

Board of Education Regular Meeting

Tuesday, May 24, 2022 7:30 PM

Town Campus Hammonasset Room, 10 Campus Drive, Madison, CT 06443

I. Call to Order / Attendance

I.A. Pledge of Allegiance

II. School / Community Session.

II.A. Public Participation

III. Board of Education Student Representatives' Report

Speaker (s): Isabelle Vagell and Lucy Fritzing

IV. Superintendent's Report

Speaker (s): Craig A. Cooke, Ph.D.

IV.A. Connecticut School Accountability Report

IV.B. Educational Specifications Update

V. Board Members' Comments

VI. Audience Response to Information Presented (Ref. Bylaw #9540.10)

VII. Board of Selectmen Liaison

Speaker (s): Scott Murphy

VIII. Board Committees / Liaison Updates (Ref. Bylaw #9450)

VIII.A. Curriculum and Student Development

Speaker (s): Members: Steve Pynn, Chair; Catherine Miller, Jen Gordon

VIII.B. Facilities Committee

Speaker (s): Members: Emily Rosenthal, Chair, Steven Pynn, Galen Cawley

VIII.C. Finance Committee

Speaker (s): Members: Galen Cawley, Chair, Diane Infantine-Vyce, Emily Rosenthal

VIII.D. Personnel Committee

Speaker (s): Members: Maureen Lewis, Chair; Catherine Miller, Mary Ann Connelly

VIII.E. Policy Committee

Speaker (s): Members: Diane Infantine-Vyce, Chair; Maureen Lewis, Jen Gordon

VIII.F. LEARN Liaison

Speaker (s): Mary Ann Connelly

VIII.G. Town American Rescue Plan Funding Committee

Speaker (s): Emily Rosenthal

VIII.H. Town Marijuana Advisory Committee

Speaker (s): Mary Ann Connelly

IX. Action Item: Motion to approve the minutes of the May 10, 2022 Board of Education Meeting (Ref. Bylaw #9540.9)

X. Action Item: Motion to approve the STEAM Curriculum modules for Grades 4 and 5

XI. Action Item: Motion to approve the Educational Specifications dated May 11, 2022

XII. Old Business

XIII. Future Agenda Items

XIV. Meetings / Dates of Importance (see attached)

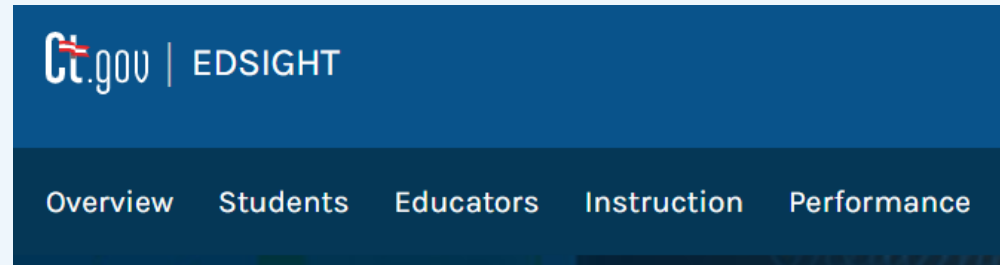
XV. Evaluation of the Superintendent (discussion proposed for Executive Session)

XVI. Adjournment

XVII. "The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting Paula Carabetta at 203-245-5644 or by email to carabettap@madisonct.org at least five (5) business days prior to the meeting."

School and District Accountability Index

Public Data available at



What is the State Accountability Index?

A method used by the CT State Department of Education to evaluate schools using a number of indicators:

- The Accountability Index is calculated by using a composite of the indicators on a scale of 0-100.
- These scores place them into school categories on a scale of 1-5.
- Schools/districts in categories 1-3 are based on values and cut scores.

MADISON PUBLIC SCHOOLS: Next Generation Accountability

Index/Rate is derived by converting a student's scale score to an Index score (SBAC, CTAA, NGSS or SAT).

Ultimate target established for all schools and districts statewide.

Points earned on the relevant indicator for the district.

Maximum number of points possible on associated indicator.

Percentage of "max points" earned by the district.

Indicator No. 3 is the participation rate for every subject for All Students and the High Needs group. This data is reported in a separate table.

Represents average performance indices & rates earned by districts across the State.

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	74.0	75	49.4	50	98.7	90.2
1b. ELA Performance Index - High Needs Students	59.0	75	39.3	50	78.7	77.5
1c. Math Performance Index - All Students	72.1	75	48.0	50	96.1	84.1
1d. Math Performance Index - High Needs Students	56.9	75	37.9	50	75.8	70.2
1e. Science Performance Index - All Students	66.7	75	44.5	50	88.9	85.0
1f. Science Performance Index - High Needs Students	51.8	75	34.5	50	69.1	72.2
2a. ELA Academic Growth - All Students	57.8%	100%	57.8	100	57.8	59.9
2b. ELA Academic Growth - High Needs Students	52.0%	100%	52.0	100	52.0	55.1
2c. Math Academic Growth - All Students	62.9%	100%	62.9	100	62.9	62.5
2d. Math Academic Growth - High Needs Students	57.6%	100%	57.6	100	57.6	55.2
2e. Progress Toward English Proficiency - Literacy	69.7%	100%	34.8	50	69.7	60.0
2f. Progress Toward English Proficiency - Oral	50.5%	100%	25.2	50	50.5	52.1
4a. Chronic Absenteeism - All Students	2.4%	<=5%	50.0	50	100.0	78.3
4b. Chronic Absenteeism - High Needs Students	6.4%	<=5%	47.1	50	94.2	55.7
5. Preparation for CCR - Percent Taking Courses	87.7%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	75.0%	75%	50.0	50	100.0	56.7
7. On-track to High School Graduation	99.5%	94%	50.0	50	100.0	93.6
8. 4-year Graduation: All Students (2018 Cohort)	97.3%	94%	100.0	100	100.0	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	94.4%	94%	100.0	100	100.0	88.6
10. Postsecondary Entrance (Graduating Class 2018)	88.4%	75%	100.0	100	100.0	94.5
11. Physical Fitness (estimated participation rate = 93.6%)	58.8%	75%	39.2	50	78.4	70.6
12. Arts Access	67.7%	60%	50.0	50	100.0	86.5
Accountability Index			1180.2	1450	81.4	74.2

Schools can drop a level for the following reasons:

- Participation Rates lower than 95% in any group or subgroup
- Achievement Gap
 - A district/school is identified as having an “achievement gap” if its gap size is substantially different from the average statewide gap in any subject area or subgroup
- Graduation Gap

How did penalties impact Madison “school category” rankings?

Madison Public Schools	<u>2018-19 School Category</u>	<u>Category after penalties</u> (with reason code)
Jeffrey	1	2 (outlier)
Ryerson	1	Distiction (high perf)
Brown	3	4 (3 yr Growth: HN Math)
Polson	2	4 (3 yr Growth: HN ELA)
Daniel Hand	1	2 (% HN)

Three Consecutive Years of Data...

Is examined each year to Identify New Focus Schools

- collected in Math, ELA and Science for ALL students as well as the High Needs Subgroup
- K-8 schools will use growth scores (Indicators 2b and 2d) and
- HS the Subject Performance Index (SPI: Indicator 1) and for the first time NGSS data.

IF you are a Focus School (Category 4)

- The school has 3 consecutive years of students in the High Needs subgroup in the bottom 10% of their group in Math, ELA or Science.
- If they are re-identified in the next tan band, they are a Turnaround School (Cat. 5)
- Focus schools need to demonstrate 2 consecutive years of growth and have over 95% participation for all students including High Needs to exit.

Brown and Polson

- Polson has one year credit and if they are successful this year, they will be exited as a Focus School.
- Brown will remain a Focus School for Math due to zero years credit.
- BOTH schools would have an additional credit if the last test administration counted.
- There will be no newly identified areas as Focus Schools.

Madison Public Schools <i>Smarter Balanced Growth</i>	Average Percentage of Target Achieved for Students with High Needs <u>BY GRADE LEVEL</u>					
	2017-18 ELA	2018-19 ELA	2020-21 ELA	2017-18 MATH	2018-19 MATH	2020-21 MATH
Grade 4	65.8%	63.9%	59.5%	65.6%	81.4%	43.8%
Grade 5	47.80%	39.7%	63.4%	49.00%	50.4%	67.2%
Grade 6	33.9%	60.1%		43.9%	46.1%	
Average Brown	49.2%	54.6%	61.5%	46.2%	48.6%	55.6%
State Threshold	50.1%	47.5%		49.9%	49.6%	
Credit Years				Zero	Zero	
Grade 6			66.2%			64.5%
Grade 7	27.40%	53.6%	53.4%	82.50%	65.2%	59.8%
Grade 8	57.6%	40.2%	55.6%	55.1%	39.0%	57.1%
Average Polson	42.5%	46.9%	58.4%	68.8%	52.1%	60.5%
State Threshold	43.1%	43.2%		40.6%	40.3%	
Credit Years		+1				



Madison Public Schools
Madison, Connecticut

ELEMENTARY EDUCATIONAL SPECIFICATIONS

for

New Elementary School

Approved by the Madison Board of Education November 9, 2021

Modified May 11, 2022 due to Enrollment Projections Update

BOARD OF EDUCATION

Seth Klaskin, Chair
Galen Cawley, Vice Chair
Emily Rosenthal, Secretary
Diane Infantine-Vyce
Cathy Miller
Steven Pynn
Maureen Lewis
Mary Ann Connelly
Jennifer Gordon

ADMINISTRATION

Craig Cooke, Ph.D., Superintendent of Schools
Gail Dahling-Hench, Assistant Superintendent
William H. McMinn, Director of Facilities
Stacy Nobitz, Finance Director

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I. INTRODUCTION

The Madison Public Schools is committed to consistently maintaining our facilities and planning for the future of our buildings as 21st century learning environments.

To initiate planning for a New PreK-5 Elementary School and improvements to Brown Intermediate to convert them to K-5 Elementary Schools, Madison Board of Education engaged the services of Colliers Project Leaders, Drummey Rosane Anderson, and Daniel Hansen, educational consultant to assist with the development of these educational specifications. The following individuals participated in the initial specific program meetings to provide input for these educational specifications:

Elizabeth Battaglia, Director of Special Education	Frank Henderson, Principal, Brown Intermediate
Kerri Beisner, Teacher, Special Education	Michelle Horn, K-12 Literacy Coach
Peggy Bell, Teacher, Grade 3	Leslie Lopez, Teacher, Spanish
Margaret Borden, Teacher, Kindergarten	Deb Lynch, Teacher, Kindergarten
Robert Burr, Chief Custodian	Eileen Martin, Teacher, Special Education
Ingrid Byrne, Math Interventionist	Tracey McGinley, Teacher, Grade 5
Erinn Coady, Teacher, Special Education	William McMinn, Director of Facilities
Carissa Connell, Teacher, Visual Arts	Lisa Miceli, Teacher, PreK
Dr. Craig Cooke, Superintendent	Angela Milone, Teacher, PreK
Gail Dahling-Hench, Assistant Superintendent	Alicia Romanacci, Teacher, Spanish
Susan Daub, Teacher, Physical Education	Thomas Scarice, Former Superintendent
Tricia Edgar, Speech Language Pathologist, PreK	Lisa Seales, Teacher, Grade 4
Jill Fayan, Library Media Coordinator K-12	Drew Sellitti, Teacher, Grade 1
Scott Ferguson, Teacher, Music	Doreen Shirley, Reading Consultant
Jennifer Figurelli, Teacher, Grade 2	Elizabeth Solin, Administrative Secretary
Dawn Fiorelli, Library Media Specialist	Robin Sorey, Occupational Therapist, PreK
Elizabeth Fortsch, School Nurse	Kelly Spooner, Principal, Ryerson Elementary
Becky Frost, Principal, Jeffrey Elementary	MaryBeth Starr, Teacher, TESOL K-12
Stephanie Fumiatti, Teacher, Grade 5	Gay Tomasevich, Teacher, Computer Coding
Mike Ginsberg, Teacher, STEAM	Kerry Tucker, Teacher, Special Education
C.J. Gladstone, Special Education Coordinator	Linda Wade, Teacher, Special Education
Lynn Hadad, Teacher, PreK	Lauren Warner, Teacher, Grade 5
Maria Hainer, Teacher, PreK	

II. MADISON CORE DOCUMENTS

Vision Statement: “Every Child, Every Day, Leading the Way”

The Madison Public Schools are driven by a mission to prepare all learners to make a unique, positive contribution in a complex, global society. We are committed to fostering the diverse talents and abilities of each and every child in an emotionally and physically safe environment. We envision learning as joyful and learners as passionate. We support our educators as innovators in a dynamic pursuit of continuous improvement.

We are committed to the work that will lead to the development of all learners’ capacities to:

- put ideas into action by thinking critically and creatively to identify and solve authentic, complex problems;
- communicate and collaborate purposefully and effectively using a variety of media;
- approach learning with effort and persistence while responding to success and failure with resiliency, reflection, and adaptability in an ever-changing world;

May 11, 2022

- make ethical and responsible decisions.

Vision for Curriculum Development

Madison Public Schools believes all students should have access to a high quality, engaging, education. There are expectations of success for all students with units that encourage student exploration and inquiry.

The curriculum is content rich, offering students opportunities to learn important concepts and procedures with understanding, while simultaneously providing students with opportunities to explore and grow in identified 21st Century Capacities. These multi-disciplinary outcomes (critical thinking; creative thinking; communication/collaboration; self-direction; and global thinking) are thoughtfully and purposefully embedded throughout the curriculum alongside content that is informed by state and national standards.

A common language is articulated accurately, and it reflects accepted practice within the discipline and/or current educational research and promotes the work of the discipline. The written documents in each grade level include key required components, including the scope of the material and the depth of understanding that is expected upon unit completion.

Maps for courses and grade levels define the pace and common expectations of a content. Teachers use these maps to guide and sequence instruction toward the attainment of key concepts detailed in the unit design. Unit design follows the Understanding by Design (UbD) Model by Jay McTighe and Grant Wiggins although personalized to match the work valued in Madison.

Profile of a Graduate: Student Growth and Development Matrix

Critical Thinking	Creative Thinking	Collaboration/ Communication	Self-Direction	Global Thinking
<p>Inquiry</p> <p>Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue.</p>	<p>Idea Generation</p> <p>Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations.</p>	<p>Collective Intelligence</p> <p>Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</p>	<p>Self-Awareness</p> <p>Examining current performance critically to identify steps/strategies to persist.</p>	<p>Citizenship</p> <p>Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>
<p>Analyzing</p> <p>Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.</p>	<p>Design</p> <p>Engaging in a process to refine a product for an intended audience and purpose.</p>	<p>Product Creation</p> <p>Effectively use a medium to communicate important information.</p>	<p>Decision Making</p> <p>Make responsible decisions, based on potential outcomes.</p>	<p>Alternate Perspectives</p> <p>Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.</p>

III. PROJECT RATIONALE

*(Excerpted from the **Madison Schools Renewal Plan**)*

In September of 2019, the Madison Public Schools contracted from six schools to five with the closure of Island Avenue Elementary School. Now, the schools are composed of the following grade levels:

- **Town Campus Learning Center**, PreK
- **Jeffrey Elementary School**, Kindergarten - Grade 3
- **Ryerson Elementary School**, Kindergarten - Grade 3
- **Brown Intermediate School**, Grades 4 and 5
- **Polson Middle School**, Grades 6 - 8
- **Daniel Hand High School**, Grades 9-12

According to Connecticut General Statutes 10-220, each Board of Education in Connecticut is responsible for the day to day maintenance and operation of its buildings, lands, and other property used for school purposes. Additionally, this statute mandates that each Board of Education “*shall make a continuing study of the need for school facilities and of a long-term school building program, and from time to time, make recommendations based on such study to the town.*” Within this purview, the Board of Education has worked in collaboration with the Town of Madison to study the long-term needs of its facilities, while planning for future enrollment trends.

The school district facilities have been comprehensively analyzed a number of times over the past twenty years. Most recently, an in-depth study that began in 2014 resulted in comprehensive reports facilitated by the Drummey, Rosane and Anderson (DRA) architectural consulting firm. These reports included the following:

- **Architectural Assessments** of each facility (DRA, October 6, 2015)
- **Mechanical and Electrical Systems Existing Conditions Narrative** (Consulting Engineering Services – CES, May 20, 2015)
- **Comprehensive 10 Year Enrollment Projections Analysis** (Education Resources Management, Dr. Arthur Wagman, December 23, 2014)
- **Enrollment Projection Refresh** (Education Resources Management, Dr. Arthur Wagman, Feb 9, 2017 and Nov 9, 2018)
- **Enrollment Projections** (SLR, March 2021)

With the addition of Colliers International serving as representation, these studies culminated with a plan to shrink the district footprint from six schools to five schools. A referendum on September 26, 2017 sought approval from the community to build a new elementary school on the Ryerson School property, with the expectation that a full renovation of Jeffrey School would follow immediately thereafter.

The referendum failed and the Board of Education then sought another approach to address the current and future maintenance needs of the school facilities. Based on a trend of significant declining student enrollment over time, and with the projection for the trend to continue into the foreseeable future, the BOE voted to move forward with the plan to contract the district from six schools to five by closing Island Avenue Elementary School in June 2019.

In the fall of 2017, the Board of Education again commissioned the services of Colliers International to develop a long-term facility maintenance plan. With reports developed over the past few years, a draft plan was presented to the Board of Education’s Facilities Committee in the spring of 2018. On May 31, 2018, the Facilities Committee voted to forward the draft **10 Year \$100 million Capital Maintenance Plan** to the full Board of Education for approval. On June 19, 2018, the full Board of Education voted unanimously to adopt the plan.

The plan then moved to the Capital improvement Program – the town and schools joint long-term capital projects plan - while board members and members of the public began to question if there was a better plan out there other than the 10 Year \$100 million maintenance plan. Members of the BOE, Board of Selectmen, and Board of Finance came together to form the Tri Board School Facilities Working Group. The group held meetings and public forums over a period of months and in April 2019 the group presented viable options for the town to consider beyond the BOE adopted 10 Year \$100 Million Capital Maintenance Plan.

In September 2019, the BOE voted unanimously to adopt a long-term plan for the renewal of our school facilities. This plan is the culmination of work at the BOE level since the failed referendum in 2017 and the vast efforts of the Tri-

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Board School Facilities Working Group. While the referendum failed, the issue of aging school facilities and mounting maintenance projects remain.

The BOE voted to adopt a plan to contract the district further from five schools to four. The earliest point in which this model would be implemented would be for the 2025-2026 school year.

The BOE adopted plan calls for:

- New construction of a PreK-5 elementary school
- Improvements to Brown Intermediate School to transition to a K-5 school
- Maintaining Polson as a 6-8 school and DHHS as 9-12
- Renovations at Polson including:
 - Air Quality System/HVAC
 - Auditorium Modernization
 - Security Enhancements

The plan, which was approved unanimously by the BOE, would result in the closure of both existing K-3 elementary school buildings as well as the Town Campus Learning Center Preschool (TCLC). The plan has been sent to the school and town Capital Improvement Plan (CIP) where it will be incorporated with all other capital needs of Madison.

This project seeks to provide school buildings that:

- Create learning environments designed for current instructional strategies as captured in Madison’s Core Documents;
- Benefit from needed technology upgrades;
- Comply with current building and fire codes;
- Incorporate contemporary design for school safety;
- Utilize modern, efficient heating and cooling systems; and
- Provide accessibility to all by meeting the requirements of the Americans with Disabilities Act.

IV. THE PROJECT

Objective: To ensure all Madison children are able to attend a school that is safe, modern, compliant with current building codes and able to support their educational program.

The following project specifications for the New Elementary School were developed using data from the updated population study conducted in March 2022: *Madison Public Schools Enrollment Projections Update conducted by SLAM.*

- School: **New Elementary School**
- Project Type: New Construction
 - Total Program Area: **62,505** square feet (*TGSF x 71%*)
- Referendum: February 2022
- Design Enrollment: **640*** students

** Includes 45 PreK students from the Town Campus Learning Center*

V. ENROLLMENT AND CAPACITY DATA

The Jeffrey Elementary School enrollment as of October 1, 2020 was 324 students in grades K – 3. The eight-year maximum enrollment projection for the New PreK-5 Elementary School is 640, which includes 45 PreK students transferring from the Town Campus Learning Center to the New Elementary School.

Source: *Madison Public Schools Enrollment Projections Update, March 1, 2022, SLAM*

VI. OVERVIEW OF PROGRAMS

GENERAL EDUCATION

The features of the elementary classrooms at the current Jeffrey and the New Elementary School can be divided into three classifications: (1) Early Childhood – PreK and Full-Day Kindergarten; (2) Early Elementary - grades one and two; and (3) Intermediate - grades three, four and five. The classroom needs of all elementary children will require flexibility of space, portability of furniture and acoustical treatment of environment. This will be accommodated while providing low height furnishings and more space for group instruction and movement that will range from total class involvement to three or four separate groups doing different activities at the same time. Specific to Madison’s instructional approach, whole class gathering spaces are required for both Morning Meeting/language arts mini lessons as well as a separate space for the Number Corner, a feature of the mathematics program. Space should also be provided for students to read, write, research, and study for either individual or small group projects. The learning environment must also accommodate space for multiple adults (specialists and para educators) who work with students within the general classroom environment. All instructional classrooms require storage space for items such as classroom libraries, textbooks, reference materials, supplemental books, supplies, science equipment, charts, globes, computers, calculators and audio-visual equipment. Equally important is wall space to post anchor charts and other instructional reference materials for students to access on a daily basis.

In addition to the subject areas of Health & Wellness, Mathematics, Reading/Language Arts, Science, and Social Studies, our General Education program includes curriculum focused on Art, Music, Physical Education, STEAM and World Languages. Additionally, an instrumental program (a percussion band and a theater class) is provided for all students in grades 4 and 5. Support Services include a Library/Media Center and technology support integrated throughout the learning environments. Facilities for these areas need to be specific to each program’s purpose yet allow for flexibility of space as with the PreK-5 classrooms. As the PreK – 5 program requires that students travel to these various program areas periodically during the day, consideration should be given to the student traffic that will result from this academic arrangement. Student proximity to the library/media center, STEAM lab, gymnasium/auditorium, general music and art rooms should also be considered.

A platform off of the gymnasium will serve as a stage area for school assemblies, performances and other events. It will be adjacent to the gymnasium and accessible from the main corridor. The platform will be accessible and code compliant with ramp access. Included in the design will be a high-quality built-in sound system, stage draperies and main curtains, as well as adjustable stage and general lighting. An electronically controlled acoustical wall will be installed at the proscenium to allow the space to be used for instrumental music lessons and ensemble practice on the platform while the gymnasium is in use.

Additional instructional space is necessary to provide support for non-identified students, as prescribed in the Scientific Researched Based Intervention (SRBI) requirements of the Connecticut State Department of Education. General Education Intervention/Support Services is comprised of Reading, Mathematics and English Learner support (TESOL). Each of these rooms will be centrally located within the academic area of the building. These rooms will be utilized for individual testing, individual and small group instruction. A Developmental Guidance program is also part of the general education support services.

The outside play area for the early elementary and intermediate levels must be extensive and varied to accommodate activities that range from the minimal space demands of jump rope and the like, to larger areas needed to play soccer, kickball, softball, etc. This play area should be away from instructional spaces, if possible. Ideally, this play area should be in close proximity to gymnasium and cafeteria for easy access. The early childhood play area should be near the PreK and kindergarten classrooms, depending on the design of the school and proximity to other classrooms.

SPECIAL EDUCATION

Madison Public Schools invest significantly in their special education programming to best serve their students and in order to avoid costly outplacement services for their students. Special Education programs at the New Elementary include: a PreK program with related services specific to PreK; a K-5 program: the Functional Academic Skills Education (FASE), serving students from across the district; K-5 Special Education Resource, Occupational/Physical Therapy (OT/PT) Services and Related Services (Social Work, Psychologist, Speech/Language/Hearing, BCBA).

Program spaces for special education/related service teachers should be able to meet the needs for small group instruction. They will need to be of sufficient size to accommodate children who require specialized equipment.

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Rooms will be used for individual testing, confidential meetings with parents and/or students, individual and small group instruction, counseling, and staff conferences.

SUPPORT SERVICES

MEDIA CENTER

The Library Media Center of an elementary school is a multi-purpose room and preferred to be located as a central “hub” of the school and can be referred to as a Learning Commons. It should be bright, colorful, attractive, warm and inviting. It is important that the media center be designed with the student’s safety in mind. There should be freestanding low, double-faced shelving allowing a staff member to see the entire area. The area must be spacious enough to house an appropriate print and media collection. There should be room for multiple classrooms to use this resource on an independent basis. The room is divided for multiple purposes. A small story corner, a large group instructional space, a student project area, a production area for teachers, provision for multiple computer workstations for research and access to online card catalogue as well as a circulation area located near an entrance/exit door is also required.

TECHNOLOGY

A contemporary elementary school must be able to support varied uses of technology. In particular, the school’s infrastructure should reflect the latest in wiring and cabling, which would support current technology applications as well as the capacity to support future requirements. Computers should support the full range of educational and operational functions in the school.

Wiring for all classrooms will include multiple network drops and multiple electrical outlets. The entire facility will have wireless connectivity to support the implementation of one-to-one mobile devices such as laptops, netbooks, and other Internet-ready devices.

VII. PROGRAM SPECIFICATIONS (Detailed Description)

Unless otherwise noted, the standard furnishings for every classroom noted below are expected to include the following:

- Room darkening shades
- Acoustical insulation for soundproofing
- Air conditioning
- ADA compliant building standards
- Wireless/internet access to support at least 30 mobile devices
- Multiple electric outlets
- Sound Field System
- Telephone
- Intercom for communication with office

GENERAL EDUCATION PROGRAMS

EARLY CHILDHOOD: FULL-DAY KINDERGARTEN	
SPACE: 1,100 square feet including student toilet room (each)	
NUMBER: Five (5) classrooms	
Toilet	<ul style="list-style-type: none"> • Toilet room with sink within classroom at a level appropriate for children ages 4-6
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate countertops appropriate for 4 and 5-year olds • Soap and towel dispenser
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas for anchor charts, large bins/kits • Classroom library storage • Counters under windows where possible

EARLY CHILDHOOD: FULL-DAY KINDERGARTEN	
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe for 3 adults • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades K-2
Student Storage	<ul style="list-style-type: none"> • Coat and personal storage area for twenty-four (24) located within the classroom
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Magnetic whiteboards • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Two (2) tables • Flexible seating/tables to accommodate up to twenty-four (24) students (flexible/adaptable workstations)
Teacher Furniture	<ul style="list-style-type: none"> • One (1) Teacher desk/chair (possibly built into counter area to save space)
Other Furniture	<ul style="list-style-type: none"> • Desk and chair for classroom para
Classroom Technology	<ul style="list-style-type: none"> • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • 1-to-1 laptops for each student with charging station • One (1) teacher computer

EARLY ELEMENTARY – GRADES ONE and TWO	
<p>SPACE: 890 square feet (each classroom) 50 square feet (in-class toilet room)</p> <p>NUMBER: Ten (10) classrooms</p>	
Toilet	<ul style="list-style-type: none"> • Toilet room with sink within classroom at a level appropriate for children ages 6-8
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counters • Soap and towel dispenser
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas for anchor charts, large bins/kits • Classroom library storage • Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe for three (3) adults • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades K-2
Student Storage	<ul style="list-style-type: none"> • Coat and personal (non-locking) lockers for twenty-four (24)/classroom located in the corridor (2 students/locker)
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Two (2) tables • Flexible seating/desks/tables to accommodate up to twenty-four (24) students
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built into counter area to save space
Other Furniture	<ul style="list-style-type: none"> • Desk and chair for classroom para
Special Needs/Equipment	<ul style="list-style-type: none"> • Common space outside classroom desirable
Classroom Technology	<ul style="list-style-type: none"> • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • 1-to-1 Chromebook device for each student with charging station • One (1) teacher computer

INTERMEDIATE – GRADES THREE, FOUR, and FIVE	
SPACE: 890 square feet (each)	
NUMBER: Fourteen (14) classrooms	
Toilet	<ul style="list-style-type: none"> • Toilet facilities located in close proximity to classrooms
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • In-room water fountain • Soap and towel dispenser
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas for anchor charts, large bins/kits • Classroom library storage • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe for three (3) adults • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades 3-5
Student Storage	<ul style="list-style-type: none"> • Coat and personal storage areas are located in the corridors for up to twenty-six (26) students per classroom (one (non-locking) locker per student; double stacked)
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Table and appropriate student seating for twenty-six (26)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built into counters to save space
Other Furniture	<ul style="list-style-type: none"> • Desk and chair for classroom para
Special Needs/Equipment	<ul style="list-style-type: none"> • Common space outside classroom desirable
Classroom Technology	<ul style="list-style-type: none"> • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • 1-to-1 Chromebook device for each student with charging station • One (1) teacher computer

VISUAL ARTS	
SPACE: 1,450 square feet (includes 350 s.f. for kiln room and storage)	
Sinks	<ul style="list-style-type: none"> • Minimum two (2) deep sinks with clay traps in addition to one (1) student accessible sink all in same location • Paint-resistant countertops
Access	<ul style="list-style-type: none"> • Close to workroom and STEAM classroom, if possible
Classroom Storage	<ul style="list-style-type: none"> • Lockable closets • Easily accessible cabinets and shelves • Vertical file tub-storage cabinets with locks • Two (2) kitchen-type mobile carts with shelves • Draftsman cabinet file for large paper/poster storage
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> • Space to store student work in progress; one area per classroom
Lighting	<ul style="list-style-type: none"> • North facing classroom, preferable
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile; carpet area
Display	<ul style="list-style-type: none"> • Two-sided fully locked showcase on room's corridor wall (and others throughout building) • Magnetic whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Twenty-six (26) adjustable chairs/stools

VISUAL ARTS	
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built into counters to save space • Demonstration table
Other Furniture	<ul style="list-style-type: none"> • Six (6) adjustable worktables (rectangular) to seat six (6)
Special Needs/Equipment	<ul style="list-style-type: none"> • One (1) kiln (to be appropriately located and sized) with ventilation system • Drying racks • Book racks and magazine shelves (fine arts area) • Four (4) sturdy wooden adjustable painting easels • Two (2) large rolling waste barrels • Eyewash station • Paper cutter
Classroom Technology	<ul style="list-style-type: none"> • Two (2) student computers • Two (2) laptop computers • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • Full color printer

GENERAL AND INSTRUMENTAL MUSIC	
SPACE:	<p>1,000 square feet for General Music</p> <p>900 square feet for Instrumental Music on platform adjacent to gymnasium (including instrument storage)</p>
NUMBER:	One (1) room for General Music (K – 5), and one (1) space for gr. 5 Instrumental Music
Sinks	<ul style="list-style-type: none"> • Large sink in Instrumental Music room to submerge brass instruments for cleaning • Small sink/fountain area in General Music room
Access	<ul style="list-style-type: none"> • In proximity to gymnasium and platform (stage) • Instrumental room ideally located near bus entrance for easy drop off/pick up of instruments
Classroom Storage	<ul style="list-style-type: none"> • Music cabinets for sheet music storage (each room) • Built-in bookcase (16" x 15') • Storage for Orff instruments for general music classroom
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe in each space • One (1) lockable four-drawer filing cabinet in each area
Student Storage	<ul style="list-style-type: none"> • Built-in lockable storage for instruments (low built-in cubbies at instrumental music room entrance)
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpet in general music classroom
Display	<ul style="list-style-type: none"> • Two 8 ft. whiteboards, one with permanent musical staff lines (each room)
Student Furniture	<ul style="list-style-type: none"> • Eighty (80) stackable chairs for instrumental room • Twenty-six (26) stackable stools in general music room
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built into counters to save space
Other Furniture	<ul style="list-style-type: none"> • Eighty (80) music stands for instrumental room • Three (3) conductor's stands • Large Move and Store cart for music stands • Piano in general music room
Special Accommodations	<ul style="list-style-type: none"> • General music room needs open space for movement and varied activities • Sound deadening/soundproof walls • Acoustical divider built between platform and gymnasium • Instrumental lessons and large group ensembles require 48" of space per student

GENERAL AND INSTRUMENTAL MUSIC	
Classroom Technology	<ul style="list-style-type: none"> • Sound systems • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer with access to high quality sound system control

PHYSICAL EDUCATION	
SPACE:	<p>Gymnasium: 6,000 square feet</p> <p>PE Office/Storage: 600 square feet (includes 140 s.f. office)</p> <p>Platform/Stage: 900 square feet</p>
Sinks	<ul style="list-style-type: none"> • Recessed drinking fountains located inside gymnasium
Access	<ul style="list-style-type: none"> • Capacity to hold entire student body, staff and faculty
Storage	<ul style="list-style-type: none"> • Folding seating/carts/storage for entire student body, staff and faculty (separate storage from PE equipment) • Storage area will have access from both the interior of the gymnasium, as well as the exterior of the building (for outdoor sports and playground activities); a roll-up exterior access door is desired • Six (6) shelving units (48"x18"x72") inside storage facility
Lighting	<ul style="list-style-type: none"> • Lighting with safety cages or equivalent
Flooring	<ul style="list-style-type: none"> • Synthetic rubberized "poured in place" floor system with essential markings • Protective matting
Special Accommodations	<ul style="list-style-type: none"> • Sound deadening/soundproof walls including acoustical wall dividing platform (stage) from gymnasium • Clerestory windows with remote room darkening shade system • High ceiling, the lowest features should be a minimum of 22 ft. from the floor • Wall matting around entire perimeter, from height of wall base to 6'-0" minimum above finish floor • Removable wall matting along front of platform as well. • Two (2) main and four (4) side baskets for basketball (all adjustable for height and electrically operated) • Volleyball post recessed floor sleeves • Chinning bars • Horizontal bar • Divider curtain • Ceiling mounts for cargo nets and rope climbing • One wall to be designated for future climbing, wall mounted equipment, and the masonry cores filled with concrete • Two (2) sections of portable risers for use with the gymnasium platform (one on the gymnasium floor, and one on the platform) • Electric retractable bleacher seating; five (5) rows • Movable cart for storage/equipment • Two (2) AED with audible alarm box will be installed; one (1) in the public access hallway outside nurse's office, and one (1) outside the gymnasium
Classroom Technology	<ul style="list-style-type: none"> • One (1) teacher computer • Portable SMART Board system, or similar device for classroom instruction • Built-in sound system for assemblies and programs • Remote control screen with appropriate rear projection device

SCIENCE, TECHNOLOGY, ENGINEERING, ART, & MATHEMATICS (STEAM) LAB	
SPACE: 1,100 square feet	
NUMBER: One (1) classroom	
Sinks	<ul style="list-style-type: none"> • Three (3) stainless steel sinks with laminate counter tops • Soap and towel dispensers
Access	<ul style="list-style-type: none"> • In close proximity to general education classrooms and library media center
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases (upper and lower) • Locked closet for audio-visual equipment and science equipment • Cabinets to be deep, with adjustable / removable shelving, and space for large bin storage. • Storage for student projects in process
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • Two (2) lockable four-drawer filing cabinets
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Display	<ul style="list-style-type: none"> • Two-sided fully locked showcases on room's corridor wall • Magnetic whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Age-appropriate student furniture (26 students)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Thirteen (13) movable laboratory tables with grommets and integral wire management tray
Classroom Technology	<ul style="list-style-type: none"> • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • Fifteen (15) student devices • Three (3) student computers • One (1) teacher computer

WORLD LANGUAGE CLASSROOM	
SPACE: 890 square feet (each)	
NUMBER: One (1) classroom	
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • In-room water fountain • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • Central location within classroom wing • Close proximity to TESOL office
Classroom Storage	<ul style="list-style-type: none"> • Unique storage needs for six (6) grades of curriculum materials • Built-in bookcases • Storage areas for many props, puppets, classroom library • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Table and appropriate student seating for twenty-six (26)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built into counters to save space
Classroom Technology	<ul style="list-style-type: none"> • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • Sufficient Chromebooks for each student • One (1) teacher computer

LIBRARY MEDIA CENTER	
SPACE: 2,600 square feet (includes 200 s.f. office for media staff and 200 s.f. work room with copier)	
Sinks	<ul style="list-style-type: none"> • Sink in media center workroom
Access	<ul style="list-style-type: none"> • Centrally located in the school • Access to outdoor garden area, desirable • Close proximity to STEAM lab, desirable
Storage	<ul style="list-style-type: none"> • Audio-visual storage cabinets • Over-size vertical filing cabinet • Storage/display for teacher resources and professional development materials
Teacher Storage	<ul style="list-style-type: none"> • One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Remote control room darkening blinds
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Display	<ul style="list-style-type: none"> • Magnetic whiteboards • Bulletin Boards • Well-placed and secure space for displays and promotional materials
Student Furniture	<ul style="list-style-type: none"> • Tables and chairs with sleigh legs; easy to reconfigure • Computer furniture/workstations for six (6) student computers
Teacher Furniture	<ul style="list-style-type: none"> • Two (2) teacher desks/chairs; Two (2) adult visitors chairs
Other Furniture	<ul style="list-style-type: none"> • 48-inch free standing, double-faced shelving for student print materials; on wheels for adjusting space layout • Comfortable lounge style seating – adult and student
Space Considerations	<ul style="list-style-type: none"> • Small tiered story corner • Area for independent study; separate area for whole class instruction • Maker Space area • Informal seating or an informal area with comfortable chairs • Space should be able to accommodate staff professional development activities
Classroom Technology	<ul style="list-style-type: none"> • Sufficient outlets to support all technology • Sound system for large group events • Online circulation system (2 circulation stations) • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • Six (6) student computers • One (1) Chromebook cart (class set) • Two (2) teacher computers

SMALL BREAKOUT ROOM	
SPACE: 125 square feet (each) for individual assessment with teachers and/or small group work with para educators	
NUMBER: Two (2) rooms	
Access	<ul style="list-style-type: none"> • In close proximity to general education classrooms
Teacher Storage	<ul style="list-style-type: none"> • Secured closet for testing materials
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Board
Furniture	<ul style="list-style-type: none"> • One (1) table • Six (6) student chairs • One (1) teacher chair

READING/MATH COACH'S OFFICE	
SPACE: 175 square feet (each) for meetings with teachers	
NUMBER: Two (2) rooms	
Access	<ul style="list-style-type: none"> • In close proximity to media center and Literacy Lab
Teacher Storage	<ul style="list-style-type: none"> • Bookshelves, cabinets, lockable teacher wardrobe
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpet
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Board
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk, small table with four (4) chairs
Computers (each)	<ul style="list-style-type: none"> • Teacher computer

GENERAL EDUCATION INTERVENTION SERVICES – READING AND MATH	
SPACE: 500 square feet (each) for Reading and Math Intervention, each space to accommodate 2-3 adults working with small groups	
NUMBER: Two (2) rooms	
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counters • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • In close proximity to primary education classrooms and Reading/Math Coach offices
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • A supply closet with shelving installed in each room • Wall length countertop with wall storage cabinets and electrical strips. • Counters under windows where possible • Separate book closet in centralized location to classrooms
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe for three (3) adults • Two (2) lockable four-drawer filing cabinets
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Magnetic whiteboards • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Differentiated student tables and chairs to accommodate K-5 students
Teacher Furniture	<ul style="list-style-type: none"> • One (1) Teacher desk/chair
Other Furniture	<ul style="list-style-type: none"> • Visitor's chairs
Classroom Technology	<ul style="list-style-type: none"> • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • Five (5) student computers • One (1) teacher computer

TESOL OFFICE	
SPACE: 100 square feet	
NUMBER: One (1) room	
Access	<ul style="list-style-type: none"> • In close proximity to classrooms and World Language classroom
Teacher Storage	<ul style="list-style-type: none"> • Bookshelves, cabinets, lockable teacher wardrobe
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpet
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Board

TESOL OFFICE	
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk, small table with four (4) chairs
Computers (each)	<ul style="list-style-type: none"> • Teacher computer

SPECIAL SERVICES PROGRAMS

PRE-SCHOOL PROGRAM

Based on current enrollment projections of 45 students, four classrooms of the Pre-school will be required to meet the needs of special education students. By design, and to meet the legal requirements for inclusive education, the classes include eligible students with special needs and at least equal numbers of typical same age peers. Like kindergarten children, these children will spend a lot of time on the floor for activities. All of the furnishings, toilet and sinks should be at a level appropriate for children aged three to five. These classrooms should have space to accommodate gross and fine motor activities as well as lessons and an area for the children to sit together as a group. The classroom needs to have ample space to accommodate children who use wheelchairs, standers or other adaptive equipment, and several adults.

PRE-SCHOOL CLASSROOM	
SPACE: 1,000 square feet (each) (includes 50 s.f. in-class toilet room)	
NUMBER: Four (4) classrooms	
Toilet	<ul style="list-style-type: none"> • Separate toilet room within classroom for ages 3-5 with shelves and extra storage space
Sinks	<ul style="list-style-type: none"> • Two (2) stainless steel sinks with laminate counters (one adult, one children) • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • In close proximity to all PreK services
Classroom Storage	<ul style="list-style-type: none"> • Storage area for large equipment (adaptive chairs, prone standers, supine standers, walkers, gait trainers, therapy balls, etc.). • Built-in bookcases • Storage areas • Counters under windows where appropriate • Large drawer storage (posters, large books, etc.)
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe for three (3) adults • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> • Coat and cubby storage for eighteen (18) students
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpet with vinyl tile near sink and toilet area
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • PreK tables and chairs • Computer workstations
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Center Instruction: three (3) small tables with four (4) chairs each • Activity Groups: one (1) table with six (6) chairs
Special Needs/Equipment	<ul style="list-style-type: none"> • Block carts • Easel • Play equipment for centers • Full-length mirror (Mylar)
Classroom Technology	<ul style="list-style-type: none"> • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • One (1) stationary adult computer

PRE-SCHOOL CLASSROOM	
	<ul style="list-style-type: none"> • Five (5) student laptops

ABA CLASSROOM	
SPACE: 400 square feet	
NUMBER: One (1) room	
Sinks	<ul style="list-style-type: none"> • One (1) stainless steel sink with laminate countertops • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • In the vicinity of PreK OT/PT classroom
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Cabinets with large drawers • Counters under windows where appropriate
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpet with vinyl tile near sink
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Special Needs/Equipment	<ul style="list-style-type: none"> • 60” flexible dividers, able to configure the room into four (4) separate areas • Full-length mirror (Mylar)
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer

PRE-K O.T. / P.T. RESOURCE	
SPACE: 500 square feet	
NUMBER: One (1) room shared by two teachers	
Access	<ul style="list-style-type: none"> • Adjacent to PreK parent drop-off area
Classroom Storage	<ul style="list-style-type: none"> • Storage for large equipment (large adaptive chairs, prone standers, supine standers, large walkers, gait trainers, large therapy balls, etc.) • Built-in bookcases, storage areas, large-drawer storage • Built-in bookcases • Storage areas • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Two (2) lockable teacher storage wardrobes • Two (2) lockable four-drawer filing cabinets
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpeted
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Pupil tables and chairs (adjustable - movable)
Teacher Furniture	<ul style="list-style-type: none"> • Two (2) teacher desk/chair
Other Furniture	<ul style="list-style-type: none"> • Activity Groups: One (1) small table with four (4) chairs • One (1) adult size visitor’s chair
Special Needs/Equipment	<ul style="list-style-type: none"> • Full length mirror (Mylar) • Swing mounted from ceiling
Computers (each)	<ul style="list-style-type: none"> • Two (2) teacher computers

PRE-K SPEECH LANGUAGE	
SPACE: 250 square feet (each)	
NUMBER: One (1) room	
Access	<ul style="list-style-type: none"> • Adjacent to PreK OT/PT areas and PreK parent drop-off area
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable built-in four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Pupil tables and chairs (adjustable and movable)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Activity Groups: One (1) table with six (6) chairs • Adult size visitor's chair • Play equipment for centers • Full length mirror (Mylar)
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer

PRE-K PSYCHOLOGIST OFFICE	
SPACE: 300 square feet	
NUMBER: One (1) room including adjoining office for secretary	
Access	<ul style="list-style-type: none"> • In close proximity to PreK entrance
Storage	<ul style="list-style-type: none"> • Bookshelves, cabinets, two (2) lockable wardrobes
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpet
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Board
Office Furniture	<ul style="list-style-type: none"> • Two (2) desks, table with four (4) chairs; countertops • Fireproof, lockable student files
Technology	<ul style="list-style-type: none"> • Two (2) Phones
Computers (each)	<ul style="list-style-type: none"> • Teacher computer • Secretary computer

Grades K-5 Special Services Programs

FUNCTIONAL ACADEMIC SKILLS EDUCATION [F.A.S.E.]	
SPACE: 890 square feet	
NUMBER: One (1) classroom for 4-8 students	
Toilet	<ul style="list-style-type: none"> • Toilet facility with changing table and storage
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • Close proximity to OT/PT room

FUNCTIONAL ACADEMIC SKILLS EDUCATION [F.A.S.E.]	
Classroom Storage	<ul style="list-style-type: none"> Built-in bookcases, storage areas, large-drawer storage Storage areas Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> Lockable teacher storage wardrobe for three (3) adults Two (2) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> 15 coat hooks/storage Cubby storage for 15 students
Lighting	<ul style="list-style-type: none"> Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> Magnetic whiteboards Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> Table and appropriate student furniture
Teacher Furniture	<ul style="list-style-type: none"> Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> Center instruction: Three (3) small tables with four (4) chairs Activity Groups: Two (2) tables with six (6) chairs Adult visitor chair
Special Needs/Equipment	<ul style="list-style-type: none"> Separate area for calming, de-stress Staff work area (for teachers, aides, conferences)
Classroom Technology	<ul style="list-style-type: none"> Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> One (1) teacher computer Two (2) student computers

SPECIAL EDUCATION RESOURCE	
SPACE 700 square feet (each)	
NUMBER: Four (4) classrooms (each to be shared by two resource teachers)	
Sinks	<ul style="list-style-type: none"> Stainless steel sink with laminate counter Soap and towel dispenser
Access	<ul style="list-style-type: none"> Close proximity to general education classrooms and to each other Close proximity to related services (SW/Psych/SLH), preferred
Classroom Storage	<ul style="list-style-type: none"> Built-in bookcases Storage areas Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> Lockable teacher storage wardrobe for two (2) adults Two (2) lockable four-drawer filing cabinets Access to shared testing materials
Lighting	<ul style="list-style-type: none"> Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> Magnetic whiteboards Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> Student tables/chairs (adjustable/movable)
Teacher Furniture	<ul style="list-style-type: none"> Two (2) Teacher desks/chairs
Other Furniture	<ul style="list-style-type: none"> Adult visitor's chairs Activity Groups: Two (2) tables with six (6) chairs (each) Portable dividers
Classroom Technology	<ul style="list-style-type: none"> Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> Two (2) teacher computers Four (4) student computers

K-5 O.T./P.T. RESOURCE	
SPACE: 500 square feet	
NUMBER: One (1) room shared by two (2) staff	
Sinks	<ul style="list-style-type: none"> Stainless steel sink with laminate counters Soap and towel dispenser
Access	<ul style="list-style-type: none"> Adjacent to PreK OT/PT Resource
Classroom Storage	<ul style="list-style-type: none"> Storage for large equipment (large adaptive chairs, prone standers, supine standers, large walkers, gait trainers, large therapy balls, etc.) Built-in bookcases, storage areas, large-drawer storage Open shelving and counter area Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> Two (2) lockable teacher storage wardrobes Two (2) lockable built-in four-drawer filing cabinets
Lighting	<ul style="list-style-type: none"> Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> Magnetic whiteboard Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> Small tables with student chairs
Teacher Furniture	<ul style="list-style-type: none"> Two (2) Teacher desk/chair workstations
Other Furniture	<ul style="list-style-type: none"> Adult visitor chairs
Special Needs/Equipment	<ul style="list-style-type: none"> Trampoline, Balance Beam, Swing, Stairs, Floor Mats Area for gross motor activities.
Computers	<ul style="list-style-type: none"> Two (2) teacher computers

K - 5 RELATED SERVICES – SOCIAL WORKER/PSYCHOLOGIST/SPEECH	
SPACE: 600 square feet (total)	
NUMBER: Three (3) offices @ 200 s.f. each: Social Worker; Psychologist; K-5 Speech/Language Pathologist	
Access	<ul style="list-style-type: none"> Close proximity to the main office and sped resource rooms Consider these offices as a suite with common area
Storage	<ul style="list-style-type: none"> One (1) lockable built-in four-drawer filing cabinet (each office) Bookcase and shelving Walk-in supply closet (common area) Laminate counters and shelving (common area)
Lighting	<ul style="list-style-type: none"> Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> Wall to wall carpeting
Display	<ul style="list-style-type: none"> Magnetic whiteboard Bulletin Board
Teacher Furniture	<ul style="list-style-type: none"> Teacher desk/chair (each office)
Other Furniture	<ul style="list-style-type: none"> Two (2) adult chairs (each office) One (1) table, with 6 student chairs (each office) Small play area
Special Needs/Equipment	<ul style="list-style-type: none"> Built-in mirror (Speech only)
Computers	<ul style="list-style-type: none"> One (1) teacher computer (each office)

ELEMENTARY SPED COORDINATOR OFFICE/BCBA	
SPACE: 150 square feet	
NUMBER: One (1) room	

ELEMENTARY SPED COORDINATOR OFFICE/BCBA	
Access	<ul style="list-style-type: none"> • In close proximity to special education teachers and conference room
Teacher Storage	<ul style="list-style-type: none"> • Bookshelves, cabinets, lockable teacher wardrobe
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpet
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Board
Teacher Furniture	<ul style="list-style-type: none"> • Two (2) Teacher desks
Classroom Technology	<ul style="list-style-type: none"> • Two (2) Phones
Computers (each)	<ul style="list-style-type: none"> • Two (2) Teacher computers

ADMINISTRATION AND SUPPORT SERVICES

Unless otherwise noted, the standard furnishings for every area noted below are expected to include the following:

- Room darkening shades
- Acoustical insulation for soundproofing
- Year-round air conditioning
- ADA compliant building standards
- Wireless/internet access
- Multiple electric outlets
- Telephone

PRINCIPAL'S OFFICE	
SPACE: 200 square feet	
Access/Location	<ul style="list-style-type: none"> • Close proximity to secretary's workstation and conference room
Storage	<ul style="list-style-type: none"> • One (1) large wall unit bookcase • Lockable lateral files
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Desk/Chair • Visitor's seating for six (6)
Other Accommodations	<ul style="list-style-type: none"> • Bulletin board • Private lavatory
Technology	<ul style="list-style-type: none"> • Polycom telephone • Building security system monitor • Security "panic" button with dedicated phone line
Computers	<ul style="list-style-type: none"> • One (1) laptop with docking station

ASSISTANT PRINCIPAL'S OFFICE	
SPACE: 175 square feet	
Access/Location	<ul style="list-style-type: none"> • Close proximity to Main Office and conference room
Storage	<ul style="list-style-type: none"> • One (1) large wall unit bookcase • Lockable lateral files
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Desk/Chair • Visitor's seating for six (6)
Other Accommodations	<ul style="list-style-type: none"> • Bulletin board

ASSISTANT PRINCIPAL’S OFFICE	
Technology	<ul style="list-style-type: none"> • Polycom telephone • Building security system monitor • Security “panic” button with dedicated phone line
Computers	<ul style="list-style-type: none"> • One (1) laptop with docking station

MAIN OFFICE (SECRETARIAL AREA)	
SPACE: 700 square feet	
Access/Location	<ul style="list-style-type: none"> • Adjacent to principal’s office • Main hallway wall should have multiple windows, and the Main Office should be able to view main entranceway of school and bus traffic • Connecting door between office and health suite • Staff lavatories should be adjacent to office
Storage	<ul style="list-style-type: none"> • Safe • Staff mailboxes within main office area • Base and wall cabinets with counter space • Fire-proof, lockable files for student confidential records
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Secretarial workstations (2) • Secretarial chairs (2) • Additional worktable/counter area • Visitor’s seating
Other Accommodations	<ul style="list-style-type: none"> • Bulletin boards • Closet for coats • Kitchenette counter, small refrigerator, sink, microwave
Technology	<ul style="list-style-type: none"> • Network copier/fax machine • Building security system monitor (secretary/clerk) • Security “panic button with dedicated phone line (secretary/clerk) • Radio charging station • Parent access Kiosk computer
Computers (each)	<ul style="list-style-type: none"> • Two (2) computers

CONFERENCE ROOM	
SPACE: 200 square feet each	
NUMBER: Two (2) rooms	
Access/Location	<ul style="list-style-type: none"> • One adjacent to Main Office/Principal’s Office and one within PreK wing
Storage	<ul style="list-style-type: none"> • One (1) credenza
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Conference Table • Seating for ten (10)
Other Accommodations	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin board
Technology	<ul style="list-style-type: none"> • Polycom telephone • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • One (1) computer

HEALTH SERVICES	
SPACE: 650 square feet	
Toilet	<ul style="list-style-type: none"> • Oversized accessible toilet room with changing table
Sink	<ul style="list-style-type: none"> • Sink with foot pedal controls (outside Toilet room) • Sink with eye wash
Access/Location	<ul style="list-style-type: none"> • Access to main office for assistance during times of emergency • Access through main corridor • Access to natural light; windows
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Lockable cabinets for medication • Three (3) four-drawer lockable filing cabinets • Closet and extra storage for materials
Office Furniture	<ul style="list-style-type: none"> • Desk/chair facing room entry • Bookcase • Table for testing/conferences (private) • Four (4) student chairs for waiting area
Space Considerations	<ul style="list-style-type: none"> • Recovery area with 2 cots with privacy curtains • Private space where nurse can speak privately with students/parents • Examination room • 25-ft space to conduct vision screenings • Waiting area for students
Medical Equipment	<ul style="list-style-type: none"> • Wheelchair/evac chair • Magnifying lamp • Rolling cart (portable emergency cart) • Examination table
Other Accommodations	<ul style="list-style-type: none"> • AED with audible alarm box will be installed in the public access hallway. • Refrigerator with separate frost-free freezer compartment
Technology	<ul style="list-style-type: none"> • Two (2) telephones with direct access to an outside line and ability to access classrooms; separate phone for student use • Portable phone for nurse • Fax machine • Printer
Computers	<ul style="list-style-type: none"> • One (1) computer

GUIDANCE COUNSELOR'S OFFICE	
SPACE: 200 square feet	
Access/Location	<ul style="list-style-type: none"> • Close proximity to classrooms
Storage	<ul style="list-style-type: none"> • One (1) large wall unit bookcase • Lockable lateral files
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Desk/Chair • Visitor's seating for six (6)
Other Accommodations	<ul style="list-style-type: none"> • Bulletin board
Technology	<ul style="list-style-type: none"> • telephone
Computers	<ul style="list-style-type: none"> • One (1) laptop with docking station

TEACHER WORKROOM	
SPACE: 440 square feet	
Sink	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter tops • Soap and towel dispenser
Access/Location	<ul style="list-style-type: none"> • Close proximity to Main Office area
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Shelving • Locked cabinet
Furniture	<ul style="list-style-type: none"> • Table and six (6) chairs
Other Accommodations	<ul style="list-style-type: none"> • Die press (letter cutting machine) • Laminating machine • General office supplies
Technology	<ul style="list-style-type: none"> • Network copier/fax machine/scanner
Computers	<ul style="list-style-type: none"> • One (1) teacher computer

FOOD SERVICES – CAFETERIA	
SPACE: 2,400 square feet <i>(Based on 4 lunch waves: 25% enrollment x 17.5 square feet)</i>	
Access/Location	<ul style="list-style-type: none"> • Adjacent to full kitchen and serving area • Exits to outdoors • Close proximity to playground and fields
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Resilient rubber flooring – needs to be easy to sweep and mop
Storage	<ul style="list-style-type: none"> • Storage room to accommodate tables/benches and chairs
Furniture	<ul style="list-style-type: none"> • Folding roll-away tables/benches, long type with built-in seating, to accommodate projected number of students in a lunch wave plus 25% • Chair and desk for paraprofessional/cafeteria supervisor
Other Accommodations	<ul style="list-style-type: none"> • Recessed drinking fountains • Sound reducing measures • Soundproof divider between kitchen and cafeteria • Bulletin boards
Technology	<ul style="list-style-type: none"> • Localized public address system – must integrate with building system • Screen and projection device (matrix of flat panel LED's or multi-cast to multiple LED's) for Professional Development activities • Electronic Signage sized appropriately for the space • WIFI – full coverage

FOOD SERVICES – KITCHEN	
SPACE: 1,100 square feet – Kitchen 100 square feet – Food Manager's Office	
Toilet	<ul style="list-style-type: none"> • Locker room for five (5) with adjacent unisex toilet room
Sink	<ul style="list-style-type: none"> • One (1) three bay sink with drain board • One (1) double well stainless-steel produce sink • One (1) triple well stainless-steel pot wash sink • Three (3) hand sinks with soap and towel dispensers
Access/Location	<ul style="list-style-type: none"> • In close proximity to Gymnasium
Lighting	<ul style="list-style-type: none"> • Task lighting over preparation areas

FOOD SERVICES – KITCHEN	
Flooring	<ul style="list-style-type: none"> • Epoxy flooring – stable non-slip surface, must be easy to sweep and mop • Appropriately pitched floor with multiple floor drains and water source for custodial purposes.
Storage	<ul style="list-style-type: none"> • Safe • Four (4) stainless steel utility carts, three shelves, #300/#400 capacity • Two (2) stainless steel cart for tray storage, ADA accessible • Adequate space for annual supplies
Furniture	<ul style="list-style-type: none"> • Teacher desk/chair • Visitor’s chair
Space Considerations (required)	<ul style="list-style-type: none"> • Large walk-in storeroom with heavy-duty wire mesh chrome-mate shelving on casters • Dishwasher room with necessary utilities (racks and tray carts) • High capacity appropriate commercial grade dishwasher • Separate area for the cashier to count money with a safe • Two (2) serving lines with built-in hot and cold units • Can washing area (outside, near dock – custodial)
Food Services Equipment	<ul style="list-style-type: none"> • One (1) slicer on stand • One (1) 30-gallon mixer • One (1) combi-oven (steam/convection) example Alto-shaam • One (1) commercial microwave oven • One (1) double-stack convection ovens with stand: single one-over-one unit (equals 2 ovens) • One (1) small double kettles • One (1) food processor (Robo Coupe) • Two (2) food warmers • Walk-in freezer, minimum 144 square ft. with shelving • Walk-in refrigerator, minimum 144 square ft. with shelving • Two (2) pass-thru refrigerator near serving line • Steam table with five (5) wells • Cold well in serving line for fruits, vegetables and salads • Three (3) preparation tables (stainless steel) • Milk cooler • Ice cream freezer • Exhaust fans (ventilation) for ovens, skillet, stove, etc. • Exhaust fans (ventilation) in washroom and pantry areas
Technology	<ul style="list-style-type: none"> • Three (3) cash registers and stands (point of sale system – including data drops) • One (1) computer (Food Services Office - requires data drop) • One (1) multi-function printer (Food Services Office – requires data drop) • Two (2) telephones (one in Manager’s Office and one in Kitchen Prep Area (amplified ringers))

FACULTY LOUNGE	
SPACE: 600 square feet	
Toilet	<ul style="list-style-type: none"> • Faculty toilets adjacent to faculty lounge
Sink	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • Soap and towel dispenser
Access/Location	<ul style="list-style-type: none"> • Close proximity to the major instructional section of the school and literacy Lab
Lighting	<ul style="list-style-type: none"> • Provide windows and maximize natural light
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and carpeting
Storage	<ul style="list-style-type: none"> • Built-in upper and lower cabinets

FACULTY LOUNGE	
Furniture	<ul style="list-style-type: none"> • Soft seating • Tables and seating for twenty (20) people
Equipment	<ul style="list-style-type: none"> • Microwave oven • Refrigerator • Coffee maker

CUSTODIAL OFFICE	
SPACE: 150 square feet	
Toilet	<ul style="list-style-type: none"> • Locker room for four (4) with adjacent unisex toilet room
Access/Location	<ul style="list-style-type: none"> • In close proximity to Cafeteria; loading/receiving dock/mechanical room
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Locked cabinet • Storage for outdoor equipment (separate space)
Furniture	<ul style="list-style-type: none"> • Desk/Chair • Three (3) adult chairs
Computers	<ul style="list-style-type: none"> • One (1) computer

STORAGE	
SPACE: 800 square feet – Instructional Storage (Literacy Lab; K-1 storage; 2-3 storage; 4-5 storage) 600 square feet – General Storage (These storage spaces are separate from custodial storage spaces for supplies and equipment; accounted for in CORE Factor.)	

VIII. COMMUNITY USE

The community uses Madison elementary schools before and after school hours. Some of the groups that regularly use the facilities include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Madison Parks and Recreation Department • Scouting organizations • Civic organizations • Municipal boards and groups • Adult Education | <ul style="list-style-type: none"> • PTO • Registrar of Voters • Religious education classes |
|--|---|

IX. ENVIRONMENT – SYSTEMS – EQUIPMENT

SYSTEM	SPECIFICATIONS
Building Systems	<ul style="list-style-type: none"> • The building systems incorporated into the new construction will be designed in accordance with Connecticut High Performance Building standards, equivalent in performance to a LEED Silver rating or higher.
Heating/Cooling (HVAC) System	<ul style="list-style-type: none"> • The heating, cooling, ventilation and dehumidification will meet today’s high energy and efficiency standards. Renewable energy will be considered that may include Geo-thermal wells, Photovoltaics and other renewable energy sources that could achieve a Net Zero Energy Building. Student comfort, energy efficiencies and renewable energy will be considered to produce the most beneficial system for the students and staff.

SYSTEM	SPECIFICATIONS
	<ul style="list-style-type: none"> • All spaces are to receive air conditioning, but only those areas with summertime use will have the systems running year-round; all other areas will have systems set to dehumidification only during summer months. • Use in-slab hydronic heat delivery at the lower levels for PreK and Kindergarten classrooms.
Climate Controls/ Ventilation System	<ul style="list-style-type: none"> • The building will be designed with Direct Digital Control (DDC) systems (Alerton or Automate logic) centrally tied into the School Facilities Department via Graphical User Interface. • Spaces should have independent, on demand heating, cooling and ventilation control for operational efficiency. • Each classroom will be provided with a temperature sensor and carbon dioxide sensor. The carbon dioxide sensor is an energy saving device. By sensing the carbon dioxide within the room, the outside air intake is adjusted, reducing the amount of outside air being heated or cooled, resulting in less energy used. • Climate controls/ventilation systems need to meet current codes and standards. • MDF and IDFs must be climate controlled (A/C)
Lighting System	<ul style="list-style-type: none"> • Efficient and appropriate natural lighting will be maximized within the facility as appropriate for the programmatic use of the spaces. • Motion sensors and dual switching will be installed in classrooms. • The use of LEDs throughout, with exceptions in specialty areas. • Attention should be given to security lighting for both interior and exterior of the building. • Emergency back-up will be via local battery ballasts. • The use of light shelves and light sensors for natural light to reduce electrical load shall be considered in locations where possible.
Electrical (Power) System	<ul style="list-style-type: none"> • Power to be provided by local utility company. • Consider solar roof mounted. • Distribution will include customer metering. • Emergency (whole building) generator to accommodate Life Safety needs. • Generator must be sufficient to support critical IT equipment in MDF and all IDFs as well as administrative offices and Nurse's office. • Generator must support critical kitchen equipment with the intention being to cook, serve, and store food. (Hoods, ovens, serving line, freezer, refrigeration, etc.)

SYSTEM	SPECIFICATIONS
Technology	<ul style="list-style-type: none"> • There shall be a combined voice/data system with “VOIP” (Voice Over Internet Protocol) design. • The school shall have wall mounted, interactive LED devices in every classroom and meeting space. • Video streaming devices in every classroom and meeting space. • iPad and or Chrome Book charging stations in every room. • Multiple data drops with sufficient power in every classroom and meeting space. • Latest generation full WIFI coverage throughout the entire building. • Shared printing stations to support multiple classrooms in convenient locations throughout the building. • Head end equipment to be housed in an MDF with 24-hour environmental control. • All IDF closets require 24-hour environmental control. • Horizontal cabling shall be Category 6e plenum rated or contemporary equivalent. • Cable shall be run in corridors to support horizontal cable structure. • Fiber backbone between the MDF and IDF rooms shall be capable of at least 10GB minimum anticipating future growth. • Fiber optical cable from street to MDF also must support 10 GB as well as anticipate future growth. • Office space and workspace for Technology Personnel with sufficient data drops and power to support technology in the building. • Storage for Technology Department is critical.
Security	<ul style="list-style-type: none"> • Digital video surveillance of exterior/interior areas of the building integrated with District system. • Electronic security system with keypad access control installed into the school. • Design the plan to prevent access to instructional areas of the school when community events take place in assembly areas during non-school hours. • Motion sensors shall be mounted in corridors. • Respond to future state and/or federal mandates related to security requirements for elementary facilities (i.e. panic button systems) • Door locks shall be Sargent and integrated with existing MPS system.
Phone System	<ul style="list-style-type: none"> • A comprehensive, district-integrated phone system (dial-out) will be integrated into technology scope of the project, including hands-free and handle options. • Must be capable of reporting originating room identification as part of E911 call. • Install phones in every room of the facility occupied by teachers or students at any given time, including all meeting, support and instructional spaces. • Provide Voice Over “IP” options.
Public Address	<ul style="list-style-type: none"> • The building’s public address system is comprehensive and will be addressed as part of the technology component of the project to incorporate internal building communications as well as external communications. • The PA system should be developed in conjunction with the phone, clock, data, voice and DIVOS video distribution system of the school. • Secondary access to security and public address systems will be located in the MDF/Head End Room.
Clocks	<ul style="list-style-type: none"> • Clocks, similar to the phone system will be integrated into the technology component of the project. • All support and instructional spaces will be included. • System to have manual override capability in the event that Daylight Saving Times are adjusted by the Federal Government.

SYSTEM	SPECIFICATIONS
Plumbing System	<ul style="list-style-type: none"> • Plumbing fixtures/system will be designed per current and applicable codes. • Fixtures will be self-operating • Plastic piping to be considered for domestic water and heating where possible. • Floor drains in gang toilet areas • Plumbed for full whole building sprinkler system
Fire Protection	<ul style="list-style-type: none"> • Building will be fully protected by a sprinkler system installed per NFPA 13. • Waterless fire suppression systems required in MDF and IDFs with appropriate redundant detection.
Fire Alarm	<ul style="list-style-type: none"> • The building will be protected by a fully addressable analog, manual and automatic fire alarm system. MPS use Notifier fire system in all schools.
Acoustics	<ul style="list-style-type: none"> • The building will comply with ANSI S12.60-2002: Acoustical Performance Criteria, Design Requirements and Guidelines for Schools. • Suspended acoustical ceilings and/or acoustical decks will be installed throughout the building. • Corridor walls should be constructed of glazed concrete masonry units, or materials with a comparable NRC rating, and provide an adequate separation for sound control. • In specialized areas, such as media centers, appropriate acoustical treatments will be installed. • Sound field system will be provided in each classroom.
Windows/Doors	<ul style="list-style-type: none"> • Windows should be high efficiency, non-operational type with low e-glazing. • Emergency egress windows and rated doors will be installed in accordance with applicable codes. • Consider key fobs, thumb latches, vision panels – review with District and integrate with security section. • Door locks shall be Sargent and integrated with existing MPS system.

X. SITE DEVELOPMENT

There will be three primary entrance areas to the building: (1) the Main Entrance for visitors and parent drop off/pick up; (2) K-5 student entrance for bus drop-off/pick up; (3) PreK entrance with separate bus loop. Passive security measures, such as visual control of the entrances from the adjacent office area, must be planned for. Active security measures and systems will be developed with the building design. Adequate lighting for monitoring activities and ensuring safety are of paramount importance at the building entrances. Each entrance area should accommodate a separate bus loading and parent drop-off area. Entry overhangs or covered walkways will be provided for inclement weather to the extent practicable.

Bus loading areas should be configured as a one-way drive in a direction to assure that loading and unloading of students occurs from the right-hand side of the vehicle adjacent to the building. The drive will have two lanes: one for travel, and one for stopping and unloading. The bus loading driveway should be located such that buses exit upstream of automobiles, thereby reducing delays.

Parent drop-off areas will also be configured as a one-way drive in a direction to ensure that loading and unloading of students occurs from the right-hand side of the vehicle adjacent to the building. Student drop-off and pick-up areas are to be separated from the bus loading area, and preferably should be separate from other parking lots.

A Receiving/loading dock should accommodate 18-wheeler vehicles and should be located in such a way as not to interfere with primary entrance areas yet be close to kitchen/custodial area.

Parking for staff and visitors will be developed to take the multiple uses of the building into account. In determining the size and location of the parking lots, consideration will be given to the use of the building for community access as well as student safety. ADA and other code requirements will be addressed in the design of parking.

Sidewalks will be featured around the perimeter of the school and shall be concrete with monolithic concrete curbing. Access to the parking lots, playfields, bus and parent pickup/drop-off areas, and access for student walkers will be addressed. Sidewalks should be designed to accommodate students who walk or ride bicycles to school. The number of driveways that are crossed by sidewalks should be eliminated/minimized as much as practicable.

May 11, 2022

Playgrounds will include paved (dry) play areas, replacement baseball and soccer fields, and new playscape equipment. PreK and Kindergarten play areas should be located in close proximity to their classrooms. Intermediate play areas should be located away from classroom areas, and in close proximity to the gymnasium.

Playfields, parking, service drives, drop-off zones and bus zones should be located to reduce the cost of connecting elements without requiring pedestrians to cross vehicular traffic lanes. The location of driveways, walkways and landscaping must permit adequate sight distances for both vehicles and pedestrians.

Site utilities and physical plant components, including drives and access roads, will be located to avoid conflict with student and vehicular traffic, as well as the planned future growth of building components.

Landscaping will be designed to allow the school to blend with the environment as well as to provide passive cooling and windbreaks when possible. Trees and other greenery will be of a hearty variety and require little maintenance and which complement the building and site. Trees will be planted a sufficient distance from the building to avoid future maintenance problems. Consideration will be given to safety and security when placing foliage around walkways and areas of building access.

NEW ELEMENTARY ED SPECS SPACE SUMMARY				
Room Description	# of Students Per Room	Required # of Rooms	Square Feet Per Room	Total Area (Sq. Feet)
GENERAL EDUCATION PROGRAMS				
Early Childhood: Full-Day Kindergarten	16-20	5	1,100	5,500
Early Elementary: Grade 1 and 2	16-20	10	940	9,400
Intermediate: Grades 3-5	19-24	14	890	12,460
Visual Arts – Classroom	16-24	1	1,100	1,100
Visual Arts - Kiln Room and Storage		1	350	350
Music - Choral Room/General Music	16-24	1	1,000	1,000
Physical Education - Gymnasium		1	6,000	6,000
Physical Education - Office and Storage		1	600	600
Platform (Stage) Instrumental Music		1	900	900
STEAM Classroom	16-24	1	1,100	1,100
World Language Classroom	16-24	1	890	890
Media Center		1	2,600	2,600
Reading/Math Coach Office		2	175	350
Small group breakout rooms	1-5	2	125	250
General Ed. Intervention Services (Math)	6-8	1	500	500
General Ed. Intervention Services (Reading)	6-8	1	500	500
TESOL Office		1	100	100
Total				43,600
SPECIAL EDUCATION PROGRAMS				
PreK Classroom	16-18	4	1,000	4,000
Pre-K ABA Classroom		1	400	400
PreK OT/PT		1	500	500
PreK Speech		1	250	250
PreK Psychologist Office		1	300	300
FASE Classroom	4-8	1	890	890
Special Education Resource Room	4-8	4	700	2,800
OT/PT Resource Room		1	500	500
Related Services (Social Worker/Psychologist/Speech)		1	600	600
Elementary SPED Coordinator/BCBA		1	150	150
Total				10,390
ADMINISTRATION AND SUPPORT FACILITIES				
Principal’s Office		1	200	200
Assistant Principal’s Office		1	175	175
Main Office Secretarial Area		1	700	700
Guidance Counselor’s Office		1	200	200
Conference Room		2	200	400
Health Services		1	650	650
Teacher Workroom		1	440	440
Food Services – Cafeteria		1	2,400	2,400
Food Services – Kitchen and Manager’s Office		1	1,200	1,200
Faculty Lounge		1	600	600
Custodial Office Area		1	150	150

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Instructional Storage (Literacy Lab, K-1, 2-3, 4-5 storage)		1	800	800
General Supply Storage		1	600	600
Total				8,515
Total Program Area				62,505

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SUBJECT TO APPROVAL

**Madison Public Schools
Board of Education Regular Meeting
May 10, 2022
7:30 PM
Hammonasset Room and Zoom**

MEETING MINUTES

Full documentation of these proceedings can be found through on demand video located in the Meetings/Minutes section of the district website

1. Call to Order / Attendance

The public meeting of the Madison Board of Education was called to order by Chair Seth Klaskin at 7:32 p.m. Mr. Klaskin led the Pledge of Allegiance.

Present: Seth Klaskin, Galen Cawley, Emily Rosenthal, Steve Pynn, Mary Ann Connelly Jen Gordon, Cathy Miller.

Also present: Craig Cooke, Ph.D., Superintendent; Gail Dahling-Hench, Assistant Superintendent; Anthony Salutari, Jr., DHHS Principal; Kathryn Hart, Polson Principal.

2. School / Community Session No public comment.

3. Board of Education Student Representatives' Report Isabelle Vagell and Lucy Fritzinger

Isabelle reported this evening. Seniors had their photos taken wearing merchandise from the colleges they will be attending. AP Tests finishing this week. Jr. Prom is next Friday and tickets are currently on sale. Sr. Prom tickets will begin as soon as the jr. prom sale ends (May 16). Seniors just received schedule of year-end events. Current sophomores have been invited to apply for the Board of Education Student Representative position. Class council applications are ongoing; 9 students have applied. Sports teams are heading to the SCC and State Championships, with seniors in their final sport season. Art Show, orchestra and chorus concerts are coming up and the band concert is this Thursday night. Talent Show on April 28, to benefit Habitat for Humanity, was very successful. Looking forward to a “normal” Night in Hand. Graduation is set – no more rescheduling due to snow!

4. Superintendent's Report Craig A. Cooke, Ph.D.

Mr. Salutari announced the recipients of the CAPSS Student Achievement Award – Kathryn Beiner & Darian McMahon and the recipients of the CABE Student Leadership Awards – Kelly Fay & Charles McIntyre and read the biographies of each of the students. Mrs. Hart

announced the recipients of the CABA Student Leadership Award – Grace Ackerman and Christopher Lee and read their biographies.

Dr. Cooke spoke to Teacher Appreciation Week (last week), stating how impressed he is with the many celebrations that occur during the week throughout the district. Mike Ginsburg, MEA President and STEAM/Instructional Technology Specialist was in attendance along with Erin Smith, Brown 4th grade teacher and MEA Secretary. Mr. Ginsburg noted the appropriateness of tonight's meeting and thanked the board for their support on behalf of all teachers. Also in the audience was Stephanie Lesnik, Nurse Supervisor who began in the district just prior to COVID. Stephanie noted it has been a challenging two years, but working with 6 other amazing nurses have made it an easy position to step into. Thank you for your children and for the great staff.

5. Board Members' Comments

Chair Klaskin spoke, congratulating the students attending this evening, as well as the parents who have raised them. Chair Klaskin also expressed appreciation for the school nurses and teachers. As Mary Ann Connelly, our board member and retired school nurse has pointed out, the nature of the school nursing job has changed and expanded over the years. It's amazing how much responsibility they have and our nurses do it so well that with smiles and with compassion for our students. Thank you so much for all of your dedication and hard work in support of our kids, especially over these last couple of years. Thank you as well to our teachers. Madison is classified as a high performing district and that is not attainable without your devotion and constant pursuit for improvement. Our teachers do not accept the mediocrity, and have worked through very difficult circumstances. These past couple of years COVID has uprooted your methods and raised curriculum challenges. Yet you also have reported dutifully and have discharged your teaching skills in a way that kept our students ahead of the curve as they've returned to from the world of remote learning. You represent a huge credit to your profession, and we value your contributions to the betterment of our town. My mom was a teacher for many years. and I'm reminded daily of all the ways that many of my teachers have positively influenced my life. At this time, when teachers are leaving the profession. I would like to personally thank you all, and reaffirm that your work is very important.

6. Audience Response to Information Presented (Ref. Bylaw #9540.10) - None

7. Board of Selectmen Liaison Scott Murphy

Mr. Murphy reported the Board of Selectmen met this morning. Budget referendum is coming up on May 17; please promote voting. Budget increase overall is 3.34%, with an estimated tax increase of 1.63%. School Building Committee meetings have begun with a second meeting scheduled for tonight. Academy Building Committee will begin meeting mid-June. Island Avenue School – Planning & Zoning issue related to portables is solved. Closing date is mid-May. Town Charter – Joe MacDougald, Chair and team members presented with a number of changes for consideration. Short-term rentals discussed – presentation given by Town Planner with a good deal of public comment.

8. Consent Agenda (Ref. Bylaw #9540.2 and #9540.8)

8.1. Line Item Transfers as of May 10, 2022

8.2. Budget Expenditures as of May 6, 2022

9. Action Item: Motion to approve the Consent Agenda

MOTION: by Rosenthal, seconded by Miller to approve the Consent Agenda.

AYES: Cawley, Connelly, Gordon, Klaskin, Miller, Pynn, Rosenthal

NAYS: None

ABSTAIN: None

MOTION CARRIED: 7-0

10. Board Committees / Liaison Updates (Ref. Bylaw #9450)

10.1. Curriculum and Student Development

Members: Steve Pynn, Chair; Catherine Miller, Jen Gordon

Mr. Pynn reported the committee met this evening and was given two presentations. Mike Ginsburg gave a presentation on STEAM (Science, Technology, Engineering, Art, Mathematics) modules for grades four and five, for which Board approval is requested. Each grade contains two modules that develop knowledge and skills in designing small robots as well as proficiency in working with art programs on iPads. The units support student centered creative projects that encourage design thinking and self-expression. As the units progress the students get exposure to design thinking, elementary coding, teamwork, digital art and can begin to see science principles in play such as friction. The units are highly motivating to students and help teach them that there is often more than one way to reaching an outcome.

The committee board members had numerous comments in support of this program and its contribution to 21st century skills and Profile of a Graduate.

The second presentation was given by Leah Stillman, Performing Arts Coordinator, who discussed how performing arts fit in the curriculum and the role of the arts in supporting the Profile of a Graduate. Creative and critical thinking were highlighted as well as collaboration and communication skills. Ms. Stillman shared that she had met with student focus groups at all levels to determine what was important to them in music and theater programs and what they would like to see. Ms. Stillman spoke to the need for careful vertical alignment of course offerings so that students had a guaranteed curriculum and didn't ever find themselves repeating what had been offered in previous classes.

Board member comments included the value of the arts and music for students in relation to social and emotional learning at this particularly stressful time for many students. In addition to the contribution of the performing arts to supporting other curricular areas it

was underscored that it also brings joy to learning which is very much a part of the districts mission.

10.2. Facilities Committee

Members: Emily Rosenthal, Chair, Steven Pynn, Galen Cawley

Mrs. Rosenthal reported the committee met this evening and was provided an update on the new school. The Building Committee has been appointed and has met twice to-date. Eleven firms have responded to the RFQ for architecture and engineering services, with eight proceeding for review next week and four for final selection in early June. The committee is particularly interested in renewable energy and is looking into regulatory and permitting issues. Tomorrow (May 11) is the closing on the new school property.

Justin Hopkins and Kathryn Mease from Tecton Architects joined by Zoom and provided updates regarding the Brown School improvements. They introduced the team and shared the milestone schedule and GANTT chart. Digital scans were conducted during the school break and key design considerations were reviewed. Next update will take place at the June 7 Facilities Committee meeting.

Polson and Brown improvements – working toward completion the beginning of fall. Mr. McMinn is working closely with Colliers regarding the best way to proceed with the Polson HVAC project.

The RFP will go out this Thursday regarding the EV charging locations. There will be 13 locations in town, with 3 at the schools – Brown upper and lower lots, Polson and Hand underneath the solar panels. Some of the 13 locations will not be accessible to the public, all will be funded through the town.

Mr. McMinn reviewed the summer work that is scheduled to occur.

10.3. Finance Committee

Members: Galen Cawley, Chair, Diane Infantine-Vyce, Emily Rosenthal

The committee has not met; next meeting is June 7.

10.4. Personnel Committee

Members: Maureen Lewis, Chair; Catherine Miller, Mary Ann Connelly

Chair Klaskin reported in Maureen Lewis' absence. MAESS negotiations are ongoing.

10.5. Policy Committee

Members: Diane Infantine-Vyce, Chair; Maureen Lewis, Jen Gordon

The committee has not met; next meeting scheduled for May 24.

10.6. LEARN Liaison

Mary Ann Connelly

No report.

10.7. Town American Rescue Plan Funding Committee
Emily Rosenthal

No report. The committee is meeting this Thursday.

10.8. Town Marijuana Advisory Committee
Mary Ann Connelly

No report.

11. Action Item: Motion to approve the minutes of the April 26, 2022 Board of Education Meeting (Ref. Bylaw #9540.9)

MOTION: by Gordon, seconded by Connelly to approve the minutes of the April 26, 2022 Board of Education meeting as amended.

AYES: Cawley, Connelly, Gordon, Klaskin, Miller, Pynn, Rosenthal

NAYS: None

ABSTAIN: None

MOTION CARRIED: 7-0

12. Old Business

13. Future Agenda Items

14. Meetings / Dates of Importance (see attached)

15. Adjournment

MOTION: by Gordon, seconded by Miller to adjourn the meeting at 8:35 p.m.

AYES: Cawley, Connelly, Gordon, Klaskin, Miller, Pynn, Rosenthal

NAYS: None

ABSTAIN: None

MOTION CARRIED: 7-0

The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting Paula Carabetta at 203-245-5644 or by email to carabettap@madisonct.org at least five (5) business days prior to the meeting.

<p style="text-align: center;"><u>Unit 1</u> <i>Professional Slug Ball League</i></p>	<p>Students will be introduced to the world of digital art and robotics. In the first half of the unit the students will use a digital art program to learn the different functions of the program while creating a pair of eyeballs (pupil, iris, and sclera) in their choice of anime, chibi, or own creative design. They will then use the eyeballs they created to help manufacture the body of a robotic slug creature. The slug creatures will be powered by Sphero Bolt and have a foosball ball that is part of its tail. The second half of the unit will be comprised of the students learning how to drive the Bolt powered creature while playing a game of Slug Ball. The final assessment will demonstrate how well they have learned to drive Bolt as they engage in a friendly Slug Wars competition.</p> <p>Profile of a Graduate Capacities: Design, Product Creation</p>
<p style="text-align: center;"><u>Unit 2</u> <i>My Beastie and I</i></p>	<p>Building off the knowledge gained in unit one of the fourth grade STEAM unit, students will continue expand their knowledge of vector art and motion. To begin the students will learn how to draw a rendition of themselves as a Funko Pop style character. The character drawing will be imported into a vector art program on the iPad. Using layers, the students will recreate their character in a digital format. The character will be color printed about 4 inches tall. Next, the students will create a beastie friend of their own design. The beastie will be powered by Sphero and constructed of paper base. The students will need to utilize their knowledge from unit one to successfully create a beastie that can run and be controlled via robot power. The digitalized characterization of themselves will ride upon their beastie to compete in races and the culminating activity of a battle to be the last beastie standing.</p> <p>Profile of a Graduate Capacities: Design, Idea Generation</p>

<p style="text-align: center;"><u>Unit 1</u> <i>Coding + Robotics</i></p>	<p>In the first unit for fifth grade, the students will begin learning the basics of block coding through the use of a Sphero robot and the corresponding Sphero EDU app. The students will learn how to use block coding to perform tasks with increasing complexity throughout the learning activities. The activities (see learning plan) will be guided by the facilitator as the students learn how to use the different blocks to perform the given task. The essential materials needed, as previously stated, are the Sphero robot and the Sphero EDU app. The unit will culminate with the students collaborating on an original game program that is either new, an iteration of a previous game, or a refactoring of a game created during the unit.</p> <p>Profile of a Graduate Capacities: Design, Collective Intelligence</p>
<p style="text-align: center;"><u>Unit 2</u> <i>Paper Engineering</i></p>	<p>The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together. In this unit, the students will collaborate as they use an iterative process, through engineering design, to create a paper vehicle that is powered via technology. The students will then run their vehicles through a course to see whose design can survive the rigors of the track. The unit will launch with a "wonder" YouTube video viewing the art of Chie Hitotsuyama. The students will use the video as inspiration for developing their own paper designs.</p> <p>Profile of a Graduate Capacities: Design, Collective Intelligence</p>