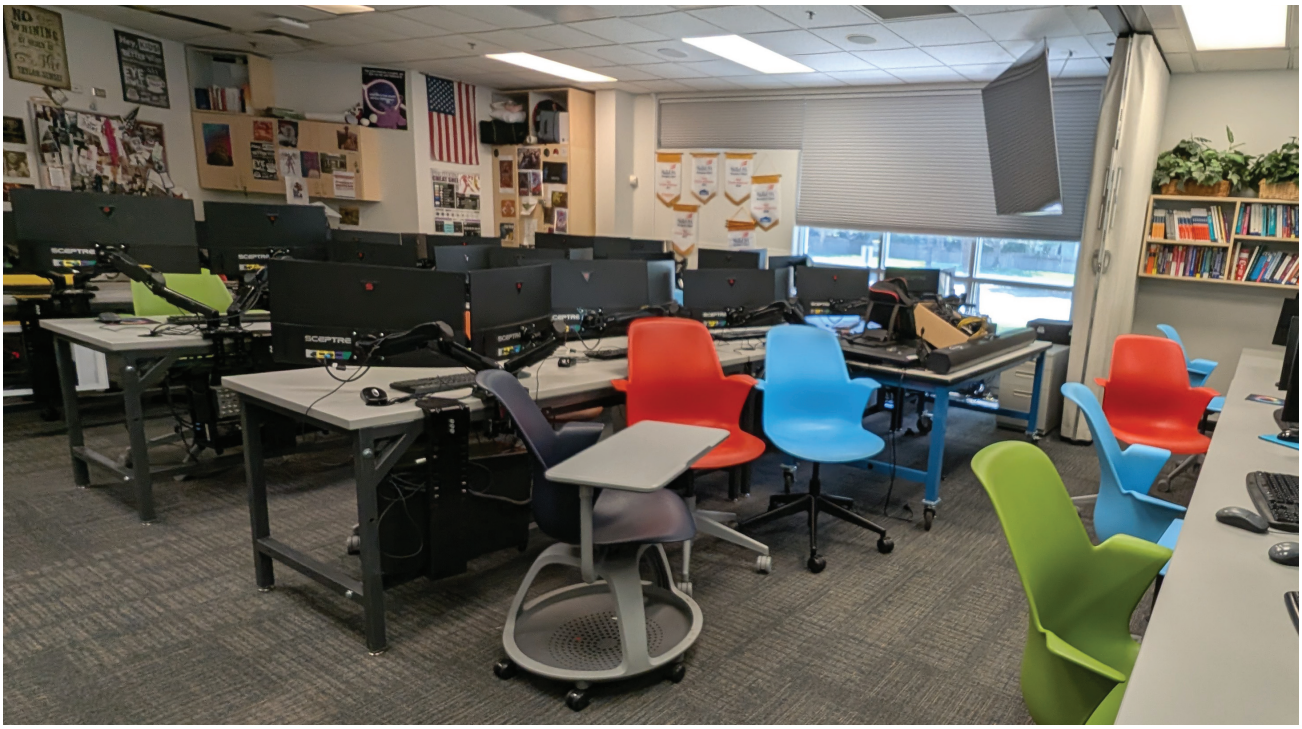
Meridian Technical Charter High School
Land and Facility Report

PREPARED FOR MTCHS
AUGUST 2025

MERIDIAN TECHNICAL CHARTER HIGH SCHOOL
MERIDIAN, IDAHO
MTCHS
WWW.MTCHS.ORG

CLEARWATER
FINANCIAL

amanda swails
DESIGN



LAND AND FACILITIES REPORT

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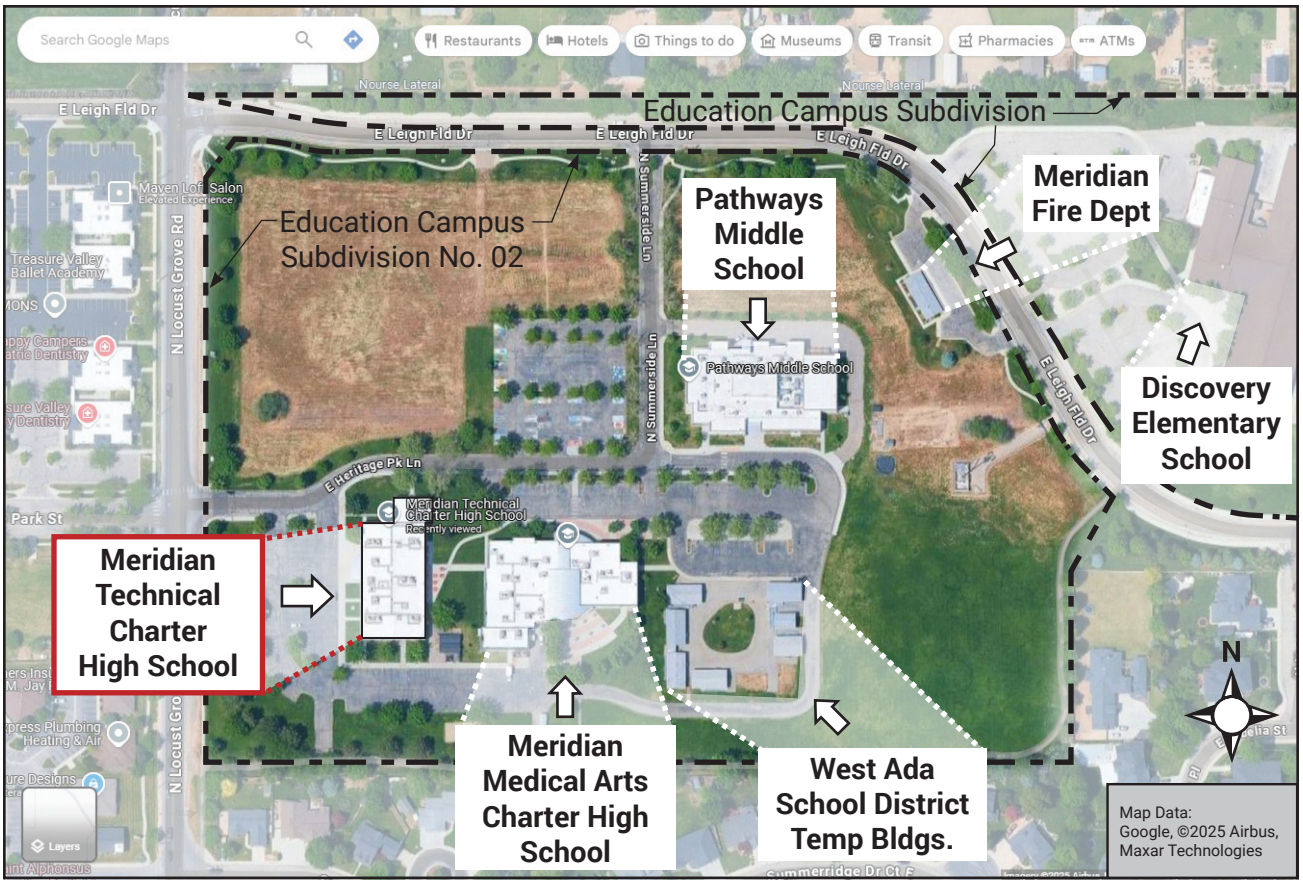
Meridian Technical Charter High School
Land And Facility Report

OVERVIEW

This Land and Facility Report has been prepared to provide a detailed, facility-focused assessment of Meridian Technical Charter High School (MTCHS). Located on Lot 6 within the Education Campus Subdivision No. 02, MTCHS operates independently within a shared campus environment that includes other West Ada School District (WASD) facilities. However, this report is solely dedicated to evaluating the land use, building conditions, capacity, and spatial needs specific to MTCHS. It does not address or analyze facilities or programming associated with any other schools located on the WASD campus. All findings, observations, and recommendations herein are exclusively intended to support MTCHS's operational goals and future planning considerations.



WEST ADA SCHOOL DISTRICT CAMPUS

The West Ada School District (WASD) owns and operates two adjacent subdivisions aptly named the “Education Campus Subdivision” and the “Education Campus Subdivision No. 2.”
The subdivisions are in Meridian, Idaho, on North Locust Grove Road between McMillan and Ustick Roads.

SUBDIVISIONS:

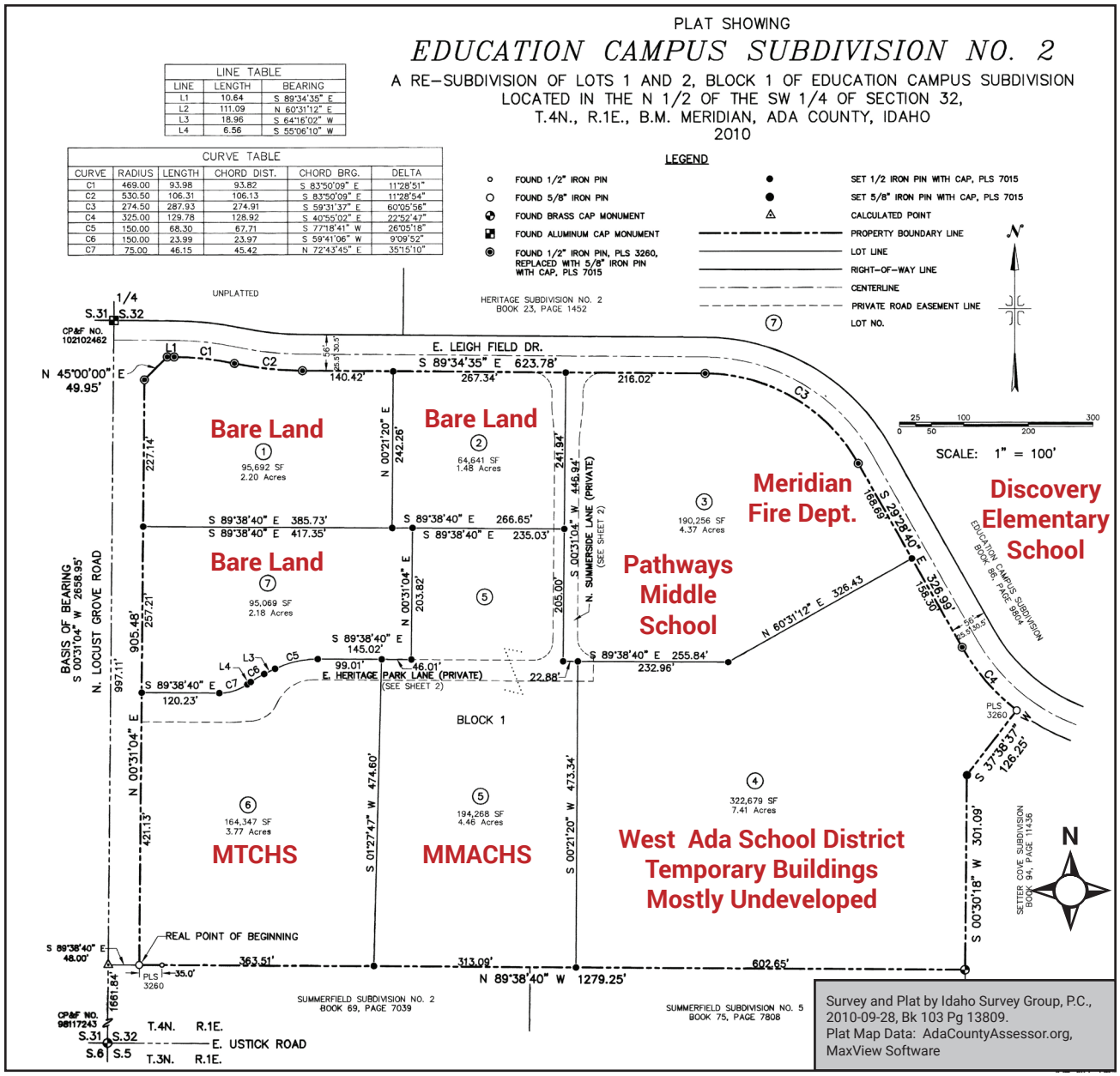
1. Education Campus Subdivision = 10.522 acres, 1 parcel
2. Education Campus Subdivision No. 2 = 27.89 acres, 7 parcels

FACILITIES ON CAMPUS:

1. **Meridian Technical Charter High School (MTCHS)**
2. Meridian Medical Arts Charter High School (MMACHS)
3. West Ada School District Temporary Buildings
4. Pathways Middle School
5. Meridian Fire Department and Meridian Rural Fire Protection District
6. Discovery Elementary School

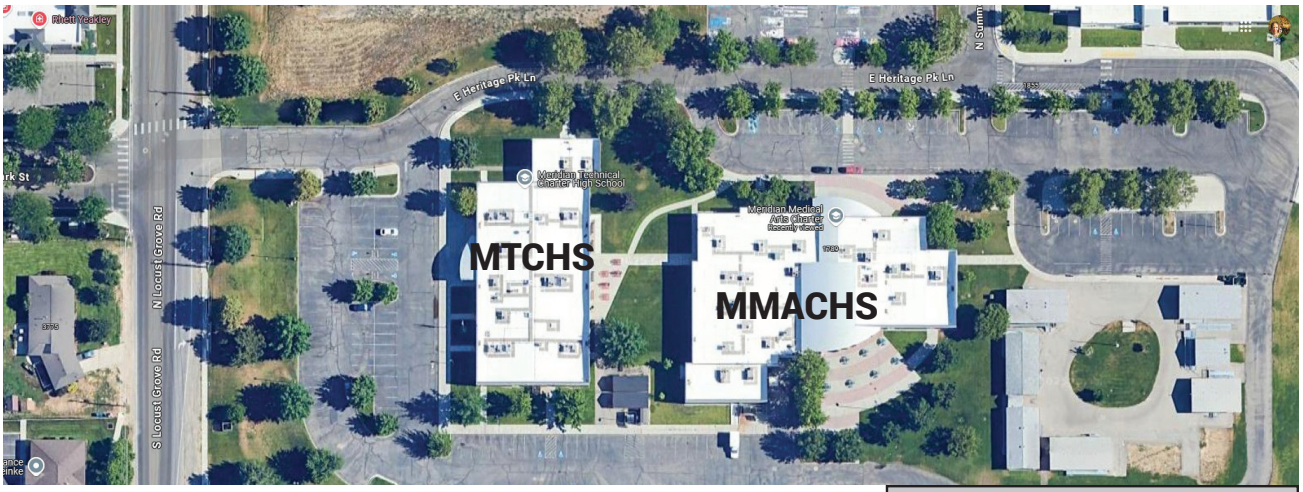
All facilities referenced above are located in the “Education Campus Subdivision No. 02,” except for Discovery Elementary School, which is situated in the adjacent “Education Campus Subdivision.” The facilities share access to roadways and parking areas which experience congestion.

This report pertains exclusively to the Meridian Technical Charter High School (MTCHS) facility, located on Lot 6 within the “Education Campus Subdivision No. 02.”



PLAT MAP

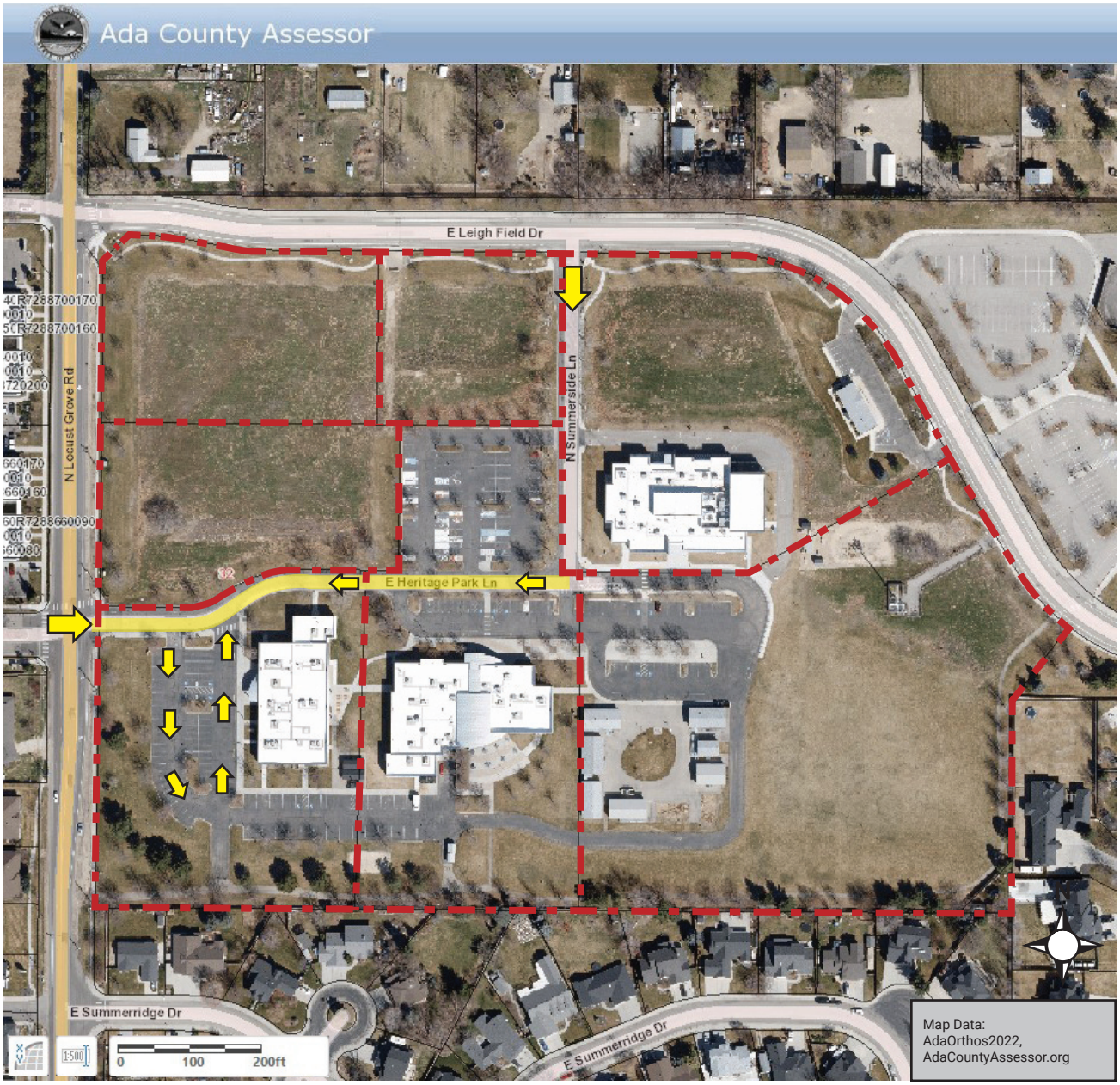
LOT	FACILITY	ZONE	ACREAGE
Lot 1	Bare Land	Zone C-N	2.197 acres
Lot 2	Bare Land	Zone L-O	1.484 acres
Lot 3	Pathways Middle School and Meridian Fire Department	Zone L-O	4.368 acres
Lot 4	West Ada School District Temporary Buildings	Zone L-O	7.343 acres
Lot 5	Meridian Medical Arts Charter High School (MMACHS)	Zone L-O	4.46 acres
Lot 6	Meridian Technical Charter High School (MTCHS)	Zone L-O	3.773 acres
Lot 7	Bare Land	Zone L-O	2.182 acres



SITE INFORMATION

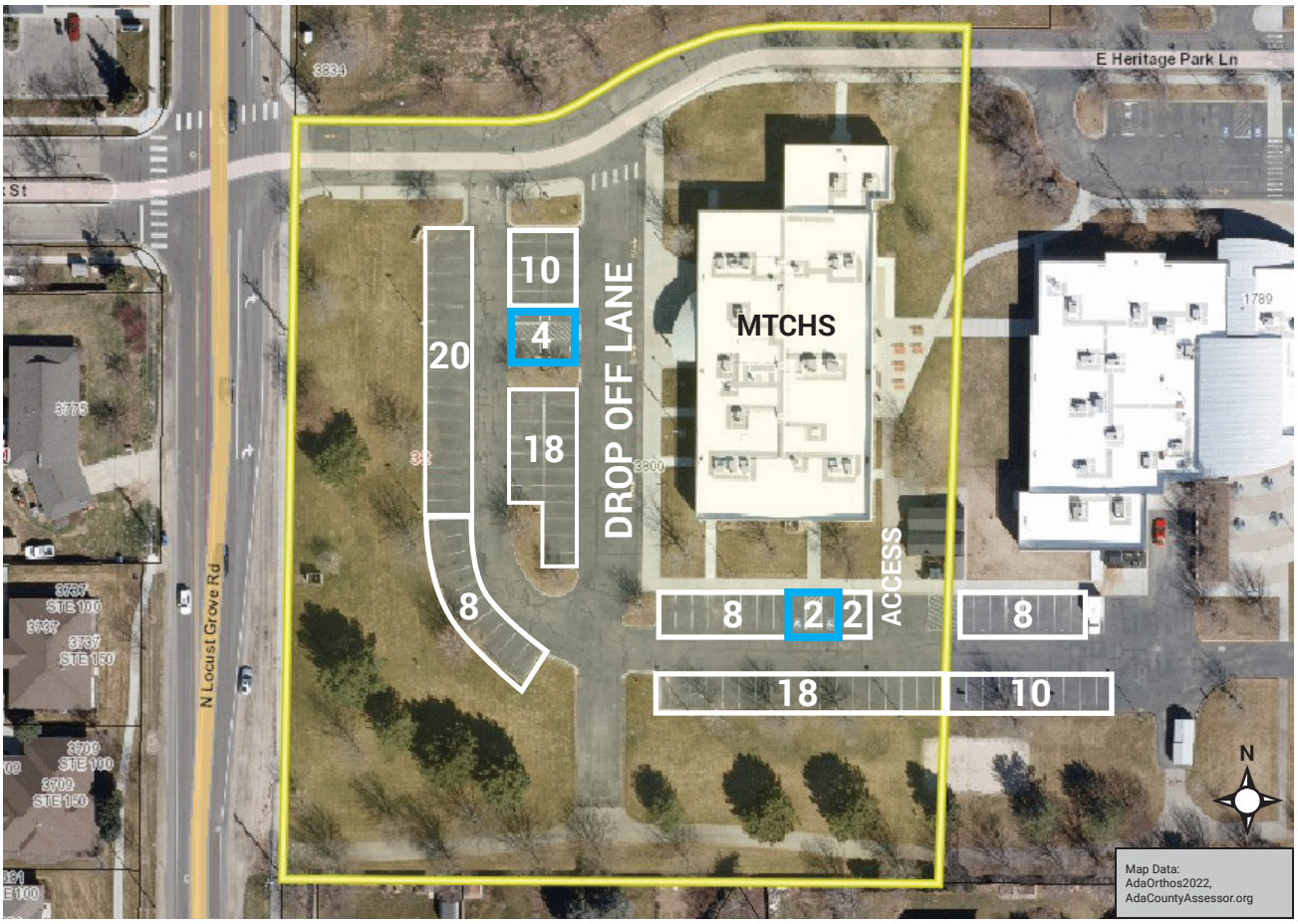
Meridian Technical Charter High School
3800 N. Locust Grove
Meridian, Idaho 83646

Address:	3800 N. Locust Grove, Meridian, Idaho 83646
Parcel Number:	R2122120600
Section:	4N1E32
County:	Ada County
Parcel Type:	Commercial
Property Owner:	West Ada School District
School District:	West Ada School District (formerly Joint School District No. 2)
Subdivision Name:	Education Campus Subdivision No. 02
Subdivision Acreage:	27.89
Assessor ID:	LOT 6 BLK 1 EDUCATION CAMPUS SUB #2
Site Acreage:	3.773
Site Zoning:	L-O (Limited Office District)
Floodplain:	Area of Minimal Flood Hazard Zone X
Irrigation District:	Settlers Irrigation District
SITE SETBACKS:	Meridian Zoning Code 11-2B-3. -Standards.
Front setback =	0’-0”
Rear setback =	0’-0”
Side setback =	10’-0”
Height maximum =	35’-0”
Street Landscape Buffer Type:	Minor Arterial
Street Landscape Buffer setback:	25’-0”



TRAFFIC:

Traffic congestion noted during student pick-up and drop-off due to shared campus access with multiple schools. Heritage Park Lane is particularly congested during this time.



PARKING:

According to current zoning laws, parking is currently sufficient, but this may change if enrollment grows. Seniors leave for internships in the afternoon, freeing up their spaces for parents picking up students.

Per Meridian's current zoning code, only 46 standard parking + 4 ADA parking spaces are required for the school. However, MTCHS has 102 standard parking spaces + 6 ADA parking spaces. This is more than adequate. If the school were to increase enrollment, additional parking could be necessary.

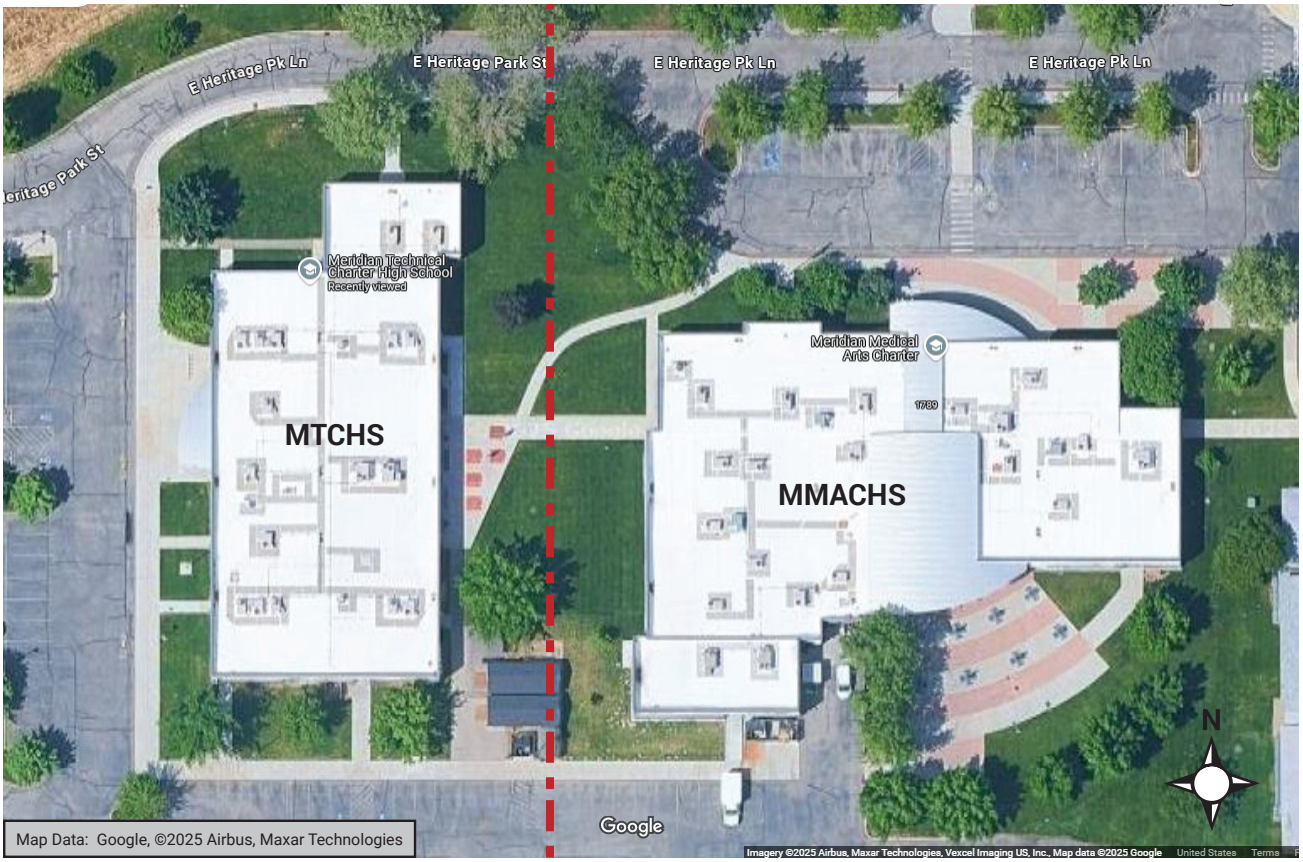
Existing Standard Parking Spaces:	102
Existing ADA Parking Spaces:	6
Total Existing Spaces:	108
Shared Parking Spaces:	None
Parking Required per Meridian Zoning Code 11-4-3-14. - Education institution:	In all commercial and residential districts, education institutions shall provide one (1) parking space for every four hundred (400) square feet of gross floor area.
18241 sf /400 sf	46 standard parking spaces required.
ADA Spaces Required:	5 ADA parking spaces required for lots with 101-150 spaces

OUTDOOR SPACES

There is an outdoor dining and seating area between MTCHS and MMACHS. MTCHS students pick up lunch at MMACHS and return to eat.

The two schools share food service, storage buildings, accounting, SRO, and nursing staff. If MTCHS relocates, these shared services must be addressed.

Students also take advantage of the frisbee golf course and open fields to the north of the school.



FACILITY OVERVIEW

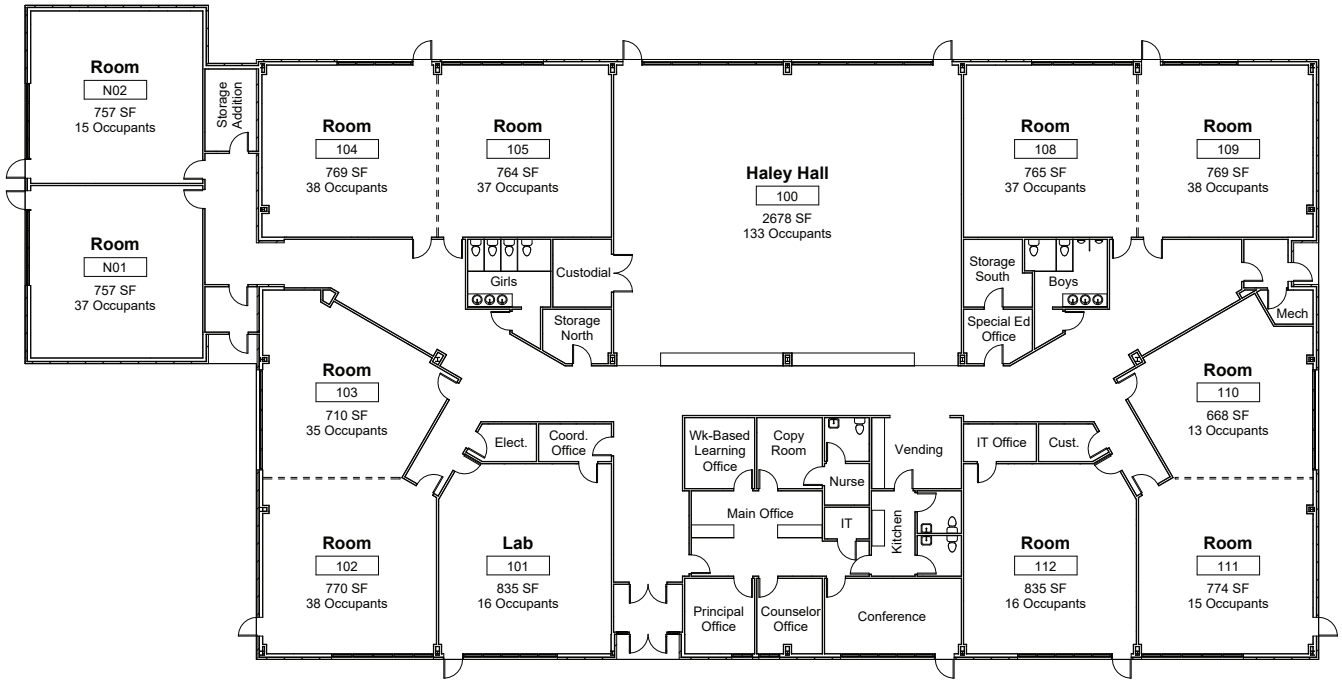
The building was built for MTCHS in 1999 and is the only school that has operated in the 26-year-old building. The school was designed as a traditional classroom style school and MTCHS has quickly outgrown it. Whether or not MTCHS increases enrollment, the school requires larger, more flexible spaces due to its technical curriculum.

MTCHS is a lottery-based charter school in the West Ada School District. The school leases the building from the district for $1 plus educational facilities funding yearly. However, MTCHS owns Classrooms N01 and N02 which were added to the building in 2002. The building's lease with West Ada School District renews in 2026, and MTCHS' charter renews around 2029. Charters are generally renewed every five years or up to 13 years for strong test scores.

In October 2024, a Facility Condition Assessment was prepared for the West Ada School District by Bureau Veritas. This report forecasted expenditures for general building and site maintenance such as roofing, HVAC, and pavement.

KEY OBSERVATIONS:

- The building layout, designed for traditional classrooms, presents challenges for MTCHS's specialized technical programs.
- Low ceiling heights impact visibility and instructional flexibility, particularly in multipurpose and combined classrooms.
- Administrative offices and support spaces are undersized or non-existent relative to current and anticipated enrollment needs.
- Limited flexible classroom and storage spaces restrict program delivery, especially for media, electronics, and networking programs.
- Haley Hall (multipurpose room) is undersized for the student population, impacting lunchtime logistics.
- Restroom capacity and configurations are misaligned with the 85% male student demographics and needs.
- There is a significant deficiency in storage across all categories; for example, there are limited storage options for equipment, teaching materials, and custodial supplies.
- Security improvements, including a vestibule entry system and better front office sightlines, are recommended.



BUILDING INFORMATION

Year Built:	1999
Classroom Addition Built:	2002
Building Age:	26 years
Building Height:	19’-0” top of parapet, 1 Story
TOTAL BUILDING SF:	18261 sf (original 1999 building + 2002 classroom addition)
Leased SF:	16241 sf (original 1999 building)
Owned SF:	2005 sf (2002 classroom addition)
Accessory Buildings:	(2) approximately 12’-0” x 30’-0”, 360 sf each/720 sf total
Owned or Leased:	Building is leased from WASD, but MTCHS owns the 2002 classroom addition.
Building Code at time of construction:	1997 Uniform Building Code (UBC)
Type of Construction:	(1997 UBC) Type II One-hour (with fire sprinkling in lieu of one-hour construction)
Description of Construction from original permit:	Concrete footings, stem walls, and floor slab, pre-engineered steel structural frame, light gauge steel stud walls, gypsum board interior and gypsum sheathing with E.I.F.S.* and masonry veneer exterior, and steel purlin roof framing with metal deck and membrane roofing.
ADA Conformance:	Yes
Fire Sprinkler System:	Yes, wet system

*E.I.F.S., or “Exterior Insulation and Finish System,” is a type of siding that resembles stucco.

BUILDING OCCUPANCY

Educational Group E

2021 International Building Code (IBC), Chapter 10 Means of Egress, Section 1004 Occupant Load, Table 1004.5 Maximum Floor Area Allowances Per Occupant states:

Educational
- Classroom Area — 20 net sf *(MTCHS Traditional Classroom)*
- Shops and other vocational room areas — 50 net sf *(MTCHS TECH Classroom, also known as "CTE" Career Technical Education Classroom)*

Room	Use	Room Type	Existing Net Area (sf)	# Classroom Occupants (20 net)	# TECH/ Shop/Voc. Occupants (50 net)	Code Compliant for 17 Occupants
Haley Hall	Multipurpose		2678 sf	133 occ.	-	No
101 Lab	Computer Lab/Business	TECH	835 sf	-	16 occ.	No
102 Room	Social Studies	Trad	770 sf	38 occ.	-	Yes
103 Room	English	Trad	710 sf	35 occ.	-	Yes
104 Room	Freshman English	Trad	769 sf	38 occ.	-	Yes
105 Room	Economics	Trad	764 sf	38 occ.	-	Yes
108 Room	Math	Trad	765 sf	38 occ.	-	Yes
109 Room	Math	Trad	769 sf	38 occ.	-	Yes
110 Room	Media/Web	TECH	668 sf	-	13 occ.	No
111 Room	Programming/Software	TECH	774 sf	-	15 occ.	No
110/111	Rooms combined	TECH	1442 sf	-	28 occ.	Yes
112 Room	Electronics/Networking	TECH	835 sf	-	16 occ.	No
N01 Room	Spanish	Trad.	757 sf	37 occ.	-	Yes
N02 Room	Science	Tech	757 sf	-	15 occ.	No

MTCHS class size ratio is 1:16.

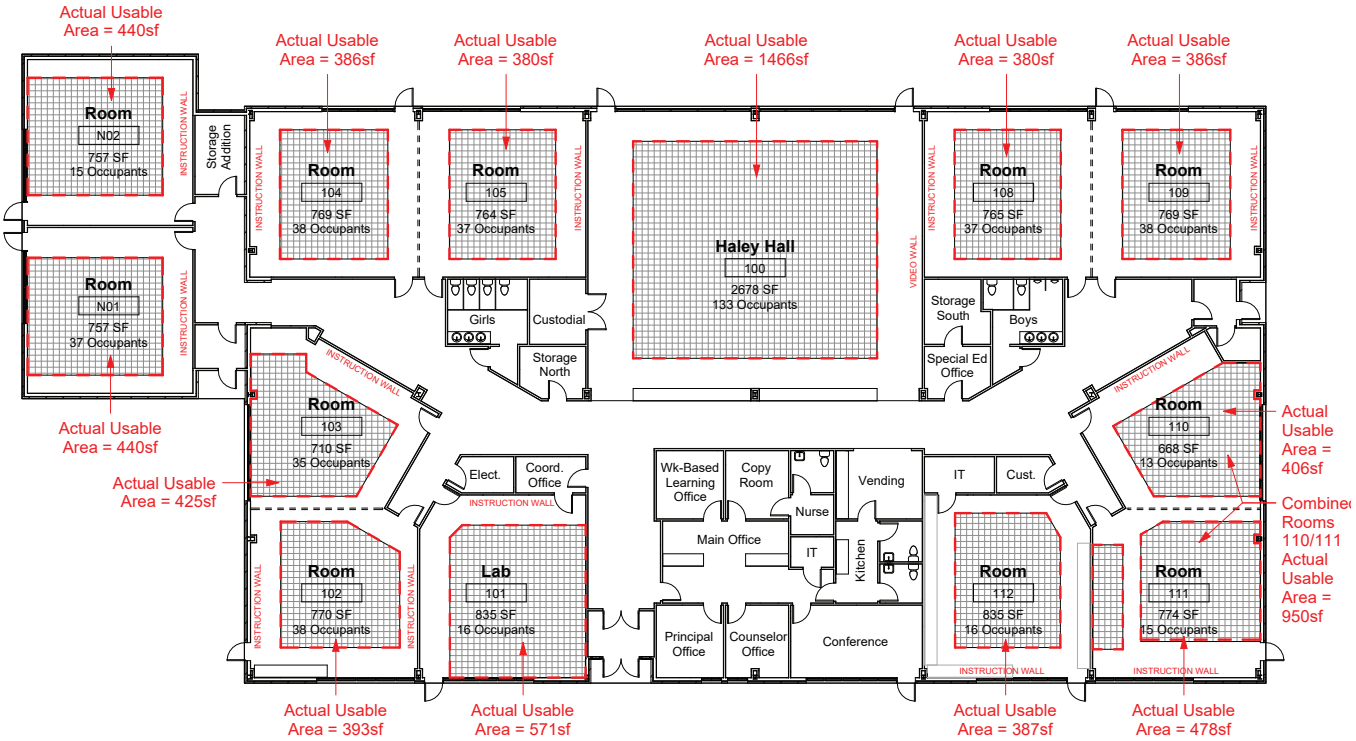
16 students + 1 teacher = 17 occupants/room

With an average class size of 16 students, MTCHS appears to meet the 20 net occupancy requirement for traditional classrooms, but falls short of the 50 net requirement for shops and vocational rooms (Technology Classrooms.)

However, the existing net square footage does not accurately reflect the circulation space within the room, including instructional areas, pathways to egress doors, and aisles. When these factors are included, the available area for desk placement is reduced. A more precise assessment of usable space is provided on the following pages under "Actual Usable Area."

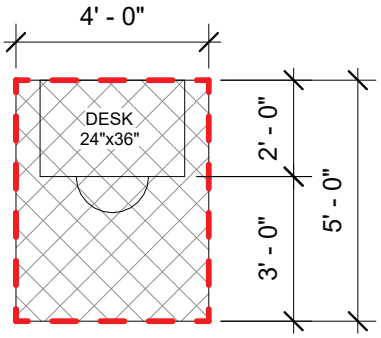
ACTUAL USABLE AREA

The “Actual Usable Area” is the classroom space remaining after subtracting general internal circulation areas like walkways, aisles, and teacher instruction areas.

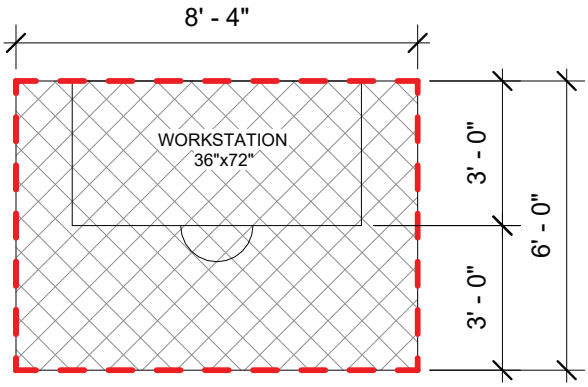


The drawing above illustrates the “Actual Usable Area” in each classroom and Haley Hall. There are various options for room arrangement, this is just one example of a possible layout. Building code requires that all passageways within the classrooms to the exit doors be a minimum of 36” wide.

Within the “Actual Usable Area,” student workspaces must be placed. Desk sizes will differ based on room use, and row spacing and aisles require planning. Arranging desks is challenging in angled spaces, like in rooms 103 and 110. Divider wall partitions provide useful separation but may also restrict options for furniture placement.



Traditional Classroom
20 net sf per Occupant



Shop or Vocational
TECH Classroom
50 net sf per Occupant

The illustration above displays example dimensions of 20sf and 50sf. While there are many possible variations, always ensure at least 36 inches of chair clearance between rows and other obstructions.

ACTUAL USABLE AREA CLASSROOM OCCUPANCY

The "Actual Usable Area" is the space that can be used for placing seating and desks.

Room	Use	Room Type	Existing Net Area (sf)	Existing net area Occupancy	Actual Usable Area net sf	Actual Usable Area # Classroom Occupants (20 net)	Actual Usable Area # TECH/ Shop/Voc. Occupants (50 net)	Space for 17 Occupants
Haley Hall	Multipurpose		2678 sf	133	1466 sf	73 occ.	-	No
101 Lab	Computer Lab/ Business	TECH	835 sf	16	571 sf	-	11 occ.	No
102 Room	Social Studies	Trad	770 sf	38	393 sf	19 occ.	-	Barely
103 Room	English	Trad	710 sf	35	425 sf	21 occ.	-	Yes
104 Room	Fresh. English	Trad	769 sf	38	386 sf	19 occ.	-	Barely
105 Room	Economics	Trad	764 sf	38	380 sf	19 occ.	-	Barely
108 Room	Math	Trad	765 sf	38	380 sf	19 occ.	-	Barely
109 Room	Math	Trad	769 sf	38	386 sf	19 occ.	-	Barely
110 Room	Media/Web	TECH	668 sf	13	406 sf	-	8 occ.	No
111 Room	Programming/ Software	TECH	774 sf	15	478 sf	-	9 occ.	No
110/111	Combined	TECH	1442 sf	28	950 sf	-	19 occ.	Barely
112 Room	Electronics/ Networking	TECH	835 sf	16	387 sf	-	7 occ.	No
N01 Room	**Spanish**	**Trad**	**757 sf**	**37**	**440 sf**	**22 occ.**	**-**	**Yes**
N02 Room	**Science**	**TECH**	**757 sf**	**15**	**440 sf**	**-**	**8 occ.**	**No**

The table above shows that, when using the "Actual Usable Area" instead of the "Existing Net Area," traditional classrooms just barely meet the 20 net sf requirement, while tech rooms fall significantly short of the 50 net sf requirement.

Code compliance is always based on "Existing Net Area," not "Actual Usable Area," but calculating occupancy based on usable area offers a more realistic view of space. This underscores MTCHS's space limitations.

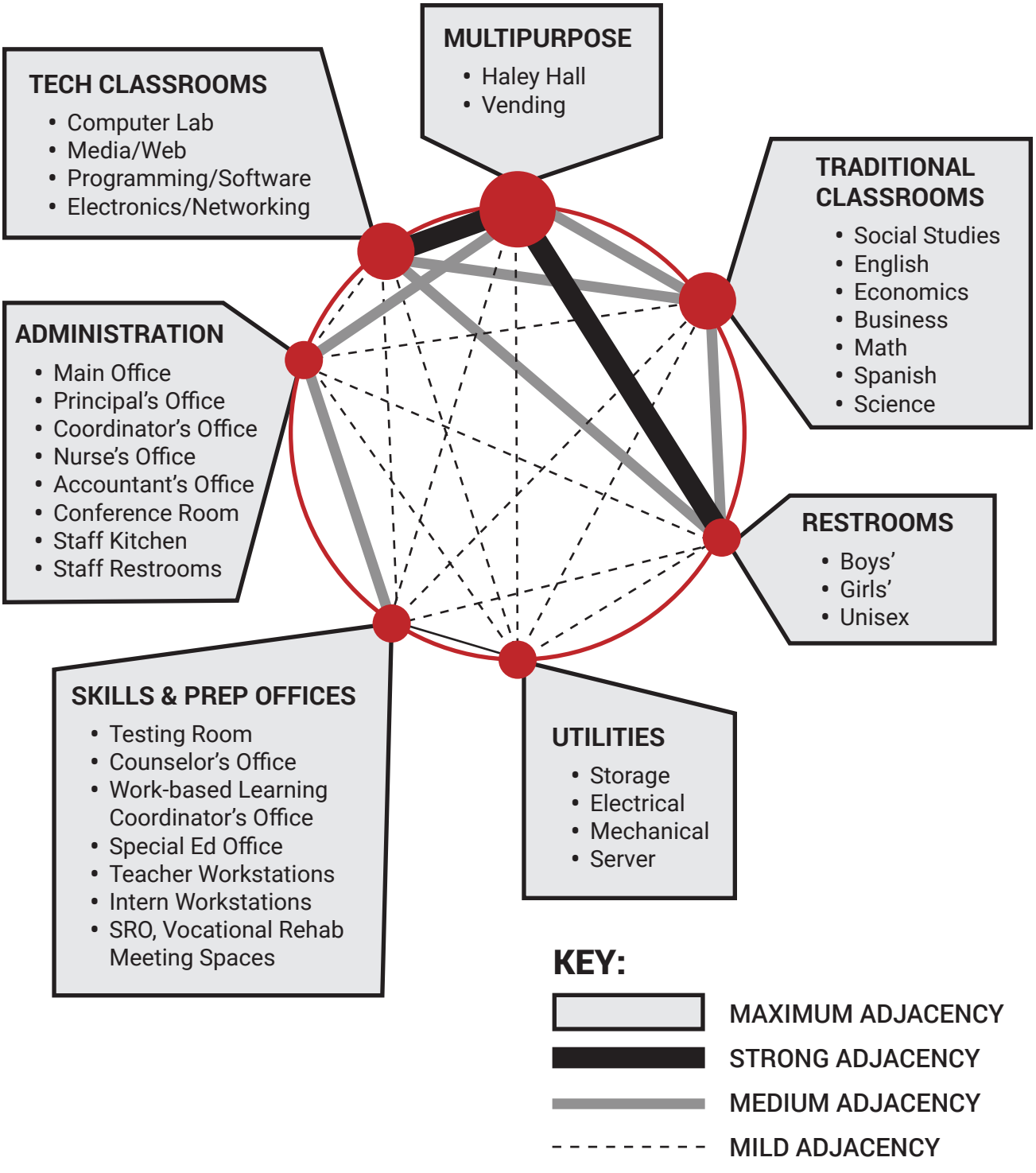
The building code's 20 net sf occupancy factor for traditional classrooms is outdated, as it reflects old lecture setups with combination chair-desks. Modern teaching styles, especially at MTCHS, emphasize project-based learning and collaboration, requiring movable furniture and flexible, open spaces. The current standard does not support these needs, and future building codes will likely update the occupancy factor to be similar to shop/vocational occupancy factor of 50 net sf.

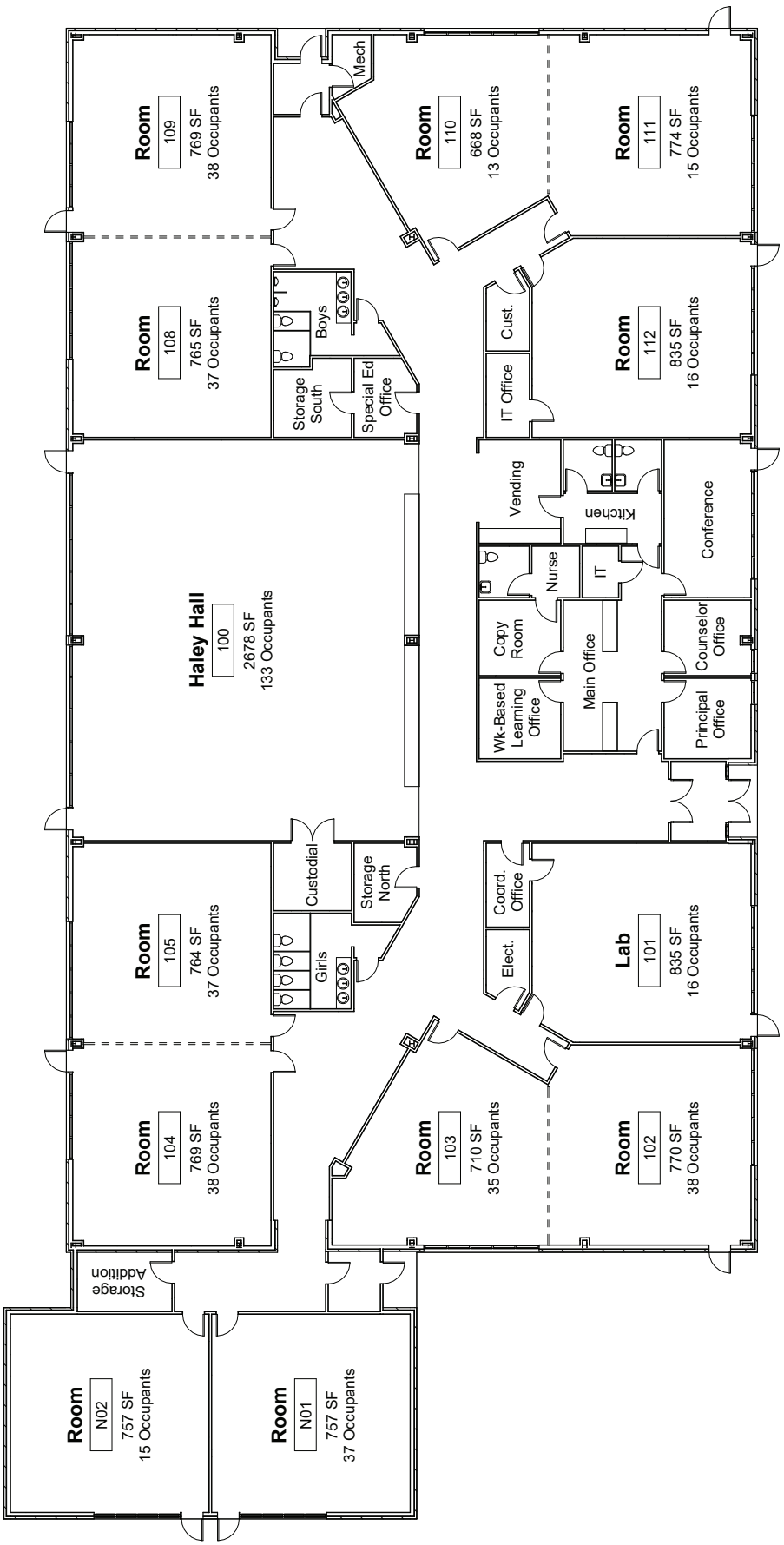
MTCHS FLOOR PLAN

Rooms labeled by function

ADJACENCY DIAGRAM

There are seven room categories, with certain types of rooms that should be placed together. For instance, the tech classrooms should be adjacent to one another due to frequent class collaboration. This collaboration may also occur in the multipurpose room; therefore, proximity between the multipurpose room and the tech classrooms is necessary. However, tech classrooms do not need to be close to administration areas. Different categories require varying degrees of adjacency.





MTCHS FLOOR PLAN

Rooms labeled by existing room number

HALEY HALL

Multi-purpose Room
Existing sf = 2665 sf
Existing dimensions ≈ 56'x47'
Existing Occupancy = 133
Posted Occupancy = 368 (outdated building code)
Physical seats at tables = 160
Recommended sf = 4500 sf min. for 220 students
Recommended dimensions = 60'x 75' min.

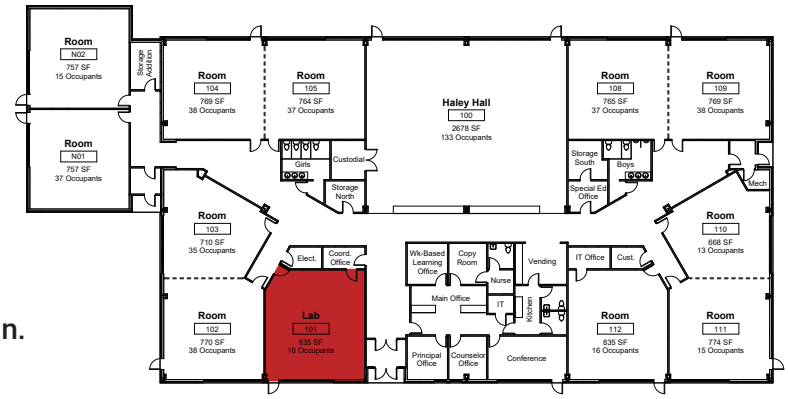
Haley Hall is a multi-purpose space for eating lunch, student gatherings and collaborations. While lunch is served in MMACHS, students return to eat at MTCHS. The hall has 160 seats at tables, but with 220 students, many students must use outdoor areas, hallways, or classrooms to eat lunch.

When constructed in 1999, Haley Hall was classified as "Occupancy Group A-2.1" under the 1997 Uniform Building Code, allowing a posted maximum occupant load of 368. This occupancy group was likely defined as "standing room only" type of Assembly. This classification is outdated, as current codes now designate the space as "Educational – Classroom Area" which requires a minimum of 20 net sf per occupant.

Its low ceiling limits visibility during presentations, highlighting the need for a larger, taller space.

ROOM 101 LAB

Tech Classroom
Computer Lab/Business
Existing sf = 830 sf
Existing dimensions ≈ 28’x31’
Existing occupancy = 16
Recommended sf = 1500 sf min.
Recommended dimensions = 30’x50’ min.



Room 101 Lab is a technical classroom that primarily serves as a computer lab and also hosts business classes.

The room features fixed, tiered-height desks, which support visibility during instruction but hinders testing security. Space between the workstation rows are tight, limiting movement. A higher ceiling would allow for a better-placed instructional screen eliminating the need for tiered-height desks.

Observations/Identified Needs:

- Improved visibility to instructional screens.
- More clearance space between workstation rows.

ROOMS 102 AND 103

Traditional Classrooms with Divider Wall

A folding divider wall separates these classrooms. It is open and closed daily. When the rooms are combined, the low ceiling causes visibility problems. When closed, there are acoustic issues.

ROOM 102

Social Studies
Existing sf = 766 sf
Existing dimensions ≈ 28'x28' (22'x58' open)
Existing occupancy = 38
Recommended sf = 900 sf min. Rectangular room, no angles.

ROOM 103

English
Existing sf = 706 sf
Existing dimensions ≈ 22'x30' (22'x58' open)
Existing occupancy = 35
Recommended sf = 900 sf min. Rectangular room, no angles.

Rooms 102 and 103 are traditional classrooms used for Social Studies and English. They are separated by a folding divider wall that is opened everyday for online classes. When combined, the low ceiling causes screen visibility issues.

Room 102, with standard walls, functions well, whereas Room 103 is among the smallest in the building and has angled walls. This makes furniture arrangement and visibility challenging. Both Rooms 103 and 110 share these size and layout difficulties.

Observations/Identified Needs:

- Divider wall; low ceilings limit combined screen visibility.
- Furniture arrangement issues and blind corner in angled Room 103.

ROOMS 104 AND 105

Traditional Classrooms with Divider Wall

ROOM 104

Freshman English
Existing sf = 765 sf
Existing dimensions ≈ 28'x28' (56'x28' open)
Existing occupancy = 38
Recommended sf = 900 sf min.

ROOM 105

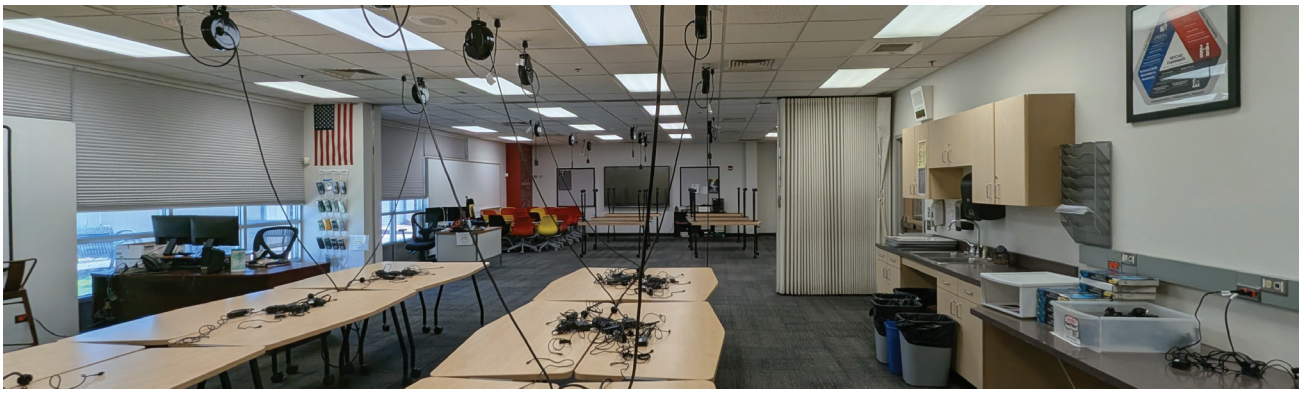
Economics
Existing sf = 760 sf
Existing dimensions ≈ 28'x28' (56'x28' open)
Existing occupancy = 38
Recommended sf = 900 sf min.

A folding divider wall separates these classrooms. It is open and closed daily. When the rooms are combined, the low ceiling causes visibility problems. When closed, there are acoustic issues.

Rooms 104 and 105 are traditional classrooms that serve multiple purposes daily. A divider wall separates the rooms for morning classes and is opened in the afternoon. Programs such as Freshman English, Economics, Employment Prep, and "Strategies for Success" all use these spaces, with Robotics Club meeting after school. When combined, low ceilings cause screen visibility issues. The room has large science lab style tables instead of desks. There is a sink and cabinets in Room 105. Drop-down power cords.

Observations/Identified Needs:

- Divider wall; low ceilings limit combined screen visibility.



ROOMS 108 AND 109

Traditional Classrooms with Divider Wall

ROOM 108

Math
Existing sf = 760 sf
Existing dimensions ≈ 28'x28' (56'x28' open)
Existing occupancy = 38
Recommended sf = 900 sf min.

ROOM 109

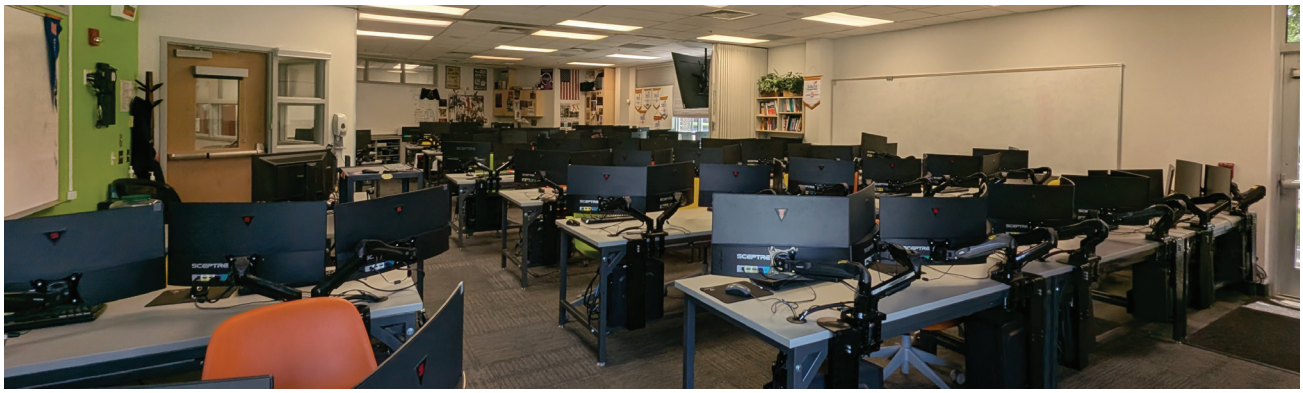
Math
Existing sf = 766 sf
Existing dimensions ≈ 28'x28' (56'x28' open)
Existing occupancy = 38
Recommended sf = 900 sf min.

A folding divider wall separates these classrooms. It is open and closed daily. When the rooms are combined, the low ceiling causes visibility problems. When closed, there are acoustic issues.

Classrooms 108 and 109 are traditional math classrooms separated by a divider wall. Room 108, previously a science classroom, has a sink and cabinets. Drop-down power cords from the ceiling provide flexible laptop charging and are safer than floor outlets.

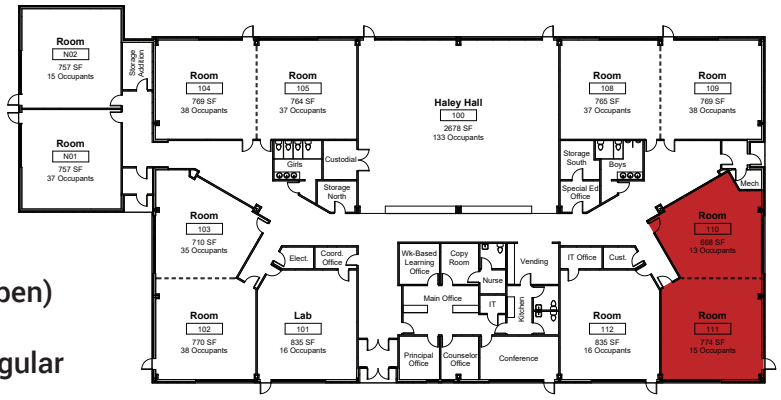
Observations/Identified Needs:

- Divider wall; low ceilings limit combined screen visibility.



ROOMS 110 AND 111

Tech Classrooms with Divider Wall



ROOM 110

Media/Web
Existing sf = 668 sf
Existing dimensions ≈ 23'x24' (23'x52' open)
Existing occupancy = 13
Recommended sf = 1500 sf min. Rectangular room, no angles.
Recommended dimensions = 30'x50' min.

ROOM 111

Programming/Software
Existing sf = 774 sf
Existing dimensions ≈ 28'x28' (23'x52' open)
Existing occupancy = 15
Recommended sf = 1500 sf min. Rectangular room, no angles.
Recommended dimensions = 30'x50' min.

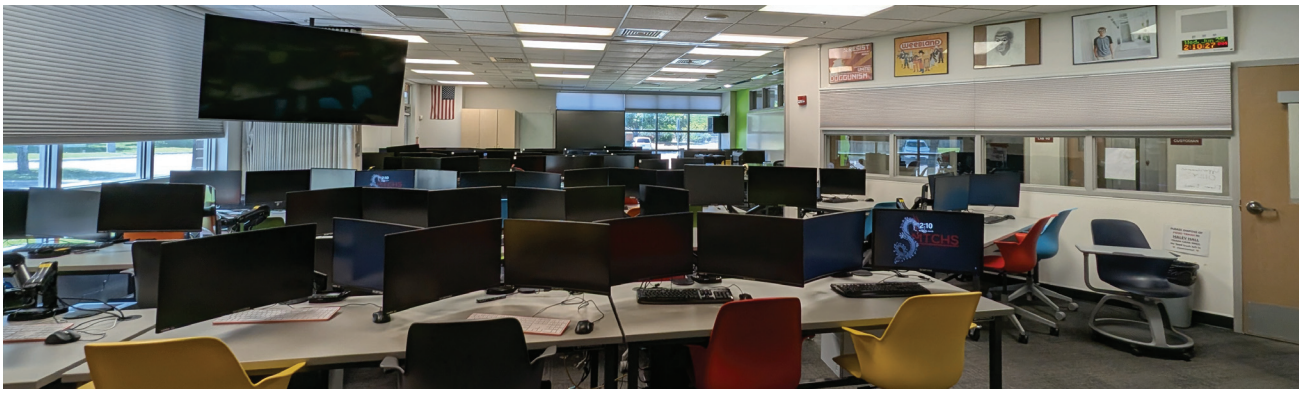
A folding divider wall separates these classrooms. It is open and closed daily. When the rooms are combined, the low ceiling causes visibility problems. When closed, there are acoustic issues.

Room 110 Media/Web

Room 110 serves as a technical classroom for media and web classes. It is the smallest classroom in the building with angled walls making furniture arrangement and visibility difficult. Media studies require a lot of equipment and adaptable space. An open flexible space is desired so that the students can efficiently use the equipment and collaborate. A sound booth and greenscreen space are also desired for the curriculum.

Room 111 Programming/Software

Room 111 serves as a technical classroom for programming and software instruction. The space contains four rows of stationary computer workstations, each featuring a hardwired PC and dual monitors. Space between the workstation rows are tight, limiting movement. Whiteboards on the side walls support instruction and collaboration, but workstation placement restricts access. Dual monitors and low ceiling height affects visibility to the primary instructional display at the front of the room.



ROOMS 110 AND 111

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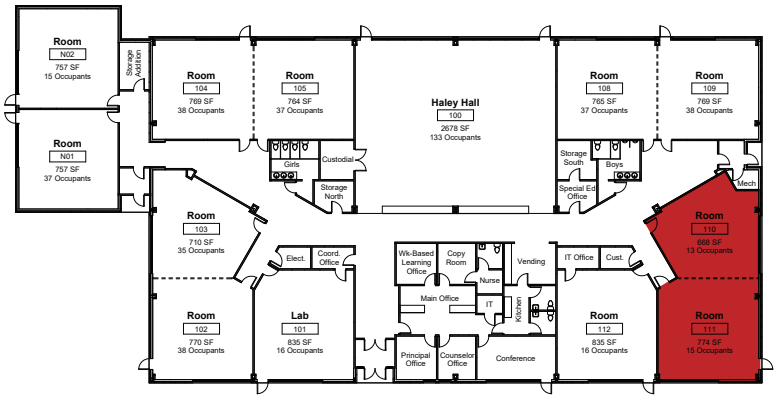


Classrooms Combined

Rooms 110 and 111 are separated by a divider that is opened daily. When combined, low ceilings cause screen visibility issues, especially in Room 110 due to its angled walls and smaller size, resulting in blind spots and furniture arrangement challenges. Room 111, with standard walls, has fewer problems but its fixed desks limit flexibility. To address instructional visibility, a second monitor was added for students in Room 110.

Classroom Collaboration

Tech classrooms 110, 111, and 112 collaborate on various projects throughout the year. Students need a lab and collaboration space. They often use the hallway, but the space between the classrooms is too small for effective use. An open, observable area would be preferable.

Observations/Identified Needs:

- Challenges with technical classroom spaces such as maxed out number of desks with limited clearance, teacher visibility issues and lack of access to whiteboards.
- Need for specialized equipment storage especially in the electronics and media classrooms.
- Need for better electronic infrastructure (power drops, network drops)
- The technical classrooms lack space for specialized equipment and activities (ex. 3d printers, green screens, sound booths)
- Greenscreen and sound booth space for Media/Web classroom
- Divider wall; low ceilings limit combined screen visibility.
- Furniture arrangement issues and blind corner in angled Room 110.

ROOM 112

Tech Classroom
Electronics/Networking
Existing sf = 830 sf
Existing dimensions ≈ 28'x30'
Existing occupancy = 16
Recommended sf = 1500 sf
Recommended dimensions = 30'x50'

Classroom 112 is a technical classroom for electronics and networking classes. This classroom has multiple rows of workstations with tight clearance. Electronics require equipment and tools, clear work surfaces and storage for parts. 3d printers and other equipment line one wall. Small electronics (Arduino, etc.) are stored in cabinets and used at workstations. Workstations are fixed with dual monitors, making it difficult for students to view the teacher's screen due to both layout and low ceilings. Space between the workstation rows are tight, limiting movement.

The current IT office is located in this room, however this space would be better suited as a server learning lab for students.

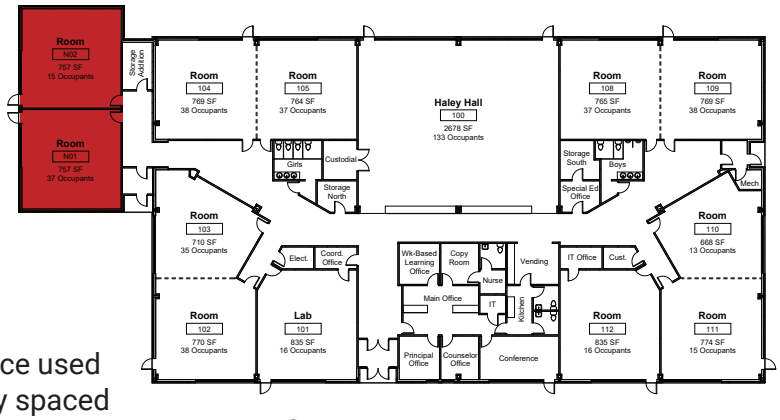
Observations/Identified Needs:

- Low ceilings and dual monitors limit instructional screen visibility.
- Tight clearances; equipment and tool storage limitations.
- Larger student work surfaces
- Relocate IT office elsewhere so that server space can be used for student instruction.
- Need for specialized equipment storage.
- Need for better electronic infrastructure (power drops, network drops)
- The technical classrooms lack space for specialized equipment and activities (ex. 3d printers, electronic components.)

ROOM N01

Traditional Classroom
Spanish
Existing sf = 757 sf
Existing dimensions ≈ 28'x28'
Existing occupancy = 37
Recommended sf = 900 sf min.

Room N01 is a traditional classroom space used for Spanish classes. The desks are tightly spaced but meet the occupancy standards.



There is a fixed wall, not a divider wall, between Classrooms N01 and N02.

ROOM N02

Traditional Classroom
Science
Existing sf = 757 sf
Existing dimensions ≈ 28'x28'
Existing occupancy = 15
Recommended sf = 1200 sf
Recommended dimensions = 30'x40'

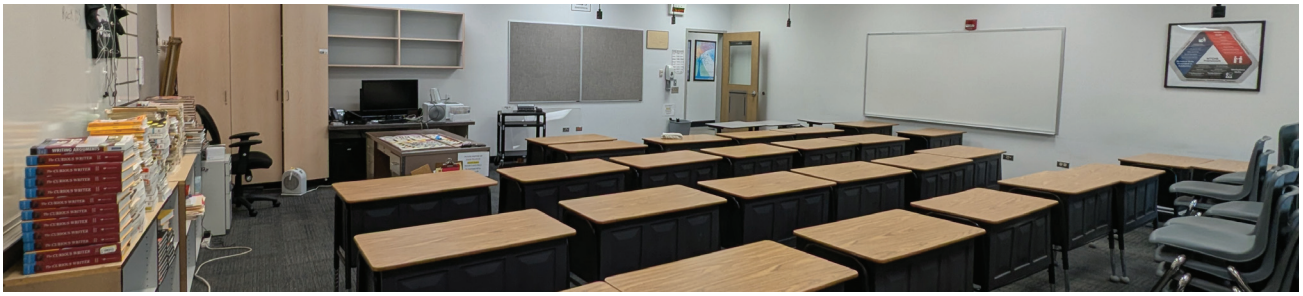
Room N02 is a technical classroom space used for science classes. It is small and lacks necessary science lab equipment, including a sink. A larger, tech-style classroom with proper facilities would better support science instruction. Existing rooms 104/105 or 108/109 would better suit science instruction.

Classroom Addition:

Rooms N01 and N02 were added to the original building in 2002. MTCHS owns these classrooms, while the remainder of the building is leased from the West Ada School District.

Observations/Identified Needs:

- Rooms 104/105 or Rooms 108/109 could function better as the science classroom due to the existing infrastructure.
- More clearance space between desk rows.



ADMINISTRATIVE AREAS

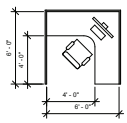
Recommended Square Footages

The following chart shows recommended square footages for office spaces according to the "State of Idaho Office Space Standards, 2020."

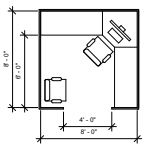
These figures do not include a 30% loading factor for circulation.

Room Type	Occupancy	Recommended Square Footage	MTCHS Rooms
Reception counter*	1 seat	80 sf	Office Manager
Open Office Small Cubicle - *For part-time employees**	1 seat	36 sf	Intern Workstations
Open Office Medium Cubicle - *For typical employees, single occupant**	1 seat	64 sf	Teacher Workstations, General Staff
Open Office Large Cubicle - *For employees requiring a larger work surface or 1- 2 visitors**	1	80 sf	
Private Office Small - *For employees requiring confidentiality/ privacy and 1-3 visitors**	1	120 sf	Offices for: Coordinator, Accountant, Work-Based Coordinator, Nurse, IT, Special Ed
Private Office Medium - *For employees requiring confidentiality/ privacy and 4-6 visitors**	1	160 sf	Offices for: Principal, Counselor Office
Private Office Large - *For employees requiring confidentiality/ privacy and 8-10 visitors**	1	240 sf	
Conference Room*	8 seats	160 sf	Testing Room
	12 seats	260 sf	
	20 seats	450 sf	Conference Room

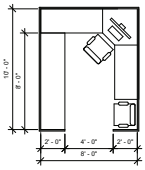
*State of Idaho Office Space Standards, Department of Administration Division of Public Works, [01.07.2020]



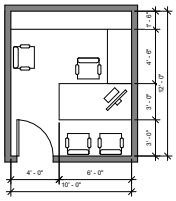
Open Office
Small Cubicle
36 nsf



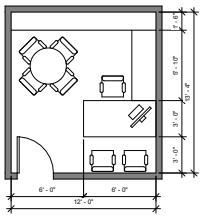
Open Office
Medium Cubicle
64 nsf



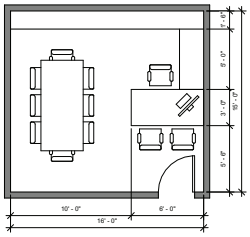
Open Office
Large Cubicle
80 nsf



Private Office Small
120 nsf



Private Office Medium
160 nsf



Private Office Large
240 nsf

ADMINISTRATIVE AREAS

OFFICE MANAGER'S WORKSTATION:

Existing sf = 80 sf
Recommended sf = 80 sf per seat (Reception)

The office manager's workstation is the front desk of the main office. It has a service window to the hallway for student sign-in. The window is useful, but noise from Haley Hall makes it hard to hear; installing a sound buffer would help. The office manager's visibility to front door limited; security improvements recommended. While the office manager handles phones and the front office, they also perform focused tasks at a small desk in the storage room.

ACCOUNTANT'S WORKSTATION:

Existing sf = 80 sf
Recommended sf = 120 sf (Private Office Small)

The Accountant shares a front office workspace next to the office manager and alternates days between MTCHS and MMACHS. Since their work is confidential, a private office is necessary.

PRINCIPAL'S OFFICE:

Existing sf = 135 sf
Recommended sf= 160 sf (Private Office Medium)

The principal's office is too small for meetings involving students and families. As a result, discussions are often held in the conference room when available. Its prominent location also raises privacy concerns for confidential matters.

COUNSELOR'S OFFICE:

Existing sf = 125 sf
Recommended sf= 160 sf (Private Office Medium)

The counselor's office also is too small to accommodate meetings with students and family members. When possible, discussions are held in the conference room.

ADMINISTRATIVE AREAS

WORK-BASED LEARNING COORDINATOR OFFICE:

Existing sf = 126 sf for 2 staff members, 63 sf each
Recommended sf= 120 sf (Private Office Small) for each staff member, 240 sf total

The work-based learning coordinator's office is behind the office manager's workstation and is shared by two staff members who run the "Professional Skills Development" program. The space is small and not adequate for student meetings.

COPY ROOM: Existing sf = 118 sf

The copy room, behind the office manager's workstation, leads to the Nurse's Station and Unisex restroom. It contains copy machines and supply storage, size is adequate.

NURSE'S STATION AND RESTROOM:

Existing sf = 47 sf Nurse's Station, 49 sf Restroom
Recommended sf= 120 sf (Private Office Small) for Nurse's Station, Restroom is adequate.

The nurse's station is located through the copy room. At present, the office manager fulfills the nursing role. The station contains a first aid bed, supply cabinets, and the building's only unisex restroom. This restroom is mainly used by students who prefer single-occupant facilities. Access may be challenging due to its location.

CONFERENCE ROOM:

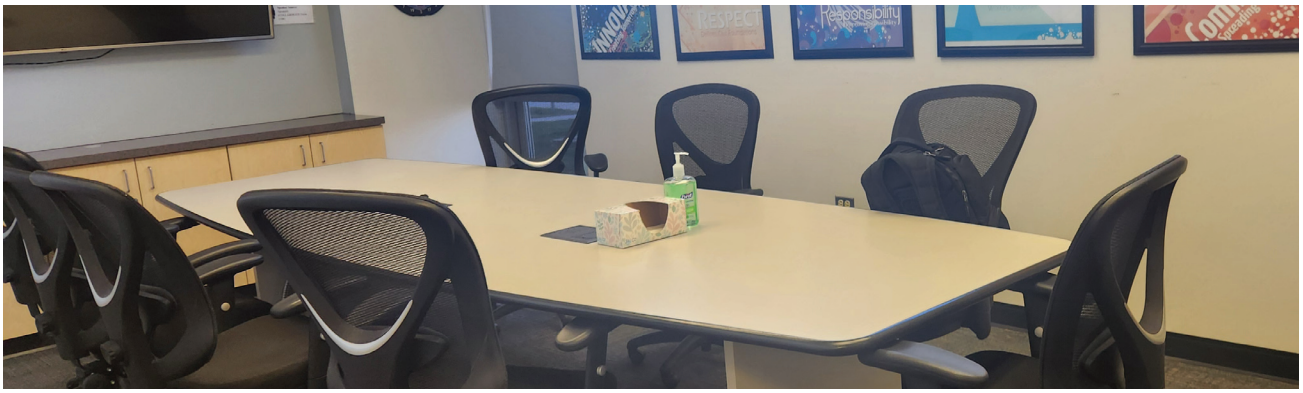
Existing sf = 267 sf, 8 existing seats, 13 occupants per IBC code
Recommended sf= 450 sf for 20 seats at conference table

The conference room serves as a meeting space, break area, and testing site. It accommodates parent-teacher-student meetings (ex. IEPs) due to limited office space and privacy needs. While too small for staff meetings, it hosts monthly school board meetings after hours. Around 20 supervised tests occur here annually, but a dedicated testing room is still needed.

IT OFFICE:

Existing sf = 69 sf
Recommended sf= 120 sf (Private Office Small)

The IT office is currently in Room 112, but the school would like this space to serve as a server lab for students. IT office relocation is recommended.



ADMINISTRATIVE AREAS

COORDINATOR'S OFFICE:

Existing sf = 69 sf
Recommended sf= 120 sf (Private Office Small)

Located off the entrance hall across from the main office, this former broadband room has been converted into an office for the MTCHS coordinator and is also shared with an intern. The space is too small for meetings.

SPECIAL EDUCATION ROOM:

Existing sf = 90 sf for 2 staff members, 45 sf each
Recommended sf= 120 sf (Private Office Small) for each staff member, 240 sf total

The special education room, next to the boys' restroom, is a shared office for two staff members to meet with students. The space is small and privacy is limited. It also provides access to a storage room which doubles as the office manager's workspace.

STORAGE ROOM SOUTH:

Existing sf = 120 sf
The Storage Room South, accessed through the Special Education Room, provides roof access and functions as storage and a small office for the office manager. The small office portion should be relocated.

IDENTIFIED NEEDS:

TESTING ROOM: 160-260 sf (Conference Room size for 8-12 seats)

Dedicated space for technical certification and other exams.

TEACHER WORKSTATIONS: 36-64 sf (Open Office Small or Medium Cubicle)

Shared work areas for teachers with rotating classrooms.

INTERN WORKSTATIONS: 36 sf (Open Office Small Cubicle)

Open workstation area for student interns.

GENERAL STAFF WORKSPACE: 64-80 sf open office cubicle or 120sf private office

Workspaces for SRO, Vocational Rehab, and visiting staff. Could be open office cubicles or small private offices depending on the level of confidentiality and privacy needed.

SUPPORT SPACES

HALLWAYS:

The hallways are narrow and congested, especially in the angled areas near rooms 102 and 111. They are often used for student collaboration projects and eating lunch due to limited space elsewhere. There are many hallway windows looking into the classrooms which have both benefits and drawbacks. While they increase light and aid supervision, they can distract students and present safety concerns.

RESTROOMS: 167 sf Girls', 157 sf Boys', 45 sf each staff restroom

The building has one girls' restroom with 4 toilets and one boys' restroom with 2 toilets and 2 urinals. Although 85% of students are male and 15% are female, restroom facilities are distributed equally, causing lines for the boys' restroom.

To better serve students who may experience restroom-related anxiety, it is recommended to provide a unisex single-occupant restroom. Multi-occupant restrooms create opportunities for bullying, and monitoring is challenging.

Staff currently use two single-occupant restrooms located in the main office or the nurse's station restroom, but they often encounter wait times.

The building code requires 1 toilet/sink per 50 men, 1 toilet/sink per 50 women, 1 drinking fountain per 100 people. The building is at maximum capacity in terms of toilet facilities.

VENDING AREA: 166 sf

The vending area is situated across from Haley Hall. It features a long counter equipped with microwaves and a refrigerator. Vending machines and storage cabinets are located along the opposite wall. There is an access door leading to the staff kitchen and staff restrooms within this space.

KITCHEN: 94 sf

The kitchen is in the back of the main office for staff use. It contains a counter with a sink, coffee maker, and refrigerator. Access to the staff restrooms and vending area is through the kitchen. The area does not include seating and primarily serves as a passageway rather than a traditional kitchen space.

SERVER CLOSET: 36 sf

The server closet, located in the main office, offers adequate space but has expanded over time. Its proximity remains important.

SUPPORT SPACES

Storage and utility rooms have no occupancy factors since they are unoccupied.

STORAGE ROOM SOUTH: 110 SF

The Storage Room South, accessed through the Special Education Room, provides roof access and functions as storage and a small office for the office manager. Floor-to-ceiling shelving is fully utilized, but MTCHS needs more storage space and dedicated staff offices.

STORAGE ROOM NORTH: 90 sf

Storage Room North is located near the girls' restroom. It is used for storing club activity materials and other related items. Currently, the space is limited and fully occupied. MTCHS has identified a need for additional storage capacity.

STORAGE ROOM ADDITION: 108 sf

This storage room, part of the classroom addition, contains storage shelves and the electrical panels for Rooms N01 and N02. Floor markings indicate panel clearance space. The space is fully used, and MTCHS needs more storage capacity.

CUSTODIAL ROOM SOUTH: 59 sf

The custodian room south, next to room 112, contains electrical panels, a mop sink, and custodial supplies. The room is functional but lacks adequate storage space. Chemical storage is limited due to the electrical panels.

CUSTODIAL ROOM AT HALEY HALL: 101 sf

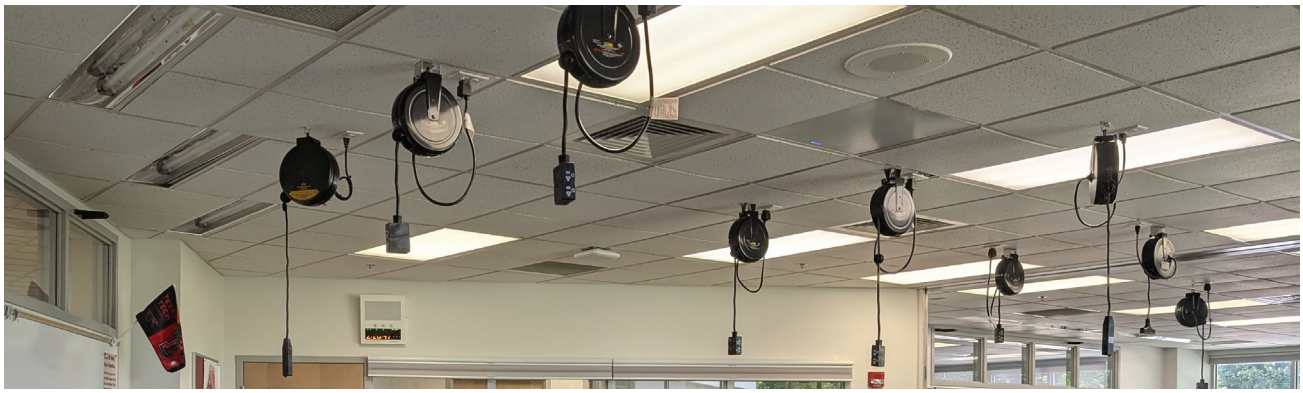
The custodian room at Haley Hall, larger than the south-side room and featuring double doors, was originally for table storage but is now used for custodial purposes. A new custodian room with proper chemical storage is needed so this space can return to table storage.

MECHANICAL ROOM: 41 sf

This room, next to the south entrance, houses the fire riser and water heater. Both are functional and suitably located

Observations/Identified Needs:

The current use of storage rooms that also function as electrical rooms or provide roof access highlights an ongoing challenge. When storage areas are required to serve double duty—housing critical electrical panels or providing roof access—valuable storage capacity is compromised due to the need to maintain clearances for infrastructure. To resolve this, dedicated storage areas separate from infrastructure should be established.



GENERAL OBSERVATIONS

ROOM DIVIDER WALLS

A folding divider wall separates several classrooms. They are opened and closed daily. When the rooms are combined, the low ceiling causes visibility problems. When closed, there are acoustic issues.

POWER DROPS

Many classrooms use ceiling-mounted drop-down power cords for convenient access to electricity for laptops and other equipment. They retract when not in use. They are preferred over floor outlets, which pose tripping hazards and are more prone to damage.

MOBILE DESKS

Mobile desks are often used in classrooms as overflow seating due to limited space. They are compact wheeled chairs with a desk surface. These are used throughout the school facility.

IDENTIFIED NEEDS

TECHNICAL CLASSROOMS:

The technical classrooms are too small for their purpose and would benefit from larger, flexible spaces with modular dividers and furniture. Each specialty should have its own adaptable area to minimize noise and distractions while remaining close enough to other classrooms for student collaboration projects.

FRONT DOOR SECURITY:

An entrance vestibule is desired to improve visibility and safety. Relocating the security buzzer to the inner doors creates a secure area where visitors buzz for access and, once verified, are allowed inside. This setup prevents unauthorized entry, gives staff better oversight, and allows for controlled access.

UNISEX/SINGLE-OCCUPANT RESTROOM:

To better serve students who may experience restroom-related anxiety, it is recommended to provide one or more unisex single-occupant restrooms. Multi-occupant restrooms create opportunities for bullying, and monitoring is challenging.

TESTING ROOM:

A dedicated testing room is needed for technical certification and other exams. These exams must be supervised by a proctor or staff member. Tests vary between group and individual formats, with specific restrictions on permitted items within the room. The current use of the conference room is inadequate. Approximately 20 supervised tests are held each year.

OPEN WORKSTATION AREA:

An open, shared workspace for staff is needed. This would serve teachers, interns, SROs, Vocational Rehab, and other support staff. Assigned workstations in an open desk or cubicle setup is ideal.

FUTURE PLANNING CONSIDERATIONS:

- Importance of considering future industry changes
- Importance of creating flexible, movable spaces for evolving needs
- Possible “Innovation Center” concept could house the technical classes
- Possibly offer electronics repair, help call center, and tech support to help teach customer service skills to students
- Discussion on creating a “Maker Space” for students and the public

CONCLUSION

This Land and Facility Report finds that while MTCHS enjoys a well-located campus with tremendous student success, its largely traditional layout and constrained square footage no longer supports the school's project-based technical curriculum.

Key issues—ranging from undersized classrooms and multi-purpose room to inadequate storage, offices, and restrooms—must be addressed to improve instructional functionality.

Strategic reconfiguration of the existing building or a purpose-built facility featuring larger, adaptable learning spaces will enable MTCHS to deliver its specialized programs more effectively. Providing adequately sized administrative and support spaces will further support operational effectiveness.

By embracing flexible design principles and planning for scalable growth, the school can ensure a learning environment poised for innovation, collaboration, and long-term success.