



LPA



VISION
MIDDLE SCHOOLS

SUNNYVALE SCHOOL DISTRICT | FACILITIES MASTER PLAN 2022



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

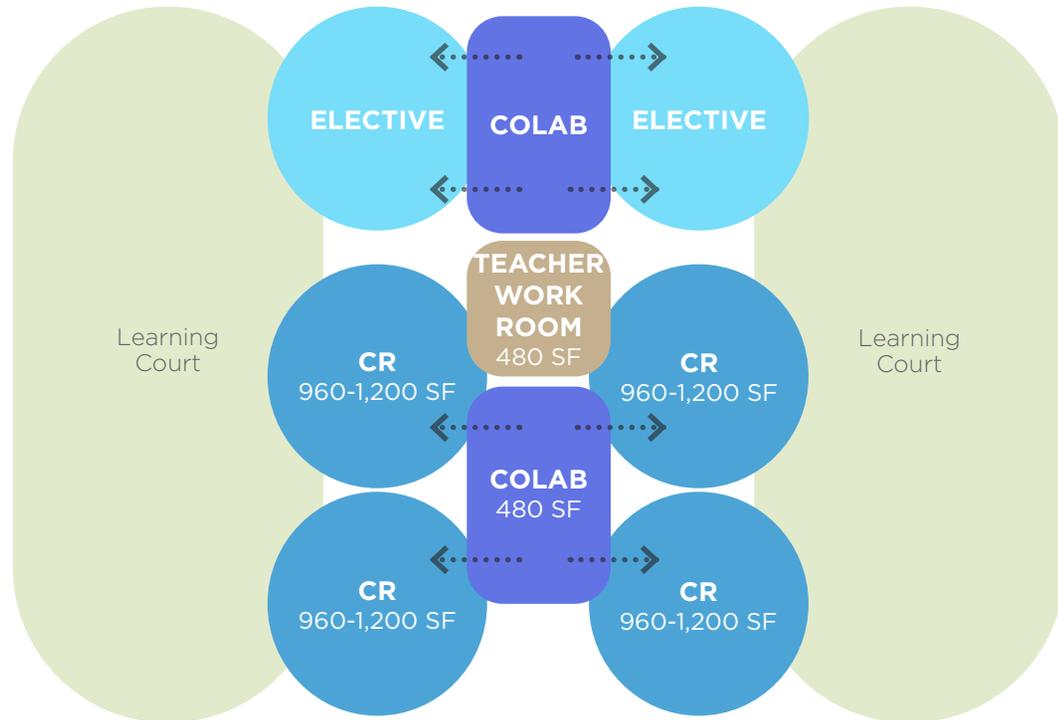
TYPICAL CLASSROOM

DESIGN OBJECTIVES & CHARACTERISTICS

- The campus organization should group classrooms together with adjacencies to the dedicated Flex Labs, Science Labs, and other Electives as necessary. Clusters of learning pods will encourage instructor collaboration.
- Provide easy access to outdoor commons, including shade.
- Collaboration spaces intended for student use should have good visibility for ease of supervision.
- Classrooms should be acoustically separated with high-performing acoustics within the classroom.
- The spaces should be inviting and engaging – utilize color and appropriate lighting strategies.
- Lighting quality should be naturally daylight supplemented with high-efficiency light fixtures that supply a balance of indirect and direct light to reduce shadows and glare and provide an even level of illumination.
- Lighting should be occupant-controlled around areas of display, through shading devices and separate switches or dimming.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.
- Mobile technology use should be supported through a multitude of electrical outlets and a combination of data port locations, with wireless internet access available and able to expand capacity in the future.

ACTIVITIES

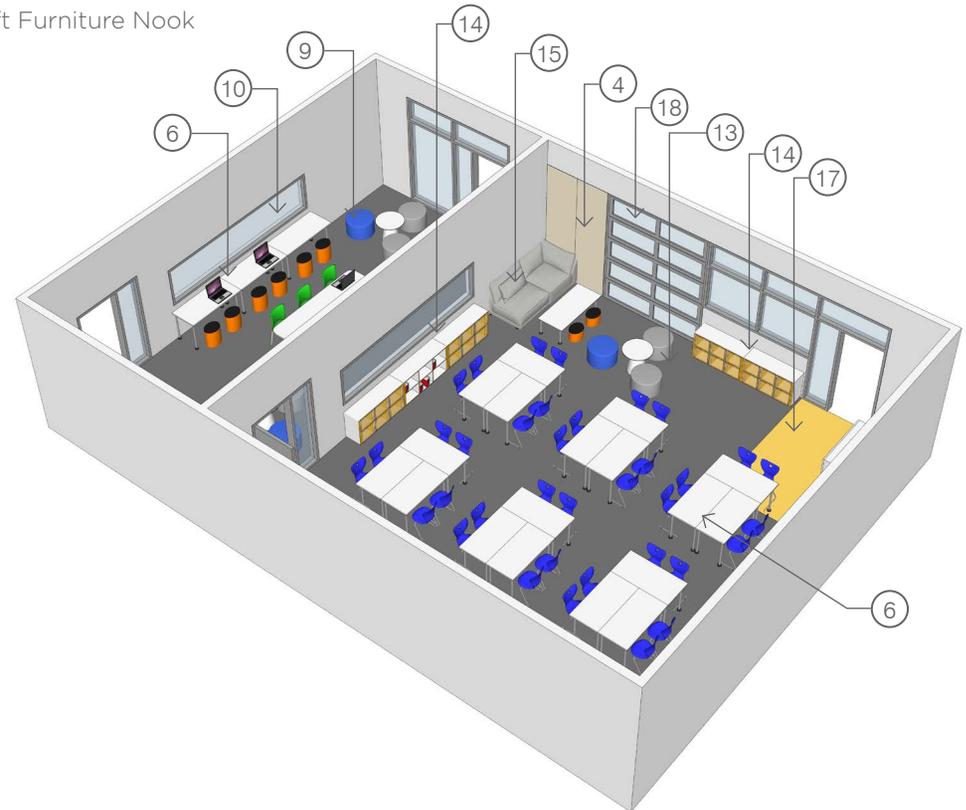
- Exploration and active learning.
- Project-based learning for students to explore independent learning, group and team learning, including outdoor exploration.



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

TYPICAL CLASSROOM LEGEND

- | | | | |
|--|---|--|---------------------------------|
| ① Lockable Upper/Lower Casework with Sink + 4'-0" Wide Teacher Storage Cabinet | ⑥ Age & Height-Appropriate Desks and Chairs | ⑩ Supervision Window | ⑯ Mobile Teaching Station |
| ② Wall Hooks | ⑦ (3) 8'-0" Wide White Boards with Mobile LCD Monitor | ⑪ Conference Table | ⑰ Resilient Flooring |
| ③ Mobile Storage Cart | ⑧ Stationary Device Charging Station | ⑫ Carpet | ⑱ Roll Up Door or Operable Wall |
| ④ Tackable Wall Surface | ⑨ Age & Height-appropriate Table with Stools | ⑬ Small-Group Table with Stools | |
| ⑤ Mobile White Board | | ⑭ Cubbies/Bookshelves with Pull-out Bins | |
| | | ⑮ Soft Furniture Nook | |



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

TYPICAL CLASSROOM

SPATIAL FEATURES

CEILING

- Ceilings should be primarily acoustically absorptive material. In areas that are dedicated to small group or individual focus, lower ceilings can provide a sense of scale.

FURNITURE

- Furniture scaled for middle school-aged children should be the focus, with consideration for efficient sizing to capture usable classroom space.
- An area of soft seating can serve as an informal meeting space or an area of calm for students who need respite.
- Mobile whiteboards as a furniture solution may be provided to support small group activities.
- Organized mobile shelving or cubbies with small pull-out bins should be provided for student supplies and book storage.

CASEWORK

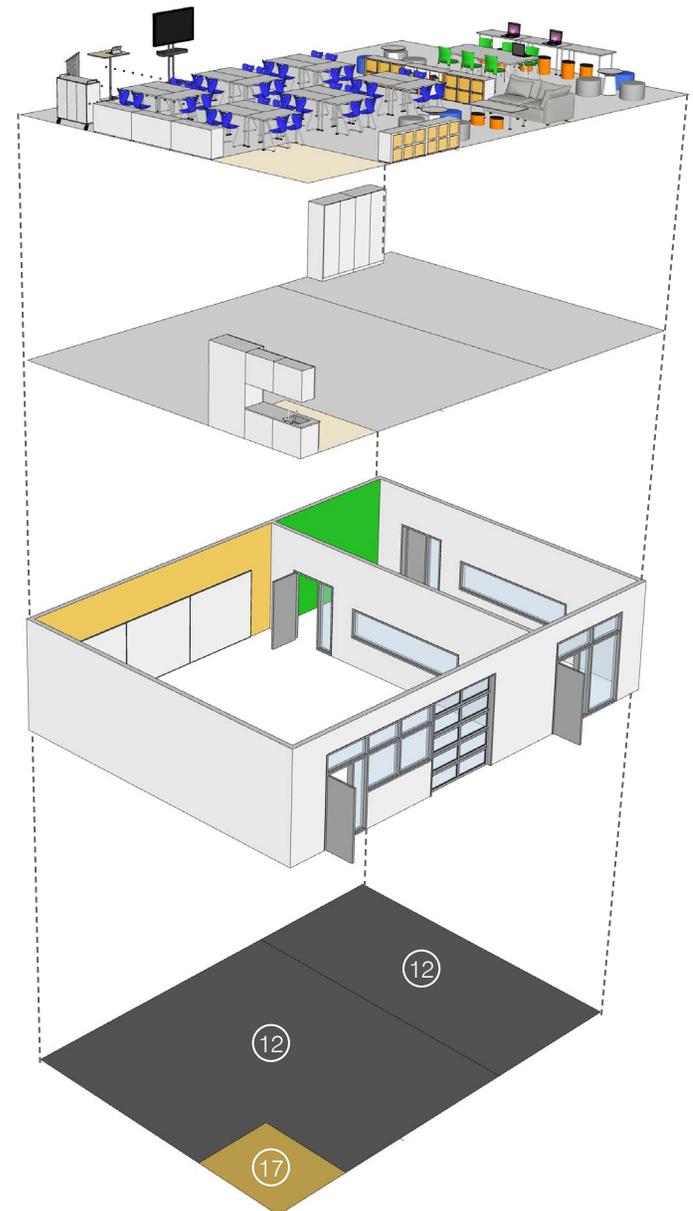
- A 4'-0" wide lockable storage cabinet for teacher supplies and materials should be provided.
- Select the location for an electronic device charging cabinet based on security and student access. Ensure adequate power to support the use of technology in daily curriculum.
- A sink should be provided at the main entrance to the room.
- Cubbies should be provided for student belongings below the wall hooks.

WALLS, DOORS & WINDOWS

- Disperse writable surfaces throughout, with locations for communal gathering and small-group break-out.
- Disperse display areas throughout, at varying heights. Tackable surfaces and/or magnetic display systems should be considered.
- An LCD monitor should be provided for display. This screen can be wall-mounted above low casework or provided on a mobile rack. If mobile, increase the amount of writable wall surfacing at the main presentation wall.
- Wall hooks should be provided for student use, one for each student at a minimum.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.
- Incorporate a roll-up door or other large opening strategy to unify indoor and outdoor learning environments. Ensure a smooth threshold transition between indoor and outdoor spaces.

FLOORING

- Resilient flooring should be provided at the 'wet' entry area.
- Carpet should be provided for the remainder of the room.





LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

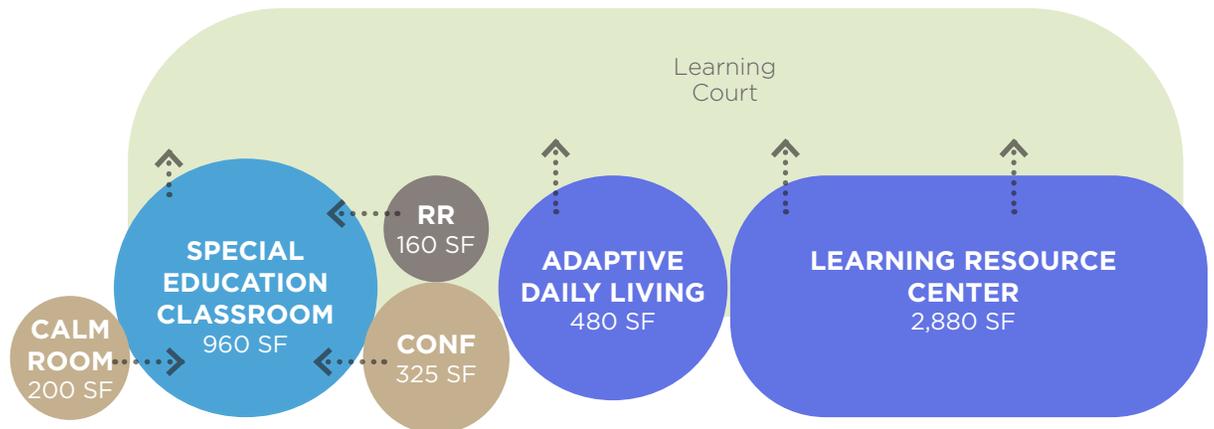
SPECIAL EDUCATION - MODERATE / SEVERE

DESIGN OBJECTIVES & CHARACTERISTICS

- Integrate special education into campus 'Least Restrictive Environment' to have full inclusion of special education students on campus. Maintain proximity to Adaptive Daily Living and Learning Resource Center.
- The spaces should be calming - utilize warm colors and minimal patterns.
- Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.
- Integrated learning assistance technology should be provided as needed.
- Classrooms should be acoustically separated with high-performing acoustics within the classroom.
- For new construction, structural consideration should be given for hanging equipment.
- All support spaces should have good visibility for ease of monitoring by the teacher.
- Calm Room to have high-acoustical separation and visual connection to the classroom but not to the exterior; the ability to darken the space is ideal.
- A unisex restroom should accommodate a changing table (as required, not built-in) with a lift.

ACTIVITIES

- Individual Educational Program (IEP).
- Student-centered planning.
- Assessment and instruction in the least restrictive environment.
- Development of and improvement of communication and language skills.
- Assistive technology and communication devices for those in need.
- Instructional program includes transition planning.

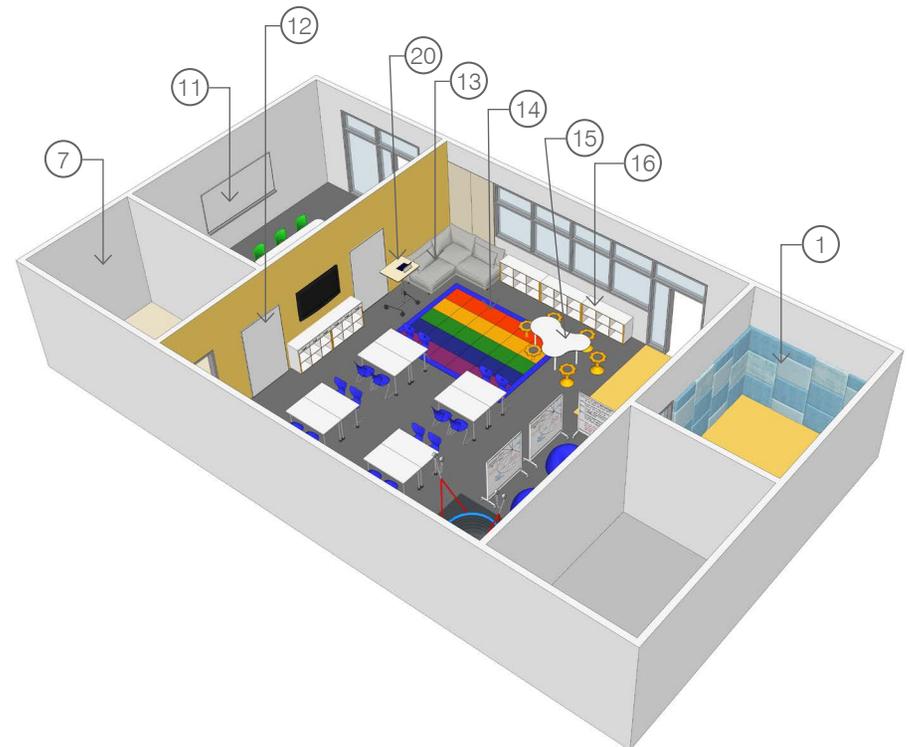
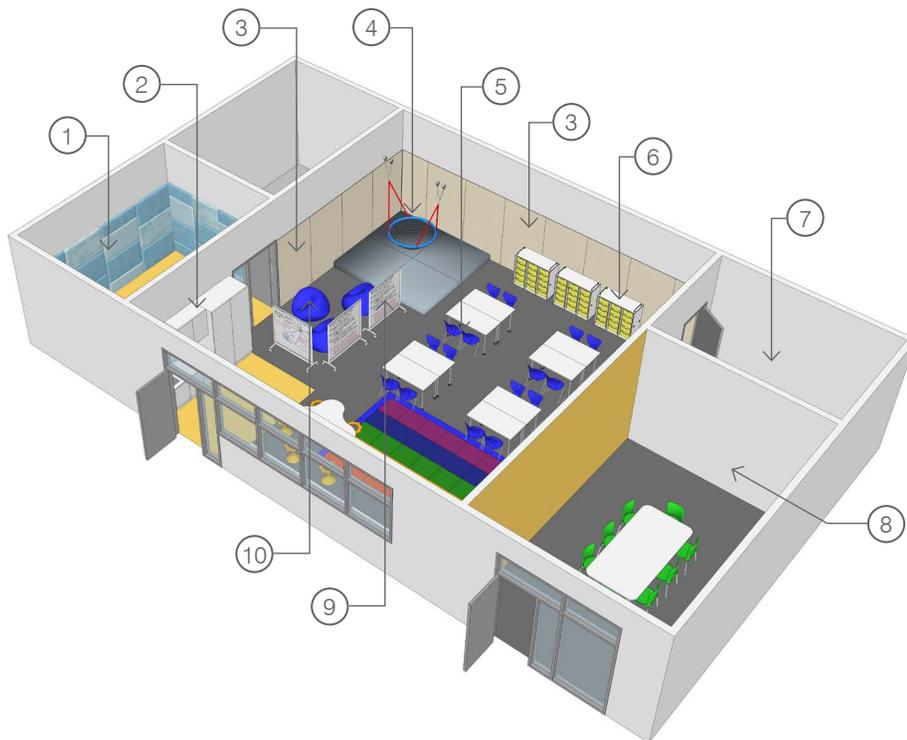


LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

SPECIAL EDUCATION - MODERATE / SEVERE

LEGEND

- | | | | |
|--|---|--|--------------------------------|
| ① Calm Room | ⑤ Age & Height-Appropriate Desks and Chairs | ⑩ Bean Bag Chair with Polyurethane Upholstery | ⑮ Small-Group Table and Stools |
| ② Lockable Upper/Lower Casework with Sink + 4'-0" Wide Teacher Storage Cabinet | ⑥ Mobile Storage Cart | ⑪ 8'-0" Wide White Board | ⑯ Cubbies/Bookshelves |
| ③ Tackable Wall Surface | ⑦ Restroom with Changing Table | ⑫ (2) 4'-0" Wide White Boards with LCD Monitor | ⑰ Resilient Flooring |
| ④ Platform Swing with Padded Floor Mat (as needed) | ⑧ Conference Room | ⑬ Soft Furniture Nook | ⑱ Carpet |
| | ⑨ Mobile White Board | ⑭ Area Rug for Gathering | ⑳ Mobile Teaching Station |



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

SPECIAL EDUCATION - MODERATE / SEVERE

SPATIAL FEATURES

CEILING

- Ceilings should be highly acoustic to reduce reverberation time and include acoustical wall treatments. In areas that are dedicated to small group or individual focus, lower ceilings can provide a sense of scale.

FURNITURE

- Furniture that has flexibility in scale but appropriate for middle school age children should be the focus, with consideration for the weight and ease of mobility.
- A minimum of one kidney-type table should be provided for small group work. Include stools or different type of chair to encourage mobility and choice.
- Mobile acoustical/whiteboards as a furniture solution to create an area to support small group instruction.
- Organized mobile shelving or cubbies with small pull-out bins should be provided for student supplies and book storage. Student age and height should be considered when determining locations and shelf height.
- Select the location for an electronic device charging cabinet based on security and student access. Ensure adequate power to support the use of technology in daily curriculum.
- Designate a teacher workstation/desk area but allow for more than one location for flexibility.

CASEWORK

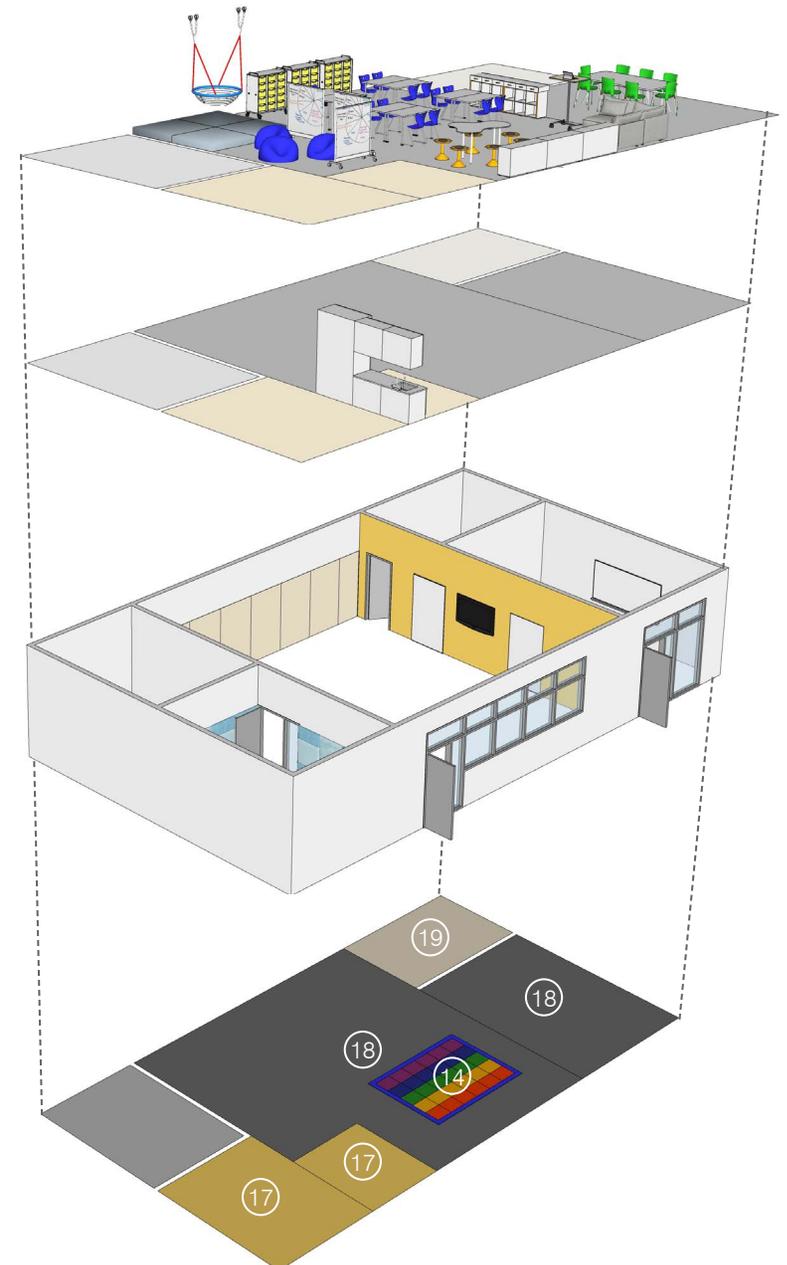
- A 4'-0" wide lockable storage cabinet for teacher supplies and materials should be provided.
- A sink should be provided at the main entrance to the room.
- Cubbies should be provided to store student belongings.

WALLS, DOORS & WINDOWS

- Disperse writable surfaces throughout, with locations for communal gathering and small-group break-out.
- Disperse display areas throughout, at varying heights. Tackable surfaces and/or magnetic display systems should be considered.
- An LCD monitor should be provided for display. This screen can be wall-mounted above low casework or provided on a mobile rack. If mobile, increase the amount of writable wall surfacing at the main presentation wall.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.

FLOORING

- Flooring should be carpet tiles throughout most of the space. Resilient flooring at wet areas; epoxy flooring at restrooms, and carpet in sensory rooms, and conference spaces.
- Safety padding at platform swing.





LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

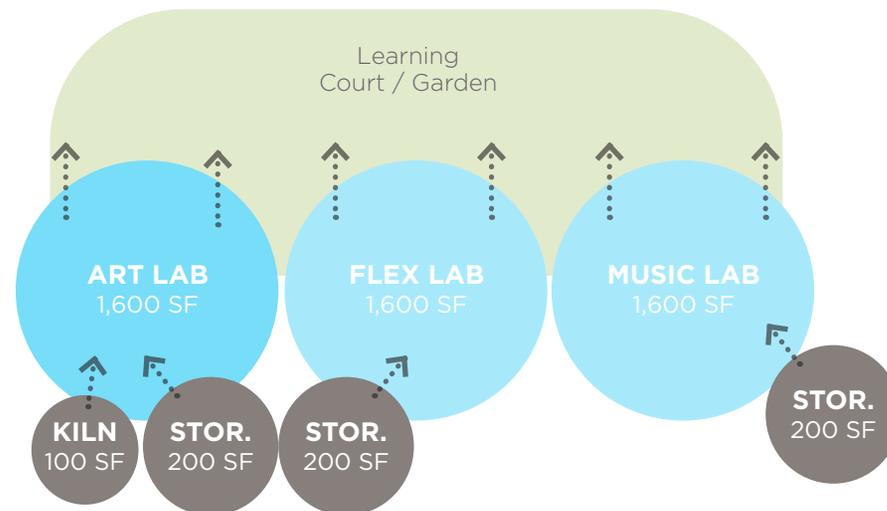
VISUAL ARTS (2D, 3D, DIGITAL)

DESIGN OBJECTIVES & CHARACTERISTICS

- Support collaboration opportunities through collocation, and diverse shared support spaces.
- Allow for flexibility within the Classroom to support different program and activity needs. Program areas for easels.
- Access to a central storage room shared amongst multiple Art classrooms.
- Spaces should be representative of the exploration and experimentation processes.
- Classrooms should be acoustically separated with high-performing acoustics within the classroom.
- The spaces should be inviting and engaging – utilize color and appropriate lighting strategies.
- Lighting quality should be naturally daylight supplemented with high-efficiency light fixtures that supply a balance of indirect and direct light to reduce shadows and glare and provide an even level of illumination.
- Lighting should be occupant-controlled around areas of projection, through shading devices and separate switches or dimming.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.
- Adapt to changing technologies with flexible solutions such as pull-down power cord reels from the ceilings, and infrastructure to allow expandable utility access to power, data, wireless data, and water.
- Direct access to secure storage area for student work and/or projects.
- 3D Art will have all features in the 2D Art classroom but also include pottery wheels, a glazing area, and kiln area with proper ventilation.

ACTIVITIES

- Instructional activities
- Group and individual project-based learning
- Discussions of design theory and principles of design
- Presentation of art work/ curate an art exhibit, build a portfolio
- 2D drawing/ sketching/ painting/ multi-media/ digital illustration/ photo manipulation/ collage/ photo or video composition and editing/ research/ web design
- Small group projects and work sessions
- Technology-based lessons and work, ability to create a digital presentation of projects and ideas
- 3D art would include wheel throwing, ceramics firing and glazing





PROCESS



PLANNING



VISION



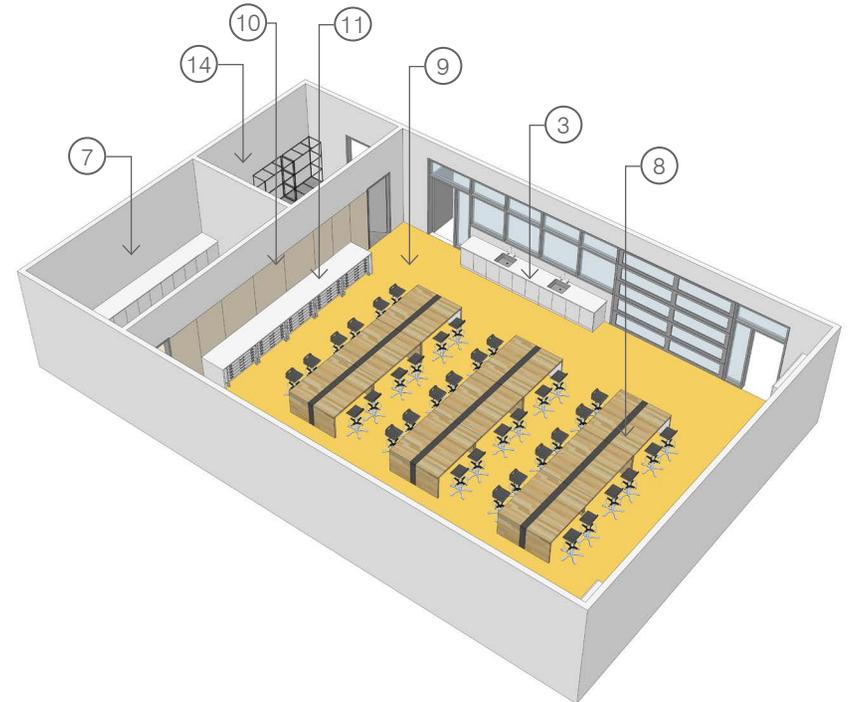
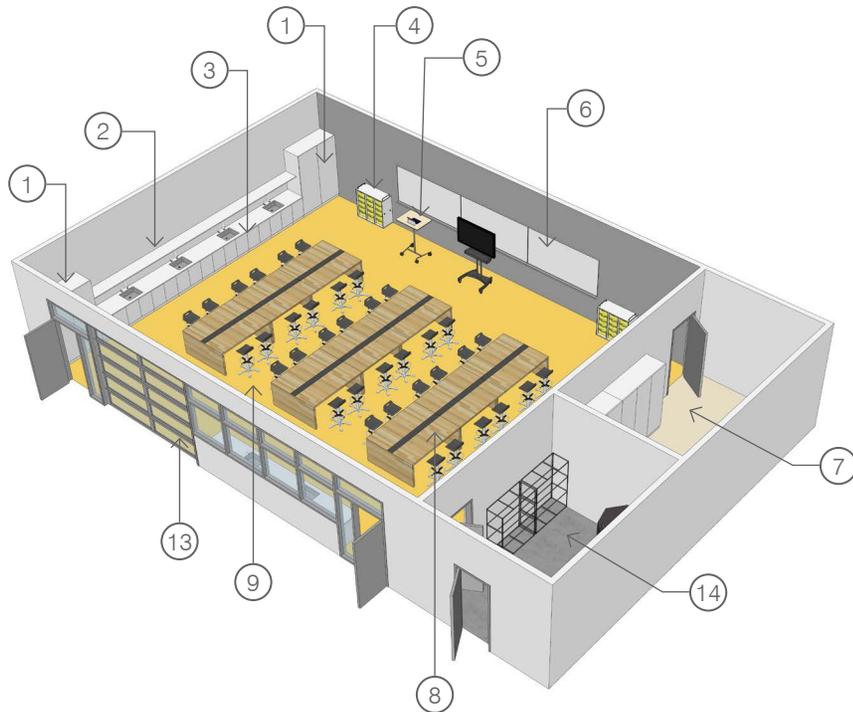
SITES

LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

VISUAL ARTS (2D, 3D, DIGITAL)

LEGEND

- ① Lockable 5'-0" Wide Storage Cabinet
- ② Wall-Mounted Shelf
- ③ Lockable Lower Casework with (2) Sinks
- ④ Mobile Storage Cart
- ⑤ Mobile Teaching Station
- ⑥ (3) 8'-0" Wide White Boards with Mobile LCD Monitor
- ⑦ Storage Room
- ⑧ Age & Height-appropriate Stationary Tables and Stools with wheels
- ⑨ Resilient Flooring
- ⑩ Tackable Wall Surface
- ⑪ Counter Surface over Mobile Large-Format Storage Drawers
- ⑫ Epoxy Flooring
- ⑬ Roll Up Door or Operable Wall
- ⑭ Kiln Room with Concrete Flooring



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

VISUAL ARTS (2D, 3D, DIGITAL)

SPATIAL FEATURES

CEILING

- Ceilings should include acoustically absorptive material, with indirect/direct lighting. Areas of the ceiling can be open to the structure above to provide learning opportunities.
- Retractable power cord reels on overhead tracks.

FURNITURE

- Furniture scaled for middle school students, with consideration of weight and ease of mobility.
- Furniture surfaces should be durable and easy to clean, supporting various activities.
- Move-able, height adjustable work tables and chairs (with lockable wheels) that will support hands-on projects at seated and standing heights.
- Apron and project storage should be provided.
- Organized mobile shelving with small pull-out bins should be provided for student supplies.
- Large, move-able drawers and drying racks for drawings (2D Art) and ceramic objects (3D Art).
- Select the location for an electronic device charging cabinet based on security and student access. Ensure adequate power to support the use of technology in daily curriculum.
- Maintain a teacher podium station to encourage untethered approach.

CASEWORK

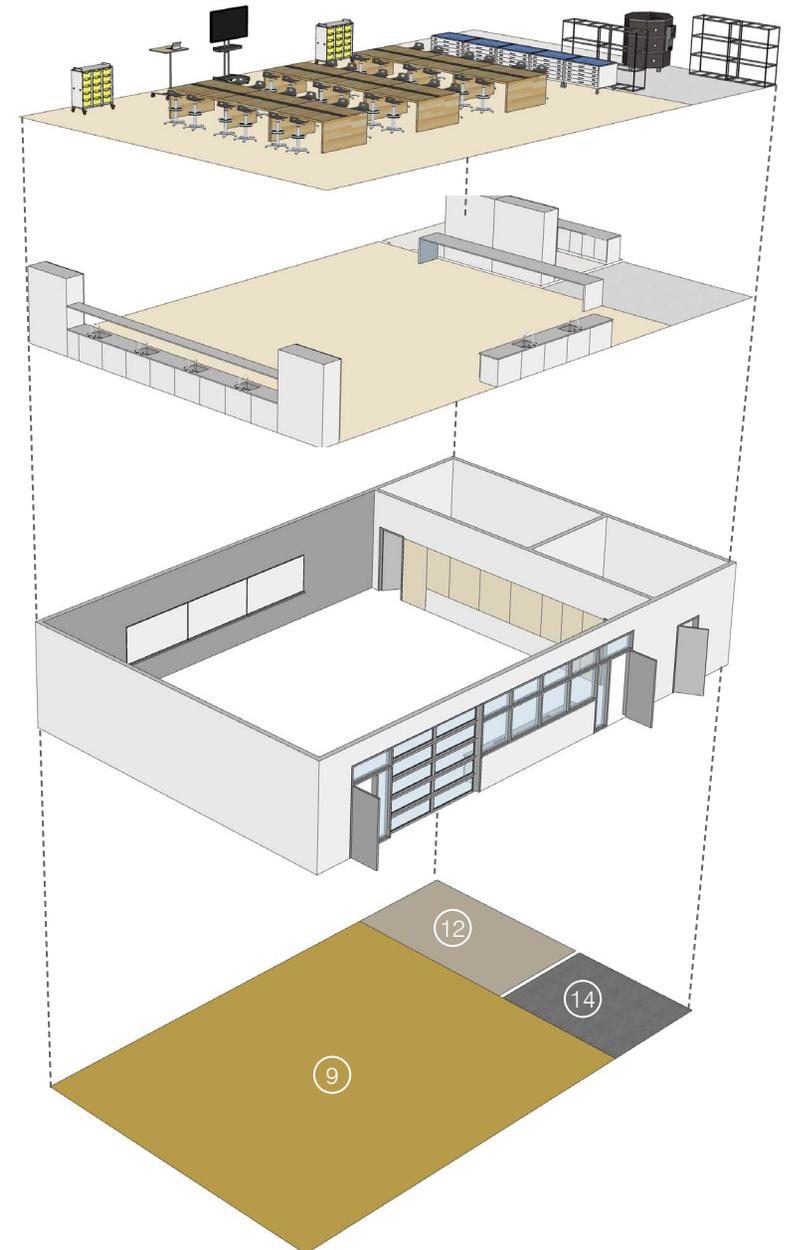
- Counter surfaces shall be easily cleanable.
- Lockable storage cabinets for supplies and materials.
- Multiple sinks with hot and cold water along perimeter walls.
- Teacher demonstration/ presentation area with access to power and technology.

WALLS, DOORS & WINDOWS

- Tackable and magnetic wall surfaces for display of student work.
- Integrated technology (audio systems and wireless access) should be uniformly provided. Include a short throw projector and whiteboard projection surface. Consider additional displays at small group areas.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.
- Direct access to outdoor learning courtyard with smooth threshold transition between spaces.

FLOORING

- Resilient flooring with floor drains for easy cleanup and maintenance; that encourages 'messy' work.



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

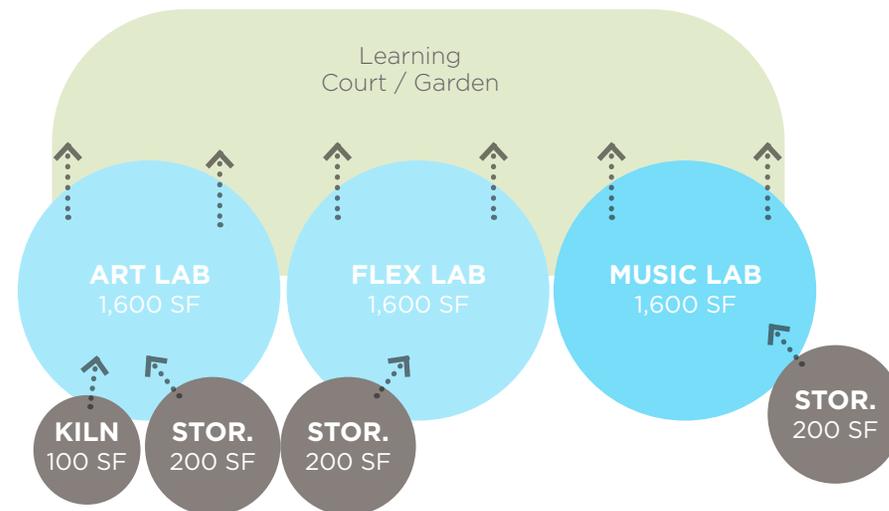
MUSIC

DESIGN OBJECTIVES & CHARACTERISTICS

- Ideal location is near the Multi-Purpose Room stage or other performance area.
- Support active and interactive learning with the use of furniture that allows for flexible arrangements.
- Acoustically separate space from other Classrooms. Provide high-performing acoustics within the space to be able to support musical activities.
- Direct access to a Learning Courtyard for small group collaborative work and practice. Visibility across classroom space to outdoor space for supervision.
- Dedicated, lockable storage for instruments, music, and equipment.
- Provide a sink for cleaning instruments.
- Lighting quality should be naturally daylit supplemented with high-efficiency light fixtures that supply a balance of indirect and direct light to reduce shadows and glare and provide an even level of illumination.
- Lighting should be occupant-controlled around areas of presentation, through shading devices and separate switches or dimming.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.

ACTIVITIES

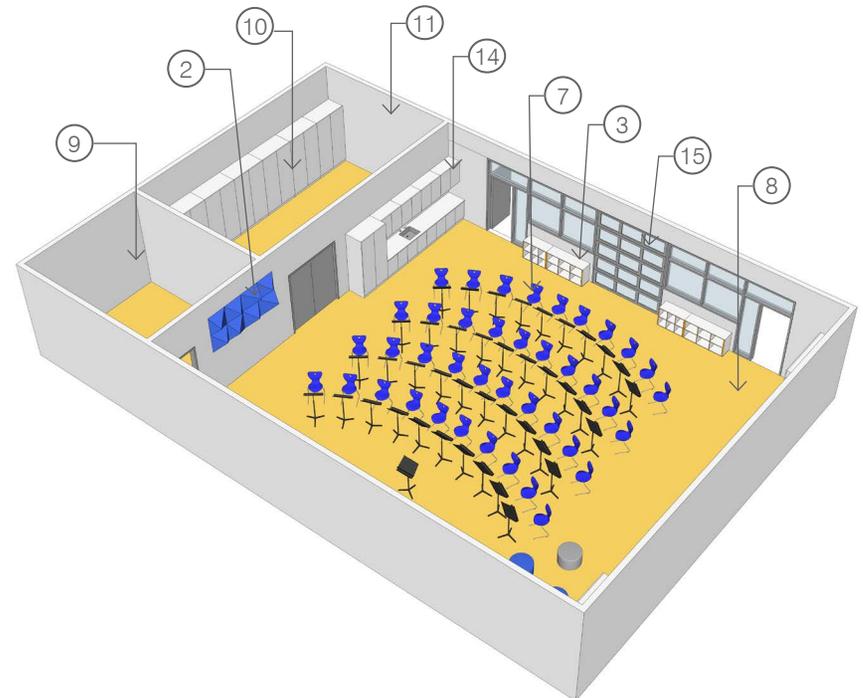
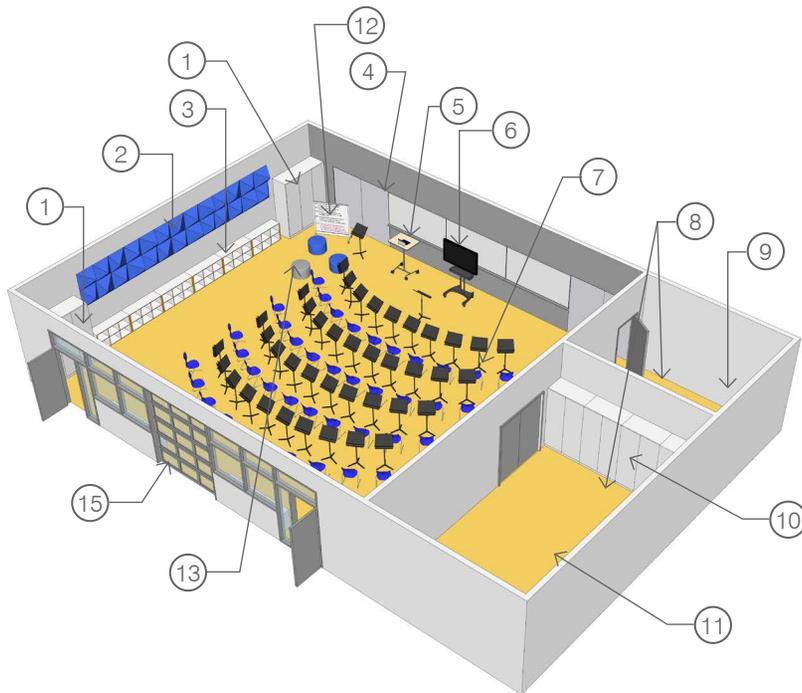
- Large group instruction, ensemble and performance
- Hands-on experience through rehearsals and practice
- Music instruction and appreciation at all beginning and intermediate levels
- Display of awards and event announcements



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

MUSIC LEGEND

- ① Lockable 6'-0" Wide Storage Cabinets
- ② Acoustic Wall Panels
- ③ Cubbies for Backpacks or Pull-out Bins
- ④ Tackable Wall Surface
- ⑤ Mobile Teaching Station
- ⑥ (3) 8'-0" Wide White Boards with Mobile LCD Monitor
- ⑦ Age & Height-appropriate Chairs without wheels + Adjustable Height Music Stands
- ⑧ Resilient Flooring
- ⑨ Storage Room
- ⑩ Lockable Instrument Storage Cabinets
- ⑪ Instrument Storage Room
- ⑫ Mobile White Board
- ⑬ Padded Pouf Stool with Polyurethane Upholstery
- ⑭ Lockable Upper/Lower Casework with Sink + 4'-0" Wide Teacher Storage Cabinet
- ⑮ Roll Up Door or Operable Wall



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

MUSIC

SPATIAL FEATURES

CEILING

- Ceilings should be primarily acoustically absorptive material, with indirect/direct lighting.
- Strobe light alert for PA system announcements.

FURNITURE

- Furniture that has flexibility in scale but appropriate for middle school children should be the focus, with consideration for the weight and ease of mobility. Include height adjustable chairs and music stands.
- Allow for technology connectivity at several locations to allow for multiple presentation areas.
- Organized shelving or cubbies with small pull-out bins should be provided for student supplies.

CASEWORK

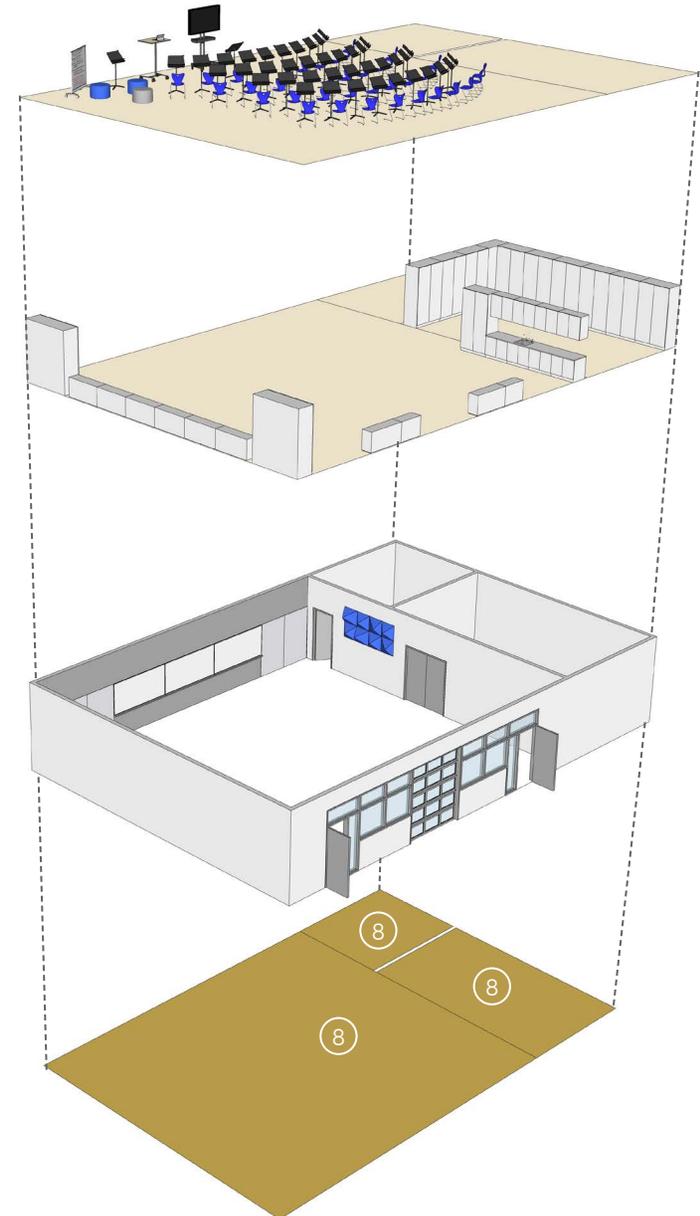
- Lockable storage cabinets for instruments.
- One sink with hot and cold water and lockable casework for storage of class materials.
- Cubbies with small pull-out bins for storage of backpacks, instruments and student belongings.

WALLS, DOORS & WINDOWS

- Tackable and magnetic wall surface and display area for student achievements and event announcements.
- Writable wall surfaces with staff lines; locate at large group and small group areas.
- Keep in mind finishes contribute to acoustical qualities; include materials and acoustic panel treatments that absorb sound.
- Integrated technology (audio systems and wireless access) should be uniformly provided. Include a short throw projector and whiteboard projection surface.
- Allow for multiple performance areas and small group/ensemble practice area.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.
- Direct access to outdoor learning courtyard with smooth threshold transition between spaces.

FLOORING

- Resilient flooring for easy cleanup and maintenance.



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

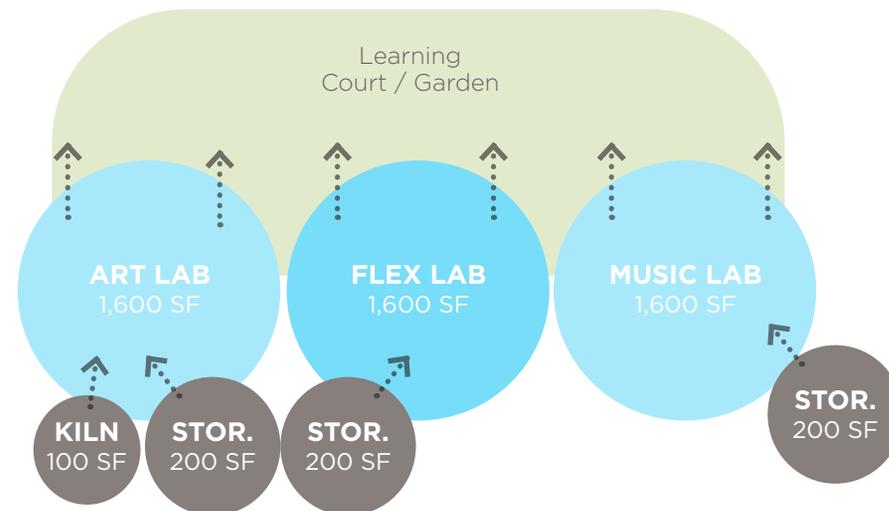
FLEX LAB

DESIGN OBJECTIVES & CHARACTERISTICS

- Curate this space with input from the school site and tailor this space to the appropriate program offerings such as Drama or Wood Shop. Locate this use appropriately (if Drama, locate near the Stage or other performance space).
- Classrooms should be acoustically separated with high-performing acoustics within the classroom with the ability to support multiple concurrent activities in the space.
- Create opportunities to use the building as a teaching tool.
- Visual and physical connection to an exterior learning courtyard that shall be treated as an extension to the Classroom. Create learning opportunities using building systems and landscape features.
- Lighting quality should be naturally daylight supplemented with high-efficiency light fixtures that supply a balance of indirect and direct light to reduce shadows and glare and provide an even level of illumination.
- Lighting should be occupant-controlled around areas of display, through shading devices and separate switches or dimming.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.
- Adapt to changing technologies with flexible solutions such as pull-down power cord reels from the ceilings, and infrastructure to allow expandable utility access to power, data, wireless data, and water.
- Support the use of heavy equipment with appropriate power supply and ventilation.
- Direct access to a lockable prep/storage room to store materials and projects.

ACTIVITIES

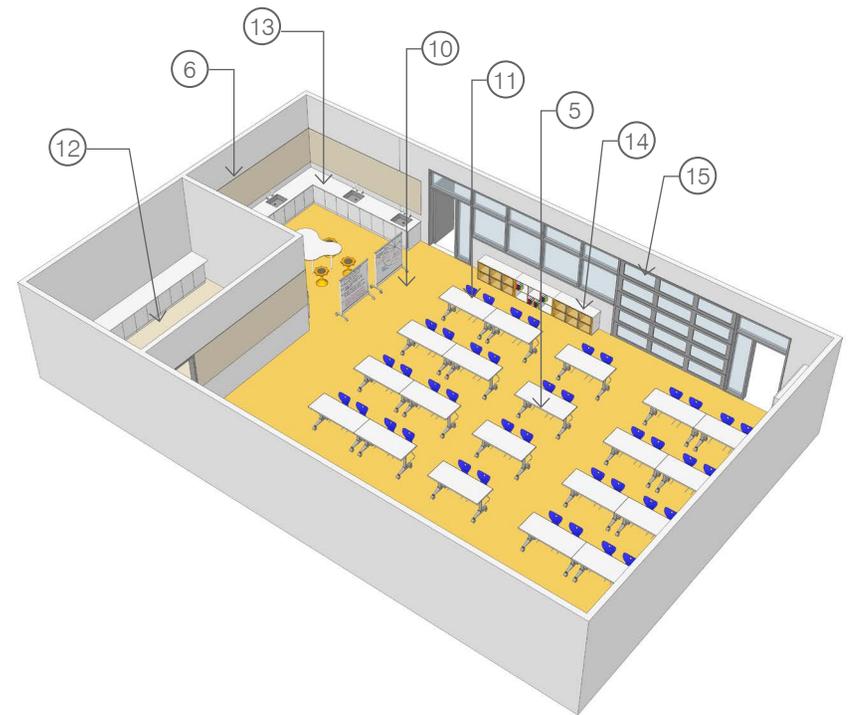
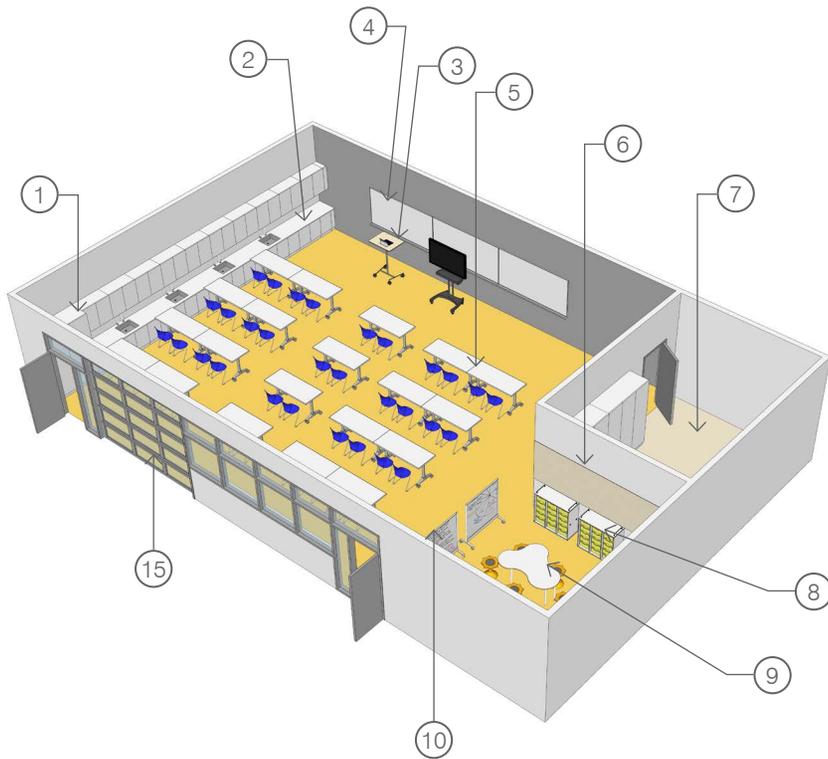
- Learner-centered instruction.
- Self-directed study, team-based project collaboration.
- Hands-on lab experimentation and demonstration.
- Technology- and equipment-based projects and space for building/crafting + investigating.



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

FLEX LAB LEGEND

- ① Lockable 6'-0" Wide Storage Cabinets
- ② Lockable Upper/Lower Casework with (4) Sinks
- ③ Mobile Teaching Station
- ④ (3) 8'-0" Wide White Boards with Mobile LCD Monitor
- ⑤ Age & Height-appropriate Desks and Chairs
- ⑥ Tackable Wall Surface
- ⑦ Storage Room
- ⑧ Mobile Storage Cart
- ⑨ Small-Group Table and Stools
- ⑩ Mobile White Board
- ⑪ Resilient Flooring
- ⑫ Epoxy Flooring
- ⑬ Lockable Lower Casework with (4) Sinks
- ⑭ Cubbies/Bookshelves with Pull-out Bins
- ⑮ Roll Up Door or Operable Wall



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

FLEX LAB

SPATIAL FEATURES

CEILING

- Ceilings should include acoustically absorptive material, with indirect/direct lighting. Areas of the ceiling can be open to the structure above to provide learning opportunities.
- Retractable power cord reels.

FURNITURE

- Furniture scaled for middle school students, with consideration of weight and ease of mobility.
- Furniture surfaces should be durable and easy to clean, supporting various activities.
- Move-able, adjustable work tables and chairs that will support active learning at seated and standing heights.
- Allow for technology connectivity, with standing workstations/tables.
- Apron and project storage should be provided.
- Movable whiteboards as a furniture solution may be provided to support small group instruction.
- Organized mobile shelving or cubbies with small pull-out bins should be provided for student supplies.
- Select the location for an electronic device charging cabinet based on security and student access. Ensure adequate power to support the use of technology in daily curriculum.

CASEWORK

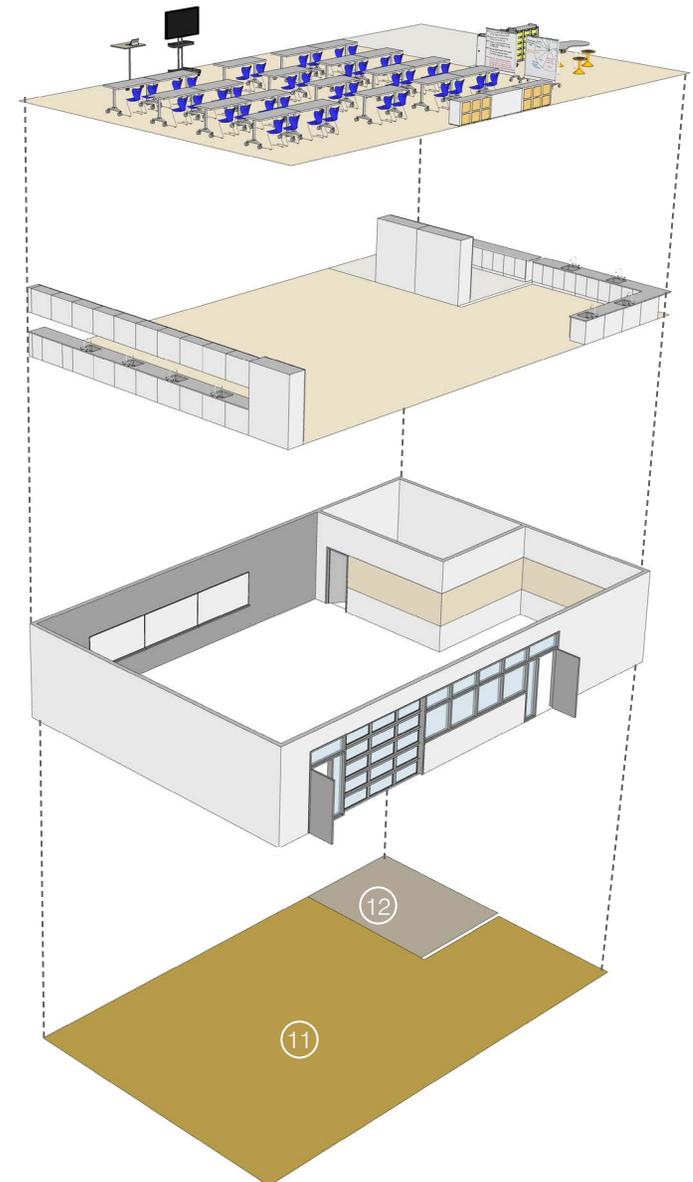
- Counter surfaces shall be easy to clean.
- Lockable storage cabinets for supplies and materials.
- Multiple sinks with hot and cold water supply.

WALLS, DOORS & WINDOWS

- Tackable and magnetic wall surfaces for display of student work.
- Integrated technology (audio systems and wireless access) should be uniformly provided. A mobile LCD monitor should be provided for display. Consider additional displays at small group areas.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.
- Incorporate a roll-up door or other large opening strategy to unify indoor and outdoor learning environments. Ensure a smooth threshold transition between indoor and outdoor spaces.

FLOORING

- Resilient flooring for easy cleanup and maintenance; that encourages 'messy' work.





LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

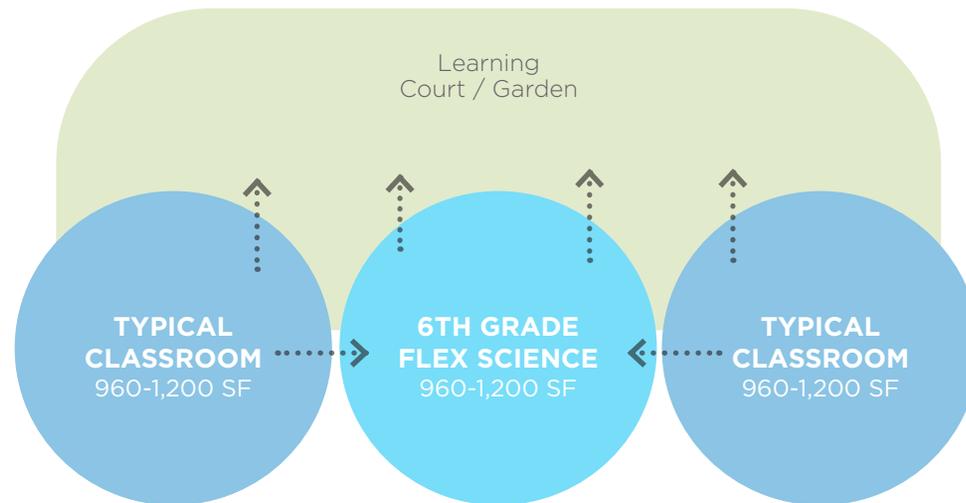
SCIENCE LAB / 6TH GRADE FLEX SCIENCE LAB

DESIGN OBJECTIVES & CHARACTERISTICS

- Support collaboration opportunities through collocation, and diverse shared support spaces.
- For 6th Grade, locate one Flex Science lab between each pair of Math/Science classrooms as a shared asset between the two instructors.
- Spaces should be representative of the exploration and experimentation processes.
- Classrooms should be acoustically separated with high-performing acoustics within the classroom.
- The spaces should be inviting and engaging – utilize color and appropriate lighting strategies.
- Lighting quality should be naturally daylight supplemented with high-efficiency light fixtures that supply a balance of indirect and direct light to reduce shadows and glare and provide an even level of illumination.
- Lighting should be occupant-controlled around areas of projection, through shading devices and separate switches or dimming.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.
- Adapt to changing technologies with flexible solutions such as pull-down power cord reels from the ceilings, and infrastructure to allow expandable utility access to power, data, wireless data, and water.

ACTIVITIES

- Learner-centered instruction
- Hands-on lab experimentation and demonstration
- Small group projects and work sessions
- Technology-based lessons and work, ability to film project process and create a digital presentation of projects and ideas





PROCESS



PLANNING



VISION



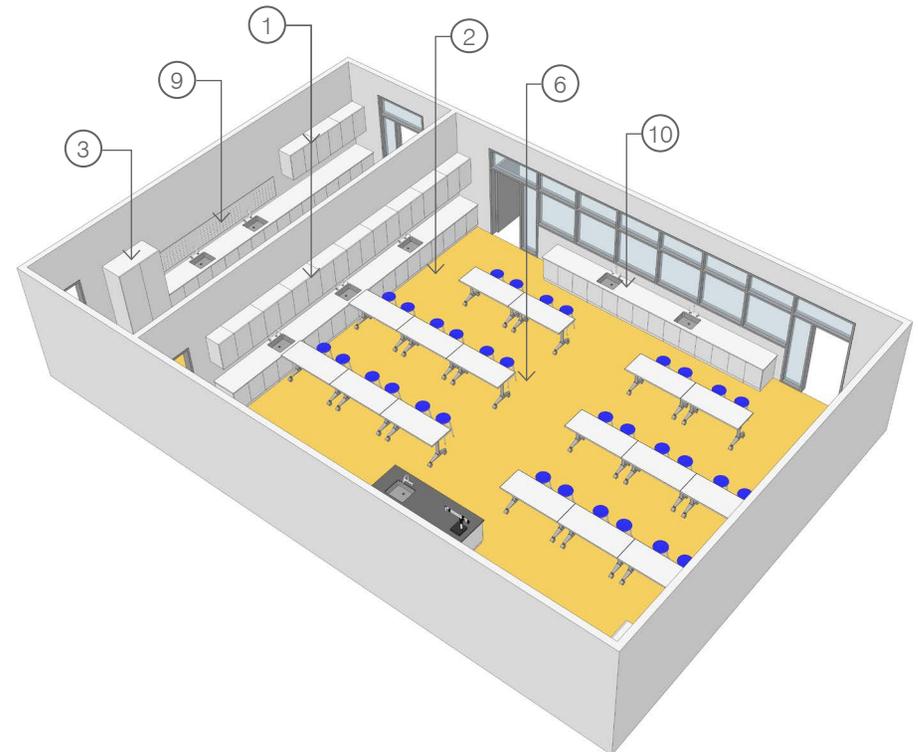
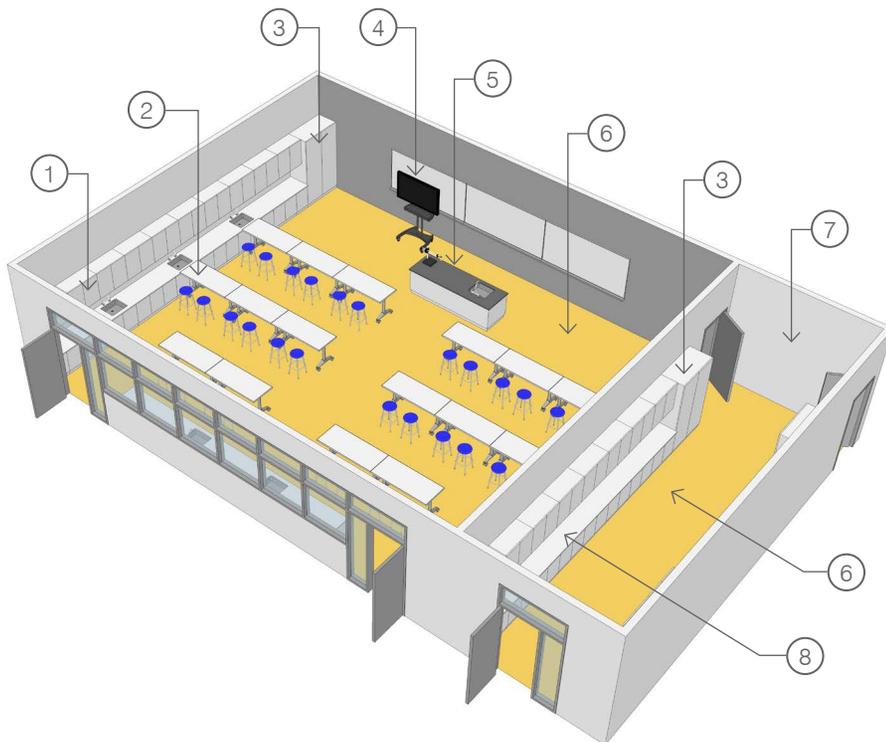
SITES

LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

SCIENCE LAB / 6TH GRADE FLEX SCIENCE LAB

LEGEND

- ① Lockable Upper/Lower Casework with Sinks
- ② Age & Height-appropriate Desks and Chairs that Coordinate with Counter Height
- ③ Lockable 4'-0" Wide Storage Cabinet
- ④ (3) 8'-0" Wide White Boards with Mobile LCD Monitor
- ⑤ Teacher Demo Table with Sink
- ⑥ Resilient Flooring
- ⑦ Shared Prep Room
- ⑧ Lockable Upper/Lower Casework
- ⑨ Wall-Mounted Drying Racks
- ⑩ Lockable Lower Casework with Sinks



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

SCIENCE LAB / 6TH GRADE FLEX SCIENCE LAB

SPATIAL FEATURES

CEILING

- Ceilings should include acoustically absorptive material, with indirect/direct lighting. Retractable power cord reels.

FURNITURE

- Furniture that has flexibility in scale but appropriate for middle school age children should be the focus, with consideration for the weight and ease of mobility.
- Casework/counter tops to be chemical resistant and laboratory grade, lockable, integrated electrical and data outlets, and gas turrets as required.
- Move-able, adjustable work tables (with lockable wheels) and chairs (without wheels) that will support science project experimentation at seated and standing heights.
- Movable whiteboards as a furniture solution may be provided to support small group instruction.
- Select the location for an electronic device charging cabinet based on security and student access. Ensure adequate power to support the use of technology in daily curriculum.

CASEWORK

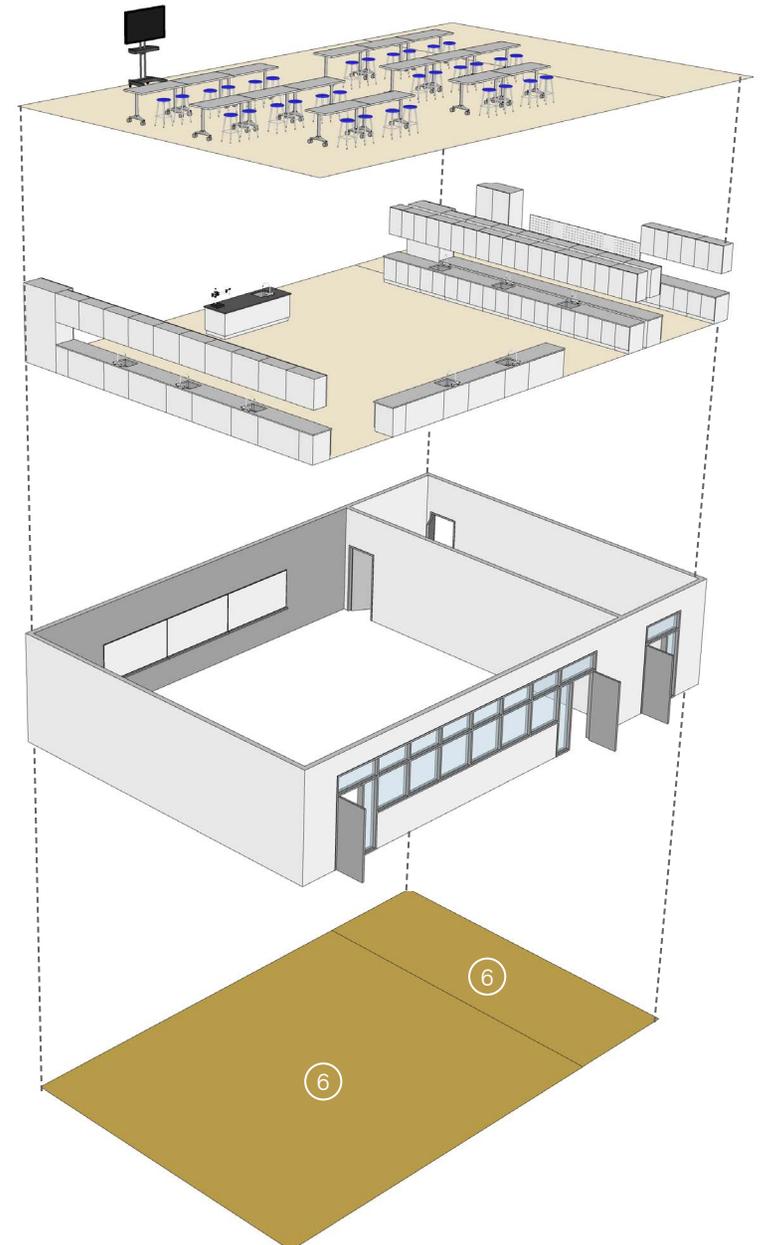
- Counter surfaces shall be easily cleanable.
- Lockable storage cabinets for supplies and materials in the Classroom and in the shared Prep Room.
- Multiple sinks with hot and cold water along perimeter walls. Recessed emergency eyewash and shower should be provided, as required.
- Fixed portion of the teacher demonstration table should have a sink, gas, electrical and data, with an adjacent mobile, adjustable-height table.
- Goggle, apron, and glassware storage should be provided. Steel chemical cabinets for acids and flammables in the Prep Room, as required.

WALLS, DOORS & WINDOWS

- Tackable and magnetic wall surfaces for display of student work.
- Integrated technology (audio systems and wireless access) should be uniformly provided. Include a short throw projector and whiteboard projection surface. Consider additional displays at small group areas.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.
- Direct access to outdoor learning courtyard.

FLOORING

- Resilient flooring for easy cleanup and maintenance; that encourages 'messy' work and experimentation.



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

LEARNING RESOURCE CENTER

ACTIVITIES

- One-on-one instruction
- Small group instruction
- Tutoring, counseling
- Mental wellness services
- Conferences and meetings
- IEP meetings
- Testing and observation

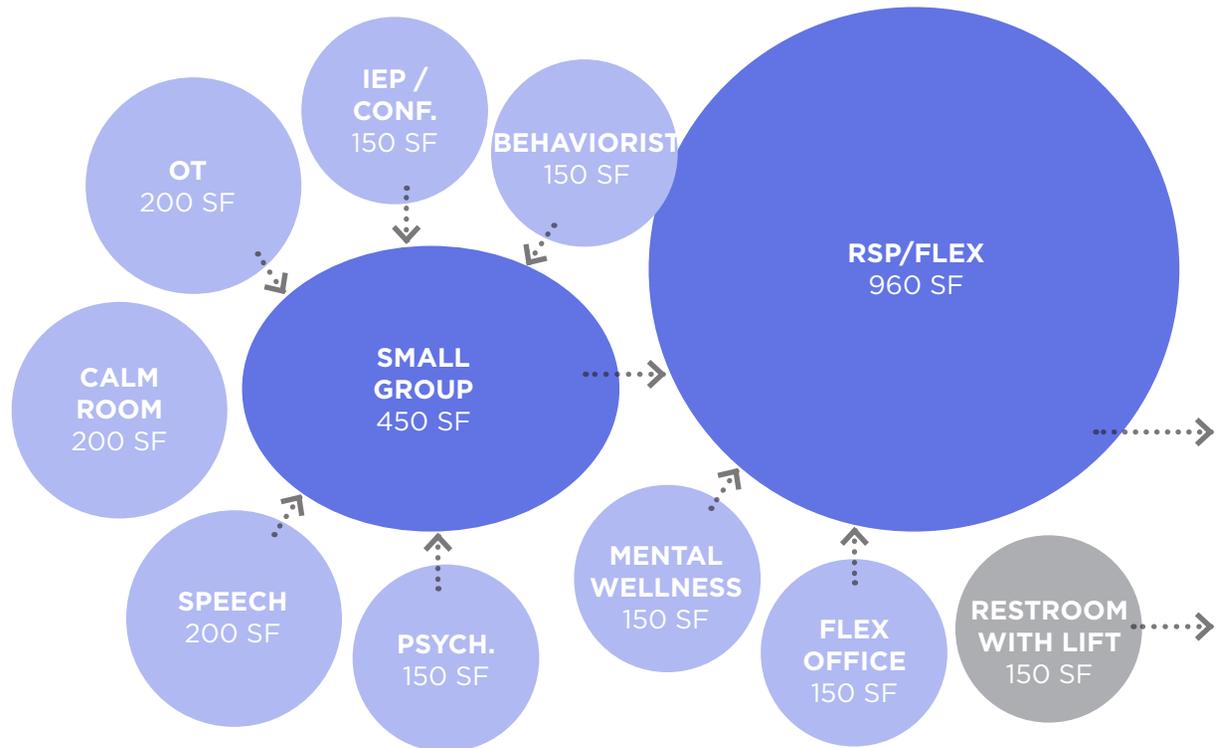
DESIGN OBJECTIVES & CHARACTERISTICS

- Locate within close proximity to Adaptive Daily Living.
- Acoustical separation and privacy between rooms.
- Visual connection of all rooms to exterior and to small group room.
- Dimmable lighting with high color rendering index (CRI 85 or higher) should be provided to reduce student sensitivities.
- Lighting should be occupant-controlled through shading devices.
- The spaces should be calming – utilize warm colors and minimal patterns.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems and the ability to operate windows.
- Technology integration should be supported in each space.
- Provide a clear line of sight into each area where students are meeting with counselors.
- Considerations should be made at the site-level to determine the appropriate mix of spaces needed to support the students and service providers.

SPATIAL FEATURES (FURNITURE, FINISHES & EQUIPMENT)

- Finishes should accommodate the activities listed above. Flooring should be carpeted.
- Ceiling should be highly acoustic to reduce reverberation time and include acoustical wall treatments.
- Disperse writable surfaces throughout, with locations for communal gathering and small-group break-out.

- Digital monitors for sharing or working at computer stations should be provided.
- Ergonomic workstations with comfortable, soft seating areas and student-friendly furniture should be provided.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

ADAPTIVE DAILY LIVING ACTIVITIES

- One-on-one instruction
- Small group instruction
- Living skills development
- Cooking and kitchen preparation
- Clothes laundering

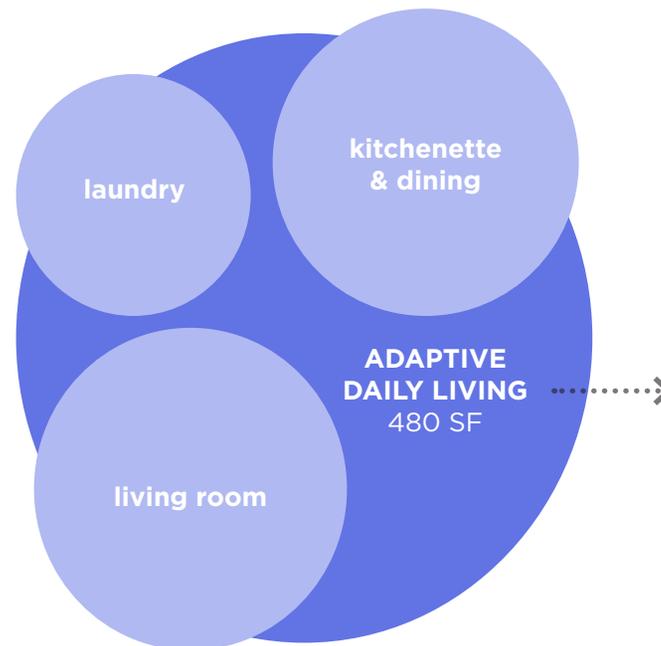
DESIGN OBJECTIVES & CHARACTERISTICS

- Locate within close proximity to Learning Resource Center and the Special Education programs for convenience in shared use of the toilet facilities.
- Create an environment that mimics the home kitchen, dining, laundry, and living environments.
- Dimmable lighting with high color rendering index (CRI 85 or higher) should be provided to reduce student sensitivities.
- Lighting should be occupant-controlled through shading devices.
- The spaces should be calming - utilize warm colors and minimal patterns.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems and the ability to operate windows.
- Technology integration should be supported in each space.

SPATIAL FEATURES (FURNITURE, FINISHES & EQUIPMENT)

- Finishes should accommodate the activities listed.
- Flooring should be resilient, durable, and easy to clean.
- Kitchenette to include a refrigerator, sink, oven with cooking range, and microwave integrated with work surface and cabinetry.
- Dining area to include a table and chairs.
- Laundry area to include a washer and dryer.

- Ceiling should be highly acoustic to reduce reverberation time and include acoustical wall treatments.
- Disperse writable surfaces throughout, with locations for communal gathering and small-group break-out.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

ADMINISTRATION

DESIGN OBJECTIVES & CHARACTERISTICS

- Define a clear, single-point of entry to campus. Provide visitor access to Admin from outside campus security fencing. Provide a secondary entry point from within the campus security fencing with a clear flow between these two access points that is non-disruptive to Administrative functions.
- It should be clear that visitors must check-in at the front desk before being released to the interior of campus.
- Create an inviting lobby where students, parents and community members are exposed to a welcoming entry with student work on display and comfortable seating.
- Administration spaces should be accessible to visitors, yet allow for private and confidential conversations. Clearly delineate public versus private space.
- The Principal Office should have clear visibility and direct access to the campus interior.
- Offices and conference rooms should be acoustically separated.
- The Staff Work/Lounge should be a fluid space that allows for social interaction and professional collaborative space.
- Lighting quality should be naturally daylight supplemented with high-efficiency light fixtures that supply a balance of indirect and direct light to reduce shadows and glare and provide an even level of illumination.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems and the ability to operate windows.
- Large conference room should accommodate 12-15 people. Small conference room should accommodate 6-8 people.
- Provide a private lactation room; include comfortable soft furnishings and dimmable lights.

ACTIVITIES

- Check-in, Front Entry
- Administrative duties
- Discipline meetings
- Counseling
- Health support
- Staff collaboration and professional development
- Attendance, enrollment, supply/records storage



SPATIAL FEATURES (FURNITURE, FINISHES & EQUIPMENT)

- Finishes should accommodate the activities listed. Flooring should be carpet in office/conference areas and resilient in workrooms and the health office.
- Offices should have ergonomic furniture that is adjustable for seated and standing working heights.
- Ceilings should be primarily acoustic with limited areas of dropped hard lid.
- Digital display area for announcements and student work should be located in the lobby.
- Casework at standing and seated working heights should be provided at the reception area and workrooms. Ensure the visibility of small children by the staff behind the desk.
- Staff Work should have a hoteling station to connect a personal device to the printer.
- Staff Lounge should be a flexible, classroom-like environment with a mobile LCD screen and mix of soft and hard seating that can be rearranged easily in support of professional development trainings.
- The Health Office should include casework with a work area, lockable storage cabinets for student medicine and a refrigerator with ice maker. Ceiling-hung cubicle curtains should be provided to separate the cot area.
- Records Storage room should have lockable file cabinets.



PROCESS



PLANNING



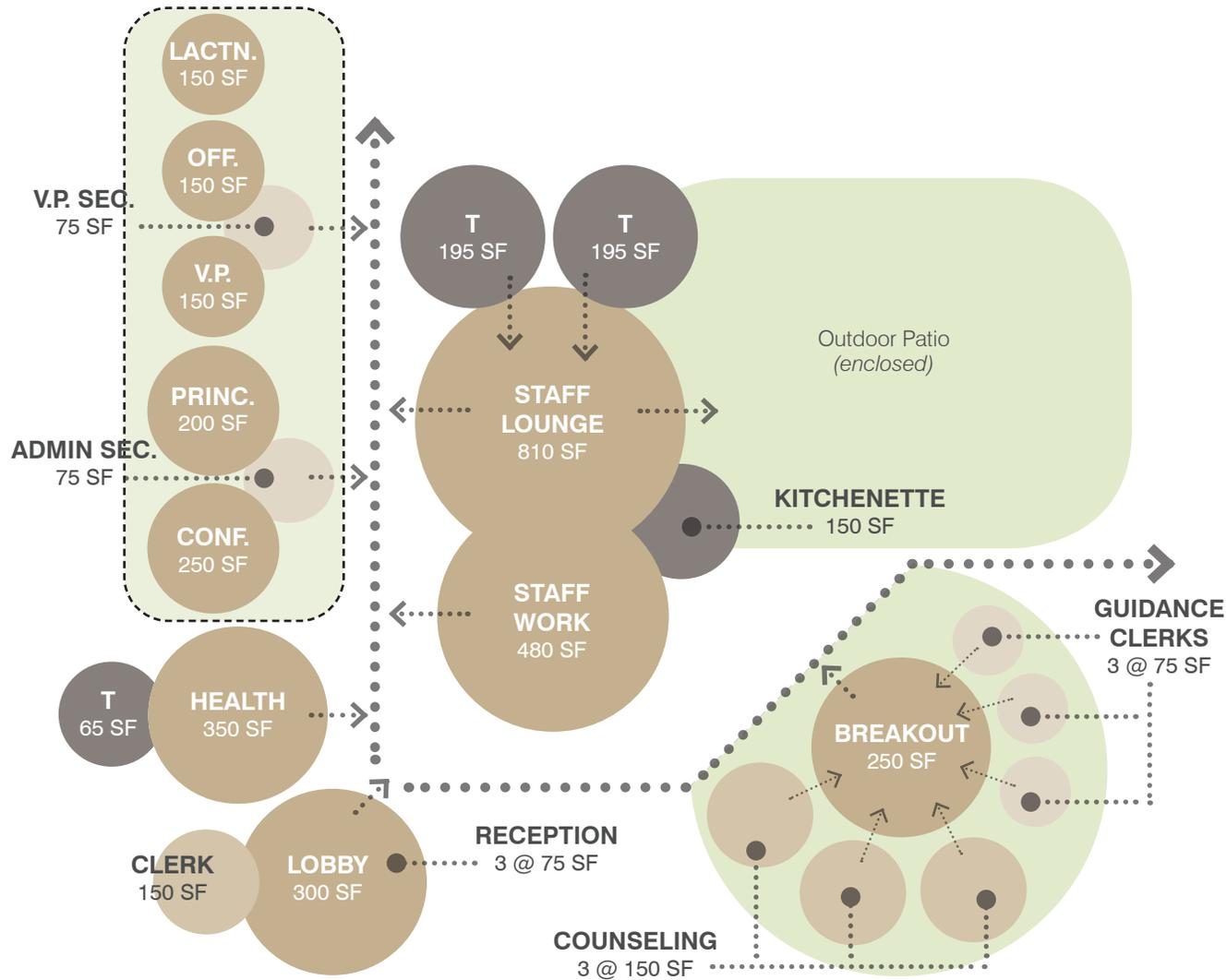
VISION



SITES

LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

ADMINISTRATION





LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

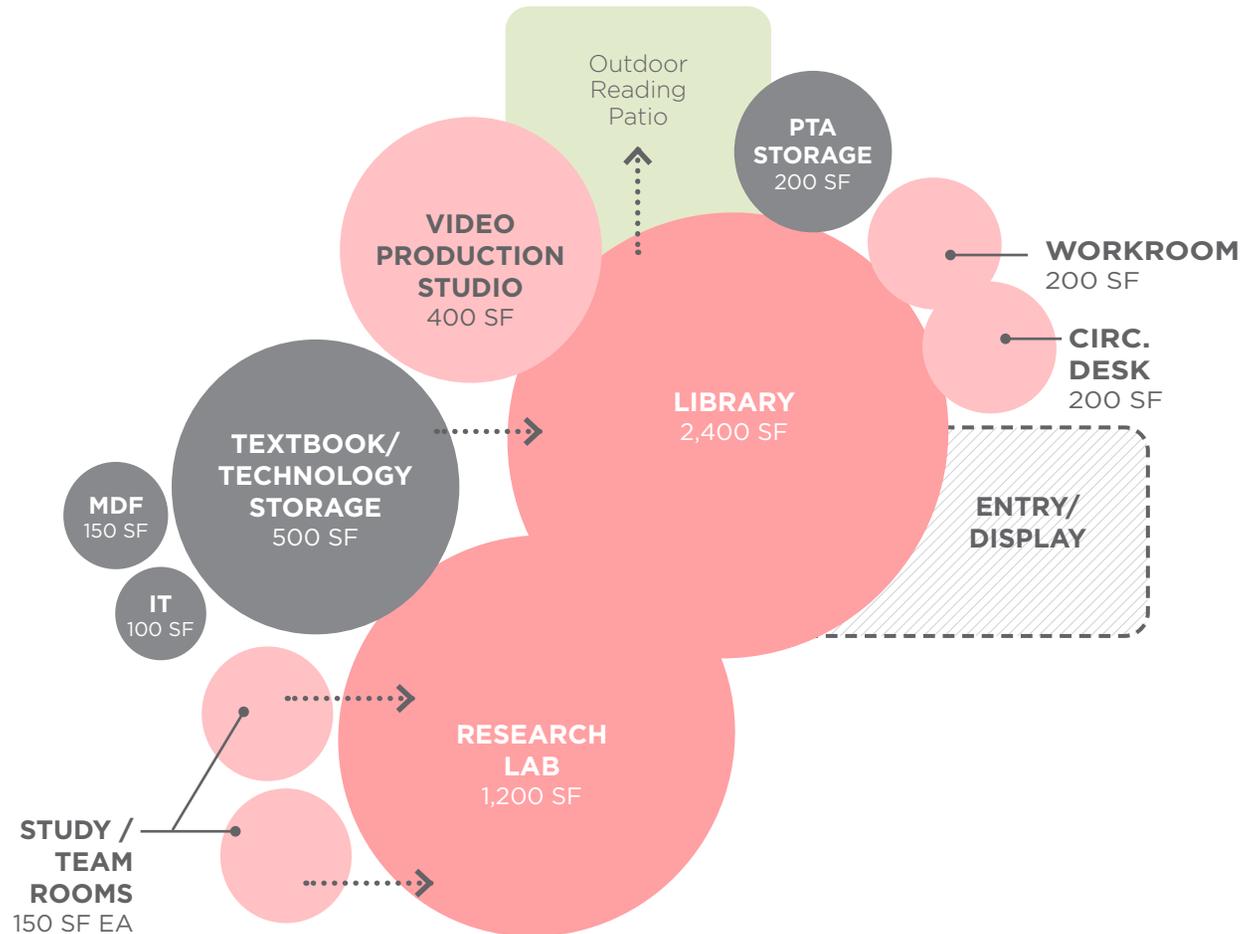
LIBRARY MEDIA CENTER

DESIGN OBJECTIVES & CHARACTERISTICS

- Support technology-rich individual research and investigation, along with acoustically separated, visually connected group and team working spaces.
- Space should serve as a resource and parent/ community center. Include a dedicated PTA storage room. Consider before / after school hours for parent and/or student access.
- Create zones for a variety of activities, group sizes and noise levels. Include a presentation/ meeting area with integrated technology, that can accommodate a typical class.
- Direct access to an outdoor, shaded reading patio that has WiFi access.
- Equip and provide infrastructure to support meeting/ presentation area.
- Two Team/Study Rooms provide quieter areas for study and small group work.
- Video Production Studio to include an acoustically-separated green screen space and support for video recording capabilities.
- Promote student and staff interaction in a comfortable, stimulus-rich environment that will support multiple concurrent activities.
- Controlled natural daylighting and views to the exterior, with soft, ambient indirect lighting and task lighting available in select areas with the ability to adjust.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems and the ability to operate windows.
- The Research Lab should provide a technology-rich setting inclusive of noise-canceling headphones, personal devices, and flexible furnishings.
- Technology-rich workstations and meeting spaces, with connectivity to internet and easy sharing of mobile devices should be the focus throughout the space.

ACTIVITIES

- Collaborative research, group instruction, technology exploration, self-directed study, and quiet reading
- Circulation of materials and resources
- Student work display and presentation
- Research, self-directed information investigation
- Content creation
- Small and large group instruction
- Community access

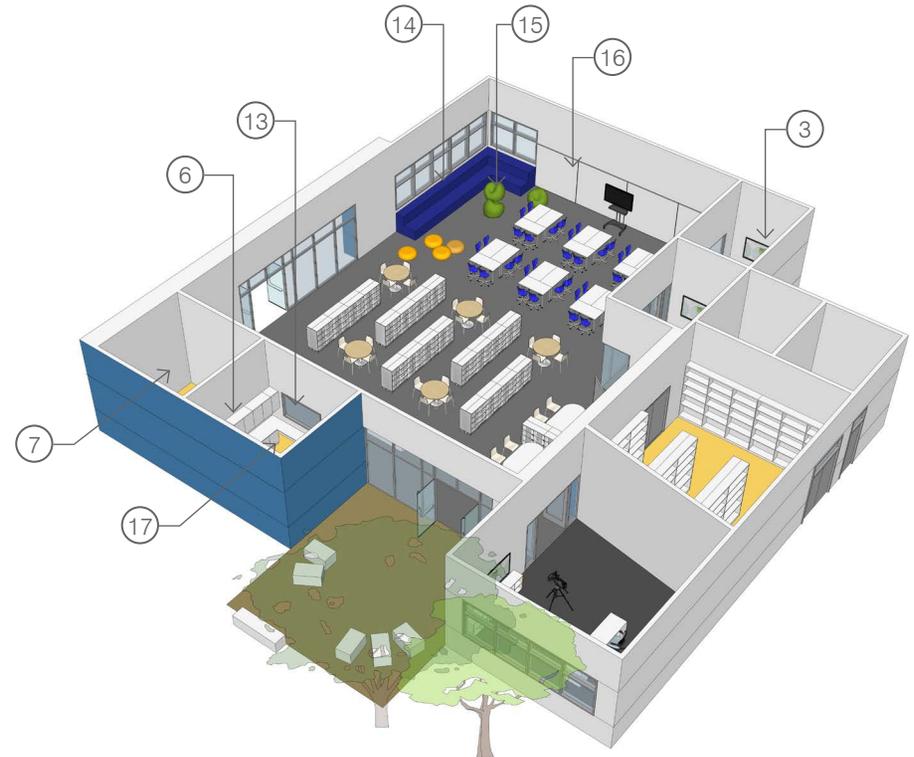
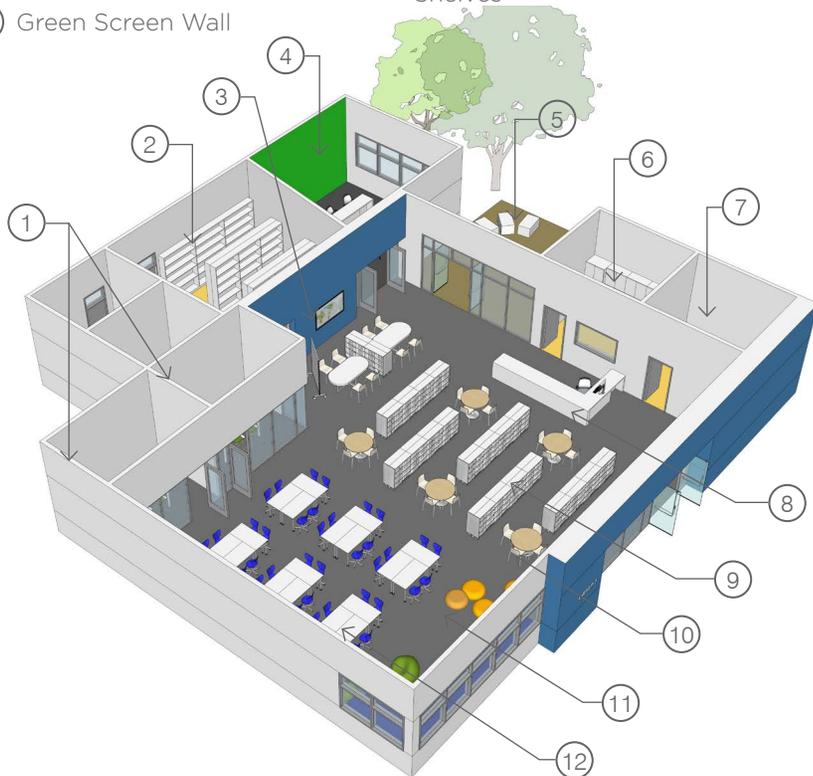


LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

LIBRARY MEDIA CENTER

LEGEND

- | | | | | |
|---|---|---|--|-----------------|
| ① Study/Team Rooms with (1) Round Table and (4) Chairs Each | ⑤ Outdoor Reading Patio | ⑩ 42"-48" Round Tables with Chairs | ⑭ Two-Tier Padded Benches with Polyurethane Upholstery | ⑰ Workroom |
| ② Textbook Storage Room with Adjustable Open Shelving | ⑥ Lockable Upper/Lower Casework with Sink | ⑪ Padded Pouf Stool with Stain Resistant Upholstery | ⑮ Bean Bag Chair with Polyurethane Upholstery | ⑱ Accent Carpet |
| ③ (1) Wall-Mount LCD Monitor per Study Room | ⑦ PTA Storage Room | ⑫ Age & Height-appropriate Mobile Desks and Chairs | ⑯ (4) 8'-0" Wide White Boards with Mobile LCD Monitor | ⑳ Carpet |
| ④ Green Screen Wall | ⑧ Circulation Desk | ⑬ Visibility Window | | |
| | ⑨ 42" High Mobile Book Shelves | | | |



LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

LIBRARY MEDIA CENTER

SPATIAL FEATURES

CEILING

- Ceilings should be primarily acoustically absorptive material. In areas that are dedicated to small group or individual focus, lower ceilings can provide a sense of scale.

FURNITURE

- Furniture scaled age appropriately should be the focus, with consideration for the weight and ease of mobility based on age. Desks and chairs should have lockable wheels.
- Whole-class instruction area, with associated classroom technology and flexible furniture should be provided.
- Movable whiteboards as a furniture solution may be provided to support small group instruction.
- Locations for electronic device charging should be considered, including adequate WiFi access and power to support the use of technology in daily curriculum.
- Comfortable, soft seating should be provided with access to power/wireless internet for personal devices.

CASEWORK

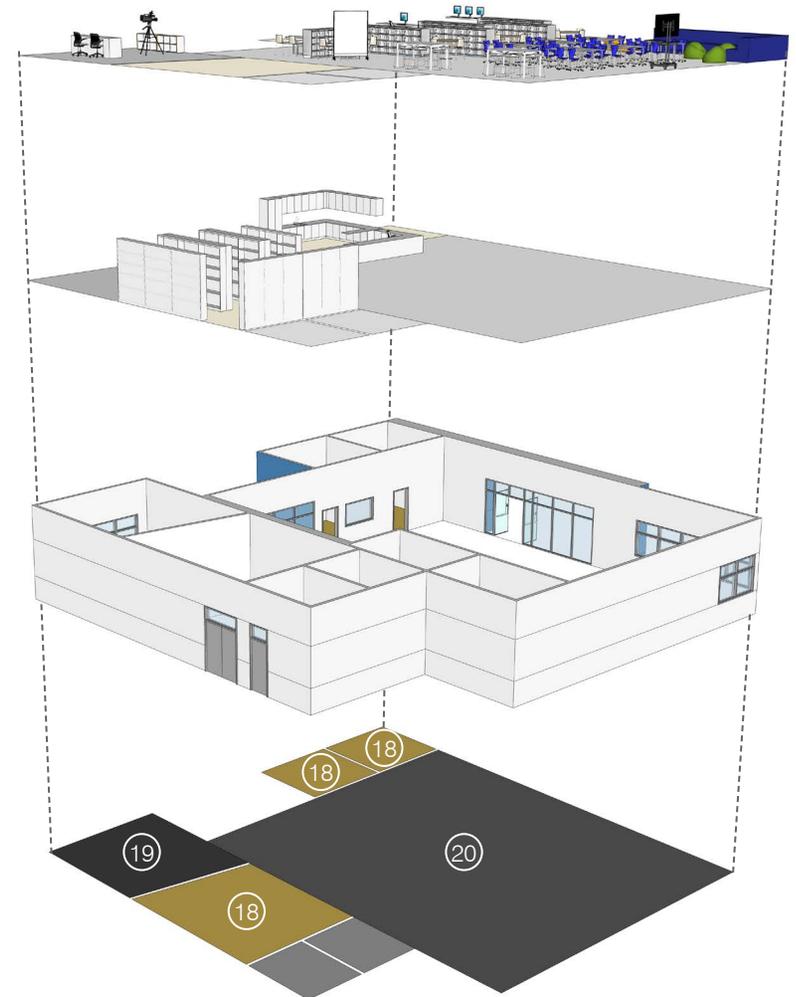
- Lockable upper and lower casework with a sink should be provided in the Workroom.
- Circulation desk with 2 workstations.
- Adjustable, open shelving for textbook storage. Consider high density mobile shelving systems.

WALLS, DOORS & WINDOWS

- Writable wall surfaces should be provided at the Research Lab as well as in the Study/Team Rooms.
- Disperse display areas throughout, at varying heights. Tackable surfaces and/or magnetic display systems should be considered.
- Roller shades should be provided at all window locations, including door sidelights and view windows in doors.
- At least one mobile LCD monitor should be provided for display throughout the Research Lab and Library areas. Wall-mount LCD monitors can be provided within the Study/Team Rooms.
- Acoustically absorptive finishes, including ceilings, floors and walls as necessary, should be used to maintain a quiet environment with multiple group activities occurring.

FLOORING

- Carpet should be provided at the Library, Research Lab, Reading Room and Study/Team Rooms.
- Resilient flooring at the Workroom and Storage Rooms.





LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

MULTI-PURPOSE ROOM

DESIGN OBJECTIVES & CHARACTERISTICS

- Access to restrooms adjacent to lunch areas.
- Covered areas at exterior for dining to provide protection from sun and rain.
- Ample storage for chairs and tables, instructional equipment.
- Inspire students and instill a sense of pride through color, graphics, signage, and display areas.
- Strong indoor/ outdoor connection between interior and exterior dining areas.
- Serving area should have easy access and queuing system that flows through serving lines and into interior dining area, encouraging student use of food service.
- Provide display monitors for menus that are clearly visible.

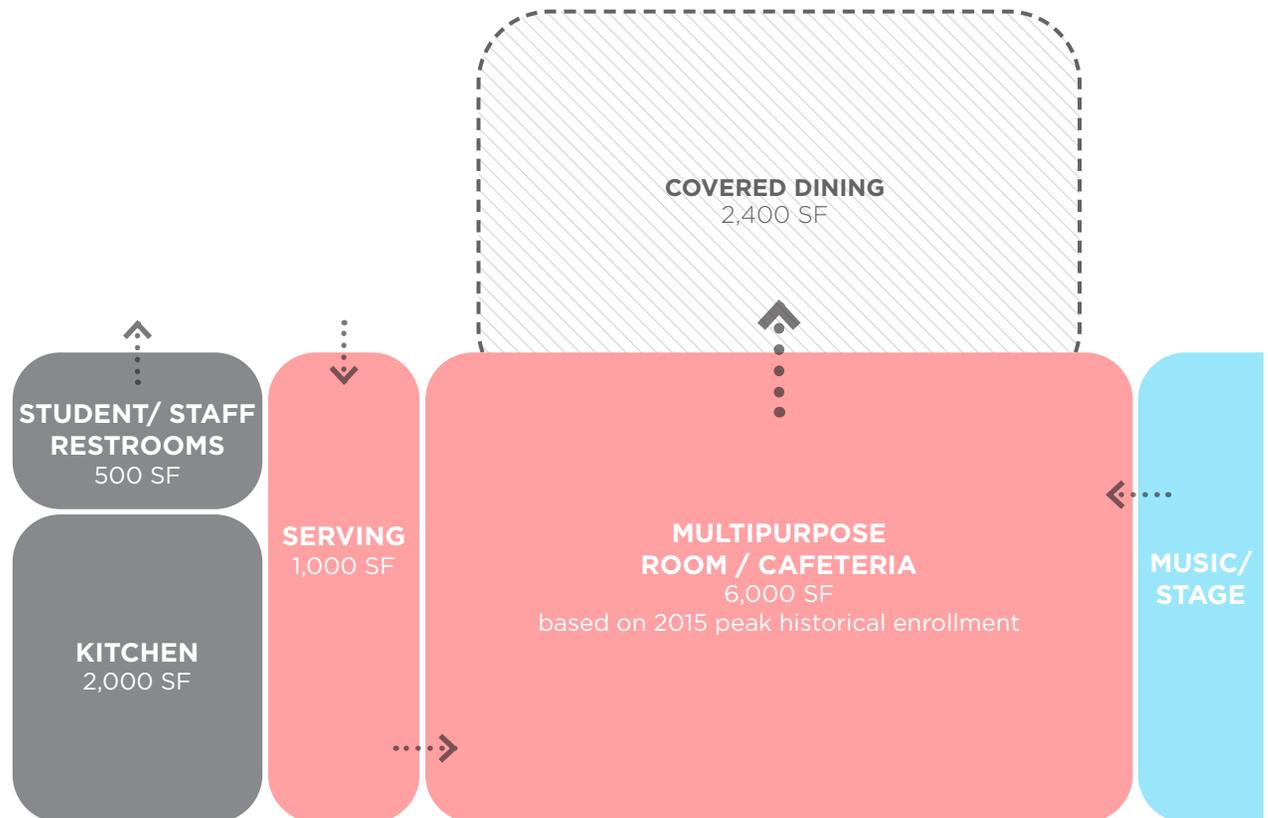
SPATIAL FEATURES

(FURNITURE, FINISHES & EQUIPMENT)

- Finishes should be durable and accommodate the activities listed. Flooring should be resilient, durable and easy to clean.
- Finishes at Food Service areas need to meet Health Department requirements.
- High-performance acoustic space that is durable and appropriate for dining and performance activities. Acoustic wall treatment to control sound during large events.
- Ceilings should be primarily acoustic with limited areas of dropped hard lid.
- Controlled, dimmable lighting.
- Presentation system with good speakers, microphones and large drop-down screen.
- Convertible tables that can function as a bench or a table.

ACTIVITIES

- Campus hub
- Assemblies and large group presentations
- Community use
- Food service / social gathering
- Student and teacher social gathering
- Overflow instructional activities for PE/ Fitness and Music





LEARNING SPACES DESIGN STANDARDS | MIDDLE SCHOOLS

LOCKER ROOMS

DESIGN OBJECTIVES & CHARACTERISTICS

- Inspire students and instill a sense of school pride through colors, graphics, signage and award display areas.
- Locate near Multi-Purpose Room or Gym, with access to hardcourts/ playfields and room for PE classes to line up.
- Lighting quality should be naturally daylight supplemented with high-efficiency light fixtures that supply a balance of indirect and direct light to reduce shadows and glare and provide an even level of illumination.
- Thermal comfort should be supported through high-efficiency mechanical ventilation systems. Consider the use of ceiling fans to increase air circulation.

ACTIVITIES

- Changing
- Storage of personal belongings
- PE teacher spaces for office, changing/ locker, and restroom

SPATIAL FEATURES

(FURNITURE, FINISHES & EQUIPMENT)

- Finishes should accommodate the activities listed.
- Flooring should be sealed concrete or epoxy flooring.
- Student lockers large enough to accommodate a backpack and clothing with the inclusion of large lockers for sports gear and equipment.
- Provide visibility from office into the changing room for clear supervision.
- High-performance acoustic space that is durable and appropriate for physical activities. Acoustic wall treatment to control sound in all activity areas.
- Ceilings should be acoustically absorptive and durable.

