TOWN OF TRUMBULL

CONDITIONS ASSESSMENT & MASTER PLAN

AGRISCIENCE & BIOTECHNOLOGY CENTER (ABC)

BOOTH HILL ELEMENTARY SCHOOL (BHS)

DANIELS FARM ELEMENTARY SCHOOL (DFS)

FRENCHTOWN ELEMENTARY SCHOOL (FES)

HILLCREST MIDDLE SCHOOL (HMS)

JANE RYAN ELEMENTARY SCHOOL (JRS)

LONG HILL ADMINISTRATION BUILDING (LHA)

MADISON MIDDLE SCHOOL (MMS)

MIDDLEBROOK ELEMENTARY SCHOOL (MES)

REACH

TASHUA ELEMENTARY SCHOOL (TES)

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

TRUMBULL HIGH SCHOOL (THS)

October 2023

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

Tecton
ARCHITECTS

THIS PAGE INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS

EXECUTIVE SUMMARY

BUILDINGS

Agriscience & Biotechnology Center (ABC) **1**

Booth Hill Elementary School (BHS) **2**

Daniels Farm Elementary School (DFS) **3**

Frenchtown Elementary School (FES) **4**

Hillcrest Middle School (HMS) **5**

Jane Ryan Elementary School (JRS) **6**

Long Hill Administration Building (LHA) **7**

Madison Middle School (MMS) **8**

Middlebrook Elementary School (MES) **9**

REACH **10**

Tashua Elementary School (TES) **11**

Trumbull Early Childhood Education Center (TECEC) **12**

Trumbull High School (THS) **13**

ORDER OF MAGNITUDE COSTS 14

SUPPLEMENTAL MATERIALS 15

Demographics Report ..... **I**

Live-Attend Analysis ..... **II**

Presentations & Community Engagement ..... **III**

- **PREFERRED PLAN - AUGUST 15, 2023 BOE PRESENTATION**

Tecton ARCHITECTS

THIS PAGE INTENTIONALLY LEFT BLANK

EXECUTIVE SUMMARY

EDUCATIONAL FACILITIES ASSESSMENT

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

A. Background:

On August 15, 2022, Tecton Architects was commissioned by Trumbull Public Schools to perform an educational facilities conditions assessment of twelve (12) schools and one (1) administrative office building in Trumbull, Connecticut. To deliver a District-Wide Master Plan, Tecton analyzed the existing school facilities, conducted a demographic study for enrollment projections, and identified a planning strategy for future educational delivery and building use that will serve the Town's student population for the next 10 to 15 years.

B. Key Components:

This report documents three key components for each location:

1. ***Building Information –*** a summary of the basic statistics of each facility, including the square footage, vintage, acreage, etc.
2. ***Existing Conditions Assessment –*** meaningful data about the physical state of the buildings and grounds, gathered via on-site inspections. This information 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. ***Programmatic Assessment –*** a comprehensive look at the building's impact on 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.

In addition to the three components outlined above, the Supplemental Materials section of the report contains the demographic study for enrollment projections.

This initial information helped define priority tiers for the district's school facilities. Though there are opportunities for improvement in each grouping, Tier 1 priorities present the opportunity to comprehensively address the greatest programmatic and condition needs. These locations include Booth Hill Elementary School, Hillcrest Middle School, Daniels Farm Elementary School, REACH and the Long Hill Administration Building.

C. 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.

EDUCATIONAL FACILITIES ASSESSMENT

EXECUTIVE SUMMARY

This planning process illuminated opportunities within the 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. ***District Needs –*** ability to address capacity issues and prioritize programmatic needs.
2. ***Logistics Considerations –*** site capacity and availability of "swing space" (i.e. where students are housed during construction in order to minimize disruption).
3. ***Fiscal Responsibility –*** maximizing reimbursement from the State of Connecticut and creating value for the Trumbull community.

D. Preferred Direction:

Ultimately, the district's preferred plan begins with the following "first step":

1. ***Build a new Hillcrest Middle School*** on the existing site and consider relocating/ regionalizing REACH as a stand-alone building on the Hillcrest site.

This first step could potentially create the opportunity to use all or a portion of the existing Hillcrest Middle School as swing space for an elementary school renewal program, with a focus on replacement or renovate as new (RNV) for each school. Additional schools would subsequently be addressed in the following order:

2. ***Booth Hill Elementary School*** (New or RNV)
3. ***Jane Ryan Elementary School*** (New or RNV)
4. ***Daniels Farm Elementary School*** (New or RNV)

The remaining buildings in the district portfolio would be addressed thereafter.

This assessment report and master plan are intended to serve the district for years to come and guide the decision-making process. The preferred plan, as presented to the Board of Education on August 15, 2023, can be found in the Supplemental Materials section of the report. The plan as outlined may evolve over time to adapt to changing district needs.

THIS PAGE INTENTIONALLY LEFT BLANK

BUILDINGS

THIS PAGE INTENTIONALLY LEFT BLANK

AGRISCIENCE & BIOTECHNOLOGY CENTER

536 DANIELS FARM RD, TRUMBULL, CT

CONDITIONS ASSESSMENT & MASTER PLAN

Tecton ARCHITECTS

1

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

TABLE OF CONTENTS

A. INTRODUCTION

- A.1 OBJECTIVES
- A.2 FACILITY

B. SUMMARY & ANALYSIS

- B.1 SCHOOL & FACILITY DATA
- B.2 CONDITIONS SUMMARY
- B.3 CONDITIONS RANKINGS
  - B.31 RANKINGS SYSTEM DEFINED
  - B.32 DATES OF CONSTRUCTION (VINTAGE)
  - B.33 CHECKLIST & RANKINGS

C. EXISTING CONDITIONS NARRATIVE

- C.1 ARCHITECTURAL
- C.2 EPFP / SECURITY
  - C.21 PLUMBING / FIRE PROTECTION
  - C.22 ELECTRICAL / SECURITY
- C.3 SITE

D. PHOTO LOG

- D.1 ARCHITECTURAL
- D.2 EPFP / SECURITY
  - D.21 PLUMBING / FIRE PROTECTION
  - D.22 ELECTRICAL / SECURITY
- D.3 SITE

E. PROGRAMMING

- E.1 NARRATIVE SUMMARY
- E.2 SQUARE FOOTAGE ANALYSIS
  - E.21 USE AND AREA
  - E.22 CORE SPACES BENCHMARKING
  - E.23 MAXIMUM ALLOWABLE PER STATE STANDARD

F. APPENDIX

- F.1 PLAN DIAGRAMS

INTRODUCTION A

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

A. INTRODUCTION

A.1 Objectives

Tecton Architects was commissioned by Trumbull Public Schools to perform an educational facilities conditions assessment of 12 schools and Administration Office Building in Trumbull, CT. The goal was to conduct on-site inspections and gather meaningful data about the physical state of the academic buildings and grounds. The assessment reports would then provide insight and aid in the completion of a viability study of alternate land/buildings and a long-term Capital Management Plan that focuses on the district facilities and their mechanical infrastructures.

During the month of September 2022, Tecton Architects, accompanied by its team of licensed professional engineers and escorted by head custodial staff, visited Agriscience and Biotechnology Center at 536 Daniels Farm Road, Trumbull, Connecticut. The school was surveyed for the conditions of the architecture, electrical, plumbing, fire safety, technology, and site conditions therein. Among other items assessed were structural, accessibility and energy issues, as well as school safety. The purpose of the visual observations was to quantify and evaluate the current state of the respective A/EPFP systems. Observations were made in the portions of the building that were accessible at the time of the inspections.

A.2 Facility

This facility functions as a regional agricultural mechanics, biotechnology, and plant and animal sciences school for Trumbull and surrounding high school students, grades nine to twelve. The approximately 38,200 square foot facility was originally constructed circa 2001. There have been no significant renovations to the existing building since its original construction.

The building is predominantly two stories, apart from the one-story greenhouse at the east end of the building. The main entrance and multi-purpose space are located on the main level, with laboratories and classrooms situated on both stories. The greenhouse wing of the building makes up roughly one third of the overall building footprint, with the entire building occupying approximately one quarter of the eleven-acre site. Barns and animal fields dominate the remainder of the site.

In lieu of traditional academic classrooms, the school features food science, biotech, natural resource, floral, mechanical, and small animal laboratories. These spaces are oriented around centralized corridors. The exterior boasts an octagonal silo at the main entry, that houses administrative supports spaces.

The site is part of a larger campus, consisting of Trumbull High School and Hillcrest Middle School. Access to the campus is from the west, off Daniels Farm Road. The Agriscience building is predominantly oriented east west, with the main entrance facing southwest. Visitor and staff parking surrounds the building on the north, east and west sides and is access via a main driveway to the south. This driveway branches off the main route that provides access to the other school facilities on the campus. Buses drop off and pick up students at Trumbull High

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

School, where they walk to the Agriscience building during their specific class periods. The main entry to the building is ADA accessible. The building's primary service entrance is located on the north, adjacent to the mechanical garage/lab. A second service entrance with a loading dock, anchors the greenhouse at the southeast end of the facility.

SUMMARY & ANALYSIS B

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

B. SUMMARY & ANALYSIS

B.1 School & Facility Data

The School:

Type:	Regional Agriculture School	**Additional Programs:**	None
Grade Structure:	9-12	**Meals:**	None
Pre-K:	No	**Start time:**	7:30am
Enrollment (current):	191	**Dismissal:**	2:30pm
Staff (approx.):	10	**Buses:**	Shared with High School
Location (in town):	Central		

The Facility:

Total Building Area (SF):	38,200 sf	**Original Construction:**	2001
Site Area (acres):	11.1 acres	**Additions (dates):**	None
Stories (above grade):	2	**Construction Type(s):**	2B and 5B
Building/Framing Materials:	CMU loadbearing walls Heavy timber Steel, metal deck	**Roof Types & Age:**	Standing seam metal EPDM at mechanical equipment Shingles at barns Glass at greenhouse All approx. 22 years old
Split-level / ramps (interior):	No	**Heating (types):**	N/A
Stairs (interior):	Yes	**Fuel Types:**	Natural Gas
Elevator:	Yes	**Cooling (centralized):**	N/A
Basement:	Yes	**Ventilation:**	N/A
Mezzanine (mechanical)	None	**Electrical:**	800A-480V-3 Phase
Crawl Space / Tunnels:	Yes	**Generator:**	Gas
Modulars (classrooms):	None	**Fire Alarm:**	Full
Auxiliary Buildings:	Vehicle and animal barns	**Sewer / Septic:**	Sewer
Full ADA Compliance:	Yes	**Municipal Water / Well:**	Municipal Water
		Sprinklered (full / partial):	Full sprinkler protection
Athletic Fields:	Shared with High School		

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

B. SUMMARY & ANALYSIS

B.2 Conditions Summary

Building Condition:

- **Fair Condition**
- Greenhouse roof in very poor condition and at the end of its useful life.
- Entry storefront systems are in poor condition. Main entry doors do not close properly. Secondary entry system is very poor and should be replaced.
- Exposed foundation walls required minor patching/repair but extensive cleaning.
- Acoustical ceiling tiles in very poor condition throughout the facility.
- Casework at the end of its useful life. Should be upgraded to support curriculum.

Programmatic Findings:

- Full program, using every available teaching space
- Rooms have been reinvented to accommodate growth
- There are more teachers than there are spaces to teach
- There are underutilized spaces such as the locker rooms that are not used
- Building condition prevents some spaces such as the silo from being used to its potential

Fire Protection & Fire Alarm:

- Building is fully protected with a sprinkler system. Piping is in good condition
- Fire alarm initiation and notification devices are in good condition.

Plumbing:

- Water heaters in building are in poor condition with a history of repairs. They are natural gas fired.
- Piping in building seem to be in fair-good condition. No instances of leaks reported.
- Fixtures generally seem to be in fair-good condition.
- Roof drains are not effective in their present location given the pitch of the roof and they clog easily. This causes ponding on the roof.

Electrical:

- Main Electric service is 480V/3-phase, 800 Amps. Good condition.
- The electrical distribution equipment that is original to the building is in good condition.
- Distribution equipment added throughout the years is in good condition.
- The generator is in good condition.
- Solar PV system is in good condition.
- Lighting throughout is in fair condition.

Security System:

- Exterior camera coverage provided.
- Interior camera coverage provided.
- Cameras are in excellent condition.

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.31 RANKINGS SYSTEM DEFINED

Ranking (range '1' to '5')

Via the site inspections and conditions assessments contained in the detailed report, the design team is providing a condition (or ranking) of various, select building physical components. An itemized course of action may be derived from this ranking as well as strategies and prioritization for maintenance of the facilities.

Vintage (year of construction)

Buildings that were constructed or renovated at different time periods (dates)are assigned a Vintage #. Elements of varying ages are evaluated separately. Vintage #'s for each facility are indicated on the vintage diagram & checklist.

Condition (range 'very poor' to 'very good')

Existing exterior and interior conditions of all building and site elements are determined by the following criteria for evaluation:

Ranking: **1 Very Poor [VP]** An element is evaluated as Very Poor [VP] when:

- Requires prompt attention.
- May last and may need to be replaced in 0 to 5 years.
- The element is no longer performing its intended purpose.
- Deterioration or damage affects more than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a severe negative impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **2 Poor [P]** An element is evaluated as Poor [P] when:

- May last and may need to be replaced in 5 to 10 years.
- The element may be approaching the end of its useful life.
- Deterioration or damage affects less than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a negative impact on the overall efficiency and/or fiscal sustainability of the facility.
- May last and may need to be replaced in 5 to 10 years.

Ranking: **3 Fair [F]** An element is evaluated as Fair [F] when:

- May last and may need to be replaced in 10 to 15 years.
- The element is functioning as intended and is still within its useful life.
- Deterioration or damage affects less than 25% of the element.
- There are early signs of wear, failure or deterioration, but the element is structurally sound.
- Visible wear and tear is considered typical for a structure of this age and type.
- Has a little impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **4 Good [G]** An element is evaluated as Good [G] when:

- May last and may need to be replaced in 15 to 20 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a no impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **5 Very Good [VG]** An element is evaluated as Very Good [VG] when:

- Needs no attention and may last up to 25 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a positive impact on the overall efficiency and/or fiscal sustainability of the facility.

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.32 DATES OF CONSTRUCTION (VINTAGE)



Vintage:

V1 **2001:** Original Construction

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 2001

Exterior		V1	
Component	**Material(s)**	**Condition**	**Notes**
Roofing	EPDM Membrane	2	
	Standing Seam Metal	2	Leaks at seams, peaks, and valleys
	Greenhouse (glass)	1	
	Aluminum gutters / downspouts	3	
	Fascia / trim	3	
Walls	Masonry - Brick	3	
	Masonry – River Rock	2	
	Metal Siding	3	
	Joints (building or expansion)	3	
	Foundations – exposed concrete	2	
Entrances	Aluminum Doors & Frames	2	
	Hollow Metal Doors & Frames	3	
	Soffits / Canopy	4	
Windows	Aluminum, thermal	4	
	Window Screens	4	
Walkways / site stairs	Concrete walks & curbs at drives & parking	3	
	Brick	4	
Drives / parking lots	Bitum. pavement - drives	3	
	Bitum. pavement - parking	3	
	Line striping	3	
	Extruded bitum. conc. curbing	3	
Landscaping	Lawn	4	Fair condition @ foundation
	Planting	3	
	Loose pea stone	2	
Other Structures	Barns	3	

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 2001

Interior		V1	
Component	**Material(s)**	**Condition**	**Notes**
Flooring	VCT Tile	3	
	Carpet	3	
	Sealed Concrete	3	Poor condition @ greenhouse
	Ceramic Tile	4	Toilet Rooms only
	Wood	4	Admin. Suite and Main Entry only
	Rubber - sheet / stair treads	3	
Walls Surfaces	Gypsum Wall Board	4	
	Masonry - CMU	4	
	Porcelain Tile	4	
Ceilings	Acoustical tile ceilings	1	
	Gypsum board ceilings	2	Single-use Toilet Rooms
	Exposed Ceilings – visual (wood, metal deck)	4	
Interior trim	Hollow metal	4	
	Wall Base - Vinyl	3	
Interior doors	Wood doors	4	
	Hollow metal doors	3	
	Hardware	4	
Built-ins	Casework (general)	2	
	Countertops	3	
Toilet Facilities	Fixtures	3	
	Partitions	4	
	Accessories	4	

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 2001

Building Systems V1

Component	Material(s)	Condition	Notes
Fire Protection	Alarms & Devices	4	
	Fire suppression (infrastructure / devices)	4	
Plumbing Systems	Infrastructure (pipes, drains, etc.)	3	Need new recirculation pump
	Fixtures	3	Classroom fixtures in poor condition
	Overall efficiency	2	Water heaters need replacement
Electrical (Service)	Infrastructure (panels, wiring, etc.)	4	Original to building
	Service & distribution	4	Original to building
	Generator	4	Original to building
	Other	4	
Electrical Lighting	Infrastructure (panels, wiring, etc.)	3	
	Fixtures (Interior)	3	Bulbs upgraded to LED 2 years ago
	Efficiency (incl. natural & artificial light distr.)	3	
Security	Access Control	4	
	Cameras	5	

EXISTING CONDITIONS NARRATIVE

C

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

C. EXISTING CONDITIONS NARRATIVE

C.1 Architectural

Construction:

The building is constructed primarily of non-combustible materials. The majority of the building is 2B construction with the main entry and multi-purpose room as type 5B construction with unprotected wood framing members. The exterior walls vary in cladding material, but all consist of concrete masonry unit (CMU) backup. Interior walls vary in construction material between load bearing CMU and gypsum board. The floors are concrete slabs on grade and elevated slabs on metal deck. The building is a single vintage throughout.

Exterior:

Exterior façade (general): The exterior of the building is generally in fair condition. The west side houses the main entrance. A secondary entry is located on the north, through a fully glazed vestibule. The exterior walls are a combination of corrugated metal, brick veneer and stone veneer, over concrete masonry unit backup. The greenhouse wing has exposed concrete foundation wall as the exterior finish material. This is in very poor condition. A two-story silo to the north of the main entrance is clad in aluminum shingles. The roofs are standing seam metal gables throughout except for flat, built-up gravel roofs housing mechanical equipment. The glass greenhouse roof has reached the end of its useful life and should be replaced.

Walls: The exterior walls range from fair to poor condition, but the entire façade could benefit from a general cleaning, especially at the base and at windows sills. Brick and metal cladding are in fair condition; however, river rock clad foundations are in poor condition, particularly on the southwest side of the building and at the greenhouse. Mortar is deteriorating and the walls are heavily stained or covered in moss or algae. Concrete foundation walls at the greenhouse are spalling and cracking.

Windows/Doors/Entrances: The entrance doors are aluminum or steel doors with glass. The main entry doors are in good condition; however, the secondary entry doors at the north vestibule are in very poor condition and should be replaced with a sturdier system. This secondary set of doors is used by students throughout the day and does not support the heavy traffic flows. All glazing is thermally insulated double pane glass. Other doors, which have either a secondary function or function as egress only are painted hollow metal doors. Generally, the hollow metal doors are in fair condition. Overhead garage doors are present at the mechanics garage and appear to be in good condition. Windows are thermally insulated, double pane and all are in good to fair condition. Operable windows have interior screens. The main entry canopy is in good condition.

Roof: The majority of roofs are standing seam metal gables and are original to the building. Water infiltration occurs at the hips and valley seams where the gable roofs meet. Flat EPDM mechanical roofs are in poor condition and require areas of patching to eliminate leaks into the building. The greenhouse roof should be replaced in its entirety. It is in very poor condition and

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

leaks into the entire greenhouse space. Water flooding the floors makes it difficult to use the space for its intended function. Gutters and downspouts appear to be in fair condition and are not contributing to any water infiltration. Roof penetrations are minimal and are also not contributing to leakage.

Interior:

Interior spaces (general): The interior of the facility ranges from good to fair condition and is generally clean and well kept. The facility is laid out in a linear fashion, with the second floor stacked above the majority of the first floor. The facility is oriented east/west with the entry to the west and the greenhouse to the east. The first floor houses the main entry, administrative spaces, multi-purpose space, greenhouse, and larger laboratory spaces; with smaller labs and classrooms on the second floor. Stair towers flank both ends of the main corridor. The floor plan and circulation are relatively simple with centralized, stacked toilet facilities and vertical circulation.

Corridors: Corridors are double loaded with classrooms or labs on both sides. Vinyl composition tile (VCT), acoustical ceiling tile and painted concrete block walls are the finishes throughout and are in good to poor condition. Floors are in fair condition. Due to recurring roof leaks, ceiling tiles are in poor condition and show signs of staining and sagging. Metal lockers line the corridors and are in good condition. The main entry has wood floors and is open to the underside of the metal deck above. The floors are in good condition, and, aesthetically, the ceiling is also in good condition. Artificial lighting in the corridors is dated cove lighting; however, it appears sufficient for the corridors.

Classrooms: Classrooms appear to have ample space and are typical of what would be expected in a building of this type and vintage. The teaching walls, with white boards, smart display board with projector, and occasional tack board, were present in most classrooms. The classroom casework is dated but in fair condition. Classrooms with windows are granted good natural daylight. Classrooms without windows appear to have ample artificial light. Most ceilings are acoustical tile and are in very poor condition. Sagging, stained and damaged tiles are apparent throughout and attempts at replacement tiles do not match what is existing. Classroom floors vary between carpet and VCT with both being dated, but in fair condition. VCT in classrooms with obsolete electrical floor boxes, are in poor condition and suffer from staining and lifting around the floor boxes.

Laboratories: Laboratories are predominantly located on the first floor, with a few smaller labs on the second floor. Labs either have their own designated prep space or have a shared prep space with an adjacent space. VCT flooring, painted CMU walls and acoustic ceiling tile are the finishes in most labs, with sealed concrete floors and open ceilings in some of the larger, more vocational labs. VCT floors and ceiling tiles are in poor condition. Casework is in poor condition and should be upgraded to keep up with the evolving educational curriculum for specialty laboratory spaces. All labs appear to be sufficiently lit with either artificial or natural light.

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

Administration Offices: The administration offices are situated at the main entrance as a means of control and visual acuity. With its proximity to the main entry, the administrative offices carry the same finishes and are in relatively the same good condition. Wood floors, exposed heavy timber framed ceilings and gypsum walls are the finishes throughout.

Major Common Spaces:

Multipurpose Room: The multipurpose room is located at the main entry to the facility and is utilized as a meeting/presentation space and sometimes an eating space. It's adjacency to the kitchen helps support these functions. The space appears to be sized well, compared to other multipurpose spaces in the district. The space is double-height and has an exposed heavy timed framed ceiling. Large sets of storefront and windows allow the room to be filled with daylight. The floors are VCT and are in fair condition. The walls have a plaster finish that has been patched overtime but is generally in fair condition.
Toilet Facilities: The school has four main gang toilet facilities, two on each floor for male and female users. All are ADA accessible. Although they are dated, these facilities are in good condition. Each gang facility has operable partitions with water closets, lavatories and paper towel dispensers. The floors are ceramic tile, ceilings are acoustical tile and walls are porcelain tile. All are in good condition. Five, single use toilet rooms are also ADA complaint and in good condition. Locker rooms are located towards the center of the building but are no longer used for their intended function. The ADA accessible toilet rooms are utilized by staff, with the remainder of the space serving as storage.
Greenhouse:

Code and Safety:

ADA: The building would be deemed ADA compliant in reference to toilet facilities and required clearances and access. An elevator serves the multiple floors. Classrooms have ADA workstations and door hardware is code compliant.

Safety: The building has a few aspects that may be deemed problematic from a life safety perspective. Per the Agriscience and Biotechnology Center Security and Safety Assessment Summary, completed in July 2021, both the main entry and secondary entry doors should be addressed. The main entry doors do not automatically close, posing a fire and life safety concern. The secondary vestibule doors, the main student entrance, has a malfunctioning control system that unlocks the doors at inappropriate times. The control system cannot be located to adjust the locking settings. The school appears to have sufficient access control at the main entrance, however, with the entry doors remaining open at times, visibility into the entry corridor could be improved. There are many exterior doors that could be possible points of entry and therefore, difficult to monitor.

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

C. EXISTING CONDITIONS NARRATIVE

C.2 EPFP / Security

C.21 PLUMBING / FIRE PROTECTION

Hot Water Generation:
Domestic hot water is provided for the building via (2) gas fired noncondensing storage water heaters. The original PVI Maxim gas fired water heater located in the Boiler Room was in the process of being replaced at the time of the visit due to concerns of rust in the hot water system. The Ventura water heater located in the mechanical room near the green house was in very poor condition. It was also note the Bell & Gossett hot water recirculation pump in the mechanical room near the green house was broken and will be replaced.

Domestic Water Service:
Domestic water for the building is provided from the street. The service is 4" and there is no booster pump in the building for domestic water on site. The service comes into the building at the boiler room and is in good condition.

Domestic Water Piping:
The domestic water piping was insulted copper throughout and in good condition. There was backflow prevention on the water service and in good condition. Building staff did not mention any major issues with the domestic water piping in the building.

Plumbing Fixtures:
Plumbing fixtures in all bathrooms consist of wall mounted water closets with automatic sensor flush valves. Lavatory sinks in all bathrooms are wall mounted vitreous china sinks with sensor faucets. Fixtures appear to be in very good condition given that the fixtures appear to be original to the building. The plumbing fixtures within classrooms had rusting and many not in use. They appeared to be in poor condition.

Sanitary Service:
Sanitary for the building is provided by a sanitary service to the street. The sanitary piping was cast iron and the acid waste was polypropylene piping which went to a central acid neutralizer in the boiler room. Both systems were in good condition.

Storm Service:
Roof drains are provided on the roof of the school. Overflow drains were provided next to the primary roof drains, however the secondary drains were at the same elevation as the primary drains. Many roof drains appeared to be clogged with debris and had ponding around them. The roof drains did not appear to be flashed properly and are in poor condition. It was noted at the time of visit that the flat roof had multiple leaks and is not properly draining. Storm piping goes below grade to an underground storm water system.

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

Natural Gas Service/ Fuel Oil Service:
There is a 2" high pressure gas service with a meter on the outside of the building. Fuel for boilers and water heaters is natural gas. Gas is also used in the food science used for cooking and laboratories for experiments. Piping appeared to be in fair condition.

Fire Protection:
The building is protected by a fire protection sprinkler service throughout. The system is served from the street through a 6" fire protection service that is protected by a double check valve assembly. The building is on one zone. The existing fire protection piping is original to the construction of the building and in good condition.

C.22 ELECTRICAL / SECURITY

Main Electric Service:
The main electric service originates from a utility company pole. The service runs from a utility company owned, pole mounted transformer to a switchboard located in the building.

The main electric service to the building is rated 800 Amps, 480/277 volts, 3-phase, 4-wire, and includes a utility company metering compartment, and distribution section. This service and equipment are original to the building and in good condition.

The building also has a solar PV system that is in good condition.

Electrical Distribution:
The electrical distribution consists of conduit and feeders from the main distribution panels to branch circuit panel boards located throughout the building. The electrical distribution and equipment are original to the building. The original equipment and wiring is in good condition.

Generator:
The building is currently served by a gas generator. This generator serves a Generac Automatic Transfer Switch (ATS) which only serves the greenhouse. This generator is original to the building and in good condition.

Lighting Systems:
The lighting throughout the building consists of 2x2 and 2x4 LED troffers and wall mounted linear fixtures. The bulbs were upgraded to LED about 2 years ago. Lighting is functional and in fair condition.

Emergency lighting for the building is served by a combination wall mounted two headed and single head battery fixtures. Fair condition.

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

Lighting control consists of occupancy sensors, wall-mounted toggle switches; key operated toggle switches for local control.

Fire Alarm System:
Throughout the building, there are horn/strobe units, strobe only units, and pull stations sporadically located throughout. Initiation and Notification devices are in good condition.

The fire alarm system in the building consists of a Fire Alarm Control Panel by Notifier located in the electrical room and annunciator in main office. There is no Fire Alarm panel or Annunciator at main entrance. Although the system is in working condition, it should be upgraded.

Communication Services:
Fiber service is provided to the building and distributed throughout.

MDF and IDF rooms are provisioned throughout the building at locations that promote the proper coverage to conform with network cabling distance limitations. Building horizontal cabling is Cat 6 with PoE type network switches installed on two post racks and wall mounted racks. The rooms are appropriately outfitted with grounding and bonding and basket tray rack. The rooms are not appropriately outfitted with a dedicated cooling system.

Wireless access points are provided within the building.

Time control center was abandoned and removed. Battery operated clocks are being used

Access Controls for security is provided for this building via card readers.

Ceiling and wall mounted speakers are provided throughout for general paging. The PA system was repaired a few years ago.

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

C. EXISTING CONDITIONS NARRATIVE

C.3 Site

Roadways/Parking: The site is part of a larger campus, consisting of Trumbull High School and Hillcrest Middle School. Access to the campus is from the west, off Daniels Farm Road. The Agriscience building is predominantly oriented east west, with the main entrance facing southwest. Visitor and staff parking surrounds the building on the north, east and west sides and is access via a main driveway to the south. This driveway branches off the main route that provides access to the other school facilities on the campus. Buses drop off and pick up students at Trumbull High School, where they walk to the Agriscience building during their specific class periods. The main entry to the building is ADA accessible. The building's primary service entrance is located on the north, adjacent to the mechanical garage/lab. A second service entrance with a loading dock, anchors the greenhouse at the southeast end of the facility. The driveways and parking areas are composed of bituminous pavement that is in fair condition. Line striping and extruded bituminous concrete curbing are also in fair condition.

Walkways: A variety of materials compose the site walkways. The brick walkway that leads to the main entrance of the facility is in good condition. The concrete walkways that lead around the building and to the secondary/service entries are in fair condition, showing signs of deterioration.

Paved Play: Paved play areas are not present at this school.

Grass Fields: The grass fields or lawn in immediate proximity to the building are in support of the agricultural curriculum and the livestock housed at this facility.

Diamond Fields: Diamond fields are not present at this school.

Playgrounds: Playgrounds are not present at this school.

Fencing: A variety of fencing systems comprise the site and enclose the various

Landscaping: Overall landscaping is in good to fair condition. Lawn areas adjacent to walkways, parking areas, and building entrance contain some bare spots and could benefit from reseeding.

PHOTO LOG D

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.1 Architectural



Aerial – Context



Years of Construction - Vintage

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.1 Architectural



Exterior – Main Entrance



Exterior – Secondary Entrance

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.1 Architectural





Exterior – Greenhouse





Exterior – Service Entry/Garage Entry

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.1 Architectural





Exterior – Walls & Windows





Exterior – Walls & Windows

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.1 Architectural



Roof – Standing Seam Metal





Roof – EPDM Membrane

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Main Entry



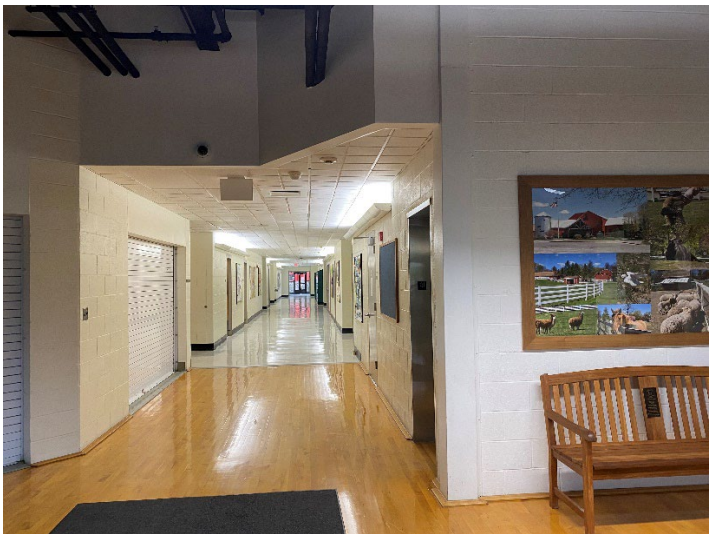
Interior – Secondary Entry

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Corridors



Corridors

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Corridors



Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Classroom



Interior – Laboratory

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Laboratory



Interior – Laboratory

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Multi-Purpose Room



Interior – Multi-Purpose Room

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Greenhouse





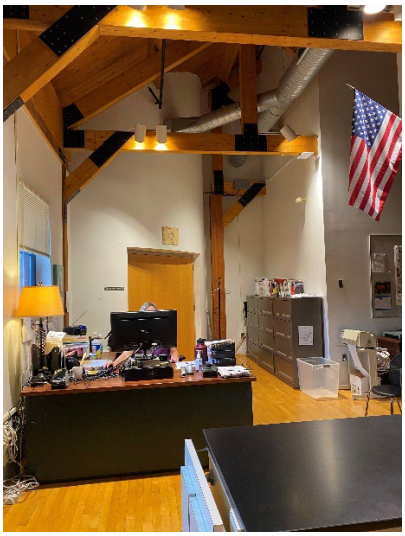
Interior – Greenhouse

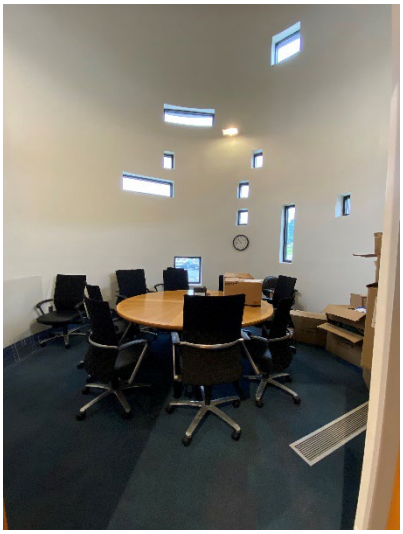
EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.1 Architectural





Interior – Admin



Interior – Admin

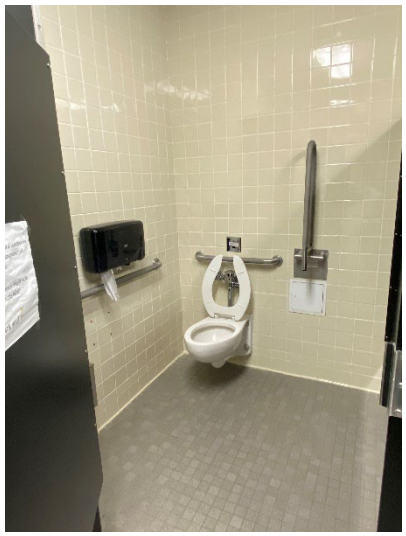
EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

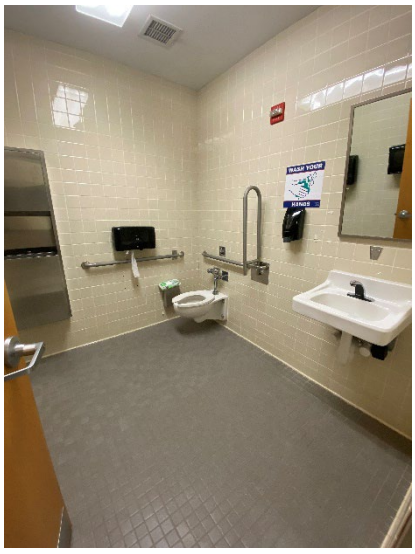
D.1 Architectural



Interior – Gang Toilet Facilities





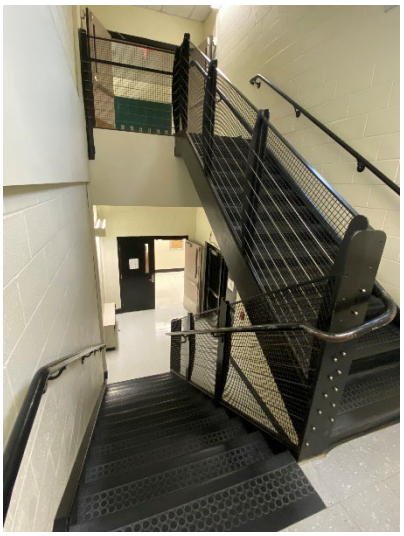
Interior – Single Toilet Facilities

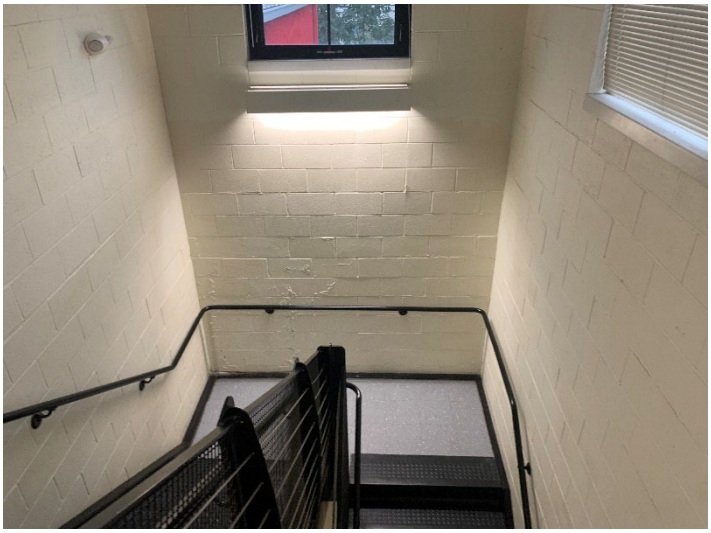
EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.1 Architectural





Interior – Corridor – Stairs



Interior – Corridor – Elevator

EDUCATIONAL FACILITIES ASSESSMENT

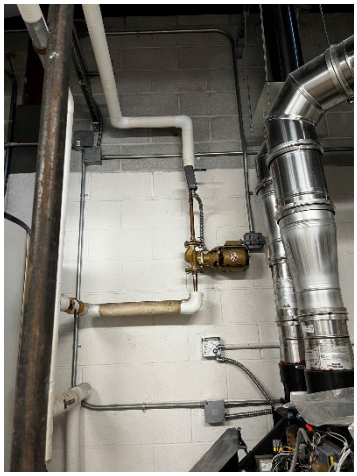
BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.1: Domestic Water Heaters



D.2.2: Plumbing Piping

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.3: Wall Mounted Plumbing Fixtures



D.2.4: Wall Mounted Plumbing Fixtures

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.5: Fire Protection Service



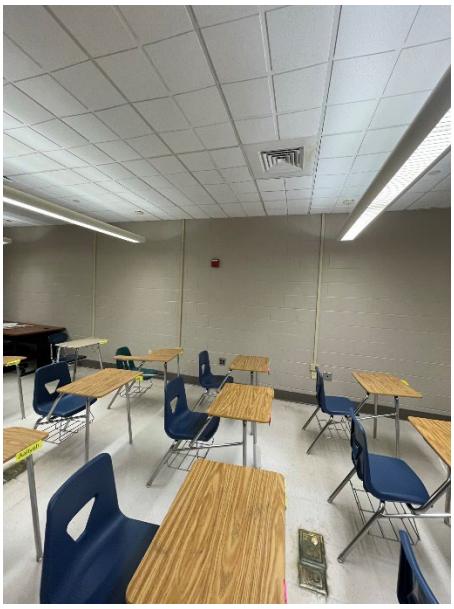
EXISTING GENERATOR

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING CLASSROOM LIGHTING



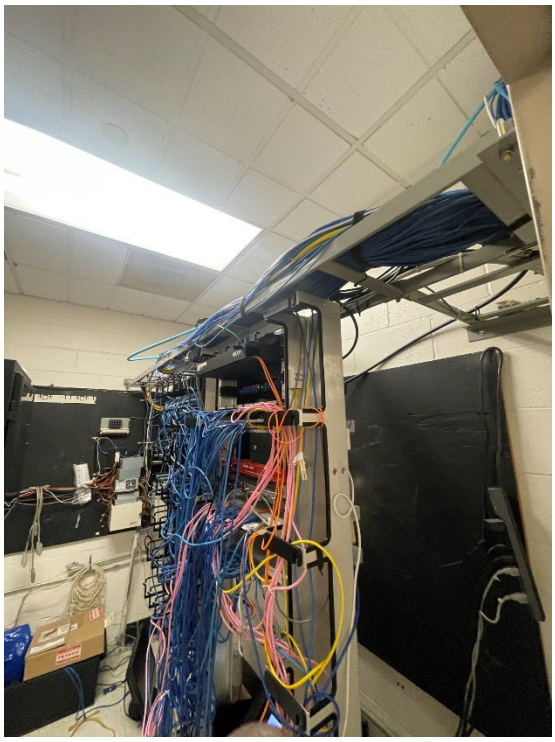
EXISTING PANELBOARD

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING IDF CLOSET

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.3 Site



Driveway & Parking



Driveways

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.3 Site



Driveways





Walkways

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

D. PHOTO LOG

D.3 Site



Landscaping – Lawn

PROGRAMMING E

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

E. PROGRAMMING

E.1 Narrative Summary

Students who attend the Agriscience and Biotechnology Center come from Trumbull and nine other school districts, where they receive UCONN credits and explore careers such as veterinary medicine, plant science, biology, biotechnology, and large animal science. Students spend two or three of their eight periods, at the Agriscience building. They offer nine agricultural courses and one science course. There are always students in the building throughout the day, though not all students are in the building at the same time. Students can pick their major, or double major, in eleventh and twelfth grade. The program is full and is using every available teaching space. Certain rooms have been reinvented to meet the high demand for classrooms. For instance, the Media Center, Computer Lab, Multipurpose Room, and Floral Design Lab have all been repurposed. Periods three and six are full, with all staff teaching. There are more teachers and classes than there are spaces available to teach in. There are underutilized spaces such as the locker rooms, and spaces that, due to building condition, are not used optimally. These spaces include the greenhouse, where water infiltration and flooding pose a hazardous condition for staff and students, and the silo conference room where insects (yellow jackets) frequently prohibit the use of this beautiful space. Birds have also been seen inside the building.

Students arrive by bus and are dropped off at Trumbull High School. They depart from the same location, walking to and from the Agriscience building. There is congestion at both arrival and dismissal, and the traffic flow is compounded by arrival and dismissal patterns at Hillcrest Middle School which is also nearby.

The reliance on Trumbull High School as a pick-up and drop-off location is not the only example of shared use. Students at the Agriscience and Biotechnology Center need access to the cafeteria, nurse, specials classrooms and student support (IEP) at Trumbull High School. All 504 plans can be delivered within the classrooms at the Agriscience and Biotechnology Center.

Several existing conditions limit the programmatic use and impact student health, safety and experience:

- Heating throughout the building is inconsistent. This is a specific concern for the animals housed in the building.
- Issues with doors remaining open throughout the day, or unlocking during vacation days or holidays when the building is unoccupied.
- Water infiltration is causing an entire wall to buckle and move.
- Water infiltration from the roof is causing mold to form on ceiling tiles, and water to drip from the ceiling onto hallway floors.
- Water infiltration from the greenhouse roof is a source of flooding and a slipping hazard
- Cooling systems in the greenhouse, from the production house cooling pads to the refrigeration system need to be replaced.
- Birds and insects are getting into the building.
- Doors on the horse barn need to be replaced and fencing needs to be replaced along Strobel Rd.

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

E.2 Square Footage Analysis

Please refer to attached plan diagrams for the following:

E.21 Use and Area Analysis
E.22 Core Spaces Benchmarking
E.23 Maximum Allowable Per State Standard

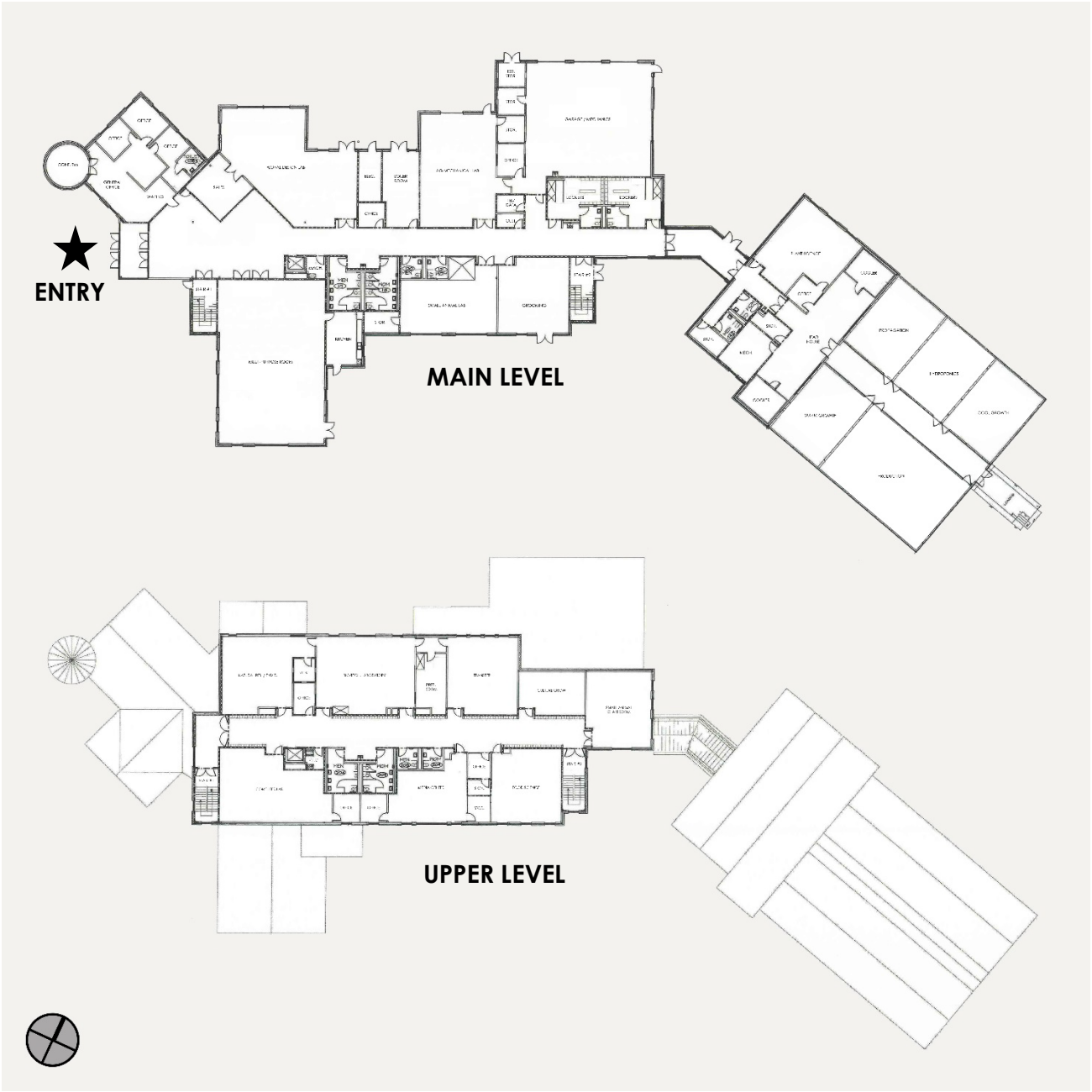
APPENDIX F

EDUCATIONAL FACILITIES ASSESSMENT

AGRISCIENCE AND BIOTECHNOLOGY CENTER (ABC) 9-12

F. APPENDIX

F.1 PLAN DIAGRAMS



BOOTH HILL ELEMENTARY SCHOOL

545 BOOTH HILL ROAD, TRUMBULL, CT

CONDITIONS ASSESSMENT & MASTER PLAN

Tecton ARCHITECTS

2

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

TABLE OF CONTENTS

A. INTRODUCTION

- A.1 OBJECTIVES
- A.2 FACILITY

B. SUMMARY & ANALYSIS

- B.1 SCHOOL & FACILITY DATA
- B.2 CONDITIONS SUMMARY
- B.3 CONDITIONS RANKINGS
  - B.31 RANKINGS SYSTEM DEFINED
  - B.32 DATES OF CONSTRUCTION (VINTAGE)
  - B.33 CHECKLIST & RANKINGS

C. EXISTING CONDITIONS NARRATIVE

- C.1 ARCHITECTURAL
- C.2 EPFP / SECURITY
  - C.21 PLUMBING / FIRE PROTECTION
  - C.22 ELECTRICAL / SECURITY
- C.3 SITE

D. PHOTO LOG

- D.1 ARCHITECTURAL
- D.2 EPFP / SECURITY
  - D.21 PLUMBING / FIRE PROTECTION
  - D.22 ELECTRICAL / SECURITY
- D.3 SITE

E. PROGRAMMING

- E.1 NARRATIVE SUMMARY
- E.2 SQUARE FOOTAGE ANALYSIS
  - E.21 USE AND AREA
  - E.22 CORE SPACES BENCHMARKING
  - E.23 MAXIMUM ALLOWABLE PER STATE STANDARD

F. APPENDIX

- F.1 PLAN DIAGRAMS

INTRODUCTION A

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

A. INTRODUCTION

A.1 Objectives

Tecton Architects was commissioned by Trumbull Public Schools to perform an educational facilities conditions assessment of 12 schools and Administration Office Building in Trumbull, CT. The goal was to conduct on-site inspections and gather meaningful data about the physical state of the academic buildings and grounds. The assessment reports would then provide insight and aid in the completion of a viability study of alternate land/buildings and a long-term Capital Management Plan that focuses on the district facilities and their mechanical infrastructures.

During the month of September 2022, Tecton Architects, accompanied by its team of licensed professional engineers and escorted by head custodial staff, visited Booth Hill Elementary School at 545 Booth Hill Road, Trumbull, Connecticut. The school was surveyed for the conditions of the architecture, electrical, plumbing, fire safety, technology, and site conditions therein. Among other items assessed were structural, accessibility and energy issues, as well as school safety. The purpose of the visual observations was to quantify and evaluate the current state of the respective A/EPFP systems. Observations were made in the portions of the building that were accessible at the time of the inspections.

A.2 Facility

This facility functions as an elementary school for kindergarten through fifth grade. The approximately 53,660 square foot facility was originally constructed circa 1954. Renovations of the existing building took place in late 1956, 1968 and 1996. The first major addition to the building, completed just 2 years later in 1956, consisted of a six-classroom addition that nearly doubled the size of the facility. The hexagonal classroom wings were constructed in 1968 and included a new gymnasium. Also included were upgrades to the existing kitchen, multi-purpose room and main entrance. The final addition to the building was in 1996 and consisted of a three-classroom wing off the northwest end of the building.

The building is predominantly one story, aside from a mechanical mezzanine and basement. The administrative offices, multi-purpose room and kindergarten wing are located near the main entrance. The remaining classrooms, media center and gymnasium are on the south end of the building.

Access to the site is from the northeast off Booth Hill Road with the building's main entry facing southeast. Bus drop-off and the visitors parking lot are accessed via a southern drive off the main road, with busses dropping students off at the main entrance. Parent drop-off enters via a northern access drive and drops students off on the northwest side of the facility. Students are then escorted around the front of the building to the main entrance. The building's service entrance is outside the kitchen and accessed by means of the north entrance drive that serves both the parent drop off route and faculty parking.

SUMMARY & ANALYSIS B

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

B. SUMMARY & ANALYSIS

B.1 School & Facility Data

The School:

Type:	Elementary	**Additional Programs:**	Trumbull Loves Children (TLC)
Grade Structure:	K-5	**Meals:**	Breakfast, lunch (6 waves)
Pre-K:	No	**Start time:**	8:35 am
Enrollment (current):	515	**Dismissal:**	3:20 pm
Staff (approx.):	70	**Buses:**	9
Location (in town):	East		

The Facility:

Total Building Area (SF):	53,660 sf	**Original Construction:**	1954
Site Area (acres):	8 acres	**Additions (dates):**	1956, 1968, 1996
Stories (above grade):	1	**Construction Type(s):**	IIB
Building/Framing Materials:	Masonry, steel, concrete	**Roof Types & Age:**	Existing – built-up gravel 68 and 96 additions - EPDM
Split-level / ramps (interior):	No	**Heating (types):**	N/A
Stairs (interior):	None	**Fuel Types:**	Natural Gas
Elevator:	None	**Cooling (centralized):**	N/A
Basement:	Yes	**Ventilation:**	N/A
Mezzanine (mechanical)	Yes	**Electrical:**	800A-208V-3 Phase
Crawl Space / Tunnels:	Yes	**Generator:**	N/A
Modulars (classrooms):	None	**Fire Alarm:**	Yes: Notifier
Auxiliary Buildings:	None	**Sewer / Septic:**	Sewer
Full ADA Compliance:	No	**Municipal Water / Well:**	Municipal Water
		Sprinklered (full / partial):	Full sprinkler protection
Athletic Fields:	Playground, paved play		

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

B. SUMMARY & ANALYSIS

B.2 Conditions Summary

Building Condition:

- Fair
- Adhered gravel siding at the 1968 addition is in poor condition and should be replaced with a more weather-resistant finish material.
- Precast concrete foundation walls are in very poor condition.
- Hollow metal door frames should be replaced to match the newly replaced doors.
- Casework is in fair condition and should be upgraded to support curriculum.

Programmatic Findings:

- Using every square foot possible, former closets have been converted to teaching spaces
- Increasing number of students driving the need for more space
- Specials like art and music are not able to operate optimally due to lack of space
- Lack of space for specialized education – no dedicated OTPT for example
- Lack of storage resulting in overcrowded, cluttered corridors
- Poor lighting, thermal comfort and air quality extremely detrimental to learning
- Lack of 21st Century educational space – breakout areas, STEAM, outdoor classrooms

Fire Protection & Fire Alarm:

- Building is fully protected by sprinkler system. Sprinkler piping is in fair condition.
- Manual pull stations and strobes are provided throughout and in poor condition.

Plumbing:

- Water heaters are relatively new and in fair-good condition. Natural gas fired.
- Piping is in poor-fair condition.
- Fixtures seem to be in fair-good condition.
- Higher setting of roof drains relative to roof level have caused ponding on roof.

Electrical:

- Main Electric service is 208/3-phase, 800 Amps.
- The electrical equipment is original to the building and in poor condition.
- There is no generator.
- Lighting throughout is in fair condition. However, the emergency bug-eye fixtures are in poor condition. Faculty Room fixtures are still fluorescent.
- Building mounted site lighting is in poor condition.

Security System:

- Cameras cover the perimeter of the building including entrance. Interior camera coverage provided. Good condition.

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.31 RANKINGS SYSTEM DEFINED

Ranking (range '1' to '5')

Via the site inspections and conditions assessments contained in the detailed report, the design team is providing a condition (or ranking) of various, select building physical components. An itemized course of action may be derived from this ranking as well as strategies and prioritization for maintenance of the facilities.

Vintage (year of construction)

Buildings that were constructed or renovated at different time periods (dates)are assigned a Vintage #. Elements of varying ages are evaluated separately. Vintage #'s for each facility are indicated on the vintage diagram & checklist.

Condition (range 'very poor' to 'very good')

Existing exterior and interior conditions of all building and site elements are determined by the following criteria for evaluation:

Ranking: **1 Very Poor [VP]** An element is evaluated as Very Poor [VP] when:

- Requires prompt attention.
- May last and may need to be replaced in 0 to 5 years.
- The element is no longer performing its intended purpose.
- Deterioration or damage affects more than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a severe negative impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **2 Poor [P]** An element is evaluated as Poor [P] when:

- May last and may need to be replaced in 5 to 10 years.
- The element may be approaching the end of its useful life.
- Deterioration or damage affects less than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a negative impact on the overall efficiency and/or fiscal sustainability of the facility.
- May last and may need to be replaced in 5 to 10 years.

Ranking: **3 Fair [F]** An element is evaluated as Fair [F] when:

- May last and may need to be replaced in 10 to 15 years.
- The element is functioning as intended and is still within its useful life.
- Deterioration or damage affects less than 25% of the element.
- There are early signs of wear, failure or deterioration, but the element is structurally sound.
- Visible wear and tear is considered typical for a structure of this age and type.
- Has a little impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **4 Good [G]** An element is evaluated as Good [G] when:

- May last and may need to be replaced in 15 to 20 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a no impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **5 Very Good [VG]** An element is evaluated as Very Good [VG] when:

- Needs no attention and may last up to 25 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a positive impact on the overall efficiency and/or fiscal sustainability of the facility.

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.32 DATES OF CONSTRUCTION (VINTAGE)



Vintage:

V1	**1954:**	Original Construction
V2	**1956:**	Classroom Addition
V3	**1968:**	Classroom and Gymnasium Addition
V4	**1996:**	Classroom Addition

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1954
V2 1956
V3 1968
V4 1996

Exterior		V4	V3	V2	V1	
Component	Material(s)	Condition				Notes
Roofing	EPDM Membrane		3			
	Built-up gravel	3		2	2	
	Fascia / trim	3	1	3	3	
Walls	Masonry - Brick	3	3	2	2	
	Precast Concrete	1		1	1	Window heads and sills
	Joints (building or expansion)	4	4	4	4	
	Adhered Gravel		2			1968 addition, above windows
	Foundations – exposed concrete	2	2	2	2	
Entrances	Aluminum Doors	4	4	4	4	
	Aluminum Frames	4	4	4	4	
	Hollow Metal Doors	4	4	4	4	
	Hollow Metal Frames	2	2	2	2	
	Soffits / Canopies		3			Main entry canopy
Windows	Aluminum, thermal	4	4	4	4	
	Window Screens	3	3	3	3	Windows installed backwards
Walkways	Concrete walks & curbs	3				All site features ranked as V4
Drives / parking lots	Bitum. pavement - drives	3				
	Bitum. pavement - parking	3				
	Line striping	4				
	Extruded bitum. conc. curbing	2				
Landscaping	Lawn	3				
	Planting	3				
	Mulch beds	1				
Recreation	Paved play surfaces	3				
	Grass fields	2				
Other Structures	Concrete ramps	3				
	Pavilion	3				

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1954
V2 1956
V3 1968
V4 1996

Interior		V4	V3	V2	V1	
Component	Material(s)	Condition				Notes
Flooring	VCT Tile	2	3	3	3	
	Carpet		3			Library only
	Ceramic Tile	3	3	3	3	
Walls Surfaces	Gypsum Wall Board		3		3	
	Masonry - CMU, Face Brick	3	3	3	3	Minor repair needed at corners
	Glazed Block				3	
Ceilings	Acoustical tile ceilings	3	3	3	3	
	Metal Ceilings - visual		3	3	3	Poor at gymnasium in V3
Interior trim	Hollow metal	3	3	3	3	
	Wall Base - Vinyl		3		2	
Interior doors	Hollow metal doors	3	3	3	3	
	Hardware	4	4	4	4	
Built-ins	Casework (general)	2	2	2	2	
	Countertops	2	2	2	2	
Toilet Facilities	Fixtures	4	4	3	3	
	Partitions		3	3	3	
	Accessories (dispensers, driers)	4	4	4	4	
Athletics	Gymnasium floor / play surface		3			
	Athletic equipment		2			

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1954
V2 1956
V3 1968
V4 1996

Building Systems		V4	V3	V2	V1	
Component	Material(s)	Condition				Notes
Fire Protection	Alarms & Devices	3	2	1	1	
	Fire suppression (infrastructure / devices)	3	3	3	3	
Plumbing Systems	Infrastructure (pipes, drains, etc.)	3	3	2	1	Leaks on domestic water pipe
	Fixtures	4	4	3	3	
	Overall efficiency	3	3	3	2	
Electrical (Service)	Infrastructure (panels, wiring, etc.)	3	2	1	1	Original to building
	Service & distribution	3	2	1	1	
	Generator					No generator serving building
	Other	3	2	1	1	
Electrical Lighting	Infrastructure (panels, wiring, etc.)	3	2	1	1	
	Fixtures (Interior)	3	3	3	3	Faculty room still fluorescent
	Efficiency (incl. natural & artificial light distr.)	2	2	2	2	
Security	Access Control	2	2	2	2	
	Cameras	3	3	3	3	

EXISTING CONDITIONS NARRATIVE

C

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

C. EXISTING CONDITIONS NARRATIVE

C.1 Architectural

Construction:

The building is constructed primarily of non-combustible materials. The exterior walls are constructed of brick veneer. Interior walls vary in construction material between concrete block and gypsum board. The floors are concrete slab on grade. The structural frame consists of steel columns, and beams. The building is four different vintages; all constructed with the same exterior materials. The roofs are steel framed.

Exterior:

Exterior façade (general): The exterior of the building is in fair to poor condition. The east side houses the main entrance. Exterior walls are brick clad with concrete block backup. There are some areas with exposed concrete foundation wall as the exterior finish material. Portions of the 1968 vintage have a few feet of loosely attached gravel above the brick veneer. The roofs are predominantly flat, built-up gravel throughout with the exception of the 1968 and 1996 additions, and at the gymnasium. The 1968 addition has an EPDM butterfly roof with central skylights.

Walls: The exterior walls are in fair to poor condition. Brick could benefit from a general cleaning, especially around the window openings and downspouts, and at grade. Brick is deteriorating at corners and at the base and could benefit from select replacement and repointing. Precast concrete at window heads and sills are, aesthetically, in very poor condition and should be cleaned. Exposed concrete foundation walls are in poor condition and should be cleaned, patched and painted. The adhered gravel wall finish at the 1968 vintage is in poor condition and should be replaced with a more durable and weather resistant material. Vertical building joints are in good condition and did not appear to need raking or replacing. Many building seismic joints were also observed, and all were in good condition.

Windows/Doors/Entrances: The entrance doors are aluminum or steel doors with glass. These doors are in good condition due to replacement a few years ago. The glazing is thermally insulated double pane glass. Other doors, which have either a secondary function or function as egress only are painted hollow metal doors. These doors were also replaced and are in good condition; however, frames were not replaced and are in fair to poor condition. Windows were replaced at the same time as doors and are in good condition. All are thermally insulated, double pane; however, some were installed incorrectly with the screens on the interior. This makes operating the windows difficult. Storefront and curtainwall systems are in good condition. Entry canopies and soffits are in fair condition, with the exception of the main entry. The metal-clad canopy could benefit from a new coat of paint.

Roof: The roofs vary depending on vintage. The existing building's flat, built-up gravel roof is in poor condition. There are many areas of ponding and moss build up. The flat EPDM roofs are in

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

fair condition. There are no signs of delamination or breaches. The roof drains at the EPDM roof to the north of the main entry, require cleaning to eliminate standing water. The EPDM butterfly roofs at the classroom wings are in fair condition. Expansion joints are all in good condition. Roof penetrations appear to be in good condition but could benefit from cleaning around drains and cleaning of vegetation around mechanical equipment.

Interior:

Interior spaces (general): The interior of the facility ranges from good to fair condition and is generally clean and well kept. The facility is laid out in a linear configuration, with the existing building centralized between newer classroom wings. The facility is oriented relatively north/south with the gymnasium anchoring the south end and multipurpose space at the north. The main entry and administrative spaces are directly adjacent to the multi-purpose space. The original central portion of the building contains classrooms and connects hexagonal pods of upper-grade classrooms. The floor plan and circulation are relatively simple.

Corridors: Most corridors are double loaded, with the exception of the 1968 hexagonal classroom wings. These classrooms are arranged radially around a centralized skylight. Corridors typically have classrooms or major multi-use spaces on both sides. VCT and acoustical tile are the finishes throughout and range from fair to poor condition, depending on the vintage. VCT in the 1996 addition is in poor condition, however, the ceiling is in fair condition. Although dated with a few areas of patching, flooring in the remaining building is in fair condition. Ceiling tiles, on the other hand, are in poor condition and many show signs of staining and damage. Walls are a combination of gypsum board, painted concrete block and glazed block. These walls appear to be in fair condition, however, the corners and wall bases show signs of abuse and should be repaired. Artificial lighting in the corridors is sufficient.

Classrooms: Classrooms appear to have ample space and are typical of what would be expected in a building of this type and vintage. The teaching walls, with white boards, smart display board with projector, and occasional tack board, were present in all classrooms. The exterior walls typically have a heating unit under the window. These windows provide good natural daylight for the classrooms. Ceilings are predominantly a metal spline system with intermittent perforated panels for ventilation. Aesthetically, the metal ceiling is in good condition. There is VCT in all classrooms. Although dated, the VCT is in fair condition. The classroom casework is dated, in poor condition and, in most spaces, is insufficient for the needs of the classroom. Casework should be upgraded to keep up with the educational curriculum. Each classroom appears to have ample artificial light.

Administration Offices: The administration offices are situated at the main entrance as a means of control and visual acuity. There is a locked vestibule to control visitors. A storefront system provides sufficient visibility to the adjacent corridors. VCT and acoustical ceiling tiles match the age of the existing building and are in fair condition. Casework in these spaces is in good condition compared to the surrounding classrooms.

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

Major Common Spaces:

Multipurpose Room: The multipurpose room is directly across from the main entrance at the north end of the facility and is mainly utilized as a cafeteria. It's adjacency to the kitchen helps support this function. The space appears to be sized well for the number of students in each lunch wave. The space is double-height and has a full wall of storefront to the northwest and clerestory windows along the south, allowing the room to be filled with daylight. The floors are VCT and are in fair condition. The ceiling is a linear metal system that appears to be in good to fair condition. Walls are glazed block at the base, with painted CMU above. The glazed block is dated but in fair condition. The CMU should be painted. Recessed tables and benches line the east and west walls of the space and contribute to an out-of-date aesthetic. These should be removed and infilled with a more durable finish.

Gymnasium: The gymnasium is located in the southern end of the building, around the corner from the library. The ceiling is the same metal panel system that is present in classrooms. Alternating panels are perforated for the purpose of providing ventilation to the space. These ventilation panels are clogged and no longer function properly to ventilate the large double-height space. All walls are painted concrete block with athletic padding at the base of the wall. The wood floor is in fair condition but may not last much longer if the space is not properly ventilated. Artificial lighting is sufficient. The wall-mounted basketball hoops are reaching the end of their useful life and should be upgraded to better suit the physical education curriculum.

Toilet Facilities: The school has six main gang toilet facilities, each pair containing facilities for male and female users. None are ADA accessible. Although dated, these facilities are in fair condition. Each gang facility has operable partitions with water closets, lavatories and paper towel dispensers. The floors are ceramic tile, ceilings are acoustical tile and walls are a combination painted or glazed concrete block. All are in fair condition. Single-use toilet rooms are ADA complaint; however, finishes are in fair to poor condition. Ceiling tiles are in poor condition and should be replaced throughout.

Library: The Library is located around the corner from the gymnasium, in the 1968 addition. The space appears to be adequately sized for library functions. Carpet and metal panel ceiling are finishes throughout, and both are in fair condition. The space receives good natural light from the adjoining corridor to the north and the neighboring courtyard to the west. Although dated, casework in the library is in good condition.

<u>Code and Safety</u>:

ADA: The building would not be deemed ADA compliant in reference to toilet facilities. Classrooms do not have ADA workstations. Door hardware has recently been upgraded and is now code compliant.

Safety: The building has a few aspects that may be deemed problematic from a life safety perspective. There are many exterior doors that could be possible points of entry and therefore,

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

difficult to monitor. Most classrooms have direct access doors to the exterior. Although there is no exterior hardware on these doors, it was brought to our attention that they are often times propped open on hotter days. Leaving these doors open creates multiple, unmonitored points of entry into the facility.

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

C. EXISTING CONDITIONS NARRATIVE

C.2 EPFP / Security

C.21 PLUMBING / FIRE PROTECTION

Hot Water Generation:
The buildings existing domestic hot water is generated via 3 different water heaters. The main water is a gas fired instantaneous water heater that serves the kitchen and most lavatories and sinks in the building. The water heater is located in the boiler room and was installed approximately 6 years ago. The water heater is AO Smith, rated for 380 MBH, and in fair condition. There is a recirculation pump and thermostatic mixing valve for the system, but no expansion tank. There is a second water heater that is an electric storage tank. This tank can hold 28 gallons of water and is manufactured by AO Smith. It is newly installed and is in good working condition, serving a pair of toilet rooms adjacent to a storage room on the North Wing. The third water heater is an electric storage tank. It was installed about 5 years ago and is in good working condition. The capacity of the tank is 40 gallons and serves part of the south wing of the building.

Domestic Water Service:
Domestic water for the building is provided from the street. The service is 3" and there is no booster pump for domestic water on site. The service comes into the building on the lower level. The building is does not contain the backflow prevention required on the domestic water service and should consider installing an RPZ assembly.

Domestic Water Piping:
The domestic water piping is copper. Piping was mostly insulated and looked to be in fair condition. Building staff mentioned that they consistently have issues with leaking pipes due to the age of the plumbing system.

Plumbing Fixtures:
Plumbing fixtures in private and group toilet rooms consist of a mix of floor mounted water closets and wall mounted water closets with manual flush valves. Lavatory sinks in private toilet rooms are wall mounted with manual faucets. Lavatory sinks in group toilet rooms are wall mounted with automatic sensor type faucets. Fixtures appear to be in fair-good condition.

Sanitary Service:
Sanitary for the building is provided by a sanitary sewer service to Booth Hill Rd. The sanitary piping in the building is a mixture of PVC and cast iron. Building staff mentioned that there have been issues with underground sanitary with regards to blockages in the pipe.

Storm Service:
Roof drains are provided on the roof of the school. No overflow drains were spotted on the side of the building. The roof drains take the storm water underground to the municipal storm system

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

at the street. Roof drains are currently set a few inches too high and are not effective, causing ponding on the roof after rain storms.

Natural Gas Service:
There is a 2" high pressure gas service with a meter on the outside of the building. Fuel for boilers and water heaters is natural gas. Gas is also used in the kitchen used for cooking. Gas piping appears to be in good condition.

Fire Protection:
The building is protected by a fire protection sprinkler service throughout. The system is served from the street through a 6" fire protection service that is protected by a double check valve assembly. The existing fire protection piping is original to the construction of the building and in fair condition.

C.22 ELECTRICAL

Main Electric Service:
The main electric service originates from a utility company pole. The service runs from the utility pole to a utility company owned, pad mounted transformer located in a vault. The service then runs to an enclosed circuit breaker located in the basement of the building.

The main electric service to the building is rated 800 Amps, 208/120 volts, 3-phase, 4-wire, and includes a main disconnect switch, utility company metering compartment, and distribution sections. This service and equipment are original to the building and are past their useful life.

Electrical Distribution:
The electrical distribution consists of conduit and feeders from the main distribution panels to branch circuit panel boards located throughout the building. The electrical distribution and equipment are original to the building with some panel boards being added throughout the years. The original equipment and wiring are in working order but should be replaced.

Generator:
A generator does not currently serve the building.

Lighting Systems:
The lighting throughout the building consists of 1x4, 2x2 and 2x4 LED troffers. The bulbs were upgraded to LED two years ago. Lighting is in fair condition.

Emergency lighting for the building is served by a combination of light fixtures served by battery cabinets located throughout the building and wall mounted two headed battery fixtures. All emergency bugeye fixtures like those located in the cafeteria are past their useful life.

Lighting control consists of occupancy sensors, wall-mounted toggle switches; key operated toggle switches for local control. Wall mounted occupancy sensors hung from ceilings like those located outside of the staff bathroom shall be replaced with ceiling mounted sensors.

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

Fire Alarm System:
The fire alarm system in the building consists of a Fire Alarm Control Panel by Notifier; model AFP-400 located at the main vestibule. Throughout the building, there are horn/strobe units, strobe only units, and pull stations sporadically located throughout. The system is in poor condition and should be upgraded.

Communication Services:
An Isotec EZ-1 telephone system exists at the Custodial Office backboard.

Fiber service is provided to the building and distributed throughout.

MDF and IDF rooms are provisioned throughout the building at locations that promote the proper coverage to conform with network cabling distance limitations. Building horizontal cabling is Cat 6 with PoE type network switches installed on two post racks. The rooms are appropriately outfitted with grounding and bonding, basket tray rack and dedicated cooling systems.

Wireless access points are provided within the building.

Time control center is provided in the building but is not functional.

Access Controls for security is provided for this building via card readers.

Ceiling and wall mounted speakers are provided throughout for general paging. Speakers were installed 3 years ago and are in good condition.

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

C. EXISTING CONDITIONS NARRATIVE

C.2 Site

Roadways/Parking: The are two accesses to the site from the main thoroughfare, Booth Hill Road. The first, north access, operates as a two-way entry and exit drive. The second, south access, also operates as a two-way entry and exit drive. Both parent and bus enter via the south access and circulate around the school building to drop off at the cafeteria entrance. Vehicles then use the north access to exit. The shared path for parents and bus is problematic and traveling around the building is generally not encouraged. This drop-off area is within the faculty parking lot.

The overall condition of site pavement is fair, with evidence of fine cracking, slight pavement deterioration, and transverse cracking located throughout the drive aisles. Observation of sediment buildup is indicative of puddling along parts of the curb and stormwater infiltration into the base.

The overall condition of curbing throughout the site is in poor condition. Several areas show signs of deterioration. Monolithic curb and walk shows evidence of cracking at joints in several areas. Bituminous curbs are in poor condition and are deteriorating.

Walkways: Walkways on site consist of bituminous concrete and concrete pavement. Bituminous concrete walkways are in overall fair condition. Signs of cracking is present throughout the site.

Condition of the concrete pavement walkways range from fair to poor. Walkways adjacent to the driveway and parking areas are in poor condition, showing signs of cracking and deterioration. Against the building, walkways are stained, and vegetation is evident. Concrete walkways that service play areas are in fair to poor condition with some signs of cracking.

Several ADA ramps exist on site. They are concrete, and in fair to poor condition showing signs of deterioration, staining and cracking. Metal railings appear to be in fair condition with evidence of wear and areas of rust.

Paved Play: Paved play areas are located to the west of the school, are connected to the courtyard, and consist of bituminous pavement. The overall condition paved play areas is fair to poor with evidence of fine cracking in the pavement throughout the area. Observation of sediment buildup is indicative of puddling.

Grass Fields: Grass fields are located on the west side of the school. Grass cover appears to be in poor condition.

Diamond Fields: Remnants of a diamond field remain, but in very poor condition.

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

Playgrounds: A raised play structure and swings are located west of the facility, beyond the faculty parking lot. Although dated, the play structure appears to be in fair condition. The swings are in poor condition, with the metal structure showing signs of rust, wear, and deterioration.

Fencing: A four-foot-high metal chain link fence semi-encloses the playgrounds, swings and fields. Fencing appears to be in poor condition.

Landscaping: Overall landscaping is in fair to poor condition. Lawn areas adjacent to walkways, parking areas, and building entrance contain large bare spots and could benefit from reseeding.

PHOTO LOG D

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural



Aerial – Context



Years of Construction - Vintage

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural



Exterior – Main Entrance



Exterior – Secondary Entrance

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural



Exterior – Courtyard



Exterior – Service Entry

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural





Exterior – Walls & Windows – Vintage 1



Exterior – Walls & Windows – Vintage 2

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural





Exterior – Walls & Windows – Vintage 3



Exterior – Walls & Windows – Vintage 4

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural



Roof – Built-up Gravel – Vintage 1 and 2



Roof – Built-up Gravel – Vintage 1 and 2

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural



Roof – EPDM Membrane – Vintage 3



Interior – Main Entry

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Corridor – Vintage 1



Interior – Corridor – Vintage 2

EDUCATIONAL FACILITIES ASSESSMENT

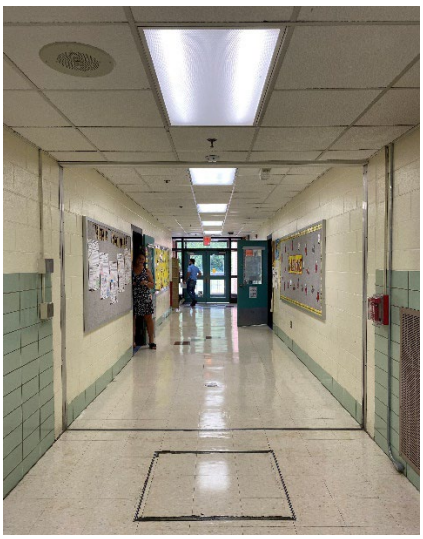
BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural



Corridor – Vintage 3



Corridor – Vintage 4

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Classroom – Vintage 1 and 2



Interior – Classroom – Vintage 1 and 2

EDUCATIONAL FACILITIES ASSESSMENT

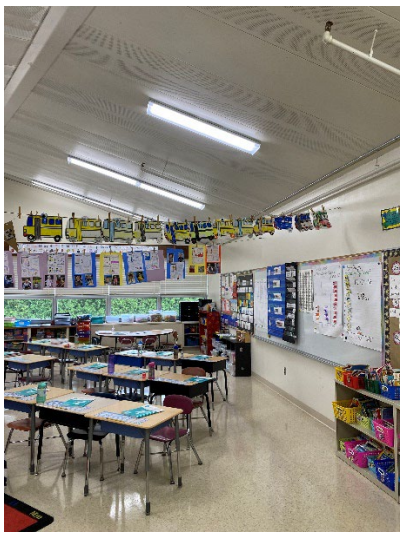
BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Classroom – Vintage 3



Interior – Classroom – Vintage 3

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Multi-Purpose Room



Interior – Multi-Purpose Room

EDUCATIONAL FACILITIES ASSESSMENT

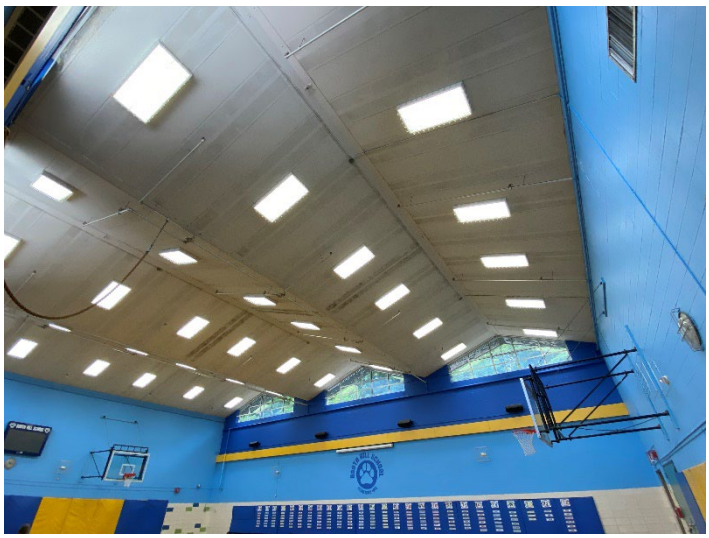
BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Gymnasium



Interior – Gymnasium

EDUCATIONAL FACILITIES ASSESSMENT

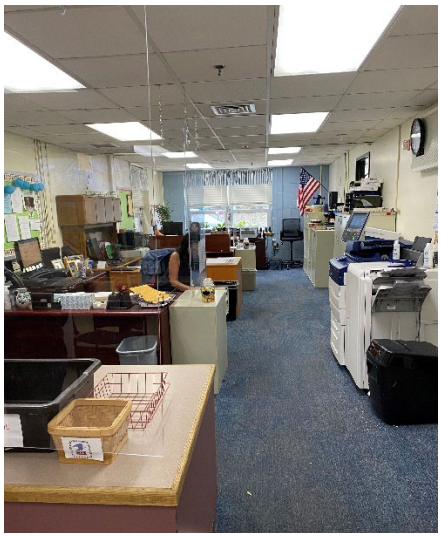
BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Admin



Interior – Admin

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural



Interior - Toilet Facilities – Vintage 1 and 2



Interior - Toilet Facilities – Vintage 3 and 4

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.1 Architectural



Interior - Toilet Facilities – Single Use



Interior – Library

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

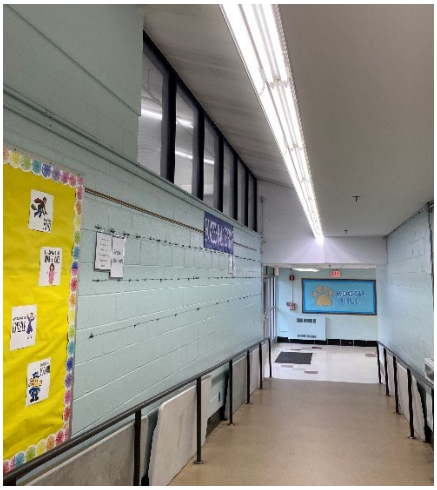
D. PHOTO LOG

D.1 Architectural



Interior – Library





Interior – Ramp – Vintage 3

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.1: 2016 Boiler Room Domestic Water Heater



D.2.2: 2022 Storage room Domestic Water Heater

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.7: Touchless Sink Plumbing Fixtures



D.2.8: Plumbing Piping

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.2 EPFP / Security



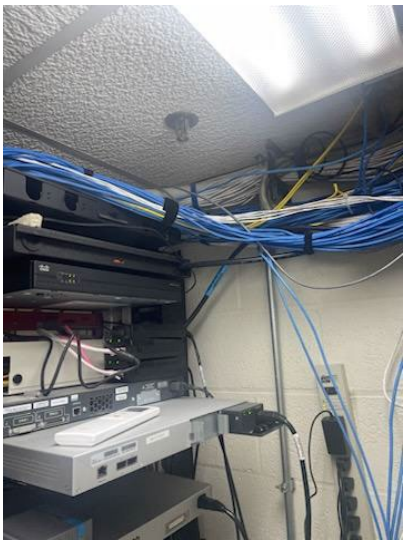
EXISTING FIRE ALARM CONTROL PANEL

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING IDF CLOSET



EXISTING PANELBOARD

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING PANELBOARD

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.2 EPFP / Security



OCCUPANCY SENSORS (OUTSIDE STAFF BATHROOM)

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.2 EPFP / Security



EMERGENCY BUGEYE (CAFETERIA)

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.3 Site



Driveway & Parking





Driveway

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.3 Site





Walkways



Walkways

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.3 Site



Paved Play Areas



Playground

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.3 Site



Site Ramps





Site Ramps

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.3 Site



Courtyard



Grass Fields

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

D. PHOTO LOG

D.3 Site



Landscaping – Lawn



Pavilion

PROGRAMMING E

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

E. PROGRAMMING

E.1 Narrative Summary

The condition and spaces within the building, or lack thereof, have impacted the educational opportunities and offerings at the school. A common theme throughout many schools in the district is the shared use of a specials classroom for the Trumbull Loves Children (TLC) program. At Booth Hill, the music room is the space provided to TLC, and is therefore not a dedicated space that is always available to the Booth Hill students and teachers for use as a music classroom. Music takes place in the cafeteria before lunch, and then pushes into the classrooms. The art room has also been used as a general classroom. Generally speaking, the programs of art, music, and PE do not operate optimally. The Media Center is small with not enough space for the collection of books. The Fathers' Club or PTA have funded projects in the Media Center to supply better shelving and flexible furniture. STEAM is currently embedded in the science room since there is no space to dedicate for this use, as desired.

Another consistent theme is the lack of space for special education instruction. With the evolution of special education and the age of the existing building, the need for small group rooms for intervention or resource has led to the conversion of former closets into teaching spaces. Furthermore, OTPT students lack a dedicated space and are using the hallways. This is not only a privacy concern for students and parents, but it is also an occupant safety concern identified by the fire marshal. OTPT and music supplies are currently stored in a hallway vestibule. The occupational therapist is currently working out of a former closet space. The one dedicated SPED room is divided in half, and one SPED instructor has no dedicated room. This population has the greatest needs, but the worst space or no space at all. The reading specialist lacks a private space for confidential phone calls and/or meetings.

Another consistent theme throughout the district is the general lack of storage. One example of this at Booth Hill relates to science equipment currently stored in toilet rooms. Outside the school is a trailer used for storage. Within the kitchen and cafeteria, there is a lack of dry storage space which results in these supplies being stored in the open cafeteria environment, exposed to students and visitors after hours. The kitchen also lacks freezer space and countertop surface areas for prep. The delivery area is tight and the kitchen office is poor.

The classrooms lack sufficient space for flexible work areas, and present poor lighting and air quality. There is also a lack of sufficient cubby/locker space and student belongings often end up on the floor. In grades 4-5, the students have one-to-one Chromebook policy, and the device can travel home with the student. In grade 3, there is a one-to-one Chromebook policy, but the device cannot travel home. In grades K-2, Chromebook carts reside in the classroom but generally speaking, there is not enough power to support the technology and device capacity. As noted elsewhere in this report, the learning environments are significantly impacted by poor thermal comfort and indoor air quality. Temperatures vary to the extreme throughout the building, resulting in excessive heat or cold. Air conditioning is not evenly distributed, and the

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

power supply is not always strong enough to operate the split system units. In addition to the classroom spaces, temperatures are also high in the gymnasium and kitchen/cafeteria.

The nurse's suite is too small to meet the needs of the student population, and when privacy is required in the suite the nurse is prevented from assisting other students. The nurse suite lacks a private waiting area and a private changing area. Within administration, the workstations for assistants lack storage and one assistant requires a private room for phone calls, but this does not currently exist.

Traffic patterns present concerns as the existing layout does not separate parent and bus drop-off areas. Furthermore, the traffic circulates around the building presenting security challenges. The route for delivery trucks is unclear and they obstruct traffic. There is a pathway behind the school building which connects to the neighborhood beyond. This presents one of several challenges to the definition of borders around the school to enhance safety on site.

The fields are in poor condition, though it was noted that there may be upcoming remediations in this area. Concerns expressed were that the fields stir up dust, and wasp nests persist. Playground equipment is outdated.

E.2 Square Footage Analysis

Please refer to attached plan diagrams for the following:

E.21 Use and Area Analysis
E.22 Core Spaces Benchmarking
E.23 Maximum Allowable Per State Standard

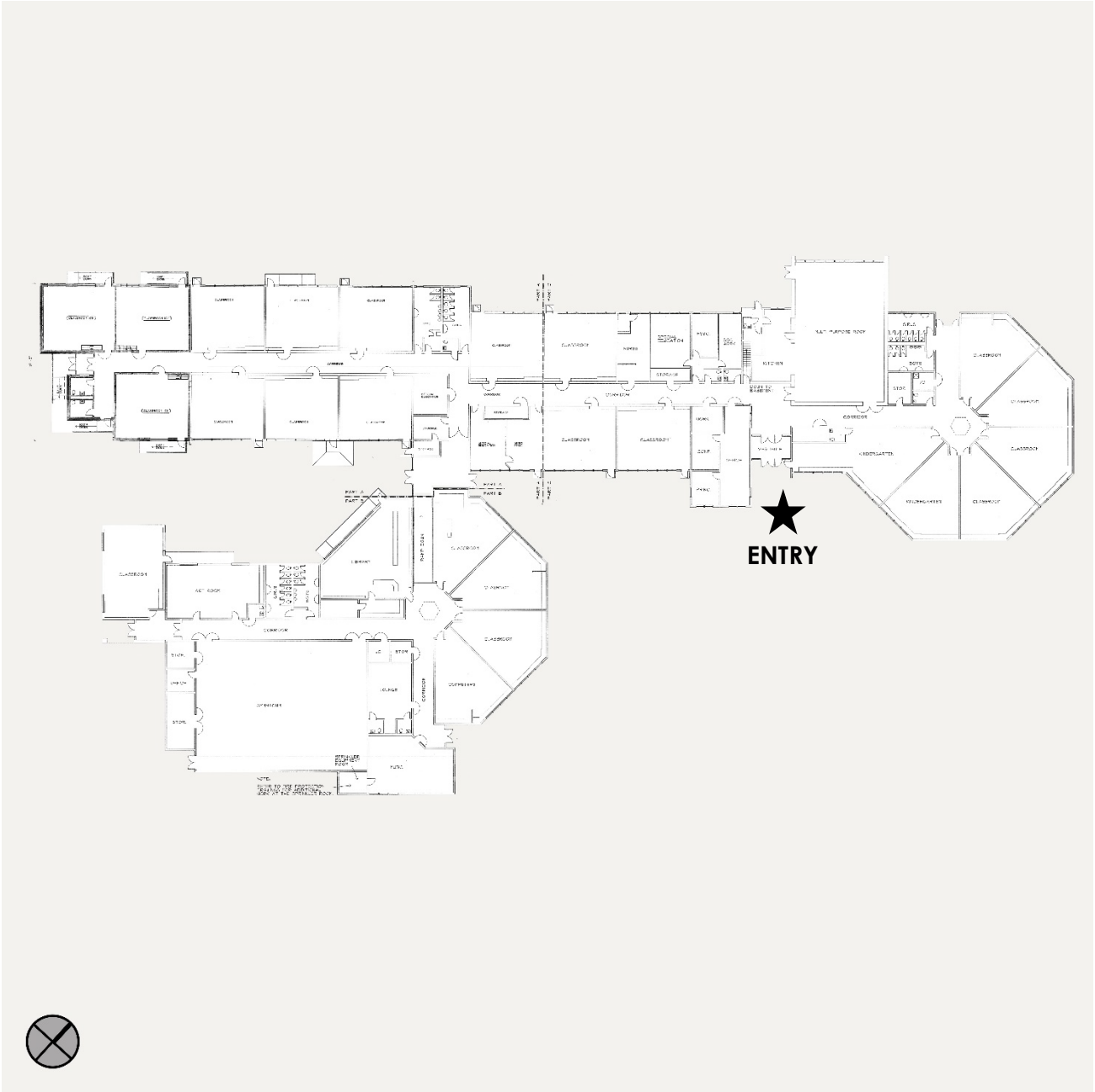
APPENDIX F

EDUCATIONAL FACILITIES ASSESSMENT

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

F. APPENDIX

F.1 PLAN DIAGRAMS



DANIELS FARM ELEMENTARY SCHOOL

710 DANIELS FARM RD, TRUMBULL, CT

CONDITIONS ASSESSMENT & MASTER PLAN

Tecton ARCHITECTS

3

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

TABLE OF CONTENTS

A. INTRODUCTION

- A.1 OBJECTIVES
- A.2 FACILITY

B. SUMMARY & ANALYSIS

- B.1 SCHOOL & FACILITY DATA
- B.2 CONDITIONS SUMMARY
- B.3 CONDITIONS RANKINGS
  - B.31 RANKINGS SYSTEM DEFINED
  - B.32 DATES OF CONSTRUCTION (VINTAGE)
  - B.33 CHECKLIST & RANKINGS

C. EXISTING CONDITIONS NARRATIVE

- C.1 ARCHITECTURAL
- C.2 EPFP / SECURITY
  - C.21 PLUMBING / FIRE PROTECTION
  - C.22 ELECTRICAL / SECURITY
- C.3 SITE

D. PHOTO LOG

- D.1 ARCHITECTURAL
- D.2 EPFP / SECURITY
  - D.21 PLUMBING / FIRE PROTECTION
  - D.22 ELECTRICAL / SECURITY
- D.3 SITE

E. PROGRAMMING

- E.1 NARRATIVE SUMMARY
- E.2 SQUARE FOOTAGE ANALYSIS
  - E.21 USE AND AREA
  - E.22 CORE SPACES BENCHMARKING
  - E.23 MAXIMUM ALLOWABLE PER STATE STANDARD

F. APPENDIX

- F.1 PLAN DIAGRAMS

INTRODUCTION A

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

A. INTRODUCTION

A.1 Objectives

Tecton Architects was commissioned by Trumbull Public Schools to perform an educational facilities conditions assessment of 12 schools and Administration Office Building in Trumbull, CT. The goal was to conduct on-site inspections and gather meaningful data about the physical state of the academic buildings and grounds. The assessment reports would then provide insight and aid in the completion of a viability study of alternate land/buildings and a long-term Capital Management Plan that focuses on the district facilities and their mechanical infrastructures.

During the month of September 2022, Tecton Architects, accompanied by its team of licensed professional engineers and escorted by head custodial staff, visited Daniels Farm Elementary School at 710 Daniels Farm Road, Trumbull, Connecticut. The school was surveyed for the conditions of the architecture, electrical, plumbing, fire safety, technology, and site conditions therein. Among other items assessed were structural, accessibility and energy issues, as well as school safety. The purpose of the visual observations was to quantify and evaluate the current state of the respective A/EPFP systems. Observations were made in the portions of the building that were accessible at the time of the inspections.

A.2 Facility

This facility functions as an elementary school for kindergarten through fifth grade. The approximately 62,000 square foot facility was originally constructed circa 1962. Renovations of the existing building took place in late 1970s. The first addition in 1978/1980, saw a gymnasium constructed to the east of the facility. A classroom and media center addition in 1995 was constructed south of the facility. And in 2004, modular classrooms were added east of the facility.

The building is one story. The main entrance is on the west facade, with cafeteria, media center and gymnasium located in the northern wing. The western and southern wings contain the majority of the classroom spaces.

In addition to the many academic classrooms, the school boasts a gymnasium, a multi-purpose room with a platform that is utilized as a cafeteria, a kitchen and servery, and library. The exterior has a semi-enclosed central courtyard, a paved play area to the south. The facility is also equipped with a raised play structure and swing set.

Access to the site is from the west off Daniels Farm Road with the building facing west. Bus drop-off and main parking lot are at the west end of the site, with busses dropping students off at the original 1962 building vintage. Buses and vehicles enter the site by way of Daniels Farm Road, each with their own drop-off area. Parent drop-off enters the site at the southern-most curb cut and loops back around to exit to Daniels Farm Road. Buses enter the site in a one-way traffic flow just north of the parent drop-off zone and drop off at the main building entrance before exiting back onto Daniels Farm Road via a one-way egress route. There is ADA access to the

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

main entry. The building's service entrance is outside the kitchen and accessed by means of the bus loop that serves both the visitor parking lot access and the main faculty parking lot.

SUMMARY & ANALYSIS B

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

B. SUMMARY & ANALYSIS

B.1 School & Facility Data

The School:

Type:	Elementary	**Additional Programs:**	Trumbull Loves Children (TLC)
Grade Structure:	K-5	**Meals:**	Breakfast, lunch
Pre-K:	No	**Start time:**	8:35 am
Enrollment (current):	494	**Dismissal:**	3:20 pm
Staff (approx.):	60	**Buses:**	8
Location (in town):	Central		

The Facility:

Total Building Area (SF):	61,480 sf	**Original Construction:**	1962
Site Area (acres):	7.2 acres	**Additions (dates):**	1980, 1995, 2004
Stories (above grade):	1	**Construction Type(s):**	2C
Building/Framing Materials:	Loadbearing masonry, steel, metal deck	**Roof Types & Age:**	Built-up gravel, EPDM – original building 1978 gym addition Shingles – 1995 addition
Split-level / ramps (interior):	Yes	**Heating (types):**	N/A
Stairs (interior):	None	**Fuel Types:**	Natural Gas
Elevator:	None	**Cooling (centralized):**	N/A
Basement:		**Ventilation:**	N/A
Mezzanine (mechanical)		**Electrical:**	800A-208V-3 Phase
Crawl Space / Tunnels:		**Generator:**	80KW Diesel
Modulars (classrooms):	Yes (not used)	**Fire Alarm:**	Yes: Notifier
Auxiliary Buildings:	None	**Sewer / Septic:**	Sewer
Full ADA Compliance:	No	**Municipal Water / Well:**	Municipal Water
		Sprinklered (full / partial):	Full sprinkler protection
Athletic Fields:	Playground, baseball field		

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

B. SUMMARY & ANALYSIS

B.2 Conditions Summary

Building Condition:

- **Fair/Poor**
- Modular units are at the end of their useful life and no longer utilized for classroom functions.
- Main entry canopy is in very poor condition and should be replaced to better represent the school.
- Exterior building ramps are in poor condition and should be repaired.
- Acoustical ceiling tiles range from fair to poor, with classroom ceilings in poor condition.
- Gymnasium athletic equipment is at the end of its useful life and should be upgraded to support the curriculum.

Programmatic Findings:

- Administration and nurse are missing essential spaces
- Special education is lacking dedicated space – teachers are sharing small rooms
- Due to capacity, former closets and other teaching areas are being repurposed
- Thermal comfort and air quality issues are disruptive to learning
- There is no toilet for students meeting ADA requirements

Fire Protection & Fire Alarm:

- Building is fully protected by sprinkler system. Piping is in fair-good condition.
- Fire alarm system is in fair condition.

Plumbing:

- Water heaters are relatively new and in good condition. Natural gas fired.
- Piping in building seem to be between poor-good condition. No instances of leaks reported.
- Fixtures generally seem to be between poor-good condition. A few fixtures were seen with cracks on the surface.
- Some floor drains in toilet rooms were reported to have backed up in the past.

Electrical:

- Main Electric service is 208/3-phase, 800 Amps.
- The electrical equipment that is original to the building is in very poor condition.
- Distribution equipment added throughout the years is in good and fair condition.
- 80KW diesel generator. Original to building. Very Poor Condition
- Lighting throughout is in fair condition.
- Wall mounted occupancy sensors mounted from ceiling should be replaced with ceiling mounted sensors.

Security System:

- Parking/Driveway exterior camera coverage. Interior camera coverage provided. Good condition.

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.31 RANKINGS SYSTEM DEFINED

Ranking (range '1' to '5')

Via the site inspections and conditions assessments contained in the detailed report, the design team is providing a condition (or ranking) of various, select building physical components. An itemized course of action may be derived from this ranking as well as strategies and prioritization for maintenance of the facilities.

Vintage (year of construction)

Buildings that were constructed or renovated at different time periods (dates)are assigned a Vintage #. Elements of varying ages are evaluated separately. Vintage #'s for each facility are indicated on the vintage diagram & checklist.

Condition (range 'very poor' to 'very good')

Existing exterior and interior conditions of all building and site elements are determined by the following criteria for evaluation:

Ranking: **1 Very Poor [VP]** An element is evaluated as Very Poor [VP] when:

- Requires prompt attention.
- May last and may need to be replaced in 0 to 5 years.
- The element is no longer performing its intended purpose.
- Deterioration or damage affects more than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a severe negative impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **2 Poor [P]** An element is evaluated as Poor [P] when:

- May last and may need to be replaced in 5 to 10 years.
- The element may be approaching the end of its useful life.
- Deterioration or damage affects less than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a negative impact on the overall efficiency and/or fiscal sustainability of the facility.
- May last and may need to be replaced in 5 to 10 years.

Ranking: **3 Fair [F]** An element is evaluated as Fair [F] when:

- May last and may need to be replaced in 10 to 15 years.
- The element is functioning as intended and is still within its useful life.
- Deterioration or damage affects less than 25% of the element.
- There are early signs of wear, failure or deterioration, but the element is structurally sound.
- Visible wear and tear is considered typical for a structure of this age and type.
- Has a little impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **4 Good [G]** An element is evaluated as Good [G] when:

- May last and may need to be replaced in 15 to 20 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a no impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **5 Very Good [VG]** An element is evaluated as Very Good [VG] when:

- Needs no attention and may last up to 25 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a positive impact on the overall efficiency and/or fiscal sustainability of the facility.

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.32 DATES OF CONSTRUCTION (VINTAGE)



Vintage:

V1	**1962:**	Original Construction
V2	**1980:**	Gymnasium
V3	**1995:**	Classroom and Media Center Addition
V4	**2004:**	Modular Classrooms (no longer used)

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1962
V2 1980
V3 1995
V4 2004

Exterior		V4	V3	V2	V1	
Component	Material(s)	Condition				Notes
Roofing	EPDM Membrane	2			4	
	Built-up gravel			3	3	
	Architectural shingles		4			
	Aluminum gutters / downspouts		2			
	Fascia / trim		3		3	
Walls	Masonry - Brick		3	3	3	
	Wood siding	1				Modulars (V4)
	Joints (building or expansion)		4	4	4	
	Foundations – exposed concrete		2	3		
Entrances	Aluminum Doors & Frames				4	
	Hollow Metal Doors & Frames	2	3	4	4	
	Soffits / Canopy	2	3		1	
Windows	Aluminum, thermal	3	3	4		
	Aluminum, non-thermal				2	
	Window Screens		3	3	2	
Walkways / site stairs	Concrete walks & curbs				2	
	Concrete stairs		2			
Drives / parking lots	Bitum. pavement - drives				2	
	Bitum. pavement - parking				2	
	Line striping				2	
	Extruded bitum. conc. curbing				2	
Landscaping	Lawn				3	
	Planting				3	
	Mulch beds				4	
Recreation	Paved play surfaces				2	
	Grass fields				2	
Other Structures	Ramps	2	2	2	2	

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1962
V2 1980
V3 1995
V4 2004

Interior		V4	V3	V2	V1	
Component	Material(s)	Condition				Notes
Flooring	VCT Tile	3	3		3	
	Carpet	2			2	Media Center and Admin. Suite
	Terrazzo				3	
	Ceramic Tile	4	3		3	
Walls Surfaces	Gypsum Wall Board	3			3	
	Masonry - CMU, Face Brick	3	3		3	
	Porcelain tile			4	3	
Ceilings	Acoustical tile ceilings	2	3		2	Fair in corridors, poor in classrooms
	Gypsum board ceilings / soffits	3	3		3	
	Exposed Ceilings - visual			4		
Interior trim	Hollow metal	3	3		3	
	Wall Base - Vinyl	3	3		2	
Interior doors	Wood doors	3			3	
	Hollow metal doors	3	3		3	
	Hardware	4	4		4	
Built-ins	Casework (general)	3			3	
	Countertops	3			3	
Toilet Facilities	Fixtures	4	4		3	
	Partitions	4	3		4	
	Accessories (dispensers, driers)	4	4		4	
Athletics	Gymnasium floor / play surface			3		
	Athletic equipment			2		
	Folding partition			1		

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1962
V2 1980
V3 1995
V4 2004

Building Systems		V4	V3	V2	V1	
Component	Material(s)	Condition				Notes
Fire Protection	Alarms & Devices	4	3	3	3	
	Fire suppression (infrastructure / devices)	4	3	3	3	New piping in fire service room.
Plumbing Systems	Infrastructure (pipes, drains, etc.)	4	3	2	1	Some piping past its useful life.
	Fixtures	3	3	3	1	Select fixtures have cracks on surface.
	Overall efficiency	4	3	3	1	Water heaters are new.
Electrical (Service)	Infrastructure (panels, wiring, etc.)	4	3	2	1	
	Service & distribution	4	3	2	1	
	Generator	1	1	1	1	Original to building
	Other	4	3	2	1	
Electrical Lighting	Infrastructure (panels, wiring, etc.)	3	2	1	1	
	Fixtures (Interior)	3	3	3	3	Bulbs upgraded to LED 5 years ago
	Efficiency (incl. natural & artificial light distr.)	3	2	2	2	
Security	Access Control	3	3	2	2	
	Cameras	3	3	3	3	

EXISTING CONDITIONS NARRATIVE

C

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

C. EXISTING CONDITIONS NARRATIVE

C.1 Architectural

Construction:

The building is constructed primarily of non-combustible materials. The exterior walls are constructed of brick veneer. Interior walls vary in construction material. The floors are concrete slab on grade. The structural frame consists of steel columns, and beams. The building is four different vintages. Aside from the modular units; all constructed with the same exterior materials. The roofs are steel framed.

Exterior:

Exterior façade (general): The exterior of the building is in generally in fair to poor condition. The west side houses the main entrance. A secondary entry is located on the south and is dedicated to the Trumbull Loves Children (TLC) program. Exterior walls are brick clad with concrete block backup. There are some areas with exposed concrete foundation wall as the exterior finish material. A two-story volume that is the 1980s gymnasium, anchors the east side of the facility. The roofs are predominantly flat throughout with the exception of the multi-purpose space within the original 1962 structure and the hipped and gable roofs of the 1995 additions.

Walls: The exterior walls range from fair to poor depending on the building vintage. Exterior walls at the original building and 1980 gymnasium are in fair condition, but the brick could benefit from a general cleaning, especially around the window openings and wall penetrations. Attention should also be given to patching and cleaning the exposed foundation walls, particularly on the east side of the building. The walls at the 1995 vintage are in fair to poor condition. The brick is in fair condition; however, the exposed concrete foundation walls and concrete sills are in poor condition. All should be repaired and heavily cleaned. The 2004 modular units have reached the end of their useful life and should be removed. Vertical building joints are in good condition and did not appear to need raking or replacing. Many building seismic joints were also observed, and all were in good condition.

Windows/Doors/Entrances: The entrance doors are aluminum or steel doors with glass. These doors are in good condition. The glazing is thermally insulated double pane glass. Other doors, which have either a secondary function or function as egress only are painted hollow metal doors. Generally, the hollow metal doors are in good condition. Windows vary depending on the building vintage. Most are thermally insulated, double pane; however, some are single pane and not insulated. Double-pane windows at the gymnasium and 1997 classroom addition are in good condition. Single-pane windows at the original building are in poor condition and should be replaced. Some exterior screens are missing at the original windows. Storefront systems are in poor condition with single-pane glazing and damaged metal panels at their base. The main entry canopy is in very poor condition and should be replaced in its entirety. Metal edge coping is deteriorating, plates attaching columns to the overhead structure are corroding, and water infiltration between canopy seams is staining the structure and aiding in the overall corrosion.

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

The painted finish is chipping and peeling throughout. Entry canopies and soffits at the rest of the building are in good condition but could benefit from a new coat of paint.

Roof: Flat roofs at the original building are built-up gravel and are in fair condition. Although there are areas of ponding, there does not appear to be much growth or signs of extensive past repairs. The multi-purpose space roof is EPDM and appears to be in good condition with no signs of delamination or breaches. The built-up gravel roof of the gymnasium addition is also in fair condition. No issues were observed at the many skylight penetrations. The hip and gable roofs at the 1995 additions are clad in architectural shingles and are in good condition. Expansion joints are all in good condition. Roof penetrations appear to be in good condition but could benefit from cleaning around drains.

Interior:

Interior spaces (general): The interior of the facility ranges from good to fair condition and is generally clean and well kept. The facility is laid out in a U-shape, with the original structure comprising over half of the overall building footprint. The northern portion of the building is anchored by the gymnasium wing. This wing is connected back to the main building by several general classrooms, as well as the art and music classrooms. The media center and multi-purpose spaces are centrally located between the two classroom wings and are in close proximity to the main entry. The main entry and administrative suite are located on the west side of the building. The southern half of the building is comprised entirely of classrooms. PreK classrooms and the kitchen. The floor plan and circulation are relatively simple. Major multi-use spaces are predominantly centralized with classrooms flanking either end of the building.

Corridors: All corridors are double loaded, with the exception of the 1980s addition that terminates at the gymnasium. Corridors typically have classrooms or major multi-use spaces on both sides. Terrazzo, acoustical ceiling tile, brick and painted CMU are the finishes throughout corridors in the original vintage. All are in good to fair condition. There are a few areas of patched terrazzo that do not match the existing finish. Although the flooring is in good physical condition, aesthetically, it looks poor. VCT, acoustical ceiling tile and painted CMU are the finishes throughout the rest of the building. Flooring is in poor condition and should be replaced in both vintages 2 and 3, particularly at door and ramp thresholds. Ceilings are in fair condition with a few stained and damaged tiles. Artificial lighting in the corridors could be improved throughout all vintages.

Classrooms: Classrooms are only located in vintages 1 and 3. Classrooms appear to have ample space and are typical of what would be expected in a building of this type and vintage. The teaching walls, with white boards, smart display board with projector, and occasional tack board, were present in most classrooms. The exterior walls typically have a heating unit under the window. These windows provide good natural daylight for the classrooms. Ceilings are acoustical tiles and are in poor condition. There are areas where tiles are sagging and many tiles have been replaced. There is VCT all classrooms. Although dated, the flooring is in fair condition. Casework in vintages 1 and 3, is in fair condition but should be upgraded to keep up with the evolving educational curriculum. Classrooms in the original building have single-use toilet rooms

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

that are not ADA complaint and contain finishes that are past their useful life. Classrooms in vintage 3 have appear to have ample artificial light; however, lighting could be improved in classrooms located in the original building.

Administration Offices: The administration offices are situated at the main entrance as a means of control and visual acuity. There is a locked vestibule to control visitors. Although a storefront is present at the main office, the space has limited visibility to the adjacent corridors and no visibility to the entry vestibule. Carpet is in poor condition and acoustical ceiling tiles are in fair condition. Casework is dated but in good condition.

Major Common Spaces:

Multipurpose Room: The multipurpose room is at the center of the facility and is utilized as an auditorium and cafeteria. It's adjacency to the kitchen supports this function. The space appears to be sized well for the number of students in each lunch wave. The space is double-height and has a large north-facing curtainwall system that allows the room to be filled with daylight. The floors are VCT and are in poor condition. The ceiling is an undulating deck with a gypsum board finish. Aesthetically, the ceiling is in fair condition and the undulating surface allows for great distribution of both natural and artificial light. A raised platform flanks the southeastern end of the multipurpose space and supports its function as an auditorium. There is a lift that provides ADA access to the platform.

Gymnasium: The gymnasium was created as an annex to the original building, located in its own building at the north of the facility. It can only be accessed from a corridor leading from the art and music rooms. The ceiling exposes the structure and roof deck and appears to have sufficient height to properly serve the physical education curriculum. In general, the ceiling is in good condition. All walls are painted concrete block and are clad in athletic padding on the lower third of the wall. The wood floor is in fair condition. A folding partition runs north/south to separate the space into two gymnasiums. This partition has reached the end of its useful life and should be replaced. Artificial lighting is sufficient when used to supplement daylight from the overhead skylights. The ceiling-mounted basketball hoops are reaching the end of their useful life and should be upgraded.

Toilet Facilities: The school has four main gang toilet facilities, each pair containing facilities for male and female users. Not all are ADA accessible. Although they are dated, these facilities are in fair condition. Each gang facility has operable partitions with water closets, lavatories and paper towel dispensers. The floors are ceramic tile, ceilings are acoustical tile or gypsum, and walls are concrete block or porcelain wall tile. All finishes are in fair condition, except for the acoustical ceiling tile in the original toilet rooms. This ceiling is in poor condition and should be replaced. Single-use toilet rooms outside of the classrooms are ADA complaint and are in good condition. Toilet rooms in the original classrooms are non-compliant and finishes have reached the end of their useful life.

Media Center: The media center is centrally located and is situated across the hall from the multipurpose space. The space appears to be adequately sized for library functions. Carpet and acoustical ceilings are the finishes throughout. Carpet is in poor condition, but ceilings

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

appear to be in fair condition. The space is open to a central courtyard on two sides and receives good natural light. Artificial light appears insufficient and should be upgraded.

Code and Safety:

ADA: The building would not be deemed ADA compliant in reference to toilet facilities and required clearances. A ramp serves the raised gymnasium wing, and a hydraulic lift provides ADA access to the raised platform in the multipurpose space. Although classroom doors have compliant door hardware, entry into the space does not meet code required clearances. Classrooms do not have ADA workstations and toilet rooms located in classrooms are not compliant.

Safety: The building has a few aspects that may be deemed problematic from a life safety perspective. From a security perspective, the school appears to have sufficient access control at the main entrance by means of a locked vestibule and security guard; however, visibility into the vestibule and adjacent corridors could be improved. There are many exterior doors that could be possible points of entry and therefore, difficult to monitor.

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

C. EXISTING CONDITIONS NARRATIVE

C.2 EPFP / Security

C.21 PLUMBING / FIRE PROTECTION

Hot Water Generation:
The buildings existing domestic hot water is generated via two instantaneous water heaters. One of the water heaters are located in the boiler room on the north wing of the building and primarily serve the original construction of the building. This water heater is manufactured by AO Smith and is rated for 380 MBH. This water heater was in good condition. The second domestic water heater is located in the 1997 mechanical room. This tank is manufactured by Rinnai and is rated for 180 MBH. It is approximately 4 years old and is in good working condition. Each hot water source has a recirculation pump and thermostatic mixing valve, but no expansion tank.

Domestic Water Service:
Domestic water for the building is provided through a service from the street. The service is 4" and enters the building in a storage room on the exterior of the building. There was no backflow protection at the service and no booster pump for the domestic water system. The piping for the service looked in fair condition.

Domestic Water Piping:
Domestic water piping in the building is copper piping. The piping was insulated and seemed to be original to the building except in the parts where additions were built. It seemed to be in fair condition, but notice areas with piping in poor condition. Building staff did not mention any major problems in terms of leaks on the domestic water system.

Plumbing Fixtures:
Plumbing fixtures consist of a combination of floor mounted water closets and wall mounted water closets with manual flush valves. Lavatory sinks are wall mounted with automatic sensor type faucets. The plumbing fixtures vary in age from different renovations to various additions. Multiple plumbing fixtures original to the building have cracks on their surface.

Sanitary Service:
The building has a sanitary sewer service that leaves to Daniels Farms Rd. Sanitary piping is a mixture of PVC and cast iron in the building. Building staff indicated several occasions where floor drains had drainage issues and needed to be cleared. The rest of the underground piping was not mentioned to have any major issues.

Storm Service:
The building contains of both roof drain and an overflow system. The piping was cast iron. The roof drains take the storm water underground to a storm service to the municipal storm system at the street. The roof drains and piping seemed in fair condition but pooling was noticed on the roof, indicating ineffective slope to roof drains.

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

Natural Gas Service:
There is a 1 ¼" high pressure gas service entering the building from the exterior on the north wing of the building. The gas serves kitchen, HVAC, and hot water equipment. The gas piping in the building is steel and looked in fair condition.

Fire Protection:
There is a 6" fire protection serves that serves sprinklers throughout the entire building. The service is protected by a DCDA. There are 2 zones within the building and no fire pump. The fire sprinkler piping looked to be in fair-good condition. Sprinklers in the gym looked to be obstructed by sound baffles in the rafters. There were no major issues with the fire protection system observed by building staff.

C.22 ELECTRICAL

Main Electric Service:
The main electric service originates from a utility company pole. The service runs from the utility pole to a utility company owned, pad mounted transformer located adjacent to the building. The service then runs underground to the main switchboard.

The main electric service to the building is rated 800 Amps, 208/120 volts, 3-phase, 4-wire, and includes a main disconnect switch, utility company metering compartment, and distribution sections. This service and equipment are original to the building and are past their useful life.

Electrical Distribution:
The electrical distribution consists of conduit and feeders from the main distribution panels to branch circuit panel boards located throughout the building. The electrical distribution and equipment are original to the building with some panel boards being added throughout the years. The original equipment is in very poor condition but should be replaced.

Generator:
The building currently served by a Kohler 80 kW diesel fired generator. The generator serves both stand-by and life safety power. This generator is original to the building and in very poor condition.

Lighting Systems:
The lighting throughout the building consists of 1x4, 2x2 and 2x4 LED troffers. The bulbs were upgraded to LED five years ago. Lighting is in fair condition.

Emergency lighting for the building is served by a combination of light fixtures served by the generator and wall mounted two headed battery fixtures.

Lighting control consists of occupancy sensors, wall-mounted toggle switches; key operated toggle switches for local control. In several locations wall mounted occupancy sensors are hung from ceiling in lieu of ceiling mounted sensors. Controls are functional but should be replaced.

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

The building mounted lighting is in poor condition.

Fire Alarm System:
The fire alarm system in the building consists of a Fire Alarm Control Panel by Notifier located at the main vestibule. Throughout the building, there are horn/strobe units, strobe only units, smoke detectors, and pull stations sporadically located throughout. The system is in fair condition.

Communication Services:
Fiber service is provided to the building and distributed throughout.

MDF and IDF rooms are provisioned throughout the building at locations that promote the proper coverage to conform with network cabling distance limitations. Building horizontal cabling is Cat 6 with PoE type network switches installed on two post racks and wall mounted racks. The rooms are appropriately outfitted with grounding and bonding and dedicated cooling systems. The rooms are not appropriately outfitted with basket tray racks.

Wireless access points are provided within the building.

Time control center is provided in the building but is not functional. Abandoned for batteries.

Minimal Access Controls for security is provided for this building via card readers.

Ceiling and wall mounted speakers are provided throughout for general paging. Speakers were installed within the last 3 years and are in good condition.

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

C. EXISTING CONDITIONS NARRATIVE

C.2 Site

Roadways/Parking: The are three accesses to the western edge of the site from the main thoroughfare, Daniels Farm Road. Parent drop-off enters the site at the southern-most curb cut and loops back around to exit to Daniels Farm Road. Buses enter the site in a one-way traffic flow just north of the parent drop-off zone and drop off at the main building entrance before exiting back onto Daniels Farm Road via a one-way egress route. There is ADA access to the main entry. The building's service entrance is outside the kitchen and accessed by means of the bus loop that serves both the visitor parking lot access and the main faculty parking lot.

The overall condition of site pavement is poor with evidence of cracking, severe pavement deterioration, and transverse cracking located throughout the drive aisles. Observation of sediment buildup is indicative of puddling along parts of the curb and stormwater infiltration into the base.

The overall condition of curbing throughout the site is in fair to poor condition. Several areas show signs of deterioration. Monolithic curb and walk shows evidence of cracking at joints in several areas.

Walkways: Walkways on site consist of bituminous concrete and concrete pavement. Bituminous concrete walkways are in overall poor condition. Signs of cracking is present throughout the site.

Condition of the concrete pavement walkways range from fair to poor. Walkways adjacent to the driveway and parking areas are in poor condition, showing signs of cracking and deterioration. Concrete walkways that service play areas are in fair to poor condition with some signs of cracking.

Multiple stairs and ramps connect locations in the building to exterior grade. All show signs of deterioration and cracking within the concrete construction. Metal railings appear to be in poor condition showing signs of rust and wear.

There is a bituminous walkway connecting the school to the neighborhood behind the school to the northeast. This walkway is in poor condition, is deteriorating, and poses a safety and security concern. Bituminous paths and paved areas that connect to concrete walkways are in poor condition.

Paved Play: A paved play area is located near the gymnasium on the southern side of the school and consists of bituminous concrete. The overall condition is very poor with evidence of cracking and puddling in the pavement throughout the area.

Grass Fields: Grass fields are located on the east side of the school, downhill from the school. Grass cover appears to be in poor condition.

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

Diamond Fields: Remnants of a diamond field remain, but in very poor condition.

Playgrounds: A raised play structure and swings are located east of the facility, between the southern classroom wing and the gymnasium. Although dated, the play structure appears to be in fair condition.

Fencing: A four-foot-high chain link fence semi-encloses the playground and fields. Fencing appears to be in poor condition.

Landscaping: Overall landscaping is in fair to poor condition. Lawn areas adjacent to walkways, parking areas, and building entrance contain some bare spots and could benefit from reseeding.

PHOTO LOG D

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural



D.1.1: Aerial – Context



D.1.2: Years of Construction - Vintage

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural



D.1.3: Exterior – Main Entrance



D.1.4: Exterior – Main Entrance Canopy

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural



D.1.5: Exterior – Courtyard



D.1.6: Exterior – Service Entry

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

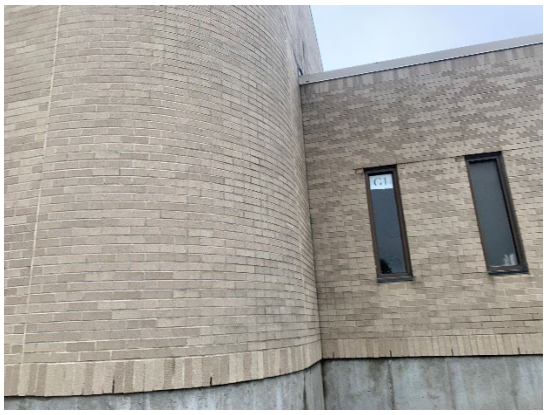
D.1 Architectural





D.1.7: Exterior – Walls & Windows – Vintage 1





D.1.8: Exterior – Walls & Windows – Vintage 2

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural





D.1.9: Exterior – Walls & Windows – Vintage 3



D.1.10: Exterior – Walls & Windows – Vintage 4

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural



D.1.11: Roof – Built-up Gravel – Vintage 1



D.1.12: Roof – Built-up Gravel – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural



D.1.13: Roof – Built-up Gravel – Vintage 1



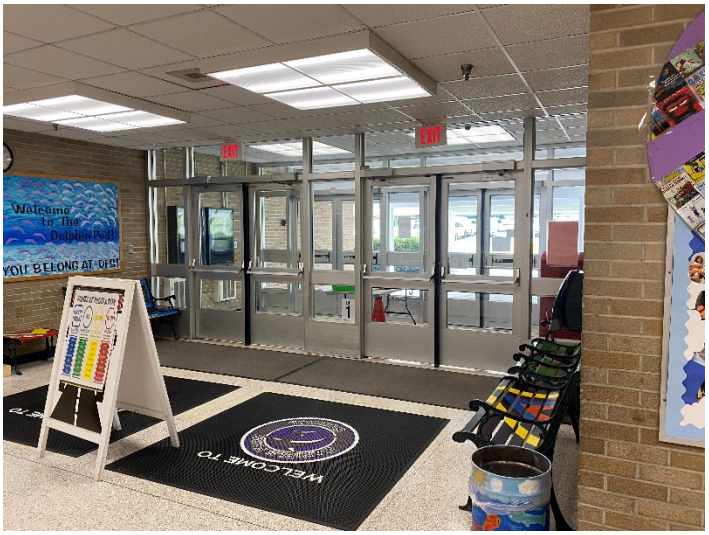
D.1.14: Roof – Architectural Shingles – Vintage 3

EDUCATIONAL FACILITIES ASSESSMENT

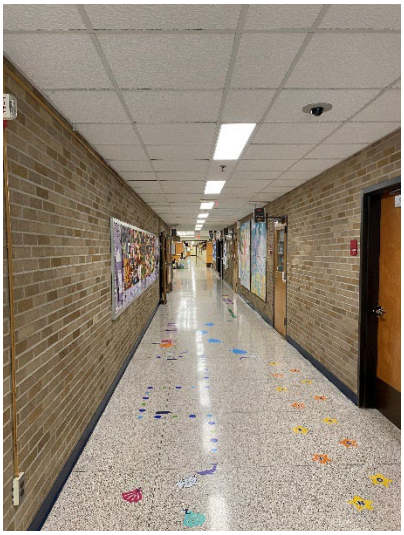
DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

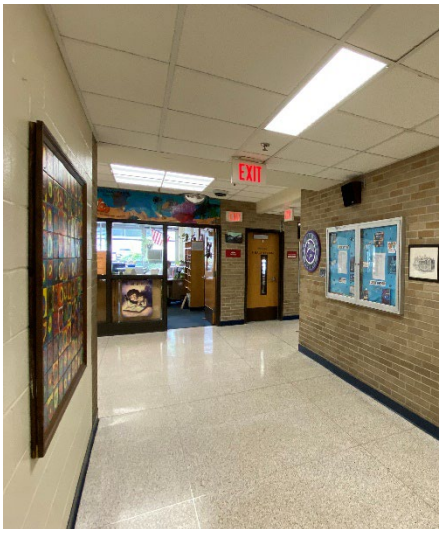
D. PHOTO LOG

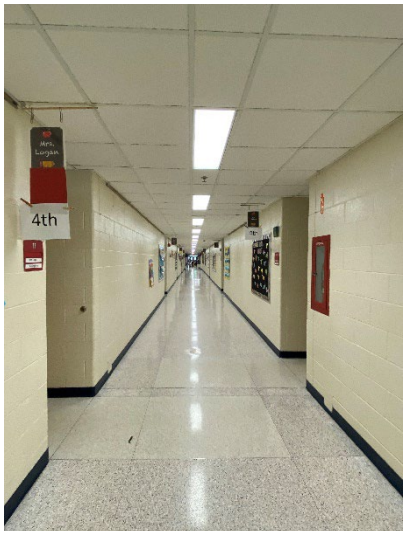
D.1 Architectural



D.1.14: Interior – Main Entry







D.1.15: Interior – Corridor – Vintage 1

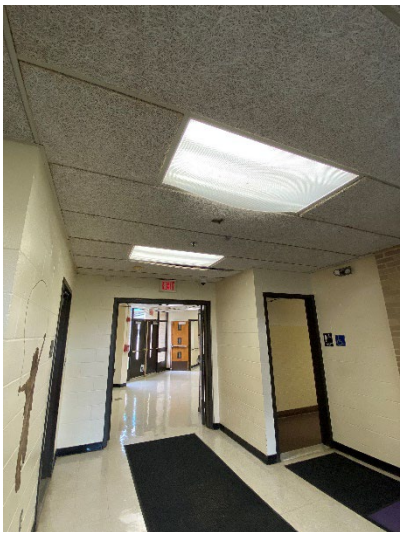
EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

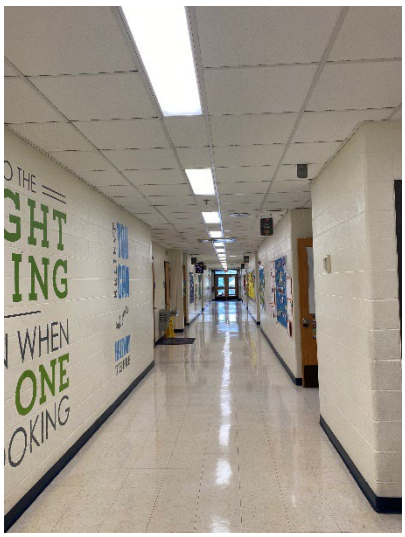
D. PHOTO LOG

D.1 Architectural





D.1.16: Interior – Corridor – Vintage 2





D.1.17: Corridor – Vintage 3

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

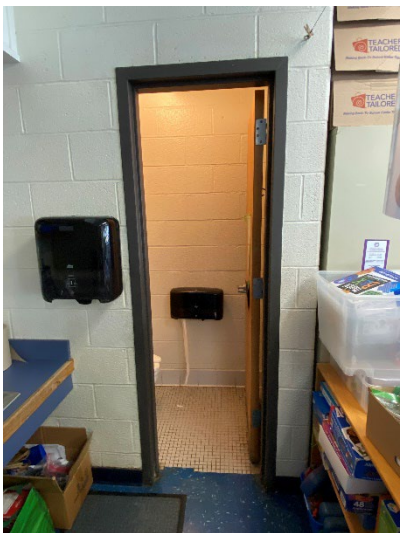
D. PHOTO LOG

D.1 Architectural



D.1.18: Interior – Classroom – Vintage 1





D.1.19: Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural



D.1.20: Interior – Classroom – Vintage 3



D.1.21: Interior – Classroom – Vintage 3

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural



D.1.24: Interior – Multi-Purpose Room



D.1.25: Interior – Multi-Purpose Room

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural





D.1.26: Interior – Multi-Purpose Room – Platform



D.1.27: Interior – Gymnasium

EDUCATIONAL FACILITIES ASSESSMENT

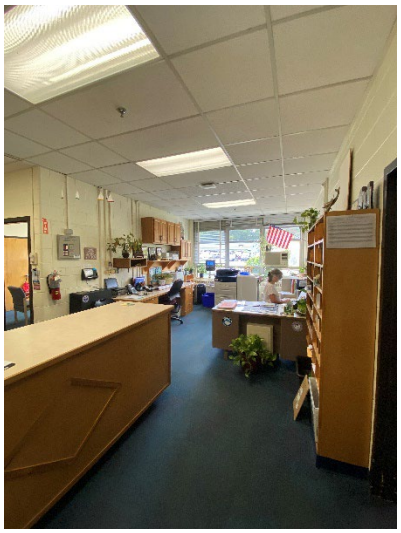
DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural



D.1.28: Interior – Admin



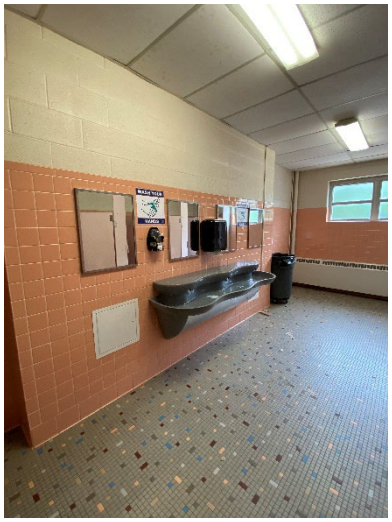
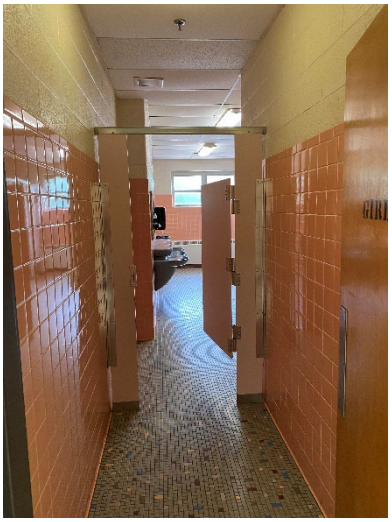
D.1.29: Interior – Admin

EDUCATIONAL FACILITIES ASSESSMENT

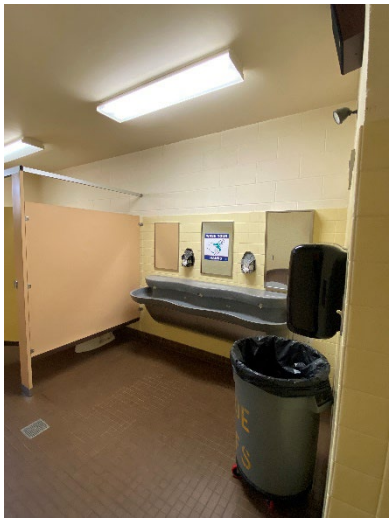
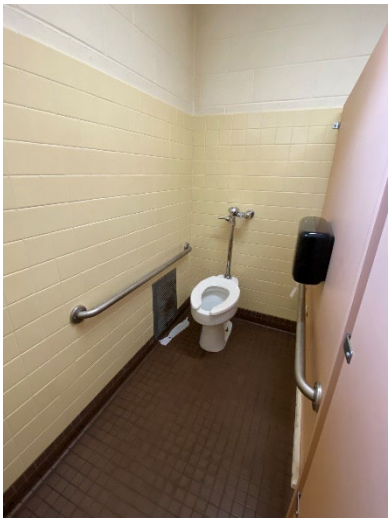
DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural

D.1.30: Interior - Toilet Facilities – Vintage 1

D.1.31: Interior - Toilet Facilities – Vintage 2

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural



D.1.32: Interior - Toilet Facilities – Vintage 3



D.1.33: Interior – Toilet Facilities – Single Use

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural



D.1.34: Interior – Media Center



D.1.35: Interior – Media Center

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural



D.1.36: Interior – Art Classroom



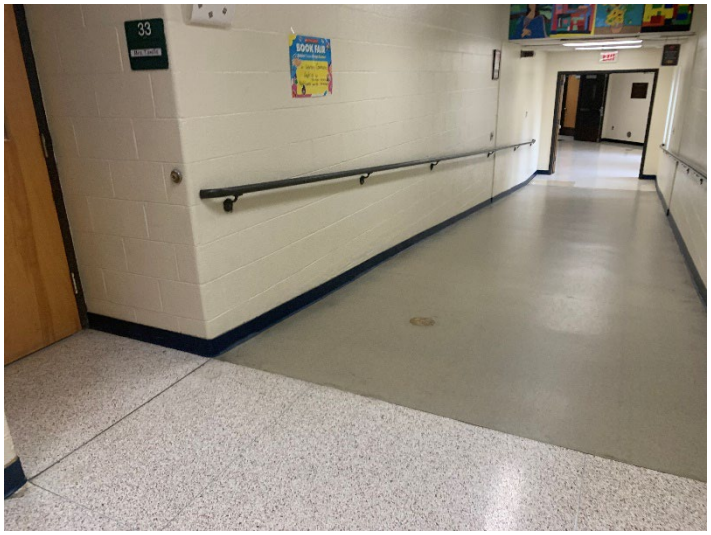
D.1.37: Interior – Music Classroom

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.1 Architectural





D.1.38: Interior – Corridor – Ramps

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.1: Mechanical Room Domestic Water Heater for South Wing



D.2.2: Mechanical Room Domestic Water Heater for North and West Wings

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.7: Touchless Sink Plumbing Fixtures



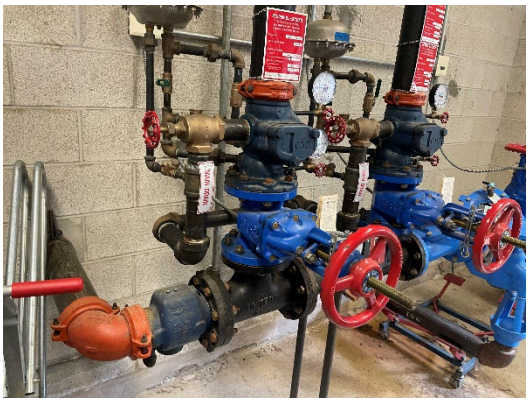
D.2.8: Plumbing Piping

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.9: Fire Protection Service Piping



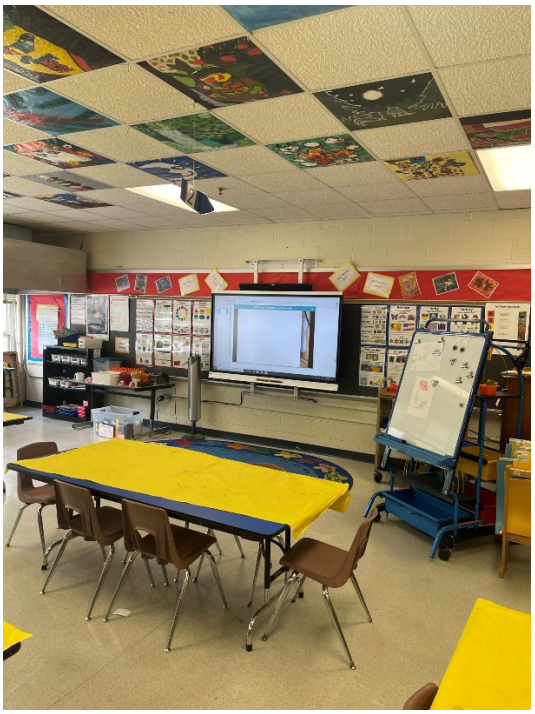
EXISTING GENERATOR

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING CLASSROOM LIGHTING

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING PANELBOARD

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.2 EPFP / Security



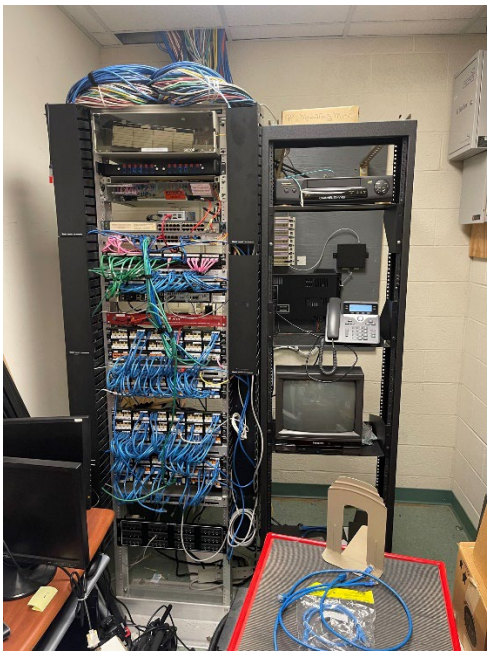
EXISTING PANELBOARD

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING IDF CLOSET

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.2 EPFP / Security



WALL MOUNTED OCCUPANCY SENSORS HUNG FROM CEILING

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.3 Site





D.3.1: Driveway & Parking





D.3.2: Driveway

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.3 Site





D.3.3: Walkways



D.3.4: Walkways

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.3 Site



D.3.5: Paved Play Areas





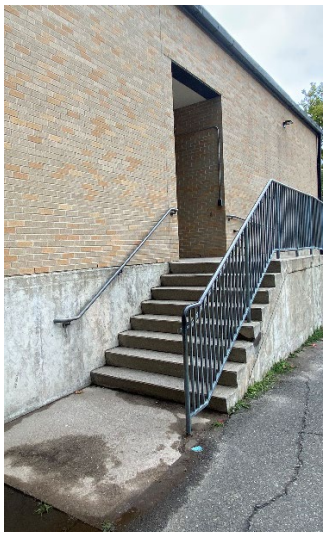
D.3.6: Playground

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.3 Site





D.3.7: Site Stairs





D.3.8: Site Ramp

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.3 Site



D.3.9: Site Ramp



D.3.10: Landscaping – Lawn

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

D. PHOTO LOG

D.3 Site



D.3.11: Landscaping – Planting



D.3.12: Fencing

PROGRAMMING E

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

E. PROGRAMMING

E.1 Narrative Summary

Administration has good visibility, and the nurse is right at the entry. However, the administrative suite lacks a conference room, and the nurse area lacks storage and an isolation room. The nurse also lacks an accessible (ADA) toilet. Throughout the building, floor drains are desired in all toilet rooms.

The resource room is shared by three teachers, and the space is subdivided by a makeshift partition that does not acoustically separate the spaces. The reading paraprofessional is working in a closet. The gross motor room lacks proper air circulation and does not have any windows.

Due to capacity, a former computer lab was converted into a classroom. Classrooms generally lack storage, specifically for student belongings such as backpacks. There is no accessible toilet for students. Like other schools in the district, TLC uses an instructional space within the school. At Daniels Farm, TLC uses the former music (instrument) room, and the school uses this space for the gifted and talented program. A larger staff break room would be beneficial for the teachers.

The media center is effective, with low shelves that display book covers. The PTA, Fathers' Club and staff all use the media center for a meeting space. School-wide activities happen in the gymnasium and the cafeteria is used as an auditorium, but the stage is not accessible. Within the gym, there is a safety concern with the basketball hoops slipping from their brackets.

On the site, there is very little parking, and the blacktops need to be replaced. The overflow parking in the back of the building is filled by staff. The students enjoy the outdoor areas for snack, outdoor learning, and recess.

E.2 Square Footage Analysis

Please refer to attached plan diagrams for the following:

E.21 Use and Area Analysis
E.22 Core Spaces Benchmarking
E.23 Maximum Allowable Per State Standard

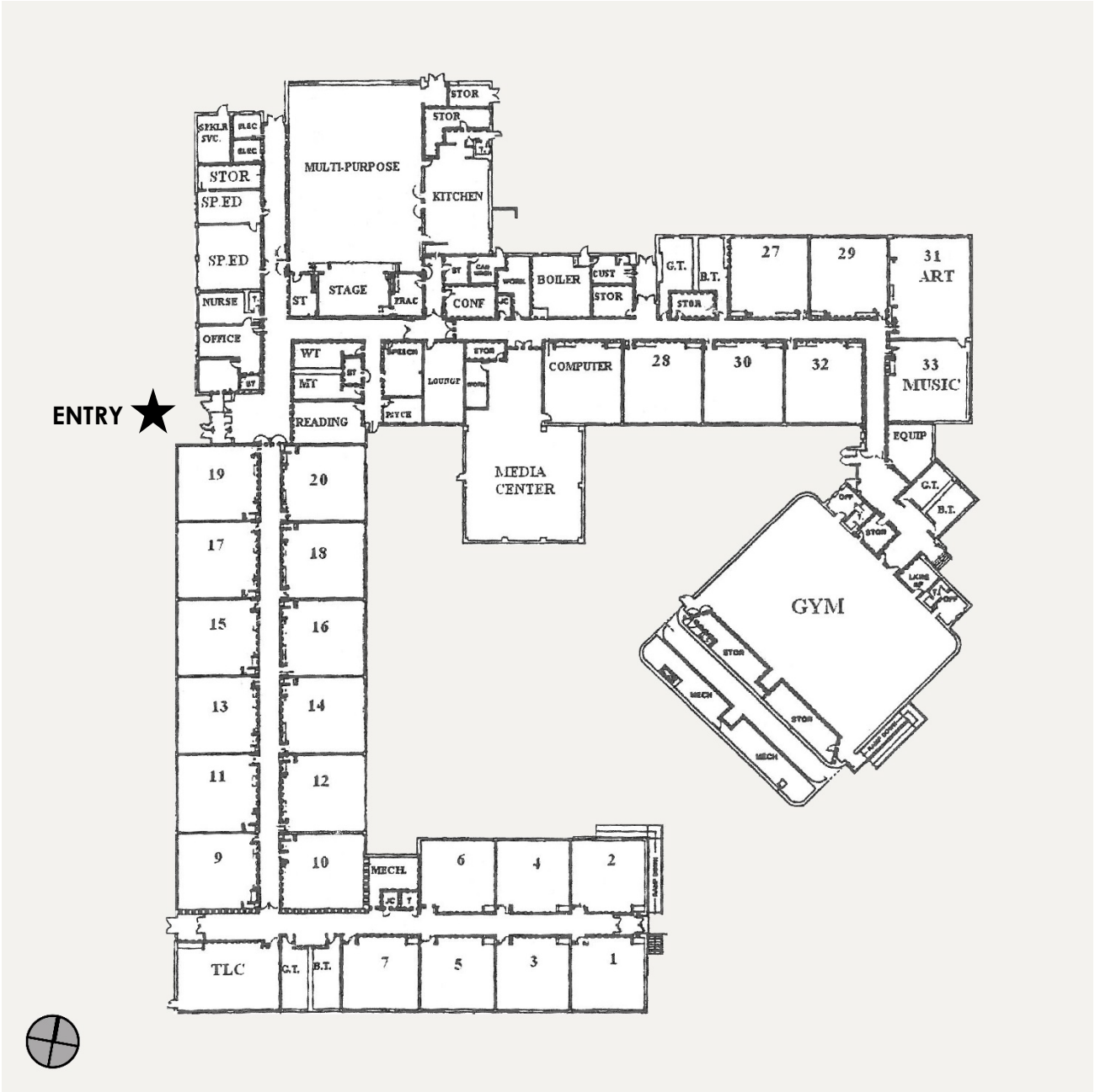
APPENDIX F

EDUCATIONAL FACILITIES ASSESSMENT

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

F. APPENDIX

F.1 PLAN DIAGRAMS



THIS PAGE INTENTIONALLY LEFT BLANK

FRENCHTOWN ELEMENTARY SCHOOL

30 FRENCHTOWN RD, TRUMBULL, CT

CONDITIONS ASSESSMENT & MASTER PLAN

Tecton ARCHITECTS

4

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

TABLE OF CONTENTS

A. INTRODUCTION

- A.1 OBJECTIVES
- A.2 FACILITY

B. SUMMARY & ANALYSIS

- B.1 SCHOOL & FACILITY DATA
- B.2 CONDITIONS SUMMARY
- B.3 CONDITIONS RANKINGS
  - B.31 RANKINGS SYSTEM DEFINED
  - B.32 DATES OF CONSTRUCTION (VINTAGE)
  - B.33 CHECKLIST & RANKINGS

C. EXISTING CONDITIONS NARRATIVE

- C.1 ARCHITECTURAL
- C.2 EPFP / SECURITY
  - C.21 PLUMBING / FIRE PROTECTION
  - C.22 ELECTRICAL / SECURITY
- C.3 SITE

D. PHOTO LOG

- D.1 ARCHITECTURAL
- D.2 EPFP / SECURITY
  - D.21 PLUMBING / FIRE PROTECTION
  - D.22 ELECTRICAL / SECURITY
- D.3 SITE

E. PROGRAMMING

- E.1 NARRATIVE SUMMARY
- E.2 SQUARE FOOTAGE ANALYSIS
  - E.21 USE AND AREA
  - E.22 CORE SPACES BENCHMARKING
  - E.23 MAXIMUM ALLOWABLE PER STATE STANDARD

F. APPENDIX

- F.1 PLAN DIAGRAMS

INTRODUCTION A

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

A. INTRODUCTION

A.1 Objectives

Tecton Architects was commissioned by Trumbull Public Schools to perform an educational facilities conditions assessment of 12 schools and Administration Office Building in Trumbull, CT. The goal was to conduct on-site inspections and gather meaningful data about the physical state of the academic buildings and grounds. The assessment reports would then provide insight and aid in the completion of a viability study of alternate land/buildings and a long-term Capital Management Plan that focuses on the district facilities and their mechanical infrastructures.

During the month of September 2022, Tecton Architects, accompanied by its team of licensed professional engineers and escorted by head custodial staff, visited Frenchtown Elementary School at 30 Frenchtown Road, Trumbull, Connecticut. The school was surveyed for the conditions of the architecture, electrical, plumbing, fire safety, technology, and site conditions therein. Among other items assessed were structural, accessibility and energy issues, as well as school safety. The purpose of the visual observations was to quantify and evaluate the current state of the respective A/EPFP systems. Observations were made in the portions of the building that were accessible at the time of the inspections.

A.2 Facility

This facility functions as an elementary school for kindergarten through fifth grade. The approximately 90,000 square foot facility was originally constructed circa 2002. There have been no renovations or additions to the building since its original construction.

The building is predominantly one story, apart from a small portion of the northern wing. The main entrance, cafeteria, media center and majority of classrooms are all at the main level. The northern wing, that contains two stories, occupies approximately one-quarter of the overall building footprint.

In addition to the many academic classrooms, the school boasts a gymnasium, a cafeteria with a platform, a kitchen and servery, and library. The exterior has a semi-enclosed courtyard adjacent to the cafeteria, and a paved play area to the northeast. The facility also contains raised play structures in two locations. The early elementary play structures are located at the southwest corner of the building, and the remaining play structures are located at the northern end of the building.

There is only one access point to and from the site, which is a concern. This access point connects to Frenchtown Road, with the building facing southwest. Bus drop-off and main parking lot are at the southern end of the site, with busses dropping students off at the main entrance. Both buses and vehicles enter the site by way of the single access point from Frenchtown Road and exit the same way. Access to faculty parking requires a left-hand turn crossing the bus lane. Parents dropping off students will follow busses in the bus lane before turning left into a visitor parking lot for drop-off. There is ADA access to the main entry. The

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

building's service entrance is outside the cafeteria and kitchen, accessed by means of the faculty parking lot drive and loop road.

SUMMARY & ANALYSIS B

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

B. SUMMARY & ANALYSIS

B.1 School & Facility Data

The School:

Type:	Elementary	**Additional Programs:**	Trumbull Loves Children (TLC)
Grade Structure:	K-5	**Meals:**	Breakfast, lunch (6 waves)
Pre-K:	No	**Start time:**	8:45 am
Enrollment (current):	530	**Dismissal:**	3:20 pm
Staff (approx.):	70	**Buses:**	8
Location (in town):	South, central		

The Facility:

Total Building Area (SF):	89,960 sf	**Original Construction:**	2002
Site Area (acres):	7.5 acres	**Additions (dates):**	none
Stories (above grade):	2	**Construction Type(s):**	2C
Building/Framing Materials:	Load-bearing masonry, steel, metal deck	**Roof Types & Age:**	Standing-seam metal - original building Built-up gravel – mechanical roofs
Split-level / ramps (interior):	Yes	**Heating (types):**	N/A
Stairs (interior):	Yes	**Fuel Types:**	Natural Gas
Elevator:	Yes	**Cooling (centralized):**	N/A
Basement:		**Ventilation:**	N/A
Mezzanine (mechanical)		**Electrical:**	2000A-480V-3 Phase
Crawl Space / Tunnels:		**Generator:**	250KW Diesel
Modulars (classrooms):	None	**Fire Alarm:**	Yes: Notifier
Auxiliary Buildings:	Storage sheds	**Sewer / Septic:**	Sewer
Full ADA Compliance:		**Municipal Water / Well:**	Municipal Water
		Sprinklered (full / partial):	Fully sprinklered with fire pump
Athletic Fields:	Playgrounds (2), paved play		

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

B. SUMMARY & ANALYSIS

B.2 Conditions Summary

Building Condition:

- **Fair**
- Precast concrete coping and sills are heavily stained and should be cleaned.
- Aside from at the main entrance, aluminum entry systems are in poor condition and should be replaced. Most entry vestibules are leaking.
- The wood floor at the raised platform is at the end of its useful life.
- Rubber sheet flooring at stair towers is deteriorating from water infiltration at doors.
- Further investigation is needed at skylights within the built-up gravel roofs. Staff reported leaking but none was observed during the site investigation.

Programmatic Findings:

- Lack of space for special education programs
- Need a dedicated ELL classroom
- Lack of 21st Century learning spaces such as a maker space
- Exterior paved play surface condition prevents hazard
- Play areas are not fully accessible
- One entry drive is a concern from an emergency operations standpoint

Fire Protection & Fire Alarm:

- Building is fully protected with sprinkler system with fire pump. Piping is in good condition but fire pump seemed to be near the end of its useful life.
- Fire Alarm System is in good condition.

Plumbing:

- Water heater is relatively new and in good condition. Natural gas fired.
- Piping is in good condition, except for apparent leak near water heater's mixing valve.
- Fixtures are in good condition.

Electrical:

- Main Electric service is 480V/3-phase, 2000 Amps. Good condition.
- Distribution equipment is in good and condition.
- 250KW diesel generator. Good Condition.
- Lighting throughout is in fair condition.

Security System:

- Access controls and security cameras are in good condition

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.31 RANKINGS SYSTEM DEFINED

Ranking (range '1' to '5')

Via the site inspections and conditions assessments contained in the detailed report, the design team is providing a condition (or ranking) of various, select building physical components. An itemized course of action may be derived from this ranking as well as strategies and prioritization for maintenance of the facilities.

Vintage (year of construction)

Buildings that were constructed or renovated at different time periods (dates)are assigned a Vintage #. Elements of varying ages are evaluated separately. Vintage #'s for each facility are indicated on the vintage diagram & checklist.

Condition (range 'very poor' to 'very good')

Existing exterior and interior conditions of all building and site elements are determined by the following criteria for evaluation:

Ranking: **1 Very Poor [VP]** An element is evaluated as Very Poor [VP] when:

- Requires prompt attention.
- May last and may need to be replaced in 0 to 5 years.
- The element is no longer performing its intended purpose.
- Deterioration or damage affects more than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a severe negative impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **2 Poor [P]** An element is evaluated as Poor [P] when:

- May last and may need to be replaced in 5 to 10 years.
- The element may be approaching the end of its useful life.
- Deterioration or damage affects less than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a negative impact on the overall efficiency and/or fiscal sustainability of the facility.
- May last and may need to be replaced in 5 to 10 years.

Ranking: **3 Fair [F]** An element is evaluated as Fair [F] when:

- May last and may need to be replaced in 10 to 15 years.
- The element is functioning as intended and is still within its useful life.
- Deterioration or damage affects less than 25% of the element.
- There are early signs of wear, failure or deterioration, but the element is structurally sound.
- Visible wear and tear is considered typical for a structure of this age and type.
- Has a little impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **4 Good [G]** An element is evaluated as Good [G] when:

- May last and may need to be replaced in 15 to 20 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a no impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **5 Very Good [VG]** An element is evaluated as Very Good [VG] when:

- Needs no attention and may last up to 25 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a positive impact on the overall efficiency and/or fiscal sustainability of the facility.

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.32 DATES OF CONSTRUCTION (VINTAGE)



Vintage:

V1 **2002:** Original Construction

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 2002

Exterior		V1	
Component	**Material(s)**	**Condition**	**Notes**
Roofing	Standing seam metal	3	
	Built-up gravel	3	Minor leaks at skylights
	Aluminum gutters / downspouts	3	
	Fascia / trim	3	
Walls	Masonry - Brick	3	
	Masonry - CMU	3	
	Vinyl siding	3	Requires cleaning
	Precast concrete coping/sills	2	Heavily stained
	Joints (building or expansion)	4	
Entrances	Aluminum Doors & Frames	3	Entry - good, all others - poor
	Hollow Metal Doors & Frames	3	
	Soffits / Canopy	3	
Windows	Aluminum, thermal	3	Do not operate correctly
	Window Screens	3	
Walkways / site stairs	Concrete walks & curbs	2	Very poor at all entries
	Bitum. concrete walks	2	
Drives / parking lots	Bitum. pavement - drives	3	
	Bitum. pavement - parking	1	
	Line striping	2	
	Extruded bitum. conc. curbing	2	
Landscaping	Lawn	3	
Recreation	Paved play surfaces	2	
	Raised play structures	4	
	Grass fields	2	
Other Structures	Concrete courtyards	2	

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 2002

Interior		V1	
Component	**Material(s)**	**Condition**	**Notes**
Flooring	VCT Tile	3	Poor in select areas, replaced in past
	Carpet	2	
	Decorative stone tile	3	
	Ceramic Tile	4	
	Rubber - sheet / stair treads	2	
	Wood	2	Raised platform only
Walls Surfaces	Gypsum Wall Board	3	
	Masonry - CMU, Face Brick	4	
	Porcelain tile	4	
Ceilings	Acoustical tile ceilings	3	
	Gypsum board ceilings / soffits	4	Media Center
	Metal panel (visual)	4	
	Exposed (visual)	4	Art, entries
Interior trim	Hollow metal	4	
	Wall Base - Vinyl	4	
Interior doors	Wood doors	4	
	Hollow metal doors	4	
	Hardware	4	
Built-ins	Casework (general)	4	
	Countertops	4	
Toilet Facilities	Fixtures	4	
	Partitions	3	
	Accessories (dispensers, driers)	4	
Athletics	Gymnasium floor / play surface	3	
	Athletic equipment	4	

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 2002

Building Systems V1

Component	Material(s)	Condition	Notes
Fire Protection	Alarms & Devices	4	
	Fire suppression (infrastructure / devices)	3	Fire pump seems near end of useful life.
Plumbing Systems	Infrastructure (pipes, drains, etc.)	4	
	Fixtures	4	
	Overall efficiency	3	Leak near mixing valve.
Electrical (Service)	Infrastructure (panels, wiring, etc.)	4	
	Service & distribution	4	
	Generator	4	
	Other	4	
Electrical Lighting	Infrastructure (panels, wiring, etc.)	3	
	Fixtures (Interior)	3	
	Efficiency (incl. natural & artificial light distr.)	3	
Security	Access Control	4	
	Cameras	4	

EXISTING CONDITIONS NARRATIVE

C

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

C. EXISTING CONDITIONS NARRATIVE

C.1 Architectural

Construction:

The building is constructed primarily of non-combustible materials. The exterior walls are constructed of brick veneer. Interior walls vary in construction material. The floors are concrete slab on grade. The structural frame consists of steel columns, and beams. The building is a single vintage, constructed in 2002.The roofs are steel framed.

Exterior:

Exterior façade (general): The exterior of the building is in generally in fair condition. The south side houses the main entrance. A secondary entry is located to the west, through a locked vestibule. Exterior walls are brick clad with concrete block backup. The base of the walls are ground-face CMU with a concrete coping. The second floor of the facility is clad in horizontal vinyl siding. The roofs are predominantly gable, standing seam metal throughout with the exception of built-up gravel roofs at the kitchen and roofs housing mechanical equipment.

Walls: The exterior walls are in fair condition, but all could benefit from a general cleaning. The brick and CMU are, structurally, in good condition; however, the CMU and concrete coping are heavily stained and require extensive cleaning. The vinyl siding is covered in mildew, predominantly on the south-facing facades. Concrete coping, horizontal banding and sills should be cleaned around the entire building. Vertical building joints are in good condition and did not appear to need raking or replacing. Many building seismic joints were also observed, and all were in good condition.

Windows/Doors/Entrances: The entrance doors are aluminum or steel doors with glass. These doors are in good condition. The glazing is thermally insulated double pane glass. Other doors, which have either a secondary function or function as egress only are painted hollow metal doors. Generally, the hollow metal doors are in fair condition. Windows are thermally insulated, double pane; however, they have interior screens that make opening the windows very difficult. Most perform well from a thermal standpoint, but operational difficulties should be addressed. Storefront systems are in poor condition, and most have reached the end of their useful life. There are leaks at the base and where the systems attach to the adjacent masonry or structure. Entry canopies and soffits are in fair condition but should be cleaned of mildew and dirt.

Roof: The gable roofs are standing seam metal and are in fair condition. The southeast gable of each metal roof is clad in photovoltaic panels. The flat, built-up gravel roofs are located around rooftop mechanical equipment and at areas containing skylights. The skylight penetrations may be the cause of some leaking at these roofs, but in general, these gravel roofs are in fair condition. Ridges and valleys are relatively free of debris and are in good condition. Aside from at skylights, roof penetrations appear to be in good condition.

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

Interior:

Interior spaces (general): The interior of the facility ranges from good to fair condition and is generally clean and well kept. The facility is laid out in a radial arrangement, with the main entry and double-height atrium at the center. The facility is oriented east/west with the media center, gymnasium and cafetorium situated around the central atrium. The east wing houses art, music and general classrooms and is the only portion of the building with two stories. The second story is a copy of the classrooms below. The west wing consists of administrative and student support spaces, as well as a number of general classrooms. A smaller wing to the southeast of the gymnasium serves as the special education wing. The floor plan and circulation are relatively simple. Major multi-use spaces are predominantly centralized with classrooms anchoring either end of the facility.

Corridors: Most corridors are double loaded with classrooms or major multi-use spaces on both sides. VCT and acoustical tile are the finishes throughout and are both in fair to poor condition. Flooring has been replaced in certain areas and continues to get damaged by water infiltration. Ceilings are in poor condition and show signs of water damage. Lockers line the academics corridors and are in fair condition. The painted CMU walls or gypsum board walls are in good condition. The main entry and atrium are finished with tile floors and gypsum board or brick-clad walls. Flooring is showing its age and is worn around the entry vestibule. An array of acoustical ceilings cover the exposed underside of the metal deck. Ceiling finishes appear to be in good condition. Artificial lighting in the corridors is sufficient.

Classrooms: Classrooms appear to have ample space and are typical of what would be expected in a building of this type and vintage. The teaching walls, with white boards, smart display board with projector, and occasional tack board, were present in most classrooms. The exterior walls have full height windows that provide good natural daylight into the classrooms. Ceilings are acoustical tiles and are in good to fair condition. Occasional ceiling tiles should be replaced where there are minor stains or damages. VCT tile is the flooring throughout all classrooms. Although dated, it is in fair condition. Casework is in good condition and appears to sufficiently support the classroom functions. Artificial lighting could be improved by updating overhead light fixtures.

Administration Offices: The administration offices are situated at the main entrance as a means of control and visual acuity. There is a locked vestibule to control visitors. Storefront systems provide visibility into the locked vestibule, as well as into the adjacent corridors and central atrium. VCT and carpet are floor finishes and are in fair condition; however, the carpet could benefit from replacement. Acoustical ceiling tiles and the brick walls are both in good condition. Casework is dated but remains in good condition.

Major Common Spaces:

Multipurpose Room: The cafetorium room is at the center of the facility and is utilized as an auditorium and cafeteria. It's adjacency to the kitchen supports this function. The space

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

appears to be sized well for the number of students in each lunch wave. The space is double-height and has large storefront and clerestory windows along the north side, allowing the room to be filled with daylight. The floors are VCT and are in fair condition. The ceiling is an acoustical metal system, suspended below the exposed metal roof deck. Aesthetically, the ceiling is in fair condition. A raised platform flanks the eastern end of the cafetorium and supports its function as an auditorium. A ramp to the north wraps the platform and provides ADA access. The wood flooring at the platform is in poor condition and should be replaced.

Gymnasium: The gymnasium is centrally located and can be accessed from the main entry atrium and from a corridor to the east. The ceiling is clad in a linear metal panel and appears to be in good condition. The space appears to have sufficient height to properly serve the physical education curriculum. Walls are painted concrete block and are clad in acoustical tectum panels on the upper half, and athletic padding on the lower third of the wall. The wood floor is in fair condition. A curtain divider runs north/south across the space to separate it into two smaller gymnasiums. Although rarely used, the partition is in good condition. Artificial lighting could be improved in the space. The ceiling and wall mounted basketball hoops are in good condition.

Toilet Facilities: The school has seven main gang toilet facilities, each pair containing facilities for male and female users. Two of these gang facilities are located on the second floor. All are ADA accessible. Although dated, the finishes in these facilities are in good condition. Each gang facility has operable partitions with water closets, lavatories and paper towel dispensers. The floors are ceramic tile, ceilings are acoustical tile and walls are a combination concrete block and porcelain wall tile. All are in good condition. Single-use toilet rooms located in kindergarten classrooms, as well as those toilet rooms available to staff, are ADA complaint and are in good condition.

Media Center: The media center is centrally located, just to the right as you enter the facility. The space appears to be small in comparison to other media centers in the district. Carpet is at the end of its useful life and could be replaced. The gypsum board ceiling and walls are both in good condition. The space receives good natural light from the adjoining atrium to the north and the full height curtainwall at the south. Indirect cove lighting is the sole means of artificial light in the book stacks area and appears to be insufficient for the size of the space.

Code and Safety:

ADA: The building would be deemed ADA compliant in reference to toilet facilities, required clearances and access. An elevator serves the multiple levels of the facility and there is ADA access to the raised platform in the cafetorium. Door hardware is code compliant, and all toilet facilities were ADA accessible.

Safety: The building has a few aspects that may be deemed problematic from a life safety perspective. From a security perspective, the school appears to have sufficient access control at the main entrance. There are many exterior doors that could be possible points of entry and therefore, difficult to monitor.

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

C. EXISTING CONDITIONS NARRATIVE

C.2 EPFP / Security

C.21 PLUMBING / FIRE PROTECTION

Hot Water Generation:
The buildings existing domestic hot water is generated via a gas fired storage tank. The water heater is located in the boiler room on the north wing of the building and was installed about 3 years ago. This water heater is manufactured by Boch and is rated for 385 MBH. The tank has a capacity of 91 gallons and is in good working condition. The system was installed with a recirculation pump, expansion tank, and a thermostatic mixing valve.

Domestic Water Service:
Domestic water for the building is provided through a service from the street. The service is 4" and enters the building in the boiler room. There was no backflow protection at the service and no booster pump for the domestic water system. The piping for the service looked in fair condition.

Domestic Water Piping:
Domestic water piping was observed to be a copper piping. The piping was insulated and seemed to be in fair condition. There was an apparent leak on the piping near the mixing valve in the boiler room, just off the water heater's outlet. Building staff did not mention any major problems in terms of leaks on the domestic water system.

Plumbing Fixtures:
Plumbing fixtures consist of wall mounted water closets with automatic sensor type flush valves. Lavatory sinks are wall mounted with automatic sensor type faucets. Plumbing fixtures seem to be in fair condition and building staff did not mention any major issues with them.

Sanitary Service:
The building has a sanitary sewer service that leaves to the street. Sanitary piping is a mixture of PVC and cast iron in the building. Building staff did not mention any major issues with the underground piping, but building staff indicated that ground water has caused major issues with floors on the first floor of the building.

Storm Service:
The building consists of both roof drain and an overflow storm system. The piping was cast iron. The roof drains take the storm water underground to a municipal storm system at the street. The roof drains and piping seemed in fair condition. Building staff indicated there have been leaks from the roof but they do not believe it is from the roof drains or associated piping.

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

Natural Gas Service:
There is a 2" high pressure gas service entering the building from the exterior on the north wing of the building. The gas serves kitchen, HVAC, and hot water equipment. The gas piping in the building is steel and looked in fair condition.

Fire Protection:
There is a 6" fire protection serves that serves sprinklers throughout the entire building. The service is protected by a DCDA. There are 2 zones within the building and a vertically mounted fire pump. The fire sprinkler piping looked to be in fair-good condition. The fire pump seemed to be near the end of its useful life. There were no major issues with the fire protection system observed by building staff.

C.22 ELECTRICAL

Main Electric Service:
The main electric service originates from a utility company pole. The service runs from the utility pole to a utility company owned, pad mounted transformer. The service then runs to switchboard located in the building.

The main electric service to the building is rated 2000 Amps, 480/277 volts, 3-phase, 4-wire, and includes a main disconnect switch, utility company metering compartment, and distribution section. This service and equipment are original to the building and in good condition.

Electrical Distribution:
The electrical distribution consists of conduit and feeders from the main distribution panels to branch circuit panel boards located throughout the building. The electrical distribution and equipment are original to the building and in good condition.

The solar PV system is also in good condition.

Generator:
The building currently served by a Cummins Onan 250 kW diesel fired generator. This generator serves a Cummins Automatic Transfer Switch (ATS). This generator is original to the building and in good condition.

Lighting Systems:
The lighting throughout the building consists of 1x4, 2x2 and 2x4 LED troffers. Lighting is in fair condition.

Emergency lighting for the building is served by light fixtures served by the generator.

Lighting control consists of occupancy sensors, wall-mounted toggle switches; key operated toggle switches for local control. Fair condition

Fire Alarm System:

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

The fire alarm system in the building consists of a Fire Alarm Control Panel by Notifier. Throughout the building, there are smoke detectors, horn/strobe units, speaker/strobe units, strobe only units, and pull stations sporadically located throughout. The system is in good condition.

Communication Services:

Fiber service is provided to the building and distributed throughout.

MDF and IDF rooms are provisioned throughout the building at locations that promote the proper coverage to conform with network cabling distance limitations. Building horizontal cabling is Cat 6 with PoE type network switches installed on two post racks. The rooms are appropriately outfitted with grounding and bonding, basket tray rack and dedicated cooling systems.

Wireless access points are provided within the building.

Time control center failed and been abandoned for battery operated clocks.

Access Controls for security is provided for this building via card readers.

Ceiling and wall mounted speakers are provided throughout for general paging. Speakers are in good condition.

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

C. EXISTING CONDITIONS NARRATIVE

C.2 Site

Roadways/Parking: There is only one access point to and from the site, which is a concern. This access point connects to Frenchtown Road, with the building facing southwest. Bus drop-off and main parking lot are at the southern end of the site, with busses dropping students off at the main entrance. Both buses and vehicles enter the site by way of the single access point from Frenchtown Road and exit the same way. Access to faculty parking requires a left-hand turn crossing the bus lane. Parents dropping off students will follow busses in the bus lane before turning left into a visitor parking lot for drop-off. There is ADA access to the main entry. The building's service entrance is outside the cafeteria and kitchen, accessed by means of the faculty parking lot drive and loop road.

The overall condition of site pavement is poor with evidence of cracking, pavement deterioration, and transverse cracking located throughout the drive aisles. Observation of sediment buildup is indicative of puddling along parts of the curb and stormwater infiltration into the base.

The overall condition of curbing throughout the site is in fair to poor condition. Several areas show signs of deterioration. Monolithic curb and walk shows evidence of cracking at joints in several areas.

Walkways: Walkways on site consist of bituminous concrete and concrete pavement. Bituminous concrete walkways are in very poor condition overall. Signs of severe cracking and deterioration are present throughout the site.

Condition of the concrete pavement walkways are very poor overall. Walkways adjacent to the driveway and parking areas show signs of cracking and deterioration. Patching is visible throughout the site. Concrete walkways that service play areas are in fair to poor condition, showing signs of cracking.

Generally, entrances and exits are at grade and no site stairs or ramps are present at this school.

Bituminous walkways that service play areas are in very poor condition with signs of severe cracking and missing sections of pavement.

Paved Play: A paved play area is located to the northeast of the school and consists of bituminous concrete. The overall condition of the paved play area is very poor with evidence of severe cracking, uneven settling, and insect infestation. This play area was the location of former modular classrooms which have since been removed. This has added to it deterioration.

Grass Fields: Grass fields are located northeast of the school. Grass cover appears to be in poor condition.

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

Diamond Fields: Diamond fields are not present at this school.

Playgrounds: Raised play structures exist in two locations on site. The early elementary play structures are located at the southwest corner of the building, and appear in good condition. The play surface in this area was recently replaced with a new rubberized surface, which is in good condition. The remaining play structures are located at the northern end of the building and, though dated, appear in good condition. This play area contains wood chips.

Fencing: A four-foot-high metal chain link fence encloses the play structures and fields. Fencing appears to be in good condition.

Landscaping: Overall landscaping is in good to fair condition. Lawn areas adjacent to walkways, parking areas, and building contain some bare spots and could benefit from reseeding.

PHOTO LOG D

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural



D.1.1: Aerial – Context



D.1.2: Years of Construction - Vintage

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural



D.1.3: Exterior – Main Entrance



D.1.4: Exterior – Secondary Entrance

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural



D.1.5: Exterior – Courtyard



D.1.6: Exterior – Service Entry

EDUCATIONAL FACILITIES ASSESSMENT

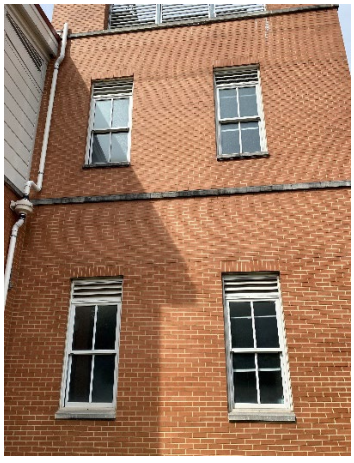
FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural




D.1.7: Exterior – Walls & Windows – Vintage 1


D.1.8: Exterior – Walls & Windows – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural





D.1.9: Exterior – Walls & Windows – Vintage 1





D.1.10: Exterior – Doors – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural



D.1.11: Roof – Architectural Metal – Vintage 1



D.1.12: Roof – Architectural Metal – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

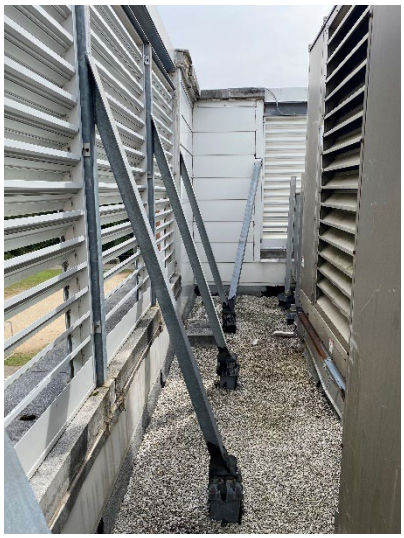
FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural



D.1.13: Roof – Gravel Built-Up – Vintage 1





D.1.14: Roof & Roof Access – Gravel Built-Up – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

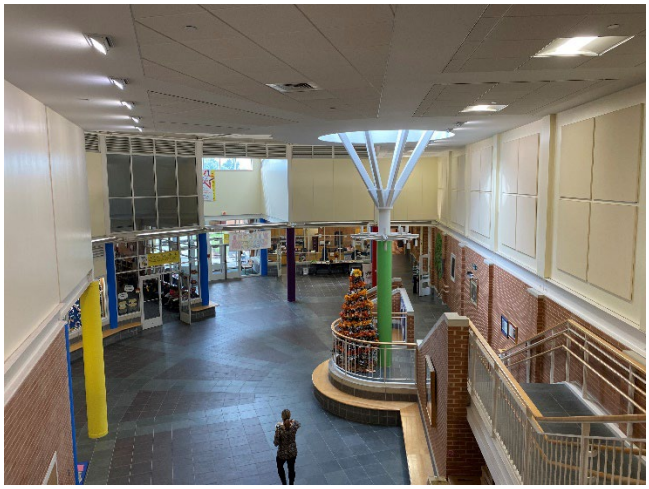
D. PHOTO LOG

D.1 Architectural



D.1.14: Interior – Main Entry





D.1.15: Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

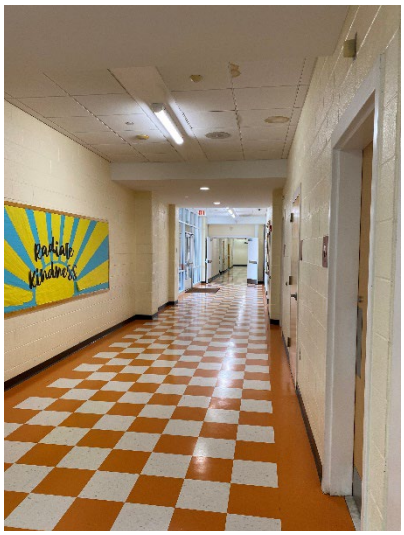
D. PHOTO LOG

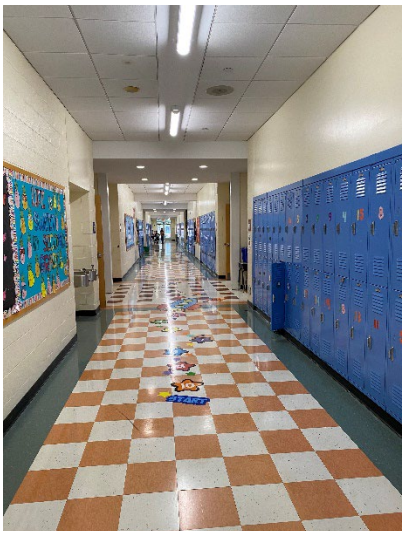
D.1 Architectural

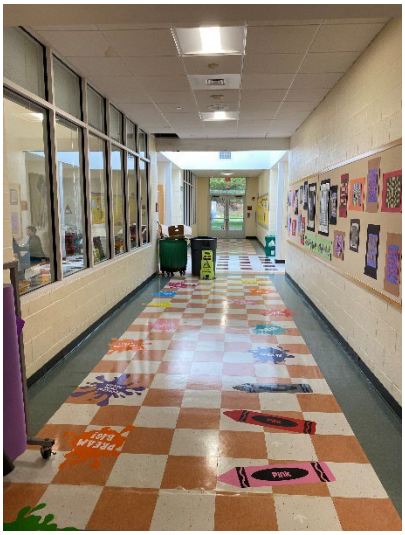




D.1.16: Interior – Corridor – Vintage 1







D.1.17: Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural



D.1.18: Interior – Classroom – Vintage 1



D.1.19: Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural



D.1.20: Interior – Classroom – Vintage 1



D.1.21: Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural





D.1.22: Interior – Kitchen



D.1.23: Interior – Staff Break Area

EDUCATIONAL FACILITIES ASSESSMENT

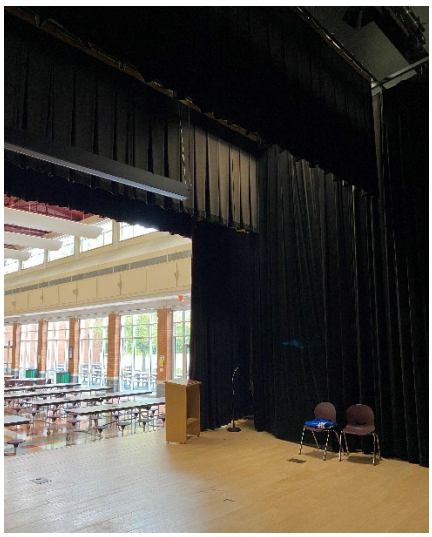
FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural



D.1.24: Interior – Cafeteria





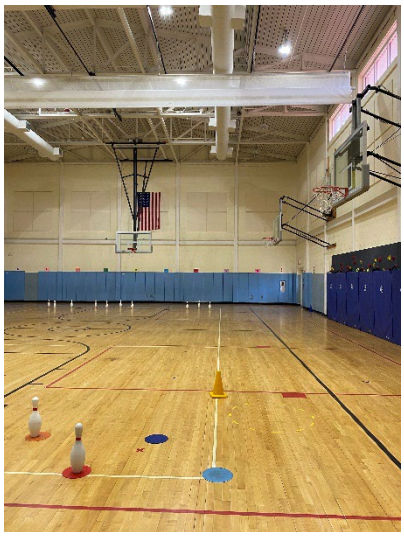
D.1.25: Interior – Cafeteria - Platform

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural





D.1.26: Interior – Gymnasium



D.1.27: Interior – Gymnasium Storage

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural





D.1.28: Interior – Admin





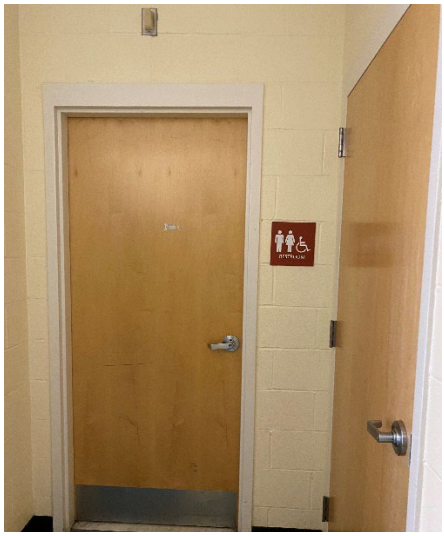
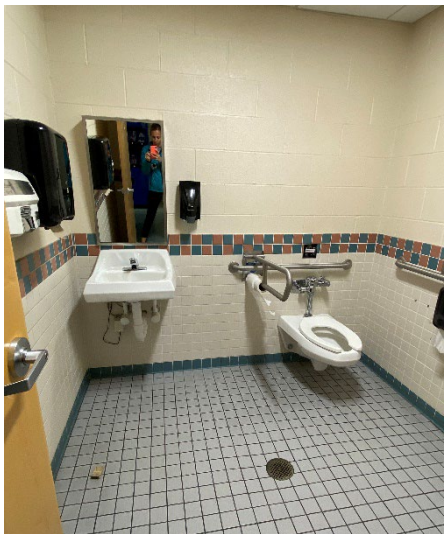
D.1.29: Interior – Nurse

EDUCATIONAL FACILITIES ASSESSMENT

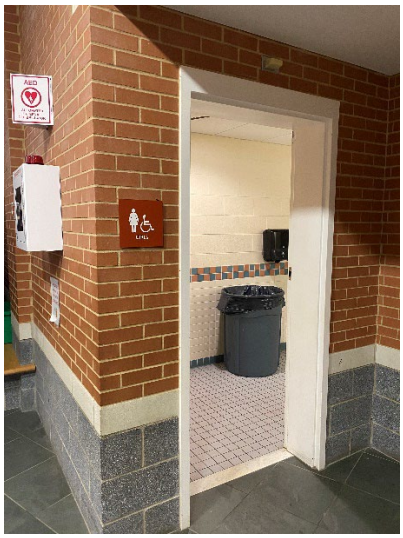
FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural

D.1.30: Interior - Toilet Facilities – Vintage 1





D.1.31: Interior - Toilet Facilities – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural



D.1.32: Interior - Toilet Facilities – Vintage 1



D.1.33: Interior – Toilet Facilities – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

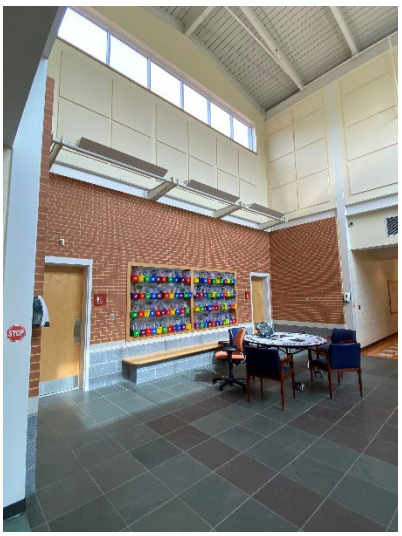
D.1 Architectural





D.1.34: Interior – Library





D.1.35: Interior – Resource & Breakout Areas

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

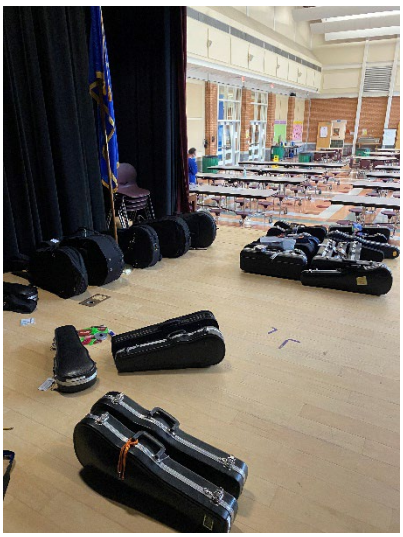
D. PHOTO LOG

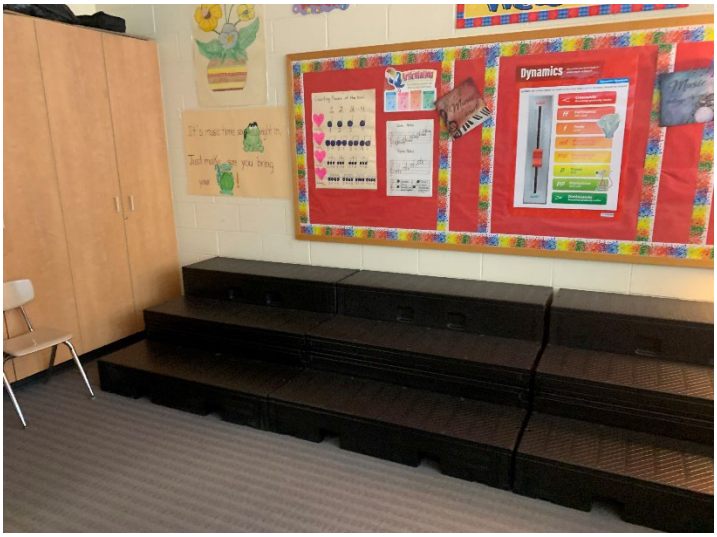
D.1 Architectural





D.1.36: Interior – Art Classroom





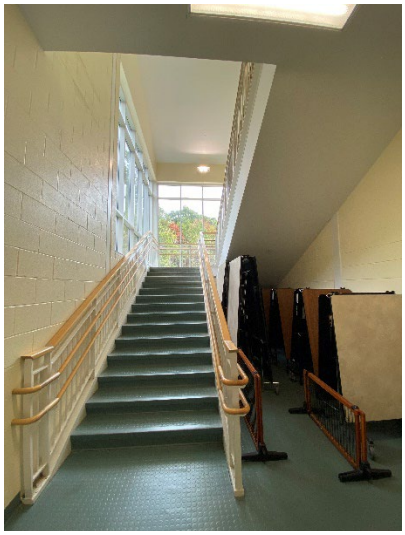
D.1.37: Interior – Music Classroom

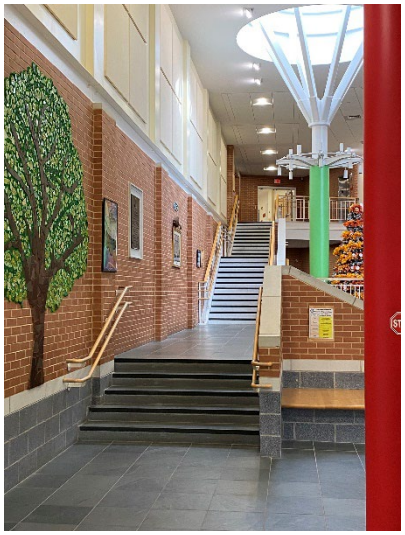
EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.1 Architectural





D.1.38: Interior – Corridor – Stairs



D.1.39: Interior – Corridor – Elevator

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN HILL ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.1: Mechanical Room Water Heater



D.2.2: Plumbing Piping

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN HILL ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.3: Wall Mounted Touchless Plumbing Fixture



D.2.4: Wall Mounted Touchless Plumbing Fixture

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN HILL ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.5: Fire Protection Service



EXISTING GENERATOR

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN HILL ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING MAIN SWITCHBOARD



EXISTING CLASSROOM LIGHTING

EDUCATIONAL FACILITIES ASSESSMENT

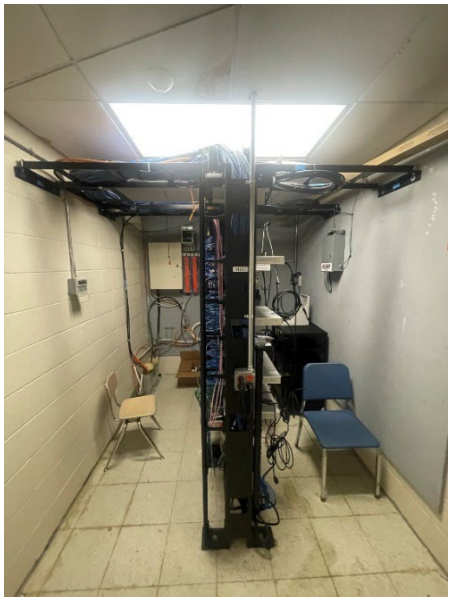
FRENCHTOWN HILL ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING PANELBOARD



EXISTING IDF CLOSET

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.3 Site



D.3.1: Driveway & Parking



D.3.2: Driveway

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.3 Site





D.3.3: Walkways





D.3.4: Walkways

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.3 Site





D.3.5: Paved Play Areas





D.3.6: Playground

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.3 Site





D.3.7: Playground





D.3.8: Fields

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.3 Site



D.3.9: Site Stairs





D.3.10: Landscaping – Lawn

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

D. PHOTO LOG

D.3 Site





D.3.11: Landscaping – Planting



D.3.12: Fencing

PROGRAMMING E

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

E. PROGRAMMING

E.1 Narrative Summary

Consistent with other schools in the district, there is a lack of space for special education programs and often the spaces provided are small, closet spaces. At Frenchtown, there is a SPED/SRP wing but also integrated into the school. There is a need for individual unisex toilets throughout, specifically in the older wing.

General classrooms work well, are decent size, and have ample millwork. The lockers also work well, but the cubbies in the younger grades cause congestion.

Instrumental music uses the stage in the cafeteria, except during lunch. At these times, they use the TLC room. There is a desire for a dedicated instrumental music room. The talented and gifted program also uses the TLC room. The school has a bilingual teacher, but no space for this educator. Science is taught in the general classrooms by homeroom teachers. In some specials classrooms such as art, the acoustics are poor.

The gym works well, and the divider though not used often also works well. There is sufficient storage. The cafeteria is a good size and the kitchen works effectively, however the servery is designed for two serving lines but only one can be used currently. The cafeteria is large enough to fit the entire school for assemblies and performances.

There is a desire to expand a portion of the building to create a maker space, dedicated ELL classroom and a learning lab. Currently, an old computer lab has been converted into a SPED classroom space and six educators share this room.

On site, only one entry drive permits entry and exiting from the site and this causes daily bottleneck. There is a concern that if this road is blocked, there is no secondary egress in case of emergency. The morning parent drop-off works well but he afternoon pick-up does not. At the end of the day, pick-up traffic is competing against staff and bus departures, as well as full parking lots of staff vehicles. The play areas are not fully accessible, and another play area for K-1 is desired. Resurfacing of the 2-5 blacktop play area is needed. The existing fencing and netting does not prevent gym equipment from ending up in the ravine and nature trail adjacent to the play area. Faculty members have to frequently traverse this landscape to reclaim lost supplies. Sheds are currently in use for the PTA, Fathers' Club and storage. An outdoor classroom is desired.

E.2 Square Footage Analysis

Please refer to attached plan diagrams for the following:

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

E.21 Use and Area Analysis
E.22 Core Spaces Benchmarking
E.23 Maximum Allowable Per State Standard

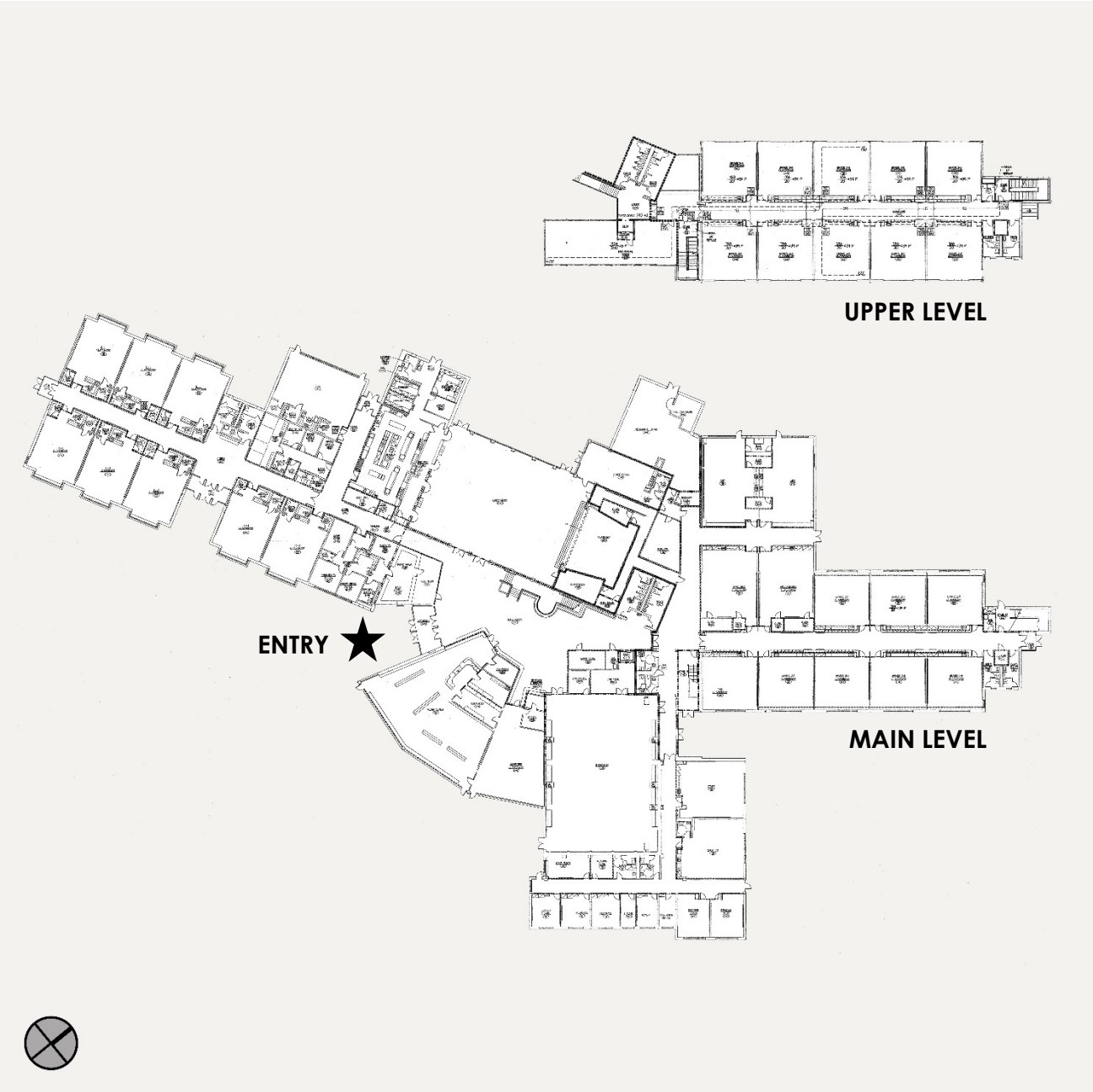
APPENDIX F

EDUCATIONAL FACILITIES ASSESSMENT

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

F. APPENDIX

F.1 PLAN DIAGRAMS



THIS PAGE INTENTIONALLY LEFT BLANK

HILLCREST MIDDLE SCHOOL

530 DANIELS FARM RD, TRUMBULL, CT

CONDITIONS ASSESSMENT & MASTER PLAN

Tecton ARCHITECTS

5

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

TABLE OF CONTENTS

A. INTRODUCTION

- A.1 OBJECTIVES
- A.2 FACILITY

B. SUMMARY & ANALYSIS

- B.1 SCHOOL & FACILITY DATA
- B.2 CONDITIONS SUMMARY
- B.3 CONDITIONS RANKINGS
  - B.31 RANKINGS SYSTEM DEFINED
  - B.32 DATES OF CONSTRUCTION (VINTAGE)
  - B.33 CHECKLIST & RANKINGS

C. EXISTING CONDITIONS NARRATIVE

- C.1 ARCHITECTURAL
- C.2 EPFP / SECURITY
  - C.21 PLUMBING / FIRE PROTECTION
  - C.22 ELECTRICAL / SECURITY
- C.3 SITE

D. PHOTO LOG

- D.1 ARCHITECTURAL
- D.2 EPFP / SECURITY
  - D.21 PLUMBING / FIRE PROTECTION
  - D.22 ELECTRICAL / SECURITY
- D.3 SITE

E. PROGRAMMING

- E.1 NARRATIVE SUMMARY
- E.2 SQUARE FOOTAGE ANALYSIS
  - E.21 USE AND AREA
  - E.22 CORE SPACES BENCHMARKING
  - E.23 MAXIMUM ALLOWABLE PER STATE STANDARD

F. APPENDIX

- F.1 PLAN DIAGRAMS

INTRODUCTION A

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

A. INTRODUCTION

A.1 Objectives

Tecton Architects was commissioned by Trumbull Public Schools to perform an educational facilities conditions assessment of 12 schools and Administration Office Building in Trumbull, CT. The goal was to conduct on-site inspections and gather meaningful data about the physical state of the academic buildings and grounds. The assessment reports would then provide insight and aid in the completion of a viability study of alternate land/buildings and a long-term Capital Management Plan that focuses on the district facilities and their mechanical infrastructures.

During the month of September 2022, Tecton Architects, accompanied by its team of licensed professional engineers and escorted by head custodial staff, visited Hillcrest Middle School at 530 Daniels Farm Road, Trumbull, Connecticut. The school was surveyed for the conditions of the architecture, electrical, plumbing, fire safety, technology, and site conditions therein. Among other items assessed were structural, accessibility and energy issues, as well as school safety. The purpose of the visual observations was to quantify and evaluate the current state of the respective A/EPFP systems. Observations were made in the portions of the building that were accessible at the time of the inspections.

A.2 Facility

This facility functions as a middle school for sixth through eighth grade. The approximately 117,000 square foot facility was originally constructed circa 1966. No renovations or additions have been made to the building since the original construction.

The building is one story. From the main entrance, the gymnasium, natatorium, and auditorium/cafeteria all in close proximity. The media center is nestled within the learning community areas. Three courtyards provide natural light and protected outdoor learning opportunities.

In addition to the many academic classrooms, the school boasts a planetarium, science labs, a food lab, technical education spaces, and visual arts rooms.

Hillcrest Middle School occupies a portion of a shared campus with Agriscience and Trumbull High School. Access to the site is from the west off Daniels Farm Road with the building facing west. A north entrance drive connects Daniels Farm Road to all of the sites on campus. Bus drop-off and main parking lot are at the west end of the site, with busses dropping students off near the main entry. Both buses and vehicles enter the site by way of Daniels Farm Road. Parent drop-off utilizes the same entry drive as the busses but turns left into a staff and visitor parking lot while busses continue to loop around to the main entry. There is ADA access to the main entry. The building's service entrance is outside the kitchen on the eastern 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.

SUMMARY & ANALYSIS B

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

B. SUMMARY & ANALYSIS

B.1 School & Facility Data

The School:

Type:	Middle School	**Additional Programs:**	None
Grade Structure:	6 - 8	**Meals:**	Breakfast, lunch (3 waves)
Pre-K:	No	**Start time:**	7:35 am
Enrollment (current):	770	**Dismissal:**	2:30 pm
Staff (approx.):	106	**Buses:**	14
Location (in town):	Central		

The Facility:

Total Building Area (SF):	117,000 sf	**Original Construction:**	1966
Site Area (acres):	11.5 acres	**Additions (dates):**	None
Stories (above grade):	1	**Construction Type(s):**	2C
Building/Framing Materials:	Load-bearing masonry, steel, metal deck, concrete slab	**Roof Types & Age:**	EPDM – original building
Split-level / ramps (interior):	Yes	**Heating (types):**	N/A
Stairs (interior):	Yes (between split levels)	**Fuel Types:**	Natural Gas
Elevator:	None	**Cooling (centralized):**	N/A
Basement:	None	**Ventilation:**	N/A
Mezzanine (mechanical)		**Electrical:**	2000A-208V-3 Phase
Crawl Space / Tunnels:		**Generator:**	150KW Diesel
Modulars (classrooms):	None	**Fire Alarm:**	Yes: Notifier
Auxiliary Buildings:	None	**Sewer / Septic:**	Sewer
Full ADA Compliance:	No	**Municipal Water / Well:**	Municipal Water
		Sprinklered (full / partial):	None
Athletic Fields:	Shared with High School		

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

B. SUMMARY & ANALYSIS

B.2 Conditions Summary

Building Condition:

- **Poor**
- Windows are original, non-insulated, single pane and are in very poor condition.
- Aside from the terrazzo, flooring finishes are in poor condition throughout the facility.
- Acoustical ceilings are in poor condition and should be replaced throughout.
- Casework is poor and should be upgraded to support the curriculum.
- Toilet fixtures and partitions are dated and in poor condition.
- Gymnasium finishes and athletic equipment are all at the end of their useful life and should be replaced and upgraded.

Programmatic Findings:

- Substantial portions of the building are not usable – the natatorium for example
- Psychologist and social worker have insufficient space to assist students
- Faculty lounge is a converted electrical closet – they need a relaxing space
- The classrooms are so spread out that the standard passing time does not work
- The cafeteria serves breakfast but is too far away from student entry and is not used effectively
- Science program lacks space and prep rooms
- Special education needs more dedicated space – converted closets are used for these students with the greatest needs
- There is no dedicated OTPT room, SPED workroom or therapy space
- There is no dedicated health room
- Weight room is too small for an entire class
- The gym is too small and the high school has to be utilized for some events
- Improved 21st Century learning environments are desired

Fire Protection & Fire Alarm:

- No fire protection in building.
- Fire Alarm System was upgraded less than a year ago and is in good condition. Devices that are original to building should be replace.

Plumbing:

- Water heaters are in fair condition. Indirect type.
- Piping is in poor-fair condition. Under-slab sanitary blockage has been an issue.
- Fixtures seem to be in fair-good condition.

Electrical:

- Main Electric service is 208/3-phase, 2000 Amps. Fair condition.
- The electrical distribution equipment that is original to the building is in fair condition.
- Equipment added throughout the years is in good and fair condition.
- 150KW diesel generator. Installed in 2010. Good Condition.

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

- Solar PV system installed 4 years ago. Excellent condition.
- Lighting is in fair condition but the power supplies are outdated. Facilities member stated that when the power supplies go bad it is a hassle because they are no longer manufactured. Lighting should be upgraded.
- Lighting controls should be replaced with the light fixture upgrades.

Security System:

- Partial exterior camera coverage.
- Interior camera coverage provided.
- Cameras are in good condition.

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.31 RANKINGS SYSTEM DEFINED

Ranking (range '1' to '5')

Via the site inspections and conditions assessments contained in the detailed report, the design team is providing a condition (or ranking) of various, select building physical components. An itemized course of action may be derived from this ranking as well as strategies and prioritization for maintenance of the facilities.

Vintage (year of construction)

Buildings that were constructed or renovated at different time periods (dates)are assigned a Vintage #. Elements of varying ages are evaluated separately. Vintage #'s for each facility are indicated on the vintage diagram & checklist.

Condition (range 'very poor' to 'very good')

Existing exterior and interior conditions of all building and site elements are determined by the following criteria for evaluation:

Ranking: **1 Very Poor [VP]** An element is evaluated as Very Poor [VP] when:

- Requires prompt attention.
- May last and may need to be replaced in 0 to 5 years.
- The element is no longer performing its intended purpose.
- Deterioration or damage affects more than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a severe negative impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **2 Poor [P]** An element is evaluated as Poor [P] when:

- May last and may need to be replaced in 5 to 10 years.
- The element may be approaching the end of its useful life.
- Deterioration or damage affects less than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a negative impact on the overall efficiency and/or fiscal sustainability of the facility.
- May last and may need to be replaced in 5 to 10 years.

Ranking: **3 Fair [F]** An element is evaluated as Fair [F] when:

- May last and may need to be replaced in 10 to 15 years.
- The element is functioning as intended and is still within its useful life.
- Deterioration or damage affects less than 25% of the element.
- There are early signs of wear, failure or deterioration, but the element is structurally sound.
- Visible wear and tear is considered typical for a structure of this age and type.
- Has a little impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **4 Good [G]** An element is evaluated as Good [G] when:

- May last and may need to be replaced in 15 to 20 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a no impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **5 Very Good [VG]** An element is evaluated as Very Good [VG] when:

- Needs no attention and may last up to 25 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a positive impact on the overall efficiency and/or fiscal sustainability of the facility.

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.32 DATES OF CONSTRUCTION (VINTAGE)



Vintage:

V1 **1966:** Original Construction

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 1966

Exterior		V1	
Component	**Material(s)**	**Condition**	**Notes**
Roofing	EPDM Membrane	4	
	Metal roof	3	Planetarium
	Fascia / trim	3	
Walls	Masonry - brick	3	Decorative brick elements - poor
	Masonry - fieldstone	3	
	Joints (building or expansion)	3	
	Adhered gravel	2	Base of storefront window systems
Entrances	Aluminum Doors & Frames	3	
	Hollow Metal Doors & Frames	3	
	Soffits / Canopy	2	
Windows	Aluminum, non-thermal	1	
	Window Screens	2	
Walkways / site stairs	Concrete walks & curbs	3	
	Bitum. concrete walks	4	
	Concrete stairs	3	
Drives / parking lots	Bitum. pavement - drives	4	
	Bitum. pavement - parking	4	
	Line striping	4	
	Extruded bitum. conc. curbing	3	
Landscaping	Lawn	4	
	Planting	4	
	Mulch beds	4	
Recreation	Grass fields	4	Shared with Trumbull High School
Other Structures	Pergolas	3	Within courtyards

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 1966

Interior		V1	
Component	**Material(s)**	**Condition**	**Notes**
Flooring	VCT Tile	2	
	Carpet	2	
	Terrazzo	3	
	Ceramic Tile	2	Very poor in locker rooms
	Wood	2	Raised platform
Walls Surfaces	Masonry - CMU, Face Brick, fieldstone	3	
	Porcelain tile	3	Dated aesthetic, but fair condition
	Acoustical concrete block	4	Cafeteria, music classroom
Ceilings	Acoustical tile ceilings	2	
	Metal panel (visual)	3	
	Exposed Ceilings (visual)	3	
	Plaster	3	Media Center
	Wood (visual)	3	Gymnasium
Interior trim	Hollow metal	3	
	Wall Base - Vinyl	2	
Interior doors	Wood doors	3	
	Hollow metal doors	3	
	Hardware	4	
Built-ins	Casework (general)	2	
	Countertops	2	
Toilet Facilities	Fixtures	3	
	Partitions	2	
	Accessories (dispensers, driers)	4	
Athletics	Gymnasium floor / play surface	2	
	Rubber sports floor	2	Weight room
	Athletic equipment	1	
	Stadium Seating	1	
	Operable partition	1	
	Pool finishes	1	Facility no longer used

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 1966

Building Systems V1

Component	Material(s)	Condition	Notes
Fire Protection	Alarms & Devices	3	Replace any that are original
	Fire suppression (infrastructure / devices)	-	No sprinkler system
Plumbing Systems	Infrastructure (pipes, drains, etc.)	2	Under-slab piping has had issues.
	Fixtures	3	
	Overall efficiency	3	
Electrical (Service)	Infrastructure (panels, wiring, etc.)	3	
	Service & distribution	3	
	Generator	4	Installed in 2010
	Other	3	
Electrical Lighting	Infrastructure (panels, wiring, etc.)	2	Power supplies no longer made
	Fixtures (Interior)	3	Bulbs upgraded to LED in 2017
	Efficiency (incl. natural & artificial light distr.)	3	
Security	Access Control	3	
	Cameras	4	

EXISTING CONDITIONS NARRATIVE

C

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

C. EXISTING CONDITIONS NARRATIVE

C.1 Architectural

Construction:

The building is constructed primarily of non-combustible materials. The exterior walls are constructed of brick or stone veneer. Interior walls vary in construction material. The floors are concrete slab on grade. The structural frame consists of steel columns, and beams. The building is a single vintage and split level. The roofs are steel framed.

Exterior:

Exterior façade (general): Although dated, the exterior of the building is in generally in fair condition. The west side houses the main entrance and an extensive entry canopy. A secondary entry exists at the opposite end of the U-shaped canopy from the main entry. Exterior walls are brick or fieldstone clad with concrete block backup. The two-story pool structure at the south end of the building and the aesthetically comparable media center volume, are adorned with brick and precast pilasters. The roofs are predominantly flat throughout except at the pool, gymnasium, media center and planetarium volumes. The facility has three centralized exterior courtyards.

Walls: The exterior walls are in fair condition, but the brick and stone could benefit from a general cleaning, especially at grade. Brick and stone joints appear to be in fair condition and require little-to-no repointing or raking. There are multiple locations where brick was used in a relief or extruded pattern to create visual interest on the otherwise bare façade. These areas of brick are deteriorating quicker than the adjacent brick walls. Brick was also used to screen the existing ventilation grates along the base of the exterior walls. These brick "screens" are broken and should be infilled with solid brick as they are no longer used for exhausting the building.

Windows/Doors/Entrances: The entrance doors are aluminum or steel doors with glass. These doors are in good condition. The glazing is thermally insulated double pane glass. Other doors, which have either a secondary function or function as egress only are painted hollow metal doors. Generally, the hollow metal doors are in fair condition. Windows are single pane, non insulated throughout the entire building. All are in very poor condition and have reached the end of their useful life. The awning lights in the curtainwall window systems no longer operate properly and are mostly broken or bolted shut. Most windows are missing screens. These same window systems have an adhered gravel finish on the exterior. This finish is dated, deteriorating, and should be replaced with the curtainwall systems. Aside from the main entry canopy, canopies and soffits are in fair condition and require minor patching and painting. The underside of the main entry canopy is clad in vinyl siding and is in poor condition. There are areas of missing vinyl, exposing the wooden structure above. Most of the fascia shows signs of rotting and is in need of repair. The underside of the main entry overhang should be stripped and repainted.

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

Roof: The flat roofs are EPDM and are in good condition. Owner provided information confirmed that the roofs were replaced five years ago for the purpose of installing photovoltaic arrays. There were no areas of ponding, delamination, or breaches. Expansion joints are all in good condition. The barrel-vaulted roofs at the media center and pool are also in good condition. The metal clad planetarium roof appears to be in fair condition.

Interior:

Interior spaces (general): The interior of the facility ranges from fair to poor condition but is generally clean and well kept. The facility is laid out in interlocking square shapes, with each square creating a centralized courtyard. The facility is oriented north/south with the gymnasium and pool anchoring the southern end of the facility. The main entry, administrative spaces, and multipurpose space are located north of the gymnasium and create a buffer between the louder major multi-use spaces and the primary academics wings. The media center is located opposite the planetarium, both at the northern end of the facility. Both classroom wings wrap in square configurations and create two additional central courtyards. The floor plan is sprawling and creates complicated circulation routes throughout the facility. Split levels with ramps and stairs make accessibility a challenge.

Corridors: Most corridors are double loaded with classrooms or major multi-use spaces on both sides. Wall finishes vary, but terrazzo flooring and acoustical ceiling tiles are consistent throughout the building. Despite its age, the terrazzo floors are in fair condition, both physically and aesthetically. Acoustical tile ceilings are in poor condition. There are areas where tiles have been replaced but do not match the existing in color. Many tiles are damaged along the grid or are stained by water damage. Walls alternate between painted concrete block, face fieldstone, porcelain wall tile, and brick. Although dated, these wall finishes are in fair condition. Lockers line many of the academic corridors and are in fair condition.

Classrooms: Classrooms appear to have ample space but are slightly smaller than other classrooms throughout the district. The teaching walls, with white boards, smart display board with projector, and occasional tack board, were present in most classrooms. The exterior walls typically have a heating unit under the window. These windows provide good natural daylight for most classrooms. Ceilings are finished with acoustical metal panels. Aesthetically, these are in good condition. The VCT flooring is in fair to poor condition with some areas of chipping and patched tiles. Casework is dated, insufficient for storage needs and should be upgraded to keep up with the evolving educational curriculum. Artificial light should be improved and light fixtures up[graded.

Administration Offices: The administration offices are situated at the main entrance as a means of control and visual acuity. There is a locked vestibule to control visitors. The main office has a large storefront system that grants visibility to the locked vestibule and the adjacent corridors. Carpet and VCT are floor finishes throughout, and both are at the end of their useful life. Acoustical ceilings are in poor condition with sagging and broken tiles. Painted CMU walls with wood chair rails are in good condition but contribute to the out-of-date aesthetic within the space. Casework is of the same aesthetic and is in fair condition.

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

Major Common Spaces:

Multipurpose Room: The multipurpose room is at the center of the facility and is utilized as an auditorium and cafeteria. It's adjacency to the kitchen helps support this function. The space appears to be sized well for the number of students in each lunch wave; however, the location of entry doors into the space creates difficulties in circulation and egress routes. Tables and chairs must be arranged in such a way that egress is maintained. This limits how the space can function and reduces the efficiency and number of occupants that can fit within the space. Although the space has no windows and receives no natural daylight, it is double-height and has ample artificial light. The floors are VCT and are in fair condition. The ceiling is acoustical ceiling tile and in poor condition. A raised platform flanks the southern end of the multipurpose space and supports its function as an auditorium. A hydraulic lift to the east provides ADA access to the platform. The wood flooring at the platform has reached the end of its useful life and should be replaced.

Gymnasium: The gymnasium is located in the southernmost wing of the facility, adjacent to the pool. A secondary set of doors at the main entry provides direct access to gymnasium corridor. The vaulted wood ceiling is supported by heavy timber wood framing. The space appears to have sufficient height to properly serve the physical education curriculum. Aesthetically, the ceiling is in good condition, but the large amount of wood makes the space very loud. All walls are painted concrete block and are in fair to poor condition. Cracks should be reviewed and repaired, and the entire space could benefit from new paint. Ceramic and porcelain tile are finishes behind wall-mounted water coolers. These finishes are in very poor condition and should be replaced with more durable materials. The wood sports flooring throughout is in poor condition and should be replaced. Four sets of wooden bleachers are located along the north and south walls and a curtain partition runs north/south to separate the space in two. These, in addition to the ceiling and wall mounted basketball hoops, have reached the end of their useful life and should be upgraded.

Toilet Facilities: The school has only two main gang toilet facilities, each pair containing facilities for male and female users. Both are ADA accessible, but in poor condition. Each gang facility has operable partitions with water closets, lavatories and paper towel dispensers. The ceramic tile floors, glazed block walls and acoustical tile ceilings are all in poor condition and should be upgraded. Metal toilet partitions are at the end of their useful life and are in very poor condition. Locker rooms adjacent to the gymnasium also have gang toilet facilities; however, these are only used by gym patrons. The locker rooms themselves are in very poor condition, but the toilet facilities are in fair condition. CMU walls, fixtures, toilet partitions are in good condition. Gypsum board ceilings and tile floors are in poor condition. Many single-use toilet rooms were observed throughout the facility. Finishes are similar to those of the gang toilet facilities. The toilet room within the nurse's suite is the only ADA compliant single-use toilet room.

Library: The Library is centrally located and situated immediately off the secondary entry corridor at the north end of the facility. The space appears to be adequately sized for library functions. Carpet and acoustical metal ceiling panels are the primary finishes throughout. The carpet is in fair condition and, aesthetically, the metal ceiling is in good condition. and both are in poor condition. The central partition of the space is a double-height, barrel-vaulted

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

volume with a plaster finish. This central volume captures sufficient daylight from the adjacent courtyard and through clerestory windows to the north.

Code and Safety:

ADA: The building would not be deemed ADA compliant in reference to toilet facilities, and access. Ramps serve the multiple levels within the overall facility; however, tiered classroom spaces do not have ADA access. There is a hydraulic lift to provide access to the raised platform in the multipurpose space. Door hardware is ADA compliant and there were a few accessible toilet facilities for students and staff.

Safety: The building has a few aspects that may be deemed problematic from a life safety perspective. The building is not fully sprinklered. From a security perspective, the school appears to have sufficient access control at the main entrance. Additionally, there are many exterior doors that could be possible points of entry and therefore, difficult to monitor.

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

C. EXISTING CONDITIONS NARRATIVE

C.2 EPFP / Security

C.21 PLUMBING / FIRE PROTECTION

Hot Water Generation:
The buildings existing domestic hot water is generated via (2) indirect water heaters. The water heater tank is located in the boiler room and serves the entire building. These tanks is manufactured by Aaron&Co rated for 420 MBH. These tanks are approximately 6 years old and is in fair working condition. A recirculation line connects into the system. There is a thermostatic mixing valve for the system but no expansion tank. The building staff did not mention any issues on the hot water side.

Domestic Water Service:
Domestic water for the building is provided from the street via a 4" water service. The service comes into the exterior storage room on the ground level. There is no booster pump for the domestic water. The service is not equipped with any backflow prevention.

Domestic Water Piping:
Domestic water piping is copper pipe and insulated throughout the building. The condition of the piping was fair. Building staff has indicated a few pipes needing replacement over the years.

Plumbing Fixtures:
Plumbing fixtures consist of mostly floor mounted water closets with manual flush valves and a few hung water closets for urinals with manual flush valves. Lavatory sinks are wall mounted with automatic sensor type faucets. The plumbing fixtures vary in age but mostly in fair condition.

Sanitary Service:
The building sanitary sewer service exits to the street. The piping is a mixture of cast iron and PVC. Building staff indicated that they have had several issues with underground sanitary lines being clogged, mostly occurring in the group bathrooms. Building staff also indicated ground water issue that has caused damage to floors.

Storm Service:
The building contains a roof drain storm system. The roof drains take the storm water underground to a storm service to the street. Storm piping in the building is cast iron. Building staff indicated some of the roof drains and associated piping have been replaced throughout the years, others are still having issues that require maintenance. No other issues mentioned by building staff.

Natural Gas Service:
There are (2) 2" high pressure gas service that enters the building inside the exterior storage room. Each service has its own meter, building staff were not sure about what each meter

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

served. The gas serves kitchen, HVAC, stoves, and dryers in the building. The service and piping is in fair condition.

Fire Protection:
The building does not have an existing fire protection system.

C.22 ELECTRICAL

Main Electric Service:
The main electric service originates from a utility company pole. The service runs from the utility pole to a utility company owned, pad mounted transformer located in a vault. The service then runs to an enclosed circuit breaker located in the basement of the building.

The main electric service to the building is rated 2000 Amps, 208/120 volts, 3-phase, 4-wire, and includes a main disconnect switch, utility company metering compartment, and distribution section. This service and equipment is in fair condition.

Electrical Distribution:
The electrical distribution consists of conduit and feeders from the main distribution panels to branch circuit panel boards located throughout the building. The electrical distribution and equipment are original to the building with PV system, generator, ATS, and some panel boards being added throughout the years. The original equipment and wiring is in fair condition.

Generator:
The building currently served by a Cummins 150 kW diesel fired generator. The generator is "newer" than the original service and in working order. Generator and associated equipment is believed to have been installed in 2010. Good condition.

Lighting Systems:
The lighting throughout the building consists of 1x4, 2x2 and 2x4 LED troffers. The bulbs were upgraded to LED in 2017. Lighting is in fair condition but the power supplies are outdated. Facilities member stated that when the power supplies go bad it is a big hassle because they are no longer manufactured. Lighting should be upgraded.

Emergency lighting for the building is served by a combination of light fixtures served by the generator and wall mounted two headed battery fixtures.

Lighting control consists of occupancy sensors, wall-mounted toggle switches; key operated toggle switches for local control. Lighting controls should be replaced.

Fire Alarm System:
The fire alarm system in the building consists of a Fire Alarm Control Panel by Notifier. Throughout the building, there are smoke detectors, horn/strobe units, strobe only units, and pull stations sporadically located throughout. The system was upgraded less than a year ago and is in good condition. Initiation and notification devices that are original to the building should be upgraded.

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

Communication Services:

Fiber service is provided to the building and distributed throughout.

MDF and IDF rooms are provisioned throughout the building at locations that promote the proper coverage to conform with network cabling distance limitations. Building horizontal cabling is Cat 6 with PoE type network switches installed on two post racks and wall mounted racks. The rooms are appropriately outfitted with grounding and bonding, basket tray rack and dedicated cooling systems.

Wireless access points are provided within the building. However, service is spotty.

Time control center is provided in the building and is in working condition.

Access Controls for security is provided for this building via card readers.

Ceiling and wall mounted speakers are provided throughout for general paging. Speakers were installed 6-7 years ago and are in good condition. Gymnasium speakers should be upgraded as the gym teachers all stated that they cannot hear announcements.

Full interior camera coverage is provided. Partial exterior camera coverage is provided on the rear and sides of the building.

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

C. EXISTING CONDITIONS NARRATIVE

C.2 Site

Roadways/Parking: Hillcrest Middle School occupies a portion of a shared campus with Agriscience and Trumbull High School. Access to the site is from the west off Daniels Farm Road with the building facing west. A north entrance drive connects Daniels Farm Road to all of the sites on campus. Bus drop-off and main parking lot are at the west end of the site, with busses dropping students off near the main entry. Both buses and vehicles enter the site by way of Daniels Farm Road. Parent drop-off utilizes the same entry drive as the busses but turns left into a staff and visitor parking lot while busses continue to loop around to the main entry.

The overall condition of site pavement is fair to good with evidence of fine cracking, and slight pavement deterioration located throughout the drive aisles.

The overall condition of curbing throughout the site is in fair to good condition. Some areas show signs of deterioration. Monolithic curb and walk shows evidence of cracking at joints in several areas.

Walkways: Walkways on site consist of bituminous concrete and concrete pavement. Bituminous concrete walkways are in overall good to fair condition. Some cracking and staining is present throughout the site.

Condition of the concrete pavement walkways range from fair to good. Walkways adjacent to the driveway and parking areas at the main entry are in good condition, showing little signs of cracking and deterioration. Concrete walkways that service the southern end of the building are in fair to poor condition with some signs of cracking and staining.

Stairs and landings lead from the front driveway to the building's secondary entrance and gymnasium. ADA ramps connect the front driveway, secondary entrance and tertiary entrance to technical education spaces. The landings appear in good condition, showing minimal signs of deterioration and cracking. Railings appear to be in good condition.

Bituminous walkways around the fields and southern-most portion of the facility appear in good to fair condition.

Paved Play: Paved play areas are not present at this school.

Grass Fields: Grass fields are located on the south and east sides of the school and are shared with the high school. Grass cover appears to be in fair condition with some bare spots that could benefit from reseeding.

Diamond Fields: Diamond fields are located east of the school and are shared with the high school. The three fields located south, southeast and due east of the school appear to be in fair

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

to good condition. The field located northeast of the school appears to be in fair to poor condition.

Playgrounds: Playgrounds are not present at this school.

Fencing: A six-foot-high chain link fence semi-encloses the diamond fields east of the building. Fencing appears to be in poor condition, with signs of significant rust, deterioration and lack of structural integrity. In closer proximity to the building, an approximately eight-foot-high chain link fence separates the mechanical systems and is in fair condition.

Landscaping: Overall landscaping is in good to fair condition. Lawn areas adjacent to walkways, parking areas, and building entrance contain some bare spots and could benefit from reseeding.

PHOTO LOG D

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural



Aerial – Context



Years of Construction - Vintage

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural



Exterior – Main Entrance



Exterior – Secondary Entrance

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural





Exterior – Courtyard





Exterior – Service Entry

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural





Exterior – Walls & Windows – Vintage 1





Exterior – Walls & Windows – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural





Exterior – Walls & Windows – Vintage 1





Exterior – Walls & Windows – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural





Roof – EPDM Membrane – Vintage 1





Roof – EPDM Membrane – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

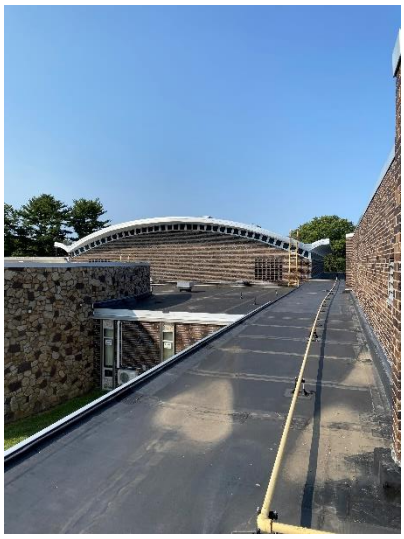
D. PHOTO LOG

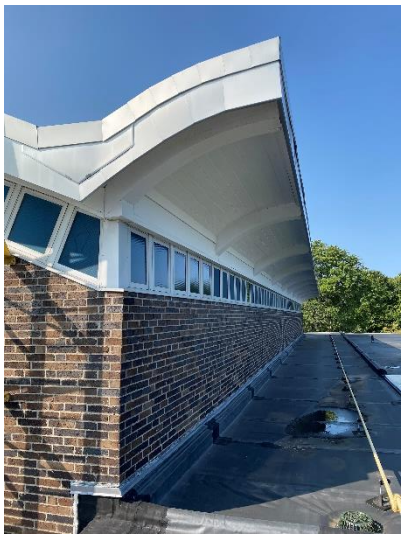
D.1 Architectural





Roof – EPDM Membrane – Vintage 1





Roof – EPDM Membrane – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural



Roof – Canopy – Vintage 1



Roof – Canopy – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

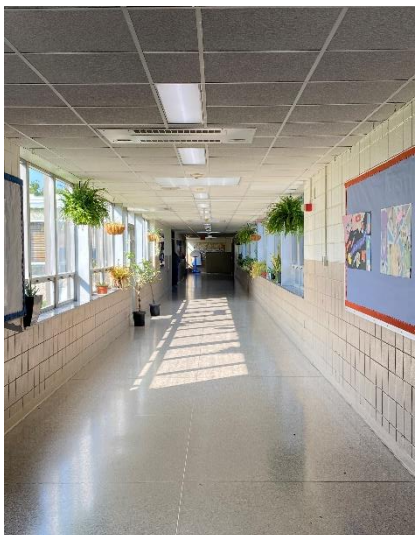
D. PHOTO LOG

D.1 Architectural



Interior – Main Entry





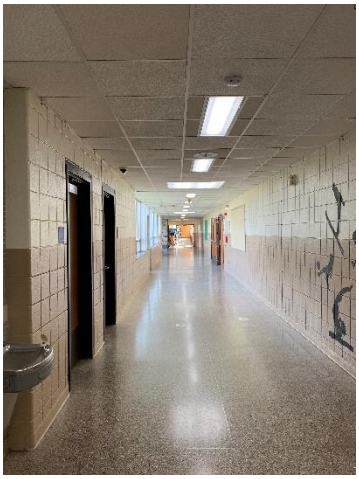
Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Corridor – Vintage 1





Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

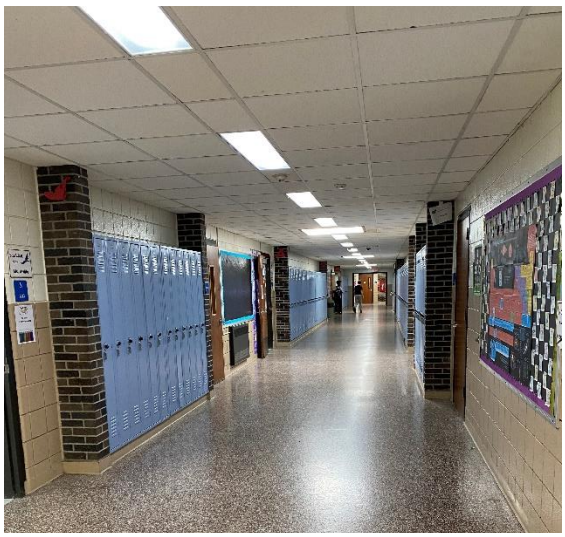
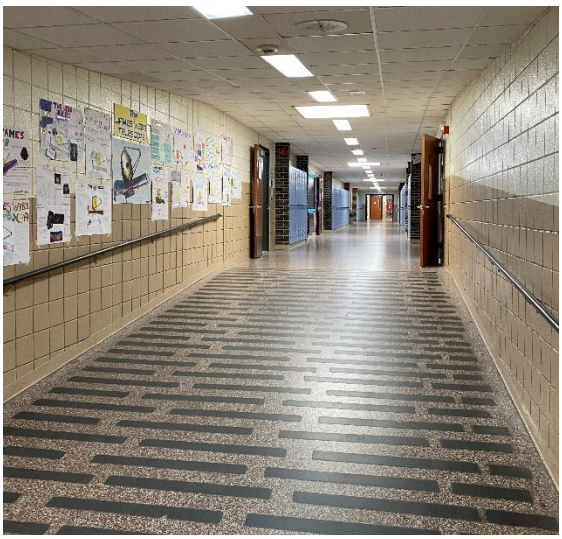
HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural




Corridor – Vintage 1

Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural



Interior – Classroom – Vintage 1



Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

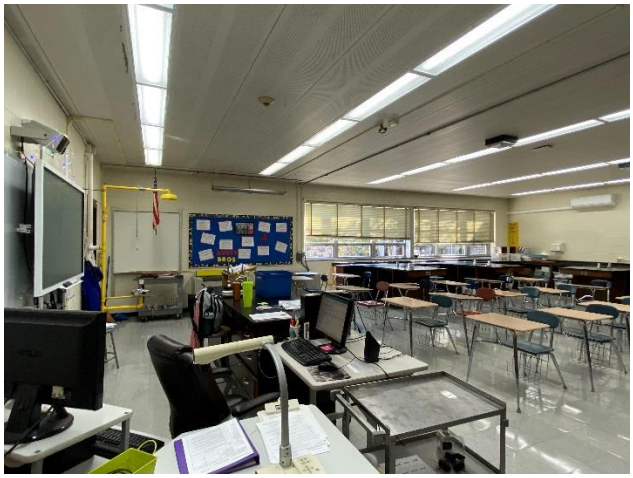
D.1 Architectural





Interior – Classroom – Vintage 1





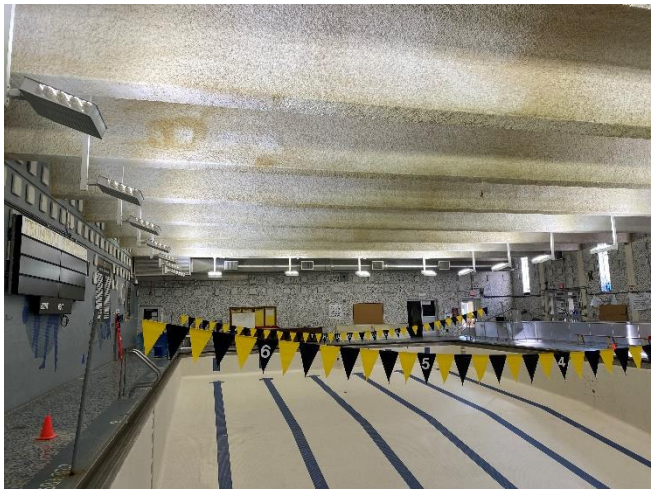
Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Natatorium



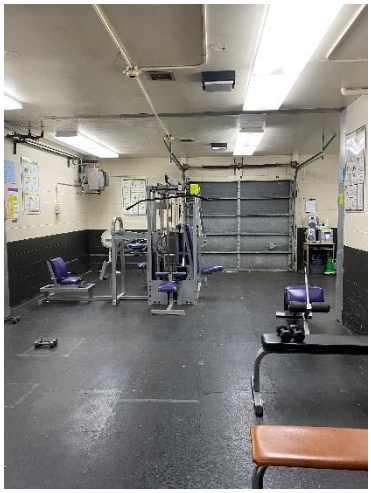
Interior – Natatorium

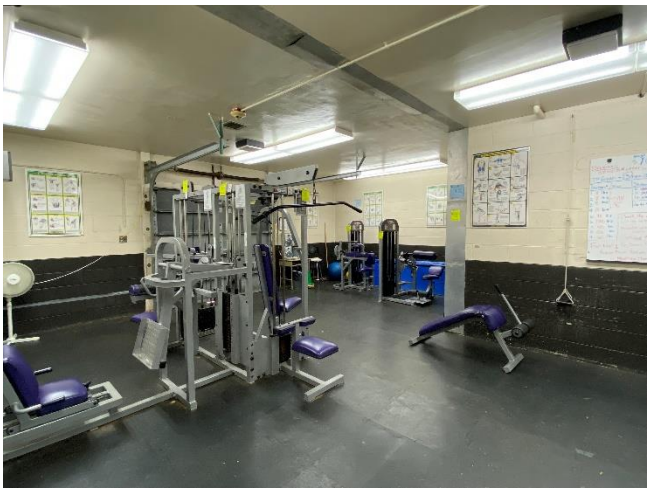
EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

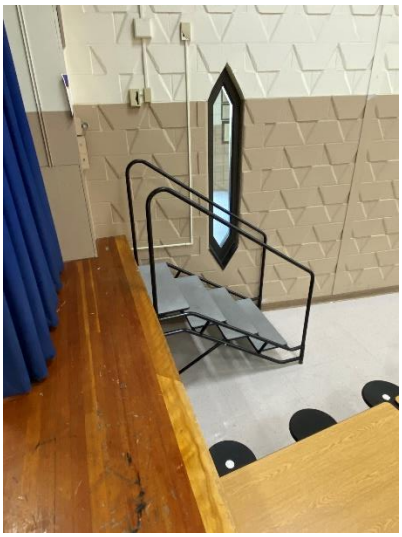
D.1 Architectural





Interior – Weight Room





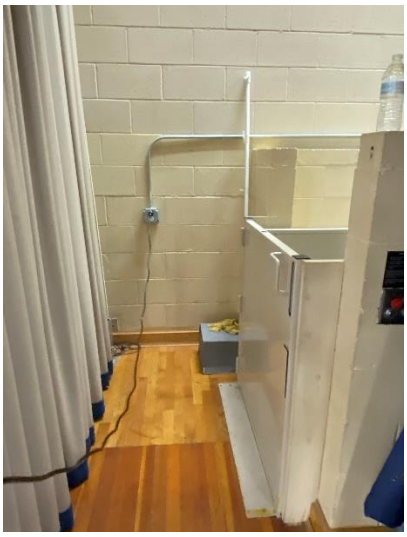
Interior – Cafeteria - Platform

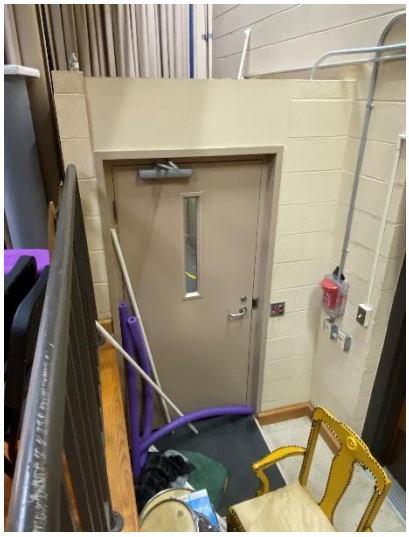
EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

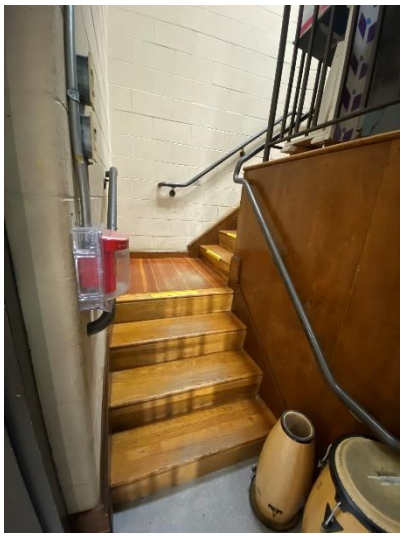
D. PHOTO LOG

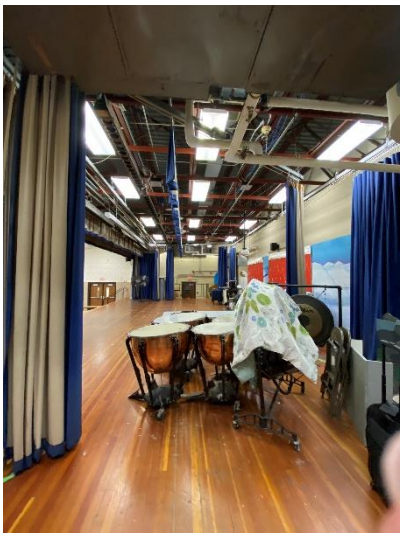
D.1 Architectural





Interior – Cafeteria - Platform





Interior – Cafeteria - Platform

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural



Interior – Kitchen







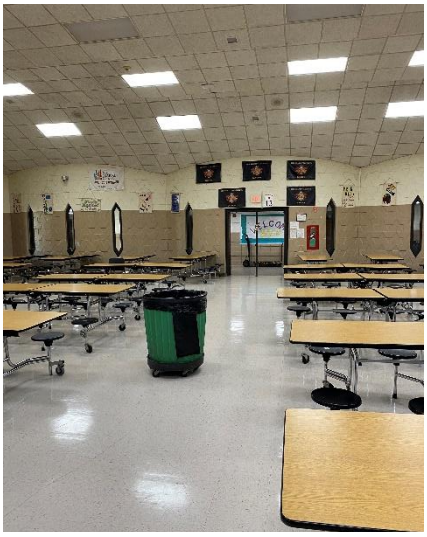
Interior – Maintenance Corridor

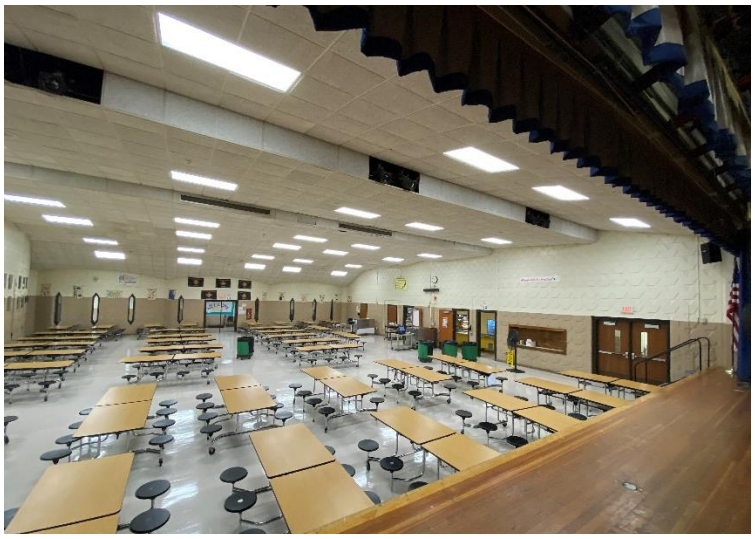
EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

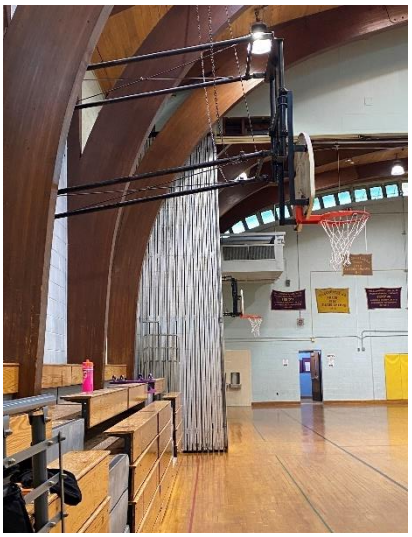
D.1 Architectural





Interior – Cafeteria





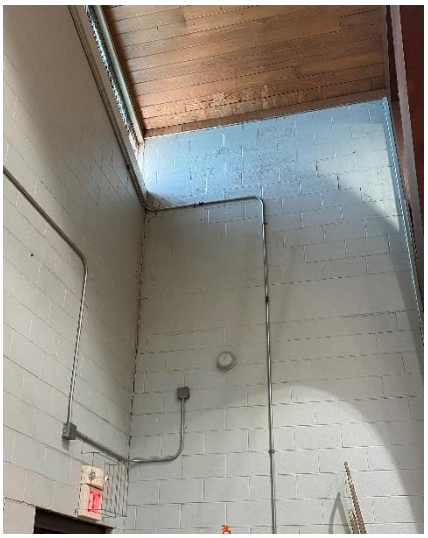
Interior – Gymnasium

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

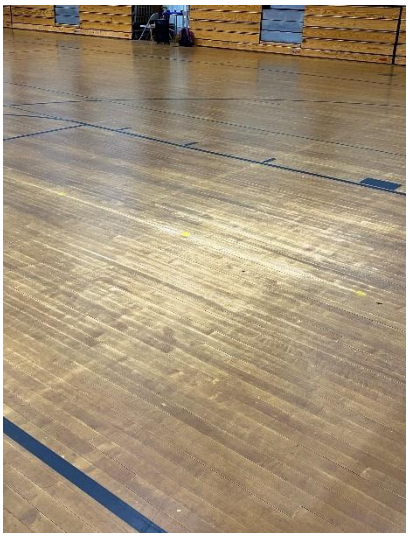
D. PHOTO LOG

D.1 Architectural





Interior – Gymnasium





Interior – Gymnasium

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

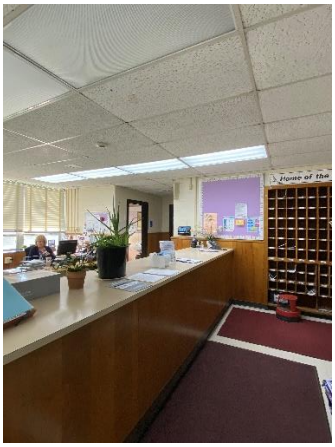
D. PHOTO LOG

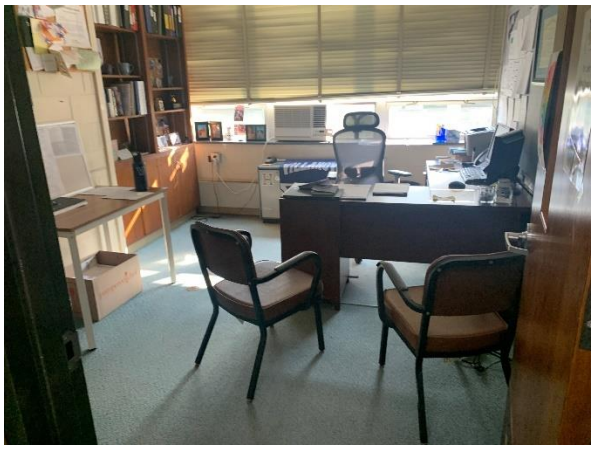
D.1 Architectural

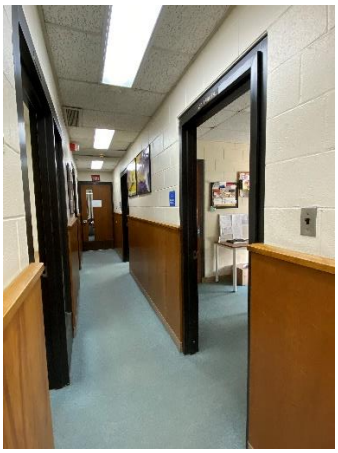




Interior – Admin







Interior – Admin

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior - Nurse





Interior - Locker Facilities – Vintage 1

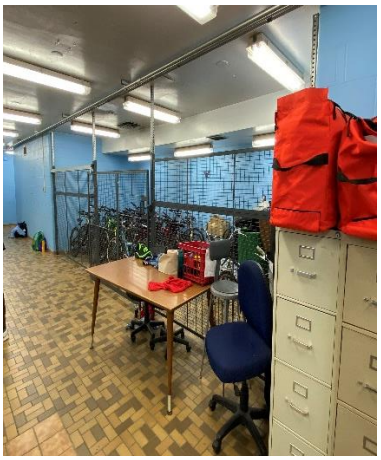
EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

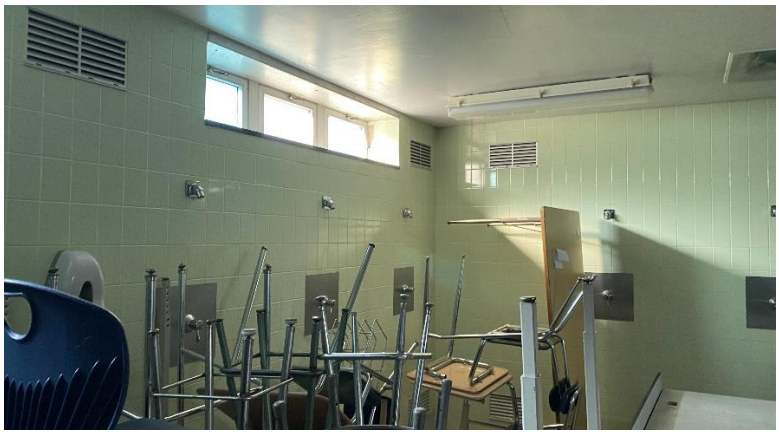
D. PHOTO LOG

D.1 Architectural






Interior - Locker Facilities – Vintage 1

Interior – Locker Facilities – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

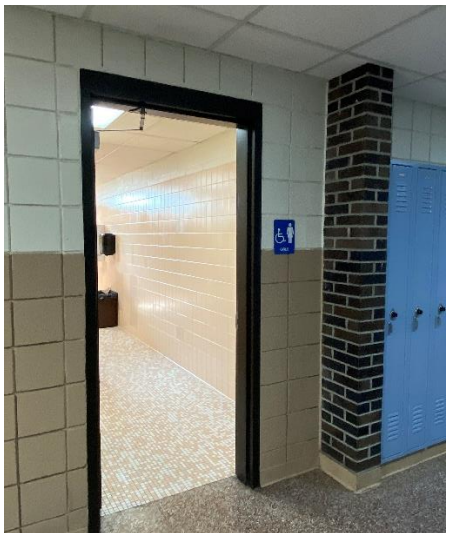
D. PHOTO LOG

D.1 Architectural





Interior - Toilet Facilities – Vintage 1





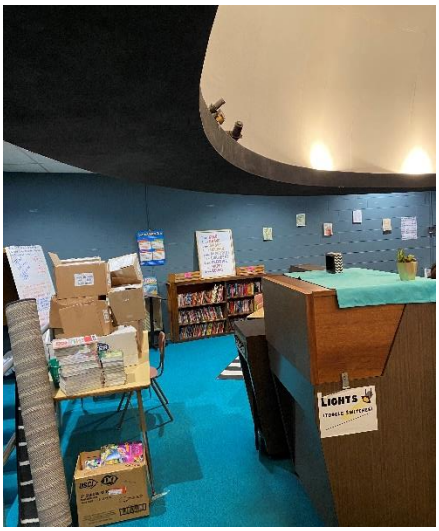
Interior – Toilet Facilities – Vintage 1

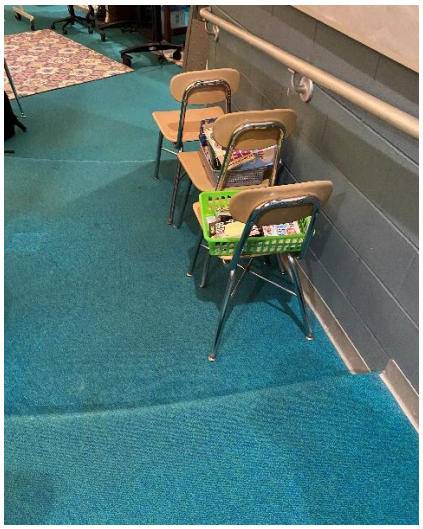
EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

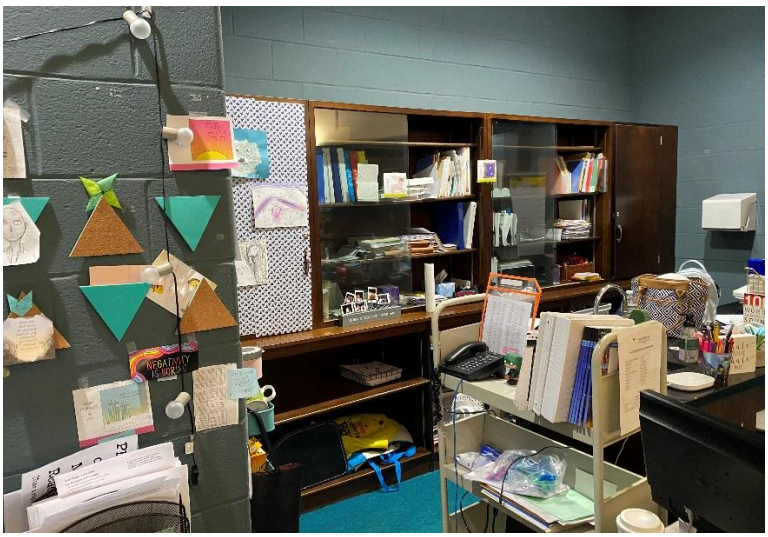
D. PHOTO LOG

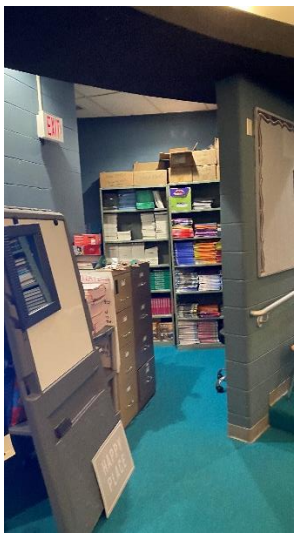
D.1 Architectural





Interior - Planetarium





Interior – Planetarium

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

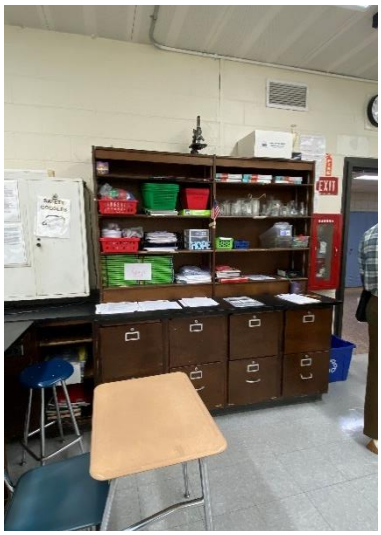
D. PHOTO LOG

D.1 Architectural





Interior – Science





Interior – Science

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

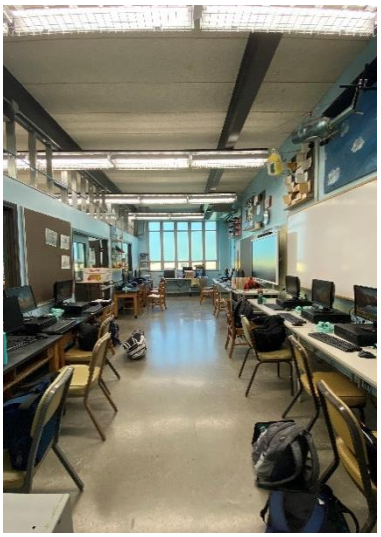
D. PHOTO LOG

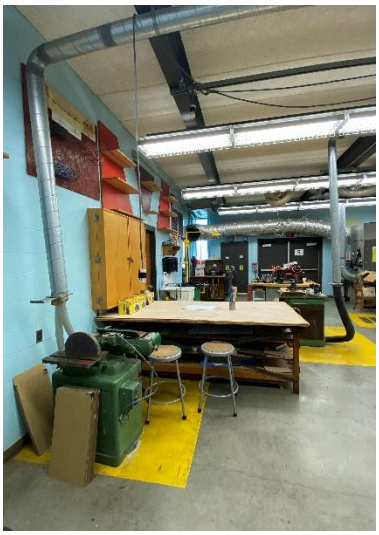
D.1 Architectural





Interior - Science







Interior – Shop

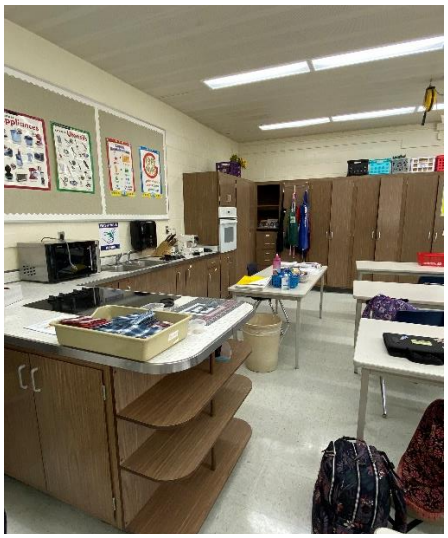
EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Life Skills



Interior – World Language

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Library





Interior – Library

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Art Classroom





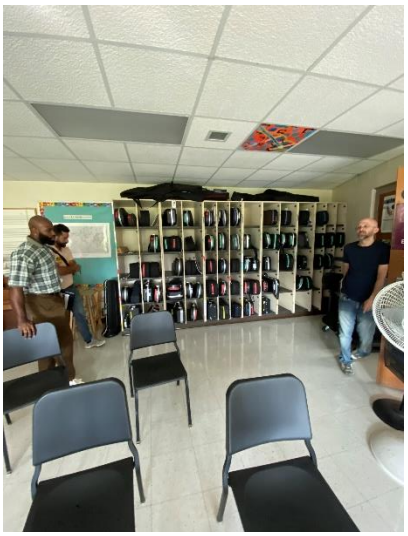
Interior – Music Classroom

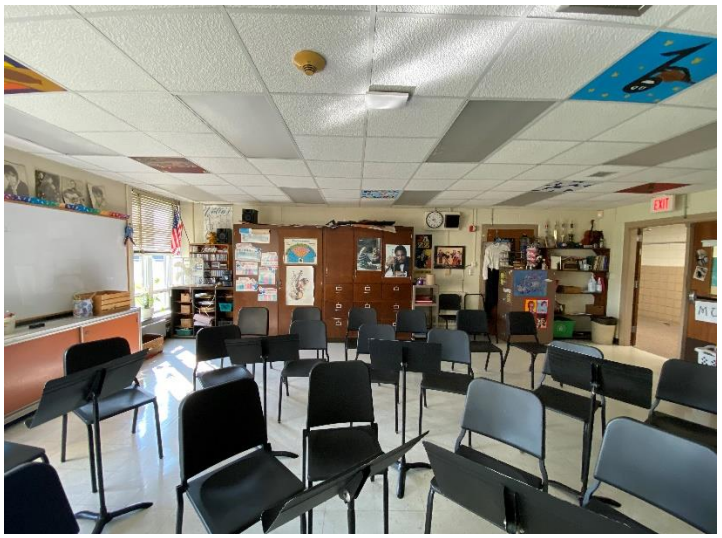
EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

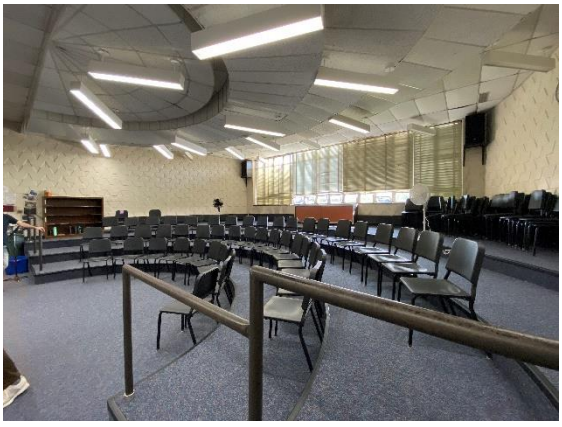
D. PHOTO LOG

D.1 Architectural





Interior – Music Classroom





Interior – Music Classroom

EDUCATIONAL FACILITIES ASSESSMENT

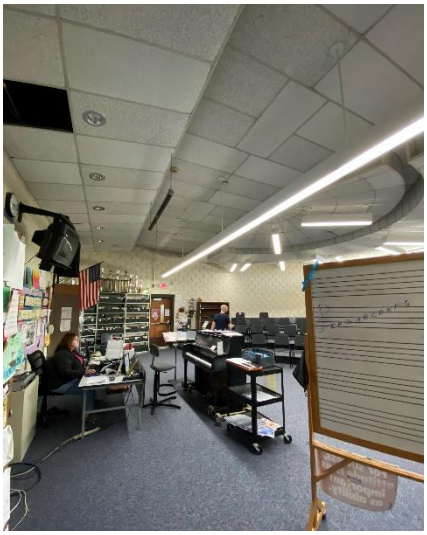
HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural



Interior – Music Classroom





Interior – Music Classroom

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Condition Details



Interior – Condition Details

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.1 Architectural



Interior – Corridor – Stairs



Interior – Corridor – Stairs

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.2 EPFP / Security



D.2.1: Indirect Water Heaters in Boiler Room



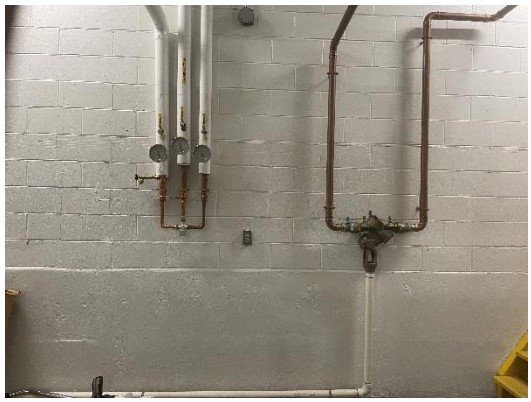
D.2.3: Touchless Sink Plumbing Fixtures

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.2 EPFP / Security



D.2.4: Plumbing Piping and Thermostatic Mixing Valve



D.2.5: Plumbing Fixtures

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.2 EPFP / Security



EXISTING GENERATOR



EXISTING MAIN SWITCHBOARD

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.2 EPFP / Security



EXISTING FIRE ALARM CONTROL PANEL



EXISTING CLASSROOM LIGHTING

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.2 EPFP / Security



EXISTING PANELBOARD



EXISTING IDF CLOSET

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.3 Site





Driveway & Parking





Driveway

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.3 Site





Walkways





Walkways

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.3 Site



Courtyard



Courtyard

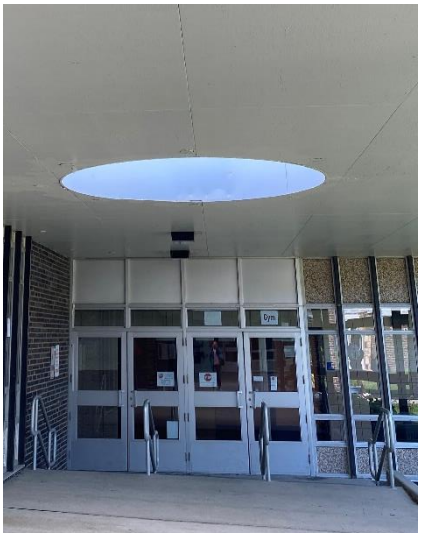
EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.3 Site





Site Stairs





Landscaping – Lawn

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

D. PHOTO LOG

D.3 Site





Landscaping – Planting



Fencing

PROGRAMMING E

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

E. PROGRAMMING

E.1 Narrative Summary

The building contains a substantial natatorium (pool space) that is not usable. The courtyard is also not usable as it is a distraction to the fourteen classrooms surrounding it. It is also not maintained. The smaller courtyard is somewhat useable. The planetarium is not functioning as its originally designed purpose but has been converted into a classroom space. Generally speaking, the school's needs and its useable space are out of balance. Overall, the building lacks sufficient storage.

Administration would like to have more space to meet with students. The suite, and adjoining mental health suite, are centrally located but the psychologist and social worker have no space to meet with students. The psychologist is not located near the counselors or special education teachers. There is a desire for the psychology office to be a more comforting space with soft seating, appropriately sized table, sofa and chairs, smart board and improved lighting and storage (lockable). The nurse is too far from some of the hallways and student areas. The faculty lounge is in a former electrical room. A space where faculty can relax and unwind is desired, in addition to a space where they can prep, work, and collaborate. Currently, the PE teachers do their class planning on the gym floor. There is no PPT space, and the conference room is booked to capacity. There is no security office, and no place for in school suspension that is private and confidential.

Within the classrooms, outlets are desired in different locations, such as on the floor. A small library or cozy reading corner is desired in a few classrooms as well. Currently, the space and furniture in the classrooms is restricting to different more modern teaching styles. There are not enough lockers for students adjacent to their classroom. Passing time of one to two minutes is not possible because the rooms are so spread out. The science program and labs needs more space, and they need a prep room shared between two science classrooms. There are currently more science teachers than there are spaces.

The school serves breakfast, but the cafeteria is far away from the bus drop off and therefore not used effectively, and not easy for students arriving in the morning. There is no loading dock for deliveries, just a door outside the custodial office.

Students with the greatest needs are in closets – consistent with other schools in the district. There is a need for a sensory room, and currently the kiln room has been converted for this purpose. It is not an ideal solution for many reasons, one being distance. There is no student toilet room large enough to provide for the toileting needs of students. There is no dedicated OTPT room, no SPED workroom, no therapy space, and no SPED resource room. Ideally, the special education program would have a learning center where students can go for academic assistance.

There is no dedicated health classroom. The weight room is too small, cannot accommodate an entire class, and lacks proper ventilation. A fitness center or auxiliary gym is desired. The gym is

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

also small, and for concerts or prep rallies students are required to travel to the high school. There is no auditorium, but there is a stage in the cafeteria. However, this element is more problematic than beneficial as it takes up space from student dining. The band room is not big enough for a full class and therefore the teacher has to split classes up. Ideally, the band room would fit up to 100 students at a time. Rehearsal currently happens in the cafeteria. Instrument storage is needed, and a music tech lab is desired.

The media center lacks flexible seating and the technology needed to complement the Chromebooks. A recording room with podcasting equipment is desired. The school has purchased drones, but there is no place to store this equipment and so it resides in the administrative conference room.

There is a desire for improved 21st Century learning environments including outdoor amenities such as outdoor classrooms, ropes course, and improved recess opportunities. Additionally, a reading room, multimedia production room, mental health suite with zen room and additional storage are all current unmet needs.

The site is a shared campus with Agriscience and Trumbull High School and this presents traffic and logistical challenges. Parents and busses currently share travel lanes. Hillcrest has a good number of walkers, and students enjoy walking after school to area venues, but the connection points are dangerous. The traffic patterns are further complicated by inexperienced student drivers and parents who drop off in non-designated areas.

E.2 Square Footage Analysis

Please refer to attached plan diagrams for the following:

E.21 Use and Area Analysis
E.22 Core Spaces Benchmarking
E.23 Maximum Allowable Per State Standard

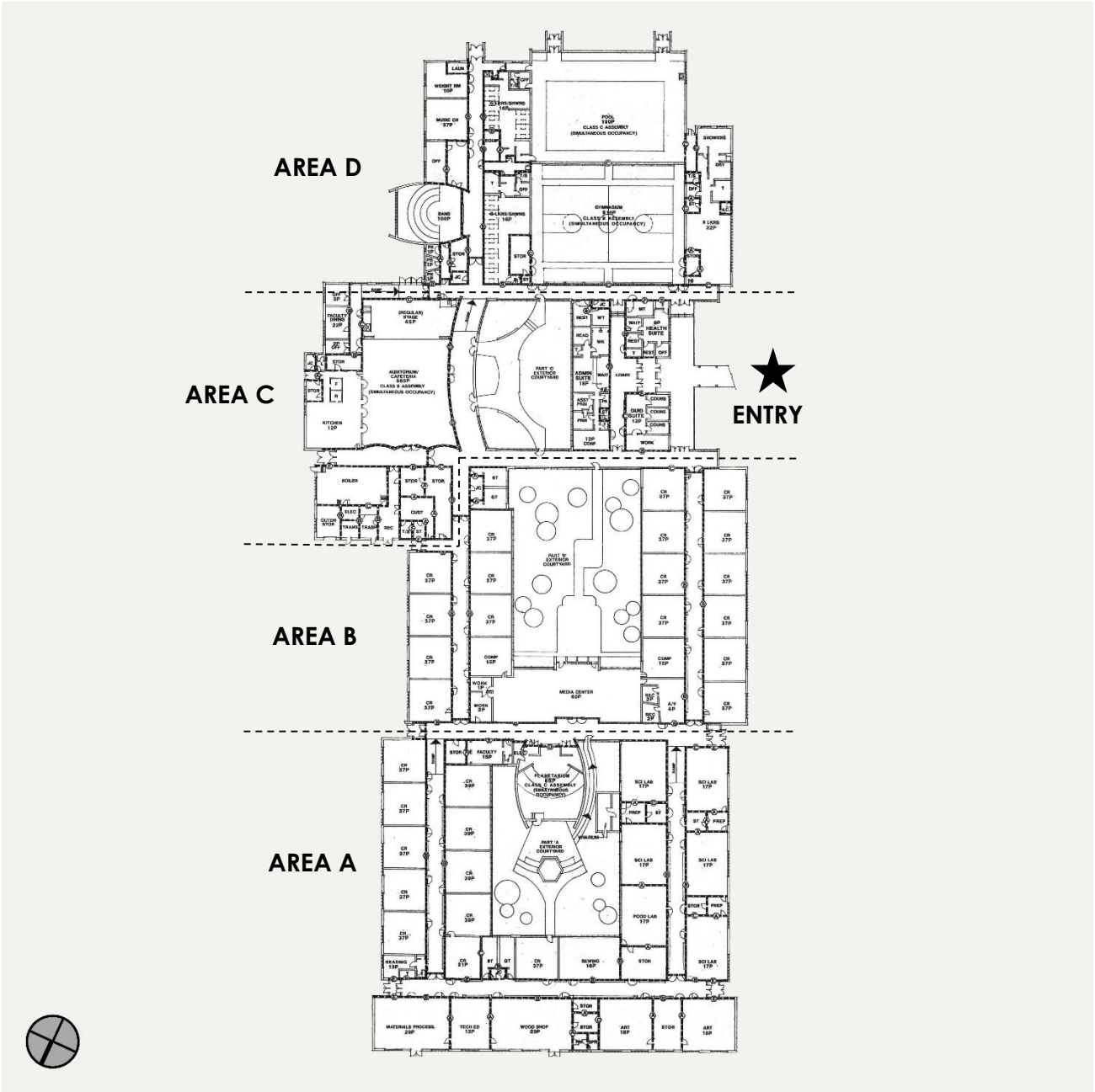
APPENDIX F

EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8

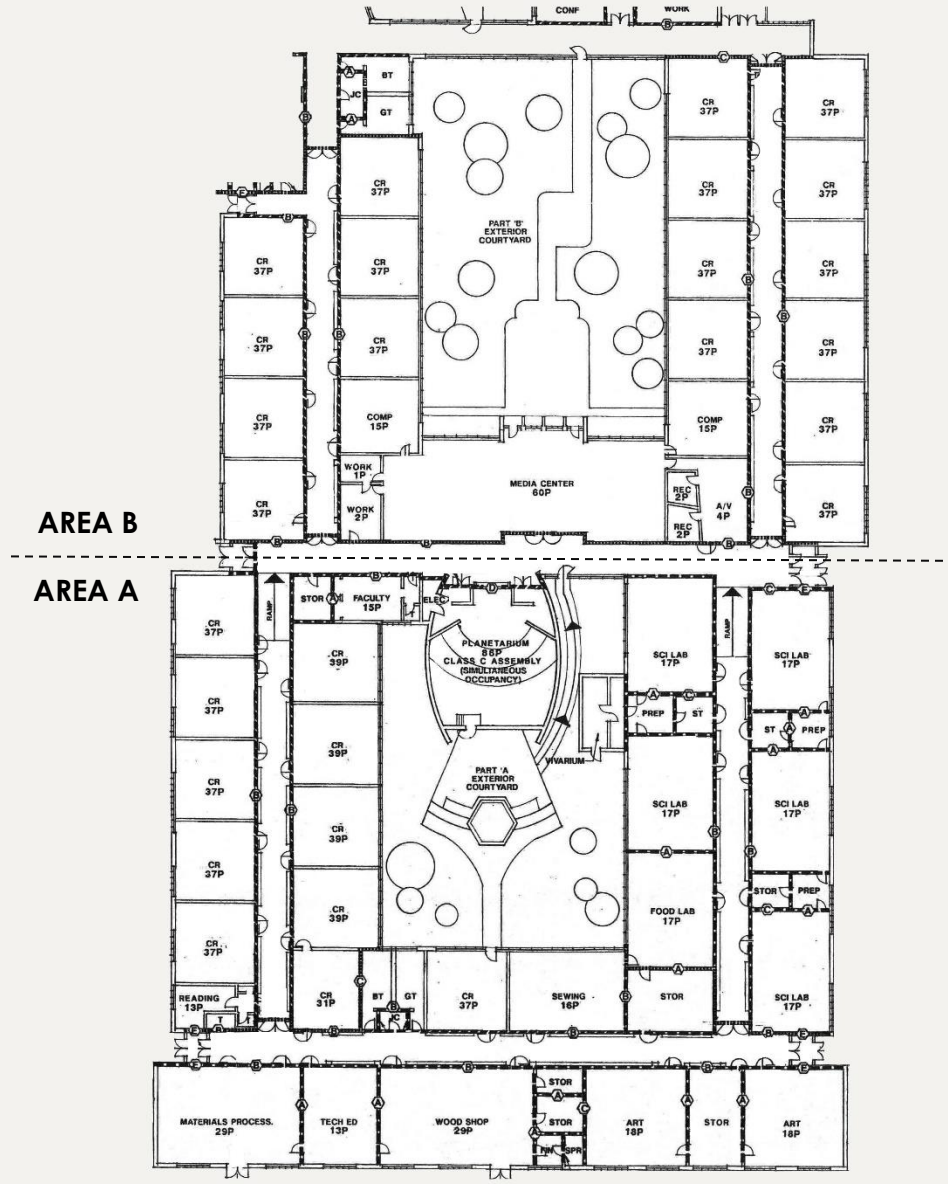
F. APPENDIX

F.1 PLAN DIAGRAMS



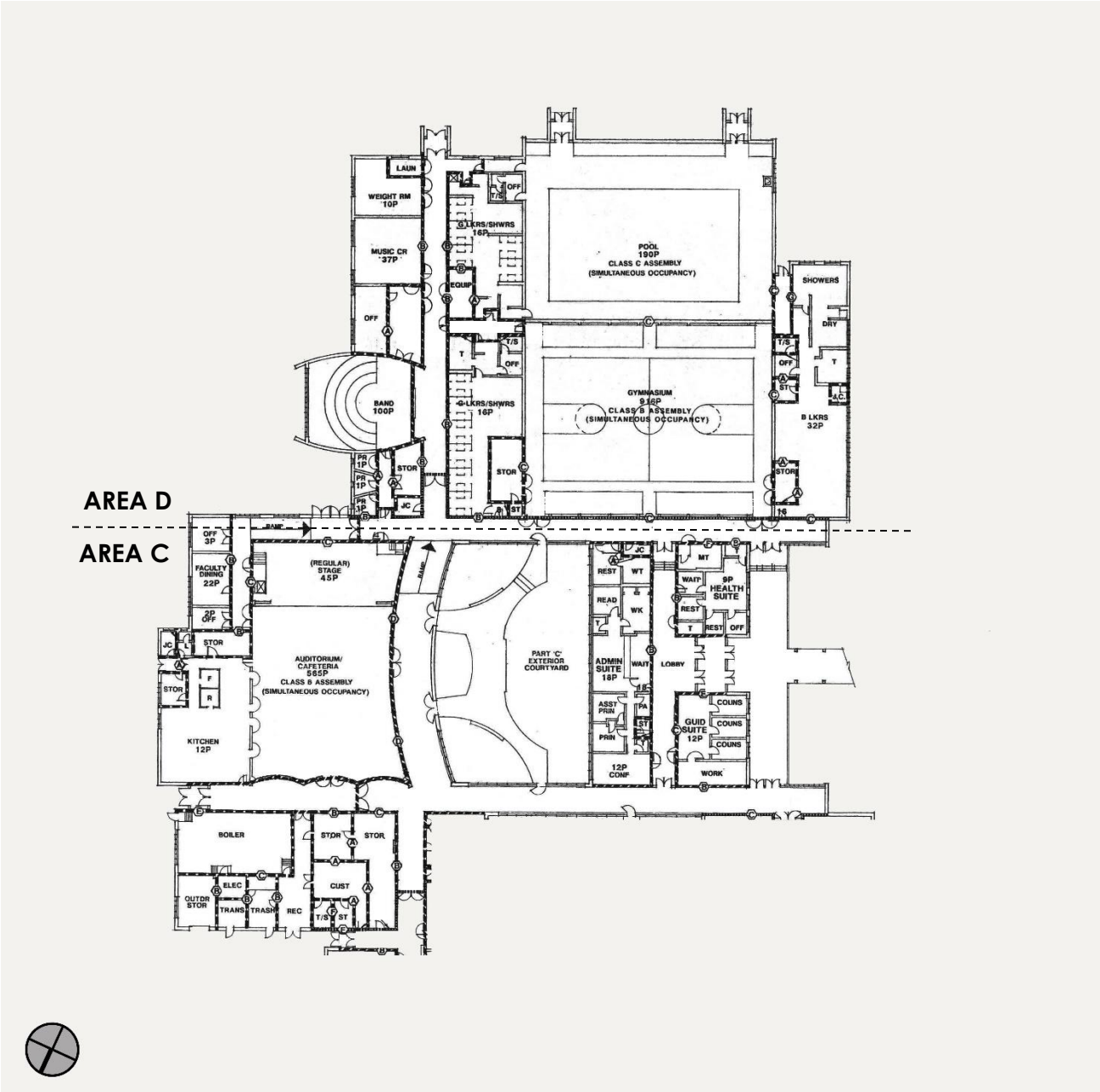
EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8



EDUCATIONAL FACILITIES ASSESSMENT

HILLCREST MIDDLE SCHOOL (HMS) 6-8



JANE RYAN ELEMENTARY SCHOOL

190 PARK LN, TRUMBULL, CT

CONDITIONS ASSESSMENT & MASTER PLAN

Tecton ARCHITECTS

6

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

TABLE OF CONTENTS

A. INTRODUCTION

- A.1 OBJECTIVES
- A.2 FACILITY

B. SUMMARY & ANALYSIS

- B.1 SCHOOL & FACILITY DATA
- B.2 CONDITIONS SUMMARY
- B.3 CONDITIONS RANKINGS
  - B.31 RANKINGS SYSTEM DEFINED
  - B.32 DATES OF CONSTRUCTION (VINTAGE)
  - B.33 CHECKLIST & RANKINGS

C. EXISTING CONDITIONS NARRATIVE

- C.1 ARCHITECTURAL
- C.2 EPFP / SECURITY
  - C.21 PLUMBING / FIRE PROTECTION
  - C.22 ELECTRICAL / SECURITY
- C.3 SITE

D. PHOTO LOG

- D.1 ARCHITECTURAL
- D.2 EPFP / SECURITY
  - D.21 PLUMBING / FIRE PROTECTION
  - D.22 ELECTRICAL / SECURITY
- D.3 SITE

E. PROGRAMMING

- E.1 NARRATIVE SUMMARY
- E.2 SQUARE FOOTAGE ANALYSIS
  - E.21 USE AND AREA
  - E.22 CORE SPACES BENCHMARKING
  - E.23 MAXIMUM ALLOWABLE PER STATE STANDARD

F. APPENDIX

- F.1 PLAN DIAGRAMS

INTRODUCTION A

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

A. INTRODUCTION

A.1 Objectives

Tecton Architects was commissioned by Trumbull Public Schools to perform an educational facilities conditions assessment of 12 schools and Administration Office Building in Trumbull, CT. The goal was to conduct on-site inspections and gather meaningful data about the physical state of the academic buildings and grounds. The assessment reports would then provide insight and aid in the completion of a viability study of alternate land/buildings and a long-term Capital Management Plan that focuses on the district facilities and their mechanical infrastructures.

During the month of September 2022, Tecton Architects, accompanied by its team of licensed professional engineers and escorted by head custodial staff, visited Jane Ryan Elementary School at 190 Park Lane, Trumbull, Connecticut. The school was surveyed for the conditions of the architecture, electrical, plumbing, fire safety, technology, and site conditions therein. Among other items assessed were structural, accessibility and energy issues, as well as school safety. The purpose of the visual observations was to quantify and evaluate the current state of the respective A/EPFP systems. Observations were made in the portions of the building that were accessible at the time of the inspections.

A.2 Facility

This facility functions as an elementary school for kindergarten through fifth grade. The approximately 44,000 square foot facility was originally constructed circa 1968. Renovations of the existing building took place in the early 1990s and included upgrades to the classrooms, gymnasium and an addition to the media center. In the mid-1990s, a classroom addition was added to the north of the building.

The building is predominantly one story, but there is significant program on a lower level. The main entrance, cafeteria, media center and majority of classrooms are all at the main level. The gymnasium and additional classrooms are located on the lower level and accessed by an elevator.

In addition to the many academic classrooms, the school contains an enclosed central courtyard, and a paved play area to the east. The facility is also equipped with raised play structures.

Access to the site is from the south off Park Lane. From there, Shady Lane which turns into Mitchell Road, circulates visitors to and through the site. Bus drop-off and main parking lot are at the west end of the site, with busses dropping students off at the original 1968 building. Both buses and vehicles enter the site by way of the south entrance drive. Parent drop-off continues west on Mitchell Road utilizing the main parking lot. There is currently no ADA access to the main entry. Instead, visitors must arrive at the original 1968 addition and be escorted through the building to the main entry.

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

The building's service entrance is outside the kitchen and accessed by means of the south entrance drive that serves both the bus route and the main parking lot. Additionally, this service entrance can be accessed from the north of the site off of Mitchell Road.

SUMMARY & ANALYSIS B

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

B. SUMMARY & ANALYSIS

B.1 School & Facility Data

The School:

Type:	Elementary	**Additional Programs:**	Trumbull Loves Children (TLC)
Grade Structure:	K-5	**Meals:**	Breakfast, lunch (6 waves)
Pre-K:	No	**Start time:**	8:35 am
Enrollment (current):	448	**Dismissal:**	3:20 pm
Staff (approx.):	40	**Buses:**	7
Location (in town):	West, central		

The Facility:

Total Building Area (SF):	46,430 sf	**Original Construction:**	1968
Site Area (acres):	9.5 acres	**Additions (dates):**	1993, 1995
Stories (above grade):	1.5	**Construction Type(s):**	2C
Building/Framing Materials:	Masonry, steel, concrete	**Roof Types & Age:**	Built-up gravel – original building and 1995 addition EPDM – 1968 addition
Split-level / ramps (interior):	No	**Heating (types):**	N/A
Stairs (interior):	Yes	**Fuel Types:**	Natural Gas
Elevator:	Yes	**Cooling (centralized):**	N/A
Basement:	Yes	**Ventilation:**	N/A
Mezzanine (mechanical)	None	**Electrical:**	800A - 208V 3 Phase
Crawl Space / Tunnels:	Yes	**Generator:**	N/A
Modulars (classrooms):	None	**Fire Alarm:**	Yes: Notifier
Auxiliary Buildings:	None	**Sewer / Septic:**	Sewer
Full ADA Compliance:	No	**Municipal Water / Well:**	Municipal Water
		Sprinklered (full / partial):	Full sprinkler protection
Athletic Fields:	Playgrounds (2), baseball field		

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

B. SUMMARY & ANALYSIS

B.2 Conditions Summary

Building Condition:

- **Fair/Poor**
- Built-up gravel roof at the original building is in poor condition and should be replaced.
- Adhered gravel walls at the 1993 addition are in poor condition and should be replaced with a more weather resistant material.
- Flooring in the original building is at the end of its useful life and should be replaced.
- Acoustical ceilings in the original building are at the end of their useful life and should be replaced.
- Casework is in poor condition in the original building and 1993 addition. Should be replaced to better support the curriculum.
- Gymnasium floor is in very poor condition and should be replaced.

Programmatic Findings:

- The school is at capacity and every square foot is being utilized – no flexibility
- Specials classrooms have been converted into general education spaces, and these programs are not operating optimally as a result
- No dedicated OTPT, ELL or math intervention
- Special education needs more dedicated space
- Library is too small and cannot fit two classes simultaneously
- There is no student toilet that meets ADA requirements for accessibility
- General lack of classrooms at an appropriate size
- Cafeteria and gym have poor acoustics and thermal comfort
- Thermal comfort and air quality issues throughout that significantly impact learning
- 21st Century learning environments are desired

Fire Protection & Fire Alarm:

- Building is fully protected with sprinkler system. Piping is in fair condition.
- Fire Alarm System is in fair condition but should be upgraded.

Plumbing:

- Water heater is relatively new and in good condition. Natural gas fired.
- Piping is in fair condition.
- Fixtures in toilet rooms seem to be in poor-fair condition.

Electrical:

- Main Electric service is 208/3-phase, 800 Amps.
- The electrical equipment that is original to the building is in poor condition.
- Distribution equipment added throughout the years is in fair condition.
- There is no generator.
- Lighting throughout is in fair condition.

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

Security System:

- Exterior camera coverage is provided.
- Interior camera coverage is provided.
- Cameras are in excellent condition; upgraded in 2022.
- Access Controls for security is provided for this building via card readers; installed approximately 8 years ago and is in fair condition.

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.31 RANKINGS SYSTEM DEFINED

Ranking (range '1' to '5')

Via the site inspections and conditions assessments contained in the detailed report, the design team is providing a condition (or ranking) of various, select building physical components. An itemized course of action may be derived from this ranking as well as strategies and prioritization for maintenance of the facilities.

Vintage (year of construction)

Buildings that were constructed or renovated at different time periods (dates)are assigned a Vintage #. Elements of varying ages are evaluated separately. Vintage #'s for each facility are indicated on the vintage diagram & checklist.

Condition (range 'very poor' to 'very good')

Existing exterior and interior conditions of all building and site elements are determined by the following criteria for evaluation:

Ranking: **1 Very Poor [VP]** An element is evaluated as Very Poor [VP] when:

- Requires prompt attention.
- May last and may need to be replaced in 0 to 5 years.
- The element is no longer performing its intended purpose.
- Deterioration or damage affects more than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a severe negative impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **2 Poor [P]** An element is evaluated as Poor [P] when:

- May last and may need to be replaced in 5 to 10 years.
- The element may be approaching the end of its useful life.
- Deterioration or damage affects less than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a negative impact on the overall efficiency and/or fiscal sustainability of the facility.
- May last and may need to be replaced in 5 to 10 years.

Ranking: **3 Fair [F]** An element is evaluated as Fair [F] when:

- May last and may need to be replaced in 10 to 15 years.
- The element is functioning as intended and is still within its useful life.
- Deterioration or damage affects less than 25% of the element.
- There are early signs of wear, failure or deterioration, but the element is structurally sound.
- Visible wear and tear is considered typical for a structure of this age and type.
- Has a little impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **4 Good [G]** An element is evaluated as Good [G] when:

- May last and may need to be replaced in 15 to 20 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a no impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **5 Very Good [VG]** An element is evaluated as Very Good [VG] when:

- Needs no attention and may last up to 25 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a positive impact on the overall efficiency and/or fiscal sustainability of the facility.

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.32 DATES OF CONSTRUCTION (VINTAGE)



Vintage:

V1 **1968 :** Original Construction

V2 **1993:** Classroom, Gymnasium and Media Center Addition

V3 **1995:** Classroom Addition

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1968
V2 1993
V3 1995

Exterior		V3	V2	V1	
Component	Material(s)	Condition			Notes
Roofing	EPDM Membrane		3		
	Built-up gravel	3		2	
	Fascia / trim	3	3	2	
Walls	Masonry - Brick	3	3	3	
	Adhered gravel		2		
	Joints (building or expansion)	3	3	3	
	Foundations – exposed concrete	3		2	
Entrances	Aluminum Doors & Frames	3	3	4	
	Hollow Metal Doors & Frames	3	3	3	
	Soffits / Canopy	3	2	3	
Windows	Aluminum, thermal	4	4	4	
	Window Screens	4	4	4	
Walkways / site stairs	Concrete walks & curbs			4	
	Bitum. concrete walks			2	
	Concrete stairs		4	3	
Drives / parking lots	Bitum. pavement - drives			2	
	Bitum. pavement - parking			2	
	Line striping			2	
	Extruded bitum. conc. curbing			2	
Landscaping	Lawn			4	
	Planting			3	
	Mulch beds			3	
Recreation	Paved play surfaces			2	
	Raised play structures			4	
	Grass fields			5	

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1968
V2 1993
V3 1995

Interior		V3	V2	V1	
Component	Material(s)	Condition			Notes
Flooring	VCT Tile	3	3	2	
	Carpet			2	
	Ceramic Tile	3	3	2	
	Rubber - sheet / stair treads		3		Stairs – fair, landings - poor
Walls Surfaces	Gypsum Wall Board			3	
	Masonry - CMU, Face Brick	3	3	3	
	Glazed Block			2	
Ceilings	Acoustical tile ceilings	2	2	2	
	Metal panel/linear (visual)		3	3	Poor condition in gymnasium
Interior trim	Hollow metal	3	3	3	
	Wall Base - Vinyl	3	3	3	
Interior doors	Hollow metal doors	3	3	3	
	Hardware	4	4	4	
Built-ins	Casework (general)	3	2	2	
	Countertops	3	2	2	
Toilet Facilities	Fixtures	3	3	3	
	Partitions	3	3	2	
	Accessories (dispensers, driers)	3	3	3	
Athletics	Gymnasium floor / play surface		1		
	Athletic equipment		3		

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1968
V2 1993
V3 1995

Building Systems		V3	V2	V1	
Component	**Material(s)**	**Condition**			**Notes**
Fire Protection	Alarms & Devices	2	3	3	
	Fire suppression (infrastructure / devices)	4	3	3	
Plumbing Systems	Infrastructure (pipes, drains, etc.)	3	3	3	
	Fixtures	4	3	2	
	Overall efficiency	n/a	4	4	
Electrical (Service)	Infrastructure (panels, wiring, etc.)	1	3	3	Original to building
	Service & distribution	1	3	3	Original to building
	Generator				No generator serving building
	Other	1	3	3	
Electrical Lighting	Infrastructure (panels, wiring, etc.)	2	3	3	
	Fixtures (Interior)	3	3	3	Bulbs upgraded to LED
	Efficiency (incl. natural & artificial light distr.)	2	3	3	
Security	Access Control	3	3	3	Installed about 8 years ago
	Cameras	5	5	5	Upgraded in summer 2022

EXISTING CONDITIONS NARRATIVE

C

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

C. EXISTING CONDITIONS NARRATIVE

C.1 Architectural

Construction:

The building is constructed primarily of non-combustible materials. The exterior walls are constructed of brick veneer. Interior walls vary in construction material between concrete block and gypsum board. The floors are concrete slab on grade. The structural frame consists of steel columns, and beams. The building is four different vintages; all constructed with the same exterior materials. The roofs are steel framed.

Exterior:

Exterior façade (general): The exterior of the building is in good to fair condition. The west side houses the main entrance. Exterior walls are brick clad with concrete block backup. There are some areas with exposed concrete foundation wall as the exterior finish material. Portions of the 1993 vintage have a few feet of loosely attached gravel above the brick veneer. The roofs are predominantly flat, built-up gravel throughout with the exception of the 1993 addition. This portion of the building has an EPDM butterfly roof with central skylights.

Walls: The exterior walls are in fair condition. Brick could benefit from a general cleaning, especially below windows and mechanical equipment, and at grade. Metal coping between the brick and gravel sections of the walls, is heavily stained and dented and should be repaired or replaced. Exposed concrete foundation walls are in fair to poor condition. Some areas only require cleaning, where as others should be cleaned and patched. The adhered gravel wall finish at the 1993 vintage is in poor condition and should be replaced with a more durable and weather resistant material. Vertical building joints are in fair condition. Some could benefit from raking or replacing. Many building seismic joints were also observed, and all were in good condition.

Windows/Doors/Entrances: The entrance doors are aluminum or steel doors with glass. These doors are in good to fair condition. The glazing is thermally insulated double pane glass. Other doors, which have either a secondary function or function as egress only are painted hollow metal doors. These are also in good to fair condition and could benefit from painting. Windows were replaced a few years ago and are in good condition. All are thermally insulated, double pane. Storefront and curtainwall systems are in good condition. Entry canopies and soffits are in fair condition. The 1993 classroom exterior doors are covered by fragile canopies. Some have fallen or been removed, leaving the exterior wall in poor condition. If canopies are desired at these locations, they should be replaced. Other entry canopies are in fair condition. Soffits at the 1993 addition are in poor condition and should be addressed.

Roof: The roofs vary depending on vintage. The existing building's flat, built-up gravel roof is in poor condition. There are many areas of ponding and moss build up. The EPDM butterfly roofs at the 1993 wing and the sloped roof at the gymnasium, are both in fair condition. The built-up

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

gravel roof at the 1995 addition is also in fair condition. Expansion joints are all in fair condition. Roof penetrations appear to be in fair condition but could benefit from cleaning around drains and cleaning of vegetation around mechanical equipment.

Interior:

Interior spaces (general): The interior of the facility ranges from good to fair condition and is generally clean and well kept. The facility is laid out in an "L" configuration, with the existing building centralized between newer classroom wings. The facility is oriented relatively north/south with the gymnasium, cafeteria and media center all centrally located. The building is one and a half stories with gymnasium and a hexagonal pod of classrooms down on the lower level. The main entry and administrative spaces are directly across from the cafeteria. The original central portion of the building contains classrooms and connects the 1995 classroom addition with two hexagonal pods of classrooms. The floor plan and circulation are relatively simple.

Corridors: Most corridors are double loaded, with the exception of the hexagonal classroom wings. These classrooms are arranged radially around a centralized skylight. Corridors typically have classrooms or major multi-use spaces on both sides. VCT and acoustical tile are the finishes throughout and range from fair to poor condition, depending on the vintage. Ceiling tiles are in poor condition across the entire building with many showing signs of staining and damage. Although dated with a few areas of patching, flooring is in fair condition. Walls in the original vintage are glazed block with CMU above. Despite having a dated aesthetic, these are in fair condition. CMU walls at the additions are also in fair condition. All could benefit from a fresh coat of paint. Artificial lighting in the original 1968 and 1993 portions of the building is insufficient, but lighting is sufficient in the 1995 addition.

Classrooms: Classrooms appear to have ample space and are typical of what would be expected in a building of this type and vintage. The teaching walls, with white boards, smart display board with projector, and occasional tack board, were present in all classrooms. The exterior walls typically have a heating unit under the window. These windows provide good natural daylight for the classrooms. Ceilings are predominantly a metal spline system with intermittent perforated panels for ventilation. Aesthetically, the metal ceiling is in good condition. Acoustical ceiling tiles are the finishes in the 1995 vintage and are in poor condition. There is VCT in all classrooms. Although dated, the VCT is in fair condition. The classroom casework is dated, in poor condition and, in most spaces, insufficient for the needs of the classroom. Casework should be upgraded to keep up with the educational curriculum. Each classroom appears to have ample artificial light.

Administration Offices: The administration offices are situated at the main entrance as a means of control and visual acuity. There is a locked vestibule to control visitors. A storefront system provides visibility to the adjacent corridor; however, visibility could be improved. Carpet matches the aesthetic and age of the existing building and is in poor condition. Acoustical ceiling tiles and gypsum walls are in fair condition. Casework in these spaces is in good condition compared to the surrounding classrooms.

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

Major Common Spaces:

Cafeteria: The cafeteria room is directly across from the main entrance at the center of the facility. The space appears to be sized well for the number of students in each lunch wave. The space is double-height and has a full wall of storefront to the east and clerestory windows along the north and south, allowing the room to be filled with daylight. The floors are VCT and are in poor condition. The ceiling is a linear metal system that appears to be in good to fair condition. Walls are glazed block at the base, with painted CMU above. The glazed block is dated and in poor condition. CMU should be painted.
Gymnasium: The gymnasium is located in the 1993 wing of the facility, adjacent to, but a half story below the media center. The ceiling is the same metal panel system that is present in classrooms. Alternating panels are perforated for the purpose of providing ventilation to the space. These ventilation panels are clogged and no longer function properly to ventilate the large double-height space. All walls are painted concrete block with athletic padding at the base of the wall. The wood floor is in very poor condition and should be replaced. Artificial lighting is sufficient. The wall-mounted basketball hoops are reaching the end of their useful life and should be upgraded to better suit the physical education curriculum.
Toilet Facilities: The school has four main gang toilet facilities, each pair containing facilities for male and female users. None are fully ADA accessible. Although dated, these facilities are in fair condition. Each gang facility has operable partitions with water closets, lavatories and paper towel dispensers. The floors are ceramic tile, ceilings are a metal spline system and walls are a combination painted or glazed concrete block. All are in fair condition. Some single-use toilet rooms are ADA complaint; however, finishes are in fair to poor condition. Ceiling tiles are in poor condition and should be replaced throughout.
Media Center: The media center is located across a central courtyard from the cafeteria, in the 1993 addition. The space appears to be undersized for adequate library functions. The space is significantly smaller than other media centers in the district. Carpet and acoustical ceiling tiles are finishes throughout, and both are in fair condition. The space receives limited natural light from the adjacent courtyard to the west. Although dated, casework in the library is in fair condition. Artificial lighting appears to be sufficient.

Code and Safety:

ADA: The building would not be deemed ADA compliant in reference to toilet facilities and access. Classrooms do not have ADA workstations or appropriate clearances at doors. There is an elevator that provides access to the lower gymnasium and classroom level. Door hardware is code compliant.

Safety: The building has a few aspects that may be deemed problematic from a life safety perspective. The school appears to have sufficient access control at the main entrance, by means of a locked vestibule and security guard; however, the main office is not directly adjacent to the vestibule and requires visitors to be escorted to the space. Visibility from the office into the main corridor could be improved. There are many exterior doors that could be possible points of entry and therefore, difficult to monitor. Most classrooms have direct access doors to the exterior. Although there is no exterior hardware on these doors, it was brought to our

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

attention that they are often times propped open on hotter days. Leaving these doors open creates multiple, unmonitored points of entry into the facility.

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

C. EXISTING CONDITIONS NARRATIVE

C.2 EPFP / Security

C.21 PLUMBING / FIRE PROTECTION

Hot Water Generation:
The buildings existing domestic hot water is generated via gas fired instantaneous water heater. The water heater is located in the boiler room and was installed approximately 6 years ago. The water heater is AO Smith, rated for 380 MBH, and in fair condition. There is a recirculation pump and thermostatic mixing valve for the system, but no expansion tank.

Domestic Water Service:
Domestic water for the building is provided from the street. The service is 2" and there is no booster pump for domestic water on in the building. The service comes into the building in a storage room on the 1st floor. The service is protected with a backflow device and is in fair condition.

Domestic Water Piping:
The domestic water piping is copper. Building staff did not mention any major issues with the plumbing piping in terms of leaks. Piping was only insulated in some areas and looked to be in fair condition.

Plumbing Fixtures:
Plumbing fixtures in private toilet rooms contain floor mounted water closets with manual flush valves. Plumbing fixtures in group toilet rooms contain a mix of wall hung water closets with manual flush valves and floor mounted water closets with manual flush valves. Lavatory sinks in private toilet rooms are wall mounted with manual faucets. Lavatory sinks in group toilet rooms are wall mounted with automatic sensor type faucets. Fixtures appear to be in poor to fair condition as some cracking and separation appear evident in group toilet fixtures.

Sanitary Service:
The building sanitary sewer service exits to the street. The piping is a mixture of cast iron and PVC. Building staff did not mention any major issues with underground piping or the fixtures connected to it.

Storm Service:
The building contains of both roof drain and an overflow storm system. The roof drains take the storm water underground to a municipal storm system at the street. Building staff did not mention any major issues with the storm piping, other than the piping being routed exposed in some classrooms.

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

Natural Gas Service:
There is a 1 ¼" high pressure gas service that enters the building outside in the boiler room. The gas serves kitchen, HVAC, and water heating equipment in the building. The service and piping is in fair condition.

Fire Protection:
There is an 8" fire protection service that serves sprinklers for the building. The service is protected by a DCDA and there are 2 zones in the building. The sprinklers appear original to the building and are in fair condition.

C.22 ELECTRICAL

Main Electric Service:
The main electric service originates from a utility company pole. The service runs from the utility pole to a utility company owned, pad mounted transformer located in a vault. The service then runs to an enclosed circuit breaker located in the basement of the building.

The main electric service to the building is rated 800 Amps, 208/120 volts, 3-phase, 4-wire. This service and equipment are original to the building and are past their useful life.

Electrical Distribution:
The electrical distribution consists of conduit and feeders from the main distribution panels to branch circuit panel boards located throughout the building. The electrical distribution and equipment are original to the building with some panel boards being added throughout the years. The original equipment and wiring are in poor condition.

Generator:
A generator does not currently serve the building.

Lighting Systems:
The lighting throughout the building consists of 1x4, 2x2 and 2x4 LED troffers. The bulbs were upgraded to LED in 2017. Lighting is functional and in fair condition.

Emergency lighting for the building is served by a combination of light fixtures served by battery cabinets located throughout the building and wall mounted two headed battery fixtures.

Lighting control consists of occupancy sensors, wall-mounted toggle switches; key operated toggle switches for local control.

Fire Alarm System:
The fire alarm system in the building consists of a Fire Alarm Control Panel by Notifier. Throughout the building, there are horn/strobe units, strobe only units, and pull stations sporadically located throughout. The system is in fair condition but should be upgraded.

Communication Services:

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

Fiber service is provided to the building and distributed throughout.

MDF and IDF rooms are provisioned throughout the building at locations that promote the proper coverage to conform with network cabling distance limitations. Building horizontal cabling is Cat 6 with PoE type network switches installed on two post racks and wall mounted racks. The rooms are appropriately outfitted with grounding and bonding and dedicated cooling systems. The MDF room is not appropriately outfitted with a basket tray rack.

Wireless access points are provided within the building. These were installed a year ago but service is still spotty.

Time control center hub is located in the cafeteria and is in working condition said to work well.

Access Controls for security is provided for this building via card readers. Installed approximately 8 years ago and is in fair condition.

Cameras were upgraded between August-September 2022. Very good condition.

Ceiling and wall mounted speakers are provided throughout for general paging. Speakers were installed 6-7 years ago and are in good condition.

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

C. EXISTING CONDITIONS NARRATIVE

C.2 Site

Roadways/Parking: The are two access points to the site, since Mitchell Road connects two more major thoroughfares, Park Lane to the south and Elliott Road to the west and makes this connection by traversing the Jane Ryan Elementary School site. As a result, the school sees traffic using this road to either intentionally visit the school or pass through the site on their way to a different destination. The southern access from Park Lane, Shady Lane which turns into Mitchell Road, operates as a one-way entry drive that divides into the bus loop and parent drop off or main parking lot. Bus drop off loops around past the building's main entrance. The bus loop continues west and drops students off at the secondary entrance on the west side of the building. Buses then continue along Mitchell Road to an exit to the northwest; parent drop off exits in a similar fashion. The intersection of Mitchell Road and Elliott Road allows for two-way traffic. Therefore, the northwest access point also provides a path to the receiving area, located to the east of the building outside the kitchen.

Recent parking lot and driveway paving projects have brought areas of the site pavement to good condition.

The overall condition of curbing throughout the site is in good condition. Recent parking lot and driveway improvements have included these elements.

Walkways: Walkways on site consist mostly of concrete pavement in good condition. Walkways adjacent to the driveway and parking areas are in good condition.

Stairs and landings lead from the front driveway to the building's main entrance. There is no ADA access to the main entry. Additional sets of stairs provide access to the gymnasium from the exterior front driveway as well as the classroom wing on the lower level. The stairs and landings appear to be in good condition. Railings appear to be in good condition.

Recent parking lot and driveway paving projects have brought areas of the bituminous pavement and walkways to good condition.

Paved Play: Paved play areas are located to the east of the school and consist of bituminous concrete. The overall condition of the northern and southern paved play areas is in good condition due to recent parking lot and driveway paving projects.

Grass Fields: Grass fields are located on the east side of the school. Grass cover appears to be in fair condition.

Diamond Fields: Diamond fields are located east of the school and appear to be in fair to good condition.

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

Playgrounds: A raised play structure is located east of the facility, behind the building adjacent to the diamond fields. Although dated, it appears to be in fair condition. The play surface is comprised of wood chips.

Fencing: A short run of low, wooden fencing lines the edge of the northern access to the service area from Mitchell Road where the topography becomes steeper in grade. A gate located southeast of the lower-level classrooms prevents vehicular traffic from circumventing the building and accessing the paved play areas.

Landscaping: Overall landscaping is in good to fair condition. Lawn areas adjacent to walkways, parking areas, and building entrance contain some bare spots and could benefit from reseeding.

PHOTO LOG D

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Aerial – Context



Years of Construction - Vintage

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Exterior – Main Entrance



Exterior – Secondary Entrance

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Exterior – Courtyard



Exterior – Service Entry

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Exterior – Walls & Windows – Vintage 1



Exterior – Walls & Windows – Vintage 2

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Exterior – Walls & Windows – Vintage 3





Exterior – Walls & Windows – Vintages 1 and 3

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural





Roof – Gravel Built-Up – Vintage 1





Roof – EPDM Membrane, Gravel Built-Up – Vintage 2

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural





Roof – Gravel Built-Up – Vintage 2



Roof – Gravel Built-Up – Vintages 1 and 3

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Secondary Entry





Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Corridor – Vintage 1



Interior – Corridor – Vintage 2

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural





Interior – Corridor – Vintage 2



Corridor – Vintage 3

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Classroom – Vintage 1



Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Classroom – Vintage 1



Interior – Classroom – Vintage 2

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Classroom – Vintage 2



Interior – Classroom – Vintage 3

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Classroom – Vintage 3



Interior – Classroom – Vintage 3

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Cafeteria, Multi-Purpose Room



Interior – Cafeteria

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural





Interior – Kitchen





Interior – Kitchen

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Gymnasium



Interior – Gymnasium

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural





Interior – Gymnasium



Interior – Admin

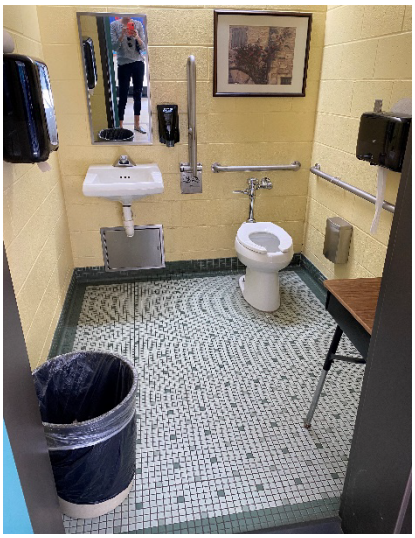
EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

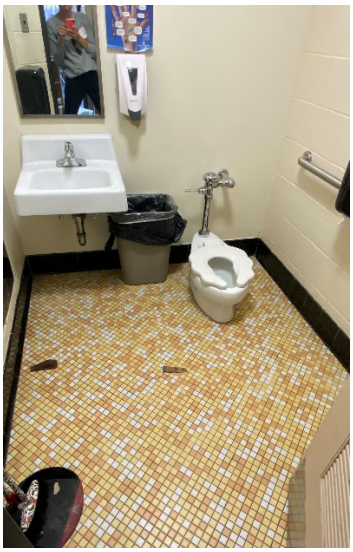
D.1 Architectural





Interior - Toilet Facilities – Vintage 1





Interior - Toilet Facilities – Vintage 2

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural







Interior - Toilet Facilities – Vintage 2




Interior – Toilet Facilities – Vintage 3

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

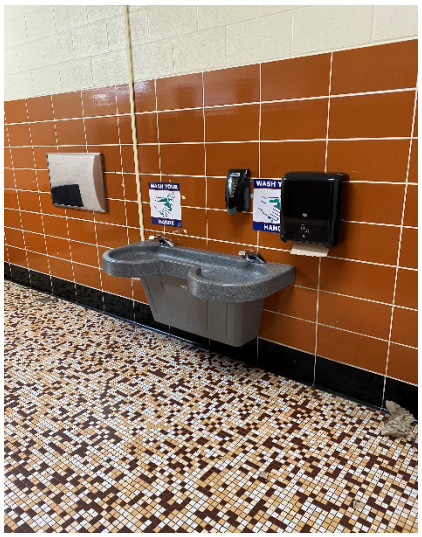
D.1 Architectural





Interior - Toilet Facilities – Vintage 2





Interior – Toilet Facilities – Vintage 2

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural





Interior – Library





Interior – Library

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Library Workroom



Interior – Resource Area

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Resource Area



Interior – Resource Area

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Teacher Break Room





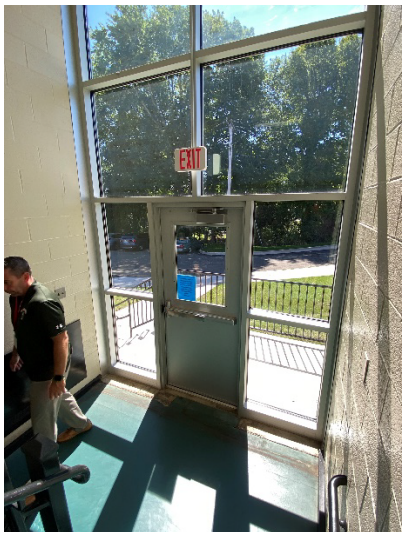
Interior – Storage in Corridors

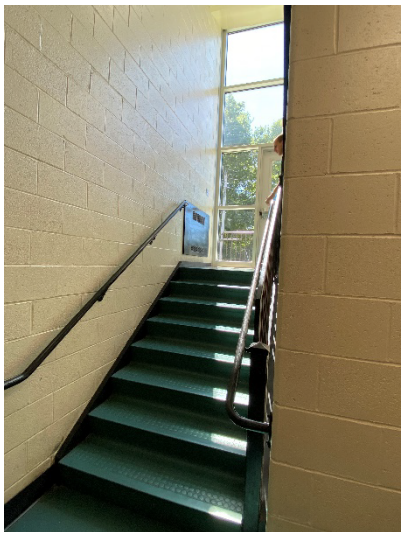
EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.1 Architectural





Interior – Corridor – Stairs





Interior – Corridor – Elevator

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.1: Boiler Room Domestic Water Heaters



D.2.2: Bathroom Floor Mounted Fixtures

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.3: Touchless Sink Plumbing Fixtures



D.2.4: Plumbing Piping and Mixing Valve

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.5: Fire Sprinkler Service



EXISTING EMERGENCY LIGHTING BATTERY UNIT

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING CLASSROOM LIGHTING



EXISTING PANELBOARD

EDUCATIONAL FACILITIES ASSESSMENT

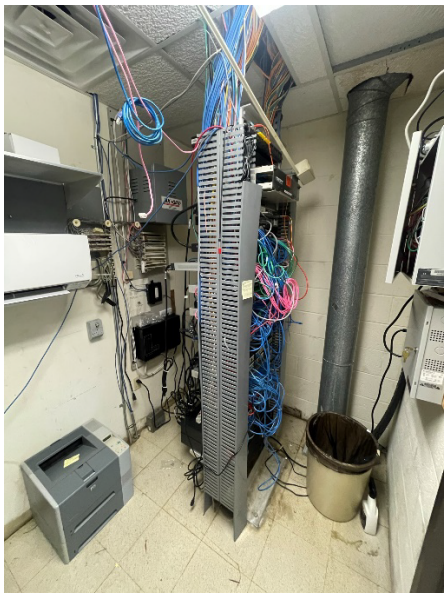
JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING FIRE ALARM CONTROL PANEL



EXISTING IDF CLOSET

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.3 Site

Note: *Recent parking lot and driveway paving projects have brought areas of the site pavement to good condition. The photos below are from September 2022.*





Driveway & Parking





Driveway

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.3 Site





Walkways





Walkways

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.3 Site





Paved Play Areas



Playground

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.3 Site



Site Stairs



Site Stairs

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.3 Site





Site Stairs



Site Stairs

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.3 Site





Landscaping – Lawn





Landscaping – Fields

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

D. PHOTO LOG

D.3 Site



Landscaping – Planting





Service Areas

PROGRAMMING E

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

E. PROGRAMMING

E.1 Narrative Summary

Every usable space is occupied and the school is at capacity. There is no flexibility. The school receives students who would otherwise attend Middlebrook which is also at capacity. As a result, the maker space has been used for music, and is currently used as a fourth-grade classroom. Music is on a cart, or in the TLC room. Jane Ryan is a fast-growing elementary school because of the housing stock in the nearby neighborhood.

The security officer is located at the front of the building and administration has good visibility. However, there are accessibility (ADA) challenges with the main entry. The only accessible entry is on the opposite side of the building with no camera or doorbell. Currently the door requires key cards for access and the only way to identify someone waiting at the door is to visibly see them from the corridor. This door is also far away from the elevator. Within the administrative conference room, technology is desired. Currently, this conference room is used by PPTs. The nurse is within the administrative area and is a good physical space.

There is no dedicated OTPT, ELL or math specialist rooms. The PPS clerk and OT share a space, and PT happens in the hallway. OT does not have a swing, and needs one – OT generally needs more space for more equipment, and needs a dedicated space. ELL and math share a room, and the student need for ELL is growing. They both need a dedicated space. Talented and gifted operates in the library, but the library itself is small. Two classes cannot fit in the space simultaneously. There is no space in the building for an all-staff meeting. The library is currently utilized for this purpose, but it is too tight. The reading specialist has a dedicated space this year, but it is not guaranteed for upcoming years. There are three SPED classrooms but none is big enough – they are approximately the size of a conference room. There is one teacher per room. There is no dedicated handicapped bathroom so these students are required to use an adult (staff) bathroom, or the bathroom in the nurse suite. Speech and language, psychology and social work have small spaces in a suite that was the former main office.

The general classrooms are small, and class sizes are large. Not all grade level classrooms are co-located. For example, one fourth-grade classroom is separated from the rest. There is a general lack of instructional support spaces for classrooms. Four intervention rooms are desired. Reading, writing and math workshops have no space to meet as a group, no space for pair instruction, and the classrooms are already too cramped to accommodate these needs within their square footage.

Within the media center, the smart board is not in an ideal location. A dedicated maker space is desired in proximity to the media center. A STEM lab, or technology space with 3D printer, is also desired. Art has its own room, but due to capacity challenges, there is a concern that it will be transformed into a general classroom.

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

The instrumental music program has to use the hallways during winter for their classroom space, which disrupts nearby educational spaces.

The cafeteria is tight with the current student population and is not air conditioned. The acoustics are also poor. The flow within the space is poor and transitions of grade levels is tight. The seats have to be placed very close together and students have dropped their trays. The kitchen has been slightly updated but the connections to old pipes and old equipment are still a challenge. The kitchen lacks storage, and paper goods are on a pallet in the cafeteria space. The gym and cafeteria are both currently used as an auditorium. The school owns moveable risers but they are stored on the lower level and barely fit in the elevator. They are required to move between the cafeteria and gymnasium depending on the event and need, but this process is hazardous for staff. The gym also has poor acoustics and temperature control. It gets so hot that staff need to open a door, but this is a safety concern. There are two classes using the gym simultaneously but there is no divider or partition. This forces one class outside. The storage room for PE equipment is too small.

Generally, the building lacks storage. There is one storage room shared by multiple user groups. Currently there are racks of chairs stored in the hallway, and the locker room showers are used for storage. The stairwells are also used for storage. The elevator is old, and though it has received some updates, it possesses newer electronics with old fittings.

Parent drop off is safe, works well, and does not back up onto neighborhood roads. Parent drop off is separated from bus drop off. Delivery routes are clear and usually occur in the morning so as not to interfere with recess and lunch. There are unidentified cars circulating through the site due to GPS routing issues which identifies the school drives as an intermediary thoroughfare. This is a security concern, and would like to see a resolution or at least speed bumps to slow the traffic.

A better outdoor classroom is desired in addition to more areas for teachers and students to collaborate. The current outdoor classroom is hard to maintain. The site has plenty of green space, and just needs the right set-up.

E.2 Square Footage Analysis

Please refer to attached plan diagrams for the following:

E.21 Use and Area Analysis
E.22 Core Spaces Benchmarking
E.23 Maximum Allowable Per State Standard

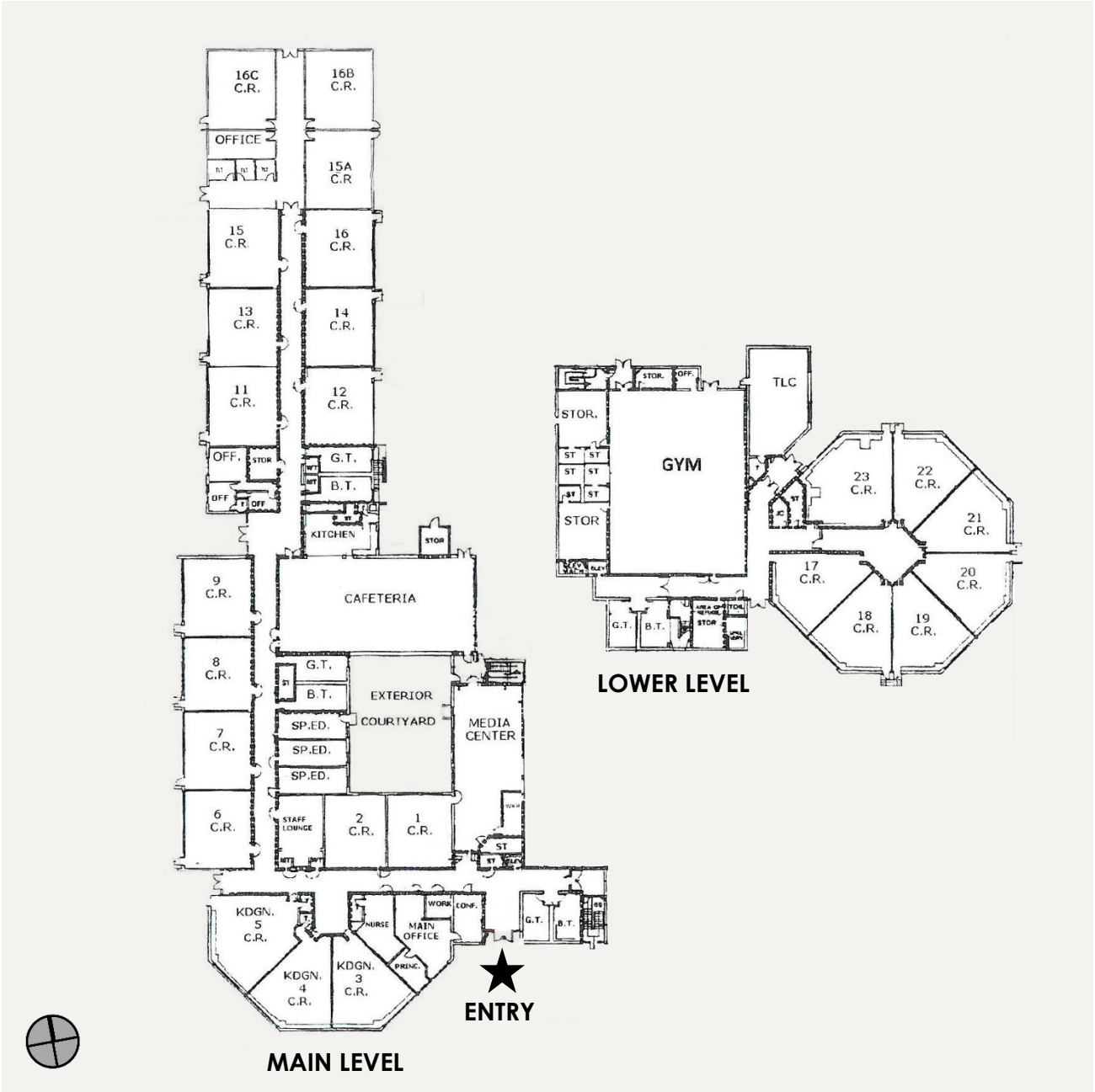
APPENDIX F

EDUCATIONAL FACILITIES ASSESSMENT

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

F. APPENDIX

F.1 PLAN DIAGRAMS



LONG HILL ADMINISTRATION BUILDING

5866 MAIN ST, TRUMBULL, CT

CONDITIONS ASSESSMENT & MASTER PLAN

Tecton ARCHITECTS

7

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

TABLE OF CONTENTS

A. INTRODUCTION

- A.1 OBJECTIVES
- A.2 FACILITY

B. SUMMARY & ANALYSIS

- B.1 SCHOOL & FACILITY DATA
- B.2 CONDITIONS SUMMARY
- B.3 CONDITIONS RANKINGS
  - B.31 RANKINGS SYSTEM DEFINED
  - B.32 DATES OF CONSTRUCTION (VINTAGE)
  - B.33 CHECKLIST & RANKINGS

C. EXISTING CONDITIONS NARRATIVE

- C.1 ARCHITECTURAL
- C.2 EPFP / SECURITY
  - C.21 PLUMBING / FIRE PROTECTION
  - C.22 ELECTRICAL / SECURITY
- C.3 SITE

D. PHOTO LOG

- D.1 ARCHITECTURAL
- D.2 EPFP / SECURITY
  - D.21 PLUMBING / FIRE PROTECTION
  - D.22 ELECTRICAL / SECURITY
- D.3 SITE

E. PROGRAMMING

- E.1 NARRATIVE SUMMARY
- E.2 SQUARE FOOTAGE ANALYSIS
  - E.21 USE AND AREA
  - E.22 CORE SPACES BENCHMARKING
  - E.23 MAXIMUM ALLOWABLE PER STATE STANDARD

F. APPENDIX

- F.1 PLAN DIAGRAMS

INTRODUCTION A

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

A. INTRODUCTION

A.1 Objectives

Tecton Architects was commissioned by Trumbull Public Schools to perform an educational facilities conditions assessment of 12 schools and Administration Office Building in Trumbull, CT. The goal was to conduct on-site inspections and gather meaningful data about the physical state of the academic buildings and grounds. The assessment reports would then provide insight and aid in the completion of a viability study of alternate land/buildings and a long-term Capital Management Plan that focuses on the district facilities and their mechanical infrastructures.

During the month of September 2022, Tecton Architects, accompanied by its team of licensed professional engineers and escorted by head custodial staff, visited the Long Hill Administration Building at 6254 Main Street, Trumbull, Connecticut. The school was surveyed for the conditions of the architecture, electrical, plumbing, fire safety, technology, and site conditions therein. Among other items assessed were structural, accessibility and energy issues, as well as school safety. The purpose of the visual observations was to quantify and evaluate the current state of the respective A/EPFP systems. Observations were made in the portions of the building that were accessible at the time of the inspections.

A.2 Facility

This facility functions as an administrative office building. The approximately 22,000 square foot facility was originally constructed circa 1920. Renovations of the existing building took place in late 1950s and included an office/classroom addition. In the mid-1980s, another office/classroom addition was built on the eastern side of the building.

The building is one story.

In addition to the many office spaces, the building contains a large group meeting room used by the Board of Education, among others. A diamond field located in the rear of the site to the east, is used by the community at large.

Access to the site is from the east off CT-111 (Main Street) with the building facing west. Staff and visitors enter the site at the northern-most point and circulate around the building via a one-way loop road. Parking is centrally located, and along the perimeter of the drive. There is ADA access to the main entry, located adjacent to the courtyard. Deliveries arrive to the main entrance as well.

SUMMARY & ANALYSIS B

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

B. SUMMARY & ANALYSIS

B.1 School & Facility Data

The School:

Type:	Administrative	**Additional Programs:**	n/a
Grade Structure:	n/a	**Meals:**	n/a
Pre-K:	No	**Start time:**	n/a
Enrollment (2018):	n/a	**Dismissal:**	n/a
Staff (approx.):		**Buses:**	n/a
Location (in town):	Central		

The Facility:

Total Building Area (SF):	21,950 sf	**Original Construction:**	1920
Site Area (acres):	1.8 acres	**Additions (dates):**	1956, 1985
Stories (above grade):	1	**Construction Type(s):**	IIB
Building/Framing Materials:	Masonry, steel, concrete	**Roof Types & Age:**	1920 – terracotta shingles 1956 – arch. shingles 1985 – built-up gravel
Split-level / ramps (interior):	No	**Heating (types):**	N/A
Stairs (interior):	None	**Fuel Types:**	Natural Gas
Elevator:	None	**Cooling (centralized):**	N/A
Basement:	Yes	**Ventilation:**	N/A
Mezzanine (mechanical)	None	**Electrical:**	1200A-208V-3 Phase
Crawl Space / Tunnels:	None	**Generator:**	Detroit (serves data center)
Modulars (classrooms):	None	**Fire Alarm:**	Full
Auxiliary Buildings:	None	**Sewer / Septic:**	Sewer
Full ADA Compliance:	No	**Municipal Water / Well:**	Municipal Water
		Sprinklered (full / partial):	Partial. Clean agent System in data center
Athletic Fields:	Baseball field		

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

B. SUMMARY & ANALYSIS

B.2 Conditions Summary

Building Condition:

- **Poor**
- Aside from the roof at the original building, roofs are in very poor condition.
- Brick veneer is in poor condition and requires much repointing and cleaning.
- Windows leak throughout the facility. Jambs and sill are in very poor condition and leak.
- VCT and carpet flooring are at the end of their useful life and are missing or damaged in many areas.
- Not all door hardware is ADA compliant. Some is original to the facility.

Programmatic Findings:

- Receiving needs additional space
- Air quality and thermal comfort issues persist
- Aesthetically the building could be refreshed, but there is not a desire to spend much money at this location
- A third conference room is desired near the Human Resources office area

Fire Protection & Fire Alarm:

- Limited Fire Protection System. Clean agent system in data center. No exhaust fan for system.
- Fire Alarm System including initiation and notification devices are in very poor condition. Original to building.

Plumbing:

- Water heaters in building are in fair condition. They are electric.
- Domestic water piping in building seem to be in poor condition. Building experiences issues with under-slab sanitary piping.
- Fixtures generally seem to be in poor-fair condition.

Electrical:

- Main Electric service is 208/3-phase, 1200 Amps. Very Poor condition.
- The electrical distribution equipment that is original to the building is in very poor condition.
- Data Center distribution is in fair condition.
- Diesel generator serves Data Center only. Fair condition.
- Lighting throughout the building is in very poor condition.
- Building mounted site lighting is in poor condition.
- Lighting controls throughout are in very poor condition.

Security System:

- Limited exterior camera coverage.
- Minimal interior camera coverage provided.
- Interior cameras are in fair condition.

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

- Access controls are in fair condition but an upgrade should be considered.

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.31 RANKINGS SYSTEM DEFINED

Ranking (range '1' to '5')

Via the site inspections and conditions assessments contained in the detailed report, the design team is providing a condition (or ranking) of various, select building physical components. An itemized course of action may be derived from this ranking as well as strategies and prioritization for maintenance of the facilities.

Vintage (year of construction)

Buildings that were constructed or renovated at different time periods (dates)are assigned a Vintage #. Elements of varying ages are evaluated separately. Vintage #'s for each facility are indicated on the vintage diagram & checklist.

Condition (range 'very poor' to 'very good')

Existing exterior and interior conditions of all building and site elements are determined by the following criteria for evaluation:

Ranking: **1 Very Poor [VP]** An element is evaluated as Very Poor [VP] when:

- Requires prompt attention.
- May last and may need to be replaced in 0 to 5 years.
- The element is no longer performing its intended purpose.
- Deterioration or damage affects more than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a severe negative impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **2 Poor [P]** An element is evaluated as Poor [P] when:

- May last and may need to be replaced in 5 to 10 years.
- The element may be approaching the end of its useful life.
- Deterioration or damage affects less than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a negative impact on the overall efficiency and/or fiscal sustainability of the facility.
- May last and may need to be replaced in 5 to 10 years.

Ranking: **3 Fair [F]** An element is evaluated as Fair [F] when:

- May last and may need to be replaced in 10 to 15 years.
- The element is functioning as intended and is still within its useful life.
- Deterioration or damage affects less than 25% of the element.
- There are early signs of wear, failure or deterioration, but the element is structurally sound.
- Visible wear and tear is considered typical for a structure of this age and type.
- Has a little impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **4 Good [G]** An element is evaluated as Good [G] when:

- May last and may need to be replaced in 15 to 20 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a no impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **5 Very Good [VG]** An element is evaluated as Very Good [VG] when:

- Needs no attention and may last up to 25 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a positive impact on the overall efficiency and/or fiscal sustainability of the facility.

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.32 DATES OF CONSTRUCTION (VINTAGE)



Vintage:

V1	**1920:**	Original Construction
V2	**1956:**	Office/Classroom Addition
V3	**1985:**	Office/Classroom Addition

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1920
V2 1956
V3 1985

Exterior		V3	V2	V1	
Component	**Material(s)**	**Condition**			**Notes**
Roofing	Terracotta shingles			4	
	Built-up gravel	2			
	Architectural shingles		1	1	
	Aluminum gutters / downspouts		1	1	
	Fascia / trim		1	1	
Walls	Masonry - Brick	2	2	3	
	Plaster-coated masonry		3		
	Joints (building or expansion)	3	3	3	
Entrances	Aluminum Doors & Frames			2	
	Hollow Metal Doors & Frames	1	1	2	
	Soffits / Canopy		3		
Windows	Aluminum, thermal	1	2	1	
	Window Screens		1	1	No screens present at operable windows
Walkways / site stairs	Concrete walks & curbs			3	
	Bitum. concrete walks			3	
Drives / parking lots	Bitum. pavement - drives			3	Drives and parking recently replaced
	Bitum. pavement - parking			3	
	Line striping			3	
	Extruded bitum. conc. curbing			3	
Landscaping	Lawn			3	
	Planting			3	Should be trimmed back from building
Recreation	Grass fields			4	

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1920
V2 1956
V3 1985

Interior		V3	V2	V1	
Component	**Material(s)**	**Condition**			**Notes**
Flooring	VCT Tile	1	1	1	
	Carpet	1	1	1	
	Wood			3	Auditorium
	Ceramic Tile	2			
Walls Surfaces	Gypsum Wall Board	3	3	3	
	Porcelain Tile	2		2	
Ceilings	Acoustical tile ceilings	1	2	2	
Interior trim	Hollow metal	3	3	2	
	Wall Base - Vinyl	2	2	2	
Interior doors	Wood doors	3	2	3	
	Hollow metal doors	2		3	
	Hardware	1	1	1	Not fully ADA compliant
Built-ins	Casework (general)		3		
	Countertops		2		
Toilet Facilities	Fixtures	3			
	Partitions	2			
	Accessories (dispensers, driers)	3			

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1920
V2 1956
V3 1985

Building Systems		V3	V2	V1	
Component	**Material(s)**	**Condition**			**Notes**
Fire Protection	Alarms & Devices	1	1	1	Original to building
	Fire suppression (infrastructure / devices)	-	-	-	Need purge fan for clean agent system
Plumbing Systems	Infrastructure (pipes, drains, etc.)	2	2	2	Under-slab sanitary issues
	Fixtures	2	2	2	Fixtures in poor condition
	Overall efficiency	3	3	3	
Electrical (Service)	Infrastructure (panels, wiring, etc.)	1	1	1	
	Service & distribution	1	1	1	
	Generator	3	3	3	
	Other	1	1	1	
Electrical Lighting	Infrastructure (panels, wiring, etc.)	1	1	1	
	Fixtures (Interior)	1	1	1	Fluorescent fixtures
	Efficiency (incl. natural & artificial light distr.)	1	1	1	
Security	Access Control	3	3	3	
	Cameras	3	3	3	

EXISTING CONDITIONS NARRATIVE

C

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

C. EXISTING CONDITIONS NARRATIVE

C.1 Architectural

Construction:

The building is constructed primarily of non-combustible materials. The exterior walls are constructed of brick veneer. Interior walls are gypsum wall board. The floors are concrete slab on grade. The structural frame consists of steel columns, and beams. The building is three different vintages; all constructed with the similar exterior materials. The roofs are steel framed.

Exterior:

Exterior façade (general): The exterior of the building is in fair to poor condition. The north side of the 1985 building houses the main entrance. A secondary entry is located further north within the original 1920 structure. Exterior walls are brick clad with concrete block backup. There are some areas with plaster-coated concrete as the exterior finish material. Roofs vary between hipped, gable and flat.

Walls: The exterior walls are in fair to poor condition. Brick at the north, south and west elevations of the original 1920s building is in fair condition but could benefit from a general cleaning, especially on the west and north sides. Cutting back landscaping at these façades would help maintain the longevity of the brick. The brick at the east side of the 1920s structure, along with the 1956 and 1985 additions, is in poor condition. There are many areas where brick is deteriorating and heavily stained. Joints should be raked and repaired across these additions. Vertical building joints are in fair condition and could also benefit from raking or replacing. Façades clad in plaster, are in fair condition but should be cleaned.

Windows/Doors/Entrances: The entrance doors are aluminum or steel doors with glass. These doors are in poor condition and are at the end of their useful life. The glazing is non insulated, single-pane glass. Other doors, which have either a secondary function or function as egress only are painted hollow metal doors. Generally, the hollow metal doors are in very poor condition. Windows vary depending on the building vintage. All are double pane, thermally insulated glazing; however, they are still in poor or very poor condition and leak at jambs and sills. All should be replaced. Screens were not observed at any windows. Entry canopies and soffits are in fair condition.

Roof: The roof at the original 1920s building is hipped and clad on three sides with terracotta shingles. Aside from a few replacement shingles, this roof is in fair condition. When the 1956 additions were built, the east side of the original hipped roof was replaced with architectural shingles. The gable roofs at the two 1956 additions are also clad in architectural shingles. All are in very poor condition and should be replaced. Fascia and roof gutters are also at the end of their useful life and should be replaced. The flat roof at the 1985 addition is built-up gravel and is in poor condition and leaks in many locations. Roof surfaces are mostly free of debris but collect

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

water in a few locations. Roof penetrations appear to be in fair condition but could benefit from cleaning around drains. Expansion joints appear to be in fair condition.

Interior:

Interior spaces (general): The interior of the facility is in poor to very poor condition. The facility is laid out in a "U" configuration, with the original building at the west and the newest addition anchoring the east. The newest addition is approximately the same square footage as the original building footprint. The facility is oriented east/west with one of the two 1956 additions connecting the east and west wings. The newest addition houses the main entry and a large portion of the administrative offices. The original building contains the conference room, auditorium, and a few offices. The 1956 additions house office spaces. The floor plan and circulation are relatively simple despite the sprawling footprint of the facility.

Corridors: Most corridors are double loaded with major-use spaces and offices on both sides. Carpet, gypsum walls and acoustical ceiling tile are the finishes throughout. The carpet and ceiling tiles are both in very poor condition. Ceiling tiles are stained, discolored and sagging throughout the corridors. Carpet has reached the end of its useful life and is littered with stains. Walls are dated with a wallpaper or painted finish, but all are in fair condition. Artificial lighting in the corridors is very insufficient for the width of the corridors.

Offices: Office space varies in size and condition throughout the building, as is expected for a structure that was converted from a school facility. All offices have windows that provide good natural daylight. Ceilings are acoustical tiles throughout all vintages and range from fair to very poor. Ceilings in the newest addition appeared to be stained more than the older additions, most likely due to the leaking roof. There is either carpet or VCT in all offices. Both are in very poor condition. There was very little casework observed in the building. If the building is to be upgraded and refinished, casework should be added to better support the administrative functions. Each office appears to have ample artificial light.

Major Common Spaces:

Auditorium: The auditorium serves as a meeting space for town meetings and is undersized for this function. Despite the shortness of space, the room is in fair condition from an aesthetic perspective. The space is double-height and has large, west-facing windows that allow the room to be filled with daylight. Wood floors appear to be original to the space and are in poor condition. The spline ceiling is, aesthetically, in good condition; however, this type of ceiling poses maintenance and access difficulties for overhead MEPFP systems. The gypsum walls and wood wainscoting are in good condition. A raised platform is located at the eastern end of the space and supports its function as an auditorium. There is a ramp that provides ADA access to the platform.

Conference Room: The conference room is in the original building along with the auditorium. In general, the space is in poor condition. Walls are painted gypsum board and show signs of cracking and abuse. A wall-mounted smartboard supports the room's function as a conference room. The carpet is at the end of its useful life and is heavily stained. Acoustical

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

tiles are the ceiling finish and are in fair condition. This space has wood windowsills beneath the west-facing windows. These are in poor condition and add to the very poor condition of the window jamb and sill connections. If the facility is to be upgraded, new windows should be installed. Albeit in very poor condition, the windows provide good natural light to the space. Artificial lighting is sufficient.

Toilet Facilities: The building has one large and one small gang facility for each gender. Additionally, there are two single-use restrooms throughout the facility. The largest gang facility is equipped with an ADA compliant stall; however, the lavatories and entrance are not compliant. No other toilet rooms are ADA accessible. These facilities are poor condition. The floors are ceramic tile, ceilings are acoustical tile and walls are gypsum with porcelain wall tile.

Code and Safety:

ADA: The building would not be deemed ADA compliant in reference to toilet facilities and required clearances. Although temporary, there is ADA access to the raised platform in the auditorium. Door hardware is not code compliant. Only one ADA accessible toilet was observed in the building; however, the rest of the toilet room was inaccessible.

Safety: The building is not fully sprinklered, deeming it problematic from a life safety perspective.

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

C. EXISTING CONDITIONS NARRATIVE

C.2 EPFP / Security

C.21 PLUMBING / FIRE PROTECTION

Hot Water Generation:
Domestic hot water is provided for the building via (2) electric storage water heaters from 2008. One located in the basement and the other in an office. Both water heaters were in fair condition and neither water heater had an expansion tank or master thermostatic mixing valve. There was no hot water recirculation in the building.

Domestic Water Service:
Domestic water for the building is provided from the street. The service is 2" and there is no booster pump for domestic water on site. The service comes into the building at the basement and is in fair condition.

Domestic Water Piping:
The domestic water piping was insulted copper throughout and in poor condition. There was no backflow prevention on the water service. Insulation was missing from domestic water piping in numerous locations.

Plumbing Fixtures:
Plumbing fixtures in all bathrooms consist of floor mounted water closets with manual flush valves. Lavatory sinks in all bathrooms are counter top mounted vitreous china sinks with manual faucets. Fixtures appear to be in poor condition given that the fixtures appear to be original to the building. Multiple drinking fountains were broken and in very poor condition.

Sanitary Service:
Sanitary for the building is provided by a sanitary sewer service to the street. The sanitary piping was a mixture of cast iron and PVC. It was noted that the main sanitary system had been disconnected from the leaching field in the back of the building and rerouted back through the new parking lot to the sanitary system in the street. The sanitary system does not appear to be pitched correctly as the building staff mentioned sanitary system has significant blockages.

Storm Service:
Roof drains are provided on the roof of the school. The storm piping was mostly PVC and in good condition. Storm piping collects within the basement and goes below underground to the municipal storm water system at the street.

Natural Gas Service/ Fuel Oil Service:
There is a 2" high pressure gas service with a meter on the outside of the building. Fuel for boilers is natural gas.

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

Fire Protection:
The building is not protected by a fire protection sprinkler service. The Data center is protected by a clean agent FM 200 system installed in 2006. The room is not equipped with a purge fan, so FM 200 gasses cannot be removed from the room. The room is not smoke tight and the ceiling tile are not clipped in which could lead to damage.

C.22 ELECTRICAL

Main Electric Service:
The main electric service originates from a utility company pole. The service runs from the utility pole to a utility company owned, pad mounted transformer. The service then runs to a switchboard located in the basement of the building.

The main electric service to the building is rated 1200 Amps, 208/120 volts, 3-phase, 4-wire, and includes a main disconnect switch, utility company metering compartment, and distribution section. This service and equipment are original to the building and in poor condition.

Electrical Distribution:
The electrical distribution consists of conduit and feeders from the main distribution panels to branch circuit panel boards located throughout the building. The electrical distribution and equipment are original to the building. The original equipment and wiring is in poor condition.

Generator:
The building's data center is currently served by a Cummins Onan diesel fired generator. This generator serves a Cummins Automatic Transfer Switch (ATS) located in the data center. This generator and ATS are in fair condition.

Lighting Systems:
The lighting throughout the building consists of 1x4, 2x2, 2x4, and round downlight fluorescent lighting fixtures. Lighting is in very poor condition. Corridor light levels are very low.

Emergency lighting for the building is served by wall and ceiling mounted two headed battery fixtures. Very Poor condition.

Lighting control consists of occupancy sensors, wall-mounted toggle switches; key operated toggle switches for local control. Very Poor condition.

Fire Alarm System:
The fire alarm system in the building consists of a Fire Alarm Control Panel by ESL. Throughout the building, there are smoke detectors, horn/strobe units, strobe only units, and pull stations sporadically located throughout. Very Poor condition.

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

Communication Services:

Data center is provisioned at a location that promotes the proper coverage to conform with network cabling distance limitations. Building horizontal cabling is Cat 6 with PoE type network switches installed on four post racks. The room is appropriately outfitted with grounding and bonding, basket tray rack and dedicated cooling systems.

Wireless access points are provided within the building.

A time control center is provided in the building. Battery operated clocks are provided.

Access Controls for security is provided for this building via card readers.

Ceiling and wall mounted speakers are provided throughout for general paging. Speakers are in fair condition.

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

C. EXISTING CONDITIONS NARRATIVE

C.2 Site

Roadways/Parking: Access to the site is from the east off CT-111 (Main Street) with the building facing west. Staff and visitors enter the site at the northern-most point and circulate around the building via a one-way loop road. Parking is centrally located, and along the perimeter of the drive. There is ADA access to the main entry, located adjacent to the courtyard. Deliveries arrive to the main entrance as well.

The overall condition of site pavement is good due to recent parking lot and paving improvement projects.

The overall condition of curbing is good due to recent parking lot and paving improvement projects.

Walkways: Walkways on site consist of bituminous concrete and concrete pavement. Bituminous concrete walkways are in overall fair condition. Signs of cracking is present throughout the site.

Condition of the concrete pavement walkways is poor, showing signs of significant cracking and deterioration. Some concrete pavement walkway locations incorporate one-to-two steps that lead to a door. These steps are in fair condition. There are no railings at these locations. There are no other stairs on site.

Paved Play: Paved play areas are not present at this site.

Grass Fields: Grass fields are not present at this site.

Diamond Fields: Diamond fields are in fair condition. A single field is located behind the building to the east. The field does contain some bare spots and could benefit from reseeding.

Playgrounds: Playgrounds are not present at this site.

Fencing: A chain link fence encloses the diamond field. Fencing appears to be in good condition.

Landscaping: Overall landscaping is in good to fair condition. Lawn areas adjacent to walkways, parking areas, and building entrance contain some bare spots and could benefit from reseeding.

PHOTO LOG D

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Aerial – Context



Years of Construction - Vintage

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Exterior – Main Entrance



Exterior – Secondary Entrance

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Exterior – Courtyard



Exterior – Parking

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Exterior – Walls & Windows – Vintage 3



Exterior – Walls & Windows – Vintage 3

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Exterior – Walls & Windows – Vintage 1 and 2



Exterior – Walls & Windows – Vintage 1 and 2

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Interior – Window & Door Details – Vintage 1



Interior – Window & Door Details – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural




Interior – Floor and Ceiling Details – Vintage 1




Interior – Floor and Ceiling Details – Vintage 1

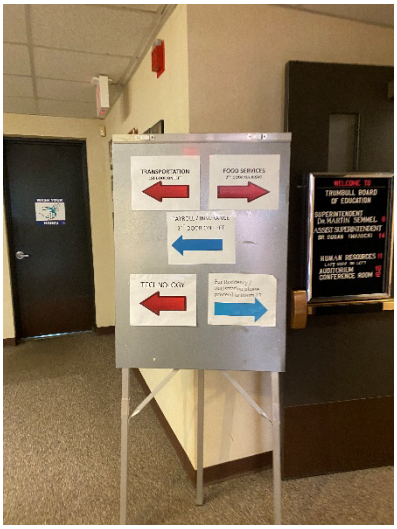
EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural





Interior – Main Entry



Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Interior – Corridor – Vintage 1





Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Interior – Corridor – Vintage 1 and 2



Interior – Meeting Room

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Interior – Meeting Room



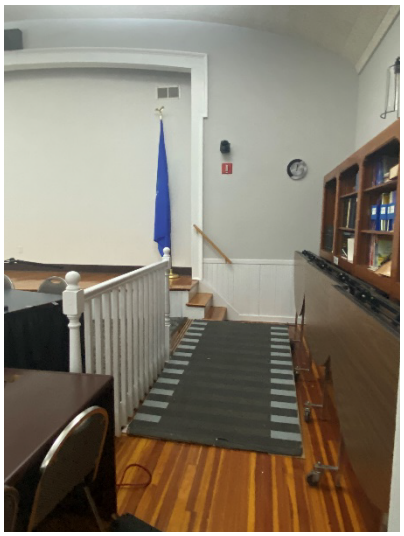
Interior – Meeting Room

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Interior – Meeting Room



Interior – Office

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Interior – Office





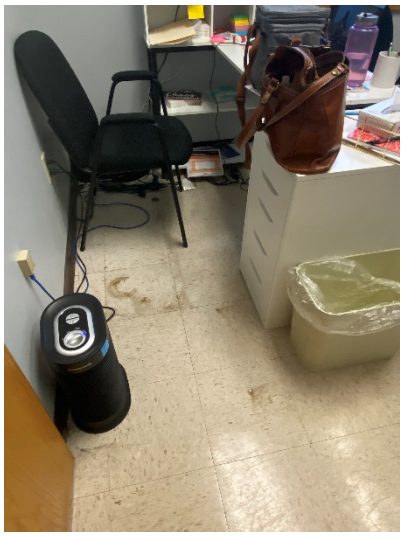
Interior – Office

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Interior – Office



Interior – Office Corridor

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Interior – Conference Room



Interior – Office

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

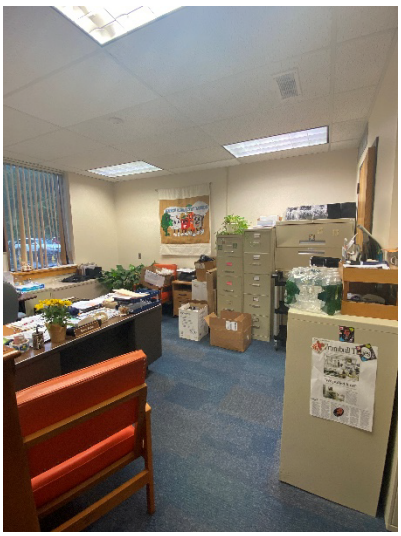
D.1 Architectural





Interior – Break Room





Interior – Office

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural





Interior – Office



Interior – Office

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Interior – Office



Interior – Office

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Interior – Basement Storage



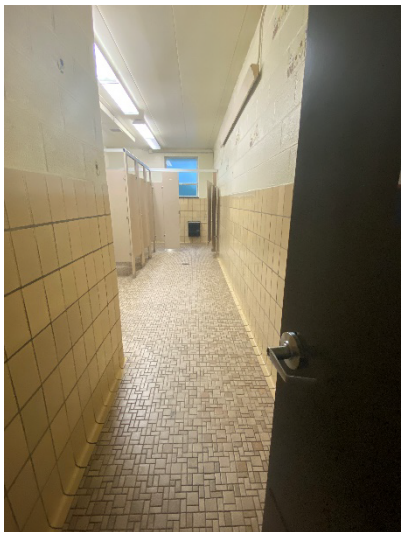
Interior – Basement Storage

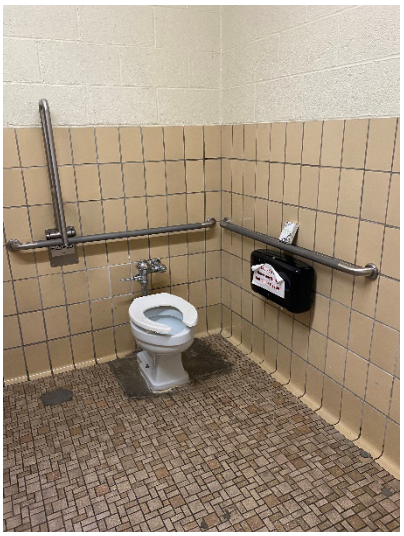
EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

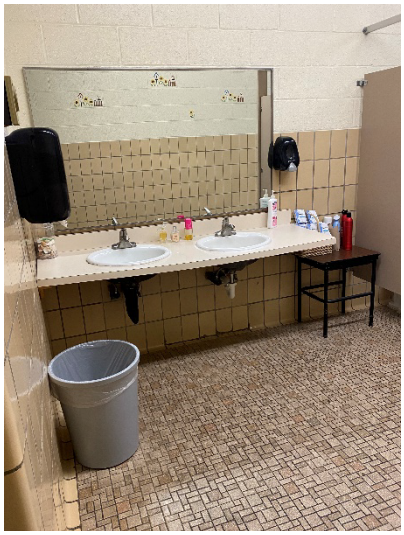
D. PHOTO LOG

D.1 Architectural





Interior – Toilet Room




Interior – Toilet Room

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Interior – Office



Interior – Office

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.1 Architectural



Interior – District Server Room



Interior – District Server Room

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.2 EPFP / Security



D.2.1: Basement Domestic Water Heater



D.2.2: Storage Room Domestic Water Heater

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.2 EPFP / Security



D.2.3: Wall Mounted Sink with Manual Faucet



D.2.4: Floor Mounted Toilet with Manual Flush Valve

EDUCATIONAL FACILITIES ASSESSMENT

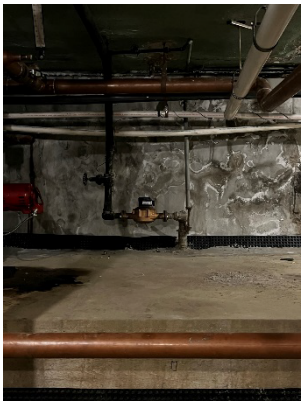
LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.2 EPFP / Security



D.2.5: Fire Protection for Data Room



D.2.6: Plumbing Piping

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.2 EPFP / Security



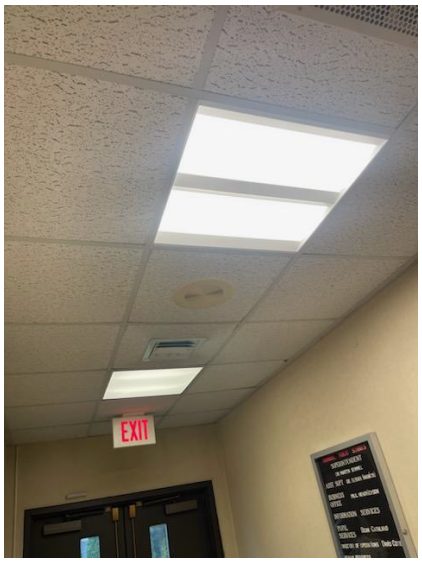
EXISTING GENERATOR

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.2 EPFP / Security



EXISTING LIGHTING



EXISTING PANELBOARD

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.2 EPFP / Security



EXISTING PANELBOARD



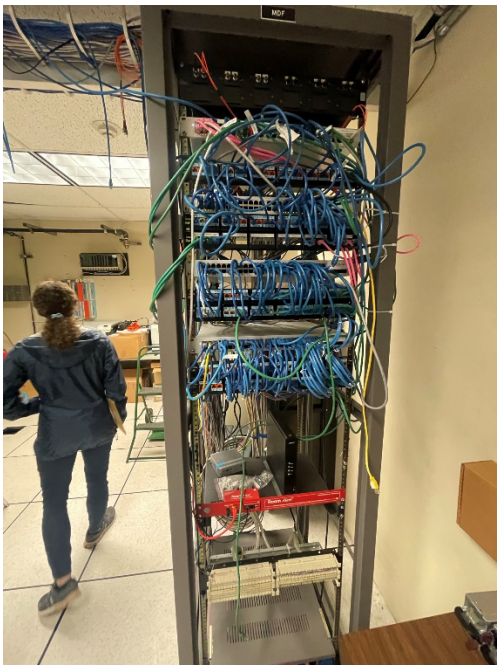
EXISTING FIRE ALARM CONTROL PANEL

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.2 EPFP / Security



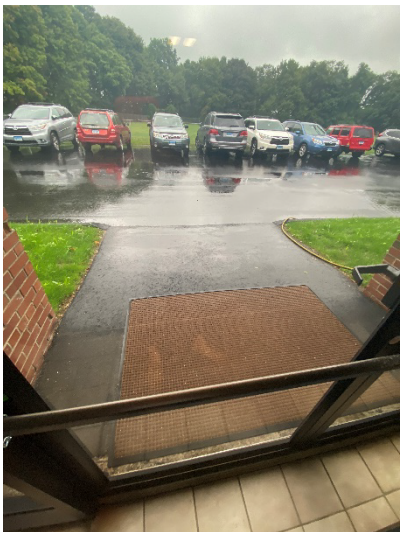
EXISTING DATA ROOM

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.3 Site





Driveway & Parking



Walkways

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.3 Site



Walkways



Walkways

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

D. PHOTO LOG

D.3 Site



Walkways





Walkways

PROGRAMMING E

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

E. PROGRAMMING

E.1 Narrative Summary

The building was a former 1920 school building, converted into a central office in 1997. The district data center which serves all schools is housed here. The Liebert system does not work, and a mini split was added but there is not enough make up air. The building needs a new roof, HVAC system, and new carpet. The carpet is old, and covering up vinyl asbestos tile underneath. There are odors coming from the floor.

The assembly room is used by the Board of Education (BOE) for their meetings. Other groups or individuals using the building include: PPS (student special services), food service, transportation, IT, human resources, Superintendent's office, AP, curriculum and central receiving. Generally, it is difficult to have community meetings at this location. The entire building is being used, and there isn't much need for additional space.

Maintenance storage is housed at the Trumbull High School complex, near Agriscience. All sites are maintained by Central Office, from grounds to electrical, plumbing, HVAC, technology, carpentry, plowing/snow removal, and mowing (except for the fields which are maintained by a town subcontractor).

Receiving does not have enough space, but the new driveway does help with drop-off. The boilers are new but there is not enough capacity for the building. Similarly, there is sufficient power, but the infrastructure could be bolstered. The building has air conditioning throughout, but there is a variety of systems and vintages. The plumbing system has issues with clogging, though it has improved since the septic system was removed, and odors are often present throughout the building. Toilet rooms need to be made fully ADA accessible.

The conference room in the Superintendent's office is used when privacy is required. Human Resources uses the conference room next to their space. Generally, a third conference room is desired. Lunch and meetings take place in the Teaching and Learning Services Office while that team is working.

The building aesthetically could be refreshed, but the general feeling is to not spend too much money at this facility. The location is good, near Town Hall and Main Street. The technology in the building is good, and there are improvements scheduled for the assembly space. Acoustics remain a challenge.

The windows could be replaced, as most do not currently function. The lighting is all fluorescent and there is no building sprinkler system. The roof needs to be replaced, as does carpeting. There is likely asbestos tile underneath the carpeting.

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

E.2 Square Footage Analysis

Please refer to attached plan diagrams for the following:

E.21 Use and Area Analysis
E.22 Core Spaces Benchmarking
E.23 Maximum Allowable Per State Standard

APPENDIX F

EDUCATIONAL FACILITIES ASSESSMENT

LONG HILL ADMINISTRATION BUILDING (LHA)

F. APPENDIX

F.1 PLAN DIAGRAMS



MAIN LEVEL

THIS PAGE INTENTIONALLY LEFT BLANK

MADISON MIDDLE SCHOOL

4630 MADISON AVE, TRUMBULL, CT

CONDITIONS ASSESSMENT & MASTER PLAN

Tecton
ARCHITECTS

8

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

TABLE OF CONTENTS

A. INTRODUCTION

- A.1 OBJECTIVES
- A.2 FACILITY

B. SUMMARY & ANALYSIS

- B.1 SCHOOL & FACILITY DATA
- B.2 CONDITIONS SUMMARY
- B.3 CONDITIONS RANKINGS
  - B.31 RANKINGS SYSTEM DEFINED
  - B.32 DATES OF CONSTRUCTION (VINTAGE)
  - B.33 CHECKLIST & RANKINGS

C. EXISTING CONDITIONS NARRATIVE

- C.1 ARCHITECTURAL
- C.2 EPFP / SECURITY
  - C.21 PLUMBING / FIRE PROTECTION
  - C.22 ELECTRICAL / SECURITY
- C.3 SITE

D. PHOTO LOG

- D.1 ARCHITECTURAL
- D.2 EPFP / SECURITY
  - D.21 PLUMBING / FIRE PROTECTION
  - D.22 ELECTRICAL / SECURITY
- D.3 SITE

E. PROGRAMMING

- E.1 NARRATIVE SUMMARY
- E.2 SQUARE FOOTAGE ANALYSIS
  - E.21 USE AND AREA
  - E.22 CORE SPACES BENCHMARKING
  - E.23 MAXIMUM ALLOWABLE PER STATE STANDARD

F. APPENDIX

- F.1 PLAN DIAGRAMS

INTRODUCTION A

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

A. INTRODUCTION

A.1 Objectives

Tecton Architects was commissioned by Trumbull Public Schools to perform an educational facilities conditions assessment of 12 schools and Administration Office Building in Trumbull, CT. The goal was to conduct on-site inspections and gather meaningful data about the physical state of the academic buildings and grounds. The assessment reports would then provide insight and aid in the completion of a viability study of alternate land/buildings and a long-term Capital Management Plan that focuses on the district facilities and their mechanical infrastructures.

During the month of September 2022, Tecton Architects, accompanied by its team of licensed professional engineers and escorted by head custodial staff, visited Madison Middle School at 4630 Madison Avenue, Trumbull, Connecticut. The school was surveyed for the conditions of the architecture, electrical, plumbing, fire safety, technology, and site conditions therein. Among other items assessed were structural, accessibility and energy issues, as well as school safety. The purpose of the visual observations was to quantify and evaluate the current state of the respective A/EPFP systems. Observations were made in the portions of the building that were accessible at the time of the inspections.

A.2 Facility

This facility functions as a middle school for grades six to eight. The approximately 155,000 square foot facility was originally constructed circa 1960. An administrative suite and health suite addition was constructed in 1978 at the west side of the building, creating a new main entry sequence into the facility. The auditorium underwent renovations in 2003.

The building can be simplified programmatically into major use spaces at the west, with a classroom wing at the east. The western half of the facility is one story, apart from the double height auditorium and gymnasium spaces. The eastern classroom wing is predominantly two stories. The main entrance, cafeteria, gym, auditorium, and half of the academic classrooms are all at the main level. The second floor includes the remaining classrooms, as well as the library.

In addition to the many traditional academic classrooms, gymnasium, and full-size auditorium, the school contains shop classrooms, science labs and locker rooms. Both the western multi-purpose wing and the eastern classroom wing are disposed around central courtyards. A paved patio is located within the western courtyard, just outside of the cafeteria.

Access to the site is from the west off Madison Avenue with the building facing west. Bus drop-off and main parking lot are also at the west, with busses dropping students off at the 1978 administrative addition. Buses are relegated to the southernmost of two entries off Madison Avenue. Vehicular traffic is permitted through both access drives from Madison Avenue. A smaller, secondary parking lot is located to the north of the site, directly adjacent to the classroom half of the facility. This parking is also utilized by the REACH program that is located just north of the middle school facility. ADA access to the school is via the main entry's covered

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

canopy. The building's service entrance is outside the kitchen and accessed by means of the north entrance drive that serves both the main and rear parking lots.

SUMMARY & ANALYSIS B

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

B. SUMMARY & ANALYSIS

B.1 School & Facility Data

The School:

Type:	Middle School	**Additional Programs:**	Trumbull Loves Children (TLC)
Grade Structure:	6-8	**Meals:**	Breakfast, lunch
Pre-K:	No	**Start time:**	7:35 am
Enrollment (current):	800	**Dismissal:**	2:30 pm
Staff (approx.):	90	**Buses:**	15
Location (in town):	West, central		

The Facility:

Total Building Area (SF):	154,970 sf	**Original Construction:**	1960
Site Area (acres):	35.5 acres	**Additions (dates):**	1978
Stories (above grade):	2	**Construction Type(s):**	2C
Building/Framing Materials:	Masonry, steel, concrete	**Roof Types & Age:**	EPDM
Split-level / ramps (interior):	No	**Heating (types):**	N/A
Stairs (interior):	Yes	**Fuel Types:**	Natural Gas
Elevator:	Yes	**Cooling (centralized):**	N/A
Basement:	Yes	**Ventilation:**	N/A
Mezzanine (mechanical)	No	**Electrical:**	1600A - 208V 3 Phase
Crawl Space / Tunnels:	No	**Generator:**	100KW Kohler
Modulars (classrooms):	None	**Fire Alarm:**	Yes: Notifier
Auxiliary Buildings:	Athletic press box and shed	**Sewer / Septic:**	Sewer
Full ADA Compliance:	No	**Municipal Water / Well:**	Municipal Water
		Sprinklered (full / partial):	Fully sprinkler protected
Athletic Fields:	Soccer and baseball fields, gravel track		

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

B. SUMMARY & ANALYSIS

B.2 Conditions Summary

Building Condition:

- **Fair/Poor**
- Windows are single-pane, non-insulated and in very poor condition.
- Brick veneer and exposed concrete foundation walls are in poor condition.
- Floor finishes, and associated wall base, have reached the end of their useful life and should be replaced throughout.
- Interior wood and hollow metal doors are in poor condition.
- Door hardware is not ADA complaint and should be replaced.
- Casework is in poor condition in the original building and 1993 addition. Should be replaced to better support the curriculum.

Programmatic Findings:

- The location of the library is not ideal and it needs to be reimagined as a 21st Century space
- The auditorium needs curtains, audio technology and improved lighting
- The music program could benefit from improvements to enhance the student experience
- Additional faculty work rooms and toilet rooms are needed
- Thermal comfort and air quality issues throughout, significantly impact learning
- Sun glare creates excessive heat in classrooms

Fire Protection & Fire Alarm:

- Building is fully protected with a fire sprinkler system. Piping is in fair condition
- Fire Alarm System is in fair condition but an upgrade should be considered.

Plumbing:

- Water heater is relatively new and in good condition. Natural gas fired.
- Piping is in poor-fair condition. Some piping in basement was reported to have been replaced.
- Fixtures in toilet rooms seem to be in fair condition fair condition. Fixtures in classrooms seem to be in poor condition.

Electrical:

- Main Electric service is 208/3-phase, 1600 Amps. Poor condition.
- The electrical distribution equipment that is original to the building is in poor condition.
- Distribution equipment added throughout the years is in fair and good condition.
- 100KW Kohler generator. Original to the building. Poor Condition.
- Solar PV system installed 5 years ago. Good condition.
- Lighting throughout is in poor condition.
- Lighting controls should be replaced with the light fixture upgrades.

Security System:

- Partial exterior camera coverage.

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

- Interior camera coverage provided.
- Cameras are in excellent condition.

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.31 RANKINGS SYSTEM DEFINED

Ranking (range '1' to '5')

Via the site inspections and conditions assessments contained in the detailed report, the design team is providing a condition (or ranking) of various, select building physical components. An itemized course of action may be derived from this ranking as well as strategies and prioritization for maintenance of the facilities.

Vintage (year of construction)

Buildings that were constructed or renovated at different time periods (dates)are assigned a Vintage #. Elements of varying ages are evaluated separately. Vintage #'s for each facility are indicated on the vintage diagram & checklist.

Condition (range 'very poor' to 'very good')

Existing exterior and interior conditions of all building and site elements are determined by the following criteria for evaluation:

Ranking: **1 Very Poor [VP]** An element is evaluated as Very Poor [VP] when:

- Requires prompt attention.
- May last and may need to be replaced in 0 to 5 years.
- The element is no longer performing its intended purpose.
- Deterioration or damage affects more than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a severe negative impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **2 Poor [P]** An element is evaluated as Poor [P] when:

- May last and may need to be replaced in 5 to 10 years.
- The element may be approaching the end of its useful life.
- Deterioration or damage affects less than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a negative impact on the overall efficiency and/or fiscal sustainability of the facility.
- May last and may need to be replaced in 5 to 10 years.

Ranking: **3 Fair [F]** An element is evaluated as Fair [F] when:

- May last and may need to be replaced in 10 to 15 years.
- The element is functioning as intended and is still within its useful life.
- Deterioration or damage affects less than 25% of the element.
- There are early signs of wear, failure or deterioration, but the element is structurally sound.
- Visible wear and tear is considered typical for a structure of this age and type.
- Has a little impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **4 Good [G]** An element is evaluated as Good [G] when:

- May last and may need to be replaced in 15 to 20 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a no impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **5 Very Good [VG]** An element is evaluated as Very Good [VG] when:

- Needs no attention and may last up to 25 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a positive impact on the overall efficiency and/or fiscal sustainability of the facility.

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.32 DATES OF CONSTRUCTION (VINTAGE)



Vintage:

V1 **1960:** Original Construction

V2 **1978:** Administrative Offices and Health Suite

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1960
V2 1978

Exterior		V2	V1	
Component	**Material(s)**	**Condition**		**Notes**
Roofing	EPDM Membrane	3	3	
	Fascia / trim	3	3	
Walls	Masonry - Brick	2	2	
	Joints (building or expansion)	3	3	
	Foundations – exposed concrete	2	2	
Entrances	Aluminum Doors & Frames	3	3	
	Hollow Metal Doors & Frames	3	3	
	Soffits / Canopy	2	2	
Windows	Aluminum, non-thermal	1	1	
	Window Screens	1	1	Screens missing throughout
Walkways / site stairs	Concrete walks & curbs at drives & parking		2	
	Bitum. concrete walks		3	
	Concrete stairs		3	Handrails to be replaced, very poor condition at maintenance areaway
Drives / parking lots	Bitum. pavement - drives		3	
	Bitum. pavement - parking		3	
	Line striping		3	
	Extruded bitum. conc. curbing		3	
Landscaping	Lawn		2	
	Planting		3	
	Mulch beds		3	
Recreation	Paved courtyard surfaces		1	
	Grass fields		3	
	Running track		1	
Other Structures	Ramps		3	

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1960
V2 1978

Interior		V2	V1	
Component	**Material(s)**	**Condition**		**Notes**
Flooring	VCT Tile	2	2	
	Terrazzo	2	2	
	Carpet	3		
	Wood		2	Stage flooring
	Ceramic Tile	2	2	
Walls Surfaces	Gypsum Wall Board	3	2	Poor condition at auditorium
	Masonry - CMU, Face Brick	3	3	
Ceilings	Acoustical tile ceilings	3	3	
	Gypsum board ceilings / soffits	3	3	
	Metal panel - visual		3	
	Exposed Ceilings - visual		3	Shop classrooms
Interior trim	Hollow metal	3	3	
	Wall Base - Vinyl	2	2	
Interior doors	Wood doors		2	Range from fair to poor
	Hollow metal doors	2	2	
	Hardware	2	2	Not ADA compliant
Built-ins	Casework (general)	2	3	
	Countertops	2	3	
Toilet Facilities	Fixtures	3	3	
	Partitions	3	3	
	Accessories (dispensers, driers)	3	3	
Athletics	Gymnasium floor / play surface		3	
	Athletic equipment		3	Fair but should be upgraded
	Stadium Seating		3	Fair but should be upgraded

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1960
V2 1978

Building Systems		V2	V1	
Component	**Material(s)**	**Condition**		**Notes**
Fire Protection	Alarms & Devices	2	2	System fair but should be upgraded
	Fire suppression (infrastructure / devices)	3	3	
Plumbing Systems	Infrastructure (pipes, drains, etc.)	3	2	Piping original to building in poor cond.
	Fixtures	3	2	Classroom sinks in poor condition
	Overall efficiency	3	3	
Electrical (Service)	Infrastructure (panels, wiring, etc.)	2	2	Original to building
	Service & distribution	2	2	
	Generator	2	2	
	Other	2	2	
Electrical Lighting	Infrastructure (panels, wiring, etc.)	2	2	
	Fixtures (Interior)	2	2	
	Efficiency (incl. natural & artificial light distr.)	2	2	
Security	Access Control	3	3	
	Cameras	5	5	

EXISTING CONDITIONS NARRATIVE

C

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

C. EXISTING CONDITIONS NARRATIVE

C.1 Architectural

Construction:

The building is constructed primarily of non-combustible materials. The exterior walls are constructed of brick veneer. Interior walls vary in construction material. The floors are concrete slab on grade. The structural frame consists of steel columns, and beams. The building is two different vintages; all constructed with the same exterior materials. The roofs are steel framed.

Exterior:

Exterior façade (general): The exterior of the building is in generally in poor condition. The north side houses the main entrance. A secondary entry is located west of the main entry, beneath a covered walkway. This was the original main entrance. Exterior walls are brick clad with concrete block backup. There are some areas with exposed concrete foundation wall as the exterior finish material. A two-story square bay at the original building, anchors the facility to the south and the double-height gymnasium volume sits to the west. The roofs are predominantly flat throughout with the exception of the gymnasium that has a gable roof. The flat roofs are clad in photovoltaic panels.

Walls: The exterior walls are in poor condition throughout the facility. The brick at the original 1960s is deteriorating and heavily stained below window sills. There are many areas where the brick has been replaced with brick that does not match the original. The brick at the addition is in the same condition. Areas of the building where exposed concrete foundation is the finish, are in poor condition. There are many cracks that have been previously repaired and there is much staining around wall-mounted features. Vertical building joints are in fair condition and did not appear to need raking or replacing. Many building seismic joints were also observed, and all were in good condition.

Windows/Doors/Entrances: The entrance doors are aluminum or steel doors with glass. These doors are in fair condition. The glazing is thermally insulated double pane glass. Other doors, which have either a secondary function or function as egress only are painted hollow metal doors. Generally, the hollow metal doors are in fair condition. Those containing glass are single pane and in poor condition. Windows are single pane and not insulated. All are in very poor condition and should be replaced. The majority of operable windows are missing exterior screens. Storefront systems are in poor condition throughout the building. Aside from the main entry canopy, all canopies and soffits are in poor condition. Precast concrete soffits require extensive cleaning and, in some locations, repair.

Roof: The flat roofs are EPDM and in fair condition. There are no signs of delamination or breaches but there are areas of bubbling and ponding. Expansion joints are all in fair condition. The roof surfaces are mostly free of debris but collect water in a few locations. Roof penetrations appear to be in good condition but could benefit from cleaning around drains. The large gable

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

roof at the gym appears to be in good condition compared to the rest of the roofs. Photovoltaic panels are in good condition.

Interior:

Interior spaces (general): The interior of the facility ranges from fair to very poor condition but is generally clean and well kept. The facility is arranged with a two-story square volume at the south with a one-story building attached at the north. The two-story volume houses all of the classrooms with major multi-use spaces in the front (north) of the building. The 1978 addition is off of the gymnasium to the north. The classroom wing is oriented in a square with a central courtyard. A second courtyard was formed at the north of the building when the addition was built. The east side of the building houses the main entry, cafeteria, kitchen, auditorium and band room. The gymnasium, locker rooms and health suite anchor the west side of the structure. Administrative offices connect the wings and are located at the front of the building. The floor plan and circulation are relatively simple. Major multi-use spaces are predominantly located at the front of the building, with classrooms at the rear.

Corridors: Classroom corridors are double loaded with rooms on both sides. Corridors in the front half of the building that provide access to the major multi-use spaces, are single loaded. These corridors typically have a major multi-use spaces on one side, and face the courtyard on the other. Terrazzo, VCT or ceramic tile are the floor finishes in corridors and all are in poor condition. Acoustical ceiling tiles are the ceiling finish and are in fair condition. There are a few locations where stained tiles should be replaced. Walls are painted concrete block throughout and are in fair condition. Lockers line the academic corridors and range from fair to poor. Artificial lighting in the corridors is insufficient.

Classrooms: Classrooms appear to have ample space and are typical of what would be expected in a building of this type and vintage. The teaching walls, with white or chalk boards, smart display board with projector, and occasional tack board, were present in most classrooms. Exterior walls typically have a heating unit or casework under the window. These windows provide good natural daylight for most classrooms. Ceilings are either acoustical spline ceilings or acoustical tiles. All are in poor condition. There is VCT in all classrooms that is at the end of its useful life and in fair to poor condition. The classroom casework is dated but in fair condition. Casework should be upgraded to keep up with the evolving educational curriculum. Each classroom appears to have ample artificial light.

Administration Offices: The administration offices are situated at the main entrance as a means of control and visual acuity. There is a locked vestibule to control visitors. There is no visibility to the entry vestibule from the main offices and there is limited visibility to the adjacent corridors. VCT, carpet and acoustical ceiling are the finishes. All are dated but in fair condition. Casework is in poor condition.

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

Major Common Spaces:

Cafeteria: The cafeteria is at the center of the facility with the kitchen directly adjacent to the east. The space appears to be sized well for the number of students in each lunch wave. Floor-to-ceiling storefront systems along the west, allow the space to be filled with daylight. The floors are terrazzo and are in good condition. The ceiling is acoustical ceiling tile. There are a few tiles that have been replaced, but overall, the ceiling is in fair condition. Artificial light is sufficient in this space.
Gymnasium: The gymnasium is located at the west with locker rooms to the west and a health suite to the north. The space appears to have sufficient height to properly serve the physical education curriculum. The ceiling is a metal panel system with alternating perforated panels that ventilate the space. Aesthetically, this ceiling is in fair condition. A central wood-clad volume supports the operable partition from above. This is dated and in fair condition. All walls are painted concrete block with athletic padding adhered to the lower third of the walls. The wood flooring is in fair condition. Bleachers are located along the east and west walls and a curtain divider runs north/south. Both are in fair condition but should be replaced to better suit the space. Artificial lighting is insufficient and should be upgraded. The ceiling and wall mounted basketball hoops are in fair condition. Locker rooms and weight room serving the gymnasium are in very poor condition and need upgraded finishes throughout.
Auditorium: The auditorium is situated at the front of the building and is generally in poor condition. The stage is located at the east end of the space and can be accessed from the adjacent corridor to the south. There is no ADA access to the stage from the seating area to the west. The sloped seating is dated but in fair condition. Flooring in both the seating area and on the stage have reached the end of their useful life and should be replaced. The spline ceiling is in fair condition. Brick walls are in fair condition, but the gypsum walls are heavily damaged and require repair and repainting.
Library: The library is the only major multi-use space not located at the front of the building. It is situated at the rear of the facility, up on the second floor. The space appears to be slightly undersized for middle school library functions. VCT and acoustical spline ceilings are the finishes throughout, and both are in very poor condition. The space receives good natural light from the south and artificial light is sufficient.
Toilet Facilities: The school has four main gang toilet facilities, each pair containing facilities for male and female users. There are also toilets within the locker rooms that are generally in poor condition. Gang toilet facilities range from fair to very poor and not all are ADA accessible. Toilet rooms in the classroom wings are in very poor condition with terrazzo floors, painted CMU walls and gypsum ceiling. Toilet partitions are in fair condition. Other toilet rooms have ceramic tile floors, painted CMU walls and gypsum ceiling, all in fair condition. Single-use facilities are located throughout the building and, although dated, are in fair condition. The gang bathrooms nearest the gymnasium serve as locker rooms and are in poor condition.

Code and Safety:

ADA: The building would not be deemed ADA compliant in reference to toilet facilities, required clearances and access. An elevator serves the multiple floors within the classroom wing. There is access to the stage from an adjacent corridor; however, there is no ADA access from the

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

auditorium itself. Classrooms do not have ADA workstations and door hardware is not code compliant.

Safety: From a security perspective, the school appears to have sufficient access control at the main entrance by means of a locked vestibule and security guard. However, visibility from the main office suite into the main corridor, could be improved. There are many exterior doors that could be possible points of entry and therefore, difficult to monitor. Temporary wooden ramps provide ADA access from the corridors to the north courtyard. These should be made permanent features with handrails so as to be code complaint and eliminate any risk of injury.

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

C. EXISTING CONDITIONS NARRATIVE

C.2 EPFP / Security

C.21 PLUMBING / FIRE PROTECTION

Hot Water Generation:
The buildings existing domestic hot water is generated via a gas fired storage tank. The storage tank was installed about 4 years ago and is in good condition. It stores 125 gallons and is rated for 540 MBH. It is located in the boiler room and is installed with an expansion tank, thermostatic mixing valve, and recirculation. Building staff did not mention any issues with the hot water for the building.

Domestic Water Service:
There is a 3" domestic water service that enters the building in the lower level storage room. There is a single check valve that protects the service. There is no booster pump in the building. The service appears to be in fair condition.

Domestic Water Piping:
Domestic water piping is copper pipe with insulation throughout the building. The piping seemed to be in fair condition. Building staff indicated that there were sections of domestic water pipe that need to be replaced due to leaks, most of those replaced pipes being in underground channels below slab.

Plumbing Fixtures:
Plumbing fixtures mostly consist of a mixture of floor mounted water closets and wall mounted water closets with manual flush valves. Lavatory sinks are wall mounted with a mix of manual faucets and automatic sensor type faucets. The plumbing fixtures vary in age, but appear mostly in fair-good condition. There are some fixtures past their useful life. Classroom sinks seem to be in poor condition.

Sanitary Service:
The building sanitary sewer service exits to the Madison Ave. The sanitary piping in the building is a mixture of PVC and cast iron. According to building staff, there has been minimal issues with underground sanitary and floor drains work properly. No major issues with sanitary were noted.

Storm Service:
The building consists of both roof drains and an overflow storm system. The roof drains take the storm water underground to the municipal storm system at the street. The roof drains and all associated piping are appear to be in good condition. Building staff mentioned that roof leaks were an issue and has caused damage to ceilings and ceiling tiles, but they do not appear to be from roof drains or associated piping. No other major issues with the storm piping were noted.

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

Natural Gas Service:
There is a 2" high pressure gas service that feeds the building. The service feeds HVAC units, kitchen equipment, water heaters, and gas turrets in science rooms and appears to be in good condition.

Fire Protection:
There is an 8" fire protection service that feeds the sprinklers throughout the building. The sprinkler system contains three zones in the building. The service is protected by a DCDA and the piping appears to be in fair-good condition. There is no fire pump in the building.

C.22 ELECTRICAL

Main Electric Service:
The main electric service originates from a utility company pole. The service runs from the utility pole to a utility company owned, pad mounted transformer located in a vault. The service then runs to a switchboard located in the basement of the building.

The main electric service to the building is rated 1600 Amps, 208/120 volts, 3-phase, 4-wire, and includes a main disconnect switch, utility company metering compartment, and distribution section. This service and equipment are original to the building is in poor condition.

Electrical Distribution:
The electrical distribution consists of conduit and feeders from the main distribution panels to branch circuit panel boards located throughout the building. The electrical distribution and equipment are original to the building with PV system and some panel boards being added throughout the years. The original equipment and wiring is in poor condition. Equipment added throughout the years are in fair and good condition.

The building also has an elevator. Elevator hydraulics were updated two years ago.

Generator:
The building currently served by a Kohler 100kW generator. This generator is original to the building and in poor condition. It should be replaced.

Lighting Systems:
The lighting throughout the building consists of 1x4, 2x2 and 2x4 LED troffers, surface and pendant fixtures. The bulbs were upgraded to LED in 2017, however, when the bulbs were upgraded one bulb was installed rather than two. Therefore, the corridors are darker. Lighting throughout is in poor condition and should be replaced.

Emergency lighting for the building is served by light fixtures served by the generator.

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

Lighting control consists of occupancy sensors, wall-mounted toggle switches; key operated toggle switches for local control. Lighting controls that are original to the building are in poor condition and should be replaced.

Fire Alarm System:

The fire alarm system in the building consists of a Fire Alarm Control Panel by Notifier. Throughout the building, there are smoke detectors, horn/strobe units, strobe only units, and pull stations sporadically located throughout. Although the system is in fair condition, it should be upgraded.

Communication Services:

Fiber service is provided to the building and distributed throughout.

MDF and IDF rooms are provisioned throughout the building at locations that promote the proper coverage to conform with network cabling distance limitations. Building horizontal cabling is Cat 6 with PoE type network switches installed on two post racks and wall mounted racks. The rooms are appropriately outfitted with grounding and bonding, basket tray rack and dedicated cooling systems.

Wireless access points are provided within the building. However, service is spotty. This is a major concern as the Principal stated that if service to the building is lost, building phones are not operational. Resolution of this line item is urgent as this is a major safety concern.

There is no time control center provided in the building. Clocks are battery operated.

Access Controls for security is provided for this building via card readers.

Ceiling and wall mounted speakers are provided throughout for general paging. Although speakers were upgraded 2 years ago, facilities states that the system is “grainy”. Furthermore, the PA system is nonfunctional in the Gymnasium. This should be resolved.

The building has full interior and partial exterior camera coverage. Cameras were recently installed and are in very good condition.

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

C. EXISTING CONDITIONS NARRATIVE

C.2 Site

Roadways/Parking: The building is set back from the road and utilizes the main parking lot as a buffer from Madison Avenue. The are two accesses to the site from this main road. The first, north access, operates as a two-way entry and exit drive that divides into parking lot access and an access drive to the rear parking lot and REACH program. This entry also provides a path to the service area outside of the kitchen. Parent and bus loops would enter the site via the southern-most entry drive. This route is also a two-way entry; however, its primary function is student drop off at the main entrance. Vehicles using this drop off sequence then exit out the northern entry drive, back onto Madison Avenue. The south drive also provides access to a smaller faculty parking lot, located southwest of the of the building. ADA parking spaces are provided in a small lot directly adjacent to the gymnasium.

The overall condition of site pavement is fair to good with recent restriping adding to the enhanced appearance of the paving. There is evidence of fine cracking and slight pavement deterioration at the loading dock lot; however, that is to be expected of a service entry. There was observation of sediment buildup along curbs.

The overall condition of curbing throughout the site is in good to fair condition. Several areas show signs of deterioration, but none that warrant immediate attention. Monolithic concrete curbs show evidence of cracking at joints in several areas and could benefit from mild patching.

Walkways: Walkways on site consist of bituminous concrete and concrete pavement. Bituminous concrete walkways are in fair condition. Condition of the concrete pavement walkways is also fair. Walkways adjacent to the driveway and parking areas are in poorer condition than those that serve play areas and provide general site access. There are a few areas of cracking along joints and deterioration at more heavily trafficked areas. Portions of walkways have already been replaced.

Concrete stairs lead up from the parking lot to the main entry. These are in fair condition, but the handrails should be replaced or repaired and reinstalled. A large set of stairs is located at the maintenance areaway at the north of the building. These stairs and associated handrails are in poor condition and should be replaced. Concrete ramps and landings at exterior doors are primarily in fair condition, with the exception of landings at doors exiting into the central courtyards. These landings are in very poor condition and do not provide proper ADA access to the courtyards.

Paved Play: A paved play area is located to the east, directly outside of the gymnasium. This bituminous area is in poor to fair condition and is showing signs of deterioration.

Grass Fields: Grass fields are located to the east of the school, consisting of a soccer field surrounded by a gravel track. Grass cover appears to be in fair condition.

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

Diamond Fields: A baseball field is tucked in the northeast corner of the site. Grass cover is in fair condition.

Playgrounds: There are no raised play structures on the site.

Fencing: A four-foot-high chain link fence provides separation between a small parking lot and the paved play area outside the gymnasium. Fencing appears to be in fair condition.

Landscaping: Overall landscaping is in fair to poor condition. Lawn areas directly adjacent to the building are bare and could benefit from reseeding.

PHOTO LOG D

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural



Aerial – Context



Years of Construction - Vintage

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural



Exterior – Main Entrance



Exterior – Secondary Entrance

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural



Exterior – Courtyard



Exterior – Service Entry

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural



Exterior – Walls & Windows – Vintage 1





Exterior – Walls & Windows – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Exterior – Walls & Windows – Vintage 1



Exterior – Walls & Windows – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural



Exterior – Walls & Windows – Vintage 1





Exterior – Walls & Windows – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Roof – TPO Membrane – Vintage 1



Roof – TPO Membrane – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural



Roof – TPO Membrane – Vintage 1





Roof – TPO Membrane – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural



Interior – Main Entry



Interior – Main Entry

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

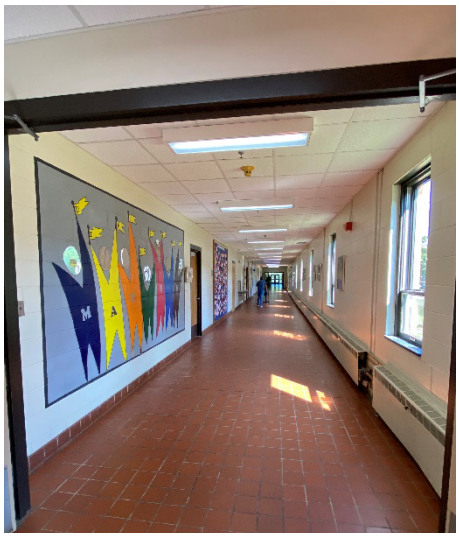
D. PHOTO LOG

D.1 Architectural



Interior – Corridor – Vintage 2





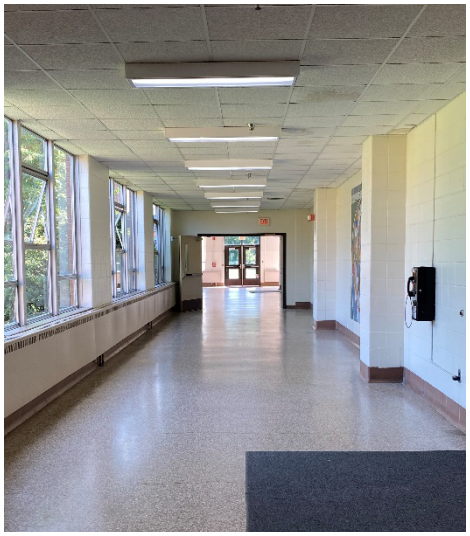
Interior – Corridor – Vintage 2

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Corridor – Vintage 1





Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

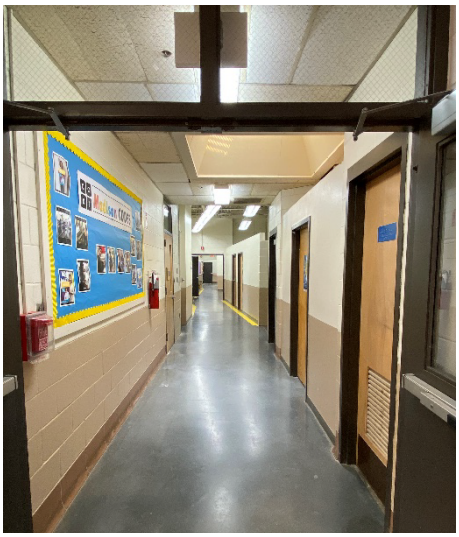
D.1 Architectural





Interior – Corridor – Vintage 1





Interior – Corridor – Vintage 1 and 2

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Corridor – Vintage 1



Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Classroom – Vintage 1





Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Classroom – Vintage 1





Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Classroom – Vintage 1



Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural



Interior – Classroom – Vintage 1



Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural



Interior – Classroom – Vintage 1



Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

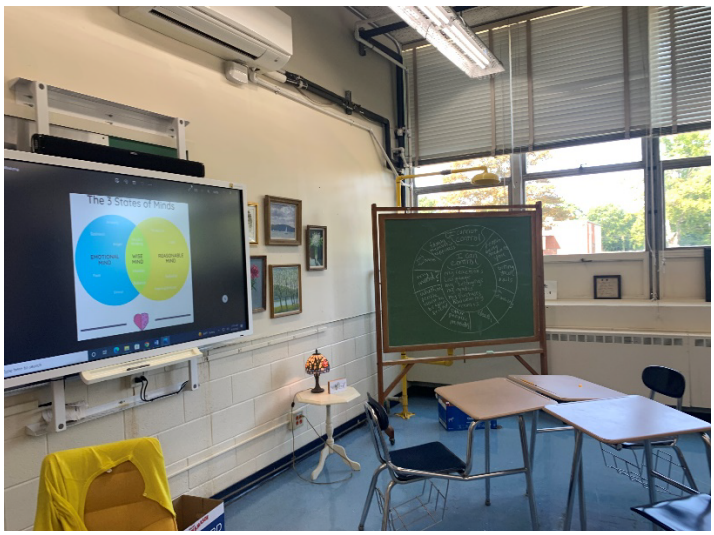
D. PHOTO LOG

D.1 Architectural





Interior – Classroom – Vintage 1





Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Classroom – Vintage 1





Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Classroom – Vintage 1





Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Classroom – Vintage 1



Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Cafeteria





Interior – Kitchen

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Kitchen





Interior – Security & Storage

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

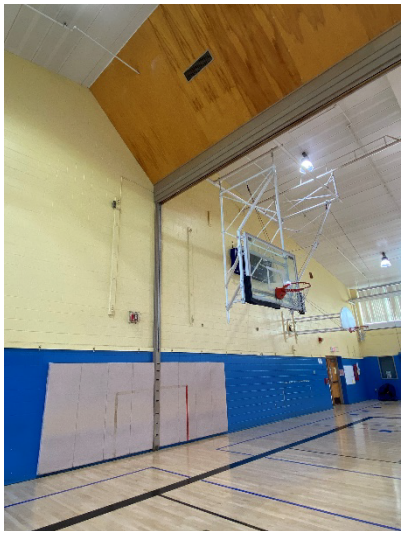
D. PHOTO LOG

D.1 Architectural





Interior – Gymnasium





Interior – Gymnasium

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Weight Room



Interior – Auditorium

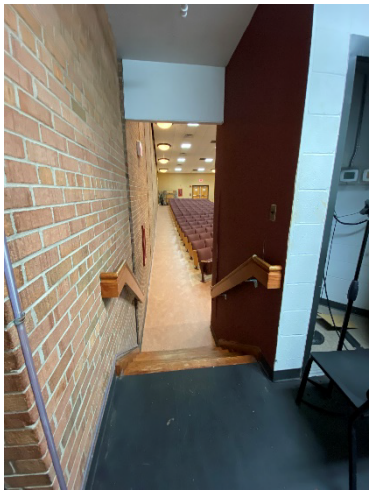
EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

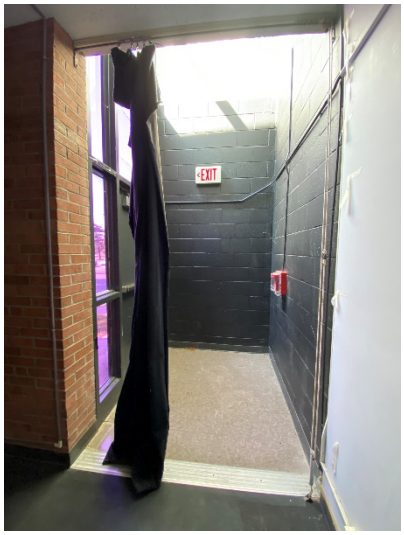
D.1 Architectural





Interior – Auditorium & Stage





Interior – Stage

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Admin





Interior – Admin

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Admin



Interior – Admin

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Life Skills





Interior – Life Skills

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

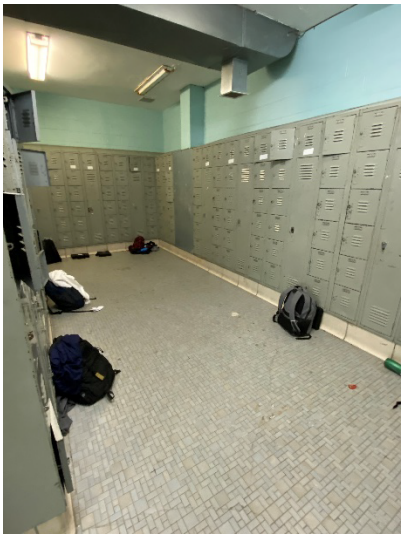
D. PHOTO LOG

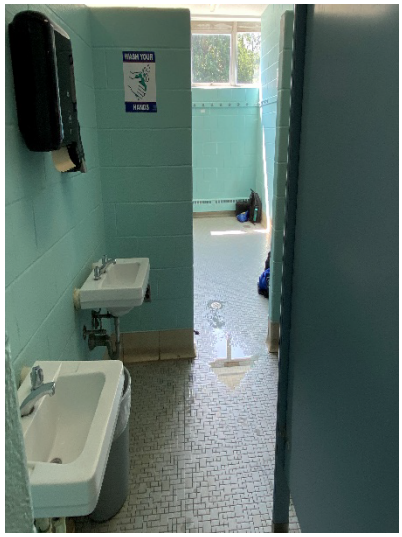
D.1 Architectural

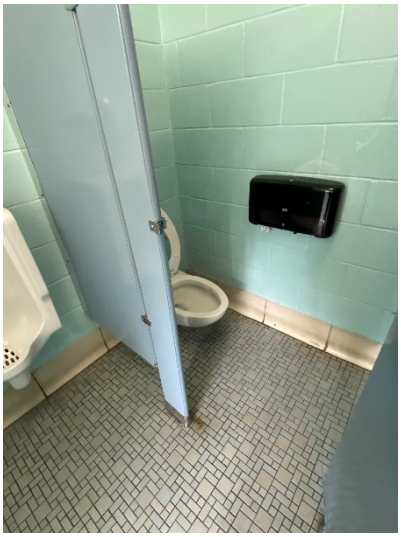




Interior - Toilet Facilities – Vintage 1







Interior - Toilet Facilities – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior - Toilet Facilities – Vintage 1







Interior - Toilet Facilities – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Library





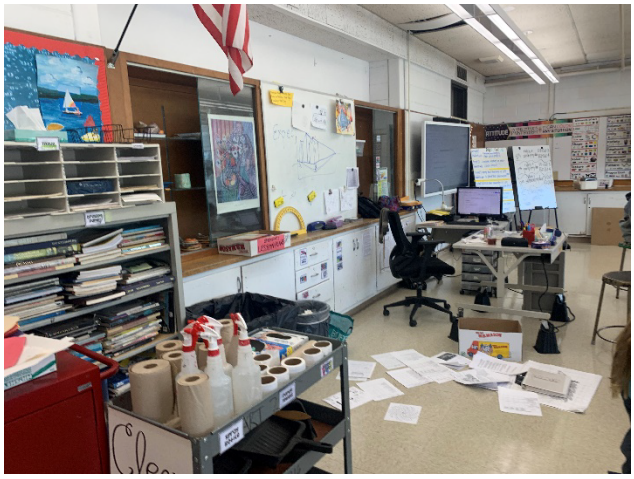
Interior – Library

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Art Classroom





Interior – Music Classroom

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Music Storage





Interior – Music Classroom

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural





Interior – Faculty Break Room





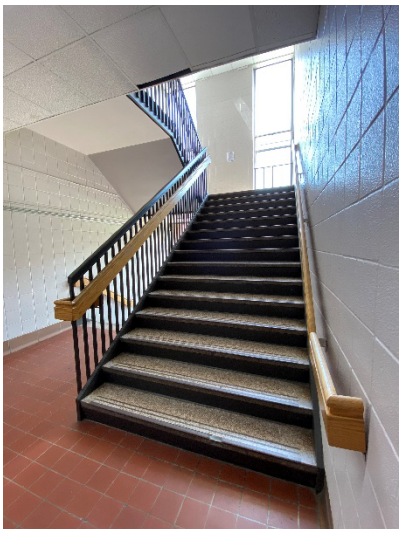
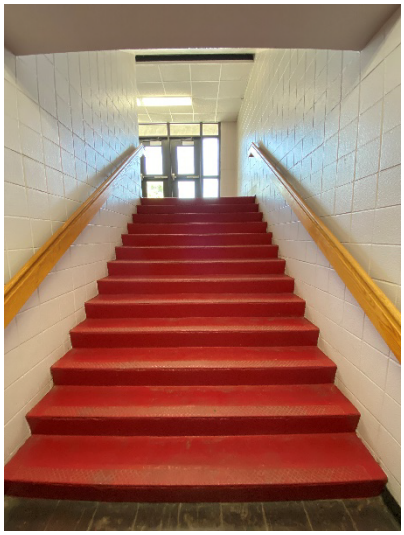
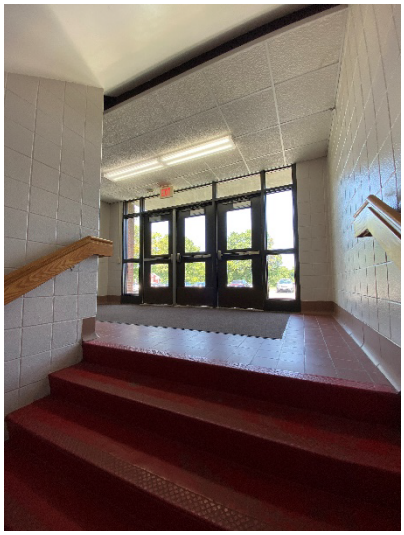
Interior – Faculty Break Room

EDUCATIONAL FACILITIES ASSESSMENT

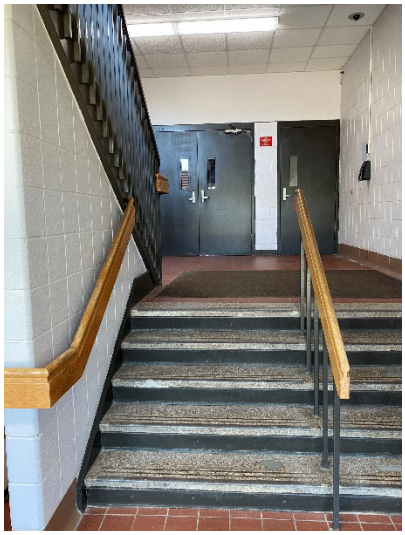
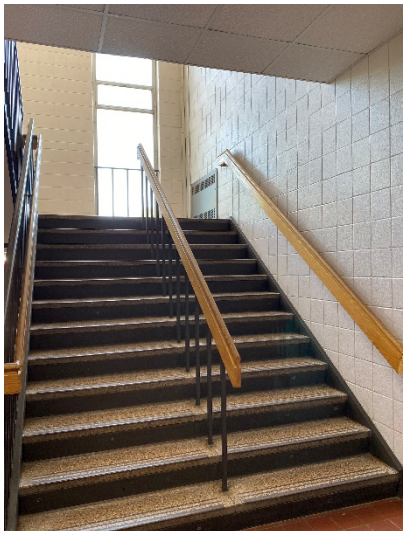
MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural

Interior – Corridor – Stairs

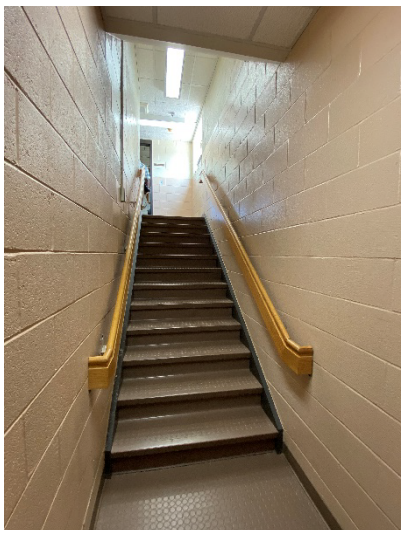
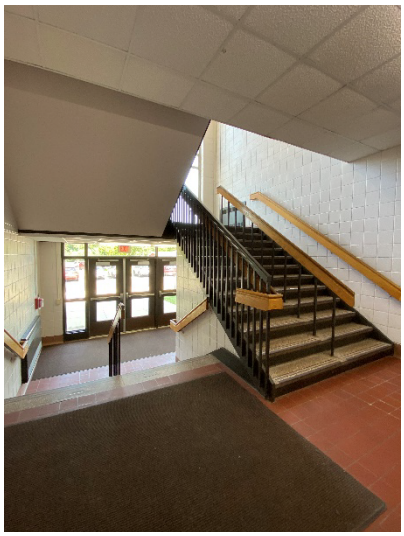
Interior – Corridor – Stairs

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural


Interior – Corridor – Stairs



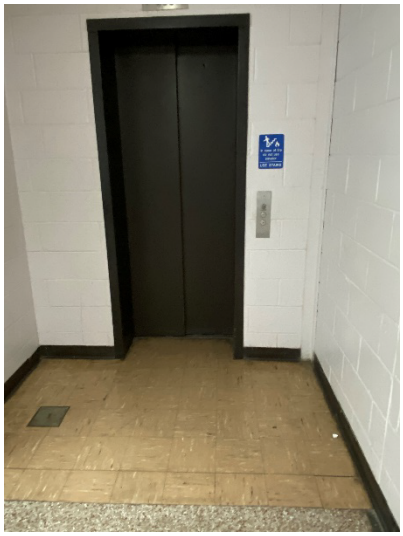

Interior – Corridor – Stairs

EDUCATIONAL FACILITIES ASSESSMENT

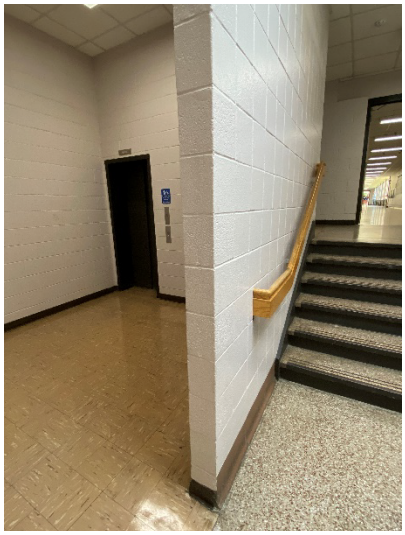
MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.1 Architectural



Interior – Corridor – Elevator



Interior – Corridor – Elevator

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.2 EPFP / Security



D.2.1: Domestic Water Heater



D.2.2: Plumbing Fixtures

EDUCATIONAL FACILITIES ASSESSMENT

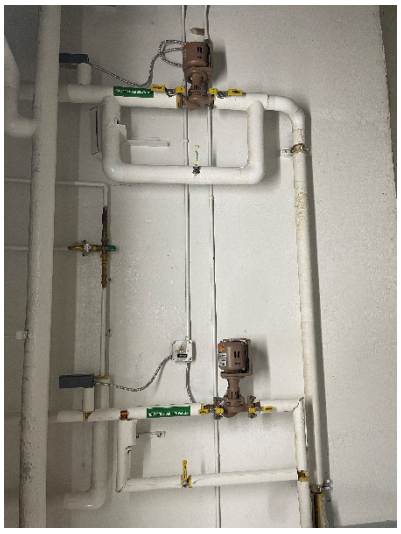
MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.2 EPFP / Security



D.2.3: Touchless Sink Plumbing Fixtures



D.2.4: Plumbing Piping and Thermostatic Mixing Valve

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.2 EPFP / Security



D.2.4: Fire Sprinkler Service



EXISTING GENERATOR

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.2 EPFP / Security



EXISTING MAIN SWITCHBOARD



EXISTING PANELBOARD

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.2 EPFP / Security



EXISTING PANELBOARD



EXISTING FIRE ALARM CONTROL PANEL

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.2 EPFP / Security



EXISTING IDF CLOSET

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.3 Site





Driveway & Parking



Driveway

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.3 Site





Walkways



Walkways

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.3 Site



Paved Play Areas



Fields

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

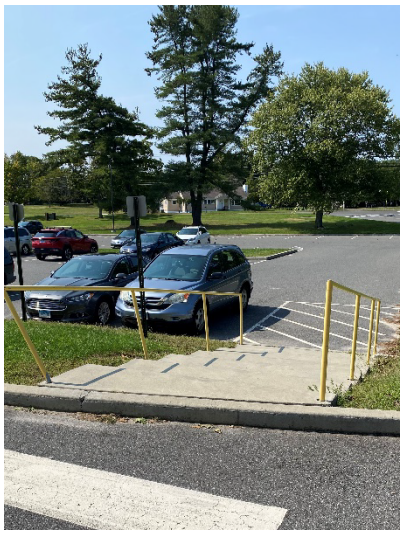
D. PHOTO LOG

D.3 Site



Fields





Site Stairs

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.3 Site



Site Ramp



Landscaping – Lawn

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

D. PHOTO LOG

D.3 Site





Landscaping – Planting



Service Area

PROGRAMMING E

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

E. PROGRAMMING

E.1 Narrative Summary

The school has two main entries, but the signage is not clear. Once inside the building, there is a good overall flow to the circulation and hallways. The original building was designed as a high school. It needs to be modernized and appropriately configured for middle school.

The school is currently using space that could potentially be taken and used by someone else as the district expands programs and services. TPAUD uses some space in the AHS wing. The elementary schools uses the auditorium for their performances. The school meets regularly with Hillcrest to align curriculum.

Within the general classrooms, cozy corners are being implemented. Sixth grade is downstairs, seventh and eighth grade are upstairs. Science is downstairs, primarily. Orchestra and music have regular classrooms and these spaces could be improved to enhance the student experience. The band room is behind the stage and working well. Strings does not have a dedicated space. The three practice rooms are not used.

Special education is distributed throughout. The Academics for Life program supports students with intensive behavioral needs and is currently moving to a new location in the building adjacent to the special education office. The school has an OTPT room but its location is not ideal. The school wants to coordinate all special education room locations to deliver more effective support. A sensory room and zen space is desired. Madison is a Positive Behavior Interventions and Supports (PBIS) school.

The Family Consumer Science program does utilize the cooking equipment, but not the sewing room. This former sewing room is the room that Academics for Life is moving into.

The library is upstairs, far away which is not ideal, and some CIP projects have helped this space but it requires even more vision. It is the closest 21st Century space that the school has. Ideally, the library would be on ground level and more centrally located. An esports room is currently in development, and envisioned also as a rewards space. The PTA helps with smaller projects. A STEM/maker space is desired.

There are two courtyards. The courtyard off the cafeteria is used often, and science teachers use the other courtyard for instruction. It is flanked by classroom spaces but is not a distraction.

The auditorium and gym are both a good size, but the gym lockers create unusable space. The auditorium stage needs curtains, audio technology and improved lighting. The gym floor was recently redone. The bleachers are motorized but currently do not work, otherwise they would be used. The basketball hoops are manual. The space is big enough for all-school assemblies.

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

There are three lunch waves and generally enough seating in the cafeteria. The loading dock is behind the cafeteria. The location is effective, especially considering there is no cross traffic or delivery issues.

Conference and meeting spaces are sufficient, but additional faculty spaces are needed – toilet rooms in particular. The existing toilet rooms are in opposite corners of each floor in the classroom wing which is a good location but there is a lack of accessible toilet rooms.

Windows and the roof are a huge pain point. The roof was replaced approximately five years ago due to persistent roof leaks. Air conditioning, air quality, lighting and sun glare are all critical issues. The sun glare creates excess heat in the classrooms, and the existing shades do not function. The school has been acquiring individual air conditioning units as needed, but the electrical system is not robust enough to support widespread use. Students will go into air-conditioned classrooms or the auditorium when not in use. Phone and AV have been upgraded but security and paging are still needed. The school is one-to-one for technology, but the WIFI functionality and cell service could be bolstered. Cell service in particular is lacking.

Parking and the flow of traffic on site are both working, with minor turning radius issues. A dual entry/exit, ample bus drop off and a separate bus lane are all effective. The school has fifteen busses and not too many walkers, though there is a crossing guard. There are neighborhoods behind the school campus which contains trails. There is more reliance on busses than in the past.

E.2 Square Footage Analysis

Please refer to attached plan diagrams for the following:

E.21 Use and Area Analysis
E.22 Core Spaces Benchmarking
E.23 Maximum Allowable Per State Standard

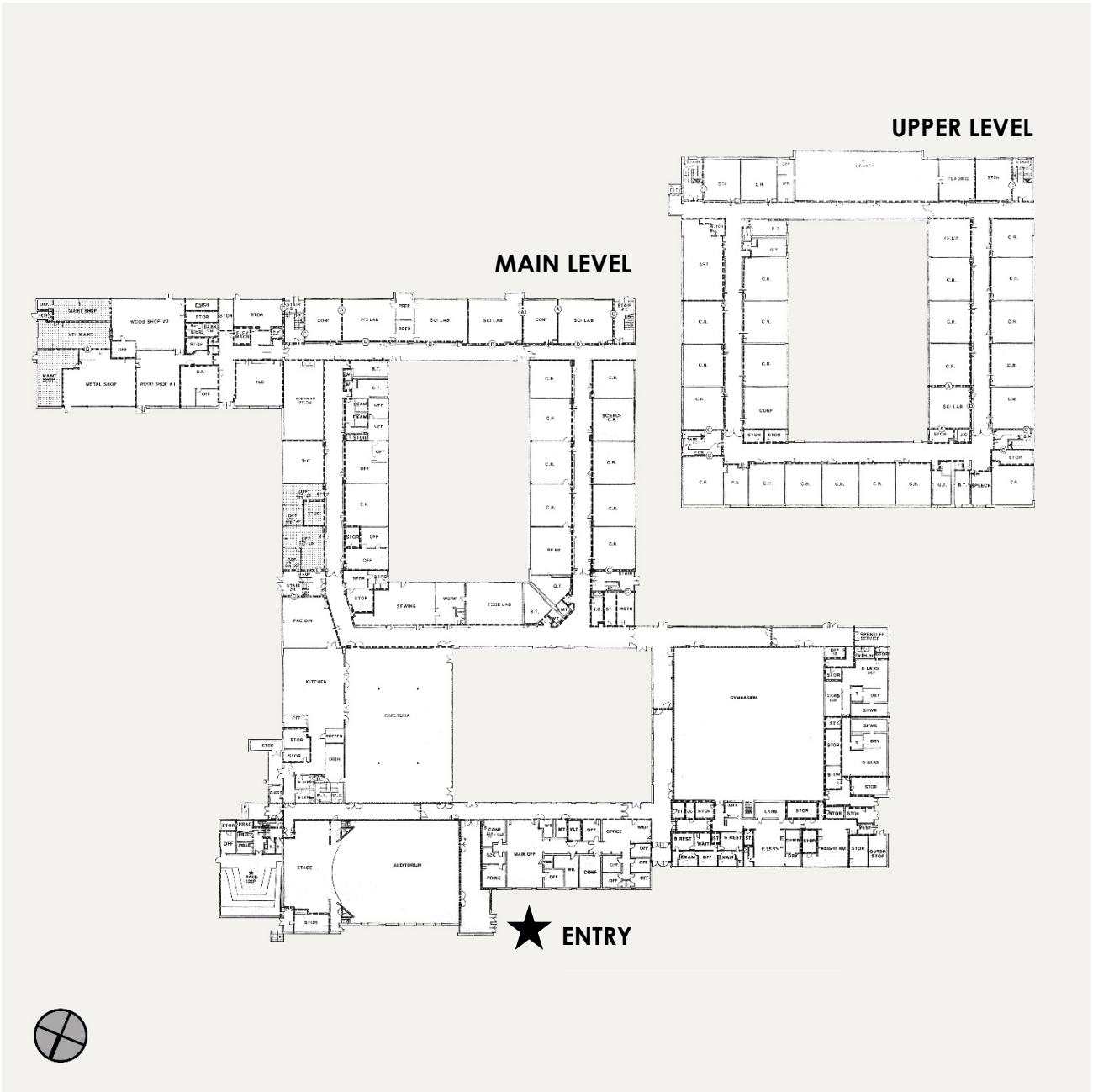
APPENDIX F

EDUCATIONAL FACILITIES ASSESSMENT

MADISON MIDDLE SCHOOL (MMS) 6-8

F. APPENDIX

F.1 PLAN DIAGRAMS



THIS PAGE INTENTIONALLY LEFT BLANK

MIDDLEBROOK ELEMENTARY SCHOOL

220 MIDDLEBROOKS AVE, TRUMBULL, CT

CONDITIONS ASSESSMENT & MASTER PLAN

Tecton ARCHITECTS

9

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

TABLE OF CONTENTS

A. INTRODUCTION

- A.1 OBJECTIVES
- A.2 FACILITY

B. SUMMARY & ANALYSIS

- B.1 SCHOOL & FACILITY DATA
- B.2 CONDITIONS SUMMARY
- B.3 CONDITIONS RANKINGS
  - B.31 RANKINGS SYSTEM DEFINED
  - B.32 DATES OF CONSTRUCTION (VINTAGE)
  - B.33 CHECKLIST & RANKINGS

C. EXISTING CONDITIONS NARRATIVE

- C.1 ARCHITECTURAL
- C.2 EPFP / SECURITY
  - C.21 PLUMBING / FIRE PROTECTION
  - C.22 ELECTRICAL / SECURITY
- C.3 SITE

D. PHOTO LOG

- D.1 ARCHITECTURAL
- D.2 EPFP / SECURITY
  - D.21 PLUMBING / FIRE PROTECTION
  - D.22 ELECTRICAL / SECURITY
- D.3 SITE

E. PROGRAMMING

- E.1 NARRATIVE SUMMARY
- E.2 SQUARE FOOTAGE ANALYSIS
  - E.21 USE AND AREA
  - E.22 CORE SPACES BENCHMARKING
  - E.23 MAXIMUM ALLOWABLE PER STATE STANDARD

F. APPENDIX

- F.1 PLAN DIAGRAMS

INTRODUCTION A

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

A. INTRODUCTION

A.1 Objectives

Tecton Architects was commissioned by Trumbull Public Schools to perform an educational facilities conditions assessment of 12 schools and Administration Office Building in Trumbull, CT. The goal was to conduct on-site inspections and gather meaningful data about the physical state of the academic buildings and grounds. The assessment reports would then provide insight and aid in the completion of a viability study of alternate land/buildings and a long-term Capital Management Plan that focuses on the district facilities and their mechanical infrastructures.

During the month of September 2022, Tecton Architects, accompanied by its team of licensed professional engineers and escorted by head custodial staff, visited Middlebrook Elementary School at 220 Middlebrooks Avenue, Trumbull, Connecticut. The school was surveyed for the conditions of the architecture, electrical, plumbing, fire safety, technology, and site conditions therein. Among other items assessed were structural, accessibility and energy issues, as well as school safety. The purpose of the visual observations was to quantify and evaluate the current state of the respective A/EPFP systems. Observations were made in the portions of the building that were accessible at the time of the inspections.

A.2 Facility

This facility functions as an elementary school for kindergarten through fifth grade. The approximately 65,700 square foot facility was originally constructed circa 1952. Additions took place in late 1958, 1963 and 1997. The first major addition to the building consisted of a nine-classroom addition that resembled the existing double-loaded classroom wings. The media center was constructed in 1968, along with a corridor that connected the east classroom wing, to the west and created a central courtyard. The final addition to the building was in 1997 and consisted of a single classroom with its own toilet facilities.

The building is predominantly one story, apart from the northeast corner that consists of three stories. The main entrance, cafeteria, gymnasium, media center and majority of classrooms are all at the main level. The three-story wing occupies approximately one-quarter of the overall building footprint and has classrooms on all levels.

In addition to the many academic classrooms, the school boasts a cafeteria, a multi-purpose gymnasium/auditorium with a platform, a kitchen and servery, and media center. The exterior has a fully-enclosed central courtyard, paved play areas to the south and a raised play structure.

Access to the site is from the west off Middlebrooks Avenue with the building facing northwest. Two entry drives allow for separation of the staff and parent drop off from the bus drop off. ADA access to the building is via the main entry loop. The building's service entrance is outside the kitchen and accessed by means of the north parking lot. The northernmost drive from

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

Middlebrooks Avenue, bypasses the Middlebrook Elementary School parking lot and provides access to Trumbull Early Childhood Education Center.

SUMMARY & ANALYSIS B

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

B. SUMMARY & ANALYSIS

B.1 School & Facility Data

The School:

Type:	Elementary	**Additional Programs:**	Trumbull Loves Children (TLC)
Grade Structure:	K-5	**Meals:**	Breakfast, lunch (5 waves)
Pre-K:	No	**Start time:**	8:35 am
Enrollment (2018):	517	**Dismissal:**	3:20 pm
Staff (approx.):	60	**Buses:**	9
Location (in town):	South, central		

The Facility:

Total Building Area (SF):	65,690 sf	**Original Construction:**	1952
Site Area (acres):	7.5 acres	**Additions (dates):**	1958, 1963, 1997
Stories (above grade):	2	**Construction Type(s):**	2B
Building/Framing Materials:	Masonry, concrete, steel frame	**Roof Types & Age:**	Built-up gravel – 1952, 1958 EPDM – 1963 Shingles – 1997
Split-level / ramps (interior):	Yes	**Heating (types):**	N/A
Stairs (interior):	Yes	**Fuel Types:**	Natural Gas
Elevator:	Yes	**Cooling (centralized):**	N/A
Basement:	No	**Ventilation:**	N/A
Mezzanine (mechanical)	No	**Electrical:**	600A-208V-3 Phase
Crawl Space / Tunnels:	No	**Generator:**	150kW Diesel
Modulars (classrooms):	No	**Fire Alarm:**	Yes: Notifier
Auxiliary Buildings:	Yes, sheds	**Sewer / Septic:**	Sewer
Full ADA Compliance:	No	**Municipal Water / Well:**	Municipal water
		Sprinklered (full / partial):	Full sprinkler protection
Athletic Fields:	Playgrounds, paved play		

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

B. SUMMARY & ANALYSIS

B.2 Conditions Summary

Building Condition:

- **Good/Fair**
- Exposed concrete foundations have spalling and cracking and are in need of repair.
- Casework is at the end of its useful life and should be upgraded to better support the educational curriculum.
- Athletic equipment (operable partition) should be replaced.
- Metal panel ceiling in gymnasium is not ventilating properly and will lead to moisture issues within the space.

Programmatic Findings:

- Hallways are underutilized and could incorporate break out spaces
- Thermal comfort and air quality issues throughout, significantly impact learning
- Cafeteria needs improvement, flow of kitchen and servery is poor
- Faculty workroom is too small
- More conference space is needed
- Administration needs more private offices or spaces for sensitive/confidential conversations
- Art, music and science programs all need updates to operate optimally
- Special education needs additional spaces to be able to offer more programs to students

Fire Protection & Fire Alarm:

- Building is full protected with a sprinkler system. Piping is in fair condition.
- Fire Alarm System is in poor condition.

Plumbing:

- Water heater is relatively new and in good condition. Natural gas fired.
- Piping is in poor-good condition. Minor repair work has been done on system for Vintage 1 and Vintage 2.
- Fixtures seem to be in fair condition.

Electrical:

- Main Electric service is 208/3-phase, 600 Amps.
- The electrical equipment that is original to the building is in poor condition.
- Distribution equipment added throughout the years is in good and fair condition.
- 150KW diesel generator. Original to building. Poor Condition
- Lighting throughout is in good condition. Bulbs upgraded to LED in 2017.

Security System:

- Exterior camera coverage provided.
- Interior camera coverage provided.
- Cameras are in excellent condition; upgraded in summer 2022.

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.31 RANKINGS SYSTEM DEFINED

Ranking (range '1' to '5')

Via the site inspections and conditions assessments contained in the detailed report, the design team is providing a condition (or ranking) of various, select building physical components. An itemized course of action may be derived from this ranking as well as strategies and prioritization for maintenance of the facilities.

Vintage (year of construction)

Buildings that were constructed or renovated at different time periods (dates)are assigned a Vintage #. Elements of varying ages are evaluated separately. Vintage #'s for each facility are indicated on the vintage diagram & checklist.

Condition (range 'very poor' to 'very good')

Existing exterior and interior conditions of all building and site elements are determined by the following criteria for evaluation:

Ranking: **1 Very Poor [VP]** An element is evaluated as Very Poor [VP] when:

- Requires prompt attention.
- May last and may need to be replaced in 0 to 5 years.
- The element is no longer performing its intended purpose.
- Deterioration or damage affects more than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a severe negative impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **2 Poor [P]** An element is evaluated as Poor [P] when:

- May last and may need to be replaced in 5 to 10 years.
- The element may be approaching the end of its useful life.
- Deterioration or damage affects less than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a negative impact on the overall efficiency and/or fiscal sustainability of the facility.
- May last and may need to be replaced in 5 to 10 years.

Ranking: **3 Fair [F]** An element is evaluated as Fair [F] when:

- May last and may need to be replaced in 10 to 15 years.
- The element is functioning as intended and is still within its useful life.
- Deterioration or damage affects less than 25% of the element.
- There are early signs of wear, failure or deterioration, but the element is structurally sound.
- Visible wear and tear is considered typical for a structure of this age and type.
- Has a little impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **4 Good [G]** An element is evaluated as Good [G] when:

- May last and may need to be replaced in 15 to 20 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a no impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **5 Very Good [VG]** An element is evaluated as Very Good [VG] when:

- Needs no attention and may last up to 25 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a positive impact on the overall efficiency and/or fiscal sustainability of the facility.

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.32 DATES OF CONSTRUCTION (VINTAGE)



Vintage:

V1	**1952:**	Original Construction
V2	**1958:**	Classroom Addition
V3	**1963:**	Media Center Addition
V4	**1997:**	Classroom Addition

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1952
V2 1958
V3 1963
V4 1997

Exterior		V4	V3	V2	V1	
Component	Material(s)	Condition				Notes
Roofing	EPDM Membrane	4				
	Built-up gravel			3	3	
	Architectural shingles	4				
	Fascia / trim	4	4	3	3	
Walls	Masonry - Brick	4	4		3	
	Joints (building or expansion)	4	4		4	
	Foundations – exposed concrete			2	2	
Entrances	Aluminum Doors & Frames	4	4	4	4	
	Hollow Metal Doors & Frames	3	3	3	3	
	Soffits / Canopy	4	4		3	
Windows	Aluminum, thermal	4	4	4	4	All replaced in 2013
	Window Screens	4	4	4	4	
Walkways / site stairs	Concrete walks & curbs at drives & parking				3	In the process of being replaced
	Bitum. concrete walks				3	
	Concrete stairs				2	
Drives / parking lots	Bitum. pavement - drives				4	
	Bitum. pavement - parking				4	
	Line striping				4	
	Extruded bitum. conc. curbing				4	
Landscaping	Lawn				3	
	Planting				3	
	Mulch beds				2	
Recreation	Paved play surfaces				2	
	Raised play structures				3	
	Grass fields				2	
Other Structures	Courtyard pavilion				3	

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1952
V2 1958
V3 1963
V4 1997

Interior		V4	V3	V2	V1	
Component	Material(s)	Condition				Notes
Flooring	VCT Tile	3	3	3	3	
	Carpet		3		3	
	Stone tile				3	Located at entries only
	Ceramic Tile		3	3	3	
	Rubber - sheet / stair treads				3	
Walls Surfaces	Gypsum Wall Board	3		3	3	
	Masonry - CMU, Face Brick	3	3	3	3	
	Porcelain tile			3	3	
Ceilings	Acoustical tile ceilings	3	3	3	3	
	Acoustical spline ceiling				2	Gymnasium
	Metal panel ceiling				3	
Interior trim	Hollow metal	3	3	3	3	
	Wall Base - Vinyl	3	3	3	3	
Interior doors	Wood doors	3	3	3	3	
	Hollow metal doors		3	2	2	
	Hardware	4	4	4	4	
Built-ins	Casework (general)	2	2	2	2	
	Countertops	2	2	2	2	
Toilet Facilities	Fixtures	4		3	3	
	Partitions			3	3	
	Accessories (dispensers, driers)	4		4	4	
Athletics	Gymnasium floor / play surface				5	
	Athletic equipment				2	

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1952
V2 1958
V3 1963
V4 1997

Building Systems		V4	V3	V2	V1	
Component	Material(s)	Condition				Notes
Fire Protection	Alarms & Devices	2	2	1	1	
	Fire suppression (infrastructure / devices)	4	3	3	3	
Plumbing Systems	Infrastructure (pipes, drains, etc.)	3	3	1	1	
	Fixtures	4	3	3	3	
	Overall efficiency	4	3	2	2	
Electrical (Service)	Infrastructure (panels, wiring, etc.)	3	2	1	1	Original to building
	Service & distribution	3	2	1	1	
	Generator	2	2	2	2	Original to building
	Other	3	2	1	1	
Electrical Lighting	Infrastructure (panels, wiring, etc.)	3	1	1	1	
	Fixtures (Interior)	4	3	3	3	Bulbs upgraded to LED in 2017
	Efficiency (incl. natural & artificial light distr.)	2	2	2	2	
Security	Access Control	4	4	4	4	Upgraded in 2017
	Cameras	5	5	5	5	Upgraded summer 2022

EXISTING CONDITIONS NARRATIVE

C

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

C. EXISTING CONDITIONS NARRATIVE

C.1 Architectural

Construction:

The building is constructed primarily of non-combustible materials. The exterior walls are constructed of brick veneer on concrete masonry unit (CMU) backup. Interior walls vary in construction material but are primarily CMU. The floors are concrete slab on grade. The building is four different vintages; all constructed with the same exterior materials. The structural frame consists of concrete columns and beams in the original building and steel construction within additions. The roofs are steel framed.

Exterior:

Exterior façade (general): The exterior of the building is in generally in good condition. The northeast side houses the main entrance. Exterior walls are brick clad with concrete block backup. There are some areas with exposed concrete foundation wall as the exterior finish material. A three-story volume anchors the northeast corner of the building and is clad in a lighter color brick than the remainder of the building. The main entry is clad in the same light brick. The roofs are predominantly flat throughout with the exception of a small clerestory above the main office administrative suite and a hipped roof at the 1997 addition.

Walls: The exterior walls are in good condition, but the brick could benefit from a general cleaning, especially around the window openings. The brick at the original 1952 structure ranges from good to poor condition. There are many areas where mortar joints have deteriorated, inconsistent patching has occurred and there is staining below window sills and mechanical penetrations. Exposed concrete foundation walls show signs of spalling and cracking. Brick at the additions is in good condition and should be cleaned, predominantly at the base. Vertical building joints are in good condition and do not appear to need raking or replacing.

Windows/Doors/Entrances: The entrance doors are aluminum or steel doors with glass. These doors are in good condition. The glazing is thermally insulated double pane glass. Other doors, which have either a secondary function or function as egress only are painted hollow metal doors. Generally, the hollow metal doors are in fair condition. Windows were replaced in 2013 and are in very good condition. All are thermally insulated, double pane with exterior screens on operable panes. Storefront and curtainwall systems are also in very good condition as they were part of the 2013 replacement project. Entry canopies and soffits vary based on vintage. Concrete or plaster soffits at the 1952 vintage are in fair. They appear to be intact, however could benefit from paint touchup and cleaning. Soffits and entry canopies in the newer additions are aluminum and are in good condition.

Roof: The flat roofs at the 1952 and 1958 construction are built-up gravel and are in fair condition. Primary drains divert roof water to the ground internally. Expansion joints are all in good condition. The roof surfaces are mostly free of debris but collect water in many locations.

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

There are areas of moss and algae build up, especially above the kitchen. Skylights appear to be in good condition. Roof penetrations appear to be in good condition. The EDPM roof at 1968 addition and the architectural shingle clad, hipped roof at the 1997 addition are both in good condition.

Interior:

Interior spaces (general): The interior of the facility ranges from good to fair condition and is generally clean and well kept. The facility is laid out in a square shape, with additions off the west. The classroom wings of the facility are connected by the 1963 addition, a corridor that spans across the building and creates a central courtyard. The gymnasium, cafeteria and administrative suite anchor the main entry wing on the northeast. Classrooms extend out to the west from the main entry. The media center is diagonally across the courtyard from the main entry. The south classroom wing of the facility is 3 stories and contains classrooms on all floors. The floor plan and circulation are relatively simple. Major multi-use spaces are predominantly at the corners of the building with classrooms forming the remaining perimeter of the building.

Corridors: Most corridors are double loaded, with the exception of the 1963 vintage. Corridors typically have classrooms or major multi-use spaces on both sides. Vinyl composition tile (VCT) and acoustical ceiling tile are the finishes throughout and are both in good to fair condition. Walls are painted concrete block throughout. Most corridors have lockers on either side with gypsum board soffits above. Lockers are in poor condition. The main entry corridors contain sealed bluestone floors and brick walls. Both are in good condition. Artificial lighting in the corridors is lacking and should be updated.

Classrooms: Classrooms appear to have ample space and are typical of what would be expected in a building of this type and vintage. The teaching walls, with white boards, smart board, and occasional tack board, were present in most classrooms. The classroom casework is dated and in poor to very poor condition. The exterior walls typically have a heating unit under the window. These windows provide good natural daylight for most classrooms. Most ceilings are acoustical tiles, except for the ceiling in the 1997 vintage that is a gypsum ceiling that reveals MEP systems above. Aesthetically, all are in good to fair condition. All classrooms have VCT throughout. VCT ranges from fair to good condition depending on the building vintage. Each classroom appears to have ample artificial light and receives good natural daylight from an entire wall of storefront windows.

Administration Offices: The administration offices are situated at the main entrance as a means of control and visual acuity. There is a locked vestibule to control visitors. Although a security desk is located at the main entry, the office suite is around the corner and has limited views into the vestibule by means of a few windows. Carpet is in fair condition and acoustical ceiling tiles are in good condition.

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

Major Common Spaces:

Cafeteria: The cafeteria is located to the left of the main entry with the kitchen, adjacent to the east. The space appears to be sized well for the number of students in each lunch wave. The space is double-height, has clerestory windows along the north side, and floor-to-ceiling curtainwall to the east; allowing the room to be filled with daylight. The floors are VCT and are in fair condition. The ceiling is acoustical ceiling tile and is in good condition. Walls are gypsum board with wall tile along the wall that separates the cafeteria from the kitchen. Wall-mounted acoustical panels are also adhered to the walls.

Auditorium/Gymnasium: The gymnasium is located directly across from the main entrance. The spline ceiling conceals the structure and overhead MEPFP and appears to have sufficient height to properly serve the physical education curriculum. In general, the ceiling is stained throughout and is in poor condition. All walls are full-height brick with wall protection adhered to the lower half of the wall. The wood floor was replaced in 2021 and is in very good condition. A folding partition divider runs across the width of the gymnasium to separate the space in two. Artificial lighting is sufficient and is supplemented by clerestory on 3 sides of the space. The ceiling-mounted and wall-mounted basketball hoops are reaching the end of their useful life and should be upgraded. A raised platform flanks the southern end of the space and supports its function as an auditorium. Wood flooring on the platform was not replaced with the gymnasium floor and is in fair condition, despite usual wear and tear that comes with a platform floor. There are both stairs and a lift to provide access up to the platform.

Media Center: The media center is located in the 1963 addition and is generally in good to fair condition. The space appears to be adequately sized for library functions. Carpet and VCT are floor finishes throughout and are both in fair condition. Acoustical ceilings are in good condition. The space receives good natural light from two walls of clerestory. The media center has direct access to the central courtyard.

Toilet Facilities: The school has eight main gang toilet rooms, each pair containing facilities for male and female users. Only the toilet rooms on the ground floor are fully ADA accessible. Although they are dated, these facilities are in fair condition. Each gang facility has operable partitions with water closets, lavatories and paper towel dispensers. The floors are ceramic tile, ceilings are acoustical tile and walls are either concrete block or porcelain tile. All are in good to fair condition. There are numerous single-use toilet facilities throughout the building and most appear to be ADA complaint.

Code and Safety:

ADA: The building would not be deemed ADA compliant in reference to toilet facilities and required clearances at interior doors. An elevator serves the multiple levels of the 1952 original vintage and there is a lift that provides ADA access to the raised platform in the gymnasium. Classrooms do not have ADA workstations and many toilet rooms were not accessible. Door hardware is code compliant.

Safety: The building has a few aspects that may be deemed problematic from a life safety perspective. From a security perspective, the school appears to have sufficient access control at the main entrance, although visibility into the entry vestibule from the main office suite, could be

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

improved. There are many exterior doors that could be possible points of entry and therefore, difficult to monitor.

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

C. EXISTING CONDITIONS NARRATIVE

C.2 EPFP / Security

C.21 PLUMBING / FIRE PROTECTION

Hot Water Generation:
The buildings existing domestic hot water is generated via a gas fired water heater storage tank. The water heater is located in the boiler room and serves the entire building. This water heater is manufactured by PVI and can hold 125 gallons of water each, rated for 540 MBH. The water heater is approximately 3 years old and is in good working condition. A recirculation line connects into the system. There is an expansion tank and thermostatic mixing valve for the system. The building staff did not mention any issues on the hot water side.

Domestic Water Service:
Domestic water for the building is provided from the street via a 3" water service. The service comes into the boiler room on the first floor. There is no pump for the domestic water in the building. The service is protected with a RPZA device.

Domestic Water Piping:
Domestic water piping is copper pipe and insulated throughout the building. The condition of the piping was between poor and fair. Building staff has indicated issues with some sections of pipe that needed to be patched, repaired or replaced in various areas of the building.

Plumbing Fixtures:
Plumbing fixtures consist of a mixture of floor mounted and wall hung water closets with manual flush valves. Lavatory sinks are wall mounted with a mixture of manual faucets and automatic sensor type faucets. The plumbing fixtures vary in age but mostly in fair-good condition.

Sanitary Service:
The building sanitary sewer service exits to the street. The piping is a mixture of cast iron and PVC. Building staff did not mention any major issues with underground piping or the fixtures connected to it.

Storm Service:
The building consists of both roof drain and an overflow storm system. The roof drains take the storm water underground to a municipal storm system at the street. Some of the roof drains and associated piping have been replaced throughout the years. No other issues mentioned by building staff.

Natural Gas Service:
There is a 2" high pressure gas service that enters the building outside the garage/custodians office. The gas serves kitchen, HVAC, and water heating equipment in the building. The service and piping is in fair condition.

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

Fire Protection:
There is an 8" fire protection service that serves sprinklers for the building. The service is protected by a DCDA and there are 4 zones in the building. The sprinklers and associated piping were installed in 1994 and are in fair condition.

C.22 ELECTRICAL

Main Electric Service:
The main electric service originates from a utility company pole. The service runs from the utility pole to a utility company owned, pad mounted transformer located in a vault. The service then runs to switchboard located in the building.

The main electric service to the building is rated 600 Amps, 208/120 volts, 3-phase, 4-wire. This service and equipment are original to the building and are past their useful life.

Electrical Distribution:
The electrical distribution consists of conduit and feeders from the main distribution panels to branch circuit panel boards located throughout the building. The electrical distribution and equipment are original to the building with some panel boards being added throughout the years. The original equipment and wiring are in very poor condition and should be replaced.

Generator:
The building currently served by a Kohler 150 kW diesel fired generator. The generator self-tests every Thursday for an hour. This generator is original to the building, in poor condition and should be replaced.

Lighting Systems:
The lighting throughout the building consists of 1x4, 2x2 and 2x4 LED troffers. The bulbs were upgraded to LED in 2017. Lighting in good condition.

Emergency lighting for the building is served by a combination of light fixtures served by the generator and wall mounted two headed battery fixtures.

Lighting control consists of occupancy sensors, wall-mounted toggle switches; key operated toggle switches for local control.

Fire Alarm System:
The fire alarm system in the building consists of a Fire Alarm Control Panel by Notifier; 400 located at the main vestibule. Throughout the building, there are horn/strobe units, strobe only units, and pull stations sporadically located throughout. The system is in poor condition and should be upgraded per ITS.

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

Communication Services:

MDF and IDF rooms are provisioned throughout the building at locations that promote the proper coverage to conform with network cabling distance limitations. Building horizontal cabling is Cat 6 with PoE type network switches installed on two post racks. The rooms are appropriately outfitted with grounding and bonding, basket tray rack. All rooms are not appropriately outfitted with dedicated cooling systems.

Wireless access points are provided within the building.

Time control center is provided in the building but malfunctions often. The building is currently has a mixture of clocks on the central system and battery operated. Head custodian stated that this is a major issue for the school as it causes issues with classroom transitioning.

Access Controls for security is provided for this building via card readers. Access control installed/upgraded in 2017.

Ceiling and wall mounted speakers are provided throughout for general paging. Speakers were installed 3 years ago and are in good condition.

Cameras were upgraded summer 2022.

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

C. EXISTING CONDITIONS NARRATIVE

C.2 Site

Roadways/Parking: The site can be accessed from Middlebrooks Avenue by means of two entries. The northernmost drive off of Middlebrooks Avenue bypasses the Middlebrook Elementary School parking lot and provides access to Trumbull Early Childhood Education Center (TECEC). The first access to Middlebrook Elementary School is granted via a north entrance that operates as a one-way drive for bus drop off and parking lot access. This loop brings students to the main entry and circulates north, out through the TECEC drive. The secondary entry drive off Middlebrooks Avenue is situated further south on the site. From this driveway, parents can drop students off at a building entrance outside the Media Center. Staff can also use this driveway to access two smaller parking lots.

The overall condition of site pavement is good with minor signs of fine cracking. Restriping was recently completed and adds to the improved visual appearance of the pavement.

The overall condition of curbing throughout the site is in good to fair condition. Deterioration is evident at some curbing along drives.

Walkways: Walkways on site consist of bituminous concrete and concrete pavement. Bituminous concrete walkways are in fair condition. Condition of the concrete pavement walkways range from good to fair. Walkways adjacent to the driveway and parking areas are in better condition than those that service play areas and provide general site access. Portions of walkways have previously been replaced.

A set of stairs and concrete ramp provide egress out of the Cafeteria at the northernmost corner of the building. These are in good condition. Additional sets of stairs provide site access at the south from one paved play area to another. These are in poor condition and do not have proper handrails.

Paved Play: Paved play areas are located to the south of the school and consist of bituminous concrete. The overall condition of the paved play areas is poor with evidence of transverse cracking. The larger of the two paved play areas is shared with the TECEC program: likely contributing to its rapid deterioration.

Grass Fields: Grass fields are located in the southeast corner of the site and are shared with the TECEC. Grass cover appears to be in poor condition and could benefit from reseeding.

Diamond Fields: Diamond fields are not present at this school.

Playgrounds: Two raised play structures are located south of the facility and are shared with TECEC. These appear to be in fair condition.

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

Fencing: Fencing is located outside of the kitchen, as a means of fall protection to the service area below. Fencing appears to be in good condition.

Landscaping: Overall landscaping is in good to fair condition. Lawn areas adjacent to walkways could benefit from reseeding. The interior courtyard is lacking walkways and is therefore suffering from poor groundcover.

PHOTO LOG D

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Aerial – Context



Years of Construction - Vintage

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Exterior – Main Entrance



Exterior – Secondary Entrance

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Exterior – Courtyard



Exterior – Service Entry

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Exterior – Walls & Windows – Vintage 1



Exterior – Walls & Windows – Vintage 2

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Exterior – Walls & Windows – Vintage 3



Exterior – Walls & Windows – Vintage 4

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Roof – Gravel Built-Up – Vintage 1



Roof – Gravel Built-Up – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

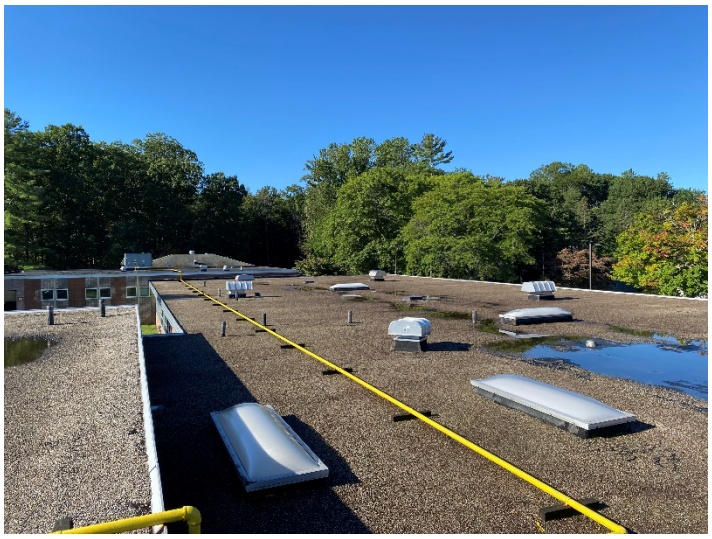
MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Roof – Gravel Built-Up – Vintage 1



Roof – Gravel Built-Up – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Main Entry





Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural




Interior – Corridor – Vintage 1





Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Classroom – Vintage 1



Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Classroom – Vintage 4



Interior – Classroom – Vintage 4

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Classroom – Vintage 1



Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Gymnasium



Interior – Gymnasium

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Platform



Interior – Platform

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Admin



Interior – Admin

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural





Interior - Toilet Facilities – Vintage 1







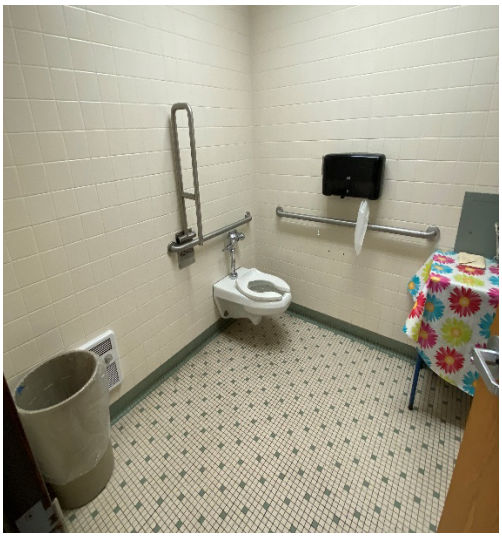
Interior - Toilet Facilities – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural





Interior - Toilet Facilities – Vintage 1





Interior – Toilet Facilities – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Library



Interior – Library

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Art Classroom



Interior – Nurse

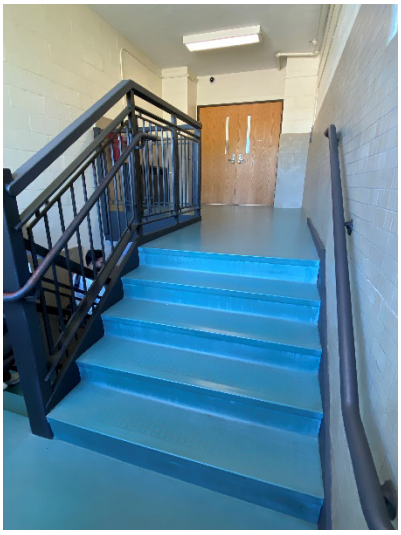
EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.1 Architectural





Interior – Corridor – Stairs



Interior – Corridor – Elevator

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.1: Boiler Room Domestic Water Heaters



D.2.2: Bathroom Fixtures

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.3: Touchless Sink Plumbing Fixtures



D.2.4: Plumbing Piping

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.5: Fire Sprinkler Service



EXISTING GENERATOR

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING CLASSROOM LIGHTING

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING PANELBOARD

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING PANELBOARD

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING FIRE ALARM CONTROL PANEL

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.3 Site





Driveway & Parking



Driveway

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.3 Site





Walkways



Walkways

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.3 Site



Paved Play Areas



Playground

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.3 Site



Site Stairs



Site Stairs

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.3 Site



Site Ramp



Landscaping – Lawn

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

D. PHOTO LOG

D.3 Site



Landscaping – Planting



Fencing

PROGRAMMING E

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

E. PROGRAMMING

E.1 Narrative Summary

The school was originally built as a middle school. Newer, wider lockers would be better for the upper elementary level. The hallways are underutilized, and could contain breakout spaces similar to Frenchtown with the 10-top tables to collaborate or have small group meetings with students. Not all grade level groups are co-located due to school size and space arrangement. Classrooms turn over every year, including furniture, to attempt to keep grade level groups together.

The arrival and dismissal loop for parent pick-up and drop-off are not sufficient. Traffic backs up onto Middlebrook Ave. Students who walk have to walk across traffic to enter the building, or walk further down and around the car drop-off area. The parent drop-off is separated from the bus drop-off which is effective. There is not enough space or parking on site. There are no dedicated staff spaces and a general lack of parking. Ideally there would be a separate faculty lot, and a separate visitor parking area that does not overlap or interfere with the bus lane. Currently, the parking at Middlebrook interferes with TECEC dismissal.

Thermal comfort and air conditioning throughout the building is problematic, due to either poor circulation or lack of air conditioning all together. The cafeteria gets very hot. It is a tall space with solar glare issues. There are no shades. The cafeteria lighting is poor and a presentation wall is desired within the space. There are five lunch waves and no overlap or gap in between. Two grades eat lunch at once. Would like a proper allergen area in the servery. The flow within the cafeteria is not good. The tables in the cafeteria cannot be fully moved out of the way, or hidden from view for events. Ideally there is alternate seating available, and not all long tables like currently exists. The flow of the kitchen is also not ideal. There is no space to serve snack and there is only one serving line which extends into the hallway. Currently, students have to manually enter their lunch orders and this impedes the flow of students through the lunch line. Would prefer an innovative technology workflow that expedites the process of making an order.

The faculty has outgrown the workroom and a bathroom plus drinking fountain, bottle filler or water cooler is needed in the space. Ideally, the workroom would be separated from the breakroom/lounge space. It would be nice if the workroom could accommodate all staff members, and the same for the faculty room. There is a PTA space which is used as their work area. The conference room could be larger, and updated, to accommodate up to fifteen people. Ideally, there would be a second conference room. PPS/PPT or SRP/PPT could use their own conference spaces. A room or space for paraeducators to store their belongings is needed. This could occur in one of the faculty spaces. An office for the Assistant Principal is needed. The PPS clerks need a private space for sensitive conversations.

Generally for the toilet rooms in the building, the preferred layout would be individual toilet rooms surrounding a common wash area. Outdoor bathrooms and water fountain for recess would be a wish list item. The playground needs fencing and a proper play surface. The play

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

area currently has wood chips. Better surface and equipment would improve safety. There is a need for universal access to the play spaces, and sensory areas outside for students. A shaded area, walking trail and track for students are also desired. A more robust outdoor classroom is desired.

The building lacks storage overall and educational storage space specifically. Would like extra space for storage, but would want these spaces designed to be flexible. They have outgrown their school. Special education teachers are sharing classrooms. In one instance, five educators are sharing one space. Art has a dedicated space but the furniture is mainly high-top tables which does not accommodate different age groups. A kiln is desired for the art program. Music would ideally be equipped with a sound system and flexible tiered seating. Ideally, chorus and band would be located adjacent to each other with shared storage in between. Music currently has one room in an academic hallway which is disruptive. TLC uses one of the music rooms. TECEC currently uses two classrooms. The general classrooms would also have a sound system (white noise) and teacher microphones. A science lab or room(s) equipped with sinks, power and cold storage is desired. A prep room and dedicated science teacher would also be desired. Currently the general classrooms or the cafeteria are used for dissection. All grades take science.

Would like a better arrangement for the existing observation rooms. Currently these spaces are used for storage and they are not accessible from the hallway which hinders their intended use.

The school has three SRP classes and needs a better sensory room. Touchdown areas for special education are also desired. The talented and gifted program does not have a space. All specialists and interventionists need dedicated, private space. The school could use a bilingual teacher but there was no place for this educator in the building. ESL needs to be larger. There are two ESL teachers sharing. A sensory room is needed. There is an OTPT room, but it does not have any windows.

An auditorium or theater space is desired. There is currently no space for all-school assemblies. The gym is used for grade level gatherings only because of the noise level. The gym lacks space for PE storage and currently uses the stage for this purpose. Music storage is also on the stage.

Better WIFI (or a WIFI tower) for emergencies is desired. The connection is not strong. The current trash pick up area needs to be relocated, since it is highly visible.

E.2 Square Footage Analysis

Please refer to attached plan diagrams for the following:

E.21 Use and Area Analysis
E.22 Core Spaces Benchmarking
E.23 Maximum Allowable Per State Standard

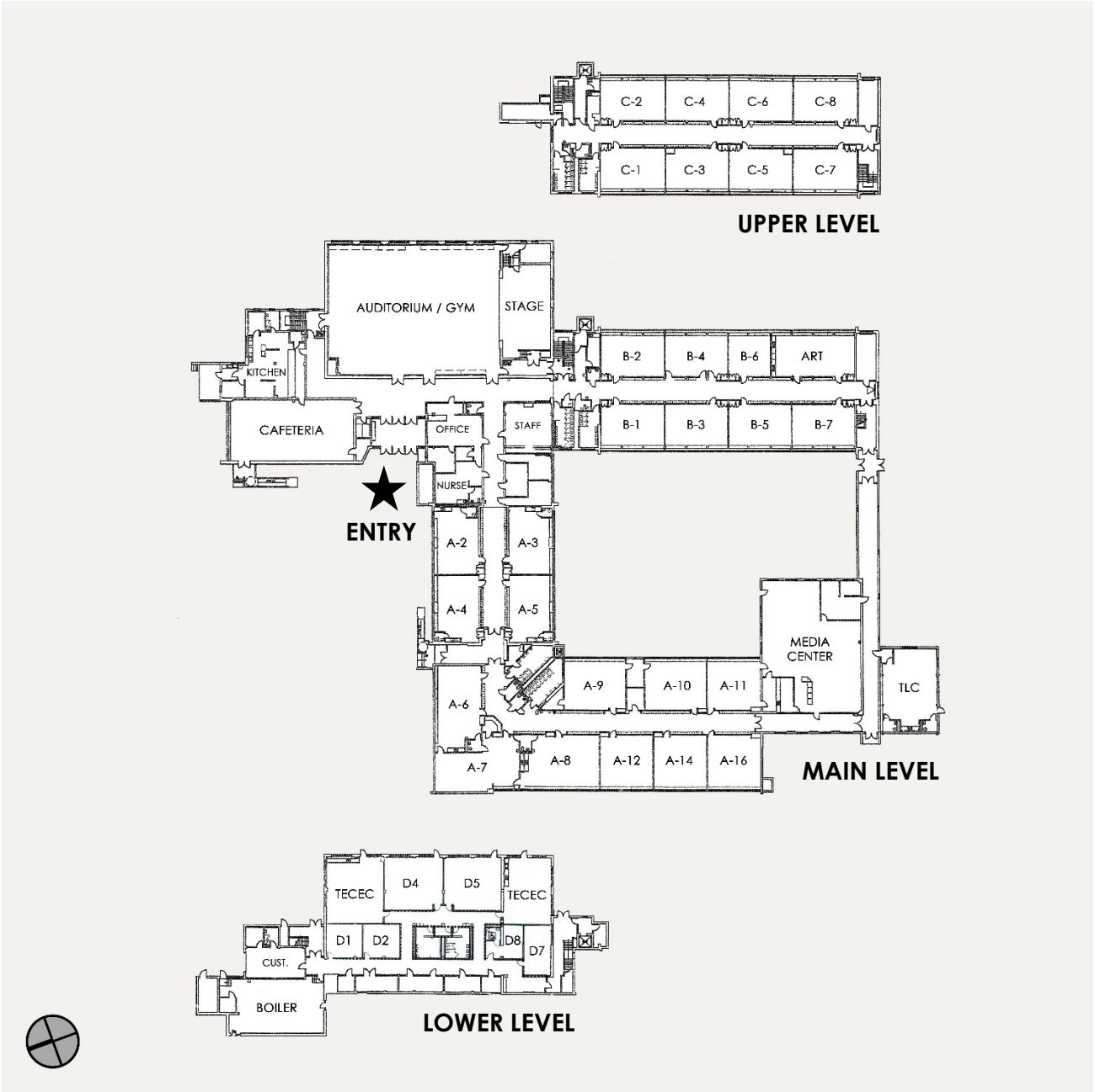
APPENDIX F

EDUCATIONAL FACILITIES ASSESSMENT

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

F. APPENDIX

F.1 PLAN DIAGRAMS



REACH

4630 MADISON AVE, TRUMBULL, CT

CONDITIONS ASSESSMENT & MASTER PLAN

Tecton
ARCHITECTS

10

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

TABLE OF CONTENTS

A. INTRODUCTION

- A.1 OBJECTIVES
- A.2 FACILITY

B. SUMMARY & ANALYSIS

- B.1 SCHOOL & FACILITY DATA
- B.2 CONDITIONS SUMMARY
- B.3 CONDITIONS RANKINGS
  - B.31 RANKINGS SYSTEM DEFINED
  - B.32 DATES OF CONSTRUCTION (VINTAGE)
  - B.33 CHECKLIST & RANKINGS

C. EXISTING CONDITIONS NARRATIVE

- C.1 ARCHITECTURAL
- C.2 EPFP / SECURITY
  - C.21 PLUMBING / FIRE PROTECTION
  - C.22 ELECTRICAL / SECURITY
- C.3 SITE

D. PHOTO LOG

- D.1 ARCHITECTURAL
- D.2 EPFP / SECURITY
  - D.21 PLUMBING / FIRE PROTECTION
  - D.22 ELECTRICAL / SECURITY
- D.3 SITE

E. PROGRAMMING

- E.1 NARRATIVE SUMMARY
- E.2 SQUARE FOOTAGE ANALYSIS
  - E.21 USE AND AREA
  - E.22 CORE SPACES BENCHMARKING
  - E.23 MAXIMUM ALLOWABLE PER STATE STANDARD

F. APPENDIX

- F.1 PLAN DIAGRAMS

INTRODUCTION A

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

A. INTRODUCTION

A.1 Objectives

Tecton Architects was commissioned by Trumbull Public Schools to perform an educational facilities conditions assessment of 12 schools and Administration Office Building in Trumbull, CT. The goal was to conduct on-site inspections and gather meaningful data about the physical state of the academic buildings and grounds. The assessment reports would then provide insight and aid in the completion of a viability study of alternate land/buildings and a long-term Capital Management Plan that focuses on the district facilities and their mechanical infrastructures.

During the month of September 2022, Tecton Architects, accompanied by its team of licensed professional engineers and escorted by head custodial staff, visited the REACH School at 4630 Madison Avenue, Trumbull, Connecticut. The school was surveyed for the conditions of the architecture, electrical, plumbing, fire safety, technology, and site conditions therein. Among other items assessed were structural, accessibility and energy issues, as well as school safety. The purpose of the visual observations was to quantify and evaluate the current state of the respective A/EPFP systems. Observations were made in the portions of the building that were accessible at the time of the inspections.

A.2 Facility

Located on the same property as Madison Middle School, this facility functions as a High School Youth Program for grades nine through twelve. The approximately 8,700 square foot facility was originally constructed circa 1970. A maintenance garage was added to the west of the facility in 2009.

The facility is oriented slightly off a north/south axis, with the main entrance facing Madison Middle School. The building is one story, with an elevated roof volume above centrally located classroom spaces. The building is front-loaded with faculty offices and a conference room. Classrooms, restrooms, and storage anchor the rear of the building. The exterior has a raised pea stone patio with picnic tables and a portable basketball hoop to the east.

Access to the site is from the west off Madison Avenue. An access drive across from Claire Place, serves as the entry drive to the facility, bypassing Madison Middle School. A vehicular driveway loop provides simplified circulation throughout the parking area and allows for vehicles to enter and exit the site through the same drive. ADA access to the school is via a concrete ramp at the east of the building, granting entry into the facility through a classroom. The building's service entrance is in the northeast corner of the building.

SUMMARY & ANALYSIS B

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

B. SUMMARY & ANALYSIS

B.1 School & Facility Data

The School:

Type:	High School Youth Program	**Additional Programs:**	No
Grade Structure:	9-12	**Meals:**	Meals @ Madison Middle
Pre-K:	No	**State time:**	7:25 am
Enrollment (current):	35	**Dismissal:**	2:25 pm
Staff (approx.):	6	**Buses:**	
Location (in town):	West, central		

The Facility:

General Condition: **Poor**

Total Building Area (SF):	8,700 sf	**Original Construction:**	1970
Site Area (acres):	Located on Madison Middle	**Renovations (dates):**	2009
Stories (above grade):	1	**Construction Type(s):**	IIB
Building/Framing Materials:	Masonry, steel, concrete	**Roof Types & Age:**	1966 – built-up gravel Garage – arch. shingles
Split-level / ramps (interior):	No	**Heating (types):**	N/A
Stairs (interior):	None	**Fuel Types:**	Natural Gas (from Madison)
Elevator:	None	**Cooling (centralized):**	N/A
Basement:	None	**Ventilation:**	N/A
Mezzanine (mechanical)	None	**Electrical:**	Sub-fed from Madison
Crawl Space / Tunnels:	None	**Generator:**	N/A
Modulars (classrooms):	None	**Fire Alarm:**	Full
Auxiliary Buildings:	Maintenance garage	**Sewer / Septic:**	Sewer (from Madison)
Full ADA Compliance:	No	**Municipal Water / Well:**	Municipal Water (from Madison)
		Sprinklered (full / partial):	None
Athletic Fields:	Shared with Madison Middle		

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

B. SUMMARY & ANALYSIS

B.2 Conditions Summary

Building Condition:

- **Poor**
- Modified bitumen roof is at the end of its useful life.
- Masonry exterior walls are in poor or very poor condition.
- Windows are single-pane, non-insulted and should be replaced.
- Finishes in toilet rooms should be replaced entirely.
- Acoustical ceiling tiles are in very poor condition and should be replaced throughout.
- Remaining door hardware should be replaced with ADA compliant hardware.

Programmatic Findings:

- The building is using every square foot and is at capacity
- Thermal comfort and air quality concerns throughout, significantly impact learning
- A calming space for students, and one also for faculty, is desired
- Updated furniture solutions such as group tables are desired

Fire Protection & Fire Alarm:

- There is no sprinkler system in the building.
- Fire Alarm System is in very poor condition.

Plumbing:

- Hot water is fed from Madison Middle School
- Piping in building seem to be in fair condition.
- Fixtures generally seem to be in poor-fair condition. Fixtures in kitchen were all donated and in poor condition.

Electrical:

- Building electrical distribution is sub-fed from Madison Middle School. Poor condition
- There is no generator.
- Lighting throughout is in poor condition.
- Building mounted site lighting is in poor condition.
- Lighting controls throughout are in poor condition.

Security System:

- No exterior camera coverage.
- Interior camera coverage provided and installed in summer 2022.
- Interior cameras are in excellent condition.
- Access controls are in fair condition but an upgrade should be considered.

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.31 RANKINGS SYSTEM DEFINED

Ranking (range '1' to '5')

Via the site inspections and conditions assessments contained in the detailed report, the design team is providing a condition (or ranking) of various, select building physical components. An itemized course of action may be derived from this ranking as well as strategies and prioritization for maintenance of the facilities.

Vintage (year of construction)

Buildings that were constructed or renovated at different time periods (dates)are assigned a Vintage #. Elements of varying ages are evaluated separately. Vintage #'s for each facility are indicated on the vintage diagram & checklist.

Condition (range 'very poor' to 'very good')

Existing exterior and interior conditions of all building and site elements are determined by the following criteria for evaluation:

Ranking: **1 Very Poor [VP]** An element is evaluated as Very Poor [VP] when:

- Requires prompt attention.
- May last and may need to be replaced in 0 to 5 years.
- The element is no longer performing its intended purpose.
- Deterioration or damage affects more than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a severe negative impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **2 Poor [P]** An element is evaluated as Poor [P] when:

- May last and may need to be replaced in 5 to 10 years.
- The element may be approaching the end of its useful life.
- Deterioration or damage affects less than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a negative impact on the overall efficiency and/or fiscal sustainability of the facility.
- May last and may need to be replaced in 5 to 10 years.

Ranking: **3 Fair [F]** An element is evaluated as Fair [F] when:

- May last and may need to be replaced in 10 to 15 years.
- The element is functioning as intended and is still within its useful life.
- Deterioration or damage affects less than 25% of the element.
- There are early signs of wear, failure or deterioration, but the element is structurally sound.
- Visible wear and tear is considered typical for a structure of this age and type.
- Has a little impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **4 Good [G]** An element is evaluated as Good [G] when:

- May last and may need to be replaced in 15 to 20 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a no impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **5 Very Good [VG]** An element is evaluated as Very Good [VG] when:

- Needs no attention and may last up to 25 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a positive impact on the overall efficiency and/or fiscal sustainability of the facility.

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.32 DATES OF CONSTRUCTION (VINTAGE)



Vintage:

V1 **1970:** Original Construction

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 1970

Exterior		V1	
Component	**Material(s)**	**Condition**	**Notes**
Roofing	Modified bitumen	2	
	Architectural shingles	3	Maintenance garage
	Aluminum gutters / downspouts	2	
	Fascia / trim	3	
Walls	Masonry - Brick	2	
	Masonry – plaster-coated CMU	2	
	Joints (building or expansion)	1	
Entrances	Aluminum Doors & Frames	3	
	Hollow Metal Doors & Frames	2	
	Soffits / Canopy	2	
Windows	Aluminum, non-thermal	1	
	Window Screens	2	
Walkways / site stairs	Concrete walks & curbs at drives & parking	2	
	Bitum. concrete walks	3	
	Concrete stairs	2	
Drives / parking lots	Bitum. pavement – drives	4	Recently redone with Madison Middle
	Bitum. pavement - parking	4	Recently redone with Madison Middle
	Line striping	4	Recently redone with Madison Middle
	Extruded bitum. conc. curbing	4	Recently redone with Madison Middle
Landscaping	Lawn	3	
	Mulch beds	3	
	Raised beds	3	
Recreation	Paved play surfaces	3	
	Grass fields	3	Shared with Madison Middle
	Picnic area – pea stone and curb	3	
Other Structures	Ramps	2	

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 1970

Interior		V1	
Component	**Material(s)**	**Condition**	**Notes**
Flooring	VCT Tile	2	Corridors – fair, Classrooms – very poor
	Carpet	2	
	Ceramic Tile	2	
Walls Surfaces	Gypsum Wall Board	3	Need paint
	Masonry - CMU, Face Brick	3	Need patching in some areas
Ceilings	Acoustical tile ceilings	1	
Interior trim	Hollow metal	2	
	Wall Base - Vinyl	2	
Interior doors	Hollow metal doors	2	
	Hardware	3	Not all ADA compliant
Toilet Facilities	Fixtures	3	
	Partitions	2	
	Accessories (dispensers, driers)	3	

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 1970

Building Systems V1

Component	Material(s)	Condition	Notes
Fire Protection	Alarms & Devices	1	Original to building
	Fire suppression (infrastructure / devices)	-	No sprinkler system
Plumbing Systems	Infrastructure (pipes, drains, etc.)	2	
	Fixtures	2	
	Overall efficiency	2	HW fed from Madison Middle School
Electrical (Service)	Infrastructure (panels, wiring, etc.)	2	Original to building
	Service & distribution	2	
	Generator		No generator serving building
	Other	2	
Electrical Lighting	Infrastructure (panels, wiring, etc.)	2	
	Fixtures (Interior)	2	
	Efficiency (incl. natural & artificial light distr.)	2	
Security	Access Control	3	
	Cameras	5	Upgraded summer 2022

EXISTING CONDITIONS NARRATIVE

C

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

C. EXISTING CONDITIONS NARRATIVE

C.1 Architectural

Construction:

The building is constructed primarily of non-combustible materials. The exterior walls are constructed of brick veneer. Interior walls vary in construction material. The floors are concrete slab on grade. The structural frame consists of steel columns and beams, and load-bearing masonry walls. The building is a single vintage and a single story. The roofs are steel framed.

Exterior:

Exterior façade (general): The exterior of the building is in generally in poor condition. The south side houses the main entrance. Exterior walls are brick clad with concrete block backup. There are some areas with painted, plaster covered concrete block as the exterior finish material. The roofs are flat throughout. An architectural shingle-clad gable roof tops the adjoining maintenance garage.

Walls: The exterior walls are in poor condition. Brick could benefit from a general cleaning, especially at the north side, around window openings and at the base. The brick has areas of previous patching that do not match the existing colorway. Corners of the building show deterioration and should be repaired. Joints around windows are in very poor condition and should be raked and resealed. The plaster-coated CMU walls are in very poor condition and should be refinished. The north side is beyond repair with excessive staining, plaster cracking and spalling. CMU below windows and at the main entry are in poor condition and require minor repairs. Concrete sills should be replaced throughout.

Windows/Doors/Entrances: All doors at the facility are hollow metal. The entrance doors are in fair condition and appear to have been replaced at one point. Other doors, which have either a secondary function or function as egress only are painted hollow metal doors and are in poor condition. Doors on the north side of the building are in very poor condition. All should be replaced. Windows are single pane and not insulated. All are in very poor condition and leak at multiple points in the system. Most operable windows have exterior screens; however, they are in poor condition. The window systems leak where they attach to the adjacent masonry, particularly at the jambs and sills. Windows at the south are beyond repair to the point where they cannot be opened. All windows should be replaced with double-pane, thermally insulated glazing. The entry canopy is in fair condition and could benefit from minor repairs. Other canopies and soffits are in poor condition and should be replaced.

Roof: The flat roofs are built-up gravel and are in poor condition. The roofs are original to the building and leak in multiple areas. There are many areas on ponding and moss build-up, especially around rooftop mechanical equipment. The architectural shingle roof at the garage is in fair condition.

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

Interior:

Interior spaces (general): The interior of the facility ranges from fair to very poor condition but is generally clean and well kept. The facility is compact with an "L" shaped main corridor. Smaller corridors branch off the central corridor and provide access to different programmatic spaces. The facility is oriented east/west with the maintenance garage to the northwest and the storage garages to the southeast. The classroom and office spaces are centralized in the facility. Due to the compact footprint of the building, the floor plan and circulation are relatively simple. The majority of the educational spaces are located together with storage and maintenance at the far ends of the building.

Corridors: The main corridor is double loaded, with classrooms, multi-use spaces or annex corridors branching from it. VCT and acoustical tile are the finishes throughout and are both in fair condition. A few ceiling tiles are stained and should be replaced. Painted CMU walls are also in fair condition, but, coupled with the flooring, create a dated aesthetic that could be upgraded. Artificial lighting in the corridors is insufficient and should be improved.

Classrooms: This facility formally functioned as a garage; therefore, the interior spaces were not designed to support classroom functions. Classrooms appear to be sufficient in size for the number of students in each class, but they are small compared to other classrooms throughout the district. The teaching walls, with smart display boards and occasional white boards, were present in most classrooms. There is no casework in classrooms. Classrooms with windows typically have a heating unit under the window. These windows provide good natural daylight. Classrooms without windows are dark and have wall-mounted heating units. Ceilings are acoustical tile and are in very poor condition. These ceilings should be replaced throughout all classrooms. Floor finishes vary between VCT and carpet, but both are in poor or very poor condition. Painted CMU walls require patching in some areas.

Offices: Offices are scattered around the building, located so they can properly support the various classroom functions. There is no main office, but there is a locked vestibule to control visitors. Offices have limited to no visibility to the adjacent corridors. Finishes vary due to the lack of formally defined administrative office spaces. VCT and acoustical ceiling tile are finishes in some offices and are in poor condition. Carpet and acoustical tile are finishes in others. The carpet is in fair condition and ceilings are in poor condition.

Major Common Spaces:

Conference Room: The conference room is located at the front of the building and has good visibility to the main entrance. It is adjacent to offices and a small copy/print area. The space appears to be adequately sized for conference room functions. Aesthetically, this space is in good condition compared to the rest of the facility. Carpet and acoustical ceiling tiles are the finishes, and both are dated but in fair condition. The windows in this space are no longer operable and leak. Despite the inoperability of the windows, the room receives good natural light and artificial light is sufficient.

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

Toilet Facilities: The school has one gang toilet facility for male and another for females. Neither are ADA accessible. These facilities are in very poor condition. Both gang facility has operable partitions with water closets, lavatories and paper towel dispensers. The floors are ceramic tile, ceilings are acoustical tile and walls are concrete block. All are in very poor condition. There are no single-use toilet rooms in the building.

Code and Safety:

ADA: The building would not be deemed ADA compliant in reference to toilet facilities, required clearances and access. The main entrance has a landing that restricts ADA access at that location. A ramp at the southeast corner of the building provides ADA access, however, the ramp enters into a classroom, not the main entry. No ADA accessible toilet facilities were observed in the building.

Safety: The building has a few aspects that may be deemed problematic from a life safety perspective. The building is not fully sprinklered. From a security perspective, the school appears to have sufficient access control at the main entrance, although visibility into the entry and adjacent corridors could be improved. There are many exterior doors that could be possible points of entry and therefore, difficult to monitor.

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

C. EXISTING CONDITIONS NARRATIVE

C.2 EPFP / Security

C.21 PLUMBING / FIRE PROTECTION

Hot Water Generation:
Domestic hot water is provided for the building via mechanical plant in Madison Middle School. Hot water is piped over to REACH through a pipe tunnel. Refer to Madison Middle School Narrative for more information on hot water generation.

Domestic Water Service:
Domestic water for the building is provided from Madison Middle School. Domestic water is piped over to REACH through a pipe tunnel. Refer to Madison Middle School Narrative for more information on domestic water service.

Domestic Water Piping:
Piping was insulated copper and in fair condition. Building staff did not mention any major issues with the piping in the building.

Plumbing Fixtures:
Plumbing fixtures in bathrooms consist of floor mounted tank type water closets with manual flush valves, wall hung urinals with manual flush valves and wall hung vitreous china sinks with manual faucets. Lavatory sinks in private bathrooms are wall mounted with manual faucets. Fixtures appear to be in poor condition.

Sanitary Service:
Sanitary sewer for the building is provided by a sanitary service to the street. Sanitary piping in the building is PVC. Building staff did not mention any major issues with the underground sanitary in the building.

Storm Service:
Roof drains are provided on the roof of the school. Overflow drains with down spouts were located on the side of the building. Storm piping was cast iron and appeared to be in fair condition. Building staff did not mention any major issues with the storm piping in the building.

Natural Gas Service/ Fuel Oil Service:
There is no natural gas in the building.

Fire Protection:
There is no fire protection sprinkler system in the building.

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

C.22 ELECTRICAL

Main Electric Service/Electrical Distribution:
The electric service is fed from Maddison Middle School. The electric service for the building is ran underground to REACH. Refer to Madison Middle School Narrative for more information on the electric service.

Generator:
A generator does not currently serve the building.

Lighting Systems:
The lighting throughout the building consists of 1x4, 2x2 and 2x4 fluorescent fixtures. Lighting is in poor condition and should be upgraded.

Emergency lighting for the building is served by wall mounted two headed battery fixtures. Emergency lighting is in poor condition and should be upgraded.

Lighting control consists of occupancy sensors, wall-mounted toggle switches; key operated toggle switches for local control. Poor condition.

Fire Alarm System:
The fire alarm system in the building consists of a Fire Alarm Control Panel by ESL. Throughout the building, there are smoke detectors, horn/strobe units, strobe only units, and pull stations sporadically located throughout. The system is original to the building and in very poor condition. The system should be upgraded.

Communication Services:
IDF room is provisioned at a location that promote the proper coverage to conform with network cabling distance limitations.

Wireless access points are provided within the building and in good condition.

A time control center is provided in the building but is not operational. Battery operated clocks are used throughout.

Access Controls for security is provided for this building via card readers.

Ceiling and wall mounted speakers are provided throughout for general paging. However, the Principal stated that they turned off the PA system because they do not want to receive Madison Middle school announcements. They began to use walkie talkies instead in case of emergency.

Security cameras were installed over the summer and are in very good condition.

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

C. EXISTING CONDITIONS NARRATIVE

C.2 Site

Roadways/Parking: Access to the site is from the west off Madison Avenue. An access drive across from Claire Place, serves as the entry drive to the facility, bypassing Madison Middle School. A vehicular driveway loop provides simplified circulation throughout the parking area and allows for vehicles to enter and exit the site through the same drive. ADA access to the school is via a concrete ramp at the east of the building, granting entry into the facility through a classroom. The building's service entrance is in the northeast corner of the building.

The overall condition of site pavement is good as the drives and parking lots were recently repaved.

The overall condition of curbing throughout the site is also in good and was replaced as part of the repaving project.

Walkways: Walkways on site consist of bituminous concrete and concrete pavement. Bituminous concrete walkways are in overall fair condition. There are minor signs of cracking throughout the site.

Condition of the concrete pavement walkways is poor. Walkways adjacent to the building are in very poor condition, showing signs of cracking and deterioration.

Concrete ramps and landings are in poor condition. Landings at the front and rear exit doors are showing signs of deterioration and cracking. An ADA ramp at the southwest corner of the site provides access to the building. This ramp is aesthetically, in poor condition and could benefit from cleaning and minor repair. Railings appear to be in good condition.

Paved Play: There are no designated paved play areas on the site. A portable basketball hoop sits just north of the service area and is utilized by the REACH students. The paved surface itself is in good condition but could better serve the facility with minimal basketball court striping.

Grass Fields: Grass fields are not present at this site.

Diamond Fields: Diamond fields are not present at this school.

Playgrounds: Raised play structures are not present at the site.

Fencing: A four-foot-high chain link fence separates the rear of the facility from the Youth Soccer fields to the north. Fencing appears to be in good condition.

Landscaping: Overall landscaping is in fair condition. Lawn areas adjacent to walkways, parking areas, and building entrance contain some bare spots and could benefit from reseeding.

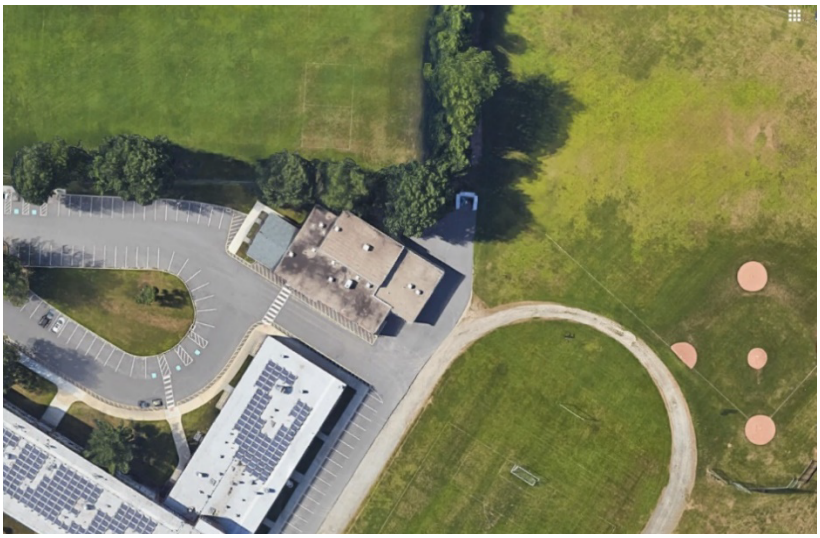
PHOTO LOG D

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.1 Architectural



Aerial – Context



Years of Construction - Vintage

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.1 Architectural



Exterior – Main Entrance



Exterior – Rear Entrance

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.1 Architectural



Exterior - Storage Entrance





Exterior – Walls & Windows

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.1 Architectural



Exterior – Walls & Windows



Exterior – Walls & Windows

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.1 Architectural





Exterior – Walls, Windows & Doors



Exterior – Ramps

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.1 Architectural



Exterior - Ramps



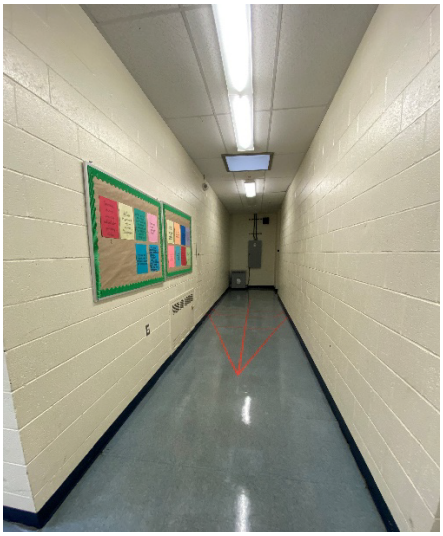
Interior – Main Entry

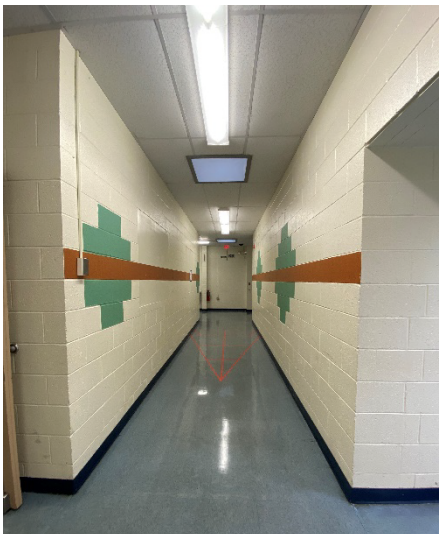
EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.1 Architectural





Interior – Main Corridor





Interior – Secondary Corridors

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

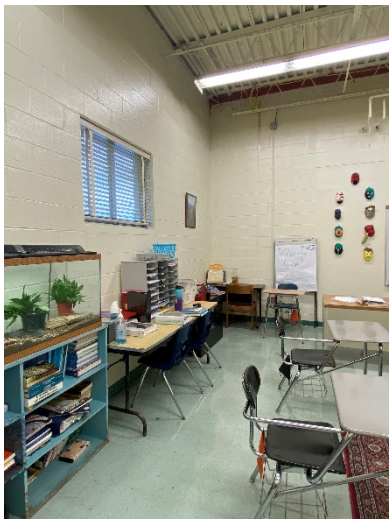
D.1 Architectural





Interior – Classrooms





Interior – Classrooms

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.1 Architectural




Interior – Classrooms




Interior - Offices

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.1 Architectural



Interior - Toilet Facilities



Interior - Toilet Facilities – Finishes

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.1 Architectural





Interior – Conference Room





Interior – Break Room

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Storage





Interior – Building Condition – Finishes

EDUCATIONAL FACILITIES ASSESSMENT

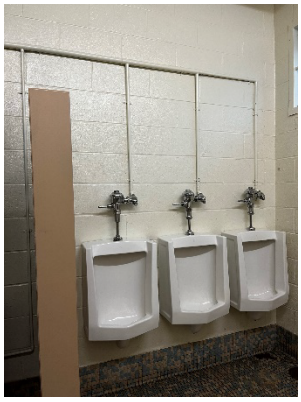
REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.2 EPFP / Security



D.2.1: Manual Sink Plumbing Fixtures



D.2.2: Wall Mounted Plumbing Fixtures

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.2 EPFP / Security



D.2.2: Floor Mounted Plumbing Fixtures



EXISTING FIRE ALARM CONTROL PANEL

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.2 EPFP / Security



EXISTING CLASSROOM LIGHTING

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.2 EPFP / Security



EXISTING PANELBOARD

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.3 Site



Driveway & Parking



Driveway

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.3 Site



Walkways





Walkways

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.3 Site



Paved Play Areas



Paved Play Areas

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.3 Site



Site Stairs





Site Ramp

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.3 Site



Site Ramp



Landscaping – Lawn & Fencing

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

D. PHOTO LOG

D.3 Site



Landscaping – Planting

PROGRAMMING E

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

E. PROGRAMMING

E.1 Narrative Summary

The school offers two programs in the building. The therapeutic program has up to twenty-five students, who are usually on site for a year or more. Classes are clustered and utilize a cafeteria and kitchen. They use the nurse and cafeteria at Madison. There is also a tutorial program for students in middle school or high school who learn better in a smaller population. These students are usually at the school for thirty or forty days. The number of tutorial students starts at zero and grows to eight or ten as the year progresses. The district would like to offer the program to more students but the building is at its maximum capacity. There are two tutors at all times. On average, there are three teachers, one principal, two paraeducators and a psychologist. PPT makes the determination to put students back in school, usually at semester transition points. Most students are bused to REACH.

Storage is insufficient. The classrooms don't have unique features, but they are smaller spaces which works well for the population. Some larger gathering spaces are desired, however. There is some food prepared on site, and students can bring their own food to reheat. Students can also buy food at the main cafeteria.

The space includes a converted former garage. The office and tutorial spaces have air conditioning but the therapeutic space does not. There is an isolation room but it is not heated and cannot be used. There are also ceiling tiles missing from the space.

Physical education is more about movement and social skills. There are taped off areas in hallways used for PE. There is an additional outdoor space that has a gravel surface and picnic tables. There is an area used by the town for maintenance storage that could be used for recreation.

Art and PE are brought in, and there is no music or media but they can use the high school. Students who need a break have to go to the office or the psychologist. A well-located space for students to use, with supervision, is desired. A calming space for faculty is also desired.

The bathrooms are always locked. There are two rooms, each with two stalls. The bathrooms are shared between students and teachers.

There are persistent roof and window leaks. Many windows are not functional. There is a rodent infestation. Air conditioning, ventilation and heat are all issues, particularly with students who have temperature sensitivities. The IDF is located in a classroom. The overall aesthetic is nice, but staff would like greater functionality. Furniture is mostly used pieces, but they do work well. However, single desks are not preferred, as group tables work better.

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

E.2 Square Footage Analysis

Please refer to attached plan diagrams for the following:

E.21 Use and Area Analysis
E.22 Core Spaces Benchmarking
E.23 Maximum Allowable Per State Standard

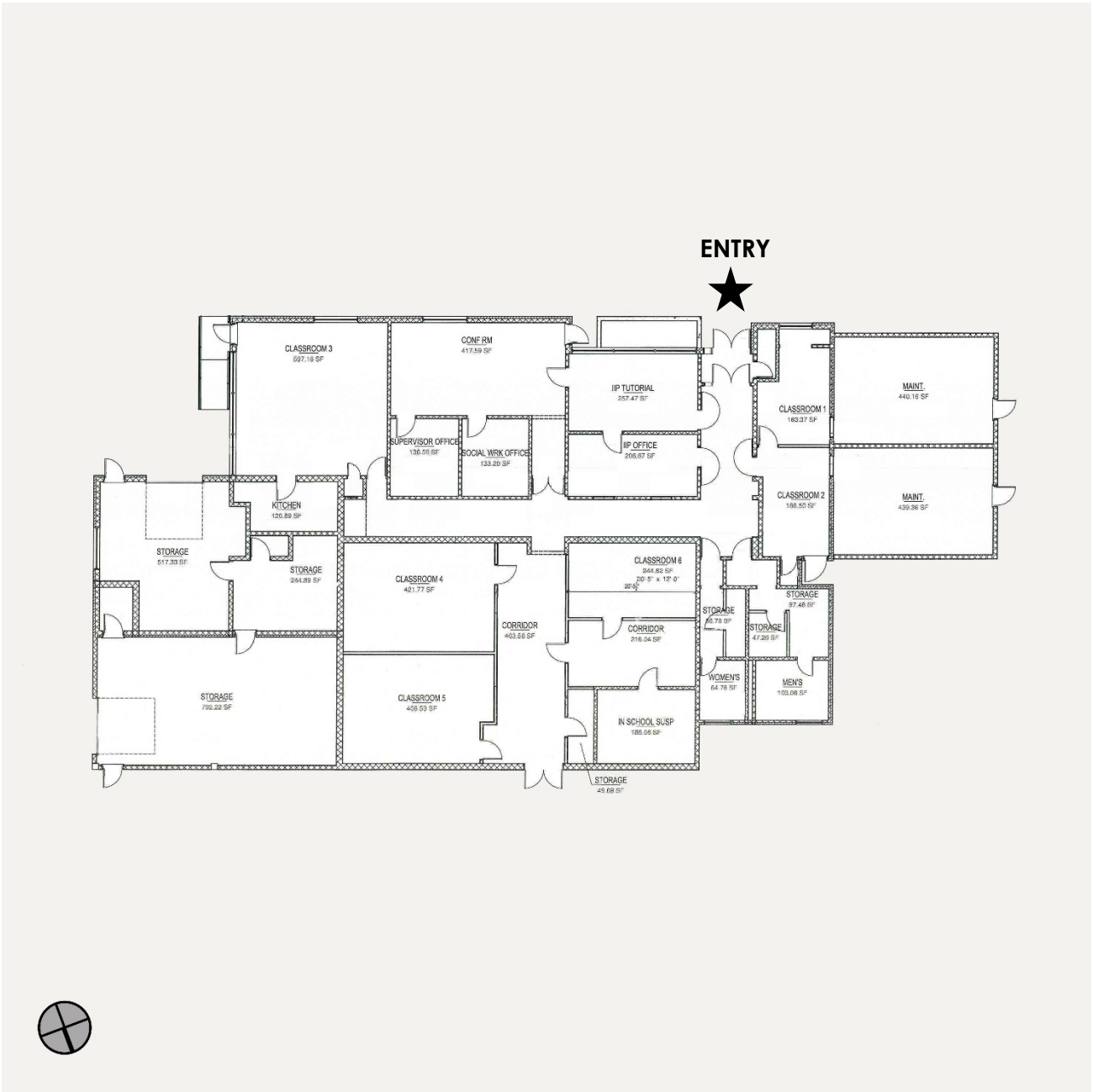
APPENDIX F

EDUCATIONAL FACILITIES ASSESSMENT

REACH SCHOOL (REACH) 9-12

F. APPENDIX

F.1 PLAN DIAGRAMS



THIS PAGE INTENTIONALLY LEFT BLANK

TASHUA ELEMENTARY SCHOOL

401 STONEHOUSE RD, TRUMBULL, CT

CONDITIONS ASSESSMENT & MASTER PLAN

Tecton ARCHITECTS

11

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

TABLE OF CONTENTS

A. INTRODUCTION

- A.1 OBJECTIVES
- A.2 FACILITY

B. SUMMARY & ANALYSIS

- B.1 SCHOOL & FACILITY DATA
- B.2 CONDITIONS SUMMARY
- B.3 CONDITIONS RANKINGS
  - B.31 RANKINGS SYSTEM DEFINED
  - B.32 DATES OF CONSTRUCTION (VINTAGE)
  - B.33 CHECKLIST & RANKINGS

C. EXISTING CONDITIONS NARRATIVE

- C.1 ARCHITECTURAL
- C.2 EPFP / SECURITY
  - C.21 PLUMBING / FIRE PROTECTION
  - C.22 ELECTRICAL / SECURITY
- C.3 SITE

D. PHOTO LOG

- D.1 ARCHITECTURAL
- D.2 EPFP / SECURITY
  - D.21 PLUMBING / FIRE PROTECTION
  - D.22 ELECTRICAL / SECURITY
- D.3 SITE

E. PROGRAMMING

- E.1 NARRATIVE SUMMARY
- E.2 SQUARE FOOTAGE ANALYSIS
  - E.21 USE AND AREA
  - E.22 CORE SPACES BENCHMARKING
  - E.23 MAXIMUM ALLOWABLE PER STATE STANDARD

F. APPENDIX

- F.1 PLAN DIAGRAMS

INTRODUCTION A

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

A. INTRODUCTION

A.1 Objectives

Tecton Architects was commissioned by Trumbull Public Schools to perform an educational facilities conditions assessment of 12 schools and Administration Office Building in Trumbull, CT. The goal was to conduct on-site inspections and gather meaningful data about the physical state of the academic buildings and grounds. The assessment reports would then provide insight and aid in the completion of a viability study of alternate land/buildings and a long-term Capital Management Plan that focuses on the district facilities and their mechanical infrastructures.

During the month of September 2022, Tecton Architects, accompanied by its team of licensed professional engineers and escorted by head custodial staff, visited Tashua Elementary School at 401 Stonehouse Road, Trumbull, Connecticut. The school was surveyed for the conditions of the architecture, electrical, plumbing, fire safety, technology, and site conditions therein. Among other items assessed were structural, accessibility and energy issues, as well as school safety. The purpose of the visual observations was to quantify and evaluate the current state of the respective A/EPFP systems. Observations were made in the portions of the building that were accessible at the time of the inspections.

A.2 Facility

This facility functions as an elementary school for kindergarten through fifth grade. The approximately 60,000 square foot facility was originally constructed circa 1965. The first addition in 1995, consisted of a new Media Center and three classrooms off of the main, axial corridor, as well as a single classroom adjacent to the gymnasium. A modular classroom addition was constructed in 2006. These units are located on the west end of the building and accessed via a covered walkway.

The building is one story, with double height space at the gymnasium. The main entrance, located on the north side of the building, provides access to the centralized main corridor. The gymnasium, cafeteria, and Media Center are located in close proximity to the main entry and are centrally located between classroom wings. Two classroom wings branch off of the main corridor and encompass the eastern half of the building.

In addition to the many academic classrooms and multi-purpose spaces, the school boasts a raised platform, kitchen and servery, and music classrooms. An exterior courtyard is tucked between the two classroom wings and is accessed through the Media Center. Paved play areas and raised play structures are located on the east of the site, near the classroom wings.

The site is situated at the junction of Stonehouse and Dayton Roads. The main access route through the site enters off of Dayton Road to the east and exits out onto Stonehouse Road to the north. This one-lane drive is used as the buss loop and drops students off at the main entry of the building. Parking lots serve as a buffer between the school and both main roads. The parking lot across from the main entrance, is accessed by the same drive as the bus loop, off of Dayton

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

Road. The second parking lot is located in the southwest corner, further down Dayton Road. Access to the parent drop off loop and the building's service entry, are also accessed by means of these two drives off Dayton Road. The drive furthest south is utilized as the entry, and traffic is circled out through the second drive, just north of the entry.

SUMMARY & ANALYSIS B

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

B. SUMMARY & ANALYSIS

B.1 School & Facility Data

The School:

Type:	Elementary	**Additional Programs:**	Trumbull Loves Children (TLC)
Grade Structure:	K-5	**Meals:**	Breakfast, lunch
Pre-K:	No	**Start time:**	8:35 am
Enrollment (current):	425	**Dismissal:**	3:20 pm
Staff (approx.):	70	**Buses:**	10
Location (in town):	Northwest		

The Facility:

Total Building Area (SF):	59,660 sf	**Original Construction:**	1965
Site Area (acres):	9.3 acres	**Additions (dates):**	1995, 2006
Stories (above grade):	1	**Construction Type(s):**	IIB
Building/Framing Materials:	masonry, steel, concrete	**Roof Types & Age:**	1965 – EPDM 1991, 2006 – gravel built-up
Split-level / ramps (interior):	No	**Heating (types):**	N/A
Stairs (interior):	None	**Fuel Types:**	Natural Gas
Elevator:	None	**Cooling (centralized):**	N/A
Basement:	None	**Ventilation:**	N/A
Mezzanine (mechanical)	None	**Electrical:**	1600A - 208V 3 Phase
Crawl Space / Tunnels:	None	**Generator:**	30KW Diesel
Modulars (classrooms):	Yes	**Fire Alarm:**	Yes: Notifier
Auxiliary Buildings:	Modulars	**Sewer / Septic:**	Sewer
Full ADA Compliance:	No	**Municipal Water / Well:**	Municipal Water
		Sprinklered (full / partial):	Fully sprinkler protected
Athletic Fields:	Paved play areas Raised play structures Baseball field		

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

B. SUMMARY & ANALYSIS

B.2 Conditions Summary

Building Condition:

- **Fair**
- Modular units in very poor condition, no longer used, and should be removed.
- Only one gang toilet facility for students.
- Built-up gravel roofs at the original 1965 building are in poor condition.
- Single-pane, non-insulated aluminum storefronts and windows are in poor condition and should be replaced with double-pane, thermally insulated glazing.
- Casework is in poor condition and should be replaced to better support the curriculum.
- Athletic equipment is at the end of its useful life and should be upgraded.

Programmatic Findings:

- Building lacks sufficient toilet rooms for students and staff
- Special education needs more dedicated space
- 21st Century learning spaces are desired
- The gym is too small and bleacher seating is desired
- Outdoor play areas are near a roadway and need to be more private

Fire Protection & Fire Alarm:

- The building is fully protected with a sprinkler system. Piping is in fair condition
- Fire Alarm System is in fair condition.

Plumbing:

- Water heater in building is relatively new but in fair condition due to electrical issues that needed repairs recently. It is natural gas fired.
- Piping in building seem to be in fair-good condition. No instances of leaks reported.
- Fixtures generally seem to be in fair-good condition.

Electrical:

- Main Electric service is 208/3-phase, 1600 Amps. Fair condition.
- Distribution equipment is in good and fair condition.
- 30KW diesel generator. Poor Condition.
- Lighting throughout is in fair condition.
- Corridor lighting controls are in poor condition.

Security System:

- Parking/Driveway exterior camera coverage.
- Interior camera coverage provided.
- Cameras are in excellent condition.

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.31 RANKINGS SYSTEM DEFINED

Ranking (range '1' to '5')

Via the site inspections and conditions assessments contained in the detailed report, the design team is providing a condition (or ranking) of various, select building physical components. An itemized course of action may be derived from this ranking as well as strategies and prioritization for maintenance of the facilities.

Vintage (year of construction)

Buildings that were constructed or renovated at different time periods (dates)are assigned a Vintage #. Elements of varying ages are evaluated separately. Vintage #'s for each facility are indicated on the vintage diagram & checklist.

Condition (range 'very poor' to 'very good')

Existing exterior and interior conditions of all building and site elements are determined by the following criteria for evaluation:

Ranking: **1 Very Poor [VP]** An element is evaluated as Very Poor [VP] when:

- Requires prompt attention.
- May last and may need to be replaced in 0 to 5 years.
- The element is no longer performing its intended purpose.
- Deterioration or damage affects more than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a severe negative impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **2 Poor [P]** An element is evaluated as Poor [P] when:

- May last and may need to be replaced in 5 to 10 years.
- The element may be approaching the end of its useful life.
- Deterioration or damage affects less than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a negative impact on the overall efficiency and/or fiscal sustainability of the facility.
- May last and may need to be replaced in 5 to 10 years.

Ranking: **3 Fair [F]** An element is evaluated as Fair [F] when:

- May last and may need to be replaced in 10 to 15 years.
- The element is functioning as intended and is still within its useful life.
- Deterioration or damage affects less than 25% of the element.
- There are early signs of wear, failure or deterioration, but the element is structurally sound.
- Visible wear and tear is considered typical for a structure of this age and type.
- Has a little impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **4 Good [G]** An element is evaluated as Good [G] when:

- May last and may need to be replaced in 15 to 20 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a no impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **5 Very Good [VG]** An element is evaluated as Very Good [VG] when:

- Needs no attention and may last up to 25 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a positive impact on the overall efficiency and/or fiscal sustainability of the facility.

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.32 DATES OF CONSTRUCTION (VINTAGE)



Vintage:

V1 **1965:** Original Construction

V2 **1995:** Classroom and Media Center Additions

V3 **2006:** Modular Classrooms

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1965
V2 1995
V3 2006

Exterior		V3	V2	V1	
Component	Material(s)	Condition			Notes
Roofing	EPDM Membrane	2	3		
	Built-up gravel			2	
	Fascia / trim	2	3	2	
Walls	Masonry - Brick		3	3	
	Masonry – precast concrete		3	2	
	Wood	1			Modular units
	Joints (building or expansion)		4	4	
Entrances	Aluminum Doors & Frames		3	2	
	Hollow Metal Doors & Frames		3	2	
	Soffits / Canopy		2	2	
Windows	Aluminum, thermal		4		
	Aluminum, non-thermal			2	
	Window Screens			2	
Walkways / site stairs	Concrete walks & curbs at drives & parking			1	
Drives / parking lots	Bitum. pavement - drives			3	Poor at north, south has been replaced
	Bitum. pavement - parking			3	Poor at north, south has been replaced
	Line striping			3	Poor at north, south has been repainted
	Extruded bitum. conc. curbing			1	
Landscaping	Lawn			2	
Recreation	Paved play surfaces			3	
	Raised play structures			3	
	Grass fields			3	
Other Structures	Wood ramps			1	Located at modular units

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1965
V2 1995
V3 2006

Interior		V3	V2	V1	
Component	**Material(s)**	**Condition**			**Notes**
Flooring	VCT Tile	3		3	
	Terrazzo	3		3	
	Carpet			3	
	Ceramic Tile	3		2	
Walls Surfaces	Masonry - CMU, Face Brick	3		3	
	Porcelain tile	3		3	
Ceilings	Acoustical tile ceilings	3		3	
	Metal panel ceilings - visual			3	
Interior trim	Hollow metal	3		3	
	Terrazzo	2		2	Should be patched and cleaned
	Wall Base - Vinyl	3		3	
Interior doors	Wood doors	3		3	
	Hollow metal doors	3		3	
	Hardware	4		4	
Built-ins	Casework (general)	2		2	
	Countertops	2		2	
Toilet Facilities	Fixtures			3	
	Partitions			4	
	Accessories (dispensers, driers)			4	
Athletics	Gymnasium floor / play surface			4	
	Athletic equipment			2	

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
- **1** Very Poor [VP] Requires prompt attention, 0-5 years
- **2** Poor [P] May require attention in 5-10 years
- **3** Fair [F] May require attention in 10-15 years
- **4** Good [G] May require attention in 15-20 years
- **5** Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
- **V1** 1965
- **V2** 1995
- **V3** 2006

Building Systems

Component	Material(s)	Condition V3	V2	V1	Notes
Fire Protection	Alarms & Devices	3	3	2	
	Fire suppression (infrastructure / devices)	4	3	3	
Plumbing Systems	Infrastructure (pipes, drains, etc.)	4	3	3	
	Fixtures	3	3	3	
	Overall efficiency	3	3	3	Water heater had electrical issues
Electrical (Service)	Infrastructure (panels, wiring, etc.)	4	3	2	
	Service & distribution	4	3	3	
	Generator	2	2	2	Original to building
	Other	3	3	3	
Electrical Lighting	Infrastructure (panels, wiring, etc.)	3	3	2	
	Fixtures (Interior)	3	3	3	
	Efficiency (incl. natural & artificial light distr.)	3	3	3	
Security	Access Control	3	3	3	
	Cameras	5	5	5	Upgraded summer 2022

EXISTING CONDITIONS NARRATIVE

C

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

C. EXISTING CONDITIONS NARRATIVE

C.1 Architectural

Construction:

The building is constructed primarily of non-combustible materials. The exterior walls are constructed of brick veneer. Interior walls vary in construction material. The floors are concrete slab on grade. The structural frame consists of steel columns, and beams. The building is three different vintages; all constructed with the same exterior materials. The roofs are steel framed.

Exterior:

Exterior façade (general): The exterior of the building is in generally in fair to poor condition. The north side houses the main entrance. A secondary entry is located on the south, by means of a circular driveway. Exterior walls are brick clad with concrete block backup. There are some areas with pre-cast concrete beneath windows. Wood-clad modular units sit on the northwest corner of the site but are no longer in use. The roofs are predominantly flat built-up gravel throughout with the exception of the EPDM gable at the gymnasium and EDPM roofs at the 1995 additions.

Walls: The exterior walls are in fair condition, but the brick could benefit from a general cleaning, especially at the base. The brick at both the original 1965 structure and the 1995 additions is in fair condition. Areas of brick on the south side, by the loading area, are deteriorating slighting. Precast concrete sills and panels beneath and above windows range from fair to poor condition. All should be heavily cleaned, and some areas require minor crack repair. Vertical building joints are in good condition and did not appear to need raking or replacing. The wood siding at the modular units is in very poor condition. Since these units are no longer in use, they should be demolished.

Windows/Doors/Entrances: The entrance doors are aluminum or steel doors with glass. These doors are in poor condition and at the end of their useful life. The glazing is single-pane, non-insulated glass. Other doors, which have either a secondary function or function as egress only are painted hollow metal doors. Generally, the hollow metal doors are in fair condition. Windows vary depending on the building vintage. Those at the original building are single-pane, non-insulated and in poor condition. Windows at the 1995 addition are thermally insulated, double pane and in good condition. The single pane windows should be replaced because they are deteriorating at the jambs and sills. The single pane operable windows have screens, and the 1995 addition does not. Entry canopies and soffits are in poor condition throughout all vintages.

Roof: The flat roofs are built-up gravel and EPDM and are in poor and fair condition. The built-up gravel roofs at the original building are in poor condition. The roof surfaces were covered in leaves and pine needles from neighboring trees, and they collect water in a few locations. The EPDM roofs at the 1995 additions appear to be in fair condition. There are no signs of delamination or breaches. The EPDM roof at the modulars was also in fair condition but should

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

be removed with the entire structure. Expansion joints are in fair condition. Roof penetrations appear to be in fair condition but could benefit from cleaning around drains.

Interior:

Interior spaces (general): The interior of the facility ranges from good to poor condition and is generally clean and well kept. The facility is laid out in a "U" shape, with the modular units in the northwest corner and the 1995 additions on both the west and east sides of the building. All classrooms are located in the upper half of the "U" shape, with the majority of major multi-use spaces forming the horizontal base of the "U." The north houses the main entry, administrative spaces, and one classroom wing. The central portion of the building contains the gymnasium, cafeteria and media center and connects the north side of the building to the second classroom wing to the south. The media center is located in the 1995 addition and faces north into a courtyard surrounded by classrooms. The floor plan and circulation are relatively simple. Major multi-use spaces are predominantly centralized with classroom wings branching off to the east of the building.

Corridors: All corridors are double loaded with classrooms or major multi-use spaces on both sides. Terrazzo and acoustical ceiling tile are the finishes throughout and are both in fair condition. The terrazzo is dated and should be polished, but remains in fair condition. Overall, ceiling tiles are in fair condition but there are a few areas with stained or damaged tiles that should be replaced. Walls are painted concrete block throughout, apart from main entry that has brick clad walls. Artificial lighting in the corridors is sufficient.

Classrooms: Classrooms appear to have ample space and are typical of what would be expected in a building of this type and vintage. All classrooms are located in the original 1965 building. The teaching walls, with white boards, smart display board with projector, and occasional tack board, were present in most classrooms. The exterior walls typically have a heating unit under the window. These windows provide good natural daylight for most classrooms. All ceilings are acoustical tiles and are in fair condition. There is VCT in all classrooms. The VCT is dated but still in fair condition. Casework is in poor condition and should be upgraded to keep up with the evolving educational curriculum. Each classroom appears to have ample artificial light.

Administration Offices: The administration offices are situated at the main entrance as a means of control and visual acuity. There is a locked vestibule to control visitors. Although there is a storefront at the main office, the space still has limited visibility to the adjacent corridors. Although dated, carpet is in fair condition and acoustical ceiling tiles are in poor condition. Casework is also dated and in fair condition.

Major Common Spaces:

Cafeteria: The cafeteria is at the center of the facility and has a kitchen adjacent to the southeast. The space appears to be smaller in size compared to other cafetrias and

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

multipurpose rooms in the district; however, it seems to be sized well for the number of students in each lunch wave. The space has a large south facing storefront system that provides some natural daylight into the space. The floors are VCT and are in fair condition. The ceiling is acoustical ceiling tiles in poor condition. With the lack of natural light in the space, artificial light should be improved.

Gymnasium: The gymnasium is located across from the main entry, adjacent to the cafeteria. and appears to have sufficient height to properly serve the physical education curriculum. The ceiling is a metal panel with alternating perforated panels that ventilate the space. Aesthetically, the ceiling is in good condition. All walls are painted concrete acoustical block and clad in athletic wall padding on the lower third of the wall. The wood floor was recently replaced and is in good condition. A raised platform anchors the northwest end of the gymnasium and supports the space's us as an auditorium. A motorized lift provides ADA access to the platform. Artificial lighting is sufficient. The ceiling and wall mounted basketball hoops are reaching the end of their useful life and should be upgraded.

Media Center: The media center is centrally located, constructed as part of the 1995 addition. It is situated across the corridor from the cafeteria. The space appears to be undersized for library functions and is much smaller than other library/media centers in the district. VCT and acoustical ceiling tiles are the finishes throughout, and both are in poor condition. The space receives very little natural light from the north facing storefront and artificial light should be upgraded to supplement this lack of daylight. Casework is dated and in fair condition, but should be upgraded to better support library functions.

Toilet Facilities: The school has two main gang toilet facilities, each pair containing facilities for male and female users. Both are fully ADA accessible; however, only one set of toilet rooms is used by students. The other, located at the main entrance, is dedicated to staff. Each gang facility has operable partitions with water closets, lavatories and paper towel dispensers. Ceramic floor tile, acoustical ceiling tile and porcelain wall tile at the staff toilet rooms, are in good condition. The student toilet facilities are located in the southeast classroom wing. Although dated, these facilities are in fair condition. The floors are ceramic tile and show signs of extensive patching. These are in poor condition and could benefit from replacement. Ceilings are acoustical tile and walls are painted CMU with porcelain wall tile. All are in fair condition. Toilet partitions are in good condition in both staff and student gang facilities.

Code and Safety:

ADA: The building would not be deemed ADA compliant in reference to required clearances at classroom doors. A hydraulic lift provides ADA access to the raised platform in the gymnasium. All toilet facilities are ADA accessible.

Safety: From a security perspective, the school appears to have sufficient access control at the main entrance by means of a security guard and a locked entry vestibule. Visibility from the main office into the entry corridor could be improved. There are many exterior doors that could be possible points of entry and therefore, difficult to monitor.

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

C. EXISTING CONDITIONS NARRATIVE

C.2 EPFP / Security

C.21 PLUMBING / FIRE PROTECTION

Hot Water Generation:
The buildings existing domestic hot water is generated via a gas fired instantaneous water heater installed about 3 years ago. It is rated for 380 MBH and is in good condition. It is located in the main boiler room and was installed with recirculation and a thermostatic mixing valve, but no expansion tank. Building staff did not mention any issues with hot water in the building.

Domestic Water Service:
Domestic water for the building is provided by a 3" water service from the street in the boiler room. The service is protected with a backflow preventer and is in fair condition. There is no booster pump for the domestic water system in the building.

Domestic Water Piping:
Domestic water piping was observed to be a copper piping. The piping was insulated and seemed to be in fair condition throughout. Building staff did not mention any major problems in terms of leaks on the domestic water system.

Plumbing Fixtures:
Plumbing fixtures consist of a mixture of floor mounted and wall mounted water closets with manual flush valves. Lavatory sinks are wall mounted with automatic sensor type faucets. The plumbing fixtures vary in age and seem to be in fair condition. Building staff did not mention any issues with the plumbing fixtures in the building.

Sanitary Service:
The building has a sanitary sewer service that leaves to the street. Sanitary piping is a mixture of PVC and cast iron in the building. Building staff did not mention any issues with underground plumbing.

Storm Service:
The building consists of both roof drain and an overflow storm system. The piping was cast iron. The roof drains take the storm water underground to the municipal storm system at the street. The roof drains and piping seemed in fair condition. Building staff did not mention any major issues with the roof drains or piping.

Natural Gas Service:
There is a 1" high pressure gas service entering the building from the exterior on the south wing of the building. The gas serves kitchen, HVAC, and hot water equipment. The gas piping in the building is steel and looked in fair condition.

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

Fire Protection:
There is a 6" fire protection serves that serves sprinklers throughout the entire building. The service is protected by a DCDA. There is 1 zone within the building and no fire pump. The fire sprinkler piping looked to be in fair-good condition. There were no major issues with the fire protection system observed by building staff.

C.22 ELECTRICAL

Main Electric Service:
The main electric service originates from a utility company pole. The service runs from a utility company owned, pole mounted transformer to a switchboard located in the building.

The main electric service to the building is rated 1600 Amps, 208/120 volts, 3-phase, 4-wire, and includes a utility company metering compartment, and distribution section. This service and equipment are original to the building and in fair condition.

Electrical Distribution:
The electrical distribution consists of conduit and feeders from the main distribution panels to branch circuit panel boards located throughout the building. The electrical distribution equipment and wiring are in good condition.

Generator:
The building is currently served by an Onan 30 kW diesel fired generator located in the ground level Generator Room. This generator serves a Kohler Automatic Transfer Switch (ATS). This generator is original to the building and, although it is in working order, it should be replaced.

Lighting Systems:
The lighting throughout the building consists of 1x4, 2x2 and 2x4 LED troffers. The bulbs were upgraded to LED in 2017. Lighting is functional and in fair condition.

Emergency lighting for the building is served by a combination of light fixtures served by the generator and wall mounted two headed battery fixtures.

Lighting control consists of occupancy sensors, wall-mounted toggle switches; key operated toggle switches for local control. Corridor occupancy sensors should be replaced as they are past their useful life.

Fire Alarm System:
The fire alarm system in the building consists of a Fire Alarm Control Panel by Notifier. There is no Fire Alarm panel or Annunciator at main entrance. Throughout the building, there are strobe only units, simplex bells, and pull stations sporadically located throughout. Although the system is in fair condition, it should be upgraded.

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

Communication Services:

Building horizontal cabling is Cat 6 with PoE type network switches installed on a wall mounted rack. The rooms are appropriately outfitted with grounding and bonding and dedicated cooling systems.

Wireless access points are provided within the building.

Time control center was provided in the building but has since failed. Battery clocks are being used in lieu of time control center.

Access Controls for security is provided for this building via card readers.

Ceiling and wall mounted speakers are provided throughout for general paging. Speakers were installed 6-7 years ago and are in good condition.

There is camera coverage throughout the building and parking lot camera coverage was added this summer.

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

C. EXISTING CONDITIONS NARRATIVE

C.2 Site

Roadways/Parking: The site is situated at the junction of Stonehouse and Dayton Roads. The main access route through the site enters off of Dayton Road to the east and exits out onto Stonehouse Road to the north. This one-lane drive is used as the buss loop and drops students off at the main entry of the building. Parking lots serve as a buffer between the school and both main roads. The parking lot across from the main entrance, is accessed by the same drive as the bus loop, off of Dayton Road. The second parking lot is located in the southwest corner, further down Dayton Road. Access to the parent drop off loop and the building's service entry, are also accessed by means of these two drives off Dayton Road. The drive furthest south is utilized as the entry, and traffic is circled out through the second drive, just north of the entry.

The overall condition of site pavement ranges from poor to good. The parent drop-off loop and a portion of the service entry were recently repaved and restriped. The remaining site pavement is in poor condition with evidence of fine cracking, deterioration, and transverse cracking, especially along drive aisles.

The overall condition of curbing throughout the site is very poor. Both bituminous and concrete curbing are deteriorating and cracked at several joints.

Walkways: Walkways on site consist primarily of concrete pavement and are in poor to fair condition. Walkways adjacent to the driveway and parking areas are in poor condition, showing signs of cracking and deterioration. Concrete walkways that service play areas are in fair condition with some signs of cracking. Bituminous concrete walkways are in fair condition with a few signs of cracking.

A concrete ramp and stair are located on the west side of the building, at the end of the gymnasium corridor. Both are in poor condition. Railings appear to be in fair condition. Wood ramps provide access to the modular classroom units. These ramps are at the end of their useful life and are in poor condition.

Paved Play: Paved play areas are located to the northeast and southwest sides of the school and are of bituminous concrete. The overall condition of the northern paved play area is fair; however, the southern play area is in poor condition. The condition of this paved play area is consistent with that of the adjacent parking lot. There is evidence of extensive cracking, deterioration, and transverse cracking.

Grass Fields: Grass fields are located on the east side of the school, and all are in fair condition.

Diamond Fields: A diamond field is situated in the far southeast corner of the site. Groundcover appears to be in fair condition.

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

Playgrounds: Two raised play structures and a swing set are located northeast of the facility, adjoining the primary paved play area. All appear to be in fair condition. Proximity to the road is not ideal and may prove to be a safety and security issue.

Fencing: A timber rail barrier lines the eastern portion of Stonehouse Road and separates the route from the raised play structures. The barrier appears to be in fair condition. Chain link fencing was not observed on the site.

Landscaping: Overall landscaping is in fair to poor condition. Lawn areas adjacent to walkways and paved play areas are bare and could benefit from reseeding.

PHOTO LOG D

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural



Aerial – Context



Years of Construction - Vintage

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural



Exterior – Main Entrance



Exterior – Secondary Entrance

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural





Exterior – Courtyard



Exterior – Service Entry

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural





Exterior – Walls & Windows – Vintage 1





Exterior – Walls & Windows – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural



Exterior – Walls & Windows – Vintage 1



Exterior – Walls & Windows – Vintage 2

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural



Roof – Gravel Built-Up – Vintage 1





Roof – Gravel Built-Up – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural





Roof – Gravel Built-Up – Vintage 1





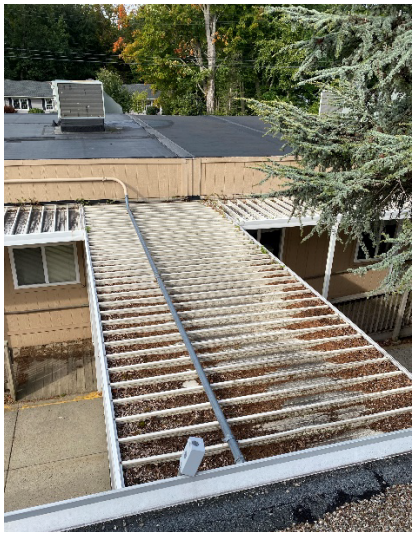
Roof – Gravel Built-Up – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural



Roof – Vintage 1



Roof – Gravel Built-Up – Vintage 2

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural





Interior – Main Entry



Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Corridor – Vintage 1





Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural





Interior – Classroom – Vintage 1



Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural





Interior – Classroom – Vintage 1





Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural





Interior – Classroom – Vintage 1





Interior – Classroom – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

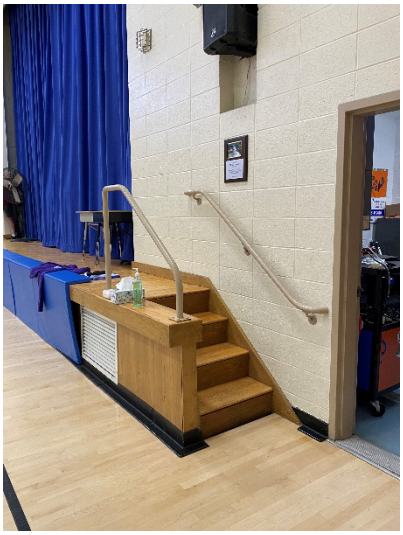
D.1 Architectural





Interior – Gymnasium





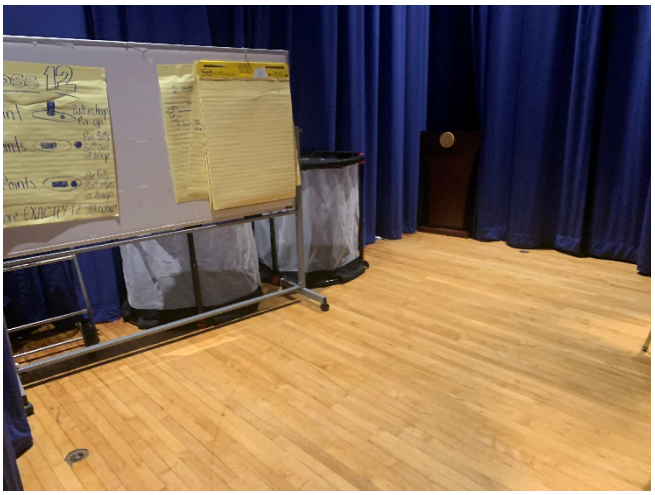
Interior – Platform

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural





Interior – Platform





Interior – Gym Storage

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural





Interior – Cafeteria





Interior – Kitchen

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Kitchen Storage





Interior – Kitchen

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Admin



Interior – Admin

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural



Interior - Toilet Facilities – Vintage 1



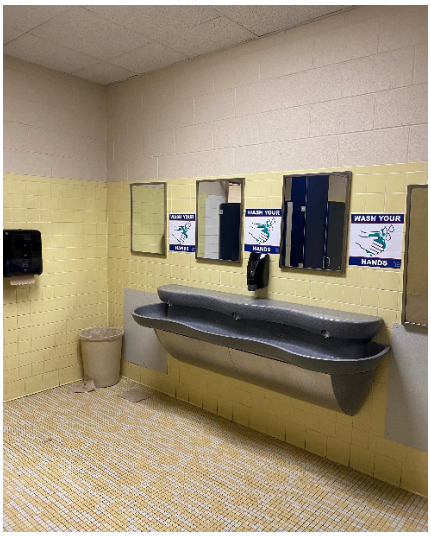
Interior - Toilet Facilities – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural


Interior - Toilet Facilities – Vintage 1





Interior – Staff Break & Storage

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural





Interior – Library





Interior – Library

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural





Interior – Art Classroom



Interior – Music Classroom

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.1 Architectural



Interior – Maintenance



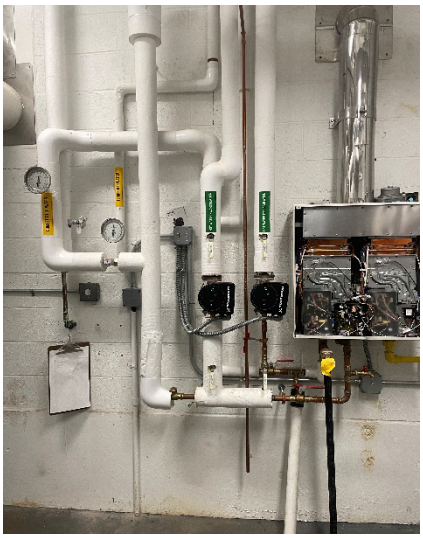
Interior – Maintenance

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.1: Domestic Water Heater



D.2.2: Plumbing Piping

EDUCATIONAL FACILITIES ASSESSMENT

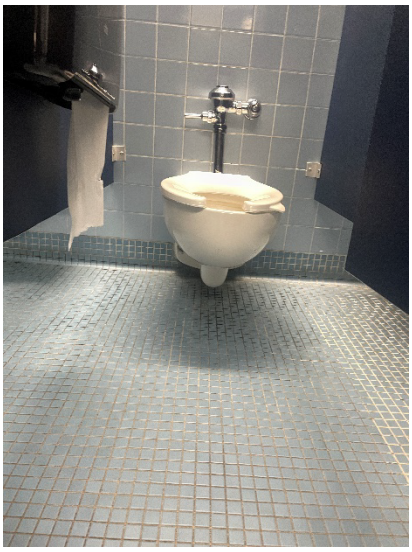
TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.3: Wall Mounted Touchless Plumbing Fixtures



D.2.4: Wall Mounted Manual Plumbing Fixture

EDUCATIONAL FACILITIES ASSESSMENT

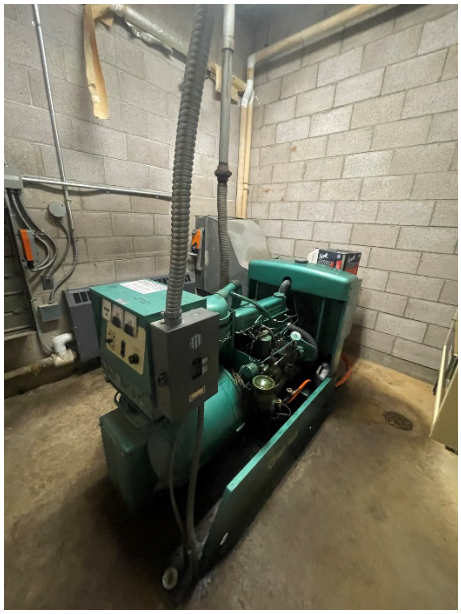
TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.2 EPFP / Security



D.2.5: Fire Protection Service



EXISTING GENERATOR

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING CLASSROOM LIGHTING



EXISTING PANELBOARD

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.2 EPFP / Security



EXISTING FIRE ALARM CONTROL PANEL

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.3 Site





Driveway & Parking



Driveway

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.3 Site



Walkways



Walkways

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.3 Site



Walkways



Walkways

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.3 Site





Paved Play Areas



Playground

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.3 Site



Site Stairs



Site Ramp

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.3 Site





Landscaping – Lawn



Landscaping – Lawn

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

D. PHOTO LOG

D.3 Site



Landscaping – Planting



Fencing

PROGRAMMING E

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

E. PROGRAMMING

E.1 Narrative Summary

The drop-off area does work well, as long as the flow of traffic keeps moving efficiently. Otherwise there is a back-up on Dayton Road. There are a lot of parents utilizing the drop-off. There is an effort to encourage parents to use the back entrance. Could benefit from more parking. There are quite a few walkers coming from the path behind the building, Stonehouse Road, and other areas. There is flexibility on site to accommodate parking on large event nights. There are plans for a new parking lot.

The portables need to be taken down. They are not used, and have been vacant for ten years. There is a rodent infestation, and organic material growing inside. There are holes in the side of the portables and pose a safety concern for the students. Students are also able to access the roof, which is another safety concern. There are plans to demolish the portables.

The play areas are old and elements are breaking. There is a newer musical play structure, and the blacktops have been redone in 2013. The gaga pit should be taken down. There is a beautiful outdoor classroom that the PTA recently completed. The fields are unusable due to excessive water, erosion, and existing drains that pose a tripping hazard to students. A fence or privacy separator is needed to protect students playing on the playground near the road.

Since the original construction in 1965, not much has changed or evolved with the advances in education. The building infrastructure is lacking. There are not enough toilet rooms, only two in the entire school, and only two staff bathrooms in the entire school. There is a need for more gender neutral bathrooms. There are sinks and toilets in K-2 classrooms but they are old and small. All classrooms have sinks.

Tashua was meant to have an upper level, and would like one. There is a need for more learning labs. The gym is too small, and there is no room for an all-school event with parents. Ideally, a track above the gym is desired to encourage greater student movement. The gym floor was redone after a flood, and more gym storage is needed. Stadium seating (bleachers) are desired in the gym. A student toilet near the gym/music rooms is needed.

Special education is tight and less than ideal. The program is using rooms that are too large, and is not quiet enough for the students. Those spaces are also not dedicated space to special education. The spaces lack privacy, and multiple functions are sharing one room. OTPT uses the stage. There is a lift to the stage, but storage blocks access to it. More small spaces are needed for special education, and keep the larger spaces available for PPT or meetings.

An updated bell and speaker system is needed. The vision is to have calming music playing in the hallways. Connecting doors in the classrooms is also desired, along with built-in shelving in the classrooms.

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

Tashua offers themed days such as Stress Awareness Day, where all specialists get involved. On Kindness Day, the kindergarten and third grade students pair up. Tashua also tries to offer project based learning. The space just needs to better support these initiatives. The courtyards are nice, but would like to see more updated classrooms.

Students visit the learning commons one grade at a time. Parents are very involved, and the school was able to purchase flexible seating through the Donors Choose platform. Generally, the media center functions well.

Band and strings teach in the TLC space.

The kitchen is original, and the sound absorption in the cafeteria is poor. The glazed block is undesirable. Deliveries occur in the parent drop-off area.

Administration might want to split-up so there is greater visibility and monitoring, but the location is fine and the nurse is up front. There is only one space for faculty to work and eat.

There are roof leaks which have been patched. Air conditioning and air flow are significant issues. Air conditioning is not available in every classroom and more modern methods for air quality and thermal comfort are desired. New windows are needed.

Would like more learning labs and common areas, flexible furniture, bottle filling stations, more natural daylight and more writable walls.

E.2 Square Footage Analysis

Please refer to attached plan diagrams for the following:

E.21 Use and Area Analysis
E.22 Core Spaces Benchmarking
E.23 Maximum Allowable Per State Standard

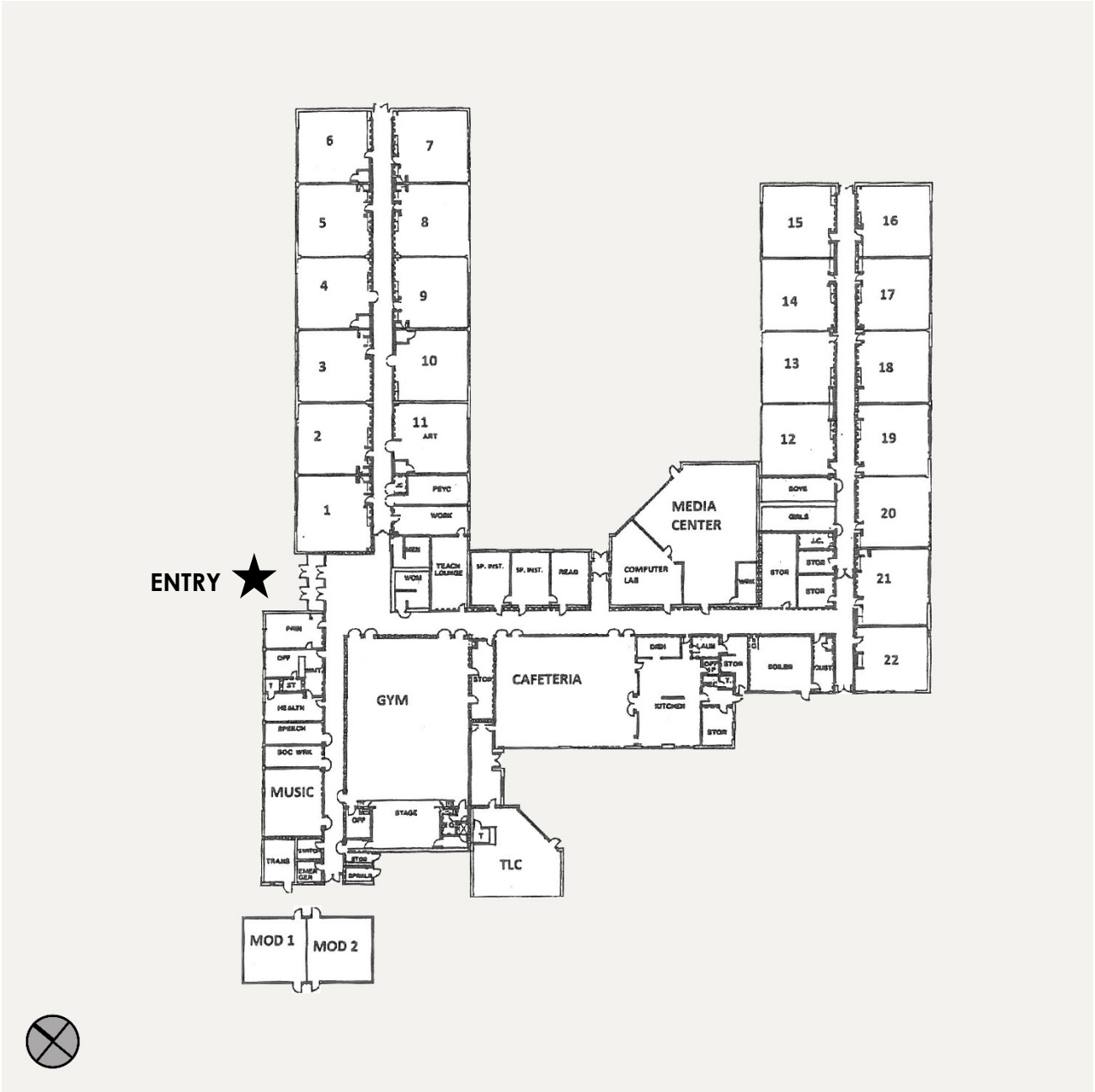
APPENDIX F

EDUCATIONAL FACILITIES ASSESSMENT

TASHUA ELEMENTARY SCHOOL (TES) K-5

F. APPENDIX

F.1 PLAN DIAGRAMS



THIS PAGE INTENTIONALLY LEFT BLANK

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER

240 MIDDLEBROOKS AVE, TRUMBULL, CT

CONDITIONS ASSESSMENT & MASTER PLAN

Tecton ARCHITECTS

12

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

TABLE OF CONTENTS

A. INTRODUCTION

- A.1 OBJECTIVES
- A.2 FACILITY

B. SUMMARY & ANALYSIS

- B.1 SCHOOL & FACILITY DATA
- B.2 CONDITIONS SUMMARY
- B.3 CONDITIONS RANKINGS
  - B.31 RANKINGS SYSTEM DEFINED
  - B.32 DATES OF CONSTRUCTION (VINTAGE)
  - B.33 CHECKLIST & RANKINGS

C. EXISTING CONDITIONS NARRATIVE

- C.1 ARCHITECTURAL
- C.2 EPFP / SECURITY
  - C.21 PLUMBING / FIRE PROTECTION
  - C.22 ELECTRICAL / SECURITY
- C.3 SITE

D. PHOTO LOG

- D.1 ARCHITECTURAL
- D.2 EPFP / SECURITY
  - D.21 PLUMBING / FIRE PROTECTION
  - D.22 ELECTRICAL / SECURITY
- D.3 SITE

E. PROGRAMMING

- E.1 NARRATIVE SUMMARY
- E.2 SQUARE FOOTAGE ANALYSIS
  - E.21 USE AND AREA
  - E.22 CORE SPACES BENCHMARKING
  - E.23 MAXIMUM ALLOWABLE PER STATE STANDARD

F. APPENDIX

- F.1 PLAN DIAGRAMS

INTRODUCTION A

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

A. INTRODUCTION

A.1 Objectives

Tecton Architects was commissioned by Trumbull Public Schools to perform an educational facilities conditions assessment of 12 schools and Administration Office Building in Trumbull, CT. The goal was to conduct on-site inspections and gather meaningful data about the physical state of the academic buildings and grounds. The assessment reports would then provide insight and aid in the completion of a viability study of alternate land/buildings and a long-term Capital Management Plan that focuses on the district facilities and their mechanical infrastructures.

During the month of September 2022, Tecton Architects, accompanied by its team of licensed professional engineers and escorted by head custodial staff, visited the Trumbull Early Childhood Education Center at 240 Middlebrooks Avenue, Trumbull, Connecticut. The school was surveyed for the conditions of the architecture, electrical, plumbing, fire safety, technology, and site conditions therein. Among other items assessed were structural, accessibility and energy issues, as well as school safety. The purpose of the visual observations was to quantify and evaluate the current state of the respective A/EPFP systems. Observations were made in the portions of the building that were accessible at the time of the inspections.

A.2 Facility

This facility functions as a prekindergarten school that serves the entire district. The approximately 26,350 square foot facility was constructed circa 2005 and has not undergone any renovations or additions. The facility shares the site with Middlebrook Elementary school and is located down the hill from the elementary school at the west.

The building is one story and oriented on a north/south axis with the main corridor bisecting the facility. The main entrance is located furthest north and is defined by a double-height entry vestibule. Classrooms are located off of the double-loaded main corridor and each have direct access to the exterior. The building is divided in half visually by a lower roof and programmatically by special education services.

An age-appropriate play area is situated at the west side of the building and is fully enclosed by a chain link fence. This is the primary play area for the facility. A paved play surface is located at the southern end of the building and is shared with the neighboring elementary school. Grass fields are sited just beyond the paved play area and also serve both schools.

Access to the site is from the west off Middlebrooks Avenue with the building oriented parallel to street. The first driveway off Middlebrooks Avenue is designated as the sole entry to the building. Additional entries are situated further down Middlebrooks Avenue and serve the adjacent Middlebrook Elementary School. The single point of entry circulates traffic around the student drop-off loop. A small parking area and the ADA accessible parking spaces are also situated at the front of the building. A secondary parking lot is located further north and is shared with the

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

Trumbull Emergency Medical Services facility. The building's service entrance is beyond the main entry loop and down around to the eastern side of the facility.

SUMMARY & ANALYSIS B

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

B. SUMMARY & ANALYSIS

B.1 School & Facility Data

The School:

Type:	PreK	**Additional Programs:**	None
Grade Structure:	PreK	**Meals:**	Lunch (bring own)
Pre-K:	Yes	**Start time:**	7:30 am, 8:15 am, 12:30 pm
Enrollment (current):	240-300	**Dismissal:**	11:30 am, 12:15 pm,
Staff (approx.):	70		3:00 pm, 5:00 pm
Location (in town):	Central, west		

The Facility:

Total Building Area (SF):	26,350 sf	**Original Construction:**	2005
Site Area (acres):	Located on Middlebrook ES	**Additions (dates):**	None
Stories (above grade):	1	**Construction Type(s):**	
Building/Framing Materials:	Masonry, concrete, steel	**Roof Types & Age:**	Standing seam metal
			Adhered asphalt
Split-level / ramps (interior):	No	**Heating (types):**	N/A
Stairs (interior):	None	**Fuel Types:**	Natural Gas
Elevator:	None	**Cooling (centralized):**	N/A
Basement:	Yes	**Ventilation:**	N/A
Mezzanine (mechanical)	None	**Electrical:**	600A - 208V-3 Phase
Crawl Space / Tunnels:	None	**Generator:**	N/A
Modulars (classrooms):	None	**Fire Alarm:**	Yes: Notifier
Auxiliary Buildings:	Storage sheds	**Sewer / Septic:**	Sewer
Full ADA Compliance:	Yes	**Municipal Water / Well:**	Municipal Water
		Sprinklered (full / partial):	Full Sprinkler protection
Athletic Fields:	Shared with Middlebrook ES		

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

B. SUMMARY & ANALYSIS

B.2 Conditions Summary

Building Condition:

- **Good/Fair**
- Exposed foundations and concrete ramps could benefit from cleaning.
- Carpet is at the end of its useful life and should be replaced.
- Casework is dated and will most likely require upgrading in 5-10 years.
- Select acoustical ceiling tiles should be replaced.
- Classrooms relegated to Middlebrook Elementary school are in poor condition compared to classrooms within the TECEC facility. Ideally, more space would be added to the existing facility, so students learn in similar classroom environments.

Programmatic Findings:

- Air quality and thermal comfort issues significantly impact learning
- The building is at capacity and more classroom spaces are desired
- The lack of space prevents the program from growing and offering full day program
- The program is currently using classrooms in Middlebrook which poses logistical challenges
- Music and art are currently on a cart
- There is no decent staff room
- A sensory room is needed, and other therapeutic spaces are desired

Fire Protection & Fire Alarm:

- Fire alarm system is in good condition.
- Building is fully protected with fire sprinkler system. Piping is in good condition.

Plumbing:

- Water heaters are in fair condition. Indirect type.
- Piping seems to be in fair-good condition.
- Fixtures seem to be in fair-good condition.

Electrical:

- Main Electric service is 208/3-phase, 600 Amps.
- The electrical equipment that is original to the building is in fair condition.
- Distribution equipment added throughout the years is in good condition.
- Solar PV installed 2 years ago. Excellent condition.
- There is no generator.
- Lighting throughout is in good condition.

Security System:

- Full exterior camera coverage including entrances. Interior camera coverage provided. Good condition.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.31 RANKINGS SYSTEM DEFINED

Ranking (range '1' to '5')

Via the site inspections and conditions assessments contained in the detailed report, the design team is providing a condition (or ranking) of various, select building physical components. An itemized course of action may be derived from this ranking as well as strategies and prioritization for maintenance of the facilities.

Vintage (year of construction)

Buildings that were constructed or renovated at different time periods (dates)are assigned a Vintage #. Elements of varying ages are evaluated separately. Vintage #'s for each facility are indicated on the vintage diagram & checklist.

Condition (range 'very poor' to 'very good')

Existing exterior and interior conditions of all building and site elements are determined by the following criteria for evaluation:

Ranking: **1 Very Poor [VP]** An element is evaluated as Very Poor [VP] when:

- Requires prompt attention.
- May last and may need to be replaced in 0 to 5 years.
- The element is no longer performing its intended purpose.
- Deterioration or damage affects more than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a severe negative impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **2 Poor [P]** An element is evaluated as Poor [P] when:

- May last and may need to be replaced in 5 to 10 years.
- The element may be approaching the end of its useful life.
- Deterioration or damage affects less than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a negative impact on the overall efficiency and/or fiscal sustainability of the facility.
- May last and may need to be replaced in 5 to 10 years.

Ranking: **3 Fair [F]** An element is evaluated as Fair [F] when:

- May last and may need to be replaced in 10 to 15 years.
- The element is functioning as intended and is still within its useful life.
- Deterioration or damage affects less than 25% of the element.
- There are early signs of wear, failure or deterioration, but the element is structurally sound.
- Visible wear and tear is considered typical for a structure of this age and type.
- Has a little impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **4 Good [G]** An element is evaluated as Good [G] when:

- May last and may need to be replaced in 15 to 20 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a no impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **5 Very Good [VG]** An element is evaluated as Very Good [VG] when:

- Needs no attention and may last up to 25 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a positive impact on the overall efficiency and/or fiscal sustainability of the facility.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.32 DATES OF CONSTRUCTION (VINTAGE)



Vintage:

V1 **2005:** Original Construction

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 2005

Exterior		V1	
Component	**Material(s)**	**Condition**	**Notes**
Roofing	Standing seam metal	4	
	Adhered asphalt	4	
	Aluminum gutters / downspouts	4	
	Fascia / trim	4	
Walls	Masonry - Brick	4	
	Masonry - CMU	4	
	Metal panel	4	Located above windows
	Joints (building or expansion)	4	
	Foundations – exposed concrete	3	
Entrances	Aluminum Doors & Frames	4	
	Hollow Metal Doors & Frames	4	
	Soffits / Canopy	4	
Windows	Aluminum, thermal	4	
	Window Screens	4	
Walkways / site stairs	Concrete walks & curbs at drives & parking	3	
	Bitum. concrete walks	2	
Drives / parking lots	Bitum. pavement - drives	3	
	Bitum. pavement - parking	3	
	Line striping	4	
	Extruded bitum. conc. curbing	3	
Landscaping	Lawn	2	
	Planting	3	
	Mulch beds	3	
Recreation	Paved play surfaces	2	
	Rubber play surfaces	3	
	Raised play structures	3	
	Grass fields	2	Shared with Middlebrook elementary
Other Structures	Sheds	3	
	Ramps	2	

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 2005

Interior — V1

Component	Material(s)	Condition	Notes
Flooring	VCT Tile	3	Select areas require patching
	Carpet	2	
	Ceramic Tile	4	
Walls Surfaces	Gypsum Wall Board	4	Require paint
	Decorative wood paneling	4	
	Porcelain tile	4	
Ceilings	Acoustical tile ceilings	3	
Interior trim	Hollow metal	4	
	Wall Base - Vinyl	3	
Interior doors	Wood doors	4	
	Hollow metal doors	3	
	Hardware	4	
Built-ins	Casework (general)	3	
	Countertops	3	
Toilet Facilities	Fixtures	4	
	Partitions	4	
	Accessories (dispensers, driers)	4	

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction) **V1** 2005

Building Systems V1

Component	Material(s)	Condition	Notes
Fire Protection	Alarms & Devices	4	
	Fire suppression (infrastructure / devices)	4	
Plumbing Systems	Infrastructure (pipes, drains, etc.)	3	
	Fixtures	4	
	Overall efficiency	3	
Electrical (Service)	Infrastructure (panels, wiring, etc.)	3	
	Service & distribution	3	
	Generator		No generator serving building
	Other	3	
Electrical Lighting	Infrastructure (panels, wiring, etc.)	3	
	Fixtures (Interior)	4	Bulbs upgraded to LED 2 years ago
	Efficiency (incl. natural & artificial light distr.)	4	
Security	Access Control	3	
	Cameras	3	

SUMMARY & ANALYSIS B

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

C. EXISTING CONDITIONS NARRATIVE

C.1 Architectural

Construction:

The building is constructed primarily of non-combustible materials. The exterior walls are constructed of brick veneer. Interior walls are gypsum wall board. The floors are concrete slab on grade. The structural frame consists of steel columns, and beams. The building is a single vintage. Roofs are steel framed.

Exterior:

Exterior façade (general): The exterior of the building is in generally in good condition. The north side houses the main entrance, covered by a large, curved entry canopy. A secondary entry is located at the south and provides access to the paved play areas. Exterior walls are brick clad with concrete block backup. There are some areas with exposed concrete foundation wall as the exterior finish material. Ground-face concrete block sits beneath storefront window systems. The roofs are a combination of standing seam metal hipped roofs and flat asphalt roofs. Hipped roofs are covered with photovoltaic panels.

Walls: The exterior walls are in good condition. The red brick is broken up by bands of glazed black brick, both in good condition. Areas of ground-face CMU below windows, are in good condition but could benefit from cleaning at the base. Metal panel above storefront windows is in good condition. Exposed foundation walls are in fair condition but should be cleaned and joints should be raked and replaced where they meet brick or CMU. Vertical building joints are in good condition and did not appear to need raking or replacing. Many building seismic joints were also observed, and all were in good condition.

Windows/Doors/Entrances: The entrance doors are aluminum doors with glass. These doors are in good condition. The glazing is thermally insulated double pane glass. Other doors, which have either a secondary function or function as egress only are painted hollow metal doors. Generally, the hollow metal doors are in good condition. Storefront window systems are thermally insulated, double pane glazing. All are in good condition. Operable windows have exterior screens. The main entry canopy and additional building soffits are in good condition. The entry canopy roof is comprised of translucent panels that diffuse the light from above.

Roof: The flat roofs are an adhered asphalt sheet product and are in good condition. Flat roofs provide access to and connect the hipped roofs above classroom volumes. The hipped roofs are clad in standing seam metal and adorned with photovoltaic arrays. Both the metal roof and solar panels are in good condition. A two-story skylight anchors the entry vestibule and provides good natural daylight down into the building. There are no signs of delamination or breaches at the asphalt roof. The roof surfaces are mostly free of debris but collect water in a few locations. Roof penetrations appear to be in good condition.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

Interior:

Interior spaces (general): The interior of the facility is in good condition and is generally clean and well kept. The facility is laid out in a linear arrangement. The facility is oriented north/south with classrooms at all four quadrants of the building. The main north/south corridor bisects the building with two smaller annex corridors branching off east and west, providing access to the exterior of the building. The northern end of the building houses the main entry, administrative spaces, mechanical space and a few classrooms. The central portion of the building contains student support spaces and a medical suite. The southern end of the facility is entirely dedicated to classroom spaces. The floor plan and circulation are simple with a single main corridor.

Corridors: The main corridor is double loaded with spaces on both sides. The secondary corridors running east west are single loaded with spaces on one side. VCT and acoustical tile are the finishes throughout and are both in good to fair condition. Areas of VCT could benefit from replacement. Walls are painted gypsum board with alternating bays clad in decorative wood paneling. The gypsum walls could benefit from paint, but they are in good condition. The wood paneling is also in good condition. There are a few locations at wall-mounted water coolers, where porcelain tile is the wall finish. Artificial lighting in the corridors is sufficient but the reflective finishes create significant glare.

Classrooms (TECEC Facility): Classrooms appear to have ample space and are typical of what would be expected in a building of this type and vintage. The building functions as a special needs preschool; therefore, teaching walls are not vital to the curriculum. There were however, many classrooms with smartboards and occasional tack boards. Large storefront windows provide good natural daylight for the classrooms. Ceilings are acoustical tiles and are in fair condition. There is VCT flooring in all classrooms except for the more specialized student support spaces that have carpet. The carpet is in poor condition and should be replaced. VCT flooring fairs the same as in the corridors and is in fair condition with select areas that could benefit from replacement. Classroom casework is dated but in fair condition. Artificial light seems slighting insufficient for these spaces.

Classrooms (Middlebrook Elementary Facility): Due to the lack of space within the immediate TECEC facility, two classrooms have been relegated to the neighboring Middlebrook Elementary School basement. Finishes in these classrooms are typical of what is found throughout the rest of the elementary facility.

Offices: The administration offices are situated at the main entrance as a means of control and visual acuity. There is a locked vestibule to control visitors. Academic staff offices are scattered throughout the facility. Each office has visibility to the main corridor by means of a hollow metal window adjacent to the door. Carpet and acoustical ceiling tiles are the finishes throughout. Carpet is in poor condition and should be replaced. Ceiling tiles are in good condition.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

Major Common Spaces:

Family Center: The facility has a centralized space referred to as the Family Center. When this space is not being used to meet with families and students, it is used as a staff lounge. Aesthetically, the space is in fair condition; however, the condition of the space would be more sustainable if staff could have a dedicated space to meet and eat. VCT, acoustical ceiling tile and wood wainscoting are in fair condition. Casework is dated but in fair condition.
Toilet Facilities: The school consists entirely of single-use toilet facilities. There are no gang toilet rooms present. Each classroom has a toilet room that is ADA accessible. These facilities are in good condition. Each gang facility has a water closet, lavatory, and paper towel dispensers. The floors are ceramic tile, ceilings are acoustical tile and walls are porcelain wall tile and all are in good condition.

Code and Safety:

ADA: The building would be deemed ADA compliant in reference to toilet facilities, required clearances, access and door hardware. All entrances and toilet facilities were ADA accessible. Doors had proper clearances.

Safety: The building has a few aspects that may be deemed problematic from a life safety perspective. From a security perspective, the school appears to have sufficient access control at the main entrance with a security guard and visibility into the entry corridor from the administrative offices. There are many exterior doors that could be possible points of entry and therefore, difficult to monitor. All classrooms have direct access doors to the exterior. There is exterior hardware on these doors that should be removed.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

C. EXISTING CONDITIONS NARRATIVE

C.2 EPFP / Security

C.21 PLUMBING / FIRE PROTECTION

Hot Water Generation:
The buildings existing domestic hot water is generated via an indirect water heater. This tank is manufactured by Phase III and located in the main mechanical room in the building. The water heater was installed about 7 years ago and appears to be in fair condition. This water heater serves the whole building. There is an expansion tank, thermostatic mixing valve and recirculation for the system. Building staff did not mention any issues with the hot water in the building.

Domestic Water Service:
Domestic water for the building is provided through a service from the street. The 3" service is located in the boiler room and is in fair condition. There is no booster pump for the domestic water system in the building. The service is protected with a backflow preventer.

Domestic Water Piping:
Domestic water piping was copper pipe and appeared to be good condition, original to the building. Most of the piping was insulated. Building staff did not mention any issues in terms of leaks with domestic water piping in the building.

Plumbing Fixtures:
Plumbing fixtures consist of wall mounted water closets with manual flush valves. Lavatory sinks are wall mounted with manual faucets. The plumbing fixtures seem original to the building and are in good condition.

Sanitary Service:
Building waste is brought to the street by a sewer sanitary service. The sanitary piping for the building was a mixture of PVC and cast iron, and appears to be in good condition. Building staff did not mention any major issues with the underground piping in the building.

Storm Service:
The building consists of both roof drain and an overflow storm system. The roof drains take the storm water underground to the municipal storm system at the street. The roof drains and piping seem to be in good condition. Building staff indicated issues with roof leaks, but they do not appear to be from the piping or the drains.

Natural Gas Service:
There is a 1 ½" high pressure natural gas service to the building. The gas serves HVAC equipment and a couple isolated ranges in the building.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

Fire Protection:
There is a 6" fire protection service for the building that serves sprinklers throughout. The service is fully protected with a DCDA in the main mechanical room for the building. There is 1 zone for the building and no fire pump. The piping is steel and appears to be in good condition. Building staff did not mention any major issues with the fire protection system.

C.22 ELECTRICAL

Main Electric Service:
The main electric service originates from a utility company pole. The service runs from the utility pole to a utility company owned, pad mounted transformer located adjacent to the building. The service then runs underground to the main switchboard located in the basement of the building.

The main electric service to the building is rated 600 Amps, 208/120 volts, 3-phase, 4-wire, and includes a main disconnect switch, utility company metering compartment, and distribution sections. This service and equipment are original to the building and in fair condition.

Electrical Distribution:
The electrical distribution consists of conduit and feeders from the main distribution panels to branch circuit panel boards located throughout the building and a PV equipment located on the exterior wall of the electric room. The electrical distribution and equipment are original to the building with some panel boards being added throughout the years. The original equipment and wiring are in fair condition.

Generator:
A generator does not currently serve the building.

Lighting Systems:
The lighting throughout the building consists of 1x4, 2x2 and 2x4 LED troffers. The bulbs were upgraded to LED two years ago. Lighting is in good condition.

Emergency lighting for the building is served by a combination of light fixtures served by integral batteries and wall mounted two headed battery fixtures. All emergency lighting is in fair condition.

Lighting control consists of occupancy sensors, wall-mounted toggle switches; key operated toggle switches for local control.

Fire Alarm System:
The fire alarm system in the building consists of a Fire Alarm Control Panel by Notifier; located at the main vestibule. Throughout the building, there are speaker/strobe units, strobe only units, and pull stations sporadically located throughout. Fire alarm system is in good condition.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

Communication Services:

Fiber service is provided to the building and distributed throughout.

MDF room is provisioned at a location that promote the proper coverage to conform with network cabling distance limitations. Building horizontal cabling is Cat 6 with PoE type network switches installed on two post racks. The room is appropriately outfitted with grounding and bonding, basket tray rack and dedicated cooling systems.

Wireless access points are provided within the building.

Time control center is provided in the building but malfunctions.

Access Controls for security is provided for this building via card readers.

Ceiling and wall mounted speakers are provided throughout for general paging. Speakers were installed 3 years ago and are in good condition.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

C. EXISTING CONDITIONS NARRATIVE

C.2 Site

Roadways/Parking: Access to the site is from the west off Middlebrooks Avenue with the building oriented parallel to street. The first driveway off Middlebrooks Avenue is designated as the sole entry to the building. Additional entries are situated further down Middlebrooks Avenue and serve the adjacent Middlebrook Elementary School. The single point of entry circulates traffic around the student drop-off loop. A small parking area and the ADA accessible parking spaces are also situated at the front of the building. A secondary parking lot is located further north and is shared with the Trumbull Emergency Medical Services facility. The building's service entrance is beyond the main entry loop and down around to the eastern side of the facility.

The overall condition of site pavement is fair to good. Restriping was recently completed at the main entry drive and parking area.

The overall condition of curbing throughout the site is also in good to fair condition. Concrete curbs appear to be in good condition; however, bituminous curbs are showing signs of deterioration. Curbs along the south side of the building should be replaced.

Walkways: Walkways on site consist of bituminous concrete and concrete pavement. Bituminous concrete walkways are in poor condition, particularly along the west side of the building. This walk is shared with Middlebrook Elementary School and is a prominent route from the rear to the front of the facility. Drainage along this walkway is crowded with debris and is most likely aiding to the cracking and sediment build up. Bituminous walks along the east side of the building are in fair condition. Signs of cracking are present throughout the site.

Condition of the concrete pavement walkways is fair. Walkways adjacent to the driveway and parking areas show mild deterioration, but very little cracking.

Concrete stairs and ramps are present on the east side of the building, serving classrooms and secondary corridors. Both stairs and ramps show signs of deterioration and cracking. Railings appear to be in good condition.

Paved Play: A paved play area is located south of the school. The condition of the bituminous play area is poor with evidence of cracking throughout.

Grass Fields: Grass fields are located in the southeast corner of the site and are shared with the Middlebrook Elementary School. Grass cover appears to be in poor condition and could benefit from reseeding..

Diamond Fields: Diamond fields are not present at this school.

Playgrounds: An enclosed playground is located to the west of the school and consists of poured rubber surfacing. The play area is entirely paved in rubber and is in fair condition. Areas

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

adjacent to the building are deteriorating quicker than the rest of the surface. Within this play area, there is one raised play structure, a set of swings, and smaller permanent play equipment. All appear to be in good condition, but the facility could benefit from upgrading some of the equipment to be ADA compliant.

Two raised play structures are located south of the facility and are shared with the elementary school. These appear to be in fair condition.

Fencing: A four-foot-high chain link fence encloses the west playground and is in good condition. Fencing appears to be in good condition. A timber rail barrier and seven-foot-high chain link fence perimeter the building along the east, separating the access drive from the adjacent woods. Both appear to be in good condition.

Landscaping: Overall landscaping is in fair condition. Lawn surrounds the paved play area is bare and could benefit from reseeding.

PHOTO LOG D

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Aerial – Context



Years of Construction - Vintage

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Exterior – Main Entrance



Exterior – Secondary Entrance

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Exterior – Courtyard



Exterior – Service Entry

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Exterior – Walls & Windows – Vintage 1



Exterior – Walls & Windows – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Roof – Gravel Built-Up and Metal Roof – Vintage 1



Roof – Gravel Built-Up and Metal Roof – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Roof – Gravel Built-Up and Metal Roof – Vintage 1



Roof – Gravel Built-Up and Metal Roof – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Roof – Gravel Built-Up and Metal Roof – Vintage 1



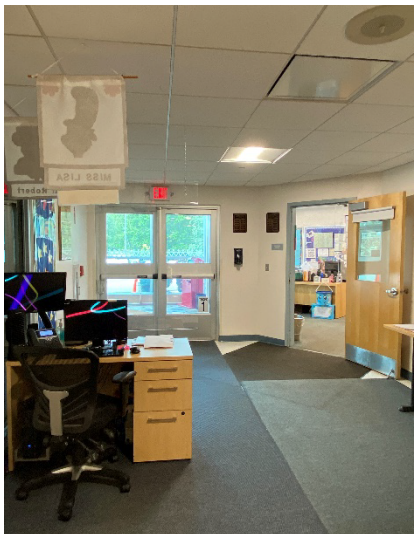
Roof – Gravel Built-Up and Metal Roof – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Interior – Main Entry



Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural





Interior – Corridor – Vintage 1





Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Interior – Classroom





Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Interior – Classroom



Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Interior – Classroom



Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural





Interior – Classroom





Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Interior – Classroom



Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Interior – Classroom



Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Interior – Classroom





Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Interior – Classroom



Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Interior – Toilet Facilities – Vintage 1



Interior – Toilet Facilities – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

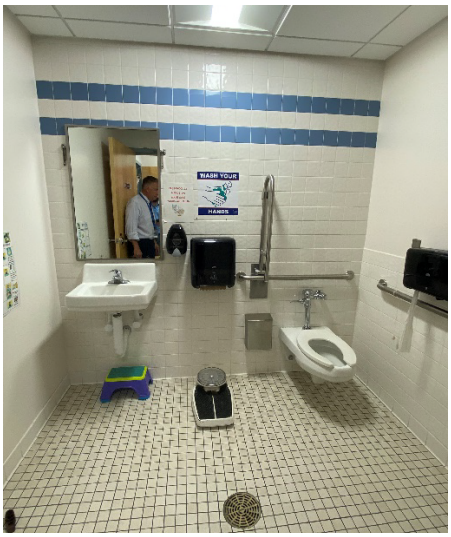
TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Interior – Toilet Facilities – Vintage 1



Interior – Toilet Facilities – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Interior – Toilet Facilities – Vintage 1



Interior – Staff Space

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural





Interior – Staff Space



Interior – Staff Space

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.1 Architectural



Interior – Corridor – Middlebrook



Interior – Corridor – Middlebrook

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.2 EPFP / Security



D.2.1: Indirect Domestic Water Heater and Piping



D.2.7: Manual Plumbing Fixtures

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.2 EPFP / Security



D.2.8: Plumbing Piping



D.2.9: Fire Protection Piping

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.2 EPFP / Security



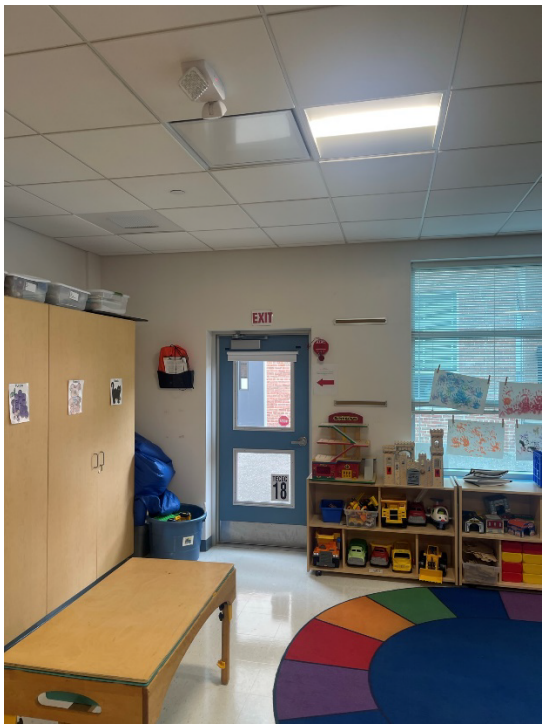
EXISTING MAIN SWITCHBOARD

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.2 EPFP / Security



EXISTING CLASSROOM LIGHTING

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.2 EPFP / Security



EXISTING PANELBOARD

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.2 EPFP / Security



EXISTING IDF CLOSET

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.3 Site



Driveway & Parking



Driveway

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.3 Site



Walkways



Walkways

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.3 Site



Walkways



Walkways

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.3 Site



Play Areas / Playground



Play Areas / Playground

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.3 Site



Play Areas / Playground



Playground

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.3 Site



Site Stairs



Site Ramp

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.3 Site



Landscaping – Lawn



Landscaping – Lawn

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

D. PHOTO LOG

D.3 Site



Landscaping – Fencing

PROGRAMMING E

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

E. PROGRAMMING

E.1 Narrative Summary

TECEC serves approximately 240-300 students ages 3-5 years old, and forty percent require special education services. There are two full-day SRP classrooms, and one full-day Head Start classroom and one part-day Head Start classroom which becomes a specialized resource room in the afternoon. The rest complete nine sections of part-day preschool. There are 13 total classrooms. Generally, they send zero students out of district for support. Their programs directly align with the Fundations program used district wide. There are competing programs that offer a full day preschool program, but without the special education services.

The building is seventeen years old and has poor air quality. The ducts and HVAC system are not working effectively to circulate air in some staff rooms. There are exhaust and fresh air concerns particularly since there are no windows in those areas. Safety and air quality are two major concerns. When the air conditioning breaks down, students have to be sent home. There is not a reliable indoor space to support students who are sensitive to or triggered by temperature changes.

Their needs were greater even when the existing building was built. Two classrooms were removed from the design. The building generally lacks space to support the program and classrooms had to be borrowed from Middlebrook. There are 11 classrooms at TECEC and 2 at Middlebrook. Even with that expansion, the program needs to grow more but the space is not available. There is a waitlist for admission. The lack of space prevents the school from moving to a full day program, which is highly desired. The numbers of students with autism have grown and families are moving to town for these services. OTPT and speech services have also increased. Some students attend other area preschools, but visit TECEC specifically for speech.

The layout of the building precludes some students from using or accessing certain locations because of the distance or remoteness of those spaces. Similarly, the traveling back and forth outdoors from Middlebrook for therapy has a big impact on scheduling and educational time. The inclement weather is also a significant challenge. Paraeducators end up escorting students to and from Middlebrook, but this impacts staffing. Many rooms were designed as offices but have been converted to therapy rooms. There are three speech rooms, but five staff members.

The classrooms are a good size, but lack storage. The bathrooms are doubling as a storage space since they are so large. Their size is good for accommodating the 1-2 staff members that are needed at times to assist. There should ideally be two toilets in each room. A room equipped with audio and two-way glass for observation is desired. For evaluations, the room is a moving target based on what is available.

Music and art are on a cart. The playground soft surface is wearing down.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

There are seventy staff members and the library is used for an overflow staff eating area since there is not a decent staff room. There is a staff kitchen. More staff toilets are needed.

The gym/gross motor room works well for OTPT, but is small otherwise. A larger room is needed. The school as great equipment but there is no place to use it. A sensory room is needed and should accommodate two students and two adults. Ideally, a therapy pool is desired for PT. There are two OT groups but need a space for a PT class. Therapy dogs are also desired.

Food distribution comes through Middlebrook for the full day Head Start program. These students eat lunch in the SRP room.

There is no automatic entry or push button at the main doors for ADA access, parents with strollers, etc. Would like ease of access into the building.

The PTO is active and raises money for the school.

There is a door-to-door bus service for students with special needs, but the majority arrive by car. There are conflicts on site with Middlebrook during afternoon dismissal.

E.2 Square Footage Analysis

Please refer to attached plan diagrams for the following:

E.21 Use and Area Analysis
E.22 Core Spaces Benchmarking
E.23 Maximum Allowable Per State Standard

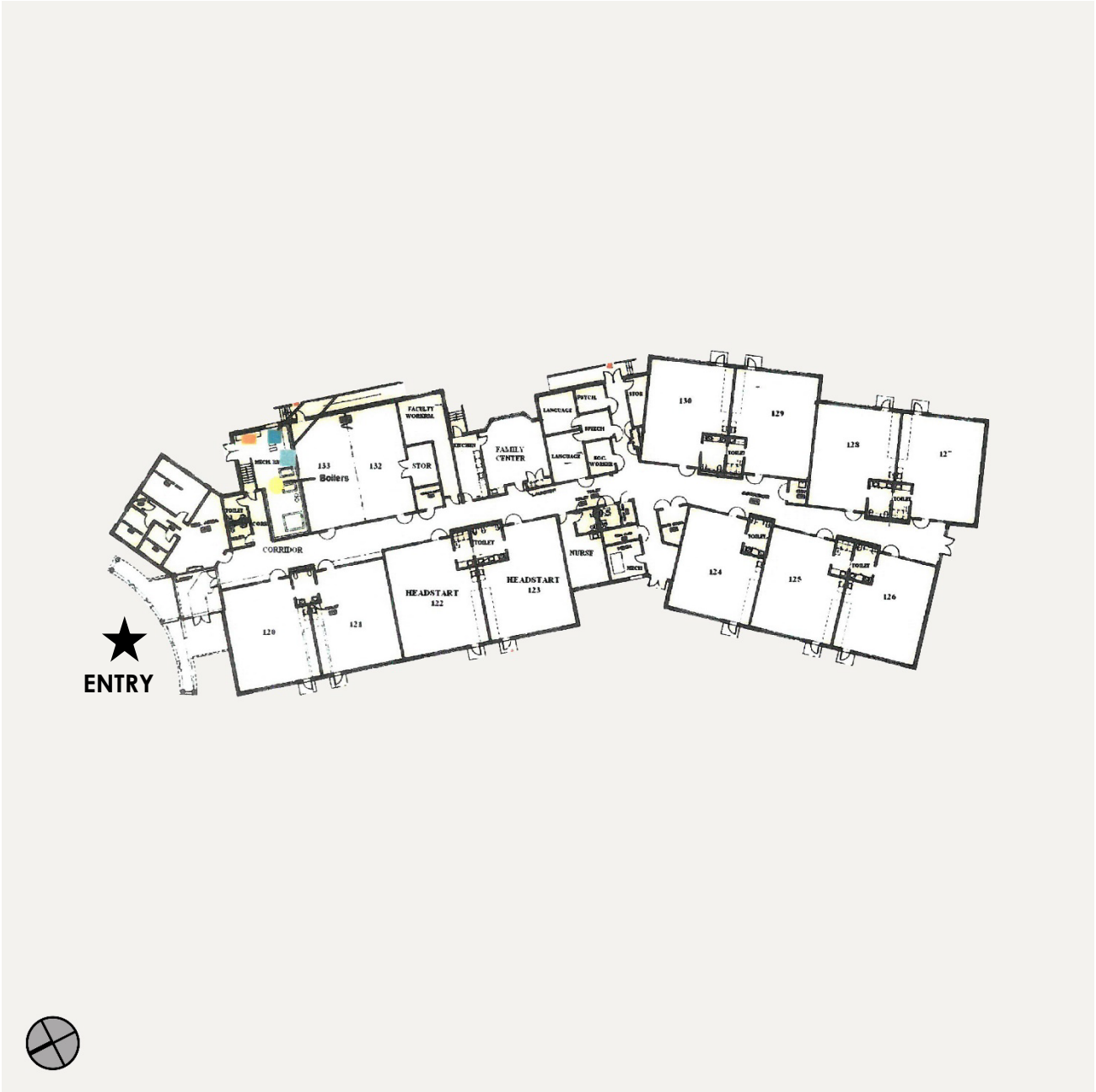
APPENDIX F

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC)

F. APPENDIX

F.1 PLAN DIAGRAMS



TRUMBULL HIGH SCHOOL

72 STROBEL RD, TRUMBULL, CT

CONDITIONS ASSESSMENT & MASTER PLAN

Tecton ARCHITECTS

13

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

TABLE OF CONTENTS

A. INTRODUCTION

- A.1 OBJECTIVES
- A.2 FACILITY

B. SUMMARY & ANALYSIS

- B.1 SCHOOL & FACILITY DATA
- B.2 CONDITIONS SUMMARY
- B.3 CONDITIONS RANKINGS
  - B.31 RANKINGS SYSTEM DEFINED
  - B.32 DATES OF CONSTRUCTION (VINTAGE)
  - B.33 CHECKLIST & RANKINGS

C. EXISTING CONDITIONS NARRATIVE

- C.1 ARCHITECTURAL
- C.2 EPFP / SECURITY
  - C.21 PLUMBING / FIRE PROTECTION
  - C.22 ELECTRICAL / SECURITY
- C.3 SITE

D. PHOTO LOG

- D.1 ARCHITECTURAL
- D.2 EPFP / SECURITY
  - D.21 PLUMBING / FIRE PROTECTION
  - D.22 ELECTRICAL / SECURITY
- D.3 SITE

E. PROGRAMMING

- E.1 NARRATIVE SUMMARY
- E.2 SQUARE FOOTAGE ANALYSIS
  - E.21 USE AND AREA
  - E.22 CORE SPACES BENCHMARKING
  - E.23 MAXIMUM ALLOWABLE PER STATE STANDARD

F. APPENDIX

- F.1 PLAN DIAGRAMS

INTRODUCTION A

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

A. INTRODUCTION

A.1 Objectives

Tecton Architects was commissioned by Trumbull Public Schools to perform an educational facilities conditions assessment of 12 schools and Administration Office Building in Trumbull, CT. The goal was to conduct on-site inspections and gather meaningful data about the physical state of the academic buildings and grounds. The assessment reports would then provide insight and aid in the completion of a viability study of alternate land/buildings and a long-term Capital Management Plan that focuses on the district facilities and their mechanical infrastructures.

During the month of September 2022, Tecton Architects, accompanied by its team of licensed professional engineers and escorted by head custodial staff, visited Trumbull High School at 72 Strobel Road, Trumbull, Connecticut. The school was surveyed for the conditions of the architecture, electrical, plumbing, fire safety, technology, and site conditions therein. Among other items assessed were structural, accessibility and energy issues, as well as school safety. The purpose of the visual observations was to quantify and evaluate the current state of the respective A/EPFP systems. Observations were made in the portions of the building that were accessible at the time of the inspections.

A.2 Facility

This facility functions as a high school for grades nine through twelve. The approximately 370,000 square foot facility was originally constructed circa 1969. Additions to the original footprint began in1982 with a 1000 square foot classroom, toilet room and storage addition. A second addition in 1986 provided men's locker rooms, athletic offices, and a weight room just north of the gymnasium. Subsequent additions in 2005, 2007 and 2009 introduced modular classrooms units, two stories of classrooms surrounding stair towers and an auditorium infill where once was a centralized exterior courtyard.

The building can programmatically be divided in half about the cafeteria, with multi-use spaces at the north of the building, and the majority of classroom spaces at the south. The north half of the facility is predominantly one story, with double-height volumes at the gymnasiums, auditorium, and cafeteria. The southern half of the building consists of two floors of classrooms and special education support spaces. All are surrounding the centralized, double height Media Center.

In addition to the many academic classrooms, and traditional multi-use spaces, the facility boasts an auxiliary gymnasium, multiple shop classrooms, and a full-size auditorium and stage. The site houses a football stadium surrounded by a running track, tennis courts, and a handful of diamond and grass athletic fields.

Trumbull High School occupies a portion of a shared campus with Agriscience and Hillcrest Middle School. Although the site can be accessed by way of Daniels Farm Road, similar to the neighboring two schools on campus, the primary access to the facility is via Strobel Road to the

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

north. The building faces north with three drives off of Strobel Road. The eastern and central drives are two-way access to the site. The eastern entry arrives at the student parking lot to the east of the school. The central entry allows traffic to travel east to the parking lot, continue past the eastern side of the school to the rear of the facility, or remain in the front of the school and utilize the visitor parking lot. The western drive serves solely as an exit, both from the front visitor lot, and from an access road that wraps the entire perimeter of the building. The access drive from western Daniels Farm Road, intersects the site at the rear of the property, leading directly to the staff parking lot. Buses use the access road that surrounds the building and drop students off at the covered entry canopy at the rear classroom wing. ADA access is available at all building entries and from all parking lots. The building's service entrance is outside the custodial suite on the eastern side of the facility and is accessed by means of a driveway that branches off the perimeter roadway.

SUMMARY & ANALYSIS B

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

B. SUMMARY & ANALYSIS

B.1 School & Facility Data

The School:

Type:	Highschool	**Additional Programs:**	No
Grade Structure:	9-12	**Meals:**	Breakfast, lunch (4 waves)
Pre-K:	No	**Start time:**	7:30am
Enrollment (current):	2,285	**Start time:**	2:30pm
Staff (approx.):	275	**Buses:**	25
Location (in town):	Central		

The Facility:

Total Building Area (SF):	369,348 sf	**Original Construction:**	1969
Site Area (acres):	15 acres	**Additions (dates):**	1982, 1986, 2005, 2007, 2009
Stories (above grade):	2	**Construction Type(s):**	IIB
Building/Framing Materials:	Masonry, concrete, steel frame	**Roof Types & Age:**	2005 – original EDPM 2007 – original EDPM 2009 – new EPDM
Split-level / ramps (interior):	No	**Heating (types):**	N/A
Stairs (interior):	Yes	**Fuel Types:**	Natural Gas/#2 Heating Oil
Elevator:	Yes	**Cooling (centralized):**	N/A
Basement:	No	**Ventilation:**	N/A
Mezzanine (mechanical)	No	**Electrical:**	(2) 2500A-480V-3 Phase
Crawl Space / Tunnels:	Yes	**Generator:**	(1) 355kW Diesel (1) 1250KW Diesel
Modulars (classrooms):	Yes	**Fire Alarm:**	Yes: Notifier
Auxiliary Buildings:	Sheds, athletic storage	**Sewer / Septic:**	Sewer
Full ADA Compliance:	No	**Municipal Water / Well:**	Municipal Water
		Sprinklered (full / partial):	Full sprinkler protection N/A
Athletic Fields:	Football, track, softball (2), baseball (2), tennis courts, soccer, misc. practice fields		

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

B. SUMMARY & ANALYSIS

B.2 Conditions Summary

Building Condition:

- **Fair**
- Modular classrooms, and associated wood canopy, have reached the end of their useful life and should be removed.
- Concrete finish on exterior walls is in poor condition (visually) and could benefit from repair.
- Acoustical ceiling tiles are in poor condition throughout the building. Many are damaged and show signs of water damage.
- Casework is dated but in fair condition. Casework should be upgraded to better support the educational curriculum.
- Finished concrete walls, treads and risers at the circular stair towers are in poor condition and should be refinished.
- Gypsum ceilings around the circular stir towers are in poor condition and require patching.

Programmatic Findings:

- Site traffic, parking and circulation are all challenges
- Wayfinding throughout the building is confusing
- The building is at capacity and more classrooms are desired
- Special education needs additional space as the program has grown
- Technology poses a challenge, and prevents teachers from seamlessly transitioning between spaces
- Science and the culinary program both need more space
- Locker room layouts need to be reconfigured
- Administration needs a large conference room

Fire Protection & Fire Alarm:

- Building is fully protected with sprinkler system through 4 different fire services. Piping is in fair-good condition.
- Fire Alarm System is in good condition.

Plumbing:

- Water heaters for kitchen and locker room are relatively new and in good condition. They are natural gas fired.
- Water heaters for lavatories in building are point-of-use type and are in poor condition. Some have already been repaired.
- Water heater for portable building is relatively new and is in good condition. Electric type.
- Most domestic water piping was replaced during Vintage 5 renovation and is in good condition.
- Fixtures were replaced in Vintage 5 renovation and seem to be in good condition.
- Air compressor and associated piping for workshops is in good condition.

Electrical:

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

- Main Electric service consists of (2) 2500A, 480V/3-phase services. Good condition.
- Distribution equipment is in good condition.
- (1) 355KW diesel generator. Good Condition.
- (1) 1250Kw diesel generator. Good condition.
- Solar PV system installed 4 years ago. Excellent condition.
- Lighting throughout is in good condition.
- "Like-new" renovation about 12 years ago. Most electrical equipment throughout is in good condition.

Security System:

- Exterior camera coverage.
- Interior camera coverage provided.
- Cameras are in good condition.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.31 RANKINGS SYSTEM DEFINED

Ranking (range '1' to '5')

Via the site inspections and conditions assessments contained in the detailed report, the design team is providing a condition (or ranking) of various, select building physical components. An itemized course of action may be derived from this ranking as well as strategies and prioritization for maintenance of the facilities.

Vintage (year of construction)

Buildings that were constructed or renovated at different time periods (dates)are assigned a Vintage #. Elements of varying ages are evaluated separately. Vintage #'s for each facility are indicated on the vintage diagram & checklist.

Condition (range 'very poor' to 'very good')

Existing exterior and interior conditions of all building and site elements are determined by the following criteria for evaluation:

Ranking: **1 Very Poor [VP]** An element is evaluated as Very Poor [VP] when:

- Requires prompt attention.
- May last and may need to be replaced in 0 to 5 years.
- The element is no longer performing its intended purpose.
- Deterioration or damage affects more than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a severe negative impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **2 Poor [P]** An element is evaluated as Poor [P] when:

- May last and may need to be replaced in 5 to 10 years.
- The element may be approaching the end of its useful life.
- Deterioration or damage affects less than 50% of the element.
- May contribute to the failure or degradation of other building elements.
- Has a negative impact on the overall efficiency and/or fiscal sustainability of the facility.
- May last and may need to be replaced in 5 to 10 years.

Ranking: **3 Fair [F]** An element is evaluated as Fair [F] when:

- May last and may need to be replaced in 10 to 15 years.
- The element is functioning as intended and is still within its useful life.
- Deterioration or damage affects less than 25% of the element.
- There are early signs of wear, failure or deterioration, but the element is structurally sound.
- Visible wear and tear is considered typical for a structure of this age and type.
- Has a little impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **4 Good [G]** An element is evaluated as Good [G] when:

- May last and may need to be replaced in 15 to 20 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a no impact on the overall efficiency and/or fiscal sustainability of the facility.

Ranking: **5 Very Good [VG]** An element is evaluated as Very Good [VG] when:

- Needs no attention and may last up to 25 years.
- The element is intact, sound and is functioning as intended, within its useful life.
- There are few or no cosmetic issues or imperfections.
- The element needs no repair other than minor / routine maintenance.
- Visible appearance is considered typical for a structure of this age and type.
- Has a positive impact on the overall efficiency and/or fiscal sustainability of the facility.

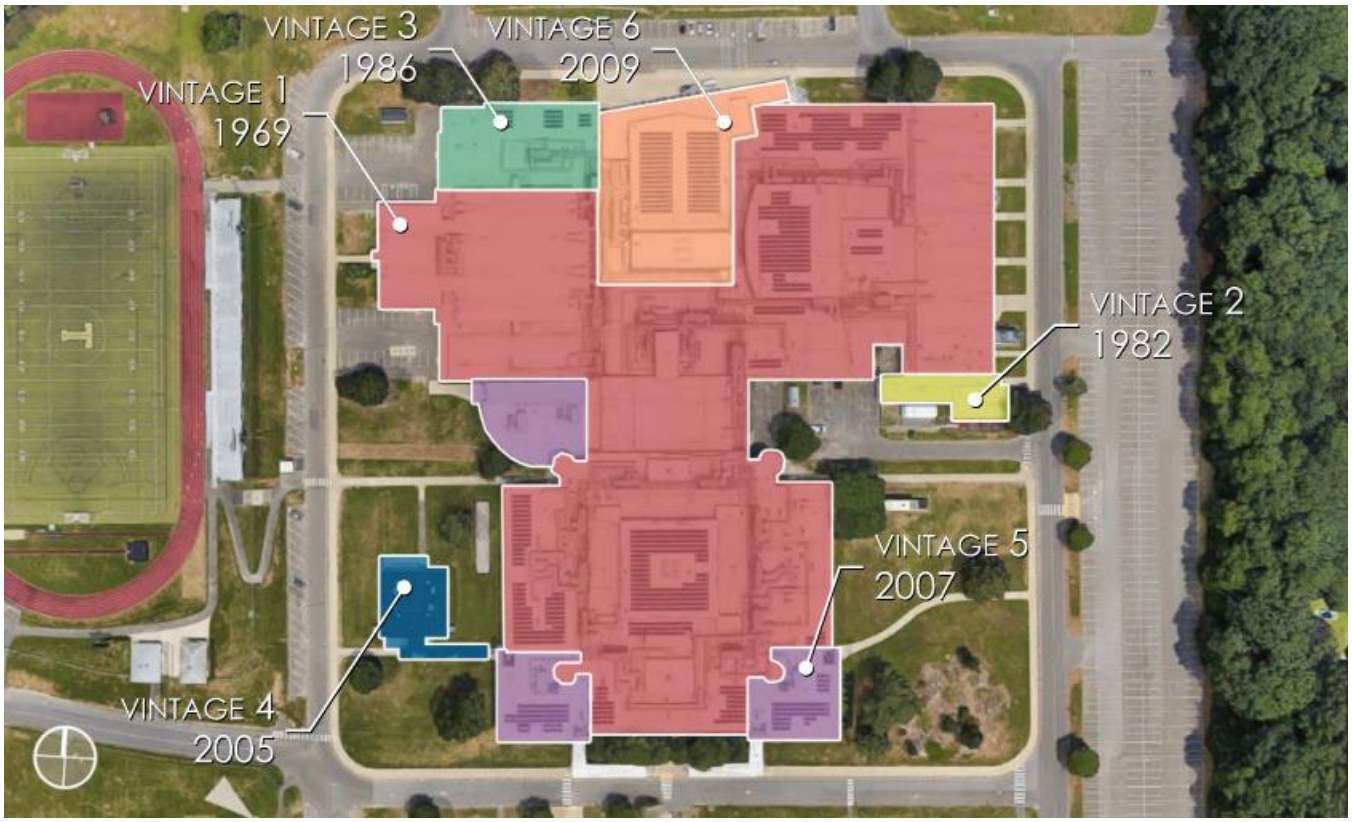
EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.32 DATES OF CONSTRUCTION (VINTAGE)



Vintage:

V1	**1969:**	Original Construction
V2	**1982:**	Storage, OT/PT, and Faculty Addition
V3	**1986:**	Team Room, Storage and Weight Room Addition
V4	**2005:**	Modular Units
V5	**2007:**	Classroom and Dining Additions, and Enclosing Exterior Stairs
V6	**2009:**	Auditorium Renovation and Entry Addition

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1969
V2 1982
V3 1986
V4 2005
V5 2007
V6 2009

Exterior		V6	V5	V4	V3	V2	V1	
Component	Material(s)	Condition						Notes
Roofing	EPDM Membrane	4	3	3	4	4	4	
	Flashing / joints	4	3	3	4	4	4	
	Fascia / trim	4	3	3	4	4	4	
	Aluminum gutters/downspouts			3				
Walls	Masonry - Brick		4		3	3	3	
	Concrete (visual)		3		2	2	2	
	Metal panel	3						
	Wood panels			2				Modular units only
	Joints (building or expansion)		4		3	3	3	
	Foundations – exposed concrete	3	3		3	3	2	
	Glass block						3	
Entrances	Aluminum Doors & Frames	5	4		3	3	3	
	Hollow Metal Doors & Frames			2	2	3	3	
	Soffits / Canopy	3	3	2	3	3	3	
Windows	Aluminum, thermal	5	3	3		3	3	
	Window Screens		3	3		3	3	
Walkways / site stairs	Concrete walks & curbs at drives & parking						2	All site features ranked as V1
	Bitum. concrete walks						3	
	Concrete stairs						2	
Drives / parking lots	Bitum. pavement - drives						3	
	Bitum. pavement - parking						3	
	Line striping						3	
	Extruded bitum. conc. curbing						3	
Landscaping	Lawn						3	
	Planting						3	
Recreation	Grass fields						4	
	Poured athletic surfaces						4	
Other Structures	Storage sheds						3	

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
1 Very Poor [VP] Requires prompt attention, 0-5 years
2 Poor [P] May require attention in 5-10 years
3 Fair [F] May require attention in 10-15 years
4 Good [G] May require attention in 15-20 years
5 Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
V1 1969
V2 1982
V3 1986
V4 2005
V5 2007
V6 2009

Interior		V6	V5	V4	V3	V2	V1	
Component	Material(s)	Condition						Notes
Flooring	VCT Tile		3	-		3	3	
	Terrazzo			-	3	3	3	
	Carpet	3		-			4	
	Ceramic tile	4		-			4	
	Ceramic Tile (toilet rooms)			-	3	3	4	Toilet rooms only
	Rubber - sheet/stair treads/athletic			-	3			
	Wood (visual)			-			3	Specialty labs, gymnasium
	Poured concrete (visual)	3		-	3		3	Specialty labs
	Epoxy			-			3	Kitchen/servery
Walls Surfaces	Gypsum Wall Board	4	3	-			3	
	Masonry - CMU		4	-	3	3	3	
	Masonry - Face Brick	4	4	-		3	4	
	Porcelain tile			-	3	3	3	
	Metal panel	5						
	Wood (decorative)	4		-				
	Concrete (visual)			-			2	Stair towers
Ceilings	Acoustical tile ceilings	4	2	-	2	2	3	
	Gypsum board ceilings / soffits	4	3	-	3		3	
	Exposed Ceilings - visual	5		-			3	Tectum is in poor condition
Interior trim	Hollow metal	4	3	-	3	3	4	
	Wall Base	4	3	-	3		3	
Interior doors	Wood doors	4	4	-	4	3	3	
	Hollow metal doors			-		3	3	
	Hardware	4	4	-	4	4	4	
Built-ins	Casework (general)		3	-		3	3	
	Countertops		3	-		3	3	
	Lockers		3	-	3	3	3	
Toilet Facilities	Fixtures			-	4	4	4	
	Partitions			-	3		4	
	Accessories (dispensers, driers)			-	4	4	4	
Athletics	Athletic equipment			-			4	Some dated and to be upgraded
	Stadium Seating			-			4	
	Partitions/dividers			-			3	Operable partition is in poor condition

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

B. SUMMARY & ANALYSIS

B.3 Conditions Rankings

B.33 CHECKLIST & RANKINGS

Ranking:
- **1** Very Poor [VP] Requires prompt attention, 0-5 years
- **2** Poor [P] May require attention in 5-10 years
- **3** Fair [F] May require attention in 10-15 years
- **4** Good [G] May require attention in 15-20 years
- **5** Very Good [VG] Does not require attention

Vintage: (Approximate date of Construction)
- **V1** 1969
- **V2** 1982
- **V3** 1986
- **V4** 2005
- **V5** 2007
- **V6** 2009

Building Systems		V6	V5	V4	V3	V2	V1	
Component	Material(s)	Condition						Notes
Fire Protection	Alarms & Devices	4	4	-	-	-	-	
	Fire suppression (infrastructure / devices)	5	4	-	-	-	-	
Plumbing Systems	Infrastructure (pipes, drains, etc.)	5	4	-	-	-	-	Most piping replaced with renovation
	Fixtures	5	4	-	-	-	-	Most fixtures replaced with renovation
	Overall efficiency	4	2	-	-	-	-	POU water heaters need replacement
Electrical (Service)	Infrastructure (panels, wiring, etc.)	5	4	-	-	-	-	
	Service & distribution	5	4	-	-	-	-	
	Generator	5	4	-	-	-	-	
	Other	5	4	-	-	-	-	
Electrical Lighting	Infrastructure (panels, wiring, etc.)	3	3	-	-	-	-	
	Fixtures (Interior)	4	4	-	-	-	-	
	Efficiency (incl. natural & artificial light distr.)	4	4	-	-	-	-	
Security	Access Control			-	-	-	-	
	Cameras	4	4	-	-	-	-	

EXISTING CONDITIONS NARRATIVE

C

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

C. EXISTING CONDITIONS NARRATIVE

C.1 Architectural

Construction:

The building is constructed primarily of non-combustible materials. The exterior walls are constructed of brick veneer. Interior walls vary in construction material. The floors are concrete slab on grade. The structural frame consists of steel columns, and beams. The building is three different vintages; all constructed with the same exterior materials. The roofs are steel framed.

Exterior:

Exterior façade (general): The exterior of the building is in generally in good condition. The east side houses the main entrance. A secondary entry is located on the north, through a covered walkway. Exterior walls are brick clad with concrete block backup. There are some areas with exposed concrete foundation wall as the exterior finish material. A two-story bay on the 1989 addition is clad in concrete block and glazed brick. The roofs are predominantly flat throughout with the exception of the original 1948 structure that has a hipped roof. A large gable roof covers the centrally located multi-purpose space.

Walls: The exterior walls are in good condition, but the brick could benefit from a general cleaning, especially around the window openings. The brick at the original 1948 structure ranges from good to poor condition. Areas of brick on the south side, facing into the central courtyard, are deteriorating and heavily stained below window sills. Vertical building joints are in good condition and did not appear to need raking or replacing. Many building seismic joints were also observed, and all were in good condition.

Windows/Doors/Entrances: The entrance doors are aluminum or steel doors with glass. These doors are in good condition. The glazing is thermally insulated double pane glass. Other doors, which have either a secondary function or function as egress only are painted hollow metal doors. Generally, the hollow metal doors are in fair condition. Windows vary depending on the building vintage. Most are thermally insulated, double pane; however, some are single pane and not insulated. All are in fair condition, but the single pane windows should be replaced. The single pane operable windows do not have exterior screens. The double pane windows in the newest addition have interior screens. Storefront systems are in poor condition and leak where they attach to the adjacent structure. Entry canopies and soffits are in good condition.

Roof: The flat roofs are EPDM and built-up gravel and are in fair condition. Owner-provided documentation indicates the EPDM roof above the kitchen was replaced in 2020. There are no signs of delamination or breaches. Primary drains divert roof water to the ground internally and overflow scuppers serve as a secondary means of diverting water. Expansion joints are all in good condition. The roof surfaces are mostly free of debris but collect water in a few locations. Roof penetrations appear to be in good condition but could benefit from cleaning around

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

drains. The original building and the large gable at the multipurpose space are clad in architectural shingles and are in good condition.

Interior:

Interior spaces (general): The interior of the facility ranges from good to fair condition and is generally clean and well kept. The facility is laid out in a square shape, with the newest addition off the west. The facility is oriented north/south with the gymnasium and multipurpose spaces connecting the east and west wings. The east wing houses the main entry, administrative spaces, PreK classrooms and the kitchen. The central portion of the building contains the multipurpose space, a computer lab and maker space, and second and third grade. A gymnasium, art room and specialty classrooms comprise the main level of the west wing; with library, music rooms, and kindergarten and first grade classrooms on the upper. The floor plan and circulation are relatively simple. Major multi-use spaces are predominantly centralized with classrooms forming the perimeter of the building.

Corridors: Most corridors are single loaded, with the exception of the 1989 vintage that is two stories and is double loaded. Corridors typically have classrooms or major multi-use spaces on a single side. Carpet and acoustical tile are the finishes throughout and are both in good to fair condition. Carpet in the three oldest vintages could benefit from replacement in 3 to 5 years. Ceiling tiles are sagging in some areas. Walls are painted concrete block throughout, apart from the original 1948 building that has brick clad walls. Artificial lighting in the corridors is sufficient.

Classrooms: Classrooms appear to have ample space and are typical of what would be expected in a building of this type and vintage. The teaching walls, with white boards, smart display board with projector, and occasional tack board, were present in most classrooms. The classroom casework is dated but in fair condition. The exterior walls typically have a heating unit under the window. These windows provide good natural daylight for most classrooms. Most ceilings are acoustical tiles, except for the ceilings in the original vintage that are exposed tectum style deck that reveals MEP systems above. Aesthetically, it is in good condition. There is carpet in all classrooms except for the Art room, which has VCT tile. Both carpet and VCT in the three oldest vintages could benefit from replacement in 3 to 5 years. Casework in vintages 1 and 2 are in fair condition but should be upgraded in 5 to 10 years to keep up with the evolving educational curriculum. Each classroom appears to have ample artificial light.

Administration Offices: The administration offices are situated at the main entrance as a means of control and visual acuity. There is a locked vestibule to control visitors. Although a storefront has been added to open the main office, the space still has limited visibility to the adjacent corridors. The lack of administrative square footage in the original building has forced support spaces to be located far from the main office. Carpet and acoustical ceiling tiles are both in poor condition.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

Major Common Spaces:

Multipurpose Room: The multipurpose room is at the center of the facility and is utilized as an auditorium and cafeteria. It's adjacency to the kitchen and library help support these functions. The space appears to be sized well for the number of students in each lunch wave. The space is double-height and has clerestory windows along the south side, allowing the room to be filled with daylight. The floors are VCT and are in fair condition. The ceiling is a tectum style deck and, aesthetically, is in fair condition. A raised platform flanks the eastern end of the multipurpose space and supports its function as an auditorium. There is no ADA access to the platform.

Gymnasium: The gymnasium is centrally located but can only be accessed from the lower level of the 1989 addition. The ceiling exposes the structure and roof deck and appears to have sufficient height to properly serve the physical education curriculum. In general, the ceiling is in good condition. All walls are painted concrete block and are clad in acoustical tectum panels on the upper third of the wall. The rubber sports flooring throughout is in poor condition and should be replaced. Two tiers of wooden bleachers are located along the west wall and a curtain divider runs east/west to separate the space in two. Both are in fair condition. Artificial lighting is sufficient. The ceiling and wall mounted basketball hoops are reaching the end of their useful life and should be upgraded.

Toilet Facilities: The school has eight main gang toilet facilities, two in each wing for male and female users. Not all are ADA accessible. Although they are dated, these facilities are in good condition. Each gang facility has operable partitions with water closets, lavatories and paper towel dispensers. The floors are ceramic tile, ceilings are acoustical tile and walls are concrete block. All are in good condition. The gang bathrooms nearest the gymnasium serve as locker rooms and are in good condition.

Library: The Library is centrally located on the second floor of the 1989 addition and situated immediately west of the multipurpose space. The space appears to be adequately sized for library functions. Carpet and acoustical ceilings are the finishes throughout, and both are in poor condition. The space receives good natural light from the adjoining corridor to the south and the neighboring courtyard to the north.

Art: The art room is located on the lower level of the 1989 addition, across the corridor from the gymnasium. This space appears to be sufficiently sized to support the curriculum of the school. Large windows face west and provide the space with generous natural light. Being an art classroom, it would be unfair to comment on the cosmetic conditions of the walls, floors or casework. Besides the cleanliness, the painted block walls and acoustical ceiling appear to be in fair condition. Casework is dated but sufficient and is in fair condition.

Code, Safety and Hazardous Materials Abatement:

ADA: The building would not be deemed ADA compliant in reference to toilet facilities, required clearances and access. An elevator serves the multiple levels of the 1989 addition; however, there is no ADA access to the raised platform in the Multipurpose Space. Classrooms do not have ADA workstations and door hardware is not code compliant. No ADA accessible toilet facilities were observed in the building.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

Safety: The building has a few aspects that may be deemed problematic from a life safety perspective. The building is not fully sprinklered. From a security perspective, the school appears to have sufficient access control at the main entrance, although visibility into the entry corridor could be improved. There are many exterior doors that could be possible points of entry and therefore, difficult to monitor.

Hazardous Materials Abatement: A building of this vintage is expected to be clad with asbestos-containing materials. Owner-supplied Asbestos Inspection and Management Plans identify materials that are assumed to contain asbestos and will eventually require remediation. Building construction materials and finishes to monitor for future abatement include but are not limited to: vinyl floor tile and associated adhesive, carpet and associated adhesive, sink undercoatings, gymnasium flooring and adhesive, pipe fitting insulation, acoustical ceiling tiles and associated adhesive, and cove wall base.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

C. EXISTING CONDITIONS NARRATIVE

C.2 EPFP / Security

C.21 PLUMBING / FIRE PROTECTION

Hot Water Generation:
The building has three sources for hot water generation. The existing domestic hot water for the kitchen and locker rooms is generated via two gas fired water heater storage tanks. These tanks are located in the auxiliary mechanical room on the first floor and were installed about 4 years ago. The two tanks are manufactured by AO Smith and can hold 120 gallons of water each. The tanks are in good condition. The second source of hot water are Chronomite point-of-use water heaters at each lavatory sink in the building. These heaters were installed approximately 12 years ago. According to building staff, numerous heaters have had recurring functional issues and some have needed replacement. The third source of hot water is an electric storage tank for the portable building on campus, located in the portable building storage room. This tank is manufactured by Rheem and has a storage capacity of 40 gallons. It was installed approximately 5-7 years ago and appears to be in good working condition. Both storage tank areas are equipped with a recirculating pump and an expansion tank. Only the water heaters in the auxiliary mechanical room is equipped with a thermostatic mixing valve.

Domestic Water Service:
Domestic water for the building is provided from the street via a 4" water service. The service comes into the storage garage on the first floor. There is no booster pump for the domestic water, working strictly on street pressure. The service is fully protected with a RPZA device.

Domestic Water Piping:
Domestic water piping was observed to be copper piping. Much of the piping was replaced in the 2011 renovation of the building and is in good condition. Building staff noted that there has been minimal issues in regards to leaks on the domestic water piping.

Plumbing Fixtures:
Plumbing fixtures consist of wall mounted water closets with automatic sensor type flush valves. Lavatory sinks in the group toilet rooms are wall mounted with automatic sensor type faucets. Lavatory sinks in private toilet rooms are wall mounted with manual faucets. Most plumbing fixtures were installed in the 2011 renovation and are in good condition.

Sanitary Service:
The building sanitary sewer exits to Strobel Rd. The sanitary piping in the building is a mixture of PVC and cast iron. There is an existing grease trap for the kitchen and culinary lab and an oil interceptor for the trench drains in the automotive shop. According to building staff, there has been minimal issues with underground sanitary and floor drains work properly. No major issues with sanitary were noted.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

Storm Service:
The building contains of both roof drains and an overflow storm system. The roof drains take the storm water underground to the municipal storm system at the street. The roof drains, overflows, and all associated piping appear to be in good condition. Building staff mentioned that roof leaks were an issue and has caused damage to ceilings and ceiling tiles, but they do not appear to be from roof drains or associated piping. No other major issues with the roof drains or piping were noted.

Natural Gas Service:
There is a 2" high pressure gas service that feeds the building. The service feeds HVAC units, kitchen equipment, water heaters, and gas turrets in science rooms. Gas shutoffs for turrets in science rooms are located inside classrooms. Gas service and piping in building appears to be in good condition.

Fire Protection:
The building has 3 separate 6" fire services in different areas that serve fire sprinklers located throughout the building. It appears as if the sprinkler piping is original to building and is in fair condition. The fire sprinkler services appear newer, installed around 10 years ago, and are each protected by a DCDA. (1) 6" service comes into the woodshop storage room and serves sprinklers on the west wing of the building. (1) 6" Service enters the building in the gym storage room and serves sprinklers for the gym area. (1) 6" service enters the building in a storage room and serves sprinklers in the south wing of the building. There is no fire pump in the building. There is a 2" fire service that feeds the sprinklers in the portable building, installed around the time the portable was built. This fire service is protected by a double check valve.

C.22 ELECTRICAL

Main Electric Service:
The (2) main electric services originate from utility company poles. The services run from the utility pole to a utility company owned, pad mounted transformers located adjacent to the building. The services then run underground to the main switchboards located in the building.

The main electric services to the building are both rated 2500 Amps, 480/277 volts, 3-phase, 4-wire, and include a main disconnect switch, utility company metering compartment, and distribution sections. These services and equipment are in good condition.

A Solar PV system was installed about 5 years ago and is in good condition.

Electrical Distribution:
The electrical distribution consists of conduit and feeders from the main distribution panels to branch circuit panel boards located throughout the building. The electrical distribution and equipment have been installed over the various years of construction with a "like-new"

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

renovation taking place about 12 years ago. The equipment and wiring that was installed over the various additions are in good condition.

Generator:
The building is currently served by (1) 355 kW diesel fired generator. This generator is in good condition. The building is also currently served by (1) 1250 kW diesel fired generator. This generator serves (3) Automatic Transfer Switches (ATS). This generator is by Kohler and has an (1) 1000A output circuit breaker and (2) 600A output circuit breakers. This generator serves panels located within main electrical room. This generator is in good condition.

Lighting Systems:
The lighting throughout the building consists of 1x4, 2x2 and 2x4 LED troffers. The bulbs were upgraded to LED two years ago. Lighting is functional and in good condition, however, the power supplies are outdated and difficult to get replacements when needed.

Emergency lighting for the building is served from branch circuits that are served off the emergency distribution served from the generators.

Lighting control consists of wall-mounted toggle switches, occupancy sensors, and key operated toggle switches for local control.

Fire Alarm System:
The fire alarm system in the building consists of a Fire Alarm Control Panel by Notifier located in the 1st floor Annunciator Room with remote annunciator panels throughout the building. Throughout the building, there are horn/strobe units, speaker strobe units, strobe only units, and pull stations sporadically located throughout. The system is in good condition.

Communication Services:
Fiber service is provided to the building and distributed throughout.

MDF and IDF rooms are provisioned throughout the building at locations that promote the proper coverage to conform with network cabling distance limitations. Building horizontal cabling is Cat 6 with PoE type network switches installed on two post racks and wall mounted racks. The rooms are appropriately outfitted with grounding and bonding, basket tray rack and dedicated cooling systems.

Wireless access points are provided within the building.

Time control center is provided in the building but is not functional.

Access Controls for security is provided for this building via card readers.

Ceiling and wall mounted speakers are provided throughout for general paging. Speakers are in good condition.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

C. EXISTING CONDITIONS NARRATIVE

C.2 Site

Roadways/Parking: Trumbull High School occupies a portion of a shared campus with Agriscience and Hillcrest Middle School. Although the site can be accessed by way of Daniels Farm Road, similar to the neighboring two schools on campus, the primary access to the facility is via Strobel Road to the north. The building faces north with three drives off of Strobel Road. The eastern and central drives are two-way access to the site. The eastern entry arrives at the student parking lot to the east of the school. The central entry allows traffic to travel east to the parking lot, continue past the eastern side of the school to the rear of the facility, or remain in the front of the school and utilize the visitor parking lot. The western drive serves solely as an exit, both from the front visitor lot, and from an access road that wraps the entire perimeter of the building. The access drive from western Daniels Farm Road, intersects the site at the rear of the property, leading directly to the staff parking lot. Buses use the access road that surrounds the building and drop students off at the covered entry canopy at the rear classroom wing. ADA access is available at all building entries and from all parking lots. The building's service entrance is outside the custodial suite on the eastern side of the facility and is accessed by means of a driveway that branches off the perimeter roadway.

The overall condition of site pavement is fair with occasional areas of fine cracking and deterioration, particularly throughout the drive aisles. Line striping is in fair condition and appears to have been redone recently.

The overall condition of curbing throughout the site is poor. Several areas show signs of deterioration and damage. Monolithic curbs are cracking in several areas around the site.

Walkways: Walkways on site consist of bituminous concrete and concrete pavement. Bituminous concrete walkways are in overall fair condition. Mild cracking is present throughout the site.

Condition of the concrete pavement walkways range from fair to poor. Walkways adjacent to the driveway and parking areas are in poor condition, showing signs of cracking and deterioration. Concrete walkways that service the building are in fair to poor condition with some signs of cracking. Portions of walkways have been replaced and contribute to the overall poor aesthetic of the walkways.

Concrete site stairs are present at the service area and are in poor condition. These stairs appear to be unused; nonetheless, they should be maintained or removed so their condition does not worsen.

Paved Play: Paved play areas are not present at this school.

Diamond Fields: Four diamond fields are present at this school. A primary baseball field, primary softball field, and practice baseball and softball fields are situated on the southernmost portion of the site. Ground cover appears to be in good condition for all four fields.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

Turf and Grass Fields: Turf athletic fields are located west and south of the facility. The football stadium features a turf field surrounded a 400-meter rubber track. The multipurpose field, located just south of the tennis courts, is also synthetic turf. Both fields are in good condition. A grass practice soccer field is positioned amongst the diamond fields and appears to be in fair condition.

Tennis Courts: There are six tennis courts present on the site. The courts are surrounded by a chain link fence, and all appear to be in very good condition.

Playgrounds: Playgrounds are not present at this school.

Fencing: Four-foot-high chain link fencing surrounds the football stadium, baseball and softball fields, and the multipurpose field. All appear to be in good condition. Ten-foot-high fencing encloses the tennis courts and is in very good condition.

Landscaping: Overall landscaping is in good to fair condition. Lawn areas adjacent to walkways, parking areas, and building entrance contain some bare spots and could benefit from reseeding.

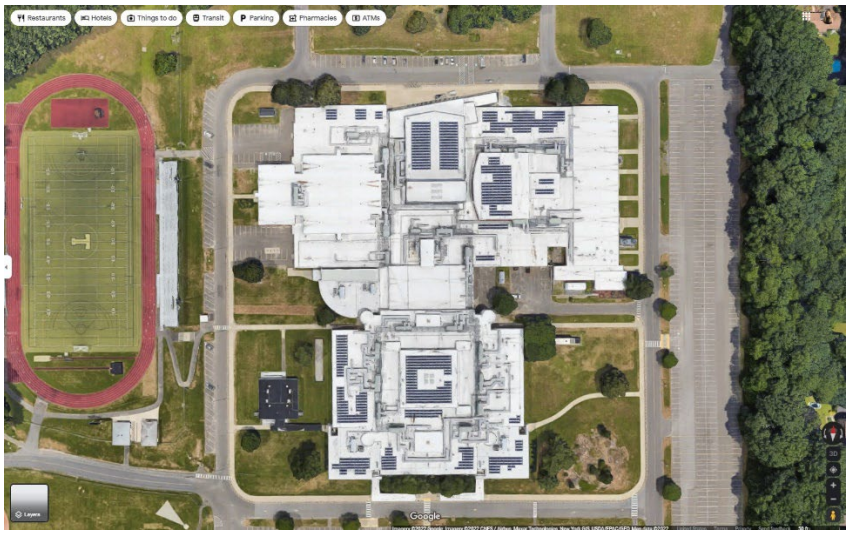
PHOTO LOG D

EDUCATIONAL FACILITIES ASSESSMENT

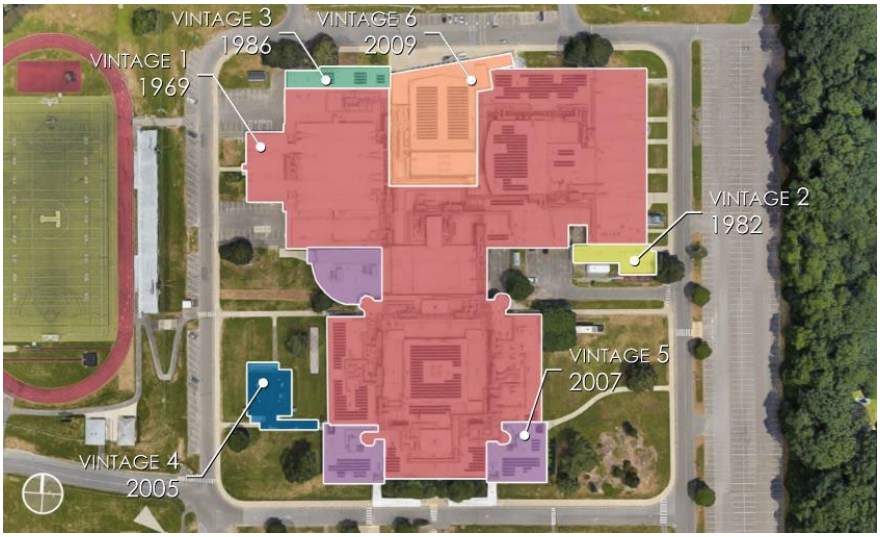
TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Aerial – Context



Years of Construction - Vintage

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Exterior – Main Entrance



Exterior – Secondary Entrance

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Exterior – Courtyard





Exterior – Service Entry

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural





Exterior – Walls & Windows – Vintage 1



Exterior – Walls & Windows – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Exterior – Walls & Windows – Vintage 1





Exterior – Walls & Windows – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Exterior – Walls & Windows – Portables





Exterior – Walls & Windows – Portables

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural





Interior – Main Entry



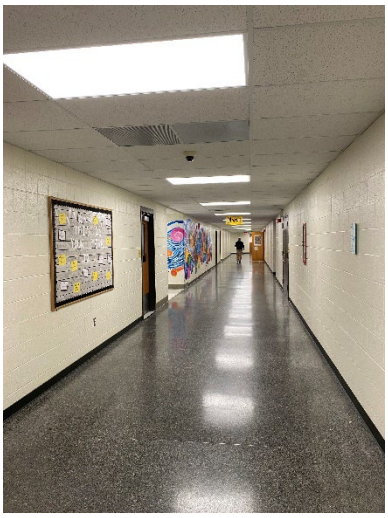
Interior – Corridor – Vintage 1

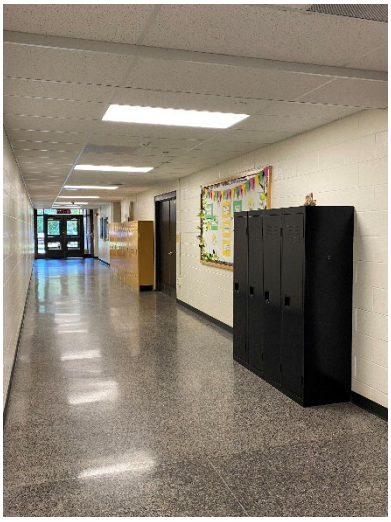
EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural





Interior – Corridor – Vintage 1



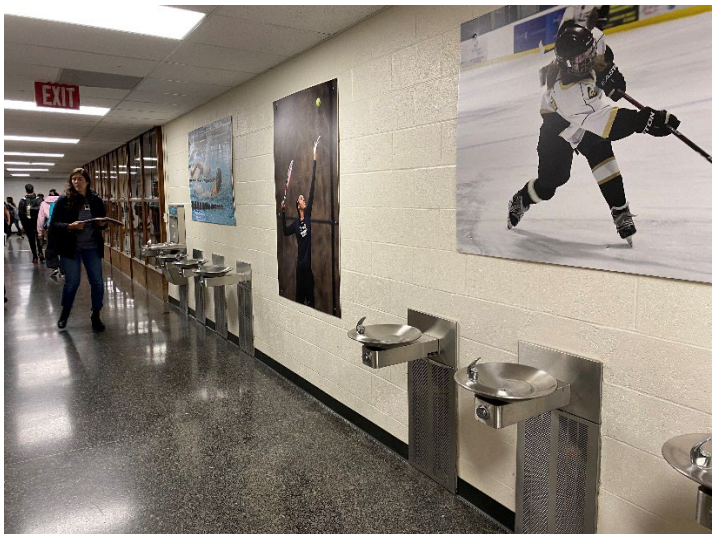
Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Corridor – Vintage 1



Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

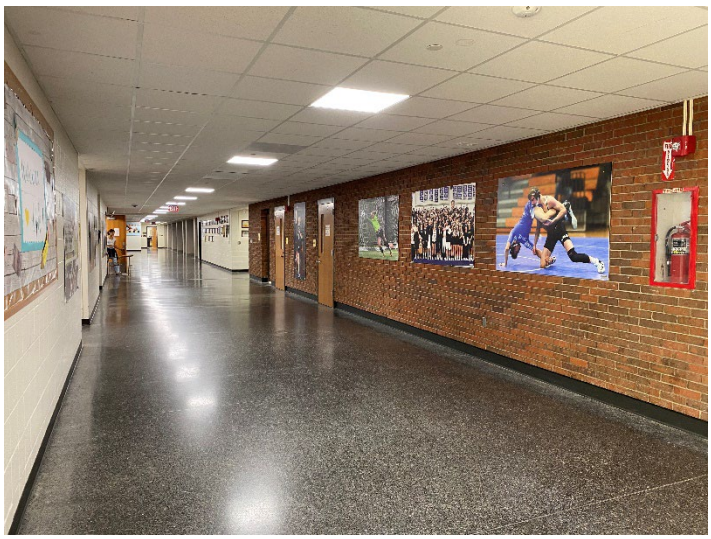
TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Corridor – Vintage 1



Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Corridor – Vintage 1



Interior – Corridor – Vintage 1

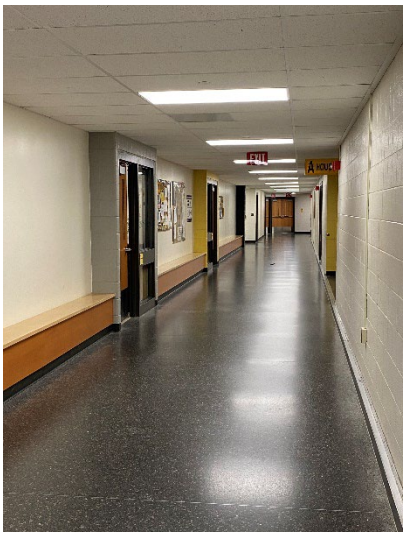
EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

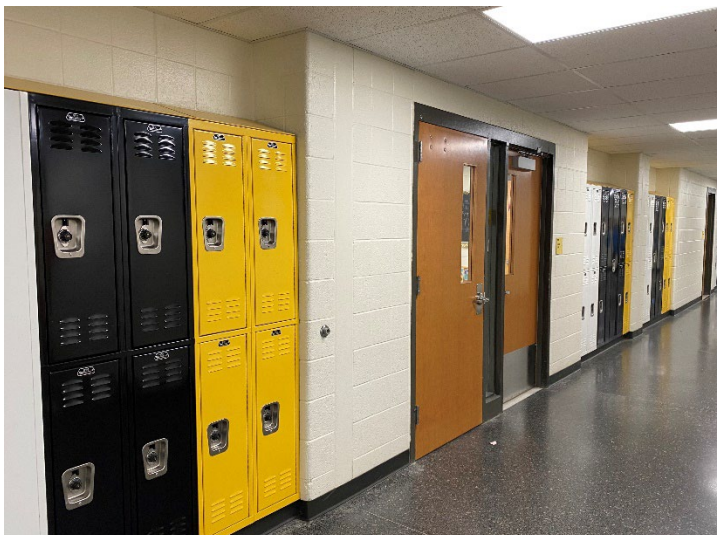
D.1 Architectural





Interior – Corridor – Vintage 1





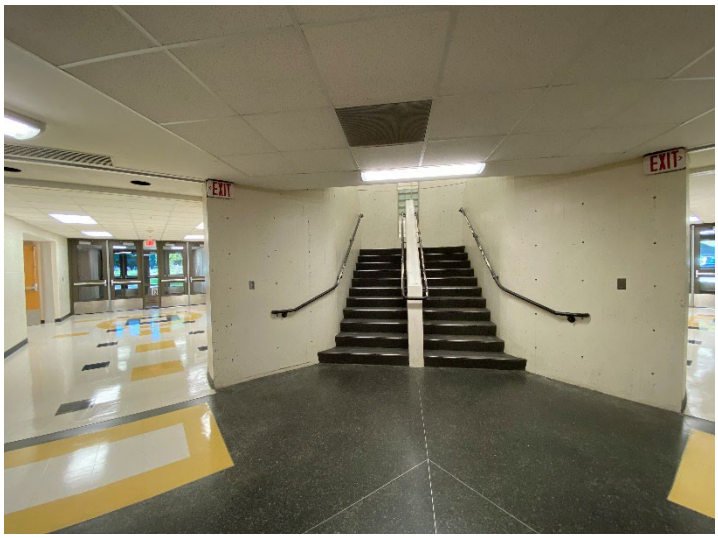
Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Corridor – Vintage 1





Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Corridor – Vintage 1



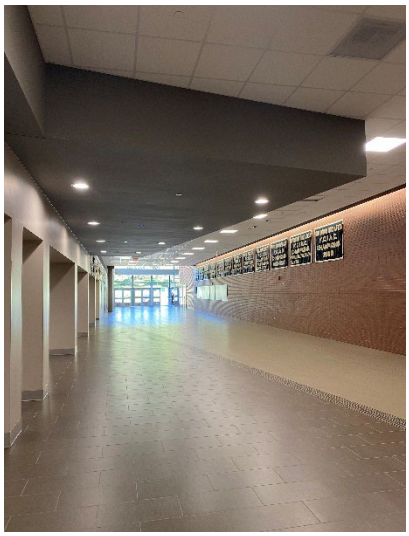
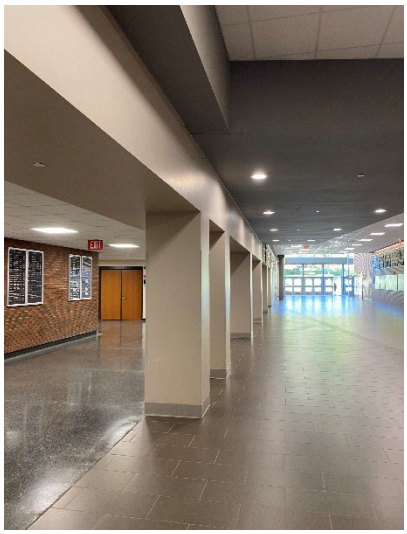
Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

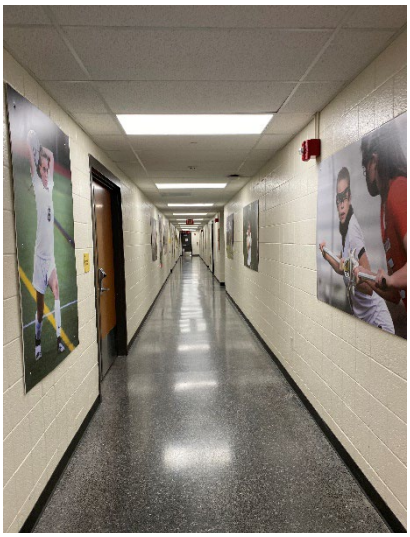
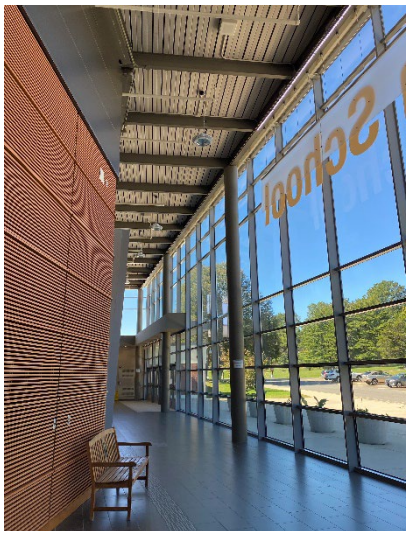
TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural

Interior – Corridor – Vintage 1

Interior – Corridor – Vintage 1

EDUCATIONAL FACILITIES ASSESSMENT

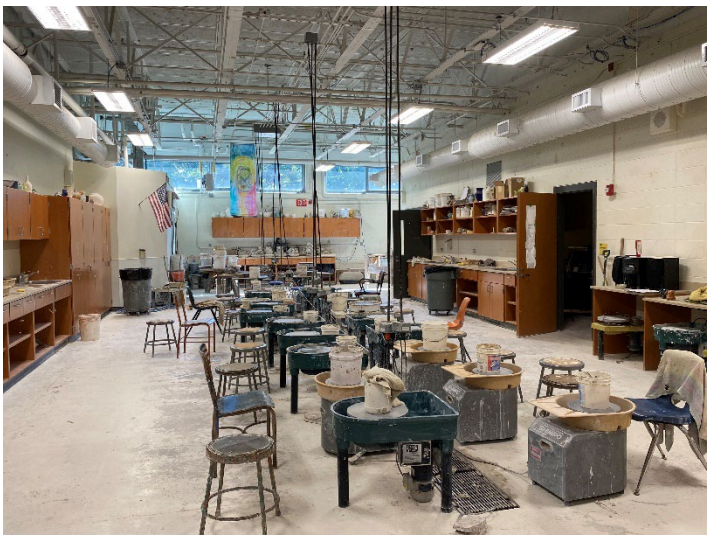
TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Classroom



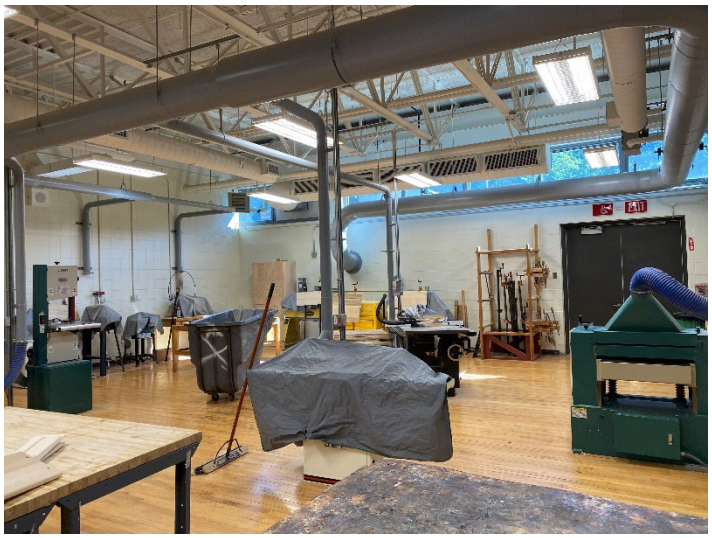
Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Classroom



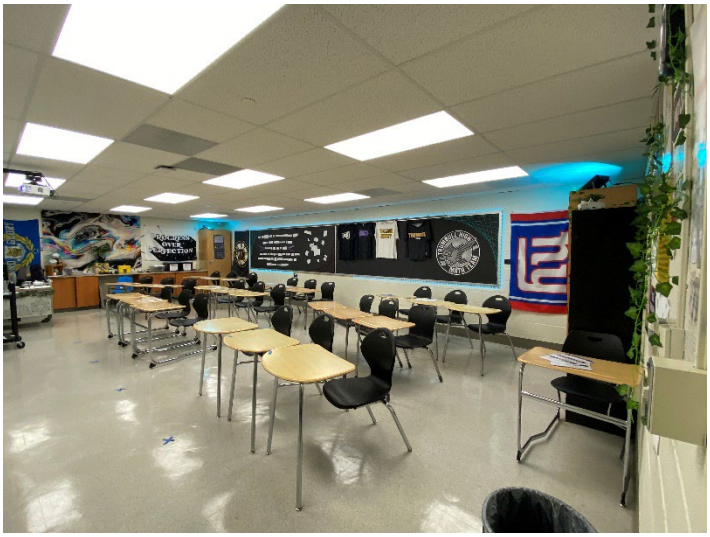
Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Classroom



Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Classroom



Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Gymnasium



Interior – Gymnasium

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Gymnasium



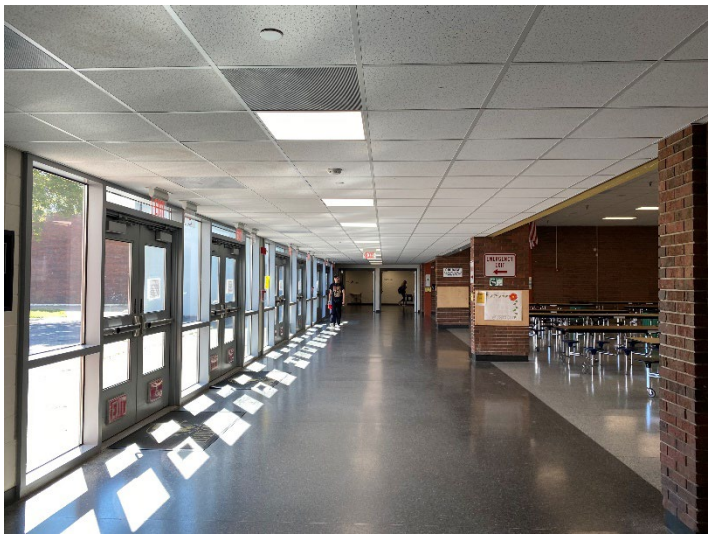
Interior – Gymnasium

EDUCATIONAL FACILITIES ASSESSMENT

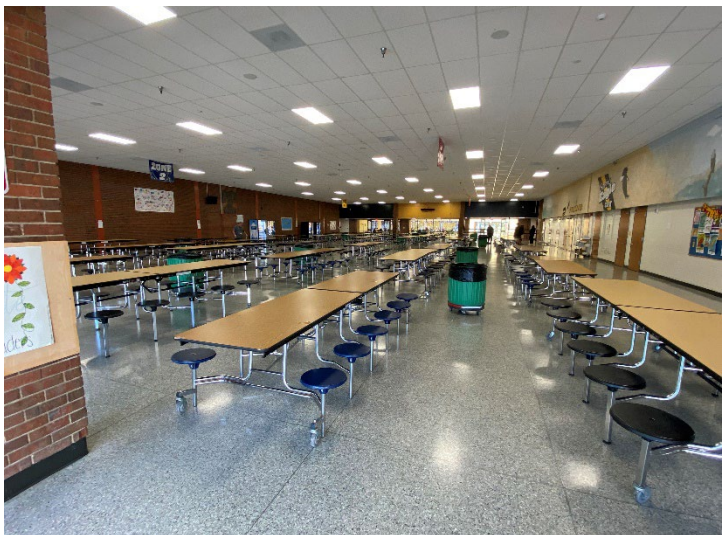
TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Cafeteria



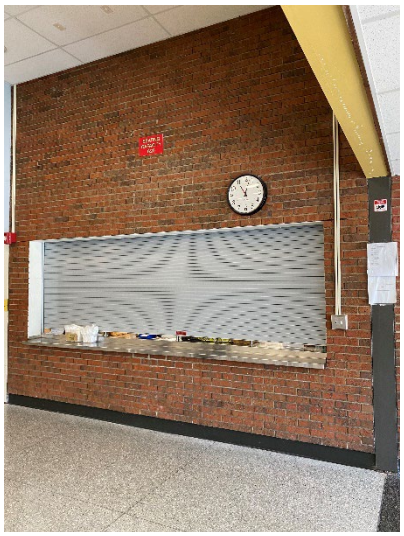
Interior – Cafeteria

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Cafeteria



Interior – Kitchen

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

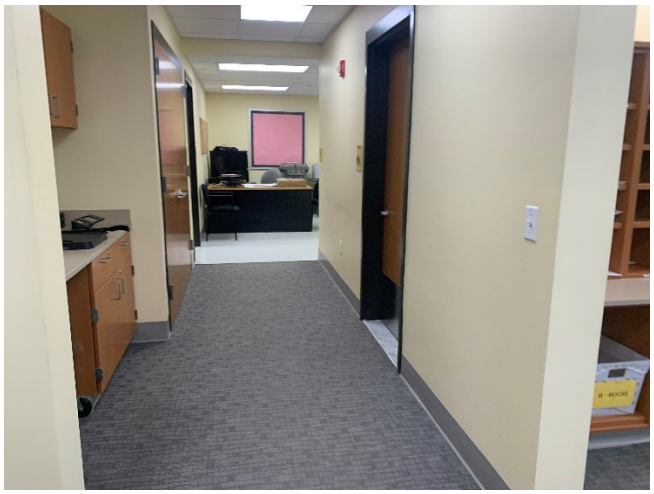
D. PHOTO LOG

D.1 Architectural





Interior – Admin





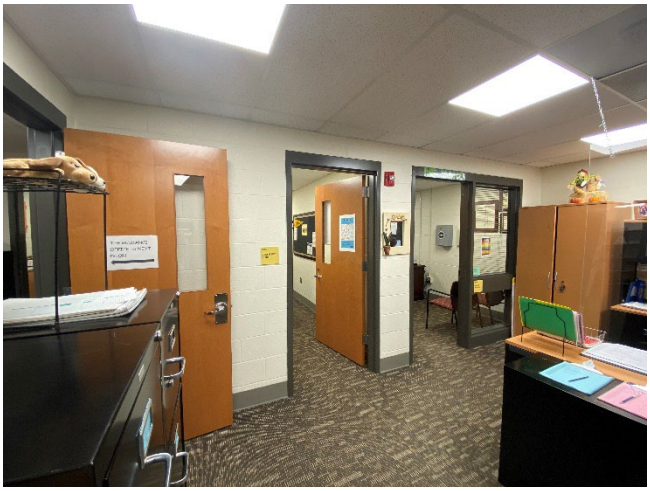
Interior – Admin

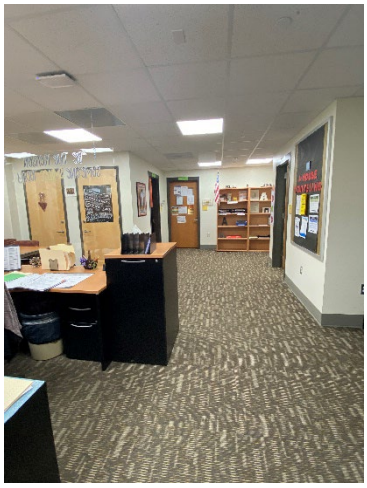
EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural





Interior – Admin





Interior – Media Center

EDUCATIONAL FACILITIES ASSESSMENT

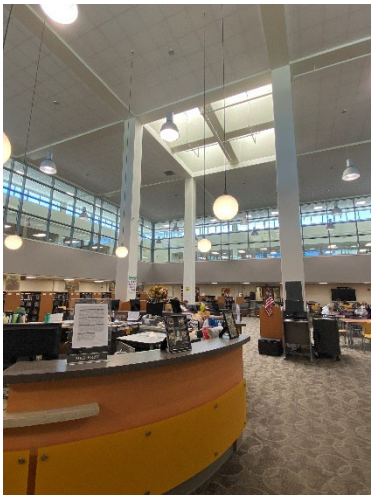
TRUMBULL HIGH SCHOOL (THS) 9-12

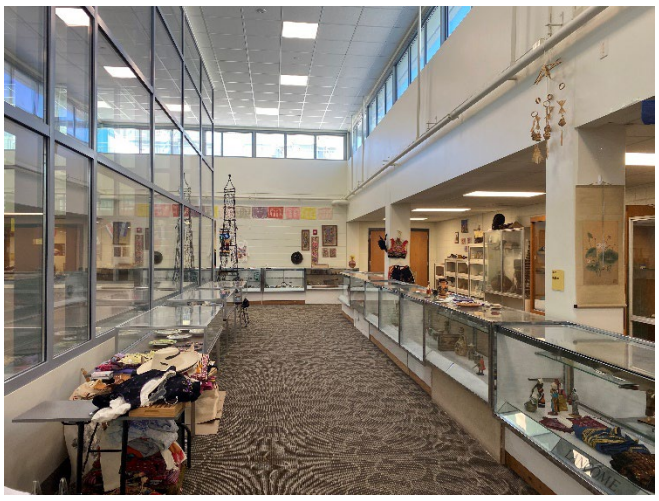
D. PHOTO LOG

D.1 Architectural



Interior – Media Center





Interior – Media Center

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior - Toilet Facilities – Vintage 1



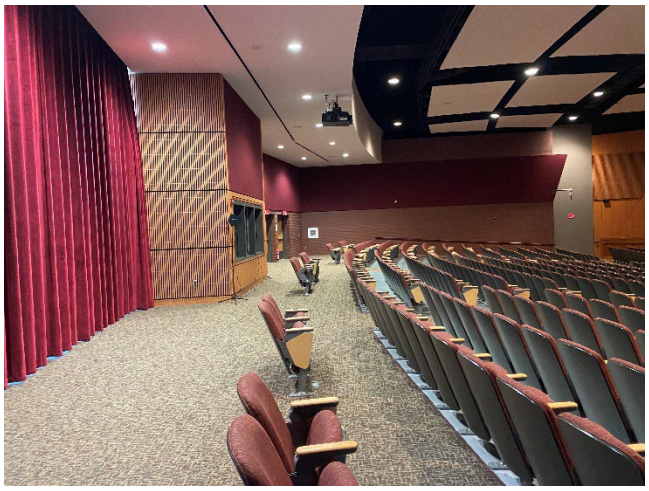
Interior – Locker Room

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural





Interior – Auditorium



Interior – Auditorium

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Classroom



Outdoor Garden

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Classroom (Café)



Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Weight Room



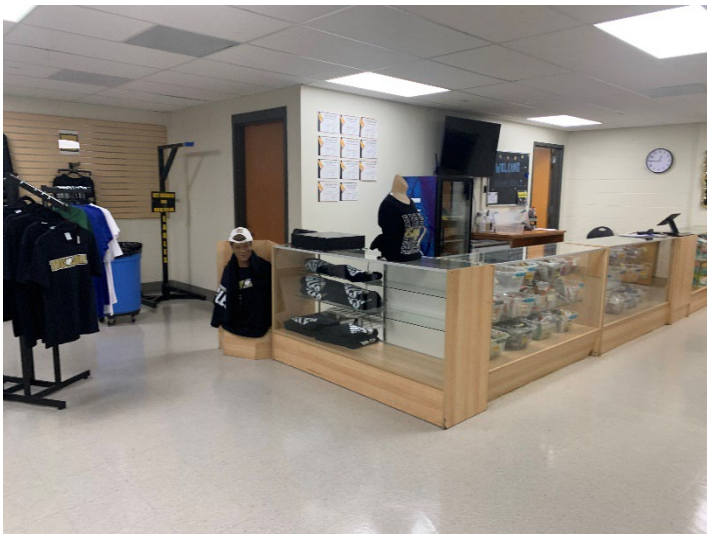
Interior – Weight Room

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – School Store



Interior – Athletic Conference Room

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Classroom



Interior – Classroom

EDUCATIONAL FACILITIES ASSESSMENT

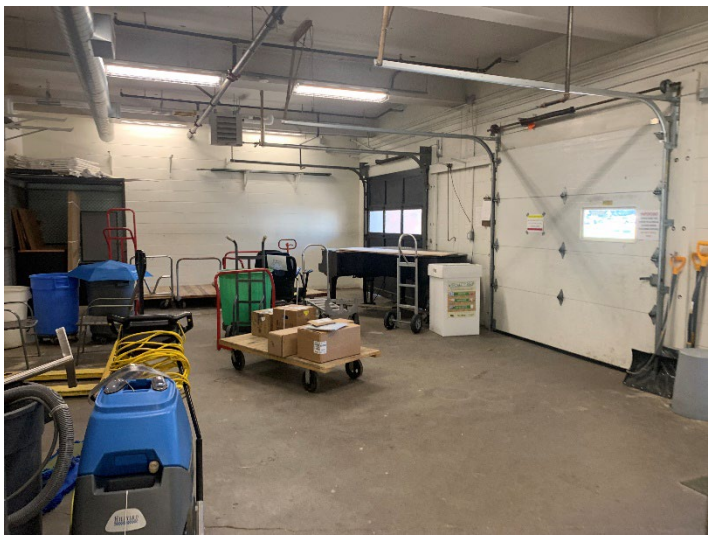
TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Storage



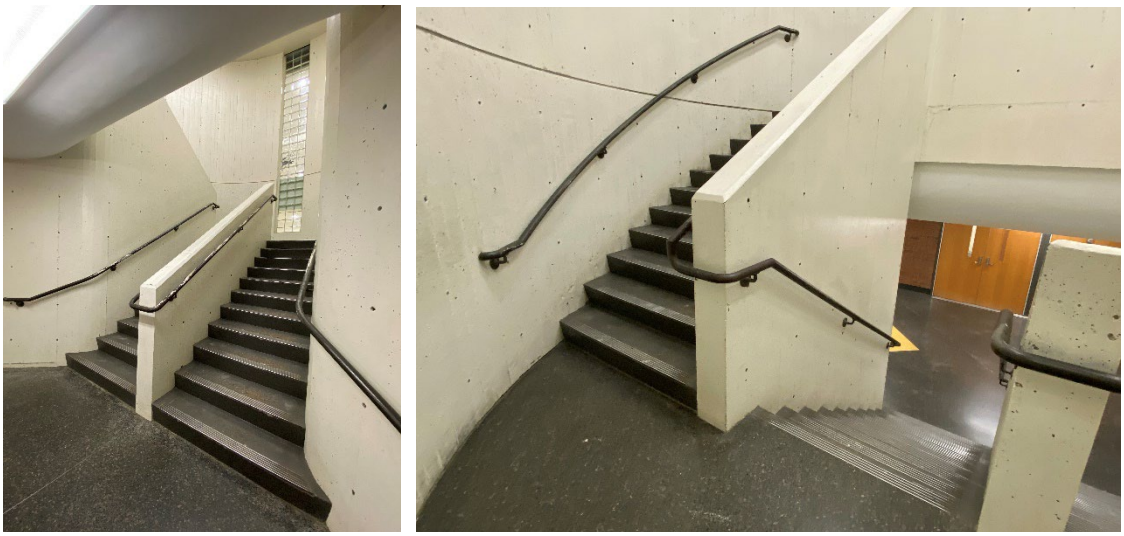
Interior – Storage

EDUCATIONAL FACILITIES ASSESSMENT

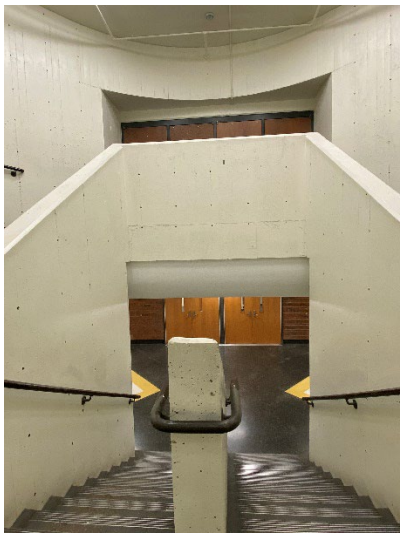
TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.1 Architectural



Interior – Stair



Interior – Stair

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.2 EPFP / Security



D.2.1: Mechanical Domestic Water Heaters



D.2.2: Point-Of-Use Domestic Water Heater for Lavatories

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.2 EPFP / Security



D.2.3: Portable Building Water Heater



D.2.4: Plumbing Piping

EDUCATIONAL FACILITIES ASSESSMENT

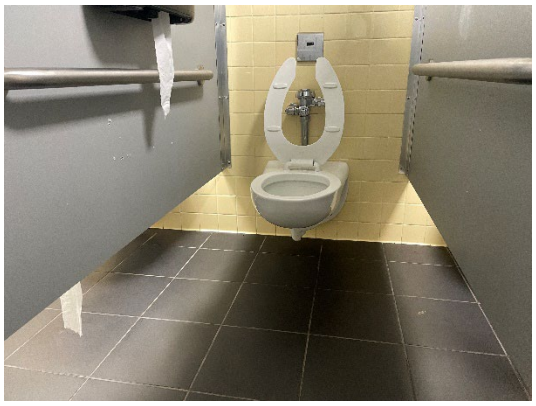
TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.2 EPFP / Security



D.2.5: Wall Mounted Sink with Touchless Faucets



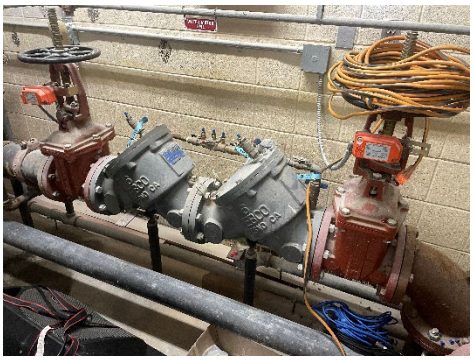
D.2.6: Wall Mounted Touchless Plumbing Fixture

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.2 EPFP / Security



D.2.7: Woodshop Fire Protection Service



D.2.8: Gym Storage Fire Protection Service

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.2 EPFP / Security



D.2.8: Portable Building Fire Service



D.2.8: Storage Room Fire Service

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.2 EPFP / Security



EXISTING GENERATOR



EXISTING GENERATOR

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.2 EPFP / Security



EXISTING PANELBOARD

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.2 EPFP / Security



EXISTING FIRE ALARM CONTROL PANEL

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.2 EPFP / Security



EXISTING IDF CLOSET

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.3 Site





Driveway & Parking





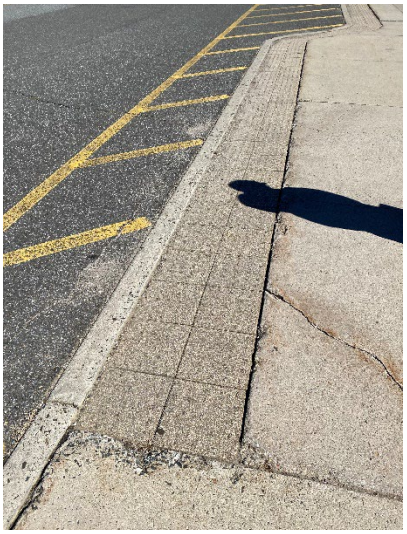
Driveway

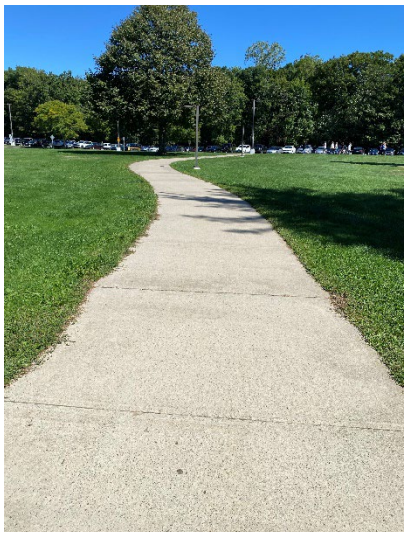
EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

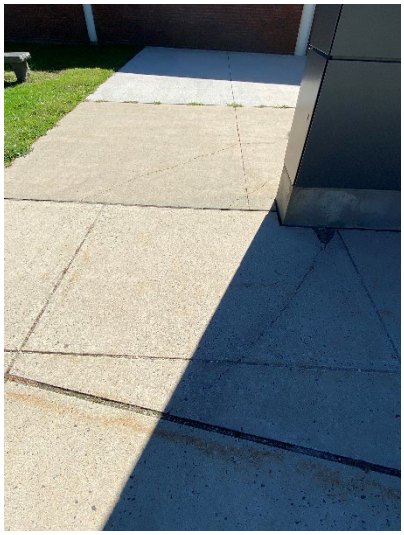
D. PHOTO LOG

D.3 Site





Walkways





Walkways

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.3 Site





Walkways





Walkways

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.3 Site



Walkways



Walkways

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.3 Site





Walkways



Walkways

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.3 Site



Site Stairs



Paved Outdoor Area

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.3 Site



Landscaping – Planting



Landscaping – Lawn

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

D. PHOTO LOG

D.3 Site



Landscaping – Lawn

PROGRAMMING E

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

E. PROGRAMMING

E.1 Narrative Summary

The circulation on site is not ideal. The shared drive with Hillcrest poses challenges. The parking for the high school specifically is not ideal. There is a traffic study for the high school to review these issues. There are never enough staff spaces, and to accommodate this need, the student parking had to be limited in order to park everyone on site. Students and staff park in the back lot. The flow onsite for bus drop-off is also not working well. The traffic study has this detail also. Specifically, there is no dedicated bus loop and busses need to double up. Pedestrian crossings and other traffic are co-mingled. Busses are also coming to pick up student athletes. These busses combine with the other traffic on site and get delayed. The absence of a bus loop is a significant problem. There is a ring road around the building but it requires the crossing of several other roadways. "A" House, or the east side of the building, is designed for two lanes of traffic but ends up being three lanes due to volume. Some parents go to Hillcrest and THS for pick-up, and the dismissal times are the same. There is a new signal with camera at Daniels Farm Rd which reads traffic and works well.

The main path to the busses is through the senior lounge. Students congregate in the commons and are dismissed from there to the busses.

The fields are mainly used for PE and the town maintains them. A ropes course is desired. Curricular outdoor space is also desired, but perhaps a courtyard for safety. Photography classes go outside but prefer to keep students closer to or within the building.

The modulars are used for alternative high school or IIP. If there was an additional space, small scaled and separate, that would be ideal.

The building is used to capacity, and it feels like there are not enough classrooms. Four more are desired. The special education and resource rooms are booked during the day. The special education program has evolved from even just ten years ago. THS now has three social workers and they cannot be co-located with the psychologists due to lack of space, so psychology is on the first floor and social work is on the second floor. The school is finding space wherever it can.

The circulation through the stairwells at the transfer between classes causes delays. The doors are closed and cause congestion. The school moved to a "House" system because of the large student population. However, even with this model, it is a challenge to gather everyone together in one space or area. Each house has a principal responsible for their third of the population. There is a need for additional conference space for each house principal. Due to increased needs, it is getting harder to tell which wing of the building belongs to which house. For example, guidance for B and C House is in the A House wing, simply due to a lack of space. The room numbers are also not well organized and contribute to the confusion with wayfinding. Wayfinding is further challenged by the fact that all hallways have the same color scheme.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

District wide technology infrastructure causes issues. The technology is old. Would like a standard device for each educational space so that teachers can freely move between spaces and have the same capabilities. 'Plug and play.' There is also not enough whiteboard space. The security system and cameras also need to be updated. There is no automatic system for lockdown.

A good percentage of teachers currently share classrooms. Each department has space in the upper level of the media center for prep. Teachers use this space to work and eat, but it is not private. A dedicated private space for teachers is desired. Each classroom used to have a printer but that was not cost effective. Now there are copiers on the second floor, but this is a problem for first floor teachers.

Special education and social work also are spaces where students come to eat lunch. They accommodate small groups, and testing happens in World Language classrooms. There is no dedicated PPT room, and no private space for them. A wellness center for group therapies is desired. This could be a place for students and teachers. Want to ensure student confidentiality – an issue with the current space. SRBI models and IDEA need more space for their programs. ELITE feels isolated in the corner of the building. The special education program would like the following:

- A designated conference room for PPT meetings
- OT/Sensory room
- Oven in Apartment M20
- Assigned/dedicated resource rooms in each house area
- Office with appropriate technology for virtual meetings that require confidentiality
- Speech and language room for individual and group therapy
- Wellness center for mental health, social workers and psychologists consisting of:
    - Individual offices
    - 3-4 conference/group rooms for therapies
    - Located near an exit for school avoidant students to enter the building without stigma
    - Can also be a place of self-care for teachers
- IIP located within the building, possibly near wellness center
- Exterior door to the nurse office for students requiring ambulance transportation to maintain confidentiality
- Areas where students can go for extra time, pull-out support and alternate seating. Currently, they are using the upper media center which is open to all teachers.
- An alternative lunch area that is quiet for students with anxiety in loud, crowded areas
- Gender neutral and single stall bathrooms, one per floor
- An alternative locker room area for gender neutral students
- Designated testing room. Currently, a converted closet is being used
- A greenhouse for students with special needs, and could also support the science classes

The Peer Mediation program became special education group rooms. There is an ISS room, but no ISS teacher. At times, the space utilization is driven more by teacher load than class size.

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

Popular classes like psychology or wellness can have up to 400 students with 28-32 per class. An additional science lab or general lab is needed. The Life Skills program would like an oven. The café dining area off the culinary space should be bigger, as it is used twice per month.

There is no space for a large meeting within Administration. A flexible space with folding partition is desired. Currently, they use the athletic conference room but even that room is not large enough. This flexible space could also be used for education. The high school is used all the time by other schools and the community.

There re no restrooms near the auditorium. At times, the general public is in the building during the school day, or on site. There are people walking dogs, walking around the building, or walking the track and field. A security concern that needs to be addressed.

The commons and senior lounge really need to be re-evaluated to accommodate 3 lunch waves versus 4. It might require more seating capacity but would allow for an 8-period academic day versus the 7-period day that is currently scheduled (today's 8th period is lunch).

The school has walkers and bikers that currently lock their bikes to the tennis courts. A bike rack is being installed. There is no crosswalk or sidewalks on Strobel Rd, and there are walkers coming from here.

There is a new weight room planned near the auxiliary gym. Health is currently spread out and bringing those spaces together, with the addition of a meditation/yoga space, is desired. The girls' locker rooms are smaller than the boys and this needs immediate attention. The design of the locker rooms is also not ideal – have to travel through the two smaller locker rooms to reach the larger space. Currently, the teams use the lockers on one side, and PE/evening programs use the other side. Would like to see technology installed in the locker rooms to watch film from games. The ventilation is poor in the weight room and locker rooms. The weight room also has moisture issues. A field house is desired, along with another gym. There is limited storage currently available for large equipment like wrestling mats and volleyball. The bleachers used for watching wrestling matches are kept outside, exposed to the elements. The field spaces are good, but indoor space is tight. The weight room can accommodate up to 30 students which meets the need for PE, but not necessarily the athletics program.

M Wing contains math, culinary, art, music, metal/wood/auto shop, TV and radio studios. There is a hallway named "hydration hallway" because of all the water fountains located in this short span. On the second floor, there is a museum-like space that is currently filled with cultural artifacts.

The nurse office is hidden but in a good location for ambulance access. It is difficult to get to the nurse from the second floor – it is far away.

There are persistent building leaks, and the HVAC system and temperature control is inconsistent throughout the building. Some classrooms are on a different system. The auditorium HVAC is not

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

working optimally, though this was addressed appropriately two years ago. The building is quite large and difficult to control consistently. Many rooms lack natural light. The door hardware is misaligned and causes damage to the walls.

The school is not used for voting.

E.2 Square Footage Analysis

Please refer to attached plan diagrams for the following:

E.21 Use and Area Analysis
E.22 Core Spaces Benchmarking
E.23 Maximum Allowable Per State Standard

APPENDIX F

EDUCATIONAL FACILITIES ASSESSMENT

TRUMBULL HIGH SCHOOL (THS) 9-12

F. APPENDIX

F.1 PLAN DIAGRAMS



THIS PAGE INTENTIONALLY LEFT BLANK

ORDER OF MAGNITUDE COSTS 14

ORDER OF MAGNITUDE BUDGET

AGRISCIENCE & BIOTECHNOLOGY CENTER (ABC) 9-12

Building Square Footage: 38,200 sf

		Recommended Timeframe					
	Proposed Improvement	Immediate	1-3 Years	3-5 Years	5-10 Years	10 + Years	Comments
	Site Related Improvements						
1	Grass		$250.00				Reseed grass adjacent to foundations.
2	Loose pea stone		$3,200.00				Replace loose pea stone at main entry.
	Architectural Exterior						
3	Greenhouse glass roof	$937,500.00					Full replacement of the glass roofing system.
4	Exposed concrete foundation walls			$3,615.00			Repair and clean throughout.
5	Masonry - stone			$3,615.00			Repair and clean stone water table (assume N, E and W façades).
6	Concrete coping			$3,615.00			Clean cocnrete coping above stone water table.
7	EPDM roof membrane	$352,500.00					Full replacement of EPDM roofing at mechanical equipment.
8	Standing seam metal roof	$15,525.00					Install new flashing and trim at seams, peaks, and valleys.
	Architectural Interior						
9	Aluminum storefront systems		$98,000.00				Full replacement of aluminum storefront systems.
10	Acoustical ceiling tiles		$185,000.00				Full replacement of ceiling tiles.
11	Classroom casework					$170,000.00	Full replacement of built-in casework and plastic laminate countertops.
12	Sealed concrete flooring		$155,000.00				Full replacement of greenhouse concrete floor.
13	Gyp. board ceilings		$7,200.00				Replace ceilings in single-use toilet rooms.
	Division 21 - Fire Protection						
14	Fire Alarm System			$114,600.00			Upgrade fire alarm system and make code compliant
15	Fire Protection - Sprinklers					$270,000.00	Prepare for replacement of original sprinkler piping
	Division 22 - Plumbing						
16	Plumbing Fixtures					$100,000.00	Prepare for replacement of original fixtures
17	Plumbing Equipment		$7,500.00				Prepare for replacement of gas fired water heater and mixing valve
18	Plumbing Piping					$575,000.00	Prepare for replacement of original plumbing piping
	Division 23 - Mechanical						
19	HVAC						Refer to Appendix for HVAC Information
	Division 26 - Electrical						
20	General Lighting					$460,000.00	Upgrade light fixtures
21	Emergency Lighting					$50,000.00	Replace emergency lighting
22	Electrical Distribution					$382,000.00	Prepare for electrical distribution upgrade
23	Rewiring					$382,000.00	Prepare for rewiring of distribution system
24	Generator					$200,000.00	Upgrade Generator
	Technology Improvements						
25	Access controls upgrade					$80,000.00	
	TOTAL	**$1,305,525.00**	**$456,150.00**	**$125,445.00**	**$0.00**	**$2,669,000.00**	

ORDER OF MAGNITUDE BUDGET

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

Building Square Footage: 53,660 sf

		Recommended Timeframe					
	Proposed Improvement	**Immediate**	**1-3 Years**	**3-5 Years**	**5-10 Years**	**10 + Years**	**Comments**
	Site Related Improvements						
1	Bituminous curbs			$2,625.00			Full replacement of bituminous curbs.
2	Concrete sidewalks				$100,500.00		Full replacement of sidewalks adjacent to drives.
3	Grass fields		$4,875.00				Reseed grass fields.
4	Raised play structures		$40,000.00				Replace raised swing set (frame and swings).
	Architectural Exterior						
5	Applied gravel siding (V3)			$40,000.00			Replace siding with a lower-maintenance and more weather-resistant building material.
6	Precast concrete window heads and sills		$19,100.00				Repair and clean throughout.
7	Exposed concrete foundation walls			$15,300.00			Repair and clean throughout.
8	Built-up gravel roof (V1, V2)		$936,000.00				Replace/upgrade roofing material.
9	Canopies			$750.00			Repair and repaint underside of the Main Entry canopy.
10	Windows		$95,500.00				Remove and reinstall windows.
11	Hollow metal door frames		$27,500.00				Full replacement of frames to match recently replaced doors.
	Architectural Interior						
12	Toilet room upgrades - Single-Use facilities				$120,000.00		Upgrade finishes
13	Toilet room upgrades - Multi-Fixture facilities	$45,000.00					Upgrade to include an ADA compliant stall.
14	Hollow metal door frames		$92,400.00				Full replacement of frames to match recently replaced doors.
15	Classroom casework				$230,000.00		Full replacement of built-in casework and plastic laminate countertops in academic spaces.
16	Vinyl composition tile (V4)			$31,500.00			Replace VCT flooring.
17	Metal ceiling			$90,000.00			Provide new ceiling system in Gymnasium.
18	Athletic equipment				$30,000.00		Upgrade gymnasium athletic equipment.
19	Athletic wall padding				$20,000.00		Replace athletic wall pads in gymnasium.
20	Acoustical ceiling tiles				$108,000.00		Full replacement in corridors and toilet rooms.
	Division 21 - Fire Protection						
21	Fire Alarm System		$160,980.00				Upgrade fire alarm system
22	Fire Protection - Sprinklers (V1, V2, V3)				$375,000.00		Prepare for replacement of original sprinklers and piping.
	Division 22 - Plumbing						
23	Plumbing Fixtures (V1, V2, V3)				$135,000.00		Prepare for replacement of original plumbing fixtures.
24	Plumbing Equipment				$20,000.00		Prepare for replacement of 3 Water Heaters & mixing valves
25	Plumbing Piping (V1, V2, V3)		$800,000.00				Prepare for replacement of original piping.
	Division 23 - Mechanical						
26	HVAC						Refer to Appendix for HVAC Information
	Division 26 - Electrical						
27	General Lighting (V4)		$700,000.00		$48,000.00		Upgrade light fixtures (including bldg mntd)
28	Emergency Lighting (V4)		$50,000.00		$10,000.00		Upgrade emergency lighting
29	Electrical Distribution (V4)		$500,000.00			$40,000.00	Prepare for replacement of electrical distribution

ORDER OF MAGNITUDE BUDGET

BOOTH HILL ELEMENTARY SCHOOL (BHS) K-5

Building Square Footage: 53,660 sf

		Recommended Timeframe					
	Proposed Improvement	**Immediate**	**1-3 Years**	**3-5 Years**	**5-10 Years**	**10 + Years**	**Comments**
30	Rewiring (V4)		$500,000.00			$40,000.00	Rewire distribution system
	Technology Improvements						
31	Access controls upgrade			$50,000.00			Replace Access Controls throughout
	TOTAL	**$45,000.00**	**$3,926,355.00**	**$230,175.00**	**$1,196,500.00**	**$80,000.00**	

ORDER OF MAGNITUDE BUDGET

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

Building Square Footage: 61,480 sf

		Recommended Timeframe					
	Proposed Improvement	**Immediate**	**1-3 Years**	**3-5 Years**	**5-10 Years**	**10 + Years**	**Comments**
	Site Related Improvements						
1	Concrete sidewalks and curbs			$315,000.00			Repair concrete or replace in kind.
2	Bituminous walkways, drives and parking			$910,000.00			Full replacement of bituminous surfaces.
3	Paved play surfaces			$53,200.00			Full replacement of paved play surfaces.
4	Concrete ramps and stairs			$60,000.00			Repair concrete or replace in kind.
	Architectural Exterior						
5	Modular classrooms		$20,000.00				Remove modular classroom units in their entirety.
6	Canopies		$150,000.00				Full replacement of canopy at Main Entry.
7	Concrete window sills			$3,200.00			Repair and clean throughout.
8	Exposed concrete foundation walls			$6,300.00			Repair and clean throughout.
9	Single-pane windows (V1)		$63,000.00				Replace single-pane, non-insulated windows with thermally insulated windows.
10	Aluminum storefront systems (V1)		$217,500.00				Replace glazing with thermally insulated glass, replace metal infill panels at base.
	Architectural Interior						
11	Acoustical tile ceilings		$1,844.40				Replace select damaged and stained tiles, particularly in classrooms
12	Athletic equipment			$30,000.00			Upgrade gymnasium athletic equipment.
13	Folding partition		$200,000.00				Replace folding partition in gynmasium.
14	Toilet room upgrades - Multi-Fixture Facilities	$22,500.00					Upgrade to include an ADA compliant stall.
15	Carpet			$44,500.00			Full replacement of carpet in Media Center and Admin. Suite.
16	Vinyl composition tile (V1, V2, V3)			$53,100.00			Replace VCT in Multipurpose Room and V2 and V3 corridors.
17	Classroom casework				$290,000.00		Full replacement of built-in casework and plastic laminate countertops in academic
	Division 21 - Fire Protection						
18	Fire Alarm System	$204,000.00					Upgrade fire alarm system and make code compliant
19	Fire Protection - Sprinklers				$430,000.00		Prepare for replace sprinklers and piping for whole building.
	Division 22 - Plumbing						
20	Plumbing Equipment				$15,000.00		Prepare for replacement of 2 water heaters and mixing valve
21	Plumbing Fixtures (V1, V2)			$120,000.00			Prepare for replacement of original plumbing fixtures
22	Plumbing Piping (V1, V2)		$730,000.00				Prepare for replacement of original plumbing piping
	Division 23 - Mechanical						
23	HVAC	$3,315,000.00					Refer to Appendix for HVAC Information
	Division 26 - Electrical						
24	General Lighting		$720,000.00				Upgrade light fixtures
25	Emergency Lighting		$50,000.00				Replace emergency bugeye fixtures throughout
26	Electrical Distribution (V4)		$500,000.00			$130,000.00	Prepare for replacement of electrical distribution
27	Rewiring (V4)		$500,000.00			$130,000.00	Rewire distribution system
28	Generator		$80,000.00				Replace 80kw Generator

ORDER OF MAGNITUDE BUDGET

DANIELS FARM ELEMENTARY SCHOOL (DFS) K-5

Building Square Footage: 61,480 sf

		Recommended Timeframe					
	Proposed Improvement	**Immediate**	**1-3 Years**	**3-5 Years**	**5-10 Years**	**10 + Years**	**Comments**
	Technology Improvements						
29	Access controls upgrade			$50,000.00			Replace Access Controls throughout
	TOTAL	**$3,541,500.00**	**$3,232,344.40**	**$1,645,300.00**	**$735,000.00**	**$260,000.00**	

ORDER OF MAGNITUDE BUDGET

FRENCHTOWN ELEMENTARY SCHOOL (FES) K-5

Building Square Footage: 89,960 sf

		Recommended Timeframe					
	Proposed Improvement	**Immediate**	**1-3 Years**	**3-5 Years**	**5-10 Years**	**10 + Years**	**Comments**
	Site Related Improvements						
1	Paved play surfaces			$106,470.00			Full replacement of paved play surfaces.
2	Concrete surfaces, sidewalks and landings		$209,800.00				Full replacement at Main Entry and west courtyard, full replacement at exterior doors
3	Bituminous curbs, walkways, drives and parking		$1,135,000.00				Full replacement of bituminous surfaces.
4	Grass fields			$2,500.00			Reseed grass fields.
	Architectural Exterior						
5	Precast concrete			$15,400.00			Clean stained coping and window sills.
6	Aluminum storefront systems		$20,000.00				Repair/replace leaking aluminum storefront systems, particularly at vestibules.
7	Built-up gravel roof		$30,000.00				Investigate built-up roof leaks at skylights to determine extent of repair.
8	Window screens		$77,000.00				Remove and reinstall windows.
9	Vinyl siding		$20,000.00				Clean vinyl siding throughout.
	Architectural Interior						
10	Wood flooring				$63,000.00		Replace wood flooring at raised platform.
11	Rubber sheet flooring				$33,750.00		Replace rubber sheet flooring at stair towers, particularly at door thresholds.
12	Vinyl composition tile			$145,800.00			Full replacement in corridors.
13	Carpet				$147,000.00		Full replacfement of carpet.
14	Acoustical tile ceilings				$486.00		Replace select damaged and stained tiles, particularly in corridors.
	Division 21 - Fire Protection						
15	Fire Alarm System					$270,000.00	Upgrade fire alarm system
16	Fire Protection - Sprinklers					$630,000.00	Prepare for replacement of sprinklers
17	Fire Protection - Tanks & Pumps					$50,000.00	Prepare for replacement of fire pump
	Division 22 - Plumbing						
18	Plumbing Equipment				$7,500.00		Prepare for replacement water heater and mixing valve.
19	Plumbing Fixtures					$360,000.00	Prepare for replacement of fixtures original to building
20	Plumbing Piping					$1,400,000.00	Prepare for replacement of plumbing piping and valves
	Division 23 - Mechanical						
21	HVAC	$3,315,000.00					Refer to Appendix for HVAC Information
	Division 26 - Electrical						
22	General Lighting					$1,080,000.00	Upgrade light fixtures
23	Electrical Distribution					$900,000.00	Prepare for electrical distribution upgrade
24	Rewiring					$900,000.00	Prepare for rewiring of distribution system
25	Generator					$250,000.00	250kw Generator is in Good condition
	Technology Improvements						
26	Access controls upgrade					$80,000.00	Replace access controls throughout
	TOTAL	**$3,315,000.00**	**$1,491,800.00**	**$270,170.00**	**$251,736.00**	**$5,920,000.00**	

ORDER OF MAGNITUDE BUDGET

HILLCREST MIDDLE SCHOOL (HMS) 6-8

Building Square Footage: 117,000 sf

		Recommended Timeframe					
	Proposed Improvement	Immediate	1-3 Years	3-5 Years	5-10 Years	10 + Years	Comments
	Site Related Improvements						
1	Concrete surfaces and walks				$76,500.00		Full replacement of concrete walks and patios at enclosed courtyards.
	Architectural Exterior						
2	Single-pane windows		$175,000.00				Replace single-pane, non-insulated windows with thermally insulated windows.
3	Aluminum storefront systems		$1,137,500.00				Replace aluminum storefront systems at classrooms
4	Applied gravel siding			$120,000.00			Replace siding with a lower-maintenance and more weather-resistant building material.
5	Canopies and soffits			$1,950,000.00			Full replacement of entry canopies and soffits.
6	Masonry - brick			$20,000.00			Repair and clean brick at wall base (assume entire perimeter of building).
	Architectural Interior						
7	Vinyl composition tile		$418,500.00				Full replacement of VCT.
8	Carpet		$80,000.00				Full replacement of carpet.
9	Ceramic tile flooring		$157,500.00				Replace ceramic tile flooring in locker rooms.
10	Wood flooring		$280,000.00				Replace wood flooring at gymnasium and raised platform.
11	Rubber sports flooring		$7,500.00				Replace rubber sports flooring in weight room.
12	Acoustical ceiling tiles		$1,025,000.00				Full replacement of ceiling tiles.
13	Painted CMU walls		$2,640.00				Repair and repaint CMU walls in gymnasium.
14	Classroom casework				$400,000.00		Full replacement of built-in casework and plastic laminate countertops in academic spaces.
15	Toilet room upgrades - Multi-Fixture Facilities	$30,000.00					Upgrade to include an ADA compliant stall, upgrade finishes.
16	Athletic equipment		$30,000.00				Upgrade gymnasium athletic equipment.
17	Folding partition		$200,000.00				Replace folding partition in gynmasium.
	Division 21 - Fire Protection						
18	Fire Alarm System				$351,000.00		Fire alarm system to be upgraded
19	Fire Protection - Sprinklers	$819,000.00					No existing fire protection. New for entire building
	Division 22 - Plumbing						
20	Plumbing Fixtures				$100,000.00		Prepare for replacement all fixtures original to building
21	Plumbing Equipment					$15,000.00	Prepare for replacement two water heaters
22	Plumbing Piping			$595,000.00			Prepare for replacement all piping original to building.
	Division 23 - Mechanical						
23	HVAC						Refer to Appendix for HVAC Information
	Division 26 - Electrical						
24	General Lighting			$1,404,000.00			Replace all lighting within building
25	Electrical Distribution				$1,170,000.00		Prepare for replacement of electrical distribution
26	Rewiring				$1,170,000.00		Rewire distribution system
27	Generator					$150,000.00	150kw Generator is in Good condition

ORDER OF MAGNITUDE BUDGET

HILLCREST MIDDLE SCHOOL (HMS) 6-8

Building Square Footage: 117,000 sf

		Recommended Timeframe					
	Proposed Improvement	**Immediate**	**1-3 Years**	**3-5 Years**	**5-10 Years**	**10 + Years**	**Comments**
	Technology Improvements						
28	Add WiFi estimates		$40,000.00				
29	Replace gym PA system	$15,000.00					
30	Access controls upgrade					$80,000.00	Replace access controls throughout
	TOTAL	**$864,000.00**	**$3,553,640.00**	**$4,089,000.00**	**$3,267,500.00**	**$245,000.00**	

ORDER OF MAGNITUDE BUDGET

JANE RYAN ELEMENTARY SCHOOL (JRS) K-5

Building Square Footage: 46,430 sf

		Recommended Timeframe					
	Proposed Improvement	**Immediate**	**1-3 Years**	**3-5 Years**	**5-10 Years**	**10 + Years**	**Comments**
	Site Related Improvements						
1	Bituminous curbs, walkways, drives and parking						Full replacement of bituminous surfaces is complete.
2	Paved play surfaces						Full replacement of paved play surfaces is complete.
	Architectural Exterior						
3	Built-up gravel roof (V1)		$1,890,000.00				Replace/upgrade roofing material and replace associated fascia.
4	Applied gravel siding (V3)			$40,000.00			Replace siding with a lower-maintenance and more weather-resistant building mater
5	Exposed concrete foundation walls			$12,300.00			Repair and clean throughout.
6	Canopies (V2)	$150,000.00					Replace canopies above exterior classroom doors.
	Architectural Interior						
7	Vinyl composition tile				$31,680.00		Full replacement in Cafeteria.
8	Carpet (V1)				$30,000.00		Full replacement of carpet.
9	Acoustical ceiling tiles				$464,300.00		Full replacement throughout.
10	Classroom casework				$260,000.00		Full replacement of built-in casework and plastic laminate countertops in academic s
11	Wood flooring		$159,250.00				Replace wood flooring at gymnasium.
12	Toilet room upgrades - Multi-Fixture Facilities	$60,000.00					Upgrade to include an ADA compliant stall, upgrade finishes.
13	Glazed concrete block walls				$4,000.00		Repair, clean and paint glazed block walls in Cafeteria.
14	Metal ceiling			$91,000.00			Provide new ceiling system in Gymnasium.
	Division 21 - Fire Protection						
15	Fire Alarm System		$141,000.00				Upgrade fire alarm system
16	Fire Protection - Sprinklers (V1)				$120,000.00		Prepare for replacement of original sprinklers.
	Division 22 - Plumbing						
17	Plumbing Equipment				$7,500.00		Prepare for replacement of water heaters and mixing valves
18	Plumbing Fixtures				$120,000.00		Prepare for replacement of plumbing fixtures in building
19	Plumbing Piping (V1)			$260,000.00			Prepare for replacement of original plumbing piping.
	Division 23 - Mechanical						
20	HVAC	$3,315,000.00					Refer to Appendix for HVAC Information
	Division 26 - Electrical						
21	General Lighting		$216,000.00		$360,000.00		V1 lighting to be upgraded in 1-3 years (including bldg mntd)
22	Emergency Lighting		$60,000.00		$10,000.00		V1 emergency lighting to be upgraded in 1-3 years (potential upgrade to battery cabinets in lieu of emergency bugeyes)
23	Electrical Distribution		$180,000.00			$300,000.00	Prepare for replacement of V1 electrical distribution in 1-3 years
24	Rewiring		$180,000.00			$300,000.00	Rewire V1 distribution system in 1-3 years
	Technology Improvements						
25	Add WiFi estimates for outdoor coverage			$40,000.00			
26	Access controls upgrade					$50,000.00	Replace Access Controls throughout
	TOTAL	**$3,525,000.00**	**$2,826,250.00**	**$443,300.00**	**$1,407,480.00**	**$650,000.00**	

ORDER OF MAGNITUDE BUDGET

LONG HILL ADMINISTRATION (LHA)

Building Square Footage: 21,950 sf

		Recommended Timeframe					
	Proposed Improvement	**Immediate**	**1-3 Years**	**3-5 Years**	**5-10 Years**	**10 + Years**	**Comments**
	Architectural Exterior						
1	Built-up gravel roof (V3)		$490,500.00				Replace/upgrade roofing material.
2	Architectural roof shingles (V2)		$222,000.00				Full eplacement of roof shingles.
3	Fascia (V2, V3)		$14,500.00				Full replacement of roof fascia.
4	Aluminum gutters and downspouts (V2)			$7,000.00			Full replacement of aluminum gutter systems.
5	Masonry - brick			$28,500.00			Repair and clean brick (assume entire perimeter of building).
6	Expansion joints			$475.00			Rake and repoint building control joints.
7	Windows		$252,000.00				Replace windows.
8	Window screens		$14,400.00				Install window screens at all operable windows.
9	Aluminum storefront systems		$49,000.00				Full replacement of aluminum storefront systems.
10	Hollow metal doors and frames		$115,000.00				Full replacement of hollow metal doors and frames.
	Architectural Interior						
11	Vinyl composition tile flooring		$18,900.00				Full replacement of VCT flooring.
12	Carpet			$163,000.00			Full replacement of carpet.
13	Vinyl wall base			$19,450.00			Full replacement of wall base.
15	Door hardware	$36,800.00					Upgrade door hardware to be ADA compliant.
16	Acoustical ceiling tiles		$194,500.00				Full replacement of ceiling tiles.
17	Toilet room upgrades - Multi-Fixture facilities	$37,500.00					Upgrade to include an ADA compliant stall, upgrade finishes.
	Division 21 - Fire Protection						
18	Fire Alarm System	$66,000.00					Upgrade fire alarm system and make code compliant
19	Fire Protection - Sprinklers (V1, V2)				$91,000.00		Prepare for replacement of original sprinklers and piping
20	Fire Protection - Tanks & Pumps			$20,000.00			Replace Cleaning agent system
	Division 22 - Plumbing						
21	Plumbing Fixtures				$55,000.00		Replace original fixtures
22	Plumbing Equipment	$2,500.00					Replace electric water heater and mixing valve
23	Plumbing Piping (V1, V2)			$195,000.00			Replace original piping
	Division 23 - Mechanical						
24	HVAC						Refer to Appendix for HVAC Information
	Division 26 - Electrical						
25	General Lighting	$264,000.00					Upgrade light fixtures
26	Emergency Lighting	$50,000.00					Replacement of emergency light fixtures
27	Electrical Distribution		$220,000.00				Prepare for electrical distribution upgrade
28	Rewiring		$220,000.00				Prepare for rewiring of distribution system
29	Generator					$150,000.00	Upgrade generator

ORDER OF MAGNITUDE BUDGET

LONG HILL ADMINISTRATION (LHA)

Building Square Footage: 21,950 sf

		Recommended Timeframe					
	Proposed Improvement	**Immediate**	**1-3 Years**	**3-5 Years**	**5-10 Years**	**10 + Years**	**Comments**
	Technology Improvements						
30	Security System Improvements/Upgrade			$500,000.00			Improve interior and exterior camera coverage /upgrade cameras
31	Access controls upgrade				$80,000.00		
	TOTAL	**$456,800.00**	**$1,810,800.00**	**$933,425.00**	**$226,000.00**	**$150,000.00**	

ORDER OF MAGNITUDE BUDGET

MIDDLEBROOK ELEMENTARY SCHOOL (MES) K-5

Building Square Footage: 65,690 sf

		Recommended Timeframe					
	Proposed Improvement	**Immediate**	**1-3 Years**	**3-5 Years**	**5-10 Years**	**10 + Years**	**Comments**
	Site Related Improvements						
1	Concrete stairs			$20,000.00			Repair and clean site stairs
2	Paved play surfaces			$30,000.00			Full replacement of paved play surfaces.
3	Grass fields and courtyard			$13,475.00			Reseed grass at fields and enclosed courtyard.
	Architectural Exterior						
4	Exposed concrete foundation walls			$4,800.00			Repair and clean throughout.
	Architectural Interior						
5	Classroom casework				$340,000.00		Full replacement of built-in casework and plastic laminate countertops in academic spaces.
6	Athletic equipment			$30,000.00			Upgrade gymnasium athletic equipment.
7	Metal ceiling			$152,000.00			Provide new ceiling system in Gymnasium.
8	Lockers			$180,000.00			Full replacement of lockers in corridors.
9	Toilet room upgrades - Multi-Fixture Facilities	$45,000.00					Upgrade to include an ADA compliant stall.
	Division 21 - Fire Protection						
10	Fire Alarm System		$200,000.00				Upgrade fire alarm system
11	Fire Protection - Sprinklers (V4)					$455,000.00	Prepare for replace sprinklers installed
	Division 22 - Plumbing						
12	Plumbing Fixtures (V1, V2, V3)		$160,000.00				Prepare for replacement of original fixtures
13	Plumbing Equipment				$7,500.00		Prepare for replacement of water heater
14	Plumbing Piping (V1, V2, V3)		$975,000.00				Prepare for replacement of original plumbing piping
	Division 23 - Mechanical						
15	HVAC	$3,315,000.00					Refer to Appendix for HVAC Information
	Division 26 - Electrical						
16	General Lighting				$792,000.00		Bulbs upgraded to LED in 2017. Prepare for complete lighting upgrade
17	Emergency Lighting		$50,000.00		$5,000.00		Replace V4 bugeye fixtures in 5-10 years
18	Electrical Distribution		$530,000.00			$13,000.00	Prepare for replacement of V4 electrical distribution in 10+ years
19	Rewiring		$530,000.00			$13,000.00	Rewire V4 distribution system in 10+ years
20	Generator		$150,000.00				Replace 150kw Generator
	Technology Improvements						
21	Clock system upgrade		$200,000.00				Replace clock system
22	Access controls upgrade				$80,000.00		Replace access controls throughout
	TOTAL	**$3,360,000.00**	**$2,795,000.00**	**$430,275.00**	**$1,224,500.00**	**$481,000.00**	

ORDER OF MAGNITUDE BUDGET

MADISON MIDDLE SCHOOL (MMS) 6-8

Building Square Footage: 154,970 sf

		Recommended Timeframe					
	Proposed Improvement	Immediate	1-3 Years	3-5 Years	5-10 Years	10 + Years	Comments
	Site Related Improvements						
1	Concrete curbs and sidewalks		$529,200.00				Repair concrete curbs and sidewalks adjacent to drives and parking.
2	Concrete surfaces		$42,000.00				Full replacement of concrete patios at enclosed courtyards.
3	Concrete landings	$30,000.00					Provide ADA compliant concrete landings at courtyard doors.
4	Handrails	$22,500.00					Replace handrails at maintenance areaway stairs
5	Track		$600,000.00				Replace gravel track with all-weather surfacing.
	Architectural Exterior						
6	Single-pane windows		$472,500.00				Replace single-pane, non-insulated windows with thermally insulated windows.
7	Aluminum storefront systems		$332,500.00				Full replacement of aluminum storefront systems.
8	Masonry - brick			$51,000.00			Repair and clean brick.
9	Exposed concrete foundation walls			$9,150.00			Repair and clean throughout (assume entire perimeter of building).
10	Hollow metal doors				$36,000.00		Full replacement of hollow metal doors.
11	Canopies and soffits			$50,000.00			Repair and paint concrete entrance canopies.
	Architectural Interior						
12	Vinyl composition tile and associated wall base			$423,000.00			Full replacement of VCT.
13	Wood flooring and associated wall base			$87,500.00			Replace wood flooring at raised platform.
14	Ceramic tile flooring			$40,000.00			Replace ceramic tile flooring in multi-fixture toilet rooms.
15	Wood doors		$408,000.00				Full replacement of wood doors.
16	Door hardware	$204,000.00					Upgrade door hardware to be ADA compliant.
17	Casework				$40,000.00		Full replacement of built-in casework and plastic laminate countertops in Admin. Suite
18	Window screens		$27,000.00				Replace window screens at all operable windows.
19	Window roller shades		$138,000.00				Install roller shades at exterior glazing.
20	Platform access	$70,000.00					Provide ADA compliant lift to raised platform.
	Division 21 - Fire Protection						
21	Fire Alarm System		$464,910.00				Fire Alarm system to be upgraded
22	Fire Protection - Sprinklers (V1)				$1,000,000.00		Replace original sprinklers and piping
	Division 22 - Plumbing						
23	Plumbing Fixtures (V1)				$360,000.00		Replace original fixtures
24	Plumbing Equipment					$15,000.00	Replace water heater and mixing valve
25	Plumbing Piping (V1)		$2,200,000.00				Replace original piping
	Division 23 - Mechanical						
26	HVAC						Refer to Appendix for HVAC Information
	Division 26 - Electrical						
27	General Lighting		$1,859,640.00				Upgrade light fixtures to energy efficient LED fixtures

ORDER OF MAGNITUDE BUDGET

MADISON MIDDLE SCHOOL (MMS) 6-8

Building Square Footage: 154,970 sf

		Recommended Timeframe					
	Proposed Improvement	**Immediate**	**1-3 Years**	**3-5 Years**	**5-10 Years**	**10 + Years**	**Comments**
28	Electrical Distribution		$1,546,700.00				Prepare for upgrade of electrical distribution
29	Rewiring		$1,546,700.00				Rewire distribution
30	Generator		$100,000.00				Replace 100KW generator
	Technology Improvements						
31	PA system upgrade		$350,000.00				
32	Add WiFi estimates		$40,000.00				
33	Access controls upgrade			$80,000.00			Replace access control devices throughout
	TOTAL	**$326,500.00**	**$10,657,150.00**	**$740,650.00**	**$1,436,000.00**	**$15,000.00**	

ORDER OF MAGNITUDE BUDGET

REACH 6-8/9-12

Building Square Footage: 8,700 sf

		Recommended Timeframe					
	Proposed Improvement	Immediate	1-3 Years	3-5 Years	5-10 Years	10 + Years	Comments
	Site Related Improvements						
1	Concrete sidewalks and landings			$20,000.00			Repair and clean concrete sidewalks and landings.
2	Concrete ramps and stairs			$10,000.00			Repair concrete or replace in kind.
3	Grass		$500.00				Reseed grass on north side of building.
4	Paved play surfaces		$20,000.00				Install basketball hoop and paint pavement for half court lines.
	Architectural Exterior						
5	Modified bitumen roofing		$450,000.00				Full replacement of roofing system.
6	Fascia		$8,700.00				Full replacement of roof fascia.
7	Aluminum gutters and downspouts			$3,000.00			Full replacement of gutter systems.
8	Masonry - brick			$3,300.00			Repair and clean brick.
9	Masonry - coated CMU			$580.00			Repair and clean finished CMU.
10	Expansion joints			$217.50			Rake and repoint building control joints.
11	Single-pane windows		$24,500.00				Replace single-pane, non-insulated windows with thermally insulated windows.
12	Precast concrete sills		$24,000.00				Replace concrete window sills.
13	Aluminum storefront systems		$31,500.00				Full replacement of aluminum storefront systems.
14	Hollow metal doors and frames				$110,000.00		Full replacement of hollow metal doors and frames.
15	Canopies				$50,000.00		Repair canopies or replace in kind.
	Architectural Interior						
16	Toilet room upgrades - Multi-Fixture facilities	$15,000.00					Upgrade to include an ADA compliant stall, upgrade finishes.
17	Acoustical ceiling system		$54,000.00				Full replacement of ceiling tiles and grid.
18	Door hardware	$5,600.00					Upgrade door hardware to be ADA compliant.
19	Vinyl composition tile flooring		$43,200.00				Replace VCT flooring in classrooms and at door thresholds.
20	Carpet			$13,000.00			Replace carpet in classrooms.
21	Casework				$40,000.00		Full replacement of built-in casework and countertops.
	Division 21 - Fire Protection						
22	Fire Alarm System		$27,000.00				Upgrade fire alarm system and make code compliant
23	Fire Protection - Sprinklers				$61,000.00		Replacement of fire protection system original to building
	Division 22 - Plumbing						
24	Plumbing Fixtures			$22,000.00			Prepare for replacement of fixtures original to building and donated fixtures
25	Plumbing Equipment						Hot water comes from Madison Middle School
26	Plumbing Piping			$135,000.00			Prepare for replacement piping original to the building
	Division 23 - Mechanical						
27	HVAC						Refer to Appendix for HVAC Information
	Division 26 - Electrical						
28	General Lighting		$105,000.00				Upgrade light fixtures
29	Emergency Lighting		$15,000.00				Upgrade emergency light fixtures
30	Electrical Distribution		$90,000.00				Prepare for electrical distribution upgrade

ORDER OF MAGNITUDE BUDGET

REACH 6-8/9-12

Building Square Footage: 8,700 sf

		Recommended Timeframe					
	Proposed Improvement	**Immediate**	**1-3 Years**	**3-5 Years**	**5-10 Years**	**10 + Years**	**Comments**
31	Rewiring		$90,000.00				Prepare for rewiring of distribution system
32	Generator					$200,000.00	Upgrade generator
	Technology Improvements						
33	Improve Camera Coverage/Upgrade cameras		$15,000.00				Improve interior and exterior camera coverage /upgrade cameras
34	Access controls upgrade		$20,000.00				
	TOTAL	**$20,600.00**	**$1,018,400.00**	**$207,097.50**	**$261,000.00**	**$200,000.00**	

ORDER OF MAGNITUDE BUDGET

TRUMBULL EARLY CHILDHOOD EDUCATION CENTER (TECEC) Pre-K

Building Square Footage: 26,350 sf

		Recommended Timeframe					
	Proposed Improvement	Immediate	1-3 Years	3-5 Years	5-10 Years	10 + Years	Comments
	Site Related Improvements						
1	Bituminous curbs and walkways			$30,000.00			Full replacement of walkways, curb replacement at south paved play area.
2	Paved play surfaces		$70,000.00				Full replacement of north and south paved play areas.
	Architectural Exterior						
3	Exposed concrete foundation walls			$7,200.00			Clean exposed concrete foundations.
4	Concrete ramps/stairs			$1,350.00			Clean exterior concrete ramps and stairs.
5	Remove door hardware	$8,250.00					Remove external hardware on doors that provide direct access to classrooms.
	Architectural Interior						
6	Casework					$110,000.00	Upgrade casework.
7	Acoustical tile ceilings			$790.50			Replace select damaged ceiling tiles.
8	Carpet				$30,500.00		Full replacement of carpet.
9	Vinyl composition tile				$34,920.00		Replace select areas, predominantly in the main corridor.
	Division 21 - Fire Protection						
10	Fire Alarm System					$81,000.00	Upgrade fire alarm
11	Fire Protection - Sprinklers					$185,000.00	Prepare for replacement of sprinklers and piping original to building
	Division 22 - Plumbing						
12	Plumbing Fixtures					$66,000.00	Prepare for replacement of original fixtures
13	Plumbing Equipment			$15,000.00			Prepare for replacement of water heaters and mixing valve
14	Plumbing Piping					$400,000.00	Prepare for replacement of original plumbing piping
	Division 23 - Mechanical						
15	HVAC						Refer to Appendix for HVAC Information
	Division 26 - Electrical						
16	General Lighting					$317,000.00	Upgrade light fixtures
17	Emergency Lighting					$30,000.00	Replace bugeye fixtures
18	Electrical Distribution					$265,000.00	Prepare for electrical distribution upgrade
19	Rewiring					$265,000.00	Prepare for rewiring of distribution system
	TOTAL	**$8,250.00**	**$70,000.00**	**$54,340.50**	**$65,420.00**	**$1,719,000.00**	

ORDER OF MAGNITUDE BUDGET

TASHUA ELEMENTARY SCHOOL (TES) K-5

Building Square Footage: 59,660 sf

		Recommended Timeframe					
	Proposed Improvement	Immediate	1-3 Years	3-5 Years	5-10 Years	10 + Years	Comments
	Site Related Improvements						
1	Concrete curbs and sidewalks		$147,000.00				Repair concrete curbs and sidewalks adjacent to drives and parking.
2	Bituminous curbs, drives and parking			$273,000.00			Replace curbs, drives and parking at southwest side of building.
	Architectural Exterior						
3	Modular classrooms		$40,000.00				Remove modular classroom units in their entirety.
4	Single-pane windows (V1)		$507,500.00				Replace single-pane, non-insulated windows with thermally insulated windows.
5	Built-up gravel roof (V1)		$2,250,000.00				Replace/upgrade roofing material.
6	Precast concrete sills and infill (V1)			$14,500.00			Repair and clean sills and concrete infill walls above and below windows.
7	Aluminum storefront systems (V1)		$550,000.00				Full replacement of entry storefront systems.
8	Canopies and soffits			$900,000.00			Full replacement of entry canopies and soffits.
	Architectural Interior						
9	Toilet room upgrades - Multi-Fixture Facilities	$15,000.00					Upgrade to include an ADA compliant stall.
10	Classroom casework				$240,000.00		Full replacement of built-in casework and plastic laminate countertops in academic spaces.
11	Athletic equipment				$30,000.00		Upgrade gymnasium athletic equipment.
12	Window screens (V2)		$2,600.00				Add window screens at operable windows.
13	Acoustical ceiling tiles				$79,000.00		Full replacement of ceiling tiles in Admin suite, Media Center and Cafeteria.
14	Ceramic tile flooring				$10,000.00		Replace ceramic tile flooring in staff multi-fixture toilet room.
	Division 21 - Fire Protection						
15	Fire Alarm System		$180,000.00				Upgrade fire alarm system
16	Fire Protection - Sprinklers (V1)				$375,000.00		Prepare for replacement of original sprinklers and piping
	Division 22 - Plumbing						
17	Plumbing Equipment				$7,500.00		Prepare for replacement of gas fired water heater
18	Plumbing Fixtures			$135,000.00			Prepare for replacementof plumbing fixtures original to building.
19	Plumbing Piping				$805,000.00	$95,000.00	5-10 yrs: Replacement of plumbing piping original to V1 of building. 10+ yrs: Replacement of piping original to to V2 of building
	Division 23 - Mechanical						
20	HVAC	$3,315,000.00					Refer to Appendix for HVAC Information
	Division 26 - Electrical						
21	General Lighting		$645,000.00		$75,000.00		V1 upgrade (1-3 years), V2 upgrade (5-10 years)
22	Emergency Lighting		$15,000.00				Replace bugeye fixtures throughout
23	Electrical Distribution		$540,000.00		$62,000.00		V1 upgrade (1-3 years), V2 upgrade (5-10 years)
24	Rewiring		$540,000.00		$62,000.00		V1 rewire (1-3 years), V2 rewire (5-10 years)
25	Generator		$30,000.00				Replace 30KW Generator
	Technology Improvements						
26	Access controls upgrade				$50,000.00		Replace access control devices throughout
	TOTAL	**$3,330,000.00**	**$5,447,100.00**	**$1,322,500.00**	**$1,795,500.00**	**$95,000.00**	

ORDER OF MAGNITUDE BUDGET

TRUMBULL HIGH SCHOOL (THS) 9-12

Building Square Footage: 369,350 sf

		Recommended Timeframe					
	Proposed Improvement	**Immediate**	**1-3 Years**	**3-5 Years**	**5-10 Years**	**10 + Years**	**Comments**
	Site Related Improvements						
1	Concrete curbs and sidewalks		$604,800.00				Repair concrete curbs and sidewalks adjacent to drives and parking.
	Architectural Exterior						
2	Modular classrooms		$20,000.00				Remove modular classroom units in their entirety.
3	Concrete finish coat			$18,000.00			Repair, clean & repaint (base of wall and columns for south half of building).
4	Exposed concrete foundation walls			$3,600.00			Repair and clean.
5	Hollow metal doors and frames (V3)			$17,500.00			Full replacement of hollow metal doors and associated frames.
6	Canopies			$2,700.00			Repair and paint underside of main entry canopy.
	Architectural Interior						
7	Acoustical ceiling tiles (V1, V2, V3, V5)	$4,180,000.00					Full replacement of ceiling tiles.
8	Classroom casework				$1,270,000.00		Full replacement of built-in casework and countertops.
9	Concrete walls			$68,000.00			Repair and paint concrete walls at stair towers.
10	Concrete stairs			$3,400.00			Repair and paint concrete stairs at stair towers.
11	Gyp. board ceilings		$38,000.00				Replace ceilings in corridors surrounding stair towers.
12	Underside of deck - tectum ceilings (V1)			$66,000.00			Clean and paint underside of deck at shop classrooms.
13	Folding partition				$20,000.00		Replace folding partition in auxilliary gynmasium.
14	Athletic equipment				$30,000.00		Replace (4) backboards auxilliary gymnasium.
	Division 21 - Fire Protection						
15	Fire Alarm System				$1,108,050.00		Upgrade fire alarm system (like-new renovation 12 years ago)
16	Fire Protection - Sprinklers					$2,300,000.00	Prepare for replacement of sprinklers and piping original to building.
	Division 22 - Plumbing						
17	Plumbing Fixtures						Most of the plumbing fixtures were replaced in 2011 renovation.
18	Plumbing Equipment		$75,000.00		$15,000.00		1-3 years: Replacement of all point of use heaters. 5-10 years: Replacement of central water heaters for kitchen and locker rooms
19	Plumbing Piping						Most of plumbing piping was replaced in 2011 Renovation
	Division 23 - Mechanical						
20	HVAC						Refer to Appendix for HVAC Information
	Division 26 - Electrical						
21	General Lighting					$4,432,200.00	Upgrade light fixtures
22	Electrical Distribution					$3,693,500.00	Prepare for electrical distribution upgrade
23	Rewiring					$3,693,500.00	Prepare for rewiring of distribution system
24	Generator					$1,605,000.00	Replace 355kw and 1250kw generators
	Technology Improvements						
25	Access controls upgrade					$200,000.00	
	TOTAL	**$4,180,000.00**	**$737,800.00**	**$179,200.00**	**$2,443,050.00**	**$15,924,200.00**	

ORDER OF MAGNITUDE BUDGET

TRUMBULL PUBLIC SCHOOLS

		Recommended Timeframe					
		Immediate	1-3 Years	3-5 Years	5-10 Years	10 + Years	TOTAL
	Facility						
1	Trumbull Early Childhood Education Center	$8,250.00	$70,000.00	$54,340.50	$65,420.00	$1,719,000.00	**$1,917,010.50**
2	Booth Hill Elementary School	$45,000.00	$3,926,355.00	$230,175.00	$1,196,500.00	$80,000.00	**$5,478,030.00**
3	Daniels Farm Elementary School	$3,541,500.00	$3,232,344.40	$1,645,300.00	$735,000.00	$260,000.00	**$9,414,144.40**
4	Frenchtown Elementary School	$3,315,000.00	$1,491,800.00	$270,170.00	$251,736.00	$5,920,000.00	**$11,248,706.00**
5	Jane Ryan Elementary School	$3,525,000.00	$2,826,250.00	$443,300.00	$1,407,480.00	$650,000.00	**$8,852,030.00**
6	Middlebrook Elementary School	$3,360,000.00	$2,795,000.00	$430,275.00	$1,224,500.00	$481,000.00	**$8,290,775.00**
7	Tashua Elementary School	$3,330,000.00	$5,447,100.00	$1,322,500.00	$1,795,500.00	$95,000.00	**$11,990,100.00**
8	Hillcrest Middle School	$864,000.00	$3,553,640.00	$4,089,000.00	$3,267,500.00	$245,000.00	**$12,019,140.00**
9	Madison Middle School	$326,500.00	$10,657,150.00	$740,650.00	$1,436,000.00	$15,000.00	**$13,175,300.00**
10	Agriscience & Biotechnology Center	$1,305,525.00	$456,150.00	$125,445.00	$0.00	$2,669,000.00	**$4,556,120.00**
11	Trumbull High School	$4,180,000.00	$737,800.00	$179,200.00	$2,443,050.00	$15,924,200.00	**$23,464,250.00**
12	REACH	$20,600.00	$1,018,400.00	$207,097.50	$261,000.00	$200,000.00	**$1,707,097.50**
13	Long Hill Administration	$456,800.00	$1,810,800.00	$933,425.00	$226,000.00	$150,000.00	**$3,577,025.00**
	TOTAL	**$24,278,175.00**	**$38,022,789.40**	**$10,670,878.00**	**$14,309,686.00**	**$28,408,200.00**	**$115,689,728.40**

THIS PAGE INTENTIONALLY LEFT BLANK

SUPPLEMENTAL MATERIALS 15

I. Demographics Report

TRUMBULL PUBLIC SCHOOLS

POPULATION AND ENROLLMENT FORECASTS, 2023-24 THROUGH 2032-33

JANUARY 2023

MCKIBBEN DEMOGRAPHIC RESEARCH, LLC
JEROME MCKIBBEN, PH.D.
ROCK HILL, SC

j.mckibben@mckibbendemographics.com

978-501-7069



CONTENTS

EXECUTIVE SUMMARY 3
INTRODUCTION 4
DATA 5
ASSUMPTIONS 6
METHODOLOGY 9
REFERENCES 11
Appendix A: Supplemental Tables 12
Appendix B: Population Forecasts 15
Appendix C: Population Pyramids 22
Appendix D: Enrollment Forecasts 23
Appendix E: Population Forecasts by Race and Ethnicity 28

EXECUTIVE SUMMARY

1. The resident total fertility rate for the Trumbull Public Schools over the life of the forecasts is below replacement level. (1.83 vs. the replacement level of 2.1)

2. Most in-migration to the district continues to occur in the 0-to-9 and 25-to-44-year-old age groups.

3. The local 18-to-24-year-old population continues to leave the district, going to college or moving to other urbanized areas. This population group accounts for the largest segment of the district's out migration flow and will increase steadily over the next 10 years. The second largest migration outflow is in the 70+ age groups.

4. The primary factors causing the district's enrollment to increase over the next 10 years is the slowing of the increase in empty nest households, the relatively high number of elderly housing units turning over coupled with a steady rate of in-migration of young families.

5. Changes in year-to-year enrollment over the next ten years will primarily be due to large cohorts entering and moving through the school system in conjunction with smaller cohorts leaving the system.

6. The elementary enrollment will slowly increase over most of the next 10 school years.

7. The median age of the district's population will increase from 46.9 in 2020 to 47.6 in 2030.

8. Even if the district continues to have some amount of annual new housing unit construction over the next 10 years, the rate, magnitude, and price of existing home sales will become the increasingly dominant factor affecting the amount of population and enrollment change.

9. Total district enrollment is forecasted to increase by 148 students, or 2.1%, between 2022-23 and 2027-28. Total enrollment will increase by 61 students, or 0.9%, from 2027-28 to 2032-33.

INTRODUCTION

By demographic principle, distinctions are made between projections and forecasts. A projection extrapolates the past (and present) into the future with little or no attempt to take into account any factors that may impact the extrapolation (e.g., changes in fertility rates, housing patterns or migration patterns) while a forecast results when a projection is modified by reasoning to take into account the aforementioned factors.

To maximize the use of this study as a planning tool, the ultimate goal is not simply to project the past into the future, but rather to assess various factors' impact on the future. The future population and enrollment change of each school district is influenced by a variety of factors. Not all factors will influence the entire school district or its attendance areas at the same level. Some may affect different areas at dissimilar magnitudes and rates causing changes at varying points of time within the same district. The forecaster's judgment, based on a thorough and intimate study of the district, has been used to modify the demographic trends and factors to predict likely changes more accurately. Therefore, strictly speaking, this study is a forecast, not a projection; and the amount of modification of the demographic trends varies between different areas of the district as well as within the timeframe of the forecast.

To calculate population forecasts of any type, particularly for smaller populations such as a school district or its attendance areas, realistic suppositions must be made as to what the future will bring in terms of age specific fertility, mortality, and migration rates as well as the residents' demographic behavior at certain points of the life course. The demographic history of the school district and its interplay with the social and economic history of the area is the starting point and basis of most of these suppositions, particularly on key factors such as the age structure of the area. The unique nature of each district's and attendance area's demographic composition and rate of change over time must be assessed and understood to be factors throughout the life of the forecast series. Moreover, no two populations, particularly at the school district and attendance area level, have identical demographic characteristics or undergo demographics changes at exactly the same rate.

The manifest purpose of these forecasts is to ascertain the demographic factors that will ultimately influence the enrollment levels in the district's schools. There are of course, other non-demographic factors that affect enrollment levels over time. These factors include, but are not limited to transfer policies within the district; student transfers to and from neighboring districts; placement of "special programs" within school facilities that may serve students from outside the attendance area; state or federal mandates that dictate the movement of students from one facility to another (No Child Left Behind was an excellent example of this factor); the development of charter schools in the district; the prevalence of home schooling in the area; and the dynamics of local private schools.

Unless the district specifically requests the calculation of forecasts that reflect the effects of changes in these non-demographic factors, their influences are held constant for the life of the forecasts. Again, the main function of these forecasts is to determine what impact demographic changes will have on future enrollment. It is quite possible to calculate special "scenario" forecasts to measure the impact of school policy modifications, new state mandates as well as planned economic development and/or financial changes. However, in this case the results of these population and enrollment forecasts are meant to represent the most likely scenario for changes over the next 10 years in the district and its attendance areas.

The first part of the report will examine the assumptions made in calculating the population forecasts for the Trumbull Public Schools. Since the results of the population forecasts drive the subsequent enrollment forecasts, the assumptions listed in this section are paramount to understanding the area's demographic dynamics. The remainder of the report is an explanation and analysis of the district's population forecasts and how they will shape the district's grade level enrollment forecasts.

DATA

The data used for the forecasts come from a variety of sources. The Trumbull Public Schools provided enrollments by grade and attendance center for the school years 2017-18 to 2022-23. Birth and death data for the years 2010 through 2020 were obtained from the Connecticut Department of Health. The net migration values were calculated using Internal Revenue Service migration reports for the years 2010 through 2020. The data used for the calculation of migration models came from the United States Bureau of the Census, 2005 to 2020, and the models were designed using demographic and economic factors. The base age-sex population counts used are from the results of the 2010 Census, calibrated to the 2020 Census results

Recently the Census Bureau began releasing annual estimates of demographic variables at the block group and tract level from the American Community Survey (ACS). There has been wide scale reporting of these results in the national, state, and local media. However, due to the methodological problems the Census Bureau is experiencing with their estimates derived from ACS data, particularly in areas with a population of less than 60,000, the results of the ACS are not used in these forecasts. For example, given the sampling framework used by the Census Bureau, each year only 380 of the over 12,600 current households in the district would have been included. For comparison 1,900 households in the district were included in the sample for the long form questionnaire in the 2000 Census. As a result of this small sample size, the ACS survey results from the last five years must be aggregated to produce the tract and block group estimates.

To develop the population forecast models, past migration patterns, current age specific fertility patterns, the magnitude and dynamics of the gross and

net migration, the current age specific mortality trends, the distribution of the population by age and sex, the rate and type of existing housing unit sales, and future housing unit construction are considered primary variables. In addition, the change in household size relative to the age structure of the forecast area was addressed. While there was a slight drop in the average household size in most other areas of the country (and most school districts) during the previous 10 years, the persons per household in Trumbull Public Schools actually increased. (The district's persons per household was 2.88 in 2020 compared to 2.79 in 2010) While this increase will most likely continue over the next 10 years, it will be at a slower pace.

ASSUMPTIONS

For these forecasts, the mortality probabilities are held constant at the levels calculated for the year 2018 (pre COVID-19 levels). While the number of deaths in an area are impacted by and will change given the proportion of the local population over age 65, in the absence of an extraordinary event such as a natural disaster or a breakthrough in the treatment of heart disease, death rates rarely move rapidly in any direction, particularly at the school district or attendance area level. Thus, significant changes are not foreseen in district's mortality rates between now and the year 2032. (At this point in time, there is insufficient data at the geographic and age levels needed for these forecasts of the impacts of COVID-19 on mortality rates. We assume that most areas will return to their traditional mortality rate levels by 2023.) Any increases forecasted in the number of deaths will be due primarily to the general aging of the district's population and specifically to the increase in the number of residents aged 65 and older.

Similarly, fertility rates are assumed to stay fairly constant for the life of the forecasts. Like mortality rates, age specific fertility rates rarely change quickly or dramatically, particularly in small areas. Even with the recently reported drop in the fertility rates of the United States, overall fertility rates have stayed within a 10% range for most of the last 40 years. In fact, the vast majority of year-to-year change in an area's number of births is due to changes in the number of women in childbearing ages (particularly ages 20-29) rather than any fluctuation in an area's fertility rate. While there was a significant decline in the number of births in most regions of the United States in 2020 and 2021 due to the impact of COVID-19, we assume that after 2022 fertility rates will resume their pre COVID trends.

The **resident** total fertility rate (TFR), the average number of births a woman will have while living in the school district during her lifetime, is estimated to be 1.83 for the total district for the ten years of the population forecasts. A TFR of 2.1 births per woman is considered the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration. Therefore, in the absence of migration, fertility alone would be slightly below the level needed to maintain the current level of population and enrollment within Trumbull Public Schools over the course of the forecast period. At the current TFR

and given the number of women in prime childbearing age in the district (ages 20–34-year-old), the district will consistently see the number of total resident births be on average over 200 lower than the average enrollment in grade one.

A close examination of data for Trumbull Public Schools has shown the age specific pattern of net migration will be nearly constant throughout the life of the forecasts. While the number of in and out migrants has changed in past years for Trumbull Public Schools (and will change again over the next 10 years), the basic age pattern of the migrants has stayed nearly the same over the last 30 years. Based on the analysis of data it is safe to assume this age specific migration trend will remain unchanged into the future. This pattern of migration shows most of the local out-migration occurring in the 18-to-24-year-old age group as young adults leave the area to go to college or move to other urbanized areas. The second group of out-migrants is those householders aged 70 and older who are downsizing their residences. Most of the non-college in-migration occurs in the 0-to-9 and 25-44 age groups (the bulk of which come from areas within 100 miles of Trumbull Public Schools) primarily consisting of younger adults and their children.

As the Fairfield County area is not currently contemplating any major expansions or contractions, the forecasts also assume that the current economic, political, social, and environmental factors, as well as the transportation and public works infrastructure (with a few notable exceptions) of Trumbull Public Schools and its attendance areas will remain the same through the year 2032. Below is a list of assumptions and issues that are specific to Trumbull Public Schools. These issues have been used to modify the population forecast models to predict the impact of these factors more accurately on each area's population change.

Specifically, the forecasts for Trumbull Public Schools assume that throughout the study period:

a. The national, state, or regional economy does not go into deep recession at any time during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)

b. Interest rates have risen from their historic lows and will not fluctuate more than two percentage points in the short term; the interest rate for a 30-year fixed home mortgage stays between 5.0% and 7.0% for the 10 years of the forecasts;

c. The rate of mortgage approval stays at 2022 levels and lenders do not return to "sub-prime" mortgage practices;

d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;

e. The rate of housing foreclosures does not exceed 125% of the 2015-2020 average of Fairfield County for any year in the forecasts;

f. All currently planned, platted,

approved, and permitted housing developments are built out and completed by 2031. All new housing units constructed are occupied by 2032. Speculative new home construction plans are not included;

g. The average annual unemployment rates for the Fairfield County and the Greater Bridgeport Metropolitan Area will remain below 7.5% for the 10 years of the forecasts;

h. The intra-district student transfer policy remains unchanged over the next 10 years;

i. The rate of students transferring out of the Trumbull Public Schools will remain at the 2018-19 to 2022-23 average;

j. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;

k. The state of Connecticut does not change the current policy on open enrollment (unrestricted inter district transfers) or school vouchers anytime in the next 10 years;

l. There will be no building moratorium within the district;

m. Businesses within the district and the Trumbull Public Schools area will remain viable;

n. There are no new charter schools opened in the district anytime or expansion of existing charter schools over the next 10 years;

o. The number of existing home sales in the district that are a result of "distress sales" (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;

p. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by homeowners over the age of 60;

q. The district will have at least an average of 590 existing home sales per year for the next 10 years;

r. The district will have at least an average of 40 new single-family homes constructed per year over the next 10 years;

s. Private school and home school attendance rates will remain constant at 2022 levels;

t. The rate of foreclosures for commercial property remains at the 2015-2020 average for Fairfield County;

u. The number of students engaging in virtual learning (both within and outside of the district) remains at the 2022 level.

If a major employer in the district or in the Fairfield County or the Greater Bridgeport Metropolitan Area (particularly in eastern and northern parts of the metropolitan area) closes,

reduces or expands its operations, the population forecasts would need to be adjusted to reflect the changes brought about by the change in economic and employment conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, changes in zoning regulations etc.), a further economic downturn, any additional weakness in the housing market, another pandemic or any instance or situation that causes rapid and dramatic population changes that could not be foreseen at the time the forecasts were calculated.

The high proportion of high school graduates from the Trumbull Public Schools that attend college or move to urban areas outside of the district for employment is a significant demographic factor. Their departure is a major reason for the extremely high out-migration in the 18 to 24 age group and was taken into account when calculating these forecasts. The out-migration of graduating high school seniors is expected to continue over the period of the forecasts and the rate of out-migration has been forecasted to remain the same over the life of the forecast series.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the forecast period. For example, if 1,000 births are forecasted for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year variations do and will occur, but overall year-to-year trends are expected to be constant.

METHODOLOGY

The population forecasts presented in this report are the result of using the Cohort-Component Method of population forecasting (Siegel, and Swanson, 2004: 561-601) (Smith et. al. 2004). As stated in the **INTRODUCTION**, the difference between a projection and a forecast is in the use of explicit judgment based upon the unique features of the area under study. Strictly speaking, a cohort projection refers to the future population that would result if a mathematical extrapolation of historical trends. Conversely, a cohort-component forecast refers to the future population that is expected because of a studied and purposeful selection of the components of change (i.e., births, deaths, and migration) and forecast models are developed to measure the impact of these changes in each specific geographic area.

Five sets of data are required to generate population and enrollment forecasts. These five data sets are:

a. a base-year population (here, the 2010 Census population for the Trumbull Public Schools and its attendance areas);

b. a set of age-specific fertility rates for the district to be used over the forecast period and its attendance areas;

c. a set of age-specific survival (mortality) rates for the district and its attendance areas;

d. a set of age-specific migration rates for the district and its attendance areas; and;

e. the historical enrollment figures by grade.

The most significant and difficult aspect of producing enrollment forecasts is the generation of the population forecasts in which the school age population (and enrollment) is embedded. In turn, the most challenging aspect of generating the population forecasts is found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, Trumbull Public Schools is classified as a "small area" population (as compared to the population of the state of Connecticut or to that of the United States). Small area population forecasts are more complicated to calculate because local variations in fertility, mortality, and migration may be more irregular than those at the regional, state, or national scale. Especially challenging is the forecast of the migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change from past and current patterns (Peters and Larkin, 2002.)

The population forecasts for Trumbull Public Schools were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the unique demographic characteristics of each of the attendance areas in the Trumbull Public Schools.

The enrollment forecasts were calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data were calculated for grades two through twelve. This procedure is used to identify specific grades where there are large numbers of students changing facilities for non-demographic factors, such as private school transfers or enrollment in special programs.

The survivorship rates were modified or adjusted to reflect the average rate of forecasted in and out migration of 5-to-9, 10-to-14 and 15-to-17-year-old cohorts to each of the attendance centers in Trumbull Public Schools for the period 2010 to 2015. These survivorship rates then were adjusted to reflect the forecasted changes in age-specific migration the district should experience over the next five years. These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2015 to 2020. The survivorship rates were adjusted again for the period 2020 to 2025 to reflect the predicted changes in the amount of age-specific migration in the district for the period.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9-year-old population of the age-sex population forecast at the elementary attendance center district level. This procedure allows the changes in the incoming grade sizes to be factors of forecasted population change and not an extrapolation of previous class sizes.

Given the potentially large amount of variation in kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start Kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the forecasts. (McKibben, 1996) The level of accuracy for both the population and enrollment forecasts at the school district level is estimated to be no more than +/- 2.0% for the life of the forecasts.

REFERENCES

McKibben, J.
The Impact of Policy Changes on Forecasting for School District. Population Research and Policy Review, Vol. 15, No. 5-6, December 1996

McKibben, J., M. Gann, and K. Faust.
The Baby Boomlet's Role in Future College Enrollment. American Demographics, June 1999.

Peters, G. and R. Larkin
Population Geography. 7th Edition. Dubuque, IA: Kendall Hunt Publishing. 2002.

Siegel, J. and D. Swanson
The Methods and Materials of Demography: Second Edition, Academic Press: New York, New York. 2004.

Smith, S., J. Tayman and D. Swanson
State and Local Population Projections, Academic Press, New York, New York. 2001.

Appendix A: Supplemental Tables

Table 1: Forecasted Elementary Area Population Change, 2020 to 2030

	2020	2025	*2020-2025 Change*	2030	*2025-2030 Change*	*2020-2030 Change*
Booth Hill	6,390	6,550	*2.5%*	6,670	*1.8%*	*4.4%*
Daniels Farm	5,650	5,590	*-1.1%*	5,520	*-1.3%*	*-2.3%*
Frenchtown	6,940	6,950	*0.1%*	6,890	*-0.9%*	*-0.7%*
Jane Ryan	5,160	5,170	*0.2%*	5,140	*-0.6%*	*-0.4%*
Middlebrook	7,490	7,630	*1.9%*	7,760	*1.7%*	*3.6%*
Tashua	5,190	5,240	*1.0%*	5,280	*0.8%*	*1.7%*
District Total	**36,820**	**37,130**	***0.8%***	**37,260**	***0.4%***	***1.2%***

Table 2: Household Characteristics by Elementary Area, 2010 Census

	HH w/ Pop Under 18	% HH w/ Pop Under 18	Total Households	Household Population	Persons Per Household
Booth Hill	873	41.2%	2,117	6,155	2.91
Daniels Farm	816	44.3%	1,843	5,584	3.03
Frenchtown	935	38.2%	2,443	6,853	2.80
Jane Ryan	696	37.7%	1,844	5,160	2.80
Middlebrook	869	32.7%	2,654	6,726	2.53
Tashua	695	38.1%	1,824	5,043	2.76
District Total	**4,883**	**38.4%**	**12,725**	**35,522**	**2.79**

Table 3: Householder Characteristics by Elementary Area, 2010 Census

	Percentage of Householders aged 35-54	Percentage of Householders aged 65+	Percentage of Householders who own homes
Booth Hill	44.8%	28.0%	92.0%
Daniels Farm	50.0%	26.3%	91.0%
Frenchtown	44.6%	28.5%	86.4%
Jane Ryan	46.1%	32.9%	94.4%
Middlebrook	39.7%	34.0%	78.8%
Tashua	42.4%	33.1%	88.2%
District Total	44.3%	30.6%	87.0%

Table 4: Percentage of Households that are Single Person Households and Single Person Households that are over age 65 by Elementary Area, 2010 Census

	Percentage of Single Person Households	Percentage of Single Person Households and are 65+
Booth Hill	16.3%	10.8%
Daniels Farm	13.2%	9.0%
Frenchtown	17.9%	9.8%
Jane Ryan	16.6%	10.3%
Middlebrook	28.1%	18.2%
Tashua	18.5%	13.4%
District Total	**19.0%**	**12.2%**

Table 5: Elementary Enrollment (K-5), 2022, 2027, 2032

	2022	2027	*2022-2027 Change*	2032	*2027-2032 Change*	*2022-2032 Change*
Booth Hill	514	508	*-1.2%*	519	*2.2%*	*1.0%*
Daniels Farm	495	492	*-0.6%*	506	*2.8%*	*2.2%*
Frenchtown	525	483	*-8.0%*	507	*5.0%*	*-3.4%*
Jane Ryan	448	476	*6.3%*	479	*0.6%*	*6.9%*
Middlebrook	519	529	*1.9%*	533	*0.8%*	*2.7%*
Tashua	425	451	*6.1%*	449	*-0.4%*	*5.6%*
District Total	**2,926**	**2,939**	***0.4%***	**2,993**	***1.8%***	***2.3%***

Table 6: Age Under One to Age Ten Population Counts, by Year of Age, by Elementary Area: 2010 Census

	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
Booth Hill	49	54	73	83	82	100	113	95	107	105	96
Daniels Farm	35	53	64	71	73	84	90	75	90	103	102
Frenchtown	56	76	79	87	96	94	102	92	109	109	104
Jane Ryan	35	46	42	66	66	65	70	67	84	78	77
Middlebrook	61	72	67	76	87	86	99	82	83	98	91
Tashua	37	34	58	51	56	64	77	71	71	88	89
District Total	**272**	**334**	**383**	**435**	**459**	**492**	**551**	**482**	**544**	**581**	**557**

Appendix B: Population Forecasts

Trumbull Public Schools: Total Population

	2010	2015	2020	2025	2030
0-4	1,883	1,910	1,830	1,770	1,820
5-9	2,650	2,650	2,660	2,770	2,760
10-14	2,964	2,650	2,650	2,650	2,770
15-19	2,328	2,680	2,400	2,390	2,370
20-24	1,441	1,380	1,670	1,430	1,330
25-29	1,151	1,190	1,250	1,450	1,200
30-34	1,330	1,410	1,480	1,420	1,620
35-39	2,108	1,680	1,750	1,810	1,760
40-44	2,832	2,260	1,860	1,930	2,020
45-49	3,278	2,800	2,240	1,830	1,920
50-54	3,110	3,240	2,770	2,210	1,810
55-59	2,400	3,030	3,150	2,720	2,160
60-64	1,956	2,360	3,020	3,130	2,650
65-69	1,592	1,830	2,170	2,890	2,970
70-74	1,277	1,510	1,750	2,090	2,800
75-79	1,275	1,250	1,500	1,710	2,060
80-84	1,082	1,220	1,210	1,440	1,620
85+	1,361	1,370	1,460	1,490	1,620
Total	**36,018**	**36,420**	**36,820**	**37,130**	**37,260**
Median Age	43.8	45.7	46.9	47.6	47.6
Births	1,300	1,260	1,260	1,040	
Deaths	1,370	1,450	1,490	1,380	
Natural Increase	-70	-190	-230	-340	
Net Migration	550	540	520	440	
Change	*480*	*350*	*290*	*100*	

Differences between period Totals may not equal Change due to rounding.

Booth Hill Elementary: Total Population

	2010	2015	2020	2025	2030
0-4	341	330	330	330	390
5-9	520	480	470	510	490
10-14	519	520	480	460	510
15-19	434	490	490	450	430
20-24	240	270	330	310	250
25-29	178	190	230	290	260
30-34	242	210	230	270	320
35-39	360	300	260	290	340
40-44	470	380	320	290	340
45-49	557	470	380	320	290
50-54	555	550	460	380	310
55-59	466	540	530	450	360
60-64	345	460	540	530	440
65-69	259	310	430	520	490
70-74	193	240	290	410	500
75-79	184	190	240	290	410
80-84	164	180	190	240	290
85+	150	170	190	210	250
Total	**6,176**	**6,280**	**6,390**	**6,550**	**6,670**
Median Age	42.7	44.6	45.7	46.2	45.1
Births	240	250	270	280	
Deaths	190	210	220	250	
Natural Increase	50	40	50	30	
Net Migration	70	70	80	90	
Change	*120*	*110*	*130*	*120*	

Differences between period Totals may not equal Change due to rounding.

Daniels Farm Elementary: Total Population

	2010	2015	2020	2025	2030
0-4	295	350	320	320	300
5-9	443	440	480	440	440
10-14	506	450	440	480	440
15-19	438	460	400	390	430
20-24	222	200	210	160	150
25-29	158	170	160	170	110
30-34	160	180	190	160	180
35-39	302	180	210	210	200
40-44	443	300	200	220	230
45-49	584	440	290	190	220
50-54	550	570	430	290	180
55-59	388	540	570	430	290
60-64	309	380	540	560	410
65-69	235	300	370	520	550
70-74	183	230	290	370	520
75-79	182	180	220	290	360
80-84	114	180	170	210	290
85+	93	110	160	180	220
Total	**5,604**	**5,660**	**5,650**	**5,590**	**5,520**
Median Age	43.1	46.1	48.7	50.9	51.7
Births	250	220	200	180	
Deaths	130	170	190	220	
Natural Increase	120	50	10	-40	
Net Migration	-60	-50	-60	-60	
Change	*60*	*0*	*-50*	*-100*	

Differences between period Totals may not equal Change due to rounding.

Frenchtown Elementary: Total Population

	2010	2015	2020	2025	2030
0-4	393	350	320	320	320
5-9	506	470	470	470	460
10-14	530	510	470	470	480
15-19	422	450	450	410	400
20-24	325	320	330	310	250
25-29	276	330	330	340	310
30-34	313	290	350	350	350
35-39	466	330	300	370	370
40-44	574	480	350	320	380
45-49	597	560	470	340	320
50-54	540	590	560	470	340
55-59	419	530	570	550	450
60-64	348	410	520	560	530
65-69	288	340	400	500	540
70-74	244	280	330	380	480
75-79	224	240	280	320	380
80-84	191	190	210	230	270
85+	202	220	230	240	260
Total	**6,857**	**6,890**	**6,940**	**6,950**	**6,890**
Median Age	41.7	44.1	46.1	46.7	47.0
Births	250	240	240	230	
Deaths	260	270	280	310	
Natural Increase	-10	-30	-40	-80	
Net Migration	50	50	60	60	
Change	*40*	*20*	*20*	*-20*	

Differences between period Totals may not equal Change due to rounding.

Jane Ryan Elementary: Total Population

	2010	2015	2020	2025	2030
0-4	255	220	220	210	250
5-9	365	370	360	420	420
10-14	425	360	370	360	420
15-19	335	400	340	340	320
20-24	201	200	240	160	150
25-29	137	170	160	200	140
30-34	182	160	190	190	240
35-39	286	230	210	250	220
40-44	427	310	260	250	290
45-49	501	420	310	250	240
50-54	477	500	420	300	250
55-59	289	460	480	410	290
60-64	271	290	460	480	400
65-69	269	240	250	440	440
70-74	207	250	220	230	420
75-79	223	200	250	200	210
80-84	167	220	200	250	180
85+	159	180	220	230	260
Total	**5,172**	**5,180**	**5,160**	**5,170**	**5,140**
Median Age	44.7	47.0	48.7	49.1	47.5
Births	150	140	140	140	
Deaths	190	220	230	250	
Natural Increase	-40	-80	-90	-110	
Net Migration	60	70	80	90	
Change	*20*	*-10*	*-10*	*-20*	

Differences between period Totals may not equal Change due to rounding.

Middlebrook Elementary: Total Population

	2010	2015	2020	2025	2030
0-4	363	380	360	330	260
5-9	447	500	500	530	540
10-14	494	440	500	500	530
15-19	386	430	380	440	450
20-24	298	250	310	270	330
25-29	296	230	250	250	220
30-34	293	420	360	310	290
35-39	431	420	550	460	410
40-44	511	490	480	600	520
45-49	561	510	490	480	600
50-54	553	560	500	480	480
55-59	462	540	540	490	480
60-64	355	450	540	540	480
65-69	285	350	390	530	530
70-74	254	280	350	390	520
75-79	299	250	280	340	390
80-84	327	290	250	280	340
85+	549	500	460	410	390
Total	**7,162**	**7,290**	**7,490**	**7,630**	**7,760**
Median Age	45.6	45.8	45.6	46.3	47.8
Births	250	240	220	210	
Deaths	420	390	360	350	
Natural Increase	-170	-150	-140	-140	
Net Migration	330	310	280	260	
Change	*160*	*160*	*140*	*120*	

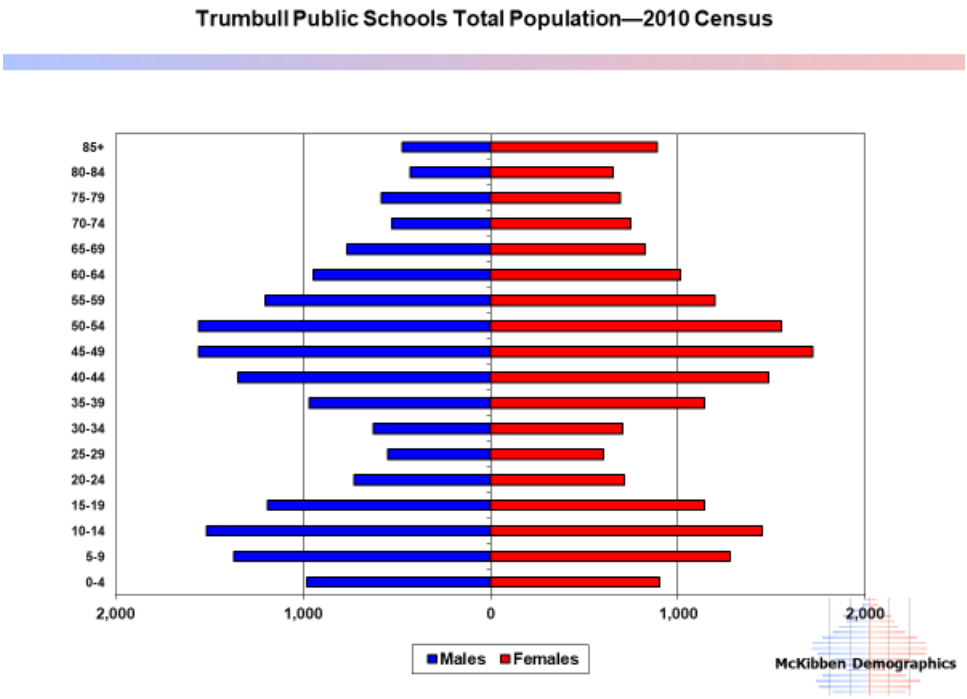
Differences between period Totals may not equal Change due to rounding.

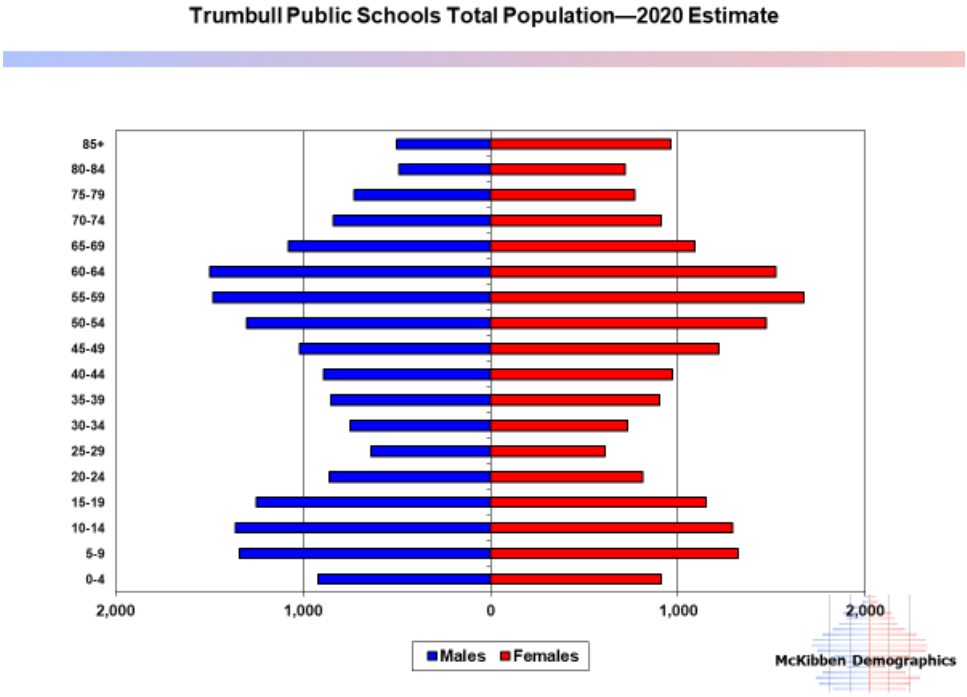
Tashua Elementary: Total Population

	2010	2015	2020	2025	2030
0-4	236	280	280	260	300
5-9	370	390	380	400	410
10-14	490	370	390	380	390
15-19	313	450	340	360	340
20-24	155	140	250	220	200
25-29	108	100	120	200	160
30-34	141	150	160	140	240
35-39	263	220	220	230	220
40-44	408	300	250	250	260
45-49	479	400	300	250	250
50-54	435	470	400	290	250
55-59	376	420	460	390	290
60-64	328	370	420	460	390
65-69	256	290	330	380	420
70-74	196	230	270	310	360
75-79	165	190	230	270	310
80-84	120	160	190	230	250
85+	208	190	200	220	240
Total	**5,046**	**5,120**	**5,190**	**5,240**	**5,280**
Median Age	45.4	47.0	48.4	48.6	47.4
Births	160	170	190	200	
Deaths	180	190	210	240	
Natural Increase	-20	-20	-20	-40	
Net Migration	100	90	80	90	
Change	*80*	*70*	*60*	*50*	

Differences between period Totals may not equal Change due to rounding.

Appendix C: Population Pyramids





Appendix D: Enrollment Forecasts

Trumbull Public Schools: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K	457	422	471	456	466	470	462	456	459	466	473	480	487	476
1	465	459	453	489	474	476	479	471	464	468	475	483	489	496
2	454	470	491	456	499	485	488	491	483	476	480	486	495	501
3	472	464	498	502	468	512	496	498	501	493	485	489	495	505
4	508	484	489	516	517	483	526	509	511	514	506	495	499	506
5	454	501	523	507	531	530	494	539	521	523	527	516	505	509
TECEC	226	196	230	235	235	235	235	235	235	235	235	235	235	235
Total K-TECEC	**3036**	**2996**	**3155**	**3161**	**3190**	**3191**	**3180**	**3199**	**3174**	**3175**	**3181**	**3184**	**3205**	**3228**
6	549	464	515	538	525	550	548	511	558	540	542	546	534	523
7	524	543	474	520	543	529	554	552	515	563	544	546	550	538
8	549	527	548	495	530	554	540	565	563	525	574	555	557	561
Total: 7-8	**1622**	**1534**	**1537**	**1553**	**1598**	**1633**	**1642**	**1628**	**1636**	**1628**	**1660**	**1647**	**1641**	**1622**
9	515	554	552	569	505	541	565	551	576	574	536	585	566	568
10	562	501	538	544	558	495	530	554	540	564	563	525	573	555
11	522	564	491	531	539	552	490	525	548	535	558	557	520	567
12	482	519	560	490	528	536	549	488	522	545	532	555	554	517
E-R-A	48	51	39	46	46	46	46	46	46	46	46	46	46	46
Total: 9-ERA	**2129**	**2189**	**2180**	**2180**	**2176**	**2170**	**2180**	**2164**	**2232**	**2264**	**2235**	**2268**	**2259**	**2253**
Total K-ERA	**6787**	**6719**	**6872**	**6894**	**6964**	**6994**	**7002**	**6991**	**7042**	**7067**	**7076**	**7099**	**7105**	**7103**
Total K-ERA	6787	6719	6872	6894	6964	6994	7002	6991	7042	7067	7076	7099	7105	7103
Change		*-68*	*153*	*22*	*70*	*30*	*8*	*-11*	*51*	*25*	*9*	*23*	*6*	*-2*
%-Change		*-1.0%*	*2.3%*	*0.3%*	*1.0%*	*0.4%*	*0.1%*	*-0.2%*	*0.7%*	*0.4%*	*0.1%*	*0.3%*	*0.1%*	*0.0%*
Total: K-TECEC	3036	2996	3155	3161	3190	3191	3180	3199	3174	3175	3181	3184	3205	3228
Change		*-40*	*159*	*6*	*29*	*1*	*-11*	*19*	*-25*	*1*	*6*	*3*	*21*	*23*
%-Change		*-1.3%*	*5.3%*	*0.2%*	*0.9%*	*0.0%*	*-0.3%*	*0.6%*	*-0.8%*	*0.0%*	*0.2%*	*0.1%*	*0.7%*	*0.7%*
Total: 6-8	1622	1534	1537	1553	1598	1633	1642	1628	1636	1628	1660	1647	1641	1622
Change		*-88*	*3*	*16*	*45*	*35*	*9*	*-14*	*8*	*-8*	*32*	*-13*	*-6*	*-19*
%-Change		*-5.4%*	*0.2%*	*1.0%*	*2.9%*	*2.2%*	*0.6%*	*-0.9%*	*0.5%*	*-0.5%*	*2.0%*	*-0.8%*	*-0.4%*	*-1.2%*
Total: 9-ERA	2129	2189	2180	2180	2176	2170	2180	2164	2232	2264	2235	2268	2259	2253
Change		*60*	*-9*	*0*	*-4*	*-6*	*10*	*-16*	*68*	*32*	*-29*	*33*	*-9*	*-6*
%-Change		*2.8%*	*-0.4%*	*0.0%*	*-0.2%*	*-0.3%*	*0.5%*	*-0.7%*	*3.1%*	*1.4%*	*-1.3%*	*1.5%*	*-0.4%*	*-0.3%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Booth Hill Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K	86	82	83	79	83	84	83	81	82	83	85	86	87	86
1	70	85	87	83	80	81	82	81	79	80	81	83	84	85
2	80	73	84	87	84	81	82	83	82	80	81	82	84	85
3	84	82	78	90	92	89	85	86	87	86	84	84	85	87
4	83	86	90	84	95	97	93	88	89	90	89	87	87	88
5	80	80	93	91	85	96	98	94	89	90	91	90	88	88
Total K-5	**483**	**488**	**515**	**514**	**519**	**528**	**523**	**513**	**508**	**509**	**511**	**512**	**515**	**519**
Total K-5	483	488	515	514	519	528	523	513	508	509	511	512	515	519
Change		*5*	*27*	*-1*	*5*	*9*	*-5*	*-10*	*-5*	*1*	*2*	*1*	*3*	*4*
%-Change		*1.0%*	*5.5%*	*-0.2%*	*1.0%*	*1.7%*	*-0.9%*	*-1.9%*	*-1.0%*	*0.2%*	*0.4%*	*0.2%*	*0.6%*	*0.8%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Daniels Farm Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K	70	63	78	74	73	73	71	72	73	75	75	77	78	76
1	86	77	70	84	81	80	79	77	78	79	81	82	83	84
2	78	93	84	67	87	84	82	81	79	80	81	83	84	85
3	102	79	98	88	69	90	87	84	83	81	82	83	85	86
4	92	105	76	99	90	70	92	89	86	85	83	84	85	87
5	85	93	115	83	105	95	74	97	93	90	89	86	87	88
Total K-5	**513**	**510**	**521**	**495**	**505**	**492**	**485**	**500**	**492**	**490**	**491**	**495**	**502**	**506**
Total K-5	513	510	521	495	505	492	485	500	492	490	491	495	502	506
Change		*-3*	*11*	*-26*	*10*	*-13*	*-7*	*15*	*-8*	*-2*	*1*	*4*	*7*	*4*
%-Change		*-0.6%*	*2.2%*	*-5.0%*	*2.0%*	*-2.6%*	*-1.4%*	*3.1%*	*-1.6%*	*-0.4%*	*0.2%*	*0.8%*	*1.4%*	*0.8%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Frenchtown Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K	100	86	89	79	81	83	82	81	81	82	84	85	86	84
1	76	99	93	87	78	79	81	80	79	79	80	82	83	84
2	84	73	99	93	86	77	80	82	81	80	80	81	84	85
3	76	88	72	96	92	85	76	79	81	80	79	81	82	85
4	81	77	96	73	98	94	87	78	81	83	82	81	83	84
5	77	77	85	97	74	100	96	89	80	83	85	84	83	85
Total K-5	**494**	**500**	**534**	**525**	**509**	**518**	**502**	**489**	**483**	**487**	**490**	**494**	**501**	**507**
Total K-5	494	500	534	525	509	518	502	489	483	487	490	494	501	507
Change		*6*	*34*	*-9*	*-16*	*9*	*-16*	*-13*	*-6*	*4*	*3*	*4*	*7*	*6*
%-Change		*1.2%*	*6.8%*	*-1.7%*	*-3.0%*	*1.8%*	*-3.1%*	*-2.6%*	*-1.2%*	*0.8%*	*0.6%*	*0.8%*	*1.4%*	*1.2%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Jane Ryan Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K	51	64	73	74	75	76	74	74	74	75	76	77	79	77
1	79	48	73	73	76	77	78	76	75	76	77	78	79	81
2	47	81	60	73	74	78	79	80	78	77	78	78	79	80
3	77	49	94	62	75	76	80	81	82	80	79	79	79	80
4	80	76	57	101	64	78	78	82	83	84	82	80	80	80
5	52	80	80	65	105	67	80	80	84	85	87	83	81	81
Total K-5	**386**	**398**	**437**	**448**	**469**	**452**	**469**	**473**	**476**	**477**	**479**	**475**	**477**	**479**
Total K-5	386	398	437	448	469	452	469	473	476	477	479	475	477	479
Change		*12*	*39*	*11*	*21*	*-17*	*17*	*4*	*3*	*1*	*2*	*-4*	*2*	*2*
%-Change		*3.1%*	*9.8%*	*2.5%*	*4.7%*	*-3.6%*	*3.8%*	*0.9%*	*0.6%*	*0.2%*	*0.4%*	*-0.8%*	*0.4%*	*0.4%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Middlebrook Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K	88	76	82	82	84	84	83	81	82	83	84	85	86	84
1	76	90	78	93	88	87	87	86	84	85	86	87	88	89
2	99	70	95	77	94	89	89	89	88	86	87	88	89	90
3	75	99	73	97	79	96	90	90	90	89	87	88	89	90
4	86	81	97	73	99	81	98	92	92	92	91	88	89	90
5	87	86	82	97	74	100	82	99	93	93	93	92	89	90
Total K-5	**511**	**502**	**507**	**519**	**518**	**537**	**529**	**537**	**529**	**528**	**528**	**528**	**530**	**533**
Total K-5	511	502	507	519	518	537	529	537	529	528	528	528	530	533
Change		*-9*	*5*	*12*	*-1*	*19*	*-8*	*8*	*-8*	*-1*	*0*	*0*	*2*	*3*
%-Change		*-1.8%*	*1.0%*	*2.4%*	*-0.2%*	*3.7%*	*-1.5%*	*1.5%*	*-1.5%*	*-0.2%*	*0.0%*	*0.0%*	*0.4%*	*0.6%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Tashua Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K	62	51	66	68	70	70	69	67	67	68	69	70	71	69
1	78	60	52	69	71	72	72	71	69	69	70	71	72	73
2	66	80	69	59	74	76	76	76	75	73	73	74	75	76
3	58	67	83	69	61	76	78	78	78	77	74	74	75	77
4	86	59	73	86	71	63	78	80	80	80	79	75	75	77
5	73	85	68	74	88	72	64	80	82	82	82	81	77	77
Total K-5	**423**	**402**	**411**	**425**	**435**	**429**	**437**	**452**	**451**	**449**	**447**	**445**	**445**	**449**
Total K-5	423	402	411	425	435	429	437	452	451	449	447	445	445	449
Change		*-21*	*9*	*14*	*10*	*-6*	*8*	*15*	*-1*	*-2*	*-2*	*-2*	*0*	*4*
%-Change		*-5.0%*	*2.2%*	*3.4%*	*2.4%*	*-1.4%*	*1.9%*	*3.4%*	*-0.2%*	*-0.4%*	*-0.4%*	*-0.4%*	*0.0%*	*0.9%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Hillcrest Middle School: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
6	261	231	236	278	259	271	270	252	275	266	267	269	263	258
7	260	264	238	244	284	264	276	275	257	281	271	272	274	268
8	237	261	270	245	250	291	271	283	282	263	288	278	279	281
Total 6-8	758	756	744	767	793	826	817	810	814	810	826	819	816	807
Total 6-8	758	756	744	767	793	826	817	810	814	810	826	819	816	807
Change		*-2*	*-12*	*23*	*26*	*33*	*-9*	*-7*	*4*	*-4*	*16*	*-7*	*-3*	*-9*
%-Change		*-0.3%*	*-1.6%*	*3.1%*	*3.4%*	*4.2%*	*-1.1%*	*-0.9%*	*0.5%*	*-0.5%*	*2.0%*	*-0.8%*	*-0.4%*	*-1.1%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Madison Middle School: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
6	288	233	279	260	266	279	278	259	283	274	275	277	271	265
7	264	279	236	276	259	265	278	277	258	282	273	274	276	270
8	312	266	278	250	280	263	269	282	281	262	286	277	278	280
Total 6-8	864	778	793	786	805	807	825	818	822	818	834	828	825	815
Total 6-8	864	778	793	786	805	807	825	818	822	818	834	828	825	815
Change		*-86*	*15*	*-7*	*19*	*2*	*18*	*-7*	*4*	*-4*	*16*	*-6*	*-3*	*-10*
%-Change		*-10%*	*1.9%*	*-0.9%*	*2.4%*	*0.2%*	*2.2%*	*-0.8%*	*0.5%*	*-0.5%*	*2.0%*	*-0.7%*	*-0.4%*	*-1.2%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment

Trumbull High School: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
9	515	554	552	569	505	541	565	551	576	574	536	585	566	568
10	562	501	538	544	558	495	530	554	540	564	563	525	573	555
11	522	564	491	531	539	552	490	525	548	535	558	557	520	567
12	482	519	560	490	528	536	549	488	522	545	532	555	554	517
E-R-A	48	51	39	46	46	46	46	46	46	46	46	46	46	46
Total 9-ERA	**2129**	**2189**	**2180**	**2180**	**2176**	**2170**	**2180**	**2164**	**2232**	**2264**	**2235**	**2268**	**2259**	**2253**
Total 9-ERA	2129	2189	2180	2180	2176	2170	2180	2164	2232	2264	2235	2268	2259	2253
Change		60	-9	0	-4	-6	10	-16	68	32	-29	33	-9	-6
%-Change		2.8%	-0.4%	0.0%	-0.2%	-0.3%	0.5%	-0.7%	3.1%	1.4%	-1.3%	1.5%	-0.4%	-0.3%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Appendix E: Population Forecasts by Race and Ethnicity

Note: Numbers do not include TECEC, ERA, Outplaced or Early Childhood students

Trumbull Public Schools: Enrollment by Race/Ethnicity

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Asian	666	679	690	698	705	717	727	735	745	753	760
Black	428	435	446	453	458	468	477	484	493	500	507
Hispanic	1252	1272	1291	1301	1307	1325	1341	1354	1368	1379	1388
Other	193	202	212	221	229	239	248	258	267	276	283
White	4090	4094	4073	4048	4011	4012	3994	3964	3945	3916	3884
Total	**6629**	**6683**	**6713**	**6721**	**6710**	**6761**	**6786**	**6795**	**6818**	**6824**	**6822**

Red numbers are current enrollment; Orange cells are forecasted enrollment.

Booth Hill Elementary: Enrollment by Race/Ethnicity

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Asian	40	42	43	44	44	45	46	47	48	49	51
Black	36	39	41	41	41	41	42	42	43	44	45
Hispanic	99	104	108	110	110	112	115	118	120	122	124
Other	23	26	29	31	33	36	38	41	44	45	47
White	316	309	307	297	284	275	269	263	257	254	253
Total	**514**	**519**	**528**	**523**	**513**	**508**	**509**	**511**	**512**	**515**	**519**

Red numbers are current enrollment; Orange cells are forecasted enrollment.

Daniels Farm Elementary: Enrollment by Race/Ethnicity

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Asian	56	58	57	56	59	58	58	59	60	61	62
Black	22	23	23	23	24	24	25	25	26	27	27
Hispanic	57	59	58	57	60	59	59	60	61	62	63
Other	15	16	16	16	17	17	18	18	19	20	20
White	347	350	339	333	341	334	330	329	330	332	333
Total	**497**	**505**	**492**	**485**	**500**	**492**	**490**	**491**	**495**	**502**	**506**

Red numbers are current enrollment; Orange cells are forecasted enrollment.

Frenchtown Elementary: Enrollment by Race/Ethnicity

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Asian	40	39	40	40	39	39	40	41	41	43	44
Black	46	45	47	46	45	45	46	47	47	49	50
Hispanic	156	153	157	154	151	151	153	156	159	162	166
Other	24	24	25	25	24	25	25	26	27	28	28
White	259	248	249	238	229	224	223	221	220	220	220
Total	**525**	**509**	**518**	**502**	**489**	**483**	**487**	**490**	**494**	**501**	**507**

Red numbers are current enrollment; Orange cells are forecasted enrollment.

Jane Ryan Elementary: Enrollment by Race/Ethnicity

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Asian	40	42	41	43	44	45	45	46	46	47	47
Black	20	22	21	23	23	24	24	25	25	26	26
Hispanic	90	95	92	96	97	98	99	100	99	100	101
Other	14	15	15	16	17	17	18	18	19	19	20
White	283	295	283	292	292	292	291	290	286	285	285
Total	**447**	**469**	**452**	**469**	**473**	**476**	**477**	**479**	**475**	**477**	**479**

Red numbers are current enrollment; Orange cells are forecasted enrollment.

Middlebrook Elementary: Enrollment by Race/Ethnicity

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Asian	63	64	67	66	68	67	68	68	69	69	70
Black	39	39	41	41	42	42	43	43	44	45	45
Hispanic	125	126	132	131	134	133	134	135	136	138	140
Other	16	17	18	18	19	19	20	20	21	21	22
White	274	272	279	272	274	267	264	261	259	257	256
Total	**517**	**518**	**537**	**529**	**537**	**529**	**528**	**528**	**528**	**530**	**533**

Red numbers are current enrollment; Orange cells are forecasted enrollment.

Tashua Elementary: Enrollment by Race/Ethnicity

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Asian	51	53	52	54	56	56	57	57	57	57	58
Black	17	18	18	19	20	20	21	21	21	22	22
Hispanic	61	63	63	64	67	67	67	67	68	68	69
Other	11	12	12	13	14	14	14	15	15	16	16
White	285	290	284	288	296	293	290	287	284	282	283
Total	**425**	**435**	**429**	**437**	**452**	**451**	**449**	**447**	**445**	**445**	**449**

Red numbers are current enrollment; Orange cells are forecasted enrollment.

Hillcrest Middle School: Enrollment by Race/Ethnicity

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Asian	87	91	96	96	96	97	97	100	100	100	100
Black	51	54	57	57	58	59	59	61	61	62	62
Hispanic	138	144	150	150	149	151	151	154	154	154	153
Other	24	25	27	28	28	29	30	31	32	33	33
White	466	479	496	487	480	479	473	479	472	467	458
Total	**766**	**793**	**826**	**817**	**810**	**814**	**810**	**826**	**819**	**816**	**807**

Red numbers are current enrollment; Orange cells are forecasted enrollment.

Madison Middle School: Enrollment by Race/Ethnicity

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Asian	82	85	86	88	88	90	90	93	93	93	93
Black	51	53	54	56	56	58	58	60	60	61	61
Hispanic	157	161	162	167	166	168	168	172	171	172	170
Other	16	17	18	19	20	21	21	23	23	24	24
White	483	489	487	495	488	487	481	487	480	475	466
Total	**789**	**805**	**807**	**825**	**818**	**822**	**818**	**834**	**828**	**825**	**815**

Red numbers are current enrollment; Orange cells are forecasted enrollment.

Trumbull High School: Enrollment by Race/Ethnicity

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Asian	207	207	208	211	212	221	226	225	231	232	234
Black	146	143	144	147	148	155	160	160	164	166	168
Hispanic	369	368	370	373	373	387	395	392	400	401	402
Other	50	51	53	55	57	61	64	66	69	71	73
White	1377	1361	1349	1347	1328	1362	1373	1346	1358	1343	1331
Total	**2149**	**2130**	**2124**	**2134**	**2118**	**2186**	**2218**	**2189**	**2222**	**2213**	**2207**

Red numbers are current enrollment; Orange cells are forecasted enrollment.

II. Live-Attend Analysis

Trumbull Public Schools

A Community Committed to Excellence

Trumbull Public Schools, NC

Live-Attend Analysis 2022

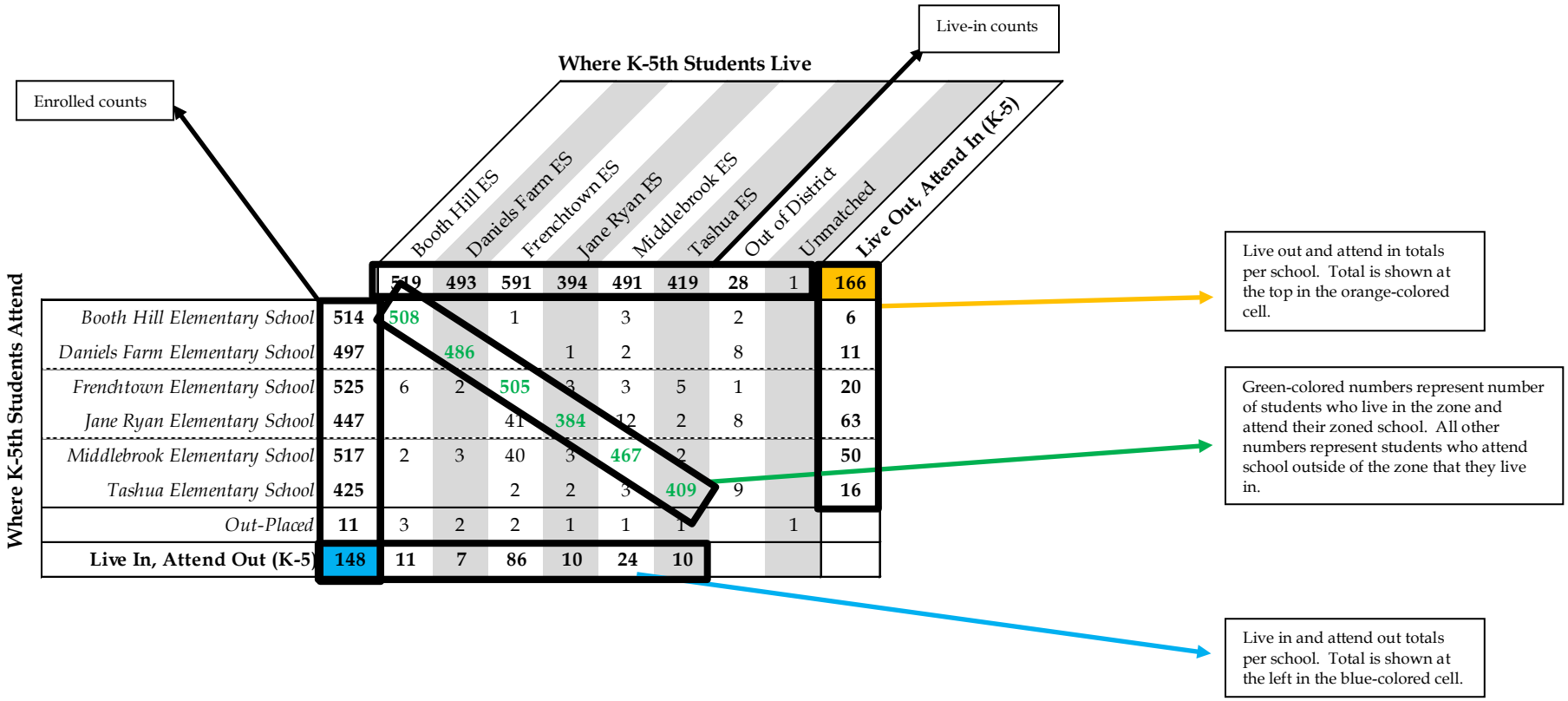
Cropper GIS

McKibben Demographics

Appendix F: Live Attend Matrix

The following tables display where students live and attend relative to school zones. The schools of attendance are listed on the left while the zones are listed on the top. This student data is from the Trumbull Public Schools student database, received November 2022.

The first column of numbers to the right of the schools of attendance represents the number of students enrolled at each given school. The first row of numbers below the zones represents the total number of students living inside of each given zone. The green-colored numbers represent number of students who attend the school of the zone in which they live. All other numbers represent students who attend school outside of the zone in which they live. The bottom row represents the number of students that "Live-In and Attend-Out" by school. The blue-colored cell shows the total number of students that "Live-in and Attend-Out". The farthest right column represents the number of students that "Live-Out and Attend-In" by school. The orange-colored cell shows the total number of students that "Live-Out and Attend-In".



Where K-5th Students Live

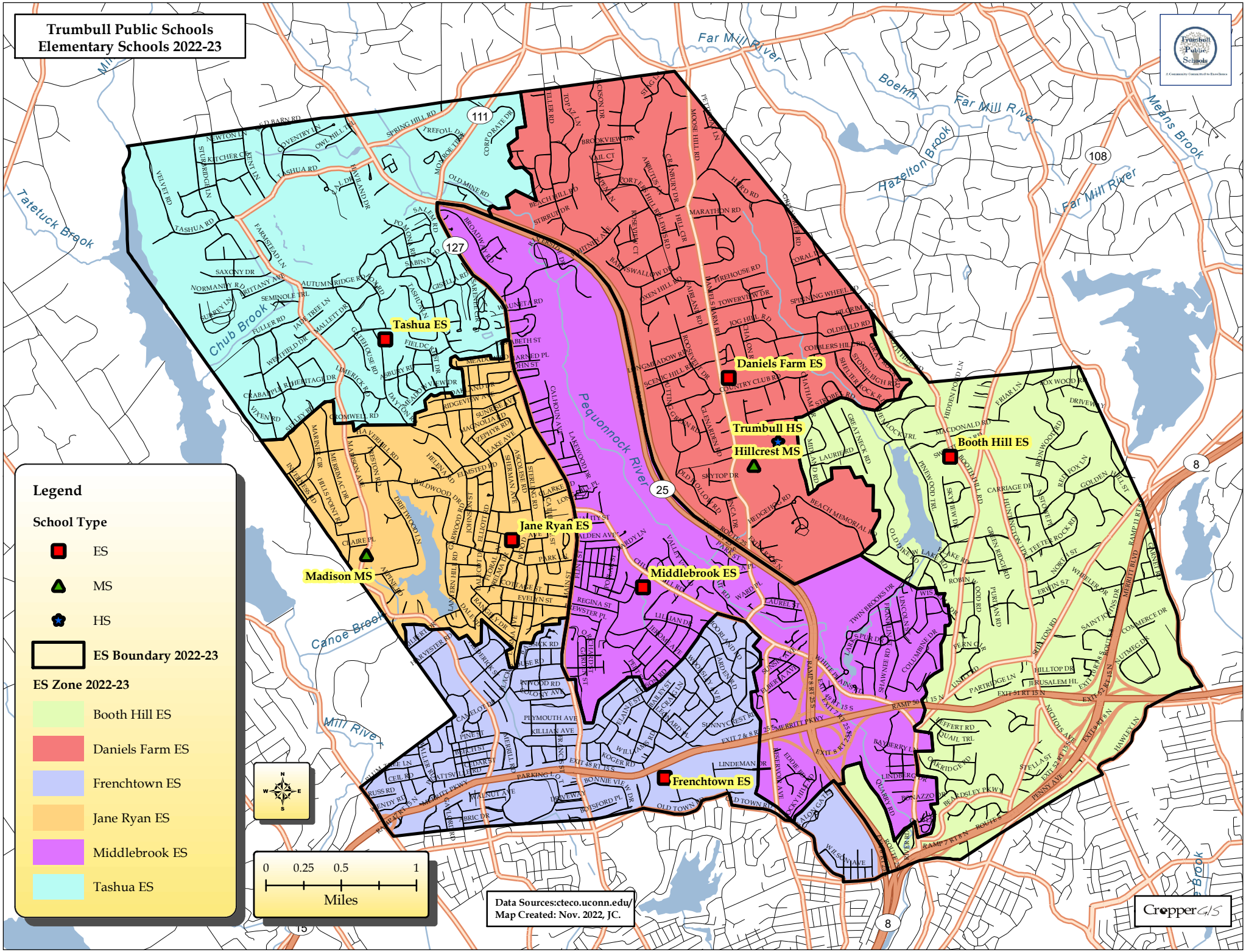
Where K-5th Students Attend		Booth Hill ES	Daniels Farm ES	Frenchtown ES	Jane Ryan ES	Middlebrook ES	Tashua ES	Out of District	Unmatched	Live Out, Attend In (K-5)
		519	**493**	**591**	**394**	**491**	**419**	**28**	1	**166**
Booth Hill Elementary School	**514**	508		1		3		2		**6**
Daniels Farm Elementary School	**497**		486		1	2		8		**11**
Frenchtown Elementary School	**525**	6	2	505	3	3	5	1		**20**
Jane Ryan Elementary School	**447**			41	384	12	2	8		**63**
Middlebrook Elementary School	**517**	2	3	40	3	467	2			**50**
Tashua Elementary School	**425**			2	2	3	409	9		**16**
Out-Placed	**11**	3	2	2	1	1	1		1	
Live In, Attend Out (K-5)	**148**	**11**	**7**	**86**	**10**	**24**	**10**			

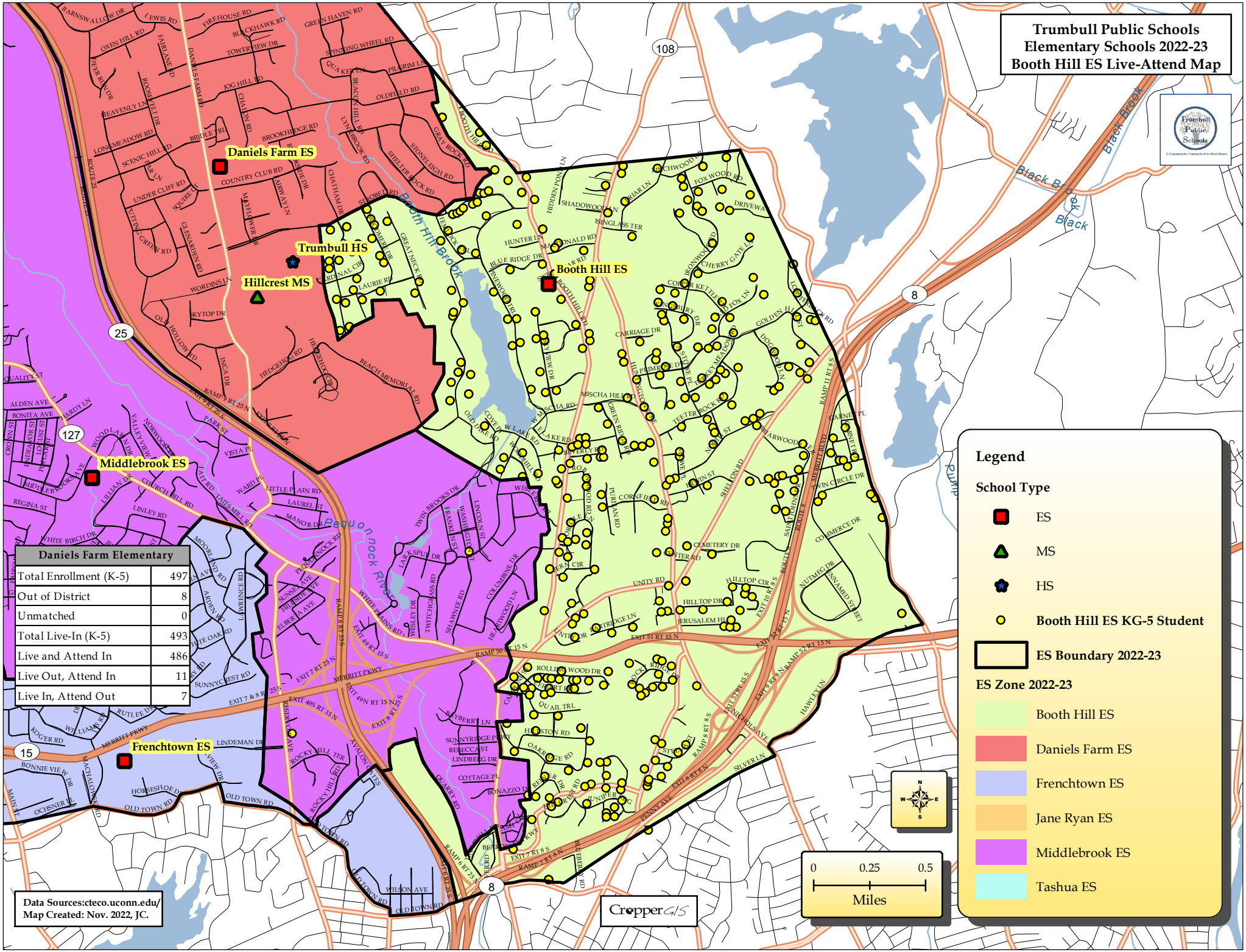
Where 6-8th Students Live

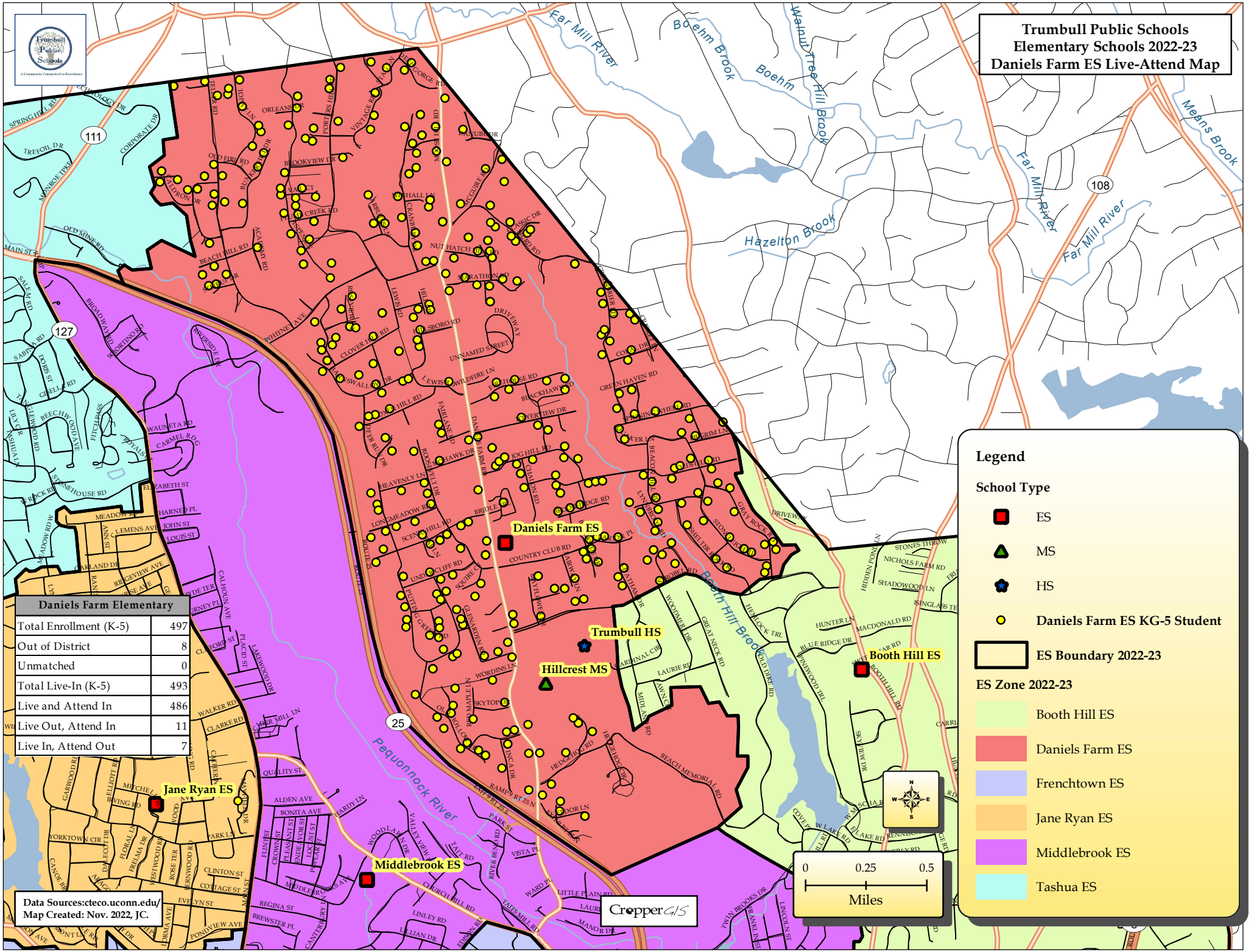
Where 6-8th Students Attend		Hillcrest MS	Madison MS	Out of District	Unmatched	Live Out, Attend In (6-8)
		771	**776**	**15**	2	**32**
Hillcrest Middle School	**766**	753	5	8		**13**
Madison Middle School	**789**	13	768	6	2	**19**
Out-Placed	**9**	5	3	1		
Live In, Attend Out (6-8)	**26**	**18**	**8**			

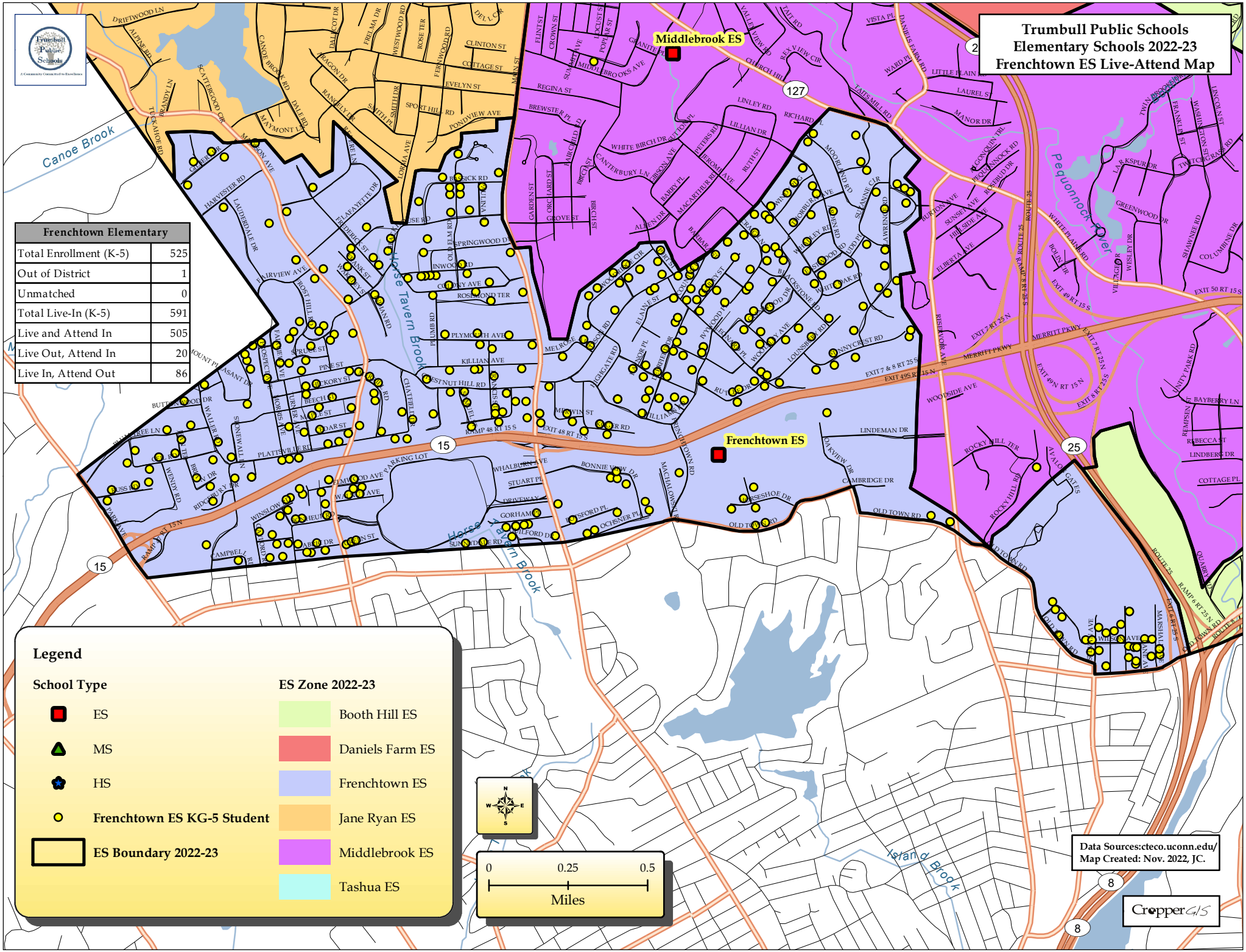
Where 9-12th Students Live

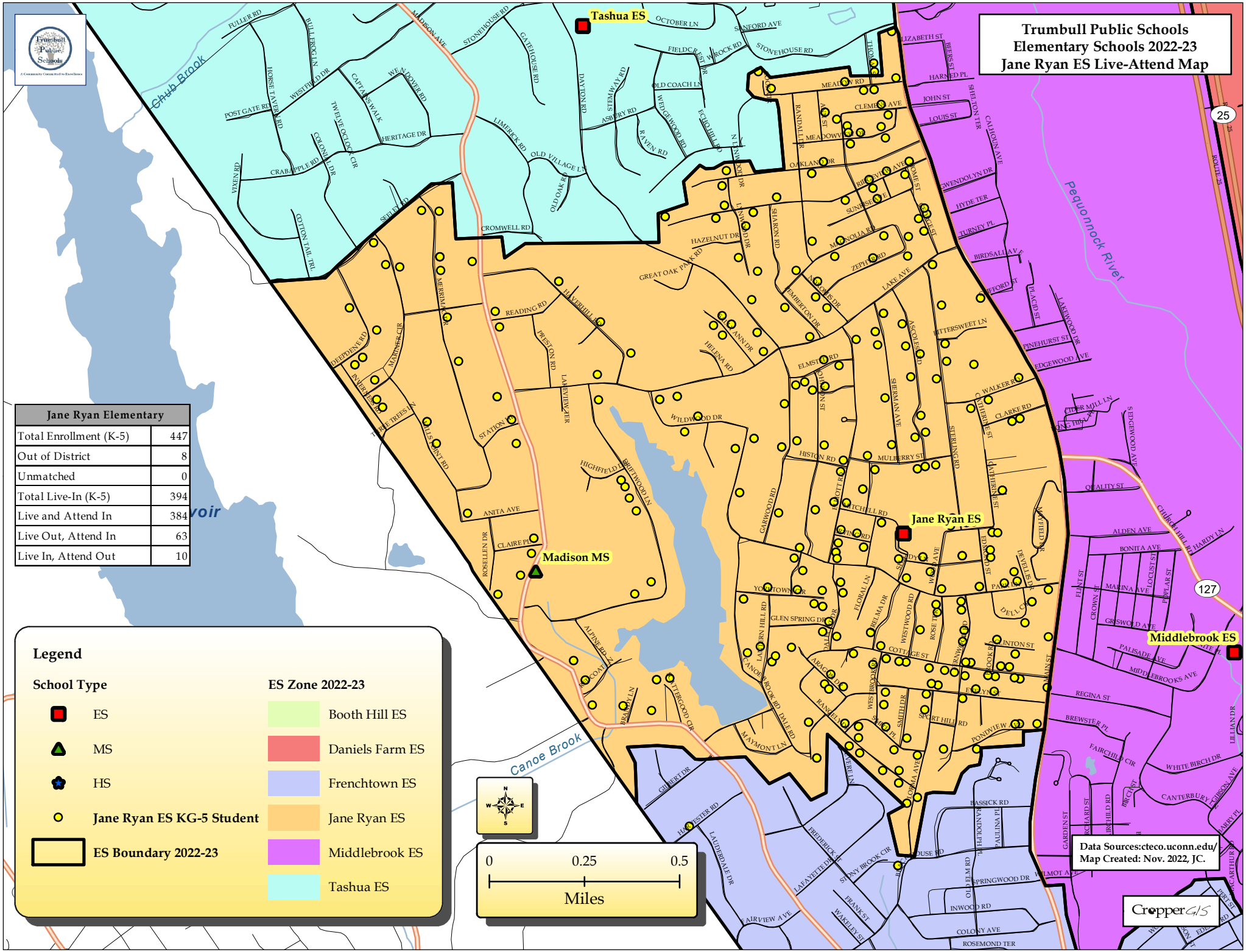
Where 9-12th Students Attend		Trumbull HS	Out of District	Unmatched	Live Out, Attend In (9-12)
		2,008	**161**	**4**	**161**
Trumbull High School	**2,149**	1,985	161	3	**161**
Out-Placed	**24**	23		1	
Live In, Attend Out (9-12)	**23**	**23**			

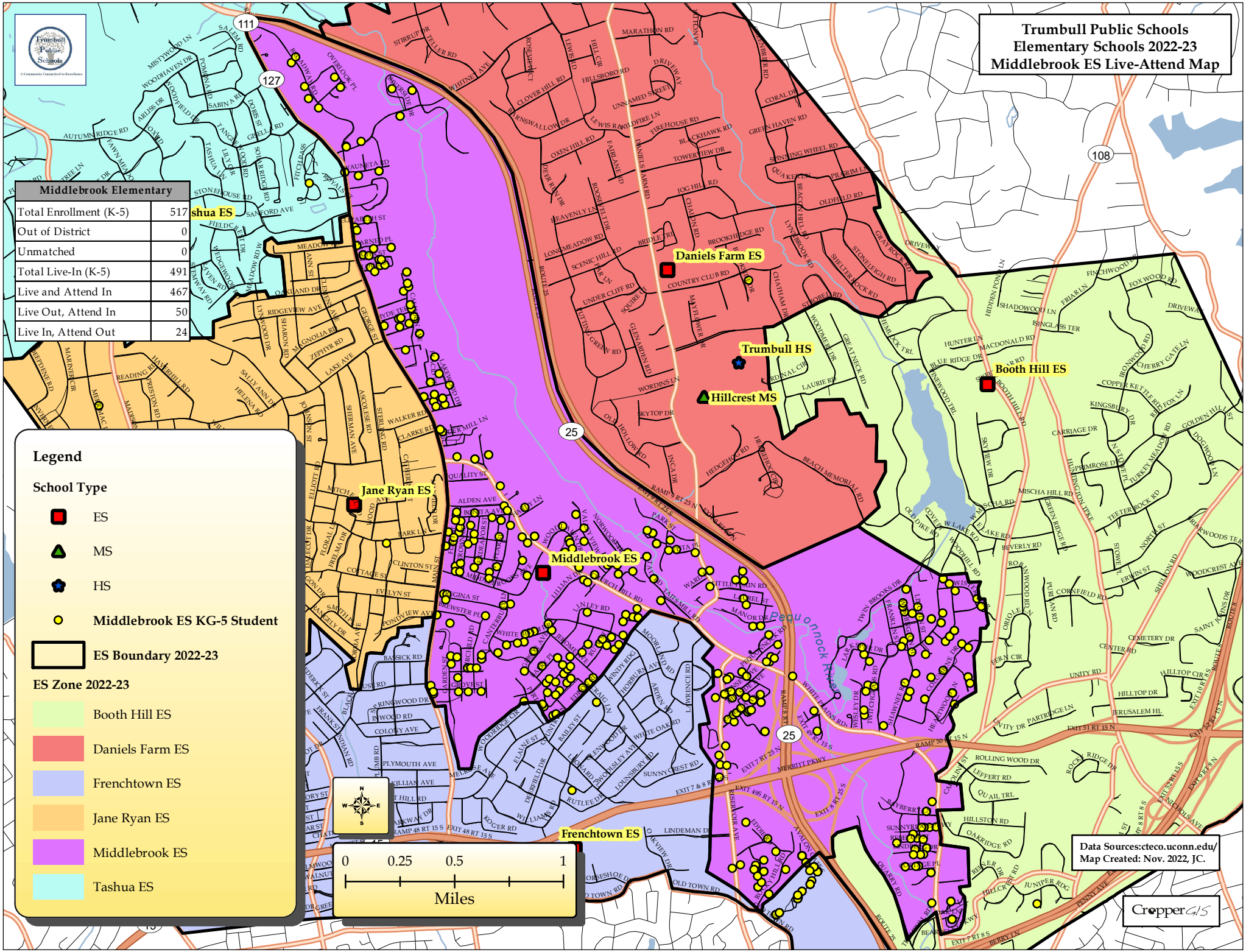

Trumbull Public Schools
Elementary Schools 2022-23
Legend
School Type
ES
MS
HS
ES Boundary 2022-23
ES Zone 2022-23
Booth Hill ES
Daniels Farm ES
Frenchtown ES
Jane Ryan ES
Middlebrook ES
Tashua ES
Tashua ES
Daniels Farm ES
Trumbull HS
Hillcrest MS
Booth Hill ES
Jane Ryan ES
Madison MS
Middlebrook ES
Frenchtown ES
Pequonnock River
Chub Brook
Tatetuck Brook
Canoe Brook
Mill River
Far Mill River
Hazelton Brook
Means Brook
0 0.25 0.5 1
Miles
Data Sources:cteco.uconn.edu/
Map Created: Nov. 2022, JC.
CropperGIS


Trumbull Public Schools
Elementary Schools 2022-23
Booth Hill ES Live-Attend Map
Daniels Farm ES
Trumbull HS
Hillcrest MS
Booth Hill ES
Middlebrook ES
Frenchtown ES
Daniels Farm Elementary
Total Enrollment (K-5) 497
Out of District 8
Unmatched 0
Total Live-In (K-5) 493
Live and Attend In 486
Live Out, Attend In 11
Live In, Attend Out 7
Legend
School Type
ES
MS
HS
Booth Hill ES KG-5 Student
ES Boundary 2022-23
ES Zone 2022-23
Booth Hill ES
Daniels Farm ES
Frenchtown ES
Jane Ryan ES
Middlebrook ES
Tashua ES
0 0.25 0.5
Miles
Data Sources:cteco.uconn.edu/
Map Created: Nov. 2022, JC.
Cropper GIS
Pequonnock River
Booth Hill Brook
Black Brook
108
25
127
15
8


Trumbull Public Schools
Elementary Schools 2022-23
Daniels Farm ES Live-Attend Map
Daniels Farm Elementary
Total Enrollment (K-5) 497
Out of District 8
Unmatched 0
Total Live-In (K-5) 493
Live and Attend In 486
Live Out, Attend In 11
Live In, Attend Out 7
Data Sources:cteco.uconn.edu/
Map Created: Nov. 2022, JC.
Legend
School Type
ES
MS
HS
Daniels Farm ES KG-5 Student
ES Boundary 2022-23
ES Zone 2022-23
Booth Hill ES
Daniels Farm ES
Frenchtown ES
Jane Ryan ES
Middlebrook ES
Tashua ES
0 0.25 0.5
Miles
Daniels Farm ES
Trumbull HS
Hillcrest MS
Booth Hill ES
Jane Ryan ES
Middlebrook ES
Far Mill River
Boehm Brook
Walnut Tree Hill Brook
Means Brook
Hazelton Brook
Pequonnock River
Booth Hill Brook
Cropper GIS

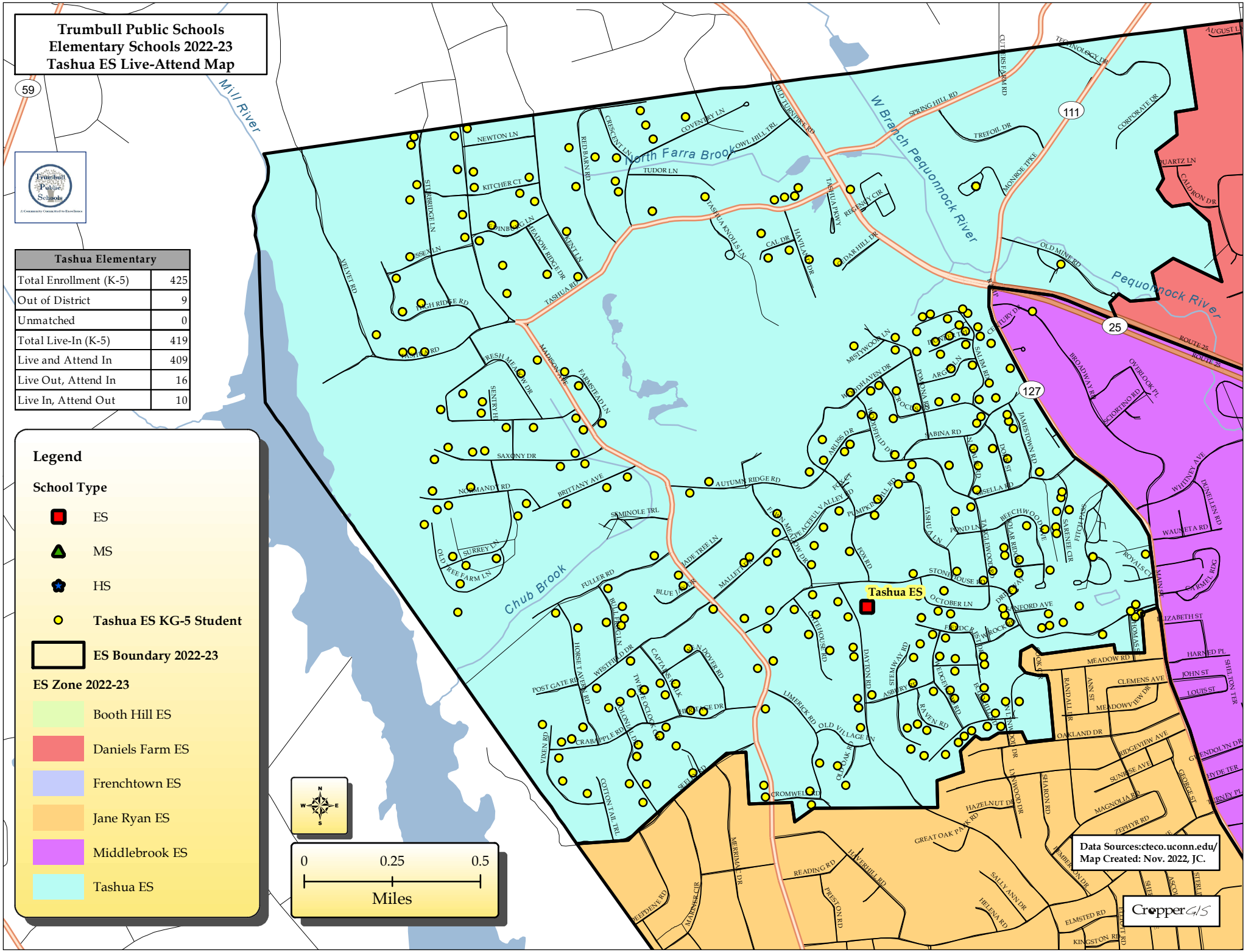

Trumbull Public Schools
Elementary Schools 2022-23
Frenchtown ES Live-Attend Map
Middlebrook ES
Frenchtown ES
Canoe Brook
Horse Tavern Brook
Pequonnock River
Island Brook
Frenchtown Elementary
Total Enrollment (K-5) 525
Out of District 1
Unmatched 0
Total Live-In (K-5) 591
Live and Attend In 505
Live Out, Attend In 20
Live In, Attend Out 86
Legend
School Type
ES
MS
HS
Frenchtown ES KG-5 Student
ES Boundary 2022-23
ES Zone 2022-23
Booth Hill ES
Daniels Farm ES
Frenchtown ES
Jane Ryan ES
Middlebrook ES
Tashua ES
0 0.25 0.5
Miles
Data Sources:cteco.uconn.edu/
Map Created: Nov. 2022, JC.
Cropper GIS

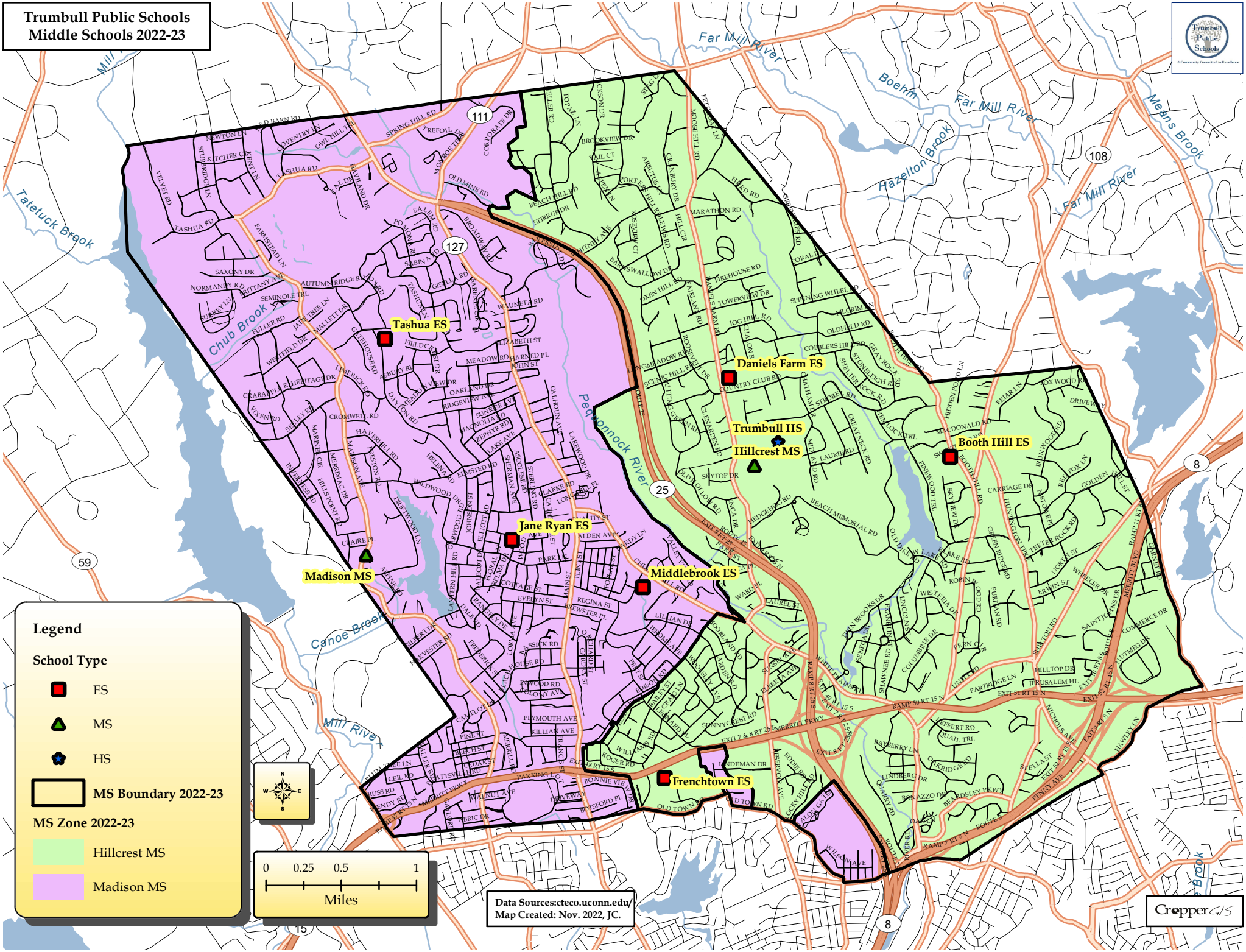

Trumbull Public Schools
Elementary Schools 2022-23
Jane Ryan ES Live-Attend Map
Tashua ES
Jane Ryan ES
Madison MS
Middlebrook ES
Pequonnock River
Canoe Brook
Chub Brook
Jane Ryan Elementary
Total Enrollment (K-5) 447
Out of District 8
Unmatched 0
Total Live-In (K-5) 394
Live and Attend In 384
Live Out, Attend In 63
Live In, Attend Out 10
Legend
School Type
ES
MS
HS
Jane Ryan ES KG-5 Student
ES Boundary 2022-23
ES Zone 2022-23
Booth Hill ES
Daniels Farm ES
Frenchtown ES
Jane Ryan ES
Middlebrook ES
Tashua ES
0 0.25 0.5
Miles
Data Sources:cteco.uconn.edu/
Map Created: Nov. 2022, JC.
CropperGIS


Trumbull Public Schools
Elementary Schools 2022-23
Middlebrook ES Live-Attend Map
Middlebrook Elementary
Total Enrollment (K-5) 517
Out of District 0
Unmatched 0
Total Live-In (K-5) 491
Live and Attend In 467
Live Out, Attend In 50
Live In, Attend Out 24
Legend
School Type
ES
MS
HS
Middlebrook ES KG-5 Student
ES Boundary 2022-23
ES Zone 2022-23
Booth Hill ES
Daniels Farm ES
Frenchtown ES
Jane Ryan ES
Middlebrook ES
Tashua ES
Tashua ES
Daniels Farm ES
Trumbull HS
Hillcrest MS
Booth Hill ES
Jane Ryan ES
Middlebrook ES
Frenchtown ES
0 0.25 0.5 1
Miles
Data Sources:cteco.uconn.edu/
Map Created: Nov. 2022, JC.
CropperGIS

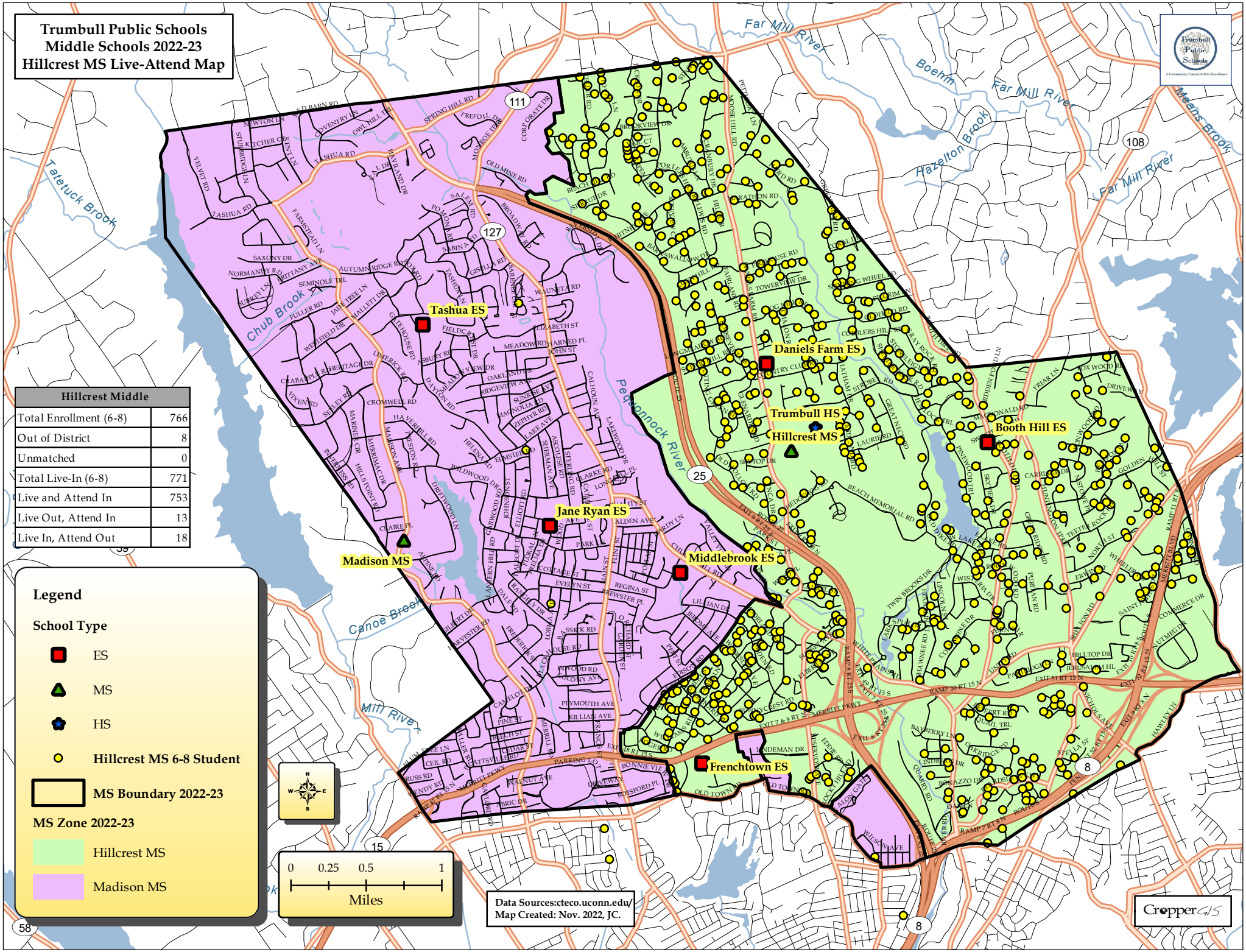
Trumbull Public Schools
Elementary Schools 2022-23
Tashua ES Live-Attend Map

Tashua Elementary	
Total Enrollment (K-5)	425
Out of District	9
Unmatched	0
Total Live-In (K-5)	419
Live and Attend In	409
Live Out, Attend In	16
Live In, Attend Out	10

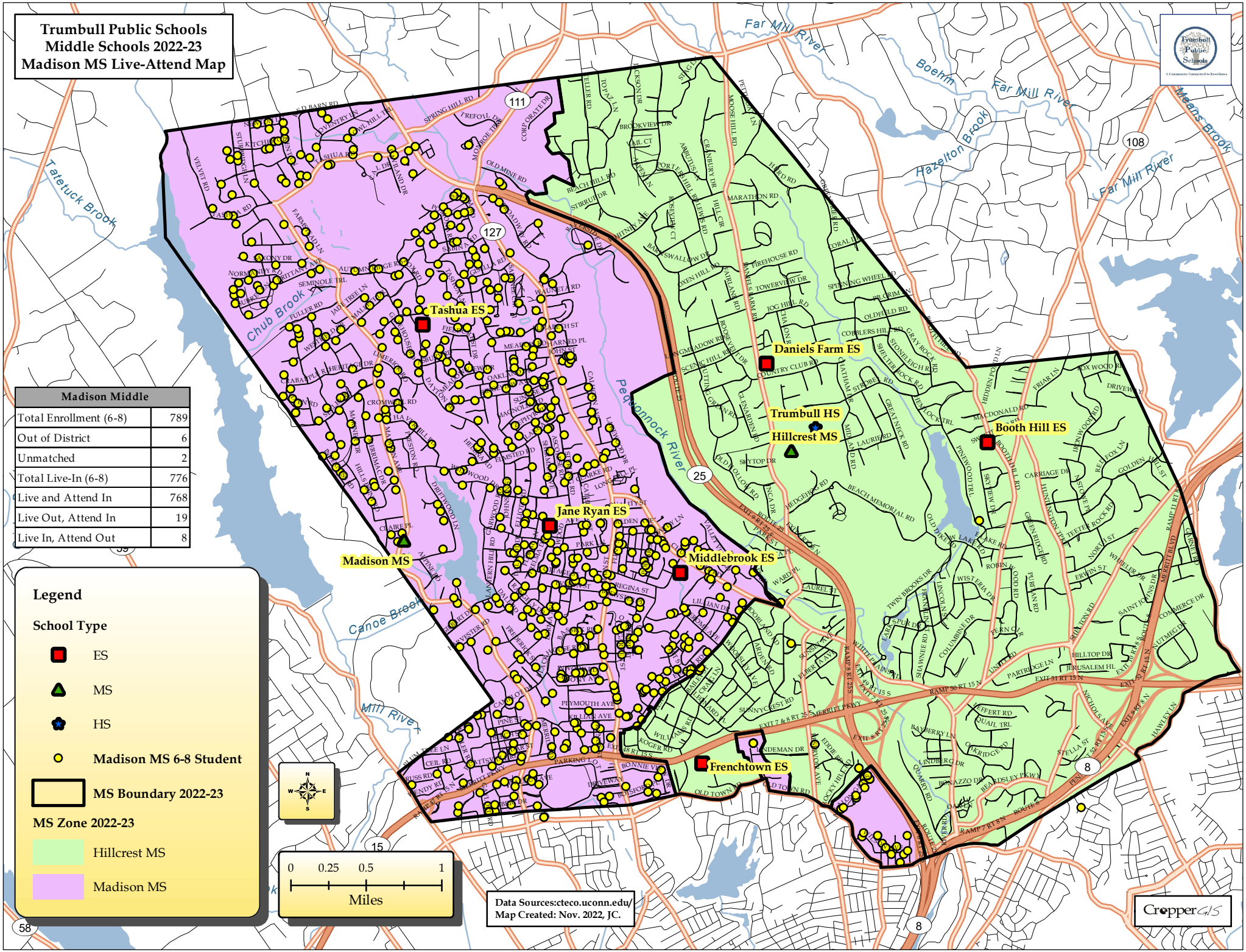


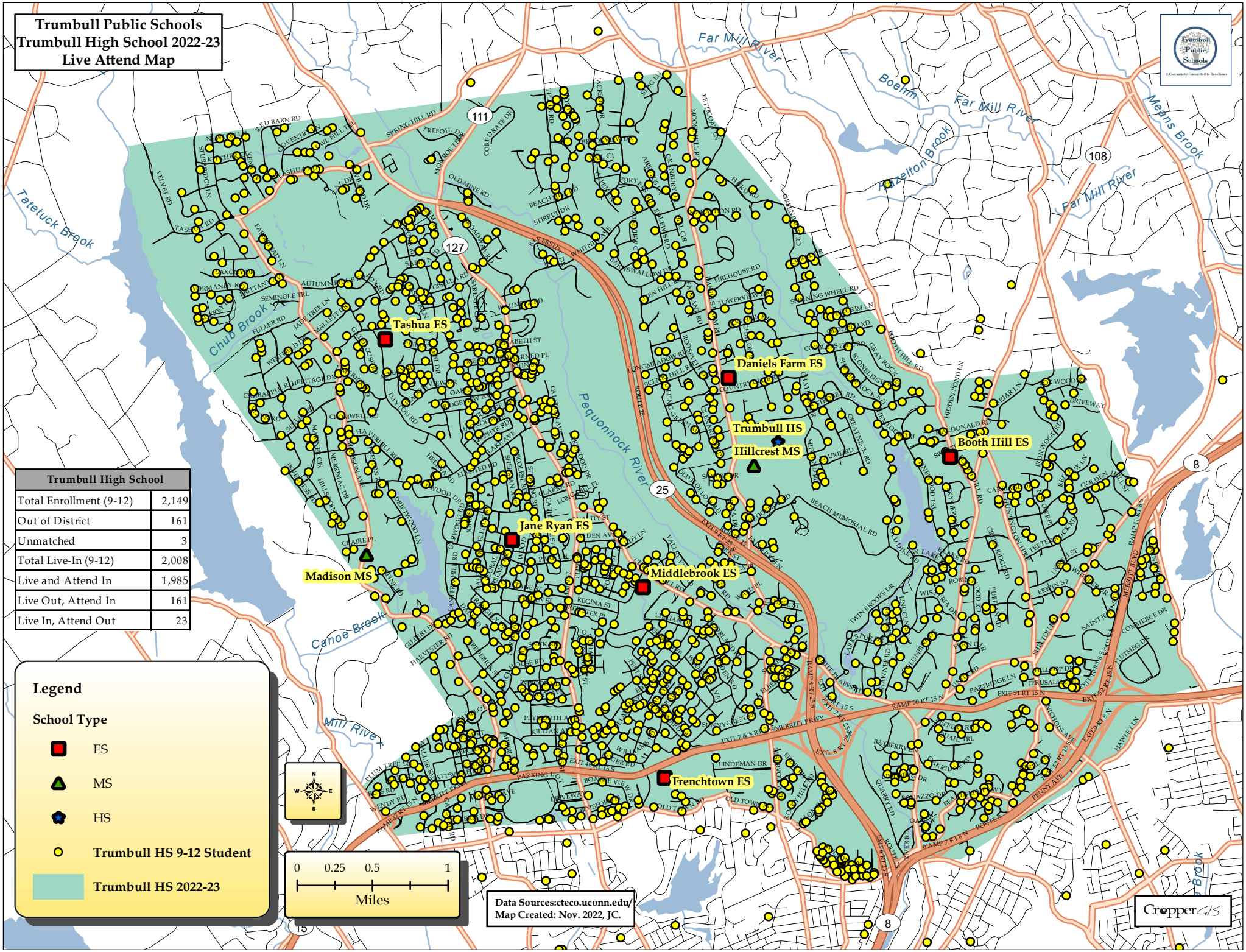

Trumbull Public Schools
Middle Schools 2022-23
Tashua ES
Daniels Farm ES
Trumbull HS
Hillcrest MS
Booth Hill ES
Jane Ryan ES
Madison MS
Middlebrook ES
Frenchtown ES
Legend
School Type
ES
MS
HS
MS Boundary 2022-23
MS Zone 2022-23
Hillcrest MS
Madison MS
0 0.25 0.5 1
Miles
Data Sources:cteco.uconn.edu/
Map Created: Nov. 2022, JC.
Cropper GIS

Trumbull Public Schools
Middle Schools 2022-23
Hillcrest MS Live-Attend Map



Hillcrest Middle	
Total Enrollment (6-8)	766
Out of District	8
Unmatched	0
Total Live-In (6-8)	771
Live and Attend In	753
Live Out, Attend In	13
Live In, Attend Out	18


Trumbull Public Schools
Middle Schools 2022-23
Madison MS Live-Attend Map
Madison Middle
Total Enrollment (6-8) 789
Out of District 6
Unmatched 2
Total Live-In (6-8) 776
Live and Attend In 768
Live Out, Attend In 19
Live In, Attend Out 8
Legend
School Type
ES
MS
HS
Madison MS 6-8 Student
MS Boundary 2022-23
MS Zone 2022-23
Hillcrest MS
Madison MS
Tashua ES
Daniels Farm ES
Trumbull HS
Hillcrest MS
Booth Hill ES
Jane Ryan ES
Madison MS
Middlebrook ES
Frenchtown ES
Chub Brook
Tatetuck Brook
Canoe Brook
Mill River
Pequonnock River
Hazelton Brook
Boehm
Far Mill River
Means Brook
0 0.25 0.5 1
Miles
Data Sources:cteco.uconn.edu/
Map Created: Nov. 2022, JC.
CropperGIS


Trumbull Public Schools
Trumbull High School 2022-23
Live Attend Map
Trumbull High School
Total Enrollment (9-12) 2,149
Out of District 161
Unmatched 3
Total Live-In (9-12) 2,008
Live and Attend In 1,985
Live Out, Attend In 161
Live In, Attend Out 23
Legend
School Type
ES
MS
HS
Trumbull HS 9-12 Student
Trumbull HS 2022-23
0 0.25 0.5 1
Miles
Data Sources:cteco.uconn.edu/
Map Created: Nov. 2022, JC.
Tashua ES
Daniels Farm ES
Trumbull HS
Hillcrest MS
Booth Hill ES
Jane Ryan ES
Madison MS
Middlebrook ES
Frenchtown ES
Pequonnock River
Chub Brook
Tatetuck Brook
Canoe Brook
Mill River
Far Mill River
Hazelton Brook
Means Brook
Boehm
CropperGIS

III. Presentations & Community Engagement

PowerPoint Presentations

September 20, 2022 - Board of Education Workshop

October 25, 2022 - Board of Education Update

November 15, 2022 - Bi-Weekly PPCC/PTA Council Meeting

November 17, 2022 - Community Conversation #1

February 2, 2023 - Community Conversation #2

March 22, 2023 - Community Conversation #3

April 26, 2023 - Community Conversation #4

May 8, 2023 - Board of Education Retreat

July 26, 2023 - Board of Education Retreat #2

August 15, 2023 - Board of Education Summary Presentation TPS Master Plan

Tecton
ARCHITECTS

September 20, 2022
Board of Education Workshop

Tecton
ARCHITECTS



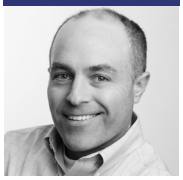
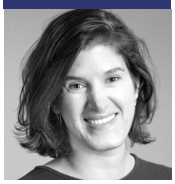
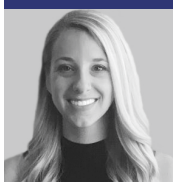
1

AGENDA

- Team & Schedule
- Why This Matters
- District Overview
- School Data
- Facility Walkthroughs
- Brainstorm

2

INTRODUCTIONS

UTILIZATION & PROGRAMMING	OVERSIGHT & DAY-TO-DAY CONTACT	COMMUNITY ENGAGEMENT	CONSULTANT EXPERTISE	BUILDING CONDITION ASESSMENT
				
EDWARD WIDOFSKY AIA, LEED AP BD+C *Project Manager* ***Tecton***	**JEFF WYSZYNSKI** AIA *Principal-in-Charge* ***Tecton***	**ANTONIA CIAVERELLA** EDAC, LEED AP BD+C, WELL AP, FITWEL *Architectural Designer* ***Tecton***	**DEREK BRIDE** LEED AP BD+C *MEP Engineering Principal, CES*	**ALISON FROST** *Project Architect* ***Tecton***

FUSS & O'NEILL
Civil Engineering

CONSULTING ENGINEERING SERVICES
MEP Engineering

SZEWCZAK ASSOCIATES
Structural Engineering

MCKIBBEN DEMOGRAPHIC RESEARCH
Enrollment Projections
& Demographics Study

3

MILESTONE SCHEDULE

ACTION ITEM

2022: AUG. SEPT. OCT. NOV. DEC.
2023: JAN. FEB. MAR. APR. MAY JUN.

1. ***MASTER PLANNING COMMITTEE*** ~ *Review meetings*
2. ***EXISTING CONDITIONS*** ~ *Walkthroughs, analysis, and report*
3. ***PROGRAMMING WORKSHOPS, NEEDS & Equity ASSESSMENT***
4. ***REVIEW FINDINGS, FEEDBACK, STRATEGY*** ~ *District Leadership*
5. ***DEVELOP & APPROVE COMMUNICATIONS PLAN***
6. ***DEMOGRAPHICS REVIEW, ANALYSIS AND REPORT***
7. ***DEVELOP PLANNING OPTIONS FOR COMMUNITY***
8. ***REFINE OPTIONS***
9. ***SELECTION OF PREFERRED OPTION***
10. ***FINALIZE CONCEPTS, SCOPE, SCHEDULE, AND COSTS***

FINAL ACCEPTANCE

REF. CAMPAIGN & GRANT APPLICATION
(SUBMISSION PRIOR TO JUNE 30, 2023)

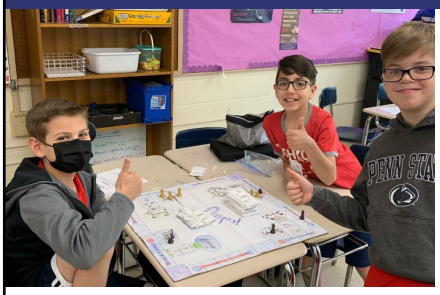
COMMUNITY INTERACTION

- *Existing Building Tours, Videos, and Presentations*
- *Community Conversation No.1 ~ Conditions, Utilization, think big*
- *Community Conversation No.2 ~ Opportunities & Options*
- *Community Conversation No.3 ~ Refined & Preferred Option*
- *Community Conversation No.4 ~ Finalizing the Plan*
- *Review meetings with OSCG&R*
- *BOE, BOF, BOS Progress Update Meetings*

4

WHY THIS MATTERS

Tecton ARCHITECTS









"…Empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society."

5

WHY THIS MATTERS

Tecton ARCHITECTS

Making a Positive Contribution
Empathy & Responsibility

Safe & Brave Learning
Resilient, Reflective, Adaptable

Equitable Access, Challenging Academics

Family, School & Community Partnership

Safe, Welcoming & Supportive Spaces

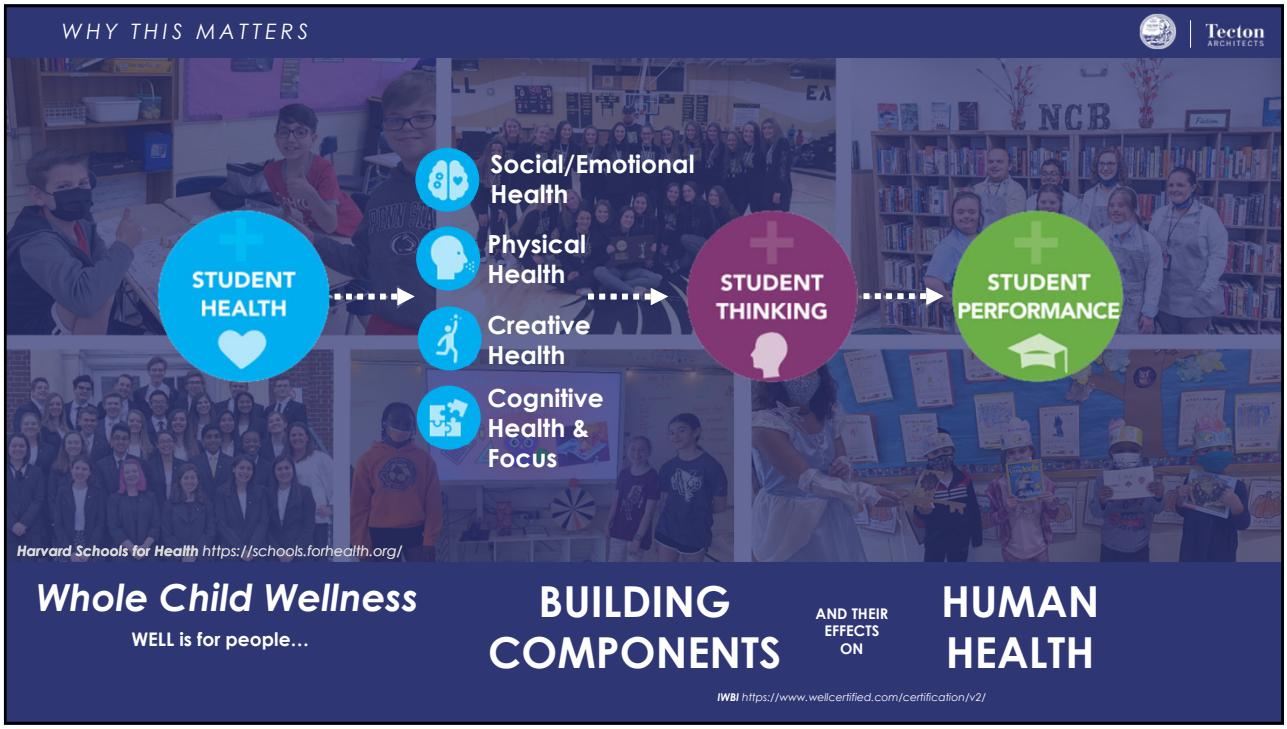
Process of Continuous Improvement

Solving Real-World Challenges
Authentic & Complex

Fostering Diverse Talents & Abilities
Heart, Mind, Body

"…Empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society."

6

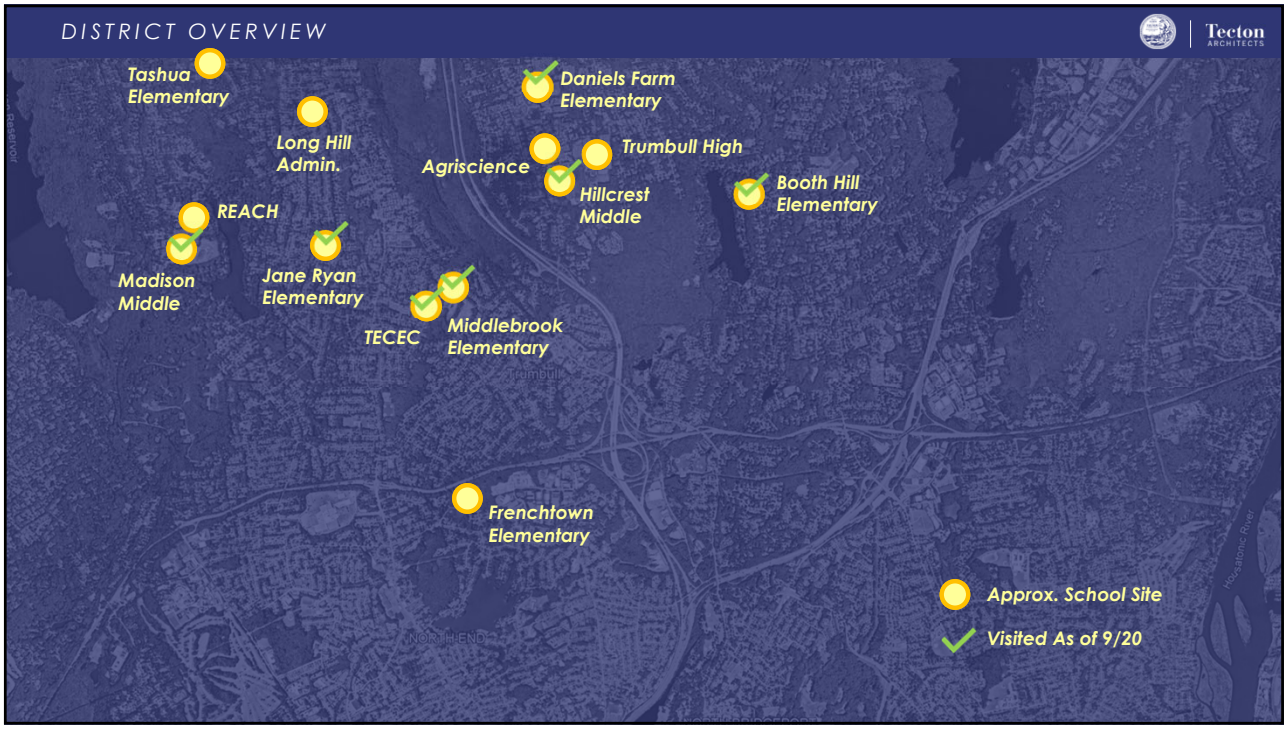

WHY THIS MATTERS
Tecton ARCHITECTS
STUDENT HEALTH
Social/Emotional Health
Physical Health
Creative Health
Cognitive Health & Focus
STUDENT THINKING
STUDENT PERFORMANCE
Harvard Schools for Health https://schools.forhealth.org/
Whole Child Wellness
WELL is for people...
BUILDING COMPONENTS
AND THEIR EFFECTS ON
HUMAN HEALTH
IWBI https://www.wellcertified.com/certification/v2/

7


WHY THIS MATTERS
Tecton ARCHITECTS
Envelope technology accounts for 30% Of energy used
In daylight classrooms, students progress 20% Faster on math tests 26% Faster on reading tests
27% of middle school students don't feel they belong
With proper ventilation rates, students complete schoolwork tasks 8% faster
Connections between dampness, leaky envelopes & respiratory health
Sense of belonging improves grades, engagement & advanced course selection
Higher levels of outdoor air contributes to higher test scores in math and reading
40 sec. In nature, or views to nature, leads to fewer mistakes on focused tasks
The physical learning environment impacts student learning progress by 25%
Increases happiness and pro-social behavior

8

DISTRICT OVERVIEW



9

SCHOOL DATA

Area Summary Table					
Building Name		GSF	% of total town bldgs	Construction	Age
PK	Trumbull Early Childhood	24,044	2.1%	2005	17
K-5	Booth Hill Elementary	54,161	4.7%	1955	67
	Daniels Farm Elementary	65,091	5.6%	1962	60
	Frenchtown Elementary	94,305	8.2%	2003	19
	Jane Ryan Elementary	56,895	4.9%	1955	67
	Middlebrook Elementary	75,811	6.6%	1953	69
	Tashua Elementary	55,193	4.8%	1965	57
6-8	Hillcrest Middle	141,000	12.2%	1967	55
	Madison Middle School	154,970	13.4%	1960	62
9-12	Regional Agriscience Center	35,000	3.0%	2001	21
	Trumbull High School	367,000	31.9%	1971	51
6-8/9-12	REACH	8,700	0.8%	1970	52
Admin	Long Hill Administration	20,075	1.7%	1920	102
	Subtotal	**1,152,245**		**Average Age:**	**54**

Average Age of Original Buildings = 54 Years!

10

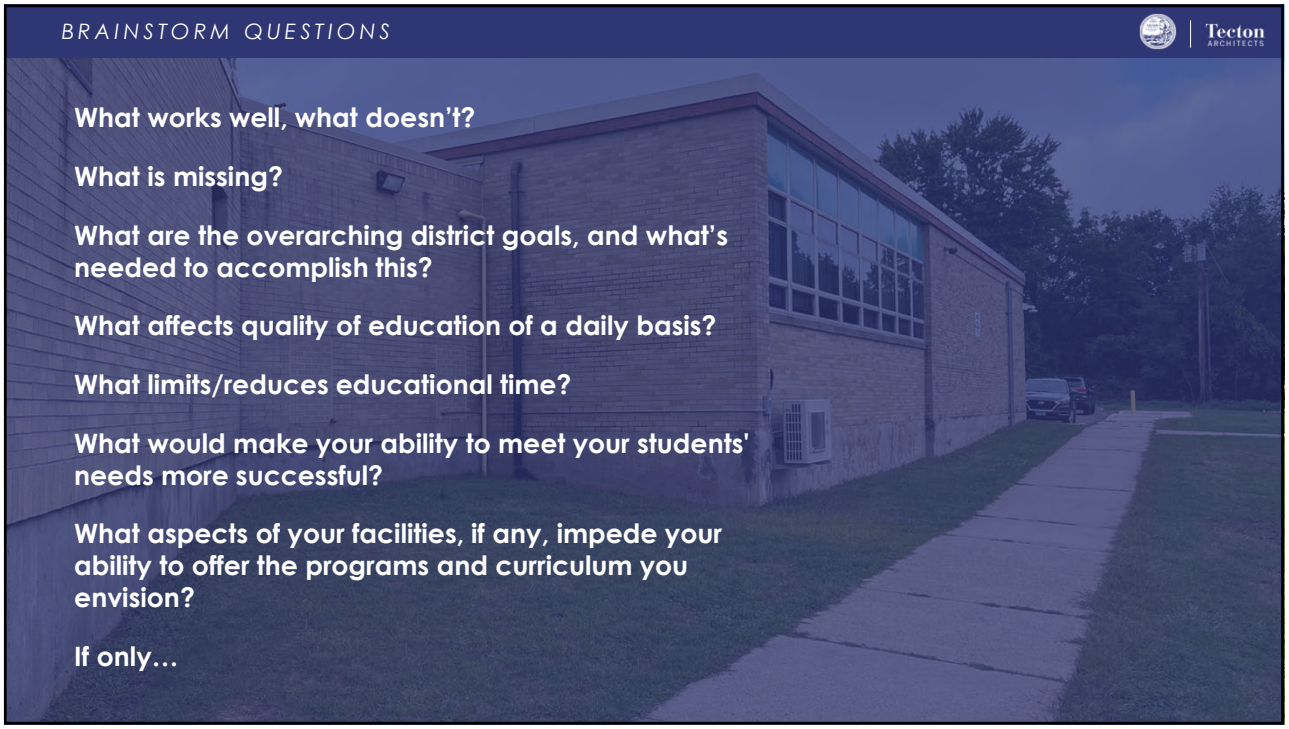
FACILITY WALKTHROUGHS – Consistent Themes Throughout

 Environmental Conditions	• Heating, cooling & ventilation needs • Windows are single pane, not properly insulated, needed for ventilation, difficult to open
 Specialized Education	• No/not enough dedicated rooms • In former closets *(no daylight)* or hallways • Location not always ideal – far away, not well distributed • Lack of privacy
 Accessibility & Gender Equity	• No individual and/or accessible student toilets • Access issues at main entries, specials, door clearances • Not enough accessible playground elements
 Classrooms & Storage	• Grade levels not always co-located – "bubble year" means classes are not together • Lack of flexible space and furniture, 21st Century spaces • Lack of storage space for teachers, students *(narrow lockers)*, and overall building storage • Rooms used by specials are converted into classrooms making scheduling difficult
 Miscellaneous	• Lack of parking at most sites • Many CIPs funded by PTA or Fathers' Club • Poor WIFI and cellular service • No/not enough faculty spaces, co-mingled work and break rooms

11



12


BRAINSTORM QUESTIONS
Tecton ARCHITECTS
What works well, what doesn't?
What is missing?
What are the overarching district goals, and what's needed to accomplish this?
What affects quality of education of a daily basis?
What limits/reduces educational time?
What would make your ability to meet your students' needs more successful?
What aspects of your facilities, if any, impede your ability to offer the programs and curriculum you envision?
If only…

13


Tecton ARCHITECTS
IMAGINING POSSIBILITIES
FOR TRUMBULL'S SCHOOL FACILITIES
TRUMBULL, CT
BOE Workshop
September 20, 2022

14

October 25, 2022
Board of Education Update

Tecton
ARCHITECTS

Tecton ARCHITECTS

IMAGINING POSSIBILITIES

FOR TRUMBULL'S SCHOOL FACILITIES

TRUMBULL, CT

BOE Progress Update
October 25, 2022

5

AGENDA

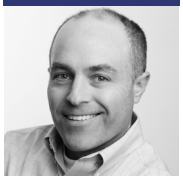
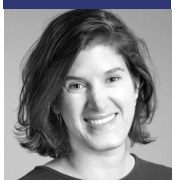
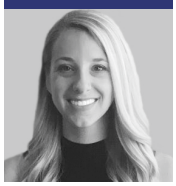
Tecton ARCHITECTS

- *Team & Schedule*
- *Work Completed So Far*
- *What Lies Ahead*
- *Community Engagement & Key dates*
- *Discussion / Q&A*

6

INTRODUCTIONS

Tecton ARCHITECTS

UTILIZATION & PROGRAMMING	OVERSIGHT & DAY-TO-DAY CONTACT	COMMUNITY ENGAGEMENT	CONSULTANT EXPERTISE	BUILDING CONDITION ASESSMENT
				
EDWARD WIDOFSKY AIA, LEED AP BD+C	**JEFF WYSZYNSKI** AIA	**ANTONIA CIAVERELLA** EDAC, LEED AP BD+C, WELL AP, FITWEL	**DEREK BRIDE** LEED AP BD+C	**ALISON FROST**
Project Manager *Tecton*	*Principal-in-Charge* *Tecton*	*Architectural Designer* *Tecton*	*MEP Engineering Principal, CES*	*Project Architect* *Tecton*

CONSULTING ENGINEERING SERVICES
MEP Engineering

MCKIBBEN DEMOGRAPHIC RESEARCH
Enrollment Projections & Demographics Study

7

MILESTONE SCHEDULE

Tecton ARCHITECTS

ACTION ITEM

2022: AUG. SEPT. OCT. NOV. DEC.
2023: JAN. FEB. MAR. APR. MAY JUN.

1. ***MASTER PLANNING COMMITTEE*** ~ *Review meetings*
2. ***EXISTING CONDITIONS*** ~ *Walkthroughs, analysis, and report*
3. ***PROGRAMMING WORKSHOPS, NEEDS & EQUITY ASSESSMENT***
4. ***REVIEW FINDINGS, FEEDBACK, STRATEGY*** ~ *District Leadership*
5. ***DEVELOP & APPROVE COMMUNICATIONS PLAN***
6. ***DEMOGRAPHICS REVIEW, ANALYSIS AND REPORT***
7. ***DEVELOP PLANNING OPTIONS FOR COMMUNITY***
8. ***REFINE OPTIONS***
9. ***SELECTION OF PREFERRED OPTION***
10. ***FINALIZE CONCEPTS, SCOPE, SCHEDULE, AND COSTS***

FINAL ACCEPTANCE

REF. CAMPAIGN & GRANT APPLICATION ~ TBD
(SUBMISSION PRIOR TO JUNE 30, 2023)

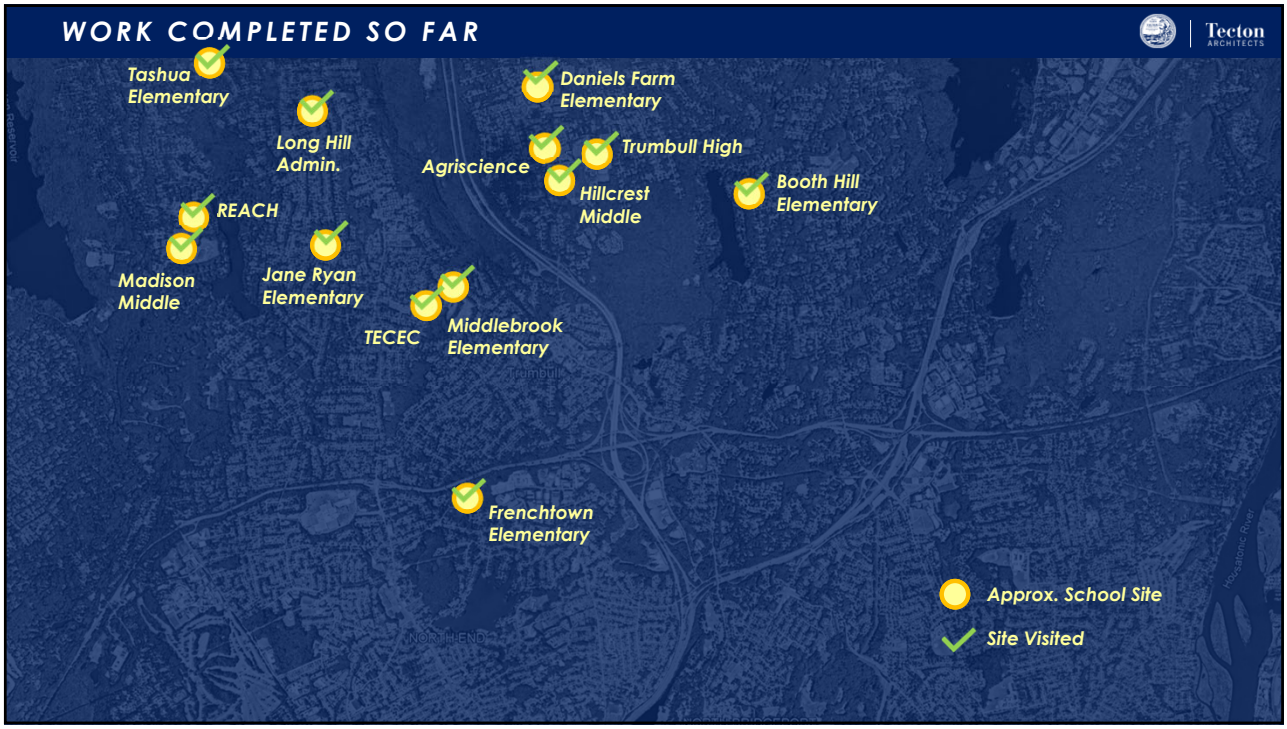
COMMUNITY INTERACTION

- *Existing Building Tours, Videos, and Presentations*
- *Community Conversation No.1 ~ Conditions, Utilization, think big*
- *Community Conversation No.2 ~ Opportunities & Options*
- *Community Conversation No.3 ~ Refined & Preferred Option*
- *Community Conversation No.4 ~ Finalizing the Plan*
- *Review meetings with OSCG&R*
- *BOE, BOF, BOS Progress Update Meetings*

8

WORK COMPLETED SO FAR…

9



10

Building Walkthroughs & Initial Programming Discussions

Tecton ARCHITECTS

1. ***Booth Hill Elementary School*** ~ 9/13/2022
2. ***Daniels Farm Elementary School*** ~ 9/13/2022
3. ***TECEC (Trumbull Early Childhood Education Center)*** ~ 9/13/2022
4. ***Middlebrook Elementary School*** ~ 9/14/2022
5. ***Jane Ryan Elementary School*** ~ 9/14/2022
6. ***Hillcrest Middle School*** ~ 9/16/2022
7. ***Madison Middle School*** ~ 9/16/2022
8. ***REACH*** ~ 9/22/2022
9. ***Agriscience High School*** ~ 9/22/2022
10. ***Long Hill Administration Building*** ~ 9/22/2022
11. ***Trumbull High School*** ~ 9/23/2022
12. ***Tashua Elementary School*** ~ 9/30/2022
13. ***Frenchtown Elementary School*** ~ 9/30/2022

Z donwkurxjkv#frp schwhg#iru#doo#46#
exloglqjv/#dssur{lp dwho|#4/485/578#vi


Site & Building Envelope


Interiors & Building Systems



Existing Conditions Review

Educational Discussions
(Programmatic Needs & Operations)

11

Conditions Analysis

Tecton ARCHITECTS

Building Summary Table

	Building Name	GSF	% of total town bldgs	Orig. Const.	Age
PK	Trumbull Early Childhood	24,044	2.1%	2005	17
K-5	Booth Hill Elementary	54,161	4.7%	1955	67
	Daniels Farm Elementary	65,091	5.6%	1962	60
	Frenchtown Elementary	94,305	8.2%	2003	19
	Jane Ryan Elementary	56,895	4.9%	1955	67
	Middlebrook Elementary	75,811	6.6%	1953	69
	Tashua Elementary	55,193	4.8%	1965	57
6-8	Hillcrest Middle	141,000	12.2%	1967	55
	Madison Middle School	154,970	13.4%	1960	62
9-12	Regional Agriscience Center	35,000	3.0%	2001	21
	Trumbull High School	367,000	31.9%	1971	51
6-8/9-12	REACH	8,700	0.8%	1970	52
Admin	Long Hill Administration	20,075	1.7%	1920	102
	Subtotal	**1,152,245**	**Average Age**		**54**











12

Conditions Analysis

Areas of Study

1. **Site** *(Pavement, traffic circulation, signs, parking, curbs, sidewalks)*
2. **Architectural Exterior** *(Building envelope, roofs, windows, doors, masonry, trim, downspouts)*
3. **Architectural Interior** *(flooring, ceiling, lighting, wall finishes, doors, frames)*
4. **Code ~ Accessibility / Life Safety** *(accessible entrances, lifts/ramps, floor clearance, sprinklers, fire alarm)*
5. **Building Systems** *(plumbing, heating, ventilation & air conditioning by S/P, lighting, electrical systems, technology, fire protection, fire alarms)*



13

Broad Summary of Conditions Analysis

1. *Most buildings have been well maintained, yet* ***no building has received comprehensive, like new, renovations.***
2. *Reuse, modification, and past adaptations affect* ***educational use and operational efficiency.***
3. *In most cases,* ***poor definition of the school/site boundaries*** *lead to some concern(s) related to traffic flow, safety and security.*
4. *For buildings constructed prior to 2000s, majority of building systems and finishes are* ***at or past their useful life.***
5. ***Poor comfort/temperature control. IAQ*** *(Indoor Air Quality) does not meet current code ~ commonly voiced concern throughout (S/P conducting report).*
6. ***Accessibility concerns throughout*** *building/site, few and uneven attempts at compliance.*

14

Conditions Analysis ~ Common Findings

Site ~ *Site traffic, parking and perimeter security concerns for site (pedestrian and vehicular safety), play areas exposed at times, limited universal accessibility (parking, sidewalks, and play), poor or no definition of school boundary, some surfaces past their useful life (parking, sidewalks, and play).*

Architectural Exterior ~ *Most buildings contain poor insulating values, (limited wall insulation ~ single wythe), some poorly functioning and/or single pane windows, some roofs past their useful life, some instances persistent water infiltration/leaks at windows, doors, roofs accelerated deterioration.*

Architectural Interior ~ *For buildings constructed prior to 2000, majority of finishes past useful life (millwork, floors, doors, ceilings), lockers, toilets all poor.*

Code/Accessibility/Life Safety ~ *Several compliance issues at toilet rooms, floor clearances/reach at entranceways, sinks, and millwork, stage(s), etc.*

Building Systems ~ *For buildings constructed prior to 2000 ~ majority of plumbing systems and fixtures are fair condition but past their useful life, electrical lighting and power distribution end/past useful life.*



15

Conditions Analysis ~ Specific Examples



Booth Hill Elementary School *~ Former closets now intervention rooms, poor site circulation (bus/parent), poor climate control, poor visibility from admin.*



Daniels Farm Elementary School *~ Sister school to Booth Hill, similar challenges, roof and envelope water infiltration has led to accelerated deterioration of envelope.*



TECEC *~ Currently share space with Middlebrook E.S. ~ operational and logistical challenges, play areas in need of updating, climate control concerns, requested more program space.*



Middlebrook Elementary School *~ site circulation concerns (pedestrian, bus, parent), poor lighting levels & climate control, desire for dedicated core space (gym, café, presentation), specialized ed.*



Jane Ryan Elementary School *~ Main entry to school not accessible, capacity concerns ~ loss of music/maker space for gen classroom, accessibility compliance issues throughout.*



Hillcrest Middle School *~ Lack of required functioning/proper program space throughout (S.E., labs, admin., etc.), pool space not used, travel distance challenging, poor climate control, poor site boundary.*

16

Conditions Analysis ~ Specific Examples



Madison Middle School *~ Poor climate control due to building envelope, good layout but program space needs updating, media center poor location, more dedicated S.E. space.*



REACH *~ Overall poor condition of building, building envelope leaks (water/air), limited accessibility compliance, min. access to natural daylight, need more dedicated program space.*



Agriscience *~ Greenhouse requires update/replacement, persistent roof leaks and moisture infiltration causing accelerated deterioration, renovate obsolete program space.*



Long Hill Administration *~ Generally in poor condition, building reinvented several times, multiple different vintages of construction & building systems, satisfies program need but limited accessibility throughout, poor public entry*



Tashua Elementary School *~ Obsolete modulars should be removed (safety hazard), building well maintained but overall systems/finishes past useful life, toilets rooms poor and too few, access to more nat. daylight.*



Frenchtown Elementary School *~ Ingress/Egress to site poor & congested at times, site play/paved areas have accelerated deterioration, some building envelope concerns with moisture infiltration, S.E. program space need.*

17

Conditions Analysis ~ Specific Examples



Trumbull High School *~ Revisit and identify portions of work that were not completed during last renovation (doors, terrazzo repairs, portables, etc.), investigate optimizing media center area of school, coordinate efforts with planned wellness center/weight room expansion, optimize underutilized areas near and adjacent to cafeteria, reinvent dedicated rooms for obsolete programs).*

18

Programmatic Discussions

Topics and Review included

1. ***Interviews of principals, facilities, and district leadership, often with input collected from teachers.***
2. ***Questions Included…***
   a. *What spaces get the most use? The least?*
   b. *What is missing?*
   c. *What affects quality of education on a daily basis?*
   d. *What works well, what doesn't?*
   e. *How can this facility better support the staff and/or students?*
   f. *What limits/reduces educational time? Are there adjacency relationships that should be improved (locations of key programmatic functions)?*
   g. *Biggest day to day challenge?*
   h. *How can this facility better support the students?*
   i. *What is fundamental to the student experience that is currently working or not working with the existing facility?*



19

Programmatic Discussions~ Common Findings

1. *Educators clearly* ***making the best use of their facilities****, reimagining, re-purposing and utilizing all practical areas.*
2. *The* ***evolution of small group instruction and specialized education*** *require additional dedicated and appropriately appointed space.*
3. *Older* ***buildings present limited flexibility to create adaptative flexible space for 21st Century learning*** *(small group, project-based learning, professional development/prep space, learning lab).*
4. *Consistent* ***concerns about capacity of the buildings*** *~ Ex. bubble years with enrollment forcing "art on a cart" or sacrifice of specialty programs.*



20

Community Engagement



Frp p hqw#urp #wkh#ERH#Z runvkrs#rq#k25325355

21

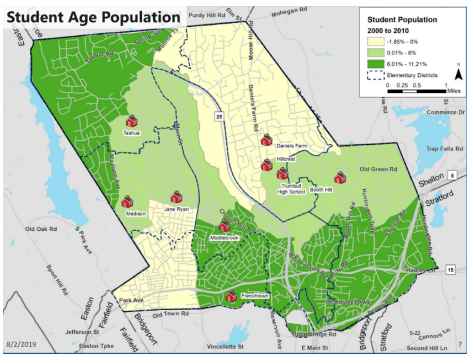
WHAT LIES AHEAD…

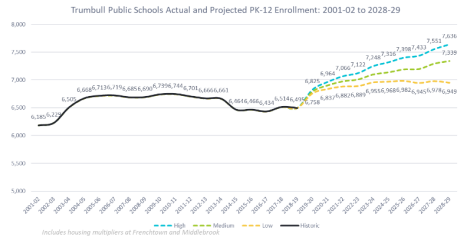
22

Demographic Analysis & Enrollment Projections

Areas of Study

1. *Validation of historical data.*
2. *Population forecasts for the* ***years 2025 and 2030 for the six elementary schools.***
3. *Review historical enrollment by grade &* ***forecasts for 2025 and 2030 by elementary area for population.***
4. ***Enrollment forecasts*** *by grade for the years* ***2023-2024 to 2032-2033*** *for all grade levels.*
5. *Geo-code the student population to* ***review capacity and equity of facilities across the district.***

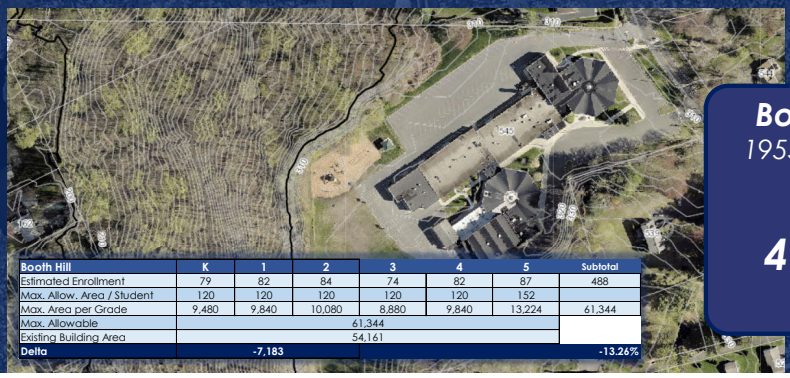




Images from SLR/Milone & MacBroom 2019 Report

23

Benchmarking Facilities & Costs



Booth Hill	K	1	2	3	4	5	Subtotal
Estimated Enrollment	79	82	84	74	82	87	488
Max. Allow. Area / Student	120	120	120	120	120	152	
Max. Area per Grade	9,480	9,840	10,080	8,880	9,840	13,224	61,344
Max. Allowable	61,344						
Existing Building Area	54,161						
Delta	-7,183						-13.26%

State Space Standards

Booth Hill Elementary *Built in 1955 25% allowable area increase*

-22,519 sf

or

41% *below the max. allowable for today's population!*

Capacity



MIDDLEBROOK SCHOOL
(K-5, 510 STUDENTS)

ANALYSIS TO INCLUDE:
- CAPACITY REVIEW
- CORE SPACE BENCHMARKING
- BUILDING EFFICIENCY
- IMPACT ON EDUCATION



Understanding the impact of your building on Education!

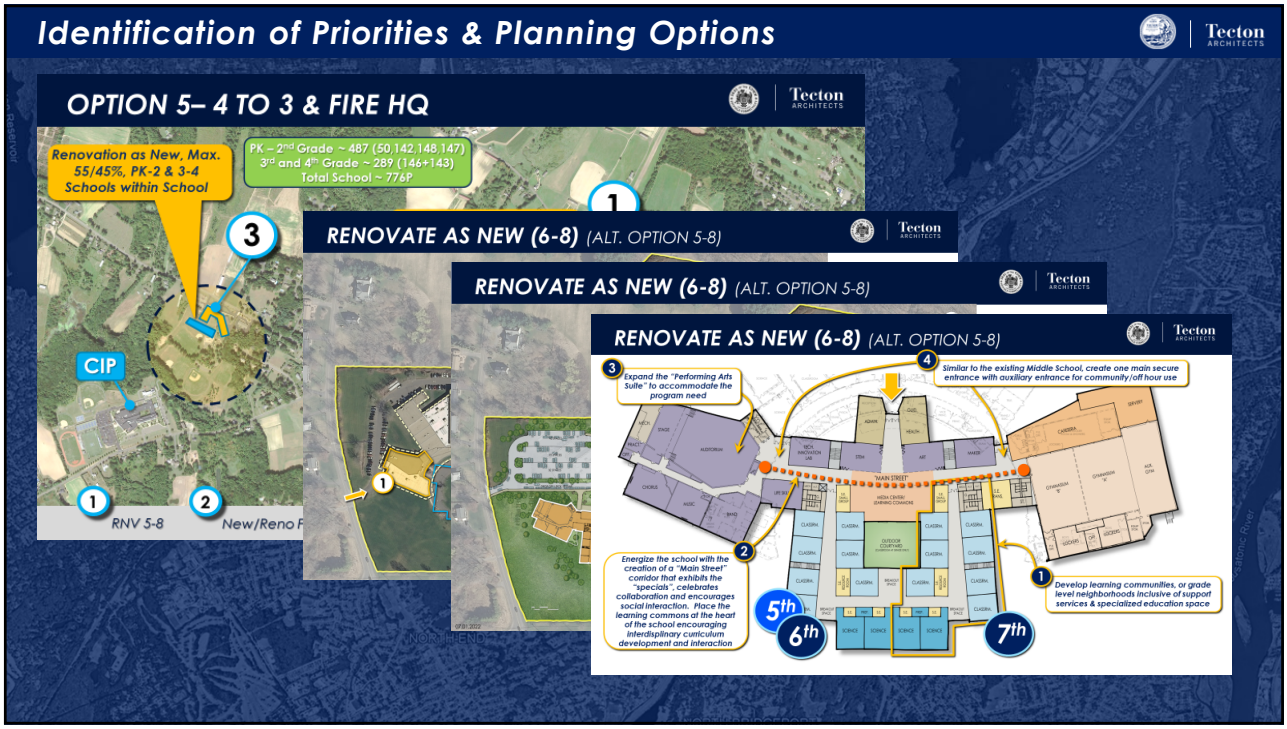
DRG Group

	2020 GENERAL CONST.	2020 NEW CONST.	2021 GENERAL CONST.	2021 NEW CONST.	2022 GENERAL CONST.	2022 NEW CONST.
TRUMBULL	33.57%	23.57%	34.29%	24.29%	33.57%	23.57%
BROOKFIELD	31.43	21.43	31.43	21.43	32.86	22.86
SIMSBURY	33.21	23.21	33.57	23.57	35.36	25.36
MADISON	28.21	18.21	28.21	18.21	28.21	18.21

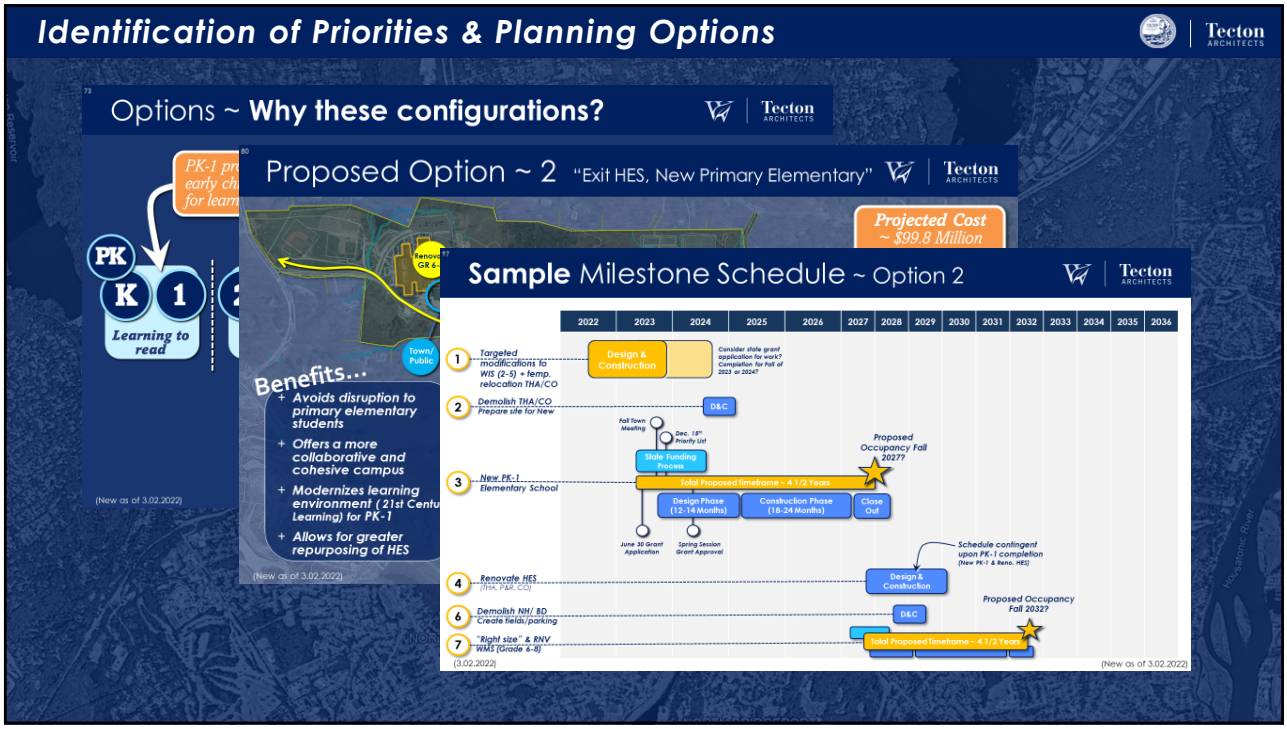
Group B

018 BROOKFIELD
051 FAIRFIELD
052 FARMINGTON
054 GLASTONBURY
056 GRANBY
057 GREENWICH
060 GUILFORD
076 MADISON
091 NEW FAIRFIELD
097 NEWTOWN
128 SIMSBURY
144 TRUMBULL
155 WEST HARTFORD
167 WOODBRIDGE
205 DISTRICT NO. 5
215 DISTRICT NO. 15

24


Identification of Priorities & Planning Options
Tecton ARCHITECTS
OPTION 5– 4 TO 3 & FIRE HQ
Renovation as New, Max. 55/45%, PK-2 & 3-4 Schools within School
PK – 2nd Grade ~ 487 (50,142,148,147)
3rd and 4th Grade ~ 289 (146+143)
Total School ~ 776P
CIP
RNV 5-8
New/Reno F
RENOVATE AS NEW (6-8) (ALT. OPTION 5-8)
RENOVATE AS NEW (6-8) (ALT. OPTION 5-8)
RENOVATE AS NEW (6-8) (ALT. OPTION 5-8)
Expand the "Performing Arts Suite" to accommodate the program need
Similar to the existing Middle School, create one main secure entrance with auxiliary entrance for community/off hour use
Energize the school with the creation of a "Main Street" corridor that exhibits the "specials", celebrates collaboration and encourages social interaction. Place the learning commons at the heart of the school encouraging interdisplinary curriculum development and interaction
Develop learning communities, or grade level neighborhoods inclusive of support services & specialized education space
5th
6th
7th

25


Identification of Priorities & Planning Options
Tecton ARCHITECTS
Options ~ Why these configurations?
Proposed Option ~ 2 "Exit HES, New Primary Elementary"
Projected Cost ~ $99.8 Million
PK
K
1
Learning to read
Benefits...
+ Avoids disruption to primary elementary students
+ Offers a more collaborative and cohesive campus
+ Modernizes learning environment (21st Centu Learning) for PK-1
+ Allows for greater repurposing of HES
(New as of 3.02.2022)
Sample Milestone Schedule ~ Option 2
2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036
1 Targeted modifications to WIS (2-5) + temp. relocation THA/CO
Design & Construction
Consider state grant application for work? Completion for Fall of 2025 or 2026?
2 Demolish THA/CO Prepare site for New
D&C
Fall Town Meeting
Dec. 15th Priority List
Proposed Occupancy Fall 2027?
State Funding Process
3 New PK-1 Elementary School
Total Proposed Timeframe ~ 4 1/2 Years
Design Phase (12-14 Months)
Construction Phase (18-24 Months)
Close Out
June 30 Grant Application
Spring Session Grant Approval
Schedule contingent upon PK-1 completion (New PK-1 & Reno. HES)
4 Renovate HES (THA, P&R, CO)
Design & Construction
Proposed Occupancy Fall 2032?
6 Demolish NH/ BD Create fields/parking
D&C
7 "Right size" & RNV WMS (Grade 6-8)
Total Proposed Timeframe ~ 4 1/2 Years
(3.02.2022)
(New as of 3.02.2022)

26

COMMUNITY ENGAGEMENT…

27

Importance of Community Engagement

This is a plan for your community!

Stronger together ~ Work together to identify & solve needs across entire community…..

Critical to represent needs across the district.

Meet them where they are at!

- *Surveys & Mailers*
- *Student Handouts and Activities*
- *Fliers and Public Workshops*
- *Faculty Questionnaire*
- *Open House(s) & Tours*



28

Importance of Community Engagement



29

Discussion….questions?

30

November 15, 2022
Bi-Weekly PPCC/PTA Council Meeting

Tecton
ARCHITECTS

IMAGINING POSSIBILITIES

FOR TRUMBULL'S SCHOOL FACILITIES

TRUMBULL, CT

PTA Meeting

Virtual Meeting

November 15, 2022

1

AGENDA

1. **Team Introduction**
2. **Critical Aspects of the Project**
3. **Roadmap of Design Process**
4. **Bold Goals *(BHAG!)***
5. **What We Know So Far**
6. **What's Next**
7. **How to Stay Connected**

2

INTRODUCTIONS

UTILIZATION & PROGRAMMING



EDWARD WIDOFSKY
AIA, LEED AP BD+C

Project Manager
Tecton

OVERSIGHT & DAY-TO-DAY CONTACT



JEFF WYSZYNSKI
AIA

Principal-in-Charge
Tecton

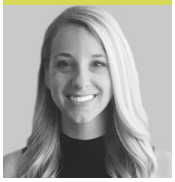
COMMUNITY ENGAGEMENT



ANTONIA CIAVERELLA
EDAC, LEED AP BD+C, WELL AP, FITWEL

Architectural Designer
Tecton

BUILDING CONDITION ASESSMENT



ALISON FROST

Project Architect
Tecton

CONSULTANT EXPERTISE



DEREK BRIDE
LEED AP BD+C

MEP Engineering Principal, CES

CONSULTING ENGINEERING SERVICES
MEP Engineering

MCKIBBEN DEMOGRAPHIC RESEARCH
Enrollment Projections & Demographics Study

3

CRITICAL ASPECTS OF THE PROJECT

The What.

Analyze the existing facilities

Conduct a demographic study for enrollment projections

Identify a planning strategy for future educational delivery and building use to serve the Town for the next 10-15 years

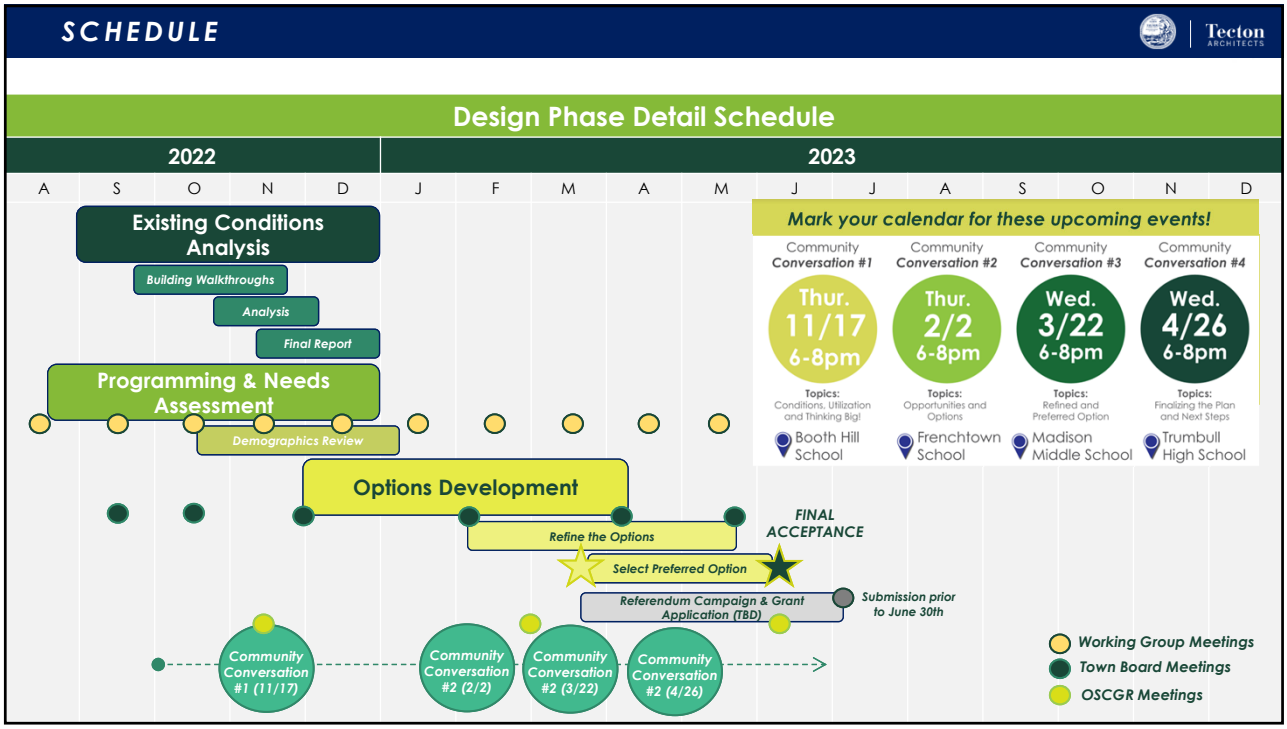
The *Who*.

A diverse group of administrators, students & faculty

Committee members, businesses, Town staff, residents

The entire community!

4


SCHEDULE
Tecton ARCHITECTS
Design Phase Detail Schedule
2022
2023
A S O N D J F M A M J J A S O N D
Existing Conditions Analysis
Building Walkthroughs
Analysis
Final Report
Programming & Needs Assessment
Demographics Review
Options Development
Refine the Options
Select Preferred Option
Referendum Campaign & Grant Application (TBD)
Submission prior to June 30th
FINAL ACCEPTANCE
Community Conversation #1 (11/17)
Community Conversation #2 (2/2)
Community Conversation #2 (3/22)
Community Conversation #2 (4/26)
Mark your calendar for these upcoming events!
Community Conversation #1
Thur. 11/17 6-8pm
Topics: Conditions, Utilization and Thinking Big!
Booth Hill School
Community Conversation #2
Thur. 2/2 6-8pm
Topics: Opportunities and Options
Frenchtown School
Community Conversation #3
Wed. 3/22 6-8pm
Topics: Refined and Preferred Option
Madison Middle School
Community Conversation #4
Wed. 4/26 6-8pm
Topics: Finalizing the Plan and Next Steps
Trumbull High School
Working Group Meetings
Town Board Meetings
OSCGR Meetings

5

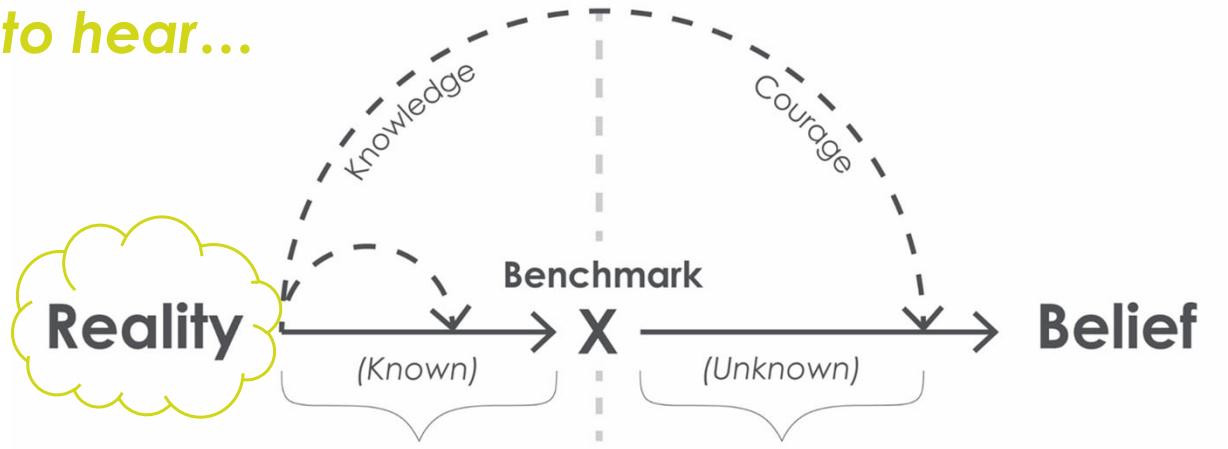

Tecton ARCHITECTS
BOLD GOALS…

6

BOLD GOALS

Tecton ARCHITECTS

But we also want to hear…



Everyday Challenges	What Isn't Working	What's Missing	The "Never Again!'s"	What's Standing in the way?

7

Tecton ARCHITECTS

WHAT WE KNOW SO FAR…

8

COMPREHENSIVE APPROACH



9

Building Walkthroughs & Initial Programming Discussions

1. **Booth Hill Elementary School** ~ 9/13/2022
2. **Daniels Farm Elementary School** ~ 9/13/2022
3. **TECEC (Trumbull Early Childhood Education Center)** ~ 9/13/2022
4. **Middlebrook Elementary School** ~ 9/14/2022
5. **Jane Ryan Elementary School** ~ 9/14/2022
6. **Hillcrest Middle School** ~ 9/16/2022
7. **Madison Middle School** ~ 9/16/2022
8. **REACH** ~ 9/22/2022
9. **Agriscience High School** ~ 9/22/2022
10. **Long Hill Administration Building** ~ 9/22/2022
11. **Trumbull High School** ~ 9/23/2022
12. **Tashua Elementary School** ~ 9/30/2022
13. **Frenchtown Elementary School** ~ 9/30/2022

Z donwkurxjkv#frp schwhg#iru#doo#46#
exloglqjv/#dssur{lp dwho|#4/485/578#vi



Existing Conditions Review





Educational Discussions
(Programmatic Needs & Operations)

10

Conditions Analysis

Tecton ARCHITECTS

Building Summary Table

	Building Name	GSF	% of total town bldgs	Orig. Const.	Age
PK	Trumbull Early Childhood	24,044	2.1%	2005	17
K-5	Booth Hill Elementary	54,161	4.7%	1955	67
	Daniels Farm Elementary	65,091	5.6%	1962	60
	Frenchtown Elementary	94,305	8.2%	2003	19
	Jane Ryan Elementary	56,895	4.9%	1955	67
	Middlebrook Elementary	75,811	6.6%	1953	69
	Tashua Elementary	55,193	4.8%	1965	57
6-8	Hillcrest Middle	141,000	12.2%	1967	55
	Madison Middle School	154,970	13.4%	1960	62
9-12	Regional Agriscience Center	35,000	3.0%	2001	21
	Trumbull High School	367,000	31.9%	1971	51
6-8/9-12	REACH	8,700	0.8%	1970	52
Admin	Long Hill Administration	20,075	1.7%	1920	102
	Subtotal	1,152,245	Average Age		54



11

Conditions Analysis

Tecton ARCHITECTS

Areas of Study

1. **Site** *(Pavement, traffic circulation, signs, parking, curbs, sidewalks)*
2. **Architectural Exterior** *(Building envelope, roofs, windows, doors, masonry, trim, downspouts)*
3. **Architectural Interior** *(flooring, ceiling, lighting, wall finishes, doors, frames)*
4. **Code ~ Accessibility / Life Safety** *(accessible entrances, lifts/ramps, floor clearance, sprinklers, fire alarm)*
5. **Building Systems** *(plumbing, heating, ventilation & air conditioning by S/P, lighting, electrical systems, technology, fire protection, fire alarms)*



12

Programmatic Discussions

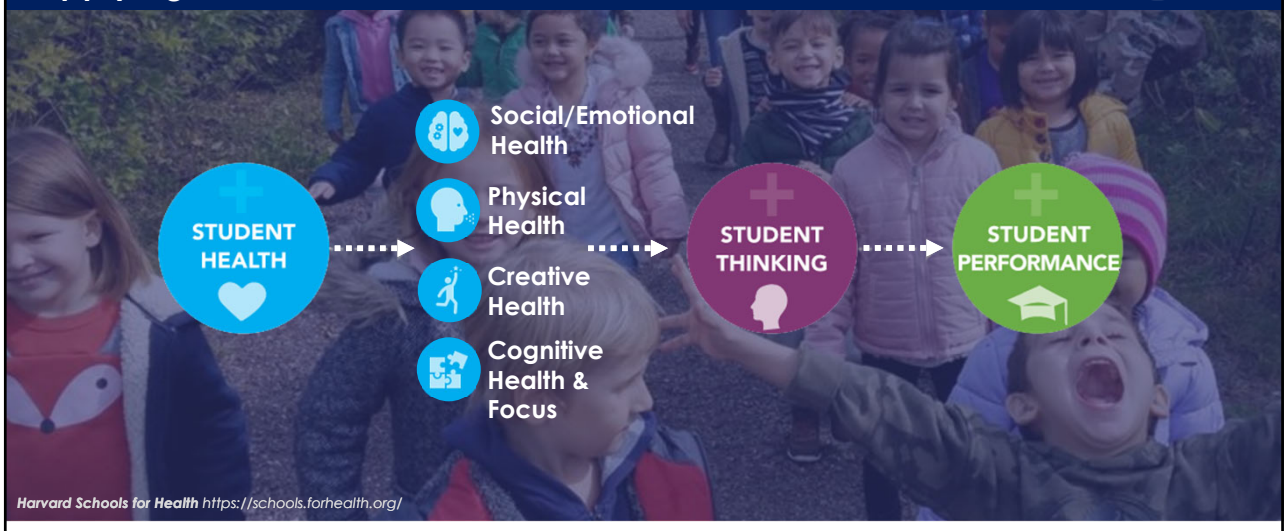
Topics and Review included

1. **Interviews of principals, facilities, and district leadership, often with input collected from teachers.**
2. **Questions Included…**
   a. *What spaces get the most use? The least?*
   b. *What is missing?*
   c. *What affects quality of education on a daily basis?*
   d. *What works well, what doesn't?*
   e. *How can this facility better support the staff and/or students?*
   f. *What limits/reduces educational time? Are there adjacency relationships that should be improved (locations of key programmatic functions)?*
   g. *Biggest day to day challenge?*
   h. *How can this facility better support the students?*
   i. *What is fundamental to the student experience that is currently working or not working with the existing facility?*



13

Applying the Research



Whole Child Wellness~

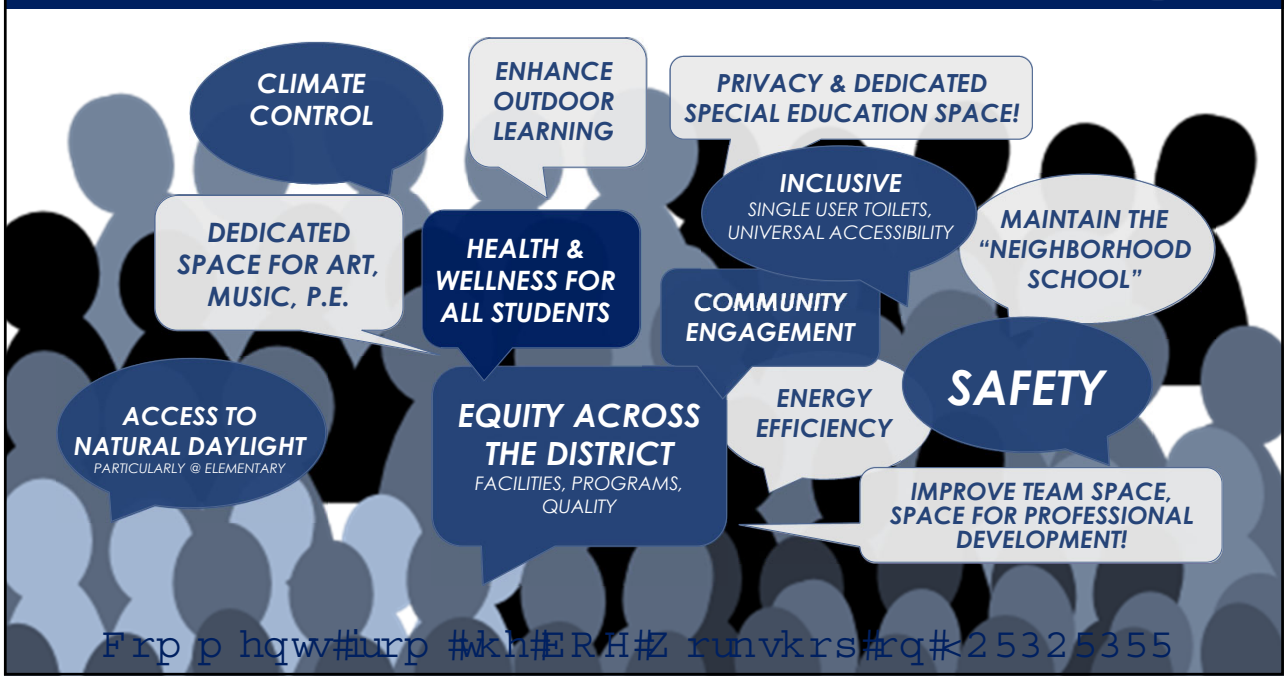
WELL is for people…

BUILDING COMPONENTS AND THEIR EFFECTS ON **HUMAN HEALTH**

IWBI https://www.wellcertified.com/certification/v2/

14

Initial BOE Feedback



15

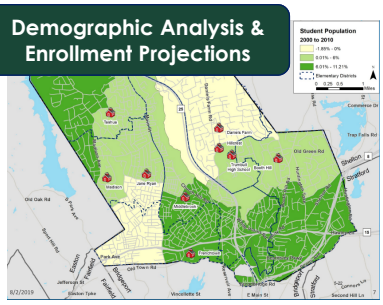
WHAT'S NEXT…

16

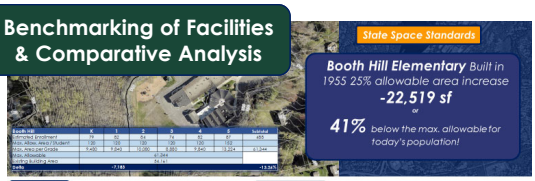
WHAT'S NEXT

Tecton ARCHITECTS

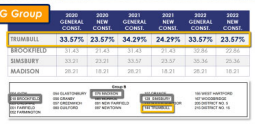
Demographic Analysis & Enrollment Projections



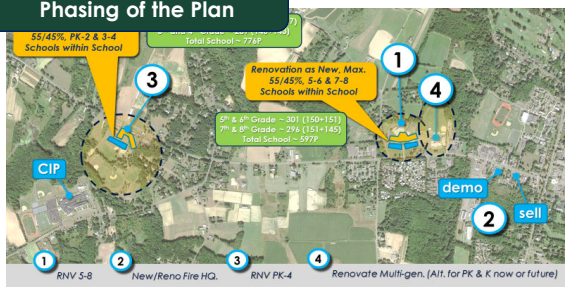
Benchmarking of Facilities & Comparative Analysis







Identification of Priorities & Phasing of the Plan



Planning Options & ROM Costs



17

HAPPENING SOON…

Tecton ARCHITECTS

Community Conversation #1	Community Conversation #2	Community Conversation #3	Community Conversation #4
Thur. 11/17 6-8pm	Thur. 2/2 6-8pm	Wed. 3/22 6-8pm	Wed. 4/26 6-8pm
Topics: Conditions, Utilization and Thinking Big!	**Topics:** Opportunities and Options	**Topics:** Refined and Preferred Option	**Topics:** Finalizing the Plan and Next Steps
Booth Hill School	Frenchtown School	Madison Middle School	Trumbull High School

18

QUESTIONS & DISCUSSION

19

IMAGINING POSSIBILITIES

FOR TRUMBULL'S SCHOOL FACILITIES

TRUMBULL, CT

PTA Meeting

Virtual Meeting

November 15, 2022

20

November 17, 2022
Community Conversation #1

Tecton
ARCHITECTS

IMAGINING POSSIBILITIES

FOR TRUMBULL'S SCHOOL FACILITIES

TRUMBULL, CT

Community Conversation #1

Booth Hill School

November 17, 2022

1

AGENDA

Start: 6:00PM ***End: 8:00PM***

10 min	20 min	30 min	50 min	10 min
Welcome	*Presentation*	*Active Listening (Q&A)*	*Idea Share!*	*Closing*

1. Team Introduction
2. Critical Aspects of the Project
3. Schedule
4. Bold Goals *(BHAG!)*
5. What We Know So Far
6. What's Next
7. How to Stay Connected

2

INTRODUCTIONS

UTILIZATION & PROGRAMMING



EDWARD WIDOFSKY
AIA, LEED AP BD+C

Project Manager
Tecton

OVERSIGHT & DAY-TO-DAY CONTACT



JEFF WYSZYNSKI
AIA

Principal-in-Charge
Tecton

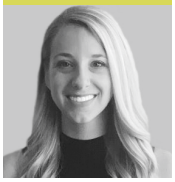
COMMUNITY ENGAGEMENT



ANTONIA CIAVERELLA
EDAC, LEED AP BD+C, WELL AP, FITWEL

Architectural Designer
Tecton

BUILDING CONDITION ASESSMENT



ALISON FROST

Project Architect
Tecton

CONSULTANT EXPERTISE



DEREK BRIDE
LEED AP BD+C

MEP Engineering Principal, CES

CONSULTING ENGINEERING SERVICES
MEP Engineering

MCKIBBEN DEMOGRAPHIC RESEARCH
Enrollment Projections & Demographics Study

3

CRITICAL ASPECTS OF THE PROJECT

The What.

Analyze the existing facilities

Conduct a demographic study for enrollment projections

Identify a planning strategy for future educational delivery and building use to serve the Town for the next 10-15 years

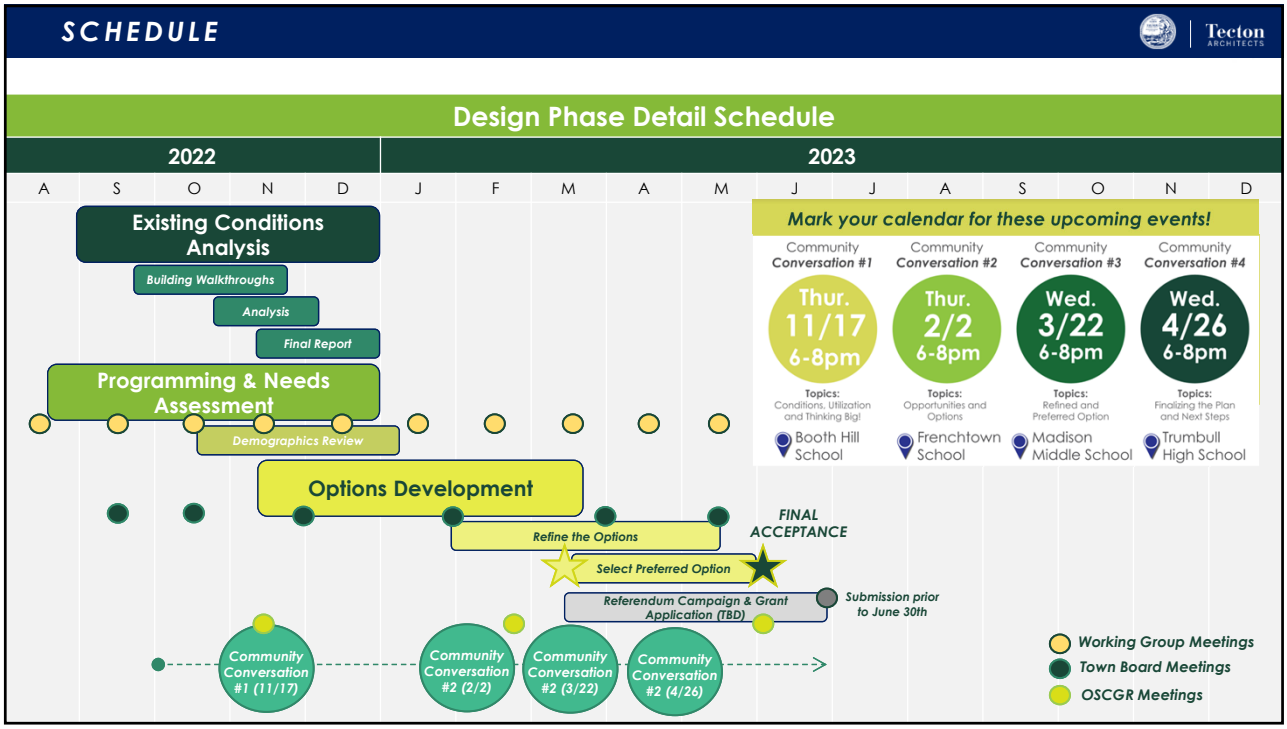
The *Who*.

A diverse group of administrators, students & faculty

Committee members, businesses, Town staff, residents

The entire community!

4


SCHEDULE
Tecton ARCHITECTS
Design Phase Detail Schedule
2022
2023
A S O N D J F M A M J J A S O N D
Existing Conditions Analysis
Building Walkthroughs
Analysis
Final Report
Programming & Needs Assessment
Demographics Review
Options Development
Refine the Options
Select Preferred Option
Referendum Campaign & Grant Application (TBD)
FINAL ACCEPTANCE
Submission prior to June 30th
Community Conversation #1 (11/17)
Community Conversation #2 (2/2)
Community Conversation #2 (3/22)
Community Conversation #2 (4/26)
Mark your calendar for these upcoming events!
Community Conversation #1
Thur. 11/17 6-8pm
Topics: Conditions, Utilization and Thinking Big!
Booth Hill School
Community Conversation #2
Thur. 2/2 6-8pm
Topics: Opportunities and Options
Frenchtown School
Community Conversation #3
Wed. 3/22 6-8pm
Topics: Refined and Preferred Option
Madison Middle School
Community Conversation #4
Wed. 4/26 6-8pm
Topics: Finalizing the Plan and Next Steps
Trumbull High School
Working Group Meetings
Town Board Meetings
OSCGR Meetings

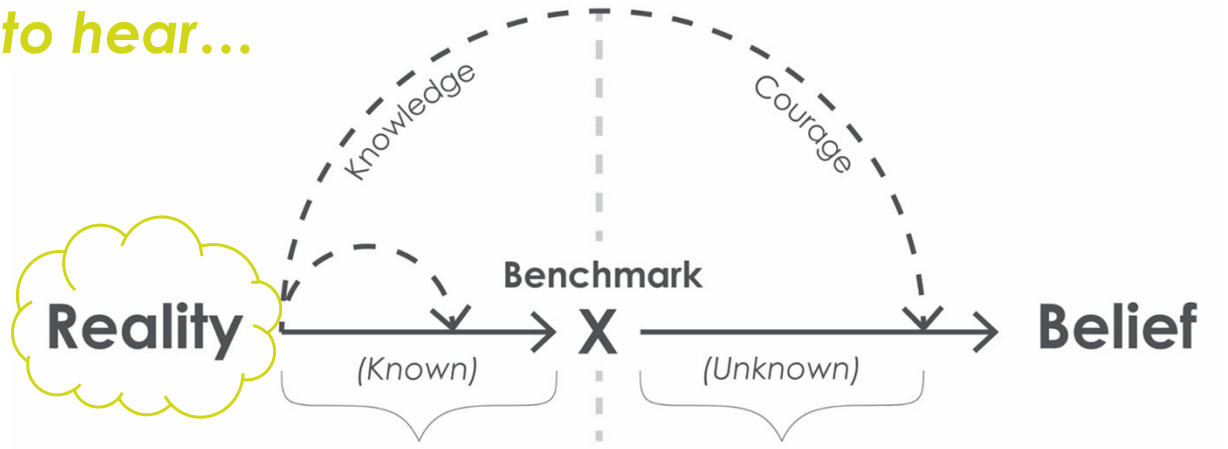
5


Tecton ARCHITECTS
BOLD GOALS…

6

BOLD GOALS

But we also want to hear…



Everyday Challenges	What Isn't Working	What's Missing	The "Never Again!'s"	What's Standing in the way?

7

BOLD GOALS

What this could be…

I envision a plan where **everyone feels like they belong**

What if this master plan could **reduce absenteeism**

I want this plan to **inspire sustainable change**

Let's build the **leading academic & innovative school district in CT!**

8

WHAT WE KNOW SO FAR…

9

COMPREHENSIVE APPROACH



10

Building Walkthroughs & Initial Programming Discussions

Tecton ARCHITECTS

1. ***Booth Hill Elementary School*** ~ 9/13/2022
2. ***Daniels Farm Elementary School*** ~ 9/13/2022
3. ***TECEC (Trumbull Early Childhood Education Center)*** ~ 9/13/2022
4. ***Middlebrook Elementary School*** ~ 9/14/2022
5. ***Jane Ryan Elementary School*** ~ 9/14/2022
6. ***Hillcrest Middle School*** ~ 9/16/2022
7. ***Madison Middle School*** ~ 9/16/2022
8. ***REACH*** ~ 9/22/2022
9. ***Agriscience High School*** ~ 9/22/2022
10. ***Long Hill Administration Building*** ~ 9/22/2022
11. ***Trumbull High School*** ~ 9/23/2022
12. ***Tashua Elementary School*** ~ 9/30/2022
13. ***Frenchtown Elementary School*** ~ 9/30/2022

Z donwkurxjkv#frp schwhg#iru#doo#46#
exloglqjv/#dssur{lp dwho|#4/485/578#vi


Site & Building Envelope


Interiors & Building Systems



Existing Conditions Review

Educational Discussions
(Programmatic Needs & Operations)

11

Conditions Analysis

Tecton ARCHITECTS

Building Summary Table

	Building Name	GSF	% of total town bldgs	Orig. Const.	Age
PK	Trumbull Early Childhood	24,044	2.1%	2005	17
K-5	Booth Hill Elementary	54,161	4.7%	1955	67
	Daniels Farm Elementary	65,091	5.6%	1962	60
	Frenchtown Elementary	94,305	8.2%	2003	19
	Jane Ryan Elementary	56,895	4.9%	1955	67
	Middlebrook Elementary	75,811	6.6%	1953	69
	Tashua Elementary	55,193	4.8%	1965	57
6-8	Hillcrest Middle	141,000	12.2%	1967	55
	Madison Middle School	154,970	13.4%	1960	62
9-12	Regional Agriscience Center	35,000	3.0%	2001	21
	Trumbull High School	367,000	31.9%	1971	51
6-8/9-12	REACH	8,700	0.8%	1970	52
Admin	Long Hill Administration	20,075	1.7%	1920	102
	Subtotal	**1,152,245**	**Average Age**		**54**











12

EXISTING CONDITIONS…

13

Conditions Analysis

Areas of Study

1. **Site** *(Pavement, traffic circulation, signs, parking, curbs, sidewalks)*
2. **Architectural Exterior** *(Building envelope, roofs, windows, doors, masonry, trim, downspouts)*
3. **Architectural Interior** *(flooring, ceiling, lighting, wall finishes, doors, frames)*
4. **Code ~ Accessibility / Life Safety** *(accessible entrances, lifts/ramps, floor clearance, sprinklers, fire alarm)*
5. **Building Systems** *(plumbing, heating, ventilation & air conditioning by S/P, lighting, electrical systems, technology, fire protection, fire alarms)*



14

Broad Summary of Conditions Analysis

1. *Most buildings have been well maintained, yet* ***no building has received comprehensive, like new, renovations.***
2. *Reuse, modification, and past adaptations affect* ***educational use and operational efficiency.***
3. *In most cases,* ***poor definition of the school/site boundaries*** *lead to some concern(s) related to traffic flow, safety and security.*
4. *For buildings constructed prior to 2000s, majority of building systems and finishes are* ***at or past their useful life.***
5. ***Poor comfort/temperature control. IAQ*** *(Indoor Air Quality) does not meet current code ~ commonly voiced concern throughout (S/P conducting report).*
6. ***Accessibility concerns throughout*** *building/site, few and uneven attempts at compliance.*

15

Conditions Analysis ~ Common Findings

Site ~ *Site traffic, parking and perimeter security concerns for site (pedestrian and vehicular safety), play areas exposed at times, limited universal accessibility (parking, sidewalks, and play), poor or no definition of school boundary, some surfaces past their useful life (parking, sidewalks, and play).*

Architectural Exterior ~ *Most buildings contain poor insulating values, (limited wall insulation ~ single wythe), some poorly functioning and/or single pane windows, some roofs past their useful life, some instances persistent water infiltration/leaks at windows, doors, roofs accelerated deterioration.*

Architectural Interior ~ *For buildings constructed prior to 2000, majority of finishes past useful life (millwork, floors, doors, ceilings), lockers, toilets all poor.*

Code/Accessibility/Life Safety ~ *Several compliance issues at toilet rooms, floor clearances/reach at entranceways, sinks, and millwork, stage(s), etc.*

Building Systems ~ *For buildings constructed prior to 2000 ~ majority of plumbing systems and fixtures are fair condition but past their useful life, electrical lighting and power distribution end/past useful life.*



16

Conditions Analysis ~ Specific Examples



Booth Hill Elementary School *~ Former closets now intervention rooms, poor site circulation (bus/parent), poor climate control, poor visibility from admin.*



Daniels Farm Elementary School *~ Sister school to Booth Hill, similar challenges, roof and envelope water infiltration has led to accelerated deterioration of envelope.*



TECEC *~ Currently share space with Middlebrook E.S. ~ operational and logistical challenges, play areas in need of updating, climate control concerns, requested more program space.*



Middlebrook Elementary School *~ site circulation concerns (pedestrian, bus, parent), poor lighting levels & climate control, desire for dedicated core space (gym, café, presentation), specialized ed.*



Jane Ryan Elementary School *~ Main entry to school not accessible, capacity concerns ~ loss of music/maker space for gen classroom, accessibility compliance issues throughout.*



Hillcrest Middle School *~ Lack of required functioning/proper program space throughout (S.E., labs, admin., etc.), pool space not used, travel distance challenging, poor climate control, poor site boundary.*

17

Conditions Analysis ~ Specific Examples



Madison Middle School *~ Poor climate control due to building envelope, good layout but program space needs updating, media center poor location, more dedicated S.E. space.*



REACH *~ Overall poor condition of building, building envelope leaks (water/air), limited accessibility compliance, min. access to natural daylight, need more dedicated program space.*



Agriscience *~ Greenhouse requires update/replacement, persistent roof leaks and moisture infiltration causing accelerated deterioration, renovate obsolete program space.*



Long Hill Administration *~ Generally in poor condition, building reinvented several times, multiple different vintages of construction & building systems, satisfies program need but limited accessibility throughout, poor public entry*



Tashua Elementary School *~ Obsolete modulars should be removed (safety hazard), building well maintained but overall systems/finishes past useful life, toilets rooms poor and too few, access to more nat. daylight.*



Frenchtown Elementary School *~ Ingress/Egress to site poor & congested at times, site play/paved areas have accelerated deterioration, some building envelope concerns with moisture infiltration, S.E. program space need.*

18

Conditions Analysis ~ Specific Examples



Trumbull High School *~ Revisit and identify portions of work that were not completed during last renovation (doors, terrazzo repairs, portables, etc.), investigate optimizing media center area of school, coordinate efforts with planned wellness center/weight room expansion, optimize underutilized areas near and adjacent to cafeteria, reinvent dedicated rooms for obsolete programs).*

19

A TRANSFORMING LANDSCAPE…

20



21

Programmatic Discussions

Tecton ARCHITECTS

Topics and Review included

1. **Interviews of principals, facilities, and district leadership, often with input collected from teachers.**
2. **Questions Included…**
   a. *What spaces get the most use? The least?*
   b. *What is missing?*
   c. *What affects quality of education on a daily basis?*
   d. *What works well, what doesn't?*
   e. *How can this facility better support the staff and/or students?*
   f. *What limits/reduces educational time? Are there adjacency relationships that should be improved (locations of key programmatic functions)?*
   g. *Biggest day to day challenge?*
   h. *How can this facility better support the students?*
   i. *What is fundamental to the student experience that is currently working or not working with the existing facility?*



22

Programmatic Discussions~ Common Findings

1. *Educators clearly* ***making the best use of their facilities****, reimagining, re-purposing and utilizing all practical areas.*
2. *The* ***evolution of small group instruction and specialized education*** *require additional dedicated and appropriately appointed space.*
3. *Older* ***buildings present limited flexibility to create adaptative flexible space for 21st Century learning*** *(small group, project-based learning, professional development/prep space, learning lab).*
4. *Consistent* ***concerns about capacity of the buildings*** *~ Ex. bubble years with enrollment forcing "art on a cart" or sacrifice of specialty programs.*



23

Initial BOE Feedback

CLIMATE CONTROL

ENHANCE OUTDOOR LEARNING

PRIVACY & DEDICATED SPECIAL EDUCATION SPACE!

INCLUSIVE
SINGLE USER TOILETS, UNIVERSAL ACCESSIBILITY

MAINTAIN THE "NEIGHBORHOOD SCHOOL"

DEDICATED SPACE FOR ART, MUSIC, P.E.

HEALTH & WELLNESS FOR ALL STUDENTS

COMMUNITY ENGAGEMENT

SAFETY

ENERGY EFFICIENCY

ACCESS TO NATURAL DAYLIGHT
PARTICULARLY @ ELEMENTARY

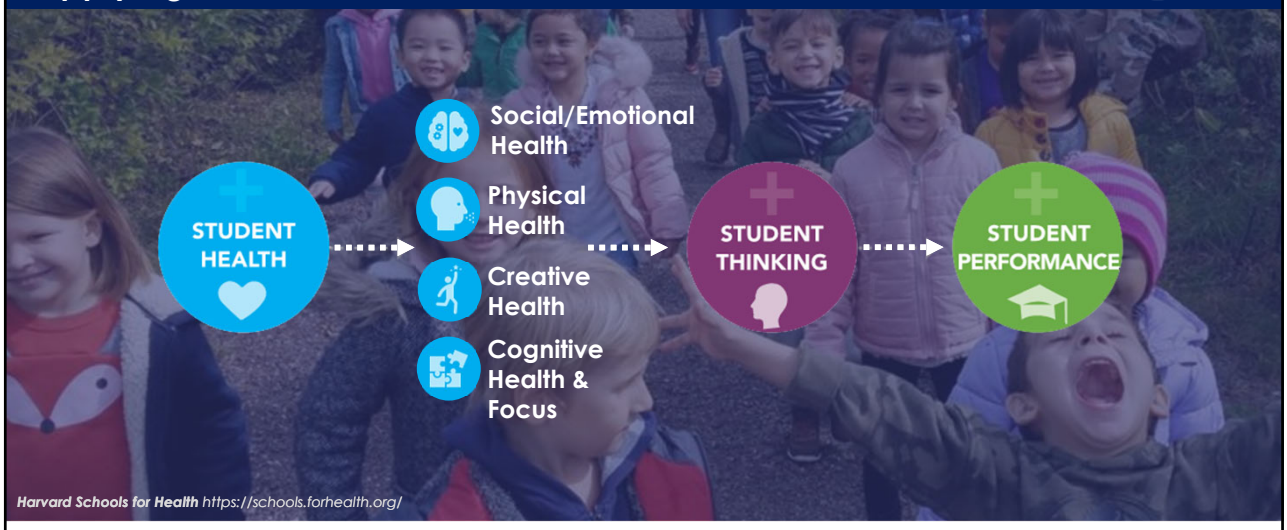
EQUITY ACROSS THE DISTRICT
FACILITIES, PROGRAMS, QUALITY

IMPROVE TEAM SPACE, SPACE FOR PROFESSIONAL DEVELOPMENT!

Frp p hqw#urp #wkh#ERH#Z runvkrs#rq#k25325355

24

Applying the Research



Whole Child Wellness~

WELL is for people…

BUILDING COMPONENTS AND THEIR EFFECTS ON **HUMAN HEALTH**

IWBI https://www.wellcertified.com/certification/v2/

25

Applying the Research



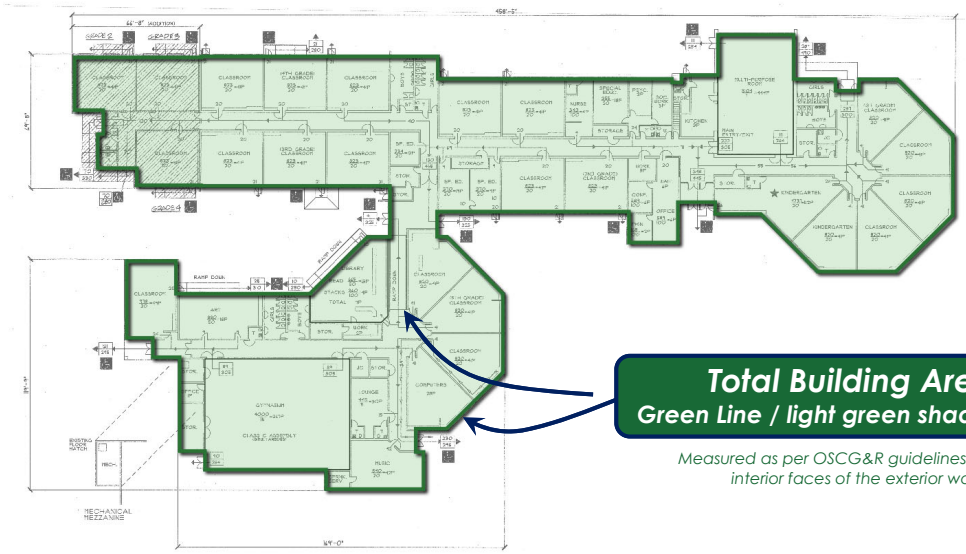
26

WHAT'S NEXT…

27

Use and Area Analysis *~ Review and verify*

Booth Hill School *~ Existing Floor Plan*



Total Building Area
Green Line / light green shaded area

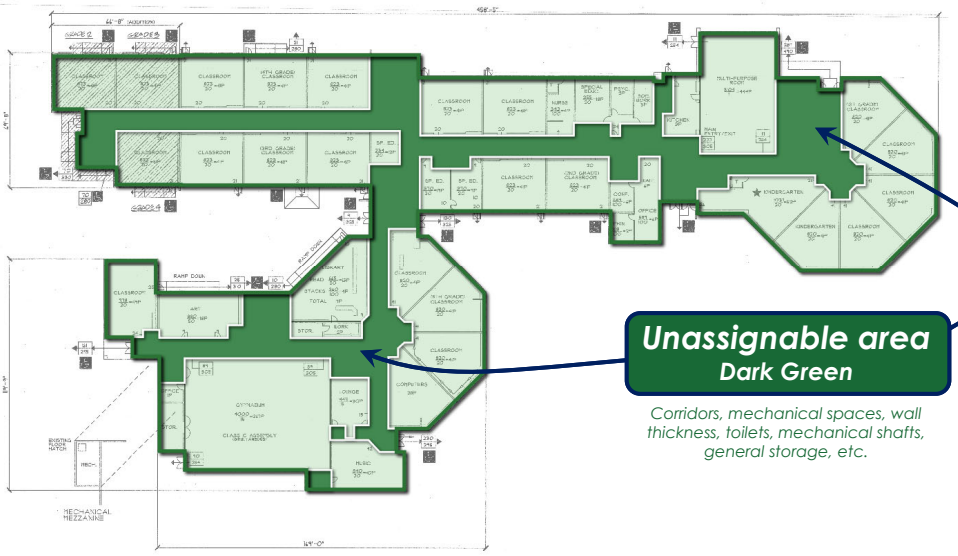
Measured as per OSCG&R guidelines ~ to the interior faces of the exterior wall

(11.17.2022)

28

Use and Area Analysis ~ Review and verify

Booth Hill School ~ Existing Floor Plan



Unassignable area
Dark Green

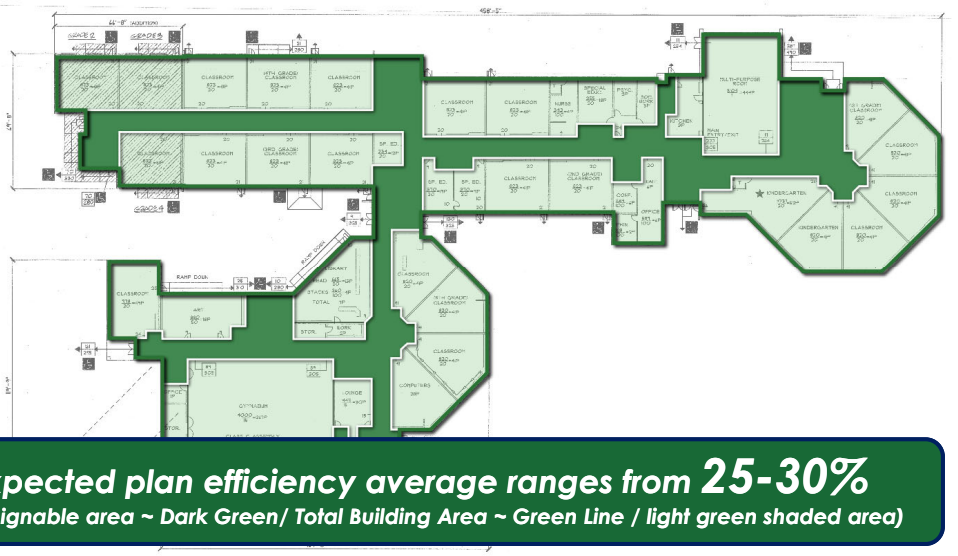
Corridors, mechanical spaces, wall thickness, toilets, mechanical shafts, general storage, etc.

(11.17.2022)

29

Use and Area Analysis ~ Review and verify

Booth Hill School ~ Existing Floor Plan



Expected plan efficiency average ranges from 25-30%
(Unassignable area ~ Dark Green/ Total Building Area ~ Green Line / light green shaded area)

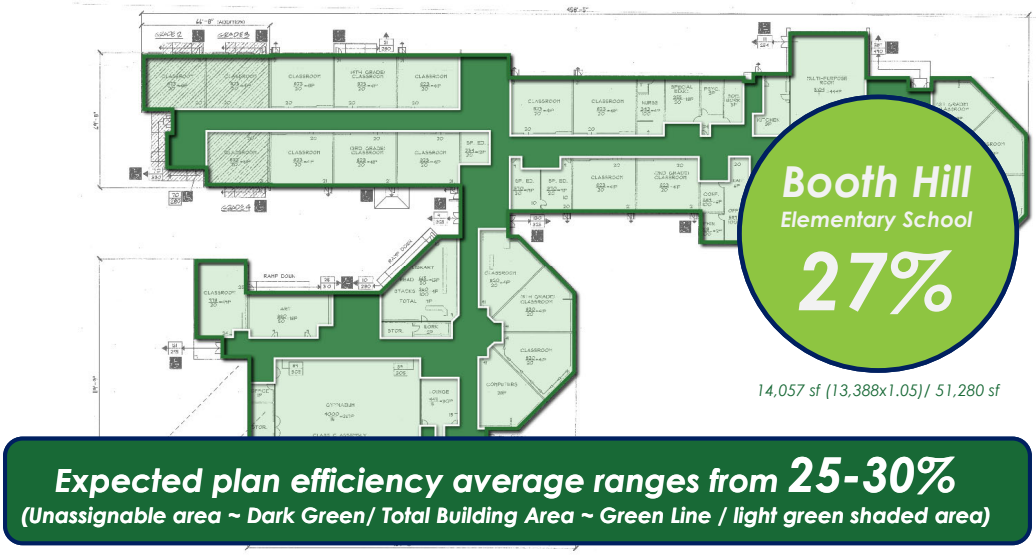
(11.17.2022)

30

Use and Area Analysis ~ Review and verify

Tecton ARCHITECTS

Booth Hill School ~ Existing Floor Plan



Expected plan efficiency average ranges from 25-30%
(Unassignable area ~ Dark Green/ Total Building Area ~ Green Line / light green shaded area)

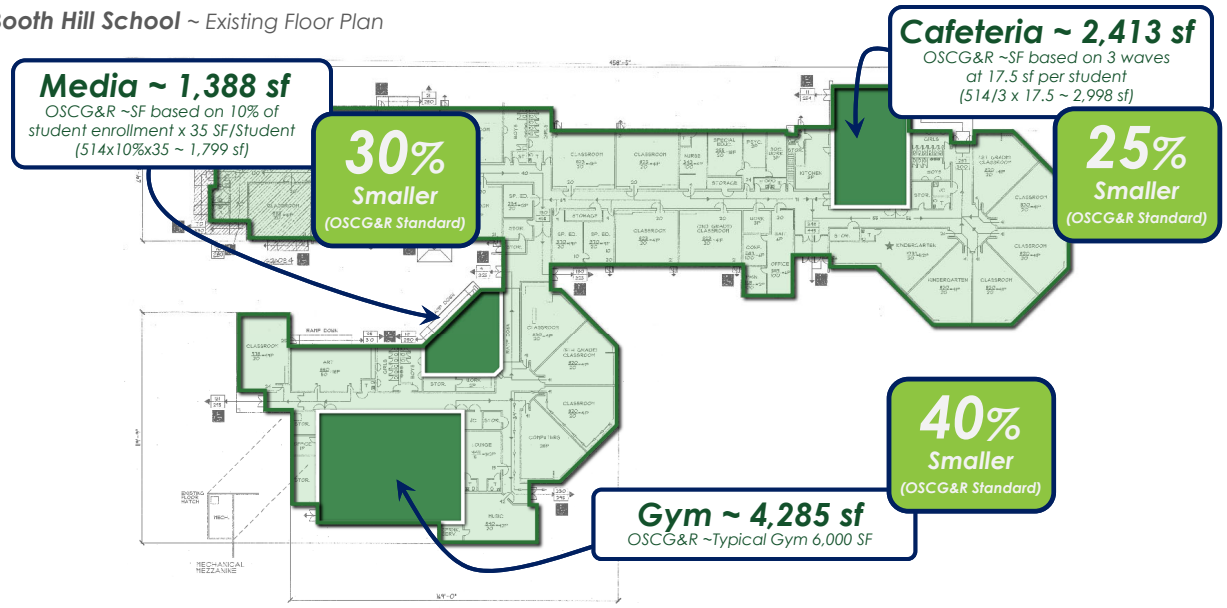
(11.17.2022)

31

Benchmark Analysis ~ Overall & Core Spaces

Tecton ARCHITECTS

Booth Hill School ~ Existing Floor Plan



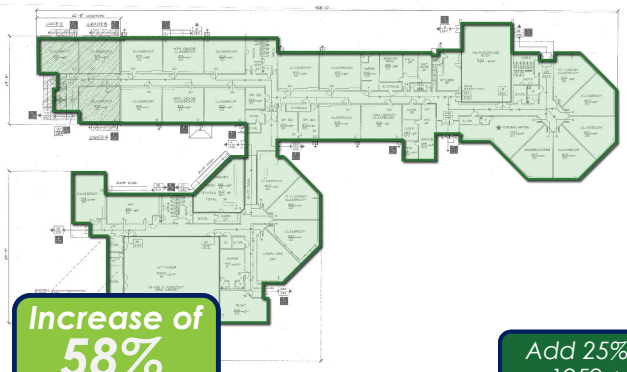
(11.17.2022)

32

Maximum Allowable Area ~ OSCG&R

Tecton ARCHITECTS

Booth Hill School ~ *Existing Floor Plan*



1. *Take highest student enrollment from 8-year projection.* ***For now, lets use Existing ~ 514 Students***

2. *Multiply by max allowable as per state standard Space Specifications by grade level & total size of school*

State Standard Space Specifications Grades

Projected Enrollment	Pre-K and K	1	2	3	4	5	6	7	8	9	10	11	12
		Allowable Square Footage per Pupil											
0 - 350	124	124	124	124	124	156	156	180	180	180	194	194	194
351 - 750	120	120	120	120	120	152	152	176	176	176	190	190	190
751 - 1500	116	116	116	116	116	148	148	170	170	170	184	184	184
			112	112	112	142	142	164	164	164	178	178	178

any
uant
tage
er pupil limit established pursuant to this chapter or any regulation
dopted by the State Board of Education or the Department of
dministrative Services pursuant to this chapter shall be increased by
twenty-five per cent for a building constructed prior to [1950] 1959; (2)
after January 1, 2004, any maximum square footage per pupil limit
established pursuant to this chapter or any regulation adopted by the
Department of Administrative Services pursuant to this chapter shall be
increased by up to one per cent to accommodate a heating, ventilation
or air conditioning system, if needed; (3) for the period from July 1, 2006,

Increase of 58%

If you were to plan a "Renovate as New"

Add 25% constructed prior 1959 + 1% mechanical

Increase of 27%

If it were a "New Building"

Total Building Area

Max Allowable ~ 64,421 + 16,105 (25%) + 644 (1%)

(Standard) 81,170 sf vs. 51,280 sf (E)

Measured as per OSCG&R guidelines ~ to the interior faces of the exterior wall

(11.17.2022)

33

Capacity & Utilization Analysis

Tecton ARCHITECTS

Elementary Schools

Category	Booth Hill	Daniels Farm	Middlebrook	Jane Ryan	Tashua	Frenchtown
Utilization						
Media						
Cafeteria						
Gymnasium						

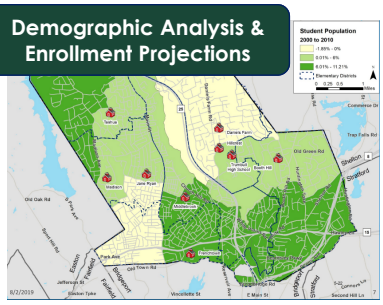
(11.17.2022)

34

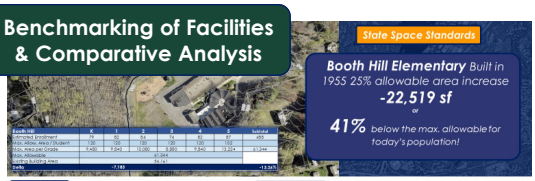
Use and Area Analysis ~ Review and verify

Tecton ARCHITECTS

Demographic Analysis & Enrollment Projections



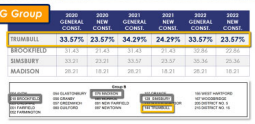
Benchmarking of Facilities & Comparative Analysis



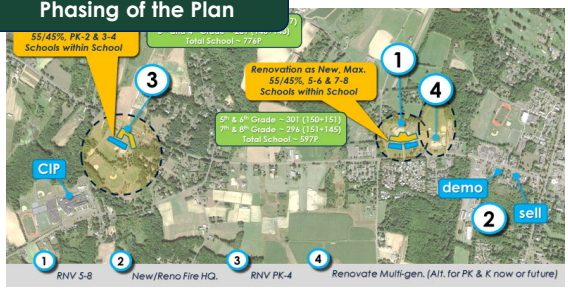
Capacity



DRG Group



Identification of Priorities & Phasing of the Plan



Planning Options & ROM Costs



35

Tecton ARCHITECTS

HOW TO STAY CONNECTED

36

WHY COMMUNITY ENGAGEMENT MATTERS

This is a plan for your community!

Stronger together ~ Work together to identify & solve needs across entire community…..

Critical to represent needs across the district.

Meet them where they are at!

- *Surveys & Mailers*
- *Student Handouts and Activities*
- *Fliers and Public Workshops*
- *Faculty Questionnaire*
- *Open House(s) & Tours*



37

HAPPENING SOON…

Community **Conversation #2**	Community **Conversation #3**	Community **Conversation #4**
Thur. 2/2 6-8pm	Wed. 3/22 6-8pm	Wed. 4/26 6-8pm
Topics: Opportunities and Options	**Topics:** Refined and Preferred Option	**Topics:** Finalizing the Plan and Next Steps
Frenchtown School	Madison Middle School	Trumbull High School

38

STAY CONNECTED

Tecton ARCHITECTS

Project Email:

DistrictPlan@trumbullps.net

Project Website:

https://www.trumbullps.org/

Look for a page coming soon to the BOE Tab!

39

Tecton ARCHITECTS

QUESTIONS?

40

- *Why did you attend tonight?*
- *What is important to you?*
- *What do you see as a priority?*
- *What works well? What doesn't?*
- *What do you believe is the greatest need?*
- *Do you believe there is a need?*
- *If you could change one thing, what would it be?*
- *What would you change about previous projects?*

41

- *What works well, what doesn't?*
- *What is missing or needed?*
- *What is the biggest challenge?*
- *What affects the quality of education most?*
- *What affects the student experience most?*
- *What affects the teacher experience most?*
- *What does the future of education look like?*
- *What bold goal do you suggest?*
- *If only…*

42

February 2, 2023
Community Conversation #2

Tecton
ARCHITECTS

Tecton ARCHITECTS

IMAGINING POSSIBILITIES

FOR TRUMBULL'S SCHOOL FACILITIES

TRUMBULL, CT

Community Conversation #2

Frenchtown School

February 2, 2023

1

Roadmap

Tecton ARCHITECTS

Start: 6:00PM

5 min — **Introductions**

Key Components

30 min — **WHERE WE'VE BEEN**

45 min — **WHERE WE ARE TODAY**

30 min — **WHERE WE'RE GOING**

Opportunities for discussion along the way

10 min — **How to Stay Connected**

End: 8:00PM

2

Introductions

Tecton ARCHITECTS

UTILIZATION & PROGRAMMING



EDWARD WIDOFSKY
AIA, LEED AP BD+C

Project Manager
Tecton

OVERSIGHT & DAY-TO-DAY CONTACT



JEFF WYSZYNSKI
AIA

Principal-in-Charge
Tecton

COMMUNITY ENGAGEMENT



ANTONIA CIAVERELLA
EDAC, LEED AP BD+C, WELL AP, FITWEL

Architectural Designer
Tecton

BUILDING CONDITION ASESSMENT



ALISON FROST

Project Architect
Tecton

CONSULTANT EXPERTISE



DEREK BRIDE
LEED AP BD+C

MEP Engineering
Principal, CES

CONSULTING ENGINEERING SERVICES
MEP Engineering

MCKIBBEN DEMOGRAPHIC RESEARCH
Enrollment Projections & Demographics Study

3

Introductions

Tecton ARCHITECTS

Central Office

Dr. Martin Semmel
Superintendent

Dr. Susan C. Iwanicki
Assistant Superintendent

David Cote
Director of Operations

Christina Hefele
Director of Digital Learning

Lauren Butler
Secretary to the Superintendent

Maria Vaz
Registration and Residency

Dawn Perkins
Transportation Coordinator

Board of Education

Lucinda Timpanelli
Board Chair

Tim Gallo
Jackie Norcel
Alison Squiccimarro
Marie Petitti
Christopher Bandecchi
Julia McNamee
Lisa Nuland

Administration

Dana Pierce
Principal, Booth Hill

Gary Kunschaft
Principal, Daniels Farm

Gina Prisco
Principal, Frenchtown

Pat Horan
Principal, Jane Ryan

Administration, ctd.

Debra Ponte
Principal, Middlebrook

Bryan Rickert
Principal, Hillcrest

Katie Laird
Assistant Principal, Hillcrest

Peter Sullivan
Principal, Madison

Paul Coppola
Assistant Principal, Madison

Marc Guarino
Principal, Trumbull High School

Dr. Linda Paslov
Director, Agriscience & Biotechnology Center

Deborah McGrath
Director, REACH

Dr. Matthew Wheeler
Principal, TECEC

Others

Trumbull PTA Council

Public Works Administration

Middlebrook Elementary School

4

Key Components – What We Study

Existing Conditions

1. **Physical condition** of building exterior, interior, systems and site
2. **Code and life safety** systems analysis
3. **Programmatic needs** and concerns based on condition
4. **Prioritization ranking system** as a tool for long-term planning

Demographics & Utilization

1. **Highest projected enrollment** per building over the next 10 years
2. **Allowable SF** per the State of Connecticut
3. **Useable space** versus unassignable space per building
4. **Benchmarking of core spaces** (gym, cafeteria, media) against state standard, per building

Options & Final Plan

1. **Available "swing space"** within the building, (if any)
2. **Capacity and condition of the site** for a new building or addition
3. **Best strategic first step**, followed by a long-term plan
4. **Other opportunities** or variations on the long-term plan

5

Key Components

The What.

Analyze the existing facilities

Conduct a demographic study for enrollment projections

Identify a planning strategy for future educational delivery and building use to serve the Town for the next 10-15 years

The *Who*.

A diverse group of administrators, students & faculty

Committee members, businesses, Town staff, residents

The entire community!

6

Roadmap

Tecton ARCHITECTS

Start: 6:00PM

5 min — Introductions

Key Components

30 min — **WHERE WE'VE BEEN**
- *Initial Walkthroughs*
- *First Public Forum*
- *Survey Results*
- *Discussion*

45 min — WHERE WE ARE TODAY

30 min — WHERE WE'RE GOING

10 min — How to Stay Connected

End: 8:00PM

7

Conditions Analysis

Tecton ARCHITECTS

Area Summary Table

	Building Name	GSF	% of total town bldgs	Orig. Const.	Age
PK	Trumbull Early Childhood	26,350	2.4%	2005	18
K-5	Booth Hill Elementary	53,660	4.8%	1955	68
	Daniels Farm Elementary	61,480	5.5%	1962	61
	Frenchtown Elementary	89,960	8.1%	2003	20
	Jane Ryan Elementary	46,430	4.2%	1955	68
	Middlebrook Elementary	65,690	5.9%	1953	70
	Tashua Elementary	59,660	5.4%	1965	58
6-8	Hillcrest Middle	117,000	10.5%	1967	56
	Madison Middle School	154,970	13.9%	1960	63
9-12	Regional Agriscience Center	38,200	3.4%	2001	22
	Trumbull High School	369,350	33.2%	1971	52
6-8/9-12	REACH	8,700	0.8%	1970	53
Admin	Long Hill Administration	21,950	2.0%	1920	103
	Subtotal	**1,113,400**	**Average Age**		**55**



8

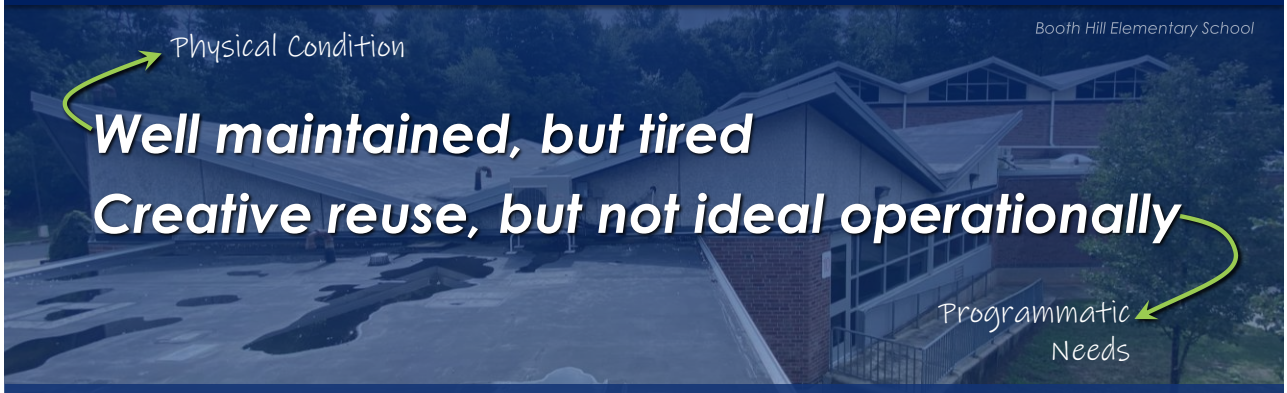
Where We've Been – Work to Date



1. ***13*** buildings being studied
2. ***13*** educational and conditions walkthroughs completed in September 2022 ***(approximately 1.1 million SF!)***
3. ***850*** page *DRAFT* conditions assessment report outlining physical and programmatic building needs, ongoing since November 2022
4. Meetings with BOE, PTA, Superintendent, Facilities & the community ***(including a community survey!)***

9

Where We've Been – Common Findings



Common Findings:

- Poor definition of the school/site boundaries
- Poor comfort/temperature control and IAQ
- Accessibility concerns throughout
- Building systems at or past useful life
- Additions, but no comprehensive renovations
- Building envelopes showing signs of age

10

Where We've Been – Common Findings

- Site
- Exterior
- Interior
- Code, Accessibility & Life Safety
- Building Systems

850 pages

Draft Conditions Assessment Report will be shared soon…

13 buildings

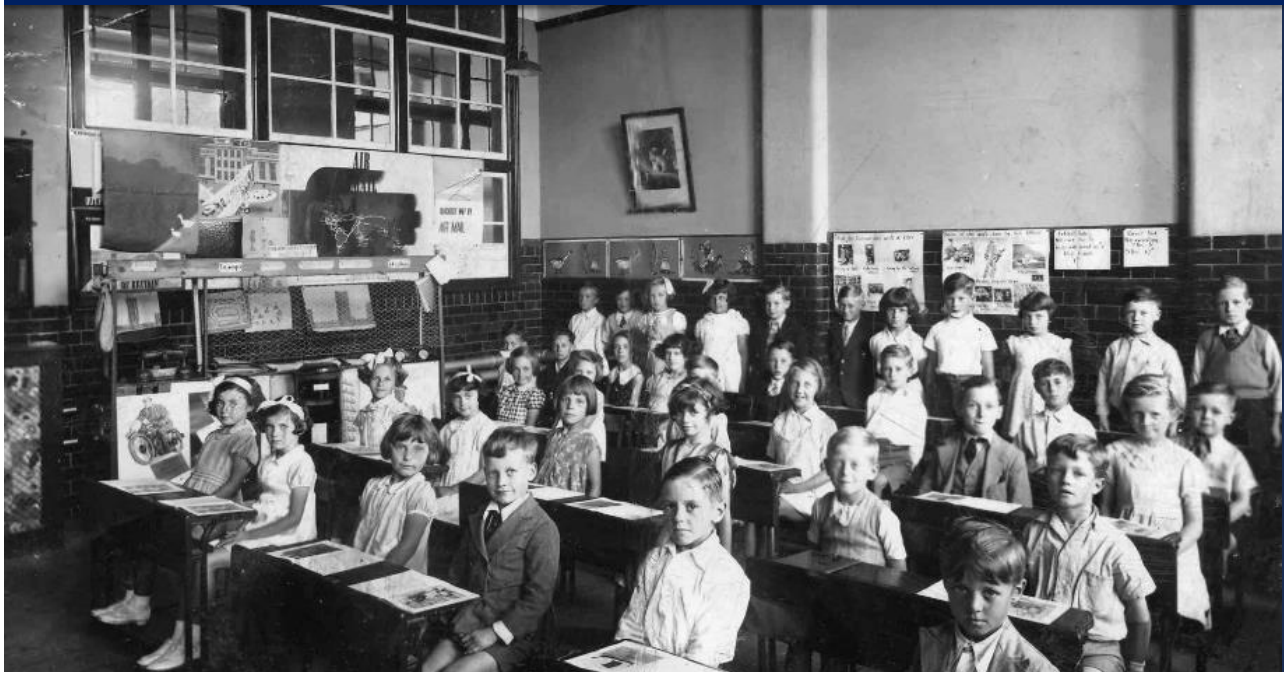
5 categories

Capital Improvement costs are in development…

Hillcrest Middle School

11

What Has Changed Over The Last 50+ Years…



12


What Has Changed Over The Last 50+ Years...
Tecton ARCHITECTS
Small Group Instruction
Daylight & Nature

13


What Has Changed Over The Last 50+ Years...
Tecton ARCHITECTS
Flexible & Adaptable
IAQ & Ventilation

14

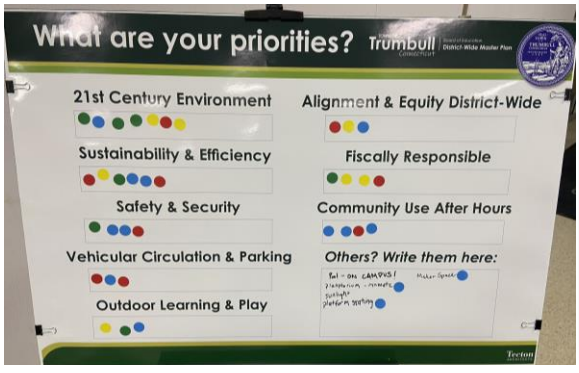
What Has Changed Over The Last 50+ Years...



15

Where We've Been – Community Conversation #1 (11/17/22)





- Internet access at THS is so bad
- Pool on campus. Although I know there are bigger priorities. But if we can get a pool, it should be at the high school. Kids should have the priority. I don't know why anyone other than the students/kids have any say in this. They are not the priority!

Outdoor Program use Shade/electrical

Community Access

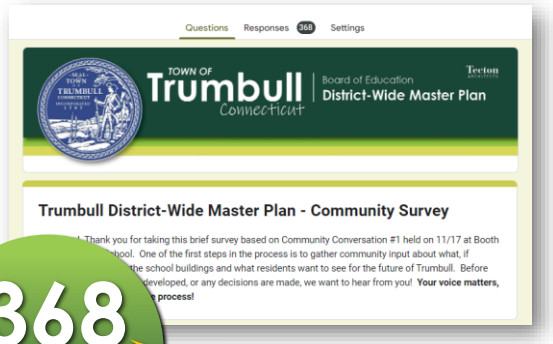
Air Conditioning!! Booth Hill Teacher (Written by a teacher at Booth Hill :) We are very focused on student achievement. Our air quality in the buildings is very poor. These are unbearable working and learning conditions. It is over 100 degrees in my classroom very often during the summer months (May, June, Sept., Oct.). I have parents & students complain often. several student asleep each ye are sweating un-engaged. terrible for lea I have students who have bad asthma & these conditions. Please, this needs to change!

Ventilation
Particularly Airconditio
Specials rooms

16

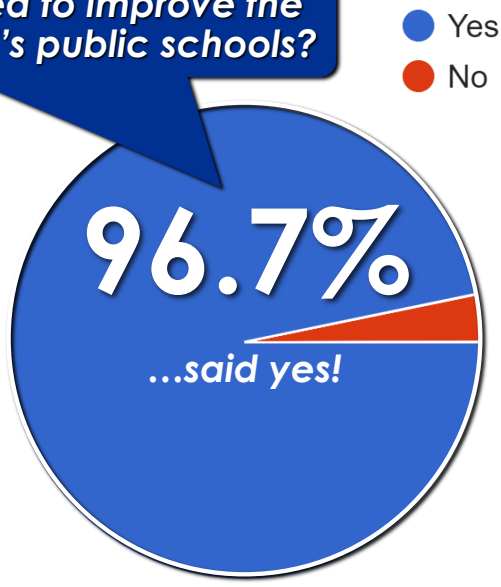
Where We've Been – Community Feedback

Do you believe there is a need to improve the physical condition of Trumbull's public schools?



368 Responses so far!

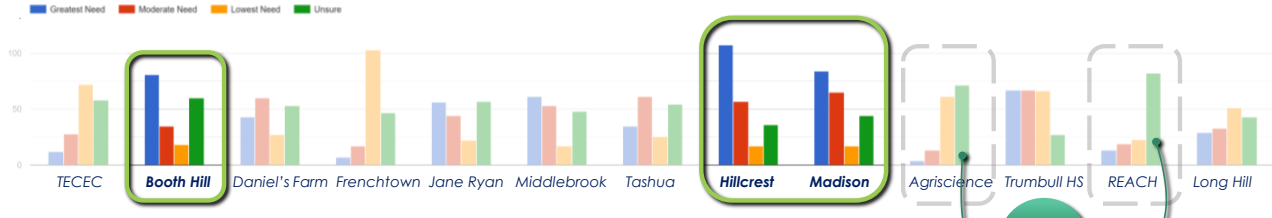
There is still time to participate!



17

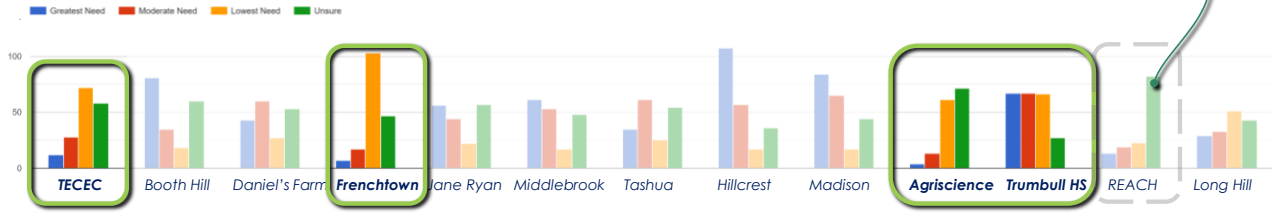
Where We've Been – Community Feedback

Your feedback…greatest need *(Booth Hill, Hillcrest & Madison)*



Unsure?

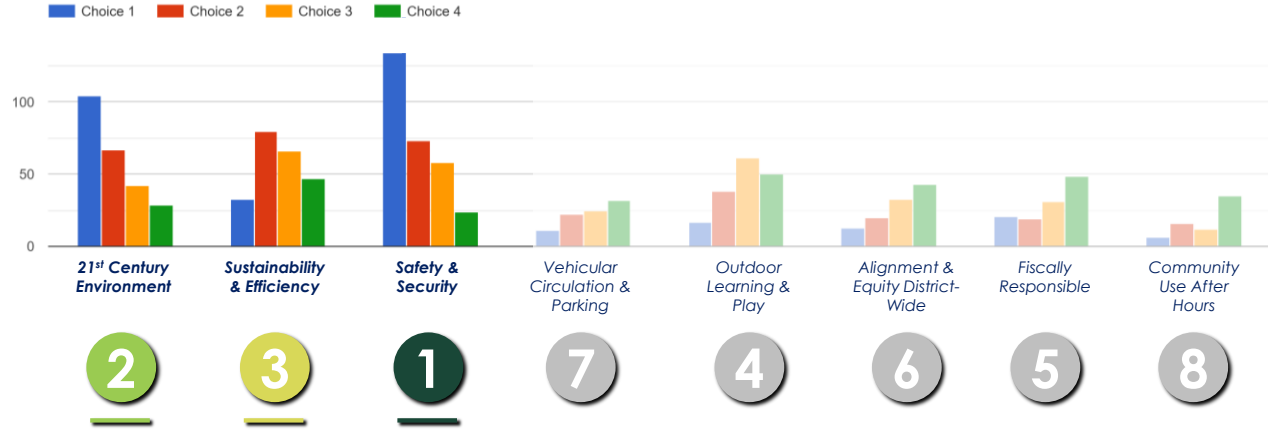
Your feedback…lowest need *(TECEC, Frenchtown, Agriscience, Trumbull HS)*



18

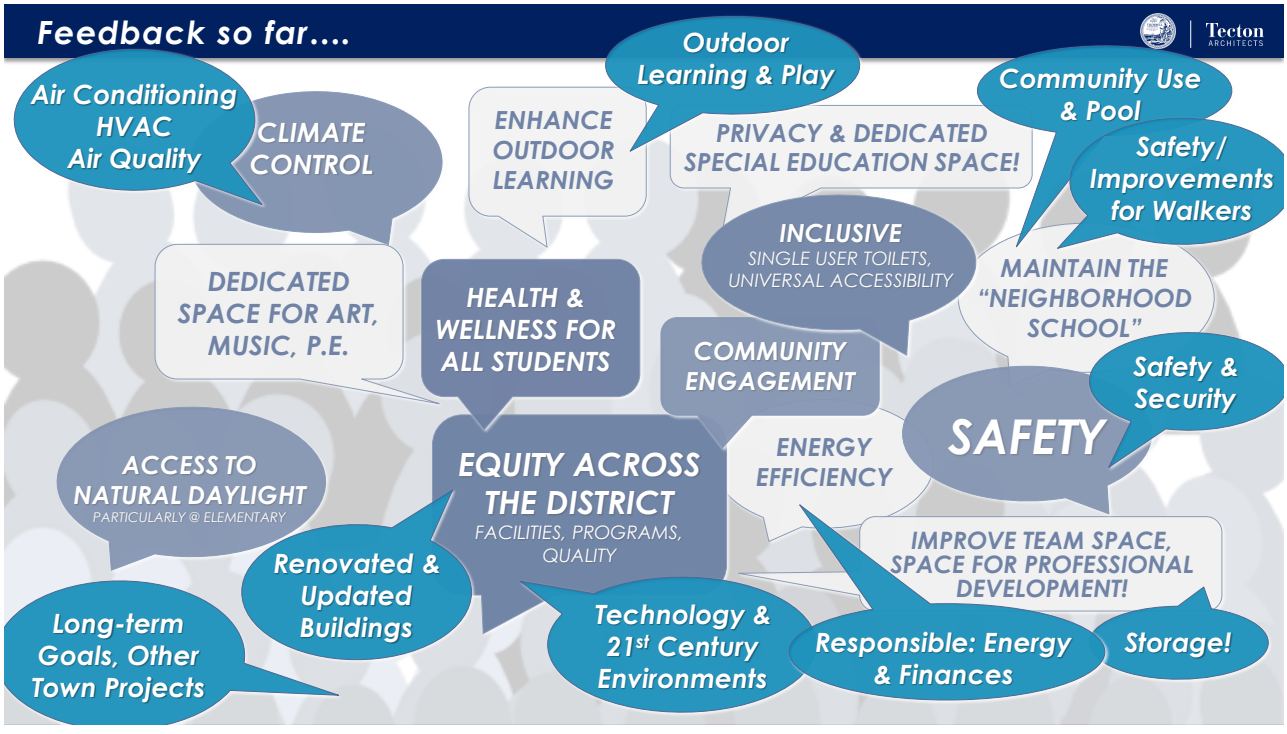
Where We've Been – Community Feedback

What do you see as a priority?



19

Feedback so far....



20

Let's pause for discussion

Any questions so far?

Any additional feedback to share?

21

Roadmap

Start: 6:00PM

5 min — Introductions

Key Components

30 min — WHERE WE'VE BEEN

45 min — **WHERE WE ARE TODAY**

- ***Demographics and Capacity/Utilization***
- ***Conditions Summary***
  - *Programming*
  - *Physical Condition*
- ***Discussion***

30 min — WHERE WE'RE GOING

10 min — How to Stay Connected

End: 8:00PM

22

Demographics - Methodology

Projection vs. Forecast

Extrapolation of historical trends

Expected as a result of studied components of change
(births, deaths, and migration)

We are utilizing a cohort-component *forecast*.

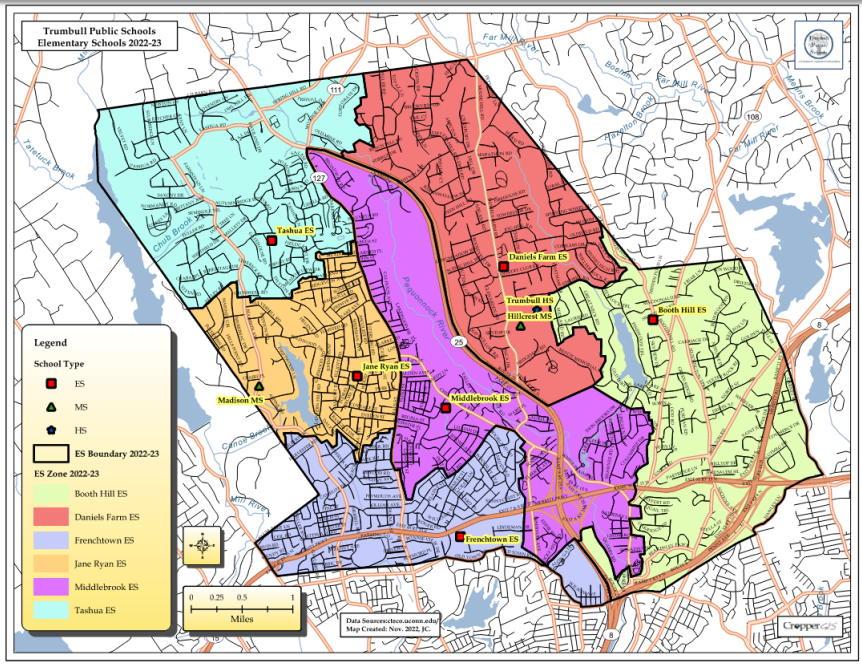
The Five Data Sets

(required to generate population and enrollment forecasts…)

1. A base-year **population** (2010 Census)
2. Age-specific **fertility rates**, district-wide for the next 10 years by attendance area
3. Age-specific **survival (mortality) rates** district-wide for attendance areas
4. Age-specific **migration rates** district-wide for attendance areas
5. Historical **enrollment figures** by grade

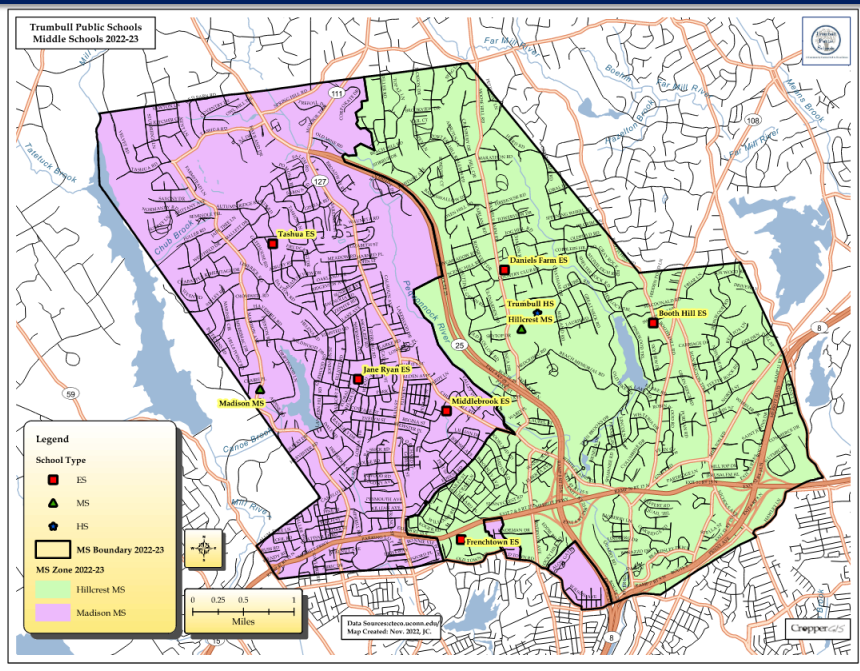
23

Elementary School – Boundary Map



24

Middle School – Boundary Map



25

Demographics - Summary

Elementary enrollment will slowly increase over the next 10 years.

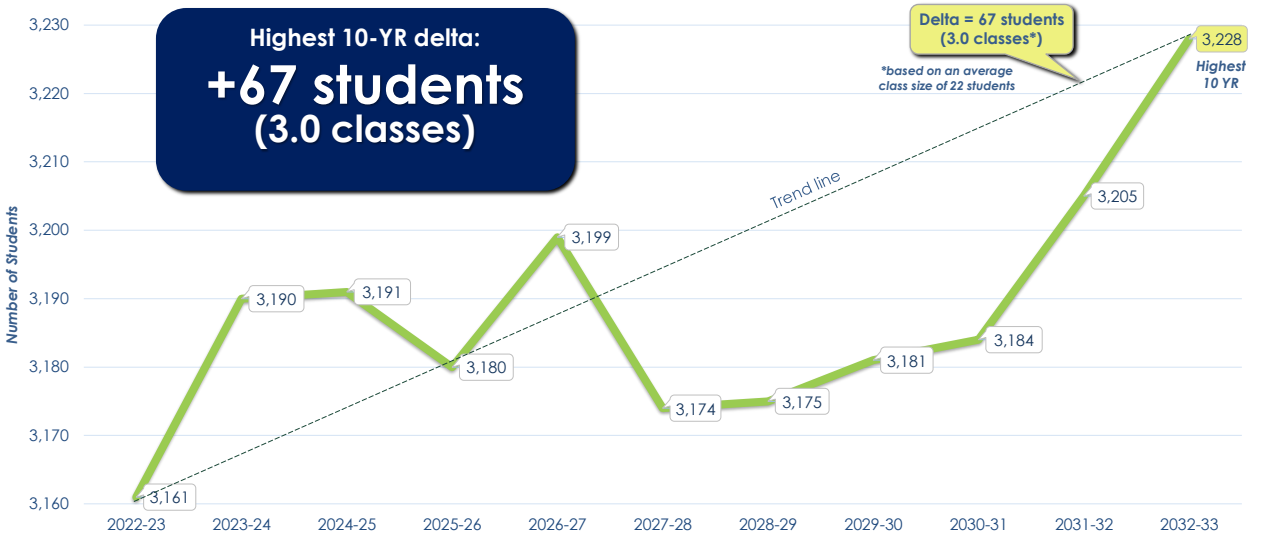
This is (in part) **due to the increase in the number of empty nest households turning over and in migration of young households.**

Even with new housing unit construction, the price of existing home sales is the dominant factor affecting population and enrollment.

Refer to the Executive Summary of the Demographics Study for other key findings.

26

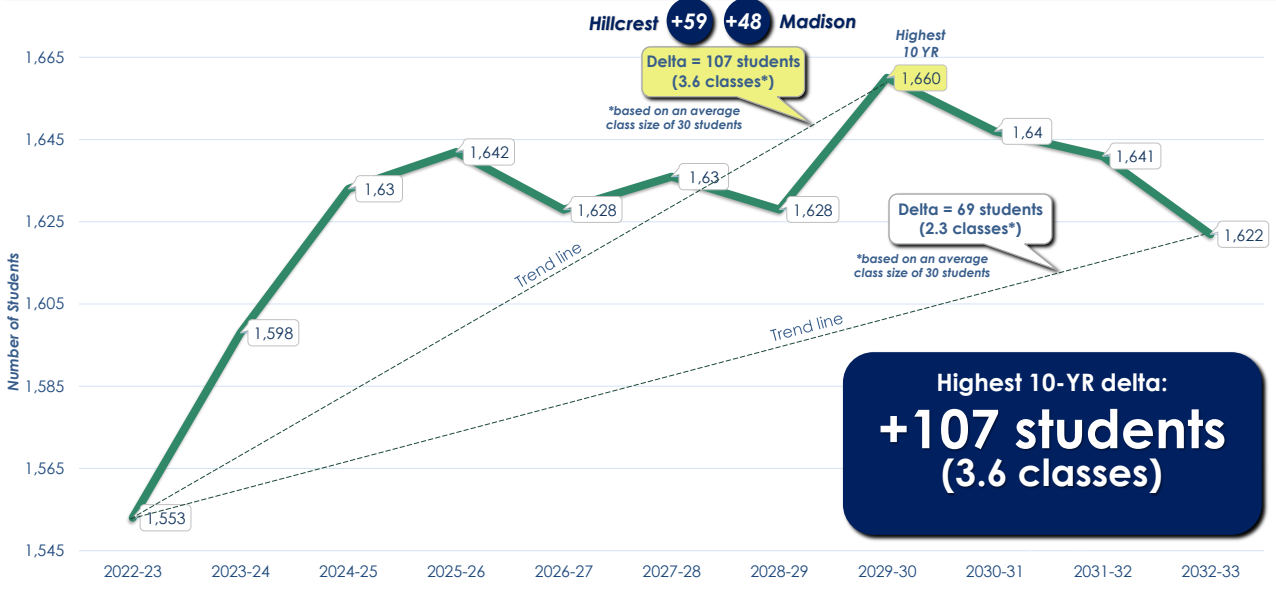
Demographics – Elementary Total Enrollment Over 10 Yrs.



Elementary School

27

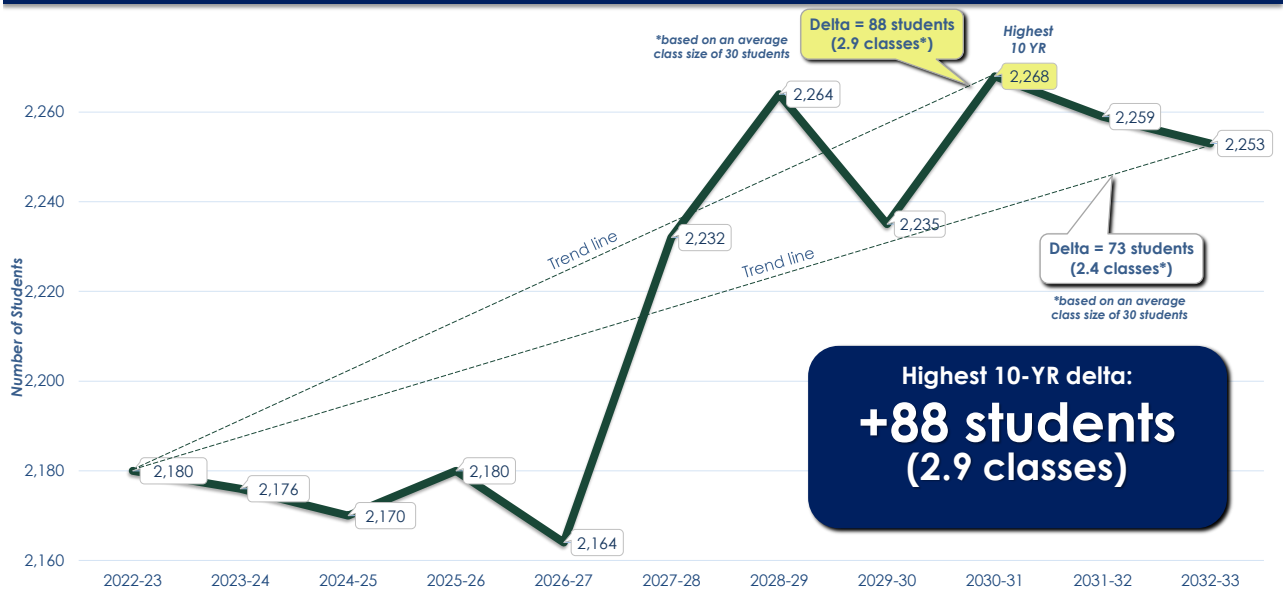
Demographics – Middle School Total Enrollment Over 10 Yrs.



Middle School

28

Demographics – High School Total Enrollment Over 10 Yrs.



High School

29

Demographics – Summary

Madison Middle School

+67 students
3.0 classes
Elementary

+107 students
3.6 classes
Middle

+88 students
2.9 classes
High School

What does this mean?

Consider capacity, flexibility, effect on special education and specials (art, music, gym, media, STEAM)

30

Let's pause for discussion

- *Do the projections reflect what you have seen?*
- *Is there anything else happening in your community that may affect this outcome?*
- *Any additional feedback to share?*

31

Let's Talk Capacity…

How many students can fit,

and the size of core spaces…

- *Gym*
- *Media*
- *Cafeteria*



32

Let's Talk Capacity…

Why do this analysis…

"Enrollment" ~ *Analyze capacity based upon the* ***highest enrollment*** *in a 10-year window (OSCG&R requires 8-year window for grant applications)*

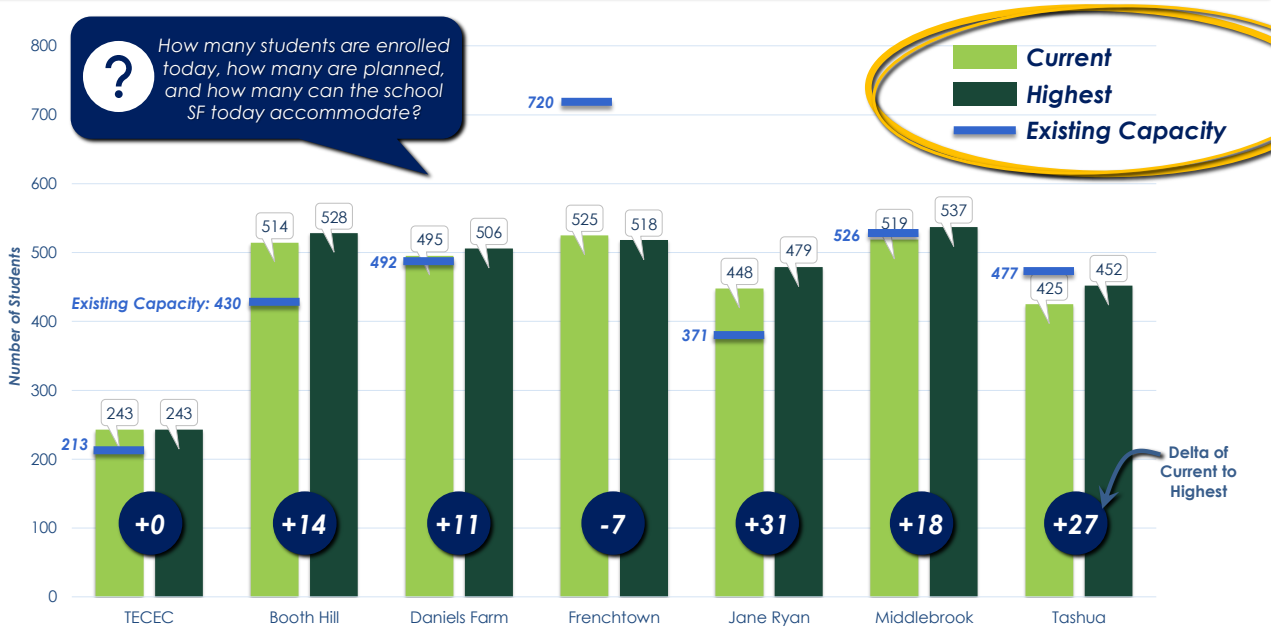
"Allowable Area" ~ *To benchmark your school buildings against* ***allowable areas*** *recommended by the state.* ***"Allowable Area"*** *is a* ***conservative approach*** *to building planning and* ***directly affects reimbursement!***

"Useable Area" ~ *Measure the* ***actual space you can use for education****. Deduct corridors, wall thickness, toilet rooms, mechanical rooms, shafts & chases.* ***Expectation 70 - 75%***

"Benchmarking" ~ *Measure the* ***core spaces such as Media, Cafeteria, Gymnasium*** *and compare to what is* ***typical and/or expected.***

33

Elementary Schools - Enrollment and Capacity

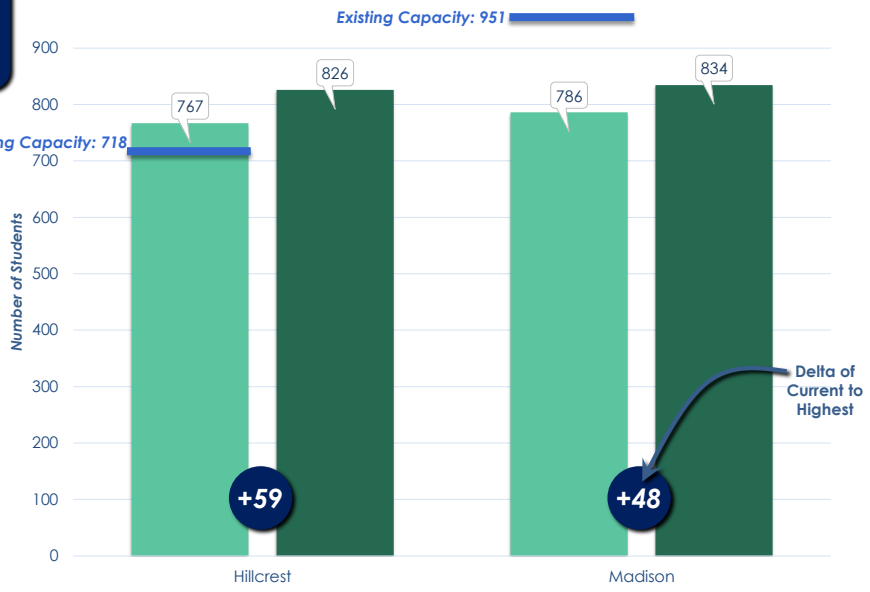


34

Middle Schools – Enrollment and Capacity

How many students are enrolled today, how many are planned, and how many can the school SF today accommodate?





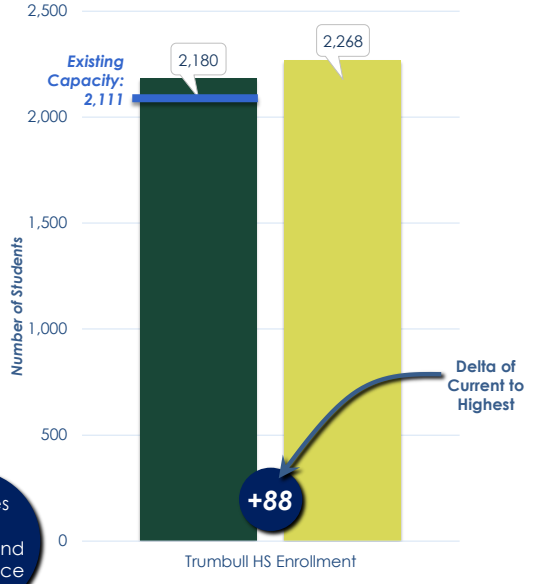
Current
Highest
Existing Capacity

35

High School – Enrollment and Capacity

How many students are enrolled today, how many are planned, and how many can the school SF today accommodate?





Includes ELITE, REACH and Agriscience

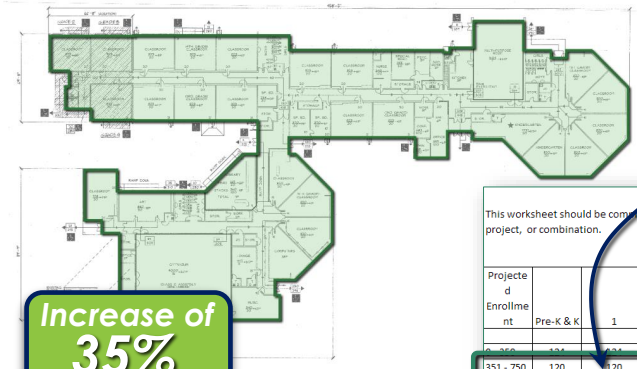
Current
Highest
Existing Capacity

36

Allowable Area ~ OSCG&R

Tecton ARCHITECTS

Booth Hill School ~ *Existing Floor Plan*



1. *Take the highest enrollment from an 8-year period (**528**)*

2. *Total the allowable SF per pupil (**752**) and find the average (**752/6 = 125**)*

SPACE STANDARDS WORKSHEET

This worksheet should be completed and submitted with the application for any N (new), E (extension), A (alteration), or RNV (renovation) project, or combination.

State Standard Space Specifications

Grades

Projected Enrollment	Pre-K & K	1	2	3	4	5	6	
Allowable Square Footage per Pupil								
								156
351 - 750	120	120	120	120	120	152	152	
751 - 1500	116	116	116	116	116	148	148	
Over 1500	112	112	112	112	112	142	142	

Increase of 35%

If you were to plan a "Renovate as New"

Increase of 25%

If it were a "New Building"

3. *Multiply the highest 8-year enrollment (**125 x 528**) and **add 1% for HVAC** to get the allowable SF:*

"What's included in the allowable SF?"

All classrooms, corridors, core spaces (Gym, Cafeteria, Media), mechanical spaces… everything it takes for a school to function!!

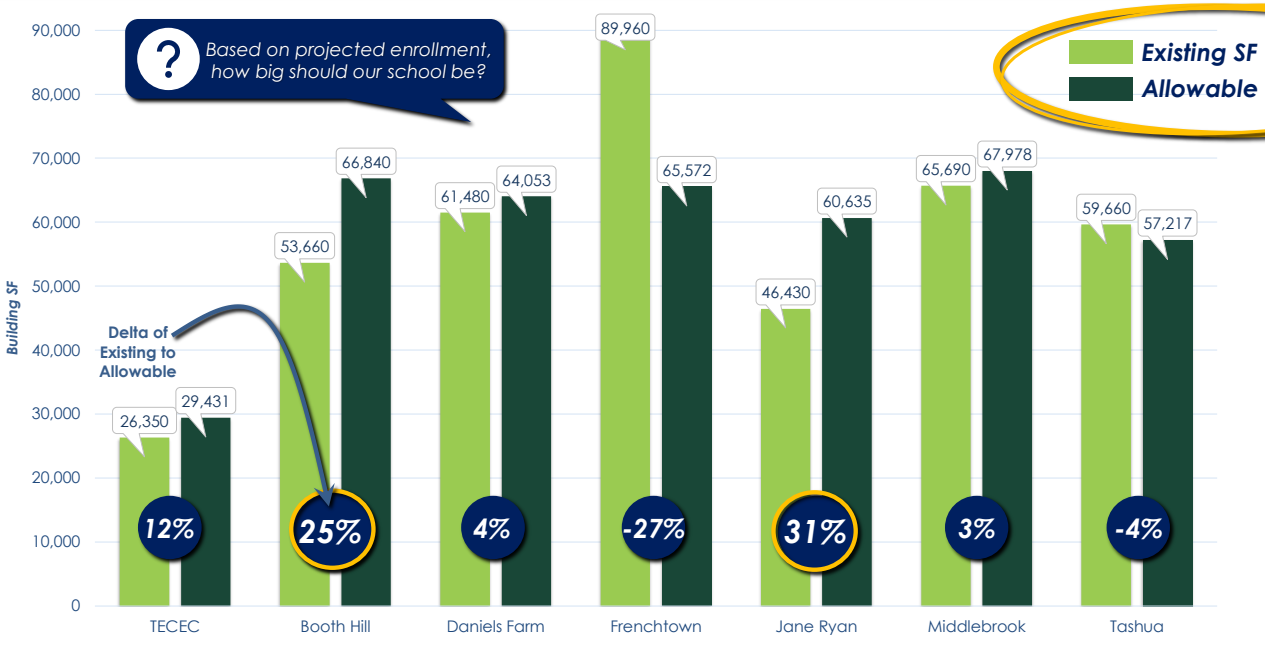
Total Building Area (Standard) 66,838 sf *vs. 51,280 sf (E)*

Measured as per OSCG&R guidelines ~ to the interior faces of the exterior wall

37

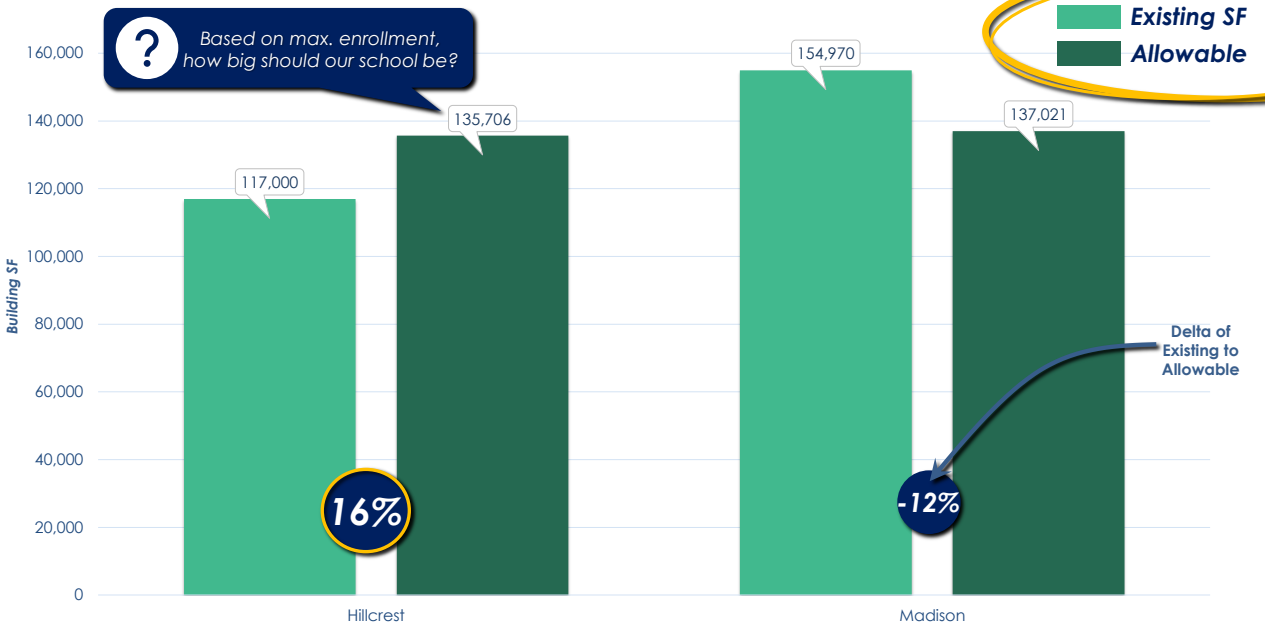
Elementary Schools - Allowable Area

Tecton ARCHITECTS



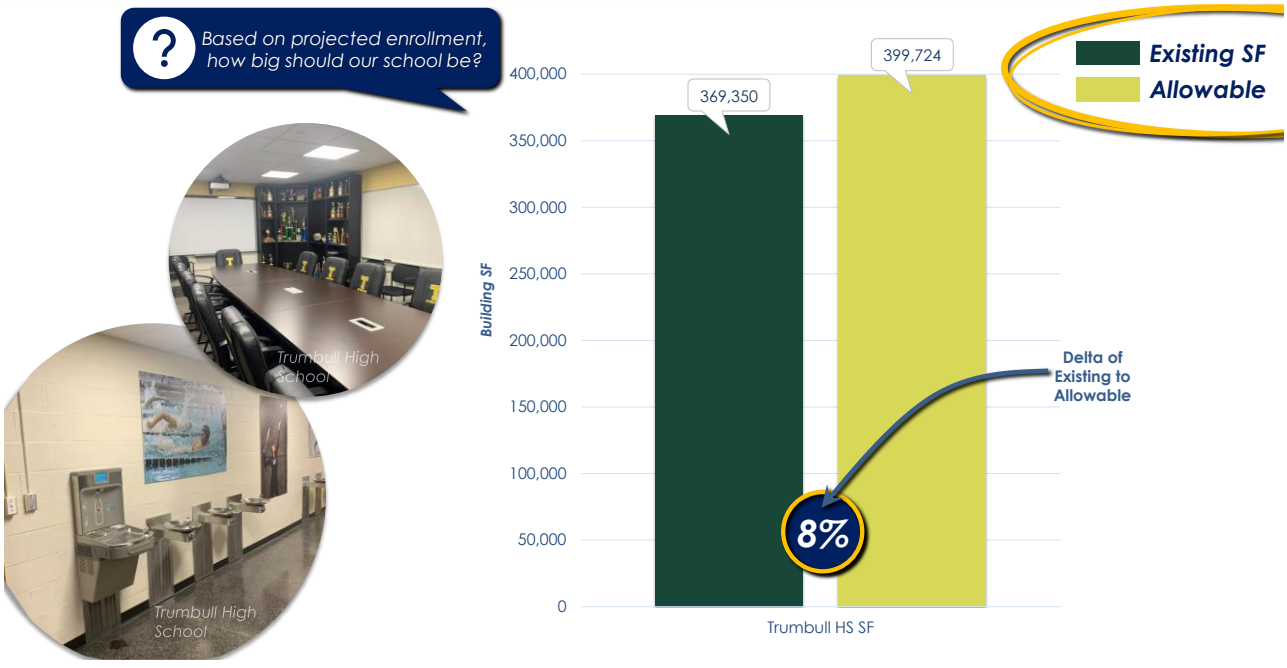
38

Middle Schools – Allowable Area



39

High School – Allowable Area



40

Measuring Useable Area ~ Why efficiency is important

Tecton ARCHITECTS



Hillcrest Middle School

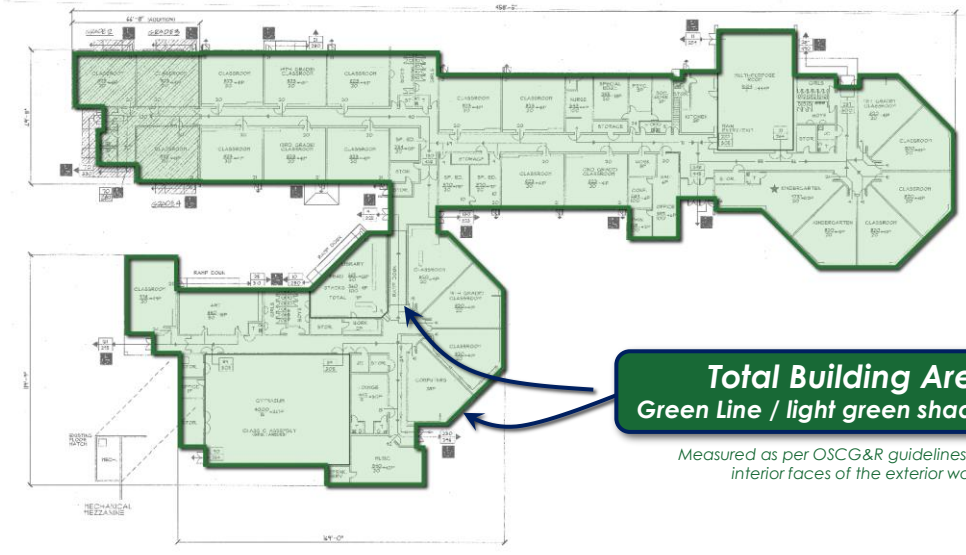
More Efficient = *More Educational Space*!

41

Useable Area Analysis ~ Where can education take place

Tecton ARCHITECTS

Booth Hill School ~ *Existing Floor Plan*



Total Building Area
Green Line / light green shaded area

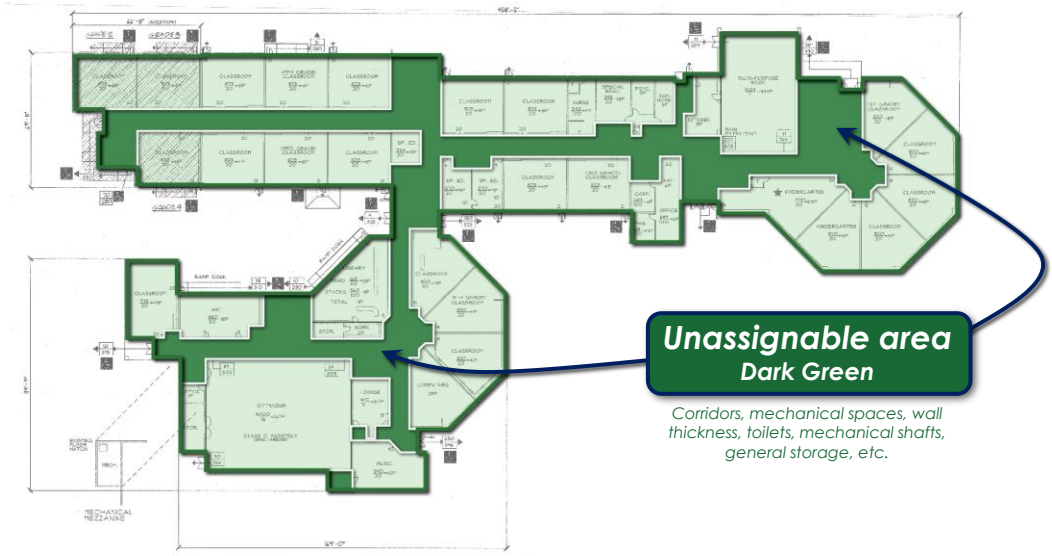
Measured as per OSCG&R guidelines ~ to the interior faces of the exterior wall

(11.17.2022)

42

Useable Area Analysis ~ Where can education take place

Booth Hill School ~ Existing Floor Plan

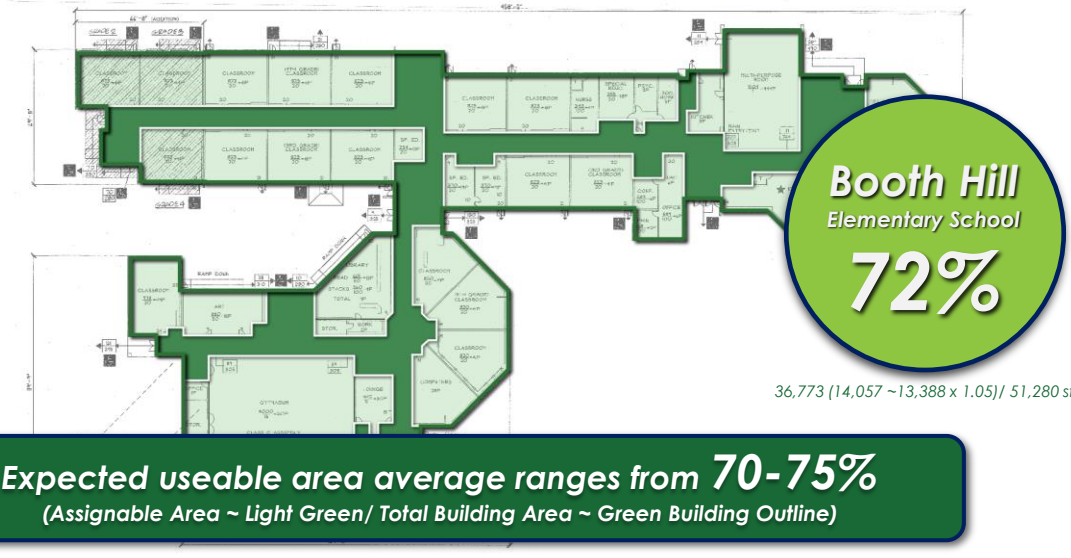


(11.17.2022)

43

Useable Area Analysis ~ Where can education take place

Booth Hill School ~ Existing Floor Plan



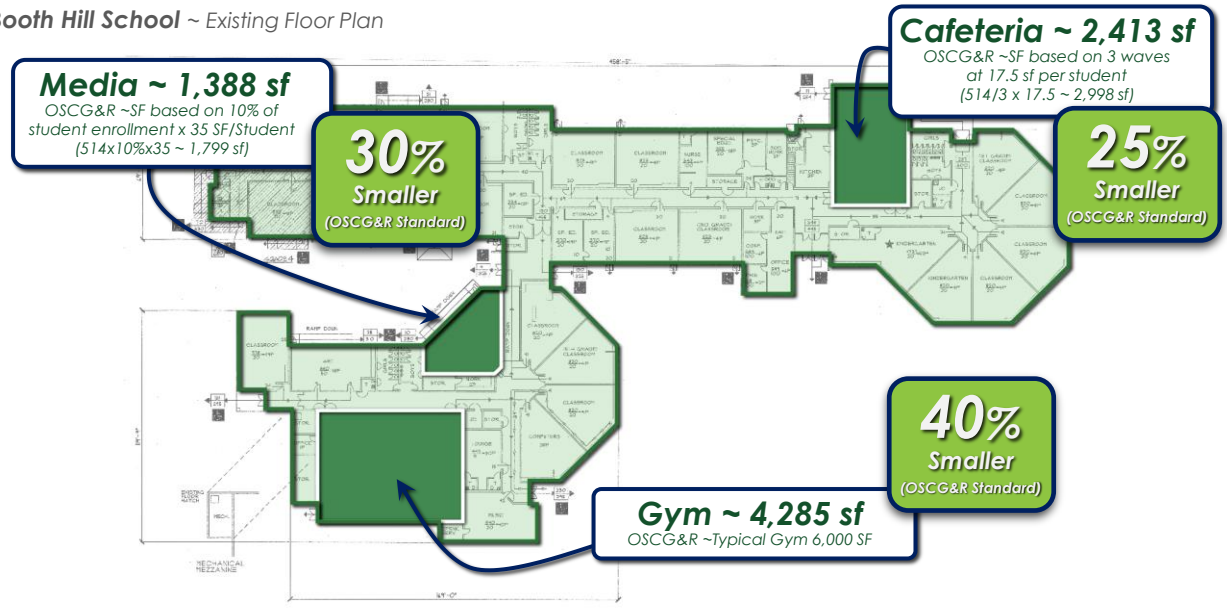
(11.30.2022)

44

Benchmarking ~ Analysis of Core Spaces (Media, Cafeteria, Gymnasium)

Tecton ARCHITECTS

Booth Hill School ~ Existing Floor Plan



(11.17.2022)

45

Capacity & Utilization Analysis

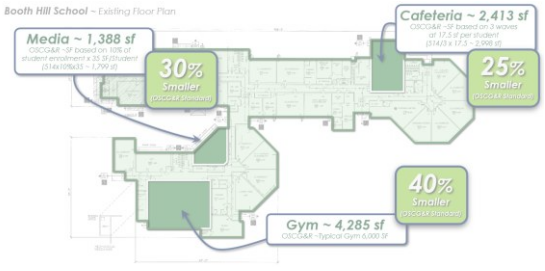
Tecton ARCHITECTS

Elementary Schools

Below Benchmark | Meets/ exceeds Benchmark

Category	Booth Hill	Daniels Farm	Middlebrook	Jane Ryan	Tashua	Frenchtown
Useable Area	72%	71%	55.3%	69.9%	72%	64.8%
Media	↓	↑	↑	↑	↑	↑
Cafeteria	↓	↑	↑	↑	↑	↑
Gymnasium	↓	↓	↑	↓	↓	↑



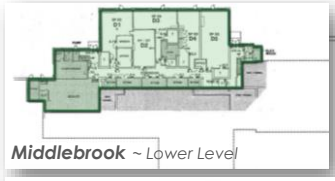


(2.2.2023)

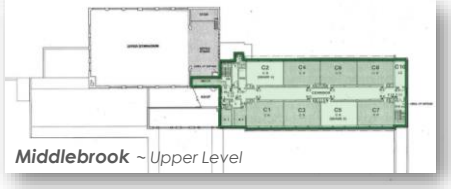
46

Useable Area Analysis ~ Where can education take place

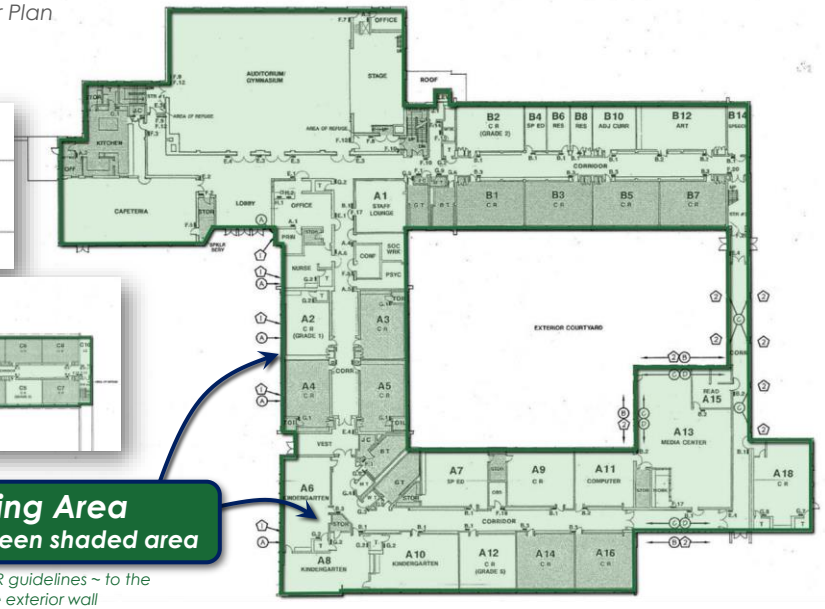
Middlebrook ~ Existing Floor Plan



Middlebrook ~ Lower Level



Middlebrook ~ Upper Level



Total Building Area
Green Line / light green shaded area

Measured as per OSCG&R guidelines ~ to the interior faces of the exterior wall

(11.30.2022)

47

Useable Area Analysis ~ Where can education take place

Middlebrook ~ Existing Floor Plan



Middlebrook ~ Lower Level



Middlebrook ~ Upper Level



Unassignable area
Dark Green

Corridors, mechanical spaces, wall thickness, toilets, mechanical shafts, general storage, etc.

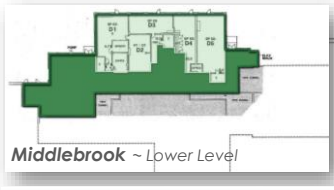
(11.30.2022)

48

Useable Area Analysis ~ *Where can education take place*

Middlebrook ~ *Existing Floor Plan*

36,773 (14,057 ~13,388 x 1.05)/ 51,280 sf



Middlebrook ~ *Lower Level*



Middlebrook ~ *Upper Level*

Middlebrook
Elementary School
55.3%

Expected useable area average ranges from 70-75%
(Assignable Area ~ Light Green/ Total Building Area ~ Green Building Outline)

(01.30.2023)

49

Benchmarking ~ *Analysis of Core Spaces (Media, Cafeteria, Gymnasium)*

Middlebrook ~ *Existing Floor Plan*

Gym ~ 6,052 sf
OSCG&R ~Typical Gym 6,000 SF

"Right" Sized
(OSCG&R Standard)

Cafeteria ~ 3,512 sf
OSCG&R ~SF based on 3 waves at 17.5 sf per student (537/3 x 17.5 ~ 3,133 sf)

11% Bigger
(OSCG&R Standard)

Media ~ 2,427 sf
OSCG&R ~SF based on 10% of student enrollment x 35 SF/Student (537x10%x35 ~ 1,880 sf)

23% Bigger
(OSCG&R Standard)

(01.30.2023)

50

Let's pause for discussion

Any questions on the analysis, or the reason why this is important to your Master Plan?

Any additional feedback to share?

51

1 = Poor, 5 = Good

Existing Conditions

Analysis, methodology, and conclusions

Programmatic Needs

Physical Condition

- Grouped by Grade (K-5, 6-8, 9-12)
- Collected & Analyzed Information
- Ranked based upon findings
- Prioritized based upon rankings

Think of the rankings like a movie,
the *more* stars you have the better!

★ 1 ★★ 2 ★★★ 3 ☆★★ 4 ☆☆★★★ 5

52

Elementary Schools – Ages and Sizes

	Building Name	GSF	Year Built	Addition(s)
PK	Trumbull Early Childhood (TECEC)	26,350	2005	-
K-5	Booth Hill Elementary	53,660	1954	1956/68/96
	Daniels Farm Elementary	61,480	1962	1980/95/2004
	Frenchtown Elementary	89,960	2002	-
	Jane Ryan Elementary	46,430	1968	1993/95
	Middlebrook Elementary	65,690	1952	1958/63/97
	Tashua Elementary	59,660	1965	1995/2006



53

Elementary Schools – Programmatic Needs

1 = Poor, 5 = Good

	Building Name	Demog. & Capacity	21st Century	Special Ed.	Program Space	Staff/ Support Space	Site (Function)	ADA Compliant	TOTAL	Average	Rank (Priority)
PK	Trumbull Early Childhood (TECEC)	2	4	3	2	4	3	5	23	3.29	4
K-5	Booth Hill Elementary	1	2	1	2	2	2	1	11	1.57	1
	Daniels Farm Elementary	3	3	2	3	2	2	2	17	2.43	2
	Frenchtown Elementary	4	4	2	3	3	2	5	23	3.29	4
	Jane Ryan Elementary	1	2	1	2	2	4	2	14	2.00	2
	Middlebrook Elementary	3	2	2	2	3	3	2	17	2.43	2
	Tashua Elementary	4	3	2	2	3	2	3	19	2.71	3

54

Elementary Schools – Physical Condition

Tecton ARCHITECTS

1 = Poor, 5 = Good

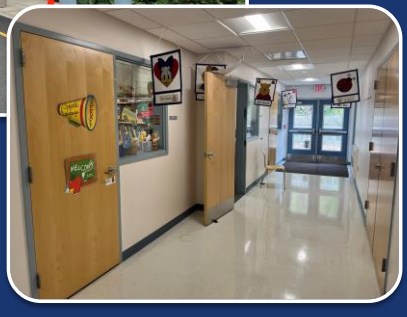
	Building Name	Building Shell	Site (Phys. Cond.)	Interior	HVAC	F.P. & Alarm	Plumbing	Electrical	Security	TOTAL	Rank (Priority)
PK	Trumbull Early Childhood (TECEC)	4	3	4	4	4	3	3	3	28	4
K-5	Booth Hill Elementary	3	3	3	2	2	3	2	3	21	2
	Daniels Farm Elementary	2	2	3	3	3	3	2	3	21	2
	Frenchtown Elementary	3	2	3	4	3	4	4	4	27	4
	Jane Ryan Elementary	3	3	3	3	3	3	3	4	25	4
	Middlebrook Elementary	3	3	3	2	2	3	2	4	22	3
	Tashua Elementary	3	2	3	3	3	3	3	4	24	3

55

Conditions Analysis ~ Trumbull Early Childhood Education Center

Tecton ARCHITECTS





Programmatic Needs

★★★★½

Physical Condition

★★★★½

- *Program is at capacity and more classroom spaces are desired*
- *The lack of space prevents the program from growing and offering a full day program*
- *Classrooms in Middlebrook are currently being used, which poses logistical challenges*
- *Music and art are currently supported on a cart, with no dedicated space*
- *There is no staff lounge/work room*
- *A sensory room is needed, and other therapeutic spaces are desired*

56

Conditions Analysis ~ Booth Hill Elementary School





Programmatic Needs

★★★★★

Physical Condition

★★★★★

- *Student population is increasing, with limited space available*
- *Limited space for art, music, PE, OT/PT, special education; much takes place in halls or shared with cafeteria; closets are used as intervention rooms*
- *Lack of 21st century learning space: breakout, STEAM, outdoor*
- *No accessible features in building*
- *Lack of storage throughout*
- *Poor site circulation: no separation of bus and parent, conflicts with delivery trucks; concerns with security at border of site*

57

Conditions Analysis ~ Daniels Farm Elementary School





Programmatic Needs

★★★★★

Physical Condition

★★★★★

- *Roof and envelope water infiltration has led to accelerated deterioration of entrance canopy*
- *Administration and nurse are missing essential items (e.g. improved visibility, isolation room)*
- *Special education is lacking dedicated space; teachers are sharing small rooms*
- *Due to capacity, former closets and other teaching areas are being repurposed*
- *There is no toilet for students meeting ADA requirements*
- *Limited parking and poor paving condition*

58

Conditions Analysis ~ Frenchtown Elementary School





Programmatic Needs

★★★★½

Physical Condition

★★★★½

- *Lack of space for special education programs*
- *Need for a dedicated ELL classroom*
- *Lack of 21st Century learning spaces such as a maker space*
- *Exterior paved play surface condition presents a hazard*
- *Play areas are not fully accessible*
- *Having only one entry drive is a concern from an emergency operations standpoint*

59

Conditions Analysis ~ Jane Ryan Elementary School





Programmatic Needs

★★½☆☆

Physical Condition

★★★★½

- *The school is at capacity and every square foot is being utilized; specials classrooms have been converted into general education spaces,*
- *No dedicated OT/PT, ELL or math intervention, other special education space needed*
- *Library cannot fit two classes simultaneously*
- *There is no student toilet that meets ADA requirements for accessibility*
- *Cafeteria and gym have poor acoustics*
- *21st Century learning environments are desired*

60

Conditions Analysis ~ Middlebrook Elementary School





Programmatic Needs

★★☆☆☆

Physical Condition

★★★☆☆

- *Hallways are underutilized and could incorporate break out spaces*
- *Cafeteria needs improvement, flow of kitchen and servery is poor*
- *More conference/faculty work space is needed, as is space for sensitive/confidential conversations*
- *Art, music and science programs all need updates to operate optimally*
- *Special education (SRP, ESL, OT/PT) needs additional space/amenities*
- *Additional assembly and storage space is needed*

61

Conditions Analysis ~ Tashua Elementary School





Programmatic Needs

★★★☆☆

Physical Condition

★★★☆☆

- *Building lacks sufficient toilet rooms for students and staff*
- *Special education needs more dedicated space*
- *21st Century learning spaces are desired*
- *The gym is too small and bleacher seating is desired*
- *Outdoor play areas are near a roadway and need to be more private*
- *Limited visual supervision of space from main admin office*
- *Modular classrooms need to be removed*
- *Play areas are in poor shape*

62

Middle & High Schools – Ages and Sizes

	Building Name	GSF	Year Built	Addition(s)
6-8	Hillcrest Middle School	117,000	1966	-
	Madison Middle School	154,970	1960	1978
9-12	Agriscience & Biotech Center	38,200	2001	-
	Trumbull High School	369,350	1969	82/86/05/07/09
6-12	REACH	8,700	1970	-
Adm.	Long Hill Administration	21,950	1920	1956/85

63

Middle & High Schools – Programmatic Needs

	Building Name	Demogr. Capacity	21st Century	Special Ed.	Program Space	Staff/ Support Space	Site (Function)	ADA Compliant	TOTAL	Average	Rank (Priority)
									1 = Poor, 5 = Good		
6-8	Hillcrest Middle School	2	2	1	2	2	2	2	13	1.86	1
	Madison Middle School	4	3	3	3	3	4	2	22	3.14	4
9-12	Agriscience & Biotech Center	5	4	N/A	4	4	4	4	25	4.17	5
	Trumbull High School	2	4	2	3	3	2	2	18	2.57	3
6-12	REACH	4	2	N/A	2	3	3	1	15	2.50	2
Ad.	Long Hill Administration	N/A	N/A	N/A	3	2	3	2	10	2.50	2

64

Middle & High Schools – Physical Condition

Tecton ARCHITECTS

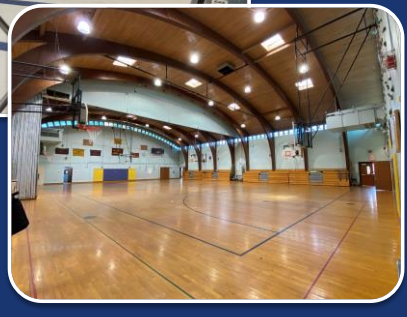
Building Name		Building Shell	Site (Physical Condition)	Interior	HVAC	Fire Protection & Alarm	Plumbing	Electrical	Security	TOTAL (1 = Poor, 5 = Good)	Rank (Priority)
6-8	Hillcrest Middle School	3	3	2	2	1	3	3	4	21	2
	Madison Middle School	2	3	2	1	3	3	2	4	20	2
9-12	Agriscience & Biotech Center	3	3	3	4	4	3	4	4	28	4
	Trumbull High School	3	3	3	3	4	4	4	4	28	4
6-12	REACH	2	3	2	2	1	2	2	4	18	1
Adm.	Long Hill Administration	2	3	2	2	1	2	1	3	16	1

65

Conditions Analysis ~ Hillcrest Middle School

Tecton ARCHITECTS





Programmatic Needs

★★★★★

Physical Condition

★★★★★

- *Substantial portions of the building are not usable – the natatorium for example*
- *Missing staff space: psychologist, social worker, faculty work area*
- *Classrooms are too spread out that the standard passing time does not work*
- *Science program lacks space and prep rooms*
- *Special education needs more dedicated space; no dedicated OT/PT room, SPED workroom or therapy space*
- *Gym/weight room are undersized*
- *Improved 21st Century learning environments are desired*

66

Conditions Analysis ~ Madison Middle School





Programmatic Needs

★★★★½

Physical Condition

★★½☆☆

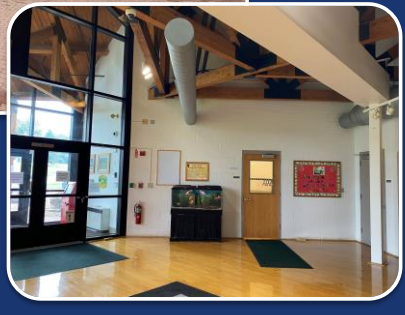
- *The location of the library is not ideal, and it needs to be reimagined as a 21st Century space*
- *The auditorium needs curtains, audio technology and improved lighting*
- *The music program could benefit from improvements to enhance the student experience*
- *Additional faculty work rooms and toilet rooms are needed*
- *Thermal comfort and air quality issues throughout, significantly impact learning*
- *Sun glare creates excessive heat in classrooms*

67

Conditions Analysis ~ Agriscience & Biotech Center

Tecton ARCHITECTS





Programmatic Needs

★★★★★

Physical Condition

★★★★½

- *Full program, using every available teaching space*
- *Rooms have been reinvented to accommodate growth*
- *There are more teachers than there are spaces to teach*
- *There are underutilized spaces such as the locker rooms that are not used*
- *Building condition prevents some spaces such as the silo from being used to its potential*

68

Conditions Analysis ~ Trumbull High School





Programmatic Needs

★★★☆☆

Physical Condition

★★★★☆

- *Site traffic, parking and circulation are all challenges*
- *Wayfinding throughout the building is confusing*
- *The building is at capacity and more classrooms are desired, including science and culinary program*
- *Special education needs additional space as the program has grown*
- *Technology poses a challenge, and prevents teachers from seamlessly transitioning between spaces*
- *Administration needs a large conference room*

69

Conditions Analysis ~ REACH





Programmatic Needs

★★☆☆☆

Physical Condition

★☆☆☆☆

- *The building is using every square foot and is at capacity*
- *Thermal comfort and air quality concerns throughout, significantly impact learning*
- *A calming space for students, and one also for faculty, is desired*
- *Updated furniture solutions such as group tables are desired*
- *Much of the space is a repurposed garage, so interior is very utilitarian and not conducive to learning*
- *No accessible toilet facilities are present and main entrance is not accessible*

70

Conditions Analysis ~ Long Hill Administration





Programmatic Needs

★★☆☆☆

Physical Condition

★☆☆☆☆

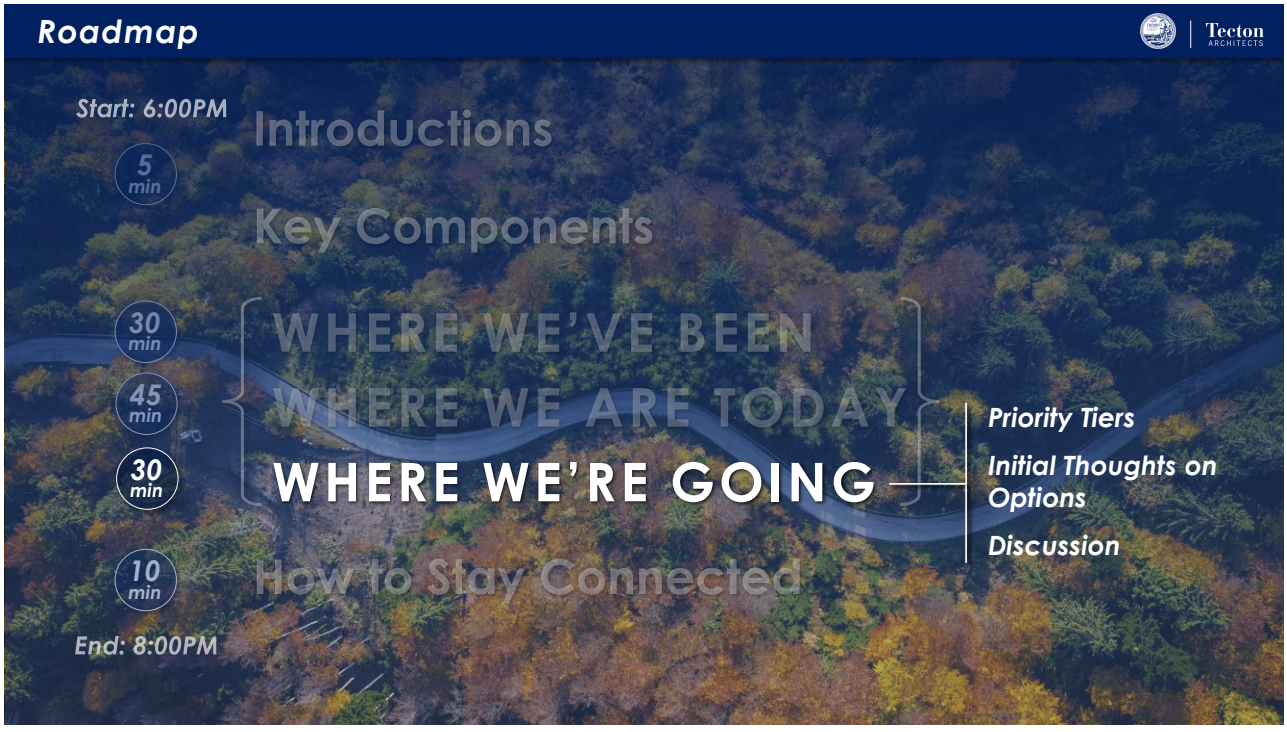
- *Much of the building shell and interior spaces/finishes are in poor condition*
- *Receiving needs additional space*
- *Air quality and thermal comfort issues persist*
- *Aesthetically the building could be refreshed, but there may not a desire to spend much money at this location*
- *A third conference room is desired near the Human Resources office area*
- *Limited accessible toilet facilities and pathways, and no accessible door hardware*

71

Let's pause for discussion

- *Any questions on our findings, the rankings and prioritization?*
- *What are your thoughts on the prioritization?*
- *Any additional feedback to share?*

72



73

Conditions Analysis - Summary

Tecton ARCHITECTS

	Building Name	Programmatic Needs TOTAL	Programmatic Needs Rank (Priority)	Physical Condition TOTAL	Physical Condition Rank (Priority)	1 = Poor, 5 = Good AVERAGE (Priority)
PK	Trumbull Early Childhood (TECEC)	23	4	28	4	4
K-5	Booth Hill Elementary	11	1	21	2	1.5
K-5	Daniels Farm Elementary	17	2	21	2	2
K-5	Frenchtown Elementary	23	4	27	4	4
K-5	Jane Ryan Elementary	14	2	25	4	3
K-5	Middlebrook Elementary	17	2	22	3	2.5
K-5	Tashua Elementary	19	3	24	3	3
6-8	Hillcrest Middle School	13	1	21	2	1.5
6-8	Madison Middle School	22	4	20	2	3
9-12	Agriscience & Biotech Center	25	5	28	4	4.5
9-12	Trumbull High School	18	3	28	4	3.5
6-12	REACH	15	2	18	1	1.5
Adm.	Long Hill Administration	10	2	16	1	1.5

74

Priority Tiers

Tier 1
Address the greatest programmatic and condition needs comprehensively

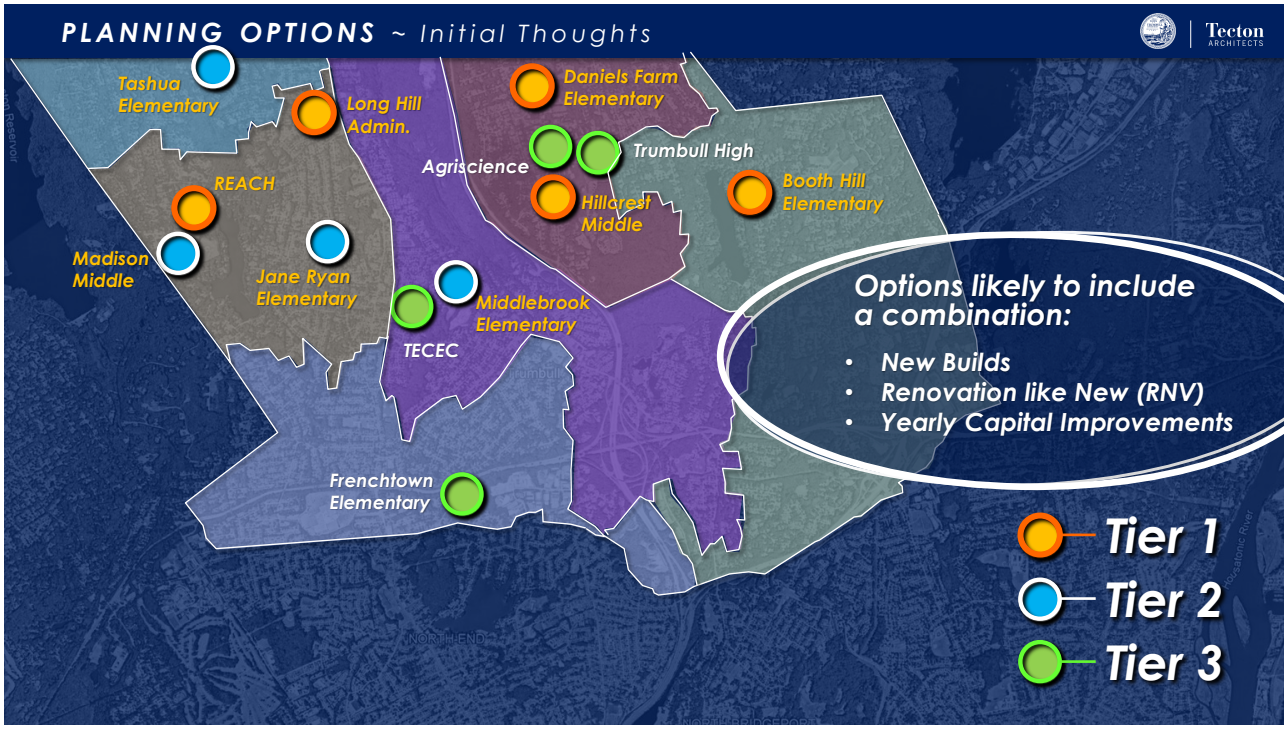
Tier 2
Temporary, thoughtful implementation of CIP with comprehensive renovation to come

Tier 3
Address first through CIP, and then comprehensively address needs

Tier 1 and Tier 2 all need to be done; it's about prioritizing the order.

(1.5)	**Booth Hill Elem.**	*(2.5)*	**Middlebrook Elem.**	*(3.5)*	**Trumbull High School**
(1.5)	**Hillcrest Middle**	*(3.0)*	**Jane Ryan Elem.**	*(4.0)*	**Frenchtown**
(2.0)	**Daniels Farm Elem.**	*(3.0)*	**Tashua Elem.**	*(4.0)*	**TECEC**
(1.5)	**REACH**	*(3.0)*	**Madison Middle**	*(4.5)*	**Agriscience**
(1.5)	**Long Hill Admin.**				

75



76

PLANNING OPTIONS ~ Initial Thoughts

When planning consider this…

Swing Space - *Develop options that include new builds for* ***"swing" space*** *to allow for comprehensive renovations. Cost efficient & less disruptive*

Reimbursement - *Analyze* ***"Renovate like New" (RNV)*** *options to leverage state reimbursement, maximize addition to create "swing" space.*

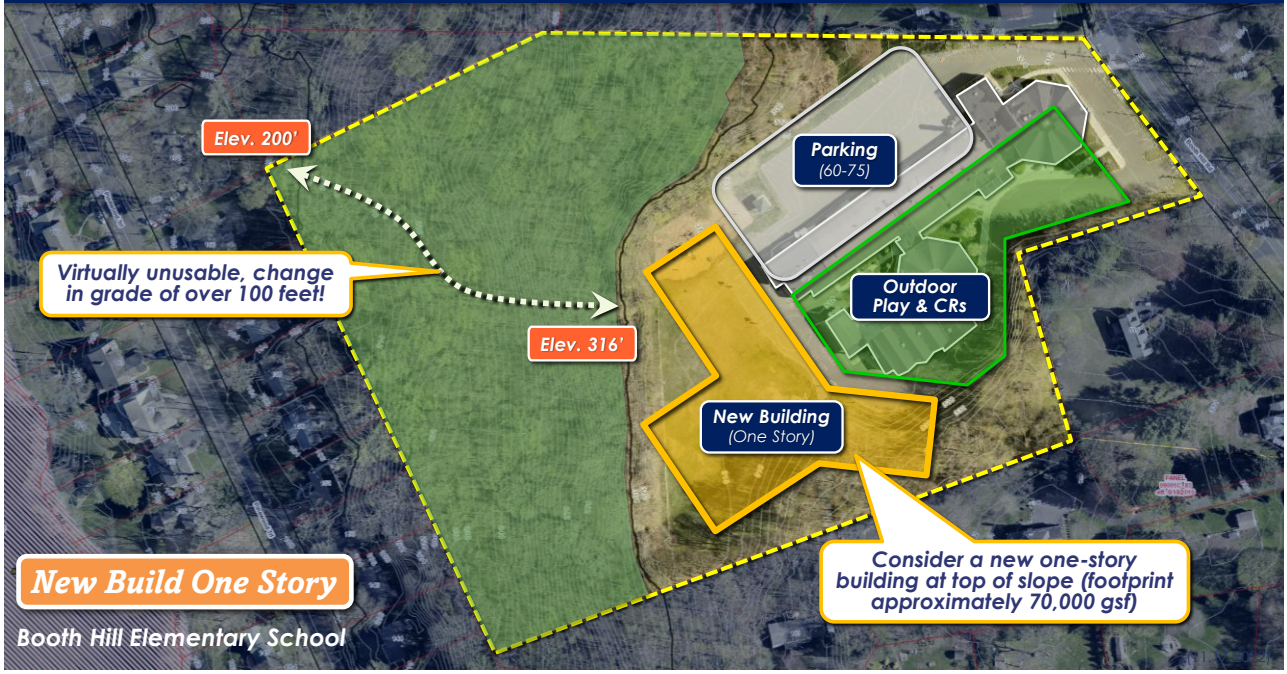
Value - *Analyze complex phased renovations vs. new build. Understand dollars invested that stays in the school vs. the process*

Capacity - *Review capacity of existing school properties for new builds (to limit disruption) and/or additions and renovations*

Prioritization & Affordability - *Prioritize need across district, keep affordability paramount in the discussion*

77

Site Capacity & Analysis ~ Phased Implementation of New on Existing Site



78

Site Capacity & Analysis ~ Phased Implementation of New on Existing Site



79

Site Capacity & Analysis ~ Phased Implementation of New on Existing Site

New K-5 ~ Booth Hill				
		OSCG Standard.		
Grade Levels	Proj. Enr.	Sf/St.		
K	84	116	66,176	
Grade 1	81	116		
Grade 2	81	116		
Grade 3	89	116		
Grade 4	97	116		
Grade 5	96	148		
Total	528		* with 1% mech increase	
Max. Area Allowed	66,838			
New Building	66,838			
Existing Building	53,660			
Project Cost Summary				
Scope of work	Amt.	Unit	Cost/Unit	Cost
Site Improvements	6.70	Acres	$625,000	$4,187,859
Parking Lot & Vehicular Circ. (2.25/1000)	150	spaces	$9,250	$1,387,500
Whole Building Haz. Mat. Abatement	53,660	sf	$22.50	$1,207,350
Whole Building Demolition	53,660	sf	$17.50	$939,050
New Construction	66,838	sf	$525.00	$35,089,824
Geothermal Bore Field	66,838	sf	$18.50	$1,236,499
Carbon Neutral & Netzero Premium	66,838	sf	$15.00	$1,002,566
Subtotal		Av g/sf	$674.03	$45,050,648
Soft Costs	19.5%			$8,784,876
Cost Escalation (Mid point of const. Mar. 2026)	12.5%	4%/year		$6,729,440
Phasing & Logistics Costs for Occupied Site	2.50%			$1,126,266
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$923.00	$61,691,231
State Reimbursement			24.29%	($14,984,800)
Ineligibles**			1.25%	$771,140
New Booth Hill (K-5) Estimated Total Cost to Trumbull				$47,477,571

Booth Hill Elementary School

Total Population: *528P*
Allowable Area: *66,838 SF*

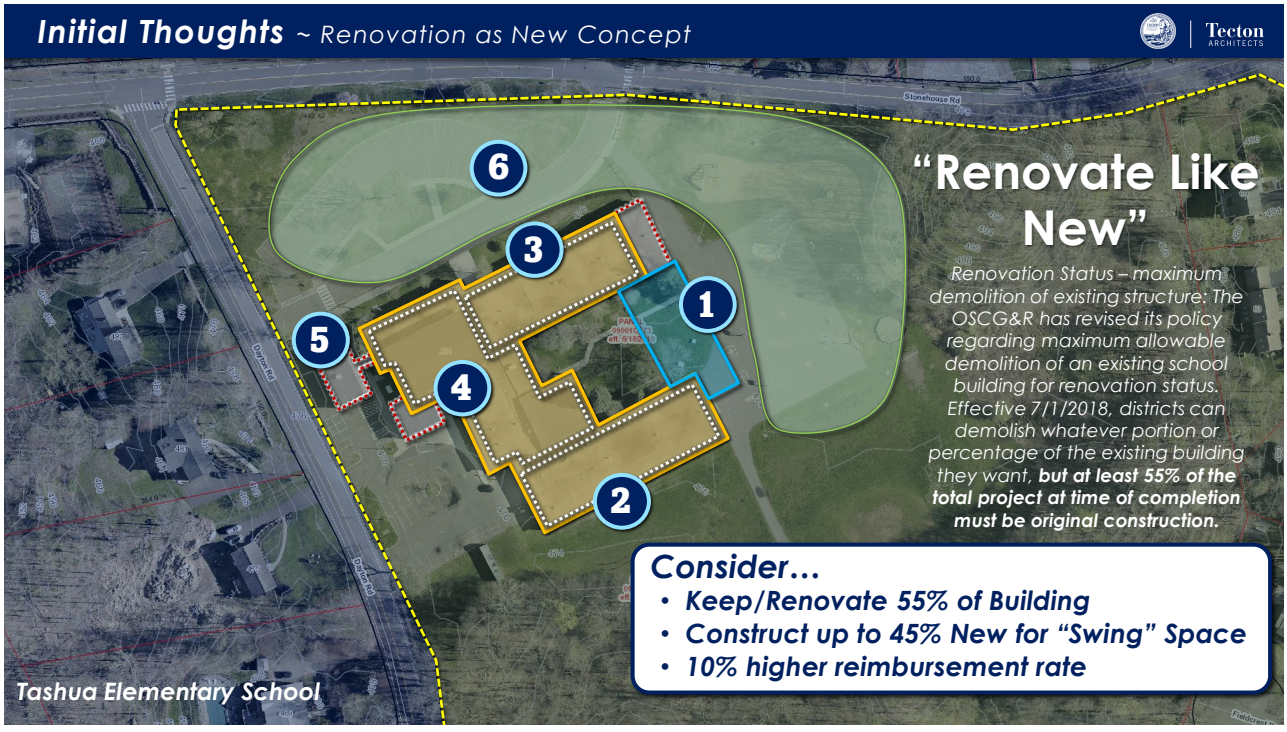
Site Improvements: *150 parking spaces, play fields, outdoor educational space, age-appropriate play, bus/parent drop off*

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

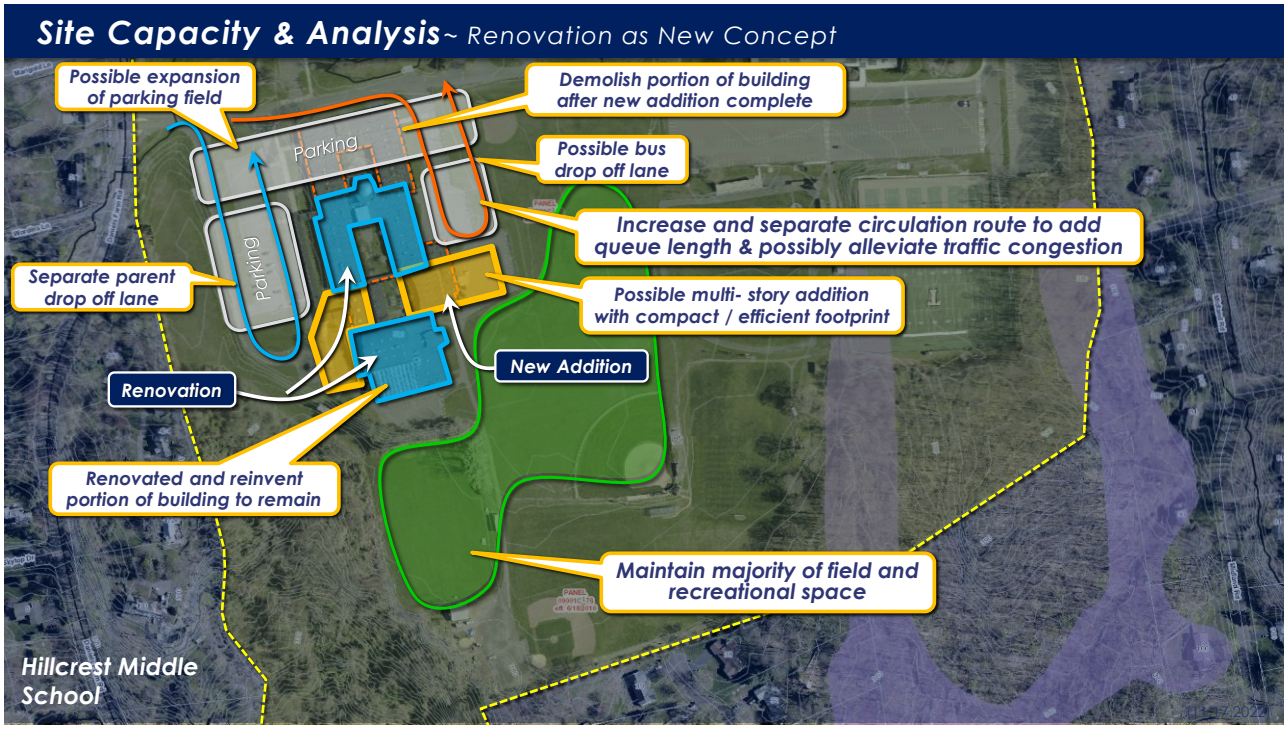
Total Project Costs: *$61,691,231*
Cost to Trumbull: *$47,477,571*

(3.09.2022)

80

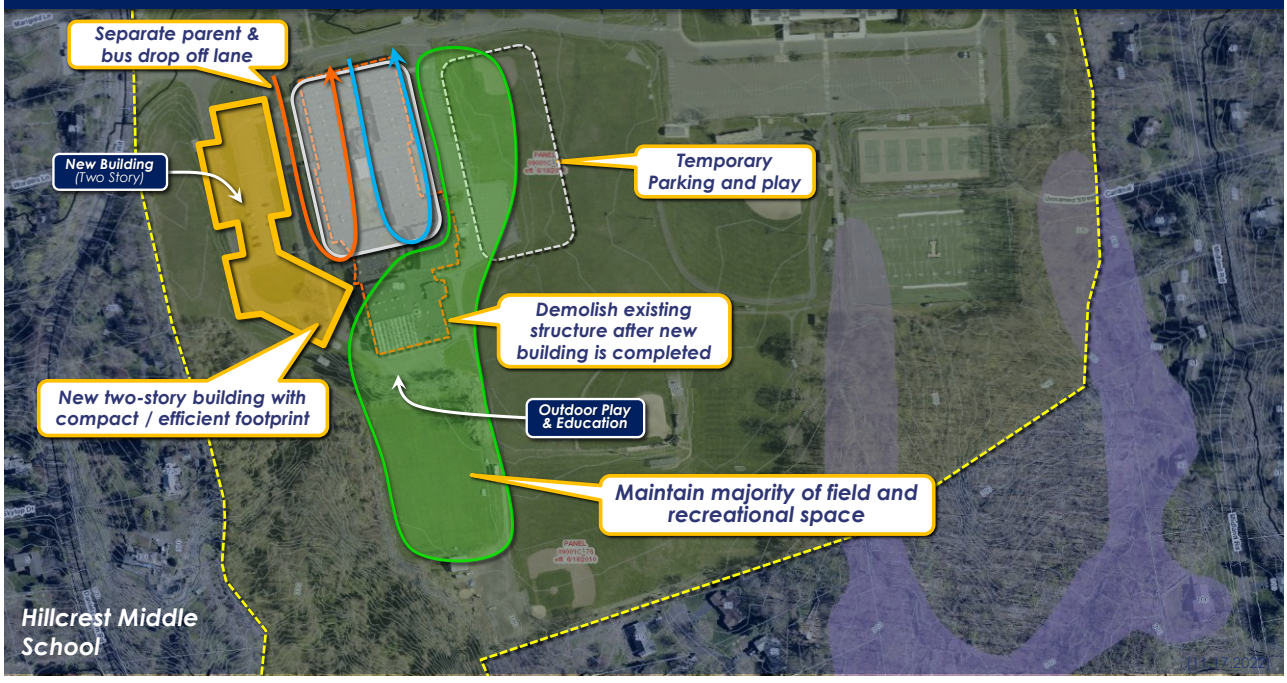

Initial Thoughts ~ Renovation as New Concept
Tecton ARCHITECTS
6
3
1
5
4
2
"Renovate Like New"
Renovation Status – maximum demolition of existing structure: The OSCG&R has revised its policy regarding maximum allowable demolition of an existing school building for renovation status. Effective 7/1/2018, districts can demolish whatever portion or percentage of the existing building they want, but at least 55% of the total project at time of completion must be original construction.
Consider…
• Keep/Renovate 55% of Building
• Construct up to 45% New for "Swing" Space
• 10% higher reimbursement rate
Tashua Elementary School

81


Site Capacity & Analysis~ Renovation as New Concept
Possible expansion of parking field
Demolish portion of building after new addition complete
Parking
Possible bus drop off lane
Increase and separate circulation route to add queue length & possibly alleviate traffic congestion
Separate parent drop off lane
Parking
Possible multi- story addition with compact / efficient footprint
New Addition
Renovation
Renovated and reinvent portion of building to remain
Maintain majority of field and recreational space
Hillcrest Middle School

82

Site Capacity & Analysis~ New Build Option



83

Site Capacity & Analysis~ Phased Implementation of New on Existing Site

New K-5 ~ Booth Hill				
		OSCG Standard.		
Grade Levels	Proj. Enr.	Sf/St.		
K	84	116	66,176	
Grade 1	81	116		
Grade 2	81	116		
Grade 3	89	116		
Grade 4	97	116		
Grade 5	96	148		
Total	528		* with 1% mech increase	
Max. Area Allowed	66,838			
New Building	66,838			
Existing Building	53,660			
Project Cost Summary				
Scope of work	Amt.	Unit	Cost/Unit	Cost
Site Improvements	6.70	Acres	$625,000	$4,187,859
Parking Lot & Vehicular Circ. (2.25/1000)	150	spaces	$9,250	$1,387,500
Whole Building Haz. Mat. Abatement	53,660	sf	$22.50	$1,207,350
Whole Building Demolition	53,660	sf	$17.50	$939,050
New Construction	66,838	sf	$525.00	$35,089,824
Geothermal Bore Field	66,838	sf	$18.50	$1,236,499
Carbon Neutral & Netzero Premium	66,838	sf	$15.00	$1,002,566
Subtotal		Av g/sf	$674.03	$45,050,648
Soft Costs	19.5%			$8,784,876
Cost Escalation (Mid point of const. Mar. 2026)	12.5%	4%/year		$6,729,440
Phasing & Logistics Costs for Occupied Site	2.50%			$1,126,266
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$923.00	$61,691,231
State Reimbursement			24.29%	($14,984,800)
Ineligibles**			1.25%	$771,140
New Booth Hill (K-5) Estimated Total Cost to Trumbull				$47,477,571

Hillcrest Middle School

Total Population: *528P*
Allowable Area: *66,838 SF*

Site Improvements: *150 parking spaces, play fields, outdoor educational space, age-appropriate play, bus/parent drop off*

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

Total Project Costs: *$61,691,231*
Cost to Trumbull: *$47,477,571*

(3.09.2022)

84

Defining True VALUE ~ What are you really getting in your building?

Tecton ARCHITECTS

Sample Analysis
Elementary School
500 +/- Students

Topic for Consideration	1 Renovate Like New *Without* Addition	2 Renovate Like New With Addition	3 New Building
Possibility of unforeseen conditions, conflicts, and cost increases	Very Likely, est. 4-7% of construction **$2,486,734** **+$1,582,467**	Somewhat Likely, est. 3-5% of const. **$1,808,534** **+$904,267**	Somewhat limited, est. 1-3% of const. **$904,266** **$0**
General Conditions Analysis (Typically range between 5-10% of the construction cost)	40 Months (uses 9%) **$4,069,201** **+$1,808,534**	30 Months (uses 7%) **$3,164,934** **+$904,267**	24 Months (uses 5%) **$2,260,667** **$0**
Temporary Facilities & Field Office Administrative Expenses (Typically between $25,000 ~ $35,000 per/month)	40 Months **$1,440,000** **+$560,000**	30 Months **$1,050,000** **+$210,000**	24 Months **$840,000** **$0**
Probable Delta in Costs	**$4M**	**$2M**	**$0**

85

Comparing the Options ~ What to consider?

Tecton ARCHITECTS

Category	1 Renovate Like New *Without* Addition	2 Renovate Like New With Addition	3 New Building
Program Improvement	🟡	🟢	🟢
Operational Improvement	🔴	🟡	🟢
Construction Cost	🟡	🟡	🟡
State Reimbursement	🔴	🔴	🟡
Abatement/Demolition	🟡	🟡	🟡
Additional Site Related Costs	🟢	🟡	🟡
Work to Existing Buildings	🔴	🟡	🟢
Swing Space	🔴	🟡	🟢
Disruption to Students	🔴	🟡	🟢
Parent & Bus Separation	🟡	🟢	🟢
Safety & Security	🟡	🟢	🟢
21st Century Environment	🟡	🟢	🟢



🔴 *Not desirable*
🟡 *Acceptable*
🟢 *Ideal*

86

Let's pause for discussion

- What are your first impressions on the direction of the planning options?
- What other options should be considered?
- Any additional feedback to share?

87

Roadmap

Start: 6:00PM

5 min — Introductions

Key Components

30 min — WHERE WE'VE BEEN

45 min — WHERE WE ARE TODAY

30 min — WHERE WE'RE GOING

10 min — How to Stay Connected

End: 8:00PM

88

Stay Connected!

Tecton ARCHITECTS

Project Email:

DistrictPlan@trumbullps.net

Project Website:

https://www.trumbullps.org/boe/district-wide-master-plan

89

WHY COMMUNITY ENGAGEMENT MATTERS

Tecton ARCHITECTS

This is a plan for your community!

Stronger together ~ Work together to identify & solve needs across entire community…..

Critical to represent needs across the district.

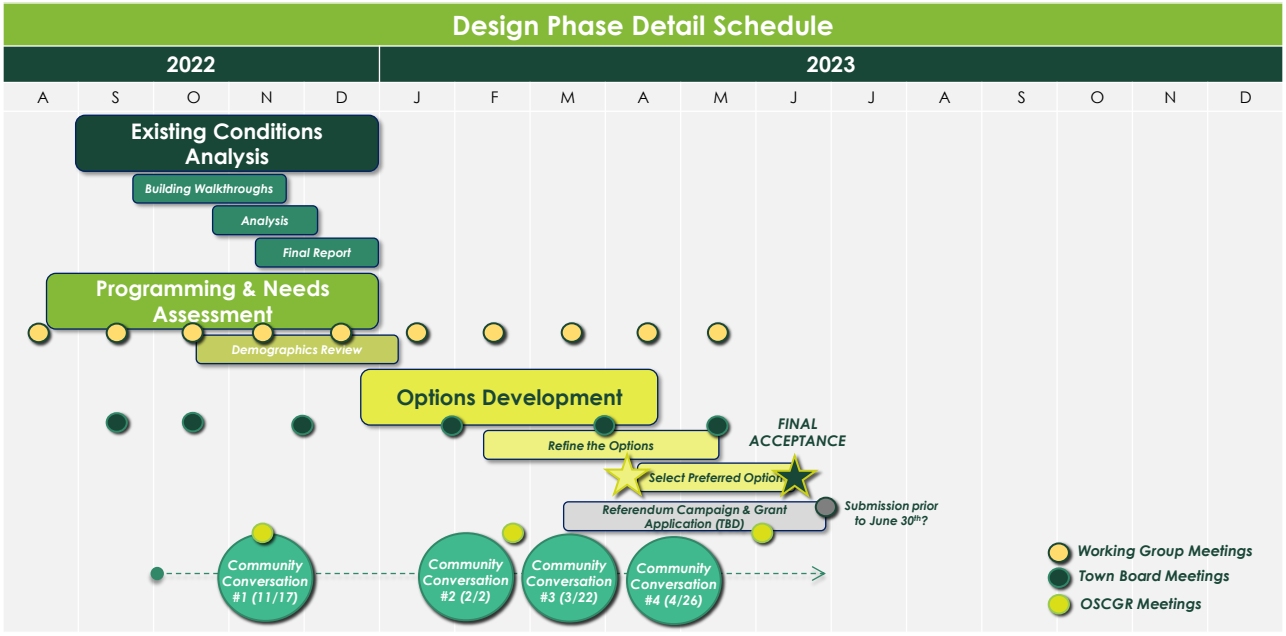
Meet them where they are at!

- *Surveys & Mailers*
- *Student Handouts and Activities*
- *Fliers and Public Workshops*
- *Faculty Questionnaire*
- *Open House(s) & Tours*



90

SCHEDULE



91

HAPPENING SOON...

Join our online survey!

https://forms.gle/YeCStAh5YTVgSuKC6



Community **Conversation #3**

Wed. 3/22 6-8pm

Topics: Refined and Preferred Option

Madison Middle School

Community **Conversation #4**

Wed. 4/26 6-8pm

Topics: Finalizing the Plan and Next Steps

Trumbull High School

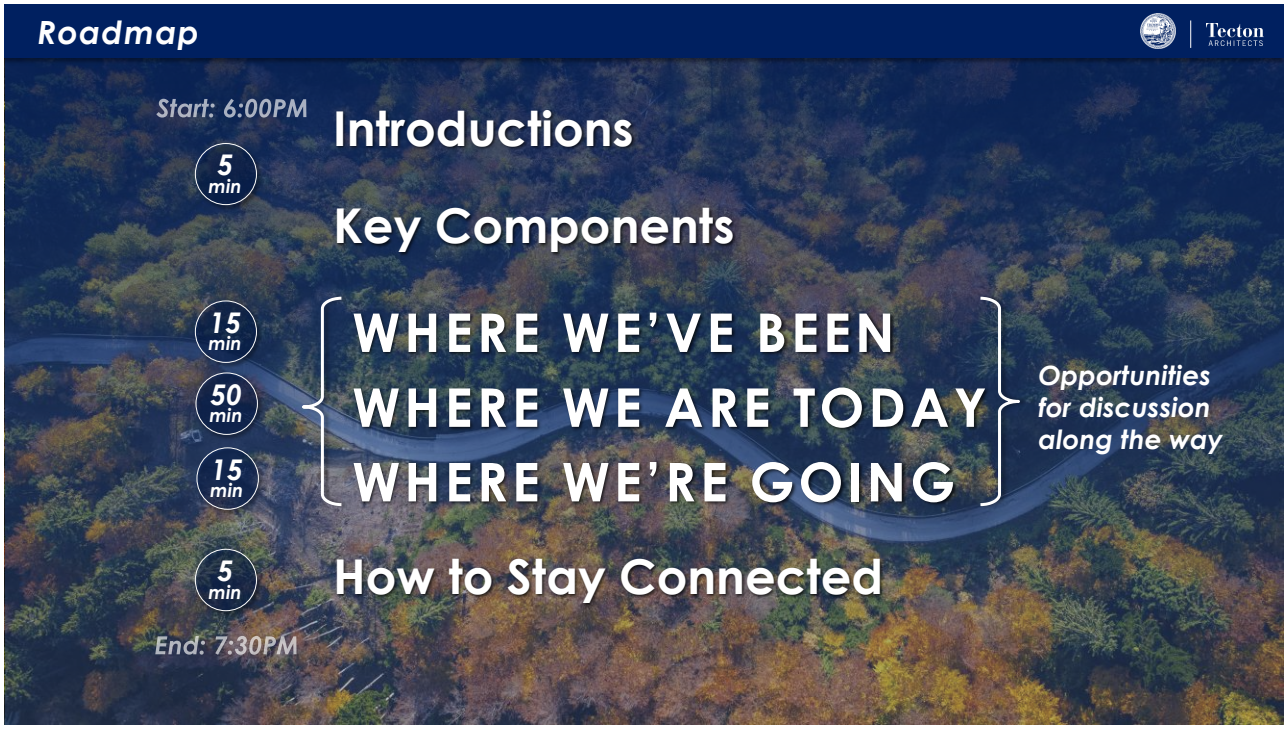
92

March 22, 2023
Community Conversation #3

Tecton
ARCHITECTS


Tecton
ARCHITECTS
IMAGINING POSSIBILITIES
FOR TRUMBULL'S SCHOOL FACILITIES
TRUMBULL, CT
Community Conversation #3
Madison Middle School
March 22, 2023

1


Roadmap
Tecton
ARCHITECTS
Start: 6:00PM
5 min
Introductions
Key Components
15 min
WHERE WE'VE BEEN
50 min
WHERE WE ARE TODAY
15 min
WHERE WE'RE GOING
Opportunities for discussion along the way
5 min
How to Stay Connected
End: 7:30PM

2

Introductions

Tecton ARCHITECTS

UTILIZATION & PROGRAMMING



EDWARD WIDOFSKY
AIA, LEED AP BD+C

Project Manager
Tecton

OVERSIGHT & DAY-TO-DAY CONTACT



JEFF WYSZYNSKI
AIA

Principal-in-Charge
Tecton

COMMUNITY ENGAGEMENT



ANTONIA CIAVERELLA
EDAC, LEED AP BD+C, WELL AP, FITWEL

Architectural Designer
Tecton

BUILDING CONDITION ASESSMENT



ALISON FROST

Project Architect
Tecton

CONSULTANT EXPERTISE



DEREK BRIDE
LEED AP BD+C

MEP Engineering
Principal, CES

CONSULTING ENGINEERING SERVICES
MEP Engineering

MCKIBBEN DEMOGRAPHIC RESEARCH
Enrollment Projections & Demographics Study

3

Introductions

Tecton ARCHITECTS

Central Office

Dr. Martin Semmel
Superintendent

Dr. Susan C. Iwanicki
Assistant Superintendent

David Cote
Director of Operations

Christina Hefele
Director of Digital Learning

Lauren Butler
Secretary to the Superintendent

Maria Vaz
Registration and Residency

Dawn Perkins
Transportation Coordinator

Board of Education

Lucinda Timpanelli
Board Chair

Tim Gallo
Jackie Norcel
Alison Squiccimarro
Marie Petitti
Christopher Bandecchi
Julia McNamee
Lisa Nuland

Administration

Dana Pierce
Principal, Booth Hill

Gary Kunschaft
Principal, Daniels Farm

Gina Prisco
Principal, Frenchtown

Pat Horan
Principal, Jane Ryan

Administration, ctd.

Debra Ponte
Principal, Middlebrook

Bryan Rickert
Principal, Hillcrest

Katie Laird
Assistant Principal, Hillcrest

Peter Sullivan
Principal, Madison

Paul Coppola
Assistant Principal, Madison

Marc Guarino
Principal, Trumbull High School

Dr. Linda Paslov
Director, Agriscience & Biotechnology Center

Deborah McGrath
Director, REACH

Dr. Matthew Wheeler
Principal, TECEC

Others

Trumbull PTA Council

Public Works Administration

Middlebrook Elementary School

4

Key Components – What We Study

Existing Conditions

1. **Physical condition** of building exterior, interior, systems and site
2. **Code and life safety** systems analysis
3. **Programmatic needs** and concerns based on condition
4. **Prioritization ranking system** as a tool for long-term planning

Demographics & Utilization

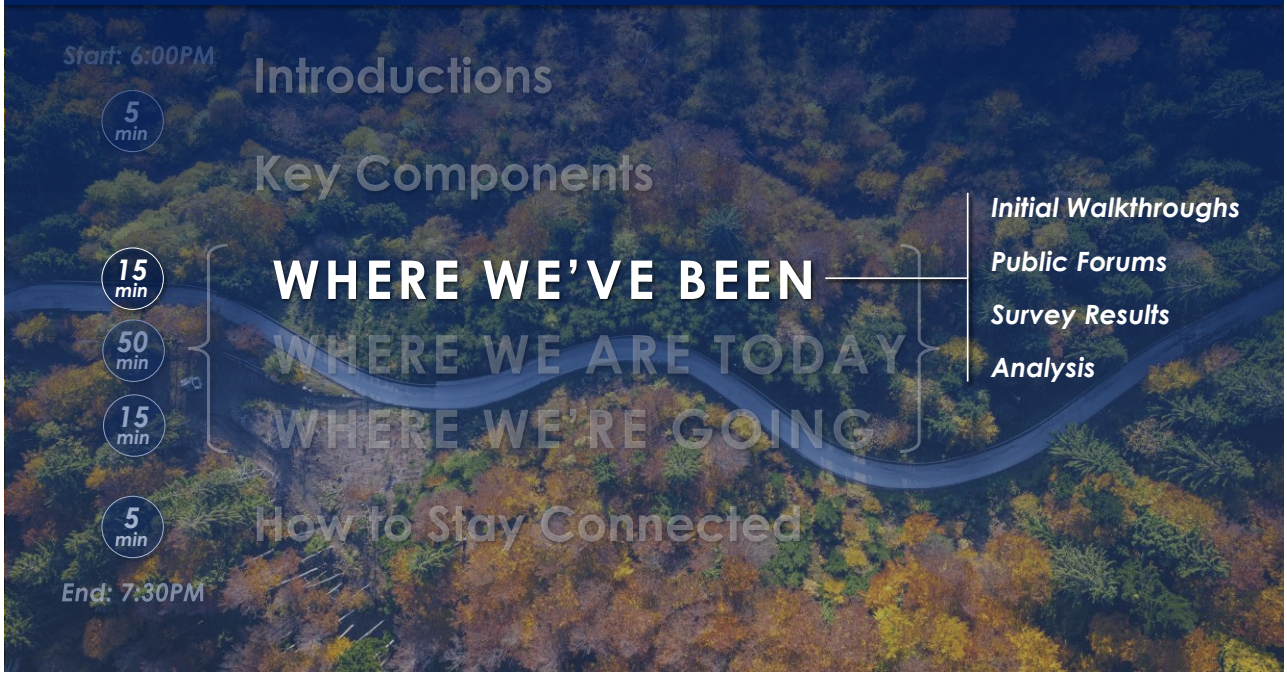
1. **Highest projected enrollment** per building over the next 10 years
2. **Allowable SF** per the State of Connecticut
3. **Useable space** versus unassignable space per building
4. **Benchmarking of core spaces** (gym, cafeteria, media) against state standard, per building

Options & Final Plan

1. **Available "swing space"** within the building, (if any)
2. **Capacity and condition of the site** for a new building or addition
3. **Best strategic first step**, followed by a long-term plan
4. **Other opportunities** or variations on the long-term plan

5

Roadmap



6

Where We've Been – Work to Date

Tecton ARCHITECTS

Area Summary Table					
Building Name		GSF	% of total town bldgs	Orig. Const.	Age
PK	Trumbull Early Childhood	26,350	2.4%	2005	18
K-5	Booth Hill Elementary	53,660	4.8%	1955	68
	Daniels Farm Elementary	61,480	5.5%	1962	61
	Frenchtown Elementary	89,960	8.1%	2003	20
	Jane Ryan Elementary	46,430	4.2%	1955	68
	Middlebrook Elementary	65,690	5.9%	1953	70
	Tashua Elementary	59,660	5.4%	1965	58
6-8	Hillcrest Middle	117,000	10.5%	1967	56
	Madison Middle School	154,970	13.9%	1960	63
9-12	Regional Agriscience Center	38,200	3.4%	2001	22
	Trumbull High School	369,350	33.2%	1971	52
6-8/9-12	REACH	8,700	0.8%	1970	53
Admin	Long Hill Administration	21,950	2.0%	1920	103
	Subtotal	1,113,400	Average Age		55



7

Where We've Been – Work to Date

Tecton ARCHITECTS



1. ***13*** buildings being studied
2. ***13*** educational and conditions walkthroughs completed in September 2022 ***(approximately 1.1 million SF!)***
3. ***850*** page *DRAFT* conditions assessment report outlining physical and programmatic building needs, ongoing since November 2022
4. Meetings with BOE, PTA, Superintendent, Facilities & the community ***(including a community survey!)***

8

Where We've Been – Work to Date



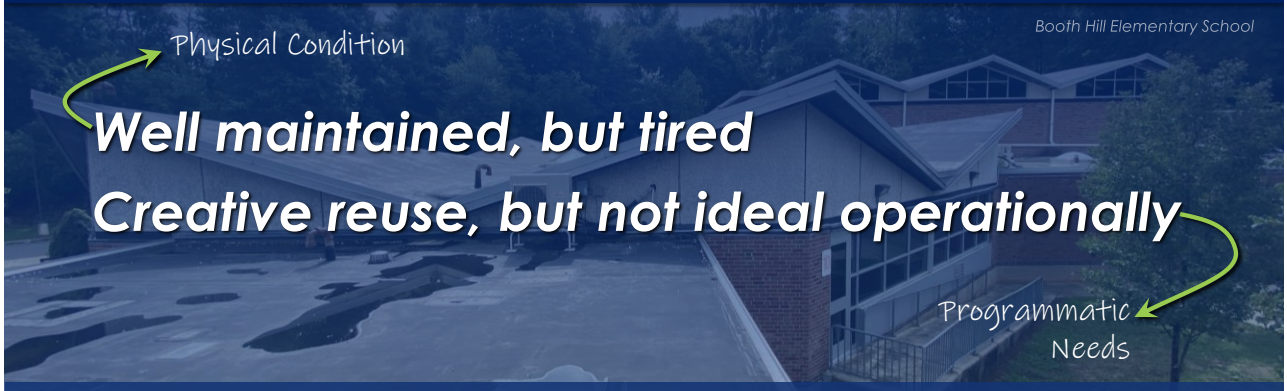
5 Demographics forecast that ***elementary enrollment will slowly increase*** over the next 10 years *(middle and high school will also see modest growth)*.

6 Useable area analysis reveals that ***most schools are operating at or above their capacity*** *(every SF is being used for educational purposes, and there is no room to grow)*.

7 Core spaces benchmarking ***reveals greater need in certain schools*** for major program spaces *(Gymnasium, Cafeteria & Media Center)*.

9

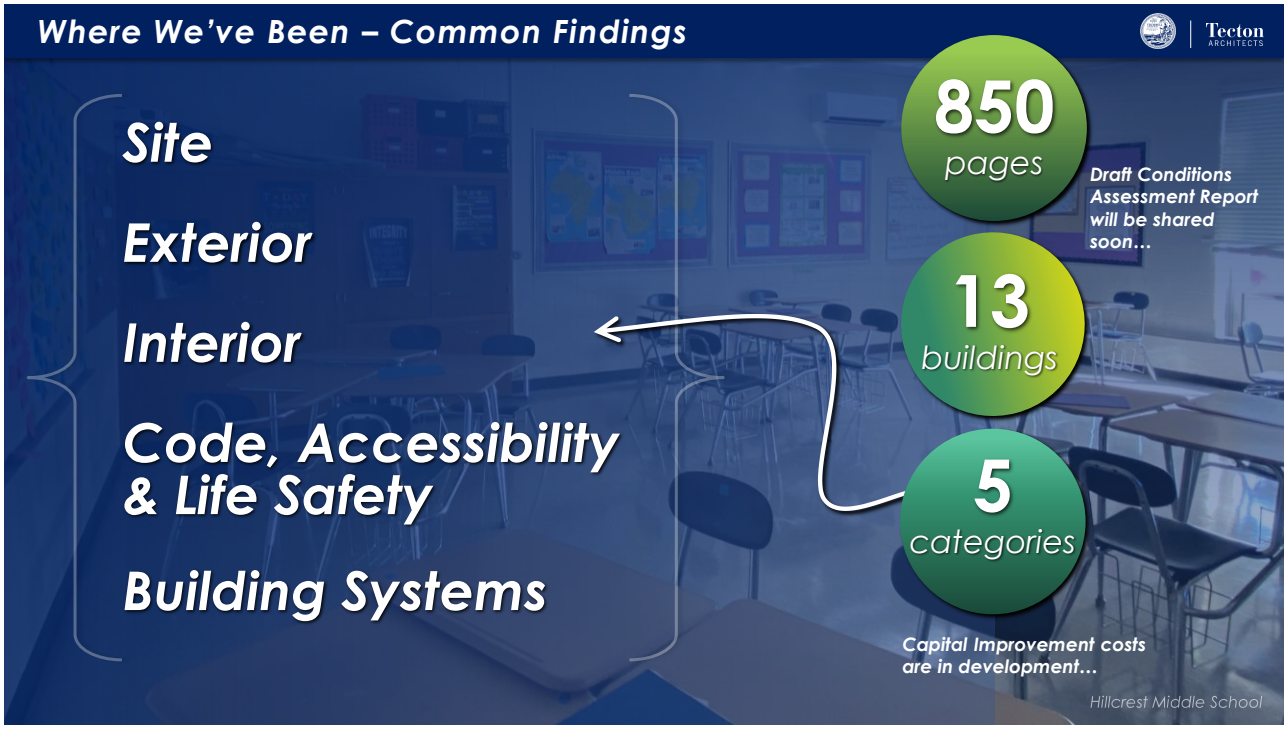
Where We've Been – Common Findings



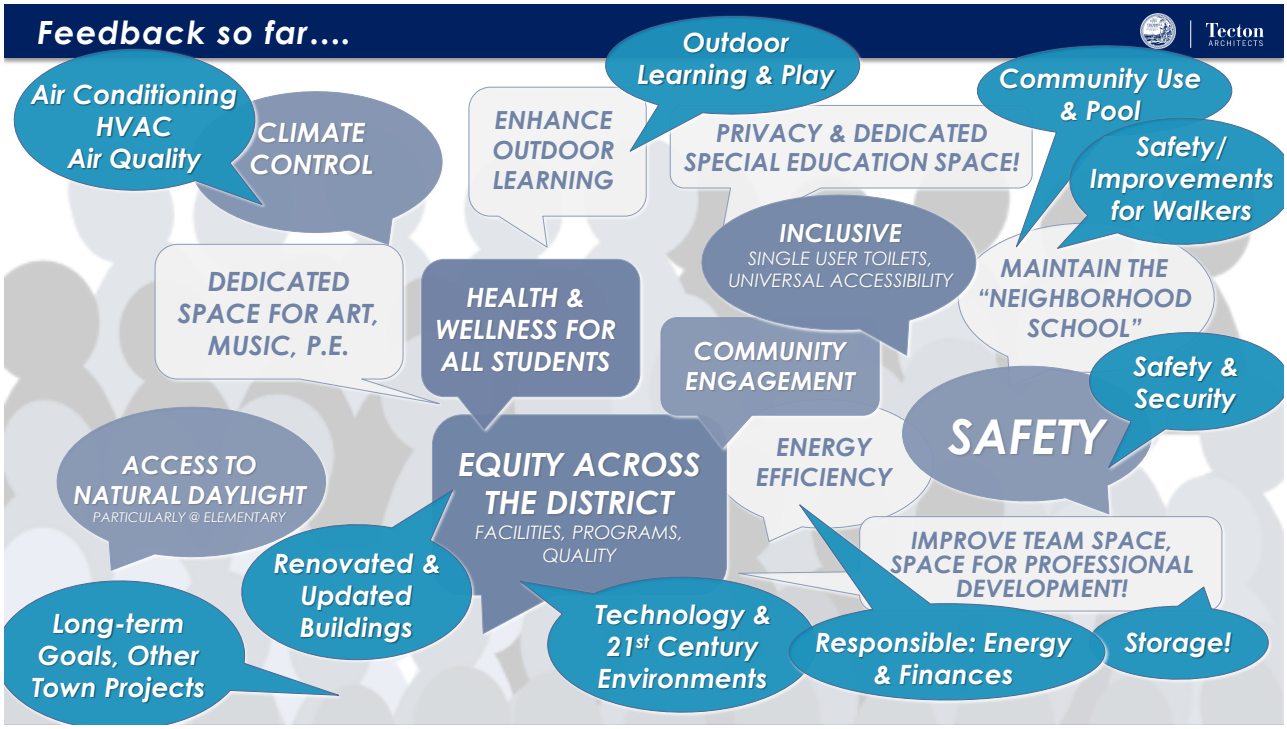
Common Findings:

- Poor definition of the school/site boundaries
- Poor comfort/temperature control and IAQ
- Accessibility concerns throughout
- Building systems at or past useful life
- Additions, but no comprehensive renovations
- Building envelopes showing signs of age

10


Where We've Been – Common Findings
Tecton ARCHITECTS
Site
Exterior
Interior
Code, Accessibility & Life Safety
Building Systems
850 pages
Draft Conditions Assessment Report will be shared soon…
13 buildings
5 categories
Capital Improvement costs are in development…
Hillcrest Middle School

11


Feedback so far….
Tecton ARCHITECTS
Air Conditioning HVAC Air Quality
CLIMATE CONTROL
Outdoor Learning & Play
ENHANCE OUTDOOR LEARNING
PRIVACY & DEDICATED SPECIAL EDUCATION SPACE!
Community Use & Pool
Safety/ Improvements for Walkers
INCLUSIVE
SINGLE USER TOILETS, UNIVERSAL ACCESSIBILITY
MAINTAIN THE "NEIGHBORHOOD SCHOOL"
DEDICATED SPACE FOR ART, MUSIC, P.E.
HEALTH & WELLNESS FOR ALL STUDENTS
COMMUNITY ENGAGEMENT
Safety & Security
SAFETY
ACCESS TO NATURAL DAYLIGHT
PARTICULARLY @ ELEMENTARY
EQUITY ACROSS THE DISTRICT
FACILITIES, PROGRAMS, QUALITY
ENERGY EFFICIENCY
IMPROVE TEAM SPACE, SPACE FOR PROFESSIONAL DEVELOPMENT!
Renovated & Updated Buildings
Long-term Goals, Other Town Projects
Technology & 21st Century Environments
Responsible: Energy & Finances
Storage!

12

Why it matters….



13

Where We've Been – Community Conversation #2 (2/2/23)





- Will a new school bring new families into the district?
- Does capacity change based on the educational model?
- With 13 total buildings, will this master plan involve simultaneous projects?
- How much of a building must be kept to qualify for RNV status?
- What about swing space? Are we paying extra or using neighboring buildings?
- Are current / ongoing repair projects being factored in?

14

Questions from Community Conversation #2 (2/2/23)

How many buildings do not have sprinkler systems?

There are 3 buildings without full sprinkler protection:

- Hillcrest Middle School (no sprinkler protection) ***– Tier 1 building***
- REACH (no sprinkler protection) ***– Tier 1 building***
- Long Hill Administration (partial sprinkler protection) ***– Tier 1 building***

What buildings have adequate & compliant air conditioning?

Per the ongoing HVAC study by Silver Petrucelli:

- TECEC ***– Tier 3 building***
- Frenchtown ***– Tier 3 building***
- Agriscience & Biotechnology ***– Tier 3 building***
- (Trumbull High School and Long Hill were not studied)

15

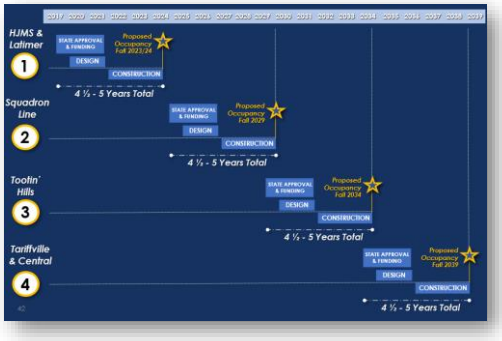
Questions from Community Conversation #2 (2/2/23)

What are other districts doing? Any examples to share?

Simsbury's "First Best Step" Approach:

Maintaining their neighborhood schools was key, but to maximize impact to students district-wide, they chose a 6th Grade Addition at the Middle School & a Renovate Like New (RNV) of an Elementary School as the first step. Then, tackling each subsequent school one-by-one.

TOTAL TIME COMMITMENT: 20 YRS (done 2039)



Cheshire Elementary Schools

Optimization and construction of two new elementary schools PK-5, K-5, total project cost ~ ***$170M***

Norwich Elementary Schools

Consolidation and construction of four new elementary schools ~ ***$385M***

Darien Elementary Schools

Modifications to three elementary school ~ ***$82.3M***

Madison Elementary Schools

Optimization and construction of new elementary school and modifications to current intermediate school ~ ***$89.2M***

Simsbury Elementary Schools

Renovate like new to Latimer Lane – Step 1 of Elementary Renewal Program, Step 1 ~ ***$39M, Overall $215M***

South Windsor Elementary Schools

10-year Master Plan, Consolidation from 5 to 4 Elementary Schools, Four new builds, ~ ***$161M*** completion 2023

Brookfield Elementary Schools

Optimization of Elementary School, New Construction ~ ***$78M***

16

Stacking up to your peers ~ *other towns in your DRG*

TOWN NAME	STUDENT POPULATION (2021-22)	TOTAL SCHOOLS	GRADE CONFIGURATION	SCHOOL CONSTRUCT. (2023)	NEW SCHOOL CONSTRUCT. (2023)	PER PUPIL EXPENDITURES (2021-22)
Trumbull	**6,896**	**13**	**PK, K-5, 6-8, 9-12**	**34.29%**	**24.29%**	**$17,385**
Avon	3,127	6	PK/K-4, 5-6, 7-8, 9-12	27.50%	17.50%	$19,428
Brookfield	601	4	PK-1, 2-4, 5-8, 9-12	33.93%	23.93%	$18,322
Cheshire	193	13	PK-K, K-6, 7-8, 9-12	50.00%	50.00%	$18,372
Fairfield	9,378	20	PK-5, K-5, 6-8, 9-12	26.07%	16.07%	$21,132
Farmington	116	9	K-4, 5-6, 7-8, 9-12	29.64%	19.64%	$18,734
Guilford	136	7	PK/K-4, 5-6, 7-8, 9-12	29.29%	19.29%	$20,702
Madison	461	6	K-3, 4-5, 6-8, 9-12	28.93%	18.93%	$23,737
New Fairfield	132	6	PK-2, 3-5, 6-8, 9-12	37.14%	27.14%	$20,251
Simsbury	089	8	PK/K-6, 7-8, 9-12	35.71%	25.71%	$19,222
South Windsor	778	9	K-5, 6-8, 9-12	42.14%	32.14%	$16,867

http://edsight.ct.gov/SASStoredProcess/guest?_program=/CTDOE/EdSight/Release/Reporting/Public/Reports/StoredProcesses/ConnecticutReportCard&_district=Weston+School+District&_school=+&_select=Submit

17

Where We've Been – Community Feedback

Do you believe there is a need to improve the physical condition of Trumbull's public schools?

Yes
No



405 Responses

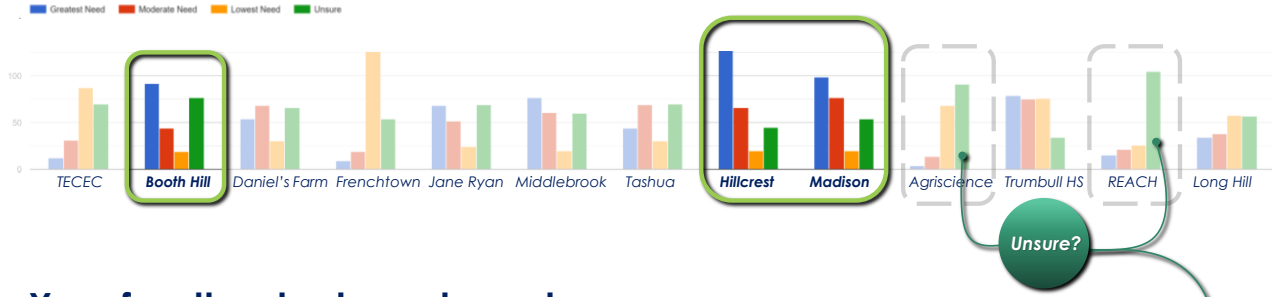
96.5%

…said yes!

18

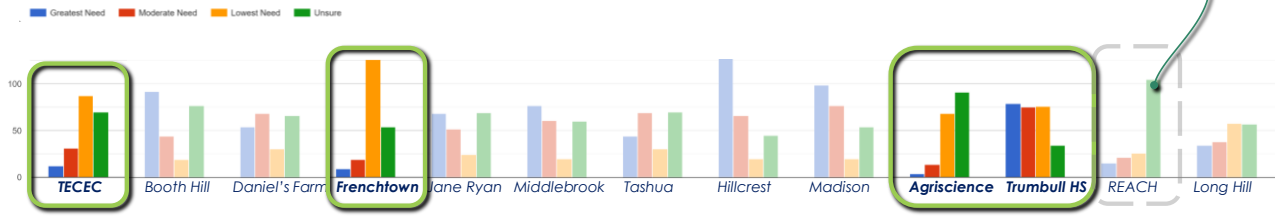
Where We've Been – Community Feedback

Your feedback…greatest need *(Booth Hill, Hillcrest & Madison)*



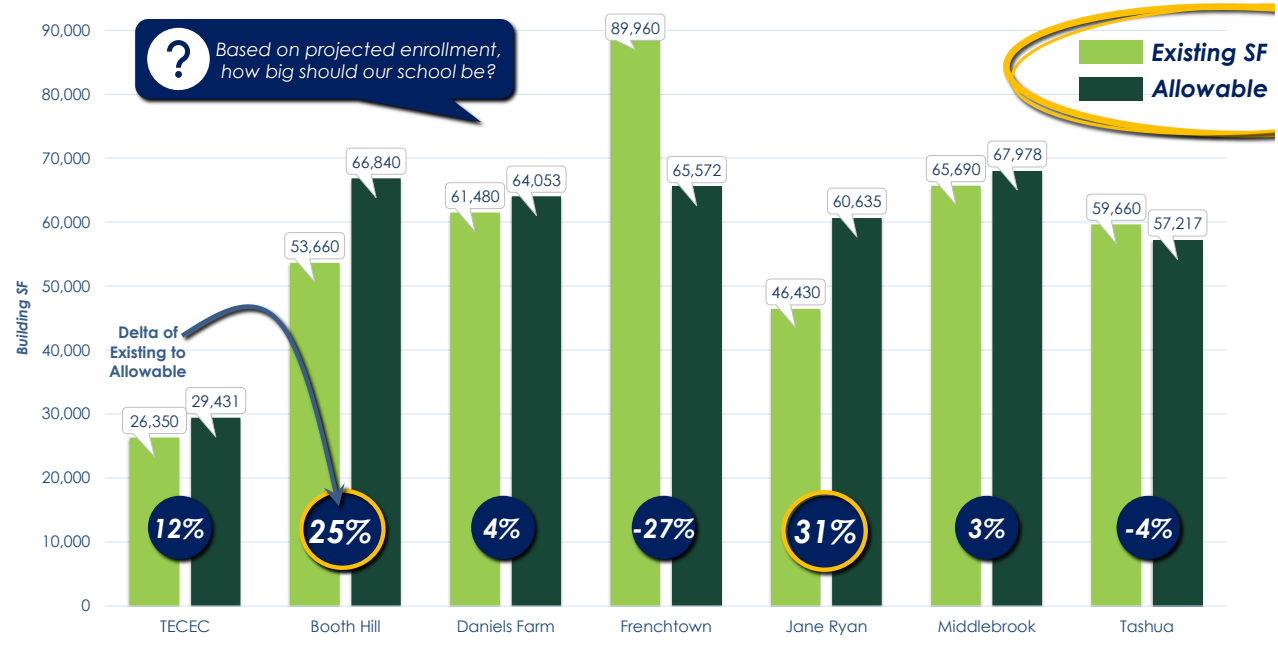
Unsure?

Your feedback…lowest need *(TECEC, Frenchtown, Agriscience, Trumbull HS)*



19

Where We've Been – Capacity Analysis



20

Where We've Been – Capacity Analysis

How many students are enrolled today, how many are planned, and how many can the school SF today accommodate?



21

Conditions Analysis - Summary

	Building Name	Programmatic Needs TOTAL	Programmatic Needs Rank (Priority)	Physical Condition TOTAL	Physical Condition Rank (Priority)	1 = Poor, 5 = Good AVERAGE (Priority)
PK	Trumbull Early Childhood (TECEC)	23	4	28	4	4
K-5	Booth Hill Elementary	11	1	21	2	1.5
K-5	Daniels Farm Elementary	17	2	21	2	2
K-5	Frenchtown Elementary	23	4	27	4	4
K-5	Jane Ryan Elementary	14	2	25	4	3
K-5	Middlebrook Elementary	17	2	22	3	2.5
K-5	Tashua Elementary	19	3	24	3	3
6-8	Hillcrest Middle School	13	1	21	2	1.5
6-8	Madison Middle School	22	4	20	2	3
9-12	Agriscience & Biotech Center	25	5	28	4	4.5
9-12	Trumbull High School	18	3	28	4	3.5
6-12	REACH	15	2	18	1	1.5
Adm.	Long Hill Administration	10	2	16	1	1.5

22

Priority Tiers

Tier 1
Address the greatest programmatic and condition needs comprehensively

Tier 2
Temporary, thoughtful implementation of CIP with comprehensive renovation to come

Tier 3
Address first through CIP, and then comprehensively address needs

Tier 1 and Tier 2 all need to be done; it's about prioritizing the order.

(1.5)	**Booth Hill Elem.**	*(2.5)*	**Middlebrook Elem.**	*(3.5)*	**Trumbull High School**
(1.5)	**Hillcrest Middle**	*(3.0)*	**Jane Ryan Elem.**	*(4.0)*	**Frenchtown**
(2.0)	**Daniels Farm Elem.**	*(3.0)*	**Tashua Elem.**	*(4.0)*	**TECEC**
(1.5)	**REACH**	*(3.0)*	**Madison Middle**	*(4.5)*	**Agriscience**
(1.5)	**Long Hill Admin.**				

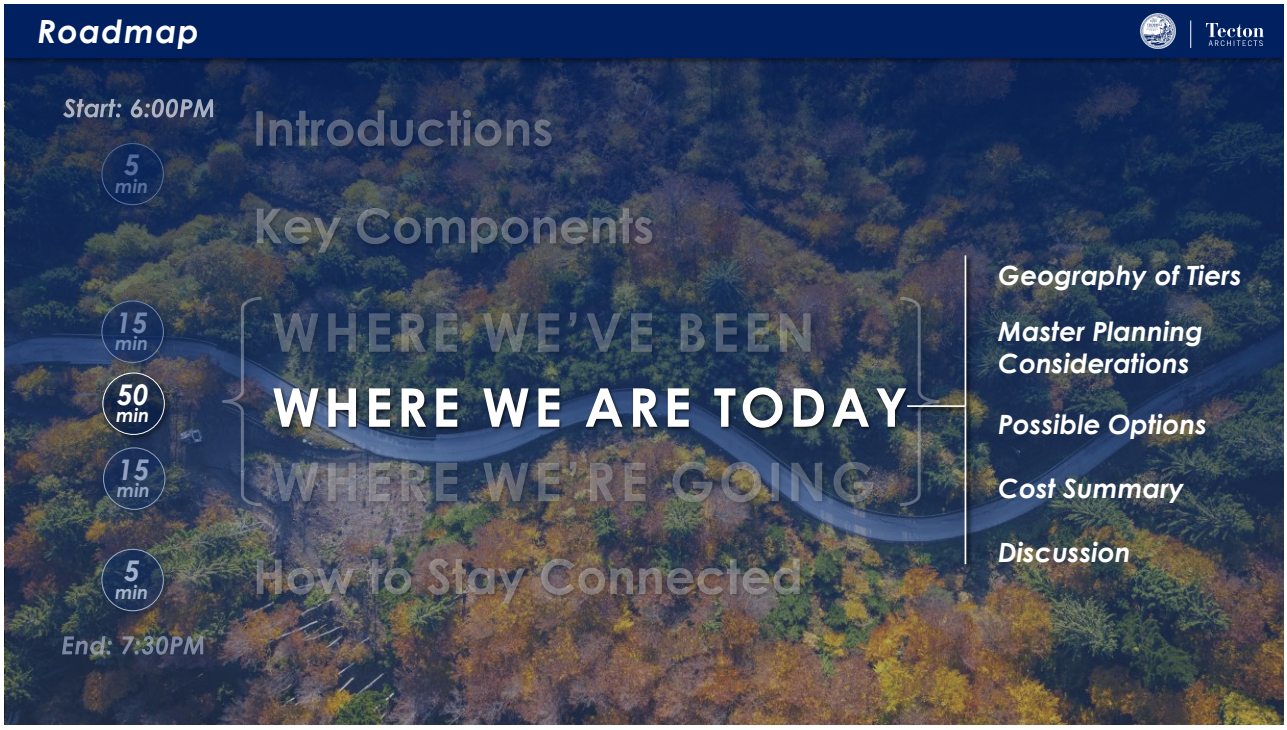
23

Let's pause for discussion

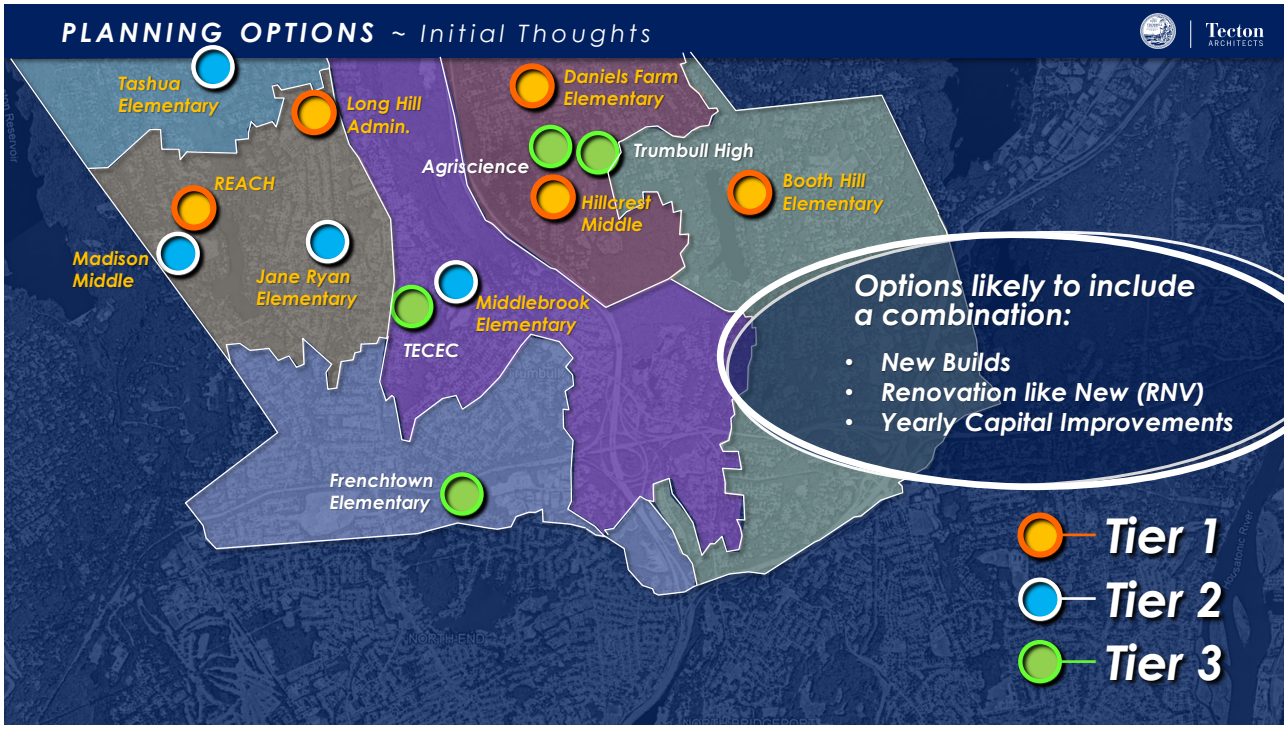
Any questions so far?

Any additional feedback to share?

24


Roadmap
Tecton ARCHITECTS
Start: 6:00PM
5 min
Introductions
Key Components
15 min
WHERE WE'VE BEEN
50 min
WHERE WE ARE TODAY
15 min
WHERE WE'RE GOING
5 min
How to Stay Connected
End: 7:30PM
Geography of Tiers
Master Planning Considerations
Possible Options
Cost Summary
Discussion

25


PLANNING OPTIONS ~ Initial Thoughts
Tecton ARCHITECTS
Tashua Elementary
Long Hill Admin.
Daniels Farm Elementary
Trumbull High
Agriscience
REACH
Hillcrest Middle
Booth Hill Elementary
Madison Middle
Jane Ryan Elementary
Middlebrook Elementary
TECEC
Frenchtown Elementary
Options likely to include a combination:
• New Builds
• Renovation like New (RNV)
• Yearly Capital Improvements
Tier 1
Tier 2
Tier 3

26

PLANNING OPTIONS ~ Initial Thoughts

When planning consider this…

Swing Space - *Develop options that include new builds for* ***"swing" space*** *to allow for comprehensive renovations. Cost efficient & less disruptive*

Reimbursement - *Analyze* ***"Renovate like New" (RNV)*** *options to leverage state reimbursement, maximize addition to create "swing" space.*

Value - *Analyze complex phased renovations vs. new build. Understand dollars invested that stays in the school vs. the process*

Capacity - *Review capacity of existing school properties for new builds (to limit disruption) and/or additions and renovations*

Prioritization & Affordability - *Prioritize need across district, keep affordability paramount in the discussion*

27

MASTER PLAN CHALLENGES & NEEDS



Other Considerations

Affordability vs. Timeline *(5 buildings in need)*
Swing Space *(where?)*
Cost of doing nothing *(maintain "as is")*

1. ***3 Schools in greatest need of comprehensive renovations*** *due to age, condition, use, capacity (Tier 1)*
2. ***Long Hill Administration Building is well past its useful life*** *due to age/condition/adaptive reuse (Tier 1)*
3. ***REACH program located in less than ideal environment*** *for its intended use due to age/condition/use (Tier 1)*
4. *Established elementary school districts coupled with geographic challenges* ***(Rt. 25 bifurcates Town)*** *limits flexibility in planning options*

28

CONSIDERATIONS ~ Initial Thoughts

To address building condition,

What if we reduced our elementary schools from 6 to 5?

There is no compelling reason to consolidate schools.

- Schools are at capacity with limited flexibility
- Population forecast shows steady to modest growth
- There is no additional capacity in any elementary school building

To address building capacity,

What if we expanded our elementary schools from 6 to 7?

There is no compelling reason to add a school.

- No surge in population increase is forecasted
- There are some capacity concerns at each of the elementary schools but not sufficient to warrant another school
- Based upon current analysis, there is limited Town-owned property with useable area acceptable for building a school

To address building capacity,

What if we redistricted to address current capacity issues?

There is no compelling reason to redistrict without considering grade level reconfiguration.

- Consider introduction of two intermediate schools (east/west) to allow for flexibility in each of the elementary schools & create swing space
- Explore PK distribution throughout district in combination with additions/renovations or new builds at elementary school
- Consider modest redistrict to increase Frenchtown population

29

CONSIDERATIONS ~ Initial Thoughts

What this all means in terms of options…

We are currently looking at:

Keeping the 6 elementary school model

Keep or modify the current grade configuration

Maintain the current (Elem./MS) school districts

Exploring a balance of New & RNV

Exploring other Town-owned properties

Intermediate School? (3-5 or 4-5)

PK distribution?

30

Cost Methodology ~ *Our process and what does it include?*

1. *Costs are based upon mid range of historical averages and current market conditions*
2. *Costs are escalated to year 2026 (based upon 4.5% average per year), or the potential mid-point of construction for any "Step 1" of a plan*
3. *Adjustments shall be made once a preferred option is selected*
4. *Does not include impact for operational costs or premium for site logistics for multi-phase renovations*
5. *Reimbursement rate utilized is last published (9/29/2022):*

Renovate as New ~ 34.29%

New Construction ~ 24.29%

Does not contemplate space waivers or special legislation ("Notwithstanding")

31

Comparing the Options ~ *What to consider?*

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

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

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

Construction Costs + Soft Costs

(A comprehensive approach to costs)

32

RNV ~ What does it mean? *Renovate as New*

1. *Complete new or renovate as new building to last several generations (30 plus years)*
2. *Will address all capacity, educational space and curriculum needs (today & future)*
3. *Transforms building to create educational environment that is adaptable, flexible, innovative, with a focus on wellness & health (daylighting, air quality, acoustics)*
4. *Addresses <u>all</u> existing conditions reported for site, building envelope, interiors, building and life safety systems, accessibility and code.*

33

AFFORDABILITY VS TIMELINE

Tier 1

When evaluating each option, think about…

- What projects should be considered first?
- How many projects should happen concurrently?
- Does the "value" of New Construction ***(faster, less disruption, average building age lowered…)*** offset the up-front cost?
- When should each project occur? ***(How long is too long to wait for some of these buildings?)***

Total Project Costs (before reimbursement) — ***Total Project Costs (after reimbursement)***

		Affordability			Timeline (in years)			
Tier	School	New	RNV	CIP	0-5	5-10	10-20	20+
1	Booth Hill Elementary School	$60.8 M **$46.8 M**	$55.8 M **$38.1 M**	**$14.7 M $20.7 M**	●			
1	Hillcrest Middle School	$127.4 M **$98.1 M**	$117.6 M **$79.6 M**	**$32.1 M $45.1 M**	●			
1	Daniels Farm Elementary School	$59.8 M **$46 M**	$55 M **$37.5 M**	**$16.9 M $23.7 M**		●		
1	REACH	$7.6M **$5.9 M**		**$2.4 M $3.4 M**		●		
1	Long Hill Administration Building	$13.5 **$11.4 M**		**$6 M $8.5 M**		●		
	TOTALS	**$ 208.2 M**	**$ 155.2 M**	**$ 72.1 M- 101.4 M**				

34

AFFORDABILITY VS TIMELINE

Tecton ARCHITECTS

Tier 2

When evaluating each option, think about…

- What projects should be considered first?
- How many projects should happen concurrently?
- Does the "value" of New Construction ***(faster, less disruption, average building age lowered…)*** offset the up-front cost?
- When should each project occur? ***(How long is too long to wait for some of these buildings?)***

		Affordability			*Timeline (in years)*			
Tier	**School**	**New**	**RNV**	**CIP**	**0-5**	**5-10**	**10-20**	**20+**
2	Middlebrook Elementary School						●	
2	Jane Ryan Elementary School						●	
2	Tashua Elementary School						●	
2	Madison Middle School					●		
	TOTALS							

35

AFFORDABILITY VS TIMELINE

Tecton ARCHITECTS

Tier 3

When evaluating each option, think about…

- What projects should be considered first?
- How many projects should happen concurrently?
- Does the "value" of New Construction ***(faster, less disruption, average building age lowered…)*** offset the up-front cost?
- When should each project occur? ***(How long is too long to wait for some of these buildings?)***

		Affordability			*Timeline (in years)*			
Tier	**School**	**New**	**RNV**	**CIP**	**0-5**	**5-10**	**10-20**	**20+**
3	Trumbull High School							●
3	Frenchtown Elementary School							●
3	TECEC							●
3	Agriscience & Biotechnology							●
	TOTALS							

36



37

OPTIONS SUMMARY

- **OPTION 1** *Middle School "Swing"*
- **OPTION 2** *"One at a time" please*
- **OPTION 3** *"If it ain't broke, don't fix"*
- **OPTION 4** *Intermediate Introduction*
- **OPTION 5** *Accommodating an Academy*

38

OPTION 1 SUMMARY

Tecton ARCHITECTS

OPTION 1 *Middle School "Swing"*

- Build a new Hillcrest Middle School ***first***
- Use existing Hillcrest Middle School as swing space for elementary projects
- Renovate Like New (RNV) Booth Hill Elementary
- Renovate Like New (RNV) Daniels Farm Elementary
- Build a new REACH and Admin. building(s) at Long Hill site

✓ Addresses all Tier 1 buildings ✓ Builds in *reimbursable* swing space ✓ Balances costs (New & RNV blend) ✓ Addresses program needs

39

OPTION 2 SUMMARY

Tecton ARCHITECTS

OPTION 2 *"One at a time" please*

- Addresses buildings one at a time, but requires "swing space" within site itself or phased occupied renovations
- Renovate Like New (RNV) or New at Hillcrest Middle
- Renovate Like New (RNV) or New at Booth Hill Elementary
- Renovate Like New (RNV) or New at Daniels Farm Elementary
- Build a new REACH and Admin. building(s) at Long Hill site

✓ Addresses all Tier 1 buildings ✓ Builds in *reimbursable* swing space ~ Disruption with phased occupied renovation ✓ Addresses program needs

40

OPTION 3 SUMMARY

Tecton ARCHITECTS

OPTION 3 *"If it ain't broke, don't fix"*

- "Do nothing" or "break fix" option
- Involves targeted yearly capital improvements with built-in temporary swing space (modulars, temporary program reductions, temporary unconventional classrooms)
- Involves a complex phasing and logistics plan due to occupied building

~ No immediate Tier 1 resolution
~ No reimbursable swing space
~ Disruption with phased occupied renovation
~ Not all work/costs will be reimbursable

41

OPTION 4 SUMMARY

Tecton ARCHITECTS

OPTION 4 *Intermediate Introduction*

- Consider two New (East/West) Intermediate schools (grades 4-5 or 3-5) on existing town owned property
- Renovate Like New (RNV) Elementary schools (Booth Hill & Daniels Farm) after Intermediate schools are constructed to "right size" them (possibly introduce PK into elementary schools, (PK-3 or PK-2)
- Renovate Like New (RNV) or New Hillcrest & Madison Middle School (Grades 6-8)
- Build a new REACH and Admin. building(s) at Long Hill site

✓ Addresses all Tier 1 buildings
✓ Builds in ***reimbursable*** swing space
~ Disruption with phased occupied renovation
✓ Alleviates capacity issues

42

OPTION 5 SUMMARY

OPTION 5 Accommodating an Academy

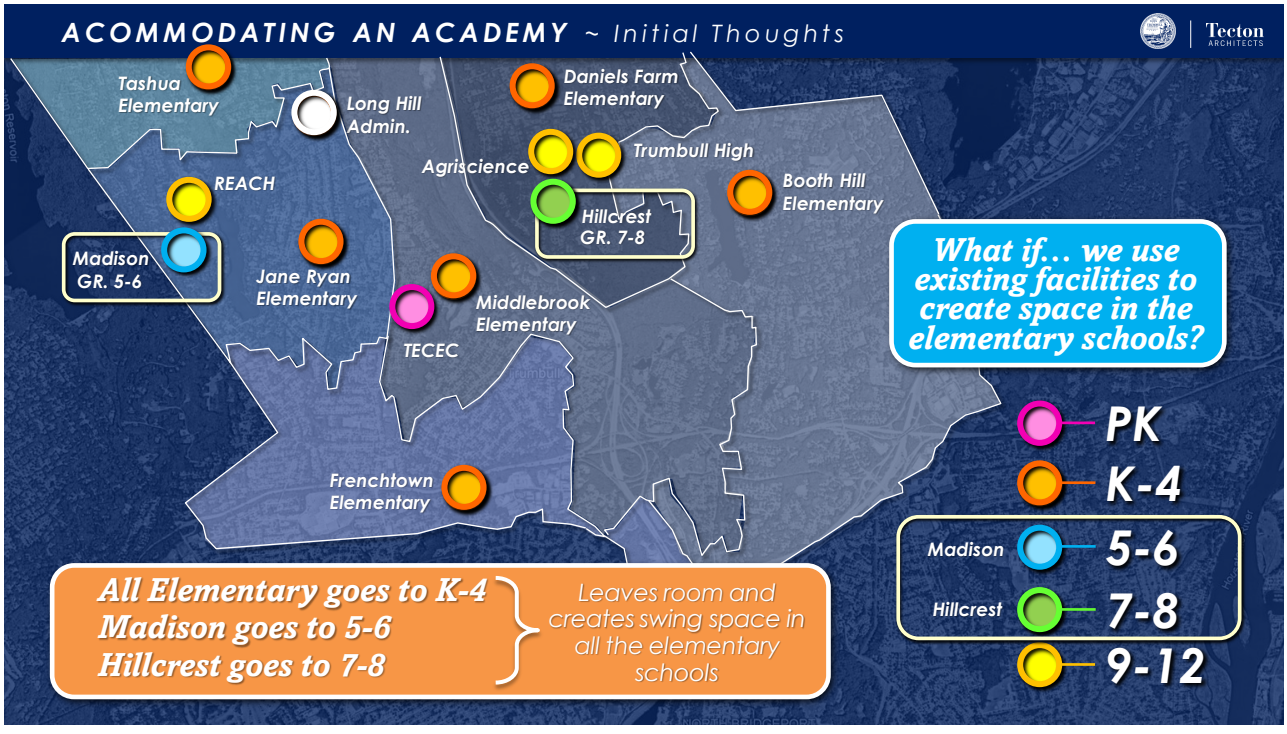
- Consider two New (East/West) Intermediate schools (grades 5-6) on existing town owned property
- Renovate Like New (RNV) Hillcrest & Madison Middle Schools (Grades 7-8) after intermediate schools are constructed to "right size" them
- Renovate Like New (RNV) Elementary Schools similar to previously described options

Delays renovation of elementary schools by 8+ years

✓ Addresses all Tier 1 buildings	✓ Builds in *reimbursable* swing space	~ Disruption with phased occupied renovation	✓ Alleviates capacity issues

43

ACOMMODATING AN ACADEMY ~ Initial Thoughts



44

Let's pause for discussion

- Any questions so far?
- Any additional feedback to share?

45



46

OPTION 1 SUMMARY

Tecton ARCHITECTS

OPTION 1 Middle School "Swing"

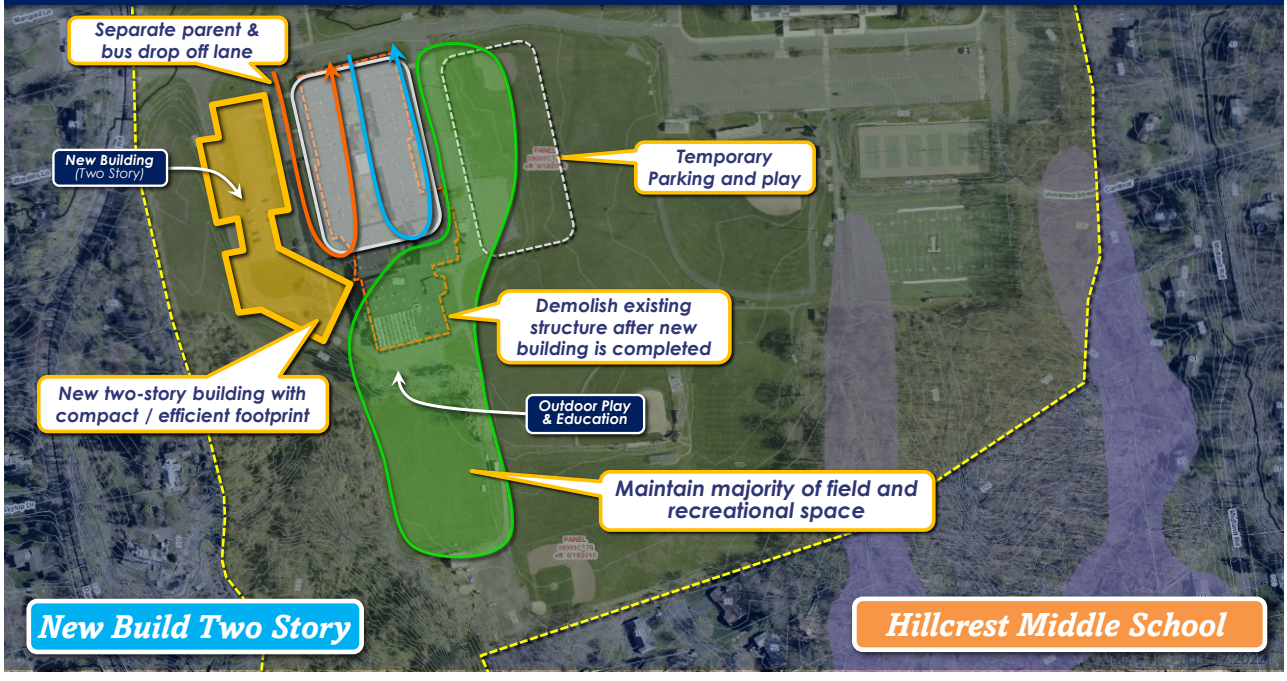
New Hillcrest MS	$98.1 M (after reimb.)
RNV Booth Hill	$38.1 M (after reimb.)
RNV Daniels Farm	$37.5 M (after reimb.)
New REACH	$5.9 M (after reimb.)
New Admin	$11.4 M (after reimb.)
TOTAL	$191 M

- Build a new Hillcrest Middle School ***first***
- Use existing Hillcrest Middle School as swing space for elementary projects
- Renovate Like New (RNV) Booth Hill Elementary
- Renovate Like New (RNV) Daniels Farm Elementary
- Build a new REACH and Admin. building(s) at Long Hill site

✓ Addresses all Tier 1 buildings
✓ Builds in *reimbursable* swing space
✓ Balances costs (New & RNV blend)
✓ Addresses program needs

47

Site Capacity & Analysis ~ New Build Option



48

Order of Magnitude Project Costs ~ New Construction

Tecton ARCHITECTS

New 6-8 ~ Hillcrest Middle School				
Grade Levels	Proj. Enr.	OSCG Standard. Sf/St.		
Grade 6	271	148	134,363	
Grade 7	264	170		
Grade 8	291	170		
Total	826		* with 1% mech increase	
Max. Area Allowed	135,706			
New Building	135,706			
Existing Building	117,000			

Project Cost Summary				
Scope of work	Amt.	Unit	Cost/Unit	Cost
Site Improvements	21.97	Acres	$425,000	$9,337,541
Parking Lot & Vehicular Circ. (2.25/1000)	150	spaces	$9,250	$1,387,500
Whole Building Haz. Mat. Abatement	117,000	sf	$22.50	$2,632,500
Whole Building Demolition	117,000	sf	$17.50	$2,047,500
New Construction	135,706	sf	$545.00	$73,959,930
Geothermal Bore Field	135,706	sf	$18.50	$2,510,566
Carbon Neutral & Netzero Premium	135,706	sf	$15.00	$2,035,594
Subtotal		Av g/sf	$692.02	$93,911,131
Soft Costs	19.5%			$18,312,671
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$14,027,975
Phasing & Logistics Costs for Occupied Site	1.25%			$1,173,889
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$938.98	$127,425,666
State Reimbursement			24.29%	($30,951,694)
Ineligibles**			1.25%	$1,592,821
Estimated Total Cost to Trumbull				$98,066,793

Hillcrest Middle School — **New**

Total Population: 826P
Allowable Area: 135,706 SF

Site Improvements: 150 parking spaces, play fields, outdoor recreational and educational space, bus/parent drop off

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

Total Project Costs: $127,425,666
Cost to Trumbull: $98,066,793

(3.14.2022)

Order of Magnitude Project Costs ~ Renovate as New

Tecton ARCHITECTS

RNV K-5 ~ Booth Hill				
Grade Levels	Proj. Enr.	OSCG Standard. Sf/St.		
K	84	116	66,176	
Grade 1	81	116		
Grade 2	81	116		
Grade 3	89	116		
Grade 4	97	116		
Grade 5	96	148		
Total	528		* with 1% mech increase	
Max. Area Allowed	66,838			
RNV Building	36,761	Approximate 55% of total footprint		
Existing Building	53,660			

Project Cost Summary				
Scope of work	Amt.	Unit	Cost/Unit	Cost
Site Improvements	6.70	Acres	$625,000	$4,187,859
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000
Selective Building Haz. Mat. Abatement	36,761	sf	$26.50	$974,160
Whole Building Demolition with HazMat	16,899	sf	$35.00	$591,473
New Construction	30,077	sf	$525.00	$15,790,421
Existing Building Renovation	36,761	sf	$425.00	$15,623,326
Geothermal Bore Field	66,838	sf	$18.50	$1,236,499
Carbon Neutral & Netzero Premium	66,838	sf	$15.00	$1,002,566
Subtotal		Av g/sf	$606.19	$40,516,304
Phased Moving Costs	5	phase	$125,000	$625,000
Premium for Phased Work	1.5%			$574,159
Soft Costs	19.5%			$7,900,679
Cost Escalation (Mid point of const. Mar. 2026)	12.5%	4%/year		$6,202,018
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$835.13	$55,818,160
State Reimbursement			34.29%	($19,140,047)
Ineligibles**			2.50%	$1,395,454
Estimated Total Cost to Trumbull				$38,073,567

Booth Hill Elementary School — **RNV**

Total Population: 528P
Allowable Area: 66,838 SF

Site Improvements: 120 parking spaces, play fields, outdoor recreational and educational space, bus/parent drop off

Building: Addition (45%) and Renovation (55%), abatement, phasing & logistics and Netzero/Carbon neutral premiums

Total Project Costs: $55,818,160
Cost to Trumbull: $38,073,567

(3.22.2022)

Order of Magnitude Project Costs ~ Renovate as New

RNV K-5 ~ Daniels Farm				
		OSCG Standard.		
Grade Levels	Proj. Enr.	Sf/St.		
K	76	116	63,419	
Grade 1	84	116		
Grade 2	85	116		
Grade 3	86	116		
Grade 4	87	116		
Grade 5	88	148		
Total	506		* with 1% mech increase	
Max. Area Allowed	64,053			
RNV Building	35,229	Approximate 55% of total footprint		
Existing Building	61,480			

Project Cost Summary				
Scope of work	Amt.	Unit	Cost/Unit	Cost
Site Improvements	7.51	Acres	$625,000	$4,695,434
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000
Selective Building Haz. Mat. Abatement	35,229	sf	$26.50	$933,570
Whole Building Demolition with HazMat	26,251	sf	$35.00	$918,783
New Construction	28,824	sf	$525.00	$15,132,487
Existing Building Renovation	35,229	sf	$425.00	$14,972,354
Geothermal Bore Field	64,053	sf	$18.50	$1,184,978
Carbon Neutral & Netzero Premium	64,053	sf	$15.00	$960,793
Subtotal		Av g/sf	$623.05	$39,908,399
Phased Moving Costs	5	phase	$125,000	$625,000
Premium for Phased Work	1.5%			$566,439
Soft Costs	19.5%			$7,782,138
Cost Escalation (Mid point of const. Mar. 2026)	12.5%	4%/year		$6,110,247
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$858.54	$54,992,223
State Reimbursement			34.29%	($18,856,833)
Ineligibles**			2.50%	$1,374,806
Estimated Total Cost to Trumbull				$37,510,196

Daniels Farm Elementary — **RNV**

Total Population: 506P
Allowable Area: 64,053 SF

Site Improvements: *120 parking spaces, play fields, outdoor recreational and educational space, bus/parent drop off*

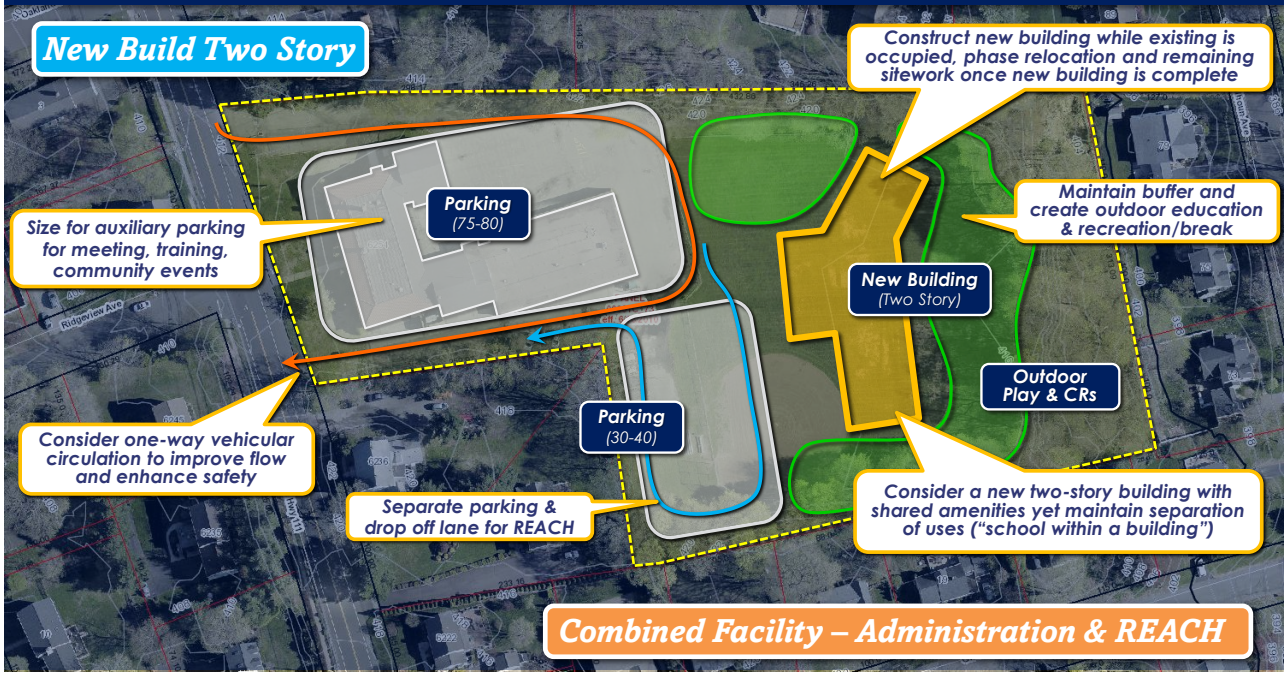
Building: *Addition (45%) and Renovation (55%), abatement, phasing & logistics and Netzero/Carbon neutral premiums*

Total Project Costs: $54,992,223
Cost to Trumbull: $37,510,196

(3.22.2022)

51

Site Capacity & Analysis ~ New Concept



52

Order of Magnitude Project Costs ~ New Construction

Tecton ARCHITECTS

New Administration Building				
	Proj.	OSCG Standard.		
Grade Levels	Enr.	Sf/St.		
Not Applicable	50-55		Not Applicable	
Total	**21,950**		* with 1% mech increase	
Max. Area Allowed	N/A			
New Building	21,950			
Existing Building	21,950			

Project Cost Summary				
Scope of work	**Amt.**	**Unit**	**Cost/Unit**	**Cost**
Site Improvements	2.74	Acres	$325,000	$890,500
Parking Lot & Vehicular Circ. (2.25/1000)	75	spaces	$9,250	$693,750
Whole Building Haz. Mat. Abatement	21,950	sf	$22.50	$493,875
Whole Building Demolition	21,950	sf	$17.50	$384,125
New Construction	21,950	sf	$325.00	$7,133,750
Geothermal Bore Field	21,950	sf	$18.50	$406,075
Carbon Neutral & Netzero Premium	21,950	sf	$15.00	$329,250
Subtotal		Avg/sf	$470.68	$10,331,325
Soft Costs	15.0%			$1,549,699
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$1,485,128
Phasing & Logistics Costs for Occupied Site	1.25%			$129,142
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$614.82	$13,495,293
State Reimbursement			17.15%	($2,313,768)
Ineligibles**			1.25%	$168,691
Estimated Total Cost to Trumbull				**$11,350,216**

Administration Building — **New**

Total Population: *50-55P*
Proposed Area: *21,950 SF*

Site Improvements: *75 parking spaces, limited outdoor space for break/meetings, auxiliary parking for events and meetings.*

Building: *Whole building demolition and abatement, New open office construction with offices, shared amenity space, conference and training rooms. Netzero/Carbon neutral premiums*

Total Project Costs: *$13,495,293*
Cost to Trumbull: *$11,350,216*

(3.22.2022)

53

Order of Magnitude Project Costs ~ New Construction

Tecton ARCHITECTS

REACH (Built on Long Hill Admin. Site)				
	Proj.	OSCG Standard.		
Grade Levels	Enr.	Sf/St.		
Approximate Population	20-30		Not Applicable	
Total	**9,500**		* with 1% mech increase	
Max. Area Allowed	N/A			
New Building	9,500			
Existing Building	9,500			

Project Cost Summary				
Scope of work	**Amt.**	**Unit**	**Cost/Unit**	**Cost**
Site Improvements	2.74	Acres	$325,000	$890,500
Parking Lot & Vehicular Circ. (2.25/1000)	40	spaces	$9,250	$370,000
Whole Building Haz. Mat. Abatement	0	sf	$22.50	$0
Whole Building Demolition	0	sf	$17.50	$0
New Construction	9,500	sf	$425.00	$4,037,500
Geothermal Bore Field	9,500	sf	$18.50	$175,750
Carbon Neutral & Netzero Premium	9,500	sf	$15.00	$142,500
Subtotal		Avg/sf	$591.18	$5,616,250
Soft Costs	19.5%			$1,095,169
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$838,927
Phasing & Logistics Costs for Occupied Site	1.25%			$70,203
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$802.16	$7,620,549
State Reimbursement			24.29%	($1,851,031)
Ineligibles**			1.25%	$95,257
Estimated Total Cost to Trumbull				**$5,864,775**

REACH Program — **New**

Total Population: *20P +/-*
Proposed Area: *9,500 SF*

Site Improvements: *30-40 parking spaces, outdoor education & recreational space, parking and van drop off to support use.*

Building: *New construction of classroom space contained within same building as BOE Administration. Possibly share amenities, utilities, and common areas. Educational space will allow for appropriate separation from office space.*

Total Project Costs: *$7,620,549*
Cost to Trumbull: *$5,864,775*

(3.14.2022)

54

OPTION 2 SUMMARY

OPTION 2

	NEW	RNV
Hillcrest MS	$98.1 M (after reimb.)	$79.6 M (after reimb.)
Booth Hill	$46.8 M (after reimb.)	$38.1 M (after reimb.)
Daniels Farm	$46.0 M (after reimb.)	$37.5 M (after reimb.)
REACH	$5.9 M (after reimb.)	n/a, use New
Admin	$11.4 M (after reimb.)	n/a, use New
TOTAL	$208.2 M	$172.5 M

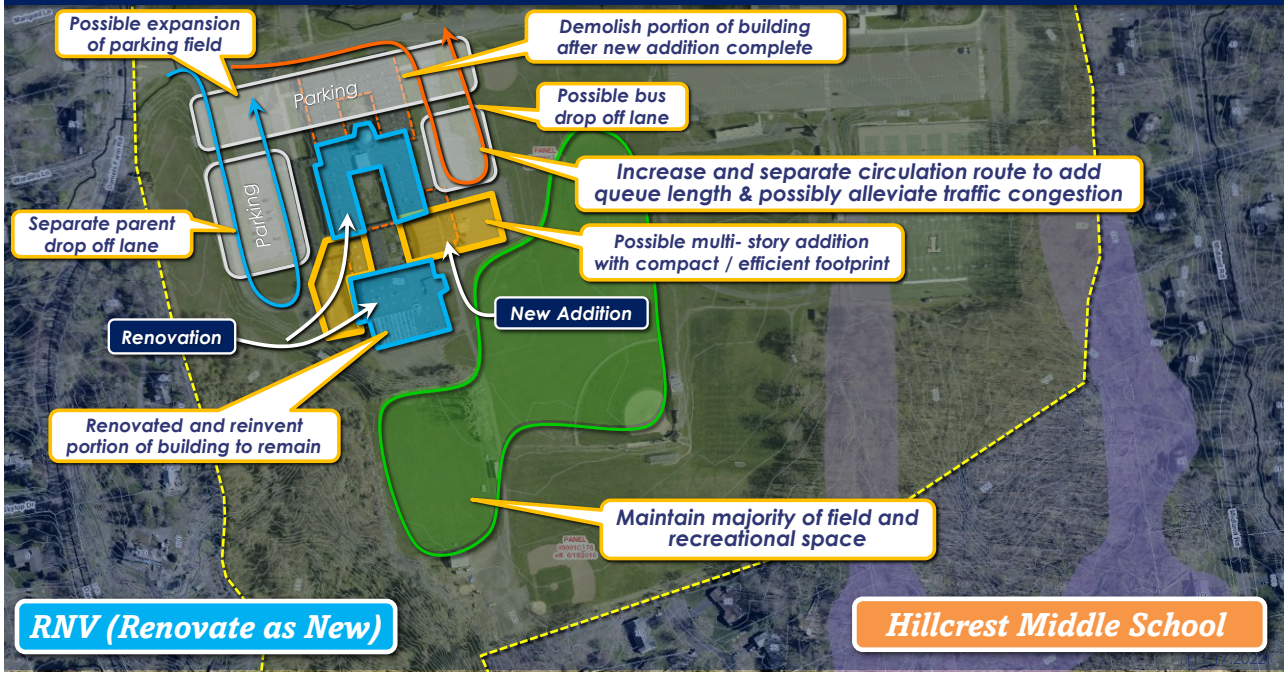
"One at a time" please

- Addresses buildings one at a time, but requires "swing space" within site itself or phased occupied renovations
- Renovate Like New (RNV) or New at Hillcrest Middle
- Renovate Like New (RNV) or New at Booth Hill Elementary
- Renovate Like New (RNV) or New at Daniels Farm Elementary
- Build a new REACH and Admin. building(s) at Long Hill site

✓ Addresses all Tier 1 buildings
✓ Builds in *reimbursable* swing space
~ Disruption with phased occupied renovation
✓ Addresses program needs

55

Site Capacity & Analysis ~ Renovation as New Concept



56

Order of Magnitude Project Costs ~ Renovate as New

RNV 6-8 ~ Hillcrest Middle School (Occupied)				
			OSCG Standard.	
Grade Levels	Proj. Enr.	Sf/St.		
Grade 6	271	148	134,363	
Grade 7	264	170		
Grade 8	291	170		
Total	826		* with 1% mech increase	
Max. Area Allowed	135,706			
RNV Building	74,638	Approximate 55% of total footprint		
Existing Building	117,000			

Project Cost Summary				
Scope of work	Amt.	Unit	Cost/Unit	Cost
Site Improvements	21.97	Acres	$525,000	$11,534,609
Parking Lot & Vehicular Circ. (2.25/1000)	150	spaces	$9,250	$1,387,500
Selective Building Haz. Mat. Abatement	74,638	sf	$26.50	$1,977,919
Whole Building Demolition with HazMat	42,362	sf	$35.00	$1,482,654
New Construction	61,068	sf	$545.00	$33,281,968
Existing Building Renovation	74,638	sf	$425.00	$31,721,346
Geothermal Bore Field	135,706	sf	$18.50	$2,510,566
Carbon Neutral & Netzero Premium	135,706	sf	$15.00	$2,035,594
Subtotal		Avg/sf	$633.22	$85,932,158
Phased Moving Costs	5	phase	$125,000	$625,000
Premium for Phased Work	1.5%			$1,220,790
Soft Costs	19.5%			$16,756,771
Cost Escalation (Mid point of const. Mar. 2026)	12.5%	4%/year		$13,066,840
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$866.59	$117,601,558
State Reimbursement			34.29%	($40,325,574)
Ineligibles**			2.00%	$2,352,031
RNV 6-8 ~ Hillcrest Middle School (Occupied)				$79,628,015

Hillcrest Middle School — RNV

Total Population: 826P
Allowable Area: 135,706 SF

Site Improvements: *150 parking spaces, play fields, outdoor recreational and educational space, bus/parent drop off*

Building: *Addition (45%) and Renovation (55%), abatement, phasing & logistics and Netzero/Carbon neutral premiums*

Total Project Costs: $117,601,558
Cost to Trumbull: $79,628,015

(3.15.2022)

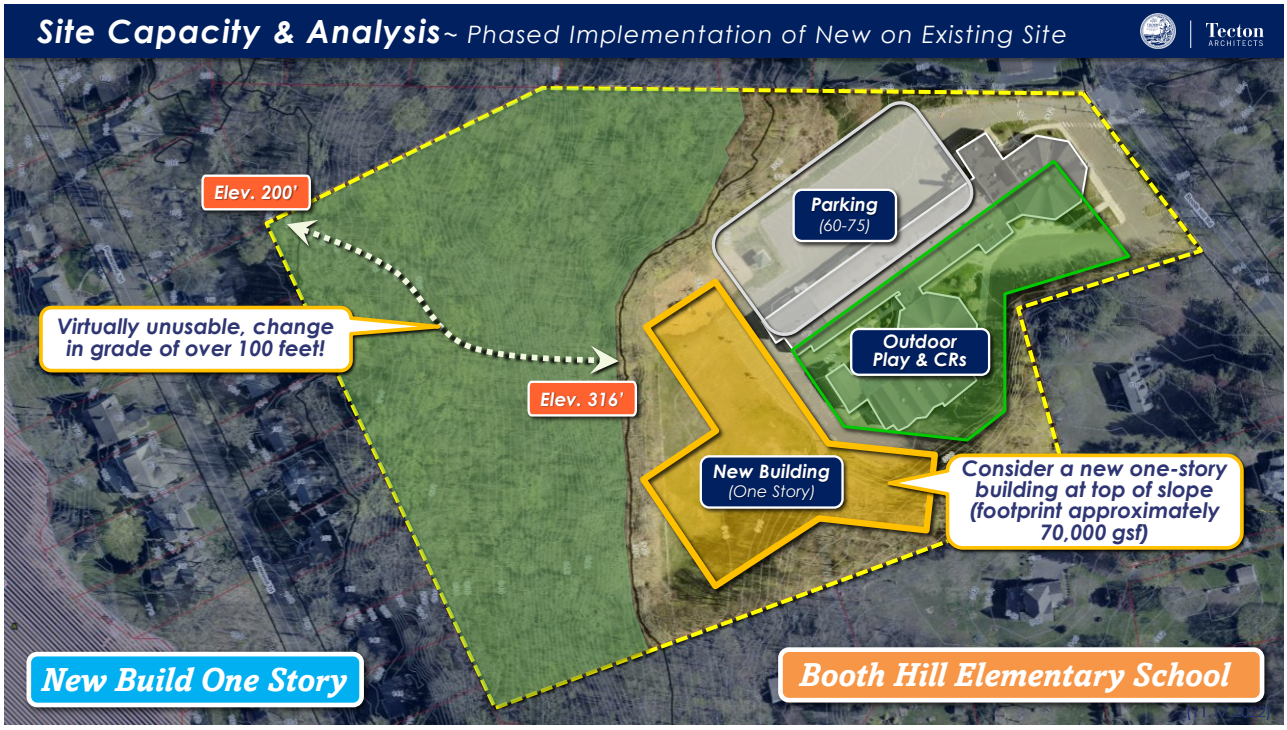
57

Defining True VALUE ~ What are you really getting in your building?

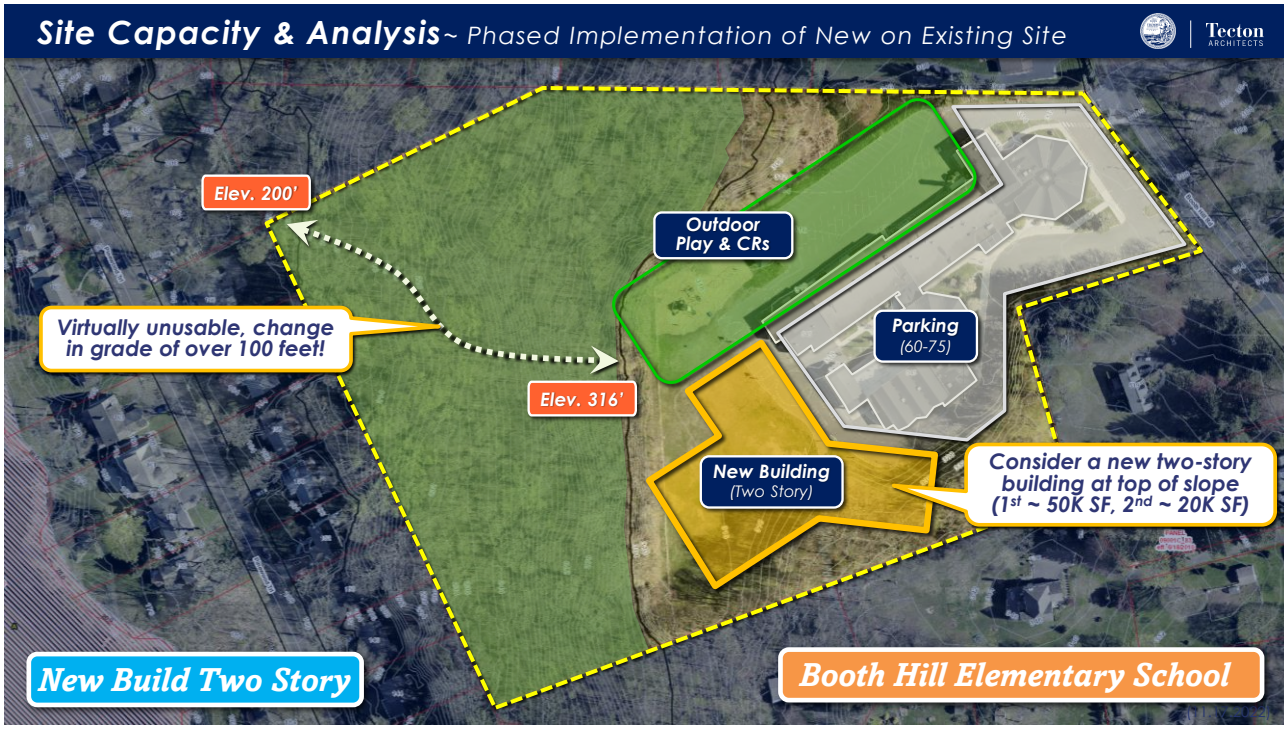
Sample Analysis
Hillcrest Middle School
826 +/- Students

Topic for Consideration	1 Renovate Like New *Without* Addition	2 Renovate Like New With Addition	3 New Building
Possibility of unforeseen conditions, conflicts, and cost increases	Very Likely, est. 4-7% of construction $7,056,093 +$4,507,580	Somewhat Likely, est. 3-5% of const. $4,704,062 +$2,155,549	Somewhat limited, est. 1-3% of const. $2,548,513 $0
General Conditions Analysis (Typically range between 5-10% of the construction cost)	48 Months (uses 10%) $11,760,155 +$5,388,872	36 Months (uses 8%) $9,408,124 +$3,036,841	24 Months (uses 5%) $6,371,283 $0
Temporary Facilities & Field Office Administrative Expenses (Typically between $25,000 ~ $35,000 per/month)	48 Months $1,680,000 +$840,000	36 Months $1,260,000 +$420,000	24 Months $840,000 $0
Probable Delta in Costs	$10.7M	$5.6M	$0

58


Site Capacity & Analysis~ Phased Implementation of New on Existing Site
Tecton ARCHITECTS
Elev. 200'
Parking (60-75)
Virtually unusable, change in grade of over 100 feet!
Outdoor Play & CRs
Elev. 316'
New Building (One Story)
Consider a new one-story building at top of slope (footprint approximately 70,000 gsf)
New Build One Story
Booth Hill Elementary School

59


Site Capacity & Analysis~ Phased Implementation of New on Existing Site
Tecton ARCHITECTS
Elev. 200'
Outdoor Play & CRs
Virtually unusable, change in grade of over 100 feet!
Parking (60-75)
Elev. 316'
New Building (Two Story)
Consider a new two-story building at top of slope (1st ~ 50K SF, 2nd ~ 20K SF)
New Build Two Story
Booth Hill Elementary School

60

Order of Magnitude Project Costs ~ New Construction

New K-5 ~ Booth Hill				
		OSCG Standard.		
Grade Levels	Proj. Enr.	Sf/St.		
K	84	116	66,176	
Grade 1	81	116		
Grade 2	81	116		
Grade 3	89	116		
Grade 4	97	116		
Grade 5	96	148		
Total	528		* with 1% mech increase	
Max. Area Allowed	66,838			
New Building	66,838			
Existing Building	53,660			

Project Cost Summary				
Scope of work	Amt.	Unit	Cost/Unit	Cost
Site Improvements	6.70	Acres	$625,000	$4,187,859
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000
Whole Building Haz. Mat. Abatement	53,660	sf	$22.50	$1,207,350
Whole Building Demolition	53,660	sf	$17.50	$939,050
New Construction	66,838	sf	$525.00	$35,089,824
Geothermal Bore Field	66,838	sf	$18.50	$1,236,499
Carbon Neutral & Netzero Premium	66,838	sf	$15.00	$1,002,566
Subtotal		Av g/sf	$669.88	$44,773,148
Soft Costs	19.5%			$8,730,764
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$6,687,989
Phasing & Logistics Costs for Occupied Site	1.25%			$559,664
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$908.94	$60,751,565
State Reimbursement			24.29%	($14,756,555)
Ineligibles**			1.25%	$759,395
Estimated Total Cost to Trumbull				$46,754,404

Booth Hill Elementary School — **New**

Total Population: 528P
Allowable Area: 66,838 SF

Site Improvements: 120 parking spaces, play fields, outdoor educational space, age-appropriate play, bus/parent drop off

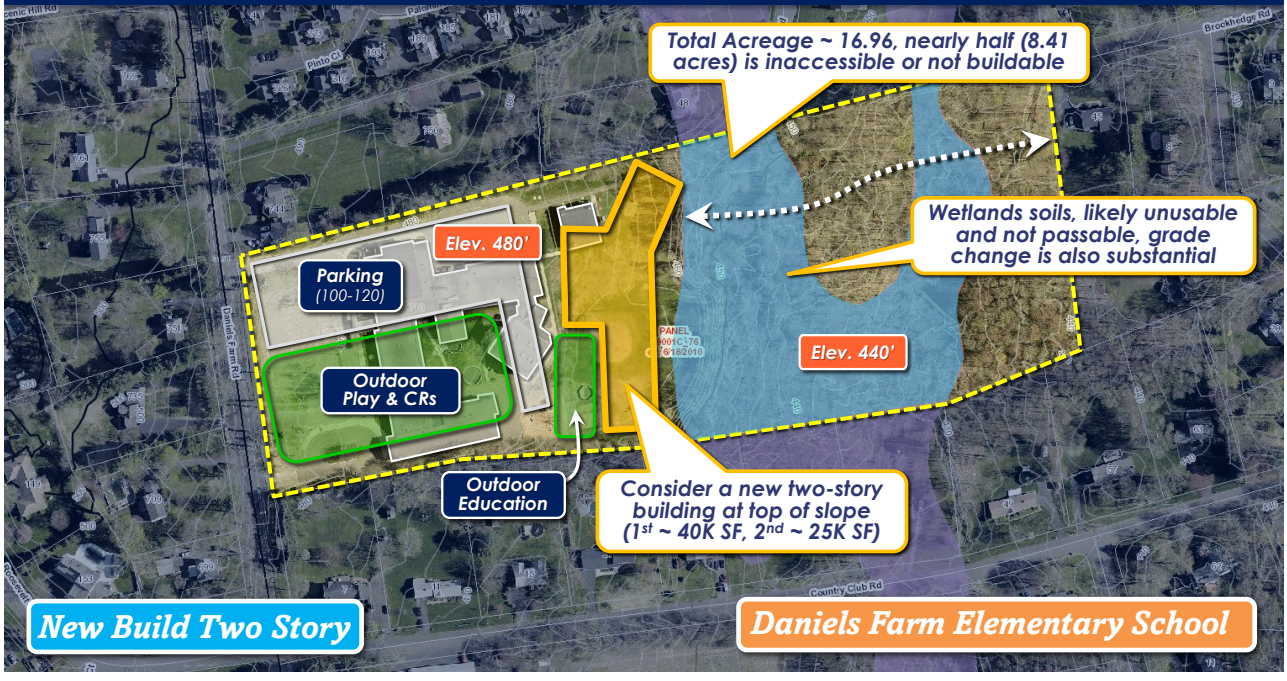
Building: Whole building demolition and abatement, new construction and Netzero/Carbon neutral premiums

Total Project Costs: $60,751,565
Cost to Trumbull: $46,754,404

(3.15.2022)

61

Site Capacity & Analysis ~ Phased Implementation of New on Existing Site



62

Order of Magnitude Project Costs ~ New Construction

Tecton ARCHITECTS

New K-5 ~ Daniels Farm			
		OSCG Standard.	
Grade Levels	Proj. Enr.	Sf/St.	2032-33 (highest Enrollment)
K	76	116	63,419
Grade 1	84	116	
Grade 2	85	116	
Grade 3	86	116	
Grade 4	87	116	
Grade 5	88	148	
Total	506		* with 1% mech increase
Max. Area Allowed	64,053		
New Building	64,053		
Existing Building	61,480		

Project Cost Summary				
Scope of work	Amt.	Unit	Cost/Unit	Cost
Site Improvements	7.51	Acres	$625,000	$4,695,434
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000
Whole Building Haz. Mat. Abatement	61,480	sf	$22.50	$1,383,300
Whole Building Demolition	61,480	sf	$17.50	$1,075,900
New Construction	64,053	sf	$525.00	$33,627,748
Geothermal Bore Field	64,053	sf	$18.50	$1,184,978
Carbon Neutral & Netzero Premium	64,053	sf	$15.00	$960,793
Subtotal		Av g/sf	$687.53	$44,038,153
Soft Costs	19.5%			$8,587,440
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$6,578,199
Phasing & Logistics Costs for Occupied Site	1.25%			$550,477
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$932.89	$59,754,269
State Reimbursement			24.29%	($14,514,312)
Ineligibles**			1.25%	$746,928
Estimated Total Cost to Trumbull				$45,986,885

Daniels Farm Elementary — **New**

Total Population: 506P
Allowable Area: 64,053 SF

Site Improvements: 120 parking spaces, play fields, outdoor educational space, age-appropriate play, bus/parent drop off

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

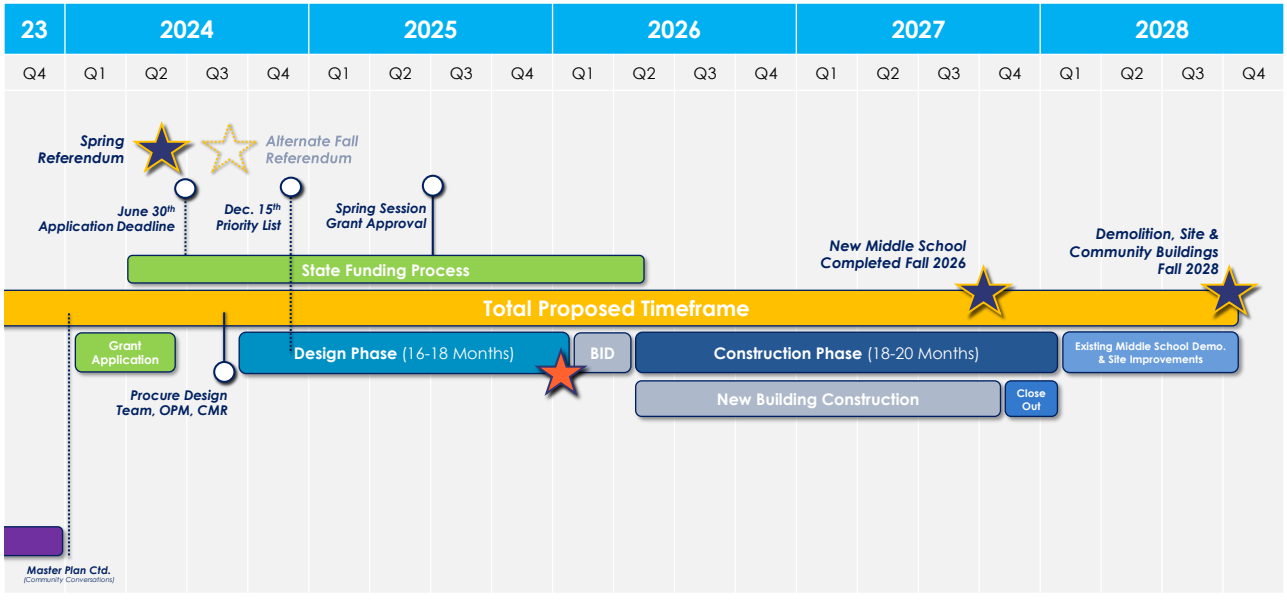
Total Project Costs: $59,754,269
Cost to Trumbull: $45,986,885

(3.14.2022)

63

Putting It Into Perspective ~ Milestone Schedule

Tecton ARCHITECTS



64

OPTION 3 SUMMARY

Tecton ARCHITECTS

OPTION 3 *"If it ain't broke, don't fix"*

- "Do nothing" or "break fix" option
- Involves targeted yearly capital improvements with built-in temporary swing space (modulars, temporary program reductions, temporary unconventional classrooms)
- Involves a complex phasing and logistics plan due to occupied building

~ No immediate Tier 1 resolution
~ No reimbursable swing space
~ Disruption with phased occupied renovation
~ Not all work/costs will be reimbursable

65

OPTION 3 SUMMARY

Tecton ARCHITECTS

OPTION 3 *"If it ain't broke, don't fix"*

13 buildings
1.1 Million Square Feet
50+ Years Average Age

Consider this….

Industry Historical Costs for CIP improvements (combined) range from $275-$385 per sf
CIP Projects include: *Re-roofing, Windows/Doors, HVAC, Plumbing, Electrical, Security/Cameras, finish replacement, code, accessibility, etc..*

(No modifications to educational environment & minimal reimbursement!)

A 30 Year life cycle CIP program would cost 10.2-14.2M per year

66

OPTION 4 SUMMARY

OPTION 4 Intermediate Introduction

- Consider two New (East/West) Intermediate schools (grades 4-5 or 3-5) on existing town owned property
- Renovate Like New (RNV) Elementary schools (Booth Hill & Daniels Farm) after Intermediate schools are constructed to "right size" them (possibly introduce PK into elementary schools, (PK-3 or PK-2)
- Renovate Like New (RNV) or New Hillcrest & Madison Middle School (Grades 6-8)
- Build a new REACH and Admin. building(s) at Long Hill site

✓ Addresses all Tier 1 buildings
✓ Builds in *reimbursable* swing space
~ Disruption with phased occupied renovation
✓ Alleviates capacity issues

67

OPTION 5 SUMMARY

OPTION 5 Accommodating an Academy

- Consider two New (East/West) Intermediate schools (grades 5-6) on existing town owned property
- Renovate Like New (RNV) Hillcrest & Madison Middle Schools (Grades 7-8) after intermediate schools are constructed to "right size" them
- Renovate Like New (RNV) Elementary Schools similar to previously described options

~ Delays renovation of elementary schools by 8+ years

✓ Addresses all Tier 1 buildings
✓ Builds in *reimbursable* swing space
~ Disruption with phased occupied renovation
✓ Alleviates capacity issues

68

OTHER TOWN-OWNED PROPERTIES



*scores generated by others

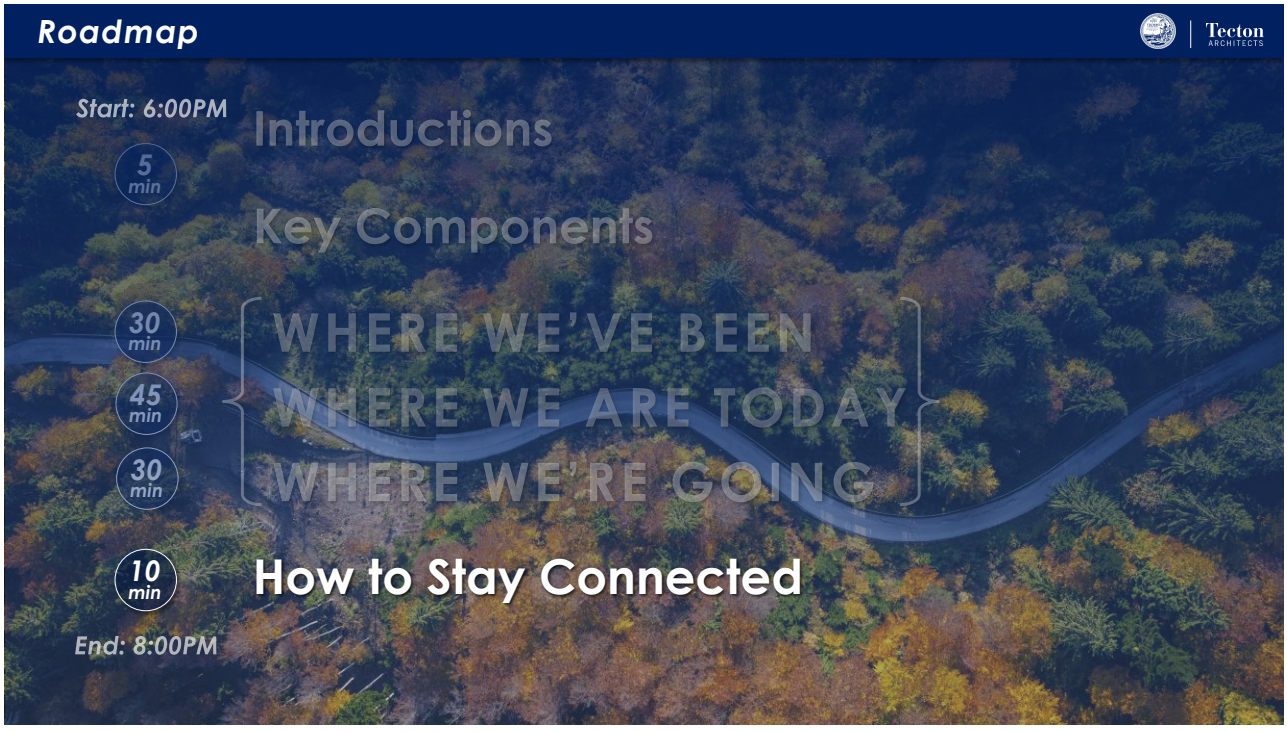
Site	Acres	Score
Wagner Tree Farm	11.4	42
Tashua Knolls	238.8	-10
Long Hill Admin.	5.48	96
Church Hill Road	3.26	115
Hardy Lane	15.9	-
Island Brook Park	49.02	80
Unity Park	4.1	35
Huntington Tpke.	23.3	50
Old Mine Park	70.43	-65
Indian Ledge Park	76.4	46
Twin Brooks Park	218.0	-25
Priscilla Place	1.63	26

69

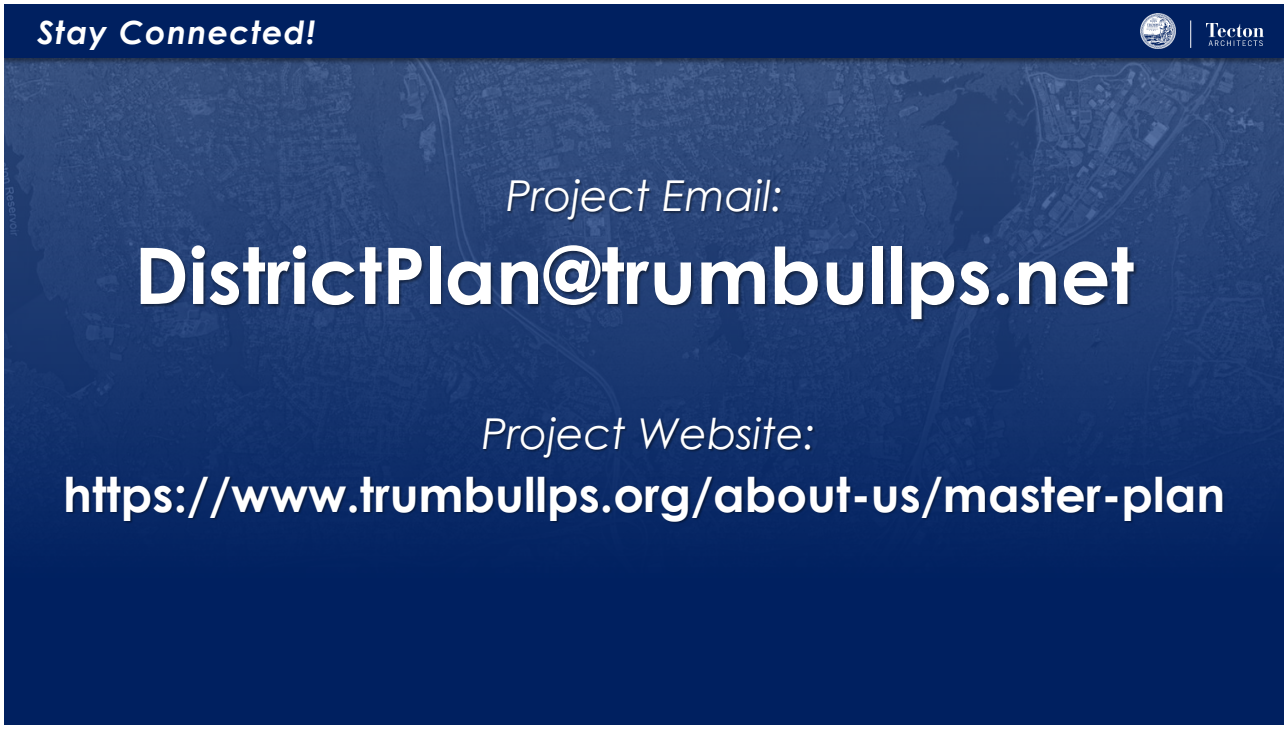
Let's pause for discussion

- What are your first impressions on the direction of the planning options?
- What other options should be considered?
- Any additional feedback to share?

70


Roadmap
Tecton ARCHITECTS
Start: 6:00PM
Introductions
5 min
Key Components
30 min
WHERE WE'VE BEEN
45 min
WHERE WE ARE TODAY
30 min
WHERE WE'RE GOING
10 min
How to Stay Connected
End: 8:00PM

71


Stay Connected!
Tecton ARCHITECTS
Project Email:
DistrictPlan@trumbullps.net
Project Website:
https://www.trumbullps.org/about-us/master-plan

72

WHY COMMUNITY ENGAGEMENT MATTERS

This is a plan for your community!

Stronger together ~ Work together to identify & solve needs across entire community…..

Critical to represent needs across the district.

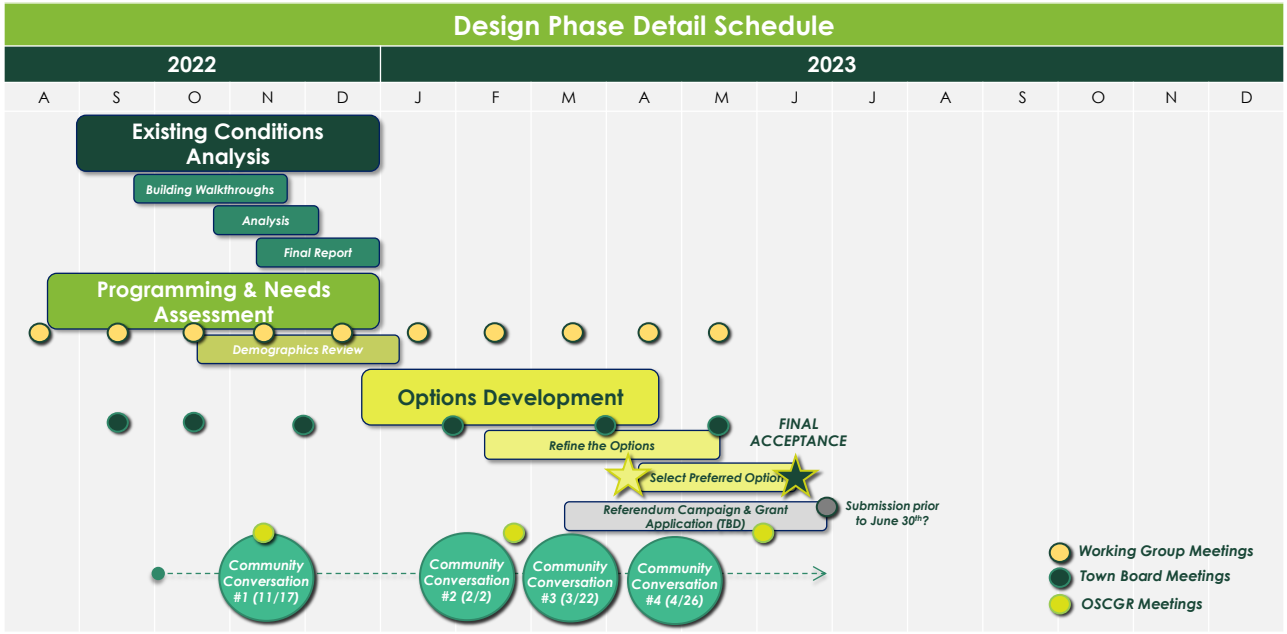
Meet them where they are at!

- *Surveys & Mailers*
- *Student Handouts and Activities*
- *Fliers and Public Workshops*
- *Faculty Questionnaire*
- *Open House(s) & Tours*



73

SCHEDULE



74

HAPPENING SOON...



https://www.trumbullps.org/about-us/master-plan

Community
Conversation #4

Wed.
4/26
6-8pm

Topics:
Finalizing the Plan
and Next Steps

Trumbull
High School

75

IMAGINING POSSIBILITIES

FOR TRUMBULL'S SCHOOL FACILITIES

TRUMBULL, CT

Community Conversation #3

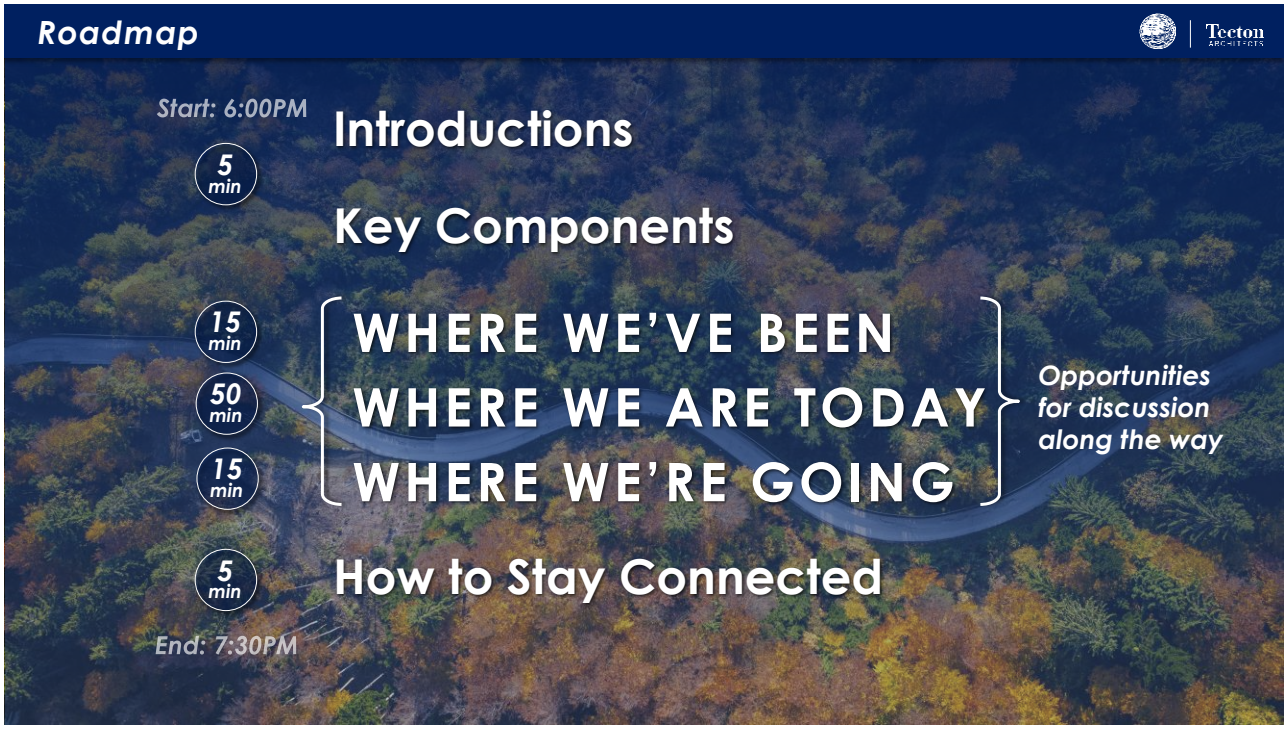
Madison Middle School
March 22, 2023

76

March 22, 2023
Community Conversation #3:

Possible Options

Tecton
ARCHITECTS


Roadmap
Tecton
Start: 6:00PM
5 min
Introductions
Key Components
15 min
WHERE WE'VE BEEN
50 min
WHERE WE ARE TODAY
15 min
WHERE WE'RE GOING
Opportunities for discussion along the way
5 min
How to Stay Connected
End: 7:30PM

1


The "Why"
Tecton
Booth Hill Elementary School
Physical Condition
Well maintained, but tired
Creative reuse, but not ideal operationally
Programmatic Needs
Common Findings:
Poor definition of the school/site boundaries
Poor comfort/temperature control and IAQ
Accessibility concerns throughout
Building systems at or past useful life
Additions, but no comprehensive renovations
Building envelopes showing signs of age

2

Buildings Summary

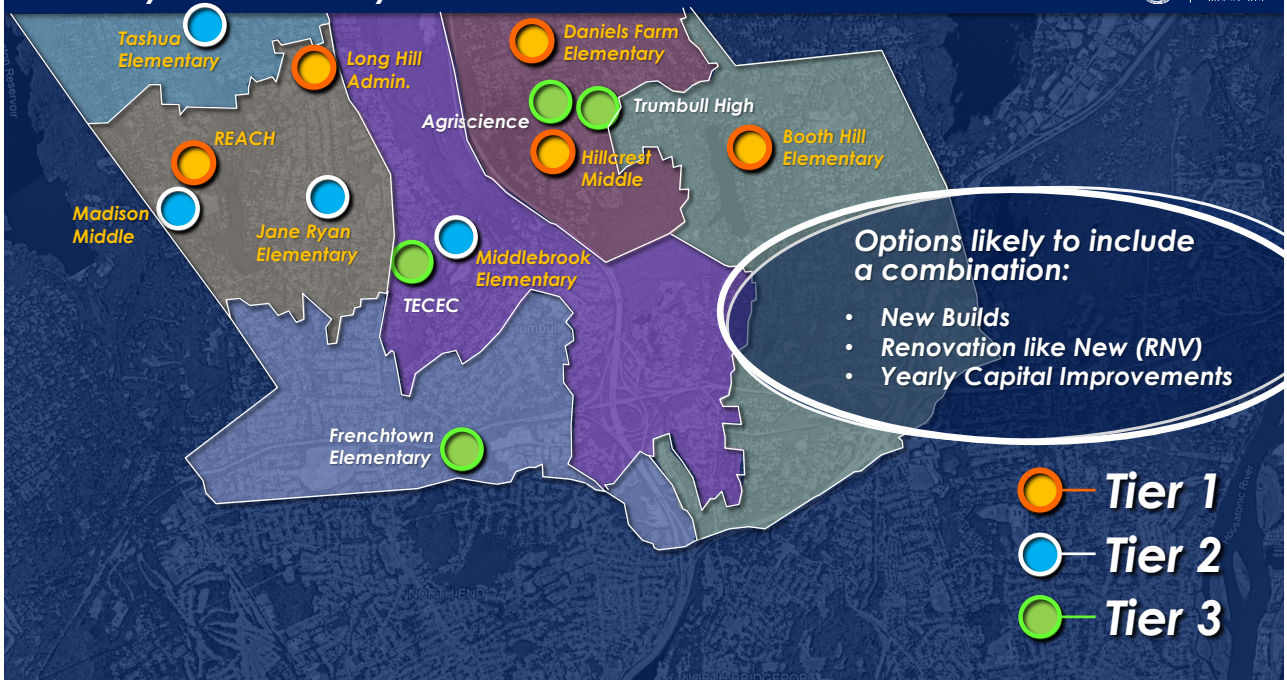
Area Summary Table

	Building Name	GSF	% of total town bldgs	Orig. Const.	Age
PK	Trumbull Early Childhood	26,350	2.4%	2005	18
K-5	Booth Hill Elementary	53,660	4.8%	1955	68
	Daniels Farm Elementary	61,480	5.5%	1962	61
	Frenchtown Elementary	89,960	8.1%	2003	20
	Jane Ryan Elementary	46,430	4.2%	1955	68
	Middlebrook Elementary	65,690	5.9%	1953	70
	Tashua Elementary	59,660	5.4%	1965	58
6-8	Hillcrest Middle	117,000	10.5%	1967	56
	Madison Middle School	154,970	13.9%	1960	63
9-12	Regional Agriscience Center	38,200	3.4%	2001	22
	Trumbull High School	369,350	33.2%	1971	52
6-8/9-12	REACH	8,700	0.8%	1970	53
Admin	Long Hill Administration	21,950	2.0%	1920	103
	Subtotal	1,113,400	Average Age		55



3

Priority Tiers Summary



4

PLANNING OPTIONS ~ Initial Thoughts

When planning consider this…

Swing Space - *Develop options that include new builds for* ***"swing" space*** *to allow for comprehensive renovations. Cost efficient & less disruptive*

Reimbursement - *Analyze* ***"Renovate like New" (RNV)*** *options to leverage state reimbursement, maximize addition to create "swing" space.*

Value - *Analyze complex phased renovations vs. new build. Understand dollars invested that stays in the school vs. the process*

Capacity - *Review capacity of existing school properties for new builds (to limit disruption) and/or additions and renovations*

Prioritization & Affordability - *Prioritize need across district, keep affordability paramount in the discussion*

5

INTRODUCTION OF OPTIONS

OPTION 1 ***Middle School "Swing"***

Build a new Hillcrest and use the existing building as swing space for Tier 1 elementary renewal

OPTION 2 ***"One at a time" please***

Methodically replace Tier 1 buildings one at a time as either New, or Renovate Like New

OPTION 3 ***"If it ain't broke, don't fix"***

Resolve issues as they arise as part of a capital improvement program

OPTION 4 ***Intermediate Introduction***

Build two new intermediate schools (GR 4-5) on each side of the district to create swing space and flexibility at elementary level

OPTION 5 ***Accommodating an Academy***

Build two new academy schools (GR 5-6) on each side of the district to create space at both elementary and middle school levels

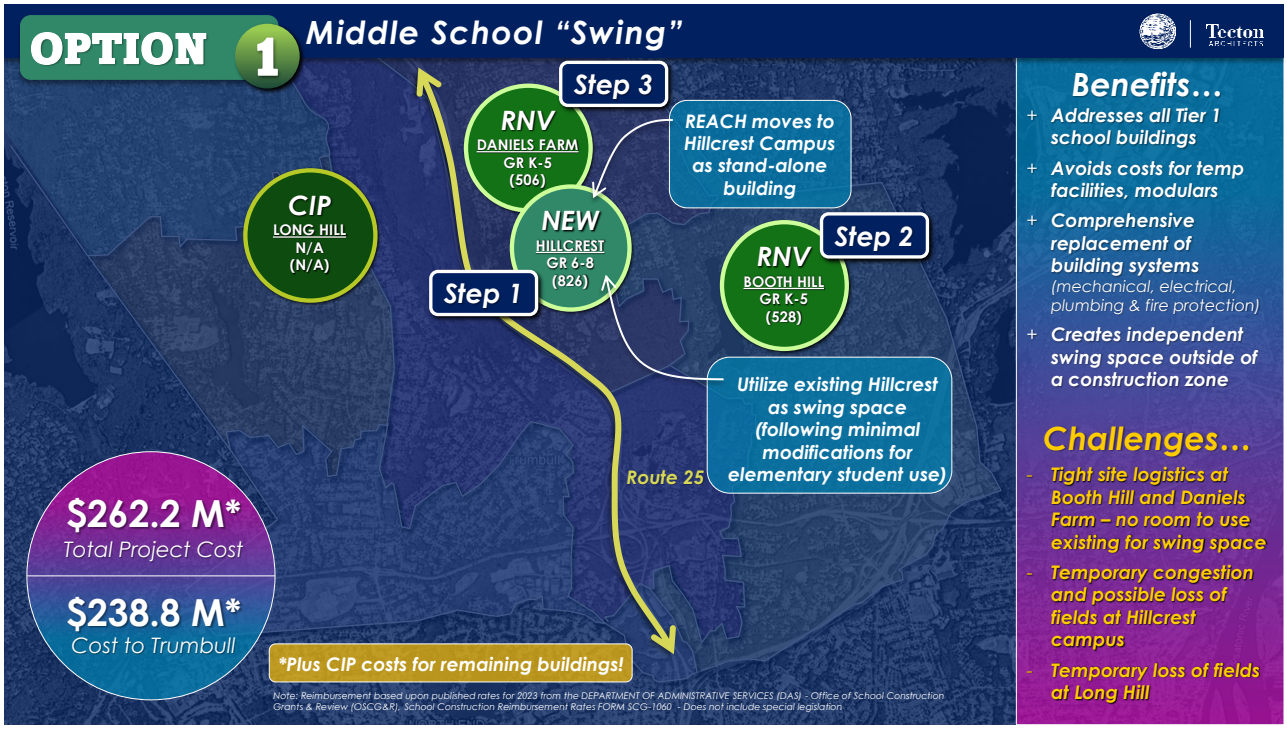
OPTION 6 ***Integration Starting at 5th***

Reimagine Madison and Hillcrest as district-wide GR 5-6 and GR 7-8 schools (respectively) to create some space at elementary and bring students together earlier

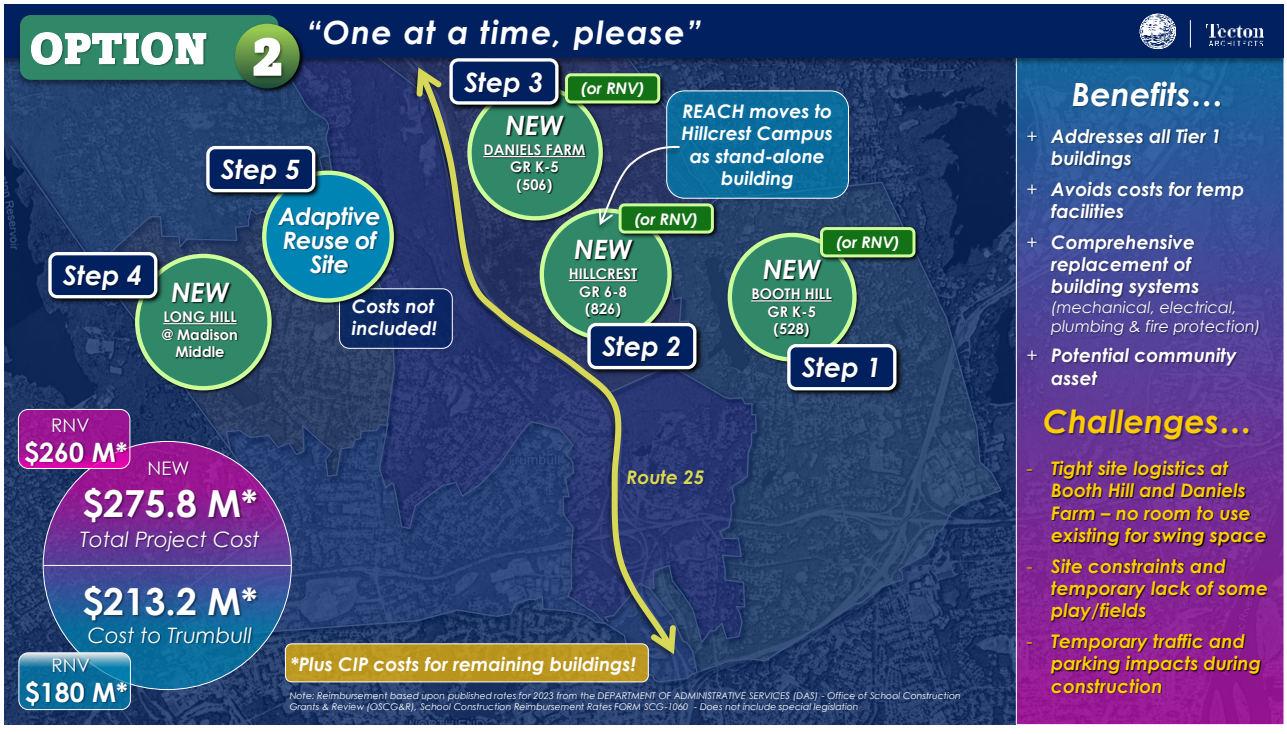
OPTION 7 ***District-wide Middle School***

Reimagine Madison as district-wide GR 6-8 to bring students together earlier and free up Hillcrest campus for use as a community amenity

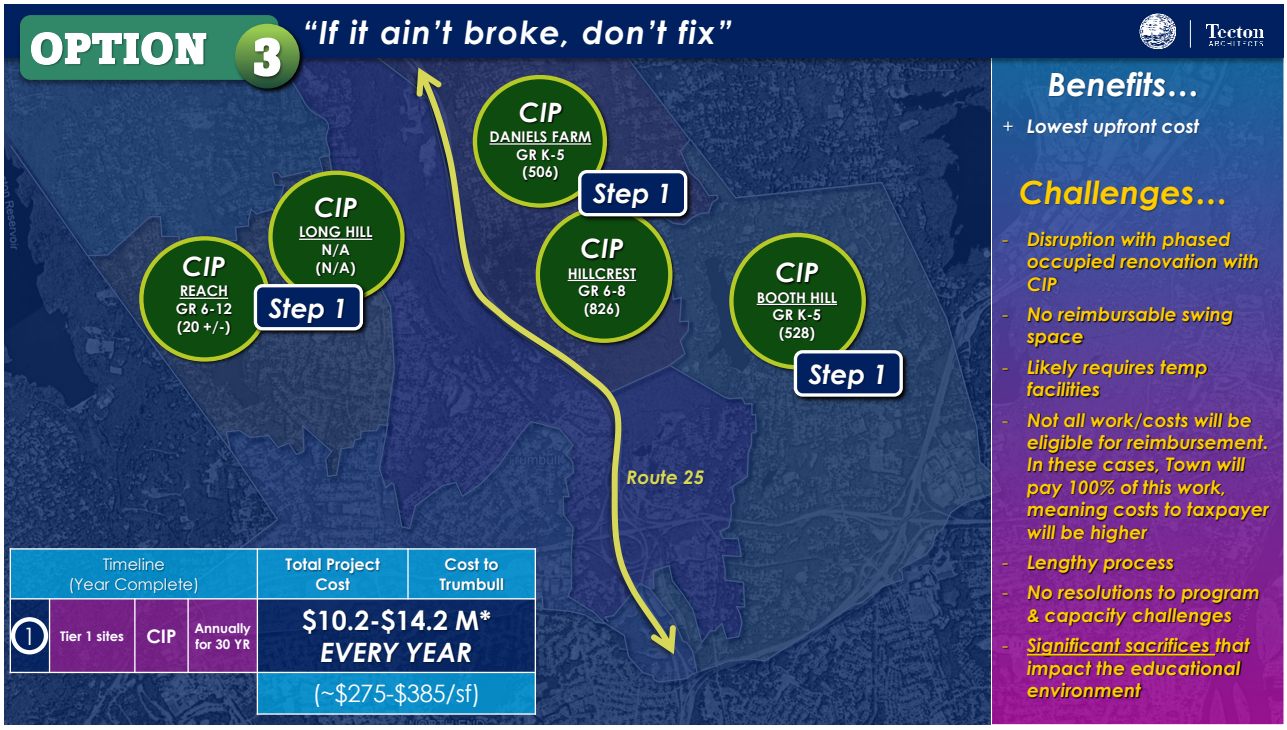
6


OPTION 1
Middle School "Swing"
Tecton ARCHITECTS
Step 3
RNV
DANIELS FARM
GR K-5
(506)
REACH moves to Hillcrest Campus as stand-alone building
CIP
LONG HILL
N/A
(N/A)
NEW
HILLCREST
GR 6-8
(826)
Step 2
RNV
BOOTH HILL
GR K-5
(528)
Step 1
Utilize existing Hillcrest as swing space (following minimal modifications for elementary student use)
Route 25
$262.2 M*
Total Project Cost
$238.8 M*
Cost to Trumbull
*Plus CIP costs for remaining buildings!
Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation
Benefits…
+ Addresses all Tier 1 school buildings
+ Avoids costs for temp facilities, modulars
+ Comprehensive replacement of building systems (mechanical, electrical, plumbing & fire protection)
+ Creates independent swing space outside of a construction zone
Challenges…
- Tight site logistics at Booth Hill and Daniels Farm – no room to use existing for swing space
- Temporary congestion and possible loss of fields at Hillcrest campus
- Temporary loss of fields at Long Hill

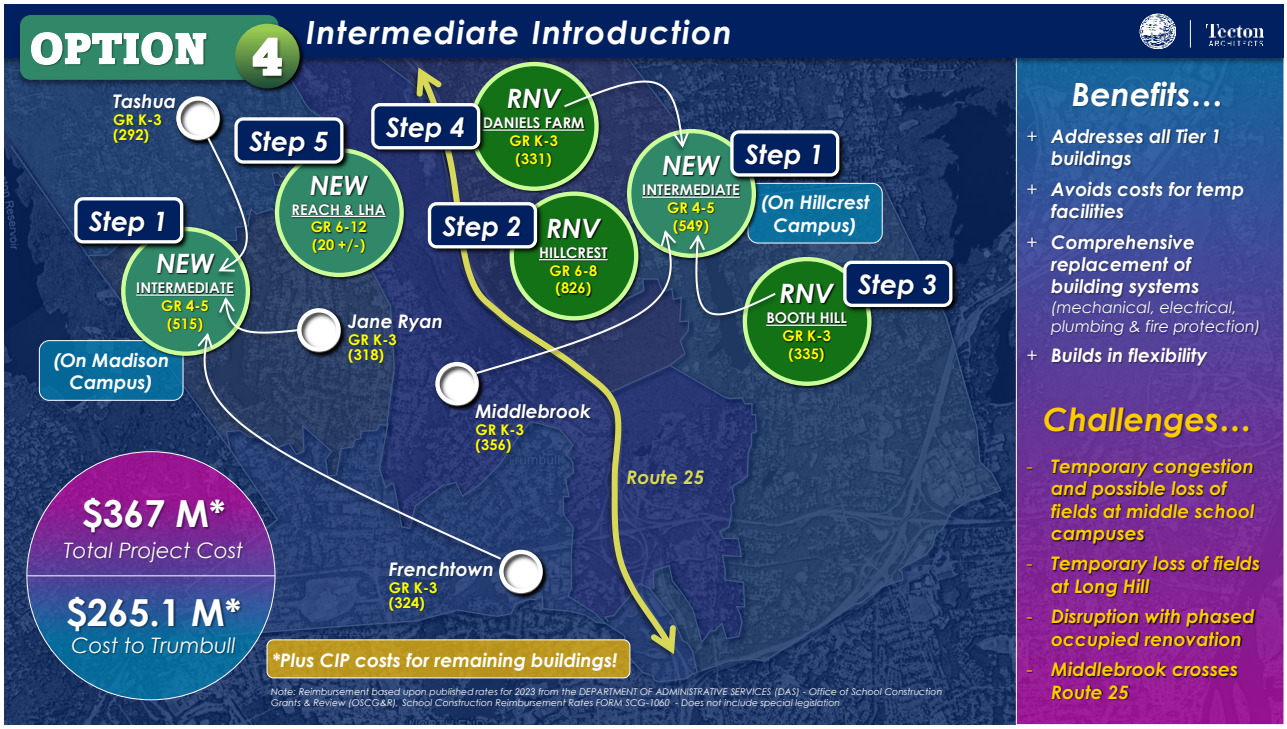
7


OPTION 2
"One at a time, please"
Tecton ARCHITECTS
Step 3
(or RNV)
NEW
DANIELS FARM
GR K-5
(506)
REACH moves to Hillcrest Campus as stand-alone building
Step 5
Adaptive Reuse of Site
Costs not included!
Step 4
NEW
LONG HILL
@ Madison Middle
(or RNV)
NEW
HILLCREST
GR 6-8
(826)
Step 2
(or RNV)
NEW
BOOTH HILL
GR K-5
(528)
Step 1
RNV
$260 M*
NEW
$275.8 M*
Total Project Cost
$213.2 M*
Cost to Trumbull
RNV
$180 M*
Route 25
*Plus CIP costs for remaining buildings!
Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation
Benefits…
+ Addresses all Tier 1 buildings
+ Avoids costs for temp facilities
+ Comprehensive replacement of building systems (mechanical, electrical, plumbing & fire protection)
+ Potential community asset
Challenges…
- Tight site logistics at Booth Hill and Daniels Farm – no room to use existing for swing space
- Site constraints and temporary lack of some play/fields
- Temporary traffic and parking impacts during construction

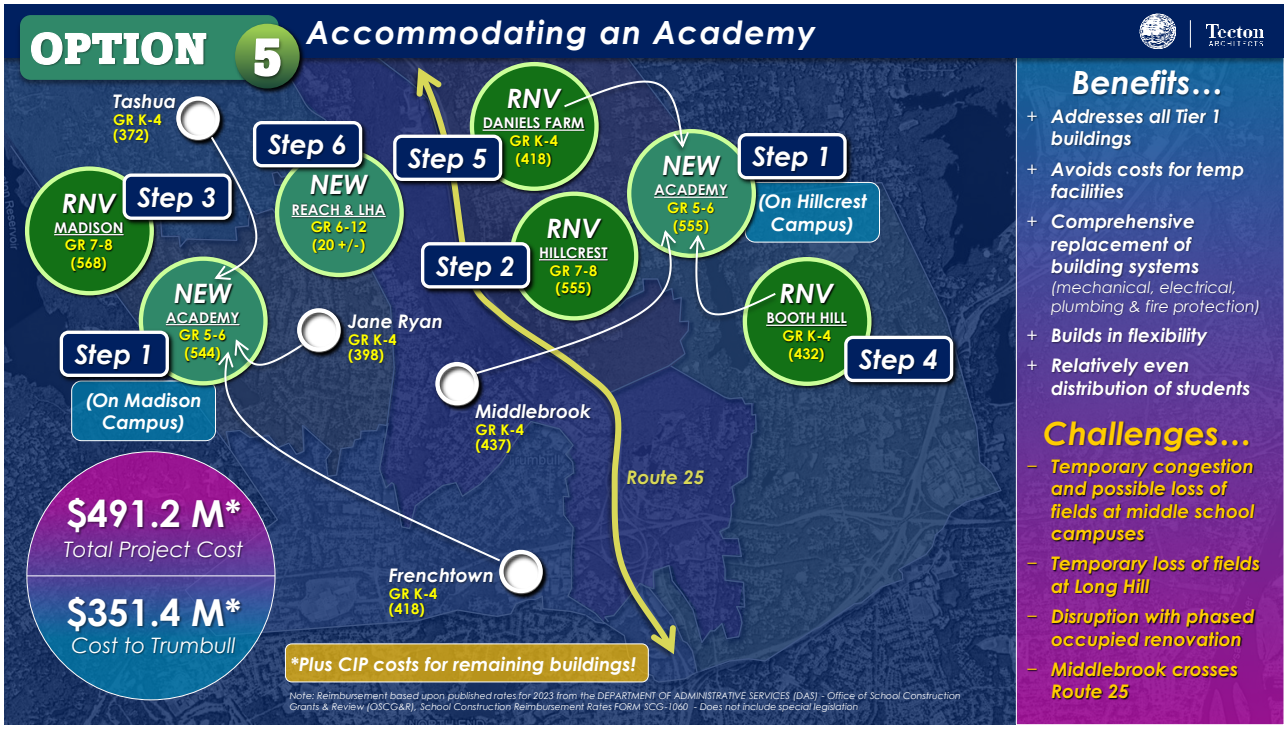
8


OPTION 3
"If it ain't broke, don't fix"
Tecton
CIP
DANIELS FARM
GR K-5
(506)
Step 1
CIP
LONG HILL
N/A
(N/A)
Step 1
CIP
REACH
GR 6-12
(20 +/-)
CIP
HILLCREST
GR 6-8
(826)
CIP
BOOTH HILL
GR K-5
(528)
Step 1
Route 25
Timeline (Year Complete)
Total Project Cost
Cost to Trumbull
1
Tier 1 sites
CIP
Annually for 30 YR
$10.2-$14.2 M*
EVERY YEAR
(~$275-$385/sf)
Benefits…
+ Lowest upfront cost
Challenges…
- Disruption with phased occupied renovation with CIP
- No reimbursable swing space
- Likely requires temp facilities
- Not all work/costs will be eligible for reimbursement. In these cases, Town will pay 100% of this work, meaning costs to taxpayer will be higher
- Lengthy process
- No resolutions to program & capacity challenges
- Significant sacrifices that impact the educational environment

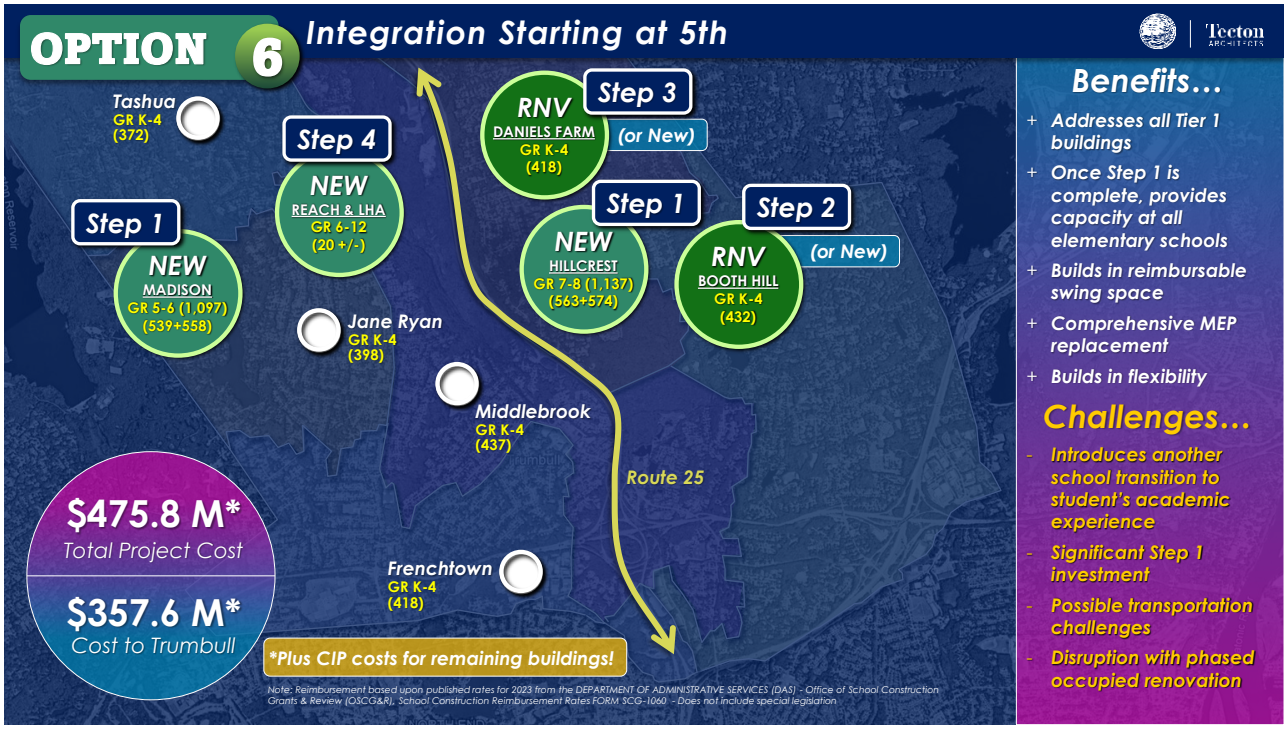
9


OPTION 4
Intermediate Introduction
Tecton
Tashua
GR K-3
(292)
Step 5
Step 4
RNV
DANIELS FARM
GR K-3
(331)
NEW
INTERMEDIATE
GR 4-5
(549)
Step 1
(On Hillcrest Campus)
Step 1
NEW
REACH & LHA
GR 6-12
(20 +/-)
Step 2
RNV
HILLCREST
GR 6-8
(826)
NEW
INTERMEDIATE
GR 4-5
(515)
Jane Ryan
GR K-3
(318)
(On Madison Campus)
RNV
BOOTH HILL
GR K-3
(335)
Step 3
Middlebrook
GR K-3
(356)
Route 25
$367 M*
Total Project Cost
$265.1 M*
Cost to Trumbull
Frenchtown
GR K-3
(324)
*Plus CIP costs for remaining buildings!
Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation
Benefits…
+ Addresses all Tier 1 buildings
+ Avoids costs for temp facilities
+ Comprehensive replacement of building systems (mechanical, electrical, plumbing & fire protection)
+ Builds in flexibility
Challenges…
- Temporary congestion and possible loss of fields at middle school campuses
- Temporary loss of fields at Long Hill
- Disruption with phased occupied renovation
- Middlebrook crosses Route 25

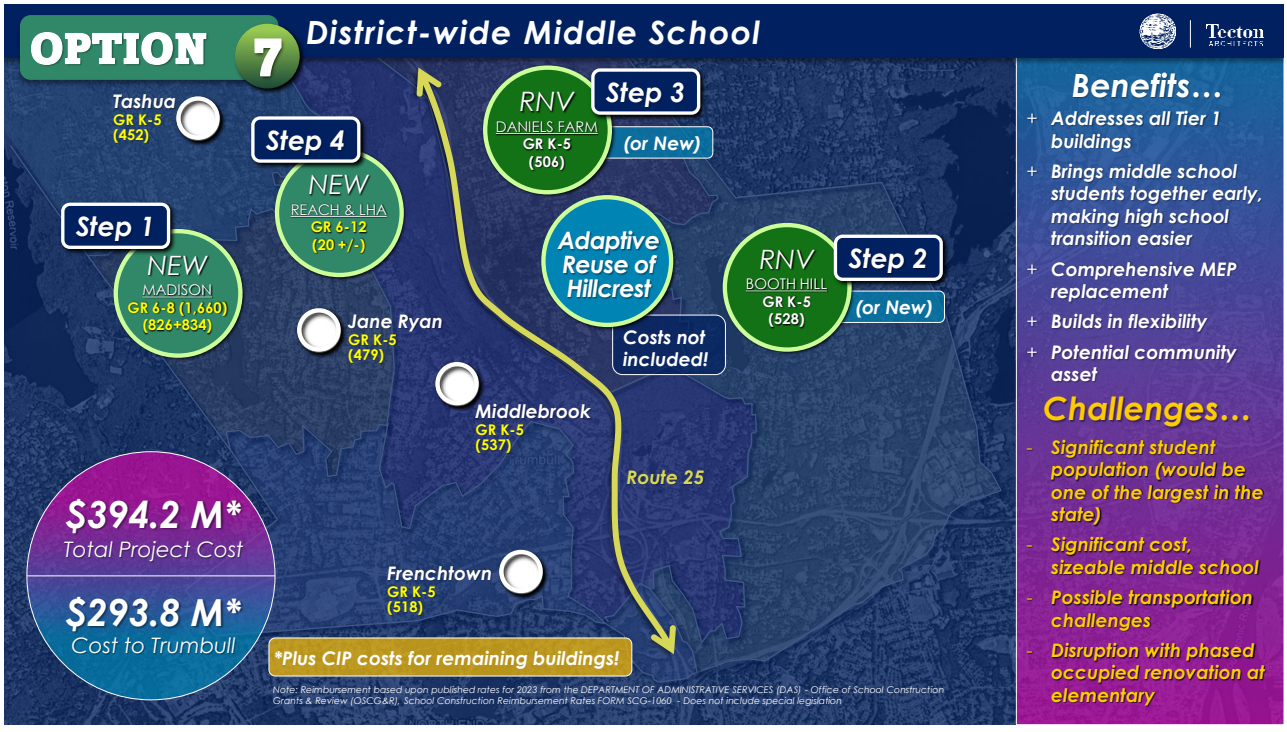
10


OPTION 5
Accommodating an Academy
Tecton ARCHITECTS
Tashua
GR K-4
(372)
Step 6
NEW
REACH & LHA
GR 6-12
(20 +/-)
Step 5
RNV
DANIELS FARM
GR K-4
(418)
NEW
ACADEMY
GR 5-6
(555)
Step 1
(On Hillcrest Campus)
RNV
MADISON
GR 7-8
(568)
Step 3
RNV
HILLCREST
GR 7-8
(555)
Step 2
NEW
ACADEMY
GR 5-6
(544)
Step 1
(On Madison Campus)
Jane Ryan
GR K-4
(398)
RNV
BOOTH HILL
GR K-4
(432)
Step 4
Middlebrook
GR K-4
(437)
Route 25
Frenchtown
GR K-4
(418)
$491.2 M*
Total Project Cost
$351.4 M*
Cost to Trumbull
*Plus CIP costs for remaining buildings!
Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation
Benefits…
+ Addresses all Tier 1 buildings
+ Avoids costs for temp facilities
+ Comprehensive replacement of building systems (mechanical, electrical, plumbing & fire protection)
+ Builds in flexibility
+ Relatively even distribution of students
Challenges…
– Temporary congestion and possible loss of fields at middle school campuses
– Temporary loss of fields at Long Hill
– Disruption with phased occupied renovation
– Middlebrook crosses Route 25

11


OPTION 6
Integration Starting at 5th
Tecton ARCHITECTS
Tashua
GR K-4
(372)
Step 4
NEW
REACH & LHA
GR 6-12
(20 +/-)
Step 3
RNV
DANIELS FARM
GR K-4
(418)
(or New)
Step 1
NEW
MADISON
GR 5-6 (1,097)
(539+558)
Step 1
NEW
HILLCREST
GR 7-8 (1,137)
(563+574)
Step 2
RNV
BOOTH HILL
GR K-4
(432)
(or New)
Jane Ryan
GR K-4
(398)
Middlebrook
GR K-4
(437)
Route 25
Frenchtown
GR K-4
(418)
$475.8 M*
Total Project Cost
$357.6 M*
Cost to Trumbull
*Plus CIP costs for remaining buildings!
Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation
Benefits…
+ Addresses all Tier 1 buildings
+ Once Step 1 is complete, provides capacity at all elementary schools
+ Builds in reimbursable swing space
+ Comprehensive MEP replacement
+ Builds in flexibility
Challenges…
- Introduces another school transition to student's academic experience
- Significant Step 1 investment
- Possible transportation challenges
- Disruption with phased occupied renovation

12


OPTION 7
District-wide Middle School
Tecton ARCHITECTS
Tashua
GR K-5
(452)
Step 4
NEW
REACH & LHA
GR 6-12
(20 +/-)
Step 1
NEW
MADISON
GR 6-8 (1,660)
(826+834)
Jane Ryan
GR K-5
(479)
RNV
DANIELS FARM
GR K-5
(506)
Step 3
(or New)
Adaptive Reuse of Hillcrest
Costs not included!
RNV
BOOTH HILL
GR K-5
(528)
Step 2
(or New)
Middlebrook
GR K-5
(537)
Route 25
Frenchtown
GR K-5
(518)
$394.2 M*
Total Project Cost
$293.8 M*
Cost to Trumbull
*Plus CIP costs for remaining buildings!
Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation
Benefits...
+ Addresses all Tier 1 buildings
+ Brings middle school students together early, making high school transition easier
+ Comprehensive MEP replacement
+ Builds in flexibility
+ Potential community asset
Challenges...
- Significant student population (would be one of the largest in the state)
- Significant cost, sizeable middle school
- Possible transportation challenges
- Disruption with phased occupied renovation at elementary

13

April 26, 2023
Community Conversation #4

Tecton
ARCHITECTS

Tecton ARCHITECTS

IMAGINING POSSIBILITIES

FOR TRUMBULL'S SCHOOL FACILITIES

TRUMBULL, CT

Community Conversation #4

Trumbull High School

April 26, 2023

1

Roadmap

Tecton ARCHITECTS

Start: 6:00PM

5 min — **Introductions**

Key Components

15 min — **WHERE WE'VE BEEN**

50 min — **WHERE WE ARE TODAY**

15 min — **WHERE WE'RE GOING**

Opportunities for discussion along the way

5 min — **How to Stay Connected**

End: 7:30PM

2

Introductions

Tecton ARCHITECTS

UTILIZATION & PROGRAMMING



EDWARD WIDOFSKY
AIA, LEED AP BD+C

Project Manager
Tecton

OVERSIGHT & DAY-TO-DAY CONTACT



JEFF WYSZYNSKI
AIA

Principal-in-Charge
Tecton

COMMUNITY ENGAGEMENT



ANTONIA CIAVERELLA
EDAC, LEED AP BD+C, WELL AP, FITWEL

Architectural Designer
Tecton

BUILDING CONDITION ASESSMENT



ALISON FROST

Project Architect
Tecton

CONSULTANT EXPERTISE



BRAD PARK
MEP Engineer
LEED AP BD+C

MEP Engineering
Principal, CES

CONSULTING ENGINEERING SERVICES
MEP Engineering

MCKIBBEN DEMOGRAPHIC RESEARCH
Enrollment Projections & Demographics Study

3

Introductions

Tecton ARCHITECTS

Central Office

Dr. Martin Semmel
Superintendent

Dr. Susan C. Iwanicki
Assistant Superintendent

David Cote
Director of Operations

Christina Hefele
Director of Digital Learning

Lauren Butler
Secretary to the Superintendent

Maria Vaz
Registration and Residency

Dawn Perkins
Transportation Coordinator

Board of Education

Lucinda Timpanelli
Board Chair

Tim Gallo
Jackie Norcel
Alison Squiccimarro
Marie Petitti
Christopher Bandecchi
Julia McNamee
Lisa Nuland

Administration

Dana Pierce
Principal, Booth Hill

Gary Kunschaft
Principal, Daniels Farm

Gina Prisco
Principal, Frenchtown

Pat Horan
Principal, Jane Ryan

Administration, ctd.

Debra Ponte
Principal, Middlebrook

Bryan Rickert
Principal, Hillcrest

Katie Laird
Assistant Principal, Hillcrest

Peter Sullivan
Principal, Madison

Paul Coppola
Assistant Principal, Madison

Marc Guarino
Principal, Trumbull High School

Dr. Linda Paslov
Director, Agriscience & Biotechnology Center

Deborah McGrath
Director, REACH

Dr. Matthew Wheeler
Principal, TECEC

Others

Trumbull PTA Council

Public Works Administration

Middlebrook Elementary School

4

Key Components – What We Study

Existing Conditions

1. **Physical condition** of building exterior, interior, systems and site
2. **Code and life safety** systems analysis
3. **Programmatic needs** and concerns based on condition
4. **Prioritization ranking system** as a tool for long-term planning

Demographics & Utilization

1. **Highest projected enrollment** per building over the next 10 years
2. **Allowable SF** per the State of Connecticut
3. **Useable space** versus unassignable space per building
4. **Benchmarking of core spaces** (gym, cafeteria, media) against state standard, per building

Options & Final Plan

1. **Available "swing space"** within the building, (if any)
2. **Capacity and condition of the site** for a new building or addition
3. **Best strategic first step**, followed by a long-term plan
4. **Other opportunities** or variations on the long-term plan

5

Staying Informed

New to the Process? No worries…

Have a question but prefer to put it in writing?

Project Email:

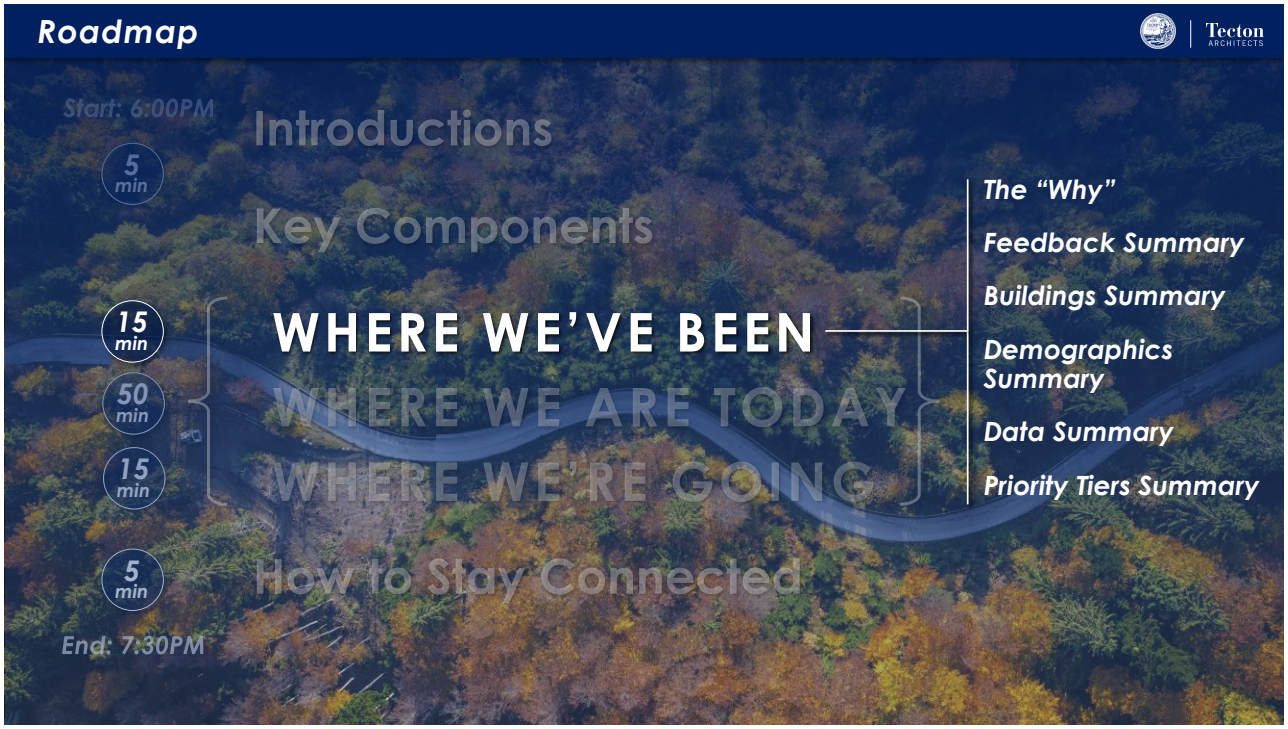
DistrictPlan@trumbullps.net

Project Website:

https://www.trumbullps.org/about-us/master-plan

6

Roadmap



7

Project Summary

The *Scope.*

Analyze the existing facilities for **age/condition, program needs, capacity & utilization.**

Conduct a demographic study for enrollment projections, **develop a population forecast.**

Identify a planning strategy for future educational delivery and building use to serve the Town for the next **10-15 years and beyond.**

The *Goal.*

Prioritize the need across the district based upon **objective analysis (Program, condition, capacity).**

Develop a plan to alleviate **capacity concerns and build in flexibility** (elementary and middle schools).

Provide a consistent, transparent, and interactive process to engage the community to develop the best plan overall for **Trumbull.**

8

The "Why"

Tecton ARCHITECTS

Envelope technology accounts for 30%

Higher levels of outdoor air contributes to higher test scores in math and reading

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

Sense of belonging improves grades, engagement & [illegible]

Connections between dampness, leaky envelopes & respiratory health

Increases happiness and pro-social behavior

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

In daylit classrooms, students progress
20% Faster on math tests
26% Faster on reading tests

Research reinforces the importance we already recognize …

…that our students and teachers deserve quality environments!

9

COMMUNITY ENGAGEMENT

Tecton ARCHITECTS

COMMUNITY CONVERSATIONS & WORKSHOPS	DIGITAL TOOLS	NEXT STEPS?
BOE Workshop *September 20th*	**Survey #1** *Understanding the priorities*	**Survey #2** *Solicit Feedback On Options*
Conversation #1 *Conditions, Utilization & Thinking Big! – 11/17*	**Project Website** *Communicating Progress*	**Video Clips** *Summarizing Options*
Conversation #2 *Opportunities & Options – 2/2*	**Project Email** *On-Going Communications*	**Board Updates** *(BOE, Town Council, Others?)*
Conversation #3 *Refined & Preferred Option – 3/22*		
Conversation #4 *Finalizing the Plan & Next Steps – 4/26*		

10

Feedback Summary – Community Conversation #3 (3/22/23)



Are the new developments included in the forecast?

Keep in mind the health, environmental and equity component of air conditioning and air quality

Option1 "Middle School Swing" was the most popular selection

If elementary population grows, how do they age through the district? Is there room?

What new security measures are being incorporated?

What if we reduced our elementary schools from 6 to 5?

What if we expanded our elementary schools from 6 to 7?

What if we redistricted to address current capacity issues?

11

Where We've Been – Community Conversation #2 (2/2/23)





Will a new school bring new families into the district?

Does capacity change based on the educational model?

With 13 total buildings, will this master plan involve simultaneous projects?

How much of a building must be kept to qualify for RNV status?

What about swing space? Are we paying extra or using neighboring buildings?

Are current / ongoing repair projects being factored in?

12

Questions from Community Conversation #2 (2/2/23)

How many buildings do not have sprinkler systems?

There are 3 buildings without full sprinkler protection:

- Hillcrest Middle School (no sprinkler protection) ***– Tier 1 building***
- REACH (no sprinkler protection) ***– Tier 1 building***
- Long Hill Administration (partial sprinkler protection) ***– Tier 1 building***

What buildings have adequate & compliant air conditioning?

Per the ongoing HVAC study by Silver Petrucelli:

- TECEC ***– Tier 3 building***
- Frenchtown ***– Tier 3 building***
- Agriscience & Biotechnology ***– Tier 3 building***
- (Trumbull High School and Long Hill were not studied)

13

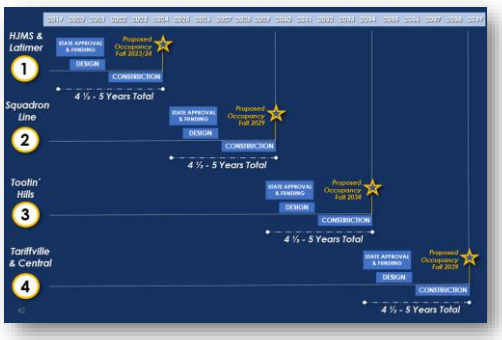
Questions from Community Conversation #2 (2/2/23)

What are other districts doing? Any examples to share?

Simsbury's "First Best Step" Approach:

Maintaining their neighborhood schools was key, but to maximize impact to students district-wide, they chose a 6th Grade Addition at the Middle School & a Renovate Like New (RNV) of an Elementary School as the first step. Then, tackling each subsequent school one-by-one.

TOTAL TIME COMMITMENT: 20 YRS (done 2039)



Cheshire Elementary Schools

Optimization and construction of two new elementary schools PK-5, K-5, total project cost ~ ***$170M***

Norwich Elementary Schools

Consolidation and construction of four new elementary schools ~ ***$385M***

Darien Elementary Schools

Modifications to three elementary school ~ ***$82.3M***

Madison Elementary Schools

Optimization and construction of new elementary school and modifications to current intermediate school ~ ***$89.2M***

Simsbury Elementary Schools

Renovate like new to Latimer Lane – Step 1 of Elementary Renewal Program, Step 1 ~ ***$39M, Overall $215M***

South Windsor Elementary Schools

10-year Master Plan, Consolidation from 5 to 4 Elementary Schools, Four new builds, ~ ***$161M*** completion 2023

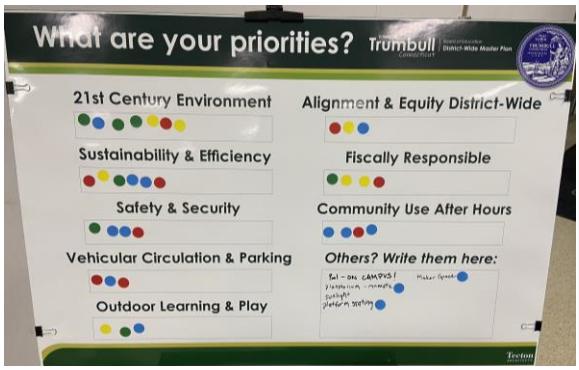
Brookfield Elementary Schools

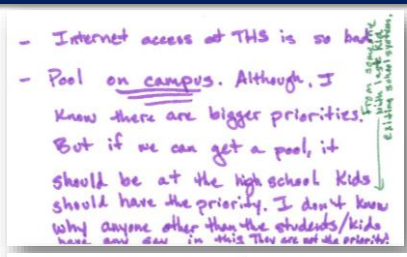
Optimization of Elementary School, New Construction ~ ***$78M***

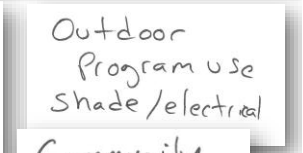
14

Where We've Been – Community Conversation #1 (11/17/22)

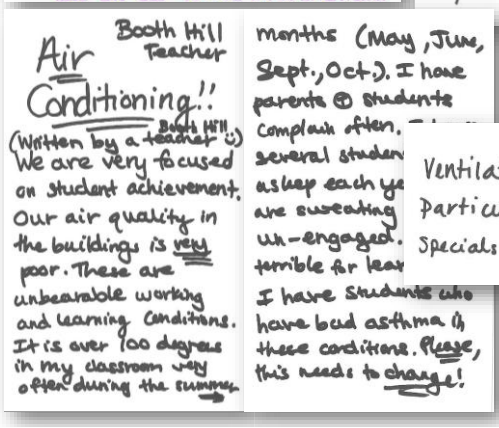


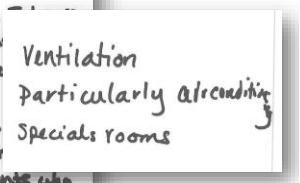












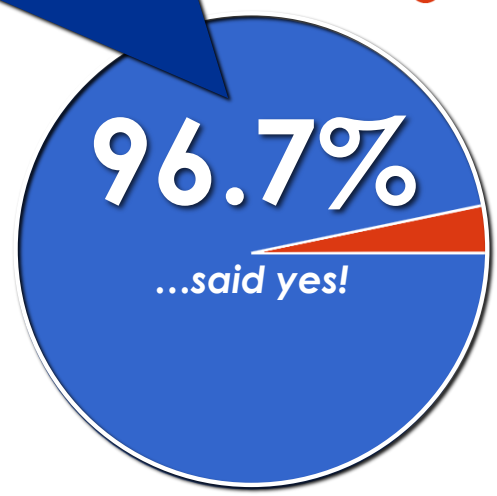
15

Where We've Been – Community Feedback

Do you believe there is a need to improve the physical condition of Trumbull's public schools?



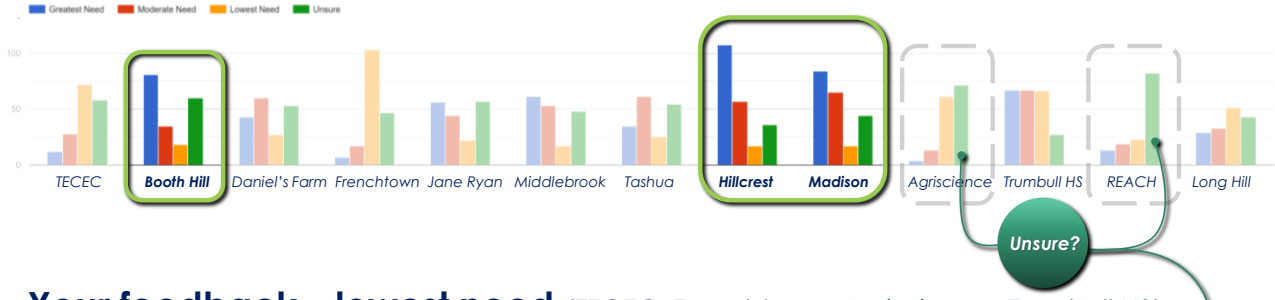
390+ *Responses!*



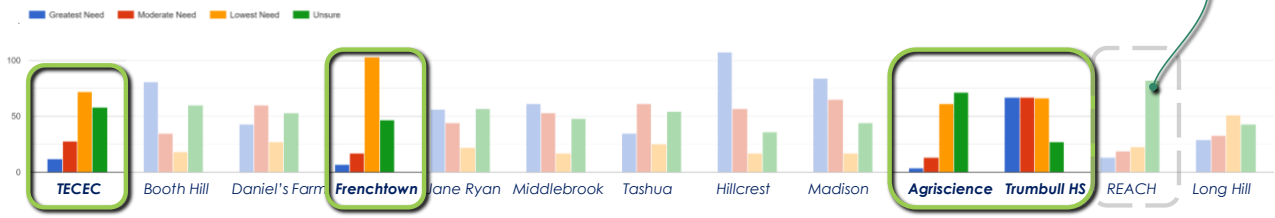
16

Where We've Been – Community Feedback

Your feedback…greatest need *(Booth Hill, Hillcrest & Madison)*

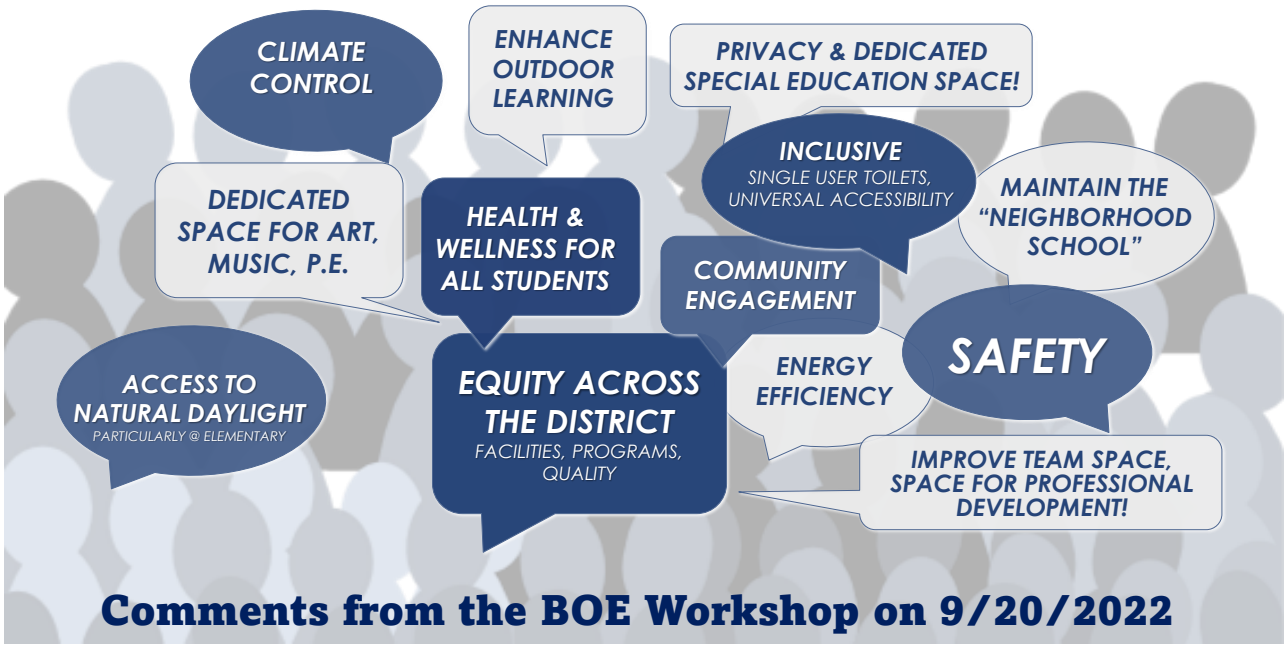


Your feedback…lowest need *(TECEC, Frenchtown, Agriscience, Trumbull HS)*



17

Initial BOE Feedback



Comments from the BOE Workshop on 9/20/2022

18

Feedback Summary – BOE Retreat, Admin. & Community Survey

Alignment between the BOE, Administration, and the Community

Strong Connections:

- Safety & Security
- HVAC / Climate Control / IAQ
- 21st Century Learning / Technology
- Special Education & Support Spaces
- Flexibility & Accommodating Future Growth
- Fiscal Responsibility, Other Town Projects

19

Buildings Summary

Area Summary Table

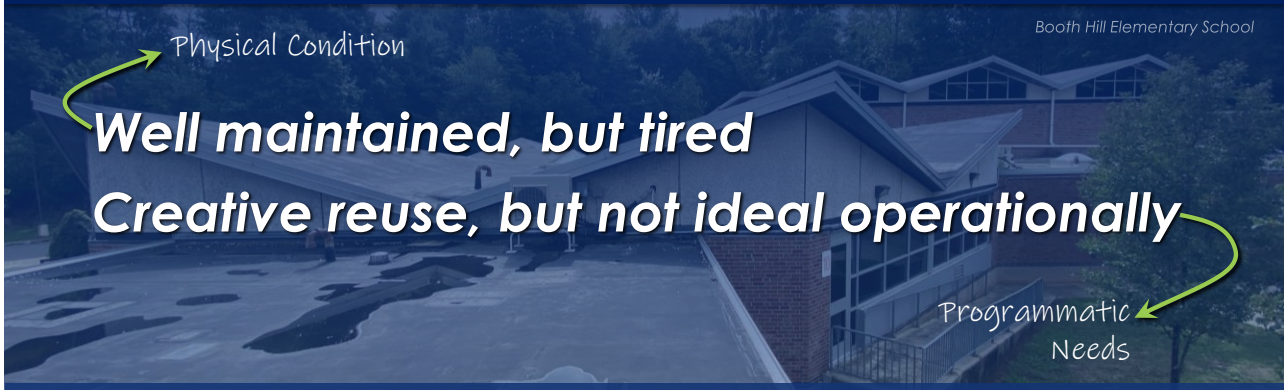
	Building Name	GSF	% of total town bldgs	Orig. Const.	Age
PK	Trumbull Early Childhood	26,350	2.4%	2005	18
K-5	Booth Hill Elementary	53,660	4.8%	1955	68
	Daniels Farm Elementary	61,480	5.5%	1962	61
	Frenchtown Elementary	89,960	8.1%	2003	20
	Jane Ryan Elementary	46,430	4.2%	1955	68
	Middlebrook Elementary	65,690	5.9%	1953	70
	Tashua Elementary	59,660	5.4%	1965	58
6-8	Hillcrest Middle	117,000	10.5%	1967	56
	Madison Middle School	154,970	13.9%	1960	63
9-12	Regional Agriscience Center	38,200	3.4%	2001	22
	Trumbull High School	369,350	33.2%	1971	52
6-8/9-12	REACH	8,700	0.8%	1970	53
Admin	Long Hill Administration	21,950	2.0%	1920	103
	Subtotal	1,113,400	Average Age		55



20

The "Why"

Tecton ARCHITECTS



Common Findings:

- Poor definition of the school/site boundaries
- Poor comfort/temperature control and IAQ
- Accessibility concerns throughout
- Building systems at or past useful life
- Additions, but no comprehensive renovations
- Building envelopes showing signs of age

21

1 = Poor, 5 = Good

Existing Conditions

Analysis, methodology, and conclusions

Programmatic Needs | **Physical Condition**

- Grouped by Grade (K-5, 6-8, 9-12)
- Collected & Analyzed Information
- Ranked based upon findings
- Prioritized based upon rankings

Think of the rankings like a movie,
the *more* stars you have the better!

★ ★ ★ ☆ ☆
1 2 3 4 5

22

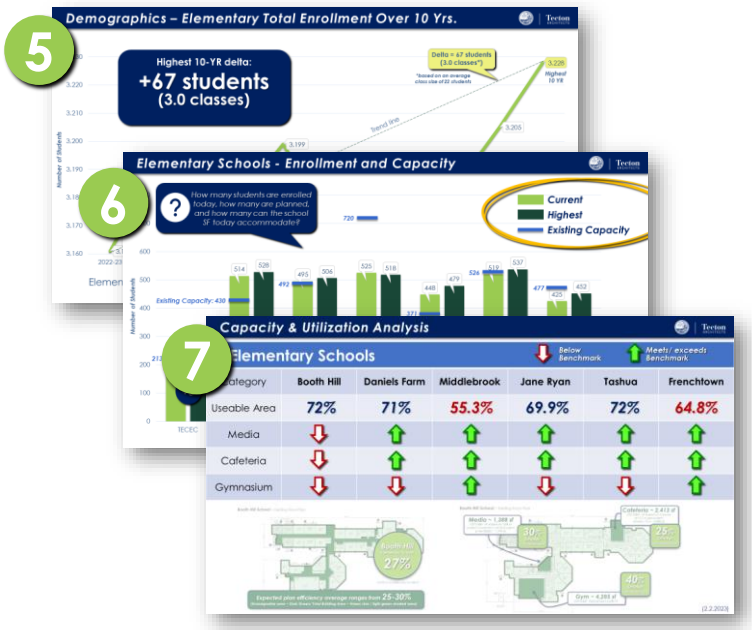
Where We've Been – Work to Date



1. ***13*** buildings being studied
2. ***13*** educational and conditions walkthroughs completed in September 2022 ***(approximately 1.1 million SF!)***
3. ***850*** page *DRAFT* conditions assessment report outlining physical and programmatic building needs, ongoing since November 2022
4. Meetings with BOE, PTA, Superintendent, Facilities & the community ***(including a community survey!)***

23

Where We've Been – Work to Date



5. Demographics forecast that ***elementary enrollment will slowly increase*** over the next 10 years *(middle and high school will also see modest growth)*.
6. Useable area analysis reveals that ***most schools are operating at or above their capacity*** *(every SF is being used for educational purposes, and there is no room to grow)*.
7. Core spaces benchmarking ***reveals greater need in certain schools*** for major program spaces *(Gymnasium, Cafeteria & Media Center)*.

24

Demographics - Summary

Elementary enrollment will slowly increase over the next 10 years.

This is (in part) **due to the increase in the number of empty nest households turning over and in migration of young households.**

Even with new housing unit construction, the price of existing home sales is the dominant factor affecting population and enrollment.

Refer to the Executive Summary of the Demographics Study for other key findings.

25

Demographics Summary

Madison Middle School

Elementary	Middle	High School
+67 students	+107 students	+88 students
3.0 classes	3.6 classes	2.9 classes

What does this mean?

Consider capacity, flexibility, effect on special education and specials (art, music, gym, media, STEAM)

26

Conditions Analysis - Summary

	Building Name	Programmatic Needs TOTAL	Programmatic Needs Rank (Priority)	Physical Condition TOTAL	Physical Condition Rank (Priority)	1 = Poor, 5 = Good AVERAGE (Priority)
PK	Trumbull Early Childhood (TECEC)	23	4	28	4	4
K-5	Booth Hill Elementary	11	1	21	2	1.5
K-5	Daniels Farm Elementary	17	2	21	2	2
K-5	Frenchtown Elementary	23	4	27	4	4
K-5	Jane Ryan Elementary	14	2	25	4	3
K-5	Middlebrook Elementary	17	2	22	3	2.5
K-5	Tashua Elementary	19	3	24	3	3
6-8	Hillcrest Middle School	13	1	21	2	1.5
6-8	Madison Middle School	22	4	20	2	3
9-12	Agriscience & Biotech Center	25	5	28	4	4.5
9-12	Trumbull High School	18	3	28	4	3.5
6-12	REACH	15	2	18	1	1.5
Adm.	Long Hill Administration	10	2	16	1	1.5

27

Priority Tiers

Tier 1
Address the greatest programmatic and condition needs comprehensively

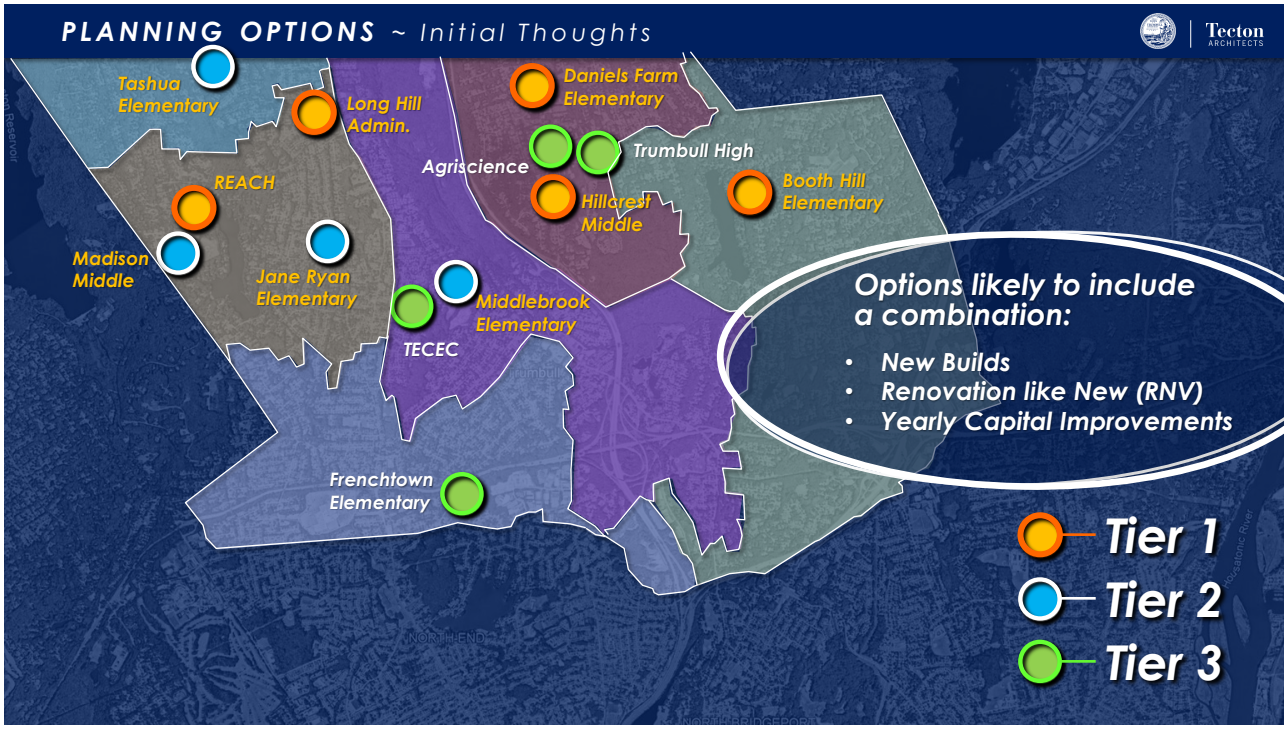
Tier 2
Temporary, thoughtful implementation of CIP with comprehensive renovation to come

Tier 3
Address first through CIP, and then comprehensively address needs

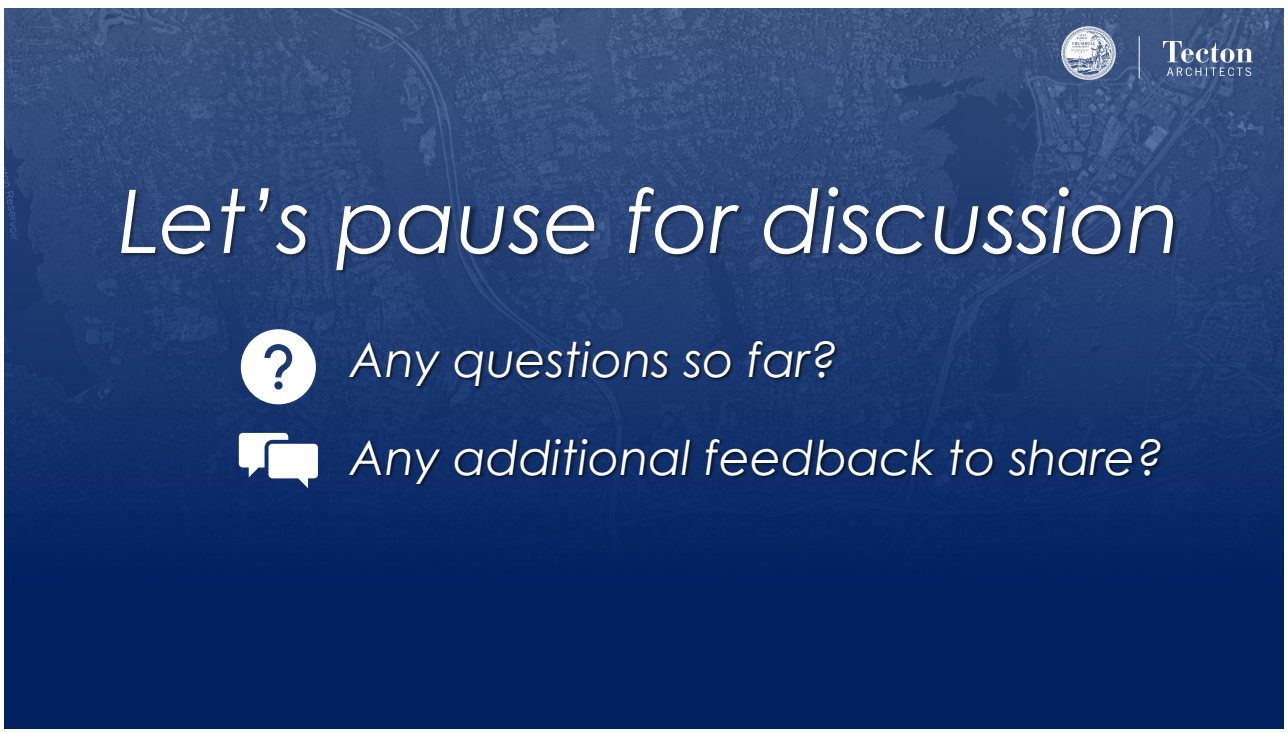
Tier 1 and Tier 2 all need to be done; it's about prioritizing the order.

(1.5)	**Booth Hill Elem.**	*(2.5)*	**Middlebrook Elem.**	*(3.5)*	**Trumbull High School**
(1.5)	**Hillcrest Middle**	*(3.0)*	**Jane Ryan Elem.**	*(4.0)*	**Frenchtown**
(2.0)	**Daniels Farm Elem.**	*(3.0)*	**Tashua Elem.**	*(4.0)*	**TECEC**
(1.5)	**REACH**	*(3.0)*	**Madison Middle**	*(4.5)*	**Agriscience**
(1.5)	**Long Hill Admin.**				

28


PLANNING OPTIONS ~ Initial Thoughts
Tecton ARCHITECTS
Tashua Elementary
Long Hill Admin.
Daniels Farm Elementary
Trumbull High
Agriscience
REACH
Hillcrest Middle
Booth Hill Elementary
Madison Middle
Jane Ryan Elementary
Middlebrook Elementary
TECEC
Options likely to include a combination:
• New Builds
• Renovation like New (RNV)
• Yearly Capital Improvements
Frenchtown Elementary
Tier 1
Tier 2
Tier 3

29


Tecton ARCHITECTS
Let's pause for discussion
Any questions so far?
Any additional feedback to share?

30

Roadmap

Tecton ARCHITECTS

Start: 6:00PM

5 min — Introductions

Key Components

15 min — WHERE WE'VE BEEN

50 min — **WHERE WE ARE TODAY**

15 min — WHERE WE'RE GOING

5 min — How to Stay Connected

End: 7:30PM

- ***Considerations & Challenges***
- ***Options Overview***
- ***Review Each Option (1-7)***
  - District-Wide Tier 1 Overall Plan
  - Benefits & Challenges
  - Order of Magnitude Costs
- ***Options Summary***

31

PLANNING OPTIONS ~ *Initial Thoughts*

Tecton ARCHITECTS

When planning consider this…

Swing Space - *Develop options that include new builds for* ***"swing" space*** *to allow for comprehensive renovations. Cost efficient & less disruptive*

Reimbursement - *Analyze* ***"Renovate like New" (RNV)*** *options to leverage state reimbursement, maximize addition to create "swing" space.*

Value - *Analyze complex phased renovations vs. new build. Understand dollars invested that stays in the school vs. the process*

Capacity - *Review capacity of existing school properties for new builds (to limit disruption) and/or additions and renovations*

Prioritization & Affordability - *Prioritize need across district, keep affordability paramount in the discussion*

32

MASTER PLAN CHALLENGES & NEEDS

Tecton ARCHITECTS



Other Considerations

Affordability vs. Timeline *(5 buildings in need)*
Swing Space *(where?)*
Cost of doing nothing *(maintain "as is")*

1. ***3 Schools in greatest need of comprehensive renovations*** *due to age, condition, use, capacity (Tier 1)*
2. ***Long Hill Administration Building is well past its useful life*** *due to age/condition/adaptive reuse (Tier 1)*
3. ***REACH program located in less than ideal environment*** *for its intended use due to age/condition/use (Tier 1)*
4. *Established elementary school districts coupled with geographic challenges* ***(Rt. 25 bifurcates Town)*** *limits flexibility in planning options*

33

Cost Methodology ~ *Our process and what does it include?*

Tecton ARCHITECTS

1. *Costs are based upon mid range of historical averages and current market conditions*
2. *Costs are escalated to year 2026 (based upon 4.5% average per year), or the potential mid-point of construction for any "Step 1" of a plan*
3. *Adjustments shall be made once a preferred option is selected*
4. *Does not include impact for operational costs or premium for site logistics for multi-phase renovations*
5. *Reimbursement rate utilized is last published (9/29/2022):*

Renovate as New ~ 34.29%

New Construction ~ 24.29%

Does not contemplate space waivers or special legislation ("Notwithstanding")

34

Comparing the Options ~ What to consider?

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

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

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

Construction Costs + Soft Costs

(A comprehensive approach to costs)

35

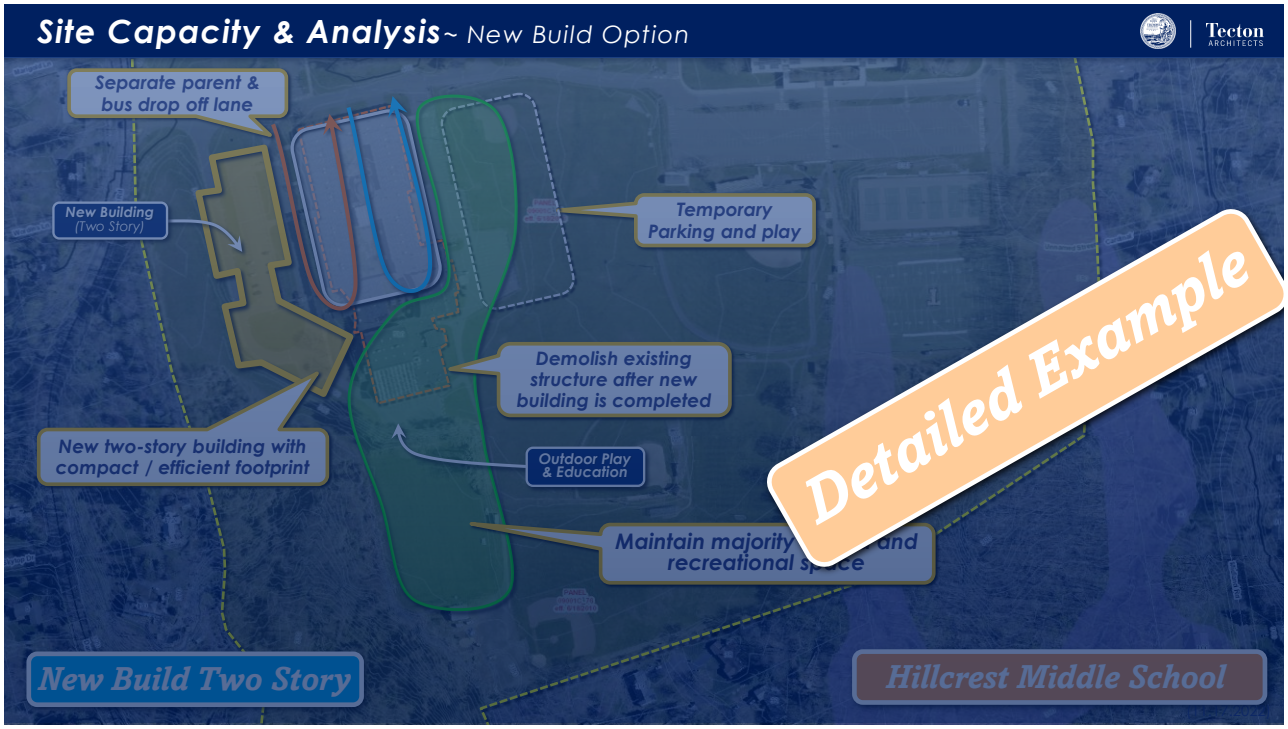
RNV ~ What does it mean? Renovate as New

1. *Complete new or renovate as new building to last several generations (30 plus years)*
2. *Will address all capacity, educational space and curriculum needs (today & future)*
3. *Transforms building to create educational environment that is adaptable, flexible, innovative, with a focus on wellness & health (daylighting, air quality, acoustics)*
4. *Addresses <u>all</u> existing conditions reported for site, building envelope, interiors, building and life safety systems, accessibility and code.*

36

Site Capacity & Analysis ~ New Build Option

Tecton ARCHITECTS



37

Order of Magnitude Project Costs ~ New Construction

Tecton ARCHITECTS

New 6-8 ~ Hillcrest Middle School				
	Proj.	OSCG Standard.		
Grade Levels	Enr.	Sf/St.		
Grade 6	271	148	134,363	
Grade 7	264	170		
Grade 8	291	170		
Total	**826**		* with 1% mech increase	
Max. Area Allowed	135,706			
New Building	135,706			
Existing Building	117,000			
Project Cost Summary				
Scope of work	**Amt.**	**Unit**	**Cost/Unit**	**Cost**
Site Improvements	21.97	Acres	$425,000	$9,337,541
Parking Lot & Vehicular Circ. (2.25/1000)	150	spaces	$9,250	$1,387,500
Whole Building Haz. Mat. Abatement	117,000	sf	$22.50	$2,632,500
Whole Building Demolition	117,000	sf	$17.50	$2,047,500
New Construction	135,706	sf	$545.00	$73,959,930
Geothermal Bore Field	135,706	sf	$18.50	$2,510,566
Carbon Neutral & Netzero Premium	135,706	sf	$15.00	$2,035,594
Subtotal		Av g/sf	$692.02	$93,911,131
Soft Costs	19.5%			$18,312,671
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$14,027,975
Phasing & Logistics Costs for Occupied Site	1.25%			$1,173,889
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$938.98	$127,425,666
State Reimbursement			24.29%	($30,951,694)
Ineligibles**			1.25%	$1,592,821
Estimated Total Cost to Trumbull				**$98,066,793**

Hillcrest Middle School

New

Total Population: 826P
Allowable Area: 135,706 SF

Site Improvement
play fields, outd
educationa
op off

Bu
g demolition and
ab
struction and
Netz
neutral premiums

Detailed Example

Total Project Costs: $127,425,666
Cost to Trumbull: $98,066,793

38

Site Capacity & Analysis ~ Renovation as New Concept



39

Order of Magnitude Project Costs ~ Renovate as New

RNV 6-8 ~ Hillcrest Middle School (Occupied)				
		OSCG Standard.		
Grade Levels	Proj. Enr.	Sf/St.		
Grade 6	271	148		
Grade 7	264	170	134,363	
Grade 8	291	170		
Total	826		* with 1% mech increase	
Max. Area Allowed	135,706			
RNV Building	74,638	Approximate 55% of total footprint		
Existing Building	117,000			
Project Cost Summary				
Scope of work	Amt.	Unit	Cost/Unit	Cost
Site Improvements	21.97	Acres	$525,000	$11,534,609
Parking Lot & Vehicular Circ. (2.25/1000)	150	spaces	$9,250	$1,387,500
Selective Building Haz. Mat. Abatement	74,638	sf	$26.50	$1,977,919
Whole Building Demolition with HazMat	42,362	sf	$35.00	$1,482,654
New Construction	61,068	sf	$545.00	$33,281,968
Existing Building Renovation	74,638	sf	$425.00	$31,721,346
Geothermal Bore Field	135,706	sf	$18.50	$2,510,566
Carbon Neutral & Netzero Premium	135,706	sf	$15.00	$2,035,594
Subtotal		Avg/sf	$633.22	$85,932,158
Phased Moving Costs	5	phase	$125,000	$625,000
Premium for Phased Work	1.5%			$1,220,790
Soft Costs	19.5%			$16,756,771
Cost Escalation (Mid point of const. Mar. 2026)	12.5%	4%/year		$13,066,840
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$866.59	$117,601,558
State Reimbursement			34.29%	($40,325,574)
Ineligibles**			2.00%	$2,352,031
RNV 6-8 ~ Hillcrest Middle School (Occupied)				$79,628,015

Hillcrest Middle School

RNV

Total Population: 826P
Allowable Area: 135,706 SF

Site Improvement
play fields, outde
educationa p off

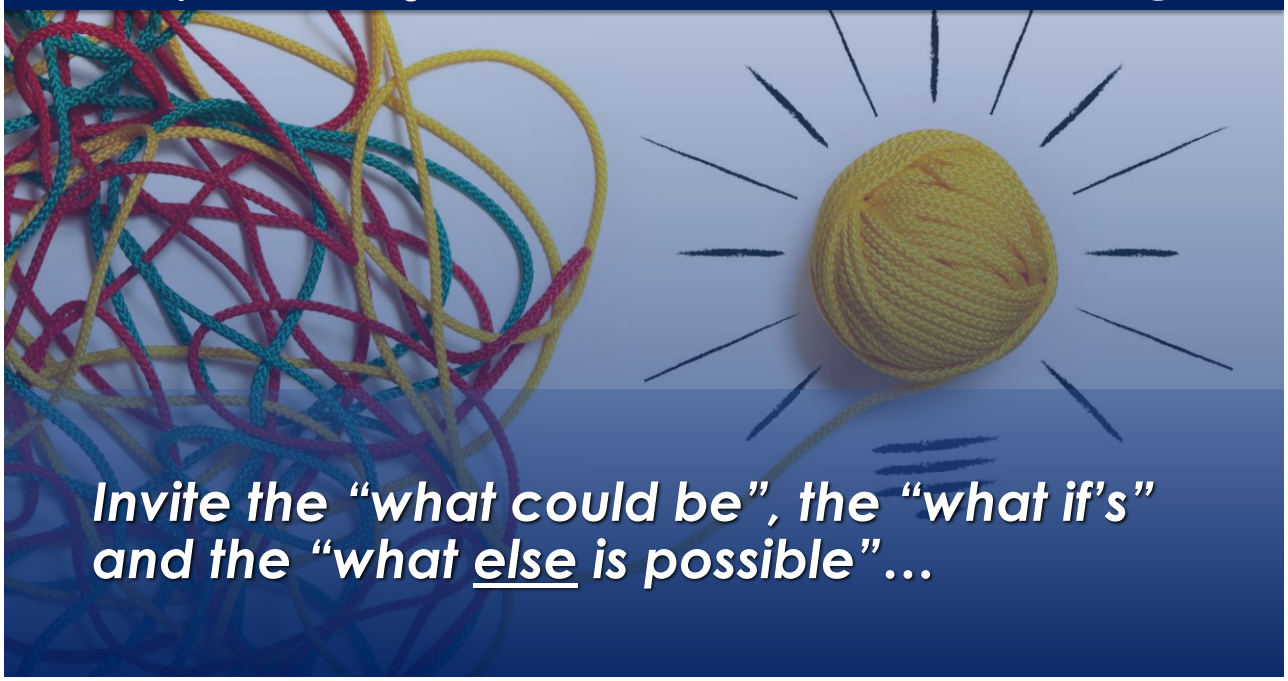
Bui and Renovation
(55 asing & logistics and
Netz neutral premiums

Detailed Example

Total Project Costs: $117,601,558
Cost to Trumbull: $79,628,015

40

Initial Options, Think Big!



Invite the "what could be", the "what if's" and the "what <u>else</u> is possible"…

41

OPTIONS FOR DISCUSSION….

1. *Are intended to address the identified deficiencies found from the **analysis of physical conditions, program and capacity.***
2. *Prioritization is based upon objective analysis. **Order can, and WILL change** as we continue our dialogue with the community. The plan is **not** finalized.*
3. *Preferred option often is a **combination or modification** of the initial options presented. **Costs will be updated.***
4. *The planning options will address the **Long Range Planning needs** of the district.*

42

INTRODUCTION OF OPTIONS

OPTION 1 *Middle School "Swing"*

Build a new Hillcrest and use the existing building as swing space for Tier 1 elementary renewal

OPTION 2 *"One at a time" please*

Methodically replace Tier 1 buildings one at a time as either New, or Renovate Like New

OPTION 3 *"If it ain't broke, don't fix"*

Resolve issues as they arise as part of a capital improvement program

OPTION 4 *Intermediate Introduction*

Build two new intermediate schools (GR 4-5) on each side of the district to create swing space and flexibility at elementary level

OPTION 5 *Accommodating an Academy*

Build two new academy schools (GR 5-6) on each side of the district to create space at both elementary and middle school levels

OPTION 6 *Integration Starting at 5th*

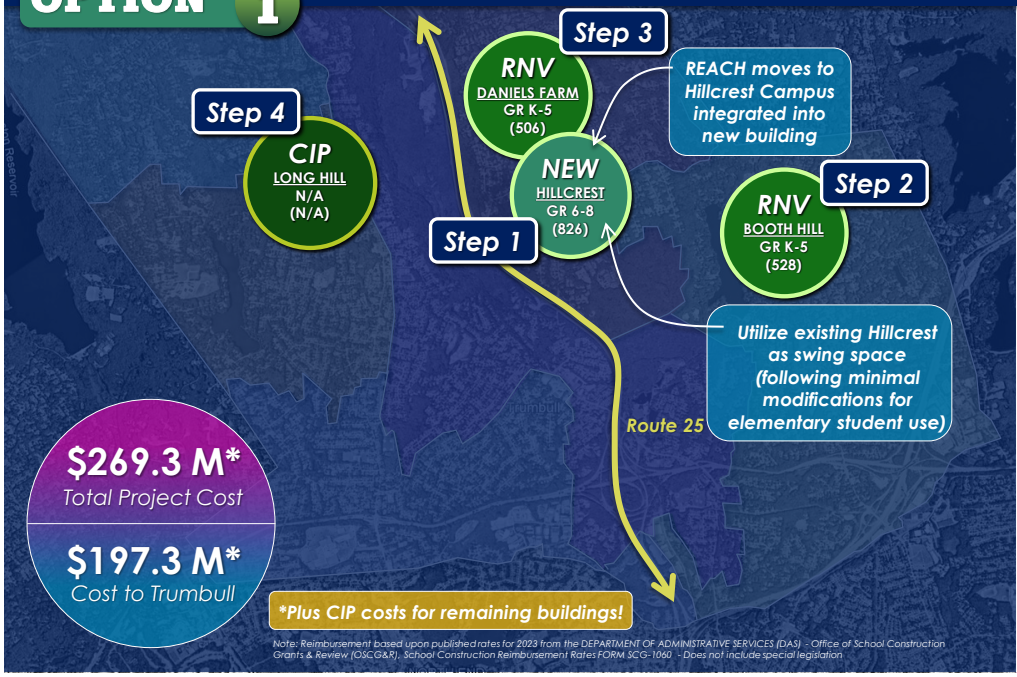
Reimagine Madison and Hillcrest as district-wide GR 5-6 and GR 7-8 schools (respectively) to create space at elementary and bring students together

OPTION 7 *District-wide Middle School*

Reimagine Madison as district-wide GR 6-8 to bring students together and free up Hillcrest campus for community amenities

43

OPTION 1 Middle School "Swing"



Benefits…

+ Addresses all Tier 1 school buildings
+ Avoids costs for temp facilities, modulars
+ Comprehensive replacement of building systems (mechanical, electrical, plumbing & fire protection)
+ Creates independent swing space outside of a construction zone

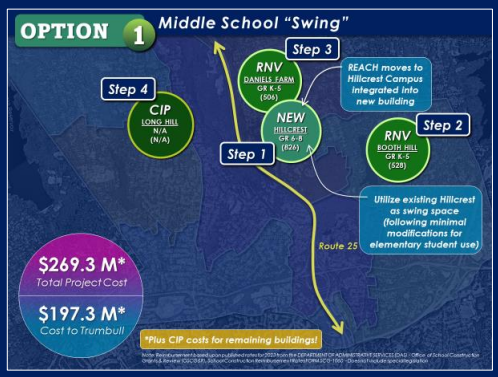
Challenges…

- Tight site logistics at Booth Hill and Daniels Farm – no room to use existing for swing space
- Temporary congestion and possible loss of fields at Hillcrest campus
- Temporary loss of fields at Long Hill

44

OPTION 1 Middle School "Swing"

Tecton ARCHITECTS



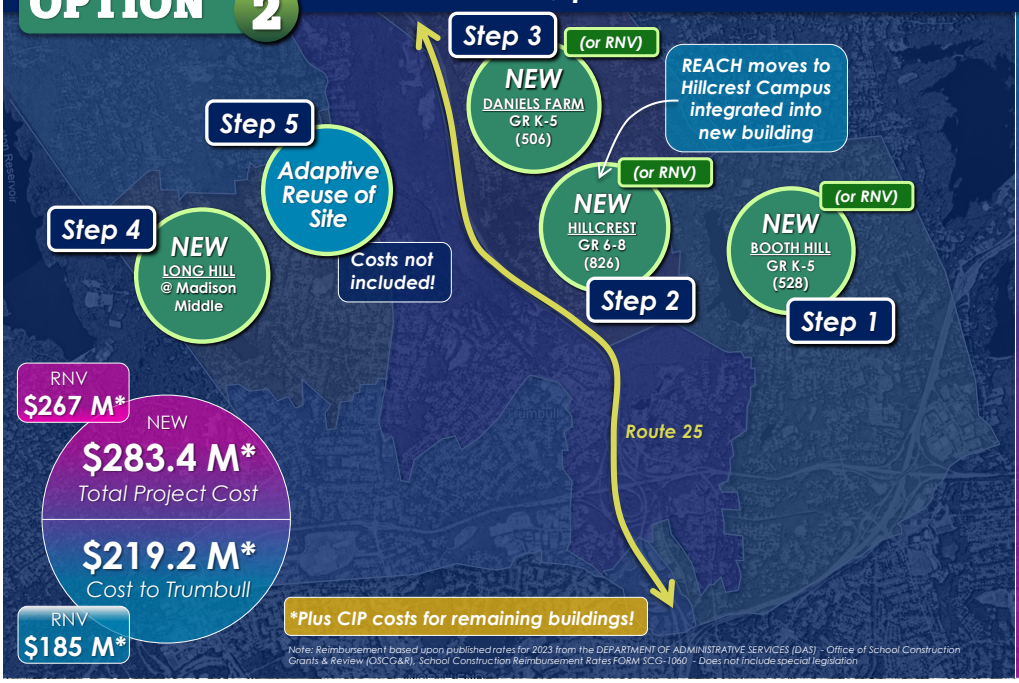
	Timeline (Year Complete)			Total Project Cost	Cost to Trumbull
①	Hillcrest	NEW	YR 5	$134.9 M	$103.8 M
	REACH	NEW	YR 5	$7.6 M	$5.9 M
②	Booth Hill	RNV	YR 10	$60.3 M	$41.1 M
③	Daniels Farm	RNV	YR 15	$59.3 M	$40.5 M
	Long Hill	CIP	Annually for 30 YR	$7.2 M	$6.0 M
				$269.3 M*	$197.3 M*

*Plus CIP costs for remaining buildings

45

OPTION 2 "One at a time, please"

Tecton ARCHITECTS



Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation

Benefits…

+ Addresses all Tier 1 buildings
+ Avoids costs for temp facilities
+ Comprehensive replacement of building systems (mechanical, electrical, plumbing & fire protection)
+ Potential community asset

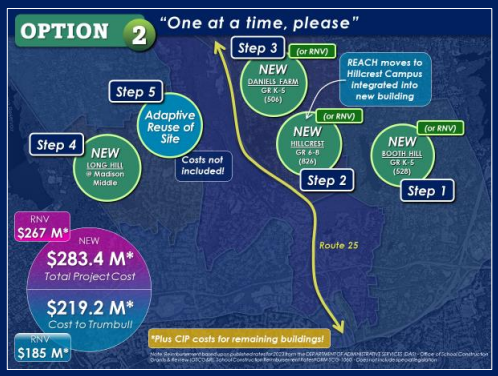
Challenges…

- Tight site logistics at Booth Hill and Daniels Farm – no room to use existing for swing space
- Site constraints and temporary lack of some play/fields
- Temporary traffic and parking impacts during construction

46

OPTION 2 "One at a time, please"

Tecton ARCHITECTS



	Timeline (Year Complete)			Total Project Cost	Cost to Trumbull
1	Booth Hill	NEW	YR 5	$64.3 M	$49.5 M
2	Hillcrest	NEW	YR 10	$134.9 M	$103.8 M
	REACH	NEW	YR 10	$7.6 M	$5.9 M
3	Daniels Farm	NEW	YR 15	$63.1 M	$48.6 M
4	Long Hill	NEW	YR 20	$13.5 M	$11.4 M
				$283.4 M*	$219.2 M*

5 Not included

*Plus CIP costs for remaining buildings

47

OPTION 3 "If it ain't broke, don't fix"

Tecton ARCHITECTS



Timeline (Year Complete)				Total Project Cost	Cost to Trumbull
1	All Schools	CIP	Annually for 30 YR	$10.2-$14.2 M* EVERY YEAR	
				(~$275-$385/sf)	

Benefits…

+ Lowest upfront cost

Challenges…

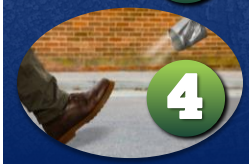
- Disruption with phased occupied renovation with CIP
- No reimbursable swing space
- Likely requires temp facilities
- Not all work/costs will be eligible for reimbursement. In these cases, Town will pay 100% of this work, meaning costs to taxpayer will be higher
- Lengthy process
- No resolutions to program & capacity challenges
- Sianificant sacrifices that impact the educational environment

48

OPTION 3 — The implications…

Tecton ARCHITECTS

1. ***Less reimbursement*** since the renovation is not a comprehensive approach. Taxpayers on the hook for ~100%.
2. ***No change to the educational environment*** – what you have today (***locations of walls, sizes of rooms, adjacencies***) is what you'll have after investing dollars.
3. Year-by-year improvements on a 30-yr renewal cycle means ***continuous disruption for the students and teachers.***



4. ***Typically easy to cut these projects*** from the annual budget, and push them off to next year.

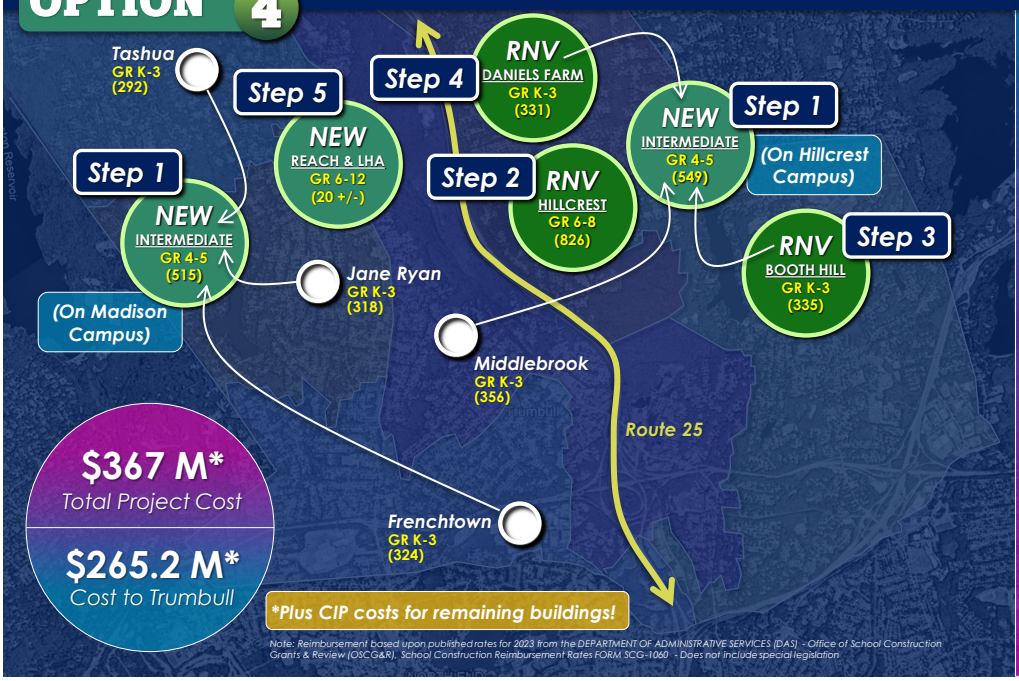


5. This fixes things like caulk, windows, flooring, pipes, electrical…***what you have today stays, with pieces replaced by new over time.***

49

OPTION 4 — Intermediate Introduction

Tecton ARCHITECTS



Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation

Benefits…

+ *Addresses all Tier 1 buildings*
+ *Avoids costs for temp facilities*
+ *Comprehensive replacement of building systems (mechanical, electrical, plumbing & fire protection)*
+ *Builds in flexibility*

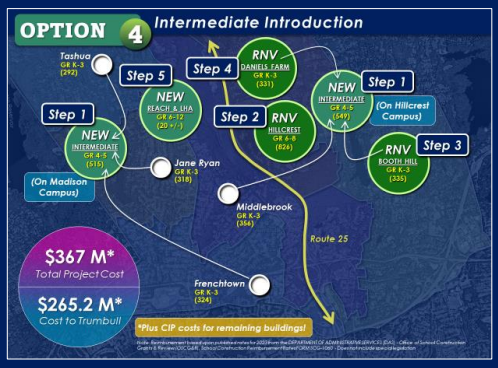
Challenges…

- *Temporary congestion and possible loss of fields at middle school campuses*
- *Temporary loss of fields at Long Hill*
- *Disruption with phased occupied renovation*
- *Middlebrook crosses Route 25*

50

OPTION 4 Intermediate Introduction

Tecton ARCHITECTS



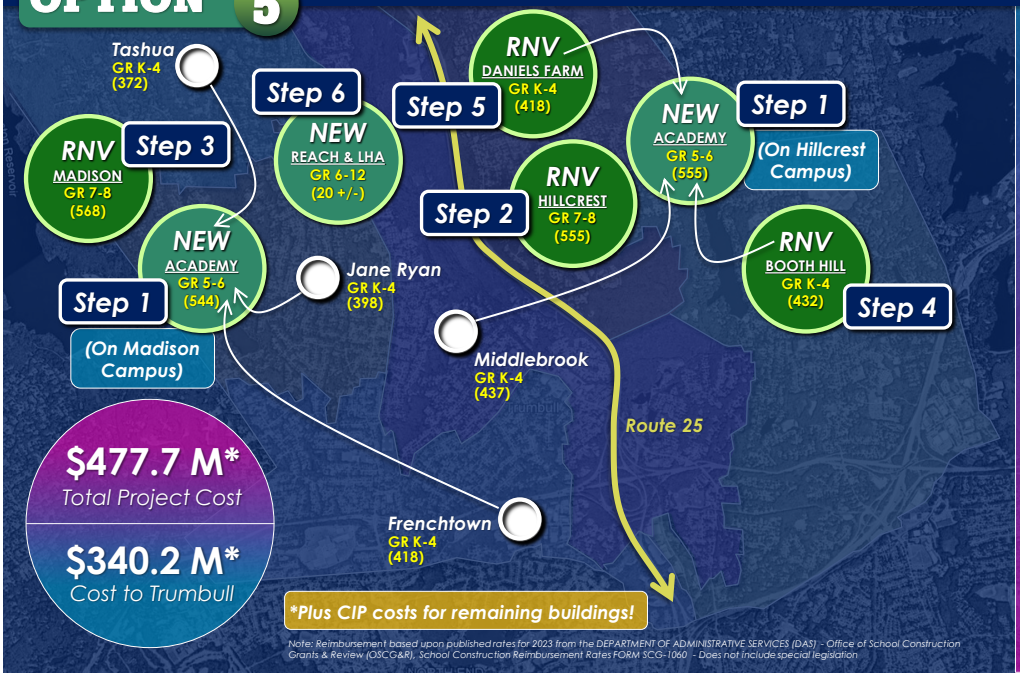
	Timeline (Year Complete)			Total Project Cost	Cost to Trumbull
1	Intermediate School West	NEW	YR 5	$70.2 M	$54.0 M
	Intermediate School East	NEW	YR 5	$66.3 M	$51.0 M
2	Hillcrest	RNV	YR 10	$126.9 M	$86.6 M
	REACH	NEW	YR 15	$7.6 M	$5.9 M
3	Booth Hill	RNV	YR 20	$40.3 M	$27.5 M
4	Daniels Farm	RNV	YR 25	$42.2 M	$28.8 M
5	Long Hill	NEW	YR 15	$13.5 M	$11.4 M
				$367 M*	$265.2 M*

*Plus CIP costs for remaining buildings

51

OPTION 5 Accommodating an Academy

Tecton ARCHITECTS



Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation

Benefits…

- + Addresses all Tier 1 buildings
- + Avoids costs for temp facilities
- + Comprehensive replacement of building systems (mechanical, electrical, plumbing & fire protection)
- + Builds in flexibility
- + Relatively even distribution of students

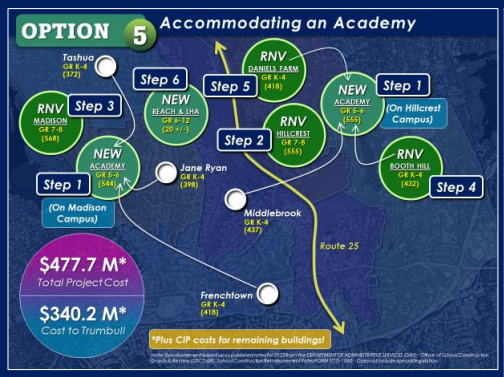
Challenges…

- – Temporary congestion and possible loss of fields at middle school campuses
- – Temporary loss of fields at Long Hill
- – Disruption with phased occupied renovation
- – Middlebrook crosses Route 25

52

OPTION 5 Accommodating an Academy

Tecton ARCHITECTS



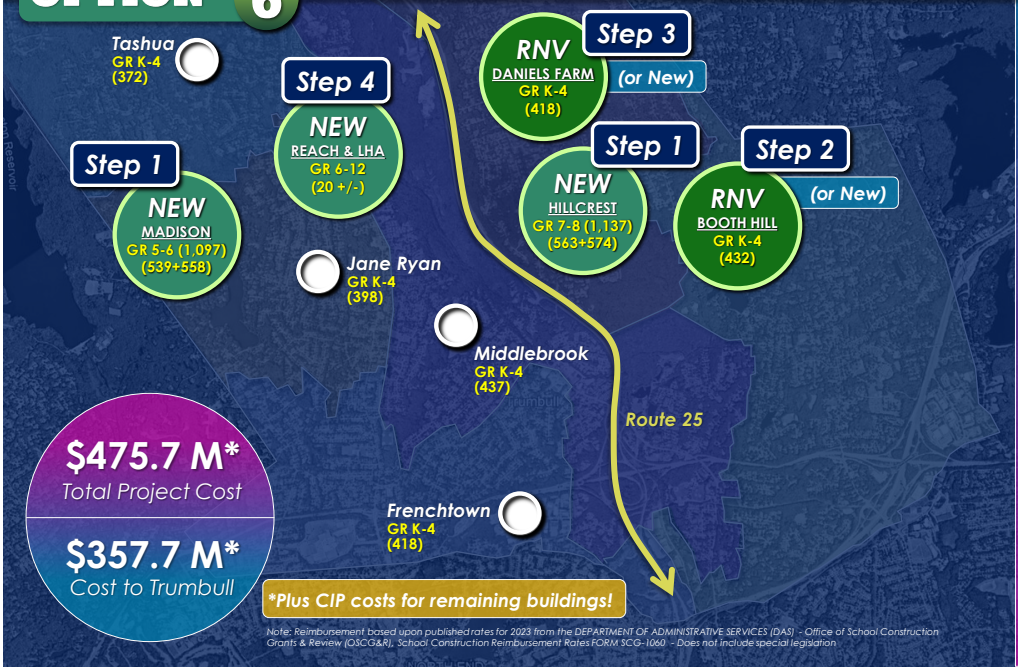
	Timeline (Year Complete)			Total Project Cost	Cost to Trumbull
1	Academy West	NEW	YR 5	$77.0 M	$59.3 M
	Academy East	NEW	YR 5	$78.5 M	$60.4 M
2	Hillcrest	RNV	YR 10	$99.2 M	$67.7 M
	REACH	NEW	YR 10	$7.6 M	$5.9 M
3	Madison	RNV	YR 15	$106.7 M	$72.8 M
4	Booth Hill	RNV	YR 20	$49.5 M	$33.7 M
5	Daniels Farm	RNV	YR 25	$59.2 M	$40.4 M
6	*Long Hill Admin.(not included)*			$477.7 M*	$340.2 M*

**Plus CIP costs for remaining buildings*

53

OPTION 6 Integration Starting at 5th

Tecton ARCHITECTS



Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation

Benefits…

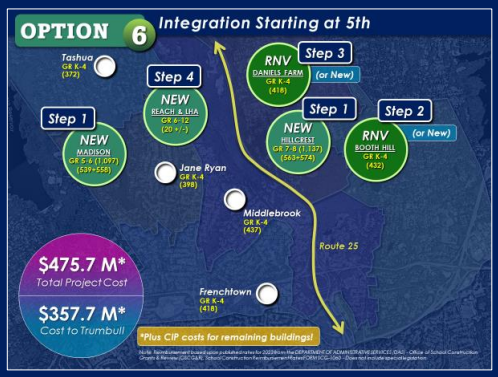
- \+ Addresses all Tier 1 buildings
- \+ Once Step 1 is complete, provides capacity at all elementary schools
- \+ Builds in reimbursable swing space
- \+ Comprehensive MEP replacement
- \+ Builds in flexibility

Challenges…

- \- Introduces another school transition to student's academic experience
- \- Significant Step 1 investment
- \- Possible transportation challenges
- \- Disruption with phased occupied renovation

54

OPTION 6 Integration Starting at 5th

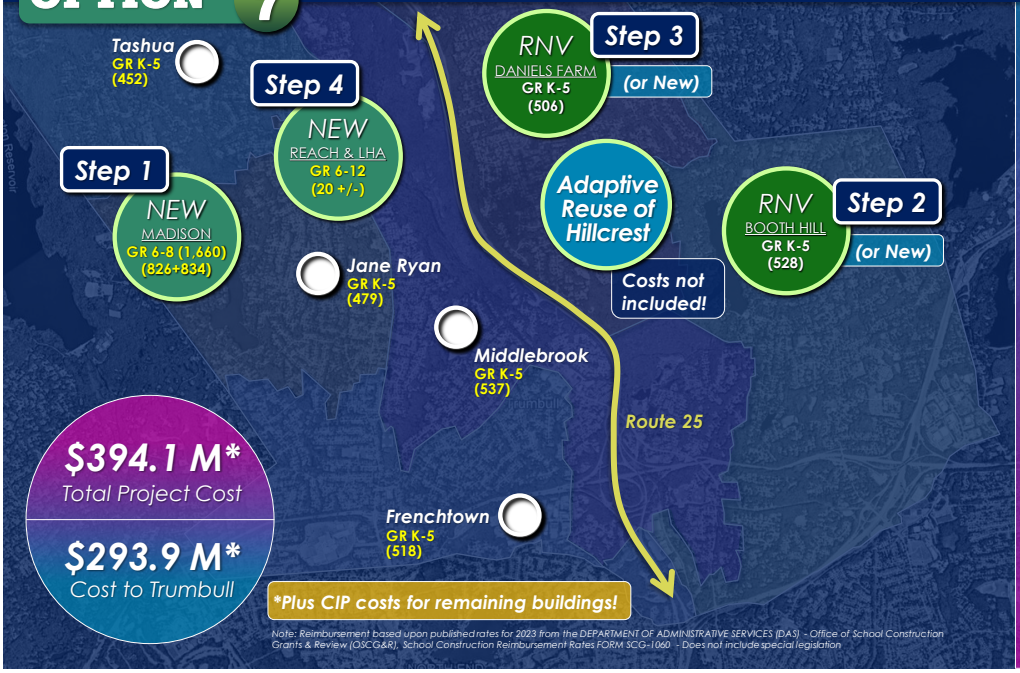


	Timeline (Year Complete)			Total Project Cost	Cost to Trumbull
①	Reinvented Madison (5-6)	NEW	YR 5	$162.4 M	$125 M
	Reinvented Hillcrest (7-8)	NEW	YR 5	$183.5 M	$141.3 M
②	Booth Hill	RNV	YR 20	$49.5 M	$33.7 M
③	Daniels Farm	RNV	YR 25	$59.2 M	$40.4 M
④	REACH	NEW	YR 15	$7.6 M	$5.9 M
	Long Hill	NEW	YR 15	$13.5 M	$11.4 M
				$475.7 M*	$357.7 M*

*Plus CIP costs for remaining buildings

55

OPTION 7 District-wide Middle School



Benefits…

- + Addresses all Tier 1 buildings
- + Brings middle school students together early, making high school transition easier
- + Comprehensive MEP replacement
- + Builds in flexibility
- + Potential community asset

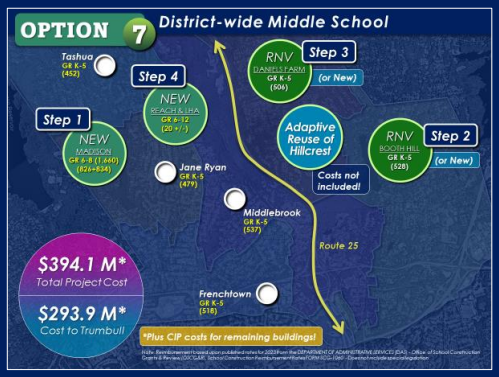
Challenges…

- - Significant student population (would be one of the largest in the state)
- - Significant cost, sizeable middle school
- - Possible transportation challenges
- - Disruption with phased occupied renovation at elementary

56

OPTION 7 District-wide Middle School

Tecton ARCHITECTS



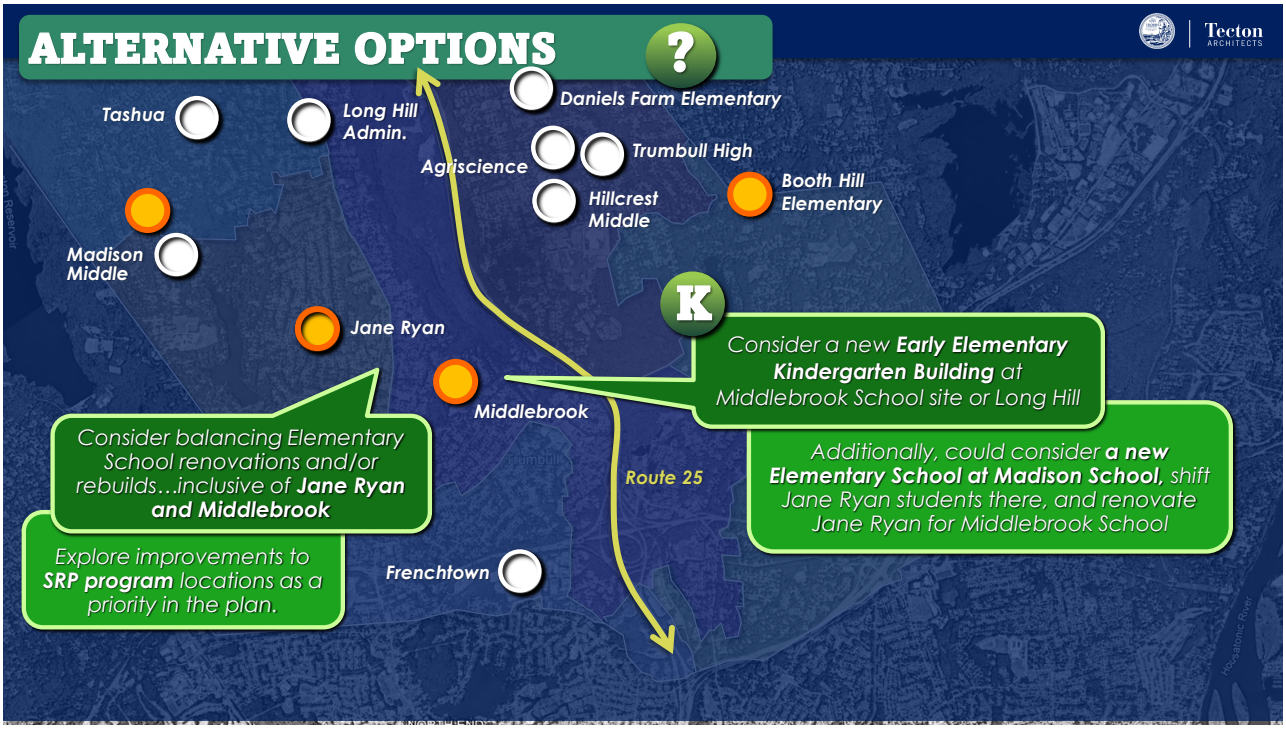
	Timeline (Year Complete)			Total Project Cost	Cost to Trumbull
1	Reinvented Madison	NEW	YR 5	$253.4 M	$195.0 M
2	Booth Hill	RNV	YR 15	$60.3 M	$41.1 M
3	Daniels Farm	RNV	YR 20	$59.3 M	$40.5 M
4	REACH	NEW	YR 15	$7.6 M	$5.9 M
	Long Hill	NEW	YR 15	$13.5 M	$11.4 M
				$394.1 M*	$293.9 M*

*Plus CIP costs for remaining buildings

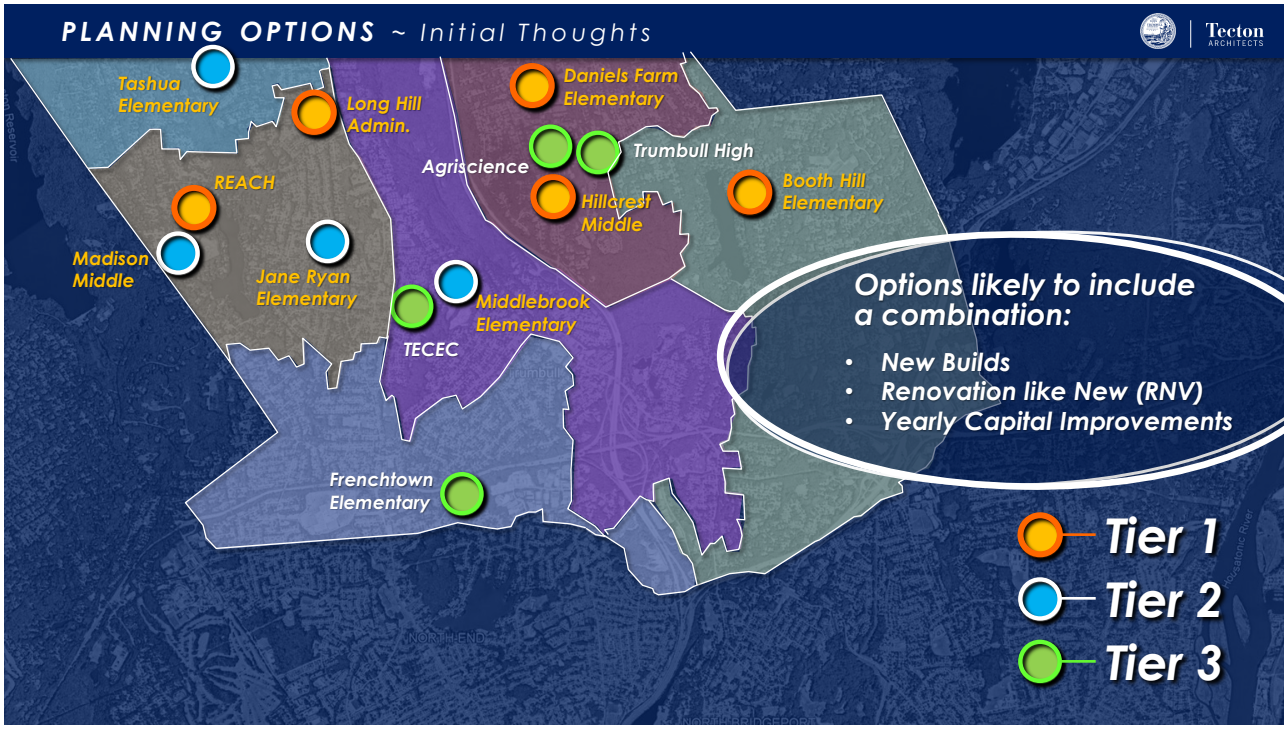
57

ALTERNATIVE OPTIONS ?

Tecton ARCHITECTS



58



59

OPTIONS SUMMARY

Tecton ARCHITECTS

	OPTION	Grade Level Reconfiguration	Phased Occupied Renovation	Total Number of Buildings *(when complete)*	Total Project Cost	Cost to Trumbull
1	Middle School "Swing"	NO	YES	12 *(REACH @ Hillcrest)*	$269.3 M	$197.3 M
2	"One at a time, please"	NO	NO *(If building all new)*	12 *(REACH @ Hillcrest)*	$283.4 M *(NEW)* $267.0 M *(RNV)*	$219.2 M *(NEW)* $185.0 M *(RNV)*
3	"If it ain't broke, don't fix"	NO	YES	13	$10.2-$14.2 M *EVERY YEAR, ALL BUILDINGS*	
4	Intermediate Introduction	YES	YES	15	$367.0 M	$265.2 M
5	Accommodating and Academy	YES	YES	15	$477.7 M	$340.2 M
6	Integration Starting at 5th	YES	YES	13	$475.7 M	$357.7 M
7	District-wide Middle School	NO	YES	12	$394.1 M	$293.9 M

60

Roadmap

Tecton ARCHITECTS

Start: 6:00PM

5 min — Introductions

Key Components

15 min — WHERE WE'VE BEEN

50 min — WHERE WE ARE TODAY

15 min — **WHERE WE'RE GOING**

- *Schedule*
- *Community Survey #2*
- *Upcoming BOE Retreat*

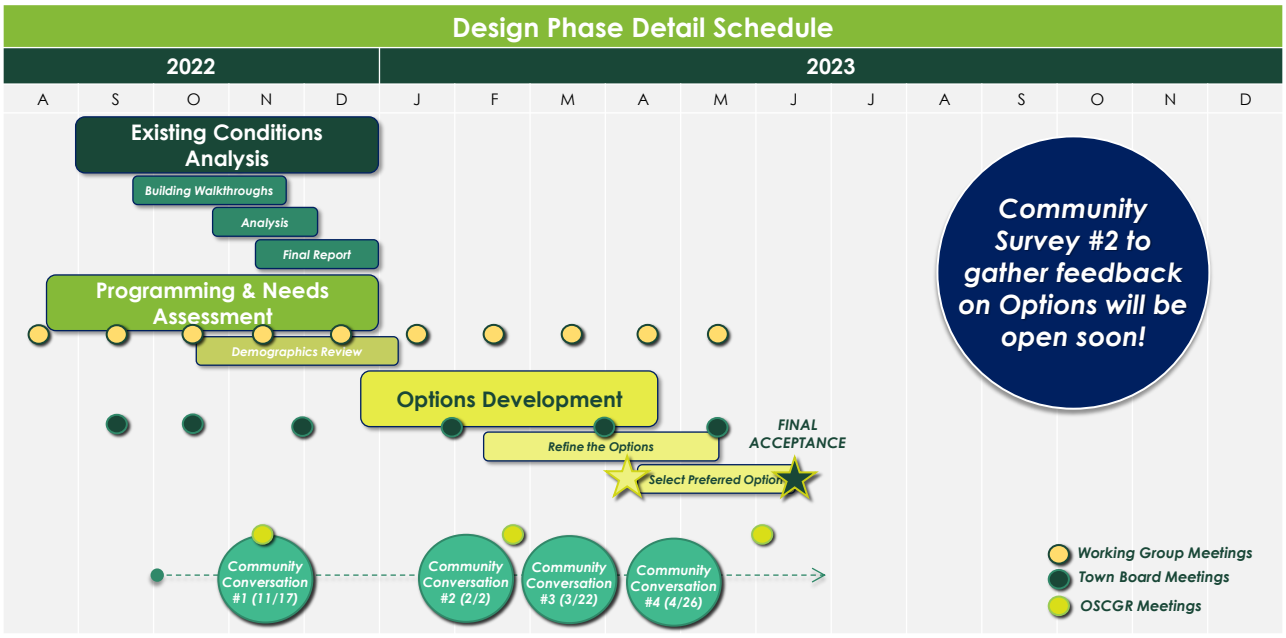
5 min — How to Stay Connected

End: 7:30PM

61

SCHEDULE

Tecton ARCHITECTS



62

Where from here? Preferred Direction for BOE to consider…



What do you like, not like, want to explore?
What could vs. should be different? (priorities)

63

Let's pause for discussion

- Any questions so far?
- Any additional feedback to share?

64

Roadmap

Tecton ARCHITECTS

Start: 6:00PM

5 min — Introductions

Key Components

30 min — WHERE WE'VE BEEN

45 min — WHERE WE ARE TODAY

30 min — WHERE WE'RE GOING

10 min — How to Stay Connected

End: 7:30PM

65

Stay Connected!

Tecton ARCHITECTS

Project Email:

DistrictPlan@trumbullps.net

Project Website:

https://www.trumbullps.org/about-us/master-plan

66

May 8, 2023
Board of Education Retreat

Tecton
ARCHITECTS

Tecton ARCHITECTS

IMAGINING POSSIBILITIES

FOR TRUMBULL'S SCHOOL FACILITIES

TRUMBULL, CT

BOE Retreat

Cooperative Educational Services

May 8, 2023

1

Roadmap

Tecton ARCHITECTS

Introductions

Key Components

WHERE WE'VE BEEN
WHERE WE ARE TODAY
WHERE WE'RE GOING

Opportunities for discussion along the way

How to Stay Connected

2

Introductions

Tecton ARCHITECTS

UTILIZATION & PROGRAMMING



EDWARD WIDOFSKY
AIA, LEED AP BD+C

Project Manager
Tecton

OVERSIGHT & DAY-TO-DAY CONTACT



JEFF WYSZYNSKI
AIA

Principal-in-Charge
Tecton

COMMUNITY ENGAGEMENT



ANTONIA CIAVERELLA
EDAC, LEED AP BD+C, WELL AP, FITWEL

Architectural Designer
Tecton

BUILDING CONDITION ASESSMENT



ALISON FROST

Project Architect
Tecton

CONSULTANT EXPERTISE



BRAD PARK
MEP Engineer
LEED AP BD+C

MEP Engineering
Principal, CES

CONSULTING ENGINEERING SERVICES
MEP Engineering

MCKIBBEN DEMOGRAPHIC RESEARCH
Enrollment Projections & Demographics Study

3

Introductions

Tecton ARCHITECTS

Central Office

Dr. Martin Semmel
Superintendent

Dr. Susan C. Iwanicki
Assistant Superintendent

David Cote
Director of Operations

Christina Hefele
Director of Digital Learning

Lauren Butler
Secretary to the Superintendent

Maria Vaz
Registration and Residency

Dawn Perkins
Transportation Coordinator

Board of Education

Lucinda Timpanelli
Board Chair

Tim Gallo
Jackie Norcel
Alison Squiccimarro
Marie Petitti
Christopher Bandecchi
Julia McNamee
Lisa Nuland

Administration

Dana Pierce
Principal, Booth Hill

Gary Kunschaft
Principal, Daniels Farm

Gina Prisco
Principal, Frenchtown

Pat Horan
Principal, Jane Ryan

Administration, ctd.

Debra Ponte
Principal, Middlebrook

Bryan Rickert
Principal, Hillcrest

Katie Laird
Assistant Principal, Hillcrest

Peter Sullivan
Principal, Madison

Paul Coppola
Assistant Principal, Madison

Marc Guarino
Principal, Trumbull High School

Dr. Linda Paslov
Director, Agriscience & Biotechnology Center

Deborah McGrath
Director, REACH

Dr. Matthew Wheeler
Principal, TECEC

Others

Trumbull PTA Council

Public Works Administration

Middlebrook Elementary School

4

Key Components – What We Study

Existing Conditions

1. **Physical condition** of building exterior, interior, systems and site
2. **Code and life safety** systems analysis
3. **Programmatic needs** and concerns based on condition
4. **Prioritization ranking system** as a tool for long-term planning

Demographics & Utilization

1. **Highest projected enrollment** per building over the next 10 years
2. **Allowable SF** per the State of Connecticut
3. **Useable space** versus unassignable space per building
4. **Benchmarking of core spaces** (gym, cafeteria, media) against state standard, per building

Options & Final Plan

1. **Available "swing space"** within the building, (if any)
2. **Capacity and condition of the site** for a new building or addition
3. **Best strategic first step**, followed by a long-term plan
4. **Other opportunities** or variations on the long-term plan

5

Staying Informed

New to the Process? No worries…

Have a question but prefer to put it in writing?

Project Email:

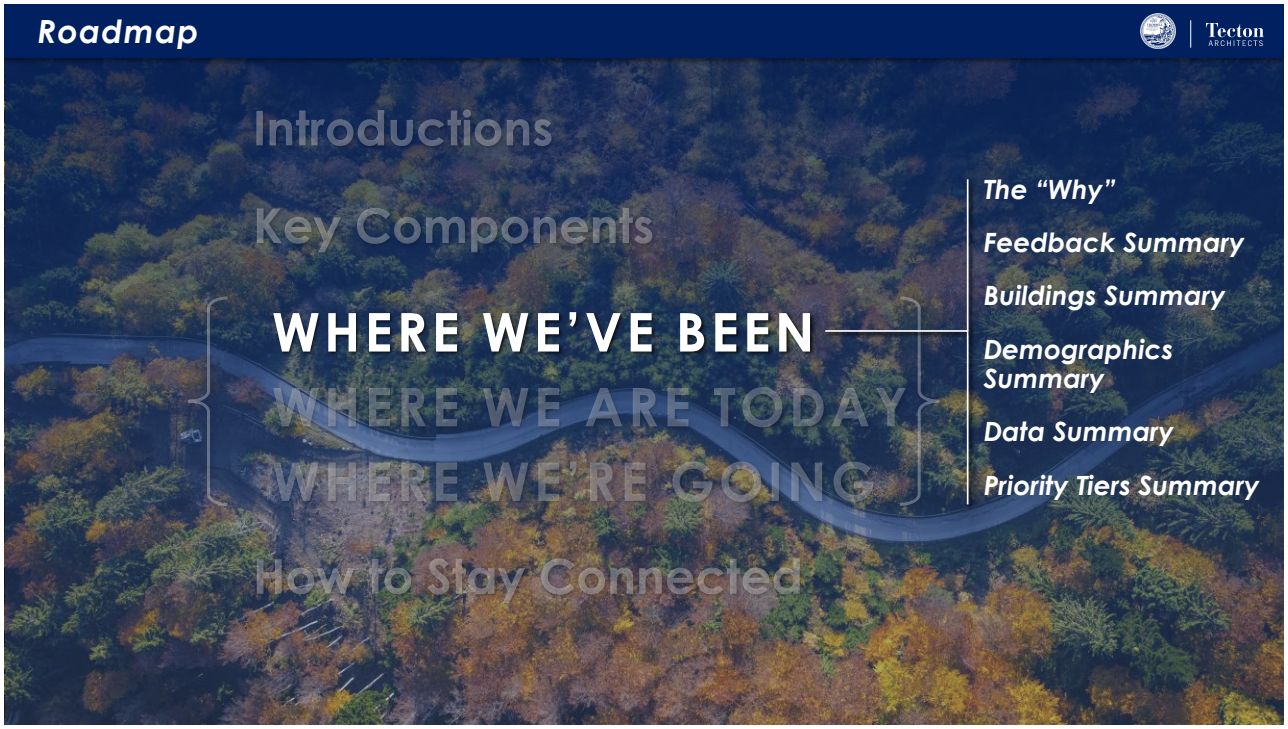
DistrictPlan@trumbullps.net

Project Website:

https://www.trumbullps.org/about-us/master-plan

6

Roadmap



7

Project Summary

The *Scope.*

Analyze the existing facilities for **age/condition, program needs, capacity & utilization.**

Conduct a demographic study for enrollment projections, **develop a population forecast.**

Identify a planning strategy for future educational delivery and building use to serve the Town for the next **10-15 years and beyond.**

The *Goal*.

Prioritize the need across the district based upon **objective analysis (Program, condition, capacity).**

Develop a plan to alleviate **capacity concerns and build in flexibility** (elementary and middle schools).

Provide a consistent, transparent, and interactive process to engage the community to develop the best plan overall for **Trumbull.**

8

The "Why"

Tecton ARCHITECTS

Envelope technology accounts for 30%

Higher levels of outdoor air contributes to higher test scores in math and reading

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

Sense of belonging improves grades, engagement & [illegible]

Connections between dampness, leaky envelopes & respiratory health

Increases happiness and pro-social behavior

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

In daylit classrooms, students progress
20% Faster on math tests
26% Faster on reading tests

Research reinforces the importance we already recognize …

…that our students and teachers deserve quality environments!

9

COMMUNITY ENGAGEMENT

Tecton ARCHITECTS

COMMUNITY CONVERSATIONS & WORKSHOPS	DIGITAL TOOLS	NEXT STEPS?
BOE Workshop *September 20th*	**Survey #1** *Understanding the priorities*	**Survey #2** *Solicit Feedback On Options*
Conversation #1 *Conditions, Utilization & Thinking Big! – 11/17*	**Project Website** *Communicating Progress*	**Video Clips** *Summarizing Options*
Conversation #2 *Opportunities & Options – 2/2*	**Project Email** *On-Going Communications*	**Board Updates** *(BOE, Town Council, Others?)*
Conversation #3 *Refined & Preferred Option – 3/22*		
Conversation #4 *Finalizing the Plan & Next Steps – 4/26*		

10

Feedback Summary – Community Conversation #3 (3/22/23)



Are the new developments included in the forecast?

Keep in mind the health, environmental and equity component of air conditioning and air quality

Option1 "Middle School Swing" was the most popular selection

If elementary population grows, how do they age through the district? Is there room?

What new security measures are being incorporated?

What if we reduced our elementary schools from 6 to 5?

What if we expanded our elementary schools from 6 to 7?

What if we redistricted to address current capacity issues?

11

Where We've Been – Community Conversation #2 (2/2/23)





Will a new school bring new families into the district?

Does capacity change based on the educational model?

With 13 total buildings, will this master plan involve simultaneous projects?

How much of a building must be kept to qualify for RNV status?

What about swing space? Are we paying extra or using neighboring buildings?

Are current / ongoing repair projects being factored in?

12

Questions from Community Conversation #2 (2/2/23)

How many buildings do not have sprinkler systems?

There are 3 buildings without full sprinkler protection:

- Hillcrest Middle School (no sprinkler protection) ***– Tier 1 building***
- REACH (no sprinkler protection) ***– Tier 1 building***
- Long Hill Administration (partial sprinkler protection) ***– Tier 1 building***

What buildings have adequate & compliant air conditioning?

Per the ongoing HVAC study by Silver Petrucelli:

- TECEC ***– Tier 3 building***
- Frenchtown ***– Tier 3 building***
- Agriscience & Biotechnology ***– Tier 3 building***
- (Trumbull High School and Long Hill were not studied)

13

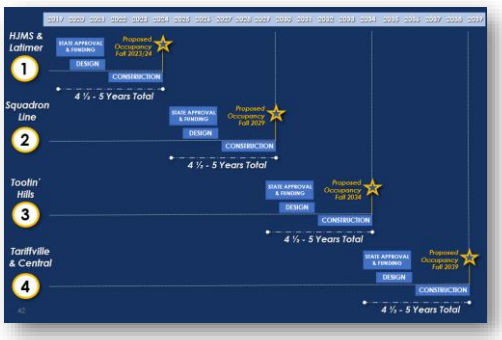
Questions from Community Conversation #2 (2/2/23)

What are other districts doing? Any examples to share?

Simsbury's "First Best Step" Approach:

Maintaining their neighborhood schools was key, but to maximize impact to students district-wide, they chose a 6th Grade Addition at the Middle School & a Renovate Like New (RNV) of an Elementary School as the first step. Then, tackling each subsequent school one-by-one.

TOTAL TIME COMMITMENT: 20 YRS (done 2039)



Cheshire Elementary Schools

Optimization and construction of two new elementary schools PK-5, K-5, total project cost ~ ***$170M***

Norwich Elementary Schools

Consolidation and construction of four new elementary schools ~ ***$385M***

Darien Elementary Schools

Modifications to three elementary school ~ ***$82.3M***

Madison Elementary Schools

Optimization and construction of new elementary school and modifications to current intermediate school ~ ***$89.2M***

Simsbury Elementary Schools

Renovate like new to Latimer Lane – Step 1 of Elementary Renewal Program, Step 1 ~ ***$39M, Overall $215M***

South Windsor Elementary Schools

10-year Master Plan, Consolidation from 5 to 4 Elementary Schools, Four new builds, ~ ***$161M*** completion 2023

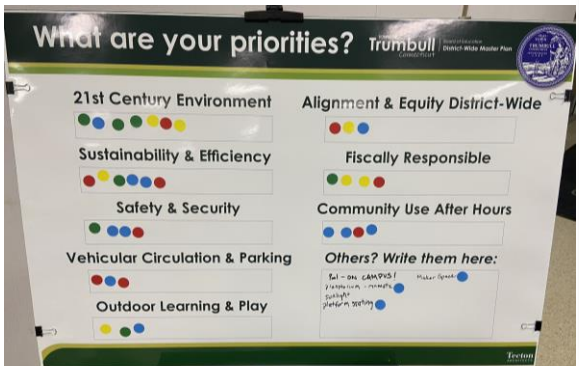
Brookfield Elementary Schools

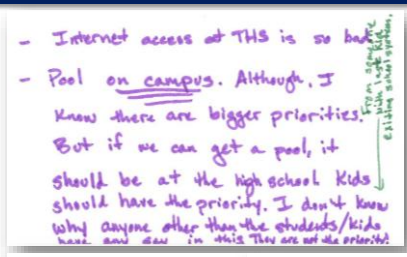
Optimization of Elementary School, New Construction ~ ***$78M***

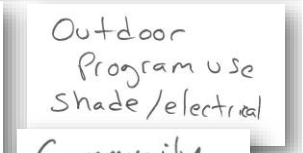
14

Where We've Been – Community Conversation #1 (11/17/22)

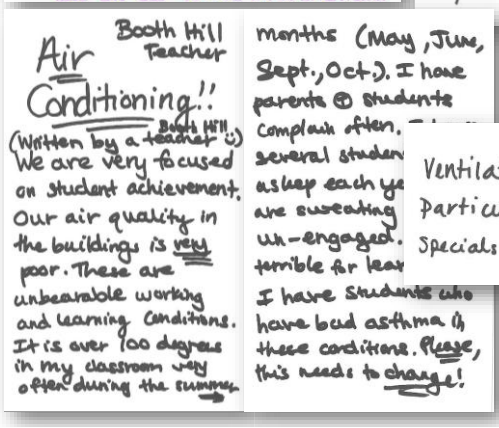


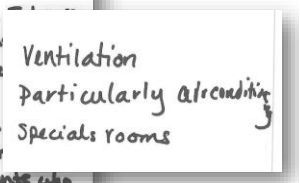












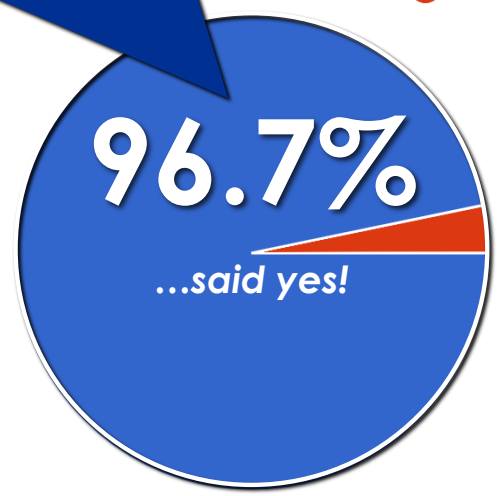
15

Where We've Been – Community Feedback

Do you believe there is a need to improve the physical condition of Trumbull's public schools?



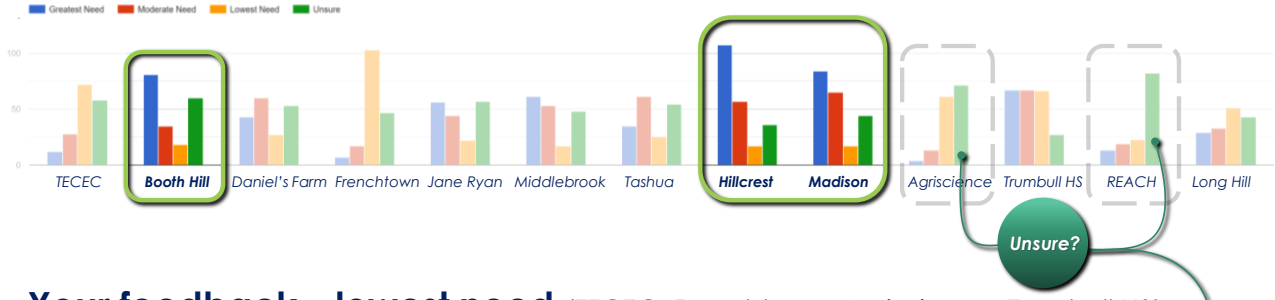
390+ *Responses!*



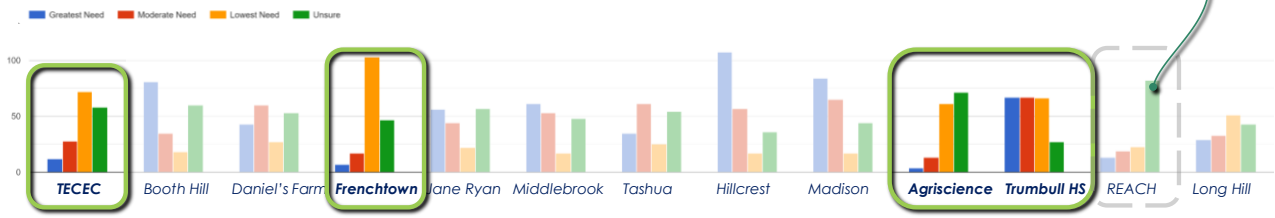
16

Where We've Been – Community Feedback

Your feedback…greatest need *(Booth Hill, Hillcrest & Madison)*

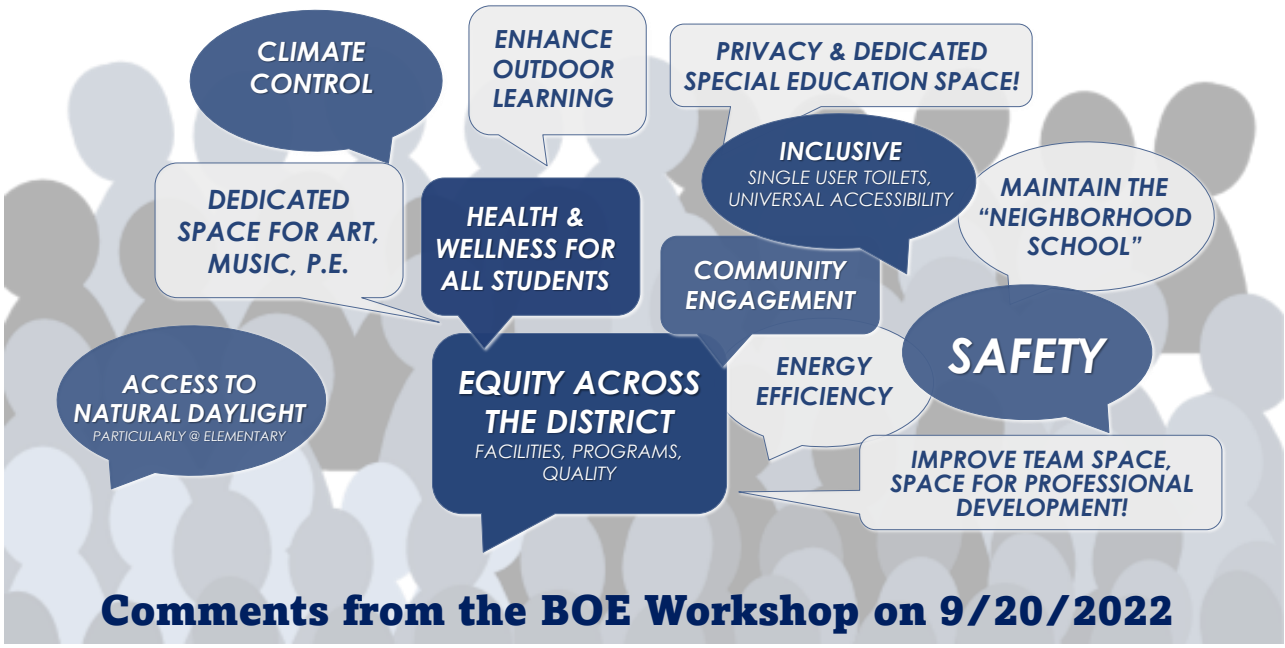


Your feedback…lowest need *(TECEC, Frenchtown, Agriscience, Trumbull HS)*



17

Initial BOE Feedback



Comments from the BOE Workshop on 9/20/2022

18

Feedback Summary – BOE Retreat, Admin. & Community Survey

Alignment between the BOE, Administration, and the Community

Strong Connections:

- Safety & Security
- HVAC / Climate Control / IAQ
- 21st Century Learning / Technology
- Special Education & Support Spaces
- Flexibility & Accommodating Future Growth
- Fiscal Responsibility, Other Town Projects

19

Buildings Summary

Area Summary Table

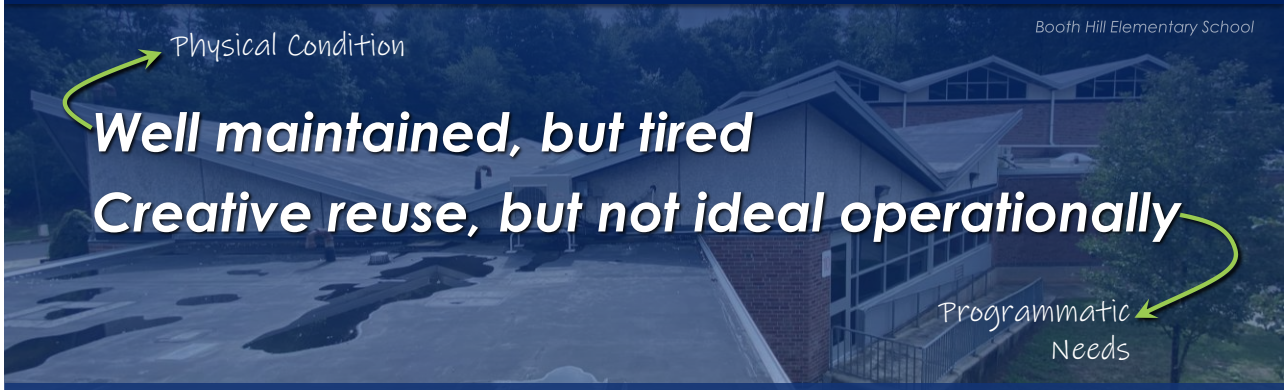
	Building Name	GSF	% of total town bldgs	Orig. Const.	Age
PK	Trumbull Early Childhood	26,350	2.4%	2005	18
K-5	Booth Hill Elementary	53,660	4.8%	1955	68
	Daniels Farm Elementary	61,480	5.5%	1962	61
	Frenchtown Elementary	89,960	8.1%	2003	20
	Jane Ryan Elementary	46,430	4.2%	1955	68
	Middlebrook Elementary	65,690	5.9%	1953	70
	Tashua Elementary	59,660	5.4%	1965	58
6-8	Hillcrest Middle	117,000	10.5%	1967	56
	Madison Middle School	154,970	13.9%	1960	63
9-12	Regional Agriscience Center	38,200	3.4%	2001	22
	Trumbull High School	369,350	33.2%	1971	52
6-8/9-12	REACH	8,700	0.8%	1970	53
Admin	Long Hill Administration	21,950	2.0%	1920	103
	Subtotal	1,113,400	Average Age		55



20

The "Why"

Tecton ARCHITECTS



Common Findings:

- Poor definition of the school/site boundaries
- Poor comfort/temperature control and IAQ
- Accessibility concerns throughout
- Building systems at or past useful life
- Additions, but no comprehensive renovations
- Building envelopes showing signs of age

21

1 = Poor, 5 = Good

Existing Conditions

Analysis, methodology, and conclusions

Programmatic Needs | **Physical Condition**

- Grouped by Grade (K-5, 6-8, 9-12)
- Collected & Analyzed Information
- Ranked based upon findings
- Prioritized based upon rankings

Think of the rankings like a movie,
the *more* stars you have the better!

★ ★ ★ ☆ ☆
1 2 3 4 5

22

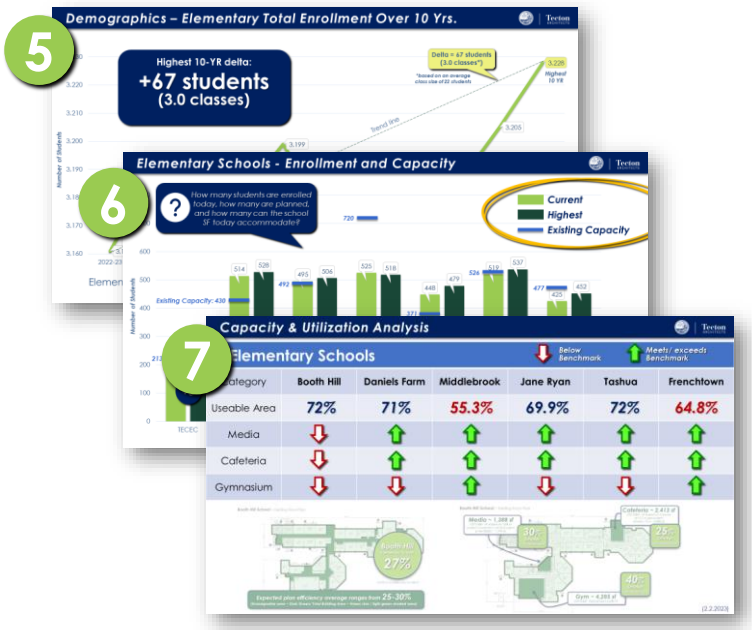
Where We've Been – Work to Date



1. ***13*** buildings being studied
2. ***13*** educational and conditions walkthroughs completed in September 2022 ***(approximately 1.1 million SF!)***
3. ***850*** page *DRAFT* conditions assessment report outlining physical and programmatic building needs, ongoing since November 2022
4. Meetings with BOE, PTA, Superintendent, Facilities & the community ***(including a community survey!)***

23

Where We've Been – Work to Date



5. Demographics forecast that ***elementary enrollment will slowly increase*** over the next 10 years *(middle and high school will also see modest growth)*.
6. Useable area analysis reveals that ***most schools are operating at or above their capacity*** *(every SF is being used for educational purposes, and there is no room to grow)*.
7. Core spaces benchmarking ***reveals greater need in certain schools*** for major program spaces *(Gymnasium, Cafeteria & Media Center)*.

24

Demographics - Summary

Elementary enrollment will slowly increase over the next 10 years.

This is (in part) **due to the increase in the number of empty nest households turning over and in migration of young households.**

Even with new housing unit construction, the price of existing home sales is the dominant factor affecting population and enrollment.

Refer to the Executive Summary of the Demographics Study for other key findings.

25

Demographics Summary

Madison Middle School

Elementary	Middle	High School
+67 students	+107 students	+88 students
3.0 classes	3.6 classes	2.9 classes

What does this mean?

Consider capacity, flexibility, effect on special education and specials (art, music, gym, media, STEAM)

26

Conditions Analysis - Summary

	Building Name	Programmatic Needs TOTAL	Programmatic Needs Rank (Priority)	Physical Condition TOTAL	Physical Condition Rank (Priority)	1 = Poor, 5 = Good AVERAGE (Priority)
PK	Trumbull Early Childhood (TECEC)	23	4	28	4	4
K-5	Booth Hill Elementary	11	1	21	2	1.5
K-5	Daniels Farm Elementary	17	2	21	2	2
K-5	Frenchtown Elementary	23	4	27	4	4
K-5	Jane Ryan Elementary	14	2	25	4	3
K-5	Middlebrook Elementary	17	2	22	3	2.5
K-5	Tashua Elementary	19	3	24	3	3
6-8	Hillcrest Middle School	13	1	21	2	1.5
6-8	Madison Middle School	22	4	20	2	3
9-12	Agriscience & Biotech Center	25	5	28	4	4.5
9-12	Trumbull High School	18	3	28	4	3.5
6-12	REACH	15	2	18	1	1.5
Adm.	Long Hill Administration	10	2	16	1	1.5

27

Priority Tiers

Tier 1
Address the greatest programmatic and condition needs comprehensively

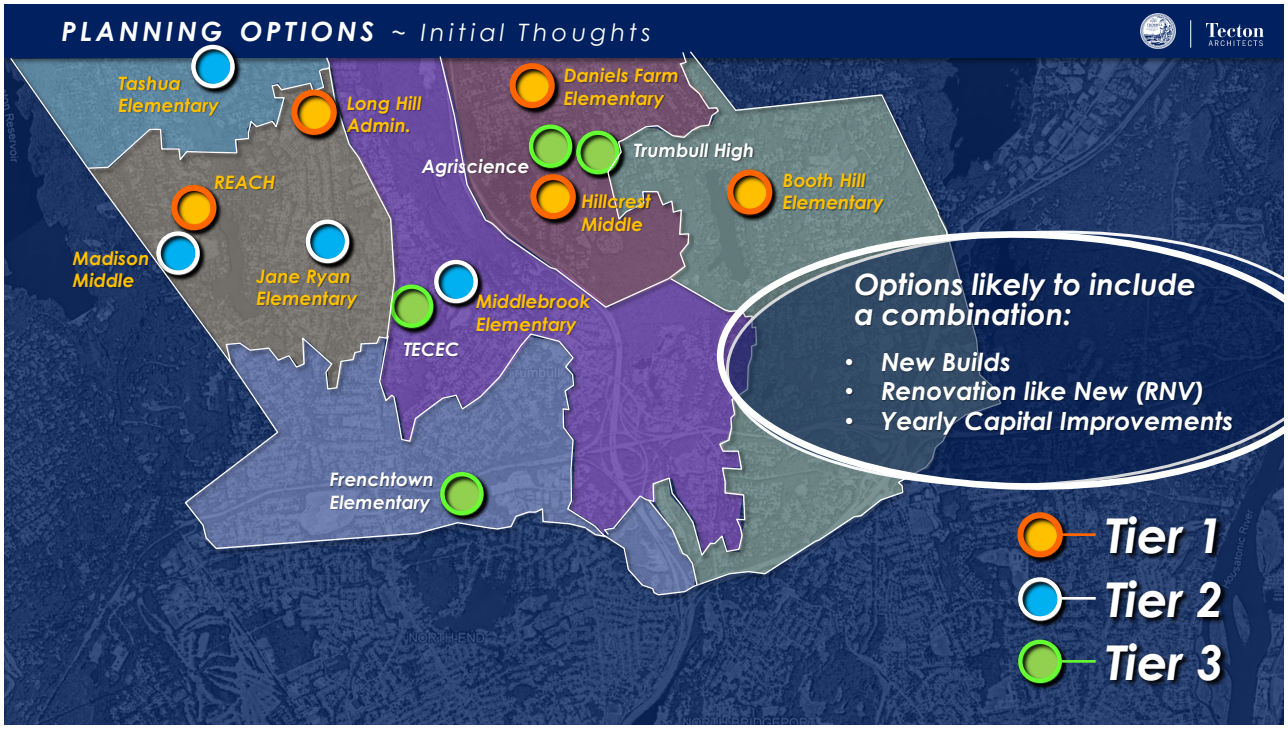
Tier 2
Temporary, thoughtful implementation of CIP with comprehensive renovation to come

Tier 3
Address first through CIP, and then comprehensively address needs

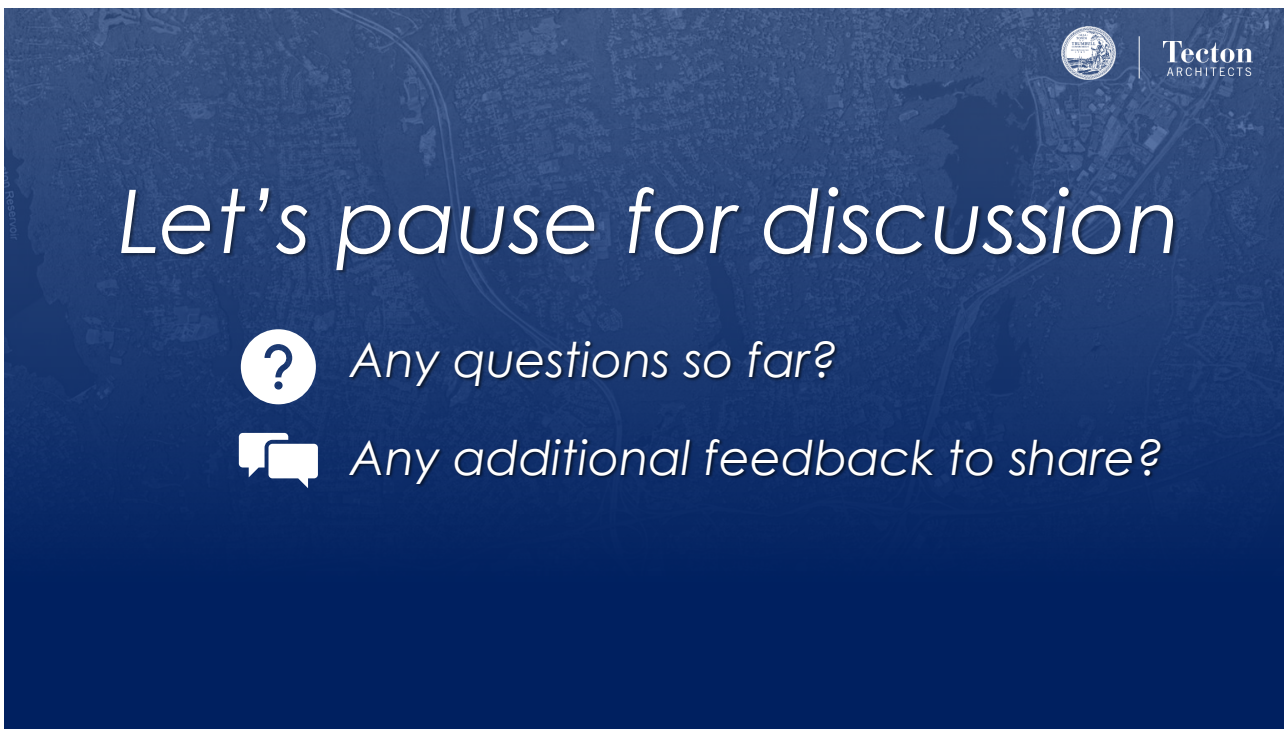
Tier 1 and Tier 2 all need to be done; it's about prioritizing the order.

(1.5)	**Booth Hill Elem.**	*(2.5)*	**Middlebrook Elem.**	*(3.5)*	**Trumbull High School**
(1.5)	**Hillcrest Middle**	*(3.0)*	**Jane Ryan Elem.**	*(4.0)*	**Frenchtown**
(2.0)	**Daniels Farm Elem.**	*(3.0)*	**Tashua Elem.**	*(4.0)*	**TECEC**
(1.5)	**REACH**	*(3.0)*	**Madison Middle**	*(4.5)*	**Agriscience**
(1.5)	**Long Hill Admin.**				

28


PLANNING OPTIONS ~ Initial Thoughts
Tecton ARCHITECTS
Tashua Elementary
Long Hill Admin.
Daniels Farm Elementary
Trumbull High
Agriscience
REACH
Hillcrest Middle
Booth Hill Elementary
Madison Middle
Jane Ryan Elementary
Middlebrook Elementary
TECEC
Options likely to include a combination:
• New Builds
• Renovation like New (RNV)
• Yearly Capital Improvements
Frenchtown Elementary
Tier 1
Tier 2
Tier 3

29


Tecton ARCHITECTS
Let's pause for discussion
Any questions so far?
Any additional feedback to share?

30

Roadmap

Tecton ARCHITECTS

Introductions

Key Components

WHERE WE'VE BEEN

WHERE WE ARE TODAY

WHERE WE'RE GOING

How to Stay Connected

Considerations & Challenges

Options Overview

Review Each Option (1-7)

- District-Wide Tier 1 Overall Plan
- Benefits & Challenges
- Order of Magnitude Costs

Options Summary

31

PLANNING OPTIONS ~ *Initial Thoughts*

Tecton ARCHITECTS

When planning consider this…

Swing Space - *Develop options that include new builds for* ***"swing" space*** *to allow for comprehensive renovations. Cost efficient & less disruptive*

Reimbursement - *Analyze* ***"Renovate like New" (RNV)*** *options to leverage state reimbursement, maximize addition to create "swing" space.*

Value - *Analyze complex phased renovations vs. new build. Understand dollars invested that stays in the school vs. the process*

Capacity - *Review capacity of existing school properties for new builds (to limit disruption) and/or additions and renovations*

Prioritization & Affordability - *Prioritize need across district, keep affordability paramount in the discussion*

32

MASTER PLAN CHALLENGES & NEEDS

Tecton ARCHITECTS



Other Considerations

Affordability vs. Timeline *(5 buildings in need)*
Swing Space *(where?)*
Cost of doing nothing *(maintain "as is")*

1. ***3 Schools in greatest need of comprehensive renovations*** *due to age, condition, use, capacity (Tier 1)*
2. ***Long Hill Administration Building is well past its useful life*** *due to age/condition/adaptive reuse (Tier 1)*
3. ***REACH program located in less than ideal environment*** *for its intended use due to age/condition/use (Tier 1)*
4. *Established elementary school districts coupled with geographic challenges* ***(Rt. 25 bifurcates Town)*** *limits flexibility in planning options*

33

Cost Methodology ~ *Our process and what does it include?*

Tecton ARCHITECTS

1. *Costs are based upon mid range of historical averages and current market conditions*
2. *Costs are escalated to year 2026 (based upon 4.5% average per year), or the potential mid-point of construction for any "Step 1" of a plan*
3. *Adjustments shall be made once a preferred option is selected*
4. *Does not include impact for operational costs or premium for site logistics for multi-phase renovations*
5. *Reimbursement rate utilized is last published (9/29/2022):*

Renovate as New ~ 34.29%

New Construction ~ 24.29%

Does not contemplate space waivers or special legislation ("Notwithstanding")

34

Comparing the Options ~ What to consider?

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

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

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

Construction Costs + Soft Costs

(A comprehensive approach to costs)

35

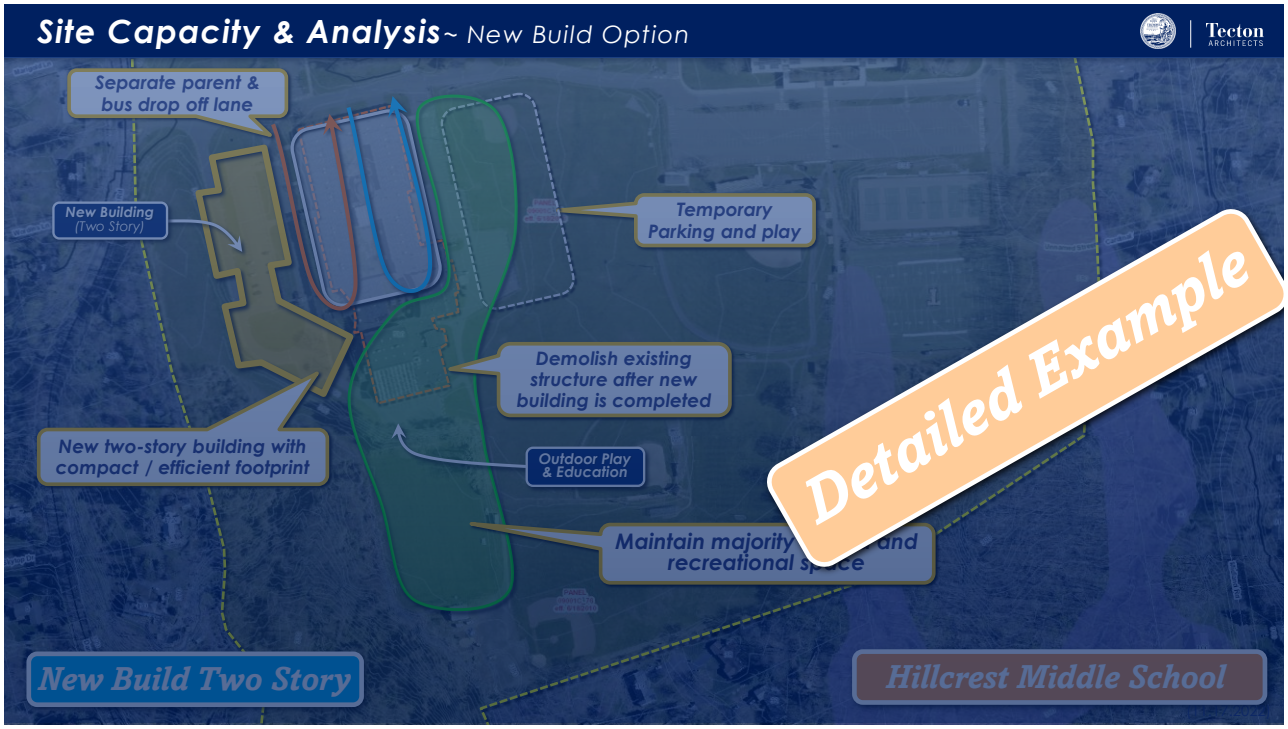
RNV ~ What does it mean? Renovate as New

1. *Complete new or renovate as new building to last several generations (30 plus years)*
2. *Will address all capacity, educational space and curriculum needs (today & future)*
3. *Transforms building to create educational environment that is adaptable, flexible, innovative, with a focus on wellness & health (daylighting, air quality, acoustics)*
4. *Addresses <u>all</u> existing conditions reported for site, building envelope, interiors, building and life safety systems, accessibility and code.*

36

Site Capacity & Analysis ~ New Build Option

Tecton ARCHITECTS



37

Order of Magnitude Project Costs ~ New Construction

Tecton ARCHITECTS

New 6-8 ~ Hillcrest Middle School				
	Proj.	OSCG Standard.		
Grade Levels	Enr.	Sf/St.		
Grade 6	271	148	134,363	
Grade 7	264	170		
Grade 8	291	170		
Total	**826**		* with 1% mech increase	
Max. Area Allowed	135,706			
New Building	135,706			
Existing Building	117,000			
Project Cost Summary				
Scope of work	**Amt.**	**Unit**	**Cost/Unit**	**Cost**
Site Improvements	21.97	Acres	$425,000	$9,337,541
Parking Lot & Vehicular Circ. (2.25/1000)	150	spaces	$9,250	$1,387,500
Whole Building Haz. Mat. Abatement	117,000	sf	$22.50	$2,632,500
Whole Building Demolition	117,000	sf	$17.50	$2,047,500
New Construction	135,706	sf	$545.00	$73,959,930
Geothermal Bore Field	135,706	sf	$18.50	$2,510,566
Carbon Neutral & Netzero Premium	135,706	sf	$15.00	$2,035,594
Subtotal		Av g/sf	$692.02	$93,911,131
Soft Costs	19.5%			$18,312,671
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$14,027,975
Phasing & Logistics Costs for Occupied Site	1.25%			$1,173,889
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$938.98	$127,425,666
State Reimbursement			24.29%	($30,951,694)
Ineligibles**			1.25%	$1,592,821
Estimated Total Cost to Trumbull				**$98,066,793**

Hillcrest Middle School

New

Total Population: 826P
Allowable Area: 135,706 SF

Site Improvement
play fields, outd
educationa
op off

Bu
g demolition and
ab
struction and
Netz
neutral premiums

Detailed Example

Total Project Costs: $127,425,666
Cost to Trumbull: $98,066,793

38

Site Capacity & Analysis ~ Renovation as New Concept



39

Order of Magnitude Project Costs ~ Renovate as New

RNV 6-8 ~ Hillcrest Middle School (Occupied)				
		OSCG Standard.		
Grade Levels	Proj. Enr.	Sf/St.		
Grade 6	271	148		
Grade 7	264	170	134,363	
Grade 8	291	170		
Total	826		* with 1% mech increase	
Max. Area Allowed	135,706			
RNV Building	74,638	Approximate 55% of total footprint		
Existing Building	117,000			
Project Cost Summary				
Scope of work	Amt.	Unit	Cost/Unit	Cost
Site Improvements	21.97	Acres	$525,000	$11,534,609
Parking Lot & Vehicular Circ. (2.25/1000)	150	spaces	$9,250	$1,387,500
Selective Building Haz. Mat. Abatement	74,638	sf	$26.50	$1,977,919
Whole Building Demolition with HazMat	42,362	sf	$35.00	$1,482,654
New Construction	61,068	sf	$545.00	$33,281,968
Existing Building Renovation	74,638	sf	$425.00	$31,721,346
Geothermal Bore Field	135,706	sf	$18.50	$2,510,566
Carbon Neutral & Netzero Premium	135,706	sf	$15.00	$2,035,594
Subtotal		Avg/sf	$633.22	$85,932,158
Phased Moving Costs	5	phase	$125,000	$625,000
Premium for Phased Work	1.5%			$1,220,790
Soft Costs	19.5%			$16,756,771
Cost Escalation (Mid point of const. Mar. 2026)	12.5%	4%/year		$13,066,840
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$866.59	$117,601,558
State Reimbursement			34.29%	($40,325,574)
Ineligibles**			2.00%	$2,352,031
RNV 6-8 ~ Hillcrest Middle School (Occupied)				$79,628,015

Hillcrest Middle School

RNV

Total Population: 826P
Allowable Area: 135,706 SF

Site Improvement
play fields, outde
educationa p off

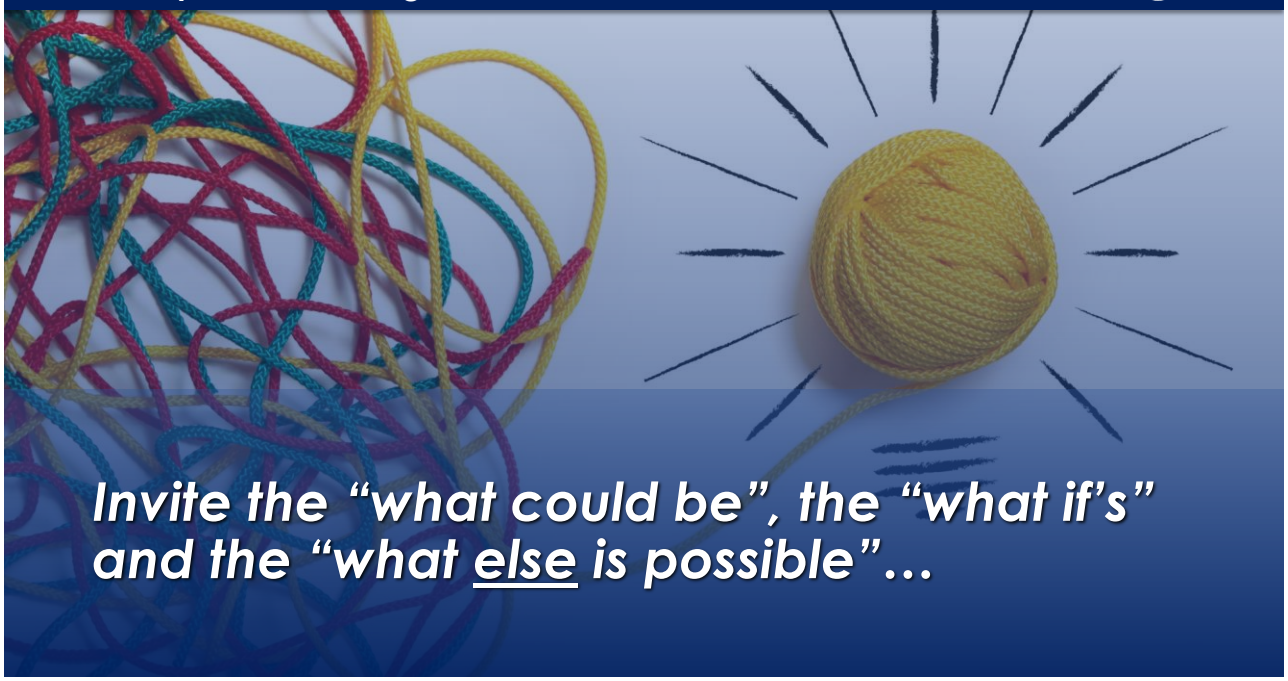
Bui and Renovation
(55 asing & logistics and
Netz neutral premiums

Detailed Example

Total Project Costs: $117,601,558
Cost to Trumbull: $79,628,015

40

Initial Options, Think Big!



Invite the "what could be", the "what if's" and the "what <u>else</u> is possible"…

41

OPTIONS FOR DISCUSSION….

1. *Are intended to address the identified deficiencies found from the **analysis of physical conditions, program and capacity.***
2. *Prioritization is based upon objective analysis. **Order can, and WILL change** as we continue our dialogue with the community. The plan is **not** finalized.*
3. *Preferred option often is a **combination or modification** of the initial options presented. **Costs will be updated.***
4. *The planning options will address the **Long Range Planning needs** of the district.*

42

INTRODUCTION OF OPTIONS

OPTION 1 *Middle School "Swing"*

Build a new Hillcrest and use the existing building as swing space for Tier 1 elementary renewal

OPTION 2 *"One at a time" please*

Methodically replace Tier 1 buildings one at a time as either New, or Renovate Like New

OPTION 3 *"If it ain't broke, don't fix"*

Resolve issues as they arise as part of a capital improvement program

OPTION 4 *Intermediate Introduction*

Build two new intermediate schools (GR 4-5) on each side of the district to create swing space and flexibility at elementary level

OPTION 5 *Accommodating an Academy*

Build two new academy schools (GR 5-6) on each side of the district to create space at both elementary and middle school levels

OPTION 6 *Integration Starting at 5th*

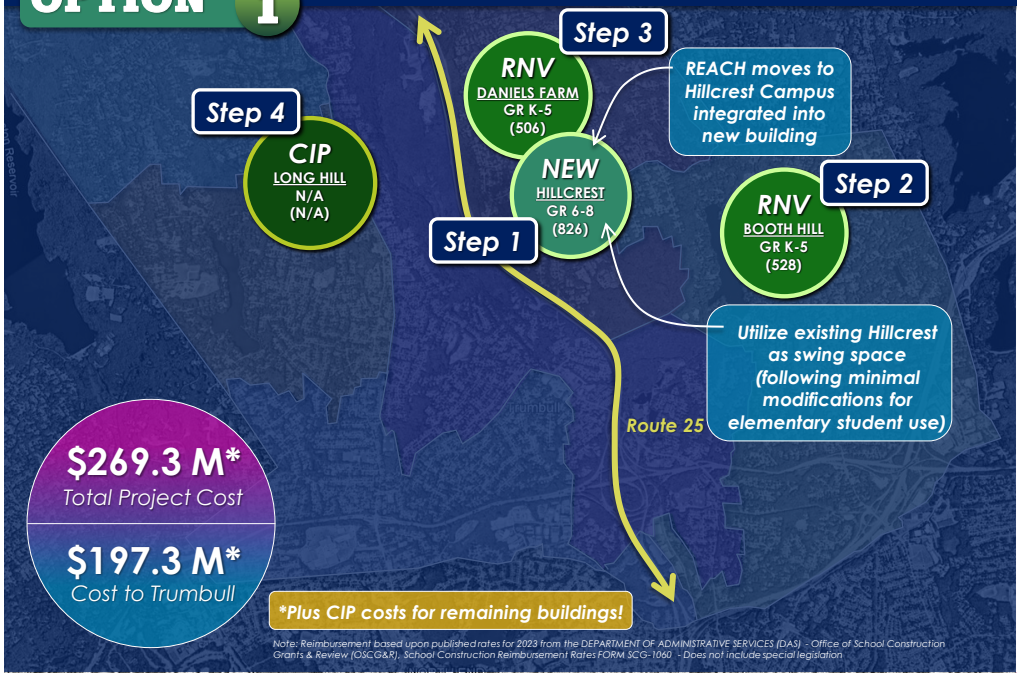
Reimagine Madison and Hillcrest as district-wide GR 5-6 and GR 7-8 schools (respectively) to create space at elementary and bring students together

OPTION 7 *District-wide Middle School*

Reimagine Madison as district-wide GR 6-8 to bring students together and free up Hillcrest campus for community amenities

43

OPTION 1 Middle School "Swing"



Benefits…

+ Addresses all Tier 1 school buildings
+ Avoids costs for temp facilities, modulars
+ Comprehensive replacement of building systems (mechanical, electrical, plumbing & fire protection)
+ Creates independent swing space outside of a construction zone

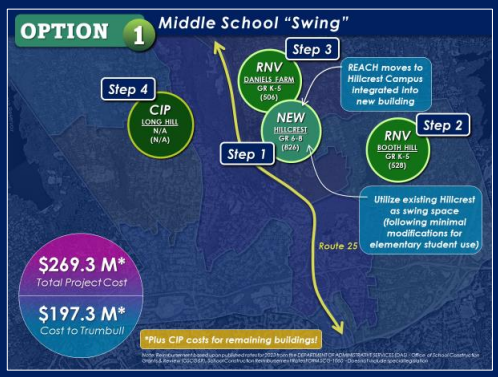
Challenges…

- Tight site logistics at Booth Hill and Daniels Farm – no room to use existing for swing space
- Temporary congestion and possible loss of fields at Hillcrest campus
- Temporary loss of fields at Long Hill

44

OPTION 1 Middle School "Swing"

Tecton ARCHITECTS



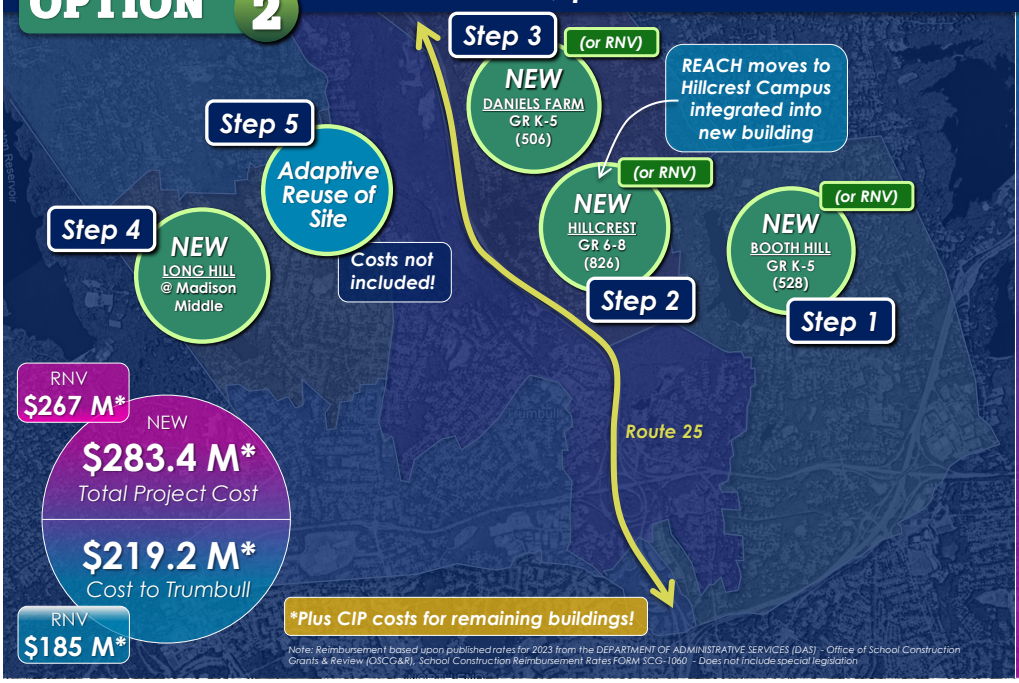
	Timeline (Year Complete)			Total Project Cost	Cost to Trumbull
①	Hillcrest	NEW	YR 5	$134.9 M	$103.8 M
	REACH	NEW	YR 5	$7.6 M	$5.9 M
②	Booth Hill	RNV	YR 10	$60.3 M	$41.1 M
③	Daniels Farm	RNV	YR 15	$59.3 M	$40.5 M
	Long Hill	CIP	Annually for 30 YR	$7.2 M	$6.0 M
				$269.3 M*	$197.3 M*

*Plus CIP costs for remaining buildings

45

OPTION 2 "One at a time, please"

Tecton ARCHITECTS



Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation

Benefits…

+ Addresses all Tier 1 buildings
+ Avoids costs for temp facilities
+ Comprehensive replacement of building systems (mechanical, electrical, plumbing & fire protection)
+ Potential community asset

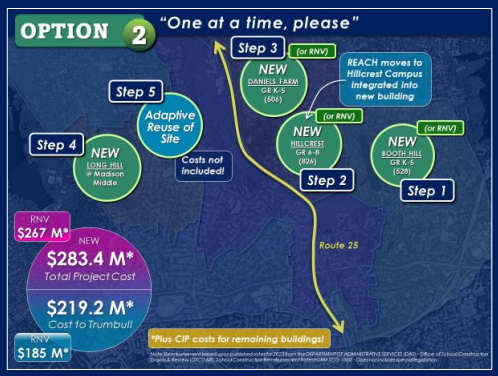
Challenges…

- Tight site logistics at Booth Hill and Daniels Farm – no room to use existing for swing space
- Site constraints and temporary lack of some play/fields
- Temporary traffic and parking impacts during construction

46

OPTION 2 "One at a time, please"

Tecton ARCHITECTS



	Timeline (Year Complete)			Total Project Cost	Cost to Trumbull
1	Booth Hill	NEW	YR 5	$64.3 M	$49.5 M
2	Hillcrest	NEW	YR 10	$134.9 M	$103.8 M
	REACH	NEW	YR 10	$7.6 M	$5.9 M
3	Daniels Farm	NEW	YR 15	$63.1 M	$48.6 M
4	Long Hill	NEW	YR 20	$13.5 M	$11.4 M
				$283.4 M*	$219.2 M*

5 Not included

*Plus CIP costs for remaining buildings

47

OPTION 3 "If it ain't broke, don't fix"

Tecton ARCHITECTS



Timeline (Year Complete)				Total Project Cost	Cost to Trumbull
1	All Schools	CIP	Annually for 30 YR	$10.2-$14.2 M* EVERY YEAR	
				(~$275-$385/sf)	

Benefits…

+ Lowest upfront cost

Challenges…

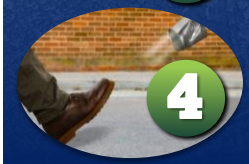
- Disruption with phased occupied renovation with CIP
- No reimbursable swing space
- Likely requires temp facilities
- Not all work/costs will be eligible for reimbursement. In these cases, Town will pay 100% of this work, meaning costs to taxpayer will be higher
- Lengthy process
- No resolutions to program & capacity challenges
- Sianificant sacrifices that impact the educational environment

48

OPTION 3 — The implications…

Tecton ARCHITECTS

1. ***Less reimbursement*** since the renovation is not a comprehensive approach. Taxpayers on the hook for ~100%.
2. ***No change to the educational environment*** – what you have today (***locations of walls, sizes of rooms, adjacencies***) is what you'll have after investing dollars.
3. Year-by-year improvements on a 30-yr renewal cycle means ***continuous disruption for the students and teachers.***



4. ***Typically easy to cut these projects*** from the annual budget, and push them off to next year.

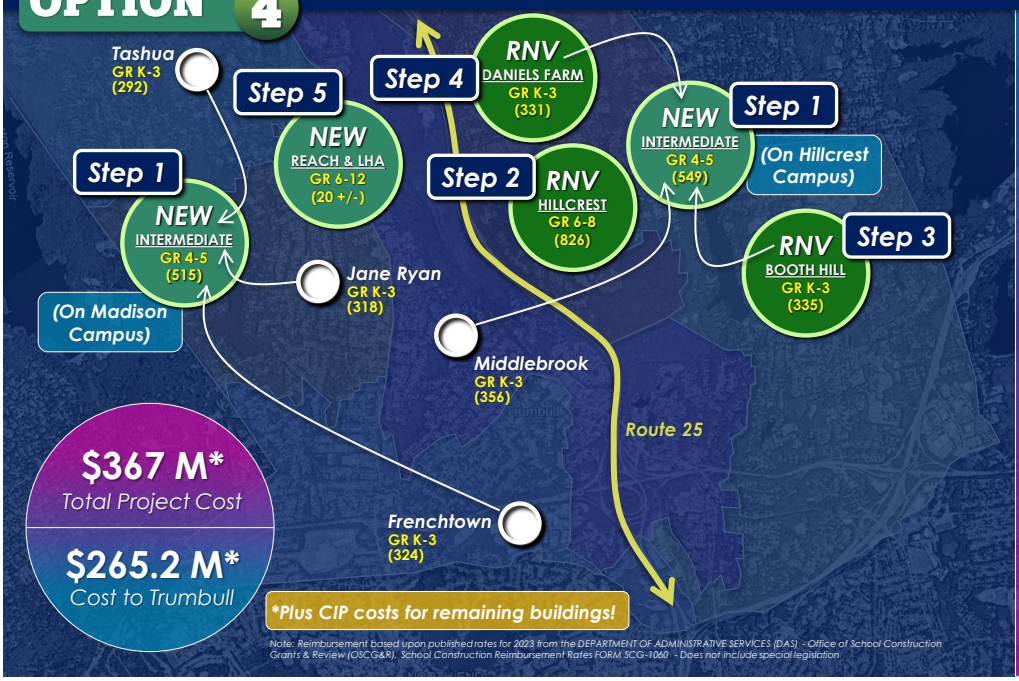


5. This fixes things like caulk, windows, flooring, pipes, electrical…***what you have today stays, with pieces replaced by new over time.***

49

OPTION 4 — Intermediate Introduction

Tecton ARCHITECTS



Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation

Benefits…

+ *Addresses all Tier 1 buildings*
+ *Avoids costs for temp facilities*
+ *Comprehensive replacement of building systems (mechanical, electrical, plumbing & fire protection)*
+ *Builds in flexibility*

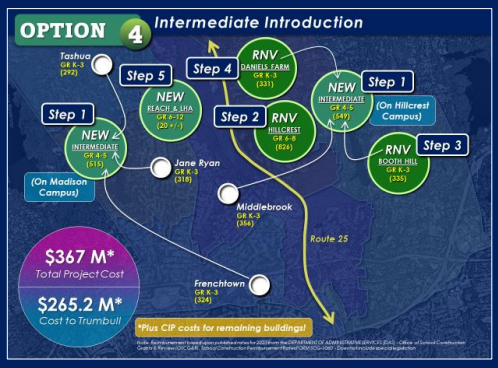
Challenges…

- *Temporary congestion and possible loss of fields at middle school campuses*
- *Temporary loss of fields at Long Hill*
- *Disruption with phased occupied renovation*
- *Middlebrook crosses Route 25*

50

OPTION 4 Intermediate Introduction

Tecton ARCHITECTS



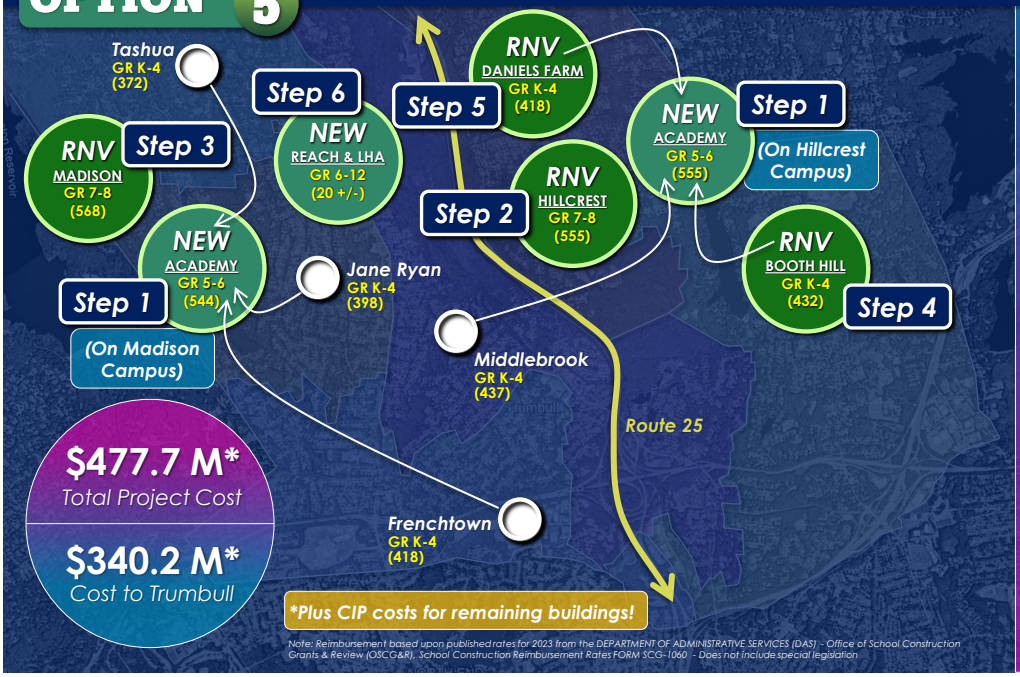
	Timeline (Year Complete)			Total Project Cost	Cost to Trumbull
1	Intermediate School West	NEW	YR 5	$70.2 M	$54.0 M
	Intermediate School East	NEW	YR 5	$66.3 M	$51.0 M
2	Hillcrest	RNV	YR 10	$126.9 M	$86.6 M
	REACH	NEW	YR 15	$7.6 M	$5.9 M
3	Booth Hill	RNV	YR 20	$40.3 M	$27.5 M
4	Daniels Farm	RNV	YR 25	$42.2 M	$28.8 M
5	Long Hill	NEW	YR 15	$13.5 M	$11.4 M
				$367 M*	$265.2 M*

*Plus CIP costs for remaining buildings

51

OPTION 5 Accommodating an Academy

Tecton ARCHITECTS



Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation

Benefits…

- + Addresses all Tier 1 buildings
- + Avoids costs for temp facilities
- + Comprehensive replacement of building systems (mechanical, electrical, plumbing & fire protection)
- + Builds in flexibility
- + Relatively even distribution of students

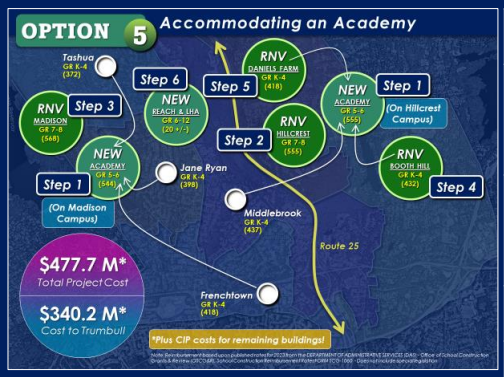
Challenges…

- – Temporary congestion and possible loss of fields at middle school campuses
- – Temporary loss of fields at Long Hill
- – Disruption with phased occupied renovation
- – Middlebrook crosses Route 25

52

OPTION 5 Accommodating an Academy

Tecton ARCHITECTS



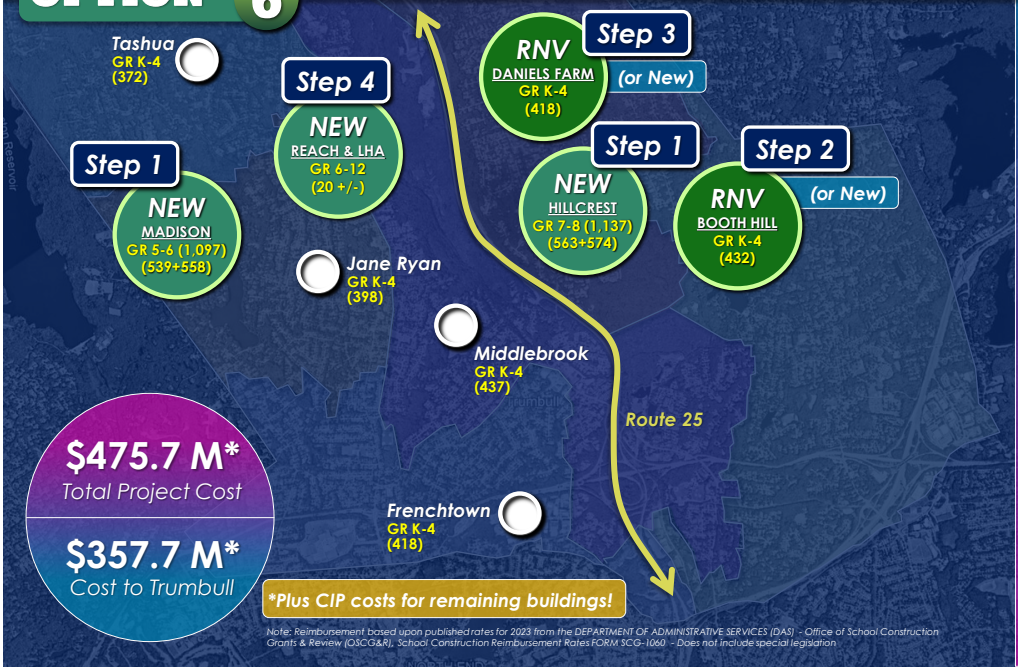
	Timeline (Year Complete)			Total Project Cost	Cost to Trumbull
1	Academy West	NEW	YR 5	$77.0 M	$59.3 M
	Academy East	NEW	YR 5	$78.5 M	$60.4 M
2	Hillcrest	RNV	YR 10	$99.2 M	$67.7 M
	REACH	NEW	YR 10	$7.6 M	$5.9 M
3	Madison	RNV	YR 15	$106.7 M	$72.8 M
4	Booth Hill	RNV	YR 20	$49.5 M	$33.7 M
5	Daniels Farm	RNV	YR 25	$59.2 M	$40.4 M
6	*Long Hill Admin.(not included)*			$477.7 M*	$340.2 M*

**Plus CIP costs for remaining buildings*

53

OPTION 6 Integration Starting at 5th

Tecton ARCHITECTS



Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation

Benefits…

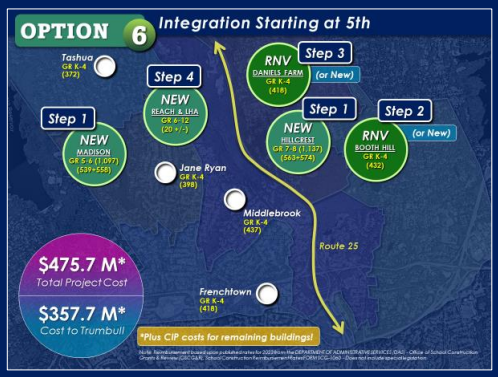
- \+ Addresses all Tier 1 buildings
- \+ Once Step 1 is complete, provides capacity at all elementary schools
- \+ Builds in reimbursable swing space
- \+ Comprehensive MEP replacement
- \+ Builds in flexibility

Challenges…

- \- Introduces another school transition to student's academic experience
- \- Significant Step 1 investment
- \- Possible transportation challenges
- \- Disruption with phased occupied renovation

54

OPTION 6 Integration Starting at 5th

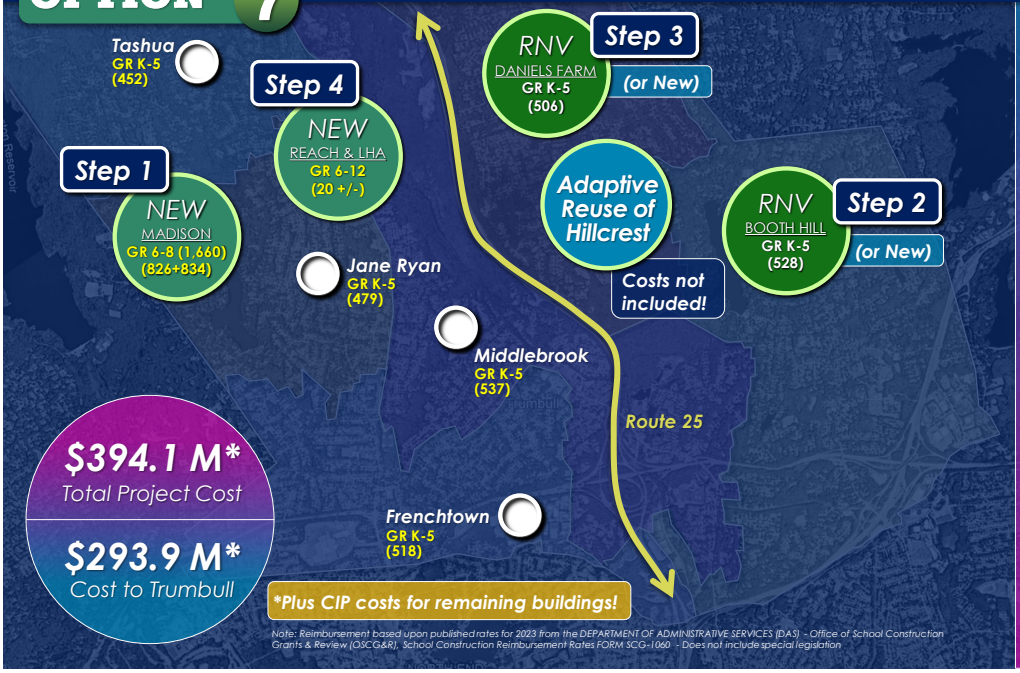


	Timeline (Year Complete)			Total Project Cost	Cost to Trumbull
①	Reinvented Madison (5-6)	NEW	YR 5	$162.4 M	$125 M
	Reinvented Hillcrest (7-8)	NEW	YR 5	$183.5 M	$141.3 M
②	Booth Hill	RNV	YR 20	$49.5 M	$33.7 M
③	Daniels Farm	RNV	YR 25	$59.2 M	$40.4 M
④	REACH	NEW	YR 15	$7.6 M	$5.9 M
	Long Hill	NEW	YR 15	$13.5 M	$11.4 M
				$475.7 M*	$357.7 M*

*Plus CIP costs for remaining buildings

55

OPTION 7 District-wide Middle School



Benefits…

- + Addresses all Tier 1 buildings
- + Brings middle school students together early, making high school transition easier
- + Comprehensive MEP replacement
- + Builds in flexibility
- + Potential community asset

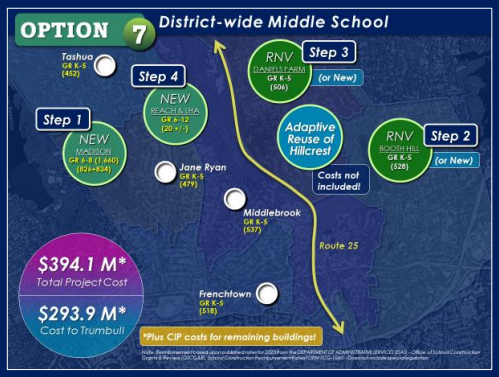
Challenges…

- - Significant student population (would be one of the largest in the state)
- - Significant cost, sizeable middle school
- - Possible transportation challenges
- - Disruption with phased occupied renovation at elementary

56

OPTION 7 District-wide Middle School

Tecton ARCHITECTS



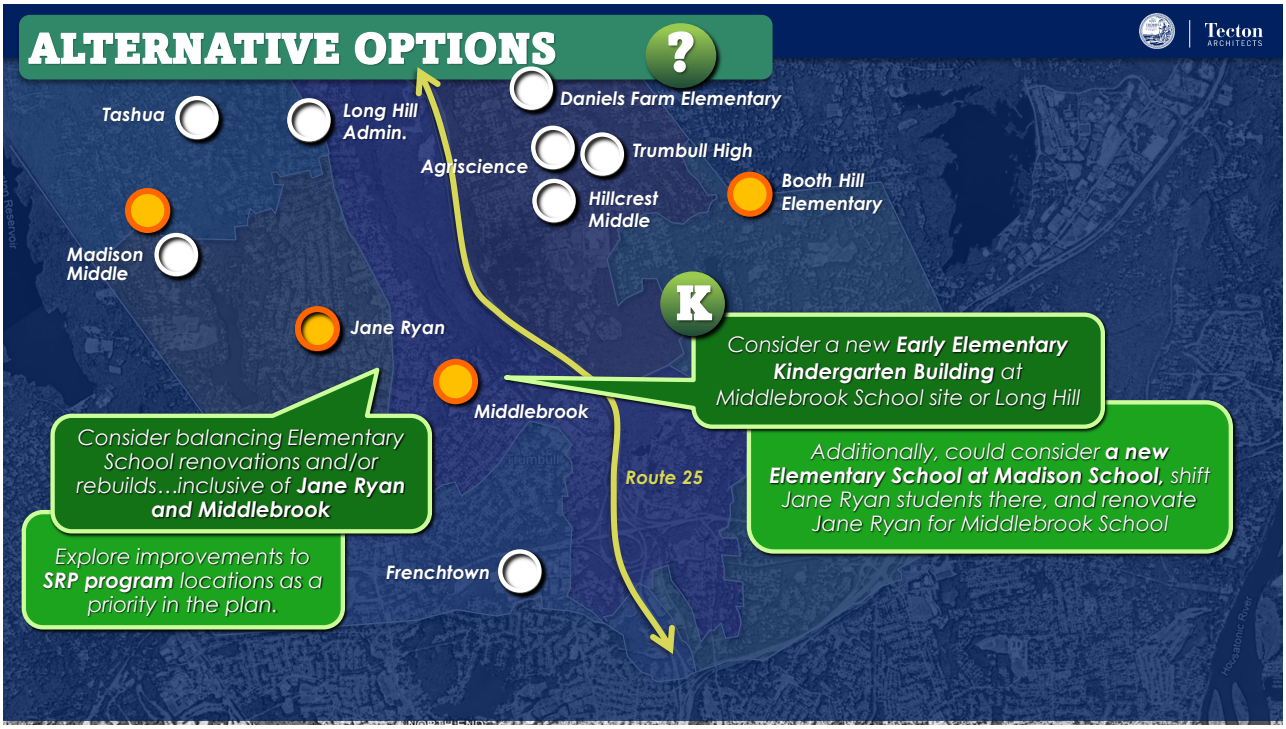
	Timeline (Year Complete)			Total Project Cost	Cost to Trumbull
1	Reinvented Madison	NEW	YR 5	$253.4 M	$195.0 M
2	Booth Hill	RNV	YR 15	$60.3 M	$41.1 M
3	Daniels Farm	RNV	YR 20	$59.3 M	$40.5 M
4	REACH	NEW	YR 15	$7.6 M	$5.9 M
	Long Hill	NEW	YR 15	$13.5 M	$11.4 M
				$394.1 M*	$293.9 M*

*Plus CIP costs for remaining buildings

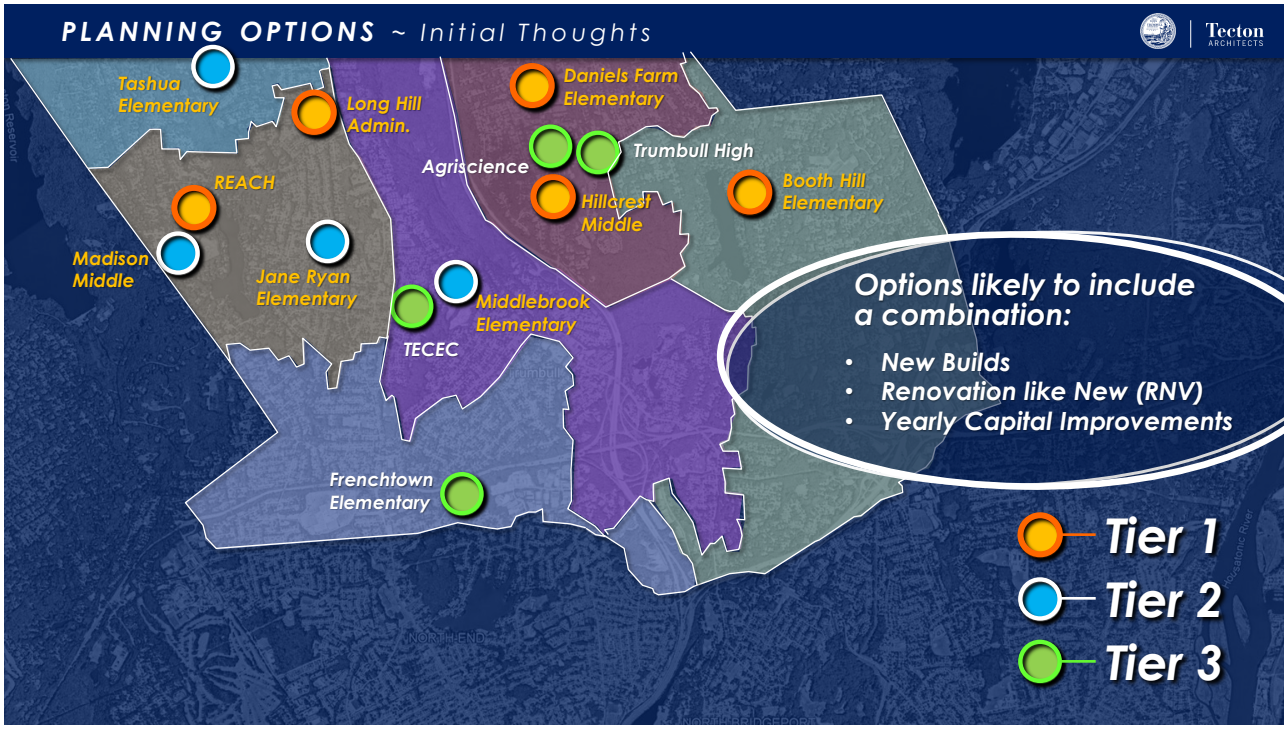
57

ALTERNATIVE OPTIONS ?

Tecton ARCHITECTS



58



59

OPTIONS SUMMARY

Tecton ARCHITECTS

	OPTION	Grade Level Reconfiguration	Phased Occupied Renovation	Total Number of Buildings *(when complete)*	Total Project Cost	Cost to Trumbull
1	Middle School "Swing"	NO	YES	12 *(REACH @ Hillcrest)*	$269.3 M	$197.3 M
2	"One at a time, please"	NO	NO *(If building all new)*	12 *(REACH @ Hillcrest)*	$283.4 M *(NEW)* $267.0 M *(RNV)*	$219.2 M *(NEW)* $185.0 M *(RNV)*
3	"If it ain't broke, don't fix"	NO	YES	13	$10.2-$14.2 M *EVERY YEAR, ALL BUILDINGS*	
4	Intermediate Introduction	YES	YES	15	$367.0 M	$265.2 M
5	Accommodating and Academy	YES	YES	15	$477.7 M	$340.2 M
6	Integration Starting at 5th	YES	YES	13	$475.7 M	$357.7 M
7	District-wide Middle School	NO	YES	12	$394.1 M	$293.9 M

60

Roadmap

Introductions

Key Components

WHERE WE'VE BEEN

WHERE WE ARE TODAY

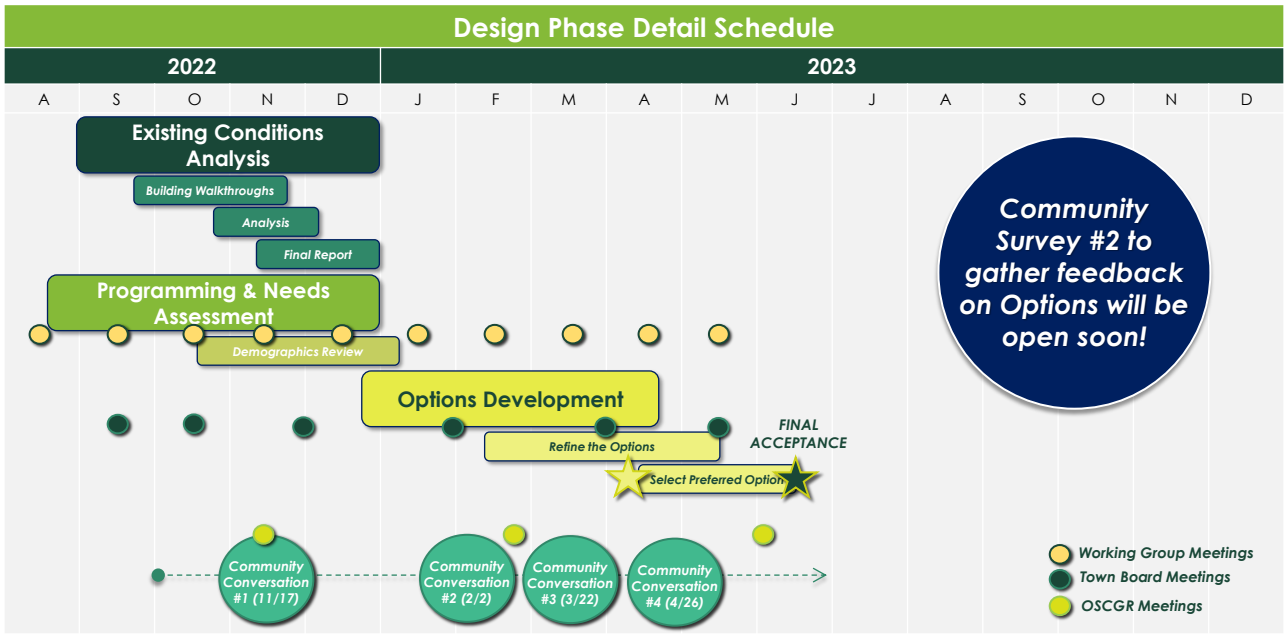
WHERE WE'RE GOING

- *Schedule*
- *Community Survey #2*
- *Upcoming BOE Retreat*

How to Stay Connected

61

SCHEDULE



62

Where from here? Preferred Direction for BOE to consider…



What do you like, not like, want to explore?
What could vs. should be different? (priorities)

63

Let's pause for discussion

- Any questions so far?
- Any additional feedback to share?

64

Roadmap

Tecton ARCHITECTS

Introductions

Key Components

WHERE WE'VE BEEN
WHERE WE ARE TODAY
WHERE WE'RE GOING

How to Stay Connected

65

Stay Connected!

Tecton ARCHITECTS

Project Email:

DistrictPlan@trumbullps.net

Project Website:

https://www.trumbullps.org/about-us/master-plan

66

July 26, 2023
Board of Education Retreat #2

Tecton
ARCHITECTS

Tecton ARCHITECTS

IMAGINING POSSIBILITIES

FOR TRUMBULL'S SCHOOL FACILITIES

TRUMBULL, CT

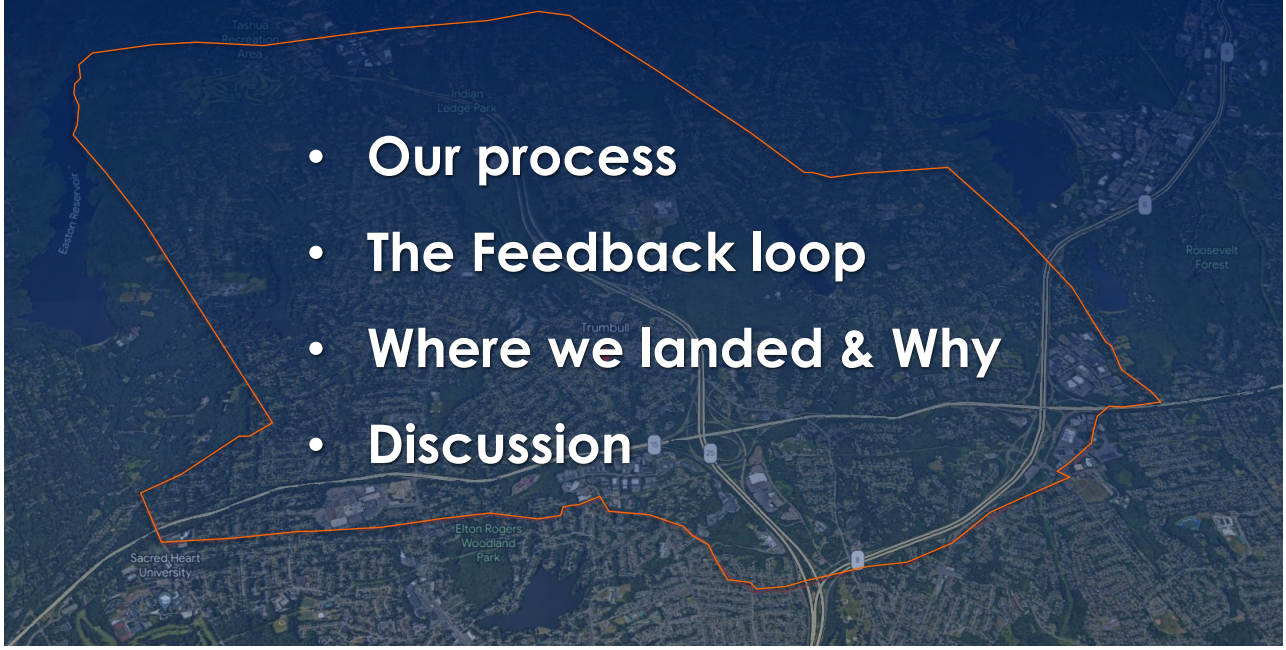
BOE Retreat #2

Cooperative Educational Services

July 26, 2023

1

Agenda



- Our process
- The Feedback loop
- Where we landed & Why
- Discussion

2

Introductions

Tecton ARCHITECTS

UTILIZATION & PROGRAMMING



EDWARD WIDOFSKY
AIA, LEED AP BD+C

Project Manager
Tecton

OVERSIGHT & DAY-TO-DAY CONTACT



JEFF WYSZYNSKI
AIA

Principal-in-Charge
Tecton

COMMUNITY ENGAGEMENT



ANTONIA CIAVERELLA
EDAC, LEED AP BD+C, WELL AP, FITWEL

Architectural Designer
Tecton

BUILDING CONDITION ASESSMENT



ALISON FROST

Project Architect
Tecton

CONSULTANT EXPERTISE



BRAD PARK

MEP Engineer, Associate
CES

CONSULTING ENGINEERING SERVICES
MEP Engineering

MCKIBBEN DEMOGRAPHIC RESEARCH
Enrollment Projections & Demographics Study

3

Introductions

Tecton ARCHITECTS

Central Office

Dr. Martin Semmel
Superintendent

Dr. Susan C. Iwanicki
Assistant Superintendent

David Cote
Director of Operations

Christina Hefele
Director of Digital Learning

Lauren Butler
Secretary to the Superintendent

Maria Vaz
Registration and Residency

Dawn Perkins
Transportation Coordinator

Board of Education

Lucinda Timpanelli
Board Chair

Tim Gallo
Jackie Norcel
Alison Squiccimarro
Marie Petitti
Christopher Bandecchi
Julia McNamee
Lisa Nuland

Administration

Dana Pierce
Principal, Booth Hill

Gary Kunschaft
Principal, Daniels Farm

Gina Prisco
Principal, Frenchtown

Pat Horan
Principal, Jane Ryan

Administration, ctd.

Debra Ponte
Principal, Middlebrook

Bryan Rickert
Principal, Hillcrest

Katie Laird
Assistant Principal, Hillcrest

Peter Sullivan
Principal, Madison

Paul Coppola
Assistant Principal, Madison

Marc Guarino
Principal, Trumbull High School

Dr. Linda Paslov
Director, Agriscience & Biotechnology Center

Deborah McGrath
Director, REACH

Dr. Matthew Wheeler
Principal, TECEC

Others

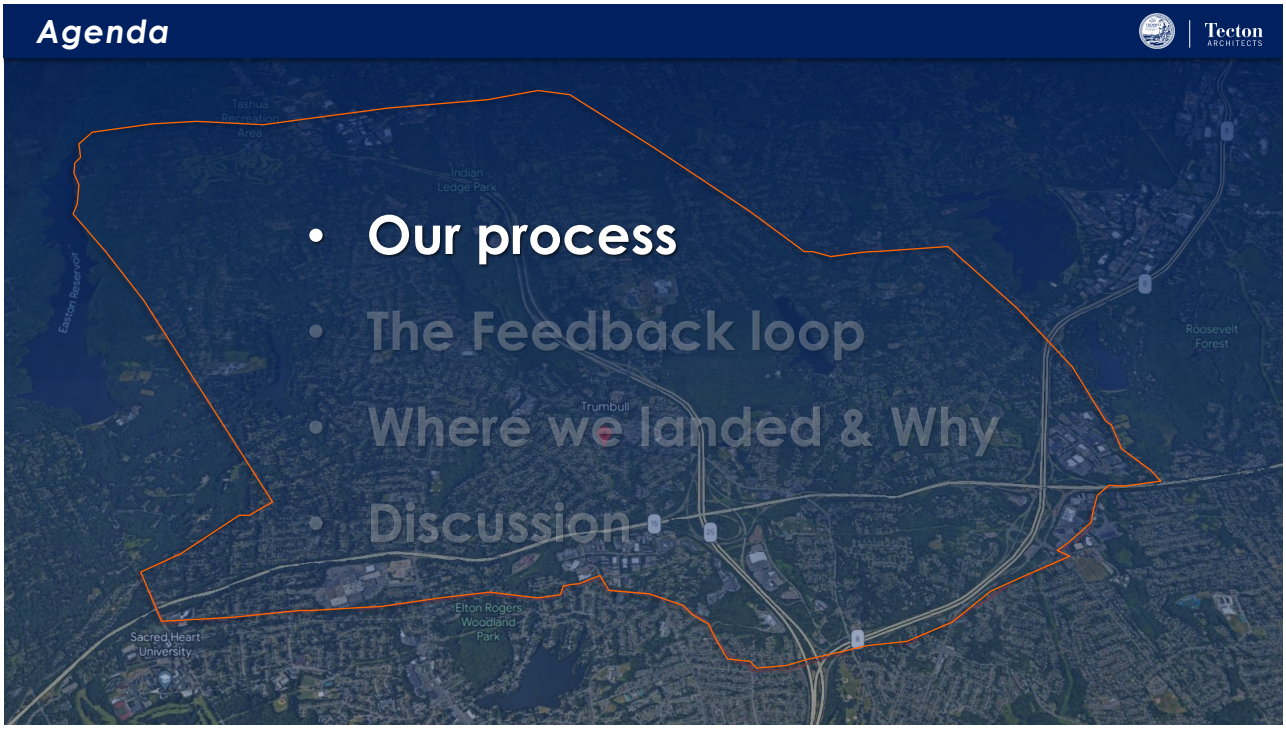
Trumbull PTA Council

Public Works Administration

Middlebrook Elementary School

4

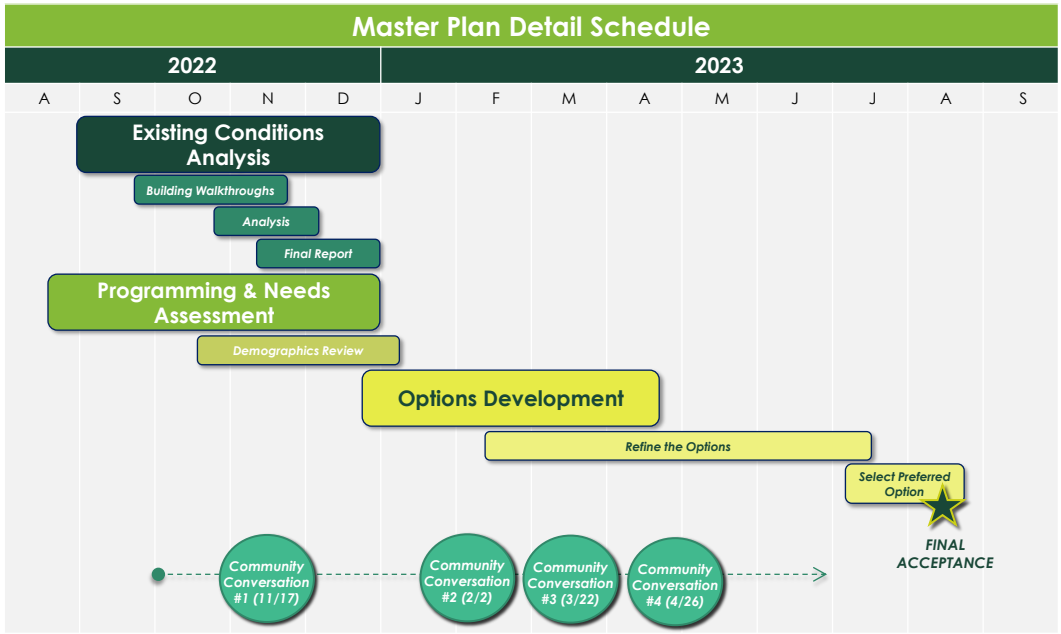
Agenda



- Our process
- The Feedback loop
- Where we landed & Why
- Discussion

5

SCHEDULE



6

Key Components – What We Study

Existing Conditions

1. **Physical condition** of building exterior, interior, systems and site
2. **Code and life safety** systems analysis
3. **Programmatic needs** and concerns based on condition
4. **Prioritization ranking system** as a tool for long-term planning

Demographics & Utilization

1. **Highest projected enrollment** per building over the next 10 years
2. **Allowable SF** per the State of Connecticut
3. **Useable space** versus unassignable space per building
4. **Benchmarking of core spaces** (gym, cafeteria, media) against state standard, per building

Options & Final Plan

1. **Available "swing space"** within the building, (if any)
2. **Capacity and condition of the site** for a new building or addition
3. **Best strategic first step**, followed by a long-term plan
4. **Other opportunities** or variations on the long-term plan

7

Project Summary

The *Scope.*

Analyze the existing facilities for **age/condition, program needs, capacity & utilization.**

Conduct a demographic study for enrollment projections, **develop a population forecast.**

Identify a planning strategy for future educational delivery and building use to serve the Town for the next **10-15 years and beyond.**

The *Goal.*

Prioritize the need across the district based upon **objective analysis (Program, condition, capacity).**

Develop a plan to alleviate **capacity concerns and build in flexibility** (elementary and middle schools).

Provide a consistent, transparent, and interactive process to engage the community to develop the best plan overall for **Trumbull.**

8

Buildings Summary

Tecton ARCHITECTS

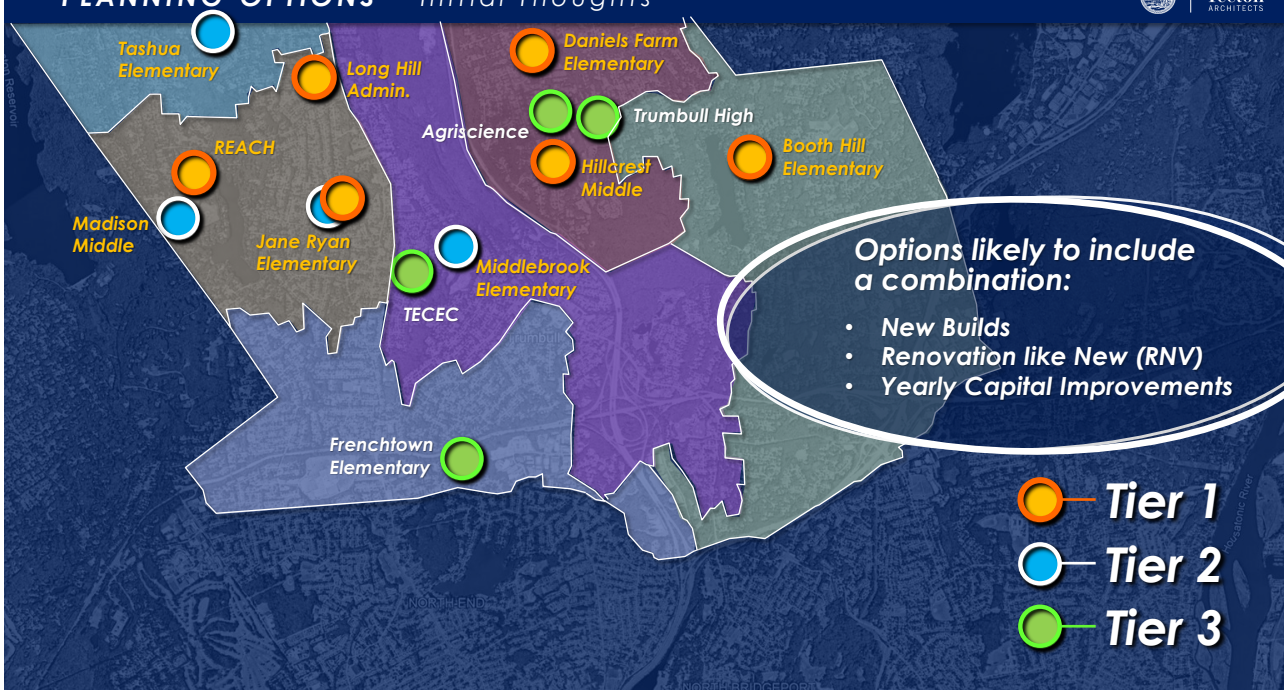
Area Summary Table					
Building Name		GSF	% of total town bldgs	Orig. Const.	Age
PK	Trumbull Early Childhood	26,350	2.4%	2005	18
K-5	Booth Hill Elementary	53,660	4.8%	1955	68
	Daniels Farm Elementary	61,480	5.5%	1962	61
	Frenchtown Elementary	89,960	8.1%	2003	20
	Jane Ryan Elementary	46,430	4.2%	1955	68
	Middlebrook Elementary	65,690	5.9%	1953	70
	Tashua Elementary	59,660	5.4%	1965	58
6-8	Hillcrest Middle	117,000	10.5%	1967	56
	Madison Middle School	154,970	13.9%	1960	63
9-12	Regional Agriscience Center	38,200	3.4%	2001	22
	Trumbull High School	369,350	33.2%	1971	52
6-8/9-12	REACH	8,700	0.8%	1970	53
Admin	Long Hill Administration	21,950	2.0%	1920	103
	Subtotal	1,113,400	Average Age		55



9

PLANNING OPTIONS ~ Initial Thoughts

Tecton ARCHITECTS



10

Agenda

- Our process
- The Feedback loop
- Where we landed & Why
- Discussion

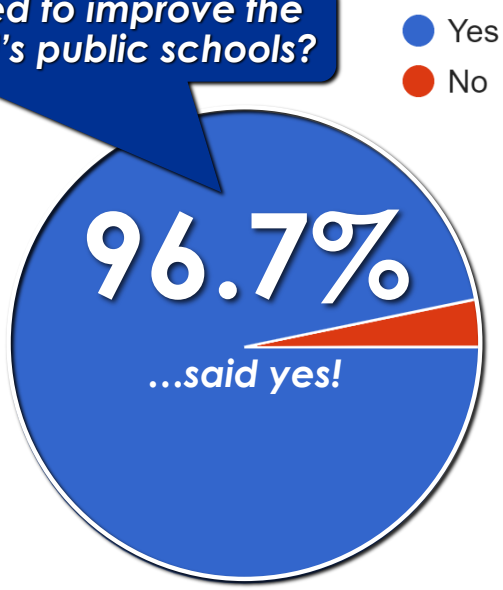
11

The Feedback Loop

Do you believe there is a need to improve the physical condition of Trumbull's public schools?



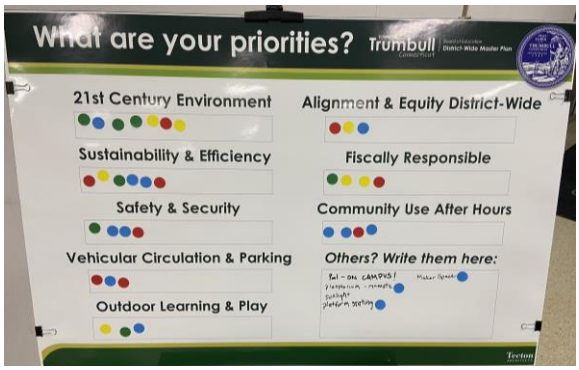
390+ *Responses!*

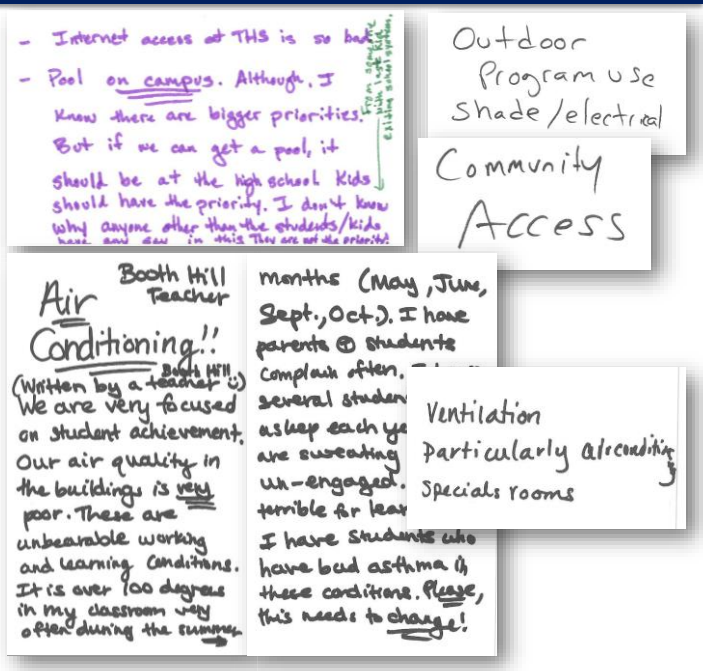


12

Where We've Been – Community Conversation #1 (11/17/22)

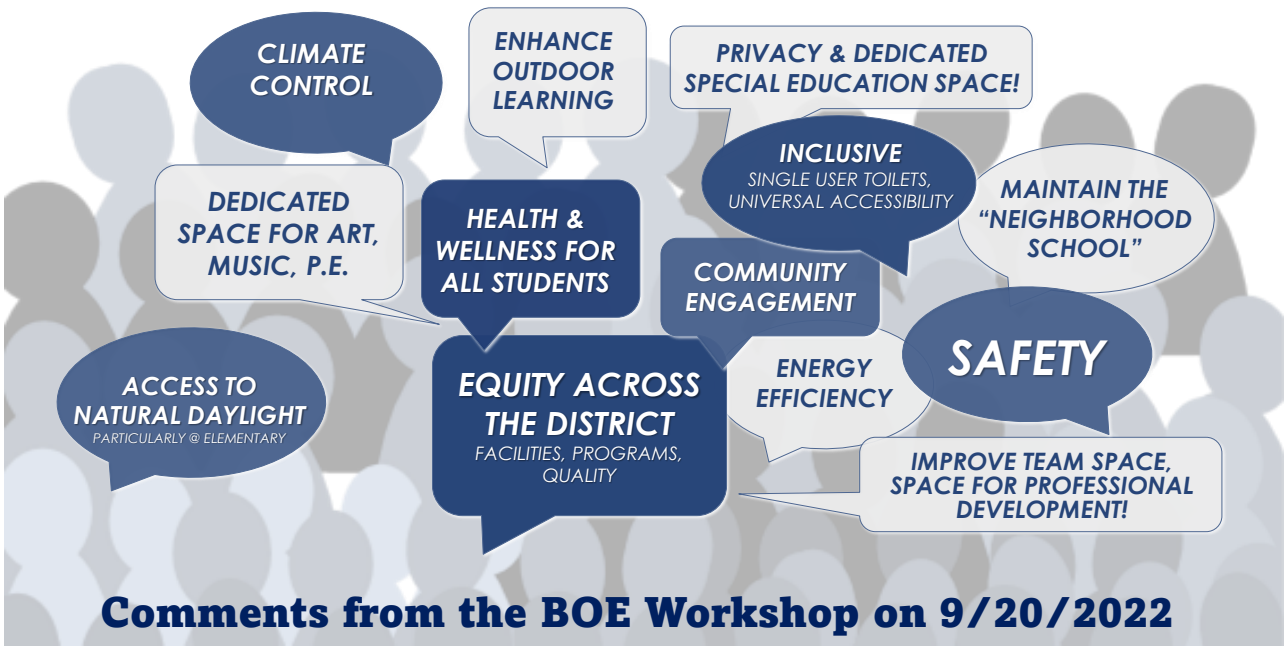






13

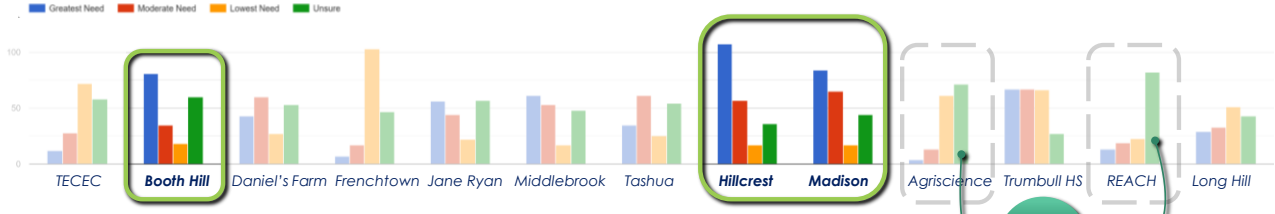
Initial BOE Feedback



14

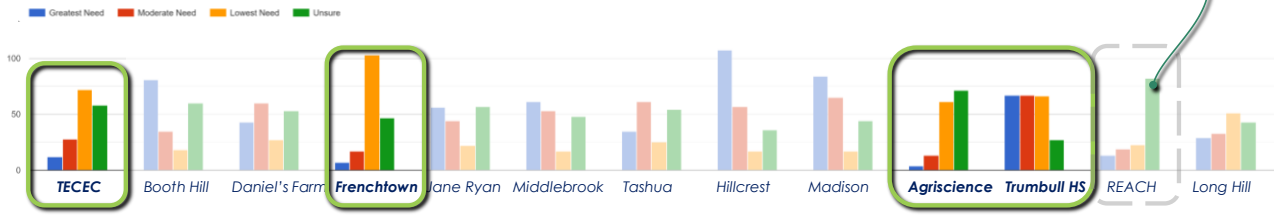
The Feedback Loop

Your feedback…greatest need *(Booth Hill, Hillcrest & Madison)*



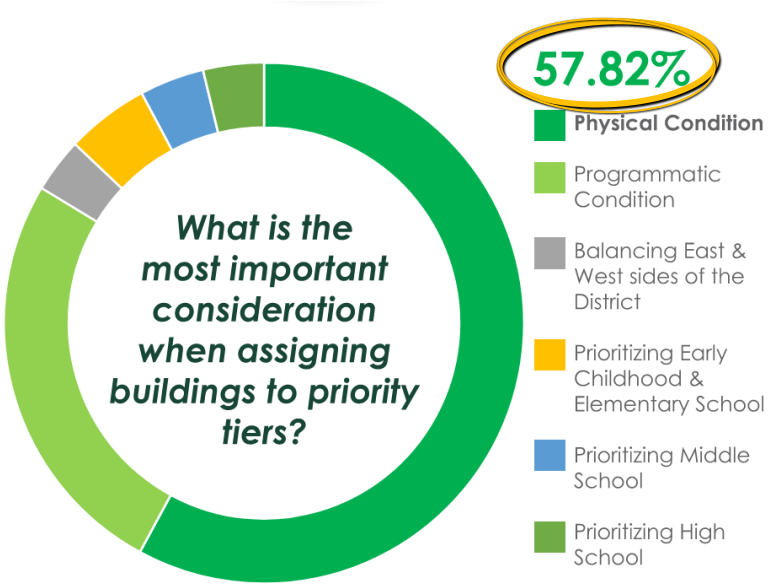
Unsure?

Your feedback…lowest need *(TECEC, Frenchtown, Agriscience, Trumbull HS)*



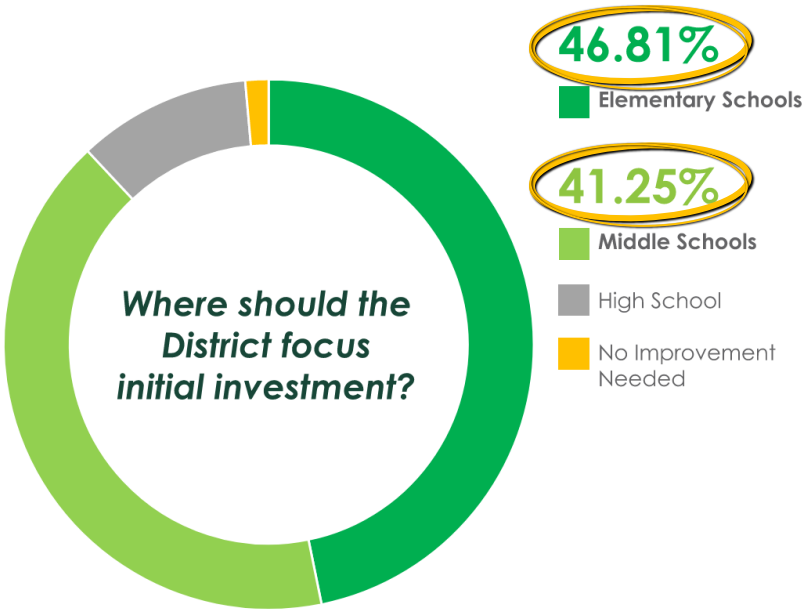
15

The Feedback Loop



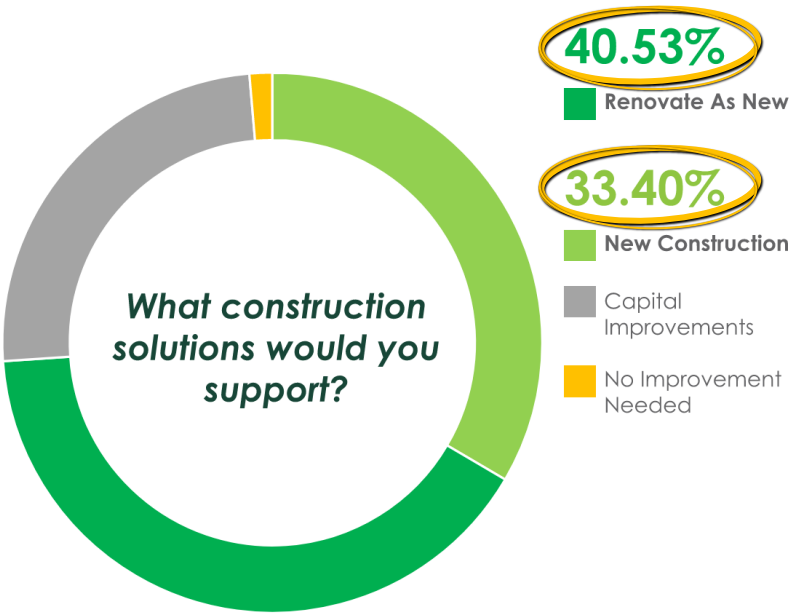
16

The Feedback Loop



17

The Feedback Loop



18

The Feedback Loop

Considerations: *(based on final data. 817 survey responses. Survey closed on 7/10/2023.)*

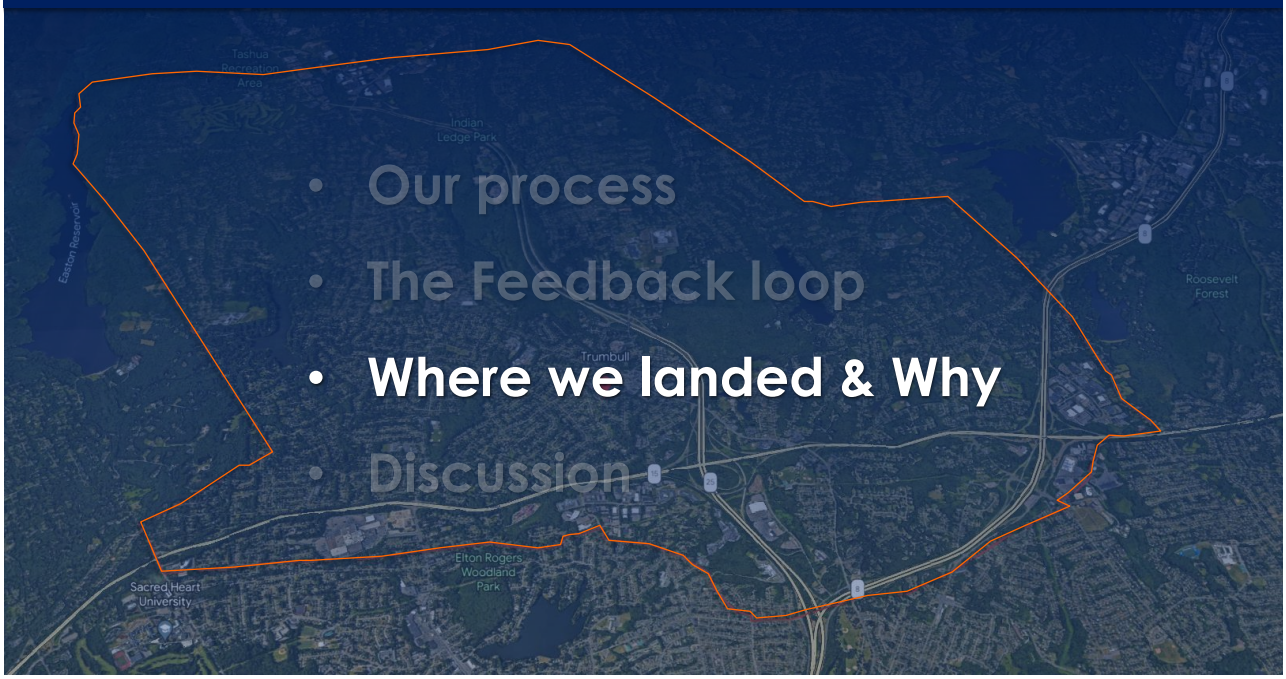
- **Most agree with current Tiers rankings,** except for Long Hill which is viewed as having a lower need
- **Hillcrest, Madison and Trumbull High School** had more than 20% say that while they agree with the Tier ranking, there is greater need at these locations
- **Physical condition is the most important consideration** when assigning buildings to priority tiers (58%)
- **Keeping the current grade configuration** received the most support (44%)
- **Keeping the current number of transitions** received the most support (46%)
- **Start by investing in the elementary schools (47%)** but middle schools was close behind at (41%)
- Most would like to see **Renovate As New (41%)** or New (33%). Capital Improvements was at (25%), and no improvement (1%)

Other Factors:

- Based on capacity analysis, ***Jane Ryan will see the greatest increase in enrollment (+31)*** followed by Middlebrook (+18), Booth Hill (+14), and Daniels Farm (+11)
- ***Both Hill and Jane Ryan are <u>least capable</u> of accommodating this growth*** (based on capacity analysis) but Middlebrook and Daniels Farm are also at capacity
- Based on a benchmark with the allowable area by the state, ***Hillcrest can grow by 16%, Booth Hill by 25% and Jane Ryan by 31%*** to meet the needs of forecasted enrollment

19

Agenda



- Our process
- The Feedback loop
- **Where we landed & Why**
- Discussion

20

Our Recommendation ~ A Value Proposition

1. ***Addresses priority buildings in first step*** *(directly responds to community input)*
2. ***Provides New Hillcrest Middle school, allows opportunity to improve campus, & provides possible swing space.***
3. ***Forward thinking approach to Reach*** *(Regionalize, optimize with H.M.S., creates possible revenue, reuse of former building as central storage)*
4. ***Relocation of Central Administration to M.M.S. and H.M.S.;*** *(optimizes use of existing space & frees up Long Hill site for future use)*

21

Sequence of the Work

Assumes the design process has overlapped with prior project construction

	BUILDINGS (in sequential order of the work)				METHODOLOGY		TIMELINE (address with CIP until Start Year)		
	Highest Enrollment	Tier	Grade Configuration	School Name	Construction Solution	Location	Used as Swing Space?	Year of Construction Start	Year of Construction End
STEP 1	826	1	**6-8**	**Hillcrest Middle School**	**NEW**	**Current site**	***YES*** *(Booth Hill)*	**2025**	**2027**
Possible Step 1 Add-ons	~30-40	1	**6-8, 9-12**	**REACH**	**NEW**	***Hillcrest site***	**NO**		
	~24	1	**-**	**Long Hill Admin. & Madison M.S.** *(Superintendent & Staff, Dir. SPED…)*	**NEW/RNV**	***Hillcrest / Madison***	**NO**		
STEP 2	528	1	**K-5**	**Booth Hill Elementary School**	**NEW/RNV**	**Current site**	**NO**	**2027**	**2029**
STEP 3	479	2	**K-5**	**Jane Ryan Elementary School**	**NEW/RNV**	**Current site**	**NO**	**2029**	**2032**
STEP 4	506	1	**K-5**	**Daniels Farm Elementary School**	**NEW/RNV**	**Current site**	**NO**	**2032**	**2034**
STEP 5	834	2	**6-8**	**Madison Middle School**	**NEW/RNV**	**Current site**	***If New*** *(Hillcrest)*	**2034**	**2036**
STEP 6	537	2	**K-5**	**Middlebrook Elementary School**	**RNV**	**Current site**	**NO**	**2036**	**2039**
STEP 7	452	2	**K-5**	**Tashua Elementary School**	**RNV**	**Current site**	**NO**	**2039**	**2042**
STEP 8	2,268	3	**9-12**	**Trumbull High School**	**RNV**	**Current site**	**NO**	**2042**	**2045**
STEP 9	518	3	**K-5**	**Frenchtown Elementary School**	**RNV**	**Current site**	**NO**	**2045**	**2048**
STEP 10	243	3	**Pre-K**	**TECEC**	**RNV**	**Current site**	**NO**	**2048**	**2050/51**
	(part of H.S. #)	3	**9-12**	**Agriscience**	**RNV**	**Current site**	**NO**		

22

Cost of the Work

Tecton ARCHITECTS

Step 1: $149.2 M ($115.4 M)	Step 2: (or 3) $64.3 M ($49.5 M)	Step 3: (or 2) $58.5 M ($39.9 M)
New Hillcrest Middle Relocate & Regionalize REACH Partial Central Office Relocate partial Central Office @ Madison M.S.	New Booth Hill Elem.	RNV Jane Ryan Elem.

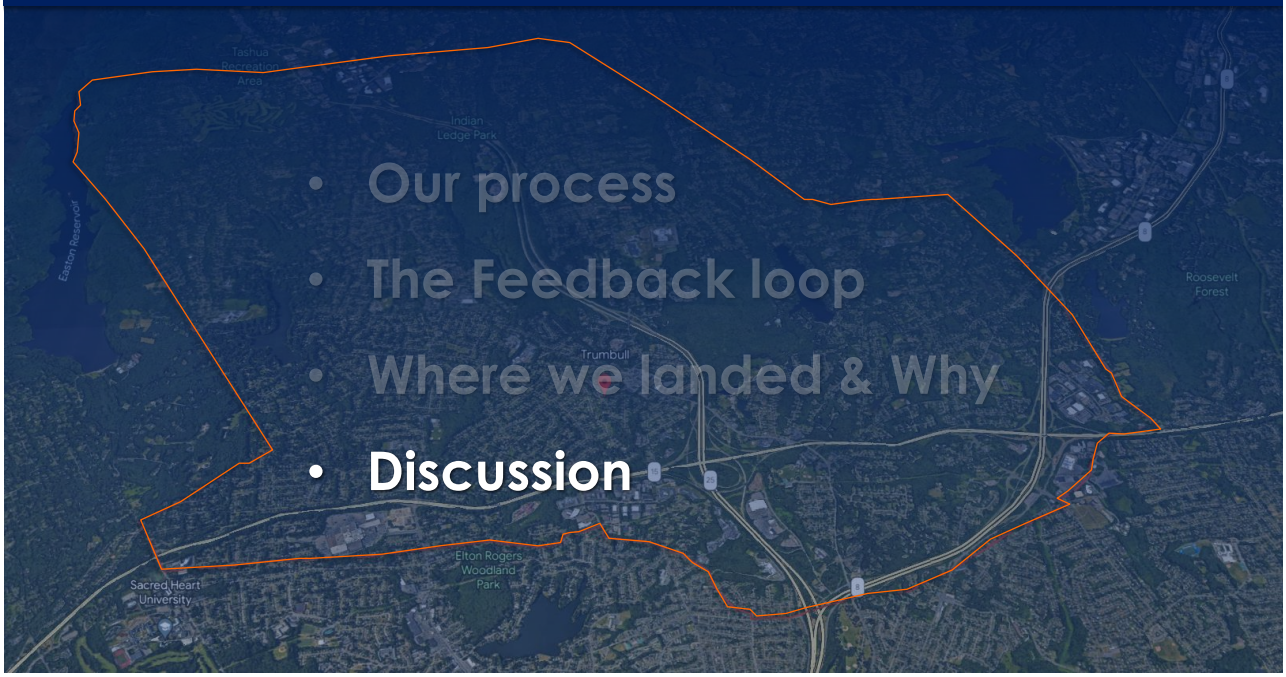
Steps 1-3 Total: $272 M ($204.8 M)

- Total Project Costs
- Cost to Trumbull

23

Agenda

Tecton ARCHITECTS



- Our process
- The Feedback loop
- Where we landed & Why
- **Discussion**

24

Tecton ARCHITECTS

APPENDIX MATERIALS

FOR TRUMBULL'S SCHOOL FACILITIES

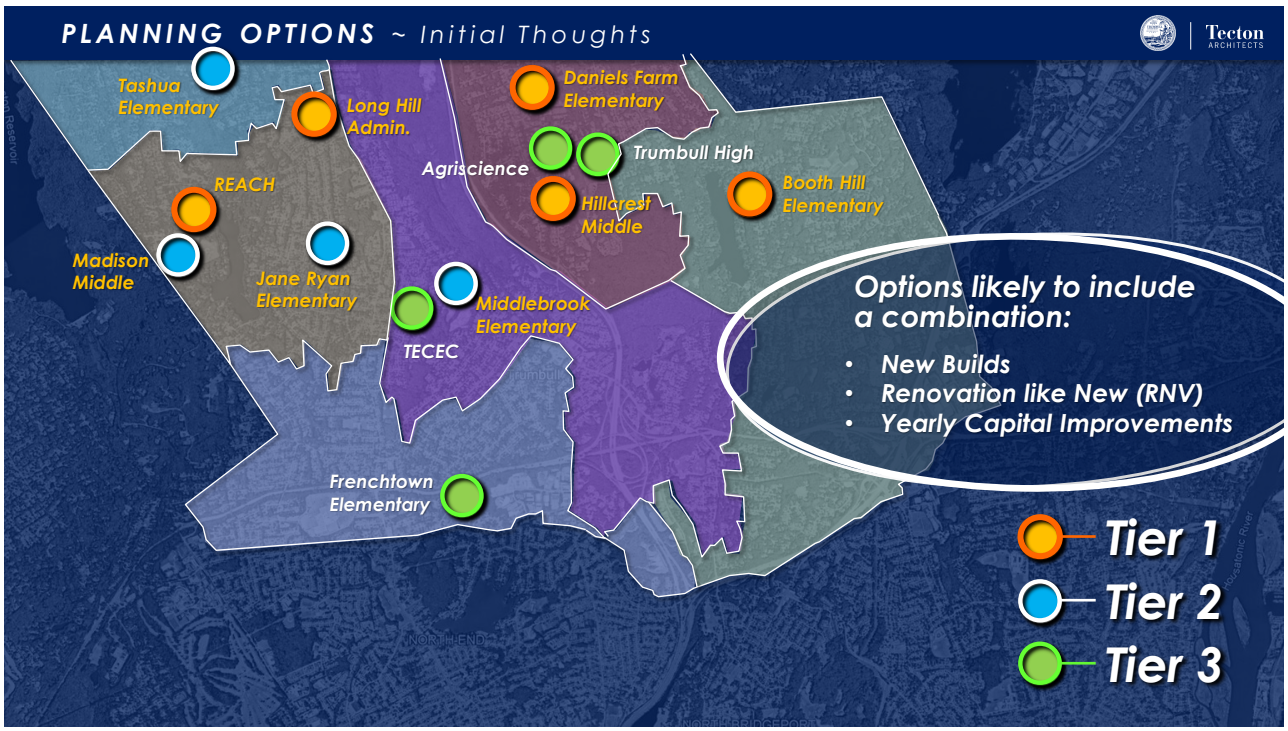
TRUMBULL, CT

BOE Retreat #2

Cooperative Educational Services

July 26, 2023

25



26

DEFINING THE TYPES OF PROJECTS

TOPIC AREAS	NEW CONSTRUCTION	RENOVATE LIKE NEW	CAPITAL IMPROVEMENTS
Project Scope	Brand new construction to accommodate the forecasted enrollment projections and accommodate future growth. Built to last 30 – 50 + years (30 year systems)	Comprehensive renovation (sometimes phased) of the entire building to a "like new" condition to accommodate forecasted enrollment and future growth. Built to last 30 – 50 + years (30 year systems)	Updating individual systems and/or structures in kind on an as-needed basis. Not a comprehensive renovation. Does not take forecasted enrollment projections or future growth into account. Isolated impact on longevity
Reimbursement	Reimbursable by the State of Connecticut at **24.29%** (Note: Possible increase 10% based upon RNV cost analysis & state approval)	Reimbursable by the State of Connecticut at **34.29%**	Most projects have limited to no eligibility for reimbursement by the State of Connecticut, meaning that the total cost burden falls on Trumbull taxpayers
Energy Efficiency	Built to exceed current energy code to meet any sustainability / net-zero goals	Due to comprehensive nature of the renovation, can exceed current energy code to meet any sustainability / net-zero goals	Updates to systems will meet current energy code, and could decide to exceed those codes, but likely will not reach net-zero due to existing building envelope, windows, and overall massing
Educational Environment	Built to support modern 21st Century Learning environments	A complete reinvention of the existing building –built to support modern 21st Century Learning environments, with some sacrifices	No change to the educational environment – what you have today, stays

27

IMPACT OF THE OPTIONS

LEGEND: NOT DESIRABLE ACCEPTABLE IDEAL

CRITERIA	NEW CONSTRUCTION	RENOVATE LIKE NEW	CAPITAL IMPROVEMENTS
Program Improvement *(21st Century)*	State-of-the-art	Total Reinvention	No change
Operational Improvement *(Energy/Maint.)*	Efficient	Efficient	No change
Construction Cost	Highest Upfront	High/Moderate	Moderate
Reimbursement Rate	24.29% (34.29%?)	34.29%	0 - 10% (for many)
Probability of Unforeseen Conditions	Minimal	Likely	Highly Likely
Site Related Costs	Moderate	Moderate	Low to None
Number of Construction Phases	~1-2 Phases	~2-4 Phases	Continual
Availability of Swing Space	Better	Some Possibility	None Likely
Disruption to Students	Minimal	Greater	Greatest
Safety & Security Improvements	Fully Implement	Mostly Implement	Minimally Imp.
Overall Project Timeline	~ 18 - 20 Months	~ 30 - 48 Months	Annually for Life
Impact to Neighbors	Moderate	Moderate	No real change

28

SQUARE FOOTAGE SUMMARY ~ Tier 1 Projects

Tecton ARCHITECTS

BUILDINGS			Existing SF	State Standard	Allowable Area	Gross Building SF
Enrollment		School Name	Existing Gross Building SF	Based on highest enrollment	Includes a 1% mechanical increase	Includes a 5-7% gross up factor
Current	Highest					
514	528	**Booth Hill Elem. (K-5)**	**53,660**	**66,176**	**66,838**	**71,516**
448	479	**Jane Ryan Elem. (K-5)**	**46,430**	**60,035**	**60,635**	**64,879**
495	506	**Daniels Farm Elem. (K-5)**	**61,480**	**63,419**	**64,053**	**68,537**
767	826	**Hillcrest Middle (6-8)**	**117,000**	**134,363**	**135,706**	**145,206**
~20	~20 (~30-40 if Regional)	**REACH (6-8, 9-12)**	**9,500** *(state standard not applicable)* (19,000 SF if a Regional program is implemented)			
~50	~50	**Long Hill Admin.**	**21,950** *(state standard not applicable)*			

Using these for costs

29

COSTS SUMMARY

Tecton ARCHITECTS

BUILDINGS			NEW CONSTRUCTION (24.29% State Reimbursement)		RENOVATE LIKE NEW (RNV) (34.29% State Reimbursement)		DELTA OF NEW vs. RNV
Enrollment		School Name	Total Project Cost	Cost to Trumbull	Total Project Cost	Cost to Trumbull	Cost to Trumbull
Current	Highest						
514 (53,660 GSF)	528 (71,516 GSF)	**Booth Hill Elem. (K-5)**	$64.3 M	**$49.5 M**	$60.3 M	**$41.1 M**	**$8.4 M**
448 (46,430 GSF)	479 (64,879 GSF)	**Jane Ryan Elem. (K-5)**	$62.0 M	**$47.7 M**	$58.5 M	**$39.9 M**	**$7.8 M**
495 (61,480 GSF)	506 (68,537 GSF)	**Daniels Farm Elem (K-5)**	$63.1 M	**$48.6 M**	$59.3 M	**$40.5 M**	**$8.1 M**
767 (117,000 GSF)	826 (145,206 GSF)	**Hillcrest Middle (6-8)**	$134.9 M	**$103.8 M**	$126.9 M	**$86.6 M**	**$17.2 M**
~20 (8,700 GSF)	~20 (9,500 GSF)	REGIONAL ~30-40 (19,000 GSF) **REACH (6-8, 9-12)**	$7.6 M (Regional: $13.5 M)	**$5.9 M** (Regional: $2.9 M)	*(USE COSTS FOR NEW)*	*(USE COSTS FOR NEW)*	-
~50 (21,950 GSF)	~50 (21,950 GSF)	**Long Hill Admin.**	$13.5 M (Hillcrest: $5.43 M)	**$11.4 M** (Hillcrest: $4.56M)	*(USE COSTS FOR NEW)* (Madison: $5.39M)	*(USE COSTS FOR NEW)* (Madison: $4.53M)	-
	TOTALS		$283.4 M	**$219.2 M**	$267.6 M	**$185.5 M**	**$33.7 M**

CIP for *all* buildings
(Annually over recurring 30-YR timeframe)

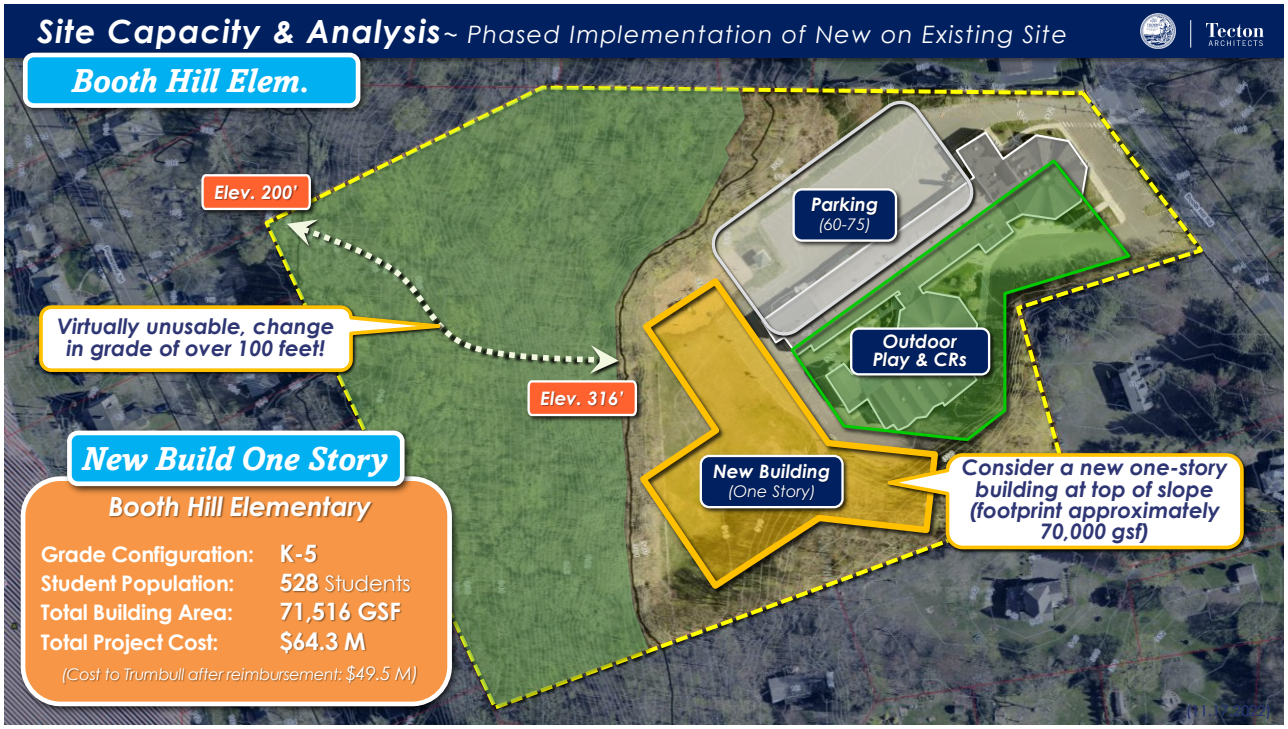
$10.2 - $14.2 M EVERY YEAR
*(Nearly 100% of cost carried by taxpayer: **~ 0% – 10% State Reimbursement**)*

Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation

30

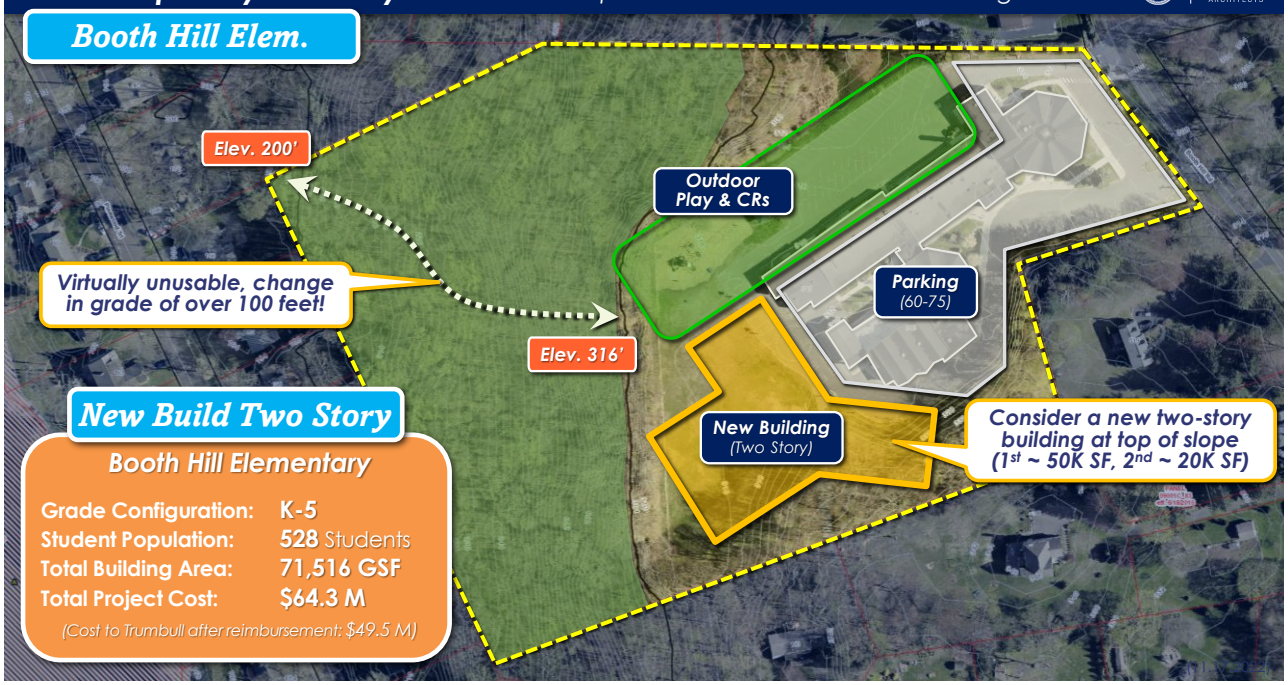

Site Capacity & Analysis~ Phased Implementation of New on Existing Site
Tecton ARCHITECTS
BOOTH HILL ELEMENTARY
COSTS FOR NEW & RNV

31


Site Capacity & Analysis~ Phased Implementation of New on Existing Site
Tecton ARCHITECTS
Booth Hill Elem.
Elev. 200'
Parking (60-75)
Virtually unusable, change in grade of over 100 feet!
Elev. 316'
Outdoor Play & CRs
New Build One Story
Booth Hill Elementary
Grade Configuration: K-5
Student Population: 528 Students
Total Building Area: 71,516 GSF
Total Project Cost: $64.3 M
(Cost to Trumbull after reimbursement: $49.5 M)
New Building (One Story)
Consider a new one-story building at top of slope (footprint approximately 70,000 gsf)

32

Site Capacity & Analysis ~ Phased Implementation of New on Existing Site



33

Order of Magnitude Project Costs ~ New Construction

New K-5 ~ Booth Hill					
		OSCG Standard.			
Grade Levels	Proj. Enr.	2024-25 (Highest Enrollment)			
K	84	66,176			
Grade 1	81				
Grade 2	81				
Grade 3	89				
Grade 4	97				
Grade 5	96				
Total	**528**				
Max. Area Allowed	66,838	* with 1% mech increase			
New Building	**71,516**	GSF (5-7% gross up)			
Existing Building	53,660				
Project Cost Summary					
Scope of work	**Amt.**	**Unit**	**Cost/Unit**	**Cost**	
Site Improvements	6.70	Acres	$625,000	$4,187,859	
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000	
Whole Building Haz. Mat. Abatement	53,660	sf	$22.50	$1,207,350	
Whole Building Demolition	53,660	sf	$17.50	$939,050	
New Construction	71,516	sf	$525.00	$37,546,112	
Geothermal Bore Field	71,516	sf	$18.50	$1,323,053	
Carbon Neutral & Netzero Premium	71,516	sf	$15.00	$1,072,746	
Subtotal		Avg/sf	$662.59	$47,386,170	
Soft Costs	19.5%			$9,240,303	
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$7,078,309	
Phasing & Logistics Costs for Occupied Site	1.25%			$592,327	
Portable Lease Costs	0	mth/CR	$1,500	$0	
Total Project Costs			$899.05	$64,297,109	
State Reimbursement			24.29%	($15,617,768)	
Ineligibles**			1.25%	$803,714	
Estimated Total Cost to Trumbull				**$49,483,055**	

Booth Hill Elementary School — **New**

Total Population: 528P
Allowable Area: 66,838 SF

Site Improvements: *120 parking spaces, play fields, outdoor educational space, age-appropriate play, bus/parent drop off*

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

Total Project Costs: $64,297,109
Cost to Trumbull: $49,483,055

(6.9.2023)

34

Order of Magnitude Project Costs ~ Renovate as New

RNV K-5 ~ Booth Hill					
Grade Levels	Proj. Enr.	OSCG Standard. 2024-25 (Highest Enrollment)			
K	84	66,176			
Grade 1	81				
Grade 2	81				
Grade 3	89				
Grade 4	97				
Grade 5	96				
Total	**528**				
Max. Area Allowed	66,838	* with 1% mech increase			
Total Gross Building Area	71,516	GSF (5-7% gross up)			
RNV Building	39,334	Approximate 55% of total footprint			
Existing Building	53,660				
Project Cost Summary					
Scope of work	**Amt.**	**Unit**	**Cost/Unit**	**Cost**	
Site Improvements	6.70	Acres	$625,000	$4,187,859	
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000	
Selective Building Haz. Mat. Abatement	39,334	sf	$26.50	$1,042,352	
Whole Building Demolition with HazMat	14,326	sf	$35.00	$501,409	
New Construction	32,182	sf	$525.00	$16,895,750	
Existing Building Renovation	39,334	sf	$450.00	$17,700,310	
Geothermal Bore Field	71,516	sf	$18.50	$1,323,053	
Carbon Neutral & Netzero Premium	71,516	sf	$15.00	$1,072,746	
Subtotal		Avg/sf	$612.92	$43,833,479	
Phased Moving Costs	5	phase	$125,000	$625,000	
Premium for Phased Work	1.5%			$621,565	
Soft Costs	19.5%			$8,547,528	
Cost Escalation (Mid-point of const. Mar. 2026)	12.5%	4%/year		$6,703,447	
Portable Lease Costs	0	mth/CR	$1,500	$0	
Total Project Costs			$843.60	$60,331,019	
State Reimbursement			34.29%	($20,687,507)	
Ineligibles**			2.50%	$1,508,275	
Estimated Total Cost to Trumbull				**$41,151,788**	

Booth Hill Elementary School — **RNV**

Total Population: 528P
Allowable Area: 66,838 SF

Site Improvements: 120 parking spaces, play fields, outdoor recreational and educational space, bus/parent drop off

Building: Addition (45%) and Renovation (55%), abatement, phasing & logistics and Netzero/Carbon neutral premiums

Total Project Costs: $60,331,019
Cost to Trumbull: $41,151,788

(6.9.2023)

35

Site Capacity & Analysis ~ Phased Implementation of New on Existing Site

Total Acreage ~ 16.96, nearly half (8.41 acres) is inaccessible or not buildable

Wetlands soils, likely unusable and not passable, grade change is also substantial

Elev. 480'

DANIELS FARM ELEMENTARY

COSTS FOR NEW & RNV

36

Site Capacity & Analysis ~ Phased Implementation of New on Existing Site



37

Order of Magnitude Project Costs ~ New Construction

New K-5 ~ Daniels Farm					
Grade Levels	Proj. Enr.	OSCG Standard. 2032-33 (Highest Enrollment)			
K	76	63,419			
Grade 1	84				
Grade 2	85				
Grade 3	86				
Grade 4	87				
Grade 5	88				
Total	506				
Max. Area Allowed	64,053	* with 1% mech increase			
New Building	68,537	GSF (5-7% gross up)			
Existing Building	61,480				
Project Cost Summary					
Scope of work	Amt.	Unit	Cost/Unit	Cost	
Site Improvements	7.51	Acres	$625,000	$4,695,434	
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000	
Whole Building Haz. Mat. Abatement	61,480	sf	$22.50	$1,383,300	
Whole Building Demolition	61,480	sf	$17.50	$1,075,900	
New Construction	68,537	sf	$525.00	$35,981,690	
Geothermal Bore Field	68,537	sf	$18.50	$1,267,926	
Carbon Neutral & Netzero Premium	68,537	sf	$15.00	$1,028,048	
Subtotal		Avg/sf	$679.09	$46,542,299	
Soft Costs	19.5%			$9,075,748	
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$6,952,256	
Phasing & Logistics Costs for Occupied Site	1.25%			$581,779	
Portable Lease Costs	0	mth/CR	$1,500	$0	
Total Project Costs			$921.44	$63,152,082	
State Reimbursement			24.29%	($15,339,641)	
Ineligibles**			1.25%	$789,401	
Estimated Total Cost to Trumbull				$48,601,843	

Daniels Farm Elementary — New

Total Population: 506P
Allowable Area: 64,053 SF

Site Improvements: 120 parking spaces, play fields, outdoor educational space, age-appropriate play, bus/parent drop off

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

Total Project Costs: $63,152,082
Cost to Trumbull: $48,601,843

(6.9.2023)

38

Order of Magnitude Project Costs ~ Renovate as New

RNV K-5 ~ Daniels Farm				
Grade Levels	Proj. Enr.	OSCG Standard. 2032-33 (Highest Enrollment)		
K	76	63,419		
Grade 1	84			
Grade 2	85			
Grade 3	86			
Grade 4	87			
Grade 5	88			
Total	506			
Max. Area Allowed	64,053	* with 1% mech increase		
Total Gross Building Area	68,537	GSF (5-7% gross up)		
RNV Building	37,695	Approximate 55% of total footprint		
Existing Building	61,480			
Project Cost Summary				
Scope of work	Amt.	Unit	Cost/Unit	Cost
Site Improvements	7.51	Acres	$625,000	$4,695,434
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000
Selective Building Haz. Mat. Abatement	37,695	sf	$26.50	$998,920
Whole Building Demolition with HazMat	23,785	sf	$35.00	$832,471
New Construction	30,841	sf	$525.00	$16,191,761
Existing Building Renovation	37,695	sf	$450.00	$16,962,797
Geothermal Bore Field	68,537	sf	$18.50	$1,267,926
Carbon Neutral & Netzero Premium	68,537	sf	$15.00	$1,028,048
Subtotal		Avg/sf	$628.68	$43,087,358
Phased Moving Costs	5	phase	$125,000	$625,000
Premium for Phased Work	1.5%			$611,871
Soft Costs	19.5%			$8,402,035
Cost Escalation (Mid point of const. Mar. 2026)	12.5%	4%/year		$6,590,783
Portable Lease Costs	0	mth/CR	$1,500	$0
		Total Project Costs	$865.48	$59,317,047
		State Reimbursement	34.29%	($20,339,815)
		Ineligibles**	2.50%	$1,482,926
		Estimated Total Cost to Trumbull		$40,460,158

Daniels Farm Elementary — **RNV**

Total Population: 506P
Allowable Area: 64,053 SF

Site Improvements: 120 parking spaces, play fields, outdoor recreational and educational space, bus/parent drop off

Building: Addition (45%) and Renovation (55%), abatement, phasing & logistics and Netzero/Carbon neutral premiums

Total Project Costs: $59,317,047
Cost to Trumbull: $40,460,158

(6.9.2023)

39

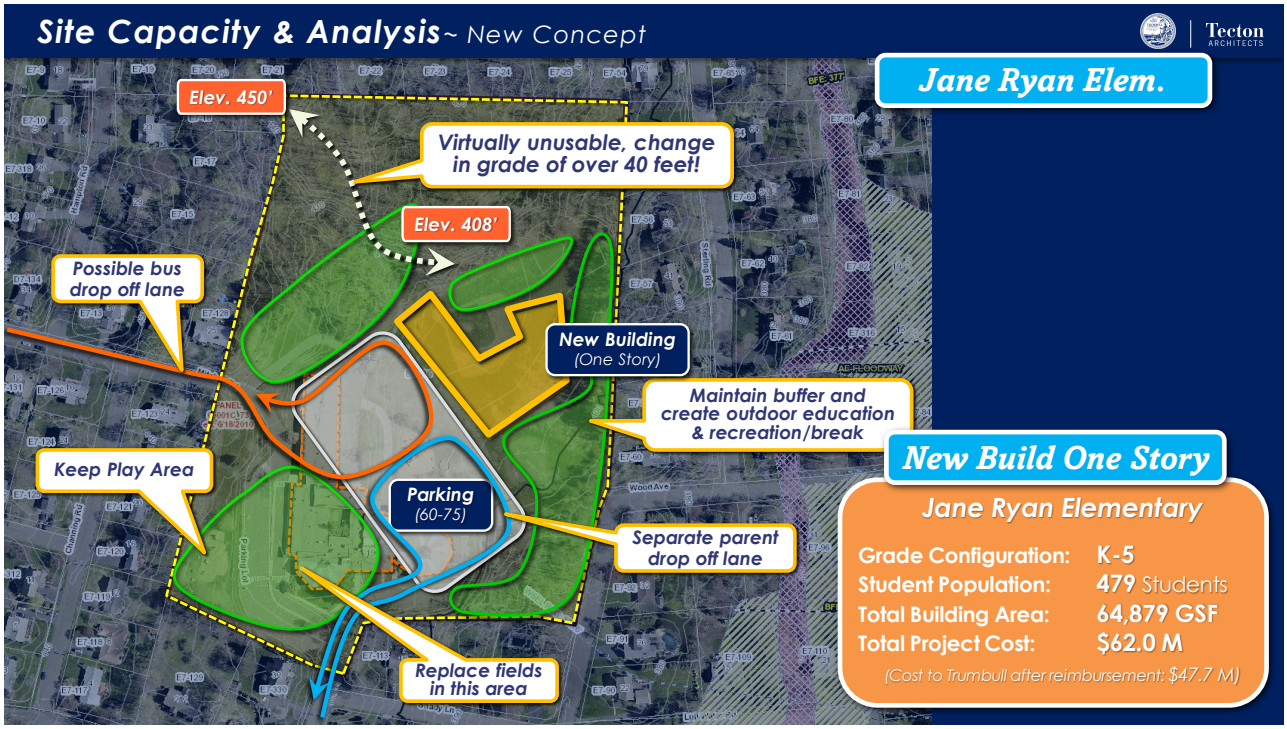
Site Capacity & Analysis ~ New Concept



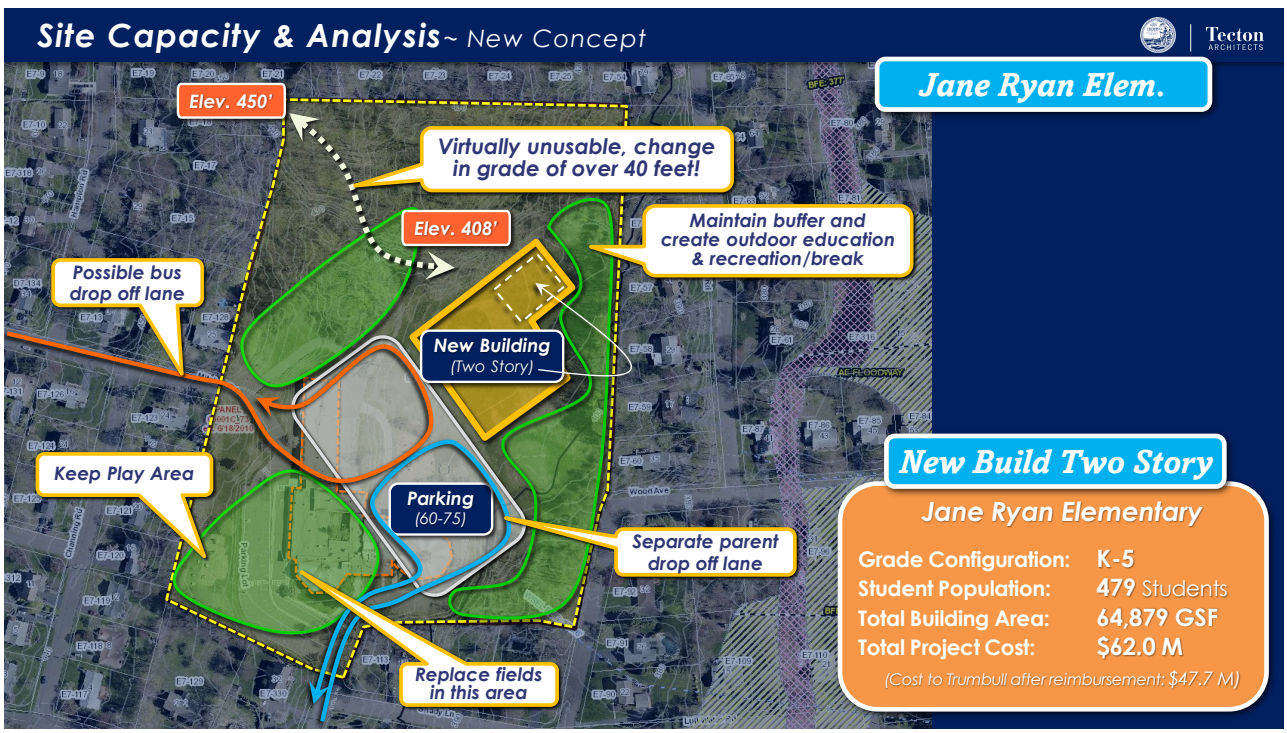
JANE RYAN ELEMENTARY

COSTS FOR NEW & RNV

40


Site Capacity & Analysis~ New Concept
Tecton ARCHITECTS
Jane Ryan Elem.
Elev. 450'
Virtually unusable, change in grade of over 40 feet!
Elev. 408'
Possible bus drop off lane
New Building (One Story)
Maintain buffer and create outdoor education & recreation/break
Keep Play Area
Parking (60-75)
Separate parent drop off lane
Replace fields in this area
New Build One Story
Jane Ryan Elementary
Grade Configuration: K-5
Student Population: 479 Students
Total Building Area: 64,879 GSF
Total Project Cost: $62.0 M
(Cost to Trumbull after reimbursement: $47.7 M)

41


Site Capacity & Analysis~ New Concept
Tecton ARCHITECTS
Jane Ryan Elem.
Elev. 450'
Virtually unusable, change in grade of over 40 feet!
Elev. 408'
Maintain buffer and create outdoor education & recreation/break
Possible bus drop off lane
New Building (Two Story)
Keep Play Area
Parking (60-75)
Separate parent drop off lane
Replace fields in this area
New Build Two Story
Jane Ryan Elementary
Grade Configuration: K-5
Student Population: 479 Students
Total Building Area: 64,879 GSF
Total Project Cost: $62.0 M
(Cost to Trumbull after reimbursement: $47.7 M)

42

Order of Magnitude Project Costs ~ New Construction

New K-5 ~ Jane Ryan					
Grade Levels	Proj. Enr.	OSCG Standard. 2029-30 (Highest Enrollment)			
K	76	60,035			
Grade 1	77				
Grade 2	78				
Grade 3	79				
Grade 4	82				
Grade 5	87				
Total	**479**				
Max. Area Allowed	60,635	* with 1% mech increase			
New Building	**64,879**	GSF (5-7% gross up)			
Existing Building	46,430				
Project Cost Summary					
Scope of work	**Amt.**	**Unit**	**Cost/Unit**	**Cost**	
Site Improvements	10.34	Acres	$625,000	$6,459,409	
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000	
Whole Building Haz. Mat. Abatement	46,430	sf	$22.50	$1,044,675	
Whole Building Demolition	46,430	sf	$17.50	$812,525	
New Construction	64,879	sf	$525.00	$34,061,719	
Geothermal Bore Field	64,879	sf	$18.50	$1,200,270	
Carbon Neutral & Netzero Premium	64,879	sf	$15.00	$973,192	
Subtotal		Avg/sf	$703.79	$45,661,790	
Soft Costs	19.5%			$8,904,049	
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$6,820,730	
Phasing & Logistics Costs for Occupied Site	1.25%			$570,772	
Portable Lease Costs	0	mth/CR	$1,500	$0	
Total Project Costs			$954.96	$61,957,342	
State Reimbursement			24.29%	($15,049,438)	
Ineligibles**			1.25%	$774,467	
Estimated Total Cost to Trumbull				**$47,682,370**	

Jane Ryan Elementary — **New**

Total Population: 479P
Allowable Area: 60,635 SF

Site Improvements: *120 parking spaces, play fields, outdoor educational space, age-appropriate play, bus/parent drop off*

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

Total Project Costs: $61,957,342
Cost to Trumbull: $47,682,370

(6.9.2023)

43

Order of Magnitude Project Costs ~ Renovate as New

RNV K-5 ~ Jane Ryan					
Grade Levels	Proj. Enr.	OSCG Standard. 2029-30 (Highest Enrollment)			
K	76	60,035			
Grade 1	77				
Grade 2	78				
Grade 3	79				
Grade 4	82				
Grade 5	87				
Total	**479**				
Max. Area Allowed	60,635	* with 1% mech increase			
Total Gross Building Area	**64,879**	GSF (5-7% gross up)			
RNV Building	35,684	Approximate 55% of total footprint			
Existing Building	46,430				
Project Cost Summary					
Scope of work	**Amt.**	**Unit**	**Cost/Unit**	**Cost**	
Site Improvements	10.34	Acres	$625,000	$6,459,409	
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000	
Selective Building Haz. Mat. Abatement	35,684	sf	$26.50	$945,618	
Whole Building Demolition with HazMat	10,746	sf	$35.00	$376,120	
New Construction	29,196	sf	$525.00	$15,327,773	
Existing Building Renovation	35,684	sf	$450.00	$16,057,667	
Geothermal Bore Field	64,879	sf	$18.50	$1,200,270	
Carbon Neutral & Netzero Premium	64,879	sf	$15.00	$973,192	
Subtotal		Avg/sf	$654.29	$42,450,051	
Phased Moving Costs	5	phase	$125,000	$625,000	
Premium for Phased Work	1.5%			$604,149	
Soft Costs	19.5%			$8,277,760	
Cost Escalation (Mid point of const. Mar. 2026)	12.5%	4%/year		$6,494,620	
Portable Lease Costs	0	mth/CR	$1,500	$0	
Total Project Costs			$900.93	$58,451,580	
State Reimbursement			34.29%	($20,043,047)	
Ineligibles**			2.50%	$1,461,289	
Estimated Total Cost to Trumbull				**$39,869,822**	

Jane Ryan Elementary — **RNV**

Total Population: 479P
Allowable Area: 60,635 SF

Site Improvements: *120 parking spaces, play fields, outdoor recreational and educational space, bus/parent drop off*

Building: *Addition (45%) and Renovation (55%), abatement, phasing & logistics and Netzero/Carbon neutral premiums*

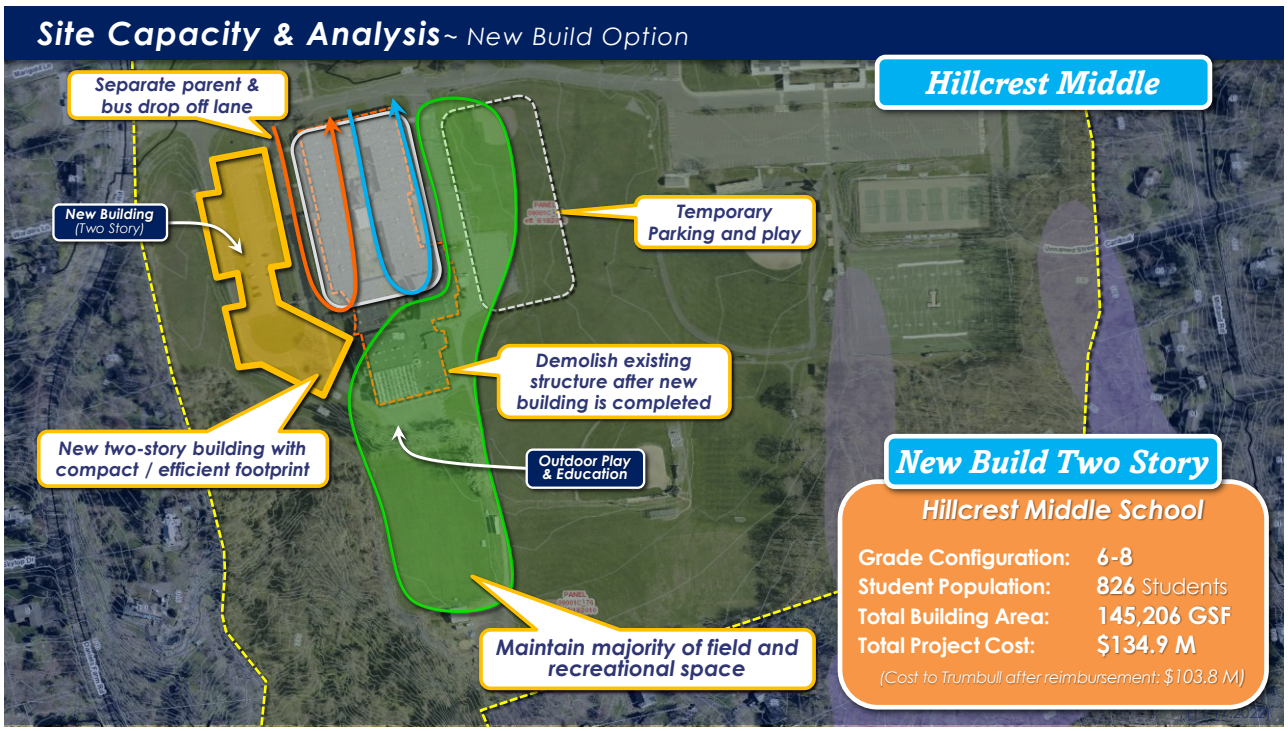
Total Project Costs: $58,451,580
Cost to Trumbull: $39,869,822

(6.9.2023)

44


Site Capacity & Analysis~ New Build Option
HILLCREST MIDDLE SCHOOL
COSTS FOR NEW & RNV

45


Site Capacity & Analysis~ New Build Option
Separate parent & bus drop off lane
New Building (Two Story)
Temporary Parking and play
Demolish existing structure after new building is completed
New two-story building with compact / efficient footprint
Outdoor Play & Education
Maintain majority of field and recreational space
Hillcrest Middle
New Build Two Story
Hillcrest Middle School
Grade Configuration: 6-8
Student Population: 826 Students
Total Building Area: 145,206 GSF
Total Project Cost: $134.9 M
(Cost to Trumbull after reimbursement: $103.8 M)

46

Order of Magnitude Project Costs ~ New Construction

New 6-8 ~ Hillcrest Middle School					
		OSCG Standard.			
Grade Levels	Proj. Enr.	2024-25 (Highest Enrollment)			
Grade 6	271	134,363			
Grade 7	264				
Grade 8	291				
Total	826				
Max. Area Allowed	135,706	* with 1% mech increase			
New Building	145,206	GSF (5-7% gross up)			
Existing Building	117,000				
Project Cost Summary					
Scope of work	Amt.	Unit	Cost/Unit	Cost	
Site Improvements	21.97	Acres	$425,000	$9,337,541	
Parking Lot & Vehicular Circ. (2.25/1000)	150	spaces	$9,250	$1,387,500	
Whole Building Haz. Mat. Abatement	117,000	sf	$22.50	$2,632,500	
Whole Building Demolition	117,000	sf	$17.50	$2,047,500	
New Construction	145,206	sf	$545.00	$79,137,125	
Geothermal Bore Field	145,206	sf	$18.50	$2,686,306	
Carbon Neutral & Netzero Premium	145,206	sf	$15.00	$2,178,086	
Subtotal		Avg/sf	$684.59	$99,406,558	
Soft Costs	19.5%			$19,384,279	
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$14,848,855	
Phasing & Logistics Costs for Occupied Site	1.25%			$1,242,582	
Portable Lease Costs	0	mth/CR	$1,500	$0	
Total Project Costs			$928.90	$134,882,273	
State Reimbursement			24.29%	($32,762,904)	
Ineligibles**			1.25%	$1,686,028	
Estimated Total Cost to Trumbull				$103,805,397	

Hillcrest Middle School — **New**

Total Population: 826P
Allowable Area: 135,706 SF

Site Improvements: 150 parking spaces, play fields, outdoor recreational and educational space, bus/parent drop off

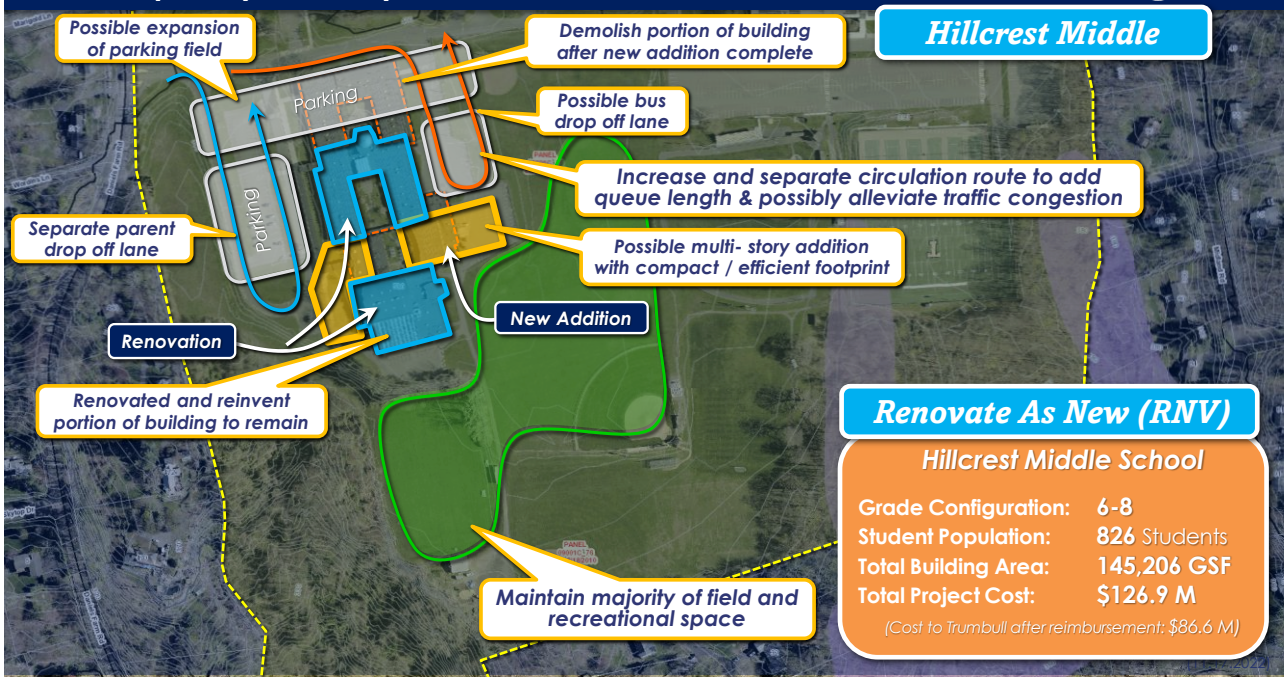
Building: Whole building demolition and abatement, new construction and Netzero/Carbon neutral premiums

Total Project Costs: $134,882,273
Cost to Trumbull: $103,805,397

(6.9.2023)

47

Site Capacity & Analysis ~ Renovation as New Concept



48

Order of Magnitude Project Costs ~ Renovate as New

RNV 6-8 ~ Hillcrest Middle School (Occupied)				
Grade Levels	Proj. Enr.	OSCG Standard. 2024-25 (Highest Enrollment)		
Grade 6	271	134,363		
Grade 7	264			
Grade 8	291			
Total	826			
Max. Area Allowed	135,706	* with 1% mech increase		
Total Gross Building Area	145,206	GSF (5-7% gross up)		
RNV Building	79,863	Approximate 55% of total footprint		
Existing Building	117,000			
Project Cost Summary				
Scope of work	Amt.	Unit	Cost/Unit	Cost
Site Improvements	21.97	Acres	$525,000	$11,534,609
Parking Lot & Vehicular Circ. (2.25/1000)	150	spaces	$9,250	$1,387,500
Selective Building Haz. Mat. Abatement	79,863	sf	$26.50	$2,116,374
Whole Building Demolition with HazMat	37,137	sf	$35.00	$1,299,790
New Construction	65,343	sf	$545.00	$35,611,706
Existing Building Renovation	79,863	sf	$450.00	$35,938,419
Geothermal Bore Field	145,206	sf	$18.50	$2,686,306
Carbon Neutral & Netzero Premium	145,206	sf	$15.00	$2,178,086
Subtotal		Avg/sf	$638.77	$92,752,790
Phased Moving Costs	5	phase	$125,000	$625,000
Premium for Phased Work	1.5%			$1,318,326
Soft Costs	19.5%			$18,086,794
Cost Escalation (Mid point of const. Mar. 2026)	12.5%	4%/year		$14,097,864
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$873.80	$126,880,774
State Reimbursement			34.29%	($43,507,417)
Ineligibles**			2.50%	$3,172,019
Estimated Total Cost to Trumbull				$86,545,376

Hillcrest Middle School — **RNV**

Total Population: 826P
Allowable Area: 135,706 SF

Site Improvements: 150 parking spaces, play fields, outdoor recreational and educational space, bus/parent drop off

Building: Addition (45%) and Renovation (55%), abatement, phasing & logistics and Netzero/Carbon neutral premiums

Total Project Costs: $126,880,774
Cost to Trumbull: $86,545,376

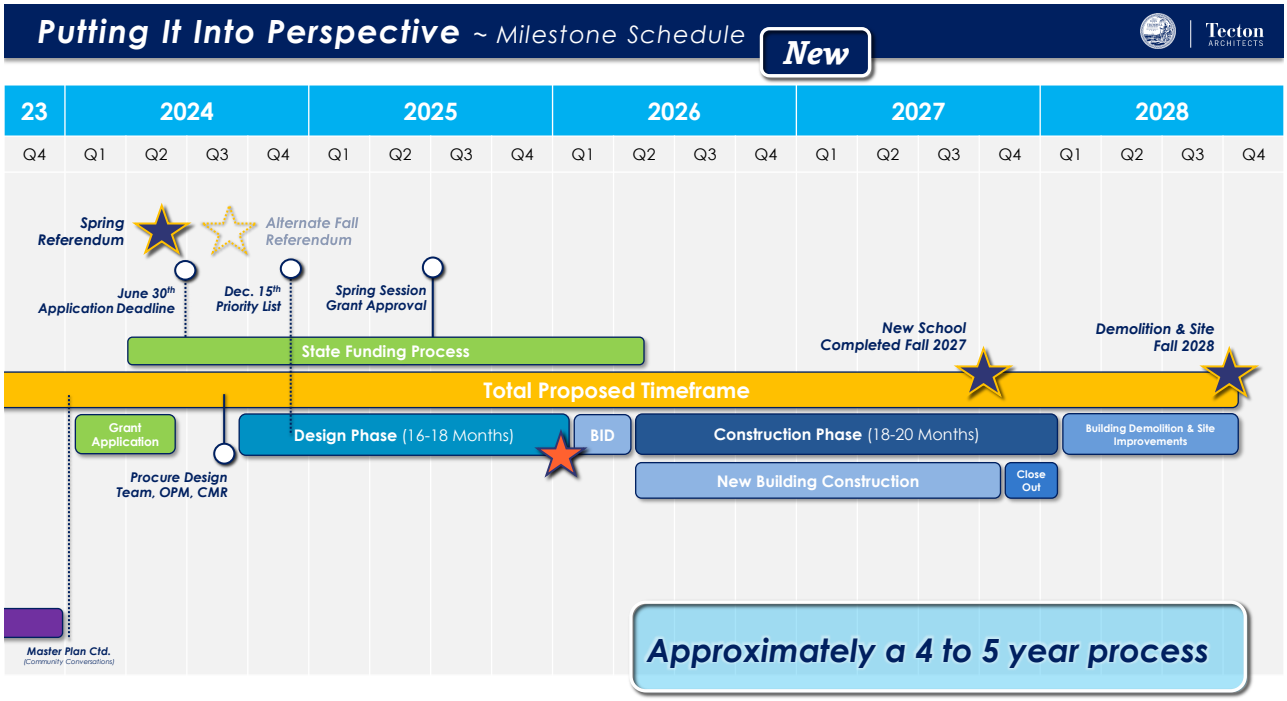
(6.9.2023)

49

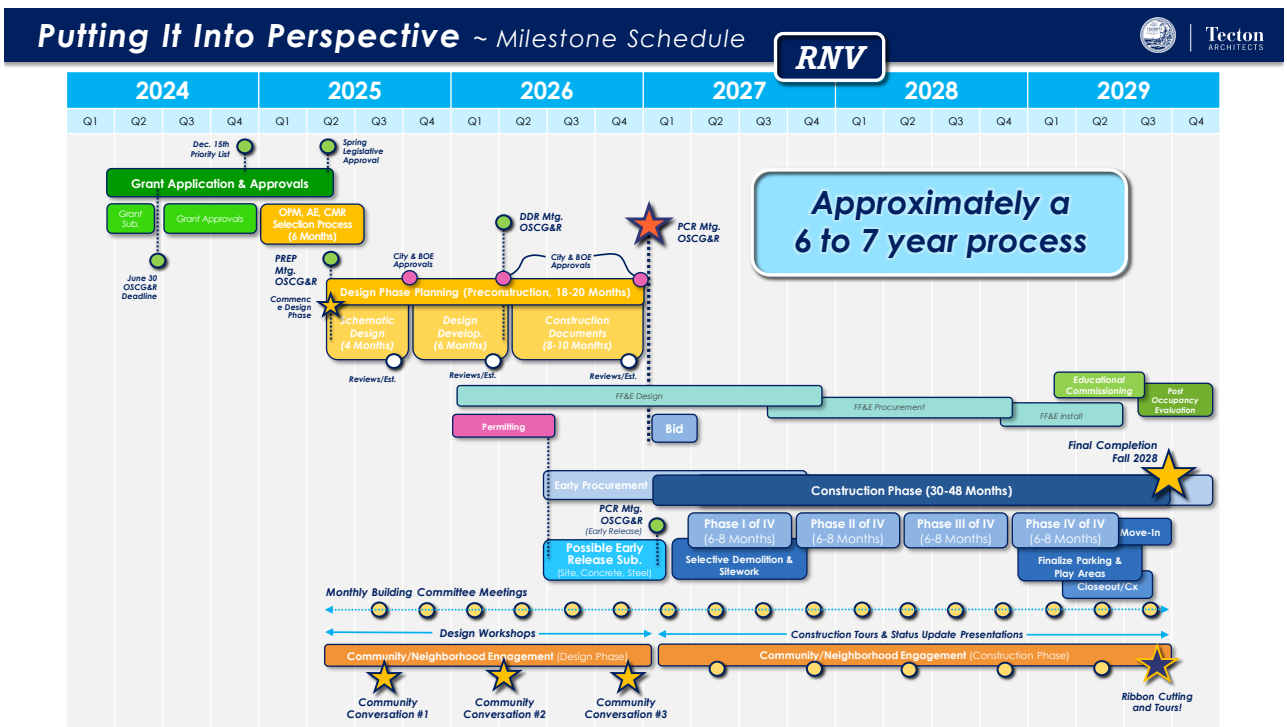
Putting It Into Perspective ~ Milestone Schedule



50


Putting It Into Perspective ~ Milestone Schedule
New
Tecton ARCHITECTS
23
2024
2025
2026
2027
2028
Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4
Spring Referendum
Alternate Fall Referendum
June 30th Application Deadline
Dec. 15th Priority List
Spring Session Grant Approval
State Funding Process
New School Completed Fall 2027
Demolition & Site Fall 2028
Total Proposed Timeframe
Grant Application
Design Phase (16-18 Months)
BID
Construction Phase (18-20 Months)
Building Demolition & Site Improvements
New Building Construction
Close Out
Procure Design Team, OPM, CMR
Master Plan Ctd.
(Community Conversations)
Approximately a 4 to 5 year process

51


Putting It Into Perspective ~ Milestone Schedule
RNV
Tecton ARCHITECTS
2024
2025
2026
2027
2028
2029
Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4
Dec. 15th Priority List
Spring Legislative Approval
Grant Application & Approvals
Grant Sub.
Grant Approvals
OPM, AE, CMR Selection Process (6 Months)
June 30 OSCG&R Deadline
PREP Mtg. OSCG&R
City & BOE Approvals
DDR Mtg. OSCG&R
City & BOE Approvals
PCR Mtg. OSCG&R
Commence Design Phase
Design Phase Planning (Preconstruction, 18-20 Months)
Schematic Design (4 Months)
Design Develop. (6 Months)
Construction Documents (8-10 Months)
Reviews/Est.
Reviews/Est.
Reviews/Est.
Approximately a 6 to 7 year process
FF&E Design
FF&E Procurement
FF&E Install
Educational Commissioning
Post Occupancy Evaluation
Permitting
Bid
Final Completion Fall 2028
Early Procurement
Construction Phase (30-48 Months)
PCR Mtg. OSCG&R (Early Release)
Possible Early Release Sub. (Site, Concrete, Steel)
Phase I of IV (6-8 Months)
Phase II of IV (6-8 Months)
Phase III of IV (6-8 Months)
Phase IV of IV (6-8 Months)
Move-In
Selective Demolition & Sitework
Finalize Parking & Play Areas
Closeout/Cx
Monthly Building Committee Meetings
Design Workshops
Construction Tours & Status Update Presentations
Community/Neighborhood Engagement (Design Phase)
Community/Neighborhood Engagement (Construction Phase)
Community Conversation #1
Community Conversation #2
Community Conversation #3
Ribbon Cutting and Tours!

52

Costs Analysis New vs. Renovate Like New

Tecton ARCHITECTS

Chapter 173, Sec. 10-285a. Percentage determination for school building project grants. …..

for grants approved pursuant to section 10-283 for which application is made on and after June 1, 2022, (i) each town shall be ranked in descending order from one to one hundred sixty-nine according to the adjusted equalized net grand list per capita, as defined in section 10-261, of the town two, three and four years prior to the fiscal year in which application is made, and (ii) based upon such ranking, (I) a percentage of not less than ten nor more than seventy shall be determined for new construction or replacement of a school building for each town on a continuous scale, and **(II) a percentage of not less than twenty nor more than eighty shall be determined for renovations, extensions, code violations, roof replacements and major alterations of an existing school building and the new construction or replacement of a school building when a town or regional school district can demonstrate that a new construction or replacement is less expensive than a renovation, extension or major alteration of an existing school building for each town on a continuous scale.**

If costs between New and RNV are similar….consider requesting higher reimbursement rate for New (34.29%)

53

Costs Analysis New vs. Renovate Like New

Hillcrest Middle School
826 +/- Students

Tecton ARCHITECTS

Topic for Consideration	Value Delta	Renovate Like New With Addition	New Building
Construction Costs	**$6,704,015**	**$108,793,979**	**$115,497,994**
Possibility of unforeseen conditions, conflicts, and cost increases	**-$2,041,799**	Somewhat Likely, est. 3-5% of const. **$4,351,759**	Somewhat limited, est. 1-3% of const. **$2,309,960**
General Conditions Analysis (Typically range between 5-10% of construction)	**-$2,928,619**	48 Months (uses 8%) **$8,703,518**	24 Months (uses 5%) **$5,774,900**
Temp. Facilities, Field Off., Admin. exp. (Typically between $25,000 ~ $35,000 per/month)	**-$720,000**	48 Months **$1,440,000**	24 Months **$720,000**
Temporary Modulars & Swing Space	**-$1,176,000**	(8 Modular Classrooms) **$24,500/mth x 48 mths.**	**$0**
Multiple Move Costs	**-$328,750**	**(6 Total phased moves) 6 @ 65,750 each**	**1 Move @ 65,750**
Subtotal of Value Lost	**-$7,195,168**	**+7,195,168**	
Delta in Resultant Value	**($491,153)**	**$115,989,147**	**115,497,994**

Less than or equal to!

54

August 15, 2023
Board of Education Summary Presentation TPS Master Plan

Tecton
ARCHITECTS

Tecton ARCHITECTS

SUMMARY PRESENTATION FOR

TRUMBULL PUBLIC SCHOOLS MASTER PLAN

for

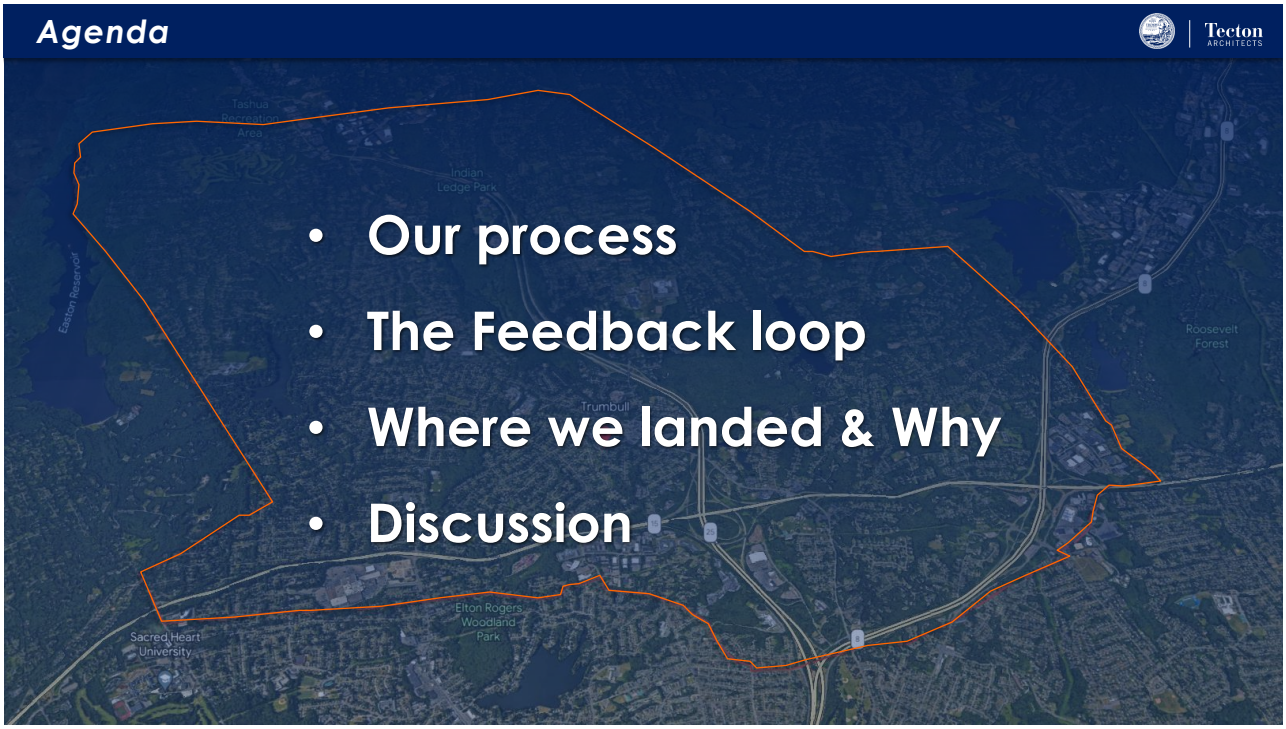
Trumbull Board of Education

Long Hill Administration Building

August 15, 2023

1

Agenda



- Our process
- The Feedback loop
- Where we landed & Why
- Discussion

2

Introductions

Tecton ARCHITECTS

UTILIZATION & PROGRAMMING



EDWARD WIDOFSKY
AIA, LEED AP BD+C

Project Manager
Tecton

OVERSIGHT & DAY-TO-DAY CONTACT



JEFF WYSZYNSKI
AIA

Principal-in-Charge
Tecton

COMMUNITY ENGAGEMENT



ANTONIA CIAVERELLA
EDAC, LEED AP BD+C, WELL AP, FITWEL

Architectural Designer
Tecton

BUILDING CONDITION ASESSMENT



ALISON FROST

Project Architect
Tecton

CONSULTANT EXPERTISE



BRAD PARK

MEP Engineer, Associate
CES

CONSULTING ENGINEERING SERVICES
MEP Engineering

MCKIBBEN DEMOGRAPHIC RESEARCH
Enrollment Projections & Demographics Study

3

Introductions

Tecton ARCHITECTS

Central Office

Dr. Martin Semmel
Superintendent

Dr. Susan C. Iwanicki
Assistant Superintendent

David Cote
Director of Operations

Christina Hefele
Director of Digital Learning

Lauren Butler
Secretary to the Superintendent

Maria Vaz
Registration and Residency

Dawn Perkins
Transportation Coordinator

Board of Education

Lucinda Timpanelli
Board Chair

Tim Gallo
Jackie Norcel
Alison Squiccimarro
Marie Petitti
Christopher Bandecchi
Julia McNamee
Lisa Nuland

Administration

Dana Pierce
Principal, Booth Hill

Gary Kunschaft
Principal, Daniels Farm

Gina Prisco
Principal, Frenchtown

Pat Horan
Principal, Jane Ryan

Administration, ctd.

Debra Ponte
Principal, Middlebrook

Bryan Rickert
Principal, Hillcrest

Katie Laird
Assistant Principal, Hillcrest

Peter Sullivan
Principal, Madison

Paul Coppola
Assistant Principal, Madison

Marc Guarino
Principal, Trumbull High School

Dr. Linda Paslov
Director, Agriscience & Biotechnology Center

Deborah McGrath
Director, REACH

Dr. Matthew Wheeler
Principal, TECEC

Others

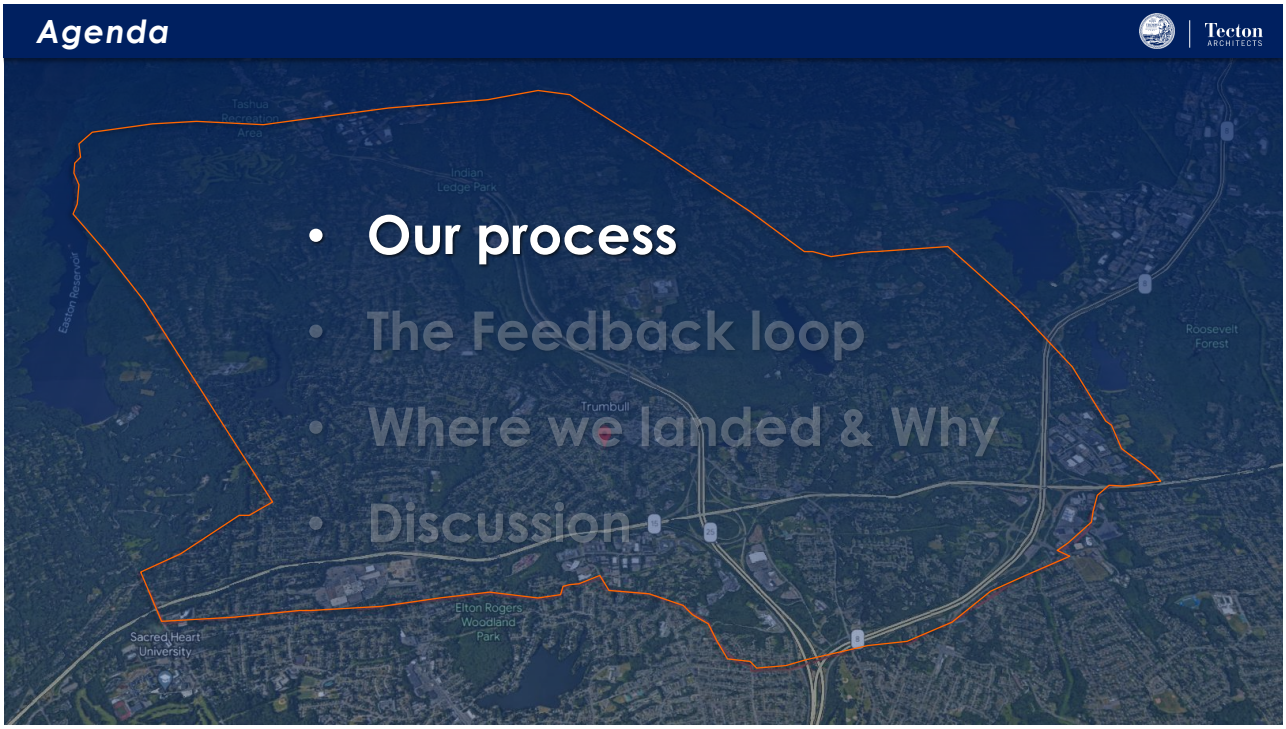
Trumbull PTA Council

Public Works Administration

Middlebrook Elementary School

4

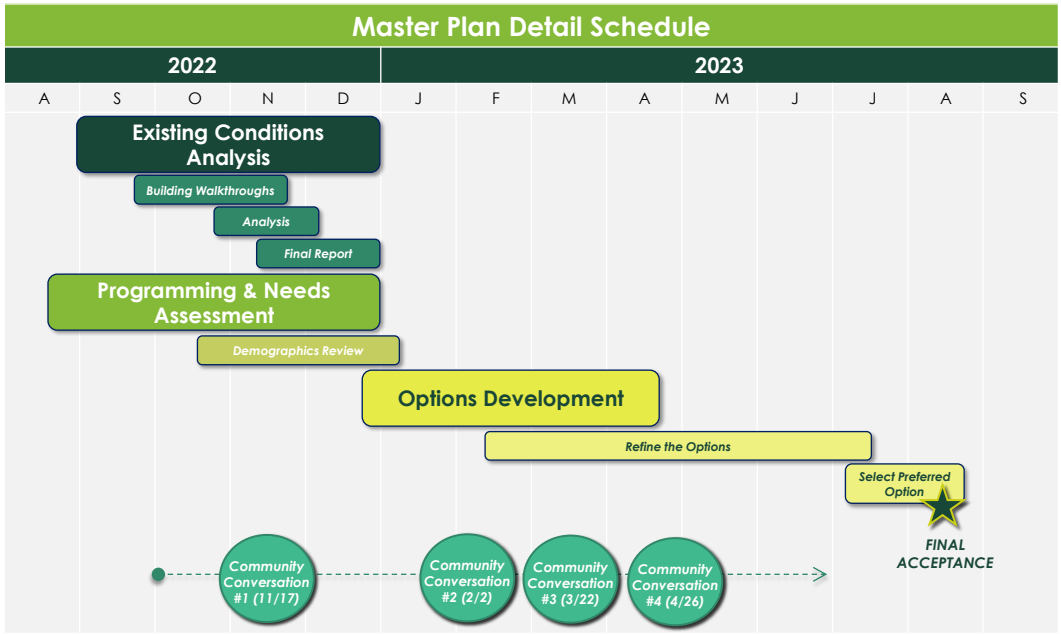
Agenda



- Our process
- The Feedback loop
- Where we landed & Why
- Discussion

5

SCHEDULE



6

Key Components – What We Study

Existing Conditions

1. **Physical condition** of building exterior, interior, systems and site
2. **Code and life safety** systems analysis
3. **Programmatic needs** and concerns based on condition
4. **Prioritization ranking system** as a tool for long-term planning

Demographics & Utilization

1. **Highest projected enrollment** per building over the next 10 years
2. **Allowable SF** per the State of Connecticut
3. **Useable space** versus unassignable space per building
4. **Benchmarking of core spaces** (gym, cafeteria, media) against state standard, per building

Options & Final Plan

1. **Available "swing space"** within the building, (if any)
2. **Capacity and condition of the site** for a new building or addition
3. **Best strategic first step**, followed by a long-term plan
4. **Other opportunities** or variations on the long-term plan

7

Project Summary

The *Scope.*

Analyze the existing facilities for **age/condition, program needs, capacity & utilization.**

Conduct a demographic study for enrollment projections, **develop a population forecast.**

Identify a planning strategy for future educational delivery and building use to serve the Town for the next **10-15 years and beyond.**

The *Goal.*

Prioritize the need across the district based upon **objective analysis (Program, condition, capacity).**

Develop a plan to alleviate **capacity concerns and build in flexibility** (elementary and middle schools).

Provide a consistent, transparent, and interactive process to engage the community to develop the best plan overall for **Trumbull.**

8

Buildings Summary

Tecton ARCHITECTS

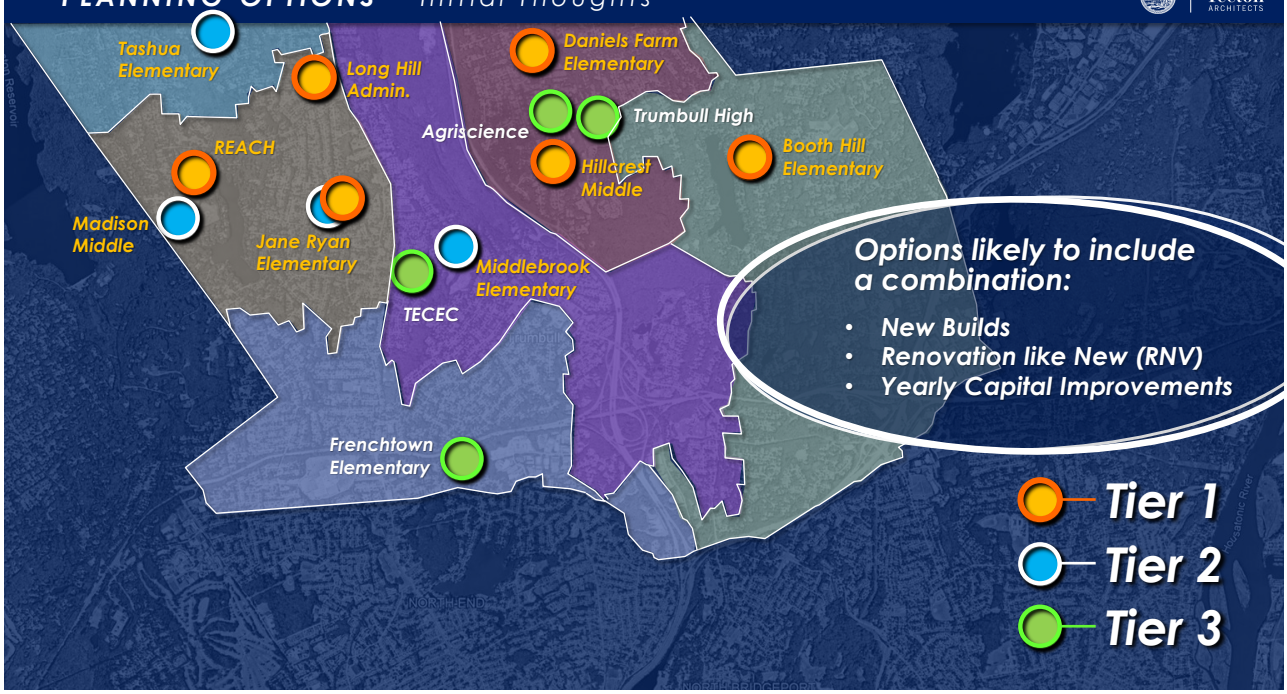
Area Summary Table					
Building Name		GSF	% of total town bldgs	Orig. Const.	Age
PK	Trumbull Early Childhood	26,350	2.4%	2005	18
K-5	Booth Hill Elementary	53,660	4.8%	1955	68
	Daniels Farm Elementary	61,480	5.5%	1962	61
	Frenchtown Elementary	89,960	8.1%	2003	20
	Jane Ryan Elementary	46,430	4.2%	1955	68
	Middlebrook Elementary	65,690	5.9%	1953	70
	Tashua Elementary	59,660	5.4%	1965	58
6-8	Hillcrest Middle	117,000	10.5%	1967	56
	Madison Middle School	154,970	13.9%	1960	63
9-12	Regional Agriscience Center	38,200	3.4%	2001	22
	Trumbull High School	369,350	33.2%	1971	52
6-8/9-12	REACH	8,700	0.8%	1970	53
Admin	Long Hill Administration	21,950	2.0%	1920	103
	Subtotal	1,113,400	Average Age		55



9

PLANNING OPTIONS ~ Initial Thoughts

Tecton ARCHITECTS



10

Agenda

- Our process
- The Feedback loop
- Where we landed & Why
- Discussion

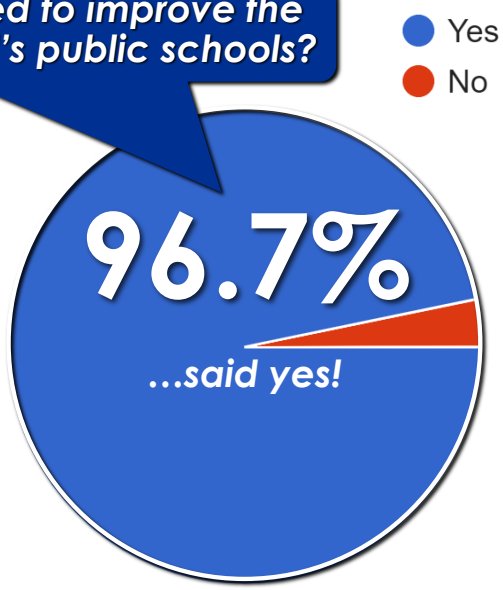
11

The Feedback Loop

Do you believe there is a need to improve the physical condition of Trumbull's public schools?



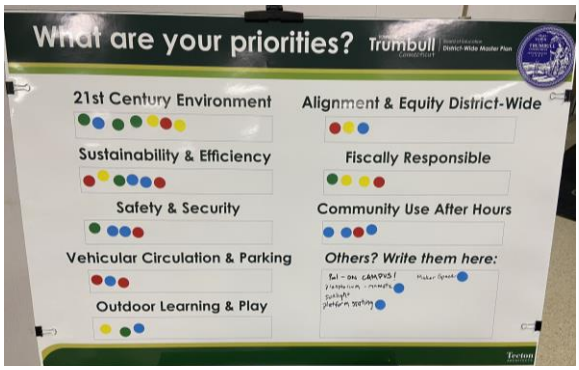
390+ *Responses!*

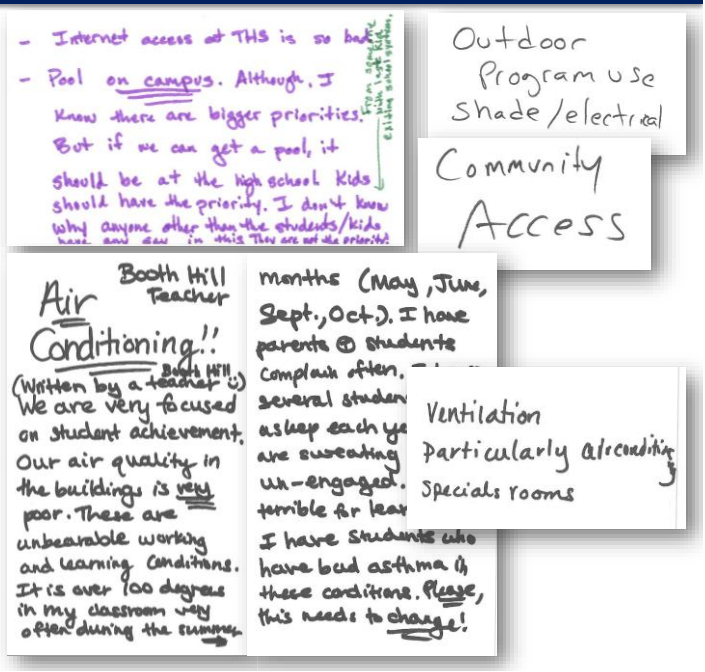


12

Where We've Been – Community Conversation #1 (11/17/22)

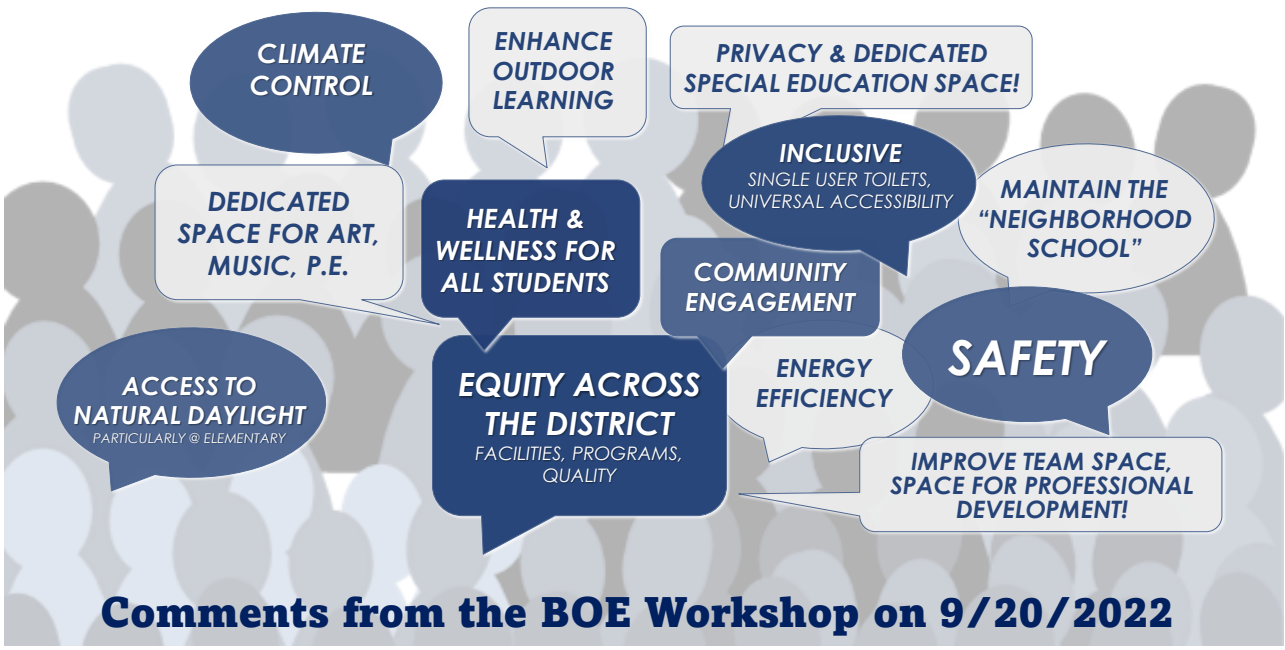






13

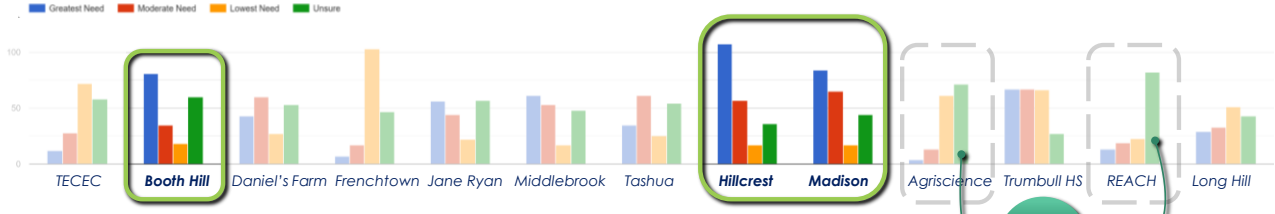
Initial BOE Feedback



14

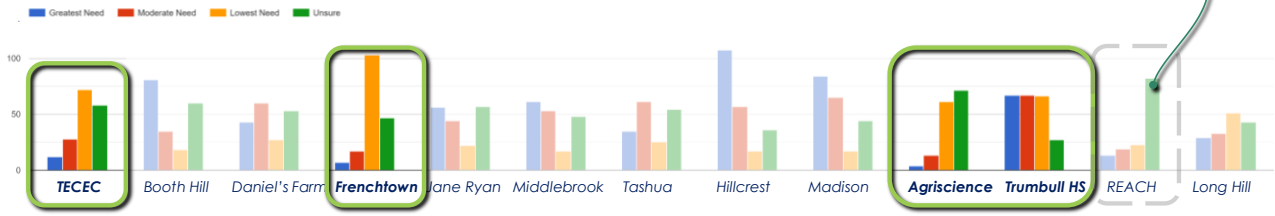
The Feedback Loop

Your feedback…greatest need *(Booth Hill, Hillcrest & Madison)*



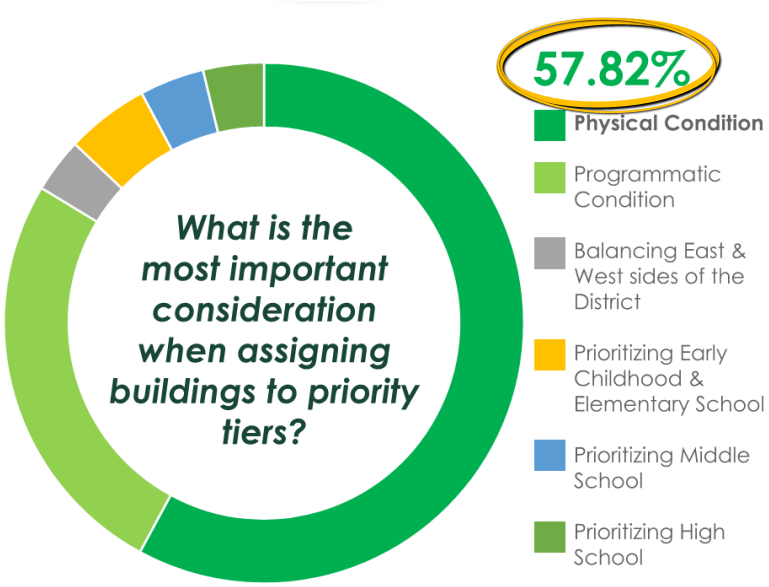
Unsure?

Your feedback…lowest need *(TECEC, Frenchtown, Agriscience, Trumbull HS)*



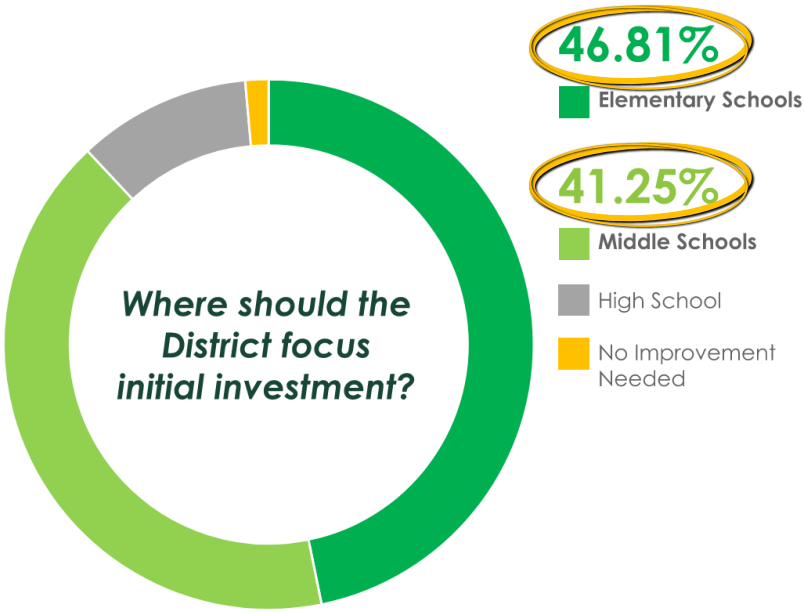
15

The Feedback Loop



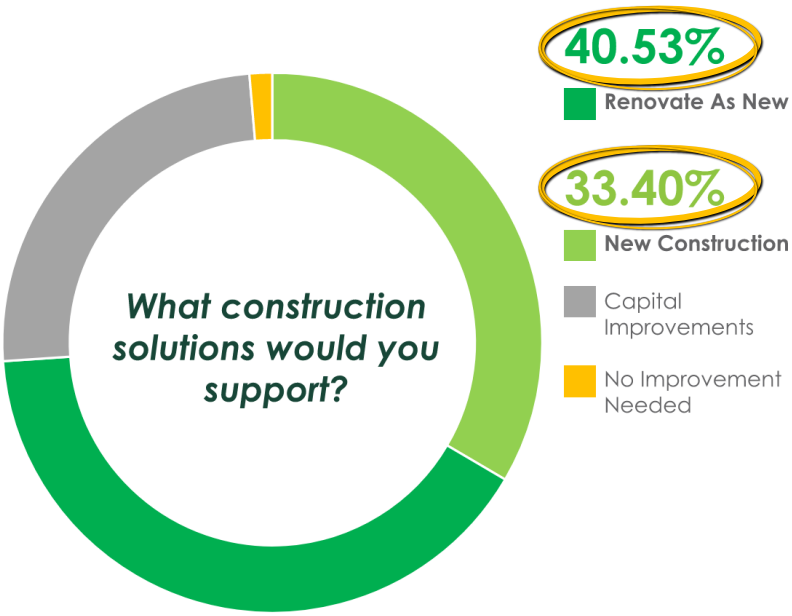
16

The Feedback Loop



17

The Feedback Loop



18

The Feedback Loop

Considerations: *(based on final data. 817 survey responses. Survey closed on 7/10/2023.)*

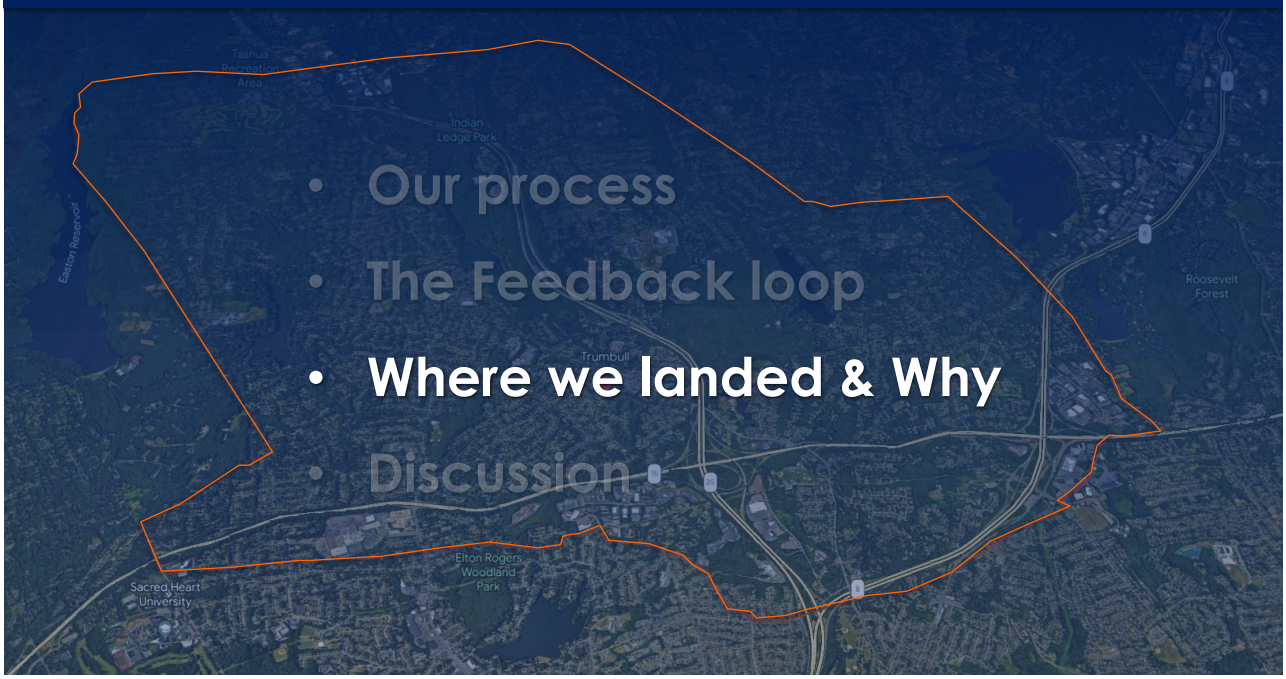
- **Most agree with current Tiers rankings,** except for Long Hill which is viewed as having a lower need
- **Hillcrest, Madison and Trumbull High School** had more than 20% say that while they agree with the Tier ranking, there is greater need at these locations
- **Physical condition is the most important consideration** when assigning buildings to priority tiers (58%)
- **Keeping the current grade configuration** received the most support (44%)
- **Keeping the current number of transitions** received the most support (46%)
- **Start by investing in the elementary schools (47%)** but middle schools was close behind at (41%)
- Most would like to see **Renovate As New (41%)** or New (33%). Capital Improvements was at (25%), and no improvement (1%)

Other Factors:

- Based on capacity analysis, ***Jane Ryan will see the greatest increase in enrollment (+31)*** followed by Middlebrook (+18), Booth Hill (+14), and Daniels Farm (+11)
- ***Both Hill and Jane Ryan are <u>least capable</u> of accommodating this growth*** (based on capacity analysis) but Middlebrook and Daniels Farm are also at capacity
- Based on a benchmark with the allowable area by the state, ***Hillcrest can grow by 16%, Booth Hill by 25% and Jane Ryan by 31%*** to meet the needs of forecasted enrollment

19

Agenda



- Our process
- The Feedback loop
- **Where we landed & Why**
- Discussion

20

Our Recommendation ~ A Value Proposition

Tecton ARCHITECTS

1. ***Addresses priority buildings in first step*** *& directly responds to* ***community input***
2. ***Provides New Hillcrest Middle school, allows opportunity to improve campus, & provides possible swing space.***
3. ***Forward thinking approach to Reach*** *(Regionalize, optimize with H.M.S., creates possible revenue, reuse of former building as central storage)*
4. ***Relocates portions of Central Administration to M.M.S.*** *(optimizes use of existing space & frees up space at Long Hill bldg.)*

21

Overall Sequence of the Work

Tecton ARCHITECTS

	BUILDINGS (in sequential order of the work)				METHODOLOGY		TIMELINE (address with CIP until Start Year)		
	Highest Enrollment	Tier	Grade Configuration	School Name	Construction Solution	Location	Used as Swing Space?	Year of Construction Start	Year of Construction End
STEP 1	826	1	6-8	Hillcrest Middle School	NEW	Current site	YES (Booth Hill)	2025	2027
	~30-40	1	6-8, 9-12	REACH *(Build for Regional)*	NEW	Hillcrest site	NO		
STEP 2	528	1	K-5	Booth Hill Elementary School	NEW/RNV	Current site	NO	2027	2029
STEP 3	479	2	K-5	Jane Ryan Elementary School	NEW/RNV	Current site	NO	2029	2032
STEP 4	506	1	K-5	Daniels Farm Elementary School	NEW/RNV	Current site	NO	2032	2034
STEP 5	834	2	6-8	Madison Middle School	NEW/RNV	Current site	If New (Middlebrook)	2034	2036
	~24	1	-	Portion of Long Hill Admin. *(Transportation, Technology, etc.…)*	NEW/RNV	Madison site	NO		
STEP 6	537	2	K-5	Middlebrook Elementary School	RNV	Current site	NO	2036	2039
STEP 7	452	2	K-5	Tashua Elementary School	RNV	Current site	NO	2039	2042
STEP 8	2,268	3	9-12	Trumbull High School	RNV	Current site	NO	2042	2045
STEP 9	518	3	K-5	Frenchtown Elementary School	RNV	Current site	NO	2045	2048
STEP 10	243	3	Pre-K	TECEC	RNV	Current site	NO	2048	2050/51
	(part of H.S. #)	3	9-12	Agriscience	RNV	Current site	NO		
	~24	1	-	Portion of Long Hill Admin. *(Superintendent & Staff, Dir. SPED…)*	RNV	Current site	NO		

22

Phase 1 ~ Sequence of the Work

Assumes the design process has overlapped with prior project construction

Tecton ARCHITECTS

	BUILDINGS (in sequential order of the work)				METHODOLOGY		TIMELINE (address with CIP until Start Year)		
	Highest Enrollment	Tier	Grade Configuration	School Name	Construction Solution	Location	Used as Swing Space?	Year of Construction Start	Year of Construction End
STEP 1	826	1	6-8	Hillcrest Middle School	NEW	Current site	YES (Booth Hill)	2025	2027
	~30-40	1	6-8, 9-12	REACH *(Build for Regional)*	NEW	Hillcrest site	NO		
STEP 2	528	1	K-5	Booth Hill Elementary School	NEW/RNV	Current site	NO	2027	2029
STEP 3	479	2	K-5	Jane Ryan Elementary School	NEW/RNV	Current site	NO	2029	2032
STEP 4	506	1	K-5	Daniels Farm Elementary School	NEW/RNV	Current site	NO	2032	2034
STEP 5	834	2	6-8	Madison Middle School	NEW/RNV	Current site	If New (Hillcrest)	2034	2036
	~24	1	-	Portion of Long Hill Admin. *(Transportation, Technology, etc…)*	NEW/RNV	Madison site	NO		
STEP 6	537	2	K-5	Middlebrook Elementary School	RNV	Current site	NO	2036	2039
STEP 7	452	2	K-5	Tashua Elementary School	RNV	Current site	NO	2039	2042
STEP 8	2,268	3	9-12	Trumbull High School	RNV	Current site	NO	2042	2045
STEP 9	518	3	K-5	Frenchtown Elementary School	RNV	Current site	NO	2045	2048
STEP 10	243	3	Pre-K	TECEC	RNV	Current site	NO	2048	2050/51
	(part of H.S. #)	3	9-12	Agriscience	RNV	Current site	NO		
	~24	1	-	Portion of Long Hill Admin. *(Superintendent & Staff, Dir. SPED…)*	RNV	Current site	NO		

★ *ELITE program will likely continue to lease space near other businesses in the center of Town.*

23

Cost of the Work

Tecton ARCHITECTS

Step 1: $148.4 M ($106.7 M)

NEW Hillcrest Middle — Relocate & Regionalize REACH

Step 2: (or 3)

New: $64.3 M ($49.5 M)

Or…

$60.3 M ($41.1 M) RNV

NEW/RNV Booth Hill Elem.

Step 3: (or 2)

New: $62.0 M ($47.7 M)

Or…

$58.5 M ($39.9 M) RNV

NEW/RNV Jane Ryan Elem.

Steps 1-3 Total: *(if New for Booth Hill & RNV for Jane Ryan)*

$271.2 M ($196.1 M)

Total Project Costs

Cost to Trumbull

24

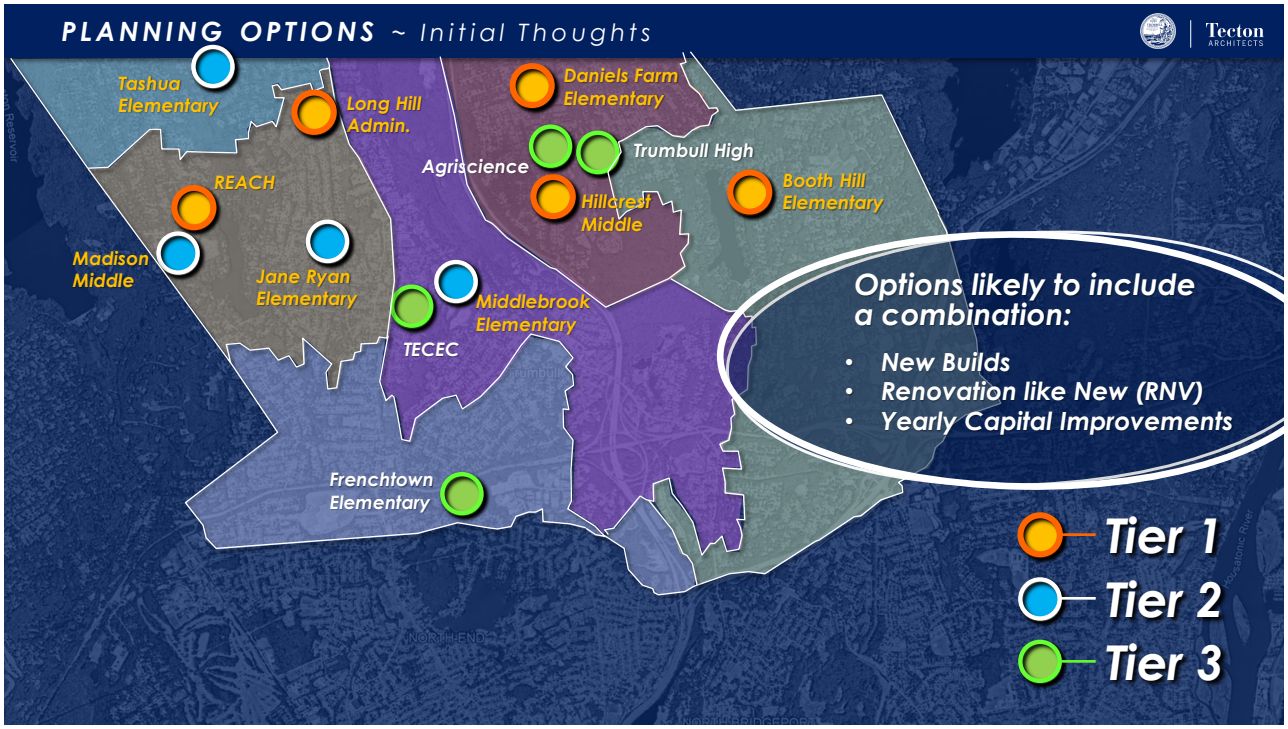
Agenda

- Our process
- The Feedback loop
- Where we landed & Why
- Discussion

25

APPENDIX MATERIALS

26



27

DEFINING THE TYPES OF PROJECTS

Tecton ARCHITECTS

TOPIC AREAS	NEW CONSTRUCTION	RENOVATE LIKE NEW	CAPITAL IMPROVEMENTS
Project Scope	Brand new construction to accommodate the forecasted enrollment projections and accommodate future growth. Built to last 30 – 50 + years (30 year systems)	Comprehensive renovation (sometimes phased) of the entire building to a "like new" condition to accommodate forecasted enrollment and future growth. Built to last 30 – 50 + years (30 year systems)	Updating individual systems and/or structures in kind on an as-needed basis. Not a comprehensive renovation. Does not take forecasted enrollment projections or future growth into account. Isolated impact on longevity
Reimbursement	Reimbursable by the State of Connecticut at **24.29%** (Note: Possible increase 10% based upon RNV cost analysis & state approval)	Reimbursable by the State of Connecticut at **34.29%**	Most projects have limited to no eligibility for reimbursement by the State of Connecticut, meaning that the total cost burden falls on Trumbull taxpayers
Energy Efficiency	Built to exceed current energy code to meet any sustainability / net-zero goals	Due to comprehensive nature of the renovation, can exceed current energy code to meet any sustainability / net-zero goals	Updates to systems will meet current energy code, and could decide to exceed those codes, but likely will not reach net-zero due to existing building envelope, windows, and overall massing
Educational Environment	Built to support modern 21st Century Learning environments	A complete reinvention of the existing building –built to support modern 21st Century Learning environments, with some sacrifices	No change to the educational environment – what you have today, stays

28

IMPACT OF THE OPTIONS

LEGEND: NOT DESIRABLE · ACCEPTABLE · IDEAL

CRITERIA	NEW CONSTRUCTION	RENOVATE LIKE NEW	CAPITAL IMPROVEMENTS
Program Improvement *(21st Century)*	State-of-the-art	Total Reinvention	No change
Operational Improvement *(Energy/Maint.)*	Efficient	Efficient	No change
Construction Cost	Highest Upfront	High/Moderate	Moderate
Reimbursement Rate	24.29% (34.29%?)	34.29%	0 - 10% (for many)
Probability of Unforeseen Conditions	Minimal	Likely	Highly Likely
Site Related Costs	Moderate	Moderate	Low to None
Number of Construction Phases	~1-2 Phases	~2-4 Phases	Continual
Availability of Swing Space	Better	Some Possibility	None Likely
Disruption to Students	Minimal	Greater	Greatest
Safety & Security Improvements	Fully Implement	Mostly Implement	Minimally Imp.
Overall Project Timeline	~ 18 - 20 Months	~ 30 - 48 Months	Annually for Life
Impact to Neighbors	Moderate	Moderate	No real change

29

SQUARE FOOTAGE SUMMARY ~ *Tier 1 Projects*

BUILDINGS			Existing SF	State Standard	Allowable Area	Gross Building SF
Enrollment Current	Enrollment Highest	School Name	Existing Gross Building SF	Based on highest enrollment	Includes a 1% mechanical increase	Includes a 5-7% gross up factor
514	528	**Booth Hill Elem. (K-5)**	**53,660**	**66,176**	**66,838**	**71,516**
448	479	**Jane Ryan Elem. (K-5)**	**46,430**	**60,035**	**60,635**	**64,879**
495	506	**Daniels Farm Elem. (K-5)**	**61,480**	**63,419**	**64,053**	**68,537**
767	826	**Hillcrest Middle (6-8)**	**117,000**	**134,363**	**135,706**	**145,206**
~20	~20 (~30-40 if Regional)	**REACH (6-8, 9-12)**	**9,500** *(state standard not applicable)* (19,000 SF if a Regional program is implemented)			
~50	~50	**Long Hill Admin.**	**21,950** *(state standard not applicable)*			

Using these for costs

30

COSTS SUMMARY

Tecton ARCHITECTS

BUILDINGS			NEW CONSTRUCTION (24.29% State Reimbursement)		RENOVATE LIKE NEW (RNV) (34.29% State Reimbursement)		DELTA OF NEW vs. RNV
Enrollment Current	Enrollment Highest	School Name	Total Project Cost	Cost to Trumbull	Total Project Cost	Cost to Trumbull	Cost to Trumbull
514 (53,660 GSF)	528 (71,516 GSF)	**Booth Hill Elem. (K-5)**	$64.3 M	**$49.5 M**	$60.3 M	**$41.1 M**	**$8.4 M**
448 (46,430 GSF)	479 (64,879 GSF)	**Jane Ryan Elem. (K-5)**	$62.0 M	**$47.7 M**	$58.5 M	**$39.9 M**	**$7.8 M**
495 (61,480 GSF)	506 (68,537 GSF)	**Daniels Farm Elem (K-5)**	$63.1 M	**$48.6 M**	$59.3 M	**$40.5 M**	**$8.1 M**
767 (117,000 GSF)	826 (145,206 GSF)	**Hillcrest Middle (6-8)**	$134.9 M	**$103.8 M**	$126.9 M	**$86.6 M**	**$17.2 M**
~20 (8,700 GSF)	~20 (9,500 GSF)	REGIONAL ~30-40 (19,000 GSF) **REACH (6-8, 9-12)**	$7.6 M (Regional: $13.5 M)	**$5.9 M** (Regional: $2.9 M)	(USE COSTS FOR NEW)	(USE COSTS FOR NEW)	-
~50 (21,950 GSF)	~50 (21,950 GSF)	**Long Hill Admin.**	$13.5 M (Hillcrest: $5.43 M)	**$11.4 M** (Hillcrest: $4.56M)	(USE COSTS FOR NEW) (Madison: $5.39M)	(USE COSTS FOR NEW) (Madison: $4.53M)	-
	TOTALS		$283.4 M	**$219.2 M**	$267.6 M	**$185.5 M**	**$33.7 M**

CIP for *all* buildings
(Annually over recurring 30-YR timeframe)

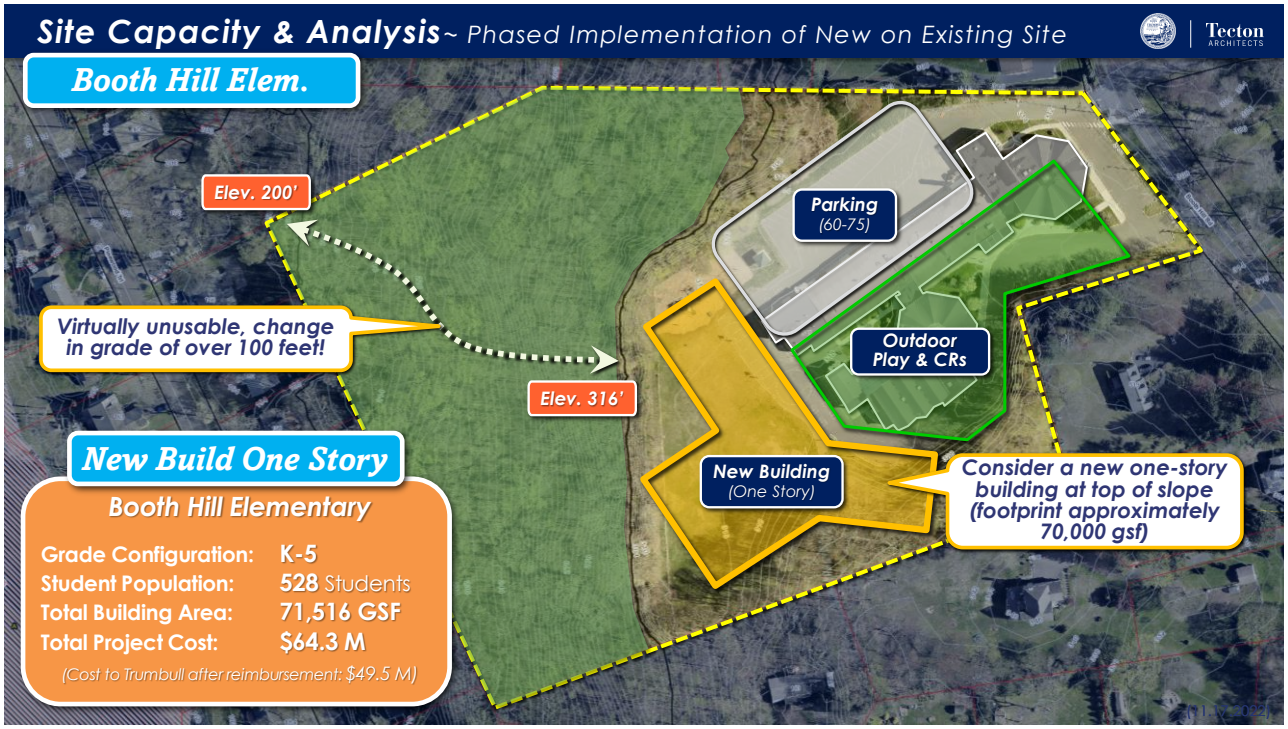
$10.2 - $14.2 M EVERY YEAR
*(Nearly 100% of cost carried by taxpayer: **~ 0% – 10% State Reimbursement**)*

Note: Reimbursement based upon published rates for 2023 from the DEPARTMENT OF ADMINISTRATIVE SERVICES (DAS) - Office of School Construction Grants & Review (OSCG&R), School Construction Reimbursement Rates FORM SCG-1060 - Does not include special legislation

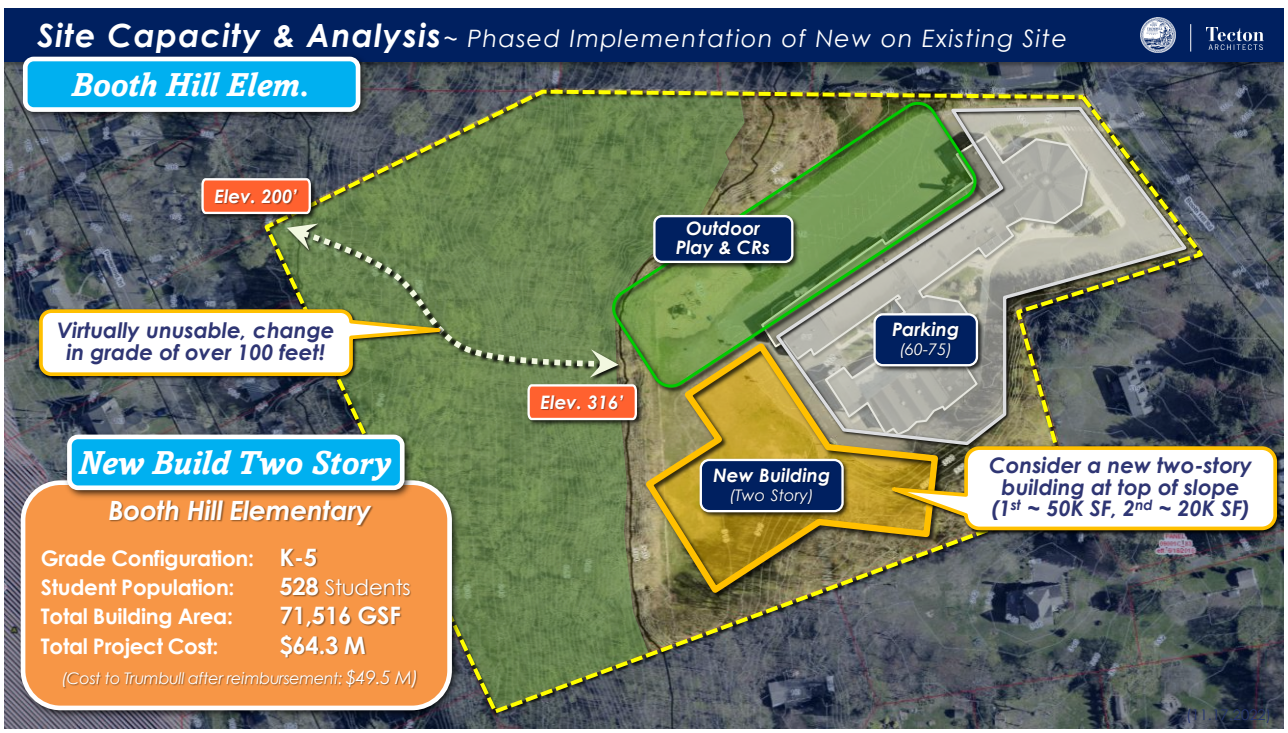
31



32


Site Capacity & Analysis ~ Phased Implementation of New on Existing Site
Tecton ARCHITECTS
Booth Hill Elem.
Elev. 200'
Virtually unusable, change in grade of over 100 feet!
Elev. 316'
Parking (60-75)
Outdoor Play & CRs
New Building (One Story)
Consider a new one-story building at top of slope (footprint approximately 70,000 gsf)
New Build One Story
Booth Hill Elementary
Grade Configuration: K-5
Student Population: 528 Students
Total Building Area: 71,516 GSF
Total Project Cost: $64.3 M
(Cost to Trumbull after reimbursement: $49.5 M)

33


Site Capacity & Analysis ~ Phased Implementation of New on Existing Site
Tecton ARCHITECTS
Booth Hill Elem.
Elev. 200'
Virtually unusable, change in grade of over 100 feet!
Elev. 316'
Outdoor Play & CRs
Parking (60-75)
New Building (Two Story)
Consider a new two-story building at top of slope (1st ~ 50K SF, 2nd ~ 20K SF)
New Build Two Story
Booth Hill Elementary
Grade Configuration: K-5
Student Population: 528 Students
Total Building Area: 71,516 GSF
Total Project Cost: $64.3 M
(Cost to Trumbull after reimbursement: $49.5 M)

34

Order of Magnitude Project Costs ~ New Construction

New K-5 ~ Booth Hill		
Grade Levels	Proj. Enr.	OSCG Standard. 2024-25 (Highest Enrollment)
K	84	66,176
Grade 1	81	
Grade 2	81	
Grade 3	89	
Grade 4	97	
Grade 5	96	
Total	528	
Max. Area Allowed	66,838	* with 1% mech increase
New Building	71,516	GSF (5-7% gross up)
Existing Building	53,660	

Project Cost Summary				
Scope of work	Amt.	Unit	Cost/Unit	Cost
Site Improvements	6.70	Acres	$625,000	$4,187,859
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000
Whole Building Haz. Mat. Abatement	53,660	sf	$22.50	$1,207,350
Whole Building Demolition	53,660	sf	$17.50	$939,050
New Construction	71,516	sf	$525.00	$37,546,112
Geothermal Bore Field	71,516	sf	$18.50	$1,323,053
Carbon Neutral & Netzero Premium	71,516	sf	$15.00	$1,072,746
Subtotal		Avg/sf	$662.59	$47,386,170
Soft Costs	19.5%			$9,240,303
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$7,078,309
Phasing & Logistics Costs for Occupied Site	1.25%			$592,327
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$899.05	$64,297,109
State Reimbursement			24.29%	($15,617,768)
Ineligibles**			1.25%	$803,714
Estimated Total Cost to Trumbull				$49,483,055

Booth Hill Elementary School — **New**

Total Population: 528P
Allowable Area: 66,838 SF

Site Improvements: *120 parking spaces, play fields, outdoor educational space, age-appropriate play, bus/parent drop off*

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

Total Project Costs: $64,297,109
Cost to Trumbull: $49,483,055

(6.9.2023)

35

Order of Magnitude Project Costs ~ Renovate as New

RNV K-5 ~ Booth Hill		
Grade Levels	Proj. Enr.	OSCG Standard. 2024-25 (Highest Enrollment)
K	84	66,176
Grade 1	81	
Grade 2	81	
Grade 3	89	
Grade 4	97	
Grade 5	96	
Total	528	
Max. Area Allowed	66,838	* with 1% mech increase
Total Gross Building Area	71,516	GSF (5-7% gross up)
RNV Building	39,334	Approximate 55% of total footprint
Existing Building	53,660	

Project Cost Summary				
Scope of work	Amt.	Unit	Cost/Unit	Cost
Site Improvements	6.70	Acres	$625,000	$4,187,859
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000
Selective Building Haz. Mat. Abatement	39,334	sf	$26.50	$1,042,352
Whole Building Demolition with HazMat	14,326	sf	$35.00	$501,409
New Construction	32,182	sf	$525.00	$16,895,750
Existing Building Renovation	39,334	sf	$450.00	$17,700,310
Geothermal Bore Field	71,516	sf	$18.50	$1,323,053
Carbon Neutral & Netzero Premium	71,516	sf	$15.00	$1,072,746
Subtotal		Avg/sf	$612.92	$43,833,479
Phased Moving Costs	5	phase	$125,000	$625,000
Premium for Phased Work	1.5%			$621,565
Soft Costs	19.5%			$8,547,528
Cost Escalation (Mid point of const. Mar. 2026)	12.5%	4%/year		$6,703,447
Portable Lease Costs	0	mth/CR	$1,500	$0
Total Project Costs			$843.60	$60,331,019
State Reimbursement			34.29%	($20,687,507)
Ineligibles**			2.50%	$1,508,275
Estimated Total Cost to Trumbull				$41,151,788

Booth Hill Elementary School — **RNV**

Total Population: 528P
Allowable Area: 66,838 SF

Site Improvements: *120 parking spaces, play fields, outdoor recreational and educational space, bus/parent drop off*

Building: *Addition (45%) and Renovation (55%), abatement, phasing & logistics and Netzero/Carbon neutral premiums*

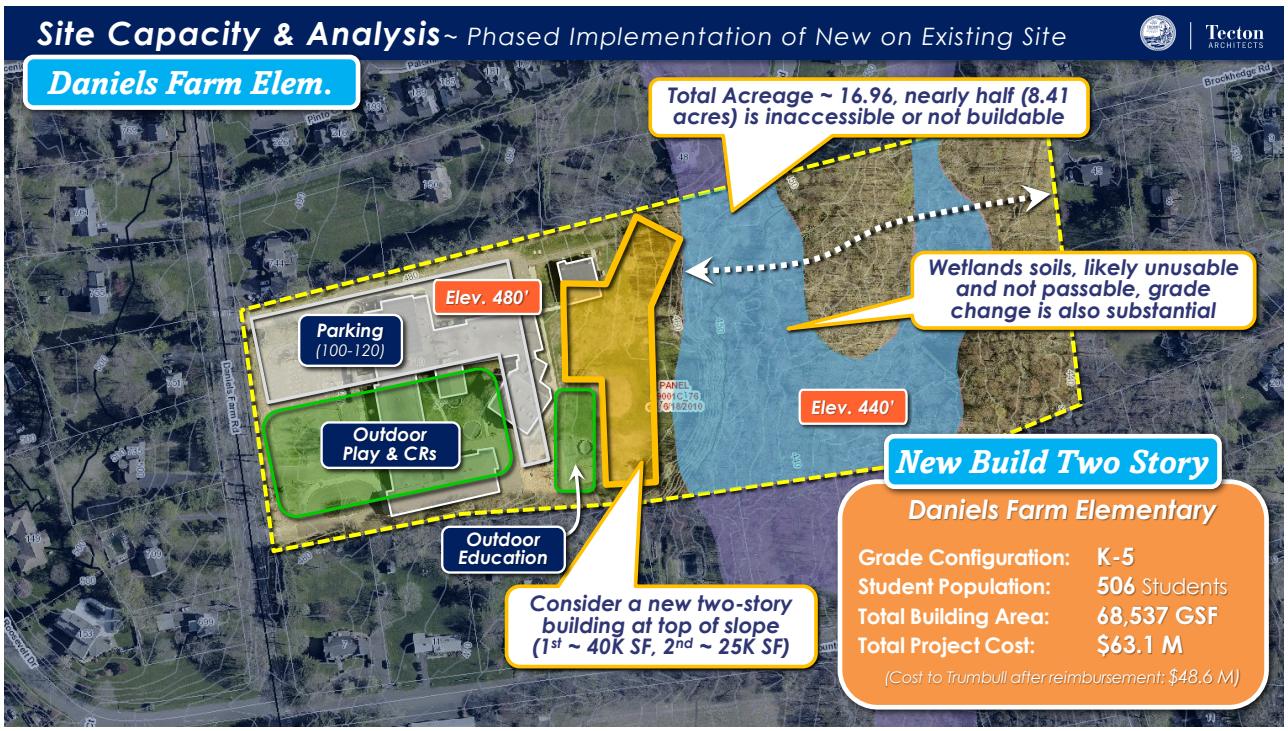
Total Project Costs: $60,331,019
Cost to Trumbull: $41,151,788

(6.9.2023)

36


Site Capacity & Analysis ~ Phased Implementation of New on Existing Site
Tecton ARCHITECTS
Total Acreage ~ 16.96, nearly half (8.41 acres) is inaccessible or not buildable
Wetlands soils, likely unusable and not passable, grade change is also substantial
Elev. 480'
DANIELS FARM ELEMENTARY
COSTS FOR NEW & RNV

37


Site Capacity & Analysis ~ Phased Implementation of New on Existing Site
Tecton ARCHITECTS
Daniels Farm Elem.
Total Acreage ~ 16.96, nearly half (8.41 acres) is inaccessible or not buildable
Wetlands soils, likely unusable and not passable, grade change is also substantial
Elev. 480'
Parking (100-120)
Outdoor Play & CRs
Outdoor Education
Elev. 440'
Consider a new two-story building at top of slope (1st ~ 40K SF, 2nd ~ 25K SF)
New Build Two Story
Daniels Farm Elementary
Grade Configuration: K-5
Student Population: 506 Students
Total Building Area: 68,537 GSF
Total Project Cost: $63.1 M
(Cost to Trumbull after reimbursement: $48.6 M)

38

Order of Magnitude Project Costs ~ New Construction

New K-5 ~ Daniels Farm					
Grade Levels	Proj. Enr.	OSCG Standard. 2032-33 (Highest Enrollment)			
K	76	63,419			
Grade 1	84				
Grade 2	85				
Grade 3	86				
Grade 4	87				
Grade 5	88				
Total	506				
Max. Area Allowed	64,053	* with 1% mech increase			
New Building	68,537	GSF (5-7% gross up)			
Existing Building	61,480				
Project Cost Summary					
Scope of work	Amt.	Unit	Cost/Unit	Cost	
Site Improvements	7.51	Acres	$625,000	$4,695,434	
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000	
Whole Building Haz. Mat. Abatement	61,480	sf	$22.50	$1,383,300	
Whole Building Demolition	61,480	sf	$17.50	$1,075,900	
New Construction	68,537	sf	$525.00	$35,981,690	
Geothermal Bore Field	68,537	sf	$18.50	$1,267,926	
Carbon Neutral & Netzero Premium	68,537	sf	$15.00	$1,028,048	
Subtotal		Avg/sf	$679.09	$46,542,299	
Soft Costs	19.5%			$9,075,748	
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$6,952,256	
Phasing & Logistics Costs for Occupied Site	1.25%			$581,779	
Portable Lease Costs	0	mth/CR	$1,500	$0	
Total Project Costs			$921.44	$63,152,082	
State Reimbursement			24.29%	($15,339,641)	
Ineligibles**			1.25%	$789,401	
Estimated Total Cost to Trumbull				$48,601,843	

Daniels Farm Elementary — **New**

Total Population: 506P
Allowable Area: 64,053 SF

Site Improvements: *120 parking spaces, play fields, outdoor educational space, age-appropriate play, bus/parent drop off*

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

Total Project Costs: $63,152,082
Cost to Trumbull: $48,601,843

(6.9.2023)

39

Order of Magnitude Project Costs ~ Renovate as New

RNV K-5 ~ Daniels Farm					
Grade Levels	Proj. Enr.	OSCG Standard. 2032-33 (Highest Enrollment)			
K	76	63,419			
Grade 1	84				
Grade 2	85				
Grade 3	86				
Grade 4	87				
Grade 5	88				
Total	506				
Max. Area Allowed	64,053	* with 1% mech increase			
Total Gross Building Area	68,537	GSF (5-7% gross up)			
RNV Building	37,695	Approximate 55% of total footprint			
Existing Building	61,480				
Project Cost Summary					
Scope of work	Amt.	Unit	Cost/Unit	Cost	
Site Improvements	7.51	Acres	$625,000	$4,695,434	
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000	
Selective Building Haz. Mat. Abatement	37,695	sf	$26.50	$998,920	
Whole Building Demolition with HazMat	23,785	sf	$35.00	$832,471	
New Construction	30,841	sf	$525.00	$16,191,761	
Existing Building Renovation	37,695	sf	$450.00	$16,962,797	
Geothermal Bore Field	68,537	sf	$18.50	$1,267,926	
Carbon Neutral & Netzero Premium	68,537	sf	$15.00	$1,028,048	
Subtotal		Avg/sf	$628.68	$43,087,358	
Phased Moving Costs	5	phase	$125,000	$625,000	
Premium for Phased Work	1.5%			$611,871	
Soft Costs	19.5%			$8,402,035	
Cost Escalation (Mid point of const. Mar. 2026)	12.5%	4%/year		$6,590,783	
Portable Lease Costs	0	mth/CR	$1,500	$0	
Total Project Costs			$865.48	$59,317,047	
State Reimbursement			34.29%	($20,339,815)	
Ineligibles**			2.50%	$1,482,926	
Estimated Total Cost to Trumbull				$40,460,158	

Daniels Farm Elementary — **RNV**

Total Population: 506P
Allowable Area: 64,053 SF

Site Improvements: *120 parking spaces, play fields, outdoor recreational and educational space, bus/parent drop off*

Building: *Addition (45%) and Renovation (55%), abatement, phasing & logistics and Netzero/Carbon neutral premiums*

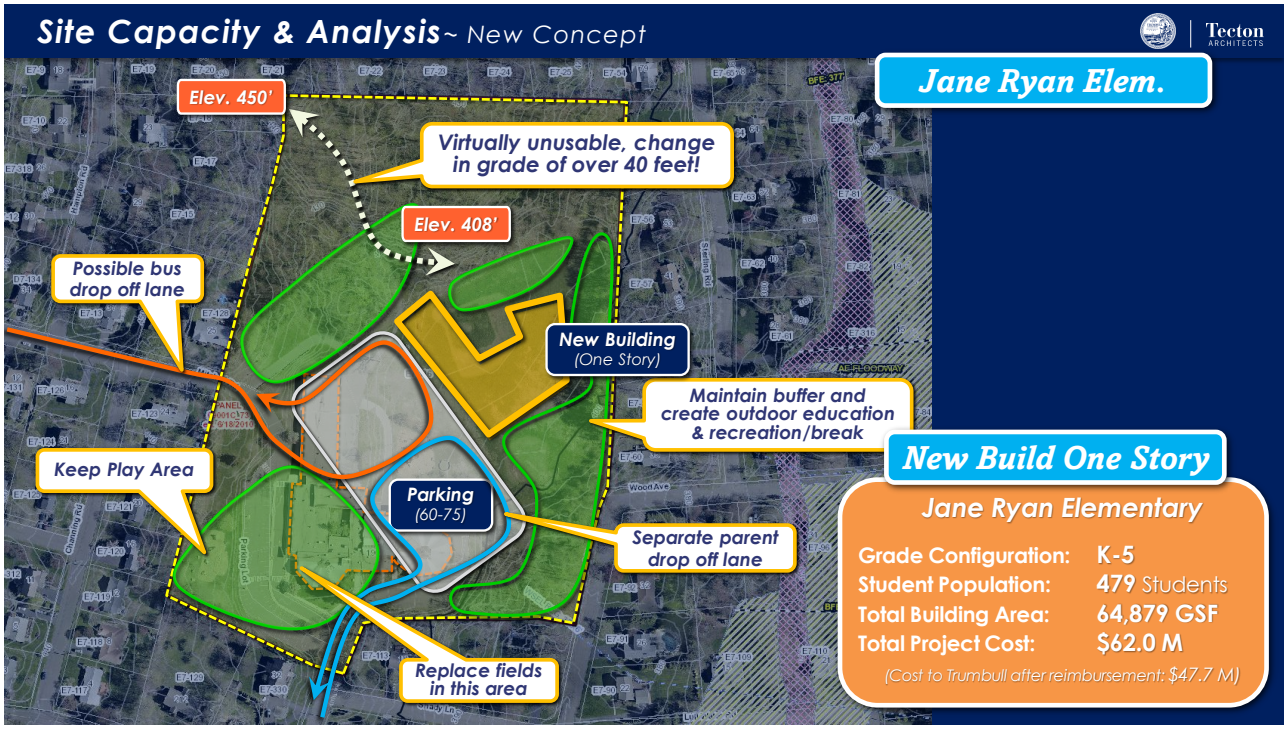
Total Project Costs: $59,317,047
Cost to Trumbull: $40,460,158

(6.9.2023)

40

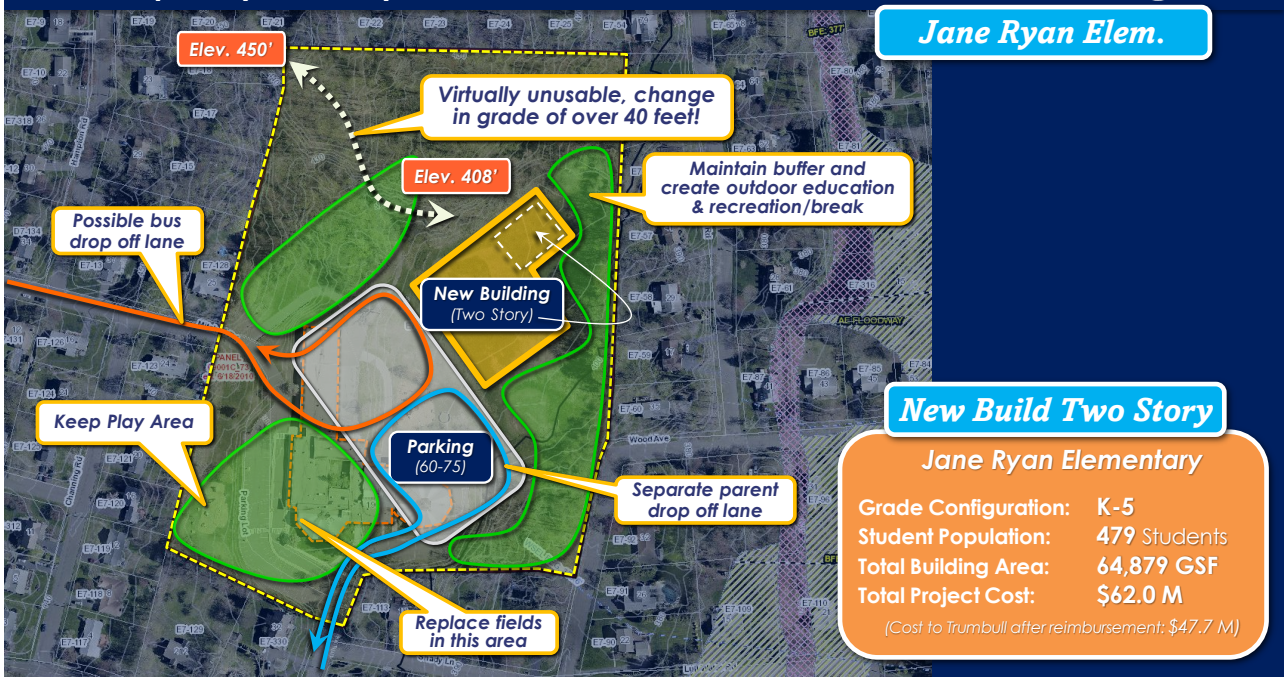

Site Capacity & Analysis~ New Concept
Tecton ARCHITECTS
Elev. 450'
Virtually unusable, change in grade of over 40 feet!
Elev. 408'
JANE RYAN ELEMENTARY
COSTS FOR NEW & RNV

41


Site Capacity & Analysis~ New Concept
Tecton ARCHITECTS
Jane Ryan Elem.
Elev. 450'
Virtually unusable, change in grade of over 40 feet!
Elev. 408'
Possible bus drop off lane
New Building (One Story)
Maintain buffer and create outdoor education & recreation/break
Keep Play Area
Parking (60-75)
Separate parent drop off lane
Replace fields in this area
New Build One Story
Jane Ryan Elementary
Grade Configuration: K-5
Student Population: 479 Students
Total Building Area: 64,879 GSF
Total Project Cost: $62.0 M
(Cost to Trumbull after reimbursement: $47.7 M)

42

Site Capacity & Analysis ~ New Concept



43

Order of Magnitude Project Costs ~ New Construction

New K-5 ~ Jane Ryan					
		OSCG Standard.			
Grade Levels	Proj. Enr.	2029-30 (Highest Enrollment)			
K	76	60,035			
Grade 1	77				
Grade 2	78				
Grade 3	79				
Grade 4	82				
Grade 5	87				
Total	**479**	*			
Max. Area Allowed	60,635	* with 1% mech increase			
New Building	**64,879**	GSF (5-7% gross up)			
Existing Building	46,430				
Project Cost Summary					
Scope of work	**Amt.**	**Unit**	**Cost/Unit**	**Cost**	
Site Improvements	10.34	Acres	$625,000	$6,459,409	
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000	
Whole Building Haz. Mat. Abatement	46,430	sf	$22.50	$1,044,675	
Whole Building Demolition	46,430	sf	$17.50	$812,525	
New Construction	64,879	sf	$525.00	$34,061,719	
Geothermal Bore Field	64,879	sf	$18.50	$1,200,270	
Carbon Neutral & Netzero Premium	64,879	sf	$15.00	$973,192	
Subtotal		Avg/sf	$703.79	$45,661,790	
Soft Costs	19.5%			$8,904,049	
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$6,820,730	
Phasing & Logistics Costs for Occupied Site	1.25%			$570,772	
Portable Lease Costs	0	mth/CR	$1,500	$0	
			Total Project Costs	$954.96	$61,957,342
			State Reimbursement	24.29%	($15,049,438)
			Ineligibles**	1.25%	$774,467
			Estimated Total Cost to Trumbull		**$47,682,370**

Jane Ryan Elementary — **New**

Total Population: 479P
Allowable Area: 60,635 SF

Site Improvements: *120 parking spaces, play fields, outdoor educational space, age-appropriate play, bus/parent drop off*

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

Total Project Costs: $61,957,342
Cost to Trumbull: $47,682,370

(6.9.2023)

44

Order of Magnitude Project Costs ~ Renovate as New

RNV K-5 ~ Jane Ryan				
Grade Levels	Proj. Enr.	OSCG Standard. 2029-30 (Highest Enrollment)		
K	76	60,035		
Grade 1	77			
Grade 2	78			
Grade 3	79			
Grade 4	82			
Grade 5	87			
Total	**479**			
Max. Area Allowed	60,635	* with 1% mech increase		
Total Gross Building Area	**64,879**	GSF (5-7% gross up)		
RNV Building	35,684	Approximate 55% of total footprint		
Existing Building	46,430			
Project Cost Summary				
Scope of work	**Amt.**	**Unit**	**Cost/Unit**	**Cost**
Site Improvements	10.34	Acres	$625,000	$6,459,409
Parking Lot & Vehicular Circ. (2.25/1000)	120	spaces	$9,250	$1,110,000
Selective Building Haz. Mat. Abatement	35,684	sf	$26.50	$945,618
Whole Building Demolition with HazMat	10,746	sf	$35.00	$376,120
New Construction	29,196	sf	$525.00	$15,327,773
Existing Building Renovation	35,684	sf	$450.00	$16,057,667
Geothermal Bore Field	64,879	sf	$18.50	$1,200,270
Carbon Neutral & Netzero Premium	64,879	sf	$15.00	$973,192
Subtotal		Avg/sf	$654.29	$42,450,051
Phased Moving Costs	5	phase	$125,000	$625,000
Premium for Phased Work	1.5%			$604,149
Soft Costs	19.5%			$8,277,760
Cost Escalation (Mid point of const. Mar. 2026)	12.5%	4%/year		$6,494,620
Portable Lease Costs	0	mth/CR	$1,500	$0
		Total Project Costs	$900.93	$58,451,580
		State Reimbursement	34.29%	($20,043,047)
		Ineligibles**	2.50%	$1,461,289
		Estimated Total Cost to Trumbull		**$39,869,822**

Jane Ryan Elementary — **RNV**

Total Population: *479P*
Allowable Area: *60,635 SF*

Site Improvements: *120 parking spaces, play fields, outdoor recreational and educational space, bus/parent drop off*

Building: *Addition (45%) and Renovation (55%), abatement, phasing & logistics and Netzero/Carbon neutral premiums*

Total Project Costs: *$58,451,580*
Cost to Trumbull: *$39,869,822*

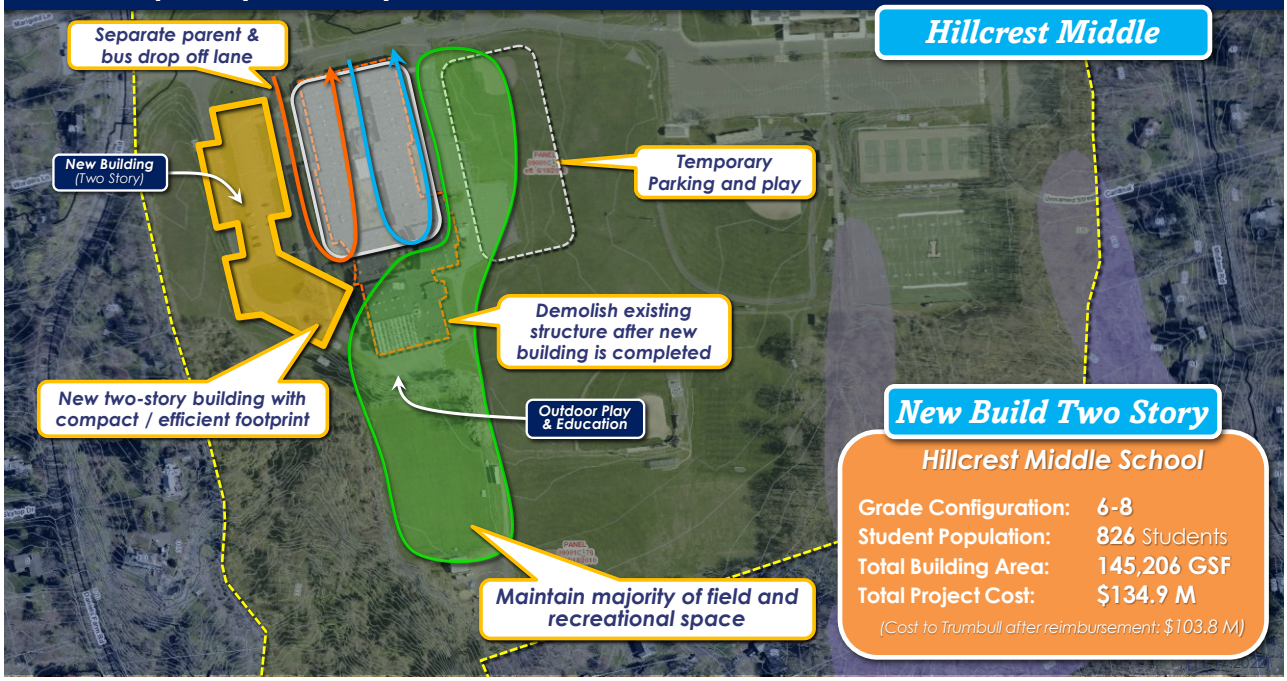
(6.9.2023)

45



46

Site Capacity & Analysis ~ New Build Option



47

Order of Magnitude Project Costs ~ New Construction

Tecton ARCHITECTS

New 6-8 ~ Hillcrest Middle School					
		OSCG Standard.			
Grade Levels	Proj. Enr.	2024-25 (Highest Enrollment)			
Grade 6	271	134,363			
Grade 7	264				
Grade 8	291				
Total	826				
Max. Area Allowed	135,706	* with 1% mech increase			
New Building	145,206	GSF (5-7% gross up)			
Existing Building	117,000				
Project Cost Summary					
Scope of work	Amt.	Unit	Cost/Unit	Cost	
Site Improvements	21.97	Acres	$425,000	$9,337,541	
Parking Lot & Vehicular Circ. (2.25/1000)	150	spaces	$9,250	$1,387,500	
Whole Building Haz. Mat. Abatement	117,000	sf	$22.50	$2,632,500	
Whole Building Demolition	117,000	sf	$17.50	$2,047,500	
New Construction	145,206	sf	$545.00	$79,137,125	
Geothermal Bore Field	145,206	sf	$18.50	$2,686,306	
Carbon Neutral & Netzero Premium	145,206	sf	$15.00	$2,178,086	
Subtotal		Avg/sf	$684.59	$99,406,558	
Soft Costs	19.5%			$19,384,279	
Cost Escalation (Mid point of const. 2026)	12.5%	4%/year		$14,848,855	
Phasing & Logistics Costs for Occupied Site	1.25%			$1,242,582	
Portable Lease Costs	0	mth/CR	$1,500	$0	
Total Project Costs			$928.90	$134,882,273	
State Reimbursement			24.29%	($32,762,904)	
Ineligibles**			1.25%	$1,686,028	
Estimated Total Cost to Trumbull				$103,805,397	

Hillcrest Middle School — **New**

Total Population: 826P
Allowable Area: 135,706 SF

Site Improvements: 150 parking spaces, play fields, outdoor recreational and educational space, bus/parent drop off

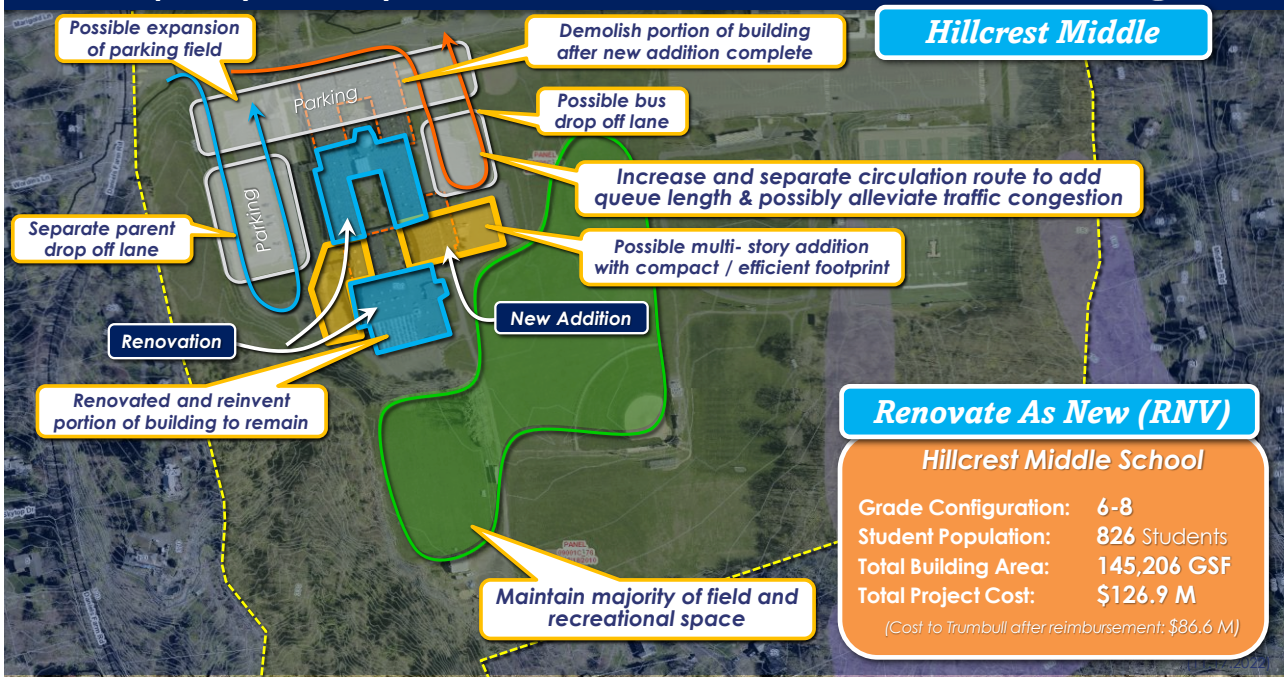
Building: Whole building demolition and abatement, new construction and Netzero/Carbon neutral premiums

Total Project Costs: $134,882,273
Cost to Trumbull: $103,805,397

(6.9.2023)

48

Site Capacity & Analysis ~ Renovation as New Concept



49

Order of Magnitude Project Costs ~ Renovate as New

RNV 6-8 ~ Hillcrest Middle School (Occupied)					
Grade Levels	Proj. Enr.	OSCG Standard, 2024-25 (Highest Enrollment)			
Grade 6	271	134,363			
Grade 7	264				
Grade 8	291				
Total	826				
Max. Area Allowed	135,706	* with 1% mech increase			
Total Gross Building Area	145,206	GSF (5-7% gross up)			
RNV Building	79,863	Approximate 55% of total footprint			
Existing Building	117,000				
Project Cost Summary					
Scope of work	**Amt.**	**Unit**	**Cost/Unit**	**Cost**	
Site Improvements	21.97	Acres	$525,000	$11,534,609	
Parking Lot & Vehicular Circ. (2.25/1000)	150	spaces	$9,250	$1,387,500	
Selective Building Haz. Mat. Abatement	79,863	sf	$26.50	$2,116,374	
Whole Building Demolition with HazMat	37,137	sf	$35.00	$1,299,790	
New Construction	65,343	sf	$545.00	$35,611,706	
Existing Building Renovation	79,863	sf	$450.00	$35,938,419	
Geothermal Bore Field	145,206	sf	$18.50	$2,686,306	
Carbon Neutral & Netzero Premium	145,206	sf	$15.00	$2,178,086	
Subtotal		Avg/sf	$638.77	$92,752,790	
Phased Moving Costs	5	phase	$125,000	$625,000	
Premium for Phased Work	1.5%			$1,318,326	
Soft Costs	19.5%			$18,086,794	
Cost Escalation (Mid point of const. Mar. 2026)	12.5%	4%/year		$14,097,864	
Portable Lease Costs	0	mth/CR	$1,500	$0	
Total Project Costs			$873.80	$126,880,774	
State Reimbursement			34.29%	($43,507,417)	
Ineligibles**			2.50%	$3,172,019	
Estimated Total Cost to Trumbull				**$86,545,376**	

Hillcrest Middle School — **RNV**

Total Population: 826P
Allowable Area: 135,706 SF

Site Improvements: 150 parking spaces, play fields, outdoor recreational and educational space, bus/parent drop off

Building: Addition (45%) and Renovation (55%), abatement, phasing & logistics and Netzero/Carbon neutral premiums

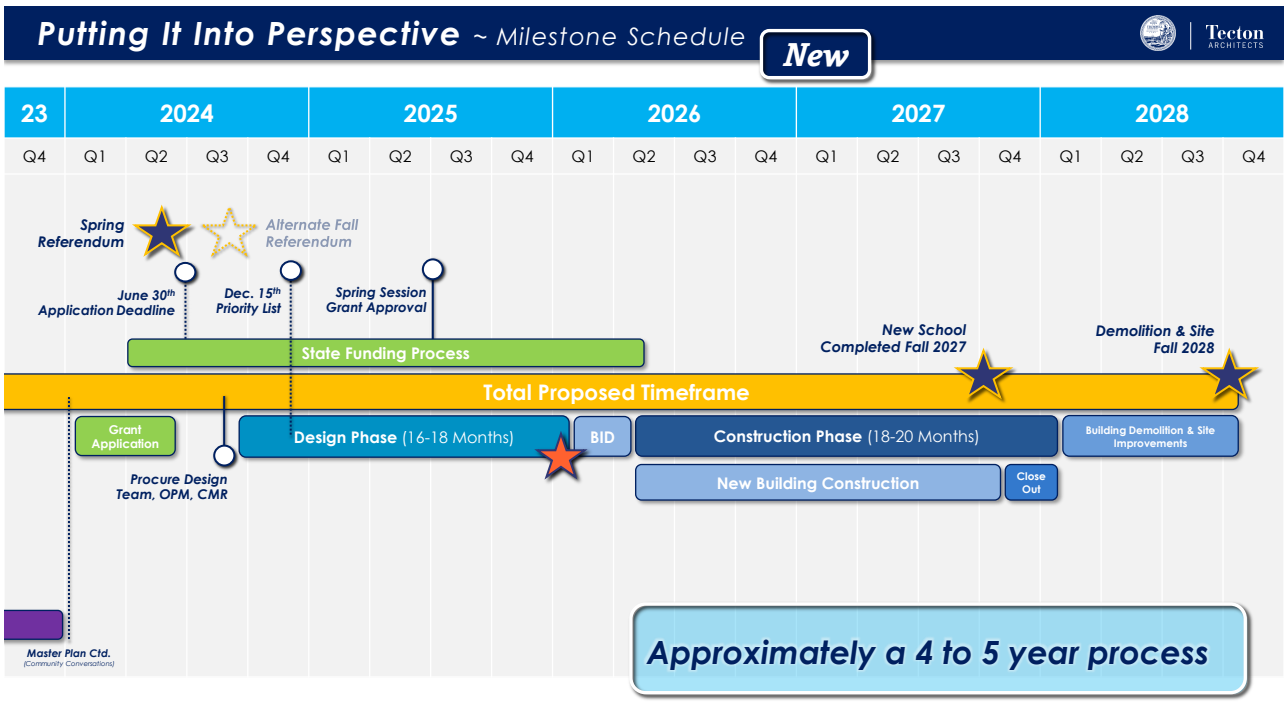
Total Project Costs: $126,880,774
Cost to Trumbull: $86,545,376

(6.9.2023)

50


Putting It Into Perspective ~ Milestone Schedule
SCHEDULES
FOR NEW & RNV

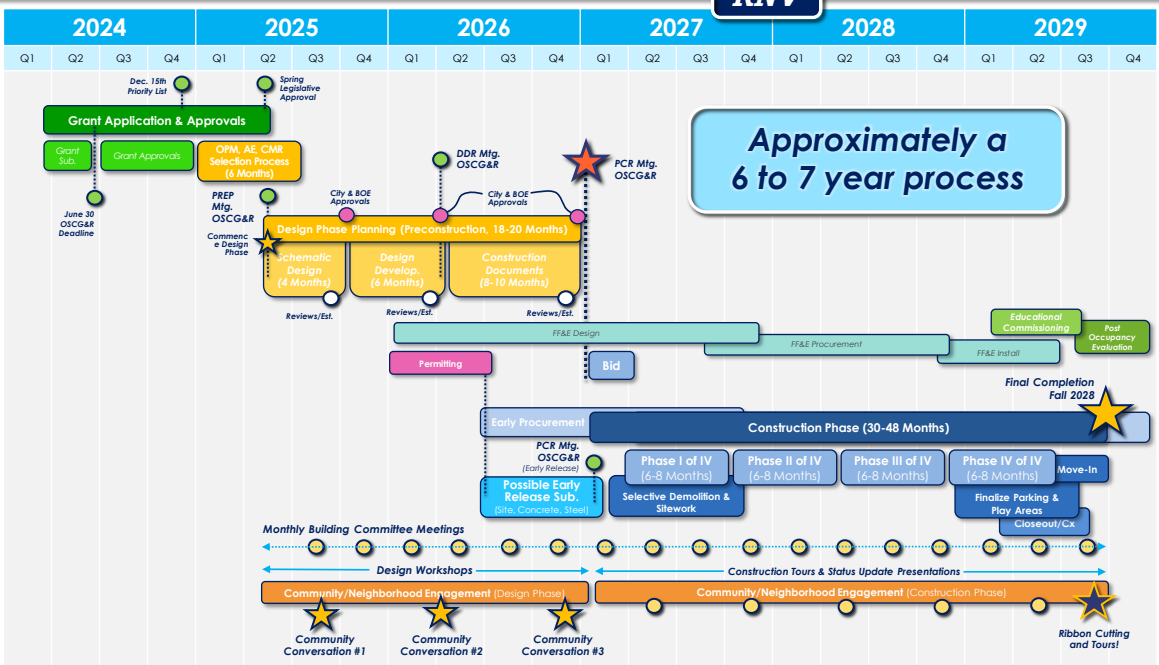
51


Putting It Into Perspective ~ Milestone Schedule
New
23
2024
2025
2026
2027
2028
Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4
Spring Referendum
Alternate Fall Referendum
June 30th Application Deadline
Dec. 15th Priority List
Spring Session Grant Approval
State Funding Process
New School Completed Fall 2027
Demolition & Site Fall 2028
Total Proposed Timeframe
Grant Application
Design Phase (16-18 Months)
BID
Construction Phase (18-20 Months)
Building Demolition & Site Improvements
Procure Design Team, OPM, CMR
New Building Construction
Close Out
Master Plan Ctd.
(Community Conversations)
Approximately a 4 to 5 year process

52

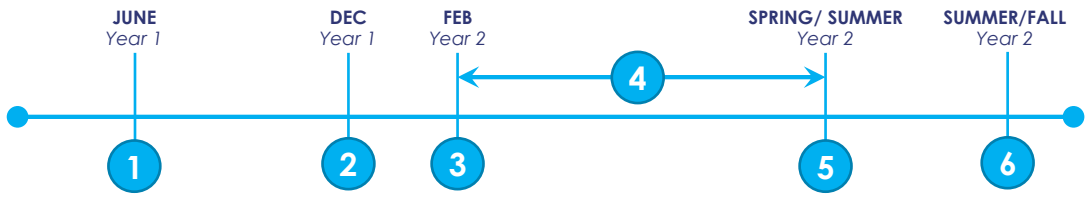
Putting It Into Perspective ~ Milestone Schedule

RNV



53

State Grant Application Process ~ Major Components



1. **June 30th** – Annual Application Deadline (*requires funding 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**

54

State Grant Application Process ~ Major Components

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

June 30th Grant Application

55

Costs Analysis New vs. Renovate Like New

Chapter 173, Sec. 10-285a. Percentage determination for school building project grants. …..

for grants approved pursuant to section 10-283 for which application is made on and after June 1, 2022, (i) each town shall be ranked in descending order from one to one hundred sixty-nine according to the adjusted equalized net grand list per capita, as defined in section 10-261, of the town two, three and four years prior to the fiscal year in which application is made, and (ii) based upon such ranking, (I) a percentage of not less than ten nor more than seventy shall be determined for new construction or replacement of a school building for each town on a continuous scale, and **(II) a percentage of not less than twenty nor more than eighty shall be determined for renovations, extensions, code violations, roof replacements and major alterations of an existing school building and the new construction or replacement of a school building when a town or regional school district can demonstrate that a new construction or replacement is less expensive than a renovation, extension or major alteration of an existing school building for each town on a continuous scale.**

If costs between New and RNV are similar….consider requesting higher reimbursement rate for New (34.29%)

56

Costs Analysis New vs. Renovate Like New

Hillcrest Middle School
826 +/- Students

Topic for Consideration	Value Delta	Renovate Like New With Addition	New Building
Construction Costs	**$6,704,015**	**$108,793,979**	**$115,497,994**
Possibility of unforeseen conditions, conflicts, and cost increases	**-$2,041,799**	Somewhat Likely, est. 3-5% of const. **$4,351,759**	Somewhat limited, est. 1-3% of const. **$2,309,960**
General Conditions Analysis (Typically range between 5-10% of construction)	**-$2,928,619**	48 Months (uses 8%) **$8,703,518**	24 Months (uses 5%) **$5,774,900**
Temp. Facilities, Field Off., Admin. exp. (Typically between $25,000 ~ $35,000 per/month)	**-$720,000**	48 Months **$1,440,000**	24 Months **$720,000**
Temporary Modulars & Swing Space	**-$1,176,000**	(8 Modular Classrooms) **$24,500/mth x 48 mths.**	**$0**
Multiple Move Costs	**-$328,750**	**(6 Total phased moves) 6 @ 65,750 each**	**1 Move @ 65,750**
Subtotal of Value Lost	**-$7,195,168**	**+7,195,168**	
Delta in Resultant Value	**($491,153)**	**$115,989,147**	**115,497,994**

Less than or equal to!

57

Tecton ARCHITECTS

SUMMARY PRESENTATION FOR

TRUMBULL PUBLIC SCHOOLS MASTER PLAN

for

Trumbull Board of Education

Long Hill Administration Building

August 15, 2023

58

Community Conversations

November 17, 2022 - Community Conversation #1

February 2, 2023 - Community Conversation #2

March 22, 2023 - Community Conversation #3

April 26, 2023 - Community Conversation #4

Tecton
ARCHITECTS

November 17, 2022
Community Conversation #1

Tecton
ARCHITECTS

TOWN OF
Trumbull
Connecticut

Board of Education
District-Wide Master Plan

About the Project

The District-Wide Master Plan will analyze the existing school facilities, conduct a demographic study for enrollment projections, and identify a planning strategy for future educational delivery and building use that will serve the Town's student population for the next 10 to 15 years.

This process will engage the entire community including a diverse group of school administrators, students and faculty, committee members, businesses, Town staff and residents.

Board of Education Mission Statement

The Trumbull Public School System, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that *empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.*

Tecton ARCHITECTS

Please join us for our first discussion about the District Master Plan!

About the Workshop

Our first workshop will be a big picture event that will include a brief presentation outlining the scope of work, goals for the project, and work completed to date. After the presentation, the floor is yours! We want to listen and understand what aspects of the plan are important to you. Our team will facilitate an interactive dialogue where you can express your thoughts and concerns, ask questions, and discuss topics. With your input, this important first step will help shape the direction of the master plan!

Topics to Get you Started:

1. What works well, what doesn't?
2. What is missing or needed?
3. What is the biggest challenge?
4. What affects the quality of education most?
5. What affects the student experience most?
6. What affects the teacher experience most?
7. What does the future of education look like?
8. What bold goal do you suggest?
9. If only...

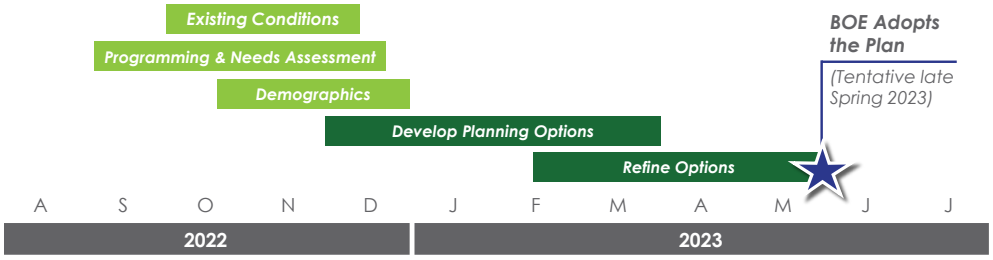
Community Conversation #1:

Conditions, Utilization and Thinking Big!

Thur. 11/17 6-8pm

Booth Hill School
545 Booth Hill Rd
Trumbull, CT 06611

Milestone Schedule



Mark your calendar for these upcoming events!

Community Conversation #2:
Opportunities & Options
Frenchtown School
Thur. 2/2 6-8pm

Community Conversation #3:
Refined & Preferred Option
Madison Middle School
Wed. 3/22 6-8pm

Community Conversation #4:
Finalizing the Plan & Next Steps
Trumbull High School
Wed. 4/26 6-8pm

TOWN OF
Trumbull
Connecticut

Board of Education
District-Wide Master Plan

Tecton ARCHITECTS

Community Conversation #1 Summary

Thank you to all who attended the recent ***Community Conversation #1 - Thinking Big*** held at Booth Hill School on November 17th. This is a summary of the event, and an invitation to join the community survey.

About the Project

The District-Wide Master Plan will analyze the existing school facilities, conduct a demographic study for enrollment projections, and identify a planning strategy for future educational delivery and building use that will serve the Town's student population for the next 10 to 15 years.

This process will engage the entire community including a diverse group of school administrators, students and faculty, committee members, businesses, Town staff and residents.

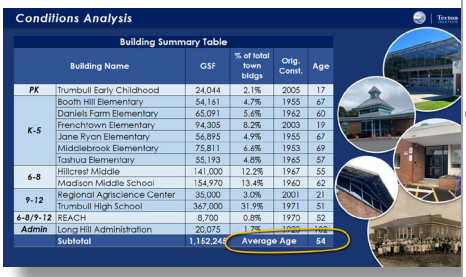
The goal of the workshop was:

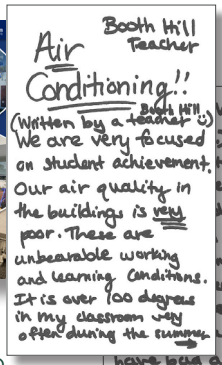
A big-picture thinking event to hear the community's goals, aspirations, and priorities for the project.

The topics we discussed were:

6:00 PM Welcome & Gather
6:10 PM Presentation, Q&A
7:00 PM Activities & Idea Share
8:00 PM Closing

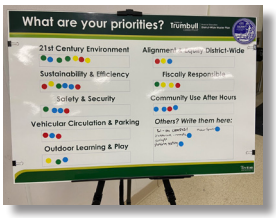
Community Conversation #2	Community Conversation #3	Community Conversation #4
Thur. 2/2 6-8pm	Wed. 3/22 6-8pm	Wed. 4/26 6-8pm
Topics: Opportunities and Options	**Topics:** Refined and Preferred Option	**Topics:** Finalizing the Plan and Next Steps
Frenchtown School	Madison Middle School	Trumbull High School





The presentation introduced the team, process and goals, initial findings, and precedent imagery. Visit the website to view the presentation:

https://www.trumbullps.org/boe/district-wide-master-plan.html





Attendees were asked to select their top four priorities...

...and fill out comment cards to share what they would like to see in the plan.

Join the Survey: https://forms.gle/YeCStAh5YTVgSuKC6

Share your feedback and identify your top priorities for Trumbull's Public Schools.

Stay Connected!

Email address: **DistrictPlan@trumbullps.net**

Find us on Facebook: **Check your school or community pages!**

Project website: **https://www.trumbullps.org/**

Community Conversation #1 - Project Boards

What are your priorities?

TOWN OF Trumbull Connecticut | Board of Education District-Wide Master Plan

21st Century Environment

Alignment & Equity District-Wide

Sustainability & Efficiency

Fiscally Responsible

Safety & Security

Community Use After Hours

Vehicular Circulation & Parking

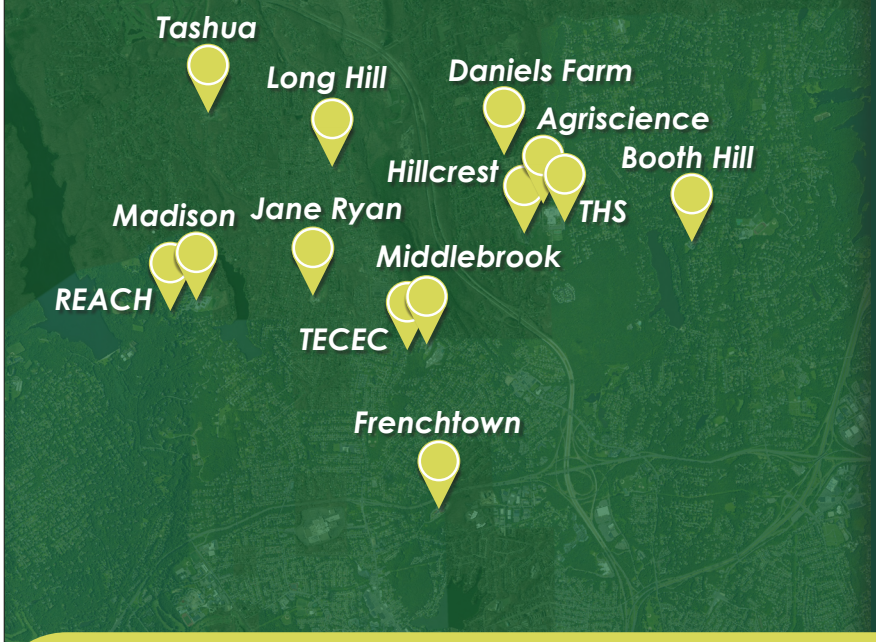
Others? Write them here:

Outdoor Learning & Play

Tecton ARCHITECTS

About the Master Plan

TOWN OF Trumbull Connecticut | Board of Education District-Wide Master Plan

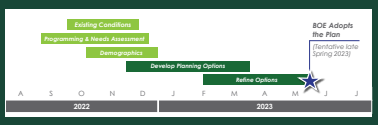


Project Summary

The District-Wide Master Plan will analyze the existing school facilities, conduct a demographic study for enrollment projections, and identify a planning strategy for future educational delivery and building use that will serve the Town's student population for the next 10 to 15 years.

This process will engage the entire community including a diverse group of school administrators, students and faculty, committee members, businesses, Town staff and residents.

Milestone Schedule



Tecton ARCHITECTS

Community Conversation #1 - Meeting Agenda

TOWN OF Trumbull Connecticut | Board of Education District-Wide Master Plan

Project *Goals*

Responsible	Prioritization of needs
Functional	Space utilization & benchmarking
Equitable	Holistic assessment of spaces
Welcoming	Accessibility & inclusivity
Safe & Secure	Analysis of building, site & systems
Innovative	21st Century learning spaces
Resilient	Plan for today and the future

Thank *You!*

Workshop #1
Visioning Session

November 17, 2022 | Booth Hill School

About the Workshop:

A big-picture thinking event to hear the community's goals, aspirations, and priorities for the project.

Stay Connected:

Email: **DistrictPlan@trumbullps.net**

Website: **https://www.trumbullps.org/**

Check your school or community page for updates!

Schedule of Events:

6:00 PM	Welcome & Gather
6:10 PM	Presentation, Q&A
7:00 PM	Activities & Idea Share
7:50 PM	Closing

Tecton ARCHITECTS

Tecton ARCHITECTS

Tonight's Activity
What's working, not working, or missing?

District *Vision*

The Trumbull Public School System, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.

Project *Objective*

The District-Wide Master Plan will analyze the existing school facilities, conduct a demographic study for enrollment projections, and identify a planning strategy for future educational delivery and building use that will serve the Town's student population for the next 10 to 15 years.

This process will engage the entire community including a diverse group of school administrators, students and faculty, committee members, businesses, Town staff and residents.

Brainstorming Questions:

Think big-picture, and think about the small daily challenges. Think about five years from now, and twenty-five years from now.

1. What works well, what doesn't?
2. What is missing or needed?
3. What is the biggest challenge?
4. What affects the quality of education most?
5. What affects the student experience most?
6. What affects the teacher experience most?
7. What does the future of education look like?
8. What bold goal do you suggest?
9. If only...

Tecton ARCHITECTS

Tecton ARCHITECTS


What is most important to you in this Master Plan?
What is missing or needed?
What is the biggest challenge?
What impacts the overall quality of education the most?
Share a bold goal.
Tecton
ARCHITECTS

Community Conversation #1 - Social Media Post



February 2, 2023
Community Conversation #2

Tecton
ARCHITECTS

TOWN OF
Trumbull
Connecticut

Board of Education
District-Wide Master Plan

About the Project

The District-Wide Master Plan will analyze the existing school facilities, conduct a demographic study for enrollment projections, and identify a planning strategy for future educational delivery and building use that will serve the Town's student population for the next 10 to 15 years.

This process will engage the entire community including a diverse group of school administrators, students and faculty, committee members, businesses, Town staff and residents.

Board of Education Mission Statement

The Trumbull Public School System, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that *empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.*

Please join us for our second discussion about the District-Wide Master Plan!

About the Workshop

Our second workshop will be an in-depth presentation with breaks for discussion along the way! The presentation will begin with a summary of the feedback received to date as well as the existing conditions findings. We will then discuss demographics and enrollment, utilization and capacity, rankings based on those findings, and priorities based on those rankings. Finally, we will review initial options and opportunities.

We welcome your questions - your participation is vital to the process! We want to listen and understand what priorities are important to you. Our team will facilitate an interactive dialogue where you can express your thoughts and concerns, ask questions, and discuss topics. With your continued input, together we are shaping the direction of the master plan!

Community Conversation #2:

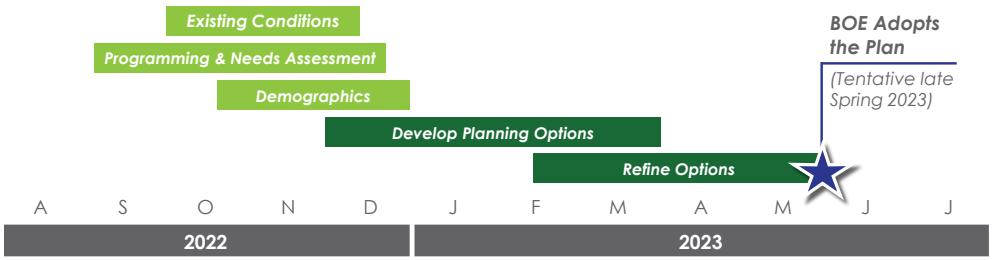
Opportunities and Options!

Thur. 2/2 6-8pm

Frenchtown School
30 Frenchtown Road
Trumbull, CT 06611

Presentation at 6pm!

Milestone Schedule



Mark your calendar for these upcoming events!

Have you participated in our online survey?

https://forms.gle/YeCStAh5YTVgSuKC6

Click the link above, or paste it in your internet browser!

Community Conversation #3:
Refined & Preferred Option
Madison Middle School
Wed. 3/22 6-8pm

Community Conversation #4:
Finalizing the Plan & Next Steps
Trumbull High School
Wed. 4/26 6-8pm

Tecton ARCHITECTS

TOWN OF
Trumbull
Connecticut

Board of Education
District-Wide Master Plan

Tecton ARCHITECTS

Community Conversation #2 Summary

Thank you to all who attended ***Community Conversation #2 Opportunities & Options*** held at Frenchtown School on February 2nd. This is a summary of the event, and an invitation to join the community survey.

About the Project

The District-Wide Master Plan will analyze the existing school facilities, conduct a demographic study for enrollment projections, and identify a planning strategy for future educational delivery and building use that will serve the Town's student population for the next 10 to 15 years.

This process will engage the entire community including a diverse group of school administrators, students and faculty, committee members, businesses, Town staff and residents.

Upcoming Events:

Community *Conversation #3*

Wed. 3/22 6-8pm

Topics: Refined and Preferred Option

Madison Middle School

Community *Conversation #4*

Wed. 4/26 6-8pm

Topics: Finalizing the Plan and Next Steps

Trumbull High School

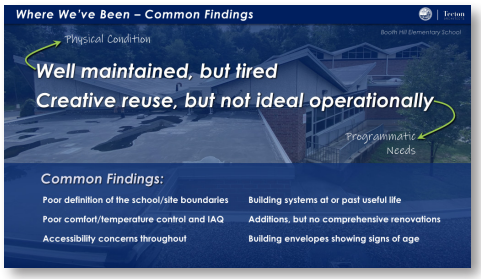
The Goal of the Workshop:

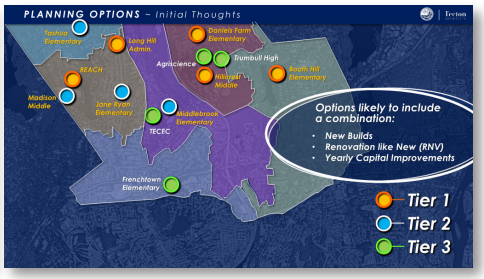
An in-depth presentation about existing conditions, demographics, utilization, and initial options, with breaks for discussion along the way.

The Topics We Discussed:

- Feedback received to date
- Existing conditions findings
- Demographics and enrollment findings
- Utilization and capacity findings
- Rankings based on those findings
- Priorities based on those rankings
- Initial options and opportunities







Download a PDF of the full presentation here:

https://www.trumbullps.org/boe/district-wide-master-plan.html

Join the Survey: https://forms.gle/YeCStAh5YTVgSuKC6

Share your feedback and identify your top priorities for Trumbull's Public Schools.

Stay Connected!

Email address: **DistrictPlan@trumbullps.net**

Find us on Facebook: **Check your school or community pages!**

Project website: **https://www.trumbullps.org/**

Community Conversation #2 - Meeting Agenda

TOWN OF Trumbull Connecticut | Board of Education District-Wide Master Plan

Workshop #2

Opportunities & Options

February 2, 2023 | Frenchtown School

About the Workshop:

Our second workshop will be an in-depth presentation with breaks for discussion along the way! We will discuss:

- feedback received to date
- existing conditions findings
- demographics and enrollment findings
- utilization and capacity findings
- rankings based on those findings
- priorities based on those rankings
- initial options and opportunities

Schedule of Events:

6:00 PM	Welcome & Gather
6:05 PM	Presentation
7:50 PM	Closing

Breaks for Q&A will occur throughout the presentation!

Tecton ARCHITECTS

TOWN OF Trumbull Connecticut | Board of Education District-Wide Master Plan

Workshop #2

Opportunities & Options

February 2, 2023 | Frenchtown School

About the Workshop:

Our second workshop will be an in-depth presentation with breaks for discussion along the way! We will discuss:

- feedback received to date
- existing conditions findings
- demographics and enrollment findings
- utilization and capacity findings
- rankings based on those findings
- priorities based on those rankings
- initial options and opportunities

Schedule of Events:

6:00 PM Welcome & Gather
6:05 PM Presentation
7:50 PM Closing

Breaks for Q&A will occur throughout the presentation!

Tecton ARCHITECTS

Community Conversation #2 - Social Media Post



March 22, 2023
Community Conversation #3

Tecton
ARCHITECTS

TOWN OF
Trumbull
Connecticut

Board of Education
District-Wide Master Plan

About the Project

The District-Wide Master Plan will analyze the existing school facilities, conduct a demographic study for enrollment projections, and identify a planning strategy for future educational delivery and building use that will serve the Town's student population for the next 10 to 15 years.

This process will engage the entire community including a diverse group of school administrators, students and faculty, committee members, businesses, Town staff and residents.

Board of Education Mission Statement

The Trumbull Public School System, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that *empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.*

Please join us for our third discussion about the District-Wide Master Plan!

About the Workshop

Our third workshop will be an in-depth presentation with breaks for discussion along the way! The presentation will begin with a summary of the feedback received to date as well as a brief overview of demographics, capacity and utilization. We will then discuss the initial priority tiers and how they inform the current options development.

We welcome your questions - your participation is vital to the process! We want to listen and understand what options are most important to you. Our team will facilitate an interactive dialogue where you can express your thoughts and concerns, ask questions, and discuss topics. With your continued input, together we are shaping the direction of the master plan!

Community Conversation #3:

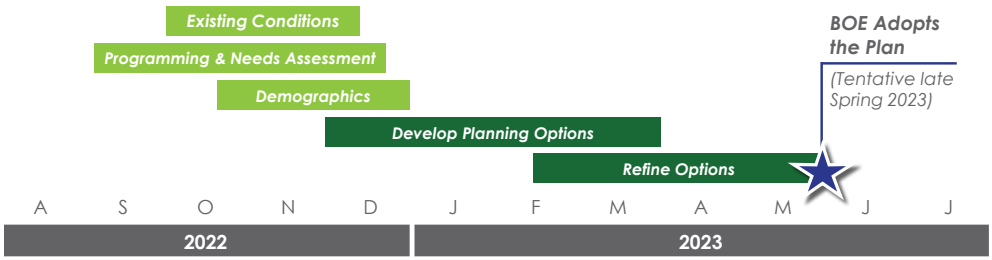
Refined and Preferred Option

Wed. 3/22 6-8pm

Madison Middle School
4630 Madison Avenue
Trumbull, CT 06611

Presentation at 6pm!

Milestone Schedule



Mark your calendar for these upcoming events!

Have you watched our YouTube video from Community Conversation #2?

https://www.youtube.com/watch?v=MISYTrsaNyI

Click the link above, or paste it in your Internet browser!

Community Conversation #4:
Finalizing the Plan & Next Steps

Trumbull High School

Wed. 4/26 6-8pm

Tecton ARCHITECTS

TOWN OF
Trumbull
Connecticut

Board of Education
District-Wide Master Plan

Tecton ARCHITECTS

Community Conversation #3 Summary

Thank you to all who attended ***Community Conversation #3 Refined and Preferred Option*** held at Madison Middle School on March 22nd. This is a summary of the event, and an invitation to join us next time at THS!

The Goal of the Workshop:

An in-depth presentation about the initial priority tiers and how they inform the current options development, leading into a discussion of each of the five options and their costs.

The Topics We Discussed:

- Feedback received to date
- Summary of demographics
- Summary of capacity & utilization
- Initial ranking & priority tiers
- Review of initial options
- Refinement of options and their variations
- Initial order of magnitude costs for each option

Next Event:

Community
Conversation #4

Wed. 4/26 6-8pm

Topics:
Finalizing the Plan and Next Steps

Trumbull High School





What if we expanded our elementary schools from 6 to 7?

What if we reduced our elementary schools from 6 to 5?

What if we redistricted to address current capacity issues?

Download a PDF of the full presentation here:

https://www.trumbullps.org/about-us/master-plan

Stay Connected!

Email: **DistrictPlan@trumbullps.net**

Facebook: **Check your school or community pages!**

Project website: **https://www.trumbullps.org/about-us/master-plan**

Community Conversation #3 - Meeting Agenda

TOWN OF Trumbull Connecticut | Board of Education District-Wide Master Plan

Workshop #3

Refined & Preferred Options

March 22, 2023 | Madison Middle School

About the Workshop:

Our third workshop will be an in-depth presentation with breaks for discussion along the way! We will discuss:

- feedback received to date
- summary of demographics
- summary of capacity & utilization
- initial rankings & priority tiers
- review of initial options
- refinement of options
- open forum to hear your feedback

Schedule of Events:

6:00 PM	Welcome & Gather
6:05 PM	Presentation
7:50 PM	Closing

Breaks for Q&A will occur throughout the presentation!

Tecton ARCHITECTS

TOWN OF Trumbull Connecticut | Board of Education District-Wide Master Plan

Workshop #3

Refined & Preferred Options

March 22, 2023 | Madison Middle School

About the Workshop:

Our third workshop will be an in-depth presentation with breaks for discussion along the way! We will discuss:

- feedback received to date
- summary of demographics
- summary of capacity & utilization
- initial rankings & priority tiers
- review of initial options
- refinement of options
- open forum to hear your feedback

Schedule of Events:

6:00 PM Welcome & Gather
6:05 PM Presentation
7:50 PM Closing

Breaks for Q&A will occur throughout the presentation!

Tecton ARCHITECTS

Community Conversation #3 - Social Media Post



April 26, 2023
Community Conversation #4

Tecton
ARCHITECTS

TOWN OF
Trumbull
Connecticut

Board of Education
District-Wide Master Plan

About the Project

The District-Wide Master Plan will analyze the existing school facilities, conduct a demographic study for enrollment projections, and identify a planning strategy for future educational delivery and building use that will serve the Town's student population for the next 10 to 15 years.

This process will engage the entire community including a diverse group of school administrators, students and faculty, committee members, businesses, Town staff and residents.

Board of Education Mission Statement

The Trumbull Public School System, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that *empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.*

Tecton ARCHITECTS

Please join us for our <u>fourth</u> discussion about the District-Wide Master Plan!

About the Workshop

Our fourth workshop will be an in-depth presentation with breaks for discussion along the way! The presentation will begin with a summary of the feedback and data that has informed the development to date. Next, we will discuss several options for consideration step-by-step. For each option, the timeline, cost, student population, and benefits/challenges will be addressed in detail.

We welcome your questions - your participation is vital to the process! We want to listen and understand what options are most important to you. Our team will facilitate an interactive dialogue where you can express your thoughts and concerns, ask questions, and discuss topics. With your continued input, together we are shaping the direction of the master plan!

Community Conversation #4:

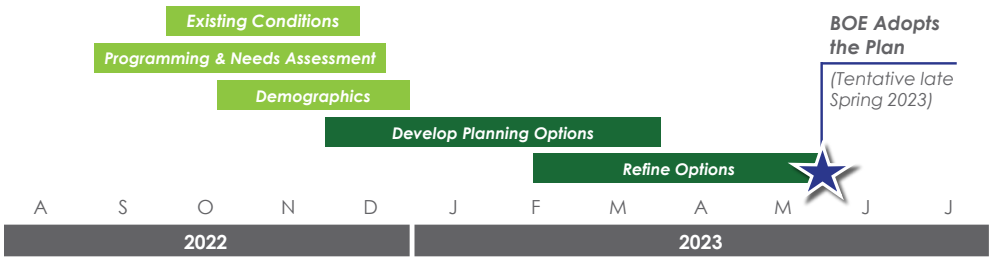
Finalizing the Plan & Next Steps

Wed. 4/26 6-8pm

Trumbull High School
72 Strobel Road
Trumbull, CT 06611

Presentation at 6pm!

Milestone Schedule



Following this event, look for our survey!

Please visit the project website for a link to join our second community survey which will gather your feedback on which option, or which elements of each option, you would like to see prioritized.

Website: https://www.trumbullps.org/about-us/master-plan

TOWN OF
Trumbull
Connecticut

Board of Education
District-Wide Master Plan

Tecton ARCHITECTS

Community Conversation #4 Summary

Thank you to all who attended ***Community Conversation #4 Finalizing the Plan and Next Steps*** held at Trumbull High School on April 26th. This is a summary of the event:

The Goal of the Workshop:

An in-depth presentation about the feedback and data compiled to date, with breaks along the way for an open forum discussion around the several options for consideration.

The Topics We Discussed:

- Feedback and survey data received to date
- Timeline of each option
- Cost of each option
- Student population within each school for each option
- Benefits and challenges of each option



INTRODUCTION OF OPTIONS

OPTION 1 Middle School "Swing"
Build a new Hillcrest and use the existing building as swing space for Tier 1 elementary renewal

OPTION 2 "One at a time" please
Methodically replace Tier 1 buildings one at a time as either New, or Renovate Like New

OPTION 3 "If it ain't broke, don't fix"
Resolve issues as they arise as part of a capital improvement program

OPTION 4 Intermediate Introduction
Build two new intermediate schools (GR 4-5) on each side of the district to create swing space and flexibility at elementary level

OPTION 5 Accommodating an Academy
Build two new academy schools (GR 5-6) on each side of the district to create space at both elementary and middle school levels

OPTION 6 Integration Starting at 5th
Reimagine Madison and Hillcrest as district-wide GR 5-6 and GR 7-8 schools (respectively) to create space at elementary and bring students together

OPTION 7 District-wide Middle School
Reimagine Madison as district-wide GR 6-8 to bring students together and free up Hillcrest campus for community amenities

OPTIONS FOR DISCUSSION....

1. *Are intended to address the identified deficiencies found from the **analysis of physical conditions, program and capacity.***
2. *Prioritization is based upon objective analysis. **Order can, and WILL change** as we continue our dialogue with the community. The plan is **not** finalized.*
3. *Preferred option often is a **combination or modification** of the initial options presented. **Costs will be updated.***
4. *The planning options will address the **Long Range Planning needs** of the district.*

OPTIONS SUMMARY

	OPTION	Grade Level Reconfiguration	Phased Occupied Renovation	Total Number of Buildings (when complete)	Total Project Cost	Cost to Trumbull
1	Middle School "Swing"	NO	YES	12 (REACH @ Hillcrest)	$269.3 M	$197.3 M
2	"One at a time, please"	NO	NO (If building all new)	12 (REACH @ Hillcrest)	$283.4 M (NEW) $267.0 M (RNV)	$219.2 M (NEW) $185.0 M (RNV)
3	"If it ain't broke, don't fix"	NO	YES	13	$10.2-$14.2 M EVERY YEAR, ALL BUILDINGS	
4	Intermediate Introduction	YES	YES	15	$367.0 M	$265.2 M
5	Accommodating and Academy	YES	YES	15	$477.7 M	$340.2 M
6	Integration Starting at 5th	YES	YES	13	$475.7 M	$357.7 M
7	District-wide Middle School	NO	YES	12	$394.1 M	$293.9 M

Download a PDF of the full presentation here:

https://www.trumbullps.org/about-us/master-plan

Stay Connected!

Email: **DistrictPlan@trumbullps.net**

Facebook: **Check your school or community pages!**

Project website: **https://www.trumbullps.org/about-us/master-plan**

Community Conversation #4 - Meeting Agenda

TOWN OF Trumbull Connecticut | Board of Education District-Wide Master Plan

Workshop #4

Finalizing the Plan & Next Steps

April 26, 2023 | Trumbull High School

About the Workshop:

Our fourth workshop will be an in-depth presentation with breaks for discussion along the way! We will:

- Review feedback and data compiled to date
- Discuss options for consideration, including a detailed review of:
  - Timeline
  - Cost
  - Student Population
  - Benefits & Challenges
- Facilitate an open forum to hear your feedback

Schedule of Events:

6:00 PM	Welcome & Gather
6:05 PM	Presentation
7:50 PM	Closing

Breaks for Q&A will occur throughout the presentation!

Tecton ARCHITECTS

TOWN OF Trumbull Connecticut | Board of Education District-Wide Master Plan

Workshop #4

Finalizing the Plan & Next Steps

April 26, 2023 | Trumbull High School

About the Workshop:

Our fourth workshop will be an in-depth presentation with breaks for discussion along the way! We will:

- Review feedback and data compiled to date
- Discuss options for consideration, including a detailed review of:
  - Timeline
  - Cost
  - Student Population
  - Benefits & Challenges
- Facilitate an open forum to hear your feedback

Schedule of Events:

6:00 PM Welcome & Gather
6:05 PM Presentation
7:50 PM Closing

Breaks for Q&A will occur throughout the presentation!

Tecton ARCHITECTS

Surveys

Community Survey #1 - Assessment of Needs

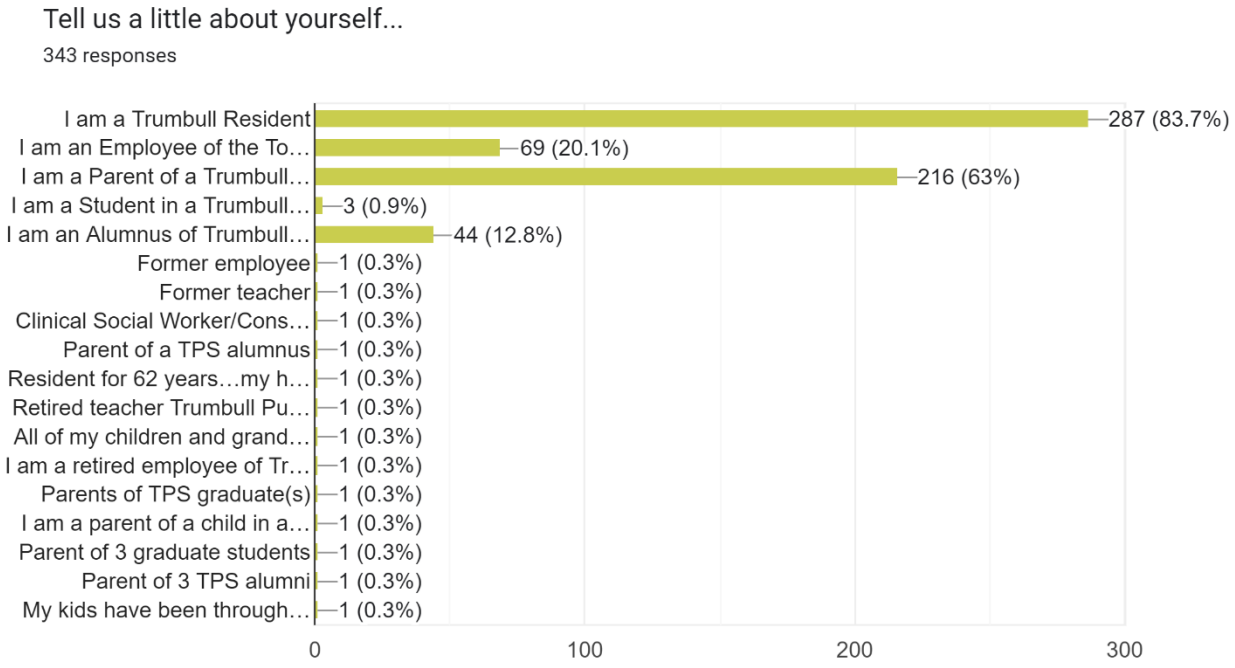
Community Survey #2 - Feedback on the Options

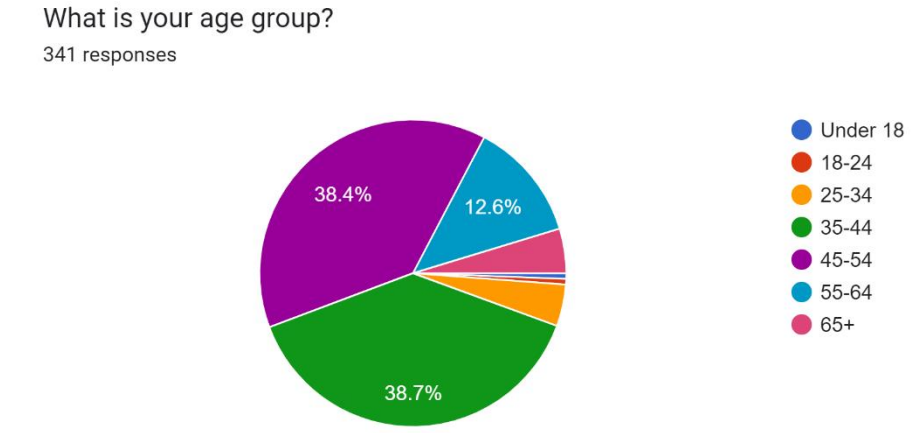
Tecton
ARCHITECTS

Community Survey #1
Assessment of Needs

Tecton
ARCHITECTS

Community Survey #1 Data





35-44 age group = 132 responses = 38.7%

45-54 age group = 131 responses = 38.4%

55-64 age group = 43 responses = 12.6%

Community Survey #1 Data

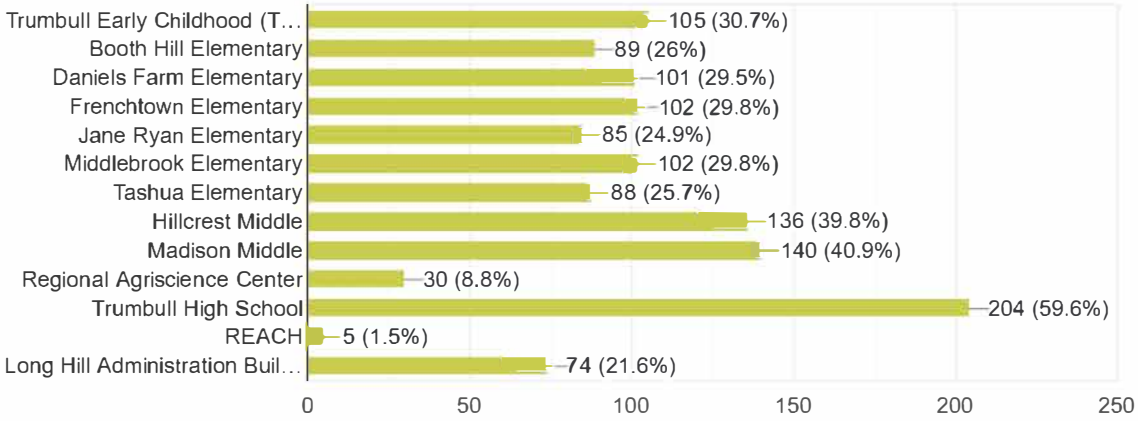
How long have you lived in Trumbull?

338 responses



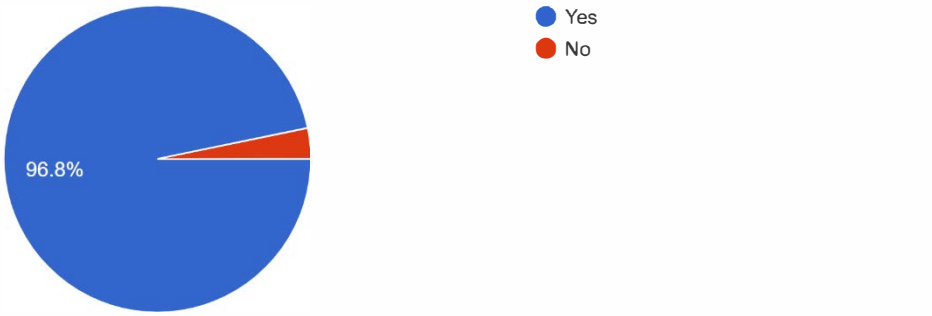
What buildings are you most familiar with?

342 responses

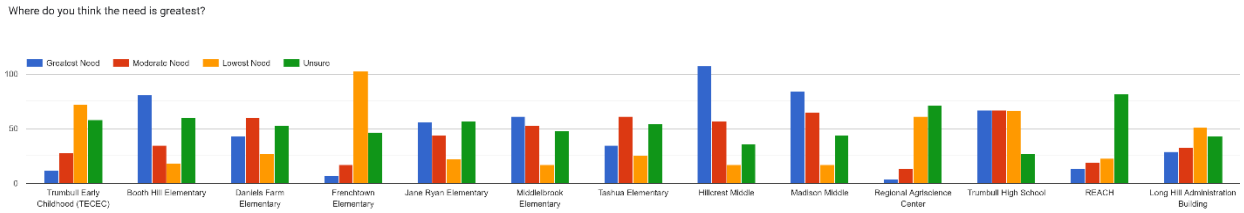


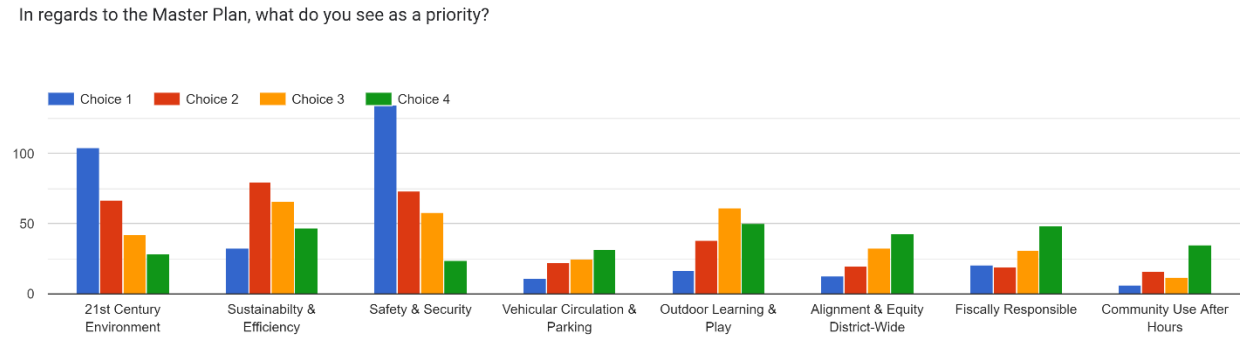
Do you believe there is a need to improve Trumbull's public schools?

339 responses



Community Survey #1 Data





Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
		More people directing traffic at the high school during dismissal	
AC in more elementary and middle school rooms	The elementary school model the way it is	Save money by possibly closing Long Hill Administration	Continue with upgrades to AC in schools.
Air conditioning			
	AC at Frenchtown is wonderful!	Update all the ventilation systems!	Unaware of the projects
Air conditioning and/or ventilation in schools		Not have 2 elementary schools split for middle school	
teaching salaries			
Please please create spaces and policies that require more outdoor time. Middlebrooks has a courtyard that isnâ€™t used due to poor upkeep. Kids should be outside more even if itâ€™s reading outside. It is proven that spaces that are conducive to more movement support learning!	The district communication is so much better!	More movement and hand on learning in classroom spaces. The classrooms need to be reconfigured to better suit todays learners.	All schools need AC and better ventilation. I donâ€™t feel that was properly addressed in past projects.
		Class sizes. Reduce class sizes. Take away portables attached to schools that are just sitting here collecting mold. They shouldnâ€™t be used for storage or anything else. They are completely falling apart.	
The overall air quality of all schools except Frenchtown and THS.	Elementary grades K-5; Middle 6-8; High school 9-12	Improve the air quality	Dispersed money when Frenchtown was built, cut back on some costs of the school and spread the money to other schools in need.
Unsure if air quality and condition of our buildings would fall under sustainability and efficiency or safety	I think our students have access to technology. Though many SmartBoards in the district are outdated, I believe the district is already working on replacing these.	The water that drips from my windows and splashes the children and then dries in the ceiling tiles to create water marks and mold.	
Air Conditioning		Teachers attitudes	Too much money gets funnelled to THS. For example, they have a 60k sound system and hillcrest needs paint on the walls. Enough with overfunding THS
size	We are being extremely creative in sharing and making over spaces at the elementary level in order to accommodate a rise in student population, a rise in student need and thus additional staff to try to support the students.	Space and air circulation. I currently split a very small room with another special education teacher. We make it work but it is FAR from ideal. Our students come to us for specialized instruction yet there is another group running simultaneously a few feet away. Our kids are the most challenged and most easily distracted but are being forced to learn and pay attention in a small, busy environment.	This is a great start - input from teachers and community members is vital.

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
The list is broad, so it depends on what nuances fall within each.	I believe we touch on a spattering of many important items, but they seem disparate and not all transparent. Itâ€™s hard to know â€œwhatâ€ is working well across the town.	There are two things: restoration of the planetarium, a new indoor pool.	The waste of funds directed toward repetitive third party consultants & studies & plans that NEVER come to fruition. These are opportunity costs.
	Structure of schools (K-5, 6-8, 9-12)	Buildings need to be updated	Madison hasnâ€™t had major updates
		Ventilation & cooling	
Air conditioning, more secure school security		Air conditioning, more secure school security	
Ventilation/ AC	The teachers.	Update older schools ventilation system as well as install AC	N/a
Air conditioning!	We love Jane ryan and that itâ€™s a small neighborhood school but itâ€™s in the same shape/condition as when I went there 30+ years ago.	Updating the schools and adding a proper cooling system and more space for learning. The poor Jane ryan music teacher doesnâ€™t even have a room.	Nothing
Town fields and common spaces updated	Class schedules and school communication	Just educate and leave politics out of it	Put people in charge who really care abt Trumbull and its students education. Hard work and compassion is more important than experience
	Small classes, and personalized instruction.	The reduction in class sizes.	
	We currently have a school community that values and respects education.	Update the schools so our students and staff have a comfortable, welcoming space that supports learning.	They were not forward thinking and often parts of the project were scrapped which led to deficiencies not too many years in the future.
	Frenchtown. All the other schools desperately need updating	Hillcrest front lobby and cafetorium - they are sad!	Should have updated the planetarium at Hillcrest and pool
No	Communication from leaders within the district.	Smaller class sizes.	
	Not much. Buildings are outdated, old, neglected, lack facilities, poor ventilation, no cooling systems, lack of space, etc ,	New facilities or complete overhauling of outdated facilities & systems.	THS gets the most attention for CAPEX funding. Elementary schools have not been upgraded in decades.
Optimizing for extracurricular interests	Parking and flow seems ok.	This isnâ€™t a top priority, but the geese overpopulating and their feces on the Madison middle school soccer fields would be wise to address.	
HVAC, windows		Air conditioning in all rooms	
		Improve cafeteria food for all schools	

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
No	The teachers and administrators.	Improve air circulation and air conditioning to all buildings. Add a playground to Madison Middle.	No opinion
		More parking area	
		All buildings should have improved safety/monitoring/security	
		Bigger cafe/auditorium/gym spaces	
I have no idea what 21st Century Environment means. Iâ€™m guessing it means investment in tech. But I hope it also means resilience, self care, acceptance, a focus on developing the whole student instead of manufacturing workers	Quality of education in core subjects.	Real investment in the arts beyond the marching band.	Na
Air conditioning in schools	Teachers!	Middlebrook	
		More outdoor learning opportunities for the kids	
		Add air conditioning	Add solar panels
Special Education	In person learning has not been interrupted	Holding staff to higher standards	Unsure what previous projects are being referred to
Public pool			
Air quality: temperature, circulation, filtration.	I appreciate that the schools are open for community groups and activities in the evenings.	Daniel's Farm Elementary school pick-up causes traffic issues on Daniel's Farm Rd. It would be better to not have parents stopped on Daniel's Farm, blocking traffic flow in one direction.	I'm not aware enough to have an answer.
Language instruction in elementary	THS is amazing - the programs available are awesome. My college kid graduated with 16 college credits!	Later start times for MS and HS	
		Traffic flow on daniels farm road for all three schools	
		Add another high school	
No		Increase security measures at DFS	
Ventilation	Communication	Equity in terms of ventilation and overall facilities	Swimming pool at THS, removal of portable classrooms
No	Nothing	HVAC system	

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
Appropriate space for the growing student body. Specials should have their own classrooms!		Air conditioning in all schools	
Town climate change adaptation and buildings are being retrofit to extreme weather events.	Committed staff and teachers. Motivated parents and local community	More walkability	N/a
Climate control to allow for year round learning and use.	The quality and enthusiasm of the staff.	The outdated facilities at some of our elementary schools	Avoid a facelift- take the time and invest the money to do it right so that what is done will last for decades and be able to adapt to changing times and needs
Modern cafeteria with healthy food choices, state of the art exercise facilities	Our son hasnâ€™t experienced bullying, hillcrest admin, staff n environment are great. Madison is a little different as Iâ€™ve worked at both and son attended hillcrest. Acceptance and support At hillcrest. Bryan great.	Upgraded buildings. Healthy and quality food choices.	Hillcrest lockers an eyesore, THS should have added a pool and not designed a closed in building with little air flow. Pool at ths. Most students donâ€™t use lockers at ths becsuse not near classes. Carry heavy books in backpack. Put more books online to avoid back issues. Better Wi-Fi at ths.
Music and art room. Currently there is no space for the music department at Jane ryan		Safety and security	Unknown
Better food and nutrition available to kids. It should be free for all		Better parking and traffic patterns at all schools that plans for the everyday AND the days/nights that have extra traffic	Fix or replace pool for school and town use It should have been done
		The traffic pattern at THS and Hillcrest is horrendous. Also, the traffic at Middlebrook is terrible, it is dangerous to drive down the road as it becomes too narrow during drop off and pickup.	
		Having heat in buildings throughout the day and more space for classes	The THS project came in under budget bc they decided not to create the pool with grant funding, which now is a huge loss for the town.
A facility with a pool for TPS and residents to use	Small neighborhood schools		
no			
	Great teachers!	Creative resources, overcrowded BHS	
	Teachers and students are excelling.	Outdated infrastructure	
School Indoor Pool		School Pool	Pool built
All school buildings should have air conditioning in all classroomsi	parking	add air conditioning to all classrooms	High school could have been done with quality materials.

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
			Trumbull high should have been rebuilt. Spent too much money and its still old
n/a	The staff is working so well under these conditions.	A/C in every school, smartboards for every teacher	Getting more staff input
N/A	Dedicated teachers and staff going above an beyond in their duties.		
Itâ€™s pathetic that our schools are so old and run down as a whole. The middle school, Madsion needs some landscaping as well and updated inside maybe a bit more welcoming.	Frenchtown should be a model building for all Trumbull Schools.	THS space and utilization of the mall.	Spending wisely.
Healthy environment -- air flow, venting, purification, better temperature regulation (too hot/cold in winter/summer)			
		More sidewalks	inclusion of pool at THS
	Security seems to be taken seriously and there seems to be limited ability to enter schools without identifying yourself and the reason you are there	Upgrade in HVAC and ventilation systems. Clean air prevenst illness and exacerbating conditions that some students might have. Generally air quality is important	I would just look for those making decisions to learn from things that don't work in newer schools and not make the same mistakes when we look to build/improve the more outdated ones
Growth provisions			
Environments conducive to high learning achievements and in the high school, teachers all having their own rooms so they can implement learning systems of their own		Banish indoor classrooms and work spaces	
			Iâ€™d get a new pool for Hillcrest
More teachers and classrooms- smaller class size			
No	New windows at booth hill seemed to help	Air quality/outdoor play at booth hill	Nothing
Air Quality/Efficient and equitable heating and cooling within and across schools	academic growth	increase library funding and improve the quality of school-provided meals	
Indoor play and sensory support, more classrooms, more teachers, smaller class sizes	Resourceful teachers	More classrooms with less children in the class. More supportive environment for learning disabilities and sensory needs.	
		bullet proof windows and doors in all buildings	

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
upgrading educational spaces to accommodate all students needs.		THS could have done better with the renovation so that the portable would have been removed and a community center should have been built to house the pool (from Hillcrest) and the theatre (from ths), thus allowing for more classroom space in those two buildings.	the renovation to THS and the layout of Frenchtown.
	Our middle school model works very well. Our students thrive in our buildings.	Our classrooms at MMS are falling apart. We have mold in our ceilings due to past and current water damage. Our building is also extremely hot. My first floor classroom gets well into the 90s in warmer months.	More money allocated to older buildings. Our newer buildings were designed as "state of the art", while our longest standing buildings have not been touched since they were built.
School health beginning at the elementary level.			
		Have all of the school classroom equipped with A/C	
HVAC		SRO placed back into the middle schools.	
Maintenance and upkeep	The buildings havenâ€™t caved in yet	Air condition schools	Equity across schools. All should rise.
Air conditioning in ALL building. This is a health issue.	Great efforts are made to communicate with parents.	More space needed to accommodate the growing population.	Keep politics out of classrooms.
no			
	Educators provide quality amid subpar facility	Pool usage, cooling and pests eradicated	
Air conditioning	Outdoor learning	High school driving/accidents	Plumbing at madison middle school

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
See question above.		Clear communication to the community on critical issues above? Make documents easily accessible to the community, hold a town forum and plan for others. If this work is already in place, where are the documents? I am not seeing anything under curriculum.	Allocation of funding.
		Fix the pool and planeterium. Make repairs to the elementary schools.	Over-ambitious and ignoring the needs of the students, themselves.
I'm not sure sustainability and efficiency includes the physical buildings which I think are in most need.	Overall the schools are doing a great job.	Way too many individual employees catering to individual needs cost way to much money.	Out of control spending
Not at this time.			
Partnership with companies willing to provide learning and experience for students.	Communication from schools and board.	School timings. 7 AM is too early for kids.	
	great people - staff, teachers etc	more space, smaller middle and high schools	
Uncertain if access to TR HS track is currently available to residents off-hours for jogging. If not, would like access with online calendar of available times.			
Traffic at the HS drop-off		HS and Hillcrest hours	
Pool	Community involvement		Unknown
No	Quality of the education	Build another high school	I donâ€™t know
	Nothing I can think of other than that the buildings have been well maintained	Air quality in all buildings	More transparency, actual commit to the project and complete it, make sure you use vendors that know what they are doing.
	grouping grades together in hallways	more smaller learning group and individual spaces	like new reno of high school wasn't really like new
No	I think the BOE has been funded to itâ€™s fullest and reviewed to be in the top of the state.	Do more with less.	
Weight room and locker room at Madison Middle School and THS		HVAC inefficiency	Spent way too much money at THS for the upgrades that were done vs Staples High School

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
They need to close the Hillcrest pool and use the space for classrooms and other uses we need to have a community pool that can also be used in the school for the swim team itâ€™s embarrassing to go to other towns and see the beautiful facilities they have and we canâ€™t figure out how to resolve this	We have great parents and teachers, I am confident that with our new leadership Dr Semmel can continue to improve our schools but we need to listen to what they are requesting. We need later start times for high school and middle school I donâ€™t understand why are children are in school for so many hours and there are districts within Connecticut and New York that are an hour or less that are much more higher ranked schools and we have that needs to be evaluated. Itâ€™s imperative that we have multiple support staff for reading and math specialist as well as Paris at the elementary level I have subbed in all the schools and I could tell you the elementary school teachers work double and much harder than middle school and high school teachers they need to be supported.	I wish we could offer more sports at the middle school level like lacrosse and soccer all we have right now is basketball and cross-country what about field hockey and softball etc. and football?	I wish we could offer more sports at the middle school level like lacrosse and soccer all we have right now is basketball and cross-country what about field hockey and softball etc. and football?
talking about self esteem, self worth, self confidence, depression	academic offererings	more zoom interactional experiences	more participation of students input in new programs
Possibility of need for a second HS	Most things from a curriculum standpoint.	Stop building condos! High School is going to burst!	Should have added AC to other schools and a pool.
	student graduation %	Have NO woke learning or education regarding gender change, etc.	Have more resident imput
Handling future spikes in enrollment.	The sense of neighborhood schools. The flow at Madison.	The BoE is going to need to address the 15 Million dollar referendum sooner rather than later.	I'm worried that the two elementary school roof projects are going to overlap with this planning.
			Previous projects should have been seen all the way through.
Helping the VFW new project more than they have and a new senior		Since it would never happen why mention it.	The town unable to come together and give seniors a safe new facility and stop dancing all around with reasons not to do it. Shame on you.
Classroom space, space for special education	Frenchtown solar panels, A/C		
	Hours	Air conditioning in ALL schools	No more apartments in this town
Another high school			
	It all works, but so much needs improvement	Traffic flow at the HS	HS and MS should NOT be in the same area
The arts	Recognized as an excellent school system	More public use of school buildings	
Providing for the needs of each child. Not just those that fit into the â€œnormâ€	Elementary Schools	Middle School Experience and facilities	
			Should have added a pool to THS

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
What new building is being considered?		A new Administration building.	A new pool should have been added to the â€œlike new renovationâ€ at the high school to have taken advantage of the reimbursement from the state.
		community support of fiscal needs	finishing projects completely without cutting corners fiscally
		Air conditioning in hot rooms.	
Over crowding in high school building/classrooms		Air conditioning in all schools, need another high school building	
School resource officers from police department		Spend smarter	Spend smarter
Drug use	Idk	Pool	Building pool between HMS & THS
Health education at the elementary, middle and high school level. Health currently is not being taught at Tashua - Iâ€™m not certain of this is the same across all elementary schools. Iâ€™m assuming itâ€™s taught in the middle and high schools. If not, it is mandated to be taught at all levels though. PE teachers in Trumbull should be dual certified to teach both disciplines - or a health teacher should be hired in each building or to rotate through the schools. There are several programs that offer free health education and presentations to assist with this. Other districts have already implemented this. Iâ€™m unsure why Trumbull has not.		Mental health and substance abuse are huge issues in our society. Yet TPS is NOT addressing them at the elementary level and is currently out of compliance with state guidelines and mandates. Add health education into the elementary level. Ensure itâ€™s taught in middle and high school.	
would like there to be a bit less LGBTQI+ topics taught at school as though understanding and love are extremely important, some of the nuances of how to approach this depend upon a family's own religious beliefs and values.	The schools have an excellent reputation; I appreciate the chance to provide feedback	availability of fields for community use when possible	
No	Continuous upgrades and repairs as necessary	Earlier intervention of needed upkeeps	Would have added new pool an when THS was renovated
		Obscure questions	Efficiency of them. They take too long to develop.
Healthier Food ðŸ± served to kids	The flexibility of all staff	Climbing stairs more than twice daily with special kids	Size of rooms and window access

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
The list should have more explanation of each versus keywords.	The staffing of teachers and administration. The safety of the schools.	Install air conditioning in the next year at all schools that donâ€™t have it.	The schools should be added on versus creating new buildings. For example, make the elementary schools K-1 building and house all children of that school versus k-5. Then we would not have to decide who gets an extra teacher when multiple grades and schools are over in numbers. Change the middle schools to this as well. Make one a 5/6 building and the other 7/8 building.
	We moved here for the schools.We just want to ensure continued support from the town ain all facets.		
Basic fundamental education. Math, science, civics, history.	Parents beginning to attend board meetings and speaking up.	Eliminate â€œwokeâ€ indoctrination.	Close down Equity, Diversity and Inclusion programming.
	Things at a whole seems finenothing	At present nothingworking	Working well
Air conditioning		Classrooms with windows and natural light,	
Improving the ventilation systems in the schools.	Increased use of technology and including Coding instruction.	Address the funding for additional school space needs	Decision on Hillcrest pool
none	The structure of traffic flow	The size of the school to accommodate for future expansion.	Not sure specifically at the moment
		build a new multi-purpose recreation center complex with meeting rooms, a pool, ice rink, gyms, senior center (refer to Kettering, OH)	Add lights to the THS softball field. The baseball field has them for the boys and according to section IX, the girls should have them too.
I think promoting health/wellness should be a priority. Perhaps this is a subset to â€œSafety & Securityâ€ or â€œ21st Century Environmentâ€?	Staff and teachers are committed studentsâ€™ needs. This is fundamentally more important than the esthetics or functionality of any building. Any time I set foot in my childrenâ€™s school (Tashua) I see and hear happy kids who are supported and learning. It doesnâ€™t matter that the building is older than I am. Could the spaces be reconfigured to meet small group learning needs? Probably? Could the HVAC provide better cooling in the gym/auditorium, hallways, and cafeteria? Certainly.		It would have been useful for a pool to have been constructed at or near the high school during the last large scale renovation project.

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
		Do not want portables at booth hill unless they are connected to building for safety. I went to daniels farm in the 90s in the portables and you could just go into the building no one was watchjng	
	Community use after hours	Vechile circulation	
Middlebrook basketball courts really look terrible and need an upgrade for the kids. Circulation of hvac and ensuring equipment is updated for learning		More for the kids to do to help their learning	
No	Staff	Air conditioning and increased security in middle school	
Updating thinking around grading and meeting the social emotional needs of students. Not a building need but a shift in thinking around grading / testing seems necessary.	Teachers continue to challenge students and prepare them for post-secondary plans.	The start times of THS and Hillcrest being so close to one another continue to be challenging from a traffic perspective.	Renovation to THS should have included a pool.
AC for EVERY classroom			
		Another high school	
Car pickup and dropoff at Daniels Farm is creating backup onto Daniels Farm Road		overcrowding at Trumbull High	
Student support services		To have more opportunities for support for students like tutoring	
Modern standards of environmental comfort: temperature and air quality in the premises, the availability of sinks for washing hands, wide corridors for the safe and comfortable movement of students, the availability of recreation areas in the school for children.	all the places marked are too different from each other to indicate something unique well currently working	One thing is the audit of the costs of these institutions from the taxes of the town, which are constantly growing.	Too many to list
Student teacher ratio			
No	I think teachers are great overall. Very caring and know their material.	Less pushing of students academically in elementary school. Homework is often tedious and not connected to anything other than test prep. Students pushed so hard are likely to be bored and stressed out by HS because they are being asked for so much at a young age.	Not sure what this means.

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
Ensuring class rooms are designed with special needs students in mind.	Schools are well maintained.	Aging elementary and middle schools	
Physical comfort of students and air conditioning in schools.	Education in general, communication, transportation.	Installing central air conditioning in all schools.	Prioritizing student comfort in schools.
		better restroom facilities	climate control in all schools
The arts have never been funded; no dedicated art or music r	Athletics have been number one to the detriment of the neighbors with field lights, broadcast booths and blasting music.	Stop expanding athletics and fund band and or hestra at the elementary level.	Building without addressing parking and driving issues; building and improving roads without sidewalks, which is against the Townâ€™s guidelines for over ten years
Expansion - schools are overcrowded and falling apart Jane Ryan has had 3 children with cancer in recent years. Why?		More space is needed for the overcrowded schools	
Air conditioning in all schools		Security and The traffic in the am and pm	No payment for parking
Air conditioning in all schools, seems kids are staying later into the month of June and start up in August through September (with weather patterns) itâ€™s been warm	Entire staff throughout the schools (everyone is included)	Behavior and accountability in cafeteria examples stealing rude behavior towards staff and classmates	
Indoor Environment Quality - climate control, IAQ, etc.	The teachers and staff.	Update existing systems within the facilities.	
Construction of a new high school facility and possibly an additional middle school; ours are simply growing to be too large.	Apparently, TECEC is well staffed and studentsâ€™ needs are met. After that, services seem to diminish with subsequent grade levels		
Heating and cooling			
Field House for track, multiple multi purpose courts (basketball, soccer, etc) for town recreation use vs renting/paying Insports.	Curriculum		Need to look at town needs as a whole not just school vs non school. Why is public pool in a school building?
N/A	N/A	Renovate Madison - long over due	Time management
Teacher retention teacher recruitment including minority teachers my children never had an African American teacher	Music	Make administration more responsive and accessible to psrents	NA
No	Education	Upgrade Hill Crest pool	N/a
Likely but canâ€™t think of it off the top of my head		Daniels Farm could use AC	I donâ€™t know.
Calming and safe indoor spaces for students to deescalate		Hire more help especially in special education	
	We feel that though the buildings are old they donâ€™t feel old or unappealing when weâ€™ve visited. They are clean and bright.	We need another high school or a massive addition. Class sizes are too large with more apartments and many more students on the way.	
No	Safety and security	Smaller class size and more attention to special Ed students	Don't know much about previous projects
		Adding air conditioning to the schools that do not have it	

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
No	N/a	Modernization	High school when expanded should have included pool
		A c everywhere	
The school that is in the worst shape should be the school that is looked at first for renovations. The concern is, in the meantime where will that entire school go while renovations take place. The schools are full with many grade levels at their cap,			
Libraries. Computer centers. Advanced learning	TECEC and para guardians	granting tenure based on years not ability	More input from focus groups and a committee of teachers, parents, educators and students
		education budget with no line item	overpriced, low quality contractors
Pool	Security	Class size/ more classrooms	Address the Hillcrest pool
		More space	Pay to park. More parking is needed.
Given a fifth choice above, I would have selected Community Use. I believe our school buildings are huge community assets that should be leveraged to the fullest via efficient scheduling and sustainable maintenance.	Maintenance teams appear to be holding our aging buildings together so they are clean and safe.	Make meaningful additions to needy buildings (Booth Hill), including a smaller more efficient space for central office so that we can abandon the Long Hill building.	I still shake my head that we were so shortsighted as to not add the swimming pool to THS when we had the chance for relatively little money.
Bathroom acsess at hs		Create more parking spaces at frenchtown	
	Custodians trying their best	To eliminate the noises in my classroom brought on by air handler and heater	Air condition in every classroom for equity
I don't know		More dedicated and upgraded classroom space! The lack of space for students and teachers at Booth Hill is a serious issue. We have not had a dedicated music or art room for years, and teachers are meeting with students in closets which have been repurposed as "classrooms". The classrooms have "cubbies" for student's belongings, but lack storage for supplies. Enrollment continues to increase, with bandaids put on buildings to keep them running. We are at a point that the bandaids aren't enough anymore.	When new windows were installed at BHS, they were installed incorrectly. AC should have been installed in all the classrooms at the same time. Air circulation and air quality is a concern.
Student mental health!	Apparently test scores	Actually teach these kids EF skills so they can succeed beyond TPS	Stop giving raises and invest that money into taking care of our students mental health!

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
Sidewalks		Pickup at Daniels Farm is awful, blocks road traffic for all others	
		We need an indoor pool and some type of community space	
I feel that HVAC systems need to be updated. At Booth Hill School, the system is very old. Also, at Booth Hill, some classrooms have A/C units, while others do not. This does not provide equity for the children on very hot days in the Autumn and Spring. Some days are very unbearable (some classrooms reach temps close to 100 degrees on hot days), due to the lack of ventilation in the classrooms and it is very hard for the children to focus on their learning.	The teachers are outstanding in the district!	Speaking about Booth Hill: One thing I would hope would change is the school is outdated, along with a lack of space and storage in the classrooms. Also, too many "band-aids" are covering up broken things from over the years , such as leaking roof, cubbies (that aren't really cubbies) with hooks that are broken, broken (and very old) student desks and chairs, etc. I would hope Booth Hill could be improved to match some of the other elementary schools in the district.	The current Booth Hill School windows were installed incorrectly. They are upside down. We get very little ventilation in the rooms with them installed this way. A/C only in some classrooms is very unfair conditions for many children.
An indoor community pool	The HS campus has a nice layout in terms of the fields surrounding the physical building. Additionally, the close proximity between the AG and HS building make for nice free-flow between and among buildings.	Traffic flows around the HS and Hillcrest. They should have independent entry points to alleviate the double traffic flow through the Hillcrest drive between 7:00-7:30 AM	The high school renovation didn't seem to consider the population. The hallways are narrow, the spaces for collaboration and innovation seem to be limited, and the facilities to support a variety of athletics and arts seems to be limited as well. Frenchtown, a lower priority, but more attention should have been given to outdoor spaces for play and learning. It was a missed opportunity.
		Add a dress code	
Ventilation			
More schools bigger classrooms over crowded		Fox pool hillcrest	Booth hill not fixing air conditioning
	Kids have access to technology	Update Madison	
		Have school safety officers in middle schools again	
Building ventilation upgrades (such as those that France has implemented across the country) and availability to eat outside even in inclement weather.			
Indoor air quality monitoring with CO2 measuring devices as an indicator of air safety		Improving air quality indoors of these public schools	
No mention of special-needs			
	parking	updating Long Hill, cleanliness, modernizing	Trumbull High renovation glitches

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
Air Quality & Air Conditioning	Pickup circulation and parking has improved since the days of Covid cohorts, and pickup volume has decreased.	We NEED air conditioning in the school buildings. This is already a point of inequity district-wide. We want students to achieve, yet they cannot do so in these conditions. For months out of the year, classrooms reach at or above 100 degrees. I have parents that complain every year, but nothing is done. Kids fall asleep, have problems with asthma, etc. It creates an unsafe and extremely uncomfortable learning environment - especially one that is hard to "achieve" in.	Some of the classroom tile flooring has been re-done in the past, and some architects were looking at my flooring because it has some yellow/faded spots. However, the floor is not unsafe and does not impact the students' learning - however - the air quality and lack of air conditioning absolutely impacts the students and our day-to-day learning environment.
Ventilation and Air conditioner	Classrooms are fine although old	Have more safe buildings	
		Opportunity for students & community to have use of buildings for non-academic clubs & recreation	
Air quality - air conditioning; we also need more classrooms to reduce class sizes.	Safety and security	Install air conditioning	The window installation; they installed all windows upside down, making it a hazard for primary students which can fall out.
No	N/a	Renovations to booth hill	N/a
	Nothing in my building	Booth hill needs a complete overhaul	
	Teachers and staff! They make the best out of broken schools.	Updated buildings. AC. Sad to have a school with a broken pool and planetarium.	Weâ€™d have a working pool.
n/a	n/a	n/a	n/a
More windows at trimbull high. Too many classrooms feel like closets!!	Increasing sustainability	Parking at MB and TECEC	Parking at MB and TECEC
	We have generally worked well with limited budgets and accepted we have outdated facilities		
NA	NA	Climate controlled buildings. I think employees should have the ability to control the climate in their rooms in schools especially. Some rooms are really cold while others are so hot it makes learning for students unbearable.	NA

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
I'm assuming that 21st Century Environment includes adequeate space	The performance of teachers given the state of conditions in our schools	More space	We lived through the "as new" renovation at THS and the new window project at BH. Both projects were disatrous. With the exception of a new auditorium, the THS renovation was cosmetic improvements. The window project at BH resulted in windows being installed improperly. We need to renovate with quality work that's overseen by a clerk of the works. Going low and cheap has resulted in poor renovations.
		The roof at Booth Hill School has been leaking for at least the past 18 years. Every time it rains, and even sometimes when it doesn't rain, the roof leaks. I think the roof needs to be repaired and the building should be tested for mold.	
Not that I can determine!	Safety and security. As an employee, we regularly run drills and the town/district has rightfully spent money to upgrade. Money now needs to go into other areas.	Windows! They are terrible. Hard to open, no insulation at all and dirty as well.	THS cafeteria. A missed opportunity during the last renovation. It should resemble a college-like, more modern type of facility to more efficiently serve over 2000+ students and staff. The overall design is not great.
Healthy food- my children are vegan and Iâ€™m worried about their options when they start elementary school	TECEC is just absolutely amazing in everything they do!	Better safety and security in elementary and middle schools and an explanation of this. My child is starting kindergarten next year and I have no idea if the doors to the school are locked all day and what the protocol is if someone wants to get in to the school. What is the current security. Iâ€™m would be 100% in board for metal detectors in the middle and high school as well. The world is a scary place and we need to adapt accordingly.	
		Modernize HVAC to make all schools comfortable in all seasons.	

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
Community connection to teachers - there is TOO much on line chatter of people speaking there mind behind the veil of a computer. I wish I had a way where we could bring more unity to the pot stirring people....	The hope that the communities voice matters.... asking for our input in these types of surveys is a great way to collect data!	I fill out surveys but at times I feel as though my feedback falls on deaf ears, it makes me sad.	The high school, it is discouraging to watch thing like extra classrooms for Wellness and a Weight Room be included in the last project. We are a school that should have a fitness 'center' for our LARGE population of Wellness classes and Athletic programs. We have an auditorium and music rooms to support a top tier Marching Band, we should have the facilities to support our Welness program and student athletes. It is important for their mental health and physical.
Overcrowded high-school environment. Opportunity for a 2nd specialized high-school.	Use of technologies schoolwide. Stydents and parents benefit from a more transparent education. Schools worked hard to update and get all classrooms connected.	Mainly adding an extra roadway or passage around the highschool and hillcrest to help with safety and congestion.	Opening school facilities to create more commo. Classrooms and shared spaces for learning. Many schools are dark with little air circulation. Better plumbing and bathroom facilities. Handwashing stations in classrooms to help prevent germs from spreading.
Increased offering of AP courses in high school.	Overall happy with curriculum	Make buildings more secure.	
	The teachers	The conditions of Hillcrest	Be fiscally responsible to taxpayers
		Air conditioning in the schools	
		Schools need better ventilation and temperature control (air conditioning)	
		air conditionning	didn't complete the renovation at Trumbull High, didn't update pool or planetarium at Hillcrest
		The number of days Year around. The Christmas break is too short for families to travel overseas. Tickets are too expensive for such a short time. Other schools have less school days. I donâ€™t understand why we canâ€™t finish at the beginning of June and we always end mid or late June, just to say that kids were in school â€œso many daysâ€.	
Yes, Special Needs. SRP is a program in this Town and is never recognized or given itâ€™s own category. How is the SRP program being improved so the staff (Teachers, Paras, Therapists) arenâ€™t stretched so thin?	Having dedicated space for inclusive classrooms in Frenchtown & Middlebrooks. However. the number of students in this program is greatly increasing and no improvements are being made or a plan in place for a comparable program for grades 6+..	Removing the 5 para maximum per classroom in the SRP classrooms.	
More bathrooms		Heating and cooling system	Make buildings more modern and useful

Are there any priorities missing from the list that should be considered?	What is working well currently?	If you could change one thing, what would it be?	What would you change about previous projects?
Pool, air conditioning		There needs to be consideration about having a pool. What are we going to do about the space where the unusable pool is? Where are we going to put a new pool?	
Over crowding is going to become a real problem going forward		True inclusion across the board not just lip service at each school	I have lived here over 20 years and I really don't remember any significant previous projects.

Community Survey #2
Feedback on the Options

Tecton
ARCHITECTS

TOWN OF
Trumbull
Connecticut

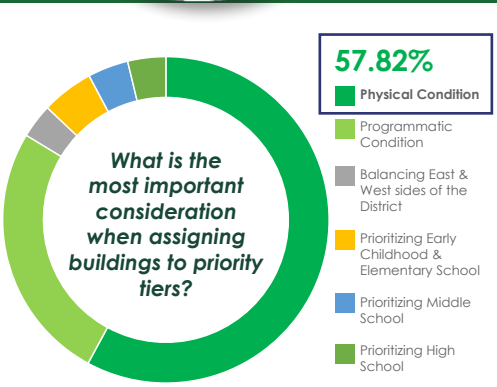
Board of Education
District-Wide Master Plan

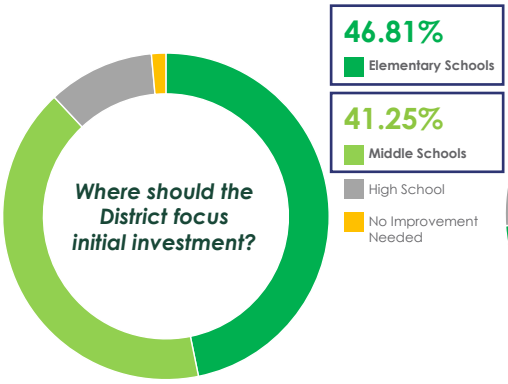
Tecton ARCHITECTS

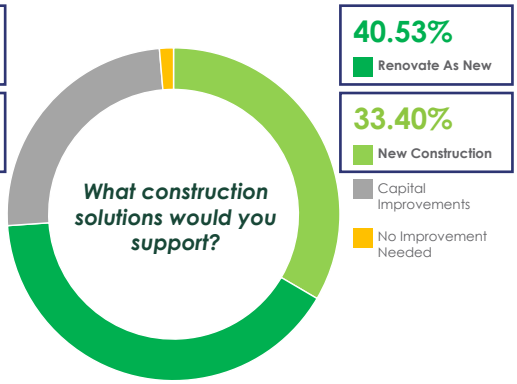
817 Responses

Community Survey Summary

Thank you to all who contributed to *Community Survey #2 – Feedback on the Options*, which closed on July 10th. This is a summary of the results.







When evaluating the options, what are your priorities?

1. *The construction solutions identified* — 16.42%
2. *The buildings that are included* — 16.28%
3. *The order in which buildings are addressed* — 15.38%
4. *The total number of students at each school* — 15.01%
5. *The cost associated with the option* — 13.11%
6. *The grade level configuration* — 12.30%
7. *The number of times a student would change schools* — 9.70%
8. *Other* — 1.80%

Other Priorities people highlighted:

- *Limited Disruption to Students*
- *Construction Duration*
- *Longevity, Ease of Maintenance*
- *Capacity & Efficiency*
- *Meet Current Needs and Adapt for Future*
- *Thermal Comfort and Air Quality*
- *Health and Safety*

Maintaining the current grade level configuration received the most support from respondents. (44.13%)

Maintaining the current number of transitions received the most support from respondents. (46.38%)

While some voiced support for consolidation, it was generally not preferred at either the elementary or middle school levels.

The additional feedback regarding total number of students per school revolves around the following core ideas:

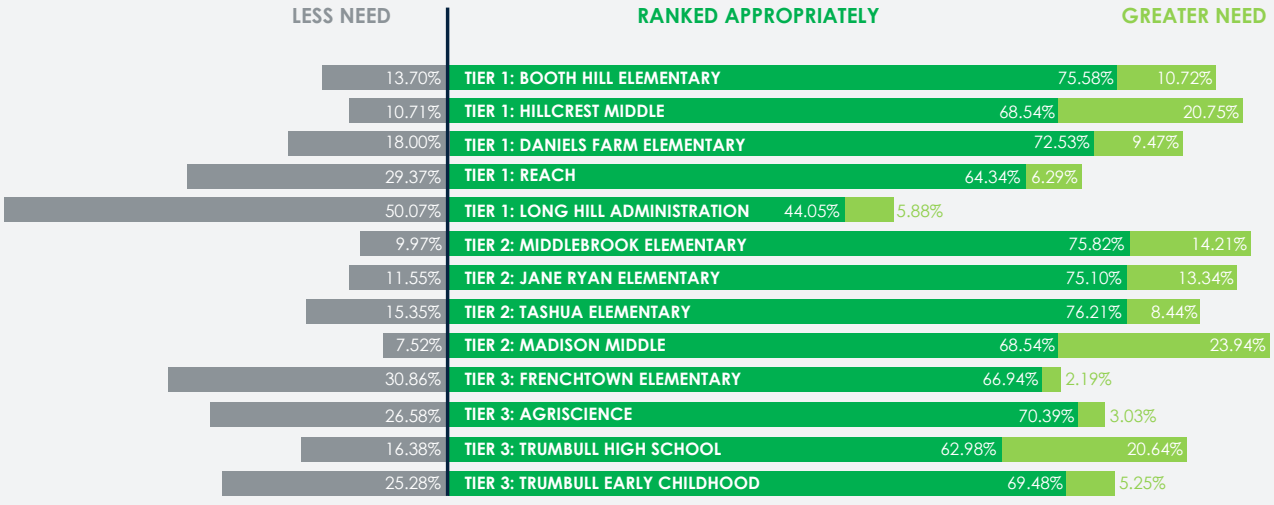
1. Keep neighborhood schools

2. Solve for equitable class sizes and capacity issues across all schools

3. Decrease in student population per school is preferred: maintain low student/teacher ratio

4. Solve for future flexibility and growth potential

In response to current need allocations, the majority feel that the buildings are appropriately ranked in their tiers, with the exception of Long Hill Administration which is viewed as having less need.

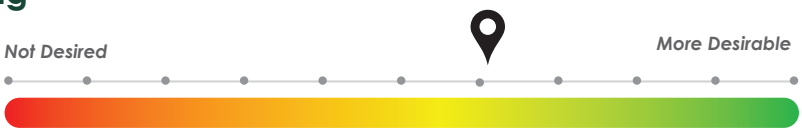


TOWN OF Trumbull Connecticut | Board of Education District-Wide Master Plan

Tecton ARCHITECTS

OPTION 1: Middle School "Swing"

Build a new Hillcrest and use the existing building as swing space for Tier 1 elementary renewal.



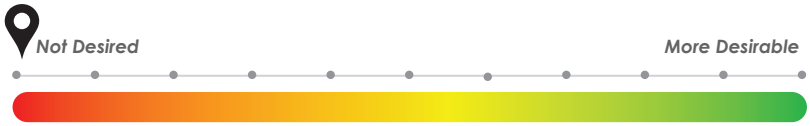
OPTION 2: One at a time, please

Methodically replace Tier 1 buildings one at a time as either New or Renovate as New.



OPTION 3: "If it ain't broke, don't fix"

Resolve issues as as part of a capital improvement program.



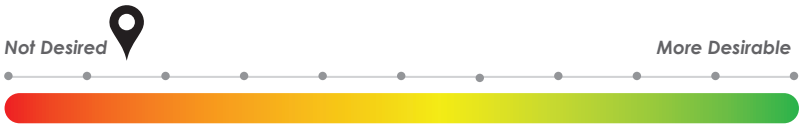
OPTION 4: Intermediate Introduction

Build two new intermediate schools (GR 4-5) on each side of the district to create swing space and flexibility at elementary level.



OPTION 5: Accommodating an Academy

Build two new academy schools (GR 5-6) on each side of the district to create space at both elementary and middle school levels.



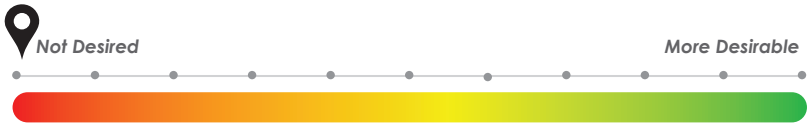
OPTION 6: Integration Starting at 5th

Re-imagine Madison and Hillcrest as district -wide GR 5-6 and GR 7-8 schools (respectively) to create space at elementary level and bring students together earlier.



OPTION 7: District-Wide Middle School

Re-imagine Madison as district-wide GR 6-8 to bring students together earlier and free up Hillcrest campus for community amenities.



HOW WILL THIS DATA BE USED?

The feedback from this survey will inform the Options development as the process of refining and narrowing in upon a preferred direction continues. This data will be shared publicly on the project website and will guide the district leadership and Town board members as decisions are made in the future. Community feedback is a critical component to the process, and highly valued by the district. Your participation is much appreciated!

Please send us an email with any further questions: DistrictPlan@trumbullps.net

Stay Connected!

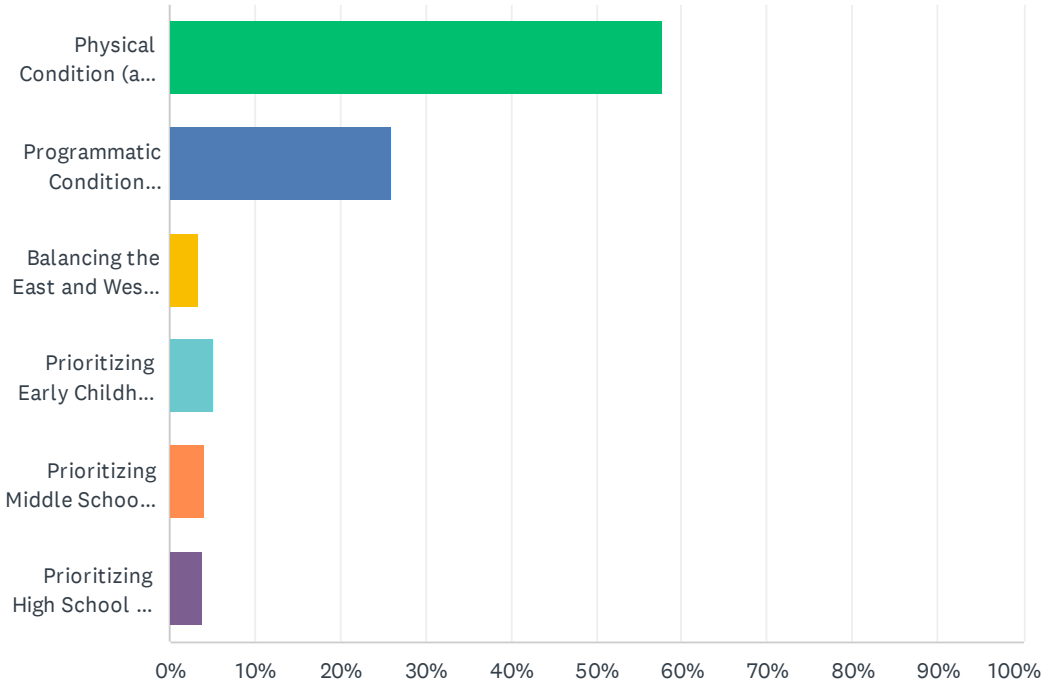
Email address: **DistrictPlan@trumbullps.net**

Find us on Facebook: **Check your school or community pages!**

Project website: **https://www.trumbullps.org/**

Q1 In your opinion, what is the most important consideration when assigning buildings to priority tiers?

Answered: 799 Skipped: 18



ANSWER CHOICES	RESPONSES	
Physical Condition (age of building, infrastructure, materials/finishes, roofs, windows, etc.)	57.82%	462
Programmatic Condition (capacity, program offerings/locations, technology, etc.)	25.91%	207
Balancing the East and West sides of the District	3.38%	27
Prioritizing Early Childhood and Elementary	5.13%	41
Prioritizing Middle School and supporting programs	4.01%	32
Prioritizing High School and supporting programs	3.75%	30
TOTAL		799

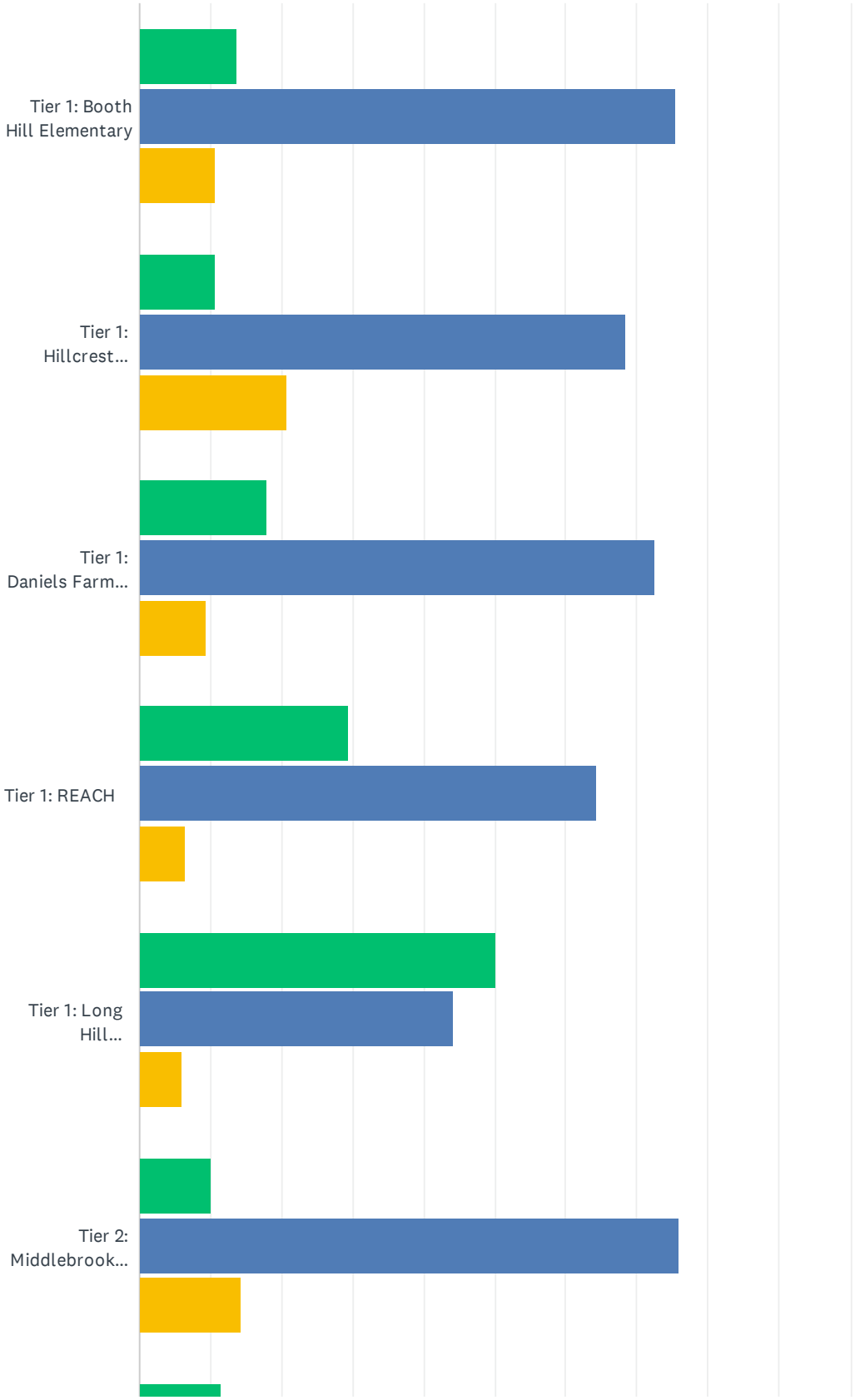
#	OTHER (PLEASE SPECIFY)	DATE
1	Happy that the district is doing this. I am concerned with all new build(s) that it may be too late to take on the influx that will happen once all the housing is open and filled.	5/9/2023 6:25 PM
2	You can not choose just 1 without including others or you may sacrifice the generational view you want us to take.	5/9/2023 4:50 PM
3	Modernize HVAC to be consistent across ALL school buildings	5/9/2023 3:28 PM
4	The physical condition and programmatic condition are equally important.	5/9/2023 9:09 AM
5	Air conditioning and physical environment	5/8/2023 4:51 PM

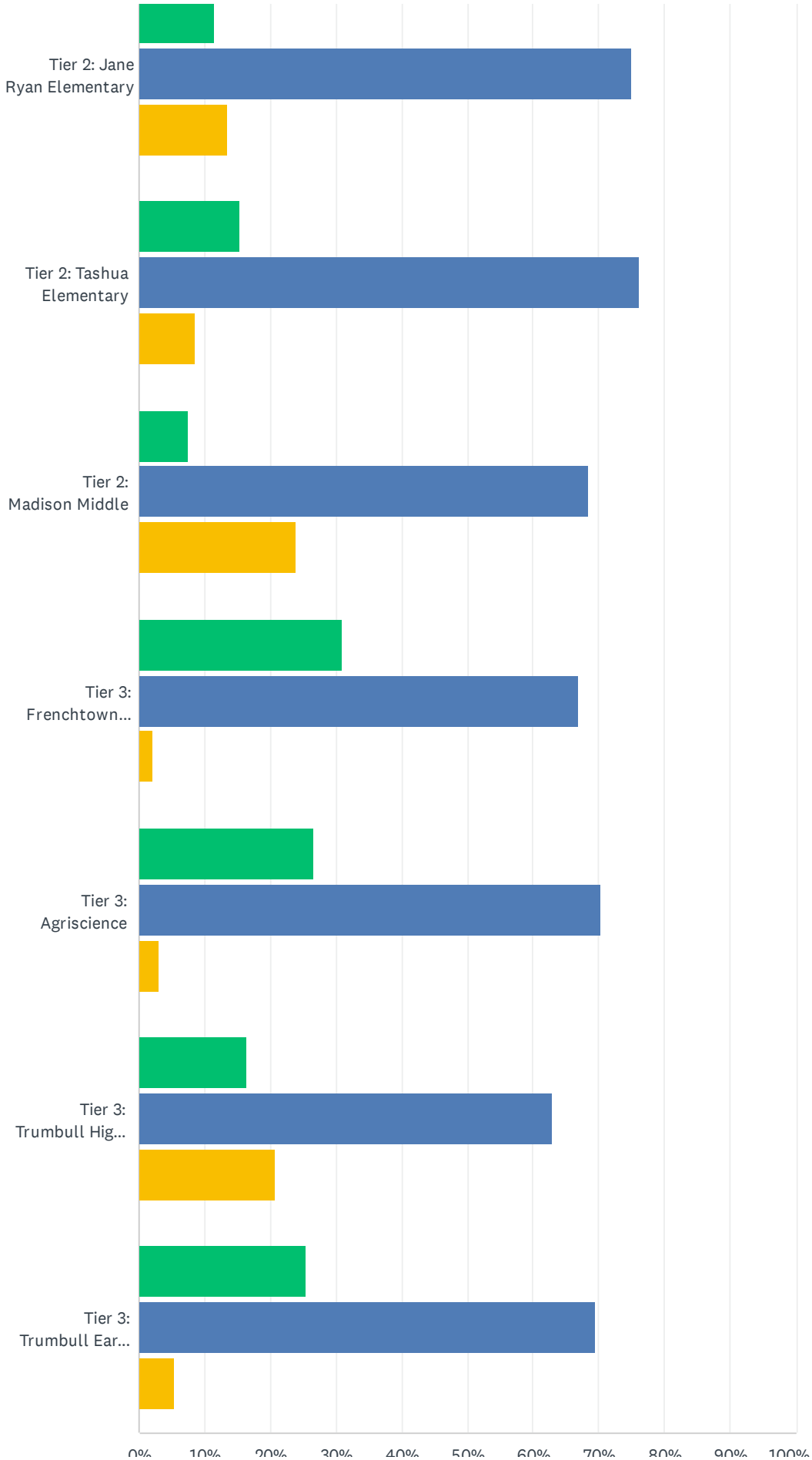
6	As a parent, I believe the consideration is owed to both the needs of the town's educational provisions, and secondary/in conjunction with the programmatic condition of these spaces. Given that these areas can overlap significantly, I believe it would be best to move forward with a project that's directly aligned with improving these areas together.	5/8/2023 1:26 PM
7	Dedicated space for all subjects	5/8/2023 1:07 PM
8	REACH and IIP should remain in self contained environments with instructional facilities such as a kitchen on site. Support such as cafeteria, nurse, custodial support, and security need to be a part or the environment.	5/8/2023 12:55 PM
9	Obviously, quality of education provided	5/8/2023 12:46 PM
10	Cost.	5/8/2023 10:32 AM
11	most of the buildings are old, inefficient and dirty/worn	5/8/2023 8:11 AM
12	Air circulation	5/8/2023 8:03 AM
13	Stopping wokeness from destroying our children and define the acronym CIP in the .ppt deck.	5/8/2023 6:51 AM
14	These are all important. Our kids can not spend 75 mins each way getting to and from school.	5/7/2023 7:02 PM
15	Infrastructure and space to provide quality educational experiences	5/7/2023 6:03 PM
16	Mold and toxicities	5/7/2023 8:38 AM
17	I also think we need to co wider how many kids are jam packed into the high school. It is not a good learning environment. Now with more apartments being built, it is only going to get worse. THS needs to be expanded.	5/7/2023 8:36 AM
18	Working with the town to integrate this pipe dream into the capital plan.	5/6/2023 11:04 AM
19	Quality of education being equally balanced with both capacity and building issues.	5/6/2023 10:42 AM
20	In reality the goal should be to upgrade the physical structures and building systems, while considering programmatic needs.	5/6/2023 8:38 AM
21	Safety, adequacy, Air conditioning	5/6/2023 8:34 AM
22	Ability to teach our kids in the best ways	5/5/2023 9:43 PM
23	Air conditioning is a "must" to have in classrooms that swell to over 100 degrees for weeks. We cannot continue learning without this important air quality improvement. The air quality is currently debilitating.	5/5/2023 4:15 PM
24	Smaller class sizes and focus on staffing and support	5/5/2023 4:12 PM
25	Physical condition is also important	5/5/2023 3:48 PM
26	Buildings need to be comfortable for learning throughout the year with modern HVAC and healthy airflow.	5/5/2023 3:36 PM
27	Keeping grades k-5 as neighborhood schools	5/5/2023 2:32 PM
28	Also prioritizing special ed services at each location	5/5/2023 2:23 PM
29	School security measures	5/5/2023 1:47 PM
30	the physical safety and security has to be met before anything else	5/5/2023 1:27 PM
31	Focus on teachers and academics. As long as facilities are properly maintained there's no need to waste money on new construction.	5/5/2023 1:26 PM
32	Prioritize least disruptions to the students and their learning	5/5/2023 1:21 PM
33	Air quality/ air conditioning safety for staff and students and equity amongst buildings	5/5/2023 12:49 PM
34	With all the new apartments coming in by the Mall, explore redistricting first. Then if necessary, work to balance to make all buildings in the district equal.	5/5/2023 12:49 PM
35	Hillcrest is a dump please fix the pool	5/5/2023 12:48 PM
36	keep politics and gender crap out of our schools teach our kids reading writing and arithmetic	5/5/2023 12:48 PM

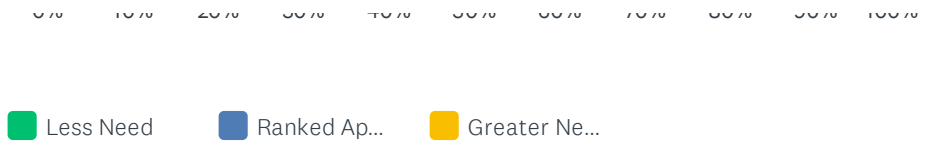
	like you're supposed to	
37	Air conditioning, Middlebrook is the oldest building and nothing has been done to improve it	5/5/2023 12:48 PM
38	Life safety as well, fire alarm, sprinklers etc	5/5/2023 12:46 PM

Q2 Do you agree with the need allocations?

Answered: 790 Skipped: 27



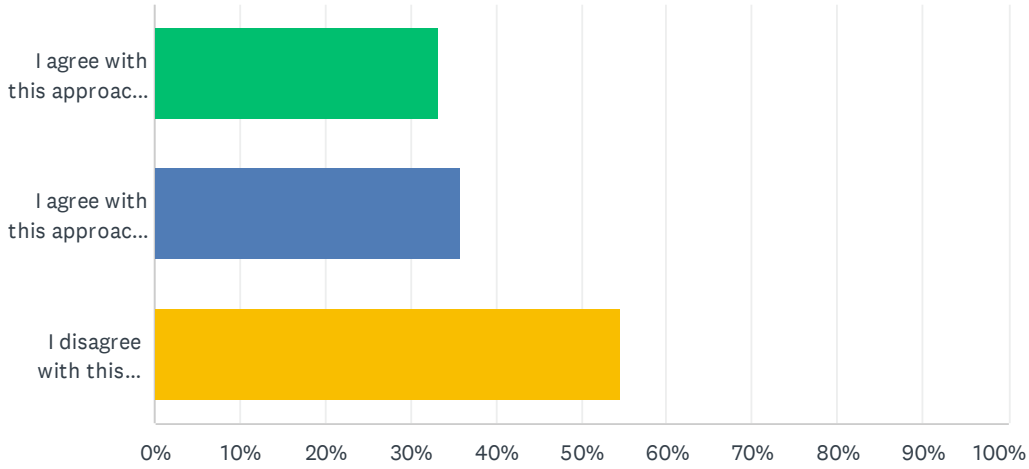

Tier 2: Jane Ryan Elementary
Tier 2: Tashua Elementary
Tier 2: Madison Middle
Tier 3: Frenchtown...
Tier 3: Agriscience
Tier 3: Trumbull Hig...
Tier 3: Trumbull Ear...
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%



	LESS NEED	RANKED APPROPRIATELY	GREATER NEED	TOTAL	WEIGHTED AVERAGE
Tier 1: Booth Hill Elementary	13.70% 101	75.58% 557	10.72% 79	737	1.97
Tier 1: Hillcrest Middle	10.71% 80	68.54% 512	20.75% 155	747	2.10
Tier 1: Daniels Farm Elementary	18.00% 133	72.53% 536	9.47% 70	739	1.91
Tier 1: REACH	29.37% 210	64.34% 460	6.29% 45	715	1.77
Tier 1: Long Hill Administration	50.07% 366	44.05% 322	5.88% 43	731	1.56
Tier 2: Middlebrook Elementary	9.97% 73	75.82% 555	14.21% 104	732	2.04
Tier 2: Jane Ryan Elementary	11.55% 84	75.10% 546	13.34% 97	727	2.02
Tier 2: Tashua Elementary	15.35% 111	76.21% 551	8.44% 61	723	1.93
Tier 2: Madison Middle	7.52% 55	68.54% 501	23.94% 175	731	2.16
Tier 3: Frenchtown Elementary	30.86% 225	66.94% 488	2.19% 16	729	1.71
Tier 3: Agriscience	26.58% 193	70.39% 511	3.03% 22	726	1.76
Tier 3: Trumbull High School	16.38% 123	62.98% 473	20.64% 155	751	2.04
Tier 3: Trumbull Early Childhood (TECEC)	25.28% 183	69.48% 503	5.25% 38	724	1.80

Q3 Some of the proposed options consider changing the grade level configuration for the district. How do you feel about this approach? (Check all that apply)

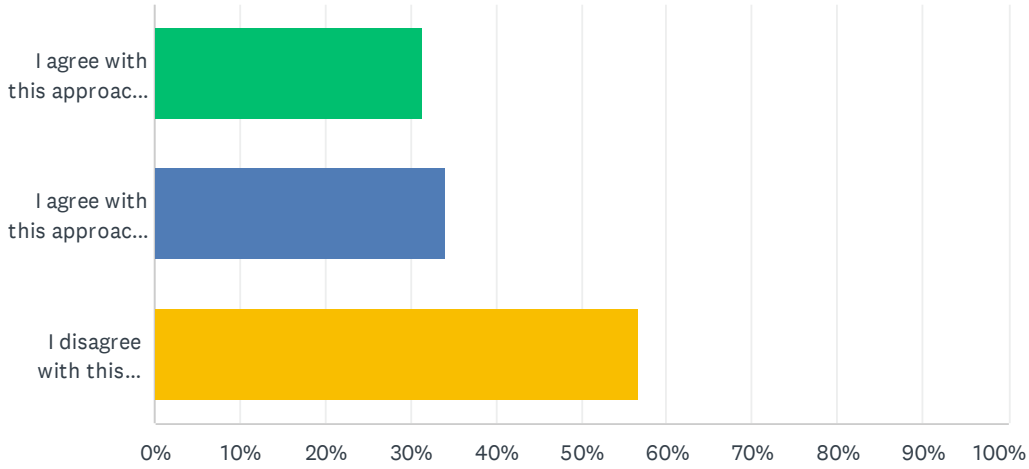
Answered: 792 Skipped: 25



ANSWER CHOICES	RESPONSES	
I agree with this approach at the Elementary School Level	33.21%	263
I agree with this approach at the Middle School Level	35.86%	284
I disagree with this approach and want to maintain what exists today	54.55%	432
Total Respondents: 792		

Q4 Some of the proposed options consider changing the number of times a student would change schools in the district. How do you feel about this approach? (Check all that apply)

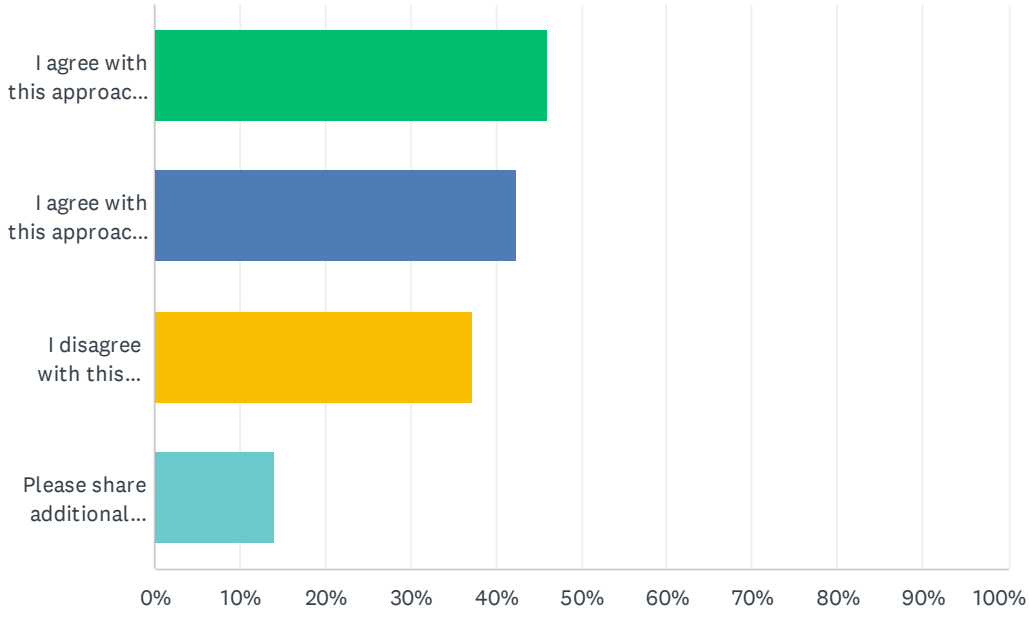
Answered: 792 Skipped: 25



ANSWER CHOICES	RESPONSES	
I agree with this approach at the Elementary School Level	31.31%	248
I agree with this approach at the Middle School Level	34.22%	271
I disagree with this approach and want to maintain what exists today	56.69%	449
Total Respondents: 792		

Q5 Some of the proposed options consider changing the total number of students at each school in the district - some show an increase, some show a decrease. How do you feel about this approach? (Check all that apply)

Answered: 776 Skipped: 41



ANSWER CHOICES	RESPONSES	
I agree with this approach at the Elementary School Level	46.13%	358
I agree with this approach at the Middle School Level	42.40%	329
I disagree with this approach and want to maintain what exists today	37.24%	289
Please share additional feedback here:	14.18%	110
Total Respondents: 776		

#	PLEASE SHARE ADDITIONAL FEEDBACK HERE:	DATE
1	We should consider increasing the size of elementary schools as they are upgraded or redone and dropping a school.	6/10/2023 8:59 AM
2	The high school is 200% too overcrowded so anything you can do to increase size or reduce students is needed.	6/9/2023 6:54 AM
3	Where you live is wheat schools the children should attend they should be going to schools with their neighbor hood friends	5/22/2023 10:44 AM
4	Agree with DECREASING the number of students at each school	5/20/2023 5:38 PM
5	Worried where all the new apartments kids are going.	5/13/2023 6:45 AM
6	I believe that there should be a full redistricting plan	5/12/2023 11:11 PM

7	Many districts have done the K-2 or K-3 and an intermediate school.	5/12/2023 12:06 PM
8	this all depends on resources-PERSONNEL allocated on higher buildings (psych/SW/Sped/Teachers)	5/11/2023 1:06 PM
9	I would like my children to be as close to home until high school.	5/11/2023 7:42 AM
10	I think a 5-6 school and a 7-8 school would be a wise decision	5/10/2023 4:48 PM
11	Madison Middle school and Frenchtown are already 2 of the biggest in terms of students, adding more students to these schools is not a great idea at all.	5/10/2023 3:13 PM
12	Many of the proposals have more then 1000 kids in the middle school, that is too many for effective social and educational development as such a vulnerable age	5/10/2023 8:45 AM
13	Redistricting makes the most sense, it should have been done years ago to deal with the imbalances of students, services and increased wear and tear.	5/10/2023 7:57 AM
14	Honestly it is all about class size and keeping class sizes small at any level. Teacher student ratio is key to any education. Keeping things equatable as a district is important. You can not have one school with 25 in a grad 5 and another with 17. The numbers must be close.	5/9/2023 6:25 PM
15	I do not have a strong feeling here	5/9/2023 6:00 PM
16	I think the schools should be as evenly balanced as possible while maintaining the "neighborhood" set up we currently have.	5/9/2023 4:50 PM
17	Schools are separated by k-5, 6-8, 9-12 because they each have a specific goal. I have deep concerns about changing this structure when Trumbull schools are ranked so highly. Is anyone looking at data to know how this will impact the children? An intermediate school could have a negative social impact, why aren't we looking at this data when making decisions?	5/9/2023 9:09 AM
18	As a teacher, I feel it's more beneficial to have smaller class sizes at the elementary level. There is a larger need in behaviors and academics.	5/8/2023 7:38 PM
19	Two schools town wide for Grade 5 & 6 to solve the high number of kids in Elementary kids	5/8/2023 6:32 PM
20	As long as the students come first and their needs are met then I agree with the changes.	5/8/2023 5:46 PM
21	A 5-8 new or renovated school for both middle schools would relieve elementary issues and eliminate transitions and multiple staffing issues. Many models across the state	5/8/2023 4:42 PM
22	This approach should be considered for the High school too	5/8/2023 4:37 PM
23	K-2, 3-5, 6-8, 9-12	5/8/2023 3:40 PM
24	There should be a balance at both levels	5/8/2023 3:37 PM
25	I don't have a problem with putting 4/5 or 5/6 together as long as it doesn't make the total school huge for such young kids.	5/8/2023 3:12 PM
26	Current situation is good	5/8/2023 2:32 PM
27	The middle schools do not need to be larger than they already are at this point. The only solution that sounded intriguing was building a new middle school (take the state money) and turn hillcrest community center/ board of ed building. Change long hill admin into new reach.	5/8/2023 2:23 PM
28	I do not think added more students to a building would be beneficial anywhere.	5/8/2023 2:16 PM
29	questions 3-5 make no sense to me how they are phrased. I don't know what I am supposed to respond to here.	5/8/2023 1:54 PM
30	According to space...schools should be redistricted and full neighborhoods should be together, not split between elementary 3 schools (Avalon Gates -former name).	5/8/2023 1:45 PM
31	Middlebrook class sizes are larger than other elementary schools- not equitable	5/8/2023 1:39 PM
32	for years we have talked about redistricting I wish it would happen, BH is always at capacity	5/8/2023 1:13 PM
33	I agree if the increase of students would still maintain an appropriate student/teacher ratio and not just add to more students in each class.	5/8/2023 12:57 PM
34	These are hard to answer by just a check box	5/8/2023 12:46 PM

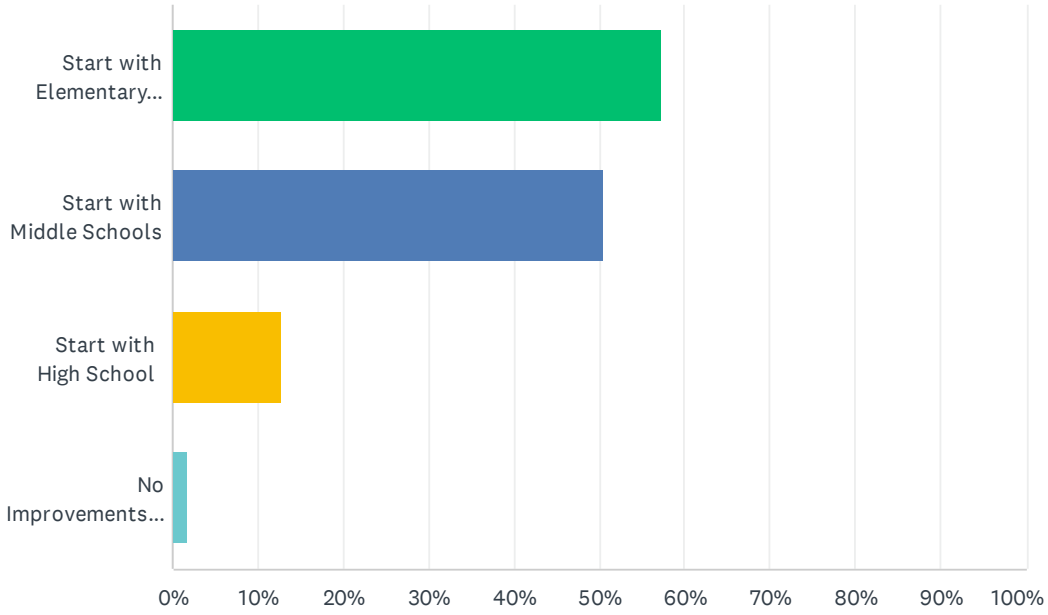
35	We need redistricting. While longer bus rides are inevitable, Frenchtown and Middlebrook are TOO overpopulated and other elementary schools are not. Some elementary schools should not have larger class sizes than others.	5/8/2023 12:46 PM
36	Schools should be rebalanced when necessary	5/8/2023 12:39 PM
37	Transitions are difficult and should be kept at a minimum	5/8/2023 12:34 PM
38	Agree with decrease not increase	5/8/2023 12:33 PM
39	None of these plans have 2 high schools. That’s really what we need.	5/8/2023 10:32 AM
40	What are you talking about? What is the problem you are trying to solve?	5/8/2023 6:51 AM
41	If possible less students per class	5/7/2023 11:35 PM
42	I am not opposed to redistricting, but I know it can cause problems. Maybe a grandfather or, as new families move in approach.	5/7/2023 9:22 PM
43	Doesn’t matter as long as classroom student to teacher ratios remain the same	5/7/2023 7:02 PM
44	As long as there is appropriate space and instruction for all students the number isn’t highly important to me. Class size shouldn’t drastically increase	5/7/2023 6:03 PM
45	Again, the number of students in the high school needs to decrease and I’m worried it will only increase.	5/7/2023 8:36 AM
46	Classrooms are overcrowded now	5/7/2023 7:05 AM
47	One big middle school	5/6/2023 12:14 PM
48	This plan is a fiction and will not come to pass as presented.	5/6/2023 11:04 AM
49	I think all these options have too many transitions and the current set up has provided award winning schools so why change it. I think instead of looking at demographic information only 10 years out, look at demographic information 30 years out (as best you can). From what I learned this is the life of the building and build elementary schools to that capacity. That would take care of both capacity and improvements without reconfiguring our current system.	5/6/2023 10:42 AM
50	I don’t have enough information on the reasoning behind the proposed options to offer my opinion.	5/6/2023 8:38 AM
51	Being physically closet to the school is most import it also promotes social involvement, connectedness, community groundwork, volunteering and convenience.	5/6/2023 8:34 AM
52	All schools should be treated fairly and I don’t think the influx of apartment kids should go just to Frenchtown.	5/6/2023 8:15 AM
53	I agree with it mathematically. But I worry about changing the lines.	5/6/2023 7:53 AM
54	Decrease the number of students at the middle schools by building 2 middle school academies- Grades 5-6. Leave Madison Middle and Hillcrest as they are on either side of town for grades 7+8.	5/6/2023 7:34 AM
55	Stop sending all renters to middle brook and Frenchtown	5/6/2023 7:18 AM
56	Don't overspend on making schools bigger, fixfix what is broken and enable teachers as they need. Why shift around	5/5/2023 9:43 PM
57	Dre Reese would be good	5/5/2023 9:34 PM
58	Need more info to have proper input	5/5/2023 8:39 PM
59	There should be a reduction in the total number of students at any given school.	5/5/2023 7:14 PM
60	Size matters. One big middle school is not a good idea. You’ll just have all the THS problems at an earlier grade.	5/5/2023 6:20 PM
61	Tashua School has 26 students in each 5th grade this year. This is insane and a fourth section should have been added and never was. Class sections were and continue to be too high. I would not agree to this increase or decrease unless I knew the numbers first.	5/5/2023 5:49 PM

62	The middle schools are large enough in terms of students. Good prep for high school. Any bigger would be too much too soon. Also don't like the idea of more transitions. Elementary, middle and high school is sufficient.	5/5/2023 5:46 PM
63	I think the elementary schools are overcrowded but I don't know if sending 4th graders to middle school is a good idea	5/5/2023 5:02 PM
64	I agree that the schools should have balanced enrollment numbers, according to number of classrooms and teachers	5/5/2023 4:49 PM
65	I'd be okay increasing increasing the size of two elementary schools and removing a single school. Basically, go from six to five. This should be studied more.	5/5/2023 4:30 PM
66	Would prefer smaller class sizes, particularly in middle and high school grades.	5/5/2023 4:23 PM
67	We need to re-do the "districting" of the town. Some schools are way-overpopulated for the space they have, while other schools have less classes per grade, smaller class sizes, less enrollment, etc.	5/5/2023 4:15 PM
68	Like the idea of option fours split	5/5/2023 3:56 PM
69	Option 6 makes sense	5/5/2023 3:48 PM
70	I'm open to arrangements that would lower some of the fixed/admin costs of our overall school system.	5/5/2023 3:13 PM
71	The option to create a large singular district level middle school on the opposite side of town creates a lot of problems with bussing and instruction.	5/5/2023 3:09 PM
72	I do not think that the middle school should be any larger than they currently are	5/5/2023 3:08 PM
73	I do not think a district wide middle school is a good idea. It would be massive compared to the elementary schools and I would have concerns about kids adjusting.	5/5/2023 2:57 PM
74	-	5/5/2023 2:55 PM
75	Following the plan	5/5/2023 2:55 PM
76	The High School should be first priority with too many students in that building.	5/5/2023 2:43 PM
77	My agreement is contingent upon adequate staffing in each building.	5/5/2023 2:33 PM
78	Do not create the largest 5th grade class in the state!	5/5/2023 2:32 PM
79	I do not think that students prior to highschool should be in the same building with more than the current amount as now. For example, if a 7/8 school or a 5/6 school was to be added, I do not think it is a good idea to have a grade level class of 400 students in the same school.	5/5/2023 2:25 PM
80	Ibdo not agree with moving students out of district	5/5/2023 2:23 PM
81	I teach in Newtown. The 5-6 school is not great for kids.	5/5/2023 2:20 PM
82	Everytime we have based new buildings, renovations, re-districting, the changes are only beneficial for a short span because the population is always in flux, especially with more apartments being built.	5/5/2023 2:19 PM
83	Need to decrease students in classrooms	5/5/2023 2:18 PM
84	I think the load among the 6 elementary schools needs to be more balanced and it needs to match the physical capabilities of the buildings.	5/5/2023 2:17 PM
85	I would like to see a better distribution between middle schools and that needs to be addressed on a more consistent basis.	5/5/2023 2:13 PM
86	I just don't want overcrowded classrooms but if there is a way to add students to a school and still provide appropriate support and infrastructure that is fine	5/5/2023 2:02 PM
87	This is really difficult considering the number of new apartments coming to Trumbull. I really hope this is being considered with this very large investment.	5/5/2023 2:01 PM
88	I'd have to understand more how the schools are impacted	5/5/2023 2:00 PM
89	Smaller would be better	5/5/2023 1:47 PM

90	I prefer the academy/intermediate school approach. Especially 5th grade, in todays world by 5th grade they're "big" kids, more advanced than previous generations and don't belong with "little" kids in Kindergarten.	5/5/2023 1:47 PM
91	Less transitions please. Do NOT increase the number of transitions students have from school to school.	5/5/2023 1:27 PM
92	I believe smaller classes/buildings provide the best experience for students.	5/5/2023 1:25 PM
93	I agree with a reasonable approach to the districting of the children regardless of age.	5/5/2023 1:21 PM
94	There needs to be an additional Middle and an additional High School in the district!	5/5/2023 1:12 PM
95	If you do that, certain children will be forced to switch schools and leave friends behind. That's not good for their development. Let them stay in the district they're already assigned to.	5/5/2023 1:07 PM
96	I'm not opposed to a change in the school structure but it seems to be the most expensive option and I don't think it's necessary to make district wide improvements.	5/5/2023 1:03 PM
97	I believe we need to align our students' experiences with others in the area/DRG. Creating a unique model to save money, may not be worth it.	5/5/2023 1:03 PM
98	I strongly oppose putting 1,000 kids together for middle school. That time of your life is very, very difficult and (having a middle and high school background in teaching) I think two middle schools with grades 6-8 is most appropriate.	5/5/2023 1:02 PM
99	with new apartments being built in frenchtown it is unfair for the students who attend this school especially as home owners	5/5/2023 12:58 PM
100	I wouldn't like to see over crowding in the schools- if you can accommodate the appropriate teacher to student ratio that would be satisfactory	5/5/2023 12:55 PM
101	We need less students in the classroom at the elementary level. 25 4th graders in a class is too many	5/5/2023 12:53 PM
102	THS is well beyond capacity, to the point of causing safety concerns.	5/5/2023 12:52 PM
103	Class sizes should be comparable among grades throughout the district	5/5/2023 12:50 PM
104	K-4 elementary; 5-6 ;7-8;9-12	5/5/2023 12:50 PM
105	Again, redistricting needs to be explored before these decisions are made.	5/5/2023 12:49 PM
106	Over 24 in a class is too much	5/5/2023 12:48 PM
107	we have a problem with kids from other towns/cities especially Bridgeport in our schools now posing a threat to other students because of their bad parenting skills and it is not being by the principles or superintendents	5/5/2023 12:48 PM
108	I believe it is important to keep sizes small and students in their neighborhoods	5/5/2023 12:48 PM
109	I think with the increasing number of people coming into trouble, we do need to create space at every school level and should explore redistricting as well as adding a new school at the elementary and high school level	5/5/2023 12:47 PM
110	School capacity needs to be balanced with the new housing being built in town.	5/5/2023 12:45 PM

Q6 Based on the needs that you see, where should the district focus initial investment? (Check all that apply)

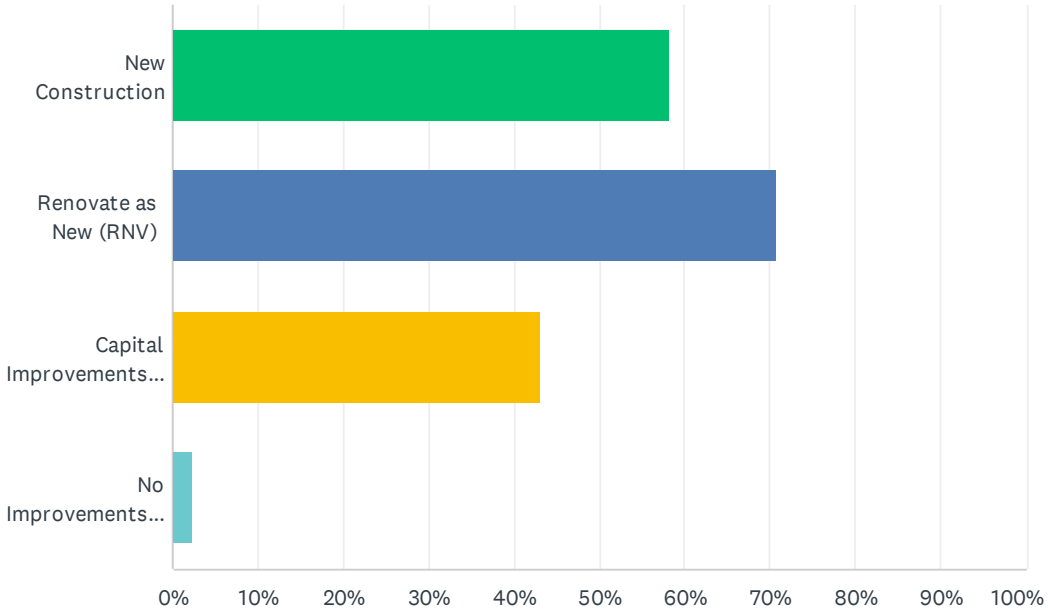
Answered: 807 Skipped: 10



ANSWER CHOICES	RESPONSES	
Start with Elementary Schools	57.37%	463
Start with Middle Schools	50.56%	408
Start with High School	12.89%	104
No Improvements Needed	1.73%	14
Total Respondents: 807		

Q7 In addressing the needs of the district, what construction solutions would you support? (Check all that apply)

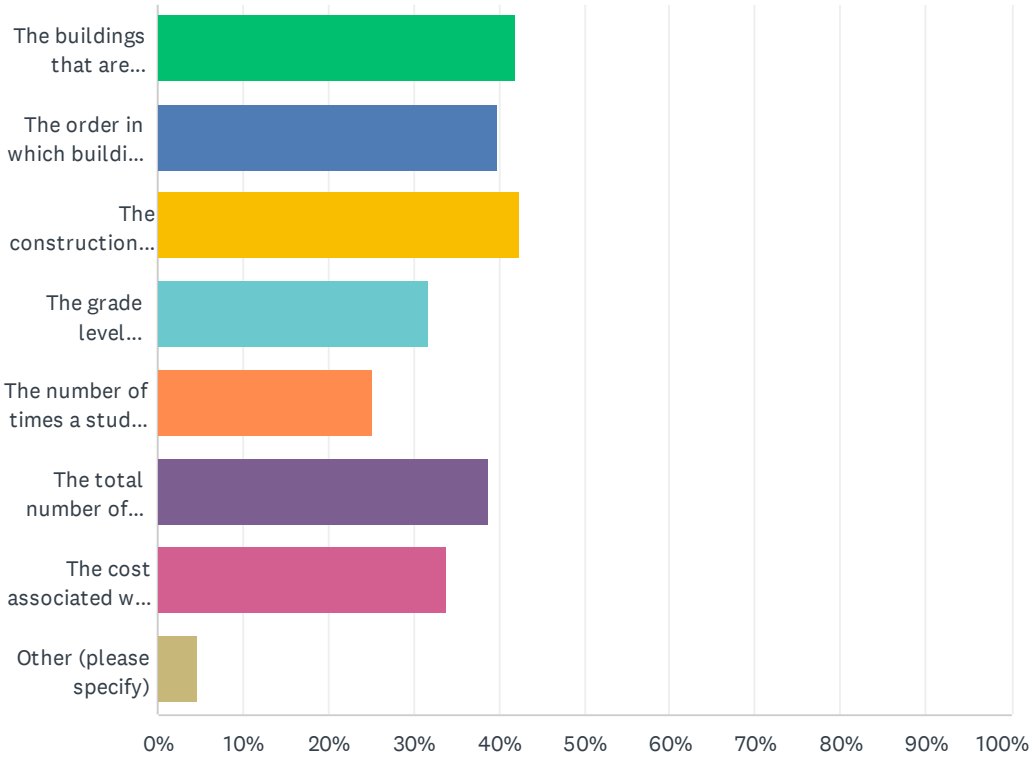
Answered: 805 Skipped: 12



ANSWER CHOICES	RESPONSES	
New Construction	58.26%	469
Renovate as New (RNV)	70.68%	569
Capital Improvements (CIP)	43.11%	347
No Improvements Needed	2.36%	19
Total Respondents: 805		

Q8 When evaluating the options, what are your priorities? (Please check at least two boxes that apply)

Answered: 817 Skipped: 0



ANSWER CHOICES	RESPONSES	
The buildings that are included	42.11%	344
The order in which buildings are addressed	39.78%	325
The construction solutions identified (New, RNV, CIP)	42.47%	347
The grade level configuration	31.82%	260
The number of times a student would change schools	25.09%	205
The total number of students at each school	38.80%	317
The cost associated with the option	33.90%	277
Other (please specify)	4.65%	38
Total Respondents: 817		

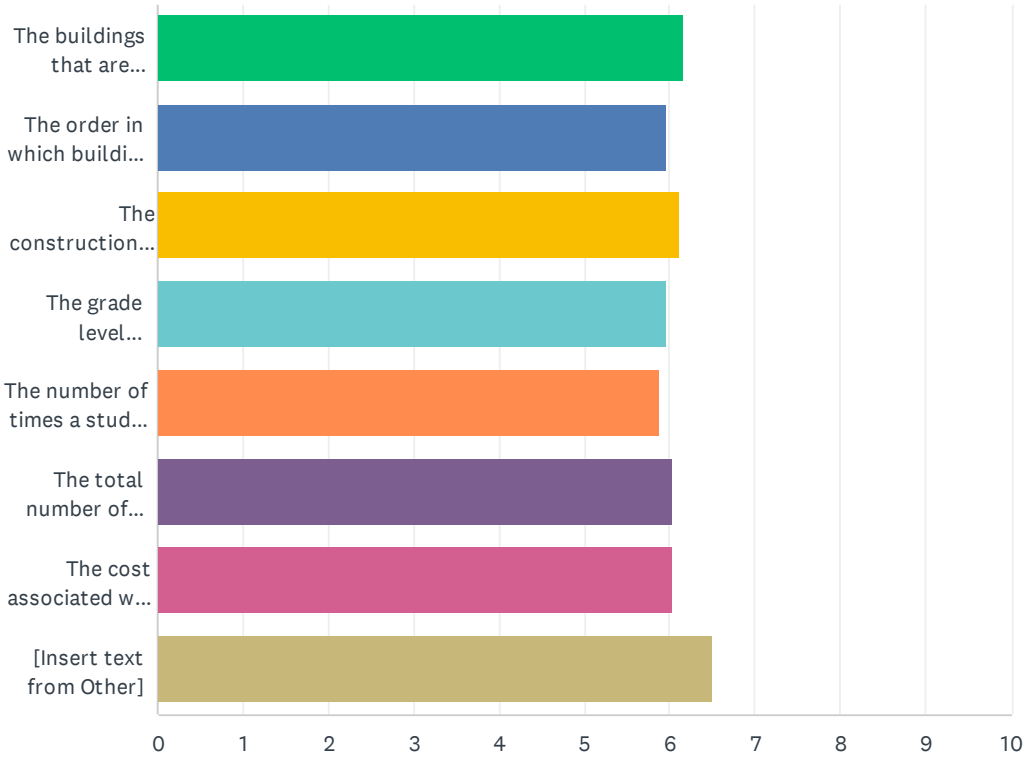
#	OTHER (PLEASE SPECIFY)	DATE
1	Making sure that a failed bonding resolution doesn't mess up the overall plan.	6/10/2023 8:59 AM
2	Being efficient and not wasteful	6/9/2023 1:15 PM
3	If we stop constructing rental complex's where 2-3 families live with each other to share the	5/22/2023 10:44 AM

	rent this wouldn't be a problem Trumbull has been allowing to many apartments to go up with no relief to tax payers but continues to collect $$$ for all these building !	
4	Long term viability for the options.	5/11/2023 7:42 AM
5	Please just make sure to do it right. I feel that any poor decisions weee made upon the latest High School renovation. Not having enough science labs in a newly y renovated school common. Having teachers move classrooms and share space due to lack of space. Ridiculous in a school that had just undergone renovation. Lastly keeping portal classrooms. Unacceptable	5/9/2023 6:25 PM
6	These options weigh too heavily on optimizing/developing buildings and not enough on 1. how it will impact the students emotionally & academically and 2. how it will effect their ability to apply to college and leave the school system. When assessing "value" why are we only talking in dollars? How does this really impact our kids? How does constructing new buildings effect their quality of life at recess ability to do work with noise outside?	5/9/2023 9:09 AM
7	AMEND THE HUGH SCHOOL PARKING POLICY	5/9/2023 7:28 AM
8	High school is a priority	5/8/2023 9:39 PM
9	The overall effect on the students	5/8/2023 4:46 PM
10	Better to build new school(s) first and create true temporary spaces for displaced students than to do everything piecemeal and have our kids and teachers operating out of trailers or working in loud buildings filled with construction for years.	5/8/2023 3:12 PM
11	again, this question is phrased confusingly.	5/8/2023 1:54 PM
12	In addition to the construction solutions, my priorities are to NOT have students change schools more and to keep the grade level configuration the same.	5/8/2023 1:38 PM
13	Solutions that will solve current problems and prevent future problems.	5/8/2023 1:07 PM
14	New construction is preferred	5/8/2023 1:04 PM
15	All school buildings should be top notch in every aspect	5/8/2023 12:46 PM
16	Evaluate each building's top needs, ie windows or ventilation, and fix those first	5/8/2023 12:43 PM
17	New construction and renos will be out of date as soon as completed. Buildings should be continually improved yearly to stay current. Capital Improvements should be a yearly budget items, not one off projects.	5/8/2023 12:39 PM
18	My concern is "low income" housing and what that will bring into our schools, e.g., lower performence, saftey concerns, etc...	5/8/2023 6:51 AM
19	School configurations should be kept as they currently are	5/7/2023 9:44 PM
20	Input from our Educators in the design of new spaces.	5/6/2023 4:03 PM
21	These presentations have shown me how deeply out of touch the BOE and TPS administration are with reality.	5/6/2023 11:04 AM
22	#1 health and safety. #2 teachers tools and space they need to teach our kids. #3 refurb/preventative maintenance that reduce issues and spend long term. The rest matters little to me	5/5/2023 9:43 PM
23	continue planning beyond this excercise for a perpetual planning process	5/5/2023 5:34 PM
24	The amount of construction time associated with each option	5/5/2023 4:02 PM
25	The cost/savings to the annual operating budget	5/5/2023 3:13 PM
26	I am happy with the prioritization of Hillcrest in the Tier 1 needs and the fact that Daniels Farm and Booth Hill are also included in the calculation. However if the bonding and monies can be founded for creating two 5th and 6th academies to be built simultaneously in that initial 5 year period the district AS A WHOLE sees a greater benefit in the the long and short term as far as class size and giving all schools many more options in the given structure they already have. Hillcrest, especially when considering the tax/building new benefit would best be completed as new. Not having sprinklers/a lot of unused space is wasteful when valuable teaching areas need to be established or restructured.	5/5/2023 3:09 PM

27	Staying on the districted side of town until high school.	5/5/2023 3:00 PM
28	Do not create monster middle schools and keep grade K-5 in tact	5/5/2023 2:32 PM
29	The overall quality of the building and pragmatic needs should be considered first priority.Overall Health and safety of the building should be the main reason why it is prioritized	5/5/2023 2:25 PM
30	The impact on sped supports with more school changes could be catastrophic.	5/5/2023 2:23 PM
31	This isn't an easy answer and I would rely on the BoE to confirm the priorities as I don't know the state of all schools in Trumbull.	5/5/2023 2:01 PM
32	Facility soundness, student capacity	5/5/2023 1:42 PM
33	air conditioning in all schools	5/5/2023 1:28 PM
34	Focus on teachers and education	5/5/2023 1:26 PM
35	I think this is all necessary but hard to make decisions without knowing total cost of each option and how it would affect our taxes. Also I do not know the condition of all the schools, just the ones my kids attend and the ones I have stepped foot into.	5/5/2023 1:25 PM
36	Interruptions to the current students educations.	5/5/2023 1:21 PM
37	Part of my concern is the challenge of having kids at different schools - beyond what already exists. If you have smaller schools, too, you will be unable to offer as many programs. While it's not ideal, kids can learn under less-than-ideal circumstances.	5/5/2023 1:02 PM
38	once again due to new apartments being built on frenchtowns side those student have a huge disadvantage. t	5/5/2023 12:58 PM

Q9 Based on the priorities you selected, please rank them in order of importance.

Answered: 778 Skipped: 39



	1	2	3	4	5	6	7	N/A	TOTAL	SCORE
The buildings that are included	46.65% 146	29.39% 92	13.10% 41	3.83% 12	2.56% 8	0.32% 1	0.32% 1	3.83% 12	313	6.16
The order in which buildings are addressed	31.60% 97	42.35% 130	16.29% 50	3.58% 11	1.63% 5	0.98% 3	0.33% 1	3.26% 10	307	5.98
The construction solutions identified (New, RNV, CIP)	36.64% 122	44.44% 148	10.81% 36	5.41% 18	0.60% 2	0.30% 1	0.30% 1	1.50% 5	333	6.11
The grade level configuration	31.71% 78	42.68% 105	19.11% 47	3.66% 9	1.63% 4	0.81% 2	0.00% 0	0.41% 1	246	5.97
The number of times a student would change schools	34.54% 67	36.08% 70	15.46% 30	8.76% 17	2.58% 5	0.00% 0	1.03% 2	1.55% 3	194	5.88
The total number of students at each school	39.40% 119	35.43% 107	14.57% 44	6.62% 20	1.99% 6	0.66% 2	0.00% 0	1.32% 4	302	6.03
The cost associated with the option	41.38% 108	32.57% 85	14.94% 39	6.51% 17	1.92% 5	0.77% 2	0.38% 1	1.53% 4	261	6.03
[Insert text from Other]	61.11% 22	22.22% 8	8.33% 3	2.78% 1	0.00% 0	0.00% 0	0.00% 0	5.56% 2	36	6.50

Q10 What other configurations or ideas do you think we should explore?

Answered: 206 Skipped: 611

#	RESPONSES	DATE
1	There are some preeminent experts on school construction living in town. The administration should seek input from those experts, rather than rely, as it usually does, on a small circle of political allies, who do not have experience in other communities with school construction.	6/10/2023 10:07 AM
2	Dropping an elementary school as we increase the sizes of others. Just a thought wasn't discussed.	6/10/2023 9:01 AM
3	Please make the school less like prisons. The security measures and lack of outside resources (playgrounds, sitting areas) take a terrible toll on the kids. Especially in the middle and high schools. Also, ask the kids too- they probably know best.	6/9/2023 6:58 AM
4	Require any new apartment developers to build an additional elementary school and then redistrict.	6/8/2023 6:37 PM
5	I really like the idea of splitting 5th and 6th into their own school.	5/26/2023 10:04 PM
6	I heard the pool at Hillcrest is being addressed in another budget. But, I really want to stress that our town needs a pool for competitive swimming and for recreational and class instruction. All schools need air conditioning.	5/21/2023 9:45 PM
7	Completely renovating our elementary schools including the exterior. Trumbull schools are OLD and students deserve new and SAFE playgrounds, as well as beautiful buildings and modernized technology for learning. For example, Jane Ryan's playgrounds are old and decrepit looking. Both are directly next to parking areas. The kindergarten playground is not fully fenced in and stands on top of a hill which is completely unsafe. The parking lot itself is a disaster and needs repaving. Our schools and students deserve better.	5/20/2023 5:43 PM
8	Integrate technology resources available at each building and consider how do they meet the vision of the graduate.	5/19/2023 4:13 PM
9	I am all for changing configurations, my only concern is how will administration then be assigned. There are many staff members in the district that applied to specific schools because of the administration there. Some teachers may not want to work for specific administration.	5/19/2023 2:12 PM
10	Take down the Longhill building on Main St	5/19/2023 11:16 AM
11	idk	5/18/2023 8:24 AM
12	Timeline	5/17/2023 3:56 PM
13	There are a lot of options on the table, I am sure there will be a combination of the seven options, no need here to add more options, just address the building issues and upgrades as needed.	5/17/2023 9:02 AM
14	None	5/16/2023 8:12 AM
15	We should consider near-term improvements that benefit ALL students in the district right from the start. So if for instance Hillcrest goes into planning for new construction (big investment), can we still give smaller investments for CIP in the near term to TECEC for their playspace, and Jane Ryan for their accessibility, and Booth Hill for more natural light etc. without waiting years and years to do so. This will balance the benefits across the community more equitably from the start.	5/15/2023 3:12 PM
16	Modernize buildings and renovate buildings over the age of 50 yrs old....	5/14/2023 10:32 AM
17	Keeping costs down - prioritize the work - spread it out over time - prevent a high tax burden on the town.	5/14/2023 8:39 AM
18	Other districts also have K-2 school and then 3-5 schools. This is also age appropriate and	5/12/2023 12:10 PM

	can benefit student learning.	
19	How to handle more traffic to Daniels Farm/Strobel Road by adding more students and schools to Hillcrest zone. Need another route in and out.	5/12/2023 10:22 AM
20	looking at population requiring direct services- specialized instruction, mental health, related servces. Regardless of building advancement, personnel assigned to levels must meet the needs of population it serves. Special education staff ratio per needs, not EQUAL amount of staff at each building. uniformity is not equity for students	5/11/2023 1:10 PM
21	Consider mostly capital improvements as needed and in budget, do not reconfigure grade levels, districts, or unfairly burden certain schools with student count and student size (referring to ideas to expand Madison Middle School and possibly Frenchtown, especially with Madison Middle school, making it one of the largest schools is a big mistake in terms of educational importance, in terms of class size, as well as capacity and congestion brought to that side of town and the school overall. Concerned not enough consideration being put into class and school sizes as opposed to structural improvements.	5/10/2023 3:18 PM
22	Maybe invest in more than the named elementary schools but don't remove the ones already listed.	5/10/2023 3:16 PM
23	I love option 1 but there is no mention of the "adaptive reuse" of the existing building once its use as a swing space is done. I have always thought that using the existing Hillcrest as the town community/recreation center with pool, gym and small stage area made the most sense - perhaps even space for parks and rec administration and their current building can be repurposed.	5/10/2023 8:02 AM
24	Middle school to start in 7th grade.	5/10/2023 7:31 AM
25	I think the numbers are too high at the high school because there are far too many students attending that do not in Trumbull. Not only is this detrimental to learning, but it has caused an increase in behavioral problems that are unaddressed.	5/9/2023 11:32 PM
26	Leasing for the admin building and or schools	5/9/2023 8:04 PM
27	Keep as is.	5/9/2023 7:12 PM
28	Again hoping this is not 5 years too late with all the new housing that will open. When Avalon opened the district swore it would not affect things and they were wrong… portables went up at Frenchtown that was less than 10 years old. Students then had to be moved to Middlebrook. Just a mess and should have never happened. Please just get it right out sh oops is all our district has it is why people move to Trumbull for the rigorous education and quality of our staff.	5/9/2023 6:30 PM
29	Please keep configurations the same. More transitions for kids will disrupt our excellent schools.	5/9/2023 6:00 PM
30	None	5/9/2023 5:41 PM
31	Building new school(s) from scratch and taking others offline possibly permanently	5/9/2023 4:07 PM
32	Making sure that teachers aren’t overloaded with too many students in the classroom.	5/9/2023 3:37 PM
33	Ensure that all schools have safe, well-maintained outdoor space for student use. DO NOT complete any plan that disregards the need for modernized HVAC to ensure student and staff comfort.	5/9/2023 3:29 PM
34	We need another highschool. It’s too over crowded!!!!!!	5/9/2023 10:59 AM
35	Can 6th grade be combined back to the elementary schools?	5/9/2023 9:39 AM
36	We need a second high school.	5/9/2023 9:25 AM
37	pool planetarium	5/9/2023 9:19 AM
38	I would like to see continuous improvements for Middlebrook school in the plan. It is one of the oldest schools and the most populated elementary yet it isn't in the Master Plan and the town expects another 10-20 years out of it. The value proposition in the presentation is incorrect, it should be around student benefit and less around making buildings to house students and dollars to build. Our markers for success should be Student Achievement, Safety, Energy Consumption, Approval from Taxpayers. As taxpayers, what do WE really get out of this?	5/9/2023 9:14 AM

39	Consider if district wide Kindergarten located at Middlebrook would free up capacity at the elementary level AND provide age appropriate support to the youngest children located nearby to the preK and centrally located in town.	5/9/2023 8:59 AM
40	This seems comprehensive in scope to me!	5/9/2023 7:40 AM
41	No way to please 100% of the town, good luck.	5/9/2023 6:49 AM
42	None	5/8/2023 10:35 PM
43	Better bus and car entrance & exits at Booth Hill. Additional roadways with new exit and entrances around Hillcrest, as well as DFS and the THS to minimize congestion on DF Rd.	5/8/2023 8:46 PM
44	AC in schools	5/8/2023 8:03 PM
45	Please renovate Madison Middle School.	5/8/2023 7:10 PM
46	Changing time of Hillcrest start to offset traffic and buildup at the start and end of HS and Middle school day.	5/8/2023 4:57 PM
47	1. Build a new Hillcrest Building. 2. Renovate current Hillcrest Building to use as a community space AND as a temporary building as other schools are getting renovated. 3. After all schools are renovated, the old Hillcrest building can be use to house a new school, if necessary, or continue to serve as a community space (pool AND planetarium!).	5/8/2023 4:57 PM
48	I do not think we should have buildings of 2 grades. As an educator, I do not believe that is enough time to get to know your students and make effective change (for ex, if a student needs to be identified).	5/8/2023 4:47 PM
49	Two new 5-8 schools built on site and then tear down to eliminate transitions and then renovate elementary	5/8/2023 4:44 PM
50	Looking at each school, how it is currently being used, and how to balance out the educational and athletic benefits they can provide to students and to the community alike.	5/8/2023 4:41 PM
51	In this order: Tier 1: Madison Hillcrest Trumbull High Middlebrook Jane Ryan Tier 2: Tashua Daniels Farms Booth hill Frenchtown Tier 3: Regional agriscience Trumbull early childhood Long hill administration Reach	5/8/2023 4:37 PM
52	Nothing. Make improvements as needed, and do not allow children that do not live in Trumbull attend Trumbull schools.	5/8/2023 4:15 PM
53	I would prefer splitting the elementary schools k-4, 5-6, and 6-8 for middle school	5/8/2023 3:57 PM
54	K-2, 3-5, 6-8, 9-12	5/8/2023 3:42 PM
55	New fitness facility for THS	5/8/2023 3:38 PM
56	I support moving 6th grade out of middle school. Has moving 6th grade to elementary school (or a 5th and 6th grade "academy" and 9th grade to middle school been considered?	5/8/2023 3:20 PM
57	n/a	5/8/2023 2:38 PM
58	Remote learning	5/8/2023 2:36 PM
59	n/a	5/8/2023 2:28 PM
60	Change Hillcrest into the Comunity Center/Board of ed building. Build new middle school. CIP projects for rest of schools.	5/8/2023 2:25 PM
61	making all buildings more modern and safe	5/8/2023 1:58 PM
62	Just spend whatever you need to spend. Money for schools should be prioritized and I don't care how great the costs.	5/8/2023 1:55 PM
63	Middlebrook School should be moved to tier 1: 1. mice in classrooms 2. lack of air conditioning 3. oversized classrooms- larger than other elementary schools (my class currently has 5 more students than other elementary schools in district) 4. old school- mold issues have occurred	5/8/2023 1:55 PM
64	Have you considered K-1 configurations as opposed to separating out 4-5 or 5-6?	5/8/2023 1:48 PM
65	I think this was a well though out process, all of the areas that are important to me have been	5/8/2023 1:41 PM

	addressed. I don't agree with all of the solutions but I am thankful for all of the effort that has been put into the different options.	
66	I would love to move 6th grade to the elementary schools and keep middle school 7th and 8th grade.	5/8/2023 1:20 PM
67	N/A	5/8/2023 1:02 PM
68	None overspending.	5/8/2023 12:55 PM
69	Increase taxes or reallocate from Police to fully fund all education. New books, technology, climate control, teacher pay increase, fully supplied. There should be zero, albeit minor, issues or problems in any school.	5/8/2023 12:49 PM
70	Redistricting at the elementary level. Then, there needs to be consideration surrounding the size of the student body at the high school. It is unfortunate that this district did not decide to build a second high school and instead renovate "like new" the current high school.	5/8/2023 12:48 PM
71	NA I like the option of adding an Academy school. It would alleviate one grade at the elementary schools and one grade at the middle schools.	5/8/2023 12:40 PM
72	HVAC/Air filtration.	5/8/2023 12:40 PM
73	N/A	5/8/2023 12:35 PM
74	n/a	5/8/2023 12:11 PM
75	Building in reconfigurable flexibility to address the cyclical changes in student needs and populations.	5/8/2023 12:05 PM
76	If a new school occurs for Hillcrest, having a planetarium would transcend most other middle schools in the State in terms of providing STEM lessons that meet NGSS expectations. I think having a pool for THS and the community is still beneficial in the long run. I am a parent of girls who have experienced both Middlebrook and Booth Hill and I have been teaching at Hillcrest for 24 years. Fixes won't cut it. Some new problem always arises. It is time for the community to establish state of the art schools that continue the reputation of Trumbull as being a community of learners where the expectation is the town puts education first. This is why people move to the district and why I am so proud to be an educator in this town. This should progress though each of the elementary schools. The current design does not match with current 21st century learning and quite honestly the safety and comfort that a high quality educations demands.	5/8/2023 11:23 AM
77	I believe grades 5 - 6 and grades 7 - 8 are the best changes to configuration and had been brought up after Frenchtown was built. Many districts in our area - Newtown, Monroe - went this route many years ago	5/8/2023 11:19 AM
78	We really should look at the High School vs the other schools. It’s one of the largest in the state and we’re a smaller town. We should consider 2 high schools, and doing some minor improvements to the other schools where needed.	5/8/2023 10:33 AM
79	Talk to other districts who have done this and listen to pros and cons that resulted	5/8/2023 9:28 AM
80	Making sure improvements are environmentally sound. Making use of some "green technology." ie- solar etc....	5/8/2023 8:13 AM
81	Air conditioning in all schools	5/8/2023 8:04 AM
82	Infrastructure/resources to educate kids to equip them new technologies specially computer sciences coding app development. Resources and counselors in high school to help placing kids in colleges	5/8/2023 7:04 AM
83	There is a existing physical infrastructure in place to educate children. Maintain it and upgrade or expand it as approriate. Increase STEM programs. Make the students employable via career focus.	5/8/2023 6:53 AM
84	Security should be top priority	5/7/2023 11:36 PM
85	I’m not opposed to options one and two. Perhaps is there is an east west conflict a school can take priority over the administration building. I think that space has the least impact on the day to day lives of students. If building new schools is easier than renovating, because students can stay where they are, that’s great. But would that mean no outside space for recess	5/7/2023 9:29 PM

86	Please consider not just the year that a school was originally built but also whether or not that building has had any renovations or improvements. Hillcrest Middle School is one of the older buildings but certainly the one that has not been updated or renovated, resulting in it being in the worst condition for sure.	5/7/2023 9:10 PM
87	Making 2 high schools as Trumbull high is one of the biggest in the state. Gives children less opportunity to make sports teams and feel part of a smaller community.	5/7/2023 8:26 PM
88	Being sure the needs of all students are being addressed by maintaining an effective student to teacher ratio and making support services available to students who need it.	5/7/2023 10:30 AM
89	Is there land to build another high school or unused property ie: near Home Depot or even the old Trumbull center to use to build a high school.	5/7/2023 8:38 AM
90	The options are good! No need for more.	5/7/2023 7:58 AM
91	Add on to high school, I still think frenchtown should have been made a high school as we are over flowing	5/7/2023 7:47 AM
92	I think new construction and using hillcrest while DFS and Booth are built makes sense. I'm concerned about the size of classes at the high school when my kids get there honestly more than anything. Is a second high school an option at all?	5/7/2023 7:15 AM
93	I would rather have one big middle school. I wouldn't want my child's elementary school experience ending early. It forces them to grow up even faster.	5/7/2023 6:23 AM
94	Could the district go without a separate administration building to save facility costs long term?	5/6/2023 4:15 PM
95	N/a	5/6/2023 2:57 PM
96	N/A	5/6/2023 2:38 PM
97	Long Term planning for new schools. Remove any renovate as new options.	5/6/2023 2:11 PM
98	5-6 schools on each side of town	5/6/2023 1:52 PM
99	None	5/6/2023 1:35 PM
100	Modernizing for tech ed to meet the needs and opportunities of tomorrow.	5/6/2023 12:21 PM
101	Second high school	5/6/2023 12:18 PM
102	Add staff to support EL and Remedial Math and Reading.	5/6/2023 11:15 AM
103	I like the academy idea, prefer not to have children change too many schools, but also could have 5-6 (East/west district) , 7-8 then 9-12	5/6/2023 11:13 AM
104	This needed to be a dialogue with town decision makers from day 1. Instead you have wasted a full year on a fiction.	5/6/2023 11:05 AM
105	Keeping as is but looking at demographics for the life of the building (30 years out - the best you can) and expand the elementary level.	5/6/2023 10:44 AM
106	N/A	5/6/2023 9:37 AM
107	Srp shared among schools	5/6/2023 9:29 AM
108	Provide the schools the tools the need to give a good education to the students. Stop giving the teachers pink slip when there is no need for it.	5/6/2023 9:14 AM
109	Provide timeline/duration with the proposed options.	5/6/2023 8:18 AM
110	Expanding Jane Ryan and putting more children there before Frenchtown is overcrowded	5/6/2023 8:16 AM
111	Expansion and increasing square footage to existing building or possible adding a second story.	5/6/2023 8:02 AM
112	I believe that Trumbull High School is already too big in terms of student enrollment which concerns me greatly considering the town is experiencing a construction boom with single family cluster homes and a multitude of rental apartments. There is not doubt that this will result in even more overcrowding and drive the quality of the educational experience down even considering the high quality educators employed by the Trumbull Public Schools.	5/6/2023 7:36 AM

113	Middlebrook is the oldest elementary school and should be tier 1. Specialists in closets, poor air quality, etc.	5/5/2023 11:24 PM
114	I like the k-4, 5-6, 7-8 approach	5/5/2023 10:00 PM
115	Better traffic flow at pick up and drop off times. Consider sustainability initiatives during construction phase.	5/5/2023 10:00 PM
116	I am more of an option 3 - if it ain't broke don't fix category. I will cheer for anything that keeps our kids safe and allows them to learn in the best possible ways. Aesthetics and everything else are so far behind that.	5/5/2023 9:51 PM
117	Do what makes most sense for students and families. The lines are strange for Middlebrook and that school is crowded, maybe redistrcting makes sense for some schools. There is a huge traffic problem at Hillcrest and THS so the option of one 7-8 school at Madison could be a solution.	5/5/2023 9:18 PM
118	N/A	5/5/2023 9:02 PM
119	School voucher credits so Trumbull residents can have the option to send students to ST Joes or Christian Heritage. Trumbull Public Schools should form a partnership with these two schools.	5/5/2023 8:53 PM
120	Keeping the kids in their schools and district schools. I would hate to see my child being moved to a different school with different friends	5/5/2023 8:32 PM
121	Not sure. I think what has been put forth is probably fine. I do very much agree with keeping elementary k-5, middle 6-8, and THS 9-12	5/5/2023 7:40 PM
122	Having 2 junior high schools for grades (7,8,9), to free space in our high school. Not sure how elementary would work, but wouldn’t mind including grade 6 In elementary schools.	5/5/2023 7:33 PM
123	Please do not waste money putting a new roof on booth hill. The school has mold, asbestos, no space with the highest student population and does not need an old bandage to fix a gushing wound.	5/5/2023 7:21 PM
124	Please give high priority / consideration to combining 5th & 6th grades in their own building. 5th graders are much "older" that their K-2 colleagues and 6th graders are much "younger" than their 8th grade counterparts. This age group needs its own space!	5/5/2023 7:18 PM
125	N/a	5/5/2023 7:13 PM
126	N/A	5/5/2023 6:49 PM
127	unsure	5/5/2023 6:38 PM
128	Not sure why one middle school needs a new building and the other doesn’t. You cannot add all of these apartment buildings and not add new schools. Our elementary schools are overwhelmed. Our schools are older and lack appropriate ventilation. They are extremely uncomfortable when the weather is warmer. It is not conducive to learning.	5/5/2023 6:32 PM
129	Building an additional High School.	5/5/2023 6:25 PM
130	You need to prioritize the athletic facility component to the buildings to increase athletic/community involvement.	5/5/2023 6:13 PM
131	Kids are resilient and they will adjust to any situation they are presented with. Just because the current school groupings isn’t “perfect”, doesn’t mean it’s not working well. Have to keep costs in mind bc people will leave the town if taxes become too high. Many seniors already have trouble paying the big taxes. Is there any option of only having those with kids in the Trumbull school system paying into the Trumbull school system? Any option of having seniors opt out of paying for school system in order to keep taxes reasonable for them?	5/5/2023 5:51 PM
132	consider cost analysis for Admin use office space leasing instead of building a new building. cost analysis to show that doing nothing or delays will cost the district maintenance expenses which may recieve less state reimbursement.	5/5/2023 5:40 PM
133	Adding more faculty bathrooms for female teachers. Sound proofing petitions at Hillcrest	5/5/2023 5:28 PM
134	I do not think it’s a good idea to have the kids switching schools 4 different times during their career… I think they need more stability.	5/5/2023 4:50 PM

135	I mentioned moving from six elementary to five by increasing the size of two schools while rebuilding them. IMO, the BoE needs to be very careful with the Bonding Referendum and have widespread buy-in across town. I'm worried that a new Hillcrest would be created tied to using the old Hillcrest as swing space while an elementary school is rebuilt and then the second project is voted down. What then? Also, balance across town is going to be key to creating widespread support.	5/5/2023 4:33 PM
136	Options 6 and 7	5/5/2023 4:23 PM
137	Long Hill should be the absolute last priority when class sizes are growing, needed teachers are being laid off, and children and teachers are melting and unable to focus due to extreme temperatures and lack of A/C during warm/hot day (a large percentage of the school year). The focus on Long Hill and its inclusion in Tier 1 is nothing less than ridiculous and showing clear misplaced priorities.	5/5/2023 4:19 PM
138	NA	5/5/2023 4:18 PM
139	Please take into consideration the daily life of staff and students, and make these types of renovations a priority. Things like a non-leaky roof and air quality affect our daily instruction, and the learning of students. When it is a heat wave, we do not have early release days. If we are going to stay in school during sweltering weather, we need air conditioning to function.	5/5/2023 4:17 PM
140	keep class sizes small	5/5/2023 4:02 PM
141	Plan to start with middle schools then proceed to 2 Elementary schools on opposite sides a of town	5/5/2023 4:01 PM
142	Given that some of these children had to do virtual learning, I feel the plan chosen should be as minimally disruptive as possible. And I liked options 1 and 4 because of how they addressed swing schools to ensure children would be able to learn safely in a school and not have to go virtual at all.	5/5/2023 3:58 PM
143	N/a	5/5/2023 3:51 PM
144	It may not be an option, but we need to re-district the town appropriately	5/5/2023 3:49 PM
145	Needs to be done soon. Like tomorrow	5/5/2023 3:46 PM
146	We need another High School	5/5/2023 3:40 PM
147	I'd look at an approach that supports lower admin and facilities costs and allows flexibility on start times and schedules. We need flexiility for the next 30 years	5/5/2023 3:14 PM
148	I really like the ideas already expressed. I would like to see in future meetings or discussions examples of work Tecton has ALREADY created to give stakeholders a good idea of how these plans may materialize. Show some before and after of an updated school and possibly a school built to brand new specs. How can an existing space meet today's educational needs or expanded.	5/5/2023 3:12 PM
149	None. I think Option #1, Middle School Swing seems like an excellent option. This option minimizes disruption to students. Option #2 also seems like a good one. The other options are much more expensive and increase the amount of transitions the students will go through.	5/5/2023 3:02 PM
150	New "Intermediate" buildings for grades 3-5 and repair current buildings.	5/5/2023 3:01 PM
151	I think the comprehensive study was thorough in their suggestions. I would consider "speeding up" the process as much as possible because many of our elementary and middle schools are in dire need of renovation, not only due to their condition, but also because programmatically, they are not meeting the needs of the students and staff. In order to meet the ever-growing demand for specialized instruction for the 21st century, elementary and middle schools need to be updated as quickly as possible.	5/5/2023 2:38 PM
152	Building a new elementary school - building Frenchtown made a big difference. Renovate Hillcrest as needed and move programs out of Madison that don't need to be there.	5/5/2023 2:33 PM
153	I think there are plenty of viable options.	5/5/2023 2:32 PM
154	None	5/5/2023 2:31 PM
155	Kids should have access to all supports in all schools and within their district. Moving kids	5/5/2023 2:30 PM

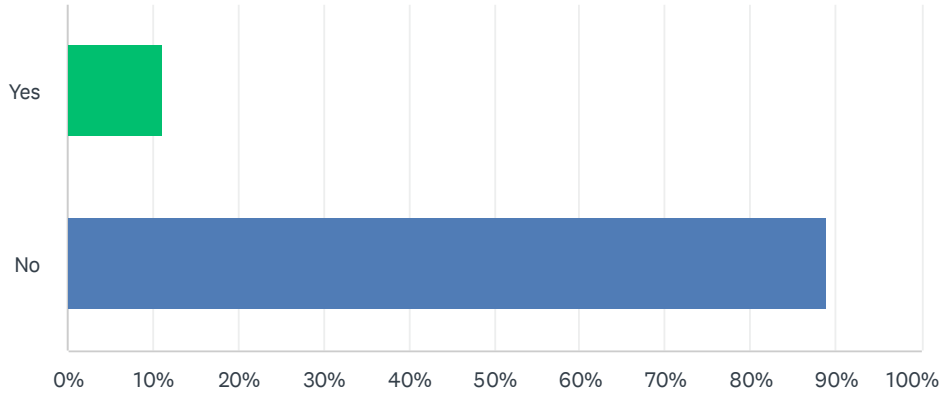
	around is problematic for 1) Disrupting early neighborhood and community relationships, 2) Disrupting supports for sped and typical peers with all the changes to different schools and support teams, 3) Way too much time for kids to be stuck on a bus BOTH ways if they have to be transported across districts. (The commute to the HS already takes forever. It would be worse if every student in every grade had to be bused across town.)	
156	Two high schools in town would provide more support and opportunity for that age group. With 2000 high schoolers in the same building, not every student can be payed the attention they deserve in the academic or extracurricular journeys. If there were two high schools we would have two of every sports team, two of every performing group, and enough room for more students to shine.	5/5/2023 2:28 PM
157	Renovations	5/5/2023 2:11 PM
158	This 'presentation' is incredibly confusing having not gone to the meetings. We should rely on the BoE to confirm what is appropriate action to be taken at each school while considering the high cost of capital, especially now. I really hope that all of this considers the new apartments coming to Trumbull and high likelihood that our student population will likely increase, possibly substantially. If that isn't being considered in this exercise, this is a complete waste of money in my opinion as the districts needs will all change in 1 to 2 years.	5/5/2023 2:04 PM
159	I liked option 1 middle school swing and I think that made the most sense for all students	5/5/2023 2:04 PM
160	Include LongHill administration into an update but not at the middle school being used as a Swing school as it needs to be removed when work completed	5/5/2023 1:56 PM
161	N/A	5/5/2023 1:50 PM
162	If we opt for building a turning the Madison Location into a Trumbull Middle School, we should consider turning the Hillcrest location into a Field House	5/5/2023 1:46 PM
163	None	5/5/2023 1:45 PM
164	Offer a magnet program	5/5/2023 1:40 PM
165	Evaluation of environmental concerns and immediate action on lead & asbestos where present. Would like more detailed cost analysis on any remediation. Should be factored into the overall plan. Middle school with inoperable pool should also be addressed.	5/5/2023 1:29 PM
166	include AC in all school buildings.	5/5/2023 1:29 PM
167	Leaving the elementary schools as they are and building a new one to accommodate for all the children in the apartment buildings that were “approved.”	5/5/2023 1:27 PM
168	I like the idea of breaking up the middle school level, perhaps a 5-6 and then 7-8 school.	5/5/2023 1:25 PM
169	Adding another elementary and high school to support all the children in town, especially with the condos/apts that are being built.	5/5/2023 1:25 PM
170	I like the concept and of creating swing space for the district to allow for uninterrupted space and usage for a given year.	5/5/2023 1:23 PM
171	Both of my children benefited from being educated through Trumbull public schools from Jane Ryan, Madison, and THS. My youngest is currently a sophomore at THS. They are better people because of their education. It's not the buildings themselves, but the teachers and staff that helped them learn. New buildings can provide a better learning environment, but don't neglect the educators. With all that being said, my boys are both nearly done. We already pay a lot in taxes. My answers to this survey are accordingly skewed.	5/5/2023 1:20 PM
172	Improvement and renovations should be ongoing for all buildings, Don’t wait 50 years to address what has been ignored for far too long.	5/5/2023 1:19 PM
173	DO NOT move students from their current schools. DO NOT make them keep changing schools!	5/5/2023 1:18 PM
174	Biggest need is air conditioning for all schools.	5/5/2023 1:17 PM
175	Least cost possible.	5/5/2023 1:16 PM
176	I think the grade level configurations should stay the same.	5/5/2023 1:15 PM

177	Enhancing security should be an option for prioritizing.	5/5/2023 1:15 PM
178	-Build a new middle school -Build a new high school	5/5/2023 1:12 PM
179	The 5-6 and then 7-8 is the best	5/5/2023 1:09 PM
180	N/A	5/5/2023 1:08 PM
181	The future needs of the high school and its huge size. Please consider openimg another high school.	5/5/2023 1:08 PM
182	I think you've come up with enough options	5/5/2023 1:04 PM
183	NO renovate like new 0 did NOT work at high school. It was only a redecorate not a fix of problems	5/5/2023 1:02 PM
184	Adding to the elementary and middle schools' space, in whatever capacity, just shifts the problem to the high school. Trumbull High has had a huge student population since I graduated in 1991. Adding more of the lower schools doesn't fix the issue when all the children wind up in the same high school.	5/5/2023 1:01 PM
185	Helping to lower the number of students in high school classrooms.	5/5/2023 1:00 PM
186	i like option 5/6/7	5/5/2023 12:59 PM
187	A school for just 9th graders would help the overused and tight high school.	5/5/2023 12:58 PM
188	Travel time to and from new schools. Should we add more bus routes and how would they impact traffic.	5/5/2023 12:56 PM
189	Build a second high school	5/5/2023 12:53 PM
190	Madison needs major help	5/5/2023 12:52 PM
191	I really wish Trumbull would make building a second high school the priority.	5/5/2023 12:52 PM
192	Ensure whatever option is chosen takes into account repairing/renovating all the schools in a rotating cycle	5/5/2023 12:51 PM
193	Keep the middle school tech/ ed wood shop programs and FACs	5/5/2023 12:51 PM
194	None	5/5/2023 12:50 PM
195	Love he idea of breaking up 5-6 and 7-8	5/5/2023 12:50 PM
196	Research redistricting to determine the impacts the new apartment complexes may/may not have on our school system.	5/5/2023 12:49 PM
197	Fix hillcrest pool	5/5/2023 12:49 PM
198	Overcrowding at the high-school doesn't seem to be addressed.	5/5/2023 12:49 PM
199	Work on the parking and traffic issues between the high school and the hillcrest	5/5/2023 12:49 PM
200	N/A	5/5/2023 12:48 PM
201	Building a second high school. THS is way too overcrowded.	5/5/2023 12:48 PM
202	I think we need to explore redistricting. The big influx is coming in to Middlebrook, Jane Ryan, and Frenchtown, because those are all of your apartments are being built. There needs to be strong consideration for equity to the SRP program, which is already overloaded and housed in the basement at Middlebrook. We also have graduating class sizes at 500 to 600 at the high school when they were really made for 350	5/5/2023 12:48 PM
203	N/a	5/5/2023 12:47 PM
204	Reduction in administrative positions throughout the board of Ed and redistribution of the saved funds to better affect our educators and students.	5/5/2023 12:47 PM
205	Adding a high school, wig all theses apartment’s going up, one high school will not be enough. It’s already too crowded	5/5/2023 12:47 PM
206	New hillcrest, then use old hillcrest as elementary to renovate all the elementary schools that	5/5/2023 12:46 PM

	turn hillcrest into a community center like newtowns	

Q11 Would you like to provide detailed commentary on the individual options presented?

Answered: 769 Skipped: 48



ANSWER CHOICES	RESPONSES	
Yes	11.18%	86
No	88.82%	683
TOTAL		769

Q12 Option 1: Middle School "Swing"Build a new Hillcrest and use the existing building as swing space for Tier 1 elementary renewal.Please share your feedback and ideas for this option in the space below:

Answered: 63 Skipped: 754

#	RESPONSES	DATE
1	Traffic and parking is already a nightmare at the HMS/THS campus. The only way to handle a 3rd school there is to pave over most of the fields for parking, and traffic would still be a nightmare.	6/12/2023 8:34 AM
2	I'm fine with step 1 and 2. Then do the same with Madison and Middlebrook. Put admin in commercial space or combine with senior center at current location.	6/10/2023 9:09 AM
3	Building a new Hillcrest is a great idea, but I'd rather see all middle schoolers together, and it would be a bonus if 5th graders could move out of the elementary school buildings.	5/26/2023 10:28 PM
4	How long would the build take? In favor if it means it can be done in less than a year's time.	5/17/2023 10:34 AM
5	Best option	5/16/2023 8:15 AM
6	This plan leaves so much out. No.	5/15/2023 3:22 PM
7	How does the total cost break down to annualized cost? How much is the debt service per year?	5/11/2023 7:20 PM
8	This is the most logical Option	5/10/2023 5:29 PM
9	This seems like the least obstructive path. Children may have to use swing space, but that space can accommodate them and they will not need modular space.	5/10/2023 3:26 PM
10	I don't hate this if the need for Hillcrest is a new school. If their building is in need of replacement, then this would allow the swing space needed for the improvement of the other schools that need work as well.	5/10/2023 2:27 PM
11	This makes the most sense, and after existing Hillcrest used as swing space could it become the town community/rec center for better access by residents to pool, gym(s), small stage, and planetarium.	5/10/2023 8:10 AM
12	I like it but it does not go far enough. ALL our schools need to be included in this plan.	5/9/2023 5:00 PM
13	Seems like this might cause more disruptions and changes for younger students.	5/9/2023 2:46 PM
14	Not a bad option	5/9/2023 10:37 AM
15	Using existing Hillcrest as swing space gives disruption to school activities. Because they use same grounds. And commute becomes problem	5/9/2023 8:50 AM
16	This is fine if Hillcrest needs the most improvements.	5/8/2023 4:50 PM
17	I think traffic needs to really be taken into account when planning this. If you still have THS and Hillcrest in session AND you are trying to build a new building there at the same time, that's a nightmare scenario.	5/8/2023 3:34 PM
18	I like this as it will help with elementary school	5/8/2023 2:52 PM
19	Option 1 is the best	5/8/2023 2:39 PM
20	On paper this solution look fantastic. However, I am hesitant on how the students will be affected by the construction going on around them during times that school is in session. This was a valid concern shared by another community member/parent at the April 26th meeting that I very much agree with. The project isn't going to be a piece of cake - change is hard and there's going to be some discomfort along the way no matter what option is chosen. But the	5/8/2023 2:30 PM

	challenges presented by this plan are temporary and ones I think kids can adapt to because it's what they'll get used to and educators will find a way to make things great.	
21	I agree with the new middle school. Some schools have already started the CIP such as new window walls. Continue the individual CIP. Use Hillcrest as BOE/Community center.	5/8/2023 2:29 PM
22	We really like this idea as a family who has a current 6th grader at HIllcrest and 2 more to follow. Let's rebuild this school, and then use the existing school as a place to go while the other schools get refurbished. The absolute KEY and MUST HAVE aspect in this solution is proper traffic flow. That will be the largest challenge.	5/8/2023 2:18 PM
23	Field loss, or congestion from roads are temporary in all options. I understand ALL possible challenges must be listed, but those are "get over it" issues. This is fine, but skips every other school.	5/8/2023 12:56 PM
24	This seems the most practical. Ultimately the town will be rewarded with brand new schools and it provides a solution as to where the students can go while their respective schools are being built.	5/8/2023 12:09 PM
25	Seems the best option for getting started and would be timely. It would have been the better option when THS was renovated which took too many years to accomplish.	5/8/2023 11:29 AM
26	No	5/8/2023 5:45 AM
27	This feels like the best option	5/7/2023 9:46 PM
28	Best option	5/7/2023 7:52 PM
29	This could be a viable option but I don’t know it addresses the capacity issues unless it expands the elementary schools enough.	5/6/2023 11:01 AM
30	Addressing the highest priority buildings based on the amount of deferred maintenance is a good approach. In addition, making use of existing buildings for swing space permits multiple and simultaneous renovations and new construction. I believe it is the best approach to achieving the plan goals in a reasonable timeframe while managing costs due to duration and adaptive reuse of existing buildings.	5/6/2023 8:59 AM
31	This is my preferred option	5/5/2023 9:21 PM
32	Possibly tenable	5/5/2023 6:41 PM
33	Why does Hillcrest need a new school? None of the schools mentioned here are in the area of all of the new apartment buildings.	5/5/2023 6:39 PM
34	In the slideshow it had a higher cost to Trumbull for this choice. ($238M) I would support this. It seems less disruptive and not as expensive.	5/5/2023 6:19 PM
35	This is a good idea. The whole pool situation at Hillcrest means a comprehensive solution is needed for Hillcrest. Using the old building as a swing space makes sense .	5/5/2023 6:01 PM
36	I think this is the best option and allows the elementary school moves keeping the community of the ES together. traffic should be evaluated while all schools of the campus are in use.	5/5/2023 5:53 PM
37	I like this approach as it provides space to concentrate on the renovations at the level. I also believe that the new middle school is a better choice than a like new renovation. One question on the cost to Trumbull, does the cost include ongoing savings for facilities costs. I would assume if you replace windows, heating and cooling there will be ongoing savings from the cost we incur today.	5/5/2023 5:30 PM
38	This is my current favorite. However, swap out Middlebrook for step 2 or step 3. Does the Admin building need to be its own facility? Does REACH need to be its own facility?	5/5/2023 4:44 PM
39	Why are many of the plans centered around the middle schools first?	5/5/2023 4:26 PM
40	This is the best option as Hillcrest and DF and BH are in the most need. Geographical location shouldn’t matter. Address the buildings that are in the worst shape.	5/5/2023 4:16 PM
41	This is my top pick.	5/5/2023 4:01 PM
42	I think this plan makes a lot of sense but wonder what the old hillcrest would be used for after it is no longer needed as swing space.	5/5/2023 3:46 PM

43	A good option if cost or immediate physical needs are a priority for the district. Very little interruption district-wide relatively speaking to other parts of town.	5/5/2023 3:31 PM
44	I think the use of a swing space is ideal to allow for the least interruption to students and allow construction to move quickly.	5/5/2023 3:18 PM
45	This is my number one choice for options. It relieves the immediate needs and issues at Hillcrest, while also offering a space for elementary that is the least disruptive. I believe there may also be potential to fit two elementary schools into HC at once, which would increase the pace in which elementary schools could potentially be renovated or rebuilt.	5/5/2023 2:58 PM
46	This is the best option, and should be pursued immediately.	5/5/2023 2:54 PM
47	Is Hillcrest, as is, able to accommodate elementary students? Although this is the best option.	5/5/2023 2:47 PM
48	No	5/5/2023 2:42 PM
49	Makes sense - keeps the award winning, highly rated school system of Trumbull in place. Fixes the buildings without creating new problems.	5/5/2023 2:42 PM
50	Keep existing configuration and use investment funds to improve current infrastructure and resources	5/5/2023 1:47 PM
51	A combination of option 1 and two are preferred…the tier 1 schools are so old. They need to be torn down and replaced. If the middle school was built first, there would be a space for the other schools to go wholistically while their buildings we being rebuilt. Kids would continue with their classmates and wouldn't have any construction interruptions. The interruptions the kids would face with possible construction while at the school is unreasonable for the teachers, administrators, and unfair to the students.	5/5/2023 1:36 PM
52	This is the best option for our town.	5/5/2023 1:30 PM
53	I think this option makes the most sense	5/5/2023 1:25 PM
54	Keeping a school and building a new school around it is the most ideal, with little to no disruption to students or staff.	5/5/2023 1:18 PM
55	What becomes of the 'swing' space after it's needed? That's WAY too much square footage to be used for 'community' use. The cost of upkeep won't justify the under-utilization of the building later.	5/5/2023 1:18 PM
56	Having that many kids together in the middle school is not developmental what they need. 6 to 8th grade is a major difference.	5/5/2023 1:17 PM
57	Do option 5	5/5/2023 1:14 PM
58	Not comprehensive enough	5/5/2023 1:09 PM
59	Using Hillcrest as a swing space for DFS won't make that much impact on traffic since the school is already relatively close to Hillcrest and is also off of Daniels Farm Road. It might be more of a congestion issue when Booth Hill students are also bussed to Hillcrest. There would need to be some well-thought-out traffic solutions.	5/5/2023 1:08 PM
60	If the district keeps the grade level configurations the same, then this is a practical option. Hillcrest is certainly in need of a new building, but the old building is good enough for a temporary swing space while the elementaries are renewed.	5/5/2023 1:03 PM
61	Why does Hillcrest get to be new and not both there and Madison	5/5/2023 12:51 PM
62	This would be fine, but I would not put Boothe Hill and Daniels farm and Hillcrest as the recipient. It needs to be equitable. This drives property, rage across town and students who have household with lower income levels at a disadvantage. It should be Middlebrook and either Daniels farm or Boothe Hill.	5/5/2023 12:50 PM
63	I believe a school For 5 th and 6 th graders is not only developmentally beneficial but a great way to solve for building limitations.	5/5/2023 12:48 PM

Q13 Option 2: "One at a time, please"Methodically replace Tier 1 buildings one at a time as either New or Renovate as New.Please share your feedback and ideas for this option in the space below:

Answered: 57 Skipped: 760

#	RESPONSES	DATE
1	Prefer one at a time. Less logistics with the campus situation at Hillcrest.Would prefer Hillcrest is fixed first, as there are some serious safety concerns (no sprinklers, only 1 exit per classroom for most rooms, no way to escape through windows, etc.)	6/12/2023 8:34 AM
2	Fine, but more balance of east west. Prefer swing.	6/10/2023 9:09 AM
3	2nd best option	5/16/2023 8:15 AM
4	This is a poor idea and leaves too many buildings behind.	5/15/2023 3:22 PM
5	How does the total cost break down to annualized cost? How much is the debt service per year?	5/11/2023 7:20 PM
6	This option is also reasonable	5/10/2023 5:29 PM
7	I'm concerned with the project length in that once this process is complete it's likely other buildings will then need updating leaving us with successive years of discomfort on behalf of the students.	5/10/2023 3:26 PM
8	To me this is the best option initially. All of the buildings need work. I like our current structure of elementary through 5 in a neighborhood type school then middle and high school as is. I think we just need to tackle doing the work to the schools as needed.	5/10/2023 2:27 PM
9	There is no need to build 4 new buildings.	5/10/2023 8:10 AM
10	Preferred; however you will need the swing space at Hillcrest to pull this off if the schools are to remain where they are.	5/9/2023 5:00 PM
11	I like this option	5/9/2023 3:39 PM
12	Will take much longer to see benefit district wide	5/9/2023 10:37 AM
13	This option works well when compared with others.	5/9/2023 8:50 AM
14	This seems like the most reasonable plan.	5/8/2023 4:50 PM
15	I am hesitant on how the students will be affected by the construction going on around them during times that school is in session. But educators will find a way to make positive fun experiences for the children.	5/8/2023 2:30 PM
16	This budget is dated. Renovate as new is 21.2 million alone for booth HIll.	5/8/2023 2:29 PM
17	We also do like this solution quite a bit. However it seems like it will take a little bit longer.	5/8/2023 2:18 PM
18	This method seems best	5/8/2023 1:58 PM
19	Based on all options, this one seems to touch more buildings. In my opinion, every building is sub par and embarrassing. There is no options to renovate or build ALL new schools.	5/8/2023 12:56 PM
20	I think renovating is out of the question. Its like using duct tape to fix a major problem. In the end there will be failure unless the fix is done right. Doing it right means starting fresh.	5/8/2023 12:09 PM
21	By the time the plan is finished other buildings will be obsolete and will need to start again	5/8/2023 11:29 AM
22	Renovate	5/8/2023 5:45 AM
23	This is a good option as well	5/7/2023 9:46 PM

24	Acceptable 2nd preference	5/6/2023 11:19 AM
25	Same feedback as above. I think this is the best option if the elementary schools could be expanded enough to accommodate capacity issues over a long term period.	5/6/2023 11:01 AM
26	I agree with this option as long as it’s build new. Renovate as new went terribly and did not provide any long term solutions at the high school. I don’t agree with renovate as new. Bandaids don’t cure infections. I agree with building all as new. It will be more cost effective in the long run. We are already discussing fixing things at the high school that was just renovated.	5/6/2023 9:10 AM
27	This seems less disruptive vs the other options at first. But in practice it will take much longer than Option #1 and costs will escalate over time. I am not convinced the budget reflects that escalation.	5/6/2023 8:59 AM
28	Second preferred option	5/5/2023 9:21 PM
29	Best option for a town that doesn't like change.	5/5/2023 6:41 PM
30	Where would Long Hill offices be placed on the Madison Campus? Again not sure why Hillcrest needs a new building.	5/5/2023 6:39 PM
31	This also seems like a manageable plan.	5/5/2023 6:19 PM
32	Yes, but don’t we still need a swing space? I don’t see the room required to build a new school while the old building is still use.	5/5/2023 6:01 PM
33	my second pick. but I'm concerned with the duration of this option and the added cost of maintenance of schools to keep operating when they are waiting to proceed. the other concern is funding and construction fatigue of the town residents and a concern that the overall plan will stop.	5/5/2023 5:53 PM
34	Do not like this option.	5/5/2023 5:30 PM
35	This is my second favorite. However alternate between the east and west sides of town. Same questions on Long Hill and REACH as above.	5/5/2023 4:44 PM
36	This option seems great, as many buildings are past their "life". I know it is costly - but it will result in better buildings in the long run, and less "band-aid fixes". This is my preferred option. It also seems cost-effective compared to other plans.	5/5/2023 4:26 PM
37	Temporary buildings and renovating occupied buildings is not good for an educational environment.	5/5/2023 4:16 PM
38	No	5/5/2023 4:01 PM
39	Probably the best value and not much more than option 1. Doesn't solve long term issues that may need to be addressed in the next 5-10 years about population stress at the elementary level and eventually Madison Middle School.	5/5/2023 3:31 PM
40	While not bad I think Option 1 is preferable and is faster and lower cost.	5/5/2023 3:18 PM
41	This would be my second choice, which would slow down the pace in which all buildings could be renovated.	5/5/2023 2:58 PM
42	Less desirable	5/5/2023 2:54 PM
43	This would take a long time and create greater inequities between educational experiences in town	5/5/2023 2:47 PM
44	Yes	5/5/2023 2:42 PM
45	Also makes sense, fixes the schools that need it first. RVN for elementary - maybe new for Hillcrest. Daniels Farm is not bursting at the seems as does not need to be as high a priority as the others.	5/5/2023 2:42 PM
46	Keep existing configuration and use investment funds to improve current infrastructure and resources	5/5/2023 1:47 PM
47	I think this option is best for the kids as a whole - we need new facilities that meet the needs of students in the 21st century. I think this concept of new but starting with the middle school and establishing a space for students the other schools to go is the best. It may be possible to	5/5/2023 1:36 PM

	even do both elementary schools at the same time using Hillcrest as swing space. It would also be a great option for the senior/community center as no one wants to ruin the trail or build a new center before the schools are addressed.	
48	Compared to Option 1, I think this creates harder logistical issues and with the lack of swing for both DFS and Booth Hill	5/5/2023 1:25 PM
49	One at a time is a must. It would be a burdensome strain on resources to perform major projects at more than 1 school. But we've gotten this survey for a few years now, it's time to start.	5/5/2023 1:18 PM
50	Renovating buildings one at a time would be great except for the $219 MILLION it is going to cost taxpayers. Being my property taxes are already insanely high, where will this money come from? In the decade or so it will take to do this, can you guarantee the state funds will still be available?	5/5/2023 1:18 PM
51	This seems more triage than planning for the future.	5/5/2023 1:17 PM
52	Not comprehensive enough	5/5/2023 1:09 PM
53	This would make traffic easier, but as a mom of a former DFS student, I really don't like putting the fields and playgrounds against the road, as is the current plan. One of the parts of the current configuration I like is how the fields and outdoor classroom are tucked behind the school and where there are security cameras. That feels safer, both with traffic and with the potential of outside people having access to the kids during school time.	5/5/2023 1:08 PM
54	I agree with the buildings that are included in the first steps.	5/5/2023 1:03 PM
55	Like this. Fix them one at a time	5/5/2023 12:51 PM
56	This is fine, but I think that we shouldn't be looking at a 30 year plan to do this because again generationally this impacts other students being at a disadvantage	5/5/2023 12:50 PM
57	Fix the older buildings first	5/5/2023 12:48 PM

Q14 Option 3: "If it ain't broke, don't fix"Resolve issues as they arise as part of a capital improvement program.Please share your feedback and ideas for this option in the space below:

Answered: 57 Skipped: 760

#	RESPONSES	DATE
1	Bad. Just a bad idea.	6/12/2023 8:34 AM
2	Not a fan. We need to modernize for programming and more flexibility with population changes.	6/10/2023 9:09 AM
3	This is my least favorite option. The buildings are old and not working for modern needs and capacity. They need to be fixed even if they are "functional"	5/26/2023 10:28 PM
4	Curious on the timeline here.	5/17/2023 10:34 AM
5	Schools need more than just CIP.	5/16/2023 8:15 AM
6	Our community is worth FAR more than this sad wait-and-see "investment".	5/15/2023 3:22 PM
7	Lowest cost but also least valuable option.	5/10/2023 5:29 PM
8	From direct experience, Hillcrest and Longhill are past due for updates. It frustrates me that these options don't also address a pool, it actually is broke. But it's time to invest in the infrastructure that supports our award winning schools.	5/10/2023 3:26 PM
9	This is not an option. There is too much need at the majority of the schools to not address major improvements.	5/10/2023 2:27 PM
10	This would be too disruptive.	5/10/2023 8:10 AM
11	NO, this is the band aide effect we have been using thus far. It is horrible and a waste of funds.	5/9/2023 5:00 PM
12	This feels like sticking a band-aid on a bullet hole.	5/9/2023 2:46 PM
13	Least favorite	5/9/2023 10:37 AM
14	Long term support needed. But few schools really need renovation.	5/9/2023 8:50 AM
15	We do need some changes, so I don't think this is a good option.	5/8/2023 4:50 PM
16	Wow - look at all those challenges. And Program Capacity is an important consideration - which this option offers no solution. In addition, it's a lengthy process which will impact the school experience for an even longer duration of time. If the community is going to have to endure some interruption, we may as well go all in and make big changes.	5/8/2023 2:30 PM
17	This option seems like kicking the can down the road. The buildings are clearly old and in need of replacement.	5/8/2023 2:18 PM
18	This is hands down the worse. Seems like republicans would pick this one	5/8/2023 12:56 PM
19	This is a dangerous option, as we can only forecast what MAY go wrong and when it may go wrong. This could end up in needing too many "emergency" fixes.	5/8/2023 12:46 PM
20	Having observed, first hand, the problems and sometimes safety concerns that arise from an outdated building, this is simply not the answer. We need a design that eliminates any health and safety risks that are inevitable in a building that is over 50 years old.	5/8/2023 12:09 PM
21	This should have already been the plan in place. Too little, too late given the age of our buildings.	5/8/2023 11:29 AM
22	True but being proactive sometimes saves money	5/8/2023 5:45 AM
23	Not realistic- schools need improvement/ replacement	5/7/2023 7:52 PM

24	This option is not cost effective	5/7/2023 9:22 AM
25	Prefer fix what needs to be fixed	5/6/2023 11:19 AM
26	I do not think this is a viable option. In the long term we will spend more money and not have any real solution.	5/6/2023 11:01 AM
27	The issues are never truly resolved	5/6/2023 9:10 AM
28	This option again sounds great when considering the budget projections. It also looks like a fiscally sound approach. Except that in the end you will still have buildings that do not serve the programmatic needs or put another way, not designed to meet current and future needs.	5/6/2023 8:59 AM
29	Untenable - improvements have to be done.	5/5/2023 6:41 PM
30	This option does not address any of the schools in the districts of the apartment buildings that are continuously being built in this town.	5/5/2023 6:39 PM
31	Hillcrest had to close tis year due to building issues impacting instructional time. The building needs to be addressed. Can a CIP plan fix all the issues?	5/5/2023 6:19 PM
32	Trumbull's buildings are too old for this to be a viable option. Costs will rise and the return on investment will drop as these buildings continue to age.	5/5/2023 6:01 PM
33	bandaid solution I don't think this is good on its own but portions could be implemented into the final option	5/5/2023 5:53 PM
34	Not an option!	5/5/2023 5:30 PM
35	Not a huge fan.	5/5/2023 4:44 PM
36	How would this plan address enrollment swells and space issues? Are wings or second levels being added onto the buildings? Are immediate concerns being addressed first - such as air quality and air conditioning?	5/5/2023 4:26 PM
37	They are broke so fix them!	5/5/2023 4:16 PM
38	No	5/5/2023 4:01 PM
39	This doesn't seem realistic.	5/5/2023 3:46 PM
40	Not viable and a serious cost could easily be incurred if a school needs a major renovation (especially Hillcrest/fire code/no sprinklers). Least favorite of the group.	5/5/2023 3:31 PM
41	No, this costs money today and at some point in the future.	5/5/2023 3:18 PM
42	This would be my last resort option. Many buildings in district are already both at the end of their useful life and at capacity. Only fixing problems as their arise would be detrimental to the education of Trumbull students.	5/5/2023 2:58 PM
43	Bad idea	5/5/2023 2:54 PM
44	Things are broke. This not an option	5/5/2023 2:47 PM
45	Yes	5/5/2023 2:42 PM
46	Not the worst idea - but close Long Hill - use that space for the town or sell - this could free up so much money in expenses to help with other costs.	5/5/2023 2:42 PM
47	Keep existing configuration and use investment funds to improve current infrastructure and resources	5/5/2023 1:47 PM
48	The town has been doing this which is why the schools are a hodgepodge of technology and capabilities. It's time for serious investment and stop bandaid solutions.	5/5/2023 1:36 PM
49	This is money that should have been spent annually over the last 50 years. With the budget being cut every year after it is submitted by Dr Semmel, who is to say this CIP money wouldnt be the first to be cut.	5/5/2023 1:25 PM
50	This is just an awful model and will make Trumbull the least desirable town in the county.	5/5/2023 1:18 PM
51	While buildings may be old, they were better constructed than they are today. Even at the	5/5/2023 1:18 PM

	quoted rates, it would take 15 years or more to approach the cost of the other solutions. This is the only sensible solution until the town can figure out a way to get spending under control. I pay almost $20k in taxes to the town each year. This is combined sewer, fire, and property taxes. Relatives in other states are paying less than 20% of that and have new schools and facilities. Prioritize expenditures and get taxes down to where they were 20 years ago. Stop building such dense housing in town. We're adding thousands of residents that require services - fire, ambulance, schools, etc. Bring more businesses in to town to offset some of the tax base. Get Trumbull center populated with businesses. How is Monroe doing so well? I've lived here all my life and and seriously considering another state of residence at this point.	
52	It will be a continuous process that never ends. One will need improving again once we are done.	5/5/2023 1:17 PM
53	Worst option	5/5/2023 1:09 PM
54	No. Some of these schools need complete overhauls. It's crazy to think that current systems can't handle A/C in every room, and Hillcrest has major issues.	5/5/2023 1:08 PM
55	I think we need to prioritize our schools and give our educational staff and children state of the art facilities in which they can learn and work. Trumbull is known for its good schools. Let's make the facilities match the good learning reputation. A CIP plan suffices short-term, but not long term.	5/5/2023 1:03 PM
56	No	5/5/2023 12:50 PM
57	That's the one	5/5/2023 12:47 PM

Q15 Option 4: Intermediate IntroductionBuild two new intermediate schools (GR 4-5) on each side of the district to create swing space and flexibility at elementary level.Please share your feedback and ideas for this option in the space below:

Answered: 62 Skipped: 755

#	RESPONSES	DATE
1	Too many changes for the students.	6/12/2023 8:34 AM
2	Not a fan.	6/10/2023 9:09 AM
3	This is my second least favorite option. I don't think 4th should be split off of elementary school.	5/26/2023 10:28 PM
4	Open to this, but would still need more details.	5/17/2023 10:34 AM
5	Do not like grade configuration changes.	5/16/2023 8:15 AM
6	I believe 4th graders are too young for this shift and it would be too disruptive to the elementary school experience. I favor the Academy option.	5/15/2023 3:22 PM
7	How does the total cost break down to annualized cost? How much is the debt service per year?	5/11/2023 7:20 PM
8	Lots of change for the young kids. Not ideal.	5/10/2023 5:29 PM
9	Absolutely not. If my children were to move to a new school every few years I would enroll them in a more consistent private school.	5/10/2023 3:26 PM
10	My biggest issues with this along with the other like options are having kids transition to yet another school. I like the 6 year elementary option for kids that age. Secondly, this cost does not seem to address that we will still need to fix/rebuild/improve all of the existing schools.	5/10/2023 2:27 PM
11	This is not needed and too expensive. NO need for kids to be shipped to this many schools and two new buildings for two grades?	5/10/2023 8:10 AM
12	NO	5/9/2023 5:00 PM
13	Keeping children in smaller elementary schools longer seems more developmentally appropriate. No other school district in Fairfield Co. uses this model to my knowledge.	5/9/2023 2:46 PM
14	Good option	5/9/2023 10:37 AM
15	Don't introduce the introduce intermediate school concept. It becomes big change for kids. Effects traffic as well as school ratings	5/9/2023 8:50 AM
16	It is not a good idea to have only two grades per building bc the administrations won't have enough time to get to know students and make effective changes (like if a student needs to be identified).	5/8/2023 4:50 PM
17	Don’t separate elementary schools	5/8/2023 2:39 PM
18	Not a fan. It takes some kids a while to adjust to new surroundings. Let's let them have a home for more than 2 years please.	5/8/2023 2:30 PM
19	No thank you.	5/8/2023 2:29 PM
20	We discussed with our kids, and we agree we really dislike this idea so much. Please no more changes in the public school career.	5/8/2023 2:18 PM
21	Only reason why I would consider this is a brand new build should be fantastic. But I dont trust the town or board to make the right choices in building.	5/8/2023 12:56 PM

22	Besides the affect of having to change to multiple schools, which in my opinion is not in the best interest of the kids, just the commute alone for kids to get across town to a school far from there home is asking a lot. And students will be changing school far too much.	5/8/2023 12:09 PM
23	Least favorite option especially with the need for two intermediate schools	5/8/2023 11:29 AM
24	No	5/8/2023 5:45 AM
25	Good option. Also could be helpful for allowing greater maturity of students who reach middle school	5/7/2023 9:46 PM
26	This option will help equalize this amount of students at each school	5/7/2023 9:22 AM
27	I think this is too early for kids to go to leave elementary school	5/6/2023 11:19 AM
28	This is too many transitions and have we accounted the budget for new staff - Principal, VP, specialists, etc. in addition to the cost of the build. I'm in opposition to any change to the K-5 format that has been so successful in our district.	5/6/2023 11:01 AM
29	I believe this is too much transition for students and staff. Acclimation to a new environment takes just about a year. Students are already stressed and anxious. Knowing their supports in the building is highly beneficial. Grade 4 is very young to be making this switch.	5/6/2023 9:10 AM
30	I don't know enough about the reason behind the need to reduce middle school grades which sound logical. However, if the greatest needs are the 2 elementary schools and Hillcrest than it misses the main objective addressing the highest priority need while considering costs.	5/6/2023 8:59 AM
31	With two kids in the elementary school I feel this is too much transition for kids. Breaks up the highly successful elementary schools for no reason.	5/5/2023 9:21 PM
32	Bad idea b/c many families have multiple children in elementary school who like having them all in the same place.	5/5/2023 6:41 PM
33	Why would a new school be built on Madison campus and no adjustments made at Madison. No plans for the schools who are getting the influx of student that will be coming from the apartment buildings.	5/5/2023 6:39 PM
34	I strongly dislike this plan. It is too disruptive for kids to be switching schools so often and makes managing for families with multiple kids in so many different schools challenging. It would also increase transportation time significantly.	5/5/2023 6:19 PM
35	Love this idea from both a curricular and cost perspective. I'm not thrilled with the rigor of Trumbull's upper elementary curriculum. Putting all of the grade 4 and 5 classes in the same building would allow for more systematic professional development. From a cost perspective, professional development delivered this way is also more efficient. From a student numbers perspective, this allows for a more even distribution of class size across grades four and five.	5/5/2023 6:01 PM
36	hate this one we have a great set of schools and this will break the Elementary schools sense of community too many transitions for our children.	5/5/2023 5:53 PM
37	I don't think this does much but open space at the elementary level.	5/5/2023 5:30 PM
38	I was starting to warm up to this during the last presentation. However, the comments about having our students change schools more frequently are a big concern. Also, the increase in operating costs would be fairly high.	5/5/2023 4:44 PM
39	Would need to explore further about elementary students in a middle school building...	5/5/2023 4:26 PM
40	Terrible idea. We don't want kids changing schools so many times and having longer bus rides.	5/5/2023 4:16 PM
41	This is my second pick	5/5/2023 4:01 PM
42	I think having more schools to maintain long term is a bad idea.	5/5/2023 3:46 PM
43	I feel like if we really want to make an impact and do what is truly required for students and staff, 4 may be our best bet. It frees up the elementary schools/middle schools and fixes our 3 most needed structural issues at HMS/DFS/BHS. My favorite of the bunch but I worry about the town buying into the cost and seeing the huge potential this creates for decades to come.	5/5/2023 3:31 PM
44	Open to this if it lowers the annual operating cost of schools and we move to more homogenous classes in Middle School.	5/5/2023 3:18 PM

45	This would be my third option. I think that an additional transition, especially for our neediest learners, would be very challenging. I know in Newtown, they have solved this issue by eliminating one transition and having students stay an extra year at elementary and middle, while skipping the intermediate building entirely, but this comes with its own list of pros and cons that cannot be ignored.	5/5/2023 2:58 PM
46	Bad idea	5/5/2023 2:54 PM
47	I am unclear how this option improves educational opportunities. What is the benefit?	5/5/2023 2:47 PM
48	No	5/5/2023 2:42 PM
49	Ridiculous idea - Daniels Farm would be cavernous with only 330 students. Plus - too many schools for the parents and spread out all over town! Three schools for a child and their family in their journey please!	5/5/2023 2:42 PM
50	Keep existing configuration and use investment funds to improve current infrastructure and resources	5/5/2023 1:47 PM
51	No - better to limit transitions and how much kids have to adjust especially during the formative years of early adolescence. Enough in their world changes during this time, keep them in thru safe space of elementary a bit longer.	5/5/2023 1:36 PM
52	Please no additional grade splits. This would also increase bussing costs as we would need additional drivers to get all of the kids to school on time. Many of the schools in Trumbull are very highly rated and we should not be breaking up those staff's to support additional schools. There is also the ajdustment kids will need to make as they learn new schools, meet new people, and staff.	5/5/2023 1:25 PM
53	This is trouble. Way too big of a maturity difference in these age groupe.	5/5/2023 1:18 PM
54	Where will the funds come from? What will it do to taxes? How will this help? dividing up the lower schools will still result in an over-populated high school. This seems overly complex and disruptive.	5/5/2023 1:18 PM
55	Having 6-12 together is a terrible idea and will put 11 year olds with 17 year olds and that is a bad combination	5/5/2023 1:17 PM
56	Highly support	5/5/2023 1:09 PM
57	Having too many different schools that each child will attend creates logistical nightmares for parents.	5/5/2023 1:08 PM
58	I don't mind changing the grades that go to each school to combine kids earlier but the cost is really high so I don't think it's necessary	5/5/2023 1:05 PM
59	I'd prefer to see the students stay together through at least 4th grade, then move into an intermediate 5th and 6th grade (like Newtown's model). Separating the district into the "east" and "west" sides is not a priority for me. We're one town; let's stop separating based upon location and instead separate based upon grade level.	5/5/2023 1:03 PM
60	this idea would be nice to keep the classroom sizes smaller	5/5/2023 1:02 PM
61	No	5/5/2023 12:50 PM
62	I work in a school district that has an intermediate school. It is not a pedagogically sound model. There are too many transitions and there is a lack of communication between the intermediate and middle school which creates a larger problem when they get to high school.	5/5/2023 12:50 PM

Q16 Option 5: Accommodating an AcademyBuild two new academy schools (GR 5-6) on each side of the district to create space at both elementary and middle school levels.Please share your feedback and ideas for this option in the space below:

Answered: 63 Skipped: 754

#	RESPONSES	DATE
1	Too costly.	6/12/2023 8:34 AM
2	Not a fan.	6/10/2023 9:09 AM
3	This is expensive, but makes our town more desirable and impacts both sides of town positively	5/31/2023 7:15 AM
4	This is one of my favorite options. Having worked in an elementary school, by the middle of the school year 5th graders seem too old to be in elementary school, but it feels like 6th graders are too young to be at the same school at 8th graders. Putting 5th and 6th together would create a transition space and give 5th graders with advanced math (and other) skills the potential option to accelerate their learning.	5/26/2023 10:28 PM
5	I don't think this is the way.	5/17/2023 10:34 AM
6	Do not like grade configuration changes.	5/16/2023 8:15 AM
7	The more I think about it, the more I feel this would benefit kids as they hit those vulnerable pre-teen years in 5th and 6th grade. I like the idea that we would have educators focused on this specific population without lumping them in with the older or younger kids.	5/15/2023 3:22 PM
8	How does the total cost break down to annualized cost? How much is the debt service per year?	5/11/2023 7:20 PM
9	better than option 4, but still a lot of changes for the kids	5/10/2023 5:29 PM
10	Same as Option 4. Too many experiences, too many schools, too may kids at any given location. 500+ 5th and 6th graders does not create community. They will likely get split up again.	5/10/2023 3:26 PM
11	My biggest issues with this along with the other like options are having kids transition to yet another school. I like the 6 year elementary option for kids that age. Secondly, this cost does not seem to address that we will still need to fix/rebuild/improve all of the existing schools.	5/10/2023 2:27 PM
12	There is no need for this and way too expensive. Why would you split up k-8 into 3 different schools?	5/10/2023 8:10 AM
13	NO	5/9/2023 5:00 PM
14	Best option Releases stress from Elementary schools district wide and middle schools	5/9/2023 10:37 AM
15	Don't introduce the introduce academy school concept. It becomes big change for kids. Effects traffic as well as school ratings. Also effects academics and other activities at school	5/9/2023 8:50 AM
16	It is not a good idea to have only two grades per building bc the administrations won't have enough time to get to know students and make effective changes (like if a student needs to be identified).	5/8/2023 4:50 PM
17	Don’t separate elementary schools	5/8/2023 2:39 PM
18	Not a fan. It takes some kids a while to adjust to new surroundings. Let's not make them have to change school at such a young age (grade 5). And not only will they have to change at a younger age, but now they'll have to change schools 4 times instead of only 3? What are the original statistics that impacted how the original grade levels were placed in three tiers and	5/8/2023 2:30 PM

	consider the additional influential elements that affect kids today. (i.e. social media, other tech.)	
19	We also don't like this idea. Introducing more schools at this grade level (5-6) will disjoint the student population.	5/8/2023 2:18 PM
20	Not bad, but adding more schools seems like now there are more district lines. My literal neighbors go to a different school.d	5/8/2023 12:56 PM
21	I think this is a great idea and offer both relief at the elementary and middle levels. As an educator, I think combining certain grade levels as suggested, would be an excellent use of the money and space.	5/8/2023 12:46 PM
22	The elementary schools need rebuilding too. Just by reducing class sizes in the elementary we are not addressing that their is a need to turn those outdated schools into a 21 century learning environment.	5/8/2023 12:09 PM
23	I don't like that we would have two 5-6 schools and two 7-8 schools. It doesn't seem cost effective.	5/8/2023 11:29 AM
24	No	5/8/2023 5:45 AM
25	I do not like this option at all.	5/7/2023 9:46 PM
26	Prefer this option of 5-6 together First preference	5/6/2023 11:19 AM
27	Same as above	5/6/2023 11:01 AM
28	This is a better option than grades 4-5 as the children are more emotionally available for the transition. However, I believe this is still too much transition for students and staff. Acclimation to a new environment takes just about a year. Students are already stressed and anxious. Knowing their supports in the building is highly beneficial.	5/6/2023 9:10 AM
29	Don’t understand enough about this goal to make it a priority.	5/6/2023 8:59 AM
30	Disagree with this approach and caution against this thinking long term. You can use Monroe as a cautionary tail who did this with Jockey Hollow and Chalk Hill. The town now sits with a shutter school building with now plans for it.	5/5/2023 9:21 PM
31	Not horrible - I grew up in a district that divided K-4/5-6/7-8/9-12, but not ideal for many Trumbull families who like having multiple children in the same school.	5/5/2023 6:41 PM
32	Too many transitions for students. Elementary schools on the side of town with the apartment buildings are not being touched.	5/5/2023 6:39 PM
33	I strongly dislike this plan. It is too disruptive for kids to be switching schools so often and makes managing for families with multiple kids in so many different schools challenging. It also seems extremely expensive.	5/5/2023 6:19 PM
34	Like the idea to combine 4+5, combining grades five and six also has cost and curricular benefits. Professional development, especially for grade five, can be improved and grade five can take on more rigor than is currently happening. Class size would also be more effectively managed for grade five if all of the students were in the same building.	5/5/2023 6:01 PM
35	same comments as above I am not a fan	5/5/2023 5:53 PM
36	I like this idea as it frees up space in both the elementary and middle schools. It also provides a stepping stone to middle school.	5/5/2023 5:30 PM
37	Same comments as for Option 4, but we'd also be GREATLY increasing the bus times for our fifth and sixth graders.	5/5/2023 4:44 PM
38	This is a costly option but will create space at the elementary schools.	5/5/2023 4:26 PM
39	Terrible idea. We don’t want kids changing schools so many times and having longer bus rides.	5/5/2023 4:16 PM
40	No	5/5/2023 4:01 PM
41	I think having more schools to maintain long term is a bad idea.	5/5/2023 3:46 PM
42	Not a bad option but I'm not sure the significant extra cost over option 4 justifies the need to go in this direction. Option 4 seems to be better at a lot less cost and I don't see the boost in	5/5/2023 3:31 PM

	educational capacity or a significant advantage	
43	Open to this if it lowers the annual operating cost of schools and we move to more homogenous classes in Middle School. But prefer Option 6 to this.	5/5/2023 3:18 PM
44	This would be my fourth option. It has many of the same concerns as the intermediate level.	5/5/2023 2:58 PM
45	Bad idea	5/5/2023 2:54 PM
46	I am opposed to the creation of academies. I think this would create more inequality in our district	5/5/2023 2:47 PM
47	No	5/5/2023 2:42 PM
48	Bad idea - too big a leap in 5th grade to the Middle School in a town this size. Plus - too many schools for the parents. Three schools for a child and their family in their journey please!	5/5/2023 2:42 PM
49	Keep existing configuration and use investment funds to improve current infrastructure and resources	5/5/2023 1:47 PM
50	See above comments of allowing kids to limit the major transitions in their lives. There is no comfort of knowing the drill after two years - that third year in middle gives them comfort and confidence for high school.	5/5/2023 1:36 PM
51	Please no additional grade splits. This would also increase bussing costs as we would need additional drivers to get all of the kids to school on time. Many of the schools in Trumbull are very highly rated and we should not be breaking up those staff's to support additional schools. There is also the ajdustment kids will need to make as they learn new schools, meet new people, and staff.	5/5/2023 1:25 PM
52	Too complicated and disruptive.	5/5/2023 1:18 PM
53	How does creating two new schools help with the others? What becomes of the high school? 1/3 of a billion dollars from Trumbull taxpayers?! Half a BILLION dollars in total cost? I don't know how you can say this with a straight face.	5/5/2023 1:18 PM
54	This is an okay option but I would rather see the break 5-6, 7-8 where developmental they are totally different versus the lower grades.	5/5/2023 1:17 PM
55	This seems to be the smartest!	5/5/2023 1:14 PM
56	Yes! 5th graders are ready to move on from elementary but would do better in a middle school with only their closest peers. 6 -8 is a huge difference in maturity. Growing up in a middle school (5/6) to a Jr High (7/8), I felt this was a much gentler transition.	5/5/2023 1:14 PM
57	Highly support, but prefer option 4	5/5/2023 1:09 PM
58	Again, too many school changes per kid creates logistical headaches for parents. Additionally, I really don't like the idea of essentially starting middle school earlier. There is such a drastic shift between 5th and 6th grade as kids develop through puberty, get cell phones and social media, etc. I wouldn't have wanted my daughter to be in a middle school setting any earlier than she needed to be.	5/5/2023 1:08 PM
59	I don't mind changing the grades that go to each school to combine kids earlier but the cost is really high so I don't think it's necessary	5/5/2023 1:05 PM
60	I like the idea of moving the 6th grade to an intermediate building, rather than placing them at the middle school. I'd prefer to see a single academy school (not two) that includes all 5th and 6th graders in town, as well as a single middle school (like Newtown's model).	5/5/2023 1:03 PM
61	students would be forced to move 3/4 times here.	5/5/2023 1:02 PM
62	No	5/5/2023 12:50 PM
63	Again, intermediate models do not work well in practice.	5/5/2023 12:50 PM

Q17 Option 6: Integration Starting at 5thReimagine Madison and Hillcrest as district-wide GR 5-6 and GR 7-8 schools (respectively) to create space at elementary level and bring students together earlier.Please share your feedback and ideas for this option in the space below:

Answered: 65 Skipped: 752

#	RESPONSES	DATE
1	Too costly	6/12/2023 8:34 AM
2	Not a fan.	6/10/2023 9:09 AM
3	This is one of my favorite options, perhaps my very favorite. Middle school is so important for forming friendship groups, and it's such a difficult time for kids. Having all the 5th-8th graders in the district together merged before they get to high school gives our tweens the chance to find the right group of friends, rather than ending up in high school where everyone has already formed friendship groups with kids from "their side" of Trumbull. -As a side note, my daughter went to one of the elementary schools that split between the two middle schools and her best friends went to the other school which was incredibly hard for her. She misses them daily and had to find new friends, which was added another difficult transition aspect to middle school. As stated on another options, I would love to see 5th and 6th split into their own school.	5/26/2023 10:28 PM
4	I believe this to be the best idea, 5th graders do not belong in the same school as kindergartners. The transition to middle school at an earlier age will allow for 5th graders to become more independent. See New Canaan's Saxe Middle School.	5/20/2023 5:50 PM
5	Do not like grade configuration changes.	5/16/2023 8:15 AM
6	I don't think that bigger is better at all, so I'm open to this idea but do not think it's the best one. Two separate academies and two middle schools will in theory give our kids a more individualized education experience where they know their classmates and their teachers better. But I could see how condensing them could provide better resources possibly, it really depends on the details of how this was implemented.	5/15/2023 3:22 PM
7	How does the total cost break down to annualized cost? How much is the debt service per year?	5/11/2023 7:20 PM
8	HUGE 5th/6th grade classes will be overwhelming for children aged 10/11	5/10/2023 5:29 PM
9	NOPE. And how much space do you really gain at each of these schools? Does this address the schools lack of climate control?	5/10/2023 3:26 PM
10	Along with the comments I made on some of the other options which hold true here as well, I also dislike this option because I do not wish to have my child bused across town starting at grade 5. High school is one thing, but I would prefer to keep them more local for middle school and grade 5.	5/10/2023 2:27 PM
11	There is no need for this and way too expensive. Why would you split up k-8 into 3 different schools?	5/10/2023 8:10 AM
12	NO	5/9/2023 5:00 PM
13	This is a good option	5/9/2023 3:39 PM
14	Having a campus for 5-6 and 7-8 would be beneficial to children as they develop physically and emotionally. 7th grade is a more logical transition point in curriculum and the change of school could help convey the increase in responsibility that comes with that age.	5/9/2023 2:46 PM
15	Would rather have kids closer to home	5/9/2023 10:37 AM
16	Big NO for this option. It effects academics. Whole town has to drive to these schools which causes inconvenience to whole town residents. Parents with multiple kids has to work on	5/9/2023 8:50 AM

	logistics to pick and drop and many more concerns.	
17	It is not a good idea to have only two grades per building bc the administrations won't have enough time to get to know students and make effective changes (like if a student needs to be identified).	5/8/2023 4:50 PM
18	Don’t like it	5/8/2023 2:39 PM
19	Not a fan. It takes some kids a while to adjust to new surroundings. Let's not make them have to change school at such a young age (grade 5). And Not only will they have to change at a younger age, but now they'll have to change schools 4 times instead of only 3? What are the original statistics that impacted how the original grade levels were placed in three tiers and consider the additional influential elements that affect kids today. (i.e. social media, other tech.)	5/8/2023 2:30 PM
20	Just as with Option 4, this option presents too many changes during an early academic career. Please no.	5/8/2023 2:18 PM
21	No opinion. Same at 5	5/8/2023 12:56 PM
22	I don't think that the additional "transition" will be such a huge deal for students. If it is expected, we can prepare them. In addition, it would allow them to experience multiple friendships and connections throughout the district. It may also allow for an easier transition because of the closer grade levels.	5/8/2023 12:46 PM
23	Too many school changes for students. Bus travel times across town will be too long.	5/8/2023 12:09 PM
24	Favorite option; any other option the district needs to redistrict at the elementary level.	5/8/2023 11:29 AM
25	No	5/8/2023 5:45 AM
26	I do not like this option	5/7/2023 9:46 PM
27	Too young to travel all kids in town together	5/6/2023 11:19 AM
28	This is one of my two least favorite options - There are too many transitions, and kids from both sides of town at some point will be sitting on a bus for about an hour and causing already terrible traffic to become even worse and have to get up even earlier! I’m in opposition to any change to the K-5 format that has been so successful in our district but especially this one. Please remove this one!	5/6/2023 11:01 AM
29	Transportation to our very large town would be challenging. When we talk about start time, this is contradictory as children will have to wake up much earlier to catch their bus on the other side of town.	5/6/2023 9:10 AM
30	Everything is new which is great, but it will take forever to accomplish and cost the most over time.	5/6/2023 8:59 AM
31	Disagree with this approach and feel it’s too disruptive to our success schools	5/5/2023 9:21 PM
32	Not horrible - I grew up in a district that divided K-4/5-6/7-8/9-12, but not ideal for many Trumbull families who like having multiple children in the same school.	5/5/2023 6:41 PM
33	Too many students. Too many transitions.	5/5/2023 6:39 PM
34	I strongly dislike this plan. Having over 500 grade 5 and 6 children in each grade in a school will make it very difficult to create a community and will be easy for students to get lost/find it difficult to find their place. There would be more students in the grade 5 class than in any of the elementary schools in total. That is a huge change overnight for 10 year old's. Grade 7 & 8 will also have those same issues. We already have one of the largest classes in any high school in the state. Why would we bring the issues that come with that all the way down to grade 5?	5/5/2023 6:19 PM
35	Any idea that combines 5th grade together is a good idea. Trumbull has an opportunity to address curricular and equity issues. Combining all fifth grades means class size is equally distributed. It also allows for better professional development that has the ability to increase the academic rigor and consistency of Trumbull’s fifth grade experience.	5/5/2023 6:01 PM
36	I strongly believe fifth graders should remain in elementary buildings	5/5/2023 5:54 PM
37	not a fan due to the size of the schools travel distance too many school transitions for kids	5/5/2023 5:53 PM

38	Too much money!	5/5/2023 5:30 PM
39	Same concerns as for Options 4 and 5.	5/5/2023 4:44 PM
40	It is good to alleviate some of the enrollment woes at the elementary level. It is also costly, though.	5/5/2023 4:26 PM
41	Terrible idea. We don’t want kids changing schools so many times and having longer bus rides.	5/5/2023 4:16 PM
42	No	5/5/2023 4:01 PM
43	Too large of a school for young students. The current middle school sizes are already a tough enough transition coming from smaller elementary schools.	5/5/2023 3:46 PM
44	Not a fan of this option because bussing and dealing with Route 25 intersecting the town creates long bus rides and traffic across the town. I don't like the cost and option 4 and even 5 sit better with me. Graduating class sizes at the middle school level are just too large.	5/5/2023 3:31 PM
45	I prefer Option 6 - I think 5th to 6th is a huge transition, and I think 6th and 8th grade is a big gap to be together. Putting 5th and 6th together would make sense from academic expectation acceleration as well as the increased freedom that comes from the elementary school to the middle school.	5/5/2023 3:29 PM
46	Open to this if it lowers the annual operating cost of schools and we move to more homogenous classes in Middle School.	5/5/2023 3:18 PM
47	As someone who loves both teachers and middle schoolers, no teacher has done enough wrong in their life to have 1100 7th + 8th graders in one building. Please do not do this.	5/5/2023 2:58 PM
48	Bad idea	5/5/2023 2:54 PM
49	The idea is not bad, but the logistics seem cumbersome. What would be the added transportation costs?	5/5/2023 2:47 PM
50	Yes	5/5/2023 2:42 PM
51	Ridiculous idea - Largest single town fifth grade in the state!!! Plus - too many schools for the parents and spread out all over town! Three schools for a child and their family in their journey please!	5/5/2023 2:42 PM
52	Keep existing configuration and use investment funds to improve current infrastructure and resources	5/5/2023 1:47 PM
53	No- again too much transition.	5/5/2023 1:36 PM
54	Please no additional grade splits. This would also increase bussing costs as we would need additional drivers to get all of the kids to school on time. This would also require significant time on the bus for many kids as Madison is not the most accessible location. Many of the schools in Trumbull are very highly rated and we should not be breaking up those staff's to support additional schools. There is also the ajdustment kids will need to make as they learn new schools, meet new people, and staff.	5/5/2023 1:25 PM
55	Too many transitions.	5/5/2023 1:18 PM
56	See previous comment. Ridiculous.	5/5/2023 1:18 PM
57	This the best plan. As a middle school teacher for 20 years our 6 to 7th transition is the most difficult and 6th graders are developmentally better with 5th in a comfortable transition and then once they have integrated, they will have the change together in 7th when they are hormonally going through stuff.	5/5/2023 1:17 PM
58	DO NOT DO THIS	5/5/2023 1:14 PM
59	Too costly	5/5/2023 1:09 PM
60	Again, I don't like the idea of essentially starting middle school earlier. Moreover, bussing my child across town to Madison when Hillcrest is a mile down the street seems crazy. Going from elementary to middle school where only the half the town attends is already a huge shift for kids. Going from attending school with a sixth of the Trumbullites in your grade to all of them seems like an overwhelming shift, especially in Grade 5.	5/5/2023 1:08 PM

61	This is my preferred option. I like how the grade levels are grouped. I like that the town is no longer "split into two" with two separate middle schools.	5/5/2023 1:03 PM
62	this is also a good idea but once again students move around 3/4 times	5/5/2023 1:02 PM
63	No	5/5/2023 12:50 PM
64	Again, too many changes for the students.	5/5/2023 12:50 PM
65	This is the best option. Brings parity to the town and is most developmentally appropriate	5/5/2023 12:48 PM

Q18 Option 7: District-wide Middle SchoolReimagine Madison as district-wide GR 6-8 to bring students together earlier and free up Hillcrest campus for community amenities.Please share your feedback and ideas for this option in the space below:

Answered: 61 Skipped: 756

#	RESPONSES	DATE
1	Too big for the middle school	6/12/2023 8:34 AM
2	Yuck.	6/10/2023 9:09 AM
3	I am 100% behind putting all our middle schoolers together from day one rather than splitting them by what side of the 25 they live on.	5/26/2023 10:28 PM
4	Definitely not. The least desirable option.	5/17/2023 10:34 AM
5	Do not like a single middle school, especially one that requires cross town travel.	5/16/2023 8:15 AM
6	No way - a middle school nightmare. Too many kids. I can't imagine anyone who has been in public school would think this is a good idea!	5/15/2023 3:22 PM
7	How does the total cost break down to annualized cost? How much is the debt service per year?	5/11/2023 7:20 PM
8	Too many kids together at a young age. They'll get lost in the system. This is not a good idea.	5/10/2023 5:29 PM
9	Speaking on behalf of my current Hillcrest middle school student, more students = more social emotional issues. I don't think they are ready to be thrown into that until high school. Which is why historically schools have built in population with the age of the children. This is the part that isn't broken. The progression of children going in smaller numbers for younger grades levels and increasing as they age works.	5/10/2023 3:26 PM
10	Same comment I made on option 6. This would allow our child to stay local for 6-8 as our middle school is Madison, but if I was on the Hillcrest side of town I would prefer to have a local school. I also think a middle school of that size (number of students) is to overwhelming for 6th grade. I really dislike this option.	5/10/2023 2:27 PM
11	THS is crowded enough and middle school is a critical time for children, don't stuff them all into one middle school.	5/10/2023 8:10 AM
12	NO	5/9/2023 5:00 PM
13	One middle school for a town this size is illogical.	5/9/2023 2:46 PM
14	Not a terrible idea. Not a fan of long bus ride from Nichols	5/9/2023 10:37 AM
15	Big NO for this option. It effects academics eventually impacts school ratings. Whole town has to drive to this school which causes inconvenience to whole town residents. It has many more concerns. Our target is to improve schools. Not giving extra space to community. Community can find place somewhere also. It's better to provide more activities to the school kids rather than giving to town. Keep in mind, best schools are driving factor for the town.	5/9/2023 8:50 AM
16	I think this is a terrible idea--that is far too many students to have at one facility at the size it currently is. You'd be doubling the population at one school.	5/8/2023 4:50 PM
17	This might not be a good idea as it would cause congestion in middle school	5/8/2023 2:52 PM
18	Option 7 is the worst	5/8/2023 2:39 PM
19	Not a fan of this option at all. This would place too many kids at a middle school. Trumbull needs Hillcrest. There are other buildings in Trumbull that can be repurposed for community amenities.	5/8/2023 2:30 PM

20	Just no on this one!! I can't imagine an 11 year old trying to navigate along with 400 others at ONE school.	5/8/2023 2:18 PM
21	Teacher/student ratio a concern. Only if its gangsta.	5/8/2023 12:56 PM
22	Simply not possible. Too many students in one place. enough said.	5/8/2023 12:09 PM
23	Not a fan of this plan.	5/8/2023 11:29 AM
24	No	5/8/2023 5:45 AM
25	I do not like this option	5/7/2023 9:46 PM
26	Least of combination of 6-8 moving across town to Madison	5/6/2023 11:19 AM
27	This is my LEAST favorite option. I don't even understand how it would help with capacity issues. My special needs child will be sitting on a bus for about an hour getting down Daniels Farm Road and have to get up even earlier! Why in the world would we want one of the biggest Middle Schools in the State? Clearly education would suffer. I'm in opposition to any change to the K-5 format that has been so successful in our district but this one is the worst!	5/6/2023 11:01 AM
28	I wholeheartedly disagree. Madison would be bursting at the seams. I don't even understand how this option is feasible and safe for students and staff.	5/6/2023 9:10 AM
29	This option doesn't seem like a very high priority for addressing deferred maintenance, more an aspiration.	5/6/2023 8:59 AM
30	Untenable idea. Middle School is bad enough. Bringing them all together into one place sounds truly awful for everyone - students, teachers, leadership, families.	5/5/2023 6:41 PM
31	Our high school is way too big and should be separated into two schools. Why would we put all middle schoolers in one building? Why aren't the schools who are impacted by the large number of apartment buildings having any changes?	5/5/2023 6:39 PM
32	I strongly dislike this plan for the same reasons I dislike option 6. The grade levels are too big in 6-8 to be housed in one building. Each grade in a school will make it very difficult to create a community and will be easy for students to get lost/find it difficult to find their place.	5/5/2023 6:19 PM
33	Creating a 2,000 student middle — wow. I think the school might explode from the amount of crazy hormones moving through the building. For the sake of Trumbull's sanity, please don't do this. :)	5/5/2023 6:01 PM
34	bad idea too large of a MS travel distance is too great as well	5/5/2023 5:53 PM
35	Don't like this option!	5/5/2023 5:30 PM
36	Other than the significant increase in bus travel times, this has some merit. Reduces operating costs and congestion on Daniels Farms Road.	5/5/2023 4:44 PM
37	Again - a lot of focus is put on the middle schools.	5/5/2023 4:26 PM
38	Absolutely horrible idea. Madison can't hold that many kids and even an addition is too many kids on one campus. Plus very long bus rides for kids from the Hillcrest side of town.	5/5/2023 4:16 PM
39	No	5/5/2023 4:01 PM
40	Too large of a school for young students. The current middle school sizes are already a tough enough transition coming from smaller elementary schools.	5/5/2023 3:46 PM
41	I don't like the adaptive use for Hillcrest/giving back to the town with THS on the same campus and almost 1700 kids for grades 6-8 sounds like a logistical nightmare. One of my least favorite options.	5/5/2023 3:31 PM
42	I think a 3 grade single middle school will be too large for this town.	5/5/2023 3:18 PM
43	Again, far too many middle schoolers in one building. 0/10. Do not recommend.	5/5/2023 2:58 PM
44	Bad idea	5/5/2023 2:54 PM
45	What is the recommended size of a middle school? This would seem like a massive building community - particularly for 11 year olds to maneuver	5/5/2023 2:47 PM

46	No	5/5/2023 2:42 PM
47	Not a great idea - let's not create problems by making massive schools with too many students. We don't need the problems of a giant school like Trumbull High starting in sixth grade.	5/5/2023 2:42 PM
48	Keep existing configuration and use investment funds to improve current infrastructure and resources	5/5/2023 1:47 PM
49	No one wants to needs a middle school as big as high school - I'd prefer a second high school to a combined middle school. It's hard enough on kids to go from elementary to middle with the combination of roughly three schools - to combine everything would be disastrous for many kids.	5/5/2023 1:36 PM
50	Please no additional grade splits. This would also increase bussing costs as we would need additional drivers to get all of the kids to school on time. This would also require significant time on the bus for many kids as Madison is not the most accessible location. Many of the schools in Trumbull are very highly rated and we should not be breaking up those staff's to support additional schools. There is also the ajdustment kids will need to make as they learn new schools, meet new people, and staff.	5/5/2023 1:25 PM
51	Too many students in one school!!!	5/5/2023 1:20 PM
52	I can't really see any benefits to this idea. This would be a major step backwards.	5/5/2023 1:18 PM
53	Bussing all students to one middle school is going to be a logistical nightmare. Going anywhere near either middle school in the morning or afternoon is an exercise in patience. Shifting all the kids to one school will double this.	5/5/2023 1:18 PM
54	Middle school has the highest social emotional needs and putting all of them together could lead to more SEL needs.	5/5/2023 1:17 PM
55	ABSOLUTELY NOT	5/5/2023 1:14 PM
56	Does not solve overcrowding in elementary schools	5/5/2023 1:09 PM
57	Going from attending elementary school with a 1/6 of the town's population of your age to attending school with all the kids of your age seems like a very drastic social-emotional shift for a sixth grader to make. Middle schoolers already have that little-fish-in-a-big-pond syndrome now. This would make it so much worse, and so much more likely that they would not end up in classes with friends and people that make them feel comfortable. This could really be disastrous for some kids.	5/5/2023 1:08 PM
58	I'd prefer to see the 6th graders moved to an intermediate building with 5th grade.	5/5/2023 1:03 PM
59	district wide sounds like a great plan but who will be able to use this hillcrest facility	5/5/2023 1:02 PM
60	No	5/5/2023 12:50 PM
61	This plan is great from an equality idea but the school is not large enough to accommodate	5/5/2023 12:48 PM