

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, JUNE 9, 2014

Policy Committee Mtg. – Director’s Room 5:30 p.m.

7:00 P.M.
Lincoln Center – Hearing Room

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Board of Education Minutes – May 27, 2014 A – 3

B. CONSENT CALENDAR

- 1) Personnel Actions B – 1
- 2) Transfer of Funds B – 2
- 3) Establish an appropriation for FY13/14 in the amount of \$4500 for the Connecticut State Personnel Development Grant that involves three Manchester Schools (Early Childhood Education Program/Head Start, Verplanck and Bowers). B – 3
- 4) Establish an appropriation for FY14/14 for the Manchester Head Start Program in the amount of \$1,093,278 which is received annually by the Federal Government. B – 4
- 5) Establish an appropriation for FY14/15 for the Manchester Head Start Training and Technical Assistance in the amount of \$15,312, which is received annually by the Federal Government. B – 5
- 6) Establish an appropriation for FY14/15 for the Enfield Board of Education’s Head Start Program in the amount of \$760,362, which is received annually by the Federal Government. B – 6
- 7) Establish an appropriation for FY14/15 for the Enfield Board of Education’s Head Start Training and Technical Assistance in the amount of \$11,137, which is received annually by the Federal Government. B – 7
- 8) Increase in appropriation in the amount of \$240,000 for FY13/14 for the Manchester Regional Academy (MRA) out-of-town tuition is received to provide services to special needs students ranging in age from 14 to 21 bringing the total appropriation to \$1,040,000. B – 8

C. PUBLIC COMMENTS (any item before the board)

D. SUPERINTENDENT’S REPORT

- 1) Student Representative Report – Mr. Joseph Coyne
- 2) Introduction of new Principals

E. NEW BUSINESS

1) Waddell Elementary School Construction Project E – 1

Recommended Motion: Move that the Manchester Board of Education adopt the educational specifications for the (Waddell Elementary School) school project and authorize the Superintendent to request the Manchester Board of Directors to:

1. Establish a building committee for the project
2. Authorize the preparation of schematic drawings and outline specifications for the project
3. Authorize the Superintendent to file an application for a School Construction Grant

2) Verplanck Elementary School Construction Project E – 2

Recommended Motion: Move that the Manchester Board of Education adopt the educational specifications for the (Verplanck Elementary School) school project and authorize the Superintendent to request the Manchester Board of Directors to:

1. Establish a building committee for the project
2. Authorize the preparation of schematic drawings and outline specifications for the project
3. Authorize the Superintendent to file an application for a School Construction Grant

3) Proposed Referendum for School Security Upgrades

Act on the following Motion: The Board of Education proposes that the Board of Director's consider in a November 2014 Referendum to encompass security upgrades in the amount of \$2,254,792

F. UNFINISHED BUSINESS

1) Policy Revisions, Additions, and Deletions

The Policy Committee submits to the full Board its recommended revisions, additions and deletions in policy for adoption in accordance with its policy on policy changes. F – 1

- a. Revision to Board Bylaw Article 1, Section 5: Regular Meetings of the Board
- b. Revised Policy 5125: Emergency Card Information
- c. New Policy: Non-Discrimination (Personnel)
- d. Revised Policy 6212 (a) Adult/Continuing Education
- e. Revised Policy 6140 Curriculum
- f. Deletion of Policy 6142 (a)
- f. Deletion of Policy 6142 (b)

MOTION: Approve the recommended new, revised, and deleted policies as recommended by the Policy Committee including policies listed as “a” through “f” on the agenda.

UNFINISHED BUSINESS – (cont.)

- 2) Proposed revisions to Section 13 of the Board of Education Bylaws.
The Board will hear a report from the Policy Committee on proposed changes to this bylaw.

G. COMMUNICATIONS

None

H. COMMITTEE REPORTS

- 1) C & I Committee Minutes 5-27-14 H – 1
2) Building & Sites Committee Minutes – 6-5-14 H – 2

I. PUBLIC COMMENTS (comments limited to items on tonight’s agenda)

J. ITEMS FOR FUTURE AGENDAS

K. ADJOURNMENT

Welcome to the Manchester Board of Education meeting. Observers are always welcome. The following instructions are to assist those who wish to speak during the Public Comment session(s):

- 1) *Print your name and address on the sign-in sheet at the podium for accurate record keeping.*
- 2) *State your name and address for the record. Students state name only.*
- 3) *First Session: Three minute time limit for any item that may come before the Board. Listen for the bell.*
- 4) *Second Session: Comments must be limited to items on the Board’s agenda for this meeting. The Board Chair has the discretion to limit comment time.*
- 5) *Written statements may be substituted for Board members if time runs out for speaker.*
- 6) *Immediate replies to questions/concerns should not be expected (Board Chair/Superintendent’s discretion).*
- 7) *Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language. Board of Education Policy #1220.*

PERSONNEL ACTION**APPOINTMENTS**

Confirming the appointment of Jill Krieger, Principal of Manchester High School, (High School Principal (220 days) Step 5, \$145,109); Ms. Krieger received a Sixth Year Diploma in Educational Leadership at Sacred Heart University and a Master of Social Work at University of Connecticut. Ms. Krieger resides in Tolland.

Jennifer Hunt to be a Speech & Language Pathologist at Highland Park Elementary School. Ms. Hunt received a Master of Arts in Speech Language & Hearing Sciences degree at University of Connecticut. Ms. Hunt resides in Ellington. It is recommended that her appointment be approved effective August 25, 2014 (MA+30/Step 3 \$53,641).

Catherine Martinez to be a C.N.A. Instructor at Manchester High School. Ms. Martinez received a Bachelor of Science in Nursing degree at Boston College School of Nursing. Ms. Martinez resides in Avon. It is recommended that her appointment be approved effective August 25, 2014 (BA/Step 8 \$54,950).

Katie McNamara to be a Speech & Language Pathologist at Manchester High School. Ms. McNamara received a Master of Arts in Speech Language & Hearing Sciences degree at University of Connecticut. Ms. McNamara resides in Rhode Island. It is recommended that her appointment be approved effective August 25, 2014 (MA+30/Step 3 \$53,641).

Meghan Gallo to be a Language Arts teacher at Manchester High School. Ms. Gallo received a Master of Arts in Curriculum and Instruction degree at University of Connecticut. Ms. Gallo resides in Tolland. It is recommended that her appointment be approved effective August 25, 2014 (MA/Step 1 \$46,228).

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Transfer of Funds
Date: June 9, 2014

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

Discussion/Analysis: Transfer from Systemwide Equity Field Trips account to Systemwide Equity General Supplies and Materials account. A transfer of \$754 is being requested.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve this transfer in the FY 2013-2014 Budget.



Dr. Richard W. Kisiel
Interim Superintendent of Schools
Manchester, Connecticut
June 9, 2014

OK.
DC 614

TRANSFER

Manchester Public Schools
Manchester, Connecticut

RECEIVED
JUN 04 2014
BY ACCOUNTS PAYABLE

To: Accounting Department

School: Central Office

Approval Signature: [Signature]

Date: June 3, 2014

Date of Approval: 6-2-14

JUSTIFICATION:
Transfer to pay invoices

SUBJECT: Equity

DECREASE:

\$ 754.00 Account #: 306992210 5512 Description: Field Trips

\$ _____ Account #: _____ Description: _____

_____ Account #: _____ Description: _____

INCREASE:

\$ 754.00 Account #: 306992210 5610 Description: General Supplies

\$ _____ Account #: _____ Description: _____

\$ _____ Account #: _____ Description: _____

Accounting Department Only

Board Approval Needed:

Yes

No

Date of Board Approval: _____

Date Completed: _____

Name: _____

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Transfer of Funds
Date: June 9, 2014

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

Discussion/Analysis: Transfer from Systemwide Science Field Trips account to Systemwide Science Professional Development account. A transfer of \$536 is being requested.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve this transfer in the FY 2013-2014 Budget.



Dr. Richard W. Kisiel
Interim Superintendent of Schools
Manchester, Connecticut
June 9, 2014

OK
5/30
DC

TRANSFER

Manchester Public Schools
Manchester, Connecticut

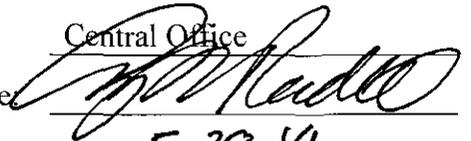
RECEIVED
MAY 30 2014
BY ACCOUNTS PAYABLE

To: Accounting Department

School:

Central Office

Approval Signature:



Date: May 28, 2014

Date of Approval: 5.28.14

JUSTIFICATION:

Transfer to cover expenses for NSTA Conference in April, 2014.

Science

SUBJECT: _____

DECREASE: _____

\$ 536 Account #: 14099100 5512 Description: Field & Athletic Trips

\$ _____ Account #: _____ Description: _____

_____ Account #: _____ Description: _____

INCREASE: _____

\$ 536 Account #: 14099221 5320 Description: PD

\$ _____ Account #: _____ Description: _____

\$ _____ Account #: _____ Description: _____

Accounting Department Only

Board Approval Needed:

Yes

No

Date of Board Approval: _____

Date Completed: _____ Name: _____

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Transfer of Funds
Date: June 9, 2014

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

Discussion/Analysis: Transfer from Systemwide Science Inservice (\$691) and Systemwide Science Print and Advertising (\$2115) accounts to Systemwide Science Instructional Supplies and Materials (\$2806).

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve this transfer in the FY 2013-2014 Budget.



Dr. Richard W. Kisiel
Interim Superintendent of Schools
Manchester, Connecticut
June 9, 2014

0/3 OK
AC

TRANSFER

Manchester Public Schools
Manchester, Connecticut

To: Accounting Department

School:

Central Office

Approval Signature:

Date: June 2, 2014

Date of Approval:

6.2.14

JUSTIFICATION:
Transfer to purchase instructional supplies

SUBJECT: Science

DECREASE:

\$ 691.00 Account #: 14099221 5322 Description: Workshops

\$ Account #: Description:

2115.00 Account #: 14099100 5540 Description: Printing

INCREASE:

\$ 2806.00 Account #: 14099100 5611 Description: Instructional Supplies

\$ Account #: Description:

\$ Account #: Description:

Accounting Department Only

Board Approval Needed:

Yes

No

Date of Board Approval:

Date Completed: Name:

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Transfer of Funds
Date: June 9, 2014

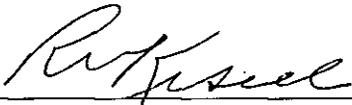
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

Discussion/Analysis: Transfer from MHS Instructional Supplies and Materials account to MHS Music Other Purchased Services account. A transfer of \$595 is being requested.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve this transfer in the FY 2013-2014 Budget.



Dr. Richard W. Kisiel
Interim Superintendent of Schools
Manchester, Connecticut
June 9, 2014

DC
OK 5/28

**Manchester Public Schools
Manchester, Connecticut**

To: **Accounting Department**

School: Manchester High School _____

Date: 05/21/2014

Principal's Sign: _____
[Signature]

Date of Approval: 05/21/2014

JUSTIFICATION (Required Field) : For student music instruction

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER:

DECREASE In whole dollars only:

\$595 Account # 42361100 5611 Description: MHS Instr S/M

\$ _____ Account # _____ Description: _____

\$ _____ Account # _____ Description: _____

\$595 TOTAL DECREASE

INCREASE In whole dollars only:

\$595 Account # 13261100 5590 Description: Scholars in Residence

\$ _____ Account # _____ Description: _____

\$ _____ Account # _____ Description: _____

\$595 TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes No

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Transfer of Funds
Date: June 9, 2014

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

Discussion/Analysis: Transfer from Systemwide Math Professional Development (\$1899), Systemwide Math Travel/Lodging (\$489) and Systemwide Math Dues/Fees (\$1465) accounts to Systemwide Math Instructional Supplies and Materials (\$3853).

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve this transfer in the FY 2013-2014 Budget.



Dr. Richard W. Kisiel
Interim Superintendent of Schools
Manchester, Connecticut
June 9, 2014

6/3/14
DC OK

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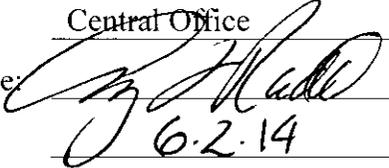
Manchester Public Schools
Manchester, Connecticut

To: Accounting Department

School:

Central Office

Approval Signature:



Date: June 2, 2014

Date of Approval:

6.2.14

JUSTIFICATION:
Transfer to purchase instructional supplies

SUBJECT: Math

DECREASE:

\$ 1899.00 Account #: 13099221 5320 Description: PD

\$ 489.00 Account #: 13099100 5580 Description: Travel

1465.00 Account #: 13099100 5810 Description: Dues & Fees

INCREASE:

\$ 3853.00 Account #: 13099100 5611 Description: Instructional Supplies

\$ _____ Account #: _____ Description: _____

\$ _____ Account #: _____ Description: _____

Accounting Department Only

Board Approval Needed:

Yes

No

Date of Board Approval: _____

Date Completed: _____

Name: _____

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Transfer of Funds
Date: June 9, 2014

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

Discussion/Analysis: Transfer from Systemwide Science Travel/Lodging (\$391) and Systemwide Science Dues/Fees (\$293) accounts to Systemwide Science Instructional Supplies and Materials (\$684).

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve this transfer in the FY 2013-2014 Budget.



Dr. Richard W. Kisiel
Interim Superintendent of Schools
Manchester, Connecticut
June 9, 2014

6/3/14
OK DC

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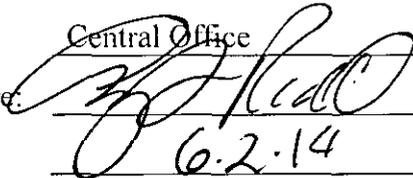
Manchester Public Schools
Manchester, Connecticut

To: Accounting Department

School:

Central Office

Approval Signature:



Date: June 2, 2014

Date of Approval:

6.2.14

JUSTIFICATION:
Transfer to purchase instructional supplies

SUBJECT: Science

DECREASE:

\$	<u>391.00</u>	Account #:	<u>14099100 5580</u>	Description:	<u>Travel</u>
\$	<u>293.00</u>	Account #:	<u>14099100 5810</u>	Description:	<u>Dues & Fees</u>
		Account #:		Description:	

INCREASE:

\$	<u>684.00</u>	Account #:	<u>14099100 5611</u>	Description:	<u>Instructional Supplies</u>
\$		Account #:		Description:	
\$		Account #:		Description:	

Accounting Department Only

Board Approval Needed:

Yes

No

Date of Board Approval: _____

Date Completed: _____

Name: _____

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Dr. Richard W. Kisiel, Interim Superintendent of Schools

Subject: Item for Appropriation SPDG (Connecticut State Personnel Development Grant) FY 13/14

Date: June 3, 2014

Background: Three Manchester Schools (Early Childhood Education Program/Head Start, Verplanck and Bowers) were selected to be one of the twenty schools chosen in the 2011-2014 Cohort for Connecticut's State Personnel Development Grant (SPDG). Membership in the 2011-2014 Cohort minimally involves a three-year commitment.

Discussion/Analysis: Using Connecticut's SRBI (Scientific Research-Based Interventions) Framework, this integrated model of literacy instruction and behavior supports will promote the improved achievement of all learners, particularly students with disabilities, students of color, and students acquiring English. A stipend of \$1,500 will be given for each school which will be used to defray the cost of substitute coverage, data collection systems and instructional materials. In addition they will be given seven days of professional development, six days of on-site, job-embedded technical assistance and coaching support, which will be tailored to meet the needs of each individual school, annual use of School-Wide Information Systems and regular facilitated self-assessment of implementation.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Interim Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for FY 13/14 in the amount of \$4,500 for the Connecticut State Personnel Development Grant.

Attachments: None.



Richard W. Kisiel, Ed.D.
Superintendent of Schools
Manchester, Connecticut
June 9, 2014

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Item for Appropriation Head Start FY 14-15
Date: May 28, 2014

Background: The Manchester Board of Education receives an annual grant from the Federal Government in order to provide operating funds for the Manchester Head Start program. This new award will be for the period 3/1/14 – 2/28/15.

Discussion/Analysis: These funds are used to prepare three and four-year old students for kindergarten.

Financial Impact: Grant funds cover 80% of the cost of the implementation for this program, with the remaining 20% coming from the Board of Education, in the form of real dollars and in-kind services.

Other Board/Commission Action: None

Recommendation: The Superintendent recommends that the Board of Education request the Board of Directors to create a Manchester Head Start appropriation in the amount of \$1,093,278.

Attachments: None



Richard W. Kisiel, Ed. D.
Interim Superintendent of Schools
Manchester, Connecticut
June 9, 2014

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Item for Appropriation Head Start Training FY 14-15
Date: May 28, 2014

Background: The Manchester Board of Education receives an annual grant from the Federal Government in order to provide operating funds for the Manchester Head Start program's Training and Technical Assistance activities. This award is for the period 3/1/14 - 2/28/15.

Discussion/Analysis: These funds are used to pay for the various training activities for all certified and non-certified staff.

Financial Impact: Without these supplemental funds, Head Start would be forced to take already scarce funds from its program operating budget.

Other Board/Commission Action: None

Recommendation: The Superintendent recommends that the Board of Education request the Board of Directors to create the Manchester Head Start Training and Technical Assistance appropriation for the fiscal year 2014-2015 in the amount of \$15,312.

Attachments: None


Richard W. Kisiel, Ed. D.
Interim Superintendent of Schools
Manchester, Connecticut
June 9, 2014

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Item for Appropriation Enfield Head Start FY 14-15
Date: May 28, 2014

Background: The Manchester Board of Education receives an annual grant from the Federal Government in order to provide operating funds for its delegate, the Enfield Board of Education's Head Start Program. This award is for the period 3/1/14- 2/28/15.

Discussion/Analysis: These funds are used to prepare three and four-year-old students for kindergarten.

Financial Impact: Grant funds cover 80% of the cost of implementation for this program, with the remaining 20% coming from the Enfield Board of Education, in the form of real dollars and in-kind services.

Other Board/Commission Action: None

Recommendation: The Superintendent recommends that the Board of Education request the Board of Directors to create the Enfield Head Start appropriation for fiscal year 2014-2015 in the amount of \$760,362.

Attachments: None



Richard W. Kisiel, Ed. D.
Interim Superintendent of Schools
Manchester, Connecticut
June 9, 2014

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Item for Appropriation Enfield Head Start Training FY 14-15
Date: May 28, 2014

Background: The Manchester Board of Education receives an annual grant from the federal government in order to provide operating funds for its delegate, the Enfield Board of Education's Head Start Training and Technical Assistance activities. This new award will be for the period 3/1/14- 2/28/15.

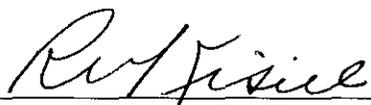
Discussion/Analysis: These funds are used to pay for the various training activities for all certified and non-certified staff.

Financial Impact: Without these supplemental funds, Head Start would be forced to take already scarce funds from its program operating budget.

Other Board/Commission Action: None

Recommendation: The Superintendent recommends that the Board of Education request the Board of Directors to create an Enfield Head Start Training and Technical Assistance appropriation in the amount of \$11,137.

Attachments: None



Richard W. Kisiel, Ed. D.
Interim Superintendent of Schools
Manchester, Connecticut
June 9, 2014

**Town of Manchester
Manchester Board of Education**

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Re: Item for Increase in Appropriation for FY 2013-2014
Date: June 3, 2014

Background: MRA out-of town tuition is received to provide services to special needs students ranging in age from 14 to 21.

Discussion/Analysis: A projected increase in tuition is anticipated due to the number of tuition students in the program.

Financial Impact: None

Other Board Action: None

Recommendation: The Interim Superintendent of Schools recommends that the Board of Education request the Board of Directors increase the appropriation for MRA \$240,000 for FY13-14 bringing the total appropriation to \$1,040,000.



Richard W. Kisiel, Ed.D.
Interim Superintendent of Schools
Manchester, Connecticut
June 9, 2014



Manchester Public Schools

Manchester, Connecticut

EDUCATION SPECIFICATIONS

For

Waddell Elementary School

Education Specifications Committee:

Dr. Richard Kiesel, Superintendent of Schools

Dr. Amy Radikas, Assistant Superintendent for Curriculum & Instruction

Mrs. Shelly Matfess, Assistant Superintendent for Pupil Personnel Services

Mrs. Patricia Brooks, Assistant to the Superintendent, Finance & Management

Dr. Scott Ratchford, Director Teaching & Learning - Humanities

Dr. Santosha Oliver, Director of Teaching & Learning STEM

Dr. Robert Pease, Director Technology Services

Mr. Matthew Geary, Principal

Mr. Michael Moynihan, Principal

Mr. Richard Ziegler, Director of School Facilities

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LONG RANGE PLAN / PROJECT RATIONALE

Manchester Public Schools currently has nine elementary buildings. These buildings range in age from 2 to 102 years old. The Manchester Board of Education seeks to provide elementary school buildings that:

- Create learning environments designed for current instructional strategies and supports;
- Benefit from needed technology upgrades;
- Comply with current building and fire codes;
- Incorporate contemporary design for school safety and security;
- Utilize modern, efficient heating and cooling systems; and
- Provide accessibility to all by meeting the requirements of the Americans with Disabilities Act.
- Achieve racially balanced schools.

The plan consists of a two-phase approach that will use multiple referenda and staggered construction schedules to address needs over the next twelve years. Specifically, the plan consists of the following overarching components:

- Two-phase approach/staggered referenda
- Operate two fewer elementary school, moving from nine K-5 schools to seven K-4 schools
- Operate one grade 5-6 school

Phase One calls for the construction of a like-new grade 5-6 school on the current Bennet Academy and Cheney building sites to accommodate 940 students. The plan also provides for the construction of a like-new construction of the Waddell Elementary School for 530 students and the construction of a new, or as an alternative, a like-new Verplanck Elementary School on the current Verplanck School site to also accommodate 530 students. The construction of these schools will result in the decommissioning of the Washington Elementary School and Robertson Elementary School. The plan includes the use of Robertson Elementary School as swing space so that when the other school buildings are being constructed, students are able to attend a school during the renovation period. At the close of Phase One, Washington Elementary School and Robertson School students will be redistricted to other elementary schools.

Phase Two calls for the like-new construction of the remaining four grades K-4 elementary schools.

CAPACITY DATA

Waddell Elementary School currently houses 350 students in grades K - 5. Phase one calls for the construction of a new or like-new facility that is projected to serve 530 students. The increase in enrollment is due to consolidation of nine schools to seven resulting in the transfer students from Robertson Elementary School to the Waddell facility and other schools.

OVERVIEW OF PROGRAMS

GENERAL EDUCATION

The features of elementary classrooms that have to be considered when housing groups of school children for instructional purposes can be divided into three (3) classifications: (1) full-day kindergarten, (2) early elementary - grades one and two; and (3) intermediate grades three and four. The classroom needs of kindergarten and early elementary children will require flexibility of space, portability of furniture and acoustical treatment of environment. This will be accommodated while still providing low height furnishings and more space for group instruction that will range from total class involvement to three or four separate groups involving different activities at the same time. The learning environment for intermediate grades must accommodate large-group and small-group instructional activities, which are teacher directed. Space should also be provided for students to read, write, research, and study for either individual or small group projects. Intermediate instructional classrooms require storage space for classroom libraries, textbooks, reference materials, supplemental books, supplies, science equipment, charts, computers, calculators and audio-visual equipment.

The outside play area for the intermediate level must be extensive and varied to accommodate activities that range from

the minimal space demands of jump rope to larger areas needed to play soccer, kickball, softball, etc. This play area should be away from instructional spaces, if possible.

Grades K – 4 require that the students change classes 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, gymnasium/auditorium, instrumental music, art and music rooms should also be noted.

The general education program includes a curriculum focused on language arts, mathematics, science, social studies, world, languages, art, music, and physical education. Support services include media center and technology support. Facilities for these areas need to be specific to the purpose yet flexible enough to accommodate the variety of services offered. Further, these facilities should be pleasant and inviting to encourage students, staff and the community to fully support them and to benefit from them. The gymnasium will serve as a stage area for school assemblies, performances and other events.

General education intervention services is comprised of reading, mathematics and English language learner support (ELL). Each of these three rooms should be centrally located within the classroom area of the building. The reading and math areas will be staffed by the reading consultant, early literacy and math interventionists. These rooms will be utilized for individual testing, individual and small group instruction.

Special Education programs include special education resource rooms, specialized district learning centers, spaces for occupational/physical therapy (OT/PT) services and related services (Social Work, Psychologist, Speech/Language).

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

SUPPORT SERVICES

MEDIA CENTER

The Library Media Center of an elementary school is a multi-purpose room. It should be bright, colorful and attractive as well as warm and inviting, and meet the needs of the students it services. It is important that the media center be designed with the student’s safety in mind. There should be freestanding 4 ft. high, double-faced shelving allowing an adult to see the entire area. The area must be large enough to house an appropriate print and media collection and an adjoining computer lab within the Media Center. The room is divided so that most space is used as the public area. A small story corner, computer access to online card catalogue, and a circulation area located near an exit door are 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 future requirements. The school should have a networking capability as well as being adaptable for single computer use. Computers should support the full range of educational and operational functions in the school.

The elementary schools should have one computer lab as part of the library to serve the needs of twenty-six students. Internet access must be readily available throughout the school. The computer lab will be equipped with a digital interactive classroom display.

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

VI. CLASSROOM SPECIFICATIONS

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

- Room darkening shades
- Classroom flags
- 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

GENERAL EDUCATION PROGRAMS

KINDERGARTEN	
SPACE: 1,100 square feet (each)	
NUMBER: Five (5) classrooms	
Toilet	<ul style="list-style-type: none"> • Toilet room with sink at a level appropriate for children ages 4-6
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate countertops • In-room drinking fountain • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • Direct access to outdoor play areas desirable, if possible
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 four-drawer filing cabinet
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"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Two (2) kidney-shaped tables • Student chairs/tables to accommodate up to twenty-four (24) students
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display Systems
Computers	<ul style="list-style-type: none"> • One (1) teacher computer • One (1) charging storage cart with twenty-four (24) computer devices per

EARLY ELEMENTARY - GRADES ONE AND TWO	
SPACE: 900 square feet (+/- 10%)	
NUMBER: Ten (10) classrooms	
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counters • In-room drinking fountain • Soap and towel dispenser
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 four-drawer filing cabinet
Student Storage	• Coat and personal storage area for twenty-four (24) located within the classroom
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Two (2) kidney-shaped tables • Student chairs/desks/tables to accommodate up to twenty-four (24) students
Teacher Furniture	• Teacher Desk/Chair
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display System
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • One (1) charging storage cart with twenty-four (24) computer devices in each

INTERMEDIATE – GRADES THREE and FOUR	
SPACE: 900 square feet (+/-10%)	
NUMBER: Ten (10) 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 • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Student Storage	• Coat and personal storage areas are located in the corridors or in the classrooms for up to twenty-four
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile and area rugs

INTERMEDIATE – GRADES THREE and FOUR (continued)	
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Kidney shaped table and appropriate student seating for twenty-six (26)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display System
Computers	<ul style="list-style-type: none"> • One (1) teacher computer • One (1) charging storage cart with twenty-four (24) computer devices in each classroom

VISUAL ARTS	
SPACE: 1,150 square feet (includes 100 s.f. for kiln room, and 150 s.f. for storage)	
Toilet	<ul style="list-style-type: none"> • N/A
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 • In-room drinking fountain
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
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"> • Storage racks and drawers
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 showcase on room's corridor wall • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Twenty six (26) stools
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Butcher block work tables (rectangular)
Special Needs/Equipment	<ul style="list-style-type: none"> • Two (2) small kilns (to be appropriately located and sized) • 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
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display System
Computers	<ul style="list-style-type: none"> • One (1) teacher computer

GENERAL AND INSTRUMENTAL MUSIC	
SPACE: 900 square feet (+/-10%)	
NUMBER: Two (2) rooms, one for General Music (K – 4), and one for Instrumental Music (K- 4)	
Toilet	<ul style="list-style-type: none"> • N/A
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 • In-room drinking fountain
Access	<ul style="list-style-type: none"> • In proximity to gymnasium and platform (stage)
Classroom Storage	<ul style="list-style-type: none"> • Built-in storage for instruments (low built-in cubbies at room entrance) • Music cabinets for sheet music storage (each room) • Built-in bookcase (16' x 15')
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"> • Carpet tiles
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
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Twenty-five (25) music stands for instrumental room • One (1) Conductor's stands
Special Accommodations	<ul style="list-style-type: none"> • Sound deadening/sound proof walls • Acoustical divider built across the instrumental music room to divide the space into two separate practice rooms
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display System
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • Two (2) student computers (SMART Music)

PHYSICAL EDUCATION	
SPACE: Gymnasium: 4,800 (includes PE office)	
PE Office/Storage: 400 square feet	
Stage: 1,000	
Toilet	<ul style="list-style-type: none"> • Two (2) lavatories adjacent or nearby the gymnasium • Faculty lavatory inside PE office
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 • Convenient access to ball fields
Storage	<ul style="list-style-type: none"> • Folding seating/carts/storage for entire student body, staff and faculty • Storage area with access from the gymnasium • Six (6) shelving units (48"x18"x72") inside storage facility
Lighting	<ul style="list-style-type: none"> • Lighting with safety cages or equivalent; stage lighting
Flooring	<ul style="list-style-type: none"> • All-purpose wood floor system with essential markings • Removable protective matting

PHYSICAL EDUCATION (continued)	
Special Accommodations	<ul style="list-style-type: none"> • Sound deadening/sound proof walls • Wall matting around entire perimeter, from height of wall base to 6'-0" minimum above finish floor • Removable wall matting along front of stage • Two (2) main and four (4) side baskets for basketball (all electrically operated) • Volleyball post recessed floor sleeves • Chinning bars • Horizontal bar • Divider curtain • One wall to be designated for future climbing, wall mounted equipment, and the masonry cores filled with concrete • Scoreboard (optional) • Movable cart for storage/equipment
Classroom Technology	<ul style="list-style-type: none"> • Portable whiteboard • Cart with projector/screen for classroom instruction • One (1) teacher computer

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) LAB	
SPACE:	900 square feet (+/- 10%)
Toilet	<ul style="list-style-type: none"> • N/A
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
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Locked closet for audio-visual equipment and science equipment • Lockable cabinets to be deep, with adjustable / removable shelving, and space for large bin storage.
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • Two (2) 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
Display	<ul style="list-style-type: none"> • Two-sided fully locked showcases on room's corridor wall • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Age-appropriate student furniture (24 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
Special Accommodations	<ul style="list-style-type: none"> • Mobile, flexible, work top areas with water for science activities.
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display System • Retractable, overhead electrical outlets
Computers	<ul style="list-style-type: none"> • Twelve (12) student tablets • One (1) teacher computer • Twelve (12) Electronic Microscopes

LIBRARY MEDIA CENTER	
SPACE: 1,900 square feet (includes 200 s.f. office for media staff, adjoining computer lab)	
Access	<ul style="list-style-type: none"> Centrally located in the school
Storage	<ul style="list-style-type: none"> Audio-visual storage cabinets Over-size vertical filing cabinet Storage 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"> Whiteboard 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
Teacher Furniture	<ul style="list-style-type: none"> Two (2) teacher desks/chairs
Space Considerations	<ul style="list-style-type: none"> Small story corner Area for independent study (for approximately 25 students) Informal seating or an informal area with comfortable chairs A stack area to accommodate approximately 12,000 volumes of student print materials
Classroom Technology	<ul style="list-style-type: none"> Document Camera Interactive Digital Display Systems
Computers	<ul style="list-style-type: none"> Two (2) teacher computers with Destiny Circulation System

COMPUTER LAB	
SPACE: 900 square feet (adjoining the library)	
Access	<ul style="list-style-type: none"> Access from Corridor and Media Center
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"> Whiteboard Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> Computer furniture/workstations and seating for twenty-six (26) students
Teacher Furniture	<ul style="list-style-type: none"> Teacher Desk/Chair
Classroom Technology	<ul style="list-style-type: none"> Document Camera Interactive Digital Display Systems
Computers (each)	<ul style="list-style-type: none"> One (1) teacher computer Twenty-six (26) student computers

VIDEO CONFERENCE / PRODUCTION LAB (near or adjoining the computer lab or library)	
SPACE: 200 square feet	
Access	<ul style="list-style-type: none"> • In proximity to the Media Center
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"> • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Computer furniture/workstations and seating for six (6) student computers
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Classroom Technology	<ul style="list-style-type: none"> • Digital Interactive Classroom display • Video backdrop screen • Amplifier • Ceiling Mounted Speakers • Video Conferencing Unit - codec, camera, microphones • Camera for announcements
Computers	<ul style="list-style-type: none"> • One (1) teacher computer

GENERAL EDUCATION INTERVENTION SERVICES – READING, MATH, ELL	
SPACE: 400 square feet (each) [including a small private office area within each room]	
NUMBER: Three (3) rooms	
Access	<ul style="list-style-type: none"> • In close proximity to general education classrooms
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • A supply closet with shelving will be installed in each room, • Wall length counter top with wall storage cabinets and electrical strips. • 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"> • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Kidney-shaped table • Five (5) student chairs • Computer furniture/workstations
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Visitor's chair
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display System
Computers	<ul style="list-style-type: none"> • Five (5) student computers • One (1) teacher computer

SPECIAL EDUCATION PROGRAMS

SPECIALIZED CLASSROOMS

Based on current projections and existing student needs, two classrooms will be required to meet the needs of special education students who are enrolled in district wide programs for children, for example, with autistic or behavior disorders. In addition, space is required for special education instructional support.

SPECIALIZED SPECIAL EDUCATION CLASSROOMS (District Programs)	
SPACE: 900 square feet (each) (+/-10%)	
NUMBER: Two classrooms	
Toilet	<ul style="list-style-type: none"> • Separate toilet room within classroom, if possible
Sinks	<ul style="list-style-type: none"> • One stainless steel sinks with laminate counters • In-room drinking fountain • Soap and towel dispenser
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 • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> • Coat and cubby storage for fifteen (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"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Tables and chairs • Computer workstations
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Activity Groups: one (1) kidney-shaped table with six (6) chairs • Whole Group Instruction: two (2) rectangular tables with twelve (12) chairs
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display System
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computers • Two (2) student computers

SPECIAL EDUCATION RESOURCE ROOM	
SPACE 600 square feet (each)	
NUMBER One (1) classroom (with room divider)	
Access	<ul style="list-style-type: none"> • Close proximity to general education classrooms
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • 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
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Pupil tables/chairs (adjustable/movable)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Activity Groups: Two (2) kidney-shaped table with six (6) chairs (each)
Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display Systems
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • Four (4) student computers

O.T. / P.T. RESOURCE	
SPACE: 400 square feet	
NUMBER: One (1) room	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • N/A
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"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinets (each)
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 - movable)
Teacher Furniture	<ul style="list-style-type: none"> • One (1) teacher desk/chair (each)
Other Furniture	<ul style="list-style-type: none"> • Activity Groups: One (1) small table with four (4) chairs (each office) • One (1) adult size visitor's chair
Special Needs/Equipment	<ul style="list-style-type: none"> • Full length mirror (Mylar)
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer

K-4 RELATED SERVICES – SOCIAL WORKER/PSYCHOLOGIST/SPEECH	
SPACE: 800 square feet	
NUMBER: Three (3) offices, one each for Social Worker, Psychologist, and Special Education Supervisor	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with soap and towel dispenser (common area)
Access	<ul style="list-style-type: none"> • Close proximity to the main office
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 • Laminate counters and shelving (common area)
Lighting	<ul style="list-style-type: none"> • Soft, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Display	<ul style="list-style-type: none"> • 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) rectangle or kidney shaped table, with 6 student chairs (each office)
Special Needs/Equipment	<ul style="list-style-type: none"> • Built-in mirror (Speech only)
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer (each office)

SPEECH LANGUAGE	
SPACE: 250 square	
NUMBER: One room	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • N/A
Access	<ul style="list-style-type: none"> • Adjacent to OT/PT areas if possible
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) kidney-shaped 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

VII. ADMINISTRATION AND SUPPORT FACILITIES

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: 250 square feet	
Access/Location	<ul style="list-style-type: none"> • Two entrances: one to main office/secretarial area and one to 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 (each)	<ul style="list-style-type: none"> • One (1) computer

MAIN OFFICE (SECRETARIAL AREA)	
SPACE: 600 square feet	
Access/Location	<ul style="list-style-type: none"> • Adjacent to principal's office with a closable connecting door. • Hallway wall should have multiple windows, and the Main Office should be able to view main entranceway of school • Connecting door between office and health suite • Staff lavatories should be adjacent to office
Storage	<ul style="list-style-type: none"> • Safe • Base and wall cabinets with counter space
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 workstation (2) • Secretarial chair (2) • Additional work table • Visitor's seating • Tables

MAIN OFFICE (SECRETARIAL AREA (Continued))	
Other Accommodations	<ul style="list-style-type: none"> • Whiteboard • Bulletin boards • Closet for coats • Chairs/benches for visitors
Technology	<ul style="list-style-type: none"> • Network copier/fax machine • Building security system monitor (secretary) • Security “panic button with dedicated phone line (secretary) • Parent access Kiosk computer
Computers (each)	<ul style="list-style-type: none"> • Two (2) computers

CONFERENCE ROOMS	
SPACE: 200 square feet (each)	
NUMBER: Two (2) rooms	
Access/Location	<ul style="list-style-type: none"> • One conference room adjacent to Main Office/Principal’s Office • One conference room adjacent to pupil services offices
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"> • Whiteboard • Bulletin board
Technology	<ul style="list-style-type: none"> • Polycom telephone • Interactive Digital Display System
Computers (each)	<ul style="list-style-type: none"> • One (1) computer

HEALTH SERVICES	
SPACE: 450 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
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 (if controlled meds are not stored in the same cabinet as non-controlled meds, it does not require to be double locked) • Three (3) four-drawer lockable filing cabinets • Closet and extra storage for materials
Office Furniture	<ul style="list-style-type: none"> • Bookcase • Table for testing/conferences • Four (4) student chairs for waiting area
Space Considerations	<ul style="list-style-type: none"> • Recovery area with 3 cots • Nurse's space where nurse can speak privately with students • Examination room • 25-ft space to conduct vision screenings • Waiting area for students
Medical Equipment	<ul style="list-style-type: none"> • Wheelchair/evacuation chair • 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 freezer compartment
Technology	<ul style="list-style-type: none"> • Telephone with direct access to an outside line
Computers (each)	<ul style="list-style-type: none"> • One (1) computer

TEACHER WORKROOM	
SPACE: 450 square feet	
Toilet	<ul style="list-style-type: none"> • N/A
Sink	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter tops • Soap and towel dispenser
Lighting	<ul style="list-style-type: none"> • Soft, dimmable
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Shelving • Staff Mailboxes • Locked cabinet
Furniture	<ul style="list-style-type: none"> • Three (3) tables and 12 chairs
Other Accommodations	<ul style="list-style-type: none"> • Dye press (letter cutting machine) • Laminating machine • General office supplies • Bulletin Board
Technology	<ul style="list-style-type: none"> • Network copier/fax machine/scanner
Computers (each)	<ul style="list-style-type: none"> • Four (4) teacher computer

FOOD SERVICES – CAFETERIA (with adjoining space for family resource center_	
CAFETERIA SPACE: 2,000 square feet	
FAMILY RESOURCE ROOM SPACE 850 square feet	
Toilet	<ul style="list-style-type: none"> • N/A
Sink	<ul style="list-style-type: none"> • Bay sink with foot pedal for hand washing and Purell stations for students
Access/Location	<ul style="list-style-type: none"> • Adjacent to full kitchen and serving area • Exits to outdoors
Lighting	<ul style="list-style-type: none"> • Soft, dimmable, room darkening shades
Flooring	<ul style="list-style-type: none"> • Resilient textured rubber flooring
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 130 in four lunch waves • Chair and desk for paraprofessional/Cafeteria supervisor
Other Accommodations	<ul style="list-style-type: none"> • Recessed drinking fountains • Sound reducing measures • Sound proof divider between kitchen and cafeteria • Bulletin boards
Technology	<ul style="list-style-type: none"> • Localized public address system

FOOD SERVICES – KITCHEN	
SPACE: 900 square feet – Kitchen	
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 sinks with drain board, garbage disposal • 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
Lighting	<ul style="list-style-type: none"> • Task lighting over preparation areas
Flooring	<ul style="list-style-type: none"> • Epoxy flooring
Storage	<ul style="list-style-type: none"> • Safe • Four (4) stainless steel utility carts, three shelves, #300/400 capacity • One (1) 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	<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) • 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) double steamer, pressure-less • One (1) commercial microwave oven • Two (2) double convection ovens with stand: single one-over-one unit • Two (2) small double kettles • Walk-in freezer, minimum 100 ft. square with shelving • Walk-in refrigerator, minimum 100 ft. square with shelving • One (1) pass-thru refrigerator near serving line • One (1) pass-thru freezer near serving line • Steam table with five (5) wells • Two (2) preparation tables (stainless steel) • Milk cooler • Exhaust fans (ventilation) for ovens, skillet, stove, etc. • Exhaust fans (ventilation) in washroom and pantry areas
Technology	<ul style="list-style-type: none"> • two (2) cash register and stand (point of sale system) • One (1) computer (Food Services Office)

FACULTY LOUNGE	
SPACE: 450 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
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
Furniture	<ul style="list-style-type: none"> • Soft seating • Tables and seating for twenty (20) people • Bulletin Board
Equipment	<ul style="list-style-type: none"> • Microwave oven • Refrigerator

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
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Locked cabinet
Furniture	<ul style="list-style-type: none"> • Desk/Chair • Three (3) adult chairs
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer

FAMILY RESOURCE ROOM (Adjacent to the Cafeteria)	
SPACE:	900 square feet
Toilet	Toilet room with sink at a level appropriate for children
Access	Direct access to outdoors Adjacent to the cafeteria
Storage	Lockable storage wardrobe One (1) lockable four-drawer filing cabinet Counters under the windows where appropriate
Lighting	Soft color, dimmable lighting
Flooring	Vinyl enhanced tile and area rugs
Display	Whiteboard Bulletin Boards
Furniture	Two (2) rectangular tables Twelve (12) folding chairs Desk/Chair
Office Space	Three small offices with the room for confidential service providers
Technology	Document Camera Interactive Digital Display Systems
Computers	Four (4) computer

VIII. COMMUNITY USE

All of our schools are used by the community. Some of the groups that regularly use the facilities include:

- Manchester Parks and Recreation Department
- Adult Education
- Scouting organizations
- PTO
- Civic organizations
- Registrar of Voters
- Municipal Boards and groups

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.
Heating/Cooling (HVAC) System	<ul style="list-style-type: none"> • Heating & cooling should be produced with natural gas with a boiler for heating and roof top DX cooling. Consider including Geo-thermal wells for energy efficiency. • 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. • In-line water heaters for domestic hot water shall be provided during non-heating season usage. • Energy recovery units, VFD fan systems and pumps to be utilized in the design. • Designer to provide additional information on heating systems to Owner. • The use of “chill beams” will be considered for general heating and cooling. Designer to provide additional information on chill beam systems to Owner. • The gymnasium/auditorium and cafeteria will be served by separate variable speed air handlers. Air handlers shall include a hot water heating coil and DX cooling coils.
Climate Controls/Ventilation System	<ul style="list-style-type: none"> • 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.
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 fluorescent lights 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. • Distribution will include customer metering. • Emergency generator to accommodate Life Safety needs.
Technology	<ul style="list-style-type: none"> • There shall be a combined voice/data system with “VOIP” (Voice Over Internet Protocol) design. • Each classroom will be equipped with digital projection and the school should be able to broadcast video content in all classrooms using a video distribution system. • Head equipment to be housed in an MDF with 24 hour environmental control. • Horizontal cabling shall be Category 6e or contemporary equivalent. • Cable shall be run in corridors to support horizontal cable structure. • Fiber back bone between the MDF and IDF rooms shall be multi-mode type (10GB minimum). • Fiber optical cable from street to MDF • Make new Data center
Security	<ul style="list-style-type: none"> • Digital video surveillance of exterior/interior areas of the building. A door control system consisting of one or more pan-able cameras mounted outside the controlled entry and a video phone system that allows office personnel to see and speak to persons wishing to enter the building and then remotely grant access by activating an electrified door lock mechanism. • Exterior doors will have swipe access controls. • Design the plan to prevent access to instructional areas of the school when
Phone System	<ul style="list-style-type: none"> • A comprehensive, district-integrated VOIP phone system (dial-out) will be integrated into technology scope of the project, including hands-free and handle options. • Install phones in every room of the facility occupied by teachers or students at any given time, including all support and instructional spaces.
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 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.
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.
Fire Protection	<ul style="list-style-type: none"> • Building will be fully protected by a sprinkler system installed per NFPA 13.
Fire Alarm	<ul style="list-style-type: none"> • The building will be protected by a fully addressable analog, manual and automatic fire alarm system.

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. • Key fobs, thumb latches, vision panels – review with District and integrate with security section.

X. SITE DEVELOPMENT

Passive security measures, such as visual control of the entrances from the 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. The entrance area should accommodate a separate bus loading and parent drop-off area. Entry overhangs or covered walkways will be provided for inclement weather.

Bus loading areas should be configured as a one-way drive in a counterclockwise 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 counterclockwise 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 preferable should be separate from other parking lots.

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. 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.

Playgrounds will include paved (dry) play areas, replacement baseball and soccer fields, and playscape equipment. Pre-Kindergarten and Kindergarten play areas should be located in close proximity to their classrooms.

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.



Manchester Public Schools

Manchester, Connecticut

EDUCATION SPECIFICATIONS

For

Verplanck Elementary School

Education Specifications Committee:

Dr. Richard Kiesel, Superintendent of Schools

Dr. Amy Radikas, Assistant Superintendent for Curriculum & Instruction

Mrs. Shelly Matfess, Assistant Superintendent for Pupil Personnel Services

Mrs. Patricia Brooks, Assistant to the Superintendent, Finance & Management

Dr. Scott Ratchford, Director Teaching & Learning - Humanities

Dr. Santosha Oliver, Director of Teaching & Learning STEM

Dr. Robert Pease, Director Technology Services

Mr. Matthew Geary, Principal

Mr. Nicolas Jones, Principal

Mr. Richard Ziegler, Director of School Facilities

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LONG RANGE PLAN / PROJECT RATIONALE

Manchester Public Schools currently has nine elementary buildings. These buildings range in age from 2 to 102 years old. The Manchester Board of Education seeks to provide elementary school buildings that:

- Create learning environments designed for current instructional strategies and supports;
- Benefit from needed technology upgrades;
- Comply with current building and fire codes;
- Incorporate contemporary design for school safety and security;
- Utilize modern, efficient heating and cooling systems; and
- Provide accessibility to all by meeting the requirements of the Americans with Disabilities Act.
- Achieve racially balanced schools.

The plan consists of a two-phase approach that will use multiple referenda and staggered construction schedules to address needs over the next twelve years. Specifically, the plan consists of the following overarching components:

- Two-phase approach/staggered referenda
- Operate two fewer elementary school, moving from nine K-5 schools to seven K-4 schools
- Operate one grade 5-6 school

Phase One calls for the construction of a like-new grade 5-6 school on the current Bennet Academy and Cheney building sites to accommodate 940 students. The plan also provides for the construction of a like-new construction of the Waddell Elementary School for 530 students and the construction of a new, or as an alternative, a like-new Verplanck Elementary School on the current Verplanck School site to also accommodate 530 students. The construction of these schools will result in the decommissioning of the Washington Elementary School and Robertson Elementary School. The plan includes the use of Robertson Elementary School as swing space so that when the other school buildings are being constructed, students are able to attend a school during the renovation period. At the close of Phase One, Washington Elementary School and Robertson School students will be redistricted to other elementary schools.

Phase Two calls for the like-new construction of the remaining four grades K-4 elementary schools.

CAPACITY DATA

Veerplanck Elementary School currently houses 375 students in grades K - 5. Phase one calls for the construction of a new or like-new facility that is projected to serve 530 students. The increase in enrollment is due to consolidation of nine schools to seven resulting in the transfer students from Robertson Elementary School to the Waddell facility and other schools.

OVERVIEW OF PROGRAMS

GENERAL EDUCATION

The features of elementary classrooms that have to be considered when housing groups of school children for instructional purposes can be divided into three (3) classifications: (1) full-day kindergarten, (2) early elementary - grades one and two; and (3) intermediate grades three and four. The classroom needs of kindergarten and early elementary children will require flexibility of space, portability of furniture and acoustical treatment of environment. This will be accommodated while still providing low height furnishings and more space for group instruction that will range from total class involvement to three or four separate groups involving different activities at the same time. The learning environment for intermediate grades must accommodate large-group and small-group instructional activities, which are teacher directed. Space should also be provided for students to read, write, research, and study for either individual or small group projects. Intermediate instructional classrooms require storage space for classroom libraries, textbooks, reference materials, supplemental books, supplies, science equipment, charts, computers, calculators and audio-visual equipment.

The outside play area for the intermediate level must be extensive and varied to accommodate activities that range from

the minimal space demands of jump rope to larger areas needed to play soccer, kickball, softball, etc. This play area should be away from instructional spaces, if possible.

Grades K – 4 require that the students change classes 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, gymnasium/auditorium, instrumental music, art and music rooms should also be noted.

The general education program includes a curriculum focused on language arts, mathematics, science, social studies, world, languages, art, music, and physical education. Support services include media center and technology support. Facilities for these areas need to be specific to the purpose yet flexible enough to accommodate the variety of services offered. Further, these facilities should be pleasant and inviting to encourage students, staff and the community to fully support them and to benefit from them. The gymnasium will serve as a stage area for school assemblies, performances and other events.

General education intervention services is comprised of reading, mathematics and English language learner support (ELL). Each of these three rooms should be centrally located within the classroom area of the building. The reading and math areas will be staffed by the reading consultant, early literacy and math interventionists. These rooms will be utilized for individual testing, individual and small group instruction.

Special Education programs include special education resource rooms, specialized district learning centers, spaces for occupational/physical therapy (OT/PT) services and related services (Social Work, Psychologist, Speech/Language).

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

SUPPORT SERVICES

MEDIA CENTER

The Library Media Center of an elementary school is a multi-purpose room. It should be bright, colorful and attractive as well as warm and inviting, and meet the needs of the students it services. It is important that the media center be designed with the student’s safety in mind. There should be freestanding 4 ft. high, double-faced shelving allowing an adult to see the entire area. The area must be large enough to house an appropriate print and media collection and an adjoining computer lab within the Media Center. The room is divided so that most space is used as the public area. A small story corner, computer access to online card catalogue, and a circulation area located near an exit door are 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 future requirements. The school should have a networking capability as well as being adaptable for single computer use. Computers should support the full range of educational and operational functions in the school.

The elementary schools should have one computer lab as part of the library to serve the needs of twenty-six students. Internet access must be readily available throughout the school. The computer lab will be equipped with a digital interactive classroom display.

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

VI. CLASSROOM SPECIFICATIONS

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

- Room darkening shades
- Classroom flags
- 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

GENERAL EDUCATION PROGRAMS

KINDERGARTEN	
SPACE: 1,100 square feet (each)	
NUMBER: Five (5) classrooms	
Toilet	<ul style="list-style-type: none"> • Toilet room with sink at a level appropriate for children ages 4-6
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate countertops • In-room drinking fountain • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • Direct access to outdoor play areas desirable, if possible
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 four-drawer filing cabinet
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"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Two (2) kidney-shaped tables • Student chairs/tables to accommodate up to twenty-four (24) students
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display Systems
Computers	<ul style="list-style-type: none"> • One (1) teacher computer • One (1) charging storage cart with twenty-four (24) computer devices per

EARLY ELEMENTARY - GRADES ONE AND TWO	
SPACE: 900 square feet (+/- 10%)	
NUMBER: Ten (10) classrooms	
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counters • In-room drinking fountain • Soap and towel dispenser
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 four-drawer filing cabinet
Student Storage	• Coat and personal storage area for twenty-four (24) located within the classroom
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Two (2) kidney-shaped tables • Student chairs/desks/tables to accommodate up to twenty-four (24) students
Teacher Furniture	• Teacher Desk/Chair
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display System
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • One (1) charging storage cart with twenty-four (24) computer devices in each

INTERMEDIATE – GRADES THREE and FOUR	
SPACE: 900 square feet (+/-10%)	
NUMBER: Ten (10) 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 • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Student Storage	• Coat and personal storage areas are located in the corridors or in the classrooms for up to twenty-four
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile and area rugs

INTERMEDIATE – GRADES THREE and FOUR (continued)	
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Kidney shaped table and appropriate student seating for twenty-six (26)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display System
Computers	<ul style="list-style-type: none"> • One (1) teacher computer • One (1) charging storage cart with twenty-four (24) computer devices in each classroom

VISUAL ARTS	
SPACE: 1,150 square feet (includes 100 s.f. for kiln room, and 150 s.f. for storage)	
Toilet	<ul style="list-style-type: none"> • N/A
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 • In-room drinking fountain
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
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"> • Storage racks and drawers
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 showcase on room's corridor wall • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Twenty six (26) stools
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Butcher block work tables (rectangular)
Special Needs/Equipment	<ul style="list-style-type: none"> • Two (2) small kilns (to be appropriately located and sized) • 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
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display System
Computers	<ul style="list-style-type: none"> • One (1) teacher computer

GENERAL AND INSTRUMENTAL MUSIC	
SPACE: 900 square feet (+/-10%)	
NUMBER: Two (2) rooms, one for General Music (K – 4), and one for Instrumental Music (K- 4)	
Toilet	<ul style="list-style-type: none"> • N/A
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 • In-room drinking fountain
Access	<ul style="list-style-type: none"> • In proximity to gymnasium and platform (stage)
Classroom Storage	<ul style="list-style-type: none"> • Built-in storage for instruments (low built-in cubbies at room entrance) • Music cabinets for sheet music storage (each room) • Built-in bookcase (16" x 15')
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"> • Carpet tiles
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
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Twenty-five (25) music stands for instrumental room • One (1) Conductor's stands
Special Accommodations	<ul style="list-style-type: none"> • Sound deadening/sound proof walls • Acoustical divider built across the instrumental music room to divide the space into two separate practice rooms
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display System
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • Two (2) student computers (SMART Music)

PHYSICAL EDUCATION	
SPACE: Gymnasium: 4,800 (includes PE office)	
PE Office/Storage: 400 square feet	
Stage: 1,000	
Toilet	<ul style="list-style-type: none"> • Two (2) lavatories adjacent or nearby the gymnasium • Faculty lavatory inside PE office
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 • Convenient access to ball fields
Storage	<ul style="list-style-type: none"> • Folding seating/carts/storage for entire student body, staff and faculty • Storage area with access from the gymnasium • Six (6) shelving units (48"x18"x72") inside storage facility
Lighting	<ul style="list-style-type: none"> • Lighting with safety cages or equivalent; stage lighting
Flooring	<ul style="list-style-type: none"> • All-purpose wood floor system with essential markings • Removable protective matting

PHYSICAL EDUCATION (continued)	
Special Accommodations	<ul style="list-style-type: none"> • Sound deadening/sound proof walls • Wall matting around entire perimeter, from height of wall base to 6'-0" minimum above finish floor • Removable wall matting along front of stage • Two (2) main and four (4) side baskets for basketball (all electrically operated) • Volleyball post recessed floor sleeves • Chinning bars • Horizontal bar • Divider curtain • One wall to be designated for future climbing, wall mounted equipment, and the masonry cores filled with concrete • Scoreboard (optional) • Movable cart for storage/equipment
Classroom Technology	<ul style="list-style-type: none"> • Portable whiteboard • Cart with projector/screen for classroom instruction • One (1) teacher computer

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) LAB	
SPACE:	900 square feet (+/- 10%)
Toilet	<ul style="list-style-type: none"> • N/A
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
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Locked closet for audio-visual equipment and science equipment • Lockable cabinets to be deep, with adjustable / removable shelving, and space for large bin storage.
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • Two (2) 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
Display	<ul style="list-style-type: none"> • Two-sided fully locked showcases on room's corridor wall • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Age-appropriate student furniture (24 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
Special Accommodations	<ul style="list-style-type: none"> • Mobile, flexible, work top areas with water for science activities.
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display System • Retractable, overhead electrical outlets
Computers	<ul style="list-style-type: none"> • Twelve (12) student tablets • One (1) teacher computer • Twelve (12) Electronic Microscopes

LIBRARY MEDIA CENTER	
SPACE: 1,900 square feet (includes 200 s.f. office for media staff, adjoining computer lab)	
Access	<ul style="list-style-type: none"> Centrally located in the school
Storage	<ul style="list-style-type: none"> Audio-visual storage cabinets Over-size vertical filing cabinet Storage 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"> Whiteboard 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
Teacher Furniture	<ul style="list-style-type: none"> Two (2) teacher desks/chairs
Space Considerations	<ul style="list-style-type: none"> Small story corner Area for independent study (for approximately 25 students) Informal seating or an informal area with comfortable chairs A stack area to accommodate approximately 12,000 volumes of student print materials
Classroom Technology	<ul style="list-style-type: none"> Document Camera Interactive Digital Display Systems
Computers	<ul style="list-style-type: none"> Two (2) teacher computers with Destiny Circulation System

COMPUTER LAB	
SPACE: 900 square feet (adjoining the library)	
Access	<ul style="list-style-type: none"> Access from Corridor and Media Center
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"> Whiteboard Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> Computer furniture/workstations and seating for twenty-six (26) students
Teacher Furniture	<ul style="list-style-type: none"> Teacher Desk/Chair
Classroom Technology	<ul style="list-style-type: none"> Document Camera Interactive Digital Display Systems
Computers (each)	<ul style="list-style-type: none"> One (1) teacher computer Twenty-six (26) student computers

VIDEO CONFERENCE / PRODUCTION LAB (near or adjoining the computer lab or library)	
SPACE: 200 square feet	
Access	<ul style="list-style-type: none"> • In proximity to the Media Center
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"> • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Computer furniture/workstations and seating for six (6) student computers
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Classroom Technology	<ul style="list-style-type: none"> • Digital Interactive Classroom display • Video backdrop screen • Amplifier • Ceiling Mounted Speakers • Video Conferencing Unit - codec, camera, microphones • Camera for announcements
Computers	<ul style="list-style-type: none"> • One (1) teacher computer

GENERAL EDUCATION INTERVENTION SERVICES – READING, MATH, ELL	
SPACE: 400 square feet (each) [including a small private office area within each room]	
NUMBER: Three (3) rooms	
Access	<ul style="list-style-type: none"> • In close proximity to general education classrooms
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • A supply closet with shelving will be installed in each room, • Wall length counter top with wall storage cabinets and electrical strips. • 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"> • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Kidney-shaped table • Five (5) student chairs • Computer furniture/workstations
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Visitor's chair
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display System
Computers	<ul style="list-style-type: none"> • Five (5) student computers • One (1) teacher computer

SPECIAL EDUCATION PROGRAMS

SPECIALIZED CLASSROOMS

Based on current projections and existing student needs, two classrooms will be required to meet the needs of special education students who are enrolled in district wide programs for children, for example, with autistic or behavior disorders. In addition, space is required for special education instructional support.

SPECIALIZED SPECIAL EDUCATION CLASSROOMS (District Programs)	
SPACE: 900 square feet (each) (+/-10%)	
NUMBER: Two classrooms	
Toilet	<ul style="list-style-type: none"> • Separate toilet room within classroom, if possible
Sinks	<ul style="list-style-type: none"> • One stainless steel sinks with laminate counters • In-room drinking fountain • Soap and towel dispenser
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 • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> • Coat and cubby storage for fifteen (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"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Tables and chairs • Computer workstations
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Activity Groups: one (1) kidney-shaped table with six (6) chairs • Whole Group Instruction: two (2) rectangular tables with twelve (12) chairs
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display System
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computers • Two (2) student computers

SPECIAL EDUCATION RESOURCE ROOM	
SPACE 600 square feet (each)	
NUMBER One (1) classroom (with room divider)	
Access	<ul style="list-style-type: none"> • Close proximity to general education classrooms
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • 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
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Pupil tables/chairs (adjustable/movable)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Activity Groups: Two (2) kidney-shaped table with six (6) chairs (each)
Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Digital Display Systems
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • Four (4) student computers

O.T. / P.T. RESOURCE	
SPACE: 400 square feet	
NUMBER: One (1) room	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • N/A
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"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinets (each)
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 - movable)
Teacher Furniture	<ul style="list-style-type: none"> • One (1) teacher desk/chair (each)
Other Furniture	<ul style="list-style-type: none"> • Activity Groups: One (1) small table with four (4) chairs (each office) • One (1) adult size visitor's chair
Special Needs/Equipment	<ul style="list-style-type: none"> • Full length mirror (Mylar)
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer

K-4 RELATED SERVICES – SOCIAL WORKER/PSYCHOLOGIST/SPEECH	
SPACE: 800 square feet	
NUMBER: Three (3) offices, one each for Social Worker, Psychologist, and Special Education Supervisor	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with soap and towel dispenser (common area)
Access	<ul style="list-style-type: none"> • Close proximity to the main office
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 • Laminate counters and shelving (common area)
Lighting	<ul style="list-style-type: none"> • Soft, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Display	<ul style="list-style-type: none"> • 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) rectangle or kidney shaped table, with 6 student chairs (each office)
Special Needs/Equipment	<ul style="list-style-type: none"> • Built-in mirror (Speech only)
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer (each office)

SPEECH LANGUAGE	
SPACE: 250 square	
NUMBER: One room	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • N/A
Access	<ul style="list-style-type: none"> • Adjacent to OT/PT areas if possible
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) kidney-shaped 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

VII. ADMINISTRATION AND SUPPORT FACILITIES

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: 250 square feet	
Access/Location	<ul style="list-style-type: none"> • Two entrances: one to main office/secretarial area and one to 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 (each)	<ul style="list-style-type: none"> • One (1) computer

MAIN OFFICE (SECRETARIAL AREA)	
SPACE: 600 square feet	
Access/Location	<ul style="list-style-type: none"> • Adjacent to principal's office with a closable connecting door. • Hallway wall should have multiple windows, and the Main Office should be able to view main entranceway of school • Connecting door between office and health suite • Staff lavatories should be adjacent to office
Storage	<ul style="list-style-type: none"> • Safe • Base and wall cabinets with counter space
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 workstation (2) • Secretarial chair (2) • Additional work table • Visitor's seating • Tables

MAIN OFFICE (SECRETARIAL AREA (Continued))	
Other Accommodations	<ul style="list-style-type: none"> • Whiteboard • Bulletin boards • Closet for coats • Chairs/benches for visitors
Technology	<ul style="list-style-type: none"> • Network copier/fax machine • Building security system monitor (secretary) • Security “panic button with dedicated phone line (secretary) • Parent access Kiosk computer
Computers (each)	<ul style="list-style-type: none"> • Two (2) computers

CONFERENCE ROOMS	
SPACE: 200 square feet (each)	
NUMBER: Two (2) rooms	
Access/Location	<ul style="list-style-type: none"> • One conference room adjacent to Main Office/Principal’s Office • One conference room adjacent to pupil services offices
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"> • Whiteboard • Bulletin board
Technology	<ul style="list-style-type: none"> • Polycom telephone • Interactive Digital Display System
Computers (each)	<ul style="list-style-type: none"> • One (1) computer

HEALTH SERVICES	
SPACE: 450 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
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 (if controlled meds are not stored in the same cabinet as non-controlled meds, it does not require to be double locked) • Three (3) four-drawer lockable filing cabinets • Closet and extra storage for materials
Office Furniture	<ul style="list-style-type: none"> • Bookcase • Table for testing/conferences • Four (4) student chairs for waiting area
Space Considerations	<ul style="list-style-type: none"> • Recovery area with 3 cots • Nurse's space where nurse can speak privately with students • Examination room • 25-ft space to conduct vision screenings • Waiting area for students
Medical Equipment	<ul style="list-style-type: none"> • Wheelchair/evacuation chair • 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 freezer compartment
Technology	<ul style="list-style-type: none"> • Telephone with direct access to an outside line
Computers (each)	<ul style="list-style-type: none"> • One (1) computer

TEACHER WORKROOM	
SPACE: 450 square feet	
Toilet	<ul style="list-style-type: none"> • N/A
Sink	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter tops • Soap and towel dispenser
Lighting	<ul style="list-style-type: none"> • Soft, dimmable
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Shelving • Staff Mailboxes • Locked cabinet
Furniture	<ul style="list-style-type: none"> • Three (3) tables and 12 chairs
Other Accommodations	<ul style="list-style-type: none"> • Dye press (letter cutting machine) • Laminating machine • General office supplies • Bulletin Board
Technology	<ul style="list-style-type: none"> • Network copier/fax machine/scanner
Computers (each)	<ul style="list-style-type: none"> • Four (4) teacher computer

FOOD SERVICES – CAFETERIA (with adjoining space for family resource center_	
CAFETERIA SPACE: 2,000 square feet	
FAMILY RESOURCE ROOM SPACE 850 square feet	
Toilet	<ul style="list-style-type: none"> • N/A
Sink	<ul style="list-style-type: none"> • Bay sink with foot pedal for hand washing and Purell stations for students
Access/Location	<ul style="list-style-type: none"> • Adjacent to full kitchen and serving area • Exits to outdoors
Lighting	<ul style="list-style-type: none"> • Soft, dimmable, room darkening shades
Flooring	<ul style="list-style-type: none"> • Resilient textured rubber flooring
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 130 in four lunch waves • Chair and desk for paraprofessional/Cafeteria supervisor
Other Accommodations	<ul style="list-style-type: none"> • Recessed drinking fountains • Sound reducing measures • Sound proof divider between kitchen and cafeteria • Bulletin boards
Technology	<ul style="list-style-type: none"> • Localized public address system

FOOD SERVICES – KITCHEN	
SPACE: 900 square feet – Kitchen	
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 sinks with drain board, garbage disposal • 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
Lighting	<ul style="list-style-type: none"> • Task lighting over preparation areas
Flooring	<ul style="list-style-type: none"> • Epoxy flooring
Storage	<ul style="list-style-type: none"> • Safe • Four (4) stainless steel utility carts, three shelves, #300/400 capacity • One (1) 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	<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) • 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) double steamer, pressure-less • One (1) commercial microwave oven • Two (2) double convection ovens with stand: single one-over-one unit • Two (2) small double kettles • Walk-in freezer, minimum 100 ft. square with shelving • Walk-in refrigerator, minimum 100 ft. square with shelving • One (1) pass-thru refrigerator near serving line • One (1) pass-thru freezer near serving line • Steam table with five (5) wells • Two (2) preparation tables (stainless steel) • Milk cooler • Exhaust fans (ventilation) for ovens, skillet, stove, etc. • Exhaust fans (ventilation) in washroom and pantry areas
Technology	<ul style="list-style-type: none"> • two (2) cash register and stand (point of sale system) • One (1) computer (Food Services Office)

FACULTY LOUNGE	
SPACE: 450 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
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
Furniture	<ul style="list-style-type: none"> • Soft seating • Tables and seating for twenty (20) people • Bulletin Board
Equipment	<ul style="list-style-type: none"> • Microwave oven • Refrigerator

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
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Locked cabinet
Furniture	<ul style="list-style-type: none"> • Desk/Chair • Three (3) adult chairs
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer

FAMILY RESOURCE ROOM (Adjacent to the Cafeteria)	
SPACE:	900 square feet
Toilet	Toilet room with sink at a level appropriate for children
Access	Direct access to outdoors Adjacent to the cafeteria
Storage	Lockable storage wardrobe One (1) lockable four-drawer filing cabinet Counters under the windows where appropriate
Lighting	Soft color, dimmable lighting
Flooring	Vinyl enhanced tile and area rugs
Display	Whiteboard Bulletin Boards
Furniture	Two (2) rectangular tables Twelve (12) folding chairs Desk/Chair
Office Space	Three small offices with the room for confidential service providers
Technology	Document Camera Interactive Digital Display Systems
Computers	Four (4) computer

VIII. COMMUNITY USE

All of our schools are used by the community. Some of the groups that regularly use the facilities include:

- Manchester Parks and Recreation Department
- Scouting organizations
- Civic organizations
- Municipal Boards and groups
- Adult Education
- PTO
- Registrar of Voters

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.
Heating/Cooling (HVAC) System	<ul style="list-style-type: none"> • Heating & cooling should be produced with natural gas with a boiler for heating and roof top DX cooling. Consider including Geo-thermal wells for energy efficiency. • 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. • In-line water heaters for domestic hot water shall be provided during non-heating season usage. • Energy recovery units, VFD fan systems and pumps to be utilized in the design. • Designer to provide additional information on heating systems to Owner. • The use of “chill beams” will be considered for general heating and cooling. Designer to provide additional information on chill beam systems to Owner. • The gymnasium/auditorium and cafeteria will be served by separate variable speed air handlers. Air handlers shall include a hot water heating coil and DX cooling coils.
Climate Controls/Ventilation System	<ul style="list-style-type: none"> • 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.
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 fluorescent lights 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. • Distribution will include customer metering. • Emergency generator to accommodate Life Safety needs.
Technology	<ul style="list-style-type: none"> • There shall be a combined voice/data system with “VOIP” (Voice Over Internet Protocol) design. • Each classroom will be equipped with digital projection and the school should be able to broadcast video content in all classrooms using a video distribution system. • Head equipment to be housed in an MDF with 24 hour environmental control. • Horizontal cabling shall be Category 6e or contemporary equivalent. • Cable shall be run in corridors to support horizontal cable structure. • Fiber back bone between the MDF and IDF rooms shall be multi-mode type (10GB minimum). • Fiber optical cable from street to MDF • Make new Data center
Security	<ul style="list-style-type: none"> • Digital video surveillance of exterior/interior areas of the building. A door control system consisting of one or more pan-able cameras mounted outside the controlled entry and a video phone system that allows office personnel to see and speak to persons wishing to enter the building and then remotely grant access by activating an electrified door lock mechanism. • Exterior doors will have swipe access controls. • Design the plan to prevent access to instructional areas of the school when
Phone System	<ul style="list-style-type: none"> • A comprehensive, district-integrated VOIP phone system (dial-out) will be integrated into technology scope of the project, including hands-free and handle options. • Install phones in every room of the facility occupied by teachers or students at any given time, including all support and instructional spaces.
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 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.
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.
Fire Protection	<ul style="list-style-type: none"> • Building will be fully protected by a sprinkler system installed per NFPA 13.
Fire Alarm	<ul style="list-style-type: none"> • The building will be protected by a fully addressable analog, manual and automatic fire alarm system.

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. • Key fobs, thumb latches, vision panels – review with District and integrate with security section.

X. SITE DEVELOPMENT

Passive security measures, such as visual control of the entrances from the 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. The entrance area should accommodate a separate bus loading and parent drop-off area. Entry overhangs or covered walkways will be provided for inclement weather.

Bus loading areas should be configured as a one-way drive in a counterclockwise 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 counterclockwise 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 preferable should be separate from other parking lots.

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. 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.

Playgrounds will include paved (dry) play areas, replacement baseball and soccer fields, and playscape equipment. Pre-Kindergarten and Kindergarten play areas should be located in close proximity to their classrooms.

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.

New Business

Policy Revisions, Additions, and Deletions

The Policy Committee submits to the full Board its recommended revisions, additions and deletions in policy for discussion purposes in accordance with its policy on policy changes.

- a. Revision to Board Bylaw Article 1, Section 5: Regular Meetings of the Board
- b. Revised Policy 5125: Emergency Card Information
- c. Addition to Board Bylaw Article 1, Section 13 – Committees
- d. New Policy: Non-Discrimination (Personnel)
- e. Revised Policy 6212 (a) Adult/Continuing Education
- f. Revised Policy 6140 Curriculum
- g. Deletion of Policy 6142 (a)
- h. Deletion of Policy 6142 (b)

Section 5 - Regular Meetings of the Board

Regular meetings of the Board shall be held in the Hearing Room, Lincoln Center, 494 Main Street at ~~7:30~~ 7:00 p.m., on the second and fourth Monday of each month, except for July, August and December, when the regular meeting shall be held on the second Monday of July and December, and the fourth Monday of August. Regular meetings may be held in such other place and at such other time as the Board may determine after sufficient notice has been given to all members. Board meetings may be cancelled by majority vote provided there is at least one meeting in every month. In compliance with the General Statutes of the State of Connecticut, the Board shall file the calendar of its regular meetings with the Town Clerk on or before January 31.

Students

Emergency Card Contact Information

~~An Emergency Card system has been developed as a means to contact parents/guardians or other persons designated by parents or guardians in the event of an emergency involving their child.~~

~~The system requires parents/guardians to provide accurate and timely information pertaining to where they and/or their designees can be contacted in the event of such an emergency.~~

The Manchester Board of Education requires a record of emergency contact information for parents/guardians or other persons designated by parents/guardians in the event of an emergency involving their child. The Board annually requires parents/guardians to provide accurate and timely information about those designated to be contacted in the event of an emergency.

Emergency contact information can be annually updated at the beginning of the school year either through the district website or submitted in writing to the school's office. Parents/guardians must notify their child's school during the school year of any changes in the emergency contact information.

When parents do not provide accurate and timely information, a letter will be sent to them from the building administrator indicating to them that such information constitutes a condition for attending the Manchester Public Schools. The letter should indicate that failure to update this information may jeopardize the safety of their children. Should the information not be provided within a period of two weeks of the initial notification, a second letter shall be sent by the building administrator indicating that the administration no longer takes responsibility for inaccurate emergency contact information. ~~This notice shall indicate that the child will no longer be permitted to continue in attendance unless the requested information is received within two weeks.~~

~~Failure to comply will result in written notification to the parent/guardian that they may request, in writing, a hearing by the Manchester Board of Education in accordance with Connecticut General Statute 10-186. If aggrieved by the finding, the parent/guardian may appeal the decision to the State Board of Education~~

Legal Reference: CT General Statute 10-186

Adopted: April 10, 1989
Revised: May 12, 2003
Revised:

BOARD OF EDUCATION STANDING COMMITTEES

CURRICULUM AND INSTRUCTION COMMITTEE

This committee reviews major areas of curriculum development, regular and special education services and programs, student assessment, long term curriculum review and revisions.

Specific responsibilities of this committee include:

- Periodically reports to the Board on the status of curriculum implementation and monitors areas in need of study or improvement;
- Periodically reviews, evaluates and reports to the Board on student progress and results on standardized test results;
- Studies and recommends textbook usage; and
- Recommends budget changes required to support curriculum and instruction.

PERSONNEL AND FINANCE COMMITTEE

This committee has responsibility with the preparation of the budget and periodic reviews of expenditures and oversees the policies and practices associated with the employment of school district personnel.

Specific responsibilities of this committee include:

- Reviews and reports to the Board on accounting and purchasing procedures;
- Recommends the annual budget to the full Board;
- Represents the Board during various stages of budget development and negotiations with employee bargaining groups;
- Reviews and recommends to the Board evaluation system for school employees and the superintendent;
- Participates in the search process of district level administrators;
- Assists, as requested by the superintendent, in determining the creation and elimination district positions; and
- Provides the administration with feedback on new or revised job descriptions.

POLICY COMMITTEE

This committee oversees district policies and regulations.

Specific responsibilities of this committee include:

- Works with the superintendent to review, update, create, or update district policies and required regulations;

- Evaluates suggestions for board policy that come from Board members, the public, and the administration; and
- Presents proposed policy changes to the full Board for discussion (First Reading) and tentative action (Second Reading).

BUILDINGS & SITES COMMITTEE - FACILITIES

This committee has responsibility for the oversight of the maintenance and operation of all school buildings and school building sites.

Specific responsibilities of this committee include:

- Develops and recommends to the Board a maintenance schedule for buildings and grounds;
- Reviews needed repairs and maintenance based on the administration's inspection of school facilities;
- Assists with the planning for new construction, major renovations, or major improvements of school buildings and grounds;
- Recommends to the full Board additions, deletions, or changes to school facilities needed to support school programs; and
- Working through the administration, conducts studies and otherwise works with the administration on matters related to security, space, and community use of the school buildings and grounds.

NON-DISCRIMINATION

The Manchester Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability, pregnancy, genetic information, or gender identity or expression, except in the case of a bona fide occupational qualification.

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, genetic information, gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression.

For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*
Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Title II of the Genetic Information Nondiscrimination Act of 2008,
Pub.L.110 233, 42 USC 2000ff; 34 CFR 1635
Connecticut General Statutes § 10-153. Discrimination on basis of marital
status
Connecticut Fair Employment Practices Act, Connecticut General Statutes
§ 46a-60
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual
orientation: Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination:
Employment.
Public Act 11-55, An Act Concerning Discrimination.

ADOPTED: _____

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (PERSONNEL)

It is the policy of the Manchester Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students.

It is the express policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, or gender identity or expression. In order to facilitate the timely resolution of such complaints and/or grievances, any employee who feels that he/she has been discriminated against on the basis of these protected characteristics should file a written complaint with:

Manchester Public School
Superintendent of Schools
45 N. School St.
Manchester, CT 06045

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints and/or grievances facilitates the investigation and resolution of such complaints and/or grievances.

Complaints and/or grievances will be investigated promptly and corrective action will be taken when allegations are verified.

Specifically, upon receipt of a written complaint of discrimination, the Superintendent and/or his or her designee should:

1. offer to meet with the complainant to discuss the nature of his/her complaint;
2. provide the complainant with a copy of the Board's non-discrimination policy and accompanying regulations;
3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. conduct the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law;
5. communicate the findings and/or results of any investigation to the complainant;
and

6. take appropriate corrective and disciplinary action, as deemed appropriate by the Superintendent and/or his or her designee.

If the complaint involves an allegation of discrimination based on disability or sex, the complainant should be referred to the Board's policies and procedures related to Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA) (for claims of discrimination and/or harassment based on disability) and Sex Discrimination/Sexual Harassment (for claims of discrimination and/or harassment based on sex).

For allegations pertaining to race, color or national origin discrimination, at any stage in this complaint procedure, the complainant has the right to file formal complaints regarding such matters with:

Office of Civil Rights
U.S. Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Tel. (617) 289-0111
ocr.boston@ed.gov

If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than one hundred eighty (180) days after the occurrence of the alleged discrimination.

A complainant may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 1229 Albany Avenue, Hartford, CT 06112 (TELEPHONE NUMBER 860 566-7710) and/or the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER 617-565-3200).

DISCRIMINATION COMPLAINT FORM
(For Complaints Based on race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, or gender identity or expression)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

Name(s) of any witness(es) to the discrimination/harassment. _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

Instruction 6212 (a)
Adult/Continuing Education

Statement

The Manchester Board of Education recognizes that education is a lifelong process of inquiry and learning. The Board of Education establishes and maintains a program of adult education classes to assist adults in achieving their educational and/or career goals, including family and community literacy. The Board of Education will approve all regulations associated with the program.

Regulations

1. Enrollment

- a. All residents of the Manchester community who are over the age of 16 and officially withdrawn from public or private elementary, middle or senior high school may enroll in the state-mandated adult education academic program.
- b. A mother who is under the age of 16 17 may attend adult education classes.
- c. An expelled student between the age of 16 and 18 may be assigned to the adult education with the approval of the Board of Education.
- d. A student enrolled in a district public school in a full-time program of study may enroll in an adult education activity, provided the student receives the approval of the Principal of the school in which he/she is registered.
- e. Adults who are residents of the Town of Manchester may enroll in day classes at Manchester High School on a space available basis. The high school Principal, in consultation with the Superintendent of Schools, will determine the selection of classes available to adults.

2. Program of Studies

- a. The Continuing Education division of the Adult Education program will offer a variety of subjects to serve civic, cultural, vocational, and other educational needs of the community. These course offerings will be determined by response to courses previously given and by newly arising needs and interests, subject to limitations of the plant, personnel and equipment.
- b. The program of studies will include course work to assist adults in completing an elementary or secondary school program, Americanization and United States citizenship, and English for adults with limited English proficiency.

Instruction 6212 (a)
Adult/Continuing Education (page 2)

c. Other courses, including adult literacy and/or parenting skills, may be given only when the number of interested adults is sufficient to form a class of proper size, and when a qualified teacher, adequate facilities and appropriate supervision can be made available.

3. Fees and Tuition

a. Classes will be made available at fees established by the Manchester Board of Education.

b. No tuition shall be charged for residents who enroll in adult classes for elementary and high school completion, Americanization and United States citizenship, and English for adults with limited English proficiency.

4. Adult Education Diploma

a. The Board of Education will grant an adult education diploma through its Adult High School Credit Diploma program (AHSCD) to those adult education program participants who have satisfactorily completed a minimum of ~~twenty~~ twenty-one (21) adult education credits, of which not fewer than four (4) shall be in English; not fewer than four (4) in mathematics (including one in Algebra and one in Geometry); not fewer than three (3) in social studies (including one in US/American History and half credit in Civics/American Government); not fewer than two (2) in science; not fewer than one (1) in the arts or vocational education; and seven (7) electives (including technology, graduation project, workforce preparatory, college transition).

b. Alternatively, the Board of Education will grant a diploma to those adults who demonstrate 100% mastery of sixty-five competencies as defined in the nationally recognized National External Diploma Program (NEDP). These competencies require skill in all academic areas with an emphasis on higher-order thinking skills. Students must also demonstrate and document a skill in the vocational area.

Revised: February 27, 2012
Revised:

**Policy 6140
CURRICULUM**

The Manchester Public Schools support a philosophy of education that the curricula of our school shall reflect the State curriculum standards/frameworks, ~~Common Core of Learning~~, Federal ~~NCLB~~ regulations as well as the direction found within the Board of Education's mission statement, exemplifying the vision of equity and success for all students.

Curriculum development by the professional staff shall be guided by such factors as:

~~1) Current knowledge and research regarding the learning and skill development process to enhance instruction;~~

1) Instructional methods that are informed by best practices and current research;

~~2) Data representing the benchmark assessments which reflect the needs of pupils in the school district;~~

2) Data and student work representing essential skills and measures of growth toward college and career readiness;

~~3) Support from other types of information used to identify the needs of students enhancing differentiated instruction;~~

3) Knowledge of child development, learning differences, and differentiated instruction; and

~~4) Best practices in the classroom, which include the uses of research based instructional practices;~~

4) Peer reviewed and field tested resources to support and enhance the delivery of instruction.

The ~~board~~ Board of Education, in conjunction with staff, supports ~~provisions allowing opportunities for additional research based professional development activities to be implemented ensuring the most effective implementation of curricula~~ a model of continuous improvement, in which curricula, instructional models and resources to support student learning are reviewed systematically and revised as needed.

Adopted: September 24, 1973

Revised: March 10, 2008

Revised:

INSTRUCTION 6142.2(b)

Reading/Language Arts

At key intervals during the year, the reading level of students in grades one through three, inclusive, shall be determined in relation to performance measurements of district standards. If a student is determined to be substantially deficient in reading based on the performance standards, the parents/guardians shall be notified, and a personal reading plan will be developed for the student. The plan shall include strategies to improve the student's reading performance, such as but not limited to, small group instruction, one-to-one instruction, or a summer reading program.

Promotion of a student from grade to grade shall be based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a student is substantially deficient in reading at the end of grade three, the decision as to student placement and promotion shall be made by the school principal in accordance with Board Policy 5120. A personal reading plan shall be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory level of proficiency.

Adopted: October 22, 2001

References:

Connecticut General Statutes

10-220a In-service training-Professional development

10-221h Plan to improve reading skills

10-265g Summer reading programs required for priority school districts. Evaluation of student reading level-
Personal reading plans.

Public Act 99-288 An Act Concerning Education Accountability

Manchester Board of Education Policy 5120 Promotion/Retention/Acceleration

Administrative Guidelines for BOE Policy 6142.2(b)

Teachers will determine that a student is substantially deficient in reading using the Developmental Reading Assessment (DRA). The following table provides the State of Connecticut's recommendation DRA "substantially deficient" standard level information. In order for a student to be considered beyond the "substantially deficient" level, s/he would have to achieve both the following standards:

- The student would have to read the appropriate text with 95% - 100% accuracy, and
- The student would have to receive a passing score on the DRA comprehension rubric assessing the student's ability to comprehend and retell a story.

Grade Level	Mid-Year DRA Level	End of Year DRA Level
1	Level 6	Level 10
2	Level 16	Level 18
3	Level 24	Level 30

If a student is substantially deficient in reading based on one of the above assessments;

1. the principal or her/his designee will notify the parent of the student; and
2. school personnel will develop a personal reading plan for the student.

*Connecticut State Department of Education, DRAP Running Record Conversion Chart, June 1999

My Documents/Board Policies/BOE6142.2(b), Revised 9-02

PLEASE NOTE THAT FROM HERE TO THE END OF THIS FORM THE LAYOUT MAY APPEAR DIFFERENT FROM THE ORIGINAL POLICY. THIS DOCUMENT WAS TRANSLATED FROM WORD TO HTML CAUSING IT TO LOOSE SOME OF THE TEXT WRAPPING AND TEXT FORMATTING.

Personal Reading Plan

Student: _____

Date: _____ Grade: _____ School: _____

Interventions: How intervention is provided (check all that apply):

1. The classroom teacher will provide daily whole group instruction and independent reading (required):

Read Alouds Shared Reading Independent Reading, i.e. SSR
 Retelling Other: _____

2. The classroom teacher will provide small group instruction (required):

The student will participate in guided reading instruction a minimum of four times a week with materials at his/her own instructional level:

3. Staff will provide individual or small group instruction, based upon assessed strengths and needs. This could include the classroom teacher for individual instruction, a READ tutor, a Title I tutor, a LA consultant, a literacy teacher, ELL personnel, or a special education teacher for identified students:

_____ will provide additional instruction:
 Frequency and duration of instruction: _____

The student has been identified through the Planning and Placement Team process, as a student in need of special education support in reading. The special education teacher will provide instruction:

Frequency and duration of instruction: _____

The student has been identified as an English Language Learner (ELL) student. ELL personnel will provide instruction:

Frequency and duration of instruction: _____

4. Recommendations to parent/guardian

Have a family member or friend read to your child for a minimum of fifteen minutes per day.

Have a family member or friend listen to your child read teacher recommended books for a minimum of fifteen minutes per day.

- Summer reading list provided.
- Summer school for literacy recommended

SUGGESTED FOCUS FOR INSTRUCTION

Select 4 or 5 areas for the focus of instruction. Place the date (month/year) next to each item selected.

BOOK SELECTION-COMPREHENSION

- Introduce new stories during shared reading and Support and reinforce self-monitoring of meaning
- _____ guided reading _____ across extended text
- _____ Introduce and read simple pattern books with child Encourage and support child's responses to books;
- Provide opportunities to select familiar stories for _____ stories, pictures
- _____ rereading _____ Support discussing stories
- Model how to select new text for independent Provide opportunities to discuss characters
- _____ reading _____ sequence of events, problems and resolutions
- Support and reinforce selection of appropriate _____ Model possible book extensions
- _____ reading material Support responses to literature through a variety of

USE OF STRATEGIES _____ extensions

- _____ Model and support moving left to right on text _____ Introduce story mapping
- _____ Model and support 1 to 1 matching on familiar text _____ Provide opportunities to analyze and critique stories
- Demonstrate the concept of first and last, beginning Provide opportunities to compare/contrast stories, and ending of a word, sentence, story _____ authors, etc.
- _____ Model and support using known words to monitor _____ Introduce and support literature response journals
- Model and support using beginning letter(s) and _____ Model and support retelling of familiar stories
- _____ meaning to predict and monitor word choice _____ Introduce the elements in a good retelling
- Model and support confirming and discounting _____ Support effective retelling of stories
- _____ word choice using meaning and visual information Support word study: compound words.
- _____ Model and support self-detection of miscues _____ contractions, endings, and their meanings
- _____ Support and reinforce self-corrections of miscues Extend word study: prefixes, suffixes, root words.
- Model and support using beginning _____ and their meanings:
- _____ chunks/syllables in words **PREDICTING**
- Model and support the use of analogies when _____ Model how to predict using title and illustrations
- _____ problem-solving new words Model and support predictions of story events and
- Reinforce using a variety of strategies to problem _____ ending during the first reading
- _____ solve new words _____ Model and support linking to similar stories
- PREVIEWING _____** Model and support use of background knowledge
- Model and support creating a story from the **ORAL READING**
- _____ illustrations Encourage joining in on familiar/repeated parts;
- Model and support previewing books before phrases, words during read-alouds and shared
- _____ reading _____ reading
- SUSTAINED READING _____** Support rereading familiar texts to gain fluency
- _____ Model what to do during sustained reading time _____ Model and support reading in phrases
- _____ Support the use of sustained reading time Model and support reading longer meaningful
- _____ Model and support reading with a buddy _____ phrases with appropriate intonation
- _____ Extend self-sustained reading time _____ Support reading punctuation
- Support reading familiar as well as new stories at **OTHER**
- _____ home _____
- _____ Support involvement in book groups _____
- _____ Support self-assessment and goal setting _____

Current Reading Level: _____ Date: _____ Grade: _____ School: _____

SUMMARY OF PROGRESS

NOTE: The school team will meet at mid-year and at year-end to determine if the personal reading plan should continue.

Team completing form:

Discussion: _____

- CONTINUE CURRENT PLAN
- DEVELOP NEW PLAN AND ATTACH
- DISCONTINUE PLAN

INSTRUCTION 6142.2(a)

Reading/Language Arts

Reading and language skills are integral parts of all phases of the learning process. Each student, therefore, must learn to speak, read, write, listen to, and think with words in order to function effectively in school and society. Since it is primarily with words that ideas and thoughts are communicated, it is imperative that students develop competency in the reading and language arts areas for self-fulfillment, effective communication, creative expression, and ultimately for productivity in society. Each student must be provided with an educational program that meets the student's learning needs. The program will emphasize the differentiation of instruction, flexible grouping, and a multi-modality approach.

Recognizing the importance of establishing the appropriate foundation during the primary grades and its statutory requirements, the Board of Education adopted on May 24, 1999 and has implemented a three-year plan to improve the reading skills of students in grades K through 3 inclusive. The goal of this plan is to have all students attain the state's reading competency standard.

The plan includes:

1. The specific instructional methods, strategies, and activities that will be used to teach reading;
2. Ways to assess and help students in danger of not learning to read by the end of first grade;
3. Periodic evaluations of students' reading levels;
4. More time for instructing students who do not progress or who read below grade level;
5. Professional development for elementary school teachers in how to teach reading and language arts;
6. Ways to involve parents in addressing their children's reading problems;
7. Ongoing data collection and monitoring of program effectiveness; and
8. A school and public library partnership to improve pre-reading and reading skills.

Adopted: October 22, 2001

References:

Connecticut General Statutes 10-220a In-service training. Professional development
10-221h Plan to improve reading skills
10-265g Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans.
Public Act 99-288 An Act Concerning Education Accountability
Manchester Board of Education Policy 5120 Promotion/Retention/Acceleration

Revised:

Curriculum and Instruction Committee
May 27, 2014

Present: Mary-Jane Pazda, Amy Radikas

Also present: Julie Martin-Beaulieu, Deanne Bushnell, Heather Bushnell, James Farrell, Matt Geary, Giulietta O'Coin, Santosha Oliver, Scott Ratchford, and Heather Woble

Absent: Deborah Hagenow, Jason Scappaticci, and Darryl Thames, Sr.

PLAY Counts

In preparation for the 2014-2015 school year a small team of kindergarten teachers, administrators, and pupil personnel has formed to discuss and plan how to add opportunities for constructive play into each Manchester kindergarten classroom.

Constructive play is an important part of the cognitive, physical, and socio-emotional development of children. Numerous studies note a strong link between play and learning.

The team will coordinate a national speaker to address all kindergarten teachers in August. Group looks forward to sharing this work in the future.

Textbooks

Committee reviewed two textbooks: AP Literature and Italian, both texts have been reviewed by teachers for multicultural balance and rigor. New books will be in place for the start of the school year.

Power Hour

Representatives from MHS shared the recommendation to incorporate a flex period into the current MHS schedule to afford students the opportunity during the school day to meet with teachers to make up work, seek extra help or enrich their academic or co-curricular experience.

Power Hour concept was featured in February 2014 edition of Principal Leadership, which highlighted West Port High School in Ocala Florida. A group of MHS faculty, students and parents visited West Port High School. Scheduling committee has been working to address the scheduling change. MHS eagerly anticipates this scheduling concept next year.

Upcoming Meeting:

Director's Room at Lincoln Center - June 16, 2014 at 5:30 p.m.

**Manchester Board of Education
Building and Sites Committee**

Meeting June 5, 2014

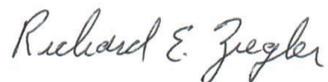
Attendees: Michael Crockett, Carl Stafford, Rich Ziegler

The committee reviewed the updated priority projects spreadsheet and recommends the spreadsheet should be submitted to the full Board for their review.

Illing renovations, the electrical upgrades at Buckley and Keeney are on schedule and will begin June 20th.

Next Meeting: Thursday, July 10, 2014 at 6:00 p.m. at Central Office

Respectfully Submitted,



Richard E Ziegler
Facilities Manager