

INTRODUCTION

An Educational Framework is a series of broad principles associated with organizational, facility, program, and service issues. In conjunction with the Educational Facility Planning Concepts, the Education Framework establishes the foundation on which educational facilities are designed.

The Standards & Guidelines are not intended to address every possible condition. Flexibility is required to develop appropriate solutions given the diversity of programs, community requirements, existing building conditions, site constraints, etc. found in the school district.

The following educational assumptions/concepts were derived from a wide range of sources that included representation from parents and students, teachers and school administrators, business and government [state and local] officials.

GRADE CONFIGURATION

Following are the suggested grade configurations for each level of school facility. A Program of Requirements has been developed for each of the grade configurations and can be found in Chapter 5: Program of Requirements [Bracketing].

If a District chooses an alternative grade configuration, such as 7-9, a Program of Requirements should be developed by using the grade level Program of Requirements that most closely matches. Alternative grade configurations will be reviewed on a case-by-case basis by the Arkansas Department of Education and the District.

Pre-Kindergarten programs should be included as part of the school facility as required by state law.

Workforce Development courses are included in middle and high school facilities.

- A. Elementary School: Pre-K-5
- B. Middle School: 6-8
- C. High School: 9-12
- D. Combination Schools
 - 1. Pre-K-8
 - 2. Pre-K-12

SCHOOL SIZE

School size is based on the number of students projected to attend a particular school facility. Once the number of students and the types of programs to be delivered is determined, the District selects the quantity of instructional and support spaces needed to adequately meet the needs of the students.

The Program of Requirements [Bracketing] found in Chapter 5 provide a guideline for the selection of spaces needed for the various program areas found in each grade level of school. Each program area contains an example of spaces based on the number of students. It is important to note that these are ranges and do not reflect suggested sizes of facilities. The District should refer to the Square Foot Allowance Tables in Chapter 5 to determine the square foot per student and the total size of the school.

Following are the ranges found in the bracketing for planning new schools and new additions to existing schools.

A.	Elementary School: PreK-5	200-700 students
B.	Middle School: 6-8	200-700 students
C.	High School: 9-12	250-2,000 students
D.	Combination Schools	
	1. PK-8 Schools	650 students
	2. PK-12 Schools	650 students

CLASS SIZE

Class size [or Average class size] is defined as the number of students occupying a space at one time. Class size is not necessarily synonymous with student teacher ratio.

A.	Pre-Kindergarten-Kindergarten	20 students
B.	1 st Grade through 3 rd Grade	25 students
C.	4 th Grade through 6 th Grade	28 students
D.	7 th Grade through 12 th Grade	30 students

WORKFORCE DEVELOPMENT

Workforce Development [WFD] refers to programs traditionally offered under the label Career Technical Education or Vocational Education.

- A. Middle schools and PK-8 combination schools must provide access to pre-technical courses for students in grades 7-8.
- B. High schools and PK-12 combination schools must provide access to at least three different WFD occupational areas for students in grades 9-12.
- C. High schools and PK-12 combinations schools must provide access to at least one Program of Study within each occupational area in grades 9-12.

Note: Access to a WFD occupational area can occur in the following ways:

1. On-site
2. Through a partnership with an off-site organization.

KINDERGARTEN

Kindergarten courses will be delivered all day.

PROGRAMS

As programs and services change it is important that each school district identify the current and future educational needs of its students. Once those needs have been identified, the District should then determine the types of instructional programs that will result in a successful student. The Standards & Guidelines are based on current and future trends in education and include the following programs. As stated above, ultimately each district should determine the appropriate programs for their students.

- A. Elementary Schools
 - 1. Core Academic
 - 2. Special Education
 - 3. Visual Arts
 - 4. Music
 - 5. Physical Education

- B. Middle Schools
 - 1. Core Academic
 - 2. Special Education
 - 3. Visual Arts
 - 4. Music
 - 5. Technology Education
 - 6. Family and Consumer Science
 - 7. Physical Education
 - 8. Workforce Development

- C. High School
 - 1. Core Academic
 - 2. Special Education
 - 3. Visual Arts
 - 4. Music
 - 5. Performing Arts
 - 6. Physical Education
 - 7. Workforce Development