

## Procedure - 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.