

Introduction

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The ~~Arkansas Department of Education (ADE)~~ Division of Public School Academic Facilities and Transportation (DPSAFT) is charged with overseeing the design and construction of school facilities in the state of Arkansas. The Arkansas Public School Academic Facility Manual (APSAFM) has been developed to provide consistent, clear information for school districts and design professionals as a new generation of schools is being created for Arkansas.

The ~~standards and~~ Guidelines contained within this ~~section~~ APSAFM are the culmination of standards, accepted procedures, statutory requirements and the experience of experts and authorities throughout the United States and establishes a uniform level of quality for all public school buildings.

~~The standards and Guidelines will apply to new school facilities and new additions to existing buildings. Renovation to existing facilities should adhere to the standards & guidelines as outlined in Section 1200.~~

Since ~~standards and~~ Guidelines must communicate information about so many issues, the length and quantity of the document can be intimidating. However, understanding how the standards and guidelines are organized and which information will be needed during the various phases of the process will enable each participant to be better prepared for the exciting opportunity of creating school facilities.

An important consideration in developing a statewide program that must provide equity among districts is the balance between broadly applicable standards and educational program delivery. A fundamental tenet of educational facility planning is that school facilities must be responsive to a school district's educational program.

The standards and guidelines allow districts to develop building programs that respond to their current and unique needs as well as prepare for their educational future. There are also many different ways in which districts are delivering educational programs and helping students accomplish learning objectives at every ~~school and school~~ grade level. By designing classrooms and other instructional spaces to be flexible and adaptable, individual districts are better prepared to accommodate future educational program developments.

Throughout the planning, design, and construction phases of a project there are three factors that must be considered and held in balance: quality, cost, and time (schedule). The ~~standards and~~ Guidelines ~~was~~ were created to provide parameters for balancing these three essential elements

fairly for all projects throughout the state.

The Standards & Guidelines are intended as a starting point for architects, engineers, other design professionals, and school districts to develop solutions to meet the educational needs of the individual school community. The information is provided to allow the planning, design, and construction processes to proceed most efficiently, without undo restriction on the design of the facilities, focusing efforts on the creation of best possible school facilities for each project rather than “reinventing the wheel”.

The Arkansas School Facility Manual APSAFM is the exclusive property of the Arkansas Department of Education of the State of Arkansas, and the Arkansas Department of Education DPSAFT, who reserves the right to add, delete, modify, or otherwise change the content of this manual at any time. Specific information contained within the manual will be periodically modified to reflect current and future trends in teaching methodologies, educational programs and services, construction and education technologies, and lessons learned as Arkansas proceeds with the ongoing task of improving and maintaining its schools.

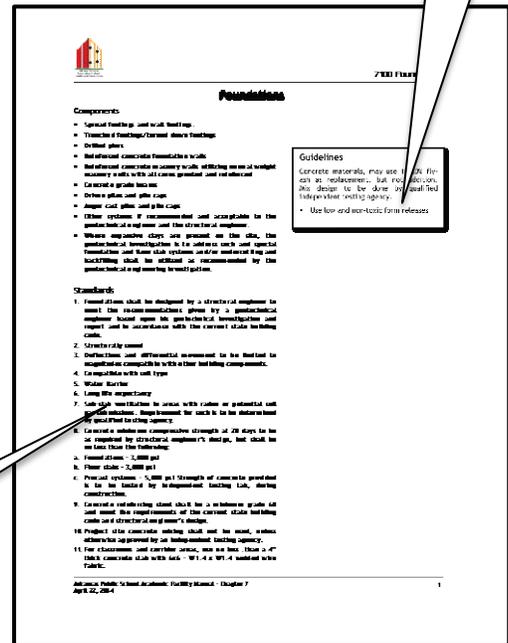
Facility Manual Organization

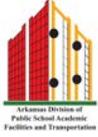
The Standards & Guidelines APSAFM are is organized into seven chapters that explain the planning, design, and construction processes; suggest current educational best practices, and facility planning concepts, and recommend components of an education framework; identify the square footage provisions for each school grade level; detail the features and amenities of each space; and provide systems, materials, guidelines, and information; and provide technology infrastructure recommendations.

Each chapter begins with general comments, located on the left side of the page [left column], regarding the topic included in the chapter. Additionally, standards, which must be incorporated into each new and renovated school facility, are listed in the left column. Guidelines, which may be included in a text box or drawing, are located on the right side of the page [right column]. An example is shown to the right.

Left Column Components Standards

Right Side Guidelines Notes





This chapter contains an outline of the information found ~~of~~ ~~in the Arkansas School Facility Manual APSAFM within this section in each of the following chapters of the Arkansas School Facility Manual APSAFM~~ and a summary of the standards and guidelines contained within each chapter.

The chapters included in the ~~this section of the Arkansas School Facility Manual APSAFM~~ are:

- Chapter 1: How To Use This Manual
- Chapter 2: Educational Facility Planning Concepts
- Chapter 3: Educational Framework
- Chapter 4: Site Guidelines
- Chapter 5: Program of Requirements [Bracketing]
- Chapter 6: Program Space Guidelines
- Chapter 7: Building Systems

Chapter 1: How To Use This ~~Section~~ Manual

Chapter 1 contains introductory information that indicates the organization of ~~Section Two the Facility Manual~~; an executive summary highlighting the standards and guidelines; a glossary of general ~~APSAFM~~ definitions and abbreviations; and a ~~general overview~~ timeline indicating the steps and persons responsible of for the planning, design, and construction processes intended to respond to the educational facility needs of Arkansas schools.

Chapter 2: Educational Facility Planning Concepts

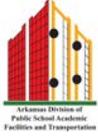
Chapter 2 contains planning concepts related to current educational best practices, special education, ~~workforce development~~ career education, and program and design capacity. The facility planning concepts contained within this chapter are intended to provide information regarding current and future trends in educational delivery methods and facilities and to assist the planning and design team as they review and develop their individual educational facility concepts. ~~The concepts are for information only be informative only~~ and are not standards.

Chapter 3: Educational Framework

Chapter 3 contains a series of broad principles associated with organizational, facility, program, and service issues, including: grade configuration, school size, and class size. In conjunction with ~~the~~Chapter 2: Educational Facility Planning Concepts, Chapter 3 provides assistance when developing an educational facility.

Chapter 4: Site Guidelines

Chapter 4 contains information about site size and site amenities. Guidelines are also outlined for a multitude of factors that must be considered, including: various types of circulation and site access, drainage, play fields and playgrounds, fencing, lighting, mechanical/~~Chapter 5 assists~~



~~the school district in establishing the size and quantity of instructional and support spaces for construction of a new facility or an electrical yard, landscaping, site furnishings, and exterior security provisions.~~

Chapter 5: Program of Requirements (Bracketing)

Chapter 5 assists the school district in establishing the size and quantity of instructional and support spaces for construction of a new facility or an addition to an existing facility. The size of a school facility is based on total student population and grade configuration. The Program of Requirements (POR) identifies an overall size in square feet for a facility and then identifies spaces that must be included in the school facility. The POR also ~~and~~ provides an allowance for additional support spaces that the district may choose, based on their programs and methods of educational delivery.

Chapter 6: Program Space Guidelines

Chapter 6 contains space plates for each type of space in the ~~Programs of Requirements~~ POR. Most space plates contain a graphic representation and information related to features, loose furnishings, finishes, and notes. Space plates are intended to give information and are not meant to establish a design standard for the space.

Chapter 7: Building Systems

Chapter 7 provides ~~an overview and examples of the various materials and systems that have been used to establish a~~ design and performance standards and guidelines for the level of quality of ~~for~~ the systems and materials to be incorporated into new school buildings and additions to existing school buildings.