

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
 - 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
 - d. others
 4. The special provisions needed for community use
 - a. cooperative park/school arrangement
 - b. parent-teacher associations
 - c. community athletic programs
 - d. other
 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.
 9. Other pertinent data relating to the project

C. Site Characteristics

1. Site considerations necessary 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.

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
 - b. The relationships of these spaces
 2. The non-instructional 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 non-instructional spaces
 - 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.