

Policy

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LONG-RANGE FACILITIES PLANNING

To ensure that district facilities will be able to meet the future needs of the educational program, the board directs the chief school administrator to develop procedures for collecting relevant information, including but not limited to:

- A. The changing educational needs of the district;
- B. Relations with the total community;
- C. Plant and site aesthetics;
- D. Changing makeup of district population as to age distribution, educational levels, etc.;
- E. Community planning and zoning;
- F. Financial ability of the school district;
- G. Safety and welfare of pupils;
- H. True economy reflecting full value for each tax dollar expended;
- I. Optimum access for disabled pupils;
- J. Relationship between projected new facilities and those already in existence.

Planning for major rehabilitation and remodeling will be incorporated into the school district master plan on a scheduled basis.

Substandard Facilities

All existing school facilities will be evaluated annually for their suitability to current district needs. Any facilities found to be substandard according to the administrative code shall be corrected as quickly as possible in compliance with law.

LONG-RANGE FACILITIES PLANNING (continued)

Legal References: Use legal reference sheet.

Cross References: See legal reference sheet.

Key Words

Long-range Facilities Planning, Planning, Facilities

DEVELOPING EDUCATIONAL SPECIFICATIONS

Educational needs should determine the plan and design of the schools. Therefore, the chief school administrator shall develop comprehensive educational specifications for any projected facilities--whether built or altered, owned or leased, temporary or permanent--for consideration by the board.

In developing the specifications, the chief school administrator shall draw on recommendations of citizens, professionals and support staff, pupils, and other appropriate sources. The factors on which the specifications are based shall include but not be limited to:

- A. The plan of school organization and estimated size and type of enrollment in the proposed facility;
- B. Provisions for the disabled;
- C. Space requirements for all functions, including an indication of relative locations of various spaces;
- D. Desired layout of special areas and the equipment needed for such areas;
- E. Mechanical features and special finishes desired;
- F. Standard codes and regulations (school district, community, county, and state) affecting planning;
- G. Other requirements under existing law and regulation;
- H. Pertinent budget and related factors.

The board needs the specifications to:

- A. Clarify and consolidate the thinking of the administration, the board, and the community on the needs, desires, and objectives of the educational program to be conducted within the proposed new facility;
- B. Organize this important information in a manner that can be easily and clearly interpreted by the architect.

DEVELOPING EDUCATIONAL SPECIFICATIONS (continued)

Legal References: Use legal reference sheet.

Cross References: See legal reference sheet.

Key Words

Educational Specifications, Planning