

Introduction

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Arkansas Code Annotated § 6-21-806 entitled Academic Facilities Master Plan Program - School districts provides the framework for school facility planning in Arkansas. The law requires each school district to develop a six-year master plan that is approved by the district's board of directors. The district submits the master plan to the Division of Public School Academic Facilities and Transportation for approval.

The following milestones are pertinent to the master plan process:

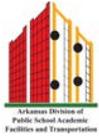
- February 1 of each even-numbered year - districts must submit final master plans for the next six-year period. Districts that desire Academic Facilities Partnership Program project funding for the next two-year funding cycle must include the projects in the master plan.
- September 1 of each even-numbered year - the Division approves the master plan if all requirements are met.
- February 1 of each odd-numbered year - districts must submit a master plan report and preliminary master plan for the upcoming final master plan submission.

The master plan must include:

- A schedule of custodial activities for each public school facility.
- A schedule of maintenance, renovation, and repair activities.
- Documentation that describes preventative maintenance work.
- Annual expenditures for all custodial, maintenance, renovation, and repair activities.
- A projected replacement schedule for all major building system in each public school facility.
- Identification of issues with regard to public school facility and program access to individuals with disabilities.
- Identification of committed projects.
- Annual expenditures for capital outlay.
- A description of planned new construction projects with cost estimates.
- Evidence of the school district's insurance coverage.
- The division shall establish procedures and timelines for a school district to submit a preliminary facilities master plan or a master plan outline to the division before the submission of the school district's final facilities master plan.
- The preliminary facilities master plan or master plan outline shall form the basis for a consultation meeting

It is important ~~to note~~ that time be set aside to consider what students will require to be successful in the future as the School District, Educational Planner, and Design Professionals begin to discuss the design, construction or renovation of school facilities. ~~that time be allotted to consider what students will require to help them be successful in the future.~~ Consideration should be given to current and future trends in educational programs and delivery methods, changes in coursework, impact of technology on teaching methods, and social, economic, and world issues.

This chapter, along with ~~Chapter 3~~ Section 3000, should provide the Project Team with "fodder" to fuel the creative thinking process and develop a school facility that not only meets the standards and guidelines, but positions the district to achieve the highest results in student education.



between representatives of the school district and members of the division.

- As soon as practicable after submission of the preliminary facilities master plan or master plan outline, the division shall hold the consultation meeting with the school district to:
 - Assure understanding of the general goals of this subchapter and the criteria by which projects will be evaluated
 - Discuss ways the facilities master plan may be structured to meet the goals of this subchapter
 - Assist school districts to prepare accurate budgets and reasonable project schedules, and
 - Provide for efficiency and productivity in the approval process for local academic facilities projects and state financial participation in local projects.

~~This chapter contains information that may be used by the Project Team regarding current and future educational “best practices”, rules, and regulations for students with disabilities, and current standards for Career Education programs in the State of Arkansas.~~

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Overview

~~Public education is at a unique point in history. We have transitioned from the industrial age to the information age, and as most organizations have already done, school districts across the country are considering changing the way they do business. School districts are investigating curricula, organizational models, current and emerging technologies, the role of administration, and their local communities to determine the effect each of these has on student performance.~~

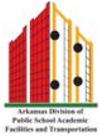
~~These investigations have resulted in a series of educational “best practices” intended to provide students with the greatest opportunity for success.~~

The master plan consultation meeting between the school district and the division, generally conducted in the summer or fall of each odd-numbered year, provides an excellent opportunity for dialogue and enhances the district’s preparation of a complete master plan that meets the district’s goals.

Overview

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These investigations have resulted in a series of educational “best practices” facility planning concepts intended to provide students with the greatest opportunity for success.



Implementing educational “best practices” can have a significant impact on facilities. The following describes a few educational “best practices”, cites examples where they have been implemented, and expresses the impact each has on facilities. The information included with the examples is to help facilitate the planning, design and construction of school facilities.

Curriculum

Offer Essential Knowledge, Integrate It, and Make Connections to Real Life

- Based on federal and state content standards
- Require content areas to be linked to one another
- Accommodate multiple intelligences and learning styles
- Demand critical thinking and problem-solving
- Incorporate pervasive technology
- Utilize multiple performance assessments

“Best Practice”

Investigation and research suggest that the core of the high school curriculum must offer both the substance and the practicality to prepare students for an uncertain future. The curriculum should strive to meet the individual needs without comprising larger goals. Dr. Willard Daggett, President of the International Center for Leadership in Education and a national expert on education, claims that schools should “make education rigorous and relevant for all students”. Daggett uses a Rigor and Relevance Matrix to categorize curricula into one of four quadrants.

Daggett defines rigor as the level of Bloom’s Taxonomy achieved in any given lesson. He defines relevance as a continuum ranging from “knowledge in one discipline” to “applications to real world unpredictable situations.”

Example

In an effort to make curriculum rigorous and relevant, all sophomores at Oxford Hills Comprehensive High School, located in South Paris, Maine, take a class called the Human Experience (HumEx), which combines the study of math, biology, English, and social studies. At the core of the integrated HumEX class is a problem based approach to the curriculum. Instead of students simply studying content, they are expected to study, understand and then apply the content to a specific, “real” problem. During the school year ‘2002 ‘03, the students were charged with creating and maintaining their own model community. To solve the problem, the students studied ecology, philosophy, genetics, literature, economy, geometry, algebra, statistics, government, and poetry.

Implementing educational “best practices” such concepts can have a significant impact on facilities. The following describes a few educational “best practices”—facility planning concepts, cites examples where they have been implemented, and expresses the impact each has on facilities. The information included with the examples is to help facilitate the planning, design and construction of school facilities.

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“Best Practice”Educational Planning Concept

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Facilities Impact

Adopting curricula that offer essential knowledge, integrated approaches, and connections to real life can have a significant impact on facilities. Facilities may require student production for spaces for the creation of project, small group rooms for collaboration, and large group spaces for students to show their work.

Organizational Models

Provide Student-Centered House Approach

"Best Practice"

Student centered approaches provide students with a variety of opportunities to learn and develop skills and competencies based on their individual needs. Organizational models such as grade level teaming, schools within a school, and thematic approaches often characterize these student centered approaches.

"Best practices" may suggest that facilities be organized into houses, instructional units comprised of classroom spaces, student production spaces, and teacher preparation areas. "Best practices" may also suggest that double loaded corridor designs cannot provide the flexibility necessary to accommodate multiple organizational models nor can they foster the same level of cooperation, teaming, and sharing of professional resources as house designs.

Examples

• Grade-Level Teaming

Grade level teaming is based on organizing the building into separate grade-level units. Grade-level teams typically utilize an interdisciplinary approach.

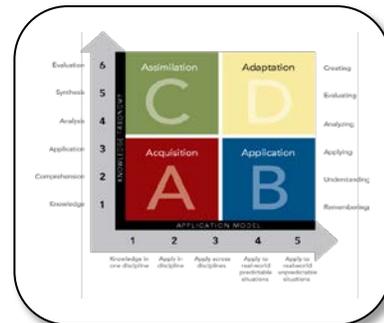
Medina High School, located in Medina, Ohio, is organized into six 600-student grade-level houses. Each house contains learning centers, regular classrooms, for each of the core academic content areas [i.e. mathematics, science, English, social studies, foreign language, and business.] Students in each grade-level take their core academics in their house leaving only for specialty areas such as physical education visual and performing arts. The goal of grade-level teaming for Medina High School is to create an environment which facilitates personalized education and accommodates both departmentalized and interdisciplinary instructional approaches.

• Schools-Within-A-School

Schools within a school are based upon multiple units of grades 9-12 housed in the same facility, but having separate governing bodies. Thus, a large school can be divided into smaller, more personalized units.

"Best Practice" Educational Planning Concept

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Facilities Impact

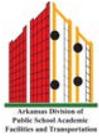
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Alhambra High School, located in Phoenix, Arizona, is based on a school within a school organizational model. Houses in Alhambra High Schools are comprised of regular classrooms, small group rooms, science, a project lab, and teacher workroom. In addition, decentralized administrative spaces such as an assistant principal's office and an itinerant office are included in each house. The school within a school model provides an opportunity for more interaction between students and administrators and staff. The school within a school model also provides for the flexibility to operate as independent schools under the same roof.

● **Thematic Teaming**

Thematic teaming is based on delivering curriculum within the context of a specific theme. Themes may include Science and Math, Fine and Performing Arts, or Foreign Language and Literature.

Metro Tech High School is a comprehensive academic and vocational high school located in Phoenix, Arizona, was renovated to incorporate a thematic organizational model. Each house includes regular classrooms, a science lab, a student production area, and a teacher workroom. Each house is specialized for one of five themes: Public Service, Construction, Manufacturing, Transportation, Business, and Marketing.

Facilities Impact

Implementing these organizational models, specifically the house concept, may offer significant advantages to the delivery of curriculum and observation of students. While the impact these models have implementing the house concept as well as other models, has on facilities is continually being evaluated in terms of major systems, it typically should not outweigh the educational advantages.

Technology

Create Pervasive and Integrated Systems

- Access to voice, video, data, and electrical outlets provided in every instructional space.
- Proficiencies incorporated into other content areas
- Utilize distance learning opportunities
- Staff development

"Best Practice"

Technology continues to evolve and influence education. Technology has traditionally been perceived as a stand alone content area with its own dedicated spaces. "Best practices," however, may suggest that technology should be incorporated into every learning space and into all. Incorporating technology can accomplish two basic goals of education: linking traditionally isolated content areas and providing teachers with tools to utilize understanding of multiple intelligences in their lessons.

Organizational Models

Provide Student-Centered House Approach

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Organizational Models

Provide Student-Centered House Approach

Examples

● **Grade-Level Teaming**

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● **Schools-Within-A-School**

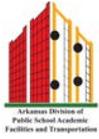
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Howard Gardner has indicated in "Frames of Mind" that there are several different types of intelligences (linguistic, mathematical, musical, kinesthetic, spatial, intrapersonal, interpersonal, and natural intelligence). Each person has strengths in some intelligences and weaknesses in others. Experts have indicated that students retain more information when several intelligences are involved in the learning process. For example, the NTL Institute for Behavior Science reports that students retain only 10% of what they read, but retain 90% of what they read, see, hear, experience, and teach.

Facilities Impact

Incorporating technology into all learning spaces and into all curricula can have a significant impact on facilities. First, all learning spaces would require access to voice, video, data ports, and electrical outlets. Second, infrastructure must be designed in such a way to allow access for maintenance and upgrades as technology continues to evolve.

Administration

Increase Student Contact and Flexibility

"Best Practice"

As a result of recent violent crimes occurring in school facilities, school districts across the country are searching for both active and passive means of security. While not the only reason "best practices" suggest that decentralizing administration, may serve this purpose. The decentralization of administrative services may also provide the flexibility and opportunity for increased student contact, decreased student anonymity, and opportunities for passive supervision.

In addition, assistant principals, deans, and counselors for teams, are closer to the student and teachers, and can more efficiently use their time, expertise, and resources because their offices are located in the academic clusters. Communication between administrators is no longer an issue, as access to instructional information and student records and maintaining a positive and secure school environment can be achieved through the effective use of technology

Facilities Impact

Decentralizing administration affects facilities only by the necessity to relocate offices and support spaces within each learning community and/or other areas.

Community Use

Instill a Sense of Participation, Ownership, and Pride

- Cooperative Alliances
- Youth Services
- Shared Decision-Making
- Community Service Volunteers

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- Parent Involvement
- School/College Partnerships

“Best Practice”

“Best practices” suggest that facilities could serve not only as an instructional centers for students, but also as user friendly centers of the communities. Facilities could provide program and access to resources for adults, businesses, and other community organizations. Community/school partnerships are playing an increasing role in high school facilities. These partnerships provide students with expanded learning opportunities, professional development opportunities for staff, and a venue for community activities.

Facilities Impact

Providing access to and forming partnerships with the community can have a significant impact on facilities. Additional spaces such as parent or community volunteer rooms, community locker rooms, and storage spaces may be necessary. In addition, for security purposes, community access may require careful attention to the organization of the facility. Community accessible portions of the facility may need to be located in areas that permit the remainder of the facility to be secure before, during, and after school hours.

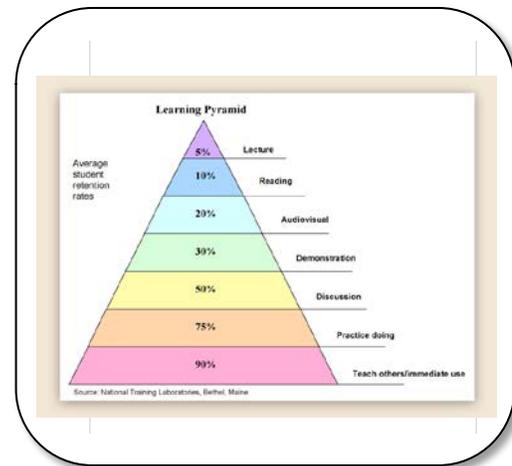
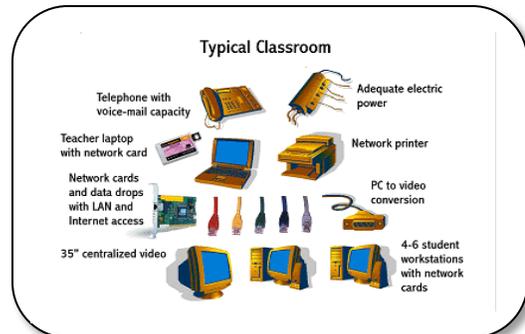
Summary

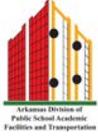
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The research and investigations provided within this chapter describes “best practices” that suggest the following:

- Curriculum Offer Essential Knowledge, Integrate It, and Make Connections to Real Life
- Organizational Models Provide Student Centered House Approach
- Technology Create Pervasive and Integrated System
- Administration Increase Student Contact and Flexibility
- Community Use Instill a Sense of Participation, Ownership, and Pride

These “best practices” are not intended to be solutions to all of the issues confronting schools. Schools may choose to utilize these “best practices” as they work as a team to discuss how best to provide educational opportunities to improve student achievement in their district.





Sections 2100 - Special Education and 2200 - Workforce Development have been moved to Chapter 3.

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Summary

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