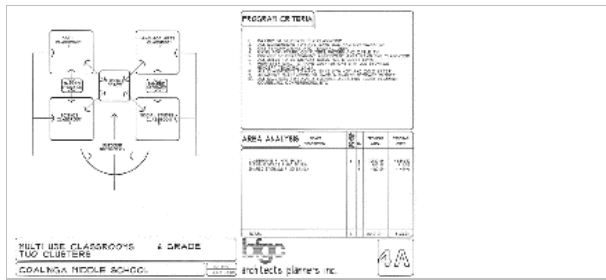


EDUCATIONAL SPECIFICATIONS



The City of Coalinga is a petroleum/fuel based entity with a peripheral agricultural community, while the City of Huron comprises primarily agriculture and indigenous farm labor. The school district had already passed a local bond initiative, and secured a separate joint-use grant for a community gymnasium in Huron.

Each program was individually tailored from a shared vision, interdependent resources, common goals and independent community needs -- establishing criteria for planning and design of physical facilities, including the specific features unique to the student population and community fabric.

BACKGROUND

Project Facts . . .

Two campuses share a common program and a common source of funds, and each school was developed from an intensive consensus-building and contribution process that ultimately provided the District with two independent schools within distinctly different communities.

Scope

U Lead the District to development of their 'Vision' and a Mission Statement

U Synthesize collective intellect and sentiment

U Disseminate common elements/components

PROJECT SCOPE

To identify and present architectural design guidelines for use in construction of concurrent middle school campuses in the District's Building Program.

Consult the users of the space: the students, the teachers, the administrators and trustees, the parents, and the community.

Define the programmatic, functional, spatial, environmental, technological, safety and security requirements of proposed educational facility(ies).

Formulate a synthesis between curriculum content or teaching methodology to that influences school design

Community uses that may affect the school design

STRATEGIC IMPLEMENTATION

Thorough examining of both the internal stature of the district and schools and the external context in which they are situated.

BFGC organized educators, professionals, students, and community members to systematically discuss and then transform their mission and objectives into activity settings.

Patterned graphic language representing the transformation of text into functional space and relationship(s) aligned with the curriculum content and/or teaching methodologies identified.

Provided sampling of functional space utilization concepts to inspire collective conscious of physical facilities.

Identification of strategic elements and alternatives for phased implementation, adaptive re-use of space, and with limited resources, planning to ensure all activities work well together and support priorities now and in the future.

Built-in capacity for ongoing change by the District's and School's regular operations.