

## Stakeholder Group

*D34 Employee- Certified Staff*

28

*D34 Employee- Non-Certified Staff/ESP*

10

*D34 Employee- Administrator*

2

*D34 Employee- Other*

0

*Parent of a Current D34 Student*

Antioch Upper Grade School	6
Antioch Elementary School	3
Hillcrest Elementary School	5
Oakland Elementary School	3
W.C. Petty Elementary School	7

*Community Member/Resident (not a parent of a D34 student) or Other*

8

## Room Adjacencies and General Floor Plan Layout

*Regarding room adjacencies and the general floor plan layout in the recommendations for Hillcrest Elementary School, Antioch Elementary School, Oakland Elementary School, and W.C. Petty Elementary School, please provide any specific feedback.*

The ECAT team would like the following rooms all adjacent to each other and near a bathroom: large play arena, parent waiting area (with view of play arena), small office for individual testing and hearing/vision testing, conference room (that accommodates up to 15 people and has play area for children/siblings that are brought to meetings), and large shared/team office space.

AES\_where is the nurses' office? Faculty lounge? Conference room?

Hillcrest- Where is the nurse's office, it is not listed

The new layout of Oakland looks like an excellent improvement!

Think about the traffic patterns that will occur. How will students get to specials, in and out of lunch/recess. Will their presence disrupt other students learning?

In regards to AES: More rooms should be allocated to District 34 at AES. ECAT needs additional space. There needs to be a sensory/motor room separate from the gym. The gym needs to be designated for District 34. Staff need additional meeting rooms. Staff need additional offices- PT/OT/Speech/Psych/Social/ELL. I question why art and library are in the same space. How will lunch be prepared for the SLP room and snack be prepared for the PFA rooms? What space is allocated for that?

I like the idea of the classrooms all together by grade level with a meeting area for activities and presentations for a certain grade level.

Like all of the layouts

Grade levels should be grouped as closely as possible.

when placing classrooms please be considerate of the specials that will be around the classrooms. For example, place band and music were it will not be a disruption to the classroom

I think it is important that each grade level classrooms are grouped together. I liked the layout of K/1, 2/3, and 4/5 near each other.

Hillcrest- being a staff member working here presently and also had the opportunity to work in all K-5 buildings as well, here are a few things that stuck out! I would place the higher grades at the end of the building and the lower ones closer to major special, lunch, busing areas. It takes a long time for the little ones to get from one end to the other, where the older students can move quicker and more efficiently. Therefore losing less teaching time for both parties. I would also move the band room closer to the older grades. There are more transitions with lesson with them and it will cause less disruptions to the younger grades who do not have that transition time/disruption.

The WC Petty layout: The location of kindergarten and first grade-They have the furthest walk to the office, cafeteria, gym, and music rooms. Would placement of those rooms be tier where the 2nd and 3rd grade rooms are located? Hillcrest-For similar reasons to the above Petty locations consider placing the younger students closer to the main entrance.

Seems good, I am concerned about the lack of common areas for each grade level at WC Petty (referencing Hillcrest's Villages). Classrooms should be bigger.  
Is there another bathroom for adults on the other side of the building? Greatly needed!

I assume the maps are proportional to actual size - but if not, the largest rooms should have the largest students in them (4th and 5th graders).

Hillcrest- the K-1 SLP classroom should be in green village so that those learners have access to a bathroom. It helps with limited transitions, and toilet training, and independence. Perhaps switch places with the current placement of band/orchestra?

I'm so glad to see that there is space set aside for art, music, and band/orchestra! This is an important aspect of our efforts to educate the whole child and the current space allocations for these programs in some of our elementary schools is terrible. I'm relieved that they are accounted for in the plans.

K/1 LOP classrooms very close to bathrooms, as we have friends who are not always toilet trained.

The plans look good with exception of needing staff restrooms in the new gym addition of Petty.

additional staff bathrooms with ventilation, update playground

See above for specifics. The existing classrooms at WCP do not have enough outlets for the amount of electronics needed and expected to operate on a day to day basis. For safety reasons, genuine outlets need to be added to eliminate the need for extension cords that could be a fire hazard.

There are only 4 Kindergarten classrooms at Hillcrest. These students should have the smallest class sizes. Perhaps another section can be added.

The SLP classroom for Kindergarten and first grade should be located in the kindergarten or first grade villages because these students are mainstreamed into the general education classes for part of the day.

It looks like the layout of the classrooms is fine - I'm more concerned about the size of each classroom. I want to make sure a class of 20 preschool students can fit comfortably in a classroom - that means 4 tables & all the learning centers. I have been teaching 24 years and I realize we are not going to have the same setup that we have at Hillcrest and that is fine - I just want to make sure that we have 'equity' like all the other buildings.

What is accessibility to bathrooms at AES? EC Students use the bathroom often and need child-size toilets. Some students require diaper changes too, so accessibility is key. Do classrooms have sinks in order to wash hands after messy projects, for snack or if student has some sort of accident? Are classrooms large enough to house the grant classrooms of 20 students, along with cubbys for each, tables with chairs for each student and still have room to move around comfortably? Under the grant, there are many designated areas required of the classroom in order to be compliant, is there ample room to set up all these areas? Has the committee reviewed the ECERS compliance list used to evaluate the environment when audited? Funding for this program relies on a successful audit. Will the playground be properly fenced for proper supervision of small children? Will there be appropriate equipment on the playground for children ages 3-5?

The offices in Oakland by the music/band rooms and gym will have to deal with a lot of noise.

Need for more storage space for module texts, kits, math manipulatives, etc.

### **Student Support Services Offices/Classroom**

*Consider locations of student service support rooms (special education programs, interventions, gifted, etc.) near Learning Resource Center (LRC) / Collaboration areas as resources to all students. Please provide any specific feedback.*

That special education resource learning areas/offices be grouped together, not spread out among grade level wings. Please allow for similar if not the same type of technology in these learning areas. (ie. smart board, overhead projector, Elmo). White board and bulletin boards will also be needed.

The ECAT team would like to be in the same building as prek classrooms, however a close proximity within the building is not necessary.

No concerns

all of these rooms should be centrally located so time isn't lost transitioning from room to room

In regards to AES: more offices (or space designated as offices) are needed for support staff and services. There do not seem to be many areas for student collaboration, which would probably be fine if the gym was available for large group and other space was available for service providers (motor room, offices, etc.)

I think the interventions, gifted and special education room being by one another is a good thing, good for communication.

Like placement

I agree with this plan.

These should all be in a central location so students are not going all over the building.

It is important for the rooms to be as close to as many of the classrooms as possible so valuable, and very limited, time is spent on instruction rather than transitioning.

SPED Resource/Interventionist and 4-5 LOP are too close to high traffic/high noise areas

WC Petty-My concern with the collaboration rooms being located outside the 4th and 1st grade classrooms is the noise and distractions.

Seems fine

I like the placement of special education staff in the same work area. I'm hoping that our offices are big enough to accommodate 4-5 students at a time and house our materials. It would be ideal to have a larger room (conference room size) to use for co-teaching larger groups (for example, the social worker and I run social thinking groups). This larger room could also house shared materials for these shared groups and a larger size would allow more room for role-playing or gross-motor based activities. It would have to be a room and not an open space for noise and privacy considerations. In addition, it would be ideal to have dedicated iPads for student use in the SPED resource area. Students I work with regularly use Google forms for rating scales (self-rating, rating others) on the goals we are working on. At this time, I only have a "Speech iPad" and have to borrow from the iPad cart. The iPad cart is usually checked out by classrooms.

k/1 LOP classrooms close to bathrooms, as we have friends who are not always toilet trained and / or need support .

Thank you for taking into consideration the multiple service providers who will be traveling to and from several of our buildings as itinerants. There will likely be more than one person providing services for various disciplines, such as speech services, and possibly others. We greatly appreciate that you will taking another look at the plans to make sure there are small rooms available (to see small groups of students) for those who may be in a building a few days a week, in addition to the people who may be there full time. (This impacts Petty and Oakland the most, since Hillcrest seems to have additional small rooms that could be used for the traveling therapists, itinerants, service providers. Thank you so much for including us in these discussions and listening to our ideas and concerns.

none

When assigning support staff to offices, please consider the number of students serviced and provide larger spaces to staff members who work with larger groups of students.

If special ed resource teachers are working in smaller rooms, where will testing accommodations be provided? When small group setting is required for IEP and 504 students during MAP this can often be groups of 10 - 15 students per grade.

In regards to the Oakland office area for principal, social worker, and psych; It looks like on the plans that there is a door leading to the hallway through the principal's office. Could that corridor be placed in the general office area so students do not need to walk through the principal's office to get to the social worker and psychologist's office? Also, is there any way the psych and social worker offices could be sound proofed? Or maybe the wall between the main office and the offices? We have/had students who have big reactions. Having the social work/psych offices right next to the main office may be a disruption to parents who are in the main office. The sensory room would benefit from being sound proofed as well.

### **Circulation/Flow of the General Floor Plan Layout**

*Regarding a typical school day and how classes may travel through the building (ie: to recess, lunch,* Where will bus drop off and pick ups be located at each of these buildings? This has a big impact on the flow of the building

The flow makes a good deal of sense to me.

See above

In regards to AES: It is difficult to determine if the general floor plan would have a good "flow" because it is not determined where the SLP/EC/PFA classes are. That determination is important for a number of reasons- transitioning to specials & service providers, proximity to bathrooms, etc.

I like the music wing and lunch room not being in an area where the flow of traffic will be clogged up as it is now.

Will all the hallways be wider, like they are now at Petty? The cramped hallways we have presently can cause some traffic jams. I like that the specials are more in the middle instead of at either end like we have them now.

I like how Oakland has a rectangle with courtyard in the middle.

We need wider hallways.

Primary/Intermediate wings/groupings

hallway traffic and noise is always an issue...try to make the flow so that all classes are not in the same areas at the same time. possibly have "lanes" on the floors to keep students more organized when traveling the halls.

Single file on the left works well in our building.

Hillcrest- Have the lower grade kids closer to the gym/cafeteria/busing for less transition time/disruptions.

It would be easier for me to answer this question if I could experience the existing floor plan thru a tour of the building.

Discussed some issues with the area where the gym/band room/ music room is. There may be a lot of traffic. Also, student instruments that students have in their hand & where will they store them during the day? Dismiss those kids from the band room with their instruments at the end of the day?

Student should not have to walk outside to reach different classes because weather situations can be distracting and disruptive.

At Petty we have 2 classes in PE at the same time and 1 in music. Looks like that hallway is pretty narrow. There will be a lot of congestion there.

Changing the door, as discussed in the meeting, for the music room would allow better traffic flow in and out as well as access to the gym. Double door would be nice to move instruments from gen. music room to gym for concerts

none

At Hillcrest, it does not seem to make sense to have the orchestra room in the green village. These rooms all have bathrooms, and a special ed room, such as K-1 SLP or LOP where they may still be changing diapers, seems to be a better fit.

### Collaboration Areas

*Please share how these spaces could/should be used? How could this area be enhanced (type of furniture, technology options, etc.)?*

The ECAT team would like a collaboration area within a large shared office space. Comfortable seating would be preferred, a shared table to gather would be preferred, and there is no need for specific technology.

no opinion

Students and staff will need to have professional development/lessons on how to effectively use this space. You can't just put it there and expect they will know what to do. I think it's less about the furniture and more about the purpose of the space. I can envision teachers sending kids to the space simply to read or take a test and then forget the purpose.

In regards to AES: I think the gym could also be considered a space for collaboration. This would be a good space for large group during the school day and for family events.

Alternative seating for students, work tables, plenty of outlets for technology or a charging port. Windows letting in outside natural light would be good.

I see them being used as research areas. They would need to be quiet as they are open. Special sets of books for projects could be housed there and used as needed. I think they would need to have desktops or laptops for typing or researching. A variety of individual spaces and tables would be nice.

Novel groups, science group projects, furniture- small tables with comfortable chairs, cushions on the floor, etc. Laptop/ iPad carts should be accessible.

These spaces could be used for team meetings. We would need tables for laptops and notes and wifi for laptops.

1 to 1 technology incorporation for all students in all buildings. Collaboration areas in central locations and available for teacher/class/student use on a regular basis.

have ipads or laptops for a small group in each area(5 or so) have chairs or cushions for the students to sit on and be able to move around to best fit for the group. maybe low tables that allow the students to sit on the ground when collaborating

Large carpet, rolling chairs and small tables that can be easily moved (similar to the furniture in the new LMC's). It would be nice to have several student computers or a laptop cart in the collaboration areas.

dedicated technology (I-pad cart). U-tables and chairs (no wheels)

More tables and chairs.... maybe a monitor/tv for presentations

Having available technology located in these areas could be beneficial. When considering furniture choices of flexible seating that is moveable.

As I said before, I am not seeing equitable collaboration/common space for all of the individual grade levels to gather. Should be mobile/multi use furniture (geared for the ages/sizes of the students).

Windows, a variety of seating options such as chairs, bean bags, and pillows, varying carpeted floor levels or large steps for sitting or small elevated performances, low tables

Team time and maybe small groups of students working with a teacher

shared learning spaces should have more than just tables and chairs. This should be a place children WANT to go to. Consider alternate seating options, comfortable furnishings, and so on. It should feel less like a "classroom in the hallway" and more like a special destination for a different type of learning. This deserves a different type of environment. Access to manipulative/hands on materials, clipboards, pencil sharpeners, ipads/laptops, printers, etc.

Built in bookshelves, mounted magnetic dry erase boards, mounted cork boards

You might need either a regular whiteboard or Promethean board to help with collaboration records.

Something to keep in mind---Stackable chairs versus rolling chairs might work best in a collaboration space that might be rearranged and reconfigured often, to accommodate for the variety/type of activities planned for an area like that.

none

It looks like we have access to the library, gym and playground which is great! Will we have storage for equipment?

Sensory area for EC students?

Writing surface, comfortable chairs, technology (Promethean board, copier)

If the district is not moving to a 1:1 technology resource in the near future, it might be nice to have technology available in the collaboration areas. Nearly all classrooms at Petty only have technology for about 1/2 their students to use at one time. Having technology available in collaboration areas could be valuable. It would be nice to be able to fit a whole grade level in a collaboration area too and have an area that is above ground level (kind of like a stage).

### **Learning Resource Center (LRC) Area**

*As a large collaborative space, please share how this space could/should be used? How could this area be enhanced (type of furniture, technology options, etc.)?*

Hillcrest should have a larger space or the teacher's materials in a separate room. There should be computers (desktops or laptops that aren't in a separate charging cart) / or a lab available to be used to teach basic skills or to be used for testing. Smaller tables and chairs instead of large bulky wooden ones.

no opinion

Maybe a small room within the LRC for small group work-similar to the new space in the front entrance at a Lakes High School-perhaps with a white board, table, a few laptops etc

In regards to AES: I question the LRC and art room being the same.

Similar to what we have now would be good.

I would like to see computer lessons in this space, and have it be a place where students could learn/practice typing and other computer skills.

Media center with large screen with Apple TV to present to more than one class at a time/ movies/ speakers, etc.. Tables for collaboration, laptop/ iPad carts for student use, comfortable reading spaces for kids to read in.

Open floor plan and plenty of seating options for students to spread out and work or read. Bright, natural lighting.

Technology including Promethean boards, iPads, and laptops should be considered. Flexible seating that is easily moveable.

Moveable walls, convertible/mobile furniture with plugs. Laptops, tablets available for checkout.

Manipulatives, drawing tools, white boards, large touch-screen computers mounted on walls

smart board, listening centers, books with extension activities (felt board pieces, story telling props, etc). I would love the library to be a place where children are encouraged to stay and read- beanbags, couches, tents, and more. Soft lighting options, and areas to explore books beyond just coming in, listening to a book, and checking out. AES is my focus but all LRC areas could be an escape- a getaway to immerse yourself in the story.

Our age level does not need desks - we need tables at preschool height. We also need carpets (like you would find in a classroom) where students have designated spaces to sit for listening to stories in the library. Also this age level in our library we need shelves where students can see the book fronts.

To house the prek library, as well as the parent coordinator for the grant program?

I think we need to rethink the LRC. Currently, it's mostly only used for checking in and out books. If we are going to redesign or put more resources into the libraries, using them more as collaboration/21st century learning spaces, it would be valuable to devote some time to discuss how it can be used, so staff is on the same page.

**Classroom Design Concepts (For newly constructed spaces)**

*Please share any feedback regarding the design of newly constructed classroom spaces (technology, writing/posting space (whiteboards, tack boards, magnetic boards), student seating (tables for group seating, individual desks), teacher station/desk, storage solutions, etc.)*

The ECAT team would like to consider the following options for each needed room;

Play Arena: large area to accommodate all existing toys/games/furniture/play structures. Light covers or alternative lighting to eliminate sensory issues that come with florescent lighting.

Parent Waiting Room: Window that allows parents to view children in the play arena, audio system set up so parents can hear what is happening in the play arena, coat racks, comfortable seating, coffee bar, and small play area for siblings that will also be waiting during evaluation sessions.

Small Office Space for Individual Testing and hearing/vision screening: Limited distractions, small table and chairs, storage for hearing/vision equipment and testing materials, alternative lighting to eliminate sensory issues that come with florescent lighting.

Large Conference Room Area: Table with comfortable chairs, projector for IEP paperwork to be displayed, copy machine in close proximity to easily distribute documents to parents when meeting is finalized, play area with storage for toys/games for children/siblings that are brought to meetings.

Large Shared Office Space: 5 individual desk areas with file cabinets, white board/magnetic board, table/chairs and/or comfortable team meeting space, easy access to printer/copier, storage for office supplies.

no opinion

I think teachers need white board space in addition to the smart boards---perhaps on a back wall to create the idea of not having a "front of the class"

What are the changes being made to AES to make its space equitable in the district?

Each classroom will need a large enough white board located in the front of the room next to the promethian board. Tables for reading groups and other groups will be good plus lots of closed storage cabinets. Students should either have desks or group tables. Plenty of outlets and changing stations.

Teachers need the smartboard AND a white board as well as many bulletin boards. My students have shown that they prefer individual desks to tables, but a couple of tables for small groups is good. Storage for coats, boots, etc. needs to be in the classroom instead of the hallway.

White board with ceiling mounted projector connected to Apple TV. Bulletin boards. Table for small groups and desks for kids to work at.

Promethean boards, whiteboards, tack boards, tack strips, individual student desks, teacher desk, bookshelves, cabinets, windows that open, sink, guided reading table, one-to-one laptops/iPads for students

Smartboard and classroom computers or tech devices are necessary when we are encouraged to use many different apps and online programs for the students (needing to share with other teachers and/or events such as NWEA or PARCC testing create issues when there is a deficiency of devices).

Please include plenty of tack/bulletin boards or white boards to allow for ease of hanging up posters or materials (NOT cinder blocks/bricks - these are almost impossible to hang up items). Individual desks rather than tables are preferred, but 1-2 small tables in the classroom allow for additional work space as needed.

Teacher desk preferred, but not necessary (smaller size is more manageable). \*\*\* As much storage as possible (cabinets and bookshelves)

Please consider hallway lockers for student items (intermediate classes) rather than classroom hooks. Classroom hooks decrease class storage/teaching space.

Have space for magnetic white boards, teacher station, cabinets and bookshelves, tables for students rather than desks, bookshelves for student supplies

Make sure the whiteboards can easily be accessed. Currently some are behind counters. All whiteboards should be magnetic. The shelves beneath the long counters for the student computers were too narrow. You have to crawl under the counter to reach them. Counters for computers should not be placed in front of windows. I have to climb on the counters behind my computers to access blinds and windows. Classrooms should all have built-in book shelves and plenty of storage.

Individual desks gives the student a sense of personal space that is theirs, a place that can't be invaded by others.

Options for standing desks for teachers. Enough storage for coats, back, music instruments

Knowing the dimensions of the three new rooms in the existing AES library would greatly help in determining if there would ample room for 20 children and 2 adults to move about safely.

Oakland needs additional white board/magnetic boards space for classes to use. Consider offering choices in flexible seating and accessible storage.

Similar to Hillcrest, I love the design of their classroom spaces. Desks with plugs would be great for older kids. Lockers/cubbies for storage.

AES\_ storage for the EC department is critical. The needs of our learners and the requirements of the state demand that we have a large variety of items available and that these resources be rotated throughout the year. We need storage in the classrooms to accommodate all of this. In my classroom alone, 3 entire cabinets are dedicated to visual supports, adapted materials, sensory supports and so on. my closet is overflowing with materials that meet the needs of children who span the developmental spectrum from 18 months all the way to 6 years old. This is a massive amount of items that need to be stored.

The classrooms in the LRC (if constructed as designed) must have sinks, as we have constant issues with bodily fluids, cross contamination, and messes at this age. Of course several bulletin boards hung at the children's level. I personally prefer a large bulletin board by the large group learning space rather than a large whiteboard on the wall but this may not be the program preference. Teacher desk area, room for at least three large tables with chairs, a refrigerator near the sink, and enough floor space for clearly defined centers as required in the ECERS rating tool. Of course, bathrooms are also something this program needs. As mentioned in the spring of 2015, this is something that is worth the district's investment.

Please ensure that new classrooms have real walls to reduce visual and auditory distractions from outside of the classroom and from one classroom to the next.

General Music room - no office needed or storage room. Would need Promethean board, iPads/laptops as well as tack boards/strips to hang posters/work from walls. Teacher station needed near Promethean board. Guitar storage (preferably hanging) as well as shelving/cabinets for instrument storage (drums, xylophones -both large and small, small hand drums, auxiliary percussion) but with easy access on a daily/hourly use.

windows for interior rooms? or skylights?

White board space beyond the Promethean Board. Spaces to put up anchor charts.

I think that tables, as opposed to desks, would be worth considering--promoting more collaboration/21st century learning skills. Also, I think that students could benefit from having other seating options available: standing desks and/or ways to support students with different needs (focus issues, movement considerations, etc.)

I like how the classroom spaces are spacious, brightly lit with natural light, and inviting.

*Please share any other comments you would like considered in the detail and design phase.*

It would be nice to see Oakland's and WC Petty's health offices increase in size. It is difficult to work in those offices with the student body numbers as they are. Increase the number of students in those buildings and the number of health office visits will increase. It would be nice to be able to have two recovery beds in those offices and a little bit more storage space for supplies and medications. There is VERY LIMITED storage space for supplies and student medications in both of those offices.

Bathrooms should have changing stations in the building that prek/ECAT is placed.

AES- where will the ramp be? Also --staff office spaces do not appear to have been considered (speech, OT, PT, Psych, SW)

I would like to see the Oakland play ground and rear green space fenced. I would at least like a fence along the property line at grass lake rd.

How is this going to increase my children's ability to learn? All this does is give the teachers a better environment and does not do anything to make my children's education better. But again we live in yuppy ville!!! Hope you know what your doing because you are going to have a lot of upset homeowners next year when they get there tax bill when all of your promotions to get this approved were false advertising. Way to go Antioch and keeping up with the Jones's!!!!

I would just encourage you to keep the teachers engaged in the planning and process. If they feel they have a voice they will be more agreeable!

In regards to AES: accessibility in and out of the building as well as inside the building needs to be addressed. Ramps should be stated as necessary NOT "potential." This is not just to address students/staff/guardians with disabilities or handicaps, but also to address the age of students in the building. Many 3 year olds have not mastered the skill of using stairs independently yet, not to mention the number of students in our population that have gross motor delays.

It was mentioned that additional supervision would be needed for bathroom spaces- yes. I believe that additional supervision will be necessary if students are needing to navigate space with stairs- whether that be within the building or entering/exiting the building.

Plenty of natural light storage, built in cabinets that close would make the room look more tidy. Plenty of display boards for student work and space within the rooms.

Better traffic flow in the WC Petty and AUGS parking lot. There is not enough parking for WC Petty. Some AUGS parents cut through the parking lot/parking spaces, and not follow the drop off pattern, when dropping off their students in the morning making it unsafe for AUGS staff and WC Petty staff that come in early, as well as for parents that are following the drop off pattern.

Good plans so far. Let the teachers decide what they need, don't put in equipment that they won't use. Classrooms will need different layouts based on the grade level in them.

I would ask you to consider the room sizes for Pre-K, that they are sufficient for the amount of furniture needed to sustain a working room, for the amount of room that is needed for centers, and the amount of room needed for 20 children and 2 adults to move about safely.

There has been no mention of fencing around the playground area for AES. Also how are the children exiting the building to get to the playground?

What type of storage is available both inside the classroom and out for the large amount of supplies Pre-K maintains?

Please consider removing all of the old dilapidated cabinets in the classrooms and replacing them! Many of the cabinets/doors are falling off or do not close properly. WE ALSO NEED MORE STORAGE!!! Again, Hillcrest has a wall of storage. Also, the coat/backpack storage is unattractive. Can we do something better? Thinking like what Hillcrest has with cubbies/overhead storage. I wish the classrooms could be larger. When there are 30 students, especially the older kids, there is not enough room for collaboration space, library, move around, etc. Also, there is not enough/adequate electrical outlets in the existing classrooms. Thank you!

Older classrooms are in badly in need of updates. We still have chalkboards. We only have 3 outlets in the outer rooms (such as room 18) - with the amount of technology these days, we need a lot more. We also have almost no storage now that they took down the coat cubbies. It is not equitable for some teachers to be in brand-new rooms with all the modern amenities and others to be in the old rooms "making do."

Space for support staff (non-classroom staff) to keep their personal belongings (purses, coats, etc.) in a safe area where children or visitors do not have access to them.

safety at AES in the outdoor spaces- fences, appropriate playground equipment, security concerns in sharing this equipment with outside programs renting space in the building.

Similar to collaboration spaces (as mentioned above), small rooms/offices/intervention/therapy rooms would also benefit from stackable chairs versus rolling chairs. Thank you again for asking for and considering our feedback and ideas.

1. I know bathrooms have been a big issue & I know everyone is aware of the issue and trying to find solutions. Just a couple of thoughts on that: are they preschool height? Are there automatic soap dispensers and paper towel machines at the preschool height? Will there be enough room in these community bathrooms to store supplies? For example: gloves, changing mats, potty training seats? It looks like the classroom square footage is small - is there a possibility of adding upper cabinets in the bathrooms for additional storage?
2. Playground safety - is there storage on the playground to house equipment (tricycles, basketball hoops, ball cart, hula hoops, etc..)? Will it be completely fenced in and easily accessible?
3. Storage! Storage! Storage! Have we thought about the storage issue? Storage for consumable supplies like a work room? Hillcrest has a work room with a die cut machine, paper storage, paint storage & laminator? Does AES has something comparable? Also storage within the classrooms? Currently Hillcrest has a lot of classroom storage with lower and upper cabinets - are the classroom storage in AES equitable?
4. Is there a PT room slotted for AES? The one at Hillcrest has the special ceiling mounts for all the swings and serves as a sensory room as well - perfect for one or two children at a time.
5. Is there handicap accessibility for all parts of the building? (library, classrooms, gym, therapy rooms, and out to the playground)

Thanks for the opportunity to provide feedback in this process:)

The worry is that after achieving gold status in the grant program, we will lose this ranking due to some many environmental factors out of our control which affect the overall program rating on the ECERs, thus affecting possible funding for the program. In general the facility also does not seem to reflect best practice for Early Childhood Students.

Will the instructional coaches continue to be housed at ASC?

Where will the Birth to Three Prevention Initiative Program be located ? We support 25 families/ 30 children in the school district.

I feel the additional spaces added to the facilities will be a great addition. The only concern/suggestion I would like to offer is to take into consideration the size of the classrooms in relation to the size of the student. In other words, the oldest students should be given the larger sized classrooms due to the need for more space. Are the new rooms being added larger in square footage? If so, is there a way to look at putting the 'larger' sized students in those rooms? (WCP specifically) Additionally, consideration for additional staff bathrooms would be helpful.