

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:

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

Site considerations necessary for this project:

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

- i. Inter-relationship between instructional areas;
 - ii. Relationship between instructional and non-instructional spaces; and
 - iii. Relationship of spaces to site.
 - d. Environmental factors should be described in terms of educational relationships or concerns.
5. Additional information or comments as necessary to further interpret the educational program.