

## SCHOOL FACILITIES

### 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
    - (1) grade levels
    - (2) maximum expected enrollments with trends and projections, if necessary
  - b. The construction plan for the facility
    - (1) new facility
    - (2) addition to existing facilities
    - (3) phased program leading to completion
  - c. Special services to be provided
    - (1) guidance programs
    - (2) social worker's programs
    - (3) provisions for exceptional children
    - (4) others
  - d. The special provisions needed for community use
    - (1) cooperative park/school arrangement
    - (2) parent-teacher associations
    - (3) community athletic programs
    - (4) civil athletic programs
    - (5) other
  - e. The extent that adults shall use the 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
  - i. Other pertinent data relating to the project

3. Site Characteristics

- a. Site considerations necessary for this project
  - (1) Site size and location defined

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- b. 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.
  - (1) Number of spaces required by function
  - (2) 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.
  - (1) Inter-relationship between instructional areas
  - (2) Relationship between instructional and non-instructional spaces
  - (3) 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.

Revised: November 22, 1993