

MANAGEMENT SUPPORT SERVICES

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
Is it to be a new facility, an addition, or a phased program leading to a complete facility?
 - c. Special services to be provided
 - (1) guidance programs
 - (2) social workers' 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) other
 - e. The extent that adults shall use this 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 and/or flexible 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
 - (2) 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 relationship of these spaces
 - b. The noninstructional 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 noninstructional spaces
 - (3) Relationship of spaces to site
 - d. Environmental factors should be described in terms of educational relationships or concerns
4. Adaptability and flexibility to present and future technologies shall have a bearing on the planning and development of each instructional and non-instructional area.
5. Additional information or comments as necessary to further interpret the educational program.

Revised: May 23, 2001