

## 7020 DEVELOPING EDUCATIONAL SPECIFICATIONS

To insure that facilities being planned are designed best to implement the educational program, the Superintendent will provide for the establishment of educational specifications to apply when planning and building school facilities. Educational specifications are written after consultation and study with committees of 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 School Board.
3. Presented to the architect.

Generally, the content of a set of educational specifications will include all or applicable parts of the following items:

1. A statement of the educational philosophy of the School 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?
    - (1) Guidance programs.
    - (2) Social worker's programs.
    - (3) Provisions for exceptional children.
    - (4) Others.
  - d. What special provisions are needed for community use?
    - (1) Cooperative park/school arrangement.
    - (2) Parent-Teacher-Student Associations.
    - (3) Community athletic programs.
    - (4) Others.
  - e. To what extent will the adult educational program use this facility?
  - f. To what extent will the students be transported and what facilities must be included to handle this service adequately?
  - g. What cafeteria services are to be provided and what is the maximum number likely to be served?
  - h. What is the policy regarding multiple use of spaces?
  - i. Other pertinent data relating to the project.
3. Site Characteristics - What site considerations should be made for this project?
  - (a) Site size and location defined.
  - (b) Recommended building orientation; service drives, parking requirements for staff, students, and public; sidewalk and other approaches; outside lighting.

#### 4. Requirements of the Physical Plant

What instructional spaces are required?

(a) The Elementary School:

Each space to be described by--

- (1) Number of spaces required.
- (2) Floor area needed.
- (3) Location in respect to other facilities.
- (4) Activities requiring special type of construction.

(b) The Secondary School:

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.
- (4) Special construction requirements for certain facilities; e.g., soundproofing, additional ventilation, etc.

What non-instructional spaces are required?

- (a) Each space to be identified, number of facilities required, and floor area requirements.

Orientation of spaces

(b) Relationship between instructional and non-instructional spaces.

(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. Other information necessary to further interpret the educational program of a specific school into an efficient building.

Adopted: 06-09-70 ISD 709

Revised: 06-20-95 ISD 709