Board of Education Regular Meeting
Monday, May 20, 2024
7:00 PM
Weston Middle School Library Learning Commons
135 School Road
Weston, CT 06883

I. CALL TO ORDER, VERIFICATION OF QUORUM
II. PLEDGE OF ALLEGIANCE
  II.A. I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible with liberty and justice for all.
III. APPROVAL OF MINUTES
  III.A. Meeting minutes from the April 8, 2024 Weston Board of Education Regular Meeting
  III.B. Meeting minutes from the May 15, 2024 Weston Board of Education Special Meeting
IV. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS
  IV.A. Discussion with WHS Student Board of Education Representatives
V. PUBLIC COMMENT

V.A. The Board welcomes the opportunity to hear from members of the public about matters concerning Weston Public Schools. Public comment is an important chance for the Board to receive input and feedback from our school community. We listen attentively to all comments shared.

While we value and pay close attention to public comment, it is our practice not to respond substantively, or sometimes at all, during public comment. There are several reasons for this:

First, engaging in a discussion on non-agenda items could violate the Board's obligations to comply with the Freedom of Information Act.

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Third, the Board develops its meeting agenda carefully to ensure that the Board

addresses matters that are pressing or relevant at the time of the meeting.

We encourage members of the public with specific questions, concerns, or complaints about our schools to reach out directly to Superintendent Barbiero. You may also email the Board at our email address, boardofeducation@westonps.org.

Additional details on Public Comment at board meetings can be found on our website: https://www.westonps.org/608477_3

Meeting Conduct: Bylaws of the Board #9325 - https://meetings.boardbook.org/Public/Book/2468?docTypeId=224318&file=ab5f2950-f792-4ecc-bc14-37a3939de003

VI. NEW BUSINESS

VI.A. Discussion with Tecton regarding Weston Middle School project

VI.B. Discussion and vote to move the Weston Middle School Project forward

VI.C. Recognition

VI.C.a. Approval of the HES PTO donation to replace the North House playground in the amount of $102,000.00

VI.C.b. Approval of the Sustainable CT, Inc. grant in the amount of $4,000.00 in support of the WHS Pollinator Courtyard

VI.C.c. Acceptance of the WHS PTO donation in the amount of $1,500.00 for flexible seating in a Spanish classroom

VI.C.d. Acceptance of the WHS PTO donation in the amount of $1,194.13 to purchase reception/special event materials for WHS

VI.C.e. Acceptance of the WHS PTO donation in the amount of $1,200.00 to help fund the Courtyard Pollinator Native Garden project as part of the Sustainable Solutions course.

VI.C.f. Approval of a $6,000 award given by Connecticut DMV-Travellers Insurance for first place in their annual video contest.

VI.C.g. Acknowledgment of a $500 donation from The Counties Assemblies to Weston High School

VI.D. Weston Board of Education Policies, Regulations, and Bylaws (first read)

VI.D.a. Discussion regarding 5111 Admission and Placement

VI.D.b. Discussion regarding Artificial Intelligence Policy

VI.D.c. Discussion regarding 6153.1 Educational Tours (sunset)

VI.D.d. Discussion to sunset 5141.2: Student Illness

VI.D.e. Discussion to sunset 5141.22: Students Afflicted with Communicable Disease

VI.E. Personnel Matter - Discussion and vote regarding 2024-2025 compensation for the following positions: Executive Assistant to the Superintendent, Administrative Assistant to the Assistant Superintendent, Administrative Assistant to the Human Resources Director, Administrative Assistant to the Pupil Services Director, Finance and Facilities Office Manager, Accounting Manager, Payroll and Benefits Coordinator, Accounts Payable and Accounts Receivable Coordinator, District Data Coordinator, Information

Technology Manager, Data Analyst, Athletic Trainer, Vocational Specialist, District Nurse Supervisor, Food Services Director

VI.F. Discussion and vote on overnight field trip to Disney (February 2025)

VII. DISTRICT UPDATES

VII.A. Consent Agenda

VII.B. Superintendent Report

VII.C. Pupil Personnel Services and Special Education

VII.D. Finance and Operations

VII.D.a. Discussion and vote on April 2024 Financial Report

VII.D.b. Out of District Transportation Recommendation and Approval

VII.D.c. Cleaning Services Award Recommendation and Approval

VII.D.d. Approval of FY25 Pre-School Tuition Rates

VII.D.e. Approval of the FY25 Tuition Rates for Non-Residents

VII.D.f. Approval of the FY25 Building/Facility Use Hourly Rates

VII.D.g. Discussion of RFP (Request for Proposal) Waivers

VII.D.h. Discussion on Indoor Air Quality Inspection Results

VIII. COMMITTEE UPDATES (by committee chair)

VIII.A. Communications Committee

VIII.B. Connecticut Association of Boards of Education (CABE)

VIII.C. Cooperative Educational Services (CES)

VIII.D. Curriculum Committee

VIII.E. Education Optimization Committee (EOC)

VIII.F. Finance & Operations Committee

VIII.G. ~~Negotiations Committee~~ (committee not active at this time)

VIII.H. Policy Committee

VIII.I. Weston Education Foundation (WEF)

IX. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

IX.A. The next regular session of the Weston Board of Education will be June 17, 2024 at 7:00 PM. This meeting will be in-person in the Weston Middle School Library.

IX.B. Review of Pending Agenda Items for Next Meeting

X. ADJOURNMENT

Board of Education Regular Meeting
Monday, April 8, 2024 7:00 PM
Remote Session

Absent: Chad Hoeppner, **Present:** Steven Ezzes, David Felton, Sharon Ferraro, Peter Gordon, Michael Guido, Bernie Kingsley. Present: 6, Absent: 1.
Present: Chad Hoeppner. Present: 7.

I. **CALL TO ORDER, VERIFICATION OF QUORUM**
The meeting began at 7:03 PM
Chad Hoeppner joined at 7:30 PM

Additional Attendees:
Lisa Barbiero, Superintendent of Schools; Tina Henckel, Assistant Superintendent; Phillip Cross, Director of Finance and Facilities; Tracy Edwards, Director of Pupil Personnel Services; Paul Rasmussen, Director of Human Resources; Joe Rios, Director of Safety & Security; Meghan Conetta, Patricia Falber, Laura Kaddis, Building Principals; Jianna Blunschi and Nivedita Morris, WHS Student Representative; Antonia Ciaverella and Jeff Wyszynski, Tecton Architects; Matthew Paylor and Mercedes Fernandes; Educator Diversity Plan (presented along w/Paul Rasmussen)
Move that the Weston Board of Education begin the April 8, 2024 meeting. Unseconded with a motion by Ezzes, Steven.

II. **PLEDGE OF ALLEGIANCE**

A. I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible with liberty and justice for all.

III. **APPROVAL OF MINUTES**

A. **Meeting minutes from the March 18, 2024 Weston Board of Education Regular Meeting**
Move that the Weston Board of Education approve the March 18, 2024 meeting minutes. Carried with a motion by Felton, David and a second by Kingsley, Bernie.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Bernie Kingsley: Yea
Yea: 6, Nay: 0

IV. **STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS**

A. **Discussion with WHS Student Board of Education Representatives**
Jianna Blunshi and Nivedita Morris gave an update on WHS activities. Students were excited about the solar eclipse. The spring musical was successful and a great show. Sustainable living has started a pollinator garden in one of the courtyards after securing a grant. Spring sports are underway and off to a good start. Lots of spirit at the games. Senior internships begin on May 20, the senior class is finalizing prom activities

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and graduation. The final pep rally is scheduled after April break and is called color clash. A school spirit day is also planned leading up to it.

V. **PUBLIC COMMENT**

A. **The Board welcomes the opportunity to hear from members of the public about matters concerning Weston Public Schools. Public comment is an important chance for the Board to receive input and feedback from our school community. We listen attentively to all comments shared.**

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There were no members of the public on the webinar.

VI. **OLD BUSINESS**

A. **Weston Board of Education Policies, Regulations, and Bylaws (second read)**

a. **Discussion and vote on 5131.31 Regulations Regarding Immunizations**
This is the second read of 5131.31: Immunizations. A motion was made to accept the updates as presented.
Move that the Weston Board of Education accept the updates

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updates to 5131.31 Regulations Regarding Immunizations as presented. Carried with a motion by Felton, David and a second by Ferraro, Sharon.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Bernie Kingsley: Yea
Yea: 6, Nay: 0

b. **Discussion and vote on 5112 Ages of Attendance**
This is the second read of 5112: Ages of Attendance. A motion was made to accept the updates as presented.
Move that the Weston Board of Education accept the updates to 5112 Ages of Attendance as presented. Carried with a motion by Felton, David and a second by Guido, Michael.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Bernie Kingsley: Yea
Yea: 6, Nay: 0

c. **Discussion and vote on 5141.21 Administration of Student Medications**
This is the second read of 5141.21 Administration of Student Medications. A motion was made to accept the updates as presented.
Move that the Weston Board of Education accept the updates updates to 5141.21 Administration of Student Medications as presented. Carried with a motion by Felton, David and a second by Guido, Michael.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Bernie Kingsley: Yea
Yea: 6, Nay: 0

d. **Discussion and vote on 6161 WPS Equipment Books Materials**
This is the second read of 6161 WPS Equipment Books Materials. A motion was made to accept the updates as presented.
Move that the Weston Board of Education accept the updates to 6161 WPS Equipment Books Materials as presented. Carried with a motion by Felton, David and a second by Ferraro, Sharon.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Bernie Kingsley: Yea
Yea: 6, Nay: 0

e. **Discussion and vote on 1312 WPS Request for Evaluation of Instructional Materials (Appendix A)**
This is the second read of 1312 WPS Request for Evaluation of Instructional Materials (Appendix A). A motion was made to accept the updates as presented.
Move that the Weston Board of Education accept the updates to 1312 WPS Request for Evaluation of Instructional Materials (Appendix A) as presented. Carried with a motion by Felton, David and a second by Ferraro, Sharon.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Bernie Kingsley: Yea

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Yea: 6, Nay: 0

f. **Discussion and vote on 1312 Instructional Materials Review Committee Report (Appendix B)**
This is the second read of 1312 Instructional Materials Review Committee Report (Appendix B). A motion was made to accept the updates as presented.
Move that the Weston Board of Education accept the updates to 1312 Instructional Materials Review Committee Report (Appendix B) as presented Carried with a motion by Felton, David and a second by Ferraro, Sharon.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Bernie Kingsley: Yea
Yea: 6, Nay: 0

B. Mile of Safety Officer Update
Steve Ezzes provided the board with an update on the Mile of Safety Officer position with regard to cost and feasibility, and the board discussed the update.

VII. **NEW BUSINESS**

A. **EOC Next Level of Work**
Superintendent Barbiero gave an update on what has been done, and what the next level of work would be. This information had been previously presented and this was an update on on where we are now and if the board would like to move the work forward, what is needed. Peter Gordon also gave an overview of the evolving considerations and baseline concepts for the state grant application process. Jeff Wyszynski and Antonia Ciaverella from Tecton Architects provided an update as well.

Peter Gordon indicated he would like to add an item to the agenda. The board voted as follows:

Motion to add an agenda item to discuss and vote on approving funds to cover the cost of the state grant application for the Weston Middle School project. Carried with a motion by Gordon, Peter, and seconded by Hoeppner, Chad.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoeppner: Yea, Bernie Kingsley: Yea
Yea: 7, Nay: 0

A discussion took place among the board members with regard to the details of the presentation and the funding for the grant application.

Move that the Weston Board of Education approve using available funds from the 2024 operating budget to cover the cost of the state grant application that is due June 30, 2024. Carried with a

motion by Gordon, Peter, and seconded by Ferraro, Sharon
Steven Ezzes: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoeppner: Yea, Bernie Kingsley: Yea
David Felton: Nay, Michael Guido: Nay
Yea: 5, Nay: 2

B. **Increasing Educator Diversity Plan**
Paul Rasmussen, along with Mercedes Fernandes and Mattew Paylor, presented the Increasing Educator Diversity Plan to the board. The vision of the plan is to enhance the recruitment outreach to diverse candidates, systemize the hiring process, and increase the retention of new teachers.
Move that the Weston Board of Education approve the submission of the Increasing Educator Diversity Plan to Connecticut Department of Education by April 15, 2024 and authorize the Superintendent to make any slight recommended revision to re-submit by May 31, 2024 (if necessary). Carried with a motion by Felton, David and a second by Gordon, Peter.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoeppner: Yea, Bernie Kingsley: Yea
Yea: 7, Nay: 0

VIII. DISTRICT UPDATES

A. **Consent Agenda**
The board was presented with the consent agenda and asked to accept.
Move that the Weston Board of Education accept the consent agenda as presented. Carried with a motion by Gordon, Peter and a second by Hoeppner, Chad.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoeppner: Yea, Bernie Kingsley: Yea
Yea: 7, Nay: 0

B. **Superintendent Report**
Superintendent Barbiero mentioned that our solar eclipse activities were a great success, and she thanked Dr. Henckel, her team and the principals. It was a very well organized event.
Assistant Superintendent Henckel provided an overview of a presentation she attended on social media cell phone use. Dr. Henckel indicated the presentation was an educational opportunity to understand the social media applications, the design of these applications, as well as gaming and gamification. In addition, we are following up with this presenter to potentially do some additional work in Weston.

C. **Pupil Personnel Services and Special Education**
Tracy Edwards gave highlights of some of the professional development work that's been completed by staff members across the

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district.

D. **Finance and Operations**

a. **Discussion and vote on Capital Special Appropriation**
Phillip Cross indicated that the Board of Finance reviewed the Board of Education budget and voted on it. They have asked the Board of Education to request a special capital appropriation for three capital items that we have as adjustments.

Move that the Weston Board of Education approve the capital special appropriation request in the amount of $230,000.
Carried with a motion by Ferraro, Sharon and a second by Gordon, Peter.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoeppner: Yea, Bernie Kingsley: Yea
Yea: 7, Nay: 0

IX. **COMMITTEE REPORTS (committee chair update, if any)**

A. Communications Committee

B. Connecticut Association of Boards of Education (CABE)

C. Cooperative Educational Services (CES)

D. Curriculum Committee

E. Education Optimization Committee (EOC)

F. Finance & Operations Committee

G. ~~Negotiations Committee~~ (committee not active at this time)

H. Policy Committee

I. Weston Education Foundation (WEF)

X. **NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION**

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A. The next regular session of the Weston Board of Education will be May 20, 2024 at 7:00 PM. This meeting will be remote and will be live streamed.

B. Review of Pending Agenda Items for Next Meeting

XI. **ADJOURNMENT**

The meeting adjourned at 9:36 PM
Move that the Weston Board of Education adjourn the April 8, 2024 meeting. Carried with a motion by Felton, David and a second by Ferraro, Sharon.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoeppner: Yea, Bernie Kingsley: Yea
Yea: 7, Nay: 0

_____
Chairperson

_____
Superintendent

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Weston Board of Education Special Meeting
Wednesday, May 15, 2024
6:00 PM
Remote Session

Absent: Michael Guido, Chad Hoeppner, **Present:** Steven Ezzes, David Felton, Sharon Ferraro, Peter Gordon, Bernie Kingsley. Present: 5, Absent: 2.

I. **CALL TO ORDER/VERIFICATION OF QUORUM**
The meeting was called to order at 6:03 PM

Additional attendees:
Lisa Barbiero, Superintendent of Schools; Tina Henckel, Assistant Superintendent; Phillip Cross, Director of Finance and Facilities; Tracy Edwards, Director of Pupil Personnel Services; Dan DiVito, Director of Digital Learning & Technology; Michael DelMastro, Director of Facilities; Meghan Conetta, Dan Doak, Patricia Falber, Laura Kaddis, Building Principals; Dru Walters, Building Assistant Principal; Antonia Ciaverella and Jeff Wyszynski, Tecton Architects

Move that the Weston Board of Education begin the May 15, 2024 special meeting Unseconded with a motion by Ezzes, Steven.

II. **PLEDGE OF ALLEGIANCE**

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III. **PUBLIC COMMENT**

A. The Board welcomes the opportunity to hear from members of the public about matters concerning Weston Public Schools. Public comment is an important chance for the Board to receive input and feedback from our school community. We listen attentively to all comments shared.

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Please familiarize yourself with Bylaws of the Board Policy 9325 Meeting Conduct which states five minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter.

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The following individuals spoke during public comment:

Ellen Crafts
Ruth Israely - Nordholm Drive
Jennai Williams - Old Hyde Road
Travis Worrell
Edith Retina - Lakeside Drive
Martin Mohabeer - Hyde Ridge Road
Stephanie Feingold - Pink Cloud Lane

IV. **DISCUSSION ON WESTON MIDDLE SCHOOL PROJECT**

Antonia Ciaverella and Jeff Wyszynski from Tecton Architects gave a presentation on the Weston Middle School Project. A discussion then took place among the board members and central office adminisration regarding options presented as well and next steps in the project timeline.

V. **ADJOURNMENT**

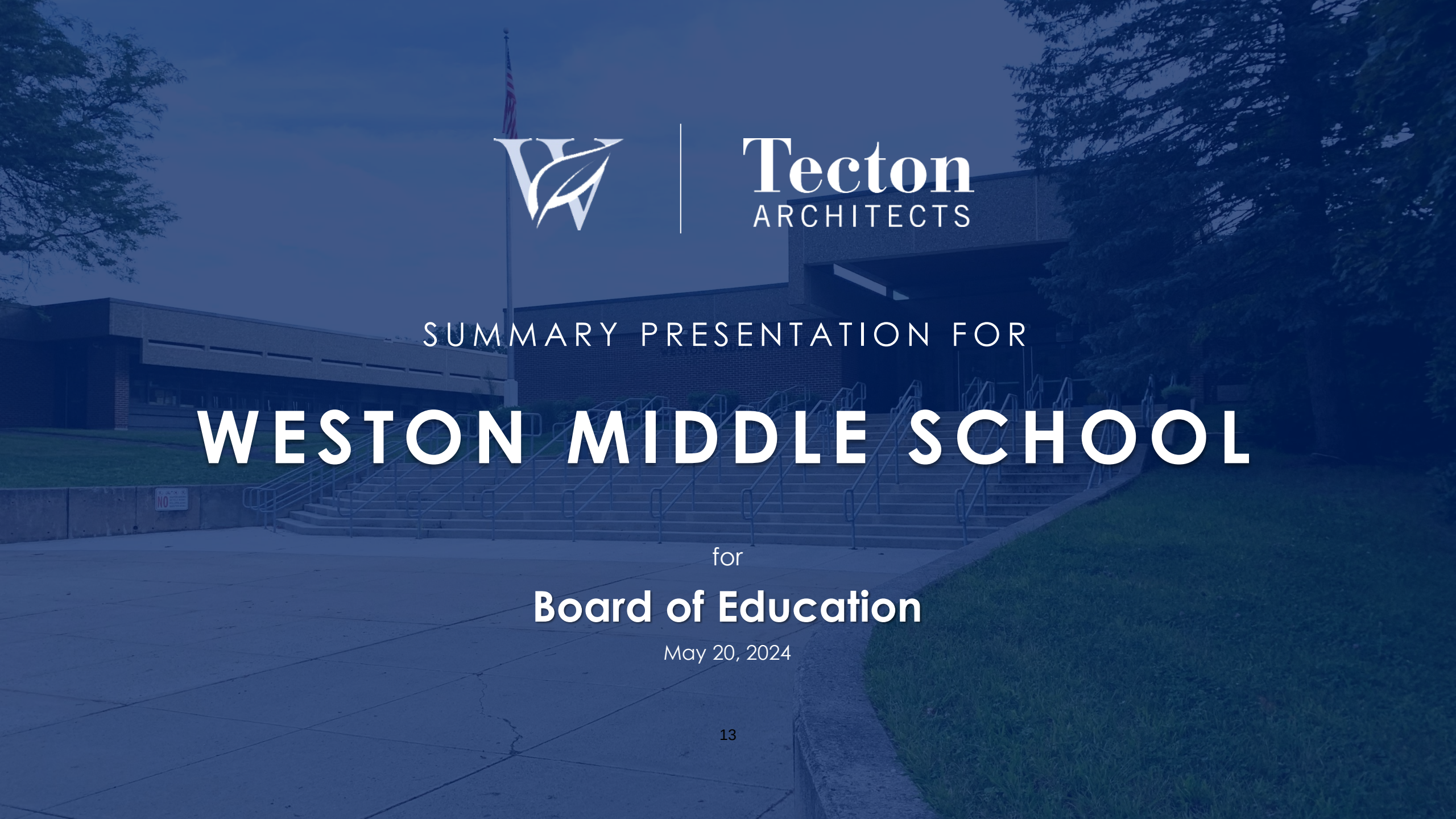
The meeting adjourned at 8:17 PM

Move that the Weston Board of Education adjourn the May 15, 2024 special meeting Carried with a motion by Ferraro, Sharon and a second by Felton, David.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Bernie Kingsley: Yea
Yea: 5, Nay: 0

Respectfully submitted by:

Jodi Sacchetta, Board Clerk

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Tecton ARCHITECTS

SUMMARY PRESENTATION FOR

WESTON MIDDLE SCHOOL

for

Board of Education

May 20, 2024

Purpose of Tonight's Meeting

1. **Hear additional community feedback**
2. **Address any additional questions from the Board**
3. **Vote on the Educational Specifications***

****Certified meeting minutes signed by the Superintendent or Town Clerk, documenting a vote by the Board of Education on the Educational Specifications, is a critical component of the State grant application!***

Agenda

5 min.	1	Project Overview
5 min.	2	Work in Progress
5 min.	3	Current Direction
10 min.	4	DRAFT Educational Specifications
5 min.	5	What's Next



PROJECT OVERVIEW

Project Overview

BUILD ALL NEW

Brand New 6-8 Middle School on the existing site

***If costs between New and RNV are similar….consider requesting higher reimbursement rate for New (22.14%)*

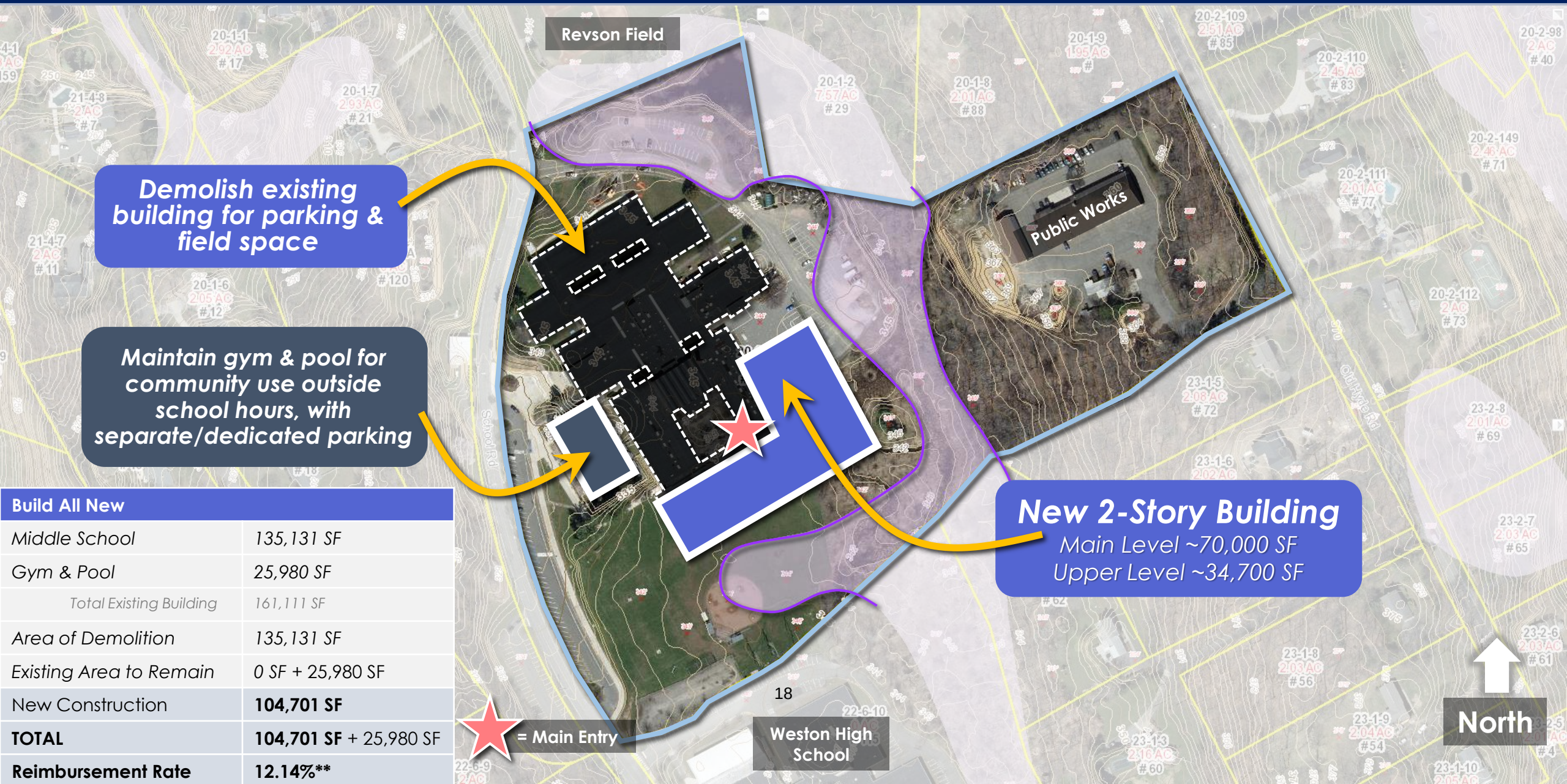
BUILDING	ORIGINAL CONSTR. Vintage	AGE Years Old	GRADE CONFIG.	CURRENT ENROLL. Students	FUTURE ENROLL. Students	EXISTING AREA SF Area	SF AREA PER OGA (BASED UPON FUTURE ENROLL)	TOTAL GROSS SF (BASED UPON FUTURE ENROLL)	DELTA SF Area
WESTON MIDDLE SCHOOL	**1950/60** Additions in: **1970/71** (53 yrs) **1996** (28 yrs) *Plus several renovations, see Vintage Plan*	**64** Years	**6-8**	**519** (10/1/2023)	**574** (YR. 2033-34)	**135,131** (WMS) **25,980** (Gym/Pool) **161,111** Total SF	**97,396** SF	**104,701** SF	***(56,410)*** SF *161,111-104,701 w/ Gym/Pool* ***(30,430) SF*** *135,131-104,701 w/o Gym/Pool*

Notes:

1. *Utilized 2023 SLAM Enrollment Presentation, Medium Projection*
2. *State requires highest student enrollment from 8-year projection at time of grant application.*
3. *When a RNV project is complete, 55% of the footprint is typically existing, and 45% is typically new*

Project Overview

Tecton ARCHITECTS



Build All New	
Middle School	*135,131 SF*
Gym & Pool	*25,980 SF*
Total Existing Building	*161,111 SF*
Area of Demolition	*135,131 SF*
Existing Area to Remain	*0 SF + 25,980 SF*
New Construction	**104,701 SF**
TOTAL	**104,701 SF** + 25,980 SF
Reimbursement Rate	**12.14%****

Project Overview

Tecton ARCHITECTS

Grant Application due: June 30th

Tecton & Team	***Enrollment Projections*** *(highest in 8-year period)** ***Space Standards Worksheet*** *(SCG-2500)* ***Site Analysis SCG-053*** *(Site impacts, FMC, Phase I*, geotechnical, CT Gen Stat § 8-24)* ***Cost Estimate*** *(SCG-2000, Uniformat online)*
Schools & Tecton	***Educational Specifications*** ***School Safety and Security Letter*** *SCG-9000, Approval from DEMHS* ***Approval for Renovation Status*** *(As appropriate) (SCG-3500)*
Town of Weston	***BOE Approval of Educational Specifications*** ***Certified Resolutions*** *(building committee, filing of grant, SD drawings)* ***Approval of funding*** *(certified vote count)*

*By others and/or in coordination with Owner's consultants

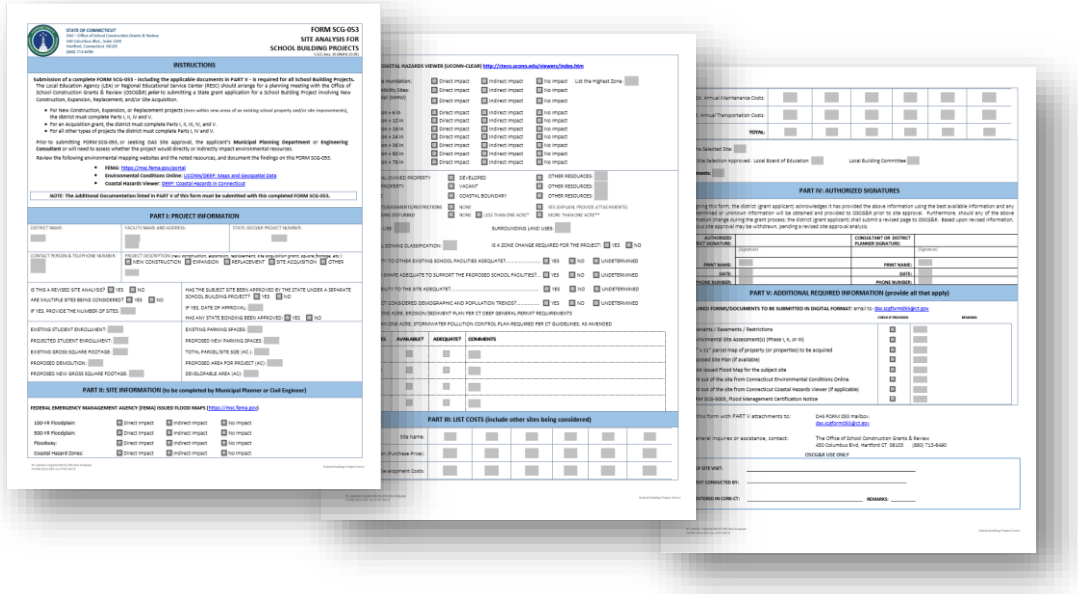

WORK IN PROGRESS

Grant Application Documents

1 Educational Specifications



2 Site Due Diligence (Phase 1, SCG-053)



3 Uniformat Cost Estimate

Educational Program

PROGRAM AREAS	#/ROOMS		TOTAL SF
6TH GRADE ACADEMIC CLASSROOMS	18		12,050
7TH GRADE ACADEMIC CLASSROOMS	18		12,050
8TH GRADE ACADEMIC CLASSROOMS	18		12,050
SPECIAL EDUCATION (refer to Academic CR)	5		1,625
ADMINISTRATION	14		2,365
STUDENT HEALTH	6		900
VISUAL AND PERFORMING ARTS	10		9,150
LEARNING COMMONS	11		5,109
CAREER, TECH. ED. & COMPUTER SCIENCE	8		5,425
WELLNESS / PHYSICAL EDUCATION	7		9,375
CAFETERIA / FOOD SERVICE	12		6,353
BUILDING SERVICES	27		4,070
Net SF			80,522
Circulation Factor	80,522	0.3	24,157
PROGRAM AREA GSF			104,679
GROSS FLOOR AREA (TARGETED)			104,701
DELTA			22

Below the maximum allowable SF identified by the State!

Progressive Learning Environments

Tecton ARCHITECTS

Why It Matters ~

On average, children spend…

90%

OF THEIR TIME INDOORS

EPA https://www.epa.gov/iaq-schools/what-you-can-do-improve-academic-performance

THE PHYSICAL ENVIRONMENT IMPACTS STUDENT LEARNING PROGRESS BY

25%

Building and Environment Journal
https://www.sciencedirect.com/science/article/abs/pii/S0360132312002582

COLLABORATION SPACES



ADAPTABLE & RECONFIGURABLE



SPATIAL QUALITY & TECHNOLOGY



OWNERSHIP & PERSONALIZATION



SOCIAL ENRICHMENT



NATURE, INQUIRY & STEWARDSHIP



PLACEMAKING



WHOLE CHILD WELLNESS



Progressive Learning Environments

Tecton ARCHITECTS



Envelope technology accounts for **30%** of energy used





27% of middle school students don't feel they belong

40 sec. In nature, or views to nature, leads to fewer mistakes on focused tasks



With proper ventilation rates, students complete schoolwork tasks **8%** faster



Sense of belonging improves grades, engagement & advanced course selection

In daylit classrooms, students progress

20% faster on math tests

26% faster on reading tests



CURRENT DIRECTION

RNV vs. New

Category	RNV	New	Comments
Duration / Disruption			Logistics, Impact on Education
21st Century Space			Flexibility, Agile, Adaptable
Parent / Bus			Site Improvements, Separation
Outdoor Amenities			Fields, Classrooms, Play
Safety / Security			Site, Building, Visibility
Phasing			Moving, Logistics, Site Impact
Core Facilities			Size, Placement, Amount/Type
Initial Cost			Tax Impact, State Reimbursement
Operating Costs			Sustainability, Efficiency

Build RNV (Renovate as New) ~ Area Adjustment to Allowable Area

Tecton ARCHITECTS

RNV Weston Middle School - Budget Summary				Updated: 4/24/2024
Grade Levels	Proj. Enr.		Highest 10 Yr . (Projected Enrollment)	
6-8	574		2032-33	
Max. Area Allowed	97,396		with 1% mechanical factor	
Combined (New + Renovation) Building GSF	104,701	7.50%	Typical gross up factor	
Existing Building	135,131			
RNV Building	**57,585**		Approx. 55% of total footprint	
Proposed Building (New Construction)	**47,115**		Approx. 45% of total footprint	
Project Cost Summary				
Site Improvements	18.50	Acre	$525,000	$9,712,500
Parking Lot & Vehicular Circulation	200	SF	$9,250	$1,850,000
Selective. Bldg. Enviro. Remediation (Phased)	57,585	SF	$50	$2,879,269
Whole Building Demolition	77,546	SF	$65	$5,040,465
New Construction	47,115	SF	$575	$27,091,306
Existing Building Renovation	57,585	SF	$475	$27,353,058
Geothermal Bore Field & Systems Premium	104,701	SF	$22.50	$2,355,766
Carbon Neutral & Netzero Premium	104,701	0	$18.50	$1,936,963
Construction Cost Subtotal		**Avg/sf**	**$747**	**$78,219,327**
Soft Costs	19.50%			$15,252,769
Phasing & Logistics Costs (Contemplates occupied Site)	4.25%			$3,324,321
Project Cost + Construction Cost Subtotal		**Avg/sf**	**$925**	**$96,796,417**
Cost Escalation	**14.1%**	**Mid 2028**	**4.5%/year**	**$13,664,375**
Total Project Cost (With Escalation)			**$1,055**	**$110,460,792**
Total Project Costs			**$1,055**	**$110,460,792**
State Reimbursement (Assumes higher %, most econ. sol. CGS 10-285a)			22.14%	($24,456,019)
Ineligible Allowance (Offsite, etc.)			2.00%	$2,209,216
Estimated Total Cost to Weston				**$88,213,989**

Weston Middle School

RNV

Total Population: *574P*
Allowable Area (OGA): *97,396 SF*
New Building GSF: *104,701*

Site Improvements: *200 parking spaces, athletic fields, outdoor educational space, bus/parent drop off*

Building: *Partial building demolition and abatement/remediation, additions (45%) and renovations (55%, phased ~ likely 4-5 phases) and NetZero/ Carbon neutral premiums*

Total Project Costs: *$110,460,792*
Cost to Weston: *$88,213,989*

Comparing the Options ~ What to consider?

Tecton ARCHITECTS

Cost Summary Table			
Site Development			
Scope of Work	**Cost per unit**	**Unit**	**Comment**
Site Improvements	$425,000.00	acre	basic fields, grading, utilities
Parking Lot & Vehicular Circ.	$10,250.00	space	space
Play Areas (Age Appropriate @ 6,500 sf)	$85,000.00	ea.	Equipment structure only
Sanitary System Expansion/Upgrade		ls	TBD
Building Summary			
Scope of Work	**Cost per unit**	**Unit**	**Comment**
Demolition (+ haz mat, environ.)	$43.50	sf	Full structure demo
PCB	$17.50	sf	Assumes caulking and utilites
ACM	$9.50	sf	Assumes full bldg. removal
Avg. Building Demo	$16.50	sf	Full structure demo
Renovate as New	$450.00	sf	based upon renovate as new
New Construction	$535.00	sf	masonry with steel frame
Sustainability / Carbon Neutral ~ Initiative			
Scope of Work	**Cost per unit**	**Unit**	**Comment**
Geothermal Bore Field	$18.50	sf	Assumes an EUI of 25 or less
Photo Voltaic Array	$15.00	sf	Assumes an EUI of 25 or less
Soft Costs (Design, FF&E, Fees, Printing)	19.50%		See detail breakdown
Reimbursement Rate - New	11.07%		* 2023
Reimbursement Rate - RNV	21.07%		* 2023
Ineligibles	1-3%		of TPC

	Soft Cost Itemized Listing	Projected Value
1	**Architectural and Engineer Services**	
1-1	Architectural Design - Pre referendum	
1-2	Architect Fees	
1-3	Offsite Roadway & Utility	
2	**Other Professional Fees (**	
2-1	Project Management / C	
2-2	Commissioning	
2-3	Site - Environmental Con	
2-4	Building - Environmental	
2-5	Environmental Consultar	
2-6	Wetlands Review and Id	
2-7	Third Party Review (Land	
2-8	Property Survey	
2-9	Geotechnical Boring and	
2-10	Traffic Study	
2-11	Independent Cost Estima	
2-12	Special Testing and Inspe	
2-13	Other consultants (buildi	
2-14	Moving	
3	**Town Professional Fees**	
3-1	Town Legal Services	
3-2	Bond Counsel Fees	
3-3	Builders Risk Insurance	

	Soft Cost Itemized Listing	Projected Value
4	**Administrative Fees**	
4-1	Postage, Printing, Advertising	
4-2	Town Inspection Costs	
4-3	Building Permit Fees	
4-4	Misc. Administration Costs	
4-5	State Permit Fees	
4-6	Utility Allowances/Contributions	
5	**Construction Related Items**	
5-1	CM Preconstruction Fee	
5-2	CM Investigation Allowance (Building Due Diligence)	
6	**FF&E/Technology/Communications/Playground**	
6-1	Fixtures, Furnishings and Equipment	
6-2	Communication Technology Hardware	
6-3	AV Equipment	
6-4	Telephone Systems	
6-5	Security Systems	
6-6	Playground Equipment	
6-7	Specialty Signage (Exterior Monumental)	
6-8	Furniture Design Consultant	
6-9	Technology Design Consultant	
6-10	Security Systems Design Consultant	
7	**Owner Contingency**	

SAMPLE Information ONLY

Construction Costs + Soft Costs

(A comprehensive approach to costs)

Build All New

New Weston Middle School - Budget Summary				Updated: 4/24/2024
Grade Levels	**Proj. Enr.**		**Highest 10 Yr . (Projected Enrollment)**	
6-8	574		2032-33	
Max. Area Allowed	97,396		with 1% mechanical factor	
New Building GSF	104,701	7.50%	Typical gross up factor	
Existing Building	135,131			
Proposed Building (New Construction)	**104,701**			
Project Cost Summary				
Site Improvements	18.50	Acre	$525,000	$9,712,500
Parking Lot & Vehicular Circulation	200	SF	$9,250	$1,850,000
Building Environmental Remediation	135,131	SF	$30	$4,053,930
Premium for PCB Environmental Remediation	135,131	SF	$15	$2,026,965
Whole Building Demolition	135,131	SF	$20	$2,702,620
New Construction	104,701	SF	$575	$60,202,903
Geothermal Bore Field & Systems Premium	104,701	SF	$22.50	$2,355,766
Carbon Neutral & Netzero Premium	104,701	0	$18.50	$1,936,963
Construction Cost Subtotal		**Avg/sf**	**$810**	**$84,841,646**
Soft Costs	19.50%			$16,544,121
hasing & Logistics Costs (Contemplates occupied Site)	1.25%			$1,060,521
Project Cost + Construction Cost Subtotal		**Avg/sf**	**$978**	**$102,446,288**
Cost Escalation	**9.2%**	**Mid 2026**	**4.5%/year**	**$9,427,620**
Total Project Cost (With Escalation)			**$1,069**	**$111,873,907**
Total Project Costs			**$1,069**	**$111,873,907**
State Reimbursement (Assumes higher %, most econ. sol. CGS 10-285a)			22.14%	($24,768,883)
Ineligible Allowance (Offsite, etc.)			1.50%	$1,678,109
Estimated Total Cost to Weston				**$88,783,133**

Weston Middle School

New

Total Population: *574P*
Allowable Area (OGA): *97,396 SF*
New Building GSF: *104,701*

Site Improvements: *200 parking spaces, athletic fields, outdoor educational space, bus/parent drop off*

Building: *Whole building demolition and abatement, new construction and NetZero/ Carbon neutral premiums*

Total Project Costs: *$111,873,907*
Cost to Weston: *$88,783,133*

Value Analysis ~ New vs. RNV…Value when complete

Tecton ARCHITECTS

Topic for Consideration	Value Delta	Renovate Like New With Addition	New Building
Construction Costs	**$6,622,319**	**$78,219,327**	**$84,841,646**
Possibility of unforeseen conditions, conflicts, and cost increases	**-$1,823,037**	Somewhat likely, est. 3-5% of const. **$3,519,870**	Somewhat limited, est. 1-3% of const. **$1,696,833**
General Conditions Analysis (Typically range between 5-10% of construction)	**-$2,439,672**	48 Months (uses 8%) **$6,257,546**	24 Months (uses 4.5%) **$3,817,874**
Temp. Facilities, Field Off., Admin. exp. (Typically between $25,000 ~ $35,000 per/month)	**-$910,000**	48 Months **$1,560,000**	20 Months **$650,000**
Construction Cost Escalation	**-$4,236,755**	**13,664,375**	**$9,427,620**
Multiple Move Costs	**-$285,000**	**(4 Total phased moves) 4 @ 95,000 each**	**1 Move @ 95,000**
Subtotal of Value Lost	**-$9,694,464**		
Delta in Resultant Value	**($3,072,145)**	**$87,913,791**	**$84,841,646**

Less than or equal to!



EDUCATIONAL SPECIFICATIONS

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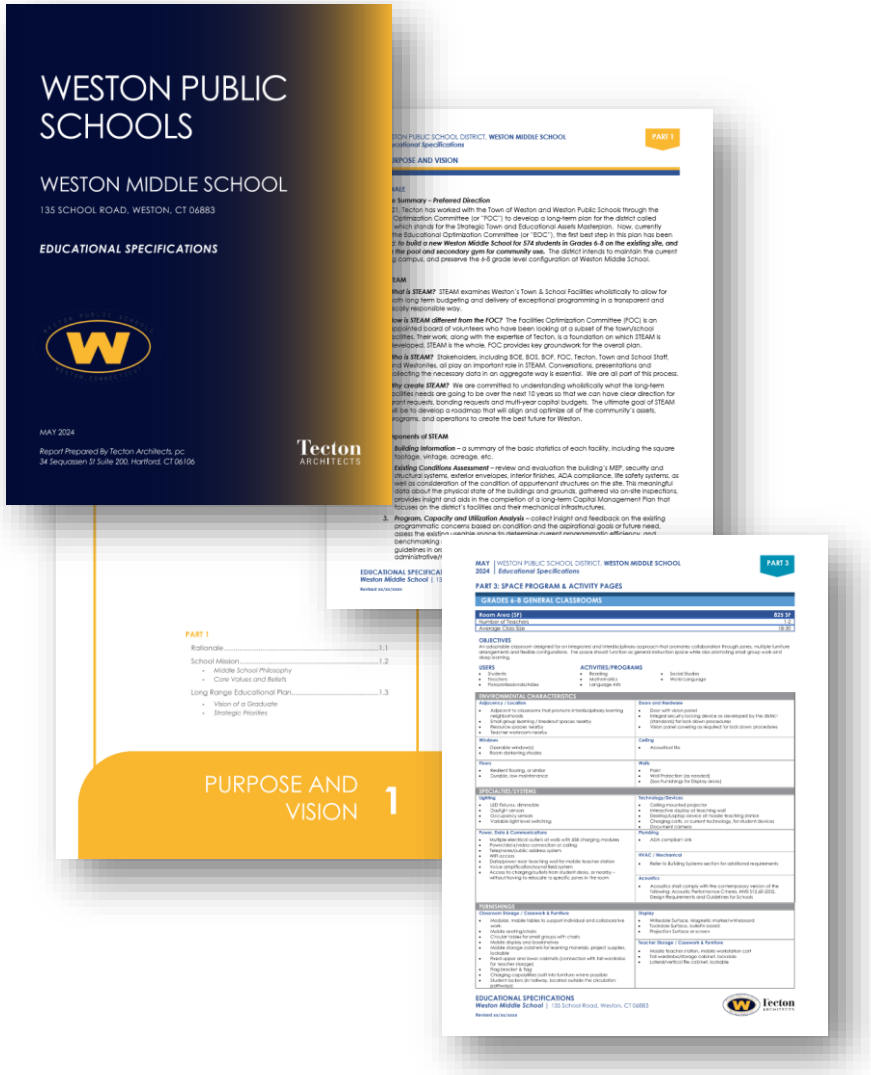


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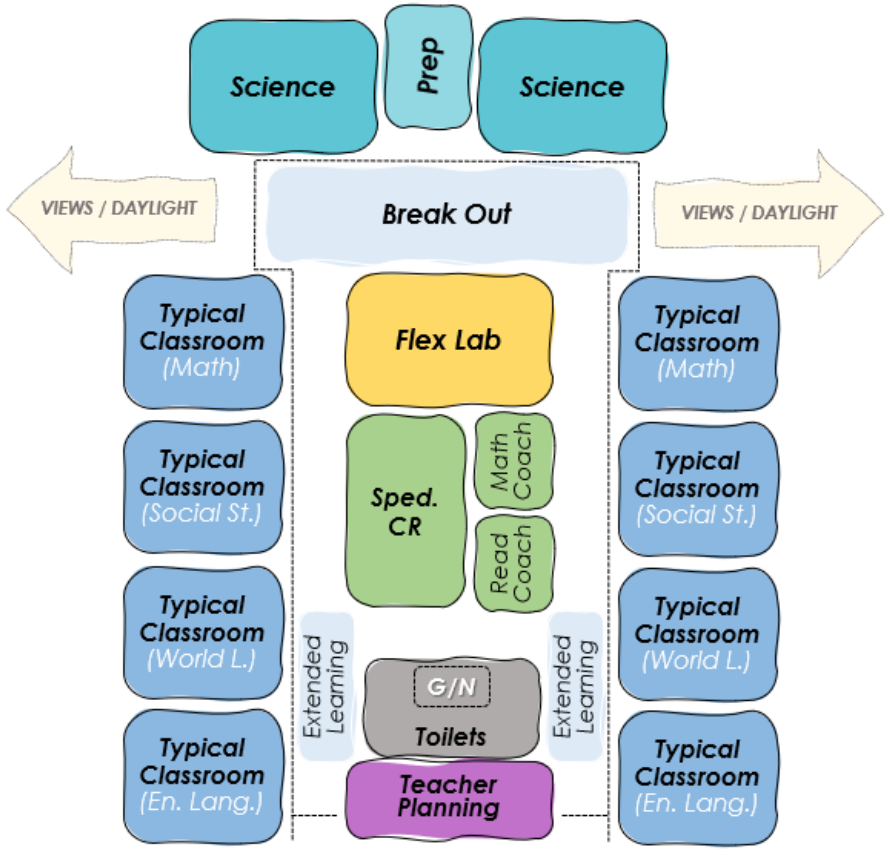
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SMALL LEARNING COMMUNITY – POD SCHEME

TEAM TEACHING

(GRADE LEVEL NEIGHBORHOOD)

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PART 1

PURPOSE & VISION

Rationale 1.1

School Mission 1.2

- *Middle School Philosophy*
- *Core Values and Beliefs*

Long Range Educational Plan 1.3

- *Vision of a Graduate*
- *Strategic Priorities*

1.2 SCHOOL MISSION

Weston Middle School Mission

Weston Middle School, in partnership with the community, strives to empower students to become successful through dynamic, differentiated and authentic learning experiences, while supporting their transition from childhood to adolescence.

District Mission

The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

District Vision

Our commitment to excellence and continued, purposeful innovation will make Weston Public Schools the standard in designing educational pathways and environments that cultivate empowered citizens of the global community.

1.3 LONG RANGE EDUCATIONAL PLAN

Portrait of a Graduate

Weston graduates will have the necessary knowledge, skills, and attitudes to achieve their personal goals and make positive contributions to society. The areas in which Weston graduates must demonstrate their mastery include:

- ***Critical Thinking***
- ***Communication***
- ***Problem Solving***
- ***Creativity***
- ***Caring for Self***
- ***Caring for Others***



Weston Public Schools District Improvement Plan 2023-2024

The 2023-2024 District Improvement Plan (DIP) specifies nine initiatives that are at the core of our work this school year. They serve as the foundation for the four schools' improvement plans as well as the staff's professional goals. All of this work is woven together with intentionality and purpose providing a through line directly to the student and classroom. Our improvement plans have specific action steps, data points, and evidence indicators of success. We believe that if we implement these plans with fidelity, we will strengthen teaching and learning at scale across our schools.

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PART 2

PROCESS & OUTCOMES

Projected Student Enrollment 2.1

Proposed Project Capacity 2.2

Learning / Educational Activities 2.3

- *Introduction to Weston*
- *School Facility Summary*

Overall Instructional Design 2.4

Part 2 also includes:

- ***Middle School Philosophy***
- ***Safety & Security***
- ***Gender Neutral Facilities***
- ***Small Learning Communities***
- ***WELL Building***
- ***Biophilic Design***
- ***Healthy Materials***
- ***Inclusive Design***
- ***Universal Design for Learning***

2.2 PROPOSED PROJECT CAPACITY

Weston Middle School (2033-34) Highest 10-YR Projection	
Student Enrollment Projection	
Grade Level	***# of Students***
Sixth Grade	*196*
Seventh Grade	*189*
Eighth Grade	*189*
Total Students	***574***

Source: SLAM Enrollment Presentation to Weston Public Schools (2023)

Sustainability, Resiliency & Clean Energy

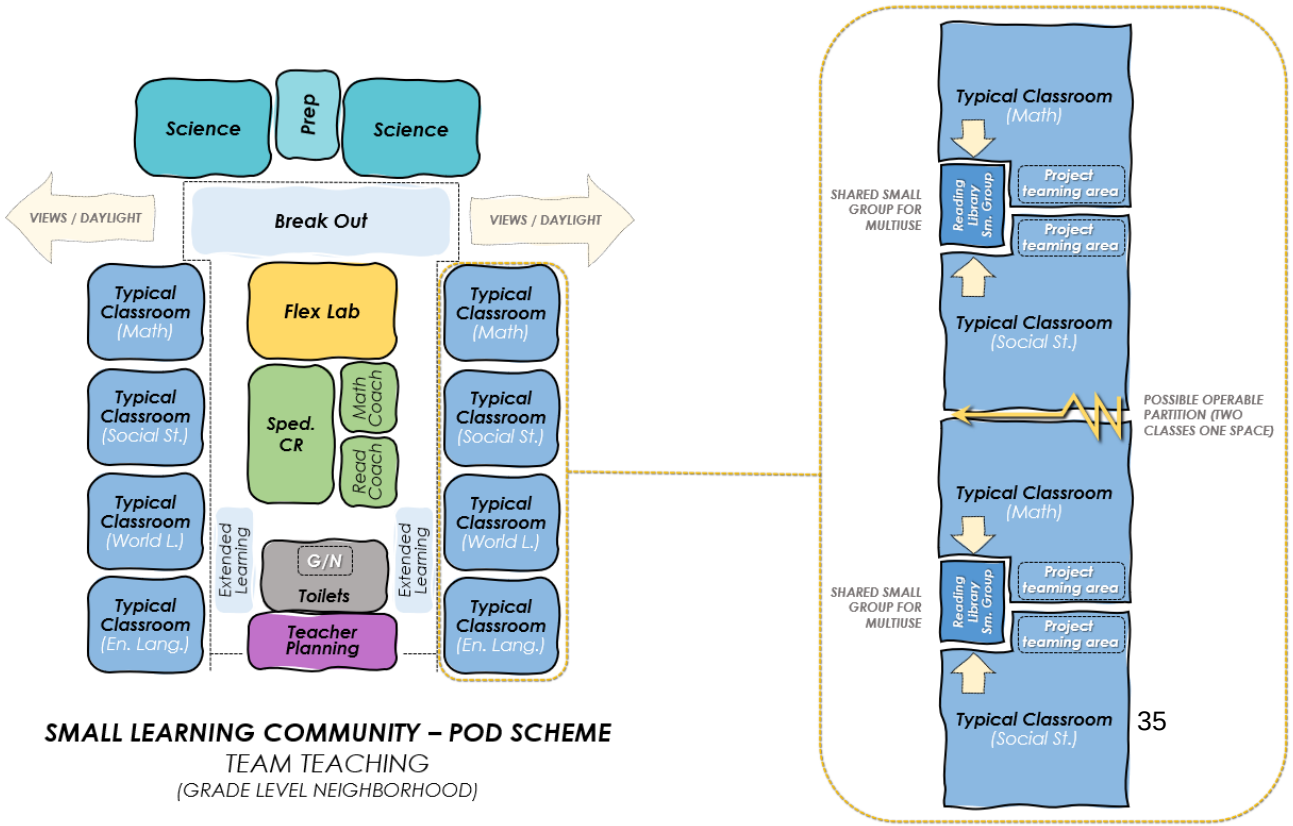
Facilities matter. And sustainable schools, or green schools, are the highest quality learning environments. They provide plenty of light and excellent air circulation and climate control. Green schools save taxpayer dollars - through economies during construction and through long-term savings on energy and utility costs. Green schools can also provide excellent opportunities for student explorations in science, ecology, engineering, and other career & technical fields. Since 2007, Connecticut law has mandated high performance efficiency buildings (CGS § 16a-38k). As required, DEEP has adopted high performance (Green) building construction regulations that incorporate design, construction, and operation practices that preserve the natural environment (RCSA 16a-38k 1-9). These state construction standards are consistent with, or in some cases, have exceeded the Leadership in Energy and Environment (LEED) silver design building rating system. Connecticut's green construction standards help achieve the state's greenhouse gas emission (GHG), energy, and cost reduction goals while driving economic growth.

Source: Connecticut Department of Energy & Environmental Protection High Performance (Green) Building Standards for State Agency Buildings and School Buildings

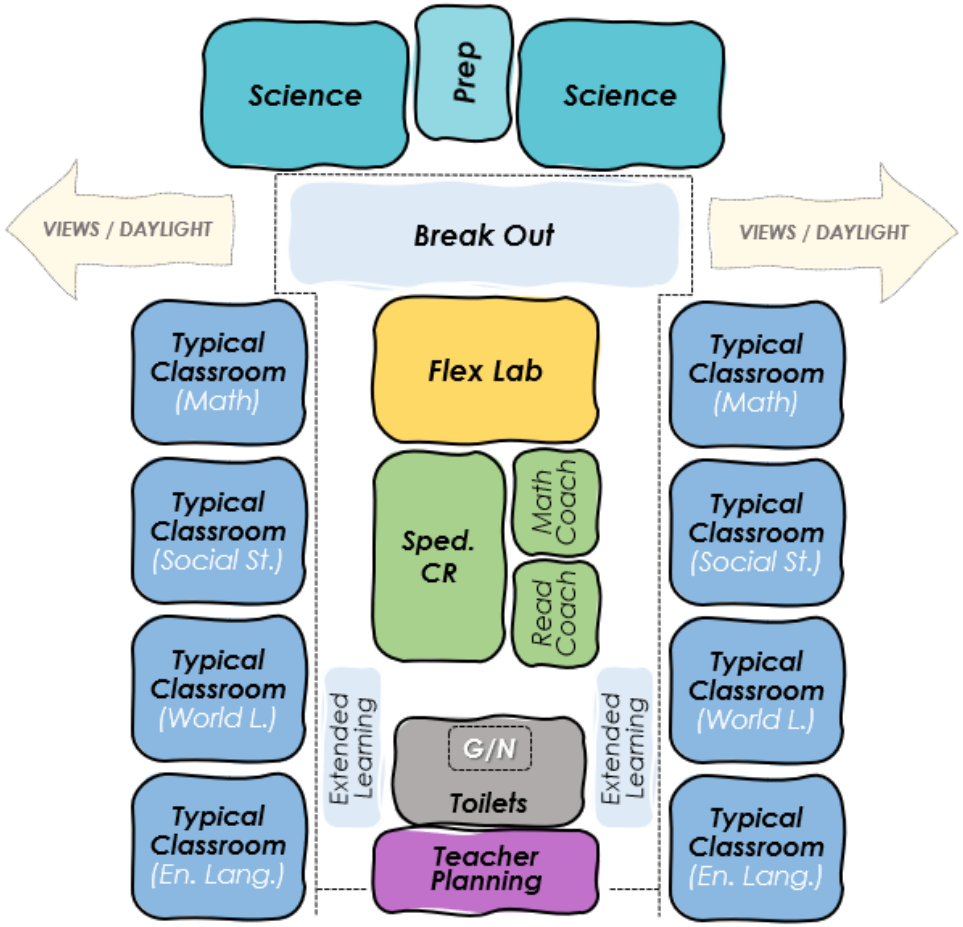
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SPACE PROGRAM & ACTIVITY PAGES

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SMALL LEARNING COMMUNITY – POD SCHEME
TEAM TEACHING
(GRADE LEVEL NEIGHBORHOOD)

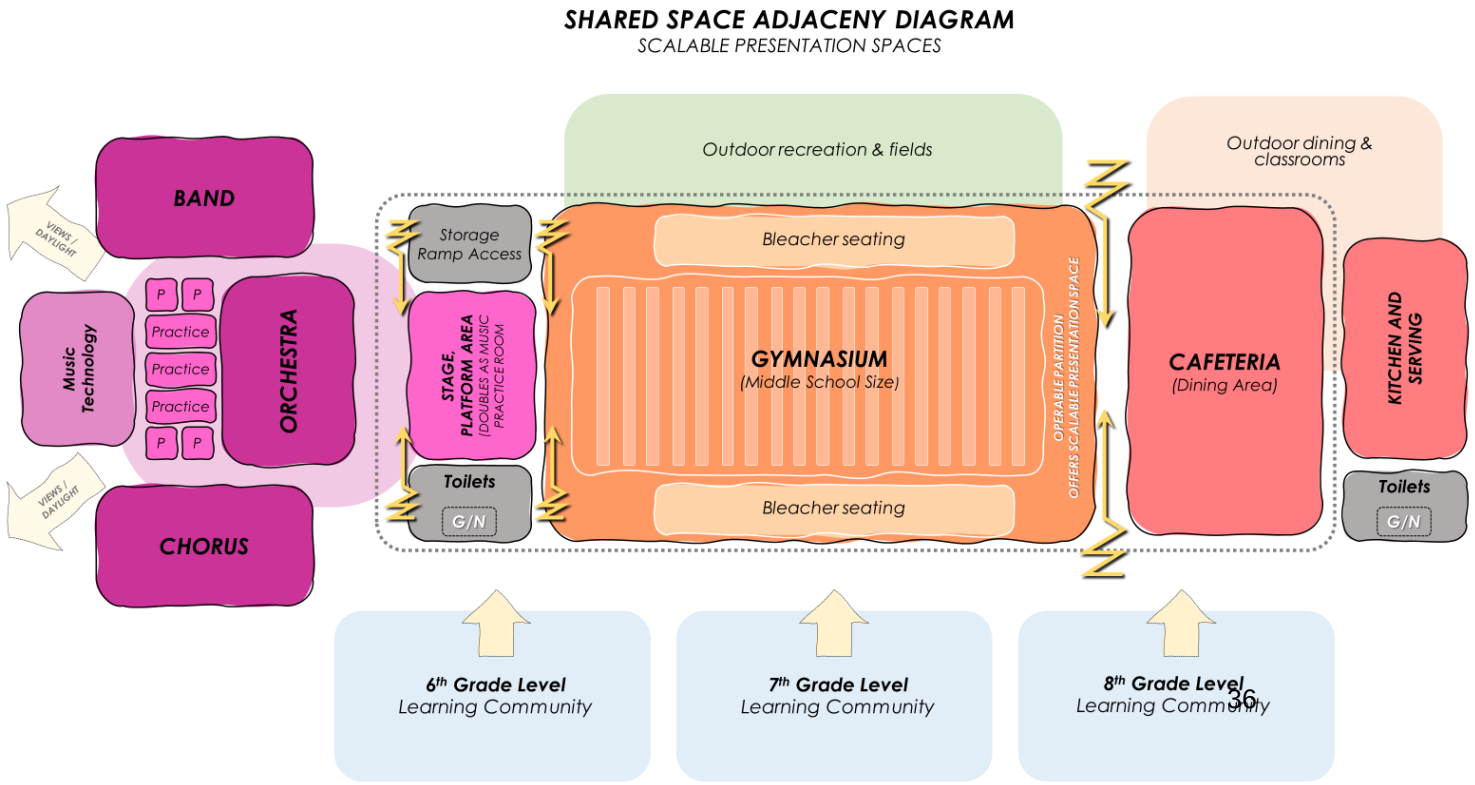


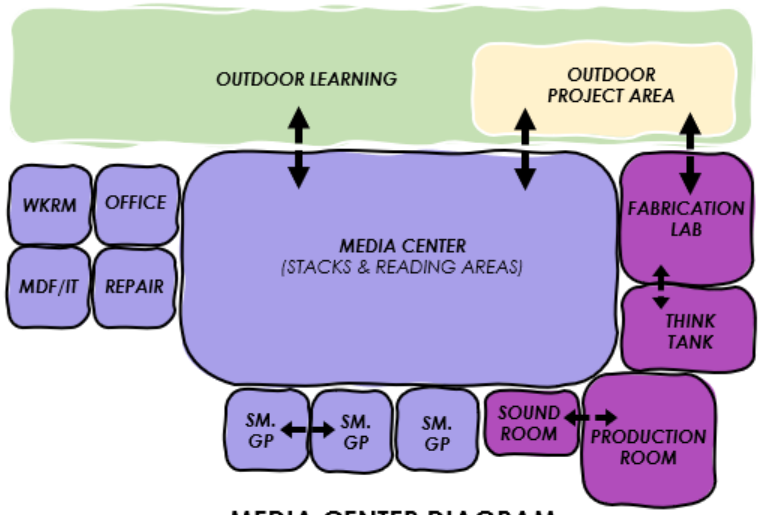
SMALL LEARNING COMMUNITY – POD SCHEME
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PART 3

SPACE PROGRAM & ACTIVITY PAGES

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MEDIA CENTER DIAGRAM
DYNAMIC HUB WITH LABS, GROUP ROOMS, AND OUTDOOR CONNECTIONS

DRAFT Educational Specifications

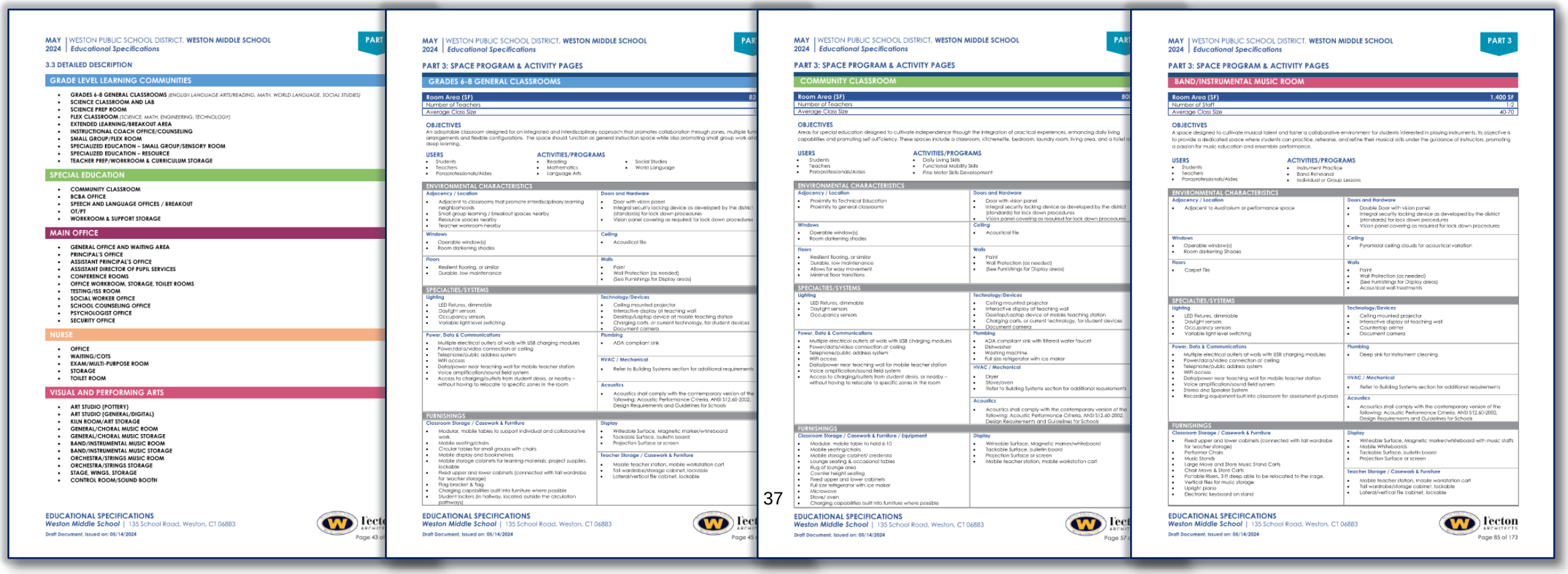
Tecton ARCHITECTS

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3.3 DETAILED DESCRIPTION

GRADE LEVEL LEARNING COMMUNITIES

- GRADES 6-8 GENERAL CLASSROOMS (ENGLISH LANGUAGE ARTS/READING, MATH, WORLD LANGUAGE, SOCIAL STUDIES)
- SCIENCE CLASSROOM AND LAB
- SCIENCE PREP ROOM
- FLEX CLASSROOM (SCIENCE, MATH, ENGINEERING, TECHNOLOGY)
- EXTENDED LEARNING/BREAKOUT AREA
- INSTRUCTIONAL COACH OFFICE/COUNSELING
- SMALL GROUP/FLEX ROOM
- SPECIALIZED EDUCATION – SMALL GROUP/SENSORY ROOM
- SPECIALIZED EDUCATION – RESOURCE
- TEACHER PREP/WORKROOM & CURRICULUM STORAGE

SPECIAL EDUCATION

- COMMUNITY CLASSROOM
- BCBA OFFICE
- SPEECH AND LANGUAGE OFFICES / BREAKOUT
- OT/PT
- WORKROOM & SUPPORT STORAGE

MAIN OFFICE

- GENERAL OFFICE AND WAITING AREA
- PRINCIPAL'S OFFICE
- ASSISTANT PRINCIPAL'S OFFICE
- ASSISTANT DIRECTOR OF PUPIL SERVICES
- CONFERENCE ROOMS
- OFFICE WORKROOM, STORAGE, TOILET ROOMS
- TESTING/ISS ROOM
- SOCIAL WORKER OFFICE
- SCHOOL COUNSELING OFFICE
- PSYCHOLOGIST OFFICE
- SECURITY OFFICE

NURSE

- OFFICE
- WAITING/COTS
- EXAM/MULTI-PURPOSE ROOM
- STORAGE
- TOILET ROOM

VISUAL AND PERFORMING ARTS

- ART STUDIO (POTTERY)
- ART STUDIO (GENERAL/DIGITAL)
- KILN ROOM/ART STORAGE
- GENERAL/CHORAL MUSIC ROOM
- GENERAL/CHORAL MUSIC STORAGE
- BAND/INSTRUMENTAL MUSIC ROOM
- BAND/INSTRUMENTAL MUSIC STORAGE
- ORCHESTRA/STRINGS MUSIC ROOM
- ORCHESTRA/STRINGS STORAGE
- STAGE, WINGS, STORAGE
- CONTROL ROOM/SOUND BOOTH

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Weston Middle School | 135 School Road, Weston, CT 06883
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PART 3: SPACE PROGRAM & ACTIVITY PAGES

GRADES 6-8 GENERAL CLASSROOMS

Room Area (SF) 82
Number of Teachers
Average Class Size

OBJECTIVES

An adaptable classroom designed for an integrated and interdisciplinary approach that promotes collaboration through zones, multiple furn arrangements and flexible configurations. The space should function as general instruction space while also promoting small group work and deep learning.

USERS
- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS
- Reading
- Mathematics
- Language Arts
- Social Studies
- World Language

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to classrooms that promote interdisciplinary learning neighborhoods
- Small group learning / breakout spaces nearby
- Resource spaces nearby
- Teacher workroom nearby

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Room darkening shades

Ceiling
- Acoustical tile

Floors
- Resilient flooring, or similar
- Durable, low maintenance

Walls
- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting
- LED fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Technology/Devices
- Ceiling mounted projector
- Interactive display at teaching wall
- Desktop/Laptop device at mobile teaching station
- Charging carts, or current technology, for student devices
- Document camera

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing
- ADA compliant sink

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture
- Modular, mobile tables to support individual and collaborative work
- Mobile seating/chairs
- Circular tables for small groups with chairs
- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Flag bracket & flag
- Charging capabilities built into furniture where possible
- Student lockers (in hallway, located outside the circulation pathways)

Display
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture
- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

COMMUNITY CLASSROOM

Room Area (SF) 80
Number of Teachers
Average Class Size

OBJECTIVES

Areas for special education designed to cultivate independence through the integration of practical experiences, enhancing daily living capabilities and promoting self-sufficiency. These spaces include a classroom, kitchenette, bedroom, laundry room, living area, and a toilet

USERS
- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS
- Daily Living Skills
- Functional Mobility Skills
- Fine Motor Skills Development

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Proximity to Technical Education
- Proximity to general classrooms

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Room darkening shades

Ceiling
- Acoustical tile

Floors
- Resilient flooring, or similar
- Durable, low maintenance
- Minimal floor transitions

Walls
- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting
- LED fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices
- Ceiling mounted projector
- Interactive display at teaching wall
- Desktop/Laptop device at mobile teaching station
- Charging carts, or current technology, for student devices
- Document camera

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing
- ADA compliant sink with filtered water faucet
- Dishwasher
- Washing machine
- Full size refrigerator with ice maker

HVAC / Mechanical
- Dryer
- Stove/oven
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture / Equipment
- Modular, mobile table to hold 6-10
- Mobile seating/chairs
- Mobile storage cabinet/ credenza
- Lounge seating & occasional tables
- Rug at lounge area
- Counter height seating
- Fixed upper and lower cabinets
- Full size refrigerator with ice maker
- Microwave
- Stove/ oven
- Charging capabilities built into furniture where possible

Display
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen
- Mobile teacher station, mobile workstation cart

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PART 3

PART 3: SPACE PROGRAM & ACTIVITY PAGES

BAND/INSTRUMENTAL MUSIC ROOM

Room Area (SF) 1,400 SF
Number of Staff 1-2
Average Class Size 40-70

OBJECTIVES

A space designed to cultivate musical talent and foster a collaborative environment for students interested in playing instruments. Its objective is to provide a dedicated space where students can practice, rehearse, and refine their musical skills under the guidance of instructors, promoting a passion for music education and ensemble performance.

USERS
- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS
- Instrument Practice
- Band Rehearsal
- Individual or Group Lessons

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to Auditorium or performance space

Doors and Hardware
- Double Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Room darkening Shades

Ceiling
- Pyramidal ceiling clouds for acoustical variation

Floors
- Carpet Tile

Walls
- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)
- Acoustical wall treatments

SPECIALTIES/SYSTEMS

Lighting
- LED fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Technology/Devices
- Ceiling mounted projector
- Interactive display at teaching wall
- Countertop printer
- Document camera

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Stereo and Speaker System
- Recording equipment built into classroom for assessment purposes

Plumbing
- Deep sink for instrument cleaning

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Performer Chairs
- Music Stands
- Large Move and Store Music Stand Carts
- Chair Move & Store Carts
- Portable Risers, 3 ft deep able to be relocated to the stage.
- Vertical files for music storage
- Upright piano
- Electronic keyboard on stand

Display
- Writeable Surface, Magnetic marker/whiteboard with music staffs
- Mobile Whiteboards
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture
- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

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DRAFT Educational Specifications

PART 4

BUILDING SYSTEMS & SITE

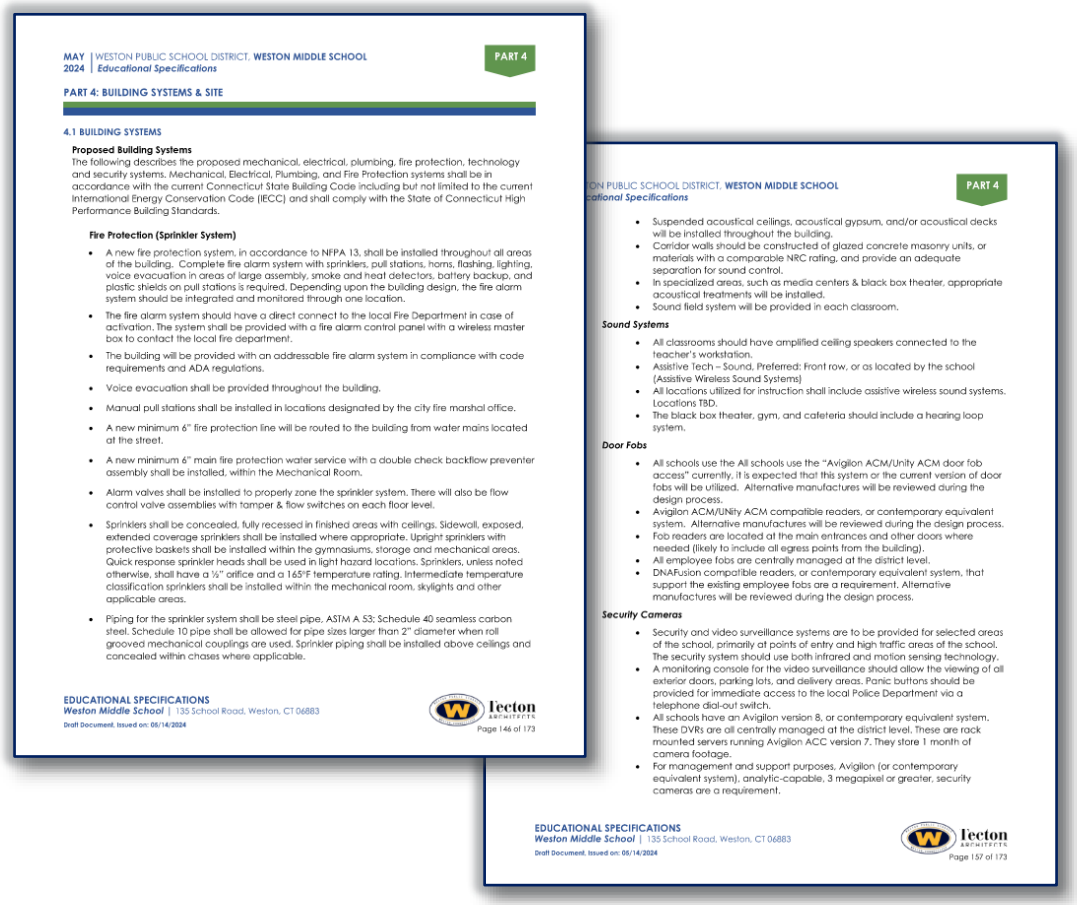
Building Systems.....4.1

Site Development 4.2

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Building Systems & Infrastructure:

1. *Fire Protection*
2. *Plumbing*
3. *Heating and Ventilation*
4. *Electrical Systems*
5. *Lighting*
6. *Fire Alarm*
7. *Technology, Data, AV, Clocks, Phones*
8. *Security & Access Control*
9. *Sustainability, NetZero, PV, Geothermal*



MAY 2024 | WESTON PUBLIC SCHOOL DISTRICT, **WESTON MIDDLE SCHOOL**
Educational Specifications

PART 4

PART 4: BUILDING SYSTEMS & SITE

4.1 BUILDING SYSTEMS

Proposed Building Systems

The following describes the proposed mechanical, electrical, plumbing, fire protection, technology and security systems. Mechanical, Electrical, Plumbing, and Fire Protection systems shall be in accordance with the current Connecticut State Building Code including but not limited to the current International Energy Conservation Code (IECC) and shall comply with the State of Connecticut High Performance Building Standards.

Fire Protection (Sprinkler System)

- A new fire protection system, in accordance to NFPA 13, shall be installed throughout all areas of the building. Complete fire alarm system with sprinklers, pull stations, horns, flashing, lighting, voice evacuation in areas of large assembly, smoke and heat detectors, battery backup, and plastic shields on pull stations is required. Depending upon the building design, the fire alarm system should be integrated and monitored through one location.
- The fire alarm system should have a direct connect to the local Fire Department in case of activation. The system shall be provided with a fire alarm control panel with a wireless master box to contact the local fire department.
- The building will be provided with an addressable fire alarm system in compliance with code requirements and ADA regulations.
- Voice evacuation shall be provided throughout the building.
- Manual pull stations shall be installed in locations designated by the city fire marshal office.
- A new minimum 6" fire protection line will be routed to the building from water mains located at the street.
- A new minimum 6" main fire protection water service with a double check backflow preventer assembly shall be installed, within the Mechanical Room.
- Alarm valves shall be installed to properly zone the sprinkler system. There will also be flow control valve assemblies with tamper & flow switches on each floor level.
- Sprinklers shall be concealed, fully recessed in finished areas with ceilings. Sidewall, exposed, extended coverage sprinklers shall be installed where appropriate. Upright sprinklers with protective baskets shall be installed within the gymnasiums, storage and mechanical areas. Quick response sprinkler heads shall be used in light hazard locations. Sprinklers, unless noted otherwise, shall have a ½" orifice and a 165°F temperature rating. Intermediate temperature classification sprinklers shall be installed within the mechanical room, skylights and other applicable areas.
- Piping for the sprinkler system shall be steel pipe, ASTM A 53; Schedule 40 seamless carbon steel. Schedule 10 pipe shall be allowed for pipe sizes larger than 2" diameter when roll grooved mechanical couplings are used. Sprinkler piping shall be installed above ceilings and concealed within chases where applicable.

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PART 4

- Suspended acoustical ceilings, acoustical gypsum, and/or acoustical decks will be installed throughout the building.
- Corridor walls should be constructed of glazed concrete masonry units, or materials with a comparable NRC rating, and provide an adequate separation for sound control.
- In specialized areas, such as media centers & black box theater, appropriate acoustical treatments will be installed.
- Sound field system will be provided in each classroom.

Sound Systems

- All classrooms should have amplified ceiling speakers connected to the teacher's workstation.
- Assistive Tech – Sound, Preferred: Front row, or as located by the school (Assistive Wireless Sound Systems)
- All locations utilized for instruction shall include assistive wireless sound systems. Locations TBD.
- The black box theater, gym, and cafeteria should include a hearing loop system.

Door Fobs

- All schools use the All schools use the "Avigilon ACM/Unity ACM door fob access" currently. It is expected that this system or the current version of door fobs will be utilized. Alternative manufactures will be reviewed during the design process.
- Avigilon ACM/UNity ACM compatible readers, or contemporary equivalent system. Alternative manufactures will be reviewed during the design process.
- Fob readers are located at the main entrances and other doors where needed (likely to include all egress points from the building).
- All employee fobs are centrally managed at the district level.
- DNAFusion compatible readers, or contemporary equivalent system, that support the existing employee fobs are a requirement. Alternative manufactures will be reviewed during the design process.

Security Cameras

- Security and video surveillance systems are to be provided for selected areas of the school, primarily at points of entry and high traffic areas of the school. The security system should use both infrared and motion sensing technology.
- A monitoring console for the video surveillance should allow the viewing of all exterior doors, parking lots, and delivery areas. Panic buttons should be provided for immediate access to the local Police Department via a telephone dial-out switch.
- All schools have an Avigilon version 8, or contemporary equivalent system. These DVRs are all centrally managed at the district level. These are rack mounted servers running Avigilon ACC version 7. They store 1 month of camera footage.
- For management and support purposes, Avigilon (or contemporary equivalent system), analytic-capable, 3 megapixel or greater, security cameras are a requirement.

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DRAFT Educational Specifications

PART 5

COMMUNITY USES, FURNITURE & EQUIPMENT

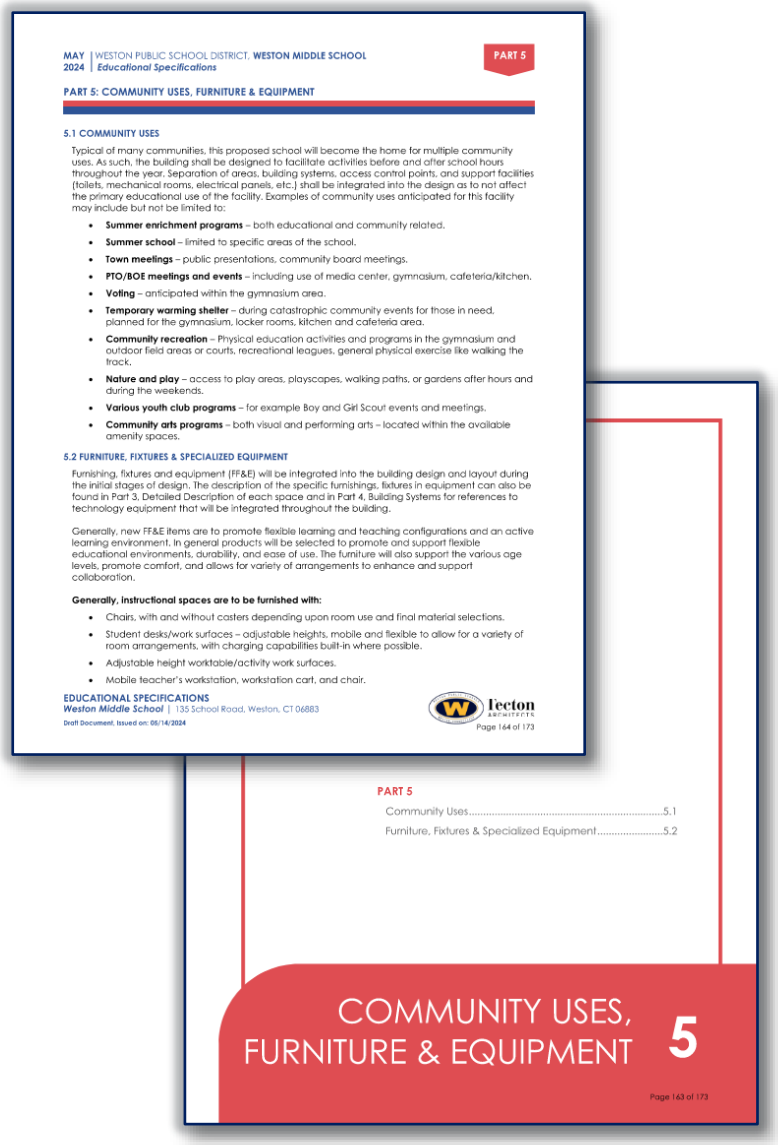
Community Uses.....5.1

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5.1 COMMUNITY USES

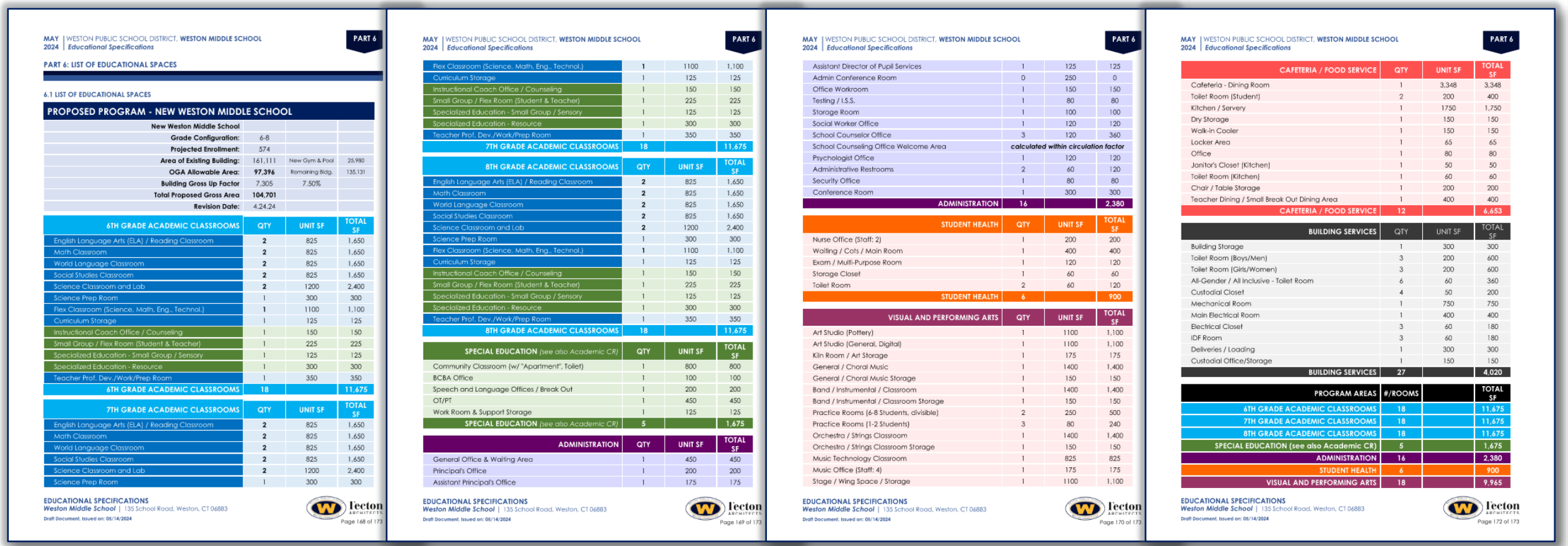
Typical of many communities, this proposed school will become the home for multiple community uses. As such, the building shall be designed to facilitate activities before and after school hours throughout the year. Separation of areas, building systems, access control points, and support facilities (toilets, mechanical rooms, electrical panels, etc.) shall be integrated into the design as to not affect the primary educational use of the facility. Examples of community uses anticipated for this facility may include but not be limited to:

- **Summer enrichment programs** – both educational and community related.
- **Summer school** – limited to specific areas of the school.
- **Town meetings** – public presentations, community board meetings.
- **PTO/BOE meetings and events** – including use of media center, gymnasium, cafeteria/kitchen.
- **Voting** – anticipated within the gymnasium area.
- **Temporary warming shelter** – during catastrophic community events for those in need, planned for the gymnasium, locker rooms, kitchen and cafeteria area.
- **Community recreation** – Physical education activities and programs in the gymnasium and outdoor field areas or courts, recreational leagues, general physical exercise like walking the track.
- **Nature and play** – access to play areas, playscapes, walking paths, or gardens after hours and during the weekends.
- **Various youth club programs** – for example Boy and Girl Scout events and meetings.
- **Community arts programs** – both visual and performing arts – located within the available amenity spaces.



DRAFT Educational Specifications

PART 6 LIST OF EDUCATIONAL SPACES.....6.1



MAY 2024 | WESTON PUBLIC SCHOOL DISTRICT, WESTON MIDDLE SCHOOL | *Educational Specifications*

PART 6

PART 6: LIST OF EDUCATIONAL SPACES

6.1 LIST OF EDUCATIONAL SPACES

PROPOSED PROGRAM - NEW WESTON MIDDLE SCHOOL

New Weston Middle School			
Grade Configuration:	6-8		
Projected Enrollment:	574		
Area of Existing Building:	161,111	New Gym & Pool	25,980
OGA Allowable Area:	97,396	Remaining Bldg.	135,131
Building Gross Up Factor	7,305	7.50%	
Total Proposed Gross Area	104,701		
Revision Date:	4.24.24		

6TH GRADE ACADEMIC CLASSROOMS	QTY	UNIT SF	TOTAL SF
English Language Arts (ELA) / Reading Classroom	2	825	1,650
Math Classroom	2	825	1,650
World Language Classroom	2	825	1,650
Social Studies Classroom	2	825	1,650
Science Classroom and Lab	2	1200	2,400
Science Prep Room	1	300	300
Flex Classroom (Science, Math, Eng., Technol.)	1	1100	1,100
Curriculum Storage	1	125	125
Instructional Coach Office / Counseling	1	150	150
Small Group / Flex Room (Student & Teacher)	1	225	225
Specialized Education - Small Group / Sensory	1	125	125
Specialized Education - Resource	1	300	300
Teacher Prof. Dev./Work/Prep Room	1	350	350
6TH GRADE ACADEMIC CLASSROOMS	18		11,675

7TH GRADE ACADEMIC CLASSROOMS	QTY	UNIT SF	TOTAL SF
English Language Arts (ELA) / Reading Classroom	2	825	1,650
Math Classroom	2	825	1,650
World Language Classroom	2	825	1,650
Social Studies Classroom	2	825	1,650
Science Classroom and Lab	2	1200	2,400
Science Prep Room	1	300	300
Flex Classroom (Science, Math, Eng., Technol.)	1	1100	1,100
Curriculum Storage	1	125	125
Instructional Coach Office / Counseling	1	150	150
Small Group / Flex Room (Student & Teacher)	1	225	225
Specialized Education - Small Group / Sensory	1	125	125
Specialized Education - Resource	1	300	300
Teacher Prof. Dev./Work/Prep Room	1	350	350
7TH GRADE ACADEMIC CLASSROOMS	18		11,675

8TH GRADE ACADEMIC CLASSROOMS	QTY	UNIT SF	TOTAL SF
English Language Arts (ELA) / Reading Classroom	2	825	1,650
Math Classroom	2	825	1,650
World Language Classroom	2	825	1,650
Social Studies Classroom	2	825	1,650
Science Classroom and Lab	2	1200	2,400
Science Prep Room	1	300	300
Flex Classroom (Science, Math, Eng., Technol.)	1	1100	1,100
Curriculum Storage	1	125	125
Instructional Coach Office / Counseling	1	150	150
Small Group / Flex Room (Student & Teacher)	1	225	225
Specialized Education - Small Group / Sensory	1	125	125
Specialized Education - Resource	1	300	300
Teacher Prof. Dev./Work/Prep Room	1	350	350
8TH GRADE ACADEMIC CLASSROOMS	18		11,675

SPECIAL EDUCATION *(see also Academic CR)*	QTY	UNIT SF	TOTAL SF
Community Classroom (w/ "Apartment", Toilet)	1	800	800
BCBA Office	1	100	100
Speech and Language Offices / Break Out	1	200	200
OT/PT	1	450	450
Work Room & Support Storage	1	125	125
SPECIAL EDUCATION *(see also Academic CR)*	5		1,675

ADMINISTRATION	QTY	UNIT SF	TOTAL SF
General Office & Waiting Area	1	450	450
Principal's Office	1	200	200
Assistant Principal's Office	1	175	175
Assistant Director of Pupil Services	1	125	125
Admin Conference Room	0	250	0
Office Workroom	1	150	150
Testing / I.S.S.	1	80	80
Storage Room	1	100	100
Social Worker Office	1	120	120
School Counselor Office	3	120	360
School Counseling Office Welcome Area	*calculated within circulation factor*		
Psychologist Office	1	120	120
Administrative Restrooms	2	60	120
Security Office	1	80	80
Conference Room	1	300	300
ADMINISTRATION	16		2,380

STUDENT HEALTH	QTY	UNIT SF	TOTAL SF
Nurse Office (Staff: 2)	1	200	200
Waiting / Cots / Main Room	1	400	400
Exam / Multi-Purpose Room	1	120	120
Storage Closet	1	60	60
Toilet Room	2	60	120
STUDENT HEALTH	6		900

VISUAL AND PERFORMING ARTS	QTY	UNIT SF	TOTAL SF
Art Studio (Pottery)	1	1100	1,100
Art Studio (General, Digital)	1	1100	1,100
Kiln Room / Art Storage	1	175	175
General / Choral Music	1	1400	1,400
General / Choral Music Storage	1	150	150
Band / Instrumental / Classroom	1	1400	1,400
Band / Instrumental / Classroom Storage	1	150	150
Practice Rooms (6-8 Students, divisible)	2	250	500
Practice Rooms (1-2 Students)	3	80	240
Orchestra / Strings Classroom	1	1400	1,400
Orchestra / Strings Classroom Storage	1	150	150
Music Technology Classroom	1	825	825
Music Office (Staff: 4)	1	175	175
Stage / Wing Space / Storage	1	1100	1,100

CAFETERIA / FOOD SERVICE	QTY	UNIT SF	TOTAL SF
Cafeteria - Dining Room	1	3,348	3,348
Toilet Room (Student)	2	200	400
Kitchen / Servery	1	1750	1,750
Dry Storage	1	150	150
Walk-in Cooler	1	150	150
Locker Area	1	65	65
Office	1	80	80
Janitor's Closet (Kitchen)	1	50	50
Toilet Room (Kitchen)	1	60	60
Chair / Table Storage	1	200	200
Teacher Dining / Small Break Out Dining Area	1	400	400
CAFETERIA / FOOD SERVICE	12		6,653

BUILDING SERVICES	QTY	UNIT SF	TOTAL SF
Building Storage	1	300	300
Toilet Room (Boys/Men)	3	200	600
Toilet Room (Girls/Women)	3	200	600
All-Gender / All Inclusive - Toilet Room	6	60	360
Custodial Closet	4	50	200
Mechanical Room	1	750	750
Main Electrical Room	1	400	400
Electrical Closet	3	60	180
IDF Room	3	60	180
Deliveries / Loading	1	300	300
Custodial Office/Storage	1	150	150
BUILDING SERVICES	27		4,020

PROGRAM AREAS	#/ROOMS		TOTAL SF
6TH GRADE ACADEMIC CLASSROOMS	18		11,675
7TH GRADE ACADEMIC CLASSROOMS	18		11,675
8TH GRADE ACADEMIC CLASSROOMS	18		11,675
SPECIAL EDUCATION (see also Academic CR)	5		1,675
ADMINISTRATION	16		2,380
STUDENT HEALTH	6		900
VISUAL AND PERFORMING ARTS	18		9,965

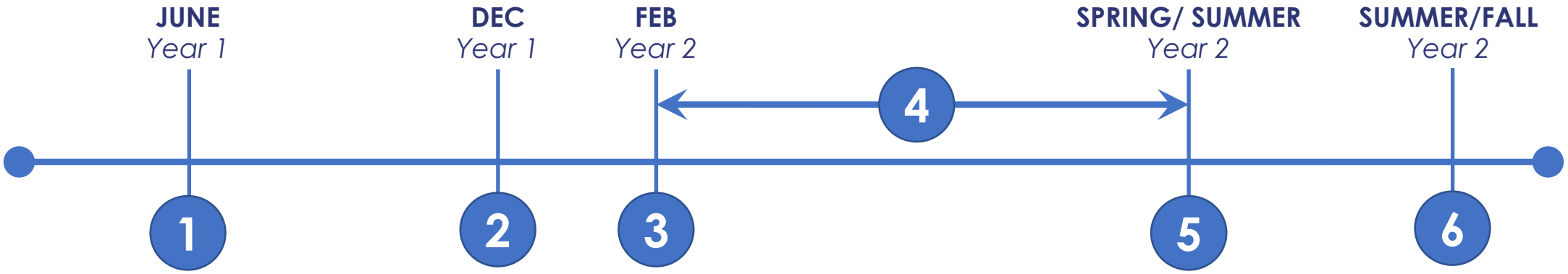
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WHAT'S NEXT

State Grant Application Process ~ Major Components



1. **June 30th** – Annual Application Deadline (*requires funding in place)
2. **December 15th** – DAS submits Priority List to Governor and Education Committee
3. **February 1st** – Education Committee submits approved or modified Priority List to Governor and General Assembly
4. **Spring/Summer** – General Assembly authorizes the Commissioner of DAS to enter into grant commitments on behalf of the State. DAS notifies applicants of grant commitments.
5. **Grant Letter received** – send packages out to bid
6. **Commence Construction**

Resolutions required by OGA

1. *RESOLVED, that the **legislative body** authorizes the **town / district / RESC / academy** Board of Education to apply to the Commissioner of Administrative Services and to accept or reject a grant for the **proposed project** at the **school name.***

2. *RESOLVED, that the **building committee** is hereby established as the building committee with regard to the **proposed project** at the **school name.***

3. *RESOLVED, that the **legislative body** hereby authorizes at least the preparation of schematic drawings and outline specifications for the **proposed project** at the **school name.***

Legislative body – *Town governing body such as town council; except for regional school districts, the town governing body is not the local Board of Education.*

Proposed project – *The type of construction such as alteration or roof replacement for which a grant application will be submitted; multiple facilities may be referenced in one resolution, but the facilities must be separately identified and the type of construction needs to be facility-specific.*

School name – *The specific facility at which the construction will take place; multiple facilities may be referenced in one resolution, but the facilities must be separately identified and separate grant applications for each facility are required.*

Building committee – *A standing building committee or a new building committee formed for the specific project.*

"DRAFT" Proposed Resolutions required by OGA

1. ***RESOLVED,*** *that* ***the Board of Selectmen*** *authorizes the town of Weston's Board of Education to* ***apply to the Commissioner of Administrative Services and to accept or reject a grant*** *for the New Construction at the Weston Middle School.*

2. ***RESOLVED,*** *that the* ***Weston Middle School Building Committee*** *is hereby established as the building committee with regard to the New Construction at the Weston Middle School.*

3. ***RESOLVED,*** *that the Board of Selectmen hereby authorizes at least the* ***preparation of schematic drawings*** *and outline specifications for the New Construction at the Weston Middle School.*

4. ***NOTE ~ A Referendum shall be prepared with an identified date as part of a resolution from the legislative body that sets referendums for the town ****

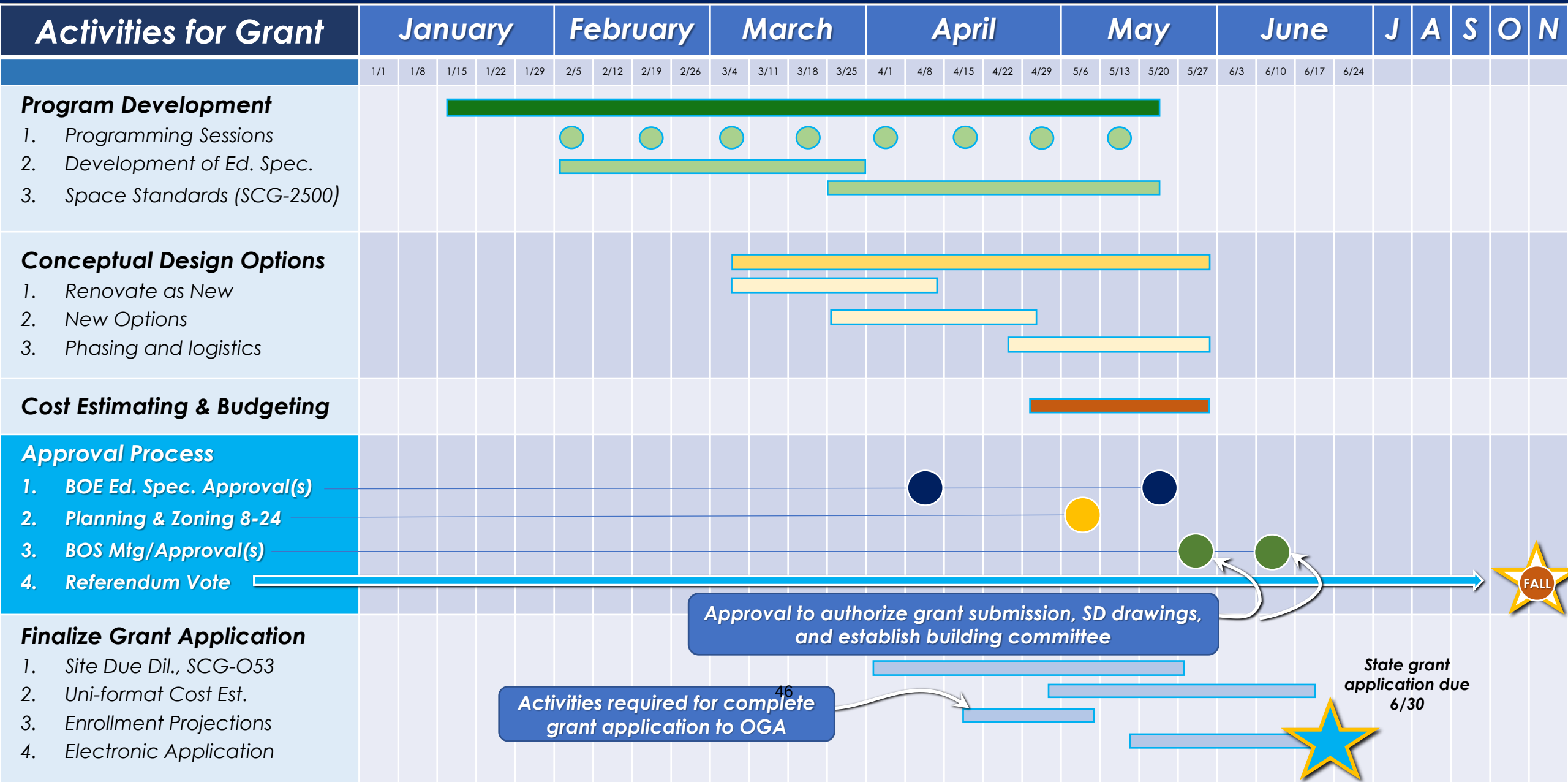
Referendums after June 30th Grant Submission

Sec. 10-283. Applications for grants for school building projects.

(d) No school building project shall be added to the list prepared by the Commissioner of Administrative Services pursuant to subsection (a) of this section, unless the applicant, prior to submitting an application, has (1) secured funding authorization for the local share of the project costs and such authorization has become effective pursuant to the general statutes and local ordinance or charter, **or (2) scheduled and prepared a referendum, if required, the results of which shall be submitted on or before the fifteenth day of November in the year of application.** *The reimbursement percentage for a project covered by this subsection shall reflect the rates in effect during the fiscal year in which such local funding authorization is secured.*

Proposed Milestone Schedule ~ State Grant Application

Tecton ARCHITECTS

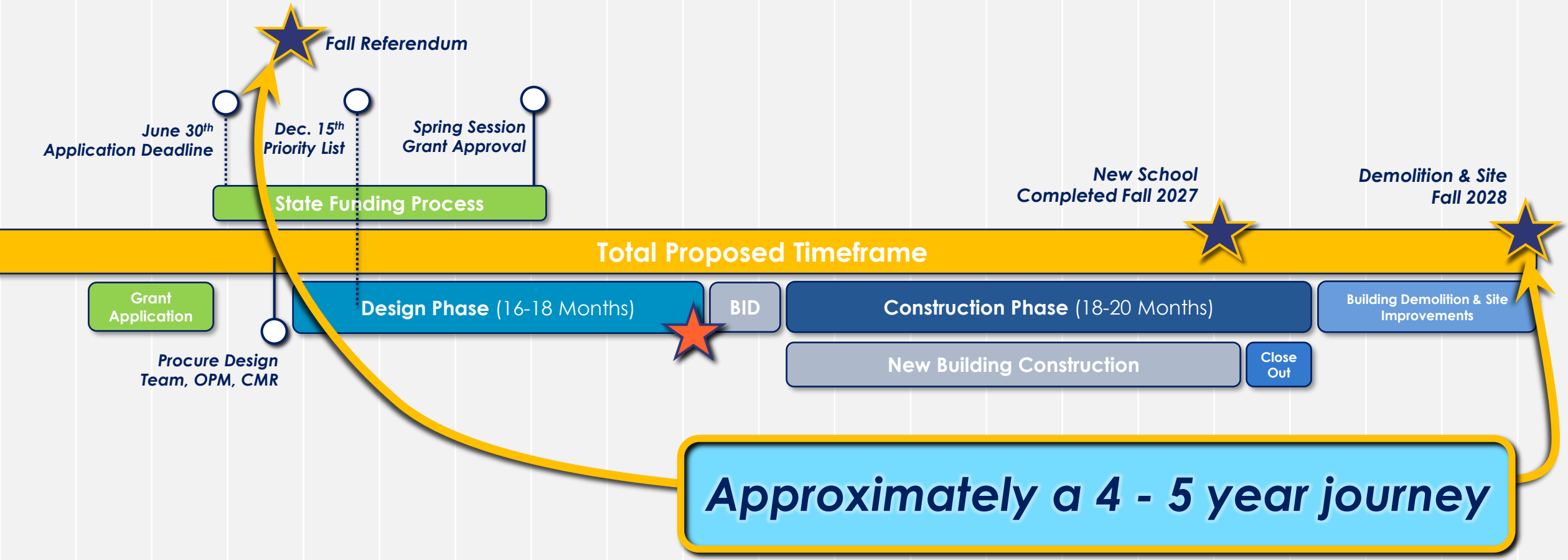


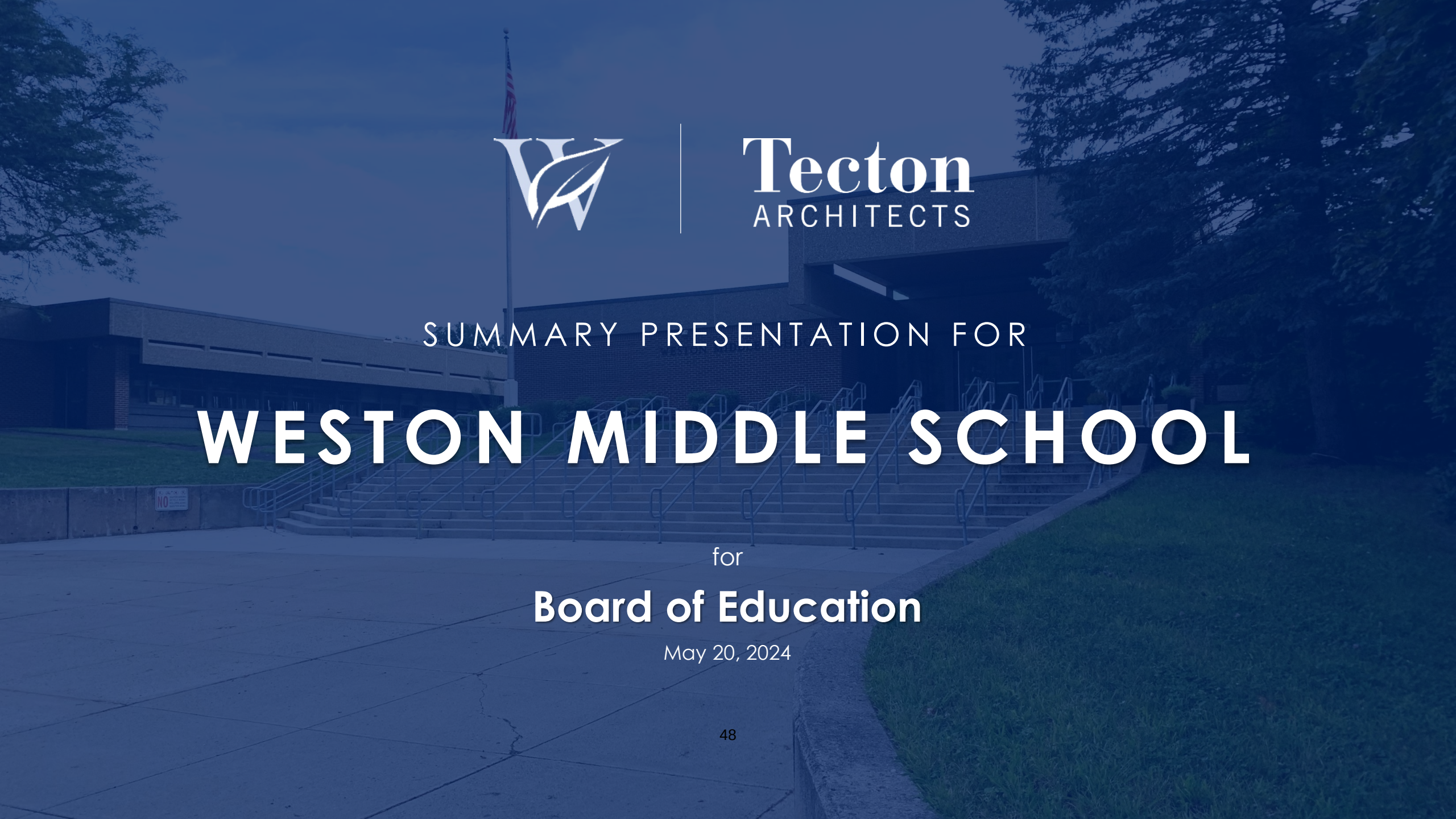
Putting it into Perspective ~ Milestone Schedule

Tecton ARCHITECTS

New

23	2024				2025				2026				2027				2028			
Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4





Tecton ARCHITECTS

SUMMARY PRESENTATION FOR

WESTON MIDDLE SCHOOL

for

Board of Education

May 20, 2024

WESTON PUBLIC SCHOOLS

WESTON MIDDLE SCHOOL

135 SCHOOL ROAD, WESTON, CT 06883

EDUCATIONAL SPECIFICATIONS

MAY 2024

Report Prepared By Tecton Architects, pc
34 Sequassen St Suite 200, Hartford, CT 06106

Tecton ARCHITECTS

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PART 1

Rationale 1.1

School Mission 1.2

- *Middle School Philosophy*
- *Core Values and Beliefs*

Long Range Educational Plan 1.3

- *Vision of a Graduate*
- *Strategic Priorities*

PURPOSE AND VISION 1

PART 1: PURPOSE AND VISION

1.1 RATIONALE

Executive Summary

Since 2021, Tecton has worked with the Town of Weston and Weston Public Schools through the Facilities Optimization Committee (or "FOC") to develop a long-term plan for the district called "STEAM" which stands for the Strategic Town and Educational Assets Masterplan.

Presently in 2024, Tecton is working with Weston Public Schools currently through the Educational Optimization Committee (or "EOC"), to develop a grant application for the first step in this plan:

Build a new 104,701sf Weston Middle School for 574 students in grades 6-8 on the existing site, and separate the pool and secondary gym for community use.

The district intends to maintain the current 4-building campus and preserve the 6-8 grade level configuration at Weston Middle School.

Background

On July 30, 2021, Tecton Architects was commissioned by The Town of Weston through its Facilities Optimization Committee (the "FOC") to provide professional services to the FOC related to the possible consolidation, expansion, closing, and/or renovation of Town educational facilities and certain Town administrative facilities, and the relocation of municipal and school staff offices located in those facilities. The FOC was formed to determine if it was possible to modify the footprint of the school and Town facilities to optimize lifetime costs, improve the learning environment, create appropriate synergies for Town and school staff, and ensure consistency with the Town's Plan of Conservation and Development. The final scope of services, including deliverables, included the following:

- ***A review of existing documentation***, prior studies, and existing conditions analysis to create a broad assessment of existing facilities, noting building condition and/or code deficiencies, as a component of a 10 - 20-year plan.
- ***Studying alterative school layouts***, building plans, site/parking constraints, or building modifications to determine if the current schools have the capacity to accommodate the proposed changes. Benchmarking these buildings in terms of efficient safe space utilization, and any comparable information from the State of Connecticut or DRG A schools.
- ***Studying alternative Town administration layouts***, building plans, site/parking constraints, or building modifications to determine if the existing Town facilities, including any vacated buildings, have the capacity to accommodate the proposed changes.
- ***Formulating a preliminary list of options*** that identifies the pros and cons, the projected cost, effectiveness and benefits, priority or urgency of the needs at each building, and a comparison to the baseline of current school and Town buildings, grade configurations and staff locations already in place.

- ***Identifying other important considerations*** such as short-term swing space, preliminary project schedule, funding sources and eligibility for State reimbursement.
- ***Facilitating review meetings and community conversations*** with the FOC, Town boards, school administration, Town Administrator, and the public, with the goal of soliciting feedback relative to a long-term vision for the efficient and effective use of school and other municipal facilities.
- ***Working with the FOC to deliver a master plan ("STEAM")*** that will provide a framework for capital building projects with estimated project costs for the Town's Capital Plan for the next 10 to 15 years.

Community Engagement & Development of Options

In addition to the technical components outlined above, a series of options were developed that included possibilities for new builds, renovations and yearly capital improvements. These options were continually refined through a collaborative process with a diverse group of stakeholders. From BOE workshops to Community Conversations and surveys, the planning process garnered feedback from residents, staff, educators, board members and administrators. The presentations and community engagement materials utilized throughout this process can be found in the Supplemental Materials section of the report. The Community Conversations and teacher "Think Tanks" held are outlined below:

- ***Held Community Conversation #1 to discuss the Conditions Assessment and Utilization Analysis*** *(11.17.2021)*
- ***Met with Administration to discuss grade configuration potential*** *(12.01.2021)*
- ***Held Think Tank Sessions with Teacher Representatives from HES, WIS and WMS to discuss PK-1, 2-4, 5-8 option and its variants*** *(01.13.2022 & 01.18.2022)*
- ***Attended Town Building Tours for Conditions Assessment of Town Facilities*** *(02.16.2022)*
- ***Held Community Conversation #2 to explore the Proposed Options for School and Town Facilities*** *(3.2.202)*

Summary

This planning process illuminated opportunities across the Town and district, and sought creative solutions to its challenges. Several considerations were critical when developing planning options and ultimately, in selecting a preferred direction. These included:

1. ***Town Needs –*** ability to address facility conditions and optimize wholistically.
2. ***District Needs –*** ability to address capacity issues and prioritize programmatic needs.
3. ***Logistics Considerations –*** site capacity and availability of "swing space" (i.e. where students are housed during construction in order to minimize disruption).
4. ***Fiscal Responsibility –*** maximizing reimbursement from the State of Connecticut and creating value for the Weston community.

About "STEAM" (Strategic Town and Educational Assets Masterplan)

STEAM is intended to serve the district for years to come and guide the decision-making process. The preferred options, as presented to the Facilities Optimization Committee on May 18, 2022, can be found on the Town's Vimeo page: https://vimeo.com/711837771. The plan as outlined may evolve over time to adapt to changing district needs.

- ***What is STEAM?*** STEAM examines Weston's Town & School Facilities wholistically to allow for both long term budgeting and delivery of exceptional programming in a transparent and fiscally responsible way.
- ***How is STEAM different from the FOC?*** The Facilities Optimization Committee (FOC) is an appointed board of volunteers who have been looking at a subset of the town/school facilities. Their work, along with the expertise of Tecton, is a foundation on which STEAM is developed. STEAM is the whole, FOC provides key groundwork for the overall plan.
- ***Who is STEAM?*** Stakeholders, including BOE, BOS, BOF, FOC, Tecton, Town and School Staff, and Westonites, all play an important role in STEAM. Conversations, presentations and collecting the necessary data in an aggregate way is essential. We are all part of this process.
- ***Why create STEAM?*** We are committed to understanding wholistically what the long-term facilities needs are going to be over the next 10 years so that we can have clear direction for grant requests, bonding requests and multi-year capital budgets. The ultimate goal of STEAM will be to develop a roadmap that will align and optimize all of the community's assets, programs, and operations to create the best future for Weston.

Key Components of STEAM

1. ***Building Information –*** a summary of the basic statistics of each facility, including the square footage, vintage, acreage, etc.
2. ***Existing Conditions Assessment –*** review and evaluation the building's MEP, security and structural systems, exterior envelopes, interior finishes, ADA compliance, life safety systems, as well as consideration of the condition of appurtenant structures on the site. This meaningful data about the physical state of the buildings and grounds, gathered via on-site inspections, provides insight and aids in the completion of a long-term Capital Management Plan that focuses on the district's facilities and their mechanical infrastructures.
3. ***Program, Capacity and Utilization Analysis –*** collect insight and feedback on the existing programmatic concerns based on condition and the aspirational goals or future need, assess the existing useable space to determine current programmatic efficiency, and benchmarking analysis of core spaces (gymnasium, cafeteria, media center) against state guidelines in order to provide a comprehensive look at the buildings' impact on administrative/municipal effectiveness or educational delivery with regard to program offerings, educational environment, and student experience. Completed in collaboration with district leadership, faculty and staff, this component also outlines opportunities to address the district's foundational and aspirational goals, remediate logistics and capacity challenges, and support 21st Century Learning initiatives.
4. ***Demographics –*** updated enrollment and demographic forecast report and community data used to calculate the space need based on the highest projected enrollment per building over the next ten years.
5. ***Development of Options –*** a multifactorial approach based on data guided the development of options. These items included: availability of swing space; capacity and condition of the site; building vintage and existing conditions; capacity analysis; other aforementioned benchmarking data; Town-wide initiatives and desired adjacencies; and district pedagogy and educational goals. The primary focus was to determine the highest and best use of the facilities and set the Town and school district up for long-term success.

6. ***Public Engagement –*** These options were discussed, reviewed, modified, and compared at numerous meetings with district leadership and facilities, faculty and staff, the Board of Education, Town Council, district-wide public forums and workshops that were recorded and publicly posted. Multiple media outlets including a project website and email assisted with the communication relative to process and options development.
7. ***Selection of a Preferred Option –*** In 2022, after exploring many options as part of a comprehensive process, the FOC, after several months of dialogue, research, creation and assessment of planning options, and engagement with the Town and other stakeholders, identified final scenarios for discussion, Options 2 and 2+, and Option 5. In 2024, the current direction of the district, informed by the EOC, is to maintain the current 4-building campus and existing grade level configurations.

For more information, please visit the FOC page on the Town of Weston's website: https://www.westonct.gov/government/boards-commissions/appointed/facility-optimization-committee/-folder-354#docan946_942_380.

Or, the STEAM page on the Town of Weston's website: https://www.westonct.gov/government/boards-commissions/appointed/facility-optimization-committee/steam-strategic-town-and-educational-assets-masterplan.

To watch current discussions by the EOC, please visit the WPS BOE Meetings channel on YouTube: https://www.youtube.com/@wpsboemeetings9625/videos.

1.2 SCHOOL MISSION

Weston Middle School Mission

Weston Middle School, in partnership with the community, strives to empower students to become successful through dynamic, differentiated and authentic learning experiences, while supporting their transition from childhood to adolescence.

District Mission

The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

District Vision

Our commitment to excellence and continued, purposeful innovation will make Weston Public Schools the standard in designing educational pathways and environments that cultivate empowered citizens of the global community.

Weston Board of Education

The Weston Board of Education is committed to ensuring the success of the district mission by:

- Supporting a Pre K-12 program that challenges and inspires students to understand diverse perspectives, to become innovative thinkers, creative problem solvers and empowered learners prepared to thrive in an ever-changing world. These are essential for developing global citizens.

- Maintaining a safe community and inclusive climate that honors the uniqueness of every individual independent of race, skin color, religion, disability, gender identity, sexual orientation or other perceived differences.
- Ensuring that the policies, practices and curricula are designed to be equitable and inclusive.
- Constantly challenging itself to evaluate and refine curricula, policies, practices, setting goals, expecting accountability and allocating the appropriate resources to ensure we embody the vision and mission of the district each and every day.

1.3 LONG RANGE EDUCATIONAL PLAN

Portrait of a Graduate

Weston graduates will have the necessary knowledge, skills, and attitudes to achieve their personal goals and make positive contributions to society. The areas in which Weston graduates must demonstrate their mastery include:

- ***Critical Thinking***
- ***Communication***
- ***Problem Solving***
- ***Creativity***
- ***Caring for Self***
- ***Caring for Others***



Weston Public Schools District Improvement Plan 2023-2024

The 2023-2024 District Improvement Plan (DIP) specifies nine initiatives that are at the core of our work this school year. They serve as the foundation for the four schools' improvement plans as well as the staff's professional goals. All of this work is woven together with intentionality and purpose providing a through line directly to the student and classroom. Our improvement plans have specific action steps, data points, and evidence indicators of success. We believe that if we implement these plans with fidelity, we will strengthen teaching and learning at scale across our schools.

District Strategic Goals:

1. ***Ensure that all students see themselves as capable mathematicians -*** The ability to think critically about the world around us is essential. Students need strong analytical and reasoning skills to solve problems and look for solutions in this rapidly changing global world. This year our teachers will focus on embedding student-centered learning in the mathematics classroom. They will actively engage in ongoing professional development and coaching revitalizing how math is taught in our district. Students will learn to make sense of the math, to explain their thinking, to ask questions, and to persevere, through open-ended problems developing a mathematical growth mindset that will serve them well.
2. ***Develop highly proficient readers who understand content and are skilled at critical thinking -*** Our new elementary reading program is centered on direct, explicit, and systematic instruction in phonemic awareness, phonics and word recognition, vocabulary, fluency, and comprehension. The first phase of implementation is grades K-2, which will set the foundation. Elementary teachers will be trained and coached in this new integrated approach to reading for the next two years. As students continue through their middle and

high school years, they will become strong readers able to comprehend, interpret, and evaluate different texts, as well as strong writers. At the secondary level teachers will continue to create and revise units reflective of the Portrait of the Graduate Competencies and incorporate effective strategies to engage and address the needs of all learners in the classroom.

3. ***Elevate students' interests in science preparing them for college, career, and citizenship -*** Scientific literacy is critical to making sense of our complex world regardless of whether students pursue a STEM career. All students need a solid K-12 science education rich in continent and practice to develop habits and skills that scientists and engineers use every day. Our teachers will continue to review the curriculum to ensure that the learning progressions within the Next Generation Science Standards (NGSS) are embedded appropriately and that the student-centered tasks offer choice to promote a higher level of curiosity and engagement. The goal is for our graduates to be able to understand and make informed decisions as global citizens based on their understanding of cross-cutting concepts that link different scientific domains.
4. ***Build connections and create a sense of belonging between and among students, staff, and community stakeholders so that all members of the community feel welcomed and valued -*** This school year as we continue to focus on social and emotional well being, our commitment is to strengthen connections between and among our students, staff, and families. We will accomplish this through intentionality and a personalized approach.
5. ***Empower all students to be responsible digital citizens in a global community by providing a future-ready technology-enhanced K-12 learning environment -*** For the next two years, our district will focus on enhancing the integration of The International Society for Technology Education (ISTE) standards into our K-12 classrooms at scale. Library media specialists will lead this collaborative work with teachers building their professional capacity to leverage these standards in their lesson designs. Our goal is for all students to be empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators.
6. ***Support every newly hired teacher in meeting district expectations -*** Our district team spends considerable time recruiting and hiring the best teachers for our schools. This year our new Director of Human Resources revitalized our August teacher induction program so that teachers had a clear understanding of our district expectations. This year a new Teacher Academy will provide teachers new to Weston a variety of professional development opportunities and operational meetings throughout the year to ensure their success. Sessions include an overview of Weston's Teacher Evaluation Plan, professional goal setting, unit and lesson planning, and technology integration.
7. ***Ensure that students and staff feel physically safe and secure throughout our campus -*** The Weston Public Schools takes the safety of our students and staff very seriously. Students must feel physically safe first above all else. Our new Director of Safety and Security is reviewing all protocols and procedures, building a new security team, and studying our physical infrastructure needs with the Weston Police including our two School Resource Officers.
8. ***Integrate a culture of sustainability across all schools -*** All students need to develop an understanding of sustainability and how it improves the quality of their lives, protects our ecosystem and preserves natural resources for future generations. Starting in our elementary schools, our students learn how to make small changes that help our planet. This school year our key focus is to implement a composting program in our school cafeterias beginning at Weston High School this fall. This is a student-led initiative and speaks to the power of our district green teams.

9. ***Determine a plan for our campus in collaboration with the Town of Weston -*** The Weston Public schools is committed to working with the Town of Weston on a cohesive, integrated plan for schools and town government space. This will involve reviewing facility priorities and costs, creating a timeline through the lens of both district and town needs, analyzing enrollment projections, and setting priorities regarding curriculum and instruction, sustainability, and safety as they relate to facilities design.

Weston Middle School Improvement Plan 2023-2024

Weston Middle School seeks to ensure that all students achieve at high levels by ensuring that they have access to rigorous, standards-based curriculum where instruction is characterized by student-centered learning activities that offer students choice and voice with opportunities to reflect on their own learning. Our curricular and co-curricular programs strive to ensure that students continue to develop their skills as effective communicators, critical and creative problem-solvers, and engaged citizens. We are also committed to providing students with opportunities to express their creativity through strong programs in fine and performing arts. We also seek to ensure that students develop knowledge and skills to make healthy choices.

Priority Areas:

- ***Mathematics:*** Provide support as students transition from 5th to 6th grade, through push-in and small group intervention. Support sixth grade math teachers in implementation of Illustrative Math Curriculum.
- ***School Climate:*** Increase opportunities for parents/guardians to engage with the school. Increase percentage of staff who report that they feel valued and recognized for their contributions.
- ***Instruction:*** Increase teacher repertoire of student-centered instructional strategies that offer students choice and voice and opportunities to reflect on their learning.

Return to Start

PART 2

Projected Student Enrollment 2.1

Proposed Project Capacity 2.2

Learning / Educational Activities 2.3

- *Introduction to Weston*
- *School Facility Summary*

Overall Instructional Design 2.4

PROCESS AND OUTCOMES 2

PART 2: PROCESS AND OUTCOMES

2.1 PROJECTED STUDENT ENROLLMENT

Weston Public Schools worked with SLAM in 2023 to conduct a thorough analysis of housing, demographics, and enrollment trends for the Town. Per their presentation on December 4, 2023, which is included in the appendix, this work included the collection and review of the following data:

- Projection Comparison
- Update of Enrollment Drivers
- Big Picture Enrollment Drivers
- Update of Enrollment Trends
- Enrollment Projection Update
- Appendix A- Low & High Districtwide Projections

Key findings/takeaways from their presentation are as follows:

- According to the 2020 US Census, Weston's population is now 10,354, **a growth of 1.7% over the last decade.** *Note that 2020 Census population does not capture in-migration that occurred during the pandemic.*
- Enrollment projections overall have been performing well.
- Over the last 5-years, projections have been on a consistent trajectory and good banding.
- Birth increases and elevated Birth-K will continue to yield larger K cohorts in the coming years.
- Overall PK-12 enrollments are projected to be stable over the next 5-years averaging 2,144 students.
- Modest growth is projected in the last 5-years reaching 2,250 students by 2031-32.
- PK-2 enrollments are projected to continue to grow (+11.5%) over the first five years then average 506 students.
- Intermediate school enrollments are projected to grow (+11.7%) in the next 5-years as smaller 5th grade cohorts are replaced by larger cohorts. Enrollment is projected nearly reach 550 students by 2032-33.
- Middle school is projected to trough in next 2-3 years at ~470 students, then rebound, with enrollments averaging 535 students over the last 5-years.
- High school is projected to slowly decline and eventually trough at ~640 students in 2029-30, before leveling off at 660 students through 2033-34.
- Lower housing sales and turnover have impacted in-migration, especially at the lower grades.

2.2 PROPOSED PROJECT CAPACITY

Weston Middle School (2033-34) Highest 10-YR Projection ***Student Enrollment Projection***	
Grade Level	***# of Students***
Sixth Grade	*196*
Seventh Grade	*189*
Eighth Grade	*189*
Total Students	***574***

Source: SLAM Enrollment Presentation to Weston Public Schools (2023)

2.3 LEARNING / EDUCATIONAL ACTIVITIES

Introduction to Weston

Founded in October 1787, Weston is a residential community in Southwestern Connecticut (about 45 miles from New York City) with a population of approximately 10,150 residents. Weston features two-acre property zoning, minimal commercial development, an award-winning and high-performing educational system, a vibrant arts community, and an abundance of natural open spaces.

Weston's unique rural, yet sophisticated, environment boasts an absence of heavily trafficked commercial roads. Weston's Town Center is the primary commercial destination and meet-up spot. There one can find the local food market, a bank, dry cleaners, real estate office, post office, a spirits shop, restaurant, and gas and service station. Weston's four-school school campus, Town Hall, Library, and municipal offices are also conveniently located nearby. Weston also has a long tradition of community volunteerism.

Source: Town of Weston website: https://www.westonct.gov/about-us/weston-at-a-glance

Historical Context

Since colonial times the Town of Weston has taken its character from the many generations that have cherished local democracy, broad-based citizen involvement, and a strong sense of community. In the tradition of home rule, Westonites call Town Meetings in the belief that every eligible voter is a legislator.

Weston was an Aspetuck hunting ground until "outlivers" from the town of Fairfield began settling here in the early eighteenth century. Norfield Parish was created in 1757 and the Connecticut General Assembly formally recognized Weston as a separate, incorporated town thirty years later.

Early Weston was agricultural but soon the use of abundant waterpower led to the growth of industry. By 1830 Weston was a thriving town of 3,000 people and home to foundries, a grist mill, ax manufacturing, a furniture plant, and four churches. The population began to decline rapidly by the 1850's, however, due to the opening of the richer agricultural lands in Ohio, the development of steam-powered industry along the coast, and the rise of the industrial towns along the Naugatuck River.

The revival of the Town began early in the 20th century with the arrival of artists, musicians, theater people, writers, and summer residents from New York City, a vanguard of the waves of commuters who first arrived by automobile in the 1930's. This mixture remains and, together with its excellent schools and many conservation-protected lands, continues to give Weston its special character.

Source: Town of Weston website (excerpt from the Weston Town Charter): https://www.westonct.gov/about-us/weston-at-a-glance

Middle School Facility Summary

This facility functions as a middle school for sixth through eighth grade with a current population of 519 students (enrollment as of October 1, 2023). The original portion of the now approximately 161,111 square foot facility was initially constructed circa 1960, with additions and renovations in 1970 when the current entryway, central space and gym/pool were added. Code compliance alternations were conducted in 1989. Subsequent additions and renovations in 1996 saw the construction of the northern-most and southern-most academic areas. The original building roof was replaced in 1993. Windows in the 1996 addition were replaced in 2010 along with isolated roof repairs in this area. Also in 2010, the Learning Commons were upgraded. IT/Tech Lab upgrades occurred in 2014.

The building is one story. From the main entrance, the two gymnasiums, natatorium, and media center are all in fairly close proximity, though travel through the school learning areas is required. The auditorium/cafeteria is located on the opposite side of the building from the main entry, adjacent to the access drive for loading/delivery access. Three courtyards provide natural light but are not utilized for protected outdoor learning opportunities. In addition to the many academic classrooms, the school contains science labs, music rooms, technical education spaces, special education spaces, and visual arts rooms.

The overall condition of the building is poor.

Weston Middle School occupies a shared campus with all the district school facilities along School Road. Revson Field is to the north, Weston High School to the south, followed by Weston Intermediate School and Hurlbutt Elementary School. The site can be accessed from the north or south of School Road, however, buses approach from the south – first dropping off at the high school before reaching the middle school. Buses use the drop-off lane that runs parallel to School Road to drop off students at the building's main entry. Parents use the access drive to the north to drop off students behind the building near the recess area, before looping back around and exiting out onto School Drive.

There are access challenges with the current main entry, given the topography and predominant stair that negotiates this grade change. Currently, there is no accessible route to the main entry. The building's service entrance is outside the kitchen on the north side of the building and accessed by means of the north entrance drive that serves to connect to additional parking in the rear of the facility.

Below is a summary of the existing conditions findings:

Building Condition:

- **Poor**
- **Exterior Envelope** ~ Roof and windows replaced & in good/fair condition overall, wood soffit has decay and insect concern, masonry in fair/good condition – repointing/caulking plan required.

- **Interior ~** Several modifications and improvement (learning commons, project lead the way), block wall cracks @ "new" gym, sag to ceiling tile representative of humidity concerns. Remaining original portions (1960/71) in fair to poor condition, past useful life (millwork, finishes, equipment).
- **Fire Protection ~** None in place.
- **Plumbing ~** Limited number of fixtures in classrooms, some not functioning due to sanitary line issues, original distribution piping.
- **HVAC ~** Humidity control concerns throughout building, no AC in Gym or Café space, combination of pneumatic and electronic controls, majority of systems past useful life.
- **Electrical ~** Mostly fluorescent lighting, LED replacement program, original electrical distribution with limited expansion.
- **Fire Alarm ~** Panel failing, frequent false/problem alarms.
- **Inefficient circulation paths due to relationship of original/addition, duplication of Gym(s) ~** many spaces with limited natural daylight, poor circulation routes.

Programmatic Function:

- Central portion of the building **lacks clarity of circulation and natural daylight.**
- **Lacking the small learning communities** ("neighborhoods") of contemporary middle schools.
- Special education is a growing need, and **SPED spaces are not evenly distributed** throughout the facility.
- **Science classrooms are not large enough** to facilitate the classroom/lab and project-based learning in contemporary education.
- The building **lacks professional development space/meeting areas/collaboration spaces** for teachers.

2.4 OVERALL INSTRUCTIONAL DESIGN

Middle School Philosophy

Weston Middle School has students in grades 6, 7, and 8. Our school is committed to the middle school philosophy built around the teaming model. Each interdisciplinary team is made up of four core academic teachers who share the same students. This model allows these teachers to get to know their students well, ensures consistency of expectations and promotes a sense of community and belonging. Our curricular and co-curricular programs challenge students to achieve at high levels. We strive to build a positive school climate that acknowledges the inherent value of each member of our school community. We have reviewed student performance data from NWEA MAP assessments as well as Smarter Balanced Assessments and Next Generation Science Standards. In addition, we have taken into account feedback from the student, parent and staff school climate survey data as well as the report from the Tri-State Math Consultancy. We are proud of the success we have achieved and the positive feedback from these various reports and we have used this data to inform our next area of work outlined in this school improvement plan.

The early adolescent years are a critical time in a child's academic, physical and social-emotional development. There are inherent challenges connected to the hormonal changes brought on by puberty. Students often begin to notice romantic attractions for the first time. Peer relationships take on increased importance in a child's life. In recent years, access to social media has amplified much

of the traditional drama associated with this age group. Students are given increased independence both at school and at home. With this independence there are increased opportunities to make mistakes. Our focus on helping students learn from their mistakes.

Given the unique characteristics of our student population, it is imperative that we continue our efforts to discourage cliques and actively work to prevent bullying and unkind behavior. The fact that we do not have an honor roll is a purposeful decision to focus less on the grades earned and more on the learning process. We also work to help students develop the skills to regulate their emotions so that our school climate is positive and conducive to effective teaching and learning.

Learning Environment – Big Picture Ideals

- Regularly occupied spaces and spaces where learning takes place shall have natural daylight and views to nature.
- Classrooms shall embody the mission and vision of the school's pedagogy and embrace 21st Century Learning through the facilitation of student-teacher interactions, peer learning, and interdisciplinary collaboration among departments.
- Programs will promote and emphasize the development of creative problem solving and critical thinking. In addition to instructional spaces (classrooms), some specialty areas such as maker spaces, art studios, and music spaces will require slightly larger areas to accommodate hands-on learning, equipment, technology and project storage areas. A program description for classrooms and specialty spaces list is included. Detailed requirements for each space are described in this Educational Specification.
- Flexibility and adaptability shall be creatively applied across the building to maximize use and efficiency of space.
- All spaces shall be accessible, welcoming, safe and supportive in accordance with District policies on Diversity, Equity and Inclusion, Non-Discrimination, and Health and Wellness.
- Acoustic design shall be accounted for across the facility with careful attention to areas of notable concern. Within these spaces, additional acoustic treatments may be applied. In the classroom, technology may be implemented to enhance the effectiveness of the acoustical design, and these rooms should be designed with sufficient sound-absorptive material to comply with any regulatory or state statues. Exterior and interior noise pollution shall be minimized, particularly as relates to HVAC equipment.
- Thermal comfort is paramount across the building and individual control is desirable. Careful attention shall be given to southern facing classrooms to minimize glare and overheating.
- An adequate number of toilet rooms for students, teachers, staff and visitors shall be distributed conveniently throughout the building, with careful attention to the placement of multi-fixture toilet rooms near areas of heavy community use (Gymnasium, Cafeteria, Auditorium, Media Center). By locating facilities in close proximity to these spaces, the building is better able to compartmentalize into zones which benefits both energy efficiency as well as safety and security. Drinking fountains and bottle filling stations are also to be conveniently distributed throughout the building.

WELL Building

The WELL Building Standard is a global rating system for projects and communities dedicated to improving human health, comfort, and wellness in the built environment. While there are certainly shared goals with LEED, (in fact synergies between WELL, LEED and the Connecticut High Performance Building Standard make employing WELL concepts or pursuing WELL certification a seamless part of

the sustainable design process), the WELL Building Standard takes a holistic approach to sustainability – WELL is for people. Developed using a comprehensive medical, scientific and practitioner peer review process, the WELL Building Standard incorporates evidence-based research into the practices of design, construction, and management.

WELL is integral to the design process because we spend 90% of our time indoors*. For schools specifically, the design of the physical learning environment is shown to impact student learning progress by an astonishing 25%**. This makes the concepts presented in the WELL Building Standard critical. WELL addresses the impact that physical environments have on our physical, mental, social, and emotional well-being. These, and other prominent public health concerns such as behavioral and demographic risk factors, are examined holistically to promote positive health outcomes such as:

- How views of nature and natural elements or patterns reduce stress.
- How non-toxic materials improve air quality and reduce allergens.
- How healthy food supports healthy minds.
- How flexible or soft seating creates a sense of belonging, warmth, reduces absenteeism, and promotes collaboration.
- How productivity and our cognitive capacity is improved through carbon dioxide levels, daylight, LED light quality, thermal comfort and acoustics.

**Source: International WELL Building Institute*

***Source: "Welcome To Your World" by Sarah Williams Goldhagen*

As part of the design process, these concepts aim to create a positive human experience. This promise spans from design and functional excellence to constructability, sustainability, and our human health, well-being and potential. The WELL concepts support District initiatives described in mission and vision statements, as well as strategic planning objectives. There are also advantages to partnering WELL with the school curriculum – utilizing the building and site as a teaching tool to foster environmental stewardship, civic responsibility, empathy, ingenuity and project-based learning.

Research from the Harvard T. H. Chan School of Public Health demonstrates that by starting with a focus on student health, you will also positively impact student thinking and student performance. This underscores the WELL Building premise that if we optimize environments where we spend 90% of our time, then our schools will see results in behavior, attendance, academics, and graduation rates.

While students remain a top priority, they are not the only beneficiaries. Staff turn-over and stress levels are reduced and reported higher levels of employee satisfaction attracts new talent to the district. Accompanied by a sense of shared, lived values and confidence in the third-party certification of a safe and healthy building, there is a measure beyond the operational ROI – that sense of community pride, secure in the knowledge that what we build matters for our health, our planet, and future generations.

Wellness concepts in design may include:

- Protected outdoor courtyards promote unstructured play and time spent in nature.
- Outdoor classrooms and gardens invite curiosity and form meaningful relationships while learning to grow their own organic produce.
- Nature walks close to the school provide opportunities to safely and efficiently take a younger class of students outside for a science lesson or project.

- Native plants and bioswales reduce irrigation, provide habitats for local pollinators, and reduce stormwater runoff.
- Natural exterior building materials such as wood and clay brick acknowledge the human scale, natural textures and patterns of biophilic design.
- Sculptural landscape elements and benches arranged in an organic, artisanal form that evokes a sense of beauty and human delight.
- Ample natural daylight fills interior volumes and provides views to nature while canopies and clearstory glazing responsibly protect against glare.
- Non-toxic, durable healthy materials.
- Zones of soft and flexible seating in the classroom to accommodate collaboration, focused work, and technology integration.
- Self-selected seating, and mobile seating that allows students to fidget promotes concentration and best work.
- Neighborhood themes that promote a sense of place and belonging, while also contributing to wayfinding.
- Space in neighborhood corridors and/or classrooms for students to display work fosters a sense of ownership and responsibility.
- Individually controlled thermal environments in classrooms, small group rooms and offices.
- Fully dimmable lighting controls in classrooms.
- Color-tunable lighting in sensory rooms.
- Sound masking systems where noted above.
- Dedicated Outdoor Air (DOA) units providing fresh, filtered air.
- Pre-greening for EV charging stations, solar, etc.
- Low-flow, touch-free sinks and toilet room fixtures conserve water and reduce touch points.

Healthy Materials

"Over the last decade, a growing body of environmental health research has shown that commercially available products, including building materials, commonly contain chemicals known or suspected to be hazardous to human health."* We commonly consult nutrition labels to ensure the food we eat is healthy, so why not do the same for the materials going into our buildings? Research has shown that building materials have an impact on human health, and that children are particularly vulnerable. However, we are all affected by toxic materials in the built environment. By selecting materials thoughtfully, we can improve air quality, daylighting, temperature and humidity control, acoustics, and more. There are resources available that promote transparency of material ingredients, and by prioritizing high-touch, high-occupancy finishes and spaces, the project can have a significant impact while also being budget conscious. The design may include material selection informed by:

- Living Building Challenge (LBC) Declare Label
- Living Building Challenge (LBC) Red List Free
- Health Product Declaration (HPD)
- Cradle to Cradle (C2C) Certification

The team may also choose to create a healthy materials plan which encompasses the following key areas*:

- Establishing Goals and Scope – The desired outcome and the purpose or "why" behind the work
- Establish Roles and Responsibilities – Take an integrated approach and bring the entire team to the table early, including the facilities team
- Setting Priorities – Maximize impact while being budget conscious
- Frequent Check-Ins – Stay on track with ongoing review and documentation
- Develop Measurable Targets – Define how the project will measure its success and identify the appropriate tools required
- Develop a Handbook – Gather all information on goals, targets, maintenance, warranties, repair, replacement that building owners and facilities can refer to and build upon

**Source: AIA Prescription for Healthier Building Materials: A Design and Implementation Protocol, 2018*

Biophilic Design

Biophilia is defined as the "Love of life or living things". It celebrates our intuitive human tendency to seek connections with nature. In the built environment, the incorporation of biophilic design has been proven through research to support mental and physical health, and wellness. Biophilic concepts in design may include:

- Inspiration from nature's patterns or textures.
- Inspiration from nature's colors or tones.
- Inspiration from nature's structure, composition or organization.
- Inspiration from nature's concepts of prospect and refuge to differentiate environments, or scale of spaces.
- Inspiration from local ecology or history for creating a sense of place.

Inclusive Design

Creating, supporting, and sustaining a culture of access and equity requires being responsive to students' backgrounds, experiences, cultural perspectives, traditions, knowledge, interests, and abilities when designing, implementing, and assessing our programs of instruction. Therefore, the intent is to provide learning environments and opportunities that are inclusive, student-centered, rigorous, and equitable through our beliefs, words, and actions.

Universal Design for Learning

Universal design for learning (UDL) is based on the premise that learning should be designed to provide access to the curriculum to the greatest number of students possible to the greatest extent possible.

Since learning is not one-size-fits-all, educators need to tailor the curriculum to address the broad range of skills, needs, interests, and abilities that students bring to the classroom. In the UDL classroom, the teacher proactively designs lessons around all students, including those with disabilities and differing cultural and linguistic backgrounds, learning styles and interests, gifts and talents, etc.

The Common Core State Standards (CCSS) recognize that instructional strategies based on the principles of UDL support student engagement by presenting information in a variety of formats and allowing them to access and express what they know in different ways. The CCSS encourage teachers

to use digital media and other teaching materials with the standards to meet the different needs of students with disabilities.

Source: Connecticut State Department of Education, Universal Design for Learning

Gender Neutral Facilities

As stated in the district's Non-Discrimination (Students) policy, the Board of Education complies with all federal, state, and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, age, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status, or any other basis prohibited by state or federal law, subject to the conditions and limitations established by law.

Providing learning environments and opportunities that are inclusive, student-centered, rigorous, and equitable extends to the toilet and changing room facilities provided throughout the school.

Consideration in each of these facilities includes:

- Number of users, whether single-user or multi-user restrooms with shared sinks and separate toilet compartments.
- Signs and symbols, effectively communicating use of the space.
- Design of dividers and partitions, to provide comfort and privacy.
- Compliance with building codes and fixture counts, including recent amendments to the International Plumbing Code.

Small Learning Communities

Providing students with a safe, supportive environment in which to learn is a top priority in the process and design outcomes. The creation of small learning communities allows multiple benefits of grade-level collaboration and contains all the resources necessary in close proximity to general classrooms. Spaces included in a learning community, in addition to grade level classrooms, consist of breakout spaces, small group rooms, resource rooms, teacher workrooms with faculty toilet, kitchenette and instructional materials storage, as well as student toilets including, including gender neutral facilities. Small learning communities may choose to bring two grade levels together – this has the added benefit of providing flexibility to accommodate any "bubble years" that may cycle through the building. Creating community can and should extend beyond the spaces provided. These neighborhoods can be individualized to incorporate themes, graphics and color palettes that personalize the space, and should provide ample opportunities for the display of student work. All of these design approaches foster a sense of belonging, and serve to create a warm, welcoming environment for all learners. From a safety and security perspective, the arrangement of classrooms into small learning communities allows for better compartmentalization of the building. These areas can be separated from the core building spaces that are used after hours, preventing public access to the classroom learning areas of the school building.

Safety & Security

Embracing school safety as an integral component of facility design necessitates a holistic approach, balancing State guidelines and regulations with consideration for the impact of the built environment on student learning and behavior. This approach yields many positive benefits including:

- Reducing risk.

- Creating a warm and welcoming environment.
- Facilitating proper building function.
- Fostering a sense of physical and social order.
- Creating a sense of ownership by students.
- Maximizing the presence of authority figures.
- Minimizing opportunities for out-of-sight activities.
- Managing access to all school areas.

In 2015, the Connecticut's School Safety Infrastructure Council (SSIC) developed a set of criteria for the design of school building projects. These comprehensive guidelines provide a uniform framework for the assessment of, and subsequent compliance measures, designed to improve deterrence, detection, delay and response across Connecticut's school facilities.

As part of these guidelines, nine primary areas of school infrastructure design were identified as critical elements when creating a secure school building:

1. School Site Perimeter – Access Control, Electronic and Natural Surveillance, Points of Entry and Accessibility, Signage, Lighting, Fencing, Bollards, Landscape
2. Parking Areas and Vehicular and Pedestrian Routes – Access Control, Electronic and Natural Surveillance, Points of Entry and Accessibility, Signage, Lighting, Speed Calming, Landscape, Drop Off/Pick Up Areas, Sidewalks
3. Recreational Areas – Playgrounds, Athletic Areas, Multipurpose Fields
4. Communication Systems – Mass Notification, Alarm and Information Systems, Interoperable Real Time Response Systems, Radio Systems, Wireless Systems and Multimedia Systems
5. School Building Exterior – Building Perimeter, Access Control, Main Entrance/ Vestibule, Administrative Offices/Lobby, Doors, Glazing/Films, Signage, Lighting, Electronic and Natural Surveillance, Locking Systems
6. School Building Interior – Access Control, Electronic and Natural Surveillance, Points of Entry and Accessibility, Classrooms, Large Assembly Areas, Doors, Locking Systems, Signage.
7. Roofs – Access Control
8. Critical Assets/Utilities – Access Control, Electronic and Natural Surveillance, Screens, Critical Building Components, Signage, Hardening, Redundancy, Location 14 Report of the School Safety Infrastructure Council
9. Other Areas – Dumpsters, Receptacles, Hazardous Materials Storage, Signage, Locker Rooms, Rest Rooms, Specialty Areas, Courtyards

Additionally, the principles of Crime Prevention Through Environmental Design (CPTED), provide a strategy that focuses on improving the design of the built environment to help reduce opportunities for conflict and promote positive behavior. As it relates to school design, CPTED may include:

- Natural surveillance – single point of entry, clear administrator sight lines, transparency and visibility throughout the school
- Access management – clear site and building directional signage, natural barriers and landscaping to direct and limit access
- Territoriality – student ownership and personalization of the space, displays of accomplishments and expressions of school identity and pride

- Maintenance – repair and upkeep of space to ensure safety and elevate student behavior to meet the quality of the learning environment

Attention to and investment in these protective design areas have been determined to offer cost-effective, high-benefit solutions for improved school security.

Sustainability, Resiliency & Clean Energy

Facilities matter. And sustainable schools, or green schools, are the highest quality learning environments. They provide plenty of light and excellent air circulation and climate control. Green schools save taxpayer dollars - through economies during construction and through long-term savings on energy and utility costs. Green schools can also provide excellent opportunities for student explorations in science, ecology, engineering, and other career & technical fields. Since 2007, Connecticut law has mandated high performance efficiency buildings (CGS § 16a-38k). As required, DEEP has adopted high performance (Green) building construction regulations that incorporate design, construction, and operation practices that preserve the natural environment (RCSA 16a-38k 1-9). These state construction standards are consistent with, or in some cases, have exceeded the Leadership in Energy and Environment (LEED) silver design building rating system. Connecticut's green construction standards help achieve the state's greenhouse gas emission (GHG), energy, and cost reduction goals while driving economic growth.

Source: Connecticut Department of Energy & Environmental Protection High Performance (Green) Building Standards for State Agency Buildings and School Buildings

Contemporary learning environments must meet today's need for flexibility while accommodating the future demands of faculty and students. Therefore, school buildings need to be resilient and future-ready. Possible strategies, among others, may include:

- **Site Design**: resilient, minimize impervious coverage, mindful of natural environment, native plantings, pollinator pathways, promotes environmental stewardship, enhances outdoor learning/curriculum opportunities
- **Building Siting**: compact footprint, proper orientation, flood mitigation strategies
- **Building Envelope**: passive strategies, daylight harvesting, optimized window to wall ratios, advanced roof/window/wall assemblies
- **Building Systems**: dedicated outdoor air (DOAS), LED lighting systems, building systems automation, low-flow fixtures
- **Building Interior**: healthy materials, no-VOC, recycled content, local materials, green cleaning protocol, biophilic design, color psychology, evidence-based design, reflection of local context
- **Integrated Technologies**: occupancy sensors, daylight sensors, carbon monoxide monitors, building management system (BMS), individual temperature control
- **Sustainable Strategies**: provision for future photovoltaics, geothermal, rainwater collection, graywater reuse
- **Sourcing and Material Selection**: local, renewable, reclaimed resources, ethically sourced

Other Weston Public Schools district goals related to sustainability and future planning may include:

- Composting and Recycling in WMS, WHS
- WIS Acorn School Status
- Active Green Teams
- EDspaces Conference
- Green Schools Conference
- IDEO Workshop (the necessary mindset for purposeful campus, building, & academic design)
- DOE Healthy Buildings National Pilot

Source: Charting Weston's Excellence in Education: Midyear Review of District Goals and Aligned Action Steps – Board of Education Meeting on February 12, 2024

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PART 3

Building Space Requirements.....3.1
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SPACE PROGRAM & ACTIVITY PAGES 3

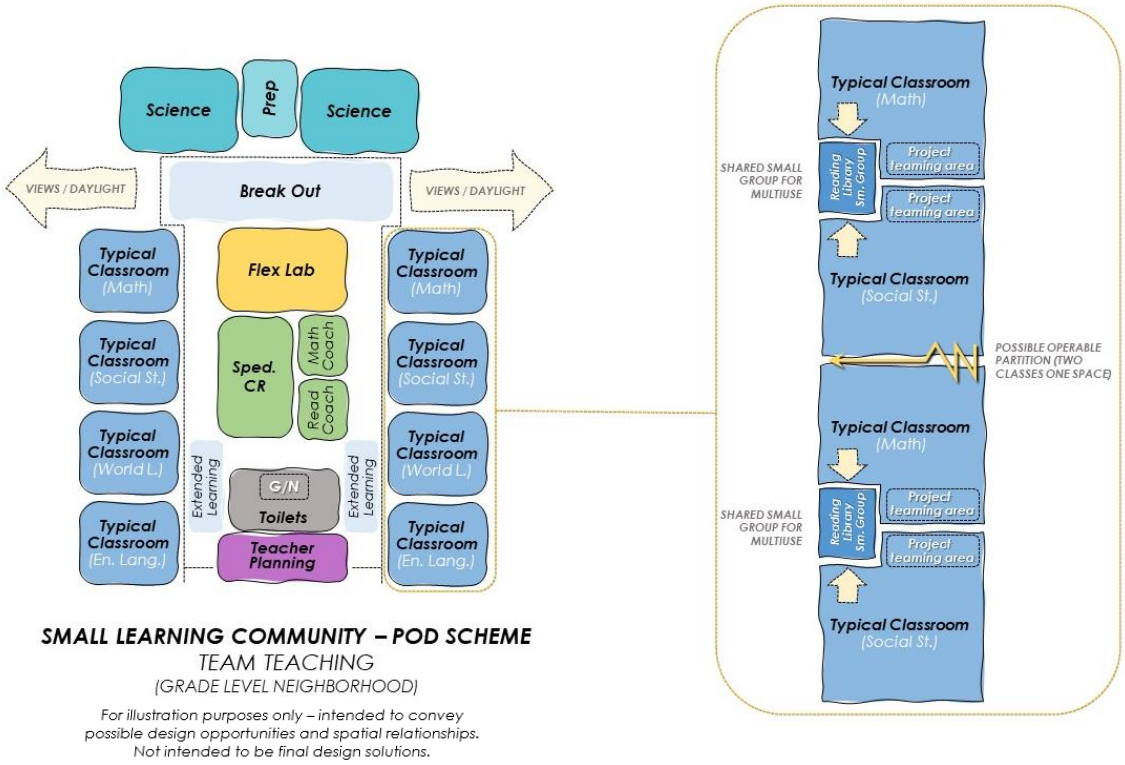
PART 3: SPACE PROGRAM & ACTIVITY PAGES

3.1 BUILDING SPACE REQUIREMENTS

The following is not intended to be an exhaustive list of all building spaces. Please refer to the detailed room descriptions included in this section as well as the list of programmatic spaces for additional spaces within the building.

General Purpose Classrooms/Educational Space

General purpose classrooms are planned to be newly constructed. Each classroom will be approximately **825** square feet and built to accommodate on average **18-30** students per room. The general classrooms will include; a mobile teaching station, mobile file cabinets and furniture inclusive of student desks, worktables and flexibly designed seating, instructional whiteboard or other vertical surfaces for writing/collaborating, interactive display/touch screens, as well as secure storage for teacher's personal/confidential items, bookshelves and student project display areas (tack boards).



SMALL LEARNING COMMUNITY – POD SCHEME
TEAM TEACHING
(GRADE LEVEL NEIGHBORHOOD)

For illustration purposes only – intended to convey possible design opportunities and spatial relationships. Not intended to be final design solutions.

Flexibility and adaptable design for differentiated student learning experiences is the foundation for the design of our classrooms. Group and independent work areas are also considered in the design of each room. All classrooms will have consistent instructional equipment and uniform design. In some classrooms, an acoustic partition will divide the spaces in order to open up two general classrooms into one shared, collaborative space.

The classroom will be designed to promote versatility of areas for presentations, from interactive digital displays, to tackboards, and/or white marker boards. Our instructional model expects that students

and teachers move about the classroom and includes the seamless integration of wireless technology, thereby de-fronting the classroom. Reliability and ease of use of technology will be promoted with consistent equipment and integration into each instructional space.

It is important to note, for security and lockdown purposes, all rooms will be uniform in design and locking feature and function. Student lockers will be placed outside the classroom in a location where they are easily accessible, but do not impede the flow of foot traffic/circulation in the hallways or corridors.

Additional considerations for the general classrooms and small learning communities include:

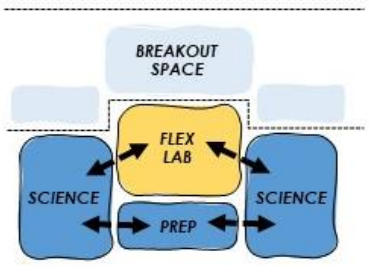
- Space for students to work quietly, work in small groups during class (sometimes with a SPED teacher) or retake a test
- Community meeting space for each team, all team teachers in one pod including SPED teacher
- Built in books space or storage for books for ELA classrooms
- Easily accessible bathrooms for each team/grade
- Outdoor space to bring classes - more than one area, so multiple classes can use without distracting each other (with Wi-Fi access)
- Accessible and multiple plug outlets
- Couch and sitting areas in hallways, social space (student can use to do projects)

Additional considerations for the ELA classooms specifically:

- ELA Classrooms should have built-in shelving for textbooks, class sets of novels, and a class library.
- A connected workroom would be ideal, for student collaboration, small groups, co-teaching, or conferencing with students.
- A classroom large enough for all the desks AND small group tables so students can engage in a variety of activities and collaborative efforts.
- Large wall space (1-2 walls) dedicated for a whiteboard, not covered by a SMART TV.
- Electrical outlets space out around the room so students can charge laptops
- Grade-level book rooms are planned for and located, ideally, as a closet attached to an ELA classroom or a closet in the hallway between the two grade level wings. If it is a shared subject area book room (Social Studies, ELA, Science, and Math) then it is designed accordingly so the space can be used in a practical manner.
- Team pod with student lockers and core team classrooms all in one wing, separate from the other team or grade levels. All classroom doors open into the team common area allowing teachers to all supervise the team hallway.
- The library should also be self-contained and not an open area people walk through
- Desks and chairs that can move easily and quickly
- A large classroom space with differentiated work areas
- A reading nook and better shelving and storage for books
- Tables for group work
- White boards
- Charging station
- Printing station

Science Classrooms/Labs & Prep Rooms

Combined science classroom and lab spaces with shared prep rooms are planned to be newly constructed. Each classroom will be approximately **1,200** square feet to accommodate on average **18-30** students per room in both a lecture and lab setting. A lecture area is desired towards the "front" of the room, and a lab area is desired towards the "back" of the room. Perimeter casework and sinks are desired. A mobile teaching station, mobile furniture inclusive of student desks, worktables and white boards, as well as secure storage for teacher's personal/confidential items, bookshelves and student project display areas (tack boards) and an interactive touch screen(s). An automatic, sound attenuating, durable and folding partition may also be included. Shared prep rooms are planned. Each prep room will be approximately **300** square feet and shall contain a fume hood(s) with proper ventilation, refrigerator, sink, secure upper and lower cabinet storage, countertop prep areas, and open storage for equipment and supplies. Science classrooms shall be designed for flexible use by all science programs. Additional items include:



FLEX LAB & SCIENCE
POSSIBLE CONNECTIVITY

For illustration purposes only – intended to convey possible design opportunities and spatial relationships. Not intended to be final design solutions.

- Perimeter Casework and Sinks - should include adequate sinks for several student groups working simultaneously in the laboratory. The countertops should be a chemical resistant epoxy resin or similar. (take care in disposing current counters which may require special considerations based on their makeup) The electrical outlets in the cabinets should be able to handle multiple 1000W hot plates plugged in with GFI.
- Eyewash – located in each classroom and the prep room
- Prep/Storage Area – with securable cabinets, externally vented flammable cabinet, properly functioning fume hood, space and equipment for cleaning, drying and storing beakers/glassware
- Mobile teacher demo station
- Laboratory Ventilation – proper measures to ensure laboratory spaces are safe and healthy during operation

Flex. Classroom (Science, Math, Eng., Technology)

These lab classrooms are designed as larger, yet sub-dividable, spaces that invite collaboration between multiple departments, use by STEM programs/events, classroom breakout, or project display. The incorporation of one or more acoustically rated folding partitions allow these rooms to expand into one larger space or subdivide into smaller spaces. Alternatively, a folding partition along the corridor wall could be considered to allow even greater flexibility within the learning environment. Each classroom will be approximately **1,100** square feet and will be built/renovated to accommodate on average **18-30** students. These classrooms will include; mobile teaching station(s), mobile file cabinets and furniture inclusive of student desks, worktables and flexibly designed seating, instructional whiteboard or other vertical surfaces for writing/collaborating, interactive display/touch screens, as well as secure storage for teacher's personal/confidential items, bookshelves and student project display areas (tack boards).

Flexibility and adaptable design for differentiated student learning experiences is the foundation for the design of our classrooms. Group and independent work areas are also considered in the design of each room. All classrooms will have consistent instructional equipment and uniform design.

The classroom will be designed to promote versatility of areas for presentations, from interactive digital displays, to tackboards, and/or white marker boards. Our instructional model expects that students and teachers move about the classroom and includes the seamless integration of wireless

technology, thereby de-fronting the classroom. Reliability and ease of use of technology will be promoted with consistent equipment and integration into each instructional space.

Instructional Coach Office/Counseling

Instructional Coach Offices/Counseling rooms are incorporated into the program in order to provide academic support. The space is approximately **150** square feet and is planned to be located in proximity to the general classrooms within each learning community. These spaces are envisioned as private rooms capable of holding small groups of **1-2** students for counseling or individualized intervention. The space will include: teacher desk and workstation for Instructional Coach, Counselor or other staff, guest chairs, small group meeting table, interactive digital display or TV screen for learning, copy/scanner/printers, and writable/tackable surfaces. These rooms may also double as office space for the interventionists, and/or department chairs. This space is also envisioned as directly adjacent to the Small Group/Flex Room.

Small Group/Flex Room (Student & Teacher)

Small Group/Flex Rooms are incorporated into the program in order to provide academic support. The space is approximately **225** square feet and is planned to be located in proximity to the Instructional Coach Office and the general classrooms within each learning community. These spaces are envisioned as private rooms utilized by students and staff. The space should be capable of holding small groups of up to **4-6** students/staff for collaborative work, confidential parent-teacher conferences, counseling, or intervention. The space will include: interactive digital display or TV screen for learning, copy/scanner/printers, writable/tackable surfaces, a variety of flexible and reconfigurable furniture, small group tables, mobile teacher station, and storage for supplies. Additional items include:

- Writable student desks/tabletops - to use for encoding
- Magnetic wall area - for encoding (building words)
- Additional counter space/storage space - for student materials (each student has their specific letter/sound cards, word cards, student consumables - that will not be leaving the classroom etc.)
- Comprehension students need access to texts - bookcases for reading materials/various levels of F and P student texts, novels, informational texts
- Vertical work spaces for students (whiteboard/giant post it pads)

Specialized Education – Small Group/Sensory Rooms

Small Group/Sensory rooms are incorporated into the program in order to collaborate across departments, allow for student group work, sensory therapy and to connect with support program spaces. These rooms are approximately **125** square feet and allow pull-out space for small group learning or individual study/resource. There is one of these rooms planned in proximity to the general classrooms within each learning community. These rooms will also serve, as necessary, for sensory therapy and self-regulation for students who may feel overwhelmed/overstimulated so they may regulate independently and return to class. The Small Group/Sensory rooms should be equipped with dimmable, color tunable lighting, soft seating, flexible seating, interactive display, mobile tables and chairs, and careful attention to paint color selection.

Specialized Education – Resource

Specialized Education Resource rooms are incorporated into the program in order to help students with special needs met the academic expectations of the general education curriculum through the improvement of executive functioning skills. These rooms allow pull-out space for small group learning or individual study/resource/counseling spaces and are located near the classrooms within each

learning community. These spaces are approximately **300** square feet, and are envisioned as private rooms capable of holding small groups of **4-6** students, and are equipped with an interactive digital display board for learning, copy/scanner/printers, and a variety of furniture to designed to promote collaborative discussions, coaching, meetings, etc. Other considerations for special education spaces include:

- Specific location for testing materials with barcoded system
- For reading classes - need flexibility with having student writable desk surfaces or tabletops, magnetic surfaces, bookcases/storage for reading manipulatives and access to narrative and informational texts
- Room/space to conduct testing and/or PPTs (virtual or in person) given the shared nature of all of our spaces and need for confidential locations
- Areas for small group instruction near the general education classrooms

Teacher Prep/Workrooms

Workrooms for faculty and staff will be located in each learning community to encourage departmental and interdisciplinary collaboration. The space is approximately **350** square feet and will include a kitchenette with a sink, refrigerator, microwave and counter storage with upper/lower cabinets. Accommodations shall be made for additional appliances. An accessible faculty toilet room will be provided within or near the workroom. A copier/printer station will be located within this space. A seating area consisting of tables and chairs, soft seating, or "hoteling" workstations will be provided. Storage for instructional materials will be provided within or near the workroom. These curriculum storage rooms are approximately **125** square feet each.

Breakout Spaces

Breakout spaces are incorporated into the program in order to make use of the transitional spaces between the general classrooms, collaborate across departments, allow for student group work/ presentation and connect with support program spaces. Breakout spaces are designed and located near the classrooms in each learning community. These spaces will also serve, as necessary, as additional flex space for teacher collaboration. Flexible, modular seating along with worktables and chairs, writable surfaces, whiteboard/tackboard surfaces, areas for display, interactive display and touchscreen technology will be designed into these instructional areas. An automatic, sound attenuating, durable and folding partition may also be included along one edge of this space to connect with an adjoining room and extend that learning environment.

Specialized Educational Spaces

There are several types of specialized education spaces which are designed into the learning communities and described above. Additional spaces will be designed as follows:

- **Community Classroom (Life Skills)** at approximately **800** square feet is integrated into the program in order to provide special education services focused on the practice of cooking, laundry and basic life skills. The large classroom should contain a functional kitchen, living space (bed, kitchen table, washer/dryer) and a space to complete academic work including an interactive digital display. Careful attention should be paid to the quality of the lighting and the comfortability of furnishings in these spaces. Adjacency to Speech and OT/PT is desirable. Additional considerations for the Community Classroom include:
    - A bathroom within the room or an individual bathroom within close proximity (e.g. same hallway) that is not for staff or larger student body. Other buildings have a single stall handicap accessible bathroom that can be used with regularity by this population. The bathroom should have a sink, toilet, and space for storage for

students' toileting items (change of clothes, diapers/other personal care items, toothbrushes, combs, etc.)

- Storage areas in the room that can be covered/locked to remove items and prevent damage during challenging behaviors
- Kitchen space: refrigerator, stove top, table, dishwasher, sink for ADLs.
- Break area that is separate from work area and includes sensory items
- Dividers in the room that are sturdy and able to be moved or withstand behavioral incidents

- **Board Certified Behavior Analyst (BCBA) Office** will be located in proximity to the Community Classroom. The space is approximately **100** square feet and will include space for focused work, storage and a small table for meetings/conferences.
- **Speech and Language Offices/Breakout** at approximately **200** square feet is integrated into the program in order to provide special education services focused on the improvement of communication, speaking and language skills. This space will be designed for small groups of **3-5** people, equipped with an interactive digital display board for learning, appropriate lockable storage, copy/scanner/printers, and a variety of furniture to designed to promote collaborative discussions, coaching, meetings, etc. This space is also intended to double as office space for Speech and Language Pathologists. The Speech and Language Offices should also include:
  - Access for incoming phone calls directly to the Speech Office
  - Office needs to be big enough to have a table that can fit four students, desk and cabinets/shelving for materials
  - File cabinet
  - Window access
- **Occupational/Physical Therapy (OT/PT)** at approximately **450** square feet is integrated into the program in order to provide special education services focused on mobility, movement and assessment. This space will be designed to accommodate all of the functions of therapy including durable finishes, open flexible space and appropriate lockable storage. This space shall also be designed to serve as an alternative educational space, small group meeting space, or testing environment, therefore proper acoustical separation is required. Specialty equipment is planned in the space and special provisions are required for support from the structure above. The OT/PT room should also include:
  - Room large enough for movement and equipment
  - Sink & mirror in the room for washing hands as well as for ADL skills
  - Storage closet for fine and gross motor equipment with doors
  - Swing hook-up
  - Large therapy mats under swing and for floor activities
  - Desk
  - Table & chairs
  - Filing cabinets for files
  - Possible second smaller space for calm down sensory breaks which all students can access with an adult
- A **Workroom** for special education staff and paraeducators will be located in proximity to the classrooms and office(s). The space is approximately **125** square feet and will include a

kitchenette with a sink, refrigerator, microwave and counter storage with upper/lower cabinets. Accommodations shall be made for additional appliances. An accessible bathroom will be provided within or near the workroom. A copier/printer station will be located within this space. A seating area consisting of tables and chairs, soft seating, or "hoteling" workstations will be provided. Storage for instructional materials will be provided within or near the workroom.

Administration/Main Office ~ **2,380** square feet

Designed for the administration and secretarial team, this central point of contact and communication will accommodate security clearance for visitors. The office will be entered through a secure, electronically controlled **entrance vestibule**, leading visitors directly into the administrative office **waiting area** for up to 6-8 individuals. A customer service counter for staff, parents, vendors and other visitors is provided in this area. Offices for a **Principal, Assistant Principal(s)**, **Assistant Director of Pupil Services**, general secretarial and **administrative support space**, **security office, testing/ISS space**, **large conference room** (10-12 person), accessible **toilet room** and changing/special care space, **storage** for supplies, and a **work area** with a large copier and **staff breakroom** (with sink and refrigerator) are provided in a semi-private secure setting. Note: additional central work/faculty/group rooms with faculty toilet and central supplies have been programmed across the building to maximize operational efficiency and promote interdisciplinary collaboration. TV monitors/wall-mounted displays shall be located throughout the suite and in the main lobby where needed for security, announcements, or other monitoring/messaging as identified by the school staff.

- **Guidance and Counseling Spaces**: Designed for the guidance and counseling team, this suite will be located either within or near the main office in order to provide easy and convenient access for students and administrators. A **"welcome area"** should be included within the suite where comfortable seating in a relaxed environment should be provided. The space will accommodate offices for **Social Worker(s)**, **Psychologist(s)**, and **School Counselor(s),** with appropriate lockable file and storage areas, meeting areas, and any waiting/reception areas as needed. These areas should include:
    - Room large enough for small groups
    - Lockable storage
    - Printer/copier(confidential information is often printed)
    - Furniture to promote collaborative discussions
    - Separate area in room for testing (table)
- The **main lobby** of the building will be designed as a welcoming, inviting and daylit space infused with technology, LED screen(s)/monitor(s) or current technology, interactive display for announcements, other student messaging, or coordination with the building management system. This space may include graphic wayfinding elements or a large format wall graphic connecting to the overall school mission, theme, or aesthetic.

Nurse/Health Office ~ **900** square feet

The nurse will be located near the main office in order to provide easy and convenient access for students and administrators but also to serve students, and parents picking up their students. A **reception/seating area** for up to 2-3 individuals will be located near the entrance of the health office. Storage for supplies, an **area for up to (3) cots** with privacy curtains, one private **exam room**, **accessible toilet(s)** and a locked medicine cabinet and refrigerator will be included. Sinks and other sanitary equipment will be incorporated to meet all health code requirements. Other considerations for the Nurse/Health Office include:

- Number of staff should be 1-2

- Office area separate from waiting and treatment/exam area - glass enclosed to see into the exam/treatment area. Office area should be private to speak to staff/parents via phone or in person
- Office area should accommodate desk space for 2 individuals with attached locking file cabinets
- Office with 2 separate phones/phone lines, computer lines
- Space for 2 computer screens per individual at each desk area
- Office 4-drawer locking lateral file cabinets preferred for health records
- Office fax machine
- All wall cabinets should be locking cabinets
- Refrigerator should have a freezer section or a separate free-standing freezer is needed
- Separate professional ice maker preferred
- Microwave
- 2 Toilets at a minimum
- Window with screen to outside not inner hallway
- Coat closet
- Eye wash faucet

Visual Arts Studio

Two art studios of approximately **1,100** square feet will be flexibly designed to accommodate an average of **18-30** students per room. **Art storage** for supplies and projects will be designed within or immediately adjacent to each space, and may be shared between the two rooms. One of the studios will have an associated **kiln and drying room.** Another will have digital tools and high-powered computers, printers and scanners for digital art, graphic design, and architecture. These classrooms will be equipped with a mobile teaching station, mobile file cabinets and furniture inclusive of student worktables and flexibly designed seating, and instructional white board/interactive display, writable/tackable surfaces maximized around the room, as well as secure storage for teacher's personal/confidential items, bookshelves and student project display areas (tack boards). They are to be designed with durable, easily cleanable surfaces and materials. The art studios will each receive up to three sinks, appropriately equipped with clay traps as required.

Inside the art classroom, the following items should also be considered:

- Storage room for art supplies, carts, Instructional materials and proper storage space for art projects stored for the art show
- Drawers
- Shelves
- Cabinets
- Work station
- Cutting board area
- Proper lighting
- space for tables, dry racks, pottery wheels, easels, paint supply space
- Whiteboard/magnetic board
- Bulletin boards
- Supply storage space
- Natural light

Outside the art classroom, the following items should also be considered:

- Gallery space with circular seating
- Display cabinets for 3D art
- Display boards/strips for artwork around the school
- Option to work outside possible courtyard access from the art classroom

General/Choral Music Room

This large, acoustically designed music room of approximately **1,400** square feet will accommodate **30-60** students. Similar to the Band room, it will be designed to accommodate the acoustical needs of choral practice while acoustically separated from the adjacent program space. **Music storage** will be intentionally designed into this space and/or immediately adjacent to the room. Music playback, built-in speakers and other equipment will be incorporated into the design. Charging stations and storage will also be incorporated for equipment such as iPads, keyboards, etc. A large format touchscreen and sound system will also be incorporated. The space will also contain a sink to allow for proper maintenance of musical instruments. Practice rooms will be connected to, or adjacent to, the Choral room. Additional items include:

- Instrument racks for guitars
- Shared Wenger library system (provides compact storage for library)
- Computer station
- Floor outlets

Band/Instrumental Music Room

This large, acoustically designed music room of approximately **1,400** square feet will accommodate **40-70** students. The space will be designed to accommodate the acoustical needs of instruments and practice while acoustically separated from the adjacent program space. **Instrument storage** will be intentionally designed into this space and/or immediately adjacent to the room. Music playback, built-in speakers and other equipment will be incorporated into the design. Charging stations and storage will also be incorporated for equipment such as iPads, keyboards, etc. A large format touchscreen and sound system will also be incorporated. The space will also contain a sink to allow for proper maintenance of musical instruments. Practice rooms will be connected to, or adjacent to, the Band room. Additional items include:

- Instrument storage lockers/racks
- Sink
- Portable risers that are 4-feet deep
- Storage for stand racks, chair racks, marching instruments
- Clavinova keyboard piano, or similar

Practice rooms are also envisioned in proximity to the Band/Instrumental Music Room. These practice rooms will be scalable: two (2) divisible spaces of **250** square feet will accommodate **6-8** students, and three (3) smaller spaces of **80** square feet will accommodate **1-2** students.

Orchestra/Strings Music Room

This large, acoustically designed music room of approximately **1,400** square feet will accommodate **25-30** students, depending upon configuration and layout. The space will be designed to accommodate the acoustical needs of orchestra and strings while acoustically separated from the adjacent program space. **Instrument storage** will be intentionally designed into this space and/or immediately adjacent to the room. Music playback, built-in speakers and other equipment will be

incorporated into the design. Charging stations and storage will also be incorporated for equipment such as iPads, keyboards, etc. A large format touchscreen and sound system will also be incorporated. The space will also contain a sink to allow for proper maintenance of musical instruments. Practice rooms will be connected to, or adjacent to, the Orchestra room.

Music Technology Classroom

This technologically and acoustically advanced music program of approximately **825** square feet will accommodate an average of **18-30** students. The space will be designed to support two distinct areas for music technology: an area for sound editing which will include high-powered computer workstations, and an area for live audio recording which will include sound isolation booths for recording vocals/instrumentals. A control room may also be desired. The room shall be equipped with a screen/interactive display, writable/tackable surfaces maximized around the room, and flexible furniture shall be incorporated similar to general classrooms. The room should also include secure storage for equipment, rolling whiteboards, and mobile teacher station. Additional items include:

- MAC student work stations
- Teacher work station with MAC computers and digital pianos to match the curriculum
- Floor outlets
- Workstation desks specifically for lab (Wenger piano work stations)

Music Office

A shared office for the team of four (4) music teachers is envisioned at approximately **175** square feet in proximity to the music classrooms. The room shall be equipped with teacher desks and workstations, mobile storage units, guest chairs, small group meeting table, TV screen, copy/scanner/printers, writable/tackable surfaces, cabinet/credenza storage and countertop work areas may also be considered.

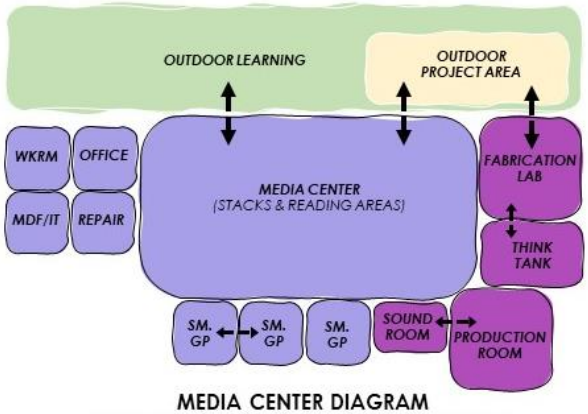
Stage/Wings/Storage

A stage with wings and backstage areas totaling approximately **1,100** square feet is planned in proximity to large shared spaces such as the gymnasium and cafeteria. An associated **control room** of approximately **100** square feet is also planned.

Learning Commons (Library/Media Center) ~ **5,234** square feet

The learning commons will promote 21st Century objectives and become of the cultural heart of the school. Capable of accommodating **multiple classes** simultaneously, this dynamic and adaptable space of approximately **2,009** square feet is designed to contain a traditional collection of reading/reference materials, in addition to providing students with digital tools for research and innovation. The space is intended to provide students with access to flexible/collaborative/digital learning areas that support personalized and project-based learning. Inquiry-based learning, reading/reference materials and electronic resources will be integrated throughout. The following spaces are planned:

- **A media specialist office** at approximately **125** square feet, with separate **workroom, storage** at



MEDIA CENTER DIAGRAM
DYNAMIC HUB WITH LABS, GROUP ROOMS, AND OUTDOOR CONNECTIONS
For illustration purposes only – intended to convey possible design opportunities and spatial relationships. Not intended to be final design solutions.

approximately **125** square feet and **circulation desk** with a view of the commons is designed. Storage and workrooms are designed in proximity to the circulation desk. A sink and worktable will be included in the work room. The workroom will also be equipped with upper and lower cabinet storage maximized around the room.

- **A makerspace/fabrication center (build & design)** of approximately **800** square feet with shall be equipped with interactive display, writable/tackable surfaces maximized around the room, and flexible furniture incorporated similar to general classrooms. Built-in counters with shelving will allow for standing collaborative work or project display. The room should also include space and support for multiple high-powered computers, 3D printers, secure storage for equipment, tools and projects, rolling whiteboards, and mobile teacher station. The learning environment should be arranged similarly to a technology start-up or innovation lab.
- **A "Think Tank"** of approximately **600** square feet with shall be equipped with interactive display, writable/tackable surfaces maximized around the room, and flexible furniture incorporated similar to general classrooms. Built-in counters with shelving will allow for standing collaborative work or project display. The room should also include space and support for multiple high-powered computers, 3D printers, secure storage for equipment, tools and projects, rolling whiteboards, and mobile teacher station. The learning environment should be arranged similarly to a technology start-up or innovation lab.
- **Small group/breakout rooms** of approximately **100** square feet each in are located in proximity to the learning commons and makerspace shall be equipped with flexible, modular seating along with worktables and chairs, writable surfaces, whiteboard/tackboard surfaces, areas for display, and touchscreen technology will be designed into these instructional areas.
- **A multi-media production room** of approximately **800** square feet should be large enough to accommodate a full class of **18-30** students on average with a television or podcasting production/editing lab and **control/sound room** with soundproof recording/studio space. Other devices/equipment to include: lockable storage, mobile cameras supported by technology infrastructure that allows for live recording anywhere in the building.
- A **technology repair office and workroom** is provided at approximately **125** square feet to include open office workstations, storage, and area for active device repair. Power/data and technology requirements should be enhanced in this space.
- An adequately cooled and ventilated **server and storage room (MDF)** and **IT infrastructure room** at approximately **200** square feet will be provided to fully support the facilities' technology infrastructure that will include local storage servers; the building phone system; building security servers and equipment; and a dedicated fiber connection to Town/District main telecommunications infrastructure. There will also be smaller networking closets (IDF) on each floor of the building to support the phone system; and a robust wireless infrastructure in all indoor classrooms, common areas, offices and outdoor classrooms; readily available network connections; and dedicated student computer access areas.
- Multiple teaching areas with interactive touchscreens will be provided within the media center to accommodate group work/class gatherings.
- An acoustic amplification system will be designed for both school (student & faculty meeting) purposes and community use for presentation and meetings.
- Flexible/mobile book storage, tables, seating, and workstation modules for collaboration and study will be incorporated throughout.

Other considerations for the Library/Media Center include:

In addition to housing a physical collection of books, the middle school library media center should be an easily accessible, warm and inviting space that allows for independent learning, full class learning, group activities and tech rich project completion.

- The ideal space provides students with easy access to the collection in a variety of formats including physical books, audiobooks, and digital resources.
- The ideal space will have comfortable reading nooks for students to engage with books in a stress free and safe environment.
- The ideal space provides enough space for multiple classes to meet/work together on cross curriculum projects. This space includes a smartboard.
- The ideal space has two film studios - one dedicated to the morning show and one for students to use to complete independent & curricular based projects.
- The ideal space provides a dedicated room for VR/AR; a safe place teachers can easily bring their classes on field trips or conduct labs.
- The ideal space has dedicated space for high powered computer workstations that students can use to work independently on CAD/CAM projects, 3D modeling, animation, image processing, and digital content creation. These stations will also be used to support the middle school E-sports team.
- The ideal space has a dedicated makerspace - including a class set of iPads, 3D printers, and materials to build robots, drones, etc… along with other traditional makerspace materials for students to tinker with.
- An ideally situated reference desk for library staff, which includes screens for monitoring the cameras placed throughout the space. One that is easily accessible for students but does intrude on other activities.
- Current space also serves as a location for public BOE meetings, need appropriate space and broadcasting/film facilities.

Career and Technical Education (CTE), Computer Science

Middle School is a time when students are encouraged to explore different interests. They study pre-engineering through our **Project Lead the Way Program (PLTW)**. There is a growing interest in project-based, hands-on learning from both a student and teacher perspective. Programs in this field of study help to develop a skilled workforce while providing students with the real-world skills needed to be able to fill these high-need, high-wage careers. These program areas have connections to Math, Art, Science and Special Education. Placing these programs appropriately in the building will allow for a more dynamic educational experience. The spaces connected to advancing this curriculum are as follows:

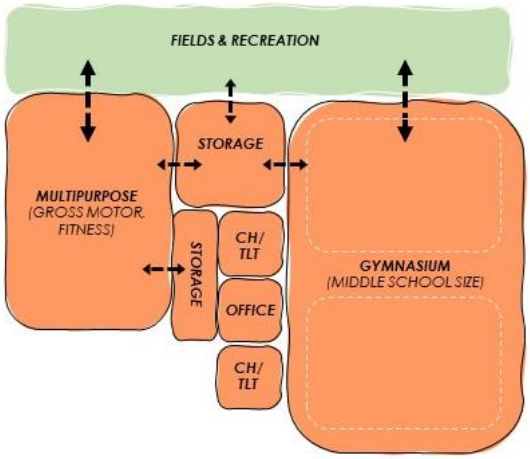
- **PLTW/Technology Education** is designed as a high-tech, adaptable space of approximately **1,500** square feet for an average of **18-30** students. The program promotes opportunities for students to learn **Computer Applications**: to communicate, strategize, and solve problems. The students compare and contrast different kinds of search engines available on the Internet in order to successfully conduct research, and engage in safe Internet practices, especially using student friendly search engines, and etiquette. Students create PowerPoint projects employing proper design techniques in order to both impress and inform. The space may also serve e-sports programs to teach leadership, sportsmanship, and have meaningful conversations around digital citizenship. The room shall be equipped with multiple high-powered computers, screens, and wall/ceiling mounted around the room for running demos or for game display. Writable/tackable surfaces should be maximized around the room, and furniture shall be relatively fixed with high-powered computer stations, and some flexible or soft seating offerings to create a lounge atmosphere. Careful attention should be paid to the

lighting controls and capabilities of this space. Advanced acoustics, speaker/audio systems, and ample charging/power outlets shall be incorporated.

- **PLTW/Robotics** is designed as a high-tech, adaptable space of approximately **1,100** square feet for an average of **18-30** students. The rooms shall be equipped with multiple screens wall/ceiling mounted around the room for running demos. Writable/tackable surfaces should be maximized around the room, and flexible furniture shall be incorporated similar to general classrooms. Built-in counters with shelving to allow for standing collaborative work or project display. Rooms should also include space and support for multiple high-powered computers, robotics, 3D printers, **secure storage** for equipment, rolling whiteboards, and mobile teacher station.
- **PLTW/Technical Education Shop** is designed as a high-ceiling space of approximately **1,100** square feet for an average of **18-30** students with ample daylight and space for full-scale construction of sheds and micro buildings, but also for traditional woodworking, architecture, construction management, industrial design, etc. The shop shall be equipped with a screen/interactive display, writable/tackable surfaces maximized around the room, and flexible furniture befitting the nature/activity of the space. The room should also include secure storage for equipment, rolling whiteboards, and mobile teacher station or workspace. Direct connection to an outdoor plaza/courtyard shall be provided via a large overhead door or similar. The classroom shall be designed to accommodate all required health and safety standards. **Secure storage** for materials, projects in progress, and a drying area shall be provided, along with a finishing room/spray booth that is properly ventilated.
- **Innovation/Flex Lab/Culinary Arts** is designed as a large, flexible classroom/lab of approximately **1,000** square feet for an average of **18-30** students**.** This space should be designed to give students experience in the culinary arts, but the space can flex to serve other program needs as well. A lecture area is desired towards the "front" of the room, and a lab area is desired towards the "back" of the room. A mobile teaching station, mobile furniture inclusive of portable equipment carts, student desks, worktables and white boards, as well as secure storage for teacher's personal/confidential items, bookshelves and student project display areas (tack boards) and an interactive touch screen(s). Equipment requirements and **secure storage** area(s) should accommodate a broad range of supplies for multiple disciplines such as cooking, crafting, sewing, etc.

Gymnasium & Athletics

The **main gymnasium** of approximately **7,250** square feet is designed to accommodate a standard middle school sized basketball court with spectator space around the perimeter. Ideally, the space will accommodate the entire school – all three grades – for assemblies, performances, and other special events. Bleachers will be provided. **Changing room** facilities, including toilets are located nearby. Bench seating will be provided. In addition to the main court goals, the gym will be equipped with retractable and height adjustable side court basketball goals and backboards along with ceiling mounted interactive display projectors for integration into the health and wellness curriculum. The gym will be used for large game activities such as basketball, volleyball and other exercise/wellness programs. An automatic, sound attenuating divider partition wall, at mid-court, will accommodate multiple classes scheduled at the same time.



WELLNESS/PHYSICAL EDUCATION
GYMNASIUM, CHANGING ROOMS, STORAGE/OFFICE, MULTIPURPOSE ROOM

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Other considerations for the gymnasium include:

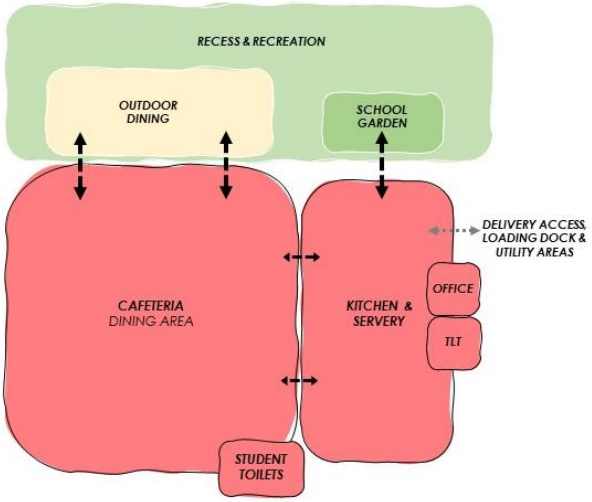
- Need to have adequate "run-off space" for safety
- Access to bathrooms and water from main gym space
- Ability to open doors without breaching security

A large **gym storage room** at approximately **475** square feet for equipment will be provided. A **P.E. office** for four (4) teachers with shared desk space at approximately **200** square feet will be located nearby. Toilet facilities will be located in close proximity to the gym.

- The **multi-purpose/gross motor/fitness center** at approximately **950** square feet will be lightly equipped for use as an auxiliary gym, fitness room, gross motor skills area, or for dance/yoga in support other exercise/wellness programs. Wall mounted screen(s) or interactive display(s) will be incorporated in the room. Fitness equipment shall include free weights, weight machines, and exercise equipment. Magnetic whiteboards or bulletin boards shall also be provided. The room shall include adequate electrical supply for ceiling mounted speakers and drinking fountain with bottle filler. Secure storage will be provided within the space for cleaning supplies, devices, and personal/confidential items. The space is designed to accommodate two smaller courts with limited spectator space around the perimeter. Bleachers will not be provided. The gym will be equipped with retractable and height adjustable main court goals and backboards along with ceiling mounted interactive display projectors for integration into the health and wellness curriculum. The gym will be used for wrestling and other exercise/wellness programs. It will be located in proximity to the main gymnasium and associated toilet/locker room facilities. Storage for this space is combined with the main gymnasium.
- A **health classroom** that is large enough to accommodate a full class of **18-30** students on average can occur in spaces within the small learning community, or in a dedicated space with collaborative spaces nearby. Writable/tackable surfaces should be maximized around the room. Technology to include screens/interactive display, and flexible furniture/millwork storage and mobile teacher station shall be incorporated similar to general classrooms.

Food Service Area: Kitchen, Servery & Cafeteria ~ 6,653 square feet

The **3,348** square foot **cafeteria** is anticipated to accommodate a student school capacity of up to **574** students served lunch in 3 lunch waves of approximately 191 students for each wave. Students are allotted up to 20 minutes per lunch wave to pick up lunch, eat/socialize, and dispose of garbage, but additional time for lunch is ideal should scheduling allow. The cafeteria will accommodate other uses throughout the day including professional development meetings, study hall, and at times evening community events or events for parks & recreation, etc. An automatic, sound attenuating, durable and folding partition will also be included for division of the cafeteria. Music playback, built-in speakers, interactive display and other equipment will be incorporated into the design. Charging stations and storage will also be incorporated for equipment such as iPads, laptops, etc. A large format touchscreen/projector and



CAFETERIA AND KITCHEN
CONNECTION TO OUTDOORS, GARDEN/FARM TO TABLE

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sound system will also be incorporated. **Toilet facilities** for students will be directly adjacent to the cafeteria. The cafeteria will open onto a courtyard or plaza for **outdoor dining**. A large **storage room** of approximately **200** square feet will be provided for chair and table storage.

The **kitchen and servery** of approximately **1,750** square feet can accommodate two serving lines with an automated payment system. The District's food service provider will develop all final equipment requirements and menu offerings with the school administration.

The **kitchen** will include the following:

- Preparation Area ~ **1,750** square feet
- Serving Area (square feet included in above) – frontage of at least **55 feet.**
- Dry Storage ~**150** square feet
- Walk-in Cooler ~ **150** square feet
- Walk-in Freezer ~ **150** square feet
- Reach-in Cooler in addition to walk-in
- Reach-in Freezer in addition to walk-in
- Staff Lavatory ~ **60** square feet
- Kitchen Manager Office ~ **80** square feet
- Locker Room ~ **65** square feet
- Dish Room ~**160** square feet
- Custodial Closet ~ **50** square feet

Equipment List

- Double sink preparation tables each with one (1) standard faucet and one (1) pre-rinse faucet
- Slicing machine
- 2 - Warmers
- Food processor
- Upright blast chiller
- Microwave oven to be located in cafeteria
- Two (2) Double Deck Convection Ovens
- One (1) Combi-Oven
- One (1) Convection Steamer
- One Tilt Skillet
- One Pizza Oven
- One (1) 6- Burner Range
- Three (3) compartment sink assembly with drain boards for pot and pan washing; each compartment shall measure 21" x 27" x 12" deep at a minimum (consult with food service and kitchen manager for preferred size); a pre-rinse spray assembly required at one (1) sink compartment
- Hot & Cold Food Stations
- Deli Stations
- Express Stations for self-serve foods and dry display snacks
- Refrigerated merchandisers for bottled beverages
- Cashier stations strategically located at the exit from the Servery
- Mobile condiment stations to be located at the exit of the Servery

Utility Requirements

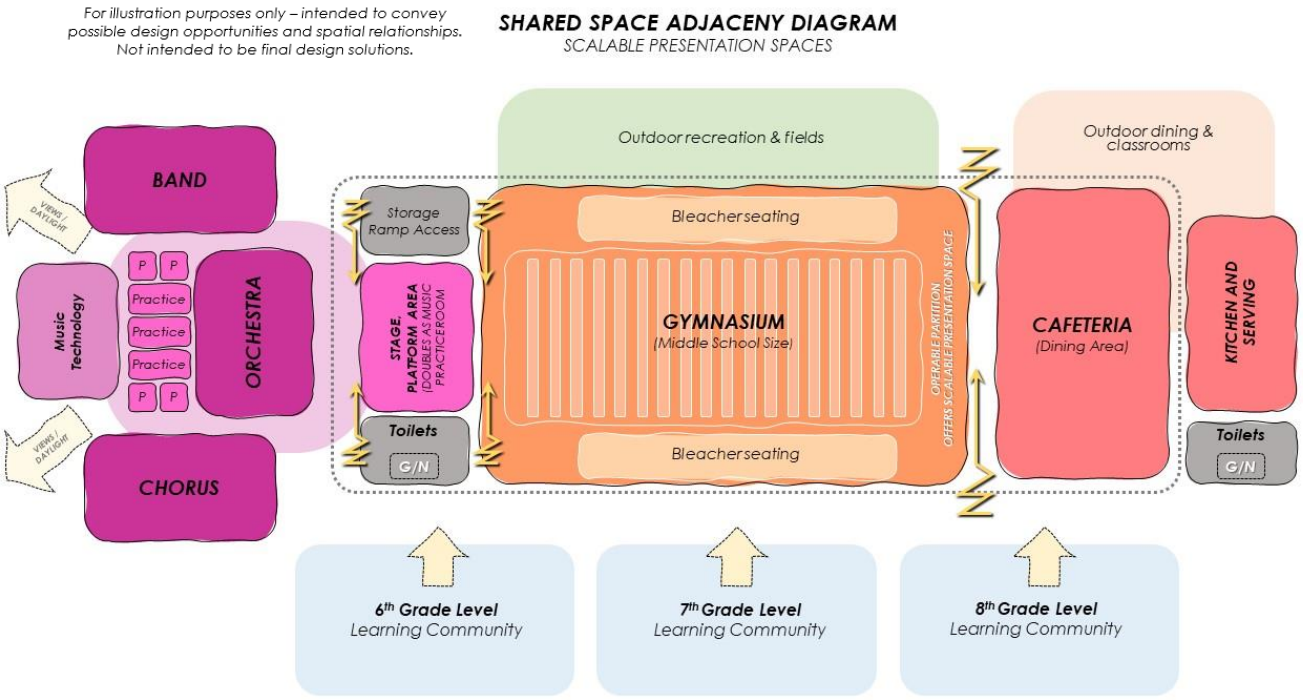
- Utility Distribution System
- Walk-in refrigerators and freezers will require back-up generator power; audio/visual temperature alarm; refrigeration control alarm; temperature alarms to be wired to "Building Monitoring System

- Water conservation methods
- Provide High Efficiency Energy Star Label Equipment & lighting
- Exhaust hoods: Demand Control Ventilation Package
- Temperature maintenance, water filtration and sanitation to promote food safety
- Exterior in-line grease trap to conform to FOG Program

An area for receiving/deliveries, including a loading dock, is planned in proximity to the kitchen and storage areas.

Faculty Dining/Breakout Dining Area

An area for teachers and staff to break for lunch or gather and socialize is designed at approximately **400** square feet to include a kitchenette with a sink, full-size refrigerator, microwave and counter storage with upper/lower cabinets. Other appliances may be incorporated as required. A seating area consisting of tables and chairs, soft seating, or "hoteling" workstations will be provided. Connections to the outdoors for outdoor dining should be considered. ***Note:*** this may also occur within the central work/faculty/group rooms with faculty toilet and central supplies have been programmed across the building to maximize operational efficiency and promote interdisciplinary collaboration.



Flexible, Multi-Functional Spaces

Where possible, the creation of scalable, flexible and multi-functional spaces shall be incorporated. For all-school assemblies or performances, the opportunity to create adjacencies between the Gymnasium, Cafeteria and a music classroom can offer additional gathering and performance venues within the building. The scalability of these spaces and the incorporation of durable, automatic, foldable and sound attenuating partitions can isolate or open up these spaces based on need.

3.2 EDUCATIONAL SUPPORTING SPACES

Mechanical and Custodial

Non-instructional space to be used for building systems includes the following; mechanical and electrical rooms, data closets, MDF/server rooms, shop and custodial maintenance areas, general building storage, employee locker and toilet areas, boiler room, sprinkler and water supply valves controls, custodian wet closets, elevator and elevator machine space. Exterior site maintenance equipment storage (mowers and snow machines, blowers etc.) will be provided with a separate exterior entrance. An outdoor storage area will also be provided for maintenance equipment and storage as needed. Additionally, the boiler/systems room will have exterior access. A building supply/receiving **loading dock** will be designed in proximity to the cafeteria and garbage pickup area. A space for efficient storage of custodial and maintenance supplies will be located within this area.

Athletic Courts and Fields

(Refer to Building Systems and Site)

Plazas, Courtyards and Outdoor Classrooms

(Refer to Building Systems and Site)

Safety & Security

Safety is of utmost importance to our schools and community. Safety and security of the project will be developed through a series of strategies – both through design and operations of the facility. This project will integrate CTED (Crime Prevention Through Environmental Design) design principles for both the building and site. Both active and passive techniques will also be implemented throughout the project with the overall goal to deter, delay and avoid breeches in the security of the facility. The design of the site will include the implementation of clear sight lines from visitor parking, drop off, and delivery access to the main administration space of the building.

Minimal setback distances will also be incorporated through the use of plazas, sidewalks, and various planting techniques. All points of access will be electronically controlled and monitored with video surveillance. Once inside the building, the circulation paths will be separated into layers of access from the public entrance through to the education space via electronically controlled access doors set on hold opens. While we have illustrated a few of the safety infrastructure elements for the project, the entire facility will be based upon Connecticut's School Safety Infrastructure Council (SSIC) criteria for the design of school building projects. These comprehensive guidelines provide a uniform framework for the assessment of, and subsequent compliance measures, designed to improve deterrence, detection, delay and response across Connecticut's school facilities.

3.3 DETAILED DESCRIPTION

GRADE LEVEL LEARNING COMMUNITIES

- **GRADES 6-8 GENERAL CLASSROOMS** *(ENGLISH LANGUAGE ARTS/READING, MATH, WORLD LANGUAGE, SOCIAL STUDIES)*
- **SCIENCE CLASSROOM AND LAB**
- **SCIENCE PREP ROOM**
- **FLEX CLASSROOM** *(SCIENCE, MATH, ENGINEERING, TECHNOLOGY)*
- **EXTENDED LEARNING/BREAKOUT AREA**
- **INSTRUCTIONAL COACH OFFICE/COUNSELING**
- **SMALL GROUP/FLEX ROOM**
- **SPECIALIZED EDUCATION – SMALL GROUP/SENSORY ROOM**
- **SPECIALIZED EDUCATION – RESOURCE**
- **TEACHER PREP/WORKROOM & CURRICULUM STORAGE**

SPECIAL EDUCATION

- **COMMUNITY CLASSROOM**
- **BCBA OFFICE**
- **SPEECH AND LANGUAGE OFFICES / BREAKOUT**
- **OT/PT**
- **WORKROOM & SUPPORT STORAGE**

MAIN OFFICE

- **GENERAL OFFICE AND WAITING AREA**
- **PRINCIPAL'S OFFICE**
- **ASSISTANT PRINCIPAL'S OFFICE**
- **ASSISTANT DIRECTOR OF PUPIL SERVICES**
- **CONFERENCE ROOMS**
- **OFFICE WORKROOM, STORAGE, TOILET ROOMS**
- **TESTING/ISS ROOM**
- **SOCIAL WORKER OFFICE**
- **SCHOOL COUNSELING OFFICE**
- **PSYCHOLOGIST OFFICE**
- **SECURITY OFFICE**

NURSE

- **OFFICE**
- **WAITING/COTS**
- **EXAM/MULTI-PURPOSE ROOM**
- **STORAGE**
- **TOILET ROOM**

VISUAL AND PERFORMING ARTS

- **ART STUDIO (POTTERY)**
- **ART STUDIO (GENERAL/DIGITAL)**
- **KILN ROOM/ART STORAGE**
- **GENERAL/CHORAL MUSIC ROOM**
- **GENERAL/CHORAL MUSIC STORAGE**
- **BAND/INSTRUMENTAL MUSIC ROOM**
- **BAND/INSTRUMENTAL MUSIC STORAGE**
- **ORCHESTRA/STRINGS MUSIC ROOM**
- **ORCHESTRA/STRINGS MUSIC STORAGE**
- **STAGE, WINGS, STORAGE**
- **CONTROL ROOM/SOUND BOOTH**

MEDIA CENTER

- MEDIA SPECIALIST OFFICE
- MEDIA SPECIALIST STORAGE/WORKROOM
- READING ROOM/STACKS/MEETING AREAS
- MULTIMEDIA PRODUCTION ROOM WITH EDITING AREA
- PRODUCTION CONTROL ROOM/SOUND BOOTH
- MAKERSPACE/FABRICATION CENTER (BUILD & DESIGN)
- THINK TANK
- BREAKOUT SPACES/SMALL GROUP ROOMS
- IT OFFICE/TECHNOLOGY REPAIR
- MDF ROOM

CAREER & TECHNICAL EDUCATION, COMPUTER SCIENCE

- PROJECT LEAD THE WAY – TECHNOLOGY EDUCATION & STORAGE
- PROJECT LEAD THE WAY – ROBOTICS & STORAGE
- PROJECT LEAD THE WAY – TECHNICAL EDUCATION/SHOP & STORAGE
- INNOVATION/FLEX LAB/CULINARY ARTS & STORAGE

WELLNESS/PHYSICAL EDUCATION

- GYMNASIUM
- GYM & MULTI-PURPOSE STORAGE
- CHANGING/TOILET ROOMS
- MULTI-PURPOSE FITNESS ROOM/GROSS MOTOR
- P.E. OFFICE

CAFETERIA/FOOD SERVICE

- CAFETERIA
- STUDENT TOILET ROOMS
- KITCHEN & SERVERY
- DRY STORAGE
- WALK-IN COOLER
- STAFF TOILET/LOCKER ROOM
- KITCHEN OFFICE
- JANITOR'S CLOSET (KITCHEN)
- CHAIR/TABLE STORAGE
- TEACHER DINING / SMALL BREAKOUT DINING AREA

BUILDING SERVICES

- BUILDING STORAGE
- TOILET ROOM (BOYS/MEN)
- TOILET ROOM (GIRLS/WOMEN)
- ALL-GENDER / ALL INCLUSIVE TOILET ROOM
- CUSTODIAL CLOSET
- MECHANICAL ROOM
- MAIN ELECTRICAL ROOM
- ELECTRICAL CLOSET
- IDF ROOM
- DELIVERIES/LOADING
- CUSTODIAL OFFICE/STORAGE/TOILET ROOM

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GRADES 6-8 GENERAL CLASSROOMS

Room Area (SF)	825 SF
Number of Teachers	1-2
Average Class Size	18-30

OBJECTIVES

An adaptable classroom designed for an integrated and interdisciplinary approach that promotes collaboration through zones, multiple furniture arrangements and flexible configurations. The space should function as general instruction space while also promoting small group work and deep learning.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Reading
- Mathematics
- Language Arts
- Social Studies
- World Language

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to classrooms that promote interdisciplinary learning neighborhoods
- Small group learning / breakout spaces nearby
- Resource spaces nearby
- Teacher workroom nearby
- Space for students to work quietly, work in small groups during class (sometimes with a SPED teacher) or retake a test; these spaces may be similar to A/B wing side rooms
- Community meeting space for each team, all team teachers in one pod including SPED teacher
- Easily accessible bathrooms for each team/grade
- Outdoor space to bring classes - more than one area, so multiple classes can use without distracting each other (with Wi-Fi access)

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Desktop/Laptop device at mobile teaching station
- Charging carts, or current technology, for student devices
- Document camera
- Charging station
- Printing station

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Electrical outlets spaced around the room so students can charge laptops
- Accessible and multiple plug outlets
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing

- ADA compliant sink

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GRADES 6-8 GENERAL CLASSROOMS (continued)

FURNISHINGS

Classroom Storage / Casework & Furniture

- Modular, mobile tables to support individual and collaborative work.
- Mobile seating/chairs
- Circular tables for small groups with chairs
- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Flag bracket & flag
- Charging capabilities built into furniture where possible
- Student lockers (in hallway, located outside the circulation pathways)
- Built in books space or storage for books for ELA classrooms
- ELA Classrooms should have built-in shelving for textbooks, class sets of novels, and a class library.
- A connected workroom would be ideal, for student collaboration, small groups, co-teaching, or conferencing with students.
- A classroom large enough for all the desks AND small group tables so students can engage in a variety of activities and collaborative efforts.
- Large wall space (1-2 walls) dedicated for a whiteboard, not covered by a SMART TV.
- Grade-level book rooms are planned for and located, ideally, as a closet attached to an ELA classroom or a closet in the hallway between the two grade level wings. If it is a shared subject area book room (Social Studies, ELA, Science, and Math) then it is designed accordingly so the space can be used in a practical manner.
- Team pod with student lockers and core team classrooms all in one wing, separate from the other team or grade levels. All classroom doors open into the team common area allowing teachers to all supervise the team hallway.
- The library should also be self-contained and not an open area people walk through
- Desks and chairs that can move easily and quickly
- A large classroom space with differentiated work areas
- A reading nook and better shelving and storage for books
- Tables for group work

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture

- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SCIENCE CLASSROOM/LAB

Room Area (SF)	1,200 SF
Number of Teachers	1-2
Average Class Size	18-30

OBJECTIVES

An adaptable space designed for use as a classroom or lab. Consisting of perimeter casework and countertops, overhead cabinets, and recessed sinks at regular intervals. The classroom should be designed with flexible power/data/tech infrastructure to allow the room to be configured in a variety of settings. Furniture should be flexible where possible to accommodate a variety of teaching styles including lectures, lab work, small group, and individual instruction.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Biology
- Chemistry
- Physics
- Earth Science

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to other science classrooms, labs
- Direct access to a science prep room
- Small group learning / breakout spaces nearby
- Teacher offices nearby

Doors and Hardware

- Door(s) with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Desktop/Laptop device at mobile teaching station
- Charging carts, or current technology, for student devices
- Document camera

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access and hard-wired network
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing

- Recessed sinks around the perimeter including ADA compliant sink(s)
- Local acid waste drain
- Eyewash and body shower with floor drain – in each classroom and in the prep room
- Gas available for Bunsen burner use

HVAC / Mechanical

- Fume hood (can be shared between classroom and prep room)
- Laboratory ventilation – planning to improve ventilation should be considered. Ventilation in a laboratory is critical for a safe and healthy operation
- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SCIENCE CLASSROOM/LAB - continued

FURNISHINGS

Classroom Storage / Casework & Furniture

- Mobile lab stations with sinks, power, gas, and air
- (or) Fixed lab stations with sinks, power, gas, and air
- Mobile lab chairs
- Modular, mobile tables with epoxy resin tops to support individual and collaborative work
- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) with epoxy resin countertops
- Chemical/flammable storage cabinets, lockable
- Charging capabilities built into furniture where possible
- Perimeter Casework and Sinks - should include adequate sinks for several student groups working simultaneously in the laboratory.
- The countertops should be a chemical resistant epoxy resin or similar. (take care in disposing current counters which may require special considerations based on their makeup)
- The electrical outlets in the cabinets should be able to handle multiple 1000W hot plates plugged in with GFI.

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture

- Mobile teacher station, mobile workstation cart
- Mobile teacher demo station
- Teacher demonstration desk with sink, power, gas and air
- Tall wardrobe/storage cabinet, lockable
  Lateral/vertical file cabinet, lockable

Other

- Fire blanket and cabinet
- Personal protective equipment (PPE) cabinet
- Fire extinguisher and cabinet

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SCIENCE PREP ROOM

Room Area (SF)	300 SF
Number of Teachers	1-2
Average Class Size	n/a

OBJECTIVES

A shared space between two science rooms for the preparation and organization of laboratory experiments and scientific demonstrations. It aims to ensure the availability, proper storage, and maintenance of scientific equipment and materials, facilitating a safe and efficient learning environment for students and educators in the field of science.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Biology
- Chemistry
- Physics
- Earth Science

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Direct access to a science classroom (can be a shared space)

Doors and Hardware

- Door(s) with vision panel
- Second means of egress
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Desirable, but optional

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors (if applicable)
  Occupancy sensors

Technology/Devices

- none

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access and hard-wired network
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing

- Recessed sink
- Local acid waste drain
- Eyewash and body shower with floor drain – in each classroom and in the prep room
- Refrigerator with ice maker
- Glassware dishwasher

HVAC / Mechanical

- Fume hood (can be shared between classroom and prep room)
- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture

- Fixed upper and lower cabinets/open shelving (connected with tall wardrobe for teacher storage), lockable.
- Accessible work surface
- Chemical/flammable storage cabinets, lockable
- Mobile tables
- Charging capabilities built into furniture where possible
- Glassware storage and drying areas
- Securable cabinets
- Externally vented flammable cabinet
- Cleaning, drying, storage for beakers/glassware

Display

- Writeable Surface, Marker/whiteboard
  Tackable Surface, bulletin board

Teacher Storage / Casework & Furniture

- Tall wardrobe/storage cabinet, lockable

Other

- Fire blanket and cabinet
- Personal protective equipment (PPE) cabinet
- Fire extinguisher and cabinet

PART 3: SPACE PROGRAM & ACTIVITY PAGES

FLEX CLASSROOM (Science, Math, Eng., Technol.)

Room Area (SF)	1,100 SF
Number of Teachers	1-2
Average Class Size	18-30

OBJECTIVES

An adaptable classroom designed for an integrated and interdisciplinary approach that promotes collaboration through zones, multiple furniture arrangements and flexible configurations. The space should function as general instruction space while also promoting small group work and deep learning.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Mathematics
- Science
- Engineering
- Technology/STEM
- ELA, Social Studies
- World Language

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to classrooms that promote interdisciplinary learning neighborhoods.
- Small group learning / breakout spaces nearby
- Resource spaces nearby
- Teacher offices nearby

Doors and Hardware

- Door with vision panel
- Acoustically rated operable partition, motorized.
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Desktop/Laptop device at mobile teaching station
- Charging carts, or current technology, for student devices
- Document camera

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing

- ADA compliant sink

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture

- Modular, mobile tables to support individual and collaborative work.
- Mobile seating/chairs
- Circular tables for small groups with chairs
- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Flag bracket & flag
- Charging capabilities built into furniture where possible

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture

- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

EXTENDED LEARNING/BREAKOUT AREAS

Room Area (SF)	SF VARIES
Number of Teachers	1-2
Average Class Size	18-30

OBJECTIVES

Learning spaces that are open or semi-enclosed areas for small groups, individual work, or interdisciplinary collaboration and presentations to occur. These spaces are in proximity to learning areas across the building and shared by various departments. Furnishings should be flexible and comfortable to support a variety of teaching styles and learning modalities.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- General Classrooms
- Special Education
- Science
- STEM/Applications
- Art
- Technology
- Music
- Gross Motor
- Wellness

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to general classrooms
- Adjacent to special education classrooms
- Distributed among other academic programs throughout the school in a manner that promotes interdisciplinary gathering

Doors and Hardware

- Not applicable – open or semi-enclosed spaces
- (if a door is present, follow the requirements below_:
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Desirable, but optional
- Shades

Ceiling

- Acoustical tile
- (or) Specialty ceiling

Floors

- Resilient flooring
- (or) High-performance soft surface (textile) flooring
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors (if applicable)
  Occupancy sensors

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Document camera

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access

Plumbing

- None

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture

- Comfortable, mobile, and modular furniture for informal group work
- Mobile tables
- Specialty seating such as: club chairs, bean bag chairs, or small learning stair
- Presentation area/platform (optional)
- Fixed upper and lower cabinets with work surface, lockable
- Charging capabilities built into furniture where possible
- Couch and sitting areas in hallways, social space (students can use to do projects)

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

PART 3: SPACE PROGRAM & ACTIVITY PAGES

INSTRUCTIONAL COACH OFFICE/COUNSELING

Room Area (SF)	150 SF
Number of Teachers	1-2
Average Class Size	1-2

OBJECTIVES

An adaptable classroom designed for an integrated and interdisciplinary approach that promotes collaboration, social-emotional, and academic support. The space should function as instruction space where students, particularly those with special educational needs, receive coaching, tailored interventions, and individualized instruction.

NOTE: Coaching offices may double as intervention spaces or drop-in offices for Department Leaders as needed.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Small Group Instruction
- Coaching (Reading & Math Intervention)
- Counseling

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Within grade level learning community
- Small group learning / breakout spaces nearby

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Desktop/Laptop device at mobile teaching station
- Charging carts, or current technology, for student devices
- Document camera

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing

- ADA compliant sink

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture

- Modular, mobile tables to support individual and collaborative work.
- Mobile seating/chairs
- Circular tables for small groups with chairs
- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Partitions for 1 on 1 work
- Charging capabilities built into furniture where possible

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture

- Mobile teacher station(s) or desks/workstations, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SMALL GROUP/FLEX ROOM

Room Area (SF)	225 SF
Number of Teachers	1-2
Average Class Size	4-6

OBJECTIVES

An adaptable classroom designed for an integrated and interdisciplinary approach that promotes collaboration through zones, multiple furniture arrangements and flexible configurations. The space should function as instruction space where students, particularly those with special educational needs, receive additional academic support, tailored interventions, and individualized instruction.

NOTE: This space may double as meeting areas for parent-teacher conferences, or other confidential conversations.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Small Group Instruction
- Coaching (Reading & Math Intervention)
- Counseling

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Within grade level learning community
- Small group learning / breakout spaces nearby

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Desktop/Laptop device at mobile teaching station
- Charging carts, or current technology, for student devices
- Document camera

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing

- ADA compliant sink

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SMALL GROUP/FLEX ROOM

FURNISHINGS

Classroom Storage / Casework & Furniture

- Modular, mobile tables to support individual and collaborative work.
- Mobile seating/chairs
- Circular tables for small groups with chairs
- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Partitions for 1 on 1 work
- Charging capabilities built into furniture where possible
- Writable student desks / table tops - to use for encoding
- Magnetic wall area - for encoding (building words)
- Additional counter space / storage space - for student materials (each student has their specific letter/sound cards, word cards, student consumables - that will not be leaving the classroom etc.)
- Comprehension students need access to texts - bookcases for reading materials /
- various levels of F and P student texts, novels, informational texts
- Vertical work spaces for students (whiteboard/giant post it pads)

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture

- Mobile teacher station(s) or desks/workstations, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SPECIALIZED EDUCATION - SMALL GROUP/SENSORY ROOM

Room Area (SF)	125 SF
Number of Teachers	1-2
Average Class Size	2-4

OBJECTIVES

A versatile space for collaborative group work for both students and teachers, but also designed to serve as a haven for students by enabling them to regulate their emotions and utilize sensory stimuli during challenging moments. This room is designed to accommodate various communication technologies, accommodate diverse needs, incorporate sensory-friendly elements such as soothing lighting, comfortable seating, and sensory tools. It ensures a supportive and inclusive environment for students seeking emotional and sensory regulation, while also providing a space for peer-to-peer learning or small group instruction.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Small Group Activities
- Meetings/Collaboration
- Grade Level Collaboration
- Sensory Room
- Calming/Self-regulation
- Light/Sound Therapy

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to general classrooms

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Room darkening shades

Ceiling
- Acoustical tile

Floors
- Carpet Tile
- (or) High-performance soft surface (textile) flooring

Walls
- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable, color tuning
- Daylight sensors
- Occupancy sensors

Technology/Devices
- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Document camera

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling for projector
- Telephone/public address system
- WIFI access
- Data/power at interactive display

Plumbing
- N/A

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture
- Modular Group Table
- Mobile seating/chairs
- Lounge seating/chairs, rockers, bean bags, etc.
- Mobile low table for manipulatives

Display
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SPECIALIZED EDUCATION – RESOURCE ROOM

Room Area (SF)	300 SF
Number of Teachers	1-2
Average Class Size	4-6

OBJECTIVES

An adaptable classroom designed for an integrated and interdisciplinary approach that promotes collaboration through zones, multiple furniture arrangements and flexible configurations. The space should function as instruction space where students, particularly those with special educational needs, receive additional academic support, tailored interventions, and individualized instruction.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Small Group Instruction
- Specialized Education
- Executive Functioning Instruction

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Within grade level learning community
- Proximity to general classrooms
- Small group learning / breakout spaces nearby

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Desktop/Laptop device at mobile teaching station
- Charging carts, or current technology, for student devices
- Document camera

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing

- ADA compliant sink

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SPECIALIZED EDUCATION – RESOURCE ROOM (continued)

FURNISHINGS

Classroom Storage / Casework & Furniture

- Modular, mobile tables to support individual and collaborative work.
- Mobile seating/chairs
- Circular tables for small groups with chairs
- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Partitions for 1 on 1 work
- Charging capabilities built into furniture where possible
- Writable student desks / table tops - to use for encoding
- Magnetic wall area - for encoding (building words)
- Additional counter space / storage space - for student materials (each student has their specific letter/sound cards, word cards, student consumables - that will not be leaving the classroom etc.)
- Comprehension students need access to texts - bookcases for reading materials /
- various levels of F and P student texts, novels, informational texts
- Vertical work spaces for students (whiteboard/giant post it pads)

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture

- Mobile teacher station(s) or desks/workstations, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

TEACHER PREP/WORKROOM

Room Area (SF)	350 SF
Number of Teachers	8-12
Average Class Size	n/a

OBJECTIVES

Areas for teacher planning and collaboration located within each grade level learning community. The space should include a kitchenette with dining area, storage closet, copy/print area and faculty toilet room.

USERS

- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Faculty Dining/Break (w/Faculty Toilet Room)
- Kitchenette
- Instructional Materials Storage

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Distributed across the building within learning communities
- Include a kitchenette
- Include a toilet room
- Include a storage closet for instructional materials

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
  Occupancy sensors

Technology/Devices

- Printer/copier
- TV monitor

Power, Data & Communications

- Multiple power/data outlets at walls with USB charging modules
- Multiple power outlets at kitchenette
- Telephone/public address system
- WIFI access

Plumbing

- ADA compliant sink with filtered water faucet
- Refrigerator with ice maker
- Dishwasher
- Toilet room ***– see below***

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

TEACHER PREP/WORKROOM - continued

FURNISHINGS

Storage / Casework & Furniture

- Modular, mobile tables to support individual and collaborative work.
- Mobile seating/chairs
- Fixed upper and lower cabinets at kitchenette.
- Fixed upper and deeper lower cabinets to accommodate equipment.
- Open shelving in storage closet
- Tall wardrobe, lockable, or cubbies/lockers for personal belongings (primarily for paraprofessionals)

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Appliances

- Full Size Refrigerator
- Microwave
- Coffee Maker
- Dishwasher

Other

- Binding Machine
- Laminator
- Paper Cutter

STAFF TOILET ROOM – 60 sf (included in SF allocated)

Plumbing

- ADA compliant fixtures

Doors and Hardware

- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting

- LED Fixtures
- Occupancy sensors

Ceiling

- Moisture resistant acoustical tile

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors

- Tile
- Perimeter joint PVC profile; Schlueter DILEX-BWA or similar.

Walls

- Moisture resistant drywall
- Tile/ Paint
- Perimeter joint PVC profile at Doors/ Windows; Schlueter DILEX-BWA or similar.
- All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.

Other

- Toilet accessories including mirror

INSTRUCTIONAL MATERIALS (CURRICULUM) STORAGE – 125 sf

Storage Casework/ Furniture

- Shelving to accommodate instructional materials

Doors and Hardware

- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting

- LED Fixtures
- Occupancy sensors

Ceiling

- Acoustical tile

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors

- Resilient floor
- (or) Sealed concrete

Walls

- Drywall
- Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

COMMUNITY CLASSROOM

Room Area (SF)	800 SF
Number of Teachers	2-3
Average Class Size	2-4

OBJECTIVES

Areas for special education designed to cultivate independence through the integration of practical experiences, enhancing daily living capabilities and promoting self-sufficiency. These spaces include a classroom, kitchenette, bedroom, laundry room, living area, and a toilet room.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Daily Living Skills
- Functional Mobility Skills
- Fine Motor Skills Development

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Proximity to Technical Education
- Proximity to general classrooms
- Bathroom within the room or an individual bathroom in close proximity (e.g. same hallway) that is not for staff or the larger student body

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance
- Allows for easy movement
- Minimal floor transitions

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Desktop/Laptop device at mobile teaching station
- Charging carts, or current technology, for student devices
- Document camera

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing

- ADA compliant sink with filtered water faucet
- Dishwasher
- Washing machine
- Full size refrigerator with ice maker

HVAC / Mechanical

- Dryer
- Stove/oven
- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

COMMUNITY CLASSROOM - continued

FURNISHINGS

Classroom Storage / Casework & Furniture / Equipment

- Modular, mobile table to hold 6-10
- Mobile seating/chairs
- Mobile storage cabinet/ credenza
- Lounge seating & occasional tables
- Rug at lounge area
- Counter height seating
- Fixed upper and lower cabinets
- Full size refrigerator with ice maker
- Microwave
- Stove/ oven
- Charging capabilities built into furniture where possible
- Storage areas in the room that can be covered/locked to remove items and prevent damage during challenging behaviors
- Kitchen space: refrigerator, stove top, table, dishwasher, sink for ADLs
- Break area that is separate from work area and includes sensory items
- Dividers in the room that are sturdy and able to be moved or withstand behavioral incidents
- Specific location for testing materials with barcoded system
- For reading classes - need flexibility with having student writable desk surfaces or table tops, magnetic surfaces, bookcases / storage for reading manipulatives and access to narrative and informational texts
- Room/space to conduct testing and/or PPTs (virtual or in person) given the shared nature of all of our spaces and need for confidential locations
- Areas for small group instruction near the gen ed classroom

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen
- Mobile teacher station, mobile workstation cart

BEDROOM/ LAUNDRY– 80-150 sf (included in SF allocated)

Storage Casework/ Furniture

- Shelving in Closet
- Bed
- Side Tables

Doors and Hardware

- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting

- LED Fixtures
- Occupancy sensors

Ceiling

- Acoustical tile

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors

- Resilient floor
- Durable, low maintenance
- Allows for easy movement
- Rug in bedroom area

Walls

- Paint

Plumbing

- Washer

Appliances

- Dryer

PART 3: SPACE PROGRAM & ACTIVITY PAGES

COMMUNITY CLASSROOM - continued

TOILET/SHOWER ROOM – 80-120 sf (included in SF allocated)

Plumbing
- ADA compliant fixtures

Doors and Hardware
- Solid door

Lighting
- LED Fixtures
- Occupancy sensors

Ceiling
- Moisture resistant acoustical tile

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors
- Tile
- Perimeter joint PVC profile; Schlueter DILEX-BWA or similar.

Walls
- Moisture resistant drywall
- Tile/ Paint
- Perimeter joint PVC profile at Doors/ Windows; Schlueter DILEX-BWA or similar.
- All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.

Other
- Residential Toilet accessories
- ADA shower
- Other buildings have a single stall handicap accessible bathroom that can be used with regularity by this population. The bathroom should have a sink, toilet, and space for storage for students' toileting items (change of clothes, diapers/other personal care items, toothbrushes, combs, etc.)

PART 3: SPACE PROGRAM & ACTIVITY PAGES

BCBA OFFICE

Room Area (SF)	100 SF
Number of Staff	1
Average Class Size	n/a

OBJECTIVES

A dedicated space for focused work, private discussions, meetings, and strategic planning with a focus on efficiency and confidentiality.

USERS

- SPED Department Leader(s)

ACTIVITIES/PROGRAMS

- Focused Work
- Meetings/Phone Calls
- Strategic Planning and Collaboration

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Proximity to Community Classroom
- (or) Proximity to main office

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Carpet Tile or similar

Walls

- Paint

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Computer
- Network Printer

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Furniture

- Office systems desk
- Task chair
- Visitor chairs
- Lockable lateral files
- Bookshelves

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Storage / Casework

- Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SPEECH AND LANGUAGE OFFICES / BREAKOUT

Room Area (SF)	200 SF
Number of Teachers	1-2
Average Class Size	3-5

OBJECTIVES

An adaptable classroom designed to function as instruction space where students, particularly those with special educational needs receive additional academic support, tailored interventions, and individualized instruction.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Small Group Instruction
- Speech Therapy
- Individualized Therapy

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Proximity to general classrooms
- Small group learning / breakout spaces nearby

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Desktop/Laptop device at mobile teaching station
- Charging carts, or current technology, for student devices
- Document camera

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room
- Office should have access for incoming phone calls directly to the speech office

Plumbing

- ADA compliant sink

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture

- Modular, mobile tables to support individual and collaborative work.
- Mobile seating/chairs
- Circular tables for small groups with chairs
- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Partitions for 1 on 1 work
- Charging capabilities built into furniture where possible
- Office needs to be big enough to have a table that can fit four students, desk and cabinets/shelving for materials
- File cabinet

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture

- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

OT/PT ROOM

Room Area (SF)	450 SF
Number of Teachers	1-2
Average Class Size	2-4

OBJECTIVES

An adaptable classroom designed for an integrated and interdisciplinary approach that promotes collaboration through zones, multiple furniture arrangements and flexible configurations. The space should function as a dedicated space for therapeutic interventions aimed at enhancing motor skills, coordination, and overall functional abilities.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Small Group Activities
- Motor Skill Development
- Individualized Therapy
- Functional Independence
- Adaptive Equipment Use
- Physical Therapy
- Occupational Therapy

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Proximity to general classrooms

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Room darkening shades

Ceiling
- Acoustical tile
- Sling/ swing suspended from ceiling

Floors
- Resilient flooring, or similar
- Durable, low maintenance

Walls
- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices
- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Desktop/Laptop device at mobile teaching station
- Charging carts, or current technology, for student devices
- Document camera

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system

Plumbing
- ADA compliant sink

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

OT/PT ROOM - continued

FURNISHINGS

Classroom Storage / Casework & Furniture

- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Occupational therapy equipment and furniture
- Floor mats
- Sling/ swing hook-up
- Room large enough for movement and equipment
- Sink & mirror in the room for washing hands as well as for ADL skills
- Storage closet for fine and gross motor equipment with doors
- Large therapy mats under swing and for floor activities
- Desk
- Table & chairs
- Filing cabinets for files
- Possible second smaller space for calm down sensory breaks which all students can access with an adult

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture

- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

TOILET ROOM – 60 sf (included in SF allocated)

Plumbing

- ADA compliant fixtures

Doors and Hardware

- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting

- LED Fixtures
- Occupancy sensors

Ceiling

- Moisture resistant acoustical tile

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors

- Tile
- Perimeter joint PVC profile; Schlueter DILEX-BWA or similar.

Other

- Toilet accessories including mirror

Walls

- Moisture resistant drywall
- Tile/ Paint
- Perimeter joint PVC profile at Doors/ Windows; Schlueter DILEX-BWA or similar.
- All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.

PART 3: SPACE PROGRAM & ACTIVITY PAGES

WORKROOM & SUPPORT STORAGE

Room Area (SF)	125 SF
Number of Teachers	1-3
Average Class Size	n/a

OBJECTIVES

Area for planning and collaboration among special education instructors and paraprofessionals. The space should include a kitchenette with dining area, storage closet, copy/print area.

USERS

- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Work/break room
- Kitchenette
- Instructional Materials Storage

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Distributed across the building within learning communities.
- Include a kitchenette.
- Include a storage closet for instructional materials.

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
  Occupancy sensors

Technology/Devices

- Printer/copier
- TV monitor

Power, Data & Communications

- Multiple power/data outlets at walls with USB charging modules
- Multiple power outlets at kitchenette
- Telephone/public address system
- WIFI access

Plumbing

- ADA compliant sink with filtered water faucet
- Refrigerator with ice maker
- Dishwasher

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

WORKROOM & SUPPORT STORAGE - continued

FURNISHINGS

Storage / Casework & Furniture

- Modular, mobile tables to support individual and collaborative work.
- Mobile seating/chairs
- Fixed upper and lower cabinets at kitchenette.
- Fixed upper and deeper lower cabinets to accommodate equipment.
- Open shelving in storage closet
- Tall wardrobe, lockable, or cubbies/lockers for personal belongings (primarily for paraprofessionals)

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Appliances

- Full Size Refrigerator
- Microwave
- Coffee Maker
- Dishwasher

Other

- Binding Machine
- Laminator
- Paper Cutter

INSTRUCTIONAL MATERIALS STORAGE – 80-100 SF (included in SF allocated)

Storage Casework/ Furniture

- Shelving to accommodate instructional materials

Doors and Hardware

- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting

- LED Fixtures
- Occupancy sensors

Ceiling

- Acoustical tile

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors

- Resilient floor
- (or) Sealed concrete

Walls

- Drywall
- Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GENERAL OFFICE (Reception, Secretarial Work Area)

Room Area (SF)	450 SF
Number of Staff	3-4
Average Class Size	n/a

OBJECTIVES

The main office/secretary area at a school serves as the central administrative hub, facilitating communication, managing school operations, and providing a welcoming environment for visitors. It plays a crucial role in maintaining organizational efficiency and ensuring effective coordination among staff, students, and parents.

USERS

- Administrative Staff
- Teachers
- Paraprofessionals/Aides
- Parents/Visitors
- Students

ACTIVITIES/PROGRAMS

- Visitor Reception
- Administrative Support
- Conference/Meeting Space

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Secured controlled access from public lobby entrance.
- Adjacent to assistant principal office
- Adjacent to conference room

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Multiple windows to view visitor activity.
- Shades

Ceiling

- Acoustical tile

Floors

- Carpet Tile
- Resilient flooring, or similar

Walls

- Paint

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Computers
- Network Copier/ Printer(s)
- TV screen/ Monitor(s) – wall mounted
- TV screen/ Monitor in Lobby for announcements/BMS system – wall mounted

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access
- Security "Panic" button

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Furniture

- Waiting chairs
- (4) Desk/workstations for (4) staff
- (4) Task chairs
- Lockable lateral files

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Storage / Casework

- Reception/ Front office desk
- Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

PRINCIPAL'S OFFICE

Room Area (SF)	200 SF
Number of Staff	1
Average Class Size	n/a

OBJECTIVES

A dedicated space for focused work, private discussions, meetings, and strategic planning with a focus on efficiency and confidentiality.

USERS

- Administrative Staff

ACTIVITIES/PROGRAMS

- Focused Work
- Meetings/Phone Calls
- Strategic Planning and Collaboration

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to main office reception and secretarial area
- Adjacent to conference room

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Carpet Tile

Walls

- Paint

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Computer
- Network Copier/ Printer
- TV screen/ Monitor(s) – wall mounted

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access
- Security "Panic" button

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Furniture

- Office systems desk
- Task chair
- Visitor chairs
- Lockable lateral files
- Bookshelves
- Conference table for 4

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Storage / Casework

- Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ASSISTANT PRINCIPAL'S OFFICE

Room Area (SF)	175 SF
Number of Staff	1
Average Class Size	n/a

OBJECTIVES

A dedicated space for focused work, private discussions, meetings, and strategic planning with a focus on efficiency and confidentiality.

USERS

- Administrative Staff

ACTIVITIES/PROGRAMS

- Focused Work
- Meetings/Phone Calls
- Strategic Planning and Collaboration

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to main office reception and secretarial area
- Adjacent to principal's office
- Adjacent to conference room

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Carpet Tile

Walls

- Paint

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Computer
- Network Copier/ Printer
- TV screen/ Monitor(s) – wall mounted

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access
- Security "Panic" button

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Furniture

- Office systems desk
- Task chair
- Visitor chairs
- Lockable lateral files
- Bookshelves
- Conference table for 4

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Storage / Casework

- Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ASSISTANT DIRECTOR OF PUPIL SERVICES OFFICE

Room Area (SF)	125 SF
Number of Staff	1
Average Class Size	n/a

OBJECTIVES

A dedicated space for focused work, private discussions, meetings, and strategic planning with a focus on efficiency and confidentiality.

USERS

- Administrative Staff

ACTIVITIES/PROGRAMS

- Focused Work
- Meetings/Phone Calls
- Strategic Planning and Collaboration

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to main office reception and secretarial area
- Adjacent to principal's office
- Adjacent to conference room

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Carpet Tile

Walls

- Paint

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Computer
- Network Copier/ Printer
- TV screen/ Monitor(s) – wall mounted

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access
- Security "Panic" button

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Furniture

- Office systems desk
- Task chair
- Visitor chairs
- Lockable lateral files
- Bookshelves
- Conference table for 4

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Storage / Casework

- Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ADMINISTRATIVE CONFERENCE ROOM

Room Area (SF)	300 SF
Number of Staff	10-12
Average Class Size	n/a

OBJECTIVES

A versatile space for collaborative meetings, presentations, and discussions among educators, administrators, and other stakeholders. These rooms are designed to accommodate various communication technologies, foster effective information exchange, and support decision-making processes within the educational institution. Two conference rooms of different sizes are to be provided.

USERS

- Administrative Staff
- Teachers
- Paraprofessionals/Aides
- Parents/Visitors

ACTIVITIES/PROGRAMS

- Meetings/Planning Sessions
- Professional Development
- Parent-Teacher Conferences

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to Administrative offices

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Shades

Ceiling

- Acoustical tile

Floors

- Carpet Tile

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height)
- TV screen/ Monitor(s) – wall mounted
- Virtual meeting capabilities and equipment

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access

Plumbing

- N/A

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture

- Conference Table
- Mobile seating/chairs
- Fixed lower cabinets or credenza.

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

PART 3: SPACE PROGRAM & ACTIVITY PAGES

WORKROOM (Storage, Toilets, Break Area)

Room Area (SF)	150 SF (plus other SF areas)
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

A dedicated room to make mail distribution and copying more organized, while the kitchenette provides a convenient space for staff to prepare meals and access essential amenities, contributing to a comfortable work environment.

USERS

- Administrative Staff
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Teacher Mailboxes
- Copying Services
- Secure File Storage
- Personal Belongings Storage
- Meal/Coffee Prep
- Toilet Room

WORKROOM – 150 sf

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to main office reception and secretarial area

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Shades

Ceiling
- Acoustical tile

Floors
- Resilient flooring, or similar
- Durable, low maintenance

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices
- High-capacity Printer/copier
- TV screen/ Monitor(s) – wall mounted

Power, Data & Communications
- Multiple power/data outlets at walls with USB charging modules
- Multiple power outlets at kitchenette
- Telephone/public address system
- WIFI access

Plumbing
- ADA compliant sink with filtered water faucet
- Full size refrigerator with ice maker

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Casework & Furniture
- Fixed upper and lower cabinets
- Staff Mailboxes
- Mobile Table
- Mobile seating/ chairs

Display
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Appliances
- Microwave
- Coffee Maker
- Full size refrigerator with ice maker

PART 3: SPACE PROGRAM & ACTIVITY PAGES

WORKROOM (Storage, Toilets, Break Area) - continued

STORAGE ROOM – 100 sf

Storage Casework/ Furniture
- Shelving to accommodate instructional materials

Doors and Hardware
- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting
- LED Fixtures
- Occupancy sensors

Ceiling
- Acoustical tile

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors
- Resilient flooring, or similar
- Durable, low maintenance

Walls
- Paint

STAFF TOILET ROOM(S) – 60 sf

Plumbing
- ADA compliant fixtures

Doors and Hardware
- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting
- LED Fixtures
- Occupancy sensors

Ceiling
- Moisture resistant acoustical tile

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors
- Tile
- Perimeter joint PVC profile; Schlueter DILEX-BWA or similar.

Other
- Toilet accessories including mirror

Walls
- Moisture resistant drywall
- Tile/ Paint
- Perimeter joint PVC profile at Doors/ Windows; Schlueter DILEX-BWA or similar.
- All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.

PART 3: SPACE PROGRAM & ACTIVITY PAGES

TESTING/ISS ROOM

Room Area (SF)	80 SF
Number of Staff	1-2
Average Class Size	1

OBJECTIVES

A dedicated room to serve as a space for individual testing or in-school suspension, facilitating a quiet and calming atmosphere conducive to focus and self-regulation thereby promoting a positive learning environment.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Testing
- Calming/Self-Regulation

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Within main office or administration/guidance areas

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Optional

Ceiling
- Acoustical tile

Floors
- Resilient flooring, or similar
- Durable, low maintenance

Walls
- Paint
- Wall protection (as needed)

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable, color tuning
- Occupancy sensors

Technology/Devices
- Mobile interactive display/TV cart

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access

Plumbing
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture
- Mobile tables and chairs
- Mobile soft seating

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ADMINISTRATIVE OFFICES - Social Worker(s), Psychologist(s), Guidance/Counselor(s)

Room Area (SF)	120 SF
Number of Staff	1-4
Average Class Size	n/a

OBJECTIVES

A dedicated space for administrators to work on tasks, hold private discussions, and plan strategically with a focus on efficiency and confidentiality. Offices are designated for Counseling, Guidance, Psychology, and Social Work. A "welcome area" with comfortable seating and small group tables should be considered upon entry to the suite.

USERS

- Administrative Staff
- Students
- Parents

ACTIVITIES/PROGRAMS

- Focused Work
- Meetings/Phone Calls
- Strategic Planning and Collaboration
- Individual Counseling

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Located within or near main office

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Room darkening shades

Ceiling
- Acoustical Tile

Floors
- Carpet Tile

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices
- Computer
- Network Copier/ Printer (confidential information is often printed)
- Interactive display
- TV screen/ Monitor(s) – wall mounted

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access

Plumbing
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Furniture
- Office systems desk
- Task chair
- Visitor chairs
- Lockable lateral files
- Bookshelves
- Soft seating area
- Room large enough for small groups
- Lockable storage
- Furniture to promote collaborative discussions
- Separate area in room for testing (table)

Display
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Storage / Casework
- Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SECURITY OFFICE

Room Area (SF)	80 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

A central space for security personnel to coordinate, monitor, and respond to safety-related matters. It provides a base for surveillance, communication equipment, and planning, allowing the security team to efficiently address and mitigate potential threats, ensuring the safety and well-being of students, staff, and the school community.

USERS

- Security Staff

ACTIVITIES/PROGRAMS

- Incident Response Planning
- Focused Work
- Equipment Handling
- Surveillance

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to main office reception and secretarial area

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Room darkening shades

Ceiling
- Acoustical tile

Floors
- Resilient flooring, or similar
- Durable, low maintenance

Walls
- Paint
- Wall Protection (as needed)

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices
- Computer
- Network Copier/ Printer
- TV screen/ Monitor(s) – wall mounted
- Any necessary security equipment

Power, Data & Communications
- Multiple power/data outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access
- Security "Panic" button

Plumbing
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Casework & Furniture
- Fixed upper and lower cabinets for control station with security equipment
- Task chairs
- Mobile seating/ chairs
- Workstations for 1-2 staff

Display
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Appliances
- n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

NURSE/HEALTH

Room Area (SF)	900 SF
Number of Staff	1-2
Average Class Size	2-4

OBJECTIVES

Offering student care and informational services to educators and parents concerning health-related matters. Delivering high-quality health care and support to unwell students and managing emergency medical situations that may arise during the school day for both staff and students.

USERS

- Nurse
- Students

ACTIVITIES/PROGRAMS

- Healthcare/Nursing
- First Aid
- Distribution of Medications
- Exams/Screenings
- Preventative Measures

WAITING/COTS – 400 sf (included in SF allocated)

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Proximity to administration/main office
- Coat closet desired within the space

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s), view to outdoors and not inner hallway
- Room darkening shades

Ceiling

- Moisture resistant acoustical tile
- Privacy curtains

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Interactive display/TV monitor

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access

Plumbing

- ADA compliant sink
- Exam room ***– see below***
- Toilet room ***– see below (2 toilet rooms at a minimum is desired)***
- Full size refrigerator with ice maker, freezer section, and/or separate free-standing freezer (separate professional ice maker is preferred)
- Eye wash faucet

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture

- Mobile waiting room seating/chairs
- Exam Tables
- Medical Stools
- Exam Room Laptop desk
- Lockable Medical Supply Storage Cabinets
- Fixed upper and lower cabinets (connected with tall wardrobe for staff storage)

Display

- Tackable Surface, bulletin board

Special Needs/ Equipment

- Full size refrigerator with ice maker, freezer section, and/or separate free-standing freezer (separate professional ice maker is preferred)
- Microwave

PART 3: SPACE PROGRAM & ACTIVITY PAGES

NURSE/HEALTH - continued

EXAM ROOM – 120 sf (included in SF allocated)

Plumbing
- ADA compliant fixtures

Doors and Hardware
- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting
- LED Fixtures
- Occupancy sensors

Ceiling
- Moisture resistant acoustical tile

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors
- Resilient flooring, or similar
- Durable, low maintenance

Walls
- Tile
- (or) Wall protection
- Moisture resistant drywall
- Paint

Furnishings
- Exam Table
- Medical Stool
- Exam Room Laptop desk
- Fixed upper and lower cabinets

OFFICE – 200 sf (included in SF allocated)

Adjacency / Location
- Proximity to cots and waiting area
- Office area separate from waiting and treatment/exam area

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures
- Glass enclosed to see into the exam/treatment area

Lighting
- LED Fixtures
- Occupancy sensors

Ceiling
- Acoustical tile

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors
- Resilient flooring, or similar
- Durable, low maintenance

Walls
- Paint

Storage Casework/ Furniture/ Equipment
- Office systems desks (Total Staff: 2) with attached locking file cabinets
- Task chairs
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable – (4 drawer locking lateral file cabinets preferred for health records)
- All wall cabinets should be locking cabinets

Technology/Electrical
- Computer (2 screens per individual at each desk area)
- Network Copier/ Printer
- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- Two separate phones/phone lines, computer lines
- WIFI access
- Office fax machine

PART 3: SPACE PROGRAM & ACTIVITY PAGES

NURSE/HEALTH - continued

STORAGE – 60 sf (included in SF allocated)	
Lighting • LED Fixtures Occupancy sensors	**Doors and Hardware** • Solid door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Floors • Resilient flooring, or similar • Durable, low maintenance	**Ceiling** • Acoustical tile **Acoustics** • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Walls • Paint	**Furnishings** • Industrial grade shelving

TOILET ROOM(S) – 60 sf each (included in SF allocated)	
Plumbing • ADA compliant fixtures	**Doors and Hardware** • Solid door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting • LED Fixtures • Occupancy sensors	**Ceiling** • Moisture resistant acoustical tile **Acoustics** • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors • Tile • Perimeter joint PVC profile; Schlueter DILEX-BWA or similar. **Other** • Toilet accessories including mirror	**Walls** • Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schlueter DILEX-BWA or similar. • All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ART STUDIO - POTTERY (w/Kiln Room)

Room Area (SF)	1,100 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A hands-on and creative space to explore the art of working with mixed media including clay. The class aims to inspire a deep appreciation for the tactile and transformative nature of art while encouraging creative expression and craftsmanship.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Painting & Drawing
- Pottery
- Sculpture
- Glazing
- Kiln Firing

ART STUDIO – 1,100 sf

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Proximity to general classrooms
- Indirect northern light
- Visual connection into the space from the corridor
- Connections to the outdoors

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance
- Slip resistant

Walls

- Paint
- Wall Protection (as needed)
- Writable Glass Privacy Panel demountable partitions
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Desktop/Laptop device at mobile teaching station
- Charging carts, or current technology, for student devices
- Document camera
- Art grade color printer

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room
  Retractable electrical outlets at each pottery wheel
- 220V required at Kiln – See Kiln Room

Plumbing

- (3) Deep sinks with plaster drain traps

HVAC / Mechanical

- Refer to Building Systems section for additional requirements.
- Industrial HEPA filter

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ART STUDIO - POTTERY (w/Kiln Room) - continued

FURNISHINGS

Classroom Storage / Casework & Furniture

- Mobile tables
- Mobile seating/chairs
- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Secured storage for materials.
- Damp & drying cabinets
- Plaster surface counter for wedging clay
- Pottery wheels
- Charging capabilities built into furniture where possible
- Storage room for art supplies, carts, instructional materials and proper storage space for art projects stored for the art show:
  - Drawers
  - Shelves
  - Cabinets
  - Work station
  - Cutting board area
  - Proper lighting
- Space for tables, dry racks, pottery wheels, easels, paint supply space:
  - Wipe board/magnetic board
  - Bulletin boards
  - Supply storage space
  - Natural light

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen
- Outside the classroom:
  - Gallery space with circular seating
  - Display cabinets for 3D art
  - Display boards/strips for artwork around the school
  - Option to work outside – possible courtyard access from the art classroom

Teacher Storage / Casework & Furniture

- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

KILN ROOM – 175 sf

Storage/ Equipment

- Kiln(s)
- Adjustable metal shelving

Doors and Hardware

- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting

- LED Fixtures
- Occupancy sensors

Ceiling

- Moisture resistant acoustical tile

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors

- Tile
- (or) Sealed concrete
- Durable, low maintenance

Walls

- Moisture resistant drywall
- Paint

STORAGE (Part of Kiln Room SF)

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to art room

Doors and Hardware

- Single Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- n/a

Ceiling

- Acoustical Tile

Floors

- Resilient flooring, or similar
- (or) Sealed concrete
- Durable, low maintenance

Walls

- Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ART STUDIO - POTTERY (w/Kiln Room) - continued

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures
- Occupancy sensors

Technology/Devices
- n/a

Plumbing
- n/a

Power, Data & Communications
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Adjustable Industrial Metal Shelving
- Flat file cabinets
- Drying Racks
- Canvas Drying storage

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ART STUDIO – GENERAL, DIGITAL

Room Area (SF)	1,100 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A hands-on and creative space to explore art in all forms, including digital. The class aims to inspire a deep appreciation for the tactile and transformative nature of art while encouraging creative expression and craftsmanship.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Painting & Drawing
- Graphic Design
- Illustration
- Animation
- Multi/Mixed Media
- Textiles

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Proximity to general classrooms
- Indirect northern light
- Visual connection into the space from the corridor
- Connections to the outdoors

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance
- Slip resistant

Walls

- Paint
- Wall Protection (as needed)
- Writable Glass Privacy Panel demountable partitions
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Desktop/Laptop device at mobile teaching station
- Charging carts, or current technology, for student devices
- Document camera
- Art grade color printer
- Computers that support digital design

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing

- (3) Deep sinks with plaster drain traps

HVAC / Mechanical

- Refer to Building Systems section for additional requirements.

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ART STUDIO - GENERAL - continued

FURNISHINGS

Classroom Storage / Casework & Furniture

- Mobile computer workstations
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- 2D drying rack
- "Design studio" environment
- Charging capabilities built into furniture where possible
- Storage room for art supplies, carts, instructional materials and proper storage space for art projects stored for the art show:
  - Drawers
  - Shelves
  - Cabinets
  - Work station
  - Cutting board area
  - Proper lighting
- Space for tables, dry racks, easels, paint supply space:
  - Wipe board/magnetic board
  - Bulletin boards
  - Supply storage space
  - Natural light

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen
- Outside the classroom:
  - Gallery space with circular seating
  - Display cabinets for 3D art
  - Display boards/strips for artwork around the school
  - Option to work outside – possible courtyard access from the art classroom

Teacher Storage / Casework & Furniture

- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

STORAGE (included in SF allocated – (OR SHARED)

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to art room

Doors and Hardware

- Single Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- n/a

Ceiling

- Acoustical Tile

Floors

- Resilient flooring, or similar
- (or) Sealed concrete
- Durable, low maintenance

Walls

- Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GENERAL/CHORAL MUSIC ROOM

Room Area (SF)	1,400 SF
Number of Staff	1-2
Average Class Size	30-60

OBJECTIVES

A dedicated space for students to develop their singing skills through vocal exercises, practice, and training. It aims to nurture musical talent, enhance vocal techniques, and create an environment where students can explore and express their musical abilities through singing.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Singing Practice
- Choir Rehearsal
- Individual or Group Lessons

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to Auditorium or performance space

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening Shades

Ceiling

- Pyramidal ceiling clouds for acoustical variation

Floors

- Carpet Tile

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)
- Acoustical wall treatments

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Countertop printer
- Document camera

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Floor outlets
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Stereo and Speaker System
- Recording equipment built into classroom for assessment purposes

Plumbing

- (1) deep sink for instrument cleaning

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture

- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Performer Chairs
- Music Stands
- Grand piano with moving dolly
- Clavinova digital piano, or similar
- Choral Risers with wheels with back safety racks
- Vertical files for music storage
- Electronic keyboard on stand
- Shared Wenger library system (provides compact storage for library)

Display

- Writeable Surface, Magnetic marker/whiteboard with music staffs
- Mobile Whiteboards
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture

- Computer station
- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GENERAL/CHORAL MUSIC STORAGE

Room Area (SF)	150 SF
Number of Staff	n/a
Average Class Size	n/a

OBJECTIVES

An organized space with various storing abilities for holding performing arts music, instruments and equipment ensuring easy access for students and teachers.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Choral Storage
- Music Storage
- Equipment Storage

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to music classrooms

Doors and Hardware
- Solid Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Acoustical Tile

Floors
- Resilient floor
- (or) Sealed concrete

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures
- Occupancy sensors

Technology/Devices
- n/a

Plumbing
- n/a

Power, Data & Communications
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Adjustable Industrial Metal Shelving
- Wall Units to hold sheet music
- Instrument racks for guitars
- Shared Wenger library system (provides compact storage for library)

PART 3: SPACE PROGRAM & ACTIVITY PAGES

BAND/INSTRUMENTAL MUSIC ROOM

Room Area (SF)	1,400 SF
Number of Staff	1-2
Average Class Size	40-70

OBJECTIVES

A space designed to cultivate musical talent and foster a collaborative environment for students interested in playing instruments. Its objective is to provide a dedicated space where students can practice, rehearse, and refine their musical skills under the guidance of instructors, promoting a passion for music education and ensemble performance.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Instrument Practice
- Band Rehearsal
- Individual or Group Lessons

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to Auditorium or performance space

Doors and Hardware

- Double Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening Shades

Ceiling

- Pyramidal ceiling clouds for acoustical variation

Floors

- Carpet Tile

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)
- Acoustical wall treatments

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Countertop printer
- Document camera

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Floor outlets
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Stereo and Speaker System
- Recording equipment bult into classroom for assessment purposes

Plumbing

- Deep sink for instrument cleaning

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

BAND/INSTRUMENTAL MUSIC ROOM (continued)

FURNISHINGS

Classroom Storage / Casework & Furniture

- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Performer Chairs
- Music Stands
- Large Move and Store Music Stand Carts
- Chair Move & Store Carts
- Portable Risers, 4 ft deep able to be relocated to the stage.
- Vertical files for music storage
- Clavinova digital piano, or similar
- Electronic keyboard on stand
- Instrument storage lockers/racks
- Shared Wenger library system (provides compact storage for library)

Display

- Writeable Surface, Magnetic marker/whiteboard with music staffs
- Mobile Whiteboards
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture

- Computer station
- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

BAND/INSTRUMENTAL MUSIC STORAGE

Room Area (SF)	150 SF
Number of Staff	n/a
Average Class Size	n/a

OBJECTIVES

An organized space with various storing abilities for holding performing arts music, instruments and equipment ensuring easy access for students and teachers.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Instrument Storage
- Music Storage
- Equipment Storage

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to music classrooms

Doors and Hardware
- Solid Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Acoustical Tile

Floors
- Resilient floor
- (or) Sealed concrete

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures
- Occupancy sensors

Technology/Devices
- n/a

Plumbing
- n/a

Power, Data & Communications
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Adjustable Industrial Metal Shelving
- Wall Units to hold sheet music
- Instrument Storage Lockers
- Marching Band cabinets for percussion equipment
- Shared Wenger library system (provides compact storage for library)
- Storage for stand racks, chair racks, marching instruments, etc.

PART 3: SPACE PROGRAM & ACTIVITY PAGES

PRACTICE ROOMS (6-8 Students)

Room Area (SF)	250 SF
Number of Staff	n/a
Average Class Size	6-8, Divisible

OBJECTIVES

A designated space to support individual and group musical development for students to rehearse, refine their skills, and express their musical creativity.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Singing Practice
- Instrument Practice
- Individual and Group Lessons

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to music classrooms

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Acoustical Tile

Floors
- Carpet tile, or similar sound attenuating material

Walls
- Paint
- Wall Protection (as needed)
- Acoustical panels (as needed)

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Occupancy sensors

Technology/Devices
- n/a

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Recording equipment

Plumbing
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Performer chairs
- Music stands
- Writeable surface, magnetic marker/whiteboard with music staffs
- Acoustically rated automatic folding partition/divider panel

PART 3: SPACE PROGRAM & ACTIVITY PAGES

PRACTICE ROOMS (1-2 Students)

Room Area (SF)	80 SF
Number of Staff	n/a
Average Class Size	1-2

OBJECTIVES

A designated space to support individual and group musical development for students to rehearse, refine their skills, and express their musical creativity.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Singing Practice
- Instrument Practice
- Individual and Group Lessons

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to music classrooms

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Acoustical Tile

Floors
- Carpet tile, or similar sound attenuating material

Walls
- Paint
- Wall Protection (as needed)
- Acoustical panels (as needed)

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Occupancy sensors

Technology/Devices
- n/a

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Recording equipment

Plumbing
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Performer chairs
- Music stands
- Writeable surface, magnetic marker/whiteboard with music staffs

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ORCHESTRA/STRINGS MUSIC ROOM

Room Area (SF)	1,400 SF
Number of Staff	1-2
Average Class Size	25-30

OBJECTIVES

A space designed to cultivate musical talent and foster a collaborative environment for students interested in playing instruments. Its objective is to provide a dedicated space where students can practice, rehearse, and refine their musical skills under the guidance of instructors, promoting a passion for music education and ensemble performance.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Instrument Practice
- Orchestra Rehearsal
- Individual or Group Lessons

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to Auditorium or performance space

Doors and Hardware
- Double Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Room darkening Shades

Ceiling
- Pyramidal ceiling clouds for acoustical variation

Floors
- Carpet Tile

Walls
- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)
- Acoustical wall treatments

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Technology/Devices
- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Countertop printer
- Document camera

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Floor outlets
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Stereo and Speaker System
- Recording equipment built into classroom for assessment purposes

Plumbing
- (1) deep sink for instrument cleaning

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Performer Chairs
- Music Stands
- Large Move and Store Music Stand Carts
- Chair Move & Store Carts
- Vertical files for music storage
- Clavinova digital piano, or similar
- Electronic keyboard on stand
- Instrument storage racks and lockers

Display
- Writeable Surface, Magnetic marker/whiteboard with music staffs
- Mobile Whiteboards
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture
- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ORCHESTRA/STRINGS MUSIC ROOM STORAGE

Room Area (SF)	150 SF
Number of Staff	n/a
Average Class Size	n/a

OBJECTIVES

An organized space with various storing abilities for holding performing arts music, instruments and equipment ensuring easy access for students and teachers.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Instrument Storage
- Music Storage
- Equipment Storage

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to music classrooms

Doors and Hardware
- Solid Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Acoustical Tile

Floors
- Resilient floor
- (or) Sealed concrete

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures
- Occupancy sensors

Technology/Devices
- n/a

Plumbing
- n/a

Power, Data & Communications
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Adjustable Industrial Metal Shelving
- Wall Units to hold sheet music
- Instrument Storage Lockers
- Shared Wenger library system (provides compact storage for library)
- Storage for stand racks, chair racks, marching instruments, etc.

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MUSIC TECHNOLOGY ROOM

Room Area (SF)	825 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A specialized learning environment equipped with audio recording and production technology. Students in this classroom learn hands-on skills related to sound design, recording techniques, and audio equipment operation, fostering an understanding of the technical aspects of music and sound production. The curriculum typically includes lessons on mixing, editing, and mastering audio, preparing students for potential careers in the music industry or related fields.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Mixing and Editing
- Equipment Familiarization
- Sound Recording

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to Auditorium or performance space
- Adjacent to Control Room

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Optional window(s)
- Room darkening Shades

Ceiling

- Pyramidal ceiling clouds for acoustical variation

Floors

- Carpet Tile

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)
- Acoustical wall treatments

SPECIALTIES/SYSTEMS

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Floor outlets
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Stereo and Speaker System
- Recording equipment bult into classroom for assessment purposes
- Workstation desks specifically for lab (Wenger piano work stations)

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Countertop printer
- 24 MAC student work stations
- 1 Teacher work station with MAC computers and digital pianos to match the curriculum
- Computers with music production software
- Document camera
- MIDI controllers
- Audio interfaces
- Studio monitors for playback.
- Headphones
- Microphones
- Mixing Consoles
- Audio cables and connectors

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MUSIC TECHNOLOGY ROOM - continued

FURNISHINGS

Classroom Storage / Casework & Furniture

- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Computer workstations
- Mobile Tables
- Mobile seating/ Chairs
- Keyboards
- Electronic drums or synthesizers

Display

- Writeable Surface, Magnetic marker/whiteboard with music staffs
- Mobile Whiteboards
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture

- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MUSIC OFFICE

Room Area (SF)	175 SF
Number of Staff	4
Average Class Size	n/a

OBJECTIVES
A shared office for music teachers to work on tasks, hold private discussions, and plan collaboratively.

USERS
- Administrative Staff

ACTIVITIES/PROGRAMS
- Focused Work
- Meetings/Phone Calls
- Strategic Planning and Collaboration

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Proximity to music classrooms
- Shared staff and spaces requires shared music office
- One office for 4 teachers. All spaces are shared

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Room darkening shades

Ceiling
- Acoustical Tile

Floors
- Carpet Tile

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices
- Computer (Staff: 4)
- Network Copier/ Printer
- Interactive display
- TV screen/ Monitor(s) – wall mounted

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access

Plumbing
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Furniture
- Office systems desk (Staff: 4)
- Task chair
- Visitor chairs
- Lockable lateral files
- Bookshelves
- Soft seating area

Display
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Storage / Casework
- Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

STAGE (incl. Wings and Storage)

Room Area (SF)	1,100 SF
Number of Staff	n/a
Average Class Size	n/a

OBJECTIVES

A space designed to accommodate a variety of performances and events. Featuring a well-lit and spacious platform for theatrical productions, musical performances, and school assemblies. Equipped with state-of-the-art sound and lighting systems, the stage serves as the focal point for showcasing the talents and creativity of students in a professional and engaging manner.

USERS

- Students
- Teachers
- Community

ACTIVITIES/PROGRAMS

- Assemblies & Gatherings
- Student Performances
- Lectures & Presentations
- Awards Ceremonies
- Concerts & Recitals
- Community Events

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Within shared spaces (Gymnasium or Cafeteria)
- Adjacent to music classrooms

Doors and Hardware

- Curtain
- (or) Acoustically rated operable partition, motorized
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- n/a

Ceiling

- Open Ceiling painted with acoustical deck

Floors

- Stagelam flooring, or similar
- (or) Hardwood flooring

Walls

- Drywall/ Paint

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Automatic overhead projection screen
- Document camera

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Voice amplification/sound field system
- Access to power and data in the floor
- Stereo and Speaker System

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment

- To accommodate performers in chairs with music stands
- Stage Curtains
- Storage cages for large instruments (tympani, tuba, etc.)

PART 3: SPACE PROGRAM & ACTIVITY PAGES

STAGE (incl. Wings and Storage) - continued

STORAGE – (included in SF allocated)	
Storage Casework/ Furniture • Industrial Metal Shelving	**Doors and Hardware** • Solid door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting • LED Fixtures • Occupancy sensors	**Ceiling** • Acoustical tile **Acoustics** • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors • Match to adjacent Stage • (or) sealed concrete	**Walls** • Drywall • Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CONTROL ROOM/SOUND BOOTH

Room Area (SF)	100 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

A high-tech hub where lighting, sound, and multimedia elements seamlessly come together, allowing for the precise orchestration of captivating performances and events on the stage.

USERS

- Students
- Teachers
- Community

ACTIVITIES/PROGRAMS

- Lighting Controls
- Sound Effects
- Music/Audio Levels and Controls
- Visual Effects

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Behind performance space
- (or) on level above

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Interior Windows into performance space

Ceiling

- Acoustical Tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Computers used in productions dedicated IDF high speed.
- Microphones
- Any related controls (sound, lighting, etc.)

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Voice amplification/sound field system
- Speakers connected to Auditorium System
- Connectivity to all built in lighting, video recording, and sound production within auditorium, changing room, video production, and music classrooms.

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment

- Worksurface height counters deep enough to accommodate production equipment.
- Closed cabinetry for storage.

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MEDIA SPECIALIST OFFICE

Room Area (SF)	125 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

A dedicated space for focused work, private discussions, meetings, and strategic planning with a focus on efficiency and confidentiality.

USERS

- Media Center Staff

ACTIVITIES/PROGRAMS

- Focused Work
- Meetings/Phone Calls
- Strategic Planning and Collaboration

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Directly connected to Media Center

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Room darkening shades

Ceiling
- Acoustical tile

Floors
- Carpet Tile

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices
- Computer
- Network Copier/ Printer

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access

Plumbing
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Furniture
- Office systems desk
- Task chair
- Visitor chairs
- Lockable lateral files
- Bookshelves

Display
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Storage / Casework
- Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MEDIA CENTER WORKROOM

Room Area (SF)	125 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

A dedicated space for book sorting, project preparation or teacher collaboration. Also serves as a break area for the Media Specialist as well as any staff members.

USERS

- Media Center Staff
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Focused Work
- Meetings/Phone Calls
- Strategic Planning and Collaboration

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Directly connected to Media Center

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Large windows into Media Center

Ceiling
- Acoustical tile

Floors
- Resilient flooring, or similar

Walls
- Drywall/ Paint

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices
- Computer
- Network Copier/ Printer

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access

Plumbing
- ADA compliant sink

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Furniture
- Fixed upper and lower cabinets.
- Mobile Worktable
- Mobile Chairs
- Bookcases, 6 shelves high
- Rolling book carts
- Tall wardrobe/storage cabinet, lockable

Display
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Equipment
- Microwave
- Coffee Maker

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MEDIA CENTER

Room Area (SF)	2,009 SF
Number of Staff	1-2
Average Class Size	18-50

OBJECTIVES

The school's media center is a dynamic hub with modern technology, providing students a space for research, collaboration, and multimedia exploration. With diverse books, digital resources, and interactive tools, it fosters academic growth and digital literacy. The open, flexible space adapts to changing activities, supporting student collaboration and individual study preferences. In addition to housing our physical collection of books, the middle school library media center should be an easily accessible, warm and inviting space that allows for independent learning, full class learning, group activities and tech rich project completion.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Reading, Borrowing Books
- Digital Resource utilization
- Research/Individual Study
- Flexible Instructional Space
- Group/Project Rooms
- Podcasting/Recording
- Makerspace

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Centrally located at the heart of the school
- Allow open visual to circulation, lobby and/ or breakout areas.

Doors and Hardware

- Door with vision panel
- Acoustically rated operable partition, motorized.
- (or) Vertical partition / garage door opening to a breakout space, corridor, or exterior space
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile
- Or combo with an open Ceiling painted with acoustical deck and suspended acoustical panels/ clouds or specialty ceiling

Floors

- Carpet Tile
- (or) Resilient flooring
- Multiple flooring types, space dependent

Walls

- Paint
- Wall Protection (as needed)
- Writable Glass Privacy Panel demountable partitions
- (See Furnishings for Display areas)
- Acoustical Wall Panels

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Interactive LED TVs at group areas
- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Self-check-out technology compatible
- Printer(s)
- Document camera(s)

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MEDIA CENTER (continued)

FURNISHINGS

Storage / Casework & Furniture

- Circulation center located as a control point at entry.
- Flexible book shelving that can easily be configured for book collections.
- Lounge style seating
- Mobile tables & chairs
- Charging capabilities built into furniture where possible
- The ideal space provides students with easy access to the collection in a variety of formats including physical books, audiobooks, and digital resources.
- The ideal space will have comfortable reading nooks for students to engage with books in a stress free and safe environment.
- The ideal space provides enough space for multiple classes to meet/work together on cross curriculum projects. This space includes a smartboard.
- The ideal space has two film studios - one dedicated to the morning show and one for students to use to complete independent & curricular based projects.
- The ideal space provides a dedicated room for VR/AR; a safe place teachers can easily bring their classes on field trips or conduct labs.
- The ideal space has dedicated space for high powered computer workstations that students can use to work independently on CAD/CAM projects, 3D modeling, animation, image processing, and digital content creation. These stations will also be used to support the middle school esports team!
- The ideal space has a dedicated makerspace - including a class set of iPads, 3D printers, and materials to build robots, drones, etc along with other traditional makerspace materials for students to tinker with.
- An ideally situated reference desk for library staff, which includes screens for monitoring the cameras placed throughout the space. One that is easily accessible for students but does intrude on other activities.
- Current space also serves as a location for public BOE meetings, need appropriate space and broadcasting/film facilities.

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Mobile teacher station, mobile workstation cart

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MULTIMEDIA PRODUCTION ROOM (with Editing Area & Control Room)

Room Area (SF)	800 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A dedicated space equipped with professional-grade cameras, editing stations, and sound recording facilities, providing students with the tools to conceive, shoot, and edit engaging multimedia projects, fostering creativity and technical skills in visual storytelling.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Cinematography
- Sound Recording & Editing
- Video Recording & Editing
- Scriptwriting
- Storytelling
- Podcasting
- Broadcasting

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Within media center

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Room darkening Shades

Ceiling
- Pyramidal ceiling clouds for acoustical variation

Floors
- Carpet Tile

Walls
- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)
- Acoustical wall treatments

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Technology/Devices
- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Professional Grade Cameras
- Video Editing Station
- Audio recording equipment
- Tripods and camera mounts
- Headphones
- Graphics tablets

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Stereo and Speaker System

Plumbing
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MULTIMEDIA PRODUCTION ROOM (with Editing Area & Control Room) - continued

FURNISHINGS

Classroom Storage / Casework & Furniture

- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Green Screens and backdrops
- Task seating at Video Editing Stations
- Mobile storage carts
- Adjustable monitor stands
- Multi-functional tables
- Mobile seating/ chairs
- Tall Built in cabinets for equipment storage.
- Set Furniture
- News Anchor desk for morning news show

Display

- Writeable Surface, Magnetic marker/whiteboard with music staffs
- Mobile Whiteboards
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture

- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

EDITING STUDIO/AREA (included in SF allocated)

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to production room

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical ceiling

Floors

- Resilient flooring (or) Sealed concrete.
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors (if applicable)
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Student computers

Power, Data & Communications

- Power/data drops from ceiling.
- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Dedicated power/charging area for student devices

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture

- Modular computer workstations
- Mobile seating/chairs
- Mobile storage cabinets for learning materials, project supplies, lockable

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen
- Mobile whiteboards

Teacher Storage / Casework & Furniture

- Mobile teacher station, mobile workstation cart
- Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MULTIMEDIA PRODUCTION ROOM (with Editing Area & Control Room) - continued

CONTROL/SOUND ROOM – 150 sf

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to production room

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Interior windows into adjacent spaces (editing, production)

Ceiling
- Acoustical Tile

Floors
- Carpet Tile

Walls
- Paint
- Specialty acoustical wall treatments

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices
- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Computers used in productions dedicated IDF high speed.
- Microphones
- Recording Equipment
- Podcast Equipment

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Voice amplification/sound field system
- Connectivity to all built in lighting, video recording, and sound production within the Audio Engineering Lab, Television Production Studio and Sound Booth

Plumbing
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Worksurface height counters deep enough to accommodate production equipment
- Closed cabinetry for storage
- Audio mixing consoles
- Video Switchers
- Recording equipment
- Mobile Seating
- Worksurface height counter

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MAKERSPACE/FABRICATION CENTER

Room Area (SF)	800 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A dynamic and interactive learning space where students can engage in hands-on activities and projects that integrate science, technology, engineering, and mathematics (STEM) principles. This lab is designed to foster creativity, critical thinking, and problem-solving skills, preparing students for real-world applications, and encouraging a passion for STEM disciplines.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- STEAM
- Group Projects
- Interdisciplinary Collaboration
- Digital Design
- Sculpture/Fabrication
- Presentation & Display of Work

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Within media center

Doors and Hardware

- Door(s) with vision panel
- Acoustically rated operable partition, motorized.
- (or) Vertical partition / garage door opening to a breakout space, corridor, or exterior space
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Open Ceiling
- (or) Acoustical tile

Floors

- Resilient flooring, or similar
- (or) Sealed concrete.
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- Writable Glass Privacy Panel demountable partitions
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors (if applicable)
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Laser printer(s) and inkjet printer(s)
- 3D printer
- Flatbed laser cutter with ventilation system
- Document camera

Power, Data & Communications

- Power/data drops from ceiling.
- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing

- Recessed sinks around the perimeter including ADA compliant sink(s)

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MAKERSPACE/FABRICATION CENTER - continued

FURNISHINGS

Classroom Storage / Casework & Furniture

- Fixed counters with shelving below around the perimeter of the room
- Computer workstations built into perimeter cabinetry.
- Alternate areas of upper cabinets and open shelving
- Mobile standing-height work/display surfaces (approx. 4' x 6')
- Modular, mobile tables to support individual and collaborative work
- Mobile seating/chairs
- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Pegboards or slat wall for storing hand tools.
- Bins on racks for spare parts
- Charging capabilities built into furniture where possible

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen
- Mobile whiteboards

Teacher Storage / Casework & Furniture

- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

Other

- Tabletop spray booth for aerosol paint application, with ventilation
- Fire extinguisher and cabinet
- Personal protective equipment (PPE) cabinet

PART 3: SPACE PROGRAM & ACTIVITY PAGES

THINK TANK

Room Area (SF)	600 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A dynamic and interactive learning space where students can engage in hands-on activities and projects that integrate science, technology, engineering, and mathematics (STEM) principles. This lab is designed to foster creativity, critical thinking, and problem-solving skills, preparing students for real-world applications, and encouraging a passion for STEM disciplines.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- STEAM
- Group Projects
- Interdisciplinary Collaboration
- Digital Design
- Sculpture/Fabrication
- Presentation & Display of Work

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Within media center

Doors and Hardware

- Door(s) with vision panel
- Acoustically rated operable partition, motorized.
- (or) Vertical partition / garage door opening to a breakout space, corridor, or exterior space
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Open Ceiling
- (or) Acoustical tile

Floors

- Resilient flooring, or similar
- (or) Sealed concrete.
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- Writable Glass Privacy Panel demountable partitions
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors (if applicable)
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Laser printer(s) and inkjet printer(s)
- 3D printer
- Flatbed laser cutter with ventilation system
- Document camera

Power, Data & Communications

- Power/data drops from ceiling.
- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing

- Recessed sinks around the perimeter including ADA compliant sink(s)

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

THINK TANK - continued

FURNISHINGS

Classroom Storage / Casework & Furniture

- Fixed counters with shelving below around the perimeter of the room
- Computer workstations built into perimeter cabinetry.
- Alternate areas of upper cabinets and open shelving
- Mobile standing-height work/display surfaces (approx. 4' x 6')
- Modular, mobile tables to support individual and collaborative work
- Mobile seating/chairs
- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Pegboards or slat wall for storing hand tools.
- Bins on racks for spare parts
- Charging capabilities built into furniture where possible

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen
- Mobile whiteboards

Teacher Storage / Casework & Furniture

- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

Other

- Tabletop spray booth for aerosol paint application, with ventilation
- Fire extinguisher and cabinet
- Personal protective equipment (PPE) cabinet

PART 3: SPACE PROGRAM & ACTIVITY PAGES

BREAKOUT/SMALL GROUP

Room Area (SF)	100 SF
Number of Staff	1
Average Class Size	4-6

OBJECTIVES

A dynamic and interactive learning space where students can engage in hands-on activities and projects that integrate science, technology, engineering, and mathematics (STEM) principles. This lab is designed to foster creativity, critical thinking, and problem-solving skills, preparing students for real-world applications, and encouraging a passion for STEM disciplines.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Group Projects
- Research/Individual Study
- Interdisciplinary Collaboration

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Within media center

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Shades

Ceiling
- Acoustical tile

Floors
- Resilient flooring
- (or) High-performance soft surface (textile) flooring
- Durable, low maintenance

Walls
- Paint
- Wall Protection (as needed)
- Writable Glass Privacy Panel demountable partitions
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors (if applicable)
- Occupancy sensors

Technology/Devices
- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Document camera

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access

Plumbing
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture
- Comfortable, mobile, and modular furniture for informal group work
- Mobile tables
- Specialty seating such as: club chairs, bean bag chairs
- Fixed upper and lower cabinets with work surface, lockable
- Charging capabilities built into furniture where possible

Display
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

PART 3: SPACE PROGRAM & ACTIVITY PAGES

TECHNOLOGY OFFICE/REPAIR

Room Area (SF)	125 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

A dedicated space to offer quick and effective technical support for electronic devices, ensuring smooth operation of technology in the educational environment. Its goal is to promptly address repairs and maintenance, minimizing disruptions and optimizing the overall performance of the school's technological systems.

USERS

- IT Staff

ACTIVITIES/PROGRAMS

- Technical Support
- Repair and Replacement
- Maintenance and Monitoring of Equipment

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to Technology Integrator Office
- Proximity to Media Center

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening Shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar

Walls

- Paint

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Computer
- Network Copier/Printer

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Furniture

- Fixed upper and lower cabinets
- Office systems desk
- Task chair
- Lockable storage/wardrobe
- Lockable lateral files
- Work bench/work table
- Utility shelving

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MDF/IT INFRASTRUCTURE ROOM

Room Area (SF)	200 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

A dedicated space for storing and managing digital information, aiming to maintain a secure and reliable IT infrastructure that supports essential educational and administrative functions.

USERS

- IT Staff

ACTIVITIES/PROGRAMS

- Data Storage and Management
- IT Infrastructure Maintenance

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to Media Center

Doors and Hardware
- Solid Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Open ceiling painted with acoustical deck

Floors
- Anti-static flooring

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Occupancy sensors

Technology/Devices
- Refer to Building Systems section for additional requirements

Power, Data & Communications
- Multiple electrical outlets at walls
- Telephone/public address system
- WIFI access

Plumbing
- n/a

HVAC / Mechanical
- Dedicated redundant split units for cooling
- Pre-action fire suppression
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Furniture
- Ladder rack/ cable tray

Display
- Tackable Surface, bulletin board

PART 3: SPACE PROGRAM & ACTIVITY PAGES

PROJECT LEAD THE WAY – TECHNOLOGY EDUCATION

Room Area (SF)	1,500 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A dedicated space equipped with cutting-edge computers, interactive whiteboards, and collaborative workstations, fostering an immersive learning environment where students engage in gaming, multimedia creation, and digital problem-solving activities. This modern space is designed to empower students with the skills and tools essential for navigating the dynamic landscape of technology.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- E-Sports
- Coding/Computer Science
- Digital App Creation
- Gaming

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Proximity to other Technical Education classrooms
- Proximity to Media Center

Doors and Hardware

- Door(s) with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical Tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors (if applicable)
- Occupancy sensors

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Interactive display, large format display at teaching wall
- Multiple displays/screens around the room
- High-powered computer stations
- Document camera
- Traditional gaming computers that include keyboards, gaming mice, gaming mousepads, headsets, and webcams

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Sound system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing

- ADA compliant sink

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture

- Mobile computer workstations
- Mobile seating/chairs
- Mobile storage cabinets for learning materials, project supplies, lockable
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Lounge furniture, specialty seating
- Soft seating (bean bag chairs, gaming chairs, etc.)
- Charging capabilities built into furniture where possible

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

Teacher Storage / Casework & Furniture

- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

PROJECT LEAD THE WAY – TECHNOLOGY EDUCATION - continued

STORAGE – 250 sf	
Storage Casework/ Furniture • Industrial Metal Shelving • Open shelving for bins/equipment storage	**Doors and Hardware** • Solid door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting • LED Fixtures • Occupancy sensors	**Ceiling** • Acoustical tile **Acoustics** • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors • Resilient flooring, or similar • (or) Sealed concrete	**Walls** • Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

PROJECT LEAD THE WAY – ROBOTICS

Room Area (SF)	1,100 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A dynamic and interactive learning space where students can engage in hands-on activities and projects that integrate science, technology, engineering, and mathematics (STEM) principles. This lab is designed to foster creativity, critical thinking, and problem-solving skills, preparing students for real-world applications, and encouraging a passion for STEM disciplines.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Robotics Engineering Technology
- Pre-Engineering
- Architectural Design
- Computer Aided Design

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Proximity to other Technical Education classrooms
- Proximity to Media Center

Doors and Hardware

- Door(s) with vision panel
- Acoustically rated operable partition, motorized.
- (or) Vertical partition / garage door opening to a breakout space, corridor, or exterior space
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- Writable Glass Privacy Panel demountable partitions
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors (if applicable)
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Interactive display, large format display at teaching wall
- Multiple displays/screens around the room
- High-powered computer stations
- Document camera

Power, Data & Communications

- Power/data drops from ceiling.
- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing

- ADA compliant sink

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture

- Fixed counters with shelving below around the perimeter of the room
- Computer workstations built into perimeter cabinetry
- Modular, mobile tables to support individual and collaborative work
- Mobile seating/chairs
- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Charging capabilities built into furniture where possible

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen
- Mobile whiteboards

Teacher Storage / Casework & Furniture

- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

PROJECT LEAD THE WAY – ROBOTICS - continued

STORAGE – 125 sf	
Storage Casework/ Furniture • Industrial Metal Shelving	**Doors and Hardware** • Solid door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting • LED Fixtures • Occupancy sensors	**Ceiling** • Acoustical tile **Acoustics** • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors • Resilient flooring, or similar • (or) sealed concrete	**Walls** • Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

PROJECT LEAD THE WAY - TECHNICAL EDUCATION/SHOP

Room Area (SF)	1,100 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A dedicated space for hands-on experiences in metalworking and woodworking, aiming to foster practical skills in fabrication, design, and construction. The goal is to cultivate a safe and creative learning environment, allowing students to explore interests, develop technical proficiency, and gain a foundational understanding of materials and processes in metal and wood craftsmanship.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Metalworking
- Woodworking
- Construction Management
- Hands-on Fabrication
- Industrial Design
- Display of Work

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Proximity to other Technical Education classrooms
- Direct connection to outdoors

Doors and Hardware

- Door(s) with vision panel
- Access from exterior through tall overhead/sliding door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Tall spatial volume, 1.5-2 stories
- Open Ceiling

Floors

- Epoxy
- (or) Sealed concrete.
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors (if applicable)
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Laser printer(s)
- Document camera

Power, Data & Communications

- Power/data drops from ceiling.
- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system

Plumbing

- ADA compliant sink(s)
- Industrial Tub Sink
- Eye wash and body shower with floor drain

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

PROJECT LEAD THE WAY – TECHNICAL EDUCATION/SHOP - continued

FURNISHINGS

Classroom Storage / Casework & Furniture

- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Mobile Worktables with durable top
- Mobile seating

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Projection Surface or screen

Special Needs/ Equipment

- Fire Extinguisher & suppression
- Power Woodworking tools including welder, plasma cutter, drill press, lathe.
- Power Metalworking tools including table saw, drill press, lathe.
- Hand tools
- Air compressor
- Spray booth
- Woodworking & metalworking benches
- Demonstration bench
- Dust collection unit with all required accessories

Teacher Storage / Casework & Furniture

- Tall wardrobe/storage cabinet, lockable
- Storage for hand tools
- Mobile teacher station, mobile workstation cart

STORAGE – 125 sf

Storage Casework/ Furniture

- Industrial Metal Shelving

Doors and Hardware

- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting

- LED Fixtures
- Occupancy sensors

Ceiling

- Acoustical tile

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors

- Match adjacent
- (or) Sealed concrete

Walls

- Paint

FINISHING ROOM (included in SF allocated)

Storage Casework/ Furniture

- Shelving to accommodate materials
- Work tables
- Perimeter casework, upper and lower cabinets
- Areas to dry/store/display work

Doors and Hardware

- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting

- LED Fixtures
- Occupancy sensors

Ceiling

- Acoustical tile

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors

- Match adjacent
- (or) Sealed concrete

Walls

- Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

INNOVATION/FLEX LAB/CULINARY ARTS

Room Area (SF)	1,000 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

The lab should be designed as a commercial kitchen, complete with suitable storage for dry goods, refrigerated, and frozen foods. The space must be flexible enough to accommodate a foods program and provide a versatile environment for culinary activities and educational initiatives.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Culinary Skills Training
- Cooking and Baking Demonstrations
- Individual and Group Activities
- Crafting/Sewing/Textile Design

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Strategically located near food service kitchen, loading dock

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Room darkening shades

Ceiling
- Moisture resistant acoustical tile

Floors
- Resilient flooring, or similar
- Durable, low maintenance
- Slip resistant

Walls
- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Technology/Devices
- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Document camera

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room

Plumbing
- Dishwasher
- ADA compliant sinks

HVAC / Mechanical
- Refer to Building Systems section for additional requirements.

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture
- Learning stations
- Portable equipment carts
- Charging capabilities built into furniture where possible

Display
- Writeable Surface, Magnetic marker/whiteboard
- Mobile Whiteboards
- Tackable Surface, bulletin board
- Projection Surface or screen

Special Needs/ Equipment
- Fire Extinguisher & suppression
- Commercial kitchen equipment
- Exhaust hoods

Teacher Storage / Casework & Furniture
- Mobile teacher station, mobile workstation cart
- Tall wardrobe/storage cabinet, lockable
- Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

INNOVATION/FLEX LAB/CULINARY ARTS - continued

STORAGE – 100 sf	
Storage Casework/ Furniture • Industrial Metal Shelving	**Doors and Hardware** • Solid door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting • LED Fixtures • Occupancy sensors	**Ceiling** • Acoustical tile **Acoustics** • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors • Resilient flooring, or similar • (or) sealed concrete	**Walls** • Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GYMNASIUM

Room Area (SF)	7,250 SF
Number of Staff	1-2
Average Class Size	18-50

OBJECTIVES

A spacious and versatile facility, equipped to accommodate a wide range of physical activities and sports. With its resilient flooring, ample seating, and comprehensive sports equipment, the gymnasium serves as a hub for physical education classes, sports practices, and school events, fostering a healthy and active school community.

USERS

- Students
- Teachers
- Paraprofessionals/Aides
- Community

ACTIVITIES/PROGRAMS

- Physical Education
- Sports Practices and Games
- Fitness and Wellness
- Assemblies and School Gatherings
- Sport Intramurals
- Community Events

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Proximity to main entry
- Able to be sectioned off from the rest of the school for public use
- Adequate "run-off space" for safety
- Access to bathrooms and water from main gym space
- Ability to open doors without breaching security

Doors and Hardware

- Double Door with vision panel
- Second means of egress
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Windows
- Room darkening Shades, Electronic

Ceiling

- Open Ceiling painted with acoustical deck and suspended acoustical panels/ clouds

Floors

- Hardwood Athletic Sports Flooring with essential markings
- Scansions for Volleyball and other Sports

Walls

- Paint
- Wall Pads

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Automatic overhead projection screen
- Electronic Scoreboards
- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- (2) AED with audible alarm box and (1) outside in lobby/ hall

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to power and data in the floor
- Stereo and Speaker System

Plumbing

- Drinking fountains with bottle fillers

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GYMNASIUM - continued

FURNISHINGS

Special Needs/ Equipment

- Removable protective matting
- Rolling, telescoping bleachers (ability to fit all three grades in the space, plus staff/parents for events)
- Roll-up vinyl mesh divider or mechanically operated divider curtains (automatic folding partition, acoustically rated)
- Provisions for floor scansions for volleyball and other sports
- Ropes
- Nets
- Retractable basketball hoops
- Climbing wall
- Rings suspended from the ceiling

Display

- Mobile teacher station, mobile workstation cart

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GYM & MULTI-PURPOSE STORAGE

Room Area (SF)	475 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

An organized space with various storing abilities for holding educational materials, supplies and equipment ensuring easy access for teachers.

USERS

- Students
- Teachers
- Paraprofessionals/Aides
- Community

ACTIVITIES/PROGRAMS

- P.E. /Athletics Storage
- Outdoor Equipment Storage
- Jersey/Uniform Storage
- Fitness Supplies Storage

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to Gym

Doors and Hardware
- Double Door, exterior access optional
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Acoustical Tile

Floors
- Resilient floor
- (or) Sealed concrete

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures
- Occupancy sensors

Technology/Devices
- n/a

Plumbing
- n/a

Power, Data & Communications
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Adjustable Industrial Metal Shelving
- Secure storage cabinets
- Racks for hanging uniforms

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CHANGING/TOILET ROOM

Room Area (SF)	250 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A convenient and secure space for students to change into appropriate attire for physical activities and promote a sense of organization and readiness for the school day.

USERS

- Students
- Teachers
- Paraprofessionals/Aides
- Community

ACTIVITIES/PROGRAMS

- Changing Area
- Toilet Room

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to Gym

Doors and Hardware
- Solid Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Moisture resistant acoustical tile with concealed splines and tamperproof

Floors
- Ceramic Tile

Walls
- CMU

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Occupancy sensors
- Variable light level switching

Technology/Devices
- n/a

Power, Data & Communications
- Telephone/public address system
- WIFI access

Plumbing
- ADA compliant fixtures
- Drinking fountains with bottle filler

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage/ Equipment
- Shelving
- Benches

Display
- n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MULTI-PURPOSE FITNESS ROOM/GROSS MOTOR

Room Area (SF)	950 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A dedicated room to enhance students' well-being by providing a space for physical activity, promoting healthy habits, and supporting both physical and mental health. The space should be designed for an integrated approach to technology and flexibility.

USERS

- Students
- Teachers
- Paraprofessionals/Aides
- Community

ACTIVITIES/PROGRAMS

- Dance Classes
- Yoga/Movement Classes
- Group Fitness Classes
- Stretching and Flexibility
- Gross Motor

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Secured controlled access from public lobby entrance.
- Able to be sectioned off from the rest of the school.
- Located within Sports Education & Athletics Community

Doors and Hardware

- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Windows
- Room darkening shades

Ceiling

- Open Ceiling painted with acoustical deck and suspended acoustical panels/ clouds

Floors

- Wood Sports floor system
- (or) Rubberized flooring system

Walls

- Paint

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height) at teaching wall
- Large format monitor/TV screen

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to power and data in the floor
- Stereo and Speaker System

Plumbing

- Drinking fountain with bottle fillers

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Furnishings & Equipment

- Wall Mirrors
- Free weights, weight machines, and exercise equipment

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Mobile teacher station, mobile workstation cart

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MULTI-PURPOSE FITNESS ROOM/GROSS MOTOR - continued

STORAGE ROOM – (Shared with Gymnasium Storage)

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to Multipurpose

Doors and Hardware
- Solid Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Acoustical Tile

Floors
- Resilient floor
- (or) Sealed concrete

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures
- Occupancy sensors

Technology/Devices
- n/a

Plumbing
- n/a

Power, Data & Communications
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Adjustable Industrial Metal Shelving
- Secure storage cabinets
- Racks for hanging uniforms

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GYM OFFICE

Room Area (SF)	200 SF
Number of Staff	4
Average Class Size	n/a

OBJECTIVES

A dedicated space for focused tasks, holding private discussions, and strategic planning with a focus on efficiency and confidentiality.

USERS

- P.E. Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Focused Work
- Meetings/Phone Calls
- Strategic Planning and Collaboration

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to Gym

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Room darkening shades
- Interior windows to Gym, oversight to changing areas

Ceiling
- Acoustical Tile

Floors
- Carpet Tile

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices
- Computer (Staff: 4)
- Network Copier/ Printer

Power, Data & Communications
- Multiple electrical outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access

Plumbing
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Furniture
- Office systems desk (Staff: 4)
- Task chair
- Visitor chairs
- Lockable lateral files
- Bookshelves

Display
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Storage / Casework
- Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GYM OFFICE - continued

TOILET ROOM – 60 sf (included in SF allocated)	
Plumbing • ADA compliant fixtures	**Doors and Hardware** • Solid door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting • LED Fixtures • Occupancy sensors	**Ceiling** • Moisture resistant acoustical tile **Acoustics** • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors • Tile • Perimeter joint PVC profile; Schlueter DILEX-BWA or similar.	**Walls** • Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schlueter DILEX-BWA or similar. • All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.
Other • Toilet accessories including mirror & hook	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CAFETERIA

Room Area (SF)	3,348 SF
Number of Staff	1-2
Average Class Size	Approx. 191 Students in (3) Lunch Waves

OBJECTIVES

A friendly space for students to enjoy healthy meals, fostering community and organization. Table storage ensures an orderly dining area. For events, provide versatile seating, excellent acoustics, and production support for various performances and presentations. The space should also be able to be divided into two equally sized dining rooms with a motorized partition.

USERS

- Students
- Teachers
- Paraprofessionals/Aides
- Community

ACTIVITIES/PROGRAMS

- Dining
- Assemblies and School Gatherings
- Community Events

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Proximity to main entry
- Proximity to student toilets
- Able to be sectioned off from the rest of the school for public use

Doors and Hardware

- Double Door with vision panel
- Acoustically rated operable partition, motorized.
- (or) Vertical partition / garage door opening to a breakout space, corridor, or exterior space
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening Shades, electronic

Ceiling

- Moisture resistant acoustical tile
- (or) Open ceiling painted with acoustical deck and suspended acoustical panels/ clouds/ specialty ceiling

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors
- Variable light level switching

Technology/Devices

- Front projection system with motorized screen
- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height)

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power for mobile teacher station
- Voice amplification/sound field system

Plumbing

- Drinking fountains with bottle fillers

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture

- Mobile cafeteria Folding Tables
- Mobile Seating
- Booth Seating
- High Top Tables
- Large Trash Receptacles

Display

- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board
- Mobile teacher station, mobile workstation cart

PART 3: SPACE PROGRAM & ACTIVITY PAGES

STUDENT TOILET ROOMS (MULTI-STALL)

Room Area (SF)	200 SF
Number of Staff	n/a
Average Class Size	n/a

OBJECTIVES

Multiple-user, multi-stall restrooms designated for student and public use are designed to promote an anti-bullying environment, with facilities designated for both males and females.

USERS

- Students
- Community

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Strategically located throughout the building(s)

Doors and Hardware

- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- n/a

Ceiling

- Moisture resistant acoustical tile

Floors

- Tile
- Perimeter joint PVC profile; Schlueter DILEX-BWA or similar.

Walls

- Moisture resistant drywall
- Tile/ Paint
- Perimeter joint PVC profile at Doors/ Windows; Schlueter DILEX-BWA or similar.
- All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures
- Occupancy sensors

Technology/Devices

- n/a

Power, Data & Communications

- Public address system
- WIFI access

Plumbing

- Fixture count determined by plumbing codes.
- ADA compliant fixtures
- Floor Drains

HVAC / Mechanical

- Refer to Building Systems section for additional requirements
- Exhaust as determined by mechanical code

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment

- Vandal-resistant toilet partitions with gender-neutral and anti-bullying design
- Toilet accessories including mirror

Display

- n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

STUDENT TOILETS (ALL-GENDER TOILET ROOMS)

Room Area (SF)	60 SF
Number of Staff	n/a
Average Class Size	n/a

OBJECTIVES

Single-user restrooms designated for student and public use are designed to be inclusive and gender-neutral, promoting an anti-bullying environment.

USERS

- Students
- Community

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Strategically located throughout the building(s)

Doors and Hardware
- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Moisture resistant acoustical tile

Floors
- Tile
- Perimeter joint PVC profile; Schlueter DILEX-BWA or similar.

Walls
- Moisture resistant drywall
- Tile/ Paint
- Perimeter joint PVC profile at Doors/ Windows; Schlueter DILEX-BWA or similar.
- All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures
- Occupancy sensors

Technology/Devices
- n/a

Power, Data & Communications
- Public address system
- WIFI access

Plumbing
- ADA compliant fixtures
- Floor Drains

HVAC / Mechanical
- Refer to Building Systems section for additional requirements
- Exhaust as determined by mechanical code

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Toilet accessories including mirror

Display
- n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

KITCHEN & SERVERY (AND SUPPORT SPACES)

Room Area (SF)	1,750 SF
Number of Staff	3-5
Average Class Size	n/a

OBJECTIVES

A well-equipped and functional space to efficiently prepare and serve nutritious meals. It addresses the essential building requirement of ensuring compliance with health and safety standards, contributing to the overall well-being of students and staff.

USERS

- Kitchen Staff
- Community

ACTIVITIES/PROGRAMS

- Meal Preparation
- Meal Service
- Health and Safety Compliance
- Dietary Recommendations

SERVING AREA

Adjacency / Location
- Adjacent to Cafeteria

Doors and Hardware
- Double Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting
- LED Fixtures
- Occupancy sensors

Ceiling
- Moisture resistant acoustical tile

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors
- Epoxy (or) washable non-skid flooring

Walls
- Wall Protection such as FRP or similar
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Special Needs/ Equipment
- Commercial Serving stations
- Cashier stations

Technology/Electrical
- Network drop for cashier stations

PREPARATION AREA

Adjacency / Location
- Adjacent to Serving Area

Doors and Hardware
- Double Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting
- LED Fixtures
- Occupancy sensors
- Variable light level switching

Ceiling
- Moisture resistant acoustical tile

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors
- Epoxy (or) washable non-skid flooring

Walls
- Wall Protection such as FRP or similar

Special Needs/ Equipment
- Commercial kitchen equipment (as outlined in narrative)
- Fire extinguisher and suppression
- Exhaust hoods
- Sinks at all stations
- Floor drains
- Eye wash and body shower with floor drain

Technology/Electrical
- n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

KITCHEN & SERVERY (AND SUPPORT SPACES) - continued

DRY FOODS STORAGE – 150 sf

Adjacency / Location • Adjacent to Preparation Area	**Doors and Hardware** • Solid Door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting • LED Fixtures • Occupancy sensors	**Ceiling** • Moisture resistant acoustical tile **Acoustics** • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors • Epoxy (or) washable non-skid flooring	**Walls** • Wall Protection such as FRP or similar
Special Needs/ Equipment • Shelving	**Technology/Electrical** • n/a

COOLER/FREEZER – 150 sf

Adjacency / Location • Adjacent to Preparation Area	**Doors and Hardware** • As Specified within Cooler/Freezer equipment • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting • LED Fixtures • Occupancy sensors	**Ceiling** • As Specified within Cooler/Freezer equipment **Acoustics** • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors • Epoxy (or) washable non-skid flooring	**Walls** • As Specified within Cooler/Freezer equipment
Special Needs/ Equipment •	**Technology/Electrical** • n/a

WARE WASHING – 160 sf

Adjacency / Location • Adjacent to Serving Area • Adjacent to Preparation Area	**Doors and Hardware** • Open to Preparation Area • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting • LED Fixtures • Occupancy sensors	**Ceiling** • Moisture resistant acoustical tile **Acoustics** • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors • Epoxy (or) washable non-skid flooring	**Walls** • Wall Protection such as FRP or similar
Special Needs/ Equipment • Dishwasher • Hand washing sinks • Floor drains	**Technology/Electrical** • n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

KITCHEN & SERVERY (AND SUPPORT SPACES) - continued

KITCHEN OFFICE – 80 sf

Adjacency / Location
- Adjacent to Serving Area
- Adjacent to Preparation Area

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting
- LED Fixtures
- Occupancy sensors

Ceiling
- Acoustical ceiling tile

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors
- Epoxy (or) washable non-skid flooring

Walls
- Paint
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Special Needs/ Equipment
- Office systems workstation desks for (2) staff
- Task chairs
- Visitor chairs
- Lockable lateral files
- Safe

Technology/Electrical
- n/a

STAFF TOILET – 60 sf, LOCKERS – 65 sf

Plumbing
- ADA compliant fixtures

Doors and Hardware
- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting
- LED Fixtures
- Occupancy sensors

Ceiling
- Moisture resistant acoustical tile

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors
- Tile
- Perimeter joint PVC profile; Schlueter DILEX-BWA or similar.

Other
- Toilet accessories including mirror.
- 2 Tier Metal Lockers

Walls
- Moisture resistant drywall
- Tile/ Paint
- Perimeter joint PVC profile at Doors/ Windows; Schlueter DILEX-BWA or similar.
- All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.

PART 3: SPACE PROGRAM & ACTIVITY PAGES

KITCHEN & SERVERY (AND SUPPORT SPACES) - continued

CUSTODIAL CLOSET – 50 sf

Adjacency / Location
- Distributed throughout the building

Doors and Hardware
- Solid Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Moisture resistant acoustical tile

Floors
- Sealed concrete
- (or) Washable non-skid flooring

Walls
- Paint
- Wall Protection (as needed)

SPECIALTIES/SYSTEMS

Lighting
- Utility grade fixtures

Technology/Devices
- n/a

Plumbing
- Mop sink
- Floor Drains

Power, Data & Communications
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements
- Exhaust as determined by mechanical code

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Adjustable Industrial Metal Shelving

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CHAIR/TABLE STORAGE

Room Area (SF)	200 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

An organized space where equipment, books, general supplies, attic stock, and educational materials are stored, ensuring easy access for custodial staff and teachers.

USERS

- Custodial Staff
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Educational Materials Storage
- Building Materials Storage
- Equipment Storage

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to Cafeteria

Doors and Hardware
- Solid Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Acoustical Tile

Floors
- Sealed Concrete

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- Utility grade fixtures

Technology/Devices
- n/a

Plumbing
- n/a

Power, Data & Communications
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- none

PART 3: SPACE PROGRAM & ACTIVITY PAGES

FACULTY DINING

Room Area (SF)	400 SF
Number of Staff	12-15
Average Class Size	n/a

OBJECTIVES

A room for dining, socializing and collaboration separate from the learning communities. The space should include a kitchenette with dining area and lounge.

USERS

- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Dining
- Break Area/Lounge
- Collaboration
- Socialization

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to Cafeteria

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Shades

Ceiling
- Moisture resistant acoustical tile

Floors
- Resilient flooring, or similar
- Durable, low maintenance

Walls
- Paint
- Wall Protection (as needed)
- (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors
  Occupancy sensors

Technology/Devices
- Ceiling mounted projector and/or interactive display boards (both mobile and fixed/adjustable height)
- TV monitor(s) – wall mounted

Power, Data & Communications
- Multiple power/data outlets at walls with USB charging modules
- Multiple power outlets at kitchenette
- Telephone/public address system
- WIFI access

Plumbing
- ADA compliant sink with filtered water faucet
- (See Appliances)

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Casework & Furniture
- Variety of dining table sizes
- Fixed upper and lower cabinets
- Lounge/café-style furniture

Display
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Appliances
- Microwave
- (2) Full Size refrigerators
- Coffee Maker
- Dishwasher

PART 3: SPACE PROGRAM & ACTIVITY PAGES

BUILDING STORAGE

Room Area (SF)	300 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

An organized space where equipment, books, general supplies, attic stock, and educational materials are stored, ensuring easy access for custodial staff and teachers.

USERS

- Custodial Staff
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Educational Materials Storage
- Building Materials Storage
- Equipment Storage

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to Custodial Area

Doors and Hardware
- Solid Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Acoustical Tile

Floors
- Sealed Concrete

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- Utility grade fixtures

Technology/Devices
- n/a

Plumbing
- n/a

Power, Data & Communications
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Adjustable Industrial Metal Shelving

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MULTI-STALL TOILET ROOMS

Room Area (SF)	200 SF
Number of Staff	n/a
Average Class Size	n/a

OBJECTIVES

Multiple-user, multi-stall restrooms designated for student and public use are designed to promote an anti-bullying environment, with facilities designated for both males and females.

USERS

- Students
- Community

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Strategically located throughout the building(s)

Doors and Hardware

- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- n/a

Ceiling

- Moisture resistant acoustical tile

Floors

- Tile
- Perimeter joint PVC profile; Schlueter DILEX-BWA or similar.

Walls

- Moisture resistant drywall
- Tile/ Paint
- Perimeter joint PVC profile at Doors/ Windows; Schlueter DILEX-BWA or similar.
- All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures
- Occupancy sensors

Technology/Devices

- n/a

Power, Data & Communications

- Public address system
- WIFI access

Plumbing

- Fixture count determined by plumbing codes.
- ADA compliant fixtures
- Floor Drains

HVAC / Mechanical

- Refer to Building Systems section for additional requirements
- Exhaust as determined by mechanical code

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment

- Vandal-resistant toilet partitions with gender-neutral and anti-bullying design
- Toilet accessories including mirror

Display

- n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ALL-GENDER TOILET ROOMS

Room Area (SF)	60 SF
Number of Staff	n/a
Average Class Size	n/a

OBJECTIVES

Single-user restrooms designated for student and public use are designed to be inclusive and gender-neutral, promoting an anti-bullying environment.

USERS

- Students
- Community

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Strategically located throughout the building(s)

Doors and Hardware
- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Moisture resistant acoustical tile

Floors
- Tile
- Perimeter joint PVC profile; Schlueter DILEX-BWA or similar.

Walls
- Moisture resistant drywall
- Tile/ Paint
- Perimeter joint PVC profile at Doors/ Windows; Schlueter DILEX-BWA or similar.
- All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures
- Occupancy sensors

Technology/Devices
- n/a

Power, Data & Communications
- Public address system
- WIFI access

Plumbing
- ADA compliant fixtures
- Floor Drains

HVAC / Mechanical
- Refer to Building Systems section for additional requirements
- Exhaust as determined by mechanical code

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Toilet accessories including mirror

Display
- n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CUSTODIAL CLOSET

Room Area (SF)	50 SF
Number of Staff	1
Average Class Size	n/a

OBJECTIVES
Strategically located throughout the building with convenient access to major assembly areas and learning communities.

USERS
- Custodial Staff

ACTIVITIES/PROGRAMS
- Supply/Equipment Storage
- Maintenance

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Distributed throughout the building

Doors and Hardware
- Solid Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Moisture resistant acoustical tile

Floors
- Sealed concrete
- (or) Washable non-skid flooring

Walls
- Paint
- Wall Protection (as needed)

SPECIALTIES/SYSTEMS

Lighting
- Utility grade fixtures

Technology/Devices
- n/a

Plumbing
- Mop sink
- Floor Drains

Power, Data & Communications
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements
- Exhaust as determined by mechanical code

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Adjustable Industrial Metal Shelving

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MECHANICAL ROOM

Room Area (SF)	750 SF
Number of Staff	1
Average Class Size	n/a

OBJECTIVES

A dedicated space that houses essential mechanical and utility systems, such as heating, ventilation, air conditioning (HVAC), and other equipment, ensuring the efficient functioning of the school's infrastructure. It typically contains machinery, control systems, and maintenance tools to support the building's operational needs.

USERS

- Custodial Staff

ACTIVITIES/PROGRAMS

- Storage
- Maintenance

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to Custodial Area

Doors and Hardware
- Double Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Open ceiling painted with acoustical deck

Floors
- Sealed concrete

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- Utility grade fixtures

Technology/Devices
- n/a

Plumbing
- Floor drains
- Hose bib

Power, Data & Communications
- Data connection for BMS connectivity

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Refer to Building Systems section for additional requirements

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MAIN ELECTRICAL ROOM

Room Area (SF)	400 SF
Number of Staff	1
Average Class Size	n/a

OBJECTIVES

A dedicated space that serves as the central hub for electrical distribution, housing control panels, circuit breakers, and other essential equipment. It is a secure space where power is efficiently managed to ensure the smooth functioning of the school's lighting, heating, and electronic systems.

USERS

- Custodial Staff

ACTIVITIES/PROGRAMS

- Storage
- Maintenance

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to Custodial Area

Doors and Hardware
- Solid Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Open Ceiling painted with acoustical deck

Floors
- Sealed concrete

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- Utility grade fixtures

Technology/Devices
- n/a

Plumbing
- n/a

Power, Data & Communications
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Refer to Building Systems section for additional requirements

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ELECTRICAL CLOSETS

Room Area (SF)	60 SF
Number of Staff	1
Average Class Size	n/a

OBJECTIVES
A centralized storage space for cleaning supplies and equipment, facilitating efficient and organized maintenance of the school's cleanliness and hygiene.

USERS
- Custodial Staff

ACTIVITIES/PROGRAMS
- Storage
- Maintenance

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Distributed throughout the building

Doors and Hardware
- Solid Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Moisture resistant acoustical tile
- (or) Open Ceiling painted with acoustical deck

Floors
- Sealed concrete
- (or) Washable non-skid flooring

Walls
- Paint
- Wall Protection (as needed)
- Fire proofing as required for emergency electrical rooms, BDA systems, etc.

SPECIALTIES/SYSTEMS

Lighting
- Utility grade fixtures

Technology/Devices
- n/a

Power, Data & Communications
- n/a

Plumbing
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment
- Adjustable Industrial Metal Shelving

PART 3: SPACE PROGRAM & ACTIVITY PAGES

IDF ROOM

Room Area (SF)	60 SF
Number of Staff	1
Average Class Size	n/a

OBJECTIVES
A dedicated space for network equipment like switches and routers, ensuring effective distribution of data and communication services across the school.

USERS
- IT Staff

ACTIVITIES/PROGRAMS
- Data Storage and Management
- IT Infrastructure Maintenance

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Distributed throughout building

Doors and Hardware
- Solid Door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- n/a

Ceiling
- Open ceiling painted with acoustical deck

Floors
- Anti-static flooring

Walls
- Paint

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Occupancy sensors

Technology/Devices
- Server Racks
- Routers
- Cabling infrastructure
- Modems
- Patch panels and wire management

Power, Data & Communications
- Twist lock receptacles for IT rack power
- Telephone demarc
- Public address system head end
- Security system head end

Plumbing
- n/a

HVAC / Mechanical
- Dedicated redundant split units for cooling
- Pre-action fire suppression for MDF
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Furniture
- Ladder rack/ cable tray

Display
- n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

DELIVERIES / LOADING & RECEIVING

Room Area (SF)	300 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

A centralized space for custodial staff to receive packages, shipments, supplies and other deliveries, to then be able to store them appropriately after they are received and organized.

USERS

- Custodial Staff

ACTIVITIES/PROGRAMS

- Deliveries, Loading Dock
- Supply Organizing

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to Custodial area
- Adjacent to Food Prep/ Kitchen

Doors and Hardware

- Double Door
- Exterior Rolling Door desired
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- n/a

Ceiling

- Open ceiling painted with acoustical deck

Floors

- Sealed Concrete

Walls

- Paint
- Wall Protection (as needed)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures
- Utility grade fixtures

Technology/Devices

- n/a

Power, Data & Communications

- Telephone/public address system
- WIFI access

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Furniture

- Adjustable Industrial Metal Shelving

Display

- n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CUSTODIAL OFFICE/STORAGE

Room Area (SF)	150 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

A dedicated space for custodial staff to efficiently manage cleaning supplies, take breaks, and perform administrative tasks. The objective is to enhance the overall effectiveness and well-being of the custodial team, ensuring a clean and organized environment that supports their work responsibilities.

USERS

- Custodial Staff

ACTIVITIES/PROGRAMS

- Supply Management
- Breakroom Facilities
- Administrative Tasks
- Equipment Maintenance

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location
- Adjacent to Deliveries/ Receiving

Doors and Hardware
- Door with vision panel
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows
- Operable window(s)
- Room darkening shades

Ceiling
- Acoustical tile

Floors
- Resilient floor
- (or) Sealed concrete.

Walls
- Paint
- Wall Protection (as needed)

SPECIALTIES/SYSTEMS

Lighting
- LED Fixtures, dimmable
- Daylight sensors
  Occupancy sensors

Technology/Devices
- Computer
- Network Copier/ Printer

Power, Data & Communications
- Multiple power/data outlets at walls with USB charging modules
- Telephone/public address system
- WIFI access

Plumbing
- n/a

HVAC / Mechanical
- Refer to Building Systems section for additional requirements

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Casework & Furniture
- Modular, mobile table
- Mobile seating/chairs
- Fixed upper and deeper lower cabinets to accommodate equipment
- Tall wardrobe, lockable, or cubbies/lockers for personal belongings
- 12 ft Workbench
- Adjustable Industrial Metal Storage racks
- Office systems desk
- Task chair
- Visitor chairs
- Lockable lateral files

Display
- Writeable Surface, Magnetic marker/whiteboard
- Tackable Surface, bulletin board

Appliances
- n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CUSTODIAL OFFICE/STORAGE - continued

STAFF TOILET – 60 sf (included in SF allocated)

Plumbing
- ADA compliant fixtures

Doors and Hardware
- Solid door
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Lighting
- LED Fixtures
- Occupancy sensors

Ceiling
- Moisture resistant acoustical tile

Acoustics
- Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

Floors
- Tile
- Perimeter joint PVC profile; Schlueter DILEX-BWA or similar.

Walls
- Moisture resistant drywall
- Tile/ Paint
- Perimeter joint PVC profile at Doors/ Windows; Schlueter DILEX-BWA or similar.
- All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.

Other
- Toilet accessories including mirror.
- 2 Tier Metal Lockers

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PART 4

Building Systems.....4.1
Site Development 4.2
Construction Grant Bonus Requests 4.3

BUILDING SYSTEMS AND SITE 4

PART 4: BUILDING SYSTEMS & SITE

4.1 BUILDING SYSTEMS

Proposed Building Systems

The following describes the proposed mechanical, electrical, plumbing, fire protection, technology and security systems. Mechanical, Electrical, Plumbing, and Fire Protection systems shall be in accordance with the current Connecticut State Building Code including but not limited to the current International Energy Conservation Code (IECC) and shall comply with the State of Connecticut High Performance Building Standards.

Fire Protection (Sprinkler System)

- A new fire protection system, in accordance to NFPA 13, shall be installed throughout all areas of the building. Complete fire alarm system with sprinklers, pull stations, horns, flashing, lighting, voice evacuation in areas of large assembly, smoke and heat detectors, battery backup, and plastic shields on pull stations is required. Depending upon the building design, the fire alarm system should be integrated and monitored through one location.
- The fire alarm system should have a direct connect to the local Fire Department in case of activation. The system shall be provided with a fire alarm control panel with a wireless master box to contact the local fire department.
- The building will be provided with an addressable fire alarm system in compliance with code requirements and ADA regulations.
- Voice evacuation shall be provided throughout the building.
- Manual pull stations shall be installed in locations designated by the city fire marshal office.
- A new minimum 6" fire protection line will be routed to the building from water mains located at the street.
- A new minimum 6" main fire protection water service with a double check backflow preventer assembly shall be installed, within the Mechanical Room.
- Alarm valves shall be installed to properly zone the sprinkler system. There will also be flow control valve assemblies with tamper & flow switches on each floor level.
- Sprinklers shall be concealed, fully recessed in finished areas with ceilings. Sidewall, exposed, extended coverage sprinklers shall be installed where appropriate. Upright sprinklers with protective baskets shall be installed within the gymnasiums, storage and mechanical areas. Quick response sprinkler heads shall be used in light hazard locations. Sprinklers, unless noted otherwise, shall have a ½" orifice and a 165°F temperature rating. Intermediate temperature classification sprinklers shall be installed within the mechanical room, skylights and other applicable areas.
- Piping for the sprinkler system shall be steel pipe, ASTM A 53; Schedule 40 seamless carbon steel. Schedule 10 pipe shall be allowed for pipe sizes larger than 2" diameter when roll grooved mechanical couplings are used. Sprinkler piping shall be installed above ceilings and concealed within chases where applicable.

- Fittings shall be grooved mechanical fittings: ANSI A21.10 ductile iron; ASTM A47 grade malleable iron. Couplings shall be ASTM A 536 ductile iron or malleable iron housing, EPDM gasket with nuts, bolts, locking pin, locking toggle or lugs to secure roll grooved pipe and fittings.
- Kitchen hoods and kitchen exhaust ductwork shall be protected by dry chemical type systems and shall be connected to the fire alarm system.
- Note: The high school and intermediate school fire suppression system run off a fire pump located in the rear of the Zenon plant. The proposed Middle School will be added to this system with modifications and expansion as required. Additionally, a storage tank and fire booster pump will likely require an upgrade/expansion.

Fire Alarm System

- The building will be provided with an addressable fire alarm system in compliance with code requirements and ADA regulations. Voice evacuation shall be provided throughout the building. The system shall be provided with a fire alarm control panel with a wireless master box to contact the local fire department. Manual pull stations shall be installed in locations designated by the city fire marshal office. Audible and visual signaling devices shall be installed in classrooms, corridors, toilets, cafeteria, gymnasium, etc. Visual-only signaling devices shall be installed in all conference rooms, work rooms, small staff toilets, etc.

Plumbing Systems

- New plumbing systems will be installed including but not limited to: storm, waste, vent piping, domestic water service, domestic cold and hot water, gas service as required, and a grease interceptor shall be coordinated to connect to the sanitary system in order to prevent grease from entering and clogging this system. Plumbing fixtures shall be low-flow or otherwise focused on sustainable, water conservation methods.
- Plumbing in the school must meet present codes; and the sanitary sewer lines must be properly sized and located to handle the anticipated load.
- Storm, waste, and vent piping shall be hub-less cast iron with standard torque clamps, conforming to CISPI 301 for above ground piping and hub & spigot cast iron conforming to ASTM A 74 for piping installed below the floor slab. Storm, waste, and vent piping shall be concealed within chases and walls. Storm and waste services shall exit the building below slab at multiple locations to be coordinated with the site engineer. The secondary storm system shall exit the building separate from the primary system; discharge shall be above grade, at locations visible to the building maintenance staff.
- The building will require a 4" domestic water service minimum, which shall enter the building below slab, and rise up to a service assembly located in the Mechanical Room. The service assembly located within the Mechanical Room shall consist of shut-off valves, pressure reducing valves, backflow preventers, and a meter.
- Domestic cold water, domestic hot water, and domestic hot water recirculation piping shall be Type L copper conforming to ASTM B 88. Domestic water piping shall be insulated with rigid molded, noncombustible glass fiber insulation conforming to ASTM C335. Domestic water piping throughout the building shall be installed above ceilings and concealed within walls. Jacketing shall be provided on piping exposed in occupied areas (when exposed pipe is located below 10').
- ***Should the town decide not to implement an all-electric building targeting a NetZero facility***, a new natural gas service shall be provided to serve the building this service shall originate from

the street and enter the building in the Mechanical Room after connecting to the meter assembly. The meter assembly shall consist of shut-off valves, pressure regulator and meter. Gas piping shall be ASTM A53 schedule 40 black steel. Gas piping will be used to serve the building domestic hot water heaters, boilers, kitchen appliances, and any additional mechanical or amenity space equipment.

- A concrete 2000-gallon grease interceptor (or sized as required by the local health department) shall be coordinated and then installed below grade at the exterior of the kitchen. The waste connection exiting the grease interceptor shall connect to the sanitary system serving the buildings. The interceptor shall prevent grease from entering and clogging the sanitary system.

Hot Water Systems

- The hot water distribution system shall include 140°F piping for the kitchen (boosted to 180°F at the dishwashing area) and 110°F piping to serve the remainder of the building. The water in the storage tanks will be stored at 140°F. An automatic High/Low tempering valve, by Leonard or approved equal, will reduce to the water to 110°F for the building piping. For controllability reasons a second High/Low tempering valve will be installed on the kitchen 140°F water feed. ***Note: Source of energy related to hot water may include geothermal / heat pump system targeting a NetZero facility.***
- Hot water recirculation pumps shall be installed to maintain the appropriate temperatures in the domestic hot water distribution system. The pump shall be controlled by the building management system (BMS) to minimize energy consumption. Hot water recirculation piping shall be brought to all lavatory and sink locations.

Hot Water Plant

- Domestic hot water shall be generated by two natural gas fired water heater/storage tank, PVI Conquest or approved equal, located in the Mechanical Room. ***Note: Source of energy related to hot water may include geothermal / heat pump system targeting a NetZero facility.***

Plumbing Fixtures and Specialties

- All plumbing fixtures required to be accessible shall be in accordance with the Americans with Disabilities Act (ADA), 504 and UFAS standards.
- Water closets and urinals shall be wall hung, vitreous china, low consumption (0.125 gallon per flush urinals and high efficiency 1.28 gallon per flush water closets), by American Standard or approved equal. Flush valves shall be manually operated, by Sloan or approved equal.
- Lavatories shall be wall hung, vitreous china, by American Standard or approved equal. Faucets shall be low consumption manually operated, by Symmons or approved equal.
- Multi-user lavatories shall be wall hung, solid synthetic surface with integral soap dispensers by Bradley or approved equal. Faucets shall be low consumption manually operated by selected manufacturer.
- Wall hangers for water closets, urinals, and lavatories shall be heavy duty adjustable height type by J.R. Smith or approved equal. Hangers shall be installed within chase spaces provided behind fixtures.

- Bottle filling stations (Drinking fountains) shall be stainless steel, wall recessed, two-tier, ADA style, vandal resistant manufactured by Elkay or approved equal.
- Mop basins shall be floor mounted, 24"x24", molded stone, with wall mounted faucet & trim, by Fiat or approved equal.
- Classroom sinks shall be stainless steel, by Elkay or approved equal with gooseneck faucets, by Symmons or approved equal.
- Cast iron floor drains shall be installed at all toilet rooms. Heavy-duty cast iron floor drains & floor sinks shall be installed in the Mechanical Room. Floor drains shall be by J.R. Smith or approved equal. Trap primers shall be provided for floor drains. In the kitchen area trap primers shall be Pressure Drop Activated by PPP or approved equal. In bathrooms and mechanical room areas trap primers shall be waterless by ProSet Trap Guard or approved equal.
- ***Should the town decide not to implement an all-electric building targeting a NetZero facility***, Emergency gas solenoid valves shall be provided in the kitchen.
- Hose bibbs shall be installed in all toilet rooms, by Woodford or approved equal.
- Wall hydrants shall be installed on exterior walls every 100 feet. Wall hydrants shall be non-freeze type by Woodford or approved equal.

Mechanical Systems

- New heating and cooling plants will be installed to provide adequate heating and cooling capacity for the new building. All spaces are to receive air conditioning. Classrooms, offices, and conference rooms shall be ventilated by a dedicated outside air system (DOAS), with energy recovery. Large volume spaces such as the Gym, Cafeteria, Stage/Performance Area, Media Center, and other multi-purpose type spaces shall be ventilated by rooftop units (RTUs) with energy recovery, or water/air cooled heat pump equipment. Sustainable goals and initiatives are to be incorporated as identified, including but not limited to: geothermal, photovoltaic array.
- In addition, utilizing renewable energy sources including solar and geothermal as well as net zero energy and/or emissions will be considered in the building design in the context of a 50 year estimated useful life. This should include cost estimates of energy—and other known, direct—costs over that time span for all energy sources.
- **Set a goal to achieve a targeted energy use intensity (EUI) in the mid-20's overall,** through a combination of energy efficient building systems, solar/photovoltaics (PV), geothermal, etc.
- The school will have an automatic building controls system designed to promote a safe, efficient, and healthful indoor environment. Standards for design selection include reliability, simplicity of operation, comprehensiveness, energy efficiency, low ongoing maintenance and repair costs, length of useful life, and operational efficiency overall.
- A Building Management System (BMS) shall be installed to control the mechanical and selected electrical systems. BMS shall be by the Temperature Control vendor approved by the owner.
- Spaces should have independent, on demand heating, cooling and ventilation control for operational efficiency.
- Each classroom will be provided with a temperature sensor and carbon dioxide sensor. The carbon dioxide sensor is an energy saving device. By sensing the carbon dioxide within the

room, the outside air intake is adjusted, reducing the amount of outside air being heated or cooled, resulting in less energy used.

- Climate controls/ventilation systems need to meet current codes and standards.

HVAC Controls

- A Building Management System (BMS) shall be installed to control the mechanical and selected electrical systems. BMS shall be by the Temperature Control vendor approved by the owner.
- The system shall include a personal computer with graphics-based display and capabilities for alarming off-site.
- The BMS shall provide temperature control for all HVAC systems and control select lighting in the building.
- The system shall be programmed for occupied/unoccupied cycles for the air handling equipment, with an override feature for spaces that would be utilized after-hours.
- The system shall monitor occupancy sensing devices to control the amount of outside air being brought in to each classroom to assist in energy conservation.
- The BMS shall be accessible from any Web browser and mobile device with proper authorization.

Heating Plant

- ***Should the town decide not to proceed with a geothermal/heat pump building infrastructure targeting a NetZero facility***, the heating plant will generally consist of (2) natural gas fired boilers, Aerco Benchmark Model BMK 1500, 1,500,000 BTU/hr input each. The boilers will be mounted on 6" thick reinforced concrete housekeeping pads.
- ***Should the town decide not to proceed with a geothermal/heat pump building infrastructure targeting a NetZero facility***, the primary heating hot water pumping plant will generally consist of one pair of pumps. Each of the pumps will be sized for 100% capacity, for complete redundancy. The pumping will be a variable primary arrangement for the boilers and will send 140°F water to the building for space heating systems and terminal heating units (baseboard fin tube, radiant ceiling panels, air handling units, cabinet units heaters, etc.) throughout the facility. The space heating hot water supply piping temperature will be reset inversely with outside air temperature, to minimize energy consumption. Heating hot water pumps shall be vertical inline type by Armstrong or approved equal, Pumps will be mounted on 6" thick concrete housekeeping pads in the Mechanical Room.

Chiller Plant

- ***Should the town decide not to proceed with a geothermal/heat pump building infrastructure targeting a NetZero facility***, the chiller plant for space cooling, will generally consist of (2) site mounted air cooled chillers, Trane Sintesis RTAF or approve equal, 125 tons each. The chiller will be mounted on an exterior concrete pad. Chiller shall have sound enclosure surrounding it on all sides, consult chiller manufacturer on exact size and thickness of enclosure to provide acceptable sound levels in residential neighborhood.
- ***Should the town decide not to proceed with a geothermal/heat pump building infrastructure targeting a NetZero facility***, the primary chilled water pumping plant will generally consist of one pair of pumps. Each pump will be sized for 100% capacity, for

complete redundancy. The pumping will be a variable primary arrangement with the chillers in a parallel configuration and will circulate 42°F chilled water to the space cooling system and terminal cooling units (air handling units, DOA's, etc.) throughout the facility. Chilled water pumps shall be vertical inline type, by Armstrong or approved equal. Pumps will be mounted on 6" thick concrete housekeeping pads in the Mechanical Room.

Heating, Ventilating and Air Conditioning

Academic Areas

- The outdoor ventilation air for the core academic, office, and multi-purpose areas will be provided through dedicated outdoor air (DOA) units. These DOA units will provide pre-conditioned air that will be distributed directly to each space. Exhaust air from the spaces will be ducted back to the DOAS unit. Each DOA unit will generally consist of supply & exhaust fans, hot water heating coil, chilled water cooling coil, energy recovery wheel, wrap around heat pipe, filter section, and controls. DOA units shall be Trane, Performance Climate Changer or approved equal.
- Space cooling will be provided for each space. The system to provide this cooling has not yet been determined but will be provided by either variable refrigerant flow (VRF) fan coils and associated condensing units, or active chilled beams. These cooling terminal units will be responsible for accommodating the space sensible cooling load (latent load satisfied by DOA units).
- Space heating may be supplemented through the use of either perimeter fin-tube radiation or radiant ceiling panels along exterior walls. Perimeter fin-tube radiation shall be Rittling or approve equal. Radiant ceiling panels shall be Airtite or approved equal.

Tel/Data and security equipment rooms

- Data closets will be served by ductless split units, by Mitsubishi or approved equal.

Corridors/Miscellaneous areas

- All restrooms, mechanical/electrical rooms and storage areas shall be provided with exhaust that will be connected to the DOA units thought the building. The exhaust rate to these rooms will be provided based on ASHRAE 62.1 Requirements.
- The stairwells, entrances and vestibules shall be served by hot water cabinet unit heaters with return air temperature sensors and control valves.
- All storage areas, mechanical rooms and electrical rooms shall be provided with hot water unit heaters.

Materials and Methods

Includes the following basic materials and methods of construction:

- All ductwork and accessories shall meet SMACNA standards.
- Provide all HVAC equipment with extra set of filters.
- Seismic restraints shall be designed and installed as required per State of Connecticut Building Code and Fire Safety Code which requires the seal of a licensed professional engineer. Abovementioned professional engineer will be required to verify installation is correct and complete per seismic code. This includes piping, ductwork, equipment, and equipment bases.

- Provide glass fiber insulation for all hydronic piping and ductwork. Insulation shall be installed to meet the Energy Conservation Code.
- Provide firestopping around mechanical penetrations in accordance with fire stopping requirements. System shall be capable of maintaining against flame and gases. System shall be UL listed and comply with ASTM E814.
- Provide mechanical identification for mechanical systems. Identification shall comply with ANSI A13.1.
- All pipe connections shall be installed to allow for freedom of movement of the piping during expansion and contraction without springing. Swing joints, expansion loops and expansion joints with proper anchors and guides shall be provided where shown.
- Provide vibration isolation for hydronic piping, ductwork, and equipment.
- Hydronic piping 2 1/2"ϕ and under shall be Type L copper. Piping 3" ϕ and over shall be ASTM A 53; Schedule 10 black steel pipe with welded, flanged or grooved joints.
- All equipment served by hydronic piping shall have isolation valves on the supply and return lines. Isolation valves shall also be provided at branch take-offs.

Electrical Systems

- New electrical service will be installed with power provided by local utility company. Distribution will include customer utility metering as well as sub-metering for plug loads, lighting, mechanical equipment, kitchen loads, etc.
- The building shall be provided with a minimum 2,500, 120/208V, 3-phase, 4-wire, main electrical service with circuit breaker distribution and integral TVSS and ground fault. The main switchboard shall be located in a Main Electrical Room. Include the following;
  - Electrical service shall be provided underground from the Utility pad mount transformer in schedule 40 PVC conduit. When crossing roadways, sidewalks, etc, concrete encased conduit shall be provided.
  - All conductors shall be copper.
- The building shall be provided with an emergency generator with weatherproof sound attenuated enclosure and tank capable of providing ample amount of run time.
- A generator shall be provided for backup power. Two automatic transfer switches (ATS) shall be provided; one for emergency loads and one for optional standby loads. The generator shall support emergency lighting, the elevator, IT load, freeze protection (i.e. boilers, if provided), kitchen walk-in cooler and freezer, and other miscellaneous loads. The building shall be provided with a minimum 450 emergency / standby diesel generator, 60Hz, 1800RPM, 3phase 120/208Volt, with weatherproof sound attenuated enclosure and tank capable of providing 72 hours of run time.
  - Requested by facilities department; All of the new HVAC units installed, shall be connected to generator to all for heating/cooling/circulation in the event of a power failure.
  - Bathroom fixtures will also be connected with infrared sensing technology, if installed.

Distribution

The building shall be provided with a minimum of panelboards and feeders as follows:

- Main Electrical Room shall contain (minimum):
  - 2,500A, 120/208V main switchboard. Metering will be provided separately for lighting loads, receptacle loads, kitchen loads, and HVAC loads. Switchboard shall include TVSS device and ground fault.
  - Provide separate panel boards for Lighting, General Receptacles, Kitchen and Mechanical equipment.
- Emergency Electrical Room shall contain (minimum):
  - ATS #1 120/208Volt, 3phase- Life Safety / Emergency Lighting distribution.
  - Provide general purposed panel board for emergency lighting. Panel board shall be Bussman Quick Spec Fusible Link.
- Kitchen / Cafeteria shall contain (minimum):
  - One general purpose panel board shall be 120/208, 3PH, 4W.Branch circuits shall be installed in EMT conduit. Type MC cable shall be limited to concealed spaces above finished ceilings in classrooms or drywall type partitions after first device. EMT conduit shall be used to the first device in a branch circuit and shall be used in all masonry or CMU partitions.

- Efficient and appropriate natural lighting will be maximized within the facility as appropriate for the programmatic use of the spaces. Occupancy and vacancy sensors, dimming, daylight sensors and dual switching will be installed in classrooms. LED light fixtures will be used throughout. Attention should be given to security lighting for both the interior and exterior of the building. Emergency lighting power will be provided via emergency generator as described above. Exit signs will be self-contained, universal mounted, LED illuminated, low energy usage fixtures. Lighting systems will also include:
  - Exit signs will be self-contained, universal mounted, LED illuminated, low energy usage fixtures.
  - Occupancy sensors shall be provided in all lit areas except in utility rooms and other rooms exempted by code.
  - Occupancy sensor switches with wall override shall be provided in all small offices, single occupancy toilet rooms, storage rooms and janitors closets.
  - Corridor and stairwell lighting shall remain on during occupied hours, but will be controlled by occupancy sensors during unoccupied times. This will require communication with the building management system.
- Site lighting will be as follows:
  - Parking lot lighting shall be accomplished using pole mounted, 277V, LED fixtures on 60 foot centers. Fixtures to match existing complex LED fixtures and will be fed from a site lighting relay panel and shall be controlled by the building management system and photocell arrangement.
  - Walkway lighting shall be accomplished using 3' high bollards, 120V, LED on 15foot centers. Fixtures will be fed from the site lighting relay panel and shall be controlled by the building management system.

- All egress doors leading directly to the exterior of the building shall have 2-LED array, 2-LED driver fixtures mounted above.

- Gymnasium/Cafeteria lighting shall be controlled via occupancy sensors or lighting control system by Crestron GLPAC or GLPP series or equivalent.
- Illuminated low level exit signs and handicap accessible exit signs shall be provided where required by code.

Materials and Methods

Include the following basic materials and methods of construction:

- Wiring shall be THHN/THWN copper, installed in EMT conduit for general circuits.
- Type MC cable shall be used as prescribed in sections above.
- Devices shall be specification grade, NEMA 5-20R etc.
- Disconnect switches shall be fusible heavy-duty type. NEMA 1, 3R or 4X as required for locations installed.
- Circuit breakers shall be fixed element, thermal magnetic type.
- Panelboards shall have copper bussing, with hinged, lockable, door-in-door trim.
- Branch circuit breakers shall be bolt-on type.
- All conduits, circuits and devices shall be labeled.
- Conduits below slabs shall be schedule 40 PVC, with rigid steel conduit sweeps.
- In all single occupant toilet rooms: emergency call light/bell mounted above the doors and associated call switches shall be provided.

Technology

Current technology standards and anticipated future standards are to be state-of-the-art. The most up-to-date voice/video/data systems will be added to all instructional and support spaces within this school. A WAN will be installed and this building will be networked to the NPS. Wireless Access Points (WAPs) will be installed through the entire school.

A contemporary middle school must be able to support varied uses of technology. In particular, the school's infrastructure should reflect the latest in wiring and cabling, which would support current technology applications as well as the capacity to support future requirements. Computers should support the full range of educational and operational functions in the school. Wiring for all classrooms will include multiple network drops, WAPs, and multiple electrical outlets. The entire facility will have wireless connectivity to support the implementation of one-to-one mobile devices such as laptops, netbooks, and other Internet-ready devices.

At minimum, the new building will require the following systems to meet the programmatic needs of the school: the telecommunications infrastructure consists of a state-of-the-art voice, video, and data network. The network is designed to provide users voice, video, and data communication throughout the school, between schools within the district, and across the globe.

Note: CAT6E or better should be employed at a minimum, and 1 to 10 GB connections to all desktop location (or fastest switch connection possible via economical means) and 10GB trunks (or fastest switch connection possible via economical means) to all interconnections to all of the data closets. Also, one two 1 GB drops to be located in the ceiling for wireless APs should installed for support of the wireless infrastructure in each educational space, inclusive of

hallways, common areas, breakout spaces and all core spaces (Gym, Cafeteria, Media Center, etc.).

A new technology and WIFI infrastructure will be provided for connectivity throughout the entire building, and even outdoor areas of the learning environment to allow maximum flexibility. The District's IT/Technology staff will identify any preferred vendors, providers, and will help to develop all final equipment requirements for compliance with District-wide standards.

LAN / WAN Switches

- All school wiring closets have at least one 48-port POE switch, minimum, to support wireless access points and other POE devices.
- All school wiring closets have at least one 48 port non-POE switch for standard network access.
- At least one wiring closet shall contain a 10GB fiber connection back to the main infrastructure for the district.
- All switch interconnectivity shall be through 10GB fiber SFPs, at a minimum.

Wiring Closet UPS

- All school wiring closets have at least one APC rack mounted UPS.

WiFi

- All schools are on a centralized wireless network.
- Coverage throughout all teaching spaces, corridors, break out spaces, and at all exterior outdoor educational areas.
- Ubiquitous WiFi should be provided to all student and staff accessible spaces.

Interactive Digital Displays

- All classroom and conference room spaces should contain an interactive display (adjustable height). Low gloss, dry erase, whiteboard with pen tray, along with tackable surfaces shall be installed on wall where interactive display is mounted. The interactive display shall also be adjustable height. This includes all four walls of the typical classrooms allowing versatility of teaching modalities.

Document Cameras

- All classrooms should contain a Document Camera in addition to the interactive display devices.

Misc. Technology Items

- There shall be a combined voice/data system with "VOIP" (Voice Over Internet Protocol) design compatible with the town-wide system.
- The school shall have both wall mounted and mobile, interactive LED devices in every educational space (Inclusive of all general classrooms, specialized education areas (Art, Music, Technology), meeting space, break out areas, hallways, presentation areas, and all core spaces (Stage/Performance Area, Cafeteria, Gym, Media Center, etc.).
- Capacity to provide video streaming devices in every classroom and meeting space.

- Flexible/adaptable charging stations in every room to accommodate a variety of devices over time.
- Multiple data drops with sufficient power in every classroom, meeting spaces, and tech/storage closets to accommodate phones/copiers as needed.
- Latest generation full WIFI coverage throughout the entire building compatible with district controllers.
- Shared printing stations to support multiple classrooms in convenient locations throughout the building.
- Head end equipment to be housed in an MDF with 24-hour environmental control.
- All IDF closets require 24-hour environmental control.
- Horizontal cabling shall be Category 6e plenum rated or contemporary equivalent.
- Cable shall be run in corridors to support horizontal cable structure.
- Fiber backbone between the MDF and IDF rooms shall be capable of at least 10GB minimum anticipating future growth.
- Fiber optical cable from street to MDF also must support 10 GB as well as anticipate future growth.
- Office space and workspace for Technology Personnel with sufficient data drops and power to support technology in the building.
- Storage for Technology Department is critical.
- The latest wireless technology should be incorporated into the school design. Note: This must be 100% compatible with the single controller system currently in operation.

Phone System

- There shall be a combined voice/data system with "VOIP" (Voice Over Internet Protocol) design compatible with the town-wide system.
- A comprehensive, district-integrated phone system (dial-out) will be integrated into technology scope of the project, including hands-free and handle options.
- Must be capable of reporting originating room identification as part of E911 call.
- Install phones in all educational spaces, supporting offices, and every room programmed for use of the facility occupied by teachers or students at any given time, including all meeting, support and instructional spaces.

Clock System

- The clock system should use RF to sync to an NTP server.
- Clocks, similar to the phone system will be integrated into the technology component of the project.
- All support and instructional spaces will be included.
- System to have manual override capability in the event that Daylight Saving
- Times are adjusted by the Federal Government.

Acoustical Treatment

- The entire building will comply with ANSI S12.60-2002: Acoustical Performance Criteria, Design Requirements and Guidelines for Schools.

- Suspended acoustical ceilings, acoustical gypsum, and/or acoustical decks will be installed throughout the building.
- Corridor walls should be constructed of glazed concrete masonry units, or materials with a comparable NRC rating, and provide an adequate separation for sound control.
- In specialized areas, such as media centers & stage/performance area, appropriate acoustical treatments will be installed.
- Sound field system will be provided in each classroom.

Sound Systems

- All classrooms should have amplified ceiling speakers connected to the teacher's workstation.
- Assistive Tech – Sound, Preferred: Front row, or as located by the school (Assistive Wireless Sound Systems)
- All locations utilized for instruction shall include assistive wireless sound systems. Locations TBD.
- The stage/performance area, gym, and cafeteria should include a hearing loop system.

Door Fobs

- All schools use the All schools use the "Avigilon ACM/Unity ACM door fob access" currently, it is expected that this system or the current version of door fobs will be utilized. Alternative manufactures will be reviewed during the design process.
- Avigilon ACM/UNity ACM compatible readers, or contemporary equivalent system. Alternative manufactures will be reviewed during the design process.
- Fob readers are located at the main entrances and other doors where needed (likely to include all egress points from the building).
- All employee fobs are centrally managed at the district level.
- DNAFusion compatible readers, or contemporary equivalent system, that support the existing employee fobs are a requirement. Alternative manufactures will be reviewed during the design process.

Security Cameras

- Security and video surveillance systems are to be provided for selected areas of the school, primarily at points of entry and high traffic areas of the school. The security system should use both infrared and motion sensing technology.
- A monitoring console for the video surveillance should allow the viewing of all exterior doors, parking lots, and delivery areas. Panic buttons should be provided for immediate access to the local Police Department via a telephone dial-out switch.
- All schools have an Avigilon version 8, or contemporary equivalent system. These DVRs are all centrally managed at the district level. These are rack mounted servers running Avigilon ACC version 7. They store 1 month of camera footage.
- For management and support purposes, Avigilon (or contemporary equivalent system), analytic-capable, 3 megapixel or greater, security cameras are a requirement.

- New servers are currently planned, however project shall include the cost for new or upgraded servers, as required to accommodate the new/increase in cameras, and an additional 48-port IP switch will also be needed.
- We work closely with a specific security consulting / authorized manufacturer/dealer, and would like to use them for any design and installation work on this project.
- Digital video surveillance of exterior/interior areas of the building integrated with District system.
- Design the plan to prevent access to instructional areas of the school when community events take place in assembly areas during non-school hours.
- Motion sensors shall be mounted in corridors.
- Respond to future state and/or federal mandates related to security requirements for middle school facilities (i.e. panic button systems)
- Door locks shall be Sargent and integrated with existing MPS system (or contemporary equivalent).
- Note: This system must be 100% compatible with existing security surveillance system in place.

Panic Button / Blue Light System

- In 2019 the district installed the Alertus Mass Notification System for all emergencies, other than fire, in all schools and the Police Department. The district plans on utilizing this system for the foreseeable future and are currently not looking for a change. Any new work will be compatible with the mass notification system.
- All hallways and large gathering areas should contain ceiling mounted blue lights to alert those inside the building of an emergency condition.
- All exterior walls near entrances should also contain such lights.
- Some locations (as required by the district security team) should contain stationary panic buttons which send an emergency alert to the Police Department, as well as triggering the blue lights.
- Some portable panic buttons (as required by the district security team) should be available for specific staff members.
- Exterior blue lights should include signage that explains their purpose. For example: "Do not enter when blue light is on."

PA System & PA Visual Alert System

- The PA system should be configured for multi-zone paging both inside and outside the building.
- The building's public address system is comprehensive and will be addressed as part of the technology component of the project to incorporate internal building communications as well as external communications.
- The PA system should be developed in conjunction with the phone, clock, data, voice and DIVOS video distribution system of the school.
- Secondary access to security and public address systems will be located in the MDF/Head End Room.
- Most schools either currently have, or will soon have, PA visual alert systems in rooms, which are often too noisy to hear PA announcements. These are rooms such as the cafeteria, gymnasium, band room, etc. The alert system consists of ceiling mounted, white, rotating beacon lights that run whenever

sound is coming out of the PA speakers in that space. This system addresses the common complaint of missed announcements in loud rooms, especially after lockdown drills.

- A new phone system, clock system, access control system, public address and emergency response system (including site/surveillance infrastructure) will be provided. The District's Security staff will identify any preferred vendors, providers, and will help to develop all final equipment requirements for compliance with District-wide standards.

4.2 SITE DEVELOPMENT

Weston Middle School occupies a portion of a shared campus with all other Town of Weston educational facilities on School Road. The site acreage of the middle school specifically also includes a public works facility, however no sitework is envisioned in this area. Access to the site is from the west off School Road with the building facing west. Bus drop-off and the main parking lot are off of School Road at the west end of the site, with buses dropping students off near the main entry. Parent drop-off utilizes a north entry drive off of School Road to loop behind the building and then out again via the same north entry drive back onto School Road. This north entry drive also provides access to an accessory parking lot, convenient to neighboring amenities at Revson Field to the north.

The new Weston Middle School site design will include comprehensive updates and improvements to the site including general staff and visitor parking, parent and bus drop off, pedestrian access and safety, playgrounds, athletic fields, outdoor classrooms, presentation space and other outdoor amenities. Any fields disturbed during the middle school construction process will be replaced as a part of the project's sitework.

A portion of the existing middle school building (the pool and second gymnasium) are planned to be separated out for community use after school hours. Dedicated additional parking could be planned for this area.

Note 1: There is a fiber optic line which runs from a telephone pole located across the road from the entrance of the bus drop off loop underground through the grass field outside of G-wing. This line ties in at the rear of the Middle School outside of the building at the end of G-wing near the playground. This then feeds the public works department/building behind it - it goes through the wetland area. This line will need to be preserved and/or modified as part of the new middle school project.

Note 2: A water main that feeding the Middle School runs from the rear driveway of the High School through the grass field outside of G-wing (near the wood line) and ties under the rear of the building near the play area/basketball court driveway. Modifications to this line will be required as a part of this project.

Note 3: The water main for the Public Works building runs underground from the Middle School in the rear of the building near the alcove where the generator is housed, across the wetlands, to the existing structure. Modifications to this line will be required as a part of this project.

Note 4: There is an irrigation tank and well pump located at the rear of the Middle School parking lot feeding the irrigation for the Revson Baseball fields. Modifications to this line will be required as a part of this project.

Vehicular Circulation
Vehicular circulation will be improved by separating the entry for the bus and parent circulation into two distinct points. The visitor parking area will include security control features, an accessible walk to the main entry, and proper sight lines to the administrative suite as described in the School Safety and Infrastructure Guidelines. A new greenway will be provided between the two entry/exit drives to accommodate storm water collection as well as provide a safe and secure pedestrian path to the main entry of the building.

New landscaping improvements will be made across the entirety of the building perimeter to include new plantings, sidewalks, bike racks, benches, curbing, etc.

Separate bus and parent drop off will be provided as well as separate entry plazas, sidewalks and support space for multiple entry and exit points from the building during arrival and dismissal. Access control for the drop off areas will be controlled with gates during the educational day and for community/parent events. If possible, the site design will allow for a parent drop-off/pickup loop, a bus drop-off/pickup loop, and staff parking that are all separate from each other, each with its own entrance and exit.

Entrance and egress will be constructed in a drive-through fashion that will allow buses to enter from a common driveway with a pass-through and exit. Bus drop-off and pick-up location should be placed where the activity can be observed from the building administration offices or security offices. New exterior lighting will be provided throughout the drive aisles, parking areas, and drop off lanes. Additional ambient lighting will be provided via lighted bollards and landscape lighting along the front and/or sides of the building.

An emergency vehicle access loop around the building will be studied. For those areas unable to gain perimeter access, designated access areas will be provided for first responders.

Parking
The newly constructed parking lots will be separated into various areas for access control. These areas will include faculty/staff parking, parent, and visitor parking. Accessible spaces will be distributed throughout the campus proportional to entry areas and site amenities. Lastly, overflow parking will be handled via grass pave, or grade stabilization product, adjacent to the proposed athletic fields.

Parking will be provided for normal school day activities including required handicapped and visitor parking, and parking for special weekend or evening activities. In addition, entrance walkways are to be designed and constructed to allow safe passage around the building and from the parking lot into the building. Lighting of the parking lot, sidewalk and driveways is to be provided. Full compliance with applicable code requirements is required to provide proper access of handicapped students and visitors into the building from the sidewalks and parking lots.

Outdoor Presentation Area
A plaza paver area with bench seating will be provided adjacent to the proposed stage location, or alternatively near the cafeteria, or media center. This area will provide an ideal setting for outdoor concerts, presentations, performances, or project work. Other features will include landscaping buffers from the adjacent learning areas, and canopy screening.

Outdoor Project Area
A plaza paver area with bench seating will be provided adjacent to the tech shop and/or similar areas such as art or makerspace, to allow for the seamless transition from inside to outside as students work hands-on to complete projects. At the tech shop, a large-scale opening, or garage door(s), will seamlessly transition between the two zones, with the intention of allowing the outdoor plaza to act as an extension of the classroom.

Outdoor Classroom Areas
These spaces provide an opportunity to experience natural and human-created characteristics of the environment in a natural setting. It is a tool that allows educators to take a hands-on approach and move their educational curriculum outdoors. The project will include a wide variety of outdoor classroom settings throughout the site. These classrooms will include numerous configurations of bench seating to allow for multiple classroom arrangements. Ideally, a majority of this seating will provide reconfigurable options to increase flexibility and use of the spaces.

Outdoor classrooms and a nature walk will be incorporated as a unifying element of the landscaping plan with bioretention basin(s) proposed to promote rainwater collection, treatment and reuse.

A **Learning Garden** is planned and will integrate educational opportunities. Strategic learning moments such as this garden can be placed around the site to promote real-world science curriculum lessons about storm water collection, natural plantings as a filtration device, and importance of a healthy ecosystem. Other programs such as Culinary Arts may utilize the garden as a teaching tool.

Athletic Fields & Recreation Areas
New athletic fields are planned for baseball, softball, soccer, lacrosse along with courts for other recreational sports such as basketball and tennis. Multipurpose fields, and other recreational or athletic fields for school or Town use will be considered.

General Service and Cafeteria Deliveries
A loading dock area for the safe and efficient delivery of school supplies and equipment as well as food products for the cafeteria will be provided. A well-illuminated receiving area for the school is to be included with card and camera security systems including an elevated loading dock for easy delivery to the site.

Site Design Summary:
- Separate parent and bus drop-off designed to optimize cueing on-site and mitigate traffic/congestion on campus
- Dedicated visitor parking
- Dedicated staff parking
- Accessible parking
- Reinforced turf for overflow parking
- Emergency access lanes
- Security, CPTED and Access Control (gates, bollards, surveillance etc.)
- Sustainable stormwater strategies including bioswales
- Reduced impervious pavement and “heat island effect”
- Site Lighting (emergency, minimize “light pollution”)
- Native plantings and pollinator pathways
- Outdoor classrooms, presentation and project areas (near Art, Tech Shop)

- Outdoor dining, reading, social gathering plazas or patios
- Amphitheater or outdoor performance area (near Music, Stage, Performance Space)
- Courtyards
- Learning garden (near Culinary Arts, Cafeteria)
- Nature trail
- Athletic Fields (Baseball, Softball, Track, Soccer, Lacrosse, Football)
- Recreational Sports (Basketball, Tennis)
- Multipurpose Fields
- Loading Dock

4.3 CONSTRUCTION GRANT BONUS REQUESTS

None requested at time of submission.

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PART 5

Community Uses.....5.1
Furniture, Fixtures & Specialized Equipment.....5.2

COMMUNITY USES, FURNITURE & EQUIPMENT 5

PART 5: COMMUNITY USES, FURNITURE & EQUIPMENT

5.1 COMMUNITY USES

Typical of many communities, this proposed school will become the home for multiple community uses. As such, the building shall be designed to facilitate activities before and after school hours throughout the year. Separation of areas, building systems, access control points, and support facilities (toilets, mechanical rooms, electrical panels, etc.) shall be integrated into the design as to not affect the primary educational use of the facility. Examples of community uses anticipated for this facility may include but not be limited to:

- **Summer enrichment programs** – both educational and community related.
- **Summer school** – limited to specific areas of the school.
- **Town meetings** – public presentations, community board meetings.
- **PTO/BOE meetings and events** – including use of media center, gymnasium, cafeteria/kitchen.
- **Voting** – anticipated within the gymnasium area.
- **Temporary warming shelter** – during catastrophic community events for those in need, planned for the gymnasium, locker rooms, kitchen and cafeteria area.
- **Community recreation** – Physical education activities and programs in the gymnasium and outdoor field areas or courts, recreational leagues, general physical exercise like walking the track.
- **Nature and play** – access to play areas, playscapes, walking paths, or gardens after hours and during the weekends.
- **Various youth club programs** – for example Boy and Girl Scout events and meetings.
- **Community arts programs** – both visual and performing arts – located within the available amenity spaces.

5.2 FURNITURE, FIXTURES & SPECIALIZED EQUIPMENT

Furnishing, fixtures and equipment (FF&E) will be integrated into the building design and layout during the initial stages of design. The description of the specific furnishings, fixtures in equipment can also be found in Part 3, Detailed Description of each space and in Part 4, Building Systems for references to technology equipment that will be integrated throughout the building.

Generally, new FF&E items are to promote flexible learning and teaching configurations and an active learning environment. In general products will be selected to promote and support flexible educational environments, durability, and ease of use. The furniture will also support the various age levels, promote comfort, and allows for variety of arrangements to enhance and support collaboration.

Generally, instructional spaces are to be furnished with:

- Chairs, with and without casters depending upon room use and final material selections.
- Student desks/work surfaces – adjustable heights, mobile and flexible to allow for a variety of room arrangements, with charging capabilities built-in where possible.
- Adjustable height worktable/activity work surfaces.
- Mobile teacher's workstation, workstation cart, and chair.

- Tack, white boards and interactive boards with LED monitors (with integrated technology).
- Sound amplification system with podcast/video recording.
- Window treatments for room darkening – inclusive of motorized shades, blackout shades, and window film treatments.
- Metal file and storage cabinets.
- Casework, cabinets and accessible sink with water fountain.
- Water fountains with integrated bottle filler stations.
- Student storage cubbies or lockers appropriate for age group easily accessible but without impeding the flow of foot traffic in the corridors/hallways.
- Technology equipment, charging carts or current technology, and lockable storage.

Other items:

- Office areas (faculty, staff and administrative) – systems furniture, modular with integrated file storage.
- Storage rooms shall be furnished with appropriate shelving and if it is used as a workroom, work table and seating.
- Lockable storage cabinets for custodial equipment, inclusive of flammable cabinet storage where needed.
- Indoor/outdoor recreation equipment.
- Indoor/outdoor presentation equipment and furnishings.

Final list of FF&E equipment to be developed with BOE representatives and educators prior to completing project documentation.

Specialized Equipment:

- Automated, operable folding partition walls with acoustical rating.
- Aluminum framed folding glass walls with acoustical rating.
- Specialty systems and equipment for audio, visual, lighting, mechanical needs for stage.

Please also refer to Section 3 of this document for information on Furniture, Fixtures and Equipment.
Please also refer to Section 4 of this document for information on Technology.

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PART 6

List of Educational Spaces 6.1

LIST OF EDUCATIONAL SPACES 6

PART 6: LIST OF EDUCATIONAL SPACES

6.1 LIST OF EDUCATIONAL SPACES

PROPOSED PROGRAM - NEW WESTON MIDDLE SCHOOL			
New Weston Middle School			
Grade Configuration:	6-8		
Projected Enrollment:	574		
Area of Existing Building:	161,111	New Gym & Pool	25,980
OGA Allowable Area:	**97,396**	Remaining Bldg.	135,131
Building Gross Up Factor	7,305	7.50%	
Total Proposed Gross Area	**104,701**		
Revision Date:	4.24.24		

6TH GRADE ACADEMIC CLASSROOMS	QTY	UNIT SF	TOTAL SF
English Language Arts (ELA) / Reading Classroom	**2**	825	1,650
Math Classroom	**2**	825	1,650
World Language Classroom	**2**	825	1,650
Social Studies Classroom	**2**	825	1,650
Science Classroom and Lab	**2**	1200	2,400
Science Prep Room	1	300	300
Flex Classroom (Science, Math, Eng., Technol.)	**1**	1100	1,100
Curriculum Storage	1	125	125
Instructional Coach Office / Counseling	1	150	150
Small Group / Flex Room (Student & Teacher)	1	225	225
Specialized Education - Small Group / Sensory	1	125	125
Specialized Education - Resource	1	300	300
Teacher Prof. Dev./Work/Prep Room	1	350	350
6TH GRADE ACADEMIC CLASSROOMS	**18**		**11,675**

7TH GRADE ACADEMIC CLASSROOMS	QTY	UNIT SF	TOTAL SF
English Language Arts (ELA) / Reading Classroom	**2**	825	1,650
Math Classroom	**2**	825	1,650
World Language Classroom	**2**	825	1,650
Social Studies Classroom	**2**	825	1,650

Science Classroom and Lab	**2**	1200	2,400
Science Prep Room	1	300	300
Flex Classroom (Science, Math, Eng., Technol.)	**1**	1100	1,100
Curriculum Storage	1	125	125
Instructional Coach Office / Counseling	1	150	150
Small Group / Flex Room (Student & Teacher)	1	225	225
Specialized Education - Small Group / Sensory	1	125	125
Specialized Education - Resource	1	300	300
Teacher Prof. Dev./Work/Prep Room	1	350	350
7TH GRADE ACADEMIC CLASSROOMS	**18**		**11,675**

8TH GRADE ACADEMIC CLASSROOMS	**QTY**	**UNIT SF**	**TOTAL SF**
English Language Arts (ELA) / Reading Classroom	**2**	825	1,650
Math Classroom	**2**	825	1,650
World Language Classroom	**2**	825	1,650
Social Studies Classroom	**2**	825	1,650
Science Classroom and Lab	**2**	1200	2,400
Science Prep Room	1	300	300
Flex Classroom (Science, Math, Eng., Technol.)	**1**	1100	1,100
Curriculum Storage	1	125	125
Instructional Coach Office / Counseling	1	150	150
Small Group / Flex Room (Student & Teacher)	1	225	225
Specialized Education - Small Group / Sensory	1	125	125
Specialized Education - Resource	1	300	300
Teacher Prof. Dev./Work/Prep Room	1	350	350
8TH GRADE ACADEMIC CLASSROOMS	**18**		**11,675**

SPECIAL EDUCATION *(see also Academic CR)*	**QTY**	**UNIT SF**	**TOTAL SF**
Community Classroom (w/ "Apartment", Toilet)	1	800	800
BCBA Office	1	100	100
Speech and Language Offices / Break Out	1	200	200
OT/PT	1	450	450
Work Room & Support Storage	1	125	125
SPECIAL EDUCATION *(see also Academic CR)*	**5**		**1,675**

ADMINISTRATION	QTY	UNIT SF	TOTAL SF
General Office & Waiting Area	1	450	450
Principal's Office	1	200	200
Assistant Principal's Office	1	175	175
Assistant Director of Pupil Services	1	125	125
Office Workroom	1	150	150
Testing / I.S.S.	1	80	80
Storage Room	1	100	100
Social Worker Office	1	120	120
School Counselor Office	3	120	360
School Counseling Office Welcome Area	***calculated within circulation factor***		
Psychologist Office	1	120	120
Administrative Restrooms	2	60	120
Security Office	1	80	80
Conference Room	1	300	300
ADMINISTRATION	**16**		**2,380**

STUDENT HEALTH	QTY	UNIT SF	TOTAL SF
Nurse Office (Staff: 2)	1	200	200
Waiting / Cots / Main Room	1	400	400
Exam / Multi-Purpose Room	1	120	120
Storage Closet	1	60	60
Toilet Room	2	60	120
STUDENT HEALTH	**6**		**900**

VISUAL AND PERFORMING ARTS	QTY	UNIT SF	TOTAL SF
Art Studio (Pottery)	1	1100	1,100
Art Studio (General, Digital)	1	1100	1,100
Kiln Room / Art Storage	1	175	175
General / Choral Music	1	1400	1,400
General / Choral Music Storage	1	150	150
Band / Instrumental / Classroom	1	1400	1,400
Band / Instrumental / Classroom Storage	1	150	150
Practice Rooms (6-8 Students, divisible)	2	250	500
Practice Rooms (1-2 Students)	3	80	240

Orchestra / Strings Classroom	1	1400	1,400
Orchestra / Strings Classroom Storage	1	150	150
Music Technology Classroom	1	825	825
Music Office (Staff: 4)	1	175	175
Stage / Wing Space / Storage	1	1100	1,100
Control / Sound Room	1	100	100
VISUAL AND PERFORMING ARTS	**18**		**9,965**

LEARNING COMMONS	QTY	UNIT SF	TOTAL SF
Media Specialist Office	1	125	125
Media Specialist Storage / Work Room	1	125	125
Reading Room / Stack / Meeting Area	1	2009	2,009
Multimedia Production Room	1	800	800
Production / Sound Control Room	1	150	150
Maker / Fabrication Center (Build & Design)	1	800	800
Think Tank (Digitial Music & Art)	1	600	600
Breakout Work Areas (Small Group, Proj. Based)	3	100	300
Technology Repair / Office / Workroom	1	125	125
MDF / IT Infrastructure Room	1	200	200
LEARNING COMMONS	**12**		**5,234**

CAREER, TECH. ED. & COMPUTER SCIENCE	QTY	UNIT SF	TOTAL SF
Project Lead the Way ~ Technology Ed.	1	1500	1,500
Project Lead the Way ~ Technology Ed. Stor.	1	250	250
Project Lead the Way ~ Robotics	1	1100	1,100
Project Lead the Way ~ Robotics Stor.	1	125	125
Project Lead the Way ~ Tech Ed. Shop	1	1100	1,100
Project Lead the Way ~ Tech Ed. Stor.	1	125	125
Innovation / Flex Lab / Culinary Arts	1	1000	1,000
Innovation / Flex Lab / Culinary Arts Stor.	1	100	100
CAREER, TECH. ED. & COMPUTER SCIENCE	**8**		**5,300**

WELLNESS / PHYSICAL EDUCATION	QTY	UNIT SF	TOTAL SF
Gymnasium (Divisble)	1	7250	7,250
Combined Gym & Multi-Purpose Storage	1	475	475

Changing / TLT Room	2	250	500
Multi-Purpose / Gross Motor / Fitness	1	950	950
Office (Staff: 4)	1	200	200
WELLNESS / PHYSICAL EDUCATION	**6**		**9,375**

CAFETERIA / FOOD SERVICE	QTY	UNIT SF	TOTAL SF
Cafeteria - Dining Room	1	3,348	3,348
Toilet Room (Student)	2	200	400
Kitchen / Servery	1	1750	1,750
Dry Storage	1	150	150
Walk-in Cooler	1	150	150
Locker Area	1	65	65
Office	1	80	80
Janitor's Closet (Kitchen)	1	50	50
Toilet Room (Kitchen)	1	60	60
Chair / Table Storage	1	200	200
Teacher Dining / Small Break Out Dining Area	1	400	400
CAFETERIA / FOOD SERVICE	**12**		**6,653**

BUILDING SERVICES	QTY	UNIT SF	TOTAL SF
Building Storage	1	300	300
Toilet Room (Boys/Men)	3	200	600
Toilet Room (Girls/Women)	3	200	600
All-Gender / All Inclusive - Toilet Room	6	60	360
Custodial Closet	4	50	200
Mechanical Room	1	750	750
Main Electrical Room	1	400	400
Electrical Closet	3	60	180
IDF Room	3	60	180
Deliveries / Loading	1	300	300
Custodial Office/Storage	1	150	150
BUILDING SERVICES	**27**		**4,020**

PROGRAM AREAS	#/ROOMS		TOTAL SF
6TH GRADE ACADEMIC CLASSROOMS	18		11,675
7TH GRADE ACADEMIC CLASSROOMS	18		11,675
8TH GRADE ACADEMIC CLASSROOMS	18		11,675
SPECIAL EDUCATION (see also Academic CR)	5		1,675
ADMINISTRATION	16		2,380
STUDENT HEALTH	6		900
VISUAL AND PERFORMING ARTS	18		9,965
LEARNING COMMONS	12		5,234
CAREER, TECH. ED. & COMPUTER SCIENCE	8		5,300
WELLNESS / PHYSICAL EDUCATION	6		9,375
CAFETERIA / FOOD SERVICE	12		6,653
BUILDING SERVICES	27		4,020
Net SF			80,527
Circulation Factor	80,527	0.3	24,158
PROGRAM AREA GSF			104,686
GROSS FLOOR AREA (TARGETED)			104,701
DELTA			15

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PART A

Supplemental Materials ..... A

- *Weston Demographic Projections Update 2023*
- *WMS Program of Studies 2023-24*
- *Team Websites*
- *Academic Enrichment*
- *SRBI Handbook 2022*
- *2023 Academic Year in Review*
- *February 2024 DiP Mid Year Progress Presentation*
- *WPS District Improvement Plan SY 2023-24*
- *WMS Improvement Plan 2023-24*

SUPPLEMENTAL MATERIALS A

Weston Public Schools

Enrollment Projections Update

December 4th 2023

Introduction

- Projection Comparison
- Update of Enrollment Drivers
- Big Picture Enrollment Drivers
- Update of Enrollment Trends
- Enrollment Projection Update
- Appendix A- Low & High Districtwide Projections

PROJECTIONS COMPARISON

Comparison	K	1	2	3	4	5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12	K-12
Actual 2023-24	147	128	142	159	163	141	151	186	182	169	179	184	177	417	463	519	709	2,108
Projected 2023-24	126	143	149	165	166	145	158	186	186	165	179	184	182	418	476	530	710	2,134
Difference	21	-15	-7	-6	-3	-4	-7	0	-4	4	0	0	-5	-1	-13	-11	-1	-26
% Difference	16.7%	-10.5%	-4.7%	-3.6%	-2.1%	-2.5%	-3.8%	0.0%	-2.4%	2.4%	0.0%	0.0%	-2.7%	-0.2%	-2.7%	-2.1%	-0.1%	-1.2%

Source : WPS State Reporting, District Enrollment Report (10/1/23)

Type	K-2	3-5	6-8	9-12	K-12
Actual	417	463	519	709	2108
Projected	418	476	530	710	2134
Difference	-1	-13	-11	-1	-26
% Difference	-0.2%	-2.7%	-2.1%	-0.1%	-1.2%

Source : WPS State Reporting, District Enrollment Report (10/1/23)

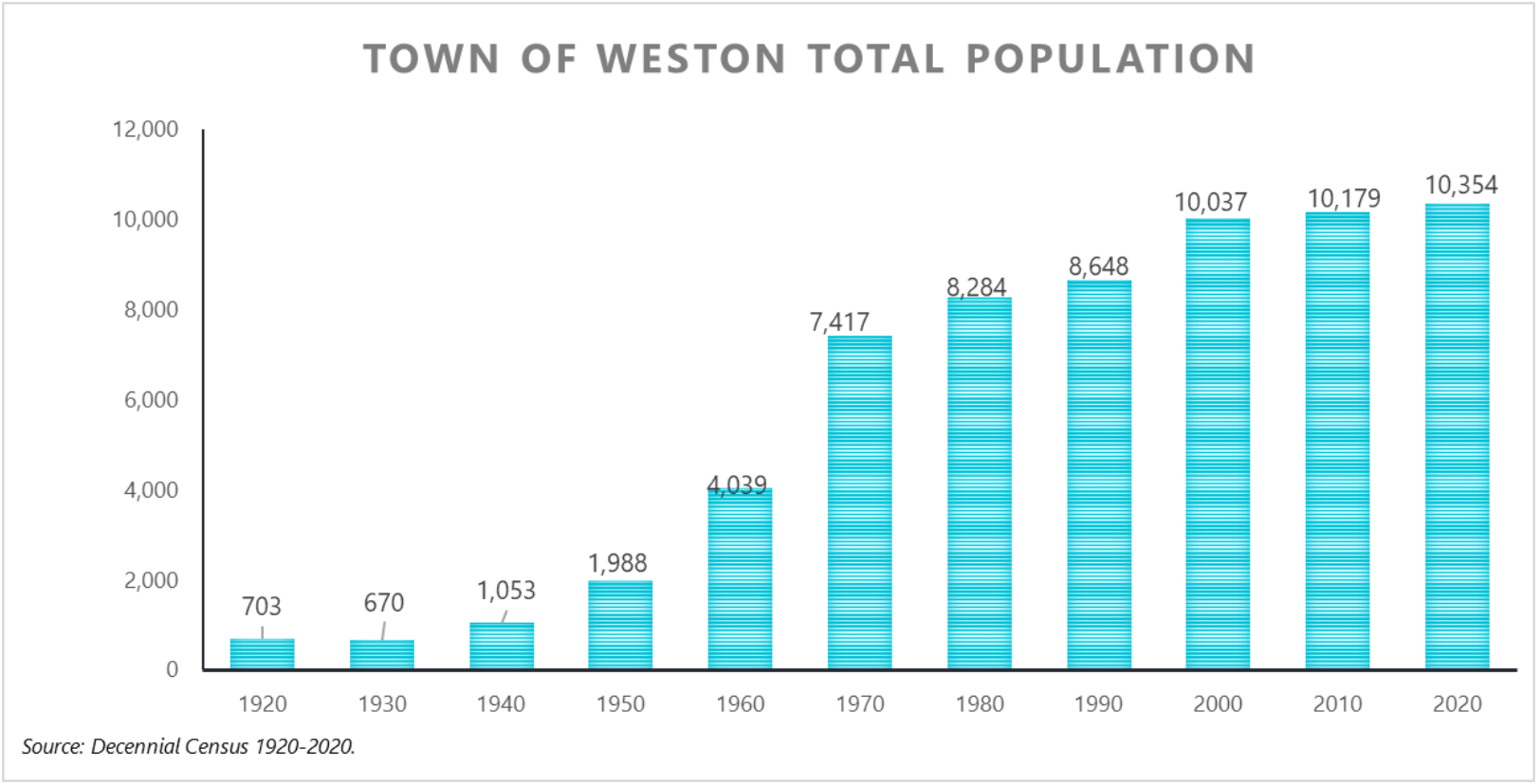
- Actual district-wide enrollments were 1.2% (-26 students) lower than projected; greatest deviation (-13) students at Intermediate School
- Kindergarten projections were 21 students above the projected with the largest kindergarten cohort since 2011-12. However, in-migration at the elementary and intermediate cohorts dropped significantly and resulted in smaller cohorts than projected, with 1st grade 15 below projections.
- High school projections were in alignment with actual enrollment deviating only by 1 student.
- Lower housing sales and turnover have impacted in-migration, especially at the lower grades.

Enrollment Projection Update

Update of Enrollment Drivers

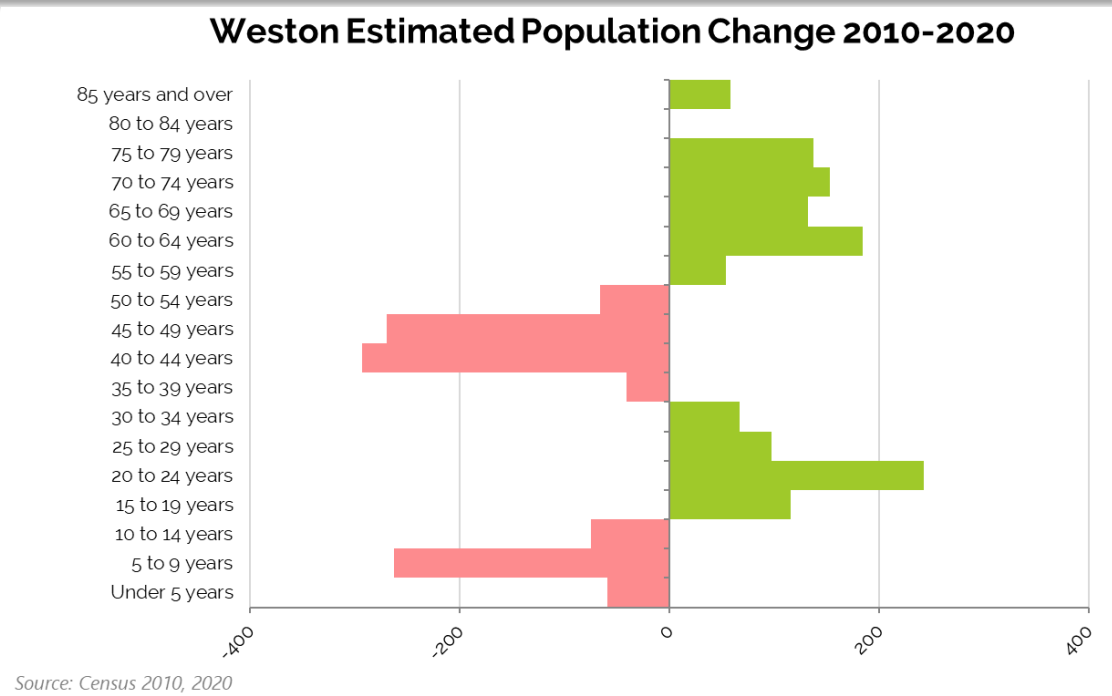
Total Population

- According to the 2020 US Census, Weston' population is now 10,354, a growth of 1.7% over the last decade.
- Note that 2020 Census population does not capture in-migration that occurred during the pandemic.
- CTDPH Population estimates for 2022 Weston's population at 10,354, stable from the census 2022 fielding.

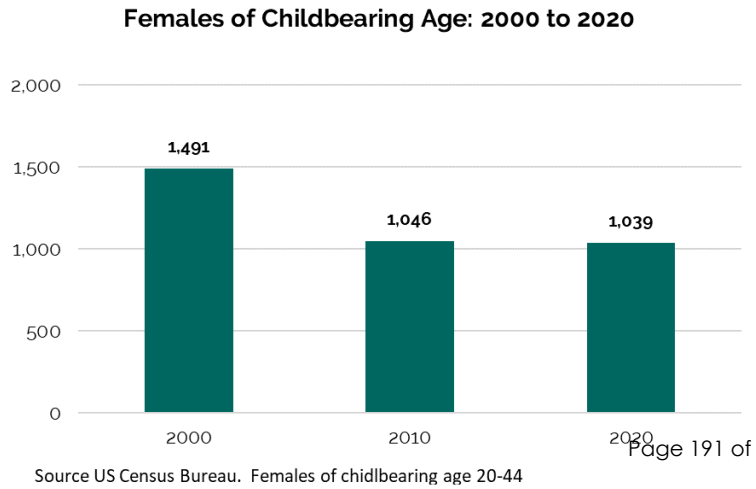


Population Change

- Population change data updated to reflect newly available data from 2020 census.
- According to Census, there have been age shifts within the population between 2010 and 2020
- From 2010 to 2020, Median age increased from 42.0 to 47.6
- Notable growth in the young adult (20 to 34) and older adult (55+) age groups, corresponding with the large millennial and baby boomer cohorts.
- Notable decrease in the 40 to 49 year old age cohort, who are likely to have older school-aged children
- Based on Census data, Females of Child Bearing Age declined by less than 1%, with growth in cohorts less 34 years old



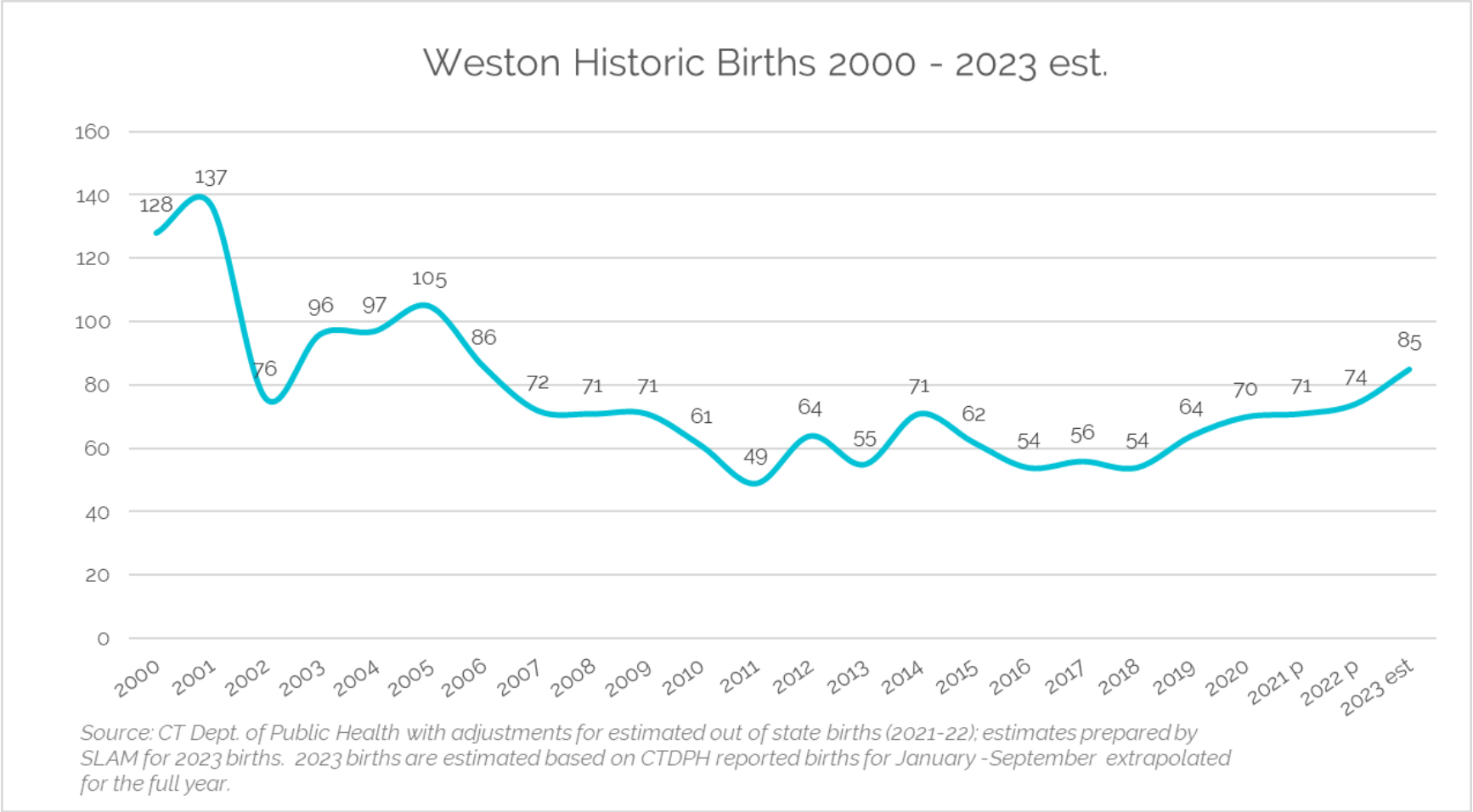
Source: Census 2010, 2020



Source US Census Bureau. Females of chidlbearing age 20-44

Weston Resident Births

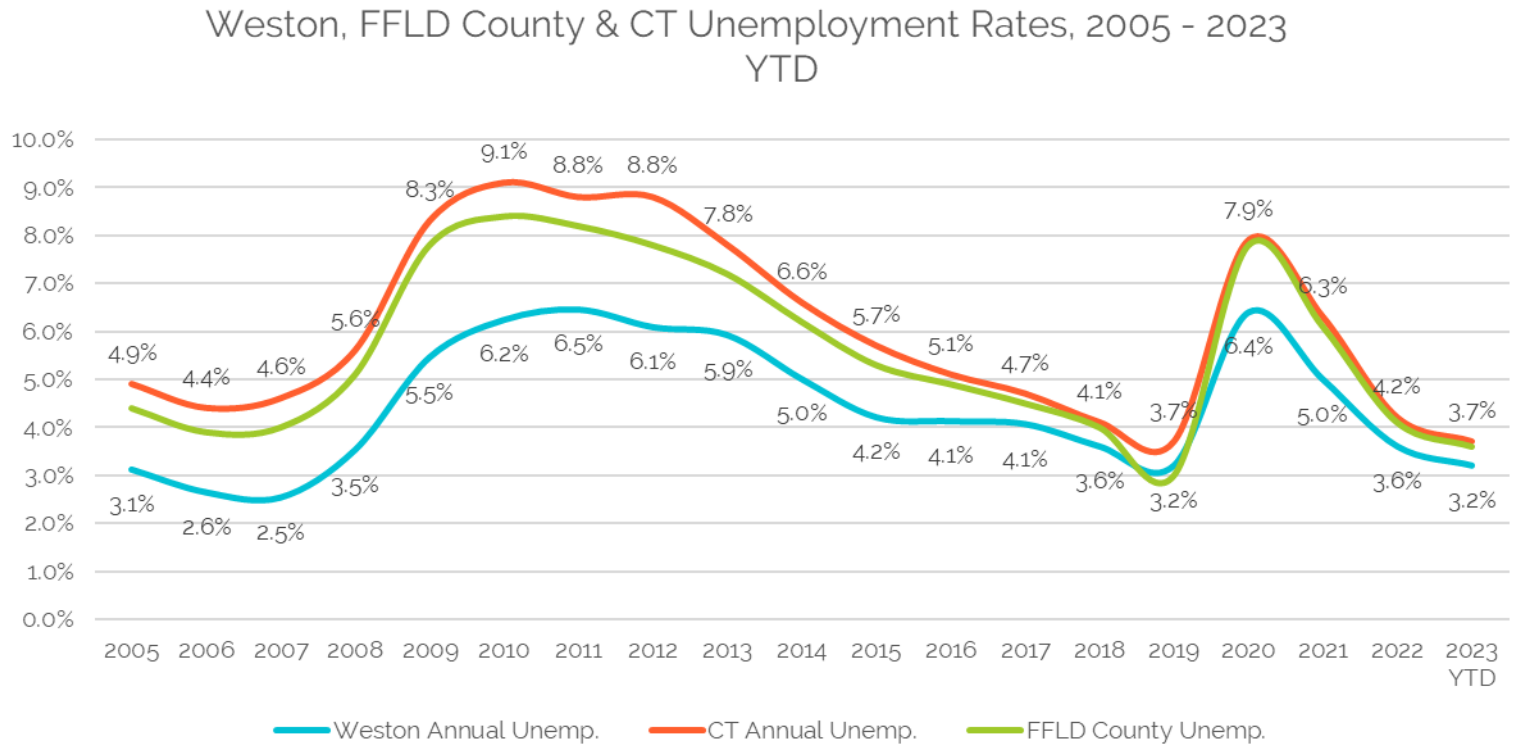
- Reported births have been increasing since 2018
- 2023 births estimated at 85. Full year 2023 birth estimates are extrapolated from Jan. – Sept. (64) reported births
- Last 3 full years, annual births averaged 72 compared to 55 from 2015-17



Source: CT Dept. of Public Health with adjustments for estimated out of state births (2021-22); estimates prepared by SLAM for 2023 births. 2023 births are estimated based on CTDPH reported births for January -September extrapolated for the full year.

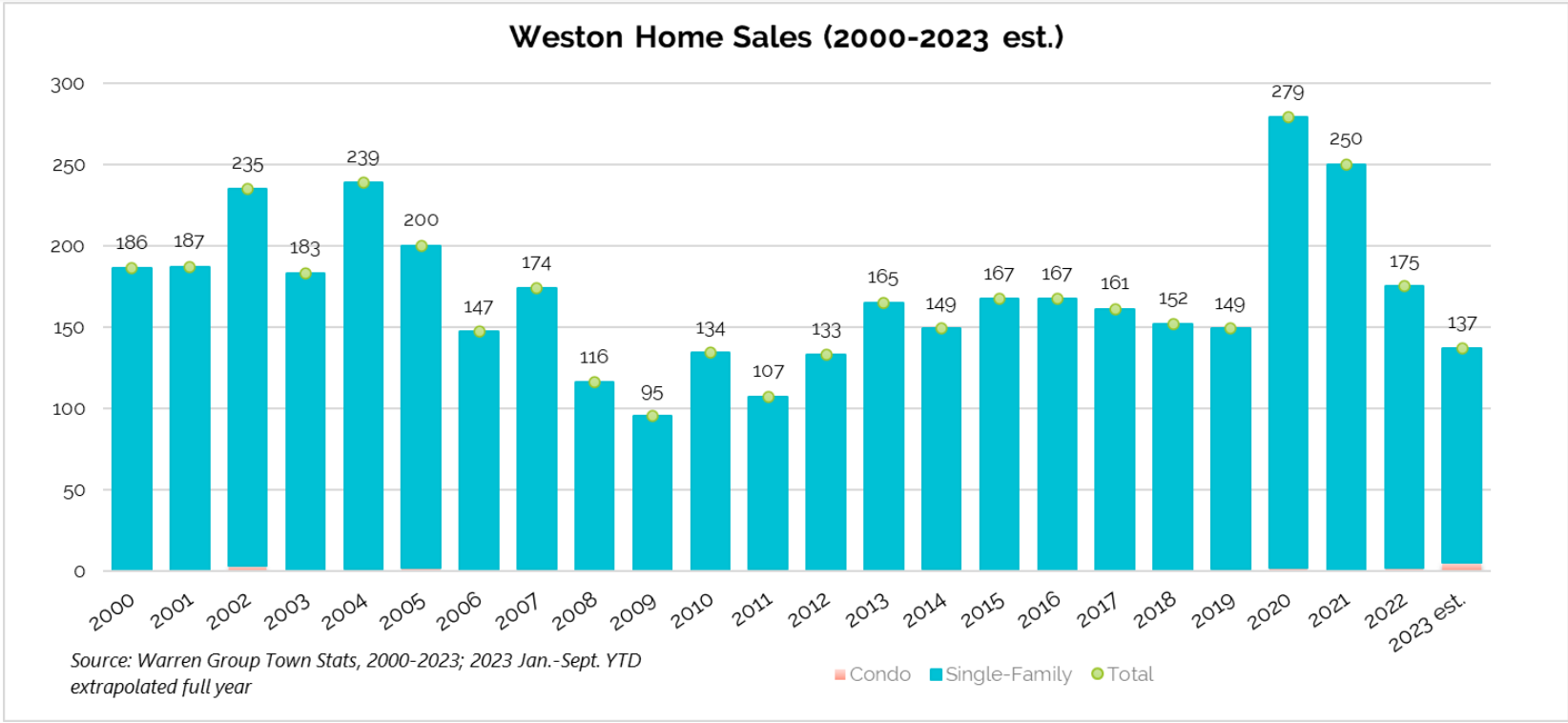
Unemployment

- The local unemployment rate peaked at 6.4% in 2020, but has since dropped to 3.2% 2023 YTD
- Unemployment rate locally, county and statewide returned to pre-pandemic lows.

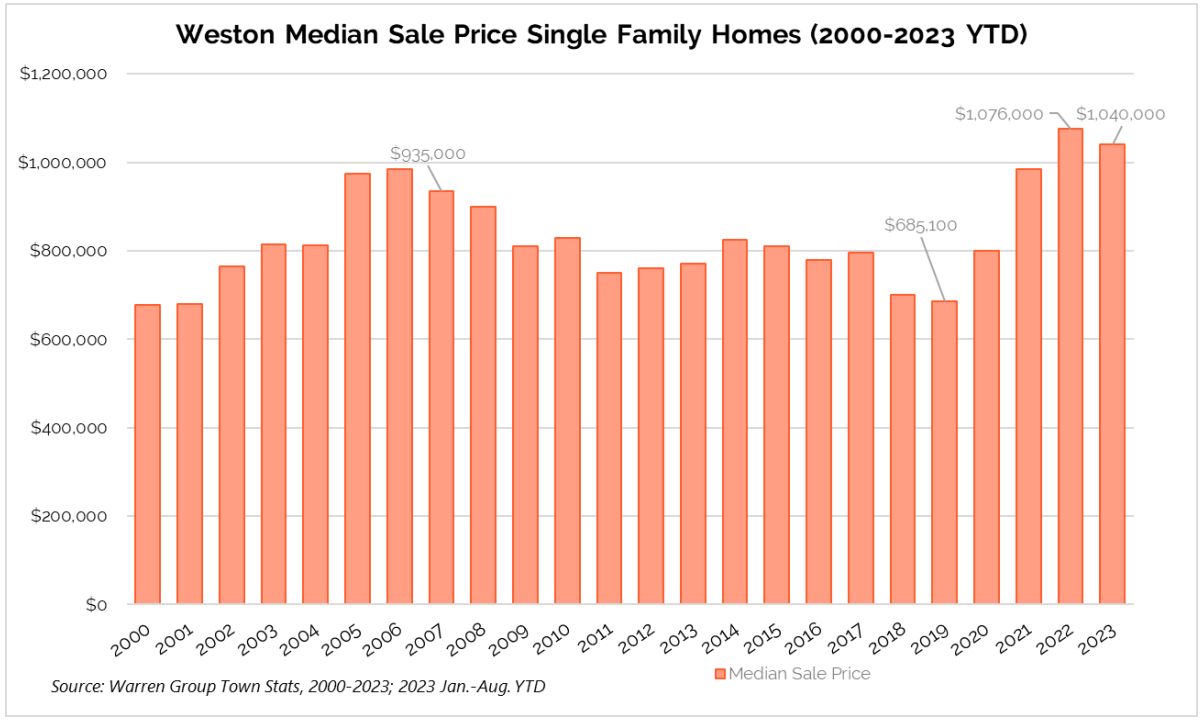


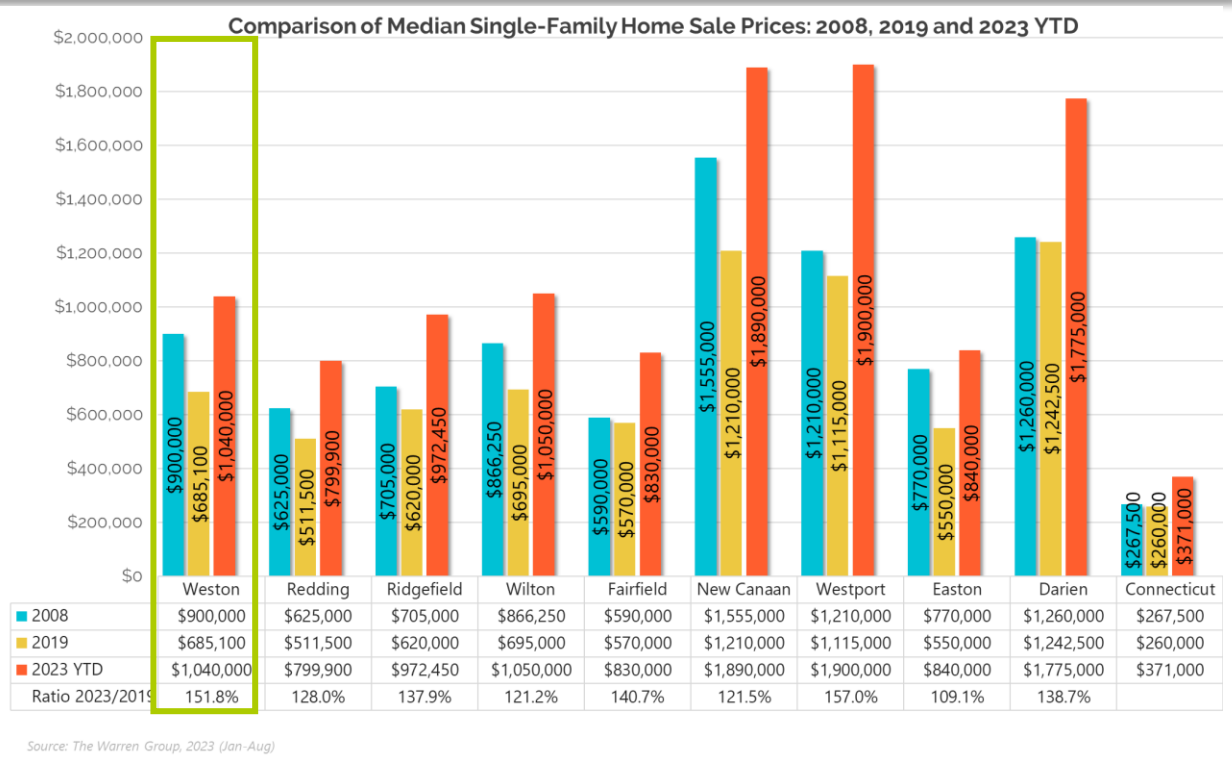
Single Family Home Sales

- Single Family Home Sales peaked in 2020 at nearly 280 sales, followed by 250 sales in 2021.
- For 2022, sales declined to 175, however, it was still above pre-pandemic levels.
- Full year 2023 estimates yield 137 single family total sales (based off 102 total sales from Jan. – Sept.), which is the lowest level since 2012.
- 2023 YTD condo sales are reported at 5, up from the historic average (2/yr).



Median Housing Price



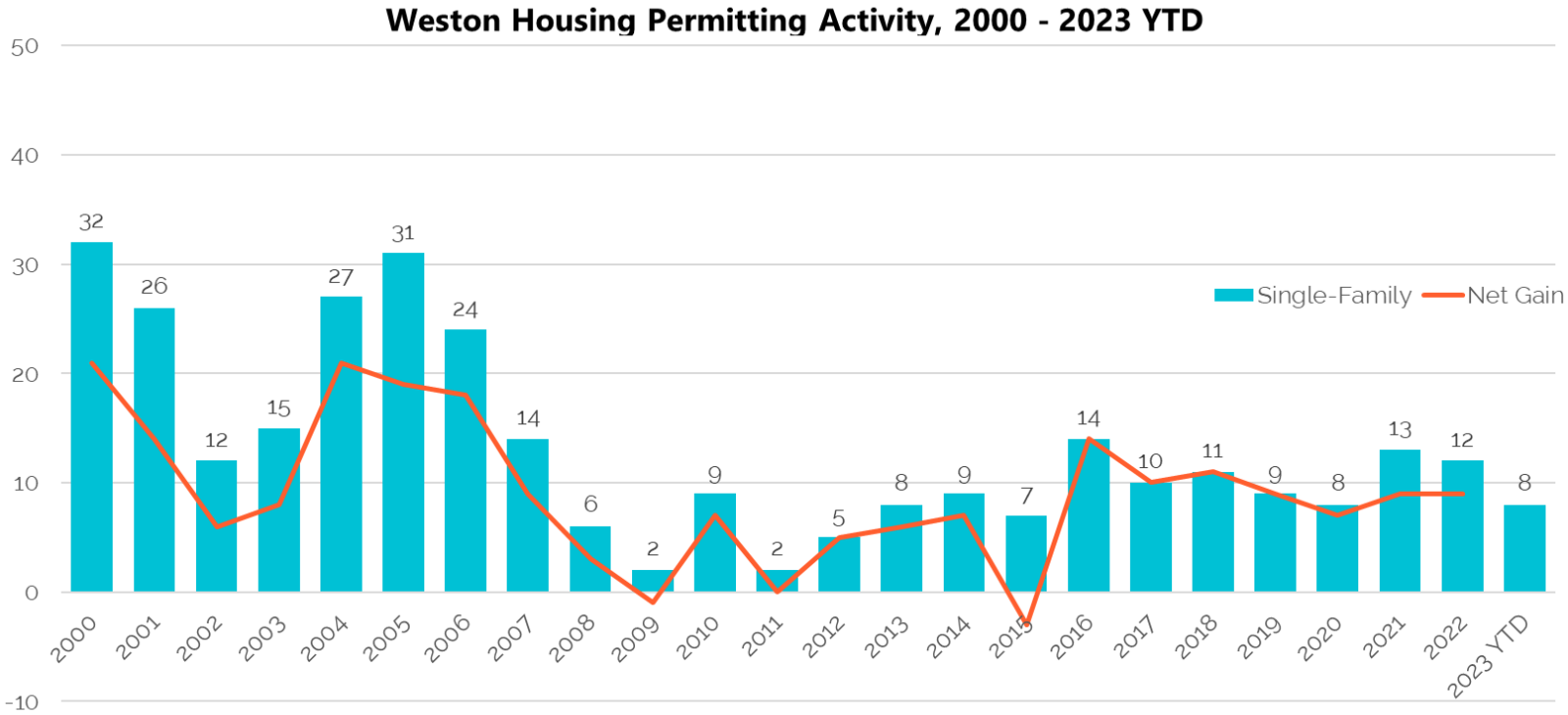


	Weston	Redding	Ridgefield	Wilton	Fairfield	New Canaan	Westport	Easton	Darien	Connecticut
2008	$900,000	$625,000	$705,000	$866,250	$590,000	$1,555,000	$1,210,000	$770,000	$1,260,000	$267,500
2019	$685,100	$511,500	$620,000	$695,000	$570,000	$1,210,000	$1,115,000	$550,000	$1,242,500	$260,000
2023 YTD	$1,040,000	$799,900	$972,450	$1,050,000	$830,000	$1,890,000	$1,900,000	$840,000	$1,775,000	$371,000
Ratio 2023/2019	151.8%	128.0%	137.9%	121.2%	140.7%	121.5%	157.0%	109.1%	138.7%	

- 2023 YTD median single-family sale price: $1,040,000; slightly below recent peak in 2022.
- Locally and regionally, home sale prices have surpassed the prior peak experienced just before the Great Recession in the late 2000s.

Housing Starts & Land Use

- Permits for new housing construction average 10 over the last 10-years. When factoring demolitions, net gains averaged 8 units per year.
- Permits and construction activity is largely infill development on existing lots.
- New subdivision activity is constrained by limited availability of land.
- Village District Regulations are in effect as of October 2021; no development has been proposed to date

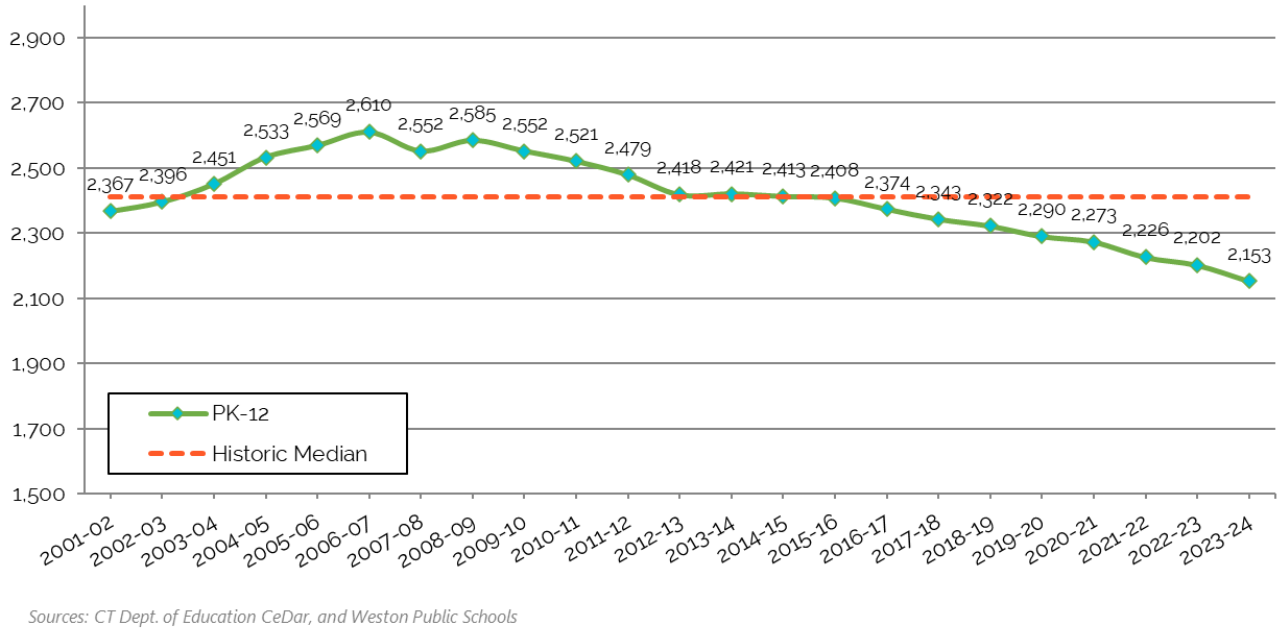


Source: CT DECD Building Permits 1999-2023, 2023 building permits through September YTD DECD.

Enrollment Projection Update

Update of Enrollment Trends

Historic Enrollment



Sources: CT Dept. of Education CeDar, and Weston Public Schools

Weston Public School Enrollment History
Kindergarten through 12th Grade

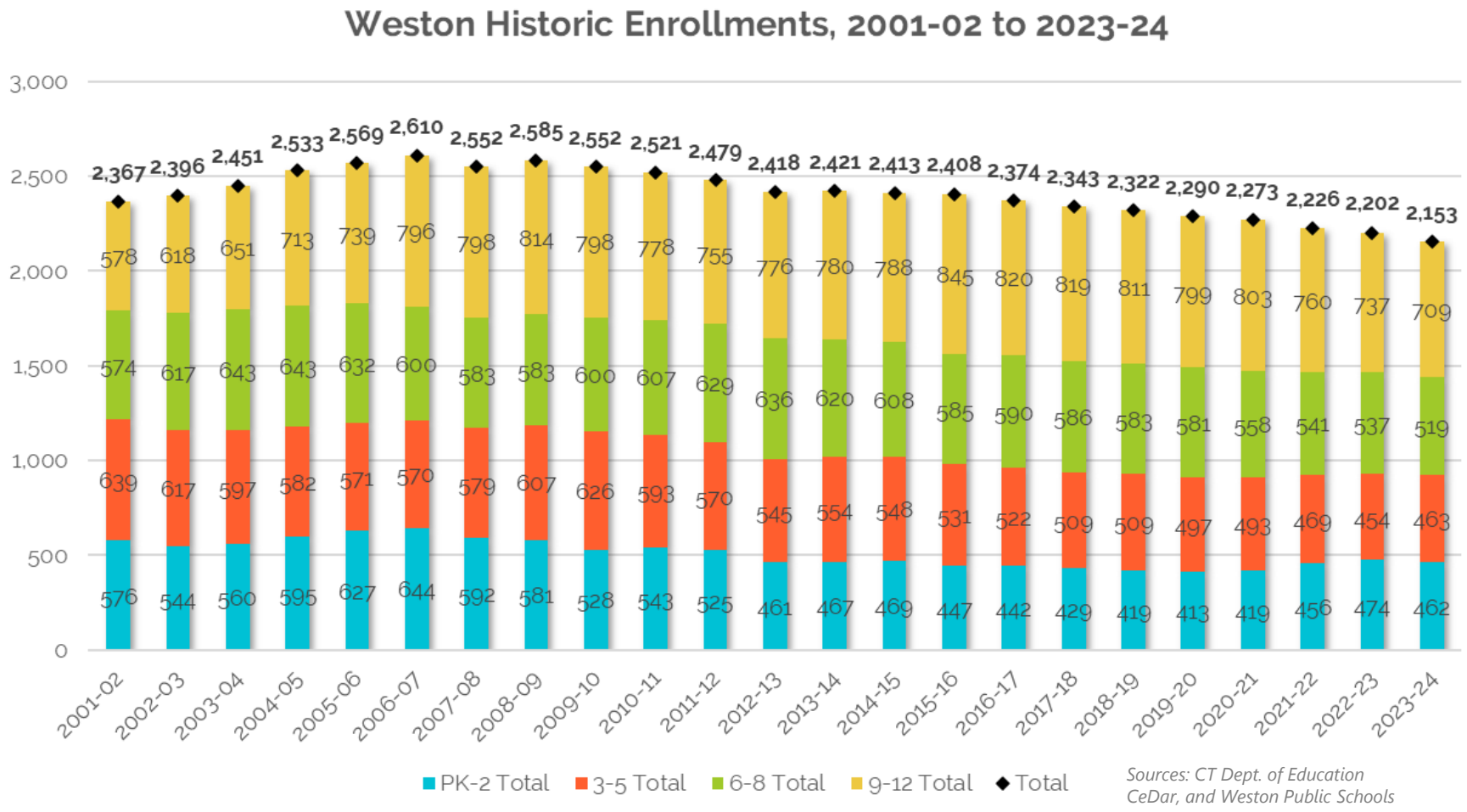
School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK
2001-02	1996	114	158	210	193	201	226	212	217	181	176	176	135	129	138	15
2002-03	1997	114	159	170	194	193	201	223	221	209	187	173	175	137	133	21
2003-04	1998	146	187	163	181	194	195	208	218	215	210	180	167	173	131	29
2004-05	1999	129	184	204	176	184	201	197	211	226	206	206	169	167	171	31
2005-06	2000	128	182	194	213	174	191	206	199	201	232	212	201	163	163	38
2006-07	2001	137	210	194	200	210	174	186	208	191	201	225	207	197	167	40
2007-08	2002	76	146	220	191	196	213	170	188	203	192	197	219	197	185	35
2008-09	2003	96	166	159	220	202	194	211	183	190	210	196	206	214	198	36
2009-10	2004	97	158	171	160	214	203	209	217	181	202	208	191	193	206	39
2010-11	2005	105	159	166	178	170	216	207	211	215	181	195	205	186	192	40
2011-12	2006	86	162	156	177	180	173	217	211	207	211	170	193	203	189	30
2012-13	2007	72	115	157	163	180	186	179	221	208	207	210	173	188	205	26
2013-14	2008	71	136	135	175	174	183	197	190	215	215	214	209	171	186	21
2014-15	2009	71	140	150	146	185	177	186	206	188	214	202	208	206	172	33
2015-16	2010	61	124	141	157	161	186	184	190	209	186	218	208	206	213	25
2016-17	2011	49	128	143	146	164	173	185	188	194	208	189	216	207	208	25
2017-18	2012	64	113	142	147	154	175	180	196	192	198	212	185	214	208	27
2018-19	2013	55	109	128	155	163	165	181	187	201	195	203	209	186	213	27
2019-20	2014	71	129	117	135	160	168	169	191	186	204	195	207	207	190	32
2020-21	2015	62	122	142	131	145	176	172	172	190	196	198	194	207	204	24
2021-22	2016	54	126	146	154	140	150	179	176	176	189	184	185	184	207	30
2022-23	2017	56	128	137	157	159	142	153	183	185	169	181	187	181	188	52
2023-24	2018	54	147	128	142	159	163	141	151	186	182	169	179	184	177	45

State Department of Education - Public School Information System, Summary Report for 2001-02 to 2022-23; Weston Public Schools October 2023-24

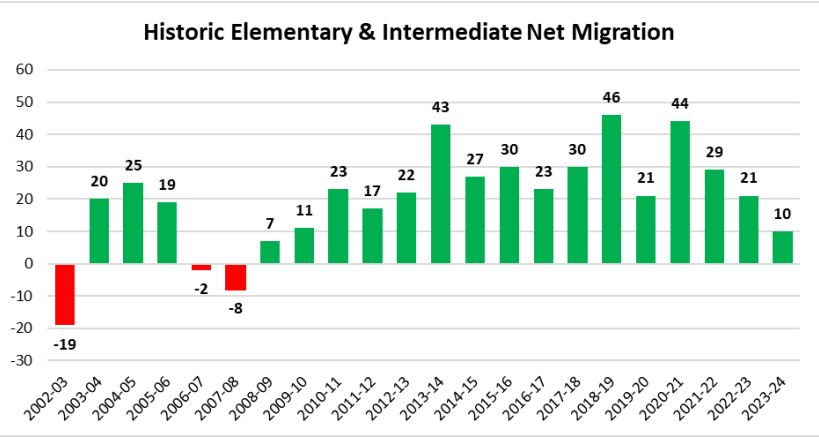
- Historic enrollment followed an increasing trend through the early 2000s to a peak in 2006-07, followed by a steady decline since 2008-09
- As existing mid-size cohorts matriculate to high school level, moderate declines are likely at upper grade levels

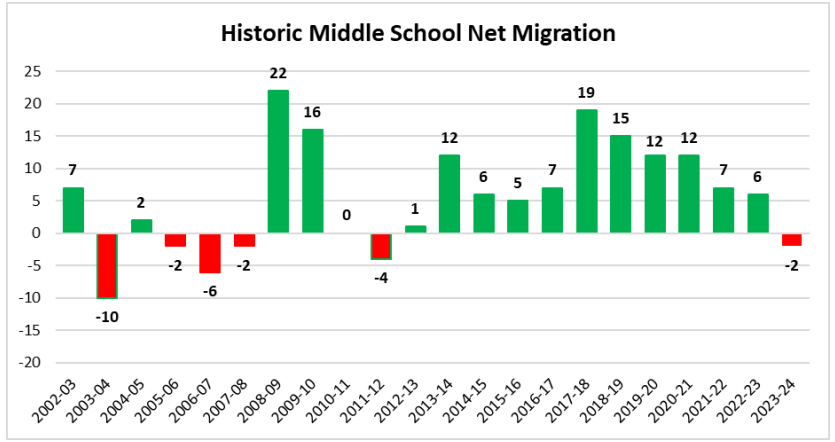
Historic Enrollment

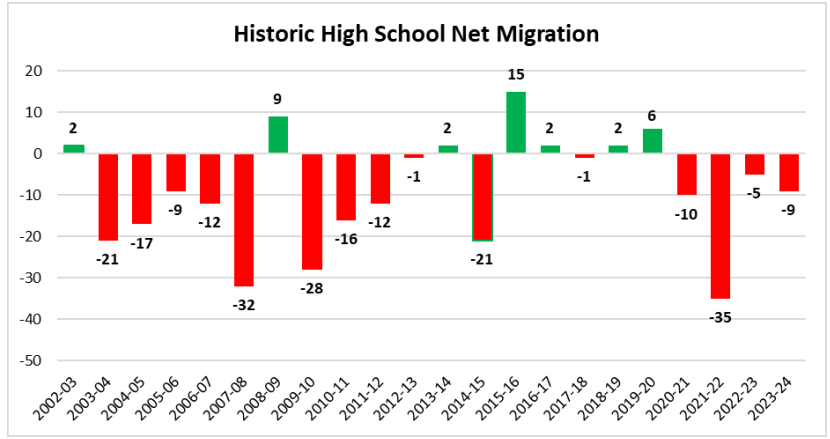
- Over the past year, PK-12 enrollment declined by 49 students (-2.2%)
- Examining historic enrollment at the cohort level illustrates changing dynamics that sum to the total system-wide change in enrollment



Net Migration



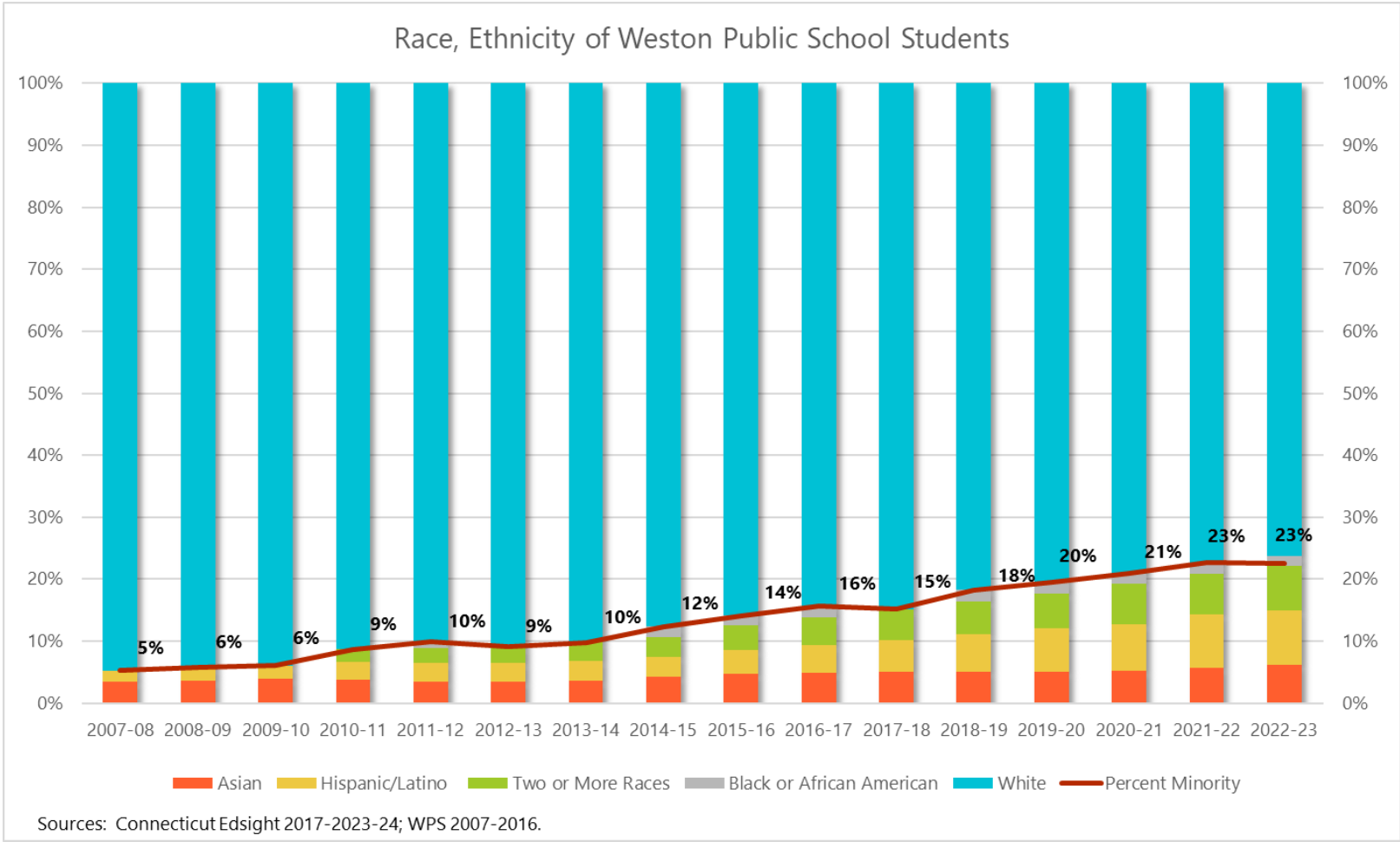




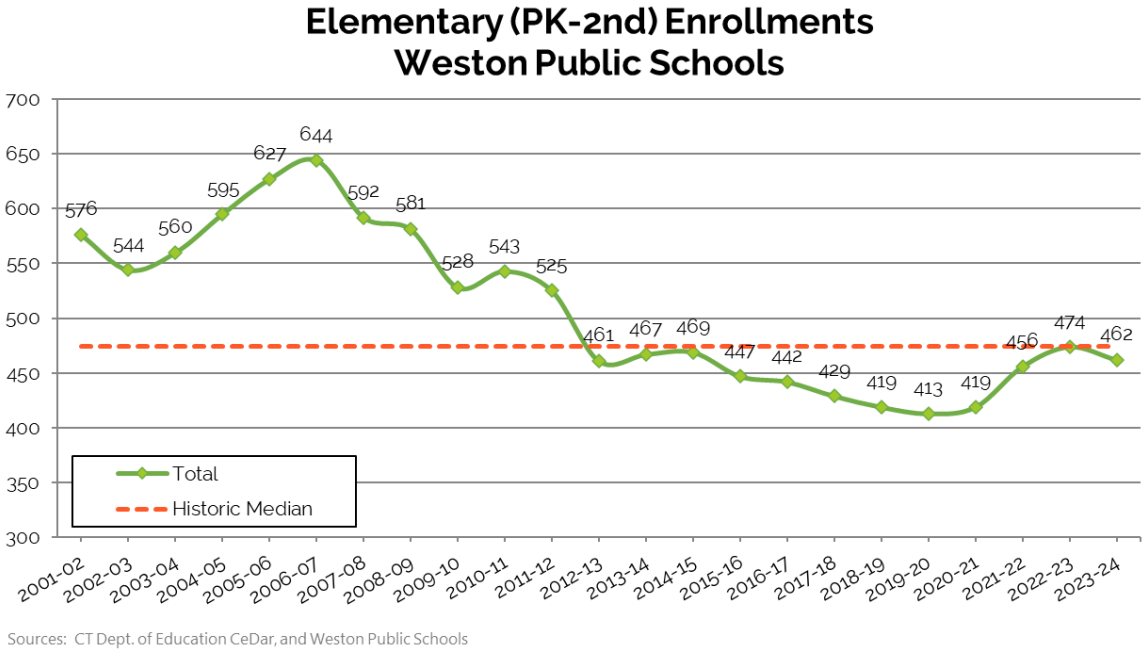
- Elementary & intermediate schools averaged a net migration of +28 students annually over the last decade with recent peaks of +46 and +44 students in 2018-19 and 2022-23, respectively. However, over the last 3-years net in-migration has declined each of the last three years. 2023-24 net migration was the lowest levels since 2008-09.
- Middle school net migration averaged +9 students annually over the last decade with a recent peak of +19 students in 2017-18. For 2023-24, the middle school grades experienced net out-migration (-2 students) for the first time since 2011-12.
- High school has experienced an average annual net out-migration of -6 students over the last decade. 2021-22 was a recent high for net out-migration at -35 students. 2023-24 saw net out-migration of 9 students, which is slightly below the historic average.

Historic Enrollment Composition

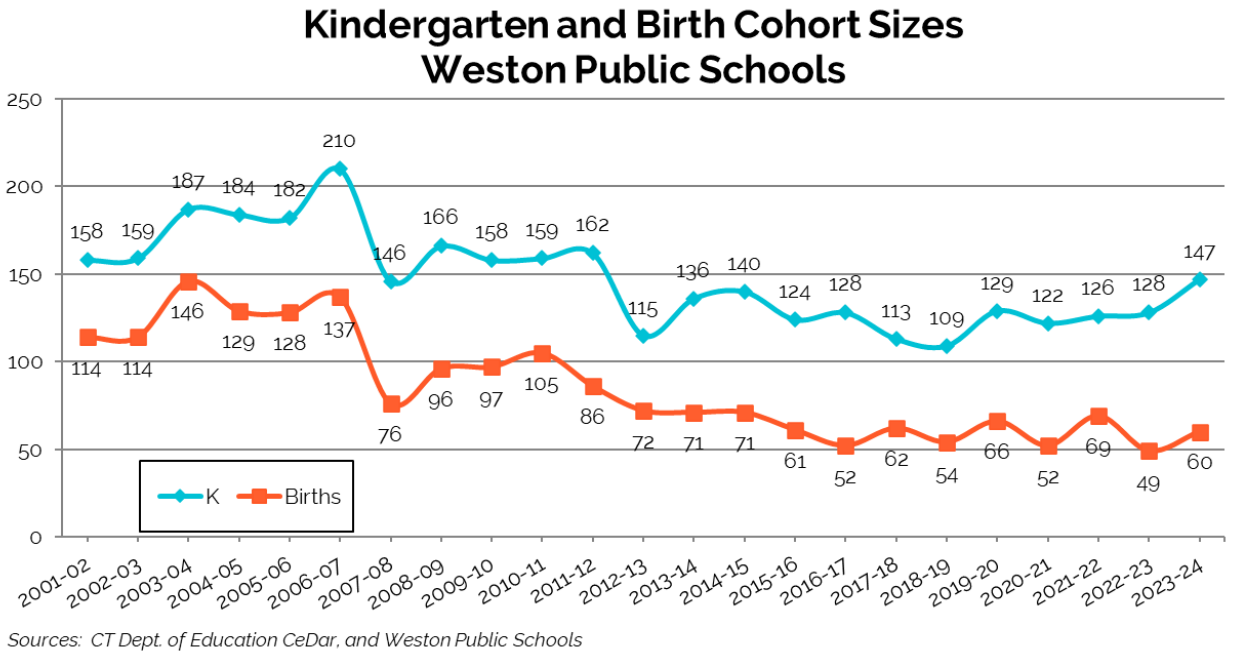
- Weston's student body has become more diverse over the last decade.
- Based on 2022-23 data, WPS is at 23% minority, which is 13% higher than 2013-14.
- Over the last decade, the largest growth in Hispanic/Latino & two or more races (~160%),& to a lesser extent Asian students (66%)
- Official 2023-24 racial balance data from the State Department of Education is not yet available



Historic Enrollment



Sources: CT Dept. of Education CeDar, and Weston Public Schools



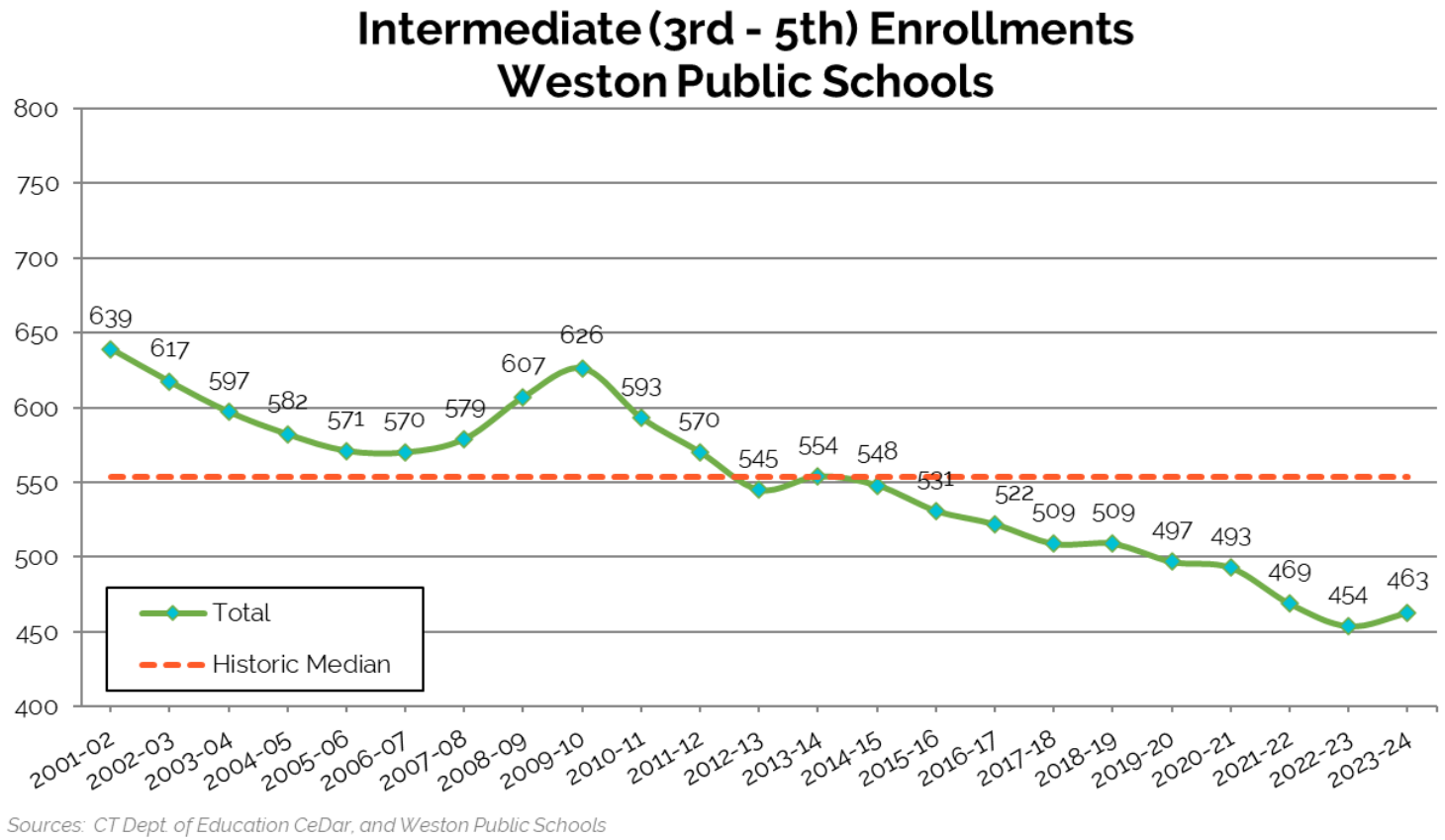
Sources: CT Dept. of Education CeDar, and Weston Public Schools

- For 2022-23, PK-2nd reported enrollment at Hurlbutt is 462 students, including 46 PK students
- This year's K cohort of 147 students is the largest since 2011-12. Over the last 5-yrs, K has averaged 130 students while births averaged 59 annually.

Historic Enrollment

- For 2023-24, 3rd-5th enrollment at Weston Intermediate School (WIS) is 463 students.

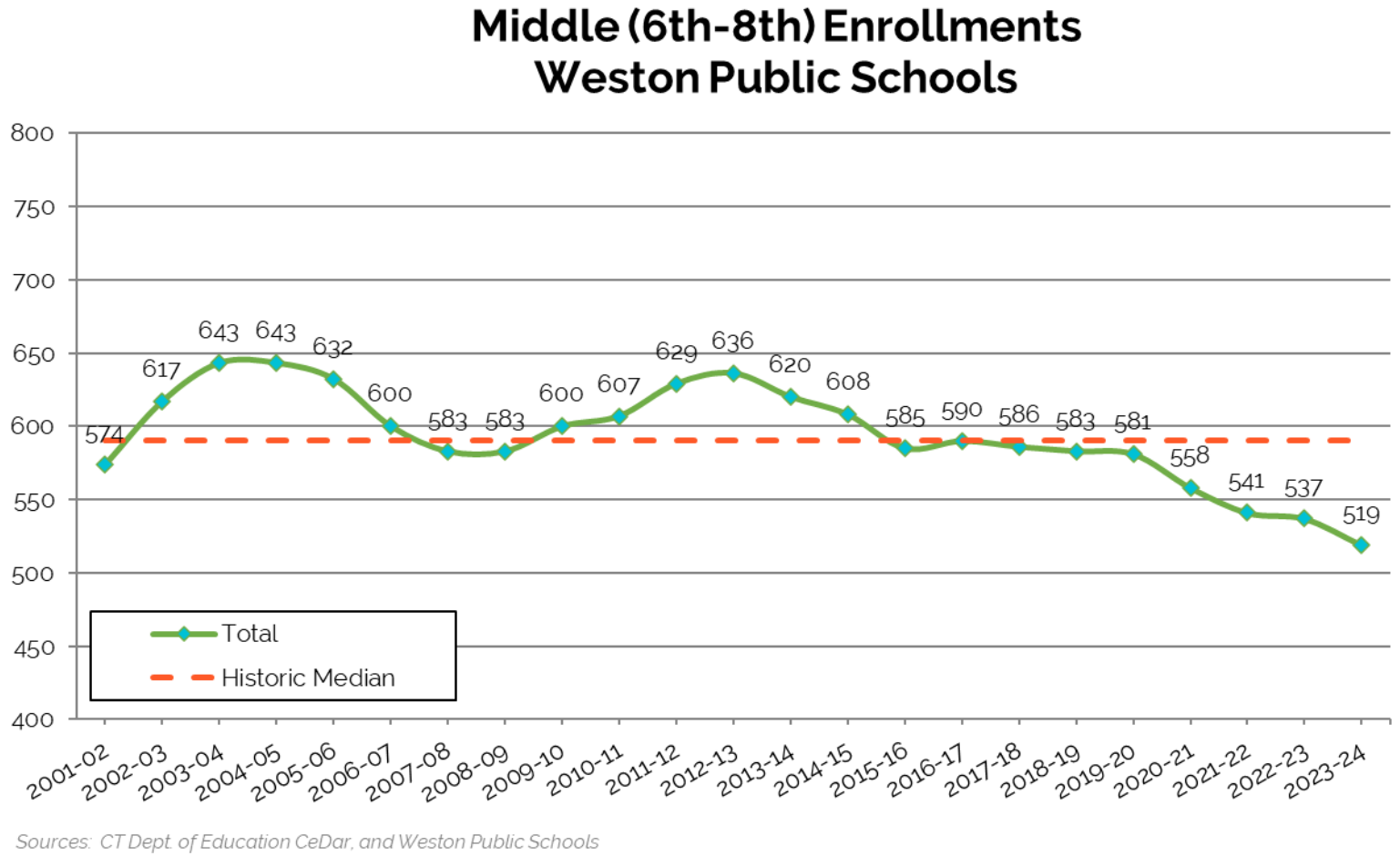
- WIS enrollment begin falling in 2010-11 and continues downward trend through 2022-23, this year saw the first uptick albeit only +9 students in roughly a decade.



Sources: CT Dept. of Education CeDar, and Weston Public Schools

Historic Enrollment

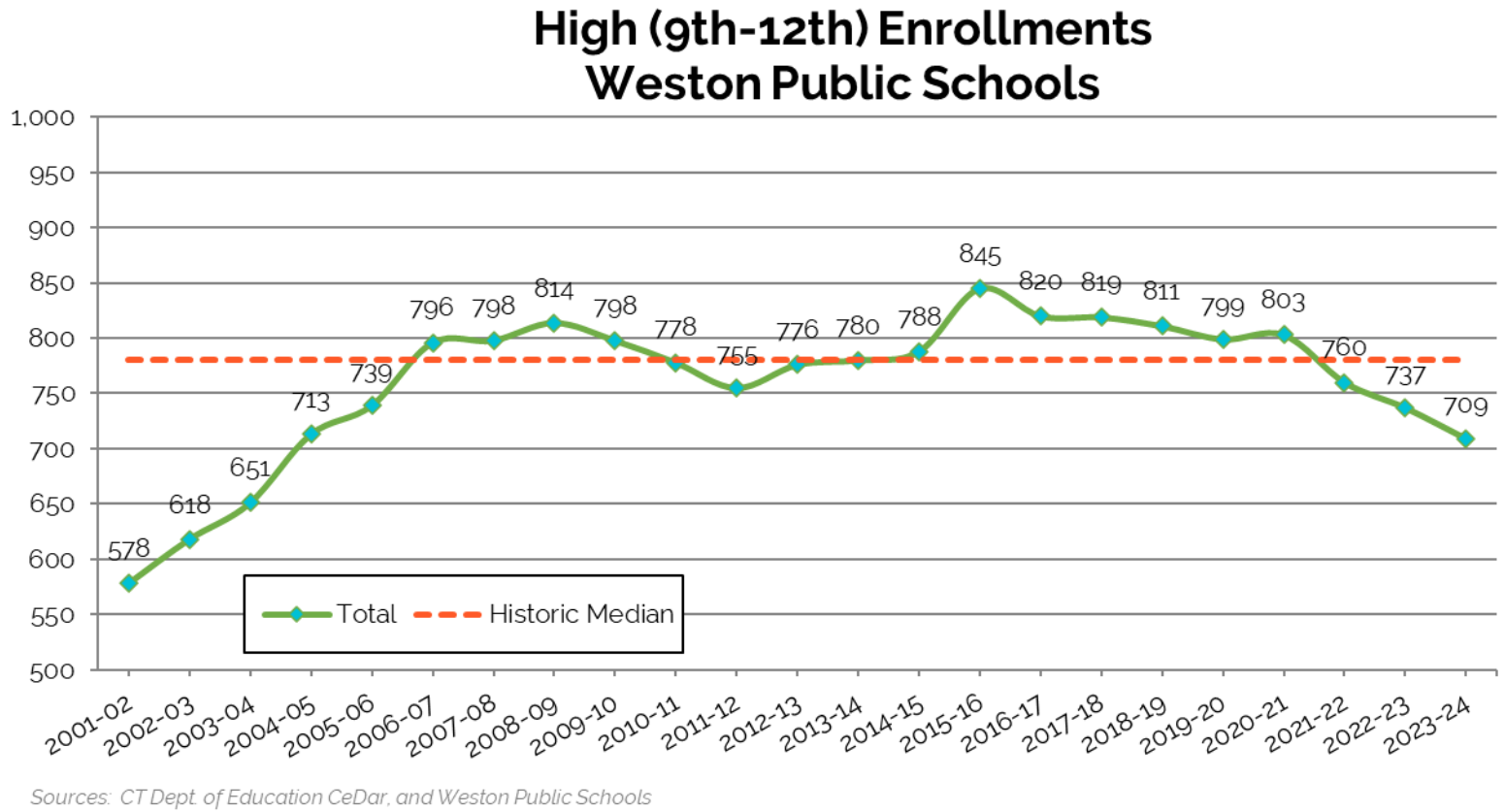
- For 2023-24, 6th-8th enrollment at Weston Middle School (WMS) is 519 students, down from the 540 average two years prior.
- Enrollment decline is attributed to the small 6th grade cohort of just 151 students, which is the smallest in recent memory.
- WMS peaked in early 2000s (on large cohorts that entered in the mid-90s) and again in 2012-13 (on cohorts entering in mid-2000s); enrollment stabilized from 2015-16 to 2019-20, but continues to decline as smaller cohorts matriculate into WMS.



Sources: CT Dept. of Education CeDar, and Weston Public Schools

Historic Enrollment

- High school enrollment for 2023-24 is 709 students
- High school enrollment recently peaked in 2015-16 at 845 students
- Enrollment declined slowly since peak, as smaller incoming 9th grade classes replace larger graduating classes
- For 2023-24, all four cohorts in high school are of similar size, ranging from 169-184 students



Sources: CT Dept. of Education CeDar, and Weston Public Schools

Enrollment Projection Update

Enrollment Projection Update

Projections Primer

- Based on Cohort Survival Methodology – Standard method accepted by the OSCG&R for school construction projects
- The cohort survival methodology relies on observed data from the recent past in order to project the near future
- Persistency Ratios calculated from historic enrollment data to determine growth or loss in a class as it progresses through the school system
- Persistency Ratio of 1.0 means cohort size remains the same; 1.05 means the cohort size increases by 5%, or a cohort of 100 grows to 105 the following year
- Persistency Ratios account for the various external factors affecting enrollments: housing characteristics, residential development, economic conditions, student transfers in and out of system, and student mobility
- Changes in population, housing stock and tenure, and economic conditions help explain persistency ratios
- Where external factors drive enrollment in a fashion without linear relationships to existing births and/or enrollments, adjustments to the cohort-survival methodology improve projections

Persistency & Net Migration

- Birth to K ~2.7, a recent high, next highest was in 2016-17 (2.6)
- Estimates of migration have declined in each of the last 3-years to just 0.31%, lowest level since 2011-12.
- For 2023-24, persistency ratios indicate reduced in-migration for transitions at across elementary, intermediate and middle school grades.
- Lower in-migration and persistency ratios are linked to the declines in housing sales and turnover over the same period.
- Largest change was seen in the K-1 cohort, which dropped off considerably.

Kindergarten through 12th Grade Persistency Ratios by School Year
2003-04 to 2023-24

Year	Birth-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	Migration Estimate (2-7 to 3-
2003-04	1.2808	1.0252	1.0647	1.0000	1.0104	1.0348	0.9776	0.9729	1.0048	0.9626	0.9653	0.9886	0.9562	-0.08%
2004-05	1.4264	1.0909	1.0798	1.0166	1.0361	1.0103	1.0144	1.0367	0.9581	0.9810	0.9389	1.0000	0.9884	1.16%
2005-06	1.4219	1.0543	1.0441	0.9886	1.0380	1.0249	1.0102	0.9526	1.0265	1.0291	0.9757	0.9645	0.9760	0.67%
2006-07	1.5328	1.0659	1.0309	0.9859	1.0000	0.9738	1.0097	0.9598	1.0000	0.9698	0.9764	0.9801	1.0245	-1.18%
2007-08	1.9211	1.0476	0.9845	0.9800	1.0143	0.9770	1.0108	0.9760	1.0052	0.9801	0.9733	0.9517	0.9391	-0.60%
2008-09	1.7292	1.0890	1.0000	1.0576	0.9898	0.9906	1.0765	1.0106	1.0345	1.0208	1.0457	0.9772	1.0051	2.50%
2009-10	1.6289	1.0301	1.0063	0.9727	1.0050	1.0773	1.0284	0.9891	1.0632	0.9905	0.9745	0.9369	0.9626	2.17%
2010-11	1.5143	1.0506	1.0409	1.0625	1.0093	1.0197	1.0096	0.9908	1.0000	0.9653	0.9856	0.9738	0.9948	1.35%
2011-12	1.8837	0.9811	1.0663	1.0112	1.0176	1.0046	1.0193	0.9810	0.9814	0.9392	0.9897	0.9902	1.0161	0.17%
2012-13	1.5972	0.9691	1.0449	1.0169	1.0333	1.0347	1.0184	0.9858	1.0000	0.9953	1.0176	0.9741	1.0099	1.37%
2013-14	1.9155	1.1739	1.1146	1.0675	1.0167	1.0591	1.0615	0.9729	1.0337	1.0338	0.9952	0.9884	0.9894	3.25%
2014-15	1.9718	1.1029	1.0815	1.0571	1.0172	1.0164	1.0457	0.9895	0.9953	0.9395	0.9720	0.9856	1.0058	1.94%
2015-16	2.0328	1.0071	1.0467	1.1027	1.0054	1.0395	1.0215	1.0146	0.9894	1.0187	1.0297	0.9904	1.0340	2.57%
2016-17	2.6122	1.1532	1.0355	1.0446	1.0745	0.9946	1.0217	1.0211	0.9952	1.0161	0.9908	0.9952	1.0097	2.30%
2017-18	1.7656	1.1094	1.0280	1.0548	1.0671	1.0405	1.0595	1.0213	1.0206	1.0192	0.9788	0.9907	1.0048	4.29%
2018-19	1.9818	1.1327	1.0915	1.1088	1.0714	1.0343	1.0389	1.0255	1.0156	1.0253	0.9858	1.0054	0.9953	4.60%
2019-20	1.8169	1.0734	1.0547	1.0323	1.0307	1.0242	1.0552	0.9947	1.0149	1.0000	1.0197	0.9904	1.0215	2.47%
2020-21	1.9677	1.1008	1.1197	1.0741	1.1000	1.0238	1.0178	0.9948	1.0538	0.9706	0.9949	1.0000	0.9855	4.16%
2021-22	2.3333	1.1967	1.0845	1.0687	1.0345	1.0170	1.0233	1.0233	0.9947	0.9388	0.9343	0.9485	1.0000	2.43%
2022-23	2.2857	1.0873	1.0753	1.0325	1.0143	1.0200	1.0223	1.0511	0.9602	0.9577	1.0163	0.9784	1.0217	1.64%
2023-24	2.7222	1.0000	1.0365	1.0127	1.0252	0.9930	0.9869	1.0164	0.9838	1.0000	0.9890	0.9840	0.9779	0.31%

Projections Assumptions

These projections are predicated on the following assumptions:

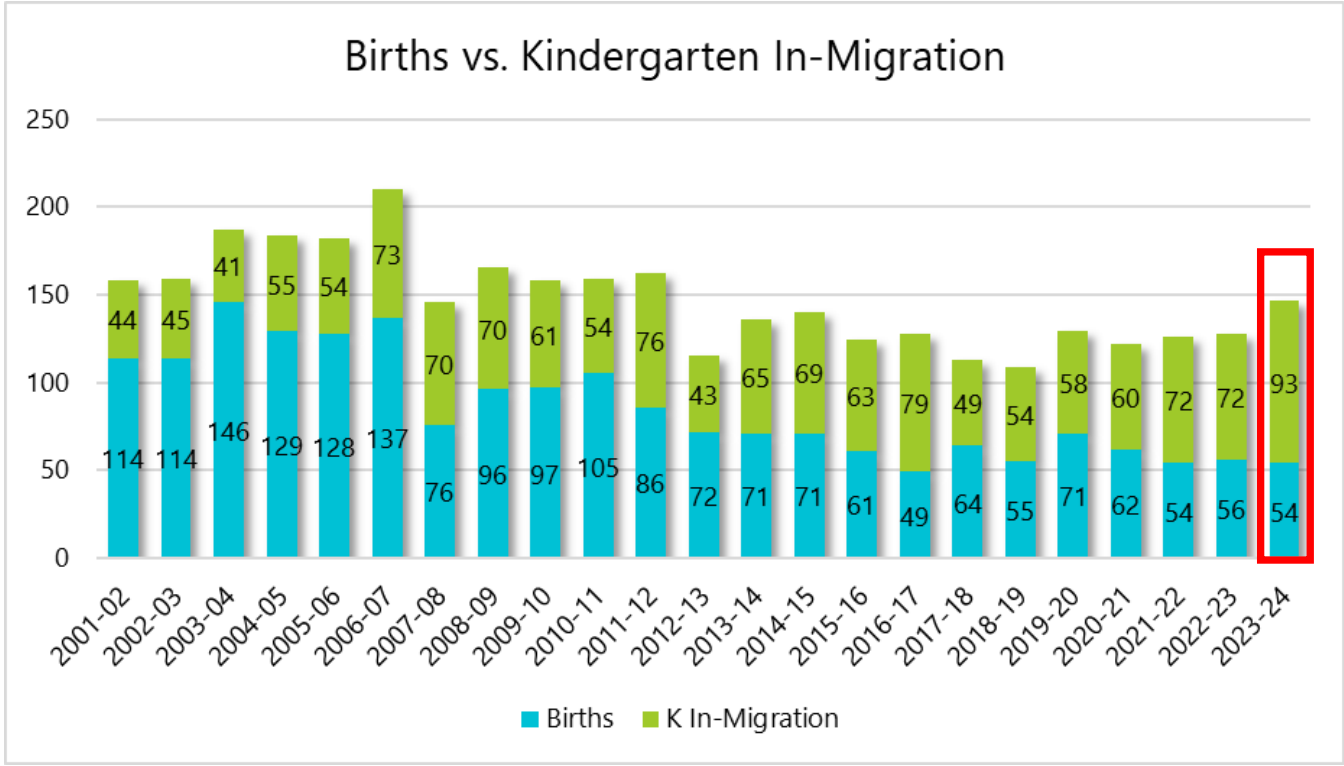
- Pre-K enrollment will be 45 students over the next decade
- Housing market conditions and future birth assumptions at the districtwide level will prove accurate
- **High projections:** Assume high birth projections (average 76 annually) and student in-migration averages approx. 2.6% for the next 10-years; slightly above the historic average
- **Medium projections:** Assume medium birth projections (average 73 annually) and student in-migration averages approx. 2.3% over next 10-years; below the 10-year historic average (2.7%)
- **Low projections:** Assume low birth projections (average 68 annually) and student in-migration averages approx. 1.7% over next 10-years; well below historic average

Kindergarten Caveats & Assumptions

- New Kindergarten entry date becomes effective for 2024-25 school year per state law.
  - Cutoff date shifts from January 1st to September 1st.
- 2024-25 kindergarten class will have a smaller eligibility window (8 months) as cutoff date transitions to September 1st. Subsequent years will return to a 12-month eligibility window (Sept 1st. – Aug 31st).
- State law allows for an exception process to enter kindergarten if a child turns 5 years old after September 1st.
  - Exemption process adds uncertainty to the kindergarten projections, since one cannot accurately forecast the number of parents that will request an exception.
- Based on SLAM's analysis of 3-yrs of historic kindergarten enrollment, approximately 20.5% of K students turn 5 between September 2nd and December 31st. For 2024-25, SLAM estimates that there are ~27 students who fall within this window and could request an exception to enter kindergarten for 2024-25. Our assumptions for the projections are as follows:
  - Low model assumes 70% of eligible students are granted exceptions
  - Medium model assumes 80% of eligible students are granted exceptions
  - High model assumes 90% of eligible students are granted exceptions

Birth-K Analysis

- For 2023-24, it is estimated that ~63% of the Kindergarteners were born outside of Weston, compared to the 10-yr average of 52%.
- Predicting future kindergarten cohorts has been historically challenging in Weston due to low local birthrates and high levels of in-migration of families with children age 0 to 5
- This challenge has been magnified in recent years as Birth-K ratio has risen from ~1.5 (or 50% increase in the size of incoming classes relative to local births) to 2.7 in 2023-24



Kindergarten Projections

- **Kindergarten projections blend two methodologies**
- Variable Birth-K ratio each year to stabilize total number of kindergarten students generated by in-migration
- Regression-based approach using historic births, home sales, and K data
  - Adjustment to standard methodology
  - Assumes linear relationships between kindergarten enrollment and two variables (home sales and births) based on multiple regression analysis of all available years of data
  - Places greater weight on trends in total housing sales and turnover projected under each scenario compared to the traditional approach (especially in years 1-5)
- Adjustments made to the 2024-25 kindergarten projection to reflect changes to kindergarten entry age and assumptions around exceptions (see slide 25).

Kindergarten Projections

- Regression analysis of kindergarten enrollment vs. home sales and births yields a good model fit and significance metrics (R^2 = 0.92):

- K_{Yr} = (*Births*$_{Yr-5}$ * 0.829265) +(Home *Sales* $_{Yr-1}$ * 0.0023065) + (Median SF Home Sale Price $_{Yr}$ * 0.00007)

- **K Projections are based on a blend of the Cohort Survival and Regression based K projection.**

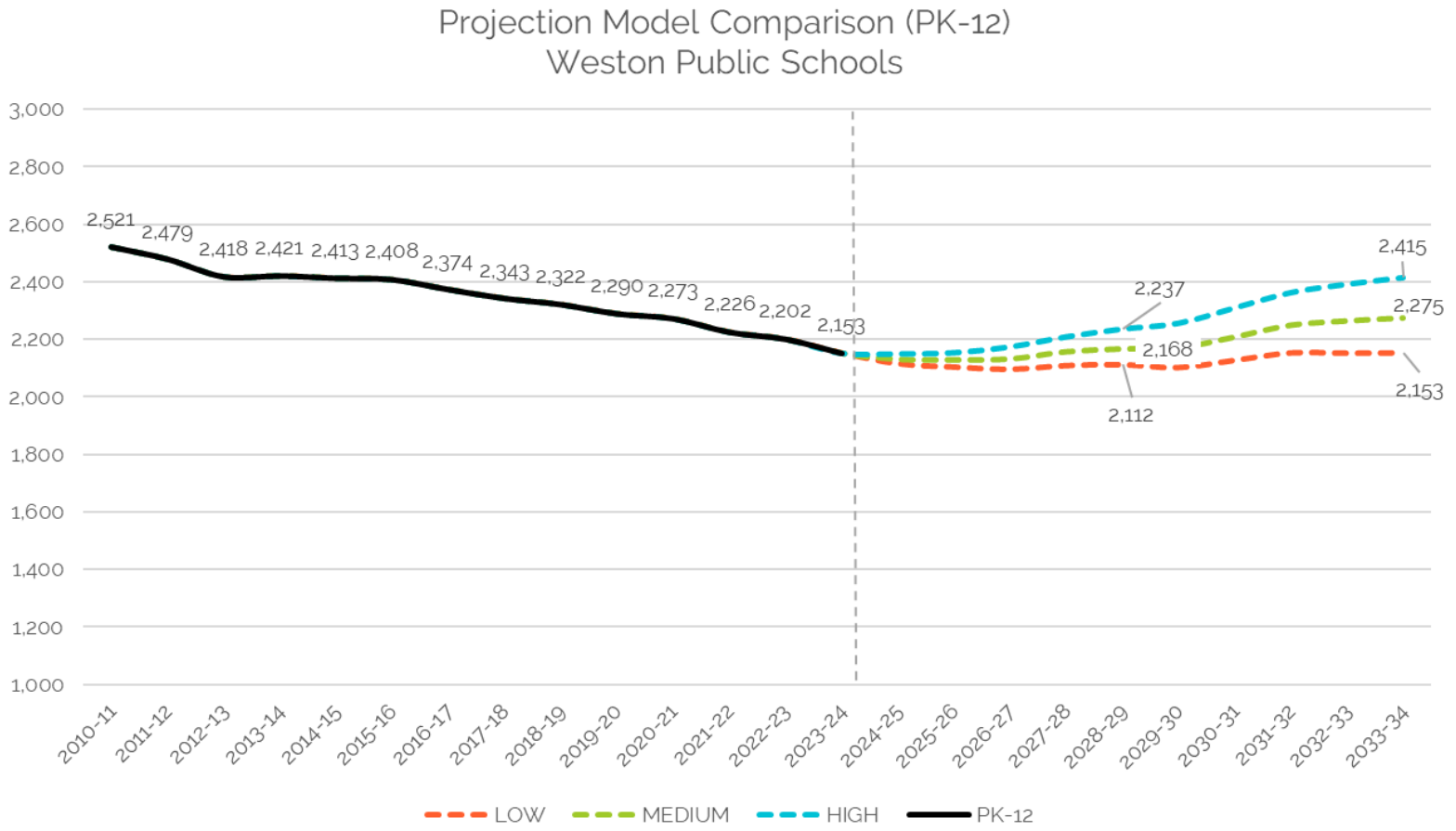
Kindergarten Regression Model Projection Model Assumptions

	Low	Medium	High
Avg. Annual Births	68	73	77
Avg. Annual Home sales	143	152	161
Avg Sale Price (2023 $)	$895,001	$957,501	$1,020,002

261

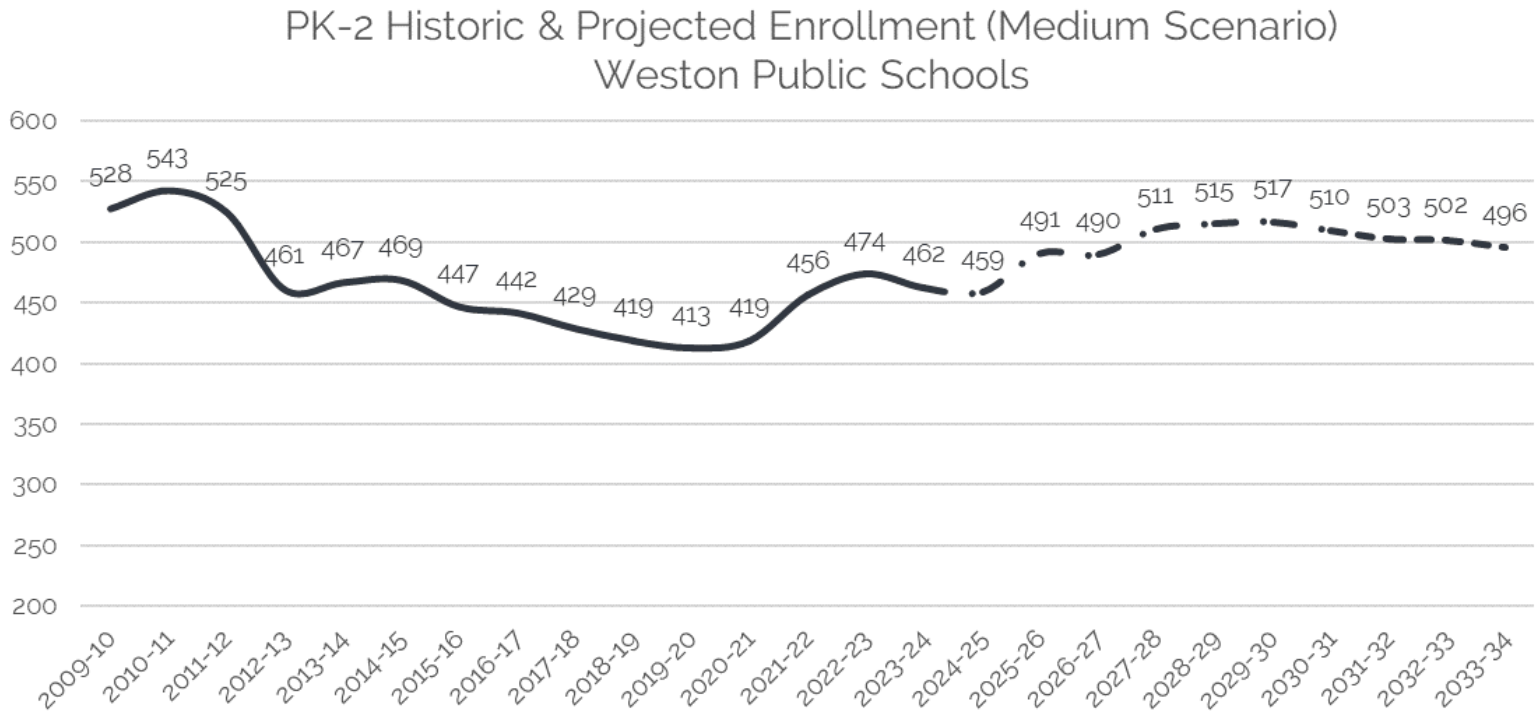
Districtwide Projections

- Developed projections under three scenarios (Low, Med & High)
- All three models are yielding a narrow band for the first 5 years, 125 student spread (2,112– 2,237)
- Medium and High models are in general agreement over the 10-year projection horizon ranging from ~2,275 – 2,415 students by 2033-34
- The Low model projects very flat PK-12 enrollment, averaging 2,122 students over the next decade
- Based on our analysis, the **Medium Projection Model reflects the most likely trajectory for future enrollment.** However, enrollment drivers bear watching and the high model may prove more accurate for the long term.



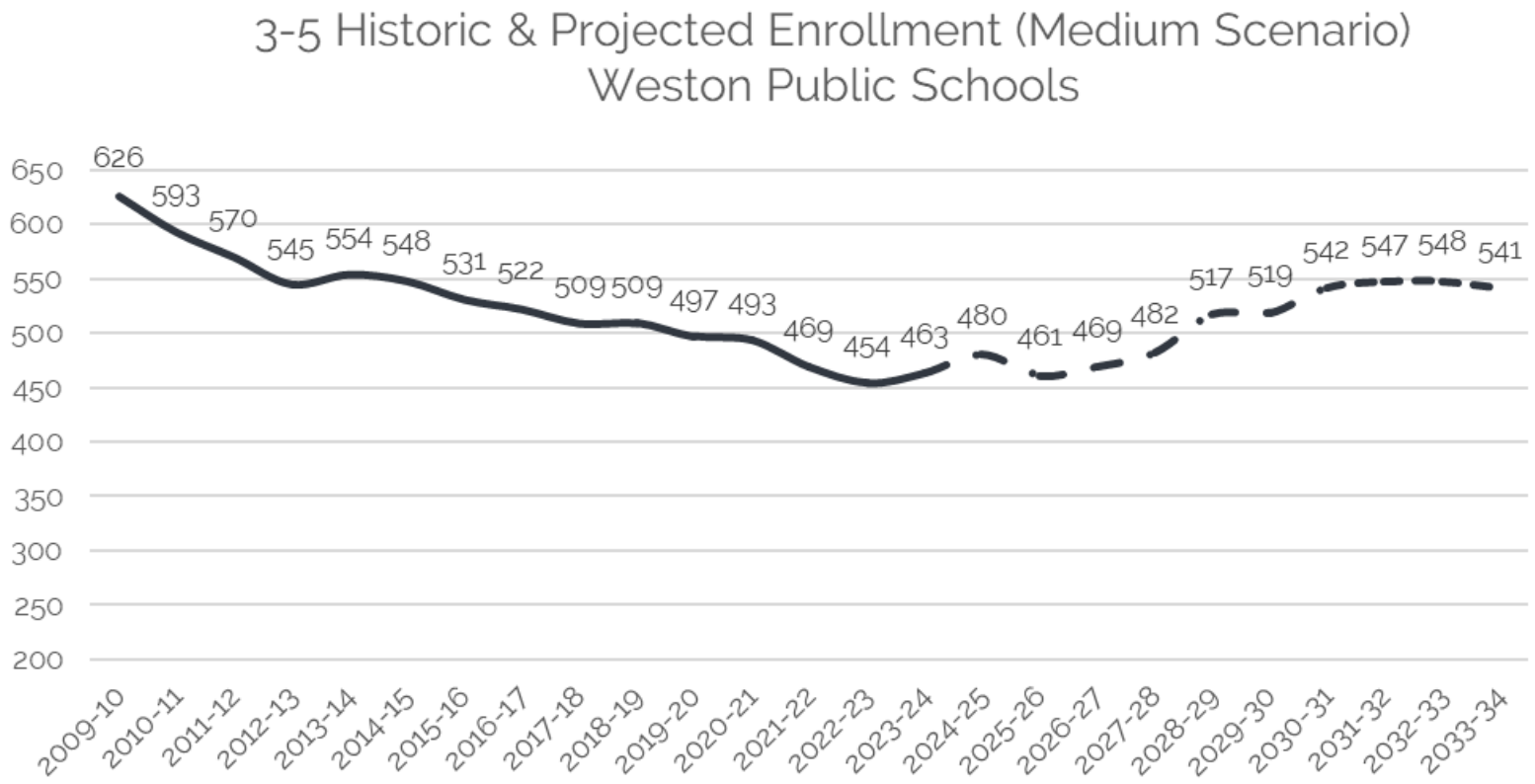
Individual School Projections

- Hurlbutt projected to increase modestly over the next 5-years to approximately 515 students.
- Over the next decade, Hurlbutt is projected to average ~500 students



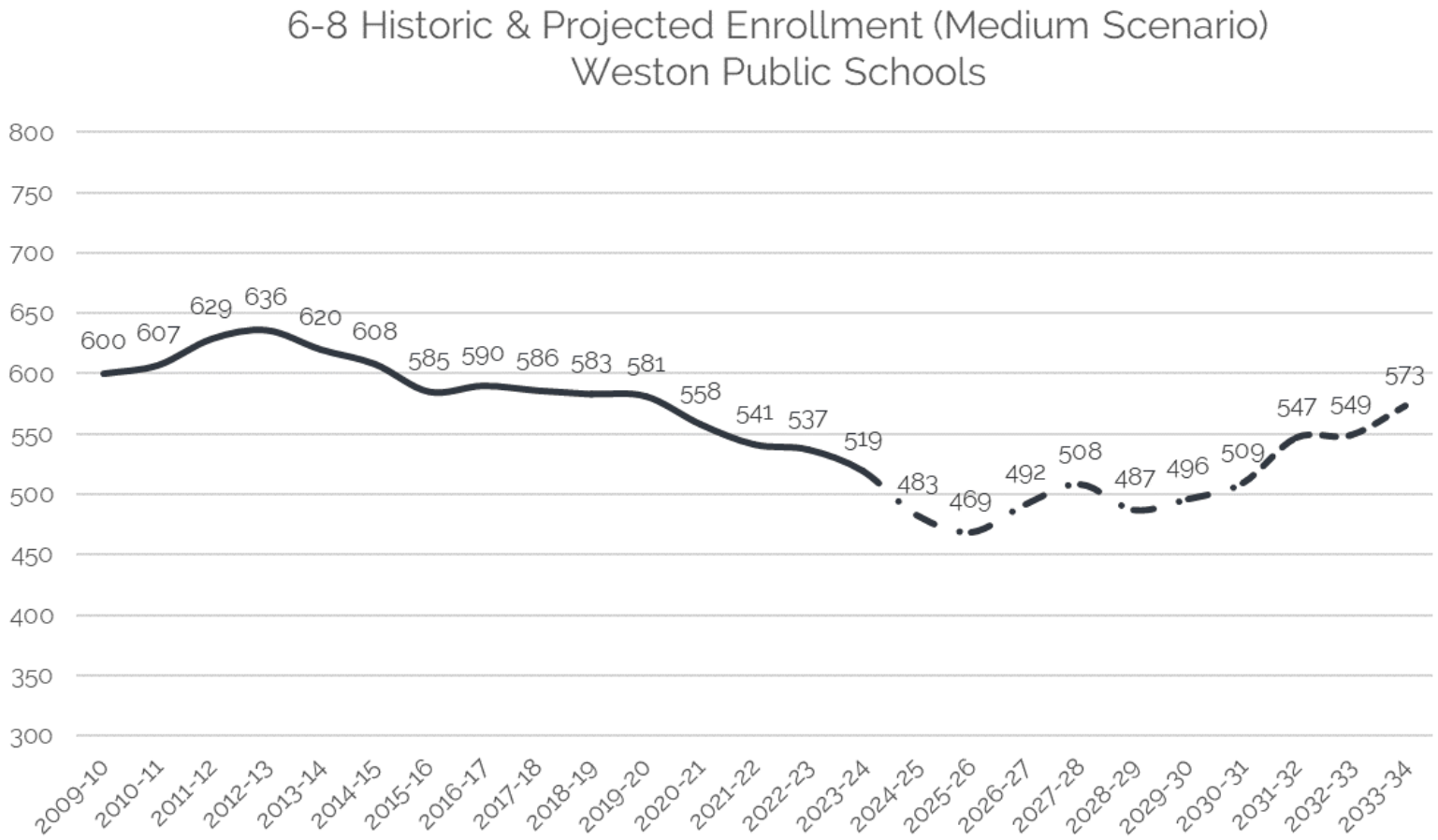
Individual School Projections

- WIS is projected to average 482 students over the next 5-years.
- As larger cohorts matriculate from Hurlbutt into WIS, enrollment increases moderately, and averages ~540 students over the last 5-years.



Individual School Projections

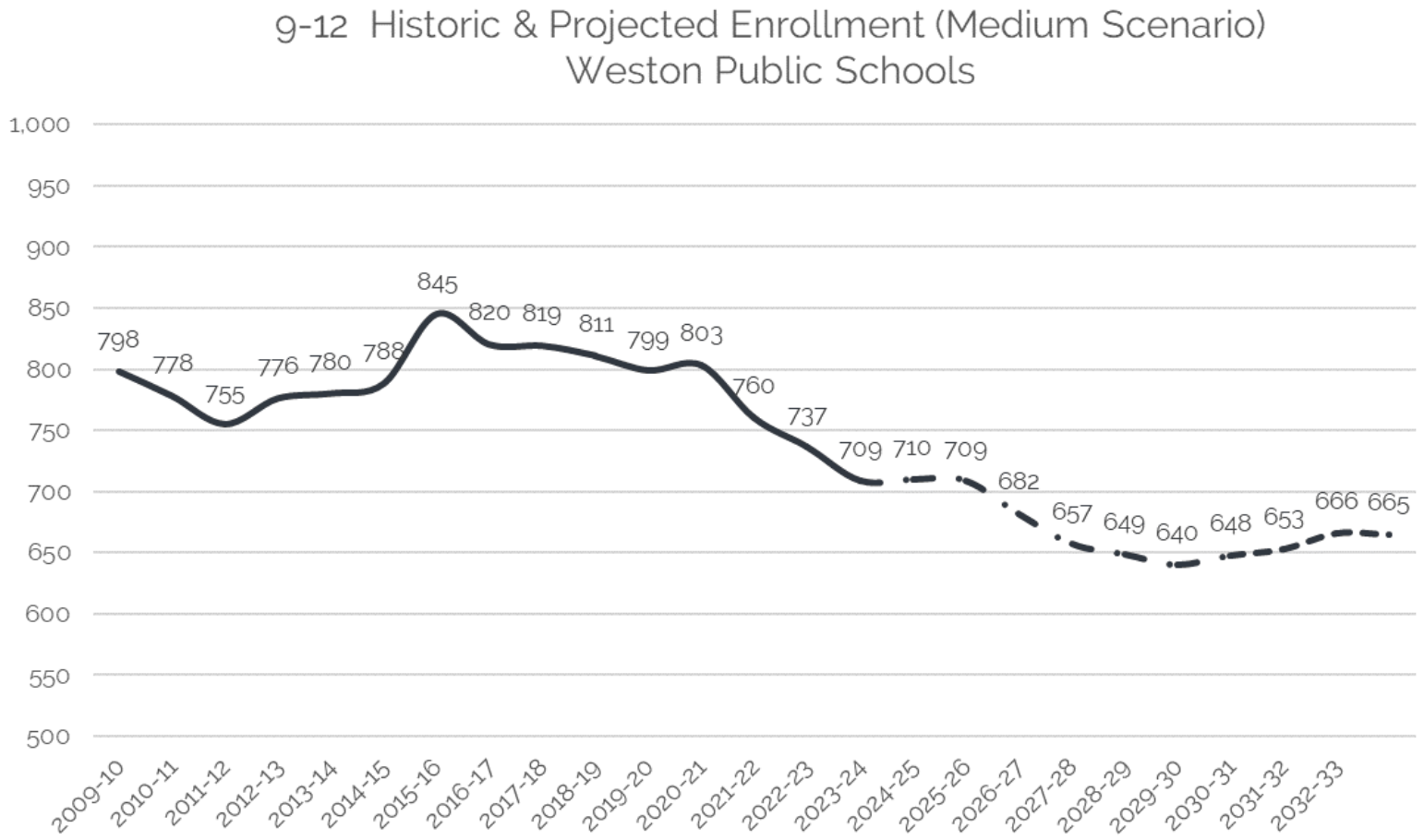
- WMS projected to see a steady near-term decline and bottom out at roughly 470 students in 2025-26
- A moderate increase follows with enrollment growing to 540-570 students for the last 3-years of the projection horizon



Individual School Projections

- WHS projected to see flat enrollment over the next 2-years then a more gradual increase until 2029-30 when enrollment reaches 640 students.

- Over the last 5-years of the projection horizon, enrollment is projected to average 654 students.



10-Yr Projections (Medium)

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK
2023-24	2018	60	147	128	142	159	163	141	151	186	182	169	179	184	177	45
2024-25	2019	59	128	154	132	148	166	166	144	153	186	180	169	177	184	45
2025-26	2020	69	141	143	162	138	154	169	170	146	153	184	180	168	177	45
2026-27	2021	68	139	153	153	169	144	156	173	173	146	152	184	178	168	45
2027-28	2022	80	149	152	165	160	176	146	159	176	173	145	152	182	178	45
2028-29	2023	80	145	162	163	172	166	179	149	162	176	171	145	151	182	45
2029-30	2024	74	140	158	174	171	179	169	183	151	162	174	171	144	151	45
2030-31	2025	76	143	152	170	182	178	182	172	186	151	160	174	170	144	45
2031-32	2026	71	138	156	164	177	189	181	186	175	186	150	160	173	170	45
2032-33	2027	71	138	151	168	171	185	192	185	189	175	184	150	159	173	45
2033-34	2028	72	138	150	162	175	178	188	196	188	189	173	184	149	159	46

** Note births are based on Sept. - Aug (not calendar Year)*

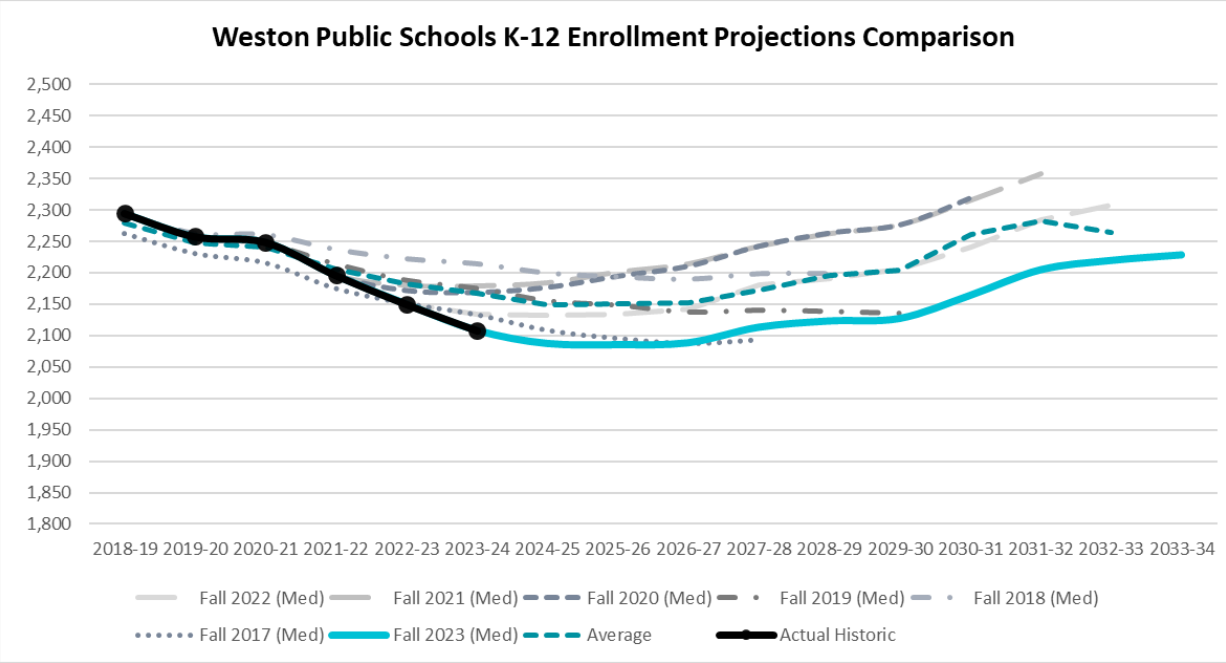
Medium Projections Model Enrollment by Grade Grouping

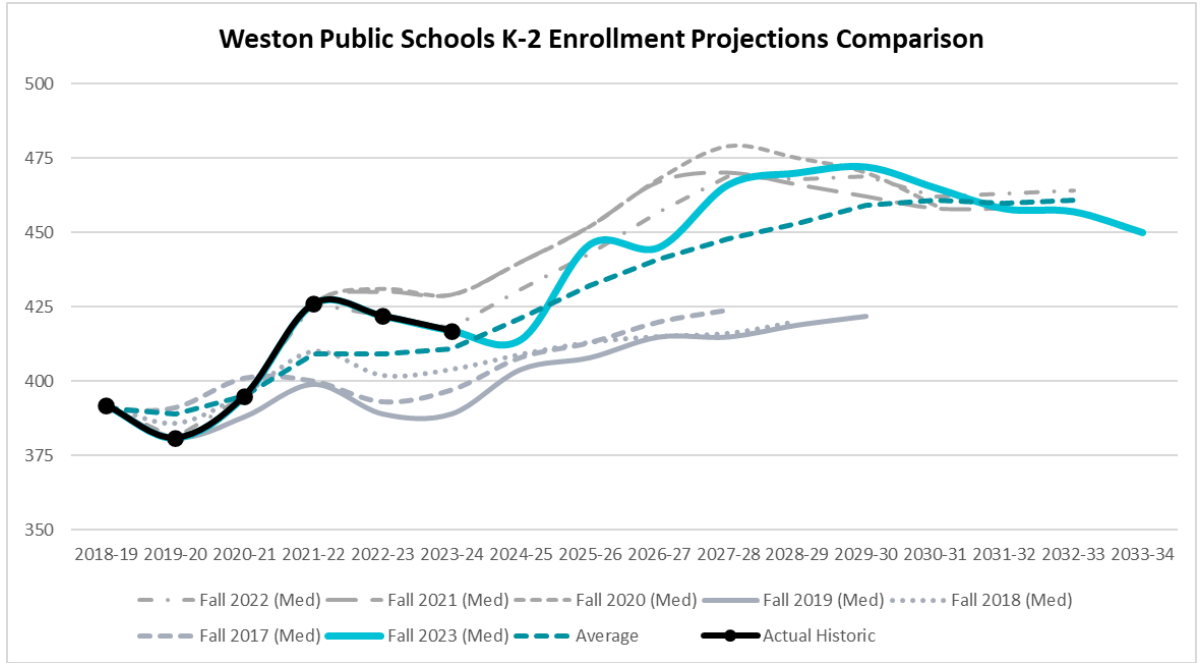
School Year	PK-12	K-12	PK-2	3-5	6-8	9-12
2023-24	2,153	2,108	462	463	519	709
2024-25	2,132	2,087	459	480	483	710
2025-26	2,130	2,085	491	461	469	709
2026-27	2,133	2,088	490	469	492	682
2027-28	2,158	2,113	511	482	508	657
2028-29	2,168	2,123	515	517	487	649
2029-30	2,172	2,127	517	519	496	640
2030-31	2,209	2,164	510	542	509	648
2031-32	2,250	2,205	503	547	547	653
2032-33	2,265	2,220	502	548	549	666
2033-34	2,275	2,229	496	541	573	665
5-Year Change						
	0.7%	0.7%	11.5%	11.7%	-6.2%	-8.5%
10-Year Change						
	5.7%	5.7%	7.4%	16.8%	10.4%	-6.2%

Takeaways

- The Medium Projection Model still reflects the most likely trajectory for future enrollment. However, with reduced housing activity in last 2-years, in-migration has dropped off since recent peak.
- Birth increases and elevated Birth-K will continue to yield larger K cohorts in the coming years.
- For the Medium Projection Model:
  - Overall PK-12 enrollments are projected to be stable over the next 5-years averaging 2,144 students. Modest growth is projected in the last 5-years reaching 2,250 students by 2031-32
  - PK-2 enrollments are projected to continue to grow (+11.5%) over the first five years then average 506 students
  - Intermediate school enrollments are projected to grow (+11.7%) in the next 5-years as smaller 5th grade cohorts are replaced by larger cohorts. Enrollment is projected nearly reach 550 students by 2032-33.
  - Middle school is projected to trough in next 2-3 years at ~470 students, then rebound, with enrollments averaging 535 students over the last 5-years
  - High school is projected to slowly decline and eventually trough at ~640 students in 2029-30, before leveling off at 660 students through 2033-34.

Historic Projection Comparison





- Enrollment projections overall have been performing well
- Over the last 5-years, projections have been on a consistent trajectory and good banding

Appendix A

Low & High Districtwide Projections

Enrollment Projections (Low) Model

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12 Total	K-12 Total	PK-2 Total	3-5 Total	6-8 Total	9-12 Total
2023-24	2018	60	147	128	142	159	163	141	151	186	182	169	179	184	177	45	2,153	2,108	462	463	519	709
2024-25	2019	59	125	153	131	147	164	165	143	152	185	179	168	176	183	45	2,116	2,071	454	476	480	706
2025-26	2020	69	140	142	160	136	152	166	167	144	151	182	178	166	175	45	2,104	2,059	487	454	462	701
2026-27	2021	68	138	152	151	166	141	153	168	169	143	149	181	175	165	45	2,096	2,051	486	460	480	670
2027-28	2022	80	147	150	162	157	172	142	155	170	168	141	148	178	174	45	2,109	2,064	504	471	493	641
2028-29	2023	80	145	160	160	168	162	174	144	157	169	165	140	146	177	45	2,112	2,067	510	504	470	628
2029-30	2024	69	135	157	170	166	174	164	177	145	156	166	164	138	145	45	2,102	2,057	507	504	478	613
2030-31	2025	71	136	146	168	177	172	176	166	179	144	154	165	162	137	45	2,127	2,082	495	525	489	618
2031-32	2026	66	130	147	156	174	183	174	179	168	178	142	153	163	161	45	2,153	2,108	478	531	525	619
2032-33	2027	66	129	141	157	162	180	185	176	181	167	175	141	151	162	45	2,152	2,107	472	527	524	629
2033-34	2028	67	129	140	151	163	168	182	188	178	180	165	174	139	150	46	2,153	2,107	466	513	546	628

** Note births are based on Sept. - Aug (not calendar Year)*

Enrollment Projections (High) Model

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12 Total	K-12 Total	PK-2 Total	3-5 Total	6-8 Total	9-12 Total
2023-24	2018	60	147	128	142	159	163	141	151	186	182	169	179	184	177	45	2,153	2,108	462	463	519	709
2024-25	2019	59	137	155	133	149	166	166	145	154	187	181	170	178	185	45	2,151	2,106	470	481	486	714
2025-26	2020	69	148	151	163	139	155	170	170	147	154	185	181	169	178	45	2,155	2,110	507	464	471	713
2026-27	2021	68	147	161	162	171	146	158	174	174	148	153	186	180	170	45	2,175	2,130	515	475	496	689
2027-28	2022	80	156	161	174	170	178	148	161	178	174	147	154	184	180	45	2,210	2,165	536	496	513	665
2028-29	2023	80	155	170	173	182	177	182	152	165	178	173	147	153	185	45	2,237	2,192	543	541	495	658
2029-30	2024	78	151	169	183	182	190	181	186	154	165	177	173	147	154	45	2,257	2,212	548	553	505	651
2030-31	2025	80	152	165	182	192	190	194	185	190	155	164	177	172	147	45	2,310	2,265	544	576	530	660
2031-32	2026	74	146	166	178	191	200	193	198	189	190	154	164	176	173	45	2,363	2,318	535	584	577	667
2032-33	2027	74	146	160	179	186	199	204	198	202	189	189	154	164	177	45	2,392	2,347	530	589	589	684
2033-34	2028	75	146	160	172	187	194	203	209	201	202	188	189	154	164	46	2,415	2,369	524	584	612	695

** Note births are based on Sept. - Aug (not calendar Year)*

WMS Program of Studies

2023-24

School Counseling

The Weston Middle School Counseling Department focuses on supporting the students' transition from childhood to early adolescence through counseling services and program planning. Our goal is to aid students in the development of the necessary skills in order to succeed in the areas of academic achievement, career exploration and personal and social growth and development.

Middle school counselors provide a full range of school counseling services. They offer individual planning and goal setting, academic advisement and transitional support. Counselors also have a key role in the evaluation of standardized tests and in the interpretation of the results with parents and students. Counselors provide meaningful classroom lessons at each grade level that target the areas of personal and social development, academic goal setting and career exploration. Healthy decision-making and character development are key points in these activities.

Our students are living in a rapidly changing world with increased technology, rigorous curriculum expectations and an emphasis on 21st century skills. The school counseling department is an integral part to the total educational program, providing proactive leadership that ensures all students are engaged in programs and services that enable them to achieve success in school. School counselors, with the help of parents and the school community, hope to help all students leave the middle school with academic integrity, a strong character and goals for the future. This solid foundation will enable our students to be successful in high school and beyond.

Return to Start

Pupil Services

Counseling and health services are available for any student at the middle school who might need assistance. These services can be assessed directly through the school counselors and school nurse. Additional services in the following areas are also available depending on student need. These include: psychological, speech and language, occupational therapy, physical therapy, health care plans and academic support.

Students with significant health issues that might impair their ability to function at school can be referred for a 504 meeting to determine if additional services or school accommodations are needed. Section 504 of the Rehabilitation Act makes provision for equal access for students with an identified disability. A 504 team would meet to gather information, set up assignments if necessary and/or procure medical documentation of the health issue. This team would determine if the health issue is a disability and if it impacts a major life function. If these two criteria are met, a 504 accommodation plan would be developed for the student.

Students who might need additional support services due to academic difficulties can be referred by teachers, administrators or parents to the pupil service team for review. This referral is made through the student's school counselor. The pupil service team will make recommendations for interventions to assist the student. If these interventions are not successful over a period of time, a referral for a Special Education evaluation may be made. A PPT (Planning and Placement Team) meeting will be arranged to discuss the possibility of an evaluation. If an evaluation is completed, the PPT will reconvene upon its completion to determine if the student meets criteria for specialized instruction and special education identification. Special Education services are provided through an IEP (Individualized Education Plan) which is developed by a team which consists of an administrator, regular and special education teacher and appropriate related service staff.

Parents are an important part of either a 504 or IEP team process. Working collaboratively with the school team will assist your child in performing successfully at WMS.

Return to Start

Library Learning Commons

The WMS Library Learning Commons provides a rich variety of resources, programs, and services to our students and staff. Lunchtime, before school, and after school activities are offered to students throughout the year. A diverse range of print and digital sources are available to students in our flexible space as well as online. The Learning Commons offers virtual, 24/7 access to all resources:

Promoting a life-long love of reading is a vital component of the Learning Commons program and is infused into the monthly, as well as the annual calendar. Students in all grades receive monthly opportunities to participate in multimedia book talks. Daily open access is promoted to allow students time to browse for or exchange reading materials anytime throughout the day. In addition, author visits, school-wide reading incentives, the Nutmeg Book Award program, and summer reading is incorporated into the literacy program of the Learning Commons.

Our Learning Commons seeks to expand the skills and experiences of our students in the following areas: Inquiry and Information Literacy, Creativity and Critical Thinking, Communication and Collaboration, Independent Reading, and Technology and Digital Literacy. Our goal is to encourage the growth of our 21st century learners in our ever-expanding global society.

With the assignment of Chromebooks to all middle school students, the LLC now serves as an even greater media hub, helping students and staff daily with use, care and integration strategies for classroom and personal life. Students, staff and parents can have many questions answered via our website at https://sites.google.com/westonps.org/wmsone2one/home

Student Government Association (SGA)

Our Student Government Association's mission is to provide leadership opportunities for WMS students to become actively involved in student government and service endeavors in order to enhance and promote a positive school climate. Meetings are held twice per month after school. Students are expected to attend meetings, serve on sub-committees, and serve as a voice for their peers and the school itself.

Return to Start

Clubs/Activities

Weston Middle School offers numerous opportunities for students to participate in after school activities. These activities allow the students to pursue their talents and interests in an environment encouraging enrichment and exploration. Some of the extracurricular activities include: Short Wharf, Jazz Ensemble, Junior Chamber Singers, Yearbook, Art Club, Chess Club and Math League. All students are encouraged to participate, meet new friends, and become more involved in our school community.

Short Wharf Theater Production

Short Wharf is the WMS after-school musical theatre club program, open to every student in the school. One major musical is presented each year, usually in late January. Performances are at the high school auditorium. Auditions for roles and placement are held in the fall and all who audition may participate in the show in some capacity. Rehearsals are in the afternoons and move to the high school in January. Students may also participate in the production and technical areas of the program through art and backstage work. Students may also have the opportunity to participate in the production, technical and art areas of the production.

SIXTH GRADE PROGRAM

Welcome to sixth grade. This will be a year of exciting and educational experiences. The sixth grade program at Weston Middle School is one that provides students with an academically challenging curriculum. Together with students, the sixth grade teachers work to ensure that all students are successful in their transition from the intermediate school to the middle school.

Throughout the year students will be offered unique opportunities to explore the subjects of English, math, science, and social studies. In addition, students are exposed to a number of other courses offered through our diverse Practical and Fine Arts program.

The sixth grade program is designed to meet the needs of each sixth grade student and ensure that their first year at Weston Middle School is both educational and rewarding.

LANGUAGE ARTS – 6

The mission of the Weston Public Schools English Language Arts Department is to empower each student to become a lifelong reader and writer. This course will target students' growth in the areas of reading, writing, speaking, and listening.

Reading

By providing explicit and rigorous instruction across multiple genres, students read engaging, complex texts while integrating transferable, high-level thinking skills. Reading instruction will focus on reading various genres including but not limited to realistic fiction, nonfiction, drama, short stories, and poetry. Lessons will focus on improving students' reading comprehension and critical thinking strategies, as well as providing multiple opportunities for students to discuss their reading discoveries with both their teacher and peers. Students are expected to be involved in independent reading all year long.

Writing

Through explicit instruction and ample opportunities, students engage in the writing process through a variety of topics that will be communicated to a specific audience for a meaningful purpose. Students are empowered to take ownership over their process through guided use of rubrics and checklists. The use of

technology is embedded throughout all units of study and may include research strategies and online communication tools. The Writing Units of Study include, but are not limited to, argument, information, and narrative writing.

Reading, Writing, Speaking, and Listening outcomes are in alignment with Connecticut's adoption of the Common Core Standards for Language Arts.

Workshop

In one quarter of their year, students will be enrolled in 6th Grade ELA Workshop which will offer daily reading and writing strategies to help students strengthen their skills. Lessons will include reading strategies to increase comprehension, analyze text structures, understand elements of the author's craft, and increase their vocabulary skills. Students will read current articles and engaging short stories while working on their responses to literature. Students will also work on their analytical and creative writing skills.

Mathematics – 6

Math 6 is the standard course for sixth graders. Mathematical concepts and skills are introduced utilizing problems that engage students with meaningful applications through a variety of modalities. Problem solving is a foundation in this course and is interwoven throughout the year. Students are encouraged to explore multiple methods of approaching problems in order to develop a deep understanding of mathematical concepts. Teachers employ differentiated lesson activities to ensure all students are personally challenged. Concepts and complementary skills examined include: the number system, ratio and proportions, expressions and equations, geometry, statistics and probability and problem solving. Students in Math 6 receive the preparation necessary to take Algebra 1 in 8th grade, contingent on class performance in 6th and 7th grade.

Math Advantage is offered as a supplement to a student's regularly scheduled math class. Students are recommended for this program on an ongoing basis and can enter or exit at any time throughout the school year. Students in this program receive extra math support from their regular classroom teacher in a small-group setting. This support takes the form of concept review or preview, scaffolded learning activities, and other differentiated opportunities, depending on the need of the student.

Return to Start

Math 6 Accelerated:

In this accelerated course, grade six students will dive deep into various mathematical topics that will expand their critical thinking, problem-solving, and logical reasoning skills. Students in the accelerated course will be expected to demonstrate their mastery of content through multiple representations, communication, and their conceptual understanding of content. Students will be expected to apply their problem-solving abilities through hands-on activities that focus less on direct skill development and more on solving problem-based tasks.

This course includes topics such as rational numbers, area, ratios, rates, proportions, proportional relationships, data sets, and distributions, fractions, and decimals. Students in the accelerated course will be encouraged to communicate their mathematical thinking clearly, both orally, in writing, and in groups in order to foster their ability to articulate and justify their answers.

All courses are aligned to the Common Core State Standards which have been adopted by the state of Connecticut. Along with the content, emphasis is placed on developing the following practices; (1) making sense of problems and persevere in solving them, (2) reason abstractly and quantitatively, (3) construct make sense viable arguments and critique the reasoning of others, (4) mathematical model with mathematics, (5) use appropriate tools strategically. (6) attend to precision, (7) look for and make use of structure, and (8) look for and express regularity in repeated reasoning.

SCIENCE – 6

Sixth grade science focuses on the curriculum and practices outlined in the **Next Generation Science Standards (NGSS)**. Science is a way of explaining the natural world and the NGSS encourage the learning of science by having students assume the role of scientists in their classes. Students concentrate on exploring real-world phenomena, asking questions and developing hypotheses, designing experiments and analyzing data, testing models, making evidence-based arguments and learning other skills that are associated with the work of real scientists. By implementing the NGSS, teachers focus on engaging students in the *core content ideas* by integrating *science and engineering practices* with the *crosscutting concepts* that are applicable to all disciplines of study. Ultimately, students are provided with the science skills and knowledge they need to be well-informed citizens in our global society.

The NGSS highlighted in sixth grade help students formulate answers to the following questions:

Return to Start

- **<u>Earth's Systems</u>: How does water influence weather, circulate in the oceans, and shape Earth's surface? -** Highlighted in this exploration are the ways that Earth's processes provide resources needed by society but also cause natural disasters that present risks to society. Technological challenges are associated with each of these concepts, both for the identification and development of resources as well as for the mitigation of hazards.

- **<u>Weather and Climate</u>: What factors interact and influence weather and climate? -** Students use models to develop understanding of the factors that control weather and climate. A systems approach is utilized to examine the feedbacks between systems as energy from the sun is transferred between systems and circulates through the ocean and atmosphere.

- **<u>Human Impacts</u>: How do human activities affect Earth's systems and how can natural hazards be predicted? -** Students understand the ways that human activities impact Earth's systems. Through a variety of ways, students explore the significant and complex issues surrounding human uses of land, energy, and water resources and the resulting impacts of their development.

- **<u>Dynamic Relationships in Ecosystems</u>: How does a system of living and non-living things operate to meet the needs of organisms in an ecosystem? –** Students develop a deeper understanding of resources and the cycling of matter and the flow of energy in ecosystems. They study patterns of the interactions among organisms in ecosystems and consider biotic and abiotic factors and their effects on population growth, including the impact of invasive species.

- **<u>Evolution- Unity and Diversity</u>: How do organisms change over time in response to changes in the environment?** – Students construct explanations based on evidence to support fundamental understandings of natural selection and evolution. They apply their knowledge of genetic variation in a population to make sense of organisms surviving and reproducing, hence passing on the traits of a species.

TECHNOLOGY & ENGINEERING – 6

Computer Programming with Scratch

The sixth grade technology education course focuses on introducing students to the world of computer programming. They will learn to think like a computer and programmer and write code using Scratch. With Scratch, students can program their own interactive animations and video games, rewrite programs for Scratch-based applications, create, import, and edit programs, and share their creations with others in the online community. This course helps students learn to think creatively, reason systematically, and work collaboratively – essential skills needed to thrive in the 21st century.

SOCIAL STUDIES – 6

World Regional Studies is a two-year course for Grades 6 and 7 in which students study world regions through the multiple lenses of: geography, economics, history, and civics. In Grade 6, students are introduced to the tools of geography, and begin to investigate the way geography impacts humans. As the course progresses, students engage in regional studies, with specific attention to the themes of Power and Control, Cooperation, and Conflict. Students will begin learning how to identify a problem, conduct research, and develop solutions which can be presented to audiences in multiple formats. The inquiry process is best illustrated in the Guardians of the Water Galaxy project, which is an interdisciplinary endeavor conducted in Social Studies and Science courses.

The study of the world's regions and cultures requires that students generate and research compelling questions such as:

- How do physical features of a region influence decisions we make for ourselves and society?
- Who should govern?
- How does society best manage resources?
- What makes an event historically significant, and why do different cultures view events in history differently?

WORLD LANGUAGES - 6

Return to Start

Our program is aligned with National and State standards for World Language teaching and learning. Teachers use a variety of learning activities and differentiated instruction such as songs, cooperative learning groups, projects, dialogues, presentations, on-line resources and games to achieve desired learning goals. Students are evaluated on their communicative ability in the target language through a variety of linguistic tasks, listening, oral and written evaluations as well as authentic performance assessments. The goal of the program is for students to gain knowledge of the language as well as the cultural products, practices, and perspectives of the target cultures that will serve them throughout their lives in order to succeed in the global community.

Program Goals and Outcomes

As a result of participating in a World Language course of study, students will:

- Communicate in a language other than English. (Communication)
- Gain knowledge and understanding of other cultures. (Cultures)
- Make connections to other disciplines and acquire knowledge using a second language. (Connections)
- Participate in multilingual communities at home and around the world. (Communities)
- Gain insight into the nature of language and culture. (Comparisons)

The World Languages available are Spanish and French. Students engage in daily language study in 7th and 8th grades, and every other day, in 6th grade. Students are expected to commit to studying one language while in grades 6, 7 and 8.

Grade 6 Spanish

Students engage in language study every other day for the full year. Instruction builds on previous language learning begun in the FLES program. This is a transition year for students in which they begin to utilize a textbook and workbook. There is a strong emphasis on listening and speaking with increased development of reading and writing skills as students learn to express their ideas. Students explore concepts such as: How does my culture compare to the target cultures? How do my language skills in my first language can transfer and aid me in acquiring a second language? What are the advantages of being proficient in another language? Students exchange information on topics such as family, school routines, housing, school subjects and schedules, numbers, foods, telling time and more.

Return to Start

Grade 6 French

Students engage in language study every other day for the full year. French 6 is an introductory language course designed to teach the fundamentals of communication. Students will learn to talk about themselves, their family, and their school as they are introduced to common vocabulary, pronunciation, and basic grammar. The emphasis is on oral communication. Songs, games, poems, and other authentics resources are used to support communicative skills and provide the students with a strong framework for the language.

Health Education – 6

The 6th Grade Health Education program prepares students for the physical, social, and emotional changes experienced during adolescence. Topic areas include: nutrition, human growth and development,friendships, DBT emotional health skills, and stress management. Class instruction focuses on developing skills needed to make educated and healthy life choices. The health curriculum includes several mandates from the State of Connecticut. Parents, for personal or religious reasons, may submit a written request to the school to have their son/daughter(s) excused from portions of the curriculum related to Human Growth and Development and AIDS education.

Physical Education – 6

The sixth grade physical education program provides enjoyable physical experiences that promote the acquisition of skills needed for an active lifestyle. Our approach is experiential and allows students to explore a variety of fitness opportunities. Our balanced program includes activities that target movement and perceptual motor skills, balance, fitness, and cooperation. Self-advocacy and communication is the main focus of the sixth grade Project Adventure experience. Other units include team sports, square dance, yoga, swimming, and track and field. The skills developed become the basis for a physically active and socially and emotionally sound lifestyle.

Music – 6

The sixth-grade music program provides students with the choice of taking Group Guitar, Band, Orchestra or Chorus. Students take full-year courses, which are outlined below.

Music Exploration - 6

Return to Start

The sixth-grade Group Guitar Class is designed to address performance, aesthetic training, and further develop musical understanding. It is an eclectic and integrated program aligned with National and State Standards for music education. Students review the musical concepts previously learned in their musical training and will cultivate listening and singing skills. Students perform music by playing and improvising on guitar.

In the group guitar class, there is a focus on tonal functions, theory, rhythmic reading, melodic structure, and more complex harmonic structure. Solfege syllables and Curwen hand signs are used to strengthen students' understanding of pitch relationships and melodic intervals, and strengthen their skill in reading melodic lines. Students will explore traditional American folk and popular music through performing and responding to a variety of music styles and genres, and by composing their own music.

Performance Music – 6

Performance music encompasses elective participation in choral, band and string ensembles, culminating in public performances. It provides the opportunity to develop and refine individual aptitudes, skills and understanding, experiences in group dynamics and communicative power.

Sixth Grade Chorus is open to all sixth graders who enjoy singing and want to improve their ability. Attention is given to proper breathing, tone production, diction and music reading. Students learn two-part singing. There is a minimum of three performances each year.

Sixth Grade Orchestra is open to all students who play orchestral string instruments. Students are also involved in music sectionals where they are excused from other classes on a rotating basis. They are expected to make up any class work they miss. Private lessons are encouraged. There is a minimum of three concerts each year.

Sixth Grade Band is a beginner performing ensemble open to sixth grade students who wish to continue learning a band instrument or start learning an instrument for the first time. In addition to ensemble rehearsals, students are also involved in music sectionals where they are excused from other classes on a rotating basis. They are expected to make up any class work they miss. There is a minimum of three concerts per year.

Return to Start

Mixed-Grade ensembles 6-8

The following co-curricular opportunities are available to students through an audition process.

WMS Chamber Singers is a small vocal ensemble of students from grades 6 through 8, chosen through audition, who learn and perform more complex vocal material. They meet one afternoon a week after school, and perform in various venues and competitions. Students must have a serious commitment to acquiring vocal excellence, both individually and as an ensemble.

Chamber Ensemble is a small string group of students from grades 6 through 8, chosen through audition, who learn and perform advanced string ensemble music. They meet one afternoon a week after school, and perform in various venues and competitions. Students must have a serious commitment to acquiring excellence on their instruments, both individually and as an ensemble.

WMS Jazz Lab Band is a beginning jazz ensemble comprised of sixth and seventh grade students. Auditions for this group take place at the beginning of each new school year. Students learn how to improvise and perform beginning and intermediate levels of jazz music on their instrument. Participation in a WMS music ensemble during the school day is required by all students admitted into the Jazz Lab Band. Rehearsals are after school, there is a minimum of three performances per year.

VISUAL ART – 6

Sixth grade students begin their studies in the art room by investigating various aspects of color theory. Our study includes complementary colors, color mixing, and how color affects the mood of a picture. Students work on a watercolor project after analyzing basic color properties. Sixth grade students also study story-writing in conjunction with illustration. The illustrated story project focuses on what makes a story engaging by emphasizing thoughtful development of setting, characters and conflict. Students learn how to make illustrations clear, legible, and fitting to their story. The sixth grade art curriculum will also include a ceramics project in which students learn to create hollow-form vessels from pinch pots. These vessels can be made into creative characters or functional pieces, as students choose.

SEVENTH GRADE PROGRAM

The seventh grade curriculum is designed to reinforce and extend key concepts and academic skills learned in sixth grade classes. The seventh grade program fuels intellectual excitement and guides students in more advanced learning while encouraging the development of critical thinking skills in an effort to prepare students for future academic years. A variety of instructional strategies such as differentiation, inquiry learning, cooperative learning, and interdisciplinary units are used to provide meaningful learning opportunities for our students.

Seventh grade teachers are committed to preparing students for a rigorous eighth grade year by working closely with students to help them to develop the self-confidence and independence necessary to be lifelong learners. Seventh graders are appreciated and their specific needs are understood. Students are positively encouraged to participate actively and to take ownership of their learning.

LANGUAGE ARTS – 7

The mission of the Weston Public Schools English Language Arts Department is to empower each student to become a lifelong reader and writer. This course will focus on strengthening students' reading, writing, speaking, and listening skills.

Reading

By providing explicit and rigorous instruction across multiple genres, students read engaging, complex and rigorous texts while integrating transferable, high-level thinking skills. Reading instruction will focus on reading various genres including but not limited to realistic fiction, nonfiction, drama, short stories, and poetry. Lessons will focus on improving students' reading comprehension, analytical and critical thinking strategies, as well as providing multiple opportunities for students to discuss their reading with both their teacher and peers. Students are expected to be involved in independent reading all year long.

Writing

Through explicit instruction and ample opportunities, students engage in the writing process through a variety of topics that will be communicated to a specific audience for a meaningful purpose. Students are empowered to take ownership over their process through guided use of rubrics and checklists. Instruction will highlight the power of the writing process and students will use feedback to help improve their skills. The use of technology is embedded throughout all units of study and may include research strategies and online communication tools. Writing units include, but are not limited to, argument, narrative, and the literary essay.

Workshop

In one quarter of their year, students will be enrolled in 7th Grade ELA Workshop which will offer daily reading and writing strategies to help students strengthen their skills. Lessons will include reading strategies to increase comprehension, analyze text structures, understand elements of the author's craft, and increase their vocabulary skills. Students will read current articles and engaging short stories while working on their responses to literature. Students will also work on their analytical and creative writing skills.

Reading, Writing, Speaking, and Listening outcomes are in alignment with Connecticut's adoption of the Common Core Standards for Language Arts.

Mathematics – 7

Math 7 is the standard course for seventh graders. Mathematical concepts and skills are introduced utilizing problems that engage students with meaningful applications through a variety of modalities. Problem solving is a foundation in this course and is interwoven throughout the year. Students are encouraged to explore multiple methods of approaching problems in order to develop a deep understanding of mathematical concepts. Teachers employ differentiated lesson activities to ensure all students are personally challenged. This course explores all of the concepts from Math 6 with more depth and complexity. Concepts and complementary skills examined include: integers and the number system, expressions and equations, proportionality and similarity, foundations of linear functions, area and volume, probability and statistics, and problem solving. Students in Math 7 receive the preparation necessary to take Algebra 1 in 8th grade, contingent on class performance and teacher recommendation in 7th grade.

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Math Advantage is offered as a supplement to a student's regularly scheduled math class. Students are recommended for this program on an ongoing basis and can enter or exit at any time throughout the school year. Students in this program receive extra math support from their regular classroom teacher in a small-group setting. This support takes the form of concept review or preview, scaffolded learning activities, and other differentiated opportunities, depending on the need of the student.

Algebra 1 is a fast-paced course for the exceptionally talented and self-motivated student. These students have mastered the foundational skills and possess an extremely strong aptitude and interest in mathematics. Concepts and complementary skills examined include: language of algebra, the real number line, proportionality and direct variation, solving equations (linear, absolute value, and quadratic), solving linear inequalities, graphing linear, exponential and quadratic functions on the Cartesian Plane, solving systems of equations and inequalities, exponential expressions and functions, manipulation of polynomial expressions, factoring, modeling mathematical problems utilizing algebra. Midterm and final assessments are given in this course. Students in Algebra must maintain a minimum of a B+ average to remain in the course and move on at this level. Students who do not maintain a B+ average throughout the year may be recommended to retake Algebra in 8th grade.

All courses are aligned to the Common Core State Standards which have been adopted by the state of Connecticut. Along with the content, emphasis is placed on developing the following mathematical practices; (1) make sense of problems and persevere in solving them, (2) reason abstractly and quantitatively, (3) construct viable arguments and critique the reasoning of others, (4) model with mathematics, (5) use appropriate tools strategically. (6) attend to precision, (7) look for and make use of structure, and (8) look for and express regularity in repeated reasoning.

SCIENCE – 7

Seventh grade science continues to focus on the curriculum and practices outlined in the **Next Generation Science Standards (NGSS)**. Science is a way of explaining the natural world and the NGSS encourage the learning of science by having students assume the role of scientists in their classes. Students concentrate on exploring real-world phenomena, asking questions and developing hypotheses, designing experiments and analyzing data, testing models, making evidence-based arguments and learning other skills that are associated with the work of real scientists. By implementing the NGSS, teachers focus on engaging students in the *core content ideas* by integrating *science and engineering practices* with the *crosscutting concepts* that are applicable to all disciplines of study. Ultimately,

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students are provided with the science skills and knowledge they need to be well-informed citizens in our global society.

The NGSS highlighted in seventh grade help students formulate answers to the following questions:

- **Space Systems: What is Earth's place in the universe and in our solar system? How can the motion of Earth explain seasons and eclipses? –** Students examine Earth's place in relation to the solar system, the Milky Way galaxy, and the universe. A systems approach is emphasized as students use models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons. An emphasis is placed on technology that informs us about the Universe.

- **History of Earth: How do we know that the Earth and life on Earth have changed over time? How does the movement of tectonic plates impact the surface of Earth? –** Through the lens of "stability and change", students explore the different ways geologic processes operate over the long expanse of time, as well as how geologic events and conditions have affected the evolution of life on Earth. As the basis of scientific theories, the evidence for continental drift and seafloor spreading is explored in detail. Students employ multiple models to understand that the driving force of plate tectonics is convection currents in the asthenosphere.

- **Earth's Systems: How do the materials in and on Earth's crust change over time? -** Students understand how Earth's geosystems operate by modeling the flow of energy and cycling of matter within and among different systems. Highlighted in this exploration are the ways that Earth's processes provide resources needed by society but also cause natural disasters that present risks to society. Technological challenges are associated with each of these concepts, both for the identification and development of resources as well as for the mitigation of hazards.

- **Matter and its Interactions: How do atomic and molecular interactions explain the properties of matter that we see and feel? –** Students build an understanding of what occurs at the atomic and molecular scale by exploring the concepts of both the structure and properties of matter and chemical reactions. They will be able to provide molecular level explanations of states of matter and changes of state, as well as what occurs during chemical reactions regarding the rearrangement of atoms and the overall change in energy level.

Social Studies – 7

World Regional Studies is a two-year course for Grades 6 and 7 in which students study world regions through the multiple lenses of: geography, economics, history, and civics. Students use skills developed in Grades 6 and 7 to analyze salient contemporary issues, such as climate change, globalization, population growth rates, wars, and humanitarian crises. Global issues provide opportunities for addressing multiple standards through focused inquiry tasks in which students develop compelling questions, conduct research, and craft evidence-based positions. This course encourages students to enhance their awareness of consequential social, political, and economic issues while building critical inquiry skills.

The study of global issues requires that students generate and research compelling questions such as:

- How might climate change impact countries now and in the future?
- To what extent do developed countries have a responsibility to help developing countries?
- What factors give some countries a comparative advantage in the global economy?
- How do American consumption patterns affect people in developing countries?
- How are global issues interconnected?

World Languages – 7

Our program is aligned with National and State standards for World Language teaching and learning. Teachers use a variety of learning activities and differentiated instruction such as songs, cooperative learning groups, projects, dialogues, presentations, technology and games to achieve desired learning goals. Students are evaluated on their communicative ability in the target language through a variety of linguistic tasks, listening, oral and written evaluations as well as authentic performance assessments. The goal of the program is for students to gain knowledge of the language as well as the cultural products, practices, and perspectives of the target cultures that will serve them throughout their lives in order to succeed in the global community.

Program Goals and Outcomes:

As a result of participating in the Word Language course of study, students will:

Communicate in a language other than English. (Communication)
Gain knowledge and understanding of other cultures. (Cultures)
Make connections to other disciplines and acquire knowledge using a second language.

(Connections)
Participate in multilingual communities at home and around the world. (Communities)
Gain insight into the nature of language and culture. (Comparisons)

In grade 7, students participate in WL study on a daily basis.

Grade 7 Spanish

Students practice basic language structures in the present tense and begin to apply more complex structures to express events in their everyday lives, as well as their needs, wants, and opinions in the target language. Students engage in a variety of real-life topics that include things of personal interest to them such as sports, free-time activities, family, home and chores, and travel in order to further develop linguistic competence. Through a variety of dynamic and differentiated linguistic tasks, such as listening to authentic language and songs, creating projects, role playing, and reading for understanding, students demonstrate increasing proficiency in listening, speaking, reading and writing. Major concepts include a broad knowledge of Spanish and Hispanic culture as well as reinforcing grade level skills in other subject areas. Students may opt to participate in the National Spanish Language Examination.

Grade 7 French

Students in the 7th grade French program continue to build the foundational skills in the language to be able to express needs, wants, and opinions in French. Topics in this level include higher numbers, school life, foods, family and housing, and getting around town, among others. Songs, games, poems, and other authentic resources as well as a textbook are used to support communicative skills and provide students with a strong framework for the language. Major concepts include a broad knowledge of the Francophone cultures and how they compare to the students' own culture.

Technology & Engineering – 7

Project Lead the Way Gateway Course: Design & Modeling

In the seventh grade technology education course, students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. Focus is placed on understanding who engineers are and how they do their jobs. A broad range of engineering fields are investigated, including but not limited to mechanical engineering, computer engineering, and civil engineering. Students practice using tools that engineers use to design and communicate solutions to

problems, such as technical sketching and digital 3D modeling. Students also practice using prototyping and fabrication techniques and tools to make objects that they have designed themselves.

Health Education – 7

The health education program prepares students for the physical, social and emotional changes experienced during adolescence. The two main skills addressed throughout the program are decision making and analyzing influences. Topic areas include substance abuse education (focus - alcohol, marijuana, tobacco, and vaping), DBT emotional health skills, harassment, and body image issues. Class instruction focuses on developing skills needed to make healthful life choices. The health curriculum includes several mandates from the State of Connecticut. Parents, for personal or religious reasons, may submit a written request to the school to have their son/daughter(s) excused from portions of the curriculum related to Human Growth and Development and AIDS education.

Physical Education – 7

The seventh grade physical education program provides enjoyable physical experiences that promote the acquisition of skills needed for an active lifestyle. Our approach is experiential and allows students to explore a variety of fitness opportunities. Our balanced program includes activities that target movement and perceptual motor skills, balance, fitness, and cooperation. Positive risk-taking is the main focus of the seventh grade Project Adventure experience. Other units include team sports, creative dance, archery, strength training, swimming, and track and field. The skills developed become the basis for a physically active and socially and emotionally sound lifestyle.

Music – 7

The seventh-grade music program provides students with the choice of taking Piano Lab, Band, Orchestra or Chorus. Students take full-year courses, which are outlined below.

7- Music LAB

The seventh-grade Music Lab program is designed to address performance, aesthetic training and to further develop musical understanding. It is an eclectic and integrated program aligned with National and

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State Standards for music education. Music theory and aural training continue through an exploration of American and popular music styles and genres. Students will expand on concepts previously learned in their musical training. Incorporating the elements of music, students will cultivate listening and responding skills and perform music by playing and improvising on piano. Students will also compose their own music using Sibelius Software.

Performance Music – 7

Performance music encompasses elective participation in choral, band and string ensembles, culminating in public performances. It provides the opportunity to develop and refine individual aptitudes, skills and understanding, experiences in group dynamics and communicative power.

Seventh Grade Chorus is open to all seventh graders who want to improve their ability to sing well. The fundamentals of singing are stressed, and students begin to develop three-part singing. Special attention is given to the changing voice. There is a minimum of three performances each year.

Seventh Grade Orchestra is open to all seventh graders who wish to improve their ability to play their orchestra instruments. Students are also involved in music sectionals and are excused from other classes on a rotating basis. Students are expected to make up any class work they miss. Private lessons are encouraged. There is a minimum of three concerts each year.

Seventh Grade Band

The instrumental program provides opportunities to all middle school students to interact in a diverse learning environment that fosters both personal and group development. The focus of the instrumental program is to experience a particular genre of music through the actual creation of it on the performance stage, being brought to full completion.

The seventh grade band is open to all seventh graders who wish to further their skills and techniques on a band instrument. Students are also involved in music sectionals. They are excused from other classes on a rotating basis and are expected to make up any missed work. Private lessons are encouraged. There is a minimum of three concerts each year.

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Mixed-Grade ensembles 6-8

The following co-curricular opportunities are available to students through an audition process.

WMS Chamber Singers is a small vocal ensemble of students from grades 6 through 8, chosen through audition, who learn and perform more complex vocal material. They meet one to two afternoons a week after school, and perform in various venues and competitions. Students must have a serious commitment to acquiring vocal excellence, both individually and as an ensemble.

Chamber Ensemble is a small string group of students from grades 6 through 8, chosen through audition, who learn and perform advanced string ensemble music. They meet one afternoon a week after school, and perform in various venues and competitions. Students must have a serious commitment to acquiring excellence on their instruments, both individually and as an ensemble.

WMS Jazz Lab Band is a beginning jazz ensemble comprised of sixth and seventh grade students. Auditions for this group take place at the beginning of each new school year. Students learn to improvise and perform beginning and intermediate levels of jazz music on their instruments. Participation in a WMS music ensemble during the school day is required by all students admitted into the Jazz Lab Band. Rehearsals are after school, there is a minimum of three performances per year.

WMS Jazz Ensemble is a performance ensemble that meets once weekly after school and in a small section ensemble once a week before school. Participation in this ensemble is by audition. Students will study jazz music through performance and continue to the study concepts that were introduced in the jazz lab band. The WMS Jazz Ensemble is an extension to the school's instrumental music program and all students participating in the jazz ensemble are required to be a part of the band, orchestra, or chorus. The students in the jazz ensemble will perform for all school concerts and various concerts that will be scheduled throughout the year on or off campus.

Visual Art – 7

Seventh grade students begin the trimester with drawing from observation. The skills developed in this drawing project are visual analysis, exploring various line techniques, and creating the illusion of form through shading. This drawing study ties directly into the next unit which is acrylic painting of images from nature. Students select a subject which is important to them, learn to create the illusion of form with

paint, and are introduced to many different approaches to paint application. In the final unit, students will work with a partner or individually on a mixed media sculpture project. Based on the work of artists from different time periods, students choose a theme for their piece and the materials they feel are appropriate. Investigations are wide open, as students explore many different materials to include in their work, and ultimately witness the impact of unexpected and interesting materials on a finished sculpture.

EIGHTH GRADE PROGRAM

The eighth grade curriculum takes advantage of prior experiences to develop a deeper understanding of topics explored in 6th and 7th grades. In addition, students have the opportunity to develop the ability to synthesize knowledge and other skills necessary for future learning success. With this new found knowledge, students will be given opportunities to apply their learning to inter-disciplinary and performance based projects within the various subjects. Each subject area teacher is responsible for differentiating the material to ensure success for all students. The eighth grade team takes a holistic approach in order to address students' individual needs through team building.

ENGLISH/LANGUAGE ARTS – 8

The mission of the Weston Public Schools English Language Arts Department is to empower each student to become a lifelong reader and writer. This course will work to strengthen students' reading, writing, speaking and listening skills.

Reading

By providing explicit and rigorous instruction across multiple genres, students read engaging, complex and rigorous texts while integrating transferable, high-level thinking skills. Reading instruction will focus on reading various genres including but not limited to realistic fiction, nonfiction, drama, short stories, and poetry. Lessons will focus on improving students' reading comprehension and analytical thinking

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strategies, as well as providing multiple opportunities for students to discuss their critical interpretations with both their teacher and peers. Students are expected to be involved in independent reading all year long.

Writing

Through explicit instruction and ample opportunities, students engage in the writing process through a variety of topics that will be communicated to a specific audience for a meaningful purpose. Students are empowered to take ownership over their process through guided use of rubrics and checklists. Continued emphasis on the writing process will ask students to use feedback to help improve their skills. The use of technology is embedded throughout all units of study and may include research strategies and online communication tools. The Writing Units of Study include, but are not limited to, argument, narrative, and the literary essay. All grade 8 students will complete a WMS Writing Portfolio in April. In this portfolio, each student presents four pieces of his or her best written work. These pieces—a letter in which he or she reflects on the writing process, analytical essays from English and Social Studies, and a student choice piece—should represent a student's ability to write for various audiences and purposes. Portfolios will be read and evaluated by impartial, expert readers from both within and outside the school district. They are scored according to the Weston Middle School Writing Rubric.

Workshop

In one quarter of their year, students will be enrolled in 8th Grade ELA Workshop which will offer daily reading and writing strategies to help students strengthen their skills. Lessons will include reading strategies to increase comprehension, analyze text structures, understand elements of the author's craft, and increase their vocabulary skills. Students will read current articles and engaging short stories while working on their responses to literature. Students will also work on their analytical and creative writing skills.

Reading, Writing, Speaking, and Listening outcomes are in alignment with Connecticut's adoption of the Common Core Standards for Language Arts.

Mathematics – 8

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Math 8 is the standard course for eighth graders. Students are introduced to algebraic concepts and skills utilizing problems that engage students with meaningful applications through a variety of modalities. This course goes beyond the traditional pre-algebra course with a deeper exploration of initial algebraic concepts. Concepts and complementary skills examined include: exponents and scientific notation, linear equations and functions, systems of linear equations, Pythagorean Theorem, geometric transformations, proportionality, congruence and similarity, and statistics. While all students will be prepared to take Algebra 1 in 9th grade, students who complete this course at a high level and with deep conceptual understanding may be recommended for Accelerated Algebra & Geometry (pending board approval) in 9th grade.

Algebra 1 is an accelerated course with a demanding curriculum. These students have mastered foundational skills and possess a strong aptitude for and interest in mathematics. Concepts and complementary skills examined include: language of algebra, proportionality and direct variation, solving equations (linear, absolute value, and quadratic), solving linear inequalities, graphing linear, exponential and quadratic functions on the Cartesian Plane, solving systems of equations and inequalities, exponential expressions and functions, manipulation of polynomial expressions, factoring, and modeling mathematical problems utilizing algebra. Midterm and final assessments are given in this course. We recommend that students in Algebra maintain at least a B+ average to remain in the course. Students who do not maintain a B+ average throughout the year may be required to retake Algebra in 9th grade.

Math Advantage is offered as a supplement to a student's regularly scheduled math class. Students are recommended for this program on an ongoing basis and can enter or exit at any time throughout the school year. Students in this program receive extra math support from a math teacher in a small-group setting. This support takes the form of concept review or preview, scaffolded learning activities, and other differentiated opportunities, depending on the need of the student.

Geometry is a rigorous and extensive study of plane geometry. The course curriculum and its assessments are aligned with the Honors Geometry course at Weston High School. These students have mastered the foundational skills and possess an extremely strong aptitude and interest in mathematics. Much of this course is taught using a flipped classroom format, where students are responsible to preview concepts and vocabulary that will be applied in class the next day. This course has a constructivist approach, is student-centric, and emphasizes exploratory learning that leads to generalizations and understanding of concepts. Proof structures such as formal proof, indirect proof, and paragraph proof are

covered. There is an emphasis on applying geometric properties to analyze problems and discover new properties and relationships. Coordinate geometry is examined as a means of linking the relationship between algebra and geometry. A strong algebraic background is required, as students will be called upon to utilize algebra skills throughout this course. Midterm and final assessments aligned with the WHS course are administered in this course. Recommendation for honors math in 9th grade is contingent upon classroom performance in Geometry, as well as Algebra in 7th grade.

All courses are aligned to the Common Core State Standards which have been adopted by the state of Connecticut. Along with the content, emphasis is placed on developing the following mathematical practices; (1) make sense of problems and persevere in solving them, (2) reason abstractly and quantitatively, (3) construct viable arguments and critique the reasoning of others, (4) model with mathematics, (5) use appropriate tools strategically. (6) attend to precision, (7) look for and make use of structure, and (8) look for and express regularity in repeated reasoning.

SCIENCE – 8

Eighth grade science continues to focus on the curriculum and practices outlined in the **Next Generation Science Standards (NGSS)**. Science is a way of explaining the natural world and the NGSS encourage the learning of science by having students assume the role of scientists in their classes. Students concentrate on exploring real-world phenomena, asking questions and developing hypotheses, designing experiments and analyzing data, testing models, making evidence-based arguments and learning other skills that are associated with the work of real scientists. By implementing the NGSS, teachers focus on engaging students in the *core content ideas* by integrating *science and engineering practices* with the *crosscutting concepts* that are applicable to all disciplines of study. Ultimately, students are provided with the science skills and knowledge they need to be well-informed citizens in our global society.

The NGSS highlighted in eighth grade help students formulate answers to the following questions:

- **Motion and Stability- Forces and Interactions: How can one describe physical interactions between objects and within systems of objects? –** Students develop an understanding of why some objects will keep moving, why objects fall to the ground and why some materials are

attracted to each other while others are not. They also apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena.

- **Energy: How can energy be transferred from one object or system to another? –** Students develop their understanding of important qualitative ideas about energy including that the interactions of objects can be explained and predicted using the concept of transfer of energy from one object to another, and the total change of energy in any system is always equal to the total energy transferred into or out of the system.

- **Waves and their Applications: What are the characteristic properties of waves and how can they be used? –** Students build an understanding to describe and predict characteristic properties and behaviors of waves when the waves interact with matter, as well as apply an understanding of waves as a means to send digital information.

- **From Molecules to Organisms- Structures and Processes: How can one explain the ways cells contribute to the function of living organisms? –** Students gather and apply information to support explanations of the structure and function relationship of cells, as well as the role of cells in body systems and how those systems work to support life functions of the organism. The understanding of cells provides a context for photosynthesis and the movement of matter and energy needed by cells. Students construct explanations for how genetic and environmental factors affect the growth of organisms, and connect this to the role of animal behaviors in the reproduction of animals as well as some plants that rely on animals for reproduction.

- **Heredity- Inheritance and Variation of Traits: How do living organisms pass traits from one generation to the next?** – Students learn to describe ways that gene mutations and sexual reproduction contribute to genetic variation, while gaining a deeper understanding of how gene structure determines differences in the functioning of organisms.

Social Studies – 8

Grade 8 Social Studies is a US History course, constructed for students to begin building conceptual and skills which will be utilized over the next four years of Social Studies in high school. In this course, the

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students will be introduced to colonialism in America, and will continue their studies chronologically through the tragedies of the Civil War. This course allows students to learn about social, political, and economic issues facing eastern North America, and also provides students with windows into the local history of Weston throughout colonial, and early United States history. The course emphasizes inquiry-based social studies skills through reading, writing, researching and analyzing of primary and secondary sources in American history. Teachers utilize content and concepts to promote meaningful and challenging learning connected to key social studies' themes.

This US history course requires that students generate and research compelling questions such as:

- What is the original American dream that inspired people?
- How do people work to make the American dream happen?
- To what extent is government responsible for repairing problems in society?
- How does the drive to attain wealth affect other individuals, and society as a whole?
- How does one's position in society influence the role they take in conflict?

World Language – 8

Our program is aligned with National and State standards for World Language teaching and learning. Teachers use a variety of learning activities and differentiated instruction such as songs, cooperative learning groups, projects, dialogues, presentations, technology and games to achieve desired learning goals. Students are evaluated on their communicative ability in the target language through a variety of linguistic tasks, listening, oral and written evaluations as well as authentic performance assessments. The goal of the program is for students to gain knowledge of the language as well as the cultural products, practices, and perspectives of the target cultures that will serve them throughout their lives in order to succeed in the global community.

Program Goals and Outcomes:

As a result of participating in the World Language course of study students will:

Communicate in a language other than English. (Communication)

Gain knowledge and understanding of other cultures. (Cultures)

Make connections to other disciplines and acquire knowledge using a second language. (Connections)

Participate in multilingual communities at home and around the world. (Communities)

Gain insight into the nature of language and culture. (Comparisons)

The World Languages available are Spanish and French. Students engage in language study on a daily basis. At the end of grade 8 students enter a high school course appropriate to their performance level which may include: Spanish 1, Spanish 2, Spanish 3, French 2, Latin 1 or Mandarin Chinese 1.

Grade 8 - Spanish

This course is designed to reinforce previously learned linguistic structures and help students apply language to increasingly more complex communication tasks such as expressing their opinions on broader and more complex topics. Students continue to develop their language proficiency in all four language skills; listening, speaking, reading, and writing. The expected level of proficiency is characterized by the ability to utilize sentences, strings of sentences, and combinations of learned words, phrases, and expressions with increased ease. Students are introduced to the past tenses. Some of the topics discussed include: home routines and chores, vacations and trips, school work, clothes shopping, and childhood memories. Students engage in a variety of activities to help them reach an intermediate low level of proficiency by the end of grade 8 as outlined by the World Language Readiness Standards. Students may opt to participate in the National Spanish Language Examination.

Students who achieve a final grade of B or better along with departmental recommendation are eligible to enter Spanish level 3 at the high school. Students who achieve a final grade below B are recommended to enroll in Spanish 2 at the high school.

Grade 8 - French

This course is designed to reinforce previously learned linguistic structures and help students apply language to increasingly more complex communicative tasks and situations. Students continue to develop their language proficiency in all four language skills; listening, speaking, reading, and writing. The expected level of proficiency is characterized by the ability to utilize sentences, strings of sentences, and combinations of learned words, phrases, and expressions with increased ease. Students are introduced to the past tenses. Some of the topics discussed include: healthy lifestyles, dietary habits, shopping for clothing, school schedules, and childhood memories. Students engage in a variety of activities to help

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them reach a novice high or intermediate low level of proficiency by the end of grade 8 as outlined by the World Language Readiness Standards. Students may opt to participate in the National French Language Contest.

Students who achieve a final grade of C or better along with departmental recommendation are eligible to enter French level 2 at the high school.

Technology & Engineering – 8

Project Lead the Way Gateway Course: Automation & Robotics

In the eighth grade technology education course, students apply creative thinking and problem solving skills to use tools such as the engineering process and the VEX robotics platform to invent and innovate in their classroom. The students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. The students think critically and work collaboratively to design and build gearing systems and contraptions to solve specific problems. Additionally, students use computer coding language to write programs that cause a robot to complete a particular challenge.

Health Education – 8

The health education program prepares students to deal with common teenage issues experienced during adolescence. Topic areas include substance abuse education (vaping, opiates and other "harder core" drugs), DBT skills and emotional health (including stress, anxiety, and suicide prevention), sexuality, sexual responsibility, and other sexual issues and concerns. Class instruction focuses on developing the skills of self-advocacy and management which is needed to make healthful life choices. The health curriculum includes several mandates from the State of Connecticut. Parents, for personal or religious reasons, may submit a written request to the school to have their son/daughter(s) excused from portions of the curriculum related to Human Growth and Development and AIDS education.

Physical Education – 8

The eighth grade physical education program provides enjoyable physical experiences that promote the acquisition of skills needed for an active lifestyle. Our approach is experiential and allows students to

explore a variety of fitness opportunities. Our balanced program includes activities that target movement and perceptual motor skills, balance, fitness, and cooperation. Leadership is the main focus of the eighth grade Project Adventure experience. Other units include team sports, racquet sports, archery, strength training, swimming, and track and field. The skills developed become the basis for a physically active and socially and emotionally sound lifestyle.

MUSIC – 8

The eighth-grade music program provides students with the choice of taking Music Technology, Band, Orchestra or Chorus. Students take full-year courses, which are outlined below.

8- MUSIC TECHNOLOGY

The eighth-grade Music Technology program is designed to address performance, aesthetic training and musical understanding. It is an eclectic and integrated program aligned with National and State Standards for music education. Music theory and aural training continue through an exploration of various musical styles and genres. Students will expand on concepts previously learned in their musical training. Students will develop an understanding of music in relation to history and culture. Students will create music with Sibelius Software, Garageband Software, digital keyboards, microphones, and present their compositions through a variety of technological mediums such as iMovie, iPhoto, and iTunes.

PERFORMANCE MUSIC – 8

Performance music encompasses elective participation in choral, band and string ensembles, culminating in public performances. It provides the opportunity to develop and refine individual aptitudes, skills and understanding, experiences in group dynamics and communicative power.

EIGHTH GRADE CHORUS is open to all eighth graders who enjoy singing. In addition to learning to improve their singing ability, students study music reading, aural perception and audiation. They learn and perform more complex vocal ensemble music. Attention is given to the changing voice. There is a minimum of three performances each year.

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Eighth Grade Orchestra is open to all eighth graders who wish to continue the pursuit of excellence on their orchestra instruments. In addition to improving upon the technical aspects of playing, students begin to focus more on the total aesthetic possibilities of the instrument.

Students are also involved in music sectionals and are excused from other classes on a rotating basis. They are expected to make up any class work they miss. Private lessons are encouraged. There is a minimum of three concerts each year.

Eighth Grade Concert Band

The instruction of music is to create a self-understanding by helping a student become aware of the expressive possibilities, recognizing and developing the range of feeling inspired by music, nurture, and develop aesthetic sensitivity. Students are encouraged to develop a "voice" which provides the foundation for creating music that is both technically sounds and expressive. The eighth grade band is open to all eighth graders who wish to further their skills and techniques on a band instrument. In addition to working on more technical aspects of their instrument, students continue with the background and aesthetics of the work they are studying. Students are also involved in music sectionals. They are excused from other classes on a rotating basis and are expected to make up any missed work. Private lessons are encouraged. There is a minimum of three concerts each year.

Mixed-Grade ensembles 6-8

The following co-curricular opportunities are available to students through an audition process.

WMS Chamber Singers is a small vocal ensemble of students from grades 6 through 8, chosen through audition, who learn and perform more complex vocal material. They meet one afternoon a week after school, and perform in various venues and competitions. Students must have a serious commitment to acquiring vocal excellence, both individually and as an ensemble.

Chamber Ensemble is a small string group of students from grades 6 through 8, chosen through audition, who learn and perform advanced string ensemble music. They meet one afternoon a week after school, and perform in various venues and competitions. Students must have a serious commitment to acquiring excellence on their instruments, both individually and as an ensemble.

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WMS JAZZ ENSEMBLE is a performance ensemble that meets once weekly after school and in a small section ensemble once a week before school. Participation in this ensemble is by audition. Students will study jazz music through performance and continue to the study concepts that were introduced in the jazz lab band. The WMS Jazz Ensemble is an extension to the school's instrumental music program and all students participating in the jazz ensemble are required to be a part of the band, orchestra, or chorus. The students in the jazz ensemble will perform for all school concerts and various concerts that will be scheduled throughout the year on or off campus.

VISUAL ART – 8

Students in eighth grade draw self-portraits then learn the fundamentals of creating the illusion of depth on a two-dimensional surface through the study of one and two-point linear perspective drawing. Students will create a final pencil drawing including illusions of their own choosing. In the next part of the trimester, students have a choice between studying printmaking or digital photography. Printmaking focuses on abstract painting and mixed media, and emphasizes chosen and identifiable elements and principles of art. In the photography unit, students discuss what makes a photograph interesting based on subject matter and creative approach. Students use the assignments given to explore their environments in new ways, as well as to concentrate on unusual perspectives. Finally, students undertake basic stone carving by using various tools to form small sculptures and jewelry. Soft, easily carved stones such as alabaster, soapstone, and marble are supplied. Students choose their own direction and designs based on their preferences to create either a functional or sculptural piece.

Team Websites

Team Innovators website
https://sites.google.com/westonps.org/innovatorsteam22-23/home

Team Inventors website
https://sites.google.com/westonps.org/wms6inventorteam/home

Team Explorers website
https://sites.google.com/westonps.org/team-explorers/home

Team Revolutionaries website
https://sites.google.com/westonps.org/revolutionaries/home

Team Adventurers website
https://sites.google.com/westonps.org/teamadventurers/home

Team Trailblazers website
https://sites.google.com/westonps.org/trailblazers/home

https://wms.westonps.org/360702_2

Academic Enrichment

Weston Middle School prides itself on the extensive practical and fine arts (PFA) program where students are encouraged to develop new skills and interests. Our daily schedule provides for 2 periods of PFA classes, which are offered on an every-other-day basis. Students may enroll in 8-10 offerings in a given year depending on their grade level and individual needs. This program includes courses in the areas of art, computers, music, health, physical education, talented and gifted, academic assistance, and technology education.

- Art Education
- Computer Education
- Health Education
- Music Education
- Physical Education
- Technology Education
- World Language

Art Education

The mission of the Weston Public Schools Visual Art Department is to develop the following skills:

- Heightened perceptual awareness
- Insight
- Alternative approaches to problem-solving
- Increased motor coordination

These skills will allow students to manipulate the various tools and media necessary to explore their creativity and to find their own aesthetic reality. Through exploration, creating and responding, skills are fostered and synthesized.

Visual Arts Summary by Grade:

- ***Visual Art – Grade 6:*** Students in grade six review the elements of art; focusing in particular on color theory and value to create the illusion of form. They also study how to develop an engaging character and plot for a fictional story, writing and illustrating their own story introductions. In the clay unit, students learn to develop and evaluate their own ideas for vessels that carry symbolism or character, and create advanced pinch and coil pot projects. In the collage unit, students learn about the work of artists including Romare Beardon, while they look at the development of art in the twentieth century.
- ***Visual Art – Grade 7:*** Students learn the basics of graphic design by creating two-dimensional and/or video advertisements for a product or service that they invent. The purpose of this unit is to analyze both the messages carried by advertising and other media, as well as the visual strategies used to communicate these messages to and influence viewers. In the sculpture unit, students will study proper techniques for making large-scale, hollowed clay constructions by designing pieces that clearly express an intentional persona or approach to abstract form. The

final unit examines acrylic painting as students learn to express their own sense of place, memory, and an honoring of the natural world. The objectives are to locate and cultivate ideas important to the artist and to execute the artwork so that these ideas have impact on all viewers as well. Students learn to create value, texture and effective composition in a painting. Included in each unit is an overview of an artist or artists from both the twentieth and twenty-first centuries.

- ***Visual Art – Grade 8:*** Students learn the basics of creating the illusion of three-dimensional space on a two-dimensional surface through a study of one-point perspective drawing. This unit is combined with a study of surrealism in order to contextualize students' artwork and drive the choice of compelling imagery. Students also study the process of monotype and create a series of prints focused on elements and principles of design. The final unit for grade eight is stone carving, in which students learn that the objects made by persons in any time period and culture offer valuable information about their values and beliefs. Students may make either a purely sculptural, non-functioning piece, or a piece of jewelry using professional jewelers' tools and equipment. Soft and highly workable carving stones such as alabaster, marble and soapstone are used.

Computer Applications

Students explore the use of productive software such as: Inspiration, Excel, Microsoft Word, and the Smart Board to communicate, strategize, and solve problems. The students compare and contrast different kinds of search engines available on the Internet in order to successfully conduct research, and engage in safe Internet practices, especially using student friendly search engines, and netiquette. Students create PowerPoint projects employing proper design techniques in order to both impress and inform.

All lessons are designed and presented within the context of the Connecticut Frameworks for Technology and are aligned with the connected academic standards.

Computer Education Curriculum by Grade:

- ***Computer Applications – Grade 6:*** Students explore the use of productive software such as: Inspiration, Excel, Microsoft Word, and the Smart Board to communicate, strategize, and solve problems. The students compare and contrast different kinds of search engines available on the Internet in order to successfully conduct research, and engage in safe Internet practices, especially using student friendly search engines, and netiquette. Students create PowerPoint projects employing proper design techniques in order to both impress and inform. All lessons are designed and presented within the context of the Connecticut Frameworks for Technology and are aligned with the connected academic standards.
- ***Computer Applications – Grade 7:*** Students continue preparing for their secondary education experience. Students build on their previous knowledge of Word, Excel, and PowerPoint by learning additional software functions and commands. Products include: tables, forms, templates, spreadsheets, graphs and chars, and graphic presentations. The latter project integrates all three software applications. Expository essays relating to Excel spreadsheet and graph assignments are required. Lesson on Internet safety and website reliability are incorporated into the curriculum. All lessons are designed and presented within the context of

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the Connecticut Frameworks for Technology and are aligned with connected academic standards.

- ***Computer Applications – Grade 8:*** Students continue preparing for their secondary education experience. Students build on their previous knowledge of Word, Excel, and PowerPoint by learning additional software functions and commands. Products include: tables, forms, templates, spreadsheets, graphs and chars, and graphic presentations. The latter project integrates all three software applications. Expository essays relating to Excel spreadsheet and graph assignments are required. Lesson on Internet safety and website reliability are incorporated into the curriculum.

Health Education

The Health education program prepares students for the physical, social and emotional changes experienced during adolescence. Topic areas include substance abuse education, personal safety, nutrition, and physical fitness. Students develop personal fitness plans for improving their own fitness level. Class instruction focuses on providing students with relevant information needed to make healthful life choices. The Health curriculum includes several mandates from the State of Connecticut. Parents, for personal or religious reasons, may submit a written request to the school to have their son/daughter(s) excused from portions of the curriculum related to Human Growth and Development and AIDS education. The remainder of the curriculum is mandated by the State of Connecticut and students are required to participate

The program seeks to help students answer questions like:

- Why is overall wellness important?
- Why is it important to understand your physical and emotional body changes?
- How can your decisions impact your future?

Music Education

The music program at Weston Middle School provides students with the choice of taking General Music, Band, Orchestra or Chorus. Student participation in each of these courses is a full-year commitment.

General Music – Grades 6, 7, 8

The Weston Middle School General Music program is designed to address performance, aesthetic training, and further develop musical understanding. It is an eclectic and integrated program aligned with National and State Standards for music education.

6 – Group Guitar Class: In the sixth-grade Group Guitar Class, students will explore traditional American folk and popular music through performing and responding to a variety of music styles and genres, and by composing their own music.

7 – Piano Lab: In the seventh-grade Piano Lab program, students will Incorporate the elements of music, cultivate listening and responding skills and perform music by playing and improvising on piano. Students will also compose their own music using Sibelius Software.

8 – Music Technology: In the eighth-grade Music Technology program, students will develop an understanding of music in relation to history and culture. Students will create music with Sibelius

Software, Garageband Software, digital keyboards, microphones, and present their compositions through a variety of technological mediums such as iMovie, iPhoto, and iTunes.

Performing Ensembles – Grades 6, 7, 8

Performance music includes participation in choral, band and string ensembles which culminates in public performances. It provides the opportunity to develop and refine individual aptitudes, skills and understanding, experiences in group dynamics and communicative power. Each student who participates in a performing ensemble will be part of their grade-level band, orchestra or chorus.

- ***Chorus*** is open to any student who enjoys singing and wants to improve their ability. Attention is given to proper breathing, tone production, diction and music reading. Students learn two and three-part singing and upper grade levels perform more complex vocal ensemble music. There is a minimum of three performances each year.
- ***Band*** is open to any student who wishes to continue studying their band instrument. Students develop technical skill on their instruments and are involved in music sectionals in addition to full ensemble rehearsals. There is a minimum of three concerts each year.
- ***Orchestra*** is open to any student who wishes to continue studying their stringed instrument. Students develop technical skill on their instruments and are involved in music sectionals in addition to full ensemble rehearsals. There is a minimum of three concerts each year.

Auditioned Ensembles – Grades 6-8

- ***WMS Chamber Singers*** is a small vocal ensemble of students from grades 6 through 8, chosen through audition, who learn and perform more complex vocal material. They meet one to two afternoons per week after school, and perform in various venues and competitions. Students must have a serious commitment to acquiring vocal excellence, both individually and as an ensemble.
- ***WMS Chamber Ensemble*** is a small string group of students from grades 6 through 8, chosen through audition, who learn and perform advanced string ensemble music. They meet one afternoon a week after school, and perform in various venues and competitions. Students must have a serious commitment to acquiring excellence on their instruments, both individually and as an ensemble.
- ***WMS Jazz Lab Band*** is a beginning jazz ensemble open to 6th and 7th grade students. Auditions for this group take place at the beginning of each new school year. Students learn to improvise and perform beginning and intermediate levels of jazz music on their instruments. Participation in a WMS music ensemble during the school day is required by all students admitted into the Jazz Lab Band. Rehearsals are after school, there is a minimum of three performances per year.
- ***WMS Jazz Ensemble*** is a performance ensemble that meets once weekly after school and in a small section ensemble once a week before school. Participation in this ensemble is by audition. Students will study jazz music through performance and continue to the study concepts that were introduced in the jazz lab band. The WMS Jazz Ensemble is an extension to the school's instrumental music program and all students participating in the jazz ensemble are required to be a part of the band, orchestra, or chorus.

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Physical Education

- Why is it important to be physically fit?
- How do you achieve and maintain a healthy fitness zone?
- How do you resolve conflicts in a positive way?
- Why is it important to cooperate with others?

The physical education program promotes adoption of physically active lifestyles by providing enjoyable participation in physical activity; by developing participation competencies in developmentally appropriate physical activities; and by promoting acquisition of the behavioral skills needed for an active lifestyle. A balanced program, which includes instruction in individual, dual and team sports, and indoor and outdoor activities are provided. The skills developed become the basis for future extension and mastery and are a firm foundation for lifetime sports.

Areas of Instruction:

- SOCCER
- GYMNASTICS
- SWIMMING
- BASKETBALL
- PROJECT ADVENTURE
- FITNESS TRAINING
- FIELD HOCKEY
- INDOOR HOCKEY
- TRACK AND FIELD
- INDOOR LACROSSE
- BASIC WATER SAFETY
- AEROBICS
- FLAG FOOTBALL
- VOLLEYBALL
- SOFTBALL

Technology Education

TECHNOLOGY EDUCATION – GRADE 6

- What is technology?
- What is the problem-solving model?
- How do Robots work?

Technology is the study of the human development and the use of tools. Focus is on manufacturing technology. Students learn to manufacture products using safe tool practices in a woodworking laboratory. They use this knowledge to develop a new product and to refine it using the problem-solving model (Input-Process-Feedback).

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During the second half of the course, students work in the modular technology laboratory and learn about robots using Lego Mindstorm Robots. Robots are built and programmed to allow students to experience physical problem solving and design.

TECHNOLOGY EDUCATION – GRADE 7

- What Careers are available in Technology?
- How are buildings constructed?
- How does a car work?

Students rotate through 12 modular stations. Each station touches on a different technology area, which gives students a broad exposure to career options and a general knowledge of core technologies. The stations are: GPS and navigation, Graphics and Animation, Construction, How Computers Work, Electricity, Robotics, Automotive Technology (NEW!), Alternative Energy, Electronic Communications, Multimedia Production, Computer Aided Publishing, and Digital Photography.

In addition, students design bridges using a computer simulation, then build and test them under load.

TECHNOLOGY EDUCATION – GRADE 8

- What careers are available in Technology?
- How do people build houses?
- What courses should I take at the High School to prepare for a technological career?

When in grade 8, students continue to rotate through 12 modular stations. Each station touches on a different technology area, which gives students a broad exposure to career options and a general knowledge of core technologies. The stations are: GPS and navigation, Graphics and Animation, Construction, How Computers Work, Electricity, Robotics, Automotive Technology, Alternative Energy, Electronic Communications, Multimedia Production, Computer Aided Publishing, and Digital Photography.

In addition the 8th grade term project is to run a simulation that has students buying property, researching the codes, applying for a permit, building a house, running a real estate ad, evaluating buyer's credit, and selling the house for a profit. This challenging program is packed with real life math and science, and exemplifies the philosophy of authentic problem solving.

World Language

Our program is aligned with National and State standards with expected outcomes designed around the ACTFL proficiency guidelines for K-12 learners. Teachers use a variety of learning activities and differentiated instruction such as songs, cooperative learning groups, projects, dialogues, presentations, software and games to achieve desired learning goals. Students are evaluated on their communicative ability in the target language through variety of linguistic tasks, listening, oral and written evaluations as well as authentic performance assessments. The goal of the program is for students to gain knowledge of world history, language and culture that will serve them throughout their lives in order to succeed in the global community.

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Program Goals and Outcomes:

As a result of participating in World Language course of study, students will:

- Communicate in a language other than English. (Communication)
- Gain knowledge and understanding of other cultures. (Cultures)
- Make connections to other disciplines and acquire knowledge using a second language. (Connections)
- Participate in multilingual communities at home and around the world. (Communities)
- Gain insight into the nature of language and culture. (Comparisons)

6th Grade Curriculum - Students engage in language study every other day for the full year. Instruction builds on previous language learning begun in FLES program. This is a transition year for students in which they begin to utilize a textbook and apply software and multimedia technology to language learning. There is a strong emphasis on listening and speaking with increased development of reading and writing skills as students learn to express their ideas. Students explore concepts such as; How are cultures the same? Why study another language? What are the advantages of knowing another language? Students exchange information on topics such as greeting others, family, school, school subjects and schedules, numbers, foods, telling time and more. At the end of the year students choose with the guidance of parents and teachers which course of language study to follow (either Spanish or French) in seventh grade.

Grade 7 and 8 Curriculum - The World Languages available are Spanish and French. Students engage in language study daily and are expected to commit to studying one language while in grades 7 and 8. At the end of grade 8 students enter high school at a course appropriate to their performance level which may include: Spanish I, Spanish II, Spanish III, French I, French II or Latin I.

Spanish - Students practice basic language structures in the present tense and begin to apply more complex structures to express events in their everyday lives, as well as their needs, wants, and opinions in the target language. Students engage in a variety of real-life topics that include things of personal interest to them such as sports, free-time activities, the family, home, chores, and travel in order to further develop linguistic competence. Through a variety of dynamic and differentiated linguistic tasks, such as listening to authentic language, songs, creating projects, role playing, and reading for understanding, students demonstrate emerging proficiency in listening, speaking, reading and writing. Major concepts include a broad knowledge of Spanish and Hispanic culture as well as reinforcing grade level skills in other subject areas.

French - The French program begins in grade 7 with daily language study. Students who have previously participated in the FLES program benefit from earlier exposure to another language however, this course is also open to students with no previous language background. Emphasis is on using basic structures to help students express needs, wants, and opinions in French. Topics covered in this beginning level are greetings, numbers, school subjects, foods, family, telling time and more.

WESTON PUBLIC SCHOOLS

SRBI

HANDBOOK

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A Guidebook to the Response to Intervention Process in the Weston Public Schools

Introduction

This guidebook is intended to support Weston Public School staff when engaging in the process of providing high-quality, evidence-based instruction to all students as well as to develop consistent processes and procedures across all of our schools K-12.

Committee Members

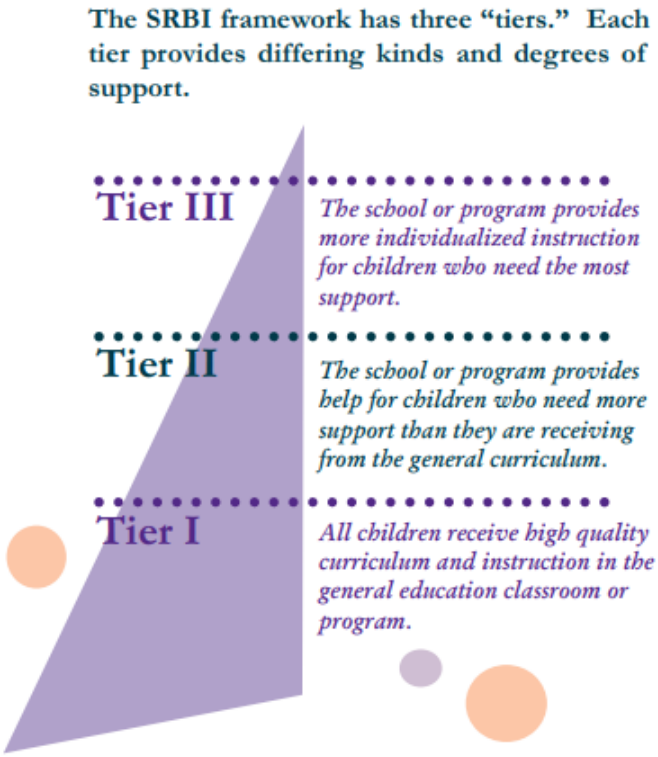
Kenneth Craw, Assistant Superintendent
Dan DiVito, Director of Digital Learning
Tracy Edwards, Director of Pupil Services
Alex Bluestein, CIL 3-5 ELA and Social Studies
Michele Clark, 6-8 Math Specialist
Gina Lauricella, K-5 Math Specialist
Lindsay Murphy, 6-8 Reading Specialist

Overview of Scientific Researched-Based Interventions

Connecticut's scientific research-based interventions (SRBI) emphasizes both the role of strong core instruction in the general education setting as well as the delivery of scientific and research-based interventions to students who, based on multiple points of data, require additional instruction and support in the areas of academic and social-emotional learning.

As noted in the Executive Summary of Connecticut's Framework for RTI, "RTI involves providing scientific, research-based instruction and intervention matched to student needs, with important educational decisions based on students' levels of performance and learning rates over time. Rather than limiting the provision of instructional and social/behavioral supports for those students classified under a particular label or program, supports are provided to all students, based on individual needs."

The Connecticut SRBI framework can be represented as a three-tiered model. Tier 1 encompasses the core general education practices. Tier 2 comprises a small number of students who require targeted, research-based small group interventions in order to meet grade-level benchmarks. Tier 3 comprises an even smaller number of students, who despite adequate differentiation of core content and targeted Tier II intervention, are not meeting grade-level benchmarks and need an increased intensity of evidence-based interventions. The model is graphically represented by a triangle that depicts how students can progress through this comprehensive educational system.



Key Elements of SRBI

Consistent with the Connecticut SRBI framework, core elements of Weston's SRBI model include the following:

- The development of a core general education curriculum that is comprehensive in addressing a range of important competencies in each academic domain, which is culturally relevant and evidenced-based.
- Strategies for assuring that educators are fostering student engagement/connectedness to school and assessing the quality of the overall school climate so that students experience physical, emotional and intellectual safety.
- The use of evidence and/or research-based instructional strategies and programs applied across a variety of domains.
- Differentiation of instruction for all learners, including students performing above and below grade level expectations and English language learners.
- Common assessments taken by all students in core academic areas that enable teachers to monitor academic progress.
- Early identification for students experiencing academic and/or behavioral difficulties.
- Educational decision-making is driven by data involving students' growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of intervention.

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- A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers.
- A systemic approach to core educational practices that is implemented with fidelity in which teachers within a grade use the same sets of common assessments for all students, address the same curricular competencies, and share the same behavioral expectations; assessments, curricular competencies and behavioral expectations are also well-coordinated across grades.

(Adapted from CSDE, 2008)

Weston Public School's Three-Tiered SRBI Framework

The following chart illustrates Weston Public Schools Multi-Tiered Systems of support that match instruction and interventions based on individual student needs.

	Tier 1 - Universal Curriculum and Instruction	Tier 2 - Intervention	Tier 3 - Intervention
Students	All students	Students who have received Tier 1 differentiated instruction and have been determined by the Data Team as in need of intervention based on assessment data (benchmarks, grade level assessments, progress monitoring data).	Students who have received Tier 1 and Tier 2 differentiated instruction and have been determined by the Data Team as in need of intervention based on assessment data (benchmarks, grade level assessments, progress monitoring data). Rarely, a student may move directly to Tier 3 instruction.
Grouping	Whole group, flexible groupings, small group instruction	Small groups (approx. 4-6 students) developed based on specific skill or social-emotional need, students have common, targeted intervention goals.	Small groups (up to 3) developed based on specific skill or need. Students have common, targeted intervention goals.
Setting	General Education Classroom	Service provider classroom	Service provider classroom
Curriculum	District curriculum linked to state standards	Research and data-based programs and instructional strategies targeted to specific need	Research and data-based programs and instructional strategies targeted to specific need

Focus of Instruction	Core curriculum with opportunities for varying groups based on differentiation	Research based programs and/or strategies	Research based programs and/or strategies
Instructor/Person Responsible	Classroom teacher, could include specialist or paraeducator as schedule allows	Reading/Math Specialist, Special Educator, with communication and collaboration with classroom teacher	Reading/Math Specialist, Special Educator, with communication and collaboration with classroom teacher
Frequency and Duration	Typically daily, duration based on school schedule	2-3 times per week, with a goal of 3 times per week as schedules allow. Sessions up to 30 minutes.	4-5 times per week. Sessions up to 40 minutes, dependent upon developmental appropriateness.
Data Analysis and Decision Making	Data Team - grade level and or discipline based teams, comprised of teachers and specialists	Ongoing program-based progress monitoring, data team	Ongoing program-based progress monitoring, data team

SRBI Roadmap

Tier	SRBI Decision-Making Guide
1	☐ Universal Screening data reviewed by classroom teacher, literacy/math specialist, and CIL. ☐ Initial meeting takes place with classroom teacher to examine data, discuss instructional strategies already implemented, and determine additional strategies to be implemented. Tier 1 Goal Setting Form is completed. ☐ Additional data, such as diagnostic assessments, may be commissioned, and parents are notified either verbally or in writing by the classroom teacher. ☐ Classroom strategies are implemented and data gathered on relevant progress for 4-6 weeks. ☐ Follow-up meeting takes place to review updated data and evidence of progress on classroom strategies. ☐ At a Data Team Meeting, or sooner if warranted, data is reviewed. Additional classroom strategies may be discussed and/or a recommendation for Tier 2 or Tier 3 intervention may take place.
2	☐ Based on universal screen and diagnostic data, a specific program or research-based instructional strategies are determined. ☐ Parents are notified first verbally by the classroom teacher, then in writing by the interventionist. ☐ Data-based learning targets are created. ☐ Student meets with program provider 2-3 times per week for up to 30 minutes. ☐ Progress is monitored every 1-2 weeks. ☐ Strategies and progress are communicated to classroom teacher routinely. Classroom teacher reinforces strategies in Tier 1 classroom. ☐ At Data Team Meeting, or sooner if warranted, progress is discussed to determine one of the following: ☐ Student progress can be monitored in the classroom (student has achieved learning targets and is approximating grade level benchmarks). ☐ Student should continue in the existing Tier 2 intervention program (sufficient progress is being made toward learning targets). ☐ Student should begin a new Tier 2 intervention program. ☐ Student should be elevated to Tier 3 services.
3	☐ Based on universal screen data, diagnostic data, and Tier 2 intervention data (if warranted), a specific program or researched-based instructional strategies are determined. ☐ Parents are notified first verbally by the classroom teacher, then in writing by the interventionist. ☐ Data-based learning targets are created. ☐ Student meets with program provider 4-5 times per week for up to 40 minutes. ☐ Progress is monitored weekly. ☐ Strategies and progress are communicated to classroom teacher routinely. Classroom teacher reinforces strategies in Tier 1 classroom. ☐ At Data Team Meeting, or sooner if warranted, progress is discussed to determine one of the following: ☐ Student progress can be monitored in the classroom (student has achieved learning targets and is approximating grade level benchmarks).

	☐ Student performance warrants moving to a Tier 2 intervention program. ☐ Student should continue in the existing Tier 3 intervention program (sufficient progress is being made toward learning targets). ☐ Student should continue in new Tier 3 intervention program
SPED Referral	☐ If, at any point, a specific disability is suspected based on data and evidence, a SPED referral may be made.

Parent/Guardian Communication

Family engagement in the SRBI process is important to student success. Both the classroom teacher and interventionist share a responsibility in notifying families. Parents/guardians should be notified verbally when their child is not meeting important benchmarks and the support being provided to help their child meet grade level expectations. Parents/Guardian will be notified when their child moves within SRBI Tiers as well as their child's response to intervention over time.

Type of Support	Person Responsible and Form of Communication
Students who are receiving Tier 1 strategies	Parent/Guardian notified verbally by the classroom teacher of a possible concern, and if additional assessments will be gathered.
Students who start in Tier 2	Parent/Guardian notified first verbally by the classroom teacher, and then in writing by the interventionist.
Students who Start in Tier 3	Parent/Guardian notified first verbally by the classroom teacher, and then in writing by the interventionist.
Students who move between Tiers	Parent/Guardian notified in writing by the interventionist. The classroom teacher may also notify the parent verbally.
Students who are exiting SRBI	Parent/Guardian notified in writing by the interventionist. The classroom teacher may also notify the parent verbally.

Data Team Meeting Protocol

The SRBI data team collaboratively engages in a process that reviews student performance data. Using this data, the team determines whether current interventions are effective and if adjustments are needed. The table below outlines the protocol data teams follow.

Who	Required: Administrator, School Counselor and/or Psychologist, CIL, Reading/Math Specialists As needed: Speech Pathologist, General Education Teachers, Special Educators

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Frequency	3-4 times/year, or more often if warranted
Materials	❖ Data Spreadsheets ❖ Universal Screen data ❖ Progress monitoring data for students receiving SRBI ❖ Classroom performance data ❖ Anecdotal notes ❖ Tier 1 strategies implemented, results
Goals	❖ To discuss progress of students currently receiving Tier 2 & 3 intervention, and to determine if adjustments in their targeted intervention plan are needed. ❖ To discuss progress of Tier 1 students, and to determine if an increase in intervention or additional monitoring is needed.
Process	❖ Review all data points for each student, referencing previous data points and instructional goals. ❖ Consult with other service providers such as Speech, Special Education, or Counseling, if warranted. ❖ Determine if sufficient progress has been made and if changes to programs need to take place. ❖ Examine any other factors that may be impacting the student.
Outcomes	See “SRBI Roadmap” Above
Next steps	❖ Specialists create schedules for students receiving tiered intervention. ❖ Specialists communicate changes of student intervention plans to classroom teachers. ❖ Classroom teachers and specialists reach out to families to communicate changes of tiered intervention plans.

Data Team Meeting Process

Before the Meeting:
SRBI specialists schedule the meeting and invite all relevant people: interventionists, building administrators, special educators, and related service providers, if needed.

Meetings are scheduled 8-12 weeks apart.

All universal screening data, in addition to other data points if available, is reviewed. Data sheets are created or prepared to include all relevant data.

Members of the team gather and organize progress monitoring data to be shared for students on their caseload.

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During the Meeting:
Members of the meeting gather in one room, and are provided with data sheets prepared by the specialist. The team makes decisions about which students or grade levels to begin the discussion with.

The team reviews each student on the data sheet by:

1. Noting current interventions and/or programs, if any.
2. Sharing current data, contextualized by previous data if available.
3. Discussing students' success within current interventions and/or success with Tier 1 strategies in the classroom.
4. Discussing students' progress on grade level content by reviewing progress scores on the data sheet.
5. Sharing general, relevant classroom observations regarding student progress.
6. Sharing any relevant data or information from other service providers (speech, counseling, etc.).
7. Determining next steps regarding intervention plan, which may include: starting a new program, modifying an existing program, moving between tiers of intervention, or monitoring student progress.

After the Meeting:
Students receiving new programs are scheduled with an interventionist. The interventionist notifies the classroom teacher and the parent(s).

SRBI specialist meets with classroom teachers of students being monitored to discuss additional Tier 1 strategies, if warranted.

Progress is monitored on a weekly or biweekly basis for all students receiving a Tier 2 or Tier 3 intervention.

If data for a particular student or students must be reviewed prior to the next scheduled data team meeting, the interventionist may arrange a meeting with a building administrator and the SRBI specialist.

Data-Based Decision Making and Progress Monitoring

To monitor student progress, universal common assessments in the academic domains of reading and mathematics are administered by teachers and specialists. These assessments are administered multiple times during the school year to establish where students are functioning at different points (fall, winter, spring) and to gauge if students are on target to attain grade level competencies and standards by the end of the school year. Other types of assessments and student data are also important in the SRBI process, such as diagnostic assessments of certain students when additional information is needed to clarify the nature of their difficulties. The tables below provide examples of universal common assessments, diagnostic and progress monitoring tools in both reading and mathematics.

Assessment Tools for Literacy

***The District Assessment Calendar indicates which universal screens are given in each grade and when they are administered.**

Grades	Universal Screens/Benchmarks *Given 1-4 Times Per Year*	Diagnostic Tools and Progress Monitoring Tools *Given weekly, bi-weekly, monthly, or within an intervention cycle* ***(Not program specific)**
K-2	All Students: • Fountas and Pinnell Benchmark Assessment System (F&P) • Teachers College Writing On-Demand Rubrics K Students: • Heggerty Phonemic Awareness • DIBELS - Nonsense word fluency (correct letter sounds) 1st and 2nd Grade Students: • DIBELS - Nonsense word fluency, Word Reading Fluency, Oral Reading Fluency 2nd Grade Students: • NWEA MAP (Measures of Academic Progress)	K Students: • F&P Running records • Uppercase, lowercase, letter sounds, sight words 1st and 2nd Grade Students: • F&P Running records • DIBELS progress monitoring - nonsense word fluency (for December Data Team Meeting) • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) • Fundations Assessments
3-5	• Fountas and Pinnell Benchmark Assessment System (F&P) • NWEA MAP (Measures of Academic Progress) • Smarter Balanced Assessment (SBA) • Teachers College Writing On-Demand Rubrics	• Teachers College Running Record Assessments • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) • San Diego Quick Assessment • Two Rivers Phonics Monitoring Inventory (PMI) • Words Their Way Spelling Inventory • Phonological Awareness Screening Test (PAST) • Teachers College Performance Assessments
6-8	• NWEA Map (Measures of Academic Progress) • Smarter Balanced Assessment (SBA)	• Fountas and Pinnell Benchmark Assessment System (F&P) • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) • San Diego Quick Assessment • Two Rivers Phonics Monitoring Inventory (PMI) • Words Their Way Spelling Inventory

		• Phonological Awareness Screening Test (PAST)

Assessment Tools for Mathematics

***The District Assessment Calendar indicates which universal screens are given in each grade and when they are administered.**

Grades	Universal Screens/Benchmarks *Given 1-3 Times Per Year*	Diagnostic Tools and Progress Monitoring Tools *Given weekly, bi-weekly, monthly, or within an intervention cycle* *(Not program specific)
K-2	K Students: • Universal Screen 1st Grade Students: • NWEA MAP (Measures of Academic Progress) • Universal Screens 2nd Grade Students: • NWEA MAP (Measures of Academic Progress) • Universal Screens	1st and 2nd Grade Students: • Math in Focus Chapter Assessments • Do The Math Assessments • Progress Report Standard Rubric Review
3-5	All Students: • NWEA MAP (Measures of Academic Progress) • Universal Screens Grades 4 & 5: • SBA	All Students: • Math in Focus Chapter Assessments • Progress Report Standard Rubric Review
6-8	All Students • NWEA MAP (Measures of Academic Progress) • SBA	All Students • Unit Assessments • Grade checks approximately every 3 weeks during a trimester Students in Tier 2 and 3 • Content Check-ins for progress monitoring

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Resources for Instruction within the Tiers

Evidence-based instructional strategies, resources, routines, programs and/or procedures that supplement the core curriculum are utilized within each tier.

Current Literacy Intervention Programs By Building
***This list may be updated routinely**

Hurlbutt Elementary School/ K-2

Area of Focus	Resources	Progress Monitoring
Phonological Awareness	Sounds Sensible	PAST Progress Checks
Decoding - Tier 2	Double Dose Fundations	Assessments at sound, word, and sentence level
	Leveled Literacy Intervention (LLI)	LLI running records
Decoding - Tier 3	SPIRE	SPIRE Assessments
	Wilson Reading	Wilson Reading progress monitoring
Fluency	Read Naturally	DIBELS oral reading fluency
	Leveled Literacy Intervention (LLI)	LLI running records, Fluency ORF
	Great Leaps	Great Leaps Progress Monitoring
Comprehension	Making Connections	Making Connections progress monitoring
	Leveled Literacy Intervention (LLI)	LLI running records

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Weston Intermediate School/3-5

Area of Focus	Resources	Progress Monitoring
Phonological Awareness	Equipped for Reading Success 1-Minute Drills	PAST Alternate Forms A-D
Decoding - Tier 2	Phonics for Reading	DIBELS
	REWARDS	• REWARDS Unit Assessments • REWARDS Passage ORF
Decoding - Tier 3	SPIRE	• SPIRE Forms A and B
	Wilson Reading	• Wilson Reading Progress Monitoring • WADE
	Wilson Just Words	• Just Words Progress Monitoring Tools
	Let's Read at Ben Bronz	• Let's Read assessments • DIBELS
Fluency - Tier 2	Read Naturally	WCPM - Cold and Hot Timings for each Passage
Comprehension - Tier 2	Making Connections	• Making Connections • Teachers College Running Records • Fountas and Pinnell Benchmark Assessments
	Notice and Note Signposts Instruction	• Teachers College Running Records • Fountas and Pinnell Benchmark Assessments
	Teachers College Learning Progressions Aligned with Classroom Instruction (Double Dip)	

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Weston Middle School/ 6-8

Area of Focus	Resources	Progress Monitoring
Phonological Awareness	Equipped for Reading Success 1-Minute Drills	PAST Alternate Forms A-D
Decoding - Tier 2	Megawords	• Megawords Progress Monitoring Tools
	REWARDS	• REWARDS Unit Assessments • REWARDS Passage ORF
Decoding - Tier 3	SPIRE	• SPIRE Assessments
	Wilson Reading	• Wilson Reading Progress Monitoring • WADE
	Wilson Just Words	• Just Words Progress Monitoring Tools
Fluency	Read Naturally	WCPM - Cold and Hot Timings for each Passage DIBELS oral reading fluency
	Leveled Literacy Intervention (LLI)	LLI Running Records DIBELS oral reading fluency
Comprehension - Tier 2/3	Leveled Literacy Intervention (LLI)	LLI Running Records

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Current Math Intervention Programs and Resources
***This list may be updated routinely**

K-5 Resources	6-12 Resources
Do The Math	Prentice Hall Skills Intervention Kit
Dreambox	Math In Focus Reteaching
Math in Focus Reteaching	Math In Focus Extra Practice
Math in Focus Extra Practice	IXL.com
Math in Focus Ed Online Practice	kutasoftware.com
Khan Academy Mappers	superteacherworksheets.com
Bridges Activities and Lessons	Gizmos
Zearn	mathfunworksheets.com
Xtramath Website for Facts Practice	mathantics.com
Common Core Skills Sheet Website	Supplemental Teacher Created Materials
Versatiles	Teacher Resource Books from Math Programs/Texts previously used in District
Brainpop	
Math Playground	
Supplemental Teacher Created Materials	
Mashup Math (Eureka)	
Everyday Math Supplemental Resources	

Data Storage and Transfer of Information

Following each data team, decisions on intervention should be entered by CIL/specialists into PowerSchool in a timely manner. CIL/specialists will enter Tier level, start and/or end date, intervention area/program and level if applicable, days per week and/or minutes per day. CIL/specialists are required to maintain subject specific data sheets and progress monitoring data.

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APPENDIX

Instructional Strategies For Tier 1 Differentiation and Math Intervention

Math	
Fact Fluency	-Separate operations -Teach alternate strategies -Use manipulatives to support concrete understanding -Develop scope/sequence of facts to be learned -Set goals for math fact fluency -Designate weekly practice outside of math time -Use app or computer practice that provides immediate feedback -Individualized set of flash cards -Use visual cues to increase understanding -Peer practice -Put a numberline on the desk -Use noncompetitive activities while students are learning facts to encourage accuracy
Number Sense	-Assess to determine furthest level of understanding -Provide additional practice in foundational concepts that are missing -Use manipulatives to support concrete understanding -Review understanding of vocabulary involved -Create visual supports to support new learning -Use place value chips to build numbers whenever possible -Ask for best guesses and wrong answers
Foundational Skills	-Assess to determine furthest level of understanding -Use explicit instruction to teach missing concepts -Use tools (i.e., number line, multiplication chart) to bridge missing concepts to current concepts -Use novel time to teach missing concepts -Use reteaching tools in curriculum
Algorithms/ Computation	-Assess to determine furthest level of understanding -Provide additional practice in foundational concepts that are missing -Use immediate feedback to intervene when misconceptions occur -Use visual aids to help guide students -Develop a reference guide with student -Consistent review of steps -Use color coding for steps
Attending to Precision	-Use estimation prior to solving to approximate answer -Use reverse operation to check work with algorithms -Use graph paper to organize work -Use multiple choice problems to assist students in self-checking for errors

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	-Use error analysis problems for students to get practice looking for common errors -Allow student to use a calculator to self-check -Encourage student to check answers with a peer to help determine accuracy -Limit problems on page to increase area to show work -Reduce number of problems assigned to encourage slow and careful work
Problem Solving	-Determine if there are reading deficits impacting understanding -Highlight key words in problem -Have students restate the problem and the question in his/her own words -Model visualization of problems -Use problem-solving mat to organize thinking -Use problems with smaller values to enhance understanding -Use problems without values to encourage understanding -Use real-life examples to promote understanding -Use concrete (items in hand) examples, when applicable -Break down problem steps -Use a checklist for problem solving steps -Use both teacher and student “think alouds” to help understand and solve problems
Use of Tools	-Develop hands-on explicit instruction for use of rulers and protractors -Use real-world context to practice -Use error analysis problems to address misconceptions
Reasoning	-Use concrete objects to “act out” problems -Encourage multiple ways to solve a problem -Have students put a problem in their own words after reading -Walk students through visualization -Use voice recording of explanation and playing it back to help students practice providing explanations -Allow students to use colored pencils to demonstrate thinking -Allow opportunities for partner and group work to encourage practice -Model reasoning -Utilize numberless problems to encourage discussion -Have a partner scribe reasoning to improve clarity -Encourage written, visual, and number sentences used in conjunction to explain thinking

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Tier 1 Strategies for Reading and Writing

These are strategies the classroom teacher should consult and implement prior to requesting a Tier 1 meeting about a student. Strategies should be chosen based on most current reading and writing data.

Specific Area of Need	Strategies to Implement in Classroom
Phonological Awareness	• Kilpatrick's 1-minute activities to teach/practice areas of weakness for automaticity. • CES Phonological Awareness Activities.
Accuracy	• Teach the common phonetic patterns present in current instructional reading level (e.g., consonant/vowel sounds, consonant blends, vowel sounds, vowel combinations, syllable rules etc.). • Teach syllabication rules. • Teach the most common prefixes and suffixes along with meanings. • Analyze errors alongside the student to notice similarities/differences between the spoken word and the text. • For insertions/omissions, teach one-to-one match, enforcing the importance of reading each word on the page. • Use flash cards and/or dry erase boards for high frequency/sight words. • Use repeated readings of familiar text to increase acquisition of newly learned words in context.
Fluency - Rate	• Repeated readings of leveled passages. • Conduct running record on a leveled passage to establish a baseline WPM, then practice the reading 2-3 times while the teacher takes a running record each time. In between readings, provide feedback. Then, take a final WPM and accuracy on a final read of the passage. • Reread a chapter, or favorite part of a chapter after reading it through once. • Conduct weekly running records to track progress.
Fluency - Phrasing	• Teach how punctuation guides phrasing. • Model with a shared text. • Model and teach how to scoop groups of words with a finger. • Choral/Echo reading. • Fundations fluency kit.
Fluency - Expression	• Teach how punctuation guides expression. • Reread parts of text that elicit strong expression (e.g., dialogue, description). • Discuss how dialogue teaches us what the character is saying, and how the character is saying it. • Choral/Echo reading.
Vocabulary	• Teach how to "look inside" the word to analyze root words, prefixes, and suffixes along with meanings. • Teach how to "look around" the word to use context at the sentence,

	paragraph, and whole passage level. • Notice what kind of word it seems to be - is it a person or a thing (noun)? Is it an action (verb)? Is it a word that describes something else (adjective)? Does it seem mostly positive or mostly negative? What do you visualize? • Use frayer model or concept mapping for academic or content area vocabulary. • Teach semantic gradients of words. • Teach vocabulary ladders. • Teach cognates. • Provide multiple exposures to new vocabulary using examples and non-examples.
Comprehension	• Use a story map or story arc to guide retelling. • Teach cue words “First, Next, Then, Finally.” • Teach story structure with “The character wanted/But/Then/So.” • Use teaching points within F&P levels (F&P Continuum). • Use F&P Within, Beyond, and About Text Strategies. • Use Teacher’s College Bands of Text strategies (Levels K-Z). • Use Teacher’s College Learning Progressions that align with F&P (Within the Text, Beyond the Text, About the Text) (Grades 2-6). • Code thinking using sticky notes. • Place a blank sticky note at the end of a section of text to remind students to stop and think/jot. • Teach text structure, associated signal words and graphic organizers. • GIST strategy for summarizing.
Writing - Organization	• Touch and say on each page of a text. • Make a quick sketch to represent each scene or part. • Use grade-level writing rubrics to teach aspects of organization. • Teach paragraphing by analyzing a published text to determine when and why to start a new paragraph. • Draft each section of your piece (each scene or each reason/evidence or each subtopic) on a new piece of paper. Determine where elaboration is needed. • Use mentor texts/essays and code them for aspects of organization (intro, reason, evidence, main ideas/details, textual organizational structures, etc.).
Writing - Elaboration	• Use grade-level writing rubrics and checklists to teach aspects of elaboration. • Write in twin sentences - e.g., one that says what happened, and one that says more. • Code the piece of writing for sections that include components of elaboration needed. (actions/words/feelings/thinking, reasons/evidence/explanation, main idea/details). Analyze what is needed. • Use mentor texts/essays and code them for aspects of elaboration. • Use shared writing to rehearse a scene/section with elaboration and write it collaboratively.

Writing - Editing	• Teach the effective use of grade-level editing checklists. • Provide examples of common editing errors by grade level (e.g., no ending punctuation, run-on sentences, etc.). • Stop students “in the moment” to edit for conventions that have already been taught, rather than leaving them for the end of drafting. • Use mentor texts/essays and code them for conventions being reinforced or taught. • For handwritten pieces, type up a section of the piece exactly as the student wrote it. Many times errors are easier to see when the text looks visually similar to texts they read. • Use word wall, anchor charts.

Writing - Spelling	• Determine what words the student is aware of spelling incorrectly. Provide them the opportunity to correct the errors and notice - Are they able to identify most incorrectly spelled words? Are they able to independently correct the errors, either through prior knowledge or by using tools/charts?
	• Expect students to spell given words correctly (i.e., words from word wall, from the question, directions, or words that are used in the text they might be writing about).
	• Analyze and determine the five most commonly misspelled words in the student’s writing. Teach them to the student and hold accountable for those words being spelled correctly in writing. Continually revisit and revise the list of words.
	• Teach the common phonetic patterns present in current instructional reading level (e.g., consonant/vowel sounds, consonant blends, vowel sounds, vowel combinations, syllable rules, etc.).
	• Allow students to spell incorrectly if using taught phonetic patterns correctly.
	• For multi-syllable words, teach syllabication to isolate word parts, then how to say each sound in each word part in “slow motion.” Listen for the sounds in each part, and write the sounds in each part.
	• Say/Spell/Copy/Cover/Write.
	• Teach rules about adding suffixes:
	  ○ Doubling rule when adding a suffix
	  ○ Silent e rule when adding a suffix
	  ○ Words ending in Y when adding a suffix
	  ○ Three sounds of ed
	• Teach spelling generalizations.

SRBI Tier 1 Goal Setting

Student Name: Teacher: Click here to enter text.
Date:

Current Assessment Data for area of concern:

Reading	Math
Current Fountas and Pinnell Assessment: Level: Acc: ORF: Comp: Date Administered: Current Running Record: Acc: ORF: Comp.: PAST: Upper case: Lower case: Sounds: Sight Words: DIBELS: PSF: NWF: WRC: ORF: NWEA: Fall: Testing Time: RIT: Percentile: Spring: Testing Time: RIT: Percentile:	Universal Screen: Recent Unit Assessments: Fall NWEA Testing Time: RIT: Percentile: OA NBT M G Spring NWEA Testing Time: RIT: Percentile: OA NBT M G SBA Math Score: Facts Assessment: OLSAT (include nonverbal):

Primary concern for this student:

Strategies already implemented in the classroom:

The following section will be completed together during SRBI meetings

Goal:
1.

2.

Strategies:

Progress monitoring:

Follow-up meeting is scheduled for: _____

Goal:
1.

2.

Strategies:

Progress monitoring:

Follow-up meeting is scheduled for: _____

Weston Public Schools
Parent/Guardian Notification of SRBI

Date:

Dear Parents/Guardians of:

The Weston Public Schools remain committed to educating and supporting the needs of each child. When it is recognized through universal screening and benchmark assessment tools that students are not experiencing success meeting grade level expectations, a continuum of supports called Scientific Research Based Interventions (SRBI) are provided.

We are writing to inform you that your child would benefit from receiving additional support through Tier ____ SRBI.

Our assessment results indicate that your child will benefit from support in the following area(s): _____

Support will be provided _____times/week for _____ hours/day during_____.

Support will not take place during core academic time, but will happen in addition to the instruction your child receives in their regular classroom(s). Your engagement and involvement in this process is important. Your child's classroom teacher and interventionist will keep you informed of your child's progress. If you have any questions or would like more information, please don't hesitate to contact us.

Sincerely,

Weston Public Schools
Parent/Guardian Notification of Exiting SRBI

Date:

Dear Parents/Guardians of:

The Weston Public Schools remain committed to educating and supporting the needs of each child. When it is recognized through universal screening and benchmark assessment tools that students are not experiencing success meeting grade level expectations, a continuum of supports called Scientific Research Based Interventions (SRBI) are provided.

At this time it has been determined that your child has benefitted from the small group intervention. They have made progress toward their goal and are able to access grade level content. Because of this growth, we are pleased that your child will be exited from the SRBI process. Your child's classroom teacher will carefully monitor progress and changes in support can be made if necessary.

If you have any questions or would like additional information, please contact us.

Sincerely,

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Return to Start



Academic Year In Review

2023 Highlights

Dr. Tina Henckel - Assistant Superintendent
&
District Curriculum and Instruction Leaders (K-12)

Return to Start

Agenda

- What were the high-leverage focus areas that led to the greatest accomplishments this academic school year?
- What were the areas of celebration and lessons learned/takeaways from your work this academic year?
- Thinking ahead, what are the proposed next steps for the district and school to continue moving the work forward?

Weston's Curriculum, Instruction and Support Leadership Members

Humanities

- Andrea Noble — K-2 English Language Arts and Social Studies
- Alex Bluestein — 3-5 English Language Arts and Social Studies
- Jessica DiBuono — 6-12 English Language Arts
- Nicholas Torres — 6-12 Social Studies

STEM

- Kelly DelVecchio — K-2 Mathematics
- Carolyn Vinton — 3-5 Mathematics and K-5 Science
- Janine Russo — 6-12 Mathematics
- Jamie Charles — 6-12 Science and Technology

Specialists

- Mercedes Fernandes — K-12 World Language
- Kate O'Keefe — K-12 Visual Arts
- Liz Morris — K-12 Performing Arts
- Patty Powers — K-12 Physical Education and Health
- Meredith Starzyk — 9-12 Director of School Counseling

Summary of Presentations Aligned to Teaching and Learning

Board of Education Meetings

- September 19, 2022: Math/Reading Goals & Student Performance 2021-22
- October 17, 2022 BOE Meeting: Weston's Perspective for Continued Success & Improvement, 2022-23
- December 19, 2022: WHS Statistical Report
- February 13, 2023: Weston's Winter Progress towards Continued Success & Improvement
- March 13, 2023: Portrait of the Graduate

Board of Education - Subcommittee Meetings (Curriculum and Instruction)

- January 10, 2023: Update of the WHS Program of Studies
- February 10, 2023: Exploring Weston's Social & Emotional Learning Curriculum
- March 14, 2023: Tri-State Visit Overview
- April 18, 2023: Presentation on WHS Standardized Test
- May 8, 2023: NextGen Accountability System-Chronic Absenteeism

Weston's Academic Year in Review

- Focus Areas
- Areas of Celebration
- Takeaways
- Next Steps

Health & Physical Education, Grades K-12

Focus Areas:

- Dialectical Behavioral Therapy (DBT) Integration in all grades 6-12
- Connecticut Physical Fitness Testing - cardiorespiratory fitness and flexibility components, testing environment and strategies
- Backward Design - unit planning and assessment
- Increase the Social-emotional learning experiences in the K-5 PE setting

Areas of Celebration:

- DBT incorporated in grades 6-10, reinforced in 11-12
- Health teachers worked with counselors to provide professional development for all 6-12 staff
- New performance-based assessments created in health classes
- New instructional practices in place to improve SEL in PE in K-5
- Improved RULER integration and classroom instruction/environment in K-2 health



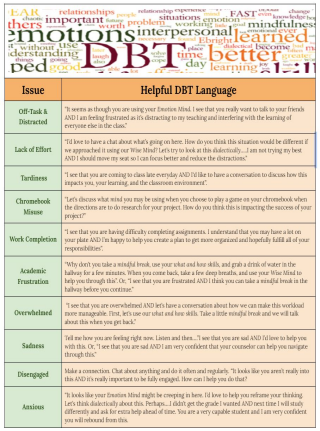




Health and Physical Education, Grades K-12

Takeaways:

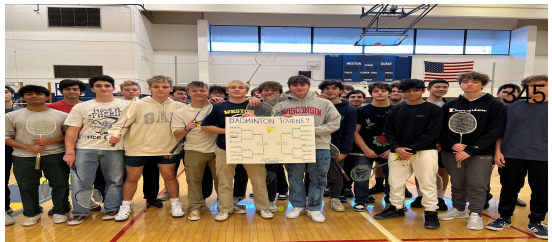
- Need to consistently reinforce DBT skills with students and expand DBT language/learning to parents and caregivers
- The environment and planning for fitness testing is critical
- Need more professional development in unit design, data collecting, and assessment strategies
- SEL integration improves behavior and classroom environment in both health and PE



Issue	Helpful DBT Language
Off-Task & Distracted	"It seems as though you are using your Emotion Mind. I see that you really want to talk to your friends AND I am feeling frustrated as it's distracting to my teaching and interfering with the learning of everyone else in the class."
Lack of Effort	"I'd love to have a chat about what's going on here. How do you think this situation would be different if we approached it using our Wise Mind? Let's try to look at this dialectically....I am not trying my best AND I should move my seat so I can focus better and reduce the distractions."
Tardiness	"I see that you are coming to class late everyday AND I'd like to have a conversation to discuss how this impacts you, your learning, and the classroom environment."
Chromebook Misuse	"Let's discuss what mind you may be using when you choose to play a game on your chromebook when the directions are to do research for your project. How do you think this is impacting the success of your project?"
Work Completion	"I see that you are having difficulty completing assignments. I understand that you may have a lot on your plate AND I'm happy to help you create a plan to get more organized and hopefully fulfill all of your responsibilities."
Academic Frustration	"Why don't you take a mindful break, use your what and how skills, and grab a drink of water in the hallway for a few minutes. When you come back, take a few deep breaths, and use your Wise Mind to help you through this" Or, "I see that you are frustrated AND I think you can take a mindful break in the hallway before you continue."
Overwhelmed	"I see that you are overwhelmed AND let's have a conversation about how we can make this workload more manageable. First, let's use our what and how skills. Take a little mindful break and we will talk about this when you get back."
Sadness	Tell me how you are feeling right now. Listen and then..."I see that you are sad AND I'd love to help you with this. Or, "I see that you are sad AND I am very confident that your counselor can help you navigate through this."
Disengaged	Make a connection. Chat about anything and do it often and regularly. "It looks like you aren't really into this AND it's really important to be fully engaged. How can I help you do that?
Anxious	"It looks like your Emotion Mind might be creeping in here. I'd love to help you reframe your thinking. Let's think dialectically about this. Perhaps…I didn't get the grade I wanted AND next time I will study differently and ask for extra help ahead of time. You are a very capable student and I am very confident you will rebound from this.

Next Steps:

- Develop a plan with health teachers and counselors to share DBT skills and common language with parents and caregivers
- Continue researching strategies to optimize fitness testing environment
- Incorporate DBT and RULER language into CPFT planning and execution
- Enhance existing health and PE units with the “end” in mind





School Counseling, Grades K-12

Focus Areas:

- Dialectical Behavioral Therapy (DBT) consultation team consisting of all Pupil Services Staff
- Building resilience and coping skills in students through individual and group counseling
- Curriculum review & update K-12

Areas of Celebration:

- Increased access to students through the advisory program
- Professional Development for staff on (DBT)
- DBT skills group for students
- Return of parent seminars in-person

School Counseling, Grades K-12

Takeaways:

- Both students and staff can benefit from more training on DBT - common language and vision
- There is a need to look at MTSS/SRBI steps in regards to levels of intervention
- Assessment strategies and data collection around SEL

Next Steps:

- Wellness Seminar at the high school
- Work with Challenge Success in grades 9 -12
- Implementation of School Links to replace Naviance: 6 -12
- Parent presentations on DBT & RULER

Literacy/ELA, Grades K-12



Focus Areas:

- Establishment of K-12 District Literacy Committee
- State Legislation of Literacy Curricula and assessment
- Multiple Systems of Support for all students
- Continued improvement of students' reading and writing performance

Areas of Celebration:

- Selection of new core literacy program K-5
- Budget support for full time instructional coaches
- Focus on instructional supports within the Tier 1 classroom
- Literacy experience and data demonstrates improvement from pre-pandemic levels







Literacy/ELA, Grades K-12

Takeaways:

- Need for developing K-12 language around literacy instruction and assessment
- Need for a broader variety of instructional supports to meet the needs of all learners
- Full time instructional coaches will support teachers more consistently and robustly in the Tier 1 classroom
- Refine and revise assessment structure across grade levels

Next Steps:

- Development of updated district and K-12 assessment calendar
- Summer update of K-12 curriculum documents to reflect vertical alignment
- Fall Implementation of new literacy program K-2
- Focused professional development on updated curricula, assessments, and instructional practices (June 16, 2023 - DIBELS 8)

Social Studies, Grades K-12

Focus Areas:

- Assessments and instruction utilizing the inquiry arc, i.e. Guardians of the Earth project
- Skills-based instruction as a vehicle for content delivery, i.e. Learning content by analyzing sources
- Vertical articulation, i.e. 8th grade writing portfolio to inform 9th grade writing assessments

Areas of Celebration:

- Informational reading instruction to support the district reading goal
- Partnership with Weston Historical Society, and focus on local history
- Strong achievement and growth in informational reading





Social Studies, Grades K-12

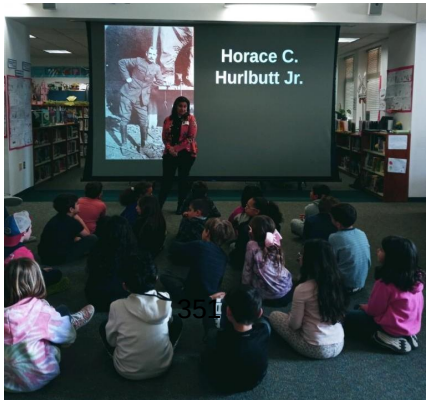
Takeaways:

- Curricular revisions will reflect new standards and model curricula
- Resources to teach updated standards need to be determined
- New standards may impact allocation of K-5 instructional time

Next Steps:

- Review new standards and statutory requirements
- Prioritize grade levels for curriculum revision as needed
- Enhance opportunities for inquiry-based learning
- Work with other departments to promote cross-curricular instruction



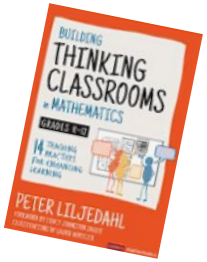




Mathematics, Grades K-12

Focus Areas:

- Continuing the focus on student-centered learning strategies
- Enhancing mathematical thinking and communication through work with *Building Thinking Classroom* strategies
- Preparing for the Tri-State Consortium visit focused on metacognition and access to high-level curriculum for all students



Areas of Celebrations:

- Successful implementation of Mathodology: Developing Roots in Kindergarten
- Returned to in-person parent workshops in K-5
- Implemented rigorous and engaging project-based mathematics workshop in grades 6-8 to address topics in probability and statistics
- Piloted and will be adopting a new curriculum resource in grades 6-9; Illustrative Mathematics

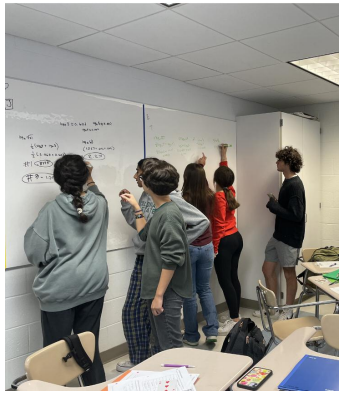
Mathematics, Grades K-12

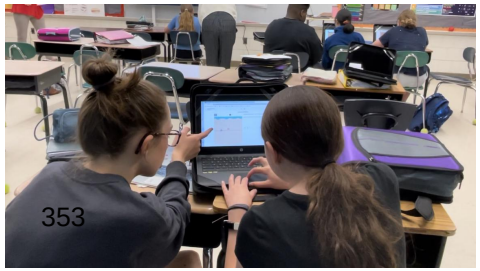
Takeaways:

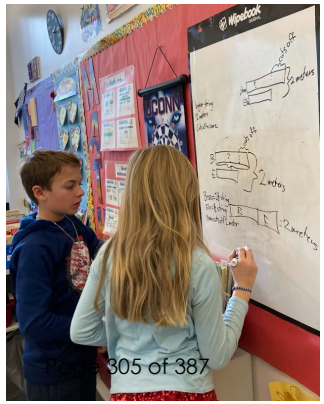
- Reflect and revise current instructional supports to meet the needs of all students
- Full time instructional coaches will offer more consistent support to teachers

Next Steps:

- Implement new resources in grades 6-9
- Unpack and plan for adjustments to our mathematics program based on the Tri-state feedback
- Research and pilot new resources for MTSS
- Update all curriculum documents as we move away from Atlas







Science, Grades K-12



Focus Areas:

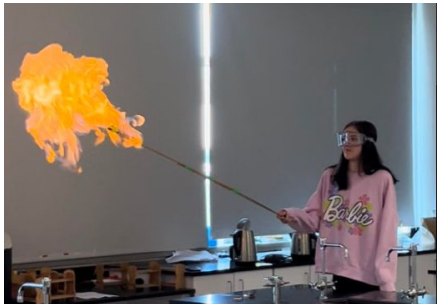
- Return to full Next Generation Science Standards (NGSS) implementation (K-5)
- Increase student capacity in the science and engineering practices of the NGSS
- Implement tasks providing actionable data regarding student skill levels and use data to inform instruction and provide growth opportunities

Areas of Celebration:

- Enthusiasm of young science learners
- Successful implementation of skills-based science workshop classes in MS
- Revised science and social studies interdisciplinary project *(Guardians of the Earth)* in grade 6 focusing on human impacts on environment
- Implementation of new Sustainability course at the HS in addition to district-wide Green Teams focusing on green initiatives throughout the schools, district, and the larger community



Science, Grades K-12

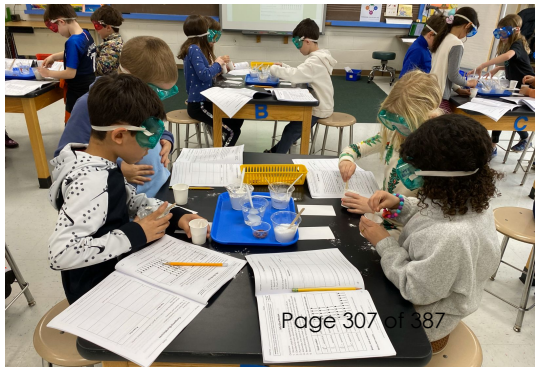


Takeaways:

- Curricular revisions will help ensure all courses remain aligned to meet necessary skill and content demands of the NGSS in K-12
- Enhanced methods for compiling and analyzing course-specific performance data on NGSS skills will help gauge student progress across grade levels

Next Steps:

- Refine ways to collect and analyze student performance data on NGSS practices throughout the year across grade levels
- Update all course-related curriculum documents to reflect current scope and sequence in transition from Atlas to Google drive (beginning in June 2023)
- Identify the most effective instructional resources that align with each curricular unit to enhance teaching and learning in accordance with the NGSS expectations



Technology Education (Information & Digital Literacy), Grades K-12



Focus Areas:

- Expand coding experience and enhance current MakerTech experience in K-5
- Increase exposure to Digital Citizenship lessons in K-2 (i.e. balancing screen-time)
- Scaffold the engineering design process in introductory MS and HS classes to build student confidence and skills in order to enhance the synthesis and application of new learning
- Continue to incorporate career exploration into lessons to bette expose students to various STEM fields



Areas of Celebration:

- Differentiation of projects and opportunities K-12 allowing for student choice, creativity, and collaborative problem solving
- Additional 3D printers in all schools to increase access for students to observe and/or design personalized items
- Anticipated enrollment increase of over 40% in Project Lead The Way (PLTW) courses at the HS for the 23-24 school year



Technology Education (Information & Digital Literacy), Grades K-12

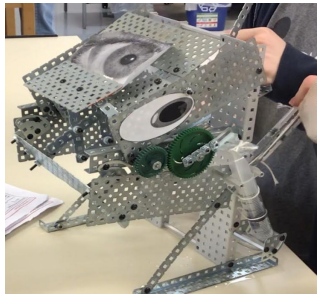


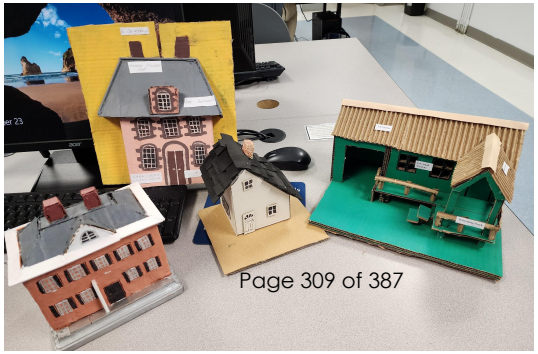
Takeaways:

- A need for more integration within the content areas, especially in K-5
- Revised schedule in grades 6-8 requires curricular adjustments to allow for opportunities to practice core skills while also engaging in inquiry and design
- Diverse skill levels of students in the HS Introduction to Engineering Design course warrants the need for both honors and standard-level courses to enhance student learning and skill progression

Next Steps:

- Continue to revise the vertical articulation of the K-8 scope and sequence to ensure the alignment of skills and expectations in accordance with Computer Science and ISTE Standards
- Continue to explore the ideal sequence of courses in the HS PLTW program to best meet students' needs and desires





Music, Grades K-12

Focus areas:

- Active listening for musicianship
- Rebuilding performing ensembles after Covid
- Aligning music criteria for assessment and measurement

Areas of Celebration:

- Performing Arts Calendar
- 22-23 Performance Opportunities
- Music in Our Schools Month
- Regional, All State and National musicians
- Music Performance Trips







Music, Grades K-12



Takeaways:

- Focus on instrumental programs to ensure proper instrumentation and performance level
- Teacher schedules across buildings continue to be a challenge



Next steps:

- Refine the K-5 scope and sequence
- Evaluate leveled music criteria and the needs of instrumentation 6-12
- Refine common assessments and assured experiences
- Update curriculum documents K-12







Visual Arts, Grades K-12

Focus Area:

- Creation and implementation of District Wide Critique & Responding rubrics aligned with National Core Standards in the Visual Arts
- Creating more opportunities for exhibition of student work both in the community and within the district

Areas of Celebration:

- Enrollment increase in videography and photography at the HS (return to pre-pandemic)
- Return of our in-person district-wide art show: Art Jam
- Successful implementation of the revised course sequence in the 2D pathway at the HS
- Return of field trips: NYC trip to the Met, Radio City, and *Lion King* on Broadway







Visual Arts, Grades K-12

Takeaways:

- Vertical Alignment work will need to continue between the MS and HS due to changes at both levels and to revisit instructional practices, student engagement, opportunities to engage in responding and connecting practices

Next Steps:

- Continue the implementation and revision of the Critique & Responding Rubric K-12
- Continue increasing district-wide opportunities to exhibit student art work
- Explore course options/opportunities in the 3D Art and Design pathway at the HS
- Continue to explore opportunities to infuse STEAM implementation district wide
- Continue to explore content-based PD opportunities to promote teacher confidence and growth





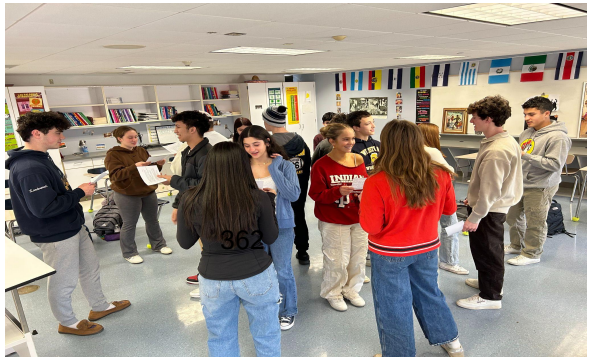
World Language, Grades K-12

Focus Areas:

- Increase oral proficiency in all modern languages
- Increase reading comprehension in all languages
- Develop perseverance in language acquisition
- Encourage academic risk-taking in a comfortable learning environment

Areas of Celebration

- A renewed enthusiasm for continuity in Spanish learning for grades K-5
- Daily World Language instruction in 6th grade
- New reading comprehension instructional activities and resources for all languages at WMS including textbooks and level readers
- Student performance in national language exams



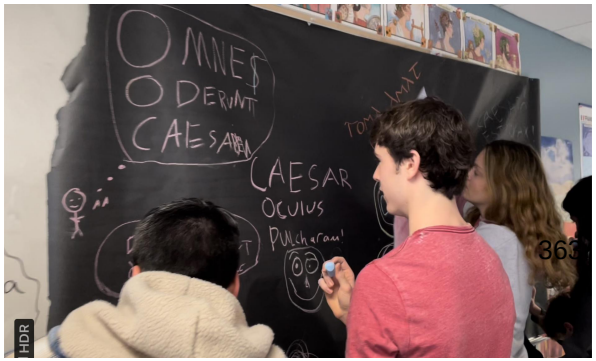
World Language, Grades K-12

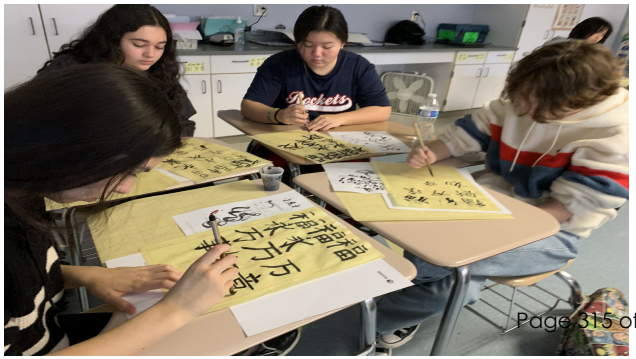
Takeaways:

- Refined the use of digital resources to support instruction
- Reflected on and revised instructional supports to meet the needs of all learners

Next Steps:

- Update curricula of identified high-priority courses
- Continue to focus on increasing reading comprehension skills and vocabulary retention at all levels
- Continue to refine benchmark assessments
- Strategically partnering department staff with new teachers to provide more consistent and ongoing support

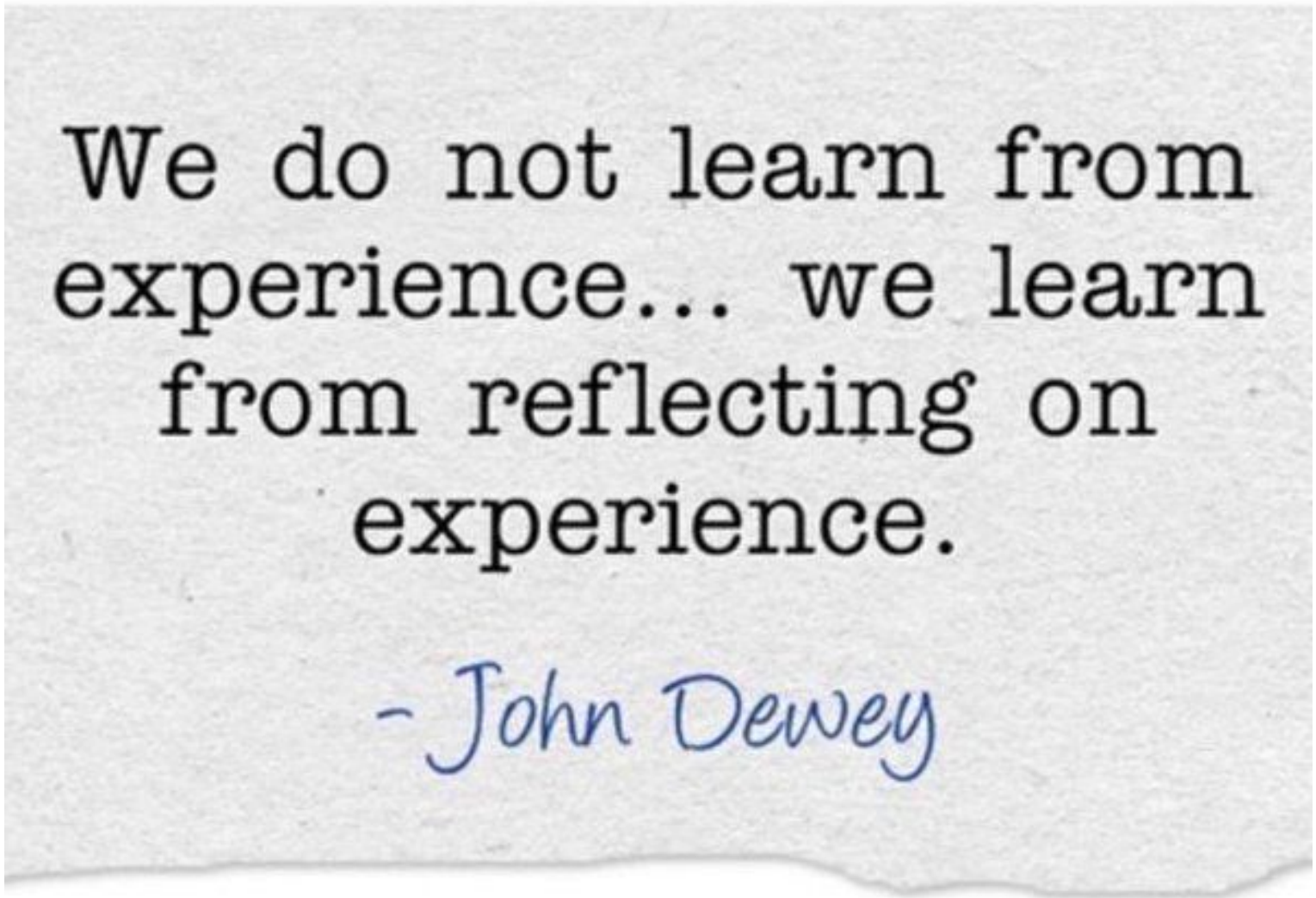




Summer Curriculum Academy (‘23)

- June 21 Kickoff: Full team training grounded in research
  - Understanding by Design (Grant Wiggins & Jay McTighe)
  - Universal Design for Learning (Why, What, How)
  - Introduction of new Weston Curriculum Framework using Weston Curriculum Templates
- June 21- June 27
  - Allocation of days range from 1 to 5 full days per team
- Who is working and how will they be organized?
  - Approximately 45 teachers
  - 13 different teams across K-12
  - 7 different content areas
- **Targeted curriculum based** tasks to be completed per team
  - K-12 Scope and Sequence
  - Pacing Guide per grade
  - Unit 1 Planner and beyond

Return to Start



AND acting on it!

365

- Dr. Tina Henckel

Charting Weston's *Excellence in Education*: Midyear Review of District Goals and Aligned Action Steps

Board of Education Meeting

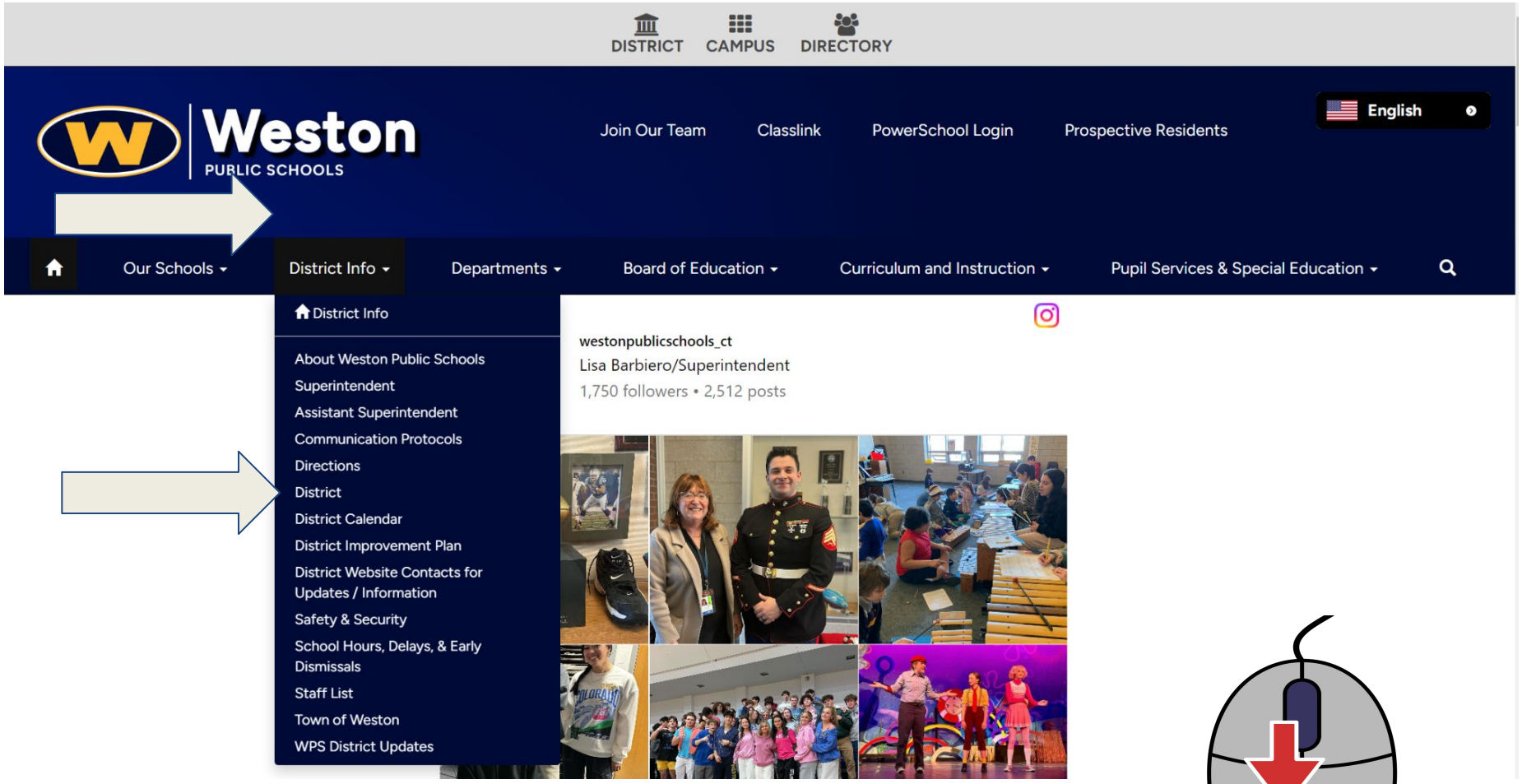
February 12, 2024

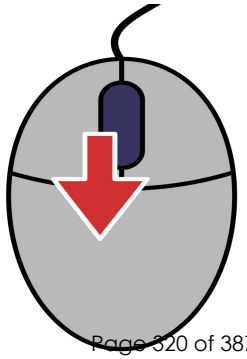
Alignment to the Vision and Mission



Return to Start

Access on the Weston Website





Areas of Focus

Section 1: Academic Excellence: Curriculum and Instruction

- 1A: Math
- 1B: ELA/Reading
- 1C: Science

Section 2: School Climate and Culture

Section 3: Information Literacy/Technology

Section 4: Human Resources & Finance

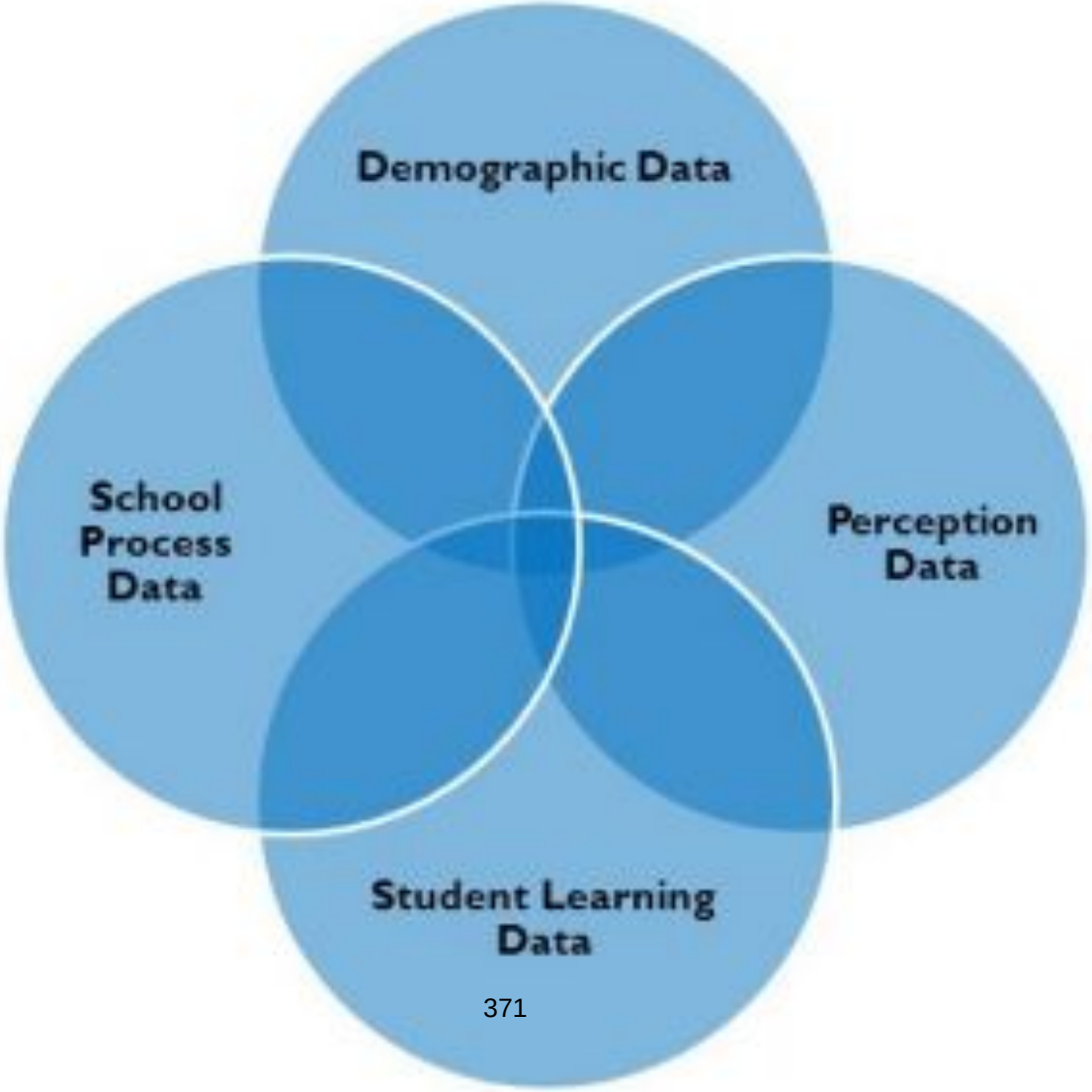
Section 5: Safety and Security

Section 6: Facilities - Future Planning - Board of ED & WPS Administration

Agenda

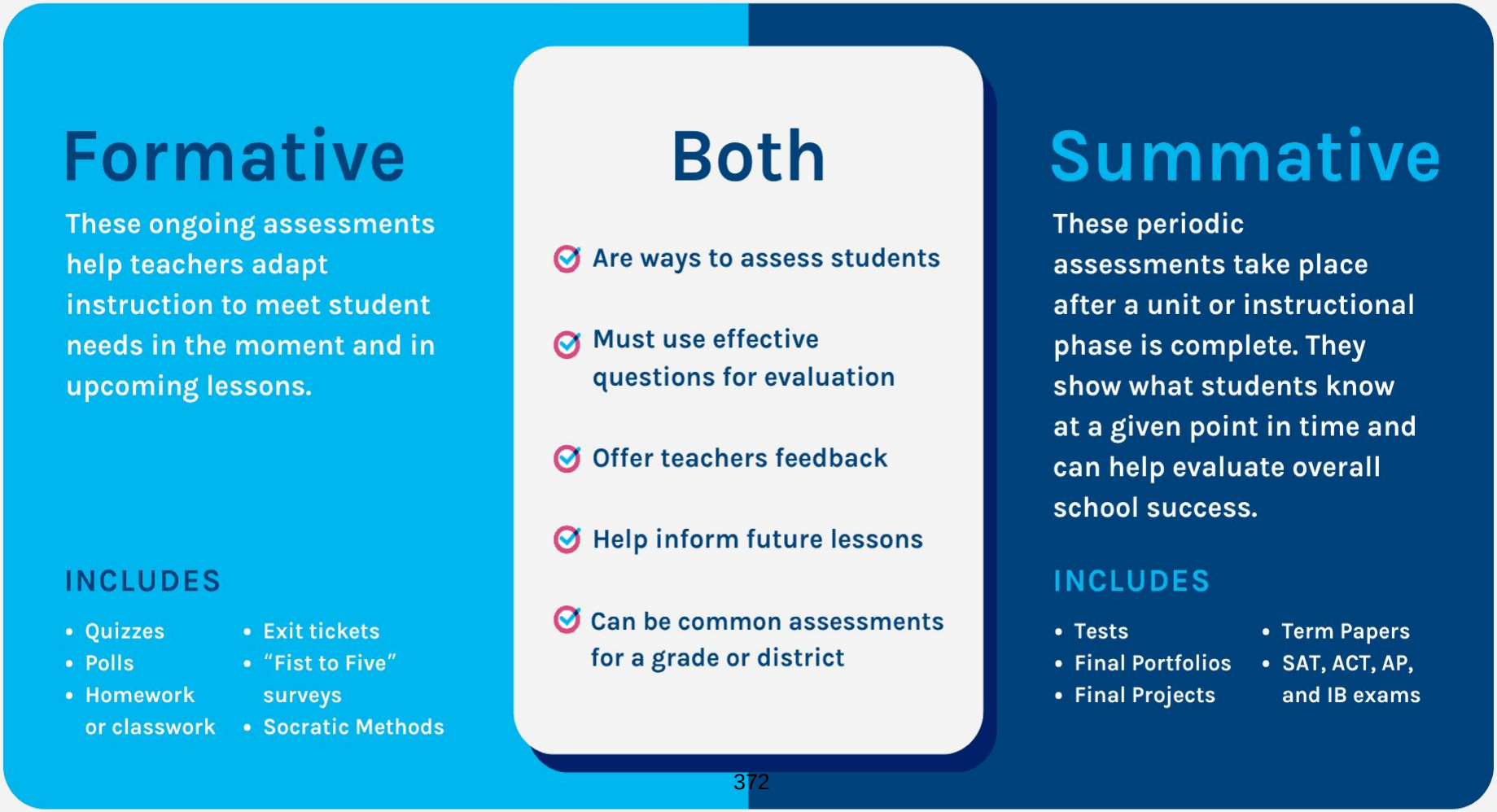
- How are we making progress towards our Spring of 2024 goals?
- What are the quantitative and qualitative data we reviewed to measure our progress?
- What are some areas of focus for the second half of the year that we believe to help us meet our Spring goals?

Multiple Measures



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Formative vs. Summative Assessment



Common Language: Mid-Year Focus

Achievement target: A one-time snapshot measurement of a student's academic performance (ELA/Math) An indicator of how well a student or a group of students performed on the standards assessed by the test at a specific point in time.

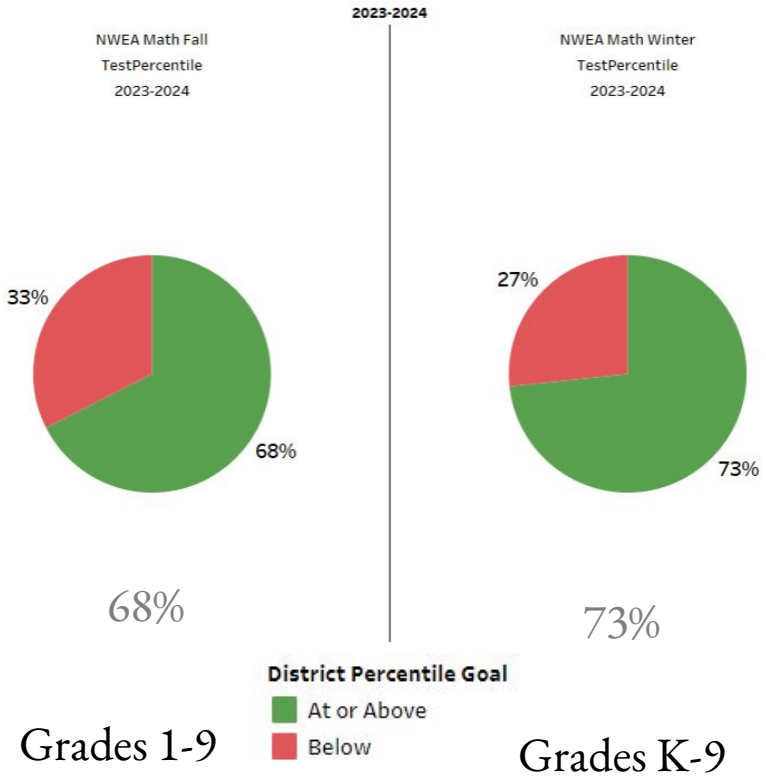
Growth target: A projected amount of growth a typical student should achieve between two specific points in time.

Quantitative data: Numeric data that is measured as values or counts and are expressed as numbers. i.e How many children do you have?

Qualitative data: Data that is about categorical variables that are measured by 'type' such as name, symbol, or a number code. i.e What is your occupation?

District Progress based on NWEA Map: Math Achievement and Growth

Achievement



68%

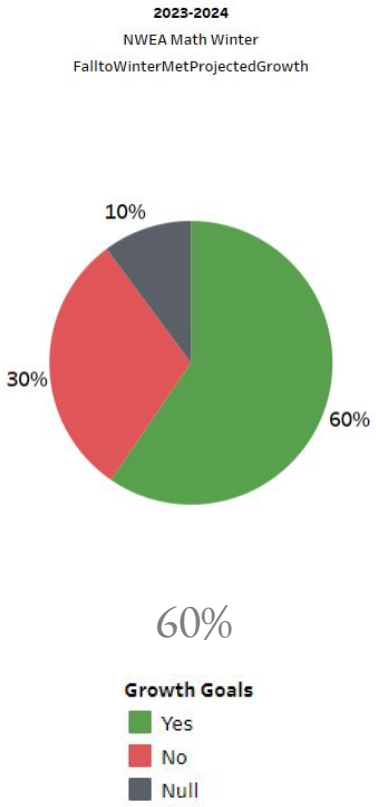
Grades 1-9

73%

Grades K-9

374

Growth: Fall to Winter



60%

Grades 1-9

Return to Start

Section 1: Academic Excellence

1A: Math - NWEA Formative Progress

***Growth corresponds to the % of students who have met or exceeded their projected growth targets**

NWEA MATH	Achievement		Growth *% of students who met their growth projections from Fall to Winter
	Fall	Winter	Winter
K: % of students who met or exceeded the 50th achievement percentile	N/A	87%	N/A
1: % of students who met or exceeded the 50th achievement percentile	69%	72%	73%
2: % of students who met or exceeded the 50th achievement percentile	77%	85%	65%
3: % of students will meet or exceed the 61st achievement percentile	63%	64%	46%
4: % of students will meet or exceed the 61st achievement percentile	70%	75%	67%
5: % of students will meet or exceed the 61st achievement percentile	70%	75%	71%

Section 1: Academic Excellence

1A: Math - NWEA Progress

***Growth corresponds to the % of students who have met or exceeded their projected growth targets**

NWEA MATH	Achievement		Growth *% of students who met their growth projections from Fall to Winter
	Fall	Winter	Winter
6: % of students will meet or exceed the 61st achievement percentile	60%	60%	59%
7: % of students will meet or exceed the 61st achievement percentile	66%	77%	75%
8: % of students will meet or exceed the 61st achievement percentile	76%	78%	73%
9: % of students will meet or exceed the 61st achievement percentile	83%	84%	62%

Section 1: Academic Excellence

1A: Math - NWEA Progress
***Growth corresponds to the % of students who have met or exceeded their projected growth targets**

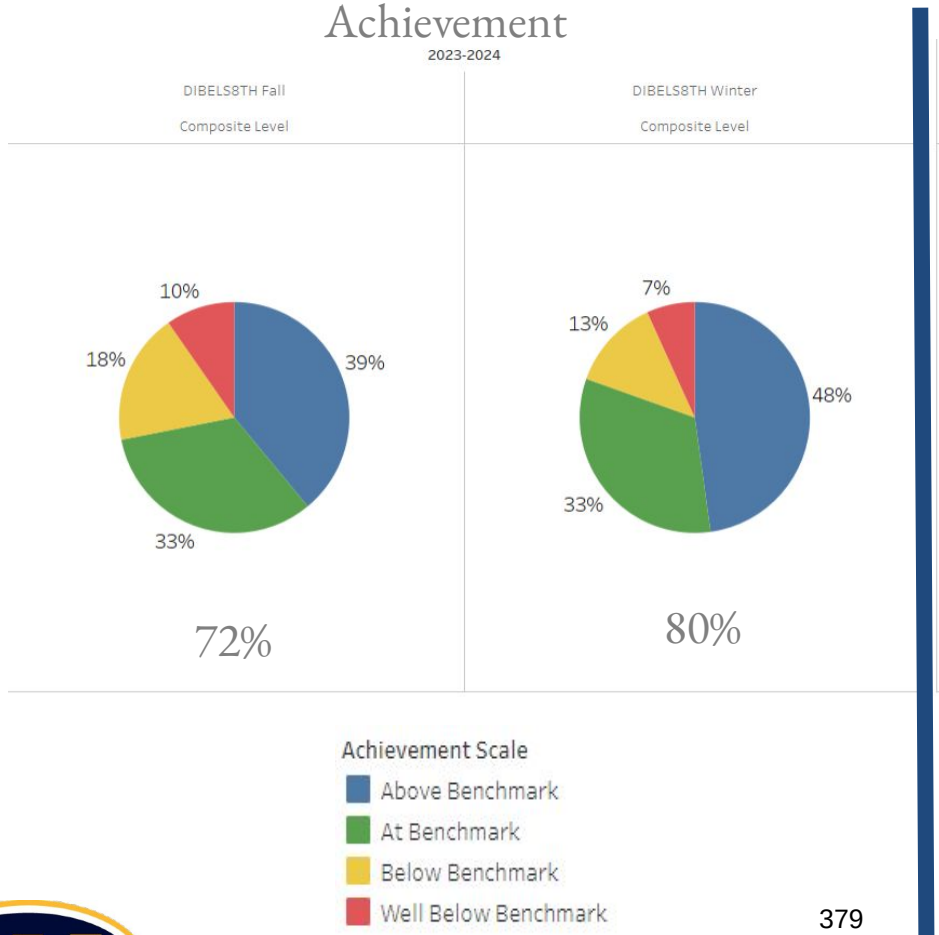
NWEA Math - Students with Disabilities (SwDs)	Subgroup Growth *% of students who met their growth projections from Fall to Winter
1-2: % of SWDs who met or exceeded their projected growth targets	59%
3-5: % of SWDs who met or exceeded their projected growth targets	75%
6-8: % of SWDs who met or exceeded their projected growth targets	58%
9: % of SWDs who met or exceeded their projected growth targets	67%

Section 1: Academic Excellence

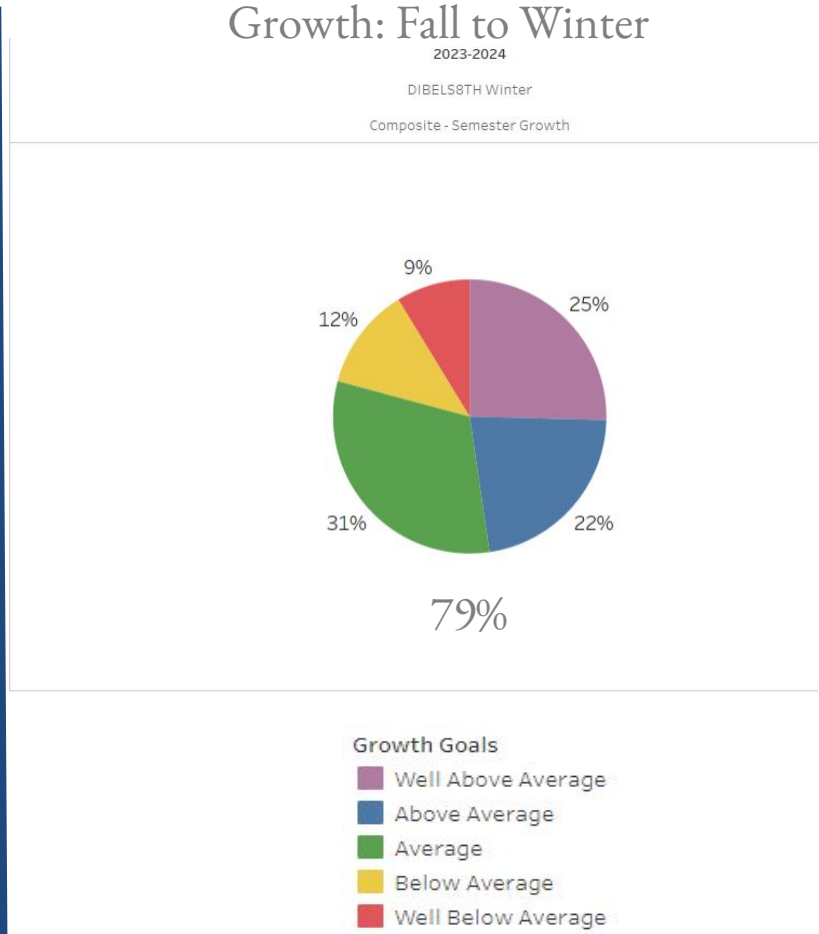
1A: Math
District and School Action Step Highlights continued:

- Provided a HES Parent Meeting focused on understanding elementary mathematics
- Piloting new core math resources in grades 1 through 5 to fully align our K-12 math trajectory
- Updated our math intervention resources to support K-9
- Continuing to support the implementation of Building Thinking Classrooms pedagogy and instructional design to increase student thinking and collaboration in grades K-12
- WHS alignment to standards and new statutory requirements

District Progress based on DIBELS8: Literacy K-2 Achievement and Growth

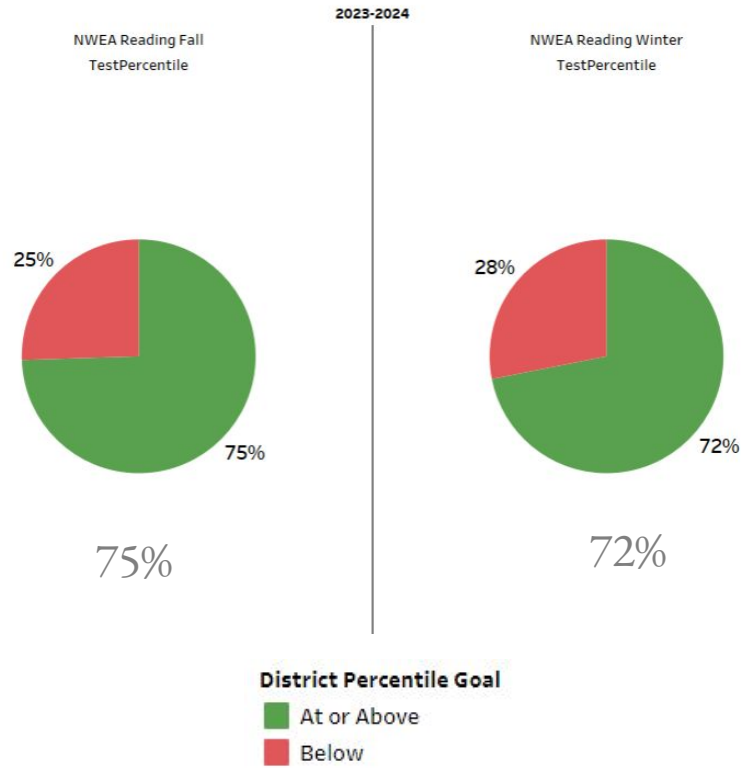


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District Progress based on NWEA Map: ELA 3-9 Achievement and Growth

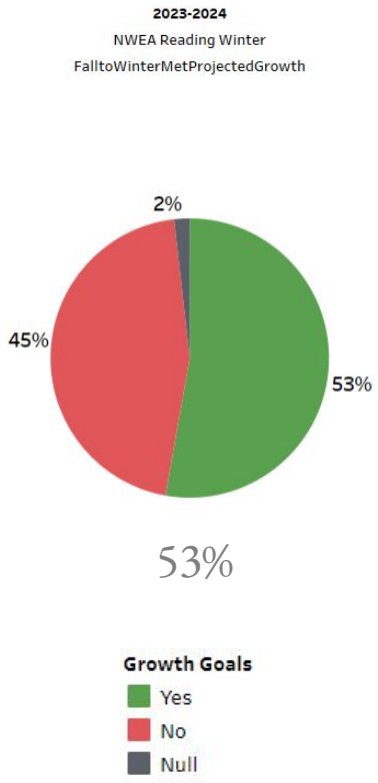
Achievement



75%

72%

Growth: Fall to Winter



53%

380

Section 1: Academic Excellence

1A: ELA - DIBELS8 & NWEA Formative Progress

*Growth corresponds to the % of students who have **met or exceeded their projected growth targets**

DIBELS8: ELA	Achievement		Growth *% of students who met their growth projections from Fall to Winter
	Fall	Winter	Winter
K: meet or exceed the grade level benchmarks as measured by composite score	59%	77%	75%
1: meet or exceed the grade level benchmarks as measured by composite score	80%	82%	83%
2: meet or exceed the grade level benchmarks as measured by composite score	79%	83%	79%
NWEA ELA			
3: % of students will meet or exceed the 61st achievement percentile	78%	72%	48%
4: % of students will meet or exceed the 61st achievement percentile	75%	72%	44%
5: % of students will meet or exceed the 61st achievement percentile	80%	79%	58%

Section 1: Academic Excellence

1A: ELA - NWEA Progress

***Growth corresponds to the % of students who have met or exceeded their projected growth targets**

NWEA ELA	Achievement		Growth *% of students who met their growth projections from Fall to Winter
	Fall	Winter	Winter
6: % of students will meet or exceed the 61st achievement percentile	71%	61%	55%
7: % of students will meet or exceed the 61st achievement percentile	70%	70%	54%
8: % of students will meet or exceed the 61st achievement percentile	69%	68%	62%
9: % of students who have met or exceeded the 61st achievement percentile	81%	82%	47%

Section 1: Academic Excellence

1A: ELA Progress - DIBELS & NWEA
***Growth corresponds to the % of students who have met or exceeded their projected growth targets**

DIBELS8 & NWEA - Students with Disabilities (SwDs)	Subgroup Growth *% of students who met their growth projections from Fall to Winter
K-2: % of SWDs who met or exceeded their projected growth targets	57%
3-5: % of SWDs who met or exceeded their projected growth targets	45%
6-8: % of SWDs who met or exceeded their projected growth targets	52%
9: % of SWDs who met or exceeded their projected growth targets	50%

Section 1: Academic Excellence

1B: ELA/Reading - District and School Action Step Highlights (con't):

- K-2 ARC training sessions
- Heggarty intervention to support all four areas of phonological and phonemic awareness
- Increased use of DIBELS 8 Assessment to analyze specific literacy areas of need
- CILs facilitate data team meetings with teachers to determine specific targeted strategies
- Multi-Tiered System of Support (MTSS) Pilot to create more structured school data teams
- CILs engage in coaching cycles to support teachers' use of data-based decision making and instruction

Section 1: Academic Excellence

1C: Science

Goal: Ensure ALL students have access to a high-quality K-12 science learning experience that simulates the habits and skills that scientists and engineers use every day and stimulate students' interests in science and prepares them for college, careers, and citizenship.

Performance Target(s):

- By June 2024,86% of students in grades 5, 8, and 11 will meet or exceed the achievement level as measured by the NGSS-CT assessment. (2023=83%)

Section 1: Academic Excellence

1C: Science (con't)

District and School Action Step Highlights:

- Pilot a standardized assessment tool to measure the DCI's, SEP's and CCC's of the NGSS standards
- Revitalize the district Science curriculum to ensure a coherent scope and sequence for Science K-10, the development of grade-level pacing guides, and individual unit plans



Science (con't)

Weston High School

WHS FALL (DCIs)

Disciplinary Core Ideas | Science and Engineering Practices | Crosscutting Concepts

	PS1 42.8%	PS2 60.6%	PS3 34.6%	PS4 55.5%	LS1 65.2%	LS2 56.1%	LS3 55.5%	LS4 62.5%	ESS1 34.1%	ESS2 N/A	ESS3 N/A	ETS1 74.0%
Weston High School	43%	61%	35%	55%	65%	56%	55%	63%	34%	N/A	N/A	74%

WHS WINTER (DCIs)

Disciplinary Core Ideas | Science and Engineering Practices | Crosscutting Concepts

	PS1 62.8%	PS2 54.6%	PS3 32.7%	PS4 N/A	LS1 81.8%	LS2 N/A	LS3 N/A	LS4 76.9%	ESS1 46.2%	ESS2 N/A	ESS3 N/A	ETS1 N/A
Weston High School	63%	55%	33%	N/A	82%	N/A	N/A	77%	46%	N/A	N/A	N/A

Average Proficiency

Advanced	Proficient	Basic	Below Basic
Scored Above 60 %	Scored Above 40 %	Scored Above 20 %	Scored Above 0 %

387

Science (con't)

Weston Middle School

WMS FALL (SEPs)

Disciplinary Core Ideas | **Science and Engineering Practices** | Crosscutting Concepts

	Analyzing and Interpreting Data 52.5%	Asking Questions and Defining Problems 43.2%	Constructing Explanations and Designing Solutions 51.1%	Developing and Using Models 43.5%	Engaging in Argument from Evidence 40.8%	Obtaining, Evaluating, and Communicating Information 47.6%	Planning and Carrying Out Investigations 53.9%	Using Mathematics and Computational Thinking 50.9%
Weston Middle School	53%	43%	51%	44%	41%	48%	54%	51%

WMS WINTER (SEPs)

Disciplinary Core Ideas | **Science and Engineering Practices** | Crosscutting Concepts

	Analyzing and Interpreting Data N/A	Asking Questions and Defining Problems N/A	Constructing Explanations and Designing Solutions 57.9%	Developing and Using Models 51.7%	Engaging in Argument from Evidence N/A	Obtaining, Evaluating, and Communicating Information 52.2%	Planning and Carrying Out Investigations N/A	Using Mathematics and Computational Thinking N/A
Weston Middle School	N/A	N/A	58%	52%	N/A	52%	N/A	N/A

Science (con't)

Weston High School

WHS FALL (CCCs)

Disciplinary Core Ideas | Science and Engineering Practices | Crosscutting Concepts

	Cause and Effect: Mechanism and Prediction 57.4%	Energy and Matter: Flows, Cycles, and Conservation 49.8%	Patterns 51.8%	Scale, Proportion, and Quantity 46.4%	Stability and Change 70.0%	Structure and Function 50.6%	Systems and System Models 42.3%
Weston High School	57%	50%	52%	46%	70%	51%	42%

WHS WINTER (CCCs)

Disciplinary Core Ideas | Science and Engineering Practices | Crosscutting Concepts

	Cause and Effect: Mechanism and Prediction 74.4%	Energy and Matter: Flows, Cycles, and Conservation 60.8%	Patterns 70.4%	Scale, Proportion, and Quantity 33.5%	Stability and Change 89.5%	Structure and Function N/A	Systems and System Models 68.8%
Weston High School	74%	61%	70%	33%	89%	N/A	69%

Section 2: District Culture & Climate

Goal(s):
STUDENTS: Enhance students' social and emotional well being by building connections & creating a sense of belonging between and among students, staff, & community stakeholders.

School Action Step Highlights (con't):

HES:

- Continuous communication to HES parents re: attendance
- New YALE resources reviewed. Jan/Feb/March lessons
- PBIS Assemblies- Social & Emotional Learning integration
- Affirmation Station

Section 2: District Culture & Climate

School Action Step Highlights (con't):

WIS:

- Professional Development at WIS focusing on Ruler PBIS
- "Caught Being Kind" Initiative
- WIS Additional PBIS assemblies- *Kindness Ninja*
- WIS & HES Parent Presentation to support Social & Emotional Learning
- Increased opportunities to promote positive school spirit and climate

Section 2: District Culture & Climate

School Action Step Highlights (con't):

WMS:

- "Connect" Advisories revised and enhanced
- Increased opportunities to bring parents into our school (parent coffees, parent volunteers)
- 67 Spotlight students, 75+ positive postcards

WHS

- PACT (Advisory)enhanced
- Parent & Student Programming
- Revise and enhance our support for all students
- Increased partnerships with community groups

Section 3:Information Literacy/Technology

Goal: Empower all students to be responsible digital citizens in a global community by providing a future-ready technology-enhanced K-12 learning environment.

District and School Action Step Highlights from our LMS's:

- K-5:
  - Integrated lessons with all 4th-grade Social Studies on the ethical use of digital sources and content
  - Integrated lessons with all 5th-grade ELA on media literacy and website evaluation
  - Integrate lessons with 3rd-grade ELA on the ethical use of digital content planned in April

Section 3: Information Literacy/Technology

District and School Action Step Highlights from our LMS's (con't)

- 6-8:
  - Grade six students - completed online survey (Google Form) designed to assess their understanding of digital citizenship and appropriate online behavior
  - Grade six students - digital citizenship lessons scheduled for the first two weeks of February. There will be four separate lessons. The specific topics are: Chatting Online Safely, Cyberbullying, Disinformation, and AI



Section 3: Information Literacy/Technology

District and School Action Step Highlights from our LMS's (con't):



- 9-12:
  - Semester One: Grade 9-12 students completed Screen Time Awareness lesson, Semester Two: AI and Plagiarism lessons planned
  - WHS media specialist has pushed into English (Grades 9, 12), Social Studies (Grades 9, 10, 11), Health (Grade 9) and have been working with Biology teachers on journal research
- Presentations from our LMS's on the WPS Digital Literacy Curriculum and Technology Goals across K-12 at the BOE Curriculum sub committee meeting (2 of 4 completed)

Section 4: Human Resources & Finance

Goal: to ensure every newly hired teacher is supported during the onboarding process and school year to meet the needs of their student

District Action Step Highlights:

- Revised onboarding process completed
- New Teacher Orientation implemented
- New Teacher Academy- 3 workshops held first semester.
- Midyear survey to determine cohort needs -2 additional workshops for spring

Section 5: Safety & Security

Goal: To ensure that every member of our district community experiences a safe learning and working environment

District Highlights:

- Director of Security
- 7 Security Specialists - including 1 floater
- 2 SRO's & 1 Mile of Safety Officer
- HES & WIS Windows hardened with film*
- HES Doors & Hardware Replacement*
- BOE executive sessions/discussions re: security

* special appropriation $350,000 Spring 2023

Section 5: Safety & Security

District Highlights:

2025 Capital Budget Request $330,000

- Camera licensing and camera server upgrades
- Camera replacements (multi-year)
- Radio/communication upgrades (multi-year)
- HES & WIS playground Security Enhancements

BOE Discussion

- Additional Mile of Safety Officer - Armed Weston police officer to patrol school grounds at WIS & HES has been explored with Weston PD

Section 5: Safety & Security

District Approach:

Detect a threat as far on the outside of building as possible

Delay the threat from gaining entry into a building

Respond to threats that are active security incidents

Section 6: Sustainability

Goal: Ensure that there is a culture of sustainability across all schools by spreading awareness and reinforcing positive classroom and school-wide behaviors that support green initiatives

District Action Step Highlights:

- Composting & Recycling in WMS, WHS
- WIS Acorn School Status
- Active Green Teams

Section 7: Future Planning - EOC

Goal: To determine a plan for our campus that reflects our district vision, mission, BOE beliefs and goals, and the aspirations of the Town of Weston.



District Action Step Highlights:

- Attended EDspaces Conference
- Upcoming Green Schools Conference
- IDEO offered free workshop on facilities adopting the necessary mindset for purposeful campus, building & academic design
- DOE Healthy Building national pilot
- Tecton input in WMS RAN gameplan

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WESTON PUBLIC SCHOOLS
DISTRICT IMPROVEMENT PLAN
2023-2024

Our commitment to excellence and continued, purposeful innovation will make Weston Public Schools the standard in designing educational pathways and environments that cultivate empowered citizens of the global community.

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2023-2024 DISTRICT STRATEGIC GOALS

Page 06 Ensure that all students see themselves as capable mathematicians

08 Develop highly proficient readers who understand content & are skilled at critical thinking

10 Elevate students' interests in science preparing them for college, career, & citizenship

11 Build connections and create a sense of belonging between and among students, staff, and community stakeholders so that all members of the community feel welcome and valued.

14 Empower all students to be responsible digital citizens in a global community by providing a future-ready technology-enhanced K-12 learning environment.

15 Support every newly hired teacher in meeting district expectations

16 Ensure that students & staff feel physically safe and secure throughout our campus

17 Integrate a culture of sustainability across all schools

18 Determine a plan for our campus in collaboration with the Town of Weston

WPS DISTRICT AND SCHOOL IMPROVEMENT PLANS



The 2023-2024 District Improvement Plan (DIP) specifies nine initiatives that are at the core of our work this school year. They serve as the foundation for the four schools' improvement plans as well as the staff's professional goals. All of this work is woven together with intentionality and purpose providing a through line directly to the student and classroom. Our improvement plans have specific action steps, data points, and evidence indicators of success.We believe that if we implement these plans with fidelity, we will strengthen teaching and learning at scale across our schools.

It is important to note that our work includes collecting both quantitative and qualitative data that serve as evidence indicators of success. There are specific achievement and growth goals in the areas of math, language arts, and science in the district and school plans. However, the perception that teachers are "teaching to the test" is erroneous because the district and schools use standardized measures as outcomes. WPS teachers are committed to providing rigorous student- centered instruction. School improvement plans and teachers' goals reflect data collected from a variety of indicators including student projects, performance tasks, formative assessments, and daily work.

The WPS administrative team shares the DIP with the Board of Education in the fall. In addition, there are two presentations in the winter and spring to report progress in meeting our goals. All plans and presentations are posted on the Weston Public Schools Website.

RATIONALE BEHIND THE GOALS



Ensure that all students see themselves as capable mathematicians

The ability to think critically about the world around us is essential. Students need strong analytical and reasoning skills to solve problems and look for solutions in this rapidly changing global world. This year our teachers will focus on embedding student-centered learning in the mathematics

classroom. They will actively engage in ongoing professional development and coaching revitalizing how math is taught in our district. Students will learn to make sense of the math, to explain their thinking, to ask questions, and to persevere, through open-ended problems developing a mathematical growth mindset that will serve them well.

Develop highly proficient readers who understand content & are skilled at critical thinking
Our new elementary reading program is centered on direct, explicit, and systematic instruction in phonemic awareness, phonics and word recognition, vocabulary, fluency, and comprehension. The first phase of implementation is grades K-2, which will set the foundation. Elementary teachers will be trained and coached in this new integrated approach to reading for the next two years. As students continue through their middle and high school years, they will become strong readers able to comprehend, interpret, and evaluate different texts, as well as strong writers. At the secondary level teachers will continue to create and revise units reflective of the Portrait of the Graduate Competencies and incorporate effective strategies to engage and address the needs of all learners in the classroom.

Elevate students' interests in science preparing them for college, career, & citizenship
Scientific literacy is critical to making sense of our complex world regardless of whether students pursue a STEM career. All students need a solid K-12 science education rich in continent and practice to develop habits and skills that scientists and engineers use every day. Our teachers will continue to review the curriculum to ensure that the learning progressions within the Next Generation Science Standards (NGSS) are embedded appropriately and that the student-centered tasks offer choice to promote a higher level of curiosity and engagement. The goal is for our graduates to be able to understand and make informed decisions as global citizens based on their understanding of cross-cutting concepts that link different scientific domains.

Strengthen connections and a sense of belonging between students, staff, & families
This school year as we continue to focus on social and emotional well being, our commitment is to strengthen connections between and among our students, staff, and families. We will accomplish this through intentionality and a personalized approach.



Empower all students to be responsible digital citizens in a global community by providing a future-ready technology-enhanced K-12 learning environment.
For the next two years, our district will focus on enhancing the integration of The International Society for Technology Education (ISTE) standards into our K-12 classrooms at scale. Library media specialists will lead

this collaborative work with teachers building their professional capacity to leverage these standards in their lesson designs. Our goal is for all students to be empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators.

Support every newly hired teacher in meeting district expectations

Our district team spends considerable time recruiting and hiring the best teachers for our schools. This year our new Director of Human Resources revitalized our August teacher induction program so that teachers had a clear understanding of our district expectations. This year a new Teacher Academy will provide teachers new to Weston a variety of professional development opportunities and operational meetings throughout the year to ensure their success. Sessions include an overview of Weston's Teacher Evaluation Plan, professional goal setting, unit and lesson planning, and technology integration.

Ensure that students & staff feel physically safe and secure throughout our campus

The Weston Public Schools takes the safety of our students and staff very seriously. Students must feel physically safe first above all else. Our new Director of Safety and Security is reviewing all protocols and procedures, building a new security team, and studying our physical infrastructure needs with the Weston Police including our two School Resource Officers.



Integrate a culture of sustainability across all schools

All students need to develop an understanding of sustainability and how it improves the quality of their lives, protects our ecosystem and preserves natural resources for future generations. Starting in our elementary schools, our students learn how to make small changes that help our planet. This school year our key focus is to implement a composting program in our school cafeterias beginning at Weston High School this fall. This is a student-led initiative and speaks to the power of our district green teams.

Determine a plan for our campus in collaboration with the Town of Weston

The Weston Public schools is committed to working with the Town of Weston on a cohesive, integrated plan for schools and town government space. This will involve reviewing facility priorities and costs, creating a timeline through the lens of both district and town needs, analyzing enrollment projections, and setting priorities regarding curriculum and instruction, sustainability, and safety as they relate to facilities design.

Section 1:
ACADEMIC EXCELLENCE: TEACHING & LEARNING

1A: MATHEMATICS

Goal: Ensure ALL students demonstrate growth and deepen their conceptual understanding of mathematical concepts so that they see themselves as capable mathematicians.

Achievement Goals:
By June 2024,

- a minimum of 80% of our students, grades K-2, will meet or exceed the 50th achievement percentile as measured by the NWEA Map Math Assessment. (Fall 2023 Avg. 50th%ile for 1&2=73%)
- a minimum of 79% of our students, grades 3-8, will meet or exceed Level 3 as measured by the Spring 2024 Smarter Balanced Assessment. (76% = 2023)
- a minimum of 75% of our ninth-grade students will meet or exceed the 61st achievement percentile as measured by the NWEA Map Math Assessment. (72% = 2023)
- a minimum of 74% of our eleventh-grade students will meet or exceed the 2024 College and Career Benchmarks as measured by the Math SAT School Day Assessment. (71%=2023)

Growth Goals:
By June 2024,

- 59% of students in grades 1-9, will meet or exceed their projected growth targets from Fall to Spring as measured by the NWEA Map Math assessment. (2023=55% met or exceeded their projected growth target)
- 55% of students with disabilities in grades 1-9, will meet or exceed their projected growth targets from Fall to Spring as measured by the NWEA Map Math assessment. (2023=51% met or exceeded their projected growth target)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Establish a district-wide definition of student-centered learning in the mathematics classroom	November 2023	June 2024	WPS Teaching & Learning Intranet, district documentation
Revitalize the district math curriculum to develop a coherent scope and sequence for math K-9 which includes grade-level pacing guides and individual unit plans for Grades K-6 and Algebra 2	Summer 2023	June 2025	Summer Curriculum Academy '23, '24,'25 WPS Curriculum Intranet Scope and sequence,

			pacing guides, unit plans in WPS Intranet
Provide training to the K-12 CIL math and science teams to design and implement effective coaching structures, cycles and strategies	August 2023	June 2024	Training Schedules and Attendance, Coaching Schedules, Staff Surveys, Coaching Cycle Documents
Provide professional development to all math teachers and school leaders to build their capacity to design, implement and monitor a guaranteed and viable curriculum for all students	August 2023	June 2024	Summer Curriculum Academy Status, District PD Calendar, Classroom observations
Provide training to all school leaders and staff regarding the development and implementation of growth goals to support future district and school based goal setting	Summer 2023 October 2023	June 2024	Building and district PD schedules, faculty meetings, grade level meetings, dept meetings
Evaluate the access to an evidence-based mathematics program for all students, including students with special needs, to determine effective approaches.	August 2023	June 2024	IEP goals and objectives in CT-SEDS PM data of Intervention Students Classroom Observations Curriculum Documents

Resources: Tri-State Report 2023, EdReports.org, NEASC Report 2023, MTSS Tier 1

1B: ENGLISH LANGUAGE ARTS

Goal: Ensure ALL students read at grade level or higher by grade 3, and continue to develop their reading abilities in grades 4-12 using reading as a tool to understand content across instructional areas.

Achievement Goals:
By June 2024,

- a minimum of 75% of our grade K-2 students will meet or exceed the grade level benchmarks as measured by composite score on the DIBELS8 assessment. (Fall 2023 baseline collection=72%)
- a minimum of 83 % of our students, grades 3-8, will meet or exceed level 3 as measured by the Spring 2023 Smarter Balanced Assessment. (2023=80%)
- a minimum of 80% of our ninth-grade students will meet or exceed the 61st achievement percentile as measured by the NWEA Map Reading Assessment. (2023=70%)
- a minimum of 94% of our eleventh-grade students will meet or exceed the 2024 College and Career Benchmarks as measured by the EBR/W SAT School Day assessment. (2023=91%)

Growth Goals:
By June 2024,

- 56% of students in grades 3-9 will meet or exceed their projected growth targets from Fall to Spring as measured by the NWEA Map Reading assessment. (2023=52%)
- 53% of students with disabilities in grades 3-9 will meet or exceed their projected growth targets from Fall to Spring as measured by the NWEA Map Reading assessment. (2023=49%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Establish a district-wide definition of student-centered learning in the Literacy Classroom	November 2023	January 2024	WPS Teaching & Learning Intranet
Revitalize the district ELA curriculum to ensure a coherent scope and sequence for ELA K-12, the development of grade level pacing guides, and individual unit plans	Summer 2023	Summer 2025	Summer Curriculum Academy '23, '24, '25 WPS Curriculum Intranet Scope and sequence, pacing guides, unit plans in WPS Intranet
Provide training to the K-12 CIL, ELA and social studies teams, to design and implement effective coaching structures, cycles and strategies	August 2023	June 2024	Training Schedules and Attendance, Coaching Schedules, Staff Surveys,

			Coaching Cycle Documents
Provide professional development to all ELA teachers and school leaders to build their capacity to design, implement and monitor a guaranteed and viable curriculum for all students	August 2023	June 2024	Summer Curriculum Academy Status, District PD Calendar, Classroom observations
Provide training to all school leaders and staff regarding the development and implementation of growth goals to support future district and school-based goal-setting	August 2023 October 2023	June 2024	Building and district PD schedules, faculty meetings, grade level meetings, dept meetings
Evaluate the access to an evidence-based ELA program for all students, including students with special needs, to determine effective approaches.	August 2023	June 2024	IEP goals and objectives in CT-SEDS PM data of Intervention Students Classroom Observations Curriculum Documents

Resources: **NEASC Report 2023**, **MTSS Tier 1**

1C: SCIENCE

Goal: Ensure ALL students have access to a high-quality K-12 science learning experience that simulates the habits and skills that scientists and engineers use every day and stimulates students' interests in science and prepares them for college, careers, and citizenship.

Achievement Goal:
By June 2024,

- 86% of students in grades 5, 8, and 11 will meet or exceed the achievement level as measured by the NGSS-CT assessment. (2023=83%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Refine ways to collect and analyze student performance data on NGSS practices throughout the year	October 2023	June 2024	Classroom observations NGSS Instructional Platform
Revitalize the district Science curriculum to ensure a coherent scope and sequence for Science K-10, the development of grade-level pacing guides, and individual unit plans	August 2023	June 2024	Curriculum documents, Classroom Observations, WPS Summer Curriculum Academy Progress
Pilot a standardized assessment tool to measure the SEP and CCC of NGSS standards	December 2023	June 2024	Meeting Minutes; teacher feedback; assessment data; curriculum review

Resources: NGSS Standards

Section 2:

DISTRICT CULTURE AND CLIMATE

Goal: Enhance students' social and emotional well being by building connections and creating a sense of belonging between and among students, staff, and community stakeholders

Performance Goals: <u>Student</u> District/School Climate Survey data
By June 2024,

- WPS will increase the number of elementary students who report having a connection with at least one adult member of the school community to 85% (May 2023: 77.5%)
- WPS will increase the number of middle/high school students who report having a connection with at least one adult member of the school community to 75% (May 2023: 67.5% "all the time" and "most of the time"
- WPS will decrease the number of elementary students in grades K-5 who are absent from school more than 9 days by 10% as measured by district absentee report. (2022-23 HES: 60% and 45% WIS)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
• HES: Continue to integrate our social-emotional learning into our PBIS program with a focus on areas identified in the climate survey.	September 2023	June 2024	School Climate Survey results and lessons
• WIS: Continue to provide social emotional professional development to all staff to ensure consistent implementation of our RULER approach and PBIS programs to strengthen relationships and connections within and across the school.	September 2023	June 2024	School Climate Survey results/ PD calendars and lessons
• WMS: Revise CONNECT advisory program designed to strengthen connections between students and staff through specific times time in the schedule opposite FLEX time	September 2023	June 2024	Revised advisory program
• WHS: Create the scope and sequence for the PACT curriculum to strengthen connections between students and staff	September 2023	June 2024	Scope and sequence

Goal: Build connections and create a sense of belonging between and among students, staff, and community stakeholders so that all members of the community feel welcome and valued.

Performance Goal: Staff District/School Climate Survey data
By June 2024,

- WPS will increase the number of staff who believe staff morale is high to 70% (May 2023: 65%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Implement gratitude practices during faculty and team meetings	October 2023	June 2024	Gratitude activities on meeting agendas, staff surveys regarding the efficacy of the practice, resources folder on WPS Intranet
Implement mindfulness practices in school communications (i.e., Week Ahead)	October 2023	June 2024	Mindfulness practices in school communications, staff surveys regarding the efficacy of the practice, resources folder on WPS intranet
Recognize the contributions of members of the school communities	October 2023	June 2024	Thank you notes, emails, staff announcements, school communications
Establish a district team to participate in the Sacred Heart University (SHU) Teacher Leader Fellowship Academy (TLFA) to implement strategies for building connections and creating a sense of belonging	Oct, Nov, Feb, March, May	June 2024	Attendance, faculty meetings, PD sessions, student staff, and parent climate surveys

Resources: Teacher Leader Fellowship Academy

Goal: Build connections and create a sense of belonging between and among students, staff, and community stakeholders so that all members of the community feel welcome and valued.

Performance Goal: <u>Community Stakeholders</u> District/School Climate Survey data
By June 2024,

- WPS will increase the response rate for family/guardian surveys to 35% (May 2023: 28%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Increase opportunities for parents to be part of school-community events and activities	October 2023	June 2024	Calendar of events Parent Attendance Survey Data Spring 2024
Partner with school PTOs and Town of Weston to promote PTO and community events	October 2023	June 2024	Calendar of events Parent Attendance Survey Data Spring 2024
Increase parent informational sessions throughout the school year (special education/PPS, curriculum, attendance, etc.)	October 2023	June 2024	Calendar of events Parent Attendance Survey Data Spring 2024
Partner with the Town of Weston and groups including ADAP to strengthen the role of the Weston Coalition in our community	September 2023	June 2023	Town programs ADAP and district sponsored events

Section 3:
INFORMATION LITERACY/TECHNOLOGY

Goal: Empower all students to be responsible digital citizens in a global community by providing a future-ready technology-enhanced K-12 learning environment.

Performance Goal:

- Increase the integration of the ISTE/AASL Standards in K-12 content-specific areas.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Strengthen the partnerships between library media specialists and classroom teachers to enhance the integration of the ISTE/AASL standards into K-12 classroom learning design.	October 2023	June 2025	Unit plans and lesson plans, classroom observations, classroom schedules; student projects
Collaborate with staff to develop a comprehensive understanding of generative Artificial Intelligence and its practical application in a school setting.	December 2023	June 2025	Professional development workshops, meeting attendance, rolling agendas
Identify units of study within the K-12 LMS curriculum and create an articulated scope and sequence to meet the Computer Science standards.	November 2022	June 2025	WPS Teaching & Learning Intranet; Summer Curriculum Academy 2024 & 2025

Resources: ISTE Standards

Section 4:
HUMAN RESOURCES

Goal: To ensure every newly hired teacher is supported during the onboarding process and school year to meet the needs of their students.

Performance Goal:
By June of 2024,

- 100% of newly hired teachers will meet the district expectations and continue their employment.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Review, plan, and implement a new teacher orientation to provide newly hired teachers the support needed to be successful to begin the school year.	September 2023	May 2024	Post-implementation survey/exit ticket
Review, plan, and implement a new teacher academy to provide newly hired teachers the support during the school year.	Summer 2023	June 2024	Teacher Academy workshops, agendas, attendance
Review and revise the onboarding process and systems to improve efficiencies and alignment with state statutes.	September 2023	December 2023	Updated onboarding processes and forms

Section 5:
SAFETY AND SECURITY

Goal: To ensure that every member of our district community experiences a safe learning and working environment

Performance Goals: Student & Parent/Guardian District Climate Survey data
By June 2024,

- WPS will increase the number of parents, pre K-grade 5, who report that the school is physically safe most or all of the time to 90%. (May 2023: 86.4% baseline)
- WPS will increase the number of parents, grades 6-12, who report that the school is physically safe most or all of the time to 97%. (May 2023: 94% baseline)
- WPS will increase the number of students in grades 1-5 who report feeling safe in school most of the time to 85%. (May 2023: 78% baseline)
- WPS will increase the number of middle/high school students who report feeling safe in school most of the time to 93%. (May 2023: 90% baseline)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Review and revise the emergency protocols, systems, equipment and plans including: ● access control, visitor management, and IP cameras (Alertus, Raptor, Navigate) ● Equipment - radios and cameras, window films ● Mass notification systems ● Evacuation sites ● Reunification plan - students are reunited with families, full accountability (I love you guys plan)	August 2023	June 2025	Documented protocols and plans including All Hazards Safety Plan Collection of data to be reported to the state including students emotional reactions to drills Installation of hardware and software upgrades
Complete District Security Assessment in partnership with the Weston Police	July 2023	August 2023	Documented assessment
Enhance the capacity of staff to respond appropriately through the lens of multilayered approach including situational awareness strategies	August 2023	June 2024	Threat Assessment Training Faculty meetings Workshops & Drills
Strengthen the partnership between school and Weston Police, Fire, and EMS	September 2023	June 2024	Collaborative meetings Attendance at drills

Section 6:
SUSTAINABILITY

Goal: Ensure that there is a culture of sustainability across all schools by spreading awareness and reinforcing positive classroom and school-wide behaviors that support green initiatives

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Implement a student-led recycling and composting program.	October 2023	June 2024	Student public service announcements, Composting practices in all schools
Identify and document sustainability initiatives in the operating budget	November 2023	June 2024	2025 Budget Document
Create and implement school-based action plans on sustainability efforts by green teams.	September 2023	June 2024	Student work and programs

Section 7:
FUTURE PLANNING - BOARD OF ED & WPS ADMINISTRATION & TOWN OF WESTON

Goal: To determine a plan for our campus that reflects our district vision, mission, BOE beliefs and goals, and the aspirations of the Town of Weston.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Understand the future-ready (Agile) schools framework to be used as a lens for this work (Admin/BOE)	August 2023	November 2023	Future Ready Schools Framework
Review top facilities priorities/costs for four schools. Create a timeline for capital projects that need to be addressed in the next 5 years	September 2023	December 2023	Capital improvement plan
Research and identify exemplary schools and visit sites when possible	October 2023	March 2024	Schedule of events
Partner with the Town of Weston to develop a cohesive design for schools and town government space	November 2023	June 2024	Draft of Plan
Set priorities regarding curriculum and instruction as a part of the future planning process	November 2023	March 2024	Curriculum documents
Determine safety and security specifications needed	Winter 2023	Spring 2024	Safety specifications
Analyze enrollment projections through the lens of grade configurations & section numbers and academic cohorts	October 2023	January 2024	Enrollment Projection Report

Resources: Future Ready Schools Framework

WESTON MIDDLE SCHOOL IMPROVEMENT PLAN 2023-2024



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2023-2024 SCHOOL STRATEGIC GOALS

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Section Two: School Culture and Climate

14 School Culture and Climate

INTRODUCTION

Weston Middle School has students in grades 6, 7, and 8. Our school is committed to the middle school philosophy built around the teaming model. Each interdisciplinary team is made up of four core academic teachers who share the same students. This model allows these teachers to get to know their students well, ensures consistency of expectations and promotes a sense of community and belonging. Our curricular and co-curricular programs challenge students to achieve at high levels. We strive to build a positive school climate that acknowledges the inherent value of each member of our school community. We have reviewed student performance data from NWEA MAP assessments as well as Smarter Balanced Assessments and Next Generation Science Standards. In addition, we have taken into account feedback from the student, parent and staff school climate survey data as well as the report from the Tri-State Math Consultancy. We are proud of the success we have achieved and the positive feedback from these various reports and we have used this data to inform our next area of work outlined in this school improvement plan.

The early adolescent years are a critical time in a child's academic, physical and social-emotional development. There are inherent challenges connected to the hormonal changes brought on by puberty. Students often begin to notice romantic attractions for the first time. Peer relationships take on increased importance in a child's life. In recent years, access to social media has amplified much of the traditional drama associated with this age group. Students are given increased independence both at school and at home. With this independence there are increased opportunities to make mistakes. Our focus on helping students learn from their mistakes.

Given the unique characteristics of our student population, it is imperative that we continue our efforts to discourage cliques and actively work to prevent bullying and unkind behavior. The fact that we do not have an honor roll is a purposeful decision to focus less on the grades earned and more on the learning process. We also work to help students develop the skills to regulate their

emotions so that our school climate is positive and conducive to effective teaching and learning.

SCHOOL MISSION

Weston Middle School, in partnership with the community, strives to empower students to become successful through dynamic, differentiated and authentic learning experiences, while supporting their transition from childhood to adolescence.

RATIONALE BEHIND THE GOALS

Weston Middle School seeks to ensure that all students achieve at high levels by ensuring that they have access to rigorous, standards-based curriculum where instruction is characterized by student-centered learning activities that offer students choice and voice with opportunities to reflect on their own learning. Our curricular and co-curricular programs strive to ensure that students continue to develop their skills as effective communicators, critical and creative problem-solvers, and engaged citizens. We are also committed to providing students with opportunities to express their creativity through strong programs in fine and performing arts. We also seek to ensure that students develop knowledge and skills to make healthy choices.

Priority Areas:

- Mathematics: Provide support as students transition from 5th to 6th grade, through push-in and small group intervention. Support sixth grade math teachers in implementation of Illustrative Math Curriculum
- School Climate: Increase opportunities for parents/guardians to engage with the school. Increase percentage of staff who report that they feel valued and recognized for their contributions
- Instruction: Increase teacher repertoire of student-centered instructional strategies that offer students choice and voice and opportunities to reflect on their learning.

Section 1:
ACADEMIC EXCELLENCE: TEACHING AND LEARNING

1A: MATHEMATICS

Goal: To promote growth in the conceptual understanding of mathematics by ensuring that all students in grades 6-8 have access to rigorous, standards-based curriculum where instruction is characterized by student-centered learning activities that offer students choice and voice with opportunities to reflect on their learning.

Achievement Goal:
By June 2024,

- a minimum of 75% of Math 6 students will meet or exceed proficiency on the SBA. (Growth from 81% on 2022-23 SBA).
- a minimum of 75% of Math 7 students will meet or exceed proficiency on the SBA. (Growth from 58% on 2022-23 SBA).
- a minimum of 80% of Math 8 students will meet or exceed proficiency on the SBA. (Growth from 76% on 2022-23 SBA).

Growth Goal:
By June 2024,

- 56% of students in grades 6-8 will meet or exceed their projected growth targets from Fall to Spring as measured by the NWEA Map Math assessment. (53% in 2022-23)
- 59% of students with disabilities in grades 6-8, will meet or exceed their projected growth targets from Fall to Spring as measured by the NWEA Map Math assessment. (56% in 2022-23)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATOR
Increase student discussion in classrooms by ensuring strategies from Building Thinking Classrooms and/or Illustrative Mathematics are implemented with fidelity in all math classrooms	September 2023	June 2024	Classroom observations, lesson plans
Implement coaching cycles to support teachers in analyzing individual student data around growth planning	September 2023	June 2024	Coaching cycle documents/meeting notes, NWEA student goal-setting worksheets
Pilot push-in math intervention support model in grades 6-8	September 2023	June 2024	Teacher schedules Curriculum-based assessments quantitative & qualitative data

Resources: Tri-State Report 2023, EdReports.org, MTSS Tier 1, Illustrative Math

1B: ENGLISH LANGUAGE ARTS

Goal: To promote growth in reading and writing by ensuring that all students in grades 6-8 have access to rigorous, standards-based curriculum where instruction is characterized by student-centered learning activities that offer students choice and voice with opportunities to reflect on their learning.

Achievement Goal:

- a minimum of 87% 6th graders will meet or exceed goal on the smarter balance (85% in 2022-2023)
- a minimum of 80% 7th graders will meet or exceed goal on the smarter balance (75% in 2022-2023)
- a minimum of 81% 8th graders will meet or exceed goal on the smarter balance (76% in 2022-2023)
- a minimum of 80% of 8th graders will score proficient or higher on the 8th grade writing portfolio as measured by the Weston Middle School Writing Portfolio Diagnostic Rubric.

Growth Goal:

By June 2024,

- 52% of students in grades 6-8 will meet or exceed their projected growth targets from Fall to Spring as measured by the NWEA Map ELA assessment. (49 % in 2022-23)
- 44% of students with disabilities in grades 6-8, will meet or exceed their projected growth targets from Fall to Spring as measured by the NWEA Map ELA assessment. (41% in 2022-23)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATOR
Implement coaching cycles to support teachers in analyzing individual student data around growth planning	September 2023	June 2024	Coaching cycle documents/notes
Ensure that frequent and consistent opportunities exist for students to confer with teachers in order to edit and revise written work	September 2023	June 2024	Classroom observations, lesson plans
Provide opportunities for students to build vocabulary related to literary and informational texts	September 2023	June 2024	Lesson plans, instructional materials
Ensure that students have frequent and consistent opportunities to identify and discuss literary devices related to author's craft	September 2023	June 2024	Lesson plans, instructional materials

Resources: Weston Middle School Writing Portfolio Diagnostic Rubric

1C: SCIENCE & ENGINEERING

Goal: To promote growth in the understanding of crosscutting concepts, science and engineering practices and disciplinary core ideas by ensuring that all students in grades 6-8 have access to rigorous, standards-based curriculum where instruction is characterized by student-centered learning activities that offer students choice and voice with opportunities to reflect on their learning.

Achievement Goal:
By June 2024,

- a minimum of 88% of 8th graders will meet or exceed proficiency on the NGSS summative assessment. (88% in 2022-2023)
- a minimum of 61% of students with disabilities in 8th grade will meet or exceed proficiency on the NGSS summative assessment. (56% in 2022-2023)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATOR
Identify and incorporate effective learning strategies (Tier 1) to engage and address the needs of all learners in the classroom, considering the three principles of effective and equitable teaching and learning (engagement, representation, action and expression) (UDL)	September 2023	June 2024	Unit Plans Classroom Observations Curricular Partner Meeting Minutes
Support three-dimensional learning through the implementation of Talk Activities to promote student sensemaking through talk	September 2023	June 2024	Unit Plans Classroom Observations Curricular Partner Meeting Minutes
Administer a beginning of the year diagnostic and midyear check-in using *InnerOrbit* to track student progress in the understanding of disciplinary core ideas, crosscutting concepts, and science engineering practices	Administer BOY Diagnostic - by 10/18/23 Administer MY Check-in week of 1/8/24	June 2024	Student performance on InnerOrbit assessments.

Resources: Next Generation Science Standards, InnerOrbit

1D: INFORMATION LITERACY/TECHNOLOGY

Goal: Empower all students to be responsible digital citizens in a global community by providing a future-ready technology-enhanced K-12 learning environment.

Performance Goal:
By June 2024,

- increase the integration of the ISTE/AASL Standards in K-12 content-specific areas.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATOR
Identify opportunities and pilot lessons that enhance the integration of the ISTE/AASL standards with 6-8 learning experiences across all content areas	October 2023	June 2025	Unit plans and lesson plans, classroom observations, classroom schedules; student projects
Collaborate with staff to develop an understanding of generative Artificial Intelligence and its practical application in a middle school setting	December 2023	June 2025	Professional development workshops, meeting attendance, rolling agendas

Resources: ISTE Standards

1E: SOCIAL STUDIES

Goal: To promote growth in the understanding of civics, economics, geography and history by ensuring that all students in grades 6-8 have access to rigorous, standards-based curriculum where instruction is characterized by student-centered learning activities that offer students choice and voice with opportunities to reflect on their learning.

Achievement Goal:
By June 2024,

- a minimum of 80% of students will demonstrate proficiency on a targeted, content-specific skill by the end of a grade-level unit, as measured by summative assessment rubrics.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATOR
Provide frequent and consistent opportunities for students to engage in student-centered learning opportunities, and to demonstrate their understanding and skills through multiple modes of action and expression	September 2023	June 2024	Planning documents Summative assessment design
Strengthen student metacognition by providing opportunities for student reflection, student-driven goal setting, and self assessment	September 2023	June 2024	Self-reflection surveys Department professional learning
Identify and incorporate effective learning strategies (Tier 1) to engage and address the needs of all learners in the classroom	September 2023	June 2024	Formative assessments Summative assessments

Resources: CT Social Studies Frameworks, C3 Framework for Social Studies State Standards, DBQ Rubric, 6th Grade GOTE Rubric, 7th Grade Population Project Rubric, 7th Grade Consequences of Climate Change Rubric

1F: ART

Goal: To promote growth in responding within the visual arts through the implementation of the newly created responding rubrics which directly connect to the National Core Arts Standards and will lead to higher engagement in authentic student-centered opportunities such as responding/reflecting/analyzing/and interpreting their own artwork as well as their classmates.

Performance Goal:
By June 2024,

- at least 80% of visual arts students in grades 6-8 will grow one level based on the National Core Arts Standards in Responding which will be measured by newly created rubrics in critique.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATOR
Ensure that students have frequent and consistent opportunities to engage in student centered critique and feedback	September 2023	June 2024	Planning Documents Classroom Observations Instructional activities Student critique rubrics
Implement Responding Rubrics during classwide critiques to provide students with frequent and consistent opportunities to demonstrate understanding of their personal level of performance	September 2023	June 2024	Student work Planning Documents Student performance data (formative and summative) Curriculum documents
Work collaboratively in curricular teams to analyze resulting data that is collected three times a year and use that data to inform further instruction and skill-based growth opportunities	October 2023	June 2024	Collaborative planning documents Department meeting notes PD Intentional planning for all learners is evident in lesson plan objectives and classroom observations.

Resources: National Core Arts Standards

1G: WORLD LANGUAGE

Goal: To promote growth in world language skills by ensuring that all students in grades 6-8 have access to rigorous, standards-based curriculum where instruction is characterized by student-centered learning activities that offer students choice and voice with opportunities to reflect on their learning.

Achievement Goal:
By June 2024,

- 80% of the students in a particular course will demonstrate proficiency at the targeted level of the language skills (Novice-Intermediate) as measured by the World Language Readiness Standards.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATOR
Ensure that students have frequent and consistent opportunities to engage with authentic written, visual, and auditory texts	September 2023	June 2024	Instructional resources Instructional activities Student performance results in formative and summative assessments Observations Student reflections
Ensure that students have frequent and consistent opportunities to communicate in the target language both orally and in writing	September 2023	June 2024	Instructional activities Samples of student performance (oral and written) Student performance results in formative and summative assessments Student reflections

Resources: ACTFL Proficiency Guidelines

1H: MUSIC

Goal: To promote growth in music by ensuring that all students in grades 6-8 have access to rigorous, standards-based curriculum where instruction is characterized by student-centered learning activities that offer students choice and voice with opportunities to reflect on their learning.

Performance Goal:
June 2024,

- 75% of music students in grades 6-8 will demonstrate an understanding of their personal level of performance and growth by providing a reflection on their progress at least three times throughout the year.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATOR
Provide frequent and consistent opportunities for students to engage with the music curriculum and demonstrate proficiency in music literacy through levels of performance in lessons, rehearsal and class	September 2023	June 2024	Revised Scope and Sequence for music literacy in all non-performing classes and courses. Student work, performance assessments and performance reflections.
Evaluate and refine the sequence for music literacy in ensembles and music courses and categorize ensemble music libraries, instrumental lesson and music literacy materials by performance level	September 2023	June 2025	Sequence folders are in the development process for 50% of music ensembles or courses. 50% of each ensemble music library is categorized by performance level.
Evaluate and adjust curriculum documents and materials to align with National Standards and district Scope and Sequence	September 2023	June 2025	Curriculum documents, including: Revised Scope and Sequence for Music Exploration, Music Lab and Music Technology. Common scoring

			rubrics and rating scales for ensembles are aligned.

Resources: **National Standards for Music Education:** [K-8 National Music Standards](), [Music Ensembles](), [Music Technology Strand]()

1I: PHYSICAL EDUCATION & HEALTH

Goal: To promote growth in physical and mental health by ensuring that all students in grades 6-8 have access to a rigorous, standards-based curriculum where instruction is characterized by student-centered learning activities that offer students choice and voice with opportunities to reflect on their learning.

Performance Goal:
By June 2024,

- 85% of students will be able to demonstrate growth in their ability to apply DBT skills within physical education units and will be better equipped to meet set physical education standards throughout the year.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATOR
Evaluate and adjust curriculum documents to incorporate DBT skills into the project adventure curriculum	September 2023	June 2024	Curriculum Documents
Provide opportunities for students to build self-advocacy skills related to their own personal health and wellness	September 2023	June 2024	Curriculum Documents Student work
Develop and incorporate effective learning strategies (Tier 1) to engage and address the needs of all learners in the classroom, considering the three principles of effective and equitable teaching and learning (UDL)	September 2023	June 2024	Assessments
Create and implement end of unit student reflection tools to assess growth in the ability to apply DBT skills in physical education units	October 2023	June 2024	Student reflect tools, data

Resources: Project Adventure, DBT STEPS-A

SECTION 2:

SCHOOL CULTURE & CLIMATE

Goal: To ensure that all members of the Weston Middle School community feel safe, valued and connected

Performance Goal:
By June 2024,

- WMS will increase the number of middle school students who report having a connection with at least one adult member of the school community to 75%. (May 2023: 67% “all the time” and “most of the time”)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATOR
Revise PBIS advisory program: “Connect” to provide consistent opportunities to strengthen connections among students and staff	September 2023	June 2024	Student surveys regarding revised “Connect” activities
Recognize contributions and achievements of all members of the WMS community	September 2023	June 2024	Postcards, Spotlight Students, Monthly SOAR drawings
Create team of faculty to participate in Teacher Leader Fellowship Academy	September 2023	June 2024	Participation in sessions, Plan developed by team
Increase opportunities for parents to be involved and connected	September 2023	June 2024	Number of parent chaperones, grade level coffees.

Resources: Center for PBIS, TLFA Website

T.S. 1A

WESTON SCHOOLS FACILITIES FEASIBILITY STUDY

WESTON HIGH SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
			4	3	2	1	n/a			
SITE CONDITIONS										
S1	Both courtyards brick patio is heaving - bricks are missing or failing apart	General			2			Remove, modify drainage, provide new base and new patio	$ 118,500	Based on 3450 square feet of brick pavers
S2	Asphalt in courtyard is severely cracked due to tree roots	General			2			Cut down tree and provide new paved area with brick pavers to match other area	$ 42,200	Based on 1,400 sq ft of asphalt removal
S3	Original loading area has remnants and layers of old concrete and asphalt	General		3				Remove old unused concrete area and reorganize, clean up area	$ 15,000	Based on 500 sq ft
S4	Courtyard hill eroding	General		3				Add low retaining wall at these areas	$ 12,000	
S5	Asphalt curbs are mangled and broken	General		3				Replace with concrete curbs	$ 15,400	
S6	Asphalt parking cracks	General		3				Seal cracks	$ 30,000	Allowance
SITE SUBTOTAL										$ 233,100
EXTERIOR CONDITIONS										
A1	Existing Windows are old, dated and inefficient				2			Replace with more energy efficient systems	$ -	Understood that this is an ongoing project.
A2	Existing doors are old, dated and inefficient				2			Replace with more energy efficient systems	$ -	Understood that this is an ongoing project.
A3	Brick is spalling or motor is in need of repointing or signs of efflorescence	General		3				Patch, repair, or replace brick and repoint and wash as necessary.	$ 30,000	
A4	Louvers are mangled			3				Remove and replace	$ 10,000	Assumes 10 locations
A5	Door thresholds are missing or not adequate			3				Provide new and properly install	$ 7,800	Assumes 12 locations

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WESTON HIGH SCHOOL - FACILITY CONDITIONS ANALYSIS													
TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING								CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
A6	Door thresholds or concrete pads have a greater than 1/2" transition to grade	ANSI 117 (ADA)		3							Provide ramp or re-grade asphalt/concrete to allow for 1/2" maximum vertical transition.	$ 19,200	
A7	Caulk or control joint at wall is missing or deteriorating				2						Provide caulk at these areas	$ 15,000	
A8	Many sills have mildew			3							Wash and seal	$ 9,000	
A9	Existing concrete panels have a lot of mildew			3							Wash and seal	$ 27,000	
A10	Overhang paint peeling			3							Scrape, prime and paint as required to maintain lifespan	$ 60,000	
A11	Riser at loading area is rusting			3							Scrape prime and paint	$ 8,000	
A12	Bug screen at cow tongue roof drain missing			3							Provide and install new screen	$ 500	
A13	Sill mortar is missing or deteriorating				2						Remove and provide new	$ 5,000	
A14	Some exterior frames are in need of paint			3							Scrape, prime and paint	$ 20,000	
A15	Roofs will be nearing the end of its useful life (based on warranty)		4								The roof is due for replacement in approximately 2025+/-	$ 5,176,728	
EXTERIOR SUBTOTAL													$ 5,388,228

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WESTON HIGH SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
INTERIOR CONDITIONS										
A16	The required clearance depth or approach or corridor width does not meet code requirements	413.6 (ADA) 1101.2 (IBC) ANSI 117.1		3				Reconfigure space if possible otherwise, supply push button door operator where required.	$ 34,000	Removal of locker wing walls and flipping the door swing could also work
A17	All door push and/or pull maneuvering clearances do not meet code.	413.6 (ADA) 1101.2 (IBC) ANSI 117.1		3				Where obstruction is not furniture related, modify door swing and/or location to comply. Where the previous is not easily achieved, supply push button door operator where required.	$ -	
A18	Toilet rooms do not have a handicap stall	(B)1108.0 (ANSI A117.1) 603-606			2			Reconfigure to provide one	$ 300,000	Occurs in 6 locations
A19	The required toilet grab bars are not installed	(B)1108.0 (ANSI A117.1) 603-606			2			Install code required grab bars	$ 16,000	
A20	Music rooms do not have accessibility throughout the space			3				Provide ramp or lift to lower portion of tiered floor	$ 50,000	
A21	Music rooms do not have adequate acoustical wall and ceiling treatments				2			Apply acoustical treatments to wall and ceiling. Add carpet to one room.	$ 23,500	
A22	Music rooms do not have any practice rooms			3				Convert hallway into practice rooms. This hall is not needed by code	$ 120,000	600 sq ft
A23	There is no accessible ramp from seating area up to stage			3				Provide ramp or lift to each stage	$ 50,000	
A24	Floors in original building have 9x9 tiles			3				These tiles likely contain asbestos- remove, remediate and replace with VCT	$ 128,000	
A25	Some spaces do not have ceilings		4					Add dropped ceilings to conceal ductwork	$ -	Understood that this is an ongoing project.
A26	Floor expansion joints are not installed causing VCT cracking			3				Install expansion	$ 5,000	

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WESTON HIGH SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
A27	Nurse suite has no window		4					Demo wall and install window	$ 15,000	
A28	A few bluestone tiles are cracked			3				Replace	$ 3,000	
A29	VCT floor is damaged or missing			3				Repair and replace	$ 1,500	
A30	Rubber baseboard in older portion is nearing the end of its life			3				Replace with new rubber base	$ 12,800	
A31	Benches in locker room are damaged			3				Repair wood bench tops	$ 3,000	
A32	Old gym could use a fresh coat of paint at walls and ceiling			3				Scrape, prime and paint	$ 48,000	
A33	Wood countertop is not permitted in kitchen				2			remove and replace with SSTL	$ 3,000	
A34	Joints at cafeteria sills are cracking				2			Repair	$ 2,000	
A35	Leaks entering in the mechanical area at lower level					1		Further investigation is required to determine the source of the water infiltration	$ 20,000	Allowance
INTERIOR SUBTOTAL										$ 834,800
PLUMBING/FIRE PROTECTION										
P1	Periodically inspect, test and replace plumbing valves, pressure regulators, backflow preventers, thermostatic mixing valves, pumps, etc.	General		3				Replace faulty equipment as required.	$ 10,000	Cost over next 10 years.
P2	Water heater has reached the end of its useful life.	General			2			Replace water heater	$ 50,000	
FP1	The Sprinkler/Standpipe System requires periodic inspection, testing and maintenance in accordance with NFPA 25.	NFPA 25		3				Include annual cost of $1000 in budget.	$ 10,000	Cost for inspection, testing and maintenance over next 10 years.
PLUMBING/FIRE PROTECTION SUBTOTAL										$ 70,000

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WESTON HIGH SCHOOL - FACILITY CONDITIONS ANALYSIS										
TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
MECHANICAL SYSTEMS										
M1	Pumps in 1968 Boiler Room at near end of useful life	General			2			Replace pumps.	$ 20,000	
M2	Air Handling Unit serving portion of C-5 Wing has exceeded life expectancy	General		3				Replace Air Handling Unit	$ 35,000	
M3	Air Handling Units serving Old Gym have exceeded life expectancy	General		3				Replace Air Handling Units	$ 275,000	
M4	HVAC serving the Weight Room and Dance Studio is insufficient	General		3				Install Packaged Rooftop Air Conditioing Unit dedicated to spaces.	$ 90,000	
M5	Classrooms B-6 thru B-9 are not well heated.	General		3				Add supplemental heat	$ 30,000	
M6	Original Classroom Unit Ventilators serving 1968 portion of School are at end of useful life	General		3				Replace Unit Ventilators with Packaged Rooftop Units.	$ 330,000	
M7	Original Finned Tube Radiation serving 1968 portion of School at end of useful life	General			2			Replace Finned Tube as part of any major renovation.	$ 100,000	
M8	Some corridors not ventilated per Code	IMC Chap 4		3				Install Rooftop Equipment for Corridor Ventilation	$ 150,000	
M9	Pneumatic Automatic Temperature Controls are obsolete	General		3				Provide DDC Controls as part of other HVAC improvement projects.	$ 160,000	
M10	Pumps require regular inspection and maintenance	General			2			Inspect and service pumps annually. Provide repairs as required.	$ 30,000	Cost over 10 years
M11	Roof Exhaust Fans require continued maintenance.	General		3				Provide regular inspection for proper operation. Replace drive belts, damper actuators and motors as required.	$ 20,000	Cost over 10 years
M12	Kitchen Grease Exhaust System requires regular cleaning and maintenance	NFPA 96			2			Regular cleaning and maintenance to consist of cleaning of hood, baffles, ductwork and fan. Inspect and test extinguishing system. Replace grease trough.	$ 30,000	Cost over 10 years
M13	10,000 Underground Fuel Storage Tank is due for replacement in 2030	General			2			Replace UST, piping and accessories.	$ 180,000	

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WESTON HIGH SCHOOL - FACILITY CONDITIONS ANALYSIS											
TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
M14	Underground Fuel Storage Tank Inventory/Leak Detection Systems should be serviced regularly	General		3				Check operation of system console and sensors. Perform repairs as required. Service should be performed by factory authorized installer.	$ 6,000	Cost over 10 years
M15	Boilers and related equipment should have continued preventive maintenance	General			2			Provide regular Boiler service, water testing.	$ 15,000	Cost over 10 years
M16	Air Handling Equipment should have continued preventive maintenance	General			2			Check compressors, controls, refrigerant charge. Replace filters and fan belts, lubricate bearings and damper linkages, check damper and valve operation, clean coils, condensate pans and drains.	$ 50,000	Cost over 10 years
M17	New Gym Chiller requires regular inspection and maintenance	General		3				Clean and inspect Chiller. Check Compressors, Controls, Evaporator Fans, Refrigerant Charge	$ 6,000	Cost over 10 years
M18	VRF Systems require regular inspection and maintenance	General		3				Clean and inspect Chiller. Check Compressors, Controls, Evaporator Fans, Refrigerant Charge	$ 15,000	Cost over 10 years
M19	Hot and Chilled Water Piping and components should be serviced	General		3				Flush piping and coils, clean strainers. Document conditions to plan future maintenance frequency.	$ 5,000	Estimated Cost
M20	Clean duct systems is important to good indoor air quality	General		3				Inspect and clean interior of ductwork	$ 25,000	Estimated Cost
M21	Recommissioning of facility HVAC systems	General			2			Perform functional testing of all equipment and Automatic Temperature Controls to ensure operation per original design.	$ 60,000	Likely Cost Range: $40k to $80k depending on level of detail
MECHANICAL SUBTOTAL								Total not including cost of recommissioning.		$ 1,632,000

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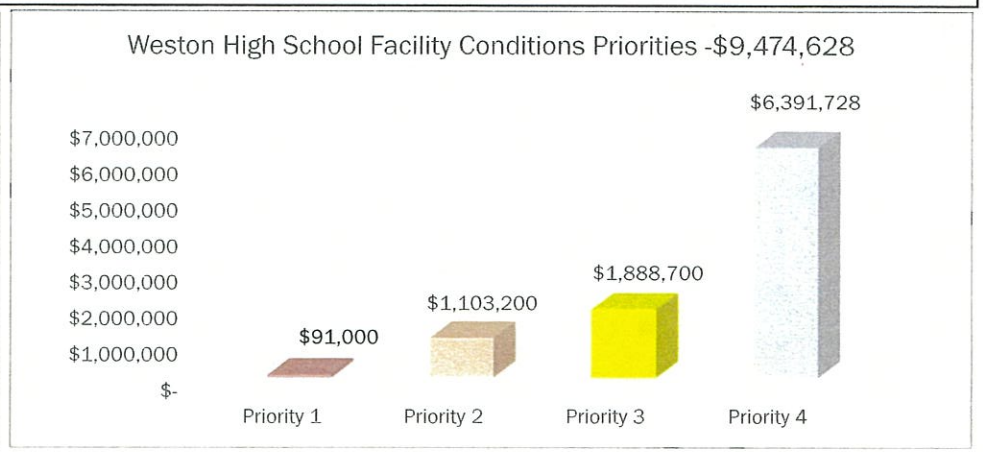
WESTON HIGH SCHOOL - FACILITY CONDITIONS ANALYSIS										
TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
ELECTRICAL SYSTEMS										
E1	Currently the emergency lighting is provided by stand alone battery units (normally off) & Battery Ballasts in the general light fixtures. There are areas that don't appear to have sufficient emergency lighting to meet the current code and should be reviewed further with the AHJ.					1		Install a code approved emergency lighting system throughout the school, there are a few options to achieve this (new AC inverter system, stand alone battery devices, battery ballast in general light fixtures or generator via emergency transfer switch.	$ 71,000	$71K is for a replacing or adding to 60% of the schools exisiting twin head & battery ballast distribution, it will cost approx. $130K to modify the existing generator distribution, the third option would fall somewhere in between
E2	It does not appear to be sufficient normal and emergency lighting in the Courtyards to meet current code for egress				2			Install new LED sconce fixture with emergency battery ballast	$ 7,500	approximately $500 per fixture
E3	Existing fluorescent & incandescent fixtures throughout the school, appear fully operational but not very efficient		4					Replace all existing fluorescent and incandescent fixtures with new energy efficient LED fixtures. Existing LED fixtures shall remain	$ 1,200,000	allowance
E4	A portion of the existing lightning protection system is damaged and partial removed			3				Replace damaged wire and reinstall existing lightning rods and cable after wall/parapet has been repaired.	$ 2,500	
E5	There are no "low" mounted exit signs in three assembly spaces (2-Gym's. & Café.) to meet the current code				2			Install new self-illuminating exit sign on the kick plate of each pair of egress doors out of these rooms, plus 2 additional in the Gym.	$ 4,500	
E6	There is no illuminated signage for the "area of rescue" at the two stairs in the Science wing to meet the current code				2			Install new illuminated "area of rescue" signage and two-way communication system at each level of the stairwell across from the new Gym.	$ 1,000	
E7	Possible missing exit signs and emergency lights in rooms over a thousand square feet				2			Add two exit signs, one at each door and emergency lights per room.	$ 30,000	approximately $1500 per room
ELECTRICAL SUBTOTAL										$ 1,316,500

WESTON HIGH SCHOOL - FACILITY CONDITIONS ANALYSIS						
TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING	CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
TOTAL ESTIMATED COSTS						$ 9,474,628

LEDGEND PRIORITY - RANK

1	Urgent priority - These items should be corrected as soon as possible and most likely encompass code, health and life safety issues.
2	High priority - These items should be corrected within a reasonable amount of time after the highest priorities referenced above. These may be associated with high priority maintenance issues or accessibility issues for the physically challenged. Maintenance items have a remaining useful life from 1-3 years.
3	Moderate priority – These items may be associated with aesthetic or general maintenance issues. Remaining useful life of 3-5 years.
4	Low priority – These items include maintenance and aesthetic issues that are not in current need of replacement, but should continue to be monitored on a regular basis. These items typically have a remaining useful life of 5-10 years or greater.





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H.S. 1 B

Weston High School Design Options

Weston High School has been defined as the second priority. This is largely due to the stark contrast between the renovated and newer classrooms to the old original dated classrooms. C-wing and D-wing are in their original condition, in need of modernization and infrastructure improvements. STEAM takes precedence here at the high school too. Project Lead the Way continues to grow and so does the need for additional space to support the program. Additionally, the music program was disregarded in the last wave of renovations and with that their needs have increased including the need for practice rooms. Working together with administration specific rooms for renovation have been defined.

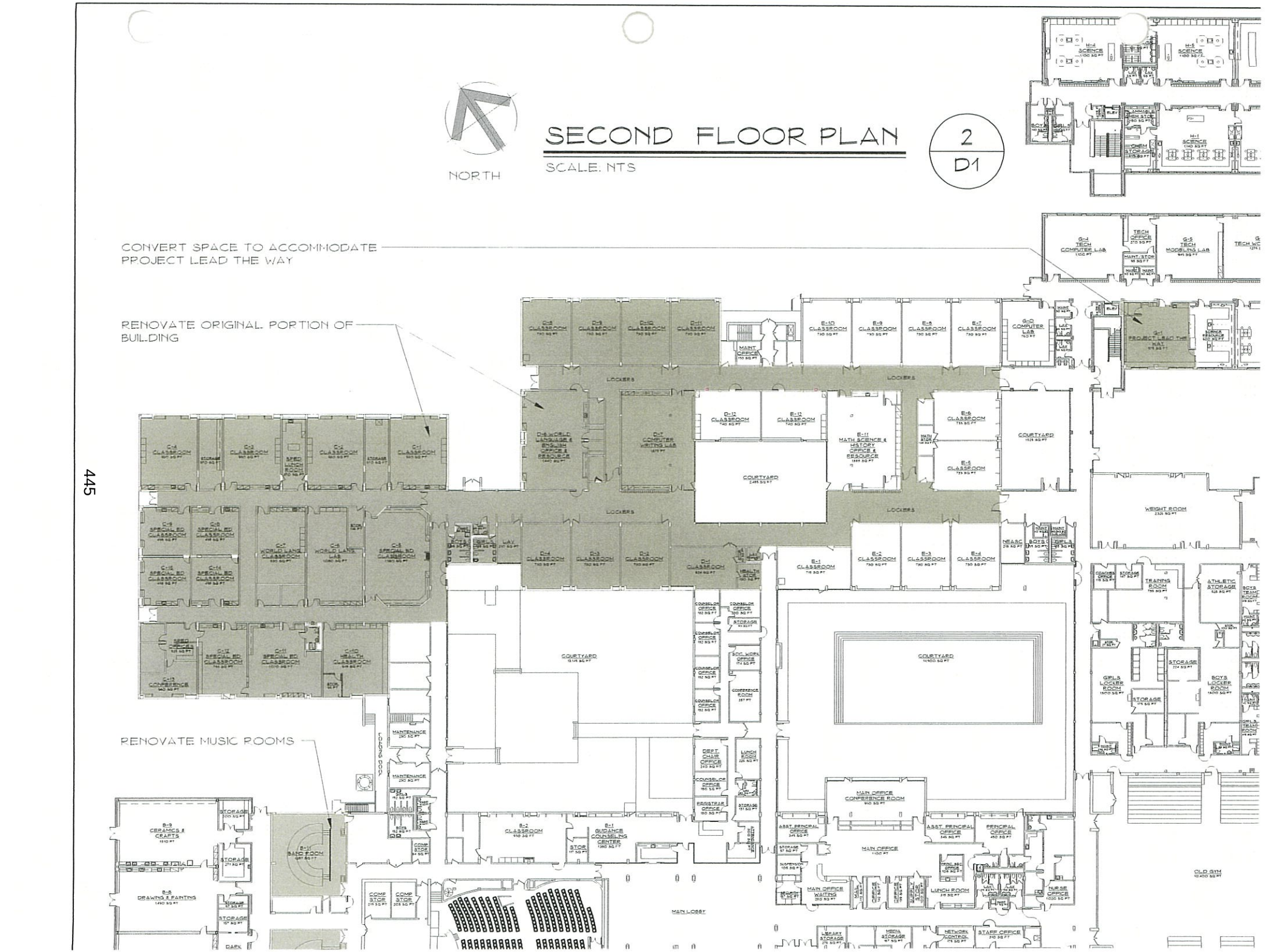
High School Priorities:

1. Unrenovated Classrooms
2. Expand Project Lead the Way
3. Improve Music/Provide practice rooms

Option 1

This option is straightforward with simple renovations as described. Similar to the proposed middle school options, the science and technology/engineering are located together. The space across from technology has been selected for repurposing into a space to support project lead the way. C-wing and D-wing make up the largest part of this option. These spaces are to be renovated but not modified in their layout. Finishes, technology, infrastructure will all work to make these classrooms match the remainder of the building. Additionally, Music room renovations will take place to the two existing music classrooms. It is recommended to add a platform at the front of the classroom at the same level of entry to accommodate accessibility to the board. Other options would be to fill the floor in as accessibility becomes an issue in these spaces. Additionally, these classrooms have never had any practice rooms. The plan depicts taking B-4 and dividing that into a series of practice rooms off of a shared space. This option will address many of the school needs. Moving forward with this option Weston High School would have a 95% utilization rate based the 5-year projections.

Moving forward with this option Weston High School would have a 95% utilization rate based on the MMI 5-year projections. Currently the school is operating at a 98% utilization rate. The decrease occurs because of the reduced enrollment projections and the loss of 2 classrooms that were converted to the specialized uses, music practice rooms and project lead the way.


NORTH
SECOND FLOOR PLAN
SCALE: NTS
2
D1
CONVERT SPACE TO ACCOMMODATE PPROJECT LEAD THE WAY
RENOVATE ORIGINAL PORTION OF BUILDING
RENOVATE MUSIC ROOMS
LOCKERS
COURTYARD
MAIN LOBBY
MAIN OFFICE
MAIN OFFICE CONFERENCE ROOM
WEIGHT ROOM
TRAINING ROOM
ATHLETIC STORAGE
GIRLS LOCKER ROOM
BOYS LOCKER ROOM
LUNCH ROOM
LOADING DOCK
OLD GYM

WESTON SCHOOLS
FACILITIES FEASIBILITY STUDY
WESTON HIGH SCHOOL - DESIGN OPTION 1 ESTIMATE

Design Option Projects	Area	Cost Per Sq ft	Subtotal	Totals
C & D WING RENOVATIONS				
Renovate classrooms, hallways & restrooms: Air conditioning, new finishes, new windows, technology and equipment	35,150	$ 300	$ 10,545,000	$ 10,545,000
PROJECT LEAD THE WAY				
Science Office G-1 Conversion to Project Lead the Way Space	975	$ 300	$ 292,500	$ 292,500
MUSIC				
Classroom B-4 conversion to Practice Rooms	935	$ 300	$ 280,500	
Music Rooms Renovations	2,714	$ 300	$ 814,200	$ 1,094,700
OPTION 1 TOTAL				$ 11,932,200
FACILITY CONDITIONS				
Items from Facility Conditions Spreadsheets			$ 9,474,628	
Remaining portions, not addressed above				$ 6,909,328
				$ 18,841,528

SILVER/PETRUCELLI+ASSOCIATES
Architects / Engineers / Interior Designers

DRAFT 11.03.17

M.S. 1A

WESTON SCHOOL FACILITIES FEASIBILITY STUDY

WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
			4	3	2	1	n/a			
SITE CONDITIONS										
S1	Parking is approaching the end of its life cycle. Numerous cracks cover the area & some bituminous curbs are starting to fail.			3				Reclaim and repave.	$ 510,000	
S2	Large stairways limit handicap access to the main office.			3				Provide an accessible ramp.	$ 150,000	Allowance
SITE SUBTOTAL										$ 660,000
EXTERIOR CONDITIONS										
A1	Brick is spalling or motor is in need of repointing or signs of efferoescence	General		3				Patch, repair, or replace brick and repoint and wash as necessary.	$ 15,000	
A2	Door thresholds or concrete pads have a greater than 1/2" transition to grade	ANSI 117 (ADA)		3				Provide ramp or re-grade asphalt/concrete to allow for 1/2" maximum vertical transition.	$ 6,000	
A3	The black paint is peeling off the brick			3				Scrape, prime and paint as required to maintain lifespan	$ 25,000	
A4	Foundation parge coating is peeling			3				Wash and provide a parge coat to foundation wall	$ 11,000	
A5	Roofs will be nearing the end of its useful life (based on warranty)		4					The roof is due for replacement in approximately 2020+/-	$ 3,587,064	Estimate includes EPDM to match exisitng
EXTERIOR SUBTOTAL										$ 3,644,064

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WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING	CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
INTERIOR CONDITIONS						
A6	The required clearance depth or approach or corridor width does not meet code requirements	413.6 (ADA) 1101.2 (IBC) ANSI 117.1	3	Reconfigure space if possible otherwise, supply push button door operator where required.	$ 20,000	
A7	All door push and/or pull maneuvering clearances do not meet code.	413.6 (ADA) 1101.2 (IBC) ANSI 117.1	3	Where obstruction is not furniture related, modify door swing and/or location to comply. Where the previous is not easily achieved, supply push button door operator where required.	$ 19,000	
A8	Toilet rooms do not have a handicap stall	(B)1108.0 (ANSI A117.1) 603-606	2	Reconfigure to provide one	$ 1,625,000	Based on 13 larger restrooms - including locker rooms
A9	Due to the size, restrooms do not meet accessibility requirements.	(B)1108.0 (ANSI A117.1) 603-606	2	Reconfigure the room to enlarge and provide the minimum dimensional requirements.	$ 350,000	Based on 14 small single restrooms
A10	The required toilet grab bars are not installed	(B)1108.0 (ANSI A117.1) 603-606	2	Install code required grab bars	$ 5,250	
A11	Existing sinks do not meet accessibility requirements		3	Provide at least one accessible sink	N/A	
A12	Some of the existing drinking fountains do not comply with accessibility requirements located in corridors.	(B)1108.6 (ANSI A117.1) 602	3	Remove existing drinking fountains and install new Handicapped drinking fountains.	$ 7,500	
A13	The required knee spaces do not exist at most cabinetry or is located at the wrong height		3	Since the cabinetry is not accessible and is very dated or not included in some rooms it may be time to replace them all together	$ 628,000	
A14	There is no second means of egress		2	Install a second door, preferably to the exterior	$ 16,000	
A15	There is no accessibility to stage or fitness		2	Provide a lift or ramp	$ 50,000	covers 2 lifts

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WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
A16	A limited amount of 9X9 tile was noted			3				Remove and replace	$ 4,000	There is a possibility that these tiles/glue contain asbestos
A17	Ceilings are old and dated, many are sagging and nearing the end of their lifecycle			3				Remove and replace.	$ 2,100,000	This should include new ceiling mounted devices. See E3 for new lighting cost
A18	Lockers are nearing the end of their life span				2			Remove lockers and replace with new	$ 346,250	Corridors and Locker rooms
A19	Doors and frames can use some touch up paint			3				Paint as needed - specifically at door frames	$ 35,000	
A20	The courtyards do not have 2 means of egress as depicted by the code			3				Reconfigure and provide 2 means of egress	$ 46,000	allowance
A21	Showers at pool locker rooms are in need of renovations			3				Reconfigure	$ 200,000	allowance
INTERIOR SUBTOTAL										$ 5,452,000
PLUMBING/FIRE PROTECTION										
P1	Periodically inspect, test & replace valves, pressure regulators, backflow preventers, thermostatic mixing valves, pumps, etc.	General		3				Replace faulty equipment as required.	$ 10,000	Cost over next 10 years.
FP1	Building is not currently fully protected with a sprinkler system	NFPA 25	4					Provide sprinkler system for entire building	$ 778,110	Based on $5/sf at approximately 155,622 sf
PLUMBING/FP SUBTOTAL										$ 788,110

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WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
MECHANICAL SYSTEMS										
M1	1970 Boiler Room Equipment is at end of useful life expectancy	General		3				Replace Boilers, Pumps and related piping and equipment.	$ 520,000	Tier 1
M2	AHU Serving 1960 Classrooms is at end of useful life	General		3				Replace Air Handling Unit	$ 300,000	Tier 1
M3	Add Air Conditioning to 1960 Classrooms		4					Install Air Conditioning Equipment	$ 140,000	Cost added to Central Air Handling Equipment. Tier 1
M4	AHUs Serving 1970 Classrooms are at end of useful life	General		3				Replace Air Handling Units	$ 1,250,000	Air Conditioning provided by Existing AHUs & Chiller Tier 1
M5	Unit Ventilators have exceed their life expectancy	General		3				Replace Unit Ventilators with Ducted Roof Mounted Air Handling Equipment	$ 1,120,000	Tier 1
M6	Add Air Conditioning to Item M5 above		4					Install Air Conditioning Equipment	$ 300,000	Cost added to Central Air Handling Equipment. Tier 2
M7	The Air Handling Systems serving Gymnasiums are at end of useful life	General		3				Replace Air Handling Systems	$ 330,000	Tier 1
M8	Add Air Conditioning to Gymnasiums		4					Install Air Conditioning Equipment	$ 150,000	Cost added to Central Air Handling Equipment Tier 2
M9	The Air Handling System serving Cafeteria is at end of useful life	General		3				Replace Air Handling System	$ 130,000	Tier 1
M10	Add Air Conditioning to Cafeteria		4					Install Air Conditioning Equipment	$ 60,000	Cost added to Central Air Handling Equipment Tier 2
M11	Corridors lack proper ventilation	IMC Chap 4		3				Install Corridor Ventilation Systems	$ 50,000	Tier 1
M10	Finned Tube Perimeter Radiation is likely near end of useful life		4					Replace Finned Tube Radiation	$ 260,000	Tier 1
M12	Boilers and Pumps routine maintenance				2			Perform Boiler cleaning, burner service, and pump inspection and maintenance per manufacturer's recommendations.	$ 30,000	Cost over 10 years Tier 1

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WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
M13	Air Handling Equipment routine maintenance				2			Replace filters, clean drain plans, test actuators and linkages, lubricate bearings, replace belts, etc.	$ 40,000	Cost over 10 years Tier 1
M14	Exhaust Fans should be inspected and maintained.				2			Replace belts, Check motors and dampers for proper operation.	$ 10,000	Cost over 10 years Tier 1
M15	Chilled Water System routine maintenance				2			Check operation of Compressors, Condenser Fans, Pumps. Clean strainers, check refrigerant charge and controls.	$ 6,000	Cost over 10 years Tier 1
M16	Underground Fuel Oil Tank is scheduled for replacement in 2020.				2			Replace tank, piping, fuel oil transfer set, and inventory control system.	$ 180,000	Tier 1
M17	Pneumatc Controls are obsolete			3				Install new DDC Controls and interface with Facilities Management System.	$ 600,000	Include in Tier 1
M18	Tier 1 HVAC upgrades				2			One for one replacement of Equipment at end of useful life.		Total Tier 1 Cost: $4,966,000
M19	Tier 2 HVAC upgrades		4					Add Air Conditioning Equipment to spaces not curently conditioned.		Total Tier 2 Cost: $510,000
M20	Tier 3 HVAC upgrades		4					Includes consolidation of the Heating Plants and new High Performance HVAC Systems and related Structural Modifications		Total Tier 3 Cost: **$12,000,000**
MECHANICAL SUBTOTAL								Tier 1 + Tier 2 Cost		$ 5,476,000
ELECTRICAL SYSTEMS										
E1	Currently the emergency lighting is provided by stand alone battery units (normally off). There appear to be areas that don't have sufficient emeregency lighting to meet the current code.					1		Install a code approved emergency lighting system throughout the school, there are a few options to achieve this (new AC inverter system, stand alone battery devices, battery ballast in general light fixtures or generator via emergency transfer switch.	$ 50,000	$50K is for a replacing or adding to 60% of the schools exisiting twin head battery distribution, itwill cost approx. $100K to modify the existing generator distribution, the third option would fall somewhere in between

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WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
E2	It does not appear to be sufficient normal and emergency lighting in the Courtyards to meet the current code for egress				2			Install new LED sconce fixture with emergency battery ballast	$ 7,500	approximately $500 per fixture
E3	Existing fluorescent & incandescent fixtures throughout the school, appear fully operational but not very efficient		4					Replace all existing fluorescent and incandescent fixtures with new energy efficient LED fixtures. Existing LED fixtures shall remain	$ 840,000	allowance excludes the Pool, Tech. Ed. and the Media Center (which already have LED fixtures or are schedule to have new LED fixtures installed)
E4	Handicap accessible individual toilets rooms require call for aid system (not installed) per the current code				2			Install new "call for aid" system in each newly configured individual accessible toilet room	$ 4,800	allowance of $400 per location
E5	There are no "low" mounted exit signs in the three assembly spaces (2-Gym's. & Café.) to meet the current code				2			Install new self-illumiating exit sign on the kick plate of each pair of egress doors out of these rooms, plus 2 additional in the Gym.	$ 5,000	
E6	There is no two-way communication system or illuminated signage for the "area of rescue" at the stair across from the new Gym.					1		Install new illuminated "area of rescue" signage and two-way communication system at each level of the stairwell across from the new Gym.	$ 6,000	
E7	Possible missing exit signs and emergency lights in rooms over a thousand square feet				2			Add two exit signs, one at each door and emergency lights per room.	$ 15,000	approximately $1500 per room
E8	Tier 1 HVAC upgrades		4					One for one replacement of existing equipment that is not working properly		allowance of $20,000

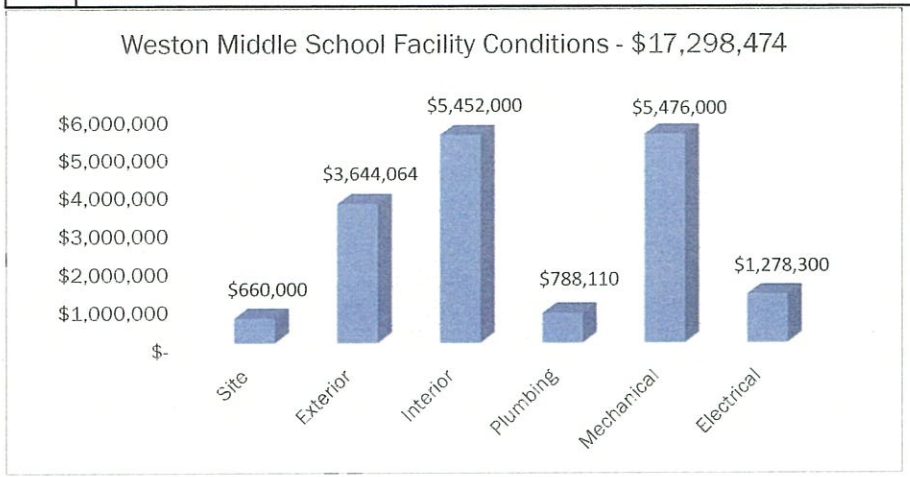
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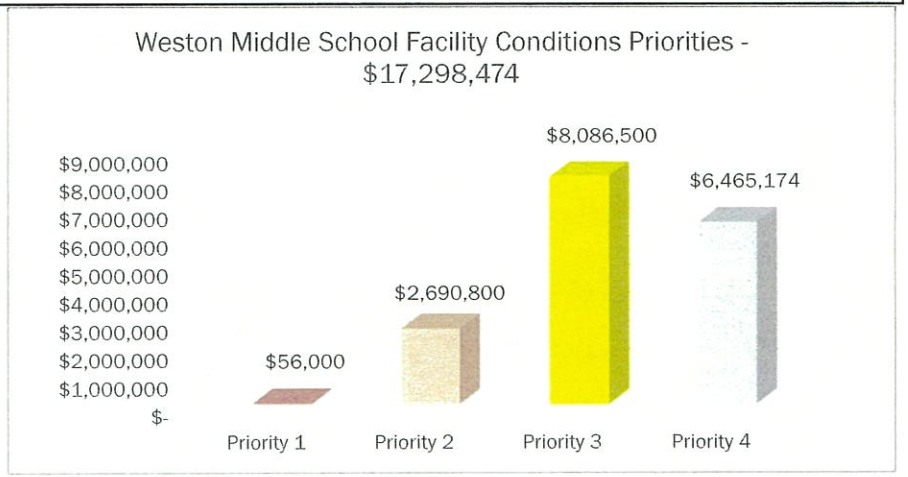
WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
E9	Tier 2 HVAC upgrades		4					Install air conditioning in the school to areas it doesn't exist currently, requiring electric service upgrade. Replace existing 2500 amp 480V service with new 3000 amp 480V service	$ 350,000	allowance
E10	Tier 3 HVAC upgrades		4					Same as tier 2, except replace existing air conditioning equipment with new throughout.		allowance of $425,000
ELECTRICAL SUBTOTAL										$ 1,278,300
TOTAL ESTIMATED COSTS										$ 17,298,474

LEDGEND PRIORITY - RANK

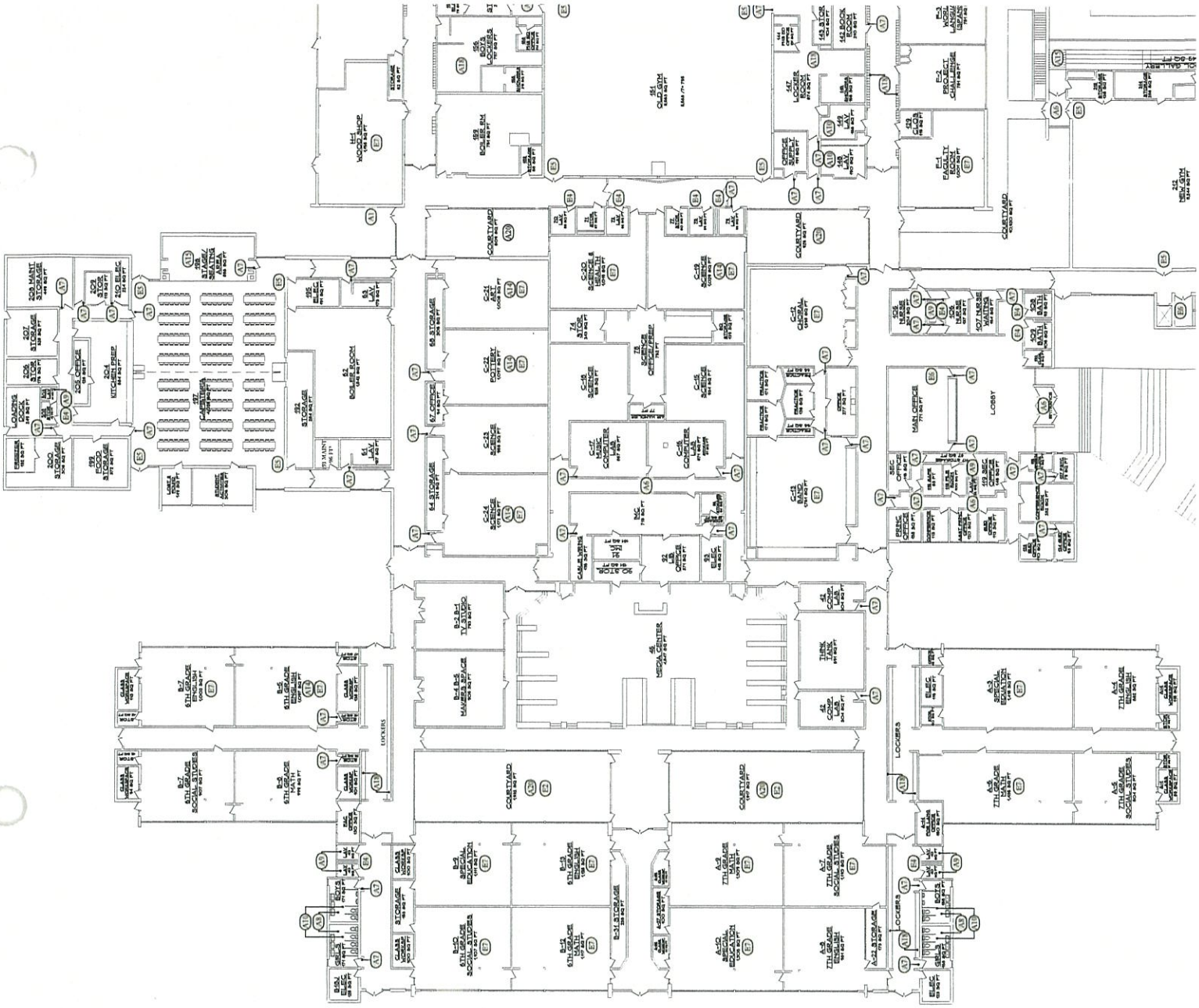
1	Urgent priority - These items should be corrected as soon as possible and most likely encompass code, health and life safety issues.
2	High priority - These items should be corrected within a reasonable amount of time after the highest priorities referenced above. These may be associated with high priority maintenance issues or accessibility issues for the physically challenged. Maintenance items have a remaining useful life from 1-3 years.
3	Moderate priority – These items may be associated with aesthetic or general maintenance issues. Remaining useful life of 3-5 years.
4	Low priority – These items include maintenance and aesthetic issues that are not in current need of replacement, but should continue to be monitored on a regular basis. These items typically have a remaining useful life of 5-10 years or greater.

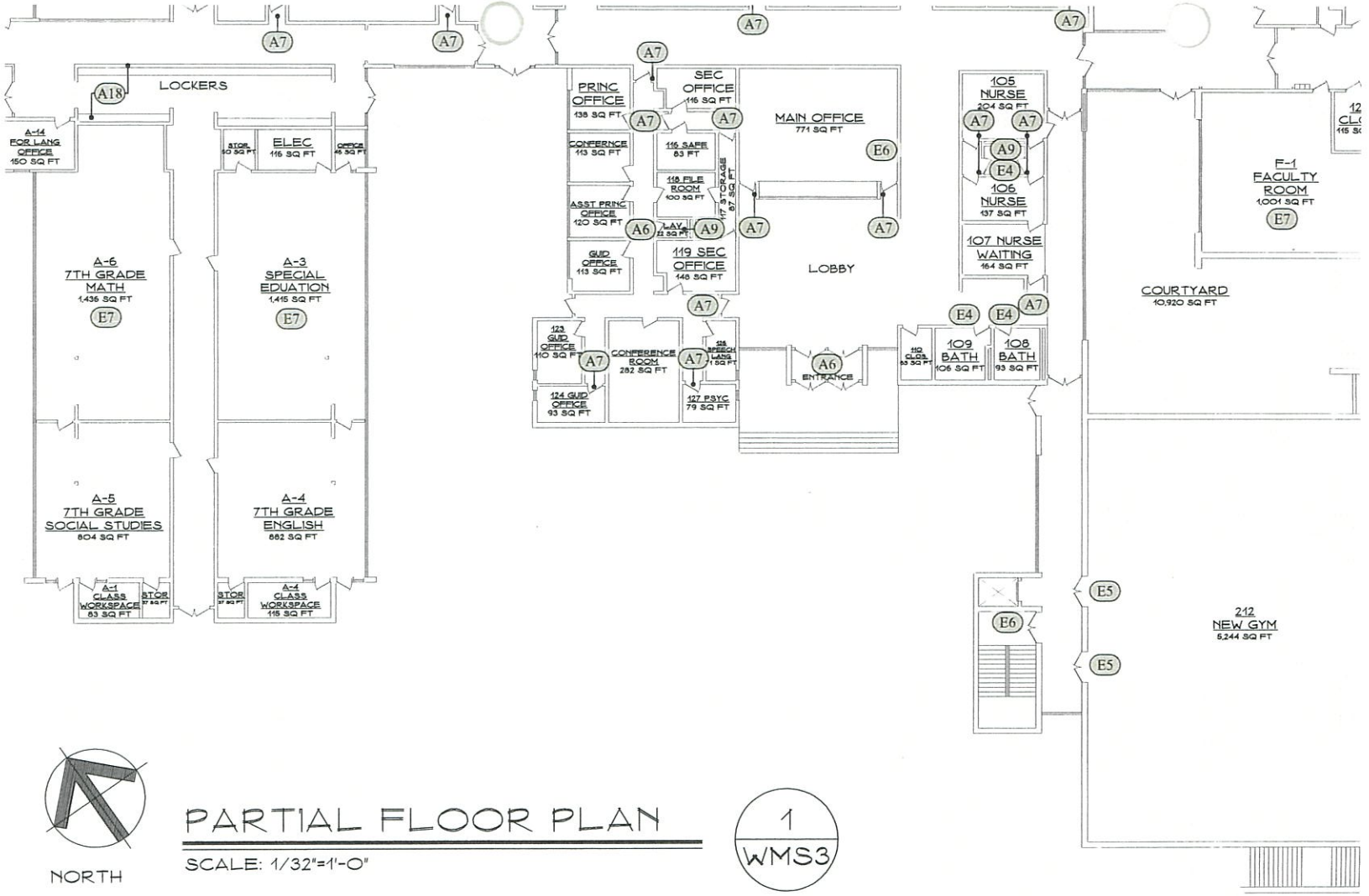




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S1
S1
S2



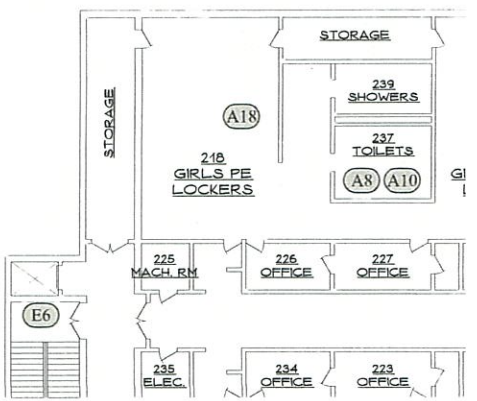


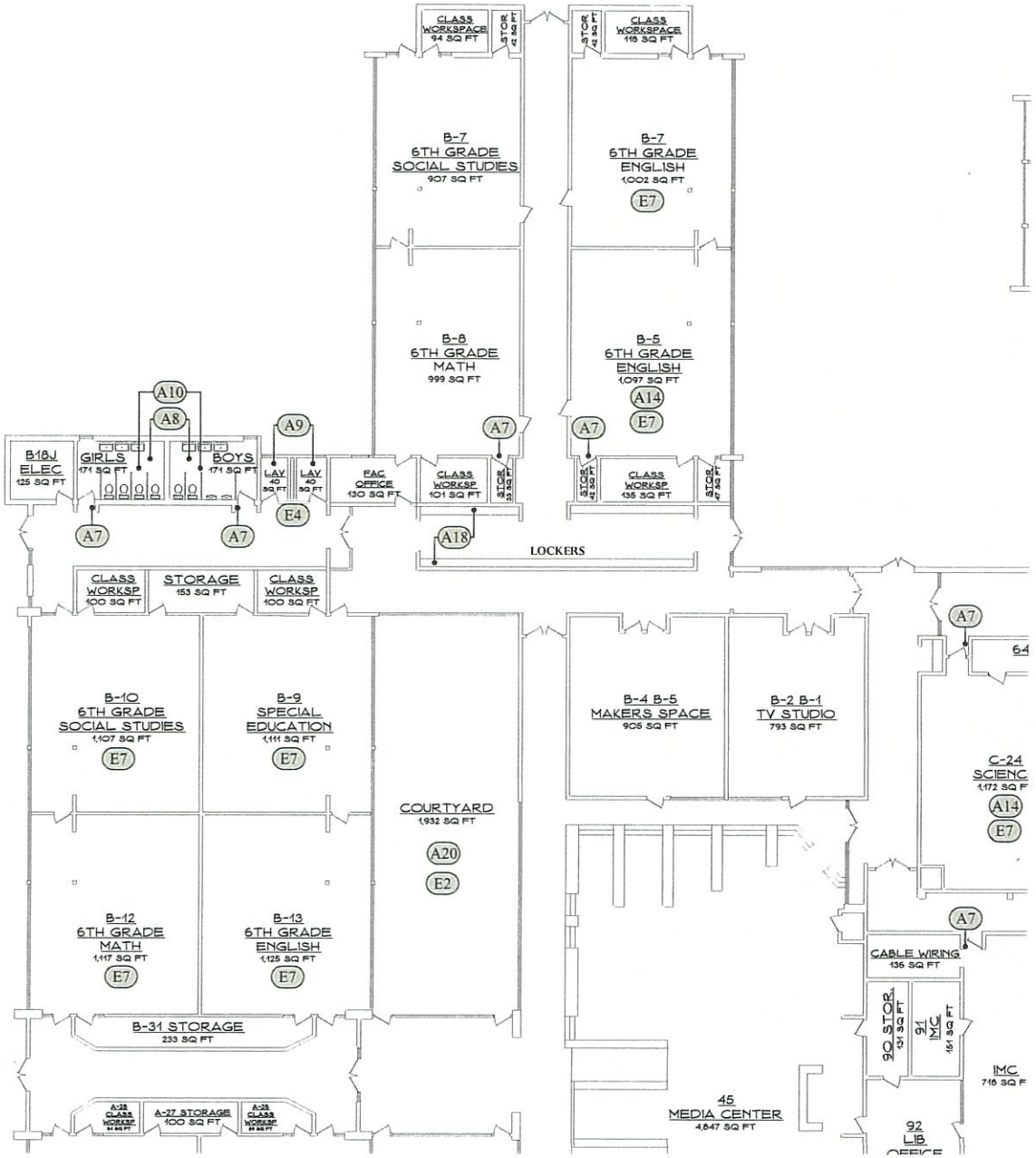
NORTH

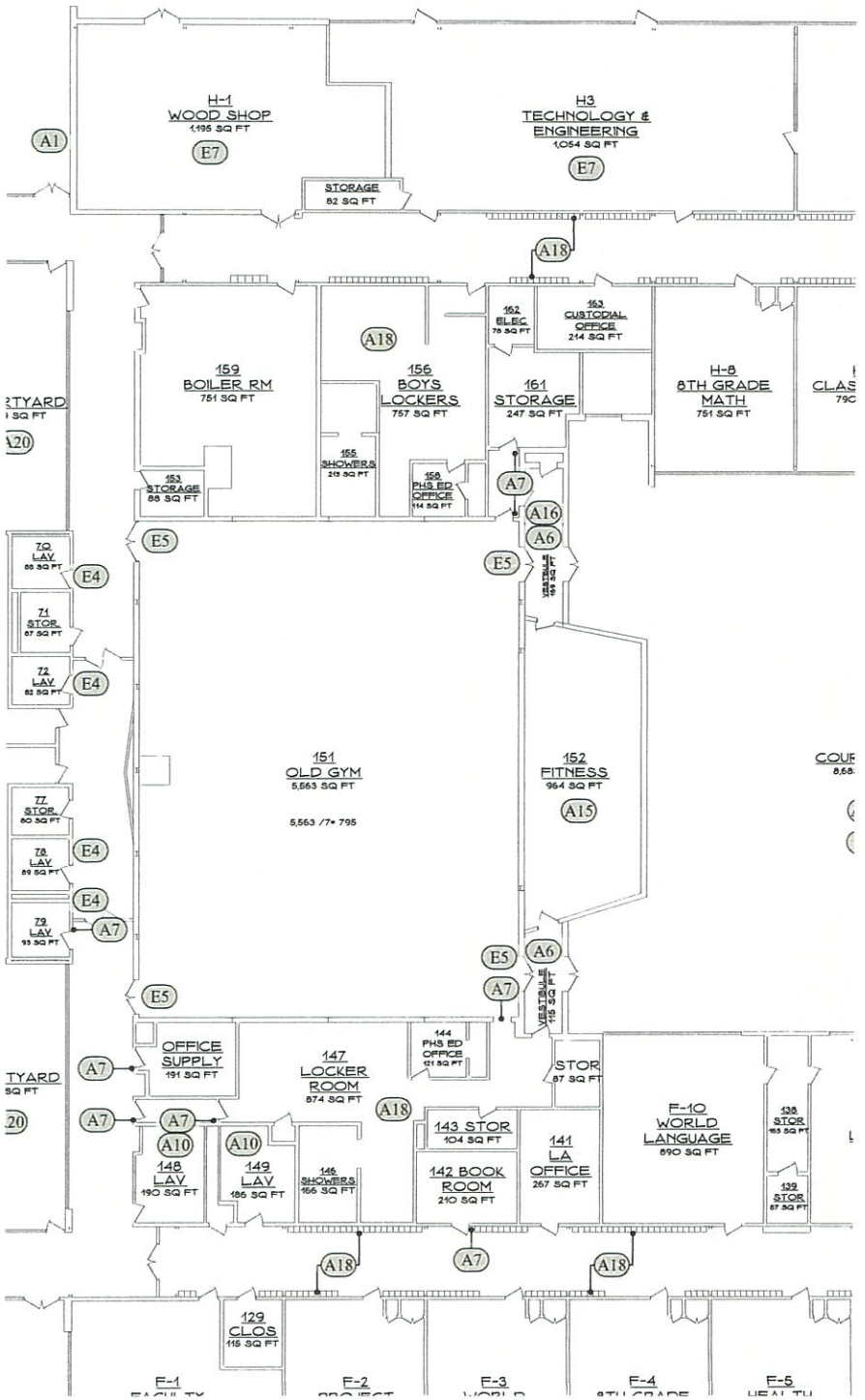
PARTIAL FLOOR PLAN

SCALE: 1/32"=1'-0"

1
WMS3




CLASS WORKSPACE 94 SQ FT
STOR 42 SQ FT
STOR 42 SQ FT
CLASS WORKSPACE 118 SQ FT
B-7 6TH GRADE SOCIAL STUDIES 907 SQ FT
B-7 6TH GRADE ENGLISH 1,002 SQ FT
E7
B-8 6TH GRADE MATH 999 SQ FT
B-5 6TH GRADE ENGLISH 1,097 SQ FT
A14
E7
A10
A8
A9
A7
A7
B18J ELEC 125 SQ FT
GIRLS 171 SQ FT
BOYS 171 SQ FT
LAV 40 SQ FT
LAV 40 SQ FT
FAC OFFICE 130 SQ FT
CLASS WORKSP 101 SQ FT
STOR 42 SQ FT
STOR 42 SQ FT
CLASS WORKSP 135 SQ FT
STOR 47 SQ FT
E4
A7
A7
A18
LOCKERS
CLASS WORKSP 100 SQ FT
STORAGE 153 SQ FT
CLASS WORKSP 100 SQ FT
A7
B-10 6TH GRADE SOCIAL STUDIES 1,107 SQ FT
E7
B-9 SPECIAL EDUCATION 1,111 SQ FT
E7
COURTYARD 1,932 SQ FT
A20
E2
B-4 B-5 MAKERS SPACE 905 SQ FT
B-2 B-1 TV STUDIO 793 SQ FT
C-24 SCIENC 1,172 SQ F
A14
E7
B-12 6TH GRADE MATH 1,117 SQ FT
E7
B-13 6TH GRADE ENGLISH 1,125 SQ FT
E7
A7
CABLE WIRING 136 SQ FT
B-31 STORAGE 233 SQ FT
90 STOR 131 SQ FT
91 IMC 151 SQ FT
IMC 716 SQ F
A-28 CLASS WORKSP 84 SQ FT
A-27 STORAGE 100 SQ FT
A-26 CLASS WORKSP 84 SQ FT
45 MEDIA CENTER 4,647 SQ FT
92 LIB


H-1
WOOD SHOP
1,195 SQ FT
E7
STORAGE
82 SQ FT
H3
TECHNOLOGY &
ENGINEERING
1,054 SQ FT
E7
A1
A18
159
BOILER RM
751 SQ FT
156
BOYS
LOCKERS
757 SQ FT
162
ELEC.
75 SQ FT
163
CUSTODIAL
OFFICE
214 SQ FT
161
STORAGE
247 SQ FT
H-8
8TH GRADE
MATH
751 SQ FT
155
SHOWERS
213 SQ FT
158
PHS ED
OFFICE
114 SQ FT
153
STORAGE
88 SQ FT
A7
A16
A6
E5
E4
70
LAV
66 SQ FT
71
STOR.
67 SQ FT
72
LAV
82 SQ FT
151
OLD GYM
5,563 SQ FT
5,563 /7= 795
152
FITNESS
964 SQ FT
A15
VESTIBULE
109 SQ FT
77
STOR.
60 SQ FT
78
LAV
69 SQ FT
79
LAV
93 SQ FT
VESTIBULE
115 SQ FT
OFFICE
SUPPLY
191 SQ FT
147
LOCKER
ROOM
874 SQ FT
144
PHS ED
OFFICE
121 SQ FT
STOR
87 SQ FT
A10
148
LAV
190 SQ FT
149
LAV
186 SQ FT
146
SHOWERS
166 SQ FT
143 STOR
104 SQ FT
142 BOOK
ROOM
210 SQ FT
141
LA
OFFICE
267 SQ FT
F-10
WORLD
LANGUAGE
890 SQ FT
138
STOR
183 SQ FT
139
STOR
87 SQ FT
129
CLOS
115 SQ FT
F-1
F-2
F-3
F-4
F-5

School utilization is a key factor in all school studies, MMI and SP+A have joined efforts in determining the utilization of these schools today and in the future. MMI created a Building Deployment and Capacity formula which is based in part on the programming effort of SP+A. After determining how many full-sized general and support classrooms there are at each school the maximum class size policies are applied to each of these classrooms. The next step is scheduling periods as a factor applied to the occupancy of these rooms. This creates the maximum capacity of the school. Finally, the current enrollment is divided by the max capacity of 95% to determine the utilization of each school. In the following design options, classroom quantities may have changed and the MMI 5-year projections are used to determine the future utilization rate for each new design configuration.

Weston Middle School Design Options

Weston Middle School strives to support 21st century learning at its finest. Out of all the four schools the middle school has taken priority of the building in need of improvements. While it currently offers the students' academic options and provides a safe atmosphere to flourish in, it can only deliver so much with the current state of the building and its spaces. The Media Center and the Project Lead the Way classrooms shine amongst the rest of the 1960s building. This report has detailed a multitude of infrastructure, physical and programmatic improvements this building requires to provide a modern facility that will support the high standard of education delivered to these students.

The concept of STEAM (Science, Technology, Engineering, Art, Math) education has gained much prominence in this middle school and across America's schools in general. It has become a crucial component of education and continues to gain traction as it's a program that truly prepares the next generation. While the technology and engineering at the middle school provide its students an optimal space to explore, question, discover, and collaborate, the science and art spaces fall short. The biggest struggle this school has is the inadequate Science Labs. Priorities have been defined as the following:

1. Building Infrastructure
2. STEAM – Science Labs
3. STEAM – Art & Music - stage
4. Lockers
5. Classrooms
6. Administration
7. 2nd gym – new type of physical education function/share with town?

The Middle School has greater needs on a larger scale than any of the facilities and therefore multiple options have been brought forward. Many elements remain consistent throughout each option such as renovations to the locker rooms, music rooms, art rooms, lockers and the demolition of the existing interior science labs. Some of the elements of each option can be selected individually and combined in various ways to create the town and schools' most desired plan. The three options suggest a good, better, best selection with Option 1 being the best, achieving all the requests and recommendations.

Option 1

Option 1 delivers the optimal Science clabs. To achieve this, more demolition and new construction will need to take place than the following 2 science options. Demolishing a good portion of G-wing and building 6 new sufficiently sized Science Clabs along with 3 shared prep rooms is the best option to meet the school program. This location with its adjacency to engineering also creates a STEM wing for the school and opens the enclosed courtyard to the field. The removal of the current science labs allows for a courtyard to provide natural light into many of the interior bound classrooms. Additionally,

a new stage is provided in place of the undersized inaccessible stage. The New gym is shown converted into other physical activities such as Project Challenge or various fitness spaces. Another component of this option is the new entry and office. It's the largest of all the options but provides the best entry sequence and office layout. This eliminates the grand exterior stair and bringing everyone inside closer to the parking. It also incorporates security right at the stair and elevator.

Moving forward with this option Weston Middle School would have an 88% utilization rate based on the MMI 5-year projections. Currently the school is operating at a 99% utilization rate. The decrease occurs mostly due to the reduction in enrollment, but is also affected by the elimination of a classroom due to the science lab reconfiguration and demolition of G-wing.

Option 2

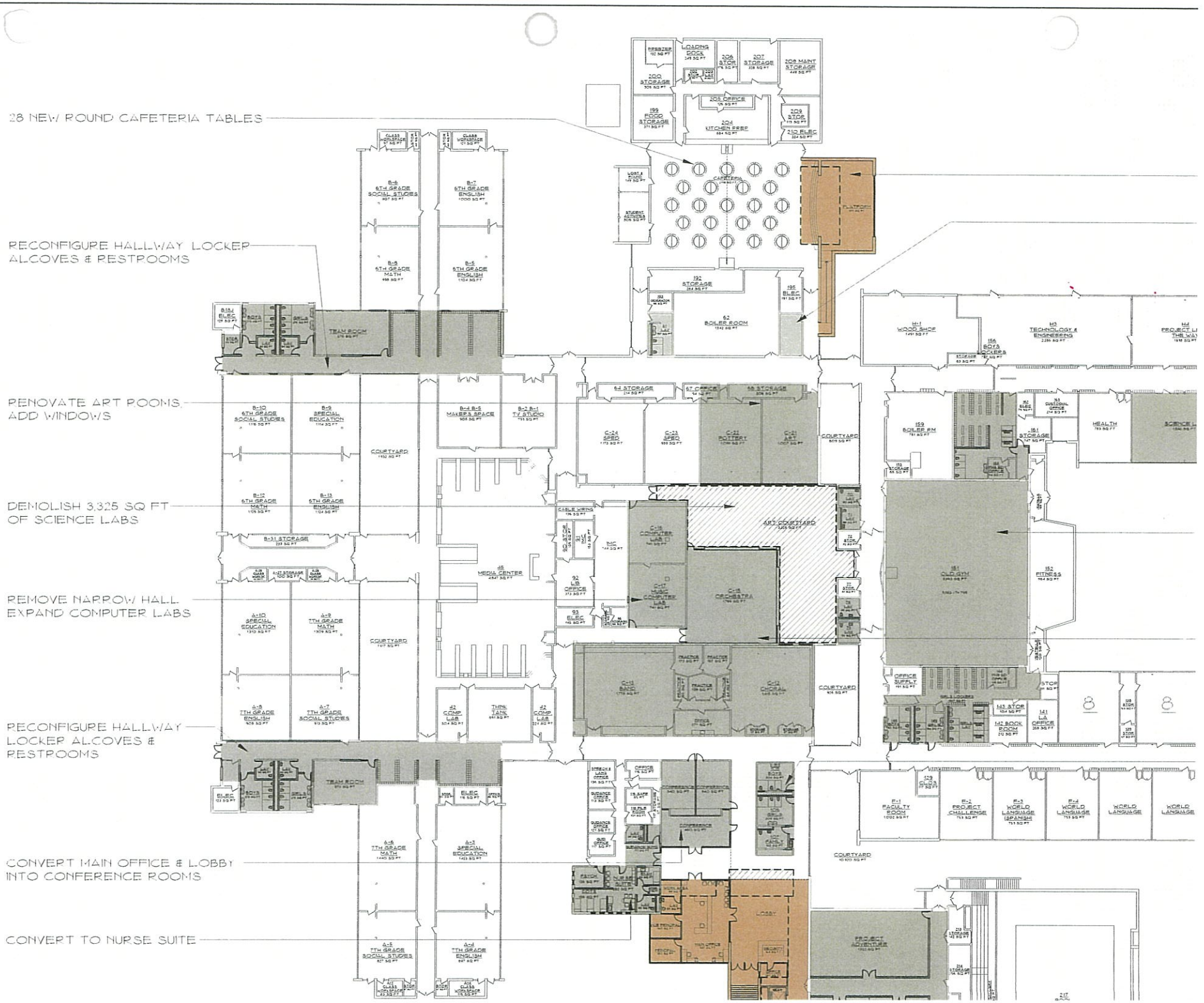
Option 2 takes a more modest approach and works at reusing more of the building. Instead of demolishing G-wing, the idea here is to renovate and demolish interior walls to create Science Labs. Working in the existing structure creates some challenges and sacrifices. For instance, the overall size of each lab is smaller than preferred. It is desired to have space for the lab and a classroom (Clab) which cannot be achieved well within this square footage. Additionally, there is no space to incorporate supporting Prep rooms. However, these labs will be more functional and better than what exists today. The stage addition is shown on the opposite side of the cafeteria which is a challenge due to the generator and transformer locations, but is a plausible option to explore. The entry also takes a similar approach to Option 1, just on a smaller scale. The entry will still bring people right into the building from the parking area, but the sequence is not as welcoming and the stair is quite linear. The office space is like the previous option altered to work with this entry.

Moving forward with this option Weston Middle School would have a 93% utilization rate based on the MMI 5-year projections. Currently the school is operating at a 99% utilization rate. The decrease occurs mostly due to the reduction in enrollment, but is also affected by the elimination of classrooms due to the science lab reconfiguration of G-wing and some special Education rooms in C-wing.

Option 3

Option 3 takes a similar approach to Option 2 however this option includes adding a space designated to Central Office in A-wing. This location works well for a variety of reasons. It can easily be separated and secured from the remainder of the school and has a proximity to the Media Center. It can accommodate a separate entry and parking area. The square footage area of A-wing meets the square footage needs of Central Office. Unfortunately, this takes away the larger classrooms and wreaks havoc on the grade 6 and 7 wings which is critical to keep clustered together. The building functions with its grade level wings and necessitates the quantity of classrooms to support team teaching. Therefore, some classroom additions are added to the bookends of the wings to accommodate the minimum of 6 classrooms. Additionally, since so much space is taken away from the school the 2 small courtyards could be converted into special education classrooms. A new entry sequence is not included here, but a modest office addition is.

Moving forward with this option Weston Middle School would have a 101% utilization rate based on the MMI 5-year projections. Currently the school is operating at a 99% utilization rate. The increase occurs because of the educational loss of A-wing to the Central Office relocation and to the science lab reconfiguration of G-wing and some special Education rooms in C-wing. This option begins to push the capacity limits of this building.


28 NEW ROUND CAFETERIA TABLES
RECONFIGURE HALLWAY LOCKER ALCOVES & RESTROOMS
RENOVATE ART ROOMS, ADD WINDOWS
DEMOLISH 3,325 SQ FT OF SCIENCE LABS
REMOVE NARROW HALL, EXPAND COMPUTER LABS
RECONFIGURE HALLWAY LOCKER ALCOVES & RESTROOMS
CONVERT MAIN OFFICE & LOBBY INTO CONFERENCE ROOMS
CONVERT TO NURSE SUITE

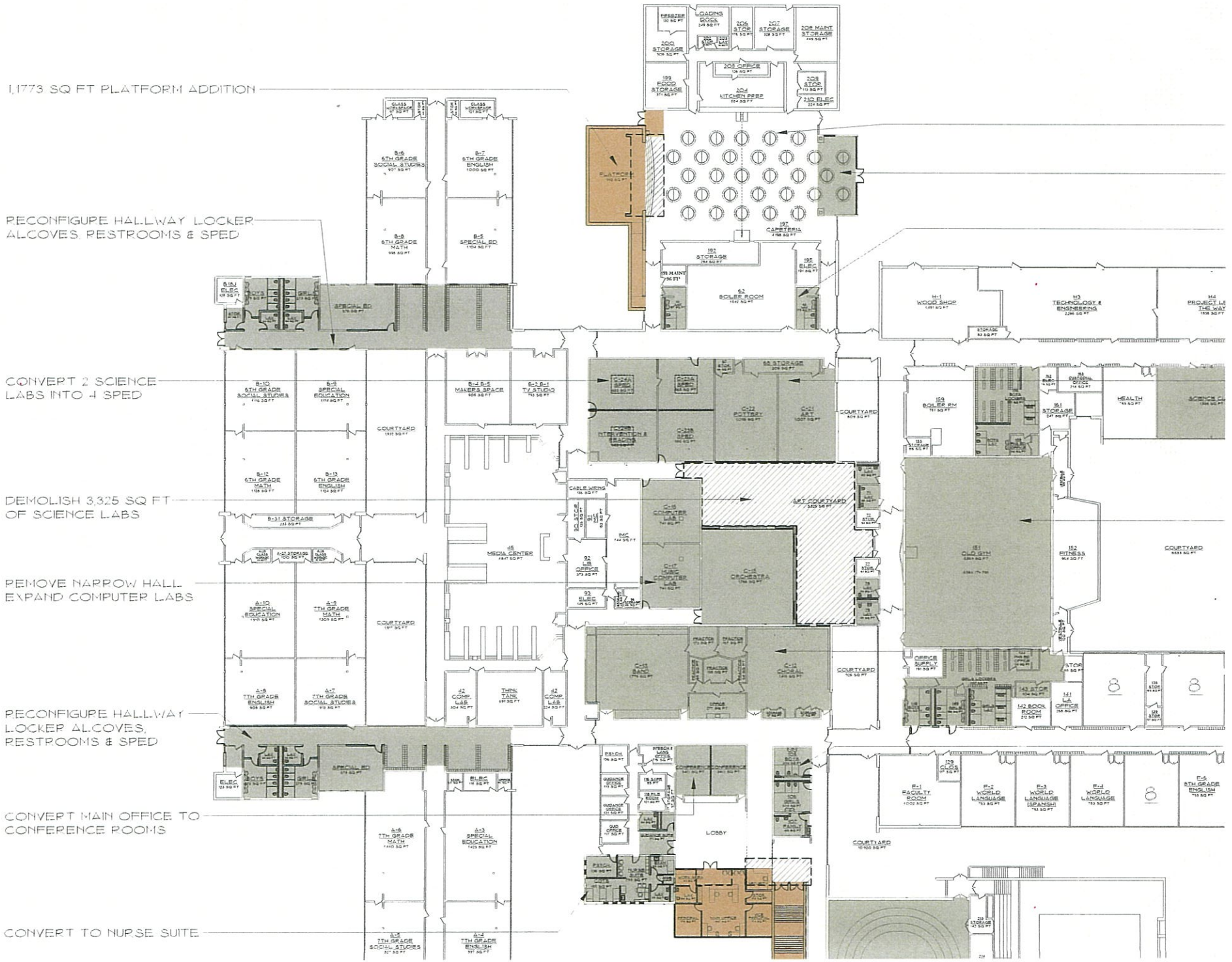

PLAY AREA
EXISTING
BUILDING
REMOVE ENTRY STAIRS & RECONFIGURE PLAZA

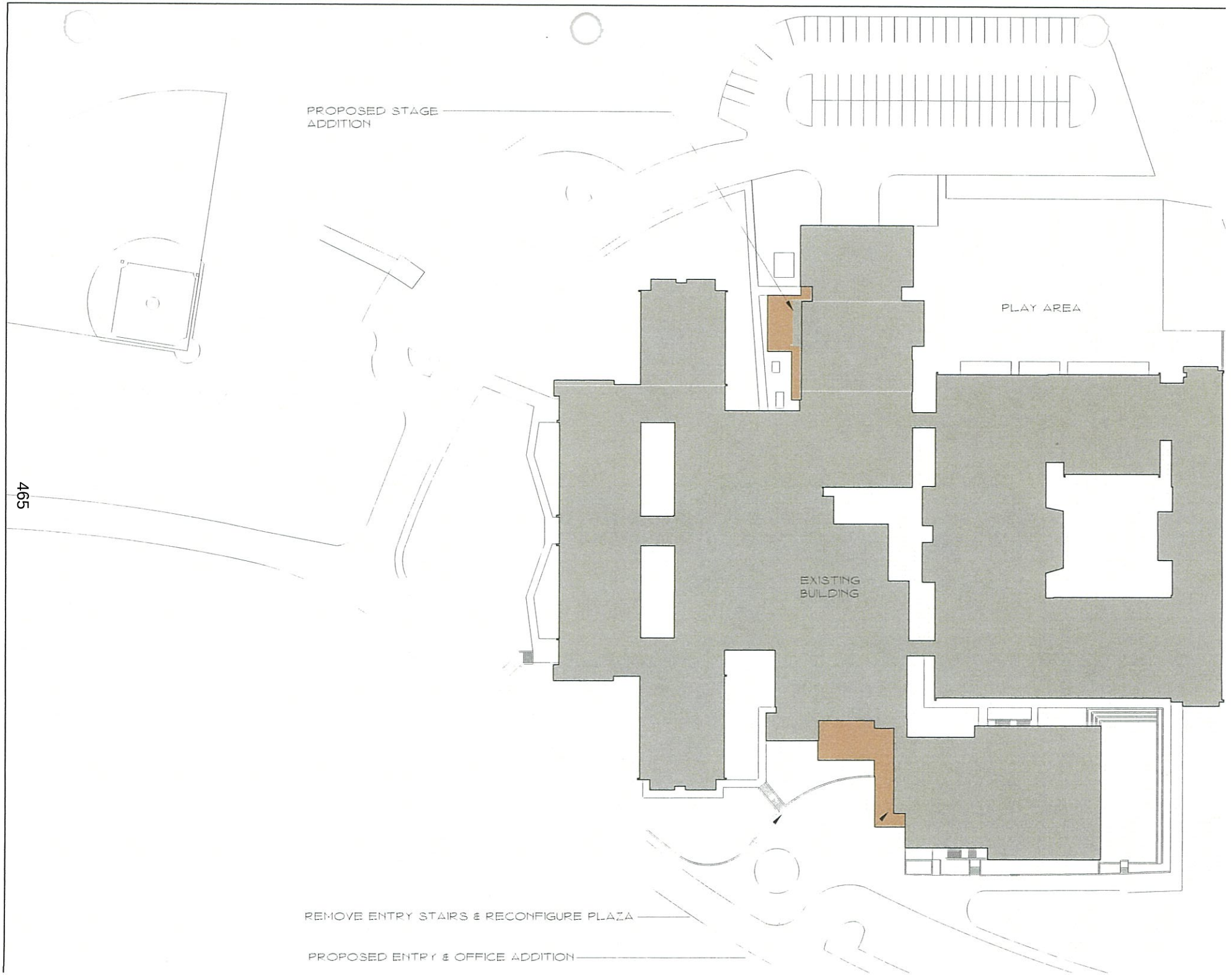
WESTON SCHOOLS
FACILITIES FEASIBILITY STUDY
WESTON MIDDLE SCHOOL - DESIGN OPTION 1 ESTIMATE

Design Option Projects	Area	Cost Per Sq ft	Subtotal	Totals
BULDING INFRASTRUCTURE (Facility Conditions)				
HVAC			$ 4,284,000	
Electrical - to support HVAC, improve emergency power, new lighting throughout			$ 935,625	
Ceilings & devices throughout	102,380	$ 15	$ 1,535,700	
Restroom Renovations throughout			$ 525,000	$ 7,280,325
STUDENT LOCKERS & A-WING				
Hallway reconfigurations, restrooms & lockers	6,916	$ 400	$ 2,766,400	$ 2,766,400
SCIENCE				
Science demolition	3,325	$ 50	$ 166,250	
G-wing demolition	7,534	$ 40	$ 301,360	
Science Addition	11,119	$ 500	$ 5,559,500	$ 6,027,110
ART, MUSIC & CAFETERIA				
Music Renovations	6,651	$ 300	$ 1,995,300	
Art Renovations	2,633	$ 300	$ 789,900	
Cafeteria - stage demolition	644	$ 20	$ 12,880	
Stage Addition	1,773	$ 500	$ 886,500	
Computer Lab expansion/ Eliminate hall	1,589	$ 300	$ 476,700	$ 4,161,280
GYMS & LOCKER ROOMS				
Old Gym Renovation (finishes & equipment)	5,563	$ 150	$ 834,450	
Locker Room Reconfiguration	2,224	$ 300	$ 667,200	
New Gym Reconfiguration	5,250	$ 300	$ 1,575,000	
Pool Locker Rooms reno and conversion	7,683	$ 350	$ 2,689,050	$ 5,765,700
ENTRY & ADMINISTRATION				
Entry & stair demolition	1,504	$ 40	$ 60,160	
New Entry (Stair & Elevator) & Office Addition	7,091	$ 500	$ 3,545,500	
Office Renovations/reconfigurations	2,415	$ 300	$ 724,500	$ 4,330,160
OPTION 1 TOTAL				**$ 30,330,975**
FACILITY CONDITIONS				
Items from Facility Conditions Spreadsheets			$ 17,298,474	
Remaining portions, not addressed above				$ 7,129,674
				$ 37,460,649

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1,1773 SQ FT PLATFORM ADDITION
RECONFIGURE HALLWAY LOCKER ALCOVES, RESTROOMS & SPED
CONVERT 2 SCIENCE LABS INTO 4 SPED
DEMOLISH 3,325 SQ FT OF SCIENCE LABS
REMOVE NARROW HALL EXPAND COMPUTER LABS
RECONFIGURE HALLWAY LOCKER ALCOVES, RESTROOMS & SPED
CONVERT MAIN OFFICE TO CONFERENCE ROOMS
CONVERT TO NURSE SUITE


PROPOSED STAGE ADDITION
PLAY AREA
EXISTING BUILDING
REMOVE ENTRY STAIRS & RECONFIGURE PLAZA
PROPOSED ENTRY & OFFICE ADDITION

WESTON SCHOOLS
FACILITIES FEASIBILITY STUDY
WESTON MIDDLE SCHOOL - DESIGN OPTION 2 ESTIMATE

Design Option Projects	Area	Cost Per Sq ft	Subtotal	Totals
BULDING INFRASTRUCTURE (Facility Conditions)				
HVAC			$ 4,165,000	
Electrical - to support HVAC, improve emergency power, new lighting throughout			$ 935,625	
Ceilings & devices throughout	96,909	$ 15	$ 1,453,635	
Restroom Renovations throughout			$ 875,000	$ 7,429,260
STUDENT LOCKERS & A-WING				
Hallway reconfigurations, restrooms & lockers	6,916	$ 400	$ 2,766,400	$ 2,766,400
SCIENCE				
Science demolition	3,325	$ 50	$ 166,250	
G-wing Science Clab Conversion	8,026	$ 400	$ 3,210,400	
C-wing (science) Special Education Conversion	2,552	$ 300	$ 765,600	$ 3,376,650
ART & MUSIC				
Music Renovations	6,651	$ 300	$ 1,995,300	
Art Renovations	2,633	$ 300	$ 789,900	
Cafeteria - stage demolition	644	$ 20	$ 12,880	
Cafeteria - Northwest demolition	539	$ 20	$ 10,780	
Stage Addition	1,773	$ 500	$ 886,500	
Computer Lab expansion/ Eliminate hall	1,589	$ 300	$ 476,700	$ 4,172,060
GYMS & LOCKER ROOMS				
Old Gym Renovation (finishes & equipment)	5,563	$ 150	$ 834,450	
Locker Room Reconfiguration	2,224	$ 300	$ 667,200	
New Gym Reconfiguration	5,250	$ 300	$ 1,575,000	
Pool Locker Rooms	7,683	$ 350	$ 2,689,050	$ 5,765,700
ENTRY & ADMINISTRATION				
Existing entry & stair demolition	1,504	$ 40	$ 60,160	
New Entry (Stair & Elevator) & Office Addition	3,874	$ 500	$ 1,937,000	
Office Renovations/reconfigurations	2,415	$ 300	$ 724,500	$ 2,721,660
OPTION 2 TOTAL				$ 26,231,730
FACILITY CONDITIONS				
Items from Facility Conditions Spreadsheets			$ 17,298,474	
Remaining portions, not addressed above				$ 7,248,674
				$ 33,480,404

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NEW FACILITY B

SCALE: NTS

2,136 SQ FT 2 CLASSROOM ADDITION

RECONFIGURE HALLWAY LOCKER ALCOVES, RESTROOMS & SPED

CONVERT 2 SCIENCE LABS INTO 4 SPED

DEMOLISH 3,325 SQ FT OF SCIENCE LABS

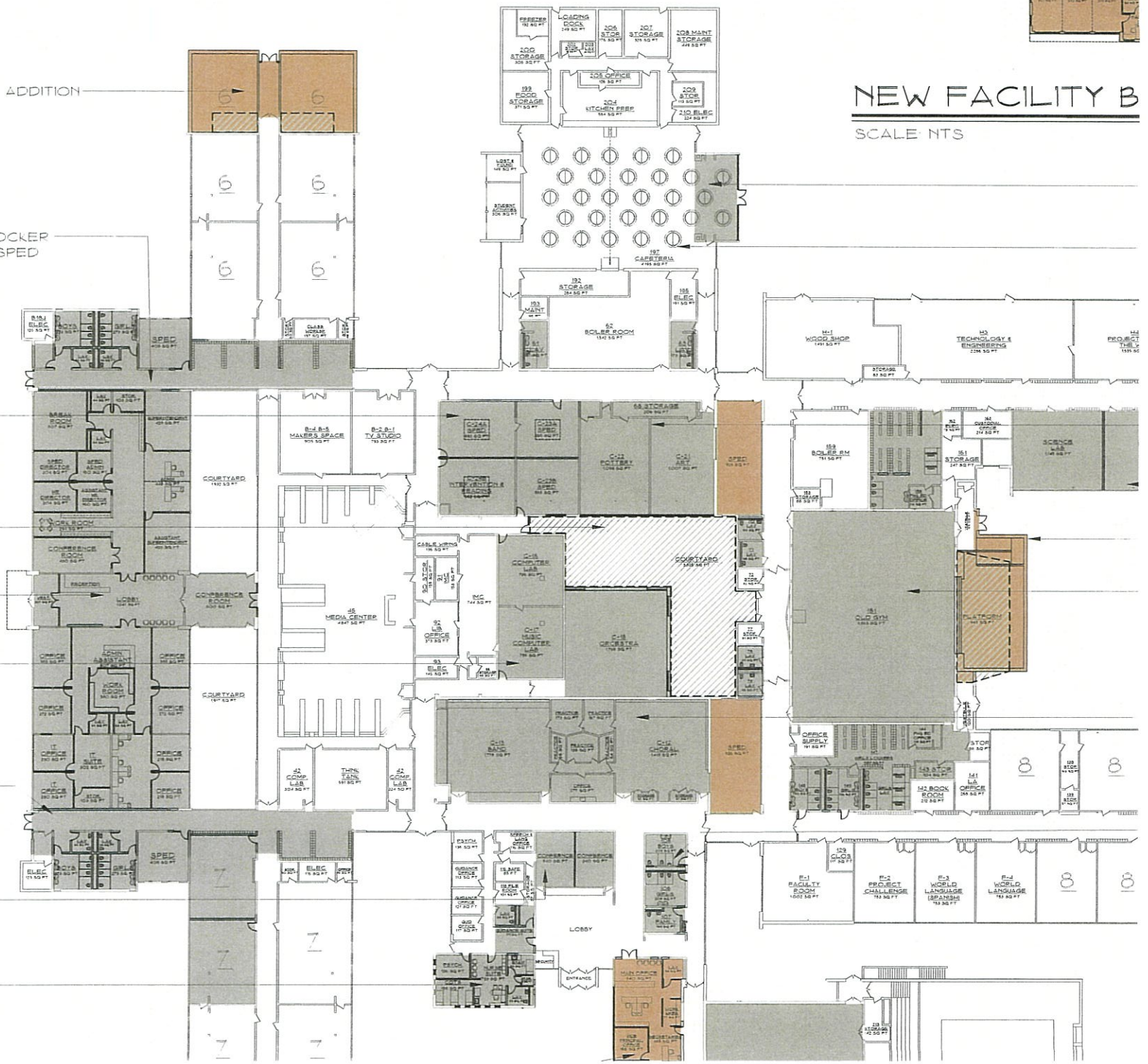
CONVERT CLASSROOMS INTO BOE SUITE

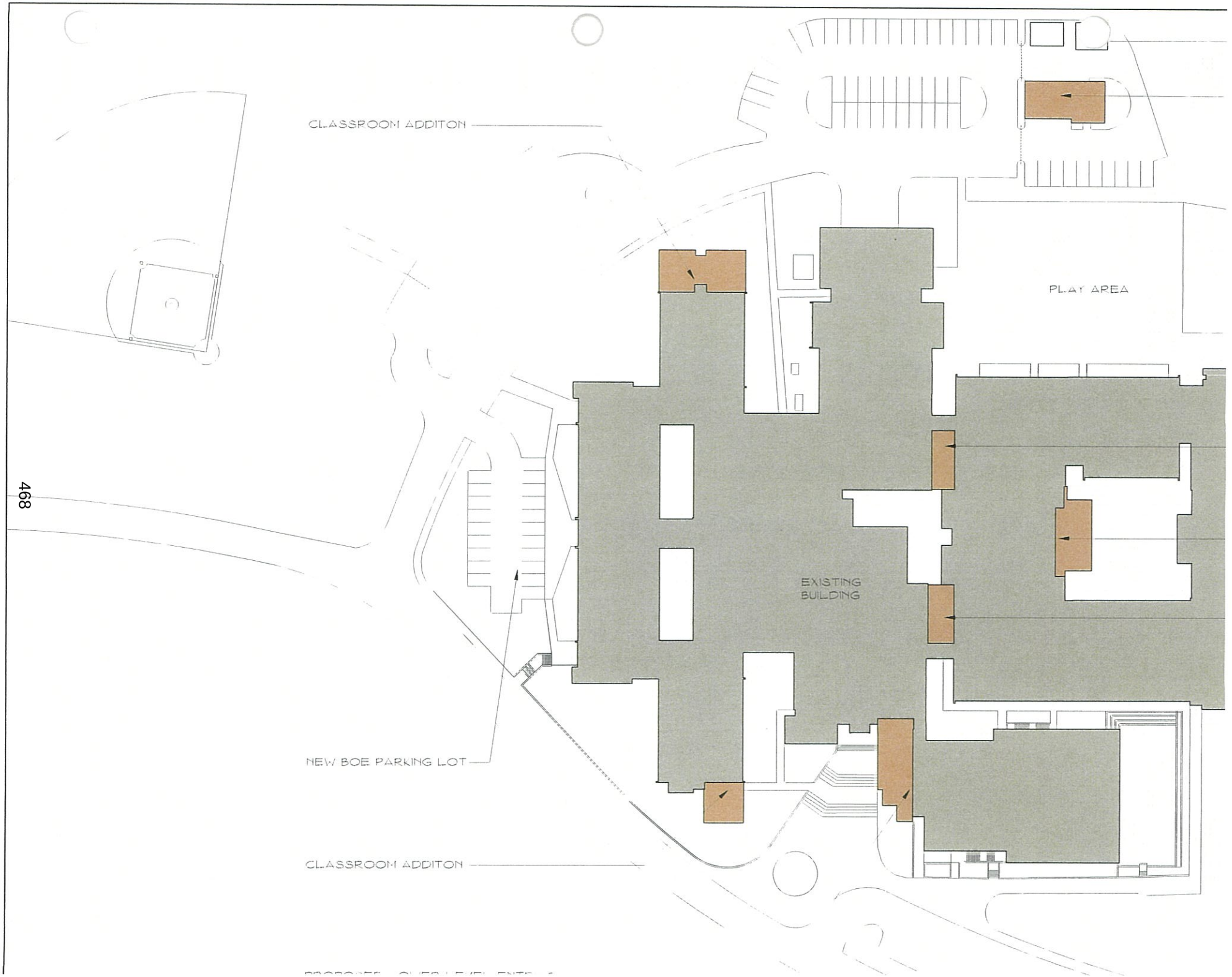
REMOVE NARROW HALL EXPAND COMPUTER LABS

RECONFIGURE HALLWAY LOCKER ALCOVES, RESTROOMS & SPED

CONVERT MAIN OFFICE TO CONFERENCE ROOMS

CONVERT TO NURSE SUITE




CLASSROOM ADDITON
PLAY AREA
EXISTING
BUILDING
NEW BOE PARKING LOT
CLASSROOM ADDITON

WESTON SCHOOLS
FACILITIES FEASIBILITY STUDY
WESTON MIDDLE SCHOOL - DESIGN OPTION 3 ESTIMATE

Design Option Projects	Area	Cost Per Sq ft	Subtotal	Totals
BULDING INFRASTRUCTURE (Facility Conditions)				
HVAC			$ 3,847,000	
Electrical - to support HVAC, improve emergency power, new lighting throughout			$ 810,875	
Ceilings & devices throughout	83,977	$ 15	$ 1,259,655	
Restroom Renovations throughout			$ 875,000	$ 6,792,530
STUDENT LOCKERS & A-WING				
Hallway reconfigurations, restrooms & lockers	6,916	$ 400	$ 2,766,400	$ 2,766,400
SCIENCE				
Science demolition	3,325	$ 50	$ 166,250	
G-wing Science Clab Conversion	7,097	$ 400	$ 2,838,800	
C-wing (science) Special Ed Conversion	2,552	$ 300	$ 765,600	$ 3,005,050
ART & MUSIC				
Art & Music Renovations	9,284	$ 300	$ 2,785,200	
Cafeteria - stage demolition	644	$ 20	$ 12,880	
New windows and door at old stage	340	$ 125	$ 42,500	
Gym Stage demolition	1,035	$ 40	$ 41,400	
Stage Addition	1,562	$ 500	$ 781,000	
Computer Lab expansion/ Eliminate hall	1,589	$ 300	$ 476,700	$ 4,139,680
GYMS & LOCKER ROOMS				
Old Gym Renovation (finishes & equipment)	5,563	$ 150	$ 834,450	
Gym and Pool Locker Room Reconfiguration	9,907	$ 350	$ 3,467,450	
New Gym Renovation (finishes & equipment)	5,250	$ 150	$ 787,500	$ 5,089,400
ADMINISTRATION & POOL ENTRY				
Entry & stair demolition	1,504	$ 40	$ 60,160	
Main Office, Stair, Elevator Addition	2,170	$ 500	$ 1,085,000	
Office Renovations/reconfigurations	2415	300	$ 724,500	$ 1,869,660
BOE RELOCATION TO A-WING				
A-Wing BOE office reconfiguration	11,035	$ 400	$ 4,414,000	
Classroom ends demolition	463	$ 40	$ 18,520	
Classroom additions & courtyard infill	4,841	$ 500	$ 2,420,500	
Classroom renovation	1,889	$ 300	$ 566,700	
New facility building at rear	2,136	$ 300	$ 640,800	$ 8,060,520
OPTION 3 TOTAL				$ 31,723,240
FACILITY CONDITIONS				
Items from Facility Conditions Spreadsheets			$ 17,298,474	
Remaining portions, not addressed above				$ 7,566,674
				$ 39,289,914

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WIS 1A

WESTON SCHOOLS - FACILITIES FEASIBILITY STUDY

WESTON INTERMEDIATE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
			4	3	2	1	n/a			
SITE CONDITIONS										
S1	Front pavers are beginning to sink			3				If it drops beyond a 1/2" it will not be considered accessible and will result in a tripping hazard	$ 5,000	
S2	Front concrete sidewalk has a small amount of cracks		4					Seal Cracks as needed	$ 3,000	
S3	Bituminous pathway has cracks		4					Seal cracks as needed	$ 3,000	
S4	Bituminous pathway was driven on and the adjacent lawn is torn up		4					If this is typical, think about widening the pathway to avoid lawn damage	$ 16,000	
S5	Courtyard Concrete seating wall & paths are discoloring with mildew		4					Power wash and seal to maintain longevity	$ 6,000	
SITE SUBTOTAL										$ 33,000
EXTERIOR CONDITIONS										
A1	Cafetorium doors are extremely heavy and difficult to open					1		Adjust doors	$ 1,000	
A2	Precast window sills, most notably at lower level are dirty and discoloring with mildew			3				Clean and seal	$ 15,000	
A3	Areas at base of masonry and parapet are dirty with mildew and vegetation			3				Clean and seal	$ 8,000	
A4	Caulk where building meets sidewalk caulk is deteriorating			3				Recaulk as required	$ 2,000	
A5	Caulk and mortar around precast parapet cap and masonry have mildew			3				Recaulk as required	$ 3,000	
A6	Control joint caulk is showing early signs of wear and cracking			3				Recaulk as required	$ 5,000	
A7	Knee wall at gymnasium					1		Rebuild parapet, portion of roof and add external gutters - at $800 per linear foot	$ 264,000	
EXTERIOR SUBTOTAL										$ 298,000

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WESTON INTERMEDIATE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
INTERIOR CONDITIONS										
A8	Block walls dirty			3				Clean and seal	$ 6,000	
A9	Sheet flooring in Cafetorium is torn and has large gaps				2			Determine if slab has moisture or movement issues. Replace floor.	$ 81,180	
A10	Ceiling tiles are stained			3				Replace the ceiling tiles throughout the building	$ 3,600	
A11	Penetration firestopping is not at all penetrations of boiler room					1		Fire putty around penetrations as needed	$ 1,500	
A12	Furniture and equipment is located in gymnasium vestibule blocking egress clearance requirements					1		Move furniture	$ -	
A13	Gym egress is undersized and inadequate. It does not meet code requirements.					1		Add double doors to exterior	$ 25,000	
A14	VCT is cracked in various areas				2			Replace the floor tiles throughout the building	$ 8,000	
A15	Window caulk is beginning to wear			3				Recaulk as required	$ 36,000	
A16	Equipment is blocking knee space						n/a	Remove	$ -	
A17	Vertical grab bars are not installed at all handicap toilets				2			Add grab bars at all handicap toilets	$ 6,750	
A18	Elevator		4					Continue to evaluate and inspect the elevator	$ 3,000	
A19	Classrooms with doors inbetween are often too noisy			3				Add acoustical seals around doors	$ 20,000	
A20	Wallpaper in administration is getting damaged due to chairs		4					Add chair rail at main office and confernce room	$ 10,000	
INTERIOR SUBTOTAL										**$ 201,030**

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WIS 1B

DRAFT 11.03.17

Weston Intermediate School Design Options

Weston Intermediate School is the school in least need due to its young age. The school is in excellent condition and doesn't have too many needs. The ongoing issue with the gymnasium wall is at the top of the list. Additionally, an exterior egress door out of the gym is recommended. Lastly, the double doors between classrooms need to be removed and infilled.

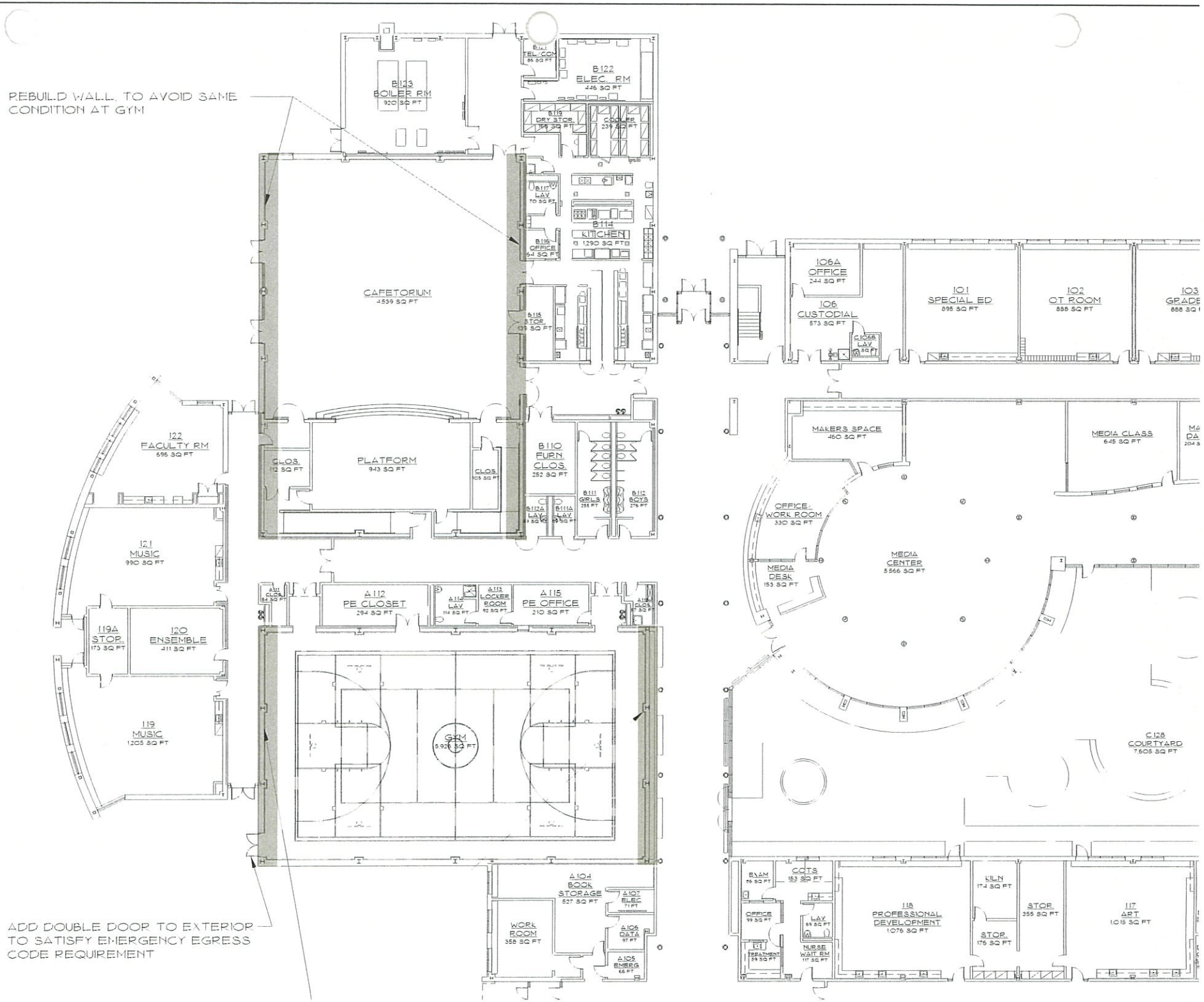
WIS Priorities:

1. Gymnasium and cafetorium wall repair
2. Gymnasium egress doors
3. Removal of shared classroom doors

Option 1

This plan highlights the walls of the gymnasium and cafetorium as this represents the wall/roof/gutter project currently under design. Additionally, a new set of double doors is added to the gym to elevate the egress issue. The final item to note is the removal of the interior doors between classrooms 103 and 104. There are 2 additional locations to be removed on the second floor. These items all would take care of the most pressing issues at this school.

Moving forward Weston Intermediate School would have a 75% utilization rate based on the MMI 5-year projections. Currently the school is operating at an 85% utilization rate. This school takes the largest hit. The reduction correlates solely to the shift in population change.


REBUILD WALL, TO AVOID SAME CONDITION AT GYM
ADD DOUBLE DOOR TO EXTERIOR TO SATISFY EMERGENCY EGRESS CODE REQUIREMENT
B123 BOILER RM 920 SQ FT
B122 ELEC. RM 446 SQ FT
B121 TEL/COM 86 SQ FT
B119 DRY STOR. 166 SQ FT
COOLER 239 SQ FT
B117 LAV 70 SQ FT
B114 KITCHEN 1290 SQ FT
B116 OFFICE 64 SQ FT
CAFETORIUM 4599 SQ FT
B115 STOR. 139 SQ FT
106A OFFICE 244 SQ FT
106 CUSTODIAL 573 SQ FT
C106B LAV 33 SQ FT
101 SPECIAL ED 895 SQ FT
102 OT ROOM 888 SQ FT
103 GRADE 888 SQ
122 FACULTY RM 696 SQ FT
CLOS. 112 SQ FT
PLATFORM 943 SQ FT
CLOS. 105 SQ FT
B110 FURN. CLOS. 252 SQ FT
B111 GIRLS 255 FT
B112 BOYS 276 FT
B112A LAV 81 SQ FT
B111A LAV 89 SQ FT
MAKERS SPACE 460 SQ FT
MEDIA CLASS 645 SQ FT
OFFICE/ WORK ROOM 330 SQ FT
MEDIA DESK 153 SQ FT
MEDIA CENTER 5566 SQ FT
121 MUSIC 990 SQ FT
A111 CLOS. 64 SQ FT
A112 PE CLOSET 294 SQ FT
A114 LAV 114 SQ FT
A113 LOCKER ROOM 92 SQ FT
A115 PE OFFICE 210 SQ FT
A116 CLOS. 32 SQ FT
119A STOR. 173 SQ FT
120 ENSEMBLE 411 SQ FT
GYM 5926 SQ FT
C128 COURTYARD 7605 SQ FT
119 MUSIC 1205 SQ FT
A104 BOOK STORAGE 527 SQ FT
A107 ELEC. 71 FT
A106 DATA 97 FT
A105 EMERG. 66 FT
WORK ROOM 358 SQ FT
ELAM 56 SQ FT
CCTS. 163 SQ FT
OFFICE 99 SQ FT
LAV 69 SQ FT
118 PROFESSIONAL DEVELOPMENT 1076 SQ FT
KILN 174 SQ FT
STOR. 355 SQ FT
STOR. 175 SQ FT
117 ART 1018 SQ FT
TREATMENT 59 SQ FT
NURSE WAIT RM 117 SQ FT

WESTON SCHOOLS
FACILITIES FEASIBILITY STUDY
WESTON INTERMEDIATE SCHOOL - DESIGN OPTION 1 ESTIMATE

Design Option Projects	Length	Cost Per Linear FT	Subtotal	Totals
GYM & CAFÉ WALL REMEDIATION				
Gym wall and gutter rebuild	130	$ 800	$ 104,000	
Café wall and gutter rebuild	200	$ 800	$ 160,000	
Additional project costs			$ 92,400	$ 356,400
REMOVE SHARED CLASS DOORS				
Remove double doors in 3 locations & infill wall (acousitcal insulation & sheetrock, paint)			$ 20,000	$ 20,000
NEW EXTERIOR GYM DOOR				
Add new double door to exterior			$ 25,000	$ 25,000
OPTION 1 TOTAL				$ 401,400
FACILITY CONDITIONS				
Items from Facility Conditions Spreadsheets			$ 1,379,342	
Remaining portions, not addressed above				$ 1,070,342
				$ 1,471,742

E.S. 1A

WESTON SCHOOLS - FACILITIES FEASIBILITY STUDY

HURLBUTT ELEMENTARY SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
			4	3	2	1	n/a			
SITE CONDITIONS										
S1	Front bituminous parking area is approaching the end of its life. Cracks cover the area and the bituminous curbs are starting to fail.	Civil		3				Reclaim and repave.	$ 192,000	
S2	Front concrete sidewalk has cracking	Civil		3				Replace portion of sidewalk	$ 12,000	
S3	Timber guard rail is beginning to heave and fall over	Civil			2			Repair portion	$ 15,000	
S4	Handrails at stair do not have the proper extensions	ADA		3				Weld on the extensions	$ 2,000	
S5	Concrete sidewalk at South house has area of significant cracking				2			Reclaim and replace the effected area	$ 8,000	
S6	Hillside erosion near South house hardscape/basketball area			3				Continue timber retaining wall	$ 8,000	
S7	Proximity of North House playscape to School Rd is problematic - chain-link fence is dated & too low				2			Add a more appropriate physical barrier to the North House playground at school road	$ 15,000	
S8	North House playground play equipment should be replaced				2			Provide new age appropriate playscape equipment	$ 180,000	
S9	North House bituminous pavement is at the end of its lifecycle.				2			Reclaim and repave	$ 54,000	
S10	Teacher parking is not paved & no accessible path to the building				2			Add base, bituminous pavement and ADA concrete walks to building	$ 135,000	
SITE SUBTOTAL										$ 621,000

475

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HURLBUTT ELEMENTARY SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
EXTERIOR CONDITIONS										
A1	Brick is spalling or motor is in need of repointing or mildew is growing over brick	General		3				Patch, repair, or replace brick and repoint and wash as necessary.	$ 72,000	
A2	Doors and/or hardware are in need of replacement. Some exterior classroom doors still have knobs that require twisting.	4.13.9 (ADA) 404.2.6 (ANSI 117.1)		3				Replace door and hardware	$ 14,000	
A3	Door thresholds or concrete pads have a greater than 1/2" transition to grade	ANSI 117 (ADA)		3				Provide ramp or re-grade asphalt/concrete to allow for 1/2" maximum vertical transition.	$ 9,600	
A4	The paint on the fascia of East and South House is peeling and chipping				2			Scrape, prime and paint as required to maintain lifespan	$ 30,000	
A5	Window sill and window caulk is beginning to crack				2			The lifespan of caulk is 5-10 years and these should be caulked to maintain the lifespan	$ 45,000	
A6	North House lower level south facing windows are peeling			3				Scrape, prime and paint	$ 6,000	
A7	Base through wall flashing at North House is deteriorating				2			Remove lower three courses of brick and flashing. Reinstall copper flashing and brick.	$ 32,300	This could be part of the cause of leaks in basement
A8	Foundation parge coating is peeling			3				Wash and provide a parge coat to foundation wall	$ 10,000	
A9	Roofs will be nearing the end of its useful life (based on warranty)		4					The roofs are due for replacement in approximately 2020+/-	$ 1,565,000	Estimate includes asphalt and EPDM to match existing
EXTERIOR SUBTOTAL										$ 1,783,900

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HURLBUTT ELEMENTARY SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING	CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
INTERIOR CONDITIONS						
A10	All door push and/or pull maneuvering clearances do not meet code.	413.6 (ADA) 1101.2 (IBC) ANSI 117.1	3	Where obstruction is not furniture related, modify door swing and/or location to comply. Where the previous is not easily achieved, supply push button door operator where required.	$ 19,000	
A11	The required clearance, depth, approach & corridor width doesn't meet code		3	Reconfigure space if possible otherwise, supply push button door operator where required.	$ 20,000	
A12	Due to the size, restrooms do not meet current code accessibility requirements.	(B)1108.0 (ANSI A117.1) 603-606	2	Reconfigure the room to enlarge and provide the minimum dimensional requirements.	$ 750,000	
A13	The current code required toilet grab bars are not installed	(B)1108.0 (ANSI A117.1) 603-606	2	Install code required grab bars	$ 3,000	
A14	Existing students restrooms do not meet current code accessibility requirements. No handicap stall exists.	(B)1108.0 (ANSI A117.1) 603-606	2	Provide at least one accessible toilet stall and ambulatory stall, lavatory sink, and urinal in the Boy's and Girl's restroom. Provide required grab bars. Provide new accessible doors and frames and latching hardware as required by doors adjacent to egress corridor.	$ 500,000	This applies to the North House gang toilet rooms.
A15	Existing sinks do not meet accessibility requirements		3	Provide at least one accessible sink	$ 45,000	
A16	Existing drinking fountains do not comply with current code accessibility requirements	(B)1108.6 (ANSI A117.1) 602	3	Remove existing drinking fountains and install new Handicapped drinking fountains.	$ 5,000	
A17	The required knee spaces do not exist at most cabinetry or is located at the wrong height		3	Since the cabinetry is not accessible and is very dated or not included in some rooms it may be time to replace them all together	$ 253,500	

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HURLBUTT ELEMENTARY SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
A18	Some door hardware is not accessible and does not meet current code. Knob handles require grasping and twisting.	4.13.9 (ADA) 404.2.6 (ANSI 117.1)			2			Remove door locksets and install new accessible lever handle locksets where designated.	$ 12,500	Mostly noted at South House restrooms and classroom access to vestibules.
A19	There is no second means of egress				2			Install a second door, preferably to the exterior	$ 6,000	
A20	There is no accessibility to stage				2			Provide a lift or ramp	$ 20,000	
A21	9X9 tile			3				Remove and replace	$ 3,600	These tiles/glue may contain asbestos
A22	Spline ceiling			3				Remove and replace	$ 17,600	
A23	Paint can use some touch up at door frames and some walls most notably at East and South			3				Paint as needed - specifically at door frames	$ 30,000	
A24	Cracking door caulk at North House			3				Caulk at door surrounds to concrete block	$ 6,000	allowance
A25	The corridor exceeds the minimum dead-end distance allowable in a nonsprinklered building				2			Install corridor doors with swing in direction of egress at the max length of 20'-0" from the exit. A more costly option would be to reconfigure and drive a corridor through classroom.	$ 16,000	
A26	Gym Floor bubbles				2			Remove floor, investigate slab and replace floor with rubber sports floor & use waterproof adhesive	$ 43,200	
A27	Leak in North House basement -standing water in elevator machine room floor and along shared wall with stair					1		Investigate further	$ 20,000	allowance
A28	Elevator		4					Continue to evaluate and inspect the elevator	$ 3,000	
A29	Gym accessibility		4					Lift is acceptable but not the best option, may want to retrofit the space and install a ramp	$ 32,000	
A30	Air Conditioning is desired			3				Remove and replace ceilings as dictated by the mechanical design- coordinate lighting and devices at additional costs	$ 706,500	Excludes Center House
INTERIOR SUBTOTAL										$ 2,511,900

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HURLBUTT ELEMENTARY SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING	CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
PLUMBING/FIRE PROTECTION						
P1	Periodically inspect, test and replace plumbing valves, pressure regulators, backflow preventers, thermostatic mixing valves, pumps, etc.	General	3	Replace faulty equipment as required.	$ 10,000	Cost over next 10 years.
P2	Barrier Free lavatories and sinks do not have insulated supplies and drains.	ADA	2	Insulate supplies and drains with ADA insulation kit.	$ 10,000	
P3	A Janitors Sink was observed with hoses connected to faucet without a visible means to prevent backflow.	IPC Section 608	2	Install vacuum breaker.	$ 500	Cost for each sink
P4	Water heater for Central House has reached the end of its useful life.	General	2	Replace water heater	$ 30,000	
P5	Some of the hot water piping is missing insulation	General	3	Install insulation on piping missing insulation	$ 10,000	
P6	Some water heaters are no longer in use	General	3	Remove water heaters not being used and associated piping and accessories	$ 2,500	
P7	Storage tank for water heater in Senior Center/South House is damaged	General	2	Replace storage tank	$ 5,000	
P8	Vacuum breaker for water closet appears to be too short	General	2	Repair/replace flush valve	$ 2,500	
P9	Check valve for sump pump in basement of East House is not properly installed	General	2	Repair/replace check valve	$ 500	
FP1	Building is not currently fully protected with a sprinkler system	NFPA 25	4	Provide sprinkler system for entire building	$ 430,000	Based on $5/sf at approximately 86,000 sf
FP2	Limited sprinkler area is currently fed off of domestic water system	General	4	Provide new fire pump and approx. 30,000 gallon storage tank to provide water for fully sprinklered building that is separated form domestic water	$ 125,000	
PLUMBING/FP SUBTOTAL						$ 626,000

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HURLBUTT ELEMENTARY SCHOOL - FACILITY CONDITIONS ANALYSIS										
TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
MECHANICAL SYSTEMS										
M1	Central Area Conf Room poor temperature control	General		3				Install dedicated Fan Coil Unit	$ 10,000	Tier 1
M2	Central Area Boiler Room has 10+ years of useful life remaining		4					Replace Boilers at end of Useful Life	$ 90,000	Present day cost - Tier 1
M3	Central Area Chiller is approaching end of useful life. Refrigerant is being phased out.			3				Replace Chiller and Chilled Water Pumps	$ 110,000	Tier 1
M4	Chiller Room does not appear to have emergency ventilation					1		Install emergency ventilation system	$ 20,000	Tier 1
M5	Central Area Ductwork and Air Handling Units require cleaning.				2			Perform interior cleaning	$ 20,000	Tier 1
M6	East Wing Combustion Air is not per code.				2			Add upper louver	$ 3,000	Tier 1
M7	East Wing Classrooms are not well ventilated,				2			Install Central Air Handling Equipment	$ 410,000	Tier 1
M8	East Wing Air Conditioning		4					Install Air Conditioning Equipment	$ 150,000	Cost added to Central Air Handling Equipment. Tier 2
M9	East Wing corridors lack ventilation				2			Install corridor ventilation system	$ 45,000	Tier 1
M10	East Wing Finned Tube Radiation is likely at the end of its useful life				2			Inspect and replace FTR as required	$ 110,000	Cost for full replacement Tier 1
M11	East Wing Steam and Condensate Return piping is likely at the end of its useful life				2			Inspect and replace piping as required	$ 76,000	Cost for full replacement Tier 1
M12	East Wing Kitchen Exhaust Fans is oversized for current use and at the end of its useful life			3				Replace Fan	$ 4,000	Tier 1
M13	East Wing Boiler Room has 10+ years of useful life remaining		4					Replace Boilers at end of Useful Life	$ 240,000	Present day cost - Tier 1
M14	North Wing Gym AHUs in poor condition				2			Replace AHUs	$ 48,000	Tier 1

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HURLBUTT ELEMENTARY SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING	CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
M15	North Wing Unit Ventilators appear to be near the end of their useful lives		2	Replace Unit Ventilators or add Central Air	$ 400,000	Tier 1
M16	North Wing Air Conditioning		4	Install Air Conditioning Equipment	$ 210,000	Cost added to Central Air Handling Equipment. Tier 2
M17	North Wing 5 Ton Packaged Rooftop Unit is at the end of its useful life		2	Replace Rooftop Unit	$ 15,000	Tier 1
M18	North Wing lacks corridor ventilation		2	Install corridor ventilation system	$ 50,000	Tier 1
M19	North Wing Finned Tube Radiation and Unit Heaters are likely at the end of its useful life		2	Inspect and replace equipment as required	$ 40,000	Cost for full replacement Tier 1
M20	North Wing Hot Water Piping is Likely at the end of its useful life		2	Inspect and replace piping as required	$ 70,000	Cost for full replacement Tier 1
M21	North Wing Boiler Room has 10+ years of useful life remaining		4	Replace Boilers at end of Useful Life	$ 70,000	Present day cost - Tier 1
M22	South Wing Classrooms are not well ventilated,		2	Install Central Air Handling Equipment	$ 225,000	Tier 1
M23	South Wing Air Conditioning		4	Install Air Conditioning Equipment	$ 90,000	Cost added to Central Air Handling Equipment Tier 2
M24	There is no corridor ventilation for the South Wing		2	Install corridor ventilation system	$ 40,000	Tier 1
M25	South Wing Toilets lack exhaust		2	Install Toilet Exhaust System	$ 10,000	Tier 1
M26	South Wing Finned Tube Radiation and Unit Heaters are likely at the end of its useful life		2	Inspect and replace equipment as required	$ 80,000	Cost for full replacement Tier 1
M27	South Wing South Wing Steam Piping is Likely at the end of its useful life		2	Inspect and replace piping as required	$ 30,000	Cost for full replacement Tier 1
M28	South Wing Kitchen Exhaust Fans is oversized for current use and at the end of its useful life		3	Replace Fan	$ 4,000	Tier 1
M29	Senior Center Boiler Feed Unit appears to be in poor condition		2	Replace unit	$ 5,000	Tier 1

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HURLBUTT ELEMENTARY SCHOOL - FACILITY CONDITIONS ANALYSIS											
TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
M30	Senior Center rooms are not well ventilated				2			Install Central Air Handling Equipment	$ 250,000	Tier 1
M31	Add Senior Center Air Conditioning		4					Install Air Conditioning Equipment	$ 90,000	Cost added to Central Air Handling Equipment. Tier 2
M32	There is no corridor ventilation for the Senior Center				2			Install corridor ventilation system	$ 15,000	Tier 1
M33	Senior Center Finned Tube Radiation is likely at the end of its useful life				2			Inspect and replace FTR as required	$ 75,000	Cost for full replacement Tier 1
M34	Senior Steam and Condensate Return piping is likely at the end of its useful life				2			Inspect and replace piping as required	$ 35,000	Cost for full replacement Tier 1
M35	Senior Center/South Wing Boiler Room has 10+ years of useful life remaining		4					Replace Boilers at end of Useful Life	$ 240,000	Present day cost - Tier 1
M36	Chimney Height for the Central Area and North Wing do not appear adequate to prevent introduction of flue gasses			3				Inspect chimney interiors reline and extend as required.	$ 30,000	Tier 1
M37	Existing Pneumatic Automatic Temperature Controls are obsolete				2			Replace pneumatic Automatic Temperature Controls with DDC and update existing Building Management System	$ 350,000	Include in Tier 3
M38	Tier 1 HVAC upgrades				2			One for one replacement of Equipment at end of useful life.		Total Tier 1 Cost: $2,870,000
M39	Tier 2 HVAC upgrades		4					Add Air Conditioning Equipment to spaces not curently conditioned.		Total Tier 2 Cost: $540,000
M40	Tier 3 HVAC upgrades		4					Includes consolidation of the Heating Plants and new High Performance HVAC Systems		Total Tier 3 Cost: $8,040,000
MECHANICAL SUBTOTAL								Tier 1 + Tier 2 Cost		$ 3,410,000

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HURLBUTT ELEMENTARY SCHOOL - FACILITY CONDITIONS ANALYSIS

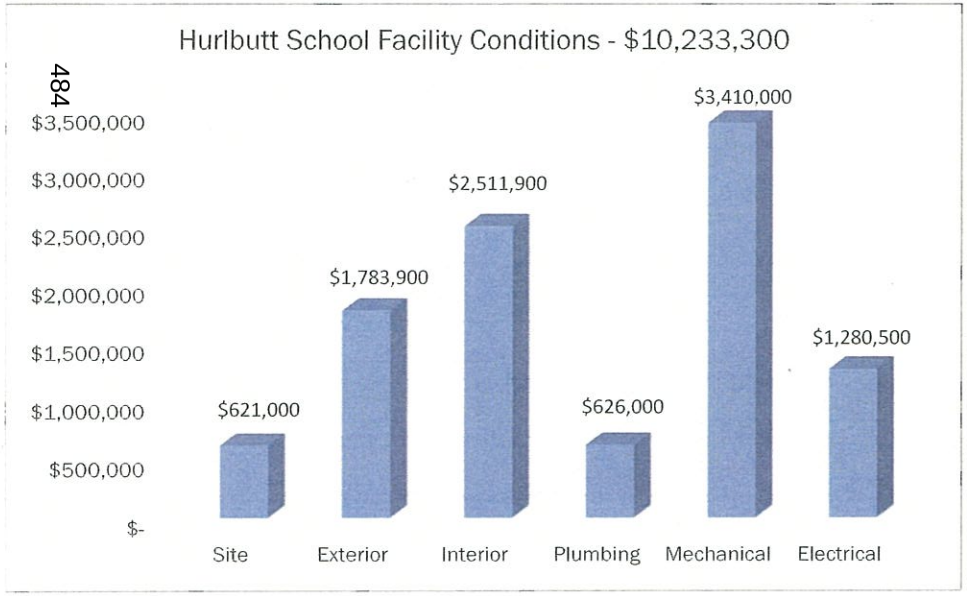
TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
ELECTRICAL SYSTEMS										
E1	Classrooms with exterior egress doors do not have illuminated exit signs or emergency lights to meet the current code				2			Install new illuminated exit signs with emergency battery at both doors within the room, one of the exit signs shall be provided with two integral emergency lights w/battery power to operate both lights and exit sign for 90 minutes	$ 12,500	allowance
E2	Handicap accessible individual toilet rooms require call for aid system to meet the current code				2			Install new "call for aid" system in each newly configured individual accessible toilet room	$ 7,500	allowance
E3 483	Currently the emergency lighting is provided by the generator feeding the entire electrical distribution, this does not appear to meet the current code and should be reviewed further with the AHJ					1		Install code approved emergency lighting system throughout the school, there are a few options to achieve this (install a second ATS dedicated to the emergency system and associated equipment, stand alone twin head battery units throughout or battery ballasts in existing fixtures)	$110,000	The $63K is for a twin head battery system and the $110K is to modify the generator distribution, the third option would fall somewhere in between
E4	Existing fluorescent and incandescent fixtures throughout the school, appear to be fully operational but not that efficient		4					Replace all existing fluorescent and incandescent fixtures with new energy efficient LED fixtures.	$ 650,000	allowance
E5	Existing North House stairwell is missing an illuminated "area of rescue" sign to meet the current code				2			Install new illuminated "area of rescue" sign outside of 2nd floor door leading into North House back stairwell	$ 500	allowance
E6	Tier 1 HVAC upgrades		4					One for one replacement of existing equipment that is not working properly		allowance of $15,000
E7	Tier 2 HVAC upgrades		4					Install air conditioning throughout the school, requiring electric service upgrade. Replace existing 1200 amp 480V service with new 2000 amp 480V service	$500,000	allowance
E8	Tier 3 HVAC upgrades		4					Same as tier 2, but with mechanical central plant modifications.		allowance of $600,000
ELECTRICAL SUBTOTAL										$ 1,280,500

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HURLBUTT ELEMENTARY SCHOOL - FACILITY CONDITIONS ANALYSIS													
TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING						CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS		
TOTAL ESTIMATED COSTS											$	10,233,300	

LEDGEND PRIORITY - RANK

1	Urgent priority - These items should be corrected as soon as possible and most likely encompass code, health and life safety issues.
2	High priority - These items should be corrected within a reasonable amount of time after the highest priorities referenced above. These may be associated with high priority maintenance issues or accessibility issues for the physically challenged. Maintenance items have a remaining useful life from 1-3 years.
3	Moderate priority – These items may be associated with aesthetic or general maintenance issues. Remaining useful life of 3-5 years.
4	Low priority – These items include maintenance and aesthetic issues that are not in current need of replacement, but should continue to be monitored on a regular basis. These items typically have a remaining useful life of 5-10 years or greater.





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E.S. 13

DRAFT 11.03.17

Hurlbutt Elementary School Design Options

Hurlbutt School has been defined as the third priority. Although the school is the oldest, it has been well maintained and its needs are less severe. The gymnasium, is sunken and lacks an appropriate HVAC system to help with its humidity issues. It also accessed by a stair, which does have a lift however options for a ramp are explored. Classrooms are larger at this school and some smaller special education classrooms are needed for speech and reading. Rooms have been selected to be converted into two. Lastly, restrooms throughout most of the school are incredibly dated and in need of renovations.

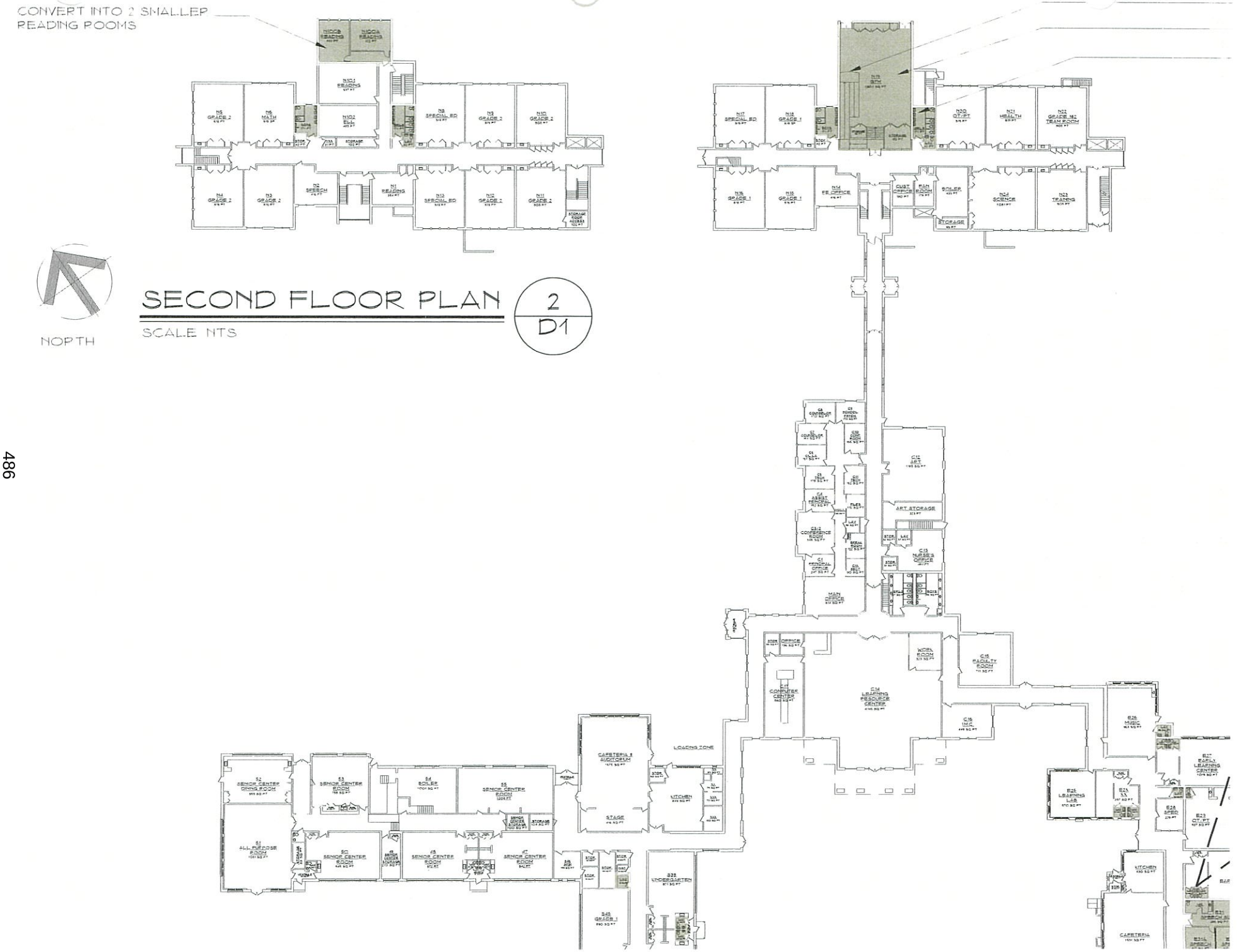
Hurlbutt Priorities:

1. Gymnasium – HVAC, flooring, access
2. Special Education – smaller rooms
3. Restroom renovations

Option 1 & 2

This option addresses the needs of the gymnasium. It will cover renovating the space including finishes and HVAC improvements. It also shows an option to change the stairs and add a ramp. It shows an option for converting 1 special education room into 2 speech rooms and on the upstairs converting one into 2 reading rooms. It included renovating all lavatories except for the ones in center house. North House restrooms will be renovated and one toilet each will be demolished to accommodate a handicap stall. However, the single toilets in East and South house are problematic and their dimensions are not accommodating to ADA requirements. There are two options provided. Option one expands the restroom into the cubie space so it can accommodate two toilets as originally intended. Option 2 leaves the wall in place but only allows for one toilet in order to gain the required clearances. This also includes cost for adding ventilation into the building to accommodate the new air conditioning.

Moving forward Hurlbutt Elementary School would have a 90% utilization rate based on the MMI 5-year projections. Currently the school is operating at a 91% utilization rate. The decrease occurs because very small reduction of students. Classroom quantities are not expected to change.


CONVERT INTO 2 SMALLER READING ROOMS
NORTH
SECOND FLOOR PLAN
SCALE: NTS
2
D1

WESTON SCHOOLS
FACILITIES FEASIBILITY STUDY
HURLBUTT ELEMENTARY SCHOOL - DESIGN OPTIONS 1 ESTIMATE

Design Option Projects	Area	Cost Per Sq ft	Subtotal	Totals
BULDING INFRASTRUCTURE (Facility Conditions)				
Install didicated outdoor air units/improve ventilation to support the new air conditioning			$ 1,248,000	
Electrical upgrade to support HVAC & improve emergency power			$ 610,000	$ 1,858,000
GYMNASIUM IMPROVEMENTS				
Improve HVAC & dehumidification, new floor, finishes, equipment & raise floor and add ramp	2,436	$ 350	$ 852,600	$ 852,600
SPEECH & READING CLASSROOMS MODIFICATION				
Convert 2 classrooms into 4	1,800	$ 300	$ 540,000	$ 540,000
RESTROOM RENOVATIONS				
North House Restrooms			$ 550,000	
Option 1: Reconfigure single restrooms in East and South Houses and renovate North House restrooms	12	$ 25,000	$ 300,000	$ 850,000
OPTION 1 TOTAL				$ 4,100,600
FACILITY CONDITIONS				
Items from Facility Conditions Spreadsheets			$ 10,233,300	
Remaining portions, not addressed above*				$ 5,800,600
				$ 9,901,200

*Cost of adding air conditioning is also removed

SILVER/PETRUCELLI+ASSOCIATES
Architects / Engineers / Interior Designers

DRAFT 11.03.17

ES. 1B

WESTON SCHOOLS
FACILITIES FEASIBILITY STUDY
HURLBUTT ELEMENTARY SCHOOL - DESIGN OPTIONS 2 ESTIMATE

Design Option Projects	Area	Cost Per Sq ft	Subtotal	Totals
BULDING INFRASTRUCTURE (Facility Conditions)				
Install didicated outdoor air units/improve ventilation to support the new air conditioning			$ 1,248,000	
Electrical upgrade to support HVAC & improve emergency power			$ 610,000	$ 1,858,000
GYMNASIUM IMPROVEMENTS				
Improve HVAC & dehumidification, new floor, finishes, equipment & raise floor and add ramp	2,436	$ 350	$ 852,600	$ 852,600
SPEECH & READING CLASSROOMS MODIFICATION				
Convert 2 classrooms into 4	1,800	$ 300	$ 540,000	$ 540,000
RESTROOM RENOVATIONS				
North House Restrooms			$ 550,000	
Option 2: Reconfigure single restrooms in East and South Houses and renovate North House restrooms	12	$ 50,000	$ 600,000	$ 1,150,000
OPTION 2 TOTAL				$ 4,400,600
FACILITY CONDITIONS				
Items from Facility Conditions Spreadsheets			$ 10,233,300	
Remaining portions, not addressed above*				$ 5,800,600
*Cost of adding air conditioning is also removed				$ 10,201,200

SILVER/PETRUCELLI+ASSOCIATES
Architects / Engineers / Interior Designers

DRAFT 11.03.17

Gifts, Grants and Bequests Approval Form

COMPLETE ONLINE FORM. PRINT, SIGN AND FORWARD TO THE SUPERINTENDENT'S OFFICE.

Gift Value:

☐ Gifts Valued Under $1,000: Minor gifts valued under $1,000 require approval by the Superintendent or building principal before being accepted however, do not require formal action by the Board of Education. Minor gifts that require approval of the Superintendent.

- have an impact on the curriculum,
- introduce new programs or procedures,
- produce inequity among the schools or add equipment that would incur further costs to the school system

☐ Gifts Valued $1,000 to $3,000: All gifts valued from $1,000 to $3,000 require approval by the Superintendent and formal acceptance by the Board of Education.

■ Gifts Valued Over $3,000: All gifts valued at over $3,000 must be approved by the Board of Education before being accepted.

School/Building: ■ HES ☐ WIS ☐ WMS ☐ WHS ☐ CO

Name of Donor: HES PTO

Value of gift(s) being donated): $ up to $102,000.00

Description:
Replace the North House Playground

X _____
Principal Signature

Date: 4/5/24

X _____
Superintendent Signature

Date:

Board of Education Approval

☐ Not required

■ Yes (If yes, date of Board of Education Approval:

☐ No

HURLBUTT PTO PHILANTHROPY REQUEST FORM

Please provide as much detailed information as possible (manufacturer, model, pricing, etc.) Whenever possible, please provide a photo, picture, brochure, catalog or sample.

SUBMITTED BY: Laura Kaddis

DATE:addis 4/1/202

REQUEST: up to $102,000.00

PURPOSE: Replace the North House Playground

COST/PRICING INFORMATION: (**2 quotes for comparison plus shipping/handling)
Creative Recreation $102,000.000

If we need to contact you for further information, what is the best way?

Approvals and Date:

Laura Kaddis LK 4/5/24
Philanthropy_____

Executive Board: _____
General Board:_____



Gifts, Grants and Bequests Approval Form

X Gifts Valued Over $3,000: All gifts valued over $3,000 must be approved by the Board of Education before being accepted.

School/Building: Weston High School

Name of Donor: Sustainable CT Community Match Fund

Value of gift(s) being donated): $4,000.00

Description (enter description or see attached, and include back up):

Sustainable CT, Inc. is granting Weston High School a $4,000 Matching Grant through their Sustainable CT Community Match Fund in support of the "Weston High School Pollinator Courtyard" project. Our project aligns with Sustainable CT's certification program action roadmap, because the work will have an impact on improving the sustainability, equity, and Vibrancy of Weston. (See attached letter from Sustainable, CT dated April 29, 2024).

Signature/Approval (if necessary):

X _____
Principal Signature

Date: 4/30/24

X _____
Superintendent Signature

Date: ____/____/____

Board of Education Approval

☐ Not required

☐ Yes (If yes, date of Board of Education Approval: ____/____/____)

☐ No

Sustainable CT
Local Actions. Statewide Impact.®

April 29th, 2024

Meghan Conetta, Principal
Weston Public Schools
15 School Rd.
Weston, CT 06883

Micheal Aitkenhead, Sustainability Teacher
Weston Public Schools
15 School Rd.
Weston, CT 06883

Re: Award from the Sustainable CT Community Match Fund

Dear **Meghan and Michael**:

Congratulations on your successful Community Match Fund crowdfunding campaign! In accordance with the terms of the Sustainable CT Community Match Fund, Sustainable CT, Inc. ("SCT") is providing **Weston High School** ("Grantee") a matching grant in the amount of **$4,000** in support of the "**Weston High School Pollinator Courtyard**" Project to **fund a new pollinator garden at Weston High School to increase the native populations and student involvement in sustainable practices** ("Project"). Our understanding of the impact that this work will have on improving the sustainability, equity, and vibrancy of **Weston**, aligned with Sustainable CT's certification program action roadmap, is a critical factor in SCT's decision to award this grant.

This grant was approved by SCT on the basis of your description of the Project, as set forth in your Project proposal and crowdfunding campaign with Patronicity at **Patronicity.com/westonhighpollinator,** and consistent with the criteria set forth in the Program Eligibility Document for the Sustainable CT Community Match Fund. Should any of the representations in the Project description cease to be accurate, you must promptly notify SCT. Financial resources provided by SCT may be used only for the purposes specified in and in accordance with the budget provided in your Project proposal and as further specified in this letter. In the event that the Project materially differs from the Project proposal and financial resources provided by SCT are used for purposes not stated in the Project proposal, SCT in its discretion, may require that all or part of the monies granted be repaid to the SCT, regardless of the extent to which the grant monies have already been expended.

None of the grant funds may be distributed to, or applied for the benefit of, a private person or noncharitable organization other than (a) as part of your performance of the Project, (b) as payment of reasonable compensation for services rendered in connection with the Project, or (c) as fair market value payment for property acquired in arms-length transactions for use in performing the Project.

Grantee may not use the grant funds in support of or in opposition to any political candidate or the passage of legislation. Grantee may not induce or encourage violations of law or public policy, or cause any private investment or improper private benefit to occur, nor take any action inconsistent with Section 501(c)(3) of the Internal Revenue Code. The grant funds may not be used to engage in activities other than for charitable, scientific, literary, or educational purposes.

Grantee agrees to host Project site visits by SCT or its designees for any reasonable purpose, and to submit an implementation report in the form of a survey, which will be provided by SCT, within 30 days after Project completion or within 30 days after substantial Project programming has occurred. Grantee further agrees to begin work on the Project within the timeframe indicated in the SCT post-fundraising survey completed for the Project and to complete the Project and expend the funds within 12 months of the date of this award letter.

In addition to the site visits and information described above, we ask that Grantee also provide original photos, videos, or other media demonstrating or illustrating the Project. SCT intends to share these with funders and other stakeholders, post them on SCT's website, or otherwise use them to demonstrate SCT's work, and Grantee grants SCT permission to do so. SCT also requests that whenever appropriate, you acknowledge SCT's support of the Project as the "Sustainable CT Community Match Fund."

Grant funds will be transferred by Patronicity along with the funds you raise online; please be sure that your payment information is up to date on your campaign page to ensure processing.

On behalf of Sustainable CT, I wish to extend to you our congratulations and best wishes. We are proud to be your partner in this exciting Project and look forward to the positive impact it will have on your community.

Sincerely yours,

Lynn Stoddard
Sustainable CT, Inc,
Executive Director

[acknowledgment follows]

Gifts, Grants and Bequests Approval Form

X **Gifts Valued $1,000 to $3,000:**
All gifts valued from $1,000 to $3,000 require approval by the Superintendent and formal acceptance by the Board of Education.

School/Building: WHS (Teacher Lauren Mattera-Arcamone)

Name of Donor: WHS PTO

Value of gift(s) being donated): $1,500.00

Description (enter description or see attached, and include back up):

The PTO has generously funded my philanthropy request for flexible seating in my classroom. With these funds, I will be purchasing a standing table, a set of starfish chairs, wobble stools, and other items to help my students focus while learning Spanish.

Signature/Approval:

X _____
Principal Signature

Date: 4/12/24

X _____
Superintendent Signature

Date: ____/____/____

Board of Education Approval

☐ Not required

☐ Yes (If yes, date of Board of Education Approval: ____/____/____)

☐ No

Please list any previous history regarding this request: N/A

The amount being requested is: ~~$1,225.52~~ 1500 (Each item has been linked and itemized below)

I/we plan to purchase these items from: Amazon (I have priced around and these are the bes prices)

IN AN ATTEMPT TO AVOID ANY DELAYS, please provide as much information as possible. We will contact you upon receiving your request in order to fully understand it. When we present y request at the PTO meeting, we are often asked questions. If we do not have the necessary information or are not clear about your request, it may be delayed until the following month. Please contact: Livia Berardinelli-Ruggiero at (914-349-2963) or liviab71@gmail.com with any questions.

PLEASE SUBMIT YOUR REQUEST TO THE PTO PHILANTHROPY COMMITTEE BY PLACING IT IN PTO MAILBOX IN FRONT OFFICE OR SENDING VIA E-MAIL.

Approved by:

Principal: [signature] Date: 3/18/24 up to $150

PTO President: [signature] Date: 4/9/24

Philanthropy: [signature] Date: 4/9/24

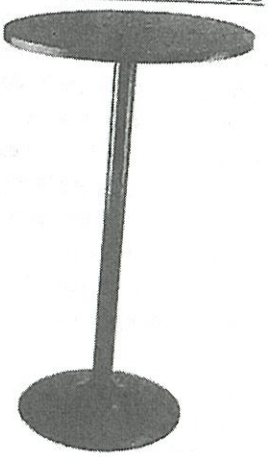
Members At Large: APPROVED BY GC BOARD Date: 4/9/24

*** Please allow up to 6 weeks lead time. We will contact you upon review. ***

revised 08/23

Requested Items & Prices:

Tall Table: https://a.co/d/6rZmcUB $79.06



Gifts, Grants and Bequests Approval Form

X **Gifts Valued $1,000 to $3,000:**
All gifts valued from $1,000 to $3,000 require approval by the Superintendent and formal acceptance by the Board of Education.

School/Building: WHS (Principal Meghan Conetta)

Name of Donor: WHS PTO

Value of gift(s) being donated): $1,194.13

Description (enter description or see attached, and include back up):

Purchase reception/special event set up materials for Weston High School which include tablecloths, battery operated votives and votive holders which can be used in cafeteria and other areas of the school for special events.

Signature/Approval:

X _____
Principal Signature

X _____
Superintendent Signature

Date: 4 / 12 / 24

Date: ____/____/____

Board of Education Approval

☐ Not required

☐ Yes (If yes, date of Board of Education Approval: ____/____/____)

☐ No

2023-2024 Weston High School PTO Philanthropy Request Form

Name(s): Meghan Conetta

Date: 3/20/24

E-Mail(s): meghan conetta @ westonps.org

Voice Mail(s):

I/we would like to request the following item(s) from the Weston High School PTO Philanthropy Fund. I/we understand that all requests must benefit the education of WHS students in order to be considered by the PTO. Please attach any additional information to help the committee with its decision.

Provide a reception event setup for the school to include, tablecloths, candles, generic centerpieces

3, 10 pack white 90" round tablecloths = $189.57
40 54" x 78" long table cloths = $624.80
Votives = 74.94, Votive Holders = 119.68 Navy square overlays: 139.16
Navy runners: 45.98

Who will benefit?

Students, staff families

Please list any previous history regarding this request:

Accomodate needs of Graduation Performances, Lunches, PD events, banquets, etc.

The amount being request is: $1,194.13.

I/we plan to purchase these items from: Amazon

IN AN ATTEMPT TO AVOID ANY DELAYS, please provide as much information as possible. We will contact you upon receiving your request in order to fully understand it. When we present your request at the PTO meeting, we are often asked questions. If we do not have the necessary information or are not clear about your request, it may be delayed until the following month. Please contact:
Livia Berardinelli-Ruggiero at (914-349-2963) or liviab71@gmail.com with any questions.

PLEASE SUBMIT YOUR REQUEST TO THE PTO PHILANTHROPY COMMITTEE BY PLACING IT IN PTO MAILBOX IN FRONT OFFICE OR SENDING VIA E-MAIL.

Approved by:

Principal: [signature] **Date:** 3/20/24
PTO President: [signature] **Date:** 4/4/24
Philanthropy: Livia Berardinelli **Date:** 4/9/24
Members At Large: APPROVED BY GEN. BOARD **Date:** 4/9/24

*** Please allow up to 6 weeks lead time. We will contact you upon review. ***

Gifts, Grants and Bequests Approval Form

X **Gifts Valued $1,000 to $3,000:**
All gifts valued from $1,000 to $3,000 require approval by the Superintendent and formal acceptance by the Board of Education.

School/Building: WHS (Teacher Michael Aitkenhead)

Name of Donor: WHS PTO

Value of gift(s) being donated): $1,200.00

Description (enter description or see attached, and include back up):

Grant is intended to help fund the Courtyard Native Pollinator Garden project as part of the Sustainable Solutions course. Purchasing of supplies and materials will be overseen by Michael Aitkenhead.

Signature/Approval:

X _____
Principal Signature

Date: 4/12/24

X _____
Superintendent Signature

Date: ____/____/____

Board of Education Approval

☐ Not required

☐ Yes (If yes, date of Board of Education Approval: ____/____/____)

☐ No

2023-2024 Weston High School PTO Philanthropy Request Form

Name(s): Michael Aitkenhead

Date: 3/11/24

E-Mail(s): michaelaitkenhead@westonps.org

Voice Mail(s):

I/we would like to request the following item(s) from the Weston High School PTO Philanthropy Fund. I/we understand that all requests must benefit the education of WHS students in order to be considered by the PTO. Please attach any additional information to help the committee with its decision.

$1200 to fund the origination of the pollinator garden at Weston High School. The money will be used to purchase soil and mulch.

Who will benefit?

Students and staff at Weston High School.

Please list any previous history regarding this request:

n/a

The amount being request is:

$1200

I/we plan to purchase these items from:

Home Depot and Lowes.

IN AN ATTEMPT TO AVOID ANY DELAYS, please provide as much information as possible. We will contact you upon receiving your request in order to fully understand it. When we present your request at the PTO meeting, we are often asked questions. If we do not have the necessary information or are not clear about your request, it may be delayed until the following month. Please contact:
Livia Berardinelli-Ruggiero at (914-349-2963) or liviab71@gmail.com with any questions.

PLEASE SUBMIT YOUR REQUEST TO THE PTO PHILANTHROPY COMMITTEE BY PLACING IT IN PTO MAILBOX IN FRONT OFFICE OR SENDING VIA E-MAIL.

Approved by:

Principal: [signature] **Date:** 3/11/24

PTO President: [signature] **Date:** 3/11/24 - 4/9/24

Philanthropy: Livia Berardinelli **Date:** 4/9/24

Members At Large: APPROVED BY GEN. BOARD **Date:** 4/9/24

*** Please allow up to 6 weeks lead time. We will contact you upon review. ***

(Check's made out to Weston PTO Memo Pollinator

Gifts, Grants and Bequests Approval Form

XGifts Valued Over $3,000:
All gifts valued at over $3,000 must be approved by the Board of Education before being accepted.

School/Building: WHS

Name of Donor: Travelers

Value of gift(s) being donated): $6000.00 to WHS to be applied to WHS Videography Program (Geoffrey Brencher)

Description (enter description or see attached, and include back up): see attached

$6,000 for first place on April 23, 2024. Connecticut DMV-Travelers Insurance annual video contest. The student director and the team must use their :45 second video to demonstrate participants sharing the things that "drive" them to be safe. For example: family, friends, or anything that is most important to the team. Show viewers the reasons you pledge to drive safely. The contest is open to all High School students ages 14 to 18 enrolled in a public or private high school located in Connecticut, or students ages 14 to 18 who are home-schooled in Connecticut.

Signature/Approval:

X _____
Principal Signature

Date: 5/8/24

X _____
Superintendent Signature

Date: ____/____/____

Board of Education Approval

☐ Not required

☐ Yes (If yes, date of Board of Education Approval: ____/____/____)

☐ No

PROCESSING
QUARE 6PB
HARTFORD, CT 06183-1110
20-ONL-0000031371- -0200N-00059 AP

TRAVELERS

6010700059000059

WESTON HIGH SCHOOL
115 SCHOOL RD
WESTON CT 06883-1623

FORMAT: 900
DATE: 04/16/2024
PAYEE: ONL-0000031371
CHECK NO: **0007385654**
AMOUNT: $*******6,000.00

FOR PAYMENT INFORMATION
PHONE: **1-651-310-7857**

REFERENCE NO.	DATE	VOUCHER	GROSS AMT	NET AMOUNT
NA	04/15/24	00737625	6000.00	6000.00

2024 DMV Teen Safe Driving - First Place

WHS
Videography

DETACH HERE

(CPPCHECK) PAGE SEQ 00059

THIS DOCUMENT HAS A RED BACKGROUND - BORDER CONTAINS MICRO PRINTING AND AN ARTIFICIAL WATERMARK - HOLD AT AN ANGLE TO VIEW

CHECK NUMBER **0007385654**
DATE **04/16/2024**
FORMAT 900

TRAVELERS

20-ONL-0000031371- -0200N-00059 AP

CITIBANK N.A.
USA
New Castle DE 19720
62-20/311

FOR PAYMENT INFORMATION PHONE: **1-651-310-7857**

PAY Six thousand dollars and Zero cents**********

$***6,000.00******

PAY TO THE ORDER OF
WESTON HIGH SCHOOL
115 SCHOOL RD
WESTON CT 06883-1623

Tony Mile
AUTHORIZED SIGNATURE

⑈0007385654⑈ ⑆031100209⑆304 3861888 5⑈

Gifts, Grants and Bequests Approval Form

Gifts Valued Under $1,000:

1. ~~Minor gifts valued under $1,000 require approval by the Superintendent or building principal before being accepted however, do not require formal action by the Board of Education.~~
2. The Superintendent should be informed of all gifts.
3. Minor gifts that require approval of the Superintendent.
   - have an impact on the curriculum,
   - introduce new programs or procedures,
   - produce inequity among the schools or add equipment that would incur further costs to the school system

School/Building: WHS

Name of Donor: The County Assemblies

Value of gift(s) being donated): $500.00

Description (enter description or see attached, and include back up):
Each year, The County Assemblies makes a donation to each high school that attends their events in the amount of $500, and they ask that each principal use the funds to help students that are in need such as those that need sports equipment, end of the year school supplies, cap and gown necessities, prom necessities, clothing, food or just about anything that a needy student needs with only eight weeks of school to go.

Signature/Approval (if necessary):

X _____
Principal Signature

Date: 5/7/24

X _____
Superintendent Signature

Date: ____/____/____

Board of Education Approval

☒ Not required

☐ Yes (If yes, date of Board of Education Approval: ____/____/____)

☐ No

April 22, 2024

Ms. Meghan Conetta, Principal
Weston High School
115 School Rd.
Weston, CT 06883

Dear Ms. Conetta,

The 2024 86th Annual County Assemblies' Charity Balls were held at the end of January and beginning of February with much success! Once again, four Charity Balls were held in Stamford for high school juniors and seniors from six towns.

The County Assemblies, Inc. began in 1938 to promote a sense of inter-town friendliness not only between high school students, but also between our adult volunteers that run our organization, produce our events, and create an awareness of charitable giving in our community. The net proceeds from our events are donated to Fairfield County charities that benefit children and teens in our county.

A portion of our proceeds from our Charity Balls are allocated each year and donated to each high school that attends our events. We have enclosed a check in the amount of $500 and hope that you will be able to use this donation for your student families who are struggling.

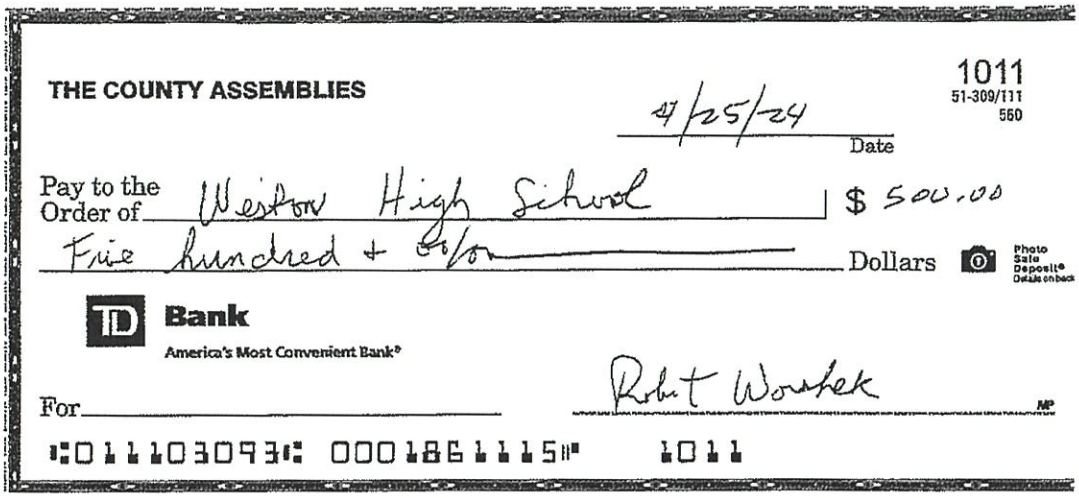
Thank you from The County Assemblies Board of Directors and our Student Ambassadors for welcoming us into your school and for giving us the opportunity to create a spirit of service and awareness of charitable giving in our high school community.

If you have any questions concerning this donation, please contact Shannon Joerchel, Grants Committee Chair, at countyassembliesgrants@gmail.com.

Sincerely,

Michele Modugno
President

Shannon Joerchel
Chairperson, Grants Committee



THE COUNTY ASSEMBLIES

1011
51-309/111
550

4/25/24
Date

Pay to the Order of Weston High School $ 500.00

Five hundred + 00/100 Dollars

Photo Safe Deposit Details on back

TD Bank
America's Most Convenient Bank®

For

Robert Wourlek

⑆011103093⑆ 000186 1115⑈ 1011

P-5111

Students

Admission/Placement

The schools shall be open to all Weston children who reach, or are older than, five years of age on or before January 1. Children who apply for initial admission to the district's schools by transfer from non-public schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school principal. After such observations and evaluation have been completed, the principal will determine the final grade placement of the children.

Legal References:

Conn. Gen. Stat. 10-261 Definitions
Conn. Gen. Stat. 10-15 Towns to Maintain Schools
Conn. Gen. Stat. 10-15c School Attendance by Five Year Olds
State Board of Education Regulations
Conn. Gen. Stat. 10-76d-7 Admission of Student Requiring Special Education (Referral)
Conn Gen. Stat. 184, Duties of Parents, School Attendance Age Requirements
Conn. Gen. Stat. 10-220, Duties of Boards of Education

Policy References: 5111.12, Change of Resident Status

Administrative Regulations 5111.12, Change of Resident Status
5112, Ages of Attendance
5118, Non-Resident Attendance and Tuition Fees

Policy Adopted: October 1, 1990
Policy Reviewed: January 20, 2009
~~December 16, 2013~~

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Students

Admission/Placement

A. Future Residents – Purchase of Residence

A family that is in the process of purchasing property in Weston for a residence may be allowed by the Superintendent to enroll a student in the Weston schools, at no cost, on the following conditions:

1. The family furnishes a copy of a fully executed construction contract or sales contract of the prospective residence in Weston indicating a closing date no later than sixty (60) calendar days after the date of enrollment of the student.

2. If the student does not become a legal resident within sixty (60) days of the date the student is enrolled, then the parents/guardians of the enrolled student will be required to pay per diem regular tuition from the date of expiration of the sixty (60) day period to the date on which legal residence is established. In addition, the parents/guardians of the enrolled student will reimburse the Weston Public Schools for the full cost of any special education and/or any other special services and costs beyond the regular education program from the date of expiration of the sixty day period to the date legal residence is established.

3. At the time of registration, parents/guardians of the enrolling student will be required to sign an agreement accepting the obligation to pay all calculated tuition and the cost of any special education and/or any other special services and costs beyond the regular education program as described in section A(2) in the event that the sixty (60) day period described above lapses without legal residency having been established.

4. Transportation is the responsibility of the family until legal residence is established.

5. If the student is permitted to enroll, and does not become a legal resident of Weston within the sixty (60) day period described above, the Superintendent may commence proceedings to deny further school accommodations to the student until such time as the student establishes legal residency in Weston.

~~B. Future Residents – Lease of Residence¶~~

~~A student whose parents or guardians have leased property in Weston for a residence, but who have not yet moved into Weston, may be allowed by the Superintendent and the Board of Education to enter Weston schools on the following conditions:¶~~

~~1. If the parents or guardians established a bona fide Weston residence before October 15 the pupil may be enrolled tuition free.¶~~

~~2. If the residence is not established until after October 15, the parents or guardians shall pay prorated tuition from the first day of school, until the date bona fide residence is established.¶~~

C. Unforeseen Circumstances and Renovations

In the event that a family has become "homeless" as defined by the McKinney-Vento Homeless Education Assistance Improvements Act, the affected student will be permitted to remain enrolled in Weston schools as required by federal and state law. A family that has been displaced from the Weston residence that they own due to a natural disaster, fire or other catastrophic circumstance, or due to planned home renovations, but is not "homeless" as described above, will be allowed by the Superintendent to enroll a student in the Weston schools, at no cost, on the following conditions:

1. Within sixty (60) days of being displaced due to a natural disaster, fire or other catastrophic circumstance, the family furnishes a copy of a fully executed, valid construction/renovation contract indicating an estimated date of completion no later than twelve (12) months from the date of having been displaced. In extraordinary circumstances, the Superintendent may permit a longer period for the estimated date of completion in his/her sole discretion.

2. Within thirty (30) days prior to being displaced due to planned renovations, the family furnishes a copy of a fully executed construction/renovation contract indicating an estimated date of completion no later than twelve (12) months from the date the renovations are scheduled to begin.

3. If the student does not become a legal resident within twelve (12) months from the date of displacement, or such longer period as may be permitted by the Superintendent as stated in paragraph 1 above, then the parents/guardians of the enrolled student will be required to pay per diem regular tuition from the date of expiration of the twelve (12) month period to the date legal residence is ultimately established. In addition, the parents/guardians of the enrolled student will reimburse the Weston Public Schools for the full cost of any special education and/or any other special services and costs beyond the regular education program from the date of expiration of the twelve (12) month period to the date legal residence is re-established. If a student is permitted to remain enrolled pursuant to the terms of this paragraph, the student's parents/guardians will be required to sign an agreement accepting the obligation to pay the costs described in this paragraph.

4. Transportation is the responsibility of the family until legal residence is re-established.

5. If the student is permitted to enroll, and does not become a legal resident of Weston within the twelve (12) month period described above, or such longer period as may be permitted by the Superintendent as stated in paragraph 1 above, the Superintendent

may commence proceedings to deny further school accommodations to the student until such time as the student re-establishes legal residency in Weston.

Kindergarten

Children reaching the age of five on or before ~~January 1st~~September 1 of any year will be eligible for kindergarten in the preceding September. Children reaching the age of five after ~~January 1st~~September 1 will enter kindergarten the following September.

First Grade

Children reaching the age of six on or before ~~January 1st~~September 1 of any year will be eligible for the first grade in the preceding September. Children reaching the age of six after ~~January 1st~~September 1 will enter first grade the following September.

1. Exception

   A. ~~Children who apply for admission to first grade on the basis of prior satisfactory completion of kindergarten outside of the Weston Public School System will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school principal.¶~~

   B. Final grade placement will be determined exclusively by the observations of the classroom teacher, evaluations by the counselor, and the recommendation of the school principal to insure that only those children who are emotionally, socially, physically mature and mentally capable are allowed to enter the first grade program.

Placement Other Than Kindergarten~~Other Grades~~

Children who apply for admission to grades ~~two~~ one through twelve on the basis of prior schooling outside of Weston Public Schools shall be placed at the discretion of the school principal. Each child will be placed initially in the grade level he/she has reached elsewhere, unless it is the judgment of the school principal, after evaluation, that such child should be placed in another grade. The school principal may determine subsequently whether there should be any change in the grade placement of the child.

Children who apply for admission to first grade on the basis of prior satisfactory completion of kindergarten outside of the Weston Public School System will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school principal.

Legal References:

Conn. Gen. Stat. 10-261 Definitions
Conn. Gen. Stat. 10-15, Towns to Maintain Schools
Conn. Gen. Stat. 10-15c School Attendance by Five-Year Olds
State Board of Education Regulations
Conn. Gen. Stat. 10-76d-7 Admission of Student Requiring Special Education (Referral)

Conn. Gen. Stat. 10-220, Duties of Boards of Education
Conn. Gen. Stat. 10-253(f)
McKinney-Vento Homeless Education Assistance Improvement Act of 2001, 42 U.S.C. Section 11431, et. Seq.

Policy References:
Board of Education Policies 5111.12, Change of Resident Status
Administrative Regulations 5111.12, Change of Resident Status
5112, Ages of Attendance
5118, Non-Resident Attendance and Tuition Fees

Regulation Approved: October 1, 1990
Regulations Revised: January 20, 2009
December 16, 2013

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Generative AI (Artificial Intelligence)

The Board of Education is committed to providing our students with the most innovative and effective educational experiences to foster high levels of learning and opportunities for self-expression. As our schools prepare students for a future that demands adaptability, critical thinking and digital literacy, we recognize the potential of generative Artificial Intelligence (AI) and other related technology tools.

For purposes of this policy, generative AI refers to any software that uses machine learning to produce text and/ or media. As with all educational materials as defined in Policy 6161, including technologies, users must be mindful of and adhere to all considerations ensuring responsible and ethical use, especially as it relates to mitigating bias, promoting transparency, and ensuring the benefits of AI are accessible to all staff and students.

Generative AI (Artificial Intelligence) for teachers and students is aligned to the Weston Public Schools Policy 6161 and will be taken into consideration, along with the attached regulations, when making decisions to incorporate such tools into the educational environment in Weston.

While ensuring the responsible use for those interacting with and creating content from generative AI technologies, the Board underscores its commitment to fostering a dynamic and engaging learning environment that leverages the advances in AI to enhance student learning outcomes and equip students with the skills and dispositions needed for success in the digital age.

Legal References:

Policy References:

4118.2, Personnel - Certified
4118.35 Employee Use of the District's Computer Systems and Electronic Communications
5125.1, Student Privacy
5135, Student Use of the District's Computer Systems and Internet Safety
6010.1, Academic Honesty
6161, Equipment, Books, and Materials

Administrative Regulations

4118.2, Personnel - Certified
4118.35 Employee Use of the District's Computer Systems and Electronic Communications
5135, Student Use of the District's Computer Systems and Internet Safety

6161, Equipment, Books, and Materials

~~(cf. 6141.321 – Student Responsible Use of the Internet)~~
~~(cf. 5121.3 – Academic Dishonesty/Plagiarism)~~
~~(cf. 6162.51 – Surveys of Students (Student Privacy))~~

Policy Adopted: June TBD, 2024

WESTON BOARD OF EDUCATION
Weston, Connecticut

Generative AI (Artificial Intelligence)

The Weston Board of Education, in its commitment to supporting teachers and students in their use of generative AI, recognizes many challenges to overcome and significant opportunities to explore that will ultimately deepen the teaching/learning process. The following considerations are offered to guide, support, and deliver on the opportunities expressed in P5125.1/5135/ 6010.1/6161:~~P6141.3273/4118.53/4218.53:~~

Weston Public Schools uses a "team" approach when making decisions to adopt effective generative AI tools for students and teachers. A district AI Advisory Committee, ~~comprised of~~ including staff and administrators will be charged with studying the potential advantages and challenges of AI and recommending training on the tools for teachers, students, and parents to support ~~Emphasize~~ the district's commitment to using AI ethically, ~~fairly~~responsibly and safely. Any tool that involves the use of student data must comply with the CT Student Privacy Law.

In addition to the general policy guidelines, the following specific guidelines are set forth for greater clarification. Effective Generative AI tools for students and staff should be considered on the basis of:

Guidelines ~~Considerations~~ for Adopting Effective Generative AI ~~Use~~ Tools for Students:

- ~~Encourage a "team" approach in determining effective use and appropriate guidelines regarding AI-related practice, with a staff member with a strong understanding of how AI works, administrators, teachers, students, parents, and legal experts.~~
- ~~Consider establishing Before assigning an AI-required task, ensure all students have access to the tool and can~~
- The tool must comply with the technology's user agreement and CT's student privacy law.
- ~~Review how generative Artificial Intelligence works, expectations for safe and ethical use, and the role you expect this tool to play in the completion of and approach to the assignment.~~
    - ~~Ensure students are provided instruction and reminders in the following areas:~~
    - ~~How and when to cite and provide attribution of sources~~
    - ~~When and where generative AI can and cannot be used~~
    - ~~Effective uses of generative AI~~
    - ~~Users assume responsibility for the results when using AI~~
    - ~~When permissions are required and Terms of Use followed~~
    - ~~What constitutes cheating? What constitutes support?~~
    - ~~Academic Integrity – Policy and practical applications.~~

- The tool will meet the internal criteria aligned to the guidelines as put forth by the AI Advisory Committee
- The tool will support the appropriate use of Generative AI as defined in Policies P5125.1/5135/ 6010.1/6161
- ~~Consider requiring students to acknowledge and document how they used generative AI tools. For example, students could use Chat GPT to get feedback on their essay drafts and explain which tool suggestions they agreed with or didn't – to encourage students to learn how to use the tool as a partner rather than having it do all the work for them. AI should not be allowed to replace the teacher or the student. However, it can and should be used to augment learning and instruction. Augmentation over automation.~~
- ~~Provide students with direct instruction on the limits and flaws related to generative AI technology – hallucinations, bias, inaccuracies, misinformation, etc. Remind students to think critically and fact-check using primary sources and that AI can have implicit bias and even present incorrect information.~~
- ~~Lay out potential risks and what responsible use looks like. Regularly remind students about the safety concerns related to sharing personal and private info/data with AI bots, as well as using them to invade other's privacy.~~

Guidelines for Adopting Effective Generative AI Tools ~~Considerations~~ for Teachers:

- The tool supports Weston's pedagogical approaches to the district's curriculum framework and expectations for lesson and activity design for students.
- The tool creates an environment for colleagues to confer, collaborate, and openly discuss and generate ideas, topics, student tasks, and other ways to enhance the curriculum implementation
- The teacher's use of the tool will follow the best practices guidelines set forth by the AI Advisory Committee, which highlight the value of teacher expertise
- ~~When the need arises to limit the use of generative AI, one may look to the following pedagogical approaches:~~
    - ~~Create lessons/assignments that would be challenging to complete with these tools.~~
    - ~~Allow students to complete assignments in class.~~
    - ~~Ask students to give oral presentations, or have them integrate the narrative of their search into their research/writing.~~
    - ~~Encourage project-based learning/assignments.~~
- ~~Confer with colleagues on what writing assignments look like in an era when students can simply employ chatbots to generate prose for them.~~
- ~~Consider ways schools, teachers, and students can use bots effectively and creatively.~~
- ~~Openly discuss the complex ethical questions, such as whether or not it is considered cheating when a student asks generative AI to fabricate a rough draft they then can revise themselves.~~
- ~~Use generative AI programs as smart search engines that present information in ways that are easy to understand.~~
- ~~Use AI to generate ideas, topics, writing assignments, and other materials for engaging lessons.~~

~~Perhaps~~ The only certainty that exists in the area of AI technology is it will continue to evolve

and be more impactful in all of our lives; it will continue to raise complex and contentious pedagogical and ethical dilemmas, and it will provide teachers and students with new and unforeseen opportunities. The above "guidelines" are provided with the hope of initiating healthy and productive discussions and advancing higher levels of critical thinking and cognitive engagement.

Legal References:

Regulation adopted: June TBD,2024

WESTON BOARD OF EDUCATION
Weston, Connecticut

Instruction

Educational Tours

School Sponsored Tours

1. The participants on the tour, employees, and students, must show evidence of accident and health insurance. The principal will have on file the documents which indicate that each participant of the tour has insurance and include the policy numbers when necessary.

2. The students and adults participating in the tour must be responsible for their own travel expenses and living expenses while on the tour. No school funds or educational funds will be utilized for any expenses incurred on such tours.

3. The principal will be responsible to see that all Board of Education policies and administrative procedures are followed.

4. The respective principal will be responsible for reviewing tours that will require more than one school day and/or be held out of state and will forward a recommendation concerning all suggested tours to the Superintendent for review.

Non-School Sponsored Tours

1. The teacher acting as a private agency must advise the school of intent to plan such tours.

2. Students will not be contacted during regular school hours. The principal shall approve a limited number of meetings related to the proposed educational tour to be held in the school building.

3. No pressure of any kind will be exerted on students to influence their participation.

4. Clear and definitive statements from agents must accompany all materials and literature advising the principal that the school is not in any way sponsoring or participating in the educational tour activity.

5. The teacher acting as a private agency must file a list of participants ten days in advance of the intended trip in order to afford the school an opportunity to advise parents that the school is not sponsoring or participating in the educational tour.

Regulation approved: March 5, 1991

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Students

Illness

School health personnel work under the supervision and direction of the school physician for all matters pertaining to school health.

The school nurse is on duty during the school day to treat any accident, illness or injury. If treatment other than first aid is required, the school notifies the parent. In the absence of a parent, the family physician, school physician, or emergency contact may be called.

For the health safety of other children, parents are requested to keep their children with colds home for at least the first 48 hours. Children complaining of sore throats, coughing, sneezing, vomiting, skin eruption or fever should remain home until the symptoms disappear. Children with encrusted red lesions of the skin, especially around the nose, mouth and ear lobes may be excluded from school by the school nurse. Readmission will be allowed after lesions have cleared or by a physician's written statement, following personal diagnosis, that the condition is not contagious.

Contagious Disease

If, in the opinion of the school nurse, a child appears to have a communicable disease or is reasonably considered to be a carrier of a communicable disease, the school nurse may require the exclusion of such child from school, either until the child no longer appears to be contagious, or until the child is certified as being non-contagious by a treating physician.

Parents are requested to notify the school health office if their child has a contagious disease. The following is an exclusion schedule for communicable diseases:

1. Chicken Pox: Until blisters are well crusted - approximately one week.

2. German Measles: Until no rash or fever for 2 days - approximately one week.

3. Measles: Until no rash or fever for 2 days - approximately one week.

4. Mumps: Until no swelling, tenderness or fever for 72 hours.

5. Scarlet Fever: Two days after institution of penicillin therapy provided temperature is normal for 24 hours.

Illness

Contagious Diseases (continued)

6. Strep Throat: After 48 hours of antibiotic treatment.

7. Whooping Cough: Until no fever and no cough. Note of readmission from doctor is required.

8. Pink-Eye or Conjunctivitis: Note of readmission from doctor is required.

9. Common Cold: From onset for a minimum of 48 hours.

10. Impetigo: Until lesions start to dry. Readmission note from doctor is required.

11. Ringworm: Until lesions start to dry. Readmission note from doctor is required.

12. Head Lice: After special head lice shampoo and removal of all nits.

Policy adopted: October 1, 1990

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Students

Students Afflicted with Communicable Disease

The Weston Board of Education recognizes that children afflicted with a communicable disease have a right to receive an education. to accommodate the interests of students with communicable diseases and the interests of parents, other students and employees, the Board directs the administration to establish regulations which ensure that:

1. Any student with a communicable disease receives a public education in accord with the requirements of current law.

2. Any student with a communicable disease will have his/her right to privacy preserved with only specified staff or government officials, as required by law, alerted to the student's health condition.

3. Specific information and training will be provided to all personnel involved in the education of students with a communicable disease.

An identified case of communicable disease will be reported by the medical advisor or designee to government officials as required by law. Director of Special Services or designee shall request that government officials provide the school system with any relevant information pertaining to any citizen with a communicable disease who has either directly or indirectly had contact with the school's students and/or employees.

This policy will be revised periodically to the extent required by legal requirements and/or medical developments.

Legal References: Connecticut General Statutes

10-76b State suspension of special education programs and services

10-76d-15 Duties and powers of boards of education to provide special education

10-207 Duties of medical advisors

10-210 Notice of disease to be given parent or guardian

19a-221 Quarantine of certain persons

Students Afflicted with Communicable Disease

Legal Reference: Connecticut General Statutes (continued)

Education for all Handicapped Children Act, 20 U.S.C. 1400, et seq.

Section 505 of the Rehabilitation Act of 1973, 29 U.S.C. 706(7)(B)

Policy adopted: October 1, 1990

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Students

Students Afflicted with a Communicable Disease

The following regulations outline the procedures to be followed whenever a student is identified as being afflicted with a communicable disease.

1. Students presently in the school system or those seeking entry into the school system identified as having a communicable disease will initially be placed in an alternative educational program if deemed necessary by the school medical advisory to protect against transmission. The medical advisor will then refer the student's case to the Communicable Disease Team.

2. A Communicable Disease Team may convene upon appropriate medical advice. The convention of such team will be within ten (10) school days of receiving information regarding the student's condition. Participants on this team will include the child's parents or guardian, the Director of Special Services, the building principal, the school nurse, the school medical advisor, the child's physician, and appropriate school staff.

3. In determining whether a student's condition warrants exclusion from the regular school program the following factors shall be applied:

   A. Current medical condition.

   B. Current medical knowledge.

   C. Social and emotional development.

   D. Behavior patterns.

   E. Expected interaction with other children and staff.

   F. Special education statutes.

   G. Other factors as required by law.

4. A Program Team comprised of appropriate school staff will meet within a period of ten (10) school days to determine an appropriate alternative educational program in the event the Communicable Disease Team determines that the student's condition warrants exclusion form the normal school program.

Students Afflicted with a Communicable Disease

In cases involving a previously identified special education student or a student deemed by the Communicable Disease Programming Team to be a special education student, the Communicable Disease Programming shall refer such student to the Planning and Placement Team. The Planning and Placement Team will have primary responsibility for planning an educational program for such a student.

5. The privacy rights of students with a communicable disease shall be strictly observed by school staff. Information regarding a student's health condition will be provided only to personnel involved in providing direct services to the student, and to government officials, as required by law. The Communicable Disease Programming Team shall determine which personnel will be informed.

6. Staff responsible for providing an educational program to students with a communicable disease will receive information and training form appropriate medical and administrative staff. This training will include necessary information concerning the student's medical condition, methods to ensure against transmission of the disease, and appropriate instructional strategies.

7. A review of the student's medical condition shall be required and reported to the Communicable Disease Programming Team by the medical advisor at least every ninety (90) days or whenever a significant change in the child's medical condition occurs.

8. The Communicable Disease Programming Team will review the educational program of each student afflicted with a communicable disease at least every ninety (90) days.

Regulation approved: October 1, 1990

WESTON PUBLIC SCHOOLS
Weston, Connecticut

WESTON PUBLIC SCHOOLS
WESTON, CT

OVERNIGHT FIELD TRIP APPROVAL REQUEST FORM

SUBJECT AREA: Music **COST PER STUDENT:** Estimated $2170.00 (contingent on airfare)
DATE OF FIELD TRIP: 2/27 – 3/3/25 **FIELD TRIP DESTINATION:** Orlando, FL (Disney Imagination! Campus and Walt Disney World)
STATE THE EDUCATIONAL PURPOSE OR RATIONALE FOR THE TRIP:
Please see attached document

Departure from: Bus: Weston Flight: NYC Date/Time: 2/27/25
Return to: Flight: NYC Bus:Weston Date/Time: 3/3/25
Number of students: Capped at 150 students, trip will be open to approx. 240 (est. '24-'25 music program)
Minimum number per ensemble: Approximately 20 Grade(s): 9-12
Total Number of Chaperones: 11-12 add'l (14-15 total including HS music staff)
Names of Teachers: Meg Stewart
Liz Morris
Steve Fasoli

Other Adults: 1. ADMIN- Matt Filip
2. Arielle Luksberg
3. Janine Russo
4. Dawn Boulton
5. Dan Passarelli
6. Evan Grace
7. Trinity Klein
8. Chris Sadler
9. Adreinne Camp
10. Erin Lucia
11. Renate Roehl
12. Barb Caracciolo
Tina Conetta*
Gina Arena *
Jennifer Klein*
Nicole Profitt**

***Contingent on student signups or potential chaperone cancellations – these are EXTRA SIGNUPS, just "in case" – we only NEED 1-12**

****Contingent on AFSCME Contract, and if Admin deems it necessary to have a nurse on the trip. Extra expense has not been budgeted beyond the overnight teacher stipend.**

*******CHAPERONES REVISED 4/25/24 – Latest version**

Substitute coverage will be required: X Yes _____ No
Parent Informational Meeting: Date May 22, 2024
Location WHS Auditorium /Livestream or Zoom

TRANSPORTATION (Please check one)

First Student: Yes _____ No X If yes, how many buses? _____

- Alternate Bus Company Name Provided by Tour Company- Land Jet or Dattco
- Van: Driver Name _____
- Student Driver: Name(s) _____

Have you completed and attached to this request form a copy of the cover letter sent to parents? Yes X* No _____
***Not sent to parents until approval is granted.**

Signed: _____
(Teacher)

Requested by: _____
(Principal)

Pre-Approval: _____
(Assistant Superintendent)

Pre-Approval: _____ INSURANCE COVERAGE: _____
(Director of Finance and Operations)

Approved: _____
(BOE Chairperson)

Copies (once approved):

- Teacher
- Principal or Designee
- Bus Garage (First Student)
- Finance & Operations Office
- Assistant Superintendent
- Human Resources

Weston Music Annual Field Trip 2025

Rationale and Curricular Purpose

Disney's Imagination Campus – Walt Disney World

Soundtrack Sessions: Recording Artist Experience

- **Masterclass with a world-class Disney conductor/composer & sound production team**
  - Rehearsal
  - Recording
  - Technique work
  - Creative decision-making
- Rehearse, perform, record the way professional ensembles do.
- Sight-read exclusive Disney repertoire
- **Experience a professional recording studio—not available in WHS curriculum**
- Record repertoire w/ pro team
- Student performances **mixed by production team as the unique soundtrack to a Disney short film.**
  - Souvenir DVD to take home!

Amphitheater Concert Performance

- **Additional repertoire preparation for public performance at Disney's Water View Park Amphitheater**
  - Audition video required for eligibility
  - Rehearse extra repertoire prior to the trip
- **Live, open-to-the-public concert**
- **Venue is unlike anything** currently available to them.
- **Concert will be mic'd and broadcast** through Disney Springs.
- Concert will be recorded for post-trip response (NCAS Standard) purposes.

In-Park Performing Arts Exposure

- **Students will be immersed in the creative, performing arts Giant that is Disney**
  - Live and recorded concerts, Live theater, Variety stage performances, Parades, Animated and experiential art, Firework/Waterwork shows

National Core Arts Standards (NCAS): Before, during, and after trip

- *Creating*, Anchor Standards 1,2,3
- *Performing*, Anchor Standards 4, 5, 6
- *Responding*, Anchor Standards 7,8, 9
- *Connecting*, Anchor Standard 10, 11

Curricular purposes and rationale for the music trip to Orlando, Walt Disney World, Disney Imagination! Campus:

- This trip will require repertoire preparation that coincides with and broadens each ensemble's curricular repertoire, for the purposes of performance. Taped auditions for Disney Stage time are required before ensembles are eligible to participate.

-Students will give a live concert in the Water View Park Amphitheater to the public. This open-air venue is unlike anything they have access to in Weston. This concert is open to the public and music will be mic'd and broadcast through the speakers in the surrounding areas, providing a scenario unlike the typical concert in the WHS auditorium.

https://www.disneycampus.com/programs/performing-arts/stage-performances/

-Students will experience a masterclass with a world-class Disney professional conductor/composer, and will experience what it's like to rehearse and perform a Disney score as professional studio musicians do. Masterclasses are an invaluable way for students to experience repertoire in a new way, under a new conductor.

- Through Disney's Imagination! Campus, students will become studio musicians in a live recording session in an Imagination! Studio. They will sight-read brand new music, and experience/learn about the fast-tracked, on-demand performance expectations needed to make a motion picture soundtrack. They will record their own unique soundtrack, the way a professional ensemble would, listen to playback, discuss technique and musicality choices that affect performance, and then ultimately leave with a video recording of their soundtrack mixed by professional engineers to a Disney short film. This is an excellent opportunity to participate in a technological experience that they do not have access to through the WHS program of studies.
https://www.disneycampus.com/programs/performing-arts/soundtrack-sessions-instrumental/

- In the parks, students will have access to the creative giant that the Disney company is: live and recorded musical performances, musical theatre, animated art, experiential art, and firework/waterwork shows with technical theatre elements that make Disney such an immersive experience.

National Core Arts Standards and Common Core Standards tied to the Disney Stage performances and Imagination! Campus Workshops

WESTON PUBLIC SCHOOLS
Weston, Connecticut

OVERNIGHT FIELD TRIP DETAILED DOCUMENTATION

Trip Destination(s): **Orlando FL, Walt Disney World, Disney Imagination! Campus**
Departure Date: **2/27/25**
Return Date: **3/3/25**
Trip Leader(s): **Stewart/Morris**
Travel Agency/Trip Sponsor ("Trip Advisor") (if any): **Bennett Student Travel**

Detailed Itinerary:
**See Attached Itinerary*

Flight Information:
This information is not available until we collect deposits and hold airline tickets.

Hotel Information:
Disney's Pop Century Resort Hotel

Means of Travel:
charter bus and airline

Travel Budget: **Below is the customized program designed for the Weston High School Music Department by Bennett Student Travel. The following is a summary of what is included in the program:**

Busing in Connecticut
Round Trip Air Fare to Orlando
Busing in Florida
4 Nights Hotel and Taxes – DOUBLE Occupancy
4-Day Walt Disney Admission
Disney Workshops
4 Breakfasts - $20 cash each
5 Dinners - $20 cash each
Large Instrument Rentals
Instrument Baggage Fees
One Security Guard
14 Teacher Stipends
T-Shirts
Directors/Teachers/Nurse Expenses
Travel Services
Contingency Funds

Total Cost: $2170/student

Weston High School

115 School Road
Weston, Connecticut 06883

Ms. Meghan Conetta, Principal
Mr. Matthew Filip, Assistant Principal
Ms. Juliane Givoni, Assistant Principal

Telephone: (203) 221-6500
Fax: (203) 291-1603

March 26, 2024

Dear Parents and Guardians,

The Weston High School Music Department is excited by the opportunity to bring students from our Bands, Orchestras and Chorale on the highly-anticipated, workshop and performance trip to Walt Disney World and Disney's Imagination! Campus. The ensembles will work with world class Disney conductors/composers in the *Studio Sessions: Instrumental* and *Soundtrack Sessions: Vocal* recording studio workshops, give live concerts for the public at the *Disney Waterview Park Amphitheater*, and enjoy live performances and attractions in the parks.

The cost of this trip is estimated to be **$2170.00 per student** for a double occupancy room at a Disney Resort Hotel **(pending airfare rates).**

The tour package includes:
Busing in Connecticut
Round Trip Air Fare to Orlando - Estimated
Busing in Florida
4 Nights Disney Resort Hotel and Taxes
4-Day Walt Disney Admission Ticket
Disney Workshops – Instrumental/Vocal
4 Breakfasts - $20 cash each
5 Dinners - $20 cash each
Gratuities
Overnight Security
Tour Manager and Travel Services
WPS Chaperones
Ensemble Disney Trip T-shirt

Students will need to pay for lunch during the trip and should bring spending money if they'd like. **We recommend that each student brings $20 in cash for lunch each day.** Students should wear comfortable attire and walking shoes and concert dress for performances.

Given the nature of an overnight trip, there will be a maximum of 10-12 students per chaperone. If at any time during the trip students are not directly supervised by a chaperone, our expectation is that they stay together in small groups. No one is allowed to be alone and unsupervised when we are outside of the hotel.

Weston High School

115 School Road
Weston, Connecticut 06883

Ms. Meghan Conetta, Principal
Mr. Matthew Filip, Assistant Principal
Ms. Juliane Givoni, Assistant Principal

Telephone: (203) 221-6500
Fax: (203) 291-1603

To secure a spot on the trip you will need:

a signed Weston Public School permission slip,
a completed Bennett Student Travel Registration Form,
the $400 non-refundable deposit must be turned into your director by June 10th, 2024

The payment plan and cancellation policies are outlined in the attached packet from Bennett Student Travel. The balance will be calculated once the number of trip participants, and airfare have been finalized.

Fundraising opportunities may be made available for all students through the Weston Performing Arts Booster Club.

If there is financial hardship, please contact the Principal, Ms. Meghan Conetta, at (203) 221-6502. If you have any other questions, please contact your child's music teacher.

We are so excited to share another musical experience with our students! We hope your child will join us for this exciting experience in Florida!

Sincerely,

Liz Morris	Meghan Stewart	Steve Fasoli	Meghan Conetta
Choral Director	Orchestra Director	Band Director	WHS Principal

Weston High School Music Department

Disney World Trip - Tentative Schedule

Thursday **February 27th, 2025**
Load the buses after school at Weston High School
The buses will bring the group from Weston High School to the airport
There will be time to buy dinner at the airport - $20 cash provided
Fly to Orlando, Florida in the evening
The buses will bring the group to Disney's Pop Century Resort Hotel

Friday **February 28th, 2025**
Breakfast at the hotel - $20 cash provided
Bus from the hotel to Disney's Magic Kingdom
Admission into Disney's Magic Kingdom
Lunch is on your own in the park - Not Included
Dinner is on your own in the park - $20 cash provided
Watch the Magic Kingdom fireworks show - Happily Ever After!
Bus from the Magic Kingdom to the hotel

Saturday **March 1st, 2025**
Breakfast at the hotel - $20 cash provided
Bus from the hotel to Disney's Hollywood Studios
Admission into Disney's Hollywood Studios
Lunch is on your own in the park - Not Included
TBA **Disney's "You're Instrumental" Concert Band workshop**
TBA **Disney's "You're Instrumental" Orchestra workshop**
TBA **Disney's "Disney Sings" workshop**
Dinner is on your own in the park - $20 cash provided
Option One - Watch the Hollywood Studios nighttime show - Fantasmic!
Option Two - Spend time at the hotel pool
Bus from Hollywood Studios to the hotel

Sunday **March 2nd, 2025**
Breakfast at the hotel - $20 cash provided
Bus from the hotel to Disney's Epcot
Admission into Disney's Epcot
Lunch is on your own in the park - Not Included
TBA **The Weston High School Concert Band will perform**
TBA **The Weston High School Orchestra will perform**
TBA **The Weston High School Choir will perform**
Dinner is on your own in the park - $20 cash provided
Watch the fireworks show - Epcot Forever!
Bus from Epcot to the hotel

Monday **March 3rd, 2025**
Breakfast at the hotel - $20 cash provided
Bus from the hotel to Disney's Animal Kingdom
Admission into Disney's Animal Kingdom
Lunch is on your own in the park - Not Included
Bus from Disney's Animal Kingdom to the Orlando Airport
Dinner is on your own at the Orlando Airport - $20 cash provided
Fly home from Orlando
The buses will bring the group back to Weston High School

INTEROFFICE MEMORANDUM

To: **Lisa Barbiero**

From: **Paul Rasmussen, Ed.D. - Director of Human Resources**

Subject: **Consent Agenda – BOE MTG 5/20/2024**

Date: **5/17/2024**

NEW HIRES:

- None

RETIREMENTS:

- Cheryl Churchill (1.0) (WIS) Principal Administrative Assistant. Effective August 6, 2024
- Erik Paul (1.0) (WIS) Music/Orchestra/Strings Teacher. Effective June 18, 2024
- Beth Telesco (1.0) Paraeducator. Effective June 18, 2024
- Linda Kanuch (0.7) (HES) Art Teacher. Effective June 18, 2024
- Helen Knudson (1.0) (WMS) Library Media Specialist. Effective June 18, 2024

RESIGNATIONS:

- Jeannine Tanton (1.0) (HES) Special Education Teacher. Effective June 18, 2024
- Jan Randall (1.0) (WHS) Paraeducator. Effective August 2, 2024
- Paul Rasmussen (1.0) (Central Office). Director of Human Resources. Effective June 30, 2024
- Richard "Joey" Agosto (1.0) (WHS) Security Specialist. Effective May 17, 2024

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/20/24

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Approval of the April 2024 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the tenth FY24 (April 2024) Financial Report Including Internal Services Fund (for Dental). We are recommending approval of the report.

For more Board of Education Meeting and Committee Meeting Information, visit:
https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1

May 17, 2024

TO: BOE Finance Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: FY 2023-24 Financial Report for the Period Ending April 30, 2024

Financial Summary

Below is the year- to-date financial summary for the period ending April 30, 2024:

FY 2023-24 CATEGORY SUMMARY								
Object Series	**Adjusted Budget**	**YTD Actuals**	**Encumbrance**	**Anticipated**	**Total Projected Expenditures**	**Available Balance**	**Previous Month Balance- Feb**	**Month Over Month Change**
Salaries (1000's)	*35,291,095*	*25,482,120*	8,759,299	453,905	*34,695,323*	*595,772*	*451,584*	*144,188*
Benefits (2000's)	*10,267,746*	*8,345,508*	*1,494,243*	*111,999*	*9,951,750*	*315,997*	*271,848*	*44,148*
Professional Services (3000's)	*1,561,743*	*1,173,526*	*638,723*	98,369	*1,910,618*	*(348,875)*	*(347,521)*	*(1,354)*
Property Services (4000s)	*2,143,534*	*1,600,213*	*511,716*	*31,605*	*2,143,534*	-	*(230,000)*	*230,000*
Other Services (5000s)	*6,721,993*	*5,210,868*	*1,555,746*	*40,263*	*6,806,877*	*(84,884)*	*(26,869)*	*(58,015)*
Supplies (6000s)	*2,848,163*	*2,112,065*	*774,102*	*126,943*	*3,013,111*	*(164,948)*	*(119,259)*	*(45,689)*
Equipment (7000s)	*182,091*	*165,559*	*62,394*	-	*227,953*	*(45,862)*	*(45,862)*	-
Other Objects (8000s)	*123,195*	*117,463*	*11,533*	*(5,801)*	*123,195*	-	-	-
Revenue (9000s)	*(1,194,505)*	*(1,075,163)*	*8,300*	*(394,663)*	*(1,461,526)*	*267,021*	*265,684*	*1,336*
Total	***$ 57,945,055***	***$43,132,158***	***$ 13,816,057***	***$ 462,620***	***$ 57,410,835***	***$534,219***	***$219,606***	***$314,614***

Month over Month Changes:

The change since February is $314,614

The breakdown of the changes are as follows:

Salaries - $144,188

- Turnover savings - $55,322
- FMLA savings – Unpaid maternity leave - $62,162
- Workers Comp reimbursement - $9,052
- Salary reclassified to the sick bank object code - $17,652

Benefits - $44,148

- Unemployment - Based on current claim reimbursements we have reduced the projected full year projected expenditures.

Professional Fees – (1,354)

- Contracted Services Educational – We have reduced the anticipated expenditures for the remainder of the year - $58,896
- Consulting cost for school construction grant submittal and related services – ($60,250)

Property Services - $230,000

- Release of $230,000 previously held for capital projects.

Other Services – ($58,015)

- Changed needs of Special Education students (transportation, tuition & settlement) – ($58,015)

Electricity – ($45,690)

- This increase is to account for significant increases in the Eversource delivery charge.

Revenue Offset – $1,336

- Medicare reimbursement - $1,336

Internal Services Fund

Dental claims and fees are in-line with historical averages.

WESTON PUBLIC SCHOOLS
INTERNAL SERVICES FUND
FOR HEALTH BENEFITS PROGRAM

Fiscal Year Ended	2024
STATEMENT OF REVENUES AND EXPENDITURES	
Fund Balance -July 1, 2023	$ 418,466
Revenues:	
General Fund	$ 434,330
Reimbursements	$ -
Total Contributions	$ 434,330
Total Revenues (A)	$ 434,330
Actual Claims:	
Delta Dental:	
Claims	$ 411,980
Administrative Fees	$ 22,350
Total Dental Claims (B)	$ 434,330
Net Change (A-B)	**$** -
Projected Fund balance June 30, 2024	$ 418,466

Dental- Actual Claims & Fees

Month	**Claims & Fees**
July	33,350
August	40,186
September	20,239
October	28,564
November	34,292
December	26,288
January	27,039
February	34,543
March	36,821
April	27,167
Total	**$ 308,489**
Actual YTD Spend Rate	71.0%
Theoretical YTD Spend Rate	83.3%
YTD Theoretical variance %	-12.3%

WESTON PUBLIC SCHOOLS
FYE 24 FINANCIAL REPORT
As of April 30, 2024
Period: 10 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2023-2024 Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Salaries & Wages (1000s)								
2,721,241	2,881,354	2,854,614	1110	Administrators	3,289,372	40,000	3,329,372	2,690,646	645,492		3,336,137	(6,765)
13,925,352	14,465,388	14,827,266	1111	General Ed. Teachers	15,410,044	-	15,410,044	10,894,937	4,306,552		15,201,489	208,555
2,372,055	2,303,563	2,522,780	1112	Special Ed. Teachers	2,419,305	-	2,419,305	1,647,258	716,213		2,363,471	55,834
1,031,899	983,206	1,021,018	1113	Guidance	1,071,301	(80,193)	991,108	664,438	283,885		948,323	42,785
503,136	468,881	397,172	1114	Psychologist	418,788	-	418,788	289,930	128,858		418,788	-
162,383	202,927	353,558	1115	Social Worker	382,038	80,193	462,231	302,837	108,408		411,245	50,986
555,781	543,134	539,131	1116	Speech & Hearing	605,719	-	605,719	408,253	102,516		510,769	94,950
1,046,642	1,184,208	887,328	1117	Academic Assistants	1,207,351	59,724	1,267,075	910,894	365,604		1,276,498	(9,423)
210,287	169,686	110,854	1118	Talented & Gifted	119,448	(59,724)	59,724	41,347	18,377		59,724	(0.07)
412,193	403,577	400,239	1119	Library/Media	430,504	-	430,504	316,213	141,996		458,209	(27,705)
47,413	46,587	57,886	1135	Transition Coordinator	66,427	-	66,427	42,982	8,792		51,774	14,653
785,011	832,301	847,138	1139	Certified Stipends	952,246	-	952,246	666,323	59,050	201,221	926,594	25,652
577,980	574,562	651,668	1140	Academic Leader (CIL's)	1,011,911	-	1,011,911	706,674	263,012		969,686	42,225
1,779	2,650	1,852	1141	Mentor Teacher	3,000	-	3,000	50	-	2,950	3,000	-
277,908	187,872	113,090	1142	Behavioral Analyst	233,099	-	233,099	-	-		-	233,099
45,069	45,835	58,267	1145	English Language Learner	83,614	-	83,614	48,300	22,205	-	70,504	13,110
$ 24,676,129	$ 25,295,731	$ 25,643,861		**Sub-Total Certified Salaries**	$ 27,704,167	$ 40,000	$ 27,744,167	$ 19,631,082	$ 7,170,958	$ 204,171	$ 27,006,211	737,957
					8.03%			70.8%	25.8%	0.7%	97.3%	2.7%
				Other Certified Salaries								
28,996	45,700	40,788	1131	Homebound Tutor	44,500	-	44,500	15,414	-	29,086	44,500	-
-	-	-	1136	Degree Level Change	44,390	-	44,390	-	-	-	-	44,390
164,963	278,078	246,814	1137	Substitute Teacher	178,801	-	178,801	157,933	12,480	8,388	178,801	-
243,990	212,521	189,064	1138	Summer Work -Certified Staff	180,408	-	180,408	127,152	-	53,256	180,408	-
106,600	99,315	127,403	1143	Building Substitutes	203,175	-	203,175	111,248	49,833	42,095	203,175	-
608,730	295,291	385,336	1144	Long term Substitute	118,000	-	118,000	141,752	62,404	(86,156)	118,000	-
-	-	-	1160	Turnover Savings	(170,000)	-	(170,000)	-	-	-	-	(170,000)
$ 1,153,278	$ 930,904	$ 989,404		**Sub-Total Other Certified Salaries**	$ 599,274	$ -	$ 599,274	$ 553,499	$ 124,717	$ 46,669	$ 724,884	$ (125,610)
								92.4%	20.8%	7.8%	121.0%	-21.0%

WESTON PUBLIC SCHOOLS
FYE 24 FINANCIAL REPORT
As of April 30, 2024
Period: 10 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2023-2024 Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Non-Certified Salaries								
373,111	381,506	413,013	1210	Non-Cert. Supervisors	399,263	-	399,263	392,744	103,914	-	496,658	(97,395)
234,060	223,520	213,706	1211	Nurses	231,336	6,981	238,317	179,988	58,329	-	238,317	-
297,217	306,924	247,373	1215	Occupational & Physical Therapists	318,970	6,385	325,355	206,552	82,733	-	289,286	36,069
1,199,438	1,140,104	1,156,839	1221	Administrative Support	1,245,726	53,677	1,299,403	996,273	328,655	(25,525)	1,299,403	-
1,837,631	1,767,360	1,697,360	1231	Para Educators	1,754,083	141,928	1,896,012	1,437,207	421,522	37,283	1,896,012	-
129,307	146,862	156,413	1234	Bus Aides	147,297	-	147,297	105,454	-	41,843	147,297	-
600,663	485,773	495,877	1235	Technicians	495,836	13,924	509,760	398,432	108,310	-	506,743	3,017
61,157	61,996	65,017	1237	Vocational Specialist	63,818	1,915	65,733	33,267	16,583	-	49,850	15,883
246,331	247,175	262,406	1241	Safety Monitors	292,184	5,341	297,525	221,028	60,220	-	281,248	16,277
509,851	506,491	513,999	1251	Custodians	515,130	17,225	532,355	404,433	118,870	-	523,303	9,052
492,769	460,027	477,370	1261	Maintenance Mechanics & Grounds	531,335	13,232	544,567	422,377	121,668	-	544,045	522
74,781	84,861	90,458	1269	Athletic Support Staff	114,325	-	114,325	75,306	19,424	19,595	114,325	-
182,698	197,442	192,939	1280	Non Certified Stipends	197,155	-	197,155	119,336	23,395	54,424	197,155	-
$ 6,239,015	**$ 6,010,040**	**$ 5,982,771**		**Sub-Total Non-Certified Salaries**	**$ 6,306,458**	**$ 260,607**	**$ 6,567,065**	**$ 4,992,398**	**$ 1,463,624**	**$ 127,619**	**$ 6,583,641**	$ (16,575)
								76.0%	22.3%	1.9%	100.3%	-0.3%
				Other Non-Citified Salaries								
28,910	47,199	39,524	1213/1223/1233	Non-Certified Substitutes	47,500	-	47,500	29,050	-	18,450	47,500	-
135,970	176,085	199,553	1212/22/38/42/52/62	Overtime	203,700	-	203,700	176,843	-	26,857	203,700	-
104,948	127,252	114,912	1268	Summer Work-Non-Cert.	129,388		129,388	99,248	-	30,140	129,388	-
-	-	-	1270	Salary Differential	300,607	(300,607)	-	-	-	-	-	-
$ 269,828	**$ 350,536**	**$ 353,988**		**Sub-Total Other Salaries**	**$ 681,195**	**$ (300,607)**	**$ 380,588**	**$ 305,142**	**$ -**	**$ 75,446**	**$ 380,588**	**$ -**
								80.2%	0.0%	19.8%	100.0%	0.0%
$ 32,338,250	**$ 32,587,211**	**$ 32,970,025**		**TOTAL SALARIES**	**$ 35,291,095**	***0.00***	**$ 35,291,095**	**$ 25,482,120**	**$ 8,759,299**	**$ 453,905**	**$ 34,695,323**	**$ 595,772**
					7.04%			72.2%	24.8%	1.3%	98.3%	1.7%

WESTON PUBLIC SCHOOLS
FYE 24 FINANCIAL REPORT
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Period: 10 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2023-2024 Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Benefits (2000's)								
8,324,773	8,412,125	9,202,598	2000	Health Insurance	8,789,192	-	8,789,192	7,613,897	1,131,516	-	8,745,413	43,779
(1,437,860)	(1,508,844)	(1,705,489)	2022	Premium Cost Share	(1,437,949)	-	(1,437,949)	(1,202,778)	(214,262)	-	(1,417,040)	(20,909)
562,991	540,802	548,959	2001	Social Security	433,234	-	433,234	412,738	20,497	-	433,234	-
464,653	465,667	471,544	2002	Medicare	560,567	-	560,567	355,096	205,472	-	560,567	-
175,279	175,275	175,214	2003	Workers Compensation	175,214	-	175,214	180,451	-	-	180,451	(5,237)
56,973	25,494	14,660	2004	Unemployment Compensation	60,000	-	60,000	852	15,000	-	15,852	44,148
468,582	149,718	130,080	2005	Early Retirement Incentive	-	-	-	-	-	-	-	-
1,072,998	1,177,822	1,328,122	2007	Pension Contributions	1,489,387	-	1,489,387	906,286	328,886	-	1,235,172	254,215
75,005	83,227	91,124	2010	Tuition Reimbursement	85,500	-	85,500	-	-	85,500	85,500	-
63,528	63,952	63,051	2011-12	Life & Disability Insurance	67,600	-	67,600	59,320	7,135	1,145	67,600	-
86,591	105,506	56,400	2014	Sick Bank	45,000	-	45,000	19,646	-	25,354	45,000	-
$9,913,513	***$9,690,744***	***$10,376,262***		**TOTAL BENEFITS**	***$10,267,746***	**$ -**	***$10,267,746***	***$8,345,508***	***$1,494,243***	***$111,999***	***$9,951,750***	***$315,997***
					-1.05%			81.3%	14.6%	1.1%	96.9%	3.08%
				Professional & Technical Services (3000s)								
174,773	545,611	504,232	3210	Contracted Services Educational	285,176	-	285,176	397,503	176,298	-	573,801	(288,625)
139,888	128,921	149,405	3220-21	Consulting Services	174,835	-	174,835	99,739	67,512	7,584	174,835	-
89,901	123,549	75,937	3235	Testing	94,270	-	94,270	70,514	35,450	(11,694)	94,270	-
210,355	6,158	106,990	3239	Other Pupil Services	292,400	-	292,400	181,905	99,095	11,400	292,400	-
220,134	64,991	66,056	3303	Management Services	47,243	-	47,243	30,088	7,684	9,472	47,243	-
2,015	1,775	2,064	3304	License Fees-Facilities	3,500	-	3,500	3,077	240	183	3,500	-
204,996	245,731	232,999	3306	Legal Fees-SPED	240,000	-	240,000	128,753	71,247	40,000	240,000	-
164,948	167,193	187,860	3306	Legal Fees- Districtwide	150,000	-	150,000	131,640	63,241	(44,881)	150,000	-
83,425	95,138	106,091	3308	Police/Fire	117,799	-	117,799	70,326	37,517	9,956	117,799	-
72,208	67,382	67,685	3309	Professional Technical Services	102,978	-	102,978	59,980	26,898	76,350	163,228	(60,250)
21,917	49,966	41,996	3310	Sports Officials	53,542	-	53,542	-	53,542	-	53,542	-
$ 1,384,560	***$ 1,496,415***	***$ 1,541,315***		***TOTAL PROF. & TECH SERVICES***	***$ 1,561,743***	***$ -***	***$ 1,561,743***	***$ 1,173,526***	***$ 638,723***	***$ 98,369***	***$ 1,910,618***	***$ (348,875)***
								75.1%	40.9%	6.3%	122.3%	-22.3%

WESTON PUBLIC SCHOOLS
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Period: 10 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2023-2024 Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Property Services (4000s)								
848,529	859,036	907,204	4200	Cleaning Services	979,576	-	979,576	807,646	161,530	10,400	979,576	-
39,855	48,405	50,825	4202	Rubbish Removal	67,547	-	67,547	51,913	13,980	1,654	67,547	-
68,301	122,591	82,370	4302	Equipment Repairs	165,551	-	165,551	107,125	58,047	378	165,551	-
155,864	164,029	184,530	4400	Equipment Rental	164,217	-	164,217	123,887	58,217	(17,887)	164,217	-
121,171	74,770	213,171	4500	Repair Allowance	150,000	-	150,000	79,411	24,904	45,686	150,000	-
64,302	29,913	30,182	4514	Fire Alarm System	32,000	-	32,000	37,562	868	(6,430)	32,000	-
167,812	172,720	201,994	4518	Sewer System Plant Maintenance	144,795	-	144,795	102,601	46,594	(4,400)	144,795	-
145,229	171,669	205,809	4520	Service Contracts	166,899	-	166,899	170,999	50,341	(54,440)	166,899	-
58,389	61,247	93,203	4530	Parks & Recreation	77,759	-	77,759	27,563	34,437	15,759	77,759	-
12,703	16,959	39,271	4540	Athletic Facilities Repairs	59,500	-	59,500	18,550	20,130	20,820	59,500	-
151,315	186,270	195,029	4541	Contracted Services	89,300	-	89,300	31,480	38,545	19,275	89,300	-
53,702	122,304	109,755	4600	Special Projects	-	-	-			-	-	-
9,450	2,366	11,275	4604	Snow Plowing	10,500	-	10,500	6,377	4,124	-	10,500	-
81,552	138,631	35,888	4701	Security System Monitoring	35,890	-	35,890	35,100	-	790	35,890	-
$ 1,978,173	***$ 2,170,908***	***$ 2,360,505***		**TOTAL PROPERTY SERVICES**	***$ 2,143,534***	***$ -***	***$ 2,143,534***	***$ 1,600,213***	***$ 511,716***	***$ 31,605***	***$ 2,143,534***	***$ -***
								74.7%	23.9%	1.5%	100.0%	0.0%

WESTON PUBLIC SCHOOLS
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2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2023-2024 Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Other Services (5000s)								
1,509,158	1,589,157	1,592,600	5100	Regular Transportation	1,687,804	-	1,687,804	1,709,695	21,428	-	1,731,123	(43,319)
490,473	729,788	843,911	5101	SPED Transportation	1,010,779	-	1,010,779	772,371	168,969	-	941,340	69,439
54,105	96,953	218,024	5104	Athletic Transportation	175,062	-	175,062	59,751	58,897	12,989	131,637	43,425
-	1,537	12,802	5105	Extra-Curricular Transportation	15,497	-	15,497	1,397	2,888	11,212	15,497	-
67,457	104,190	160,181	5112	Diesel & Gasoline	115,670	-	115,670	80,888	44,816	(10,034)	115,670	-
89,784	103,321	128,142	5200	General Liability Insurance	142,980	-	142,980	136,003	-	-	136,003	6,977
16,650	15,525	14,400	5202	Athletic Insurance	14,400	-	14,400	15,008	-	-	15,008	(608)
97,536	100,707	104,154	5205	Property Insurance	109,362	-	109,362	106,579	-	-	106,579	2,783
87,620	89,975	87,714	5300	Communications	94,106	-	94,106	67,124	23,539	3,443	94,106	-
30,801	30,990	27,469	5400	Postage	29,383	-	29,383	25,963	1,434	1,985	29,383	-
2,592	4,440	853	5500	Advertising	4,000	-	4,000	924	544	2,532	4,000	-
14,386	17,176	16,962	5501	Printing	24,437	-	24,437	16,419	2,738	5,280	24,437	-
1,528,352	2,007,688	2,367,437	5600	Out of District Tuition	2,335,763	-	2,335,763	1,758,038	515,706	-	2,273,744	62,019
1,044,742	923,345	1,063,918	5601	Tuition Settlements	903,461	-	903,461	422,044	707,018	-	1,129,062	(225,601)
286,110	-	-	5605	Tuition - ESS Contract	-	-	-			-	-	-
29,716	15,346	41,076	5800	Travel & Conference	42,227	-	42,227	34,176	4,334	3,716	42,227	-
6,106	3,163	3,803	5801	Mileage Reimbursement	10,430	-	10,430	2,330	483	7,616	10,430	-
3,190	2,349	5,684	5900	Other Purchased Services	6,632	-	6,632	2,156	2,952	1,524	6,632	-
$ 5,358,780	***$ 5,835,649***	***$ 6,689,130***		***TOTAL OTHER SERVICES***	***$ 6,721,993***	***$ -***	***$ 6,721,993***	***$ 5,210,868***	***$ 1,555,746***	***$ 40,263***	***$ 6,806,877***	***$ (84,884)***
								77.5%	23.1%	0.6%	101.3%	-1.3%
				Supplies & Materials (6000's)								
418,014	395,832	884,656	6110	Materials	547,140	-	547,140	335,533	386,874	112,078	834,484	(287,344)
17,064	22,091	36,390	6120	Office Materials	32,908	-	32,908	17,277	9,335	6,296	32,908	-
136,447	184,684	174,050	6130	Maintenance Materials	181,624	-	181,624	91,065	58,586	31,973	181,624	-
37,883	71,587	95,137	6131	Custodial Materials	78,348	-	78,348	70,650	14,960	(7,261)	78,348	-
12,891	16,815	21,943	6132	Security Materials	17,184	-	17,184	23,233	2,857	(8,906)	17,184	-
489,133	522,319	517,581	6140	Software	566,868	-	566,868	561,804	6,892	(1,828)	566,868	-
324,134	196,324	98,833	6410	Books	103,552	-	103,552	70,230	21,249	28,597	120,076	(16,524)
358,623	388,111	325,229	6510	Heating Oil	454,796	-	454,796	435,393	53,607	(34,204)	454,796	-
705,182	722,884	482,463	6520	Electricity	862,742	-	862,742	505,224	218,598	-	723,822	138,920
1,431	2,079	2,890	6530	Propane	3,000	-	3,000	1,656	1,144	200	3,000	-
$ 2,500,801	***$ 2,522,725***	***$ 2,639,172***		***TOTAL SUPPLIES & MATERIALS***	***$ 2,848,163***	***$ -***	***$ 2,848,163***	***$ 2,112,065***	***$ 774,102***	***$ 126,943***	***$ 3,013,111***	***$ (164,948)***
								74.2%	27.2%	4.5%	105.8%	-5.8%

WESTON PUBLIC SCHOOLS
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Period: 10 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2023-2024 Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Equipment (7000's)								
629,991	541,176	192,826	7300	Equipment	182,091	-	182,091	165,559	62,394	-	227,953	(45,862)
$ 629,991	***$ 541,176***	***$ 192,826***		***TOTAL EQUIPMENT***	***$ 182,091***	***$ -***	***$ 182,091***	***$ 165,559***	***$ 62,394***	*$0*	***$ 227,953***	***$ (45,862)***
								90.9%	34.3%	0.0%	125.2%	-25.2%
				Other Objects (8000's)								
80,424	87,211	87,938	8100	Dues, Fees and Memberships	97,850	-	97,850	87,637	1,262	8,951	97,850	-
20,110	24,317	32,434	8900	Other Objects	25,345	-	25,345	29,827	10,271	(14,753)	25,345	-
$ 100,534	**$ 111,528**	**$ 120,372**		***TOTAL OTHER OBJECTS***	***$ 123,195***	***$ -***	***$ 123,195***	***$ 117,463***	***$ 11,533***	***($5,801)***	***$ 123,195***	***$ -***
								95.3%	9.4%	-4.7%	100.0%	0.0%
				Revenue Offset (9000's)								
(22,498)	(29,042)	(29,462)	9200	Technology Revenue	(29,903)	-	(29,903)	(29,903)	-	-	(29,903)	-
(61,920)	(73,800)	(74,800)	9201	Participation Fees, Athletics	(63,761)	-	(63,761)	(60,100)	8,300	(11,961)	(63,761)	-
-	(18,350)	(21,689)	9202	Gate Receipts, Athletics	(14,000)	-	(14,000)	(13,475)	-	(525)	(14,000)	-
(134,377)	(77,445)	(89,987)	9204	Transportation Credits	-	-	-	(25,495)	-	-	(25,495)	25,495
(859,340)	(812,440)	(928,213)	9205	Excess Cost SPED	(787,045)	-	(787,045)	(643,253)	-	(214,418)	(857,671)	70,626
(74,625)	(79,561)	(121,242)	9206	Pre School Tuition	(64,062)	-	(64,062)	(133,083)	-	(27,847)	(160,930)	96,868
(76,283)	(75,981)	(119,873)	9207	Non-Resident Tuition	(87,478)	-	(87,478)	(135,570)	-	(5,591)	(141,161)	53,683
(37,813)	(19,878)	(61,203)	9208	Revenue from Town for Fields	(42,681)	-	(42,681)	-	-	(42,681)	(42,681)	-
(11,000)	(40,000)	(30,800)	9209	Parking Fees	(31,050)	-	(31,050)	-	-	(31,050)	(31,050)	-
(14,161)	(46,050)	(42,223)	9210	Theater Receipts	(51,025)	-	(51,025)	(7,935)	-	(43,090)	(51,025)	-
-	-	-	9212	Facility Use Rental	(17,500)	-	(17,500)	-	-	(17,500)	(17,500)	-
(6,815)	(4,768)	(14,336)	9215	Medicaid Revenue	(6,000)	-	(6,000)	(26,348)	-	-	(26,348)	20,348
($1,298,832)	***($1,277,316)***	***($1,533,828)***		***Total Revenue Offset***	***($1,194,505)***	***$ -***	***($1,194,505)***	***($1,075,163)***	***$8,300***	***($394,663)***	***($1,461,526)***	***$ 267,021***
								90.0%	-0.7%	33.0%	122.4%	-22.4%
$ 52,905,769	***$ 53,679,039***	***$ 55,355,779***		***GRAND TOTAL***	***$ 57,945,055***	***$ 0***	***$ 57,945,055***	***$ 43,132,158***	***$ 13,816,057***	***$ 462,620***	***$ 57,410,835***	***$534,220***
								74.44%	23.84%	0.80%	99.08%	0.92%

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/20/24

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Out of District Transportation Recommendation and Approval

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the results of the recent RFP for out of district transportation. We are recommending awarding the contract to various providers, as per the attached breakdown.

May 17, 2024

TO: Weston Board of Education

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: Out of District Transportation Award Recommendation

Below are the responses to our out of district transportation RFP:

OUT of District Transportation RFP Results

Route	Sunrise/Relia	Quality Transportation Services	Connecticut Transportation Solutions
1	72,563	71,400	56,304
2	85,403	81,000	-
3	72,776	68,340	-
4	96,232	85,950	-
5	97,015	89,445	-
6	89,638	75,030	-
7	61,200	63,240	-
8	80,425	86,925	45,201
9	67,206	67,320	80,784
Total	**722,457**	**688,650**	**182,289**

Based on the above pricing we recommend awarding the routes as follows:

Route Award

Route	Sunrise/Relia	Quality Tranportation Services	Connecticut Transporation Solutions	Total
1	-	-	56,304	56,304
2	-	81,000	-	81,000
3	-	68,340	-	68,340
4	-	85,950	-	85,950
5	97,015	-	-	97,015
6	-	75,030	-	75,030
7	61,200	-	-	61,200
8	-	-	45,201	45,201
9	67,206	-	546	67,206
Total	**225,420**	**310,320**	**101,505**	**637,245**

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/20/24

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Cleaning Services Award Recommendation and Approval

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the results of the recent RFP for cleaning services. We are recommending remaining with our current vendor, Affineco.

May 17, 2024

TO: Weston Board of Education

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: Cleaning Services Award Recommendation

In April, eleven vendors attended the mandatory cleaning service walkthrough. Of the eleven, six submitted a response to our request for proposal for cleaning services. A summary of the responses are below:

FY24 Cleaning Services Bid Results					
Cost with Contractor Providing Supplies					
Contractor	**Year 1**	**Year 2**	**Year 3**	**Total**	**Employees**
SJ Services	867,300.00	893,319.00	920,138.00	**2,680,757.00**	24
% Increase		3.00%	3.00%		
Affineco	993,653.29	994,737.07	1,032,932.77	**3,021,323.13**	32
% Increase		0.11%	3.84%		
GDI	1,023,048.00	1,053,104.00	1,084,044.00	**3,160,196.00**	17.5
% Increase		2.94%	2.94%		
Shamrock	1,027,847.00	1,083,083.00	1,116,413.00	**3,227,343.00**	27
% Increase		5.37%	3.08%		
Coastal Cleaning	1,033,128.00	1,084,704.00	1,125,961.00	**3,243,793.00**	22
% Increase		4.99%	3.80%		
SMG	1,095,688.00	1,148,878.00	1,179,806.00	**3,424,372.00**	37
% Increase		4.85%	2.69%		

Cost with Weston Providing Supplies					
Contractor	**Year 1**	**Year 2**	**Year 3**	**Total**	**Employees**
SJ Services	839,700.00	864,891.00	890,736.00	**2,595,327.00**	24
Affineco	981,851.39	982,935.17	1,020,761.77	**2,985,548.33**	32
GDI	1,001,208.00	1,031,264.00	1,062,204.00	**3,094,676.00**	17.5
Shamrock	1,000,845.00	1,056,080.00	1,089,408.00	**3,146,333.00**	27
Coastal Cleaning	1,033,128.00	1,084,704.00	1,125,961.00	**3,243,793.00**	22
SMG	1,043,760.00	1,091,595.00	1,119,926.00	**3,255,281.00**	37

Note: the above pricing excludes the Weston cost of supplies & equipment

After careful review, we recommend remaining with our current vendor, Affineco. There are several reasons for this recommendation. They include:

1) Knowledge of the buildings.
2) Prompt response to identified concerns.
3) Accommodating our requests for additional cleaning.
4) Appropriately staffing buildings, providing equipment and supplies at the most economical cost.

We further recommend that Affineco continues to provide equipment and supplies, as the cost would be significantly higher if the district were to purchase. The annual estimated cost if Weston were to purchase supplies is $110,000.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/20/24

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Approval of the FY25 Pre-School Tuition Rates

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the proposed tuition rates for Pre-School for FY25. We are recommending approval of the rates.

May 17, 2024

TO: Weston Board of Education

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: Recommended 2024-25 Pre-School Tuition Rates

The full rates for our integrated pre-school are established by the Pupil Services Department in collaboration with the Business Office. For the past several years, the annual tuition has been increased by the approved budget percentage increase.

Periodically, we compare our tuition with our DRG A counterparts and local private pre-schools to ensure that our tuition remains competitive. The result of the comparison is below:

FY24 DRG A Preschool Tuition		
District	**FY24 Tuition**	**Hours**
Westport	11,907	4.75
Darien	7,630	4.00
Wilton	8,100	4.25
Weston	7,315	4.75
Redding	6,818	5.00
Easton	6,463	5.00
Average	**8,039**	

FY24 Private Preschool Tuition		
School	**FY24 Tuition**	**Hours**
Children's Academy	20,800	11.50
Westport/Weston Co-Op	13,600	4.00
A Child's Place	13,000	4.75
Zion's Hill	8,730	3.50
Norfield Children's Ctr.	7,600	3.00

There are two options for the FY25 Pre-K tuition:

1) Increase by the approved budget increase of 2.41% to $7,491
2) Increase by the average DRG A tuition $8,039.

To align with the DRG A tuition and to minimize an even greater increase to families in the future, it is our recommendation that the FY25 Pre-K tuition for Weston residents' children without special needs be increased to $8,039. Per Federal mandate, Weston's residents with special needs are admitted to the program tuition free.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/20/24

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Approval of the FY25 Tuition Rates for Non-Residents

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the proposed tuition rates for non-residents for FY25. We are recommending approval of the rates.

For more Board of Education Meeting and Committee Meeting Information, visit:
https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1

May 17, 2024

TO: Weston Board of Education

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: FY24/25 Non-Resident Tuition Rates

Each year we increase the District's Non-Resident Tuition Rates by that year's approved budget increase. We are recommending that the FY24/25 tuition rate for non-resident students be increased by 2.41%.

WESTON PUBLIC SCHOOLS
FY24/25 NON-RESIDENT TUITION RATES

Description	FY24-25 Recommended		FY24 Rates	
ELEMENTARY GRADES K-5	Total	Semester	Total	Semester
KINDERGARTEN	$21,514.88	$10,757.44	$21,008.57	$10,504.29
REGULAR	$21,514.88	$10,757.44	$21,008.57	$10,504.29
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
MIDDLE SCHOOL GRADES 6-8				
REGULAR	$21,678.52	$10,839.26	$21,168.36	$10,584.18
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
HIGH SCHOOL GRADES 9-12				
REGULAR	$23,335.48	$11,667.74	$22,786.33	$11,393.16
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
CERTIFIED STAFF NON-RESIDENT PUPILS				
ELEMENTARY GRADES K-5	Total	Semester	Total	Semester
KINDERGARTEN	$5,378.73	$2,689.36	$5,252.15	$2,626.07
REGULAR	$5,378.73	$2,689.36	$5,252.15	$2,626.07
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
MIDDLE SCHOOL GRADES 6-8				
REGULAR	$5,419.63	$2,709.81	$5,292.09	$2,646.05
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
HIGH SCHOOL GRADES 9-12				
REGULAR	$5,833.87	$2,916.93	$5,696.58	$2,848.29
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	

Rates are increased annually by the approved budget percentage increase. The approved FY 25 budget increase is 2.41%

For approval by Weston Board of Education at the May BOE Meeting.

Weston Board of Education Policy 5118

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/20/24

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Approval of the FY25 Building/Facility Use Hourly Rates

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the proposed building/facility use hourly rates for FY25. We are recommending approval of the rates.

For more Board of Education Meeting and Committee Meeting Information, visit:
https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1

May 17, 2024

TO: Weston Board of Education

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: FY24/25 Building/Facility Use – Hourly Rates

Each year we increase the District's utility and user fees for outside groups by the March year over year CPI. This year's CPI, less food and energy, is 3.8% We are recommending that the FY24/25 utility and user fees be increased by this amount.

WESTON PUBLIC SCHOOLS

FY 24-25 BUILDING/FACILITY USE – HOURLY RATES

Building	Capacity	Group I School/Town	Group II Community		Group III Private		Energy Rates	
			2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024
Hourly Building Rental Fees								
High School								
Auditorium & Stage	602 seated	No Fee	$79.51	$76.60	$159.03	$153.21	$20.29	$19.55
Gymnasium	577 seated, 1,320 standing	No Fee	$91.21	$87.87	$183.59	$176.87	$20.29	$19.55
New Gymnasium	1,100 seated, 1,603 standing	No Fee	$91.21	$87.87	$180.08	$173.49	$20.29	$19.55
Cafeteria/Kitchen	250 seated, 600 standing	No Fee	$79.51	$76.60	$159.03	$153.21	$20.29	$19.55
Middle School								
New Gymnasium	360 seated, 770 standing	No Fee	$91.21	$87.87	$183.59	$176.87	$20.29	$19.55
Old Gymnasium	360 seated, 780 standing	No Fee	$91.21	$87.87	$183.59	$176.87	$20.29	$19.55
Cafeteria Kitchen	236 seated, 507 standing	No Fee	$79.51	$76.60	$159.03	$153.21	$20.29	$19.55
Library		No Fee	$79.51	$76.60	$159.03	$153.21	$20.29	$19.55
Intermediate School								
Gymnasium	398 (no bleachers)	No Fee	$91.21	$87.87	$183.59	$176.87	$20.29	$19.55
Cafetorium/Kitchen	626/stage 63	No Fee	$79.51	$76.60	$159.03	$153.21	$20.29	$19.55
Elementary School								
Gymnasium	300	No Fee	$47.75	$46.00	$93.54	$90.12	$20.29	$19.55
South House All Purpose	100 seated, 225 standing	No Fee	$42.56	$41.00	$81.86	$78.86	$20.29	$19.55
South Cafeteria/Kitchen	112 seated, 240 standing	No Fee	$40.48	$39.00	$81.86	$78.86	$20.29	$19.55
East Cafeteria/Kitchen	99 seated, 212 standing	No Fee	$42.56	$41.00	$81.86	$78.86	$20.29	$19.55
Classrooms								
All Buildings	25	No Fee	$42.59	$41.03	$81.86	$78.86	$13.51	$13.02
Fields								
*Turf I		No Fee	N/A	N/A	N/A	N/A	N/A	N/A
*Turf II		No Fee	N/A	N/A	N/A	N/A	N/A	N/A
*All Other Fields		No Fee						

Rate Increase based on March 2024 CPI (less food and energy) of 3.8%

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/20/24

|X| **Information Only**

| | **Action Requested**

Agenda Item Subject: Indoor Air Quality Inspection Results

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the results of the recent indoor air quality tests conducted in all of our schools.

For more Board of Education Meeting and Committee Meeting Information, visit:
https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1

May 17, 2024

TO: Weston Board of Education

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: Indoor Air Quality Inspection Results

This past February the District contracted with Hygenix/Pennoni to conduct an indoor air quality (IAQ) test in all four schools. This was done in response to recently passed legislation that requires boards of education to provide for a uniform inspection and evaluation program of the IAQ within each school building using the EPA's Indoor Air Quality Tools for Schools Program.

Average levels recorded for all categories did not exceed the suggested maximum level.

Results are attached here.

ANNUAL INDOOR AIR QUALITY UNIFORM INSPECTION AND EVALUATION PROGRAM REPORT

Weston Public Schools

24 School Road
Weston, CT 06883

Performed by:
Hygenix Division of Pennoni
49 Woodside Street
Stamford, CT 06902
203-324-2222

SECTION 1

PROJECT INFORMATION

PROJECT # WSTPSS24001

EVALUATION / INSPECTION PERIOD:
February 2024

CLIENT:
Weston Public Schools
Attn. Andrew Galli
24 School Road
Weston, CT 06883

SITE:
Weston High School
Weston Middle School
Weston Intermediate School
Hurlbutt Elementary School

CONSULTANT:
Hygenix Div. of Pennoni
Attn. Ted Tio, Project Manager
49 Woodside Street
Stamford, CT 06902

PROJECT SUMMARY:

HYGENIX Division of Pennoni (HDP) was contracted by Weston Public Schools and asked to perform the recently passed legislation required that the Department of Administrative Services (DAS) develop two forms for schools to utilize to comply with reporting requirements relating to indoor air quality. Those forms are now available on the DAS website, and are as follows:

Annual Reporting Form for Indoor Air Quality – On January 1, 2024, and annually thereafter, each local or regional board of education shall provide for a uniform inspection and evaluation program of the indoor air quality within each school building using the Environmental Protection Agency's Indoor Air Quality Tools for Schools Program and shall submit the results of such inspection and evaluation to DAS. See CGS § 10-220(d), PA 22-118, and PA 23-167.

The site evaluation and air sampling were conducted in early February 2024 at WHS, WMS, WIS, HES when the schools were in session.

SECTION 2

INDOOR AIR QUALITY EVALUATION REPORT

INDOOR AIR QUALITY EVALUATION REPORT

FEBRUARY 2024 ASSESSMENT

INDOOR AIR ASSESSMENT REPORT

SITE:	Weston Public Schools
CLIENT:	**Weston Public School** Attn. Andrew Galli Finance and Operations Office Manager 24 School Road Weston, CT 06883
JOB #:	WSTPS24001
PROJECT MANAGER:	Ted Tio
ASSESSMENT FIRM:	Hygenix Division of Pennoni 49 Woodside Street Stamford, CT 06902
ASSESSMENT DATES:	February 5-9, 2024
BUILDING TYPES:	Public Educational

HYGENIX Division of Pennoni (HDP) completed the February 2024 indoor air quality assessment for Weston Public Schools. The purpose of the assessment was to meet the Connecticut Department of Administrative Services requirements for annual uniform inspection and evaluation program of the indoor air quality within each school building. In addition, the assessment was also performed to demonstrate Weston Public Schools proactive approach to providing a healthy indoor environment for the school community.

To achieve this objective, air sampling and general air quality monitoring was performed check for indoor air quality issues that frequently cause problems in buildings, allow for prompt correction of any indoor air quality deficiencies and to provide a healthy indoor environment at the below listed schools.

- Weston High School
- Weston Middle School
- Weston Intermediate School
- Hurlbutt Elementary School

VENTILATION - GENERAL AIR QUALITY AND THERMAL COMFORT

Indoor air quality is a dynamic system, influenced by many factors. Undoubtedly, the most important of these factors ventilation. The National Institute of Occupational Safety and Health has estimated that more than seventy-five percent of indoor air quality problems are attributed directly or indirectly to inadequate building ventilation. Mechanical ventilation systems control the movement of fresh air into an occupied space and remove undesirable byproducts of occupancy. In a properly functioning ventilation system, carbon dioxide, humidity, odors, microbes, and volatile compounds which constantly "off gas" from furnishings are exhausted to the outdoors. If the system is not functioning properly, these compounds can accumulate, causing discomfort or health problems for the building occupants.

To gauge the operation of the ventilation system, temperature, relative humidity, and carbon dioxide levels were monitored using TSI IAQ - 9565 Analyzers (carbon monoxide is also measured to ensure that combustion sources are not being drawn into the ventilation system). In spaces where there is no mechanical ventilation, or the ventilation equipment is not functioning properly, this testing demonstrates rising carbon dioxide levels throughout the day. In areas where the carbon dioxide levels exceed 1000 PPM, the occupants of the space are likely to report fatigue, headaches, and sensation of "stuffy" or "stale" air. Monitoring data are summarized in Table 1..

TABLE 1. IAQ Monitoring Data

Location	CO2 (ppm)	Temp (deg F)	rh (%)	CO (ppm)
HES Room N24	398	74.7	11.8	0
HES Room N16	579	68.3	12.9	0.2
HES Room N102	503	77.7	8.4	0
HES Room C12	521	64.7	14.8	0
HES Main Office	451	67.8	9.4	0
HES E House Cafeteria	558	73.2	18.9	0
HES Room S44	479	67.8	20.2	0
HES Room E37 Kindergarten	475	63.1	21.2	0
WIS Main Office	439	74.5	14.2	0
WIS Room 201	510	73.9	10.6	0.2
WIS Room 212	548	72.1	12.9	0
WIS Cafeteria	502	71.5	12.7	0
WIS Room 111	546	68.7	16.5	0
WIS Room 226	607	71.4	15.9	0
WIS Room 104	559	71.3	16.7	0.3
WIS Room 222	521	71.2	14.8	0
WMS Main Office	539	78.5	17.9	0
WMS Room F2	798	69.4	30.5	0
WMS Room C20 Science	646	75.6	17.9	0
WMS Room H8	533	77.4	20.3	0
WMS Library	516	75.3	16.7	0

Location	CO2 (ppm)	Temp (deg F)	rh (%)	CO (ppm)
WMS Cafeteria	503	70.8	21.9	0
WMS Room B7	517	74.9	13.2	0.2
WHS Library	468	66.5	18.8	0
WHS Room D11	967	67.8	22.2	0.2
WHS Room H5	622	69.2	15.9	0
WHS Training Room	510	75.4	12.5	0
WHS Room G4	476	66.7	19.7	0
WHS Main Office	461	70.7	17.8	0
Suggested maximum or comfort level	**1000 PPM**	**67-79 ° F**	**30-60%**	**<9ppm**

General Air Quality and Thermal Comfort - Data Summary

- Carbon Dioxide – Average levels recorded did not exceed the suggested maximum level at all monitoring locations.
- Carbon Monoxide – Average levels recorded at five (5) locations did not exceed the suggested maximum level. None detected at all other locations.
- Temperature – Average temperature recorded was below the suggested comfort range at four (4) locations. Average temperature recorded was within the suggested comfort range at all other locations.
- Relative Humidity - Average relative humidity recorded was with the suggested comfort range at one (1) location. Average levels were below the suggested comfort range at all other locations.

General Air Quality and Thermal Comfort – Discussion / Recommendations

Although relative humidity levels are low during the heating season, RH levels at all monitoring locations should be maintained between 30-60% RH. Maintaining humidity levels within the comfort range can be achieved by making adjustments to the existing HVAC system servicing each location. Listed on the table below are the recommended ranges of Temperature and Relative humidity.

RH %	Winter Temp (deg F)	Summer Temp (deg F)
30	68.5 – 75.5	74.0 - 80.0
40	68.0 – 75.0	73.5 – 80.0
50	68.0 – 74.5	73.0 – 79.0
60	67.5 – 74.0	73.0 – 78.5

AIRBORNE DUST MONITORING

Airborne dust levels were monitored continuously for 24 hours at representative locations at each school. Measurements were taken with a TSI Aerosol Monitor.

AIRBORNE DUST MONITORING RESULTS

Monitoring Location	Total Dust, Average (mg/m3)
HES - Room C12	0.009
HES – Room N24	0.011
HES - Room S44	0.019
HES – East House Café	0.010
WIS – Room 201	0.014
WIS - Café	0.011
WIS - Room 226	0.012
WIS - Main Office	0.011
WMS Room B7	0.021
Library	0.019
Main Office	0.013
C20 Science	0.013
WHS – Room C11/C12	0.021
Room H5	0.019
Training Room	0.028
Library	0.016
EPA Ambient Air Quality - 24 Hour Average	**.15 mg/m3**

Airborne Dust – Average dust levels recorded during the monitoring period at all indoor locations did not exceed the EPA Ambient Air Quality Standard of 0.15 mg/m3

AIRBORNE MOLD TEST

To quantify for airborne mold, indoor air samples and one outdoor reference air sample were collected using Zefon Air-O-Cell cassettes in accordance with the manufacturer's recommended protocol. All samples were delivered to Aerobiology Environmental Laboratory Inc., where they were analyzed for mold by direct microscopic examination. Table 1 on the following page is a summary of the attached lab results:

TABLE 1. AIR-O-CELL SAMPLE RESULTS

Location	Total Counts Spr/m3	Predominant Species	Individual Counts Spr/m3
Outdoors 2/5/24	693	*Ascospores* *Basidiospores* *Cladosporium*	160 160 373
HES – N24	320	*Ascospores* *Cladosporium* *Smuts/Periconia/Myxomycetes*	53 213 53
HES – N16	107	*Ascospores* *Cladosporium*	53 53
HES – N102	373	*Ascospores* *Basidiospores* *Cladosporium* *Penicillium / Aspergillus Group*	53 53 160 107
HES – C12 ART	160	*Ascospores* *Cladosporium*	53 107
HES – Main OFFICE	320	*Cladosporium* *Hyphal Elements* *Smuts / Periconia / Myxomycetes*	*213* *53* *53*
HES - E House Café	160	*Cladosporium*	160
HES – E37 K Room	213	*Ascospores* *Basidiospores* *Cladosporium*	53 53 107
HES – S44	107	*Ascospores* *Cladosporium*	53 53
WIS – Café	107	*Ascospores* *Cladosporium*	53 53
WIS – Room 104	160	*Ascospores* *Basidiospores* *Cladosporium*	53 53 53
WIS – Room 111	320	*Ascospores* *Basidiospores* *Cladosporium*	107 107 107
WIS - Main Office	107	*Cladosporium*	107
WIS – Room 226 Science	107	*Ascospores*	107
WIS – Room 222	213	*Ascospores* *Cladosporium*	107 107

Location	Total Counts Spr/m3	Predominant Species	Individual Counts Spr/m3
WIS – Room 212	640	*Ascospores* *Cladosporium* *Penicillium / Aspergillus Group* *Smuts / Periconia / Myxomycetes*	107 427 53 53
WIS – Room 201	160	*Ascospores* *Cladosporium*	107 53
Outdoors 2/8/24	213	*Ascospores* *Cladosporium* *Smuts / Periconia / Myxomycetes*	53 53 267
WHS – Library	373	*Ascospores* *Cladosporium* *Smuts / Periconia / Myxomycetes*	53 53 267
WHS – Main Office	213	*Ascospores* *Cladosporium*	107 107
WHS – Training by Fitness	160	*Ascospores* *Smuts / Periconia / Myxomycetes*	107 53
WHS – Room G4	107	*Cladosporium* *Smuts / Periconia / Myxomycetes*	53 53
WHS – Room D11	640	*Ascospores* *Cladosporium*	213 427
WHS – Room H5	160	*Ascospores* *Cladosporium*	107 53
WHS – C11	160	*Cladosporium*	160
WHS – B11	107	*Hyphal Elements* *Cladosporium*	53 53
WMS – Main Office	267	*Hyphal Elements* *Cladosporium*	107 160
WMS – Room F2	53	*Ascospores*	53
WMS – C20 Science Room	213	*Cladosporium* *Penicillium / Aspergillus Group*	107 107
WMS – Room H8	213	*Hyphal Elements* *Cladosporium*	53 160
WMS – Library	213	*Ascospores* *Basidiospores* *Cladosporium*	53 107 53
WMS – Café	213	*Ascospores* *Cladosporium*	107 107
WMS – Room B7	53	*Cladosporium*	53
WMS – Room A8	Overloaded Sample	*Cladosporium – Occasional* *Ascospores - Occasional*	Overloaded Sample

The following typical indoor mold spore concentration ranges were suggested as a "guide to evaluating the relative degree of indoor airborne mold spore amplification" by Daniel Baxter, the inventor of the Air-O-Cell mold spore trap, the most widely used bioaerosol sampling device:

TABLE 2.

Description	Spores(CTS/M3)	Predominant Types
"Clean" building	less than 2,000	Total for all spores
	less than 700	*Penicillium,Aspergillus*
Possible Indoor Amplification	1,000-5,000	*Penicillium, Aspergillus, Cladosporium*
Indoor Amplification likely present	5,000-10,000	
Chronic Indoor Amplification	10,000-500,000	*Penicillium, Aspergillus, Cladosporium*
Inadequate flood cleanup or active indoor demolition of contaminated surfaces	50,000-10,000,000	*Penicillium, Aspergillus, Stachybotrys, Cladosporium, Chaetomium, Basidiomycetes, Trichoderma, Ulocladium,etc.*

When compared to table 2, total counts recorded at the indoor sampling locations were "Clean" and not elevated.

VOLATILE ORGANIC COMPOUNDS

Sixteen Summa canisters equipped with flow regulators were deployed to sample the air over a 24-hour interval at each location. The canister was retrieved by HDP and courier to Phoenix Environmental Laboratories, Inc. The contents of the sampling canister were analyzed for a battery of important volatile organic compounds included in Title III of the Clean Air Act Amendments (EPA Method TO-15).

For each volatile compound that was recorded at a detectable level, references a listing of occupational exposure standards set by the US Occupational Safety and Health Administration (OSHA PEL's). These standards apply to workplace exposures over an 8-hour workday and are included to provide a benchmark for comparison. Please note that exposure standards for the general public are typically more rigorous than occupational standards, but for most organic compounds, residential exposure standards have not been established.

Comparing the concentrations of the organic compounds identified in the air samples with the OSHA standards, the recorded concentrations were lower than the reference standards by several orders of magnitude. The compounds recorded by the TO-15 analysis were unremarkable and were not present in concentrations that would be considered hazardous.

As highlighted on Attachment 2 – TO-15 Analysis report and VOC PEL / INFO Sheet, the organic compounds identified (highlighted) in the indoor air samples are widely distributed in the environment and can be found in many commonly used household and industrial products. Considering the widespread distribution and use of these compounds it is not unusual to detect trace amounts indoors. Airborne concentrations of these and other volatile compounds can

change rapidly depending upon temperature, ventilation, and environmental conditions. Although there are many substances that were not included in the TO-15 analysis that may be responsible for the transient odors, the trace concentrations of the compounds reported were insignificant and are not known to represent a hazard to building occupants.

SAMPLING RESULTS SUMMARY

- Airborne Mold – Total mold counts were not elevated at all sampling locations.

- Volatile Organic Compounds – recorded concentrations were lower than the reference standards by several orders of magnitude. The compounds recorded by the TO-15 analysis were unremarkable and were not present in concentrations that would be considered hazardous.

- General Air Quality and Thermal Comfort

    - Carbon Dioxide – Average levels recorded did not exceed the suggested maximum level at all monitoring locations.
    - Carbon Monoxide – Average levels recorded at five (5) locations did not exceed the suggested maximum level. None detected at all other locations.
    - Temperature – Average temperature recorded was below the suggested comfort range at four (4) locations. Average temperature recorded was within the suggested comfort range at all other locations.
    - Relative Humidity - Average relative humidity recorded was with the suggested comfort range at one (1) location. Average levels were below the suggested comfort range at all other locations.
    -

- Airborne Dust –Average dust levels recorded during the monitoring period at all indoor locations did not exceed the EPA Ambient Air Quality Standard of 0.15 mg/m3

RECOMMENDATIONS

- Relative Humidity – Average RH should be maintained at the recommended levels comfort range.

Please call me at 203-324-2222 if you have any questions about the test procedures or results.

Thank you.
Sincerely,

TED TIO

Ted Tio, MS, CIEC
Senior Industrial Hygienist

INDOOR AIR QUALITY EVALUATION REPORT

DECEMBER 2022 RADON RE-EVALUATION

HYGENIX
Division of Pennoni

49 Woodside Street
Stamford, CT
203-324-2222
Pennoni.com

RADON SAMPLING REPORT

CLIENT	Weston Public School Attn. Andrew Galli 24 School Road Weston, CT 06883
PROJECT #:	WSTPS22001
SAMPLING DATES:	December 6-9, 2022

Attached are the laboratory results for the radon re-evaluation recently conducted at Weston Public Schools.

Testing was conducted from December 6-9, 2022 at the below listed schools. As reported in attached laboratory results, samples from all schools returned results below the Environmental Protection Agency action level of 4 pCi/l.

- Weston High School
- Weston Middle School
- Weston Intermediate School
- Hurlbutt Elementary School

The radon samples were deployed and collected by a team from Hygenix. I am certified by the National Radon Safety Board (Certification Number 6SS0041), and listed on the Connecticut Department of Public Heath list of "Radon Measurement Professional". This testing program meets the requirements of Connecticut General Statute Section 10-220(d) for radon testing at public schools.

This letter should be kept in the main offices of each school, so it is available to parents, staff, and other interested parties. If you have any questions or require additional information, please call me at (203) 324-2222.

Regards,

Ted Tio, MS, CIEC

December 15, 2022 **** LABORATORY ANALYSIS REPORT ****

Radon test result report for:
WHS
MAIN

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11615985	1FBBB	2022-12-06 @ 3:00 pm	2022-12-09 @ 3:00 pm	< 0.3	2022-12-12
11616087	A5	2022-12-06 @ 3:00 pm	2022-12-09 @ 3:00 pm	< 0.3	2022-12-12
11616078	B4	2022-12-06 @ 3:00 pm	2022-12-09 @ 3:00 pm	0.8 ± 0.3	2022-12-12
11616077	B4	2022-12-06 @ 3:00 pm	2022-12-09 @ 3:00 pm	0.8 ± 0.3	2022-12-12
11616080	C3	2022-12-06 @ 3:00 pm	2022-12-09 @ 3:00 pm	0.7 ± 0.3	2022-12-12
11616079	C5	2022-12-06 @ 3:00 pm	2022-12-09 @ 3:00 pm	< 0.3	2022-12-12
11616082	D11	2022-12-06 @ 3:00 pm	2022-12-09 @ 3:00 pm	0.9 ± 0.3	2022-12-12
11616081	D8	2022-12-06 @ 3:00 pm	2022-12-09 @ 3:00 pm	0.6 ± 0.3	2022-12-12
11616083	E6	2022-12-06 @ 3:00 pm	2022-12-09 @ 3:00 pm	0.7 ± 0.3	2022-12-12
11616084	E7	2022-12-06 @ 3:00 pm	2022-12-09 @ 3:00 pm	0.7 ± 0.3	2022-12-12
11616086	F6	2022-12-06 @ 3:00 pm	2022-12-09 @ 3:00 pm	< 0.3	2022-12-12
11616085	G5	2022-12-06 @ 3:00 pm	2022-12-09 @ 3:00 pm	< 0.3	2022-12-12

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December 15, 2022 **** LABORATORY ANALYSIS REPORT ****

Radon test result report for:
WMS
MAIN

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11616095	1FBBBB	2022-12-06 @ 4:00 pm	2022-12-09 @ 4:00 pm	< 0.3	2022-12-12
11616090	A01	2022-12-06 @ 4:00 pm	2022-12-09 @ 4:00 pm	< 0.3	2022-12-12
11616092	A05	2022-12-06 @ 4:00 pm	2022-12-09 @ 4:00 pm	< 0.3	2022-12-12
11616091	A06	2022-12-06 @ 4:00 pm	2022-12-09 @ 4:00 pm	< 0.3	2022-12-12
11616093	A09	2022-12-06 @ 4:00 pm	2022-12-09 @ 4:00 pm	< 0.3	2022-12-12
11616094	B12	2022-12-06 @ 4:00 pm	2022-12-09 @ 4:00 pm	< 0.3	2022-12-12
11615988	B13	2022-12-06 @ 4:00 pm	2022-12-09 @ 4:00 pm	< 0.3	2022-12-12
11616088	C13	2022-12-06 @ 4:00 pm	2022-12-09 @ 4:00 pm	< 0.3	2022-12-12
11616089	C13	2022-12-06 @ 4:00 pm	2022-12-09 @ 4:00 pm	< 0.3	2022-12-12

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December 15, 2022 **** LABORATORY ANALYSIS REPORT ****

Radon test result report for:
WIS
MAIN

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11615992	107	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	< 0.3	2022-12-12
11615993	107	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	< 0.3	2022-12-12
11615943	112	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	< 0.3	2022-12-12
11615942	115	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	0.6 ± 0.3	2022-12-12
11615940	118	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	< 0.3	2022-12-12
11615941	118	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	< 0.3	2022-12-12
11615987	1FB	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	< 0.3	2022-12-12

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December 15, 2022 **** LABORATORY ANALYSIS REPORT ****

Radon test result report for:
HES
MAIN

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11616099	1FFB	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	2.4 ± 0.3	2022-12-12
11615997	C12	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	1.1 ± 0.3	2022-12-12
11615998	C15 E15	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	1.0 ± 0.3	2022-12-12
11615986	E27	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	< 0.3	2022-12-12
11616096	E30	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	1.5 ± 0.3	2022-12-12
11615996	N15	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	1.2 ± 0.3	2022-12-12
11615995	N23	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	0.7 ± 0.3	2022-12-12
11615994	N23	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	0.6 ± 0.3	2022-12-12
11616097	S38	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	1.3 ± 0.3	2022-12-12
11616098	S44	2022-12-06 @ 5:00 pm	2022-12-09 @ 5:00 pm	1.7 ± 0.3	2022-12-12

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Minutes
Financial, Facilities & Operations Committee
March 15, 2024

Present:
Steve Ezzes, Committee Chair
Michael Guido, Committee Member
Peter Gordon, Committee Member
Phil Cross, Director of Finance and Operations
Mike DelMastro, Director of Facilities

Absent:
Lisa Barbiero, Superintendent of Schools

The meeting was called to order by Mr. Ezzes at 9:33 a.m.

The Committee discussed the following items regarding an update of facilities and grounds maintenance:

- Mr. DelMastro reported that it has been a quiet month facilities-wise, with nothing more than the typical repairs and maintenance. The grounds staff has been preparing the athletic fields and tennis courts for spring sports. And while the facilities staff is still down three individuals, he reported that all work is being completed by shuffling coverage and is confident that additional help will not be needed.

- Mr. DelMastro informed the Committee that a meeting was held with Town administration regarding the demolition of the current Annex building portables, and he has provided the Town with a layout of the District staff spacing needs if indeed the plan moves forward. He is also working on providing alternate pricing for repairing the roof and rooftop units, which would extend the life of the current structure. Mr. Cross added that there is still a lot to be determined, and Board of Finance funding still needs to be approved before anything moves forward.

The Committee discussed the following regarding the Healthy Building Initiative:

- Mr. Gordon reported to the Committee that while the District is still in the running to be a test district for the initiative, it does appear that Weston is an alternate at this point, as the Boston Public Schools seem to have been chosen. Mr. DelMastro will still provide the Department of Energy with the information they require in case anything changes. Even if the District does not actually participate in the program, it will receive information and feedback from the study.

The Committee discussed the following items regarding the FY24 (through February) financial report including internal services fund (for dental):

• Mr. Cross informed the Committee that the current end of year balance is $219,606, which represents a $257,001 month over month change. The main contributors to this change are $69,281 in the salaries account, due to administrator turnover savings, and FMLA savings, and $184,610 in the electricity account. The primary cause of the electricity savings is due to virtual net metering (VNM) credits and savings. Earlier in the fiscal year the District reported that as of August the Board of Education and the town earned the maximum annual credit allowed (approximately $244,000) on two of our VNM contracts.

For the fiscal year ended June 30, 2023, the credits exceeded both the electricity generation and delivery charges by $107,780. These credits were carried forward and applied to charges for fiscal year 2024. The combined projected credits for the period January to June 2024, and the carry forward credits are projected to be greater than budget by $49,276.

In addition, as the Board of Education was no longer receiving credits, there was no associated fee for generation for the period August to December. Based on historical generation Mr. Cross estimates a savings of approximately $112,000. Further, the Eversource delivery charge is projected to be below budget by $22,624.

• Mr. Cross reported that there could still be some variability between now and the end of the year. There is currently $230,000 in the operating budget that is earmarked for capital expenditures if needed. If the Board of Finance decides that they prefer not to have this money used for capital projects, then the budget surplus will increase by $230,000. Mr. Cross and Mr. Ezzes will have a conversation with the Board of Finance.

• Mr. Cross reported that dental claims and fees are currently in-line with historical averages.

The Committee discussed the following regarding RFPs for expiring contracts:

• Mr. Cross informed the Committee that the District will go out to bid for all the contracts that are scheduled to expire on June 30. These include student in-district transportation, student out-of-district transportation, foodservice, and janitorial services. By going out to bid, it will provide the opportunity to truly verify that the prices the District is receiving are truly the best available. Additionally, while the Board of Education has its own procurement policy, going out to bid for these contracts will also align with the Board of Finance's policy.

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The Committee discussed the following regarding approval of the February minutes:

- The Committee approved the February minutes without any changes.

There being no further business to discuss, the meeting adjourned at 10:06 a.m.

Respectfully submitted:
Andrew Galli
Administrative Assistant to the Director of Finance and Operations

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