



ARCHITECT DESIGN MANUAL
New Construction and Modernization
Introduction to Volumes 1 and 2

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INTRODUCTION

VOLUME 1 -- DESIGN STANDARDS GENERAL CRITERIA

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APPENDIX



INTRODUCTION

i.1 PURPOSE

San Bernardino City Unified School District is committed to creating high quality school buildings -- places that provide well planned, high performing, healthy educational environments that foster student achievement and well being, as well as providing centers of community.

This SBCUSD “Architect Design Manual” (ADM) has been prepared to establish and sustain consistent representation of quality standards and operational requirements for design teams of SBCUSD school facilities. It presents firm criteria and guidelines for the planning and design of this District’s new-school, modernization and growth projects.

The manual’s requirements are based on the current curricula and teaching methodologies, student groupings, and operational experience. They reflect the District’s experience in building and operating schools to balance the needs for instructional functionality with aesthetics, practical comfort, accessibility, ease of maintenance and operation, sustainability, and assurance of safety so that all students, staff and community members feel welcome, safe, and proud of their schools – all while reflecting the wise and efficient use of public resources.

i.2 ORGANIZATION OF DESIGN REQUIREMENTS

The “Architect Design Manual” (ADM) is divided into two volumes: Volume 1, “General Criteria,” dealing with functional and general planning and design requirements, and Volume 2, “Technical Criteria,” dealing with specific material and systems requirements of each design discipline. Volume 2 includes several addenda that add detail to requirements or that support the technical decisions included in the Manual.

The “Architect Design Manual” is complemented by other SBCUSD documents, criteria, standards and publications that govern the design of schools, including the following specific documents:

- ∞ Facilities Program: Governs the capacity, size, and number of functional spaces of each project.
- ∞ Estimated Cost of Construction: Quantifies the quality levels of space, materials and systems for each project.
- ∞ Educational Specifications (Ed Specs): Detail the requirements for instructional spaces for Elementary, Middle and High Schools. These include detailed descriptions of the functional and facilities requirements for each space defined in the Facilities Program, including prototype drawings and equipment lists. They must be prepared, usually by the project Architect, as the basis for the school design.

i.3 DESIGN PRINCIPLES

Learning Environment: schools should provide instructional spaces that facilitate student-teacher interaction in the educational process, with collaborative learning and



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working, flexibility to accommodate different teaching styles, and a health-enhancing environmental ambience.

Flexibility: school planning should anticipate future growth on the site as well as provisions for equipment replacement and advances in technology.

Small Within Big: in planning larger schools, it is preferable to create smaller schools within the larger context, to reduce the perceived scale of the school for students and to provide small learning communities with common affinities, such as age and grade or common curricula.

Accessibility: schools must accommodate all students, staff and community members including the physically disabled and wheelchair bound, deaf, visually or emotionally impaired.

Safety and Security: schools must be safe and secure without appearing prison-like.

Sustainability: schools must assertively address long term concerns for environmental impacts and energy conservation.

Community Focus: the school, as the center of the neighborhood, must be accessible on evenings and weekends for joint use of facilities by the community and provision of extended learning concepts.

Land Use and Site Planning: scarcity of land demands innovative settings of buildings, playgrounds and parking to achieve educational goals on crowded urban sites.

Pride and Ownership: school design should foster a sense of belonging and pride among the students, staff and community.

Architectural Quality: Appearance and overall character of each school should be both pleasing and stimulating to students, teachers, parents and neighbors, providing a community asset that is a welcoming and attractive place to visit or work.

1.4 DEVIATIONS AND VARIANCES

Where projects are anticipated to be constructed under hardship status, deviations may be required to meet maximum amounts available for construction.

Variations and exceptions to these Standards may be granted by the District in advance under compelling circumstances, product availability, or changing technologies.



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