



WEST CHESTER AREA SCHOOL DISTRICT

MIDDLE SCHOOL(S) EDUCATIONAL SPECIFICATIONS

RE-IMAGINING THE WCASD MIDDLE SCHOOL(S)

EDUCATIONAL SPECIFICATION

DEFINITION

Educational specifications ("ed specs") are comprehensive documents that translate a school district's educational philosophy, goals, and curriculum into specific physical design requirements for new construction or renovation projects. They function as a bridge between educators and architects, defining the size, functionality, and equipment needed for learning spaces.

MILESTONES



December 2025	Kick-off
January 2026	Brainstorming – The WCASD Learner
January 2026	Next Gen Middle School Site Visits
February 2026	MS Educational Programming Session
March 2026	DRAFT Ed Spec Development
April 2026	Ed Spec Review Meetings
May 2026	FINAL Middle School Ed Spec Package and Presentation

KICK-OFF

DECEMBER 3, 2025

Introduction to the Process

The team will attend an introductory meeting to understand the proposed product (Middle School Educational Specifications) and the process scheduled to develop that Educational Specification. The team will be provided with a virtual tour of next generation educational spaces and will then engage in an activity to gain mutual understanding of the next generation learner.

Activities:

- Presentation of expected outcome and process to achieve that outcome
- Portrait of a WCASD Graduate
- Virtual tour of next generation spaces
- Interactive polling

**WHAT MAKES THE MIDDLE SCHOOL LEARNER
UNIQUE?**

**WHAT ARE YOUR DESIRED
STUDENT OUTCOMES?**

**WHAT LIMITS YOUR STUDENTS FROM ACHIEVING
THOSE OUTCOMES TODAY?**

PORTRAIT OF A WCASD GRADUATE



ADAPTABILITY

Exhibit flexibility and work cooperatively in a changing world. Respond productively to praise, criticism, and setbacks.



COMMUNICATION

Listen and articulate thoughts and ideas effectively for a range of purposes and audiences.



EMPATHY

Demonstrate awareness, care, and respect to connect with others' feelings, opinions, experiences, and cultures.



PROBLEM SOLVING

Understand the bigger picture and use evidence to propose solutions to difficult or complex situations.



RESPONSIBILITY

Act honestly, honor commitments, and own the outcomes whether positive or negative.





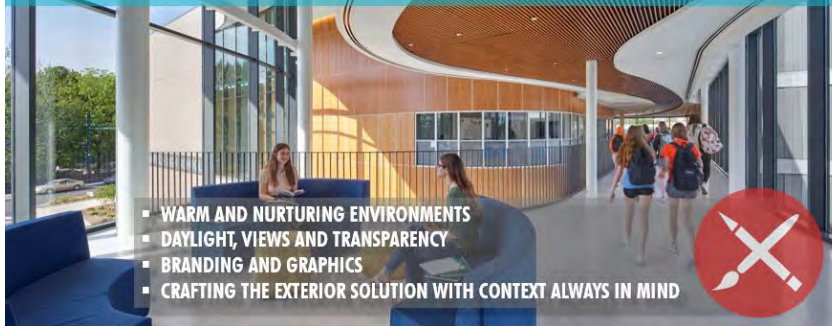
SPACES FOR TRENDS **vs.** TRENDY SPACES

ADOPTION OF EFFECTIVE HIGHER ED SOLUTIONS



- LEARNING COMMONS
- DINING COMMONS
- UTILIZING CIRCULATION SPACE AS ACTIVE LEARNING SPACE

DE-INSTITUTIONALIZING THE LEARNING ENVIRONMENT



- WARM AND NURTURING ENVIRONMENTS
- DAYLIGHT, VIEWS AND TRANSPARENCY
- BRANDING AND GRAPHICS
- CRAFTING THE EXTERIOR SOLUTION WITH CONTEXT ALWAYS IN MIND

FOCUS ON STEAM



- CENTRALIZED STEAM SPACES
- LEARNING RESOURCES AT THE HEART OF STEAM
- ARTS AND CONNECTION TO RESEARCH AND THE OUTDOORS
- RESEARCH, MAKE AND PRESENT SPACES
- TECHNOLOGY FOR THE LEARNING SPACES

COMMUNITY WITHIN AND THROUGHOUT



- A "20 HOUR" CAMPUS WITHIN AND THROUGHOUT
- COMMUNITY-CENTRIC AND COMMUNITY-CREATED
- EMBRACING AND SHOWCASING THE COMMUNITY ELEMENTS
- TALENT ON DISPLAY

NEXT GENERATION LEARNING STYLES



- SPACES FOR DIFFERENTIATED LEARNERS
- INDIVIDUAL LEARNING SPACES
- GROUP LEARNING ENVIRONMENTS
- LEARNING STUDIOS
- FLEXIBLE LEARNING ENVIRONMENTS
- SHOULD ADAPT TO THE NEEDS OF THE MOMENT

FOCUS ON SUSTAINABILITY



- REDUCE NEGATIVE IMPACT ON THE ENVIRONMENT WHEN POSSIBLE
- LOWER LONG-TERM OPERATIONAL COSTS
- IMPROVE USER MENTAL HEALTH & WELL-BEING
- UTILIZE SUSTAINABLE PRACTICES REGARDLESS OF LEED CERTIFICATION LEVEL

These concepts reflect best practices in the design of next-generation learning environments.

While the modernization of existing facilities will require thoughtful adaptation of these ideas to align with current building conditions, every effort should be made to incorporate these principles to the greatest extent possible.



Word Cloud

open multi purpose
beautiful space open and airy
big but not cavern next caller
too hs/college loud nice ceiling use??
different no tvs what is it?
warmth like balcony like it
football game? wood!! not needed for ms
exposed beams 😊
like love beams
good light wall



Join at:
vevox.ap

p

ID:
471-742-5
28



flexible shelving
 big long tables love counters
 nice my dream design space
 good storage nice outlets neato
 functional fun walls lots of outlets
 outlets! steam in action use of space
 flexible storage! stools uncomf
 color storage wall is good
 love! art!
 storage artsy cool storage



SCHRADERGROUP
 A HORD COPLAN MACHT STUDIO

okay this i like fight over chairs
 airport lounge collaborate
 choices yellowooooooooooooooooow
 lights are nice!
open i like it yellow & blue = dope
 choice cool 😎
 multiple work place multiple uses
 nice flexibility fun place
 i want the yellow love this like couch chair
 small group work flexible seating!
 like chair on floor sight issues
 the chairs are great nice furniture bright
 cozy & work



SCHRADERGROUP
 A HORD COPLAN MACHT STUDIO

SURVEY #1

RESULTS

The survey reflects a strong, shared vision:

- **A future-ready middle school should be flexible, student-centered, collaborative, and connected to the real world, with spaces and systems that adapt over time and prioritize both academic and human development.**

TASK #1

JANUARY 7, 2026

Brain-storming Session - Next Generation MS Environments

In a workshop format, the SGA planning team will provide a “virtual tour” of state-of-the-art Middle school facilities throughout the United States. Several exercises will be utilized to first, flesh out anticipated middle school learning trends for next generation middle schools, and then a matching exercise will be conducted to understand how the built environment may support those goals.

Activities:

- Virtual Tour
- Day In the Life...
- Connecting Learning Modalities To Space

WAINWRIGHT
INTERMEDIATE
SCHOOL
Tacoma, WA

HAZEL WOLFE K-8
E-STEM SCHOOL
Seattle, WA

TETON SCIENCE
MIDDLE SCHOOL
Jackson, WY

JORDAN MIDDLE
SCHOOL
Jordan, MN

NORTH
MIDDLE SCHOOL
Portage, MI

DoDEA HANSCOM
MIDDLE SCHOOL
Hanscom AFB, MA

LESTER GATES
MIDDLE SCHOOL
Scituate, MA

RIO DEL SOL
STEAM K-8
Oxnard, CA

SUNSET RIDGE
MIDDLE SCHOOL
Winnetka, IL

THE MAPLE SCHOOL
Northbrook, IL

FREDERICK COUNTY
MIDDLE SCHOOL
Winchester, VA

TIPPIT
MIDDLE SCHOOL
Georgetown, TX

DR. PHINNIZE FISHER
MIDDLE SCHOOL
Greenville, SC

MANOR TECH
MIDDLE SCHOOL
Manor, TX



DoDEA HANSCOM MIDDLE SCHOOL
Hanscom AFB, MA

Architect: Ewing Cole

16



DR. PHINNIZE J. FISHER MIDDLE SCHOOL
Greenville, SC

Architect: McMillan Pazzan Smith Architects and Felding Nair International

33



NORTH MIDDLE SCHOOL
Portage, MI

Architect: Stantec

52



SUNSET RIDGE MIDDLE SCHOOL
Winnetka, IL

Architect: Wight



JORDAN MIDDLE SCHOOL
Jordan, MN

Architect: DLR Group

83



TIPPIT MIDDLE SCHOOL
Georgetown, TX

Architect: HOK

98



MANOR TECH MIDDLE SCHOOL
Manor, TX

Architect: Stantec

112



TETON SCIENCE MIDDLE SCHOOL
Jackson, WY

Architect: Milman

118



RIO DEL SOL K-8
Oxnard, CA

Architect: AEC - Architects for Education

123



HAZEL WOLFE E-STEM K-8
Seattle, WA

Architect: NAC architecture

130



WAINWRIGHT INTERMEDIATE SCHOOL
Tacoma, WA

Architect: HOK

192



FREDERICK COUNTY MIDDLE SCHOOL
Winchester, VA

Architect: Stantec

42

A DAY IN THE LIFE OF A MS LEARNER....

EXERCISE #1 Part 1

- Using the Learning Modality flash cards, discuss amongst your group, the learning environment needs of each of the learning modalities.
- Using the pie-chart worksheet, provide a brief written narrative of “A day in the life of a Learner” today.
- Also using the pie-chart worksheet, show the % of the day the learner of today might spend in each learning modality during the course of a day.

A DAY IN THE LIFE OF A MS LEARNER....

EXERCISE #1 Part 2

- Using the randomly selected Middle School Persona card, envision a typical “Day in the Life of a Learner” 15-20 years into the future.
- Using the pie-chart worksheet, provide a brief written narrative of “A day in the life of a Future Learner” for your unique Persona.
- Also using the pie-chart worksheet, show the % of the day your learner of the future might spend in each learning modality during the course of a day.

LEARNING MODALITY CARDS

FRONT

CREATING
 Ideation
 Exploring
 Composing
 Inventing
 Producing

SCHRADERGROUP
 A HORD COPLAN MACHT STUDIO

BACK

CREATING

small groups

large groups

FRONT

PRESENTING
 Sharing
 Demonstrating
 Performing
 Role Playing
 Peer-to-Peer Teaching

SCHRADERGROUP
 A HORD COPLAN MACHT STUDIO

BACK

PRESENTING

small groups

large groups

FRONT

LECTURE
 Direct
 Guest Speaker
 Demonstrations
 Listening
 Large Group

SCHRADERGROUP
 A HORD COPLAN MACHT STUDIO

BACK

LECTURE

large groups

FRONT

EVALUATING
 Experimentation
 Iterating
 Analysis
 Debate
 Critical Thinking

SCHRADERGROUP
 A HORD COPLAN MACHT STUDIO

BACK

EVALUATING

individuals

small groups

FRONT

ACTIVE
 Wellness
 Hands-On
 Environment
 Physical
 Movement

SCHRADERGROUP
 A HORD COPLAN MACHT STUDIO

BACK

ACTIVE

large groups

FRONT

COLLABORATING
 Gathering
 Think-Pair-Share
 Collaborative Problem Solving
 Project Based
 Assessing

SCHRADERGROUP
 A HORD COPLAN MACHT STUDIO

BACK

COLLABORATING

pairs

small groups

medium groups

FRONT

REFLECTIVE
 Reading
 Focused
 Analysis
 Quiet Study
 Mind Mapping

SCHRADERGROUP
 A HORD COPLAN MACHT STUDIO

BACK

REFLECTIVE

individuals

informal groups

FRONT

RESEARCHING
 Reading
 Investigating
 Exploration
 Hypothesize
 Synthesize

SCHRADERGROUP
 A HORD COPLAN MACHT STUDIO

BACK

RESEARCHING

individuals

small groups

FRONT

EXPERIENCING
 Practice
 Socialization
 Immersive
 Hands On
 Workshops/Maker Activities

SCHRADERGROUP
 A HORD COPLAN MACHT STUDIO

BACK

EXPERIENCING

individuals

small groups

informal groups



COMMUNICATION
Listen and articulate thoughts and ideas effectively for a range of purposes and audiences.

PROBLEM SOLVING
Understand the bigger picture and use evidence to propose solutions to difficult or complex situations.

ADAPTABILITY
Exhibit flexibility and work cooperatively in a changing world. Respond productively to praise, criticism, and setbacks.

5

5

LEARNING MODALITIES

FRONT

CREATING
Ideation
Exploring
Cooperating
Inventing
Producing

BACK

CREATING

Small groups

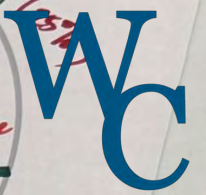
SCHRADER

EMPATHY
Demonstrate awareness, care, and respect to connect with others' feelings, opinions, experiences, and cultures.

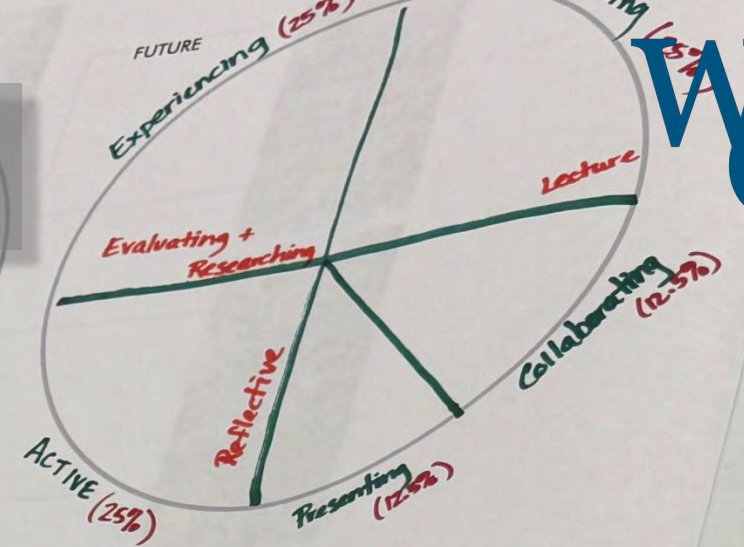
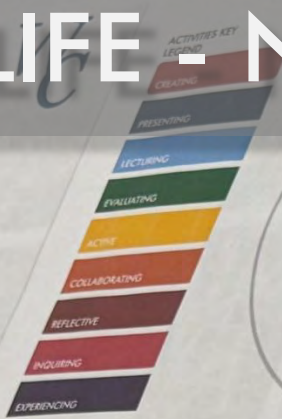
RESPONSIBILITY
Act honestly, honor commitments, and own the outcomes whether positive or negative.

Our Mission is to
Educate and inspire
our students to
achieve their personal best

A DAY IN THE LIFE - NOAH



Noah
Jimmy
John
May Kay
Dora
Patti



Collaborating
Coaching
Think-Pair-Share
Collaborative Problem Solving
Project Based
Assessing

Active
Workshop
Hands On
Environment
Physical
Movement

Presenting
Sharing
Demonstrating
Performing
Role Playing
Peer-to-Peer Teaching

Experiencing
Practice
Socialization
Immersive
Hands On
Workshops/Maker Activities

Creating
Ideation
Exploring
Composing
Inventing
Producing

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A HORD COPLAN MACHT STUDIO

CONNECTING MODALITIES TO SPACE

EXERCISE #2

Using the flash cards and the images worksheet, place the Learning Modality flash cards over the spaces that your team believes will most effectively support the unique needs of your future Middle School Persona



MODALITIES IN SPACE - MALIK

CREATING
Ideation
Exploring
Comparing
Imagining
Producing

PRESENTING
Sharing
Demonstrating
Performing
Role Playing
Peer-to-Peer Teaching

COLLABORATING
Coaching
Think-Pair-Share
Collaborative Problem Solving
Project Based Learning
Assessing

RESEARCHING
Reading
Exploring
Comparing
Imagining
Producing

EXPERIENCING
Practice
Socialization

ACTIVE
Hands On
Experimentation
Play-based Learning
Assessing

LECTURE
Direct
Guest
Lecture

PRESENTING
Sharing
Demonstrating
Performing
Role Playing
Peer-to-Peer Teaching

REFLECTIVE
Reading
Focusing
Analysis
Quiet Study
Mind Mapping

COLLABORATING
Coaching
Think-Pair-Share
Collaborative Problem Solving
Project Based Learning
Assessing

REFLECTIVE
Reading
Focusing
Analysis
Quiet Study
Mind Mapping

HELLO my name is Malik
6th Grade
The Malik family is excited to have your child in our school!
SCHRADERGROUP W6

SURVEY #2

RESULTS

The survey reflects a strong, shared vision:

- **A future-ready middle school should be a flexible ecosystem of connected learning spaces—not just classrooms—where students can move, choose, collaborate, reflect, and take ownership of their learning, all within a structure that balances openness, supervision, and practicality.**

TASK #2

JANUARY 29, 2026

Next Generation Middle School Site Visits

The Planning Team will set up several middle school visits that include a variety of learning environments. The visits will be conducted during the school day so stakeholders can see how the environments are used by students. The planning team will take notes and photographs and will create a presentation for review by the stakeholders following the visits.

Site visits:

- Upper Dublin School District – Sandy Run Middle School
- Hatboro-Horsham School District - Keith Valley MS
- Council Rock School District - Newtown Elementary



KEITH VALLEY MIDDLE SCHOOL
HATBORO-HORSHAM SCHOOL DISTRICT

Learning Environments
Exploratory/ STEAM
Media/ Technology
Athletics
Performing Arts
Common Spaces



NEWTOWN MIDDLE SCHOOL
COUNCIL ROCK SCHOOL DISTRICT

NEWTOWN MIDDLE SCHOOL



SANDY RUN MIDDLE SCHOOL
COUNCIL ROCK SCHOOL DISTRICT

TASK #3

FEBRUARY 25, 2026

Middle School Educational Programming Session

With the background from the previous meetings, the team will engage in a hands-on workshop, designed to translate learning modalities and desired student outcomes into early program concepts using programming blocks to generate bubble diagrams. The activity could result in written descriptions or sketch solutions to the various spaces supporting the learning modalities.

Process:

- Revisit virtual and in-person tours
- Introduction of Bubble Diagrams
- Breakout exercise to develop individual areas for development of Ed Spec

WC

WEST CHESTER AREA SCHOOL DISTRICT
 MIDDLE SCHOOL EDUCATIONAL SPECIFICATIONS
 Session #3
 RE-IMAGINING THE MIDDLE SCHOOL
 04 February 2024

DISCUSSION

01. SURVEY RESULT & CURRICULUM/SCHEDULING GOALS PROGRESS
 02. VIRTUOUS & 3rd-PERSON TEAM PRESENTATION
 03. BREAKOUT SESSIONS
 04. SUMMARY
 05.
 06.
 07.
 08.

TOURS IN REVIEW

KEITH VALLEY MIDDLE SCHOOL
 HATFORD-HORSHAM SCHOOL DISTRICT - SCHRADERGROUP

SANDY RUN MIDDLE SCHOOL
 UPPER DUBLIN SCHOOL DISTRICT - BRESLINA ARCHITECTS

NEWTOWN MIDDLE SCHOOL
 COUNCIL ROCK SCHOOL DISTRICT - BRESLINA ARCHITECTS

PROGRAM AREAS INCLUDED IN ED SPEC

1. LEARNING ENVIRONMENTS
2. EXPLORATORY
3. MEDIA/TECHNOLOGY
4. P.E./ATHLETICS
5. PERFORMING ARTS
6. ADMINISTRATION
7. COMMONS
8. BUILDING SUPPORT
9. COMMUNITY SUPPORT
10. COMMUNITY AND PARTNER USES

LEARNING ENVIRONMENTS

- CLASSROOM
- SEL CLASSROOM
- SPECIAL EDUCATION
- EXTENDED LEARNING AREA
- STUDENT LOCKERS

1 ★

2 ★

3 ★

4 ★

5 ★



6 ★

7 ★

8 ★

9 ★

10 ★



EXPLORATORY

- MUSIC (BAND AND CHOR ROOM)
- MUSIC OFFICE
- ART
- COMPUTER LAB
- STEAM LAB
- SCIENCE CLASSROOMS
- SCIENCE PREP
- SCIENCE STORAGE
- TEACHERS ROOMS
- KLIN ROOM
- ASSOCIATED STORAGE



11 ★

12 ★

13 ★

14 ★

15 ★

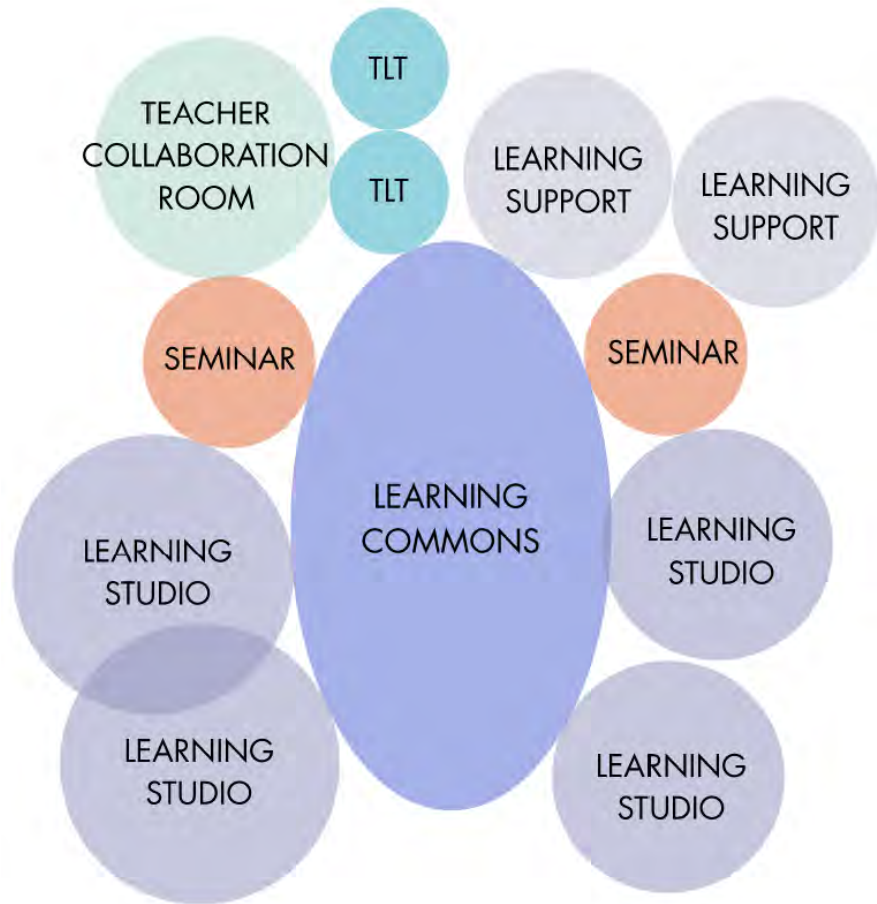


BUBBLE DIAGRAM

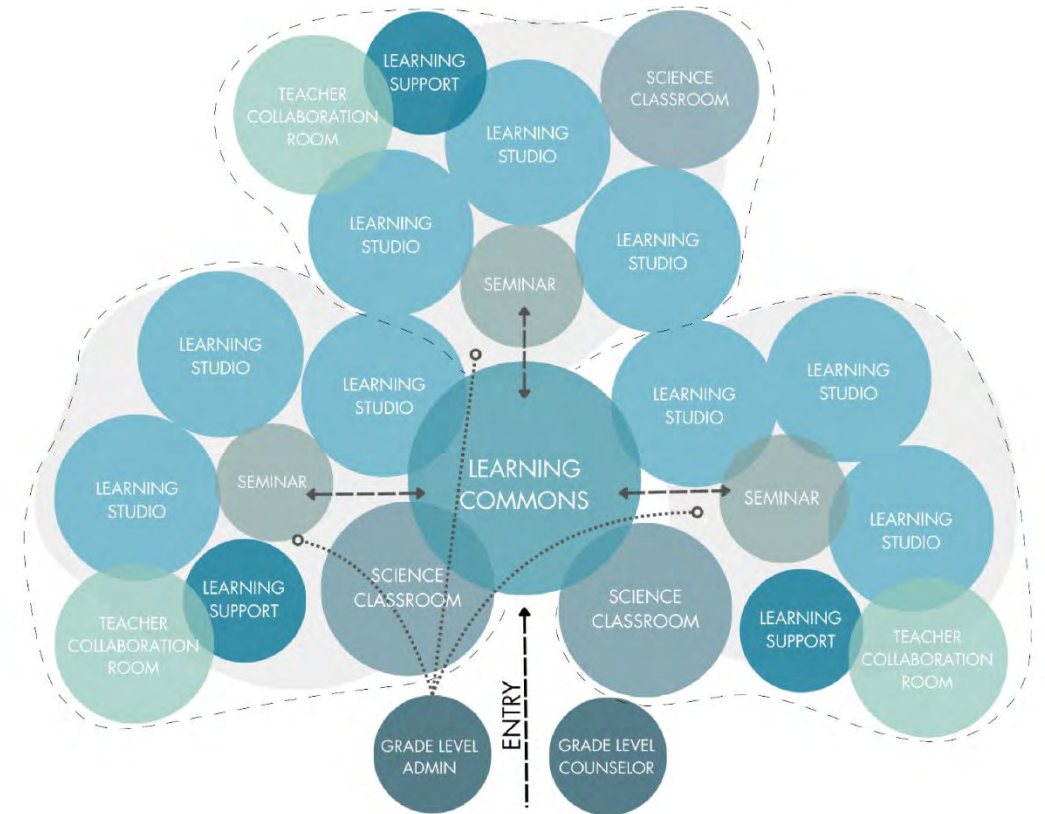
DEFINITION

A simple, visual, foundational planning tool used early in the design process to explore space types, relationships, and functional organization before any detailed drawings are created. In this workshop, programming blocks representing different space types were used as a tactile and collaborative method for assembling these conceptual diagrams.

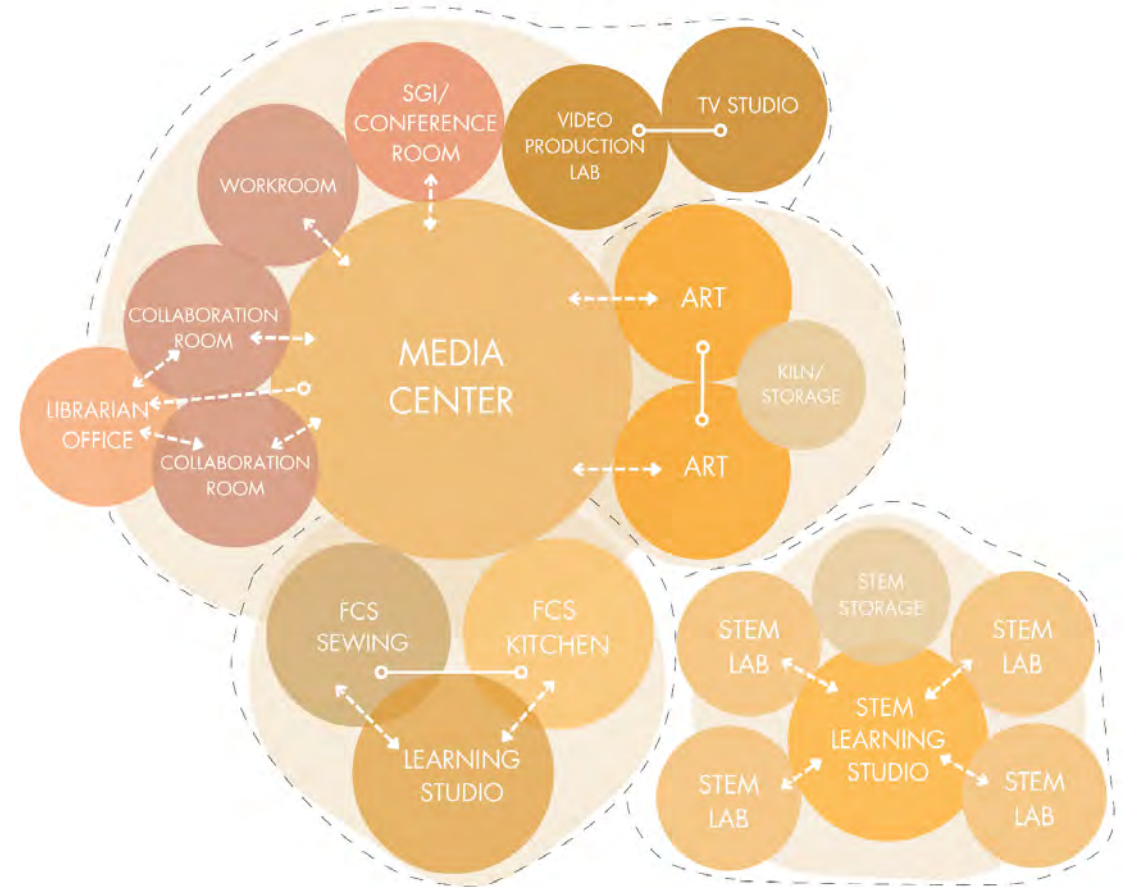
MIDDLE SCHOOL EDUCATIONAL PROGRAM



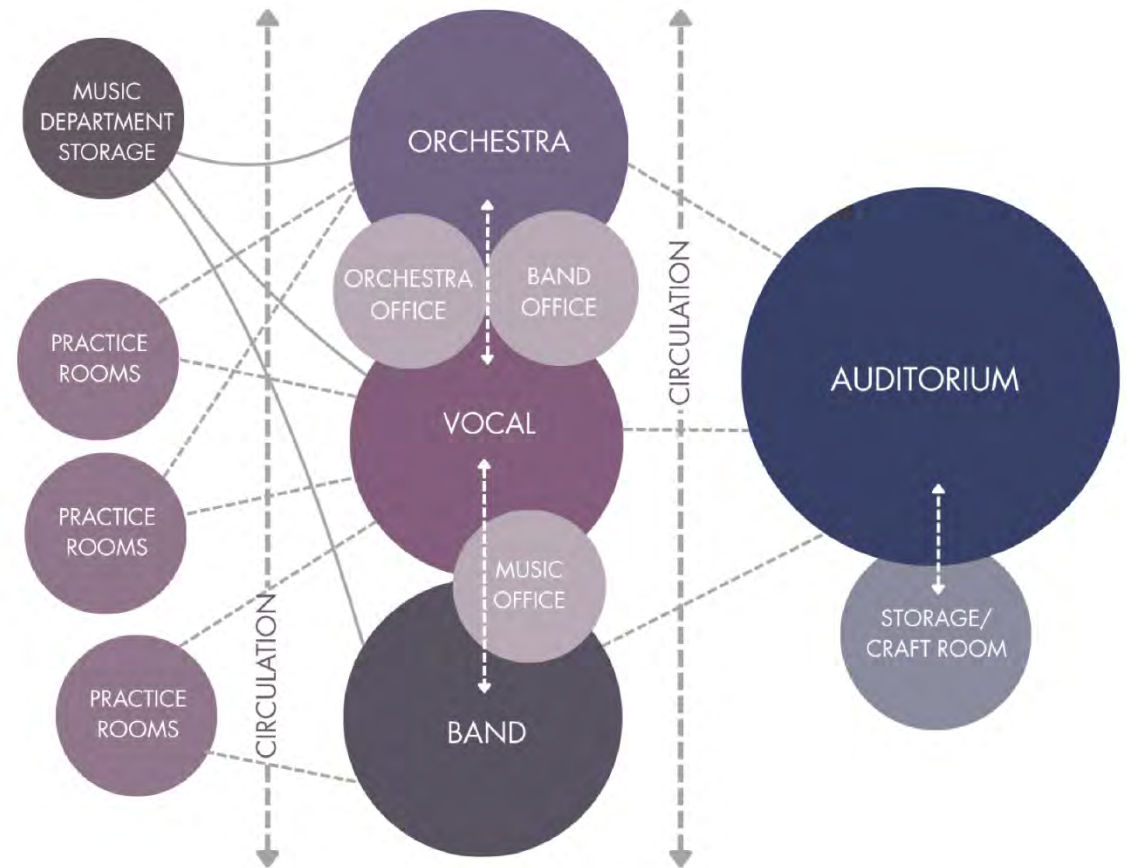
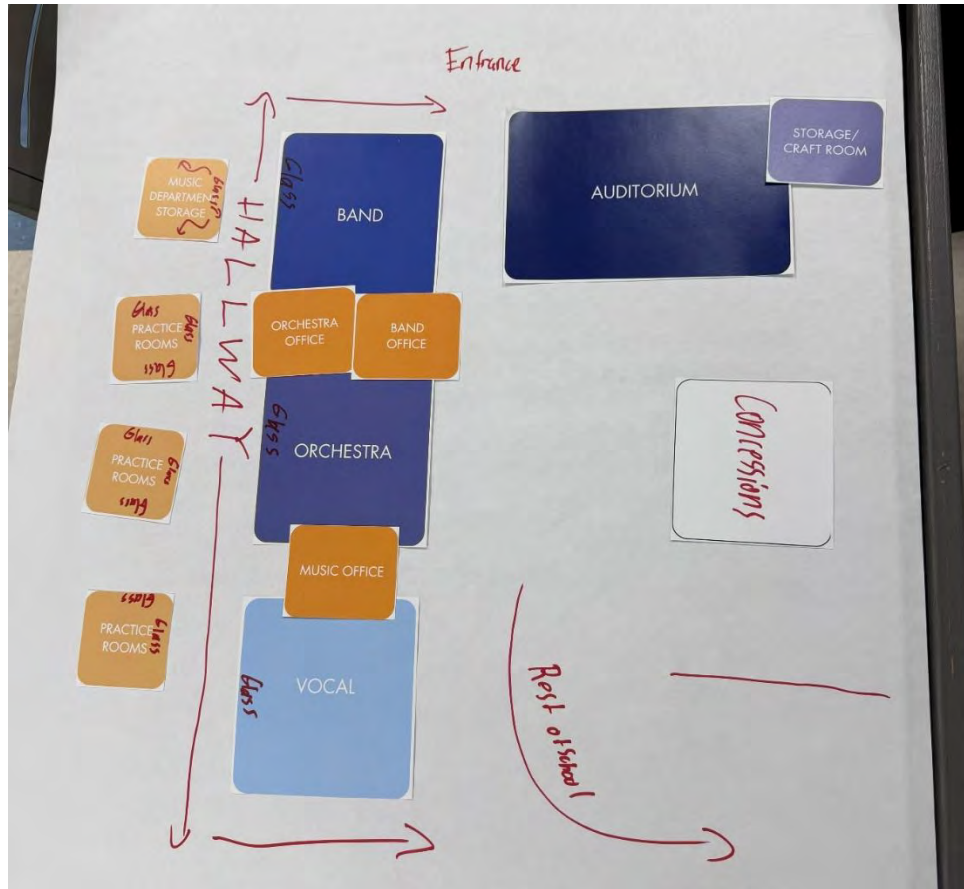
CORE LEARNING ENVIRONMENTS – WORKSHOP DIAGRAM



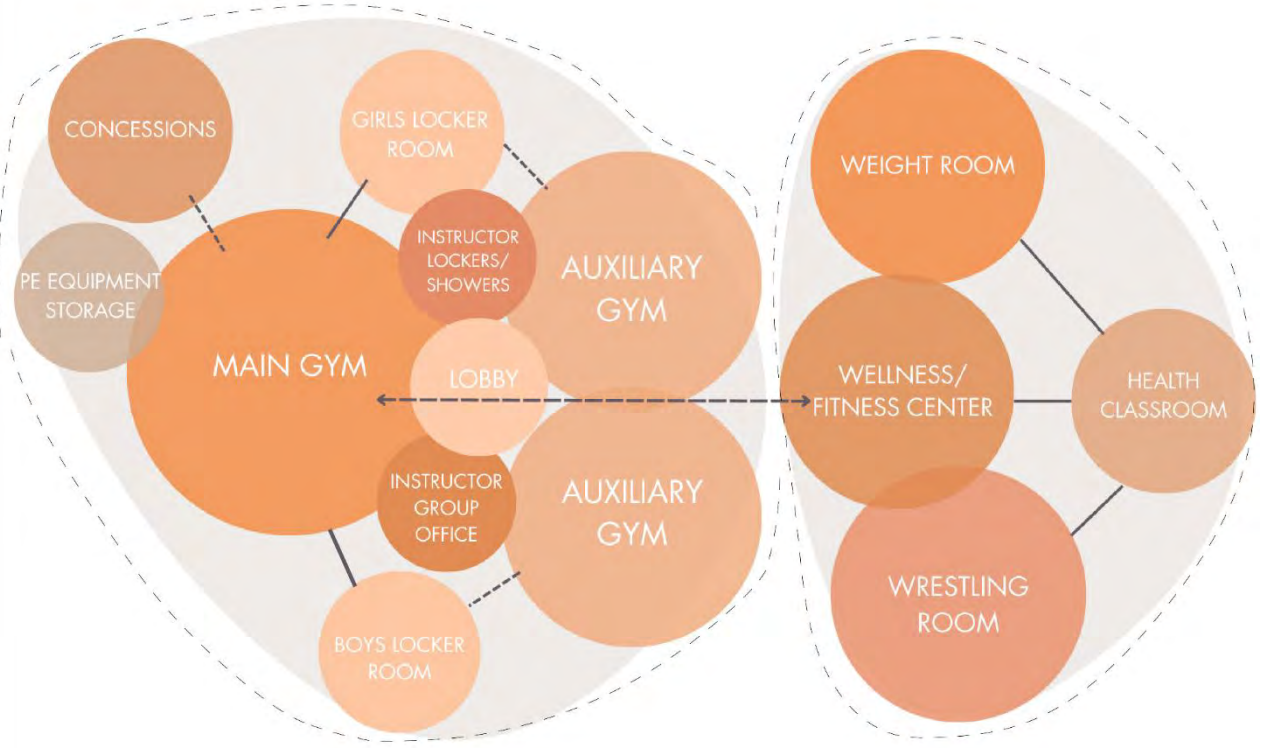
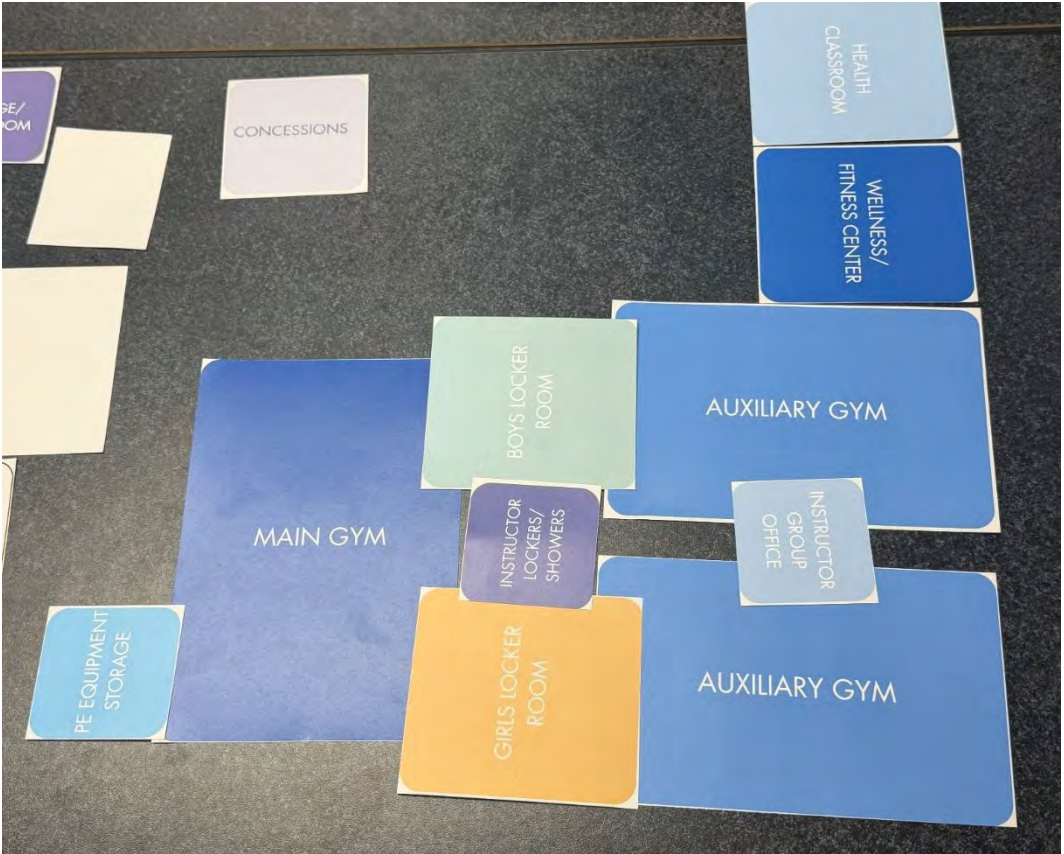
UNIFIED ARTS – WORKSHOP DIAGRAM



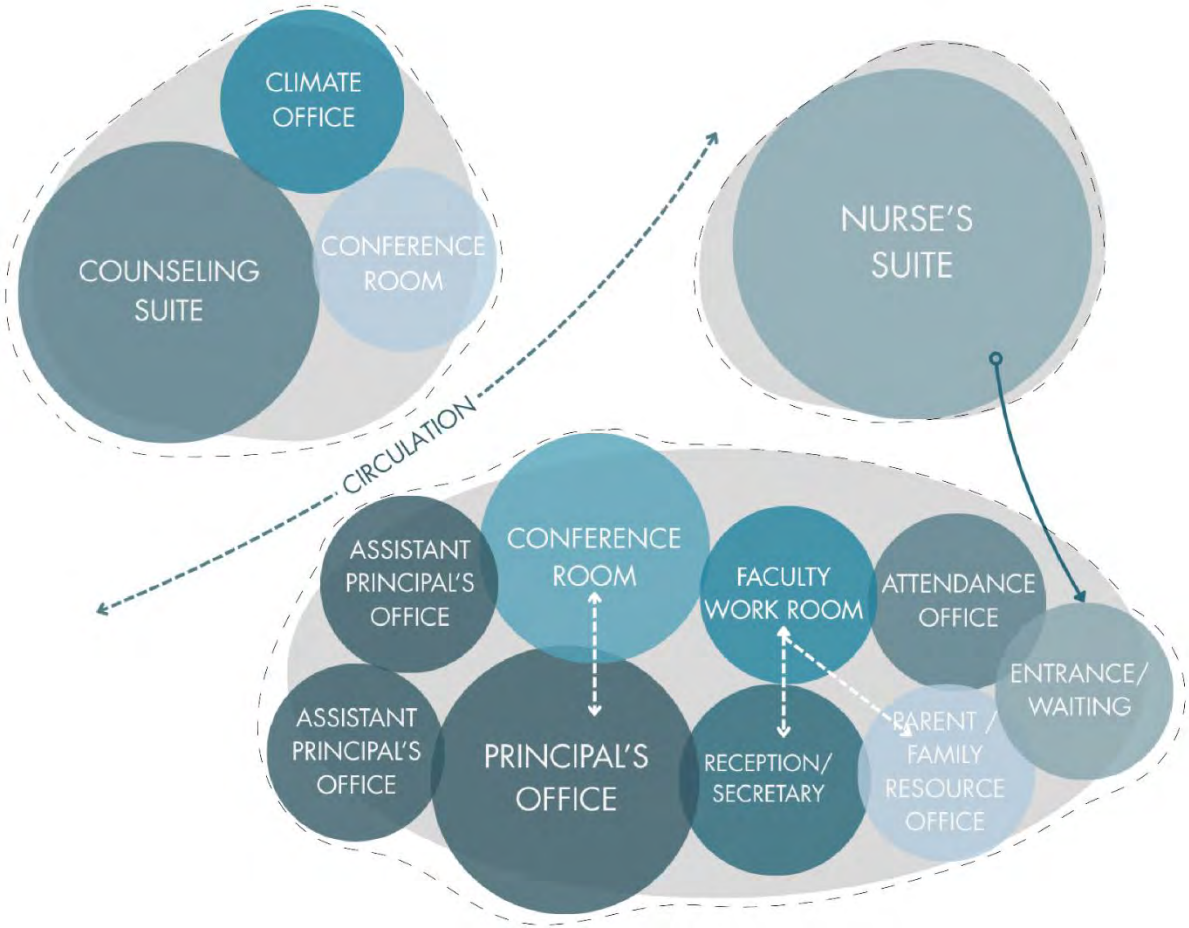
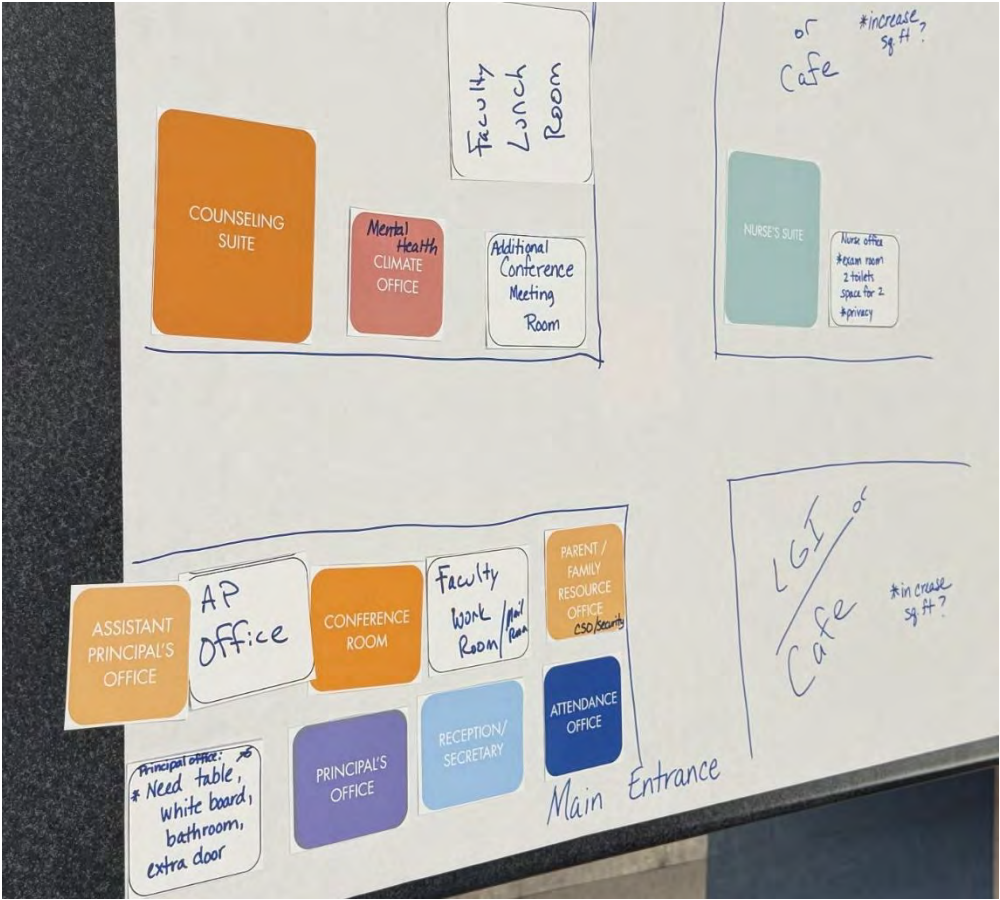
PERFORMING ARTS – WORKSHOP DIAGRAM



FITNESS AND WELLNESS – WORKSHOP DIAGRAM



ADMIN – WORKSHOP DIAGRAM



TASK #4

MARCH 17 and 30, 2026

DRAFT Educational Specification Development

Following the sessions previously described, the planning team will develop a preliminary set of educational specifications to include all elements previously considered in this proposal. The document will be produced for review by all parties. The Planning Team envisions several iterations of review by the administrative team.

Process:

- Review overall DRAFT Ed Spec
- Breakout sessions to review individual sections of DRAFT Ed Spec

MIDDLE SCHOOL EDUCATIONAL PROGRAM



Middle School(s)

02.23.2026 - Original
 xx.xx.xxxx - Revised Update

WEST CHESTER AREA SCHOOL DISTRICT
SCHRADERGROUP
 A HORD COPLAN MACHT STUDIO



ARCHITECTURAL SPACE PROGRAM

	CAPACITY students	NET SQUARE FEET total	GROSSING factor	GROSS SQUARE FEET total
A. AREA SUMMARY				
1 Target Program Area		157,109 nsf	1.45 *	227,808 gsf
2 Existing Area in Plan				- gsf
Addition Area in Plan				- gsf
Total Area in Plan		- nsf	TBD *	- gsf
Difference		157,109 nsf		227,808 gsf
* Note that the PDE allowable grossing factor is 1.58 however some of those spaces are provided in Area 7				
B. CAPACITY SUMMARY				
1 Goal Student Capacity	1,040 students		10-year 6-8 projections 2188 (2032-33)	
2 Teaching Stations	67 780 students			
3 Utilization Factor	90%			
4 Effective Student Capacity	702 students			
C. AREA ANALYSIS				
1 Square Feet per student: Planned	-			
2 Square Feet per student: Goal	219			
3 Square Feet per student: actual	TBD			
D. AREA COMPARISON (Program)				
1 CORE STUDENT LEARNING SPACES		40,725		59,051 gsf
2 MEDIA RESOURCE/ RELATED ARTS		15,750		22,838 gsf
3 PERFORMING ARTS		22,980		33,321 gsf
4 FITNESS AND WELLNESS		39,720		57,594 gsf
5 COMMUNITY SPACES		22,490		32,611 gsf
6 ADMINISTRATION AND STUDENT SERVICES		7,744		11,229 gsf
7 FACILITY SUPPORT SPACES		7,700		11,165 gsf
TOTAL GSF		157,109 nsf		227,808 gsf

Existing s.f. = 301,000 gsf

MIDDLE SCHOOL EDUCATIONAL PROGRAM



Middle School(s)

02.23.2026 - Original

xx.xx.xxxx - Revised Update

WEST CHESTER AREA SCHOOL DISTRICT
SCHRADERGROUP
 A HORD COPLAN MAC-IT STUDIO



SPACE DESCRIPTION	MODEL PROGRAM						NOTES	
	SPACES		STUDENTS		NET SQUARE FEET			
	teaching	total	each	total	each	total		
3	PERFORMING ARTS							
3.10	Music							
3.10.1	Band	-	1	-	-	2,000	2,000	Currently 1825 s.f. Band is 150 max students per period. Partition betw
3.10.2	Vocal	-	1	-	-	1,500	1,500	Choral/Orchestra currently 1645 s.f. Choir is 115 students
3.10.3	Orchestra	-	1	-	-	1,000	1,000	Currently shared with Band. Currently 70 students max. Partition betw
3.10.4	Music Classroom	-	1	-	-	950	950	Currently 975 s.f. Includes Digital Music and Music 6
3.10.5	Music Practice/ Recording Booth	-	3	-	-	200	600	
3.10.6	Instrument Storage	-	1	-	-	00	500	
3.10.7	Music Department Storage Rooms	-	1	-	-	0	500	verify number and size.
3.10.8	Band Office	-	1	-	-	80	80	
3.10.9	Orchestra Office	-	1	-	-	80	80	
3.10.10	General Music Offices	-	2	-	-	160	320	
	Subtotal	-	3	-	-		7,530	
3.20	Theater/ Drama							
3.20.1	Auditorium	-	1	-	-	7,500	7,500	Seating for one grade structure 500 on ground (currently 4075 s.f.)
3.20.2	LGI/ Upper Balcony	-	2	-	-	1,600	3,200	Flex space for 250 on top totaling 750 or one grade
3.20.3	Stage	-	1	-	-	3,000	3,000	Currently 2175 s.f.
3.20.4	Storage	-	1	-	-	800	800	
3.20.5	Stage Craft Room	-	1	-	-	950	950	Currently 795 s.f.
	Subtotal	-	6	-	-		15,450	
	Total Performing Arts Spaces	-	19	-	-		22,980	

DRAFT

Core Learning Spaces

Room	No.	Max. Capacity	MIN SF	Total SF	Remarks
Learning Suite					
6 th Grade Learning Studio	X	28 Students	850	3,400	
7 th Grade Learning Studio	X	28 Students	850	3,400	
8 th Grade Learning Studio	X	28 Students	850	3,400	
Electives Learning Studio	X	28 Students	850	3,400	World Languages
Science Lab	X	28 Students	850	3,400	
Science Support and Prep Room	X	28 Students	850	3,400	
Faculty Planning Room					

Learning Studio Characteristics

SPACE DESCRIPTION:

The learning studio design must have the flexibility to accommodate various types of instruction and activities. Within the learning studio there will be space for large group instruction, small group instruction, individual instruction/reading areas and hands-on activities. Computer technology will be part of the learning environment, consisting of wireless laptop computers. The learning studio should have an abundance of natural light, with operable windows for natural ventilation. Extended learning opportunities should be available in adjacent learning commons and/or seminar rooms.

General Requirements:

- Provide learning studios sized per area program
- Number of learning studios dependent on student population and program requirements
- Learning Studios must be designed as learner-centered environments

Functions:

- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study.
- Display of instructional materials and student work
- Allow flexibility of storage and display area through determination at time of master planning

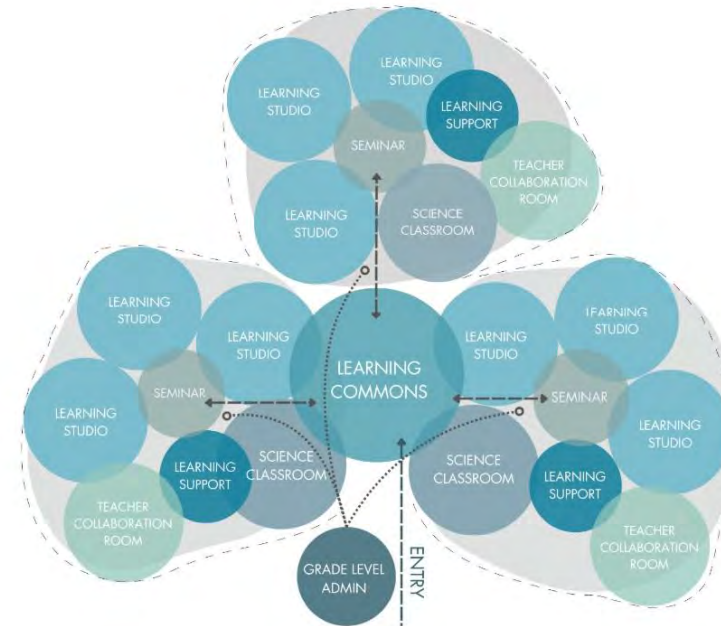
Location:

- Clusters of 3-4 learning studios adjacent to learning commons.
- Learning studio suites organized by grade level.

Relationships

- Relationships may vary depending on program needs
- Adjacent to extended learning opportunities, such as learning commons and seminar rooms.
- "Open up" to learning commons
- Student and gender-neutral restrooms
- Ability to control or 'zone' access to learning suites from other parts of the school after school hours
- Adjacency to exterior exit
- Access to outdoor learning environments
- The learning studios shall be located as far as possible from the Fitness & Wellness Program, Performance Arts, and Dining Commons, due to the distracting noise levels produced by the activities within these spaces, and if possible, should be easily accessible to the Library.
- Existing building footprints may preclude learning suite per diagram in Middle School Planning Principles. However, easily identifiable space for extended learning opportunities adjacent to learning studios should be identified. Attempt to organize learning studios in a manner that creates usable space adjacent to the learning studio for extended learning opportunities including small group instruction and student collaboration.

Learning Suite Planning Diagrams



TASK #5

APRIL 8, 2026

Educational Specification Review Meetings

The Planning Team envisions several iterations of review by the administrative team. When the Administrative Team has a comfort level with the documents, the team will meet with the original Stakeholder Team to review it in its entirety

Process:

- Review overall DRAFT Ed Spec

TASK #6


MAY 20, 2026

FINAL MS Educational Specification Package & Presentation

The Educational Specifications will be packaged in a professional document format. A presentation will be created to share with all parties including the School Board of Directors.

Process:

- Presentation of Final Ed Spec with diagrams, etc.
- Review of initial Concept plan for Peirce Middle School

An aerial photograph of a residential development, overlaid with a semi-transparent dark grey filter. The image shows a school building with a playground and sports fields, surrounded by numerous houses and winding roads. The text 'Q&A' is positioned in the upper left corner.

Q&A

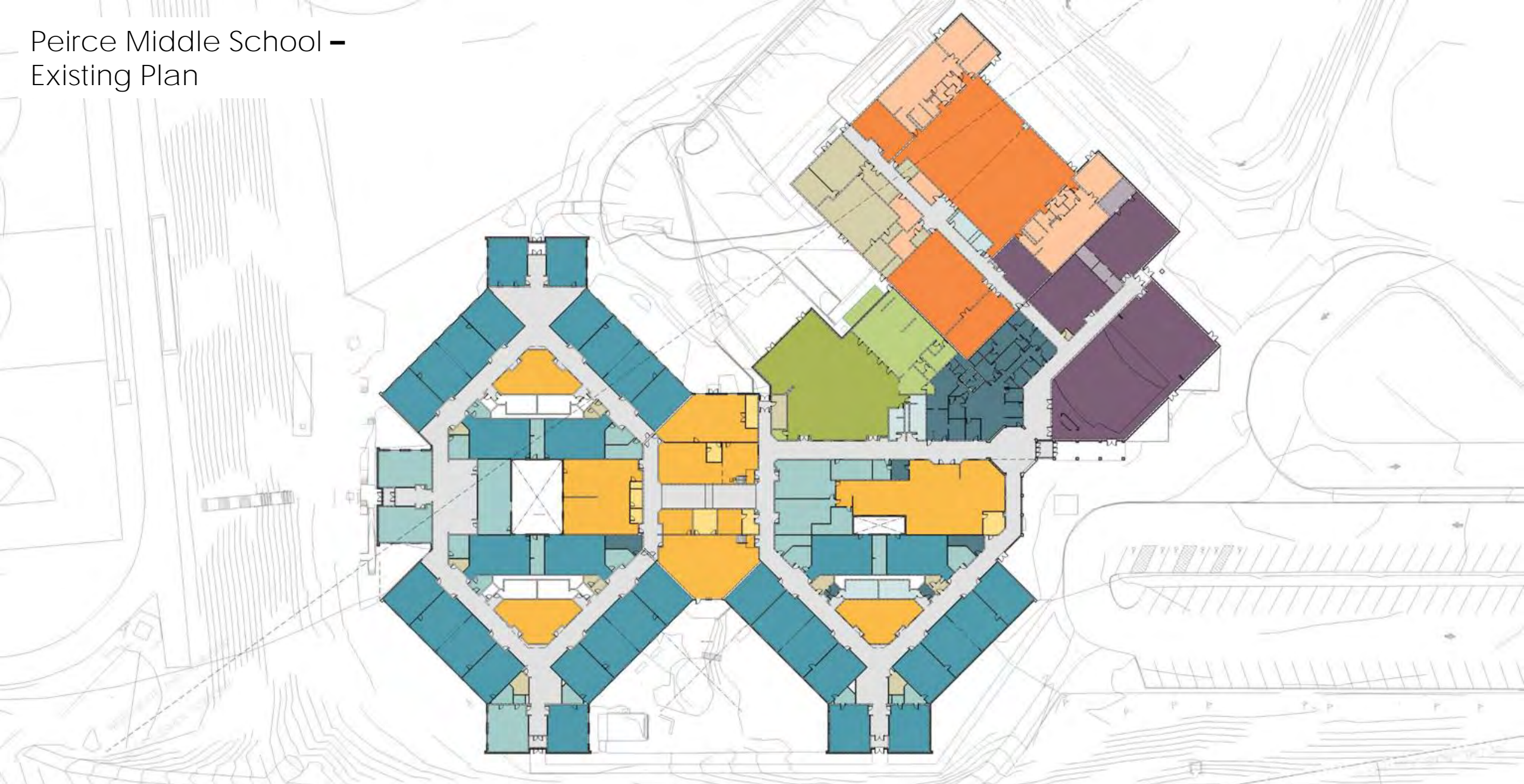
....NEXT STEPS

FROM ED SPEC TO CONCEPT

Concept Design is the initial foundational phase of the design process where the design team establishes the "big idea" for a project. It translates WCASD's project goals, site analysis, and functional requirements (Ed Spec) into a building's form, material selection, spatial layout, and human experience.

This highly iterative process includes sketches, massing studies, and diagrams to test how different shapes and functions work together without committing to a final look or layout. We have only just begun...

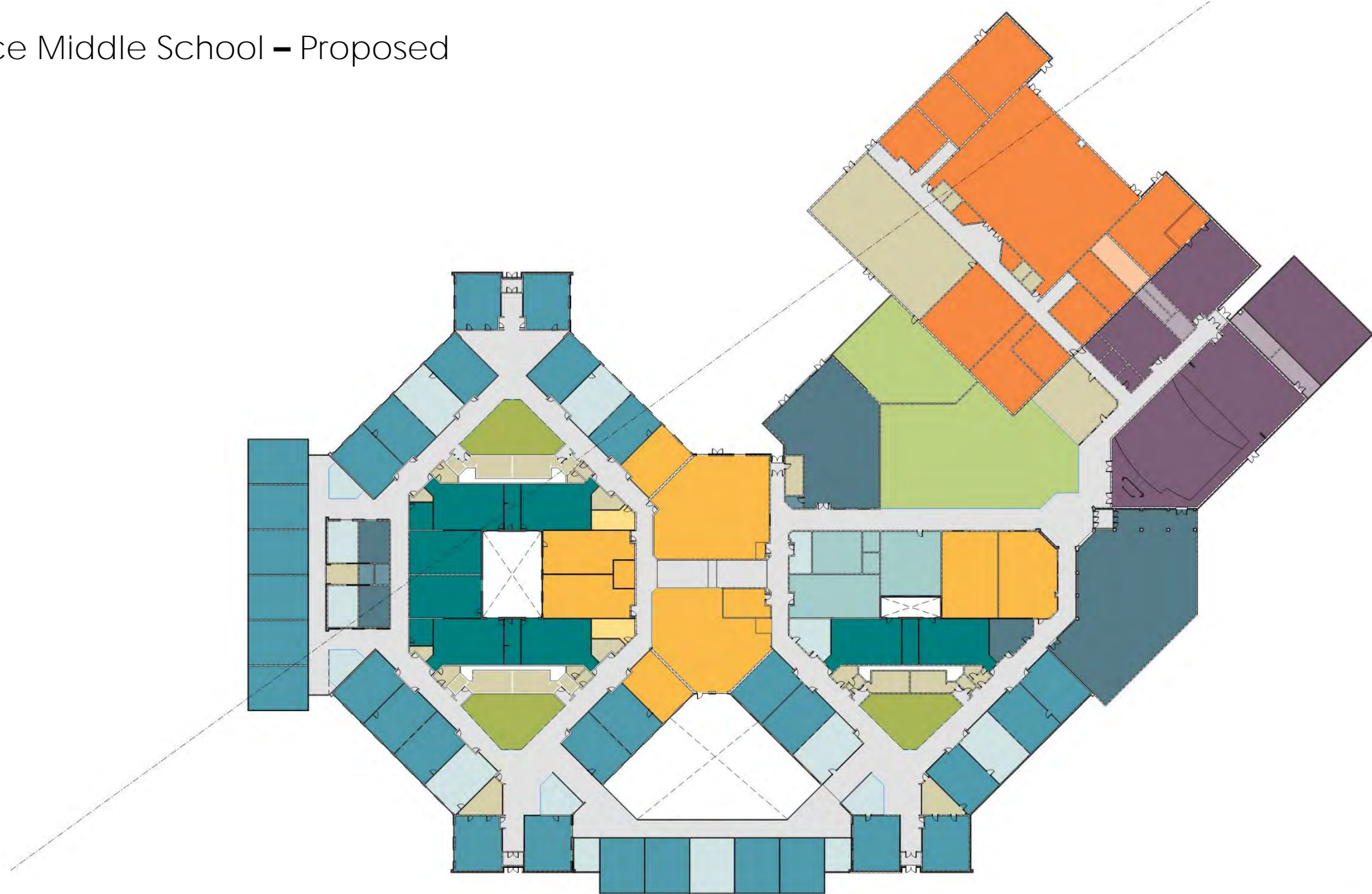
Peirce Middle School –
Existing Plan



Peirce Middle School –
Proposed Additions



Peirce Middle School – Proposed

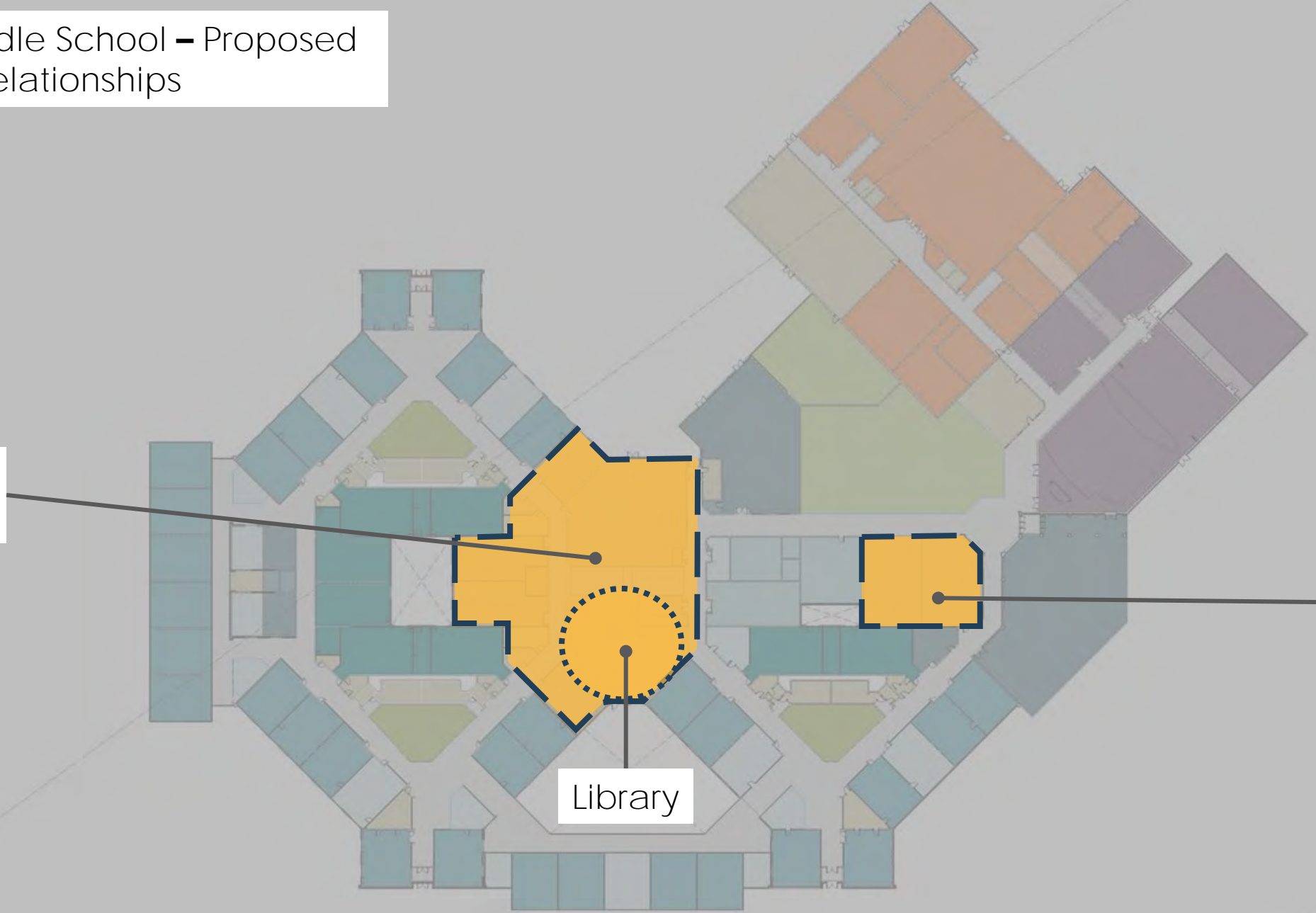


Peirce Middle School – Proposed Program Relationships



Peirce Middle School – Proposed Program Relationships

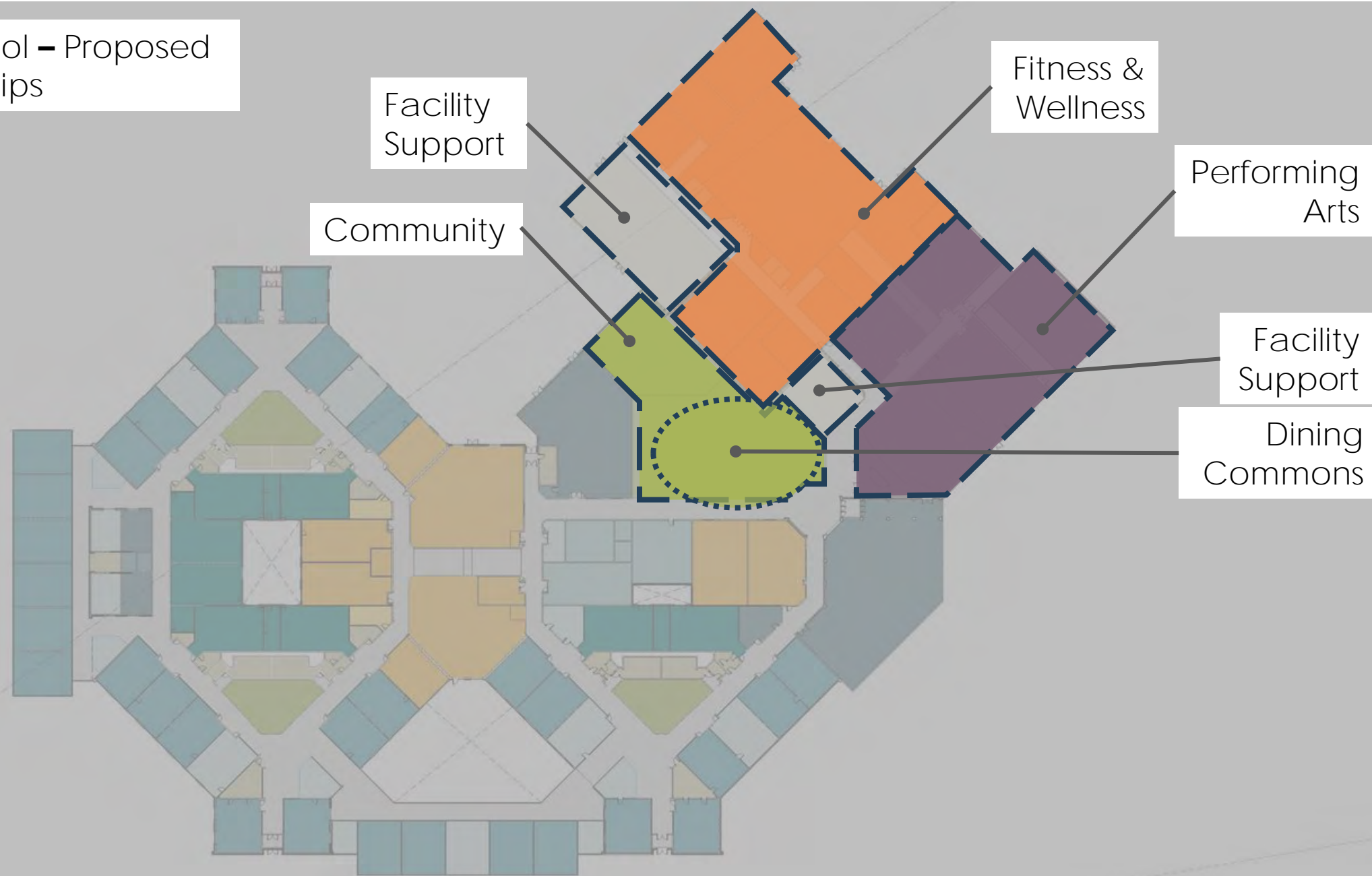
Unified Arts



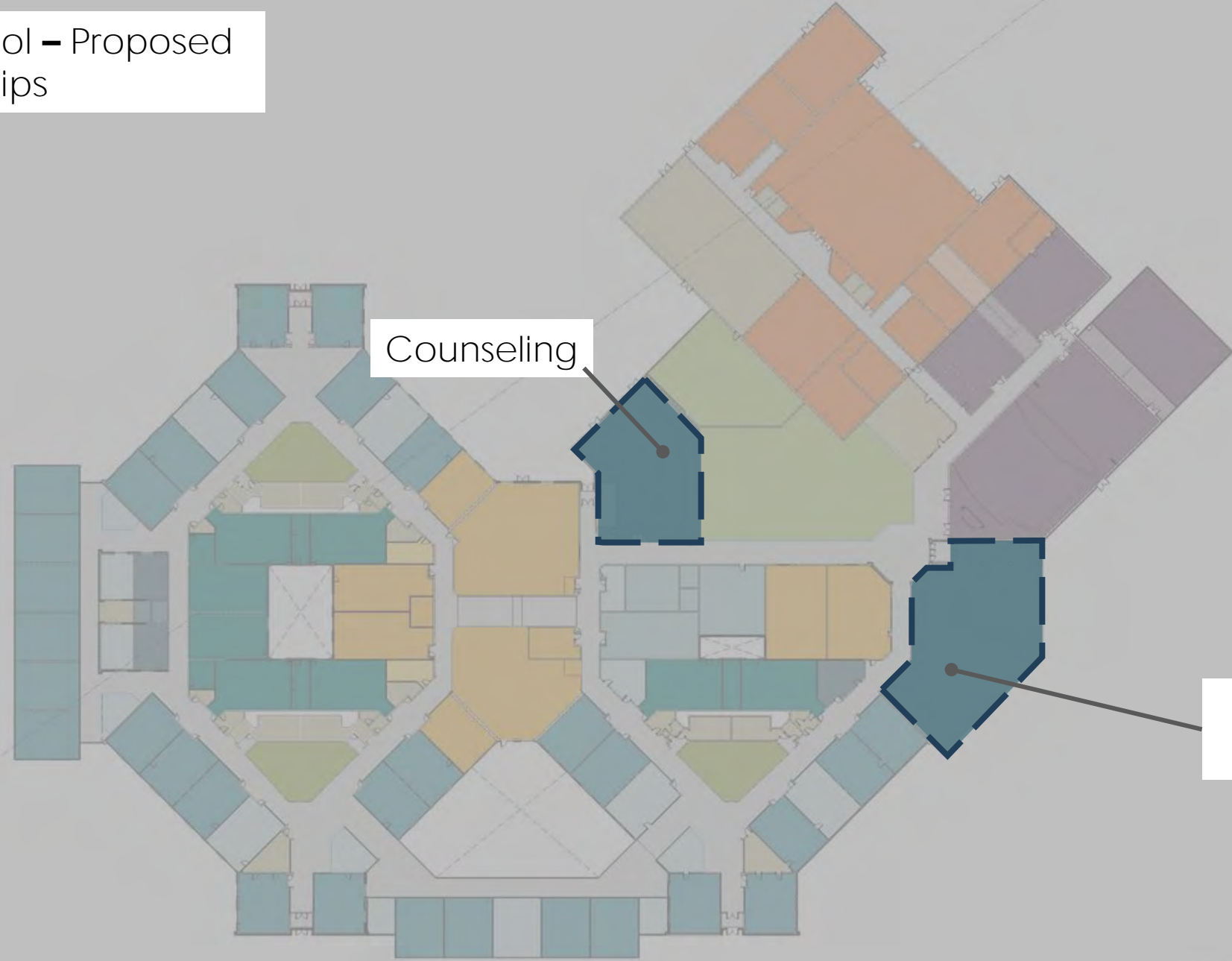
Unified Arts

Library

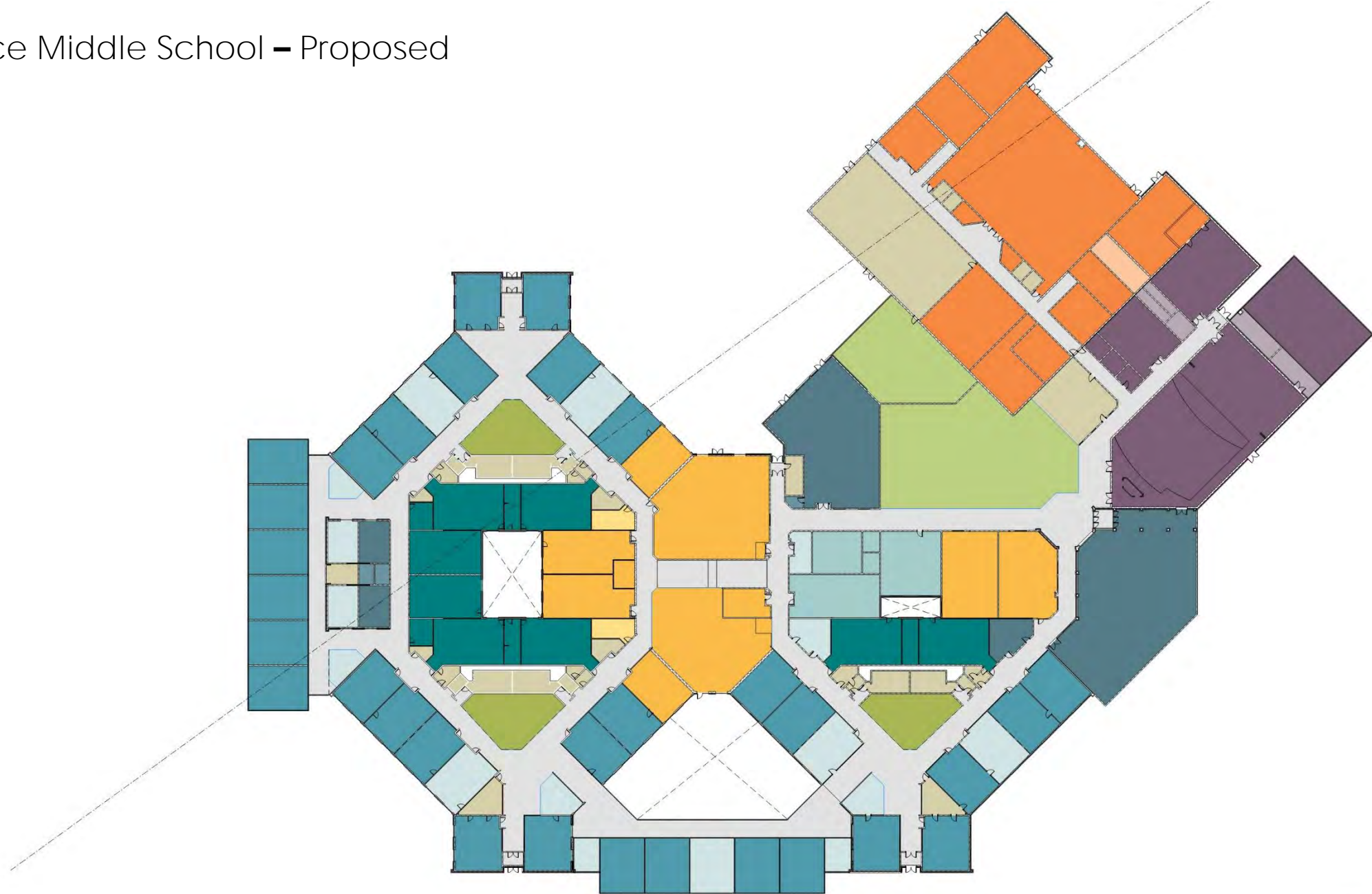
Peirce Middle School – Proposed Program Relationships



Peirce Middle School – Proposed Program Relationships



Peirce Middle School – Proposed



Q&A

An aerial photograph of a residential development, likely a school campus, featuring a central school building, several sports fields, and surrounding residential streets. The image is in grayscale and serves as a background for the text.