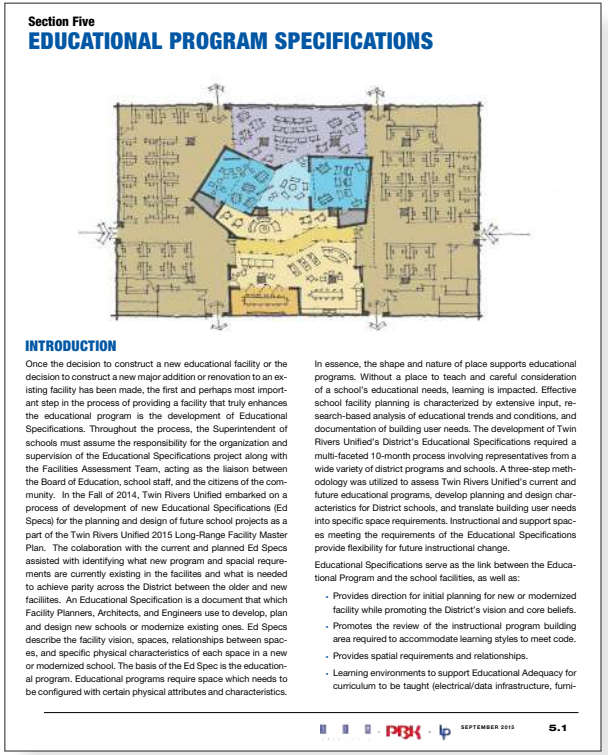
Architectural Services Presentation

Dublin Unified School District \\ March 7, 2019

WHAT IS AN EDUCATIONAL SPECIFICATION?

- Establishes groundwork for the project and lays out the important information.
- An Educational Specification is required by California Department of Education with Board Approval to apply for State Funding
- A program document that defines educational goals and priorities from extensive discussions with administrators, teachers, parents, staff and students.
- Program includes the number of spaces with the number of teaching stations; then develops the needs for each space.



Section Five

EDUCATIONAL PROGRAM SPECIFICATIONS

INTRODUCTION

Once the decision to construct a new educational facility or the decision to construct a new major addition or renovation to an existing facility has been made, the first and perhaps most important step in the process of providing a facility that truly enhances the educational program is the development of Educational Specifications. Throughout the process, the Superintendent of schools must assume the responsibility for the organization and supervision of the Educational Specifications project along with the Facilities Assessment Team, acting as the liaison between the Board of Education, school staff, and the citizens of the community. In the Fall of 2014, Twin Rivers Unified embarked on a process of development of new Educational Specifications (Ed Specs) for the planning and design of future school projects as a part of the Twin Rivers Unified 2015 Long-Range Facility Master Plan. The colaboration with the current and planned Ed Specs assisted with identifying what new program and spacial requrements are currently existing in the facilities and what is needed to achieve parity across the District between the older and new facilities. An Educational Specification is a document that which Facility Planners, Architects, and Engineers use to develop, plan and design new schools or modernize existing ones. Ed Specs describe the facility vision, spaces, relationships between spaces, and specific physical characteristics of each space in a new or modernized school. The basis of the Ed Spec is the educational program. Educational programs require space which needs to be configured with certain physical attributes and characteristics.

In essence, the shape and nature of place supports educational programs. Without a place to teach and careful consideration of a school's educational needs, learning is impacted. Effective school facility planning is characterized by extensive input, research-based analysis of educational trends and conditions, and documentation of building user needs. The development of Twin Rivers Unified's District's Educational Specifications required a multi-faceted 10-month process involving representatives from a wide variety of district programs and schools. A three-step methodology was utilized to assess Twin Rivers Unified's current and future educational programs, develop planning and design characteristics for District schools, and translate building user needs into specific space requirements. Instructional and support spaces meeting the requirements of the Educational Specifications provide flexibility for future instructional change.

Educational Specifications serve as the link between the Educational Program and the school facilities, as well as:

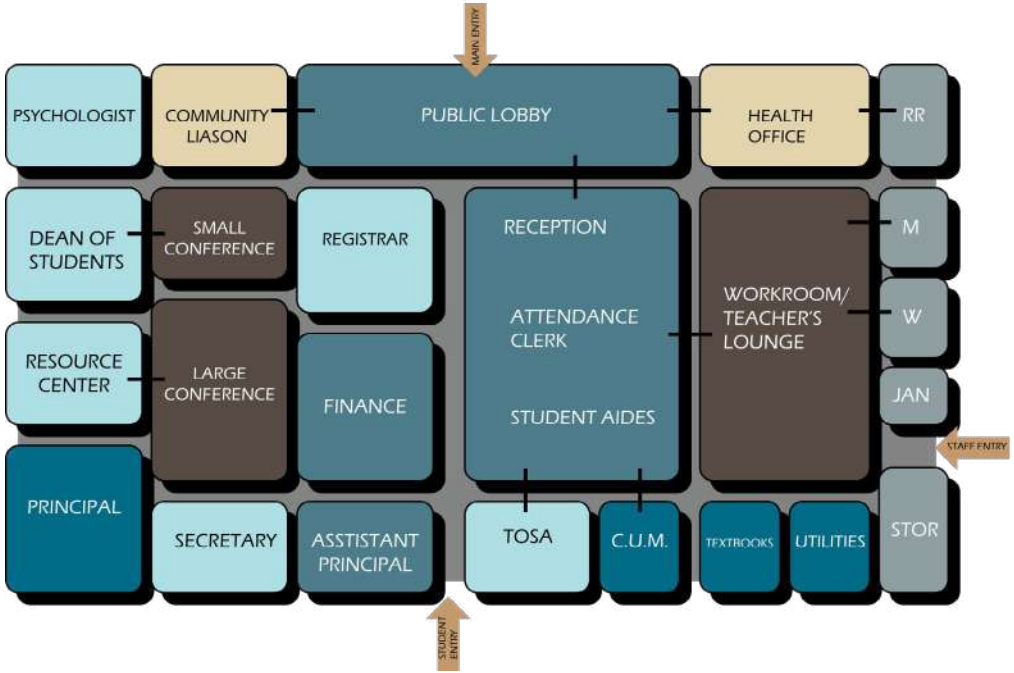
- Provides direction for initial planning for new or modernized facility while promoting the District's vision and core beliefs.
- Promotes the review of the instructional program building area required to accommodate learning styles to meet code.
- Provides spatial requirements and relationships.
- Learning environments to support Educational Adequacy for curriculum to be taught (electrical/data infrastructure, furni-

PBK · SEPTEMBER 2015 5.1

PROGRAMMING DISCUSSION WORKSHOPS

1. District's Leadership Team
2. District's Facilities Team
3. High School Administration
4. Teachers
   a) Art
   b) Sciences
   c) Math, English, History
   d) Career Tech
5. Special Education
6. Librarian
7. Athletics
8. Nutritional Services
9. Students

BUBBLE DIAGRAMS



Function / Purpose

- To provide an area for school staff to work and individual members to utilize shared resources. Area will also provide an area for staff to dine.
- To provide a waiting area for students and parents waiting to see administration staff, teachers or support staff.
- To provide offices for administration to carry out the various assigned tasks for managing the school's support of students, parents, staff and the community.
- To provide restrooms for staff members.
- To provide space and facilities for psychologist and other support team members to carry out their assigned duties and to meet with student, staff and parents.
- To provide space and facilities for staff to hold meetings.
- To provide space and facilities for support staff to the assist administration in the operations of the school.
- To provide space and facilities to receive visitors and to provide information and direction to parents and students.
- To provide space for the storage of administrative records, materials and supplies.
- To provide space outside of the Principal and Vice Principal Office to seat 10-12 students.

Spacial Relationships

- Attendance: Near main entry, with service windows to exterior
- Clerical support: Locate in open area of main office adjacent to lobby. Provide window to front door of school for supervision. Provide separate access for students from public access. Work stations should serve as a control point between entry and all other offices and workspaces.

BUBBLE DIAGRAMS

FUNCTION

Directly adjacent to the reception counter, the open office will house administrative assistants, attendance and/or clerks. Four staff workstations to conduct various office and administrative activities and assist faculty, staff, students, and visitors. The open office should have direct supervision to the reception/ welcome center and the student reception/waiting area.

INTERNAL RELATIONSHIPS

- Close proximity to principal's office, conference room, finance/attendance, and registrars office.
- Workstations: four (4) in modular office furniture in open office area).
- Lobby : 500 SF
- Reception: 300 SF for Attendance Clerk
- Open Office: 500 SF for Student Aides
- Provide views of all entrances to building wings if possible, to view interior office area and from student waiting to campus circulation or courtyard, front of school and parking lot.

BUILDING SYSTEMS CRITERIA

Mechanical

- Fire/alarm suppression as required.
- Independent HVAC controls within flexible range set by District's EMS system.
- Room temperature sensor connected to campus EMS.

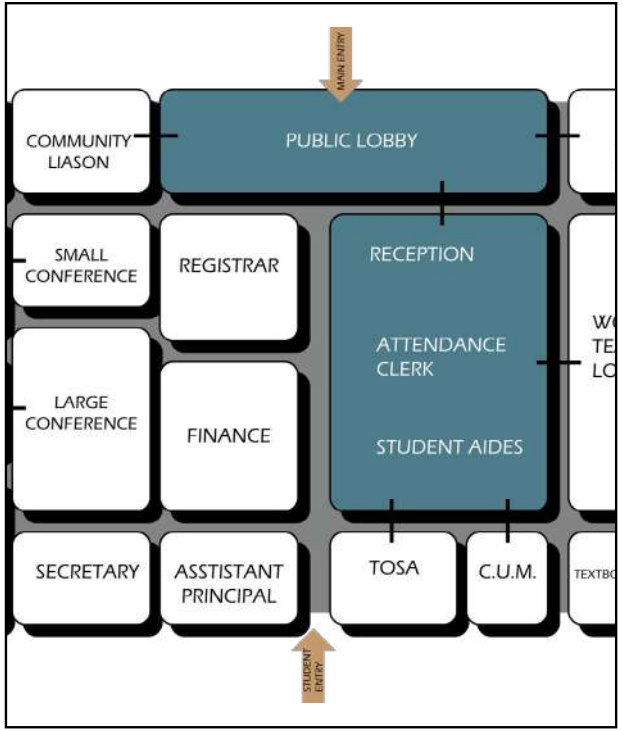
Plumbing

- No plumbing required.

Electrical / Lighting

- Clean segregated power distribution with surge suppression.
- Direct/Indirect dimmable LED light fixtures.
- Electrical outlets for general room and workstation use.
- Glare reduction lenses.
- Lighting: per IES Lighting Handbook guidelines.
- Multiple floor jacks and outlets for non-counter locations.
- Room occupancy and daylight sensors.

KEY PLAN



BUBBLE DIAGRAMS

Technology /Low Voltage

- Access to file server, printer and scanner .
- Fire alarm devices per NFPA-72.
- Outside phone line with data jack and telephone service.
- Telephone/Intercom handset, VoIP.
- Wired data outlet at workstation for network connectivity.
- Wireless access capability for computer communication/ applications.

DOORS / WINDOWS

- Ability to quickly lock down doors.
- Natural light is desirable.
- Provide door for direct access to the exterior.
- Provide service window to exterior as well as front lobby area.
- Windows in office to view interior office area.

21st CENTURY LEARNING

- Natural daylight into the space.

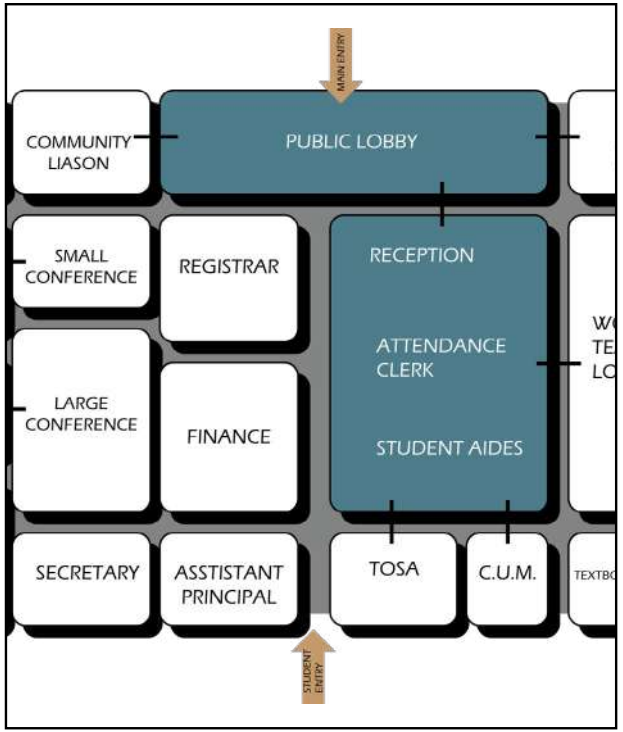
FURNITURE / EQUIPMENT / CASEWORK

- Accommodations for copier, printers, FAX, and radios
- Administrative office workstations with file cabinets and lockable storage.
- Ample counter space at the reception area in various heights for ample storage
- Casework a min. 14" deep for binders
- Casework to include a min. of 16 LF of cabinets.
- Guest chairs: ten (10).
- Hard surface counter in high traffic counter area.
- Provide open wall space for 16 LF of file cabinets
- Vinyl tack board walls with one wall for home/school communication.
- Work stations four (4) for clerical support.

MISCELLANEOUS

- Ceiling height: 10' min..
- Counter with swinging gate to separate lobby from work stations.
- Hard surface flooring at entry. Carpet in all other locations
- Seating space at entry for a min. of 12 visitors
- Security: camera monitor and lockdown termination point. Quick lockdown hardware in this area - suggested electronic latching.
- Ceiling material: acoustic ceiling tile.

KEY PLAN



PROGRAM SUMMARY

CDE WORKSHEET

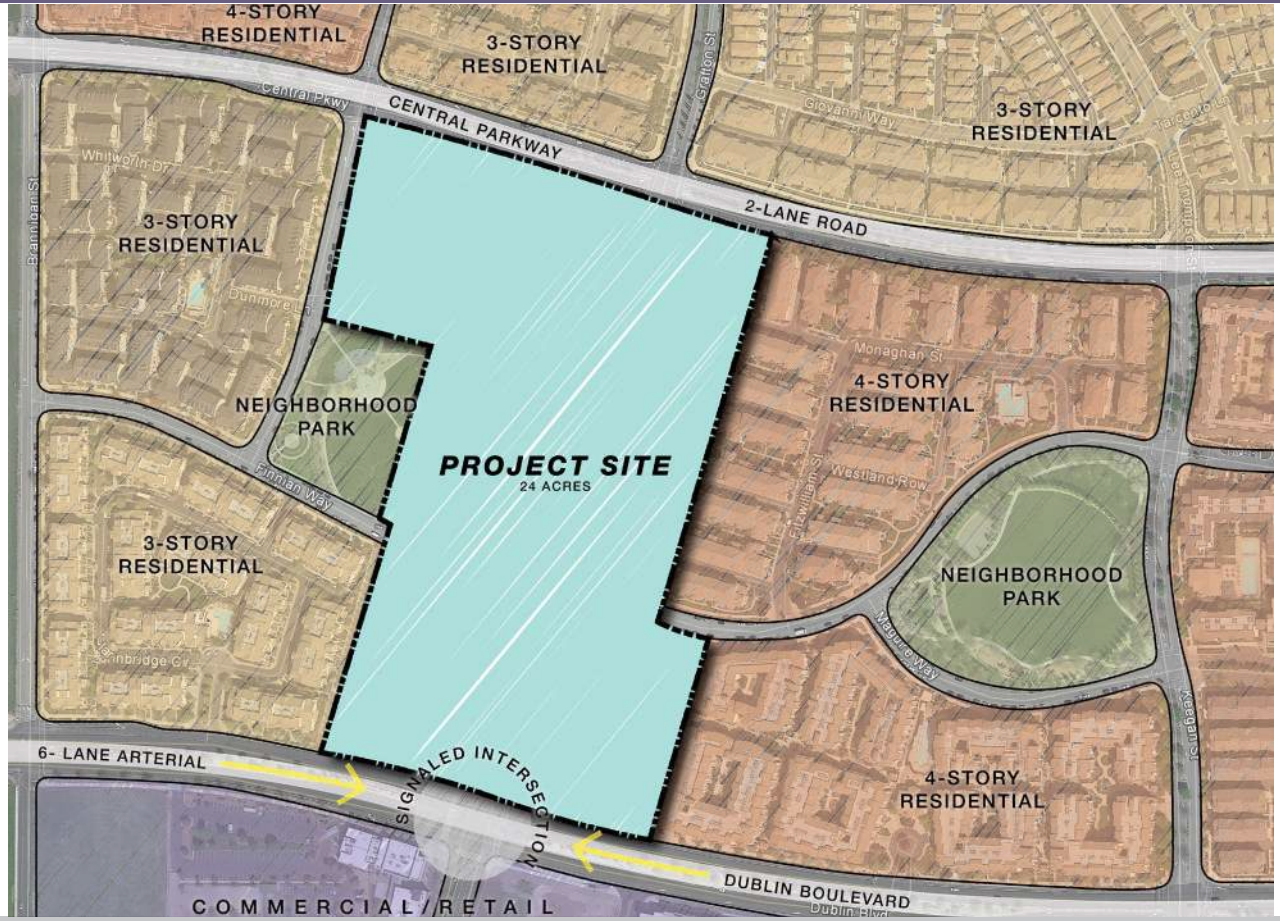
A	B	C	D	E	F	G	H			
Building ID teach station	Space ID	Teaching Stations	Grade Level	Educational Program Description Describe Curriculum and Program Activities	LEA Loading Standard	TS Capacity (C x F)	Square Feet per Space	Grants subtotals	Academy Mix Classroom Types	Teaching Stations
	ACADEMY 1 BLDG									
Academy 1	Library	0	9-12	Library, Stacks, Career and Guidance	0	0.0	8,600		Standard Classroom	33
23	Lecture Classroom	1	9-12	125 fixed seats with built-in desks	27.5	27.5	1,850		Spec Ed- non-severe	0
	Standard Classroom	12	9-12	Classroom with Smart Board	27.5	330.0	960		Spec-Ed-severe	0
	Computer Lab	1	9-12	Lab for computer instruction and repair	27.5	27.5	1,580		Flex Labs	12
	Flex Labs	3	9-12	Classroom with adjacent Prep Room	27.5	82.5	1,250		Flex Classrooms	14
	Tech Lab	1	9-12	Lab with Prep Room and Storage Room	27.5	27.5	1,480		Tech Labs	1
	Flex Classrooms	5	9-12	Flex Classroom with prep areas for lab work	27.5	137.5	960		Computer Lab	1
	Special Ed Severe	0	Severe	Daily living education, life skills	9	0.0	1,420	**633**		
									Chemistry Lab	2
	ACADEMY 2 BLDG								Physical Science	2
Academy 2	Standard Classroom	9	9-12	Classroom with Smart Board	27.5	247.5	960		Earth Science	2
27	Chemistry Labs	2	9-12	Chemistry Lab with chem tables and prep	27.5	55.0	1,850		Life Science	2
	Physical Science Labs	2	9-12	Physics, Sciences in adaptable open room	27.5	55.0	1,825		Artists Lab	3
	Earth Sciences Labs	2	9-12	Earth Sciences Lab in adaptable room	27.5	55.0	1,850		Graphics Lab	2
	Life Sciences Labs	2	9-12	Life Sciences Lab with adaptable room	27.5	55.0	1,825		Ceramics Lab	1
	Flex Classrooms	4	9-12	Flex Classroom with prep areas for lab work	27.5	110.0	960		Culinary Lab	1
	Flex Labs	2	9-12	Flex Classroom with adjacent prep areas for lab work	27.5	55.0	1,200			
	Special Education	0	Non Sev	Special Ed in Standard Classroom	13	0.0	960			
	Flex Lab A	2	9-12	Flex Lab with prep area and small group	27.5	55.0	1,180		Lecture Room	1
	Flex Classroom B	2	9-12	Flex Classroom with two small group space	27.5	55.0	1,080	**743**		
	ACADEMY 3 BLDG									
Academy 3	Standard Classroom	12	9-12	Classroom with Smart Board	27.5	330.0	960			
27	Artists Labs	3	9-12	Art Labs with prep and student storage	27.5	82.5	1,750			
	Graphics Labs	2	9-12	Graphics Labs with shared printing room	27.5	55.0	1,400			
	Ceramics Lab	1	9-12	Ceramics Lab with kiln yard, prep & storage	27.5	27.5	2,360			
	Culinary Lab	1	9-12	Culinary Classroom Lab with cooking facilities	27.5	27.5	1,725			
	Flex Classrooms	1	9-12	Flex Classroom with prep areas for lab work	27.5	27.5	960			
	Flex Labs	3	9-12	Classroom with adjacent Prep Room	27.5	82.5	1,250			
	Special Education	0	Non Sev	Special Ed in Standard Classroom	13	0.0	960			
	Flex Lab A	2	9-12	Flex Lab with prep area and small group	27.5	55.0	1,180			
	Flex Classroom B	2	9-12	Flex Classroom with two small group space	27.5	55.0	1,080	**743**	**Academy Mix**	**77**
	GYMNASIUM BLDG									
Gymnasium	3-court gymnasium	0	9-12	8-hafl court basketball or 6 volleyball courts	0	0.0	22,980			
1	Physical Ed Classroom	1	9-12	Large PE Classroom for varied uses	27.5	27.5	2,920	**28**	Gymnasium	**1**
	LOCKER ROOM BLDG									
Locker Room	Kinesiology Lab 1	1	9-12	Lab for Human Performance	27.5	27.5	2,200			
2	Kinesiology Lab 2	1	9-12	Lab for Sports Medicine	27.5	27.5	1,140	**55**	Locker Room	**2**
	THEATRE COMPLEX									
VAPA	823-seat balcony theatre	0	9-12	Performing Arts Theatre	0	0.0	17,770			
11	Dance Room	1	9-12	Dance studio with sprung floor	27.5	27.5	1,660			
	Drama Lab	1	9-12	Drama studio with stage floor	27.5	27.5	1,500			
	Scene/Set Lab	1	9-12	Wood Shop used for scene building	27.5	27.5	2,650			
	Choir Room	1	9-12	Specialized acoustical room	27.5	27.5	1,800			
	Orchestra/Band Room	1	9-12	Double sized band room with small practice	27.5	27.5	3,195			
	Broadcast Studio	1	9-12	Classroom for Production Skills	27.5	27.5	1,300			
	Universal Stage	1	9-12	Large Stage for Theatre Arts instruction	27.5	27.5	4,180			
	Orchestra Platform	1	9-12	Orchestra Performance and Practice Space	27.5	27.5	870			
	Costume Lab	1	9-12	Lab for costume design and fabrication	27.5	27.5	1,500			
	Director's Studio	1	9-12	Large Studio for Theatre Arts Instruction	27.5	27.5	1,200			
	Theatre Arts Lab	1	9-12	Lab to teach theatre make-up and preparation	27.5	27.5	1,150	**303**	Visual & Performing Arts	**11**
Future	**RELO CLASSROOMS**									
Relocatables	Standard Classroom	0	9-12	Classroom with Smart Board	27.5	0.0	960	**0**		**0**
		91				**2502.5**	Student Grants		Teaching Stations	**91**

SIMPBK

RFQ PROGRAM

1. Conceptual Site Plan for 2,500 Student Capacity with a minimum of:
   a) 600 Seat Theater/VAPA
   b) 4,000 Seat Football/Track/ Soccer Stadium
   c) 600 Parking Stalls
   d) 2,500 Seat Sports Complex with Additional Practice Gym
   e) Science & Engineering Labs
2. Phase 1 Project Schedule for 1,000 Students with plan for build out to capacity
3. Phase to open August 2022

SITE ANALYSIS



SITE CONCEPT - COMPLETE

SITE CONCEPT - PHASE ONE

FLEXIBLE FLOOR PLANS

SECTION 6 - APPENDIX

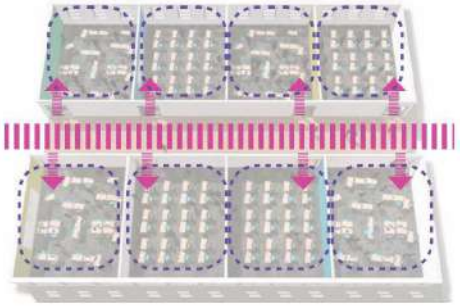
BASE PLAN

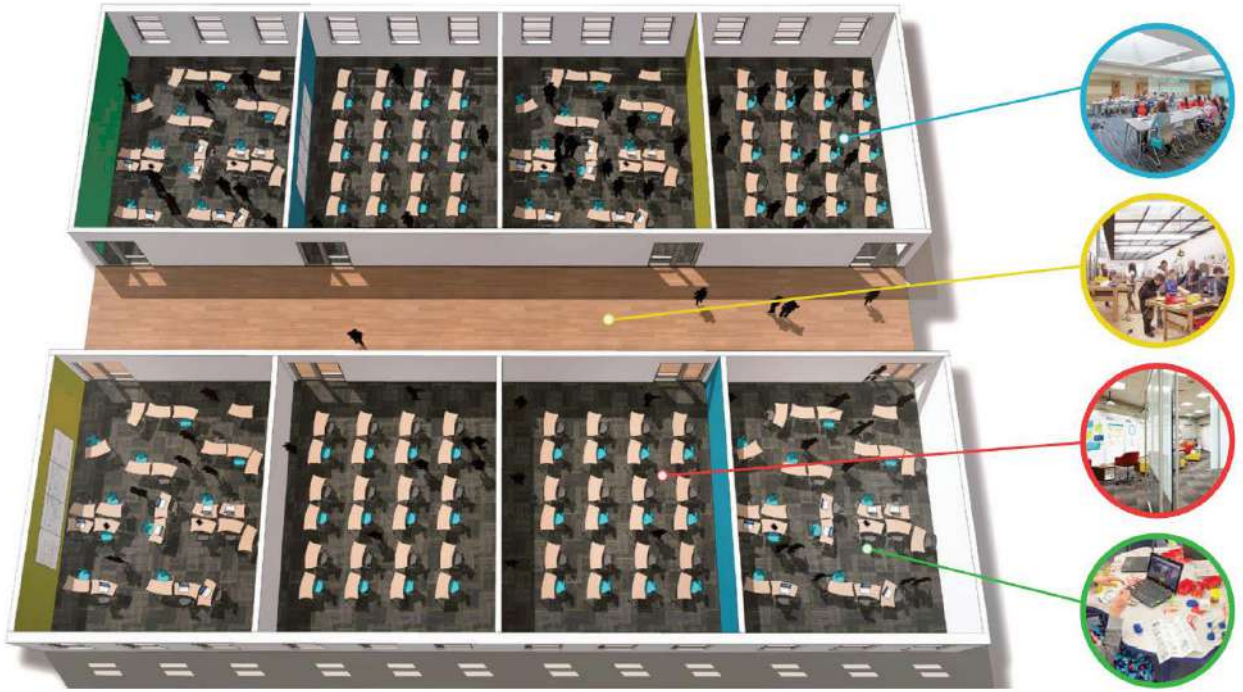
FURNITURE
- Activity Zones in each classroom (micro-environments)
- Flexibility to teach 4 C's
- Adaptable for multiple teaching methods (project-based, directed learning, etc)

MAKER SPACE
- Remote or mobile equipment

NEXT GENERATION
- Activity Zones in each classroom (no micro-environments)
- Flexibility to teach 4 C's within classroom
- Adaptable for multiple teaching methods (project-based, directed learning, etc)
- Writable wall surfaces (marker/ magnet boards, etc)
- Centralized storage (not in classrooms)

TECHNOLOGY
- Smartboards
- Overhead projectors





FLEXIBLE FLOOR PLANS

SECTION 6 – APPENDIX

OPTION 1

FURNITURE

- Flexibility to teach 4 C's
- Adaptable for multiple teaching methods (project-based, directed learning, etc)
- Mobile units

ACTIVITIES

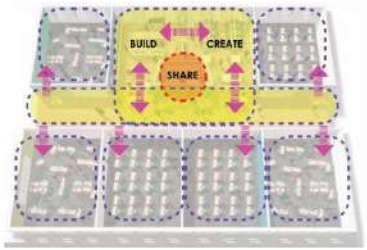
- Dedicated space with permanent equipment
- Doubles a research and active learning area
- Mobile units

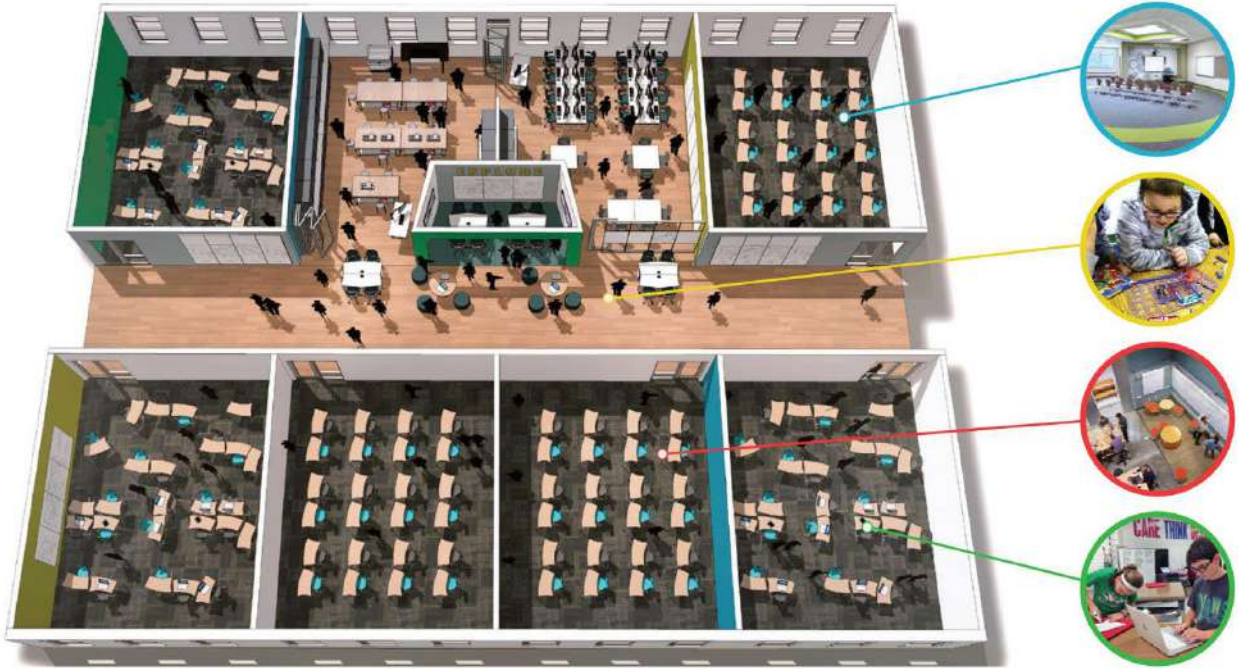
ARCHITECTURE

- Activity Zones throughout "studio" concept plus micro-environments (conference, breakout, collaboration, small group and individual)
- Capacity for STEM learning
- Flexibility for double classroom activity
- Corridor becomes learning space
- Additional transparency – visible learning
- Flexibility to teach 4 C's inside and outside classroom
- Adaptable for multiple teaching methods (project-based, directed learning, etc)
- Writable wall surfaces (marker/ magnet boards, etc)
- Storage within classrooms (some mobile units)

TECHNOLOGY

- Smartboards
- Overhead projectors
- "Active learning" stations





FLEXIBLE FLOOR PLANS

SECTION 6 – APPENDIX

OPTION 2

FURNITURE

- Flexibility to teach 4 C's
- Adaptable for multiple teaching methods (project-based, directed learning, etc)
- Mobile units

ACTIVITIES

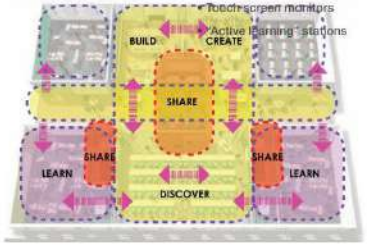
- Video Production
- Dedicated space with permanent equipment
- Doubles a research and active learning area
- Mobile units

ARCHITECTURE

- Activity Zones throughout "studio" concept plus additional micro-environments (conference, breakout, collaboration, small group and individual)
- Capacity for STEM learning
- Flexibility for double classroom activity
- Corridor becomes learning space
- Additional transparency – visible learning
- Flexibility to teach 4 C's inside and outside classroom
- Adaptable for multiple teaching methods (cross-curriculum, project-based, directed learning, coaching, etc)
- Teacher office space
- Writable wall surfaces (marker/ magnet boards, etc)
- Storage within classrooms (some mobile units)

TECHNOLOGY

- Long distance learning stations
- Touch screen monitors
- "Active Learning" stations



FLEXIBLE FLOOR PLANS

DESIGN CONCEPT

DESIGN CONCEPT

DESIGN CONCEPT

DESIGN CONCEPT - FULL CAMPUS

DESIGN CONCEPT

DESIGN CONCEPT

DUBLIN UNIFIED School District

CONCEPTUAL HIGH SCHOOL IDEAS

Dublin Unified School District

Department: _____ Name: _____

Subject Taught: _____ E-mail: _____

SIM-PBK

Return Sheet To Sheri Sweeney

DUBLIN UNIFIED School District

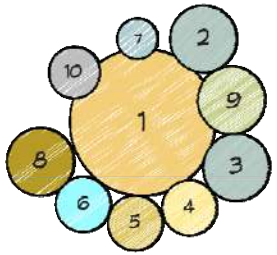
CONCEPTUAL HIGH SCHOOL IDEAS

Dublin Unified School District

Department: _____ Name: _____

Subject Taught: _____ E-mail: _____

AREA RELATIONSHIPS ELEMENTARY SCHOOL FACILITIES



ADMINISTRATIVE AND OFFICES AND RELATED FACILITIES

1. SECRETARY AND RECEPTION
2. PRINCIPAL'S OFFICE
3. VICE PRINCIPAL'S OFFICE
4. HOME SCHOOL LIAISON OFFICE
5. ITINERANT TEACHER OFFICE
6. NURSE'S OFFICE
7. RESTROOMS AND UTILITIES
8. TEACHERS' WORKROOM
9. CONFERENCE ROOM
10. SUPPLY STORAGE

Art Classroom FACILITY Plan for the Purposed Dinuba High School

Introduction:

For the new Dinuba High School Mrs. Gong and Mrs. Tomlinson make these recommendations and specifications for the required art department area: Three oversized 2D studio art classrooms (One art room equals to the minimum of two regular sized classrooms)

1. One oversized 3D art classroom designated for three-dimensional art, such as ceramics and pottery, Two oversized art classrooms designated for two-dimensional art
2. A Centrally located Teacher storage/workroom with a minimum of 1000 square footage that each art classroom has a door to access. Details to follow:

Display Space

Public viewing is essential to the art student experience so students experience pride of work to be appreciated by staff and other students. This includes display cases in the

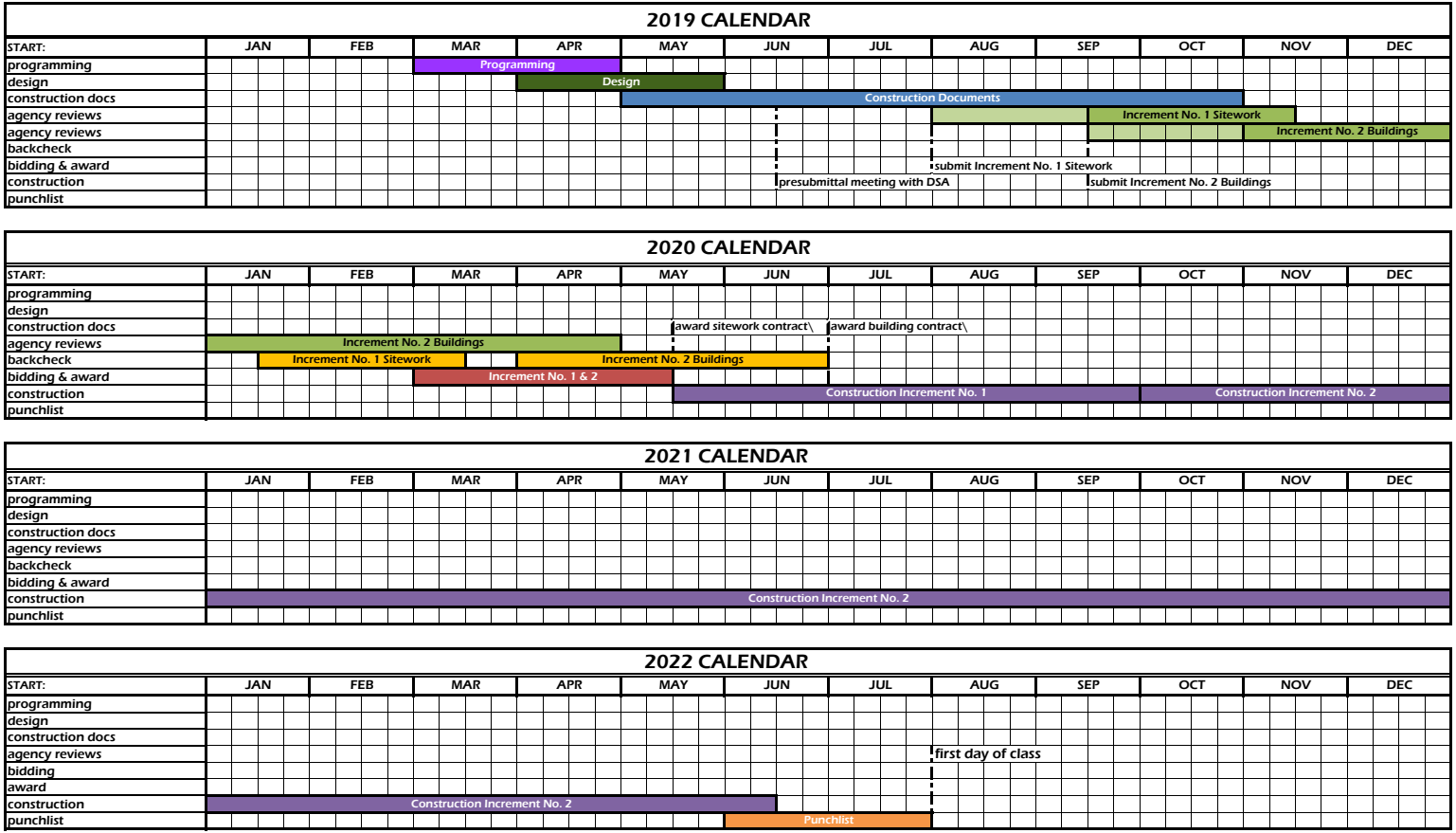
1. Hallways (interior and exterior)
2. Library
3. Media centers
4. Administration areas
5. Cafeteria
6. Auditorium /Foyer of the theater (cases for three-D work and places/cases for 2-D work along the walls or in movable display units on heavy duty, lockable wheels.)
7. Art Quad and classrooms

Storage

Storage needs in each classroom are huge in an art room. Here is a list:

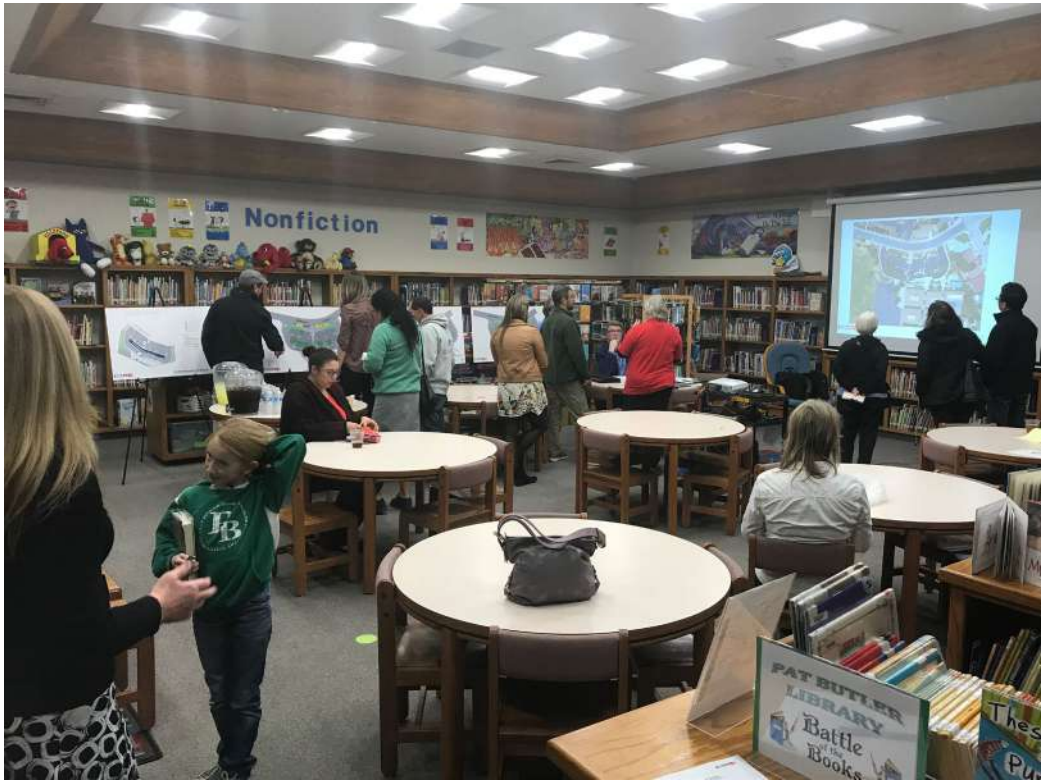
1. 1 large or two smaller bookshelves for student textbooks, (size for 3 class sets of 35 books 10"x13"x 3") and resource books
2. cabinets with countertops run along two long walls, and
3. Larger cabinets along one wall, that include paper storage cabinets. Approximately 22"x 48" x 84".
4. Closed storage under the sink area is needed. An additional shelf above sinks is also needed for sponges and items that need to dry out. Room for a drain board at each sink station is essential.
5. Enough sturdy cabinets that house all student portfolios, these may be flat or vertical.
6. The 3-d classroom must have adequate storage for student 3-d projects for all students to store their work. Approximately 22"x 48" x 84". TWO cabinets per class is the minimum for 3-D class.

SCHEDULE


2019 CALENDAR
START:
JAN
FEB
MAR
APR
MAY
JUN
JUL
AUG
SEP
OCT
NOV
DEC
programming
design
construction docs
agency reviews
agency reviews
backcheck
bidding & award
construction
punchlist
Programming
Design
Construction Documents
Increment No. 1 Sitework
Increment No. 2 Buildings
submit Increment No. 1 Sitework
presubmittal meeting with DSA
submit Increment No. 2 Buildings
2020 CALENDAR
START:
JAN
FEB
MAR
APR
MAY
JUN
JUL
AUG
SEP
OCT
NOV
DEC
programming
design
construction docs
agency reviews
backcheck
bidding & award
construction
punchlist
award sitework contract\
award building contract\
Increment No. 2 Buildings
Increment No. 1 Sitework
Increment No. 2 Buildings
Increment No. 1 & 2
Construction Increment No. 1
Construction Increment No. 2
2021 CALENDAR
START:
JAN
FEB
MAR
APR
MAY
JUN
JUL
AUG
SEP
OCT
NOV
DEC
programming
design
construction docs
agency reviews
backcheck
bidding & award
construction
punchlist
Construction Increment No. 2
2022 CALENDAR
START:
JAN
FEB
MAR
APR
MAY
JUN
JUL
AUG
SEP
OCT
NOV
DEC
programming
design
construction docs
agency reviews
bidding
award
construction
punchlist
first day of class
Construction Increment No. 2
Punchlist

NEXT STEPS

- Form separate subcommittees and schedule workshops
- After programming is established begin design charrettes
- After preliminary designs, community workshops
- PEDAL TO THE METAL!



THANK YOU