

Educational Specifications for High School Facilities



Perris Union High School District





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*Projects for High School
Students in Grades 9 - 12*

Section Number I

*High School Educational Specifications
for the Perris Union High School District*

• Purpose, Vision and Process •





PUHSD High School Educational Specifications - Purpose, Vision and Process

Purpose

The Perris Union High School District has been fortunate to create two new comprehensive high school campuses within the past twenty years. Through the completion and operation of these two schools much has been learned with respect to the physical plant and spatial needs associated with the current delivery of instructional services and educational programs for its students. The two schools – Paloma Valley High School and Heritage High School – are uniquely different through their respective campus and building designs. When the District's third comprehensive high school – Perris High School – is added into an evaluative comparison of facilities, it is very obvious that physical plant inequities abound. It is with this understanding that the Board of Trustees directed staff and consultants on August 15, 2012, to embark upon the development of educational specifications to help guide future planning and design efforts for high school facilities throughout the District – both at existing sites and at proposed new school sites.

Over the past four years, the District has been very active in the identification and pursuit of optimal sites for its next two new high schools. In 2010, the District successfully acquired a 52-acre parcel in the southeast portion of the District and has identified this parcel/project as "High School #4." Concurrently the District has been working cooperatively with developers in the Lakeview-Nuevo area of the District to identify a prime parcel to house its "High School #5" project; to date several site alternatives have been identified but a final site selection or purchase have not been made.



In addition to the physical plant analyses that have occurred over the past four years within the PUHSD, the District continues to be a consistent participant within the State's School Facilities Program as it seeks every possible type of facility funding to meet its current and future needs. While the current State Program is "anemically" funded for both new construction and modernization projects, the District intends to closely adhere to all regulations required to optimize its pursuit of any State funds.



Commencing in July 2010, the California Department of Education initiated requirements that any application for funding through the State's program include local board-approved educational specifications. It is the intention of the PUHSD to take advantage of this opportunity to collaboratively reflect upon the facilities-related issues and needs associated with the current delivery of programs and services for ALL students to ensure the highest quality of educational experiences for the students at current and future school sites. A foundational ongoing goal within the Perris Union High School District's Facilities Improvement Program will be to create high school environments across the District that are more equitable from a facilities perspective and serve to provide similar types of learning opportunities – irrespective of the site from which these services are being provided.

Thanks to the constituents within the Perris Union High School District, partial funding for these improvements will be available as a result of the successful passage of Measure T in November 2012.



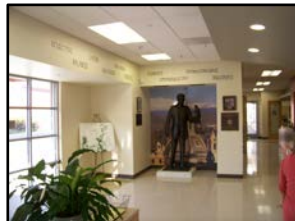
Purpose continued

The primary purpose for creating an educational specifications process and document is to clearly articulate the types of learning activities that will be provided within the school, to clarify any desired relative spatial relationships, and to identify any other unique features that are needed to support and enrich each learning environment.

The Council of Educational Facility Planners International (CEFPI) identifies that educational specifications "serve as the written document of the educators' intent for program delivery and define the physical parameters of the learning environments – buildings and site." Educational specifications are used not only for new construction, but also for assessing existing facilities, budgeting, and addressing issues of equity." From this perspective, completed educational specifications within the PUHSD will allow the District to create a common baseline from which to develop individual site master plans for its existing comprehensive high schools – Perris HS, Paloma Valley HS and Heritage HS – as well as plans for its two anticipated new high schools.

An additional intentional and significant purpose of the educational specifications developmental process is to widely involve and engage the various constituents throughout the District. A high school program and campus is comprised of an incredibly diverse range of spaces and users – planning for improvements without widespread input from the ultimate users of the facilities is extremely short-sighted and inconsistent with the District's goal to make the most effective and efficient use of limited public funds.

The overriding purpose of educational specifications must be to "sync up" the District's facilities with its educational responsibilities, opportunities, aspirations and the provision of optimal learning environments for its students, staff and community members.



Vision

The self-initiated reflections that have occurred within the PUHSD have created an excitement about the future of educational experiences for students throughout the District. These have created thought-provoking discussions about "where we have been" and "where we need to go." We appear to be leaving an era within public education in which the concept of "achievement compliance" has been the fundamental norm. The concepts and regulations contained within "No Child Left Behind" have created, in some cases, expectations that appeared to be unattainable. New directions and strategies associated with Common Core are causing meaningful assessments of instructional strategies and the best approaches for delivery of instruction and programs. There is a renewed dedication to an emphasis upon student learning and preparing students to be productive members of society – whether their future includes matriculation to college, advancement to a career or technical school, or placement into an increasingly global workforce.

There is an emerging desire in the PUHSD to provide learning environments that better equip students to develop communication and problem solving skills – all in spaces that facilitate, accommodate and embrace collaboration; there is an equally strong desire to provide the same for staff.

The continual and exponential emergence of technology in our schools and private lives has profound implications for where and how we should be headed with the business of educating our students.



Process

At its regularly scheduled meeting on August 15, 2012 the PUHSD Board of Trustees approved the initiation of the process to develop educational specifications for high school facilities throughout the District. PUHSD staff and its consultant immediately developed a plan and strategy to implement the educational specifications developmental process.

The initial task was to develop an overall strategy and timeline for completion of the process and the resultant educational specifications document. It was agreed that all activities required to successfully complete the process would be done within a timeframe so that the final work product would be presented to the Board of Trustees prior to the conclusion of the 2012-2013 academic year.

District leadership established an Educational Specifications Executive Committee that was comprised of approximately seventeen members – fourteen of whom were representatives from within the PUHSD, with two additional representatives from the Menifee Union School District and one representative from the Perris Elementary School District.



It was determined that the Executive Committee would meet, at least, on a monthly basis to help guide the work of staff and the consultant and to ensure that the process was focused upon both the short and long-term needs of students, staff and programs throughout the District. It was further agreed that the Executive Committee would convene at additional times when their participation would help advance and/or improve the quality of the process.

At the direction of the Executive Committee it was agreed that more specific programmatic input would be obtained through the conduction of “focus group” meetings in which selected/recommended staff throughout the PUHSD would convene to discuss issues/concepts specific to their area of expertise and interest. The focus group meetings were organized into twelve specialty areas – meetings/discussion sessions were conducted at dates/times that were most convenient for the selected participants and at various sites throughout the District.

The Executive Committee visited the sites for the new high schools within the PUHSD to obtain a firsthand perspective upon the existing site conditions at the HS #4 and HS #5 sites.

Additionally, representatives from the Executive Committee participated in tours of existing high schools throughout California, as listed below:

Roosevelt HS – Corona-Norco USD
Citrus Valley HS – Redlands USD
Jurupa Hills HS – Fontana USD
Windsor HS – Windsor USD
New Technology HS – Napa Valley USD
American Canyon HS – Napa Valley USD



After the educational specifications have been finalized “internally” within the PUHSD, it will be critically important to expand the opportunities for involvement in the new high school planning to the wide range of constituents that will have vested interests in the new high school/s.

*Projects for High School
Students in Grades 9 - 12*

Section Number II

*High School Educational Specifications
for the Perris Union High School District*

• Acknowledgements •





Acknowledgements

• Recognition and THANK YOU!

The decision to initiate a process to establish educational specifications is, at the very least, a difficult one that requires courage, ambition and trust. The successful completion of the process, therefore, is one in which many, many people need to be acknowledged and recognized for their commitments of time, energy and caring for the students and schools within the Perris Union High School District.

First of all, acknowledgement and thanks should be expressed to the members of the PUHSD Board of Trustees that approved the initiation of the development of the educational specifications: This includes Trustees Eric Kroencke, Joan Cooley, Bill Hulstrom, Carolyn Twyman and Randy Williams. Once again, thank you for having the faith in your staff to embark upon this very important process as related to your ambitions within the PUHSD Facilities Improvement Program.

An equally warm thank you must go to the current Board of Trustees who has guided the Committee through the developmental and approval processes for this final document. Current members include Trustees Bill Hulstrom, Joan Cooley, Carolyn Twyman, Edward Agundez, and David Nelissen. Your interest in and guidance of our collective efforts have been greatly appreciated.

The leadership of the PUHSD, headed by Superintendent Dr. Jonathan Greenberg, has been second to none! Candace Reines, Assistant Superintendent, Business Services and Marcy Savage, Assistant Superintendent, Educational Services have been the "guiding lights" of this complex and very time-consuming process. Their understanding of the importance of this process, including the active involvement of their various constituents has been remarkable and greatly respected. THANK YOU!

Any study of this nature and magnitude is only as successful as the input that is received during its compilation. The validity and value of the process and, ultimately the completed educational specifications document was dramatically improved through the assistance of Art Fritz, Hector Gonzalez Vince Butler and Stephanie Bruce. Once again, THANK YOU to the four of you!



The Educational Specifications Executive Committee is the one that "helped to steer the ship" through this long journey. In doing so they devoted hundreds of hours and invaluable insight as to what is really important for the students and staff within the PUHSD as the staff proceeds through their days of teaching and learning. THANK YOU to the following members of the PUHSD Educational Specifications Executive Committee:

Jean Marie Frey, PESD	Richard Romero, PUHSD
Art Fritz, PUHSD	Marcy Savage, PUHSD
Hector Gonzalez, PUHSD	Lynne Sheffield, PHS
Brian Morris, PVHS	Karen Valdes, MUSD
Jennifer Nagel, PUHSD	Tom Wenzel, PUHSD
Charles Newman, PMS	Joe Williams, PUHSD
Shelby Purcell, PUHSD	Robert Wolfe, MUSD
Candace Reines, PUHSD	Julie Zierold, HHS



Acknowledgements continued

The strength of any process such as that which was undertaken to complete the development of educational specifications is dependent upon the input, involvements and guidance from those staff members who are "in the trenches" on a day-to-day basis. The very willing and generous involvement of the PUHSD staff members listed below is greatly appreciated and respected – THANK YOU to all of you!

Cheri Adame, Heritage High School
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Pat Arnold, Paloma Valley High School
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Velma Borrows, Perris High School
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Devin Gray, Heritage High School
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Anna Hamilton, PUHSD
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Adriana Lepe, Perris High School
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Cami Meier, Paloma Valley High School
Barbara Naples, Perris High School
Aaron Nering, Perris High School
Greg Newman, Heritage High School/Perris High School
Veronica Pendleton, Perris High School
Chris Rabin, Heritage High School
Lily Ralkiewicz, Heritage High School
Christean Rathbun, Paloma Valley High School
Bonnie Rinkert, Paloma Valley High School
David Sanchez, Perris High School
Tamara Savage, Perris High School
Rudy Schoenfelder, Perris High School
Yvonne Seaborne, Perris High School
Chad Shaner, Paloma Valley High School
Steve Swartz, PUHSD
Bryan Voshell, Heritage High School
Erin Weathers, Perris High School
Laurie Wellner, PUHSD
Jennifer West, Paloma Valley High School
Barbi Wild, Perris High School
Bob Wild, Perris High School
Marvin Williams, Perris High School



*Projects for High School
Students in Grades 9 - 12*

Section Number III

*High School Educational Specifications
for the Perris Union High School District*

• Foundational Planning Principles •





• FOUNDATIONAL PLANNING PRINCIPLES •

As the District prepares to implement the design phase of upcoming high school projects, a significant amount of discussion has occurred with and through participants of the PUHSD Educational Specifications developmental process with respect to the identification of “Foundational Planning Principles.” These ideals represent what is important in the District with regard to the optimal delivery of educational programs and instructional services to our students and, therefore, require careful and constant attention as new high school plan development occurs – both on existing school sites and yet-to-be constructed school sites.

The District’s school facilities planning efforts will:

- Center on the desire for our schools to foster the development of productive, respectful and prideful current and future citizens
- Respond to the needs of each student and facilitate/promote their successes
- Place value in professional development and ongoing collaboration amongst our staff members
- Acknowledge that the development of communication and collaboration skills will help our students more effectively enter a competitive global workforce
- Focus upon making high school educational programs more relevant for our students – with the desire to better prepare them for college and/or career opportunities
- Seek to decentralize instructional support services; in essence, locating these resources throughout the campus as close as possible to students and staff
- Provide educational environments that are safe and secure and seek to make a “big” campus feel small and more intimate for our students and staff
- Embrace the creation of high school environments that are adaptable, over time, to emerging educational programs and instructional strategies
- Respect, embrace and utilize the diverse demographics throughout our District
- Maintain a long-term perspective upon educational, instructional and facility planning
- Utilize “best practices” research in consideration of the optimal organizational plan for instruction and buildings for existing and new campuses. The Committee will concurrently analyze those “best practices” in relation to localized needs, opportunities, and challenges.
- Be financially resourceful and maintain a responsible implementation plan for all facilities improvement projects

*Projects for High School
Students in Grades 9 - 12*

Section Number IV

*High School Educational Specifications
for the Perris Union High School District*

• Site Planning Considerations •





Site Planning Considerations

Campus Ingress/Egress/Drop-off & Pick-up of Students

The aesthetics provided through the campus architecture is important toward creating a true “community facility.” Equally, access points to the campus provide opportunities for the community to use and enjoy the high school facilities. However, the design of ingress and egress points within and around a high school is an extremely challenging exercise as a wide variety of vehicular and pedestrian users of the school – and their respective needs for access/departure – require careful consideration, planning and design. It is expected that specific areas will be provided for staff, student and visitor parking.

It is hoped that each new high school campus will have roads on at least three sides of the campus – roads on all four sides would be preferred. This number of adjacent streets provides badly needed flexibility when it comes to safely accommodating the school’s parking requirements, pick-up/drop-off of students, and access points for the overall campus. While this type of adjacent site development is ideal, it does not come without areas of concern. First of all, supervision of the campus and traffic-related issues is a challenge with the perimeter of the campus having the potential to be “blanketed with cars” – this creates the potential for atypical supervision services. Secondly, the current State facilities program (School Facilities Program – SFP) generally only provides partial funding for streets on two sides of the campus; therefore, development of adjacent streets greater than two will have significant budgetary impacts for the project. Thirdly, it is important to create a visually obvious “front door” to the campus – an area that is easily “read” by parents and visitors to the campus as the front door to the school. Use of other adjacent streets is most effective when their primary function is to distribute/disseminate the traffic on and around the campus. It is important to not have too many access points into the campus around its perimeter for pedestrians as these can also serve as difficult-to-supervise points of entrance to the campus for unwanted visitors.

Additionally, if community use of facilities (e.g. Performing Arts Center, Gymnasium/s, aquatic facilities, etc.) is going to occur, special site planning is needed to facilitate ease-of-access to any designated “joint use” facilities; directional/way-finding signage is also of vital importance.

The design of ingress/egress points and drop-off and pick-up points/areas for students is of critical importance when considering the safe and orderly arrival and departure of students, parents and staff – from both vehicular and pedestrian perspectives. Generally, the analyses required to create site-appropriate designs are fully dependent upon school site and adjacent conditions. Therefore, specifics related to the design of ingress/egress and drop-off and pick-up areas are better left to the design phase of the school. However, close coordination is required with the traffic department staff/consultants within area municipalities – it is highly recommended that this coordination be initiated as early as possible.

Provisions for Onsite Parking

With the master-planned student capacity of the campus proposed to be for 2,500 students, the following parking accommodations are requested:

- Student parking – between 500 – 625 spaces
- Staff parking – between 225 – 275 spaces
- Visitor parking – approximately 70 spaces

Bicycles

Student use of bicycles for transport to and from the campus will be encouraged. An enclosed bike yard (chain link) is requested and should be located so that it is easily supervised.



Site and Building Adjacencies

The site design should respect the location of facilities that are likely to have a multiplicity of users (students, community, etc.) – these are likely to include a Performing Arts Center, Commons/Student Union, Gymnasium/s, Athletic Stadium, and provision for an aquatic center (that more than likely won't be installed until a later phase) - these facilities should be located more proximate to parking facilities.

Core academic spaces are to be arranged within "Small Learning Community" (SLC) configurations and should be adjacent to a central quad/courtyard. The Library-Media Center should be located so that it is easily accessible to all SLC's and is more readily able to function as the "student union of learning" for the campus and its students. Centers for Applied Learning should be located in close proximity to their respective SLC in order to enhance articulation, program planning and the effective delivery of instruction.

Outdoor Courtyards/Supplemental Learning Areas

A large central gathering area/"quad" should be an integral component within the school's site plan. This area will accommodate a wide range of activities and functions and – in general – will serve as a significant physical unifying element for the school – in essence, we envision this as being a highly desirable destination point for students within the campus. Additionally, each SLC should have an adjacent outdoor area that can be used for impromptu meetings for students and staff; these areas will provide important loosely organized instructional spaces where continued opportunities for academic and social development are able to occur. These areas will be important physical places to facilitate the collaborative theme and spirit that are envisioned as vital for the school. The provision of utilities to these areas is required to enhance the range of use options. Seat walls and/or benches can help to provide a degree of physical definition to each outdoor learning area, as well as to enhance the utility of each space. Shade for each area should be provided – either in the form of a shade structure, shade trees or some other design feature.

Site and Building Security

It is the desire of the Perris Union High School District to create high school environments that are safe and secure but are also physically/visually inviting and welcoming for students. This desire holds true with respect to the community and its potential use of some facilities within the campus. Of equal importance, however, is the safety and security of the campus, its students and its staff. Requirements for site and building fencing will need to be determined during the design process for the school. Ample lighting throughout the campus is required. The site plan for the campus MUST BE "supervision friendly" for the school's staff – "blind spots" must be avoided.

Surveillance equipment for the campus shall be designed in accordance with PUHSD standards in place at the time of design of the school.

It is STRONGLY recommended that the District's Risk Manager be an active participant in the design process, as this will ensure a unique perspective upon safety and security throughout the design process that may otherwise not be available to the design team.

Service Areas

A wide range of services to the campus will need to be carefully considered during the design process and accommodated within the campus site plan; these include but are not limited to: Food service deliveries, supply/materials deliveries, emergency vehicles/equipment, District vehicles for grounds/maintenance, waste and recycling services, utility companies, etc.

Additional Site/Building Design Themes/Preferences

Additional design themes and preferences are delineated within Section V and will provide important District direction as site and building designs evolve for the school.

*Projects for High School
Students in Grades 9 - 12*

Section Number V

*High School Educational Specifications
for the Perris Union High School District*

• Initial Site and Building Design Themes/Preferences •



Initial Site and Building Design Themes/Preferences

Campus Organization/Delivery of Instruction and Educational Programs

The 2,500-2,700 student campus should be designed as a plan that is consistent with the concepts associated with smaller learning communities - where opportunities for more personalized student learning are enhanced. Student-centered approaches to campus organization provide students with a variety of physical spaces to more easily learn and develop skills and competencies based on their individual needs. This approach also tends to ensure that students have a sense of belonging and are known by teachers and administrators who are capable of offering more personalized academic and emotional support services. An additional set of benefits from this organizational approach would be to maximize opportunities for team teaching and integrated content learning experiences. The primary focus of the school's instructional strategies and educational programs will be upon student learning rather than achievement compliance. The facilities should be organized into instructional groupings comprised of instructional spaces, student production spaces, teacher preparation/collaboration areas and possibly areas designated for decentralized administrative and student support services. Additionally, the plan should provide long-term flexibility/adaptability as instructional strategies and educational programs continue to evolve over time. It is envisioned that a multiple-building/campus plan best accommodates these fundamental programmatic and operational principles, as opposed to a single building/compact plan.



Main Courtyard/Outdoor Learning Labs

The design of a main interior campus courtyard is of paramount importance toward creating optimal outdoor opportunities for active learning and orderly socialization - all within an environment that is easily supervised. This area should be safe, secure and welcoming for its users. It will be utilized in a large variety of ways for small group work/discussion/collaboration, outdoor dining, large group events/gatherings, and will serve as supplemental learning space to the school's interior instructional spaces. The courtyard should function as a "rallying place" for the student body, creating a place that serves to promote a meaningful sense of purpose, collegiality and importance for the daily activities of the school. Additionally, outdoor learning labs should be provided to support the activities and programs within each smaller learning community.



Instructional and Spatial Fluidity

A move toward the creation and development of "educational communities" throughout the campus, rather than the mere collection of individual classroom spaces, should be a primary goal within the design of the school.



Instructional and Spatial Fluidity continued

Instructional strategies and theories associated with the grouping of students – as identified within recent smaller learning communities research - should drive the planning and design processes for this new high school. Instruction and learning should occur in a more “free-flowing” manner in which there is much less of a commitment to rigid classrooms spaces - teaching, learning and collaboration will be encouraged within and across all areas of the campus. Assessment and verification of student learning will often involve active demonstration by students – spatial planning and design implications will need to be carefully considered as a result of this pedagogical approach.



Student Access to Classroom Buildings/Use of Interior Corridors

Where possible and practical, it is preferred that student access to classrooms occurs through exterior entrances. It is the goal of the District, where possible, to utilize indoor corridors as supplemental learning spaces next to adjacent classrooms and instructional areas and not as circulation elements. Best practices may indicate that double-loaded corridor designs neither provide the flexibility necessary to accommodate multiple organizational models nor can they foster the same level of collaboration, teaming, and sharing of professional resources as do classroom building designs that focus upon more fully supporting the principles associated with smaller learning communities.

Increased Facilitation of Career/College Preparation and Placement

It is acknowledged that not all of our high school students will be on college-bound tracks while attending this school. Therefore, the design of the school must include educational spaces that equally recognize and afford learning advancement for college-bound students, as well as prepare students for placement in technically oriented schools and/or employment opportunities after high school. The physical accommodation for active and practical learning activities and strategies must be a focused element within campus and building designs.

Reducing “Learning Lag”

The new school will recognize and accommodate the immediacy with which most students expect to receive input and/or feedback to a learning inquiry or prompt. It is believed that the consistent and active engagement of students is enhanced when any “time lag” between a request for learning and the actual acquisition of learning is minimized. Outdated learning materials and educational environments – along with any diminished access to the use of technology – tend to increase “learning lag.” This is diametrically opposed to a foundational educational goal for the school to provide a vibrant educational environment where inquisitiveness, resourcefulness, persistence and creativity are valued. Therefore, the design of the school must be based upon contemporary research/best practices for high school programs that encourage and promote collaborative learning along with plentiful opportunities for the use of technology.





Collaboration Among ALL User Groups

The abilities to collaborate and communicate are essential skills that all students will need in order to survive in the global workplace. The learning environment should reinforce this by creating opportunities for students, teachers, and community to work together in a collaborative way. Collaboration is essential for building relationships. The campus design must stimulate opportunities across all user groups for collaboration. Collaborative activities are likely to consist of joint planning, joint implementation and joint evaluation. Consistent utilization of these strategies should be facilitated through the design of the site and its buildings - flexible and plentiful spatial opportunities should exist for planned and spontaneous group discussions and activities to occur.



“Technopresence”

One of the key instructional strategies that will be employed in this school is to strongly encourage and support the use of a wide range of educational technologies. Students will be encouraged to work in groups and provide learning support for each other – this will be enhanced through universal access to and the use of technological devices. The facilities within this school should embrace the concepts associated with one-to-one computing and hybrid learning and serve to foster an overall campus environment in which computing is a routine and fundamental element within all learning activities and spaces.

Sustainable Design

Sustainability will be a key factor in all design decisions regarding the creation of learning environments and their resultant accommodation for the operational effectiveness and efficiency of the school. Student performance can be enhanced through the inclusion of daylighting and other strategies. High performance attributes for the facilities will be sought and include using designs and materials that promote energy and water efficiency, maximize the widespread use of natural lighting, improve indoor air quality, utilize recycled materials and other building materials that emit a minimal amount of toxic substances, and create acoustical conditions that are conducive to optimal teaching and learning environments. The design of the campus and its buildings will be consistent with and utilize concepts as identified by the Collaborative for High Performance Schools (CHPS) and Savings by Design.



Buildings as “Educational Tools/Resources”

Schools should provide an environment that will support and enhance the learning process, encourage innovation, foster positive human relationships and, in short, be used as a tool for learning. The school's materials, systems and overall environment should enhance opportunities for practical learning within a “real world” setting.



Display and “Celebration” of Student Projects/Work Products

Student work is at the core of the educational process and should be celebrated. Display areas throughout the campus are desired to visually recognize the efforts and accomplishments of students. Displaying work will enhance the sense of ownership for both students and staff and allow students to identify with the spaces in which they learn. Display cases, vertical surfaces, and even opportunities to post work should be available throughout the school and, as is practical, should be located in areas of “high traffic” where opportunities for student recognition are enhanced.



The High School as a Community Asset

The school will be a critical element in the overall fabric of the community. It will be a special place of learning that symbolizes and represents the core values of the community. Learning will be extended beyond the campus through ongoing relationships with businesses, organizations, and recreational groups. A welcoming environment throughout the campus will encourage community involvement and allow for far-reaching learning opportunities beyond the traditional school day. In essence, the school will be a dynamic place that is able to adapt to the changing/evolving needs of its students and community users. While all of these concepts are highly desirable, the ultimate site plan must be developed in ways in which student safety and security are not compromised.

*Projects for High School
Students in Grades 9 - 12*

Section Number VI

*High School Educational Specifications
for the Perris Union High School District*

**• Campus Organization, Adjacency Preferences
and Proposed Spatial Allocations •**





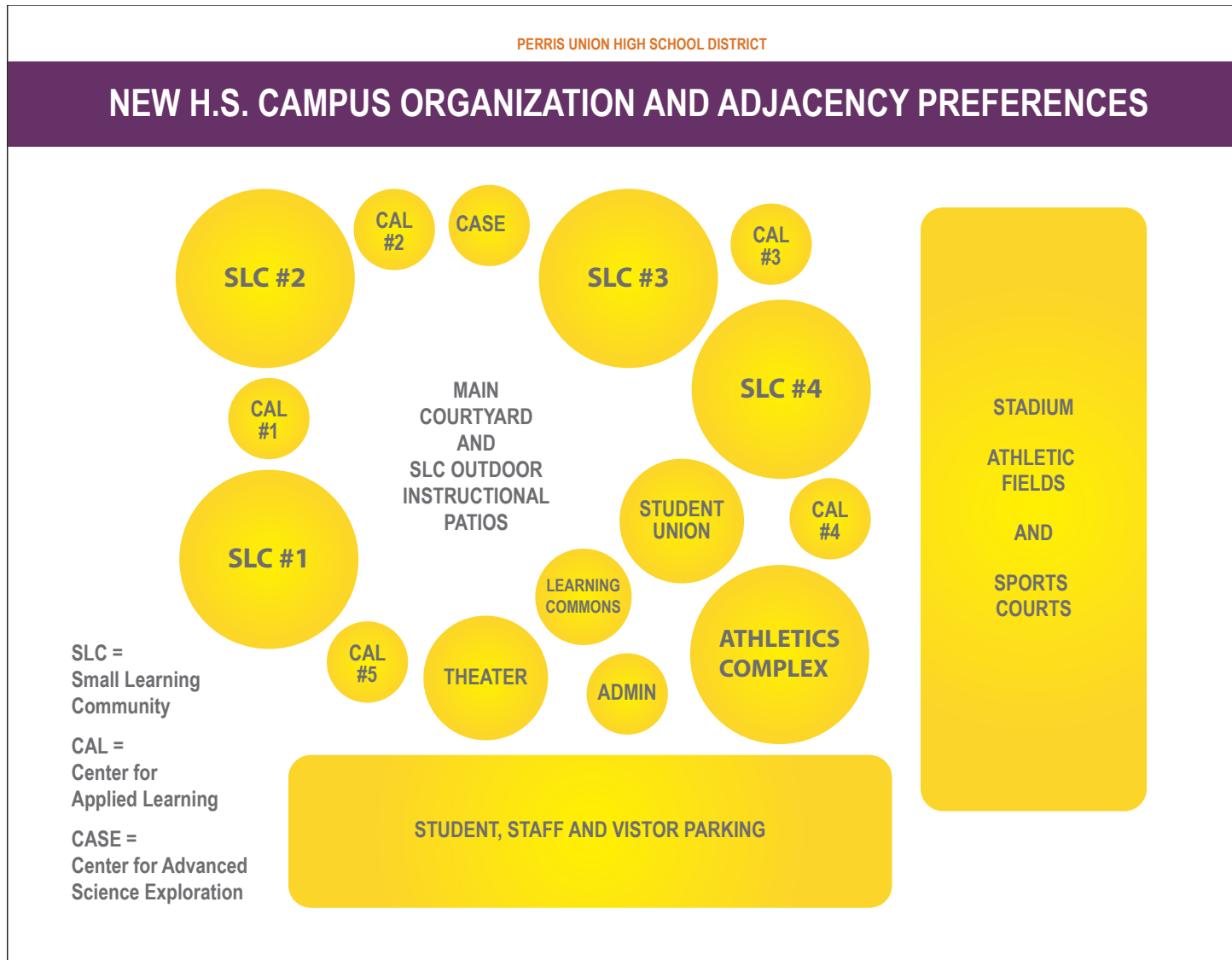
Spatial Allocations for the Proposed Program

Allocations for Campus Components Within the Proposed Program

The program for the proposed new high school/s within the Perris Union High School District has been developed within an initial “spending allocation” of approximately 110 square feet per student. This equates to an anticipated overall campus to be constructed of approximately 290,000 square feet in cumulative building area that will include approximately 116 teaching stations.

Various campus components are summarized below and are identified in greater detail within the respective sections that follow:

<u>Campus Component</u>	<u>Total Proposed Building Area</u>
Core Academics/Special Education (SLCs)	105,360 square feet (4 SLC's)
Center for Advanced Science Exploration (CASE)	7,260 square feet
Centers for Applied Learning (CALs)	70,119 square feet (5 CALs)
Learning Commons	13,300 square feet
Performing Arts Center	17,688 square feet
Physical Education/Athletics	54,555 square feet
Student Union/Nutritional Services/Operational Support	15,502 square feet
<u>School Administration/Student Support</u>	<u>3,490 square feet</u>
Total Proposed Building Area	287,264 square feet



*Projects for High School
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Section Number VII

*High School Educational Specifications
for the Perris Union High School District*

• Core Academics/Special Education
Center for Advanced Science Exploration •





Program Description

The core academics program within Perris Union High School District high schools is focused upon the provision of opportunities for students to establish mastery of skills and achieve cognitive development in reading, language arts, social sciences, mathematics, science, health and other content areas. These programs are provided to students in “standard” classrooms (with the exception of science and special education); however, they should be organized in a manner that accommodates flexibility and, from a long-term perspective, should be adaptable if instructional program delivery philosophies change – perhaps if programs want to be organized by subject/content, by grade level, by academy or career pathway, or by discipline.

Activities/ User Groups

The following reflects the anticipated activities and instructional approaches that are anticipated to be employed within and around the core academics learning spaces and the expected types of users for these areas:

Activities/Instructional Approaches:

- Individual, small group and large group direct instruction.
- Project-based learning.
- Student assessment.
- Collaborative planning by student groups of various sizes.
- A wide range of presentations by students and staff.
- Hybrid learning.
- One-to-one computing.

Anticipated Users

- Students
- Teachers
- Para-educators
- Volunteers
- Classified/instructional support staff



Spatial Considerations

All of the learning spaces designed to house the common core programs will be “technology rich” to help support the various learning styles of individual students. Additionally, the rich technology environment will help to support a broad range of teaching and grouping strategies and will promote the utilization of interdisciplinary teaching styles and programs. Visual transparency between learning spaces will be important to help support more “free-flowing” flexible learning environments – including collaborative learning, planning, and presentation areas - where student activities can be more easily monitored and/or supervised.



Spatial Considerations continued

The campus will be organized with and around four Smaller Learning Communities (SLC's). Each SLC will be designed to house approximately 600 students for the delivery of core curriculum courses. It is envisioned that 12 "standard" classrooms will be included within each SLC, along with two special education classrooms, and two science labs. Design within the SLC will allow for multiple sets of adjoining classrooms to include operable walls between them for the creation of "larger-than-standard" teaching spaces where large group/breakout activities can more easily occur. Design flexibility exists so that each SLC may be designed within either single story or two-story structures.

In general, classroom configurations should be more square than rectilinear. As an example, a 960 square foot classroom is preferred as a 32 x 30 space, as opposed to a 24 x 40 configuration. The use of daylighting should be prevalent, wherever possible. It is desirable for multiple sets of classrooms within each

SLC to include "divisible walls" in which adjoining sets of classrooms can be utilized as one larger space if/when instructional requirements dictate. A mainstay within the instructional approach will be an ongoing desire to provide facilities that accommodate collaboration among students, as well as the professional staff. Two key design elements are desired within each of the SLC's: First, an approximate 1,500 square foot "collaboration suite" will be used to facilitate small group activities, large group meetings/presentations, project-based learning activities, as well as offer opportunities for individual exploration, research and/or study by students. The "collaboration suite" should be somewhat centrally located within the SLC so that access is more uniform for everyone; secondly, each SLC will include a "professional center" in which each educator within the SLC will have an identified workstation with adjacent storage. The "professional center" will also include office areas for the Assistant Principal assigned to the SLC leadership position, an administrative assistant, and a counselor. Designated spaces will also include a planning/conference suite, a supply area, a staff preparation/collaboration area, a workroom, restrooms, and a break room.

While each SLC should be designed (within the single story design option) to include a central corridor that can be used for circulation, it is preferred that all interior areas be used to support the educational programs and, in essence, serve as supplemental learning spaces to the adjacent classrooms. It is envisioned that students will primarily enter and exit each classroom to/from the exterior of the building, although the interior corridor will provide the opportunity for ingress/egress during inclement weather and/or an emergency condition. The plentiful use of glazing within these areas will promote a sense of transparency – both in physical and symbolic senses.

The special education classrooms within the SLC will each be approximately 1200 square feet in area and will be supported by an approximate 600 square foot space that should be located between the two classrooms and be equally accessible from both. The additional area between the classrooms will provide area for independent learning skills to occur, and for toilet/shower/changing and laundry/storage facilities to be located.

Two science labs (one general science and one full lab) will be located within each SLC – each approximately 1,500 square feet in area. Between each of the labs will be an approximate 360 square foot storage and preparation area



that will be accessible from each of the adjacent labs. In addition to the two science labs that will be located within of the SLC's , the campus will include an additional facility exclusively dedicated to science education. This specialized facility will be identified as the "Center for Advanced Science Exploration – CASE."

The "CASE" will include four highly equipped science labs – each approximately 1,500 square feet in area. The instructional programs and educational offerings provided within these facilities will be accessible to students throughout all of the campus' four SLC's and will afford students with unique science exploration experiences – generally through a more "hands-on" approach and in subject matter that supplements that which will generally be provided within their respective SLC science programs. As with the science labs within each SLC, the CASE will include a storage/preparation area approximately 600 square feet in area – it will be located in a central location that provides easy access from each of the four labs.



Technological Considerations

The standard classrooms, special education classrooms and the science labs should all be planned, designed, constructed and equipped in similar manners to facilitate technology. While it is respected and understood that this project will be like every other public school facilities project from the perspective that construction and furniture/equipment budgets are likely to be somewhat limited and constrained, it should be the goal for the facilities to promote maximal use of technological devices in all areas of the campus environment.

A partial list of the technological features that should be included within the design include:

- Wireless infrastructure
- Wall mounted clock system
- Telephone/intercom system
- Accommodation for video conferencing/online learning
- Ceiling mounted projector
- Electrical duplex outlets at each data port
- Flush mounted floor outlets for data/power
- Interactive marker/white board (F&E item)





Finishes/Other Design Features

When planning for finishes within the interior spaces of the new high school it will be important to consider materials that will enhance the learning environments while also being durable and “maintenance friendly” from a long-term perspective.

While the standards and directives listed below reflect the current desired materials for new facilities within the Perris Union High School District, it is important to note that these material selections will need to be revisited once the plans and specifications for the project are prepared for the project’s bid phase to ensure conformance with the District’s then current standards.

Overall material directives:

- All gypsum board walls to have vinyl wallcovering.
- All sheet vinyl flooring goods will have welded seams.

Flooring:

- Carpet for classrooms (perhaps consider the utilization of a “sport court” product within the two special education classrooms)
- Resilient flooring or epoxy coated concrete in science labs
- Carpet within the Professional Center
- Ceramic/porcelain tile in the restrooms
- Possibly carpet within the interior corridor/circulation area within the SLC (or possibly consider the use of a sheet vinyl product or another resilient surface to withstand heavy use/traffic)

Walls:

- Vinyl wallcovering over gypsum board in classroom areas, “shared common spaces”, and the Professional Center
- Ceramic/porcelain tile in restrooms

Ceiling:

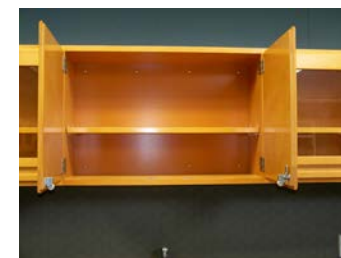
- Suspended acoustical ceiling tile in classroom areas, shared common spaces, and within the Professional Center
- Painted gypsum board in restrooms

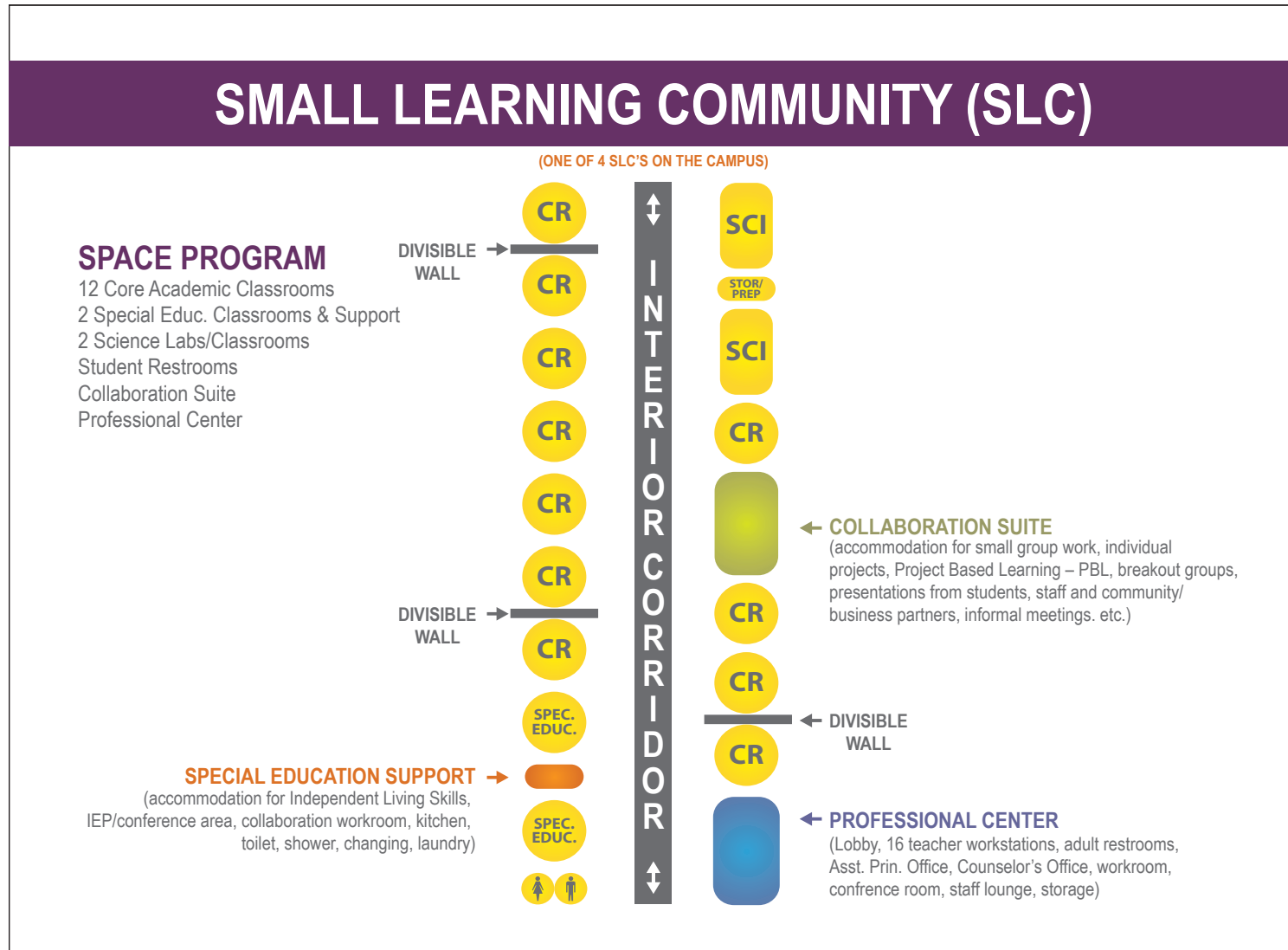
Casework:

- Standards for casework will need to be defined during the design process and confirmed as the bid documents are being prepared to ensure conformance with District standards and budgets in effect at that time.

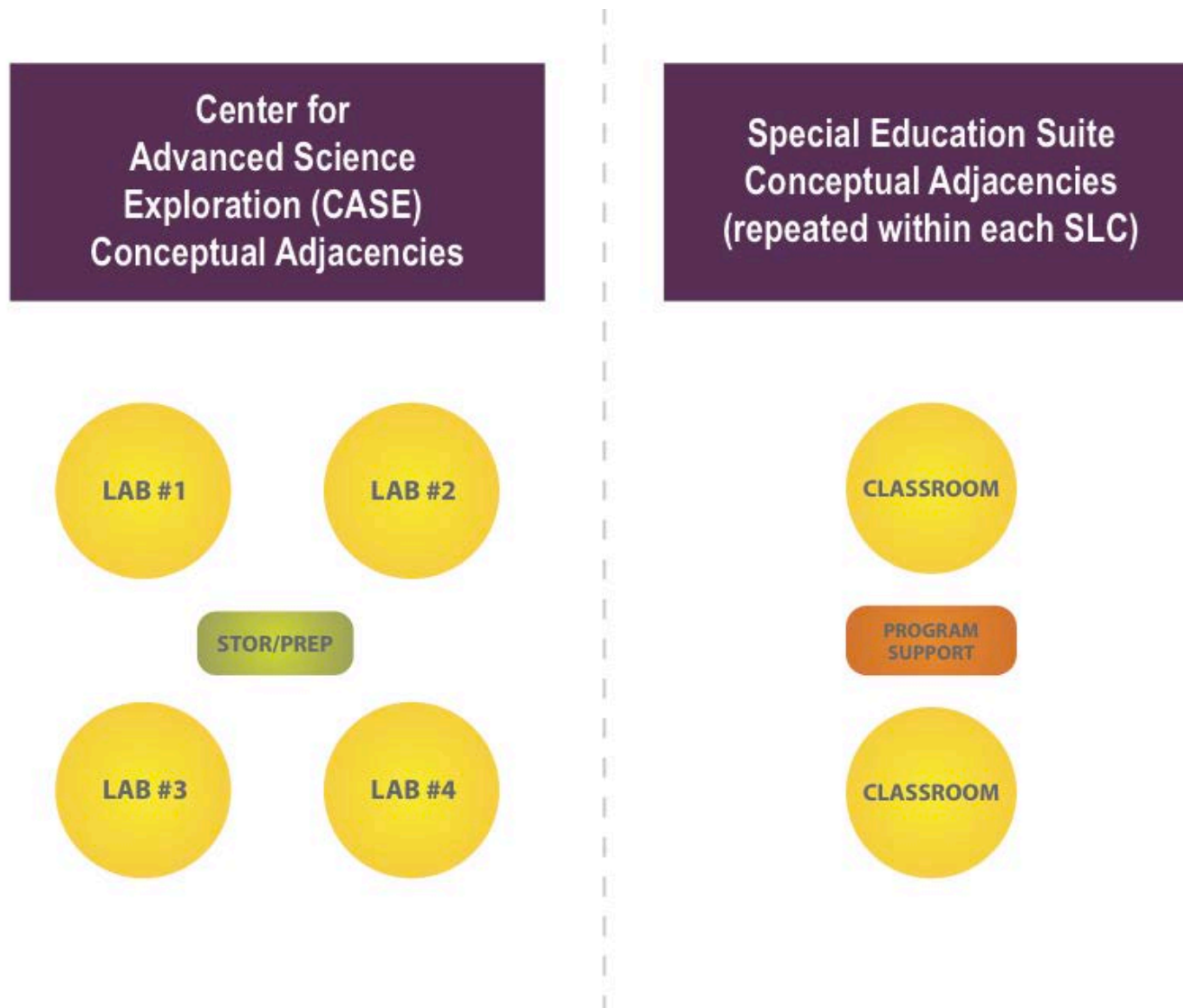
Doors & Windows, Acoustics, HVAC, Lighting, and Plumbing:

- The Perris Union High School District is committed to continually updating and refining its Standards Manual to reflect the types of products that must be specified within bid documents. Therefore, as bid documents are being prepared it will be imperative to involve and utilize the District’s Maintenance Dept. staff and their current Standards Manual to ensure that the appropriate materials and products are specified. The current District standards are included within Section XIV but should only provide generalized guidance as to the anticipated types of finishes, materials and products that will be included within future high school projects.





Note: Flexibility exists so that these programmatic concepts may be designed within either single story or two-story structures, dependent upon the eventual site plan design





Space Allocations Within Each Small Learning Community (4 total on the campus)

Spatial Identification	CR	Number	Square Footage	Total Area
Small Learning Community Professional Center				
Lobby		1	200	200
Assistant Principal's Office		1	180	180
Administrative Assistant's Office		1	180	180
Counselor's Office		1	120	120
Planning/Conference Suite		1	250	250
Supply Area		1	100	100
Staff Preparation Area		1	750	750
Professional Center Workroom		1	200	200
Women's Restroom		1	120	120
Men's Restroom		1	120	120
Shared Restroom Facility		1	70	70
Area Subtotal for the Professional Center				2,290
Classrooms/Learning Support Spaces Within the SLC				
Core Academic Classrooms	12	12	960 ea.	11,520
Science Labs	2	2	1,500 ea.	3,000
Science Prep./Storage		1	360	360
Special Education Classrooms	2	2	1,200 ea.	2,400
Spec. Ed. Support Facilities		1	600	600
Collaboration Suite		1	1,500	1,500
Girl's Restroom		1	480	480
Boy's Restroom		1	480	480
Area Subtotal for Classroom Areas				20,340
Operational Support Areas				
Custodial		1	75	75
Electrical/Telecom.		1	100	100
Mechanical		1	100	100
Area Subtotal for Operational Support Areas				275
Area Allotment for Circulation (15%)				3,435
Total Area Within Each Small Learning Community				26,340



Space Allocations Within the Center for Advanced Science Exploration (CASE)

Spatial Identification	CR	Number	Square Footage	Total Area
Classrooms/Learning Support Spaces Within the CASE				
Science Labs	4	4	1,500 ea.	6,000
Science Prep./Storage		1	600	600
Area Subtotal for Classroom Areas				6,600
Area Allotment for Circulation (10%)				660
Total Area Within the Center for Advanced Science Exploration (CASE)				7,260

*Projects for High School
Students in Grades 9 - 12*

Section Number VIII

*High School Educational Specifications
for the Perris Union High School District*

• Electives/Career Technical Education •





Program Description

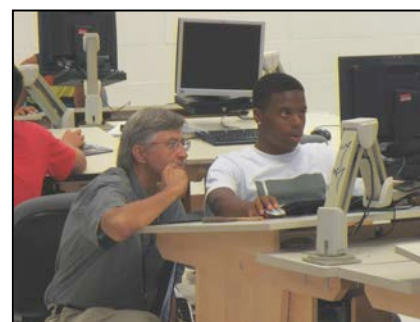
As is the case with all of the educational programs within the Perris Union High School District, the status of elective course offerings and the provision of Career Technical Education (CTE) program offerings are under constant scrutiny/analysis. This has never been truer than now with the District planning for the impending implementation of Common Core Standards. Like most public school districts, the PUHSD is working diligently to strategize for

the most effective ways to modify its instructional strategies to respond to Common Core requirements. Research shows that the majority of good jobs will require some postsecondary education or training. To adequately prepare students they must be provided with a strong foundation that prepares them for advanced coursework as well as a foundation in core technical skills associated with their career choice. It is acknowledged that not all of our students will be college-bound. With this in mind, ongoing discussions continue with respect to the planning for elective and CTE program offerings within existing PUHSD high schools, as well as planning for future schools. It is anticipated that this level of discussion, program analysis and possible continued modifications to elective and CTE program offerings will continue and become a routine practice for the PUHSD instructional leadership team.

The Educational Specifications Executive Committee has carefully considered the aforementioned factors during the preparation of this document. In conjunction with these factors, it is uniformly understood that the current funding opportunities for improvements to existing schools and new schools are, at best, tenuous. The passage of Measure T within the PUHSD in November, 2012 will most certainly provide some level of funding for facility improvements and new schools – not nearly enough, however, to fund all facility needs. Therefore, the Educational Specifications Executive Committee believes it is strongly advisable to be planning for facilities to house future elective and CTE programs that are highly flexible and able to respond and efficiently adapt to future changes in program needs and funding opportunities.

In planning for new high school campuses, it is strongly desired to create campus environments in which electives and CTE program offerings are closely

located to Small Learning Community buildings and, ideally, are included within facilities that not only have a physical adjacency, but also have some sense of programmatic relationship. While it is acknowledged that this may not always be possible from a campus and space planning perspective, it is an ideal that we believe could foster more meaningful learning opportunities and experiences for future students as well as more highly coordinated and articulated programs.



In planning to house future elective and CTE programs, the plan should include five facilities – each identified as a **Center for Applied Learning (CAL)**. Possible Academic Focus Areas, Career Pathways, and Elective Clusters to be housed within these facilities are as follows:

CAL #1 – Global Business

This facility will be approximately 13,000 square feet in total area and will include a variety of learning spaces that can flexibly adapt to use changes and/or program modifications. The anticipated building configuration and space planning will consider the preliminary layout/arrangement of learning spaces as shown on the diagram on page 39. The types of course offerings that are anticipated within this building include:

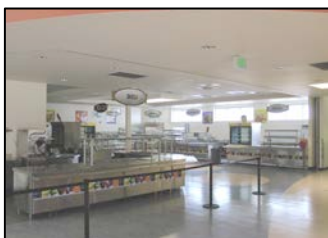
- Transportation/Logistics
- Marketing/Finance
- Accounting
- Retail
- Agricultural Sciences
- Leadership/ASB
- Real Estate/Development



CAL #2 – Protecting and Serving

This facility will be approximately 13,000 square feet in total area and will include a variety of learning spaces that can flexibly adapt to use changes and/or program modifications. The anticipated building configuration and space planning will consider the preliminary layout/arrangement of learning spaces as shown on the diagram on page 39. The types of course offerings that are anticipated within this building include:

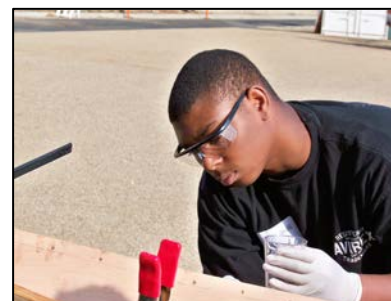
- Fire/Police/Paramedics
- Forensics/CSI
- Culinary Arts/Hospitality
- Cosmetology
- Floral
- Military/JROTC



CAL #3 – Applied Technologies

This facility will be approximately 13,000 square feet in total area and will include a variety of learning spaces that can flexibly adapt to use changes and/or program modifications. The anticipated building configuration and space planning will consider the preliminary layout/arrangement of learning spaces as shown on the diagram on page 39. The types of course offerings that are anticipated within this building include:

- Photography
- Automotive
- Electronics/Telecommunications
- Environmental/Renewable Energies
- Construction Trades
- Engineering/CADD
- Robotics/Small Engines

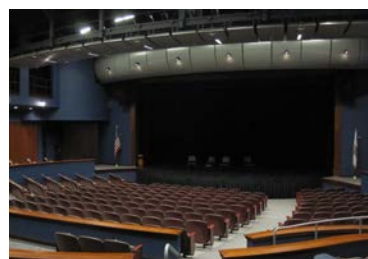
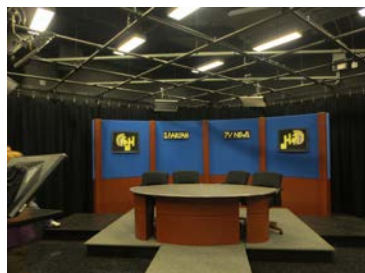


CAL #4 – Pre-Med/Health Professions

This facility will be approximately 13,000 square feet in total area and will include a variety of learning spaces that can flexibly adapt to use changes and/or program modifications. The anticipated building configuration and space planning will consider the preliminary layout/arrangement of learning spaces as shown on the diagram on page 39. The types of course offerings that are anticipated within this building include:

- Sports Medicine/Therapeutic Services
- Respiratory Therapy
- Bio-Medical/Bio-Chemical
- Office Medical/Medical Terminology
- Nursing
- Dental Hygiene
- Veterinary Services





CAL #5 – Visual and Performing Arts

This facility will be master planned for inclusion within the Performing Arts Center and the adjacent/surrounding area. Whereas CALs 1, 2, 3 and 4 are located adjacent to a Small Learning Community facility to facilitate programmatic articulation, CAL #5 will have its physical adjacency nearby the PAC/Theater to create the same types of cross curricular symmetries. The anticipated building configuration and space planning will consider the preliminary layout/arrangement of learning spaces as shown on the diagram on page 40. The types of course offerings that are anticipated within this building include:

- Instrumental Music
- Theater Arts/Drama
- Production/Stagecraft
- Digital Media/Yearbook/Journalism
- Choral/Dance
- Ceramics
- Graphic Design

Activities/ User Groups

The following reflects the expected activities and instructional approaches that are anticipated to be employed within and around the core academics learning spaces and the expected types of users for these areas:

Activities/Instructional Approaches:

- Individual, small group and large group direct Instruction
- Project-based learning
- Student assessment
- Collaborative planning by student groups of various sizes
- A wide range of presentations by students and staff
- Hybrid learning
- One-to-one computing

Anticipated Users

- Students
- Teachers
- Para-educators
- Volunteers
- Classified/instructional support staff
- Community groups and/or individuals

Spatial Considerations

As previously stated, the spaces within the Centers for Applied Learning will need to be extremely flexible – as such, many of the spaces will need to be designed as “flex-type labs” that can easily adapt to necessary physical changes in order to respond to either emerging or changing program needs. Several of the spaces within each CAL will need to include high quality/high-density operable walls so that spaces can be easily modified.



Spatial Considerations continued

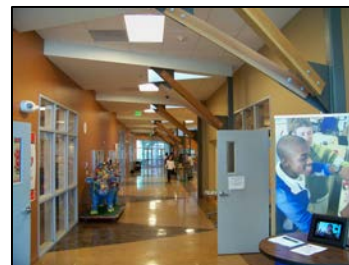
The overarching goal in the design of each of the Centers for Applied Learning is to provide a physical environment that encourages purpose driven learning. Each CAL will focus on programs that are more “hands on” and experiential in nature, and are reflective of project-based learning pedagogy. These spaces should represent the notion that students best learn “by doing” and do so most effectively when they are developing skills collaboratively while also enriching their communication skills. Whether students are preparing to matriculate to a community college, a four-year college, a technical or professional trade school, or preparing to enter the workforce, their learning experiences within the CALs should feel meaningful and relevant and help them to develop or advance the skills necessary to pursue their individual goals.

At this time it is envisioned that the overall spatial allocations and layouts within CALs 1 through 4 will be very similar – this will become more refined as the actual design process begins for respective projects. CAL #5 will need to be designed with much more specificity in order to accommodate selected visual and performing arts programs that have agreed-upon spatial requirements and where the likely instructional approaches are more clearly identified.

As is the case within the desired design for each SLC, each CAL (1 through 4) should have an interior corridor that provides supplemental learning/project space for each of the teaching stations. Student access to each teaching station should predominantly occur through exterior entry, although the interior corridor should be able to accommodate internal circulation in the event of inclement weather and/or an emergency condition.

Within CALs 1 through 4 there will be a minimum of 6 classroom/labs spaces – each approximately 960 square feet in area – with one set of 3 classrooms on each side of the interior corridor. Each of the classrooms within the set of 3 will include an operable wall so that the three classrooms can function as one large area (approximately 2,880 square feet of interior space), or as one large classroom (approximately 1,920 square feet of interior spaces) with an adjacent classroom of 960 square feet, or as 3 separate classrooms with 960 square feet in area.

Each CAL (1 through 4) shall include a set of student restrooms. Additionally, there shall be a professional center for the staff members that are assigned to the respective CAL – this area should be approximately 600 square feet in area and will include restroom facilities for adults.





Spatial Considerations continued

CAL #5 – Visual and Performing Arts - will be a specialty learning center that is adjacent to the Theater/Performing Arts Center. This physical adjacency will allow for synergy amongst the various visual and performing arts activities and programs and will provide a variety of venues for performance, display of student work/projects, and the gathering of groups in varying sizes to participate in a wide range of learning activities.

This facility will be located near the front of the school with close access to a service driveway given the wide diversity of equipment and supplies that will need to be provided for the programs within this facility.

As is the case with CALs 1-4, this facility shall include a set of student restrooms. Additionally, there shall be a professional center for the staff

members that are assigned to the respective CAL – this area should be approximately 900 square feet in area and will include restroom facilities for adults.

CAL #5 will be characterized by variably sized spaces, each with unique and specialized spatial requirements. These areas should provide for very active programs that involve atypical instructional materials and supplies; from that perspective building materials within this facility will need to be very durable with an emphasis upon maintainability by the school's custodial/operational staff. Ingress and egress to this facility will need to be carefully designed to accommodate for the potential use of facilities by community members. As a result of the potential for joint use of some or all of these facilities, careful planning and accommodation will need to also be made with respect to building and campus security.





Technological Considerations

All of the spaces within CALs 1-4 will need to provide ample power and be outfitted to accommodate the changing program and facility requirements that are sure to occur over time. As the programs for these spaces become more defined, it will be necessary to have heavy involvement between the District's representatives and professionals from the design team to ensure that adequate power is provided to meet program demands.

With respect to technology, all spaces will need to be equally equipped to provide for the rapidly changing approach that is in progress within the Perris Union High School District with respect to student/staff computing. As these approaches continue to develop and become more refined, it must be the goal for the ultimately designed facilities to promote maximal use of technological devices and approaches in all areas of each CAL.

A partial list of the technological features that should be included within the design include:

- Wireless infrastructure
- Wall mounted clock system
- Telephone/intercom system
- Accommodation for video conferencing/online learning
- Ceiling mounted projector
- Electrical duplex outlets at each data port
- Flush mounted floor outlets for data/power
- Interactive marker/white board (F&E item)



The wide diversity of spaces within CAL #5 will require special study with respect to power and technological requirements during all phases of the design process. While the programs identified previously in this section for inclusion with CAL #5 are desired, the future establishment of project budgets will play a large factor as to determining which of the actual programs are included with final design and construction documents. Suffice to say that all desired spaces with CAL #5 – if actually constructed – will be learning environments that are both “power and technology” intensive – facility designs should respond accordingly.



The facilities within the PUHSD should help us to “*turn the lights on*” within the minds of all of our students – it is our mission to help them create their individual path toward a **BRIGHT** future!



**Finishes/Other
Design Features**

When planning for finishes within the interior spaces of the new high school it will be important to consider materials that will enhance the learning environments while also being durable and “maintenance friendly” from a long-term perspective.

While the standards and directives listed below reflect the current desired materials for new facilities within the Perris Union High School District, it is important to note that these material selections will need to be revisited once the

plans and specifications for the project are prepared for the project’s bid phase to ensure conformance with the District’s then current standards.

Overall material directives:

- All gypsum board walls to have vinyl wallcovering
- All sheet vinyl flooring goods will have welded seams

Flooring:

- Carpet for the standard sized classrooms within each CAL
- Consider resilient flooring for the larger lab spaces within each CAL
- Carpet within the Professional Centers
- Ceramic/porcelain tile in the restrooms
- Possibly carpet within the interior corridor/circulation area within the CAL (or possibly consider the use of a sheet vinyl product or another resilient surface to withstand heavy use/traffic)
- Sheet vinyl in the instrumental music classroom
- Wood masonite floor (painted black) in the Theater Arts/Drama/ “Black Box” area
- Digital Media CR – Epoxy coated concrete
- Yearbook/Journalism CR – Resilient flooring
- Choral Music – carpet
- Dance studio – wood flooring (sprung w/Marley top)
- Ceramics studio – Epoxy coated concrete
- Graphic design studio – Epoxy coated concrete

Walls:

- Vinyl wallcovering over gypsum board in classroom areas, “shared common spaces”, and the Professional Centers
- High quality/high density operable walls between the classrooms within each standard classroom in CALs 1-4 (as noted on plan)
- Ceramic/porcelain tile in restrooms
- Acoustic wall panels in the instrumental music classroom over gypsum board
- Painted black gypsum board in the Theater Arts/Drama/ “Black Box” area
- Digital Media CR – Tackable surfaces on all walls to accommodate the display of student projects/work
- Yearbook/Journalism CR – painted gypsum board with tackable surfaces
- Choral Music – acoustic wall panels over gypsum board
- Dance studio – acoustic wall panels and mirrors
- Ceramics studio – vinyl wallcovering over gypsum board, some tackable surfaces, and provision for porcelain tile in heavy production/wet areas
- Graphic design studio – Tackable surfaces on all ways to accommodate the display of student projects/work

Ceiling:

- Suspended acoustical ceiling tile in “standard” classroom areas, shared common spaces, and within the Professional Centers
- Consider exposed high ceilings with an acoustic metal deck within some of the larger flex labs in each of the CALs – dependent upon program needs as defined in the project’s final plans
- Painted gypsum board in restrooms.
- Instrumental music classroom – high angled ceilings to enhance the acoustical performance of the space – consider acoustical panel treatment, as well.
- Theater Arts/Drama/ “Black Box” – exposed ceiling with acoustical treatment



Ceiling – continued

- Digital Media CR – suspended acoustical tile
- Choral Music – suspended acoustical tile
- Dance studio – high ceiling with strong acoustical value, with a “pipe grid” system to be considered for lighting during small and/or rehearsal performances
- Ceramics studio – exposed high ceiling with an acoustical metal deck
- Graphic design studio - exposed high ceiling with an acoustical metal deck

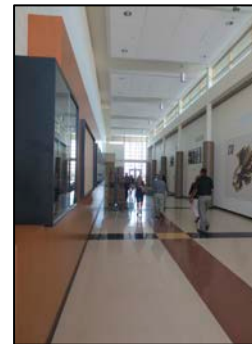


Casework:

- Standards for casework will need to be defined during the design process and confirmed as the bid documents are being prepared to ensure conformance with District standards and budgets in effect at that time.

Doors & Windows, Acoustics, HVAC, Lighting, and Plumbing:

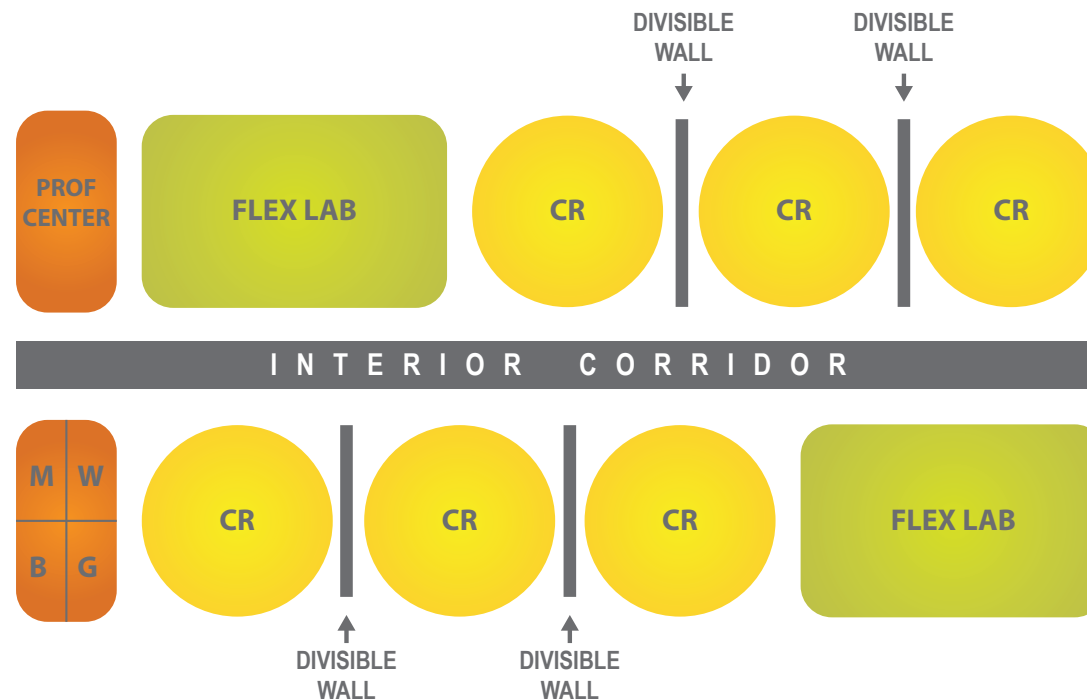
- The Perris Union High School District is committed to continually updating and refining its Standards Manual to reflect the types of products that must be specified within bid documents. Therefore, as bid documents are being prepared it will be imperative to involve and utilize the District's Maintenance Dept. staff and their current Standards Manual to ensure that the appropriate materials and products are specified. The current District standards are included within Section XIV but should only provide generalized guidance as to the anticipated types of finishes, materials and products that will be included within future high school projects.





CENTER FOR APPLIED LEARNING (CAL)

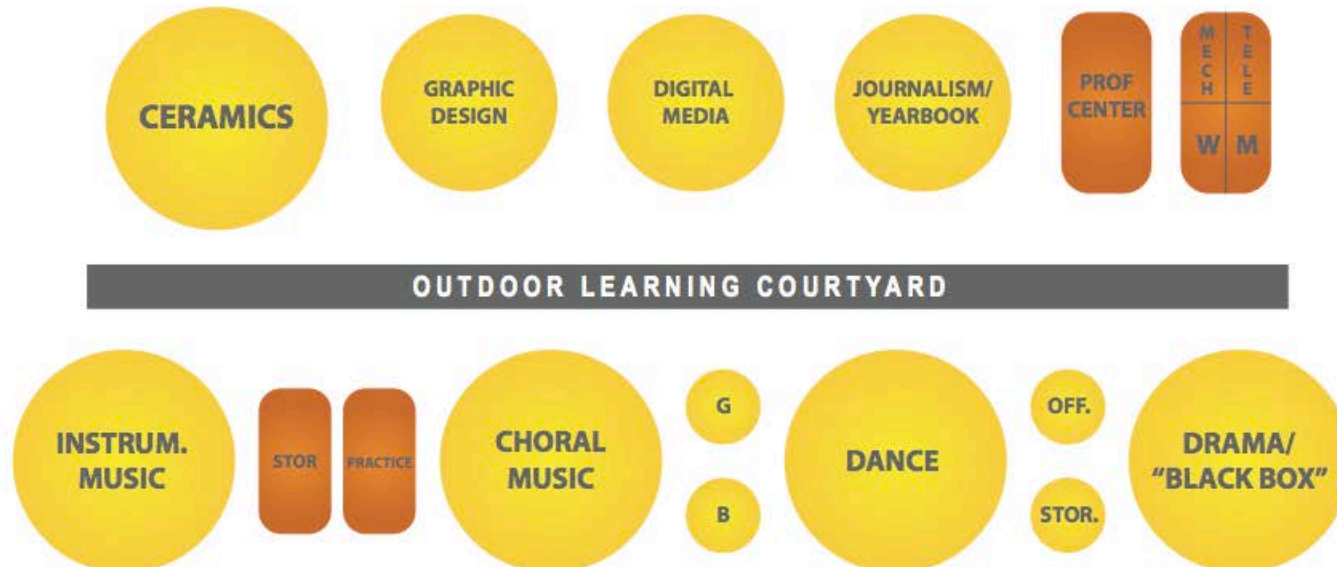
CONCEPTUAL ADJACENCIES (REPEATED WITHIN CALs 1-4)





Center for Applied Learning (CAL) #5 - Visual Arts/Performing Arts

CONCEPTUAL ADJACENCIES





Space Allocations Within Centers for Applied Learning (Numbers 1 through 4)

Center for Applied Learning #1 – Global Business

Center for Applied Learning #2 –Service Industries

Center for Applied Learning #3 – Applied Technologies

Center for Applied Learning #4 – Pre-Med/Health Professions

Spatial Identification	CR	Number	Square Footage	Total Area
Classrooms/Learning Support Spaces Within the Center for Applied Learning (repeated in CALs 1 – 4)				
“Standard” Instructional Classrooms/Labs*	6	6	960 ea.	5,760
• Inclusion of operable walls allow for combining up to 3 of these CR's into a larger space				
“Flex” Labs	2	2	1,500 ea.	3,000
Interior Corridor/Supplemental Learning Area		1	3,240	3,240
Girl's Restroom		1	120	120
Boy's Restroom		1	120	120
Women's Restroom		1	120	120
Men's Restroom		1	120	120
Area Subtotal for Classroom Areas				12,480
Center for Applied Learning - Professional Center				
Planning/Conference Suite		1		
Supply Area		1		
Staff Preparation Area		1		
Professional Center Workroom		1		
Area Subtotal for the Professional Center				480
Area Allotment for Circulation (already included)				0
Total Area Within Each Center for Applied Learning (CAL)				12,960 (x 4)



Space Allocations Within the Center for Applied Learning – Number 5 •

Visual and Performing Arts				
Spatial Identification	CR	Number	Square Footage	Total Area
Classrooms/Learning Support Spaces Within the Center for Applied Learning #5				
Instrumental Music Lab	1	1	1,800	1,800
Instrumental Music Storage (Uniforms & Instruments)			300	300
Theater Arts/Drama/"Black Box"	1	1	1,200	1,200
Storage/Office/Control Room			450	450
Digital Media CR/Studio	1	1	1,200	1,200
Journalism/Yearbook	1	1	1,200	1,200
Choral Music Studio	1	1	1,600	1,600
Practice Rooms, Music Office, Library			500	500
Dance Studio	1		1,800	1,800
Storage, Office			500	500
Ceramics Studio	1		1,600	1,600
Kiln and Storage Rooms			600	600
Graphic Design Studio	1		1,200	1,200
Storage/Workroom			200	200
Professional Center			750	750
Girl's Restroom		1	240	240
Boy's Restroom		1	240	240
Women's Restroom		1	120	120
Men's Restroom		1	120	120
Custodial		1	75	75
Electrical/Telecom.		1	100	100
Mechanical		1	100	100
Area Subtotal for Classroom Areas				15,895
Area Allotment for Circulation (15%)				2,384
Total Area Within Center for Applied Learning #5				18,279

*Projects for High School
Students in Grades 9 - 12*

Section Number IX

*High School Educational Specifications
for the Perris Union High School District*

• Learning Commons •





Program Description

The role of the library/media center within any school environment has always been an important one. It is viewed by nearly all of its users as a place to help quench a thirst for knowledge or a pursuit of information. From a traditional perspective, school libraries have been recognized as more independent spaces that supplement and support the overall instructional strategies of a school and its wide variety of programs to impart

learning and knowledge to the school's students. Unfortunately, in recent times, libraries have been somewhat negatively impacted by challenging financial conditions. The inclusion of a certified librarian is now more routinely the exception rather than the rule – instead, libraries are now typically staffed by library technicians and/or associated staff. Additionally, the formats in which information is disseminated throughout society are emerging at unprecedented rates and the “turnover” of available knowledge to our students is being updated and growing exponentially – where virtual learning is as prevalent as physical learning. When you add to these factors the notion that a current significant endeavor is being made to produce students who are more skilled in collaboration and communication. Our goal must be to help students increase their competitive place as they seek to eventually enter a global workforce. Collectively, these ideas are having a dramatic impact upon the contemporary design of what we have traditionally referred to as library-media centers. A more current reference to these spaces identifies them as “learning commons.”

Former AASL President David Loertscher coined the phrase “learning commons” in 2008 and describes it “as a flexible, student-centered space where students and staff have access to mobile technologies, digital resources, and modular spaces that can be used for collaborative activities, content creation, presentations or even performances.” Keith Fiels, American Library Association Executive Director says, “Transforming libraries to learning commons reflects philosophical changes, from the library as a ‘passive warehouse’ to a more active community center, learning center, and study center.” To support this evolving model for the learning commons it will be important to closely examine the role of staff assigned to this space and to ensure that ongoing training occurs so that skill acquisition matches leadership performance requirements.



Activities/User Groups

The following reflects the anticipated activities and users with respect to the Learning Commons:

Activities

- Individual, small and large group research/investigation
- Individual, small and large group study
- Online learning/virtual instruction/video conferencing
- Presentations and performances
- Staff research and individual/group work with students
- Informal and formal social gatherings
- Community utilization/activities (recreational groups, church activities, community social events, etc.)

Anticipated Users

- Students
- Campus staff members
- Volunteers
- Community groups and/or individuals



Activity/User Groups continued

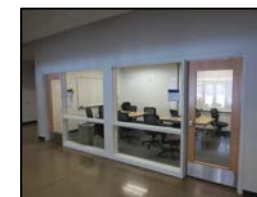
The Perris Union High School District has demonstrated a collaborative working relationship with local agencies that has resulted in a number of effective joint-use projects; two of these occur with and through the County of Riverside and have resulted in joint use agreements for the libraries at Paloma Valley High School and Heritage High School. It has yet to be determined if this type of agreement will be utilized at future high school sites; if so, the type of planning that will be required will be dramatically different than if the Learning Commons is designed to function solely for the high school. As the design process commences for future projects direction will be provided by the District to the design professionals assigned to respective projects

Spatial Considerations

The Learning Commons – like the Student Union - will function as the heart of the campus and provide a true “community space” – that will facilitate individual and group intellectual/social development. The Learning Commons should be located near, if not adjacent to, the Student Union. It should be located in an area within the campus that is easily accessible by students and staff from the various SLCs and CALs.

The Learning Commons should include highly flexible spaces that encourage and promote collaboration within various sized groupings. The internal environment should feel welcoming, warm and student-centered. The plentiful use of daylighting, as available, could serve to enhance the setting. The design of this area should accommodate a wide variety of activities – many of which may need to occur on a concurrently scheduled basis; these activities could range from presentation preparation to quiet reading. Opportunities for the display of student work and projects should be plentiful and well placed. While flexibility for facility utilization will be a prime factor throughout the design process, so should be the care given to the provision of easy sight lines that so assigned staff can more easily recognize and respond to the needs of students.

Along with the provision of large group spaces, it will be necessary to provide four breakout/small group learning spaces – all with visual transparency. The College and Career Prep Center will be located within the Learning Commons. Additionally, a classroom-sized space will be required to equip the Learning Commons with a healthy diversity of spaces through which to accommodate the variety of uses for the space that are envisioned – this will be referred to as the school's Innovation Lab. A keynote within the design of all spaces will be the desire for all technologies to be easily accommodated and utilized.



Technological Considerations

All of the spaces within the Learning Commons will need ample power to accommodate the wide range of equipment and technologies that are expected to be used. The optimal utilization of these facilities is dependent upon easy and reliable use of virtually all types of technological devices; these devices and equipment will range from those used in large group presentations to those used in individual settings.

A partial list of the technological features that should be included within the design for the Library Commons include:

- Wireless infrastructure and access throughout
- Wall mounted clock system
- Telephone/intercom systems
- Accommodation for video conferencing/online learning
- Accommodation for ceiling mounted projectors and speakers
- Electrical outlets at all data ports
- Flush mounted outlets for data/power
- Lockable mobile devices charging stations
- Interactive marker/white boards (F & E item)



Finishes/Other Design Features

When planning finishes for the interior spaces of the Learning Commons it will be important to consider materials that will enhance the learning environments while also being durable and “maintenance friendly” from a long-term perspective. While the standards and directives listed below reflect the current desired materials for new facilities within the Perris Union High School District, it is important to note that these material selections will need to be revisited once the plans and specifications for the project are prepared for the project’s bid phase to ensure conformance

with the District’s then current standards.

Overall material directives:

- All gypsum board walls to have vinyl wallcovering.
- All sheet vinyl flooring goods will have welded seams.

Flooring:

- Carpet in offices, stacks and study/research, collaboration, conference/breakout areas, Innovation Lab, College and Career Prep Center
- Polished concrete within the Circulation Desk/Area
- Ceramic/porcelain tile in the restrooms in the Library Commons
- Sheet vinyl product or another resilient surface in workroom and storage areas

Walls:

- Painted gypsum board, tackable surface, markerboard/projection surface and acoustical treatment in all rooms in the Learning Commons with extensive glazing in the conference rooms and the Innovation Lab
- Ceramic/porcelain tile in restrooms

Ceiling:

- Ceilings in the Learning Commons to be finalized during the design process (but acoustical treatment is necessary)
- Painted gypsum board in restrooms

Casework:

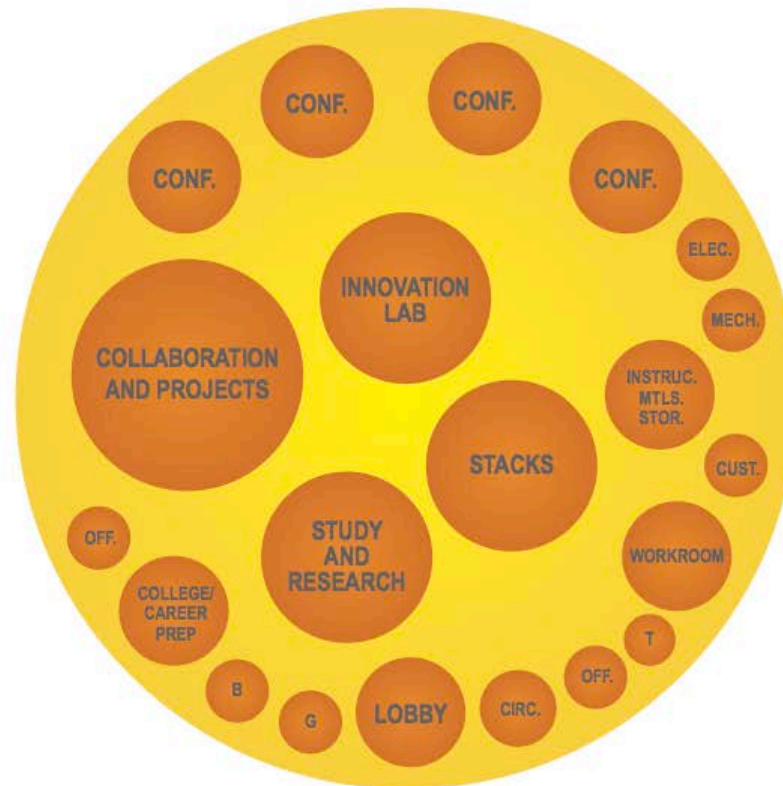
- Standards for casework will need to be defined during the design process and confirmed as the bid documents are being prepared to ensure conformance with District standards and budgets in effect at that time.

Doors & Windows, Acoustics, HVAC, Lighting, and Plumbing:

- The Perris Union High School District is committed to continually updating and refining its Standards Manual to reflect the types of products that must be specified within bid documents. Therefore, as bid documents are being prepared, it will be imperative to involve and utilize the District’s Maintenance Dept. staff and their current Standards Manual to ensure that the appropriate materials and products are specified. The current District standards are included within Section XIV but should only provide generalized guidance as to the anticipated types of finishes, materials and products that will be included within future high school projects.



THE LEARNING COMMONS





Space Allocations Within the Learning Commons

Spatial Identification	CR	Number	Square Footage	Total Area
Learning Commons Core Areas				
Study and research areas		1	1,600	1,600
Collaboration and project areas		1	2,000	2,000
Stacks area		1	1,200	1,200
Lobby		1	350	350
Circulation area		1	250	250
Girl's Restroom		1	240	240
Boy's Restroom		1	240	240
Area Subtotal for the Learning Common Core Areas				5,880
Learning Support Areas				
College and Career Planning Center	1	1	1,200	1,200
Innovation Lab	1	1	960	960
Conference/breakout rooms		4	200	200
College and Career Office		1	120	120
Area Subtotal for Learning Support Areas				2,480
Operational Support Areas				
Staff office		1	120	120
Workroom		1	400	400
Instructional materials (AV/textbooks) storage		1	1,000	1,000
Staff restroom (unisex)		1	70	70
Area Subtotal for Operational Support Areas				1,590
Functional Support Areas				
Custodial		1	80	80
Mechanical		1	100	100
Electrical/Telecom.		1	100	100
Area Subtotal for Functional Support Areas				280
Area Allotment for Circulation (15%)				1,535
Total Area Within the Learning Commons				13,300

*Projects for High School
Students in Grades 9 - 12*

Section Number X

*High School Educational Specifications
for the Perris Union High School District*

• Theater/Performing Arts Center •





Program Description

The Perris Union High School District clearly understands the value and importance of providing its students with a wide variety of cognitive and physically oriented learning opportunities. To support this belief and foster these types of learning experiences, it is necessary to provide the appropriate facilities and physical spaces. This is especially true as pertains to the performing arts within a high school setting - the PUHSD strongly acknowledges this fact.

In planning for the potential for two new high schools within the District, it is believed that some very unique opportunities and challenges exist with respect to providing performing arts facilities within one or both of these schools. First, from a geographic/community perspective, there are wonderful opportunities that exist within either proposed school area. High School #4 is located just outside of the City of Menifee boundaries. As the City of Menifee recently incorporated in October 2008 and is projected for long-term continuing growth and development, it is believed possibilities exist for the creation of performing arts facilities on the High School #4 campus that could provide extensive, unique and mutual benefits for both the school and the community. Therefore, a determination of the exact size, scope and breadth of these facilities is somewhat conjecture at this time. However, discussions with the City of Menifee and selected residents will continue to be explored with respect to the potential creation of a true joint use facility. Additionally, as discussions continue to emerge with development partners in the Lakeview-Nuevo area, this type of project will continue to be pursued. With regard to High School #5, the exact location for the school has yet to be finalized. Extensive previous discussions have occurred with representatives for the significant development that is projected for that area with regard to a variety of joint planning/joint-use options. The same types of opportunities that exist for the High School #4 site appear to exist for High School #5. Once again, however, the potential for and the timing of area development is yet-to-be determined as the struggling US economy continues to improve. These collective uncertainties about development, the potential for joint use facilities and/or joint-use partners, and the extensive construction/operational costs affiliated with performing arts facilities may or may not result in the inclusion of these facilities within a base bid for either school. Instead, they may be included as a bid alternate within the initial phase of construction and/or included within a later construction

phase. Nonetheless, in the development of initial site plans for either new high school it will be critical to include the performing arts center and associated facilities within each respective master site plan. Ongoing planning will continue as will the refinement of scope identification for these important facilities. Therefore, included herein, is a "hybrid" model of the types of performing arts facilities we preliminarily envision for either school – planning for the possibility of some degree of shared school and community use.



In planning for the school's practical learning spaces associated with the performing arts, we envision following the organizational model that is proposed for adjacencies between respective Small Learning Communities and adjacent Centers for Applied Learning. As opposed to including all or some of the visual and performing arts spaces within a "theater complex," it is proposed that CAL #5 will house the facilities to accommodate the day-to-day instructional programs. The theater may, in essence, become an adjacent but somewhat independent facility. This initial planning concept will allow for the creation of a theater that can possibly be constructed as a "stand alone" facility if future planning and funding directions so necessitate. However, the importance of planning for the physical adjacencies and ease of access to and from the adjacent facilities cannot be overstated to promote the overall effective use of the combined facilities for the school's purposes.



Program Description continued

The theater will be the home for and provide live performance opportunities for students in the areas of instrumental/choral music, drama and dance. These programs will more typically operate within a day-to-day basis in their respective classrooms/labs/studios within CAL #5. The theater will also serve as a place where the school can conduct a wide variety of other school events and/or assemblies. As previously stated, there is a strong likelihood that the venue will also host a potentially broad range of community events/uses.

Activities/User Groups

The following reflects the anticipated types of activities and users with respect to the theater/performing arts center:

Activities

- Individual, small and large group live performances (choral and/or instrumental music, dance, drama, concerts, speech/debate competitions, etc.)
- Online learning/virtual instruction/video conferencing
- Presentations and performances
- Art/project exhibits within the theater lobby
- Informal and formal social gatherings
- Community utilization/activities (recreational groups, church activities, community social events, town hall meetings, etc.)

Anticipated Users

- Students
- Campus staff members
- Volunteers
- Community groups and/or individuals

Spatial Considerations

The theater/performing arts center complex should include a variety of “main” and supporting spaces to accommodate a wide diversity of activities that will occur.

Within the theater itself, seating for approximately 600 guests should be provided in a sloped floor condition. The stage (approximately 30' x 70') will be supplemented by an orchestra pit that is approximately 700 s.f. in area (this may be accomplished through the creation of a removable thrust stage). The proscenium

opening should be at least 40' wide and approximately 20' – 22' in height' wings on each side should be a minimum of 15' each. A fly space/loft for the theater is desired to accommodate opportunities for more technically complex scene changes that may occur within student and/or community performances. A system of rigging and catwalks will be required to facilitate lighting and rigging within the theater space. At the rear of the house portion of the theater should be a sound/lighting control room – this space will require “connectivity” not only to the stage but also to the performing arts classrooms/labs/studios within the adjacent CAL #5 building.

The theater lobby should be designed so that it can function in multiple ways: (1) as a formal entrance and transition for guests from the outdoors to the house portion of the theater; (2) as a social gathering space that can function independently from events inside the theater, e.g., art exhibitions, small receptions for students and/or the community, etc.; (3) as a gathering space for performance intermissions, (4) as a prominent “display area” for student work/projects, and (5) should include restroom facilities, as well as a box office/ticket space and provisions for a concession area.

“Backstage” will require dressing rooms, make-up areas, restrooms, and a scene shop/set construction area. The scene shop/set construction area will require high ceilings to accommodate set design/construction activities. There will need to be an outdoor covered storage area – one that can have rear access to the stage so that performance materials, props, etc. can be delivered to the interior of the theater - either through the scene shop/set construction area or the outdoor covered storage area – depending upon the final design configuration. Service drive access to the rear of the theater will be an important consideration in the site design to accommodate deliveries.



Technological Considerations

All of the spaces within the theater/performing arts center will need ample power to accommodate the wide range of equipment and technologies that are expected to be used within the theater and its supporting spaces. The optimal utilization of these facilities – both by students and community users/user groups is highly dependent upon easy and reliable use of virtually all types of technological devices, as well as “power intensive” sound, lighting and other performance equipment.

A partial list of the technological features that should be included within the design for the theater/performing arts Center include:

- Wireless infrastructure and access throughout
- Accommodation for a microphone package (wireless and handheld)
- Accommodation for extensive speaker system throughout
- Accommodation for sound/lighting/video/control
- Wall mounted clock system
- Telephone/intercom systems – theater communication system between all “main” and supporting spaces
- Accommodation for video conferencing/online learning
- Electrical outlets at all data ports
- Flush mounted outlets for data/power in theater and supporting spaces

As the scope and nature of the theater/performing arts center facilities are more specifically delineated in the future, the required technological considerations will be carefully refined and detailed as part of the design process.



Finishes/Other Design Features

When planning for finishes within the interior spaces of the theater/performing arts center it will be important to consider materials that will enhance the overall environments while also being durable and “maintenance-friendly” from a long-term perspective. This is **especially** important given the potential for joint use of the facility and the extensive “wear and tear” that it is likely to be exposed to. While the standards and directives listed below reflect the current desired materials for new facilities within the Perris Union

High School District, it is important to note that these material selections will need to be revisited once the plans and specifications are prepared for the project’s bid phase to ensure conformance with the District’s then current standards.

Overall material directives:

- All gypsum board walls to have vinyl wallcovering.
- All sheet vinyl flooring goods will have welded seams.

Flooring:

- Carpet in theater house, control room and orchestra pit
- Tile flooring or stone in the theater lobby
- Ceramic/porcelain tile in the restrooms
- Stage to have a wood subfloor with a hardwood top layer
- Sheet vinyl product or another resilient surface in dressing rooms and concession/ticket areas

Walls:

- Acoustic wall panels, vinyl wallcovering over gypsum board in theater
- Painted gypsum board in lobby, control room, stage, orchestra pit, scene shop, dressing/makeup rooms (mirrors at the makeup counter locations)
- Ceramic/porcelain tile in restrooms

Ceiling:

- Acoustical clouds, catwalk and lighting grid in the theater house
- High ceiling with suspended acoustical tile in the lobby area
- Standard suspended acoustical tile in the control room and in the dressing rooms
- Fly loft in stage area
- Open structure in the scene shop
- Painted gypsum board in restrooms

Casework:

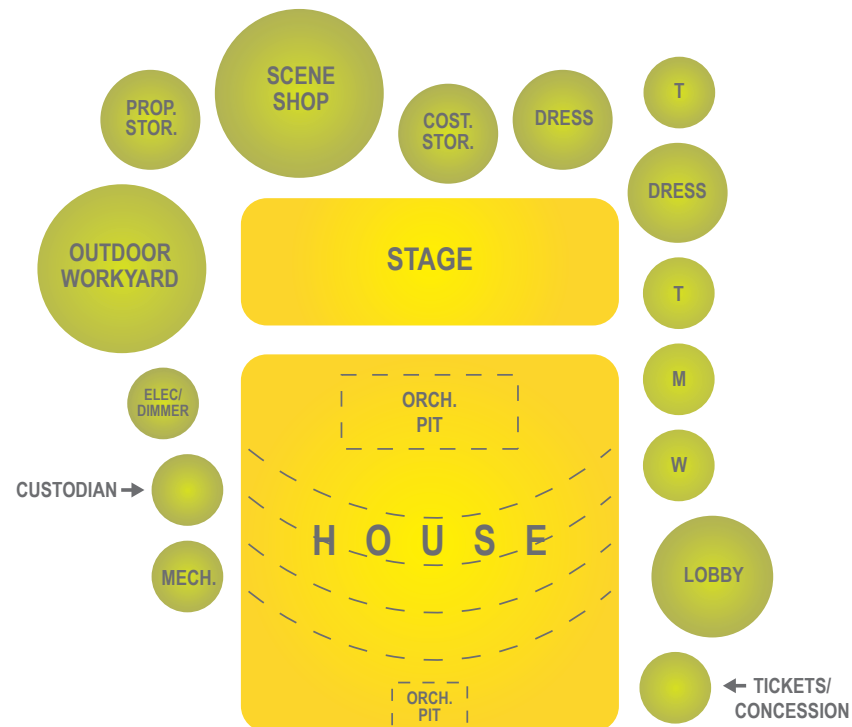
- Standards for casework will need to be defined during the design process and confirmed as the bid documents are being prepared to ensure conformance with District standards and budgets in effect at that time.

Doors & Windows, Acoustics, HVAC, Lighting, and Plumbing:

- These spaces will generally require very careful engineering analysis/study once the final program is established – at that time acoustics, lighting and sound systems can be tailored to meet project needs. In addition to this area specific notation, it should be noted that the Perris Union High School District is committed to continually updating and refining its Standards Manual to reflect the types of products that must be specified within bid documents. Therefore, as bid documents are being prepared, it will be imperative to involve and utilize the District’s Maintenance Dept. staff and their current Standards Manual to ensure that the appropriate materials and products are specified. The current District standards are included within Section XIV but should only provide generalized guidance as to the anticipated types of finishes, materials and products that will be included within future high school projects.



THEATER/PERFORMING ARTS CENTER





Space Allocations Within the Theater/Performing Arts Center

Spatial Identification	CR	Number	Square Footage	Total Area
Theater				
Lobby		1	750	750
Tickets/Concessions		1	250	250
House		1	6,000	6,000
Stage area		1	2,100	2,100
Orchestra pit		1	700	700
Control room		1	300	300
Women's Restroom		1	300	300
Men's Restroom		1	300	300
Area Subtotal for Main Theater Areas				10,700
Theater Support Areas				
Dressing rooms/make-up areas		2	500	1,000
Scene shop/set construction	1	1	960	960
Prop storage		1	600	600
Costume storage		1	400	400
Women's Restroom		1	240	300
Men's Restroom		1	240	300
Area Subtotal for Main Theater Support Areas				3,560
Functional Support Areas				
Custodial		1	80	80
Mechanical		1	100	100
Electrical and Dimmer Room		1	300	300
Area Subtotal for Functional Support Areas				480
Area Allotment for Circulation (20%)				2,948
Total Area Within the Theater/Performing Arts Center				17,688

*Projects for High School
Students in Grades 9 - 12*

Section Number XI

*High School Educational Specifications
for the Perris Union High School District*

• Physical Education/Athletics •





Program
and Space
Descriptions

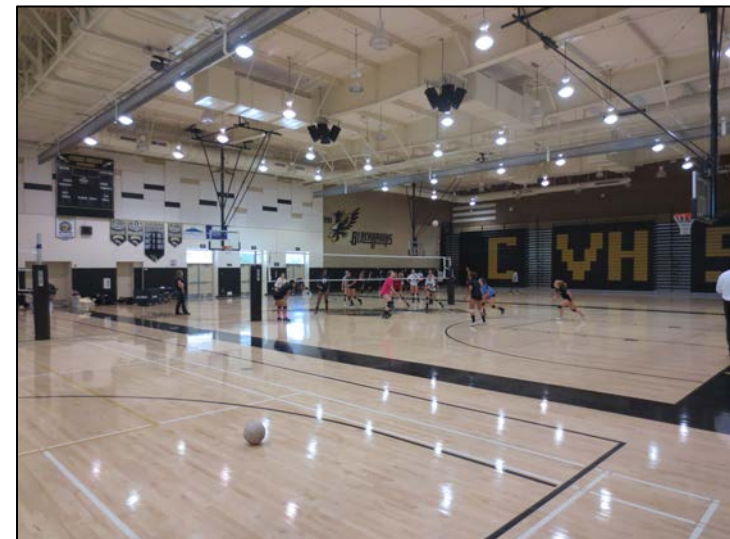
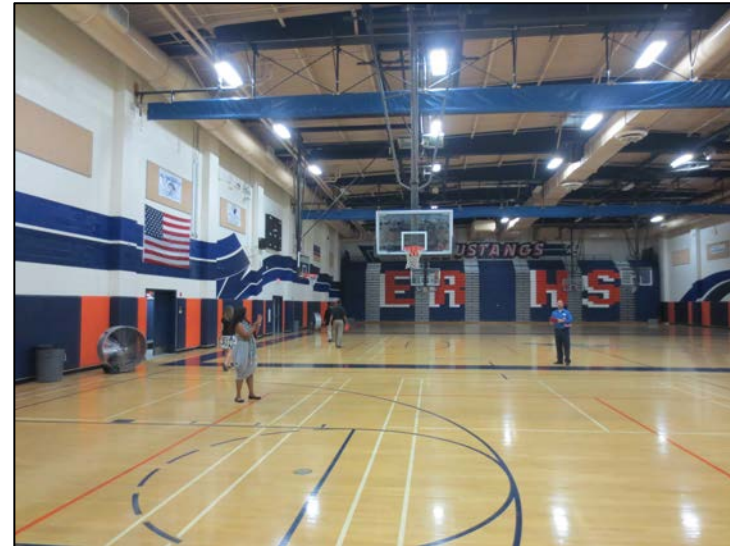
The Perris Union High School District is fully committed to the holistic development of its students. This development is not limited only to academic and cognitive development but also includes an equally strong commitment to the physical and social development of all students. Therefore, the roles of physical education and athletic programs require careful and thoughtful planning in consideration of the potential for new school facilities. To fully facilitate this commitment, it is important to determine the types, numbers and locations of physical education and athletic facilities that are required.

Physical education programs within the PUHSD are conducted in a variety of indoor and outdoor spaces. These spaces should be planned so that ongoing programmatic interrelationships can be efficiently accommodated – the time constraints associated with the typical class period are exacerbated with dressing out for P.E. “Travel” time between outdoor P.E. stations, the lockers rooms and indoor facilities must consider this reality as site plans are proposed, refined and constructed.

On a relevant note, the PUHSD has historically been a strong proponent of the joint use concept in which afterschool, evening and weekend users have had access to District facilities. At this time, it is anticipated that this commitment toward the public’s access to and use of facilities will continue and, as such, siting of P.E./athletic facilities must be planned accordingly.

The physical education facilities should include a gymnasium with bleacher seating for approximately 2,400 spectators and include:

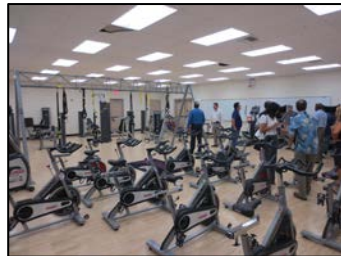
- 3 cross courts for basketball (84 x 50)
- 1 main court for competitive basketball events (84 x 50)
- 3 cross courts for volleyball (60 x 30)
- 1 main court for competitive volleyball events (60 x 30)
- Lobby with a ticket booth, concession area and restrooms
- Larger storage rooms and smaller storage rooms to accommodate the extensive and evolving P.E./athletic storage needs that are envisioned





Three additional “classroom” spaces will be required: (1) a wrestling room that is approximately 1,800 square feet in area and (2) an exercise/fitness/weight room that is approximately 2,000 square feet in area and (3) a larger standard classroom approximately 1,500 square feet in area for health and general P.E. instruction. The exercise/fitness/weight room will initially be used by both P.E. and athletic teams, although it is preferred - within a long term plan – for there to be multiple facilities (one dedicated to P.E. and one to athletics). A dance room is located within the Visual and Performing Arts Center for Applied Learning (CAL #5) but will certainly function as an important and valuable support space for P.E. and athletically-related activities and events.

Boys and Girls locker rooms will need to be located so that they have direct access to the gymnasium facilities. The numbers and types of lockers within each respective locker facility are currently under analysis/discussion/review within the PUHSD and will need to be clarified during the design phase of any new project. Visual supervision of students is of paramount importance within the locker facilities; therefore, locker heights should be limited to no more than 5’ and the coaches’ offices (one for boys and one for girls) should be constructed in raised configurations from the adjacent locker rooms. Team rooms will be included within each locker room.



Outdoor facilities for P.E. should include:

- At least eight paved basketball courts with posts and goals (each court shall be 84 x 50 dimensionally)
- A minimum of six tennis courts (8 are preferred if space is available - each court shall be 60 x 120 dimensionally)

Outdoor facilities for athletics should include:

- A football and soccer stadium – seating for 2,000 spectators on the home side and 1,500 on the visitors side; the press box will be located on the home side of the field. The stadium will include artificial turf (dependent upon funding) and separate concessions and restroom facilities that are designated for “home” and “away” sides of the field. The stadium facility should also include an 8-lane 400 meter all-weather track surface; accommodations should be provided for the conduction of field events within the stadium complex. While onsite team rooms are desired within the stadium complex, it is envisioned that these should be “master planned” for potential inclusion at a later date and not included within the initial “base bid.” The stadium complex should include lights to facilitate evening events.
- Two practice football fields
- Two practice fields for soccer
- One varsity baseball field with bleacher seating for 150 spectators (stub for future field lighting)
- One varsity softball field (stub for future field lighting)
- One JV baseball field and one JV softball field





Aquatics Facilities – While it is agreed that onsite aquatics facilities afford unique and extremely valuable opportunities for P.E. and athletic programs (as well as recreational opportunities for community members), the practical realities are that these types of programs and facilities are extremely expensive – in consideration of initial capital costs as well as ongoing operational/maintenance costs. Currently, a regional aquatics facility is being constructed within the Romoland area of the school district. It is anticipated that this facility will be used for the foreseeable future to meet the needs of most of the area's high school swim/water polo programs (although Perris HS has its own pool). Nonetheless, it is desired that a future aquatics center be considered within the site plan for any new PUHSD high schools. It may be the case that such facilities are only constructed if a "joint use partner" is available and, if so, perhaps on land adjacent to a future high school site (i.e., Valley Wide Park & Recreation District, County of Riverside, City of Menifee, etc.). At this time it should be anticipated that an aquatic center will not be part of a base bid for any new PUHSD high school in the short term but rather added at a later date when there are more definitive plans for funding and operation of such a facility.

Activities/ User Groups

The following reflects the anticipated activities and users with respect to the physical education and athletic facilities:

Activities

- Health and wellness programs
- Individual and team sports in P.E. classes
- Individual and team sports in competitive athletics
- Organized youth and/or recreational sports user groups in a variety of fitness, sport and/or athletic endeavors

Anticipated Users

- Students
- Organized teams
- Campus staff members
- Community groups and/or individuals

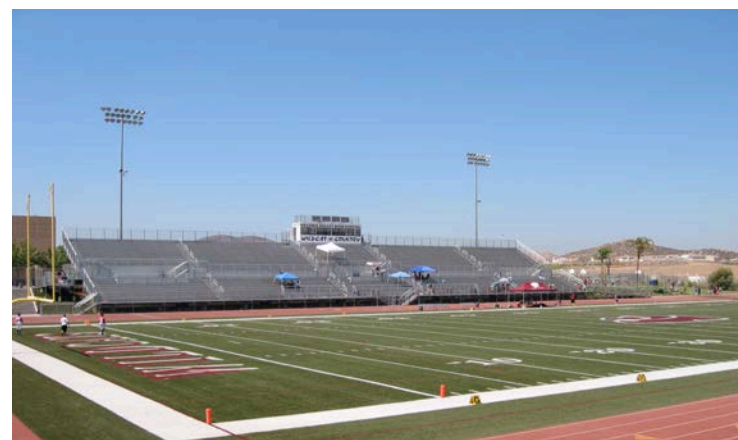
Technological Considerations

All of the spaces within the P.E. and athletics facilities will need ample power to accommodate the wide range of equipment and technologies that are expected to be used. The optimal utilization of these facilities is dependent upon easy and reliable use of virtually all types of technological devices; these devices and equipment will range from those used in individual sporting activities, to classroom presentations, to competitive events in the gymnasiums and stadium.

A partial list of the technological features that should be included within the design for the P.E. and athletic

facilities should include:

- Wireless infrastructure and access throughout
- Wall mounted clock system
- Telephone/intercom systems
- Accommodation for video conferencing/online learning
- Accommodation for classroom and large venue speaker systems
- Electrical outlets at all data ports
- Flush mounted outlets for data/power





Finishes/Other Design Features

When planning for finishes within the interior spaces of the physical education and athletics facilities it will be important to consider materials that will enhance the learning environments while also being durable and “maintenance friendly” from a long-term perspective. While the standards and directives listed below reflect the current desired materials for new facilities within the Perris Union High School District, it is important to note that these material selections will need to be revisited once the plans and specifications for the project are prepared for the bid phase

to ensure conformance with the District’s then current standards.

Overall material directives:

- All gypsum board walls to have vinyl wallcovering.
- All sheet vinyl flooring goods will have welded seams.

Flooring:

- Wood flooring in gymnasium – polished concrete in lobby, concessions and ticket areas
- Polished concrete (with slip resistant finish) within the locker rooms
- Polished concrete in the wrestling room, coaches offices, stadium concessions, training rooms, team rooms, equipment storage rooms and restrooms
- Rubber sports flooring in the exercise and weight room

Walls:

- Impact wall pads in the gymnasiums and exercise and weight room, wrestling - tackable surfaces (where applicable), acoustical treatment throughout these facilities
- Painted gypsum board in gymnasium lobby, ticket area, coaches offices, with FRP in the gym and stadium concessions areas
- Exposed natural finish of concrete, CMU, or other structural wall system (avoid gypsum board except where required by design and/or code requirements) in locker rooms – perhaps also in exercise and weight room, wrestling - depending upon final design
- Ceramic/porcelain tile in restrooms

Ceiling:

- Ceilings in the gymnasiums, exercise and weight room and wrestling to be open and exposed to roof structure – acoustical roof deck required
- Locker rooms to be open to structure
- Gymnasium lobby ceiling to be based upon the final design
- Gymnasium concessions and ticket areas to be painted gypsum board and/or suspended acoustical tile (dependent upon space/s final design)
- Suspended acoustical tile in the coaches offices
- Painted gypsum board in restrooms

Casework:

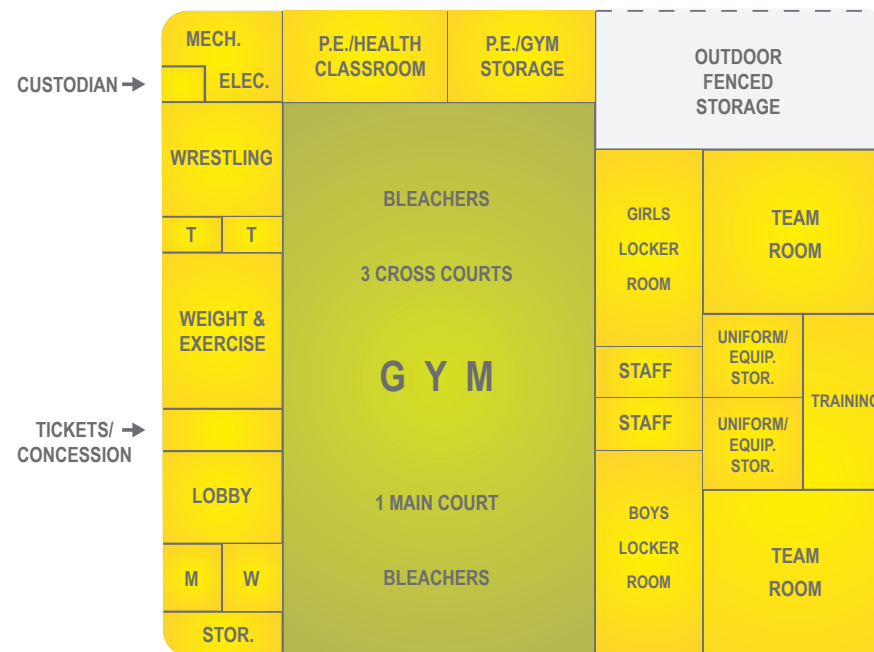
- Standards for casework will need to be defined during the design process – especially given the unique areas contained within the P.E. and athletic areas - and confirmed as the bid documents are being prepared to ensure conformance with District standards and budgets in effect at that time.

Doors & Windows, Acoustics, HVAC, Lighting, and Plumbing:

- The Perris Union High School District is committed to continually updating and refining its Standards Manual to reflect the types of products that must be specified within bid documents. Therefore, as bid documents are being prepared it will be imperative to involve and utilize the District’s Maintenance Dept. staff and their current Standards Manual to ensure that the appropriate materials and products are specified. The current District standards are included within Section XIV but should only provide generalized guidance as to the anticipated types of finishes, materials and products that will be included within future high school projects.

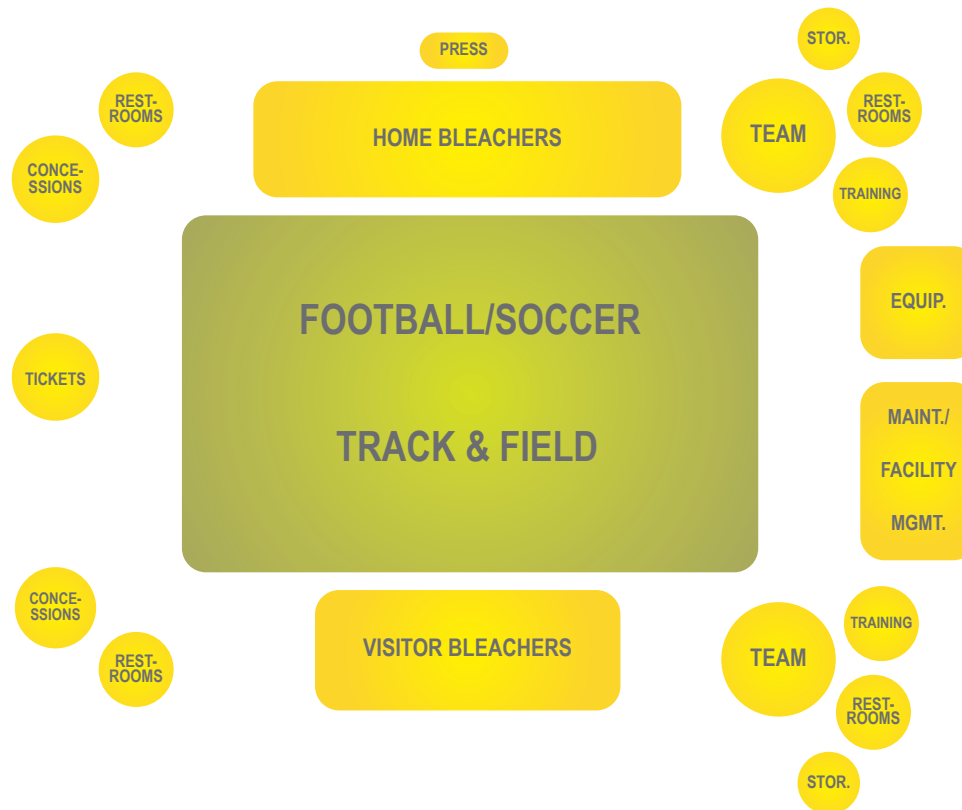


INDOOR PHYSICAL EDUCATION AND ATHLETIC FACILITIES





OUTDOOR PHYSICAL EDUCATION AND ATHLETIC FACILITIES





Space Allocations Within the Indoor Physical Education and Athletics Facilities

Spatial Identification	CR	Number	Square Footage	Total Area
Gymnasium Areas				
Triple cross court main gym areas		1	17,500	17,500
Gymnasium lobby area		1	1,000	1,000
Concession area		1	200	200
Ticket area		1	75	75
Smaller storage rooms		2	200	400
Larger storage rooms		6	300	1,800
Women's Restroom		1	400	400
Men's Restroom		1	400	400
Area Subtotal for the Main and Practice Gymnasium Areas				21,775
Activity Lab/Classroom Areas				
Wrestling Room	1	1	1,800	1,800
Exercise and Weight Room	1	1	2,000	2,000
P.E./Health Classroom	1	1	1,500	1,500
Toilet Rooms		2	80	160
Area Subtotal for Activity/Classroom Areas				5,460
Program Support Areas				
Boy's and Girl's Locker Rooms		2	2,400	4,800
Girl's and Boy's Shower/Toilet Areas		2	600	1,200
Team Rooms		2	1,400	2,800
Athletic Training Room		1	600	600
P.E. Offices		2	450	900
Coaches Offices		2	450	900
Uniform storage		2	400	800
Equipment storage		2	400	800
Staff Toilets/Locker Rooms		2	300	600
Area Subtotal for Program Support Areas				13,400



Space Allocations Within the Indoor Physical Education and Athletics Facilities continued

Spatial Identification	CR	Number	Square Footage	Total Area
Functional Support Areas				
Custodial		1	120	120
Mechanical rooms		4	200	800
Electrical/Telecom.		2	120	240
Area Subtotal for Functional Support Areas				1,160
Area Allotment for Circulation (10%)				4,180
Total Area Within the Indoor Physical Education and Athletics Facilities				45,975



Space Allocations Within the Outdoor Physical Education and Athletics Facilities continued

Spatial Identification	CR	Number	Square Footage	Total Area
Stadium Support Areas				
Press Box		1	300	300
Ticket Booth		1	200	200
Concession facilities		2	250	500
Women's restrooms		2	600	1,200
Men's restrooms		2	500	1,000
Area Subtotal for Stadium Support Areas				3,200
Athletic Event Support Areas				
Team Rooms		2	1,000	2,000
Athletic Training Rooms		2	120	240
Toilet Rooms		2	220	440
Storage Rooms		2	100	200
Area Subtotal for the Athletic Event Support Areas				2,880
Storage Buildings				
Maintenance/Facility Management		1	1,500	1,500
Equipment Building		1	1,000	1,000
Area Subtotal for Learning Support Areas				2,500
Total Area Within the Outdoor Physical Education and Athletics Facilities				8,580
Total Area for the Indoor and Outdoor Physical Education and Athletics Facilities				54,555



Section Number XII

***Projects for High School
Students in Grades 9 - 12***

***High School Educational Specifications
for the Perris Union High School District***

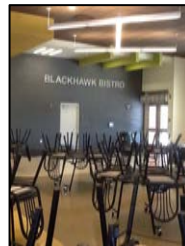
• Student Union/Nutritional Services •





Program Description

The Student Union and Nutritional Services facilities within the high school plan will provide unique and important spaces in which students and staff can meet in small and/or large groups to participate in a wide variety of activities that will support the academics programs. These will include opportunities for socialization amongst small and large groups, individual and/or group study, assemblies, school social events, formal and informal dining, staff meetings – all within a centralized “gathering area” for students, staff and, in some cases, community members. These facilities should be located near or adjacent to the Learning Commons to facilitate a sense that “learning can and should happen everywhere” within the campus. These adjacencies will also promote an overall sense of campus connectedness amongst students and staff, while the SLCs and CALs will provide opportunities for more isolated and focused study opportunities.



Activities/User Groups

The following reflects the anticipated activities and users that are anticipated to use the Student Union and Nutritional Services facilities:

Activities

- Food preparation
- Dining/Banquets/Award Ceremonies, etc.
- Small and large group assemblies/meetings
- Informal and formal social gatherings
- Individual, small and large group study
- Presentations and performances
- Staff meetings – formal and informal
- Community utilization/activities (recreational groups, church activities, community social events, etc.)

Anticipated Users

- Students
- Campus staff members
- Volunteers
- Community groups and/or individuals

Spatial Considerations

The Student Union will function as the heart of the campus and provide a true “community space” – with that in mind, as the facility helps to facilitate staff, student and community interactions, it will be best utilized if it is accessible and available before, during and after the school day. This range of accessibility will require careful site planning to ensure that security provisions have been thoroughly analyzed, planned and implemented within the final site and building plans. The Student Union should function in unison with and be supported by the adjacent Nutritional Services facilities. Opportunities for the display of student work and projects should be plentiful and well-placed.



Spatial Considerations continued

The nutritional services/dining area will function as spaces where individual and user groups can obtain a quick and healthy snack and/or meal. The kitchen and food preparations areas will support the preparation of food and food storage. The program will include a potential scramble system/layout with multiple ingress and egress points within the dining area, as well as the adjacent Student Union. This adjacency will allow for dining to expand or “spill out” into the Student Union, as well as the neighboring quad area/s. However, it is imperative to consider the practical staffing constraints which currently exist and challenge staff’s abilities to supervise and monitor areas that are not contiguous. Therefore, sight lines must be analyzed and carefully planned within the final site plan for this area/s of the campus.

The Perris Union High School District Nutritional Services Department currently provides the following programs for students:

- National School Lunch
- School Breakfast
- After School Snack
- Supper

It is important to note that the aforementioned programs may require access to the Student Union on a daily basis until 4 p.m.



The nutritional services/dining areas will need to accommodate a large number of students – most likely within two fairly time-compacted lunch periods when the campus is functioning at maximal capacity. Additionally, the Perris Union High School District traditionally serves approximately 75% of its students through the Free and Reduced Breakfast and Lunch Programs; this fact will require careful consideration as plans are made for the locations and systems for the overall processing of student purchases.

The design of the indoor serving area will need to provide multiple points of sale – where students are likely to congregate - as well as plan for the possibility for outdoor kiosks; the ability to serve students as efficiently as possible will be paramount. The overall “feel” for the areas (both indoor and outdoor) should result in environments that are more “celebratory and festive” – rather than “institutional.” It will be important to create functional areas that accommodate and allow for more food choices, offer a better variety of healthy options, and provide for the most efficient service systems to students during dining periods.

It will be necessary to provide adequate walk-in cooler and freezer space to accommodate requirements associated with the daily storage of food supplies. Additionally, ample dry storage will be necessary. The prep area/s will be immediately adjacent to the cooking area and have access to the walk-ins and dry storage. The prep area will have mobile work tables with overhead electrical power to provide required power for any table mounted equipment. The prep area will also be equipped with fixed tables with multiple two compartment prep sinks.

From a site planning perspective, careful consideration will need to be given to the design of safe and orderly vehicular routes for trucks and service vehicles to access and service the nutritional services facilities. The creation of routes that combine student and vehicular utilization are to be avoided



Technological Considerations

All of the spaces within both the Student Union and the Nutritional Services facilities will need an extensive amount of power to accommodate the wide range of equipment needed to prepare and service students, staff and the community in a wide range of dining settings. Additionally, power requirements for the Student Union - from performance and presentation perspectives - will need to be studied given the diversity of electronic devices and equipment that are anticipated to be used within.



With regard to technology requirements, all of the spaces in and around the Student Union and the Nutritional Services facilities will need to accommodate the increasing and expanding use of technologies that are envisioned within the Perris Union High School District's educational facilities. The optimal utilization

of these facilities is dependent upon easy and reliable use of virtually all types of technological devices; these devices and equipment will range from those used in large group presentations to those used in individual settings.

A partial list of the technological features that should be included within the design for the Student Union include:

- Wireless infrastructure and access throughout
- Wall mounted clock system
- Telephone/intercom systems
- Accommodation for video conferencing/online learning
- Accommodation for ceiling mounted projectors and speakers
- Electrical outlets at all data ports
- Flush mounted outlets for data/power
- Lockable mobile devices charging stations
- Interactive marker/white boards (F & E item)

A partial list of the technological features that should be included within the design for the Nutritional Services facilities include:

- Wireless infrastructure and access throughout
- Wall mounted clock system
- Telephone/intercom systems
- Electrical outlets at all data ports (including Points of Sale)
- Flush mounted outlets for data/power
- AV outlets for wall-mounted digital displays in the serving areas



Finishes/Other Design Features

When planning for finishes within the interior spaces of the Student Union and The Nutritional Services facilities it will be important to consider materials that will enhance the learning environments while also being durable and “maintenance friendly” from a long-term perspective.

While the standards and directives listed below reflect the current desired materials for new facilities within the Perris Union High School District, it is important to note that these material selections will need to be revisited once the plans and specifications for the project are prepared for the project’s bid phase to ensure conformance with the District’s then current standards.

Overall material directives:

- All gypsum board walls to have vinyl wallcovering.
- All sheet vinyl flooring goods will have welded seams.

Flooring:

- Polished concrete within the Student Union
- Ceramic/porcelain tile in the restrooms in the Student Union and in the food preparation restrooms
- Quarry tile in the kitchen/food prep. area, dry storage area, and walk-in refrigerator/freezer area

Walls:

- Painted gypsum board, tackable surface, markerboard/projection surface and acoustical treatment in the Student Union spaces
- Ceramic/porcelain tile in Student Union and food prep. area restrooms
- FRP in the kitchen/food prep area, dry storage area
- 18 ga. galvanized steel in the walk-in refrigerator/freezer area

Ceiling:

- Ceilings in the Student Union to be finalized during the design process (but acoustical treatment is necessary)
- Painted gypsum board in kitchen/food prep areas and restrooms in the Student Union and in the food preparation area
- 18 ga. galvanized steel in the walk-in refrigerator/freezer area

Casework:

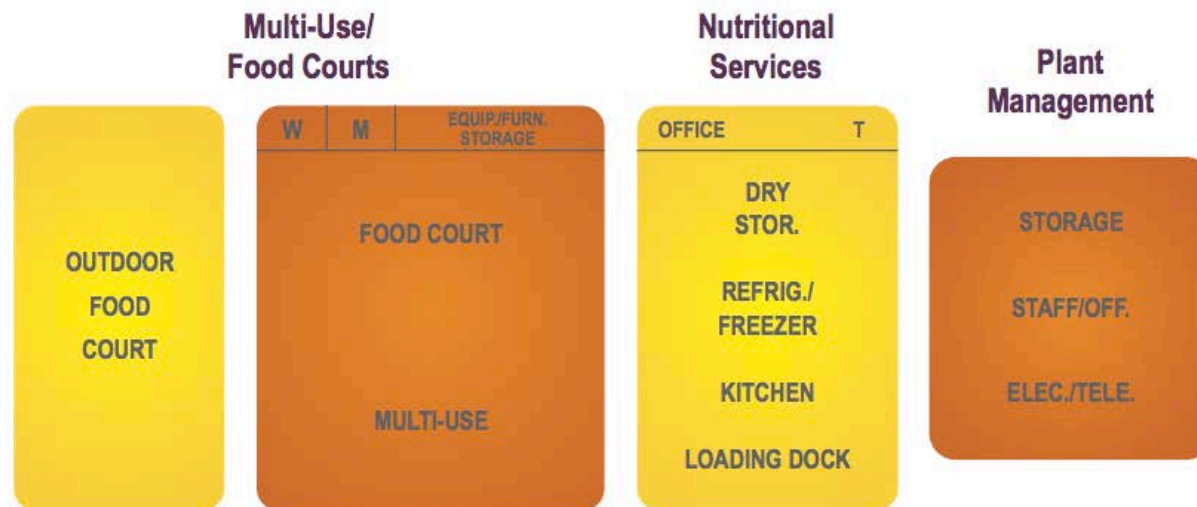
- Standards for casework will need to be defined during the design process and confirmed as the bid documents are being prepared to ensure conformance with District standards and budgets in effect at that time.

Doors & Windows, Acoustics, HVAC, Lighting, and Plumbing:

- The Perris Union High School District is committed to continually updating and refining its Standards Manual to reflect the types of products that must be specified within bid documents. Therefore, as bid documents are being prepared it will be imperative to involve and utilize the District’s Maintenance Dept. staff and their current Standards Manual to ensure that the appropriate materials and products are specified. The current District standards are included within Section XIV but should only provide generalized guidance as to the anticipated types of finishes, materials and products that will be included within future high school projects.



STUDENT UNION/NUTRITIONAL SERVICES/PLANT MANAGEMENT





Space Allocations Within the Student Union and Nutritional Services Facilities

Spatial Identification	CR	Number	Square Footage	Total Area
Student Union				
Multi-use/Multi-functional area		1	5,600	5,600
Equipment/Chair/Table Storage		1	600	600
Audio-Visual Room		1	160	160
Women's Restroom		1	320	320
Men's Restroom		1	320	320
Area Subtotal for the Student Union				7,000
Nutritional Services Facilities				
Food court area		1	2,000	2,200
Kitchen		2	1,000	1,000
Enclosed storage for snack carts		1	50	50
Dry storage area		1	300	300
Refrigerator/freezer unit		1	400	400
Custodial area		1	20	20
Outdoor food courts		4	200	800
Nutritional Services Office		1	100	100
Receiving area		1	250	250
Staff locker/changing area-facility		1	100	100
Restroom		1	80	80
Area Subtotal for Nutritional Services Facilities				5,100
Campus Plant Management and Operational Support Areas				
Supply and equipment storage		1	750	750
Custodial		1	80	80
Staff room and adjacent office		1	350	350
Electrical/Telecom.		1	100	100
Mechanical		1	100	100
Area Subtotal for Operational Support Areas				1,380
Area Allotment for Circulation (15%)				2,022
Total Area Within the Student Union, Nutritional Services and Campus Plant Mgmt./Oper. Support				15,502

*Projects for High School
Students in Grades 9 - 12*

Section Number XIII

*High School Educational Specifications
for the Perris Union High School District*

• School Administration/Student Support •





Program
Description

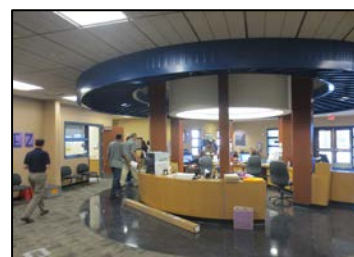
The role of the school administrator continues to evolve as programs, services and expectations within public schools emerge. As is the case with virtually all educators, the school administrator must “wear many hats.” High school programs are complex and widely varied, as are the approaches and the level of administrative support that is optimally needed. The same can be said for the diverse instructional staff within a school.

The constant challenges they face are both daunting and exciting – opportunities to help shape the lives of their students are endless; but so are the demands placed upon their individual skill sets. These factors, along with others, have caused the District to carefully consider the role of administrators in future PUHSD high schools and how they may be best located within the school setting to best support students, staff and community members.

Traditionally, the PUHSD has utilized a centralized administrative approach in its high schools where administrators and other student support personnel are generally housed within a common facility or building. This approach has worked well given the more traditional departmental structure that currently exists at the three current comprehensive high schools. However, after careful discussion and consideration, it is believed that a more decentralized approach is appropriate for future high schools within the District. Moving to an organizational structure in which these schools will operate within Small Learning Communities (SLC) supports the decision to relocate the majority of administrators and other student support personnel away from “the administrative building” into designated SLCs. This strategic change will enable an Assistant Principal and Counselor to reside within a specified SLC and, thus, create the potential for a more focused supervision/support approach with the instructional program within the respective SLC. An additional benefit will be the ability for closer working relationships to develop between the administrative/student support team and the students and staff assigned to the SLC. This approach will be consistent with the District’s desire to make educational experiences for students more personal and will support the goal to make a “big” school seem smaller, more intimate, and more individually relevant.

The District will continue to closely monitor research and practical experiences

of other public high schools that are employing this administrative model to ensure that this initial decision to make a fairly dramatic organizational change in future District high schools will be in the long-term best interests of students and staffs. Should it be determined at a later date that this change will not facilitate or enhance the school’s overall operational effectiveness, a facilities change will be required to increase the size of the school’s “main” administrative facility to accommodate a return to a more centralized approach; if this were the case, a majority of administrators and student support personnel would be housed within a common location.





Program Description continued

The “main” administrative /student support facility will house the principal of the school, his/her administrative assistant, the attendance office, the Wellness Center, the records/registrar’s office, campus supervision, and affiliated offices.

Activities/User Groups

The following reflects the anticipated activities and users with respect to the School Administration and Student Support areas:

Activities

- Greeting visitors to the campus – directing them to the proper location/s to conduct their business
- Enrolling new students
- Interactions with students/parents and school officials regarding records and other school matters
- Individual, small and larger group meetings/conferences
- Video conferencing
- Wellness office activities
- Campus security activities
- Presentations to staff and parent/community groups
- Staff research and individual/group work with students
- Informal and formal social gatherings
- Community visitations and facility utilization

Anticipated Users

- Students
- Parents/guardians
- Campus staff members
- Volunteers
- Community groups and/or individuals
- A variety of other visitors

Spatial Considerations

The main administrative office for the campus must be located so that it provides an obvious “front door” to the campus. This space will set the tone for the important work that occurs on the campus and should reflect the professional nature of the school’s activities and staff. In essence, this facility and its staff will present the first image for the vast majority of people visiting the school and, as such, should provide a unique opportunity to share the school’s pride, enthusiasm for education and for the celebration of the achievements of the school’s students and staff. The physical spaces within the facility should create a warm environment – one that is welcoming and reflects the importance of the school as a key community asset.

This facility will serve as the most significant “security screen” for the campus and should be located such that the principal can freely function as the school’s operational and instructional leader.

The Wellness Center should be located within the Administrative facility in a way that is accessible to the students from the interior of the campus and does not create a condition in which students that are ill are forced to enter the Wellness Center through the facility’s “front door.”

Students Records and the Registrar should be located near the front of the facility with easy access for parents and/or students from the lobby.

Opportunities for the display of student work and projects should be plentiful and well placed – most prevalently in those spaces accessible by visitors to the campus and routinely seen by students and staff.

Technological Considerations

All of the spaces within the Administrative facility will need ample power to accommodate the wide range of equipment and technologies that are expected to be used. The optimal utilization of these facilities is dependent upon easy and reliable use of virtually all types of technological devices; these devices and equipment will range from those used in activities such as video conferencing to those used in individual settings – either by staff, students or parents/visitors.



A partial list of the technological features that should be included within the design for the Administrative facility include:

- Wireless infrastructure and access throughout
- Wall mounted clock system
- Telephone/intercom systems
- Accommodation for video conferencing/online learning
- Accommodation for ceiling mounted projectors and speakers
- Electrical outlets at all data ports
- Flush mounted outlets for data/power
- Campus security systems
- Interactive marker/white boards (F & E item)

Finishes/Other Design Features

When planning for finishes within the interior spaces of the Administrative facility it will be important to consider materials that will enhance the office environments while also being durable and “maintenance friendly” from a long-term perspective. While the standards and directives listed below reflect the current desired materials for new facilities within the Perris Union High School District, it is important to note that these material selections will need to be revisited once the plans and specifications for the project are prepared for the project’s bid phase to ensure conformance with the District’s then current standards.

Overall material directives:

- All gypsum board walls to have vinyl wallcovering.
- All sheet vinyl flooring goods will have welded seams.

Flooring:

- Carpet in offices, the conference room and, perhaps in the lobby/reception/waiting areas (potentially consider polished concrete or other durable surfaces, i.e., vinyl, etc.
- Ceramic/porcelain tile in the restrooms of the facility
- Sheet vinyl product or another resilient surface in workroom, storage areas and in the Wellness Center

Walls:

- Painted gypsum board, tackable surface in most of the spaces within the Administrative facility
- Wainscot tile/FRP and vinyl wall covering over gypsum board in the screening/exam/isolation room and in the Nurse/Health Aide workstation
- Ceramic/porcelain tile in restrooms

Ceiling:

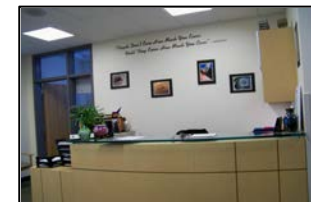
- Most of the spaces within this facility will utilize suspended acoustical tile
- Painted gypsum board in restrooms

Casework:

- Standards for casework will need to be defined during the design process and confirmed as the bid documents are being prepared to ensure conformance with District standards and budgets in effect at that time.

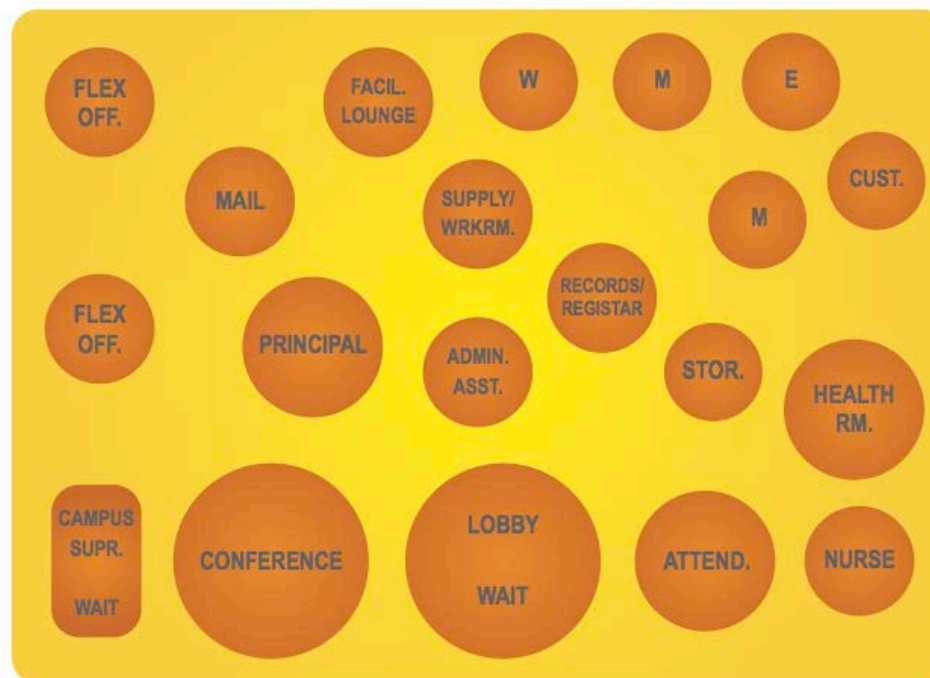
Doors & Windows, Acoustics, HVAC, Lighting, and Plumbing:

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SCHOOL ADMINISTRATION/STUDENT SUPPORT





Space Allocations Within the School Administration/Student Support Areas

Spatial Identification	CR	Number	Square Footage	Total Area
Lobby and Reception Areas				
Lobby		1	400	400
Visitor reception/waiting		1	150	150
Staff mail area		1	80	80
Women's Restroom		1	120	120
Men's Restroom		1	120	120
Area Subtotal for the Lobby and Reception Areas				870
Administration/Student Support Areas				
Principal's Office		1	250	250
Principal's Secretary/Administrative Assistant		1	120	120
Attendance Office		1	120	120
Registrar/Records Office		1	150	150
Supply and Work Room		1	150	150
Conference Room		1	500	150
Campus Supervisor's Office		1	150	150
Flex Offices (may be used by Athletic Dir. and/or Activities Dir.)		2	120	240
Student waiting area		1	80	80
Facility Lounge		1	150	150
Area Subtotal for Admin./Student Support Areas				1,560
Wellness Center				
Health Room		1	225	225
Nurse's Office		1	80	80
Storage		1	40	50
Restroom Facility		1	70	70
Area Subtotal for Wellness Center Areas				425
Functional Support Areas				
Custodial		1	80	80
Electrical/Telecom.		1	100	100
Area Subtotal for Functional Support Areas				180
Area Allotment for Circulation (15%)				455
Total Area Within the School Administration/Student Support Areas				3,490

*Projects for High School
Students in Grades 9 - 12*

Section Number XIV

*High School Educational Specifications
for the Perris Union High School District*

• Plant Operations and District Standards •





Plant Operations and District Standards

The Perris Union High School District takes great pride in its efforts to operate and maintain the District's campuses in conditions that maximize learning opportunities for students. Providing this level of service and support to the schools is especially challenging given funding and staffing constraints that have occurred over the past several years. This condition makes it more important than ever that plans and specifications for capital facility projects result in "built conditions" that are consistent with the District's standards.

The current copy of the District Standards for the Perris Union High School District is attached. These identify the current material expectations the District has for new and modernized facility projects. It is imperative that PUHSD staff are heavily involved with all aspects of planning for each project.

*Projects for High School
Students in Grades 9 - 12*

Section Number XV

*High School Educational Specifications
for the Perris Union High School District*

• Next Steps •





Next Steps

The Perris Union High School District is to be commended for the nearly yearlong commitment it has made toward the development of educational specifications. This commitment has included extensive and varied discussions with PUHSD certificated, classified and administrative staff members. The end result of this process has been a thoughtful and introspective look at the way the District currently educates its students, as preparations continue to be made for the future delivery of educational programs. It has been an intentional strategy to limit the participation in this process, to this point, to the groups mentioned above along with representatives from the Menifee Union School District and the Perris Elementary School District. This approach was chosen given the extensive and complex self-analyses that were being undertaken to evaluate instructional delivery within the PUHSD. Additionally, this approach was utilized with the clear understanding that the creation of educational specifications has been a pre-cursor to the design process – not a replacement for it. In essence, planning for individual projects is only now “ready to begin.”

As educational specifications for high school facilities within the PUHSD are complete, it is time to expand the range of people, organizations and agencies that will be included within the planning phase for individual projects. The District has taken great strides over the past several years to utilize design development processes that are inclusive, open and transparent. With the vision that future high school facilities within the PUHSD should be created as “true community assets,” the importance of the continued use of this approach cannot be overstated. Close working relationships have been established with representatives from local municipalities – the City of Perris, the City of Menifee and the County of Riverside, with area agencies such as the Eastern Municipal Water District, Southern California Edison, Riverside County Office of Education, Mt. San Jacinto Community College District, and Valley Wide Park and Recreation District, as well as development company representatives and a wide range of other civic-minded groups. Our most important relationships, however, are with our students and their families. Continued concerted efforts will need to be made to reach out to all of these groups for their involvement and the pursuit of new ideas and fresh thinking. Our completion of educational specifications will enable the District to achieve a “running start” in the design process. Educational specifications will provide important programmatic direction to the architects selected to design our projects and to the construction professionals utilized to build them. It is anticipated that they will be an important part of the selection process for architects as each invited firm develops initial conceptual designs for the District’s review and consideration. Once selected, the architect will use this document to help guide them through the design development process as they work with our constituents in a collaborative design process.

In closing and in summation, the overarching goals of the PUHSD Facilities Planning and Development Program are to provide high quality educational spaces and places that:

- Facilitate the development of students who are prepared to become more productive and contributing members of society;
- Allow students to be better prepared to enter a highly competitive global workforce with enhanced collaboration and communication skills, and
- Are able to easily adapt to changing instructional delivery methods and educational programs over time.

These are, indeed, exciting times within the Perris Union High School District as we work to efficiently utilize the funding resources that were authorized through the community’s passage of Measure T. We will continue to pursue all other available sources of State and federal funding to support the broadest long-term implementation of our Facilities Master Plan. Along with excitement will come significant responsibility - perhaps the greatest responsibility will be to create the type of collaboration within our project planning that we so strongly seek to see amongst our students and staff in their everyday learning activities.

Thank you for your involvement and interest in the students and programs within the Perris Union High School District!



Perris Union High School District

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