



Educational Specifications for Middle School Facilities

Perris Union High School District
June, 2013





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*Projects for Middle School
Students in Grades 7 & 8*

Section Number I

**Middle 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 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 new middle school facilities within the District – both at the existing Pinacate Middle School campus and a proposed new middle school within the Perris Elementary School District portion of the PUHSD.

Over the past four years, the District has been very active in the identification and pursuit of potential sites for a new middle school. In 2012, the District successfully completed negotiations for an approximate 26-acre site on the east side of the 215 Freeway. The District has successfully completed the environmental process, obtained California Department of Education approval and successfully completed the site acquisition process.

Concurrently, the District has been very active over the past several years in the planning and construction of phased improvements at its existing Pinacate Middle School. This phased project has resulted in the construction of new administration, library/media and P.E./athletic facilities. The existing “main” building is currently being refurbished/reconfigured and will be ready for occupancy/use in August, 2013. A third phase of improvements is planned for the school and includes the construction of a new two-story classroom facility. Collectively, these improvements will completely transform the physical environment that exists on the campus and position the instructional staff to far more effectively respond to the developmental needs of their students



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. It is the goal of the District to ensure the highest quality of educational experiences for the students within current and future middle school facilities.

A foundational ongoing goal within the Perris Union High School District’s Facilities Improvement Program will be to create middle school environments 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. In seeking to do this, the District acknowledges that a fully refurbished Pinacate Middle School may well result in a different physical plant environment than that which may be created at the “new site.” However, these educational specifications will be an integral planning tool to achieve the goal of ultimately providing learning experiences at both schools that are more similar rather than dissimilar. Additionally, with the pending implementation of Common Core Standards and Smarter Balanced Assessments, this is the perfect time to take a careful and critical look at the District’s educational practices and educational programs for its middle school students and determine how the facilities may best accommodate emerging instructional strategies and/or programs. As a result of the support of 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.





From an overall facilities perspective within the PUHSD, the overriding and primary purpose for creating and utilizing an educational specifications process and creating the resultant document is to clearly articulate the types of learning activities that will be provided within a 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 plans for both Pinacate and the new middle school.

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 middle school program and campus is comprised of an increasingly 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 over the past four to five years 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 of 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 the Common Core State Standards 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 eventual 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. These tenets hold true in consideration for both middle school and high school plants.

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 middle 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 or shortly thereafter.

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 no less than once a month 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.

In addition to the Executive Committee, a wide range of Pinacate Middle School staff members were consulted and involved in numerous “focus” meetings related to Phases 2 and 3 of their campus project, as well as obtaining their thoughts, input and ideas pertaining to the planning for the new middle school.

The Executive Committee and selected Pinacate staff members visited the site for the new middle school in the eastern portion of the City of Perris to obtain a firsthand perspective of the existing site conditions and future opportunities presented by the site and surrounding neighborhoods. The relative adjacency of SkyView Elementary presents unique educational opportunities but will require careful planning from traffic and school scheduling perspectives.

Additionally, selected representatives from Pinacate and the Executive Committee participated in tours of existing middle schools within Riverside and Orange Counties, as listed below:

- Frank Augustus Miller Middle School, Riverside USD
- Jeffrey Trail Middle School, Irvine USD
- Augie Ramirez Intermediate School, Corona-Norco USD



After the educational specifications have been finalized “internally” within the PUHSD and approved by the Board of Trustees, it will be critically important to expand the opportunities for involvement in the Pinacate and new middle school planning to the wide range of constituents that will have vested interests in one or both of these school/s.

*Projects for Middle School
Students in Grades 7 & 8*

Section Number II

**Middle 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 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 is expressed to the members of the PUHSD Board of Trustees that approved the initiation of the development of the educational specifications: 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 |

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



Acknowledgements continued

of the PUHSD staff members listed below is greatly appreciated and respected
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Cheri Adame, Heritage High School
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Chris Brickley, Perris High School
Stephanie Bruce, PUHSD
Vince Butler, PUHSD
Sue Carroll, Pinacate Middle School
Donald Cerchia, Perris High School
Jacqueline Cooper, Perris High School
Malcolm Corona, Perris High School
Tony DiMauro, Paloma Valley High School
Rachel Dow, Perris High School
Mike Eisenhauser, Perris High School
Chris Ernst, Perris High School
Doug Fairchild, Heritage High School
Elena Gartel, Perris High School
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Devin Gray, Heritage High School
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Sergio Jackson, Perris High School
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Shaun Jones, Paloma Valley High School
Nora Kaio, Pinacate Middle School
Lorrie Kardos, Pinacate Middle School

Adriana Lepe, Perris High School
Gabriela Lopez, Perris High School
Charles Manning, Pinacate Middle School
Lisa Marbey, Pinacate Middle School
Dian Martin, PUHSD
Monica Martin, Paloma Valley High School
Shameeka McKenzie, Pinacate Middle School
Tiffany McKenzie, Heritage High School
Charlynn McNaul, Perris High School
Cami Meier, Paloma Valley High School
Samantha Molina, Pinacate Middle School
Daniel Morgan, Pinacate Middle School
Dru Morgan, Pinacate Middle School
Vickey Mueller, Pinacate Middle 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 Rabing, Heritage High School
Lily Ralkiewicz, Heritage High School
Byron A. Ramirez, Pinacate Middle 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
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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
Alphonse Winters, Pinacate Middle School

*Projects for Middle School
Students in Grades 7 & 8*

Section Number III

**Middle School Educational Specifications
For the Perris Union High School District**

• FOUNDATIONAL PLANNING PRINCIPLES •





Foundational Planning Principles

As the District continues to implement the design phase of upcoming middle school projects, a significant amount of discussion has occurred among 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 middle school plan development occurs – both at Pinacate Middle School and yet-to-be constructed school site/s.

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 in the future
- Focus upon making middle school educational programs more relevant for our students – with the desire to better prepare them for high school and then, eventually, 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 the campus feel more intimate for our students and staff
- Embrace the creation of middle school environments that are adaptable, over time, to emerging programs and instructional strategies
- Respect, embrace and utilize the diverse demographics throughout the Perris Elementary School District portion of 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 facilities and instruction within 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 Middle School
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Section Number IV

**Middle School Educational Specifications
For the Perris Union High School District**

**• SITE AND BUILDING DESIGN
CONSIDERATIONS/PREFERENCES •**





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 middle school facilities. However, the design of ingress and egress points within and around a 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 desired that the new middle school campus has 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 around the perimeter of the campus. It is important to not have too many access points for pedestrians into the campus around the school’s perimeter as these can be difficult to supervise.

Additionally, if community use of facilities (gymnasium, student union, learning commons, 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 the City of Perris – 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 900 – 1,000 students, the following parking accommodations are requested:

- Staff parking – between 40 - 60 spaces
- Visitor parking – approximately 120 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 gymnasium, student union, learning commons, running track and adjacent playfields - these facilities should be located more proximate to parking facilities.

Core academic spaces are to be arranged within “small learning community/village” configurations and should be adjacent to a central quad/courtyard. The Learning Commons should be located so that it is easily accessible to the two villages and is more readily able to function as the “student union of learning” for the campus and its students. The Student Union should be located in close proximity to the Learning Commons and should be readily available to the “front” of the school.

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 the quad as being a highly desirable destination point for students within the campus. Additionally, each village 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 middle 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.





Campus Organization/Delivery of Instruction and Educational Programs

The 900 – 1,000 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 collaborative teaching and integrated content learning experiences. The primary focus of the school's instructional strategies and educational programs will be upon student learning and development 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 highly desirable 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 village environment.



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 the new middle 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 demonstrations 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 solely 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 middle school students will ultimately be on college-bound tracks. 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 their high school experiences are complete. 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 middle 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 achievement 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 Middle 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; it will serve as a physical and programmatic linkage between elementary school learning and learning that occurs at the high school level. 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 opportunities for students 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 that foster student safety, with security not being compromised.

*Projects for Middle School
Students in Grades 7 & 8*

Section Number V

**Middle School Educational Specifications
For the Perris Union High School District**

• SPATIAL ALLOCATIONS FOR THE PROPOSED PROGRAM •





Spatial Allocations for Campus Components Within the Proposed Program

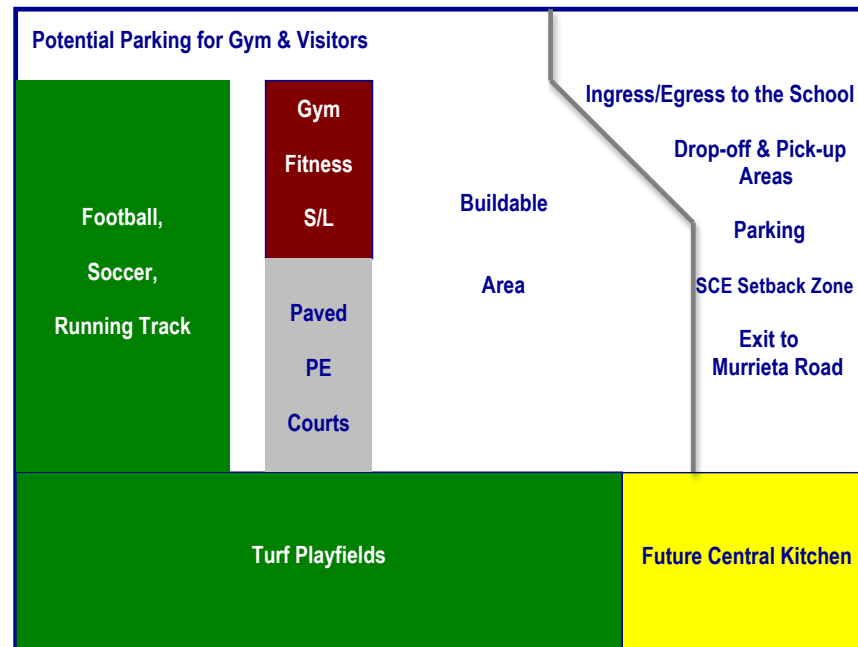
The program for the proposed new middle school/s within the Perris Union High School District has been developed within an initial “spending allocation” of approximately 95 square feet per student. This equates to an anticipated overall campus to be constructed of approximately 92,000 square feet in cumulative building area that will include approximately 35 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> |
|---|--|
| 7 th and 8 th Grades Academic Core Facilities | 39,272 square feet (2 bldgs.) |
| The Electives Center | 4,500 square feet |
| Learning Commons | 5,610 square feet |
| Physical Education | 22,640 square feet |
| Student Union/Performing Arts/Nutritional Services | 14,806 square feet |
| <u>School Administration/Public Entry</u> | <u>4,876 square feet</u> |
| Total Proposed Building Area | 91,704 square feet |



New Middle School – Site Plan Analysis and Development



The “developmental zones” depicted above are for graphic example only; eventual locations of the respective zones and spatial relationships will be left to the discretion of the planning and design teams once project specific work commences.

*Projects for Middle School
Students in Grades 7 & 8*

Section Number VI

**Middle School Educational Specifications
For the Perris Union High School District**

• CORE ACADEMICS •





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 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
- “Flipped” learning
- One-to-one computing

Anticipated Users

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



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

A significant amount of discussion has occurred regarding the optimal school size for middle schools within the Perris Union High School District. From an historical perspective, the District's lone middle school – Pinacate – has endured enrollments that have far exceeded the school's capacity. The approach to housing students in the past has been to utilize one "main" building that has been supplemented by the extensive use of relocatable classrooms to respond to ever-increasing enrollments. The result was a campus that was only able to provide somewhat disintegrated instructional services within an environment that was very, very difficult to supervise. All of this caused a great deal of "self-analysis" five years ago as planning discussions commenced with regard to the optimal school enrollment for Pinacate given the school's existing 21+ acre size; it was ultimately agreed that the school would function more effectively if the school population was limited to 900 - 1,000 students in grades 7 and 8. In order for this to occur it would be necessary to construct a second middle school – also with a design capacity for approximately 900 – 1,000 students.

Middle school attendance within the PUHSD is limited to students who matriculate into the 7th grade from the geographic areas served by the Perris Elementary School District. It should be noted that Perris Elementary also provides 7th and 8th grade services to select students within its Innovative Horizons Charter School. Given these facts, considerable discussion and planning has been completed with and through the City of Perris as pertains to long-term development projections and the resultant need for the PUHSD to provide educational services to students in grades 7 and 8. It is expected that two schools – each with enrollment capacities between 900 and 1,000 per campus – should provide enough middle school capacity for quite some time. All of this planning has resulted in the District's successful acquisition of a second campus – the site is approximately 25 acres in size and is located at the southwest corner of Wilson Avenue and Patriot Lane in the City of Perris.

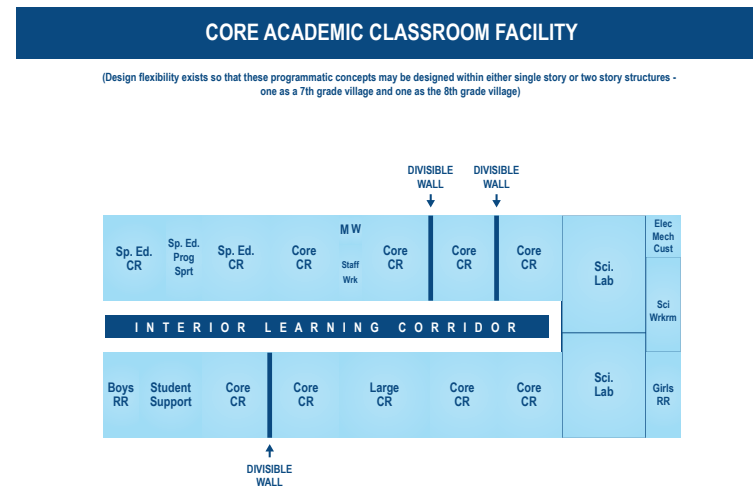
Aerial View of Middle School #2



Spatial Considerations continued

Over the past five years, the District has implemented and partially completed an ambitious restoration and reorganization of Pinacate Middle School. Planning has been formatted within a four-phase approach: Phase I includes the construction of a new Library-Media Center and Administrative facility – this phase is completed and currently operational; Phase 2 includes a virtually complete overhaul of the school's existing “main” building, along with spatial additions to the Multipurpose Room and Kitchen – this phase is in progress and will be operational for the 2013 – 2014 academic school year; Phase 3 includes the construction of a new 2-story permanent classroom building – this project is currently in the review process with the Division of the State Architect – the construction phase will commence once all necessary approvals have been obtained and the procurement process had been completed. Planning for the Phase 3 project has included many of the educational, operational and desired physical attributes that are identified within this document. Phase 4 will include the elimination of all remaining relocatable classrooms on the campus – completion of this phase, however, will only be achievable once the new middle school is constructed. At that point, the District will have achieved its overall goal of two operational middle schools – each with enrollment capacities able to serve between 900 – 1,000 7th and 8th grade students.

The “new” campus will be organized with and around two core academic classroom facilities – respectively these will be referred to as “the 7th grade village” and “the 8th grade village.” Each “village” will be designed to house approximately 400 students for the delivery of core curriculum courses. It is envisioned that 9 “standard” classrooms will be included within each village, along with two special education classrooms, and two science labs. One of the “standard” classrooms will be larger in size to provide greater flexibility within the facility; additionally, the strategic use and placement of divisible walls will need to be considered within the project planning/schematic design phases – once again with the intent of increasing ultimate facility utilization flexibility. This approach will allow for the creation of “larger-than-standard” teaching spaces where large group/breakout activities can more easily occur. Design flexibility exists so that each village may be designed within either single story or two-story structures – especially in consideration of additional program elements (gymnasium, running track, potential placement of a new central kitchen for the District) that will likely be requested for inclusion within the school's site plan.



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. 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. Each village will also include a “Student Support” that will function as the space for the Assistant Principal assigned to the leadership position for the village, an administrative assistant, a counselor along with a guidance technician, as well as potential additional instructional support personnel. An additional designated space within each village will include a dedicated staff area in which planning/conferences can occur, a supply area, a workroom, restrooms, and a break room.

While each village 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



Spatial Considerations continued

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 each village will each be approximately 1,100 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 1,200 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 dedicated science 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 middle 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 Student Support Center
- Ceramic/porcelain tile in the restrooms
- Possibly carpet within the interior corridor/circulation area within the village (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 Student Support Center
- Ceramic/porcelain tile in restrooms

Ceiling:

- Suspended acoustical ceiling tile in classroom areas, shared common spaces, and within the Student Support 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:

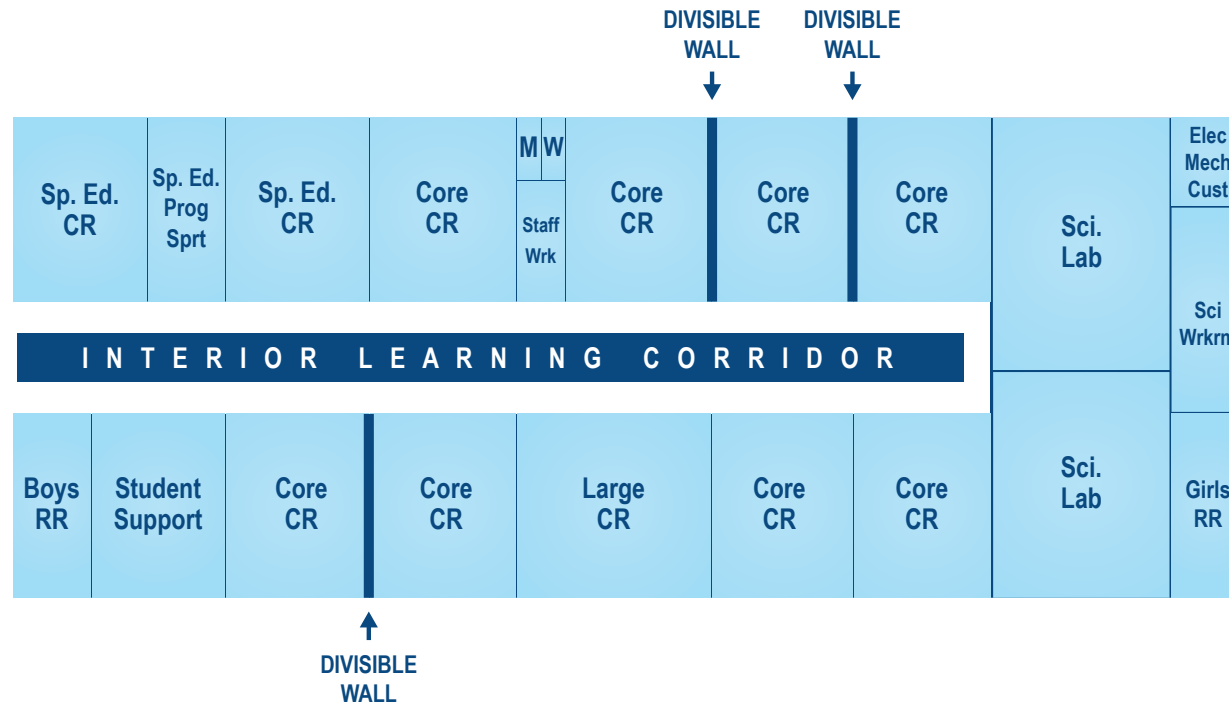
- The Perris Union High School District is committed to continually updating and refining its Standards Manual to reflect the types of products that must be specified within bid documents. Therefore, as bid documents are being prepared it will be imperative to involve and utilize the District’s Maintenance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





CORE ACADEMIC CLASSROOM FACILITY

(Design flexibility exists so that these programmatic concepts may be designed within either single story or two story structures - one as a 7th grade village and one as the 8th grade village)





Space Allocations Within Each Village (2 total on the campus)

| Spatial Identification | CR | Number | Square Footage | Total Area |
|--|-----------|---------------|-----------------------|-------------------|
| Classrooms/Learning Support Spaces Within the Village | | | | |
| Core Academic Classrooms | 8 | 8 | 960 ea. | 7,680 |
| "Oversized" Standard Classroom | 1 | 1 | 1,200 | 1,200 |
| Science Labs | 2 | 2 | 1,200 ea. | 2,400 |
| Science Prep./Storage | | 1 | 360 | 360 |
| Special Education Classrooms | 2 | 2 | 1,100 ea. | 2,400 |
| Spec. Ed. Support Facilities | | 1 | 600 | 600 |
| Student Support (AP, Counselor, Guidance Tech, Restroom, planning/conference, staff work area) | | 1 | 1,200 | 1,200 |
| Girl's Restroom | | 1 | 480 | 480 |
| Boy's Restroom | | 1 | 480 | 480 |
| Area Subtotal for Classroom Areas | | | | 16,800 |
| 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%) | | | | 2,561 |
| Total Area Within Each Village | | | | 19,636 |

*Projects for Middle School
Students in Grades 7 & 8*

Section Number VII

**Middle School Educational Specifications
For the Perris Union High School District**

• ELECTIVES •



Program Description

The Perris Union High School District's existing Pinacate Middle School offers a somewhat limited range of elective offerings for the approximate 1,200 students currently in attendance; this limited offering has occurred historically for a variety of reasons. However, during the development of this document significant discussions have occurred regarding the desire to make programmatic changes to the elective offerings – both at the “refurbished/re-organized” Pinacate Middle School as well as within the planned new middle school. One consideration currently being evaluated is to modify the school day to a seven period structure, as opposed to the six period structure that is currently in place. Given these ongoing analytical, planning and review discussions, it is somewhat premature to identify the exact nature, type and number of elective class offerings that will need to be accommodated. However, there is strong consensus that a new facility should be planned and constructed within the new middle school – this facility will be called “The Electives Center.”



Activities/ User Groups



The following reflects the anticipated activities and instructional approaches that are envisioned to be employed within and around “The Electives Center” spaces and the expected types of users for these areas:

Activities/Instructional Approaches:

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

Anticipated Users

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



Spatial Considerations

As is the case with the areas included within the Core Academic Classroom Facilities (Villages), all of the lecture and practical learning spaces (both indoor and outdoor) designed to house the elective program offerings will need to be “technology rich.” This will help support the various learning styles of individual students within the diverse range of programs. 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. The need for careful study and provision related to the auditory sensitivity needs of students will be required as The Electives Center is envisioned to be a collection of very “busy/active” spaces. Space planning in consideration of potential sensory overload for students will be imperative.

The Electives Center will include three classrooms/labs – each will be approximately 1,500 square feet in interior area. Collectively, these instructional spaces will combine to create a “practical learning complex” of approximately 4,500 square feet. There should be strong interaction between the indoor learning spaces and the adjacent outdoor areas in order to facilitate free-flowing indoor/outdoor teaching and learning.

Given the yet-to-be-determined programs that will be housed within these facilities, the preliminary planning for each space should assume a “flex lab” condition. Once project specific planning commences it is envisioned that more specific direction will be available to the architect regarding individual spatial needs and the resultant design requirements for each of the classrooms/labs.





Technological Considerations

All spaces within The Electives Center should be planned, designed and constructed to respond to what could be a unique range of equipment and technological needs – all dependent upon a final determination of program content and delivery. It is believed that this facility will require especially careful assessments with respect to the provision of adequate power.

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 maximum 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 Electives Center 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:

- Dependent upon the final program determination, the classrooms/labs will most likely require either resilient flooring or epoxy coated concrete
- Ceramic/porcelain tile in the restrooms

Walls:

- Vinyl wallcovering over gypsum board in classroom/lab areas
- Ceramic/porcelain tile in restrooms

Ceiling:

- Consider exposed high ceilings with an acoustic metal deck within some or all of the flex labs – once again, dependent upon a final determination of program scope for each space
- 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.

Finishes/Other Design Features continued

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 XII but should only provide generalized guidance as to the anticipated types of finishes, materials and products that will be included within future middle school projects.





THE ELECTIVES CENTER

Art Applications Lab

The home to digital and graphic arts programs and projects

"The Wheel House"

A "Flex Lab" space to house yet-to-be identified elective program offerings

Applied Program Lab

The home to applied learning programs such as journalism, Renaissance, video production, etc.



Space Allocations Within The Electives Center

| Spatial Identification | CR | Number | Square Footage | Total Area |
|--|-----------|---------------|-----------------------|-------------------|
| Classrooms/Lab Spaces within The Electives Center | | | | |
| "Flex" labs/elective classrooms | 3 | 3 | 1,500 ea. | 4,500 |
| Area Subtotal for Classroom Areas | | | | 4,500 |
| Total The Electives Center | | | | 4,500 |

*Projects for Middle School
Students in Grades 7 & 8*

Section Number VIII

**Middle 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





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 Electives Center and the Student Union. It should be located in an area within the campus that is easily accessible by students and staff from the two villages.

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 as they participate in the wide variety of activities that are envisioned within this important place.



Preliminary discussions have occurred regarding this facility and its most optimal placement within the site plan of the new middle school. Given the likely need for a more compact building plan – and the potential for two-story construction – it may be advantageous to place the Learning Commons on a second story to increase its feeling of prominence and to be able to take advantage of panoramic views that are likely to be available from the site which has been acquired.

Along with the provision of large group spaces, it will be necessary to provide an enclosed (but visually transparent) space that will be utilized as a Collaboration and Project Planning Room. Additionally, a classroom-sized space will be required and will be referred to as the school's Innovation Lab and Professional Development Center. It is anticipated that this will be a key location for student presentations, student performances/displays, and the conduction of professional development for the school's staff. Space will be required for instructional materials storage, tech support, storage and workroom/office support. 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 & F 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 the office, stacks and study/research, collaboration, conference/breakout areas, Innovation Lab,
- Polished concrete within the Control Desk Area
- Sheet vinyl product or another resilient surface in workroom, MDF and storage areas



Finishes/Other Design Features continued

Walls:

- Painted gypsum board, tackable surface, markerboard/projection surface and acoustical treatment in all rooms in the Learning Commons with extensive glazing in the Collaboration and Project Planning Room and the Innovation Lab/Professional Development Center

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.

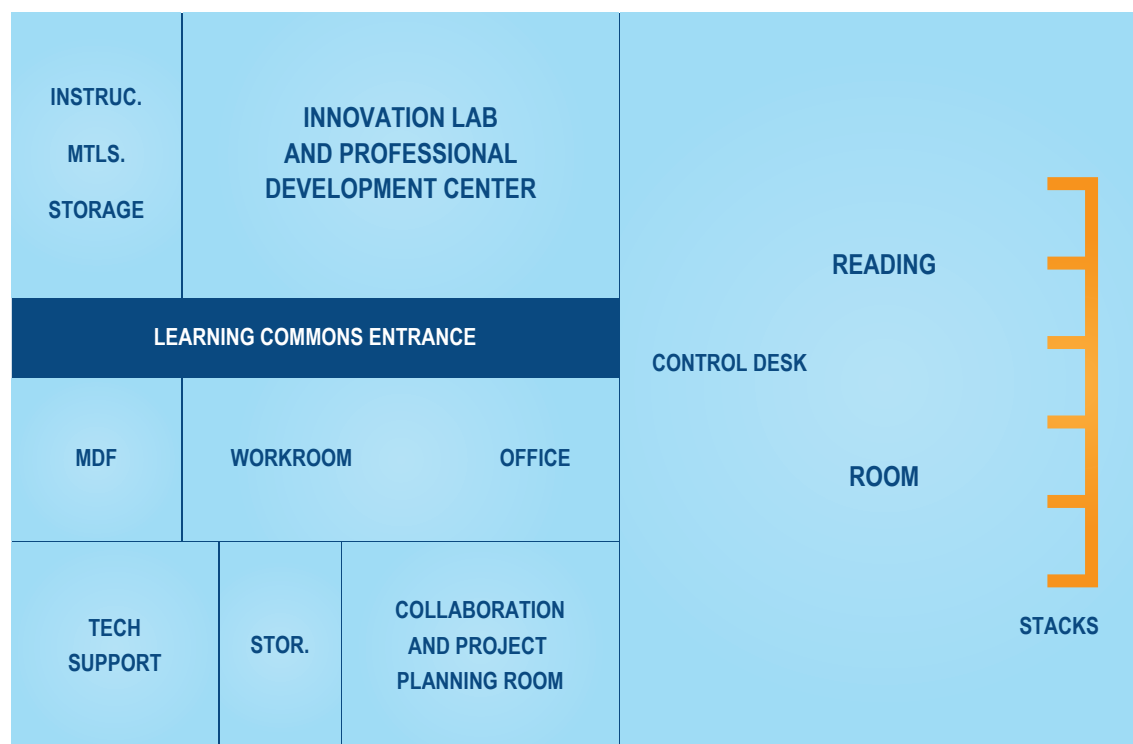
Doors & Windows, Acoustics, HVAC, Lighting, and Plumbing:

- 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 XII but should only provide generalized guidance as to the anticipated types of finishes, materials and products that will be included within future middle school projects.





LEARNING COMMONS





Space Allocations Within the Learning Commons

| Spatial Identification | CR | Number | Square Footage | Total Area |
|--|-----------|---------------|-----------------------|-------------------|
| Learning Commons Core Areas | | | | |
| Reading Room (including Control Desk Area) | | 1 | 1,600 | 1,600 |
| Collaboration/Project Planning | | 1 | 300 | 300 |
| Stacks area | | 1 | 600 | 600 |
| Lobby/entrance | | 1 | 300 | 300 |
| Area Subtotal for the Learning Commons Core Areas | | | | 2,800 |
| Learning Support Areas | | | | |
| Innovation Lab/Professional Develop. Center | 1 | 1 | 1,200 | 1,200 |
| Area Subtotal for Learning Support Areas | | | | 1,200 |
| Operational Support Areas | | | | |
| Staff office | | 1 | 100 | 100 |
| Workroom | | 1 | 250 | 250 |
| Instructional materials (AV/textbooks) storage | | 1 | 300 | 300 |
| Tech Support | | 1 | 200 | 200 |
| Storage | | 1 | 100 | 100 |
| Main Distribution Frame (MDF) Room | | 1 | 150 | 150 |
| Area Subtotal for Operational Support Areas | | | | 1,100 |
| Area Allotment for Circulation (10%) | | | | 510 |
| Total Area Within the Learning Commons | | | | 5,610 |

*Projects for Middle School
Students in Grades 7 & 8*

Section Number IX

**Middle School Educational Specifications
For the Perris Union High School District**

**• STUDENT UNION, PERFORMING ARTS
AND NUTRITIONAL SERVICES •**





Program Description

The Student Union, Performing Arts and Nutritional Services facilities within the middle school plan will provide unique and important spaces in which students and staff meet in small and/or large groups to participate in a wide variety of activities that will support the academic 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 (and the “front” of the school) 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. The inclusion of performing arts facilities within this overall facility will provide a variety of spaces and venues for performers – whether as individual performers or in small or large groups. The proposed adjacencies to the stage and multipurpose room for the band and drama rooms will provide great benefits to both programs.



Activities/User Groups

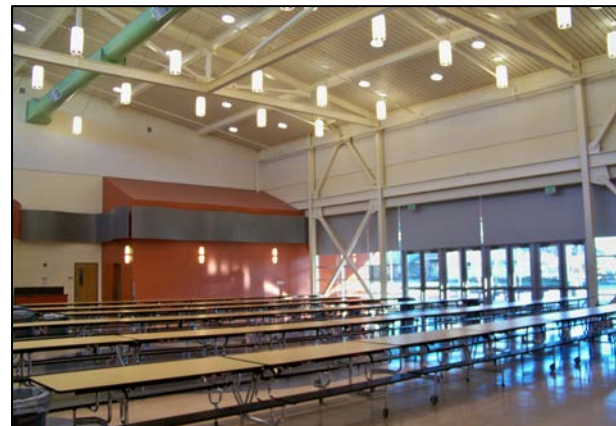
The following reflects the anticipated activities and users that are expected to use the Student Union, Performing Arts and Nutritional Services facilities:

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 accommodate 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. The inclusion of the ASB/Student Store within this facility adds an important student-oriented dimension to the facility; however, placement of the ASB/Student Store will need to be carefully located so that it is easily accessible from a central courtyard.



The diversity of planned spaces within this facility creates the potential for a truly dynamic and incredibly valuable multi-functional physical asset within the overall campus design. Great school designs provide spaces that give students widespread opportunities for memorable learning and developmental experiences – it is envisioned that this will be the case with the Student Union,

Performing Arts and Nutritional Services facility.

The Band and Drama rooms should be located within the facility so that each has access directly to and from the outside; they should flank the stage as this will help to distribute activities that tend to be noisy and “active” but will also allow each to have adjacent access to supplemental performance spaces. The multiple types of performance venues that are proposed will enrich the range of experiences students will have within their performing arts activities and classes.



From a planning and programming perspective, it is difficult to anticipate the scope of nutritional services facilities/elements that will be required within the new middle school as there is an area designated within the recently acquired “new middle school site” where a future Central Kitchen could be constructed. If funding were to become available for the construction of the Central Kitchen, it would significantly modify the type of food preparation facilities that would be necessary within the middle school design. Therefore, it is advisable to defer planning for these types of facilities until it is more clearly understood regarding the likelihood and timing of new Central Kitchen facilities.



Technological Considerations

All of the spaces within both the Student Union, Performing Arts and the Nutritional Services facilities will need an extensive amount of power to accommodate the wide range of equipment needed to perform and/or 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 expected to be used within.

With regard to technology requirements, all of the spaces in and around the Student Union, Performing Arts 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 and Performing Arts facilities 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

Finishes/Other Design Features

When planning for finishes within the interior spaces of the Student Union, Performing Arts 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:

- A determination has not yet been made with regard to the flooring material/approach to be used within the Multipurpose Room of the Student Union; as such, this must be done as the project proceeds into the design phase
- The stage area within the MPR should be either carpet or a raised wood floor
- The band room should have sheet vinyl/resilient flooring
- The drama room flooring material has yet to be determined
- Epoxy coated concrete or resilient flooring in the ASB/Student store
- 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 and ASB/Student Store
- Acoustic wall panels over gypsum board in the band room

Finishes/Other Design Features continued

- Possibly painted black gypsum board in the drama room, perhaps with tackable surfaces in designated areas, as well as acoustical treatment
- 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)
- High angled ceilings in the band room to enhance the acoustical performance of the space – consider acoustical panel treatment, as well.
- Exposed ceiling with acoustical treatment in drama room
- 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.

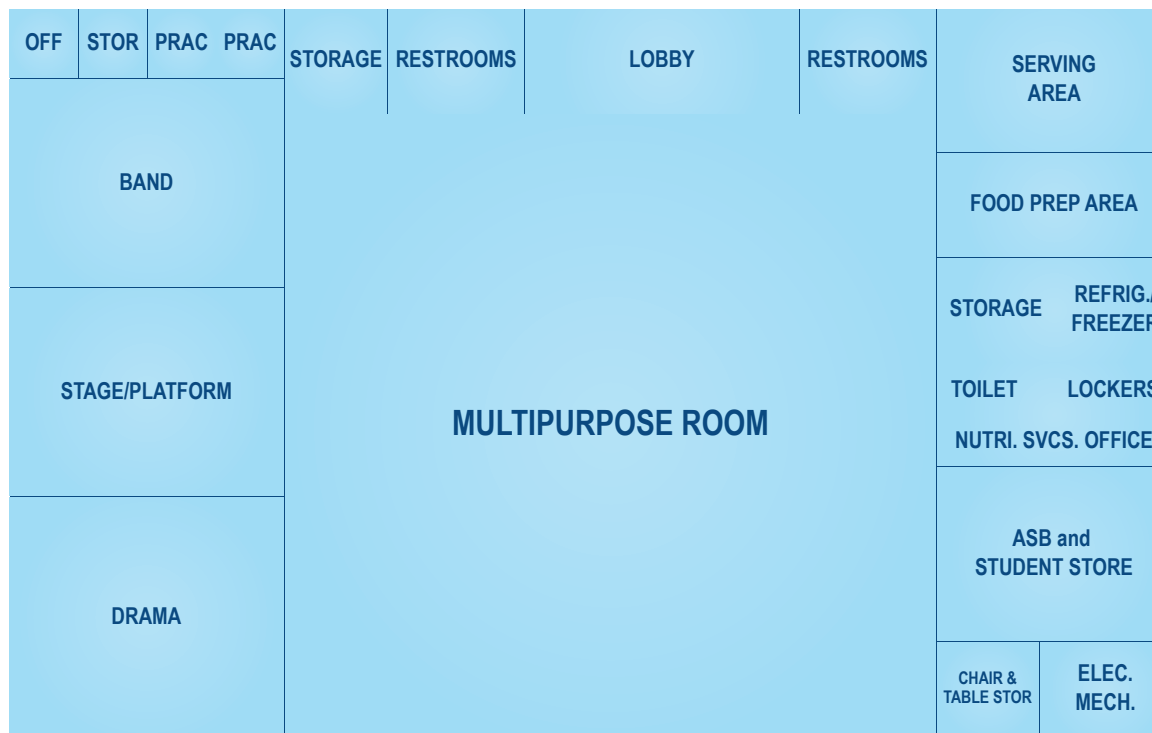
Doors & Windows, Acoustics, HVAC, Lighting, and Plumbing:

- 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 XII but should only provide generalized guidance as to the anticipated types of finishes, materials and products that will be included within future middle school projects.



THE STUDENT UNION & PERFORMING ARTS FACILITY





Space Allocations Within the Student Union, Performing Arts and Nutritional Services Facilities

| Spatial Identification | CR | Number | Square Footage | Total Area |
|---|-----------|---------------|-----------------------|-------------------|
| Multipurpose Room and Performing Arts/Instructional Areas | | | | |
| Multi-use/Multi-functional area | | 1 | 4,500 | 4,500 |
| Chair/Table Storage | | 1 | 300 | 300 |
| Stage/Platform | 1 | 1 | 1,200 | 1,200 |
| ASB/Student Store | 1 | 1 | 1,000 | 1,000 |
| Band (including practice rooms/storage) | | 1 | 1,500 | 1,500 |
| Drama | 1 | 1 | 1,500 | 1,500 |
| General storage | | 1 | 200 | 200 |
| Women's Restroom | | 1 | 320 | 320 |
| Men's Restroom | | 1 | 320 | 320 |
| Area Subtotal for the Student Union | | | | 10,840 |
| Nutritional Services Facilities | | | | |
| Food preparation area | | 1 | 400 | 400 |
| Serving area | | 1 | 800 | 800 |
| Storage area | | 1 | 150 | 150 |
| Refrigerator/freezer unit | | 1 | 200 | 200 |
| Nutritional Services Office | | 1 | 75 | 75 |
| Staff locker/changing area-facility | | 1 | 50 | 50 |
| Restroom | | 1 | 80 | 80 |
| Area Subtotal for Nutritional Services Facilities | | | | 1,755 |
| Operational Support Areas | | | | |
| Custodial | | 1 | 80 | 80 |
| Electrical/Telecom. | | 1 | 100 | 100 |
| Mechanical | | 1 | 100 | 100 |
| Area Subtotal for Operational Support Areas | | | | 280 |
| Area Allotment for Circulation (15%) | | | | 1,931 |
| Total Area Within the Student Union, Performing Arts and Nutritional Services Facilities | | | | 14,806 |

*Projects for Middle School
Students in Grades 7 & 8*

Section Number X

**Middle School Educational Specifications
For the Perris Union High School District**

• PHYSICAL EDUCATION •





Program and Space Descriptions

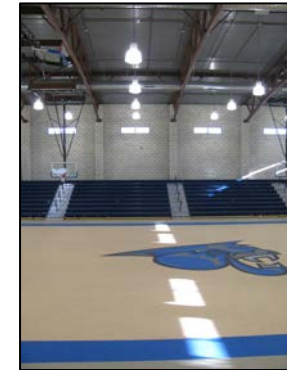
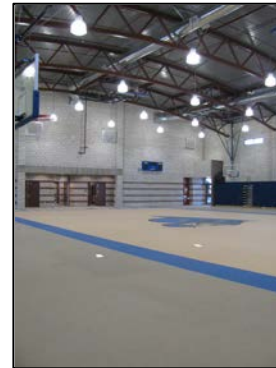
The Perris Union High School District is fully committed to the holistic development of its students. This development is not limited only to academic and cognitive development but also includes an equally strong commitment to the physical and social development of all students. Therefore, the roles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

Middle school 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 locker 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. This planning needs to consider practical matters such as additional adjacent parking to a proposed gymnasium, siting of the gymnasium near the perimeter of the site to minimize the need for visitors to enter the campus in order to utilize the facility, storage of afterschool equipment and materials and an office facility for potential joint-use partners. Additionally, for joint use to be practical and feasible for the District, it is imperative that a well-conceived joint use agreement is in place prior to its implementation and “outside” utilization of the facility.

The physical education facilities should provide for a gymnasium that can accommodate modest bleacher seating for approximately 400 spectators and include:

- 2 cross courts for basketball (84 x 50)
- 1 main court for competitive basketball events (84 x 50)
- 2 cross courts for volleyball (60 x 30)
- 1 main court for competitive volleyball events (60 x 30)
- Lobby with restrooms and a small/secured office area
- “Interior” storage to accommodate P.E./athletic equipment and materials storage





Two additional “classroom” spaces will be required: (1) a fitness center that is approximately 1,200 square feet in area and (2) a larger standard classroom approximately 1,200 square feet in area for health general P.E. instruction and/or afterschool programs.

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.



Outdoor facilities for athletics should include:

- A running track that can also accommodate football and soccer
- 10 paved play courts to accommodate basketball and various other “court sports”
- Turf playfields to accommodate soccer, football, baseball and softball – this shall include at least one field with a “skinned” infield with appropriate backstops and siting such that dugouts and bleachers may be added at a future date, as funding becomes available



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 gymnasium and outdoor playfields and/or sport courts.

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
- Polished concrete (with slip resistant finish) within the locker rooms
- Polished concrete in the coaches’ offices, equipment storage rooms and restrooms
- Rubber sports flooring in the Fitness Center and PE Classroom

Walls:

- Impact wall pads in the gymnasium and Fitness Center, TBD in the PE Classroom - tackable surfaces (where applicable), acoustical treatment throughout these facilities
- Painted gypsum board in gymnasium lobby and coaches offices
- 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 the Fitness Center and PE Classroom - depending upon final design
- Ceramic/porcelain tile in restrooms

Ceiling:

- Ceilings in the gymnasium, Fitness Center and possibly the PE Classroom to be open and exposed to roof structure – acoustical roof deck required (the exception may be within the PE Classroom)
- Locker rooms to be open to structure
- Gymnasium lobby ceiling to be based upon the 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.



Finishes/Other Design Features continued

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 XII but should only provide generalized guidance as to the anticipated types of finishes, materials and products that will be included within future middle school projects.



P.E./ATHLETICS





Space Allocations Within the Indoor Physical Education and Athletics Facilities

| Spatial Identification | CR | Number | Square Footage | Total Area |
|---|-----------|---------------|-----------------------|-------------------|
| Gymnasium Areas | | | | |
| Main gym area | | 1 | 9,500 | 9,500 |
| Gymnasium lobby area | | 1 | 500 | 500 |
| Storage room | | 1 | 200 | 200 |
| Larger storage rooms | | 6 | 300 | 1,800 |
| Afterschool/Community Office | | 1 | 80 | 80 |
| Afterschool/Community Storage | | 1 | 200 | 200 |
| Women's Restroom | | 1 | 350 | 350 |
| Men's Restroom | | 1 | 350 | 350 |
| Area Subtotal for the Gymnasium Areas | | | | 12,980 |
| Activity Lab/Classroom Areas | | | | |
| Fitness Center | 1 | 1 | 1,200 | 1,200 |
| P.E./Health Classroom | 1 | 1 | 1,200 | 1,200 |
| Area Subtotal for Activity/Classroom Areas | | | | 2,400 |
| Program Support Areas | | | | |
| Boys Shower/Locker/Toilet Rooms | | 1 | 1,500 | 1,500 |
| Girls Shower/Locker/Toilet Rooms | | 1 | 1,500 | 1,500 |
| Interior Corridor to Classrooms/Gym | | 1 | 400 | 400 |
| P.E. Offices/Lockers/Toilets | | 2 | 350 | 700 |
| P.E./Athletics storage | | 2 | 200 | 400 |
| Area Subtotal for Program Support Areas | | | | 4,500 |
| Functional Support Areas | | | | |
| Custodial | | 1 | 120 | 120 |
| Mechanical rooms | | 1 | 200 | 200 |
| Electrical/Telecom. | | 1 | 120 | 120 |
| Area Subtotal for Functional Support Areas | | | | 440 |
| Area Allotment for Circulation (10%) | | | | 2,320 |
| Total Area Within the Indoor Physical Education and Athletics Facilities | | | | 22,640 |

*Projects for Middle School
Students in Grades 7 & 8*

Section Number XI

**Middle School Educational Specifications
For the Perris Union High School District**

• SCHOOL ADMINISTRATION/PUBLIC ENTRY •





Program Description

The middle school principal's role, like other administrative positions in public education, continues to evolve as ongoing budgetary uncertainties continue and the delivery of educational services is in a state of ongoing refinement and adjustment. As part of the developmental process associated with the creation of these educational specifications, a significant amount of discussion has occurred with respect to the ideal delivery of administrative services within the District's middle schools.

It is likely that the administrative approach at Pinacate will remain somewhat centralized – with the Principal, the two Assistant Principals, Counselors, Guidance Technicians, attendance clerks and administrative assistants all housed in one relatively close/central location. However, in planning for the administrative facilities within the new middle school, it is envisioned that a much more decentralized approach will be employed.

Moving to an organizational structure in which the new middle school will likely operate within a village structure (separate facilities for 7th and 8th grades) supports the decision to relocate the assistant principals and other student support personnel away from “the administrative building” into respective villages. From an overall administrative perspective, this approach will result in the school's principal operating much like a “CEO” for the campus, with the Assistant Principals functioning much like the “Chief Operating Officer” of his/her village. This strategic change will enable an Assistant Principal and Counselor to employ a more focused supervision/support approach with the instructional program within their respective village. 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 village. 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.





Program Description continued

The school administrative/public entry facility will serve as the physical “welcoming center” and campus security “screen” for the new middle school. This facility will house the school’s principal, his/her administrative assistant, attendance office and Wellness Center (Health Office) personnel, and will include a staff lounge/workroom along with a Parent Center. The staff lounge/workroom will supplement the decentralized staff lounges and workrooms that will be included within each village. It is believed that this “duplication” of spaces is important, however, in being able to provide a place on campus where all staff members can meet, plan and collaborate. Additionally, the Parent Center will provide an important place on campus for parents/volunteers to gather and coordinate their efforts to support the school’s instructional approaches and educational programs.

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
- Volunteers

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 who are ill to enter the Wellness Center through the facility’s “front door.”

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

The Parent Center should be located so that all parents/volunteers must enter the facility with visual screening by school staff before they are able to access the Parent Center and, eventually, the school’s interior campus.





Spatial Considerations continued

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 Administrative facility it will be important to consider materials that will enhance the office environments while also being durable and “maintenance friendly” from a term perspective. While the standards and directives below reflect the current desired materials for new within the Perris Union High School District, it is 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

Finishes/Other Design Features continued

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:

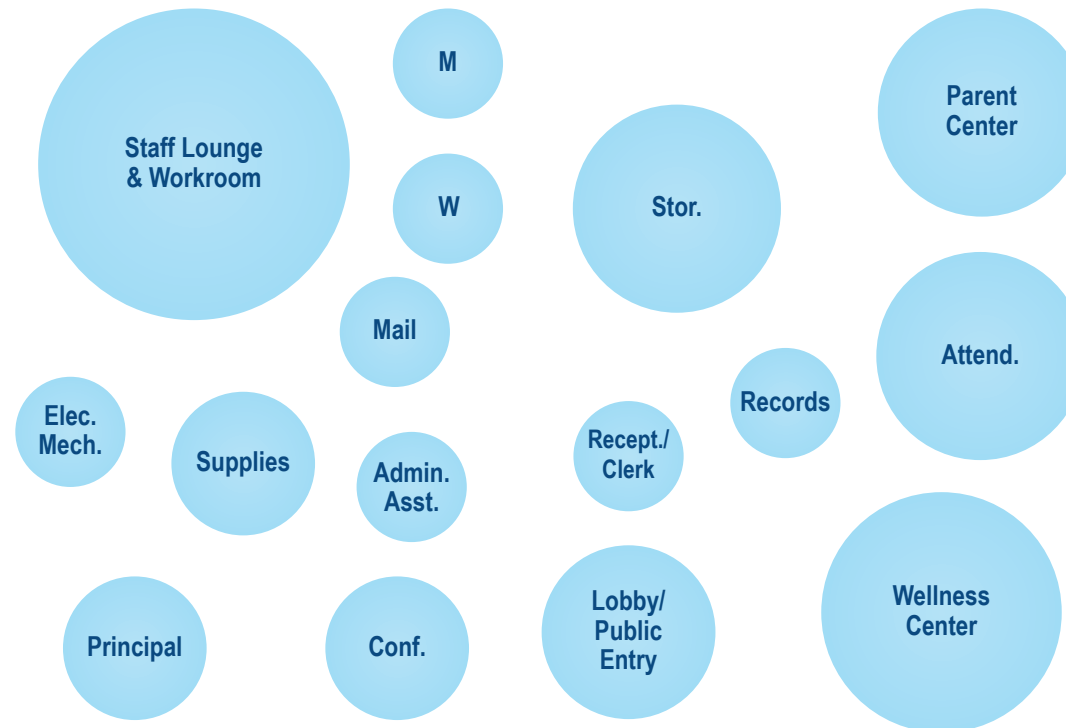
- The Perris Union High School District is committed to continually updating and refining its Standards Manual to reflect the types of products that must be specified within bid documents.

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 XII 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.





SCHOOL ADMINISTRATION/PUBLIC ENTRANCE





Space Allocations Within the School Administration/Student Support Areas

| Spatial Identification | CR | Number | Square Footage | Total Area |
|--|-----------|---------------|-----------------------|-------------------|
| Lobby, Reception and Administrative Support Areas | | | | |
| Lobby | | 1 | 350 | 350 |
| Reception/clerical area | | 1 | 150 | 150 |
| Principal's Office | | 1 | 200 | 200 |
| Administrative Assistant | | 1 | 75 | 75 |
| Attendance Office | | 1 | 300 | 300 |
| Conference Room | | 1 | 250 | 250 |
| Records Office | | 1 | 300 | 300 |
| Supply Room | | 1 | 250 | 250 |
| Area Subtotal for Lobby, Reception and Administrative Support Areas | | | | 1,875 |
| Wellness Center and Parent Center | | | | |
| Health Room | | 1 | 325 | 325 |
| Parent Resource/Workroom | | 1 | 300 | 300 |
| Storage | | 1 | 400 | 400 |
| Restroom Facility | | 1 | 120 | 120 |
| Area Subtotal for Wellness Center Areas | | | | 1,145 |
| Staff Areas | | | | |
| Workroom/Lounge | | 1 | 750 | 750 |
| Mail area | | 1 | 80 | 80 |
| Women's Restroom | | 1 | 120 | 120 |
| Men's Restroom | | 1 | 120 | 120 |
| Area Subtotal for Staff Areas | | | | 1,070 |
| Functional Support Areas | | | | |
| Custodial | | 1 | 80 | 80 |
| Electrical/Telecom. | | 1 | 70 | 70 |
| Area Subtotal for Functional Support Areas | | | | 150 |
| Area Allotment for Circulation (15%) | | | | 636 |
| Total Area Within the School Administration/Student Support Areas | | | | 4,876 |

*Projects for Middle School
Students in Grades 7 & 8*

Section Number XII

**Middle School Educational Specifications
For the Perris Union High School District**

• PLANT OPERATIONS/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 Middle School
Students in Grades 7 & 8*

Section Number XIII

**Middle 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 middle 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 middle 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 and the County of Riverside, with area agencies such as the Eastern Municipal Water District, Southern California Edison, Riverside County Office of Education and the Mt. San Jacinto Community College 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.

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 successfully enter high school and to eventually 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 among our students and staff in their everyday learning activities.

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



Perris Union High School District

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