



Orange Unified School District Educational Visioning Workshop

November 19, 2019

Agenda

- Introductions + Goals for the Workshop 5 minutes
- FMP Process + Educational Specifications 5 minutes
- Icebreaker Activity 10 minutes
- FMP Input To-Date 5 minutes
- How Space Helps & Hinders – Small Group Activity 30 minutes
- The Experience of Core Learning Spaces – Small Group Activity 45 minutes
- What is Missing? – Large Group Discussion 15 minutes
- Next Steps + Open Discussion 5 minutes

Your Team



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Principal
Director of K-12



Sabrina Jones
Project Manager



Samuel Lim
Associate
Managing Director



Lindsay Hayward
Associate
Educational Program Vision



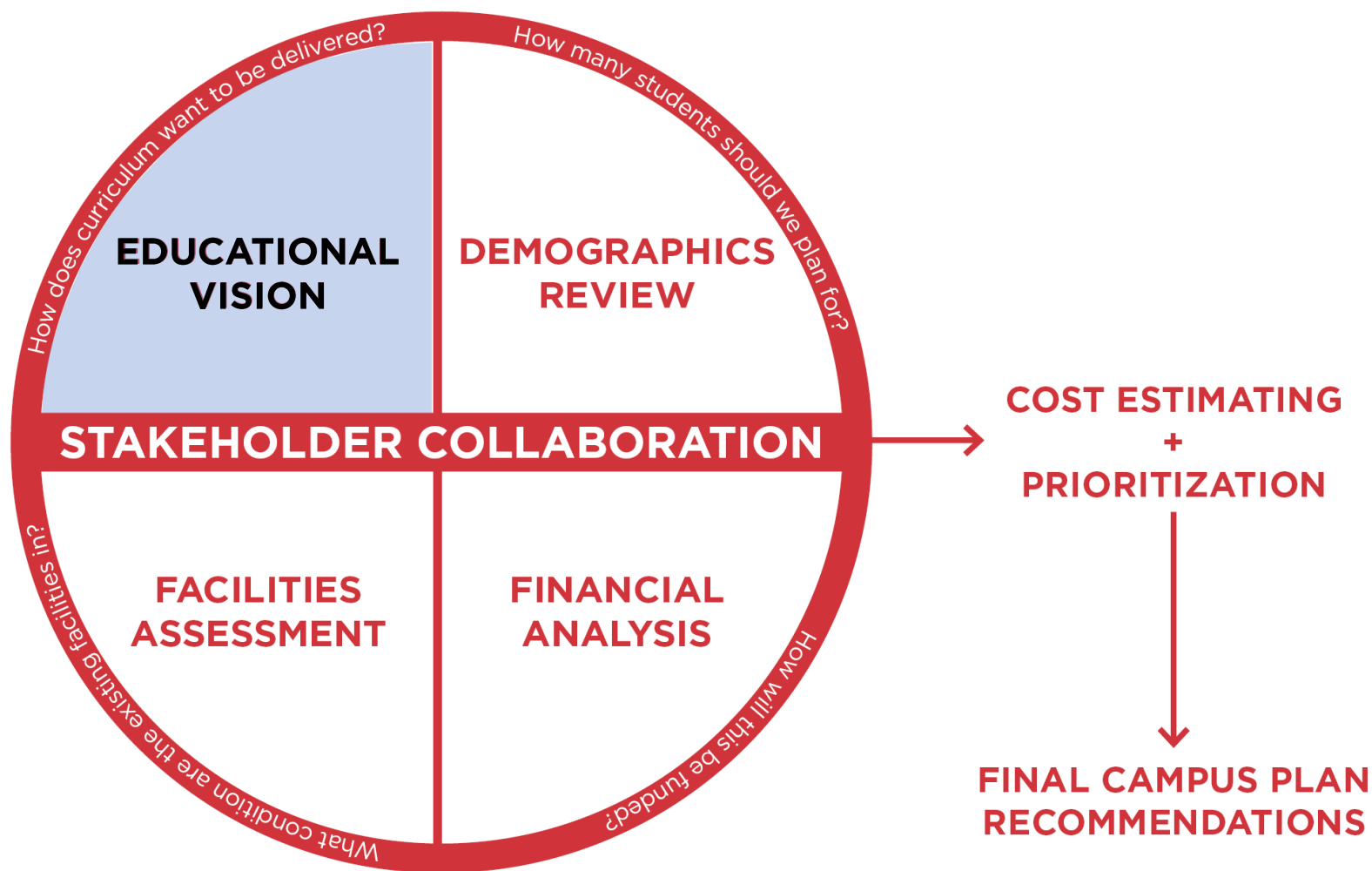
Lea Espinosa
Designer

Educational Visioning Workshop

Purpose:

To inform the Educational Specification component of the Facilities Master Plan by finishing the vision for each campus and exploring themes that provide equity and parity across all schools, while supporting the Orange USD Strategic Plan.

Facilities Master Plan Components



Educational Specifications



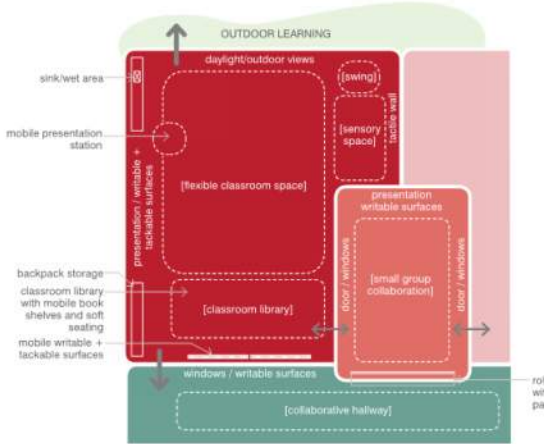
Educational Specifications:

A set of guidelines that help to establish district standards for building design. Incorporating sizes, furniture styles, equipment, and adjacencies, this document is a tool for creating equity and parity across all sites.



Orinda Union School District
Facilities Master Plan

PROGRAM VISION / ELEMENTARY
SPECIAL EDUCATION: SPECIAL DAY CLASS





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PROGRAM VISION / ELEMENTARY
SPECIAL EDUCATION: SPECIAL DAY CLASS

PROGRAM ACTIVITIES

- Individual Educational Program (IEP)
- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development and improvement of communication and language skills

DESIGN OBJECTIVES & CHARACTERISTICS

- Provide an educational space where students feel safe, comfortable, and able to thrive.
- Include areas / rooms for small group, focused work and individual work.
- Support inclusion; these classrooms are similar to typical classrooms with lower student loading.



Grossmont High School



Sensory Room

FURNITURE

- Utilize mobile furniture that can be re-arranged easily and with minimal effort, accommodating individual and group work.
- Include a variety of different / adjustable-height seating options such as soft furnishings and stools.
- Disperse writable surfaces throughout.
- Mobile shelving on locking casters and soft seating for a small library.

FINISHES

- Flooring should be carpet or area rug in whole-group area where students may be seated.
- Flooring should be resilient at the sink area and other areas designated as project area(s).
- Finishes should contribute to the acoustical qualities; include materials that absorb sound within the space.

EQUIPMENT

- Integrated technology that accommodates presentation, documentation, seamless internet access, and student devices should be provided.
- Mobile presentation station
- Provide assistive technology and communications devices as appropriate for those in need.
- Sink with bubbler
- Provide sensory equipment as determined by site leadership. Provide structural support for this equipment that allows flexibility and adaptability in room organization.

From your programmatic perspective,
**what is working very well at the
schools and what is not?**



LPA

FMP Input To-Date

Stakeholder Engagement

Strategic Plan	Focus Groups	Principal Meetings
• environments that attend to the needs of the whole child • provide innovative programs • increase awareness and refine CTE pathway opportunities at all schools • foster professional growth • provide comprehensive steam education • promote the use of innovative technology • strengthen the security of each site's entry point	• building/site infrastructure • curb appeal • fencing/safety • space for parents • ADA access • special education support spaces • student services hub – speech, psych, etc. • student & staff wellness • restrooms • single point-of-entry / multiple points of exit • repurpose computer labs	• parking/traffic/drop-off • curb appeal • modernization • multipurpose rooms • restrooms • playground revitalization • additional space • shade structures • safety issues



Small Group Activities

Small Group Activity #1 – How Space Helps & Hinders

30 minute activity

2 explanation

18 group discussion

10 share back with the whole group
(select one person)

How does your space hinder/help a student become a WELL-INFORMED & INQUISITIVE CRITICAL THINKER?	
INSPIRING OUR LEARNERS OF TODAY TO BE PURPOSEFUL LEADERS OF TOMORROW. INTEGRITY • EQUITY • RESPECT • EXCELLENCE	
What are you leaving behind?	What are you taking with you?
use post-it notes or write directly on the sheets	

Small Group Activity #1



present back

Small Group Activity #2 – Core Learning & Support Spaces

45 minute activity

5 explanation

25 group discussion

15 share back with the whole group
(select one person)

GATHERING SPACES

LIBRARY
MPR
OTHER?

4

Use the scales below to indicate how you see these types of spaces moving forward. Does it differ between elementary and middle school environments?

 before/after school	 school hours only
 technology-rich	 book-centric
 quiet (heads down)	 active (collaborative)

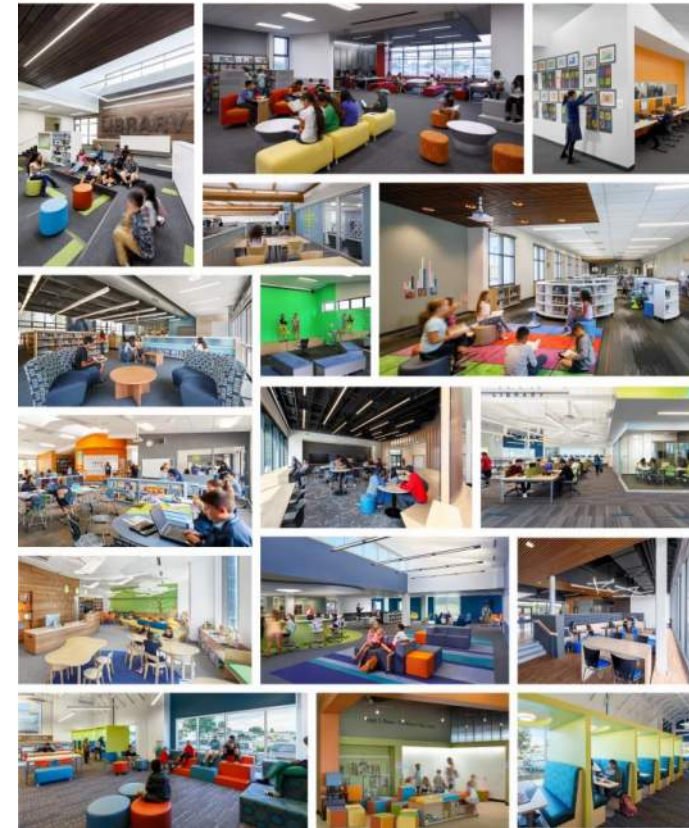
Describe the Future OUSD Learner Experience (what might the student and teachers be doing, thinking, seeing, hearing, feeling in the space).
What resources do you see available for students to support their experience?
Use the space below to design, diagram, cut out imagery or describe your ideal space(s).

activities

finishes

furniture & equipment

library



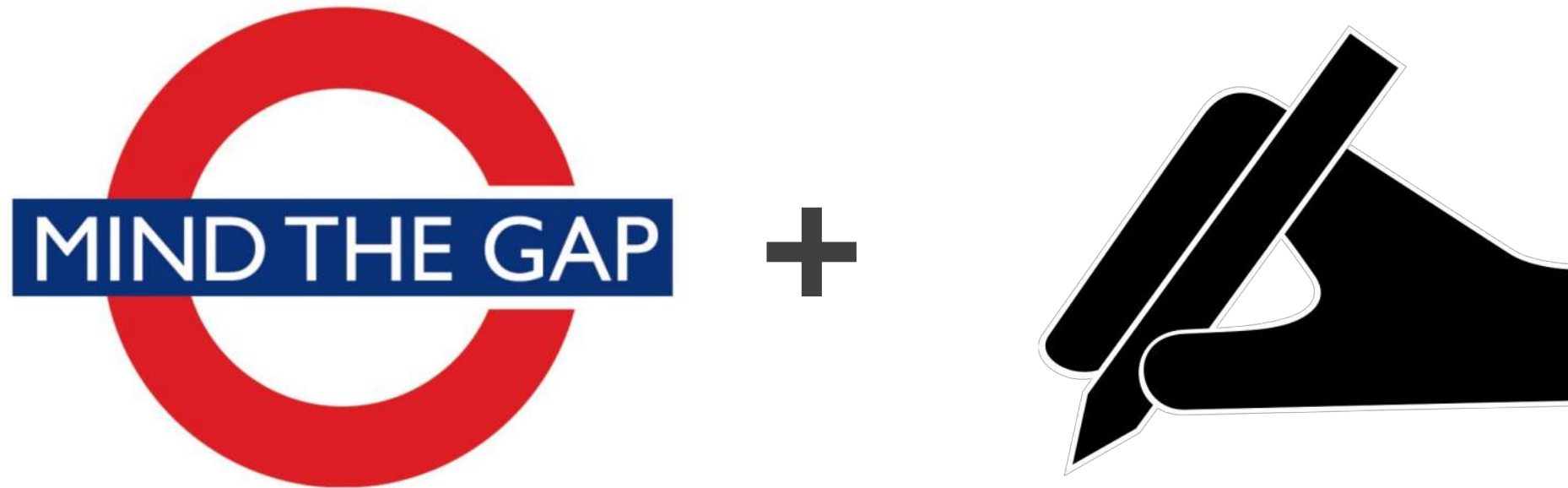
Small Group Activity #2



present back



Mind the Gap – Did We Miss Anything?



Next Steps

- K-8 Educational Specifications Development 12.2019 – 01.2019
- FMP Committee Meeting #3 01.23.2020



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