
**TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT**

**Trumbull Board of Education
Special Meeting**

**Tuesday, March 26, 2024, 5:00 p.m.
Long Hill Administration Building**

AGENDA

I. CALL TO ORDER

A. Pledge of Allegiance

B. Review & Approve/Hillcrest Middle School Educational Specifications

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Special Meeting – March 26, 2024

Mr. David P. Cote, P.E.

Agenda Item I-B

Hillcrest Middle School Replacement Project:

The attached Educational Specifications document requires Board of Education approval as per the Department of Administrative Services, Office of Grants Administration.

Recommendation:

Approve the “Educational Specifications” for the Hillcrest Middle School Replacement Project.

TRUMBULL PUBLIC SCHOOLS

HILLCREST MIDDLE SCHOOL

530 DANIELS FARM RD, TRUMBULL, CT 06611

EDUCATIONAL SPECIFICATIONS



MARCH 2024

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PURPOSE AND VISION

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PART 1: PURPOSE AND VISION

1.1 RATIONALE

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.

Key Components

The conditions 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.

More specifically, the master plan included:

- **Existing Conditions Inventory & Analysis** – review and evaluation the building's MEP, security and structural systems, exterior envelopes, interior finishes, ADA compliance, life safety systems, as well as consideration of the condition of appurtenant structures on the site.
- **Program, Capacity and Utilization Analysis** – collect insight and feedback on the existing programmatic concerns based on condition and the aspirational goals or future need, assess the existing useable space to determine current programmatic efficiency, and benchmarking analysis of core spaces (gymnasium, cafeteria, media center) against state guidelines.
- **Demographics** – updated enrollment and demographic forecast report and community data used to calculate the space need based on the highest projected enrollment per building over the next ten years.

- **Development of Options** – a multifactorial approach based on data guided the development of options. These items included: availability of swing space; capacity and condition of the site; building vintage and existing conditions; capacity analysis; other aforementioned benchmarking data; and district pedagogy and educational goals. The primary focus was to determine the highest and best use of the facilities and set the school district up for long-term success.
- **Public Engagement** – These options were discussed, reviewed, modified, and compared at numerous meetings with district leadership and facilities, faculty and staff, the Board of Education, Town Council, district-wide public forums and workshops that were livestreamed and recorded. Multiple media outlets including a project website and email assisted with the communication relative to process and options development. Surveys were held to gather feedback and critical input from the community, teachers, students, facilities staff and administration.

Selection of a Preferred Option – The Board of Education, after several months of dialogue, research, creation and assessment of planning options, and engagement with the Town and other stakeholders, plans to build a new Hillcrest Middle School on the existing site and relocate and regionalize REACH as a stand-alone building on the Hillcrest site. This first step would then create the opportunity to use all or a portion of the existing Hillcrest Middle School as swing space for an elementary school renewal program that begins with Booth Hill (new or renovate as new “RNV”), followed by Jane Ryan (new or RNV) and subsequently, Daniels Farm (new or RNV). The remaining buildings in the district portfolio will be addressed thereafter. **The District intends to maintain the current 6-8 grade level configuration at Hillcrest Middle School.**

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.

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.

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. The possibilities for the existing building include either: (1) use as temporary swing space including any renovations necessary for this purpose, which may or may not include partial building demolition, or (2) full building demolition upon completion of the new middle school.

Additional schools would subsequently be addressed in the following order:

2. **Booth Hill Elementary School** (New or RNV*) *RNV likely, due to recent roof replacement
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.

The 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.

1.2 SCHOOL MISSION

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.

Middle School Philosophy

The Trumbull Middle Schools are dedicated to the education of the early adolescent. We recognize middle school children deal with physical growth, changes in moral reasoning, the onset of abstract thinking, and a range of social pressures, including sex, drugs, and violence. Much of their energy is focused on forming their image of self, trying to fit in and belong, gaining autonomy, and developing a set of values. They are torn between the pressure to be adults and the yearning to hold on to their childhood.

We believe these early adolescents need strong role models and an opportunity to form close connections with adults and peers. In an atmosphere of trust, honesty, and guidance, our students need to discuss what is important to them. Opportunities for meaningful dialogue will help them understand that they are not alone and will foster a deeper understanding and compassion for the feelings of others. They need clear expectations, limits, and standards of behavior from the important adults in their lives.

The Trumbull Middle Schools aspire to be a community of learners born of respect, trust, and courage. Our team structure allows us to challenge student growth – both academically and personally. Through small communities of learning (teams), flexible groupings, and a diversified program of academic exploration and student activities, we seek to provide opportunities for maximum student growth. We expect students will rise to the challenge of meaningful tasks which demand time, reflection, and research.

Our community of learning promotes independent and creative thinking and responsible decision making. We nurture a responsive awareness of community needs and responsibilities. We believe in the importance of developing and empowering the mind, body, and heart of this child in transition.

Core Values and Beliefs

- We believe that all individuals are capable of learning.
- We believe that all individuals should have the resources necessary to achieve success within a challenging curriculum.
- We believe that a family, school, and community partnership is essential to our success.
- We believe that a safe and orderly environment is critical to learning.
- We believe that there is strength in diversity and that all individuals are worthy of our respect and dignity.
- We believe that our school climate must be welcoming, caring, and supportive for all members of the learning community.
- We believe that a reflective evaluation of present practices and processes is necessary in order to plan for our future.

1.3 LONG RANGE EDUCATIONAL PLAN

Vision of a Graduate

- **Innovation:** The ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative.
- **Growth Mindset:** The belief that one can improve their intelligence or skills through continued hard work and adapt when faced with challenges.
- **Emotional Intelligence:** The aptitude for identifying how and why a person is feeling the way they are and how to regulate and address those emotions.
- **Integrity:** The act of consistently doing the right thing even when it's hard or no one is looking.
- **Self-Efficacy:** The belief that you are capable of successfully performing a task or managing a situation.
- **Collaboration:** The qualities and competencies we use to collectively make progress toward common goals or outcomes.
- **Communication:** The ability to understand others and be understood for a variety of reasons and purposes.
- **Critical Thinking & Problem Solving:** The ability to use knowledge, facts, and data to effectively solve problems.

Strategic Priorities (2023-2024)

- **Ensuring the Physical, Social and Emotional Well-Being of All Students and Staff:**
 - To ensure physical, social, and emotional well-being at every school, Trumbull Public Schools will use resources and implement practices that maintain and/or further develop safe, inclusive, nurturing, and positive learning environments.

- **Optimize Teaching & Learning:**
 - Trumbull Public Schools will continue to provide high quality teaching that emphasizes the use of high-leverage instructional strategies in which educators deliver our TPS curriculum with fidelity.
- **Operational Excellence & Continuous Improvement:**
 - Trumbull Public Schools will implement coherent systems that generate leading and lagging data points to inform continuous improvement.

PROCESS AND OUTCOMES

2

PART 2: PROCESS AND OUTCOMES

2.1 PROJECTED STUDENT ENROLLMENT

Trumbull Public Schools worked closely with Tecton Architects and McKibben Demographic Research to conduct a thorough analysis of housing, demographics, and enrollment trends for the Town. This work included the collection and review of the following data:

- A base-year population (here, the 2010 Census population for the Trumbull Public Schools and its attendance areas);
- A set of age-specific fertility rates for the district to be used over the forecast period and its attendance areas;
- A set of age-specific survival (mortality) rates for the district and its attendance areas;
- A set of age-specific migration rates for the district and its attendance areas; and;
- The historical enrollment figures by grade.

Housing, Demographic, and Economic Analyses – 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.

Methodology – 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.

Key findings are as follows:

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.

2.2 PROPOSED PROJECT CAPACITY

Hillcrest Middle School (2029-30) Highest 10-YR Projection	
Student Enrollment Projection	
Grade Level	# of Students
Sixth Grade	267
Seventh Grade	271
Eighth Grade	288
Total Students	826

source: McKibben Demographic Research, Population and Enrollment Forecasts (January 2023)

2.3 LEARNING / EDUCATIONAL ACTIVITIES

Introduction to Trumbull

Trumbull is a town located in Fairfield County, Connecticut, United States. The town is part of the Greater Bridgeport Planning Region, and borders on the cities of Bridgeport and Shelton, as well as the towns of Stratford, Fairfield, Easton and Monroe. The population was 36,827 during the 2020 census. The Pequonnock River is the only major waterway in Trumbull, beginning northwest of Old Mine Park at the Monroe border and flowing southeasterly through the Pequonnock River Valley State Park, Trumbull Center and Twin Brooks Park. According to the U.S. Geological Society, at 615 ft Monitor Hill (Tashua Hill) in Trumbull is the highest coastal point on the east coast of the United States. It is

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marked with a plaque on Monitor Hill Road. The town's Bicentennial fountain is located at the corner of Quality Street and Church Hill Road (Connecticut Route 127), near the main branch of the library and the town hall. It features the Trumbull town seal and a memorial plaque of donors. In 1997, a time capsule was laid at the base of the Bicentennial Fountain with an opening date of October 12, 2097, Trumbull's tricentennial.

Historical Context

The area comprising the town of Trumbull was occupied by the Paugusset Indian nation for thousands of years before English colonists arrived here during the Great Migration from England and established the town of Stratford, Connecticut, in 1639. In 1725, Stratford residents living in the northern part of the town petitioned the Colony of Connecticut to establish their own separate village. They wished to call their new village Nickol's Farms, after the family who lived in its center. However, the Colony named it Unity instead. The village of Unity merged with the village to its west called Long Hill (organized in 1740), to form the town of "North Stratford" in 1744. In the late 1780s, North Stratford began to petition the Connecticut General Assembly seeking independence from Stratford. The Assembly finally granted full town rights in October 1797 and named the new town after Jonathan Trumbull (1710–1785), a merchant and statesman, when it was incorporated in 1797. Aviation pioneer Igor Sikorsky lived in Trumbull during his active years when he designed, built, and flew fixed-wing aircraft and put the helicopter into mass production for the first time.

Quick Facts

Trumbull Public Schools ranked fourth in the state, according to the State Department of Education 2021 Next Generation Accountability Report Card. The report, which was made public December 9, measures districts and schools in 12 categories, including achievement, chronic absenteeism, high school graduation, physical fitness and the arts. The towns ranking ahead of Trumbull were, in order, Wilton, Essex and Darien. Not only did Trumbull rank fourth in the state, but five of the town's six elementary schools earned Category 1 School of Distinction status based on high growth, high performance or both. According to Trumbull education officials, no other district in the state has as many schools in their district with this rating. Trumbull's middle schools, Hillcrest and Madison, also ranked high statewide, with Hillcrest ranking sixth and Madison 25th. Trumbull High School ranked 16th in the state.

Source: The Trumbull Times, December 22, 2022

School Facility Summary

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 contains a planetarium, science labs, a food lab, technical education spaces, and visual arts rooms.

The overall condition of the building is poor.

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.

Below is a summary of the existing conditions findings:

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 replaced.

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.

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- 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.
- 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.

Below is a summary of deficiencies as identified by the principal and staff:

General:

- Classrooms need to be big enough for instructional design.
- ELA/Reading classes need a classroom library, reading corner, rugs, comfortable chairs, etc.
- All classrooms need opportunities for alternative/flexible seating.
- Science classrooms need larger spaces for labs to be safe.
- Preparatory rooms for labs.
- General condition of hallways and classrooms is poor.
- Mud coming up from the floor when it rains.

Administration Space:

- Larger area for reception.
- There is currently no secure location for record storage for students.
- Principal and Assistant Principal offices are not large enough to fit more than two other people. We cannot host teachers, students, or families.
- Restrooms would be a 'nice to have.'
- Conference room needs to be larger to accommodate more people.
- There is no sink/kitchen in this area.
- There is little storage space .

Vision For a Centralized Mental Health Suite and Nurse's Office:

- Currently located all over the building.
- Conference room (does not currently exist).
- Offices for each counselor, school psych, social worker, interventionist in the same location.
- Place for students within the suite to take a break (zen garden type space).
- Storage
- Secretary centrally positioned.
- Executive functioning support classroom.
- Located in the center of the building for equidistant access.

Instructional Areas:

- Three grades
- Minimum of ten classrooms per grade.
- Does not account for adjunct teachers.
- The frequency of teachers sharing rooms limits their ability to collaborate on off periods.

Vision For 21st Century Classrooms:

- Durable lab tables (movable, classroom-like to reconfigure).
- Mobile teacher station and technology to support teacher moving around.
- Cabinets for storage.
- Science classroom/lab room/Teacher prep room.
- Flexible seating for partner work/grouping any configuration possible.
- Comfortable seats for reading/brainstorming.

Instructional Support Areas:

- Prep Workroom – currently very small, has a poor odor, is also an electrical room, is also a copy room. No space for a teacher to relax. Limited space to eat. No kitchen or sink.
 1. Would like to have lounge furniture.
 2. Would like to have an area for teachers to eat outside.
 3. Should be an area where teachers can actually take a break.
- Staff Restrooms – only have two, on opposite ends of the building.
- Student Restrooms – considerations need to be made for supervision. No bathroom exists for special needs students who need toileting, in these cases a staff bathroom has to be used.
- Instructional Materials Storage – not a singular area. Where space can be found is what is used (half of a closet), Teacher classrooms, irrelevant shared space (SRP Closet).
- Small Group Room – do not exist. Sometimes groups meet in hallways. Sometimes groups meet in conference room, problematic as these are students whose IEP requirements are being met.

Special Education Spaces:

- Therapy/Resource Rooms – designated Therapy Rooms do not exist. Typically use converted closets.
- Resource Rooms – are shared classrooms. 1 period resource, 5 periods social studies, 1 period reading.
- OT/PT Room – does not exist. Typically use hallways or converted closets.
- Special Education Workroom – does not exist. Testing room recently created that is roughly 7X7 feet.
- Math Interventionist – classroom is converted from a storage closet. No windows. No ventilation. Not centrally located
- Reading Interventionist – no designated classroom. Occurs where there happens to be a classroom open during that particular time
- Speech/Language Pathologist – small room converted from a closet. Directly next to a staff toilet. No SmartBoard
- Instruction Coach/Literacy Coach – small room created out of storage space. Electrical panel had to be covered. No SmartBoard. Shares space with IT equipment (disrupts instruction).
- Zen/Sensory Room – does not exist. Fake wall was put up in the kiln room. PE mats were nailed to the wall. Benches outside of school psychologist/social worker's office.

- Social Worker/Psychologist – offices next to each other. Larger spaces needed to host students for groups. Appropriate furniture needed. Sensory area created in a hallway.
- Testing – 7x7 foot room created. Not centrally located (in Music Wing).
- Learning Center – no classroom that is only used for learning center. Some rooms are converted closets.

Media Center:

- Reading Room/Circulation – circulation desk at entrance. No reading room.
- Multi-media/Production Room – does not exist.
- Conference room – does not exist.
- Media Specialist Office – small, cannot host staff members for collaboration.
- Workroom/Storage – almost non-existent, converted to classroom space.
- Wants (from teacher):
 1. Zones for collaborative learning, classroom instruction, quiet workspace for students.
 2. Sightlines with shelving.
 3. Flexible seating.
 4. Outdoor area that is not backed up to academic classrooms (to not interfere in their instruction).

Auditorium:

- Does not exist. Unable to host performances, extracurricular activities, school assemblies/gatherings.

Tech/STEM lab:

- Does not exist.

Student Dining:

- Would like:
 1. Family style tables.
 2. Multiple lines to accommodate quick service.
 3. Large enough to space out upwards of 280 students.
 4. Located closer to the student entrance to the building to accommodate breakfast.
 5. Would like an outdoor exit so students can transition from lunch to recess (doesn't exist).
 6. Outdoor seating.

Custodial:

- Workroom and storage closets.
- Loading dock to receive deliveries.

Gym/P.E.

- Outdoor ropes course.
- Health classroom dedicated to health and not pushing in to other classrooms.
- Locker rooms and storage for bikes.
- Aux Gym – racquet sports, projector for demo videos.
- Larger gym than we currently have to accommodate all classes - 70 students (3 classes) sharing one space now, acoustics are difficult.
- Bleachers on one side only if we get an auditorium.

- Rings, climbing wall within gym.
- Weight room/Exercise center with free weights, spinning bikes (cannot go outside in the winter), cardio, resistance bands/stability balls/barre.
- Currently a converted shed. Presents a substantial safety issue when shed door is open (community members can walk right into the school).

Music (prepared by our music teachers):

Most, if not all, of these items currently exist at Madison Middle School and Trumbull High School:

- Auditorium with sound system, HD projector for meetings/conferences/tech/instruction etc. Space for 800 would cover choir concerts/parent seating and allow us flexibility instead of juggling dates with THS.
- A formal music technology lab or classroom with access to workstations for simple music production, sampling, recording and composition. These are simply modular workstations with flexible seating tables/a MacBook/Keyboard controller type sampler. There can be partitions with some soundproof material for privacy and to isolate sound. Carpeting would be a big plus.
- 6 Practice rooms for instrumental classes.
- A central music department office for easier collaboration. No such space currently exists.
- Large band room to hold approximately 150 students comfortably and a sound system/smartboard/instrument storage.
- Medium size orchestra/strings room to hold about 100 students comfortably and a sound system/smartboard.
- Choir room with tiered stairs and a sound system/smartboard for 150 students.
- Medium size Wenger style storage room with secure locking locations for audio, instruments. Storage is currently in converted utility rooms/hallways.
- Smaller music library room to hold about 15 file cabinets of music.
- iPad carts to sign out for recording practices, assignments or other performances with headphones.

Math (prepared by our math teachers):

- A classroom similar to a science lab where students can sit in traditional rows for instruction, but also has a separate place where small groups can set around a table together and work in teams. Group work areas that are already there so we don't have to rearrange desks when working in groups.
- An area where students can sit by themselves in comfortable chairs and/or standing desks to work on independent work.
- Lots of plugs in the floor for charging or once wireless charging Chromebooks are invented (like phones), desks that can charge Chromebooks.
- Multiple SmartBoards around the room for instruction in all areas.

Life Skills Classroom For Our Highest Need, SRP Students (prepared by their teacher)

- Dedicated classroom for academics. I would consider making 2 academic classrooms in the "suite", given the expected population boom of our Life Skills program, that would necessitate two teachers.
- Life skills room with full kitchen, washer/ dryer, dining room table, "leisure" space (similar to the "apartment" at THS)
- Sensory room

- Dedicated handicapped bathroom
- Storage closet for supplies and materials
- Area within classroom with store shelving to practice purchasing and budgeting
- Place classroom on first floor, in close proximity to major areas of the building (office, mental health staff, cafeteria, etc), near academic classes, but cognizant of the fact that it can be disruptive to those classes when students are having behavioral difficulties
- Several smaller "break rooms" around the building in case students are having behavioral difficulties in academic/ general Ed classes and it is not safe to move them to other parts of the building

The current set up of Hillcrest is challenging for our current program for a variety of reasons, including:

- Classroom is far from other major areas of the building, limiting how much independence we can give to students.
- Classroom distance can also make it challenging when behavioral issues happen in far areas of the building including: gym, music classes, and cafeteria.
- Classroom distance can make it challenging for back up support to arrive in a reasonable amount of time in emergency situations.
- Sensory room is between two other classrooms, which can be disruptive to students in those classes.
- Lack of space throughout the building prevents us from having multiple safe places placed strategically around the building for students who are having behavioral difficulties and may potentially need restraint and seclusion. This forces staff to either deal with behavior issues in the hallway or move students much farther than recommended to an empty space.
- No current facilities to adequately teach life skills, including cooking, home, and safety skills with generalization.
- Shared bathroom without adequate space or privacy for changing and/ or dealing with bathroom issues has forced us to close the C Hall bathroom on numerous occasions.
- Inadequate space to store all necessary materials and equipment.

2.4 OVERALL INSTRUCTIONAL DESIGN

Trumbull has two 6-8 middle schools administered by a Principal and an Assistant Principal. The staff is organized into teacher teams headed by a team leader. Additional supervisory administrative assistance is provided to the staff to develop a sound middle school program of instruction. Each team has time for common planning and is responsible for a specified group of grade-level students (cluster group). The clustering of students within the team structure provides more personalized and individualized instruction. This team approach encourages an interdisciplinary mode of curriculum interpretation and implementation.

"Interdisciplinary" refers to the fact that on any given team, teachers will be found representing different academic areas. This group of teachers (usually four or five) will share the same students, the same schedule, and the same section of the building. They also share the responsibility for planning the total academic instructional program for assigned students. These teachers are not limited by their special area of expertise, but may cross disciplines in an attempt to coordinate and promote the total educational process. Through interdisciplinary teaming, teachers can develop positive strategies for creative teaching. The team approach allows teachers to take a more active role in planning, scheduling and grouping. In addition to academic team instruction, students receive instruction in the

Practical Arts – traditionally identified as Family and Consumer Science and Technology Education, as well as in the Fine Arts – Music and Art. These programs are intended to be exploratory in nature, exposing students to a wide variety of learning experiences and opportunities for personal growth.

Hillcrest Middle School has three grade levels, 6, 7, and 8, divided into small academic teams. Each team consists of a Language Arts, Reading, Mathematics, Science, and Social Studies teacher. Along with our academic subjects, Hillcrest has several Unified Arts subjects: World Language, Wellness Education, Music (Chorus, Beginners Band, 7th and 8th Grade Band, Strings, General Music), Art, Information Processing (Digital Literacy, Emerging Technologies, Digital Innovation), Technology Education, and Family and Consumer Science.

Learning Environment – Big Picture Ideals

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

WELL Building

The WELL Building Standard is a global rating system for projects and communities dedicated to improving human health, comfort, and wellness in the built environment. While there are certainly

shared goals with LEED, (in fact synergies between WELL, LEED and the Connecticut High Performance Building Standard make employing WELL concepts or pursuing WELL certification a seamless part of the sustainable design process), the WELL Building Standard takes a holistic approach to sustainability – WELL is for people. Developed using a comprehensive medical, scientific and practitioner peer review process, the WELL Building Standard incorporates evidence-based research into the practices of design, construction, and management.

WELL is integral to the design process because we spend 90% of our time indoors*. For schools specifically, the design of the physical learning environment is shown to impact student learning progress by an astonishing 25%**.

This makes the concepts presented in the WELL Building Standard critical. WELL addresses the impact that physical environments have on our physical, mental, social, and emotional well-being. These, and other prominent public health concerns such as behavioral and demographic risk factors, are examined holistically to promote positive health outcomes such as:

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

**source: International WELL Building Institute*

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

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

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

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

Wellness concepts in design may include:

- Protected outdoor courtyards promote unstructured play and time spent in nature.
- Outdoor classrooms and gardens invite curiosity and form meaningful relationships while learning to grow their own organic produce.

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

Healthy Materials

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

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

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

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

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

Biophilic Design

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

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

Inclusive Design

Trumbull Public Schools (TPS) recognizes every child’s right to a free, high-quality public education and values the richness of diversity. Members of the TPS community are treated and treat others with empathy, respect, and kindness. We recognize that routinely examining outcomes and practices in order to reveal and address factors that may contribute to differential outcomes among our students is critical to ensuring that all students experience success. Creating, supporting, and sustaining a culture of access and equity requires being responsive to students’ backgrounds, experiences, cultural perspectives, traditions, knowledge, interests, and abilities when designing, implementing, and assessing our programs of instruction. Therefore the TPS consciously commits to providing learning environments and opportunities that are inclusive, student-centered, rigorous, and equitable through our beliefs, words, and actions.

TPS schools are places where students:

1. Believe in themselves and their own abilities to acquire and use education towards empowerment and preparation for productive global citizenship.
2. Take action as members of a diverse and cohesive learning community to sustain their personal growth and success, and contribute to community advancement.
3. Have a strong sense of belonging through appreciation of their own culture and heritage as well as those of their diverse classmates.

4. Engage in authentic inquiry to critically examine and better understand their knowledge of the world and of others.
5. Listen, read, and collaborate to acquire the academic content, vocabulary, and skills that ignite their intellectual curiosity and broaden their perspectives.

TPS schools are places where educators:

1. Believe that students bring a wide set of experiences and perspectives to the classroom and that this diversity is an asset of our learning community.
2. Take action as a team to be responsible, reflective, individually and collectively, for the high achievement of each student.
3. Have a strong commitment to personal self-awareness, professional learning, and the development of skills to support the learning needs of all students in order to provide equitable access to all facets of education.
4. Engage in the implementation of practices and processes which ensure that all students are supported and have the resources they need to succeed.
5. Provide access, experiences, and opportunities for learning that are representative of cultural diversity in our world, and vary in genre, content and perspective.

TPS schools are places where families:

1. Believe in the collective responsibility of the families, schools, and communities actively taking part in building mutually respectful relationships and partnerships.
2. Take action as members of the learning community and empower their children to use their histories and cultural identity as a foundation for their learning.
3. Have a strong commitment to nurturing self-awareness and developing interpersonal skills that allow for meaningful dialogue and collaboration with all people.
4. Engage in school activities, practices and school programs that promote high expectations for student success as well as home-to-school understanding and communication.
5. Encourage the development of their children's interests in culture and learning by speaking with them about what they are learning at school and how it relates to daily life, especially promoting reading, writing, listening, and speaking.

source: Trumbull Public Schools Equity Position Statement

Gender Neutral Facilities

As stated in the district's Equity Position Statement, TPS consciously commits to providing learning environments and opportunities that are inclusive, student-centered, rigorous, and equitable. This extends to the toilet and changing room facilities provided throughout the school. Consideration in each of these facilities includes:

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

Small learning Communities

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

Safety & Security

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

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

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

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

1. School Site Perimeter – Access Control, Electronic and Natural Surveillance, Points of Entry and Accessibility, Signage, Lighting, Fencing, Bollards, Landscape
2. Parking Areas and Vehicular and Pedestrian Routes – Access Control, Electronic and Natural Surveillance, Points of Entry and Accessibility, Signage, Lighting, Speed Calming, Landscape, Drop Off/Pick Up Areas, Sidewalks
3. Recreational Areas – Playgrounds, Athletic Areas, Multipurpose Fields

4. Communication Systems – Mass Notification, Alarm and Information Systems, Interoperable Real Time Response Systems, Radio Systems, Wireless Systems and Multimedia Systems
5. School Building Exterior – Building Perimeter, Access Control, Main Entrance/ Vestibule, Administrative Offices/Lobby, Doors, Glazing/Films, Signage, Lighting, Electronic and Natural Surveillance, Locking Systems
6. School Building Interior – Access Control, Electronic and Natural Surveillance, Points of Entry and Accessibility, Classrooms, Large Assembly Areas, Doors, Locking Systems, Signage.
7. Roofs – Access Control
8. Critical Assets/Utilities – Access Control, Electronic and Natural Surveillance, Screens, Critical Building Components, Signage, Hardening, Redundancy, Location 14 Report of the School Safety Infrastructure Council
9. Other Areas – Dumpsters, Receptacles, Hazardous Materials Storage, Signage, Locker Rooms, Rest Rooms, Specialty Areas, Courtyards

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

- Natural surveillance – single point of entry, clear administrator sight lines, transparency and visibility throughout the school
- Access management – clear site and building directional signage, natural barriers and landscaping to direct and limit access
- Territoriality – student ownership and personalization of the space, displays of accomplishments and expressions of school identity and pride
- Maintenance – repair and upkeep of space to ensure safety and elevate student behavior to meet the quality of the learning environment

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

Sustainability, Resiliency & Clean Energy

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

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

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

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

SPACE PROGRAM AND ACTIVITY PAGES

3

PART 3: SPACE PROGRAM & ACTIVITY PAGES

3.1 BUILDING SPACE REQUIREMENTS

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

General Purpose Classrooms/Educational Space

General purpose classrooms are planned to be newly constructed. Each classroom will be approximately **900** square feet and built to accommodate on average **18-30** students per room. The general classrooms will include; a mobile teaching station, mobile file cabinets and furniture inclusive of student desks, worktables and flexibly designed seating, instructional whiteboard or other vertical surfaces for writing/collaborating, interactive display/touch screens, as well as secure storage for teacher's personal/confidential items, bookshelves and student project display areas (tack boards).

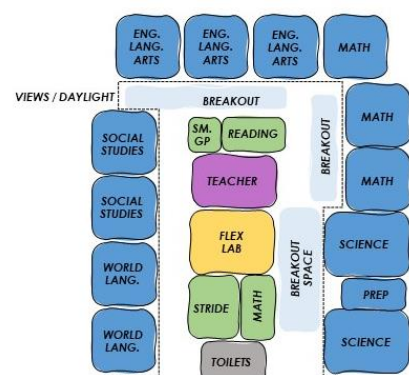
Flexibility and adaptable design for differentiated student learning experiences is the foundation for the design of our classrooms. Group and independent work areas are also considered in the design of each room. All classrooms will have consistent instructional equipment and uniform design. In some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

The classroom will be designed to promote versatility of areas for presentations, from interactive digital displays, to tackboards, and/or white marker boards. Our instructional model expects that students and teachers move about the classroom and includes the seamless integration of wireless technology, thereby de-fronting the classroom. Reliability and ease of use of technology will be promoted with consistent equipment and integration into each instructional space.

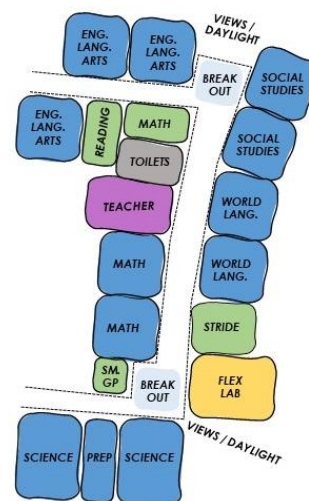
It is important to note, for security and lockdown purposes, all rooms will be uniform in design and locking feature and function. Student lockers will be placed outside the classroom in a location where they are easily accessible, but do not impede the flow of foot traffic/circulation in the hallways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

Science Classrooms/Labs & Prep Rooms

Combined science classroom and lab spaces with shared prep rooms are planned to be newly constructed. Each classroom will be approximately **1,200** square feet to accommodate on average **18-30** students per room in both a lecture and lab setting. A lecture area is desired towards the "front" of the room, and a lab area is desired towards the "back" of the room. Perimeter casework and sinks are desired. A mobile teaching station, mobile furniture inclusive of student desks, worktables and white boards, as well as secure storage for teacher's personal/confidential items, bookshelves and student project display areas (tack boards) and an interactive touch screen(s). An automatic, sound



SMALL LEARNING COMMUNITY –
POD SCHEME
GRADE LEVEL NEIGHBORHOOD



SMALL LEARNING COMMUNITY –
"L" SCHEME
GRADE LEVEL NEIGHBORHOOD

EDUCATIONAL SPECIFICATIONS

Hillcrest Middle School | 530 Daniels Farm Rd, Trumbull, CT 06611

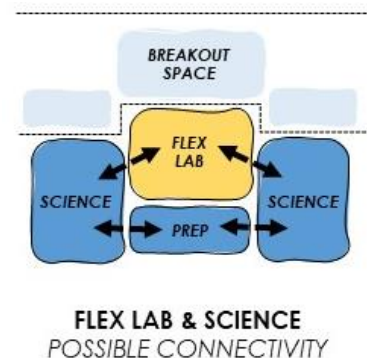


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attenuating, durable and folding partition may also be included. Shared prep rooms are planned. Each prep room will be approximately **800** square feet and shall contain a fume hood(s) with proper ventilation, refrigerator, sink, secure upper and lower cabinet storage, countertop prep areas, and open storage for equipment and supplies. Science classrooms shall be designed for flexible use by all science programs.

Flex. Lab Space (Science, Math, Eng., Technology)

These lab classrooms are designed as larger, yet sub-dividable, spaces that invite collaboration between multiple departments, use by STEM programs/events, classroom breakout, or project display. The incorporation of one or more acoustically rated folding partitions allow these rooms to expand into one larger space or subdivide into smaller spaces. Alternatively, a folding partition along the corridor wall could be considered to allow even greater flexibility within the learning environment. Each classroom will be approximately **1,200** square feet and will be built/renovated to accommodate on average **18-30** students. These classrooms will include; mobile teaching station(s), mobile file cabinets and furniture inclusive of student desks, worktables and flexibly designed seating, instructional whiteboard or other vertical surfaces for writing/collaborating, interactive display/touch screens, as well as secure storage for teacher's personal/confidential items, bookshelves and student project display areas (tack boards).



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

The classroom will be designed to promote versatility of areas for presentations, from interactive digital displays, to tackboards, and/or white marker boards. Our instructional model expects that students and teachers move about the classroom and includes the seamless integration of wireless technology, thereby de-fronting the classroom. Reliability and ease of use of technology will be promoted with consistent equipment and integration into each instructional space.

Teacher Prep/Workrooms

Workrooms for faculty and staff will be located in each learning community to encourage departmental and interdisciplinary collaboration. The space is approximately **600** square feet and will include a kitchenette with a sink, refrigerator, microwave and counter storage with upper/lower cabinets. Accommodations shall be made for additional appliances. An accessible faculty toilet room will be provided within or near the workroom. A copier/printer station will be located within this space. A seating area consisting of tables and chairs, soft seating, or "hoteling" workstations will be provided. Storage for instructional materials will be provided within or near the workroom. These curriculum storage rooms are approximately **200** square feet each.

Small Group/Sensory Rooms

Small Group rooms are incorporated into the program in order to collaborate across departments, allow for student group work, sensory therapy and to connect with support program spaces. These rooms are approximately **250** square feet and allow pull-out space for small group learning or individual study/resource. There is one of these rooms planned in proximity to the general classrooms within each learning community. These rooms will also serve, as necessary, for sensory therapy and self-regulation for students who may feel overwhelmed/overstimulated so they may regulate independently and return to class. The Small Group/Sensory rooms should be equipped with

dimnable, color tunable lighting, soft seating, flexible seating, interactive display, mobile tables and chairs, and careful attention to paint color selection.

STRIDE/Resource Rooms

STRIDE/Resource Rooms are incorporated into the program in order to help students with special needs met the academic expectations of the general education curriculum through the improvement of executive functioning skills. These rooms allow pull-out space for small group learning or individual study/resource/counseling spaces and are located near the classrooms within each learning community. These spaces are approximately **600** square feet, and are envisioned as private rooms capable of holding small groups of up to **twelve** students, but are typically serving small groups of **4-6** students, and are equipped with an interactive digital display board for learning, copy/scanner/printers, and a variety of furniture to designed to promote collaborative discussions, coaching, meetings, etc.

Math and Reading Intervention Rooms

Math and Reading Intervention rooms are incorporated into the program in order to provide academic support in these areas of study. Two rooms of approximately **450** square feet each are planned to be located in proximity to the general classrooms within each learning community. These spaces are envisioned as private rooms capable of holding small groups of **3-5** students, equipped with an interactive digital display board for learning, copy/scanner/printers, and a variety of furniture to designed to promote collaborative discussions, coaching, meetings, etc. These rooms are also intended to double as office space for the Math and ELA Department Chairs.

Breakout Spaces

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

Specialized Educational Spaces

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

- **Self-Contained Classroom (Life Skills)** at approximately **1,200** square feet is integrated into the program in order to provide special education services focused on the practice of cooking, laundry and basic life skills. The large classroom should contain a functional kitchen, living space (bed, kitchen table, washer/dryer) and a space to complete academic work including an interactive digital display. Careful attention should be paid to the quality of the lighting and the comfortability of furnishings in these spaces. Adjacency to Speech and OT/PT is desirable.
- **Speech and Language Therapy** at approximately **250** square feet is integrated into the program in order to provide special education services focused on the improvement of communication, speaking and language skills. This space will be designed for small groups of **3-5** people, equipped with an interactive digital display board for learning, appropriate lockable storage, copy/scanner/printers, and a variety of furniture to designed to promote

collaborative discussions, coaching, meetings, etc. This space is also intended to double as office space for Speech and Language Pathologists.

- **Occupational/Physical Therapy (OT/PT)** at approximately **500** square feet is integrated into the program in order to provide special education services focused on mobility, movement and assessment. This space will be designed to accommodate all of the functions of therapy including durable finishes, open flexible space and appropriate lockable storage. This space shall also be designed to serve as an alternative educational space, small group meeting space, or testing environment, therefore proper acoustical separation is required. Specialty equipment is planned in the space and special provisions are required for support from the structure above.
- **Skills for Success** at approximately **450** square feet is integrated into the program in order to provide special education services focused on providing intervention and executive functioning intervention taught in small groups. This space will be designed for one teacher and approximately **6-8** students, and shall be equipped with an interactive digital display board for learning, appropriate lockable storage, copy/scanner/printers, and a variety of furniture to designed to promote collaborative discussions, coaching, meetings, etc.
- A **Workroom** for special education faculty and staff will be located in proximity to the classrooms and office(s). The space is approximately **200** square feet and will include a kitchenette with a sink, refrigerator, microwave and counter storage with upper/lower cabinets. Accommodations shall be made for additional appliances. An accessible bathroom will be provided within or near the workroom. A copier/printer station will be located within this space. A seating area consisting of tables and chairs, soft seating, or "hoteling" workstations will be provided. Storage for instructional materials will be provided within or near the workroom.
- A **Special Education Department Chair Office** will be located in proximity to the workroom and classrooms. The space is approximately **150** square feet and will include space for focused work, storage and a small table for meetings/conferences.

Administration/Main Office ~ 3,175 square feet

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

- **Guidance and Counseling Spaces:** Designed for the guidance and counseling team, this suite will be located either within or near the main office in order to provide easy and convenient access for students and administrators. The space will accommodate offices for **social workers, psychologist(s), and school counselors** with appropriate lockable file and storage areas, meeting areas, and any waiting/reception areas as needed.

- The **main lobby** of the building will be designed as a welcoming, inviting and daylit space infused with technology, LED screen(s)/monitor(s) or current technology, interactive display for announcements, other student messaging, or coordination with the building management system. This space may include graphic wayfinding elements or a large format wall graphic connecting to the overall school mission, theme, or aesthetic.

Nurse/Health Office ~ 925 square feet

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

Visual Arts Studio

The art studios vary in size from **950-1,200** square feet and will be flexibly designed to accommodate an average of **18-30** students per room. **Art storage** for supplies and projects will be designed within or immediately adjacent to each space. One of the studios will have an associated **kiln and drying room**. Another will have digital tools and high-powered computers, printers and scanners for digital art, graphic design, and architecture. These classrooms will be equipped with a mobile teaching station, mobile file cabinets and furniture inclusive of student worktables and flexibly designed seating, and instructional white board/interactive display, writable/tackable surfaces maximized around the room, as well as secure storage for teacher's personal/confidential items, bookshelves and student project display areas (tack boards). They are to be designed with durable, easily cleanable surfaces and materials. The art studios will each receive up to three sinks, appropriately equipped with clay traps as required.

Orchestra/Strings Music Room

This large, flexible educational space of approximately **1,200** square feet will accommodate **18-30** students, depending upon configuration and layout. The space will be designed to accommodate the acoustical needs of orchestra and strings while acoustically separated from the adjacent program space. **Instrument storage** will be intentionally designed into this space and/or immediately adjacent to the room. Music playback, built-in speakers and other equipment will be incorporated into the design. Charging stations and storage will also be incorporated for equipment such as iPads, keyboards, etc. A large format touchscreen and sound system will also be incorporated. The space will also contain a sink to allow for proper maintenance of musical instruments. Practice rooms will be connected to, or adjacent to, the Orchestra room.

Choral Music Room

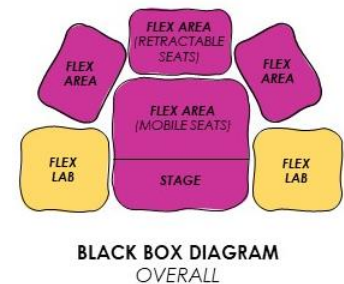
This large, acoustically designed music room of approximately **1,200** square feet will accommodate **18-30** students. Similar to the Band room, it will be designed to accommodate the acoustical needs of choral practice while acoustically separated from the adjacent program space. **Music storage** will be intentionally designed into this space and/or immediately adjacent to the room. Music playback, built-in speakers and other equipment will be incorporated into the design. Charging stations and storage will also be incorporated for equipment such as iPads, keyboards, etc. A large format touchscreen and sound system will also be incorporated. The space will also contain a sink to allow for proper maintenance of musical instruments. Practice rooms will be connected to, or adjacent to, the Choral room.

Instrumental Band Room

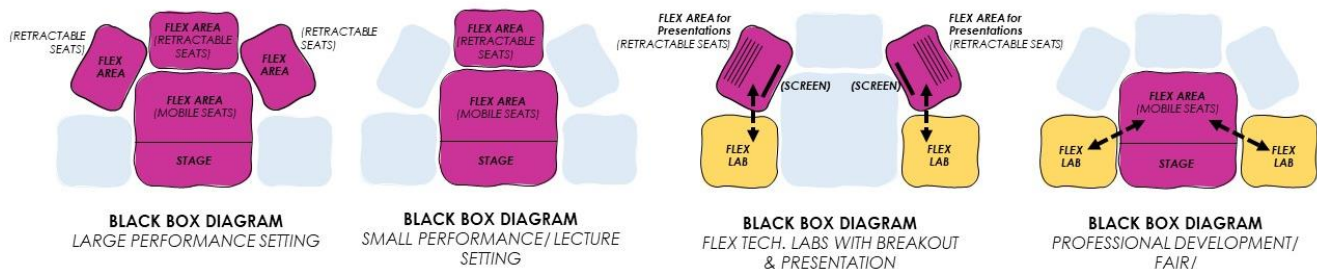
This large, flexible educational space of approximately **1,200** square feet will accommodate **18-30** students. The space will be designed to accommodate the acoustical needs of instruments and practice while acoustically separated from the adjacent program space. **Instrument storage** will be intentionally designed into this space and/or immediately adjacent to the room. Music playback, built-in speakers and other equipment will be incorporated into the design. Charging stations and storage will also be incorporated for equipment such as iPads, keyboards, etc. A large format touchscreen and sound system will also be incorporated. The space will also contain a sink to allow for proper maintenance of musical instruments. Practice rooms will be connected to, or adjacent to, the Band room.

Black Box Theater/Auditorium & Stage ~ 3,500 square feet

A versatile, multi-functional auditorium or black box theater with associated **stage/platform**, **backstage areas**, and control room will be located in proximity to the music program to allow for performances and presentations creating a multi-use space for both the school and the community. The intent will be to provide a high-quality variable acoustical environment and production support for the music and theater programs as well as for conferences, lectures/speakers, and community productions, with projection. This area will be provided with a curtain and theatrical lighting and voice/sound amplification system with built-in speaker system. The **control room** shall have connectivity to all built in lighting, video recording and sound production within the space. Secure storage for microphones and computers used in productions will be provided. A front or rear projection system with motorized screen will be provided along with multicam video recording and any equipment necessary for a stage crew for performances (i.e. microphones, speaker system, headsets, etc.). Seating is to be flexible, and is envisioned as retractable, automated, high-quality bleacher seating. Prop storage will be provided either within the building or in a dry, secure outdoor structure.



Variations possible within the space to promote multiple uses and maximum flexibility:



Electronically Operated Telescopic Chair Platform System (Black Box Theater)

The proposed project includes several electronically operated telescoping chair platform systems to promote flexibility in use, maximize usable floor space, and to support a variety of events (formal theatrical presentations, concerts, theatre in the round, multiple smaller scale presentations, forums, training, book and science fairs, etc.). A high-quality telescopic chair platform system, electronically operated, with seating for **600 to 650** students, will allow for the flexibility in use for the space. The system will have seating tiers that close away using a single push-button controller to power a motor folding back into a secure alcove for storage, allowing for use of the open floor space for alternative activities when not being utilized for presentations/events.

Once closed, the platforms will be stored in a recess. An extensive range of upholstered chairs will be reviewed, from auditorium chairs to simple upholstered designs, blow molded plastic chairs, and plastic, timber or upholstered benches. Retractable seating will provide versatility to the space through a durable system intended for school use.

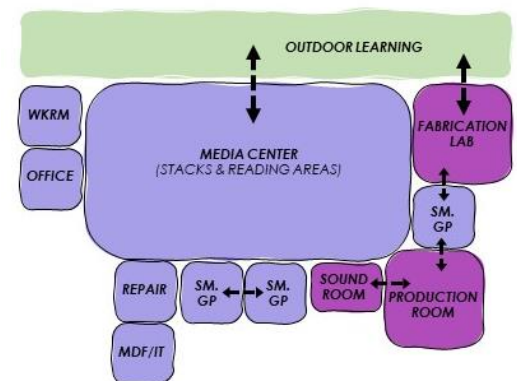
Music Technology

This technologically and acoustically advanced music program requiring approximately **900** square feet will accommodate an average of **18-30** students and will likely utilize the stage, black box theater or other lab space, unless a dedicated room is provided. The space will be designed to support two distinct areas for music technology: an area for sound editing which will include high-powered computer workstations, and an area for live audio recording which will include sound isolation booths for recording vocals/instrumentals. A control room may also be desired, and can be shared with the black box theater. The room shall be equipped with a screen/interactive display, writable/tackable surfaces maximized around the room, and flexible furniture shall be incorporated similar to general classrooms. The room should also include secure storage for equipment, rolling whiteboards, and mobile teacher station.

Learning Commons (Library/Media Center) ~ 6,466 square feet

The learning commons will promote 21st Century objectives and become of the cultural heart of the school. Capable of accommodating **multiple classes** simultaneously, this dynamic and adaptable space of approximately **2,891** square feet is designed to contain a traditional collection of reading/reference materials, in addition to providing students with digital tools for research and innovation. The space is intended to provide students with access to flexible/collaborative/digital learning areas that support personalized and project-based learning. Inquiry-based learning, reading/reference materials and electronic resources will be integrated throughout. The following spaces are planned:

- **A media specialist office, workroom and circulation desk** with a view of the commons is designed at approximately **150** square feet. Storage and workrooms are designed in proximity to the circulation desk. A sink and worktable will be included in the work room. The workroom will also be equipped with upper and lower cabinet storage maximized around the room.
- **A makerspace/fabrication lab** of approximately **900** square feet with shall be equipped with interactive display, writable/tackable surfaces maximized around the room, and flexible furniture incorporated similar to general classrooms. Built-in counters with shelving will allow for standing collaborative work or project display. The room should also include space and support for multiple high-powered computers, 3D printers, secure storage for equipment, tools and projects, rolling whiteboards, and mobile teacher station. The learning environment should be arranged similarly to a technology start-up or innovation lab.
- **Small group/breakout rooms** of approximately **175** square feet each in are located in proximity to the learning commons and makerspace shall be equipped with flexible, modular seating along with worktables and chairs, writable surfaces, whiteboard/tackboard surfaces, areas for display, and touchscreen technology will be designed into these instructional areas.



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

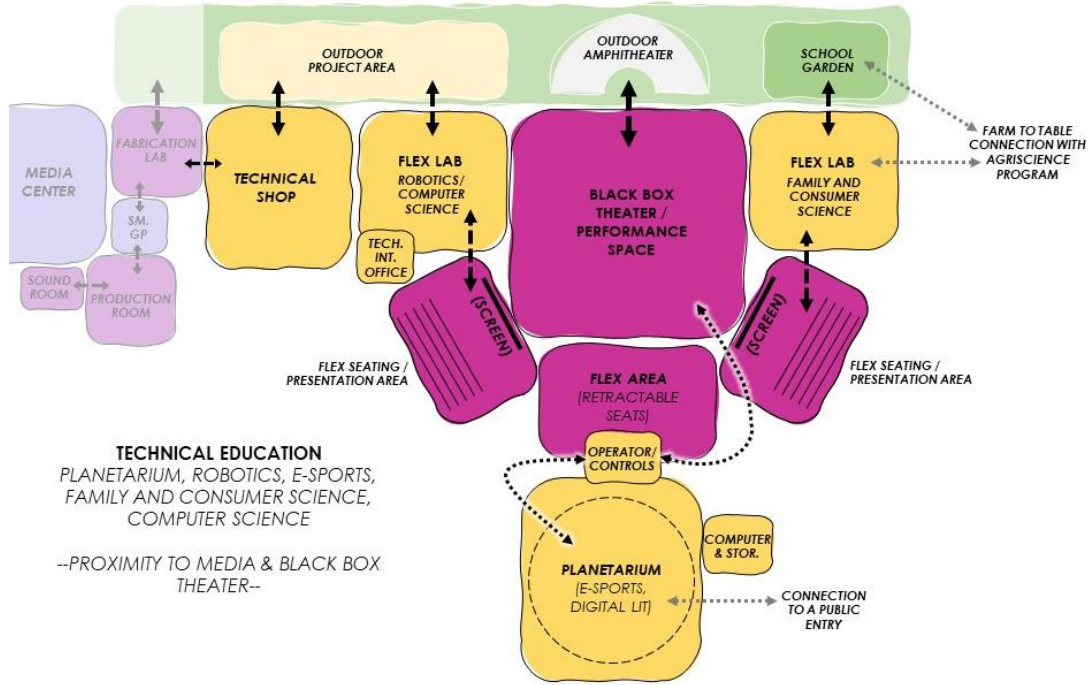
- A **multi-media production room** of approximately **1,000** square feet should be large enough to accommodate a full class of **18-30** students on average with a television or podcasting production/editing lab and **control/sound room** with soundproof recording/studio space. Other devices/equipment to include: lockable storage, mobile cameras supported by technology infrastructure that allows for live recording anywhere in the building.
- A **technology/IT office and repair room** with open office workstations, storage, and area for active device repair at approximately **225** square feet. Power/data and technology requirements should be enhanced in this space.
- An adequately cooled and ventilated **server and storage room (MDF)** at approximately **225** square feet will be provided to fully support the facilities' technology infrastructure that will include local storage servers; the building phone system; building security servers and equipment; and a dedicated fiber connection to Town/District main telecommunications infrastructure. There will also be smaller networking closets (IDF) on each floor of the building to support the phone system; and a robust wireless infrastructure in all indoor classrooms, common areas, offices and outdoor classrooms; readily available network connections; and dedicated student computer access areas.
- Multiple teaching areas with interactive touchscreens will be provided within the media center to accommodate group work/class gatherings.
- An acoustic amplification system will be designed for both school (student & faculty meeting) purposes and community use for presentation and meetings.
- Flexible/mobile book storage, tables, seating, and workstation modules for collaboration and study will be incorporated throughout.

Career and Technical Education (CTE), Computer Science

There is a growing interest in project-based, hands-on learning from both a student and teacher perspective. Programs in this field of study help to develop a skilled workforce while providing students with the real-world skills needed to be able to fill these high-need, high-wage careers. These program areas have connections to Art, Science, Theater and Special Education. Placing these programs appropriately in the building will allow for a more dynamic educational experience. The spaces connected to advancing this curriculum are as follows:

- A **planetarium** is planned as a technologically advanced, all-purpose, interdisciplinary learning environment of approximately **2,000** square feet and will accommodate an average of **40-50** students. It will serve the middle school educational curriculum but also continue its service to the district and community at large. The classroom will foster inquiry-based learning through the sciences, arts, and technology. The space will support the growing E-sports program, music technology, astronomy, as well as clubs, elementary field trips and community programs. A SPITZ Digistar planetarium solution from Evans & Sutherland (a digital full-dome technology) will allow educators to use the space for lessons that encompass much more than stargazing – it can be used for biology, chemistry, social studies, art, math, computer science, language arts, and more. This dynamic learning environment brings authentic learning experiences to students and allows them to immerse themselves in real-world lessons. The space shall be equipped with a full **30' dome**, and to maintain maximum flexibility, the floor can be flat (no stepped floor needed) and furniture can be mobile. Retractable tiered seating is an alternative option. Other components include: a single or multiple projector system along with integral cove lighting (used to illuminate the dome), screen/interactive display, writable/tackable surfaces, mobile and flexible furniture, high-powered computers/stations, mobile teacher station, **operator console room, computer/IT room, power/data/charging**

stations maximized around the room, surround sound system, advanced lighting/controls, sound-absorbing surfaces, and storage for equipment/supplies. The planetarium is ideally located near a community entrance or otherwise easily compartmentalized from the rest of the school for community use after hours. Toilets shall be located in close proximity to the planetarium.



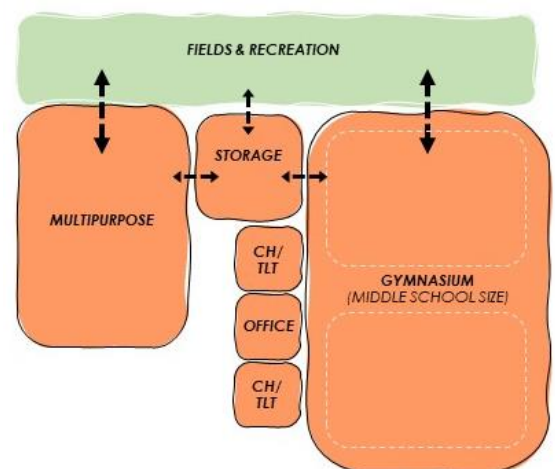
- **Technical Education/E-Sports** is designed as a high-tech, adaptable space of approximately **1,100** square feet for an average of **18-30** students. **This program can most likely occur in the Planetarium.** The program promotes opportunities for students to learn leadership, sportsmanship, and have meaningful conversations around digital citizenship. The room shall be equipped with multiple screens wall/ceiling mounted around the room for running demos or for game display. Writable/tackable surfaces should be maximized around the room, and furniture shall be relatively fixed with high-powered computer stations, and some flexible or soft seating offerings to create a lounge atmosphere. Careful attention should be paid to the lighting controls and capabilities of this space. Advanced acoustics, speaker/audio systems, and ample charging/power outlets shall be incorporated.
- **Technical Engineering/Robotics** is designed as a high-tech, adaptable space of approximately **1,100** square feet for an average of **18-30** students. The rooms shall be equipped with multiple screens wall/ceiling mounted around the room for running demos. Writable/tackable surfaces should be maximized around the room, and flexible furniture shall be incorporated similar to general classrooms. Built-in counters with shelving to allow for standing collaborative work or project display. Rooms should also include space and support for multiple high-powered computers, robotics, 3D printers, **secure storage** for equipment, rolling whiteboards, and mobile teacher station.
- **Family and Consumer Science** is designed as a large, flexible classroom/lab of approximately **1,100** square feet for an average of **18-30** students. This space should be designed to give students experience in the culinary arts, but the space can flex to serve other program needs as well. A lecture area is desired towards the "front" of the room, and a lab area is desired towards the "back" of the room. A mobile teaching station, mobile furniture inclusive of portable equipment carts, student desks, worktables and white boards, as well as secure

storage for teacher's personal/confidential items, bookshelves and student project display areas (tack boards) and an interactive touch screen(s). Equipment requirements and **secure storage** area(s) should accommodate a broad range of supplies for multiple disciplines such as cooking, crafting, sewing, etc.

- **Technical Education/Shop** is designed as a high-ceiling space of approximately **1,250** square feet for an average of **18-30** students with ample daylight and space for full-scale construction of sheds and micro buildings, but also for traditional woodworking, architecture, construction management, industrial design, etc. The shop shall be equipped with a screen/interactive display, writable/tackable surfaces maximized around the room, and flexible furniture befitting the nature/activity of the space. The room should also include secure storage for equipment, rolling whiteboards, and mobile teacher station or workspace. Direct connection to an outdoor plaza/courtyard shall be provided via a large overhead door or similar. The classroom shall be designed to accommodate all required health and safety standards. **Secure storage** for materials, projects in progress, and a drying area shall be provided, along with a finishing room/spray booth that is properly ventilated.
- A **Technology Integrator Office** will be located in proximity to the technical classrooms. The space is approximately **175** square feet and will include space for focused work, storage and a small table for meetings/conferences.

Gymnasium & Athletics

The **main gymnasium** of approximately **7,500** square feet is designed to accommodate a standard middle school sized basketball court with spectator space around the perimeter. Bleachers will be provided. **Changing room** facilities, including toilets are located nearby. Bench seating will be provided. In addition to the main court goals, the gym will be equipped with retractable and height adjustable side court basketball goals and backboards along with ceiling mounted interactive display projectors for integration into the health and wellness curriculum. The gym will be used for large game activities such as basketball, volleyball and other exercise/wellness programs. An automatic, sound attenuating divider partition wall, at mid-court, will accommodate multiple classes scheduled at the same time. A large **storage room** at approximately **400** square feet for equipment will be provided. A **P.E. office** for (4) teachers with shared desk space at approximately **325** square feet will be located nearby. Toilet facilities will be located in close proximity to the gym.



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

- The **multi-purpose room/fitness center** at approximately **1,650** square feet will be lightly equipped for use as an auxiliary gym, fitness room, gross motor skills area, or for dance/yoga in support other exercise/wellness programs. Wall mounted screen(s) or interactive display(s) will be incorporated in the room. Fitness equipment shall include free weights, weight machines, and exercise equipment. Magnetic whiteboards or bulletin boards shall also be provided. The room shall include adequate electrical supply for ceiling mounted speakers and drinking fountain with bottle filler. Secure storage will be provided within the space for cleaning supplies, devices, and personal/confidential items. The space is designed to accommodate two smaller courts with limited spectator space around the perimeter. Bleachers will not be provided. The gym will be equipped with retractable and height adjustable main court goals

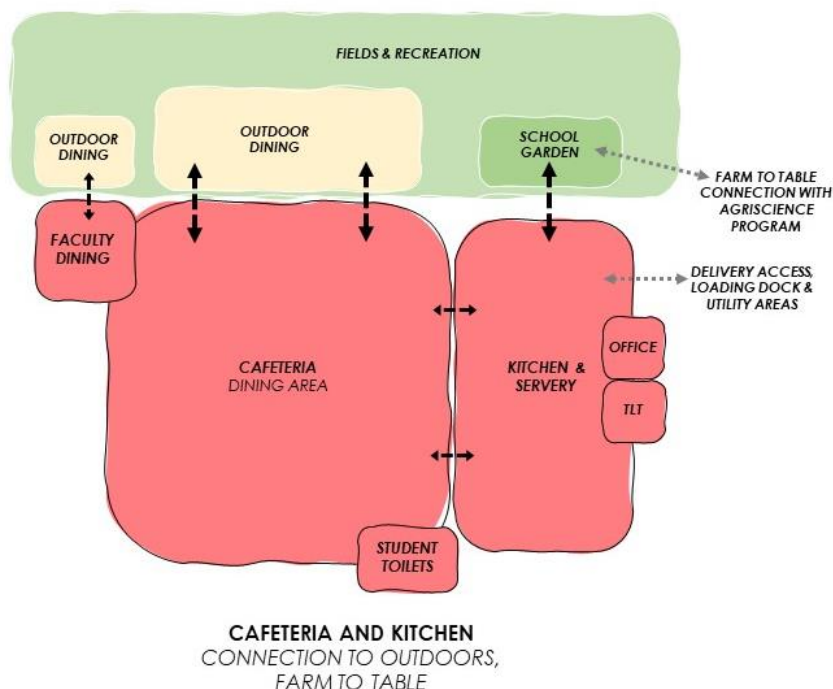
and backboards along with ceiling mounted interactive display projectors for integration into the health and wellness curriculum. The gym will be used for wrestling and other exercise/wellness programs. It will be located in proximity to the main gymnasium and associated toilet/locker room facilities. A large **storage room** of approximately **350** square feet for equipment will be provided.

- A **health classroom** that is large enough to accommodate a full class of **18-30** students on average can occur in spaces within the small learning community, or in a dedicated space with collaborative spaces nearby. Writable/tackable surfaces should be maximized around the room. Technology to include screens/interactive display, and flexible furniture/millwork storage and mobile teacher station shall be incorporated similar to general classrooms.

Food Service Area: Kitchen, Servery & Cafeteria

The **4,818** square foot **cafeteria** is anticipated to accommodate a student school capacity of up to **826** students served lunch in 3 lunch waves of approximately 275 students for each wave. Students are allotted up to 20 minutes per lunch wave to pick up lunch, eat/socialize, and dispose of garbage, but additional time for lunch is ideal should scheduling allow. The cafeteria will accommodate other uses throughout the day including professional development meetings, study hall, and at times evening community events or events for parks & recreation, etc. An automatic, sound attenuating, durable and folding partition will also be included for division of the cafeteria. Music playback, built-in speakers, interactive display and other equipment will be incorporated into the design. Charging stations and storage will also be incorporated for equipment such as iPads, laptops, etc. A large format touchscreen/projector and sound system will also be incorporated. **Toilet facilities** for students will be directly adjacent to the cafeteria. The cafeteria will open onto a courtyard or plaza for **outdoor dining**. A large **storage room** of approximately **400** square feet will be provided for chair and table storage.

The **kitchen and servery** of approximately **2,200** square feet can accommodate two serving lines with an automated payment system. The District's food service provider will develop all final equipment requirements and menu offerings with the school administration.



The **kitchen** will include the following:

- Preparation Area ~ **2,200** square feet
- Serving Area (square feet included in above)
- Dry Storage ~**250** square feet
- Walk-in Cooler ~ **250** square feet
- Walk-in Freezer ~ **250** square feet
- Staff Lavatory ~ **60** square feet
- Kitchen Manager Office ~ **100** square feet
- Locker Room ~ **65** square feet
- Dish Room ~**160** square feet
- Custodial Closet ~ **50** square feet

Equipment List

- Double sink preparation tables each with one (1) standard faucet and one (1) pre-rinse faucet
- Slicing machine
- 4 - Warmers
- Food processor
- Upright blast chiller
- Microwave oven to be located in cafeteria
- Two (2) Double Deck Convection Ovens
- One (1) Combi-Oven
- One (1) Convection Steamer
- One Pasta Kettle – 30 gallons
- One (1) 6- Burner Range
- Three (3) compartment sink assembly with drain boards for pot and pan washing; each compartment shall measure 21" x 27" x 12" deep; a pre-rinse spray assembly required at one (1) sink compartment
- Hot & Cold Food Stations
- Deli Stations
- Express Stations for self-serve foods and dry display snacks
- Refrigerated merchandisers for bottled beverages
- Cashier stations strategically located at the exit from the Served
- Mobile condiment stations to be located at the exit of the Served

Utility Requirements

- Utility Distribution System with quick disconnect devices for all services
- Walk-in refrigerators and freezers will require back-up generator power; audio/visual temperature alarm; refrigeration control alarm; temperature alarms to be wired to "Building Monitoring System"
- Water conservation methods
- Provide High Efficiency Energy Star Label Equipment & lighting
- Exhaust hoods: Demand Control Ventilation Package
- Temperature maintenance, water filtration and sanitation to promote food safety
- Exterior in-line grease trap to conform to FOG Program

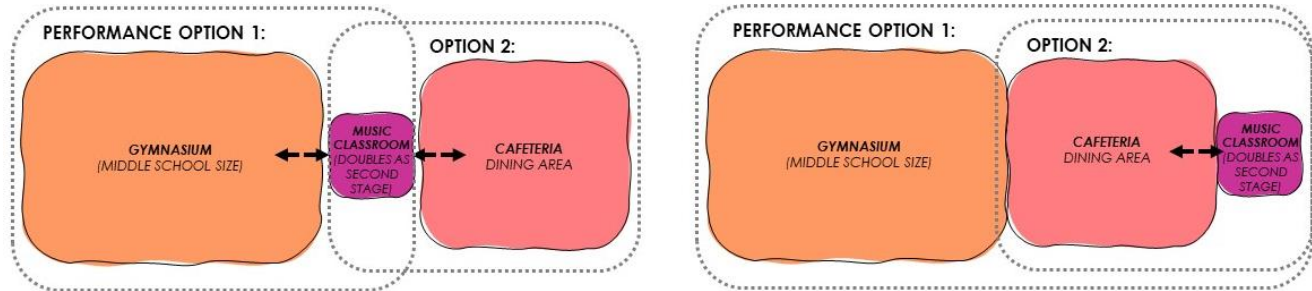
An area for receiving/deliveries, including a loading dock, is planned in proximity to the kitchen and storage areas.

Faculty Dining

An area for teachers and staff to break for lunch or gather and socialize is designed at approximately **625** square feet to include a kitchenette with a sink, full-size refrigerator, microwave and counter storage with upper/lower cabinets. Other appliances may be incorporated as required. A seating area consisting of tables and chairs, soft seating, or “hoteling” workstations will be provided. Note: additional central work/faculty/group rooms with faculty toilet and central supplies have been programmed across the building to maximize operational efficiency and promote interdisciplinary collaboration.

Flexible, Multi-Functional Spaces

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



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

3.2 EDUCATIONAL SUPPORTING SPACES

Mechanical and Custodial

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

Athletic Courts and Fields

(Refer to Building Systems and Site)

Plazas, Courtyards and Outdoor Classrooms

(Refer to Building Systems and Site)

EDUCATIONAL SPECIFICATIONS

Hillcrest Middle School | 530 Daniels Farm Rd, Trumbull, CT 06611



Tecton
ARCHITECTS

Safety & Security

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

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

3.3 DETAILED DESCRIPTION

GRADE LEVEL LEARNING COMMUNITIES

- **GRADES 6-8 GENERAL CLASSROOMS** (ENGLISH LANGUAGE ARTS/READING, MATH, WORLD LANGUAGE, SOCIAL STUDIES)
- **SCIENCE CLASSROOM/LAB**
- **SCIENCE PREP ROOM**
- **FLEX CLASSROOM/LAB**
- **EXTENDED LEARNING/BREAKOUT AREA**
- **SMALL GROUP/SENSORY ROOM**
- **MATH/READING INTERVENTION** (BREAKOUT/OFFICE)
- **STRIDE/RESOURCE**
- **TEACHER PREP/WORKROOM**

SPECIAL EDUCATION

- **SKILLS FOR SUCCESS**
- **OT/PT**
- **LIFE SKILLS/SELF-CONTAINED CLASSROOM**
- **SPEECH AND LANGUAGE THERAPY** (BREAKOUT/OFFICES)
- **WORKROOM & SUPPORT STORAGE**
- **SPECIAL EDUCATION DEPARTMENT CHAIR OFFICE**

MAIN OFFICE

- **GENERAL OFFICE**
- **PRINCIPAL'S OFFICE**
- **ASSISTANT PRINCIPAL'S OFFICE**
- **CONFERENCE ROOMS**
- **SOCIAL WORKER OFFICE**
- **SCHOOL COUNSELING OFFICE**
- **PSYCHOLOGIST OFFICE**
- **SECURITY OFFICE**
- **WORKROOM, STORAGE, TOILET ROOMS**
- **TESTING/ISS ROOM**

NURSE

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

VISUAL AND PERFORMING ARTS

- **ART STUDIO W/KILN ROOM**
- **GENERAL ART ROOM**
- **ORCHESTRA ROOM**
- **CHORAL ROOM**
- **BAND ROOM**
- **INSTRUMENT/MUSIC STORAGE**
- **MUSIC TECHNOLOGY**
- **BLACK BOX THEATER/AUDITORIUM**
- **STAGE, WINGS, STORAGE**
- **CONTROL ROOM/SOUND BOOTH**

MEDIA CENTER

- **MEDIA CENTER/STACKS**
- **BREAKOUT SPACES**

EDUCATIONAL SPECIFICATIONS

Hillcrest Middle School | 530 Daniels Farm Rd, Trumbull, CT 06611



Tecton
ARCHITECTS

- MULTIMEDIA PRODUCTION ROOM W/EDITING AREA
- PRODUCTION CONTROL ROOM/SOUND BOOTH
- MAKERSPACE/FABRICATION LAB
- MEDIA SPECIALIST OFFICE
- WORKROOM
- IT OFFICE/TECHNOLOGY REPAIR
- MDF ROOM

CAREER & TECHNICAL EDUCATION, COMPUTER SCIENCE

- PLANETARIUM (TECHNICAL EDUCATION LAB, E-SPORTS, DIGITAL LIT)
- ROBOTICS/TECHNOLOGY ENGINEERING
- FAMILY CONSUMER SCIENCE
- TECHNICAL EDUCATION/SHOP
- TECHNOLOGY INTEGRATOR OFFICE

WELLNESS/PHYSICAL EDUCATION

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

CAFETERIA/FOOD SERVICE

- CAFETERIA
- CHAIR/TABLE STORAGE
- KITCHEN & SERVERY
- COLD STORAGE
- DRY STORAGE
- FACULTY DINING ROOM
- STUDENT TOILET ROOMS
- KITCHEN OFFICE
- STAFF TOILET/LOCKER ROOM

BUILDING SERVICES

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

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GRADES 6-8 GENERAL CLASSROOMS

Room Area (SF)	900 SF
Number of Teachers	1-2
Average Class Size	18-30

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Adjacent to classrooms that promote interdisciplinary learning neighborhoods • Small group learning / breakout spaces nearby • Resource spaces nearby • Teacher workroom nearby	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room	Plumbing • ADA compliant sink
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Modular, mobile tables to support individual and collaborative work. • Mobile seating/chairs • Circular tables for small groups with chairs • Mobile display and bookshelves • Mobile storage cabinets for learning materials, project supplies, lockable • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Flag bracket & flag • Charging capabilities built into furniture where possible • Student lockers (in hallway, located outside the circulation pathways)	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

EDUCATIONAL SPECIFICATIONS

Hillcrest Middle School | 530 Daniels Farm Rd, Trumbull, CT 06611



Tecton
ARCHITECTS

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SCIENCE CLASSROOM/LAB

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

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Biology
- Chemistry
- Physics
- Earth Science

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Adjacent to other science classrooms, labs • Direct access to a science prep room • Small group learning / breakout spaces nearby • Teacher offices nearby	Doors and Hardware • Door(s) with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access and hard-wired network • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room	Plumbing • Recessed sinks around the perimeter including ADA compliant sink(s) • Local acid waste drain • Eyewash and body shower with floor drain • Gas available for Bunsen burner use HVAC / Mechanical • Fume hood (can be shared between classroom and prep room) • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Mobile lab stations with sinks, power, gas, and air (or) Fixed lab stations with sinks, power, gas, and air • Mobile lab chairs • Modular, mobile tables with epoxy resin tops to support individual and collaborative work • Mobile display and bookshelves • Mobile storage cabinets for learning materials, project supplies, lockable • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) with epoxy resin countertops • Chemical/flammable storage cabinets, lockable • Charging capabilities built into furniture where possible	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Teacher demonstration desk with sink, power, gas and air • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable Other • Fire blanket and cabinet • Personal protective equipment (PPE) cabinet • Fire extinguisher and cabinet

EDUCATIONAL SPECIFICATIONS

Hillcrest Middle School | 530 Daniels Farm Rd, Trumbull, CT 06611



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PART 3: SPACE PROGRAM & ACTIVITY PAGES

SCIENCE PREP ROOM

Room Area (SF)	800 SF
Number of Teachers	1-2
Average Class Size	n/a

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Biology
- Chemistry
- Physics
- Earth Science

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Direct access to a science classroom (can be a shared space)	Doors and Hardware • Door(s) with vision panel • Second means of egress
Windows • Desirable, but optional	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint • Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors	Technology/Devices • none
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access and hard-wired network • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room	Plumbing • Recessed sink • Local acid waste drain • Eyewash and body shower with floor drain • Refrigerator with ice maker • Glassware dishwasher
	HVAC / Mechanical • Fume hood (can be shared between classroom and prep room) • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Fixed upper and lower cabinets/open shelving (connected with tall wardrobe for teacher storage), lockable. • Accessible work surface • Chemical/flammable storage cabinets, lockable • Mobile tables • Charging capabilities built into furniture where possible	Display • Writeable Surface, Marker/whiteboard • Tackable Surface, bulletin board
	Teacher Storage / Casework & Furniture • Tall wardrobe/storage cabinet, lockable
	Other • Fire blanket and cabinet • Personal protective equipment (PPE) cabinet • Fire extinguisher and cabinet

PART 3: SPACE PROGRAM & ACTIVITY PAGES

FLEX CLASSROOM/LAB	
Room Area (SF)	1,200 SF
Number of Teachers	1-2
Average Class Size	18-30
OBJECTIVES An adaptable classroom designed for an integrated and interdisciplinary approach that promotes collaboration through zones, multiple furniture arrangements and flexible configurations. The space should function as general instruction space while also promoting small group work and deep learning.	
USERS - Students - Teachers - Paraprofessionals/Aides	ACTIVITIES/PROGRAMS - Mathematics - Science - Engineering - Technology/STEM - ELA, Social Studies - World Language
ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location - Adjacent to classrooms that promote interdisciplinary learning neighborhoods. - Small group learning / breakout spaces nearby - Resource spaces nearby - Teacher offices nearby	Doors and Hardware - Door with vision panel - Acoustically rated operable partition, motorized.
Windows - Operable window(s) - Room darkening shades	Ceiling Acoustical tile
Floors - Resilient flooring, or similar - Durable, low maintenance	Walls - Paint - Wall Protection (as needed) (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting - LED Fixtures, dimmable - Daylight sensors - Occupancy sensors - Variable light level switching	Technology/Devices - Ceiling mounted projector - Interactive display at teaching wall - Desktop/Laptop device at mobile teaching station - Charging carts, or current technology, for student devices - Document camera
Power, Data & Communications - Multiple electrical outlets at walls with USB charging modules - Power/data/video connection at ceiling - Telephone/public address system - WiFi access - Data/power near teaching wall for mobile teacher station - Voice amplification/sound field system - Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room	Plumbing ADA compliant sink
	HVAC / Mechanical Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture - Modular, mobile tables to support individual and collaborative work. - Mobile seating/chairs - Circular tables for small groups with chairs - Mobile display and bookshelves - Mobile storage cabinets for learning materials, project supplies, lockable - Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) - Flag bracket & flag - Charging capabilities built into furniture where possible	Display - Writeable Surface, Magnetic marker/whiteboard - Tackable Surface, bulletin board - Projection Surface or screen
	Teacher Storage / Casework & Furniture - Mobile teacher station, mobile workstation cart - Tall wardrobe/storage cabinet, lockable - Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

EXTENDED LEARNING/BREAKOUT AREAS

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

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Adjacent to general classrooms • Adjacent to special education classrooms • Distributed among other academic programs throughout the school in a manner that promotes interdisciplinary gathering	Doors and Hardware • Not applicable – open or semi-enclosed spaces
Windows • Desirable, but optional • Shades	Ceiling • Acoustical tile • (or) Specialty ceiling
Floors • Resilient flooring • (or) High-performance soft surface (textile) flooring • Durable, low maintenance	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors	Technology/Devices • Ceiling mounted projector • Interactive display/TV monitor • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access	Plumbing • None
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Comfortable, mobile, and modular furniture for informal group work • Mobile tables • Specialty seating such as: club chairs, bean bag chairs, or small learning chair • Presentation area/platform (optional) • Fixed upper and lower cabinets with work surface, lockable • Charging capabilities built into furniture where possible	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SMALL GROUP/SENSORY ROOM

Room Area (SF)	250 SF
Number of Teachers	1-2
Average Class Size	6-8

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Adjacent to general classrooms	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical tile
Floors • Carpet Tile • (or) High-performance soft surface (textile) flooring	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable, color tuning • Daylight sensors • Occupancy sensors	Technology/Devices • Ceiling mounted projector • Interactive display/TV monitor • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling for projector • Telephone/public address system • WIFI access • Data/power at interactive display	Plumbing • N/A
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Modular Group Table • Mobile seating/chairs • Lounge seating/chairs, rockers, bean bags, etc. • Mobile low table for manipulatives	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MATH/READING INTERVENTION (and Department Office as required)

Room Area (SF)	450 SF
Number of Teachers	1-2
Average Class Size	6-8

OBJECTIVES

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

NOTE: One of the Math Intervention Rooms will double as an office space for the Math Department Leader (only one needed for entire school)

NOTE: One of the Reading Intervention Rooms will double as an office space for the ELA Department Leader (only one needed for entire school)

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Small Group Instruction
- Reading Intervention
- Math Intervention

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

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

Doors and Hardware

- Door with vision panel

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

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

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

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

Power, Data & Communications

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

Plumbing

- ADA compliant sink

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

FURNISHINGS

Classroom Storage / Casework & Furniture

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

Display

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

Teacher Storage / Casework & Furniture

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

PART 3: SPACE PROGRAM & ACTIVITY PAGES

STRIDE/RESOURCE

Room Area (SF)	600 SF
Number of Teachers	1-2
Average Class Size	8-12

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Small Group Instruction
- Specialized Education
- Executive Functioning Instruction

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

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

Doors and Hardware

- Door with vision panel

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

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

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

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

Power, Data & Communications

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

Plumbing

- ADA compliant sink

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

FURNISHINGS

Classroom Storage / Casework & Furniture

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

Display

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

Teacher Storage / Casework & Furniture

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

PART 3: SPACE PROGRAM & ACTIVITY PAGES

TEACHER PREP/WORKROOM

Room Area (SF)	600 SF
Number of Teachers	8-12
Average Class Size	n/a

OBJECTIVES

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

USERS

- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Distributed across the building within learning communities. • Include a kitchenette. • Include a toilet room. • Include a storage closet for instructional materials.	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint • Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Printer/copier • TV monitor
Power, Data & Communications • Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access	Plumbing • ADA compliant sink with filtered water faucet • Refrigerator with ice maker • Dishwasher • Toilet room – see below
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Casework & Furniture • Modular, mobile tables to support individual and collaborative work. • Mobile seating/chairs • Fixed upper and lower cabinets at kitchenette. • Fixed upper and deeper lower cabinets to accommodate equipment. • Open shelving in storage closet • Tall wardrobe, lockable, or cubbies/lockers for personal belongings (primarily for paraprofessionals)	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	Appliances • Full Size Refrigerator • Microwave • Coffee Maker • Dishwasher
	Other • Binding Machine • Laminator • Paper Cutter

PART 3: SPACE PROGRAM & ACTIVITY PAGES

TEACHER PREP/WORKROOM - continued

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

Plumbing • ADA compliant fixtures	Doors and Hardware • Solid door
Lighting • LED Fixtures • Occupancy sensors	Ceiling • Moisture resistant acoustical tile
Floors • Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar.	Walls • Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schluter DILEX-BWA or similar. • All outside edges to receive Metal Trim profile; Schluter QUADec or similar.
Other • Toilet accessories including mirror	

INSTRUCTIONAL MATERIALS (CURRICULUM) STORAGE – 200 sf

Storage Casework/ Furniture • Shelving to accommodate instructional materials	Doors and Hardware • Solid door
Lighting • LED Fixtures • Occupancy sensors	Ceiling • Acoustical tile
Floors • Resilient floor • (or) Sealed concrete	Walls • Drywall • Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SKILLS FOR SUCCESS CLASSROOM

Room Area (SF)	450 SF
Number of Teachers	1-2
Average Class Size	6-8

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Small Group Instruction
- Executive Functioning Instruction

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Proximity to general classrooms • Small group learning / breakout spaces nearby	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room	Plumbing • ADA compliant sink
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Modular, mobile tables to support individual and collaborative work. • Mobile seating/chairs • Circular tables for small groups with chairs • Mobile display and bookshelves • Mobile storage cabinets for learning materials, project supplies, lockable • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Partitions for 1 on 1 work • Charging capabilities built into furniture where possible	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

OT/PT ROOM

Room Area (SF)	500 SF
Number of Teachers	1-2
Average Class Size	2-4

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Proximity to general classrooms	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical tile • Sling/ swing suspended from ceiling
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system	Plumbing • ADA compliant sink
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Mobile display and bookshelves • Mobile storage cabinets for learning materials, project supplies, lockable • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Occupational therapy equipment and furniture • Floor mats • Sling/ swing	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

OT/PT ROOM - continued	
TOILET ROOM – 60 sf (included in SF allocated)	
Plumbing • ADA compliant fixtures	Doors and Hardware • Solid door
Lighting • LED Fixtures • Occupancy sensors	Ceiling • Moisture resistant acoustical tile
Floors • Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar.	Walls • Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schluter DILEX-BWA or similar. • All outside edges to receive Metal Trim profile; Schluter QUADDEC or similar.
Other • Toilet accessories including mirror	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SELF-CONTAINED CLASSROOM/LIFE SKILLS

Room Area (SF)	1,200 SF
Number of Teachers	1-2
Average Class Size	2-4

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Proximity to Technical Education • Proximity to general classrooms	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance • Allows for easy movement • Minimal floor transitions	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room	Plumbing • ADA compliant sink with filtered water faucet • Dishwasher • Washing machine • Full size refrigerator with ice maker
	HVAC / Mechanical • Dryer • Stove/oven • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture / Equipment • Modular, mobile table to hold 6-10 • Mobile seating/chairs • Mobile storage cabinet/ credenza • Lounge seating & occasional tables • Rug at lounge area • Counter height seating • Fixed upper and lower cabinets • Full size refrigerator with ice maker • Microwave • Stove/ oven • Charging capabilities built into furniture where possible	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen • Mobile teacher station, mobile workstation cart

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SELF-CONTAINED CLASSROOM/LIFE SKILLS - continued

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

Storage Casework/ Furniture - Shelving in Closet - Bed - Side Tables	Doors and Hardware Solid door
Lighting - LED Fixtures - Occupancy sensors	Ceiling Acoustical tile
Floors - Resilient floor - Durable, low maintenance - Allows for easy movement - Rug in bedroom area	Walls Paint
Plumbing Washer	Appliances Dryer

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

Plumbing ADA compliant fixtures	Doors and Hardware Solid door
Lighting - LED Fixtures - Occupancy sensors	Ceiling Moisture resistant acoustical tile
Floors - Tile - Perimeter joint PVC profile; Schluter DILEX-BWA or similar.	Walls - Moisture resistant drywall - Tile/ Paint - Perimeter joint PVC profile at Doors/ Windows; Schluter DILEX-BWA or similar. - All outside edges to receive Metal Trim profile; Schluter QUADec or similar.
Other - Residential Toilet accessories - ADA shower	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SPEECH AND LANGUAGE THERAPY (and Office as required)

Room Area (SF)	250 SF
Number of Teachers	1-2
Average Class Size	4-6

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Small Group Instruction
- Speech Therapy
- Individualized Therapy

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Proximity to general classrooms • Small group learning / breakout spaces nearby	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room	Plumbing • ADA compliant sink
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Modular, mobile tables to support individual and collaborative work. • Mobile seating/chairs • Circular tables for small groups with chairs • Mobile display and bookshelves • Mobile storage cabinets for learning materials, project supplies, lockable • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Partitions for 1 on 1 work • Charging capabilities built into furniture where possible	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

WORKROOM & SUPPORT STORAGE

Room Area (SF)	200 SF
Number of Teachers	1-3
Average Class Size	n/a

OBJECTIVES

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

USERS

- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Work/break room
- Kitchenette
- Instructional Materials Storage

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Distributed across the building within learning communities. • Include a kitchenette. • Include a storage closet for instructional materials.	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint • Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Printer/copier • TV monitor
Power, Data & Communications • Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access	Plumbing • ADA compliant sink with filtered water faucet • Refrigerator with ice maker • Dishwasher
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Casework & Furniture • Modular, mobile tables to support individual and collaborative work. • Mobile seating/chairs • Fixed upper and lower cabinets at kitchenette. • Fixed upper and deeper lower cabinets to accommodate equipment. • Open shelving in storage closet • Tall wardrobe, lockable, or cubbies/lockers for personal belongings (primarily for paraprofessionals)	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	Appliances • Full Size Refrigerator • Microwave • Coffee Maker • Dishwasher
	Other • Binding Machine • Laminator • Paper Cutter

PART 3: SPACE PROGRAM & ACTIVITY PAGES

WORKROOM & SUPPORT STORAGE - continued	
INSTRUCTIONAL MATERIALS STORAGE – (included in SF allocated)	
Storage Casework/ Furniture Shelving to accommodate instructional materials	Doors and Hardware Solid door
Lighting - LED Fixtures - Occupancy sensors	Ceiling Acoustical tile
Floors - Resilient floor (or) Sealed concrete	Walls - Drywall - Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SPECIAL EDUCATION DEPARTMENT CHAIR OFFICE

Room Area (SF)	150 SF
Number of Staff	1
Average Class Size	n/a

OBJECTIVES

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

USERS

- SPED Department Leader(s)

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Proximity to self-contained classroom • (or) Proximity to main office	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical tile
Floors • Carpet Tile or similar	Walls • Paint
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Computer • Network Printer
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access	Plumbing • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Furniture • Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	Storage / Casework • Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GENERAL OFFICE (Reception, Secretarial Work Area)

Room Area (SF)	650 SF
Number of Staff	3-4
Average Class Size	n/a

OBJECTIVES

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

USERS

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

ACTIVITIES/PROGRAMS

- Visitor Reception
- Administrative Support
- Conference/Meeting Space

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

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

Doors and Hardware

- Door with vision panel

Windows

- Multiple windows to view visitor activity.
- Shades

Ceiling

- Acoustical tile

Floors

- Carpet Tile
- Resilient flooring, or similar

Walls

- Paint

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

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

Power, Data & Communications

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

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

FURNISHINGS

Storage / Furniture

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

Display

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

Storage / Casework

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

PART 3: SPACE PROGRAM & ACTIVITY PAGES

PRINCIPAL'S OFFICE

Room Area (SF)	210 SF
Number of Staff	1
Average Class Size	n/a

OBJECTIVES

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

USERS

- Administrative Staff

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location - Adjacent to main office reception and secretarial area - Adjacent to conference room	Doors and Hardware Door with vision panel
Windows - Operable window(s) - Room darkening shades	Ceiling Acoustical tile
Floors Carpet Tile	Walls Paint
SPECIALTIES/SYSTEMS	
Lighting - LED Fixtures, dimmable - Daylight sensors - Occupancy sensors	Technology/Devices - Computer - Network Copier/ Printer - TV screen/ Monitor(s) – wall mounted
Power, Data & Communications - Multiple electrical outlets at walls with USB charging modules - Telephone/public address system - WIFI access - Security "Panic" button	Plumbing n/a
	HVAC / Mechanical Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Furniture - Office systems desk - Task chair - Visitor chairs - Lockable lateral files - Bookshelves - Conference table for 4	Display - Writeable Surface, Magnetic marker/whiteboard - Tackable Surface, bulletin board
	Storage / Casework Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ASSISTANT PRINCIPAL'S OFFICE

Room Area (SF)	190 SF
Number of Staff	1
Average Class Size	n/a

OBJECTIVES

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

USERS

- Administrative Staff

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location - Adjacent to main office reception and secretarial area - Adjacent to principal's office - Adjacent to conference room	Doors and Hardware Door with vision panel
Windows - Operable window(s) - Room darkening shades	Ceiling Acoustical tile
Floors Carpet Tile	Walls Paint
SPECIALTIES/SYSTEMS	
Lighting - LED Fixtures, dimmable - Daylight sensors - Occupancy sensors	Technology/Devices - Computer - Network Copier/ Printer - TV screen/ Monitor(s) – wall mounted
Power, Data & Communications - Multiple electrical outlets at walls with USB charging modules - Telephone/public address system - WIFI access - Security "Panic" button	Plumbing n/a
	HVAC / Mechanical Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Furniture - Office systems desk - Task chair - Visitor chairs - Lockable lateral files - Bookshelves - Conference table for 4	Display - Writeable Surface, Magnetic marker/whiteboard - Tackable Surface, bulletin board
	Storage / Casework Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ADMINISTRATIVE CONFERENCE ROOMS

Room Area (SF)	250 SF, 300 SF
Number of Staff	6-8, 10-12
Average Class Size	n/a

OBJECTIVES

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

USERS

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

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Adjacent to Administrative offices	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Shades	Ceiling • Acoustical tile
Floors • Carpet Tile	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Ceiling mounted projector • Interactive display • TV screen/ Monitor(s) – wall mounted • Virtual meeting capabilities and equipment
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access	Plumbing • N/A
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Conference Table for (6-8 @ 250 SF) or (10-12 @ 300 SF) • Mobile seating/chairs • Fixed lower cabinets or credenza.	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ADMINISTRATIVE OFFICES (Social Worker, Psychologist, Guidance/Counselors)

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

OBJECTIVES

A dedicated space for administrators to work on tasks, hold private discussions, and plan strategically with a focus on efficiency and confidentiality. Offices are designated for Counseling, Guidance, Psychology, and Social Work.

USERS

- Administrative Staff
- Students

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Located within or near main office	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical Tile
Floors • Carpet Tile	Walls • Paint
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Computer • Network Copier/ Printer • Interactive display • TV screen/ Monitor(s) – wall mounted
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access	Plumbing • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Furniture • Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves • Soft seating area	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	Storage / Casework • Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SECURITY OFFICE

Room Area (SF)	100 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

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

USERS

- Security Staff

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location Adjacent to main office reception and secretarial area	Doors and Hardware Door with vision panel
Windows - Operable window(s) - Room darkening shades	Ceiling Acoustical tile
Floors - Resilient flooring, or similar - Durable, low maintenance	Walls - Paint - Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting - LED Fixtures, dimmable - Daylight sensors - Occupancy sensors	Technology/Devices - Computer - Network Copier/ Printer - TV screen/ Monitor(s) – wall mounted - Any necessary security equipment
Power, Data & Communications - Multiple power/data outlets at walls with USB charging modules - Telephone/public address system - WIFI access - Security "Panic" button	Plumbing n/a
	HVAC / Mechanical Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Casework & Furniture - Fixed upper and lower cabinets for control station with security equipment - Task chairs - Mobile seating/ chairs - Workstations for 1-2 staff	Display - Writeable Surface, Magnetic marker/whiteboard - Tackable Surface, bulletin board
	Appliances n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

WORKROOM (Storage, Toilets, Break Area)

Room Area (SF)	175 SF (plus other SF areas)
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

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

USERS

- Administrative Staff
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

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

WORKROOM – 175 sf

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Adjacent to main office reception and secretarial area	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Shades	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint

SPECIALTIES/SYSTEMS

Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • High-capacity Printer/copier • TV screen/ Monitor(s) – wall mounted
Power, Data & Communications • Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access	Plumbing • ADA compliant sink with filtered water faucet • Full size refrigerator with ice maker
	HVAC / Mechanical • Refer to Building Systems section for additional requirements

FURNISHINGS

Storage / Casework & Furniture • Fixed upper and lower cabinets • Staff Mailboxes • Mobile Table • Mobile seating/ chairs	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	Appliances • Microwave • Coffee Maker • Full size refrigerator with ice maker

PART 3: SPACE PROGRAM & ACTIVITY PAGES

WORKROOM (Storage, Toilets, Break Area) - continued

STORAGE ROOM – 150 sf

Storage Casework/ Furniture Shelving to accommodate instructional materials	Doors and Hardware Solid door
Lighting - LED Fixtures - Occupancy sensors	Ceiling Acoustical tile
Floors - Resilient flooring, or similar - Durable, low maintenance	Walls Paint

MATERIALS STORAGE – 80 sf

Storage Casework/ Furniture Fire rated student file storage	Doors and Hardware Solid door
Lighting - LED Fixtures - Occupancy sensors	Ceiling Acoustical tile
Floors - Resilient flooring, or similar - Durable, low maintenance	Walls Paint

STAFF TOILET ROOM – 60 sf

Plumbing ADA compliant fixtures	Doors and Hardware Solid door
Lighting - LED Fixtures - Occupancy sensors	Ceiling Moisture resistant acoustical tile
Floors - Tile - Perimeter joint PVC profile; Schluter DILEX-BWA or similar.	Walls - Moisture resistant drywall - Tile/ Paint - Perimeter joint PVC profile at Doors/ Windows; Schluter DILEX-BWA or similar. - All outside edges to receive Metal Trim profile; Schluter QUADDEC or similar.
Other Toilet accessories including mirror	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

TESTING/ISS ROOM

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

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Testing
- Calming/Self-Regulation

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Within main office or administration/guidance areas	Doors and Hardware • Door with vision panel
Windows • Optional	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint • Wall protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable, color tuning • Occupancy sensors	Technology/Devices • Mobile interactive display/TV cart
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access	Plumbing • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Mobile tables and chairs • Mobile soft seating	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

NURSE/HEALTH

Room Area (SF)	925 SF
Number of Staff	1
Average Class Size	2-4

OBJECTIVES

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

USERS

- Nurse
- Students

ACTIVITIES/PROGRAMS

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

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

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Proximity to administration/main office

Doors and Hardware

- Door with vision panel

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Moisture resistant acoustical tile
- Privacy curtains

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

- Paint
- Wall Protection (as needed)

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Interactive display/TV monitor

Power, Data & Communications

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

Plumbing

- ADA compliant sink
- Exam room – **see below**
- Toilet room – **see below**
- Full size refrigerator with ice maker

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

FURNISHINGS

Classroom Storage / Casework & Furniture

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

Display

- Tackable Surface, bulletin board

Special Needs/ Equipment

- Full Size Refrigerator with ice maker

PART 3: SPACE PROGRAM & ACTIVITY PAGES

NURSE/HEALTH - continued

EXAM ROOM – 120 sf (included in SF allocated)

Plumbing • ADA compliant fixtures	Doors and Hardware • Solid door
Lighting • LED Fixtures • Occupancy sensors	Ceiling • Moisture resistant acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Furnishings • Exam Table • Medical Stool • Exam Room Laptop desk • Fixed upper and lower cabinets
Walls • Tile • (or) Wall protection • Moisture resistant drywall • Paint	

OFFICE – 225 sf (included in SF allocated)

Adjacency / Location • Proximity to cots and waiting area	Doors and Hardware • Door with vision panel
Lighting • LED Fixtures • Occupancy sensors	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint
Storage Casework/ Furniture/ Equipment • Office systems desk • Task chair • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable	Technology/Electrical • Computer • Network Copier/ Printer • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access

STORAGE – 60 sf (included in SF allocated)

Lighting • LED Fixtures • Occupancy sensors	Doors and Hardware • Solid door
Floors • Resilient flooring, or similar • Durable, low maintenance	Ceiling • Acoustical tile
Walls • Paint	Furnishings • Industrial grade shelving

TOILET ROOM – 60 sf (included in SF allocated)

Plumbing • ADA compliant fixtures	Doors and Hardware • Solid door
Lighting • LED Fixtures • Occupancy sensors	Ceiling • Moisture resistant acoustical tile
Floors • Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar.	Walls • Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schluter DILEX-BWA or similar. • All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.
Other • Toilet accessories including mirror	

EDUCATIONAL SPECIFICATIONS

Hillcrest Middle School | 530 Daniels Farm Rd, Trumbull, CT 06611



Tecton
ARCHITECTS

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ART STUDIO (w/Kiln Room)

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

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

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

ART STUDIO – 1,200 sf

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

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

Doors and Hardware

- Door with vision panel

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

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

Walls

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

SPECIALTIES/SYSTEMS

Lighting

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

Technology/Devices

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

Power, Data & Communications

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

Plumbing

- (3) Deep sinks with plaster drain traps

HVAC / Mechanical

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

FURNISHINGS

Classroom Storage / Casework & Furniture

- Mobile tables
- Mobile seating/chairs
- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Secured storage for materials.
- Damp & drying cabinets
- Plaster surface counter for wedging clay
- Pottery wheels
- Charging capabilities built into furniture where possible

Display

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

Teacher Storage / Casework & Furniture

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

EDUCATIONAL SPECIFICATIONS

Hillcrest Middle School | 530 Daniels Farm Rd, Trumbull, CT 06611



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PART 3: SPACE PROGRAM & ACTIVITY PAGES

ART STUDIO (w/Kiln Room) - continued

KILN ROOM – 125 sf

Storage/ Equipment - Kiln(s) - Adjustable metal shelving	Doors and Hardware Solid door
Lighting - LED Fixtures - Occupancy sensors	Ceiling Moisture resistant acoustical tile
Floors - Tile (or) Sealed concrete - Durable, low maintenance	Walls - Moisture resistant drywall - Paint

STORAGE (Part of Kiln Room SF)

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location Adjacent to art room	Doors and Hardware Single Door
Windows n/a	Ceiling Acoustical Tile
Floors - Resilient flooring, or similar (or) Sealed concrete - Durable, low maintenance	Walls Paint

SPECIALTIES/SYSTEMS

Lighting - LED Fixtures - Occupancy sensors	Technology/Devices n/a
Plumbing n/a	Power, Data & Communications n/a
	HVAC / Mechanical Refer to Building Systems section for additional requirements

FURNISHINGS

Special Needs/ Equipment

- Adjustable Industrial Metal Shelving
- Flat file cabinets
- Drying Racks
- Canvas Drying storage

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GENERAL ART ROOM

Room Area (SF)	950 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Within Visual Arts neighborhood • Indirect North Light • Allow instruction to be visual from circulation	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance • Slip resistant	Walls • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera • Art grade color printer • Computers that support digital design
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room	Plumbing • (3) Deep sinks with plaster drain traps
	HVAC / Mechanical • Refer to Building Systems section for additional requirements.

FURNISHINGS

Classroom Storage / Casework & Furniture • Mobile computer workstations • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • 2D drying rack • "Design studio" environment • Charging capabilities built into furniture where possible	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

BAND ROOM

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

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Instrument Practice
- Band Rehearsal
- Individual or Group Lessons

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Adjacent to Auditorium or performance space	Doors and Hardware • Double Door with vision panel
Windows • Operable window(s) • Room darkening Shades	Ceiling • Pyramidal ceiling clouds for acoustical variation
Floors • Carpet Tile	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas) • Acoustical wall treatments

SPECIALTIES/SYSTEMS

Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Countertop printer • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Stereo and Speaker System • Recording equipment built into classroom for assessment purposes	Plumbing • Deep sink for instrument cleaning
	HVAC / Mechanical • Refer to Building Systems section for additional requirements

FURNISHINGS

Classroom Storage / Casework & Furniture • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Performer Chairs • Music Stands • Large Move and Store Music Stand Carts • Chair Move & Store Carts • Portable Risers, 3 ft deep able to be relocated to the stage. • Vertical files for music storage • Upright piano • Electronic keyboard on stand	Display • Writeable Surface, Magnetic marker/whiteboard with music staves • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ORCHESTRA/STRINGS ROOM

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

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Instrument Practice
- Orchestra Rehearsal
- Individual or Group Lessons

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Adjacent to Auditorium or performance space	Doors and Hardware • Double Door with vision panel
Windows • Operable window(s) • Room darkening Shades	Ceiling • Pyramidal ceiling clouds for acoustical variation
Floors • Carpet Tile	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas) • Acoustical wall treatments
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Countertop printer • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Stereo and Speaker System • Recording equipment built into classroom for assessment purposes	Plumbing • (1) deep sink for instrument cleaning
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Performer Chairs • Music Stands • Large Move and Store Music Stand Carts • Chair Move & Store Carts • Portable Risers, 3 ft deep able to be relocated to the stage. • Vertical files for music storage • Upright piano • Electronic keyboard on stand	Display • Writeable Surface, Magnetic marker/whiteboard with music staves • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CHORAL ROOM

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

OBJECTIVES

A dedicated space for students to develop their singing skills through vocal exercises, practice, and training. It aims to nurture musical talent, enhance vocal techniques, and create an environment where students can explore and express their musical abilities through singing.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Singing Practice
- Choir Rehearsal
- Individual or Group Lessons

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Adjacent to Auditorium or performance space	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening Shades	Ceiling • Pyramidal ceiling clouds for acoustical variation
Floors • Carpet Tile	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas) • Acoustical wall treatments

SPECIALTIES/SYSTEMS

Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Countertop printer • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Stereo and Speaker System • Recording equipment built into classroom for assessment purposes	Plumbing • (1) deep sink for instrument cleaning
	HVAC / Mechanical • Refer to Building Systems section for additional requirements

FURNISHINGS

Classroom Storage / Casework & Furniture • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Performer Chairs • Music Stands • Grand piano with moving dolly • Choral Risers with wheels with back safety racks • Vertical files for music storage • Electronic keyboard on stand	Display • Writeable Surface, Magnetic marker/whiteboard with music staves • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MUSIC TECHNOLOGY ROOM (CAN OCCUR IN BLACK BOX THEATER/AUDITORIUM)

Room Area (SF)	900 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A specialized learning environment equipped with audio recording and production technology. Students in this classroom learn hands-on skills related to sound design, recording techniques, and audio equipment operation, fostering an understanding of the technical aspects of music and sound production. The curriculum typically includes lessons on mixing, editing, and mastering audio, preparing students for potential careers in the music industry or related fields.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Mixing and Editing
- Equipment Familiarization
- Sound Recording

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Adjacent to Auditorium or performance space • Adjacent to Control Room	Doors and Hardware • Door with vision panel
Windows • Optional window(s) • Room darkening Shades	Ceiling • Pyramidal ceiling clouds for acoustical variation
Floors • Carpet Tile	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas) • Acoustical wall treatments
SPECIALTIES/SYSTEMS	
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Stereo and Speaker System • Recording equipment built into classroom for assessment purposes	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Countertop printer • Computers with music production software • Document camera • MIDI controllers • Audio interfaces • Studio monitors for playback. • Headphones • Microphones • Mixing Consoles • Audio cables and connectors
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching	Plumbing • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Computer workstations • Mobile Tables • Mobile seating/ Chairs • Keyboards • Electronic drums or synthesizers	Display • Writeable Surface, Magnetic marker/whiteboard with music staves • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

EDUCATIONAL SPECIFICATIONS

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

INSTRUMENT/MUSIC STORAGE

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

OBJECTIVES

An organized space with various storing abilities for holding performing arts music, instruments and equipment ensuring easy access for students and teachers.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Instrument Storage
- Music Storage
- Equipment Storage

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Adjacent to music classrooms	Doors and Hardware • Solid Door
Windows • n/a	Ceiling • Acoustical Tile
Floors • Resilient floor • (or) Sealed concrete	Walls • Paint
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures • Occupancy sensors	Technology/Devices • n/a
Plumbing • n/a	Power, Data & Communications • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements

FURNISHINGS

Special Needs/ Equipment

- Adjustable Industrial Metal Shelving
- Wall Units to hold sheet music
- Instrument Storage Lockers
- Marching Band cabinets for percussion equipment
- Racks for hanging uniforms

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GENERAL MUSIC STORAGE

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

OBJECTIVES

An organized space with various storing abilities for holding performing arts music, instruments and equipment ensuring easy access for students and teachers.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Choral Storage
- Music Storage
- Equipment Storage

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Adjacent to music classrooms	Doors and Hardware • Solid Door
Windows • n/a	Ceiling • Acoustical Tile
Floors • Resilient floor • (or) Sealed concrete	Walls • Paint
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures • Occupancy sensors	Technology/Devices • n/a
Plumbing • n/a	Power, Data & Communications • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Special Needs/ Equipment • Adjustable Industrial Metal Shelving • Wall Units to hold sheet music • Instrument Storage Lockers • Racks for hanging uniforms	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

BLACK BOX THEATER / AUDITORIUM

Room Area (SF)	3,500 SF
Number of Staff	n/a
Average Class Size	n/a

OBJECTIVES

Provide seating arranged to support a variety of audience sizes and multiple types of performances. Provide high-quality variable acoustical environment and production support for music, conference, lectures, and speakers with projection.

USERS

- Students
- Teachers
- Community

ACTIVITIES/PROGRAMS

- Assemblies & Gatherings
- Student Performances
- Lectures & Presentations
- Awards Ceremonies
- Concerts & Recitals
- Community Events

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Adjacent to music classrooms	Doors and Hardware • Double Door with vision panel • Multiple means of egress
Windows • n/a	Ceiling • Ceiling cloud structures adjustable for acoustics control
Floors • Carpet • (or) Resilient flooring, or similar	Walls • Paint • Acoustical Wall Panels or System
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures • Occupancy sensors • Variable light level switching	Technology/Devices • Ceiling mounted projector • Automatic overhead projection screens • equipment necessary for a stage crew for performances (i.e. microphones, speaker system, headsets, etc.)
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Voice amplification/sound field system • Access to power and data in the floor • Stereo and Speaker System • Recording equipment	Plumbing • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Special Needs/ Equipment/ Furniture • Electronically Operated Telescopic Chair Platform System, including designated areas for ADA seating	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

STAGE (incl. Wings and Storage)

Room Area (SF)	1,350 SF
Number of Staff	n/a
Average Class Size	n/a

OBJECTIVES

A space designed to accommodate a variety of performances and events. Featuring a well-lit and spacious platform for theatrical productions, musical performances, and school assemblies. Equipped with state-of-the-art sound and lighting systems, the stage serves as the focal point for showcasing the talents and creativity of students in a professional and engaging manner.

USERS

- Students
- Teachers
- Community

ACTIVITIES/PROGRAMS

- Assemblies & Gatherings
- Student Performances
- Lectures & Presentations
- Awards Ceremonies
- Concerts & Recitals
- Community Events

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Within performance space • Adjacent to music classrooms	Doors and Hardware • Curtain • (or) Acoustically rated operable partition, motorized
Windows • n/a	Ceiling • Open Ceiling painted with acoustical deck
Floors • Stagelam flooring, or similar • (or) Hardwood flooring	Walls • Drywall/ Paint

SPECIALTIES/SYSTEMS

Lighting • LED Fixtures • Occupancy sensors • Variable light level switching	Technology/Devices • Ceiling mounted projector • Automatic overhead projection screen • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Voice amplification/sound field system • Access to power and data in the floor • Stereo and Speaker System	Plumbing • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements

FURNISHINGS

Special Needs/ Equipment • To accommodate 150 performers in chairs with music stands • Stage Curtains • Storage cages for large instruments (tympani, tuba, etc.)
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STORAGE – (included in SF allocated)

Storage Casework/ Furniture • Industrial Metal Shelving	Doors and Hardware • Solid door
Lighting • LED Fixtures • Occupancy sensors	Ceiling • Acoustical tile
Floors • Match to adjacent Stage • (or) sealed concrete	Walls • Drywall • Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CONTROL ROOM/SOUND BOOTH

Room Area (SF)	200 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

A high-tech hub where lighting, sound, and multimedia elements seamlessly come together, allowing for the precise orchestration of captivating performances and events on the stage.

USERS

- Students
- Teachers
- Community

ACTIVITIES/PROGRAMS

- Lighting Controls
- Sound Effects
- Music/Audio Levels and Controls
- Visual Effects

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Behind auditorium/performance space • (or) on level above	Doors and Hardware • Door with vision panel
Windows • Interior Windows into performance space	Ceiling • Acoustical Tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint

SPECIALTIES/SYSTEMS

Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Computers used in productions dedicated IDF high speed. • Microphones • Any related controls (sound, lighting, etc.)
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Voice amplification/sound field system • Speakers connected to Auditorium System • Connectivity to all built in lighting, video recording, and sound production within auditorium, changing room, video production, and music classrooms.	Plumbing • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements

FURNISHINGS

Special Needs/ Equipment • Worksurface height counters deep enough to accommodate production equipment. • Closed cabinetry for storage.

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MEDIA CENTER

Room Area (SF)	2,891 SF
Number of Staff	1-2
Average Class Size	18-50

OBJECTIVES

The school's media center is a dynamic hub with modern technology, providing students a space for research, collaboration, and multimedia exploration. With diverse books, digital resources, and interactive tools, it fosters academic growth and digital literacy. The open, flexible space adapts to changing activities, supporting student collaboration and individual study preferences.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Reading, Borrowing Books
- Digital Resource utilization
- Research/Individual Study
- Flexible Instructional Space
- Group/Project Rooms
- Podcasting/Recording
- Makerspace

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Centrally located at the heart of the school • Allow open visual to circulation, lobby and/ or breakout areas.	Doors and Hardware • Door with vision panel • Acoustically rated operable partition, motorized. • (or) Vertical partition / garage door opening to a breakout space, corridor, or exterior space
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical tile • Or combo with an open Ceiling painted with acoustical deck and suspended acoustical panels/ clouds or specialty ceiling
Floors • Carpet Tile • (or) Resilient flooring • Multiple flooring types, space dependent	Walls • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions (See Furnishings for Display areas) • Acoustical Wall Panels

SPECIALTIES/SYSTEMS

Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Interactive LED TVs at group areas • Self-check-out technology compatible • Printer(s) • Document camera(s)
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room	Plumbing • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements

FURNISHINGS

Storage / Casework & Furniture • Circulation center located as a control point at entry. • Flexible book shelving that can easily be configured for book collections. • Lounge style seating • Mobile tables & chairs • Charging capabilities built into furniture where possible	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Mobile teacher station, mobile workstation cart
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PART 3: SPACE PROGRAM & ACTIVITY PAGES

BREAKOUT/SMALL GROUP

Room Area (SF)	175 SF
Number of Staff	1
Average Class Size	6-8

OBJECTIVES

A dynamic and interactive learning space where students can engage in hands-on activities and projects that integrate science, technology, engineering, and mathematics (STEM) principles. This lab is designed to foster creativity, critical thinking, and problem-solving skills, preparing students for real-world applications, and encouraging a passion for STEM disciplines.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Group Projects
- Research/Individual Study
- Interdisciplinary Collaboration

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Within media center	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Shades	Ceiling • Acoustical tile
Floors • Resilient flooring • (or) High-performance soft surface (textile) flooring • Durable, low maintenance	Walls • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors	Technology/Devices • Interactive display • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access	Plumbing • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Comfortable, mobile, and modular furniture for informal group work • Mobile tables • Specialty seating such as: club chairs, bean bag chairs • Fixed upper and lower cabinets with work surface, lockable • Charging capabilities built into furniture where possible	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MAKERSPACE/FABRICATION LAB

Room Area (SF)	900 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A dynamic and interactive learning space where students can engage in hands-on activities and projects that integrate science, technology, engineering, and mathematics (STEM) principles. This lab is designed to foster creativity, critical thinking, and problem-solving skills, preparing students for real-world applications, and encouraging a passion for STEM disciplines.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- STEAM
- Group Projects
- Interdisciplinary Collaboration
- Digital Design
- Sculpture/Fabrication
- Presentation & Display of Work

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Within media center	Doors and Hardware • Door(s) with vision panel • Acoustically rated operable partition, motorized. • (or) Vertical partition / garage door opening to a breakout space, corridor, or exterior space
Windows • Operable window(s) • Room darkening shades	Ceiling • Open Ceiling • (or) Acoustical tile
Floors • Resilient flooring, or similar • (or) Sealed concrete. • Durable, low maintenance	Walls • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions • (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors • Variable light level switching	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Laser printer(s) and inkjet printer(s) • 3D printer • Flatbed laser cutter with ventilation system • Document camera
Power, Data & Communications • Power/data drops from ceiling. • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room	Plumbing • Recessed sinks around the perimeter including ADA compliant sink(s)
	HVAC / Mechanical • Refer to Building Systems section for additional requirements

FURNISHINGS

Classroom Storage / Casework & Furniture • Fixed counters with shelving below around the perimeter of the room • Computer workstations built into perimeter cabinetry. • Alternate areas of upper cabinets and open shelving • Mobile standing-height work/display surfaces (approx. 4' x 6') • Modular, mobile tables to support individual and collaborative work • Mobile seating/chairs • Mobile display and bookshelves • Mobile storage cabinets for learning materials, project supplies, lockable • Pegboards or slat wall for storing hand tools. • Bins on racks for spare parts • Charging capabilities built into furniture where possible	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen • Mobile whiteboards
	Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable
	Other • Tabletop spray booth for aerosol paint application, with ventilation • Fire extinguisher and cabinet • Personal protective equipment (PPE) cabinet

EDUCATIONAL SPECIFICATIONS

Hillcrest Middle School | 530 Daniels Farm Rd, Trumbull, CT 06611



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PART 3: SPACE PROGRAM & ACTIVITY PAGES

PRODUCTION ROOM (with Editing Area & Control Room)

Room Area (SF)	1,000 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A dedicated space equipped with professional-grade cameras, editing stations, and sound recording facilities, providing students with the tools to conceive, shoot, and edit engaging multimedia projects, fostering creativity and technical skills in visual storytelling.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Cinematography
- Sound Recording & Editing
- Video Recording & Editing
- Scriptwriting
- Storytelling
- Podcasting
- Broadcasting

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Within media center	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening Shades	Ceiling • Pyramidal ceiling clouds for acoustical variation
Floors • Carpet Tile	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas) • Acoustical wall treatments
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Professional Grade Cameras • Video Editing Station • Audio recording equipment • Tripods and camera mounts • Headphones • Graphics tablets
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Stereo and Speaker System	Plumbing • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Green Screens and backdrops • Task seating at Video Editing Stations • Mobile storage carts • Adjustable monitor stands • Multi-functional tables • Mobile seating/ chairs • Tall Built in cabinets for equipment storage. • Set Furniture • News Anchor desk for morning news show	Display • Writeable Surface, Magnetic marker/whiteboard with music staffs • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

EDUCATIONAL SPECIFICATIONS

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

PRODUCTION ROOM - continued	
EDITING STUDIO/AREA (included in SF allocated)	
ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Adjacent to production room	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical ceiling
Floors • Resilient flooring (or) Sealed concrete. • Durable, low maintenance	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors • Variable light level switching	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Student computers
Power, Data & Communications • Power/data drops from ceiling. • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Dedicated power/charging area for student devices	Plumbing • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Modular computer workstations • Mobile seating/chairs • Mobile storage cabinets for learning materials, project supplies, lockable	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen • Mobile whiteboards
	Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

PRODUCTION ROOM - continued

CONTROL/SOUND ROOM – 300 sf

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to production room

Doors and Hardware

- Door with vision panel

Windows

- Interior windows into adjacent spaces (editing, production)

Ceiling

- Acoustical Tile

Floors

- Carpet Tile

Walls

- Paint
- Specialty acoustical wall treatments

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

- Computers used in productions dedicated IDF high speed.
- Microphones
- Recording Equipment
- Podcast Equipment

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Voice amplification/sound field system
- Connectivity to all built in lighting, video recording, and sound production within the Audio Engineering Lab, Television Production Studio and Sound Booth

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

FURNISHINGS

Special Needs/ Equipment

- Worksurface height counters deep enough to accommodate production equipment
- Closed cabinetry for storage
- Audio mixing consoles
- Video Switchers
- Recording equipment
- Mobile Seating
- Worksurface height counter

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MEDIA CENTER WORKROOM

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

OBJECTIVES

A dedicated space for book sorting, project preparation or teacher collaboration. Also serves as a break area for the Media Specialist as well as any staff members.

USERS

- Media Center Staff
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Directly connected to Media Center	Doors and Hardware • Door with vision panel
Windows • Large windows into Media Center	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar	Walls • Drywall/ Paint
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Computer • Network Copier/ Printer
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access	Plumbing • ADA compliant sink
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Furniture • Fixed upper and lower cabinets. • Mobile Worktable • Mobile Chairs • Bookcases, 6 shelves high • Rolling book carts • Tall wardrobe/storage cabinet, lockable	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	Equipment • Microwave • Coffee Maker

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MEDIA SPECIALIST OFFICE

Room Area (SF)	200 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

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

USERS

- Media Center Staff

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location Directly connected to Media Center	Doors and Hardware Door with vision panel
Windows - Operable window(s) - Room darkening shades	Ceiling Acoustical tile
Floors Carpet Tile	Walls Paint
SPECIALTIES/SYSTEMS	
Lighting - LED Fixtures, dimmable - Daylight sensors - Occupancy sensors	Technology/Devices - Computer - Network Copier/ Printer
Power, Data & Communications - Multiple electrical outlets at walls with USB charging modules - Telephone/public address system - WIFI access	Plumbing n/a
	HVAC / Mechanical Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Furniture - Office systems desk - Task chair - Visitor chairs - Lockable lateral files - Bookshelves	Display - Writeable Surface, Magnetic marker/whiteboard - Tackable Surface, bulletin board
	Storage / Casework Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

TECHNOLOGY OFFICE/REPAIR

Room Area (SF)	225 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

A dedicated space to offer quick and effective technical support for electronic devices, ensuring smooth operation of technology in the educational environment. Its goal is to promptly address repairs and maintenance, minimizing disruptions and optimizing the overall performance of the school's technological systems.

USERS

- IT Staff

ACTIVITIES/PROGRAMS

- Technical Support
- Repair and Replacement
- Maintenance and Monitoring of Equipment

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location - Adjacent to Technology Integrator Office - Proximity to Media Center	Doors and Hardware Door with vision panel
Windows - Operable window(s) - Room darkening Shades	Ceiling Acoustical tile
Floors Resilient flooring, or similar	Walls Paint
SPECIALTIES/SYSTEMS	
Lighting - LED Fixtures, dimmable - Daylight sensors - Occupancy sensors	Technology/Devices - Computer - Network Copier/Printer
Power, Data & Communications - Multiple electrical outlets at walls with USB charging modules - Telephone/public address system - WIFI access	Plumbing n/a
	HVAC / Mechanical Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Furniture - Fixed upper and lower cabinets - Office systems desk - Task chair - Lockable storage/wardrobe - Lockable lateral files - Work bench/work table - Utility shelving	Display - Writeable Surface, Magnetic marker/whiteboard - Tackable Surface, bulletin board

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MDF ROOM

Room Area (SF)	225 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

A dedicated space for storing and managing digital information, aiming to maintain a secure and reliable IT infrastructure that supports essential educational and administrative functions.

USERS

- IT Staff

ACTIVITIES/PROGRAMS

- Data Storage and Management
- IT Infrastructure Maintenance

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location Adjacent to Media Center	Doors and Hardware Solid Door
Windows n/a	Ceiling Open ceiling painted with acoustical deck
Floors Anti-static flooring	Walls Paint
SPECIALTIES/SYSTEMS	
Lighting - LED Fixtures, dimmable - Occupancy sensors	Technology/Devices Refer to Building Systems section for additional requirements
Power, Data & Communications - Multiple electrical outlets at walls - Telephone/public address system - WIFI access	Plumbing n/a
	HVAC / Mechanical - Dedicated redundant split units for cooling - Pre-action fire suppression - Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Furniture Ladder rack/ cable tray	Display Tackable Surface, bulletin board

PART 3: SPACE PROGRAM & ACTIVITY PAGES

PLANETARIUM (Tech Ed., E-Sports, Cyber, Digital Lit.)

Room Area (SF)	2,000 SF
Number of Staff	1-4
Average Class Size	40-50

OBJECTIVES

A technologically advanced, all-purpose, interdisciplinary learning environment that serves the middle school curriculum, the district and community at large. The classroom fosters inquiry-based learning through the sciences, arts, and technology. The space will support the growing E-sports program, music technology, astronomy, as well as clubs, elementary field trips and community programs. This dynamic learning environment brings authentic learning experiences to students and allows them to immerse themselves in real-world lessons.

USERS

- Students
- Teachers
- Paraprofessionals/Aides
- District-wide / Community

ACTIVITIES/PROGRAMS

- E-Sports
- Science
- Social Studies
- Math & Computer Science
- Art & Music
- Language Arts

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Proximity to Main Entry • Proximity to Toilets	Doors and Hardware • Door(s) with vision panel • Acoustical requirements apply
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical Tile • Full-dome, 30' • Acoustical requirements apply
Floors • Anti-static carpet tile • (or) High-performance soft surface (textile) flooring • (or) Resilient flooring, or similar • Durable, low maintenance • Flat floor (sloped floor optional, but not required)	Walls • Paint • Sound absorptive materials, acoustical requirements apply • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • Advanced LED Fixtures, dimmable, advanced DMX controls • LED cove lighting at base of dome • Handrail and step lights (if applicable) • Daylight sensors (if applicable) • Occupancy sensors • Matte flat black finish on all exposed systems/equipment	Technology/Devices • Spitz Digitstar projection system • Single or multiple projectors mounted per vendor instructions • Interactive display, large format display at teaching wall • Multiple displays/screens around the room • High-powered computer stations • Operator Console located in the back of the room • Computer/IT room located within/nearby • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Surround sound system, advanced • 12 unfiltered high speed internet drops (one per computer) • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room	Plumbing • Matte flat black finish on all exposed systems/equipment • Acoustical requirements apply • ADA compliant sink
	HVAC / Mechanical • Matte flat black finish on all exposed systems/equipment • Acoustical requirements apply • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Retractable tiered seating (optional) • Mobile computer workstations • Mobile seating/chairs • Mobile storage cabinets for learning materials, project supplies, lockable • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Lounge furniture, specialty seating • Soft seating	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen

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- Electronically Operated Telescopic Chair Platform System (optional, with reclining/ergonomic features for optimal viewing) - Charging capabilities built into furniture where possible	Teacher Storage / Casework & Furniture - Mobile teacher station, mobile workstation cart - Tall wardrobe/storage cabinet, lockable - Lateral/vertical file cabinet, lockable
OPERATOR CONSOLE & STAFF OFFICE – 150 sf (included in SF allocated)	
Lighting - LED Fixtures - Occupancy sensors	Doors and Hardware Solid door(s)
Floors - Resilient flooring, or similar - Durable, low maintenance	Ceiling Acoustical tile
Walls Paint	Furnishings / Equipment - Workstation with high-powered computers and projector/dome controls - Secure storage shelves/closet for equipment: microphones, podiums, laptop computers, etc.

COMPUTER/IT ROOM – 120 sf (included in SF allocated)	
Lighting - LED Fixtures - Occupancy sensors	Doors and Hardware Solid door
Floors - Anti-static access flooring with under-floor conduit (or) Epoxy concrete paint / resilient floor, dust-free surface with overhead cable trays and power outlets for conduit runs - Durable, low maintenance	Ceiling Acoustical tile
Walls Paint	Furnishings / Equipment - Computer racks (plan for at least 4) - Electrical panels - Dimmer packs - Service disconnects - UPS units - Facility network port with general internet access - Storage cabinet for discs, spare parts, manuals - Other equipment as needed

CURRICULUM STORAGE (E-Sports, Computer Science, etc) – 150 sf	
Storage Casework/ Furniture Industrial Metal Shelving	Doors and Hardware Solid door
Lighting - LED Fixtures - Occupancy sensors	Ceiling Acoustical tile
Floors - Match adjacent (or) Sealed concrete	Walls Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

TECHNICAL EDUCATION/E-SPORTS ROOM (CAN OCCUR IN THE PLANETARIUM)

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

OBJECTIVES

A dedicated space equipped with cutting-edge computers, interactive whiteboards, and collaborative workstations, fostering an immersive learning environment where students engage in gaming, multimedia creation, and digital problem-solving activities. This modern space is designed to empower students with the skills and tools essential for navigating the dynamic landscape of technology.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- E-Sports
- Coding/Computer Science
- Digital App Creation
- Gaming

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Proximity to other Technical Education classrooms • Proximity to Media Center	Doors and Hardware • Door(s) with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical Tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors	Technology/Devices • Ceiling mounted projector • Interactive display, large format display at teaching wall • Multiple displays/screens around the room • High-powered computer stations • Document camera • Traditional gaming computers that include keyboards, gaming mice, gaming mousepads, headsets, and webcams
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Sound system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room	Plumbing • ADA compliant sink
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Mobile computer workstations • Mobile seating/chairs • Mobile storage cabinets for learning materials, project supplies, lockable • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Lounge furniture, specialty seating • Soft seating (bean bag chairs, gaming chairs, etc.) • Charging capabilities built into furniture where possible	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

TECHNICAL EDUCATION/E-SPORTS ROOM - continued

STORAGE – 150 sf	
Storage Casework/ Furniture - Industrial Metal Shelving - Open shelving for bins/equipment storage	Doors and Hardware Solid door
Lighting - LED Fixtures - Occupancy sensors	Ceiling Acoustical tile
Floors - Resilient flooring, or similar (or) Sealed concrete	Walls Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ROBOTICS TECHNOLOGY & ENGINEERING

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

OBJECTIVES

A dynamic and interactive learning space where students can engage in hands-on activities and projects that integrate science, technology, engineering, and mathematics (STEM) principles. This lab is designed to foster creativity, critical thinking, and problem-solving skills, preparing students for real-world applications, and encouraging a passion for STEM disciplines.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Robotics Engineering Technology
- Pre-Engineering
- Architectural Design
- Computer Aided Design

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Proximity to other Technical Education classrooms • Proximity to Media Center	Doors and Hardware • Door(s) with vision panel • Acoustically rated operable partition, motorized. • (or) Vertical partition / garage door opening to a breakout space, corridor, or exterior space
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors • Variable light level switching	Technology/Devices • Ceiling mounted projector • Interactive display, large format display at teaching wall • Multiple displays/screens around the room • High-powered computer stations • Document camera
Power, Data & Communications • Power/data drops from ceiling. • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room	Plumbing • ADA compliant sink HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Fixed counters with shelving below around the perimeter of the room • Computer workstations built into perimeter cabinetry • Modular, mobile tables to support individual and collaborative work • Mobile seating/chairs • Mobile display and bookshelves • Mobile storage cabinets for learning materials, project supplies, lockable • Charging capabilities built into furniture where possible	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen • Mobile whiteboards Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ROBOTICS TECHNOLOGY & ENGINEERING - continued

STORAGE – 150 sf	
Storage Casework/ Furniture Industrial Metal Shelving	Doors and Hardware Solid door
Lighting - LED Fixtures - Occupancy sensors	Ceiling Acoustical tile
Floors - Resilient flooring, or similar (or) sealed concrete	Walls Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

FAMILY AND CONSUMER SCIENCE

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

OBJECTIVES

The lab should be designed as a commercial kitchen, complete with suitable storage for dry goods, refrigerated, and frozen foods. The space must be flexible enough to accommodate a foods program and provide a versatile environment for culinary activities and educational initiatives.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Culinary Skills Training
- Cooking and Baking Demonstrations
- Individual and Group Activities
- Crafting/Sewing/Textile Design

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Strategically located near food service kitchen, loading dock	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Moisture resistant acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance • Slip resistant	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Document camera
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room	Plumbing • Dishwasher • ADA compliant sinks
	HVAC / Mechanical • Refer to Building Systems section for additional requirements.
FURNISHINGS	
Classroom Storage / Casework & Furniture • Learning stations • Portable equipment carts • Charging capabilities built into furniture where possible	Display • Writeable Surface, Magnetic marker/whiteboard • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen
Special Needs/ Equipment • Fire Extinguisher & suppression • Commercial kitchen equipment • Exhaust hoods	Teacher Storage / Casework & Furniture • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable
STORAGE – 150 sf	
Storage Casework/ Furniture • Industrial Metal Shelving	Doors and Hardware • Solid door
Lighting • LED Fixtures • Occupancy sensors	Ceiling • Acoustical tile
Floors • Resilient flooring, or similar • (or) sealed concrete	Walls • Paint

EDUCATIONAL SPECIFICATIONS

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

TECHNICAL EDUCATION/SHOP

Room Area (SF)	1,250 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A dedicated space for hands-on experiences in metalworking and woodworking, aiming to foster practical skills in fabrication, design, and construction. The goal is to cultivate a safe and creative learning environment, allowing students to explore interests, develop technical proficiency, and gain a foundational understanding of materials and processes in metal and wood craftsmanship.

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Metalworking
- Woodworking
- Construction Management
- Hands-on Fabrication
- Industrial Design
- Display of Work

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Proximity to other Technical Education classrooms • Direct connection to outdoors	Doors and Hardware • Door(s) with vision panel • Access from exterior through tall overhead/sliding door
Windows • Operable window(s) • Room darkening shades	Ceiling • Tall spatial volume, 1.5-2 stories • Open Ceiling
Floors • Epoxy • (or) Sealed concrete. • Durable, low maintenance	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors • Variable light level switching	Technology/Devices • Ceiling mounted projector • Interactive display at teaching wall • Laser printer(s) • Document camera
Power, Data & Communications • Power/data drops from ceiling. • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system	Plumbing • ADA compliant sink(s) • Industrial Tub Sink • Eye wash and body shower with floor drain
	HVAC / Mechanical • Refer to Building Systems section for additional requirements

FURNISHINGS

Classroom Storage / Casework & Furniture • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Mobile Worktables with durable top • Mobile seating	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
Special Needs/ Equipment • Fire Extinguisher & suppression • Power Woodworking tools including welder, plasma cutter, drill press, lathe. • Power Metalworking tools including table saw, drill press, lathe. • Hand tools • Air compressor • Spray booth • Woodworking & metalworking benches • Demonstration bench • Dust collection unit with all required accessories	Teacher Storage / Casework & Furniture • Tall wardrobe/storage cabinet, lockable • Storage for hand tools • Mobile teacher station, mobile workstation cart

EDUCATIONAL SPECIFICATIONS

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

TECHNICAL EDUCATION/SHOP - continued

STORAGE – 175 sf

Storage Casework/ Furniture Industrial Metal Shelving	Doors and Hardware Solid door
Lighting - LED Fixtures - Occupancy sensors	Ceiling Acoustical tile
Floors - Match adjacent (or) Sealed concrete	Walls Paint

FINISHING ROOM (included in SF allocated)

Storage Casework/ Furniture - Shelving to accommodate materials - Work tables - Perimeter casework, upper and lower cabinets - Areas to dry/store/display work	Doors and Hardware Solid door
Lighting - LED Fixtures - Occupancy sensors	Ceiling Acoustical tile
Floors - Match adjacent (or) Sealed concrete	Walls Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

TECHNOLOGY INTEGRATOR OFFICE

Room Area (SF)	175 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

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

USERS

- Tech Integrator

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Directly connected to Media Center	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades	Ceiling • Acoustical tile
Floors • Carpet Tile	Walls • Paint
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Computer • Network Copier/ Printer
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access	Plumbing • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Furniture • Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	Storage / Casework • Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GYMNASIUM

Room Area (SF)	7,500 SF
Number of Staff	1-2
Average Class Size	18-50

OBJECTIVES

A spacious and versatile facility, equipped to accommodate a wide range of physical activities and sports. With its resilient flooring, ample seating, and comprehensive sports equipment, the gymnasium serves as a hub for physical education classes, sports practices, and school events, fostering a healthy and active school community.

USERS

- Students
- Teachers
- Paraprofessionals/Aides
- Community

ACTIVITIES/PROGRAMS

- Physical Education
- Sports Practices and Games
- Fitness and Wellness
- Assemblies and School Gatherings
- Sport Intramurals
- Community Events

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Proximity to main entry
- Able to be sectioned off from the rest of the school for public use.

Doors and Hardware

- Double Door with vision panel
- Second means of egress

Windows

- Windows
- Room darkening Shades, Electronic

Ceiling

- Open Ceiling painted with acoustical deck and suspended acoustical panels/ clouds

Floors

- Hardwood Athletic Sports Flooring with essential markings
- Scansions for Volleyball and other Sports

Walls

- Paint
- Wall Pads

SPECIALTIES/SYSTEMS

Lighting

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

Technology/Devices

- Automatic overhead projection screen
- Electronic Scoreboards
- Mobile interactive display
- (2) AED with audible alarm box and (1) outside in lobby/ hall

Power, Data & Communications

- Multiple electrical outlets at walls with USB charging modules
- Power/data/video connection at ceiling
- Telephone/public address system
- WIFI access
- Data/power near teaching wall for mobile teacher station
- Voice amplification/sound field system
- Access to power and data in the floor
- Stereo and Speaker System

Plumbing

- Drinking fountains with bottle fillers

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

FURNISHINGS

Special Needs/ Equipment

- Removable protective matting
- Rolling, telescoping bleachers
- Roll-up vinyl mesh divider or mechanically operated divider curtains
- Provisions for floor scansions for volleyball and other sports
- Ropes
- Nets
- Retractable basketball hoops
- Climbing wall
- Rings suspended from the ceiling

Display

- Mobile teacher station, mobile workstation cart

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GYM STORAGE

Room Area (SF)	400 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

An organized space with various storing abilities for holding educational materials, supplies and equipment ensuring easy access for teachers.

USERS

- Students
- Teachers
- Paraprofessionals/Aides
- Community

ACTIVITIES/PROGRAMS

- P.E. /Athletics Storage
- Outdoor Equipment Storage
- Jersey/Uniform Storage
- Fitness Supplies Storage

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Adjacent to Gym	Doors and Hardware • Double Door, exterior access optional
Windows • n/a	Ceiling • Acoustical Tile
Floors • Resilient floor • (or) Sealed concrete	Walls • Paint

SPECIALTIES/SYSTEMS

Lighting • LED Fixtures • Occupancy sensors	Technology/Devices • n/a
Plumbing • n/a	Power, Data & Communications • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements

FURNISHINGS

Special Needs/ Equipment

- Adjustable Industrial Metal Shelving
- Secure storage cabinets
- Racks for hanging uniforms

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GYM OFFICE

Room Area (SF)	325 SF
Number of Staff	4
Average Class Size	n/a

OBJECTIVES

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

USERS

- P.E. Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

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

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Adjacent to Gym	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Room darkening shades • Interior windows to Gym, oversight to changing areas	Ceiling • Acoustical Tile
Floors • Carpet Tile	Walls • Paint
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • Computer • Network Copier/ Printer
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access	Plumbing • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Furniture • Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	Storage / Casework • Tall wardrobe/storage cabinet, lockable

TOILET ROOM – 60 sf (included in SF allocated)	
Plumbing • ADA compliant fixtures	Doors and Hardware • Solid door
Lighting • LED Fixtures • Occupancy sensors	Ceiling • Moisture resistant acoustical tile
Floors • Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar.	Walls • Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schluter DILEX-BWA or similar. • All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.
Other • Toilet accessories including mirror & hook	

EDUCATIONAL SPECIFICATIONS

Hillcrest Middle School | 530 Daniels Farm Rd, Trumbull, CT 06611



Tecton
ARCHITECTS

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CHANGING/TOILET ROOM

Room Area (SF)	300 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A convenient and secure space for students to change into appropriate attire for physical activities and promote a sense of organization and readiness for the school day.

USERS

- Students
- Teachers
- Paraprofessionals/Aides
- Community

ACTIVITIES/PROGRAMS

- Changing Area
- Toilet Room

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Adjacent to Gym	Doors and Hardware • Solid Door
Windows • n/a	Ceiling • Moisture resistant acoustical tile with concealed splines and tamperproof
Floors • Ceramic Tile	Walls • CMU
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Occupancy sensors • Variable light level switching	Technology/Devices • n/a
Power, Data & Communications • Telephone/public address system • WIFI access	Plumbing • ADA compliant fixtures • Drinking fountains with bottle filler
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage/ Equipment • Shelving • Benches	Display • n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MULTI-PURPOSE FITNESS ROOM

Room Area (SF)	1,650 SF
Number of Staff	1-2
Average Class Size	18-30

OBJECTIVES

A dedicated room to enhance students' well-being by providing a space for physical activity, promoting healthy habits, and supporting both physical and mental health. The space should be designed for an integrated approach to technology and flexibility.

USERS

- Students
- Teachers
- Paraprofessionals/Aides
- Community

ACTIVITIES/PROGRAMS

- Dance Classes
- Yoga/Movement Classes
- Group Fitness Classes
- Stretching and Flexibility
- Gross Motor

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Secured controlled access from public lobby entrance. • Able to be sectioned off from the rest of the school. • Located within Sports Education & Athletics Community	Doors and Hardware • Door with vision panel
Windows • Windows • Room darkening shades	Ceiling • Open Ceiling painted with acoustical deck and suspended acoustical panels/ clouds
Floors • Wood Sports floor system • (or) Rubberized flooring system	Walls • Paint

SPECIALTIES/SYSTEMS

Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching	Technology/Devices • Mobile interactive display • Large format monitor/TV screen • Overhead projector
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to power and data in the floor • Stereo and Speaker System	Plumbing • Drinking fountain with bottle fillers
	HVAC / Mechanical • Refer to Building Systems section for additional requirements

FURNISHINGS

Furnishings & Equipment • Wall Mirrors • Free weights, weight machines, and exercise equipment	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Mobile teacher station, mobile workstation cart
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PART 3: SPACE PROGRAM & ACTIVITY PAGES

MULTI-PURPOSE FITNESS ROOM - continued

STORAGE ROOM – 350 sf

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to Multipurpose

Doors and Hardware

- Solid Door

Windows

- n/a

Ceiling

- Acoustical Tile

Floors

- Resilient floor
- (or) Sealed concrete

Walls

- Paint

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures
- Occupancy sensors

Technology/Devices

- n/a

Plumbing

- n/a

Power, Data & Communications

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

FURNISHINGS

Special Needs/ Equipment

- Adjustable Industrial Metal Shelving
- Secure storage cabinets
- Racks for hanging uniforms

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CAFETERIA

Room Area (SF)	4,818 SF
Number of Staff	1-2
Average Class Size	Approx. 275 Students in (3) Lunch Waves

OBJECTIVES

A friendly space for students to enjoy healthy meals, fostering community and organization. Table storage ensures an orderly dining area. For events, provide versatile seating, excellent acoustics, and production support for various performances and presentations. The space should also be able to be divided into two equally sized dining rooms with a motorized partition.

USERS

- Students
- Teachers
- Paraprofessionals/Aides
- Community

ACTIVITIES/PROGRAMS

- Dining
- Assemblies and School Gatherings
- Community Events

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Proximity to main entry • Proximity to student toilets • Able to be sectioned off from the rest of the school for public use	Doors and Hardware • Double Door with vision panel • Acoustically rated operable partition, motorized. • (or) Vertical partition / garage door opening to a breakout space, corridor, or exterior space
Windows • Operable window(s) • Room darkening Shades, electronic	Ceiling • Moisture resistant acoustical tile • (or) Open ceiling painted with acoustical deck and suspended acoustical panels/ clouds/ specialty ceiling
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching	Technology/Devices • Front projection system with motorized screen • Mobile interactive display
Power, Data & Communications • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power for mobile teacher station • Voice amplification/sound field system	Plumbing • Drinking fountains with bottle fillers
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Classroom Storage / Casework & Furniture • Mobile cafeteria Folding Tables • Mobile Seating • Booth Seating • High Top Tables • Large Trash Receptacles	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Mobile teacher station, mobile workstation cart

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CAFETERIA - continued

CHAIR AND TABLE STORAGE – 400 sf

Storage Casework/ Furniture n/a	Doors and Hardware Double door
Lighting - LED Fixtures - Occupancy sensors	Ceiling - Open ceiling painted (or) Acoustical tile
Floors - Match to adjacent/ related space (or) Sealed concrete	Walls Paint

STUDENT TOILETS – 250 sf EA.

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location Immediately adjacent to Cafeteria	Doors and Hardware Solid door
Windows n/a	Ceiling Moisture resistant acoustical tile
Floors - Tile - Perimeter joint PVC profile; Schluter DILEX-BWA or similar.	Walls - Moisture resistant drywall - Tile/ Paint - Perimeter joint PVC profile at Doors/ Windows; Schluter DILEX-BWA or similar. - All outside edges to receive Metal Trim profile; Schluter QUADec or similar.

SPECIALTIES/SYSTEMS

Lighting - LED Fixtures - Occupancy sensors	Technology/Devices n/a
Power, Data & Communications - Public address system - WIFI access	Plumbing - Fixture count determined by plumbing codes. - ADA compliant fixtures - Floor Drains
	HVAC / Mechanical Refer to Building Systems section for additional requirements

FURNISHINGS

Special Needs/ Equipment - Vandal-resistant toilet partitions with gender-neutral and anti-bullying design - Toilet accessories including mirror	Display n/a
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PART 3: SPACE PROGRAM & ACTIVITY PAGES

KITCHEN & SERVERY

Room Area (SF)	2,200 SF
Number of Staff	3-5
Average Class Size	n/a

OBJECTIVES

A well-equipped and functional space to efficiently prepare and serve nutritious meals. It addresses the essential building requirement of ensuring compliance with health and safety standards, contributing to the overall well-being of students and staff.

USERS

- Kitchen Staff
- Community

ACTIVITIES/PROGRAMS

- Meal Preparation
- Meal Service
- Health and Safety Compliance
- Dietary Recommendations

SERVING AREA

Adjacency / Location • Adjacent to Cafeteria	Doors and Hardware • Double Door
Lighting • LED Fixtures • Occupancy sensors	Ceiling • Moisture resistant acoustical tile
Floors • Epoxy (or) washable non-skid flooring	Walls • Wall Protection such as FRP or similar • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
Special Needs/ Equipment • Commercial Serving stations • Cashier stations	Technology/Electrical • Network drop for cashier stations

PREPARATION AREA

Adjacency / Location • Adjacent to Serving Area	Doors and Hardware • Double Door
Lighting • LED Fixtures • Occupancy sensors • Variable light level switching	Ceiling • Moisture resistant acoustical tile
Floors • Epoxy (or) washable non-skid flooring	Walls • Wall Protection such as FRP or similar
Special Needs/ Equipment • Commercial kitchen equipment • Fire extinguisher and suppression • Exhaust hoods • Sinks at all stations. • Floor drains • Eye wash and body shower with floor drain	Technology/Electrical • n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

KITCHEN & SERVERY - continued

DRY FOODS STORAGE – 250 sf

Adjacency / Location Adjacent to Preparation Area	Doors and Hardware Solid Door
Lighting - LED Fixtures - Occupancy sensors	Ceiling Moisture resistant acoustical tile
Floors Epoxy (or) washable non-skid flooring	Walls Wall Protection such as FRP or similar
Special Needs/ Equipment Shelving	Technology/Electrical n/a

COOLER/FREEZER – 250 sf

Adjacency / Location Adjacent to Preparation Area	Doors and Hardware As Specified within Cooler/Freezer equipment
Lighting - LED Fixtures - Occupancy sensors	Ceiling As Specified within Cooler/Freezer equipment
Floors Epoxy (or) washable non-skid flooring	Walls As Specified within Cooler/Freezer equipment
Special Needs/ Equipment	Technology/Electrical n/a

WARE WASHING – 160 sf

Adjacency / Location - Adjacent to Serving Area - Adjacent to Preparation Area	Doors and Hardware Open to Preparation Area
Lighting - LED Fixtures - Occupancy sensors	Ceiling Moisture resistant acoustical tile
Floors Epoxy (or) washable non-skid flooring	Walls Wall Protection such as FRP or similar
Special Needs/ Equipment - Dishwasher - Hand washing sinks - Floor drains	Technology/Electrical n/a

KITCHEN OFFICE – 100 sf

Adjacency / Location - Adjacent to Serving Area - Adjacent to Preparation Area	Doors and Hardware Door with vision panel
Lighting - LED Fixtures - Occupancy sensors	Ceiling Acoustical ceiling tile
Floors Epoxy (or) washable non-skid flooring	Walls - Paint - Writeable Surface, Magnetic marker/whiteboard - Tackable Surface, bulletin board
Special Needs/ Equipment - Office systems workstation desks for (2) staff - Task chairs - Visitor chairs - Lockable lateral files - Safe	Technology/Electrical n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

KITCHEN & SERVERY - continued

STAFF TOILET – 60 sf, LOCKERS – 65 sf

Plumbing • ADA compliant fixtures	Doors and Hardware • Solid door
Lighting • LED Fixtures • Occupancy sensors	Ceiling • Moisture resistant acoustical tile
Floors • Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar.	Walls • Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schluter DILEX-BWA or similar. • All outside edges to receive Metal Trim profile; Schluter QUADec or similar.
Other • Toilet accessories including mirror. • 2 Tier Metal Lockers	

CUSTODIAL CLOSET – 50 sf

Adjacency / Location • Distributed throughout the building	Doors and Hardware • Solid Door
Windows • n/a	Ceiling • Moisture resistant acoustical tile
Floors • Sealed concrete • (or) Washable non-skid flooring	Walls • Paint • Wall Protection (as needed)

SPECIALTIES/SYSTEMS

Lighting • Utility grade fixtures	Technology/Devices • n/a
Plumbing • Mop sink • Floor Drains	Power, Data & Communications • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements • Exhaust as determined by mechanical code

FURNISHINGS

Special Needs/ Equipment • Adjustable Industrial Metal Shelving
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PART 3: SPACE PROGRAM & ACTIVITY PAGES

FACULTY DINING

Room Area (SF)	625 SF
Number of Staff	15-20
Average Class Size	n/a

OBJECTIVES

A room for dining, socializing and collaboration separate from the learning communities. The space should include a kitchenette with dining area and lounge.

USERS

- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Dining
- Break Area/Lounge
- Collaboration
- Socialization

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Adjacent to Cafeteria	Doors and Hardware • Door with vision panel
Windows • Operable window(s) • Shades	Ceiling • Moisture resistant acoustical tile
Floors • Resilient flooring, or similar • Durable, low maintenance	Walls • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors	Technology/Devices • n/a
Power, Data & Communications • Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access	Plumbing • ADA compliant sink with filtered water faucet • (See Appliances)
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Casework & Furniture • Variety of dining table sizes • Fixed upper and lower cabinets • Lounge/café-style furniture	Display • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	Appliances • Microwave • (2) Full Size refrigerators • Coffee Maker • Dishwasher

PART 3: SPACE PROGRAM & ACTIVITY PAGES

BUILDING STORAGE

Room Area (SF)	550 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

An organized space where equipment, books, general supplies, attic stock, and educational materials are stored, ensuring easy access for custodial staff and teachers.

USERS

- Custodial Staff
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Educational Materials Storage
- Building Materials Storage
- Equipment Storage

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Adjacent to Custodial Area	Doors and Hardware • Solid Door
Windows • n/a	Ceiling • Acoustical Tile
Floors • Sealed Concrete	Walls • Paint
SPECIALTIES/SYSTEMS	
Lighting • Utility grade fixtures	Technology/Devices • n/a
Plumbing • n/a	Power, Data & Communications • n/a
	HVAC / Mechanical • Refer to Building Systems section for additional requirements
FURNISHINGS	
Special Needs/ Equipment • Adjustable Industrial Metal Shelving	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MULTI-STALL TOILET ROOMS

Room Area (SF)	250 SF
Number of Staff	n/a
Average Class Size	n/a

OBJECTIVES

Multiple-user, multi-stall restrooms designated for student and public use are designed to promote an anti-bullying environment, with facilities designated for both males and females.

USERS

- Students
- Community

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location • Strategically located throughout the building(s)	Doors and Hardware • Solid door
Windows • n/a	Ceiling • Moisture resistant acoustical tile
Floors • Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar.	Walls • Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schluter DILEX-BWA or similar. • All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.
SPECIALTIES/SYSTEMS	
Lighting • LED Fixtures • Occupancy sensors	Technology/Devices • n/a
Power, Data & Communications • Public address system • WIFI access	Plumbing • Fixture count determined by plumbing codes. • ADA compliant fixtures • Floor Drains
	HVAC / Mechanical • Refer to Building Systems section for additional requirements • Exhaust as determined by mechanical code
FURNISHINGS	
Special Needs/ Equipment • Vandal-resistant toilet partitions with gender-neutral and anti-bullying design • Toilet accessories including mirror	Display • n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ALL-GENDER TOILET ROOMS

Room Area (SF)	50 SF
Number of Staff	n/a
Average Class Size	n/a

OBJECTIVES

Single-user restrooms designated for student and public use are designed to be inclusive and gender-neutral, promoting an anti-bullying environment.

USERS

- Students
- Community

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location • Strategically located throughout the building(s)	Doors and Hardware • Solid door
Windows • n/a	Ceiling • Moisture resistant acoustical tile
Floors • Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar.	Walls • Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schluter DILEX-BWA or similar. • All outside edges to receive Metal Trim profile; Schluter QUADec or similar.

SPECIALTIES/SYSTEMS

Lighting • LED Fixtures • Occupancy sensors	Technology/Devices • n/a
Power, Data & Communications • Public address system • WIFI access	Plumbing • ADA compliant fixtures • Floor Drains
	HVAC / Mechanical • Refer to Building Systems section for additional requirements • Exhaust as determined by mechanical code

FURNISHINGS

Special Needs/ Equipment • Toilet accessories including mirror	Display • n/a
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PART 3: SPACE PROGRAM & ACTIVITY PAGES

CUSTODIAL CLOSET

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

OBJECTIVES

Strategically located throughout the building with convenient access to major assembly areas and learning communities.

USERS

- Custodial Staff

ACTIVITIES/PROGRAMS

- Supply/Equipment Storage
- Maintenance

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location Distributed throughout the building	Doors and Hardware Solid Door
Windows n/a	Ceiling Moisture resistant acoustical tile
Floors - Sealed concrete (or) Washable non-skid flooring	Walls - Paint - Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting Utility grade fixtures	Technology/Devices n/a
Plumbing - Mop sink - Floor Drains	Power, Data & Communications n/a
	HVAC / Mechanical - Refer to Building Systems section for additional requirements - Exhaust as determined by mechanical code
FURNISHINGS	
Special Needs/ Equipment Adjustable Industrial Metal Shelving	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MECHANICAL ROOM

Room Area (SF)	850 SF
Number of Staff	1
Average Class Size	n/a

OBJECTIVES

A dedicated space that houses essential mechanical and utility systems, such as heating, ventilation, air conditioning (HVAC), and other equipment, ensuring the efficient functioning of the school's infrastructure. It typically contains machinery, control systems, and maintenance tools to support the building's operational needs.

USERS

- Custodial Staff

ACTIVITIES/PROGRAMS

- Storage
- Maintenance

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location Adjacent to Custodial Area	Doors and Hardware Double Door
Windows n/a	Ceiling Open ceiling painted with acoustical deck
Floors Sealed concrete	Walls Paint
SPECIALTIES/SYSTEMS	
Lighting Utility grade fixtures	Technology/Devices n/a
Plumbing - Floor drains - Hose bib	Power, Data & Communications Data connection for BMS connectivity
	HVAC / Mechanical Refer to Building Systems section for additional requirements
FURNISHINGS	
Special Needs/ Equipment Refer to Building Systems section for additional requirements	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MAIN ELECTRICAL ROOM

Room Area (SF)	400 SF
Number of Staff	1
Average Class Size	n/a

OBJECTIVES

A dedicated space that serves as the central hub for electrical distribution, housing control panels, circuit breakers, and other essential equipment. It is a secure space where power is efficiently managed to ensure the smooth functioning of the school's lighting, heating, and electronic systems.

USERS

- Custodial Staff

ACTIVITIES/PROGRAMS

- Storage
- Maintenance

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Adjacent to Custodial Area

Doors and Hardware

- Solid Door

Windows

- n/a

Ceiling

- Open Ceiling painted with acoustical deck

Floors

- Sealed concrete

Walls

- Paint

SPECIALTIES/SYSTEMS

Lighting

- Utility grade fixtures

Technology/Devices

- n/a

Plumbing

- n/a

Power, Data & Communications

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

FURNISHINGS

Special Needs/ Equipment

- Refer to Building Systems section for additional requirements

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ELECTRICAL CLOSETS

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

OBJECTIVES

A centralized storage space for cleaning supplies and equipment, facilitating efficient and organized maintenance of the school's cleanliness and hygiene.

USERS

- Custodial Staff

ACTIVITIES/PROGRAMS

- Storage
- Maintenance

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location

- Distributed throughout the building

Doors and Hardware

- Solid Door

Windows

- n/a

Ceiling

- Moisture resistant acoustical tile
- (or) Open Ceiling painted with acoustical deck

Floors

- Sealed concrete
- (or) Washable non-skid flooring

Walls

- Paint
- Wall Protection (as needed)
- Fire proofing as required for emergency electrical rooms, BDA systems, etc.

SPECIALTIES/SYSTEMS

Lighting

- Utility grade fixtures

Technology/Devices

- n/a

Power, Data & Communications

- n/a

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

FURNISHINGS

Special Needs/ Equipment

- Adjustable Industrial Metal Shelving

PART 3: SPACE PROGRAM & ACTIVITY PAGES

IDF ROOM

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

OBJECTIVES

A dedicated space for network equipment like switches and routers, ensuring effective distribution of data and communication services across the school.

USERS

- IT Staff

ACTIVITIES/PROGRAMS

- Data Storage and Management
- IT Infrastructure Maintenance

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location Distributed throughout building	Doors and Hardware Solid Door
Windows n/a	Ceiling Open ceiling painted with acoustical deck
Floors Anti-static flooring	Walls Paint
SPECIALTIES/SYSTEMS	
Lighting - LED Fixtures, dimmable - Occupancy sensors	Technology/Devices - Server Racks - Routers - Cabling infrastructure - Modems - Patch panels and wire management
Power, Data & Communications - Twist lock receptacles for IT rack power - Telephone demarc - Public address system head end - Security system head end	Plumbing n/a
	HVAC / Mechanical - Dedicated redundant split units for cooling - Pre-action fire suppression for MDF - Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Furniture Ladder rack/ cable tray	Display n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

DELIVERIES / LOADING & RECEIVING

Room Area (SF)	450 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

A centralized space for custodial staff to receive packages, shipments, supplies and other deliveries, to then be able to store them appropriately after they are received and organized.

USERS

- Custodial Staff

ACTIVITIES/PROGRAMS

- Deliveries, Loading Dock
- Supply Organizing

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location - Adjacent to Custodial area - Adjacent to Food Prep/ Kitchen	Doors and Hardware - Double Door - Exterior Rolling Door desired
Windows n/a	Ceiling Open ceiling painted with acoustical deck
Floors Sealed Concrete	Walls - Paint - Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting - LED Fixtures - Utility grade fixtures	Technology/Devices n/a
Power, Data & Communications - Telephone/public address system - WIFI access	Plumbing n/a
	HVAC / Mechanical Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Furniture Adjustable Industrial Metal Shelving	Display n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CUSTODIAL OFFICE/STORAGE

Room Area (SF)	175 SF
Number of Staff	1-2
Average Class Size	n/a

OBJECTIVES

A dedicated space for custodial staff to efficiently manage cleaning supplies, take breaks, and perform administrative tasks. The objective is to enhance the overall effectiveness and well-being of the custodial team, ensuring a clean and organized environment that supports their work responsibilities.

USERS

- Custodial Staff

ACTIVITIES/PROGRAMS

- Supply Management
- Breakroom Facilities
- Administrative Tasks
- Equipment Maintenance

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location Adjacent to Deliveries/ Receiving	Doors and Hardware Door with vision panel
Windows - Operable window(s) - Room darkening shades	Ceiling Acoustical tile
Floors - Resilient floor (or) Sealed concrete.	Walls - Paint - Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting - LED Fixtures, dimmable - Daylight sensors - Occupancy sensors	Technology/Devices - Computer - Network Copier/ Printer
Power, Data & Communications - Multiple power/data outlets at walls with USB charging modules - Telephone/public address system - WIFI access	Plumbing n/a
	HVAC / Mechanical Refer to Building Systems section for additional requirements
FURNISHINGS	
Storage / Casework & Furniture - Modular, mobile table - Mobile seating/chairs - Fixed upper and deeper lower cabinets to accommodate equipment - Tall wardrobe, lockable, or cubbies/lockers for personal belongings 12 ft Workbench - Adjustable Industrial Metal Storage racks - Office systems desk - Task chair - Visitor chairs - Lockable lateral files	Display - Writeable Surface, Magnetic marker/whiteboard - Tackable Surface, bulletin board
	Appliances n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CUSTODIAL OFFICE/STORAGE - continued	
STAFF TOILET – 60 sf	
Plumbing • ADA compliant fixtures	Doors and Hardware • Solid door
Lighting • LED Fixtures • Occupancy sensors	Ceiling • Moisture resistant acoustical tile
Floors • Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar.	Walls • Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schluter DILEX-BWA or similar. • All outside edges to receive Metal Trim profile; Schluter QUADec or similar.
Other • Toilet accessories including mirror. • 2 Tier Metal Lockers	

BUILDING SYSTEMS AND SITE

4

PART 4: BUILDING SYSTEMS & SITE

4.1 BUILDING SYSTEMS

Proposed Building Systems

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

Fire Protection (Sprinkler System)

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

- Fittings shall be grooved mechanical fittings: ANSI A21.10 ductile iron; ASTM A47 grade malleable iron. Couplings shall be ASTM A 536 ductile iron or malleable iron housing, EPDM gasket with nuts, bolts, locking pin, locking toggle or lugs to secure roll grooved pipe and fittings.
- Kitchen hoods and kitchen exhaust ductwork shall be protected by dry chemical type systems and shall be connected to the fire alarm system.

Fire Alarm System

- The building will be provided with an addressable fire alarm system in compliance with code requirements and ADA regulations. Voice evacuation shall be provided throughout the building. The system shall be provided with a fire alarm control panel with a wireless master box to contact the local fire department. Manual pull stations shall be installed in locations designated by the city fire marshal office. Audible and visual signaling devices shall be installed in classrooms, corridors, toilets, cafeteria, gymnasium, etc. Visual-only signaling devices shall be installed in all conference rooms, work rooms, small staff toilets, etc.

Plumbing Systems

- New plumbing systems will be installed including but not limited to: storm, waste, vent piping, domestic water service, domestic cold and hot water, gas service as required, and a grease interceptor shall be coordinated to connect to the sanitary system in order to prevent grease from entering and clogging this system. Plumbing fixtures shall be low-flow or otherwise focused on sustainable, water conservation methods.
- Plumbing in the school must meet present codes; and the sanitary sewer lines must be properly sized and located to handle the anticipated load.
- Storm, waste, and vent piping shall be hub-less cast iron with standard torque clamps, conforming to CISPI 301 for above ground piping and hub & spigot cast iron conforming to ASTM A 74 for piping installed below the floor slab. Storm, waste, and vent piping shall be concealed within chases and walls. Storm and waste services shall exit the building below slab at multiple locations to be coordinated with the site engineer. The secondary storm system shall exit the building separate from the primary system; discharge shall be above grade, at locations visible to the building maintenance staff.
- The building will require a 4" domestic water service minimum, which shall enter the building below slab, and rise up to a service assembly located in the Mechanical Room. The service assembly located within the Mechanical Room shall consist of shut-off valves, pressure reducing valves, backflow preventers, and a meter.
- Domestic cold water, domestic hot water, and domestic hot water recirculation piping shall be Type L copper conforming to ASTM B 88. Domestic water piping shall be insulated with rigid molded, noncombustible glass fiber insulation conforming to ASTM C335. Domestic water piping throughout the building shall be installed above ceilings and concealed within walls. Jacketing shall be provided on piping exposed in occupied areas (when exposed pipe is located below 10').
- **Should the town decide not to implement an all-electric building targeting a NetZero facility**, a new natural gas service shall be provided to serve the building this service shall originate from the street and enter the building in the Mechanical Room after connecting to the meter assembly. The meter assembly shall consist of shut-off valves, pressure regulator and meter. Gas piping shall be ASTM A53 schedule 40 black steel. Gas piping will be used to serve the building domestic hot water heaters, boilers, kitchen appliances, and any additional mechanical or amenity space equipment.

- A concrete 2000-gallon grease interceptor (or sized as required by the local health department) shall be coordinated and then installed below grade at the exterior of the kitchen. The waste connection exiting the grease interceptor shall connect to the sanitary system serving the buildings. The interceptor shall prevent grease from entering and clogging the sanitary system.

Hot Water Systems

- The hot water distribution system shall include 140°F piping for the kitchen (boosted to 180°F at the dishwashing area) and 110°F piping to serve the remainder of the building. The water in the storage tanks will be stored at 140°F. An automatic High/Low tempering valve, by Leonard or approved equal, will reduce to the water to 110°F for the building piping. For controllability reasons a second High/Low tempering valve will be installed on the kitchen 140°F water feed. **Note: Source of energy related to hot water may include geothermal / heat pump system targeting a NetZero facility.**
- Hot water recirculation pumps shall be installed to maintain the appropriate temperatures in the domestic hot water distribution system. The pump shall be controlled by the building management system (BMS) to minimize energy consumption. Hot water recirculation piping shall be brought to all lavatory and sink locations.

Hot Water Plant

- Domestic hot water shall be generated by two natural gas fired water heater/storage tank, PVI Conquest or approved equal, located in the Mechanical Room. **Note: Source of energy related to hot water may include geothermal / heat pump system targeting a NetZero facility.**

Plumbing Fixtures and Specialties

- All plumbing fixtures required to be accessible shall be in accordance with the Americans with Disabilities Act (ADA), 504 and UFAS standards.
- Water closets and urinals shall be wall hung, vitreous china, low consumption (0.125 gallon per flush urinals and high efficiency 1.28 gallon per flush water closets), by American Standard or approved equal. Flush valves shall be manually operated, by Sloan or approved equal.
- Lavatories shall be wall hung, vitreous china, by American Standard or approved equal. Faucets shall be low consumption manually operated, by Symmons or approved equal.
- Multi-user lavatories shall be wall hung, solid synthetic surface with integral soap dispensers by Bradley or approved equal. Faucets shall be low consumption manually operated by selected manufacturer.
- Wall hangers for water closets, urinals, and lavatories shall be heavy duty adjustable height type by J.R. Smith or approved equal. Hangers shall be installed within chase spaces provided behind fixtures.
- Bottle filling stations (Drinking fountains) shall be stainless steel, wall recessed, two-tier, ADA style, vandal resistant manufactured by Elkay or approved equal.
- Mop basins shall be floor mounted, 24"x24", molded stone, with wall mounted faucet & trim, by Fiat or approved equal.
- Classroom sinks shall be stainless steel, by Elkay or approved equal with gooseneck faucets, by Symmons or approved equal.

- Cast iron floor drains shall be installed at all toilet rooms. Heavy-duty cast iron floor drains & floor sinks shall be installed in the Mechanical Room. Floor drains shall be by J.R. Smith or approved equal. Trap primers shall be provided for floor drains. In the kitchen area trap primers shall be Pressure Drop Activated by PPP or approved equal. In bathrooms and mechanical room areas trap primers shall be waterless by ProSet Trap Guard or approved equal.
- **Should the town decide not to implement an all-electric building targeting a NetZero facility**, Emergency gas solenoid valves shall be provided in the kitchen.
- Hose bibbs shall be installed in all toilet rooms, by Woodford or approved equal.
- Wall hydrants shall be installed on exterior walls every 100 feet. Wall hydrants shall be non-freeze type by Woodford or approved equal.

Mechanical Systems

- New heating and cooling plants will be installed to provide adequate heating and cooling capacity for the new building. All spaces are to receive air conditioning. Classrooms, offices, and conference rooms shall be ventilated by a dedicated outside air system (DOAS), with energy recovery. Large volume spaces such as the Gym, Cafeteria, Black Box Theater, Media Center, and other multi-purpose type spaces shall be ventilated by rooftop units (RTUs) with energy recovery, or water/air cooled heat pump equipment. Sustainable goals and initiatives are to be incorporated as identified, including but not limited to: geothermal, photovoltaic array.
- In addition, utilizing renewable energy sources including solar and geothermal as well as net zero energy and/or emissions will be considered in the building design in the context of a 50 year estimated useful life. This should include cost estimates of energy—and other known, direct—costs over that time span for all energy sources.
- The school will have an automatic building controls system designed to promote a safe, efficient, and healthful indoor environment. Standards for design selection include reliability, simplicity of operation, comprehensiveness, energy efficiency, low ongoing maintenance and repair costs, length of useful life, and operational efficiency overall.
- A Building Management System (BMS) shall be installed to control the mechanical and selected electrical systems. BMS shall be by the Temperature Control vendor approved by the owner.
- Spaces should have independent, on demand heating, cooling and ventilation control for operational efficiency.
- Each classroom will be provided with a temperature sensor and carbon dioxide sensor. The carbon dioxide sensor is an energy saving device. By sensing the carbon dioxide within the room, the outside air intake is adjusted, reducing the amount of outside air being heated or cooled, resulting in less energy used.
- Climate controls/ventilation systems need to meet current codes and standards.

HVAC Controls

- A Building Management System (BMS) shall be installed to control the mechanical and selected electrical systems. BMS shall be by the Temperature Control vendor approved by the owner.
- The system shall include a personal computer with graphics-based display and capabilities for alarming off-site.

- The BMS shall provide temperature control for all HVAC systems and control select lighting in the building.
- The system shall be programmed for occupied/unoccupied cycles for the air handling equipment, with an override feature for spaces that would be utilized after-hours.
- The system shall monitor occupancy sensing devices to control the amount of outside air being brought in to each classroom to assist in energy conservation.
- The BMS shall be accessible from any Web browser and mobile device with proper authorization.

Heating Plant

- **Should the town decide not to proceed with a geothermal/heat pump building infrastructure targeting a NetZero facility,** the heating plant will generally consist of (2) natural gas fired boilers, Aerco Benchmark Model BMK 1500, 1,500,000 BTU/hr input each. The boilers will be mounted on 6" thick reinforced concrete housekeeping pads.
- **Should the town decide not to proceed with a geothermal/heat pump building infrastructure targeting a NetZero facility,** the primary heating hot water pumping plant will generally consist of one pair of pumps. Each of the pumps will be sized for 100% capacity, for complete redundancy. The pumping will be a variable primary arrangement for the boilers and will send 140°F water to the building for space heating systems and terminal heating units (baseboard fin tube, radiant ceiling panels, air handling units, cabinet units heaters, etc.) throughout the facility. The space heating hot water supply piping temperature will be reset inversely with outside air temperature, to minimize energy consumption. Heating hot water pumps shall be vertical inline type by Armstrong or approved equal, Pumps will be mounted on 6" thick concrete housekeeping pads in the Mechanical Room.

Chiller Plant

- **Should the town decide not to proceed with a geothermal/heat pump building infrastructure targeting a NetZero facility,** the chiller plant for space cooling, will generally consist of (2) site mounted air cooled chillers, Trane Sintesis RTAF or approve equal, 125 tons each. The chiller will be mounted on an exterior concrete pad. Chiller shall have sound enclosure surrounding it on all sides, consult chiller manufacturer on exact size and thickness of enclosure to provide acceptable sound levels in residential neighborhood.
- **Should the town decide not to proceed with a geothermal/heat pump building infrastructure targeting a NetZero facility,** the primary chilled water pumping plant will generally consist of one pair of pumps. Each pump will be sized for 100% capacity, for complete redundancy. The pumping will be a variable primary arrangement with the chillers in a parallel configuration and will circulate 42°F chilled water to the space cooling system and terminal cooling units (air handling units, DOA's, etc.) throughout the facility. Chilled water pumps shall be vertical inline type, by Armstrong or approved equal. Pumps will be mounted on 6" thick concrete housekeeping pads in the Mechanical Room.

Heating, Ventilating and Air Conditioning

Academic Areas

- The outdoor ventilation air for the core academic, office, and multi-purpose areas will be provided through dedicated outdoor air (DOA) units. These DOA units will provide pre-conditioned air that will be distributed directly to each space. Exhaust air from the

spaces will be ducted back to the DOAS unit. Each DOA unit will generally consist of supply & exhaust fans, hot water heating coil, chilled water cooling coil, energy recovery wheel, wrap around heat pipe, filter section, and controls. DOA units shall be Trane, Performance Climate Changer or approved equal.

- o Space cooling will be provided for each space. The system to provide this cooling has not yet been determined but will be provided by either variable refrigerant flow (VRF) fan coils and associated condensing units, or active chilled beams. These cooling terminal units will be responsible for accommodating the space sensible cooling load (latent load satisfied by DOA units).
- o Space heating may be supplemented through the use of either perimeter fin-tube radiation or radiant ceiling panels along exterior walls. Perimeter fin-tube radiation shall be Rittling or approve equal. Radiant ceiling panels shall be Airtite or approved equal.

Tel/Data and security equipment rooms

- o Data closets will be served by ductless split units, by Mitsubishi or approved equal.

Corridors/Miscellaneous areas

- o All restrooms, mechanical/electrical rooms and storage areas shall be provided with exhaust that will be connected to the DOA units thought the building. The exhaust rate to these rooms will be provided based on ASHRAE 62.1 Requirements.
- o The stairwells, entrances and vestibules shall be served by hot water cabinet unit heaters with return air temperature sensors and control valves.
- o All storage areas, mechanical rooms and electrical rooms shall be provided with hot water unit heaters.

Materials and Methods

Includes the following basic materials and methods of construction:

- o All ductwork and accessories shall meet SMACNA standards.
- o Provide all HVAC equipment with extra set of filters.
- o Seismic restraints shall be designed and installed as required per State of Connecticut Building Code and Fire Safety Code which requires the seal of a licensed professional engineer. Abovementioned professional engineer will be required to verify installation is correct and complete per seismic code. This includes piping, ductwork, equipment, and equipment bases.
- o Provide glass fiber insulation for all hydronic piping and ductwork. Insulation shall be installed to meet the Energy Conservation Code.
- o Provide firestopping around mechanical penetrations in accordance with fire stopping requirements. System shall be capable of maintaining against flame and gases. System shall be UL listed and comply with ASTM E814.
- o Provide mechanical identification for mechanical systems. Identification shall comply with ANSI A13.1.
- o All pipe connections shall be installed to allow for freedom of movement of the piping during expansion and contraction without springing. Swing joints, expansion loops and expansion joints with proper anchors and guides shall be provided where shown.
- o Provide vibration isolation for hydronic piping, ductwork, and equipment.

- Hydronic piping 2 1/2"φ and under shall be Type L copper. Piping 3" φ and over shall be ASTM A 53; Schedule 10 black steel pipe with welded, flanged or grooved joints.
- All equipment served by hydronic piping shall have isolation valves on the supply and return lines. Isolation valves shall also be provided at branch take-offs.

Electrical Systems

- New electrical service will be installed with power provided by local utility company. Distribution will include customer utility metering as well as sub-metering for plug loads, lighting, mechanical equipment, kitchen loads, etc.
- The building shall be provided with a minimum 2,500, 120/208V, 3-phase, 4-wire, main electrical service with circuit breaker distribution and integral TVSS and ground fault. The main switchboard shall be located in a Main Electrical Room. Include the following:
 - Electrical service shall be provided underground from the Utility pad mount transformer in schedule 40 PVC conduit. When crossing roadways, sidewalks, etc, concrete encased conduit shall be provided.
 - All conductors shall be copper.
- The building shall be provided with an emergency generator with weatherproof sound attenuated enclosure and tank capable of providing ample amount of run time.
- A generator shall be provided for backup power. Two automatic transfer switches (ATS) shall be provided; one for emergency loads and one for optional standby loads. The generator shall support emergency lighting, the elevator, IT load, freeze protection (i.e. boilers, if provided), kitchen walk-in cooler and freezer, and other miscellaneous loads. The building shall be provided with a minimum 450 emergency / standby diesel generator, 60Hz, 1800RPM, 3phase 120/208Volt, with weatherproof sound attenuated enclosure and tank capable of providing 72 hours of run time.

Distribution

The building shall be provided with a minimum of panelboards and feeders as follows:

- Main Electrical Room shall contain (minimum):
 - 2,500A, 120/208V main switchboard. Metering will be provided separately for lighting loads, receptacle loads, kitchen loads, and HVAC loads. Switchboard shall include TVSS device and ground fault.
 - Provide separate panel boards for Lighting, General Receptacles, Kitchen and Mechanical equipment.
- Emergency Electrical Room shall contain (minimum):
 - ATS #1 120/208Volt, 3phase- Life Safety / Emergency Lighting distribution.
 - Provide general purposed panel board for emergency lighting. Panel board shall be Bussman Quick Spec Fusible Link.
- Kitchen / Cafeteria shall contain (minimum):
 - One general purpose panel board shall be 120/208, 3PH, 4W. Branch circuits shall be installed in EMT conduit. Type MC cable shall be limited to concealed spaces above finished ceilings in classrooms or drywall type partitions after first device. EMT conduit shall be used to the first device in a branch circuit and shall be used in all masonry or CMU partitions.

- Efficient and appropriate natural lighting will be maximized within the facility as appropriate for the programmatic use of the spaces. Occupancy and vacancy sensors, dimming, daylight sensors and dual switching will be installed in classrooms. LED light fixtures will be used throughout. Attention should be given to security lighting for both the interior and exterior of the building. Emergency lighting power will be provided via emergency generator as described above. Exit signs will be self-contained, universal mounted, LED illuminated, low energy usage fixtures. Lighting systems will also include:
 - Exit signs will be self-contained, universal mounted, LED illuminated, low energy usage fixtures.
 - Occupancy sensors shall be provided in all lit areas except in utility rooms and other rooms exempted by code.
 - Occupancy sensor switches with wall override shall be provided in all small offices, single occupancy toilet rooms, storage rooms and janitors closets.
 - Corridor and stairwell lighting shall remain on during occupied hours, but will be controlled by occupancy sensors during unoccupied times. This will require communication with the building management system.
- Site lighting will be as follows:
 - Parking lot lighting shall be accomplished using pole mounted, 277V, LED fixtures on 60 foot centers. Fixtures to match existing complex LED fixtures and will be fed from a site lighting relay panel and shall be controlled by the building management system and photocell arrangement.
 - Walkway lighting shall be accomplished using 3' high bollards, 120V, LED on 15foot centers. Fixtures will be fed from the site lighting relay panel and shall be controlled by the building management system.
 - All egress doors leading directly to the exterior of the building shall have 2-LED array, 2-LED driver fixtures mounted above.
- Gymnasium/Cafeteria lighting shall be controlled via occupancy sensors or lighting control system by Crestron GLPAC or GLPP series or equivalent.
- Illuminated low level exit signs and handicap accessible exit signs shall be provided where required by code.

Materials and Methods

Include the following basic materials and methods of construction:

- Wiring shall be THHN/THWN copper, installed in EMT conduit for general circuits.
- Type MC cable shall be used as prescribed in sections above.
- Devices shall be specification grade, NEMA 5-20R etc.
- Disconnect switches shall be fusible heavy-duty type. NEMA 1, 3R or 4X as required for locations installed.
- Circuit breakers shall be fixed element, thermal magnetic type.
- Panelboards shall have copper bussing, with hinged, lockable, door-in-door trim.
- Branch circuit breakers shall be bolt-on type.
- All conduits, circuits and devices shall be labeled.

- Conduits below slabs shall be schedule 40 PVC, with rigid steel conduit sweeps.
- In all single occupant toilet rooms: emergency call light/bell mounted above the doors and associated call switches shall be provided.

Technology

Current technology standards and anticipated future standards are to be state-of-the-art. The most up-to-date voice/video/data systems will be added to all instructional and support spaces within this school. A WAN will be installed and this building will be networked to the NPS. Wireless Access Points (WAPs) will be installed through the entire school.

A contemporary middle school must be able to support varied uses of technology. In particular, the school's infrastructure should reflect the latest in wiring and cabling, which would support current technology applications as well as the capacity to support future requirements.

Computers should support the full range of educational and operational functions in the school. Wiring for all classrooms will include multiple network drops, WAPs, and multiple electrical outlets. The entire facility will have wireless connectivity to support the implementation of one-to-one mobile devices such as laptops, netbooks, and other Internet-ready devices.

At minimum, the new building will require the following systems to meet the programmatic needs of the school: the telecommunications infrastructure consists of a state-of-the-art voice, video, and data network. The network is designed to provide users voice, video, and data communication throughout the school, between schools within the district, and across the globe.

Note: CAT6E or better should be employed at a minimum, and 1 to 10 GB connections to all desktop location (or fastest switch connection possible via economical means) and 10GB trunks (or fastest switch connection possible via economical means) to all interconnections to all of the data closets. Also, one two 1 GB drops to be located in the ceiling for wireless APs should be installed for support of the wireless infrastructure in each educational space, inclusive of hallways, common areas, breakout spaces and all core spaces (Gym, Cafeteria, Media Center, etc.).

A new technology and WIFI infrastructure will be provided for connectivity throughout the entire building, and even outdoor areas of the learning environment to allow maximum flexibility. The District's IT/Technology staff will identify any preferred vendors, providers, and will help to develop all final equipment requirements for compliance with District-wide standards.

LAN / WAN Switches

- All school wiring closets have at least one 48-port POE switch, minimum, to support wireless access points and other POE devices.
- All school wiring closets have at least one 48 port non-POE switch for standard network access.
- At least one wiring closet shall contain a 10GB fiber connection back to the main infrastructure for the district.
- All switch interconnectivity shall be through 10GB fiber SFPs, at a minimum.

Wiring Closet UPS

- All school wiring closets have at least one APC rack mounted UPS.

WiFi

- All schools are on a centralized wireless network.

- Ubiquitous WiFi should be provided to all student and staff accessible spaces.

Interactive Projectors

- All classroom and conference room spaces should contain an interactive display (adjustable height) with a low gloss, dry erase, whiteboard with pen tray, along with tackable surfaces. This includes all four walls of the typical classrooms allowing versatility of teaching modalities.

Document Cameras

- All classrooms should contain a Document Camera in addition to the interactive display devices.

Misc. Technology Items

- There shall be a combined voice/data system with "VOIP" (Voice Over Internet Protocol) design compatible with the town-wide system.
- The school shall have both wall mounted and mobile, interactive LED devices in every educational space (Inclusive of all general classrooms, specialized education areas (Art, Music, Technology), meeting space, break out areas, hallways, presentation areas, and all core spaces (Black Box Theater, Cafeteria, Gym, Media Center, etc.).
- Capacity to provide video streaming devices in every classroom and meeting space.
- Flexible/adaptable charging stations in every room to accommodate a variety of devices over time.
- Multiple data drops with sufficient power in every classroom, meeting spaces, and tech/storage closets to accommodate phones/copiers as needed.
- Latest generation full WIFI coverage throughout the entire building compatible with district controllers.
- Shared printing stations to support multiple classrooms in convenient locations throughout the building.
- Head end equipment to be housed in an MDF with 24-hour environmental control.
- All IDF closets require 24-hour environmental control.
- Horizontal cabling shall be Category 6e plenum rated or contemporary equivalent.
- Cable shall be run in corridors to support horizontal cable structure.
- Fiber backbone between the MDF and IDF rooms shall be capable of at least 10GB minimum anticipating future growth.
- Fiber optical cable from street to MDF also must support 10 GB as well as anticipate future growth.
- Office space and workspace for Technology Personnel with sufficient data drops and power to support technology in the building.
- Storage for Technology Department is critical.
- The latest wireless technology should be incorporated into the school design.
Note: This must be 100% compatible with the single controller system currently in operation.

Phone System

- There shall be a combined voice/data system with “VOIP” (Voice Over Internet Protocol) design compatible with the town-wide system.
- A comprehensive, district-integrated phone system (dial-out) will be integrated into technology scope of the project, including hands-free and handle options.
- Must be capable of reporting originating room identification as part of E911 call.
- Install phones in all educational spaces, supporting offices, and every room programmed for use of the facility occupied by teachers or students at any given time, including all meeting, support and instructional spaces.

Clock System

- The clock system should use RF to sync to an NTP server.
- Clocks, similar to the phone system will be integrated into the technology component of the project.
- All support and instructional spaces will be included.
- System to have manual override capability in the event that Daylight Saving
- Times are adjusted by the Federal Government.

Acoustical Treatment

- The entire building will comply with ANSI S12.60-2002: Acoustical Performance Criteria, Design Requirements and Guidelines for Schools.
- Suspended acoustical ceilings, acoustical gypsum, and/or acoustical decks will be installed throughout the building.
- Corridor walls should be constructed of glazed concrete masonry units, or materials with a comparable NRC rating, and provide an adequate separation for sound control.
- In specialized areas, such as media centers & black box theater, appropriate acoustical treatments will be installed.
- Sound field system will be provided in each classroom.

Sound Systems

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

Door Fobs

- All schools use the Open Options – DNAFusion door fob access control system.
- Fob readers are located at the main entrances and other doors where needed (likely to include all egress points from the building).
- All employee fobs are centrally managed at the district level.
- DNAFusion compatible readers that support the existing employee fobs are a requirement.

Security Cameras

- Security and video surveillance systems are to be provided for selected areas of the school, primarily at points of entry and high traffic areas of the school. The security system should use both infrared and motion sensing technology.
- A monitoring console for the video surveillance should allow the viewing of all exterior doors, parking lots, and delivery areas. Panic buttons should be provided for immediate access to the local Police Department via a telephone dial-out switch.
- All schools have an Avigilon DVR, or contemporary equivalent system. These DVRs are all centrally managed at the district level. These are rack mounted servers running Avigilon ACC version 7. They store 1 month of camera footage.
- For management and support purposes, Avigilon (or contemporary equivalent system), analytic-capable, 3 megapixel or greater, security cameras are a requirement.
- The server will likely need to be replaced to accommodate the increase in cameras, and an additional 48-port IP switch will also be needed.
- We work closely with a specific security consulting / authorized manufacturer/dealer, and would like to use them for any design and installation work on this project.
- Digital video surveillance of exterior/interior areas of the building integrated with District system.
- Design the plan to prevent access to instructional areas of the school when community events take place in assembly areas during non-school hours.
- Motion sensors shall be mounted in corridors.
- Respond to future state and/or federal mandates related to security requirements for middle school facilities (i.e. panic button systems)
- Door locks shall be Sargent and integrated with existing MPS system (or contemporary equivalent).
- Note: This system must be 100% compatible with existing security surveillance system in place.

Panic Button / Blue Light System

- All hallways and large gathering areas should contain ceiling mounted blue lights to alert those inside the building of an emergency condition.
- All exterior walls near entrances should also contain such lights.
- Some locations (approximately 6 or less) should contain stationary panic buttons which send an emergency alert to the Simsbury Police Department, as well as triggering the blue lights.
- Some portable panic buttons (approximately 6 or less) should be available for specific staff members.
- Exterior blue lights should include signage that explains their purpose. For example: "Do not enter when blue light is on."

PA System & PA Visual Alert System

- The PA system should be configured for multi-zone paging both inside and outside the building.

- The building's public address system is comprehensive and will be addressed as part of the technology component of the project to incorporate internal building communications as well as external communications.
- The PA system should be developed in conjunction with the phone, clock, data, voice and DIVOS video distribution system of the school.
- Secondary access to security and public address systems will be located in the MDF/Head End Room.
- Most schools either currently have, or will soon have, PA visual alert systems in rooms, which are often too noisy to hear PA announcements. These are rooms such as the cafeteria, gymnasium, band room, etc. The alert system consists of ceiling mounted, white, rotating beacon lights that run whenever sound is coming out of the PA speakers in that space. This system addresses the common complaint of missed announcements in loud rooms, especially after lockdown drills.
- A new phone system, clock system, access control system, public address and emergency response system (including site/surveillance infrastructure) will be provided. The District's Security staff will identify any preferred vendors, providers, and will help to develop all final equipment requirements for compliance with District-wide standards.

4.2 SITE DEVELOPMENT

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 buses 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 buses but turns left into a staff and visitor parking lot while buses continue to loop around to the main entry.

The new Hillcrest Middle School site design will include comprehensive updates and improvements to the site including general staff and visitor parking, parent and bus drop off, pedestrian access and safety, playgrounds, athletic fields, outdoor classrooms, presentation space and other outdoor amenities. Any fields disturbed during the middle school construction process will be replaced as a part of the project's sitework.

Vehicular Circulation

Vehicular circulation will be improved by separating the entry for the bus and parent circulation into two distinct points. The visitor parking area will include security control features, an accessible walk to the main entry, and proper sight lines to the administrative suite as described in the School Safety and Infrastructure Guidelines. A new greenway will be provided between the two entry/exit drives to accommodate storm water collection as well as provide a safe and secure pedestrian path to the main entry of the building.

New landscaping improvements will be made across the entirety of the building perimeter to include new plantings, sidewalks, bike racks, benches, curbing, etc.

Separate bus and parent drop off will be provided as well as separate entry plazas, sidewalks and support space for multiple entry and exit points from the building during arrival and dismissal. Access

control for the drop off areas will be controlled with gates during the educational day and for community/parent events. If possible, the site design will allow for a parent drop-off/pickup loop, a bus drop-off/pickup loop, and staff parking that are all separate from each other, each with its own entrance and exit.

Entrance and egress will be constructed in a drive-through fashion that will allow buses to enter from a common driveway with a pass-through and exit. Bus drop-off and pick-up location should be placed where the activity can be observed from the building administration offices or security offices. New exterior lighting will be provided throughout the drive aisles, parking areas, and drop off lanes. Additional ambient lighting will be provided via lighted bollards and landscape lighting along the front and/or sides of the building.

An emergency vehicle access loop around the building will be studied. For those areas unable to gain perimeter access, designated access areas will be provided for first responders.

Parking

The newly constructed parking lots will be separated into various areas for access control. These areas will include faculty/staff parking, parent, and visitor parking. Accessible spaces will be distributed throughout the campus proportional to entry areas and site amenities. Lastly, overflow parking will be handled via grass pave, or grade stabilization product, adjacent to the proposed athletic fields.

Parking will be provided for normal school day activities including required handicapped and visitor parking, and parking for special weekend or evening activities. In addition, entrance walkways are to be designed and constructed to allow safe passage around the building and from the parking lot into the building. Lighting of the parking lot, sidewalk and driveways is to be provided. Full compliance with applicable code requirements is required to provide proper access of handicapped students and visitors into the building from the sidewalks and parking lots.

Outdoor Presentation Area

A plaza paver area with bench seating will be provided adjacent to the proposed stage location, or alternatively near the cafeteria, or media center. This area will provide an ideal setting for outdoor concerts, presentations, performances, or project work. Other features will include landscaping buffers from the adjacent learning areas, and canopy screening.

Outdoor Project Area

A plaza paver area with bench seating will be provided adjacent to the tech shop and/or similar areas such as art or makerspace, to allow for the seamless transition from inside to outside as students work hands-on to complete projects. At the tech shop, a large-scale opening, or garage door(s), will seamlessly transition between the two zones, with the intention of allowing the outdoor plaza to act as an extension of the classroom.

Outdoor Classroom Areas

These spaces provide an opportunity to experience natural and human-created characteristics of the environment in a natural setting. It is a tool that allows educators to take a hands-on approach and move their educational curriculum outdoors. The project will include a wide variety of outdoor classroom settings throughout the site. These classrooms will include numerous configurations of bench seating to allow for multiple classroom arrangements. Ideally, a majority of this seating will provide reconfigurable options to increase flexibility and use of the spaces.

Outdoor classrooms and a nature walk will be incorporated as a unifying element of the landscaping plan with bioretention basin(s) proposed to promote rainwater collection, treatment and reuse.

A **Learning Garden** is planned and will integrate educational opportunities. Strategic learning moments such as this garden can be placed around the site to promote real-world science curriculum lessons about storm water collection, natural plantings as a filtration device, and importance of a healthy ecosystem. Other programs such as Family and Consumer Science may utilize the garden as a teaching tool. The garden can also support a farm-to-table collaboration with the Agriscience and Biotechnology Center located on the same campus.

Athletic Fields & Recreation Areas

New athletic fields are planned for baseball, softball, soccer, lacrosse along with courts for other recreational sports such as basketball and tennis. Multipurpose fields, and other recreational or athletic fields for school or Town use will be considered.

General Service and Cafeteria Deliveries

A loading dock area for the safe and efficient delivery of school supplies and equipment as well as food products for the cafeteria will be provided. A well-illuminated receiving area for the school is to be included with card and camera security systems including an elevated loading dock for easy delivery to the site.

Site Design Summary:

- Separate parent and bus drop-off designed to optimize cueing on-site and mitigate traffic/congestion on campus
- Dedicated visitor parking
- Dedicated staff parking
- Accessible parking
- Reinforced turf for overflow parking
- Emergency access lanes
- Security, CPTED and Access Control (gates, bollards, surveillance etc.)
- Sustainable stormwater strategies including bioswales
- Reduced impervious pavement and "heat island effect"
- Site Lighting (emergency, minimize "light pollution")
- Native plantings and pollinator pathways
- Outdoor classrooms, presentation and project areas (near Art, Tech Shop)
- Outdoor dining, reading, social gathering plazas or patios
- Amphitheater or outdoor performance area (near Music, Stage, Performance Space)
- Courtyards
- Learning garden (near Culinary Arts, Cafeteria)
- Nature trail
- Athletic Fields (Baseball, Softball, Track, Soccer, Lacrosse, Football)
- Recreational Sports (Basketball, Tennis)
- Multipurpose Fields
- Loading Dock

4.3 CONSTRUCTION GRANT BONUS REQUESTS

None requested at time of submission.

COMMUNITY USES, FURNITURE & EQUIPMENT

5

PART 5: COMMUNITY USES, FURNITURE & EQUIPMENT

5.1 COMMUNITY USES

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

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

5.2 FURNITURE, FIXTURES & SPECIALIZED EQUIPMENT

Furnishing, fixtures and equipment (FF&E) will be integrated into the building design and layout during the initial stages of design. The description of the specific furnishings, fixtures in equipment can also be found in Part 3, Detailed Description of each space and in Part 4, Building Systems for references to technology equipment that will be integrated throughout the building.

Generally, new FF&E items are to promote flexible learning and teaching configurations and an active learning environment. In general products will be selected to promote and support flexible educational environments, durability, and ease of use. The furniture will also support the various age levels, promote comfort, and allows for variety of arrangements to enhance and support collaboration.

Generally, instructional spaces are to be furnished with:

- Chairs, with and without casters depending upon room use and final material selections.
- Student desks/work surfaces – adjustable heights, mobile and flexible to allow for a variety of room arrangements, with charging capabilities built-in where possible.
- Adjustable height worktable/activity work surfaces.
- Mobile teacher's workstation, workstation cart, and chair.

- Tack, white boards and interactive boards with LED monitors (with integrated technology).
- Sound amplification system with podcast/video recording.
- Window treatments for room darkening – inclusive of motorized shades, blackout shades, and window film treatments.
- Metal file and storage cabinets.
- Casework, cabinets and accessible sink with water fountain.
- Water fountains with integrated bottle filler stations.
- Student storage cubbies or lockers appropriate for age group easily accessible but without impeding the flow of foot traffic in the corridors/hallways.
- Technology equipment, charging carts or current technology, and lockable storage.

Other items:

- Office areas (faculty, staff and administrative) – systems furniture, modular with integrated file storage.
- Storage rooms shall be furnished with appropriate shelving and if it is used as a workroom, work table and seating.
- Lockable storage cabinets for custodial equipment, inclusive of flammable cabinet storage where needed.
- Indoor/outdoor recreation equipment.
- Indoor/outdoor presentation equipment and furnishings.
- Final list of FF&E equipment to be developed with BOE representatives and educators prior to completing project documentation.

Specialized Equipment:

- Electronically Operated Telescopic Chair Platform System (Black Box Theater)
- Automated, operable folding partition walls with acoustical rating
- Aluminum framed folding glass wall with acoustical rating
- Specialty systems and equipment for audio, visual, lighting, mechanical needs in the Planetarium
- Specialty systems and equipment for audio, visual, lighting, mechanical needs in the Black Box Theater for performances/productions and stage crew

*Please also refer to Section 3 of this document for information on Furniture, Fixtures and Equipment.
Please also refer to Section 4 of this document for information on Technology.*

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LIST OF EDUCATIONAL SPACES

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PART 6: LIST OF EDUCATIONAL SPACES

6.1 LIST OF EDUCATIONAL SPACES

PROPOSED PROGRAM - NEW HILLCREST MIDDLE SCHOOL

New Hillcrest Middle School			
Grade Configuration:	6-8		
Projected Enrollment:	826		
Area of Existing Building:	117,000		
OGA Allowable Area:	135,706		
Revision Date:	03.25.2024		

6TH GRADE ACADEMIC CLASSROOMS	QTY	UNIT SF	TOTAL SF
English Language Arts (ELA) / Reading Classroom	3	900	2,700
Math Classroom	3	900	2,700
World Language Classroom	2	900	1,800
Social Studies Classroom	2	900	1,800
Science Classroom and Lab	2	1200	2,400
Science Prep Room	1	800	800
Flex Lab Space (Science, Math, Eng., Technol.)	1	1200	1,200
Curriculum Storage	2	200	400
Math Intervention (Break Out/Office)	1	450	450
Reading Intervention (Break Out/Office)	1	450	450
Specialized Education - Small Group/Sensory	1	250	250
STRIDE - Self Contained Classroom / Resource	1	600	600
Teacher Prof. Dev./Work/Prep Room	1	600	600
6TH GRADE ACADEMIC CLASSROOMS	21		16,150

7TH GRADE ACADEMIC CLASSROOMS	QTY	UNIT SF	TOTAL SF
English Language Arts (ELA) / Reading Classroom	3	900	2,700
Math Classroom	3	900	2,700
World Language Classroom	2	900	1,800
Social Studies Classroom	2	900	1,800
Science Classroom and Lab	2	1200	2,400
Science Prep Room	1	800	800
Flex Lab Space (Science, Math, Eng., Technol.)	1	1200	1,200
Curriculum Storage	2	200	400

EDUCATIONAL SPECIFICATIONS

Hillcrest Middle School | 530 Daniels Farm Rd, Trumbull, CT 06611



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ARCHITECTS

Math Intervention (Break Out/Office)	1	450	450
Reading Intervention (Break Out/Office)	1	450	450
Specialized Education - Small Group/Sensory	1	250	250
STRIDE - Self Contained Classroom / Resource	1	600	600
Teacher Prof. Dev./Work/Prep Room	1	600	600
7TH GRADE ACADEMIC CLASSROOMS	21		16,150

8TH GRADE ACADEMIC CLASSROOMS	QTY	UNIT SF	TOTAL SF
English Language Arts (ELA) / Reading Classroom	3	900	2,700
Math Classroom	3	900	2,700
World Language Classroom	2	900	1,800
Social Studies Classroom	2	900	1,800
Science Classroom and Lab	2	1200	2,400
Science Prep Room	1	800	800
Flex Lab Space (Science, Math, Eng., Technol.)	1	1200	1,200
Curriculum Storage	2	200	400
Math Intervention (Break Out/Office)	1	450	450
Reading Intervention (Break Out/Office)	1	450	450
Specialized Education - Small Group/Sensory	1	250	250
STRIDE - Self Contained Classroom / Resource	1	600	600
Teacher Prof. Dev./Work/Prep Room	1	600	600
8TH GRADE ACADEMIC CLASSROOMS	21		16,150

SPECIAL EDUCATION (refer to Academic CR)	QTY	UNIT SF	TOTAL SF
Spec. Ed. ~ Self Cont. Room (Life Skills)	1	1200	1,200
Speech/Language Offices & Break Out	1	250	250
OT/PT	1	500	500
Work Room & Support Storage	1	200	200
Skills for Success	1	450	450
Special Education Dept. Chair Office	1	150	150
SPECIAL EDUCATION (refer to Academic CR)	6		2,750

ADMINISTRATION	QTY	UNIT SF	TOTAL SF
General Office & Waiting Area	1	650	650
Principal's Office	1	210	210
Assistant Principal's Office	2	190	380
Admin Conference Room	1	250	250

Office Workroom	1	175	175
Testing / I.S.S.	1	80	80
Storage Room	1	150	150
Social Worker Office	2	120	240
School Counselor Office	3	120	360
Psychologist Office	1	120	120
Administrative Restrooms	2	60	120
Security Office	1	100	100
Conference Room	1	300	300
Materials Storage	1	80	80
ADMINISTRATION	19		3,215

STUDENT HEALTH	QTY	UNIT SF	TOTAL SF
Nurse Office	1	225	225
Waiting/Cots/Main Room	1	400	400
Exam/Multi-Purpose Room	1	120	120
Storage Closet	1	60	60
Toilet Room	2	60	120
STUDENT HEALTH	6		925

VISUAL AND PERFORMING ARTS	QTY	UNIT SF	TOTAL SF
Art Studio	1	1200	1,200
General Art Classroom	1	950	950
Kiln Room / Art Storage	1	125	125
Orchestra Strings Room	1	1200	1,200
General/Choral Music	1	1200	1,200
General/Choral Music Storage	1	200	200
Band/Instrumental/Classroom	1	1200	1,200
Band/Instrumental/Classroom Storage	1	200	200
Black Box Theater / Auditorium	1	3500	3,500
Stage / Wing Space / Storage	1	1350	1,350
Auditorium Control/Sound Room	1	200	200
VISUAL AND PERFORMING ARTS	11		11,325

LEARNING COMMONS	QTY	UNIT SF	TOTAL SF
Media Specialist Office	1	150	150
Media Specialist Storage / Work Room	1	200	200

Reading Room/Stack/Meeting Area	1	2891	2,891
Multi-media production room	1	1000	1,000
Production/Sound control room	1	300	300
Maker / Fabrication Center (Build & Design)	1	900	900
Breakout work areas/small group/proj. based	3	175	525
Technology Storage/Repair	1	225	225
MDF / IT Infrastructure Room	1	225	225
LEARNING COMMONS	11		6,416

CAREER, TECH. ED. & COMPUTER SCIENCE	QTY	UNIT SF	TOTAL SF
Planetarium (Tech.Ed.,E-Sports Cyber, Dig. Lit.)	1	2000	2,000
Panetarium Stor.	1	150	150
Robotics / Engineering / Tech.	1	1100	1,100
Robotics / Engineering / Tech. Stor.	1	150	150
Family & Consumer Science	1	1100	1,100
Family & Consumer Science Stor.	1	150	150
Tech Ed. Shop	1	1250	1,250
Tech Ed. Shop Stor.	1	175	175
Technology Integrator Office	1	175	175
CAREER, TECH. ED. & COMPUTER SCIENCE	8		6,250

WELLNESS / PHYSICAL EDUCATION	QTY	UNIT SF	TOTAL SF
Gymnasium	1	7500	7,500
Gym Storage	1	400	400
Changing/TLT Room	2	300	600
Multi-Purpose / Gross Motor / Fitness	1	1650	1,650
Storage	1	350	350
Office	1	325	325
WELLNESS / PHYSICAL EDUCATION	7		10,825

CAFETERIA / FOOD SERVICE	QTY	UNIT SF	TOTAL SF
Cafeteria - Dining Room	1	4,818	4,818
Toilet Room (Student)	2	250	500
Kitchen/Servery	1	2200	2,200
Dry Storage	1	250	250
Walk-in Cooler	1	250	250
Locker Room	1	65	65

Office	1	100	100
Janitor's Closet (Kitchen)	1	50	50
Toilet Room (Kitchen)	2	60	120
Chair/Table Storage	1	400	400
Teacher Dining / Small Break Out Dining Area	1	625	625
CAFETERIA / FOOD SERVICE	13		9,378

BUILDING SERVICES	QTY	UNIT SF	TOTAL SF
Building Storage	1	550	550
Toilet Room (Boys/Men)	4	250	1,000
Toilet Room (Girls/Women)	4	250	1,000
All-Gender / All Inclusive - Toilet Room	10	50	500
Custodial Closet	4	80	320
Mechanical Room	1	850	850
Main Electrical Room	1	400	400
Electrical Closet	3	80	240
IDF Room	3	80	240
Deliveries / Loading	1	450	450
Custodial Office/Storage	1	175	175
Custodial Toilet Room	1	60	60
BUILDING SERVICES	34		5,785

PROGRAM AREAS	#/ROOMS		TOTAL SF
6TH GRADE ACADEMIC CLASSROOMS	21		16,150
7TH GRADE ACADEMIC CLASSROOMS	21		16,150
8TH GRADE ACADEMIC CLASSROOMS	21		16,150
SPECIAL EDUCATION (refer to Academic CR)	6		2,750
ADMINISTRATION	19		3,215
STUDENT HEALTH	6		925
VISUAL AND PERFORMING ARTS	11		11,325
LEARNING COMMONS	11		6,416
CAREER, TECH. ED. & COMPUTER SCIENCE	8		6,250
WELLNESS / PHYSICAL EDUCATION	7		10,825
CAFETERIA / FOOD SERVICE	13		9,378
BUILDING SERVICES	34		5,785
Net SF			105,319
Circulation Factor	105,319	0.385	40,548

PROGRAM AREA GSF			145,867
OGA ALLOWABLE AREA			135,706
GROSS UP FACTOR		7.50%	10,178
GROSS FLOOR AREA (TARGETED)			145,884
DELTA			17