



SCHENECTADY CITY SCHOOL DISTRICT



MIDDLE SCHOOL PROGRAM FRAMEWORK MONT PLEASANT CAPACITY EVALUATION

DRAFT

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SCSD Middle School Model

The middle school model currently in place in the Schenectady City School District (SCSD) serves students in grades 7 & 8 divided into teams of 120-140 students, each served by four core teachers at the seventh grade and five (counting foreign language) at the 8th grade. While the District currently runs two middle schools, the current expectation is that the Oneida Middle School will close, leaving Mont Pleasant as the district's only stand-alone middle school program. *(The District currently runs a modified middle school program at Central Park and King K-8 schools.)*

The stated mission of Mont Pleasant Middle School is:

“... to prepare our students to be life-long learners and to be respectful, service-oriented citizens ready to meet the challenges of an ever-changing world.”

To accomplish this vision, students at the middle level are extended more independence in making personal educational choices as preparation for their journey into high school. The middle school endeavors to help students grow as individuals, while exposing them to more choices that will lead them to greater personal discovery. It is hoped that combining two middle schools will result in the critical mass needed, in some areas, to offer greater and more accelerated opportunities with the economies of scale that naturally will result. Many of these decisions will hinge upon space and fiscal constraints heretofore unknown. This framework will provide the

methodology to properly assess the capacity of the Mont Pleasant school building to house the desired program.

Currently, the school day is broken up into eight 46 minute periods, with a 30 minute lunch and no study halls. There are two periods a day of common teacher planning time for horizontal teams (which span the cores) and vertical teams (which involve content area teachers).

The four core areas for 7th grade are: math, science, social studies and English. Foreign Language is added as a fifth core on the 8th grade level. If world studies were added to the 8th grade schedule, a sixth “core” room may be needed.

An effort to work cooperatively between the science/math and English/social studies cores requires cooperative learning spaces. Currently, administrators at the Mont Pleasant middle school are divided between the main office and another location on the first floor of the building, not necessarily based upon proximity to the students.

A meeting was held February 22, 2012, with representatives from the District and the Oneida Middle School to formulate the following framework for the middle school program capacity assessment. Follow up discussions were held with key administrative personnel overseeing Special Education, Instructional Support, ESL and the middle schools.

The following framework was developed from these discussions:



Administration:

- One principal, 3 assistants (AP assigned to each grade level)
- Administrators distributed on each floor (grade level)
- One secretary and one administrative para-professional
- Two Attendants para-professionals
- Two school safety officers

Configuration/Classroom Utilization Rate:

- Teams of 115-130 students served by core instructors
- Teachers use classrooms as a home base, but room can be used when dark, thus raising the utilization rate from the 62.5% to an unquantifiable percentage of use. (If core teachers are using classrooms 5 out of 8 periods, the classroom generally will be dark for the remaining three periods, thus leaving the room dark 37.5% of the time. To the extent that other course offerings and academic services can be delivered in that space during dark periods, the utilization rate will rise.)
- Cooperative learning spaces, if available

English as a Second Language (ESL) Program

- 30 Students now enrolled at MPMS in ESL program, with another 5-10 at Oneida
- One dedicated classroom may be needed in the 500-800SF range, with natural light, if possible.
- A viable option is to use available space in core rooms and place ESL programs within proximity of need. (See above utilization rate)

Security

- Single point of secure entry
- Administrative office space with “eyes” on the main entry

Specials/Exploratories

- Three (or four) dedicated art rooms (20 weeks at 7th grade and 10 weeks at 8th grade.)
- Three dedicated music/choral/band rooms (20 weeks at 8th. Every other day with PE.) Band/orchestra/choral/Jazz band and vocal music classes are in addition to music. They are pulled out of another class for their lessons. Might be before school
- Dedicated Physical Education space (Every other day 46 minute periods)
- Modified sports (After school, volleyball, basketball, track, soccer, lacrosse, football.)
- Library Media Center (English teachers, world studies, the core teachers work with librarian to develop lessons. Team Information Explorers – TIE Program, linked to librarians.)
- Three rooms for FACS: 40 weeks at 7th grade.
- Total four rooms including labs for Technology, which is a combination of computer based and woodworking (40 weeks in 7th and 20 weeks in 8th grade)
- Two Health rooms: 20 weeks (1/2 unit) at 7th grade. Possible use of “dark” time in core rooms
- Hybrid IB program for accelerated students.
- Academic Intervention Services



Student Support

- Shared support office 250SF:
 - Psychologist 1 FTE
 - Social Worker 2 FTE at Oneida and 1.5 at MP
 - Speech 1.5-2 FTE
 - 3 counselors
- Safety Officers: Two probably. have an office that they share.
- Probation officer: County-based
- One counselor through Northeast for emotionally disturbed
- ESL population: 50-60 (1.5 ESL teachers)
- Remedial reading needs a full classroom, perhaps undersized. (Read 180) 7th and 8th grade integrated (this may change)
- Fast Forward is done in library
- AIS assigned (one per grade level and special ed)
- ISS two rooms
- Nurse: 1.5-2 probably

Special Education

- Two grade level resource rooms (or a form of it for academic intervention pullout services) in reading, math support and Literacy Across Content Areas (LACA)
- Integrated co-teaching model where necessary (currently is exclusively at Mont Pleasant)
- 10 Self Contained (124 students) 8-1-2 (2), 9-1-2, 12-1-2 (2), 15-1-1 (5)
- Life skills needs a self-contained (normal classroom should have a private bathroom. Maybe close to nurses office)

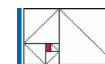
- Self contained subject area
- Related services for identified population:
 - Speech: One 200-300SF private space, near classrooms.

Student/Teacher Ratio

- District has tried to stay at 24 students per class
- Contractual class size is 32
- Consultant teacher model for special education based on 20-1
- Integrated co-teaching model based on 12-1-1
- FACS and Technology classes sizes are 24
- Physed is 40

Teams

- Teachers handle a class load of five, with two (horizontal and vertical) team planning periods and one personal planning period per day.
- Teachers work in vertical (content-cased department level) and horizontal (interdisciplinary) teams to track student progress and align delivery methodology.
- **7th grade teams:** Math, science, social studies, English Language Arts
- **8th grade teams:** Math, science, social studies, English Language Arts , foreign language.
- Special Education has its own team
- FACS, Health and Tech get together



Teacher Support

- Dedicated faculty room
- Team rooms (Rotating schedule of classrooms are used PLC model)
- Conference rooms
- Literacy coach
- Teacher center in the library
-

Technology

- Two dedicated and distributed computer labs, with additional services offered in the library
- Limited access to computers in classroom
- Teacher computer in classroom
- Laptop on cart with an itinerant WiFi network.

Cafeteria

- Breakfast program (half an hour before academic day)
- Three servings for Lunch, requires properly sized cafeteria



Mont Pleasant MS



Mont Pleasant MS

Built in 1930, the 209,175 SF Mont Pleasant Middle School serves 545 students in grades 7 & 8, with extensive space used for District offices and some 28,000 square feet allotted to three gyms, which accounts for its unusual poor efficiency. The third floor of the building is currently being used for an alternative middle school program (Success Academy) with an enrollment of 66.

The school has **62 teaching stations, 13 full size teaching stations** (three science labs and a computer lab included in that number) and 40 undersized teaching stations that do not meet state standards for minimum classroom size. There are currently two teaching stations being used for self contained special education, three teaching stations allocated to computer rooms, two FACS, two technology, three art, three music/choral/band, a library media center and two large spaces that potentially could be used for cooperative learning – with one above the cafeteria and the other former performance room on the third floor, an area that some consider of historic significance.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Administration: <ul style="list-style-type: none"> One principal, 3 assistants (Admin team assigned per grade level) Administrators distributed on each floor (grade level) One secretary and one administrative para-professional Two Attendants para-professionals Two school safety officers 	3	There is ample room for the administrative team, particularly in light of the fact that administrators are rarely found in one office in a middle school of this size. Instead, they are distributed throughout the building. There are more offices than are actually being used in this building, including “hidden” ones in most every stairwell. This will allow oversight and administrative support on each of the three floors.
Configuration/Classroom Utilization: <ul style="list-style-type: none"> Teams of 115-130 students served by core instructors Teachers use classrooms as a home base, but room can be used when dark, thus raising the utilization rate from the 62.5% to an unquantifiable percentage of use. (If core teachers are using classrooms 5 out of 8 periods, the classroom generally will be dark for the remaining three periods, thus leaving the room dark 37.5% of the time. To the extent that other course offerings and academic services can be delivered in that space during dark periods, the utilization rate will rise.) Cooperative learning spaces, if available 	2	The inventory of spaces at MPMS is varied, but not to standard. The lion's share of the teaching stations are seriously undersized and do not meet SED code. If class sizes are kept below 24, this is not unworkable, but restricts the ability of the teacher to provide multiple modes of differentiated instruction in one area. It will also be a challenge to create contiguous room assignments for teams. Though not a requirement, this can be a significant factor in maintaining a team approach and minimizing long student transitions.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS 1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard
English as a Second Language (ESL) Program <ul style="list-style-type: none"> 30 Students now enrolled at MPMS in ESL program, with another 5-10 at Oneida One dedicated classroom may be needed in the 500-800SF range, with natural light, if possible. 	3	<p>Presently, two 800+SF rooms are being used for ESL and its 30 student population. With the addition of 8-10 more students from Oneida, MPMS will be able to allocate “dark” rooms or a smaller teaching station to its 1.5 FTE currently serving that population.</p>
Specials/Exploratories <ul style="list-style-type: none"> Three (or four) dedicated art rooms (20 weeks at 7th grade and 10 weeks at 8th grade.) Three dedicated music/choral/band rooms (20 weeks at 8th. Every other day with PE.) Band/orchestra/choral/Jazz band and vocal music classes are in addition to music. They are pulled out of another class for their lessons. Might be before school Dedicated Physical Education space (Every other day 46 minute periods) Modified sports (After school, volleyball, basketball, track, soccer, lacrosse, football.) Library Media Center (English teachers, world studies, the core teachers work with librarian to develop lessons. Team Information Explorers – TIE Program, linked to librarians.) Three rooms for FACS: 40 weeks at 7th grade. Total four rooms including labs for Technology, which is a combination of computer based and woodworking (40 weeks in 7th and 20 weeks in 8th grade) Two Health rooms: 20 weeks (1/2 unit) at 7th grade. Possible use of “dark” time in core rooms Hybrid IB program for accelerated students. Academic Intervention Services 	2	<ol style="list-style-type: none"> While there are two dedicated art rooms, one of them is without natural light. The music spaces are sufficient for the increase in population. The band room could be divided to create one more classroom, providing some flexibility for lessons. The auditorium is also being used as a teaching station. Physed space is well beyond needs at 3 TS, 28K SF. The adjacent track and fields and the multiple gym stations are sufficient to fill this need. The Library Media Center is more than sufficient in size to handle the increased population. Currently there are two FACS rooms. This likely will have to be increased to add a third. While there are only two Tech spaces currently, space could be reallocated from District functions, or Room 114 could be converted and the computer room could be moved to the space above the cafeteria. Depending on the number of horizontal teams, health rooms may not have a “home base,” taking advantage of the planning periods of core rooms. If such a program would run as a sixth “core,” this may be challenge, especially if certain spaces are not recaptured from District functions. AIS services can be run in smaller rooms and may use “dark” time in core rooms.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS 1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard
<p>Student Support</p> <ul style="list-style-type: none"> Shared support office 250SF: <ul style="list-style-type: none"> Psychologist 1 FTE Social Worker 2 FTE at Oneida and 1.5 at MP Speech 1.5-2 FTE 3 counselors Safety Officers: Two probably. have an office that they share. Probation officer: County-based One counselor through Northeast for emotionally disturbed ESL population: 50-60 (1.5 ESL teachers) Remedial reading needs a full classroom, perhaps undersized. (Read 180) 7th and 8th grade integrated (this may change) Fast Forward is done in library AIS assigned (one per grade level and special ed) ISS two rooms Nurse: 1.5-2 probably 	3	<p>There are an abundance of office spaces in the building for student support, including the guidance suite, which has at least 7 smaller offices and ample common space that could be used for non-confidential purposes. There are distributed offices around the school, including smaller spaces in each stairwell on the second floor. The nurses suite is somewhat undersized for the greater enrollment, but should be sufficient. The greater challenges will come as smaller teaching stations are monopolized by general instruction and special ed, making two rooms for ISS and distributed AIS rooms precious commodities.</p>
<p>Special Education</p> <ul style="list-style-type: none"> Two grade level resource rooms (or a form of it for academic intervention pullout services) in reading, math support and Literacy Across Content Areas (LACA) Integrated co-teaching model where necessary (currently is exclusively at Mont Pleasant) 10 Self Contained (124 students) 8-1-2 (2), 9-1-2, 12-1-2 (2), 15-1-1 (5) Life skills needs a self-contained (normal classroom should have a private bathroom. Maybe close to nurses office) Self contained subject area Related services for identified population: <ul style="list-style-type: none"> Speech: One 200-300SF private space, near classrooms 	2	<p>MPMS is uniquely suited for the smaller self-contained classes, with its preponderance of teaching stations between 500-600SF. The greater challenge will be the integrated classes where two or three adults are working with 24 students and looking to find ways to differentiate instruction in a cramped space. Perhaps, the larger full sized rooms could be allocated to these integrated classes. Again, the potentially more difficult challenge will be finding pullout spaces for AIS and resource. While there are plenty of appropriate smaller spaces for these programs, many of them will be used for general instruction or self-contained. Once the enrollment is defined and the breakdown of the population is known, then the teams can be assembled and the remnant of inventory will serve these needs, preferably distributed throughout the school.</p>

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS 1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard
Student/Teacher Ratio <ul style="list-style-type: none"> District has tried to stay at 24 students per class Contractual class size is 32 Consultant teacher model for special education based on 20-1 Integrated co-teaching model based on 12-1-1 FACS and Technology classes sizes are 24. (Self contained classes must have encore FACS and Tech at a student/teacher ratio no higher than respective self-contained) Physed is 40 	2	<p>As mentioned under Special Education, the inventory of smaller teaching stations will make it challenging to find appropriate rooms for integrated classes under the co-teaching or consultant model. The larger spaces are more appropriate for differentiated instruction and the presence of two or three adults.</p>
Teams <ul style="list-style-type: none"> Teachers handle a class load of five, with two (horizontal and vertical) team planning periods and one personal planning period per day. Teachers work in vertical (content-cased department level) and horizontal (interdisciplinary) teams to track student progress and align delivery methodology. 7th grade teams: Math, science, social studies, English Language Arts 8th grade teams: Math, science, social studies, English Language Arts , foreign language. Special Education has its own team FACS, Health and Tech have common planning time when needed 	3	<p>Depending on how the office spaces are allocated, there may be space for some team rooms, perhaps even on the third level where a larger office can be divided. There are two unique spaces for cooperative learning activities, on the third floor and above the cafeteria, depending on how those spaces are allocated. This will be an asset to the teams. There will be fewer unused classrooms available for team meetings, but there should be a sufficient amount each planning period.</p>
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Team rooms (Rotating schedule of classrooms are used PLC model) Conference rooms Literacy coach 	2	<p>Currently, the faculty room is in a 428SF space that will probably be re-appropriated for instruction – self contained or AIS services. The old faculty lunch room was the large space over the cafeteria and it was rarely used. Currently, the literacy coach is also in a small teaching station. Again, these smaller spaces will be allocated and distributed throughout the building once the number of teams are established.</p>

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS 1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard
Technology <ul style="list-style-type: none"> Two dedicated and distributed computer labs, with additional services offered in the library Limited access to computers in classroom Teacher computer in classroom Laptop on cart with an itinerant WiFi network. 	2	Room 115 was recently set up as a computer room, filling a special math testing need of the school. There are two other computer rooms, including one on the third level. There is minimal technology distributed throughout the schools for teacher or student access in the classroom.
Cafeteria <ul style="list-style-type: none"> Breakfast program (half an hour before academic day) Three servings for Lunch, requires properly sized cafeteria 	3	While the space plan says that the cafeteria has a 325 student occupancy, the principal reports that the entire school is served in two seatings for lunch, which would put capacity over 300. Adding a third serving for the additional population will not be a problem.

Mont Pleasant Middle School

Overall Program Capacity Assessment

Mont Pleasant Middle School (MPMS) is a well built, aged beauty that is not designed to run the ideal middle school program of today, but is well equipped with a wide array of spaces to make ample room for additional student population.

While its 209,175SF of space is highly inefficient (e.g. three gyms at 28K) and has been carved up to support District-wide functions. As large as the school is, however, there is barely a space that is not being used. Yet its allocation of two 800+SF classrooms to ESLs 30 students is just one example of how programs tend to sprawl when they have the space.

The third floor is currently used exclusively for the alternative middle school program. Under a proposed plan, the alternative middle school would double its current enrollment to accommodate 120 students. Also, physical separation from the rest of the middle school would not be required, thus effecting a far more efficient use of the third floor space. Room 312 (which is designed as a music/choral suite) can be converted to a self-contained for Life Skills, with a conversion of a bathroom across the corridor.

Under ordinary circumstances, fitting another 200-225 students into a building

this size should not be an immense challenge. However, the closing of Oneida would bring some 8 additional self-contained classes to MPMS, bringing the total student identified SC population of 125-130. This could mean that MPMS would have 10 self-contained classes next year, which is a highly inefficient use of teaching stations in itself, and also forces the school to have more room for specials. Self contained students rotate into specials as a unit. This will impact FACS, technology and health,

Teaching Stations (TS):

Gross TS:	63
Full Size classrooms:	14
Specials/LGI/Aud:	16
Comp Rooms:	3
Est. Self Contained:	10
Net TS:	34

Configuration: (115 Per Team)

7th Gr Teams:	
(345-360 stdts in 3 teams)	12
8th Grade Team	
(345-360 stdts in 3 teams)	15
Total TS Cores:	27

Possible Conversions:

Room 114 - split	
Computer Room 306	1

Rooms 126-127 (server)	2
Kitch Stor for Tech need	1
Possible Conversions:	5

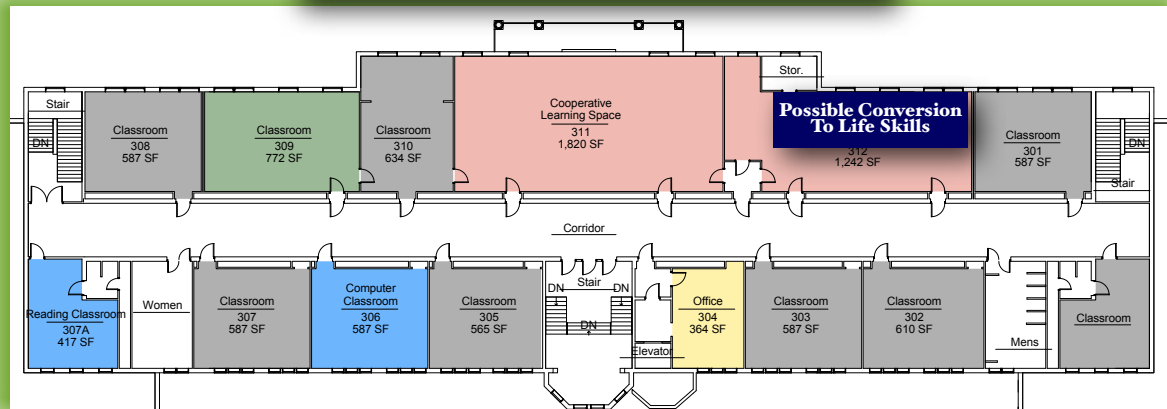
Additional Special TS to serve population and SC:

FACS (Room 132)	1
Technology	2

Maximum potential capacity:

- Three teams each at 7th & 8th grade, at 115-120 students (690-720)
- 10 Self Contained with 125-130 students.
- ESL, health, AIS would use dark rooms during planning periods.
- TS may need conversion to science labs to handle additional capacity

Mont Pleasant MS 3rd Floor



along with art and music. Another challenge will be finding room for any pullout programs that will be needed as the special education delivery methodologies models are further fleshed out.

There are two options that may make these issues more manageable:

1. Returning some spaces back to school functions that are now allocated to the District and/or office functions. An example of this is room 128, 132, 134A, which are currently being used for office functions. Moves like this seem inevitable and not optional. Another necessary move may be to return one of the spaces near the technology wing back to a technology function. Two rooms will not accommodate the technology needs of the additional general education and SC populations. In fact, there is some thought that two additional rooms may be needed.
2. The middle school schedule is the least efficient use of core classroom space. If core teachers “own” a room, it will only be used about 60-65% of the time. Scheduling the room during dark periods for other special functions like health and ESL will bring up the overall efficiency of the building by increasing the utilization rate of the room.

MPMS has a broad array of offices, which can be used for student support services, including a highly inefficient Guidance space. It also has an 1,820SF room on the third floor that was formerly used for choral/music instruction and performances. This is an outstanding location for inter-disciplinary cooperative learning activities, which are currently going on at both schools.

MPMS has 62 teaching stations, with 40 of them undersized (but 35/40 are 500SF+ and most are being used as classrooms.) The inventory of undersized classrooms would make growing class size a major challenge. There are 13 full sized classrooms including 3 science labs, 16 special use classrooms for technology (2), FACS (2), art (3), music (3), physical education (3), an LGI, auditorium and a library media center. There are three computer labs. That leaves a net of 34 teaching stations to be used for core classrooms, health, ESL, resource, AIS (reading, math, etc). This will be a challenge. Using the most generalized of formulas, 27 of those teaching stations would be allocated to six grade level teams. Add to that challenge the fact that the school may need two additional technology rooms and another FACS room. It is also likely that the District will need to convert at least one teaching station into a science lab.

Better utilizing the third floor presents many possibilities, however. For example, there are 12 teaching stations, a Large Group Instruction Room and an office. With an expanded enrollment of the alternative program, other self-contained rooms might also be housed there. The 364SF office could be used as both a distributed administrative office with a “house” leader, and perhaps be divided for 180SF team conference room as well.

Mont Pleasant Middle School Current space Allocation 1st Flr



- 6 Full size TS (1 Comp Room)
- 11 Undersized TS (10 500SF+, inc. comp room, inc. literacy coach)
- 3 Music/band/choral TS
- 2 Technology TS
- 2 FACs TS
- Auditorium
- (Computer & server rooms potential for two undersized TS)

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MIDDLE SCHOOL PROGRAM FRAMEWORK

This detailed floor plan illustrates the second floor of a school building, featuring a variety of educational and support spaces. The layout is organized around a central corridor system. Key areas include:

- Top Section:** A large red Library (202, 3,877 SF) and a blue ESL room (201, 836 SF) are located at the top. To the right is a large purple Gymnasium (238, 8,231 SF).
- Left Wing:** Contains several classrooms (210-215) in green and grey, a yellow ISS (214), and a blue ESL room (212, 951 SF). Restrooms for Women and Men are also present.
- Central Corridor:** A main horizontal corridor runs through the center, with various rooms branching off. This includes classrooms (208, 209, 205, 204, 203, 213A, 215A, 219, 223, 224), a blue Library AIS (207, 567 SF), a grey Classroom (208, 566 SF), a blue Resting Classroom (235A, 554 SF), and a red Art Room (234, 1,056 SF).
- Right Wing:** Features a large purple Gymnasium (230, 3,849 SF), a red Art Room (233, 1,102 SF), a green Classroom (235, 866 SF), and a blue Gym Office (238C).
- Bottom Section:** Includes a row of classrooms (216, 217, 218, 221, 222, 223, 224) in grey and green, a yellow Office (222, 338 SF), a red Science Classroom (228, 991 SF), and a blue Gymnasium (230, 3,849 SF).
- Support Spaces:** Numerous storage rooms (Stor.), restrooms (Boys, Girls, Men, Women), and a weight room (238A) are distributed throughout the plan.

The plan uses color-coding to distinguish between different types of spaces: red for libraries and art rooms, blue for ESL and resting areas, green for standard classrooms, grey for other classrooms, and purple for gymnasiums. Yellow highlights the ISS and Office spaces.

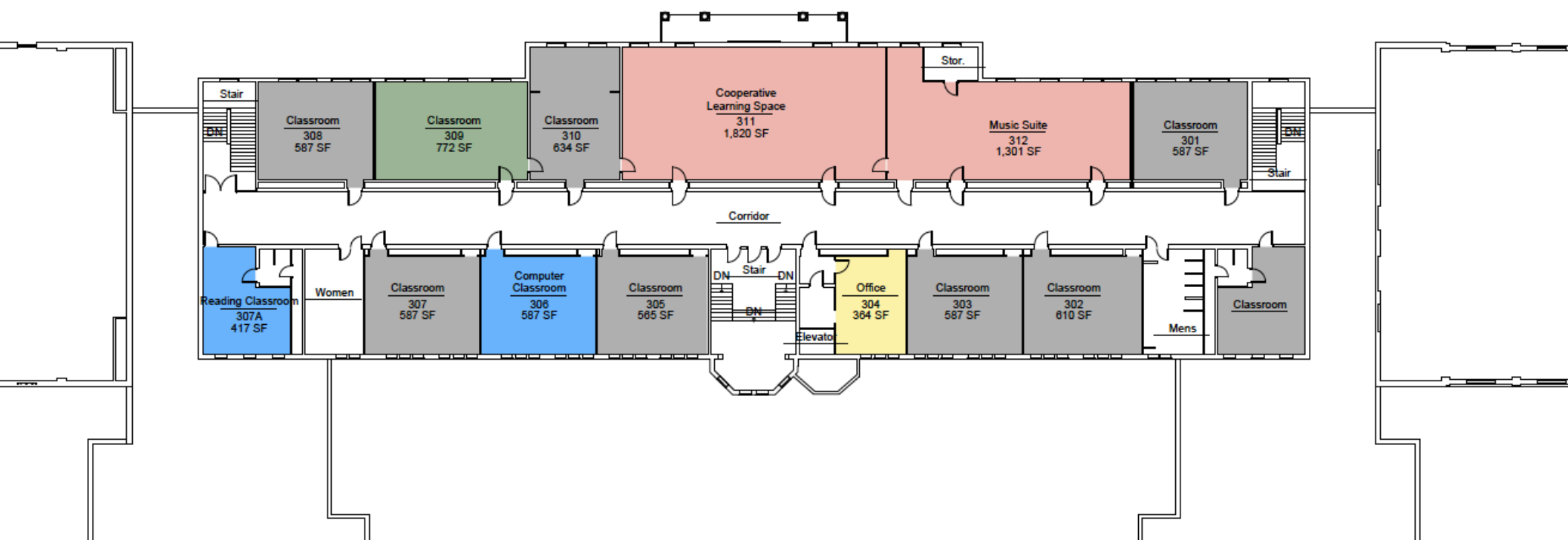
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| | Special Use Classroom | | | | |
| | Administration | | | | |
| | Other | | | | |

Classroom Totals	
Interchangeable Classroom: 10	

Gross Building Area	
Level	Area
First Floor	117,424 SF
Second Floor	68,472 SF
Third Floor	15,693 SF
Total	201,589 SF

Maximum Occupancy	
Name	Persons
Gymnasium	1,944
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Gymnasium	550
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Mont Pleasant Middle School Current space Allocation 3rd Flr



- 2 Full Size TS
- 1 LGI
- 10 Undersized (9 500SF)

<div><div>Interchangeable Classroom</div><div>Undersized Classroom</div><div>Physical Education</div><div>Special Use Classroom</div><div>Administration</div><div>Other</div></div>	<table><tr><th colspan="2">Classroom Totals</th></tr><tr><td colspan="2">Interchangeable Classroom: 10</td></tr></table>		Classroom Totals		Interchangeable Classroom: 10		<table><tr><th colspan="2">Maximum Occupancy</th></tr><tr><th>Name</th><th>Persons</th></tr><tr><td>Gymnasium</td><td>1,944</td></tr><tr><td>Gymnasium</td><td>1,176</td></tr><tr><td>Gymnasium</td><td>550</td></tr><tr><td>Cafeteria</td><td>314</td></tr><tr><td>Cafeteria Mezanine</td><td>77</td></tr></table>		Maximum Occupancy		Name	Persons	Gymnasium	1,944	Gymnasium	1,176	Gymnasium	550	Cafeteria	314	Cafeteria Mezanine	77
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