

EDUCATIONAL SPECIFICATIONS
FOR ELEMENTARY SCHOOLS K – 3
Nazareth Area School District

STATEMENT OF PURPOSE

This document is designed to provide information to those interested in the specification of needs for the proposed K-3 school facilities. Its intent is to offer an overview of program requirements and facilities necessary to address the educational specifications included in this document. In short, the educational specification document provides guidelines to the design professional charged with the specific duties of renovating existing school facilities and/or constructing new school facilities.

Mission Statement

It is the mission of the Nazareth Area School District to provide students with a comprehensive, challenging, educational program, which includes a focus on learning, the building of character, the development of skills and competencies necessary to be successful in life and to shape the future. The program will be delivered in a safe and orderly environment and will include pre-K-12 articulated curricula, research-based classroom best practice, and the integration of technology. The district will work collaboratively with all stakeholders to efficiently and effectively use school and community resources responsibly.

Introduction

School facilities exist as a place for students to learn and the school physical environment affects student achievement. We believe that a K-3 building should be designed to provide learning opportunities for all students that are developmentally appropriate.

It is recommended that the district utilize three safe and secure buildings for students in grades K-3. Our primary buildings should be accessible with proper security measures for volunteers and community members with consideration given to providing a community information center and meeting areas.

Each elementary school should be renovated, designed and built to accommodate the present and future educational needs for primary aged students including; full day kindergarten with additional services for a pre-K program where applicable and areas for collaboration between parents and preschool providers.

It is our belief that parents are an integral part of the educational community and their involvement and encouragement are essential for each child's development. A partnership with parents is necessary in order to help each child realize his/her potential.

We believe that the needs of the K-3 facility should include; an adequate site to provide a physical activity area for the students and allow for future expansion; individual rooms for the special subject areas, multiple communication modalities, larger classroom sizes (sq.ft.), adequate energy sources to allow for technology, flexible interior walls to provide best instructional practices and to permit future additions, adequate storage, display areas for student work; and a functional HVAC system to provide climate control.

The facility should be able to accommodate changes in the most current instructional technology; teaching methods that follow the most current research; society's continued march to the information age; environmental concerns such as sound, lighting, and climate control, and changes in educational programs and philosophy especially with respect to the needs of all students.

What is the justification or need for the project?
How does this proposed school relate to other schools in the district?
What vision is held as to this project's place in the community?
What environmental and sustainability goals are associated with this project?
Other?

Population

What are the population trends?
What are the demographics, including socioeconomic factors?
Is there other pertinent information (community expectations for the school as a community center, recreation facility and so forth)

School Board Policies

Which policies have a direct impact on facilities?

- a. Is there community use of facilities and playing fields?
- b. Which teaching/learning methods will affect needs for educational spaces?
- c. What is the board's policy on facility development and maintenance? For building exteriors? For landscaping? For playgrounds?
- d. What are the staffing ratios?
- e. What is to be the total school enrollment?
- f. What is to be the maximum capacity of the school?
- g. What is the grade-level organization?
- h. What justification is required to establish minimum/maximum class size?
- i. What is the impact of district facilities master plan (or five-year plan) on the proposed project?
- j. What is the district policy on busing?
- k. What is the district policy on busing?
- l. What is the district policy on flexibility and mobility?
- m. Will students, individually or in small or large groups, move within the facilities?

- n. Will students move to and from other facilities?
- o. Will equipment go with the students?
- p. How many students go from where to where? At what times? For what purpose?
- q. How are students and equipment transported?
- r. Are there other policies that affect facilities
- s. What support services will be house at the site for students, family, children in day care and so forth?

K-3 Early Childhood Buildings

Program Description

The Nazareth Area School District supports quality early childhood education that is essential to the future success of each student and plays a significant role in the district's focus on high expectations for all students. The district envisions the development and expansion of full day kindergarten classes for all children as well as preschool programs as appropriate. The Nazareth District believes that K-3 education should be provided within the context of an overall community effort to effect quality early education for young children.

The development of young children depends upon quality interactions among many individuals being guided by ideas, research, values and actions directed toward the best education of the young child. The district views the local schools as a leader in this community's collaborative response to early childhood needs.

Students in a K-3 building should be grouped heterogeneously for classrooms. Students should receive instruction in the areas of physical education, health, art, general music, library, technology, and social skills. In general subject matter is organized around grade level standards achievement; that is, the curriculum is based upon grade levels and children are exposed to new ideas and concepts as they move from grade to grade.

In addition, the Nazareth Area School District provides instructional programs and support programs for students with special needs, as well as areas to provide specialized services i.e. OT, PT, Speech and Community Mental Health.

Instructional aides and community volunteers will begin to assume an increasing role in the instructional practices utilized at the primary level. We anticipate that they will work with individual or small groups of students in support of the instructional efforts of the classroom teacher. Planning for our primary facilities should address this change in instructional practices.

General Program Needs-Curriculum

A brief description of each core curriculum area is provided below. Regular classrooms should be designed to accommodate the special needs and requirements for each of the following curriculum areas:

Language Arts

We believe that primary students must be actively involved with reading, writing, speaking and listening in a program that integrates all the language arts to meet the needs of State and National Standards.

Mathematics

The primary mathematics program is a comprehensive program that is based on state and national standards and emphasizes computational skills and problem solving strategies. The district believes that students must be able to compute efficiently and accurately, but the ultimate objective of mathematics is that students will be able to apply the skills of mathematics to problem solving situations.

Science

We believe that science is more than a body of knowledge; it is a way of thinking. Our science program should help students develop skills in observing, developing explanations, and beginning reasoning and making informed decisions. Primary students learn Science best when they are provided hands-on opportunities for experiencing and making science.

Social Studies

The primary objective of our social studies program is to develop effective, participatory, responsible citizens. The primary social studies program provides students with the opportunity to learn and practice the necessary knowledge and skills required for them to take their place as effective, responsible citizens in our society. The library/media center, maps, globes, and the community all serve as instructional resources for the instructional program. Multiple media opportunities will play an extremely important role in an effective social studies program.

General Program Needs-Facility Design

The physical structure, furnishings, and equipment must be of the proper size and position to accommodate the different ages and physical stature of the students. Ample storage must be provided to accommodate the increasing amount of equipment and materials used in the instructional co-and extracurricular programs.

Site Access

A covered outside area for safe bus loading and unloading that is separate from the parking area, safe area for student discharge and loading by parents and emergency vehicles, adequate parking to house staff (teachers, parent volunteers, support personnel) and special events, and appropriate traffic flow to avoid congestion is a necessity for a K-3 building.

Recreational Area

This area should be designed with knowledge of safety and security as well as maintenance that houses a playground with basketball courts, baseball/softball fields. Soccer/football fields, and hopscotch area that is available for community and public access.

Environmental/Fitness Learning Center

Ideally, this should be a wooded area with shrubs and trees, natural habitat, habitat trail, fitness trail, and instructional area with pavilion that can be used for instruction with ample storage and lavatory.

Building Systems

The following building systems are considered necessary for a K-3 configuration in each of the elementary schools. The purpose of this section is to identify these systems in a general sense and clearly state the need for their incorporation into the building.

Security Systems

The primary schools should include automatic fire and burglar alarm systems that includes video surveillance with an entrance that is secure from the office area to the rest of the building. The building will be equipped with fire alarm and sprinkler systems that meet State and local code requirements.

Energy, Technology and Communication Systems

Adequate energy sources should be provided in all instructional areas to accommodate increased use of technology. Commercial grade coaxial, fiber optics, and/or WiFi capabilities should be available through the entire building. Classrooms need to be wired for information technology (voice/data/video) access with multiple machine availability. Wireless technology should also be incorporated into the building design to facilitate a variety of technology capabilities.

There needs to be sufficient electrical outlets to support simultaneous use of multiple audiovisual supports in different learning centers within the classroom. Built-in TV/VCR/DVD equipment should be part of the design. The connection to the district-wide area network should be part of this plan.

Clock systems with centralized management should be in every instructional room. A centralized bell system with both exterior and interior capability is needed.

A communication/telephone system is needed to provide communication between classrooms, office, and outside world. A public address system needs to be part of this communication system design with audible sound inside and outside the building.

The building will be equipped with an HVAC system to provide zoned control and comfort. Air conditioning is essential for our buildings, which should be zone for better efficiency and use. There should be the capability to air condition several classrooms for summer instructional areas. This will allow for lengthening of the school day/year and for greater use of the facility by the community. In addition, windows with screens should be provided in each instructional space to permit ventilation when mechanical cooling is not warranted. The administrative offices and nurse's office should be equipped with air conditioning for year round use.

Appropriate lighting should be planned with special attention to specialized areas such as the art room, library, gymnasium, and cafeteria. Both natural and artificial light should be controlled in each instructional area. The building will be equipped with low wattage, electronic ballast, energy efficient lighting with occupancy sensors, Natural lighting should be provided to all facilities where children and adults will work daily.

The building's supply of electricity will be equipped with surge protection at the main service entrance. The buildings should be equipped with an emergency generator that will supply adequate lighting, heat and water during the loss of line power.

Instructional Areas

Planning should also provide in instructional areas for whole class instruction, small group instruction, individual instruction, and large group instruction where two or more classes are combined. Space within each primary school must be flexible and adaptable to accommodate the ongoing practice of within-class flexible grouping and grouping based upon the teacher's differentiated instruction.

The spaces within our primary buildings can be grouped into three broad categories: standard classrooms, special instructional areas, and general support service areas. Each of these three categories will be considered below, but first, the following same considerations apply to all instructional spaces.

1. Standard Classrooms

Kindergarten/Pre-kindergarten

Kindergarten is an integral part of the Nazareth School District. The district envisions a kindergarten program that is based on a philosophy those views early childhood as a special time of life.

Kindergarten classrooms should be designed to accommodate a full day kindergarten program and pre-k programs when applicable. The kindergarten classrooms should contribute positively to helping the District provide programs and services which are aimed at the development of the child's personality-physically, socially, emotionally, and intellectually, particularly in reading and mathematics. The kindergarten/pre-K classroom should convey an atmosphere of warmth, friendliness, and openness.

1. Program Objective

The basic features of the general classrooms are presented here and should be considered standard for all areas.

2. General Description

Separate student restrooms, sinks, carpeting with provisions for a wet/dry area, a whole class reading area, computer space, provisions for students' coats and boots, computer access to a local area network, instructional media hook-ups, telephone hook-ups for teacher/parent communication, and overall instructional space. Flexibility should be a priority in the design of the kindergarten/pre-k

classroom areas. The rooms should be located near exits and with a view for the kindergarten teacher to monitor the arrival and departure of students. The playground should include a kindergarten/pre-k play area.

3. Activities to be Housed

The classroom should be at least 10% larger than the standard classroom. The space should be flexible to allow for the diverse groupings, which are an integral part of the kindergarten/pre-k programs. Activities to be housed include large and small group instruction and space for student centers including but not limited to; listening center, art, computers, math activities (patterns) and building/blocks.

Instruction is provided including the use of textbooks, whiteboards, teacher made materials, and a variety of media and technology, along with demonstrations, discussions, projects and movement oriented activities.

4. Persons to be Housed

Each room will have a maximum of 18-20 students. Each room will include at least one teacher per classroom. There may be additional adults including assistants, university students with fieldwork experience, student teachers and parent and community volunteers.

5. Furniture, Equipment

All classrooms should contain a wide array of storage facilities- lockable cabinets, file drawers, student work space (tables/desks) for up to 22 students, chairs, teacher work table and chair, open shelving for books and other materials, counters along one or more walls with the flexibility to create learning centers. Tables and chairs should be arranged so that students can sit in small groups or individually. Smart boards, white boards, and bulletin boards should be standard in each classroom and located so that students can easily write on them.

Kindergarten/preK classrooms should be equipped with easels, and cubbies that are easy for students to access.

6. Special Requirements

Lavatories and drinking fountains should be allocated within the rooms with kindergarten size toilets and sinks. Students should be able to easily access lavatory doors and facilities. Sinks should be available within the classroom for student use.

Classrooms should have a minimum of five computer workstations and a teacher technology-based presentation station, i.e. overhead projection for computer screen, a wall mounted TV/VCR/DVD unit, computer table, overhead speakers which provide sound distribution throughout the room and ample electrical outlets around each room. Capacity for wireless technology should be accommodated in the school infrastructure.

Standard Classrooms (Grades 1-3)

Experience and research have shown that the quality of a primary education creates the foundation for success as adults. The district believes that early elementary programming must incorporate educational research into practice with a commitment toward educational excellence. A quality grades 1-3 educational program nurtures a child's intellectual, social, emotional and psychomotor development.

Primary grade classrooms need to accommodate whole class, small groups or cooperative situations, and one- on one instruction. The classrooms should be designed with a multiplicity of areas for learning centers. Ample space for science experiments or hands-on science is critical.

1. Program Objective

The basic features of the general classrooms are presented here and should be considered standard for all areas.

2. General Description

The school will include classrooms to be allocated across four grade levels with space available for preschool activities and instruction. Facilities should provide common areas to bring students together for learning activities, rooms for teacher and teacher/parent team meetings, and adequately equipped specialty rooms,. Rooms should be in close proximity to each other to simplify the movement of students, and portable equipment.

Classroom space should be flexible to allow for various in-class grouping configurations, work centers, whole class instruction, differentiated instruction, and computer/media assisted instruction. Separate student restrooms within the classroom for grades 1-2, sink and counter area, and storage for students' coats and boots, technology/media areas, adequate display and work areas, and ample storage should be designed within the classroom space.

Each classroom should be a minimum of 700 square feet. Classrooms should exceed the minimum size requirements established by the state in order to allow for and accommodate the various teaching strategies. The grade level rooms should be designed in such a manner as to allow for flexibility whenever possible in grade level assignments as student population shifts from one grade level to the next. Each classroom should be equipped with a sink and a restroom.

3. Activities to be Housed

Activities to be housed include large and small group instruction and space for student centers including but not limited to; listening center, art, computers, math activities (patterns) and building/blocks. Instruction is provided including the use of textbooks, whiteboards, teacher made materials, and a variety of media and technology, along with demonstrations, discussions, projects and movement oriented activities.

4. Persons to be Housed

Each room will have a maximum of 20-22 students. Each room will include at least one teacher per classroom. There may be additional adults including assistants, university students with fieldwork experience, student teachers and parent and community volunteers.

5. Furniture, Equipment

All classrooms should contain a wide array of storage facilities- lockable cabinets, file drawers, student work space (tables/desks) for up to 22 students, chairs, teacher work table and chair, open shelving for books and other materials, counters along one or more walls with the flexibility to create learning centers. Smart boards, white boards, and bulletin boards should be standard in each classroom.

6. Special Requirements

Classrooms should have a minimum of five computer workstations and a teacher_technology-based presentation station, i.e. overhead projection for computer screen, a wall mounted TV/VCR/DVD unit, computer table, overhead speakers which provide sound distribution throughout the room and ample electrical outlets around each room. Capacity for wireless technology should be accommodated in the school infrastructure.

2. Special Instructional Areas

The district supports specialized instruction in art, music, physical education, and library/media education. Primary facilities should include a specially equipped instructional space for each of these curriculum areas.

Provisions must be incorporated to provide a full range of services for special needs students. Some buildings will include a Title 1 area as well as all buildings will need special instructional areas for the IST teacher, Reading Specialist/s, and Math Specialist. An information resource center should be designed to serve as the hub of learning for the entire school.

The core curriculum areas of language arts, mathematics, science, and social students should be supported through computer-assisted instruction and the integration of various media types, including voice and video networks.

The reading specialists will need a book material storage area that will be large enough to store all books over summer, professional support materials, leveled library, assessment materials, and centrally located within easy reach.

The final design of the special areas as well as that of the general classrooms should be done in consultation with the professional and nonprofessional staff.

Art

1. Program Objective

The K-3 art program introduces basic art principles to the student, while following the guidelines of standards based education. This includes a focus on art production, art history, art criticism, and art aesthetics. As students develop an understanding of the basic principles, they are exposed to a variety of media, allowing creative expression. In the art program for K-3, students are encouraged to communicate their ideas and emotions in many different ways.

2. General Description

Art education in grades K-3 introduces students to basic elements and principles of design, while incorporating concepts of history, criticism and esthetics.

The program requires one art room with a total of 1,000 square feet. In addition to the instruction area, an area for kiln enclosure with proper air ventilation and fans (200 square feet), a spray hood, and storage (350 square feet). There should be ample storage, located for easy access by all students, sinks, artificial and natural lighting, and ample areas to display student production.

3. Activities to be Housed

Activities to be housed include drawing, painting, printmaking, clay, two and three dimensional assemblage, plaster, weaving/related crafts and computer generated art. Instruction is provided including the use of textbooks, whiteboards, teacher made materials, and a variety of media and technology, along with demonstrations, discussions, projects and movement oriented activities.

4. Persons to be Housed

Each room will include as least one teacher per classroom and a maximum of 22 students per class. There may be additional adults including assistants, university students with fieldwork experience, student teachers and parent and community volunteers.

5. Furniture, Equipment

Furniture/equipment in the art room should include a teacher des, chair, computer and printer, student worktables with impermeable surfaces, chairs, teacher demonstration worktable, ample counter

space around the room, and ample storage (upper and lower cabinets, drawers, project storage drawers).

Other requirements should include an emergency eye-wash station, kiln-vent system, clay storage shelves, 4 trough sinks (consider height of kindergarten students) with drain traps in an island or peninsula, a wheelchair accessible sink, stackable drawer shelves for student work, open shelving for three-dimensional work, cabinets for displaying three-dimensional work (in hallway), shelving for storing 36" paper, prints and drawing boards, bookshelves, drying racks, light table, display areas, bulletin boards inside room and outside in hallway, white boards, world map, VCR/DVD player, TV, stereo, large paper cutter (ample counter space for cutting paper), computer workstation with 3 student computers, scanner and printer, adjustable outlets around the perimeter of the room, and wiring for voice, video and data retrieval/transmittal.

The Kiln area should be vented to the outside (and fire-safe). The art storage area should provide a variety of storage including shelving and cabinetry (including a cabinet for flammable liquid storage). Flooring should be durable, slip-resistant, and easy to maintain.

6. Special Requirements

Art classrooms should be located near core academics with connecting hallways on which are mounted bulletin boards for the purpose of exhibiting student work. Art classrooms should have plenty of natural light, artificial lighting (track lighting should be considered) and access to the outdoors (courtyard, if practical). Extra consideration should be given to HVAC system requirements due to the large space and need for extra windows (natural light).

Each room will include at least one teacher per classroom and a maximum of 22 students per class. There may be additional adults including assistants, university students with fieldwork experience, student teachers and parent and community volunteers.

Physical Education

1. Program Objective

The purpose of the physical education program is to provide students with the opportunity to develop skills for healthy living. To develop students' health and well being through a curriculum that emphasizes progressive skill development and the beginning stages of cooperative team building for students in a K-3 building.

2. General Description

The gymnasium should be designed to serve as space for physical education instruction and recreation by students and community.

3. Activities to be Housed

Instruction is provided including the use of movement-oriented activities. Activities include, but are not limited to, cooperative activities, dance, fitness activities, gymnastics and tumbling, large-group games, soccer, health and safety instruction, adapted physical education and personal hygiene.

4. Persons to be Housed

Each room will include as least one teacher per classroom of up to 22 students. There may be additional adults including assistants, university students with fieldwork experience, student teachers and parent and community volunteers.

5. Furniture, Equipment

The area should include faculty office, storage space, access to outdoors, isolation from low noise areas, security for after school use by community groups, locker room facilities with showers and a wellness center where applicable.

This area also needs lockable storage for the office, storage for large physical game equipment, assorted balls, and other equipment. There should be a storage space for outdoor equipment.

6. Special Requirements

The physical education area should include ready access to playing fields, sufficient storage for large and small equipment, acoustically treated ceilings, moveable room dividers, all walls padded from floor to 8 feet above floor and staff office with full visibility to gymnasium. Physical education areas should be located near restrooms. Physical education offices should be wired for voice, video and data retrieval/transmittal.

General/Instrumental Music

Music plays an essential role in the education of all students. The study and performance of music integrate and harmonizes the mind and body and promotes a sense of well-being. Music is a unique language for expression that is vital to students in a K-3 building.

1. Program Objective

To teach and reinforce the skills necessary to comprehend elements and principals of music, explore historical periods, promote self-esteem, and give the students the ability to communicate their ideas and emotions in many different ways.

2. General Description

Services include instructions for students in the music program. The total area should be 700 square feet. Practice rooms, portable risers, located away from low noise areas of the building and access to a performance area is essential for the program.

3. Activities to be Housed

Activities to be housed include large and small group enrichment instruction and space for student centers.

4. Persons to be Housed

Each room will include as least one teacher per classroom with approximately students.

5. Furniture, Equipment

Choral music classrooms require carpeting, sound attenuation for appropriate use of the area. This area will need music stands, networked computers, keyboards, MIDI, CD-ROM, and music software for choral music classes.

Office furniture, lockable and secure storage equipment, fire-proof, lockable files, at least three computers for student use, one dedicated computer for teacher use, a telephone and intercom system, and supply storage.

Information Resource Center

1. Program Objective

The entire area should be considered a teacher resource center, including applied technology. Some functions, especially group work on non-research activities would be better served in classrooms rather than using the available space in the resource center.

2. General Description

Services include instructions for students in the information resource program. The total area should be twice the size of regular classrooms approximately 1,400 square feet. Planning should include line of sight viewing from the office/work room, circulation desk, etc. Two lockable accesses should be designed, one as a main entrance for students, the other for the office/work room.

An open reading area with comfortable, lounge-type seating should be included. Ideally, a story corner (instructional space) with smart board projection capacity would provide a valuable instructional area.

Work areas, including table/work space and computer stations should be clustered throughout the library. Provision for the use of wireless headsets should be included with all computers. Accommodation for wireless access (e.g., for student laptops) should be planned. All computers should have CD-ROM drives for software that is not licensed for the network.

3. Activities to be Housed

Activities to be housed include large and small group instruction and space for student centers. Library functions, audio-visual equipment, instructional materials, librarian's office, workroom for repairs, cataloguing, storage for AV, main reading room, storytelling area, computer file servers with adult access only, instructional support spaces to adjoin the center for work by aides, learning areas for teachers with small groups or individuals, with the focal point of school aimed at communicating the message that school is about student learning.

4. Persons to be Housed

Each room will include at least one teacher per classroom with students.

5. Furniture, Equipment

Library staff offices/work area: desks/chairs for up to adults; shelving, adequate counter space, cabinets, sink with running water adjacent to counter space; copier, laser printer; large lockable storage closet/unit; computer station for each person with internet access and access to the network; telephone access; multiple electrical outlets. This office/work space should be dedicated to library functions and be located adjacent to the entrance/circulation area.

Periodical storage would be best handled if appropriate shelving (display with storage unit built in beneath display surface) were used.

6. Special Requirements

All areas should be wired for voice and computer networks (s), cabled appropriately for computer stations, and have numerous electrical outlets.

There should be dedicated computer stations for circulation, cataloging, and professional use. The stations should have internet access, printer access, and access to building networks (s).

It is critical that this have excellent lighting for the entire library facility.

Technology Lab

1. Program Objective

The purpose of the technology lab is to provide students the opportunity to explore technology and use it as a tool for learning.

2. General Description

The school will include classrooms to be allocated across four grade levels with space available for preschool activities and instruction. Each classroom should be a minimum of 700 square feet. The grade level rooms should be designed in such a manner as to allow for flexibility whenever possible in grade level assignments as student population shifts from one grade level to the next.

3. Activities to be Housed

Activities to be housed include large and small group instruction and space for student centers including but not limited to; listening center, art, computers, math activities (patterns) and building/blocks. Instruction is provided including the use of textbooks, whiteboards, teacher made materials, and a variety of media and technology, along with demonstrations, discussions, projects and movement oriented activities.

4. Persons to be Housed

Each room will include at least one teacher per classroom. There may be additional adults including assistants, university students with field work experience, student teachers and parent and community volunteers.

5. Furniture, Equipment

The computer lab should have VCT and be located near classrooms. Lighting fixtures that reduce the glare on the computer screens and large all screen should be utilized. Wiring should include 30 network drops and plenty of extra air-conditioning outlets for peripheral devices. This area should be air-conditioned.

Health

1. Program Objective

To teach and reinforce skills, and practices necessary for a healthy lifestyle for primary students with an emphasis on prevention of later health issues. . The health program encourages students to develop attitudes and behaviors that are conducive to developing and maintaining a healthy lifestyle.

The primary curriculum addresses accident prevention and safety, community health, consumer health, environmental health, nutrition, personal health and disease prevention.

2. General Description

Services include instruction for students in the health program. The total area should be at least 700 square feet.

3. Activities to be Housed

Area will provide space for planning of instruction, professional reference library and project work.

4. Persons to be Housed

A full time health instructor and students in K-3 would be in the health education area.

5. Furniture, Equipment

This area includes appropriate equipment (computers, printers, telephones, laminator, paper cutter, etc).

Science Room/Lab

1. Program Objective

The purpose of the science lab is to provide students with the opportunity to develop beginning science investigation skills.

2. General Description

The science/lab should be designed to serve as space for all students with ample workstations, student and teacher storage space, sinks, and access to the outdoors, technology/media access.

3. Activities to be Housed

Instruction is provided including small and large groups.

4. Persons to be Housed

5. Furniture, Equipment

Speech/ Hearing/OT and PT

1. Program Objective

To provide students with speech, hearing support and occupational and physical therapy within the regular education class and in a pull out model as appropriate. In addition, these professional staff will serve as consultants to staff and parents.

2. General Description

Activities include individual and small group instruction. Speech therapy includes instruction in language development and testing and evaluation.

3. Activities to be Housed

The teacher will have access to current instructional pedagogy within the design.

4. Persons to be Housed

One speech/language specialist and occupational and physical therapists as required by student individual education plan would be in this area. Each room will include at least one teacher per classroom. Room settings will be designed to accommodate 1-students.

5. Furniture, Equipment

This support area would need office and visitor furniture, lockable and secure storage equipment, fireproof, lockable files, a networked computer, and telephone and intercom system and supply storage.

IST

1. Program Objective

The purpose of this program is to provide students and teachers with support so that students can be successful within the regular education class. In addition, the Instructional Support Teacher will serve as a consultant to staff and parents. The instructional support teacher will document assessment data of students referred to IST. The IST will coordinate weekly meeting with teachers and parents as well as meet with teachers to devise alternate instructional strategies.

2. General Description

There will be regular meetings with staff and parents. Instructional activities include individual and small group instruction.

3. Activities to be Housed

The teacher will have access to current instructional pedagogy within the design. There will be individual, and small group instructional sessions with students in the IST room as well as within the regular education classes. The IST teacher will document data of students that have been referred to IST. In addition, the instructional support teacher will meet with teachers and parents on an on-going basis.

4. Persons to be Housed

This room will include as least one teacher and often a support staff person on a regular basis. In addition, parents, teachers and students will be in the room on a regular basis. Room settings will be designed to accommodate 1-8 students.

5. Furniture, Equipment

This support area would need office and visitor furniture, lockable and secure storage equipment, fireproof, lockable files, a networked computer, and telephone and intercom system and supply storage.

Reading Specialist

1. Program Objective

The purpose of this program is to provide students and teachers with support to be successful within the regular education class. In addition, the Reading Specialist will serve as a consultant to staff and parents. The Reading Specialist will document assessment data and meeting with teachers to devise alternate instructional strategies.

2. General Description

Activities include individual and small group instruction. In addition, there will be regular meetings with staff and parents.

3. Activities to be Housed

The teacher will have access to current instructional pedagogy within the design. There will be individual, and small group instructional sessions with students in the reading room as well as within the regular education classes. The reading specialist will document data of students in Language Arts for grade K-3. In addition, the reading specialist will meet with teachers and parents on an on-going basis.

4. Persons to be Housed

This room will include at least one teacher and often a support staff person on a regular basis. In addition, parents, teachers and students will be in the room on a regular basis. Room settings will be designed to accommodate 1-8 students.

5. Furniture, Equipment

This area will need a large table for team meetings able to accommodate 8-10 people. In addition, there will be small tables to provide a work space with students. This support area would need office and visitor furniture, lockable and secure storage equipment, lockable files, a networked computer, and telephone and intercom system and supply storage.

Math Specialist

1. Program Objective

The purpose of this program is to provide students and teachers with support to be successful within the regular education class. The Math Specialist will document assessment data and meeting with teachers to devise alternate instructional strategies. In addition, the Math specialist will serve as a consultant to staff and parents.

2. General Description

Activities include individual and small group instruction with students. In addition, there will be regular meetings with staff and parents as needed.

3. Activities to be Housed

The teacher will have access to current instructional pedagogy within the design. There will be individual, and small group instructional sessions with students in the math room as well as within the regular education classes. The math specialist will document data of students in mathematics for grade K-3. In addition, the math specialist will meet with teachers and parents on an on-going basis.

4. Persons to be Housed

This room will include at least one teacher and often a support staff person on a regular basis. In addition, parents, teachers and students will be in the room on a regular basis. Room settings will be designed to accommodate 1-8 students.

5. Furniture, Equipment

This support area would need office and visitor furniture, lockable and secure storage equipment, fireproof, lockable files, a networked computer, and telephone and intercom system and supply storage.

This area will need a large table for grade level team meetings able to accommodate 8-10 people. In addition, there will be small tables to provide a work space with students.

Learning Support Areas

1. Program Objective

To provide students with additional instructional support within the regular education class and with a pull out model as appropriate. A continuum of support will be provided to students.

2. General Description

Services will be provided to students identified with special needs as specified in Individual Education Plans. Under this program design one resource room per grade is needed. Each classroom should be a minimum of 700 square feet.

The grade level rooms should be designed in such a manner as to allow for flexibility whenever possible in grade level assignments as student population shifts from one grade level to the next.

3. Activities to be Housed

Activities to be housed include small group instruction and space for student centers including but not limited to; listening center, art, computers, math activities (patterns) and building/blocks. Instruction is provided including the use of textbooks, whiteboards, teacher made materials, and a variety of media and technology, along with demonstrations, discussions, projects and movement oriented activities.

4. Persons to be Housed

Each room will include at least one teacher and one associate teacher as needed to work with groups of 4-8 students.

5. Furniture, Equipment

Student work tables and chairs, study carrels, teacher desks and chairs, white boards, open shelving lockable cabinetry, storage closet, file cabinets, and computer terminals with printers, computer tables, wall mounted video monitor, sink with water fountain and adjacent counter space.

6. Special Requirements

All learning support rooms should be wired for voice, video and data retrieval/transmittal. There should be ample outlets for electronic equipment. Special education resource rooms should be designed in such a manner as to permit handicapped students easy access to all instructional areas.

Title 1/Remedial Services

1. Program Objective

This program is designed to provide remedial services for students. To provide reading and math skills instruction to students who have difficulty mastering the basic skills as taught in the regular education classroom.

To support the regular education program through individualized testing, testing and instructional analysis, appropriate instructional materials, and collaboration with regular education teachers.

2. General Description

This area will be a resource room setting for Title 1/remedial teachers. The area should be ample for meetings/presentations and for teacher meetings as well as instructional presentations.

3. Activities to be Housed

Activities to be housed include small group instruction and space for student centers. The space should be flexible enough to have availability to current instructional pedagogy.

4. Persons to be Housed

Each room will include at least one teacher per classroom with 1-8 students.

5. Furniture, Equipment

Office furniture, lockable and secure storage equipment, fire-proof, lockable files, at least three computers for student use, one dedicated computer for teacher use, a telephone and intercom system, and supply storage.

Gifted

1. Program Objective

To offer enrichment activities that is of benefit to gifted students and to serve as consultants to staff and parents.

2. General Description

Services include instructions for students in the gifted program. The total area should be 700 square feet.

3. Activities to be Housed

Activities to be housed include large and small group enrichment instruction and space for student centers.

4. Persons to be Housed

Each room will include as least one teacher per classroom with students.

5. Furniture, Equipment

Office furniture, lockable and secure storage equipment, fire-proof, lockable files, at least three computers for student use, one dedicated computer for teacher use, a telephone and intercom system, and supply storage.

3. General Support Service Areas

Community Resource Area

1. Program Objective

To offer materials, books, access to copier, telephone, and adequate workspace for staff and parents to work together in a school family resource center.

2. General Description

A multi-purpose area that is close to the Administrative suite that is available for use by the PTA and community organizations.

3. Activities to be housed

Services include small area for parent meetings, workshops for parents, and family resource area for parents to preview materials and to check out available materials for home use. In addition, activities to be housed include copying, and book publishing.

4. Persons to be housed

Each room will include small group of parents and community volunteers as well as teachers and other school staff.

5. Furniture, Equipment

This area should contain shelves and display equipment to house books, games, and other resource materials that can be checked out by the community. In addition, a book publishing center with necessary equipment (binder, paper cutter, storage, and copier) video equipment for parent training, and conference table for meetings. Office furniture, lockable and secure storage equipment, fireproof, lockable files, at least three computers for parent use, a telephone and intercom system, and supply storage.

Cafeteria

1. Program Objective

To serve lunch daily for up to 600 students in a pleasant environment, which encourages good nutrition and appropriate school behavior. To provide a large group activity area for both school and community groups.

2. General Description

The cafeteria should be located away from low-noise areas, colorful, washer/dryer, multiple serving lines, to be used as a multi-purpose room with a small stage for classroom presentations, flexible enough to serve as an area for large school functions that is sound-proofed.

3. Activities to be Housed

4. Persons to be Housed

Persons to be housed in the cafeteria include up to 250 students and four supervisory personnel per sitting.

5. Furniture, Equipment

Furniture and equipment in the cafeteria includes removable, multi-purpose seating for up to 600 students or community members, sufficient general lighting, access to water fountains data, voice, and video communications equipment, and lockable storage. The furniture needs to accommodate flexible seating with small/moveable/round tables and phones for emergency purposes. The area immediately outside the cafeteria should include easily an accessible area for hand washing.

Teacher Dining Area

1. Program Objective

To provide an area for teachers, support staff, student teachers and field experience students to eat lunch. The area should be a minimum of 500 square feet with comfortable, versatile furniture for up to 20 persons. The area should be located comfortably to restrooms and the student cafeteria

2. General Description

The teacher Lounge should be located convenient to the cafeteria.

3. Activities to be Housed

4. Persons to be Housed

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5. Furniture, Equipment

The area should be equipped with a kitchen with sink, refrigerator, microwave oven, counter space and lockable storage, sufficient general lighting, and telephone system.

Large Group Instruction Room

1. Program Objective

To

2. General Description

This area will accommodate an emphasis on performing arts for students and community with a stage, media projection capabilities, carpeting, and sound proofing.

3. Activities to be Housed

4. Persons to be Housed

The instructional area needs to provide access for 600 students.

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5. Furniture, Equipment

Team planning/work rooms

In addition to planning rooms, areas need to be made available for materials preparation. These can be designed within the team planning work room area. These include areas to research and download from electronic databases, word processing, production of paper copies or transparencies and lamination and creation of display materials.

1. Program Objective

To provide spaces for teachers and assistants to prepare and store materials, to prepare lessons, to confer with colleagues and to communicate by telephone with parents.

2. General Description

The team planning should be located convenient to the grade level classrooms. The area should include a materials preparation center in which teachers and assistants may design, produce, and duplicate instructional materials for students

3. Activities to be Housed

Area will provide space for planning of instruction, professional reference library and project work. Activities to be housed include preparation of lessons, conferences with colleagues, storage of materials, and telephone communication with parents.

4. Persons to be Housed

The conference/meeting area should contain a conference table to accommodate several grade level teachers.

5. Furniture, Equipment

This area should include appropriate equipment (computers, printers, telephones, laminator, paper cutter, etc). Other needs include; Networked computer terminal and printer, and a private telephone area. There should be sufficient counter space and a sink with hot and cold water, a refrigerator and a microwave oven.

6. Special Requirements

The materials preparation area should include a work table, easy access to a copier, a laminating machine, paper cutter, wall-mounted monitor with VCR/DVD capabilities, secure materials supply closed and telephone. This room should be air conditioned.

The workroom should be wired for voice and data retrieval/transmittal, and should have enough outlets to provide for portable electronic equipment.

Health Suite

1. Program Objective

To provide student care and informational services to teachers and parents regarding health related issues. To provide quality health care and assistance to ill students, to handle all emergency medical situations which occur during the school day to staff and students.

2. General Description

The health suite should be located in the administrative complex with easy entrance and exit that serves as a reception area to provide easy access by students, parents and teachers. Included within the space should be several small exam rooms, couches, lavatory, complex with shower, separate nurse's office for privacy, workroom with sink and refrigerator/freezer for storage of supplies and medicine. This area should be equipped with an adequate heating and ventilation system.

Activities include first aide and emergency care, dispensing of medication, immunizations, special physical examinations and screening services including vision, hearing, height, weight, and record keeping.

3. Activities to be Housed

The health office will serve the population of up to 600 students and 50 staff members. The total square feet should be at least 700 square feet. A licensed nurse and/or health assistance will dispense general health care to students, conduct screening and other preventative programs as required.

4. Persons to be Housed

5. Furniture, Equipment

Separate and lockable cabinets for medication and supplies, shelving, two desks and chairs, four private resting cots, two sinks, telephone and intercom to all areas of the building, networked computer for record keeping and sending/receiving email and other specialized items necessary to provide quality health care to students..

Administrative Complex

1. Program Objective

To provide leadership, coordination, and support services for activities and instruction within the school.

2. General Description

Area will include the principal's suite, reception area with display area, workroom, conference room, adult restrooms, copy room, record keeping/storage, safe/vault, WiFi capabilities, health suite, secure main entrance, air conditioned, public address systems (voice, video, digital) to broadcast into individual rooms, hallways, or building. The reception area needs to be large enough to accommodate the normal traffic of students, adult visitors, parents and staff in the K-3 building.

A conference room will also be necessary to conduct parent conferences and team meetings. A lobby area equipped with display materials for two and three-dimensional student art/other work and important notices.

3. Activities to be Housed

Area will provide space for planning of instruction, professional reference library and project work.

4. Persons to be Housed

One principal, an assistant principal (as needed) and two secretaries will be housed in this area.

5. Furniture, Equipment

Secure fireproof storage of records, a vault for petty cash and other valuables, coat closets, and a unisex handicapped accessible restroom, natural light and ventilation, and visibility of front lobby area from main office.

School Psychologist/Social Worker

1. Program Objective

To assist identified students to be successful in school by providing support services to students, parent and staff.

2. General Description

This area needs to be 700 square feet and should be designed to include office space for a school psychologist and community social worker.

3. Activities to be Housed

Generally, the activities in this area will take place on an individual basis. However, there are frequent parent meetings that need a small space available.

Meetings tend to be confidential; therefore, special attention needs to be given to the design features within the guidance area to optimize confidentiality. Other activities include telephone conferences, preparation and distribution of materials to students, staff and parents.

4. Persons to be Housed

The school psychologist will be available as needed for testing, and behavioral support to school teams. The community social worker will be in the building at least one day a week.

5. Furniture, Equipment

Both the school psychologist and the social worker will need a small conference table with appropriate chairs.

This area should include a networked computer, access to telephone and space for storage, files and appropriate office equipment. Fireproof cabinets to house records. All personnel should have access to the central database of student demographic information as well as other networked software. This area should be air conditioned.

ESOL Teacher

1. Program Objective

To assist identified students to be successful in school by providing language support services to students, and consultation to parents and staff.

2. General Description

This area will be used to meet with individual students or small groups to work on developing increased language facility.

3. Activities to be Housed

Generally, the activities in this area will take place on an individual basis. However, there are parent meetings that need a small space available. Other activities include telephone conferences, preparation and distribution of materials to students, staff and parents.

4. Persons to be Housed

The ESOL teacher will be available as needed for support to students. The amount of time for each building is dependent upon the number of ESOL students and degree of need. Generally, the ESOL teacher will be in the building at least part of one day a week.

5. Furniture, Equipment

The ESOL teacher will need a small conference table with appropriate chairs.

This area should include a networked computer, access to telephone and space for storage, files and appropriate office equipment. Fireproof cabinets to house records.

Guidance Area

1. Program Objective

To provide support services to students, parent and staff.

2. General Description

The guidance area needs to be designed to include office space and an area large enough to accommodate normal traffic of students, visitors, parents and staff. An area for storage of supplies is

3. Activities to be Housed

Individual and small group counseling, student, parent and staff meetings. Meetings tend to be confidential; therefore, special attention needs to be given to the design features within the guidance area to optimize confidentiality. Other activities include telephone conferences, preparation and distribution of materials to students, staff and parents.

4. Persons to be Housed

The guidance program is essential to the families of young children as well as to the developing needs of primary students. A full time guidance counselor is critical to each primary building.

5. Furniture, Equipment

This area should include a networked computer, access to telephone and space for storage, files and appropriate office equipment. Fireproof cabinets to house records. All guidance personnel should have access to the central database of student demographic information as well as other networked software. This area should be air-conditioned.

Custodial Services

1. Program Objective

The purpose of this program is to provide a pleasant, operationally safe, healthy, and economically efficient environment to enhance the learning process.

2. General Description

The custodial space should accommodate secure lockable cabinets for small and valuable custodial tools and supplies. The custodial work space should be in close proximity to the school's point of delivery.

3. Activities to be Housed

Cleaning custodial equipment, eating lunch

4. Persons to be Housed

5. Furniture, Equipment

Area should include automatic shutoffs on toilets, sinks and hand dryers, doors on stalls, appropriate sink heights with soap dispensers, and handicapped accessible.

6. Special Requirements

Ample storage space that is fire-rated for combustible materials must be provided for a minimum of three (3) months custodial supplies. Separate lockable secure area must be provided for maintenance for supplies. Loading dock should be in close proximity. Custodial area should have ample ventilation and lighting.

Custodial supply closets with sinks shall be located throughout the building. An area should be provided for custodial equipment such as floor machines and grounds equipment for snow blowers.

1. Restrooms

2. Program Objective

To offer materials, books, access to copier, telephone, and adequate work space for staff and parents to work together in a school family resource center.

3. General Description

Located near common use areas (cafeteria, administrative suite, multi-purpose room, and gym) and by areas for grade three).

4. Activities to be Housed

Area will provide space for planning of instruction, professional reference library and project work.

5. Persons to be Housed

6. Furniture, Equipment

Area should include automatic shutoffs on toilets, sinks and hand dryers, doors on stalls, appropriate sink heights with soap dispensers, and handicapped accessible.

