

## Education has Changed

1950s

### Federal and State Mandates

- No "No Child Left Behind Act" (NCLB)
- No "Individuals with Disabilities Education Improvement Act" (IDEA)
- No Academic Intervention Service program (AVS)
- Students only take Regents' assessments
- Standardized tests are determined by individual Districts

### Early/Extra Intervention

- PreKs and Kindergartens were usually private, not housed in public schools
- No summer programs
- No review programs

2008

### Federal and State Mandates

- NCLB of 2001
  - Increased State academic standards
  - Implemented State assessments
- IDEA of 1990, 1997 and 2004
  - Included children with disabilities in general education classes
  - Mandated that all students, including students with disabilities take state assessments
  - Launched "Response to Intervention" –students must be diagnosed and receive increasing levels of targeted support
  - Required to use research based instruction in all classrooms

### Early/Extra Intervention

- Kindergartens are housed in public school – state is leaning towards mandating full day kindergarten across the board
- Some preKs are being housed in public schools. (We house 3 half day preKs)
- Summer programs
- Review programs

(3) PRE-K  
(6) K

## 1950s

### Courses

- Core academic courses
- Vocational courses
- Business courses
- 18 units to graduate

### Teaching Models

- Self-contained classrooms
- Departmentalization
- Cooperative teaching (combining classes with one teacher teaching, one assisting)
- Team teaching (group of teachers and an aide responsible for all given students)
- No multiple disabled students in public schools

## 2008

### Courses

- Regent courses
- Increased electives
- SUPA (Syracuse University Project Advance) courses
- AP (Advanced Placement) courses
- Career and Technical Education
  - Agriculture and Natural Sciences
  - Health Services
  - Human and Public Services
  - Technology
  - Construction Trades
  - Mechanical Trades
  - New Visions Options
  - Pre-Vocational programs
- Alternative & Special Education
- 22 units to graduate

### Teaching Models

- Self-contained classrooms
- Departmentalization
- Cooperative teaching (combining classes with one teacher teaching, one assisting or a teacher/aide/nurse)
- Team teaching (group of teachers and an aide responsible for all given students)
- Open classroom (no walls – mixing of classes)
- Looping (teacher stays with one class for two or more years)
- Inclusion classroom (special needs' students are mainstreamed into a general education classroom)
- Distance learning
- Remedial reading and math push in and pull out services
- Resource/Speech/OT/PT push in and pull out
- More small group instruction outside classroom

## 1950s

### Technology

- Record players
- Tape players (reel – reel)
- Televisions
- Ditto machines
- Filmstrip or reel to reel projectors
- radios

### Special Areas

- Often there were no art/music teachers – classroom teachers taught these areas
- Usually no library/media specialist

### Athletics

- Few if any girls' sports

### Co-curricular/Extracurricular Activities

- Few to choose from

### Lunch Program

- No free/reduced lunch program
- No breakfast program
- Walked home for lunch if within one mile radius

### Clerical

- Recording done by hand
- Stored in files
- Mimeo machine

### Transportation

- Few parents pick up students
- Buses pick up at corner stops

## 2008

### Technology

- Computers (classroom, labs, library)
- LCD projectors
- Smartboards
- Web-based sites for individualized instruction, content instruction, assessment, communication with parents
- CD, DVD players
- Video streaming
- Document scanners
- Tanburg
- Handheld recorders
- Alpha smarts (fine motor issues)
- Dynovox FM systems (hearing impaired)

### Special Areas

- Expanded selection of music, art, physical education courses

### Athletics

- Many girls' sports
- More activities offered

### Co-curricular/Extracurricular Activities

- Many to choose from

### Lunch Program

- Free/reduced lunch program
- Breakfast program
- All students have lunch in cafeteria

### Clerical

- Recording done on computers
- Large amounts of data is inputted, maintained and uploaded on computers
- Copiers
- Fax
- Postal meters

### Transportation

- Many parents pick up students
- Buses pick up at individual homes

## Education has Changed

Educational mandates, programs, and delivery have changed over the years. To manage and accommodate these changes one needs to consider the following in a new facility:

- Classrooms to accommodate classroom teachers – possibly with an area for small group work or for testing
- Instructional space for support services (special education, resource, Academic Intervention Services, speech therapists, occupational therapists, physical therapists, counselors, psychologists)
- Possibly rooms for emotionally disturbed or multi-disabled students – to take back our students from BOCES
- Computer lab
- Larger, more specialized areas for art, music, library
- Gymnasium
- Auditorium
- Cafeteria or perhaps a cafetorium
- Central office
- Principal's office/conference room
- Nurse's office
- Storage space
- Up to date technology in every classroom/instructional/office space
- Accommodations for students/parents with disabilities (Americans with Disabilities Act)
- Security features
- Easy accessibility for parents' parking/buses
- Community activities/involvement