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ABSTRACT

The educational specifications included in this document were prepared by the Madison, Connecticut public schools for Connecticut's State Department of Education School Facilities Unit. The result of a school facilities study, the specifications were prepared to serve two purposes: first, to fulfill state requirements regarding reimbursement for school building projects, and second, to allow board members and educators a method of describing the district's educational activities and their implications for necessary facilities and learning spaces. In short, the document provides guidelines to design professionals charged with renovating or constructing school facilities. The document's sections address in detail: the school facility study, enrollment projections and design capacity, school organization, the project overview, educational programming in school facilities, instructional program facility requirements, support facilities, internal traffic and circulation, systems, environment, community uses, and site development. (EV)

EDUCATIONAL SPECIFICATIONS FOR RENOVATIONS AND NEW CONSTRUCTION FOR THE MADISON PUBLIC SCHOOLS

Prepared for the

State Department of Education
School Facilities Unit

By

the Office of the Superintendent
Madison Public Schools
Madison, CT 06443
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Table of Contents for Educational Specifications

PART I

1. INTRODUCTION 1

2. PURPOSE 2

3. OVERVIEW OF THE SCHOOL FACILITY STUDY 2
   3.1 General Principles Guiding the School Facilities Study 2
   3.2 Approach to the School Facilities Study 3
   3.3 Design of the School Facilities Study 4
   3.4 Findings of the School Facilities Study 4
   3.5 Preliminary Scenarios for School Facilities Renovation / Construction 5
   3.6 Board-Approved Scenario for School Facilities Renovations / Construction 6

4. ENROLLMENT PROJECTIONS AND DESIGN CAPACITY 7
   4.1 Enrollment Projections 7
   4.2 Design Capacity: Space Requirements to Meet Enrollment Growth Forecasts 10

5. SCHOOL ORGANIZATION 11
   5.1 Projected Classrooms / Class Sizes for Grades K-3 11
   5.2 Projected Classrooms / Class Sizes for Grades 4-6 11
   5.3 Projected Classrooms / Class Sizes for Grades 7-8 12
   5.4 Projected Classrooms / Class Sizes for Grades 9-12 12

PART II

6. PROJECT OVERVIEW 13
   6.1 Existing and Planned Gross Floor Areas 13
   6.2 New Construction and Space Allocation 15
   6.3 Existing Buildings 17

PART III

7. EDUCATIONAL PROGRAMMING IN SCHOOL FACILITIES 19
   7.1 Philosophical Basis for Educational Programs (K-12) 19
   7.2 Estimating Future Space Requirements 23

8. INSTRUCTIONAL PROGRAM FACILITY REQUIREMENTS 25
   8.1. K-12 Instructional Program Models 26
   8.2. K-12 Instructional Programs 43
   8.3. 7-12 Instructional Programs 53

9. SUPPORT FACILITIES: New Construction and Existing Buildings 73
Administration (K-12) 73
Special Education (K-12) 75
Guidance Services (7-12) 78
Health Services (K-12) 80

10. INTERNAL TRAFFIC AND CIRCULATION 82
10.1 Circulation 82

11. SYSTEMS 82
11.1 Technology Areas 82
11.2 Single Integrated Communications / Media System 84
11.3 Telephone-Intercom-Public Address System 84
11.4 TV Distribution System 84
11.5 Clock and Bells 85
11.6 Fire Alarm 85
11.7 Electronic Bulletin Board 85
11.8 Television Retrieval 86
11.9 Security System 86

12. ENVIRONMENT 87
12.1 Acoustics 87
12.2 Electrical Systems 87
12.3 Heating, Ventilation and Air-conditioning Systems 87

13. COMMUNITY USES 87
13.1 Comprehensive Community Uses 87
13.2 Adult Education Program 87
13.3 Full Calendar Year (Summer) Use 87
13.4 Partial Facility Use Capability 88
13.5 Recreational Use 88

14. SITE DEVELOPMENT 89

EDUCATIONAL SPECIFICATIONS FOR RENOVATIONS AND NEW CONSTRUCTION FOR THE MADISON PUBLIC SCHOOLS MADISON, CONNECTICUT

PART I

1. INTRODUCTION

The mission of the Madison Public Schools is to meet the diverse educational needs of all students within a rigorous and caring academic environment that empowers students to become competent, productive contributors to a democratic society in an ever-changing world. This mission cannot be met in school facilities that are outdated and limit the learning experience.

School facilities exist as a place for students to learn; student achievement, which is affected by the school physical environment, is the most important function of the school. How well all students read, write, speak, listen, compute, solve problems and conduct themselves as citizens, how much all students know about important disciplines ranging from science to the arts, how well all students can use what they know - *now and in the future* - will determine how productive they will be as students, workers, family members, neighbors, voters, and leaders.

Our society and its future are dependent on all students' high achievement. Education decisively impacts students' well-being and that of their families and society, in that a well-educated public is the foundation for a democratic way of life. To that end, the Madison Public Schools strives to provide a quality education for all students. As the district works to improve school facilities, the following expected outcome and strategic directions for the improvement of the school environment shall serve as performance standards intended to set direction for the continuous school facilities improvement efforts.

EXPECTED OUTCOME: School environments are safe, healthy, positive, conducive to learning, and flexible in accommodating student learning needs.

STRATEGIC DIRECTIONS: *We will create school environments that foster student learning by. . .*

- providing flexible use of time, place, pace to accommodate different learning styles; extending learning experiences to out-of-school locations through projects and alliances with families, businesses, and the community;
- assuring freedom from gender, racial, ethnic, and religious bias, as well as sexual harassment and / or subjection to peer bullying or pressure;
- providing orderly schools and implementing a strong, reasonable behavior code with clear guidelines for student behavior;

- promoting relationships characterized by consideration and respect among all members of the school community;
- providing positive reinforcement for students and valuing their success;
- creating an environment rich in conventional and technological tools, materials, and human resources that enhance the learning process; and
- maintaining school buildings and grounds, while improving facilities to meet future programmatic needs in the educational process.

Because there is a direct correlation between the success of students and the quality of the learning environment, the Board of Education has a primary responsibility to provide school facilities that accommodate changing enrollment patterns and that sustain high quality educational programs as defined in policy and state law. The Board of Education fulfills this responsibility through the facilities planning process, a process that provides for a long-range plan for the improvement and ongoing maintenance of school facilities and the educational specifications that support that plan.

2. PURPOSE OF THE EDUCATIONAL SPECIFICATIONS

The educational specifications included in this document have been prepared to serve two purposes: first, the educational specifications document must be filed with State Form *ED049* by a local board of education that is applying for State reimbursement for a school building project; second, this document serves to allow Board members and educators a method of describing the district's educational activities and their implications for necessary facilities and learning spaces. In short, the educational specifications document provides guidelines to the design professionals charged with the specific duties of renovating existing school facilities and / or constructing new school facilities.

3. OVERVIEW OF THE SCHOOL FACILITIES STUDY

3.1 General Principles Guiding the School Facilities Study

The following general principles for long-range planning for school facilities were considered carefully in the design of the school facilities study and the development of preliminary recommendations for renovations and new construction. Specifically, improvement of school facilities shall . . .

1. include the acquisition of facilities and future school sites necessary to sustain high quality educational programs at reasonable cost;

2. utilize the schools in ways that are consistent with sound educational practice, including the impact of facility changes on educational programs and related operating budget requirements and on the community;

3. provide opportunities for all students in accordance with Board policy to have access to opportunity for an equitable and quality-based education;

4. provide space to accommodate all students, where feasible, in schools within the community;

5. provide a schedule to maintain and modernize older school buildings in order to continue their use on a cost-effective basis, and to keep facilities current with educational program needs;

6. provide a capital program that considers long-term enrollment trends, educational program needs, and capacity available throughout the community in determining (1) where and when new schools and additions will be constructed and (b) where and when school closures and consolidations are appropriate;

7. provide a meaningful role for the school community in facilities planning through focus groups and special meetings;

8. provide as much stability in school assignments as possible by. . .

   - providing grade clusters that include a minimum of three grades within the grade span, K-12
   - providing a minimum of three classes per grade of students in a primary school
   - providing three to four teams per grade in intermediate school, with team size averaging between 60-75 students
   - providing three to four teams per grade level in the middle schools with team size averaging between 80-90 students
   - providing 200 -300 students per grade level in the high school

9. provide efficient utilization of resources and facilities, including shared use of facilities by more than one grade cluster where effective and appropriate;

10. provide enough core classrooms to accommodate class size ranges as follows:

Kindergarten	= a range of 15-20 students per class
Grades One-Three	= a range of 18-22 students per class
Grades Four-Six	= a range of 19-24 students per class
Grades Seven-Twelve	= a range of 17-24 students per class, as appropriate for special programming needs

11. provide schools that operate at an optimal (80-85%) utilization capacity rate, except during those years of peak enrollments.

3.2 Approach to the School Facilities Study

In 1995-96 the Board of Education joined forces with the Town of Madison to commission an eighteen-month study to assess facilities needs and conditions for both school and town facilities. A consulting firm was hired to conduct the comprehensive study and to prepare initial recommendations for the Board of Education and the Board of Selectmen to consider as part of the Town's long-range plan for facilities improvement. Representatives from the consulting firm, Facilities Resource Management Company (FRM), delivered their final report to the Board of Education at the March 4,1997, Board of Education meeting and to the Board of Selectmen at their March 10,1997, meeting. Both the Board of Education and the Board of Selectmen are currently studying the data in the comprehensive report in preparation for developing recommendations to the Town as to how best to utilize and to respond to the report.

3.3 Design of the School Facilities Study

The design of the study, which included assessment data for both town and school facilities, incorporated four independent studies:

The *Facilities Needs Assessment Study* was designed to quantify the existing conditions of the town and school facilities and grounds and to identify repairs and upkeep that will be necessary over the next ten-year period.

The *Quantification of Space Study* was conducted for the schools *only* and was designed to describe the school facilities in terms of their original design capacities as compared to their current utilization.

The *Program Space Needs Study* was conducted for the schools *only* and was designed to assesses future program space needs in the schools and describes the impact of these program needs on the current available space in the schools.

The *Demographic Implications Study* was conducted for the schools *only* and was designed to assess the space needs of the schools in light of the projected increases in student enrollment.

The *Facilities Needs Assessment Study* is to be viewed as a plan of action for short-term facility needs. The other three studies will be used as *tools* for shaping the future use of school and town facilities.

3.4 Findings of the School Facilities Study

The findings for each of the four studies, presented in separate detailed reports, are summarized by the key elements of each study are as follows:

The *Facilities Needs Assessment Study* documented the total ten-year facilities repair need as being approximately $16.6 million, with $12.9 million needed for the schools and $3.6 million needed for town facilities. Repairs needed in the schools include building exteriors, mechanical systems, and safety issues. Repairs needed for town facilities include the improvement / expansion of the police station and the senior citizen depot building, along with improvements in recreational grounds and sports facilities. The study noted that the school facilities in Madison

have been well maintained and, in fact, rated better than 65% of the other schools measured by similar criteria.

The *Quantification of Space Study* documented the distribution of existing space, with 34% of the space currently being used for academic classroom space, 24% of the space currently being used for special program spaces (e.g., library media centers), and 42% of the space currently being utilized for support functions, including hallways, offices, maintenance and bathrooms. The data suggested that within the current space available in the schools, approximately 134 spaces are available to accommodate student expansion, with no space in the primary schools, 49 spaces in the intermediate schools, 32 spaces at the middle school, and 53 spaces at the high school. It is important to note that these space allocations were based on the October 1, 1997 enrollment numbers which assume continuation of half-day kindergarten.

The *Program Space Needs Study* documented the priority needs for accommodating programs in the schools currently and in the future. The priority needs defined across all schools were (a) addition of classrooms, (b) creation of flexible spaces within classrooms and support areas, (c) installation of technology infrastructure, (d) improvement of building mechanical systems, and (e) reconfiguration of classrooms for greater effectiveness and utilization. The study revealed a need for an additional 40,000 square feet of space to accommodate current programs and enrollment.

The *Student Demographic Implications Study* documented a forecast enrollment of 3,900+ students by school year 2006, representing a 27% growth or an additional 928 students. The projected enrollment need for classroom spaces is 21% more space needed for the primary schools (currently over capacity), 43% more space needed for the intermediate schools (currently 7% capacity available), 41% more space needed for the middle school (currently 4.1% capacity available), and 27% more space needed for the high school (currently 6% capacity available). Within ten years, the growth in space needed to meet the forecast peak enrollment in the schools will be approximately 160,000 square feet. However, an additional 40,000 square feet is needed now for current enrollment. Even within a more conservative forecast of 50% of the projected enrollment growth, which would be an additional 464 students instead of 928 students, space needs will require an additional 140,000 square feet.

3.5 Preliminary Scenarios for School Facilities Renovation / Construction

Four potential scenarios were presented to the Board of Education in the school facilities report. These scenarios, along with others, were considered in the decision making process as the Board approved its long-range plan for school facilities:

Scenario #1: This scenario suggested that a new high school would be built and that an existing primary school would be taken off-line and sold or used for other purposes, as needed by the town. Additions would be added to the five existing schools left on-line. The lower grades would be reconfigured to include grades K-4 and would be housed in two of the four existing elementary schools *and* the current middle school. Grades 5-8 would be assigned to an expanded Jeffrey School / DHHS complex, while grades 9-12 would be housed in a new school at a site yet to be determined. This recommendation was rejected because it would have

required the purchase of a new site for the high school and would require major additions at all other schools, thus it was not considered to be cost effective or to provide a desirable grade configuration.

Scenario #2: This scenario suggested that a new high school would be built and that two existing schools would be taken off-line and sold or used for other purposes, as needed by the town. Additions would be added to the existing four schools left on-line. The lower grades would be reconfigured to include grades K-4 and would be housed at the current middle school, at Jeffrey School, and at one of the existing primary schools. Grades 5-8 would be assigned to a renovated DHHS, while grades 9-12 would be housed in a new school at a site yet to be determined. This scenario was rejected for reasons similar to those for scenario #1, with additional concern that the closing of two schools was impractical and not an effective use of facilities that are in good condition.

Scenario #3: This scenario suggested that the current middle school, which represents the greatest repair need and the least desirable space for the middle school program, would be taken off-line and sold or used for some other purpose, as needed by the town. Additions would be added to the existing five schools left on-line. The K-2 grades would be housed at the current primary schools and grades 3-5 would be housed at the current intermediate schools. A renovated and expanded DHHS would become the grades 6-8 middle school and a new high school for grades 9-12 would be constructed at a site yet to be determined. This scenario was rejected because of similar reasons as those for recommendations #1 and #2, with additional concern that the removal of the current middle school from the facilities inventory was impractical.

Scenario #4: This scenario suggested that a middle school and a high school campus complex (grades 7-12) would be developed at the current site of DHHS, through a combination of new construction and renovation. Two separate schools would share expanded and renovated support spaces, including the auditorium, the cafeteria, the media center, the gymnasium(s), etc. The existing DHHS site would be expanded to include additional acreage from adjacent properties. One of the existing elementary schools would possibly be taken off-line and sold or used for other purposes, as needed by the town. Three of the existing four elementary schools would house grades K-3, while grades 4-6 would be housed at the current middle school, which would be renovated. Additions would be added to the existing schools left on-line, as needed. The Board chose a variation of scenario #4 because it provides an opportunity for the Board of Education to accomplish desired educational and financial goals of the district.

3.6 Board-Approved Scenario for School Facilities Renovations / Construction

Based on its review of the advantages and disadvantages of a variety of organizational and housing alternatives for grades K through 12, the Board concluded that the most appropriate choice for grade configuration would be as follows: grades K-3, grades 4-6, and grades 7-12. Therefore, scenario #4, as described above, became the approved scenario.

To best accommodate this grade configuration, three of the existing four elementary schools would be reprogrammed to house grades K-3, while grades 4-6 would be housed at the current

middle school, which would be renovated and expanded. Additions would be added to the existing elementary schools, with the expectation that an additional 18,693 square feet would be added to three of the schools. One of the existing elementary could be used for other purposes such as the development of a shoreline early childhood education center. The existing middle school, now serving grades 6-8, would be converted into an intermediate school designed to serve grades 4-6, with an additional 24,811 square feet to be added to the existing structure.
The middle school program and the high school program would be housed in separate, but perhaps connected, buildings at a grades 7-12 campus complex to be developed at the current site of Daniel Hand High School. A combination of new construction and renovation of the existing high school structure, with an expected increase of 122,693 square feet (102,773 square feet for the buildings and approximately 19,920 square feet for a natatorium [pool]).

Two operationally separate schools would share, where appropriate, expanded and renovated support spaces, such as the auditorium, the cafeteria, the media center, the gymnasiums, pool, etc. The existing Daniel Hand High School site would be expanded to include additional acreage from adjacent properties to accommodate the need for additional and replacement athletic and recreational fields.

The projected cost of the proposed scenario ranges from $52 million to $56 million before state grant reimbursements and / or other cost-saving strategies, such as selling properties or reallocating use of existing properties are applied. This projected cost includes the deferred maintenance projects for both the town and the schools, the modernization of the existing schools, and the new construction. Beyond the needs of the schools, there are uses for a school facility that could potentially be taken off-line in the future. Specifically, the Town might consider the reallocation of an existing primary school to accommodate the needs of the Senior Citizens, Madison Youth Services programs, Madison Police Services programs, expanded early childhood services and programs, and Family Resource Center services and programs.

4. ENROLLMENT PROJECTIONS AND DESIGN CAPACITY

4.1 Enrollment Projections

One of the fundamental components in the development of a long-range school facilities improvement plan is the translation of enrollment growth forecasts to facilities needs. Not only is this effort critical to address the infrastructure concerns, but also to develop plans which accommodate student population growth within the context of the schools and the academic program goals as set by the Board of Education. This forethought in the planning phase can prevent the space constriction currently experienced in the Madison schools from repeating itself in the years ahead. The development of a realistic growth forecast is therefore critical in properly programming capital improvements for the future - both for the short term and the long term.

To develop a probable growth trend, data was analyzed from two distinct sources: *Enrollment Projections for the Madison School District 1996 Through 2000* by Applied Data Services and *Madison Enrollment Projected to 2005* from the State of Connecticut Department of Education. Both of these data sources used a similar cohort survival methodology which uses historical data to determine a moving average change a class of students realizes as it moves through the

grade levels. Additionally, both sources used the actual births in Madison over the five previous years prior to determine a change coefficient for incoming kindergarten students.

Combining the modeling techniques of both Applied Data Services (ADA) and the State Department of Education (DOE) allowed the identification of a "probable" level of student growth over the next ten years. Tables 1 & 2 illustrate the ten-year growth forecast for each grade span at both the expected base and peak levels.

Table 1: Projected Base Enrollment

	School Year								
Grade	**97-98**	**98-99**	**99-00**	**00-01**	**01-02**	**02-03**	**03-04**	**04-05**	**05-06**
Primary Schools									
Kindergarten	208	229	237	238	235	234	233	232	230
First	257	263	289	297	298	295	294	293	291
Second	265	245	252	277	285	286	283	282	281
Third	251	259	239	245	271	280	281	278	277
Subtotal	**980**	**997**	**1016**	**1057**	**1090**	**1096**	**1091**	**1085**	**1080**
Intermediate School									
Fourth	237	252	261	240	246	273	282	283	280
Fifth	234	240	256	265	243	250	278	287	288
Sixth	242	244	250	266	275	253	260	289	298
Subtotal	**713**	**736**	**767**	**771**	**765**	**776**	**820**	**859**	**866**
Middle School / High School Complex									
Seventh	225	223	225	231	247	256	234	241	269
Eighth	224	243	240	243	249	265	275	252	259
Ninth	238	223	241	239	241	248	264	273	250
Tenth	229	230	216	234	231	234	240	256	265
Eleventh	225	232	233	218	237	234	237	243	259
Twelfth	205	203	210	210	197	214	212	214	220
Subtotal	**1346**	**1354**	**1365**	**1375**	**1402**	**1451**	**1461**	**1479**	**1524**
TOTAL	**3039**	**3087**	**3148**	**3203**	**3257**	**3323**	**3372**	**3422**	**3469**

Table 2: Projected Peak Enrollment

Grade	School Year 97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06
Primary Schools									
Kindergarten	213	257	271	273	267	266	264	261	259
First	237	250	301	318	320	313	312	309	306
Second	273	233	246	297	314	316	309	308	305
Third	266	283	241	255	307	324	326	320	318
Subtotal	**989**	**1022**	**1060**	**1142**	**1208**	**1219**	**1211**	**1197**	**1187**
Intermediate School									
Fourth	243	273	291	248	262	315	333	335	329
Fifth	237	249	280	298	254	268	323	341	344
Sixth	239	244	256	288	307	262	276	333	352
Subtotal	**719**	**766**	**827**	**834**	**823**	**845**	**932**	**1009**	**1025**
Middle School / High School Complex									
Seventh	243	238	243	255	287	306	261	275	332
Eighth	210	247	242	246	259	291	310	265	279
Ninth	238	209	246	241	246	258	291	309	264
Tenth	237	238	209	246	241	246	258	290	309
Eleventh	223	238	239	210	246	242	246	259	291
Twelfth	215	211	226	227	199	234	229	234	246
Subtotal	**1366**	**1381**	**1405**	**1425**	**1478**	**1577**	**1595**	**1632**	**1721**
TOTAL	**3074**	**3169**	**3291**	**3401**	**3509**	**3641**	**3739**	**3839**	**3933**

4.2 Design Capacity: Space Requirements to Meet Enrollment Growth Forecasts

All School Facilities

In preparing the educational specifications, the Madison Board of Education has decided to adopt a total school district design capacity of 3,469 students (Table 1). Although the peak level enrollment is expected to be 3,933 students in the school year 2005-2006 (Table 2), this enrollment trend may begin to decline somewhat after reaching and maintaining its plateau for a few years. Therefore, a reduction of the design capacity from 3,933 to 3,469 students represents a desire by the Board of Education to build for the plateau that is estimated to follow the peak. By doing this, the Board may realize a sizable savings in capital improvement costs and will not overbuild for an enrollment peak that may be short lived.

The projected enrollment peak for the K-3 grade level span is estimated to occur in school year 2002-2003 (See Table 1), while the projected enrollment peak for the 4-6 grade level span and the 7-12 grade level span is estimated to occur at the end of the current eight-year horizon (See Table 1). The cumulative enrollment peak for each of the grade level groupings, therefore, adds up to a total of 3,486 additional students. However, since the separate enrollment peaks occur at different times, the districtwide enrollment peak reaches 3,469 students in year 2005-2006.

Academy, Jeffrey, and Ryerson Schools (Proposed K-3 Schools)
The design capacity need for grades K-3, as determined by the base enrollment projections (Table 1), is estimated to be 1,096 students. Therefore, the design capacity for each of the three proposed K-3 schools (Jeffrey, Academy, and Ryerson) is projected to be approximately 365 students per school, or 1096 ÷ 3.

Island School (Proposed Early Childhood Program School)
The existing design capacity for Island School is 267 students. This design capacity will be retained as the school is renovated. The renovated school would possibly serve as an early childhood education center for Madison and other shoreline towns; however, that decision could not be made until the enrollment projections are tracked against the actual increases over the next four years. Unexpected increases could create a situation requiring a fourth K-3 school.

Brown School (Proposed Grades 4-6 School)
The design capacity need for grades 4-6, as determined by the base enrollment projections (Table 1), is estimated to be 866 students. Therefore, the design capacity for Brown School is projected to be approximately 866 students, with each grade level housed in a separate area (house) within the school.

High School / Middle School Complex (Proposed Grades 7-12 Schools)
The design capacity for grades 7-12, as determined by the base enrollment projections (Table 1), is estimated to be 1,524 students. Therefore, the design capacity at the High School / Middle School Complex is projected to be approximately 1,524, with each program housed in separate areas / buildings as appropriate.

5. SCHOOL ORGANIZATION (GRADE SPAN CONFIGURATIONS)

The proposed grade span configurations suggest a reorganization of the K-12 continuum, with grade clusters changing from K-2, 3-5, 6-8, 9-12 to grade clusters of K-3, 4-6, 7-8, and 9-12. When projected out over the eight-year horizon from 1998-2006 (Tables 3, 4, 5, and 6), the impact on class size and student / teacher ratios can be assessed.

5.1 Projected Classrooms / Class Sizes for Grades K-3 (Table 3)

Designed with the current class size policy serving as the parameter for class sizes, the table projects the total number of classrooms that will be needed in order to operate at the 80%-85% capacity for the projected base enrollment, as well as the number of full time equivalent teachers who will be needed to serve the students in those classrooms. The shaded cells in the table indicate the number of additional available core classrooms for increased or unexpected enrollment increases for each of the three grades K-3 schools proposed.

Some basic assumptions support the design of Table 3. For example, each cell in the table represents a classroom, thus the table for the K-3 schools shows that each of the three proposed three primary schools will need to have 20 core classrooms to accommodate the expected enrollments. Another assumption is that each school year array of data on the table represents a typical school population and the requisite core staffing that will be needed. Assuming that the population for the K-3 schools adheres to the projected base enrollment, the additional fourth primary school would not be needed for grades K-3 programming. The data in the table also assumes that a full-day kindergarten program is in place.

5.2 Projected Classrooms / Class Sizes for Grades 4-6 (Table 4)

Designed with the current class size policy serving as the parameter for class sizes, the table projects the total number of classrooms that will be needed in order to operate at the 80%-85% capacity for the projected base enrollment, as well as the number of full time equivalent teachers who will be needed to serve the students in those classrooms. The shaded cells in the table indicate the number of additional available core classrooms for increased or unexpected enrollment increases for each of the three grades 4-6 schools proposed.

Some basic assumptions support the design of Table 4. For example, each cell in the table represents a classroom, thus the table for the 4-6 school shows that the intermediate school will need to have a minimum of 40-42 core classrooms to accommodate the expected enrollments. The table also shows the total 4-6 student population expected for the district and the expected distribution and configuration of the classes based on the 1996-1997 Board of Education Class Size Policy.

Table 3: K-3 Classroom Distribution by Grade Level
Projected Base Enrollment
Academy, Jeffrey, and Ryerson Schools

Base Enrollment 2000-2001

Grade	(Each cell = a core classroom					Students	FTE
K*	20	20	20	19		79	4
1	20	20	20	20	19	99	5
2	19	19	19	18	18	93	5
3	21	21	20	19		81	4
Total Per School Enrollment / FTE						352	18
Total K-3 Enrollment / FTE						**1056**	**54**

Base Enrollment 2001-2002

Grade	Each cell = a core classroom					Students	FTE
K*	20	20	19	19		78	4
1	20	20	20	20	19	99	5
2	19	19	19	19	19	95	5
3	23	23	23	22		91	4
Total Per School Enrollment / FTE						363	18
Total K-3 Enrollment / FTE						**1089**	**54**

Base Enrollment 2002-2003

Grade	(Each cell = a core classroom					Students	FTE
K*	20	20	19	19		78	4
1	20	20	20	19	19	98	5
2	19	19	19	19	19	95	5
3	19	19	19	19	18	94	5
Total Per School Enrollment / FTE						365	19
Total K-3 Enrollment / FTE						**1095**	**57**

Base Enrollment 2003-2004

Grade	Each cell = a core classroom					Students	FTE
K*	20	19	19	19		77	4
1	20	20	20	19	19	98	5
2	19	19	19	19	19	95	5
3	19	19	19	19	18	94	5
Total Per School Enrollment / FTE						364	19
Total K-3 Enrollment / FTE						**1092**	**57**

Base Enrollment 2004-2005

Grade	(Each cell = a core classroom					Students	FTE
K*	20	19	19	19		77	4
1	20	20	20	19	19	98	5
2	19	19	19	19	18	94	5
3	19	19	19	18	18	93	5
Total Per School Enrollment / FTE						362	19
Total K-3 Enrollment / FTE						**1086**	**57**

Base Enrollment 2005-2006

Grade	Each cell = a core classroom					Students	FTE
K*	20	19	19	19		77	4
1	20	20	19	19	19	97	5
2	19	19	19	18	18	93	5
3	19	19	19	18	18	93	5
Total Per School Enrollment / FTE						360	19
Total K-3 Enrollment / FTE						**1080**	**57**

*Assumes full day kindergarten accounting for the addition of 7 FTE based on program needs.

Note: Grade K Class Size Policy Range = 15-20
Grades 1-3 Class Size Policy Range = 18-22

Table 4: Grades 4-6 Classroom Distribution by Grade Level
Projected Base Enrollment

Base Enrollment 2000-2001

	(Each cell = a core classroom)												Students	FTE
2	22	22	22	22	22	22	22	21	21				240	11
2	22	22	22	22	22	22	22	22	22	22			265	12
3	22	22	22	22	22	22	22	22	22	22			266	12
ollment / Area I: Core FTE													771	35

Base Enrollment 2001-2002

Grade	(Each cell = a core classroom)												Students
4	21	21	21	21	21	21	20	20	20	20	20		246
5	21	21	21	20	20	20	20	20	20	20	20		243
6	23	23	23	23	23	23	23	23	23	23	22		275
Total School Enrollment / Area I: Core FTE													764

Base Enrollment 2002-2003

	(Each cell = a core classroom)												Students	FTE
3	23	23	23	23	23	23	23	23	23	22			275	12
1	21	21	21	21	21	21	21	21	20	20			250	12
1	21	21	21	21	21	21	21	21	21	21			253	12
ollment / Area I: Core FTE													778	36

Base Enrollment 2003-2004

Grade	(Each cell = a core classroom)												Students
4	24	24	24	24	24	24	23	23	23	23	23	23	282
5	24	24	23	23	23	23	23	23	23	23	23	23	278
6	22	22	22	22	22	22	22	22	21	21	21	21	260
Total School Enrollment / Area I: Core FTE													820

Base Enrollment 2004-2005

	(Each cell = a core classroom)												Students	FTE
4	24	24	24	24	24	23	23	23	23	23			283	12
4	24	24	24	24	24	24	24	24	24	23			287	12
4	24	24	24	24	24	24	24	24	24	24			289	12
ollment / Area I: Core FTE													859	36

Base Enrollment 2005-2006

Grade	(Each cell = a core classroom)												Students
4	24	24	24	24	23	23	23	23	23	23	23	23	280
5	24	24	24	24	24	24	24	24	24	24	24	24	288
6	25	25	25	25	25	25	25	25	25	25	24	24	298
Total School Enrollment / Area I: Core FTE													866

-6 Class Size Policy Range = 22-24

5.3 Projected Classrooms / Class Sizes for Grades 7-8 (Table 5)

Designed with the current class size policy serving as the parameter for class sizes, the table projects the total number of classrooms that will be needed in order to operate at the 75%-80% capacity for the projected base enrollment, as well as the number of full time equivalent teachers who will be needed to serve the students in those classrooms. The shaded cells in the table indicate the number of additional available core classrooms for increased or unexpected enrollment increases for each of the three grades 7-8 schools proposed.

Some basic assumptions support the design of Table 5. For example, each cell in the table represents a classroom, thus the table for the 7-8 grades shows that the middle school will need to have 28-30 core classrooms to accommodate the expected enrollments for Area I: Core Program Classrooms (Mathematics, Language Arts, Social Studies and Foreign Language).

The table also shows the total grades 7-8 student population expected for the district and the expected distribution and configuration of the classes based on the 1996-1997 Board of Education Class Size Policy. The table shows a distribution of the students across the classes, in implementation, given that some of the class sizes will be between 15-17, while other classes will contain between 22-25 students, as determined by programmatic need.

5.4 Projected Classrooms / Class Sizes for Grades 9-12 (Table 6)

Designed with the current class size policy serving as the parameter for class sizes, the table projects the total number of classrooms that will be needed in order to operate at the 75%-80% capacity for the projected base enrollment, as well as the number of full time equivalent teachers who will be needed to serve the students in those classrooms. The shaded cells in the table indicate the number of additional available core classrooms for increased or unexpected enrollment increases for each of the three grades 9-12 schools proposed.

Some basic assumptions support the design of Table 6. For example, each cell in the table represents a classroom, thus the charts for the grades 9-12 school shows that the high school school will need to have 49-52 core classrooms (Mathematics, Language Arts, Social Studies and Foreign Language) to accommodate the expected base enrollment. The charts also shows the total grades 9-12 student population expected for the district and the expected distribution and configuration of the classes based on the 1996-1997 Board of Education Class Size Policy. The table shows a distribution of the students across the classes, in implementation, given that some of the class sizes will be between 15-17, while other classes will contain between 22-25 students.

Table 5: Grades 7-8 Classroom Distribution by Grade Level
Projected Base Enrollment

Base Enrollment 2000-2001

Grade	(Each cell = a core classroom)												Students	FTE
7	17	17	17	20	20	20	20	20	20	20	20		231	12
8	17	17	17	22	22	22	21	21	21	21	21		243	12
Total School Enrollment / Area I: Core FTE													474	24

Base Enrollment 2001-2002

Grade	(Each cell = a core classroom)												Students	FTE
7	17	17	17	22	22	22	22	22	22	22	21	21	247	12
8	17	17	17	22	22	22	22	22	22	22	22	22	249	12
Total School Enrollment / Area I: Core FTE													496	24

Base Enrollment 2002-2003

Grade	(Each cell = a core classroom)												Students	FTE
7	17	17	17	23	23	23	23	23	23	22	22		256	12
8	17	17	17	24	24	24	24	24	24	23	23		265	12
Total School Enrollment / Area I: Core FTE													521	24

Base Enrollment 2003-2004

Grade	(Each cell = a core classroom)												Students	FTE
7	17	17	17	21	21	21	20	20	20	20	20	20	234	12
8	17	17	17	25	25	25	25	25	25	25	25	24	275	12
Total School Enrollment / Area I: Core FTE													509	24

Base Enrollment 2004-2005

Grade	(Each cell = a core classroom)												Students	FTE
7	17	17	17	22	21	21	21	21	21	21	21		241	12
8	17	17	17	23	23	23	22	22	22	22	22		252	12
Total School Enrollment / Area I: Core FTE													493	24

Base Enrollment 2005-2006

Grade	(Each cell = a core classroom)												Students	FTE
7	17	17	17	25	25	24	24	24	24	24	24	24	269	12
8	17	17	17	24	23	23	23	23	23	23	23	23	259	12
Total School Enrollment / Area I: Core FTE													528	24

Note: Each grade will require 14 core classrooms to accommodate three teams of five teachers.
Core classrooms include instructional areas for Mathematics, Language Arts, Social Studies and Foreign Language.
Grades 7-8 Class Size Policy Range = 17-24
(Core Class Size Policy Range = 22-24, Level III Class Size Policy Range = 17-20)

Table 6: Grades 9-12 Classroom Distribution by Grade Level
Projected Base Enrollment

Base Enrollment 2000-2001

Grade	(Each cell = a core classroom)												Students	FTE
9	17	17	17	17	22	22	22	21	21	21	21	21	239	12
10	17	17	17	17	21	21	21	21	21	21	20	20	234	12
11	17	17	17	17	22	22	22	21	21	21	21		218	11
12	17	17	17	17	21	21	20	20	20	20	20		210	11
Total School Enrollment / Area I: Core FTE													901	46

Base Enrollment 2001-2002

Grade	(Each cell = a core classroom)												Students	FTE
9	17	17	17	17	22	22	22	22	22	21	21	21	241	12
10	17	17	17	17	21	21	21	20	20	20	20	20	231	12
11	17	17	17	17	25	24	24	24	24	24	24		237	11
12	17	17	17	17	19	19	19	18	18	18	18		197	11
Total School Enrollment / Area I: Core FTE													906	46

Base Enrollment 2002-2003

Grade	(Each cell = a core classroom)												Students	FTE
9	17	17	17	17	23	23	23	23	22	22	22	22	248	12
10	17	17	17	17	21	21	21	21	21	21	20	20	234	12
11	17	17	17	17	21	21	21	21	21	21	20	20	234	12
12	17	17	17	17	21	21	21	21	21	21	20		214	11
Total School Enrollment / Area I: Core FTE													930	47

Base Enrollment 2003-2004

Grade	(Each cell = a core classroom)												Students	FTE
9	17	17	17	17	25	25	25	25	24	24	24	24	264	12
10	17	17	17	17	22	22	22	22	21	21	21	21	240	12
11	17	17	17	17	22	21	21	21	21	21	21	21	237	12
12	17	17	17	17	21	21	21	21	20	20	20		212	11
Total School Enrollment / Area I: Core FTE													953	47

Base Enrollment 2004-2005

Grade	(Each cell = a core classroom)												Students	FTE
9	17	17	17	17	26	26	26	26	26	25	25	25	273	12
10	17	17	17	17	24	24	24	24	23	23	23	23	256	12
11	17	17	17	17	23	22	22	22	22	22	21	21	243	12
12	17	17	17	17	21	21	21	21	21	20			214	11
Total School Enrollment / Area I: Core FTE													986	47

Base Enrollment 2005-2006

Grade	(Each cell = a core classroom)												Students	FTE
9	17	17	17	17	23	23	23	23	23	23	22	22	250	12
10	17	17	17	17	25	25	25	25	25	24	24	24	265	12
11	17	17	17	17	24	24	24	24	24	24	24	23	259	12
12	17	17	17	17	22	22	22	22	22	21	21		220	11
Total School Enrollment / Area I: Core FTE													994	47

Note: Core classrooms include instructional areas for Mathematics, Language Arts, Social Studies and Foreign Language.
Grades 9-12 Class Size Policy Range = 17-24
(Core Class Size Policy Range = 22-24, Level III Class Size Policy Range = 17-20)

PART II

6. PROJECT OVERVIEW

In this section, an overview of the Madison Public Schools facilities renovations / new construction project is presented. The details of the proposed building project will follow in Part III.

6.1 Existing and Planned Gross Floor Areas

The State of Connecticut bases school construction reimbursements on a certain number of gross square feet of area for the largest number of students projected over the eight year period after initial State applications are submitted. Based on the formula, the maximum percent of State reimbursement that would be received if the gross area of the existing building and any additions were no larger than an area that equals 120 SF per student. The following assessment of square footage need for each school provides an overview of the total square footage need for new construction / additions.

Academy

Since Academy was built prior to 1950, an increase of 25% to the 120 per student square footage requirement is allowed, thus allowing a square footage need of 150 square feet per student. Based on the revised formula, the allowable space computation is as follows:

365 students x 150 SF/student = 54,750 SF

The existing Academy building has 42,790 net square feet of area (Table 7) and additions of 8,508 net square feet are proposed for a total facility of 51,298 NSF. This total is below the facility size limit as established by the State of Connecticut for maximum reimbursement requirements.

Jeffrey

Based on the state formula for the allowable square footage, the square footage allowed for the renovated school would be as follows:

365 students x 120 SF/student = 43,800 SF

The existing building has 42,535 net square feet of area (Table 8) and additions of 2,074 net square feet are proposed for a total facility of 44,609 NSF. This total is above the facility size limit as established by the State of Connecticut for maximum reimbursement requirements by 809 SF.

Ryerson

Based on the state formula for allowable square footage, the square footage allowed for the renovated school would be as follows:

365 students x 120 SF/student = 43,800 SF

The existing Jeffrey building has 34,457 net square feet of area (Table 9) and additions of 8,111 net square feet are proposed for a total facility of 42,568 NSF. This square footage is below the facility size limit as established by the State of Connecticut for maximum reimbursement requirements.

Island

Based on the state formula, the square footage allowed for the renovated school would be as follows:

267 students x 120 SF/student = 32,040 SF

The existing building has 30,689 net square feet of area (Table 10) and no proposed additions are scheduled for the facility. The existing facility is below the facility size limit as established by the State of Connecticut for maximum reimbursement requirements.

Brown

When a formula spans different grade levels, the square footage number for each grade level is summed and then divided by the number of grade levels served. Based on this formula, the maximum percent of State aid would be received if the gross area of the existing building and any additions were no larger than an area of 137.3 SF per student, as follows:

866 students x 137.3 SF/student = 118,901 SF

The existing building has 92,752 net square feet of area (Table 11) and additions of 24,811 net square feet are proposed for a total facility of 117,563 NSF. This is below the facility size limit as established by the State of Connecticut for maximum reimbursement requirements by 1,338 SF.

High School/Middle School Complex

When a formula spans different grade levels, the square footage number for each grade level is summed and then divided by the number of grade levels served. Based on this formula, the maximum percent of State aid would be received if the gross area of the existing building and any additions were no larger than an area of 171 SF per student, as follows:

1524 students x 171 SF/student = 260,604 SF

The existing building has 150,684 net square feet of area (Table 12) and additions of 122,693 (102,773 facility + 19,920 natatorium) net square feet are proposed for a total facility of 273,377 NSF. This exceeds the facility size limit as established by the State of Connecticut for maximum reimbursement requirements by 12,773 SF.

6.2 New Construction and Space Allocation

Academy

Table 7 presents a summary of additions and expansions for Academy. This exhibit also compares the current number of classrooms and the amount of floor space (NSF) devoted to instructional and other uses with the proposed square footage area to be added to serve 365 students. In order to accommodate enrollment growth, 6 additional classroom stations and various support rooms are created through new construction and conversion of existing space. Approximately 8,508 NSF of new construction is required. In addition, approximately 42,790 NSF of existing space is renovated as part of the overall construction project. (See also Table 13.)

Jeffrey

Table 8 presents a summary of additions and expansions for Jeffrey. This exhibit also compares the current number of classrooms and the amount of floor space (NSF) devoted to instructional and other uses with the proposed square footage area to be added to serve 365 students. In order to accommodate enrollment growth, various support rooms are created through new construction and conversion of existing space. Approximately 2,074 NSF of new construction is required. In addition, approximately 42,535 NSF of existing space is renovated as part of the overall construction project. (See also Table 13.)

Ryerson

Table 9 presents a summary of additions and expansions for Ryerson. This exhibit also compares the current number of classrooms and the amount of floor space (NSF) devoted to instructional and other uses with the proposed number of square footage area to be added to serve 365 students. In order to accommodate enrollment growth, various support rooms are created through new construction and conversion of existing space. Approximately 8,111 NSF of new construction is required. In addition, approximately 34,457 NSF of existing space is renovated as part of the overall construction project. (See also Table 13.)

Island

Table 10 presents a summary of proposed work for Island. Approximately 30,689 NSF of existing space, including the existing modular buildings, is renovated as part of the overall construction project. (See also Table 13.)

Brown

Table 11 presents a summary of additions and expansions for Brown. This exhibit also compares the current number of classrooms and the amount of floor space (NSF) devoted to instructional and other uses with the proposed square footage area to be added to serve 866 students. In order to accommodate enrollment growth, 22 additional classroom stations and various support rooms are created through new construction and conversion of existing space. Approximately 24,811 NSF of new construction is required. In addition, approximately 92,752 NSF of existing space is renovated as part of the overall construction project. (See also Table 13.)

MADISON PUBLIC SCHOOLS Table 7

Integrated Facilities Strategic and Financial Plan

Space Requirements and Capacities at Base Enrollment Projections: Academy Intermediate School

	Current Situation		Projected Situation			
	Existing Space Assignment	# of Existing Classrooms	Space Need per Student	Desired Class Size	Required Space for Forecast Enrollment	Variance to Existing Space
Student Enrollment	285				365	80
General Classroom Space (NSF)	**11,885**	**14**	**36**	**20**	**14,400**	**2,515**
Special Program Space (NSF)						
Art	1,074	1	80	20	1,955	881
Music - Vocal	741	1	45	20	1,500	759
Reading Recovery/TLC/Language Arts	0		45	20	1,150	1,150
Library	2,355		47.5		3,468	1,113
Cafeteria	1,753		18		3,128	1,375
Computer	300	1	36	20	720	420
Gymnasium	4,779		75	40	3,300	(1,479)
Special Education	1,749	1	70	12	1,680	(69)
Subtotal	**12,751**	**18**			**16,901**	**4,150**
Support Space (NSF)						
Bathroom Space	1,059				1,059	(1)
Administration Space	2,432				2,409	(23)
Circulation Space	8,457				10,831	2,374
Storage	3,427				2,081	(1,347)
Mechanical/Custodial Space	699				949	250
Kitchen	936				1,205	269
Other	1,144				1,465	321
Subtotal	**18,154**	**18**			**19,998**	**1,844**
Total Net Square Feet	**42,790**	**18**			**51,298**	**8,508**

MADISON PUBLIC SCHOOLS Table 8

Integrated Facilities Strategic and Financial Plan

Space Requirements and Capacities at Base Enrollment Projections: Jeffrey Intermediate School

	Current Situation		Projected Situation			
	Existing Space Assignment	# of Existing Classrooms	Space Need per Student	Desired Class Size	Required Space for Forecast Enrollment	Variance to Existing Space
Student Enrollment	414				365	(49)
General Classroom Space (NSF)	**15,523**	**19**	**36**	**20**	**14,400**	**(1,123)**
Special Program Space (NSF)						
Art	851	1	80	20	1,600	749
Music - Vocal	900	1	45	20	900	0
Reading Recovery/TLC/Language Arts	900	1	45	20	900	0
Library	1,848		47.5		3,468	1,620
Cafeteria	3,127		18		3,127	0
Computer	785		36	20	803	18
Gymnasium	2,420		75	40	3,000	580
Special Education	1,758		70	12	1,500	(258)
Subtotal	**12,589**	**22**			**15,298**	**2,709**
Support Space (NSF)						
Bathroom Space	905				1,059	154
Administration Space	1,950				2,409	459
Circulation Space	6,535				5,762	(773)
Storage	1,309				2,081	772
Mechanical/Custodial Space	734				949	215
Kitchen	1,347				1,205	(143)
Other	1,643				1,449	(194)
Subtotal	**14,423**	**22**			**14,912**	**489**
Total Net Square Feet	**42,535**	**22**			**44,609**	**2,074**

MADISON PUBLIC SCHOOLS Table 9

Integrated Facilities Strategic and Financial Plan

Space Requirements and Capacities at Base Enrollment Projections: Ryerson Primary School

	Current Situation		Projected Situation			
	Existing Space Assignment	# of Existing Classrooms	Space Need per Student	Desired Class Size	Required Space for Forecast Enrollment	Variance to Existing Space
Student Enrollment	431				365	(66)
General Classroom Space (NSF)	**14,474**	**17**	**36**	**20**	**14,400**	**(74)**
Special Program Space (NSF)						
Art	840	1	80	20	1,600	760
Music - Vocal	840	1	45	20	900	60
Reading Recovery/TLC/Language Arts	0		45	20	900	900
Library	1,232		47.5		3,468	2,236
Cafeteria	2,871		18		2,190	(681)
Computer	0		36	20	785	785
Gymnasium	0		75	40	3,000	3,000
Special Education	840	1	70	12	775	(65)
Subtotal	**6,623**	**20**			**13,618**	**6,995**
Support Space (NSF)						
Bathroom Space	796				1,059	263
Administration Space	2,366				2,409	43
Circulation Space	6,110				6,110	0
Storage	1,320				2,081	761
Mechanical/Custodial Space	969				949	(20)
Kitchen	732				876	144
Other	1,067				1,067	0
Subtotal	**13,360**	**20**			**14,550**	**1,190**
Total Net Square Feet	**34,457**	**20**			**42,568**	**8,111**

MADISON PUBLIC SCHOOLS Table 10

Integrated Facilities Strategic and Financial Plan

Space Requirements and Capacities at Base Enrollment Projections: Island Elementary School

	Current Situation		Projected Situation			
	Existing Space Assignment	# of Existing Classrooms	Space Need per Student	Desired Class Size	Required Space for Forecast Enrollment	Variance to Existing Space
Student Enrollment	267				267	0
General Classroom Space (NSF)	**11,406**	**13**	**36**	**20**	**9,612**	**(1,794)**
Special Program Space (NSF)						
Art	850	1	80	20	1,200	350
Music - Vocal	0	0	45	20	900	900
Reading Recovery/TLC/Language Arts	0	0	45	20	550	550
Library	1,209		47.5		2,000	791
Cafeteria	3,036		18		1,500	(1,536)
Computer	308	0	36	20	500	192
Special Education	840	1	70	12	850	10
Subtotal	**6,243**	**15**			**7,500**	**1,257**
Support Space (NSF)						
Bathroom Space	985				811	(174)
Administration Space	1,796				1,846	50
Circulation Space	6,580				6,907	327
Storage	1,074				1,595	521
Mechanical/Custodial Space	989				727	(262)
Kitchen	749				783	34
Other	867				908	41
Subtotal	**13,040**	**15**			**13,577**	**537**
Total Net Square Feet	**30,689**	**15**			**30,689**	**0**

MADISON PUBLIC SCHOOLS **Table 11**

Integrated Facilities Strategic and Financial Plan

Space Requirements and Capacities at Base Enrollment Forecasts: Brown Middle School

	Current Situation		Projected Situation			
	Existing Space Assignment	# of Existing Classrooms	Space Need per Student	Desired Class Size	Required Space for Forecast Enrollment	Variance to Existing Space
Student Enrollment	690				866	176
General Classroom Space (NSF)	**19,532**	**31**	**36**	**23**	**34,776**	**15,244**
Special Program Space (NSF)						
Art	2,391	2	80	23	3,680	1,289
Music - Vocal	915	1	45	61	2,745	1,830
Music - Instrumental	3,346	2	45	23	2,070	(1,276)
Library	3,885		47.5		4,750	865
Cafeteria	3,644		18		5,196	1,552
Computer	2,494	1	36	22	2,376	(118)
Gymnasium	7,577				7,577	0
Science	4,212	4	45	22	3,960	(252)
Technical Education	1,251	1			0	(1,251)
Life Management	930	2			0	(930)
Auditorium	4,526				4,526	0
Special Education	2,097	3	70	12	840	(1,257)
Subtotal	**37,268**	**47**			**37,720**	**452**
Support Space (NSF)						
Bathroom Space	1,744				2,511	767
Administration Space	6,961				5,716	(1,245)
Circulation Space	15,877				19,927	4,050
Storage	2,784				4,936	2,152
Mechanical/Custodial Space	1,980				2,252	272
Kitchen	1,134				2,858	1,724
Other	5,472				6,868	1,396
Subtotal	**35,952**	**47**			**45,067**	**9,115**
Total	**92,752**	**47**			**117,563**	**24,811**

High School/Middle School Complex

Table 12 presents a summary of additions and expansions for the High School/Middle School Complex. This exhibit also compares the current number of classrooms and the amount of floor space (NSF) devoted to instructional and other uses with the proposed square footage area to be added to serve 1,524 students. In order to accommodate enrollment growth and to provide for the middle school / high school complex, 34-36 additional classroom stations and various support rooms are created through new construction and conversion of existing space. Approximately 102,773 NSF of new construction is required, which does not include approximately 19,920 NSF for the construction of a natatorium (swimming pool). In addition, approximately 150,684 NSF of existing space is renovated as part of the overall construction project. (See also Table 13.)

The existing site, which now consists of approximately 27 acres, will be expanded to include an additional 6-8 acres. Acreage adjacent to the existing site will be acquired to accommodate the need to replace and / or build playing fields and parking areas.

MADISON PUBLIC SCHOOLS

Table 12

Space Requirements and Capacities at Base Forecasted Enrollment
Middle School/High School Campus Complex

	Current Situation			Projected Situation				
	Current Enrollment	Existing Space Assignment	# of Existing Classrooms	Forecasted Enrollment	Space Need per Student	Desired Class Size	Total Space Needs	Variance to Existing Space
Student Enrollment		880		1,524			1,524	644
General Classroom Space (NSF)	**880**	**13,787**	**26**	**1,524**	**32**	**21.1**	**45,632**	**31,845**
Special Program Space (NSF)								
Art	194	3,884	4	381	85	15	6,803	2,919
Music - Instrumental & Vocal	363	4,565	3	610	31	60	8,100	3,535
Library		4,906		305	85		10,500	5,594
Cafeteria		4,976		381	24		9,144	4,168
Business	185	1,916	3	457	37	15	4,070	2,154
Gymnasium		19,962		1,524	124		19,962	0
Science	832	8,716	10	1,524	55	19.5	21,780	13,064
Technical Education	128	4,104	4	229	130	21.1	6,070	1,966
Life Management	92	1,994	2	158	75	15	3,375	1,381
Auditorium		6,494					9,489	2,995
Special Education		2,449			43		4,241	1,792
Natatorium							19,920	19,920
Subtotal	**880**	**63,966**	**52**	**1,524**			**123,454**	**59,488**
Support Space (NSF)								
Bathroom Space		3,263					4,724	1,461
Administration Space		8,854					20,000	11,146
Circulation Space		40,101					52,130	12,029
Storage		8,761					9,668	907
Mechanical/Custodial Space		2,924					4,724	1,800
Kitchen		1,380					1,800	420
Other		7,648					11,245	3,597
Subtotal	**880**	**72,931**	**52**	1,524			**104,291**	**31,360**
Total	**880**	**150,684**	**52**	1,524			**273,377**	**122,693**

)WN OF MADISON & MADISON PUBLIC SCHOOLS

Table 13

egrated Facilities Strategic and Financial Plan

	Building Space Requirement (NSF)				Capital Project Costs (000's)					
	Base Future Enrollment Projections		Current Available Space	Future Building Program Need	Deferred Maintenance Priority One	Deferred Maintenance Priority Two	Deferred Maintenance Priority Three	Modernization/ Renovations ($55.00/NSF)	New Construction ($185/NSF)	Total
K-3	1,095	Ryerson	34,457	8,111	229.7	374.1	769.3	522.0	1,500.5	3,395.7
		Academy	42,790	8,508	675.4	759.7	113.9	804.5	1,574.0	3,927.4
		Jeffrey	30,689	2,074	537.7	806.7	85.9	257.6	383.7	2,071.6
		Island	30,689	0	736.8	717.6	58.4	175.1	0.0	1,687.9
	1,095		**138,625**	**18,693**	**2,179.6**	**2,658.1**	**1,027.5**	**1,759.2**	**3,458.2**	**11,082.6**
4-6	866	Brown	92,752	24,811	1,948.7	1,084.2	663.4	1,405.1	4,590.0	9,691.4
	866		**92,752**	**24,811**	**1,948.7**	**1,084.2**	**663.4**	**1,405.1**	**4,590.0**	**9,691.4**
4-6 Site			**20 Acres**	**24 Acres**	**NA**	**NA**	**NA**	**NA**	**NA**	**250.0**
7-12 Complex Facility	1,524	Hand/New Facility	150,684	102,773	703.8	1,470.0	1,124.6	4,989.2	19,013.0	27,300.6
		*Natatorium	0	19,920	0.0	0.0	0.0	0.0	2,500.0	2,500.0
	1,524		**150,684**	**122,693**	**703.8**	**1,470.0**	**1,124.6**	**4,989.2**	**21,513.0**	**29,800.6**
7-12 Complex Site			**27 Acres**	**35 Acres**	**NA**	**NA**	**NA**	**NA**	**NA**	**350.0**
TOTALS	**3,485**		**382,061**	**166,197**	**4,832.1**	**5,212.3**	**2,815.5**	**8,153.5**	**29,561.2**	**51,174.6**

*Cost of natatorium calculated at $125/SF

Inflation Adjustment	**4,864.3**
TOTAL CAPITAL COST	**56,038.9**

Total Deferred Cost	12,859.9
Total Modernization Cost	8,153.5
Total New Construction Cost	29,561.2

(Inflationary projection not included)

6.3 Existing Buildings

Academy

New construction or additions to Academy will encompass 16% of the proposed gross floor area and the remaining 84% of the floor space is subject to code-updates, renovation and modernization. Major aspects of the proposed renovation are noted below. The details are presented in later sections of this document.

Jeffrey

New construction or additions to Jeffrey will encompass 5% of the proposed gross floor area and the remaining 95% of the floor space is subject to code-updates, renovation and modernization. Major aspects of the proposed renovation are noted below. The details are presented in later sections of this document.

Ryerson

New construction or additions to Ryerson will encompass 19% of the proposed gross floor area and the remaining 81% of the floor space is subject to code-updates, renovation and modernization. Major aspects of the proposed renovation are noted below. The details are presented in later sections of this document.

Island

No new construction or additions to Island is proposed. The existing facility is subject to code-updates, renovation and modernization. Major aspects of the proposed renovation are noted below. The details are presented in later sections of this document.

Brown

New construction or additions to Brown will encompass 23% of the proposed gross floor area and the remaining 77% of the floor space is subject to code-updates, renovation and modernization. Major aspects of the proposed renovation are noted below. The details are presented in later sections of this document.

High School / Middle School Complex

New construction or additions to the Hand High/Middle School Complex will encompass 45% of the proposed gross floor area and the remaining 55% of the floor space is subject to code-updates, renovation and modernization. Major aspects of the proposed renovation are noted below. The details are presented in later sections of this document.

All Schools

1. Alterations

Make alterations as necessary to comply with program requirements stated elsewhere in these educational specifications. The design and selected materials should be harmonious with the design and materials of the rest of the school.

2. Code Compliance

The entire building shall be brought up to the latest local, state, and federal codes and including, but not limited to compliance with state and federal ADA regulations.

3. Architectural Renovation
Provide a complete renovation of the existing facility to involve upgrade of existing finishes, building components, fixtures, equipment, and materials.

4. Recently Completed Work
A "Facilities Need Assessment" was completed by the Facilities Resource Management Company (FRM) for each school facility. This report is included as a appendix to this educational specification.

5. Asbestos Containing Materials (A.C.M.)
In preparation for the renovation and expansion of the school facility an ACM survey should be conducted to determine the extent of heretofore undetected hazardous materials. Following this, and prior to construction activities, an asbestos abatement program should be undertaken to remove all ACM prior to commencement of construction activities.

6. Construction During Student Occupancy
Since the school must remain open during some of the construction and must be safe for all occupants, the architect shall include in his or her specifications a proposed schedule of completion of the construction work, notify the contractor of the school schedule, and require the contractor to prepare his own schedule of work which will assure student safety during construction.

7. Infrastructure
The school's infrastructure is brought up to state recommendations for electrical power (sufficient circuits and outlets to allow all classrooms to operate at least 10 electrical devices at the same time) data, video, and telephone access.

PART III

7. EDUCATIONAL PROGRAMMING IN SCHOOL FACILITIES

7.1 Philosophical Basis for Educational Programs (K-12)

Elementary School Programming (Grades K-6)

It is our belief that each student is unique and has an individual pattern of growth. Elementary education should reflect the student's intellectual, social, emotional, and psychomotor development. To facilitate this development requires an integrated curriculum with a focus on thinking skills, communication, and multicultural education. Emphasis should be placed on themes which challenge the student's abilities, interests, and enthusiasm for learning. Learning takes place most effectively when it is exploratory, manipulative, interactive, and language-based.

It is our belief that parents are an important part of the educational community and their involvement and encouragement are essential for each student's development. A partnership with parents is necessary in order to help each student realize his / her potential. Experience and research have shown that the quality of a student's elementary education creates the foundation for future learning and for success as an adult in our global society. As we progress toward the year 2000, our elementary school program must reflect societal changes and incorporate educational research into practice with a commitment to educational excellence. Parents, teachers, administrators and the community must be aware of current research which tells us about how students grow and learn in order to provide experiences which will help them realize their fullest potential.

As the research confirms, the variety of growth patterns and life experiences among students suggests that learning opportunities for all students must be developmentally appropriate. These beliefs promote life-long learning and the development of values necessary for our students to become responsible citizens. These beliefs have and continues to provide a framework to guide the work of the task force as it formulates options for the improvement of the program throughout the next few years.

Middle School Programming (Grades 7-8)

We believe that to meet the unique needs of the pre and early adolescent child the Middle School must offer a diverse program that addresses the intellectual, physical, social, emotional, and moral needs of thirteen to fourteen-year-olds within an environment in which students are safe, cared for, understood, trusted, and respected. We strive to create a dynamic learning environment which encourages the pursuit of knowledge and the opportunity for success and cultivates the values of responsible citizenship. To accomplish this, we believe that learning experiences for our students should: be highly integrated and connected to life; challenge students and encourage them to take maximum advantage of educational opportunities; reflect their growing awareness of responsibility and accountability; foster the healthy maturation of the emerging adolescent.

The school, family, and community should provide learning environments which recognize the dignity of each individual; provide positive adult role models; help students develop self-awareness and an understanding of the world around them; develop caring, responsible, and ethical citizens who practice democratic principles; open doors to new ideas that evoke curiosity and the desire to explore; involve students in meaningful service which encourages them to make a difference in the world around them; expect students to become increasingly accountable for their own learning.

Because of these convictions, we believe that teaching should reflect the teacher as a positive role model; involve all students in the acquisition of significant knowledge; provide collaborative and integrated learning experiences; allow for flexible learning groups based upon students' needs and interests; engage students in problem solving through a variety of learning opportunities; involve students in both setting and assessing academic and behavioral goals and objectives; use the full range of communication skills and technologies; engage students in challenging and focused study; reflect research-supported school practices and professional development; reflect the value and importance of the student's total school experience.

Further, the allocation of resources should support a variety of current educational materials and resources; promote and support staff development appropriate to the middle school; provide for the creation and maintenance of a productive learning environment. In working toward these goals, the role of the administrative leadership is to: monitor, support, and assess curriculum and its delivery; encourage faculty creativity in providing developmentally responsive curriculum;

implement shared decision making; assure that the staff is organized in ways that encourage ongoing collaboration; engage the staff in planning activities for long-term professional growth; promote high standards for academic growth and responsible behavior.

Finally, it is the responsibility of the Madison Board of Education to understand the unique intellectual, physical, social, and emotional needs of the young adolescent; make conscientious decisions when establishing policy and allocating resources for the middle school program; promote responsibility and respect among all members of the middle school community.

High School Programming (Grades 9-12)

We are committed to our students. We believe that our goal is educational excellence and that to achieve this goal we must guide our students' academic, social, and emotional development. We believe that as educators our primary role is to impart the skills and understanding needed to function in our rapidly changing society. Ultimately, our goal is to graduate young citizens who are motivated, self-reliant individuals and who have the ability both to make sound decisions and to communicate them effectively.

We recognize that academic development is rooted in the classroom where we strive to provide all students with a challenging and stimulating environment. We will offer an academically and vocationally diverse curriculum, both functional and interesting. This curriculum will assist our students in developing the skills to create, communicate, calculate, research and reason. We will strive to incorporate the appropriate use of computer and electronic technology in all subject areas. Within this environment, students is encouraged to succeed at levels commensurate with their full academic, artistic, and vocational potential.

We also recognize that since the town of Madison is primarily a culturally and socially homogeneous community we must provide opportunities on both a curricular and social level, to expose and sensitize our students to a more diverse world. We are acutely aware of the increasingly important role the school plays in the social and emotional development of our students. As a school community we commit ourselves to recognizing the worth and dignity of each individual. In our relationships with students and our peers, we continues to emphasize the importance of self-esteem, good citizenship, and the humane treatment of others.

We will encourage our students to build a foundation of responsibility, respect, and cooperation in an effort to foster sensitivity to the needs and contributions of others regardless of age, gender, ethnicity, or social standing. We are dedicated to fostering the growth of our students so they will graduate as responsible, contributing citizens of the twenty-first century. Consequently, we believe that a primary goal of high school education is the development of a student's responsibility for his/her own education. We are committed to offering the assistance necessary for students to achieve this important goal. We also believe that the pursuit of education is a lifelong endeavor; and, thus, we value the process of learning as highly as the product of learning.

Finally, we strongly believe that the responsibility for meeting our goals and accomplishing our objectives is shared with our students and that this partnership is most successful with the full support of the entire Madison community. Beyond the curriculum requirements mandated by the State Department of Education, the Connecticut Common Core of Learning and system wide goals adopted by the Madison Board of Education, we are committed to the following goals:

- To challenge each student to attain a level of academic excellence that corresponds to his / her ability and interest.
- To provide a flexible curriculum which provides a foundation of knowledge in academic, vocational, artistic, civic, and technology education.
- To build an understanding and appreciation of the diversity of the human race.
- To accommodate the multiple learning styles of our student population by incorporating a repertoire of methods and strategies of teaching.
- To emphasize oral and written communication in all disciplines.
- To develop the ability to reason and calculate mathematically and scientifically.
- To develop the ability to think critically and to utilize effective decision-making skills.
- To promote integrity, creativity, originality, and intellectual courage.
- To develop research skills, organizational skills, and effective study habits.
- To provide strong, supportive leadership and consistent standards of behavior.
- To require a high level of competency in the teaching staff, administration, and support personnel.
- To encourage staff development through interdisciplinary conversations, traditional course work, and teacher-developed programs.
- To create an atmosphere that allows for an open exchange of ideas among administrators, staff, students, and community members.
- To instill in students the concepts of self-worth and self-discipline as well as personal responsibility and leadership.

- To encourage a varied program of extracurricular activities and community service.
- To develop an understanding of the importance of good health for a good life.
- To provide safe and adequate facilities.
- To seek reasonable financial and moral support from the Madison community.

7.2 Estimating Future Space Requirements

A description of space needs for each programmatic category of space is presented in the next section. They are based upon the Madison Public Schools mission statement, faculty and staff interviews, school evaluations, programs of studies, course selection practices, and the experience of educational consultants. The methods used to prepare space data are as follows:

1. The examination of school class enrollment schedules indicated teacher assignments, teaching station allocations, and the number of students assigned per period of each day. An analysis of these data was the basis for determining current subject area utilization, including:

    a. Enrollment per class.
    b. Number of sections.
    c. Number of classrooms used.
    d. Number of classes assigned to each teacher.
    e. Number of classes, by subject or grade level, allocated to each classroom.

2. These data were evaluated in the context of the Board of Education's *Vision for School Improvement*, as well as general practices of the school administrators with adjustments made for exceptions, and the Board of Education's and staff's contractual agreements and understandings.

3. The results of this data examination process indicated generally applied patterns used by Madison Public Schools administrators in the assignment of students and staff and in the allocation of instructional and instructional support facilities.

4. Targets for allocations were established, whenever reasonable, in consideration of local experience and practice and their relationship to the Connecticut State Department of Education guidelines pertaining to the instructional area needed per pupil and recommended sizes of teaching stations (factors important in grant calculation).

5. Classrooms and teacher assignment ratios for the 2005-2006 school year were derived from current data. They also take into consideration standard educational practices, the direction of educational trends, and the possibility of under-utilization of certain specialized teaching stations due to their configuration, type of installed equipment, or small class size.

6. Estimates of additional individual space needs and total future space needs of student enrollment in the 2005-06 academic year were built using the following steps:

a. Current allocations of space assigned to each instructional or instructional support area have been taken from direct tabulations of the scheduled assignment of students during the first semester, 1996-1997, and staff and space area data provided by the consultants.

b. The anticipated number of teaching stations needed to meet the requirements of the 2005-2006 enrollment have been estimated based on population projections.

c. The sizes of the needed additional spaces have been determined using Table 1 from the Connecticut State Department of Education's "Space Guidelines For School Construction." (June, 1997)

8. INSTRUCTIONAL PROGRAM FACILITY REQUIREMENTS

Learning activities and facility requirements are described for each instructional program in the subsequent pages. Each program is presented in a two-page form that provides the following information:

1. **Program/Department:** Name
2. **Description:** Major learning activities / philosophy of the program.
3. **Program Enrollment:** Enrollment for October 1, 1997 and the projected enrollment for the year 2005-2006.
4. **Number of Sections:** Number of program sections offered during the 1996-1997 school year and the number of sections projected for the year 2005-2006.
5. **Number of Teachers:** Number of full-time equivalent (FTE) teachers that taught during 1996-1997 school year and the projected number of FTE teachers for 2005-2006.
6. **Number of Classrooms:** Number of classrooms assigned during the 1996-1997 school year and the estimated number of classrooms needed in the future.
7. **Average Class Size:** Average class size during 1996-1997 and the projected class size for 2005-2006.
8. **Classrooms:** The room number and size of the currently assigned classrooms and any needed additional square footage.
9. **Support Spaces Required:** Additional support space needed (lavatory, storage, office, etc.).
10. **Department/Program Total Floor Area:** Overall square footage required (to be determined).
11. **Locational Preference:** Specific locational preference / requirements for program.
12. **Environmental Factors:** Requirements for environmental quality.
13. **Utilities Required:** Specific utilities required for program support.
14. **Technology Recommendations:** Voice, data, and video recommendations.
15. **Special Furniture and Equipment:** Specific furniture and equipment required by the program.
16. **Special Considerations:** Other considerations necessary for designing program facilities.

8.1 K-12 Instructional Program Models

1. **PROGRAM / DEPARTMENT:** Early Childhood: Preschool

2. PROGRAM DESCRIPTION:

Madison educators believe that quality early childhood education is essential to the future success of each student and plays a significant role in Madison's effort to include a focus on high expectations and demonstrated performance. The district envisions the development and expansion of preschool programs and encourages the development of comprehensive services to young children. The district intends to foster a changed role for the local and neighboring school boards within the context of an overall community effort, effecting quality early education for young children and providing direct assistance to implement new programs and improve existing programs. The development of young children depends upon quality interactions among many individuals being guided by ideas, research, values, and actions directed towards the best interest of the child. In the preschool through kindergarten years, families enlist child caregivers, health and social service agencies, community-based organizations, recreational specialists, libraries and schools, among others, to assist in meeting the comprehensive needs of young children. The district views the local schools as a leader in a community's collaborative response to early childhood needs, not necessarily as the sole operator of programs, but as the coordinator and facilitator of the many complementary services. Objectives of the program are as follows:

- to identify children with incipient problems of a social, emotional, language, and / or physical nature regardless of whether they are related to maturational development;
- to provide an educational experience that will ameliorate or eliminate these problems at an early age, thereby deterring adjustment and / or learning problems from developing in subsequent years;
- to identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility;
- to identify children who would not otherwise attend a nursery school prior to entering public school and provide them with equal learning opportunities;
- to provide experiences for the parents of these children through a volunteer aide program whereby they can become oriented to the objectives of the school and how their role as parents might relate to that task as it affects their children; and
- to provide learning experiences in early childhood education and child care for high school students through cooperative arrangements with the secondary schools.

	1996-97	2005-06	Change
3. PROGRAM ENROLLMENT	25	75	+50
4. NUMBER OF SECTIONS	2 (1/2 day)	5	+4
5. NUMBER OF TEACHERS	1	5	+4
6. NUMBER OF CLASSROOMS	1	5	+4
7. AVERAGE CLASS SIZE	10 (1/2 day)	10 (1/2 day)	0

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
12 (JEFF)	884

Additional Classroom Space Needed

No. of Rms. to Be Added	Room Size (SF)
Program to be housed at	
Island Avenue School	

9. SUPPORT SPACES REQUIRED: NA

10. DEPARTMENT/PROGRAM TOTAL FLOOR AREA: NA

11. LOCATIONAL PREFERENCE: Early childhood classrooms should be located near an outside doorway for easy access for bus pickup and drop-off. The playground should also be located near the early childhood preschool room. When planning, the health services office should also be in close proximity to the early childhood classrooms.

12. ENVIRONMENTAL FACTORS: Preschoolers need space in which they can move and spread out. The room should be large enough for teaching / learning centers. They should be bright, airy and well-ventilated (allergy free). Therapy rooms, large enough for OT/PT services, should be adjacent to the preschool classrooms.

13. UTILITIES REQUIRED: Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time (computers, television, VCR, record / cassette players). Outlets and venting for refrigerator and stove. Standard telephone service.

14. TECHNOLOGY RECOMMENDATIONS: Voice, data, and video access to meet state guidelines. Computer stations (size appropriate), television hookup for media instruction and monitoring children's activities. Project futuristic hookup for parents to view children in the classroom from work / home.

15. SPECIAL FURNITURE AND EQUIPMENT: Two-way mirror for viewing children in classrooms and therapy rooms in order to model teaching and management strategies to parents, students, visitors. Preschool size furniture and chairs. An area rug. Fully equipped stations (kitchen, blocks, art, library, sand / water, etc.) Hooks and cubbies for storage of personal items. Gross motor equipment (bikes, slides, large occupational therapy balls, sensory motor integration equipment, etc.) Refrigerator and stove. Glassed-in office space with telephone, desk, chairs to provide privacy for phone calls, conferences with parents, therapists, physicians, and other professionals.

16. SPECIAL CONSIDERATIONS: Lavatories and drinking fountain should be within the classroom. Preschool size toilets, sinks. Lavatory doors should be easy for preschoolers to open.

1. **PROGRAM / DEPARTMENT:** Early Childhood: Kindergarten

2. PROGRAM DESCRIPTION:

Madison Public Schools' kindergarten program is based on a philosophy that views early childhood as a special time of life. Inherent in this theory are the ideas that the young child is an important and valuable member of our society, has a unique way of viewing the world, and deserves to be educated within programs which address his / her developmental characteristics, needs and interests. Objectives of the program are as follows:

- time for children to develop self-awareness and thereby to develop strong, positive self-images, as well as greater respect for themselves and others;
- blocks of uninterrupted time for learning experiences in a more relaxed atmosphere;
- time for play / discovery activities and for the development of readiness skills;
- opportunities for children to develop language skills through language experience activities which are an acknowledged part of reading;
- opportunities for children to receive individual attention from the classroom teacher and / or from supportive service personnel;
- time for creative and enriching experiences such as cooking, field trips, art, music, dramatics and physical education;
- opportunities for children to develop social relationships with their peers and adults;
- time for children to talk about experiences, to solve problems, to engage in critical thinking, to organize ideas and to arrive at conclusions, as well as to capitalize on spontaneous learning situations when they arise;
- participation and involvement of children in school activities such as school assemblies, "buddy" programs with older students, field days, etc.;
- a lunch time in which sound nutrition, good eating habits and social skills can be stressed;
- opportunities for children of limited English proficiency to increase fluency in English;
- time for the teacher to observe and discover a child's individual needs, strengths and problems, in anticipation of planning an appropriate program for each child;
- balance between child-initiated and teacher-directed activities;
- opportunity for help and attention for handicapped children;
- time for working with individual parents in developing a parent-teacher partnership for the benefit of their children; and
- consistent day for the child who otherwise would have a fragmented day, moving from place to place for needed child care services in addition to his / her kindergarten experience.

	1996-97	2005-06	Change
3. PROGRAM ENROLLMENT	202	230	+28
4. NUMBER OF SECTIONS	10 (Half-Day)	12 (Full-Day)	+2
5. NUMBER OF TEACHERS	5 (Half-Day)	12 (Full-Day)	+7
6. NUMBER OF CLASSROOMS	5 (Half-Day)	12 (Full-Day)	+7
7. AVERAGE CLASS SIZE	20 (Half-Day)	19 (Full-Day)	-1

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
9 (IAS)	926

Additional Classroom Space Needed

No. of Rms. to Be Added	Room Size (SF)
ACAD (3-4 rooms)	2,515

10 (IAS)	828
2 (KHR)	840
K-1 (KHR)	937
K-2 (KHR)	937
Total SF	3542

Total SF	2,515

9. **SUPPORT SPACES REQUIRED:** NA

10. **DEPARTMENT/PROGRAM TOTAL FLOOR AREA:** NA

11. **LOCATIONAL PREFERENCE:** Kindergarten classrooms should be located at grade level (site) near a doorway for easy access for bus pick-up and drop-off. The playground should be located near the kindergarten room. A science courtyard should also be near for students to observe and study the environment. The health office should be easily accessible.

12. **ENVIRONMENTAL FACTORS:** Kindergarten students need space in which they can easily move around. The room should be arranged to offer a variety of activity centers so children can explore, manipulate and probe. The activity room should provide private, as well as group, spaces. The centers should allow for 4-6 students. The room should have plenty of storage which allows for storage of large tubs and language experience charts.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time (computers, television, VCR, record/cassette players). Outlets and venting for refrigerator and stove. Standard telephone service and good lighting.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines. Computer stations, television, hookup for media instruction and monitoring children's activities. Project futuristic hookup for parents to view children in the classroom from work / home.

15. **SPECIAL FURNITURE AND EQUIPMENT:** The room should be equipped with easels, bookshelves, and cubbies that are easy for student to access. Tables and chairs should be arranged so students can sit in small groups or individually. Each kindergarten classroom should have its own opaque projector.

16. **SPECIAL CONSIDERATIONS:** Lavatories and drinking fountains should be located within the rooms with kindergarten size toilets and sinks. Students should be able to easily access lavatory doors and facilities. Sinks should also be available within the classroom for paint brush washing. There should also be ample space for block storage so that children can easily discern that two or more small blocks are equal to a larger block. Chalk boards should be located so students can easily write on them. Hooks should be strategically placed on walls so that clotheslines can be easily set up for language experience chart and student art displays. Ample bulletin boards should be available.

1. **PROGRAM / DEPARTMENT:** Primary School Program (Grades 1-3)

2. PROGRAM DESCRIPTION:

Experience and research have shown that the quality of a child's elementary education creates the foundation for future learning and for success as adults in our global society. As we progress toward the year 2000, elementary programming must incorporate educational research into practice with a commitment to educational excellence. A quality grades 1-3 educational program nurtures a student's intellectual, social, emotional, and psychomotor development. To facilitate this development requires an integrated curriculum with a focus on thinking skills, communication and multicultural education. Emphasis is be placed on themes which challenge the student's abilities, interests, and enthusiasm for learning. Learning takes place most effectively when it is exploratory, manipulative, interactive, and language-based. These beliefs promote life-long learning and the development of values necessary for our students to become responsible citizens.

Grade 1 Programming: focuses on language arts (reading, writing, listening, speaking, and viewing) and mathematics instruction. Integration of science and the social sciences occurs readily. The grade 1 program is rich in experiences with the visual arts, music and physical education. Reading Recovery ™ and Teaching Literacy Competence (TLC) ™ intervention programs focus on children who are at risk of reading failure. These programs are based on a one to one ratio and / or small groups of children.

Grade 2 Programming: continues the focus on language arts (reading, writing, listening, speaking and viewing) and mathematics instruction. Integration of science and the social sciences occurs readily. The grade 2 program is rich in experiences with the visual arts, music and physical education. Teaching Literary Competence (TLC) ™ intervention program continues to focus on children who are at risk of reading failure. This program is based on one to one ratios and/or instruction with small groups of children.

Grade 3 Programming: focuses on mathematics instruction and the integration of language arts instruction with social studies and the sciences. A balance in fiction and non-fiction literature selections is achieved. Emphasis on student writing in response to what is read occurs regularly. Manipulatives are used in mathematics instruction in cooperative groupings. Broadening of science understandings occurs through a multiplicity of hands-on instructional situations. Software is used individually and in group settings to further enhance students' understanding of core concepts in mathematics, science, and social studies.

GRADES 1-3	1996-97	2005-06	Change
3. PROGRAM ENROLLMENT	770	850	+80
4. NUMBER OF SECTIONS	36	39	+3
5. NUMBER OF TEACHERS	36	39	+3
6. NUMBER OF CLASSROOMS	36	45	+9
7. AVERAGE CLASS SIZE	21	21	0

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
6 (IAS)	880
8 (IAS)	880
11 (IAS)	908
12 (IAS)	930
1 (IAS)	850
3 (IAS)	880
4 (IAS)	880
5 (IAS)	880
7 (IAS)	880
14 (IAS)	842
15 (IAS)	842
3 (KHR)	840
4 (KHR)	840
5 (KHR)	840
6 (KHR)	840
7 (KHR)	840
8 (KHR)	840
9 (KHR)	840
10 (KHR)	840
11 (KHR)	840
13 (KHR)	840
14 (KHR)	840
15 (KHR)	840
17 (KHR)	840
17 (KHR)	840
14 (ACAD)	829
17 (ACAD)	825
22 (ACAD)	781
24 (ACAD)	781
1A (JEFF)	798
2 (JEFF)	820
3 (JEFF)	820
10 (JEFF)	884
11 (JEFF)	884
14 (JEFF)	754
15 (JEFF)	754
Total SF	30,342

Additional Classroom Space Needed

Location	Space (SF)
(Reallocation of Existing Space)	

9. SUPPORT SPACES REQUIRED

Uses	New Room Size / Additional Space (SF)
Reading Recovery (ACAD)	1150 (New)
Computer Room (ACAD)	420 (New)
Circulation Space (ACAD)	2,374 (New)
Custodial Space (ACAD)	250 (New)
Kitchen/Cafeteria Space (ACAD)	1,644 (New)
Other Space (ACAD)	321 (New)
Lavatory Space (JEFF)	154 (New)
Storage Space (JEFF)	772 (New)
Computer Space (JEFF)	18 (New)
Custodial Space (JEFF)	215 (New)
Reading Recovery (KHR)	900 (New)
Computer Room (KHR)	785 (New)
Lavatory Space (KHR)	263 (New)
Storage Space (KHR)	761 (New)
Kitchen/Cafeteria Space (KHR)	144 (New)
Reading Recovery (IAS)	550 (Reallocation)
Computer Room (IAS)	192 (Reallocation)
Circulation Space (IAS)	327 (Reallocation)
Storage Space (IAS)	521 (Reallocation)
Kitchen Space (IAS)	34 (Reallocation)
Other Space (IAS)	41 (Reallocation)
Total SF	11,836

10. DEPARTMENT/PROGRAM TOTAL FLOOR AREA: NA

11. LOCATIONAL PREFERENCE:

1st grade classrooms should be located near lavatory facilities. Close proximity to the library and art rooms is desirable. The health offices should be easily accessible. A separate Reading Recovery™ room adjacent to the 1st grade cluster is necessary.

2nd grade classrooms should be arranged in a cluster formation and should be adjacent to the 1st grade classrooms. Lavatory facilities should be easily accessed. Close proximity to the library, art and health offices is desirable. A cluster of cubbies for storage of student boots, coats and books removed from the classroom but close to the instructional setting is critical.

3rd grade classrooms should be arranged in a cluster formation. These classrooms should be close to the library facility and gym. Lavatory facilities should be easily accessed. Proximity to the library and gym is desirable. A cluster of cubbies for storage of student boots, coats and books removed from the classroom but close to the instructional setting is critical.

12. ENVIRONMENTAL FACTORS: Primary grade classrooms need to accommodate whole class (22+), small groups or cooperative situations, and one on one instruction. Nooks or partitioned private areas within the classroom are critical for students who need one on one instruction through

TLC™. The room should be designed so that a multiplicity of learning centers can be housed around the periphery of the room. Ample space for science experiments or hands-on science is critical. Walls that allow for display of student projects and easy student access is critical. Storage spaces also are needed for large bins and hanging chart paper.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. Outlets and venting for refrigerator and stove.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines.

15. **SPECIAL FURNITURE AND EQUIPMENT:** The room shall be equipped with easels, bookshelves, and cubbies that are easy for students to access. Tables and chairs that can be easily assembled in various configurations are critical, a two way mirror as a portion of a wall is critical so that professionals can view students receiving TLC™ instruction. Area rugs that can be easily moved are desirable. Bean bags or comfortable chairs for authors' workshops are desirable. A stove, refrigerator and sink would be desirable in a common space for easy access by all 2nd and 3rd grade classrooms.

16. **SPECIAL CONSIDERATIONS:** The ceilings and walls should be equipped with hooks so mobiles and clotheslines can be installed to display student work. Walls should be constructed with a material that allows for easy display of materials. Chalkboards and opaque projectors should be available. Sinks and spaces next to science equipment is necessary. An environmental courtyard is desirable.

1. PROGRAM / DEPARTMENT: Intermediate School Program (Grades 4-6)

The educational program for grades 4-6 is designed to meet the unique needs of the intermediate level student. It addresses the intellectual, social, emotional, physical and moral needs of nine to twelve year olds. The environment should promote dynamic, active learning opportunities which are highly integrated and connected to the multi-faceted intermediate level curriculum. Students should be challenged and motivated to strive for success in their learning activities. They should be encouraged to develop respect for the individual, responsibility toward their academic pursuits and recognize the importance of establishing positive relationships with their peers during their intermediate level experience. The goal of the intermediate level program is to guide students to become enthusiastic, life-long learners capable of meeting the challenges of our global society.

To accomplish these goals, the teaching/learning environment should provide students with:

- the opportunity for small and large group collaboration
- flexible grouping patterns to meet individual learner needs
- opportunities for higher level thinking and problem solving
- "hands on" experiences with different aspects of technology
- an integrated approach to instruction
- authentic language arts experiences
- exploration and experimentation with science
- opportunities to interact within a global society

Grades 4 - 6 Programming: focuses on both sequential and integrated study of language arts, mathematics, science and social studies. Foreign language study is also offered emphasizing conversation and cultural understanding. Instruction focuses on meeting the individual learner needs within a variety of small and large flexible grouping patterns. Engagement of students within the instructional program is heightened through carefully sequenced learning activities emphasizing higher level thinking and "hands on" experiences across the curriculum. At each grade level, four teams of three teachers are involved with the instruction of approximately 65-75 students using a cluster format (see Table 14). A special education teacher is assigned to each team. In addition to studying the core subjects, students are active participants in the following programs: art, vocal music, physical education, library, and technology. Musical performance opportunities include participation in band, chorus and orchestra. Through the use of flexible scheduling, additional time is provided for large and small group student activities.

	1996-97	2005-06	Change
3. PROGRAM ENROLLMENT	707	866	+159
4. NUMBER OF SECTIONS	32	39	+7
5. NUMBER OF TEACHERS	32	39	+7
6. NUMBER OF CLASSROOMS	32	42	+10
7. AVERAGE CLASS SIZE	22	22	0

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
2 (ACAD)	829
4 (ACAD)	865
8 (ACAD)	865
10 (ACAD)	1,300
15 (ACAD)	768
3 (ACAD)	768
6 (ACAD)	829
12 (ACAD)	781
20 (ACAD)	829
27 (ACAD)	835
4 (JEFF)	884
5 (JEFF)	884
6 (JEFF)	884
7 (JEFF)	884
8 (JEFF)	884
9 (JEFF)	884
16 (JEFF)	754
17 (JEFF)	754
18 (JEFF)	747
20 (JEFF)	750
21 (JEFF)	750
22 (JEFF)	750
6A (RHB)	676
6B (RHB)	676
6C (RHB)	676
6D (RHB)	676
6E (RHB)	676
6G (RHB)	676
6H (RHB)	676
6I (RHB)	676
6J (RHB)	676
6K (RHB)	676
Total SF	25,238

Additional Classroom Space Needed

No. of Rms. to Be Added	Room Size (SF)
22 (RHB)	15,244
Total SF	15,244

9. SUPPORT SPACES REQUIRED

Uses	New Room Size / Additional Space (SF)
Lavatory Space (RHB)	767 (Reallocation)
Circulation Space (RHB)	4,050
Storage Space (RHB)	2,152
Custodial Space (RHB)	272
Kitchen / Cafeteria Space (RHB)	3,276
Other Space (RHB)	1,396 (Reallocation)
Total SF	11,913

10. DEPARTMENT/PROGRAM TOTAL FLOOR AREA: NA

11. LOCATIONAL PREFERENCE: Intermediate grade classrooms should be arranged to maximize the concept of cluster opportunities. Two or more adjacent classrooms should have walls that open which allow for 3 or more classrooms to unite for major presentations or activities and block scheduling initiatives. The computer and science lab should be readily available so that groups of students can use the facility at one time under the supervision of a classroom teacher using a LCD panel. The library facility should be close by. A cluster of cubbies for storage of student boots, coats and books removed, but near the classroom should be available. Lavatories should be easily accessible.

12. ENVIRONMENTAL FACTORS: Intermediate grade students work in small group and cooperative situations frequently. Ample space for science experiments or hands-on activities is critical. Walls and ceilings that allow for display of student products and for easy student access are critical.

13. UTILITIES REQUIRED: Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. Outlets for refrigerator and stove.

14. TECHNOLOGY RECOMMENDATIONS: Voice, data, and video access to meet state guidelines.

15. SPECIAL FURNITURE AND EQUIPMENT: Bookshelves should be easily accessible by students and storage space should be in abundance and part of the wall system. Tables and chairs should be easily assembled in various configurations. Beanbags or comfortable chairs for authors' workshops are desirable. Opaque projects and a couple of large tables for science and social studies displays may be needed. Headsets and tape recorders for foreign language study are necessary. A stove, refrigerator and sink would be desirable in a common space for easy access by all intermediate grade classrooms.

16. SPECIAL CONSIDERATIONS: Sinks and spaces next to science equipment are desirable. An environmental courtyard which all intermediate grades can access is desirable. Also, a small room next to the large classroom for special project groups or one-on-one testing is necessary. Additionally, this room could be used for foreign language study if furniture, tape recorders and head sets are organized strategically around the room.

1. **PROGRAM / DEPARTMENT:** Middle School Program (Grades 7-8)

2. **PROGRAM DESCRIPTION:**

The educational program for grades 7 and 8 is designed to meet the unique needs of the emerging adolescent, addressing the intellectual, physical, social, emotional, and moral needs of thirteen to fifteen-year-olds. The environment should promote dynamic, active learning opportunities which are highly integrated and connected to life; challenge and encourage students to take maximum advantage of a variety of educational opportunities; and reflect students' growing sense of responsibility, accountability, and independence.

To accomplish this, the teaching / learning environment should:

- provide students with the opportunity for small-and large-group collaboration;
- allow for flexible learning groups based upon students' needs and interests;
- engage students in problem solving through a variety of learning opportunities;
- allow students to use the full range of communication skills and technologies;
- provide for a wide range of exploratory and extracurricular activities; and
- assure that the staff is organized in ways that encourage ongoing collaboration within the school community and within the larger community as well.

Grade 7 and 8 Programming: focuses on both sequential and integrated study of language arts, mathematics, science, and social studies with an increased emphasis on discipline-based learning. At both grade levels, three teams of 4 teachers are responsible for approximately 85 - 90 students (see Table 15). A special education and computer education teacher are likewise assigned to each interdisciplinary team. In addition to studying the core subjects, students are active participants in the study of related arts, including art, consumer education, foreign language, health, music, physical education, and technology education. Musical performance opportunities include participation in band, chorus, and orchestra. Through the use of flexible scheduling, additional time is provided for large-and small-group student activities, for both enrichment and reinforcement of core subjects. The feasibility of an advisor-advisee program, involving groups of approximately 16 students per group, is currently being studied.

	1996-97	2005-06	Change
3. PROGRAM ENROLLMENT	446	528	+82
4. NUMBER OF SECTIONS	20	24	+4
5. NUMBER OF TEACHERS	20	24	+4
6. NUMBER OF CLASSROOMS	20	28	+8
7. AVERAGE CLASS SIZE	22	22	0

8. CLASSROOMS

Existing Classrooms (Core Team Model)

Room Number	Room Size (SF)
RDG 3 (RHB)	852
RDG4 (RHB)	852
ENG 2 (RHB)	952
SSO 3 (RHB)	564
FRENCH (RHB)	564
SPAN 1 (RHB)	888
SPAN 2 (RHB)	684
MAT2 (RHB)	564
MAT4 (RHB)	688
RDG1 (RHB)	738
Comp 1 (RHB)	661
UA02	688
SSO1 (RHB)	969
SS02 (RHB)	969
ENG1 (RHB)	952
RDG2 (RHB)	738
ENG3 (RHB)	558
Total SF	12,881

Additional Classroom Space Needed (Core Team Model)

No. of Rms. to Be Added	SF
14 (Grade 7) @ 736 SF	10,304*
14 (Grade 8) @ 736 SF	10,304*
Total SF	20,608

*Program specific square footage explanation in each program description.

9. SUPPORT SPACES REQUIRED

Uses	New Room Size / Additional Space (SF)
Technology work area	2,000 (CLAB)
Staff Work/Conf. Room	1,000
Large Group Meeting Space	2,400 (CLAB)

10. DEPARTMENT/PROGRAM TOTAL FLOOR AREA: NA

11. LOCATIONAL PREFERENCE: Each grade level should be arranged in a cluster of 3 or more interdisciplinary teams, with adjacent classrooms for each team, including language arts, mathematics, science (a fully equipped science lab), and social studies classrooms. Each team and grade level should have access to a common space that can accommodate large groups, minimally a full team, in addition to a fully-equipped computer facility. Each grade level should likewise have easy access to the library media center, personal lockers, and lavatories.

12. ENVIRONMENTAL FACTORS: Adequate heating and ventilation are essential. Classrooms should be climate controlled, clean, and attractive. There should be ample space for flexible learning groups, both large and small. There should be ample opportunity to display student work.

13. **UTILITIES REQUIRED:** Each classroom should have sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. Outlets for major appliances should be available as well. Larger common spaces should provide outlets for additional technology for group problem solving exercises.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines.

15. **SPECIAL FURNITURE AND EQUIPMENT:** Enclosed, built-in shelves and bookcases should be ample and easily accessible. Tables and chairs should be easily assembled in various configurations. Science labs should be equipped with tables specifically designed for laboratories, and running water and electrical outlets should be available at each lab station. In foreign language classrooms, headsets and a tape recording system should be readily available. A stove, refrigerator, and sink are desirable in a common space for each grade level.

16. **SPECIAL CONSIDERATIONS:** (See specific programs.)

1. **PROGRAM / DEPARTMENT:** High School Program (Grades 9-12)

2. **PROGRAM DESCRIPTION:**

The high school program for grades 9-12 is characterized by a strong emphasis on the educational, social, and emotional needs of students who are growing toward adulthood. The high school program strives to graduate young citizens who are fully equipped as self sufficient learners with the skills and knowledge to succeed in a rapidly changing world.

The high school program is comprehensive in nature, providing learning opportunities in the core curricular areas and in a variety of elective areas, including fine and performing arts, and vocational studies.

Teachers in the high school are organized by departments. Special programs, elective courses, and flexible approaches to scheduling foster interdisciplinary and integrated learning. The use of technology is present throughout the curriculum and is available for student and teacher use in classrooms, in computer labs, and in the Library Media Center.

The co-curricular and extra curricular program is varied and supports student learning by providing broad opportunities for students to pursue special interests and to develop unique talents. Intramural and interscholastic athletics are an important aspect of this program, along with activities in journalism, performing arts, cultural and social events and academic competitions.

The learning environment at the high school should:

- foster a high degree of specialized learning in each discipline
- provide space flexible enough to be used for a variety of functions and purposes
- provide adequate departmental work areas and conference space to enable teachers to collaborate with fellow teachers as well as work with students in a variety of ways
- provide adequate space for student support service functions, such as tutoring centers, office space, and testing areas
- enhance and facilitate access to state-of-the-art educational technology
- support the comprehensive curricular and extracurricular program for all students

	1996-97	2005-06	Change
3. PROGRAM ENROLLMENT* (CORE)	4078	5128	+1050
4. NUMBER OF SECTIONS (CORE)	218	273	+55
5. NUMBER OF TEACHERS (CORE)	43.7	52	+8.3
6. NUMBER OF CLASSROOMS (CORE)	34-36	49-52	+13-16
7. AVERAGE CLASS SIZE (CORE)	19	19	0

*Indicates total course enrollees.

8. **CLASSROOMS** (See specific programs.)

9. SUPPORT SPACES REQUIRED

Uses (Total for Campus Complex)	New Room Size / Additional Space (SF)
Lavatory Space	1,461
Circulation Space	12,029
Storage	907
Custodial Space	1,800
Kitchen/Cafeteria Space	4,588
Other Space	3,597
Total SF	24,832

10. DEPARTMENT/PROGRAM TOTAL FLOOR AREA: (See specific programs.)

11. LOCATIONAL PREFERENCE: (See specific programs.)

12. ENVIRONMENTAL FACTORS: (See specific programs.)

13. UTILITIES REQUIRED: (See specific programs.)

14. TECHNOLOGY RECOMMENDATIONS: (See specific programs.)

15. SPECIAL FURNITURE AND EQUIPMENT: (See specific programs.)

16. SPECIAL CONSIDERATIONS: (See specific programs.)

8.2 K-12 Instructional Programs

1. **PROGRAM / DEPARTMENT:** Library Media Program K-12

2. **DESCRIPTION:**
The Library Media Centers contain print and non-print materials selected to support and enhance the curriculum. Information and technology permeate every aspect of modern society. This presents both opportunities and challenges as our educational system seeks to prepare students to live and work in a society where there is increasing dependence on information from non-print and electronic sources. The library media program functions as an integral component of the overall learning environment within this educational system. The utilization of information and the enjoyment of literature as an individual leisure art are the core of the library media program. In striving to integrate the two core functions of the library media center, students will use print and electronic media as sources of information to solve problems, construct meaning, satisfy intellectual curiosity, explore life needs and develop a life-long appreciation of reading. However, the acquisition of library media skills cannot be perceived as solely the domain of the library media center staff, but must be intrinsic to all disciplines. The library media center specialists and support staff in all Madison schools, working in conjunction with the teachers and administrators, accept the responsibility of providing students with learning opportunities that address the unique interests and abilities of students as they strive to reach their full potential.

Space / Room Name	Existing		Addition / Reallocation
Media Center (ACAD)	2,355		1,113
Media Center (JEFF)	1,848		1,620
Media Center (IAS)	1,209		791
Media Center (KHR)	1,232		2,236
Media Center (RHB)	3,885		865
Media Center (DHHS)	4,906		5,594
Total SF	15,435		12,219

3. **PROGRAM ENROLLMENT** NA
4. **NUMBER OF SECTIONS** NA
5. **NUMBER OF TEACHERS** NA
6. **NUMBER OF CLASSROOMS** NA
7. **AVERAGE CLASS SIZE** NA
8. **CLASSROOMS** NA

9. **SUPPORT SPACES REQUIRED** (See Grade Level Programs)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA:** 27,654 SF

11. **LOCATIONAL PREFERENCE:** To function effectively as the school's resource/information hub and computer instruction center, the Library/Media Center should be central to the instructional program and accessible to students of all grade levels.

12. **ENVIRONMENTAL FACTORS:** The Library/Media Center should be climate-controlled, located in a relatively quiet area of the facility and readily accessible from other school areas. The amount of airborne particulate matter should be reduced in areas where magnetic tapes, disks and dust-sensitive equipment are stored.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. The library requires proper lighting and acoustics, standard telephone service, TV cable, satellite sources and telephone lines for facsimile and Internet.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines. Equipment should be state of the art and plentiful enough to serve the needs of both programs. Library-media area in common for both middle school and high school, to include young adult section with equal access to research materials and equipment; TV production lab to be shared by both middle and high school students (large equipment); production lab for middle school which is smaller, for news broadcasting, weather station, interviews and videos for projects; computer section in both parts of the library.

15. **SPECIAL FURNITURE AND EQUIPMENT:** All Library/Media Center furniture and equipment should be considered "special" and an inventory of existing units must be compared against what is required before a list can be produced. Furniture should be sturdy, varied, and comfortable. Furniture should support varied uses - group work, independent quiet study, reading lounge, and distance learning.

16. **SPECIAL CONSIDERATIONS:** There should be no restrictions on the dispersal of Media Center elements to locations having the most potential in benefiting from the use of the Center's resources. Examples are: a TV Studio with the Theater Arts, and small units (5-10) from the computer resource room coupled with such teaching stations as the Mathematics/Science, English/Social Studies, and Art teaching stations. Subject to the availability of computers, the list could eventually include every type of teaching station. Multimedia carts should be available for use in classrooms. Students in grades 7-8 should have access to the central library media center but should also have designated areas in the media center that provide separation from students in grades 9-12.

1. PROGRAM / DEPARTMENT: Visual Arts (K-12)

2. PROGRAM DESCRIPTION

The elementary arts program (grades K-6) develops feelings of self-worth and contributes to the personal growth of students who participate in creative work. Students gain an understanding and appreciation of the values and the intellectual and artistic achievements of their culture and other cultures while exploring, developing, and expressing their own uniqueness and creativity. Basic to all art is the ability to create visual symbols. These visual symbols make up the visual vocabulary of the student, which represents the range of images and symbols the student can use to communicate ideas, abstract concepts, feelings about people and things, and to depict physical objects, and to express emotions. Through the Visual Arts program in grades 7-8, students further broaden their understanding and appreciation of two- and three-dimensional art and develop higher-level skills and knowledge in art history with emphasis on multi-cultural appreciation, art criticism, and aesthetics, along with more sophisticated art production. In grades 9-12 variety of courses is offered in drawing, painting, design, print making, clay, sculpture, photography, studio art and portfolio preparation, video and other current technologies. Art teachers provide numerous opportunities for students to exhibit art work within the school, community, and state.

ELEMENTARY PROGRAM	1996-97 Gr. K-6	2005-06 Gr.K-6	Change Gr.K-6
3. PROGRAM ENROLLMENT	1679	1946	+267
4. NUMBER OF SECTIONS	78	96	+18
5. NUMBER OF TEACHERS	3	4	+1
6. NUMBER OF CLASSROOMS	5	5	0
7. AVERAGE CLASS SIZE	22	20	-2

SECONDARY PROGRAM	1996-97 Gr. 7-8	2005-06 Gr. 7-8	Change Gr. 7-8		1996-97 Gr. 9-12	2005-06 Gr. 9-12	Change Gr. 9-12
3. PROGRAM ENROLLMENT	446	528	+82		175	244	+69
4. NUMBER OF SECTIONS	24	24	0		13	16	+3
5. NUMBER OF TEACHERS	1	2	+1		2.6	3.6	+1
6. NUMBER OF CLASSROOMS	2	2	+1		4	6	+2
7. AVERAGE CLASS SIZE	19	22	+3		15	15	0

8. CLASSROOMS

Existing Classrooms (all schools)

Room Number	Room Size (SF)
2 (IAS)	850
18 (KHR)	840
50 (ACAD)	1,074

Additional Classroom Space Needed

No. of Rms. to Be Added	Room Size (SF)
IAS	350
KHR	760
ACAD	881

Art (JEFF)	851
Art 1 (RHB)	1,236
Art 2 (RHB)	1,155
3 (DHHS)	859
4 (DHHS)	1,581
2A (DHHS)	585
4A (DHHS)	859
Total SF	9,890

JEFF	749
RHB	1,289
CAMPUS COMPLEX	2,919
Total SF	6,948

9. **SUPPORT SPACES REQUIRED:** (See Grade Level Programs)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA**: 16,848 SF
Besides required art rooms, office and storage rooms are needed. Special rooms: darkroom, kiln room, editing room and studio for photo and video, computer areas.

11. **LOCATIONAL PREFERENCE:** Art teaching stations should be with music, technology education, consumer education, drama, etc. in an "arts wing." Kilns, darkroom, painting area, clay room, photo room all need outside walls so ventilation is easily accessible and allows for ventilation of fumes. Drive-up access and parking is needed for loading and unloading work for art shows.

12. **ENVIRONMENTAL FACTORS:** Good natural light is needed for perception of color and light. Technology equipment needs secure, dust free area away from water and heat. Light controlled area is needed within some rooms for viewing slides (window protection, shades, etc.)

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. Adequate lighting, telephone service, electrical source for kilns, enlargers, computers, etc., water supply, deep triple sinks and proper ventilation systems are needed for each instructional area (dust collector in clay room, venting fans in photo and kiln room, etc.)

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines. Art teaching stations should have ready access to a computer technology lab, video editing suites, video and photography studio, photo darkroom, modem access, phone lines, etc.

15. **SPECIAL FURNITURE AND EQUIPMENT:** HEPA vacuum for clay room (and art area, in general), dust collection system for clay area, proper venting for chemical fumes in dark room, photo room, kiln room and print room, slide protection screens, VCRs and monitors, drying racks, slide storage equipment, adequate and secure storage within each room, appropriate stations for computers.

16. **SPECIAL CONSIDERATIONS:** NA

1. **PROGRAM / DEPARTMENT:** Music Education (K-12)

2. PROGRAM DESCRIPTION

The Music Program in grades K-12 focuses on developing skills and attitudes essential to musical knowledge and awareness. These skills are acquired sequentially through a planned program that includes a variety of experiences. Music plays an essential role in the education of all students. Music is a unique language for expression. As far back as the ancient Greeks, music has been considered the mirror of the soul. Music expresses spiritual and emotional values that are both personal and universal. Music expands the creative capabilities of each person and contributes greatly to increased learning capacities in diverse subject areas. The study and performance of music integrates and harmonizes the mind and body and promotes a sense of well-being. Music is a universal language which provides the means to overcome political and geographic barriers. In our highly technical and rapidly changing society, music remains a constant link to the past, provides an understanding of the present, and establishes a path to the future. Music offers limitless possibilities to enhance the quality of life. In grades K-6 the music program provides experiences basic to general learning and provides the essential experiences for future musical achievements. In recognizing the importance of listening skills, speaking, aural, rhythmic, and movement experiences for all students, the Madison Public Schools recommends the integration of music into the total curriculum, grades K-6. In grades 7-12, a variety of courses is offered in music theory, harmony, and composition; music history and literature; chorus; orchestra; band; and vocal and instrumental ensembles. Music teachers also provide extensive opportunities for students to perform in day and evening concerts, solo and ensemble concerts, and regional and state festivals.

ELEMENTARY PROGRAM	1996-97 Gr. K-6	2005-06 Gr.K-6	Change Gr.K-6
3. PROGRAM ENROLLMENT	1679	1946	+267
4. NUMBER OF SECTIONS	88	96	+8
5. NUMBER OF TEACHERS	5.4	6	.6
6. NUMBER OF CLASSROOMS	5	5	0
7. AVERAGE CLASS SIZE	18	20	+2

SECONDARY PROGRAM	1996-97 Gr. 7-8	2005-06 Gr. 7-8	Change Gr. 7-8		1996-97 Gr. 9-12	2005-06 Gr. 9-12	Change Gr. 9-12
3. PROGRAM ENROLLMENT	568	670	+102		360	455	+95
4. NUMBER OF SECTIONS	16	19	+3		10	13	+3
5. NUMBER OF TEACHERS	1.6	1.9	+.3		1.8	2	+.2
6. NUMBER OF CLASSROOMS	2	3	1		3	3	0
7. AVERAGE CLASS SIZE	36	36	0		36	36	0

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
19 (KHR)	840
40 (ACAD)	741
Music (JEFF)	900
Music Vocal (RHB)	915
Band Room (RHB)	1,834
Auditorium (RHB)	4,526
Stage (RHB)	1,512
45 (DHHS)	1,081
48 (DHHS)	2,523
49 (DHHS)	961
Auditorium (DHHS)	6,494
Total SF	22,327

Additional Classroom Space Needed

Location	Space(SF)
IAS	900
KHR	60
ACAD	759
RHB	554
CAMPUS COMPLEX	6,530
Total SF	8,803

9. **SUPPORT SPACES REQUIRED:** (See Grade Level Programs)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA:** 31,130 SF

11. **LOCATIONAL PREFERENCE:** Special consideration should be given to the location of the Music teaching stations to separate them from other sources of sound and other instructional areas which are sound sensitive. Each discipline of band, orchestra and chorus should have their own self-contained teaching station (room).

12. **ENVIRONMENTAL FACTORS:** The music education environment must be large enough to accommodate groups of different sizes (often several at a time), quiet so music learning and teaching can happen without disturbing other classrooms or being disturbed by them, and flexible to allow for many uses in the present and adapt to new uses in the future. A large basin-type sink is needed in the two band rooms for sanitary cleaning of musical instruments. Large, secure storage space is needed for instruments, music, band uniforms, etc. The ventilation system must accommodate an air exchange rate double that of other classrooms.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. Standard telephone service. Adequate lighting. Air conditioning / proper ventilation. Water supply.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines. Music teaching stations should be equipped to access up-to-date multi-media programs including CD-ROM. TV and computer equipment / software should be available on-site. (The music classroom must be prepared to accommodate computer-aided music and instructional and sound producing systems. Equip music rooms with electronic keyboard labs, synthesizers, high-quality stereo systems with the capability to play CDs and DATs [digital audio tapes], and microphones.)

15. **SPECIAL FURNITURE AND EQUIPMENT:** Music teaching stations have extensive requirements for equipment, furniture and music instruments. Each station has its own specific equipment and furniture needs. *Locked* storage for instruments is needed as well as chalkboards.

16. **SPECIAL CONSIDERATIONS:** The Music teaching stations should be in a music wing. The band rooms, orchestra rooms and chorus rooms need natural light, high ceilings, acoustic treatment, and air conditioning / proper ventilation. Additionally, the band rooms and orchestra rooms need secure / locked storage for music instruments and equipment.

1. PROGRAM / DEPARTMENT: Physical Education (K-12)

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2. PROGRAM DESCRIPTION

The Madison Public Schools believes that a physical education program (grades K-12) should promote a variety of activities that will lead to a healthy life style. Emphasis is placed on total fitness goals needed for the enhancement of the intellectual pursuits and interests of ALL students, thus giving each child the opportunity to succeed. The physical education program is based on the concept of providing differentiated instruction for all students. The program helps to foster growth and development of the individual child and provide the opportunities to pursue leisure time activities. The aim is to allow each student to gain an understanding of the human body and to be motivated to maintain its healthful efficiency. The Physical Education program in grades K-6 provides opportunities for development of motor skills, positive personal and social relationships, an awareness of physiological development, and appreciation of the aesthetic aspects of movement. The high school physical education curriculum expands the skills and knowledge developed at the middle school level.

Interscholastic Sports: In grades 7-12, the Interscholastic Sports program offers students an opportunity to participate in a variety of competitive sports. Among the offerings for boys there are teams in the following sports: baseball, basketball, cross country, golf (co-ed), football, ice hockey, lacrosse, soccer, tennis, track and field, volleyball and wrestling. Among the offerings for girls there are teams in the following sports: basketball, cheerleading, cross country, field hockey, gymnastics, lacrosse, soccer, softball, swimming, tennis, track and field, and volleyball.

The intramural program in grades 7-12 provides the opportunity for recreational involvement in a variety of after-school activities involving individual, dual, and team sports. The program is staffed by intramural coaches. A variety of seasonal activities is offered to meet the individual needs of the students with a particular emphasis on grades 7-8.

ELEMENTARY PROGRAM	1996-97 Gr. K-6	2005-06 Gr.K-6	Change Gr.K-6
3. PROGRAM ENROLLMENT	1679	1946	+267
4. NUMBER OF SECTIONS	78	90	+12
5. NUMBER OF TEACHERS	4.8	5.0	+.2
6. NUMBER OF CLASSROOMS	5	5	0
7. AVERAGE CLASS SIZE	21	21	0

SECONDARY PROGRAM	1996-97 Gr. 7-8	2005-06 Gr. 7-8	Change Gr. 7-8		1996-97 Gr. 9-12	2005-06 Gr. 9-12	Change Gr. 9-12
3. PROGRAM ENROLLMENT	446	528	+82		1139	1432	+293
4. NUMBER OF SECTIONS	20	24	+4		56	72	+16
5. NUMBER OF TEACHERS	1.5	1.8	.3		2.9	3.6	+.7
6. NUMBER OF CLASSROOMS	1	1	0		1	1	0
7. AVERAGE CLASS SIZE	22	22	0		20	20	0

8. CLASSROOMS

Existing Classrooms (all schools)

Room Number	Room Size (SF)
16 (ACAD)	4,779
Physical Education (JEFF)	2,420
Gymnasium (RHB)	7,577
Gymnasium (DHHS)	12,875
Gymnasium (DHHS)	7,087
Total SF	34,738

Additional Classroom Space Needed

No. of Rms. to Be Added	Room Size (SF)
KHR	3,000
JEFF	580
Total SF	3,580

9. **SUPPORT SPACES REQUIRED:** (See Grade Level Programs)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA:** 36,839 SF

11. **LOCATIONAL PREFERENCE:** Physical education teaching stations generate noise and, with the exception of the need to be relocated near the health education teaching stations, should be separated from other instructional areas and adjacent to playing fields. Varsity, junior varsity, and intramural sports share the indoor and outdoor facilities used by physical education.

12. **ENVIRONMENTAL FACTORS:** Physical education teaching stations require safe environmental measures and proper ventilation. Provisions for inclement weather require special attention. Orientation of playing fields is an important concern. Indoor and outdoor facilities need to be physical hazard free. Security lighting is required for athletic fields.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. Gymnasium lighting is needed as well as climate control, lighting, and water for locker rooms. A telephone / intercom system in all Physical Education teaching stations and locker rooms should be connected to the main administrative offices and health suites. Such a system should be a key-controlled secure system, and should be primarily used for emergencies.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines. One teaching station should be equipped to access up-to-date multi-media programs. Equipment for filming and reviewing athletic events is needed. Time-keeping and scoring equipment are required for indoor and outdoor facilities.

15. **SPECIAL FURNITURE AND EQUIPMENT:** Up-to-date exercise room equipment, and adequate space are necessary. The weight room facility requires up-to-date equipment (Nautilus equipment, stationary bikes, etc.) and technology for physical therapy. Each physical education teaching station has its own specific equipment requirements. Each interscholastic and intramural sport require specific equipment and uniforms.

16. **SPECIAL CONSIDERATIONS:** Proximity to the Health Education teaching stations and first aid stations is expected. Varsity, junior varsity and intramural sports share the indoor and outdoor facilities used by physical education. Storage for equipment / uniforms is an on-going concern.

8.3. 7-12 Instructional Programs

1. **PROGRAM / DEPARTMENT**: Applied Education (7-12) (Business Education, Life Management, Technology Education)

2. PROGRAM DESCRIPTION

2.A. Business Education: The middle school experience (grades 7-8) offers students technology / computer application courses. Students are introduced to keyboarding and then are exposed to various word-processing, data base, and spreadsheet application programs. At the high school level, students continue to improve their computer skills in keyboarding. In addition, they are offered a wide variety of courses in subjects such as word processing, desktop publishing, computer applications, software laboratory, accounting, marketing, economics, international business, and business law. The Business Education Department's goal is to provide opportunities for students to develop technology competency and to assist in the development of students who can:

- integrate the basic skills – reading, writing, and computing – and the higher-order skills – thinking, reasoning, problem-solving and decision making;
- demonstrate knowledge, attitudes and skills needed by all citizens to manage their personal business needs and to understand our global business and economic system;
- obtain vocational and technology knowledge and skills needed for successful entry-level employment and advancement in a broad range of business careers;
- acquire a base of knowledge and computer skills for those students planning post-secondary education;
- demonstrate an understanding of the need for the work habits and attitudes necessary for success in the job environment; and
- realize the importance of personal business ethics.

	1996-97 Gr. 7-8	2005-06 Gr. 7-8	Change Gr. 7-8		1996-97 Gr. 9-12	2005-06 Gr. 9-12	Change Gr. 9-12
3. PROGRAM ENROLLMENT	446	528	+82		185	233	+48
4. NUMBER OF SECTIONS	24	24	0		11	14	+3
5. NUMBER OF TEACHERS	2	3	+1		2.1	2.9	+.8
6. NUMBER OF CLASSROOMS	2	3	+1		3	4	+1
7. AVERAGE CLASS SIZE	19	22	+3		17	17	0

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
25 Computer Room	590
26 Computer Room	663
27 Lecture Room	663
Total SF	1,916

Additional Classroom Space Needed

Uses	Space (SF)
2 computer areas	2,154
Total SF	2,154

9. **SUPPORT SPACES REQUIRED:** (See High School Program)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA:** 4,070 SF

11. **LOCATIONAL PREFERENCE:** Computer areas for grades 7-8 should be within the cluster of core classrooms to support the interdisciplinary model, with the classrooms configured around this central computer area. Classrooms for grades 9-12 should be located in proximity to all applied education courses.

12. **ENVIRONMENTAL FACTORS**: Adequate heating and ventilation are essential. Business Education teaching stations should be climate-controlled, clean and attractive with the potential for flexibility in arrangements.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. Electrical outlets should be installed as strips under tables rather than on the floor or a raised floor should be built to cover electrical lines. Underlayment conduit will allow all wiring to be hidden and provide capability for additional future wiring.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines. Each computer station should be equipped with up-to-date hardware and software capable of supporting high-end programs. Floor plans should allow room at the front of each room adequate for an LCD display and a computer station to be used for instructional purposes. Each computer should have Internet direct access.

15. **SPECIAL FURNITURE AND EQUIPMENT:** Modular furniture designed for keyboarding should be purchased with attention given to adjustable chairs. (Refer to #14)

16. **SPECIAL CONSIDERATIONS:** Location of teacher office space between two computer labs with doors accessing each room would enable better monitoring of students during unscheduled time and / or after school. Security of equipment is always an issue. This would enable specialized equipment such as scanners and still video cameras to be housed in the office space and accessed by two classes. Office should be separate from equipment storage or lab usage as to provide privacy and work space for teachers.

2.B Life Management (Family Consumer Science) is offered in grades 7-12. The program allows the students to take courses which may assist them in functioning in the adult world as informed consumers, family members and individuals, as well as provide opportunities for career exploration and foundations for further education. The program in grades 7-8 focuses on nutrition and food preparation. In grades 9-12 course offerings include: Foods & Nutrition, Fashion & Textiles, Consumer & Adult Orientation, and Child Development & Human Relations. Course offerings are basic to the general educational needs of young adults in preparation for assuming the responsibilities of family life. Students in grades 9-12 have the opportunity to participate in a child development-laboratory nursery school, "Little Hands Nursery School." In addition, they provide career exploration and fundamentals for students in the fields of fashion, child care, and human services.

	1996-97 Gr. 7-8	2005-06 Gr. 7-8	Change Gr. 7-8	1996-97 Gr. 9-12	2005-06 Gr. 9-12	Change Gr. 9-12
3. PROGRAM ENROLLMENT	446	528	+82	92	122	+30
4. NUMBER OF SECTIONS	24	24	0	5	7	+2
5. NUMBER OF TEACHERS	2	3	+1	1	1.2	+.2
6. NUMBER OF CLASSROOMS	2	3	+1	2	2	0
7. AVERAGE CLASS SIZE	19	22	+3	18	17	-1

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
Foods	1,112
Sewing	882
Total SF	1,994

Additional Classroom Space Needed

Uses	Space (SF)
Nursery Lab	500
Additional Sewing Room	880
Total SF	1,380

9. **SUPPORT SPACES REQUIRED:** (See High School Program)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA:** 3,374 SF

11. **LOCATIONAL PREFERENCE:** Family Consumer Science classrooms to be located in the Practical / Performing Arts wing. Rooms must be located together. Nursery Lab / Restaurant classroom must have access to outside play area away from parking lot but with access to it for ease of pick-up and drop-off of nursery school children. Should be located near the cafeteria.

12. **ENVIRONMENTAL FACTORS:** Venting required for foods room. Safety and fire codes must be followed for nursery area. All environmental health laws must be followed for foods area. Sewing room requires a private dressing room. All floors and counter tops must be easy to clean. Health and safety codes are extremely important in this area.

13. **UTILITIES REQUIRED:** Standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. In addition, sewing room must have sufficient outlets to operate sewing machines. A sink is required in the sewing room. The outlets in the Nursery Lab / Restaurant room

must be childproof. A lavatory, double sink in the classroom at small child level for hand washing and water play (30" off floor). Specialized lighting is needed for work areas. Venting and electrical for washer, dryer, dishwasher, refrigerators, stoves, and microwave ovens. The foods area for grades 7-8 should include 6-7 kitchen stations.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines. Four computers in each room plus and LCD display in each classroom. Sewing machines built into tables in sewing room. (See #15)

15. **SPECIAL FURNITURE AND EQUIPMENT:** Demonstration table with camcorder hooked up to TV. Round table for restaurant and at least 6 chairs. Washer / dryer for foods room. White board in each room. Round tables seat 6-8. Folding table and chairs for nursery. One wall with cabinet doors that hide a white board and pull-down screen. Lots of built-in storage in all rooms. Foods room to include one induction range, 5 kitchen units should contain:

    mini refrigerator
    range / oven
    dishwasher
    microwave
    cabinet space for equipment
    1 commercial unit
    3 bay sink next to dishwasher
    rolling rack refrigerator
    prep table in one unit (6" with drawers)
    heat lamps
    grill and griddle combination
    convention oven

16. **SPECIAL CONSIDERATIONS:** Department needs office space where lesson plans can be planned for the nursery school. Lots of storage space is a necessity.

2.C. Technology Education is offered in grades 7-12. Through technology education, students will:

- be exposed to the universal problem solving model;
- perform hands-on / minds-on applications while learning and integrating academic knowledge and skills
- focus on the design, application, and impact of technology systems using problem solving techniques;
- have the common core of learning ideals reinforced in their daily lessons;
- develop a readiness in the world of work which is facilitated by personal growth emphasizing lifelong learning skills;
- be exposed to career exploration; and
- have computer skills developed and reinforced for today's information processing world.

Technology education provides experiences which will develop technology literacy in students as well as developing a firm foundation for further education in technical fields. The 7-12 program includes the four strands: communication, construction, manufacturing, and transportation. Students can take a variety of courses within each area.

	1996-97 Gr. 7-8	2005-06 Gr. 7-8	Change Gr. 7-8	1996-97 Gr. 9-12	2005-06 Gr. 9-12	Change Gr. 9-12
3. PROGRAM ENROLLMENT	446	528	+82	128	155	+27
4. NUMBER OF SECTIONS	24	24	0	10	12	+2
5. NUMBER OF TEACHERS	2	3	+1	2	2.2	+.2
6. NUMBER OF CLASSROOMS	2	3	+1	3	3	0
7. AVERAGE CLASS SIZE	19	22	+3	13	13	0

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
Transportation Room	1,610
Construction Room	1,295
TV Studio	624
Computer Lab	575
Total SF	4,104

Additional Classroom Space Needed

Uses	Space (SF)
Editing Suites	700
Additional Lab	1,266
Total SF	1,966

9. SUPPORT SPACES REQUIRED: (See High School Program)

10. DEPARTMENT / PROGRAM TOTAL FLOOR AREA: 6,070 SF

11. LOCATIONAL PREFERENCE: Technology Education classrooms to be located in the Practical / Performing Arts wing. Rooms must be located together. Access to driveway and parking is necessary.

12. **ENVIRONMENTAL FACTORS:** Teaching stations should be climate-controlled. External exhaust fan needed in construction lab. Ventilation needed in all rooms. Anti-static carpet would enhance soundproofing in TV Studio.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. Each teaching station has specific requirements for utilities needed. Many electrical outlets are required with adequate cutoff switches to provide for safety factors.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines. Teaching stations should have access to up-to-date computers with LCD displays. A "pipe grid" and lighting system is a must for the TV production studio along with a master control suite.

15. **SPECIAL FURNITURE AND EQUIPMENT:** "On Air" sign needed for outside of TV Studio. A comprehensive production facility is needed with appropriate soundproofing. A full-scale editing suite adjacent to the production studio is necessary. An audio dubbing room for voice-overs is needed. Construction and transportation labs need to be build around group work stations and should have large garage doors installed in each. Labs should have adequate floor space for project construction. Tool / equipment lockers are needed as well as student project lockers. A glass wall between labs would allow for better control.

16. **SPECIAL CONSIDERATIONS:** The TV production studio needs to be secure due to the value of the equipment. All Technology Education classrooms need ample storage space.

1. PROGRAM / DEPARTMENT: English Language Arts (7-12)

2. PROGRAM DESCRIPTION:

The English language arts program, grades 7-12, offers students rich and diverse experiences in the language arts, including reading and the study of literature, writing, speaking and, to some extent, the dramatic arts. During grades 7-11, all students enroll in full-year courses within a district-wide program of prescribed scope and sequence intended to nurture growth in all the language arts. In grade 12, students select from various semester and full-year course offerings which focus on more specific areas of literature, writing, and the dramatic arts. In all courses, students are encouraged to value and extend their literacy through activities which challenge them to read, reflect, discuss, present, and write. To ensure students' continued language arts development and growth, teachers monitor progress and help students to set learning goals and objectives through a variety of means, such as employment of diagnostic teaching and testing procedures, and review of State and departmentalized assessments (including portfolio assessment).

	1996-97 Gr. 7-8	2005-06 Gr. 7-8	Change Gr. 7-8		1996-97 Gr. 9-12	2005-06 Gr. 9-12	Change Gr. 9-12
3. PROGRAM ENROLLMENT	448	528	+80		917	1132	+215
4. NUMBER OF SECTIONS	20	24	+4		46	57	+11
5. NUMBER OF TEACHERS	5	12	7		9.6	11.7	+2.1
6.NUMBER OF CLASSROOMS	5	6	+1		6	10	+4
7. AVERAGE CLASS SIZE	22	22	0		20	20	0

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
RDG 3 (RHB)	852
RDG4 (RHB)	852
ENG 2 (RHB)	952
SSO 3 (RHB)	564
FRENCH (RHB)	564
24 (DHHS)	665
28 (DHHS)	663
29 (DHHS)	663
30 (DHHS)	663
31 (DHHS)	663
32 (DHHS)	663
Total SF	7,764

Additional Classrooms Needed

No. of Rms. to Be Added	Room Size (SF)
6 (GR. 7-8) @ 736 SF	4,416
4 (GR. 9-12) @ 736 SF	2,944
Total SF	7,360

9. SUPPORT SPACES REQUIRED: (See High School Program)

10. DEPARTMENT/PROGRAM TOTAL FLOOR AREA: 11,340 SF

11. **LOCATIONAL PREFERENCE:** Writing Resource Center should be one of two small enclosed classrooms within the library-equipped with adequate computers depending on grade level for use in publishing, for writing workshops and seminars, etc. English and Social Studies areas should be proximate. Both English and Social Studies classrooms should be within easy access of computer rooms, Writing Resource Center, and Library / Media Center.

12. **ENVIRONMENTAL FACTORS:** English teaching stations should have: climate-control; all rooms with windows with natural light, no heating or ventilating noise; easy access to bus ramps, but to prevent fume inhalation, no ramps near classroom areas; the availability of quiet study centers instead of / in addition to large, usually noisy study halls, to motivate more mature approach to study; and soundproofing, especially in and near performance areas, with a reduction of noise level wherever possible.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines. Writing / Reading Center should be large enough to provide for screen projection and individual and small group discussion as well as individual computer stations. Telephone in each classroom. 3-4 computers in each room. English Office requires copy machines and computers.

15. **SPECIAL FURNITURE AND EQUIPMENT:** Classroom furniture (desks, chairs) should be separate and movable, easily fit into room space due to the need for flexibility of moving desks into various configurations; storage space with closets, bookcases with doors and locks (cleanliness and security); proper computer tables and hook-ups; sufficient chalk board, dry marker board and bulletin board areas. Ceiling storage for maps, movie screens, etc.

16. **SPECIAL CONSIDERATIONS:** Writing Center / Lab; department book storage room; department / team offices with desk space; soundproofing for noise reduction; no interior access rooms or walk-throughs; rooms with four walls, self-contained; professional library within the larger library-media center; multi-purpose rooms within each grade level, films, lectures, guest speakers, small group productions, remediation, etc. English department / team offices should have provision for individual student testing and for conferencing with students, teachers, and parents; storage space for professional materials.

1. PROGRAM / DEPARTMENT: Foreign Language (7-12)

2. PROGRAM DESCRIPTION

Spanish and French are electives offered students in grades 7-8. As an exploratory course, the major goal is to provide students the opportunity to learn a language and to begin a study of the cultural aspects of Spanish- and French-speaking countries. The foreign language program is based upon a two-year sequence, with the second year a further refinement and development of the skills cited below. Successful completion of the Grade 7 course is a prerequisite for entry into the Grade 8 program. The main objective of the Foreign Language program is the development of communication skills: speaking, reading, writing, listening, and thinking in a foreign language. In grades 9-12 students may continue with the language which they have been studying in grades 7-8, and/or study another foreign language. The purpose of foreign language study is the development of communication skills -- speaking, reading, writing, and thinking. Students are provided a program in French, Spanish, and Latin in which they learn linguistic behavior patterns characteristic of the culture whose language they study. The culture surrounding the language is also studied. Students' attitudes toward a foreign culture determine, in part, their success in learning a new language. The following languages are offered: Latin, French, and Spanish. Distance learning is being seriously explored; especially in relation to Pacific Rim languages, Chinese and Japanese.

	1996-97 Gr. 7-8	2005-06 Gr. 7-8	Change Gr. 7-8		1996-97 Gr. 9-12	2005-06 Gr. 9-12	Change Gr. 9-12
3. PROGRAM ENROLLMENT	446	528	+82		620	788	+168
4. NUMBER OF SECTIONS	20	24	+4		33	41	+8
5. NUMBER OF TEACHERS	2	3	+1		6.7	8.7	+2
6. NUMBER OF CLASSROOMS	2	4	+2		6	10	+4
7. AVERAGE CLASS SIZE	22	22	0		19	19	0

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
SPAN 1 (RHB)	888
SPAN 2 (RHB)	684
Room 6 (DHHS)	310
Room 8 (DHHS)	460
Room 9 (DHHS)	460
Room 10 (DHHS)	562
Room 23 (DHHS)	665
Room 47 (DHHS)	672
Total SF	4,701

Additional Classroom Space Needed

No. of Rms. to Be Added	Space (SF)
4 (Gr. 7-8) @ 736 SF	2,944
4 (Gr. 9-12) @ 736 SF	2,944
Total SF	5,888

9. SUPPORT SPACES REQUIRED: (See High School Program)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA:** 9,017 SF

11. **LOCATIONAL PREFERENCE:** Foreign language classrooms for grades 7-8 should be located within the interdisciplinary team areas. In grades 9-12, foreign language classrooms should be located in close proximity to each other; a department storage area should be in the immediate area; the department office / teacher work area should be in the immediate area with a phone link and a sink; there should be a student work area for tutoring; there should be a language / computer laboratory within the classrooms (retractable headsets descending from the ceiling). There should be a designated area for distance learning; it would be helpful to be located near the LMC.

12. **ENVIRONMENTAL FACTORS:** In the Foreign language area we would like: classrooms with windows that have sufficient square footage to accommodate the varied learning activities, including block scheduling; classrooms should be climate-controlled, clean and attractive with the potential for flexibility in arrangements; classrooms should be used exclusively for foreign language teaching so that all the necessary tools and equipment is in place; good acoustics in all classroom where sounds do not penetrate the walls from neighboring classrooms / areas; carpeting is needed to maintain a low noise level; classrooms with no visible obstructions to interfere with the teaching / learning process.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. Potable water and a sink in the teachers' work area and in each classroom.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines. Foreign language classrooms should be equipped to access up-to-date multi-media programs, listening stations and have AV supported instructional capabilities. TV, AV and computer equipment/software should be available at each teaching station.

15. **SPECIAL FURNITURE AND EQUIPMENT:** Storage areas that can be locked; shelves, cabinets and file cabinets; a section in each classroom with tables and chairs for class activities, in addition to standard seating; AV equipment should be mounted to conserve space; each classroom should have the capability to communicate with the Main Office.

16. **SPECIAL CONSIDERATIONS:** All foreign language classrooms should be multi-media oriented with on-site interactive electronic instructional equipment and programs available for student use and monitoring by the teacher; the foreign language department should expand its offerings - a sufficient number of classrooms in order to accommodate these additions.

1. PROGRAM / DEPARTMENT: Mathematics (7-12)

2. PROGRAM DESCRIPTION

The mathematics program in grades 7-12 consists of courses in integrated mathematics, pre-algebra, algebra, geometry, pre-calculus, calculus, probability and statistics, and computer programming designed to accommodate a broad range of achievements, interests and career goals. Effective instruction in mathematics has changed, not only in terms of what students learn, but also in the processes of how they learn. To learn mathematics, students must be engaged in exploring, conjecturing, reasoning, and problem-solving. Through communication, both orally and in written reflections and explanations, students must be able to use personal knowledge derived from meaningful mathematical experiences, they are much more likely to retain and use that knowledge they have learned.

	1996-97 Gr. 7-8	2005-06 Gr. 7-8	Change Gr. 7-8		1996-97 Gr. 9-12	2005-06 Gr. 9-12	Change Gr. 9-12
3. PROGRAM ENROLLMENT	446	528	+82		862	1088	+226
4. NUMBER OF SECTIONS	20	24	+4		48	60	+12
5. NUMBER OF TEACHERS	5	6	+1		9.8	11.7	+1.9
6. NUMBER OF CLASSROOMS	5	6	+1		8	10	+2
7. AVERAGE CLASS SIZE	22	22	0		18	18	0

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
MAT1 (RHB)	564
MAT2 (RHB)	564
MAT4 (RHB)	688
RDG1 (RHB)	738
Comp 1 (RHB)	661
UA02	688
11 (DHHS)	441
12 (DHHS)	441
13 (DHHS)	460
16 (DHHS)	375
19 (DHHS)	368
10A (DHHS)	371
11A (DHHS)	460
16A (DHHS)	360
Total SF	7,179

Additional Classroom Space Needed

No. of Rms. to Be Added	Space (SF)
6 (Gr. 7-8) @ 736 SF	4,416
2 (Gr. 9-12) @ 736 SF	1,472
Total SF	5,888

9. SUPPORT SPACES REQUIRED: (See High School Program)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA:** 9,164 SF

11. **LOCATIONAL PREFERENCE:** Mathematics classrooms should be close to the computer labs. The mathematics department should be located next to the science and technology departments. Shared equipment, such as computer-based learning (CBL)-units, should be available to teachers in both the mathematics and science departments.

12. **ENVIRONMENTAL FACTORS:** Mathematics teaching stations should be climate-controlled, clean and attractive with the potential for flexibility in arrangement. Noise problems continue to exist due to "temporary walls." Overall room size is a critical issue. Lack of windows makes air circulation difficult.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines. Mathematics teaching stations should be equipped to access up-to-date multi-media programs and to use Internet. Computer labs should be accessible to the mathematics teachers. Up-to-date computer stations and software should be available in each lab. TV and computer equipment/software should be available at each technology station. Class sets of graphing calculators should be in each learning station.

15. **SPECIAL FURNITURE AND EQUIPMENT:** Mathematics teaching stations should be flexible enough to permit varied arrangements to make maximum use of space and equipment. Full-sized desks which can hold textbooks, notebooks and calculators and / or other support technology.

16. **SPECIAL CONSIDERATIONS:** Adequate project work areas and storage space should be provided. (Rooms are generally too small for a wheel chair to move around.) Currently, 6 high school teachers share one small office.

1. **PROGRAM / DEPARTMENT:** Health Education (7-12)

2. PROGRAM DESCRIPTION

A comprehensive health and safety education program is offered to students in grades 7-8 to develop skills for daily living and to prepare them for their future roles as parents and citizens. In addition to providing essential information, skills which foster effective decision-making and responsibility are developed through various classroom activities. Topics included in the program for grades 7-8 include: Substance Abuse, Nutrition and Fitness, Disease Prevention, Community and Consumer Health, Growth and Development, Family Life, and Self-Concept.

In grades 9-12, the health curriculum continues the emphasis established in middle school; namely, the importance of staying well. Students assess their lifestyles and redefine ways in which they can achieve personal well-being. The high school and middle school programs provide information on how to deal with stress, the importance of daily physical activities, nutrition, biofeedback, relaxation, the effects of environmental and body pollutants, sex education, family life, basic first aid, and disease prevention, including HIV/AIDS education.

	1996-97 Gr. 7-8	2005-06 Gr. 7-8	Change Gr. 7-8		1996-97 Gr. 9-12	2005-06 Gr. 9-12	Change Gr. 9-12
3. PROGRAM ENROLLMENT	446	528	82		880	994	114
4. NUMBER OF SECTIONS	4*	5	+1		39	45	6
5. NUMBER OF TEACHERS	1	1	0		2	2	0
6. NUMBER OF CLASSROOMS	1	1	0		2	2	0
7. AVERAGE CLASS SIZE	24	24	0		22	22	0

*Rotates every six weeks.

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
NA	

Additional Classroom Space Needed

No. of Rms. to Be Added	Room Size (SF)
(Included in core classroom count.)	

9. **SUPPORT SPACES REQUIRED:** (See High School Program)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA:** NA

11. **LOCATIONAL PREFERENCE:** Health classrooms should be located in the physical education area of the building.

12. **ENVIRONMENTAL FACTORS:** Health classrooms require safe environmental measures and proper ventilation.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines.

15. **SPECIAL FURNITURE AND EQUIPMENT:** Furniture for the health classrooms should be flexible and conducive to small group and large group instruction.

16. **SPECIAL CONSIDERATIONS:** NA

1. PROGRAM / DEPARTMENT: Science (7-12)

2. PROGRAM DESCRIPTION

In the 7-12 program, science is best learned when connections are made between process, content, and life. The ability to pose and solve problems is a vital part of science education. By building from their experiences, students' curiosity and decision making is nurtured and encouraged. Students in the Madison Public Schools are given the opportunity by means of a quality science curriculum to observe, hypothesize, predict, experiment, record and organize data, and construct models and theories at increasing levels of sophistication. Students must develop these necessary skills to respond to the continually changing requirements of technology. Ultimately, science should encourage students to develop attitudes which benefit the environment and all humankind.

	1996-97 Gr. 7-8	2005-06 Gr. 7-8	Change Gr. 7-8		1996-97 Gr. 9-12	2005-06 Gr. 9-12	Change Gr. 9-12
3. PROGRAM ENROLLMENT	446	528	+82		809	1021	+212
4. NUMBER OF SECTIONS	20	24	+4		45	57	+12
5. NUMBER OF TEACHERS	5	6	+1		9.5	11.7	+2.2
6. NUMBER OF CLASSROOMS	5	6	+1		10	10	0
7. AVERAGE CLASS SIZE	22	22	0		18	18	0

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
SCLA (RHB)	851
SCLB (RHB)	915
SCLC (RHB)	912
SCLD (RHB)	874
MAT3 (RHB)	660
6F (RHB)	676
20 (DHHS)	880
21 (DHHS)	822
22 (DHHS)	840
35 (DHHS)	908
36 (DHHS)	894
37 (DHHS)	852
39 (DHHS)	880
40 (DHHS)	880
41 (DHHS)	880
43 (DHHS)	880
Total SF	13,604

Additional Classroom Space Needed

No. of Rms. to Be Added	Space (SF)
6 (Gr. 7-8)	4,364
12 (Gr. 9-12)	8,700
Total SF	13,064

9. **SUPPORT SPACES REQUIRED:** (See High School Program)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA:** 21,780 SF

11. **LOCATIONAL PREFERENCE:** Science classrooms for grades 7-8 should be located in the interdisciplinary team areas. Science classrooms for grades 9-12 should be located together in one wing of the building. The wing should be adjacent to (not shared) with mathematics and health.

12. **ENVIRONMENTAL FACTORS:** Science teaching stations should be climate-controlled, but no forceful air movement. Each laboratory should have its own controlling unit to eliminate odors / fumes being passed into other classrooms. Exhaust hoods required for each room (minimum of 2). All rooms should have access to windows for natural light (growing, ventilation . . .). Each laboratory should be equipped with certified disposal equipment: chemical waste disposal unit; broken glass disposal unit; chemical spill treatment unit; powered ventilation units to remove potentially toxic fumes / vapors. Greenhouse requires a sunny exposure, preferably S, SE, or SW. Sufficient ventilation of greenhouse is required. An automatic drip irrigation system is needed in the greenhouse. A deionized water generator in needed in each chemistry room. There should be blinds that completely shut out light.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. Gas jets with a convenient master control (in front of biology classrooms). Outlets for computers (away from sinks). Stainless steel sinks with hot and cold running water (minimum 6 per room) with counter space. Electrical double unit outlets. Drying ovens. Cube Refrigerator. Electrical outlets at each desk for biology rooms (master control panel at teacher's desk). Spotlights with dimmers for the lecture desks. The lights should not all be on one switch.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines. Each science classroom / laboratory should have:
    Network server with 12 student terminals (one at each lab station).
    12 Vernier probe sets
    2 ink jet printers as part of the network server
    2 25" wall-mounted TVs
    1 VCR
    1 connection to cable TV
    Internet access
    Ability to connect computer to overhead projector and large screen TV
    At least 6 computer stations with Internet access as well as software to allow experimentation and computerized data collection in each classroom
    A separate science computer lab with Internet access for projects and demonstrations should be available
    The lab benches should incorporate storage for labware as well as have up-to-date computers linked to a central server and printer.

15. **SPECIAL FURNITURE AND EQUIPMENT:**
    Cabinets for microscopes

Work station for students with disabilities
Demonstration table (with shield and hood) with teacher desk attached
Desks that are movable
Computer stations that are mobile for physics lessons
Laboratory benches positioned to allow teacher to monitor student work
All rooms should be equipped with storage, locking cabinets and file cabinets.
Built-in screen for overhead projection in every classroom
Both overhead and low cabinet space in every classroom
Eye washes, fire blankets, and showers should be in each room.

16. SPECIAL CONSIDERATIONS:

Rooms should be large enough for safely engaging students in laboratory experiences
Each room should have a prep area not accessible to students
Chemical storage should be within proximity of classrooms
Central science storage within proximity of classrooms
Office space (resource room) within proximity of classrooms
Science office should have ample space for student as well as teacher usage
Each teacher should have his / her own room

1. PROGRAM / DEPARTMENT: Social Studies (7-12)

2. PROGRAM DESCRIPTION

The Social Studies program in grades 7-12 consists of courses in history and in the social sciences which are designed to help the young recognize their role as participants in a democratic society and a global community, and be aware of their responsibility to act to improve the human condition. Through acquiring knowledge, developing skills, and examining values, students will understand themselves as individuals, family members, consumers, producers, and citizens. The primary purpose of the Social Studies program is to prepare Madison's youth to be knowledgeable, humane, and contributing citizens in an ever changing world. This program will allow students to gain knowledge and skills that will enable them to understand, respect, and practice the role of a free citizen in a diverse, democratic society. Students will possess knowledge of the historical, economic, geographical, political and social aspects of the human and natural world.

	1996-97 Gr. 7-8	2005-06 Gr. 7-8	Change Gr. 7-8		1996-97 Gr. 9-12	2005-06 Gr. 9-12	Change Gr. 9-12
3. PROGRAM ENROLLMENT	446	528	+82		870	1099	+229
4. NUMBER OF SECTIONS	20	24	+4		46	58	+12
5. NUMBER OF TEACHERS	5	6	+1		8.9	11.7	+2.8
6. NUMBER OF CLASSROOMS	5	6	+1		6	10	+4
7. AVERAGE CLASS SIZE	22	22	0		19	19	0

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
SSO1 (RHB)	969
SS02 (RHB)	969
ENG1 (RHB)	952
RDG2 (RHB)	738
ENG3 (RHB)	558
5 (DHHS)	744
7 (DHHS)	744
6A (DHHS)	460
14 (DHHS)	460
15 (DHHS)	575
7A (DHHS)	419
Total SF	7,588

Additional Classroom Space Needed

No. of Rms. to Be Added	Space (SF)
6 (Gr. 7-8) @ 736 SF	4,416
4 (Gr. 9-12) @ 736 SF	2,944
Total SF	7,360

9. **SUPPORT SPACES REQUIRED:** (See High School Program)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA:** 14,948 SF

11. **LOCATIONAL PREFERENCE:** Social studies classrooms for grades 7-8 should be located in the interdisciplinary team areas. For grades 9-12, social studies and English classrooms should be adjacent to each other and near the library/media center. A flexible multi-purpose space to be shared between the departments for large group presentations should be nearby.

12. **ENVIRONMENTAL FACTORS:** Social studies teaching stations should be large, climate-controlled, well-ventilated, clean and attractive with potential for flexibility in seating arrangements. Each classroom should have windows that open.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. Standard telephone service. Adequate lighting with multiple switches so that lights in different parts of the room are controlled separately.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines. Each social studies teaching station should be equipped to access up-to-date multi-media programs and (very importantly) to use Internet. TV, with cable access, a VCR and computer equipment/software / printer, should be available at each station. A multi-media LCD desktop projector should be attached to each computer.

15. **SPECIAL FURNITURE AND EQUIPMENT:** Each social studies teaching station should be flexible enough to permit varied seating arrangements to make maximum use of space and equipment. Full-sized desks, which allow writing from either the right or left side and can hold textbooks and notebooks, should be in each teaching station. Each room needs black or white boards, overhead screens and world and U.S. history maps mounted on the walls.

16. **SPECIAL CONSIDERATIONS:** Social studies teaching stations should allow for adequate project work areas and locked closets for storage. Bookcases and file cabinets should be provided at each station. Office space and a storage room just for the Social Studies Department must be provided.

9. SUPPORT FACILITIES: New Construction and Existing Buildings

1. **SUPPORT PROGRAM:** Administration: (K-12)

2. **DESCRIPTION:**

Administration Space	Existing Approximate Size SF	Estimated Modification SF
JEFF	1,950	459
IAS	1,796	50
KHR	2,366	43
CAMPUS COMPLEX (includes guidance space)	8,854	11,146
Total SF	14,966	11,698

3. **PROGRAM ENROLLMENT** NA
4. **NUMBER OF SECTIONS** NA
5. **NUMBER OF TEACHERS** NA
6. **NUMBER OF CLASSROOMS** NA
7. **AVERAGE CLASS SIZE** NA
8. **CLASSROOMS** NA

9. **SUPPORT SPACES REQUIRED:** (See Grade Level Programs)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA:** NA

11. **LOCATIONAL PREFERENCE:** The main school offices (grades K-12) should be located near the main entrance to the school. There should be separate administrative offices for the middle school and high school programs and two separate main entrances if both programs are housed in the same structure.

    The offices of the principals and assistant principals should be spacious enough for small conferences and they should have adjoining conference rooms for larger meetings. The office staff should have a degree of privacy in their work areas so as to promote a productive work environment with few interruptions. There should be a reception area for students and visitors. There should be adequate enclosed storage space for records and supplies. A small kitchen area is also required. These offices should be climate controlled and comfortable. The temperature and ventilation controls should be able to be activated and controlled from the offices for comfort after hours.

    Proximity to the health office is desirable and proximity to the pupil services personnel is desirable but should be a distinctly separate facility. A truly *central* guidance and student services suite would be more functional and desirable.

12. **ENVIRONMENTAL FACTORS:** Comfortable, climate-controlled offices with adequate space for constructive clerical and administrative task completion will have a measurable effect on school attitude and general morale.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time.

14. **TECHNOLOGY RECOMMENDATIONS:** Teleconferencing capabilities are not necessary; however, WAN capabilities, an up-to-date public address system and other communication devices are essential. Surveillance cameras for hallways, entrances, and exits are desirable. Electronic record storage and retrieval are desirable as well. Alternative source of power and an emergency phone system in the event of a power outage or similar emergency situation is critical.

15. **SPECIAL FURNITURE AND EQUIPMENT:** Standard, sturdy office furniture and equipment is necessary.

16. **SPECIAL CONSIDERATIONS:** The configuration and location of the offices must be highly compatible with the grade configuration and goals of the school(s). A balance of accessibility and privacy is critical. A small office for school security personnel should be located adjacent to the administrative offices.

1. **SUPPORT PROGRAM:** Special Education (K-12)

2. **PROGRAM DESCRIPTION**

The Special Education Program serves special needs students eligible for special education and related services. It provides a variety of programs and services related to the individual needs of its students. These programs include: the study center assistance programs, self-contained programs for Socially and Emotionally Disturbed (SED) students, self-contained programs for the mildly mentally retarded (MMR) and pervasive developmentally delayed (PPD), and other various individual services mandated by state and federal governments.

In the secondary schools, the study center assistance program provides support for those students who are enrolled in the general education curriculum. These services include: teaching of learning strategies and organizational skills, tutorial support of mainstream curriculum, monitoring of student programs, provisions for non-standard testing (including SATs), administration of standardized educational testing, collaboration / consultation with all staff, evaluation of student progress via achievement testing, and additional services offered in the mainstream through team teaching and collaborative assistance. Additional self-contained classes / programs are offered for students whose disability impairs their ability to be independently successful in the mainstream. Transition planning is provided for all students. The SED program also includes a counseling and behavior management component. The MMR and PDD programs also provide supervised work study for its students.

Secondary schools also have tutoring centers which provide for the specific needs of students who have been identified under the 504 Statutes. This program implements accommodations designated in students' 504 plans. The Tutoring Center also provides additional academic support for the general high school population. These services may be delivered by the Tutoring Center staff, adult volunteers, or honor society students. In addition, the Tutoring Center provides services for the English as a Second Language (ESL) students through the ESL tutor.

Students from all special services programs are integrated into the general school environment to the maximum extent possible.

ELEMENTARY PROGRAM	1996-97 Gr. K-6	2005-06 Gr. K-6	Change Gr. K-6
3. PROGRAM ENROLLMENT	201	231	+30
4. NUMBER OF SECTIONS	NA	NA	NA
5. NUMBER OF TEACHERS	12	14	+2
6. NUMBER OF CLASSROOMS	8	10	+2
7. AVERAGE CLASS SIZE	16	16	0

SECONDARY PROGRAM	1996-97 Gr. 7-8	2005-06 Gr. 7-8	Change Gr. 7-8		1996-97 Gr. 9-12	2005-06 Gr. 9-12	Change Gr. 9-12
3. PROGRAM ENROLLMENT	66	79	13		136	149	13
4. NUMBER OF SECTIONS	NA	NA	NA		NA	NA	NA
5. NUMBER OF TEACHERS	2.5	4.0	+1.5		6	8	+2
6. NUMBER OF CLASSROOMS	2	6	+4		4	6	+2
7. AVERAGE CLASS SIZE	15	15	0		15	15	0

8. CLASSROOMS

Existing Classrooms

Room Number	Room Size (SF)
ACAD	874
ACAD	874
JEFF	879
JEFF	879
IAS	840
KHR	840
RRO1 (RHB)	566
RRO2 (RHB)	398
RRO3 (RHB)	569
SSO4 (RHB)	564
23A (DHHS)	448
23B (DHHS)	369
24A (DHHS)	557
25B (DHHS)	621
34 (DHHS)	454
Total SF	9,732

Additional Classroom Space Needed

Uses	Space (SF)
CAMPUS COMPLEX	1,792
Total SF	1,792

9. **SUPPORT SPACES REQUIRED:** (See Grade Level Programs)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA:** 9,886 SF

11. **LOCATIONAL PREFERENCE:** Special Education classrooms for grades 7-12 should be located in proximity to one another in order to facilitate the sharing of resources such as staff, students, and technology equipment. Classrooms should not, however, be identified in a way that delineates the area as uniquely special education.

12. **ENVIRONMENTAL FACTORS:** Special Education and Tutoring Center classrooms need to be soundproof with some compartmentalization to facilitate individual instruction and testing. Teaching stations should be climate controlled, clean and well ventilated.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. Standard telephone services. Adequate lighting.

14. **TECHNOLOGY RECOMMENDATIONS:** Voice, data, and video access to meet state guidelines. Special Education teaching stations should be multi-media equipped to access programs and benefit from AV and TV instruction. Rooms require several computer stations. Completion of Internet hook-ups must be made for all rooms. In addition, there should be the capability for the projection of computer images to small groups (LCD display) by plugging into an overhead projector.

15. **SPECIAL FURNITURE AND EQUIPMENT:** Special Education classrooms require adequate seating and flexible table configurations. In each room, furniture, computer keyboards and other such equipment need to be ergonomically correct with handicapped accessible computer stations. A small, enclosed, confidential room is necessary to provide space for phone calls to parents, therapists, physicians, and other professionals.

16. **SPECIAL CONSIDERATIONS:** All facilities must be code compliant and handicapped accessible.

1. **SUPPORT PROGRAM:** Guidance Services (7-12)

2. **DESCRIPTION:**
Guidance and Counseling consists of those services intended to facilitate the personal, emotional and educational needs of a student in a developmental framework. This would include guiding and assisting the student in collaboration with parents, teachers, school administration and other support personnel, to learn, manage, cope and develop as young adults both in society and in school.

The guidance program (grades 7-8 and grades 9-12) provides personal, career and educational guidance and counseling to students grades 7-8 and 9-12, as well as consultative service to parents, teachers, administration and related support personnel. Counselors are student advocates and educate, intervene, mediate, and negotiate when appropriate for the well-being of students. They help students to become aware of their strengths, interests, potentials, and areas of needed change, while facilitating personal academic and career decisions. Counselors play a significant role in the containment and prevention of crisis in the school building, and help to promote an environment of optimism, acceptance and tolerance.

Space / Room Name	Existing	Addition
(See Administration, p. 73)		

3. **PROGRAM ENROLLMENT** NA
4. **NUMBER OF SECTIONS** NA
5. **NUMBER OF TEACHERS** NA
6. **NUMBER OF CLASSROOMS** NA
7. **AVERAGE CLASS SIZE** NA
8. **CLASSROOMS** NA

9. **SUPPORT SPACES REQUIRED:** (See High School Program)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA:**

11. **LOCATIONAL PREFERENCE:** Guidance and counseling should be in the middle of everything as part of a student services center, adjacent to other support services such as the nurse, the school social worker, student assistance counselor (drug and alcohol), and the school psychologist. In order to create the most visibility, being in the center of the building sends the message that student support services are comprehensive, visible, and accessible, to all students. Separate offices or defined space for grades 7-8 are needed.

12. **ENVIRONMENTAL FACTORS:** The most important aspect of any counseling work space is that the offices, conference rooms and work rooms be completely soundproof due to the sensitive nature of discussions and the desired level of privacy. There should be glass windows in either the doors to the offices, or windows in the offices themselves for liability purposes. There should be above average

space for storage and for office supplies due to the number of records and files which need to be kept and stored according to FERPA guidelines, along with the volume of initiatives that the department undertakes in an effort to carry out its mission.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. Offices and conference rooms should be completed with the ability to expand the number of phone lines and cable networks as technology increases. Offices and conference rooms should be cable wired for television monitors in anticipation of distance learning and professional development activities via satellite.

14. **TECHNOLOGY RECOMMENDATIONS:** In order to facilitate the quick and efficient exchange of school / pupil records and meet administrative demands, it is essential that counselors remain part of the central-based communications network. The counseling office should be equipped with up-to-date technology to support record-keeping and student support services.

15. **SPECIAL FURNITURE AND EQUIPMENT:** Standard office desks and chairs, computer equipment and bookcases. Outer office areas and resource centers should have above average shelf space to accommodate the volume of resources to which students will need access. There should be comfortable couches and chairs in the outer office to present a more casual tone and to accommodate those waiting for appointments. Library-like technology work stations should be available for counselors to work with students in accessing information needed to accomplish their goals. Guidance typically needs filing cabinets of both the standard and fireproof issue. There should be a station in the workroom to accommodate Micro-Fiche student records. A high production copier should be available within the department.

16. **SPECIAL CONSIDERATIONS:** The guidance office should have multiple conference rooms available as well as a classroom and Lavatories. The sheer number of meetings, conferences, and small group discussions that need to take place in order to deliver comprehensive developmental services for all students far exceeds the current space, and further expansion of current activities is already underway.

1. **SUPPORT PROGRAM:** Health Services (K-12)

2. **DESCRIPTION:**
School nurses are responsible for the promotion of wellness and the prevention and control of disease. They are responsible for pupil admission and exclusion, based upon compliance with State and Board immunization and physical assessment regulations. They are also responsible for re-entry procedures for students who have been absent due to illness, injury, hospitalization, or outside placement in an educational program. They provide first aid; perform vision, hearing, and postural screenings; process physical assessments for certain grades and for sports; identify and evaluate medical or physical conditions of students and staff and make appropriate referrals.; administer and/or supervise the administration of medication in school under a physician's order; maintain health records; participate on the emergency team in each school; and obtain comprehensive health histories.

Space / Room Name	Approximate Existing	Addition
Health Office (ACAD)	150	TBD
Health Office (JEFF)	200	TBD
Health Office (IAS)	150	TBD
Health Office (KHR)	150	TBD
Health Office (DHHS)	692	890
Health Office (RHB)	338	890

3. **PROGRAM ENROLLMENT** NA
4. **NUMBER OF SECTIONS** NA
5. **NUMBER OF TEACHERS** NA
6. **NUMBER OF CLASSROOMS** NA
7. **AVERAGE CLASS SIZE** NA
8. **CLASSROOMS** NA

9. **SUPPORT SPACES REQUIRED:** (See Grade Level Programs)

10. **DEPARTMENT / PROGRAM TOTAL FLOOR AREA:**

11. **LOCATIONAL PREFERENCE:** The Health Suite benefits from a location adjacent to the main school office for both safety and control measures. Grades 7-8 and grades 9-12 should have separate but adjacent areas in the Health Suite. Location near an exit accessible to an ambulance is essential.

12. **ENVIRONMENTAL FACTORS:** The Health Suite requires climate-control and separation from loud noise producing activities.

13. **UTILITIES REQUIRED:** Sufficient standard electrical outlets and circuits to operate at least 10 electrical devices at the same time. Standard telephone service with a dedicated line to possible emergency areas.

14. **TECHNOLOGY RECOMMENDATIONS:** Standard teaching station technology equipment is not needed here. Computer networking is required.

15. **SPECIAL FURNITURE AND EQUIPMENT:** Special physical examination equipment (otoscope, examining light, treatment table) must be available when needed. Secure record files and secure medication storage, including refrigerator are essential. Special examining room and isolation room furniture are required. Glassed-in office with standard furniture including double locked cabinet and telephone service.

16. **SPECIAL CONSIDERATIONS:** A centralized location will enhance student and staff access to the Health Suite and guarantee appropriate emergency response time.

10. INTERNAL TRAFFIC AND CIRCULATION (All Schools)

10.1 Circulation

The circulation pattern within the buildings shall be maintained and efficiency of travel shall be provided for. Existing circulation shall be extended into new building additions in a manner that minimizes disruption and program relocation.

Lighting in corridors shall be bright and cheery rather than dark and oppressive. Energy-efficient light fixtures shall be utilized to achieve a bright effect without increasing electrical usage.

Evening use of the facility involving public areas shall be so located so that such areas can be used without opening the entire building to the public.

Hallways and adjacent facilities such as drinking fountains, lavatories, and lockers shall allow a smooth flow of traffic to classrooms and between the major areas of the school. All areas shall be in compliance with the laws regarding ADA access and shall meet all state and federal safety and health codes.

11. SYSTEMS (All Schools)

11.1 Technology Areas

Due to the emphasis these educational specifications place on the need to thoroughly incorporate interactive electronic instruction into the Madison Public Schools, a description of a typical technology area is included here:

Purpose: To enable students to benefit from existing and future instructional technologies and activities in the regular classroom, by providing for the application of these technologies in teaching and learning. The technology area shall facilitate the use of a school-wide computer network and will be integrated into the applications of group computer laboratories.

Description: The typical technology area shall have selected workstations linked to the school-wide network for student use. A teacher command center shall be provided centrally in appropriate rooms with electrical power and connection jacks, with access to networked computer work stations, and with the following media capability: a liquid crystal, full motion display matrix activated by the computer to display through an adjacent overhead projector information sent by computer, VCR, and video. A modem connection (data grade telephone line) and a video feed shall be available at the teacher command centers.

Each area shall have a plain (not glass-beaded), white 8' ceiling-mounted, pull-down screen of high quality that will remain wrinkle free.

Each area shall contain at least one printer of sufficient quality and capability for the kind of work output required (e.g. draft, letter quality, graphic, etc.) as well as an appropriate printer distribution box.

If possible, an uninterrupted power source (UPS) shall be supplied for each area equipped with networked computer work stations.

Level desks shall be full size (not tablet arm), have sufficient writing and work space, and have adequate space under the seat for books and book bags with no shelf immediately below the writing surface. Work stations that accommodate wheelchairs shall be available.

Markerboards with "liquid chalk" markers in lieu of chalkboards shall be considered whenever possible to reduce the negative effect of dust on electronic equipment.

These areas shall have doors that will provide for acoustic integrity and equipment security. To provide an open feeling, doors shall have half-size windows and glass partitions shall be used where feasible.

The technology area shall be available for both individual and group instruction. The space must lend itself equally to the placement of furniture and equipment in support of traditional technologies, and to new demonstration techniques and learning.

This basic construct shall be applied to rooms in all disciplines for all subjects designated to make use of technology areas, as appropriate for existing buildings and for new construction.

Systems for technology areas consist of:

a. Electrical Power: Adequate power and outlets for connecting computers to the building-wide network and for use of other equipment shall be provided. Outlets for printers, VCR, etc., shall be grouped in a way convenient to the teacher command center. Outlets for dedicated circuits shall be color coordinated or marked clearly. If possible, UPS shall be supplied. Additional perimeter outlets every six feet placed low on the wall and at desktop height shall be provided to support traditional AV activities: e.g. tape recorders, slide projectors, etc. Electrical power shall allow a full classroom of computers to be used in the classrooms at some time in the future.

b. Electronics: TV outlets and telephone jacks for modem use (data grade line) and a network computer tap shall be accessible from the teacher's command center, as appropriate to existing building or new construction parameters.

c. Lights: Lighting shall be controllable for monitor and ceiling screen viewing with dedicated lighting for viewing areas. The controls shall be at the teacher command center. Ambient lighting shall be controlled to avoid glare. Wall colors behind monitors shall be complimentary to screen color and reduce eye strain. Artificial lighting shall be a combination of fluorescent and recessed lighting to control glare.

d. Climate Control and Air Handling: Areas that house computer work stations shall provide a dust-free environment. A well-ventilated, healthy environment is a prime requirement.

e. Storage: Each class shall have a locked storage area for software and electronic accessory hardware, e.g. interfaces for RF feed-matrix display connections with the computer.

11.2 Single Integrated Communications/Media System (New Construction and Modernization, as appropriate)

The integrated system shall consist of a number of interactive sub-systems designed for high quality functional support of staff, administrative, and student activities. All panels, communication controls, media origination hardware, message equipment and alarm components shall be consolidated into a single console with the exception of fixed laboratories. Equipment consolidation shall facilitate systems management and operation by reducing widespread staff involvement to a single assigned responsibility. The integrated communications/media system shall consist of the following sub-systems:

- Telephone - Intercom - Public Address System
- TV Distribution System
- Clock and Bell
- Fire Alarm
- Electronic Bulletin Board
- Video All-Call
- Television Retrieval
- Security System

11.3 Telephone - Intercom - Public Address System (New Construction and Modernization)

Selected classrooms and all administrative areas shall be equipped with a standard wall-mounted or desk-mounted telephone, an extension telephone from the main school office switchboard. The telephone-intercom system shall allow a high density of simultaneous use.

A volume controllable speaker capable of one-way communication from the administrative office to the selected classroom shall be installed in each classroom. The PA system shall be connected to the main school office console, and will provide an emergency override capability.

11.4 TV Distribution System (New Construction and Modernization)

Selected classroom areas shall be equipped with a signal distribution terminal and a television secured to an appropriate mount with a locking device. The location of all television receivers shall be determined by the degree of maximum viewing comfort, convenience of operation, reduction of glare, and minimization of unauthorized tampering.

Electrical outlets for selected classroom television receivers shall be powered from a panel located in the media communications area to facilitate either manual or automatic time clock "on-off" control functions. The distribution system shall support the following functions:

- Distribution of UHF and VHF signals
- Distribution of black/white and color signals
- Reception and distribution of commercial and educational public broadcast channels
- Distribution of locally modulated signals
- Distribution of "live" material originating within the classroom, the school, other Madison schools and other distance learning points of origin

11.5 Clock and Bells (New Construction)

Each classroom shall be provided with a time display showing both hours and minutes. During visual media presentations within the classroom, the time display shall be deleted. The display shall originate from a central electronic clock module which shall also control bell circuits and other time based functions. The system shall provide:

- Accuracy beyond that of typical mechanical clock mechanisms
- Classroom time displays in a digital or numeric readout format
- Silent operation of the digital hour and minute indicators
- Central correction of all time displays
- Automatic self-correction of the master clock module
- Pleasantly modulated tones to commence and terminate class periods
- A programmable control unit for bell circuits

11.6 Fire Alarms (All Schools As Needed)

The existing fire alarm system shall be thoroughly reconditioned to:

- Permit the precise identification of an alarm's location.
- Eliminate the requirement for coded bell systems.
- Permit precise systems operation checks.
- Permit the individualized isolation of faulty initiating devices or circuits from the alarm service.
- Prevent multiple initiating device failures resulting from a single circuit failure.
- Provide a 24-hour emergency backup power source.
- Locate heat and smoke sensors in each stair tower, corridor, custodial room and storage room. Sensors are connected to the internal and external fire alarm system.

11.7 Electronic Bulletin Boards (New Construction)

Each classroom shall be provided with the capability of receiving and displaying routine announcements, messages, and bulletins on a scheduled basis. The displays shall activate automatically at the end of each class period and continue until the commencement of the next class period. A provision for manual operation shall be included to enable the system to serve as a "student locator" during class hours. All announcements shall be programmed into the system by use of a standard computer keyboard and the system shall accommodate the storage of multiple announcements for sequential display. The system shall enable the staff to:

- Convey announcements to the entire student body simultaneously
- Convey announcements and paging without disrupting classroom activities
- Convey announcements without noise interference during the class change period
- Update or review all announcements on a continuing basis

11.8 Television Retrieval (New Construction)

Each classroom shall be equipped to electronically retrieve and display visual media presentations from an automated central non-print media center. Any number of classrooms shall be able to use the same programs simultaneously without mutual interference. Retrieval shall be accomplished by simply dialing the numbers associated with the desired program as listed in a published "Program Directory" and selecting the indicated television channel.

11.9 Security Systems (New Construction)

To protect the buildings when they are unoccupied, each classroom and administrative area shall be equipped to electronically monitor for the normal "closed door" status. Interruption of the "closed door" status shall automatically initiate a silent alarm to the local police or other security agency. Each door shall be represented on a main and remote annunciation panel by individual lamps that shall indicate the exact location of the unauthorized entry.

High equipment value areas such as the main office, computer rooms, and audio-visual equipment room shall be equipped with additional sensing devices to detect the presence of an intruder.

12. ENVIRONMENT

12.1 Acoustics (New Construction)

All new partitions shall be designed to give privacy from one room to the next.
Any roof or ceiling mounted fan shall be acoustically isolated.

12.2 Electrical (All Schools As Needed)

The following items shall be accomplished as part of the facilities improvements:

- Increase lighting in corridors to make them bright and attractive.
- Add emergency lighting to meet code requirements.
- Install fiber optics cable from street to wiring closets on each floor of the building and five, level five, twisted pair cables to every teaching station and office. Include cable trays in corridors for future wires.
- Install television cable from each teaching station and office to the library head end for video capability.
- Each new or existing classroom shall have at least ten duplex electrical outlets.
- One centered on each wall

- One for wall mounted television monitor
- Two (or more) for computer use

12.3 Heating, Ventilation and Air-conditioning (All Schools As Needed)

The following must be accomplished as part of the facilities improvements:

- Install a computerized energy management system to control the HVAC system.
- Replace or repair unit ventilators, central air handling units and chiller as necessary to improve ventilation and air-conditioning.
- Balance the HVAC system.
- Replace or recalibrate nonfunctioning thermostats.
- New additions should be 100% air-conditioned.
- All HVAC systems must meet ASHRE standards as well as local, state and federal codes.

13. COMMUNITY USES

13.1 Comprehensive Community Uses

The schools are designed to better serve the total community in addition to meeting the numerous needs of the school district. Madison schools are used by the community at large for such purposes as adult evening school, summer school, and civic functions which utilize its recreational as well as assembly areas for public meetings.

13.2 Adult Education

Madison Public Schools' facilities should be improved in such a way to provide easy access by adults to the instruction and technology necessary for vocational training in a rapidly changing employment environment.

13.3 Full Calendar Year (Summer) Use

Summer programs are a part of the Madison Public Schools' offering a variety of credit and non-credit courses. The credit courses is designed to allow a student to earn a passing grade for coursework previously failed, to improve a passing grade, to earn credit for a course not previously taken, or preview a course without seeking credit.

The Madison Public Schools offers a regional summer school (Clinton, Madison, Guilford Summer School). Summer schools is offered at Madison Public Schools for two semesters, each semester running for three weeks.

Special courses in gifted education will also be available during the summer. Advanced topics in selected subject areas are offered during two-week seminars/workshops for high school and middle school gifted students.

13.4 Partial Facility Use Capability

The buildings used for the summer program should be zoned so that a given area may be segregated from the rest of the building by way of gates or similar type facilities, in order to provide security to the rest of the building. For example, the gym, the auditorium, and the Library/Media Center should be able to be utilized without persons using that area being able to enter any other part of the building.

13.5 Recreational Use (playing fields and natatorium)

Madison Public Schools facilities, such as the athletic playing fields, gymnasiums, auditorium, natatorium, and technology education shops, may be used for recreational purposes by the community at large.

Community Natatorium

General Parameters:

- Eight lane competition pool. 25 yards by 16 yards. Must have handicap accessibility.
- Diving Well for 1 meter and 3 meter springboard. 40 feet by 40 feet, depth of 14 feet.
- Therapeutic pool: There are no set standards for therapeutic pools, although they must be separate due to increased water temperature. Must have handicap accessibility.
- Seating for 100 - 150 people is recommended.

Long Course Swimming Pool:

The racing course shall be 164'1 ½ " (50m, 2.54cm) in length by 75'1" (22.89m) in width, providing for eight 9' (2.74m) lanes with additional width outside lanes 1 and 8. A minimum water depth of 7' (2.13m) is desirable for competition. Optional markings: nine 8" (2.44m) lanes or ten

Short Course Swimming Pool:

The racing course shall be 75'1" (22.89m) in length by at least 60' (18.29m) in width, providing for not less than eight 7' (2.13m) lanes with additional width outside lanes 1 and 8. A minimum water depth of 7' (2.13m) is desirable for competition.

Diving Pool:

The diving facility shall be 60' (18.29m) in length by 75'1 (22.89m) in width. It shall be equipped with two 1-meter and two 3-meter springboards and a diving tower, providing takeoff platforms at 5, 7.5 and 10 meters.

Locker Rooms:

Mens', womens' and family dressing rooms should be available. The family dressing room will be utilized for either handicap accessibility or for parents who are bringing a child of the opposite sex to the facility.

In addition to these amenities, a "family fun" swimming area, which may include a slide, a fountain, a zero depth entry, or other additions are planned.

14. SITE DEVELOPMENT

Academy

14.1 Parking Requirements

A total of 180 parking spaces is required as follows:

60	Faculty and staff
20	Visitors
100	Events

Since no spaces already exist on the site, approximately 180 additional spaces must be added. Code mandated percentage of the spaces must be reserved for handicapped parking. The required bus loading area must accommodate 6-8 buses lined up to load and discharge students.

14.2 Athletic Field Improvements

- Refurbish and/or renovate athletic fields as indicated in facilities needs assessment report and in response to building addition activity.

14.3 Road & Grounds Improvements

- Construct code required walks from all exits to drives.
- Add catch basins and drainage elements to control storm runoff.
- Refurbish and/or renovate driveways, walks, and grounds as indicated in facilities needs assessment report and in response to building addition activity.

14.4 Traffic Patterns

- Create and maintain separation of bus traffic from automobile drop-off and pick-up areas.

Jeffrey

14.1 Parking Requirements

A total of 180 parking spaces is required as follows:

60	Faculty and staff
20	Visitors
100	Events

Since approximately 60 spaces already exist on the site, 120 additional spaces are required. Any spaces lost due to the additions must be replaced to provide a total of 120 spaces. Code mandated percentage of the spaces must be reserved for handicapped parking. The required bus loading area must accommodate 6-8 buses lined up to load and discharge students.

14.2 Athletic Field Improvements

- Refurbish and/or renovate athletic fields as indicated in facilities needs assessment report and in response to building addition activity.

14.3 Road & Grounds Improvements

- Construct code required walks from all exits to drives. Add catch basins and drainage elements to control storm runoff. Refurbish and/or renovate driveways, walks, and grounds as indicated in facilities needs assessment report and in response to building addition activity.

14.4 Traffic Patterns

- **Create and maintain separation of bus traffic from automobile drop-off and pick-up areas.**

Ryerson

14.1 Parking Requirements

A total of 180 parking spaces is required as follows:

60	Faculty and staff
20	Visitors
100	Events

Since approximately 65 spaces already exist on the site, 115 additional spaces are required. Any spaces lost due to the additions must be replaced to provide a total of 180 spaces. Code mandated percentage of the spaces must be reserved for handicapped parking. The required bus loading area must accommodate 6-8 buses lined up to load and discharge students.

14.2 Athletic Field Improvements

- **Refurbish and/or renovate athletic fields as indicated in facilities needs assessment report and in response to building addition activity..**

14.3 Road & Grounds Improvements

- **Construct code required walks from all exits to drives. Add catch basins and drainage elements to control storm runoff. Refurbish and/or renovate driveways, walks, and grounds as indicated in facilities needs assessment report and in response to building addition activity.**

14.4 Traffic Patterns

- **Create and maintain separation of bus traffic from automobile drop-off and pick-up areas.**

Island

14.1 Parking Requirements

A total of 180 parking spaces is required as follows:

60	Faculty and staff
20	Visitors
100	Events

Since approximately 44 spaces already exist on the site, additional spaces are required. Any spaces lost due to the additions must be replaced to provide a total of 136 spaces. Code mandated percentage of the spaces must be reserved for handicapped parking. The required bus loading area must accommodate 6-8 buses lined up to load and discharge students.

14.2 Athletic Field Improvements

- **Refurbish and/or renovate athletic fields as indicated in facilities needs assessment report and in response to building addition activity..**

14.3 Road & Grounds Improvements

- **Construct code required walks from all exits to drives. Add catch basins and drainage elements to control storm runoff. Refurbish and/or renovate driveways, walks, and grounds as indicated in facilities needs assessment report and in response to building addition activity..**

14.4 Traffic Patterns

- **Create and maintain separation of bus traffic from automobile drop-off and pick-up areas.**

Brown

14.1 Parking Requirements

A total of 180 parking spaces is required as follows:

60	Faculty and staff
20	Visitors
100	Events

Since approximately 125 spaces already exist on the site, 55 additional spaces are required. Any spaces lost due to the additions must be replaced to provide a total of 180 spaces. Code mandated percentage of the spaces must be reserved for handicapped parking. The required bus loading area must accommodate 6-8 buses lined up to load and discharge students.

14.2 Athletic Field Improvements

- **Refurbish and/or renovate athletic fields as indicated in facilities needs assessment report and in response to building addition activity.**

14.3 Road & Grounds Improvements

- **Construct code required walks from all exits to drives. Add catch basins and drainage elements to control storm runoff. Refurbish and/or renovate driveways, walks, and grounds as indicated in facilities needs assessment report and in response to building addition activity.**

14.4 Traffic Patterns

- **Create and maintain separation of bus traffic from automobile drop-off and pick-up areas.**

Hand High/Middle School Complex

14.1 Parking Requirements

A total of 600 parking spaces is required as follows:

260	**Faculty and staff**
90	**Visitors / Events**
250	**Students**

Since approximately 255 spaces already exist on the site, approximately 345 additional spaces must be added. Any spaces lost due to the additions must be replaced to provide a total of 600 spaces. Code mandated percentage of the spaces must be reserved for handicapped parking. The required bus loading area must accommodate 6-8 buses lined up to load and discharge students.

14.2 Athletic Field Improvements

- Refurbish and/or renovate athletic fields as indicated in facilities needs assessment report and in response to building addition activity.

14.3 Road & Grounds Improvements

- Construct code required walks from all exits to drives. Add catch basins and drainage elements to control storm runoff. Refurbish and/or renovate driveways, walks, and grounds as indicated in facilities needs assessment report and in response to building addition activity.

14.4 Traffic Patterns

- Create and maintain separation of bus traffic from automobile drop-off and pick-up areas.

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