A G E N D A
Riverside Unified School District
Operations Division

Operations/Board Subcommittee Meeting
Conference Room 3 A/B
3380 14th Street, Riverside, California
February 2, 2012 - 3:00 p.m.

As required by Government Code 54957.5, agenda materials can be reviewed by the public at the District's administrative offices, Reception Area, First Floor, 3380 Fourteenth Street, Riverside, California.

Action Items

1. **Approval of Minutes**
   The subcommittee will be asked to approve the minutes of the December 16, 2011, and the January 10, 2012, meetings.

2. **School Parking Lot Lighting**
   Nineteen schools currently do not have parking lot lights. A preliminary cost estimate to add parking lot lights will be presented for evaluation by the Subcommittee.

   Recommendation: It is recommended that the Subcommittee review and discuss the staff report and provide direction on what action should be undertaken.

3. **Educational Specifications and Requirements Revisions for Middle and Elementary Schools**
   The Planning and Development Department maintains Educational Specifications for all school levels. These specifications are reviewed and updated periodically and provided to architects as a basis for designing new schools and facilities. As a new state requirement in order to apply for approval for the new classroom wings at Frank Augustus Miller Middle and Liberty Elementary Schools, RUSD needs to submit Board-approved Educational Specifications and Requirements for the designs of middle and elementary schools to the Department of Education along with the architectural plans. Staff has requested Judi Paredes and Bill Ermert, Instructional Services Assistant Superintendents; Jesse Stayton, NIS Assistant Superintendent; and Tim Walker, Pupil Services/SELPA Executive Director, to review the elementary and middle school specifications and requirements. Their input has been received and staff is presenting the revisions to the Subcommittee for approval.

   Recommendation: It is recommended that the Subcommittee review and approve the revisions to the RUSD Educational Specifications and Requirements documents so that the item may be scheduled for consideration of approval by the entire Board of Education.

4. **Ramona High School Theater Career Technical Education (CTE) Grant**
   The district applied and received a CTE grant for upgrades to the performing arts theater at Ramona High School. At this time, however, the State has reserved funding for the project, but will not appropriate funding until plans are approved by DSA and bond sales funding is

available. In addition, the Board of Education had previously set aside $541,000 in Measure B funds as the District's match. During a follow-up survey of the facilities, it was determined that the upgrade work triggered replacement of the fire alarm system and additional ADA requirements at a much greater cost.

Recommendation: It is recommended that the Subcommittee consider abandoning this grant and free-up the associated Measure B funds for other, yet to be identified, purposes.

5. Ramona High School Entry Element

Staff will present a revised rendering for the architectural feature proposed for the entrance to the campus.

Recommendation: It is recommended that the Subcommittee discuss and comment on the design and determine the next steps to be undertaken.

6. Landscape Architect RFP - Recommendation

Operations staff has completed the interview process for identifying a landscape architect for the athletic field renovation projects at Chemawa, Earhart, and Sierra Middle Schools and future projects to be determined. Staff is recommending that IDLA be recommended for assignment to the projects and RHA Landscape Architects be eligible for potential future work as well.

Recommendation: It is recommended that the Subcommittee review and approve the staff recommendation for consideration of approval by the Board of Education.

Discussion Item

7. Enrollment Projections

Staff will present the District-wide enrollment projection for the 2012-2013 school year. This projection serves as the basis for the development of individual school enrollment projections.

Recommendation: It is recommended that the Subcommittee review and discuss the district-wide enrollment projections.

Public Relations

8. Unscheduled Communications

The Committee will consider requests from the public to comment. Comments should be limited to five minutes or less.

Adjournment

Item No. 1

Riverside Unified School District
Operations Division

Board Operations Subcommittee Meeting
District Office Conference Room 3 A/B
December 16, 2011 – 8:00 a.m.

MINUTES

CALL TO ORDER: 8:01 a.m.

PRESENT: Dr. Charles L. Beaty, Mr. Tom Hunt, and Dr. Kirk Lewis

Also present were Mr. Mike Fine, Mrs. Janet Dixon, Mr. Kevin Hauser, Marco Eacrett, HMC Architects, Ronald A. Kuehl, Neff Construction, Dayna Straehley, *The Press Enterprise,* and Ms. Lizette Delgado (Recorder)

Dr. Beaty stated that Mr. Hunt has been named the subcommittee's Chair and that he was going to conduct the meeting as the Vice Chair until Mr. Hunt's arrival.

Discussion Items

1. **Organizational Meeting of the Riverside Unified School District (RUSD) Financing Authority**
   The Board of Education at the regularly scheduled meeting on November 1, 2011, adopted Resolution No. 2011/12-29, approving and authorizing the execution of a Joint Exercise of Powers Agreement between the District and Western Municipal Water District of Riverside County creating the Riverside Unified School District Financing Authority in order to do a pooled refunding of outstanding CFD bonds. The Board of Directors of Western Municipal Water District approved the Joint Exercise of Powers Agreement between the District and the Water District creating the RUSD Financing Authority on November 16, 2011. The formation of the Authority has been completed and it is necessary for the Board of Directors of the Authority to hold an organizational meeting to approve bylaws, to determine the dates, time and place of the regular meetings of the Board of Directors, and to appoint the officers and legal advisor of the Authority. Staff recommended that a special Board of Education meeting be scheduled during the first week of January 2012, to hold the organizational meeting of the RUSD Financing Authority.

   Mr. Hunt arrived at the meeting at 8:10 a.m. and from this time on he conducted the meeting as the subcommittee's Chair.

   Dr. Lewis briefly reviewed the executive summary for the item, the bylaws of the Authority, and the draft of Authority's resolution approving the bylaws, determining dates, time, and place of regular meetings, and appointing officers and legal advisors for the Authority. He stated that there is a sense of urgency concerning this item due to timelines and the number of CFDs and parcels involved. Dr. Lewis mentioned that there are 8 CFD's that qualify for the pool refunding with an annual savings greater than 6% and that if CFD No. 2 is included, the savings will be less than 6% but more tax payers will benefit from the refund.

Mr. Fine stated that he does not feel comfortable with the data received from the underwriter and that the District Superintendent has asked him to review the cost of the refinancing before the District moves forward with the organizational meeting.

Action Items

2. Approval of Minutes

Mr. Hunt moved and Dr. Beaty seconded to approve the minutes of the November 9, 2011, meeting.

3. High School Athletic Facilities Master Plan Projects Bids for Ramona, Arlington, and Riverside Polytechnic High Schools

Subcommittee members reviewed and discussed the bid summary for each one of the projects. Dr. Lewis said that each project has unique characteristics. He added that all the bids received are over budget and stated that staff is recommending that the subcommittee review the information to come up with a plan to be presented for Board approval at the January 17, 2012 meeting.

Dr. Lewis also informed the subcommittee that $2,604,842 is available in the Measure B contingency fund and approximately $1,100,000 additional revenue from the Redevelopment Agency. Mr. Fine said that the RDA funds may be identified for other uses and may not be considered as available to cover the budget shortfall for the projects. Dr. Lewis mentioned that there will be project savings from other Measure B projects that are undesignated and will be available for the Board to appropriate as desired. There are appropriated projects (middle school athletic field renovations, restroom renovation phase II, Victoria parking lot, and Elementary School #34 land purchase funds) that have not been executed which may also be considered a source of funds to address the project shortfalls. Dr. Lewis stated that value engineering items only relate to the athletic facilities master plan projects and that the subcommittee may need to consider, if desired, what elements of the design can be reduced without harming the projects or creating inequities among schools.

Mr. Fine said that it is important to be very careful about what is fine tuned and that if funds are added to these projects, it may be necessary to do the same for the North High School project. He mentioned that the Board of Education had made a decision to approve a budget amount for the each project which had a lot of constraints, more specifically that projects needed to stay within the approved budgets based on Dr. Miller's recommendation in February.

Mr. Kuehl commented about the situation in the bid market and stated that the District is getting a good value in the bids and he does not recommend rebidding the projects because construction materials are on the rise. He added that one of the factors influencing the market is that contractors are not able to get bonded because bonding companies are being very careful issuing bonds.

Ramona High School Athletic Facilities Master Plan Completion Project

Subcommittee members discussed and reviewed the project budget. The budget approved by the Board of Education, including soft costs, for this project is $3,942,946. The pre-bid

estimate for the project was $4,329,257, and the actual bid results totaled $5,149,616, bringing the project over budget in the amount of $1,202,670, after all bids were received. Additive alternates and additional value engineering items were also presented and discussed.

Dr. Lewis stated that the construction estimate prepared by Tilden-Coil was in error resulting in the project bids being about 30% greater than the approved budget. This was confirmed in a meeting with Brian Jaramillo.

Mr. Eacrett, in response to questions from subcommittee members, said that the redesign of the storm drain, a possible reduction of $100,000, as a value engineering item, was a very significant part of the project. Mr. Fine suggested taking the problem to the City to see if they will help address part of the problem.

Arlington High School Athletic Facilities Master Plan Project

Subcommittee members discussed and reviewed the project budget. The budget approved by the Board of Education, including soft costs, for this project is $11,582,656. The pre-bid estimate was $11,701,585, and the actual bid results totaled $12,360,083, bringing the project over budget in the amount of $777,427, after all bids were received. Additional value engineering items were also presented and discussed.

Mr. Kuehl, in response to questions from subcommittee members, explained that in comparison, Poly's track and field required retaining walls. He also explained how the design contingency was determined. Mr. Kuehl added that the value engineering items, totaling $275,970, will not detrimentally affect the project if not included. The subcommittee agreed to add $36,000 to increase the landscape maintenance period to one year.

Riverside Polytechnic High School Athletic Facilities Master Plan Project

Subcommittee members discussed and reviewed the project budget. The budget approved by the Board of Education, including soft costs, for this project is $12,990,089. The pre-bid estimate for the project was $13,436,533, and the actual bid results totaled $13,870,633, bringing the project over budget in the amount of $880,544, after all bids were received. Value engineering items were also presented and discussed.

Subcommittee members requested that more information be provided concerning the Doors and Hardware considerable costs increase item after bids were received. Mr. Kuehl, in response to questions from subcommittee members, stated that the capacity of the grandstand is 750 people and that if the bids are not awarded, the item could be canceled if the Board so desires and off-the-shelf five-tier bleachers could be substituted. In reference to the deferment of the bulkhead equipment purchase, Mr. Hunt asked that information be provided regarding new swimming requirements.

The subcommittee recommended that a Study Session be scheduled for the January 17, 2012, Board meeting, prior to the Board's action, to provide information to the Board about the bids and to remind the Board about the February 2011 Board decision concerning the "freezing" of the project budgets. It was further recommended that after information is received, the Board takes action on an implementation plan; that bids for Ramona and Arlington projects be presented for action at the January 17th meeting; and that the Poly

project bids may be presented at a Board meeting in February and that Board's action be consistent with the January action.

4. Potential Attendance Area Adjustment Between Liberty and Monroe Elementary Schools

The Subcommittee received information at the November 9, 2011, meeting concerning the need for a potential attendance area adjustment between Liberty and Monroe Elementary Schools. Staff had recommended the formation of a committee of staff and parents to develop a recommendation to be presented to the Subcommittee prior to consideration by the Board of Education. On Friday, December 2, 2011, the Liberty and Monroe Elementary Schools Attendance Area Adjustment Committee met and discussed a staff suggestion for an attendance area adjustment scenario. The committee agreed with the staff recommendation and suggested that it be presented to the Operations/Board Subcommittee for consideration.

Dr. Lewis provided the subcommittee with an update and stated that the Liberty and Monroe Elementary Schools Attendance Area Adjustment Committee agreed with the proposed attendance area adjustment, and that a public meeting will be scheduled in early January to review the proposal and to receive input from the public. He added that if the reaction from the public is positive, the item will be presented for the Board of Education's approval at the January 17, 2012, meeting.

Dr. Beaty moved and Mr. Hunt seconded to approve the staff's recommendation to schedule a public meeting to review and to receive input from the public concerning the proposed attendance area adjustment and, if public's input is positive, to present the item for approval at the January 17, 2012, Board of Education meeting.

5. Construction Manager for the Liberty Classroom Wing Addition Project

Dr. Lewis said that proposals the project have been reviewed by the staff and that they were being presented for the subcommittee's discussion and approval.

Mrs. Dixon stated that proposals for the Liberty Classroom Wing Addition project were compared with the Frank Augustus Miller Middle School's project because of the projects' similarities. Neff Construction's and Tilden-Coil's general conditions estimates were discussed by the subcommittee. Dr. Beaty asked Dr. Lewis to meet with Tilden-Coil to obtain more information regarding their proposal and to bring it back to the subcommittee before the item is approved and forwarded to the Board of Education for final approval.

Public Relations

6. Unscheduled Communications

There were no requests to speak to the subcommittee.

Members Comments:

There were no members' comments

Adjournment

The meeting was adjourned at 10:58 a.m.

Riverside Unified School District
Operations Division

Board Operations Subcommittee Meeting
District Office Conference Room 3 A/B
January 10, 2012 – 2:00 p.m.

MINUTES

CALL TO ORDER: 2:06 p.m.

PRESENT: Mr. Tom Hunt, Dr. Charles L. Beaty, and Dr. Kirk Lewis

Also present were Mr. Mike Fine, Mrs. Janet Dixon, Mr. Kevin Hauser, Ken Mueller, Marco Eacrett, HMC Architects, Ronald A. Kuehl, Neff Construction, Jason Howarth, Tilden-Coil and Ms. Lizette Delgado (Recorder)

Action Items

1. **High School Athletic Facilities Master Plan Projects Bids for Ramona, Arlington, and Poly High Schools**

   This item was presented at the Operations/Board Subcommittee meeting on December 16, 2011. The Subcommittee recommended that a report, including the options for consideration, be presented as a study session item for the entire Board on January 17th. Since then, the Superintendent asked that staff and the design consultants identified additional items to reduce the scope of the projects to reduce the project costs closer to the Board approved budgets. This effort was completed and the information was presented to the Subcommittee for review and consideration of developing a recommendation for the Board of Education.

   Dr. Lewis reviewed the draft of the agenda for the Study Session presentation which included an overview of the bid summaries containing information on the available Measure B resources and important factors; a description of the bid climate; bid detail and staff recommendations for the Arlington, Riverside Polytechnic, and Ramona High School projects; a bid summary review, and discussion and development of a recommendation for the Board of Education. He added that all bids for these projects have been placed in the Action section of the agenda for the January 17, 2012, Board of Education meeting.

   After reviewing the bids summaries for each project; carefully considering equity among schools and the uniqueness of each project; available Measure B resources; and discussing the recommendations presented by the staff, the subcommittee members developed the following recommendations for each one of the projects as follows:

   Arlington High School: Staff recommended reductions: remove new tennis courts from scope (existing to remain), $450,000; delete one concession building near ball fields, $300,000; miscellaneous plumbing contractor value engineering items, $42,000;

miscellaneous concrete contractor value engineering items, $65,000; minor adjustment in three quantize and size, $30,000, with a net under budget amount of $109,573 (which staff recommended for additional contingency funds).

The subcommittee recommended restoring from the staff recommended reductions the new tennis courts, $450,000, and increasing construction contingency to 3% of the construction budget in the amount of $70,000, bringing the project's net over budget amount to $410,472.

Riverside Polytechnic High School: Staff recommended reductions: change bleachers to 5 tier "off the shelf" (recommended by design committee), $170,000; delete bulkhead (recommended by design committee), $200,000; delete bleacher canopy and solar thermal system on canopy, $200,000; delete track and football field lighting and emergency generator, $70,000; reduce construction contingency by $60,600, with a net under budget amount of $56.

The subcommittee recommended restoring from the staff recommended reductions the bleacher canopy and solar thermal system on canopy, $200,000; track and football field lighting and emergency generator, $280,000; and increasing construction contingency to 3% of the construction budget, $108,000; bringing the project's net over budget amount to $648,544.

Ramona High School: Staff recommended reductions: remove all tennis courts from scope (existing to remain), $480,000; delete pool practice lighting (Musco), $150,000; delete indoor pool storage, $70,000; delete shade structure at pool, $125,000; delete solar thermal system, $25,000; reduce storm drain system, $50,000; delete pool/ticket/concession building, $190,000; reduce construction contingency by $117,000, with a net under budget amount of $330.

The subcommittee recommended restoring from the staff recommended reductions all new tennis courts, $480,000; pool practice lighting (Musco), $150,000; indoor pool storage, $70,000; shade structure at pool, $125,000; solar thermal system, $25,000; pool ticket/concession building, $190,000, and reducing construction contingency to 3% of the construction budget, $76,174, bringing the project's net over budget amount to $1,080,496.

The subcommittee also agreed to recommend to the Board of Education the use of Measure B available contingency funds to cover the total projects over budget amount of $2,139,467.

Dr. Lewis stated that he would inform the schools' principals regarding the subcommittee's recommendations and the Board Study Session presentation.

The subcommittee's recommendations will be presented to the Board at the January 17, 2012, meeting for consideration and action.

2. Construction Manager for the Liberty Classroom Wing Addition Project

This item was also presented at the Operations/Board Subcommittee meeting on December 16, 2011. Staff was asked to research and provide additional information for review by the Subcommittee. The information was gathered and was presented for review by the

Subcommittee.

Dr. Lewis presented the information to the subcommittee and stated that he and Mr. Fine had met with Tilden-Coil Constructors representatives and that the estimated general conditions budget had been revised and reduced to $327,591. During the meeting and after briefly discussing the estimate with the subcommittee members, Tilden-Coil Project Manager, Jason Howarth, committed to reduce the estimate to $304, 000.

Mr. Hunt moved and Dr. Beaty seconded to stay with Tilden-Coil as the Construction Management firm for the project.

Public Relations

3. Unscheduled Communications

There were no requests to speak to the subcommittee.

Members Comments:

Mr. Hunt mentioned he would like to have the list of agenda items that Dr. Lewis provided to him earlier to be considered by the subcommittee this year. He asked to add a discussion of/strategic planning for underutilized District properties, the Lincoln Boxing Club, and outdoor lighting in school parking lots.

Adjournment

The meeting was adjourned at 3:54 p.m.

Riverside Unified School District

Item No. 2

Operations Division

Maintenance and Operations

Parking Lot Light Needs

School	Area	Sq. Ft.	Poles Req.		Estimate		Priority
Adams	Upper Lot	4800	2		$ 16,000		B
	Lower Lot	22400	3		$ 24,000		B
Alcott	Main Lot	21,600	3		$ 24,000		C
Castle View	Main Lot/Drive	33,000	4		$ 32,000		C
	New Lot	10,800	2		$ 16,000		C
Central	Main Lot	54,000	7		$ 56,000		A
Emerson	Top Lot	20,000	3		$ 24,000		A
Fremont	Orange St. Lot	27,500	4		$ 32,000		A
	Main St. Lot	11,200	2		$ 16,000		A
Grant	14th St. Lot	18,000	2		$ 16,000		C
	13th St. Lot	9,000	2		$ 16,000		C
Harrison	Mail Lot/Drive	34,300	5	*	$ 40,000		B
Highgrove	Front Lot	27,000	3		$ 24,000		B
	Back Lot	27,000	3		$ 24,000		B
Highland	Front Lot	40,800	5		$ 40,000		B
	Back Lot	21,000	3		$ 24,000		B
Hyatt	Upper Lot/Drive	18,700	3		$ 24,000		A
	Lower Lot	41,600	5		$ 40,000		A
Jackson	Main Lot/Drive	46,000	6		$ 48,000		B
Jeffeson	Jefferson St.	20,800	4	*	$ 32,000		B
	Arlington Ave.	24,000	3		$ 24,000		B
Liberty	Main Lot/Drive	27,000	3		$ 24,000		A
Lincoln	Preschool Lot	13,000	2		$ 16,000		B
	14th St.	28,800	4		$ 32,000		B
Longfellow	6th St. Lot	16,000	2		$ 20,000	**	A
	Franklin St. lot	7,500	2		$ 20,000	**	A
Madison	Main Lot/Drive	19,600	3		$ 24,000		B
	Back Lot	13,600	2		$ 16,000		B
Sunshine	Main Lot/Drive	13,200	2		$ 16,000		B
Victoria	Main Lot/Drive	14,000	2		$ 16,000		C

Total Estimated Cost **$ 776,000**

	By Priority
A	$ 256,000
B	$ 400,000
C	$ 120,000

Pole caculations based on 250w MH fixture on a 20 foot pole. Each pole will light approximately 8,000 square feet. Priced at $8,000 per pole. Calculated a minimum of 2 poles per area.

* More poles required due to layout of the lot

** Priced at $10,000 each pole because of remote parking lot location.

Item No. 3

Riverside Unified School District

Educational Specifications and Requirements

Elementary Schools

2012

The educational specifications document is meant to serve as the guidelines for architects in the design of elementary schools for the district. The elements in this document should be considered as minimal essential standards. As funding permits, enhancement to these specifications should be considered carefully and with discretion.

A. STATEMENT OF POLICY #7000

Since school construction is costly, and buildings become a permanent part of the community to be used by large numbers of people, great care must be taken to make certain that the facilities will fully support the intended educational and community programs; that they may be altered conveniently and inexpensively to meet future educational and community needs; that they provide a healthful and safe environment, and that the styling of the facilities will permit them to fit harmoniously and attractively into the community.

Furthermore, since buildings and grounds make a statement about the importance of education, the architecture and grounds should be designed and maintained so as to enhance the respect and esteem for education held by the community and to instill that respect in the students.

B. ORGANIZATION OF SCHOOL PLANT AND SITE

I. The high rate of growth in the district and fiscal constraints require that new school facilities accommodate more children. Most new district schools will initially serve approximately 850 students at any given time throughout the year, operating on a traditional calendar. The core facilities and building infrastructure should be designed, if possible, within budget, to accommodate the buildout total enrollment. Future relocatable classrooms shall be provided for in order to provide flexibility and adaptation to changing programs and community needs. Modification to the planned enrollments may be made by the District where dictated by the student population to be served.

II. State school facility funding guidelines will be used as one additional measure of sound planning and efficiency rather than as an absolute. Planned and proven program needs shall be the main determinant of construction and facility spaces.

III. New school construction will provide for maximum functional flexibility. Insofar as practicable, all new school housing will provide for adaptation to changes in program, teaching, methods, population, and student and community needs. Such adaptation shall include, but not be limited to, (1) large and small instruction spaces, (2) the ability to facilitate collaborative learning, (3) community activities, (4) teaching technology changes, (5) building protection and access control, (6) semi-permanent and portable capability, (7) auxiliary services, (8) adequate lighting, and (9) energy management systems.

IV. Auxiliary services include libraries, health and first aid, food services, aide and volunteer workspace, counseling, psychological services, speech therapy, occupational therapy, child care, special ed, pre-school and recreational and community center facilities for students and the community.

V. Single story structures are preferred over multi-story construction. Permanent construction (as opposed to site-built modular or relocatable) is preferred.

VI. Building areas used by the community will be accessible from streets and parking areas. Access shall be provided to the following: Administration, multi-purpose, library, pre-school, childcare and play yard. Security fencing for the building area is needed, with the ability to isolate public areas from the rest of school.

VII. Security of students and staff is of utmost importance. Policy #7202 states:

A. "The district shall construct, maintain and operate all facilities with attention to the safety and security of students. This includes conformity to fire and earthquake safety guidelines and controls as they pertain to construction, alarm systems, traffic control, general maintenance, and lighting as necessary and appropriate to each site. All facilities in the Riverside Unified School District shall be constructed, maintained and operated in accordance with the law."

B. School facilities should be designed with concern for reducing the opportunity for vandalism. The design should avoid building configurations that restrict inspection of all campus areas, avoid easy access to roof by climbing support or other structures, and avoid installation of easily damaged controls and equipment on outside

walls. The use of security screens and grills will be utilized as appropriate.

VIII. Energy conservation and life cycle cost of the building is of growing importance. Policy #7232 states:

A. "Schools must be constructed with energy conservation in mind. Increasing energy costs, diminishing supplies of energy sources, and projections that future energy costs will exceed the initial cost of a building during its useful life make this concern imperative."

B. Building design should consider and incorporate where possible the following energy conservation strategies:

1. Directional orientation of building and HVAC equipment in order to take advantage of sun angle or prevailing cooling winds.

2. Building shape that is self-shading and with a minimal solar heat gain wall exposure for reduction of air conditioning loads.

3. Landscaping that is planned in order to shade the building in summer, allow sunshine to strike the building in winter and require as little irrigation as possible.

4. The color of roofs and outside walls selected with concern for reflecting the intense heat of the local climate.

5. Buildings should be well insulated in order to conserve energy by reducing heat gain or loss through the building exterior envelope.

6. When possible, double-glazed, window tinting, and vandal resistant windows should be utilized in order to resist breakage and thermal transmission.

7. Each new school facility design should be evaluated regarding the cost-effectiveness of incorporating Thermal Energy Storage Technology in order to shift peak load electrical cooling costs to off-peak load rates.

8. A balance between the use of natural and artificial light should be utilized since natural light saves electrical costs by avoiding heat buildup from artificial lights and associated cooling costs.

9. The ideal school design should be lighted, heated, ventilated, and cooled as much as possible by natural means.

10. Incorporate energy management controls.

11. Incorporate Federal, State and Local incentive programs as applicable.

IX. Covered eating areas and the play yard shall be located in areas that will minimize the noise impact on instructional areas but yet be within easy walking distance from the classrooms, and food service kitchens. The eating area shall be sized to accommodate 1/3 of the student capacity.

X. Parking and Bus Loops.

A. Traffic patterns will be considered in locating driveways, parking areas, ramps and approaches.

B. Adequate parking for 1 space/classroom, 15 spaces for administrative functions and 10 visitor parking spaces, including three spaces designated for delivery and maintenance vehicles.

C. Adequate parking for disabled persons per code requirements.

D. Designated loading and unloading area for parent traffic. Parent drop off area is adjacent to school entrance and separate from bus area and staff parking.

E. Vehicle traffic does not interfere with foot traffic patterns. Foot traffic shall not cross through entrance driveways to enter school, wherever possible.

F. Parking stalls are not located so vehicles must back into bus or loading areas used by parents.

G. Bus loading is located in an off-street loop. There is adequate space for a minimum of three full size busses.

H. Ample sidewalks lead up to the bus zone, and run the full length of the bus zone to allow adequate space for students to line up.

I. Maintenance vehicle access to the entire site is desirable.

XI. Equipment and furniture selected for use in all facilities shall be selected on the basis of function, useful life, safety, economy, and pleasing appearance. Use of existing equipment and furniture shall be prolonged to the maximum period through proper maintenance and adaptation when appropriate.

XII. Security

A. In addition to fire and bell scheduling systems, there shall be an intercom system that will allow two-way voice communication via the telephone handset with all appropriate areas of the school. All classrooms will include a hard-wired connection to a public-switched telephone network.

B. Master panels and control pads are centrally located and easily accessible.

C. Control panels feature lighted schematics that show the status of all sub-systems and zones.

D. System permits coded or user card access and provides a printed record of openings and closings.

E. Adequate security in all possible entries, e.g. windows and doors, with motion detectors where required.

F. Consideration will be given for future addition of video surveillance capabilities.

XIII. Fencing will be intended to improve the security of the school and occupants and protect school property. It will not detract from the architectural and aesthetic appearance of the school site.

XIV. The school should have a clearly defined entrance to the administration building.

C. FACILITY GUIDELINES

I. Administrative Area

A. Function: The administrative area is the space designated to house personnel whose primary focus is educational leadership and the coordination of school personnel in ensuring that children keep receiving the best possible education.

B. Location: The administrative area will be located at the main entrance to the school. Access to the public entrance of the administrative area must be obvious to the first-time visitor. Close proximity to the multi-purpose room is desirable. The office team has easy visual access to parent/visitor area and main entrance.

C. Design Criteria:

1. Principal's Office

a. Function: Both a work area to administer operations of the campus and conference area to meet with parents, staff, and students.

b. Location: Access to clerical/reception area and to main campus area. Near public entrance to school, and to assistant principal's office.

c. Design Criteria:
   1) Minimum of 245 square feet configured to allow adequate space for a desk and small conference table.
   2) Window allowing line of site for supervision of the campus.
   3) Carpet flooring/acoustically separate from other areas.
   4) Provide an administrative computer drop at the desk with an additional administrative drop on the adjacent wall opposite the door.
   5) Accommodation for storage, furniture.
   6) File cabinet space.
   7) Provide a second door which opens directly to the exterior.
   8) Provide a 4' x 8' tackboard.

2. Assistant Principal's Office

    a. Function: Both a work area and conference area to meet with parents, staff, and students.

    b. Location: Access to clerical/reception area and to main campus area. Easily accessible by students.

    c. Design Criteria:
        1) Minimum of 245 square feet configured to allow adequate space for a desk and a small conference table.
        2) Window allowing line of site for supervision of students.
        3) Carpet flooring/acoustically separate from other areas.
        4) Provide an administrative computer drop at the desk with an additional administrative drop on the adjacent wall opposite the door.
        5) Accommodation for storage furniture.
        6) File cabinet space.
        7) An exterior door is preferred but not required.
        8) Provide a 4' x 8' tackboard.

3. Conference Room

    a. Function: To provide space and facilities for Administrative Staff to hold group meetings and meet with parents/students.

    b. Location: Convenient to Principal's Office, adjacent to main office area with direct public access

    c. Design Criteria:
        1) 225 s.f. that can be split into two (2) rooms of 125 s.f. and 100 s.f.
        2) Seating available for up to 15 people.
        3) Access from the outside classroom area as well as access to clerical/reception area is preferred.
        4) Provide an administrative computer drop on each wall, centered.
        5) Tackwall on all walls.
        6) 4' x 8' whiteboard.
        7) Power and data in ceiling for projector with a TV/VCR drop.
        8) Space to accommodate a smartboard.

4. Special Use Room (Desirable if budget permits)

    a. Function: To provide additional office space for additional student services or parent volunteers.

    b. Location: Access from outside classroom area as well as access to clerical/reception area.

    c. Design Criteria:
        1) Approximately same size as Assistant Principal's Office.
        2) Access from the outside classroom area as well as access to clerical/reception area.
        3) Capable of sub-division into two work areas with separate entrances.
        4) Provide an administrative computer drop on each wall, centered.
        5) Separate environmental controls to be provided.

5. Health Services Area

    a. Function: To provide an area for administering student/faculty health program and house student health records.

    b. Location: Located for easy access to students, and near front entrance for emergency vehicle access and parent pick-up. Able to be visually supervised from clerical area.

    c. Design Criteria:
        1) Area for 2 cots with curtains, and for two students chairs.
        2) Separate handicap accessible restroom facility.
        3) Storage cabinets, some with locks for storage of medications, coat closet.
        4) Sink with bubbler.
        5) Provision for small refrigerator/freezer.
        6) Counter top or desk workspace with computer station .
        7) File cabinet space for storage of medical records.
        8) Sheet vinyl flooring.
        9) High capture rate air filtration system desirable.
        10) Exterior door large enough to accommodate a gurney.
        11) Provide an administrative computer drop at the desk with an additional administrative drop on the adjacent wall opposite the door.

6. Clerical Area

   a. Function: To provide space and facilities for secretarial and clerical activities and reception of visitors to the administration area.

   b. Location: In the main office area adjacent to the lobby. Provide separate access for students from school facility away from public access point. Provide window to front parking.

   c. Design Criteria:
      1) Flexible and open as possible.
      2) Principal Secretary adjacent to Principal with administrative drop, larger than standard workstation.
      3) Attendance clerk workstation with administrative drop adjacent to student traffic, with built-in counter space.
      4) A reception counter wide enough for two (2) workstations with an administrative drop per station.
      5) Visual access and communication to health area.
      6) Direct access to office supply room and mail boxes/copier etc.
      7) Provide separate public and student waiting areas.
      8) Provide cumulative file storage area for six (6) 4-drawer lateral files.

7. Public Reception Area

   a. Function: Entry into the administrative area during school hours.

   b. Location: Connected to clerical area with open counter with suitable height for both parents and students. Door accessible from parking lot.

   c. Design Criteria: Seating for 6-8 persons with small table for parents to fill out forms etc.

   d. Provide space for two (2) computer stations with an administrative drop, for community/parent use to facilitate connection to school and student.

8. Office Supply Room/Work Room

    a. Function: To provide space for storage of administrative record materials and supplies.

    b. Location: Adjacent to clerical work area.

    c. Design Criteria:
        1) Shelving for supplies.
        2) Space and electrical outlet for copiers and an administrative drop.
        3) Visually isolate from public view.
        4) Secured storage cabinet/enclosure for school keys.
        5) Location for small school safe.
        6) Provide space for fireproof cabinets for student records.
        7) Provide power and administrative drops at 4’ on center.
        8) Sheet vinyl or VCT flooring.
        9) Size HVAC return to accommodate copiers.

9. Teacher’s Work Room

    a. Function: To provide an area for school staff work and individual faculty members to utilize shared resources.

    b. Location: Easy access to instructional areas of campus. Adjacent to main administrative area and staff toilets. Adjacent to teacher’s breakroom.

    c. Design Criteria:
        1) Counter with shelves above and cabinets below.
        2) Cabinets to allow for storage of maps, various types of paper and other instructional supplies.
        3) Counter space wide enough to hold paper cutter.
        4) Area provided to hold large rolls of paper on stands.
        5) Wall space & electrical outlets for high volume copy and reprographic machines.
        6) Sufficient return system given size of copy machines.
        7) Sheet vinyl or VCT flooring.
        8) Visually isolated from public view.
        9) Provide power and administrative drops at 4’ on center.
        10) Maximize tackable wall surface.

10. Teacher's Break Room

a. Function: To provide an area for the school staff to take breaks, dine and meet.

b. Location: Easy access to instructional area of campus, teacher workroom and staff restrooms.

c. Design Criteria:
   1) Large enough for future growth.
   2) Should have stove, refrigerator with ice maker, microwave, and sink with hot water and garbage disposal .
   3) Shelving for storage of teacher's personal items (lunches, etc.)
   4) Entry is restricted away from student/parent path.
   5) VCT at walk-off and wet areas, carpet or inlaid carpet area elsewhere.
   6) Provide power and administrative drops at 4' on center.
   7) Provide space for two (2) vending machines.
   8) Provide sufficient mailboxes for all teachers, staff and auxiliary personnel. Mailboxes shall be 9" wide x 12" deep x 4" high.
   9) Maximize tackable surfaces.
   10) Visually isolated from public view.

11. Staff Restrooms

a. Function: To provide facilities for male and female staff toilets.

b. Location: Easy access to instructional areas of campus. Adjacent to faculty/staff workroom, lounge.

c. Design Criteria:
   1) Handicap accessible.
   2) Sheet vinyl flooring.

II. <u>Library</u>

A. Function: The library should provide the space for the materials, equipment and services needed to achieve the mission, goals and objectives of the district's curricular program and instructional methodology. Because of rapidly changing technologies for instruction, maximum flexibility should be incorporated in the design.

B. Location: The library should be centrally located, easily accessible from the classroom area, the administrative area, the public, and the parking area. The library should be located to facilitate joint use.

C. Design Criteria: Main area of library.

1. An open space for seated storytelling in front of the ¨easy¨ book section. Seating can be on carpet or on purchased stackable bench chairs. (furniture and equipment).

2. Shelving for 10,000 volumes divided into easy, fiction, non-fiction, and reference areas. All walls will be suitable for shelving.

    a. Bookshelves have a maximum height of 5'6¨ at walls and 3'-6" in the middle areas, are 12¨ deep, and have adjustable shelves.

    b. Double sided shelves must have a center guard so books cannot be pushed through to other side

    c. Picture-Easy book shelving is four shelves high, 14¨ high by 12¨ deep and sectioned with vertical dividers.

    d. Reference shelving should be 2 shelves high and 12¨ deep.

    e. All shelving will be at least 1" thick and no longer than 28" without support so as not to warp under the weight of the books.

3. The reference area should have space to accommodate both an atlas and an unabridged dictionary stand. Provide seating for 30 students with power and an administrative drop at 1 per 2 stations.

4. Floor space for tables and chairs to accommodate 70 students. 30 of these seats will be in the reference area.The space should be configured to be used as a meeting space for 50-70 persons.

5. The circulation desk will hold the circulation computer station and printer with administrative drop. A portion of the checkout counter will be ADA accessible. It can also be built to hold two computer catalog stations for student use. If not, two stand-up height tables need to be in close proximity to the desk. The desk also needs drawers, open shelving, 2-drawer file drawers, working surfaces and a built-in book drop with a rolling box and a compression base. It should generally be at adult-height with one portion at 28" to facilitate the youngest student's checkout. Provide two (2) staff stations with an administrative drop per station.

6. The circulation desk shall be near the library entrance and in front of the workroom/storage areas. It offers direct visual supervision of all areas.

7. There should be room near or behind the circulation desk for rolling book carts. Some standard shelving should be on wall behind the desk.

8. Computer (reference) workstations will be part of the reference area. They should accommodate at least 6 computers, 2 printers, and 1 scanner with 6 administrative drops.

9. Technology infrastructure should include power and administrative drops at 4 feet on center on all empty walls.

10. A mounted projection screen and/or TV monitor for computer presentation system will need additional wiring and Internet access.

D. Design Criteria – Support areas/rooms:

1. Library workroom is located behind the circulation desk area. It needs counter space and a sink with hot/cold water. Cabinets are standard overhead and base casework including drawers with the following additions:

   a. Two built-in 2 drawer file cabinets and one full height cabinet with flat drawers for poster storage.

   b. One built-in desk with drawers. Large enough surface area to hold one computer station (including printer and scanner).

   c. Counter space must be able to hold a fax machine/copier, typewriter and a shelf list cabinet (17”wx33”1x15” high).

   d. Floor space must allow for 2 adult-size chairs and a rectangular worktable.

   e. Power and administrative drops at 6 feet on center on all walls.

   f. The workroom must have visual access to the main library area but the entry should be away from student paths. VCT flooring is preferred.

   g. Space for four (4) rolling carts.

2. Teacher (professional) materials/textbook storage will have full height open shelving on all walls. Provide shelving to accommodate 500 books.

3. Textbook Storage: adjacent to the workroom.

    a. Provide shelving to accommodate 4,000 books and one (1) set of class novels.

    b. VCT flooring is preferred.

4. AV equipment will be stored in the classrooms. Provide space in the workroom for staging of AV equipment that needs repair.

III. Kindergarten Unit

A. Function: The kindergarten is a specialized, self-contained unit where children participate in active and varied learning experiences conducive to educational and physical growth. Space and furnishings should provide flexibility for the variety of both indoor and outdoor activities essential to a good kindergarten program.

B. Location: The kindergarten rooms must have easy access to the street and or parking area to facilitate the picking up of pupils by parents. If possible located near the Administration Area. This unit will contain a shared workroom facilities.

C. Design Criteria: Workroom/Storage
    a. Located to accommodate sharing with classrooms.
    b. Visual supervision of classrooms.
    c. Counter space and cabinets below will be provided in the workroom.
    d. Storage area will have sufficient shelving on opposite walls.

D. Design Criteria: Toilet Facility
    a. Located adjacent to classrooms to share.
    b. Appropriately sized unisex toilet rooms.
    c. Access to restrooms from classrooms via a corridor.

E. Design Criteria: Classrooms
    a. Each kindergarten unit requires sufficient kindergarten classrooms, each approximately 960 square feet, to accommodate full day Kindergarten program.. One third of the area shall be vinyl and the remainder carpeted.
    b. The rooms shall connect together.
    c. Classrooms shall have 24” deep counter space with sink/fountain and cabinets below counter.
    d. Provide two (2), 4 x 8 marker boards.

e. Two 7’ high x 5’6” cabinets on opposite sides of the marker boards.
f. Wet areas will have vinyl flooring.
g. Cubbies will be provided for lunches and backpacks
h. Maximize tackable wall surfaces.
i. Classrooms will include a hard-wired connection to a public-switched telephone network.
j. Classrooms shall have the same computer station configuration as the standard classrooms.

IV. Kindergarten Play Yard

A. Function: The kindergarten play yard provides space for the variety of outdoor activities essential to a good kindergarten program. Adequate planning must include provision for climbing equipment, tricycle path, and open space for rhythms and games. Some portions will be sand based, turf, and concrete.

B. Location: The play yard must be connected to the kindergarten rooms on the same side as the windows and one exterior door.

C. Design Criteria:

1. The ratio of the play yard area to classroom area should be approximately 3:1.
2. Equipment play area will have a sand base and be approximately
3. Drinking fountains mounted to wall will be available. No outside sinks will be provided.
4. A grass area with shade trees will be provided.
5. Swings with a maximum 5’ tall with sand fall zone surface with a minimum of 12” depth.
6. Slides with maximum 4’ tall platform with sand fall zone surface with a minimum 12” depth.
7. Hard surfaced with striping including a tricycle path.
8. Appropriately sized basketball hoops.
9. Shade awning or porch.
10. Benches.
11. Direct access to classrooms.
12. Storage room for play equipment with access to exterior and interior.

V. <u>Standard Classrooms</u>

A. Function: To provide a variety of learning experiences for students in both large and small group settings. The classroom is the core of learning and as such it is essential that this unit of the facility be of prime importance. It must be flexible enough to contain the varied

activities of the current educational program and have potential to accommodate future changes in instructional activities. The design must reflect the way in which children will need to work and learn in the room. Adaptability of the room to various grade levels is contingent upon the choice and location of furnishings.

B. Location: The placement of permanent classrooms on a site will reflect the instructional grouping patterns, student supervision, solar orientation, student traffic and other climatic and environmental factors.

C. Design Criteria:

1. The square footage of each classroom will be approximately 960.
2. Sink cabinet with bubbler in all classrooms or common area.
3. Provide vinyl floor only in the sink area and at door, carpet elsewhere.
4. Windows to outside areas are to be above eye level when students are seated.
5. One wall shall have 16 feet of white board.
6. Storage shall be accommodated for in either a separate storage room or casework with direct access to classroom.
7. Adjustable student backpack cubbies will also be provided.
8. Tackable wall surfaces shall be maximized.
9. TV/VCR shall be ceiling mount.
10. Each classroom will house its own computers. A total of eight (8) computer stations with classroom drops shall provide: two (2) for the teacher locations on opposite walls, five (5) student computer stations and one (1) at the TV/VCR. These stations will be located away from outside windows, and oriented to avoid glare on the computer screen.
11. Classrooms will include a hard-wired connection to a public-switched telephone network.
12. Provide natural lighting as much as possible to enhance student achievement.
13. Provide power in front wall for overhead projector.
14. Provide power and future video projector and wireless connection.

VI. Relocatable Classrooms:

Although permanent construction is in keeping with specifications stated earlier, including integration of the design of schools into the community, making a statement about the importance of education, and lowering life cycle costs, it is recognized that as a school reaches full capacity, it may be necessary to add portable classrooms to the site. The following educational specifications refer to those later additions:

A. Function: Relocatable units offer the same essential features that are found in the classroom but are capable of being moved from school to school. School sites should be planned in order to accommodate future relocatables to accommodate enrollment increases or changes in student density. The supporting infrastructure for relocatables should be a part of the design project. Initial building design and construction will make provision for future utility connections (stub outs) for relocatable buildings. Exceptions to this guideline shall be by individual administrative decision.

B. Location: Criteria for siting portables should address solar orientation, drainage, and accessibility to other areas of campus such as the library, multipurpose room, administration, and sanitary facilities. These facilities shall be integrated into the overall design, of the school.

C. Design Criteria: Equipped with the same criteria as the standard classroom.

VII. Special Education Facilities

A. Resource Specialist Rooms:

1. Function: Room for providing pullout resource program to students in a one on one or small group setting.

2. Location: One room per site, easily accessible from classrooms.

3. Design Criteria:
   a. Room size a minimum of 600 square feet.
   b. Same features as standard classroom.
   c. Room will include a hard-wired connection to a public-switched telephone network.
   d. Provide computer stations the same as standard classrooms.

B. Special Education Classrooms, Non-Severely Handicapped (non SH):

1. Function: Deliver educational program to students in a special day class setting.

2. Location: Two (2) non SH classrooms (exact number to be verified with Director of Special Ed)

3. Design Criteria: Equipped same as standard classroom and customized as per instructions from the Director of Special Ed.

C. Special Education Severely Handicapped (SH) Classrooms:

1. Function: Deliver educational program to severely and profoundly disabled students in a special day class setting, capable of the same functions as a standard elementary classroom.
2. Location: Within guidelines of standard elementary classroom, two classrooms equipped for SH special education students, in the pathway of or near the bus drop off area, at predetermined school per instructions from the SELPA Director.
3. Design Criteria:
   a. Square footage and storage to same specs as standard elementary classrooms, excluding bathrooms.
   b. Sink cabinet with bubbler in classrooms, with tempered and cold water.
   c. Vinyl floor in the sink, designated eating/feeding/appliance area, and at the door, carpeting elsewhere.
   d. Windows to outside area are to be above eye level when students are seated.
   e. Each classroom will house its own computers with network access. A total of six computer stations with classroom drops will be included: one for the teacher, and five student computer stations. These stations will be located way from outside windows, and oriented to avoid glare on the computer screen.
   f. Classroom will include a hard-wired connection to a public-switched telephone network.
   g. Wiring for microwave or convention oven.
   h. Wall space and wiring for standard refrigerator.
   i. One wall adjacent to the learning wall shall have a magnetic 32 feet of white board.
   j. Storage shall be accommodated for in either a separate storage room or casework with direct access to classroom.
   k. Adjustable student backpack cubbies will also be provided.
   l. Tackable wall surfaces on one or two walls shall be maximized.
   m. TV/VCR shall be ceiling mount with a TV/VCR drop.
   n. Provide natural lighting as much as possible to enhance student achievement.
   o. Provide power in front wall for overhead projector.
   p. Provide power and future video projector and wireless connection.
   q. Unisex Bathroom facilities connecting classrooms, and accessible from both classrooms, without exiting the classroom, with the following design criteria:

1) Student height sink cabinet in bathroom (not stall) with tempered and cold water.
2) Minimum of 2 unisex rooms.
3) One room must have a minimum of 3 feet clearance on either side of toilet, wheel chair accessibility with room to manipulate wheel chair and a lift with the assistance of two adults.
4) Hookups and space for Washer and Dryer.
5) Gas Water Heater.
6) Space and wiring for hydraulic changing table.
7) Shelves above hydraulic changing table, within reaching distance, yet high enough to allow room for table to be raised and lowered with child positioned comfortably on table.
8) Curtain on track to provide privacy around hydraulic changing table, with room for two adults and wheel chair.
9) Storage cabinets.
10) Wall space to park 3 wheel chairs and/or potty chairs.

D. Occupational Therapy/Physical Therapy Room (On designated school sites)
   1. Function: A central hub for the delivery of occupational therapy and physical therapy to special education students.
   2. Location: Within guidelines of standard elementary classroom, one classroom, in the pathway of or near the bus drop off area and parking lot, at predetermined school per instructions from the SELPA Director.
   3. Design Criteria:
      a. Square footage and storage to same specs as Standard Elementary Classrooms.
      b. Sink cabinet with bubbler in classroom, with tempered and cold water.
      c. Vinyl floor only in the sink area and at the door.
      d. Carpeting in the remaining area.
      e. Windows to outside area are to be above eye level when students are seated.
      f. Two computer workstation with administrative drops for teachers/therapists. This station will be located way from outside windows, and oriented to avoid glare on the computer screen.
      g. Classroom will include a hard-wired connection to a public-switched telephone network.
      h. Capability to hang swing from ceiling at predetermined location.

E. Speech Pathology Room;

1. Function: Office for speech pathologist with adequate space to work with students in a one on one and small group (4-8) setting. The room should have a sink equipped with a drinking bubbler.

2. Location: Near RSP room.

3. Design Criteria:
   a. Room size a minimum of 200 square feet.
   b. Separate exterior door with vision lite.
   c. Standard electrical outlets.
   d. Room will include a hard-wired connection to a public-switched telephone network.
   e. Electrical and data for computer stations with administrative drop for testing
   f. Exterior windows.

F. Psychologist Room:

1. Function: Office school psychologist and space for counseling students and families in a one on one or small group (4-8) setting.

2. Location: Near the RSP and Speech Pathologist areas.

3. Design Criteria:
   a. Room size a minimum of 120 square feet.
   b. Separate exterior door with vision lite.
   c. In close proximity to RSP room.
   d. Room will include a hard-wired connection to a public-switched telephone network.
   e. Electrical and data for computer station with administrative drop for testing.
   f. Exterior windows.

VIII. Physical Education Facilities

A. Function: A well planned and adequate program for physical education will provide activities for rhythms, games

B. Location: Shall be determined in relation to building locations, parking areas, and traffic/street configurations. Building site placement has first priority.

C. Design Criteria:
1. The playground area would include separate climbing equipment in separate areas for primary and upper grades.

2. In addition, basketball courts, volleyball, tetherball posts and ball wall (attached to storage containers) will be provided.
3. Buildings will be located to provide unobstructed game areas that can be easily supervised.
4. All school sites will have playground spaces divided among hard surface , grass and sand as appropriate.
5. Play areas for primary and upper grades, capable of being separated if needed.
6. Swings that are a maximum of 7' tall and slides with a maximum 6' tall platform are provided for both lower and upper grades.
7. Sand base under equipment a minimum of 12" deep. Fiber or rubber mat may be substituted.
8. Location of high noise level games away from classroom areas.
9. The playground area size shall be in accordance with CDE recommendations wherever possible.
10. Room for growth shall be provided in the event of increasing school enrollment.
11. Rubberized material for ADA access paths to equipment as required.
12. Provide building mounted security lighting, manually switched, at hardscape areas.

IX. Multi-purpose Building

A. Function: The main assembly room provides space for students and parents to attend assemblies, plays, concerts, indoor physical education, dining, and other activities. Will accommodate AV usage for large groups. A permanent platform for productions will be available. Available for various outside civic groups uses.

B. Location: The building will be accessible from the playground, the classroom and from the main entrance to the school. The outside lunch area will be located nearby. The food service unit will be attached. Locate appropriately to facilitate joint use. Provide security for off-hours use.

C. Design Criteria:

1. Main room shall have a level floor area.
2. Platform at one end may be two sided for inside and outside access. Platform will have stage lighting, a side storage room suitable for musical instruments and costumes, provide 24" wide stair treads across the entire front for choral use. Handicap accessible via a ramp. Platform shall be approximately 18" high.
3. Movable risers for choral performances at back of platform will be part of furniture and equipment.

4. Bank of spotlights at front half and rear half of stage and in front of platform for theatrical performances.
5. Sound and light control from console at back of room.
6. Storage room for chair trucks, folding chairs and tables.
7. Sanitary facilities, storage room and area for custodial supplies.
8. The building will accommodate seating for one-half of the in-session student body for assemblies and approximately one-third for dining.
9. Lobby area may be provided.
10. Controllable sound system with expansion capabilities is of high quality for both speech and vocal/instrumental musical presentations. Microphone jacks will be provided at front and rear of room.
11. Vinyl composition tile floor in main room.
12. Provide drinking fountains.
13. Provide conduit and jacks for video broadcast, cable reception, and network and computer access with classroom drops in locations to be determined during design.
14. Acoustic treatment on ceiling and walls.
15. Secured storage room with direct access to MPR for school groups to use, (i.e. PTA).
16. Provide projection screen for a/v viewings.
17. Provide power and data in ceiling for projector with TV/VCR drop.

X. Food Service Unit

A. Function: The food service unit is a warming kitchen where the school nutrition and health program is put into practice. It includes facilities for providing simplified breakfast and lunch service to pupils and teachers.

B. Location: This unit will be designed as attached to the multipurpose building utilizing the open floor area as an eating area. A lunch shelter will be located near this complex. The supply delivery entrance of the food service unit must be located at the rear of the kitchen capable of handling deliveries from vans and lift gate trucks.

C. Design Criteria:

1. Office for manager and one (1) assistant with an administrative drop each. Provide a window to kitchen area .
2. Custodial storage room with mop sink and hot water heater located close by.
3. Work area approximately 20’x28’.
4. The following is a list of the minimum equipment requirements:

Equipment Item:	Quantity:

a. Two Door Reach-in Refrigerator 2
b. Two Door Reach-in Freezer 2
c. Double Stacked Convection Oven 1
d. Two Burner Stove-top w/Shelf 1

e. Milk Cooler (Large) Beverage-Aire 1
Model #SMF58–Two sided
f. Warmers (double sided) 2
g. Serving Line with four (4) Heated Wells – Mobile 1
h. Serving Line with Counters Only – Mobile 2
Two (2) Drawers for Utensils
i. Mobile Work Tables w/Racks and 4
j. Pot Washing Sink (three (3) compartment) with Pot Racks 1
k. Handwashing Sink with Soap and Towel Dispenser 2
l. Utility Carts 2
m. Can Opener – Industrial Electric 1

5. Toilet area handicap accessible. Entrance from building exterior
6. Easy access to the trash/disposal bins.
7. Computer modem, and an administrative drop at the end of the serving line. Hardware for department's information technology systems.
8. Fresh air supply to the kitchen area, which includes air conditioning.
9. Space for three transport carts.
10. Locker area for the employees to change and store personal items located near the restroom.
11. The outside or back door entrance to the kitchen needs to be well lit for safety and security.

XI. Lunch Shelter/Outdoor Assembly

A. Function: The lunch shelter is an open structure designed to provide shade for students during lunch and to be used in connection with playground and recreational activities. Along with the multi-purpose room, the lunch shelter facilities become the focal point of after school and vacation recreation programs. It provides a staging area for outside assemblies and other events of a special nature. The cover should not obstruct the view of the stage.

B. Location: Adjacent to the food service unit and multi-purpose room.

C. Design Criteria:

1. Covered area to accommodate approximately 1/3 student population seated at lunch tables.
2. Concrete floor area with provisions for (including floor drains) drainage from daily washdowns.

3. Drinking fountains.
4. Electrical outlets (weather proof /gfi) in the covered areas.
5. Outlets for a steam-cleaning machine.
6. Shade trees should be provided on the perimeter in this area.

XII. Sanitary Facilities

A. Function: To provide sanitary facilities for students and staff.

B. Location: The units will be located to provide accessibility and ease of supervision. Access from both the play yard and classrooms is required.

C. Design Criteria:

1. Number in conformance with Title 5CCR and CPC table 4-1.
2. Electric hand dryers in lieu of paper towels, glass mirrors in student restrooms, glass mirrors for staff.
3. Disabled persons accessible.
4. Outside drinking fountains.

XIII. Landscape Requirements

A. Function: Schools will be landscaped on the basis of individual need, with consideration being given to educational value, functional use of the school plant, terrain, community development, city code requirements and economy of installation and maintenance. Building and grounds maintenance schedules shall be established within the resources of the district maintenance and operations department on regular cycles that meet conditions of reasonable capital investment.

B. Location: Throughout site

C. Design Criteria:

1. Kindergarten Yard: This yard should include trees, which should be spaced at least 50’ apart, for shade and instruction. Vine vegetation for the fence areas. Turf area/zones will be provided.
2. Lunch Shelter: Trees will be grouped to provide a shaded overflow lunch area.
3. Physical Education Yard: Trees will be located approximately 45’ apart on the outside perimeter of the yard and a minimum of 8’ in from the property line.
4. Streets: Trees will be located along streets as per city requirements unless parkway includes trees.
5. All tree wells will be provided with a water line and either sprinkler/bubbler head.

6. Soil erosion shall be a major design consideration to prevent need for clean up and removal.
7. Plants or vines will be allowed to grow on or over large retaining walls.
8. Turf areas will be accessible with district mowing equipment on an easily maintained slope and shall be maximized in lieu of planter areas.
9. Trees near the buildings & on the West, South, or East exposure shall be deciduous.
10. Irrigation system shall be designed to accommodate future connection to reclaimed water system.
11. Plant material shall be selected from the District's approved list.
12. The design of walls, benches, steps, and ramps should discourage skateboarding wherever possible.

XIV. Operations/Custodial

A. Function: Operations is the central receiving and storage station for the school and is the base for the plant manager.

B. Location: Located so as to have access to classroom area with adequate street access, driveway and truck delivery area.

C. Design Criteria:

1. Storage area will be approximately 18'x20' in size.
2. Outdoor receiving area will be approximately 24'x24' in size.
3. 2-3' wide doors leading from receiving area to storage area.
4. Storage area to have mop sink with hot/cold water.
5. Storage area to house portable adjustable metal shelving, tool rack and locker.
6. Satellite closets throughout the campus to hold a hand truck, carts, cleaning supplies and a mop sink. Locate adjacent to toilet rooms wherever possible..
7. Room will include a hard-wired connection to a public-switched telephone network.
8. Electrical and network access for computer station with an administration drop.

XV. General

A. Walkways are to be covered. This space is to be used prudently and economically.

B. Other agencies and documents that may have standards that impact design
   1. California Department of Education- Title 5.
   2. Division of the State Architect/Field Act.
   3. Title 24, Part 6 California Energy Commission.
   4. County Health Department.
   5. Various Utilities.
   6. Local Fire Department.

XVI. Network Criteria (Still under review as of deadline

A. Design Criteria:

   1. Comply with District standard technology specifications.
   2. Classroom:
      a. Classroom drop shall consist of two (2) data and one (1) voice jacks per outlet.
   3. Administrative:
      a. Administrative drop shall consist of two (2) data and two (2) voice jacks per outlet.
   4. TV/VCR:
      a. TV/VCR drop shall consist of two (2) data and two (2) voice jacks per outlet.
   5. The main data room shall be not less than 200 square feet. The main telephone room shall be not less than 100 square feet.

Riverside Unified School District

Educational Specifications and Requirements

Middle Schools

2012

This educational specifications and requirements document is meant to serve as the guidelines for architects in the design of middle schools for the district. The elements in this document should be considered as minimal essential standards. As funding permits, enhancement to these specifications should be considered carefully and with discretion.

A. STATEMENT OF POLICY #7000

Since school construction is costly, and buildings become a permanent part of the community to be used by large numbers of people, great care must be taken to make certain that the facilities will fully support the intended educational and community programs; that they may be altered conveniently and inexpensively to meet future educational and community needs; that they provide a healthful and safe environment, and that the styling of the facilities will permit them to fit harmoniously and attractively into the community.

Furthermore, since buildings and grounds make a statement about the importance of education, the architecture and grounds should be designed and maintained so as to enhance the respect and esteem for education held by the community and to instill that respect in the students.

B. ORGANIZATION OF SCHOOL PLANT AND SITE

I. The high rate of growth in the district and fiscal constraints require that new school facilities accommodate more children. New district middle schools will serve approximately 900 (expandable to 1,200) students operating on a traditional schedule. The core facilities and building infrastructure should be designed, if possible, within budget, to accommodate the buildout total enrollment. Future relocatable classrooms shall be provided for in order to provide flexibility and adaptation to changing programs and community needs. Modification to the planned enrollments may be made by the District where dictated by the student population to be served.

II. State school facility funding guidelines will be used as one additional measure of sound planning and efficiency rather than as an absolute. Planned and proven program needs shall be the main determinant of construction and facility spaces.

III. New school construction will provide for maximum functional flexibility. Insofar as practicable, all new school housing will provide for adaptation to changes in program, teaching, methods, population, and student and community needs. Such adaptation shall include, but not be limited to, (1) large and small instruction spaces, (2) the ability to facilitate collaborative learning, (3) community activities, (4) teaching technology changes, (5) building protection and access control, (6) semi-permanent and portable capability, (7) auxiliary services, (8) adequate lighting, and (9) energy management systems.

IV. Auxiliary services include libraries, health and first aid, food services, aide and volunteer workspace, counseling, psychological services, speech therapy, occupational therapy, child care, special ed, pre-school and recreational and community center facilities for students and the community.

V. Single story structures are preferred over multi-story construction. Permanent construction (as opposed to site-built modular or relocatable) is preferred.

VI. Building areas used by the community will be accessible from streets and parking areas. Access shall be provided to the following: administration, multi-purpose, gymnasium and play fields. Security fencing for the building area is needed, with the ability to isolate public areas from the rest of school.

VII. Security of students and staff is of utmost importance. Policy #7202 states:

A. "The district shall construct, maintain and operate all facilities with attention to the safety and security of students. This includes conformity to fire and earthquake safety guidelines and controls as they pertain to construction, alarm systems, traffic control, general maintenance, and lighting as necessary and appropriate to each site. All facilities in the Riverside Unified School District shall be constructed, maintained and operated in accordance with the law."

B. School facilities should be designed with concern for reducing the opportunity for vandalism. The design should avoid building configurations that restrict inspection of all campus areas, avoid easy access to roof by climbing support or other structures, and avoid installation of easily damaged controls and equipment on outside

walls. The use of security screens and grills will be utilized as appropriate.

VIII. Energy conservation and life cycle cost of the building is of growing importance. Policy #7232 states:

A. "Schools must be constructed with energy conservation in mind. Increasing energy costs, diminishing supplies of energy sources, and projections that future energy costs will exceed the initial cost of a building during its useful life make this concern imperative."

B. Building design should consider and incorporate where possible the following energy conservation strategies:

1. Directional orientation of building and HVAC equipment in order to take advantage of sun angle or prevailing cooling winds.

2. Building shape that is self-shading and with a minimal solar heat gain wall exposure for reduction of air conditioning loads.

3. Landscaping that is planned in order to shade the building in summer, allow sunshine to strike the building in winter and require as little irrigation as possible.

4. The color of roofs and outside walls selected with concern for reflecting the intense heat of the local climate.

5. Buildings should be well insulated in order to conserve energy by reducing heat gain or loss through the building exterior envelope.

6. When possible, double-glazed, window tinting, and vandal resistant windows should be utilized in order to resist breakage and thermal transmission.

7. Each new school facility design should be evaluated regarding the cost-effectiveness of incorporating Thermal Energy Storage Technology in order to shift peak load electrical cooling costs to off-peak load rates.

8. A balance between the use of natural and artificial light should be utilized since natural light saves electrical costs by avoiding heat buildup from artificial lights and associated cooling costs.

9. The ideal school design should be lighted, heated, ventilated, and cooled as much as possible by natural means.

10. Incorporate energy management controls.

11. Incorporate Federal, State and Local incentive programs as applicable.

IX. Covered eating areas and the play yard shall be located in areas that will minimize the noise impact on instructional areas but yet be within easy walking distance from the classrooms, and food service kitchens. The eating area shall be sized to accommodate 1/3 of the student capacity.

X. Parking and Bus Loops.

A. Traffic patterns will be considered in locating driveways, parking areas, ramps and approaches.

B. Adequate parking for 1.25 spaces/classroom, 15 spaces for administrative functions and 10 visitor parking spaces, including three spaces designated for delivery and maintenance vehicles.

C. Adequate parking for disabled persons per code requirements.

D. Designated loading and unloading area for parent traffic. Parent drop off area is adjacent to school entrance and separate from bus area and staff parking.

E. Vehicle traffic does not interfere with foot traffic patterns. Foot traffic shall not cross through entrance driveways to enter school, wherever possible.

F. Parking stalls shall not be located so vehicles must back into bus or loading areas used by parents.

G. Bus loading is located in an off-street loop. There is adequate space for a minimum of three full size busses.

H. Ample sidewalks lead up to the bus zone, and run the full length of the bus zone to allow adequate space for students to line up.

I. Maintenance vehicle access to the entire site is desirable.

XI. Equipment and furniture selected for use in all facilities shall be selected on the basis of function, useful life, safety, economy, and pleasing appearance. Use of existing equipment and furniture shall be prolonged to the maximum period through proper maintenance and adaptation when appropriate.

XII. Security

A. In addition to fire and bell scheduling systems, there shall be an intercom system that will allow two-way voice communication with all appropriate areas of the school. All classrooms will include a hard-wired connection to a public-switched telephone network.

B. Master panels and control pads are centrally located and easily accessible.

C. Control panels feature lighted schematics that show the status of all sub-systems and zones.

D. System permits coded or user card access and provides a printed record of openings and closings.

E. Adequate security in all possible entries, e.g. windows and doors, with motion detectors where required.

F. Consideration will be given for future addition of video surveillance capabilities.

XIII. It is intended that fencing will be installed to improve the security of the school and it's occupants. It shall not detract from the architectural and aesthetic appearance of the school site.

XIV. The school should have a clearly defined entrance to the administration building.

C. FACILITY GUIDELINES

I. Administrative Area

A. Function: The administrative area is the space designated to house personnel whose primary focus is educational leadership and the coordination of school personnel in ensuring that children receive the best possible education.

B. Location: The administrative area will be located at the main entrance to the school. Access to the public entrance of the administrative area must be obvious to the first-time visitor. Close proximity to the multi-purpose room, gymnasium/MPR and library is desirable. The office personnel shall have clear visual access to the parent/visitor area and the main entrance.

C. Design Criteria:

1. Principal's Office

a. Function: Both a work area to administer operations of the campus and conference area to meet with parents, staff, and students.

b. Location: Access to clerical/reception area and to main campus area. Near public entrance to school, and to assistant principal's office.

c. Design Criteria:
   1) Minimum of 200 square feet configured to allow adequate space for a desk and small conference table.
   2) Window allowing line of site for supervision of the campus.
   3) Carpet flooring.
   4) Provide an administrative computer drop at the desk with an additional administrative drop on the adjacent wall opposite the door.
   5) Accommodation for storage within the furniture.
   6) File cabinet space.
   7) Provide a second door which opens directly to the exterior.
   8) Provide a 4' x 8' tackboard.

2. Assistant Principal's Office – provide two (2) separate offices

    a. Function: Both a work area and conference area to meet with parents, staff, and students.

    b. Location: Access to clerical and reception area and to main campus area. Easily accessible by students.

    c. Design Criteria:
        1) Minimum of 150 square feet configured to allow adequate space for a desk and a small conference table.
        2) Window allowing line of site for supervision of students.
        3) Carpet flooring.
        4) Provide an administrative computer drop at the desk with an additional administrative drop on the adjacent wall opposite the door.
        5) Accommodation for storage within furniture.
        6) File cabinet space.
        7) An exterior door is preferred but not required.
        8) Provide a 4' x 8' tackboard.

3. Conference Room – Provide two (2) conference rooms. One permanent and one that can be divided into two offices in the future (one (1) office @ 125 sf and one (1) @ 100sf)

    a. Function: To provide space and facilities for Administrative Staff to hold group meetings and meet with parents/students.

    b. Location: Convenient to Principal's Office, adjacent to main office area with direct public access

    c. Design Criteria:
        1) One (1) conference room @ 250 sf (permanent) and one (1) conference room at 225 sf (dividable).
        2) Seating for 15 people.
        3) Access from the outside classroom area as well as access to clerical and reception area is preferred.
        4) Provide an administrative computer drop on each wall, centered.
        5) Tackwall on all walls.
        6) 4' x 8' whiteboard.
        7) Power and data in ceiling for projector with a TV/VCR drop.
        8) Space to accommodate a smartboard.

4. Spare office

    a. Function: To provide additional office space for student services or parent volunteers.

    b. Location: Access from outside classroom area as well as access to clerical/reception area.

    c. Design Criteria:
        1) Approximately 100 sf.
        2) Access from the outside classroom area as well as access to clerical/reception area.
        3) Provide an administrative computer drop on one wall.

5. Health Services Area

    a. Function: To provide an area for administering student and faculty health programs and house student health records.

    b. Location: Located for easy access to students, near the front entrance for emergency vehicle access and parent pick-up. Able to be visually supervised from clerical area.

    c. Design Criteria:
        1) Area for 2 cots with curtains, and two (2) chairs.
        2) Two (2) handicap accessible restrooms.
        3) Storage cabinets, some with locks for storage of medications, and coat closet.
        4) Sink cabinet with bubbler.
        5) Full-size refrigerator/freezer.
        6) One (1) staff desk workspace (non-private).
        7) File cabinet space (4 - four drawer file cabinets) for storage of medical records.
        8) Sheet vinyl flooring throughout.
        9) High capture rate air filtration system desirable.
        10) Window to clerical area for supervision.
        11) Provide an exterior door sized to accommodate a gurney to serve as student overflow, student access form campus side and emergency vehicle access. Provide a bench outside of the door for student waiting.
        12) Provide an administrative computer drop at the desk with an additional administrative drop on the adjacent wall opposite the door.

6. Clerical Area

    a. Function: To provide space and facilities for secretarial and clerical activities, and reception of visitors to the administration area.

    b. Location: In the main office area adjacent to the public reception area. Provide separate access for students from school facility away from public access point. Provide window to front parking.

    c. Design Criteria:
        1) Flexible and open as possible.
        2) Provide for a physical separation between the public and clerical area.
        3) Principal Secretary adjacent to Principal's office with an administrative drop, larger than standard workstation.
        4) Attendance Clerk workstation with an administrative drop adjacent to student traffic, with built-in counter space.
        5) Registration/Guidance Clerk workstation with an administrative drop and adjacent to the Assistant Principal offices and student waiting areas.
        6) Provide space for two (2) general workstations with an administrative drop at each station.
        7) A reception counter wide enough for two (2) workstations with an administrative drop at each station.
        8) Visual access and communication to health area.
        9) Direct access to office supply room and mail boxes/copier etc.
        7) Provide separate public and student waiting areas.
        8) Provide for a student file storage area for six (6) 4-drawer lateral files.

7. Public Reception Area

    a. Function: Entry into the administrative area during school hours.

    b. Location: Connected to clerical area with open counter with suitable height for both parents and students. Door accessible from parking lot.

    c. Design Criteria:
        1) Provide space for seating of 8-10 visitors with small table for parents to fill out forms.

2) Public access to two (2) computers with an administrative drop for community and parent use to facilitate connection to school and student.

8. Student Waiting Areas

   d. Function: Provide two (2) separate waiting areas for students, one for counseling and one for disciplinary purposes.

   e. Location: Adjacent and accessible to the clerical area and Assistant Principal offices.

   f. Design Criteria:
      1) Provide space for seating of 8-10 students per area.
      2) Student waiting areas shall be isolated from the public waiting area and from each other.

9. Office Supply Room and Work Room

   a. Function: To provide space for storage of administrative records, materials and supplies as well as an area for a staff and teacher work area.

   b. Location: Adjacent to clerical work area.

   c. Design Criteria:
      1) Approximately 400 sf.
      2) Perimeter casework (uppers and lowers) with shelving for supplies.
      3) Provide space for worktables.
      4) Teacher's mailboxes shall be accessible from this room. Provide one (1) mailbox per teacher with room for an additional ten (10) mailboxes for the future.
      5) Space and electrical outlet for copiers with an administrative drop.
      6) Visually isolate from public view.
      7) Secured storage cabinet for school keys.
      8) Provide space in the casework for a small safe, size to be determined at the time of design.
      9) Provide space for fireproof locked cabinets for secured storage. Approximately six (6) four drawer lateral files.
      10) Provide power and administrative drops at 4' on center.
      11) Provide sufficient 110V and 220V power for all equipment. Number of outlets, size and location to be determined at time of design with specific equipment.
      12) Sheet vinyl or VCT flooring.

13) Size HVAC return to accommodate copiers and other office equipment.

10. Staff Restrooms

a. Function: To provide facilities for male and female staff toilets.

b. Location: Easy access to clerical area.

c. Design Criteria:
   1) Provide two (2) disabled accessible restrooms.
   2) Sheet vinyl flooring.

II. Library

A. Function: The library should provide the space for the materials, equipment and services needed to achieve the mission, goals and objectives of the district's curricular program and instructional methodology. Because of rapidly changing technologies for instruction, maximum flexibility should be incorporated into the design.

B. Location: The library should be centrally located, easily accessible from the classroom area, the administrative area, the public, and the parking area. The library should be located to facilitate joint use.

C. Design Criteria:

1. Main Library area:

a. Shelving for 12 volumes per student divided into fiction, non-fiction, reference and easy reading areas. All walls will be suitable for shelving.
   1) Bookshelves have a maximum height of 5'6¨ at walls and 3'-6" in the middle areas, are 12¨ deep, and have adjustable shelves.
   2) Double sided shelves must have a center guard so books cannot be pushed through to other side
   3) Easy book section will be four shelves high, each shelf will be 14¨ high and 12¨ deep with vertical dividers.
   4) Reference shelving should be 2 shelves high and 12¨ deep.
   5) All shelving will be at least 1" thick and no longer than 28" without support to avoid warping.
   6) Movable shelving units are not required.

b. The magazine subscription service section will be large enough to accommodate 15 subscriptions at any one time.

c. Card catalog area: Provide 4-5 computer card catalog stations located at the end of the stack section.

d. Reference area:
   1) Provide seating for 30 students with power and an administrative drop at 1 per 2 seats.
   2) Provide space for two (2) printers and one (1) scanner.
   3) Provide space for a coin-operated copier for student use.
   4) Provide space for an atlas and unabridged dictionary.

e. The reading area will accommodate 40 students at tables and chairs.

f. Circulation desk: The circulation desk shall be near the library entrance and in front of the workroom/storage areas. It offers direct visual supervision of all areas.
   1) Provide space for two (2) staff workstations with an administrative drop for each station.
   2) Provide space for one (1) stand-up computer station for student use at the checkout counter.
   3) The checkout counter shall contain drawers, open shelving, four (4) 2-drawer file drawers, working surfaces and a built-in book drop with a rolling box and a compression base. It should generally be at adult-height.
   4) Provide space for two (2) book return carts.
   5) Provide space for one (1) printer, one (1) scanner and one (1) fax
   6) Provide wall shelving on the wall behind the desk as allowed.
   7) Provide six (6) feet of display case either adjacent to or part of the circulation desk.

g. Power and administrative drops at 10-12 feet on center on all empty walls.

h. Provisions and space should be allocated for a projection screen and ceiling mounted projector connected to the circulation desk computers.

i. Provide two (2) wall mounted TV's in the corners visible from the reading and reference areas.

j. Entrance area:
   1) Provide one (1) security check point system.

2) Provide backpack storage for seventy (70) students.

2. Support areas:

   a. Workroom: Located adjacent to the circulation desk and textbook storage areas. The workroom must have visual access to the main library area but the entry should be away from student paths.
      1) Provide two (2) built-in 2-drawer file cabinets and one full height cabinet with flat drawers for poster storage.
      2) Provide sink counter with hot and cold water.
      3) Two (2) built-in desks with drawers with an administrative drop. Should be large enough to accommodate one (1) computer, one (1) printer and one (1) scanner.
      4) Provide space for one (1) additional desk (furniture)
      5) Counter space must be able to hold a fax machine/copier, typewriter and a shelf cabinet (17"D x 33"L x 15"H).
      6) Provide sufficient counter or workspace for the cataloging and receiving of new books, with two (2) 5'-6"H x 3'L shelf stacks.
      7) Space for four (4) rolling carts.
      8) Floor space must allow for two (2) adult-size chairs and a rectangular worktable.
      9) Power and administrative drops at six (6) feet on center on all empty walls.
      10) Provide shelf stacks for 750 volumes for the teacher (professional) library.
      11) Provide a window for supervision of the main library.
      12) VCT flooring is preferred.

   b. Textbook Storage: Located adjacent to the workroom.
      1) Provide shelving to accommodate 6,000 books and one (1) set of class novels.
      2) Provide checkout windows.
      3) VCT flooring is preferred.

3. Student Store: Located adjacent to textbook storage.
   a. Provide counter space and upper cabinets for the storage and selling miscellaneous student items.

   b. The student store can use the same checkout windows as the textbook storage room.

III. Standard Classrooms

A. Function: To provide a variety of learning experiences for students in both large and small group settings. The classroom is the core of learning and as such it is essential that this unit of the facility be of prime importance. It must be flexible enough to contain the varied activities of the current educational program and have potential to accommodate future changes in instructional activities. The design must reflect the way in which children will need to work and learn in the room. Adaptability of the room to various grade levels is contingent upon the choice and location of furnishings.

B. Location: The placement of permanent classrooms on a site will reflect the instructional grouping patterns, student supervision, solar orientation, student traffic and other climatic and environmental factors.

C. Organization: The middle school should be organized around a departmental structure based on the delivery of the core content curriculum with the flexibility to provide different instructional delivery approaches should the trends change.

D. Design Criteria:

1. Classrooms:
   a. Sized to accommodate 35 students, approximately 960.
   b. Provide 6-8 feet of upper and lower casework with a sink and bubbler.
   c. Provide carpet with district standard insert at the door and sink area.
   d. Windows to outside areas are to be above eye level when students are seated.
   e. Provide 16 feet of whiteboard on two adjacent walls each.
   f. Teaching walls are not preferred. Storage shall be provided for in either a separate storage room or casework within the classroom.
   g. Adjustable student backpack cubbies will be provided at the door.
   h. Tackable wall surfaces shall be maximized.
   i. TV/VCR shall be ceiling mount or in a corner unit.
   j. Provide for a total of nine (9) computer stations with classroom drops. Two (2) administrative drops for teacher desk locations in opposite corners, six (6) classroom drops student computer stations and one (1) classroom drop at the TV/VCR.
   k. Classrooms will include a hard-wired connection to a public-switched telephone network.

l. Provide natural lighting as much as possible to enhance student achievement.
m. Provide power in the floor at the front for the overhead projector.
n. Provide power, data and video in ceiling for a projector and wireless connection.
o. Provide a manual pull down projection screen.

2. Teacher's Work Room:

a. Function: To provide an area for school faculty members to utilize shared resources.

b. Location: Within the classroom building(s) or adjacent to for easy access by the faculty.

c. Design Criteria:
1) Counter with shelves above and cabinets below.
2) Cabinets to allow for storage of maps, various types of paper and other instructional supplies.
3) Counter space wide enough to hold paper cutter.
4) Area provided to hold large rolls of paper on stands.
5) Wall space & electrical outlets for high volume copy and reprographic machines.
6) Sufficient return system given size of copy machines.
7) Sheet vinyl or VCT flooring.
8) Visually isolated from public view.
9) Provide power and administrative drops at 4' on center.
10) Floor area in the middle to allow for folding worktables and chairs.
11) Maximize tackable wall surface.

IV. Relocatable Classrooms:

Although permanent construction is the intent of this document, including integration of the design of schools into the community, making a statement about the importance of education, and lowering life cycle costs, it is recognized that as a school reaches full capacity, it may be necessary to add portable classrooms to the site. The following educational specifications refer to those later additions:

A. Function: Relocatable units shall offer the same essential features that are found in the classroom but are capable of being moved from school to school. School sites should be planned in order to accommodate future relocatables to accommodate enrollment increases or changes in student density. The supporting infrastructure for relocatables should

be a part of the initial project. Initial building design and construction will make provision for future utility connections (stub outs) for relocatable buildings. Exceptions to this guideline shall be by individual administrative decision.

B. Location: Criteria for siting portables should address solar orientation, drainage, and accessibility to other areas of campus such as the library, multipurpose room, administration, and sanitary facilities. These facilities shall be integrated into the overall design, of the school.

C. Design Criteria: Same as the standard classroom with the exception of the teacher's workroom.

V. Science Classrooms

A. Function: To provide instruction Life and Physical Sciences for all students. Students in grade 7 will take Life Sciences and students in grade 8 will take Physical Science.

B. Location: It is preferred that the science classrooms be centrally located with easy access to the classrooms. However, the final location will be determined at the time the school is planned.

C. Design Criteria:
1. Size, approximately 1,100 sf., 36 students, 4students/table and one (1) sink with acid dilution tank per station.
2. No fume hoods are required.
3. Provide shower and eyewash with floor drain.
4. Teaching wall is not required, provide storage the same as the standard classrooms.
5. Provide a display case. Provide sufficient power and data throughout the room.
6. Provide power and data in the ceiling for a ceiling mounted projector.
7. Microscope cabinet with power.
8. Two (2) ceiling mounted TV/VCR.
9. Provide perimeter casework with sinks and movable tables 30 inches high.
10. Provide water and gas at each sink.
11. All counter and tabletops shall be acid resistant plastic laminate.
12. Provide power at each student station for a microscope.
13. Teacher's demonstration table:
    a. Provide one (1) sink with acid dilution tank.
    b. Permanent table with water and gas
    c. Teacher's desk will be a part of the table, 30 inches high with a computer and an administrative drop connected to the ceiling mounted projector.

14. Prep/Storage room: Centrally located to all science labs.
    a. Size, approximately 200 sf.
    b. Perimeter casework with uppers and lowers.
    c. Acid resistant plastic laminate countertops
    d. Vented acid storage cabinetry.
    e. Two (2) sinks with acid dilution tanks.
    f. Space for a full size refrigerator/freezer.
    g. Additional door to the exterior is preferred.
    h. Space for two (2) computer workstations with an administrative drop each.
    i. The IDF will be located in the prep/storage room.

VI. Elective Classrooms and Labs (all elective classrooms and labs will be equipped with the same functions as a standard classroom with the addition of the following)

A. Function: To provide a variety of learning experiences for students in elective subjects as well as vocational/technical areas in addition to the core content instructional areas.

B. Drama Classroom:

1. Location: The drama classroom will be located in one of the standard classrooms.

2. Design Criteria: Same as the standard classroom.

C. Choral Classroom:

1. Location: Located adjacent to the stage. The choral room will be used as a dressing room for performances.

2. Design Criteria:
    a. Size, approximately 1,050 sf.
    b. Built-in risers are not required.
    c. Provide high ceilings.
    d. Provide acoustic panels on walls and ceilings.
    e. Robe and band uniform storage, approximately 120 sf.
    f. One (1) practice room to accommodate 10 students.
    g. Casework for music storage.
    h. Sink counter with drinking fountain.
    a. Provide classroom drops on the perimeter walls at 8 feet on center. Provide administrative drops for the teacher per the standard classroom locations.
    i. Teacher's office for two (2) staff with administrative drops at each station. Located between the choir and band rooms

a. Provide power, data and video in ceiling for a projector and wireless connection.
b. Provide a manual pull down projection screen.
j. VCT flooring.

D. Band Classroom:

1. Location: Located adjacent to the choral room. The band room will be used as a dressing room for performances.

2. Design Criteria:
   b. Size, approximately 1,600 sf.
   c. Provide high ceilings.
   d. Provide acoustic panels on walls and ceilings.
   e. Provide instrument storage with adjustable shelving to house a variety of instruments, approximately 250 sf.
   f. One (1) practice room to accommodate 10 students.
   g. Casework for music storage.
   h. Sink counter with drinking fountain.
   a. Provide classroom drops on the perimeter walls at 8 feet on center. Provide administrative drops for the teacher per the standard classroom locations.
   i. Teacher's office for two (2) staff with administrative drops at each station. Located between the choir and band rooms
   c. Provide power, data and video in ceiling for a projector and wireless connection.
   d. Provide a manual pull down projection screen.
   j. VCT flooring.
   k. Separate midi lab adjacent to the office and choral rooms.

E. Art Classroom:

1. Location: One (1) room per site easily accessible from the campus core.

2. Design Criteria:
   a. Size, approximately 1,100 sf.
   b. Perimeter casework, uppers and lowers with 3-4 sinks spread throughout the room. Provide one (1) additional deep sink with a sediment tanks.
   c. Provide one (1) electric kiln vented to the exterior.
   d. One (1) display case, 2'D x 10'W x 7'H.
   e. Maximize tackable surface.
   f. Storage room for equipment and supplies, approximately 200 sf.
   g. Power in front for overhead projector.

h. Provide classroom drops on the perimeter walls at 8 feet on center. Provide administrative drops for the teacher per the standard classroom locations.
e. Provide power, data and video in ceiling for a projector and wireless connection.
f. Provide a manual pull down projection screen.
i. Provide space in the center of the room for movable student project tables.

F. Computer Lab:

1. Location: One (1) per site easily accessible from the campus core.

2. Design Criteria:
a. Size to accommodate 40 stations, approximately 1,100 sf. Square layout is preferred.
b. Perimeter stations are not preferred. Student stations should face the front of the room with a middle aisle.
c. Design lighting to minimize glare.
d. Maximize tackable surface.
e. Storage room for equipment and supplies, approximately 100 sf.
f. Power in front for overhead projector.
g. Provide a demonstration lectern for the teacher with a computer station connected to the ceiling mounted projector.
h. Provide power, data and video in ceiling for a projector and wireless connection, connected to the teacher's lectern.
i. Provide a manual pull down projection screen.
j. Provide for a future smart board.

G. Technology Lab:

1. Location: One (1) per site easily accessible for the campus core.

2. Design Criteria: **not discussed**

H. Home Economics Lab:

1. Location: One (1) per site easily accessible form the campus core.

2. Design Criteria: **not discussed**.

VII. Special Education Facilities

A. Resource Specialist Rooms (RSP):

1. Function: Deliver educational program to students in a pullout resource program in a one on one or small group setting.

2. Location: One room per grade level, easily accessible from and central to grade level classrooms.

3. Design Criteria:
   a. Size, minimum of 960 square feet.
   b. Same criteria as a standard classroom.

B. Special Day Classrooms (SDC, non SH):

1. Function: Deliver educational program to students in a special day class setting.

2. Location: One room per grade level, adjacent to the RSP classroom.

3. Design Criteria: Equipped same as standard classroom and customized as per instructions from the Director of Special Ed.

C. Special Day Classrooms (SDC, SH):

1. Function: Deliver educational program to severely disabled students in a special day class setting, capable of the same functions as a standard elementary classroom.

2. Location: Within guidelines of standard elementary classroom, one (1) classroom equipped for SH special education students, in the pathway of or near the bus drop off area, at predetermined schools per instructions from the SELPA Director.

3. Design Criteria:
   a. Square footage and storage to same specs as standard elementary classrooms, excluding bathrooms.
   b. Sink cabinet with bubbler in classrooms, with tempered and cold water.
   c. Vinyl floor in the sink, designated eating/feeding/appliance area, and at the door, carpeting elsewhere.
   d. Windows to outside area are to be above eye level when students are seated.
   e. Each classroom will house its own computers with network access. A total of six computer stations with classroom drops will be included: one for the teacher, and five student computer stations. These stations will be located way from outside windows, and oriented to avoid glare on the computer screen.

f. Classroom will include a hard-wired connection to a public-switched telephone network.
g. Wiring for microwave or convention oven.
h. Wall space and wiring for standard refrigerator.
i. One wall adjacent to the learning wall shall have a magnetic 16 feet of white board.
j. Storage shall be accommodated for in either a separate storage room or casework with direct access to classroom.
k. Adjustable student backpack cubbies will also be provided.
l. Tackable wall surfaces on one or two walls shall be maximized.
m. TV/VCR shall be ceiling mount with a TV/VCR drop.
n. Provide natural lighting as much as possible to enhance student achievement.
o. Provide power in front wall for overhead projector.
p. Provide power and future video projector and wireless connection.
q. Unisex Bathroom facilities connecting classrooms, and accessible from both classrooms, without exiting the classroom, with the following design criteria:
    1) Student height sink cabinet in bathroom (not stall) with tempered and cold water.
    2) Minimum of 2 unisex rooms.
    3) One room must have a minimum of 3 feet clearance on either side of toilet, wheel chair accessibility with room to manipulate wheel chair and a lift with the assistance of two adults.
    4) Hookups and space for Washer and Dryer, stackable type.
    5) Gas Water Heater.
    6) Space and wiring for hydraulic changing table.
    7) Shelves above hydraulic changing table, within reaching distance, yet high enough to allow room for table to be raised and lowered with child positioned comfortably on table.
    8) Curtain on track to provide privacy around hydraulic changing table, with room for two adults and wheel chair.
    9) Storage cabinets.
    10) Wall space to park 3 wheel chairs and/or potty chairs.

D. Occupational Therapy/Physical Therapy Room (On designated school sites):

1. Function: A central hub for the delivery of occupational therapy and physical therapy to special education students.

2. Location: Within guidelines of standard elementary classroom, one classroom, in the pathway of or near the bus drop off area and

parking lot, at predetermined school per instructions from the SELPA Director.

3. Design Criteria:
   a. Square footage and storage to same specs as Standard Elementary Classrooms.
   b. Sink cabinet with bubbler in classroom, with tempered and cold water.
   c. Vinyl floor only in the sink area and at the door.
   d. Carpeting in the remaining area.
   e. Windows to outside area are to be above eye level when students are seated.
   f. Two computer workstation with administrative drops for teachers/therapists. This station will be located way from outside windows, and oriented to avoid glare on the computer screen.
   g. Classroom will include a hard-wired connection to a public-switched telephone network.
   h. Capability to hang swing from ceiling at predetermined location.

E. Speech Pathology Room;

1. Function: Office for speech pathologist with adequate space to work with students in a one on one and small group (4-8) setting.

2. Location: Near RSP room.

3. Design Criteria:
   a. Room size a minimum of 200 square feet.
   b. Separate exterior door with vision lite.
   c. Standard electrical outlets.
   d. Room will include a hard-wired connection to a public-switched telephone network.
   e. Electrical and data for computer stations with administrative drop for testing
   f. Exterior windows.

F. Psychologist Room:

1. Function: Office for school psychologist and space for counseling students and families in a one on one or small group (4-8) setting.

2. Location: Near the RSP and Speech Pathologist areas.

3. Design Criteria:
   a. Room size a minimum of 150 square feet.

b. Separate exterior door with vision lite.

c. Room will include a hard-wired connection to a public-switched telephone network.
d. Electrical and data for computer station with administrative drop for testing.
e. Exterior windows.

VIII Multi-purpose Building (separate facility if applicable, refer to combination Gymnasium/MPR)

A. Function: The main assembly room provides space for students, parents and community to attend assemblies, plays, concerts, dining, testing and other associated activities.

B. Location: The building will be accessible from the playground, the classrooms and from the main entrance to the school. The outside lunch area will be located nearby. The food service unit will be attached. Locate appropriately to facilitate joint use. Provide security for off-hours use.

C. Design Criteria:

1. Main room shall have a level floor area and accommodate 350 for dining and 750 for assembly.
2. Stage:
   a. Full stage with storage for chairs and tables below.
   b. Size, approximately 1,750 sf
   c. Movable risers at front of stage, if risers provided.
   d. Wood flooring painted black.
   e. Folding wall is not required.
   f. High quality sound and lighting system.
   g. Storage off stage, approximately 400 sf.
   h. Provide curtains at front of stage.
   i. Disabled access via lift.
3. Sound and light control from console at back of room.
4. Storage room for chair trucks, folding chairs and tables.
5. Men and women's toilet rooms should be accessible form the interior and exterior.
6. The building will accommodate seating for one-half of the in-session student body for assemblies and approximately one-third for dining.
7. Lobby area may be provided.
8. Controllable sound system with expansion capabilities is of high quality for both speech and vocal/instrumental musical

presentations. Microphone jacks will be provided at front, middle and rear of room.

9. Vinyl composition tile floor in main room.
10. Provide drinking fountains.
11. Provide conduit and jacks for video broadcast, cable reception, and network and computer access with classroom drops in locations to be determined during design.
12. Acoustic treatment on ceiling and walls.
13. Secured storage room with direct access to MPR for school groups to use, (i.e. PTA).
14. Provide large motorized projection screen for a/v viewings.
15. Provide power and data in ceiling for projector with TV/VCR drop.
16. Provide sufficient power and data throughout the room for testing and registration.
17. Lighting should be switched 1/3 from font to back and be dimmable.
18. Provide separate intrusion alarm and control.
19. Provide acoustical wall panels.

IX. Food Service Unit

A. Function: The food service unit is a prep kitchen where the school nutrition and health program is put into practice. It includes facilities for providing simplified breakfast and lunch service to pupils and teachers.

B. Location: This unit will be designed as attached to the multipurpose building or the combination gymnasium/mpr building, utilizing the open floor area as an eating area. A lunch shelter will be located near this complex. The supply delivery entrance of the food service unit must be located at the rear of the kitchen capable of handling deliveries from vans and lift gate trucks.

C. Design Criteria:

1. Office for manager and one (1) assistant with an administrative drop each and window to the kitchen.
2. Custodial storage room with mop sink and hot water heater located close by.
3. Work area approximately 20’x28’
4. Dry storage per health department requirements.
5. Type A speedline with a cashier at the end.
6. Four (4) A la Carte windows separated from the work area and speed line and adjacent to the lunch shelter.
7. Vending machine area for four (4) machines adjacent to the gymnasium and lunch shelter.

8. The following is a list of the minimum equipment requirements:

Equipment Item:	Quantity
a. Walk-in refrigerator/freezer	1
b. Two Door Reach-in Refrigerator	1
c. Two Door Reach-in Freezer	1
d. Double Stacked Convection Oven	1
e. Two Burner Stove-top w/Shelf	1
f. Combi Stove	1
g. Milk Cooler (Large) Beverage-Aire Model #SMF58–Two sided	1
h. Warmers (double sided)	2
i. Serving Line with four (4) Heated Wells – Mobile	1
j. Serving Line with Counters Only – Mobile Two (2) Drawers for Utensils	2
k. Mobile Work Tables w/Racks, 6 feet long	3
l. Pot Washing Sink (three (3) compartment) with Pot Racks	1
m. Handwashing Sink with Soap and Towel Dispenser	2
n. Utility Carts	2
o. Can Opener – Industrial Electric	1
p. Commercial ice maker	1

9. Toilet area disabled accessible with an exterior entry.
10. Easy access to the trash and can wash area. Provide hot water and power at the can wash area.
11. Computer modem, and an administrative drops at the following locations; one (1) at the end of the speed line, one (1) at each A la Carte window and two (2) locations at the lunch shelter
12. Fresh air supply to the kitchen area, which includes air conditioning.
13. Space for four (4) heated transport carts.
14. Locker area for the employees to change and store personal items located near the restroom.
15. Provide separate intrusion alarm and control
16. The outside or back door entrance to the kitchen needs to be well lit for safety and security.
17. Provide space outside for a BBQ area with water and power.

X Teacher's Lounge

A. Function: To provide an area for the school staff to take breaks, dine and meet.

B. Location: Easy access to instructional area of campus, teacher workroom and staff restrooms. Also, adjacent to he cafeteria to facilitate shared use with the kitchen.

C. Design Criteria:
   1. Large enough to accommodate 100 staff members at chairs and tables.
   2. Should have stove, refrigerator with icemaker, microwave, and sink with hot water and garbage disposal.
   3. Shelving for storage of teacher's personal items (lunches, etc.)
   4. Entry is restricted away from student/parent path.
   5. VCT at wet areas, carpet elsewhere.
   6. Provide power and administrative drops at 8' on center.
   7. Provide space for two (2) vending machines.
   8. Maximize tackable surfaces.
   9. Visually isolated from public view.

XI. Lunch Shelter

A. Function: The lunch shelter is an open structure designed to provide shade for students during lunch and to be used in connection with playground and recreational activities. Along with the multi-purpose room, the lunch shelter facilities become the focal point of after school and vacation recreation programs. It provides a staging area for outside assemblies and other events of a special nature.

B. Location: Adjacent to the food service unit and multi-purpose room.

C. Design Criteria:

   1. Covered area to accommodate approximately 1/3 student population seated at lunch tables.
   2. Concrete floor area with provisions for (including floor drains) drainage from daily washdowns.
   3. Drinking fountains.
   4. Electrical outlets (weather proof /gfi) in the covered areas.
   5. Outlets for a steam-cleaning machine.
   6. Shade trees should be provided on the perimeter in this area.

XII Outdoor Assembly and Stage

A. Function: The outdoor assembly and stage area is an open area that provides an assembly area for students to be used in connection with formal, or informal student gatherings, school assemblies and other associated activities.

B. Location: Adjacent to the multi-purpose room or the combination gymnasium/mpr building.

C. Design Criteria:

1. Outdoor stage connected to the indoor stage.
2. Concrete area with provisions for drainage from daily wash downs.
3. Drinking fountains.
4. Electrical outlets (weather proof /gfi).
5. Outlets for a steam-cleaning machine.
6. Shade trees should be provided without obstructing the view of the stage.

XIII Gymnasium Building (separate facility if applicable, refer to combination Gymnasium/MPR)

A. Function: To provide adequate program space for physical education activities as well as after school recreation programs.

B. Location: The building will be accessible from the playground, the classrooms and from the main entrance to the school. Locate appropriately to facilitate joint use. Provide security for off-hours use.

C. Design Criteria:
   1. Main gymnasium:
      a. Provide a full sized high school competition basketball court, striped to accommodate basketball, volleyball and badminton.
      b. Provide two (2) cross-courts.
      c. Provide one (1) scoreboard.
      d. Bleachers for 600 seats at one side only.
      e. Storage for equipment and supplies.
      f. Provide drinking fountains at each end.
      g. Custodian room with mop sink.

   2. Shower and Locker Area: Provide shower and lockers for all boys and girls immediately adjacent and with direct access to the gymnasium.
      a. Showers are not required as part of the program. The District will be required to provide written justification to the Department of Education.
      b. One (1) small locker (12D" x 12W" x 12H") and one (1) changing locker (12"D x 12"W x 36"H) per student with pad locks, no combination locks.
      c. Stack lockers 6 high on a concrete curb.
      d. Lockers should be arranged to maximize supervision from the coach's office.
      e. Provide adequate toilet facilities.
      f. Provide drinking fountains.

3. Coach's Office: Provide separate offices for men and women coaching staff.
   a. Offices should be raised if possible.
   b. Provide space for three (staff desks with an adm9iistartive drop each.
   c. Provide shower and lockers for three (3) staff.
   d. Provide space for a staking type washer and dryer.
   e. Provide storage for extra PE clothing and a pass thru window for distribution.

4. Equipment and Storage room:
   a. Direct access from coach's offices, locker rooms and exterior.
   b. Dutch door
   c. Space for one (1) desk with administrative drop.
   d. Shelving for equipment and supplies
   e. Space for equipment carts.

5. PE Classroom:
   a. Adjacent to the gymnasium with direct access to gymnasium and exterior hardcourt area.
   b. Sized to accommodate 52 students for PE instructional support.
   c. VCT flooring.
   d. Sixteen (16) feet of whiteboard.

XIV Combination Gymnasium/MPR Building

The District will make the determination between a combination gymnasium/mpr or separate multi-purpose and gymnasium facilities, at the time each school is planned.

A. Function: Same as the multi-purpose and gymnasium buildings

B. Location: Same as the multi-purpose and gymnasium buildings

C. Design Criteria: It is intended that the criteria be the same as the multi-purpose and gymnasium buildings, including a stage. It is understood that some features, such as the flooring, may need to be adjusted to meet the specific requirements of a combination type facility.

XV Exterior Physical Education Facilities

A. Function: To provide for a well-planned and adequate program for physical education activities for rhythms and games.

B. Location: Shall be determined in relation to building locations, parking areas, and traffic/street configurations. Building site placement has first priority.

C. Design Criteria:
   1. Located to provide unobstructed game areas that can be easily supervised.
   2. All school sites will have playground spaces divided between hard surface and grass as appropriate.
   3. Location of high noise level games away from classroom areas.
   4. The hardcourts and play fields shall sized be in accordance with CDE recommendations wherever possible.
   5. Room for growth shall be provided in the event of increasing school enrollment.
   6. Rubberized material for ADA access paths to equipment as required.
   7. Provide building mounted security lighting, manually switched, at hardcourt areas.
   8. Provide power on buildings adjacent to hardcourt area.
   9. Provide 52 student numbers immediately adjacent to the locker rooms.
   10. Ball walls will be on the storage containers.
   11. The following courts and fields shall be provided:
      a. Ten (10) basketball courts with volleyball standards.
      b. Four (4) baseball/softball fields.
      c. Three (3) soccer fields.
      d. Running lane with no curb.
      e. Football field is not required.
   12. Exterior Storage:
      a. Space for storing equipment carts.
      b. Accessible form both ends
      c. Located in storage container adjacent to the hardcourt areas

XVI. Sanitary Facilities

A. Function: To provide sanitary facilities for students and staff.

B. Location: The units will be located to provide accessibility and ease of supervision. Access from the hardcourts, playfields and classrooms is required. Locate high volume restrooms adjacent to the lunch areas.

C. Design Criteria:

   1. Number in conformance with Title 5CCR and CPC table 4-1.
   2. Electric hand dryers in lieu of paper towels, glass mirrors in student restrooms, glass mirrors for staff.

3. Disabled persons accessible.
4. Outside drinking fountains.

XVII. Landscape Requirements

A. Function: Schools will be landscaped on the basis of individual need, with consideration being given to educational value, functional use of the school plant, terrain, community development, city code requirements and economy of installation and maintenance. Building and grounds maintenance schedules shall be established within the resources of the district maintenance and operations department on regular cycles that meet conditions of reasonable capital investment.

B. Location: Throughout site

C. Design Criteria:

1. Lunch Shelter: Trees will be grouped to provide a shaded overflow lunch area.
2. Physical Education Yard: Trees will be located approximately 45' apart on the outside perimeter of the yard and a minimum of 8' in from the property line.
3. Streets: Trees will be located along streets as per city requirements unless parkway includes trees.
4. All tree wells will be provided with irrigation with either sprinkler or bubbler head.
5. Soil erosion shall be a major design consideration to prevent need for clean up and removal.
6. Plants or vines will be allowed to grow on or over large retaining walls.
7. Turf areas will be accessible with district mowing equipment on an easily maintained slope and shall be maximized in lieu of planter areas.
8. Trees near the buildings & on the west, south, or east exposure shall be deciduous.
9. Irrigation system shall be designed to accommodate future connection to reclaimed water system.
10. Plant material shall be selected from the District's approved list.
12. The design of walls, benches, steps, and ramps should discourage skateboarding wherever possible.

XVIII. Operations/Custodial

A. Function: Operations is the central receiving and storage station for the school and is the base for the plant manager.

B. Location: Located so as to have access to classroom area with adequate street access, driveway and truck delivery area.

C. Design Criteria:

1. Storage area will be approximately 18'x20' in size.
2. Outdoor receiving area will be approximately 24'x24' in size.
3. 2-3' wide doors leading from receiving area to storage area.
4. Storage area to have mop sink with hot/cold water.
5. Storage area to house portable adjustable metal shelving, tool rack and locker.
6. Satellite closets throughout the campus to hold a hand truck, carts, cleaning supplies and a mop sink. Locate adjacent to toilet rooms wherever possible.
7. The main custodial room will include a hard-wired connection to a public-switched telephone network.
8. The main custodian room shall have space for one (1) computer station with an administration drop.
9. Mechanical rooms shall be air conditioned and vented.

XIX General

A. Walkways are to be covered. This space is to be used prudently and economically.

B. Other agencies and documents that may have standards that impact design
1. California Department of Education- Title 5.
2. Division of the State Architect/Field Act.
3. Title 24, Part 6 California Energy Commission.
4. County Health Department.
5. Various Utilities.
6. Local Fire Department.

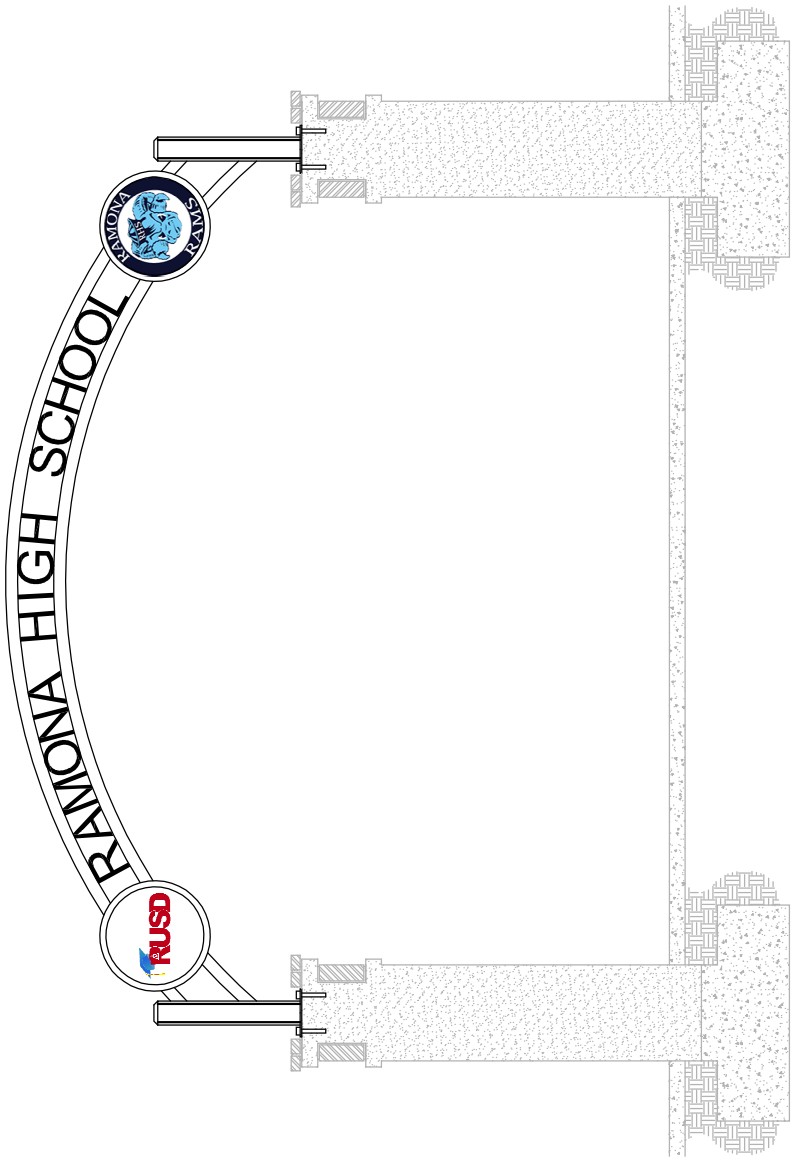
XX. Network Criteria (Still Under Revision as of Deadline)

A. Design Criteria:
1. Comply with District standard technology specifications.
2. Classroom:

a. Classroom drop shall consist of two (2) data and one (1) voice jacks per outlet.

3. Administrative:
   a. Administrative drop shall consist of two (2) data and two (2) voice jacks per outlet.
4. TV/VCR:
   a. TV/VCR drop shall consist of two (2) data and two (2) voice jacks per outlet.
5. The main data room shall be not less than 200 square feet and shall b e separate form the electrical room. The main telephone room shall be not less than 100 square feet.

Item No. 5



Item No. 6

Board Operations Subcommittee

Selection of Landscape Architect for Chemawa, Earhart, and Sierra Athletic Fields

- Nine responses to the RFP were received:
  - Community Works Design Group, Riverside, CA
  - IDLA, Inc., Riverside, CA
  - Landscape Dynamics, Riverside, CA
  - Rick Engineering Co., Riverside, CA
  - TKE Engineering and Planning Inc., Riverside, CA
  - RHA Landscape Architects, Riverside, CA
  - MIG, Inc., Berkeley, CA
  - Segura Associates, Inc., La Verne, CA
  - KTUA, San Diego, CA

- Three firms were selected for interviews:
  - Community Works Design Group
  - IDLA
  - RHA Landscape Architects

- Based on the interviews, two firms, IDLA and RHA, were selected to receive follow-up questions.
  - Answers from both firms were satisfactory.
  - IDLA demonstrated their knowledge of the District from prior work and offered multiple solutions to help with budget.
  - RHA changed proposed Project Managers following the interview.

- References for both firms in general were good.
  - References for IDLA project manager were all regarding RUSD projects, and were positive.
  - References for the RHA project manager were inconclusive

- Due to the relatively small size of the projects, and based on economies of scale, it made the most sense to award all three projects to one firm.

	Three Sites to One Firm	2/1 Split on Sites
IDLA	$57,010	$75,990
RHA	$64,929	$77,670

- Staff recommends that IDLA be awarded the design of these three athletic fields.

- Staff also recommends that RHA be qualified for work on future, yet unidentified landscape projects.

Item No. 7

Riverside Unified School District
Operations Division

District Wide Projections
January 2011
For 2012/13 School Year

	2011 Actuals	2012-13 1 year average	2012-13 2 year average	2012-13 3 year average
November Bdays		255		
KINDERGARTEN*	2950	3,055	2,997	2,969
FIRST	2894	3,054	3,083	3,080
SECOND	2835	2,829	2,872	2,873
THIRD	2922	2,800	2,836	2,822
FOURTH	2943	2,878	2,906	2,889
FIFTH	3022	2,917	2,924	2,913
SIXTH	3011	3,031	3,021	3,010
SEVENTH	3069	3,010	3,032	3,032
EIGHTH	2978	2,973	2,950	2,976
NINTH**	3267	3,183	3,040	3,147
TENTH	3152	3,367	3,177	3,057
ELEVENTH	2960	2,843	2,894	2,873
TWELFTH	2829	2,698	2,791	2,817
TOTAL GRADES K-6	20,577	20,565	20,639	20,556
TOTAL GRADES 7-8	6,047	5,983	5,982	6,008
TOTAL GRADES 9-12	12,208	12,090	11,901	11,895
TOTAL GRADES K-12	38,832	38,638	38,523	38,459

K-12 Base projections only - does not include spec ed and spec programs

*Assumes Kindergarten date stays December 2.

**Assumes 40 ninth graders (50% of eighth graders in Highgrove attendance area) go to new Colton high school.
Assumes all 10th graders remain at North that started attending there.

A G E N D A
Riverside Unified School District
Operations Division

Operations/Board Subcommittee Meeting
Conference Room 3 A/B
3380 14th Street, Riverside, California
February 2, 2012 - 3:00 p.m.

As required by Government Code 54957.5, agenda materials can be reviewed by the public at the District's administrative offices, Reception Area, First Floor, 3380 Fourteenth Street, Riverside, California.

Action Items

1. **Approval of Minutes**
   The subcommittee will be asked to approve the minutes of the December 16, 2011, and the January 10, 2012, meetings.

2. **School Parking Lot Lighting**
   Nineteen schools currently do not have parking lot lights. A preliminary cost estimate to add parking lot lights will be presented for evaluation by the Subcommittee.

   Recommendation: It is recommended that the Subcommittee review and discuss the staff report and provide direction on what action should be undertaken.

3. **Educational Specifications and Requirements Revisions for Middle and Elementary Schools**
   The Planning and Development Department maintains Educational Specifications for all school levels. These specifications are reviewed and updated periodically and provided to architects as a basis for designing new schools and facilities. As a new state requirement in order to apply for approval for the new classroom wings at Frank Augustus Miller Middle and Liberty Elementary Schools, RUSD needs to submit Board-approved Educational Specifications and Requirements for the designs of middle and elementary schools to the Department of Education along with the architectural plans. Staff has requested Judi Paredes and Bill Ermert, Instructional Services Assistant Superintendents; Jesse Stayton, NIS Assistant Superintendent; and Tim Walker, Pupil Services/SELPA Executive Director, to review the elementary and middle school specifications and requirements. Their input has been received and staff is presenting the revisions to the Subcommittee for approval.

   Recommendation: It is recommended that the Subcommittee review and approve the revisions to the RUSD Educational Specifications and Requirements documents so that the item may be scheduled for consideration of approval by the entire Board of Education.

4. **Ramona High School Theater Career Technical Education (CTE) Grant**
   The district applied and received a CTE grant for upgrades to the performing arts theater at Ramona High School. At this time, however, the State has reserved funding for the project, but will not appropriate funding until plans are approved by DSA and bond sales funding is

available. In addition, the Board of Education had previously set aside $541,000 in Measure B funds as the District's match. During a follow-up survey of the facilities, it was determined that the upgrade work triggered replacement of the fire alarm system and additional ADA requirements at a much greater cost.

Recommendation: It is recommended that the Subcommittee consider abandoning this grant and free-up the associated Measure B funds for other, yet to be identified, purposes.

5. Ramona High School Entry Element

Staff will present a revised rendering for the architectural feature proposed for the entrance to the campus.

Recommendation: It is recommended that the Subcommittee discuss and comment on the design and determine the next steps to be undertaken.

6. Landscape Architect RFP - Recommendation

Operations staff has completed the interview process for identifying a landscape architect for the athletic field renovation projects at Chemawa, Earhart, and Sierra Middle Schools and future projects to be determined. Staff is recommending that IDLA be recommended for assignment to the projects and RHA Landscape Architects be eligible for potential future work as well.

Recommendation: It is recommended that the Subcommittee review and approve the staff recommendation for consideration of approval by the Board of Education.

Discussion Item

7. Enrollment Projections

Staff will present the District-wide enrollment projection for the 2012-2013 school year. This projection serves as the basis for the development of individual school enrollment projections.

Recommendation: It is recommended that the Subcommittee review and discuss the district-wide enrollment projections.

Public Relations

8. Unscheduled Communications

The Committee will consider requests from the public to comment. Comments should be limited to five minutes or less.

Adjournment