Madison Public Schools

Madison, Connecticut

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## ELEMENTARY EDUCATIONAL SPECIFICATIONS

for

**New Elementary School**

**Approved by the Madison Board of Education November 9, 2021**

**Modified May 11, 2022 due to Enrollment Projections Update**

**Modified January 10, 2023 due to Value Engineering/Value Management**

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# I. INTRODUCTION

The Madison Public Schools is committed to consistently maintaining our facilities and planning for the future of our buildings as 21st century learning environments.

To initiate planning for a New PreK-5 Elementary School and improvements to Brown Intermediate to convert them to K-5 Elementary Schools, Madison Board of Education engaged the services of Colliers Project Leaders, Drummey Rosane Anderson, and Daniel Hansen, educational consultant to assist with the development of these educational specifications. The following individuals participated in the initial specific program meetings to provide input for these educational specifications:

Elizabeth Battaglia, Director of Special Education

Kerri Beisner, Teacher, Special Education

Peggy Bell, Teacher, Grade 3

Margaret Borden, Teacher, Kindergarten

Robert Burr, Chief Custodian

Ingrid Byrne, Math Interventionist

Erinn Coady, Teacher, Special Education

Carissa Connell, Teacher, Visual Arts

Dr. Craig Cooke, Superintendent

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Susan Daub, Teacher, Physical Education

Tricia Edgar, Speech Language Pathologist, PreK

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Scott Ferguson, Teacher, Music

Jennifer Figurelli, Teacher, Grade 2

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Elizabeth Fortsch, School Nurse

Becky Frost, Principal, Jeffrey Elementary

Stephanie Fumiatti, Teacher, Grade 5

Mike Ginsberg, Teacher, STEAM

C.J. Gladstone, Special Education Coordinator

Lynn Hadad, Teacher, PreK

Maria Hainer, Teacher, PreK

Frank Henderson, Principal, Brown Intermediate

Michelle Horn, K-12 Literacy Coach

Leslie Lopez, Teacher, Spanish

Deb Lynch, Teacher, Kindergarten

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Alicia Romanacci, Teacher, Spanish

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Drew Sellitti, Teacher, Grade 1

Doreen Shirley, Reading Consultant

Elizabeth Solin, Administrative Secretary

Robin Sorey, Occupational Therapist, PreK

Kelly Spooner, Principal, Ryerson Elementary

MaryBeth Starr, Teacher, TESOL K-12

Gay Tomasevich, Teacher, Computer Coding

Kerry Tucker, Teacher, Special Education

Linda Wade, Teacher, Special Education

Lauren Warner, Teacher, Grade 5

# II. MADISON CORE DOCUMENTS

**Vision Statement: "Every Child, Every Day, Leading the Way"**

The Madison Public Schools are driven by a mission to prepare all learners to make a unique, positive contribution in a complex, global society. We are committed to fostering the diverse talents and abilities of each and every child in an emotionally and physically safe environment. We envision learning as joyful and learners as passionate. We support our educators as innovators in a dynamic pursuit of continuous improvement.

We are committed to the work that will lead to the development of all learners' capacities to:
* put ideas into action by thinking critically and creatively to identify and solve authentic, complex problems;
* communicate and collaborate purposefully and effectively using a variety of media;
* approach learning with effort and persistence while responding to success and failure with resiliency, reflection, and adaptability in an ever-changing world;

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- make ethical and responsible decisions.

**Vision for Curriculum Development**

Madison Public Schools believes all students should have access to a high quality, engaging, education. There are expectations of success for all students with units that encourage student exploration and inquiry.

The curriculum is content rich, offering students opportunities to learn important concepts and procedures with understanding, while simultaneously providing students with opportunities to explore and grow in identified 21st Century Capacities. These multi-disciplinary outcomes (critical thinking; creative thinking; communication/collaboration; self-direction; and global thinking) are thoughtfully and purposefully embedded throughout the curriculum alongside content that is informed by state and national standards.

A common language is articulated accurately, and it reflects accepted practice within the discipline and/or current educational research and promotes the work of the discipline. The written documents in each grade level include key required components, including the scope of the material and the depth of understanding that is expected upon unit completion.

Maps for courses and grade levels define the pace and common expectations of a content. Teachers use these maps to guide and sequence instruction toward the attainment of key concepts detailed in the unit design. Unit design follows the Understanding by Design (UbD) Model by Jay McTighe and Grant Wiggins although personalized to match the work valued in Madison.

**Profile of a Graduate: Student Growth and Development Matrix**

| Critical Thinking | Creative Thinking | Collaboration/ Communication | Self-Direction | Global Thinking |
|---|---|---|---|---|
| **Inquiry** Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. | **Idea Generation** Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. | **Collective Intelligence** Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. | **Self-Awareness** Examining current performance critically to identify steps/strategies to persist. | **Citizenship** Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. |
| **Analyzing** Examining inform-ation/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. | **Design** Engaging in a process to refine a product for an intended audience and purpose. | **Product Creation** Effectively use a medium to communicate important information. | **Decision Making** Make responsible decisions, based on potential outcomes. | **Alternate Perspectives** Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. |

# III. PROJECT RATIONALE

*(Excerpted from the **Madison Schools Renewal Plan**)*

In September of 2019, the Madison Public Schools contracted from six schools to five with the closure of Island Avenue Elementary School. Now, the schools are composed of the following grade levels:

- **Town Campus Learning Center**, PreK
- **Jeffrey Elementary School**, Kindergarten - Grade 3
- **Ryerson Elementary School**, Kindergarten - Grade 3
- **Brown Intermediate School**, Grades 4 and 5
- **Polson Middle School**, Grades 6 - 8
- **Daniel Hand High School**, Grades 9-12

According to Connecticut General Statutes 10-220, each Board of Education in Connecticut is responsible for the day to day maintenance and operation of its buildings, lands, and other property used for school purposes. Additionally, this statute mandates that each Board of Education "*shall make a continuing study of the need for school facilities and of a long-term school building program, and from time to time, make recommendations based on such study to the town.*" Within this purview, the Board of Education has worked in collaboration with the Town of Madison to study the long-term needs of its facilities, while planning for future enrollment trends.

The school district facilities have been comprehensively analyzed a number of times over the past twenty years. Most recently, an in-depth study that began in 2014 resulted in comprehensive reports facilitated by the Drummey, Rosane and Anderson (DRA) architectural consulting firm. These reports included the following:

- **Architectural Assessments** of each facility (DRA, October 6, 2015)
- **Mechanical and Electrical Systems Existing Conditions Narrative** (Consulting Engineering Services – CES, May 20, 2015)
- **Comprehensive 10 Year Enrollment Projections Analysis** (Education Resources Management, Dr. Arthur Wagman, December 23, 2014)
- **Enrollment Projection Refresh** (Education Resources Management, Dr. Arthur Wagman, Feb 9, 2017 and Nov 9, 2018)
- **Enrollment Projections** (SLR, March 2021)

With the addition of Colliers International serving as representation, these studies culminated with a plan to shrink the district footprint from six schools to five schools. A referendum on September 26, 2017 sought approval from the community to build a new elementary school on the Ryerson School property, with the expectation that a full renovation of Jeffrey School would follow immediately thereafter.

The referendum failed and the Board of Education then sought another approach to address the current and future maintenance needs of the school facilities. Based on a trend of significant declining student enrollment over time, and with the projection for the trend to continue into the foreseeable future, the BOE voted to move forward with the plan to contract the district from six schools to five by closing Island Avenue Elementary School in June 2019.

In the fall of 2017, the Board of Education again commissioned the services of Colliers International to develop a long-term facility maintenance plan. With reports developed over the past few years, a draft plan was presented to the Board of Education's Facilities Committee in the spring of 2018. On May 31, 2018, the Facilities Committee voted to forward the draft **10 Year $100 million Capital Maintenance Plan** to the full Board of Education for approval. On June 19, 2018, the full Board of Education voted unanimously to adopt the plan.

The plan then moved to the Capital improvement Program – the town and schools joint long-term capital projects plan - while board members and members of the public began to question if there was a better plan out there other than the 10 Year $100 million maintenance plan. Members of the BOE, Board of Selectmen, and Board of Finance came together to form the Tri Board School Facilities Working Group. The group held meetings and public forums over a period of months and in April 2019 the group presented viable options for the town to consider beyond the BOE adopted 10 Year $100 Million Capital Maintenance Plan.

In September 2019, the BOE voted unanimously to adopt a long-term plan for the renewal of our school facilities. This plan is the culmination of work at the BOE level since the failed referendum in 2017 and the vast efforts of the Tri-

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Board School Facilities Working Group. While the referendum failed, the issue of aging school facilities and mounting maintenance projects remain.

The BOE voted to adopt a plan to contract the district further from five schools to four. The earliest point in which this model would be implemented would be for the 2025-2026 school year.

The BOE adopted plan calls for:

- New construction of a PreK-5 elementary school
- Improvements to Brown Intermediate School to transition to a K-5 school
- Maintaining Polson as a 6-8 school and DHHS as 9-12
- Renovations at Polson including:
    - Air Quality System/HVAC
    - Auditorium Modernization
    - Security Enhancements

The plan, which was approved unanimously by the BOE, would result in the closure of both existing K-3 elementary school buildings as well as the Town Campus Learning Center Preschool (TCLC). The plan has been sent to the school and town Capital Improvement Plan (CIP) where it will be incorporated with all other capital needs of Madison.

This project seeks to provide school buildings that:

- Create learning environments designed for current instructional strategies as captured in Madison's Core Documents;

- Benefit from needed technology upgrades;

- Comply with current building and fire codes;

- Incorporate contemporary design for school safety;

- Utilize modern, efficient heating and cooling systems; and

- Provide accessibility to all by meeting the requirements of the Americans with Disabilities Act.

## IV. THE PROJECT

**Objective**: To ensure all Madison children are able to attend a school that is safe, modern, compliant with current building codes and able to support their educational program.

The following project specifications for the New Elementary School were developed using data from the updated population study conducted in March 2022: *Madison Public Schools Enrollment Projections Update conducted by SLAM.*

- School**:**                    **New Elementary School**
- Project Type:                New Construction
    - Total Program Area: **59,950** square feet *(TGSF x 71%)*
- Referendum:                February 2022
- Design Enrollment:        **640\*** students

    *\* Includes 45 PreK students from the Town Campus Learning Center*

## V. ENROLLMENT AND CAPACITY DATA

The Jeffrey Elementary School enrollment as of October 1, 2020 was 324 students in grades K – 3. The eight-year maximum enrollment projection for the New PreK-5 Elementary School is 640, which includes 45 PreK students transferring from the Town Campus Learning Center to the New Elementary School.

Source: *Madison Public Schools Enrollment Projections Update, March 1, 2022, SLAM*

## VI. OVERVIEW OF PROGRAMS

### GENERAL EDUCATION

The features of the elementary classrooms at the current Jeffrey and the New Elementary School can be divided into three classifications: (1) Early Childhood – PreK and Full-Day Kindergarten; (2) Early Elementary - grades one and two; and (3) Intermediate - grades three, four and five. The classroom needs of all elementary children will require flexibility of space, portability of furniture and acoustical treatment of environment. This will be accommodated while providing low height furnishings and more space for group instruction and movement that will range from total class involvement to three or four separate groups doing different activities at the same time. Specific to Madison's instructional approach, whole class gathering spaces are required for both Morning Meeting/language arts mini lessons as well as a separate space for the Number Corner, a feature of the mathematics program. Space should also be provided for students to read, write, research, and study for either individual or small group projects. The learning environment must also accommodate space for multiple adults (specialists and para educators) who work with students within the general classroom environment. All instructional classrooms require storage space for items such as classroom libraries, textbooks, reference materials, supplemental books, supplies, science equipment, charts, globes, computers, calculators and audio-visual equipment. Equally important is wall space to post anchor charts and other instructional reference materials for students to access on a daily basis.

In addition to the subject areas of Health & Wellness, Mathematics, Reading/Language Arts, Science, and Social Studies, our General Education program includes curriculum focused on Art, Music, Physical Education, STEAM and World Languages. Additionally, an instrumental program (a percussion band and a theater class) is provided for all students in grades 4 and 5. Support Services include a Library/Media Center and technology support integrated throughout the learning environments. Facilities for these areas need to be specific to each program's purpose yet allow for flexibility of space as with the PreK-5 classrooms. As the PreK – 5 program requires that students travel to these various program areas periodically during the day, consideration should be given to the student traffic that will result from this academic arrangement. Student proximity to the library/media center, STEAM lab, gymnasium/auditorium, general music and art rooms should also be considered.

A platform off of the gymnasium will serve as a stage area for school assemblies, performances and other events. It will be adjacent to the gymnasium and accessible from the main corridor. The platform will be accessible and code compliant with ramp access. Included in the design will be a high-quality built-in sound system, stage draperies and main curtains, as well as adjustable stage and general lighting. An electronically controlled acoustical wall will be installed at the proscenium to allow the space to be used for instrumental music lessons and ensemble practice on the platform while the gymnasium is in use.

Additional instructional space is necessary to provide support for non-identified students, as prescribed in the Scientific Researched Based Intervention (SRBI) requirements of the Connecticut State Department of Education. General Education Intervention/Support Services is comprised of Reading, Mathematics and English Learner support (TESOL). Each of these rooms will be centrally located within the academic area of the building. These rooms will be utilized for individual testing, individual and small group instruction. A Developmental Guidance program is also part of the general education support services.

The outside play area for the early elementary and intermediate levels must be extensive and varied to accommodate activities that range from the minimal space demands of jump rope and the like, to larger areas needed to play soccer, kickball, softball, etc. This play area should be away from instructional spaces, if possible. Ideally, this play area should be in close proximity to gymnasium and cafeteria for easy access. The early childhood play area should be near the PreK and kindergarten classrooms, depending on the design of the school and proximity to other classrooms.

### SPECIAL EDUCATION

Madison Public Schools invest significantly in their special education programming to best serve their students and in order to avoid costly outplacement services for their students. Special Education programs at the New Elementary include: a PreK program with related services specific to PreK; a K-5 program: the Functional Academic Skills Education (FASE), serving students from across the district; K-5 Special Education Resource, Occupational/Physical Therapy (OT/PT) Services and Related Services (Social Work, Psychologist, Speech/Language/Hearing, BCBA).

Program spaces for special education/related service teachers should be able to meet the needs for small group instruction. They will need to be of sufficient size to accommodate children who require specialized equipment.

Rooms will be used for individual testing, confidential meetings with parents and/or students, individual and small group instruction, counseling, and staff conferences.

## SUPPORT SERVICES

### MEDIA CENTER

The Library Media Center of an elementary school is a multi-purpose room and preferred to be located as a central "hub" of the school and can be referred to as a Learning Commons. It should be bright, colorful, attractive, warm and inviting. It is important that the media center be designed with the student's safety in mind. There should be freestanding low, double-faced shelving allowing a staff member to see the entire area. The area must be spacious enough to house an appropriate print and media collection. There should be room for multiple classrooms to use this resource on an independent basis. The room is divided for multiple purposes. A small story corner, a large group instructional space, a student project area, a production area for teachers, provision for multiple computer workstations for research and access to online card catalogue as well as a circulation area located near an entrance/exit door is also required.

### TECHNOLOGY

A contemporary elementary 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 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.

## VII. PROGRAM SPECIFICATIONS (Detailed Description)

Unless otherwise noted, the standard furnishings for every classroom noted below are expected to include the following:

- Room darkening shades
- Acoustical insulation for soundproofing
- Air conditioning
- ADA compliant building standards
- Wireless/internet access to support at least 30 mobile devices
- Multiple electric outlets
- Sound Field System
- Telephone
- Intercom for communication with office

## GENERAL EDUCATION PROGRAMS

### EARLY CHILDHOOD: FULL-DAY KINDERGARTEN

**SPACE**:    1,000 square feet including student toilet room (each)

**NUMBER**:   Five (5) classrooms

| Toilet | • Toilet room with sink within classroom at a level appropriate for children ages 4-6 |
|---|---|
| Sinks | • Stainless steel sink with laminate countertops appropriate for 4 and 5-year olds<br>• Soap and towel dispenser |
| Classroom Storage | • Built-in bookcases<br>• Storage areas for anchor charts, large bins/kits<br>• Classroom library storage<br>• Counters under windows where possible |

| EARLY CHILDHOOD: FULL-DAY KINDERGARTEN | |
|---|---|
| **Teacher Storage** | • Lockable teacher storage wardrobe for 3 adults<br>• One (1) lockable four-drawer filing cabinet<br>• Additional instructional storage closet in corridor to be shared by Grades K-2 |
| **Student Storage** | • Coat and personal storage area for twenty-four (24) located within the classroom |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Vinyl enhanced tile and area rugs |
| **Display** | • Magnetic whiteboards<br>• Bulletin Boards |
| **Student Furniture** | • Two (2) tables<br>• Flexible seating/tables to accommodate up to twenty-four (24) students (flexible/adaptable workstations) |
| **Teacher Furniture** | • One (1) Teacher desk/chair (possibly built into counter area to save space) |
| **Other Furniture** | • Desk and chair for classroom para |
| **Classroom Technology** | • Large screen interactive projection system |
| **Computers (each)** | • 1-to-1 laptops for each student with charging station<br>• One (1) teacher computer |

| EARLY ELEMENTARY – GRADES ONE and TWO | |
|---|---|
| **SPACE**:  850 square feet (each classroom)<br>  50 square feet (in-class toilet room)<br>**NUMBER**:  Ten (10) classrooms | |
| **Toilet** | • Toilet room with sink within classroom at a level appropriate for children ages 6-8 |
| **Sinks** | • Stainless steel sink with laminate counters<br>• Soap and towel dispenser |
| **Classroom Storage** | • Built-in bookcases<br>• Storage areas for anchor charts, large bins/kits<br>• Classroom library storage<br>• Counters under windows where possible |
| **Teacher Storage** | • Lockable teacher storage wardrobe for three (3) adults<br>• One (1) lockable four-drawer filing cabinet<br>• Additional instructional storage closet in corridor to be shared by Grades K-2 |
| **Student Storage** | • Coat and personal (non-locking) lockers for twenty-four (24)/classroom located in the corridor (2 students/locker) |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Vinyl enhanced tile and area rugs |
| **Display** | • Magnetic whiteboard<br>• Bulletin Boards |
| **Student Furniture** | • Two (2) tables<br>• Flexible seating/desks/tables to accommodate up to twenty-four (24) students |
| **Teacher Furniture** | • Teacher desk/chair, possibly built into counter area to save space |
| **Other Furniture** | • Desk and chair for classroom para |
| **Special Needs/Equipment** | • Common space outside classroom desirable |
| **Classroom Technology** | • Large screen interactive projection system |
| **Computers (each)** | • 1-to-1 Chromebook device for each student with charging station<br>• One (1) teacher computer |

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| **INTERMEDIATE – GRADES THREE, FOUR, and FIVE** | |
|---|---|

**SPACE**:   850 square feet (each)

**NUMBER**:  Fourteen (14) classrooms

| | |
|---|---|
| **Toilet** | • Toilet facilities located in close proximity to classrooms |
| **Sinks** | • Stainless steel sink with laminate counter<br>• In-room water fountain<br>• Soap and towel dispenser |
| **Classroom Storage** | • Built-in bookcases<br>• Storage areas for anchor charts, large bins/kits<br>• Classroom library storage<br>• Counters under windows where appropriate |
| **Teacher Storage** | • Lockable teacher storage wardrobe for three (3) adults<br>• One (1) lockable four-drawer filing cabinet<br>• Additional instructional storage closet in corridor to be shared by Grades 3-5 |
| **Student Storage** | • Coat and personal storage areas are located in the corridors for up to twenty-six (26) students per classroom (one (non-locking) locker per student; double stacked) |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Vinyl enhanced tile and area rugs |
| **Display** | • Magnetic whiteboard<br>• Bulletin Boards |
| **Student Furniture** | • Table and appropriate student seating for twenty-six (26) |
| **Teacher Furniture** | • Teacher desk/chair, possibly built into counters to save space |
| **Other Furniture** | • Desk and chair for classroom para |
| **Special Needs/Equipment** | • Common space outside classroom desirable |
| **Classroom Technology** | • Large screen interactive projection system |
| **Computers (each)** | • 1-to-1 Chromebook device for each student with charging station<br>• One (1) teacher computer |

| **VISUAL ARTS** | |
|---|---|

**SPACE**:        1,450 square feet (includes 350 s.f. for kiln room and storage)

| | |
|---|---|
| **Sinks** | • Minimum two (2) deep sinks with clay traps in addition to one (1) student accessible sink all in same location<br>• Paint-resistant countertops |
| **Access** | • Close to workroom and STEAM classroom, if possible |
| **Classroom Storage** | • Lockable closets<br>• Easily accessible cabinets and shelves<br>• Vertical file tub-storage cabinets with locks<br>• Two (2) kitchen-type mobile carts with shelves<br>• Draftsman cabinet file for large paper/poster storage |
| **Teacher Storage** | • Lockable teacher storage wardrobe<br>• One (1) lockable four-drawer filing cabinet |
| **Student Storage** | • Space to store student work in progress; one area per classroom |
| **Lighting** | • North facing classroom, preferable |
| **Flooring** | • Vinyl enhanced tile; carpet area |
| **Display** | • Two-sided fully locked showcase on room's corridor wall (and others throughout building)<br>• Magnetic whiteboard<br>• Bulletin Board |
| **Student Furniture** | • Twenty-six (26) adjustable chairs/stools |

| VISUAL ARTS | |
|---|---|
| **Teacher Furniture** | • Teacher desk/chair, possibly built into counters to save space<br>• Demonstration table |
| **Other Furniture** | • Six (6) adjustable worktables (rectangular) to seat six (6) |
| **Special Needs/Equipment** | • One (1) kiln (to be appropriately located and sized) with ventilation system<br>• Drying racks<br>• Book racks and magazine shelves (fine arts area)<br>• Four (4) sturdy wooden adjustable painting easels<br>• Two (2) large rolling waste barrels<br>• Eyewash station<br>• Paper cutter |
| **Classroom Technology** | • Two (2) student computers<br>• Two (2) laptop computers<br>• Large screen interactive projection system |
| **Computers (each)** | • One (1) teacher computer<br>• Full color printer |

| GENERAL AND INSTRUMENTAL MUSIC | |
|---|---|
| **SPACE:** | 950 square feet for General Music<br><br>900 square feet for Instrumental Music on platform adjacent to gymnasium (including instrument storage) |
| **NUMBER:** | One (1) room for General Music (K – 5), and one (1) space for gr. 5 Instrumental Music |
| **Sinks** | • Large sink in Instrumental Music room to submerge brass instruments for cleaning<br>• Small sink/fountain area in General Music room |
| **Access** | • In proximity to gymnasium and platform (stage)<br>• Instrumental room ideally located near bus entrance for easy drop off/pick up of instruments |
| **Classroom Storage** | • Music cabinets for sheet music storage (each room)<br>• Built-in bookcase (16" x 15')<br>• Storage for Orff instruments for general music classroom |
| **Teacher Storage** | • Lockable teacher storage wardrobe in each space<br>• One (1) lockable four-drawer filing cabinet in each area |
| **Student Storage** | • Built-in lockable storage for instruments (low built-in cubbies at instrumental music room entrance) |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Carpet in general music classroom |
| **Display** | • Two 8 ft. whiteboards, one with permanent musical staff lines (each room) |
| **Student Furniture** | • Eighty (80) stackable chairs for instrumental room<br>• Twenty-six (26) stackable stools in general music room |
| **Teacher Furniture** | • Teacher desk/chair, possibly built into counters to save space |
| **Other Furniture** | • Eighty (80) music stands for instrumental room<br>• Three (3) conductor's stands<br>• Large Move and Store cart for music stands<br>• Piano in general music room |
| **Special Accommodations** | • General music room needs open space for movement and varied activities<br>• Sound deadening/soundproof walls<br>• Acoustical divider built between platform and gymnasium<br>• Instrumental lessons and large group ensembles require 48" of space per student |

| GENERAL AND INSTRUMENTAL MUSIC | |
|---|---|
| **Classroom Technology** | • Sound systems<br>• Large screen interactive projection system |
| **Computers (each)** | • One (1) teacher computer with access to high quality sound system control |

| PHYSICAL EDUCATION | | |
|---|---|---|

| **SPACE**: | Gymnasium: | 6,000 square feet |
|---|---|---|
| | PE Office/Storage: | 600 square feet (includes 140 s.f. office) |
| | Platform/Stage: | 900 square feet |

| | |
|---|---|
| **Sinks** | • Recessed drinking fountains located inside gymnasium |
| **Access** | • Capacity to hold entire student body, staff and faculty |
| **Storage** | • Folding seating/carts/storage for entire student body, staff and faculty (separate storage from PE equipment)<br>• Storage area will have access from both the interior of the gymnasium, as well as the exterior of the building (for outdoor sports and playground activities); a roll-up exterior access door is desired<br>• Six (6) shelving units (48"x18"x72") inside storage facility |
| **Lighting** | • Lighting with safety cages or equivalent |
| **Flooring** | • Synthetic rubberized "poured in place" floor system with essential markings<br>• Protective matting |
| **Special Accommodations** | • Sound deadening/soundproof walls including acoustical wall dividing platform (stage) from gymnasium<br>• Clerestory windows with remote room darkening shade system<br>• High ceiling, the lowest features should be a minimum of 22 ft. from the floor<br>• Wall matting around entire perimeter, from height of wall base to 6'-0" minimum above finish floor<br>• Removable wall matting along front of platform as well.<br>• Two (2) main and four (4) side baskets for basketball (all adjustable for height and electrically operated)<br>• Volleyball post recessed floor sleeves<br>• Chinning bars<br>• Horizontal bar<br>• Divider curtain<br>• Ceiling mounts for cargo nets and rope climbing<br>• One wall to be designated for future climbing, wall mounted equipment, and the masonry cores filled with concrete<br>• Two (2) sections of portable risers for use with the gymnasium platform (one on the gymnasium floor, and one on the platform)<br>• Electric retractable bleacher seating; five (5) rows<br>• Movable cart for storage/equipment<br>• Two (2) AED with audible alarm box will be installed; one (1) in the public access hallway outside nurse's office, and one (1) outside the gymnasium |
| **Classroom Technology** | • One (1) teacher computer<br>• Portable SMART Board system, or similar device for classroom instruction<br>• Built-in sound system for assemblies and programs<br>• Remote control screen with appropriate rear projection device |

## SCIENCE, TECHNOLOGY, ENGINEERING, ART, & MATHEMATICS (STEAM) LAB

**SPACE**:    1,100 square feet

**NUMBER:**   One (1) classroom

| | |
|---|---|
| **Sinks** | • Three (3) stainless steel sinks with laminate counter tops<br>• Soap and towel dispensers |
| **Access** | • In close proximity to general education classrooms and library media center |
| **Classroom Storage** | • Built-in bookcases (upper and lower)<br>• Locked closet for audio-visual equipment and science equipment<br>• Cabinets to be deep, with adjustable / removable shelving, and space for large bin storage.<br>• Storage for student projects in process |
| **Teacher Storage** | • Lockable teacher storage wardrobe<br>• Two (2) lockable four-drawer filing cabinets |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Vinyl enhanced tile |
| **Display** | • Two-sided fully locked showcases on room's corridor wall<br>• Magnetic whiteboard<br>• Bulletin Boards |
| **Student Furniture** | • Age-appropriate student furniture (26 students) |
| **Teacher Furniture** | • Teacher Desk/Chair |
| **Other Furniture** | • Thirteen (13) movable laboratory tables with grommets and integral wire management tray |
| **Classroom Technology** | • Large screen interactive projection system |
| **Computers (each)** | • Fifteen (15) student devices<br>• Three (3) student computers<br>• One (1) teacher computer |

## WORLD LANGUAGE CLASSROOM

**SPACE**:    850 square feet (each)

**NUMBER**:   One (1) classroom

| | |
|---|---|
| **Sinks** | • Stainless steel sink with laminate counter<br>• In-room water fountain<br>• Soap and towel dispenser |
| **Access** | • Central location within classroom wing<br>• Close proximity to TESOL office |
| **Classroom Storage** | • Unique storage needs for six (6) grades of curriculum materials<br>• Built-in bookcases<br>• Storage areas for many props, puppets, classroom library<br>• Counters under windows where appropriate |
| **Teacher Storage** | • Lockable teacher storage wardrobe<br>• One (1) lockable four-drawer filing cabinet |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Vinyl enhanced tile and area rugs |
| **Display** | • Magnetic whiteboard<br>• Bulletin Boards |
| **Student Furniture** | • Table and appropriate student seating for twenty-six (26) |
| **Teacher Furniture** | • Teacher desk/chair, possibly built into counters to save space |
| **Classroom Technology** | • Large screen interactive projection system |
| **Computers (each)** | • Sufficient Chromebooks for each student<br>• One (1) teacher computer |

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| **LIBRARY MEDIA CENTER** | |
|---|---|

**SPACE**:  2,600 square feet (includes 200 s.f. office for media staff and 200 s.f. work room with copier)

| | |
|---|---|
| **Sinks** | • Sink in media center workroom |
| **Access** | • Centrally located in the school<br>• Access to outdoor garden area, desirable<br>• Close proximity to STEAM lab, desirable |
| **Storage** | • Audio-visual storage cabinets<br>• Over-size vertical filing cabinet<br>• Storage/display for teacher resources and professional development materials |
| **Teacher Storage** | • One (1) lockable four-drawer filing cabinet |
| **Lighting** | • Remote control room darkening blinds |
| **Flooring** | • Wall to wall carpeting |
| **Display** | • Magnetic whiteboards<br>• Bulletin Boards<br>• Well-placed and secure space for displays and promotional materials |
| **Student Furniture** | • Tables and chairs with sleigh legs; easy to reconfigure<br>• Computer furniture/workstations for six (6) student computers |
| **Teacher Furniture** | • Two (2) teacher desks/chairs; Two (2) adult visitors chairs |
| **Other Furniture** | • 48-inch free standing, double-faced shelving for student print materials; on wheels for adjusting space layout<br>• Comfortable lounge style seating – adult and student |
| **Space Considerations** | • Small tiered story corner<br>• Area for independent study; separate area for whole class instruction<br>• Maker Space area<br>• Informal seating or an informal area with comfortable chairs<br>• Space should be able to accommodate staff professional development activities |
| **Classroom Technology** | • Sufficient outlets to support all technology<br>• Sound system for large group events<br>• Online circulation system (2 circulation stations)<br>• Large screen interactive projection system |
| **Computers (each)** | • Six (6) student computers<br>• One (1) Chromebook cart (class set)<br>• Two (2) teacher computers |

| **SMALL BREAKOUT ROOM** | |
|---|---|

**SPACE**:  125 square feet (each) for individual assessment with teachers and/or small group work with para educators

**NUMBER**:  Two (2) rooms

| | |
|---|---|
| **Access** | • In close proximity to general education classrooms |
| **Teacher Storage** | • Secured closet for testing materials |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Vinyl enhanced tile |
| **Display** | • Magnetic whiteboard<br>• Bulletin Board |
| **Furniture** | • One (1) table<br>• Six (6) student chairs<br>• One (1) teacher chair |

## READING/MATH COACH'S OFFICE

**SPACE**:     175 square feet (each) for meetings with teachers

**NUMBER**:  Two (2) rooms

| | |
|---|---|
| **Access** | • In close proximity to media center and Literacy Lab |
| **Teacher Storage** | • Bookshelves, cabinets, lockable teacher wardrobe |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Carpet |
| **Display** | • Magnetic whiteboard<br>• Bulletin Board |
| **Teacher Furniture** | • Teacher desk, small table with four (4) chairs |
| **Computers (each)** | • Teacher computer |

## GENERAL EDUCATION INTERVENTION SERVICES – READING AND MATH

**SPACE**:     500 square feet (each) for Reading and Math Intervention, each space to accommodate 2-3 adults working with small groups

**NUMBER**:  Two (2) rooms

| | |
|---|---|
| **Sinks** | • Stainless steel sink with laminate counters<br>• Soap and towel dispenser |
| **Access** | • In close proximity to primary education classrooms and Reading/Math Coach offices |
| **Classroom Storage** | • Built-in bookcases<br>• A supply closet with shelving installed in each room<br>• Wall length countertop with wall storage cabinets and electrical strips.<br>• Counters under windows where possible<br>• Separate book closet in centralized location to classrooms |
| **Teacher Storage** | • Lockable teacher storage wardrobe for three (3) adults<br>• Two (2) lockable four-drawer filing cabinets |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Vinyl enhanced tile and area rugs |
| **Display** | • Magnetic whiteboards<br>• Bulletin Boards |
| **Student Furniture** | • Differentiated student tables and chairs to accommodate K-5 students |
| **Teacher Furniture** | • One (1) Teacher desk/chair |
| **Other Furniture** | • Visitor's chairs |
| **Classroom Technology** | • Large screen interactive projection system |
| **Computers (each)** | • Five (5) student computers<br>• One (1) teacher computer |

## TESOL OFFICE

**SPACE**:     100 square feet

**NUMBER**:  One (1) room

| | |
|---|---|
| **Access** | • In close proximity to classrooms and World Language classroom |
| **Teacher Storage** | • Bookshelves, cabinets, lockable teacher wardrobe |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Carpet |
| **Display** | • Magnetic whiteboard<br>• Bulletin Board |

| TESOL OFFICE | |
|---|---|
| **Teacher Furniture** | • Teacher desk, small table with four (4) chairs |
| **Computers (each)** | • Teacher computer |

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### SPECIAL SERVICES PROGRAMS

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### PRE-SCHOOL PROGRAM

</div>

Based on current enrollment projections of 45 students, four classrooms of the Pre-school will be required to meet the needs of special education students. By design, and to meet the legal requirements for inclusive education, the classes include eligible students with special needs and at least equal numbers of typical same age peers. Like kindergarten children, these children will spend a lot of time on the floor for activities. All of the furnishings, toilet and sinks should be at a level appropriate for children aged three to five. These classrooms should have space to accommodate gross and fine motor activities as well as lessons and an area for the children to sit together as a group. The classroom needs to have ample space to accommodate children who use wheelchairs, standers or other adaptive equipment, and several adults.

| PRE-SCHOOL CLASSROOM | |
|---|---|
| **SPACE**: 900 square feet (each) (includes 50 s.f. in-class toilet room) | |
| **NUMBER**: Four (4) classrooms | |
| **Toilet** | • Separate toilet room within classroom for ages 3-5 with shelves and extra storage space |
| **Sinks** | • Two (2) stainless steel sinks with laminate counters (one adult, one children)<br>• Soap and towel dispenser |
| **Access** | • In close proximity to all PreK services |
| **Classroom Storage** | • Storage area for large equipment (adaptive chairs, prone standers, supine standers, walkers, gait trainers, therapy balls, etc.).<br>• Built-in bookcases<br>• Storage areas<br>• Counters under windows where appropriate<br>• Large drawer storage (posters, large books, etc.) |
| **Teacher Storage** | • Lockable teacher storage wardrobe for three (3) adults<br>• One (1) lockable four-drawer filing cabinet |
| **Student Storage** | • Coat and cubby storage for eighteen (18) students |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Carpet with vinyl tile near sink and toilet area |
| **Display** | • Whiteboard<br>• Bulletin Boards |
| **Student Furniture** | • PreK tables and chairs<br>• Computer workstations |
| **Teacher Furniture** | • Teacher Desk/Chair |
| **Other Furniture** | • Center Instruction: three (3) small tables with four (4) chairs each<br>• Activity Groups: one (1) table with six (6) chairs |
| **Special Needs/Equipment** | • Block carts<br>• Easel<br>• Play equipment for centers<br>• Full-length mirror (Mylar) |
| **Classroom Technology** | • Large screen interactive projection system |
| **Computers (each)** | • One (1) teacher computer<br>• One (1) stationary adult computer |

| PRE-SCHOOL CLASSROOM | |
|---|---|
| | • Five (5) student laptops |

| ABA CLASSROOM | |
|---|---|

**SPACE**:  400 square feet

**NUMBER**:  One (1) room

| | |
|---|---|
| **Sinks** | • One (1) stainless steel sink with laminate countertops<br>• Soap and towel dispenser |
| **Access** | • In the vicinity of PreK OT/PT classroom |
| **Classroom Storage** | • Built-in bookcases<br>• Storage areas<br>• Cabinets with large drawers<br>• Counters under windows where appropriate |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Carpet with vinyl tile near sink |
| **Display** | • Whiteboard<br>• Bulletin Boards |
| **Special Needs/Equipment** | • 60" flexible dividers, able to configure the room into four (4) separate areas<br>• Full-length mirror (Mylar) |
| **Computers (each)** | • One (1) teacher computer |

| PRE-K O.T. / P.T. RESOURCE | |
|---|---|

**SPACE:**  500 square feet

**NUMBER**:  One (1) room shared by two teachers

| | |
|---|---|
| **Access** | • Adjacent to PreK parent drop-off area |
| **Classroom Storage** | • Storage for large equipment (large adaptive chairs, prone standers, supine standers, large walkers, gait trainers, large therapy balls, etc.)<br>• Built-in bookcases, storage areas, large-drawer storage<br>• Built-in bookcases<br>• Storage areas<br>• Counters under windows where appropriate |
| **Teacher Storage** | • Two (2) lockable teacher storage wardrobes<br>• Two (2) lockable four-drawer filing cabinets |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Carpeted |
| **Display** | • Whiteboard<br>• Bulletin Board |
| **Student Furniture** | • Pupil tables and chairs (adjustable - movable) |
| **Teacher Furniture** | • Two (2) teacher desk/chair |
| **Other Furniture** | • Activity Groups: One (1) small table with four (4) chairs<br>• One (1) adult size visitor's chair |
| **Special Needs/Equipment** | • Full length mirror (Mylar)<br>• Swing mounted from ceiling |
| **Computers (each)** | • Two (2) teacher computers |

| PRE-K SPEECH LANGUAGE | |
|---|---|
| **SPACE**: 250 square feet (each) | |
| **NUMBER**: One (1) room | |

| | |
|---|---|
| **Access** | • Adjacent to PreK OT/PT areas and PreK parent drop-off area |
| **Classroom Storage** | • Built-in bookcases<br>• Storage areas<br>• Counters under windows where appropriate |
| **Teacher Storage** | • Lockable teacher storage wardrobe<br>• One (1) lockable built-in four-drawer filing cabinet |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Vinyl enhanced tile and area rugs |
| **Display** | • Whiteboard<br>• Bulletin Board |
| **Student Furniture** | • Pupil tables and chairs (adjustable and movable) |
| **Teacher Furniture** | • Teacher Desk/Chair |
| **Other Furniture** | • Activity Groups: One (1) table with six (6) chairs<br>• Adult size visitor's chair<br>• Play equipment for centers<br>• Full length mirror (Mylar) |
| **Computers (each)** | • One (1) teacher computer |

| PRE-K PSYCHOLOGIST OFFICE | |
|---|---|
| **SPACE**: 435 square feet | |
| **NUMBER**: One (1) room including adjoining office for secretary | |

| | |
|---|---|
| **Access** | • In close proximity to PreK entrance |
| **Storage** | • Bookshelves, cabinets, two (2) lockable wardrobes |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Carpet |
| **Display** | • Magnetic whiteboard<br>• Bulletin Board |
| **Office Furniture** | • Two (2) desks, table with four (4) chairs; countertops<br>• Fireproof, lockable student files |
| **Technology** | • Two (2) Phones |
| **Computers (each)** | • Teacher computer<br>• Secretary computer |

## Grades K-5 Special Services Programs

| FUNCTIONAL ACADEMIC SKILLS EDUCATION [F.A.S.E.] | |
|---|---|
| **SPACE**: 850 square feet | |
| **NUMBER**: One (1) classroom for 4-8 students | |

| | |
|---|---|
| **Toilet** | • Toilet facility with changing table and storage |
| **Sinks** | • Stainless steel sink with laminate counter<br>• Soap and towel dispenser |
| **Access** | • Close proximity to OT/PT room |

## FUNCTIONAL ACADEMIC SKILLS EDUCATION [F.A.S.E.]

| | |
|---|---|
| **Classroom Storage** | • Built-in bookcases, storage areas, large-drawer storage<br>• Storage areas<br>• Counters under windows where possible |
| **Teacher Storage** | • Lockable teacher storage wardrobe for three (3) adults<br>• Two (2) lockable four-drawer filing cabinet |
| **Student Storage** | • 15 coat hooks/storage<br>• Cubby storage for 15 students |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Vinyl enhanced tile and area rugs |
| **Display** | • Magnetic whiteboards<br>• Bulletin Boards |
| **Student Furniture** | • Table and appropriate student furniture |
| **Teacher Furniture** | • Teacher Desk/Chair |
| **Other Furniture** | • Center instruction: Three (3) small tables with four (4) chairs<br>• Activity Groups: Two (2) tables with six (6) chairs<br>• Adult visitor chair |
| **Special Needs/Equipment** | • Separate area for calming, de-stress<br>• Staff work area (for teachers, aides, conferences) |
| **Classroom Technology** | • Large screen interactive projection system |
| **Computers (each)** | • One (1) teacher computer<br>• Two (2) student computers |

## SPECIAL EDUCATION RESOURCE

**SPACE**     700 square feet (each)

**NUMBER**:  Four (4) classrooms (each to be shared by two resource teachers)

| | |
|---|---|
| **Sinks** | • Stainless steel sink with laminate counter<br>• Soap and towel dispenser |
| **Access** | • Close proximity to general education classrooms and to each other<br>• Close proximity to related services (SW/Psych/SLH), preferred |
| **Classroom Storage** | • Built-in bookcases<br>• Storage areas<br>• Counters under windows where possible |
| **Teacher Storage** | • Lockable teacher storage wardrobe for two (2) adults<br>• Two (2) lockable four-drawer filing cabinets<br>• Access to shared testing materials |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Vinyl enhanced tile and area rugs |
| **Display** | • Magnetic whiteboards<br>• Bulletin Boards |
| **Student Furniture** | • Student tables/chairs (adjustable/movable) |
| **Teacher Furniture** | • Two (2) Teacher desks/chairs |
| **Other Furniture** | • Adult visitor's chairs<br>• Activity Groups: Two (2) tables with six (6) chairs (each)<br>• Portable dividers |
| **Classroom Technology** | • Large screen interactive projection system |
| **Computers (each)** | • Two (2) teacher computers<br>• Four (4) student computers |

## K-5 O.T./P.T. RESOURCE

**SPACE**: 500 square feet

**NUMBER**: One (1) room shared by two (2) staff

| | |
|---|---|
| **Sinks** | • Stainless steel sink with laminate counters<br>• Soap and towel dispenser |
| **Access** | • Adjacent to PreK OT/PT Resource |
| **Classroom Storage** | • Storage for large equipment (large adaptive chairs, prone standers, supine standers, large walkers, gait trainers, large therapy balls, etc.)<br>• Built-in bookcases, storage areas, large-drawer storage<br>• Open shelving and counter area<br>• Counters under windows where possible |
| **Teacher Storage** | • Two (2) lockable teacher storage wardrobes<br>• Two (2) lockable built-in four-drawer filing cabinets |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Vinyl enhanced tile and area rugs |
| **Display** | • Magnetic whiteboard<br>• Bulletin Boards |
| **Student Furniture** | • Small tables with student chairs |
| **Teacher Furniture** | • Two (2) Teacher desk/chair workstations |
| **Other Furniture** | • Adult visitor chairs |
| **Special Needs/Equipment** | • Trampoline, Balance Beam, Swing, Stairs, Floor Mats<br>• Area for gross motor activities. |
| **Computers** | • Two (2) teacher computers |

## K - 5 RELATED SERVICES – SOCIAL WORKER/PSYCHOLOGIST/SPEECH

**SPACE**: 600 square feet (total)

**NUMBER**: Three (3) offices @ 200 s.f. each: Social Worker; Psychologist; K-5 Speech/Language Pathologist

| | |
|---|---|
| **Access** | • Close proximity to the main office and sped resource rooms<br>• Consider these offices as a suite with common area |
| **Storage** | • One (1) lockable built-in four-drawer filing cabinet (each office)<br>• Bookcase and shelving<br>• Walk-in supply closet (common area)<br>• Laminate counters and shelving (common area) |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Wall to wall carpeting |
| **Display** | • Magnetic whiteboard<br>• Bulletin Board |
| **Teacher Furniture** | • Teacher desk/chair (each office) |
| **Other Furniture** | • Two (2) adult chairs (each office)<br>• One (1) table, with 6 student chairs (each office)<br>• Small play area |
| **Special Needs/Equipment** | • Built-in mirror (Speech only) |
| **Computers** | • One (1) teacher computer (each office) |

## ELEMENTARY SPED COORDINATOR OFFICE/BCBA

**SPACE**: 150 square feet

**NUMBER**: One (1) room

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| ELEMENTARY SPED COORDINATOR OFFICE/BCBA | |
|---|---|
| **Access** | • In close proximity to special education teachers and conference room |
| **Teacher Storage** | • Bookshelves, cabinets, lockable teacher wardrobe |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Carpet |
| **Display** | • Magnetic whiteboard<br>• Bulletin Board |
| **Teacher Furniture** | • Two (2) Teacher desks |
| **Classroom Technology** | • Two (2) Phones |
| **Computers (each)** | • Two (2) Teacher computers |

### ADMINISTRATION AND SUPPORT SERVICES

Unless otherwise noted, the standard furnishings for every area noted below are expected to include the following:

- Room darkening shades
- Acoustical insulation for soundproofing
- Year-round air conditioning
- ADA compliant building standards
- Wireless/internet access
- Multiple electric outlets
- Telephone

| PRINCIPAL'S OFFICE | |
|---|---|
| **SPACE**: 200 square feet | |
| **Access/Location** | • Close proximity to secretary's workstation and conference room |
| **Storage** | • One (1) large wall unit bookcase<br>• Lockable lateral files |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Wall to wall carpeting |
| **Office Furniture** | • Desk/Chair<br>• Visitor's seating for six (6) |
| **Other Accommodations** | • Bulletin board<br>• Private lavatory |
| **Technology** | • Polycom telephone<br>• Building security system monitor<br>• Security "panic" button with dedicated phone line |
| **Computers** | • One (1) laptop with docking station |

| ASSISTANT PRINCIPAL'S OFFICE | |
|---|---|
| **SPACE**: 175 square feet | |
| **Access/Location** | • Close proximity to Main Office and conference room |
| **Storage** | • One (1) large wall unit bookcase<br>• Lockable lateral files |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Wall to wall carpeting |
| **Office Furniture** | • Desk/Chair<br>• Visitor's seating for six (6) |
| **Other Accommodations** | • Bulletin board |

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| **ASSISTANT PRINCIPAL'S OFFICE** | |
|---|---|
| Technology | • Polycom telephone<br>• Building security system monitor<br>• Security "panic" button with dedicated phone line |
| Computers | • One (1) laptop with docking station |

| **MAIN OFFICE (SECRETARIAL AREA)** | |
|---|---|
| **SPACE**:    500 square feet | |
| Access/Location | • Adjacent to principal's office<br>• Main hallway wall should have multiple windows, and the Main Office should be able to view main entranceway of school and bus traffic<br>• Connecting door between office and health suite<br>• Staff lavatories should be adjacent to office |
| Storage | • Safe<br>• Staff mailboxes within main office area<br>• Base and wall cabinets with counter space<br>• Fire-proof, lockable files for student confidential records |
| Lighting | • Soft color, dimmable lighting |
| Flooring | • Wall to wall carpeting |
| Office Furniture | • Secretarial workstations (2)<br>• Secretarial chairs (2)<br>• Additional worktable/counter area<br>• Visitor's seating |
| Other Accommodations | • Bulletin boards<br>• Closet for coats<br>• Kitchenette counter, small refrigerator, sink, microwave |
| Technology | • Network copier/fax machine<br>• Building security system monitor (secretary/clerk)<br>• Security "panic button with dedicated phone line (secretary/clerk)<br>• Radio charging station<br>• Parent access Kiosk computer |
| Computers (each) | • Two (2) computers |

| **CONFERENCE ROOM** | |
|---|---|
| **SPACE**:    200 square feet each<br><br>**NUMBER**:  Two (2) rooms | |
| Access/Location | • One adjacent to Main Office/Principal's Office and one within PreK wing |
| Storage | • One (1) credenza |
| Lighting | • Soft color, dimmable lighting |
| Flooring | • Wall to wall carpeting |
| Office Furniture | • Conference Table<br>• Seating for ten (10) |
| Other Accommodations | • Magnetic whiteboard<br>• Bulletin board |
| Technology | • Polycom telephone<br>• Large screen interactive projection system |
| Computers (each) | • One (1) computer |

| HEALTH SERVICES | |
|---|---|
| **SPACE**: 650 square feet | |
| **Toilet** | • Oversized accessible toilet room with changing table |
| **Sink** | • Sink with foot pedal controls (outside Toilet room)<br>• Sink with eye wash |
| **Access/Location** | • Access to main office for assistance during times of emergency<br>• Access through main corridor<br>• Access to natural light; windows |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Vinyl enhanced tile |
| **Storage** | • Lockable cabinets for medication<br>• Three (3) four-drawer lockable filing cabinets<br>• Closet and extra storage for materials |
| **Office Furniture** | • Desk/chair facing room entry<br>• Bookcase<br>• Table for testing/conferences (private)<br>• Four (4) student chairs for waiting area |
| **Space Considerations** | • Recovery area with 2 cots with privacy curtains<br>• Private space where nurse can speak privately with students/parents<br>• Examination room<br>• 25-ft space to conduct vision screenings<br>• Waiting area for students |
| **Medical Equipment** | • Wheelchair/evac chair<br>• Magnifying lamp<br>• Rolling cart (portable emergency cart)<br>• Examination table |
| **Other Accommodations** | • AED with audible alarm box will be installed in the public access hallway.<br>• Refrigerator with separate frost-free freezer compartment |
| **Technology** | • Two (2) telephones with direct access to an outside line and ability to access classrooms; separate phone for student use<br>• Portable phone for nurse<br>• Fax machine<br>• Printer |
| **Computers** | • One (1) computer |

| GUIDANCE COUNSELOR'S OFFICE | |
|---|---|
| **SPACE**: 200 square feet | |
| **Access/Location** | • Close proximity to classrooms |
| **Storage** | • One (1) large wall unit bookcase<br>• Lockable lateral files |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Wall to wall carpeting |
| **Office Furniture** | • Desk/Chair<br>• Visitor's seating for six (6) |
| **Other Accommodations** | • Bulletin board |
| **Technology** | • telephone |
| **Computers** | • One (1) laptop with docking station |

| TEACHER WORKROOM | |
|---|---|
| **SPACE**: 440 square feet | |
| **Sink** | • Stainless steel sink with laminate counter tops<br>• Soap and towel dispenser |
| **Access/Location** | • Close proximity to Main Office area |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Vinyl enhanced tile |
| **Storage** | • Shelving<br>• Locked cabinet |
| **Furniture** | • Table and six (6) chairs |
| **Other Accommodations** | • Die press (letter cutting machine)<br>• Laminating machine<br>• General office supplies |
| **Technology** | • Network copier/fax machine/scanner |
| **Computers** | • One (1) teacher computer |

| FOOD SERVICES – CAFETERIA | |
|---|---|
| **SPACE**: 2,400 square feet *(Based on 4 lunch waves: 25% enrollment x 17.5 square feet)* | |
| **Access/Location** | • Adjacent to full kitchen and serving area<br>• Exits to outdoors<br>• Close proximity to playground and fields |
| **Lighting** | • Soft color, dimmable lighting |
| **Flooring** | • Resilient rubber flooring – needs to be easy to sweep and mop |
| **Storage** | • Storage room to accommodate tables/benches and chairs |
| **Furniture** | • Folding roll-away tables/benches, long type with built-in seating, to accommodate projected number of students in a lunch wave plus 25%<br>• Chair and desk for paraprofessional/cafeteria supervisor |
| **Other Accommodations** | • Recessed drinking fountains<br>• Sound reducing measures<br>• Soundproof divider between kitchen and cafeteria<br>• Bulletin boards |
| **Technology** | • Localized public address system – must integrate with building system<br>• Screen and projection device (matrix of flat panel LED's or multi-cast to multiple LED's) for Professional Development activities<br>• Electronic Signage sized appropriately for the space<br>• WIFI – full coverage |

| FOOD SERVICES – KITCHEN | |
|---|---|
| **SPACE**: 1,100 square feet – Kitchen<br><br>100 square feet – Food Manager's Office | |
| **Toilet** | • Locker room for five (5) with adjacent unisex toilet room |
| **Sink** | • One (1) three bay sink with drain board<br>• One (1) double well stainless-steel produce sink<br>• One (1) triple well stainless-steel pot wash sink<br>• Three (3) hand sinks with soap and towel dispensers |
| **Access/Location** | • In close proximity to Gymnasium |
| **Lighting** | • Task lighting over preparation areas |

| FOOD SERVICES – KITCHEN | |
|---|---|
| **Flooring** | • Epoxy flooring – stable non-slip surface, must be easy to sweep and mop<br>• Appropriately pitched floor with multiple floor drains and water source for custodial purposes. |
| **Storage** | • Safe<br>• Four (4) stainless steel utility carts, three shelves, #300/#400 capacity<br>• Two (2) stainless steel cart for tray storage, ADA accessible<br>• Adequate space for annual supplies |
| **Furniture** | • Teacher desk/chair<br>• Visitor's chair |
| **Space Considerations (required)** | • Large walk-in storeroom with heavy-duty wire mesh chrome-mate shelving on casters<br>• Dishwasher room with necessary utilities (racks and tray carts)<br>• High capacity appropriate commercial grade dishwasher<br>• Separate area for the cashier to count money with a safe<br>• Two (2) serving lines with built-in hot and cold units<br>• Can washing area (outside, near dock – custodial) |
| **Food Services Equipment** | • One (1) slicer on stand<br>• One (1) 30-gallon mixer<br>• One (1) combi-oven (steam/convection) example Alto-shaam<br>• One (1) commercial microwave oven<br>• One (1) double-stack convection ovens with stand: single one-over-one unit (equals 2 ovens)<br>• One (1) small double kettles<br>• One (1) food processor (Robo Coupe)<br>• Two (2) food warmers<br>• Walk-in freezer, minimum 144 square ft. with shelving<br>• Walk-in refrigerator, minimum 144 square ft. with shelving<br>• Two (2) pass-thru refrigerator near serving line<br>• Steam table with five (5) wells<br>• Cold well in serving line for fruits, vegetables and salads<br>• Three (3) preparation tables (stainless steel)<br>• Milk cooler<br>• Ice cream freezer<br>• Exhaust fans (ventilation) for ovens, skillet, stove, etc.<br>• Exhaust fans (ventilation) in washroom and pantry areas |
| **Technology** | • Three (3) cash registers and stands (point of sale system – including data drops)<br>• One (1) computer (Food Services Office - requires data drop)<br>• One (1) multi-function printer (Food Services Office – requires data drop)<br>• Two (2) telephones (one in Manager's Office and one in Kitchen Prep Area (amplified ringers) |

| FACULTY LOUNGE | |
|---|---|

**SPACE**: 600 square feet

| Toilet | • Faculty toilets adjacent to faculty lounge |
|---|---|
| **Sink** | • Stainless steel sink with laminate counter<br>• Soap and towel dispenser |
| **Access/Location** | • Close proximity to the major instructional section of the school and literacy Lab |
| **Lighting** | • Provide windows and maximize natural light |
| **Flooring** | • Vinyl enhanced tile and carpeting |
| **Storage** | • Built-in upper and lower cabinets |

| FACULTY LOUNGE | |
|---|---|
| Furniture | • Soft seating<br>• Tables and seating for twenty (20) people |
| Equipment | • Microwave oven<br>• Refrigerator<br>• Coffee maker |

| CUSTODIAL OFFICE | |
|---|---|
| **SPACE**:    150 square feet | |
| Toilet | • Locker room for four (4) with adjacent unisex toilet room |
| Access/Location | • In close proximity to Cafeteria; loading/receiving dock/mechanical room |
| Flooring | • Vinyl enhanced tile |
| Storage | • Locked cabinet<br>• Storage for outdoor equipment (separate space) |
| Furniture | • Desk/Chair<br>• Three (3) adult chairs |
| Computers | • One (1) computer |

| STORAGE |
|---|
| **SPACE**:    800 square feet – Instructional Storage (Literacy Lab; K-1 storage; 2-3 storage; 4-5 storage)<br><br>   600 square feet – General Storage<br><br>(These storage spaces are separate from custodial storage spaces for supplies and equipment; accounted for in CORE Factor.) |

## VIII. COMMUNITY USE

The community uses Madison elementary schools before and after school hours. Some of the groups that regularly use the facilities include:

- Madison Parks and Recreation Department
- Scouting organizations
- Civic organizations
- Municipal boards and groups
- Adult Education

- PTO
- Registrar of Voters
- Religious education classes

## IX. ENVIRONMENT – SYSTEMS – EQUIPMENT

| SYSTEM | SPECIFICATIONS |
|---|---|
| Building Systems | • The building systems incorporated into the new construction will be designed in accordance with Connecticut High Performance Building standards, equivalent in performance to a LEED Silver rating or higher. |
| Heating/Cooling (HVAC) System | • The heating, cooling, ventilation and dehumidification will meet today's high energy and efficiency standards. Renewable energy will be considered that may include Geo-thermal wells, Photovoltaics and other renewable energy sources that could achieve a Net Zero Energy Building. Student comfort, energy efficiencies and renewable energy will be considered to produce the most beneficial system for the students and staff. |

| SYSTEM | SPECIFICATIONS |
|---|---|
| | • All spaces are to receive air conditioning, but only those areas with summertime use will have the systems running year-round; all other areas will have systems set to dehumidification only during summer months.<br>• Use in-slab hydronic heat delivery at the lower levels for PreK and Kindergarten classrooms. |
| **Climate Controls/ Ventilation System** | • The building will be designed with Direct Digital Control (DDC) systems (Alerton or Automate logic) centrally tied into the School Facilities Department via Graphical User Interface.<br>• Spaces should have independent, on demand heating, cooling and ventilation control for operational efficiency.<br>• 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.<br>• Climate controls/ventilation systems need to meet current codes and standards.<br>• MDF and IDFs must be climate controlled (A/C) |
| **Lighting System** | • Efficient and appropriate natural lighting will be maximized within the facility as appropriate for the programmatic use of the spaces.<br>• Motion sensors and dual switching will be installed in classrooms.<br>• The use of LEDs throughout, with exceptions in specialty areas.<br>• Attention should be given to security lighting for both interior and exterior of the building.<br>• Emergency back-up will be via local battery ballasts.<br>• The use of light shelves and light sensors for natural light to reduce electrical load shall be considered in locations where possible. |
| **Electrical (Power) System** | • Power to be provided by local utility company.<br>• Consider solar roof mounted.<br>• Distribution will include customer metering.<br>• Emergency (whole building) generator to accommodate Life Safety needs.<br>• Generator must be sufficient to support critical IT equipment in MDF and all IDFs as well as administrative offices and Nurse's office.<br>• Generator must support critical kitchen equipment with the intention being to cook, serve, and store food. (Hoods, ovens, serving line, freezer, refrigeration, etc.) |

| SYSTEM | SPECIFICATIONS |
|---|---|
| **Technology** | • There shall be a combined voice/data system with "VOIP" (Voice Over Internet Protocol) design.<br>• The school shall have wall mounted, interactive LED devices in every classroom and meeting space.<br>• Video streaming devices in every classroom and meeting space.<br>• iPad and or Chrome Book charging stations in every room.<br>• Multiple data drops with sufficient power in every classroom and meeting space.<br>• Latest generation full WIFI coverage throughout the entire building.<br>• Shared printing stations to support multiple classrooms in convenient locations throughout the building.<br>• Head end equipment to be housed in an MDF with 24-hour environmental control.<br>• All IDF closets require 24-hour environmental control.<br>• Horizontal cabling shall be Category 6e plenum rated or contemporary equivalent.<br>• Cable shall be run in corridors to support horizontal cable structure.<br>• Fiber backbone between the MDF and IDF rooms shall be capable of at least 10GB minimum anticipating future growth.<br>• Fiber optical cable from street to MDF also must support 10 GB as well as anticipate future growth.<br>• Office space and workspace for Technology Personnel with sufficient data drops and power to support technology in the building.<br>• Storage for Technology Department is critical. |
| **Security** | • Digital video surveillance of exterior/interior areas of the building integrated with District system.<br>• Electronic security system with keypad access control installed into the school.<br>• Design the plan to prevent access to instructional areas of the school when community events take place in assembly areas during non-school hours.<br>• Motion sensors shall be mounted in corridors.<br>• Respond to future state and/or federal mandates related to security requirements for elementary facilities (i.e. panic button systems)<br>• Door locks shall be Sargent and integrated with existing MPS system. |
| **Phone System** | • A comprehensive, district-integrated phone system (dial-out) will be integrated into technology scope of the project, including hands-free and handle options.<br>• Must be capable of reporting originating room identification as part of E911 call.<br>• Install phones in every room of the facility occupied by teachers or students at any given time, including all meeting, support and instructional spaces.<br>• Provide Voice Over "IP" options. |
| **Public Address** | • 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.<br>• The PA system should be developed in conjunction with the phone, clock, data, voice and DIVOS video distribution system of the school.<br>• Secondary access to security and public address systems will be located in the MDF/Head End Room. |
| **Clocks** | • Clocks, similar to the phone system will be integrated into the technology component of the project.<br>• All support and instructional spaces will be included.<br>• System to have manual override capability in the event that Daylight Saving Times are adjusted by the Federal Government. |

| SYSTEM | SPECIFICATIONS |
|---|---|
| **Plumbing System** | • Plumbing fixtures/system will be designed per current and applicable codes.<br>• Fixtures will be self-operating<br>• Plastic piping to be considered for domestic water and heating where possible.<br>• Floor drains in gang toilet areas<br>• Plumbed for full whole building sprinkler system |
| **Fire Protection** | • Building will be fully protected by a sprinkler system installed per NFPA 13.<br>• Waterless fire suppression systems required in MDF and IDFs with appropriate redundant detection. |
| **Fire Alarm** | • The building will be protected by a fully addressable analog, manual and automatic fire alarm system. MPS use Notifier fire system in all schools. |
| **Acoustics** | • The building will comply with ANSI S12.60-2002: Acoustical Performance Criteria, Design Requirements and Guidelines for Schools.<br>• Suspended acoustical ceilings and/or acoustical decks will be installed throughout the building.<br>• 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.<br>• In specialized areas, such as media centers, appropriate acoustical treatments will be installed.<br>• Sound field system will be provided in each classroom. |
| **Windows/Doors** | • Windows should be high efficiency, non-operational type with low e-glazing.<br>• Emergency egress windows and rated doors will be installed in accordance with applicable codes.<br>• Consider key fobs, thumb latches, vision panels – review with District and integrate with security section.<br>• Door locks shall be Sargent and integrated with existing MPS system. |

## X. SITE DEVELOPMENT

There will be three primary entrance areas to the building: (1) the Main Entrance for visitors and parent drop off/pick up; (2) K-5 student entrance for bus drop-off/pick up; (3) PreK entrance with separate bus loop. Passive security measures, such as visual control of the entrances from the adjacent office area, must be planned for. Active security measures and systems will be developed with the building design. Adequate lighting for monitoring activities and ensuring safety are of paramount importance at the building entrances. Each entrance area should accommodate a separate bus loading and parent drop-off area. Entry overhangs or covered walkways will be provided for inclement weather to the extent practicable.

Bus loading areas should be configured as a one-way drive in a direction to assure that loading and unloading of students occurs from the right-hand side of the vehicle adjacent to the building. The drive will have two lanes: one for travel, and one for stopping and unloading. The bus loading driveway should be located such that buses exit upstream of automobiles, thereby reducing delays.

Parent drop-off areas will also be configured as a one-way drive in a direction to ensure that loading and unloading of students occurs from the right-hand side of the vehicle adjacent to the building. Student drop-off and pick-up areas are to be separated from the bus loading area, and preferably should be separate from other parking lots.

A Receiving/loading dock should accommodate 18-wheeler vehicles and should be located in such a way as not to interfere with primary entrance areas yet be close to kitchen/custodial area.

Parking for staff and visitors will be developed to take the multiple uses of the building into account. In determining the size and location of the parking lots, consideration will be given to the use of the building for community access as well as student safety. ADA and other code requirements will be addressed in the design of parking.

Sidewalks will be featured around the perimeter of the school and shall be concrete with monolithic concrete curbing. Access to the parking lots, playfields, bus and parent pickup/drop-off areas, and access for student walkers will be addressed. Sidewalks should be designed to accommodate students who walk or ride bicycles to school. The number of driveways that are crossed by sidewalks should be eliminated/minimized as much as practicable.

Playgrounds will include paved (dry) play areas, replacement baseball and soccer fields, and new playscape equipment. PreK and Kindergarten play areas should be located in close proximity to their classrooms. Intermediate play areas should be located away from classroom areas, and in close proximity to the gymnasium.

Playfields, parking, service drives, drop-off zones and bus zones should be located to reduce the cost of connecting elements without requiring pedestrians to cross vehicular traffic lanes. The location of driveways, walkways and landscaping must permit adequate sight distances for both vehicles and pedestrians.

Site utilities and physical plant components, including drives and access roads, will be located to avoid conflict with student and vehicular traffic, as well as the planned future growth of building components.

Landscaping will be designed to allow the school to blend with the environment as well as to provide passive cooling and windbreaks when possible. Trees and other greenery will be of a hearty variety and require little maintenance and which complement the building and site. Trees will be planted a sufficient distance from the building to avoid future maintenance problems. Consideration will be given to safety and security when placing foliage around walkways and areas of building access.

| NEW ELEMENTARY ED SPECS SPACE SUMMARY | | | | |
|---|---|---|---|---|
| Room Description | # of Students Per Room | Required # of Rooms | Square Feet Per Room | Total Area (Sq. Feet) |
| **GENERAL EDUCATION PROGRAMS** | | | | |
| Early Childhood: Full-Day Kindergarten | 16-20 | 5 | 1,000 | 5,000 |
| Early Elementary: Grade 1 and 2 | 16-20 | 10 | 850 | 8,500 |
| Intermediate: Grades 3-5 | 19-24 | 14 | 850 | 11,900 |
| Visual Arts – Classroom | 16-24 | 1 | 1,100 | 1,100 |
| Visual Arts - Kiln Room and Storage | | 1 | 350 | 350 |
| Music - Choral Room/General Music | 16-24 | 1 | 950 | 950 |
| Physical Education - Gymnasium | | 1 | 6,000 | 6,000 |
| Physical Education - Office and Storage | | 1 | 600 | 600 |
| Platform (Stage) Instrumental Music | | 1 | 900 | 900 |
| STEAM Classroom | 16-24 | 1 | 1,100 | 1,100 |
| World Language Classroom | 16-24 | 1 | 850 | 850 |
| Media Center | | 1 | 2,600 | 2,600 |
| Reading/Math Coach Office | | 2 | 175 | 350 |
| Small group breakout rooms | 1-5 | 2 | 125 | 250 |
| General Ed. Intervention Services (Math) | 6-8 | 1 | 500 | 500 |
| General Ed. Intervention Services (Reading) | 6-8 | 1 | 500 | 500 |
| TESOL Office | | 1 | 100 | 100 |
| **Total** | | | | **41,550** |
| **SPECIAL EDUCATION PROGRAMS** | | | | |
| PreK Classroom | 16-18 | 4 | 900 | 3,600 |
| Pre-K ABA Classroom | | 1 | 400 | 400 |
| PreK OT/PT | | 1 | 500 | 500 |
| PreK Speech | | 1 | 250 | 250 |
| PreK Psychologist Office | | 1 | 435 | 435 |
| FASE Classroom | 4-8 | 1 | 850 | 850 |
| Special Education Resource Room | 4-8 | 4 | 700 | 2,800 |
| OT/PT Resource Room | | 1 | 500 | 500 |
| Related Services (Social Worker/Psychologist/Speech) | | 1 | 600 | 600 |
| Elementary SPED Coordinator/BCBA | | 1 | 150 | 150 |
| **Total** | | | | **10,085** |
| **ADMINISTRATION AND SUPPORT FACILITIES** | | | | |
| Principal's Office | | 1 | 200 | 200 |
| Assistant Principal's Office | | 1 | 175 | 175 |
| Main Office Secretarial Area | | 1 | 500 | 500 |
| Guidance Counselor's Office | | 1 | 200 | 200 |
| Conference Room | | 2 | 200 | 400 |
| Health Services | | 1 | 650 | 650 |
| Teacher Workroom | | 1 | 440 | 440 |
| Food Services – Cafeteria | | 1 | 2,400 | 2,400 |
| Food Services – Kitchen and Manager's Office | | 1 | 1,200 | 1,200 |
| Faculty Lounge | | 1 | 600 | 600 |
| Custodial Office Area | | 1 | 150 | 150 |

| | | | |
|---|---|---|---|
| Instructional Storage (Literacy Lab, K-1, 2-3, 4-5 storage) | | 1 | 800 | 800 |
| General Supply Storage | | 1 | 600 | 600 |
| **Total** | | | | **8,315** |
| **Total Program Area** | | | | **59,950** |

# **INDEX**