

Procedure - Construction Design

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 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 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:
 - 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 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; 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 the educational program.

CHIMACUM SCHOOL DISTRICT

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