

ELEMENTARY SCHOOL PREKINDERGARTEN

New Construction

I. PROGRAM PHILOSOPHY

The prekindergarten is an integral and important part of the elementary school. There is much that is important for children to learn during the early years. It is important that the curriculum is developmentally appropriate for the prekindergarten child. It is the role of the prekindergarten teacher to provide numerous opportunities for the child to develop skills and concepts which will enhance continuing school success, and enable each child to function in a changing society.

A working partnership between home and school is essential for the success of the child in a first school experience. Parental awareness of the goals and program of prekindergarten is necessary for them to assume their share of this responsibility. It is desirable that the parents be kept informed of their child's progress toward reaching these goals.

Prekindergarten provides the opportunity for children to combine their home experience with "school living" where each child must become a responsible member of the group. The educational atmosphere of prekindergarten and positive attitudes of the teacher will provide a smooth transition which fosters the foundation for subsequent learning.

II. PROGRAM GOALS

Curriculum areas include language arts, mathematics, science, social studies, health and safety, physical education, music and art.

The prekindergarten area must provide for verbalizing, listening, browsing, reading, writing, manipulating, singing, visualizing, identifying, responding, recognizing, reproducing (copy), combining, dramatizing, tasting, touching, processing, observing, discovering, classifying, organizing, counting, cleaning, sanitizing, coloring, painting, drawing, cutting, pasting, crawling, running, kicking, jumping, marching, skipping, hopping, walking, galloping, pedaling, throwing, catching, computing, building, hammering, sawing and construction.

III. PROGRAM ACTIVITIES

The full-day prekindergarten program will include opportunities for the child to develop cognitively, socially, emotionally and physically. The curriculum will respond to individual differences and changing needs of children. Experiences will be provided for each child to extend and refine:

- Language arts/communication skills (speaking, listening, and writing)
- The number concepts through computation and conceptualization
- Skills for making value judgments, problem-solving, decision-making, and modification of social behavior
- Skills of classification and observation used to explore changes that occur in the child's environment
- Body control and coordination in independent and directed activities
- Good health and safety habits in a healthy and safe environment
- Creativity in music through aesthetic enjoyment and self-expression
- Creativity in art through stimulation, experimentation and appreciation

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III. PROGRAM ACTIVITIES (continued)

The teacher has the responsibility to help each child see himself or herself as a unique, important, worthwhile person. Each child needs to feel wanted, needed and valued in this social group. The satisfaction and degrees of success achieved in early year's support future learning. Therefore, each individual requires varied educational experiences to develop to the full extent of his or her capabilities though the same basic opportunities must be available to all. By diagnosing a child's acquired skills and determining each child's levels of readiness, the teacher can plan appropriate experiences that should enable the child to see himself or herself as a person who can do something.

IV. ORGANIZATIONAL NOMENCLATURE

Teacher - Student Ratio:	25:1
Student Capacity per Period:	50
Total Number of Teachers:	2 (1 per class)
Total Number of Aides:	2 (1 per class) (If applicable)
Grade Levels or Age Levels for Which Program is intended:	Prekindergarten
Hours per Day Space Will Be Used:	6

V. INNOVATIONS, EXPERIMENTAL IDEAS, OTHER PLANNED USES

Adult toilet with shower located in prekindergarten area because of toilet training needs.

Shower head should be movable (hand held). Mount four feet from floor.

VI. SQUARE FOOTAGE CHANGES EXPLANATION THAT VARIES FROM APPROVED FACILITIES LIST

- The square footage change would occur depending on the need for 4 unit, 3 unit or 2 unit classes.
- Adult toilet with shower (from overall allocation).
- Project area space taken equally from each of the instructional spaces.
- Outside covered play areas taken from net to gross calculations.

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VIII. PROGRAM FURNITURE AND EQUIPMENT REQUEST FORM

*Shown on drawing

#purchased and installed by contractor

Space or Area Number of Items Description of Furniture/Equipment Needed

EARLY CHILDHOOD EDUCATION LABORATORY – FOUR YEAR OLD (One Room) per space

*1	Low sink for children to wash their hands, with automatic on/off control, including drinking fountain bubbler, mounting at 22" above finished floor
*1	Sink and countertop with storage above and below Floor in sink areas shall be tile
*2	10-Cubbie Wall Storage Unit, 48" wide x 12" deep x 25" high, with 10 trays (trays – 8½" wide x 13½" deep x 10½" high)
*20	Hooks mounted below cubbies wall storage units, for bags and jackets
*1	Multi-Storage Unit, 4' wide x 2' deep x 66½" high, adjustable shelves and doors, with full length mirror mounted on one of the doors
*1	Storage Unit for children's belonging 4' wide x 2' deep x 3' high
*1	Book Display Unit, 3' wide x 1' deep x 3' high
*2	Storage Unit with doors and adjustable shelves, 48" wide x 14" deep x 26" high
*1	Paper Storage Unit with five drawers, 4' wide x 2' deep x 26" high
*4	Small Trapezoidal Tables with hard plastic laminated tops for children
*4	Circular Tables – with adjustable height 48" diameter, hard plastic laminated tops
*1	Rectangular table – 3' wide x 6' long with adjustable height
4	Listening Centers with earphones
*20	Stacking 12" children's chairs
6	Stacking Chairs – 17" high for high school students
3	Carts with assortment of blocks
1	Clock with visible working parts, non-digital
1	Traffic Sign Set
1	Tactile Letter and Numeral Block Set
1	CD Player
10	Sturdy adjustable double-sided easels, child size
*1	Sand and Water Table with cover (no water connection or drain)
*1	Child Height Workbench with Tools
*2	Paper Towel Dispenser at sinks, one at low level for children
*1	Sliding/Balance Board
*1	Balance Platform
*1	Child's Rocker 12" high
*1	Puppet Stage/Play Store, 51" x 45" x 9"
5 of each	Assortment of manipulative toys, materials, dolls, music CDs, books, toys and puzzles
*1	Half-Circle Table, child height, hard plastic laminate top
*1	Cart for AV Equipment and CD storage
1	Safety Step Stool
1	Wagon

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STORAGE AREA

*1	Storage area for 20 children's cots
*20	Children's stackable cots, with polyester cover and Polypropylene frame with rounded corners for safety, 51¾" wide x 2½" deep x 4¼" high

OUTSIDE PLAY AREA

*1	Swing Set
*1	Gym slide for active outdoor play
2	Rubber Playground Balls, 8½" diameter
12	Wheel Toys for outside play, 3 with pedals, 3 wheelbarrows, 4 tricycles, 2 bicycles with training wheels
*#1	Water Fountain

OUTSIDE STORAGE BUILDING

1	for four year old, moveable outside play equipment
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DROP-OFF (Child Care entry)

Each Child Care Classroom

*1	Tote Tray Storage Unit with doors/locks (high school student project storage) 4' wide x 2' deep x 66½" high
1	Clock, non-digital
*1	File Cabinet, two-drawer with locks
*2	File Cabinets, four-drawer with locks
*1	Computer
*1	Printer
*1	Drop-off Counter at adult standing height
*1	Double Swing Gate 3'-0"

TEACHER PLANNING

1	Computer with printer
*1	Teacher's Desk
*1	Teacher's Chair
*1	Conference Table, small
*4	Conference Chairs
*2	Two-Drawer File Cabinets
*2	Bookcases
*2	Four-Drawer File Cabinets with locks
2	Computers
1	Printer

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CUSTODIAL SERVICE CLOSET

*1	Clothes Washing Machine and Clothes Dryer, stackable unit
*#1	Custodial Stop Sink
#1	Wall-mounted mop holder for drying, located over stop sink
1	Mops
1	Matched Mop Bucket/Wringer Combinations
1	Custodial Cart
1	Vacuum cleaner

IX. SPECIAL CONSIDERATIONS

- Heating/Cooling/Ventilation

Stove to have hood exhaust system ducted to the exterior

Exhaust fan in children's and staff restrooms

Exhaust fan in custodial closet

Dryer vented to outside

- Lighting

Provide a light near the stove.

Outdoor security lighting at outside hard surface and play areas.

All Home Economics Labs will have lights controlled by switching to allow varied light levels for technology, audiovisuals and children napping.

Exterior lighting shall connect to master control for this area of the campus.

Lighting shall be controlled from all entrances to a space.

- Windows

The teacher planning area shall have a view window into the instructional area.

Provide windows at child viewing height as well as adult viewing height.

All exterior windows in educational spaces shall have vertical blinds to provide light control.

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IX. SPECIAL CONSIDERATIONS (continued)

- **Doors**

Standard except as noted below

Doors opening into spaces from corridors shall be recessed

Lockable doors in each Small Home Economics Lab for 3 year old and 4 year old children spaces.

Extra wide door to play areas and extra wide door to outside equipment storage area (to move play equipment in and out).

Play yard gates shall be tall with safety childproof catch mounted high on gate.

No locks on children's bathroom. Provide half doors, lower part, for 4 year old bathrooms.

- **Water**

Outside play area needs hose bib to provide watering for trees and grass, along with an outside faucet to hose down hard surfaced area.

One refrigerated drinking fountain, child height, near door to outside area for each Small Home Economics Lab for 3 year old and 4 year old spaces.

Each group restroom (toilet) shall have a hose bib and a floor drain.

Children's toilet should be 10" – 12" from floor.

Cold water at sink in children's restroom and group restroom.

Motion sensor faucets in children's restrooms.

Water Heater

Hot and cold water to washing machine

Custodial closet shall have hot and cold water. Exterior hose bibs at intervals of 75 feet, key type.

All drinking fountains inside buildings shall be electric water-coolers providing chilled water.

Provide drinking fountains in all play areas.

Water to ice maker in refrigerator located in kitchen area.

Kitchen area to have a three compartment sink built into counter

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IX. SPECIAL CONSIDERATIONS (continued)

- Water (continued)

The classroom sinks for prekindergarten classrooms should be situated so that the faucet is centered on the left or right side of the sink (not at the back) and either the soap dispenser or faucet will be in front of the faucet or centered on the left or right side of the sink across from the faucet. When possible the paper towel dispenser will be on the wall adjacent to the sink rather than behind the sink. When this occurs, the faucet must be centered on the side furthest away from the towel dispenser.

Clay/Paint traps are required in all sinks in prekindergarten classrooms.

- Electrical

Weatherproof duplex electrical outlet(s) in outdoor play areas

Light switches at inside and outside doors

At least four - 110 volt duplex receptacles in walls of each Small Home Economics lab with all safety receptacles

One – 110 volt duplex receptacles for refrigerator in small food prep area and one – 110 volt duplex receptacles for microwave to sit on Kitchen counter

One – Outlet for garbage disposal in kitchen sink

Four – 110 outlets in kitchen area

Outlet for child height refrigerated water fountain located near each door to outside play areas

At least two – 110 duplex outlets above kitchen counters for microwave, mixer and other small kitchen appliances.

Hookups for washer and dryer

Provide electronic hand dryers in all restrooms (both group and single). This includes student, staff and public restrooms.

- Fencing

Enough fencing or wall to enclose approximately 3,000 sq. ft. for play yard. Each fenced area shall be 8' height with at least one 4' walk gate and one double gate for truck access to fenced area.

Gates to area should be tall with high lock and childproof safety catch.

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IX. SPECIAL CONSIDERATIONS (continued)

- Built-in Cabinetry

A. Built-in kitchen counter with a three compartment sink, base cabinets and overhead storage with doors. Microwave will sit on countertop. Provide storage cabinets above refrigerator space. Refrigerator purchased with FF&E funding.

B. Built-in cabinets/shelving

Indoor storage area – floor to ceiling shelving with some adjustable shelving at least 6' wide x 2' deep and one general storage cabinet, double doors, 48" x 24" x 79" high (cleaning tools)

Children's Small Home Economics Lab Area – sink base cabinet, 36" wide x 24" deep x 24" high. Sink must be set forward in cabinet so children can reach.

C. Build-in Instructional Aids

Two 4 ft. x 8 ft. Tackboards in each Small Home Economics Labs with the bottom mounted 24 inches off the floor.

- Other Considerations

To aid in pest control all plumbing and electrical connections and joints should be tight, all door jams, floor and wall connections should be tight.

All cabinet and storage doors should fit and close snugly and easily.

All drawers should roll easily on plastic rollers with stops.

All cabinet work should be finished with hard plastic laminate.

Child care play yard, provide small sand/dirt play area, some grass area and trees or awning for some shade area, and a bike/trike path (hard surface).

Mirrors in children's restroom above sink, shatterproof, 16" x 24".

One child's restroom shall have access from outside playground area.

Covered walkway to drop-off/pick-up area.

All doors to have full height hinge, no pinch door hardware.