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## Construction Design

### Educational Specifications

Educational specifications are written after consultation with appropriate staff, consultants, and community members. The content of a set of educational specifications may 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 whether it is 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 work programs;

c. Provisions for exceptional children; and

d. Other services;

4. The special provisions needed for community use:

a. Cooperative park/school arrangement;

b. Parent-teacher associations;

c. Community athletic programs; and

d. Other provisions;

5. The extent to which adults will use this facility;

6. The extent to which students will 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 of individuals 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, including:

1. Site size and location defined; and
2. 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 non-instructional spaces required. Each space is to be described by function and space requirements;
3. Relationships of spaces required:
  - a. Inter-relationship between instructional areas;
  - b. Relationship between instructional and non-instructional spaces; and
  - c. Relationship of spaces to site;
4. Environmental factors should be described in terms of educational relationships or concerns; and

E. Additional information or comments as necessary to further interpret and clarify the educational program.