



Report on the:

Educational Framework Session



MAY 12, 2004

Task Force to Joint Committee on Educational Facilities
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Educational Framework Session Report

This document is a report of the activities and work completed during the Educational Framework Session held on May 12, 2004 at the Robinson Center in Little Rock, Arkansas.

INTRODUCTION

In November of 2002, the Arkansas Supreme Court announced in the Lake View Decision that the state's educational facilities are inadequate and unequal and therefore, in violation of the state constitutional guarantees of free, adequate, efficient, and substantially equal public education for the children of Arkansas. The General Assembly has the ultimate responsibility to determine facility adequacy and respond to issues throughout the state. In recognition of the necessity for a statewide school facility study and new facility standards, the "Joint Committee on Educational Facilities" was formed in April of 2003. The Joint Committee on Educational Facilities is responsible for recommending what constitutes an adequate school facility, the method of providing substantially equal facilities and equipment, establishing a process to assess and evaluate all public school facilities, and to recommend policies and criteria to ***ensure that adequate and substantially equal facilities are and will continue to be provided for Arkansas' school children.***

The Joint Committee membership is comprised of six members of the State Senate and six members of the House of Representatives. The Task Force (formed in June of 2003), which reports to the Joint Committee on Educational Facilities, is comprised of volunteers representing the following areas:

- The Legislature
- Independent School Districts
- State Code Enforcement
- State Government Agencies
- Private Industry
- Design/Engineering/Construction

The Task Force goals and objectives are to:

- Define adequacy of facilities
- Determine the adequacy of facilities throughout the state of Arkansas
- Establish the overall cost of achieving & maintaining facility adequacy
- Establish GIS locations for facilities
- Establish a permanent interactive facilities database

STATEWIDE SCHOOLS FACILITIES ADEQUACY ASSESSMENT PROCESS

A six-step process is being followed to conduct an assessment of all school facilities in Arkansas:

- Step 1. Project Start-Up (February 2004)***
- Step 2. Data Collection & Software Customization (March-April 2004)***
- Step 3. Pilot Study & Training (May 2004)***
- Step 4: Conduct Assessments (June – September 2004)***
- Step 5: Data Analysis (September-October 2004)***
- Step 6: Report & Recommendations (November-December 2004)***



Within the framework of the process described above, the Task Force Committees (Standards Committee, Format & Values Committee, Assessment & Monitoring Operations Committee, Custodial & Maintenance Committee, Technology Support Committee, Data Accumulation/Preparation Committee, Public Relations Committee and Executive Committee) are working on gathering and analyzing information and data to oversee the Statewide Schools Facilities Adequacy Assessment.

EDUCATIONAL FRAMEWORK SESSION PROCESS

The Standards Committee (a working branch of the Task Force) has been assigned to recommend educational, construction, and technology standards. As a part of this process, the Educational Framework Session was held to gain input regarding programs and services issues as far as they impact the educational facility needs of the school districts. The Standards Committee hosted the full-day Educational Framework Session on May 12, 2004. The Standards Committee will use the results outlined in this report in formulating the facilities standards for the State of Arkansas.



Approximately 130 people attended the Educational Framework Session. The participants came from all areas of the state. Representation ranged from parents and students, teachers and school administrators, business and government (local and state). Attendees began the day with welcoming comments and introductions from Mr. Jack See, Chair of the Standards Committee. The co-chair of the Joint Committee, Senator Shane Broadway, gave the legislative perspective regarding school facility assessments to Educational Facilities. The Task Force Executive Committee Chair, Scott Copas, presented an overview of the state facility assessment process.

Dr. William DeJong, Program Manager for the Statewide Study, gave a presentation on current and future trends in education, reviewed background and demographic information about the State of Arkansas and explained to the participants the educational framework process. Questionnaires and small group discussion were used as a vehicle for gathering information. Each participant received a copy of a background information report as they check in at the beginning of the day. Each participant was given an opportunity to individually fill out a questionnaire and then participated in a small group discussion using the same questions for discussion topics.



The small groups had a “working” lunch and reported the results from their discussion to the entire body of participants.

The second half of the day, the participants were divided again into groups dedicating their time to a “brainstorming” and discussing issues revolving around the following topics: Elementary Schools, Middle Schools, High Schools, Career Centers, K-12 Schools, Special Populations, and Small Schools. The discussion results were presented to the whole group at the end of the work session and are included in this report.



Educational Framework Session Results

Individual & Group Questionnaires & Small Group Discussion

The following information is a tally of the questionnaire results from the Educational Framework Session held at the Robinson Center on May 12, 2004. These results include the data and comments from the Individual and Group Questionnaires, a brief summary of results and notes from the afternoon small group discussion session.

QUESTIONNAIRE RESULTS

NOTE: The number shown in the brackets after the percentages indicates the actual number of participants/groups responding to that specific question.

Trends in Education

Demographics, economics, technology, educational and flexibility – How do the trends in these areas impact schools in Arkansas?

1. How do demographic trends impact educational facilities?

Summary: The individual and group participants listed the upward and downward fluctuation of population as a primary impact on educational facilities. The population numbers directly affect the number of classrooms needed and the local tax base. Other demographic issues mentioned as impacting education were the district's location in the state (rural or urban), and economics. People will locate where there are good job opportunities. Poverty was also listed as an issue in both the rural and urban areas.

INDIVIDUAL COMMENTS:

Demographics – Growth & Decline of Population

- The more student population, the more facilities necessary and usually more resources available.
- Tax bases – Growth/decline of population – job opportunities – Social/Economic shift
- Growth or decline of community, job availability, language barriers, tax bases, mobility, design for growth, health issues, campuses over individual schools
- U.S. population decline – increase in China/India population
- Loss of students to follow industry as well as new populations to areas cause fluctuation trends must be considered in new building construction and efficient use of money and space important in Arkansas.
- Growth patterns must be taken into account.
- Growth and non-growth
- Northwest corner of the state is straining to keep up with growth – some other parts of the state have vacant or extra space. As geographic regions become more populated (or less populated), we should rethink our approach (and focus more on population concentrations. i.e. today in populated areas, some districts build elementary schools very close to schools in other districts – one school could more address the area if district boundaries were not a factor.
- Community needs – increasing population - curriculum (enrollment in various programs) – income for maintenance.
- 1. Growth or decline of community. 2. State trends show that facilities should be designed for growth.
- Trend with growth is to build more of the same. Repeat current methods of teaching. Growth can offer opportunities for restructuring educational delivery concepts. Negative Growth – opportunities to capture extra space.
- As population grows and moves, educational facilities bear the brunt of those changes. Facilities must be designed to adapt to these changes - - either by closing some buildings during periods of decline or adapting current buildings to meet population increases.



- They give a strong justification for changing teaching styles to something other than the factory model. We must have workers capable of supporting our aging population in an information-based society. We also must be very aware of racial and ethnic makeup of communities when providing facilities.
- The future of the growth in communities will impact the facilities. Some areas are growing at a much larger rate. Again, looking at the pre-school growth in the areas will need to be addressed. Look at the growing needs such as special education.
- More mobile population (people move)
- Community sprawl
- Areas in Arkansas that are losing population may need to look at ways to modify their buildings.
- Increase in population equals the need for more classrooms
- Decrease in population equals empty spaces that are not maintained.
- Certain areas of Arkansas will grow and other areas will lose population.
- Pockets of enrollment growth vs. decline and consolidation will lead to opportunities for some school districts. Re: facilities; challenges will be to retrofit old buildings
- The more people the more money school districts have to spend on educational facilities. The higher the poverty, the less students are prepared and supported by parents in the schools. Schools must begin educating parents as well as students.
- While areas should support growth, it does not need to be a radical change.
- If you do not consider demographics then a facility will not serve your needs. A campus needs to be set up with the idea that a space can serve many needs. If you are too specialized or cater to a certain group, then you are leaving a lot of children behind.

Location in State

- Rural areas tend to be smaller yet lack efficiency.
- Schools with richer demographics offer more classes. Small to medium schools offer a community feel.
- Location area in the state – culturally – environmentally – economically – determine expectation of facilities.
- In my region where I live the demographic trends are good. Our school is very diverse. One thing that makes us see how others live is we get foreign exchange students in our school. Everyone gets acquainted with the student and he feels welcome. Instead of one coming, we should have more from a different country.
- Education facilities should impact a regional trend as well as a national trend. Some national needs are necessary in all classes and regions, as well as the make-up of the regions ethnic needs. (German/European mid-west; whereas, African/American—Hispanic needs in South and Southwest.)

Taxes

- Tax base
- Local tax base and community support or lack of support vastly effect what facilities schools have to use.

Facility Issues

- More new or remodeled schools will be needed.
- Accessible building
- ADA requirements; Earthquake zones, bad dirt zones, etc. All influence cost of new construction.
- Room to grow
- Flexibility

Curriculum/Classroom Issues

- More interactive thought classrooms and Internet.
- More consideration to unisex spaces; language learning labs would seem to be out and would need to be integrated thought all spaces.
- We should have schools that are equipped with the technology, etc. – so that we can interact and compete.
- More secondary language help (ESL)
- More counseling services
- Individualized learning
- Personalization of learning opportunities
- Language rich facility options
- Language labs
- Diversity of students requires more language classes and grouping of students.
- As the world and national populations increase, our schools must accommodate this change. For example, offering foreign language courses in those areas where population growth has increased the most.
- The need for classrooms or left with empty ones



Demographic Trends in General

- Demographic trends influence type, cost and where facilities are built.
- When demographic shifts occur we must learn to adapt out buildings to pull in more uses.
- Demographic trends should impact facilities but other than size do not usually. We, in Arkansas, where my family has lived since 1800, are content to do things as we have always done them. That is a criticism. Case in point, is the fight to prevent change in past legislative sessions.
- We must plan for 5 and 10 years from now instead of for next year.
- As growth changes in different pockets of the state, facilities will need to expand and contract.
- Demographic trends should not be a factor. Adequate facilities should be provided regardless
- I think demographic trends impact educational facilities because the smaller the area the disadvantage you have with budget.
- Facilities must create new curriculum and places to teach the curriculum as demographics change.
- I do not think demographics should affect the individual school campus. However, it will dramatically affect the number of campuses needed.

Economic Issues

- Determine the types of facilities needed based on preparation of student for the ever-changing job market.
- Jobs available in areas or not available affects enrollment. Lower socio-economic status affects funding (more) and allows for better facilities. Higher tax base provides more funding to schools. More special needs require more.
- Money
- Work related facilities, college campus, and factories.
- Need for kids to achieve higher level of education to stay ahead of jobs lost overseas

Cultural/Ethnicity/ADA Issues

- Change in racial or ethnic population should change the way we teach children and assess families. Population shifts should allow for varied use of facilities.
- The growth of different cultures and move away from "melting pot" mentality calls for different construction models.
- Language, socio-economic, etc., impact a student's ability to understand and learn. Schools should recognize these issues and have ability to adapt.
- Immigration
- A variety of ever-changing students
- Handicap, multi-ethnic and cultural
- Growth of diverse communities
- ELP students
- Facilities can be impacted by demographic needs (high poverty areas may need more services for students due to the lack of healthcare facilities, human needs such as bilingual parent needs. [2])
- The growth of different cultures

Community Use

- Be able to be used by the community
- Need to consider shared spaces for community services

Miscellaneous

- Prepare students to be educated outside the state, prepare for them to go anywhere in the world.
- Weather issues, tornados, "safe rooms" overpopulated schools in area where road can't handle.
- Be realistic
- Students should have the same opportunities no matter where they live in the state.

GROUP COMMENTS:

Demographics – Growth & Decline of Population

- Growth or decline of community
- Housing availability
- State trends show facilities should be designed for growth, but nothing too drastic.
- All facilities should be geared for growth but nothing too drastic
- Demographics – campuses over individual schools? Standards will be more difficult to implement in declining demographic regions. Northwest vs. Delta (Southeast), enrollment → key to determining equal & attainable



- standards. Yes, demographics do have an influence on facilities → school size, classroom size, curriculum needs, curriculum in relation to classroom usage.
- Standards will be more difficult to implement in declining demographic regions. Northwest vs. Delta (Southeast). Enrollment → key to determining equal and attainable standards. Yes, demographics do have an influence on facilities → school size, classroom size, curriculum needs, and curriculum in relation to classroom usage.

Taxes

- Tax bases

Curriculum/Classroom Issues

- Language
- Pre-school issues
- Facilities should equip students for local factors (jobs, language) while at the same not ignoring the skills needed for success at a national level.

Cultural/Ethnicity/ADA Issues

- Mobility
- More - highly special needs students
- Health issues

Economic Issues

- Need for higher wage jobs
- Available workforce
- Job availability barriers
- Job availability, language barriers, housing availability, and mobility.

Job Markets/Work Force Issues

- Campuses over individual schools?

2. How do economic trends impact educational facilities?

Summary: Individual and group participants reflected concern regarding the major impact economic trends have on education, especially as it directly affects the tax base of a community and the funding of schools. There was mention of funding issues for facilities, transition from less farming to more industry and the lack of public support financially for the public school system. The funding issue also impacts the classroom directly in materials is available to the teachers and student daily, including supplies and technology resources.

INDIVIDUAL COMMENTS:

Economics & Taxes

- The better the economy, the more available for facilities and the reverse also.
- As long as local tax remains an integral component in funding, facilities in small rural areas or areas with few jobs available will remain inferior. A big inequity in building funds distribution from the state or federal government as a consistent base will have to exist if facilities are to become more equal in areas.
- Creates poorer and wealthier districts – cuts in taxes affect amount of funds available.
- Money impacts everything. Sometimes we feel like we never have enough to do what we want. If budgets were combed through better I believe we have enough to go around and tend to everyone's needs.
- Arkansas is still a relatively poor state – we need to find ways to pay our way without mortgaging our future. There is a tendency to think that economically advantaged areas have more money for facilities – I don't agree.
- Less farming, more industry
- Economic trends impact educational facilities in a major way. We are experiencing the most radical metamorphosis since the Industrial Revolution. Everything is changing quickly and we must design our schools to accommodate this change. Consider the birth rate.
- I think economic trends impact educational facilities because the school district does not have enough money to give the schools what they need to function. Depending on the district size, they are not given an adequate budget to help educational expenses such as smaller class size; more computer ratio to students, labs, and support staff such as paraprofessionals for low standardized test scores in Math to improve. Consider the school district size and low poverty area.



- Increase and decrease of funding
- Tax base is very important in funding building projects. Obviously some areas of state have a greater “wealth” than others. If economy is good, tax revenues will reflect that. It is difficult to construct, much less maintain, with an uncertain tax base or revenue structure.
- Slow economy reduces amount of funds for educational planning.
- It directly affects the quality of service and different systems in the school.
- Overall operations
- Rich or poor districts ability to create “equal” facilities is hard. Good minimums will require recognizing these barriers. To use an education term. . . do we “dumb down” our buildings to the lowest level or do we try to elevate.
- The economy changes all the time. It has its ups and downs. Facilities need to be built while the economy is good. If the economy takes us into a depression there will be no money to build the needed facilities.
- The dollar drives everything - sometimes
- Greatly! Projections/costs of providing for student populations, staff costs, utilities, technologies, etc.
- The economic trend dictates the amount of money we have to spend on education. Spending it wisely is another matter.
- Poor state, where will we get the money to make the changes?
- The community workforce, businesses and growth impact the tax base/revenue generated that will go to schools.
- Cost of education is rising making it harder for students to achieve a higher level.
- Public support may be more difficult to come by. Coupled with declining enrollments in much of the state, more generic/multi-functional spaces should be built.
- These indicate the cost, location and actual design of buildings.
- It appears that economic trends impact educational facilities every time a comparison is made between education and industry. While it is understandable that funding must be allocated to growing areas, it is important to not overlook areas where growth does not happen.
- Because some areas of the state do not have a good basis to draw school monies from, outside finances must be provided if they are to improve existing facilities. Most taxpayers resent additional taxes, so this is the number one problem facing any change in Arkansas schools as I see it. So, a real sales job will be needed to convince taxpayers to loosen their purse strings to pay for facilities.
- Education facilities must adjust with the economic system.

Small Communities

- Smaller communities will become fewer - people will migrate to population centers. Transportation (to & from school) will become an issue – a result of economic conditions and their impact.

Workforce/Poverty Issues

- Schools in high poverty areas need to have more access to current technology because students living in poverty have little or no access at home.
- As students come to and from impoverished home environments our facilities must provide for those needs that are traditionally found in the home. Before/After school programs, summer programs for a continuation of an enriched environment. Health care/ counseling areas – supervised recreation areas.
- Poverty in rural areas – community values and support are not driving community education goals.
- If an area is deprived economically, the facilities will be indicative of such.
- Consider where jobs are going in the state. Schools need to be built with flexible increase in taxes and general cost of living.
- Higher level of education needs to be mandated and supported financially.
- We will remain poor if we do not fix the education.
- There is no money to fund the schools.
- When facilities close or open, there can be a drastic increase or decrease in enrollment. This can either create more space or require more.
- Communities can’t fund the school because of the scarcity of wealth throughout the state.

Curriculum/Classroom Issues

- Business and Science labs needed – computer technology
- What students are used to or lacking at home (computers), etc?
- Vocational emphasis (Ag) can make certain facilities either obsolete in design or not needed any longer.
- Facilities should be designed to enhance the creative potential of our students. Emphasis on technology, decision, problem-solving and communication skills, require a facility configuration that stimulates interaction.



- There is a need for different facilities such as more technology, less homemaking classes, more career oriented classes. This leads to different type facilities for Business classes, Family & Consumer Science classes, Vo-Ag. Classes, Science classes, etc.
- Business/Industry offer opportunities to partner in Vocational Education. Economic Development will require more/higher technology educated workforce.
- We need to train students on how to learn and not be training for a particular job. That job may not be available in a few short years.
- Encourage upper-class training decision-making processes. Problem solving is now an essential tool.
- More focus on students to have a solid technology background, computer literate because low skilled jobs are going overseas.
- National economic trends will cause a shift in the types of classes being taught. More information vs. agriculture classes.
- More need for higher level of education.
- Need for more technology based education
- With the trend moving to a more global vision, curriculum needs to be looked at and address the issue.
- Family education for uneducated parents.
- The need for new job market skills.
- Classroom arrangement. Number of school facilities.
- Family center
- Distance learning will be more involved in the future.
- Need for more wireless technology.
- Technology is advancing at a staggering rate and we need to be able to stay current or children are not prepared for the work force in which they must work. Safety is another factor that needs to be considered.

Demographic Issues

- More attention will need to be given to areas of growth.
- With the birth rate staying flat in Arkansas and with the natural growth rate slowing, we must be careful not to overbuild our facilities.

Facility Issues

- Escalating costs of energy and natural resources require school facilities to be more efficient-need for building schools that are energy and resource efficient which teach our students to be good stewards of the environment.
- Economic trends should perhaps affect the school curriculum, however, flexible spaces are designed for the buildings and campuses different curriculum can be taught.

GROUP COMMENTS:

Economics & Taxes

- Economic dislocations are reducing the funding base in rural communities
- Schools must be provided with funds to upgrade buildings in future for technology changes, energy needs and other needs.
- Government entities – city, county, state, and federal must consider the impact of raising taxes and how it may cause school patrons to become reluctant to support taxes for schools
- Increasing operating costs are not being adequately covered by shifting tax base
- Community values and support are not driving community educational goals.
- Considerations for increases in energy costs and what patrons are willing to pay.
- Schools must be provided with funds to upgrade buildings in future for technology changes, energy needs and other needs.
- Economic trends such as increase in state and federal taxes; energy increases may cause patrons to become reluctant to support mileage. Government entities should include impact on schools before increasing taxes.
- Schools should retain funding to be flexible with changes in economy.
- Building funding – upgrades must be remembered in areas of declining enrollment.

Workforce/Poverty Issues

- Poverty is concentrating in rural Arkansas.
- High poverty areas may need paraprofessionals.



Curriculum/Classroom Issues

- You have to be area specific but you have to teach a curriculum that exposes children to global advances. Requiring a higher level of education. Safety issues and building set up go hand in hand as to the amount of crime in an area. Teach to the future: technology, information and population growth in certain areas. Equitable salaries to keep out top teachers in Arkansas. Class size and amount of area students have in which to learn.

Demographic Issues

- Consideration of birth rate in planning facilities – economic planning. [2]
- Demographics in relation to age, industry, jobs
- Look to where jobs – industry – demographics of population and the changes in population in counties etc. – age of residents, etc.

Curriculum/Classroom Issues

- Buildings built with capacity to change for changes in class size and use.

Facility Issues

- Building upgrades should be considered in areas of declining enrollment and the resulting loss of revenue.
- Facilities built to last – premium materials and be able to remodel with flexible possibilities as needs change. (i.e. student ratio)

3. How do trends in technology impact educational facilities?

Summary: The participants' responses regarding the impact of technology on educational facilities were varied. Flexibility was a common concern. Buildings need to be able to accommodate the technology that students need to go out in the working world and be successful (currently and in the future). Facility issues ranged from inadequate classroom set ups (i.e. electrical outlets) to handle current technology, to professional training for the teaching professionals in order for them to use the available technology effectively. The technology needs of special student populations should also be addressed, as well as security technology (hardware and software).

INDIVIDUAL COMMENTS:

General Impact Issues

- Technology will impact educational facilities because of resources, research, sharing of information, collection of data, presentation skills and opportunities, which will require different types of space to accommodate these needs. Internet can now be utilized in many formats and ways as well as many locations, various times of the day or night, which will change when facilities should be open.
- Most schools remain in a cultural lag although everything moves on. Technology is moving at a fast rate and poorer schools are at a real disadvantage due to poor planning for future occupants. A technology plan should be there to insure students in early grades (K, 1, 2 etc.) have access to computers almost on a one to one basis.
- Space flexibility has become a necessity because of technology.
- Technology will adapt to whatever facilities are present or available! Not much effort should be used for designing facilities based on the current state of technology – it will change in just a few years.
- Educational Facilities usually lag considerably behind technological increases. Technology advances at a much greater rate than the ability (\$) to keep up with it. Technology advances are very important to efficiency and cost.
- Technology is in every aspect of the working world; the children of today must progress with technology.
- Learning made easy.
- We all want the newest technology out. It changes every day and determines how we educated our students with and about technology.
- One-to-one will become 24-7 – students take smaller devices home. (laptops, handhelds)
- Flexibility is critical
- Planning must be incorporated into design to allow for expansion of technology capabilities that may not be I existence today.
- Trends in technology impact educational facilities in that the increase in the use of computers relates to electrical infrastructure.
- The educational facilities must be able to keep up with technology.



- If we don't update continually, our students cannot compete in the world and work.
- Everything is more available through technology; everything is available worldwide. There is unlimited access to whatever info is needed.
- Infrastructure cost, HVAC, replacement cost
- Computers are outdated—max. 18 months. Change the computer wiring.
- Creating connectivity; local area networking—wide area net working
- Impacts existing infrastructure—electrical systems
- The technology must be durable.
- The technology must be user friendly.
- The need to create a funding stream for technology—\$250/student
- As technology changes, our schools should change. The ratio of computers to students has changed dramatically over the years with a push towards one computer for every student.
- This is a good improvement! It impacts education because all students should be aware of technology and should be given the opportunity to do so. This will help children learn the importance of the job force and learning environment things.
- Wireless! Back up plans for future trends and for when technology doesn't work.
- The facilities now have more computers than students can access.
- These trends continue to keep all of us behind the curve. As soon as new soft/hardware is purchased or leased it is out date.
- Realizing that when you move kids out of their setting they behave differently.
- Technology has had a major impact on libraries by providing more resources to small schools that couldn't have afforded these databases of information. Our statewide database service of magazine and research materials has provided authoritative services for students and teachers that can only be found on the Internet.
- Computer ratios are becoming more even. Education is truly benefiting through the use of technologies. Communication is tied in to all objects challenges teachers as well as students.
- They impact the facility greatly when planning for a 1 to 1 computer ratio that provides a large amount of access to students.
- Kids access to computers for research, presentation and evening learning

Facility Issues

- Standard wiring closets
- More computers overall = ratio of 1 to 1, within next 5-10 years
- Technology needs to be addressed throughout the building, everywhere throughout the building.
- The facility must be able to service technology - all types - in the classroom.
- Must be available in all classrooms. Technology must be adapted to all classrooms. Infrastructure must meet demands. Make sure that technology people are a part of the school team.
- Technology has become portable and wireless, requiring only electricity in the average classroom. However, buildings must have high-speed Internet access. Facilities must support distance learning.
- Make technology accessible by every student but be able to control use so computers are not abused by student for cheating or viewing things they shouldn't.
- Overloads existing utility services. Creates smaller classroom space for students because of additional equipment.
- Building being wired and built for future adaptability
- In every way from Internet to seating accessories. Flexible facilities that can be adjustable by allowing different classroom configurations should be a priority.
- Need to be sure and build infrastructure that can address converged communications (voice, data, video). Wireless is important but not a silver bullet - today and likely for sometime to come, wired connections are faster, more reliable and more secure. Wireless should be used to help make space more flexible and configurable when needed.
- By the design of the facilities, cost of implementation of such.
- Technology is constantly changing and educators must meet the change. Facilities must be adapted to meet present and future changes.
- They push facilities to keep up with them. We have not done a good job of adjusting facilities and teaching methodology to the demands of the information age.
- Changes must be able to be made in order for the technology to keep classrooms/schools up-to-date. So many of the schools today don't have even internal access in individual classrooms. (I have found that this is in many of the large districts; most small districts have the access.)
- Issues of rewiring buildings to accommodate trends in technology will be an expensive but necessary process.
- Different classroom arrangements. More electrical outlets, less individual desks. More tables and workstations.



- Technology screening software is invented to flash the inappropriate use of the Technology Tool.
- Technology access should be available in lab space, cafeteria space, etc., and connectivity, wiring, etc., must ensure this accommodation.
- Portable technology labs must have access to the Internet hub and them not be limited by microwave limitation.
- Facilities need to have the infrastructure and flexibility to support current and future technologies.
- With the rapid move to modern technology, computers should be available in all classrooms now.
- Need for better power systems, air conditioning, and lighting protection.
- Based on the individual schools current technology plan, facilities should be prepared for changes in technology i.e. Wireless vs. wired. Building needs to be adapted for change or remodel to keep up with changing technology.
- Technology increases the need for more classroom space.
- A parent center that would allow a computer for parents to use would be ideal.
- All facilities are in need of computer outlets, including athletic buildings, cafeterias, etc.
- Learning centers within the classroom or a lab setting with multiple computers or even a portable lab.
- We had 8-12 computers in English, Social Studies, Science, Math, Art and Health classrooms. Electronic media presentation technology is needed in all classrooms.
- Consistent need to update technology equipment
- Again, extremely flexible spaces that can adjust over time with changes in technology based education.
- More technology requires more space for the technology. It also requires updated wiring and more money to reach a level of adequacy for that particular technology based facility.
- Wireless technology will give more flexibility to facility design. With the more compact nature of hardware, less need for computer labs, technology should be integrated throughout facility
- Internet
- Demands for technology occur in all facilities integration of systems.
- How to retrofit buildings?

Curriculum/Classroom Issues

- Need professional development.
- Technology for special needs, access to outside networks, security of networks, distance learning
- Greater need for information centers, research areas.
- Need flexibility of infrastructure. Need greater opportunities and requirements for teachers. Training to provide new ideas and capabilities in instruction.
- It is difficult to predict technology futures. It seems as if we are always just behind the curve. One thing that will remain through is that technology use in the classroom will continue to increase. I believe that proper use of technology in education far outweighs what technology is this year. Because of that, I feel more emphasis should be put in professional development and support staff once an infrastructure baseline has been established.
- Better monitoring of students

GROUP COMMENTS:

General Impact Issues

- Supervision of students working independently.
- Access to Internet provided everywhere.

Facility Issues

- How do you design a facility with changes in technology?
- Security of networks and equipment
- Integration of devices
- Access to outside networks
- How to retrofit building (new technology)? [2]
- Specialized furniture
- Local and wide networks providing access for students
- Type of organization – lab or rolling lab
- Security of networks and equipment
- Access to outside networks
- Mechanical, HVAC systems taxed – wiring changing, updated hardware
- Maintenance & operations



Curriculum/Classroom Issues

- Technology for special needs
- Professional development and how teachers use it [2]
- Curriculum demands for technology [2]
- Distance learning
- The technology adopted by the district is limited by the capability of the administrators to understand the technology available.
- More technology classes for students, distance learning.

4. How do the current trends in education impact educational facilities?

Summary: Flexibility was a commonly used word during discussion of this topic. Technology is constantly changing and improving at an increasingly fast pace, it is therefore imperative that school facilities be designed with the flexibility to accommodate change. The participants indicated that schools need to progress in pace with society and create for children new and exciting ways for them to learn. Technology is a major vehicle in the endeavor. Technology impacts how information is delivered and increases the number of resources for students to explore.

INDIVIDUAL COMMENTS:

Educational Trends Impact Issues

- Trends in education change much faster than buildings can. We must learn to make what we have meet our current needs. That is what this study is to help with.
- Education Facilities lag way behind current trends because current trends change constantly and facilities are basically stuck in the time they were built.
- Computers – team teaching, need bigger spaces for combining classes. Skylights for lighting. More color in schools.
- Magnet themes, teaming, departments, and/or academies require shared locality and shared resources. Distance learning options will require facility changes.
- Progress in society means progress in academics.
- Very much. As we strive for improved academic achievement – facilities should be a central core for this to happen.
- Creates unreachable levels of achievement
- Facilities must match teacher methods.
- 100% - more parents working, after school programs, more room!
- What is new and exciting today changes what children want to learn. What children are excited about tends to change the way we educate.
- Team teaching facilitates use of pods.
- Current trends may include – teaming – academies – departmental – alternative education – special education needs (laws) – instructional strategies with the use of technology, collaboration, assessments, etc. – skills needed for the workforce.
- Education trends influence the design of the facilities by several ways: cost, design, etc.
- Facilities need to be flexible in design and “wired” for information access.
- Technology emphasis has made many facilities inadequate. Team teaching techniques create a demand for compatible facilities.
- This plays a major role in the facilities. Now most people want to be up-to-date in technology, but some like the traditional ways. I think school facilities are being modeled where they can get as much technology as possible.
- Trends are such that technology needs to be readily available to all classrooms and all students. More classrooms for projects.
- Trends in education definitely have an impact on facility design. Technology is not going away - - it is imperative that students and all teachers become computer literate. Facilities must be designed to meet technology needs.
- I think current trends guide the design of the physical buildings without much impact on changing or molding the physical space to the educational programs being conducted in the facilities. Also, trends tend to be much shorter-lived than the physical facilities.
- Moving to a more technological environment. Increase students using changes teaching approaches. Staff and student accountability. Classroom should incorporate both individual and small group learning.
- One major area in current trends is the need for pre-school education. This will dramatically change the facilities. Looking to the future will be important when planning the building facilities.



- Student needs of tomorrow are evolving toward global issues. This global issue creates needs for greater mixing of opportunities for students to interact with one another. The change in student numbers from geographical areas will determine facility needs.
- Very slowly! Our school just added technology/science labs that are isolated from other classrooms. Most school buildings (public) in Arkansas are very old.
- Needs change. Building must reflect sociality, flexibility.
- The current trends are to more and more computer/audiovisual needs. There is a need for more multi-television type learning space. This will show the need for larger TV's for larger rooms. Computer skills must be mandatory for all students, instructors and parents.
- Changing curriculum resulting from change in business world.
- Technology; demographic changes; lower pupil teacher ratios; grouping options; collaboration opportunities; hands on learning options
- More use of a constructivist approach to learning is being utilized - that calls for a different "look" in the classroom. There is a direct link between parental involvement and student achievement.
- Media Centers - Computer Technology - Interest. These are major issues. They need to be addressed and planned for to bring Arkansas into the future.
- We now have more than one teacher in the classrooms providing services to our students.
- Because trends in education change so rapidly these days, it is important that facilities be designed, constructed, or renovated to be flexible.
- New technology is putting stress on older facilities, which were not designed to handle the wiring, space, etc.
- With varying learning styles and different types of pedagogy, class size, school size, and approaches to overall instruction are concerns that need to be addressed. With more and more performance based assessments and hands-on styles of learning, classroom size must increase. Students should not be sitting in rows anymore and in order to achieve this, our classrooms and schools must be designed accordingly.
- If schools are to be substantially equal and adequate statewide. The vision should be shared to have a state-of-the-art facility that will work for their area demographically. If a large arena style space is needed to bring together large assemblies of students, parent community leaders, etc. Whatever works for their area. Class sizes going up or down consult the architect, along with teachers, students, and school officials.
- More use of technology; more use of Internet and preparing for a worldwide economy as opposed to a localized economy—we need new science and technology type courses.
- The current trends impact education because we are in a disadvantage because of state laws such as NCLB, which states that every child will be on grade level when that is very impossible.
- Inclusion of SPED and ELP students
- Current trends show that libraries have a positive impact on student achievement-higher student achievement. Libraries need to be more student/teacher centered and maybe in more areas of a school-not just one-area center.
- AP programs are challenging to offer more, better-suited programs dealing with education after high school. Vocational studies are also helping students make career decisions.
- Block scheduling, school format, time scheduling
- Making spaces for teachers and kids to be able to work on laptops. They need places to create in each classroom or divider that can be open to join.
- Obviously the need for more diverse activities within the classroom require different configuration. That will be easy with new construction. The challenge is going to be with all the existing old facilities in the state.
- Current trends could hinder a facility by not leaving room or thought for future concepts. It may be that the current trend or market need for education could be obsolete in 20 years. Important is we are designing buildings to last 40-50 years.
- Working in groups
- Facilities should be a teaching tool/facilities should be interactive with the curriculum
- Consolidation issues are making facilities empty or are making people think of imperative ways to use facilities.
- Schools that haven't been introduced to new/current trends may not be as adequate educationally if the current trend is found to be efficient.
- Current trends lead toward an increase in technology used to educate our students. Children not only need to read, write and solve problems, but also need to be computer literate to be successful in today's market.
- Technology [3]
- Mainstreaming special education students
- Students need access for technology and group work
- Educational trends are moving to a studio or lab setting, so space should be designed for more "discovery" learning.
- Technology trends dictate many changes in facilities
- Technology and energy concerns and changes



- With technology being the future vehicle for education our facilities
- Consolidation issues are making facilities empty or are making people think of innovative ways to use facilities. Teaming/Grouping students in an area require restructuring uses of classrooms. Larger areas needed. [2]
- Group work-tables instead of desks
- What is being taught is changing. Therefore, the building requirements are also changing. Teaching teamwork requires the space for team meetings.
- Individualized learning
- Arrangement of rooms should be done to allow for interdepartmental as well as other methods of delivery. Schools-within-schools seem to be best delivery method – more responsive to students' overall success.
- The facilities must be able to keep up with the changing technology and the individual student's needs.
- More hands on activity. More technology. More electrical outlets.
- Student needs: curriculum to be standardized to ensure each student is using the school building.

Demographic Impact Issues

- Student enrollment projections – ADA requirements for handicap students.
- More new or remodeled schools will be needed
- There is a change in population, which impacts the size of facilities. We are in an information age, which requires high use of technology.
- The current taxpayer population in the community where school is located as well as jobs, industry and general workforce, and other higher educational institutions near the school.
- Acoustics concerns
- Demographics; changes in demographics including loss of student population.

Physical Facility Impact Issues

- More light – air conditioning
- 1. More light – less concrete. 2. Proper ventilation. 3. More options. 4. Computer vs. Books.
- More light and less concrete – proper ventilation – more demonstration spaces.
- More light and glass – less concrete, ventilation, open floor plans, computers vs. books, personalized education plans
- The new trends calls for more sq/ ft. per room to affect hands on materials and equipment. Noise levels need more control and design needs to reflect business and home environments. The number of areas available for comfort such as lounge, restrooms and reading areas.
- The Pre K-3 spaces should not be reduced in size just because the class sizes may drop. Less emphasis on separate shops for vocational offerings – more integrated. More ventilation; more lighting.
- Digital media literacy requires the student workspace and presentation space. One-to-One gives teachers fits with room design.
- Computer labs vs. classroom area lecture areas – durability of the facilities.
- More flexible space/facilities
- Schools usually have extravagant gyms and other athletic facilities. The importance of academics in a school can be identified by looking at the buildings and where the majority of the money is spent. A lot of the small schools have beautiful gyms and seem to be rushing to spend money in those areas now.
- With smaller class sizes, schools could be designed to incorporate more than one subject area. A class of 10-20 students could use a room more effectively if it contained many features instead of just desks, chairs and a board. By allowing smaller groups of student's access to new and varied equipment, the student-learning environment would become friendlier. This would not necessarily mean the necessity to build more classrooms or student areas with small groups, areas would be available to several groups a day. Also, smaller class sizes would allow more teacher-student involvement, requiring facilities for this interaction.

Miscellaneous

- Superintendent office in schools.
- Community support of schools
- Mental health-need smaller spaces for counseling, therapies, etc. Transition from school to work- Vo-Tech, job skills training
- Multiple use for wider range use

GROUP COMMENTS:

Educational Trends Impact Issues

- More special demonstration areas within classroom itself
- More options within courses
- Open floor plans with common areas and lab space options



- Environment with stimulation and comfort
- Personalized education plans/ time scheduling
- Computers vs. books
- Course offerings
- Technology
- Integrated space for vocational offerings
- More space, demonstration areas within classroom itself
- Team teaching impacting facilities
- Varied methods of delivery of instruction

Physical Facility Impact Issues

- More light/less concrete
- Proper ventilation
- Buildings must be designed to accommodate change
 - ✓ Types and sizes of instructional space
 - ✓ Technology infrastructure
 - ✓ Inclusion
 - ✓ Distance learning
 - ✓ Small group/large group requires special spaces

5. How do we make schools more flexible?

Summary: The discussion results from both individual and group participants indicated that flexibility within a facility becomes important in creating spaces for all the needs of the school. Vision for the future requires that facilities include generic places/spaces for large and small groups of students to learn. There should be an understanding of work force trends/growth to determine curriculum changes that may occur in the future. Issues of safety and security in today's schools should also impact the design of future school buildings.

INDIVIDUAL COMMENTS:

Physical Facility

- Media systems flexible – Community Space
- Build
 - 1. Media Centers – open and moveable. 2. Technology capabilities. 3. Storage space for teachers. 4. Many current school facilities are underused.
 - Media Center – open. Utilization of school after school. Organization of space.
 - Make classroom spaces more multi-purpose with more access to technology for students. Larger rooms – look at what outdoor spaces could be used for – need closet space.
 - Large rooms and flexible furniture (& walls). Future technology growth (change?) should be considered.
 - Larger spaces (but not open spaces), meeting rooms for groups, optional use of school, technology, outdoor use, sciences for elementary level, secured storage, media centers – open and movable., room flexibility.
 - Change classroom structure to be more open rather than self-contained.
 - We need more areas where sub-groups of a school could meet in teams. Access to technology, as to where access points are put throughout a building e.g. wireless or its successor!
 - Classroom should be adaptable to many.
 - Set standards in construction design weather, etc.
 - Permanent in use and configuration, but modular in design.
 - I think Dr. DeJong's idea to build according to possibility that models will change: grade level vs. departmentalization vs. interdisciplinary vs. whatever model comes next.
 - More rooms with retractable walls.
 - Design that allows diversified instructional opportunities.
 - The first thing I think we should do to make schools more flexible is to provide enough space to do things. I know in small schools space might be a problem, but let's try to put the classes who have common teaching together. This can reduce traffic.
 - Build flexible facilities to ever changing administration.
 - School facilities (size) should be constructed to address maximum size, with design considerations for "moth balling" sections. Facilities should be designed to permit maximum options for teaching methods.
 - Build more generic space. Utilize technology to help make space more configurable. Use concept of "hotel space" for students and teachers to make space more flexible.



- Trends in education change – sometimes rapidly. Flexibility within a facility becomes important in creating spaces for all disciplinary needs. Needs may include generic places/spaces, vision for the future – understanding of work force trends/growth to determine curriculum changes that may occur in the future – safety issues – population.
- Create small group instruction areas. Create technology assess throughout a building. Create learning communities within a building.
- The schools need to be designed to fit many needs such as large group instruction, technology needs, small group instruction, departmental vs. block scheduling issues. Many of the buildings are extremely old with issues of asbestos, poor wiring etc. This will be a critical issue to modernize them.
- Create spaces that can be used for various activities. Develop school days that meet student needs, desires, and the research on when students learn best. Utilize schools with other organizations, i.e. library, hospital, etc.
- Schools used to be designed and built to allow for expansion and modification to respond to education trends. Load bearing masonry walls limits a building's capacity for modification. The geometry of the building should be considered as key component in determining its flexibility.
- The schools should be designed so that rooms and spaces can be used interchangeably.
- The areas in the buildings should be usable. Make places that can be changed from large to small areas. Do away with wasted space.
- Buildings should be more versatile – easy access from classrooms to labs, computers, etc. Teachers should have classrooms conducive to team teaching and sharing of labs, etc. Classrooms should be designed where they are conducive to other methods of teaching other than lecture.
- To make a school more flexible, to make large enough to be comfortable, air conditioning.
- Build building for multiple uses. So they are more flexible and can be used for a variety of subjects. Moveable and removable.
- Change the structure of schools so it can meet the educational strategies for today's society.
- Ability to expand, or reconfigure spaces
- Portable - partition type walls
- Creation of large spaces that can be organized with different furniture sets
- Minimize the use of CMU—supplement with different materials, etc., that can be easily replaced or retrofitted.
- Create multiple smaller spaces for personalized learning options.
- Open floor plans don't work. However, totally enclosed schools don't work either. You need flexibility.
- Rooms need to be large enough to serve many functions: lecture, group work, technology, etc.
- Lab rooms must be multi-purpose: geology, chemistry, physics, biology, etc.
- Build schools that can fit different uses. Don't design schools for specific uses (i.e. by departments). Design a generic multi-functioning building.
- Space should be able to be made smaller/larger as needed.
- Large spaces that can be divided
- All facilities should meet disability codes
- Schools should be designed to allow the easy transfer from one type of learning environment to another. Possibly, classrooms should be designed with more than one access points. Also, they should possibly have access to all types of technological equipment.
- DeJong was on target. Build so building can change.
- More open spaces - removable walls
- Movable shelving for library media center
- Computer hardware that is smaller and wireless so that technology is not nailed down to one place.
- Common areas within groups of classrooms. Break from incorporating departmental construction design; instead integrate a math, science, language, and communication space around a small-scaled auditorium.
- More media centers along with individual study space (offices) by doubling a cafeteria, lab or library.
- Big spaces to do big projects with breakaway spaces for small groups. Areas that are easy access to parents and the community.
- We need new furniture, modular walls, etc. that can be reconfigured. As schools are retro-fitted - use of these new materials could be very useful.
- Variety of space (size, location, shape)
- Ability to vary environment of space (light, acoustics)
- Make facilities design in a computer/wireless communication age
- Classrooms need to be bigger and furniture needs to accommodate group learning.
- Schools could be designed the same way office and retail space is-modular.
- We can make schools more flexible by constructing and arranging them for this flexibility. The physical makeup of a school allows flexibility within a school to take place.
- By the design of the facility. By having multiple inputs from "all" concerned.



- Schools can be made more flexible by designing buildings for multi-purpose activities, (English-Drama, Math-Science, Instrumental Music-Choral Music, Ag-Science, History-Language, Language-Audiovisual). These are some examples I think that would make schools more flexible.
- More open, multi-purpose areas suitable for interdisciplinary teaching.
- Provide a facility in which a variety of activities can happen in the teaching environment. It should also consider age level of students and their special needs as far as height, safety and access.
- Make sites large enough. Plan for expansion during initial building design. Oversize mechanical systems, plan structure support to allow easy interior wall relocation, Conduit-low and high and in between.
- Adaptable room size and room use
- Make the instruction more flexible to more multi-tasks curriculum
- Open classrooms
- Moveable partitions [4]
- Wireless technology
- May need to consider modular wall construction rather than fixed walls. Under floor air distribution systems provide the ability to redistribute conditioned air to flexible spaces.
- Utilize common areas for multiple purposes.
- Use standardized size spaces for educational use
- Design with expansion in mind
- Buildings have to have an ability to expand and contract spaces as building populations change. Wireless access is essential. Buildings might be grouped as small units, which are a part of the larger campus.
- Space should be able to be made smaller/larger as needed.

Curriculum/Classroom/Programming

- Have each student with an individual education plan that changes with the education situation for the student. No grade level – the student stays with the particular subject until he/she reaches an agreed level or their maximum level in that particular area. No stigma for being at a greater or lesser level than any other student. Students helping and teaching other students. Facilities to accommodate this concept.
- Personalized teaching areas, stimulation and comfort.
- Need more curricular offerings.
- Learning situations/styles
- Outside of funding education, I think this is the most difficult task we face. It must start with a change in pedagogy. If we don't change the way teachers teach, there is no need to make buildings more flexible because the shotgun design approach is adequate enough. (BTW, I do want us to change.)
- Allow more classes for the students to choose from. Students should also be able to choose their class time, whether it's early or a little later into the day.
- By making each classroom more flexible for the students' and the teachers' needs. Also by making the classroom space flexible.
- By modifying schedules (use of blocks) – modify classroom structures – modify yearly schedules (year-round).
- Offer high school/secondary classes at alternative times. Example: 2 evenings/Saturdays. Offer classes year-round where each student/teacher has choices of which terms to attend/teach.
- Expand time of day
- Year-round schools
- Ability to present a variety of subjects
- Computerized grade books
- More flexible access to school services
- Build the school in such a way that a variety of teaching models can be used. Cross grade level teaming as well as grade level teaming. Have classrooms built in pods with large group rooms.
- Many are under used due to mindset that school begins and ends K-12 from 8-? As opposed to serving a purpose for lifelong learning throughout calendar years, day and night. Allow for use after school. We have to get away from desk-in-a-row—computers on a table in the back of a classroom, etc. Use tables, comfortable, rolling chairs, movable partitions to create small group areas—or not—depending on the need for instruction that day. There needs to be a more generic style for multi-functional purposes.
- Use technology to expand opportunities
- Use flexible scheduling
- Consider year round modules

Demographics

- School can become more flexible as areas within the building are designed to fulfill multiple purposes. Space has to be available to accommodate loss or gain in population of students.



- Try to plan for future growth and the need of the area. Look at land available to build the school on in order to have a good idea as to what will need to be done for future expansion.
- By having all areas usable at all times.
- As far as classroom size is concerned, rooms should be expandable and retractable. When the number of students increases, walls, tables, chairs and desks should be relocate-able. Schools have to plan for demographic changes that occur in every school.
- Incorporate technology

Community Use

- The school and community should use schools. We also need to look at outdoor spaces.
- Schools should serve community as well as students. To encourage and strengthen the importance of education to students you must also convince community of its importance. Community involvement is very important.
- Change mind-set of staff, then community. Redefine schools as community education site—elementary, middle.
- Parents must be responsible/adult education, use buildings more
- By making schools more user friendly to facilitate, more parent involvement (students and parents can access services via Internet.)
- You make them where they are used for more than just having classes for students. You make them used more than just daily classes.
- Work with local community for multiple facility use.

Miscellaneous

- I think we can make schools more flexible by having teachers, students, parents and communities' focus on a plan to get everybody involved.

GROUP COMMENTS:

Physical Facility

- Media centers - open, movable, satellite libraries
- Entire facility classrooms - electrical, plumbing - flexible locations
- More flexible to provide community spaces, income producing medical services.
- Additional space for equipment
- Design buildings for multiple uses and future renovations

Curriculum/Classroom/Programming

- Many current school facilities are underused. There must be a change in the mind-set that school is only for Pre K-12, from 8-3:30. Schools need to serve a purpose - life long learning throughout the calendar year, day and night.
- Redefine space utilization - what is desired outcome?
- Provide opportunities for alternatives to the traditional methods of delivering instruction
- There needs to be a more generic/adaptable style that can serve multi-purposes and provide for expanded student learning, (i.e. distance learning)
- Need more curricular offerings.
- Room flexibility (create spaces)
- Outdoor classroom uses - using the site
- Storage space for teachers - allowing multiple teachers per room
- Technology capabilities
- Personalized education plan. Different floor plan with teaching designs. Science labs open. Time scheduling. Set number of hours. More curriculum options.
- Technology a driving force.

Demographics

- Geographical area has impact on school
- More facilities in place where children want to be!

Community Use

- Other groups using spaces (community groups, PTA, Girl Scouts, etc.)



School Facility Size

The following questions impact school facilities. We recognize this is a highly debated topic but we would like to discuss what might be considered the most appropriate size of an individual school and what should be considered “bookends” regarding minimum and maximum size. The results of questions number 6 and 7 reflect the discussion that took place on the subject of school size.

6. What do you think is the most appropriate size (number of students) for the following facilities?

Summary: Responses indicated a preference for 350-500 students at the elementary school level. The preference was split between the individual and group responses at the Middle School level. The individual responses indicated a preference for 500-700 students with 350-500 rating as a second preference. The group response was reversed. At the high school level, 500-750 was indicated as a preference.

Elementary Schools	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	0	0	1	6.25
Under 200	3	2.59	0	0
200-350	34	29.31	7	43.75
350-500	59	50.86	12	75
500-750	12	10.34	0	0
750-1000	5	4.31	1	6.25
1000-1250	4	3.45	0	0
Total Responses	118	100	21	100

Middle Schools	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	1	0.86	2	12.5
Under 200	1	0.86	0	0
200-350	17	14.66	3	18.75
350-500	40	34.48	9	56.25
500-750	48	41.38	7	43.75
750-1000	11	9.48	1	6.25
1000-1500	2	1.72	0	0
Total Responses	120	100	22	100

High Schools	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	1	0.86	1	6.25
Under 250	2	1.72	0	0
250-500	10	8.62	0	0
500-750	35	30.17	8	50
750-1000	30	25.86	6	37.5
1000-1500	29	25	6	37.5
1500-2000	15	12.93	2	12.5
Total Responses	122	100	23	100



INDIVIDUAL COMMENTS:

School Size – General

- Size doesn't matter as long as there is adequate administration and faculty.
- School size is not a concrete number. Many factors should be used when making decisions affecting school size.
- School size is most important for efficiency and effectiveness.
- Size of schools needs to be considered as schools within schools so that economy of size can be enhanced. Facilities can be built to house the students but the "learning environment" of these schools be reduced by about a third of the sizes that I have noted.
- The size of the school not only deals with money. The size of the school plays a hand in how students develop socially.
- It is important that more students have the opportunity to participate in activities and organizations.
- I think our schools need to be large enough so the district can offer more opportunities to the students. At the same time, our schools need to be small enough where each student can feel a part of the school community.
- I think the lower elementary should be smaller because that is where your foundation starts.
- Schools should be small enough to have a sense of community but large enough to provide for economy scale
- Smaller elementary and middle schools because of the need for smaller classes in benchmark
- Allow communities to keep their K-5 school. At the middle school level, merge several elementary schools into a regionally located middle school. Continue the process of merging middle schools into regionally located high schools. All schools will offer the same course and activity offerings.
- Combine classes and schools into a single secondary level appends a greater variety of classes in relation to plain after graduation.

School Size – Larger

- I feel very small schools don't offer enough opportunities and in a larger school the students may fall behind and not be noticed.
- Larger facilities can offer more diverse curriculum and activities.
- Larger schools can have smaller school communities of learning. Economics of learning.
- Schools within schools can allow for a larger physical plant as long as there is adequate separation and supervision among groups to keep the numbers within the range recommended.
- At younger ages, kids need the same type of classes. As they progress they require more diverse classes. Therefore, school size needs to increase.
- Schools should be large enough to offer a broad enough curriculum to meet the students' needs.
- Schools can handle more students if properly managed by administration and with proper facilities.
- High schools larger for class offerings

School Size - Smaller

- Middle School children have so many problems – they need smaller numbers.
- The answer assumes sufficient numbers to arbitrarily choose size. In Arkansas, most districts do not have this choice. Smaller is better at every level, however, one must choose based on average size school districts and their total ADM. Under 200 are best at every level.
- Smaller more personal (at least class size) schools are better. Students know each other and teachers/facilitators know their students and their needs better and are better able to serve them.
- The smaller the better . . . more individualized attention.
- Too many students are "lost" in larger settings.
- If the facilities are designed properly, the number of students can be decreased.
- In elementary schools, a smaller group of student per schools would allow for a more controlled environment. This similar environment would also allow students more opportunities to interact and get to know their classmates. This is also true for middle school students. These students may not be ready for the full experience of a high school or college type experience.
- High schools are too big and you become a number. Teachers need to "know" each child, then they can notice when something is wrong.

Size Specific

- Make building cost efficient for 500 students
- Re: 350-500 middle schools need lots of technology, labs, etc., in order to justify cost - need to increase numbers.
- Practically dictates it costs the same to teach 300 students in a facility as it does to teach 500 or more.



Grade Configurations

- Prefer: Elementary (K-5), Middle School (6-7), Junior High (8-9), High School (10-12) [2]

Demographics

- I believe that school size should also depend on the demographics of the district. Is it a large district as in NW Arkansas, or is it a small district in the Delta region? Will consolidation help the community come together or will it split the community apart? I was in Oklahoma when forced consolidation occurred. A small district with money was forced to consolidate with a large district that was in debt. The larger district took the money and forced the smaller one to close their school. The citizens of the smaller community would vote down any millage increase or bond issue the school board would propose. The students in both communities lost out.

Miscellaneous

- Efficiency of dollars does matter when groups of people are to use these facilities. School funding through the exclusive use of tax dollars.
- Economy of educational administrative units is important – managing more students with fewer administrators.
- Students and staff need to feel “community” not just a number!
- Whatever we do—please—look at the research and follow guidelines that are research based.
- Elementary and middle school students need a sense of community.
- Educational format

GROUP COMMENTS:

School Size – General

- Economic issues – larger (new facilities), smaller (use existing facilities)
- Size doesn’t matter as long as class size is good
- Elementary and middle school students need to feel a sense of community.
- Whatever we do, please look at the research – very comparable to Arkansas and make every decision research based.

School Size – Smaller

- Benefits of smaller schools → closer proximity better educational benefits for individual students? Lower teacher /student ratio promotes stronger education.

Size Specific

- Preferred 350-500 – because of social interactions with students
- Size = opportunity – 750-1,000 preferred
- 200-500 more personal
- Middle schools – teams or small groups to keep numbers under 200 per group.
- Elementary not over 750 students
- 350-500 – Middle School needs lots of technology; labs etc. – in order to justify cost – need to increase numbers.

7. What should be the minimum size/maximum size of a school facility?

Summary: Responses to this question indicated a wide range of preference for school size. At the Elementary School level the individuals and groups indicated a preference for a minimum range of 100-400 students and a maximum range of 250-550 students. The participants indicated the same minimum for Middle Schools with a slightly larger maximum range of 250-850 students. At the High School level, the ranges for minimum and maximum were closer. Participants indicated a preference for the minimum range of 701-1,000 students and the maximum range of 1,751-2,050 students. The comments indicated that a K-12 grade configuration was not preferred but if there are K-12 facilities, a minimum range of 701-1,000 and a maximum range of 1,301-1,600 was optimal.



Elementary School Size

The table to the right illustrates the minimum and maximum preferences of the participants for Elementary School facilities.

Minimum Ranges were as follows:

- 100-250 Students
55 Individuals & 11 Groups
- 251-400 Students
40 Individuals & 4 Groups
- 401-550 Students
7 Individuals & 1 Group
- 551-700 Students
0 Individuals & 0 Groups
- Over 701 Students
4 Individuals & 0 Groups

Maximum Ranges were as follows:

- 250-550 Students
70 Individuals & 9 Groups
- 551-850 Students
26 Individuals & 4 Groups
- 851-1,150 Students
6 Individuals & 2 Groups
- Over 1,151 Students
4 Individuals & 0 Groups

Elementary Schools					
Number of Students	Minimum		Maximum		Number of Students
	Individual	Group	Individual	Group	
100	3	1	5		250
150	11	1	9	1	350
150-400		1	10	1	400
200	32	6	3		450
250	9	2	41	7	500
300	16		2		550
350	17	4		1	500-1000
400	7		8	1	600
500	7	1	7	1	700
750	2		7	1	750
1,000	1		4		800
1,400	1		1	1	900
			5	1	1,000
			1		1,400
			1		1,500
			2		2,000
n/a	10	2	10	1	n/a
Total	102	16	102	16	Total

Middle School Size

The table to the right illustrates the minimum and maximum preferences of the participants for Middle School facilities.

Minimum Ranges were as follows:

- 100-250 Students
26 Individuals & 3 Groups
- 251-400 Students
44 Individuals & 10 Groups
- 401-550 Students
24 Individuals & 3 Groups
- 551-700 Students
4 Individuals & 0 Group
- Over 701 Students
5 Individuals & 0 Groups

Maximum Ranges were as follows:

- 250-500 Students
57 Individuals & 4 Groups
- 251-850 Students
57 Individuals & 8 Groups
- 851-1,150 Students
16 Individuals & 4 Groups
- 1,151-1,450 Students
1 Individual & 0 Groups
- 1,451-1,750 Students
2 Individuals & 0 Groups
- 1,751-2,050 Students
1 Individual & 0 Groups

Middle Schools					
Number of Students	Minimum		Maximum		Number of Students
	Individual	Group	Individual	Group	
100	4	1	1		250
150	3		4		350
200	12	2	3		400
250	7		21	4	500
300	15	1	8		600
350	24	7	8	2	700
350-700		1	30	4	750
400	5	1		1	750-1000
500	23	3	10	1	800
550	1		1		850
600	2		3		900
700	2		13	3	1,000
750	4			1	1000-1500
1,000	1		1		1,200
			2		1,500
			1		2,000
n/a	10	1	10		n/a
Total	109	16	115	16	Total



High School Size

The table to the below illustrates the minimum and maximum preferences of the participants for High School facilities.

Minimum Ranges were as follows:

- 100-250 Students
16 Individuals & 2 Groups
- 251-400 Students
20 Individuals & 2 Groups
- 401-550 Students
27 Individuals & 7 Groups
- 551-700 Students
9 Individuals & 0 Groups
- 701-1,000 Students
31 Individuals & 5 Groups
- Over 1,000 Students
3 Individuals & 0 Groups

Maximum Ranges were as follows

- 250-500 Students
6 Individuals & 0 Groups
- 501-850 Students
20 Individuals & 2 Groups
- 851-1,150 Students
21 Individuals & 2 Groups
- 1,151-1,450 Students
28 Individuals & 1 Group
- 1,451-1,750 Students
3 Individuals & 4 Groups
- 1,751-2,050 Students
25 Individual & 6 Groups
- Over 2,050 Students
3 Individual & 1 Group

High Schools					
Number of Students	Minimum		Maximum		Number of Students
	Individual	Group	Individual	Group	
100	3	1	1		250
150	2		1		350
200	6	1	1		400
250	5		1		450
300	3		2		500
350	10	1	1		550
400	7	1	1		600
450	2		1		700
500	25	7	14	1	750
600	4		3	1	800
650	1		4		900
700	4		17	2	1,000
750	18	4	11	1	1,200
800	4	1	1		1,300
1,000	9		16		1,400
1,200	1		3	3	1,500
1,400	1			1	1,600
1,500	1		25	6	2,000
			3		2,500
				1	5,000
n/a	10	1	10		n/a
Total	113	16	105	16	Total



K-12 School Size

The table to the below illustrates the minimum and maximum preferences of the participants for K-12 School facilities.

Minimum Ranges were as follows:

- 100-250 Students
3 Individuals & 0 Groups
- 251-400 Students
11 Individuals & 3 Groups
- 401-550 Students
25 Individuals & 4 Groups
- 551-700 Students
11 Individuals & 2 Groups
- 701-1,000 Students
20 Individuals & 2 Groups
- Over 1,000 Students
12 Individuals & 1 Group

Maximum Ranges were as follows

- 400-700 Students
4 Individuals & 0 Groups
- 701-1,000 Students
21 Individuals & 2 Groups
- 1,001-1,300 Students
3 Individuals & 0 Groups
- 1,301-1,600 Students
24 Individuals & 4 Groups
- 1,601-2,000 Students
15 Individuals & 3 Groups
- 2,001-2,500 Students
6 Individuals & 1 Group
- 2,501-3,000 Students
0 Individuals & 0 Groups
- Over 3,000 Students
9 Individuals & 2 Groups

K-12 Schools					
Number of Students	Minimum		Maximum		Number of Students
	Individual	Group	Individual	Group	
100	1		1		400
250	2		2		500
300	3		1		700
350	5	3	1	1	750
400	3		3		800
500	24	3	1		850
500-750		1	1		900
550	1		15	1	1,000
600	7	1	2		1,200
650	1		1		1,300
700	3	1	1		1,400
750	7		19	4	1,500
800	3		4		1,600
900	1	1		1	1,750
1,000	9	1	3		1,800
1,050		1	12	2	2,000
1,100	1			1	2,250
1,200	3		6		2,500
1,500	8		6	1	3,000
			3		3,500
				1	3,600
n/a	26	4	29	4	n/a
other	8		5		other
Total	110	16	112	16	Total



INDIVIDUAL COMMENTS:

School Size – General

- School size should also be determined by isolation of district, quality of present facilities, and needs of community.
- Again, follow the research to maximize student achievement!
- I believe that the minimum school size depends on the demographics of the district and the variety of courses that the school district can afford to offer. If the school can only afford the minimum requirements, I think consolidation is a must.
- This is my idea of the best range. Obviously, there are some smaller and some larger systems in the real world.

School Size – Larger

- Large sizes do not matter – what matters are the way things are done.

Specific Size

- Minimum per grade = 200 and maximum per grade = 300
- 500 might work with some creative solutions such as sharing staff, block scheduling, etc.

Miscellaneous

- K-12 – same campus
- Your question is unclear – does size refer to Adm - # of classrooms - # grades etc. Adm was assumed.
- K-12 is a bad idea
- Busing for long distances becomes an issue

GROUP COMMENTS:

- Personal recognition falls short in big buildings
- K-12 - not the way
- Don't like K-12 schools
- 500 as a minimum might work with some creative solutions such as sharing, block scheduling etc.

Grade Configurations

Summary: Individual and group participants indicated a preference for Pre K-5, 6-8, 9-12 grade configuration. Participants also indicated a need to be flexible in the plan to accommodate the needs of the various student populations being served.

8. Rate the desirability of the following grade configurations.

Individual	(Not Answered)		High		Moderate		Low		No Opinion		Total Responses	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
a. Pre K-5, 6-8, 9-12	2	1.72	85	73.28	26	22.41	3	2.59	0	0	116	100
b. Pre K-8, 9-12	3	2.61	4	3.48	38	33.04	69	60	1	0.87	115	100
c. Pre K-6, 7-12	5	4.31	4	3.45	34	29.31	71	61.21	2	1.72	116	100
d. Other:	90	77.59	19	16.38	3	2.59	2	1.72	2	1.72	116	100

Group	(Not Answered)		High		Moderate		Low		No Opinion		Total Responses	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
a. Pre K-5, 6-8, 9-12	0	0	12	85.71	2	14.29	0	0	0	0	14	100
b. Pre K-8, 9-12	2	13.33	0	0	7	46.67	6	40	0	0	15	100
c. Pre K-6, 7-12	1	6.67	1	6.67	0	0	13	86.67	0	0	15	100
d. Other:	12	75	2	12.5	1	6.25	1	6.25	0	0	16	100

INDIVIDUAL COMMENTS:

General Issues

- In Arkansas, 10-12 better serves the activities (band, athletics, debate, chorus, etc.)
- Configurations should be based on curriculum level and interest of student instead of age!



- Younger students do well in groups that are age related. Certain high school courses also do well to be small groups.
- This depends on the total number of student to be served by the community.
- This has been function of facility instead of programming!
- 7th graders are too young to be in the same building with 12th graders.
- Other: I like the concept of a Junior High.
- Full campuses with numerous buildings and opportunities for each grade.
- From my experience as a student and as a teacher, "A." works best for students, parents and educators. I believe that "A" is the best option to keep consistency and parent involvement ongoing in the schools. If you break the schools down to a lower grade level spreads limits the school options.
- There needs to be a greater breakdown in elementary age levels. There is a vast difference in developmental differences between Pre K and even first grade.
- The first option allows the catering of activities and educational opportunities to the age appropriateness at each grade level.
- Grade level schools or centers of 1-2 grade levels.
- Too much distance in developmental ages causes too many problems
- Has to be flexible enough to accommodate bumps in the student population size.

Specific Grade Configurations (Other)

- Pre K, K-5, 6-7, 8-9, 10-12
- Pre K-K, 1-5, 6-8, 9-12
- Pre K-K, 1-5, 6-7, 8-9, 10-12
- Pre K-2, 3-5, 6-8, 9-12
- Pre K-2, 3-6, 7-9, 10-12
- Pre K-3, 4-6, 7-8, 9-12 [3]
- Pre K-4, 5-6, 7-8, 9-10, 11-12
- Pre K-4, 5-6, 7-9, 10-12
- Pre K-4, 5-7, 8-9, 10-12
- Pre K-4, 5-8, 9-12. The accountability (testing) of the state's students is based on the configuration above. In order to give our students & teachers the best for success, our schools should be configured the same way.
- Pre K-3, 4-6, 7-9, 10-12 high preference
- Pre K-5, 6-8, 9, 10-12. It's not how it's laid out but what programs you have.
- Pre K-5, 6-7, 8-9, 10-12. This gives a better breakdown of kids' social capacity to grow. [4]
- K-3, 4-6, 7-9, 10-12. These age groups will help students develop socially. [2]
- K-4, 5-8, 9-12
- K-4, 5-7, 8-9, 10-12

GROUP COMMENTS:

General Issues

- Get away from Pre K-5
- Different configuration depending on need
- Greater break up of age groups
- Support middle school concept – do not support mandatory grade configuration. Must be flexible to allow for fluctuation in student population. Pre K not currently funded – needs to be funded.

Specific Grade Configurations (Other)

- Pre K-3, 4-6, 7-8, 9-12
- 6-7, 8-9, 10-12
- K-5, 6-7, 8-9, 10-12
- Pre K-4, 5-6, 7-8, 9-10, 11-12



Class Size Ratios

Summary: When considering a guideline for class size ratios; the participants indicated a preference for less than 15 students per classroom for Pre K, 15-17 students for grades kindergarten through 3; 20-22 student for grades 4 through 5; and 23-35 for grades 6-12. Comments from participants indicated a preference for a smaller to moderate class size as preferable to give students the best opportunity to learn.

9. What should the guideline be for class size ratios for?

Pre K:	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	3	2.59	0	0
Less than 15	65	56.03	11	68.75
15-17	31	26.72	6	37.5
18-20	13	11.21	1	6.25
21-23	5	4.31	0	0
23-25	1	0.86	0	0
Over 25	1	0.86	0	0
Total Responses	119	100	18	100

Grades K through 3:	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	3	2.59	0	0
Less than 15	8	6.9	1	6.25
15-17	54	46.55	12	75
18-20	43	37.07	7	43.75
21-23	7	6.03	0	0
23-25	3	2.59	1	6.25
Over 25	1	0.86	0	0
Total Responses	119	100	21	100

Grades 4 through 5:	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	3	2.59	1	6.25
Less than 20	18	15.52	1	6.25
20-22	61	52.59	13	81.25
23-25	31	26.72	4	25
26-29	2	1.72	0	0
30 or over	1	0.86	0	0
Total Responses	116	100	19	100

Grades 6 through 8:	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	2	1.72	1	6.25
Less than 20	8	6.9	0	0
20-22	40	34.48	7	43.75
23-25	49	42.24	9	56.25
26-29	17	14.66	2	12.5
30 or over	2	1.72	0	0
Total Responses	118	100	19	100



Grades 9 through 12:	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	3	2.59	2	12.5
Less than 20	3	2.59	0	0
20-22	27	23.28	5	31.25
23-25	52	44.83	10	62.5
26-29	26	22.41	3	18.75
30 or over	6	5.17	0	0
Total Responses	117	100	20	100

INDIVIDUAL COMMENTS:

Smaller

- Smaller class size allow for better interaction between students and teachers – more individualization.
- Kindergarten and first grade should be 15 or less.
- The smaller the class size, the more learning and individual instruction can occur. This may not always happen - depends on the teacher.
- Smaller size classes in lower levels; more one-on-one contact needed. Labs or activities in grades 9-12 are extremely hard to conduct and supervise in large settings and all students should be involved in different learning activities.
- Smaller class size lends to better learning environments in general. Smaller class size also makes all students more “responsible” – unable to get lost in crowd. Problems – social or academic - are easily recognized in small groups.
- High School classes-fewer students in classes with students with lower skills
- Smaller groups allow for more communication. Larger groups cause many students to sit back and let others to be more involved.
- Students need more individual attention at the lower levels. Small classes are conducive to increased student learning.
- Pre K through grade 5 should have low number of students per teacher to give children the best learning opportunity.

Larger

- Larger class sizes with more instructors and activity centers.
- Depends on the makeup of the class. If the class has a large number of special needs students, decrease the number of students.

General

- Ratio would be different for different classes.
- Pre K needs an aide
- I feel the guideline on the number of children is directly related to the size of the classroom. In Pre K it also is related to the ratio maintained with staff.
- As students age they tend to form groups of friends, so to keep the classroom “friendly” it needs to grow gradually as the students do.
- Again, make it research-based.
- In almost every case, class size should be kept to a moderate level. Teacher-student interaction is a must for any school; therefore class size should not exceed 25.
- The natural science standards for class size are a must of 24 students.
- Allowing smaller class sizes for primary education facilities one-on-one teaching and provides a more open space of communication. As students get older, the student-teacher ratio isn’t necessarily needed to be so low as individualized learning is more apparent.
- Individualized instruction, flexible grouping, easier to monitor to keep on task
- I think that K classes should have a certified teacher and a full time paraprofessional to 20 students.

GROUP COMMENTS:

- Prefer 20-25
- If the classroom has one or more special needs students the class size needs to be decreased



Pre-Kindergarten

Summary: The participants indicated a preference for all students to have an opportunity to participate in a Pre K program. Participants also preferred an all day program and locating the program within the elementary schools.

10. What level of Pre-kindergarten programs should be offered in Arkansas schools?

10a. Should Pre K be available for:	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	1	0.86	1	6.25
a. All students?	99	85.34	15	93.75
b. Special needs students?	5	4.31	1	6.25
c. Students determined by poverty status?	9	7.76	1	6.25
d. No Pre K.	5	4.31	0	0
Total Responses	119	100	18	100

10b. Should Pre K programs be:	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	0	0	0	0
All Day?	48	42.48	6	46.15
Half Day?	34	30.09	3	23.08
Parent choice?	26	23.01	4	30.77
No Pre K?	5	4.42	0	0
Total Responses	113	100	13	100

10c. Where should Pre K be located?	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	1	0.89	1	9.09
Separate Pre K Centers	44	39.29	4	36.36
Elementary Schools	62	55.36	6	54.55
Other	0	0	0	0
No Pre K	5	4.46	0	0
Total Responses	112	100	11	100

INDIVIDUAL COMMENTS:

Location

- Pre K should be built as part of the elementary school. [2]
- A Pre K Center within an Elementary School
- Pre K should be a transition into the school regime. By offering it in the elementary schools, the transition could be achieved easier.
- I am torn between separate centers and transitioning into the elementary school. If we talk just 4 year olds, I think they can function very well in the elementary campus. It makes for a much smoother transition. If you serve both pre-school populations, a building of its own is important.
- These should be combinations of Pre K Centers and Elementary Schools.
- Location of Pre K depends on district size
- Small to medium – separate Pre K Center - medium to large at neighborhood elem. schools
- Located by an elementary school so the Pre K students have older students nearby to look up to. [2]



Funding

- A lot of money, how much return?
- We cannot adequately fund K-12 currently so Pre K should not be a current goal.

Availability

- Pre K should be available to all students. I do not think they should attend all say, week or year. It should be designed on parent instructor conference and student needs. [2]
- Pre K should be available to all children - - but if only certain groups can be served, then it should be poverty status first.
- Pre K should be offered to those students identified by testing as needing it to prepare them for kindergarten. It should not be a day-care service.
- Five is early enough for the child to have formal education.
- Many children do not get the chance to gain the benefits from a pre-school program and are behind the students that have been to that sort of program since school began.
- Pre K programs should be available for all students-so many working parents need childcare and should have the above available through certified daycares even that are associated with schools.
- We need to have Pre K in our elementary schools to keep neighborhood schools.
- We found in our own district that 54% of our students were not ready for kindergarten. Once they start out behind, they will more than likely stay behind.
- Pre K should be offered to all children whose parents want them to attend. It prepares them for school and helps them develop socially.
- I think it is important that pre-school be made available to all students. If that is not financially possible, then the poverty status should be considered first. The location does not matter as much as the program that is being offered.
- Pre K years are the most formative years that a person will have. Structured, teacher-led instruction at this age level provides measurable benefit across all subject areas.
- Pre K should not be limited to any type of student

General

- The education level of the mother is the most pertinent factor in a child's education and in their ability to achieve.
- Pre K should be instructional.
- Research question — Do students achieve less without a Pre K program or do the stats indicate a higher level of achievement for those than "regular " students?

GROUP COMMENTS:

- Time of hours for Pre K
- Pre K should be instructional.
- Combination of separate Pre K Centers and Elementary Schools.
- No requirement unless funded – should require funding.
- Locating the Pre K program in an elementary school makes the transition easier for students.



Vocational Education

Summary: The participants indicated a high preference for vocational education programs to be located in every high school and at regional vocational education centers. Participants also showed an interest in offering vocational education programs at the middle school level.

11a. Should vocational education programs be located in every high school?

	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	30	25.86	6	37.5
Yes	86	74.14	10	62.5
No	0	0	0	0
Total Responses	116	100	16	100

11b. Should vocational education programs be located in high schools, regional vocational centers or both?

	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	3	2.59	1	6.25
High School	21	18.1	3	18.75
Regional Vocational Center	26	22.41	1	6.25
Both	66	56.9	11	68.75
Total Responses	116	100	16	100

11c. When should vocational education start?

	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	4	3.45	1	6.25
Elementary School	12	10.34	0	0
Middle School	72	62.07	13	81.25
High School	30	25.86	4	25
Total Responses	118	100	18	100

INDIVIDUAL COMMENTS:

- Depending on the kind of vocational education it should start early. Computers and foreign language should start at elementary. Agri. at Middle school.
- Maybe even upper elementary - students who have learning problems or are home environment challenged get discouraged quickly and the trend begins.
- Stay on campus.
- Most vocational federal funding is not available below 7th grade. This funding provides for equipment and training.
- Keyboarding should not begin before 5th grade. Some vocational courses should be offered in all schools. Vocational courses should also be pertinent to area geography and industry.
- "Vocational" needs definition. Information management skills need to start in middle school. Specialized courses should be held in regional schools.
- 11c. Begin career development and/or exploration at the elementary school level.
- Vocational schools need to be watched closely to make sure the students that need to be there are.
- Based upon local conditions



- I believe that every student should have the option to go to a vocational education program, not necessarily that every high school must have a vocational program, it is an important part of the education process. [2]
- Not all students should or will attend college. We should promote and encourage kids to pursue vocational opportunities. [2]
- Considerations must be made for dropout rate with those students entering the workforce.

GROUP COMMENTS:

- Evolved in 1960's
- Some should be there, others at center
- 11a. Needed additional information, vocational needs definition, career tech - regional
- Introductory vocational programs should be taught in every middle schools/high school.
- Keep it research based – keyboarding – how low?

Teacher Room Assignments

Summary: The participants showed a high preference for a centralized workspace with ability to instruct in multiple classrooms. In the comments it was mentioned that flexibility was important however, at the primary level a dedicated classroom might be preferable.

12. How should room assignments for teachers be handled?

	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	4	3.45	2	12.5
Centralized workspace with the ability to instruct in multiple classrooms?	80	68.97	11	68.75
Teachers in own dedicated classroom?	35	30.17	4	25
Total Responses	119	100	17	100

INDIVIDUAL COMMENTS:

- If you did this teachers would need an individual space.
- Elementary students need identity figures.
- After seeing the slides, this might be something to consider. I still like my own room.
- Centralized workspace for upper grades (high school) – dedicated for elementary school. [3]
- Many times this decision factors on grade and subject area.
- This will take a lot of work to make it happen.
- The teacher could use his/her classroom to put up different posters and charts to help the learning ability.
- Future school should be the ability to be flexible.
- It depends on subject areas!
- Dedicated classrooms at Pre K Center.
- Sharing classroom's creates problems with people
- Many traditional teachers would prefer their own classroom. Local political considerations often over rule best practices.
- With the exception of Science, Art, Physical Education, Home Economics, Band and other specialized subjects
- Flexibility but depends on grade level. [3]
- The style of teaching, school philosophy and district mandates
- Personal space needed for materials – difficult for teachers to move all teaching materials. [2]
- This will be a hard tradition to change if we move from dedicated to centralized classroom workspace.

GROUP COMMENTS:

- Centralized for secondary and dedicated for primary
- Dependent on grade level
- Personal space also needed for material.
- Four of the group wanted centralized and three of the group wanted dedicated



Capacity Criteria

Summary: Participants indicated a preference for the following criteria to be used to define capacity: class size, square foot per student, adequate space for special programs, and core spaces.

13. What criteria should be used to define capacity?

	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	11	9.48	1	6.25
a. Class size	68	58.62	10	62.5
b. Number of classrooms	49	42.24	7	43.75
c. Adequate space for special programs	62	53.45	10	62.5
d. Core spaces [cafeteria, multi-purpose rooms]	62	53.45	10	62.5
e. Square foot per student	65	56.03	9	56.25
f. Other: [Answer below under "Comments"]	13	11.21	2	12.5
Total Responses	330	100	49	100

INDIVIDUAL COMMENTS:

- Sq. Ft. per student & equipment plus spaces for special areas, cafeteria, multi-purpose.
- Other: Individual settings
- I believe there should be a provided amount of space per student as well as adequate space for special programs such as alternative education, special education self-contained, computer labs, presentation/seminar space, etc.
- Program Model/Special Needs, Special Programs
- All areas are important and they all play off one another.
- Number of students you desire to serve in the facility and the activities to be offered.
- Special programs features unique to school academics, etc.
- All of the above [3]
- Library space should be different by what functions are going on in that area of the school
- Number of students

GROUP COMMENTS:

- Other factors – opinion varies as to what space is appropriate.
- All of the above.
- Research indicates a link between a good music program and a good library program and student achievement.

Athletics & Extra-curricular Activities

Summary: Athletics and extra curricular activities rated high in preference for the participants. Comments indicated that academics should be of primary importance but the team building and leadership opportunities provided by athletics, are a valuable asset in the educational process.

14. How important are athletics and extra curricular activities?

Individual Responses	(Not Answered)		High		Moderate		Low		Total Responses	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
a. Athletics	5	4.35	57	49.57	49	42.61	4	3.48	115	100
b. Extra Curricular Activities	5	4.31	74	63.79	37	31.9	0	0	116	100

Group Responses	(Not Answered)		High		Moderate		Low		Total Responses	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
a. Athletics	0	0	8	72.73	3	27.27	0	0	11	100
b. Extra Curricular Activities	0	0	14	100	0	0	0	0	14	100



INDIVIDUAL COMMENTS:

- Like it or not – it is easier to get new classrooms when the athletic facility is included.
- High means at the same level as academics, technology, fine arts, etc.
- The higher emphasis should be on academics while I do recognize the importance of teamwork in other areas.
- Most extra curricular provides the maximum of team and leadership development, etc. Athletics tends to be limited and large amounts of school day devoted to athletics.
- Athletics and other extra-curricular activities play an important part of the educational process. The larger the school, the fewer people who are involved. Some students stay in school because of activities and end up making good grades in order to stay on a team.
- I think these issues have a direct correlation with academics including leadership, sportsmanship, team building, self-expression, achievement, working with groups, and discipline of a student. [3]
- While these are socially important, academics should take the lead.
- Students should be allowed to express themselves in both of these areas as they provide success for those students and improve their personal confidence.
- Students need to have the “opportunity” to participate in athletics as well as the arts.
- Co-curricular, curricular related activities very important.

GROUP COMMENTS:

- We believe – health and physical education are academic programs, co-curricular
- Research indicates a direct link between extra-curricular activities and student achievement.

Community Use

Summary: The individual and group responses varied in this question. Individual participants showed a high preference for before/after school programs and summer school programs. The group responses showed a high preference for those two programs but also indicated a preference for recreation programs, adult education programs and community group meetings.

15. Should the school district provide facilities for use by students and the community for the programs and services listed below?

Individual Responses	(Not Answered)		Yes		No		No Opinion		Total Responses	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
a. Before/After School Programs for students	9	7.76	102	87.93	4	3.45	1	0.86	116	100
b. Health Care	10	8.62	65	56.03	29	25	12	10.34	116	100
c. Recreation Programs	10	8.62	89	76.72	12	10.34	5	4.31	116	100
d. Senior Citizen Programs	10	8.62	60	51.72	33	28.45	14	12.07	117	100
e. Adult Education Programs	7	6.03	84	72.41	18	15.52	7	6.03	116	100
f. Before/After School Programs for students	12	10.34	99	85.34	4	3.45	1	0.86	116	100
g. Summer School	10	8.62	105	90.52	1	0.86	0	0	116	100
h. Community Group Meetings	10	8.62	87	75	13	11.21	6	5.17	116	100
i. Other:	105	90.52	10	8.62	0	0	1	0.86	116	100

Group Responses	(Not Answered)		Yes		No		No Opinion		Total Responses	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
a. Before/After School Programs for students	0	0	16	100	0	0	0	0	16	100
b. Health Care	1	6.25	12	75	3	18.75	2	12.5	18	100
c. Recreation Programs	0	0	15	93.75	1	6.25	1	6.25	17	100
d. Senior Citizen Programs	0	0	13	81.25	4	25	0	0	17	100
e. Adult Education Programs	0	0	15	93.75	1	6.25	0	0	16	100
f. Before/After School Programs for students	1	6.25	15	93.75	0	0	0	0	16	100
g. Summer School	0	0	16	100	0	0	0	0	16	100
h. Community Group Meetings	0	0	15	93.75	2	12.5	0	0	17	100
i. Other:	9	56.25	5	31.25	1	6.25	1	6.25	16	100



INDIVIDUAL COMMENTS:

- Conference Rooms
- Health Care to a certain point. Community Groups – or Senior/Adult Education – shared facility.
- School Districts should not be financially bound by Community Board Programs with school facilities.
- Students need to feel part of the school community.
- Library open before and in evening for school and public use
- Boy Scouts and Girl Scouts [2]
- We need to encourage neighborhood schools and schools being used by the community. [2]
- Community Police sub-office/community/public library

GROUP COMMENTS:

- Community based programs should not be a financial burden to school districts.
- Boy Scouts & Girl Scouts
- Get maximum use of facilities.
- We strongly believe that parental involvement should not be an added layer but an integral part of the school.

Temporary Buildings

Summary: The participants indicated that temporary buildings (trailers) were not preferred for classroom use for safety and academic reasons. When construction or renovation of a facility occurs, it is necessary to use temporary buildings on a short-term basis. If temporary buildings were needed to help with an overcrowding situation, they should be used for less than two years.

16a. Are temporary buildings (trailers) appropriate for classroom use?

	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	7	6.09	2	14.29
Yes	36	31.3	3	21.43
No	72	62.61	9	64.29
Total Responses	115	100	14	100

16b. For what length of time?

	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	39	33.62	3	21.43
Less than 2 years	65	56.03	11	78.57
2-5 years	9	7.76	0	0
5-10 years	1	0.86	0	0
Permanent	2	1.72	0	0
Total Responses	116	100	14	100

INDIVIDUAL COMMENTS:

- No! Never. [2]
- Only in emergency situations – both for safety and academic reasons.
- “temporary”
- The quality is just not the same. They don’t last even with care. [2]
- Should only be used for short-term solutions and only when no other option is available.
- Temporary buildings are very rarely temporary. They should be acceptable only during construction or renovation of an adequate facility. Too often temporary buildings become permanent because of lack of funding for construction. [2]
- For those rural districts with limited space to build
- This is completely unacceptable. Arkansas can do much better than have students in trailers.
- Only as necessary. If required, the use of trailers should be very limited in length of time. [2]



GROUP COMMENTS:

- Not appropriate but necessary.
- “Temporary” buildings too often become permanent inadequate facilities and should be eliminated as soon as possible.

Cost-effectiveness – Renovation vs. Replacement

In order to determine the cost-effectiveness of renovating older facilities considered past their “economic” life, typically the cost to renovate an existing building is compared to the cost of replacing it with new construction.

17. Which course of action listed below represents the most appropriate level of cost-effectiveness?

Summary: When considering the most appropriate level of cost-effectiveness, the participants showed a preference for renovating only when the renovation cost is more than 66% or two-thirds of the replacement cost. In the comments, 50% or one-half of the replacement cost was mentioned. Participants also indicated that “historical significance” of a facility should be taken into consideration.

	Individual		Group	
	Count	Percent	Count	Percent
(Not Answered)	17	14.66	2	12.5
a. Renovate even when the costs exceed the replacement cost.	5	4.31	0	0
b. Renovate only when renovation cost is less than replacement cost.	26	22.41	1	6.25
c. Renovate only when renovation cost is less than 66% or two-thirds of the replacement cost.	55	47.41	12	75
d. Renovate only when renovation cost is less than ___% of the replacement cost. [Mark "%" in "Comments" space.]	13	11.21	1	6.25
Total Responses	116	100	16	100

INDIVIDUAL COMMENTS:

- D = 25%
- D = 50% [12]
- Many factors have - feasibility of building design.
- Renovation is not only a question of cost efficiency but also a question of historical/architectural significance of the facility. That is a subjective judgment. Special exceptions for historically significant buildings are necessary. [3]
- Sometimes it is cheaper to build new up-to-date facilities than to try to fix old ones.
- When cost of land of location of neighborhood schools are considered, replacement cost is much higher
- Remove old buildings – Building new high school
- Generating costs have to be considered.
- In some instances, renovation will not be sufficient because some rooms cannot be altered due to permanent walls, etc.
- You get a longer use for your money. Renovations are just for small facelifts and building changes that are need due to recent changes in needs.
- I can’t choose between these criteria. My decision would depend on a variety of factors, including cost and projected future use of buildings.
- No metal buildings

GROUP COMMENTS:

- Must also consider long-term operating cost and ability to meet functional requirements.
- Historic structures ought to be preserved.



Ask a Question:

Summary: Individual and Group participants indicated that financing of this facility project was of interest to them - "How are the changes going to be funded? - - - and - - - "What can Arkansas afford?" Sustainability in future facilities was mentioned. How will districts that have had leaders with vision, maintained their facilities and been fiscally responsible be dealt with in this process?

18. Did we forget to ask a question? What is the question and what is the answer?

INDIVIDUAL COMMENTS:

Questions without answers:

- Questions about distance learning. My school uses it, has facilities and enjoys it.
- Q: Who is financing the facilities changes?
- Q: What role parent "shall" plan in designing/defining facility.
- Q: Are we going to fund all of this?
- Q: What can we (Arkansas) afford?
- Q: Need to research the impact of facilities on learning; proper ventilation, natural day lighting?
- Q: When does efficiency and economy of scale enter into facility choices?
- Q: When does a building become unsuitable for use by children and what are the criteria that determine the unsuitable?
- Q: How long are the discussions going to continue?
- Q: How is this going to be funded?

Questions with answers:

- Q: Does "maintaining" a facility include maintaining the technology infrastructure?
- A: Yes.
- Q: Is it appropriate to reward districts that have maintained current buildings and utilized new construction in a manner that was beyond what was expected or the norm?
- A: Yes, districts that have "leaders with vision" should be rewarded in some manner.

General Comments:

- State of Arkansas can create standards for facilities and technology but must also work on the data interoperability standards (SIF) and architectural (technology architecture) standards for the applications we deliver, or we have cart before horse with respect to technology standards.
- There are no questions regarding sustainability. Energy efficiency, safe/non-toxic materials with materials used, are important factors for learning environments.
- Need more emphasis on future facilities and teaching methods. All of the discussion today has been on existing facilities and methods. What level of quality should be built into new facilities?
- I think everything was pretty much covered.
- Year-round schooling is needed.
- The viability of communities that lose their schools (the community's focal point) is an issue that should not be ignored.
- It is time to think of the young people and their future. We need to get away from sentiments and personal issues and put education and the students first

GROUP COMMENTS:

Questions without answers:

- Q: How are we going to fund all of this? (Group 14)
- Q: Are standards being developed for programs such as libraries, band/music, or physical education?



Tell us about yourself . . .

Note: the following demographic information is for analysis purposes only. This information will not be discussed individually or in the small group.

Gender	Individual	
	Count	Percent
(Not Answered)	23	19.83
Male	51	43.97
Female	42	36.21
Total Responses	116	100

Your Age	Individual	
	Count	Percent
(Not Answered)	23	19.83
Under 18	2	1.72
18-29	5	4.31
30-39	13	11.21
40-49	27	23.28
50-64	44	37.93
65+	2	1.72
Total Responses	116	100

In which Learning Cooperative do you reside or work?

Learning Cooperative	Individual		Learning Cooperative	Individual	
	Count	Percent		Count	Percent
(Not Answered)	27	23.28	Northeast	11	9.48
Northwest	13	11.21	Crowley's Ridge	9	7.76
Ozarks	2	1.72	Great Rivers	2	1.72
North Central	7	6.03	Wilbur D. Mills	2	1.72
Western	2	1.72	Pulaski	21	18.1
Arch Ford	4	3.45	Dawson	4	3.45
Southwest	3	2.59	Arkansas River	2	1.72
South Central	1	0.86	Southeast	11	9.48
			Total Responses	121	100

Employment Status	Individual	
	Count	Percent
(Not Answered)	25	24.27
Classroom Teacher	17	16.5
School Principal	3	2.91
District Administrator	26	25.24
Local Government	3	2.91
State Government	12	11.65
Business/Professional	15	14.56
PTA/PTO/Parent	7	6.8
Total Responses	108	100

Employment Status – Other:

- Media Specialist
- Student [3]
- Art Teacher
- Pre-school Director
- Architect
- University Professor [2]
- Title 1 Specialist
- Support Staff
- JROTC

GENERAL COMMENTS:

- a. Have enjoyed this meeting and will be looking forward to hearing about the results.



AFTERNOON SMALL GROUP DISCUSSION NOTES

The following information is a list developed in small group discussions during the second half of the Educational Framework Session. Each small group was given a topic to discuss and “brainstorm.” The participants were asked to list issues and topics that could be applied to facility needs. The small group discussion topics were: Elementary Schools, Middle Schools, High School, Career Centers, K-12 Schools, Special Populations, and Small Schools.

1. Elementary Schools

- Large media center with technology, mobile shelving and furniture (outside access to community–lock down other areas of school)
- Large classrooms
- Pre K availability (dry/wet areas)
- Adequate office space (counselor, nurses, speech therapy)
- Adequate student support services (washer/dryer & bathtub)
- Office space in proximity of school entry
- Flexible grouping of students
- Separate classes for Art, PE, music, multi-purpose room
- Acoustics
- Safety
- Parenting centers
- Centrally located teacher work center
- Storage space in classrooms (lockable)
- Safe room
- Conference areas
- Adequate spaces for fine arts presentations, speakers
- Appropriate spaces for before and after school programs
- Telephones in classrooms (voice & data)
- Air quality
- Flexibility spaces for special needs students
- Classrooms visible from hallway
- Adequate restrooms (modern- self flushing), hot & cold water in classrooms, draining floor.
- Mobile cooking facilities
- Playground equipment – resilient surfaces
- Adequate Pre K – bus and car traffic separate
- Electronic kiosk for community announcements and school announcements
- Indoor recess facility

2. Middle Schools

- Team teaching area
- Technology: network, wireless, 1 computer workspace per student
- Adequate cafeteria space (soundproofing)
- Areas for small group studies
- Flexibility for various grade level configuration (plus flexible space – i.e. room dividers)
- Library space functional (i.e. technology, teaching space, projection screen)
- Band and choir facilities (also sound proof)
- Storage space in classrooms
- Easily accessible parent center (Act 603)
- Health room/nurse and counselors should have areas with privacy
- Safety features: interior hallways, controlled visitor access, security cameras (especially in remote areas of campus), sidewalks to school
- Gymnasiums (2 vs.1)
- Outdoor recreation areas (fields, track, basketball goals, etc.)
- Adequate parking for all staff (1 space/staff member plus 10% of student population)
- Conference areas
- Auditorium space with stage areas
- Access to water in each classroom



- Restrooms: auto flush toilets/auto sinks, doors with latches on each stall, indestructible soap dispensers, towel & toilet paper holders
- Phones in each classroom (voice mail enabled)

3. High Schools

- Performing Arts
Drama, Art, Music, Band, Choir, etc.
Auditorium
- Media Center
Library, Computer, Reading Areas
Large
Centralized
- State of the Art Facility
Safe & Secure for students and staff
Natural/Day Lighting
HVAC
Color
Independent
Int. Architect
Counseling/Medical/nurse – on call
- Technology
Computer tech expert
Lan/Cat5
Complete support vs. individual support
School-wide tech access
1:1 computer: student ratio
Student dedicated tech center
- Non-specific labs [universal]
- Activity spaces, need for more storage
- Extra curricular – Agric. ROTC,
- Team work areas – non specific activity spaces, large area testing
- Flexible school design for growth
- Teacher workspaces – private
- Redefine make-up classroom
- Black board vs. smart board
- Computer/teacher v.1/student
- Data projector, audio & video system
Elmo display system
- Building design based on curriculum location
- Up to date modern products – furniture, lights, modular walls, etc. – vocational rooms
- Use of “earth friendly” products
- Cafeteria – multiple food venues
- Common area – necessity [student]
- School website to access schoolwork, curriculum, events, etc.
- Dedicated athletic facility per sport
- Community based uses – home base medical, police, activity center, etc.
- Dedicated disaster facility – tornadoes, earthquakes, etc.
- Small & large group instruction area
- High tech gym equipment – treadmill, stair master, etc.
- ADA needs per facility – elevators, ramps, etc.
- State of the art restrooms

4. Career Centers

- Prepare kids for college and workforce
- Offer variety of programs – technical and manual
- “Career” has to be integral part of campus – not an afterthought
- Consumer science – teacher kids basic life skills
- Pre-career orientation
- Exposure to variety of careers



- Trade-school model
- Minimum offering at rural schools?
- Mobile tech-modules bringing technologies not offered in rural areas
- What equipment is needed for mechanical/technical courses
- Kids need communication, teaming, and good work ethic
- Block scheduling to make time for required courses
- Big spaces – multi-use spaces
- Separate gym & cafeteria – large schools
- Consolidate gym & cafeteria – smaller schools
- Creating spaces in the room
- More casework – built-in cabinets
- Overall design of building – like spokes of wheel – media center in middle
- Shaded/covered playground
- No flat roofs
- Indirect lighting [adequate lighting]
- Outdoor classrooms – amphitheatre
- Multiple teacher workrooms
- Window that open
- Adequate space for specials teachers
- No less than 900 sq.ft. per classroom

5. K-12 Schools

- Safety
 - Separation of Pedestrian/ traffic flow - bus pickup/delivery areas
 - Catastrophe proof plans/corridors in each are of building
 - Separated times for pickup/delivery
 - Different outlets/fixtures for younger age brackets
- Facilities
 - Restrooms, classrooms, hallways
 - Appropriate size furniture
 - Ability to adapt with changing class sizes as they progress through the school
 - Media center/library designed with areas for all grades
- Support Services /Administration
 - Counselors – different
 - Nurses – different
 - Social workers – different
- All facilities have to be designed to accept all types of programs and have the ability to change program type
- Ability to segregate community activities from educational areas [i.e. auditorium cafeteria, health areas]
- Splitting up of age brackets into school wings
- Specialized furniture
- Dedicated play areas and equipment for younger age brackets

6. Special Populations

- Medical services/vision & hearing screening [private]
- Counseling – private
- OT/PT [sensory integration] private
- Speech – private
- Assisted technology
- Life skills resource room [adaptive living]
- ADA compliant
- Total technology access
- Private assessment areas
- Personal care facility [showers w/wheel chair access, swig/standing box – private facility]
- No fluorescent lighting
- Dedicated adaptive PE space
- Centralized office space for confidential information
- Mental health services
- Secured storage for equipment
- Conference room



- Alternative education programs
- Gifted/Talented – large & small group spaces with lab access/running water
- ESL with lab access
- Parent center
- ISS – in school suspension area w/ office space w/ phone, Internet, technology, private bathroom

7. Small Schools

- Utilization of buildings – shared by Elementary/high School
- Parks dept use of baseball/softball, parks, playgrounds, etc.
- Vo-tech & public works dept. share space for city boards
- Distance learning
- Share staff between districts
- Flexibility of buildings and design
- Sharing of food prep- & purchasing
- Share summer programs – remediation, recreation
- Multi-purpose buildings
- Worthy use of time
- Portable labs
- Share public/school library
- Reward system for districts that have met [exceeded in facilities area].