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.

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 collaboration with the current and planned Ed Specs assisted with identifying what new program and spatial requirements 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 sizes, 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-phased 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 institutional program building areas required to accommodate learning styles to meet codes.
- Provides spatial requirements and relationships.
- Learning environments to support Educational Adequacy for curriculum to be taught (electrical/data infrastructure, furnishing,
PROCESS OVERVIEW

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
**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 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.
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.
- Multiple floor jacks and outlets for non-counter locations.
- Room occupancy and daylight sensors.

• No plumbing required.
**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.

**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.
# Program Summary

<table>
<thead>
<tr>
<th>ACADEMY 1 BLD</th>
<th>ACADEMY 2 BLD</th>
<th>ACADEMY 3 BLD</th>
<th>GYMNASIUM BLD</th>
<th>LOCKER ROOM BLD</th>
<th>THEATRE COMPLEX</th>
<th>FUTURE BLD</th>
<th>Field of Study</th>
<th>Special Needs</th>
<th>Student Grants</th>
<th>Teaching Stations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academy 1</strong></td>
<td><strong>Academy 2</strong></td>
<td><strong>Academy 3</strong></td>
<td><strong>Gymnasium</strong></td>
<td><strong>Locker Room</strong></td>
<td><strong>Theatre Complex</strong></td>
<td><strong>Future</strong></td>
<td><strong>Field of Study</strong></td>
<td><strong>Special Needs</strong></td>
<td><strong>Student Grants</strong></td>
<td><strong>Teaching Stations</strong></td>
</tr>
<tr>
<td>Library</td>
<td>Science Labs</td>
<td>Science Labs</td>
<td>Gymnasium</td>
<td>Kinesiology Lab</td>
<td>Theatre Lab</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
</tr>
<tr>
<td>Classrooms</td>
<td>Classrooms</td>
<td>Classrooms</td>
<td>Athletics</td>
<td>Lab</td>
<td>Lab</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>Chemistry Lab</td>
<td>Chemistry Lab</td>
<td>Theatre Lab</td>
<td>Lab</td>
<td>Lab</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
</tr>
<tr>
<td>Tech Labs</td>
<td>Physical Science Lab</td>
<td>Physical Science Lab</td>
<td>Lab</td>
<td>Lab</td>
<td>Lab</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
</tr>
<tr>
<td>Study Rooms</td>
<td>Dance Room</td>
<td>Dance Room</td>
<td>Lab</td>
<td>Lab</td>
<td>Lab</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
</tr>
<tr>
<td>Special Ed</td>
<td>Drama Room</td>
<td>Drama Room</td>
<td>Lab</td>
<td>Lab</td>
<td>Lab</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
</tr>
<tr>
<td>Flex Classrooms</td>
<td>Lab</td>
<td>Lab</td>
<td>Lab</td>
<td>Lab</td>
<td>Lab</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
<td>Minimal</td>
</tr>
<tr>
<td><strong>Future BLD</strong></td>
<td><strong>Visual &amp; Performing Arts</strong></td>
<td><strong>Miscellaneous</strong></td>
<td><strong>Minimal</strong></td>
<td><strong>Minimal</strong></td>
<td><strong>Minimal</strong></td>
<td><strong>Minimal</strong></td>
<td><strong>Minimal</strong></td>
<td><strong>Minimal</strong></td>
<td><strong>Minimal</strong></td>
<td><strong>Minimal</strong></td>
</tr>
<tr>
<td><strong>ECA WORKSHEET</strong></td>
<td><strong>Performance Inspired Design</strong></td>
<td><strong>Incomparable Service</strong></td>
<td><strong>Standard Classroom</strong></td>
<td><strong>Standard Classroom</strong></td>
<td><strong>Standard Classroom</strong></td>
<td><strong>Standard Classroom</strong></td>
<td><strong>Standard Classroom</strong></td>
<td><strong>Standard Classroom</strong></td>
<td><strong>Standard Classroom</strong></td>
<td><strong>Standard Classroom</strong></td>
</tr>
<tr>
<td><strong>Academy Mix</strong></td>
<td><strong>Visual &amp; Performing Arts</strong></td>
<td><strong>Miscellaneous</strong></td>
<td><strong>Minimal</strong></td>
<td><strong>Minimal</strong></td>
<td><strong>Minimal</strong></td>
<td><strong>Minimal</strong></td>
<td><strong>Minimal</strong></td>
<td><strong>Minimal</strong></td>
<td><strong>Minimal</strong></td>
<td><strong>Minimal</strong></td>
</tr>
</tbody>
</table>

---

**Note:** The above table provides a summary of the spaces and their associated uses across various buildings. The entries include the type of space, its capacity, and any special features or equipment related to each use.
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
FLEXIBLE FLOOR PLANS

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
- Remoto or mobile equipment

NEXT GENERATION
- Activity Zones in each classroom (no micro-environment)
- 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

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 as research and active learning area
- Mobile units

ARCHITECTURE:
- Activity Zones throughout “studio” concept plus mini-environments (conference, breakout, collaboration, small group, and individual)
FLEXIBLE FLOOR PLANS

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 classrooms
- Adaptable for multiple teaching methods (cross-curriculum, project-based, directed learning, coaching, etc)
- Teacher office space
- Writeable wall surfaces (marker/ magnet boards, etc)
- Storage within classrooms (some mobile units)

TECHNOLOGY
- Long distance learning stations
- Thatch group stations

LEARN
SHARE
DISCOVER
CREATE
BUILD
LEARN
DESIGN CONCEPT
DESIGN CONCEPT - FULL CAMPUS
CONCEPTUAL HIGH SCHOOL IDEAS
Dublin Unified School District

Art Classroom FACILITY Plan for the Purposed Dublin High School

Introduction:
For the new Dublin High School Mrs. Gong and Mrs. Tomichev make these recommendations and specifications for the required art department area: three oversized 20 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. Administrative areas
5. Cafeteria
6. Auditorium (cages 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. A large or two smaller bookshelves for student textbooks, size for 3 class sets of 35 books
2. 10"x12"x3" resource books
2. cabinets with countertops run along two long walls, and
3. Large cabinets along one wall, that include paper storage cabinets. Approximately 22"x48"x8"
4. Closed storage under the sink area is needed. An additional shelf above sinks is also needed for sponges and soaps that need to dry out. House 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"x48"x8". TWO cabinets per class is the minimum for 3-D classroom.
### 2019 Calendar

<table>
<thead>
<tr>
<th>START:</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
<th>AUG</th>
<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01/15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01/31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2020 Calendar

<table>
<thead>
<tr>
<th>START:</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
<th>AUG</th>
<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01/15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01/31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2021 Calendar

<table>
<thead>
<tr>
<th>START:</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
<th>AUG</th>
<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01/15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01/31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2022 Calendar

<table>
<thead>
<tr>
<th>START:</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
<th>AUG</th>
<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01/15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01/31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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