

**WE EXPECT EXCELLENCE****WE INNOVATE****WE EMBRACE EQUITY****WE COLLABORATE**

EDUCATIONAL SPECIFICATIONS FOR NEW SCHOOL BUILDING DESIGNS

POLICY ISSUE / SITUATION:

As part of the District's work to prepare for the 2014 Bond construction program, in early 2013 staff embarked on a process to develop a new set of Educational Specifications (Ed Specs) to guide the planning and design of future school buildings. The results of that effort are being reported to the School Board for background information.

BACKGROUND INFORMATION:

An Educational Specification is a document facility planners, architects and engineers use to develop, plan and design new schools or modernize existing buildings. Ed Specs describe the facility vision, spaces, relationships between spaces and specific physical characteristics of each space in a new or modernized school.

The basis of the Ed Spec is the educational program. Educational programs require space which should be configured with certain physical attributes and characteristics. In essence, the shape and nature of place supports, and is defined by, educational programs. A properly designed place, taking careful consideration of a student's educational needs, makes a positive contribution to learning.

Effective school facility planning is characterized by extensive input, research-based analysis of educational trends and conditions, and documentation of building user needs. The development of Beaverton School District's Educational Specifications required a multi-faceted 13-month process involving nearly 150 teachers, students, design professionals, and Central Office staff from a full range of district programs and schools. A three-step methodology was utilized to assess BSD's current and future educational programs, develop planning and design characteristics for District schools, and translate building user needs into space requirements. Separate Ed Specs were developed and approved for K-5 schools, middle schools, and high schools, Attachment (A).

The Ed Specs employed the concept of WE, and the WHY-HOW-WHAT thinking process from the middle out; see Attachment (B). The three Ed Spec documents are available at:

<https://www.beaverton.k12.or.us/depts/facilities/development/Pages/Educational-Specifications.aspx>

RECOMMENDATION:

It is recommended that the Beaverton School District Board of Directors review this information.

District Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

May 2014

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Forward

The Beaverton School District has embraced the concept of “WE,” meaning we will expect *excellence*, we will be *collaborative*, we will establish practices of *equity*, and we will be *innovative*. As we move forward with the implementation of our voter-approved construction bond program, we will commit to practices that support these four pillars. Toward that end, this educational specification, also referred to as the Ed Spec, has become an important process.

Never before in the history of the District has the focus on the educational program aspect been so broadly and purposefully considered at the beginning of a major construction program. For several months leading up to the bond, nearly 150 school and District staff, students, and design professionals collaborated to develop the standards that are included in this document.

While the Ed Spec will provide the equitable standard for physical characteristics in new and remodeled school construction designs, it will not remain a static document. Rather, improvements based on lessons learned will be incorporated as appropriate.

Thank you to everyone who has been involved in this important and exciting work.



Carl Mead, Ed.D.
Deputy Superintendent for
Teaching and Learning



Ron Porterfield
Deputy Superintendent for
Operations and Support Services

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Attachment (A)

Educational Specifications Strategic Development Vision

