

## 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:
  - a. Site size and location defined; and
  - 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; 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.

**Date: 12.11**

**Tonasket School District**

**Reviewed: 2-5-14**