized material
» Provide adequate ventilation of chemical storage and battery charging areas
» Dimensional proportion of space should consider circulation, storage, access and activities that take place

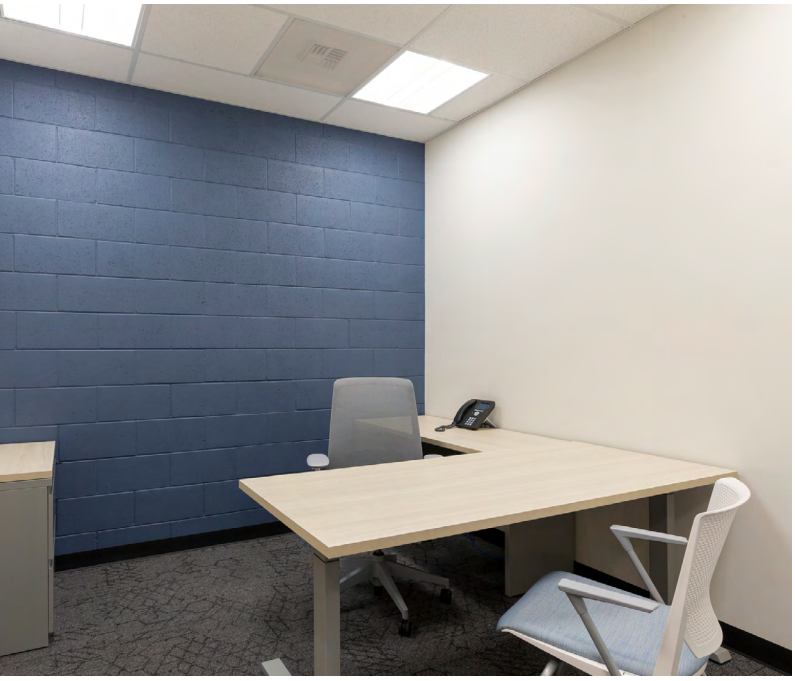


Staff Zone

Activities
» Break area for staff

Access
» Located within General Storage / Receiving
» Near toilet

Considerations
» Space for a table and chairs, tall lockers for custodial staff, and a tackboard, see Master Charts



Plant Operations Office

Activities
» Support and maintenance of school facility infrastructure
» Supervision of custodial staff
» Supervision of Loading Dock
» Computerized record keeping

Access
» Direct access to General Storage/Receiving

Considerations
» Integration of technology in purchasing and processing work orders
» Natural light desirable

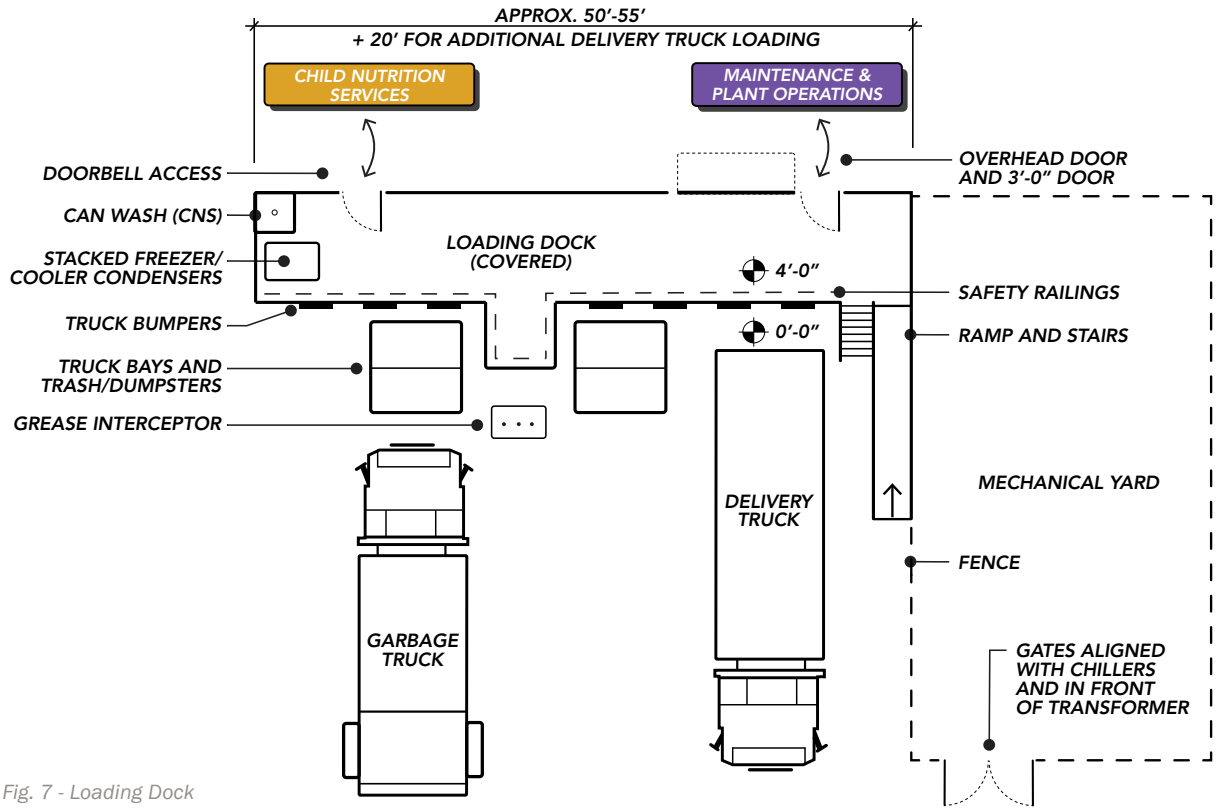


Fig. 7 - Loading Dock

Loading Dock

Activities

» Deliveries of school and kitchen supplies
» Single loading dock per facility is shared between Child Nutrition Services and Plant Operations functions

Access

» Provide door with window to corridor leading to food preparation area. This door to include panic hardware (even if not required by code) and kick-stop for hold-open capabilities during deliveries
» Adjacent to Plant Operations shipping, receiving, can wash, and storage areas
» Direct access to General Storage / Receiving via overhead door with air curtain and single door

Considerations

» Provide doorbell pushbutton at door from Food Preparation and storage areas to loading dock audible within Food Preparation area
» Locate fly fan outside primary access door from Food Preparation and storage areas to Loading Dock
» Limit view of dumpsters via screening or site elements and coordinate with municipality requirements
» Loading dock elevation and configuration to accommodate turning radii of delivery and disposal vehicles without the need for dock leveling equipment. Trash / Recycling trucks are front load and semi trucks are rear load
» Provide minimum 3'-0" wide x 4'-0" long peninsula extensions from loading dock to allow easier waste transfer to large dumpsters
» Locate Cooler / Freezer condenser units on Loading Dock while preserving circulation path
» Provide canopy for majority of Loading Dock
» Screening gates around dumpsters may be required per AHJ
» Ability to park two delivery trucks at once is preferred

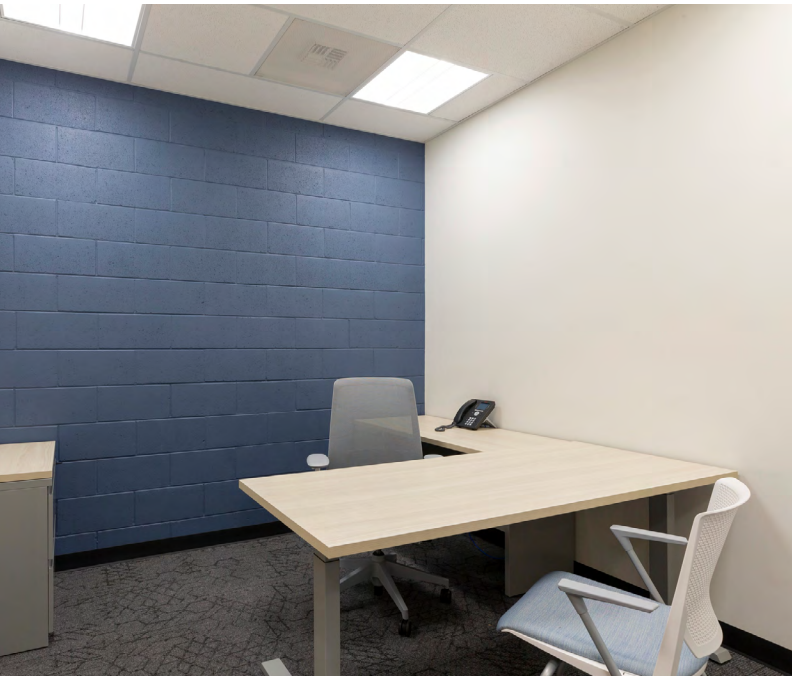


Mechanical Yard

Activities
» Housing and maintaining HVAC, electrical, plumbing and water systems

Access
» Direct access to Loading Dock via ramp and stairs
» Through site service road, see Site Safety and Circulation

Considerations
» Fence with gates
» Minimize noise and visual blockage

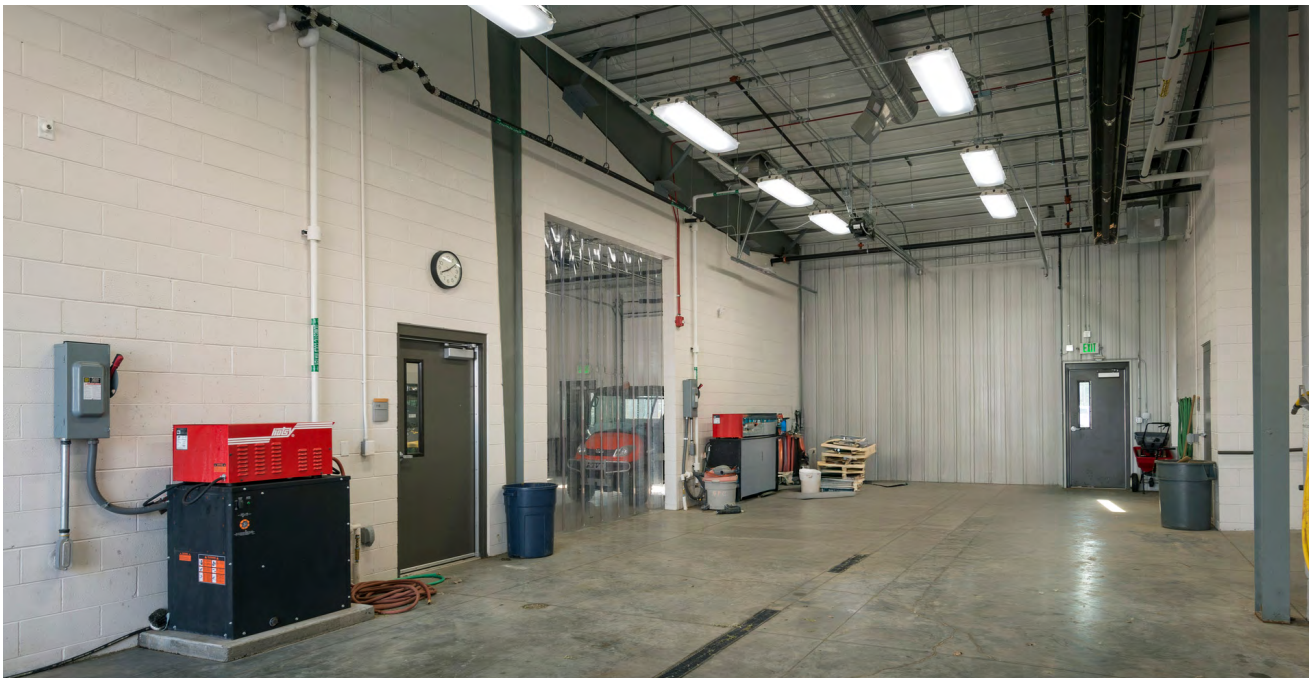


Area Facility Manager's Office
(IF REQUIRED BY WCPSS)

Activities
» Support and maintenance of school facility infrastructure
» Supervision of maintenance staff
» Computerized record keeping

Access
» Direct and visual access to Shop Area

Considerations
» Integration of technology in purchasing and processing work orders
» Natural light desirable
» Apart of the Regional Maintenance Center, see Space Standards if applicable



Shop Area

(IF REQUIRED BY WCPSS)

Activities

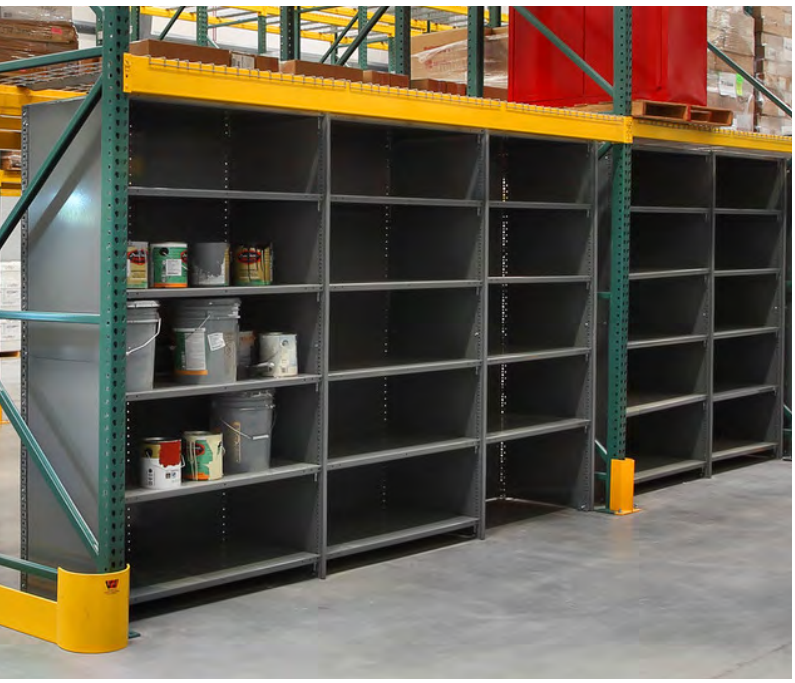
» Unloading and repairing large items
» Review large drawings

Access

» Directly connected to Area Facility Manager Office
» Directly connected to Area Facility Manager Storage
» Shared toilet with Plant Operations
» Adjacent to Loading Dock for material delivery
» Exterior access for large items

Considerations

» Space for staff at workbenches, see Master Charts
» Staff lockers, see Master Charts
» Apart of the Regional Maintenance Center, see Space Standards if applicable



Area Facility Manager Storage

(IF REQUIRED BY WCPSS)

Activities

» Storage of facility maintenance supplies and materials
» Storage of hazardous materials

Access

» Direct access to Shop Area
» Exterior access

Considerations

» Space to unload materials
» Shelving, see Master Charts
» Apart of the Regional Maintenance Center, see Space Standards if applicable

12

Technology





Technology

At Wake County Public School System, Technology plays a vital role in shaping students' understanding and application of modern technology. Dedicated to innovation and digital literacy, the department provides a dynamic learning environment where students can explore various technological tools and concepts. With a team of skilled educators, technology aids with hands-on experiences and collaborative projects, empowering students to become proficient in navigating the ever-evolving tech landscape. Design must reflect adaptive spaces that promote collaborative work and allow for flexible technology use.

12 Technology

Our Goals

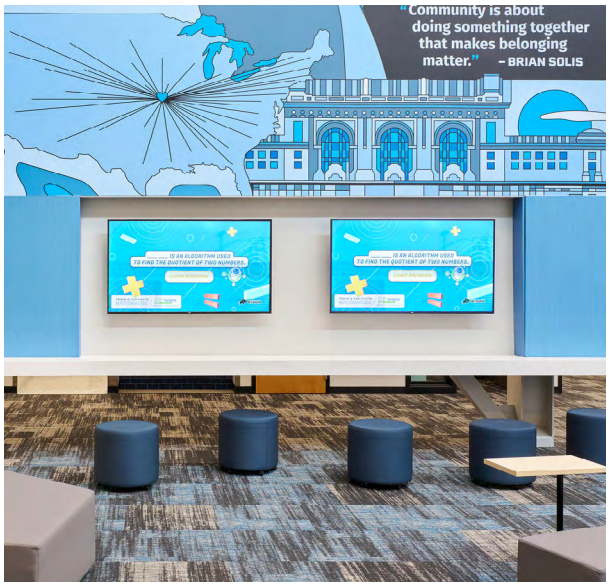
Provide technical support for faculty, administration, and students

Teach students how to **access and use information** to problem solve

Promote responsive spaces that allow the **flexible use of technology**

We Believe in

- Ensuring that all students and staff have equal access to technology and resources
- Maintaining a safe and secure digital environment for everyone
- Using technology to address challenges and create solutions in the classroom and beyond
- Seamlessly incorporating technology into the curriculum to enhance engagement and understanding
- Promoting collaboration through shared technology projects



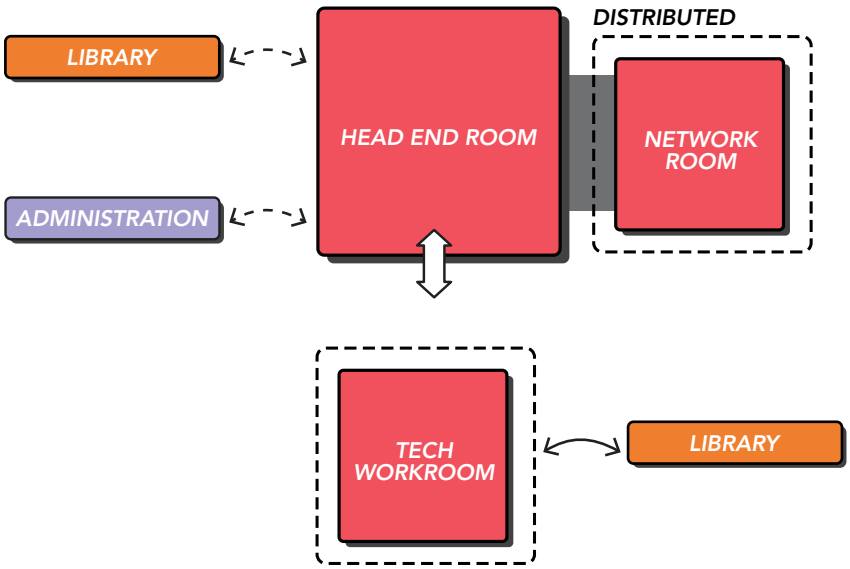
What this looks like

- Total integration of voice/data and video system
- Reduced emphasis on computer labs and greater emphasis on classroom computers
- Providing complete coverage of wifi in the building and some outdoor areas
- Provide services such as e-mail, SIMS, NCWISE, and work order processing
- Video-conferencing, locally and nationally as well as worldwide
- Space planning for student device storage / carts in every classroom
- Additional storage for assisted devices
- Display panels dual serving as digital signage
- Increased need for remote learning with live video discussions
- Increase standardization across schools
- School-provided hot spots by request for students without wifi at home
- Classrooms include mobile furniture and integrated technology for flexibility



12 Technology

Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1 Locate the Head End Room in a secure interior area near the Library and / or Administration

2 Distribute Network closets among school and coordinate with the District on locations

3 Secure access only for all Technology programs

4 In Learning Neighborhoods, plan for device storage location and charging needs. Coordinate Learning Commons digital displays efficiently when needed and dual usage of signage

5 In Special Education spaces, plan for larger, assisted device storage location and charging needs

6 Coordinate with the District on all needs of Technology program and refer to the Design Guidelines for equipment needs



Head End Room

Activities
» Central junction of all communications connections: data lines, phone lines, fiber optic lines, etc.

Access
» Location and access must be secure
» Near the Library and / or Administration
» The door should be sized to accommodate replacement of equipment located within the room

Considerations
» Uninterrupted HVAC for year-round cooling required to counterbalance generated heat
» Plan for conduit in vertical infrastructure between floors
» Consider parameters of fiber optic cabling
» Plan to install conduit for all voice/data outlets
» Additional satellite technology closets may be required; size and placement to be determined per project
» Prefer no dimension less than 12'-0"
» See Design Guidelines as the basis for wiring and termination standards
» See Design Guidelines for Electrical Safety and Security Systems in addition to Technology/Special Systems for required equipment



Network Rooms

Activities
» Housing IT and electrical equipment
» Regularly monitoring and maintaining network infrastructure

Access
» Coordinate with district on Network Room locations
» Access must be secure

Considerations
» Provide emergency lighting, signaling and telecommunications as required by code
» Provide panic hardware and close on push side of door, see Master Charts

12

Building Support





Building Support

Building Support includes unassigned spaces that are factored in the gross building program area and are associated with circulation and group or individual building toilets. These support areas are integral components of a well-functioning school infrastructure, ensuring smooth operations, accessibility, safety, and a positive environment for learning and community engagement.

Our Goals

Create a secure environment in the event of emergencies or threats

Increase efficiencies in building connectivity

Maintain **healthy and safe environments**

Universally accessible and **code compliant**

We Believe in

- Spaces that function for the intended usage and support school infrastructure
- The power of all spaces to positively impact students
- Ensuring the school building meets all relevant building codes, health regulations, and safety standards mandated by local, state, and federal authorities
- Ensuring that every part of the school building is accessible to students, staff, and visitors, including those with mobility challenges
- Designing spaces along circulation paths that encourage informal social interactions among students and staff, fostering a sense of community within the school
- Utilizing wayfinding strategies to help students, staff, and visitors navigate their campuses efficiently and comfortably

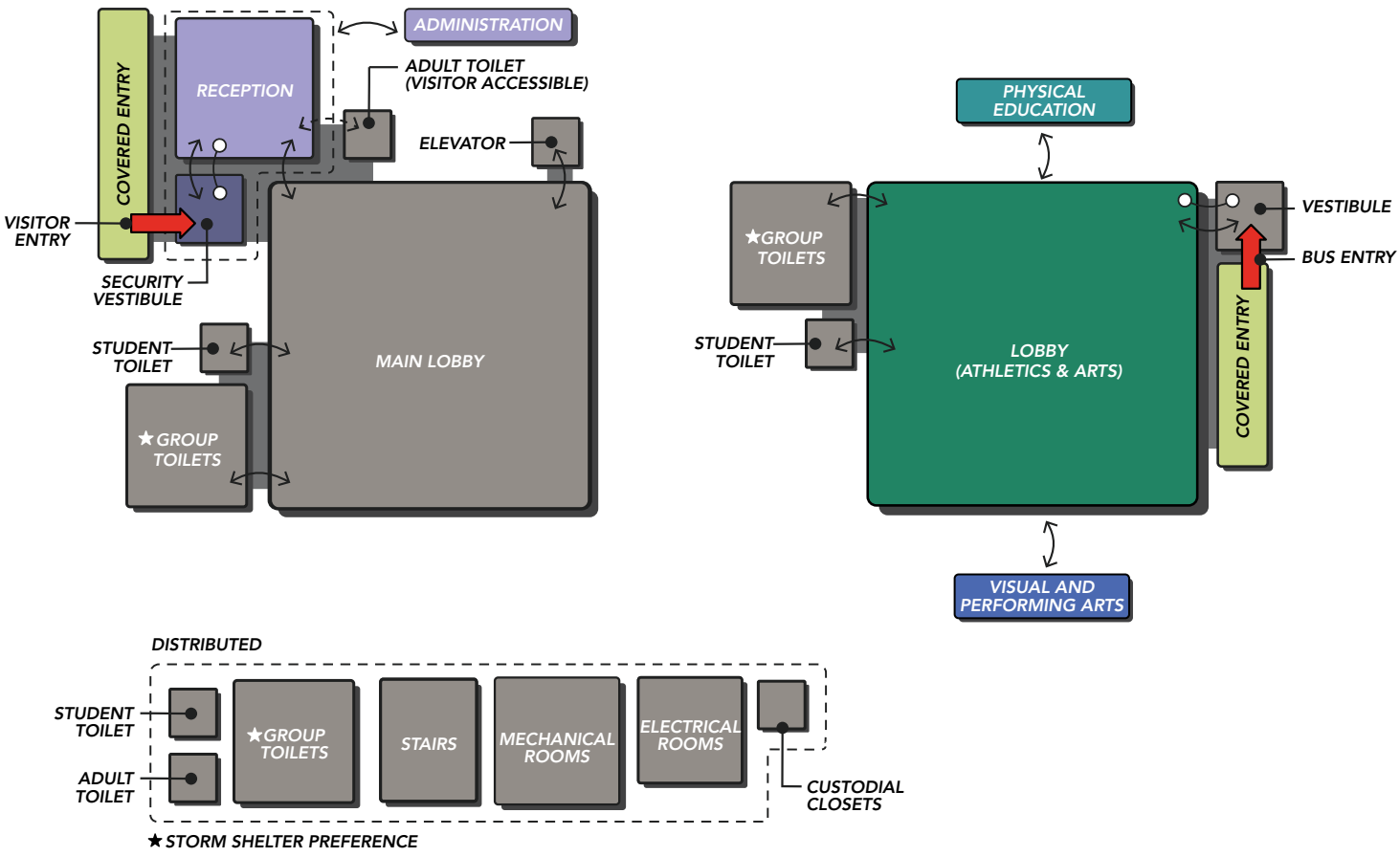


What this looks like

- Accessory spaces required for the building to function
- Regular upkeep of support program to ensure they are safe, clean, and operational
- Daily use from students, faculty, and visitors
- Essential pathways or spaces that facilitate movement and connectivity within the school building
- Social interaction and informal gatherings among students



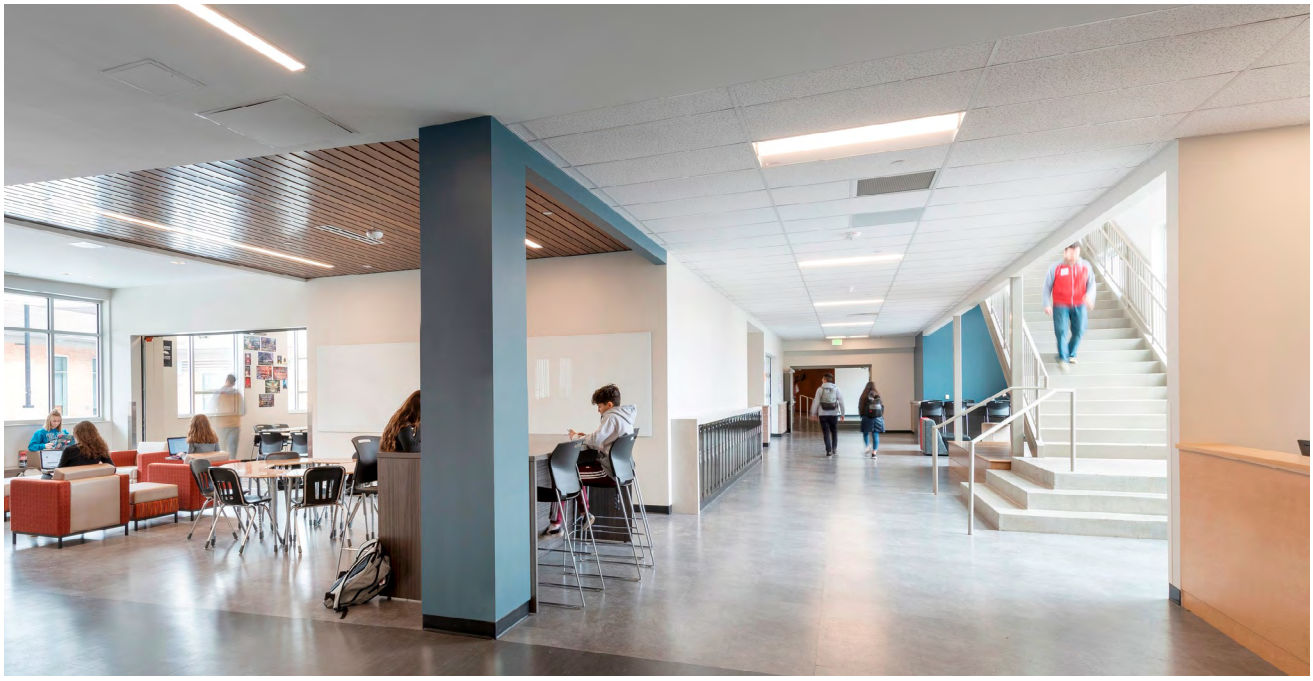
Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1. Well-designed circulation routes to minimize congestion and reduce travel times
2. Plan for building compartmentalization and security in early design
3. Spaces should be warm and welcoming, while easily supervisable
4. Efficient wayfinding through clear signage, color coding, digital displays, and physical layout
5. Plan for storm shelters and other emergencies, see Chapter 2 - Security and Safety
6. Distributed Building Support spaces based on code requirements and specific building design



Lobbies

Activities
- Welcoming space as people enter or exit the building
- Large gathering space for entry into or exiting from event spaces (such as gymnasiums or auditoriums) or during events
- Informal socialization
- Temporary learning space or practice space

Access
- Locate the Main Lobby at the primary entry of the school, with direct access to the exterior Security Vestibule. Additional lobbies located per design, see Administration
- See Physical Education for athletics lobby
- See Visual and Performing Arts for theater lobby
- Parking
- Corridors or connections to rest of school and academic wings but with the ability to zone off the academic sections of the building and limit access during after-hours events
- Group Toilets
- Event space (gymnasium, auxiliary gymnasium, auditorium)

Considerations
- Large volume space
- Display areas of student work or achievements, and team sporting achievements
- Sound attenuation
- Possible digital display(s) outside of gymnasium or auditorium for announcements to live-stream events within event space or as a reader board at main entry
- Warm and welcoming at the main entry as the living room of the school
- Used for staging of car-pool and bus riders
- See Master Charts for additional requirements



Vestibules

Activities
» Entry and exit of school

Access
» Direct access into and out of school during student arrival and dismissal times

Considerations
» Ability to remotely secure space limiting outside access into vestibule, access from vestibule into school corridor, and access into administrative offices
» See Administration section for Security Vestibule connected to the Main Lobby



Corridors

Activities
» Horizontal circulation

Access
» Direct access to all departments and support spaces
» Direct access to exits and lobbies

Considerations
» Corridors width as required by building code and approved by WCPSS
» Can be widened as collaborative space outside of classrooms or in main academic wings of the school, refer to Learning Neighborhood commons space considerations
» Display of student work (short-term or long-term) or display of informational material



Stairways

Activities
» Vertical circulation between multiple floors

Access
» Direct access off Corridors or Lobbies

Considerations
» Durable materials
» Code compliant but open, if possible, to increase supervision and strengthening connection between floors
» Fire-rated glass into stairwells when they must be enclosed, to aid with visible supervision
» Windows with views to the outside to connect with nature, where applicable, and provide daylighting
» Consider utilizing space on ground floor under open stairs as potential supervisable seating/socialization space if allowed by code



Elevators

Activities
» Vertical circulation, handicap accessible
» Freight and furniture handling
» Space to accommodate an ambulance stretcher in the event of an emergency

Access
» Locate centrally in a main corridor

Considerations
» Elevator equipment room



Group Toilets

Activities
» For students and visitors

Access
» Academic wing corridors, gymnasium, theater, and main gathering areas
» Conveniently but not prominently located
» Storm shelter preference in the event of emergency
» As driven by code

Considerations
» Quantity driven by code compliance unless noted otherwise
» For group bathrooms, arrange in similar fashion (boys' bathroom on the left, girls' bathroom on the right consistently throughout school
» Safety is of utmost importance. Reduction of bullying, vandalism, or banned behavior is a driving design factor
» Visible supervision into hand-washing area and acoustical supervision of entire bathrooms. Sinks should be located outside the toilet room proper, in an alcove or wide area off the corridor
» Do not locate mirrors where views are created into toilet area and do not locate above sinks
» Ensure sight lines from corridor are obstructed
» Location of EWC nearby, see Master Charts



Staff Toilets

Activities
» Single user restroom for staff and visitors

Access
» See Space Standards for locations of Faculty Toilet rooms

Considerations
» ADA accessible/barrier free
» Ventilated with switch control
» Mirror and storage, see Master Charts



Student Toilets

Activities
» Single user restroom for students and visitors

Access
» Direct access from corridor

Considerations
» One single-user, handicap accessible bathroom should be located adjacent to all group toilet rooms and as designated throughout the building
» Safety is of utmost importance. Reduction of bullying, vandalism, or banned behavior is a driving design factor
» ADA accessible/barrier free
» Ventilated with switch control
» See Master Charts for additional requirements

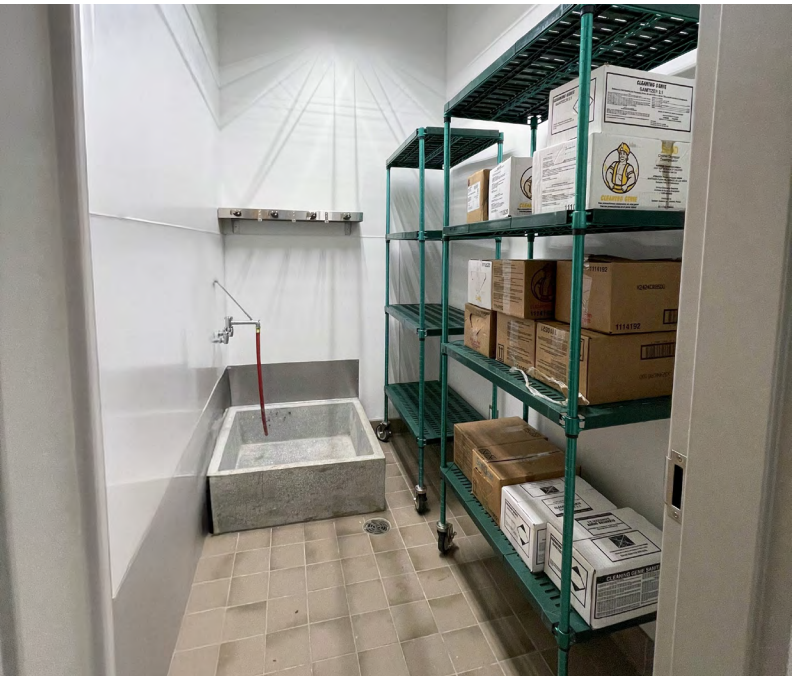


Mechanical and Electrical Rooms

Activities
» HVAC (heating, ventilation, air conditioning), plumbing, IT, fire protection, and electrical equipment

Access
» Provide exterior access at the main mechanical and electrical rooms. Doors should be sized to accommodate replacement of equipment located within the rooms
» Appropriately-sized and located louvers to exterior

Considerations
» Provide panic hardware and closer on push side of door, see Design Guidelines
» Provide emergency generator
» Provide emergency lighting and signaling
» Acoustics and vibration
» Limit roof top equipment
» Local utility and planning requirements



Custodial Closets

Activities
» Storage of cleaning and custodial supplies; storage of custodial cart

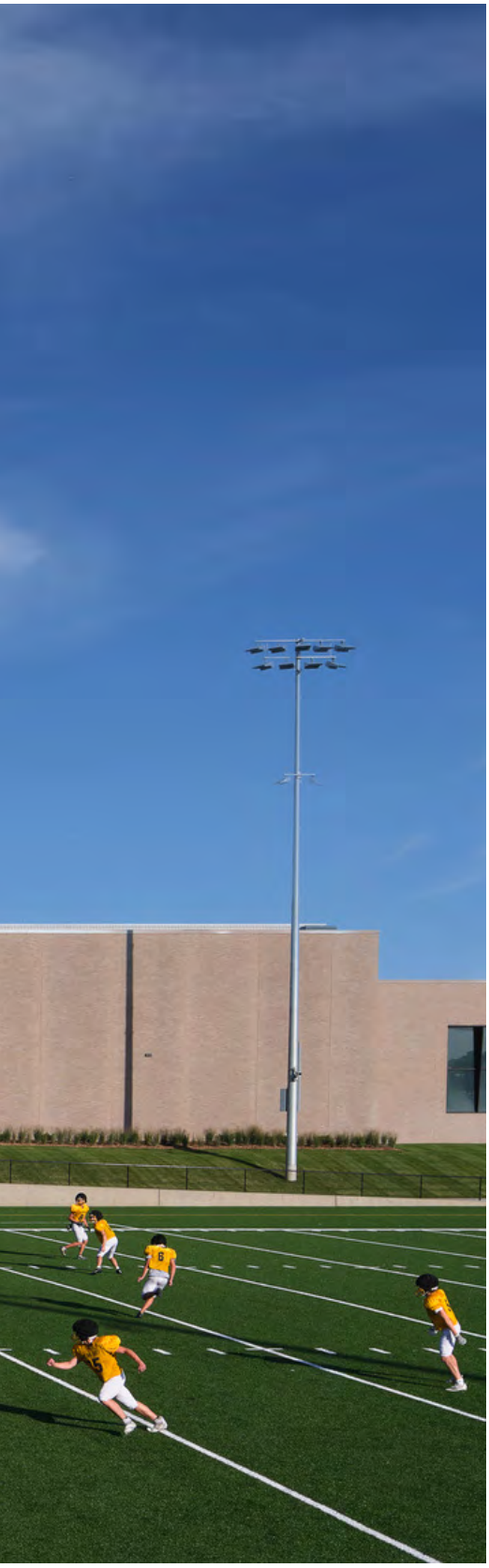
Access
» Preferred connection to large group spaces or along corridors in academic wings

Considerations
» Two closets on the ground floor and one closet on each upper floor is typical
» Mop sink and floor drain, see Master Charts
» Space should be large enough and configured to easily store custodial cart (approx. 44” x 19”), mop bucket (approx. 20” x 20”), large trashcan, and upright vacuum, in addition to fixed shelving and mop sink. Vacuum to fit besides mop sink

13

Outdoor Physical Education & Athletics





Outdoor Physical Education & Athletics

Outdoor physical education and athletics are vital for fostering teamwork, resilience, and a love for fitness. Students engage in a variety of activities, from team sports like soccer and basketball to individual challenges like track and field. These programs not only promote physical health but also encourage students to develop leadership skills, build lasting friendships, and connect with the outdoors.

See North Carolina Department of Public Instruction for more information on the Health Education Essential Standards.

14 Outdoor Physical Education and Athletics

Our Goals

Provide outdoor athletic facilities that meet the **national rules and development guidelines**

Provide a range of **team and individual athletic facilities** to allow District participation

Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement

Promote and encourage **school spirit, teamwork, and sportsmanship**

We Believe in

- Athletic events promoting school spirit, enhancing community pride, and encouraging teamwork and sportsmanship
- Promoting participation in team sports
- Providing healthy physical activity, instilling values of teamwork, improving social skills, and enhancing confidence
- Lifetime participation in proper nutrition, physical activity, and team or individual sports
- Providing middle school students outdoor opportunities for play and physical activity

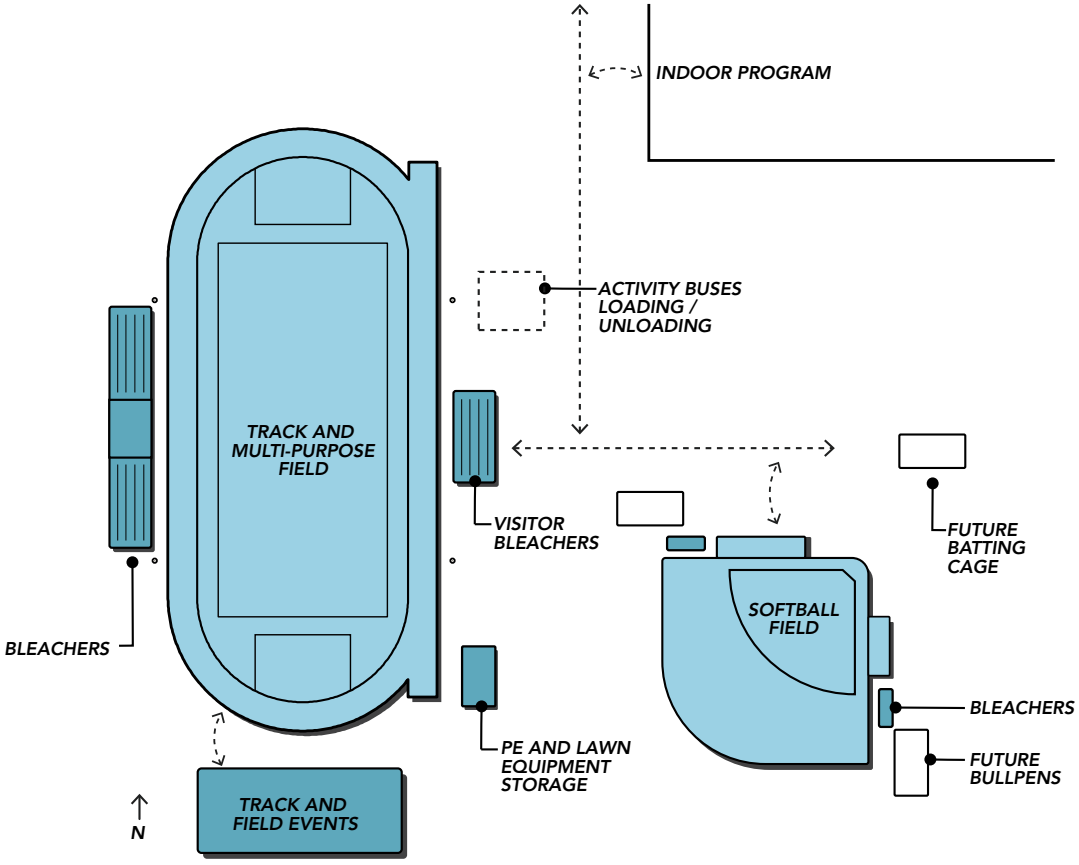
What this looks like

- Development of NFHS compliant athletic facilities
- Provide middle school-appropriate games and multi-use equipment such as ping-pong, corn hole, and other durable, fixed, outdoor site furnishings with plenty of shade
- Provide accessible and safe facilities that are located near convenient and adequate parking to the greatest extent possible
- Provide security through access control and clear sight lines
- Identify clear access for emergency vehicles
- Provide outdoor athletic facilities that are adjacent to indoor athletic facilities, locker rooms, athletic equipment storage
- Accommodate guest services and restroom spaces per building code for athletes and spectators
- Design facilities for ease of facility maintenance and storage for maintenance equipment and supplies
- Some team athletics offered are: football, basketball, soccer, cheerleading, softball, track & field, and volleyball
- Site areas for school development can be limited. Coordinate with the District to include as many of the programmed facilities as possible





Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1 Secure and isolate the Health/PE area from the rest of the school because it needs to be accessed after school and during the summer

2 Locate Health/PE area near athletic track and field, sport courts, and playing fields for use of locker rooms before and after games as well as half-time. For team safety access must not be through parking lots or other dense public use areas

3 Provide activity bus parking near athletic fields with easy access to building

4 Training Room / First Aid must be in proximity of athletic fields

5 Design of outdoor athletic facilities and courts will comply with the latest edition of the National Federation of State High Schools (NFHS) Court and Field Diagram Guidelines. Refer also to the North Carolina High School Athletic Association (NCHSAA).

6 Provide concrete walks that comply with Americans with Disabilities Act (ADA) extending to each outdoor athletic field and court to parking areas and to the school building(s)

Track and Multi-Purpose Field

Overall Requirements

» 6-lane minimum 400-meter track, see Design Guidelines for materials
» Multi-use, natural grass field with automatic irrigation system, see Design Guidelines
» Install a track slot drainage system on the inside perimeter of the track with connection to the storm drainage system
» Provide 1 flagpole at the Stadium, see Master Charts for electrical requirements
» Provide a football play clock at each end of the field, on the right side of the field inside the track
» Provide bleacher system to accommodate 500 spectators
» Provide team benches inside the track
» See Master Charts and Design Guidelines for further information

Athletic Requirements

» Track jump events include long/triple jump, and high jump
» Orient long/triple jump sand pits on the same side
» Locate high jump inside of the track
» Locate shot put with concrete pad with throw form system outside of the track
» Sports Goals: Provide goals for each sport
» Football (160'x360') per NFHS
» Soccer (190'x360' preferred). Minimum field size per NFHS is 165' by 300'

Access

» Provide spectator access control fencing with pedestrian gates and emergency/maintenance vehicle access gates
» Provide space for activity bus loading and unloading

Considerations

» Orient Track and Multi-Purpose Field in north / south orientation
» Position bleachers seats for home and visitor on opposite sides. Avoid facing into the sun and position looking east when possible
» For field events ensure there is waiting space at starting ends of the area for 10 people

Field Events

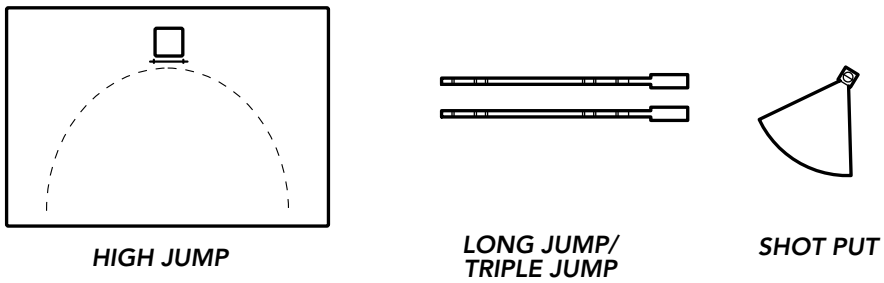


Fig. 8 - Field Events

14 Outdoor Physical Education and Athletics







Softball Field

Overall Requirements

» Natural grass field with automatic irrigation system, see Design Guidelines for requirements
» Provide one field, see Design Guidelines for requirements for hooded backstop, fencing, etc.
» Provide dugouts with a surface mounted team bench and shelf system to accommodate 16 players
» Provide a storage room with lockable door at the end of the home side dugout
» Provide foul poles, see Design Guidelines
» Provide surface mounted bleachers, see Master Charts
» Provide scoreboard and electrical service
» Provide flagpole

Access

» Fencing: Provide chain link fencing and plan for systems that facilitate mowing and field maintenance

Considerations

» Preferred orientation of ballfields with home to second base to the northeast. Second best option is home to second base in southeast orientation
» Batting Cage to be provided in future by others. Plan for future location of batting cage
» Additional bullpens to be provided in future by others. Plan home and visitor to accommodate 1 person each for pitcher warm-up
» Consider location of bleachers with respect to restrooms in building or other ballfields restrooms to avoid needing standalone restroom

Dugouts

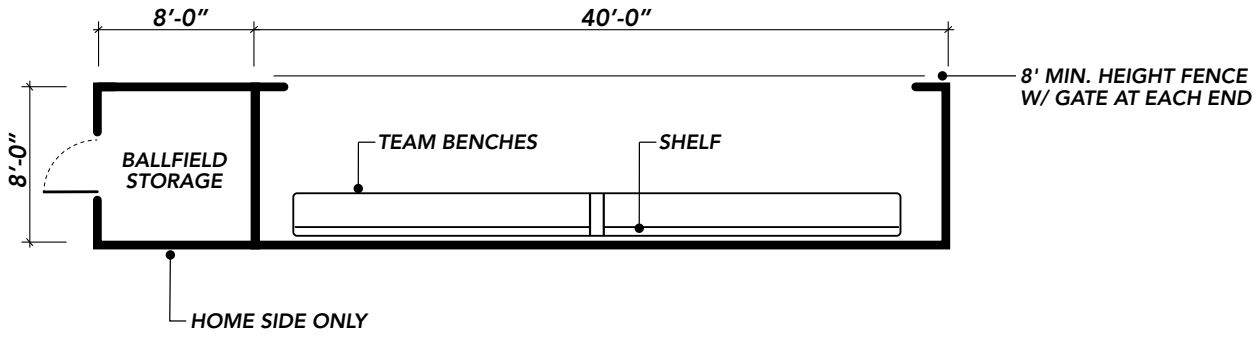
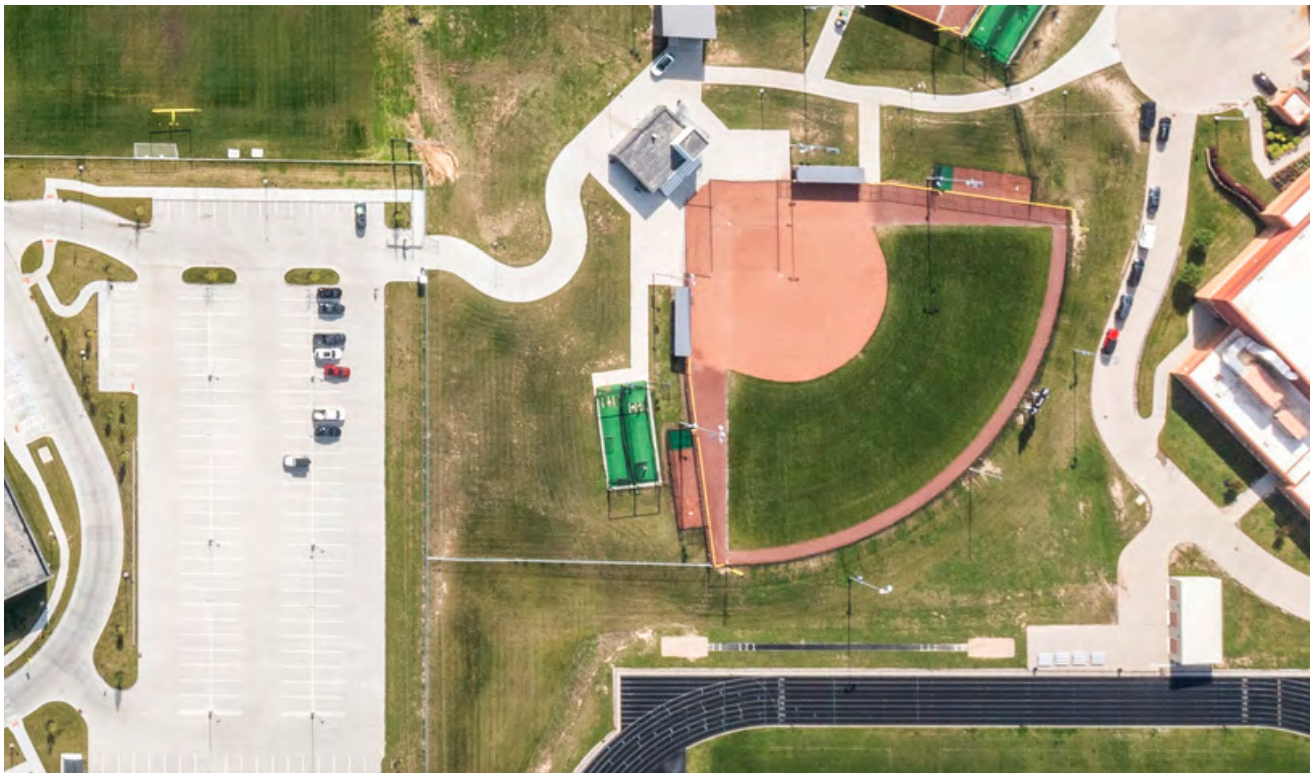


Fig. 9 - Dugouts

14 Outdoor Physical Education and Athletics







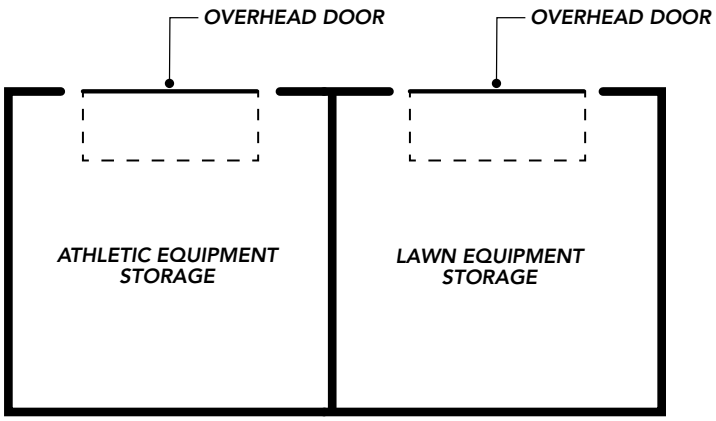


Fig. 10 - Outdoor Storage

Athletic and Lawn Equipment Storage

Overall Requirements

» Provide a separate masonry building for equipment and supplies used on outdoor playing fields and maintaining grounds

Access

» Direct access from exterior and locate near Track & Multi-Purpose Field and Softball Field
» Near main building for supervision and security, if possible

Considerations

» Optimally located in a shared building
» Lawn Equipment Storage: Ability to drive equipment through the building so no backing up is required. Storage of gas powered equipment, and ventilation, see Master Charts
» See Master Charts for shelving requirements

14 Outdoor Physical Education and Athletics

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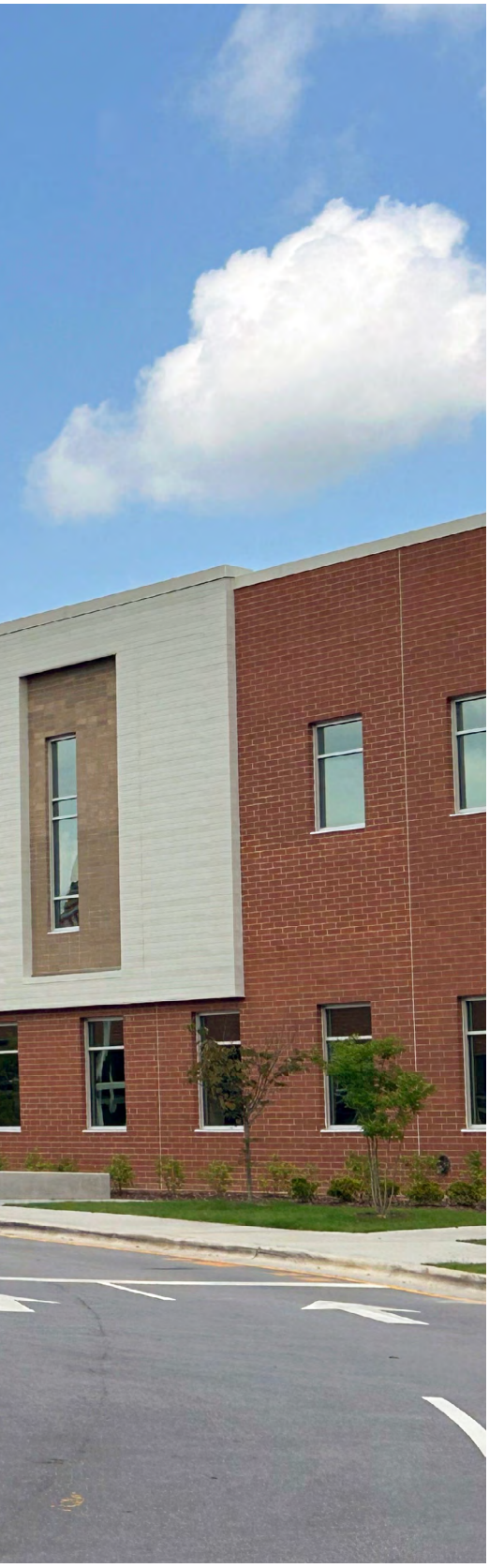
14

Site Design





Site Design

As one of the fastest growing areas the nation, finding property that can easily be developed is a challenge so each site has unique characteristics that must be considered.

Circulation pathways for vehicles and pedestrians are developed to promote safe and efficient movement throughout the campus, ensuring easy access to all areas while minimizing traffic congestion. Native plantings provides natural shade, noise reduction, promotes essential outdoor learning and dining spaces, and encourages students to engage with nature, explore their environment, and spend time outdoors. Additionally, well-planned site services support the district's operations, ensuring a seamless integration of facilities and resources. Together, these elements enhance both education and student well-being.

15 Site Design

Our Goals

Create **place-making and identity** by reflecting local culture and community needs in site spaces

Accommodate the school's **outdoor physical education requirements** for activities and events

Safely and efficiently manage on-site vehicular car and bus traffic, and pedestrian circulation

We Believe in

- Integrating Outdoor Curriculum Support spaces that foster exploration and engagement with nature
- Designing flexible spaces that encourage collaboration and creativity among students and staff
- Promoting tech-free socializing spaces
- Creating safe circulation paths and clear signage that prioritize pedestrian movement and ensure accessibility
- Incorporating sustainable practices that enhance the campus environment and teach students about ecological stewardship
- Providing well-lit and visible areas to promote safety and enhance community connection
- Providing safe and accessible multi modal transportation options

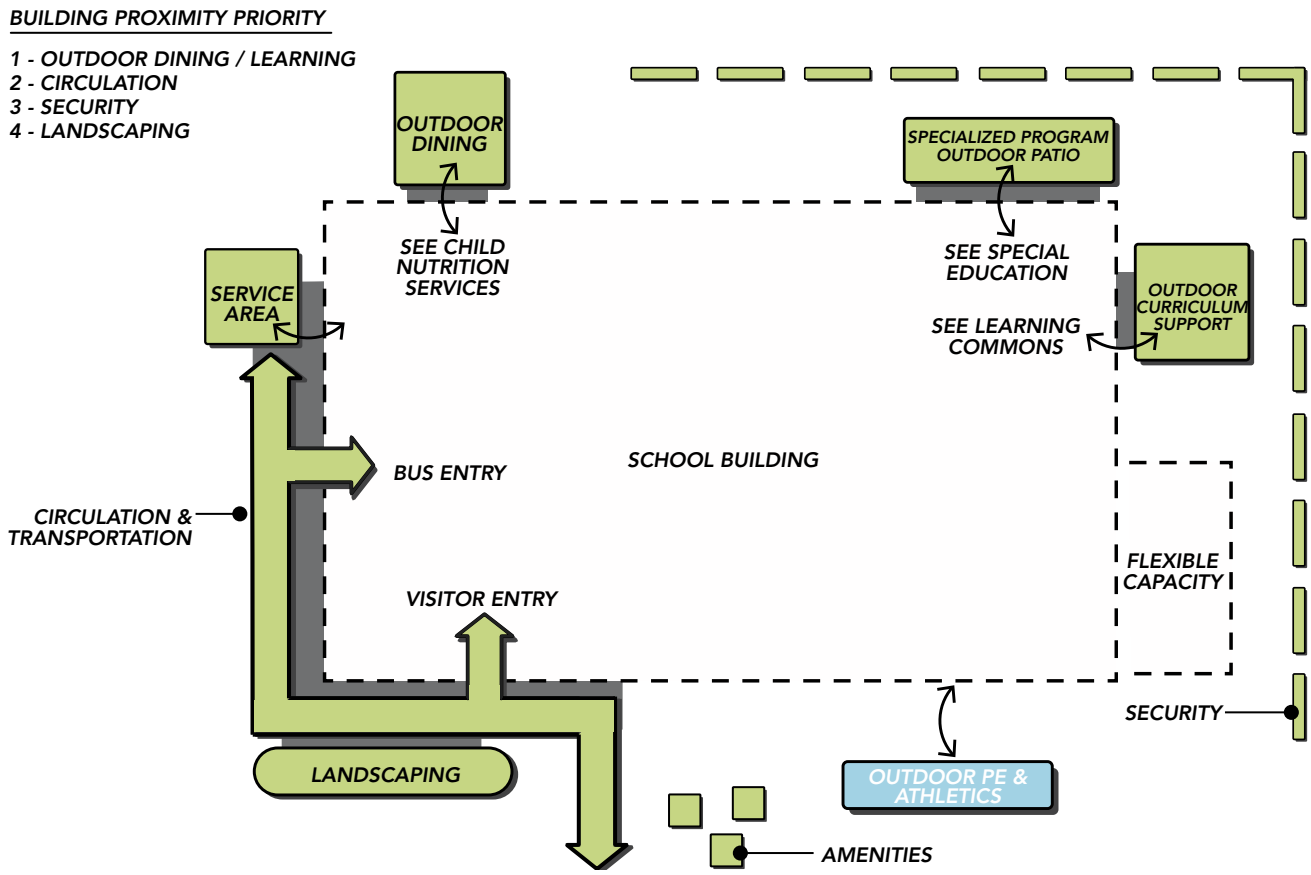


What this looks like

- Design site plan to accommodate flexibility for future school growth
- Provide shade in outdoor areas used by students
- Site design that promotes access control and clear lines of sight
- Provide security per the security guidelines
- Accessible and safe facilities that are located adjacent to convenient and adequate parking
- Walking pathways and nature spaces
- Accessible paths and seating areas with views of nature
- Identify clear access for emergency vehicles with regulatory signs and striping
- Design facilities for service and maintenance access to site utilities, waste management, school deliveries, and access to site maintenance storage facilities
- Site areas for school development can be limited. Coordinate with the District to include as many of the program areas as possible



Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1 Orient the building on site to take advantage of natural lighting and minimize glazing for solar heat gain while utilizing building shade on Outdoor Curriculum Support and dining areas

2 Provide concrete walks that comply with Americans with Disabilities Act (ADA) extending to each outdoor area and parking areas on site and to the building

3 Each principal building on a site should have a clearly defined, inviting, and highly visible entrance featuring low maintenance plantings, shade, and seating areas to provide student and patron comfort and safety

4 Accommodate pavement design and turning radius for school buses, service and delivery trucks, commercial vans, emergency vehicles, and cars

5 Students shall not cross vehicular lanes to get to athletic fields or academic Outdoor Curriculum Support areas

6 Configure parking lots, vehicular drives and driveways to facilitate movement of vehicles without impacting public roads. Unique site based management should be avoided as much as possible. Provide a traffic management plan in digital format as well as included in the as-built drawing set

Circulation and Transportation

Bus Loop
» Provide shade and weather protection for students and staff at bus loading walkway
» Provide a minimum canopy length to serve at least one bus
» Provide a separate bus entry/exit drive
» Provide separate bus drop-off lanes from parent drop-off lanes
» Students in the Specialized Education program use the main bus drop off loop
» Bus drop off locations must be along a straight curb
» Provide bus parking spaces if required

Carpool Loop
» Provide canopy capable of providing shade and weather protection for students and staff at the Security Vestibule
» Defer to MSTA calculator for stacking and see Space Standards
» All carpool stacking shall be contained on campus
» Ride sharing is encouraged by the District due to limited site areas
» Vehicular Pickup/drop-off area should be near the main entrance and configured so that students will not cross traffic as they enter or leave vehicles. Students unload from right hand side of the car
» The designated ADA loading zone must comply with regulations
» Avoid double and triple stacking cars if possible
» Provide separate carpool entry and exit driveways
» Vehicular pickup / drop off area should be along a straight curb

Emergency Vehicles
» Ensure emergency vehicle access per fire code and local municipality

Parking
» See Space Standards for capacity parking requirements
» Provide 1-space per each full-time staff member
» Provide Child Nutrition Service parking, 6 spots typical
» Designate 10-15 additional parking spaces at the carpool area for visitor car parking area
» Locate and distribute required ADA parking spaces as close to building front door as possible in accordance with ADA and building code requirements

Bicycle and Scooters
» Provide minimum bike rack count determined from the municipality / local jurisdiction
» Bicycle racks should be visible from school building for security
» Bike riders should not ride through carpool or bus drop off areas to minimize conflicts
» Racks for scooters should also be considered

Pedestrians
» Provide concrete walkways along car and bus drop-off and loading lanes. Bus walkway should be minimum 15ft wide and carpool minimum 10ft wide
» Provide concrete pedestrian walkways
» Provide walkway connections to adjacent public walkways in street rights-of-way
» All sites must meet ADA and building code requirements
» Provide 6-inch height concrete curb and gutters to direct site storm drainage and for outlining site drives for safety and security for pedestrians
» Maintain and identify fire lane and emergency access to school facility front entrance doors
» All sidewalks must be separated from vehicular drives by a grass strip except at loading and unloading areas







Landscaping

Trees, Shrubs, and Ground cover

» Plantings to comply with requirements of local jurisdictions
» Provide plantings of trees around the site perimeter and parking lots per requirements of the local jurisdiction
» Plant trees with the goal of providing shade in areas around outdoor classrooms, walkways, and gathering areas
» Provide planting beds at main building entries designed to promote year-round visual interest and color
» Utilize flowering plant material as able to make entry inviting
» Plant groupings of trees in mulch beds when possible for better chance of survival
» Extensive planting beds are discouraged due to additional maintenance required by the District
» Organic shapes blend with existing site area and topography

Screening

» Plant evergreen and deciduous trees and shrubs for screening and as required by the local jurisdiction
» Tree size can be a safety and site visual clearance issue

Native Plantings

» Use of native plantings is encouraged for low water use and sustainability

Landscaping Features

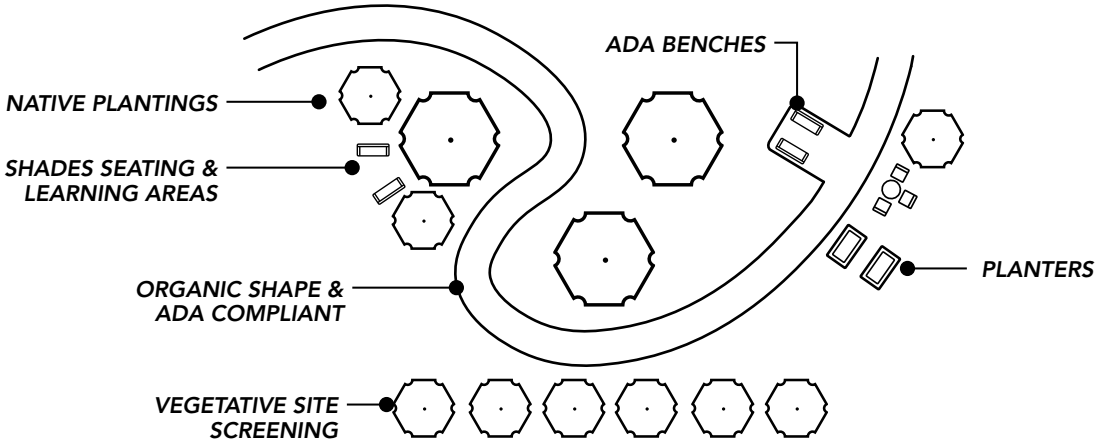
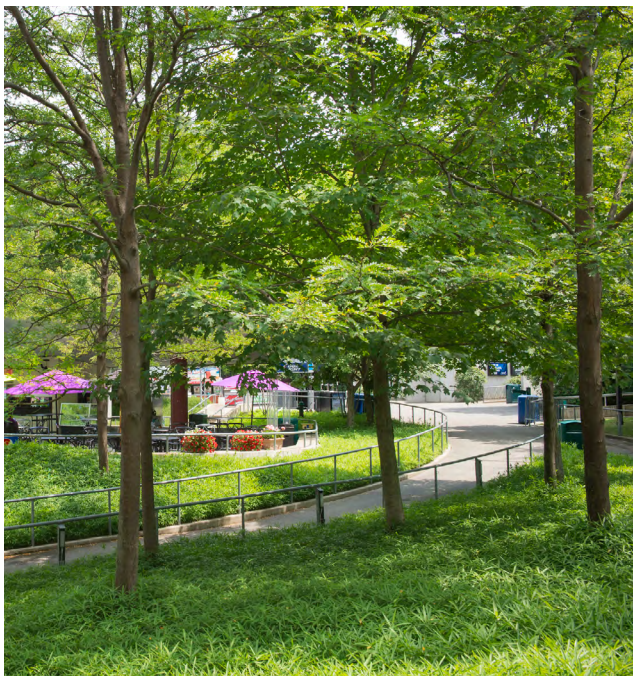
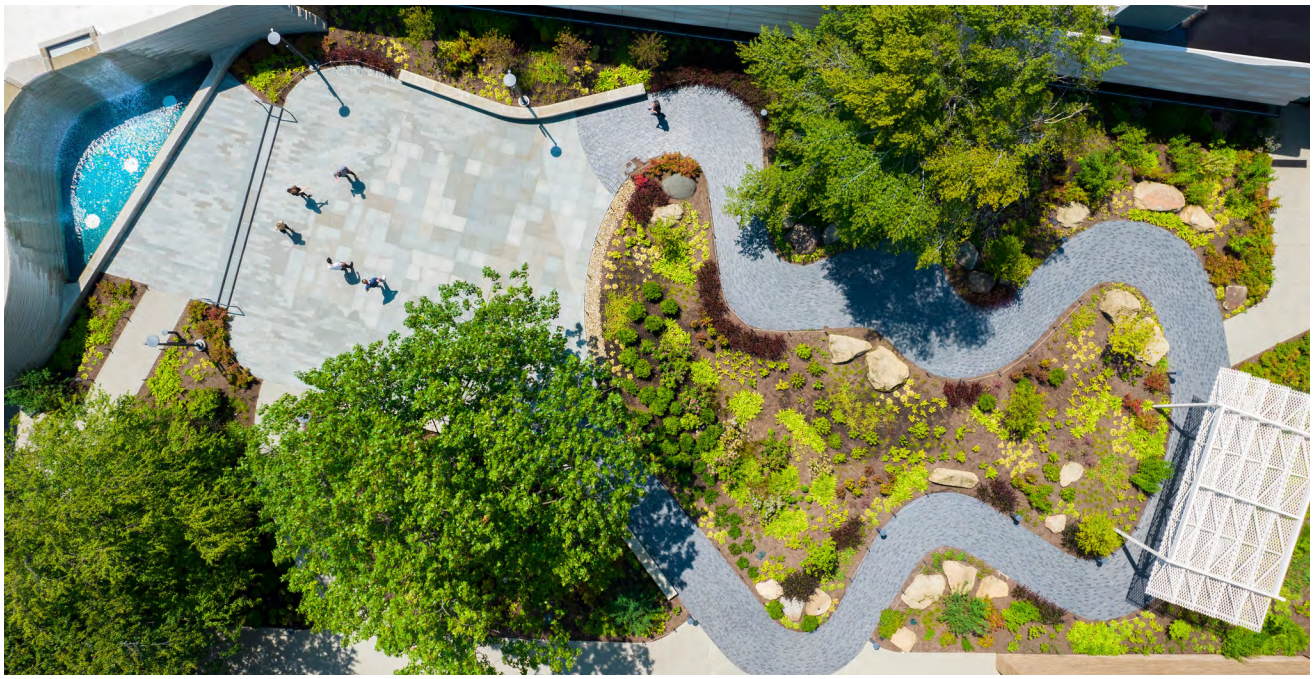


Fig. 11 - Landscaping Features

15 Site Design







Security and Maintenance

School Security
» Coordinate site design with WCPSS Safety and Security Design Guidelines
» Coordinate with site plantings of trees and maintain clear site lines from building to the site
» Coordinate with security camera locations

Perimeter Fencing
» Site perimeter fencing around the entire site should be addressed on a case by case basis
» See Design Guidelines and coordinate with the District for fence requirements
» Maintenance Access Gates: Provide double gates in key locations in perimeter fence for maintenance and emergency vehicle access
» Gates on Service Drives: Provide Knox box and key for emergency and fire equipment access to entire school site
» Review fencing type, height, and locations with the District for each site

Service Area
» Provide visual and security screening fence and gate system to enclose the trash and recycling containers
» See municipal regulations for enclosure requirements
» Provide heavy-duty pavement design in service loading areas and adequate turning radii for service vehicle maneuverability
» Bollards: Provide bollards to protect above ground utility equipment, screening enclosure corners, gates
» See 11 | Maintenance and Plant Operations for Loading Dock and Mechanical Yard

Site Utilities
» Locate mechanical, plumbing, and electrical equipment and service connections as required by local service providers. Locate this equipment in the service area when possible

Service Area Features

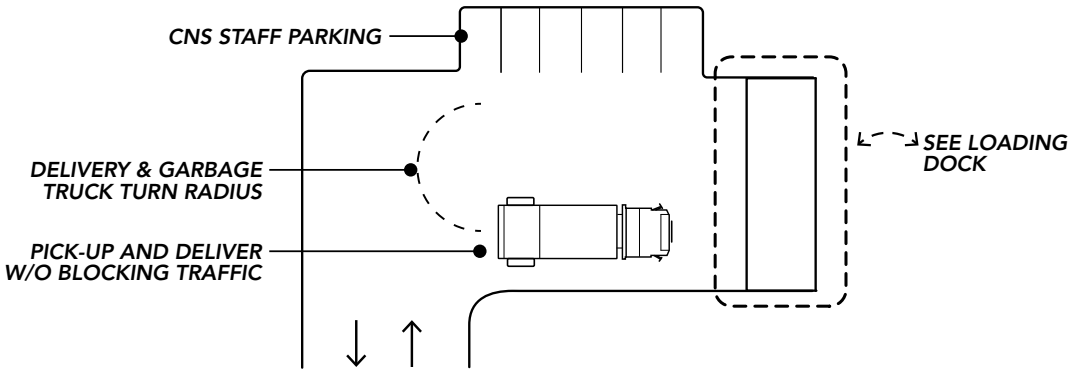


Fig. 12 - Service Area Features

15 Site Design







Amenities

Seating Systems
» Coordinate with the District for final locations and quantity
» Seating systems to be a heavy-duty, low maintenance, product
» Provide furnishings that can be surface mounted

Flagpoles
» Provide two flagpoles near the main entry plaza to the school. One for the US flag and the other for the State flag

Site Sign
» Coordinate with WCPSS to provide a site monument sign designed with the exterior finishes of the school building and the features of the school site
» The sign should be maintenance-free
» Any specialty or magnet status of a school should be a separate section of the sign that can be removed
» Sign shall comply with local ordinance
» Sign shall be two-sided, oriented perpendicular to the road, and include the address

Exterior Building Signs
» Signage shall be clearly visible and not obstructed by landscaping or other structures. It shall be located near the carpool/visitor entrance from the road
» Wayfinding signage located at intersections and key points throughout the campus shall be provided. Signage shall direct delivery drivers to the Service Area, and visitors to the front entrance, visitor parking, and athletic fields. Wayfinding signage should also indicate carpool route, bus driveway etc.

Spirit Rock
» Plan for future placement of a spirit rock

Mailbox
» Provide a mailbox for school parcel and mail delivery

Waste/Recycling Receptacles
» Coordinate with District to determine need for waste receptacles at main building entrances
» Waste Receptacles to be a heavy-duty and low maintenance
» Provide furnishings that can be surface mounted

Site Sign

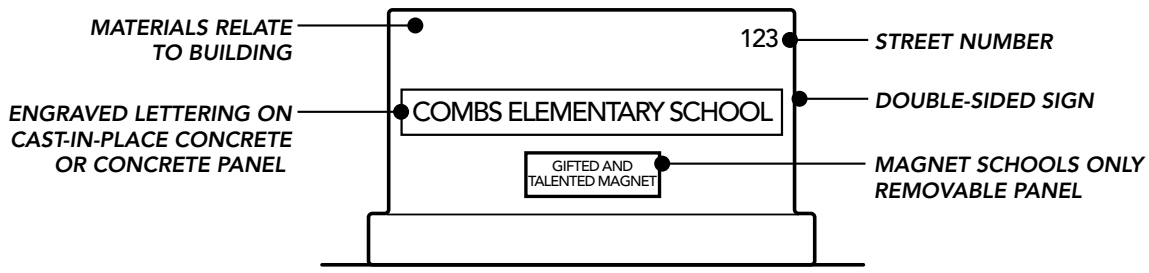


Fig. 13 - Site Sign

Site Design







16

Transportation





Transportation

As WCPSS continues to grow and adapt to the needs of its population, the District recognizes the importance of maintaining efficient, safe, and reliable routes to school. On-site school traffic includes buses, commercial vans and cars transporting students, parents, staff and visitors to and from school, car and bus parking, service and delivery vehicles, bicycle riders, and pedestrians entering, exiting and accessing site facilities. This traffic must be managed safely and efficiently so that it supports the school's mission and traffic management does not become a burden to the staff.

16 Transportation

Our Goals

Ensure **safe, compliant, and well-maintained** transportation

Improve **operational efficiency**

Universally accessible and **code compliant**

We Believe in

- Providing safe and efficient transportation routes to students and families
- Connecting communities and improving service
- Communication with families
- Ensuring that every part of transportation is accessible to students, staff, and visitors, including those with mobility challenges
- Utilizing wayfinding strategies to help students, staff, and visitors navigate their campuses efficiently and comfortably

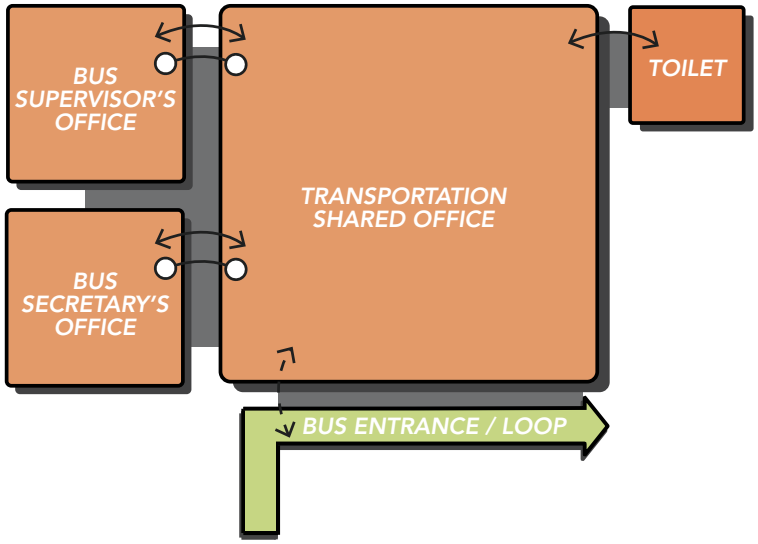


What this looks like

- Administration and scheduling buses in district
- Conferences with bus drivers
- Up to date information tracking for routes, estimated drop-off times, arrival times, and delays for students who ride a bus through the app Here Comes the Bus
- Planning for route optimization for efficiency and minimal delays on a site by site basis
- Training and support provided for all transportation staff
- Staying up to date with the Department of Transportation (DOT) requirements
- Bus drivers may have access to use teachers lounge spaces for field trips, bathroom, water, etc.
- Activity bus coordination with access to fields



Space Adjacencies



Refer to Space Standards for program breakdown

Space Needs

1 The Transportation hub includes a Bus Supervisor Office, Bus Secretary Office, a waiting area, and space for four cubicles

2 The Transportation hub should be located near the bus entrance / bus loop, rather than within Administration

3 If no single user toilet is provided, ensure Transportation hub is near group toilets

4 Provide a view to the exterior and easy access to the bus parking lot



Transportation Shared Office

(IF REQUIRED BY WCPSS)

Activities

» Administration and scheduling buses in district
» Conferences with bus drivers

Access

» Locate near bus entrance
» Direct access to the Bus Secretary's Office and Bus Supervisor's Office
» Direct access to toilet

Considerations

» Coffee counter and small refrigerator in open area
» Waiting area for up to 6 people
» Visibility to bus drop off / loading area



Offices

Bus Secretary, Bus Supervisor

(IF REQUIRED BY WCPSS)

Activities

» Workstation for individual work

Access

» Locate near bus entrance
» Direct access from Transportation Shared Office

Considerations

» External views of nature is desirable

16 Transportation

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Part IV

Master Charts



Master Charts

Part IV- Master Charts, is a separate document that details each program space further through a series of categorized charts: Finishes, Openings, Casework, Furniture / Fixtures / Equipment (FF&E), and Mechanical / Electrical / Plumbing (MEP). Open and closed requirements related to program spaces are organized in these categories. General and program specific requirements are in narrative form, separate from the charts, and both must be accounted for during the design process.

Introduction to Master Charts

The Master Charts are utilized once the space planning phase is complete to give further requirements per spaces.

It is the responsibility of the design team to incorporate the requirements outlined in this chapter. The spaces provided directly come from Part V - Space Standards. Consult with WCPSS for unique program spaces that may not be reflected in the Space Standards or Master Charts requirements.

The Master Charts contains 6 charts that details each program space: Finishes, Openings, Casework, Furniture / Fixtures / Equipment (FF&E), and Mechanical / Electrical / Plumbing (MEP). Each chart is divided into two parts: Master Charts and general & program specific requirements. Open and closed requirements related to program spaces are organized in the Master Charts. General and program specific requirements are in narrative form, below the charts, and both must be accounted for during the design process.

	FLOOR						
	Carpet Tile	Resilient Tile	Resilient Athletic	Porcelain Tile	Quarry Tile	Epoxy Terrazzo	Sprung Wood
DEPARTMENT							
Program A	●						
Program B					●		
Program C		○		○			

LEGEND	
●	Closed Requirement
○	Open Requirement
#	Quantity, Height, Linear Feet
	Open to Design

Special Criteria - "One-off" requirements per Department

BELOW THE CHARTS
General Notes - Requirements specific for all program

Master Charts Access

Refer to the Master Charts provided by WCPSS for project-specific requirements for the following categories:

- Openings
- Finishes
- Furniture, Fixtures, & Equipment
- Casework
- Electrical
- Mechanical & Plumbing

IV Master Charts

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Part V

Space Standards



Space Standards

Part V - Space Standards is a separate document that includes model programs for elementary, middle and high schools. It provides updated program spaces, quantities and areas based on detailed review and discussion.

Introduction to Space Standards

The Space Standards are utilized to ensure the building can meet the educational, operational, and safety needs of the students and staff, while also providing flexibility for future growth. It is the responsibility of the design team to incorporate the requirements outlined in this chapter.

The Space Standards are comprised of a net program breakdown per department, with model square footages, quantity of program spaces (QTY), teaching spaces (TS), and typical occupancy (OCC) when applicable. Gross area and site program are accounted for as well. This gives the designer a “north star” to follow when working with the WCPSS Space Standards program to keep the schools within budget and as efficient as possible.

SPACE STANDARDS

56 Teaching Spaces Model

1	DEPARTMENT	OCC	TS	QTY	Area Ea. (SF)	TOTAL SF
	PROGRAM A		N	1	70	70
	PROGRAM B			1	100	100
	PROGRAM C			1	250	250
	PROGRAM D			2	130	260
	PROGRAM E			1	80	80
	PROGRAM F			2	70	140
	Subtotal Teaching Spaces=>		{0}	8		900

Space Standards Access

Refer to the Space Standards provided by WCPSS for program breakdown.

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PLAY
How can your project provid
groups with opportunities
explore, experiment, and
BIO
How can yo
influences
environmer
groups vali
health and
ACTIVE
What
prom
activ
Active Spaces
Biophilia
Evidence Based Modalities
Nourishment
Play
A HEALTH + WELL-BEING
How can intentional design features actively promote users' emotional and physical well-being and encourage them to make healthier choices?

Appendix



Appendix

The Appendix refers to two studies done in development of these ed specs, the Student and Teacher Engagement Indexes™ (SEI™ and TEI™) and the VALUES© workshop. These can be found as separate documents from the Educational Specifications. Additionally, this section acknowledges key participants, photo credits, and further resources.

Student and Teacher Engagement Surveys

In the development of these Ed Specs, Wake County Public School System solicited feedback from students and teachers about how well their newest schools function as engaging learning environments. The Student and Teacher Engagement Indexes™ (SEI™ and TEI™) show that for students of all ages, perceptions of engagement in learning activities is one of the best indicators for future academic success and a stronger life-long relationship with learning.

VALUES Workshop

As Part of the Ed Spec development, WCPSS partnered with DLR Group to conduct a day-long workshop to begin creating that vision. DLR Group facilitated the workshop with a tool called VALUES ©, an acronym for “Viewing Architecture through the Lens of User Experience and Sustainability.” VALUES © helps stakeholders identify top project goals, determine how success of these goals will be measured, and results in a values-based road map for project decision-making. DLR Group retains copyright of VALUES ©; use or reproduction is prohibited.



SEI/TEI Findings

Appendix

Acknowledgments

Wake County Board of Education
Cheryl Caulfield (District 1), Christina A Gordon (District 2), Dr. Wing Ng (District 3), Toshiba Rice (District 4), Lynn Edmonds (District 5), Sam Hershey (District 6), Chris Heagarty (District 7, Chair), Lindsay Mahaffey (District 8), Tyler Swanson (District 9, Vice Chair).

Wake County Public School System Facilities Design and Construction Team

DLR Group Educational Specification Team

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Resources

Contact Wake County Public School System's Facilities Design and Construction department for active and planned projects, bid advertisements, and available resources and information.

WCPSS Facilities Design and Construction


WAKE COUNTY
PUBLIC SCHOOL SYSTEM