

	ABERDEEN SCHOOL DISTRICT	NEPN Code: FEA-R
	POLICIES AND REGULATIONS	

DEVELOPING EDUCATIONAL SPECIFICATIONS

Educational specifications are written after consultation and study with committees that include participation with 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?