



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

- 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. PUBLIC COMMENT

III.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.

Second, the Board or the administration may not be prepared to discuss certain matters raised in the first instance by a public comment.

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.

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.

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=a5f2950-f792-4ecc-bc14-37a3939de003>

- IV. DISCUSSION ON WESTON MIDDLE SCHOOL PROJECT
- V. ADJOURNMENT



Tecton
ARCHITECTS

SUMMARY PRESENTATION FOR

WESTON MIDDLE SCHOOL

for

Board of Education

May 15, 2024

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

**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) <i>Plus several renovations, see Vintage Plan</i>	64 Years	6-8	519 (10/1/2023)	574 (YR. 2033-34)	135,131 (WMS)	97,396 SF	104,701 SF	(56,410) SF 161,111-104,701 w/ Gym/Pool
						25,980 (Gym/Pool)			
						161,111 Total SF			
								(30,430) SF 135,131-104,701 w/o Gym/Pool	

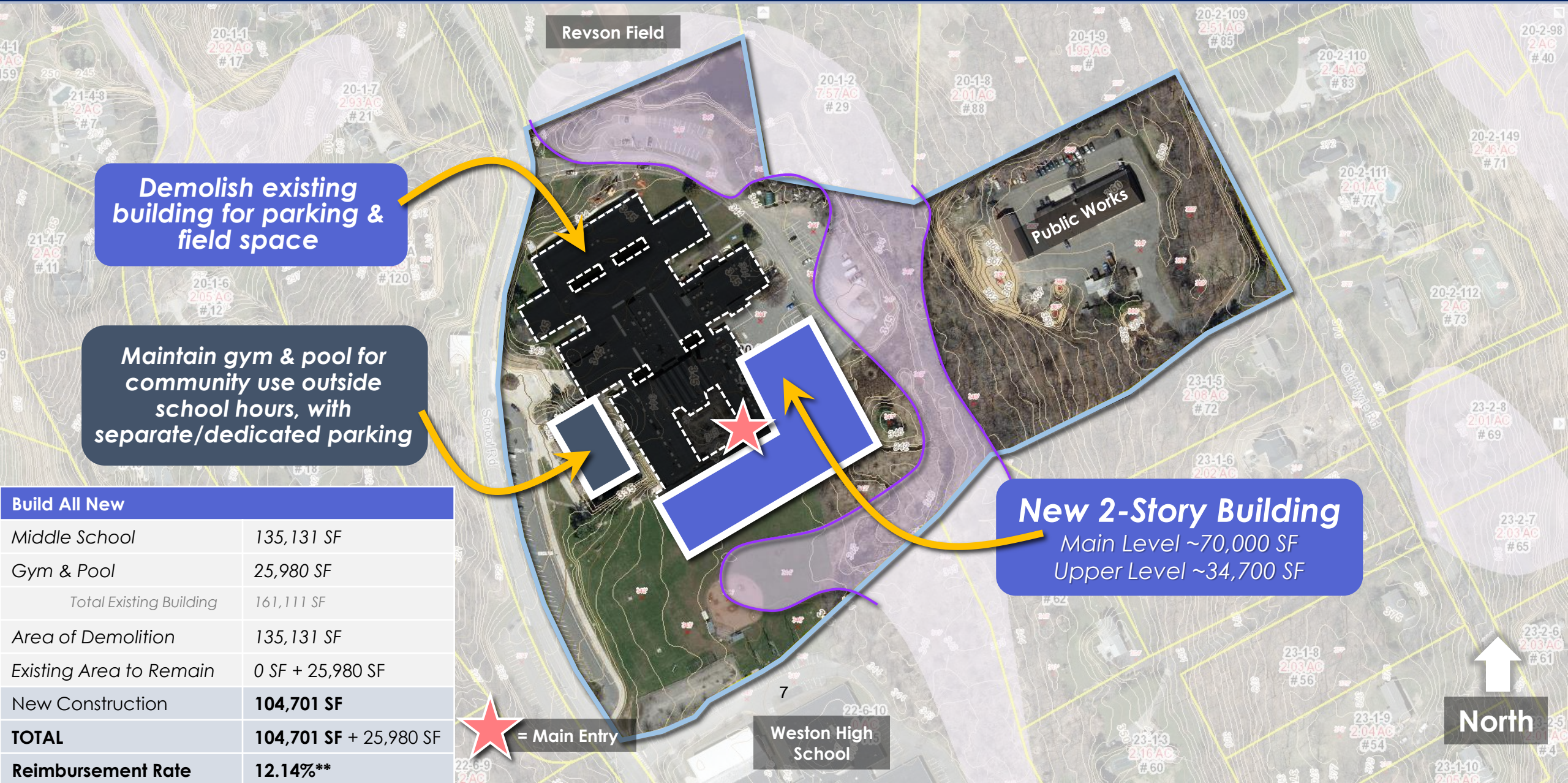
Notes:

- Utilized 2023 SLAM Enrollment Presentation, Medium Projection
- State requires highest student enrollment from 8-year projection at time of grant application.
- 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



**Grant Application
due: June 30th**

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

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

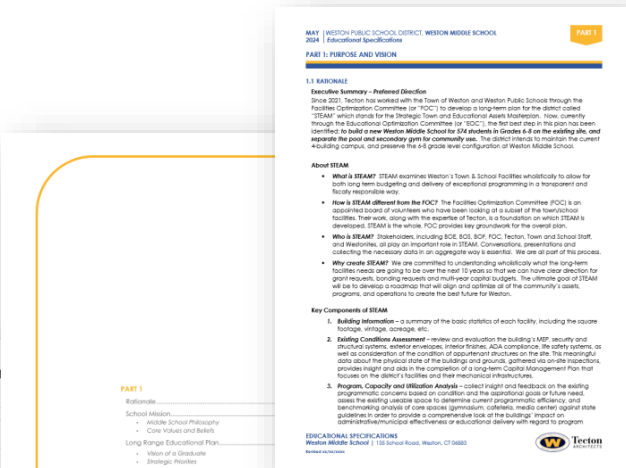


WORK IN PROGRESS

1 Educational Specifications

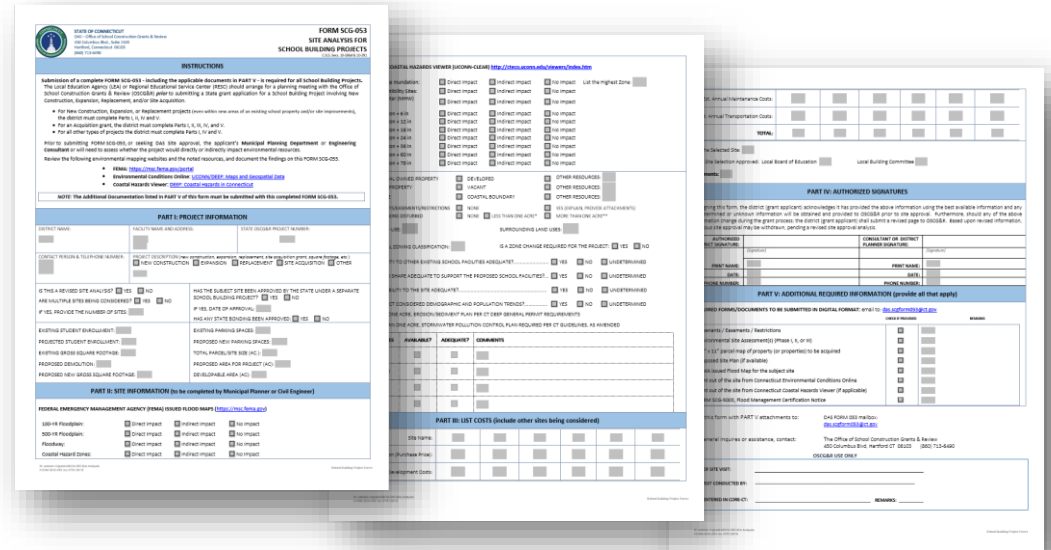


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PURPOSE AND VISION 1

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!

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



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Envelope technology
accounts for

30%

of energy used

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

27%

of middle school
students don't feel
they belong



CURRENT DIRECTION

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

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



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

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		

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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	
Procurement & 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



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		Less than or equal to!
Delta in Resultant Value	(\$3,072,145)	\$87,913,791	\$84,841,646



EDUCATIONAL SPECIFICATIONS

DRAFT Educational Specifications



WESTON PUBLIC SCHOOLS

WESTON MIDDLE SCHOOL

135 SCHOOL ROAD, WESTON, CT 06883

EDUCATIONAL SPECIFICATIONS

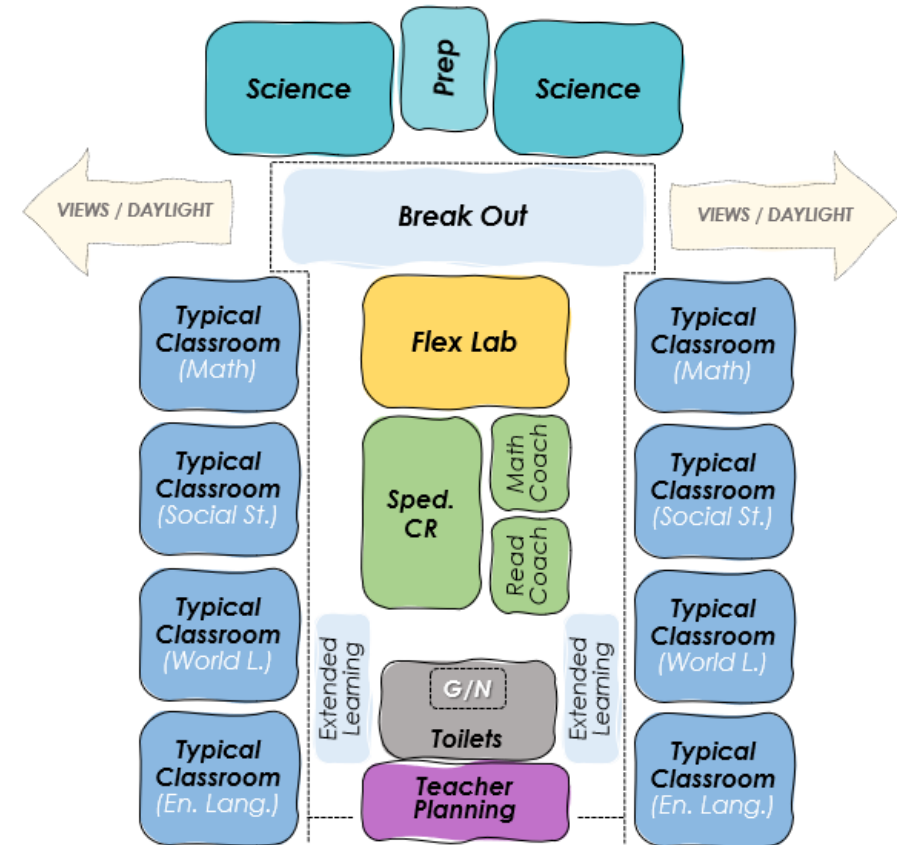
MAY 2024
Report Prepared By: Tecton Architects, pc.
34 Sequassen St Suite 200, Hartford, CT 06106

Tecton ARCHITECTS

PURPOSE AND VISION 1

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



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.

PART 2

PROCESS & OUTCOMES

- Projected Student Enrollment2.1
- Proposed Project Capacity2.2
- Learning / Educational Activities2.3
 - Introduction to Weston
 - School Facility Summary
- Overall Instructional Design2.4

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

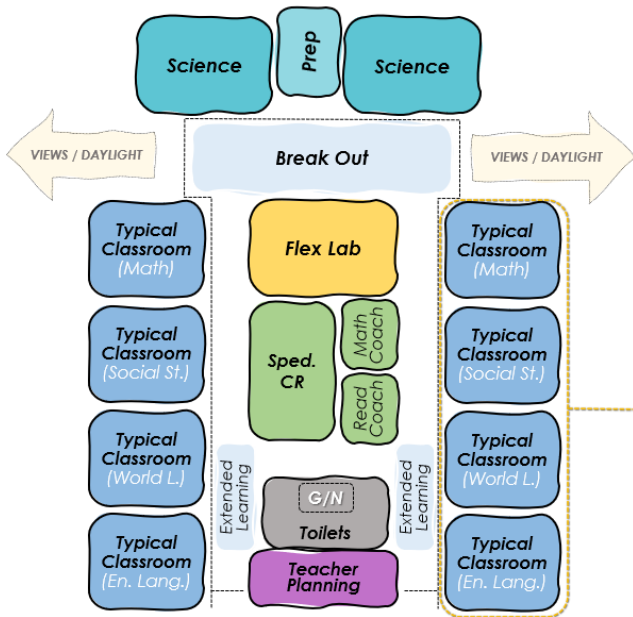
Facilities matter. And sustainable schools, or green schools, are the highest quality learning environments. They provide plenty of light and excellent air circulation and climate control. Green schools save taxpayer dollars - through economies during construction and through long-term savings on energy 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

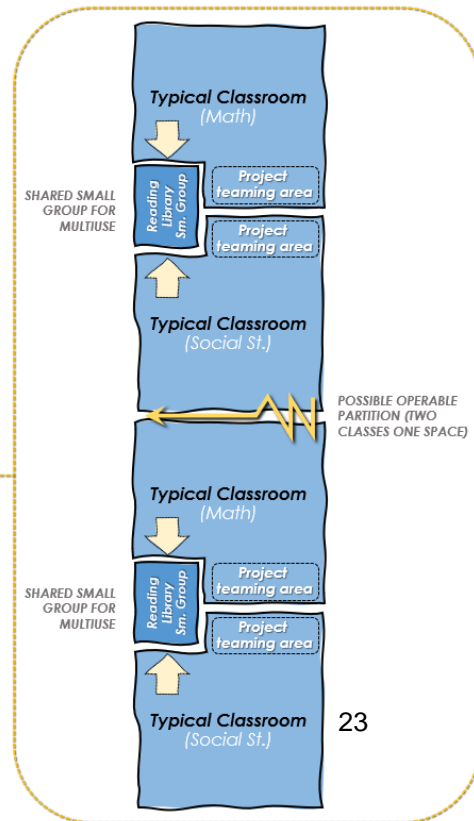
PART 3

SPACE PROGRAM & ACTIVITY PAGES

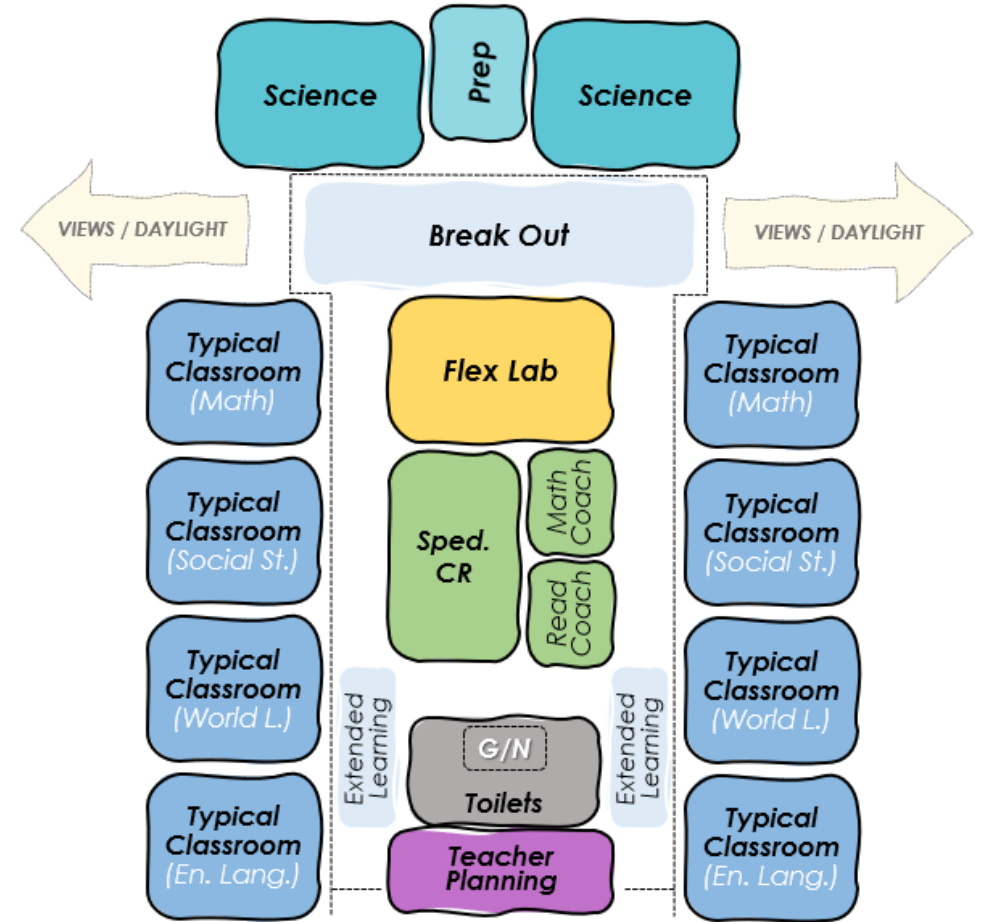
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- Educational Supporting Spaces.....3.2
- Detailed Description (Room Data Sheets).....3.3



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



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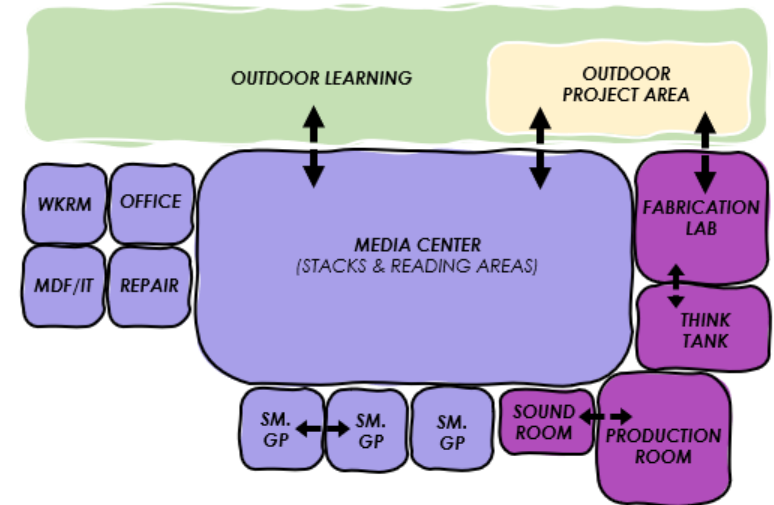
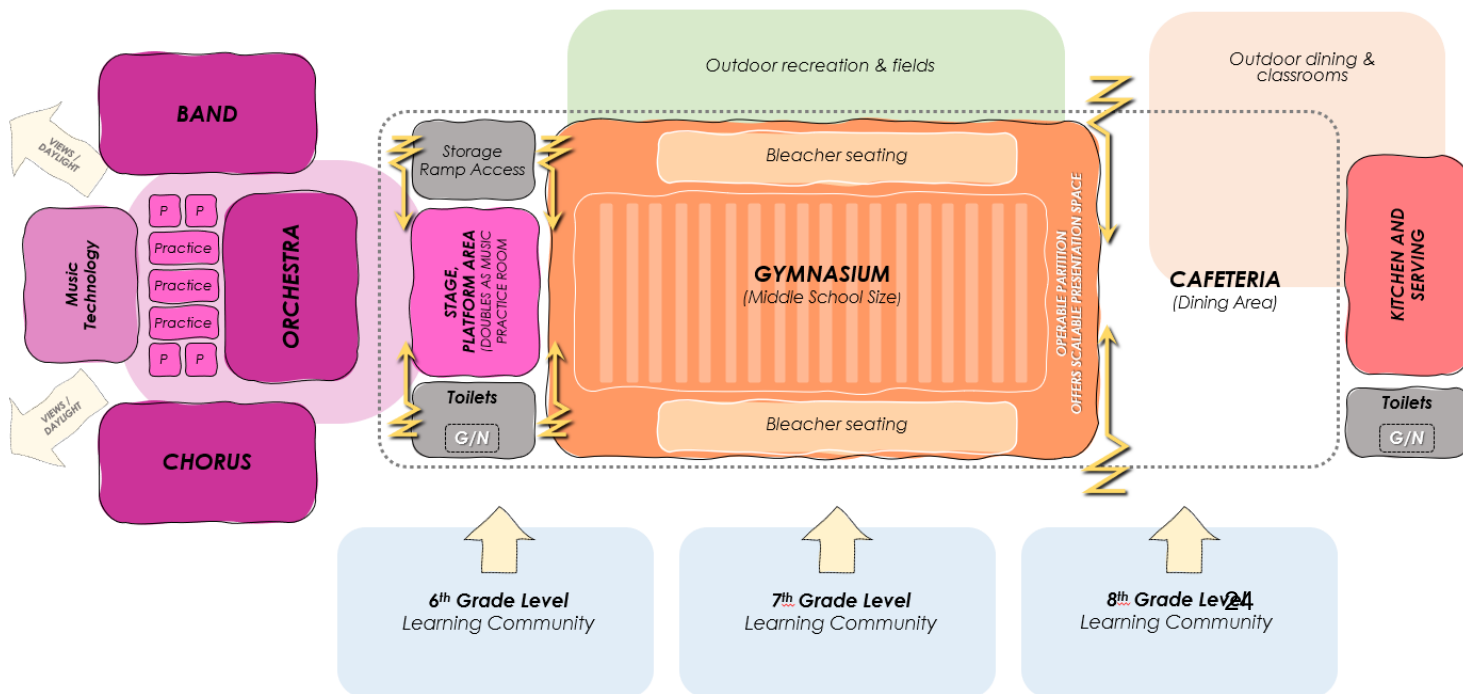
SMALL LEARNING COMMUNITY – POD SCHEME
TEAM TEACHING
(GRADE LEVEL NEIGHBORHOOD)

PART 3

SPACE PROGRAM & ACTIVITY PAGES

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SHARED SPACE ADJACENCY DIAGRAM
SCALABLE PRESENTATION SPACES



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

DRAFT Educational Specifications



PART 3

SPACE PROGRAM & ACTIVITY PAGES

Building Space Requirements.....3.1

Educational Supporting Spaces.....3.2

Detailed Description (Room Data Sheets).....3.3

MAY 2024 WESTON PUBLIC SCHOOL DISTRICT, WESTON MIDDLE SCHOOL Educational Specifications	
PART 3: SPACE PROGRAM & ACTIVITY PAGES	
3.3 DETAILED DESCRIPTION	
GRADE LEVEL LEARNING COMMUNITIES	
<ul style="list-style-type: none"> GRADES 4-8 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/SENIORITY ROOM SPECIALIZED EDUCATION - RESOURCE TEACHER PREP/WORKROOM & CURRICULUM STORAGE 	
SPECIAL EDUCATION	
<ul style="list-style-type: none"> COMMUNITY CLASSROOM BCBA OFFICE SPEECH AND LANGUAGE OFFICES / BREAKOUT CI/PT WORKROOM & SUPPORT STORAGE 	
MAIN OFFICE	
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> OFFICE WAITING/COIS EXAM/MULTI-PURPOSE ROOM STORAGE TOILET ROOM 	
VISUAL AND PERFORMING ARTS	
<ul style="list-style-type: none"> 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 	
EDUCATIONAL SPECIFICATIONS Weston Middle School 135 School Road, Weston, CT 06883 Draft Document, Issued on: 06/14/2024	

MAY 2024 WESTON PUBLIC SCHOOL DISTRICT, WESTON MIDDLE SCHOOL Educational Specifications	
PART 3: SPACE PROGRAM & ACTIVITY PAGES	
GRADES 4-8 GENERAL CLASSROOMS	
Room Area (SF)	82
Number of Teachers	123
Average Class Size	40-70
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	ACTIVITIES/PROGRAMS
<ul style="list-style-type: none"> Students Teachers Paraprofessionals/Aides 	<ul style="list-style-type: none"> Reading Mathematics Language Arts Social Studies World Language
ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location <ul style="list-style-type: none"> Adjacent to classrooms that promote interdisciplinary learning neighborhoods. Small group learning / breakout spaces nearby Resource spaces nearby Teacher workroom nearby 	Doors and Hardware <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	Ceiling <ul style="list-style-type: none"> Acoustical tile
Floors <ul style="list-style-type: none"> Resilient flooring, or similar Durable, low maintenance 	Walls <ul style="list-style-type: none"> Paint Wall Protection (as needed) See Furnishings for Display areas
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED fixtures, dimmable Daylight sensors Occupancy sensors Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Power/data/video connection at ceiling Telephone/public address system WiFi access Data/power rear 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 <ul style="list-style-type: none"> ADA compliant sink
HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements 	Acoustics <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Modular, mobile tables to support individual and collaborative work Mobile seating/chairs Mobile display and bookshelves Mobile storage cabinets for learning materials, project supplies, etc. Round upper and lower cabinets (connected with tall wardrobe or teacher storage) Roll bracket & tag Charging capabilities built into furniture where possible (pottery) 	Display <ul style="list-style-type: none"> Writable Surface, Magnetic marker/whiteboard Tackable Surface, Bulletin board Projection Surface or screen
Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> Mobile teacher station, mobile workstation cart Tall wardrobe/clothing cabinet, lockable Lockable/vertical file cabinet, lockable 	Technology/Devices <ul style="list-style-type: none"> LED fixtures, dimmable Daylight sensors Occupancy sensors
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MAY 2024 WESTON PUBLIC SCHOOL DISTRICT, WESTON MIDDLE SCHOOL Educational Specifications	
PART 3: SPACE PROGRAM & ACTIVITY PAGES	
COMMUNITY CLASSROOM	
Room Area (SF)	80
Number of Teachers	123
Average Class Size	40-70
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, classroom, bedroom, laundry room, living area, and a toilet.	
USERS	ACTIVITIES/PROGRAMS
<ul style="list-style-type: none"> Students Teachers Paraprofessionals/Aides 	<ul style="list-style-type: none"> Daily Living Skills Functional Mobility Skills Fine Motor Skills Development
ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location <ul style="list-style-type: none"> Proximity to Technical Education Proximity to general classrooms 	Doors and Hardware <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	Ceiling <ul style="list-style-type: none"> Acoustical tile
Floors <ul style="list-style-type: none"> Resilient flooring, or similar Disable, low maintenance Allows for easy movement Minimal floor transitions 	Walls <ul style="list-style-type: none"> Paint Wall Protection (as needed) See Furnishings for Display areas
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED fixtures, dimmable Daylight sensors Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> Ceiling mounted projector Interactive display of teaching wall Desktop/laptop device of mobile teaching station Charging carts, or current technology, for student devices (document camera)
Power, Data & Communications <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Power/data/video connection at ceiling Telephone/public address system WiFi access Data/power rear 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 <ul style="list-style-type: none"> ADA compliant sink with filtered water faucet Dishwasher Washing machine Full size refrigerator with ice maker
HVAC / Mechanical <ul style="list-style-type: none"> Dryer Stove/oven Refer to Building Systems section for additional requirements 	Acoustics <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Modular, mobile table to hold 6-10 Mobile seating/chairs Mobile storage cabinet/credenza Lounge seating & occasional tables Big of lounge area Counter height seating Round upper and lower cabinets (connected with tall wardrobe) Roll bracket & tag Charging capabilities built into furniture where possible 	Display <ul style="list-style-type: none"> Writable Surface, Magnetic marker/whiteboard Tackable Surface, Bulletin board Projection Surface or screen
Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> Mobile teacher station, mobile workstation cart Tall wardrobe/clothing cabinet, lockable Lockable/vertical file cabinet, lockable 	Technology/Devices <ul style="list-style-type: none"> LED fixtures, dimmable Daylight sensors Occupancy sensors
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PART 3: SPACE PROGRAM & ACTIVITY PAGES	
BAND/INSTRUMENTAL MUSIC ROOM	
Room Area (SF)	1,400 SF
Number of Staff	123
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 instruction, promoting a passion for music education and ensemble performance.	
USERS	ACTIVITIES/PROGRAMS
<ul style="list-style-type: none"> Students Paraprofessionals/Aides 	<ul style="list-style-type: none"> Instrument Practice Band Rehearsal Individual or Group Lessons
ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location <ul style="list-style-type: none"> Adjacent to Auditorium or performance space 	Doors and Hardware <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	Ceiling <ul style="list-style-type: none"> Pyramidal ceiling clouds for acoustical variation
Floors <ul style="list-style-type: none"> Carpet tile 	Walls <ul style="list-style-type: none"> Paint Wall Protection (as needed) See Furnishings for Display areas Acoustical wall treatments
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED fixtures, dimmable Daylight sensors Occupancy sensors Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> Ceiling mounted projector Interactive display of teaching wall Document camera
Power, Data & Communications <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Power/data/video connection at ceiling Telephone/public address system WiFi access Data/power rear teaching wall for mobile teacher station Voice amplification/sound field system Recording equipment built into classrooms for assessment purposes 	Plumbing <ul style="list-style-type: none"> Deep sink for instrument cleaning
HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements 	Acoustics <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Raised upper and lower cabinets (connected with tall wardrobe for teacher storage) Performer Chairs Music Storage Large, Mobile and Store Music Stand Carts Chair Move & Store Cart Portable Blank, 31" deep able to be relocated to the stage. Vertical file for music storage Upright piano Electronic keyboard on stand 	Display <ul style="list-style-type: none"> Writable Surface, Magnetic marker/whiteboard with music staff Mobile Whiteboards Tackable Surface, Bulletin board Projection Surface or screen
Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> Mobile teacher station, mobile workstation cart Tall wardrobe/clothing cabinet, lockable Lockable/vertical file cabinet, lockable 	Technology/Devices <ul style="list-style-type: none"> Ceiling mounted projector Interactive display of teaching wall Document camera
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DRAFT Educational Specifications



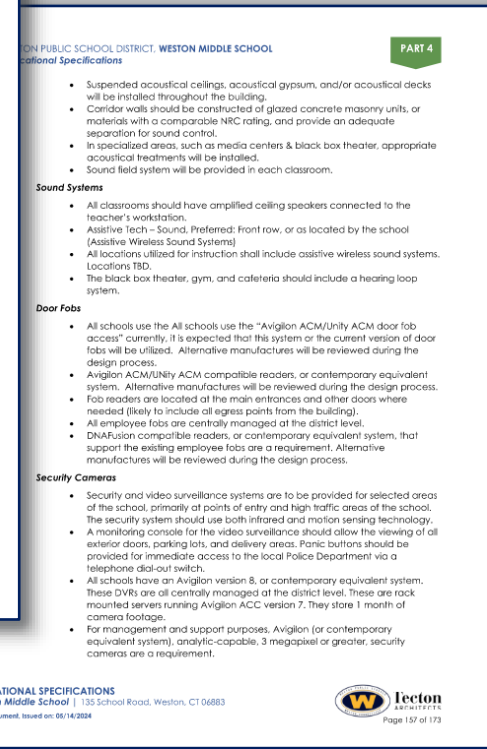
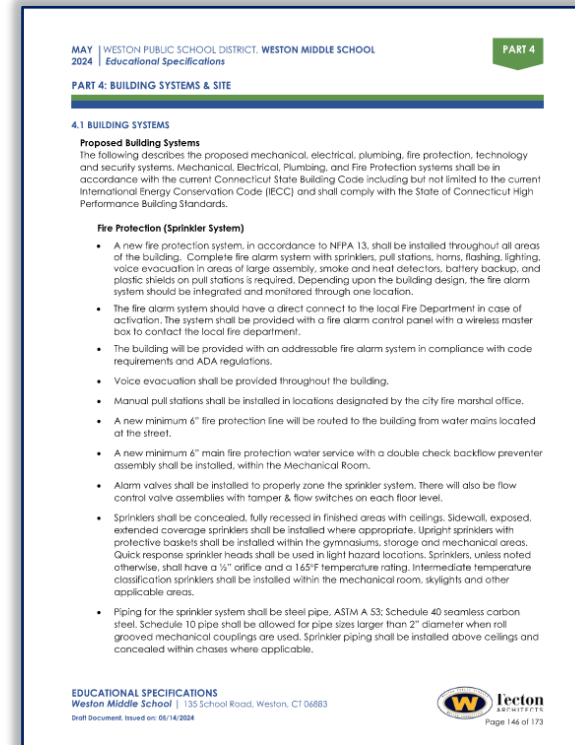
PART 4

BUILDING SYSTEMS & SITE

Building Systems.....	4.1
Site Development	4.2
Construction Grant Bonus Requests	4.3

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



PART 5

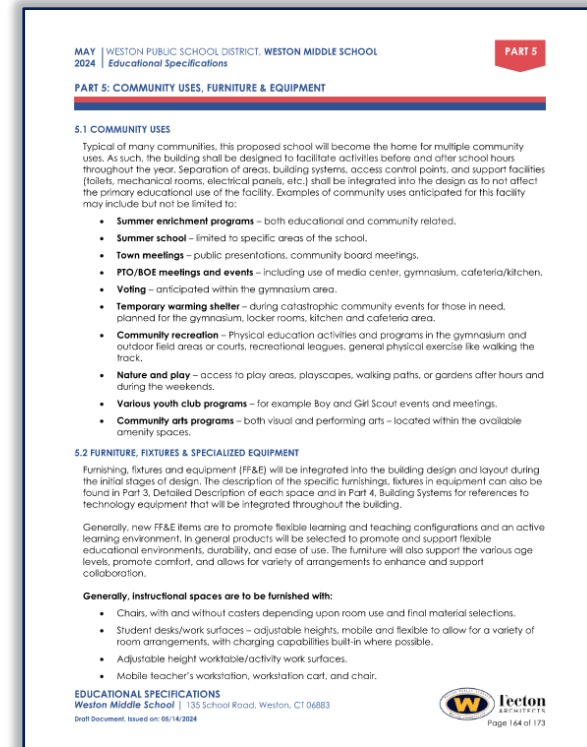
COMMUNITY USES, FURNITURE & EQUIPMENT

Community Uses.....5.1
 Furniture, Fixtures & Specialized Equipment.....5.2

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 SPACES6.1

MAY 2024 | WESTON PUBLIC SCHOOL DISTRICT, WESTON MIDDLE SCHOOL
2024 | 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	25,990
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	1,200	2,400
Science Prep Room	1	300	300
Flex Classroom (Science, Math, Eng., Technol.)	1	1,100	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	1,200	2,400
Science Prep Room	1	300	300

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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	1,200	2,400
Science Prep Room	1	300	300
Flex Classroom (Science, Math, Eng., Technol.)	1	1,100	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

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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	1,100	1,100
Art Studio (General, Digital)	1	1,100	1,100
Kin Room / Art Storage	1	175	175
General / Choral Music	1	1,400	1,400
General / Choral Music Storage	1	150	150
Band / Instrumental / Classroom	1	1,400	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	1,400	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	1,100	1,100

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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	1,750	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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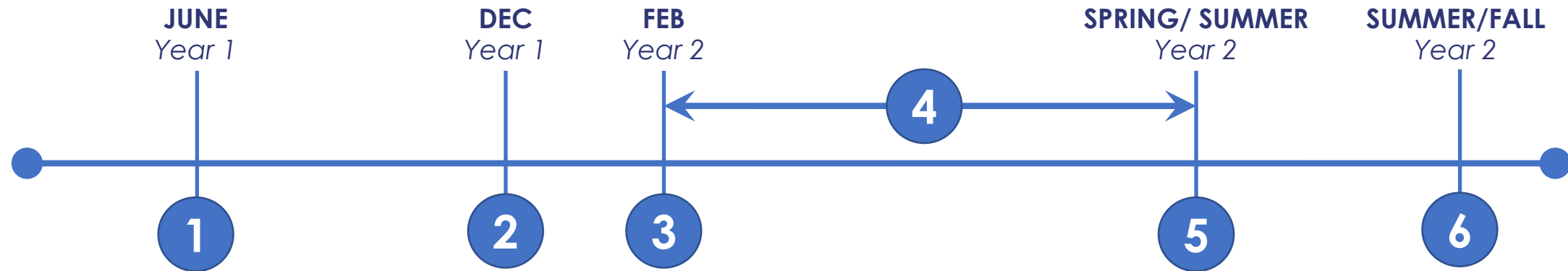


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WHAT'S NEXT

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**

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



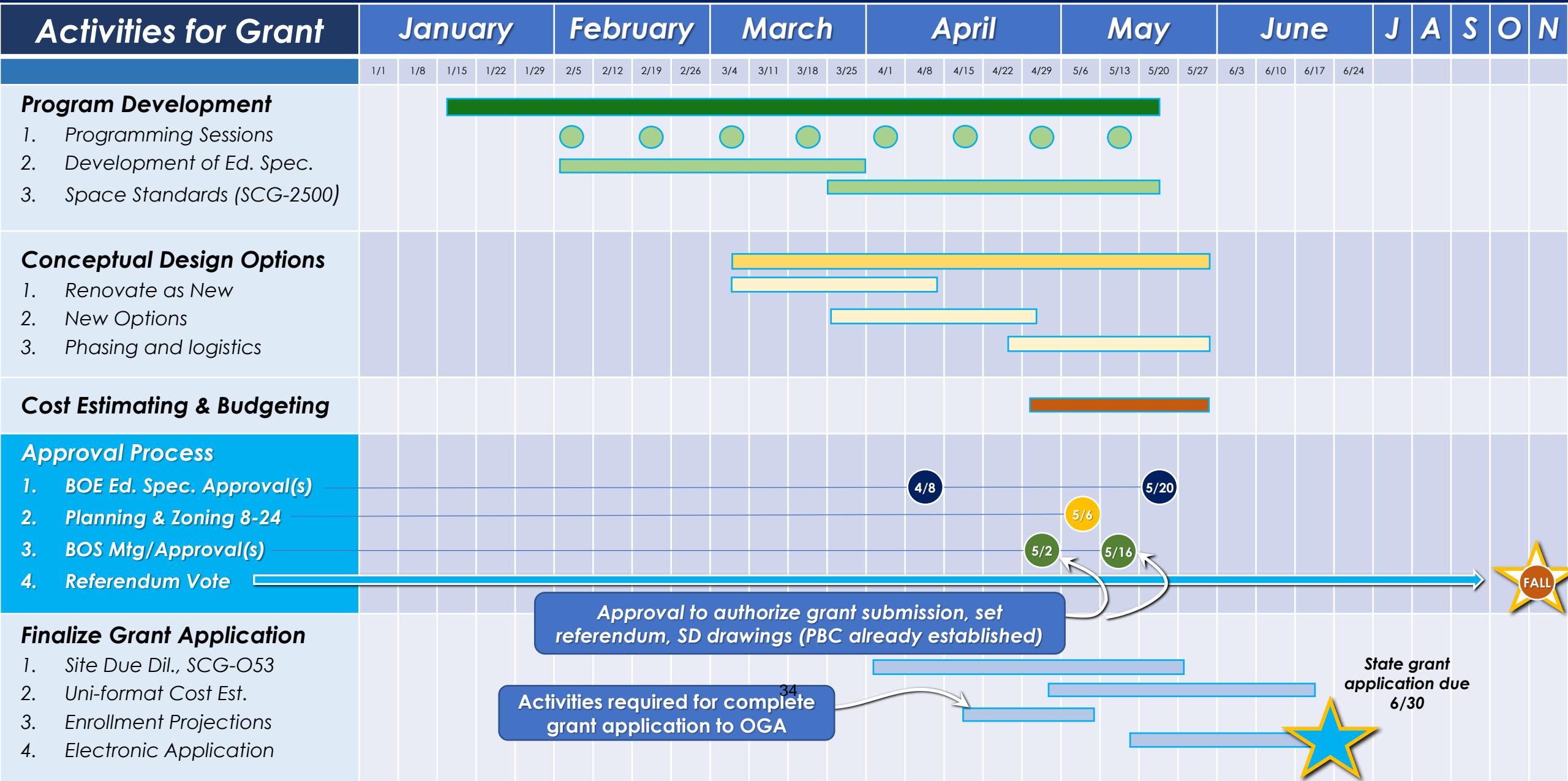
1. **RESOLVED**, that the **Board of Selectmen** authorizes the town of Weston’s Board of Education to **apply to the Commissioner of Administrative Services and to accept or reject a grant** for the New Construction at the Weston Middle School.
2. **RESOLVED**, that the **Weston Middle School Building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

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



Approval to authorize grant submission, set referendum, SD drawings (PBC already established)

Activities required for complete grant application to OGA

State grant application due 6/30





Tecton
ARCHITECTS

SUMMARY PRESENTATION FOR

WESTON MIDDLE SCHOOL

for

Board of Education

May 15, 2024

WESTON PUBLIC SCHOOLS

WESTON MIDDLE SCHOOL

135 SCHOOL ROAD, WESTON, CT 06883

EDUCATIONAL SPECIFICATIONS
DRAFT DOCUMENT



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 alternative 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** (3.2.2022)

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 holistically.
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 content 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.

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PART 2

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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 "outliers" 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 statutes. 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
Educational Supporting Spaces.....3.2
Detailed Description (Room Data Sheets).....3.3

**SPACE PROGRAM &
ACTIVITY PAGES**

3

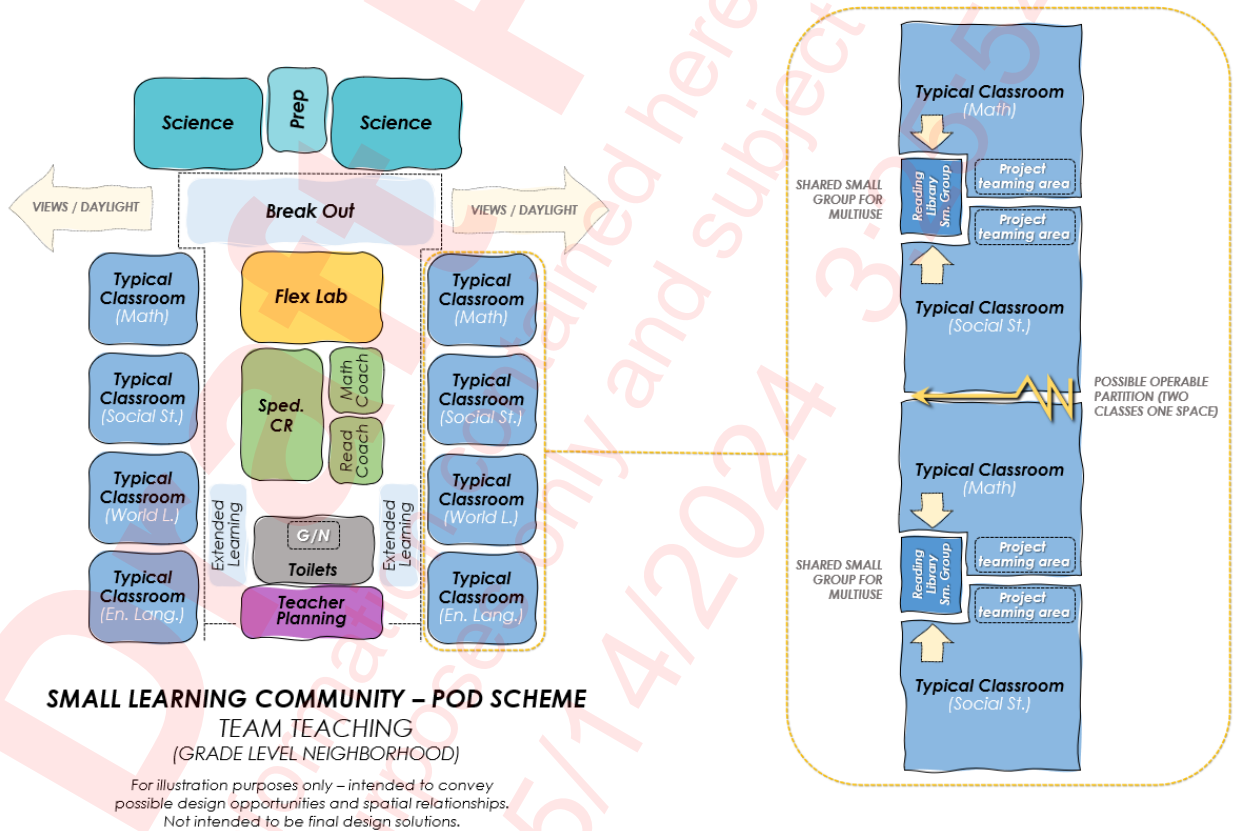
PART 3: SPACE PROGRAM & ACTIVITY PAGES

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).



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)

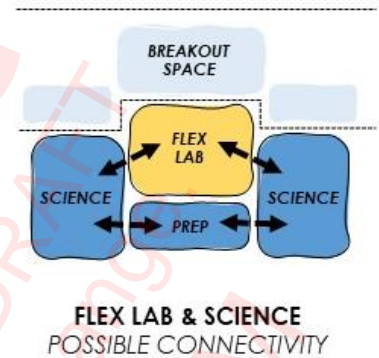
Additional considerations for the ELA classrooms specifically:

- 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:

- 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



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

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 meet 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 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 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.

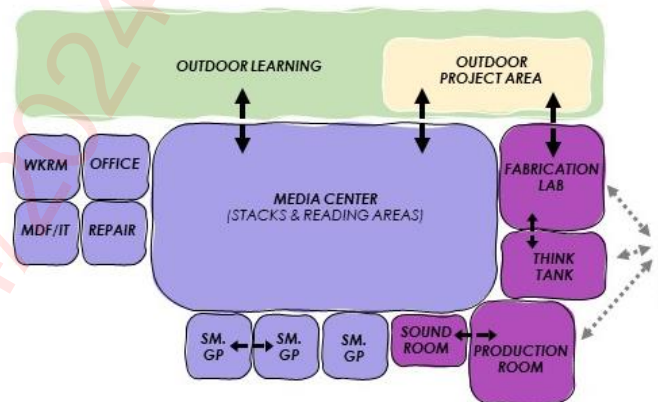
Stage/Wings/Storage

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 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.



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.

- **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 not 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/Technical 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.

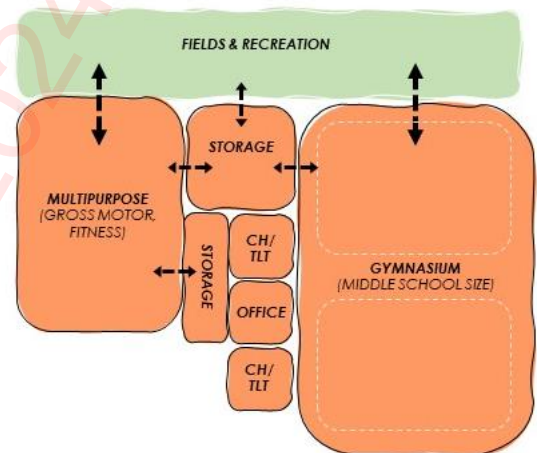
- **PLTW/Robotics** is designed as a high-tech, adaptable space of approximately **1,100** square feet for an average of **18-30** students. The rooms shall be equipped with multiple screens wall/ceiling mounted around the room for running demos. Writable/tackable surfaces should be maximized around 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.

Other considerations for the gymnasium include:

- Need to have adequate “run-off space” for safety



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

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

- Access to bathrooms and water from main gym space
- Ability to open doors without breaching security

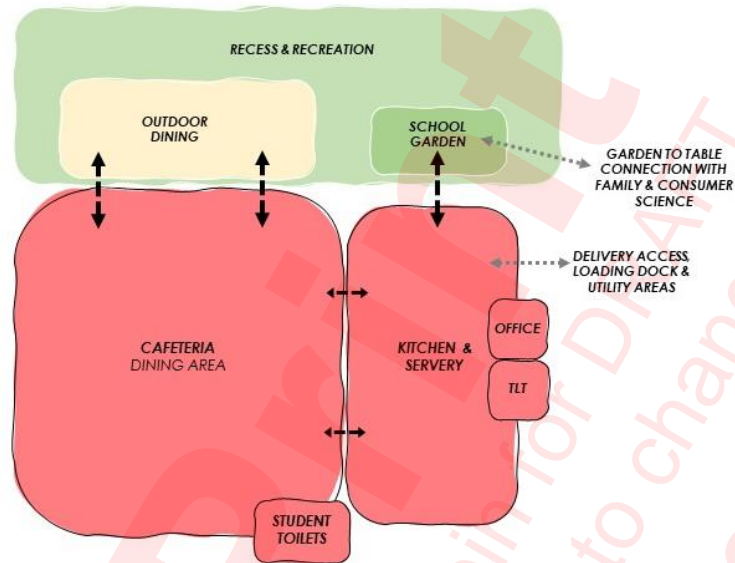
A large **gym storage room** at approximately **475** square feet for equipment will be provided. A **P.E. office** for four (4) teachers with shared desk space at approximately **200** square feet will be located nearby. Toilet facilities will be located in close proximity to the gym.

- 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 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.



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

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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
- Reach-in Freezer
- 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 – 30 gallons
- 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; 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

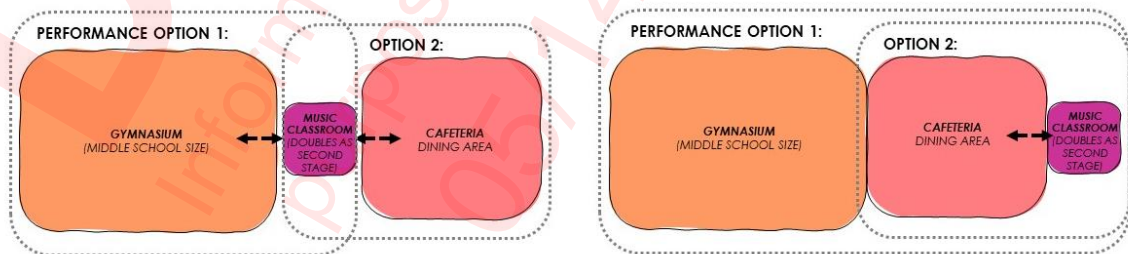
An area for receiving/deliveries, including a loading dock, is planned in proximity to the kitchen and storage areas.

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.



SCALABILITY AND FLEXIBILITY OF SPACE
OPPORTUNITIES TO BUILD IN MULTI-FUNCTIONAL SPACE FOR ALL-SCHOOL ASSEMBLY AREAS OR PERFORMANCES

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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 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
- CUSTODIAL 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to classrooms that promote interdisciplinary learning neighborhoods • Small group learning / breakout spaces nearby • Resource spaces nearby • Teacher workroom nearby 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • 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
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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) 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	<p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to other science classrooms, labs • Direct access to a science prep room • Small group learning / breakout spaces nearby • Teacher offices nearby 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • 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
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • Recessed sinks around the perimeter including ADA compliant sink(s) • Local acid waste drain • Eyewash and body shower with floor drain • Gas available for Bunsen burner use <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Fume hood (can be shared between classroom and prep room) • Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> • 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	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen <hr/> <p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Teacher demonstration desk with sink, power, gas and air • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable <hr/> <p>Other</p> <ul style="list-style-type: none"> • Fire blanket and cabinet • Personal protective equipment (PPE) cabinet • Fire extinguisher and cabinet

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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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Direct access to a science classroom (can be a shared space) 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Desirable, but optional 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • none
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • Recessed sink • Local acid waste drain • Eyewash and body shower with floor drain • Refrigerator with ice maker • Glassware dishwasher
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Fume hood (can be shared between classroom and prep room) • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Marker/whiteboard • Tackable Surface, bulletin board
	<p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Tall wardrobe/storage cabinet, lockable
	<p>Other</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to classrooms that promote interdisciplinary learning neighborhoods. • Small group learning / breakout spaces nearby • Resource spaces nearby • Teacher offices nearby 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • 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
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen <p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to general classrooms • Adjacent to special education classrooms • Distributed among other academic programs throughout the school in a manner that promotes interdisciplinary gathering 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Desirable, but optional • Shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile • (or) Specialty ceiling
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring • (or) High-performance soft surface (textile) flooring • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display/TV monitor • Document camera
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • None
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Comfortable, mobile, and modular furniture for informal group work • Mobile tables • Specialty seating such as: club chairs, bean bag chairs, or small learning chair • Presentation area/platform (optional) • Fixed upper and lower cabinets with work surface, lockable • Charging capabilities built into furniture where possible 	<p>Display</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Within grade level learning community • Small group learning / breakout spaces nearby 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • 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
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	<p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Within grade level learning community • Small group learning / breakout spaces nearby 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • 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
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	<p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to general classrooms 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Carpet Tile • (or) High-performance soft surface (textile) flooring 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable, color tuning • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display/TV monitor • Document camera
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • N/A
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Modular Group Table • Mobile seating/chairs • Lounge seating/chairs, rockers, bean bags, etc. • Mobile low table for manipulatives 	<p>Display</p> <ul style="list-style-type: none"> • 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	8-10

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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Within grade level learning community • Proximity to general classrooms • Small group learning / breakout spaces nearby 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • 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
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	<p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Distributed across the building within learning communities. • Include a kitchenette. • Include a toilet room. • Include a storage closet for instructional materials. 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Printer/copier • TV monitor
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink with filtered water faucet • Refrigerator with ice maker • Dishwasher • Toilet room – see below
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • 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	
<p>Storage / Casework & Furniture</p> <ul style="list-style-type: none"> 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) 	<p>Display</p> <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board <p>Appliances</p> <ul style="list-style-type: none"> Full Size Refrigerator Microwave Coffee Maker Dishwasher <p>Other</p> <ul style="list-style-type: none"> Binding Machine Laminator Paper Cutter
STAFF TOILET ROOM – 60 sf (included in SF allocated)	
<p>Plumbing</p> <ul style="list-style-type: none"> ADA compliant fixtures 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Moisture resistant acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Tile Perimeter joint PVC profile; Schlueter DILEX-BWA or similar. 	<p>Walls</p> <ul style="list-style-type: none"> 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.
<p>Other</p> <ul style="list-style-type: none"> Toilet accessories including mirror 	
INSTRUCTIONAL MATERIALS (CURRICULUM) STORAGE – 125 sf	
<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none"> Shelving to accommodate instructional materials 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Resilient floor (or) Sealed concrete 	<p>Walls</p> <ul style="list-style-type: none"> 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Proximity to Technical Education • Proximity to general classrooms 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance • Allows for easy movement • Minimal floor transitions 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • 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
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink with filtered water faucet • Dishwasher • Washing machine • Full size refrigerator with ice maker <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Dryer • Stove/oven • Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture / Equipment</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen • Mobile teacher station, mobile workstation cart

EDUCATIONAL SPECIFICATIONS

Weston Middle School | 135 School Road, Weston, CT 06883

Draft Document, Issued on: 05/14/2024



PART 3: SPACE PROGRAM & ACTIVITY PAGES

COMMUNITY CLASSROOM - continued

BEDROOM/ LAUNDRY– 80-150 sf (included in SF allocated)	
<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none"> Shelving in Closet Bed Side Tables 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Resilient floor Durable, low maintenance Allows for easy movement Rug in bedroom area 	<p>Walls</p> <ul style="list-style-type: none"> Paint
<p>Plumbing</p> <ul style="list-style-type: none"> Washer 	<p>Appliances</p> <ul style="list-style-type: none"> Dryer

TOILET/SHOWER ROOM – 80-120 sf (included in SF allocated)	
<p>Plumbing</p> <ul style="list-style-type: none"> ADA compliant fixtures 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> Solid door
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Moisture resistant acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Tile Perimeter joint PVC profile; Schlueter DILEX-BWA or similar. 	<p>Walls</p> <ul style="list-style-type: none"> 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 QUADDEC or similar.
<p>Other</p> <ul style="list-style-type: none"> Residential Toilet accessories ADA shower 	

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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Proximity to Community Classroom • (or) Proximity to main office 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Carpet Tile or similar 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Computer • Network Printer
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Furniture</p> <ul style="list-style-type: none"> • Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	<p>Storage / Casework</p> <ul style="list-style-type: none"> • 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	4-6

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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Proximity to general classrooms • Small group learning / breakout spaces nearby 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • 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
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	<p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Proximity to general classrooms 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile • Sling/ swing suspended from ceiling
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • 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
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	<p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 - continued

TOILET ROOM – 60 sf (included in SF allocated)	
<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant fixtures 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> • Tile • Perimeter joint PVC profile; Schlueter DILEX-BWA or similar. 	<p>Walls</p> <ul style="list-style-type: none"> • 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.
<p>Other</p> <ul style="list-style-type: none"> • Toilet accessories including mirror 	

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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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Distributed across the building within learning communities. • Include a kitchenette. • Include a storage closet for instructional materials. 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Printer/copier • TV monitor
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink with filtered water faucet • Refrigerator with ice maker • Dishwasher
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • 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	
<p>Storage / Casework & Furniture</p> <ul style="list-style-type: none"> 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) 	<p>Display</p> <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board <p>Appliances</p> <ul style="list-style-type: none"> Full Size Refrigerator Microwave Coffee Maker Dishwasher <p>Other</p> <ul style="list-style-type: none"> Binding Machine Laminator Paper Cutter

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

<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none"> Shelving to accommodate instructional materials 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Resilient floor (or) Sealed concrete 	<p>Walls</p> <ul style="list-style-type: none"> 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Secured controlled access from public lobby entrance. • Adjacent to assistant principal office • Adjacent to conference room 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Multiple windows to view visitor activity. • Shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Carpet Tile • Resilient flooring, or similar 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Computers • Network Copier/ Printer(s) • TV screen/ Monitor(s) – wall mounted • TV screen/ Monitor in Lobby for announcements/BMS system – wall mounted
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access • Security "Panic" button 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Furniture</p> <ul style="list-style-type: none"> • Waiting chairs • (4) Desk/workstations for (4) staff • (4) Task chairs • Lockable lateral files 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	<p>Storage / Casework</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> Adjacent to main office reception and secretarial area Adjacent to conference room 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Windows</p> <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> Carpet Tile 	<p>Walls</p> <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> Computer Network Copier/ Printer TV screen/ Monitor(s) – wall mounted
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Telephone/public address system WiFi access Security "Panic" button 	<p>Plumbing</p> <ul style="list-style-type: none"> n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Furniture</p> <ul style="list-style-type: none"> Office systems desk Task chair Visitor chairs Lockable lateral files Bookshelves Conference table for 4 	<p>Display</p> <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board
	<p>Storage / Casework</p> <ul style="list-style-type: none"> 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to main office reception and secretarial area • Adjacent to principal's office • Adjacent to conference room 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Carpet Tile 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Computer • Network Copier/ Printer • TV screen/ Monitor(s) – wall mounted
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access • Security "Panic" button 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Furniture</p> <ul style="list-style-type: none"> • Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves • Conference table for 4 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	<p>Storage / Casework</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> Adjacent to main office reception and secretarial area Adjacent to principal's office Adjacent to conference room 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Windows</p> <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> Carpet Tile 	<p>Walls</p> <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> Computer Network Copier/ Printer TV screen/ Monitor(s) – wall mounted
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Telephone/public address system WiFi access Security "Panic" button 	<p>Plumbing</p> <ul style="list-style-type: none"> n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Furniture</p> <ul style="list-style-type: none"> Office systems desk Task chair Visitor chairs Lockable lateral files Bookshelves Conference table for 4 	<p>Display</p> <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board
	<p>Storage / Casework</p> <ul style="list-style-type: none"> 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Administrative offices 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Carpet Tile 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display • TV screen/ Monitor(s) – wall mounted • Virtual meeting capabilities and equipment
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • N/A
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Conference Table • Mobile seating/chairs • Fixed lower cabinets or credenza. 	<p>Display</p> <ul style="list-style-type: none"> • 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 – 175 sf	
ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location	Doors and Hardware
<ul style="list-style-type: none"> • Adjacent to main office reception and secretarial area 	<ul style="list-style-type: none"> • 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	Ceiling
<ul style="list-style-type: none"> • Operable window(s) • Shades 	<ul style="list-style-type: none"> • Acoustical tile
Floors	Walls
<ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
Lighting	Technology/Devices
<ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<ul style="list-style-type: none"> • High-capacity Printer/copier • TV screen/ Monitor(s) – wall mounted
Power, Data & Communications	Plumbing
	HVAC / Mechanical
	Acoustics
<ul style="list-style-type: none"> • Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access 	<ul style="list-style-type: none"> • ADA compliant sink with filtered water faucet • Full size refrigerator with ice maker
	<ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<ul style="list-style-type: none"> • 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	Display
<ul style="list-style-type: none"> • Fixed upper and lower cabinets • Staff Mailboxes • Mobile Table • Mobile seating/ chairs 	<ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	Appliances
	<ul style="list-style-type: none"> • 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	
<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none"> Shelving to accommodate instructional materials 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Resilient flooring, or similar Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> Paint

STAFF TOILET ROOM(S) – 60 sf	
<p>Plumbing</p> <ul style="list-style-type: none"> ADA compliant fixtures 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Moisture resistant acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Tile Perimeter joint PVC profile; Schlueter DILEX-BWA or similar. 	<p>Walls</p> <ul style="list-style-type: none"> 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.
<p>Other</p> <ul style="list-style-type: none"> Toilet accessories including mirror 	

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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Within main office or administration/guidance areas 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Optional 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall protection (as needed)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable, color tuning • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Mobile interactive display/TV cart
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Located within or near main office 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical Tile
<p>Floors</p> <ul style="list-style-type: none"> • Carpet Tile 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Computer • Network Copier/ Printer • Interactive display • TV screen/ Monitor(s) – wall mounted
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Furniture</p> <ul style="list-style-type: none"> • Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves • Soft seating area 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board <p>Storage / Casework</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to main office reception and secretarial area 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Computer • Network Copier/ Printer • TV screen/ Monitor(s) – wall mounted • Any necessary security equipment
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple power/data outlets at walls with USB charging modules • Telephone/public address system • WIFI access • Security "Panic" button 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Fixed upper and lower cabinets for control station with security equipment • Task chairs • Mobile seating/ chairs • Workstations for 1-2 staff 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	<p>Appliances</p> <ul style="list-style-type: none"> • n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

NURSE/HEALTH

Room Area (SF)	900 SF
Number of Staff	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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Proximity to administration/main office 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile • Privacy curtains
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Interactive display/TV monitor
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink • Exam room – see below • Toilet room – see below • Full size refrigerator with ice maker
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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) 	<p>Display</p> <ul style="list-style-type: none"> • Tackable Surface, bulletin board
	<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • Full Size Refrigerator with ice maker

PART 3: SPACE PROGRAM & ACTIVITY PAGES

NURSE/HEALTH - continued

EXAM ROOM – 120 sf (included in SF allocated)	
<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant fixtures 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Furnishings</p> <ul style="list-style-type: none"> • Exam Table • Medical Stool • Exam Room Laptop desk • Fixed upper and lower cabinets
<p>Walls</p> <ul style="list-style-type: none"> • Tile • (or) Wall protection • Moisture resistant drywall • Paint 	

OFFICE – 200 sf (included in SF allocated)	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Proximity to cots and waiting area 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
<p>Storage Casework/ Furniture/ Equipment</p> <ul style="list-style-type: none"> • Office systems desks (Total Staff: 2) • Task chairs • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable 	<p>Technology/Electrical</p> <ul style="list-style-type: none"> • Computer • Network Copier/ Printer • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access

PART 3: SPACE PROGRAM & ACTIVITY PAGES

NURSE/HEALTH - continued

STORAGE – 60 sf (included in SF allocated)	
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Floors</p> <ul style="list-style-type: none"> Resilient flooring, or similar Durable, low maintenance 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Walls</p> <ul style="list-style-type: none"> Paint 	<p>Furnishings</p> <ul style="list-style-type: none"> Industrial grade shelving

TOILET ROOM(S) – 60 sf each (included in SF allocated)

<p>Plumbing</p> <ul style="list-style-type: none"> ADA compliant fixtures 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Moisture resistant acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Tile Perimeter joint PVC profile; Schlüter DILEX-BWA or similar. 	<p>Walls</p> <ul style="list-style-type: none"> Moisture resistant drywall Tile/ Paint Perimeter joint PVC profile at Doors/ Windows; Schlüter DILEX-BWA or similar. All outside edges to receive Metal Trim profile; Schlüter QUADec or similar.
<p>Other</p> <ul style="list-style-type: none"> Toilet accessories including mirror 	

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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Proximity to general classrooms • Indirect northern light • Visual connection into the space from the corridor 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance • Slip resistant 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • 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 • Art grade color printer
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • (3) Deep sinks with plaster drain traps
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements. • Industrial HEPA filter
	<p>Acoustics</p> <ul style="list-style-type: none"> • 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	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen <p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

KILN ROOM – 175 sf	
<p>Storage/ Equipment</p> <ul style="list-style-type: none"> • Kiln(s) • Adjustable metal shelving 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> • Tile • (or) Sealed concrete • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Moisture resistant drywall • Paint

STORAGE (Part of Kiln Room SF)	
ENVIRONMENTAL CHARACTERISTICS	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to art room 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical Tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • (or) Sealed concrete • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ART STUDIO - POTTERY (w/Kiln Room) - continued	
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> n/a
Plumbing <ul style="list-style-type: none"> n/a 	Power, Data & Communications <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Adjustable Industrial Metal Shelving Flat file cabinets Drying Racks Canvas Drying storage 	

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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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Within Visual Arts neighborhood • Indirect North Light • Allow instruction to be visual from circulation 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance • Slip resistant 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • 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 • Art grade color printer • Computers that support digital design
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • (3) Deep sinks with plaster drain traps
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements.
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	<p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ART STUDIO - GENERAL - continued	
STORAGE (included in SF allocated – (OR SHARED))	
ENVIRONMENTAL CHARACTERISTICS	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> Adjacent to art room 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Windows</p> <ul style="list-style-type: none"> n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical Tile
<p>Floors</p> <ul style="list-style-type: none"> Resilient flooring, or similar (or) Sealed concrete Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> Paint

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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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Auditorium or performance space 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening Shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Pyramidal ceiling clouds for acoustical variation
<p>Floors</p> <ul style="list-style-type: none"> • Carpet Tile 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) (See Furnishings for Display areas) • Acoustical wall treatments
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Countertop printer • Document camera
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • (1) deep sink for instrument cleaning
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Performer Chairs • Music Stands • Grand piano with moving dolly • Choral Risers with wheels with back safety racks • Vertical files for music storage • Electronic keyboard on stand 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard with music staffs • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen
	<p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to music classrooms 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical Tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient floor • (or) Sealed concrete 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Plumbing</p> <ul style="list-style-type: none"> • n/a 	<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • n/a <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • Adjustable Industrial Metal Shelving • Wall Units to hold sheet music • Instrument Storage Lockers • Racks for hanging uniforms 	

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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Auditorium or performance space 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening Shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Pyramidal ceiling clouds for acoustical variation
<p>Floors</p> <ul style="list-style-type: none"> • Carpet Tile 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) (See Furnishings for Display areas) • Acoustical wall treatments
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Countertop printer • Document camera
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • Deep sink for instrument cleaning
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard with music staves • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen
	<p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to music classrooms 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical Tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient floor • (or) Sealed concrete 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Plumbing</p> <ul style="list-style-type: none"> • n/a 	<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • n/a <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • Adjustable Industrial Metal Shelving • Wall Units to hold sheet music • Instrument Storage Lockers • Marching Band cabinets for percussion equipment • Racks for hanging uniforms 	

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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to music classrooms 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical Tile
<p>Floors</p> <ul style="list-style-type: none"> • Carpet tile, or similar sound attenuating material 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Acoustical panels (as needed)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • Performer chairs • Music stands • Writeable surface, magnetic marker/whiteboard with music staves • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to music classrooms 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical Tile
<p>Floors</p> <ul style="list-style-type: none"> • Carpet tile, or similar sound attenuating material 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Acoustical panels (as needed)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • Performer chairs • Music stands • Writeable surface, magnetic marker/whiteboard with music staves 	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ORCHESTRA/STRINGS 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Auditorium or performance space 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening Shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Pyramidal ceiling clouds for acoustical variation
<p>Floors</p> <ul style="list-style-type: none"> • Carpet Tile 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) (See Furnishings for Display areas) • Acoustical wall treatments
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Countertop printer • Document camera
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • (1) deep sink for instrument cleaning
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard with music staves • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen
	<p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable



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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Auditorium or performance space • Adjacent to Control Room 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Optional window(s) • Room darkening Shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Pyramidal ceiling clouds for acoustical variation
<p>Floors</p> <ul style="list-style-type: none"> • Carpet Tile 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas) • Acoustical wall treatments
SPECIALTIES/SYSTEMS	
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Countertop printer • Computers with music production software • Document camera • MIDI controllers • Audio interfaces • Studio monitors for playback. • Headphones • Microphones • Mixing Consoles • Audio cables and connectors
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> • 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	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Computer workstations • Mobile Tables • Mobile seating/ Chairs • Keyboards • Electronic drums or synthesizers 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard with music staves • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen <hr/> <p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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

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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> Proximity to music classrooms 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Windows</p> <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical Tile
<p>Floors</p> <ul style="list-style-type: none"> Carpet Tile 	<p>Walls</p> <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> Computer (Staff: 4) Network Copier/ Printer Interactive display TV screen/ Monitor(s) – wall mounted
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Telephone/public address system WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Furniture</p> <ul style="list-style-type: none"> Office systems desk (Staff: 4) Task chair Visitor chairs Lockable lateral files Bookshelves Soft seating area 	<p>Display</p> <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board
	<p>Storage / Casework</p> <ul style="list-style-type: none"> 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Within shared spaces (Gymnasium or Cafeteria) • Adjacent to music classrooms 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Open Ceiling painted with acoustical deck
<p>Floors</p> <ul style="list-style-type: none"> • Stagemat flooring, or similar • (or) Hardwood flooring 	<p>Walls</p> <ul style="list-style-type: none"> • Drywall/ Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • Automatic overhead projection screen • Document camera
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • 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)	
<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none"> Industrial Metal Shelving 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile
	<p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Match to adjacent Stage (or) sealed concrete 	<p>Walls</p> <ul style="list-style-type: none"> Drywall Paint

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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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Behind performance space • (or) on level above 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Interior Windows into performance space 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical Tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Computers used in productions dedicated IDF high speed. • Microphones • Any related controls (sound, lighting, etc.)
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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. 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Directly connected to Media Center 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Carpet Tile 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Computer • Network Copier/ Printer
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Furniture</p> <ul style="list-style-type: none"> • Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	<p>Storage / Casework</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Directly connected to Media Center 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Large windows into Media Center 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar 	<p>Walls</p> <ul style="list-style-type: none"> • Drywall/ Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Computer • Network Copier/ Printer
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Furniture</p> <ul style="list-style-type: none"> • Fixed upper and lower cabinets. • Mobile Worktable • Mobile Chairs • Bookcases, 6 shelves high • Rolling book carts • Tall wardrobe/storage cabinet, lockable 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board <p>Equipment</p> <ul style="list-style-type: none"> • 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.

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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Centrally located at the heart of the school • Allow open visual to circulation, lobby and/ or breakout areas. 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile • Or combo with an open Ceiling painted with acoustical deck and suspended acoustical panels/ clouds or specialty ceiling
<p>Floors</p> <ul style="list-style-type: none"> • Carpet Tile • (or) Resilient flooring • Multiple flooring types, space dependent 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions (See Furnishings for Display areas) • Acoustical Wall Panels
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Interactive LED TVs at group areas • Self-check-out technology compatible • Printer(s) • Document camera(s)
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Within media center 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening Shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Pyramidal ceiling clouds for acoustical variation
<p>Floors</p> <ul style="list-style-type: none"> • Carpet Tile 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas) • Acoustical wall treatments
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Professional Grade Cameras • Video Editing Station • Audio recording equipment • Tripods and camera mounts • Headphones • Graphics tablets
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • 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	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> 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 	<p>Display</p> <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard with music stoffs Mobile Whiteboards Tackable Surface, bulletin board Projection Surface or screen <p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> Adjacent to production room 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Windows</p> <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical ceiling
<p>Floors</p> <ul style="list-style-type: none"> Resilient flooring (or) Sealed concrete. Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> Paint Wall Protection (as needed) (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors (if applicable) Occupancy sensors Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> Ceiling mounted projector Interactive display at teaching wall Student computers
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> 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 	<p>Plumbing</p> <ul style="list-style-type: none"> n/a <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> Modular computer workstations Mobile seating/chairs Mobile storage cabinets for learning materials, project supplies, lockable 	<p>Display</p> <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board Projection Surface or screen Mobile whiteboards <p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> 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 – 300 sf	
ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location <ul style="list-style-type: none"> Adjacent to production room 	Doors and Hardware <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Interior windows into adjacent spaces (editing, production) 	Ceiling <ul style="list-style-type: none"> Acoustical Tile
Floors <ul style="list-style-type: none"> Carpet Tile 	Walls <ul style="list-style-type: none"> Paint Specialty acoustical wall treatments
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> Computers used in productions dedicated IDF high speed. Microphones Recording Equipment Podcast Equipment
Power, Data & Communications <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> n/a HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements Acoustics <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Within media center 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Open Ceiling • (or) Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • (or) Sealed concrete. • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Laser printer(s) and inkjet printer(s) • 3D printer • Flatbed laser cutter with ventilation system • Document camera
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • Recessed sinks around the perimeter including ADA compliant sink(s)
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • 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	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen • Mobile whiteboards <p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable <p>Other</p> <ul style="list-style-type: none"> • Tabletop spray booth for aerosol paint application, with ventilation • Fire extinguisher and cabinet • Personal protective equipment (PPE) cabinet

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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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Within media center 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Open Ceiling • (or) Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • (or) Sealed concrete. • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Laser printer(s) and inkjet printer(s) • 3D printer • Flatbed laser cutter with ventilation system • Document camera
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • Recessed sinks around the perimeter including ADA compliant sink(s)
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • 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	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen • Mobile whiteboards <p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable <p>Other</p> <ul style="list-style-type: none"> • Tabletop spray booth for aerosol paint application, with ventilation • Fire extinguisher and cabinet • Personal protective equipment (PPE) cabinet

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

BREAKOUT/SMALL GROUP

Room Area (SF)	100 SF
Number of Staff	1
Average Class Size	6-8

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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Within media center 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring • (or) High-performance soft surface (textile) flooring • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Interactive display • Document camera
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> Adjacent to Technology Integrator Office Proximity to Media Center 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Windows</p> <ul style="list-style-type: none"> Operable window(s) Room darkening Shades 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> Resilient flooring, or similar 	<p>Walls</p> <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> Computer Network Copier/Printer
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Telephone/public address system WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Furniture</p> <ul style="list-style-type: none"> Fixed upper and lower cabinets Office systems desk Task chair Lockable storage/wardrobe Lockable lateral files Work bench/work table Utility shelving 	<p>Display</p> <ul style="list-style-type: none"> 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> Adjacent to Media Center 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Windows</p> <ul style="list-style-type: none"> n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> Open ceiling painted with acoustical deck
<p>Floors</p> <ul style="list-style-type: none"> Anti-static flooring 	<p>Walls</p> <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures, dimmable Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> Multiple electrical outlets at walls Telephone/public address system WiFi access 	<p>Plumbing</p> <ul style="list-style-type: none"> n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> Dedicated redundant split units for cooling Pre-action fire suppression Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Furniture</p> <ul style="list-style-type: none"> Ladder rack/ cable tray 	<p>Display</p> <ul style="list-style-type: none"> 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Proximity to other Technical Education classrooms • Proximity to Media Center 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical Tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • 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
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen <p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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	
<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none"> Industrial Metal Shelving Open shelving for bins/equipment storage 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile
	<p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Resilient flooring, or similar (or) Sealed concrete 	<p>Walls</p> <ul style="list-style-type: none"> Paint

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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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Proximity to other Technical Education classrooms • Proximity to Media Center 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display, large format display at teaching wall • Multiple displays/screens around the room • High-powered computer stations • Document camera
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
<p>FURNISHINGS</p> <p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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 	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen • Mobile whiteboards <p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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	
<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none"> Industrial Metal Shelving 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile
	<p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Resilient flooring, or similar (or) sealed concrete 	<p>Walls</p> <ul style="list-style-type: none"> Paint

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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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Proximity to other Technical Education classrooms • Direct connection to outdoors 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Tall spatial volume, 1.5-2 stories • Open Ceiling
<p>Floors</p> <ul style="list-style-type: none"> • Epoxy • (or) Sealed concrete. • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Laser printer(s) • Document camera
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink(s) • Industrial Tub Sink • Eye wash and body shower with floor drain <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> • 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	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) Mobile Worktables with durable top Mobile seating 	<p>Display</p> <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board Projection Surface or screen
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> 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 	<p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> Tall wardrobe/storage cabinet, lockable Storage for hand tools Mobile teacher station, mobile workstation cart

STORAGE – 125 sf

<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none"> Industrial Metal Shelving 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Match adjacent (or) Sealed concrete 	<p>Walls</p> <ul style="list-style-type: none"> Paint

FINISHING ROOM (included in SF allocated)

<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none"> Shelving to accommodate materials Work tables Perimeter casework, upper and lower cabinets Areas to dry/store/display work 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Match adjacent (or) Sealed concrete 	<p>Walls</p> <ul style="list-style-type: none"> Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

INNOVATION/FLEX LAB/CULINARY ARTS

Room Area (SF)	1,100 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Strategically located near food service kitchen, loading dock 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance • Slip resistant 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Document camera
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • Dishwasher • ADA compliant sinks <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements. <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Learning stations • Portable equipment carts • Charging capabilities built into furniture where possible 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • Fire Extinguisher & suppression • Commercial kitchen equipment • Exhaust hoods 	<p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • 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	
<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none"> Industrial Metal Shelving 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Resilient flooring, or similar (or) sealed concrete 	<p>Walls</p> <ul style="list-style-type: none"> Paint

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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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Proximity to main entry • Able to be sectioned off from the rest of the school for public use. 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Windows • Room darkening Shades, Electronic 	<p>Ceiling</p> <ul style="list-style-type: none"> • Open Ceiling painted with acoustical deck and suspended acoustical panels/ clouds
<p>Floors</p> <ul style="list-style-type: none"> • Hardwood Athletic Sports Flooring with essential markings • Scansions for Volleyball and other Sports 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Pads
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Automatic overhead projection screen • Electronic Scoreboards • Mobile interactive display • (2) AED with audible alarm box and (1) outside in lobby/ hall
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • Drinking fountains with bottle fillers
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • 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	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • Removable protective matting • Rolling, telescoping bleachers • 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 	<p>Display</p> <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart

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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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Gym 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical Tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient floor • (or) Sealed concrete 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Plumbing</p> <ul style="list-style-type: none"> • n/a 	<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • n/a <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Gym 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile with concealed splines and tamperproof
<p>Floors</p> <ul style="list-style-type: none"> • Ceramic Tile 	<p>Walls</p> <ul style="list-style-type: none"> • CMU
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant fixtures • Drinking fountains with bottle filler
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage/ Equipment</p> <ul style="list-style-type: none"> • Shelving • Benches 	<p>Display</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Secured controlled access from public lobby entrance. • Able to be sectioned off from the rest of the school. • Located within Sports Education & Athletics Community 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Windows • Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Open Ceiling painted with acoustical deck and suspended acoustical panels/ clouds
<p>Floors</p> <ul style="list-style-type: none"> • Wood Sports floor system • (or) Rubberized flooring system 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Mobile interactive display • Large format monitor/TV screen • Overhead projector
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • Drinking fountain with bottle fillers
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Furnishings & Equipment</p> <ul style="list-style-type: none"> • Wall Mirrors • Free weights, weight machines, and exercise equipment 	<p>Display</p> <ul style="list-style-type: none"> • 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 – 125 sf	
ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location <ul style="list-style-type: none"> Adjacent to Multipurpose 	Doors and Hardware <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> n/a 	Ceiling <ul style="list-style-type: none"> Acoustical Tile
Floors <ul style="list-style-type: none"> Resilient floor (or) Sealed concrete 	Walls <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> n/a
Plumbing <ul style="list-style-type: none"> n/a 	Power, Data & Communications <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Gym 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades • Interior windows to Gym, oversight to changing areas 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical Tile
<p>Floors</p> <ul style="list-style-type: none"> • Carpet Tile 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Computer (Staff: 4) • Network Copier/ Printer
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Furniture</p> <ul style="list-style-type: none"> • Office systems desk (Staff: 4) • Task chair • Visitor chairs • Lockable lateral files • Bookshelves 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	<p>Storage / Casework</p> <ul style="list-style-type: none"> • Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GYM OFFICE - continued

TOILET ROOM – 60 sf (included in SF allocated)	
<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant fixtures 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> • Tile • Perimeter joint PVC profile; Schlueter DILEX-BWA or similar. 	<p>Walls</p> <ul style="list-style-type: none"> • 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.
<p>Other</p> <ul style="list-style-type: none"> • Toilet accessories including mirror & hook 	

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 Information contained herein is for design purposes only and subject to change
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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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Proximity to main entry • Proximity to student toilets • Able to be sectioned off from the rest of the school for public use 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Room darkening Shades, electronic 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile • (or) Open ceiling painted with acoustical deck and suspended acoustical panels/ clouds/ specialty ceiling
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • Front projection system with motorized screen • Mobile interactive display
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • 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 	<p>Plumbing</p> <ul style="list-style-type: none"> • Drinking fountains with bottle fillers
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Mobile cafeteria Folding Tables • Mobile Seating • Booth Seating • High Top Tables • Large Trash Receptacles 	<p>Display</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Strategically located throughout the building(s) 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Tile • Perimeter joint PVC profile; Schlueter DILEX-BWA or similar. 	<p>Walls</p> <ul style="list-style-type: none"> • 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	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • Fixture count determined by plumbing codes. • ADA compliant fixtures • Floor Drains
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements • Exhaust as determined by mechanical code
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • Vandal-resistant toilet partitions with gender-neutral and anti-bullying design • Toilet accessories including mirror 	<p>Display</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Strategically located throughout the building(s) 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Tile • Perimeter joint PVC profile; Schluefer DILEX-BWA or similar. 	<p>Walls</p> <ul style="list-style-type: none"> • Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schluefer DILEX-BWA or similar. • All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant fixtures • Floor Drains
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements • Exhaust as determined by mechanical code
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • Toilet accessories including mirror 	<p>Display</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Cafeteria 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> • Epoxy (or) washable non-skid flooring 	<p>Walls</p> <ul style="list-style-type: none"> • Wall Protection such as FRP or similar • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • Commercial Serving stations • Cashier stations 	<p>Technology/Electrical</p> <ul style="list-style-type: none"> • Network drop for cashier stations

PREPARATION AREA	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Serving Area 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors • Variable light level switching 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> • Epoxy (or) washable non-skid flooring 	<p>Walls</p> <ul style="list-style-type: none"> • Wall Protection such as FRP or similar
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • Commercial kitchen equipment • Fire extinguisher and suppression • Exhaust hoods • Sinks at all stations. • Floor drains • Eye wash and body shower with floor drain 	<p>Technology/Electrical</p> <ul style="list-style-type: none"> • n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

KITCHEN & SERVERY (AND SUPPORT SPACES) - continued

DRY FOODS STORAGE – 150 sf	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> Adjacent to Preparation Area 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Moisture resistant acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Epoxy (or) washable non-skid flooring 	<p>Walls</p> <ul style="list-style-type: none"> Wall Protection such as FRP or similar
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> Shelving 	<p>Technology/Electrical</p> <ul style="list-style-type: none"> n/a
COOLER/FREEZER – 150 sf	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> Adjacent to Preparation Area 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> As Specified within Cooler/Freezer equipment <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Epoxy (or) washable non-skid flooring 	<p>Walls</p> <ul style="list-style-type: none"> As Specified within Cooler/Freezer equipment
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> 	<p>Technology/Electrical</p> <ul style="list-style-type: none"> n/a
WARE WASHING – 160 sf	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> Adjacent to Serving Area Adjacent to Preparation Area 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> Moisture resistant acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> Epoxy (or) washable non-skid flooring 	<p>Walls</p> <ul style="list-style-type: none"> Wall Protection such as FRP or similar
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> Dishwasher Hand washing sinks Floor drains 	<p>Technology/Electrical</p> <ul style="list-style-type: none"> n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

KITCHEN & SERVERY (AND SUPPORT SPACES) - continued

KITCHEN OFFICE – 80 sf	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Serving Area • Adjacent to Preparation Area 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical ceiling tile <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> • Epoxy (or) washable non-skid flooring 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • Office systems workstation desks for (2) staff • Task chairs • Visitor chairs • Lockable lateral files • Safe 	<p>Technology/Electrical</p> <ul style="list-style-type: none"> • n/a

STAFF TOILET – 60 sf, LOCKERS – 65 sf	
<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant fixtures 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> • Tile • Perimeter joint PVC profile; Schlueter DILEX-BWA or similar. 	<p>Walls</p> <ul style="list-style-type: none"> • 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.
<p>Other</p> <ul style="list-style-type: none"> • Toilet accessories including mirror. • 2 Tier Metal Lockers 	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

KITCHEN & SERVERY (AND SUPPORT SPACES) - continued

CUSTODIAL CLOSET – 50 sf	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> Distributed throughout the building 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Windows</p> <ul style="list-style-type: none"> n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> Moisture resistant acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> Sealed concrete (or) Washable non-skid flooring 	<p>Walls</p> <ul style="list-style-type: none"> Paint Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> Utility grade fixtures 	<p>Technology/Devices</p> <ul style="list-style-type: none"> n/a
<p>Plumbing</p> <ul style="list-style-type: none"> Mop sink Floor Drains 	<p>Power, Data & Communications</p> <ul style="list-style-type: none"> n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements Exhaust as determined by mechanical code
	<p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Adjacent to Cafeteria 	Doors and Hardware <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • n/a 	Ceiling <ul style="list-style-type: none"> • Acoustical Tile
Floors <ul style="list-style-type: none"> • Sealed Concrete 	Walls <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • Utility grade fixtures 	Technology/Devices <ul style="list-style-type: none"> • n/a
Plumbing <ul style="list-style-type: none"> • n/a 	Power, Data & Communications <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Cafeteria 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • Operable window(s) • Shades 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant sink with filtered water faucet • (See Appliances)
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Casework & Furniture</p> <ul style="list-style-type: none"> • Variety of dining table sizes • Fixed upper and lower cabinets • Lounge/café-style furniture 	<p>Display</p> <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	<p>Appliances</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Custodial Area 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Acoustical Tile
<p>Floors</p> <ul style="list-style-type: none"> • Sealed Concrete 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • Utility grade fixtures 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Plumbing</p> <ul style="list-style-type: none"> • n/a 	<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • n/a <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Strategically located throughout the building(s) 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Tile • Perimeter joint PVC profile; Schlueter DILEX-BWA or similar. 	<p>Walls</p> <ul style="list-style-type: none"> • 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	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • Fixture count determined by plumbing codes. • ADA compliant fixtures • Floor Drains
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements • Exhaust as determined by mechanical code
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • Vandal-resistant toilet partitions with gender-neutral and anti-bullying design • Toilet accessories including mirror 	<p>Display</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Strategically located throughout the building(s) 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Tile • Perimeter joint PVC profile; Schluefer DILEX-BWA or similar. 	<p>Walls</p> <ul style="list-style-type: none"> • Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schluefer DILEX-BWA or similar. • All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant fixtures • Floor Drains
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements • Exhaust as determined by mechanical code
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • Toilet accessories including mirror 	<p>Display</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Distributed throughout the building 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> • Sealed concrete • (or) Washable non-skid flooring 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • Utility grade fixtures 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Plumbing</p> <ul style="list-style-type: none"> • Mop sink • Floor Drains 	<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements • Exhaust as determined by mechanical code
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Custodial Area 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Open ceiling painted with acoustical deck
<p>Floors</p> <ul style="list-style-type: none"> • Sealed concrete 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • Utility grade fixtures 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Plumbing</p> <ul style="list-style-type: none"> • Floor drains • Hose bib 	<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Data connection for BMS connectivity
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Custodial Area 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Open Ceiling painted with acoustical deck
<p>Floors</p> <ul style="list-style-type: none"> • Sealed concrete 	<p>Walls</p> <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • Utility grade fixtures 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Plumbing</p> <ul style="list-style-type: none"> • n/a 	<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Distributed throughout the building 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile • (or) Open Ceiling painted with acoustical deck
<p>Floors</p> <ul style="list-style-type: none"> • Sealed concrete • (or) Washable non-skid flooring 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Fire proofing as required for emergency electrical rooms, BDA systems, etc.
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • Utility grade fixtures 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • n/a 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a <p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> Distributed throughout building 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Windows</p> <ul style="list-style-type: none"> n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> Open ceiling painted with acoustical deck
<p>Floors</p> <ul style="list-style-type: none"> Anti-static flooring 	<p>Walls</p> <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures, dimmable Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> Server Racks Routers Cabling infrastructure Modems Patch panels and wire management
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> Twist lock receptacles for IT rack power Telephone demarc Public address system head end Security system head end 	<p>Plumbing</p> <ul style="list-style-type: none"> n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> Dedicated redundant split units for cooling Pre-action fire suppression for MDF Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Furniture</p> <ul style="list-style-type: none"> Ladder rack/ cable tray 	<p>Display</p> <ul style="list-style-type: none"> 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> • Adjacent to Custodial area • Adjacent to Food Prep/ Kitchen 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Windows</p> <ul style="list-style-type: none"> • n/a 	<p>Ceiling</p> <ul style="list-style-type: none"> • Open ceiling painted with acoustical deck
<p>Floors</p> <ul style="list-style-type: none"> • Sealed Concrete 	<p>Walls</p> <ul style="list-style-type: none"> • Paint • Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Utility grade fixtures 	<p>Technology/Devices</p> <ul style="list-style-type: none"> • n/a
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> • Telephone/public address system • WIFI access 	<p>Plumbing</p> <ul style="list-style-type: none"> • n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Furniture</p> <ul style="list-style-type: none"> • Adjustable Industrial Metal Shelving 	<p>Display</p> <ul style="list-style-type: none"> • 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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> Adjacent to Deliveries/ Receiving 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> 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
<p>Windows</p> <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> Resilient floor (or) Sealed concrete. 	<p>Walls</p> <ul style="list-style-type: none"> Paint Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> Computer Network Copier/ Printer
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> Multiple power/data outlets at walls with USB charging modules Telephone/public address system WiFi access 	<p>Plumbing</p> <ul style="list-style-type: none"> n/a
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Storage / Casework & Furniture</p> <ul style="list-style-type: none"> 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 	<p>Display</p> <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board <p>Appliances</p> <ul style="list-style-type: none"> n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CUSTODIAL OFFICE/STORAGE - continued

STAFF TOILET – 60 sf (included in SF allocated)	
<p>Plumbing</p> <ul style="list-style-type: none"> • ADA compliant fixtures 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> • 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
<p>Lighting</p> <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	<p>Ceiling</p> <ul style="list-style-type: none"> • Moisture resistant acoustical tile <p>Acoustics</p> <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none"> • Tile • Perimeter joint PVC profile; Schlueter DILEX-BWA or similar. 	<p>Walls</p> <ul style="list-style-type: none"> • 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.
<p>Other</p> <ul style="list-style-type: none"> • Toilet accessories including mirror. • 2 Tier Metal Lockers 	

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PART 4

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**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, Black Box Theater, 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 approved 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 through 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 be 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 (Black Box Theater, 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 & 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 "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 Family and Consumer Science may utilize the garden as a teaching tool. The garden can also support a farm-to-table collaboration with the Agriscience and Biotechnology Center located on the same campus.

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 Spaces6.1

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
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

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 (Digital 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 (Divisible)	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	1,750	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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