

	<b>ABERDEEN SCHOOL DISTRICT</b>	<b>NEPN Code: FEA-R</b>
	<b>POLICIES AND REGULATIONS</b>	

## **FACILITIES PLANNING AND DEVELOPMENT**

### **DEVELOPING EDUCATIONAL SPECIFICATIONS**

Educational specifications are written after consultation and study with committees of teachers, administrators, consultants, maintenance technicians and citizens. Upon completion of the specifications they are:

1. Reviewed by the appropriate faculty members affected by the specifications
2. Presented to the superintendent
3. Presented to the school board and/or its designated committee
4. Presented to the architect

Generally, the content of a set of educational specifications would include all or a part of the following items:

1. A statement of the educational philosophy of the district as it pertains to the specific construction project
2. Community and school characteristics
  - A. What is the plan of organization and expected enrollments of the school?
    1. Grade levels
    2. Maximum expected enrollments with trends and projections
  - B. What is the construction plan for this facility?
    1. Is it to be an addition, complete unit, expandable unit, or a phased program leading to a complete facility?
  - C. What special services are to be provided?
  - D. What special provisions are needed for community use?
    1. Cooperative park/school arrangement
    2. Parent-teacher associations
    3. Community athletic programs
    4. Civil Defense
    5. Others
  - E. What cafeteria services are to be provided and what is the maximum number likely to be served?
  - F. What is the policy regarding multiple use of spaces?
  - G. Other pertinent data relating to the project.
3. Site characteristics
  - A. What site considerations should be made for this project?
    1. Site, size and location defined
    2. Recommended building orientation; service drivers, parking requirements for staff, students and public; sidewalk and other approaches; outside lighting

4. Requirements of the physical plant
  - A. What instructional spaces are required?
    1. The elementary school: each space to be described by:
      - a. Number of spaces required
      - b. Floor area needed
      - c. Location in respect to other facilities
      - d. Activities requiring special type of construction
    2. The secondary school: a statement of instructional purpose is to precede the description of each specialized area. Each classroom space is identified by:
      - a. Number of spaces required
      - b. Floor area needed
      - c. Location in respect to other facilities
      - d. Special construction requirements for certain facilities (soundproofing, additional ventilation, etc.)
  - B. What non-instructional spaces are required? (elementary and secondary)
    1. Each space to be identified, number of facilities required, and floor space requirements
  - C. Orientation of spaces
    1. Relationship between instructional and non-instructional spaces
    2. Relationship of spaces to site
    3. Interrelationship between instructional areas
  - D. Environmental controls
    1. Lighting quantity and quality
    2. Acoustical properties and noise control
    3. Aesthetic qualities interior and exterior
    4. Heating and/or cooling
    5. Ventilation
    6. Properties of floor, wall, and ceiling finishes
    7. Color - in certain instances
    8. Safety requirements
5. What additional information or comments are necessary to further interpret the educational program into an efficient school building?

**FORMERLY:** 7003

**ADOPTED:** November 14, 2000

**REVIEWED:** January 22, 2006

**REVIEWED:** December 8, 2014