

Developing Educational Specifications

Educational specifications are written after consultation and study with committees of teachers, administrators, consultants, maintenance technicians, citizens, and D.E.C.S. Upon completion, specifications are reviewed by the faculty members affected by the specifications, presented to the board, and then presented to the architect.

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

I. A statement of the educational philosophy as it pertains to the specific construction project.

II. Community and school characteristics:

A. The plan of organization and expected enrollments of the school

1. Grade levels
2. Maximum expected enrollments, with trends and projections, if necessary

B. The construction plan for this facility:

1. An addition, complete unit, expandable unit, or a phased program leading to a complete facility.

C. Special services to be provided:

1. Guidance programs
2. Special programs
3. Provisions for exceptional children
4. Others

D. Special provisions for community use:

1. Municipal/school arrangement
2. Parent-Teacher Associations
3. Community athletic programs
4. Civil Defense
5. Others

E. The extent to which the adult educational program will use this facility. Provisions to be made to implement this program.

F. The extent to which the students will be transported and the facilities required to handle this service adequately.

G. Cafeteria services to be provided and the maximum number likely to be served.

H. The policy regarding multiple use of spaces.

I. Other pertinent data relating to the project

III. Site Characteristics:

A. Site considerations to be made for this project

1. Site size and location defined

2. Recommended building orientation:

a. Service drives

b. Parking requirements for staff, students, and public

c. Sidewalk and other approaches

d. Outside lighting

IV. Requirements of the physical plant:

A. Instructional spaces required: A statement of instructional purpose is to precede the description of each specialized area. Each classroom space is identified by:

1. Number of spaces required

2. Floor area needed

3. Location in respect to other facilities special construction requirements for certain facilities (soundproofing, additional ventilation, etc.)

B. Non-instructional spaces required:

1. Each space to be identified

2. Number of facilities required

3. Floor area 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

V. Additional information or comments necessary to further interpret the educational program into an efficient school building

Rules Approved: 12/75

Reviewed: 9/1/88