

Educational Specifications

Educational specifications are written after consultation with appropriate staff, consultants and citizens. The content of a set of educational specifications would include all or part of the following items:

- A. A statement of the educational philosophy as it pertains to the specific construction project.
- B. Community and School Characteristics:
 - 1. The plan of organization and expected enrollments of the school:
 - a. Grade levels; and
 - b. Maximum expected enrollments with trends and projections, if necessary.
 - 2. The construction plan for the facility is it to be a new facility, an addition, or a phased program leading to a complete facility?
 - 3. Special services to be provided:
 - a. Guidance programs;
 - b. Social worker's programs;
 - c. Provisions for exceptional children; and
 - d. Others.
 - 4. The special provisions needed for community use:
 - a. Cooperative park/school arrangement;
 - b. Parent-teacher associations;
 - c. Community athletic programs; and
 - d. Others.
 - 5. The extent that adults shall use this facility;
 - 6. The extent to which students shall be transported and the facilities that must be included to handle this service adequately;
 - 7. The cafeteria services to be provided and the maximum number likely to be served;
 - 8. The policy regarding multiple use of spaces; and
 - 9. Other pertinent data relating to the project.
- C. Site Characteristics:

Site considerations necessary for this project:

 - a. Site size and location defined; and
 - b. Recommended building orientation; service drives; parking requirements for staff, students, and public; sidewalk and other approaches; outside lighting.
- D. Requirements of the Physical Plant:
 - 1. Instructional functions and spaces required. A statement of instructional purposes is to precede the description of each area:
 - a. Number of spaces required by function; and
 - b. The relationships of these spaces.
 - 2. The noninstructional spaces required. Each space to be described by function and spaces required;

3. Relationships of spaces required:
 - a. Inter-relationship between instructional areas;
 - b. Relationship between instructional and noninstructional spaces; and
 - c. Relationship of spaces to site.
 4. Environmental factors should be described in terms of educational relationships or concerns.
- E. Additional information or comments as necessary to further interpret the educational program.