

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, Jane Ryan Elementary School, REACH and the Long Hill Administration Building (since modified to a lower tier), and the possibility of Madison Middle School elevating to a Tier 1 project.

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 consider the relocation / regionalization of REACH as a stand-alone building on the Hillcrest site. This first step could 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 may begin with Booth Hill (new or renovate as new “RNV”), followed by Jane Ryan (new or RNV) and subsequently, Daniels Farm (new or RNV). However, the district has flexibility within the plan to identify a different direction for Step 2. 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. However, the district has flexibility within the plan to identify a different direction for Step 2. 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.

Following Hillcrest, the schools listed below will be subsequently addressed, although the order may evolve over time:

- **Booth Hill Elementary School** (New or RNV*) *RNV likely, due to recent roof replacement
- **Jane Ryan Elementary School** (New or RNV)
- **Daniels Farm Elementary School** (New or RNV)
- **Madison Middle 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

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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
<i>Sixth Grade</i>	267
<i>Seventh Grade</i>	271
<i>Eighth Grade</i>	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

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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.

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- 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.

The middle school schedule is designed to accommodate the cluster concept. Within this structure, students are exposed to interdisciplinary instruction in the academic areas. In addition, students have the opportunity to participate and exploratory courses in the unified arts, as well as in student activity experiences. A common planning period for teachers will assure staff communications and appropriate student support. Blocks of learning time are used to build the schedule. Each student participates in an academic block, as well as in an exploratory block. These blocks of time may be rotated throughout the school year.

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

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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 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

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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
- **EUI Targets:** set a goal to achieve a targeted energy use intensity (EUI) in the mid-20's overall, through a combination of energy efficient building systems, solar/photovoltaics (PV), geothermal, etc.
- **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).

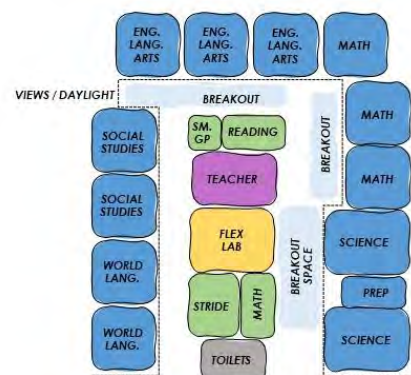
Flexibility and adaptable design for differentiated student learning experiences is the foundation for the design of our classrooms. Group and independent work areas are also considered in the design of each room. All classrooms will have consistent instructional equipment and uniform design. In some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

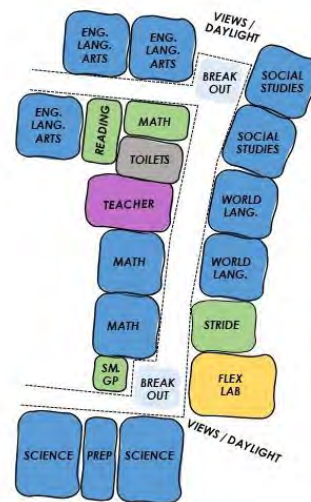
Science Classrooms/Labs & Prep Rooms

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



SMALL LEARNING COMMUNITY –
POD SCHEME
GRADE LEVEL NEIGHBORHOOD

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



SMALL LEARNING COMMUNITY –
"L" SCHEME
GRADE LEVEL NEIGHBORHOOD

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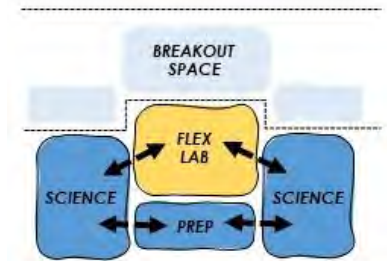
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project display areas (tack boards) and an interactive touch screen(s). An automatic, sound attenuating, durable and folding partition may also be included. Shared prep rooms are planned. Each prep room will be approximately **800** square feet and 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 & SCIENCE POSSIBLE CONNECTIVITY

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

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

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independently and return to class. The Small Group/Sensory rooms should be equipped with dimmable, color tunable lighting, soft seating, flexible seating, interactive display, mobile tables and chairs, and careful attention to paint color selection.

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

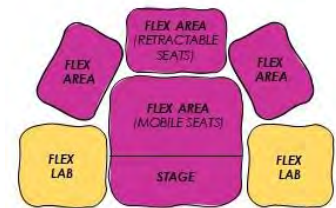
This large, acoustically designed music room of approximately **1,200** square feet will accommodate **18-30** students. Similar to the Band room, it will be designed to accommodate the acoustical needs of choral practice while acoustically separated from the adjacent program space. **Music storage** 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.

Flexible Performance Space & Stage ~ 3,500 square feet

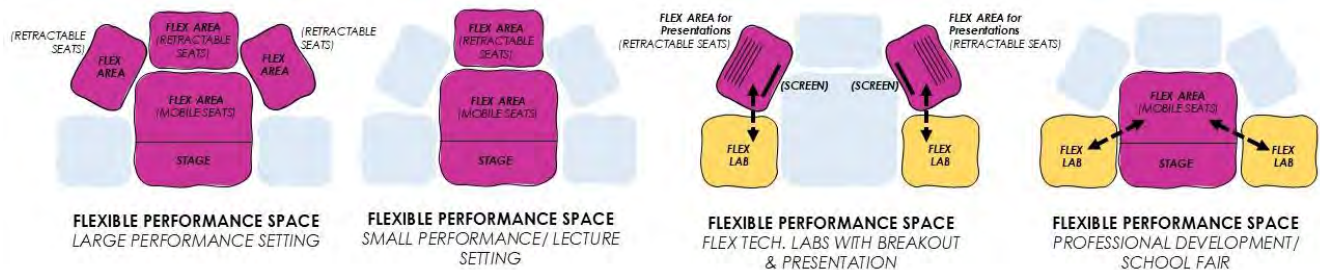
A versatile, multi-functional flexible performance space with associated **stage/platform, backstage areas**, and control room will be located in proximity to the music program to allow for performances and presentations creating a multi-use space for both the school and the community. The intent will 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.



FLEXIBLE PERFORMANCE SPACE
OVERALL

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



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Electronically Operated Telescopic Chair Platform System (Flexible Performance Space)

The proposed project includes several electronically operated telescopic 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.

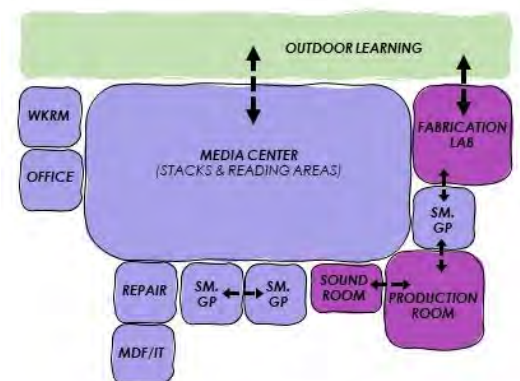
Music Technology

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, flexible performance space 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 flexible performance space. 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



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

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seating along with worktables and chairs, writable surfaces, whiteboard/tackboard surfaces, areas for display, and touchscreen technology will be designed into these instructional areas.

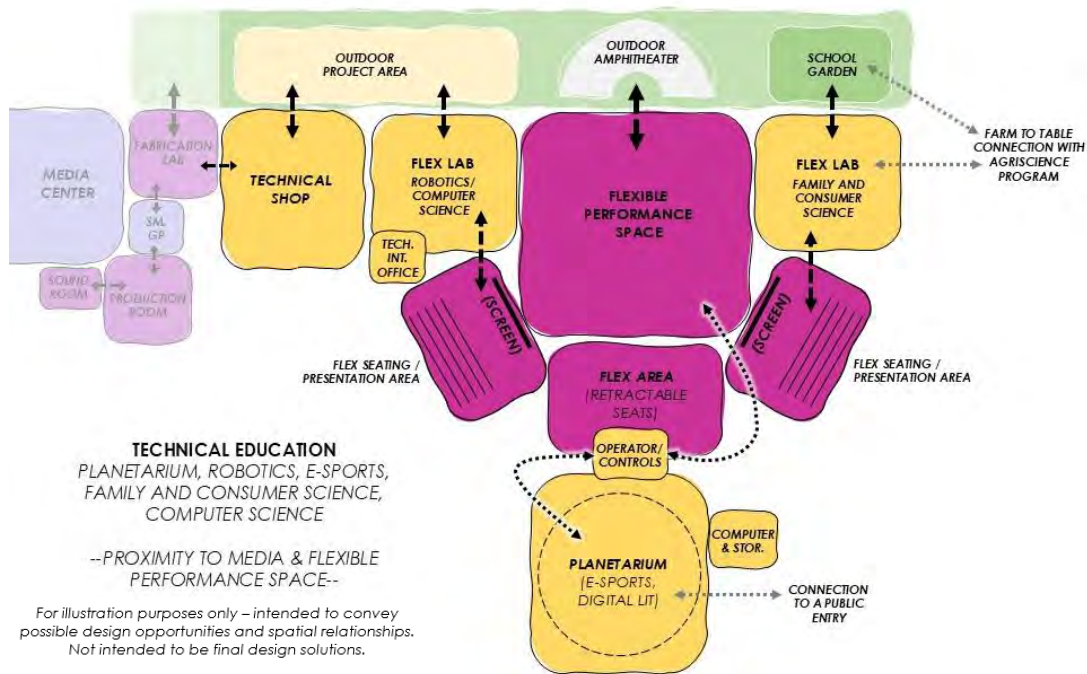
- A **multi-media production room** of approximately **1,000** square feet should be large enough to accommodate a full class of **18-30** students on average with a television or podcasting production/editing lab and **control/sound room** with soundproof recording/studio space. Other devices/equipment 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

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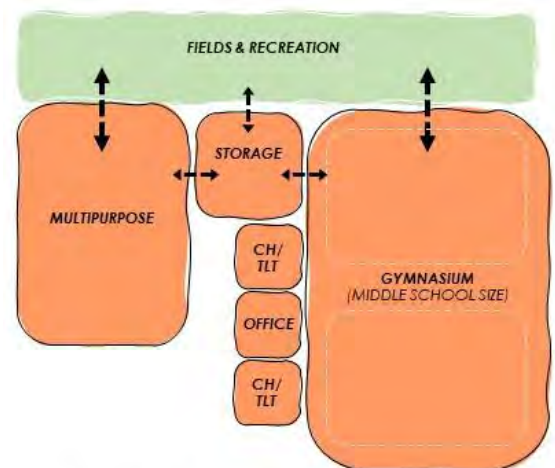
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as well. A lecture area is desired towards the “front” of the room, and a lab area is desired towards the “back” of the room. A mobile teaching station, mobile furniture inclusive of portable equipment carts, student desks, worktables and white boards, 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

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- 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.

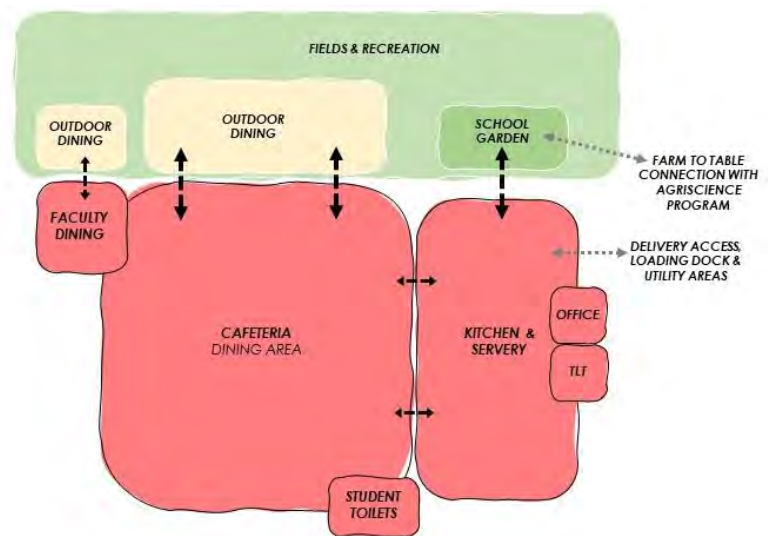
Food Service Area: Kitchen, Servery & Cafeteria

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



CAFETERIA AND KITCHEN
CONNECTION TO OUTDOORS,
FARM TO TABLE

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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

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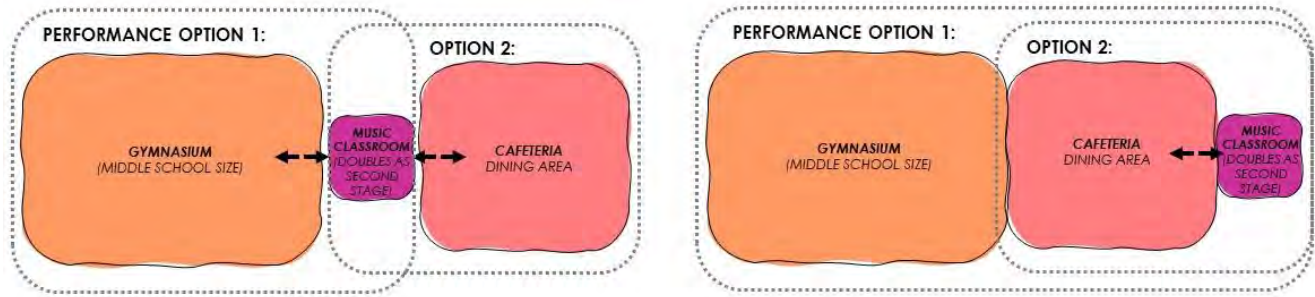
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venues within the building. The scalability of these spaces and the incorporation of durable, automatic, foldable and sound attenuating partitions can isolate or open up these spaces based on need.



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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)

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**
- **FLEXIBLE PERFORMANCE SPACE**
- **STAGE, WINGS, STORAGE**
- **CONTROL ROOM/SOUND BOOTH**

MEDIA CENTER

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

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- 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

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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 <ul style="list-style-type: none"> • Adjacent to classrooms that promote interdisciplinary learning neighborhoods • Small group learning / breakout spaces nearby • Resource spaces nearby • Teacher workroom nearby 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • ADA compliant sink
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • Modular, mobile tables to support individual and collaborative work. • Mobile seating/chairs • 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 <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

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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 <ul style="list-style-type: none"> • Adjacent to other science classrooms, labs • Direct access to a science prep room • Small group learning / breakout spaces nearby • Teacher offices nearby 	Doors and Hardware <ul style="list-style-type: none"> • Door(s) with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access 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 <ul style="list-style-type: none"> • Recessed sinks around the perimeter including ADA compliant sink(s) • Local acid waste drain • Eyewash and body shower with floor drain • Gas available for Bunsen burner use
	HVAC / Mechanical <ul style="list-style-type: none"> • Fume hood (can be shared between classroom and prep room) • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

SCIENCE CLASSROOM/LAB - continued	
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none">• Mobile lab stations with sinks, power, gas, and air• (or) Fixed lab stations with sinks, power, gas, and air• Mobile lab chairs• Modular, mobile tables with epoxy resin tops to support individual and collaborative work• Mobile display and bookshelves• Mobile storage cabinets for learning materials, project supplies, lockable• Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) with epoxy resin countertops• Chemical/flammable storage cabinets, lockable• Charging capabilities built into furniture where possible	Display <ul style="list-style-type: none">• Writeable Surface, Magnetic marker/whiteboard• Tackable Surface, bulletin board• Projection Surface or screen Teacher Storage / Casework & Furniture <ul style="list-style-type: none">• Mobile teacher station, mobile workstation cart• Teacher demonstration desk with sink, power, gas and air• Tall wardrobe/storage cabinet, lockable• Lateral/vertical file cabinet, lockable Other <ul style="list-style-type: none">• Fire blanket and cabinet• Personal protective equipment (PPE) cabinet• Fire extinguisher and cabinet



PART 3: SPACE PROGRAM & ACTIVITY PAGES

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 <ul style="list-style-type: none"> • Direct access to a science classroom (can be a shared space) 	Doors and Hardware <ul style="list-style-type: none"> • Door(s) with vision panel • Second means of egress • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Desirable, but optional 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • none
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access and hard-wired network • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room 	Plumbing <ul style="list-style-type: none"> • Recessed sink • Local acid waste drain • Eyewash and body shower with floor drain • Refrigerator with ice maker • Glassware dishwasher
	HVAC / Mechanical <ul style="list-style-type: none"> • Fume hood (can be shared between classroom and prep room) • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Writeable Surface, Marker/whiteboard • Tackable Surface, bulletin board
	Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> • Tall wardrobe/storage cabinet, lockable
	Other <ul style="list-style-type: none"> • Fire blanket and cabinet • Personal protective equipment (PPE) cabinet • Fire extinguisher and cabinet

PART 3: SPACE PROGRAM & ACTIVITY PAGES

FLEX CLASSROOM/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 <ul style="list-style-type: none"> • Adjacent to classrooms that promote interdisciplinary learning neighborhoods. • Small group learning / breakout spaces nearby • Resource spaces nearby • Teacher offices nearby 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Acoustically rated operable partition, motorized. • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • ADA compliant sink
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • Modular, mobile tables to support individual and collaborative work. • Mobile seating/chairs • 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 <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

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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 <ul style="list-style-type: none"> • Adjacent to general classrooms • Adjacent to special education classrooms • Distributed among other academic programs throughout the school in a manner that promotes interdisciplinary gathering 	Doors and Hardware <ul style="list-style-type: none"> • Not applicable – open or semi-enclosed spaces (if a door is present, follow the requirements below_: • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Desirable, but optional • Shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile • (or) Specialty ceiling
Floors <ul style="list-style-type: none"> • Resilient flooring • (or) High-performance soft surface (textile) flooring • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display/TV monitor • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access 	Plumbing <ul style="list-style-type: none"> • None
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen

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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 <ul style="list-style-type: none"> • Adjacent to general classrooms 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Carpet Tile • (or) High-performance soft surface (textile) flooring 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable, color tuning • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display/TV monitor • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling for projector • Telephone/public address system • WIFI access • Data/power at interactive display 	Plumbing <ul style="list-style-type: none"> • N/A
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • Modular Group Table • Mobile seating/chairs • Lounge seating/chairs, rockers, bean bags, etc. • Mobile low table for manipulatives 	Display <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
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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
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Walls

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

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

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

Power, Data & Communications

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

Plumbing

- ADA compliant sink

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

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

FURNISHINGS

Classroom Storage / Casework & Furniture

- Modular, mobile tables to support individual and collaborative work.
- Mobile seating/chairs
- Circular tables for small groups with chairs
- Mobile display and bookshelves
- Mobile storage cabinets for learning materials, project supplies, lockable
- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- 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

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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	
<p>Adjacency / Location</p> <ul style="list-style-type: none"> Within grade level learning community Proximity to general classrooms Small group learning / breakout spaces nearby 	<p>Doors and Hardware</p> <ul style="list-style-type: none"> Door with vision panel Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
<p>Windows</p> <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	<p>Ceiling</p> <ul style="list-style-type: none"> Acoustical tile
<p>Floors</p> <ul style="list-style-type: none"> Resilient flooring, or similar Durable, low maintenance 	<p>Walls</p> <ul style="list-style-type: none"> Paint Wall Protection (as needed) (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
<p>Lighting</p> <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	<p>Technology/Devices</p> <ul style="list-style-type: none"> Ceiling mounted projector Interactive display at teaching wall Desktop/Laptop device at mobile teaching station Charging carts, or current technology, for student devices Document camera
<p>Power, Data & Communications</p> <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Power/data/video connection at ceiling Telephone/public address system WiFi access Data/power near teaching wall for mobile teacher station Voice amplification/sound field system Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room 	<p>Plumbing</p> <ul style="list-style-type: none"> ADA compliant sink
	<p>HVAC / Mechanical</p> <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	<p>Acoustics</p> <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
<p>Classroom Storage / Casework & Furniture</p> <ul style="list-style-type: none"> Modular, mobile tables to support individual and collaborative work. Mobile seating/chairs Circular tables for small groups with chairs Mobile display and bookshelves Mobile storage cabinets for learning materials, project supplies, lockable Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) Partitions for 1 on 1 work Charging capabilities built into furniture where possible 	<p>Display</p> <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board Projection Surface or screen
	<p>Teacher Storage / Casework & Furniture</p> <ul style="list-style-type: none"> Mobile teacher station(s) or desks/workstations, mobile workstation cart Tall wardrobe/storage cabinet, lockable Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

TEACHER PREP/WORKROOM

Room Area (SF)	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 <ul style="list-style-type: none"> • Distributed across the building within learning communities. • Include a kitchenette. • Include a toilet room. • Include a storage closet for instructional materials. 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Printer/copier • TV monitor
Power, Data & Communications <ul style="list-style-type: none"> • Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access 	Plumbing <ul style="list-style-type: none"> • ADA compliant sink with filtered water faucet • Refrigerator with ice maker • Dishwasher • Toilet room – see below
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

TEACHER PREP/WORKROOM - continued	
FURNISHINGS	
Storage / Casework & Furniture <ul style="list-style-type: none"> Modular, mobile tables to support individual and collaborative work. Mobile seating/chairs Fixed upper and lower cabinets at kitchenette. Fixed upper and deeper lower cabinets to accommodate equipment. Open shelving in storage closet Tall wardrobe, lockable, or cubbies/lockers for personal belongings (primarily for paraprofessionals) 	Display <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board Appliances <ul style="list-style-type: none"> Full Size Refrigerator Microwave Coffee Maker Dishwasher Other <ul style="list-style-type: none"> Binding Machine Laminator Paper Cutter
STAFF TOILET ROOM – 60 sf (included in SF allocated)	
Plumbing <ul style="list-style-type: none"> ADA compliant fixtures 	Doors and Hardware <ul style="list-style-type: none"> Solid door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Moisture resistant acoustical tile Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> Tile Perimeter joint PVC profile; Schlueter DILEX-BWA or similar. 	Walls <ul style="list-style-type: none"> Moisture resistant drywall Tile/ Paint Perimeter joint PVC profile at Doors/ Windows; Schlueter DILEX-BWA or similar. All outside edges to receive Metal Trim profile; Schluter QUADEC or similar.
Other <ul style="list-style-type: none"> Toilet accessories including mirror 	
INSTRUCTIONAL MATERIALS (CURRICULUM) STORAGE – 200 sf	
Storage Casework/ Furniture <ul style="list-style-type: none"> Shelving to accommodate instructional materials 	Doors and Hardware <ul style="list-style-type: none"> Solid door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Acoustical tile Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> Resilient floor (or) Sealed concrete 	Walls <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Proximity to general classrooms • Small group learning / breakout spaces nearby 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • ADA compliant sink
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • Modular, mobile tables to support individual and collaborative work. • Mobile seating/chairs • 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 <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

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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 <ul style="list-style-type: none"> • Proximity to general classrooms 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile • Sling/ swing suspended from ceiling
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system 	Plumbing <ul style="list-style-type: none"> • ADA compliant sink
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

OT/PT ROOM - continued

TOILET ROOM – 60 sf (included in SF allocated)

Plumbing <ul style="list-style-type: none"> • ADA compliant fixtures 	Doors and Hardware <ul style="list-style-type: none"> • Solid door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	Ceiling <ul style="list-style-type: none"> • Moisture resistant acoustical tile
Floors <ul style="list-style-type: none"> • Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar. 	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Other <ul style="list-style-type: none"> • Toilet accessories including mirror 	Walls <ul style="list-style-type: none"> • 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.

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 <ul style="list-style-type: none"> • Proximity to Technical Education • Proximity to general classrooms 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance • Allows for easy movement • Minimal floor transitions 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • ADA compliant sink with filtered water faucet • Dishwasher • Washing machine • Full size refrigerator with ice maker
	HVAC / Mechanical <ul style="list-style-type: none"> • Dryer • Stove/oven • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture / Equipment <ul style="list-style-type: none"> • Modular, mobile table to hold 6-10 • Mobile seating/chairs • Mobile storage cabinet/ credenza • Lounge seating & occasional tables • Rug at lounge area • Counter height seating • Fixed upper and lower cabinets • Full size refrigerator with ice maker • Microwave • Stove/ oven • Charging capabilities built into furniture where possible 	Display <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen • Mobile teacher station, mobile workstation cart

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

SELF-CONTAINED CLASSROOM/LIFE SKILLS - continued

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

Storage Casework/ Furniture <ul style="list-style-type: none"> Shelving in Closet Bed Side Tables 	Doors and Hardware <ul style="list-style-type: none"> Solid door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Acoustical tile
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> Resilient floor Durable, low maintenance Allows for easy movement Rug in bedroom area 	Walls <ul style="list-style-type: none"> Paint
Plumbing <ul style="list-style-type: none"> Washer 	Appliances <ul style="list-style-type: none"> Dryer

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

Plumbing <ul style="list-style-type: none"> ADA compliant fixtures 	Doors and Hardware <ul style="list-style-type: none"> Solid door
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Moisture resistant acoustical tile
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> Tile Perimeter joint PVC profile; Schlueter DILEX-BWA or similar. 	Walls <ul style="list-style-type: none"> Moisture resistant drywall Tile/ Paint Perimeter joint PVC profile at Doors/ Windows; Schlueter DILEX-BWA or similar. All outside edges to receive Metal Trim profile; Schluter QUADec or similar.
Other <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Proximity to general classrooms • Small group learning / breakout spaces nearby 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • ADA compliant sink
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • Modular, mobile tables to support individual and collaborative work. • Mobile seating/chairs • 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 <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

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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 <ul style="list-style-type: none"> • Distributed across the building within learning communities. • Include a kitchenette. • Include a storage closet for instructional materials. 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Printer/copier • TV monitor
Power, Data & Communications <ul style="list-style-type: none"> • Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access 	Plumbing <ul style="list-style-type: none"> • ADA compliant sink with filtered water faucet • Refrigerator with ice maker • Dishwasher
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

WORKROOM & SUPPORT STORAGE - continued	
FURNISHINGS	
Storage / Casework & Furniture <ul style="list-style-type: none"> Modular, mobile tables to support individual and collaborative work. Mobile seating/chairs Fixed upper and lower cabinets at kitchenette. Fixed upper and deeper lower cabinets to accommodate equipment. Open shelving in storage closet Tall wardrobe, lockable, or cubbies/lockers for personal belongings (primarily for paraprofessionals) 	Display <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board Appliances <ul style="list-style-type: none"> Full Size Refrigerator Microwave Coffee Maker Dishwasher Other <ul style="list-style-type: none"> Binding Machine Laminator Paper Cutter
INSTRUCTIONAL MATERIALS STORAGE – (included in SF allocated)	
Storage Casework/ Furniture <ul style="list-style-type: none"> Shelving to accommodate instructional materials 	Doors and Hardware <ul style="list-style-type: none"> Solid door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Acoustical tile Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> Resilient floor (or) Sealed concrete 	Walls <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Proximity to self-contained classroom (or) Proximity to main office 	Doors and Hardware <ul style="list-style-type: none"> Door with vision panel Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	Ceiling <ul style="list-style-type: none"> Acoustical tile
Floors <ul style="list-style-type: none"> Carpet Tile or similar 	Walls <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> Computer Network Printer
Power, Data & Communications <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Telephone/public address system WIFI access 	Plumbing <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Furniture <ul style="list-style-type: none"> Office systems desk Task chair Visitor chairs Lockable lateral files Bookshelves 	Display <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board
	Storage / Casework <ul style="list-style-type: none"> Tall wardrobe/storage cabinet, lockable

EDUCATIONAL SPECIFICATIONS

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

Revised 3/26/2024



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

Windows

- Multiple windows to view visitor activity.
- Shades

Ceiling

- Acoustical tile

Floors

- Carpet Tile
- Resilient flooring, or similar

Walls

- Paint

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

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

Power, Data & Communications

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

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

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

FURNISHINGS

Storage / Furniture

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

Display

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

Storage / Casework

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

EDUCATIONAL SPECIFICATIONS

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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 <ul style="list-style-type: none"> Adjacent to main office reception and secretarial area Adjacent to conference room 	Doors and Hardware <ul style="list-style-type: none"> Door with vision panel Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	Ceiling <ul style="list-style-type: none"> Acoustical tile
Floors <ul style="list-style-type: none"> Carpet Tile 	Walls <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> Computer Network Copier/ Printer TV screen/ Monitor(s) – wall mounted
Power, Data & Communications <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Telephone/public address system WIFI access Security "Panic" button 	Plumbing <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Furniture <ul style="list-style-type: none"> Office systems desk Task chair Visitor chairs Lockable lateral files Bookshelves Conference table for 4 	Display <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board
	Storage / Casework <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Adjacent to main office reception and secretarial area Adjacent to principal's office Adjacent to conference room 	Doors and Hardware <ul style="list-style-type: none"> Door with vision panel Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	Ceiling <ul style="list-style-type: none"> Acoustical tile
Floors <ul style="list-style-type: none"> Carpet Tile 	Walls <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> Computer Network Copier/ Printer TV screen/ Monitor(s) – wall mounted
Power, Data & Communications <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Telephone/public address system WIFI access Security "Panic" button 	Plumbing <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Furniture <ul style="list-style-type: none"> Office systems desk Task chair Visitor chairs Lockable lateral files Bookshelves Conference table for 4 	Display <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board
	Storage / Casework <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Adjacent to Administrative offices 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Carpet Tile 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display • TV screen/ Monitor(s) – wall mounted • Virtual meeting capabilities and equipment
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access 	Plumbing <ul style="list-style-type: none"> • N/A
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • Conference Table for (6-8 @ 250 SF) or (10-12 @ 300 SF) • Mobile seating/chairs • Fixed lower cabinets or credenza. 	Display <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen

PART 3: SPACE PROGRAM & ACTIVITY PAGES

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 <ul style="list-style-type: none"> Located within or near main office 	Doors and Hardware <ul style="list-style-type: none"> Door with vision panel Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	Ceiling <ul style="list-style-type: none"> Acoustical Tile
Floors <ul style="list-style-type: none"> Carpet Tile 	Walls <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> Computer Network Copier/ Printer Interactive display TV screen/ Monitor(s) – wall mounted
Power, Data & Communications <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Telephone/public address system WIFI access 	Plumbing <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Furniture <ul style="list-style-type: none"> Office systems desk Task chair Visitor chairs Lockable lateral files Bookshelves Soft seating area 	Display <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board
	Storage / Casework <ul style="list-style-type: none"> Tall wardrobe/storage cabinet, lockable

EDUCATIONAL SPECIFICATIONS

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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
- Focused Work
- Equipment Handling
- Surveillance

ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location <ul style="list-style-type: none"> Adjacent to main office reception and secretarial area 	Doors and Hardware <ul style="list-style-type: none"> Door with vision panel Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	Ceiling <ul style="list-style-type: none"> Acoustical tile
Floors <ul style="list-style-type: none"> Resilient flooring, or similar Durable, low maintenance 	Walls <ul style="list-style-type: none"> Paint Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> Computer Network Copier/ Printer TV screen/ Monitor(s) – wall mounted Any necessary security equipment
Power, Data & Communications <ul style="list-style-type: none"> Multiple power/data outlets at walls with USB charging modules Telephone/public address system WIFI access Security "Panic" button 	Plumbing <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Casework & Furniture <ul style="list-style-type: none"> Fixed upper and lower cabinets for control station with security equipment Task chairs Mobile seating/ chairs Workstations for 1-2 staff 	Display <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board
	Appliances <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Adjacent to main office reception and secretarial area 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint

SPECIALTIES/SYSTEMS

Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • High-capacity Printer/copier • TV screen/ Monitor(s) – wall mounted
Power, Data & Communications <ul style="list-style-type: none"> • Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access 	Plumbing <ul style="list-style-type: none"> • ADA compliant sink with filtered water faucet • Full size refrigerator with ice maker
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Casework & Furniture <ul style="list-style-type: none"> • Fixed upper and lower cabinets • Staff Mailboxes • Mobile Table • Mobile seating/ chairs 	Display <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	Appliances <ul style="list-style-type: none"> • Microwave • Coffee Maker • Full size refrigerator with ice maker

PART 3: SPACE PROGRAM & ACTIVITY PAGES

WORKROOM (Storage, Toilets, Break Area) - continued

STORAGE ROOM – 150 sf

Storage Casework/ Furniture <ul style="list-style-type: none"> Shelving to accommodate instructional materials 	Doors and Hardware <ul style="list-style-type: none"> Solid door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Acoustical tile
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> Resilient flooring, or similar Durable, low maintenance 	Walls <ul style="list-style-type: none"> Paint

MATERIALS STORAGE – 80 sf

Storage Casework/ Furniture <ul style="list-style-type: none"> Fire rated student file storage 	Doors and Hardware <ul style="list-style-type: none"> Solid door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Acoustical tile
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> Resilient flooring, or similar Durable, low maintenance 	Walls <ul style="list-style-type: none"> Paint

STAFF TOILET ROOM – 60 sf

Plumbing <ul style="list-style-type: none"> ADA compliant fixtures 	Doors and Hardware <ul style="list-style-type: none"> Solid door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Moisture resistant acoustical tile
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> Tile Perimeter joint PVC profile; Schluter DILEX-BWA or similar. 	Walls <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Toilet accessories including mirror 	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

TESTING/ISS ROOM

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

OBJECTIVES

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

USERS

- Students
- Teachers
- Paraprofessionals/Aides

ACTIVITIES/PROGRAMS

- Testing
- Calming/Self-Regulation

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location <ul style="list-style-type: none"> • Within main office or administration/guidance areas 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Optional 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall protection (as needed)

SPECIALTIES/SYSTEMS

Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable, color tuning • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Mobile interactive display/TV cart
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access 	Plumbing <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • 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
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Moisture resistant acoustical tile
- 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

Acoustics

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

FURNISHINGS

Classroom Storage / Casework & Furniture

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

Display

- Tackable Surface, bulletin board

Special Needs/ Equipment

- Full Size Refrigerator with ice maker

PART 3: SPACE PROGRAM & ACTIVITY PAGES

NURSE/HEALTH - continued

EXAM ROOM – 120 sf (included in SF allocated)

Plumbing <ul style="list-style-type: none"> ADA compliant fixtures 	Doors and Hardware <ul style="list-style-type: none"> Solid door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Moisture resistant acoustical tile
Floors <ul style="list-style-type: none"> Resilient flooring, or similar Durable, low maintenance 	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Walls <ul style="list-style-type: none"> Tile (or) Wall protection Moisture resistant drywall Paint 	Furnishings <ul style="list-style-type: none"> Exam Table Medical Stool Exam Room Laptop desk Fixed upper and lower cabinets

OFFICE – 225 sf (included in SF allocated)

Adjacency / Location <ul style="list-style-type: none"> Proximity to cots and waiting area 	Doors and Hardware <ul style="list-style-type: none"> Door with vision panel Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Acoustical tile
Floors <ul style="list-style-type: none"> Resilient flooring, or similar Durable, low maintenance 	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Storage Casework/ Furniture/ Equipment <ul style="list-style-type: none"> Office systems desk Task chair Tall wardrobe/storage cabinet, lockable Lateral/vertical file cabinet, lockable 	Walls <ul style="list-style-type: none"> Paint
	Technology/Electrical <ul style="list-style-type: none"> Computer Network Copier/ Printer Multiple electrical outlets at walls with USB charging modules Telephone/public address system WIFI access

PART 3: SPACE PROGRAM & ACTIVITY PAGES

NURSE/HEALTH - continued

STORAGE – 60 sf (included in SF allocated)

Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Doors and Hardware <ul style="list-style-type: none"> Solid door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Floors <ul style="list-style-type: none"> Resilient flooring, or similar Durable, low maintenance 	Ceiling <ul style="list-style-type: none"> Acoustical tile
Walls <ul style="list-style-type: none"> Paint 	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
	Furnishings <ul style="list-style-type: none"> Industrial grade shelving

TOILET ROOM – 60 sf (included in SF allocated)

Plumbing <ul style="list-style-type: none"> ADA compliant fixtures 	Doors and Hardware <ul style="list-style-type: none"> Solid door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Moisture resistant acoustical tile
Floors <ul style="list-style-type: none"> Tile Perimeter joint PVC profile; Schluter DILEX-BWA or similar. 	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Other <ul style="list-style-type: none"> Toilet accessories including mirror 	Walls <ul style="list-style-type: none"> 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.

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

Windows

- Operable window(s)
- Room darkening shades

Ceiling

- Acoustical tile

Floors

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

Walls

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

SPECIALTIES/SYSTEMS

Lighting

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

Technology/Devices

- Ceiling mounted projector
- 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

Acoustics

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

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ART STUDIO (w/Kiln Room) - continued	
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile tables • Mobile seating/chairs • Mobile display and bookshelves • Mobile storage cabinets for learning materials, project supplies, lockable • Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Secured storage for materials. • Damp & drying cabinets • Plaster surface counter for wedging clay • Pottery wheels • Charging capabilities built into furniture where possible 	Display <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable
KILN ROOM – 125 sf	
Storage/ Equipment <ul style="list-style-type: none"> • Kiln(s) • Adjustable metal shelving 	Doors and Hardware <ul style="list-style-type: none"> • Solid door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	Ceiling <ul style="list-style-type: none"> • Moisture resistant acoustical tile
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> • Tile • (or) Sealed concrete • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Moisture resistant drywall • Paint
STORAGE (Part of Kiln Room SF)	
ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location <ul style="list-style-type: none"> • Adjacent to art room 	Doors and Hardware <ul style="list-style-type: none"> • Single Door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • n/a 	Ceiling <ul style="list-style-type: none"> • Acoustical Tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • (or) Sealed concrete • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

ART STUDIO (w/Kiln Room) - continued	
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none">LED FixturesOccupancy sensors	Technology/Devices <ul style="list-style-type: none">n/a
Plumbing <ul style="list-style-type: none">n/a	Power, Data & Communications <ul style="list-style-type: none">n/a
	HVAC / Mechanical <ul style="list-style-type: none">Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none">Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Special Needs/ Equipment <ul style="list-style-type: none">Adjustable Industrial Metal ShelvingFlat file cabinetsDrying RacksCanvas 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 <ul style="list-style-type: none"> • Within Visual Arts neighborhood • Indirect North Light • Allow instruction to be visual from circulation 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance • Slip resistant 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera • Art grade color printer • Computers that support digital design
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • (3) Deep sinks with plaster drain traps
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements.
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

EDUCATIONAL SPECIFICATIONS

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

Revised 3/26/2024



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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 <ul style="list-style-type: none"> • Adjacent to performance space 	Doors and Hardware <ul style="list-style-type: none"> • Double Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening Shades 	Ceiling <ul style="list-style-type: none"> • Pyramidal ceiling clouds for acoustical variation
Floors <ul style="list-style-type: none"> • Carpet Tile 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas) • Acoustical wall treatments
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Countertop printer • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • Deep sink for instrument cleaning
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard with music staves • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

EDUCATIONAL SPECIFICATIONS

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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 <ul style="list-style-type: none"> • Adjacent to performance space 	Doors and Hardware <ul style="list-style-type: none"> • Double Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening Shades 	Ceiling <ul style="list-style-type: none"> • Pyramidal ceiling clouds for acoustical variation
Floors <ul style="list-style-type: none"> • Carpet Tile 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas) • Acoustical wall treatments
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Countertop printer • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • (1) deep sink for instrument cleaning
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard with music staves • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

EDUCATIONAL SPECIFICATIONS

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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 <ul style="list-style-type: none"> • Adjacent to performance space 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening Shades 	Ceiling <ul style="list-style-type: none"> • Pyramidal ceiling clouds for acoustical variation
Floors <ul style="list-style-type: none"> • Carpet Tile 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas) • Acoustical wall treatments

SPECIALTIES/SYSTEMS

Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Countertop printer • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • (1) deep sink for instrument cleaning
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard with music staffs • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MUSIC TECHNOLOGY ROOM (CAN OCCUR IN FLEXIBLE PERFORMANCE SPACE)

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 <ul style="list-style-type: none"> • Adjacent to performance space • Adjacent to Control Room 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Optional window(s) • Room darkening Shades 	Ceiling <ul style="list-style-type: none"> • Pyramidal ceiling clouds for acoustical variation
Floors <ul style="list-style-type: none"> • Carpet Tile 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas) • Acoustical wall treatments
SPECIALTIES/SYSTEMS	
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Countertop printer • Computers with music production software • Document camera • MIDI controllers • Audio interfaces • Studio monitors for playback. • Headphones • Microphones • Mixing Consoles • Audio cables and connectors
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	Plumbing <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MUSIC TECHNOLOGY ROOM - continued	
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none">Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)Computer workstationsMobile TablesMobile seating/ ChairsKeyboardsElectronic drums or synthesizers	Display <ul style="list-style-type: none">Writeable Surface, Magnetic marker/whiteboard with music stavesMobile WhiteboardsTackable Surface, bulletin boardProjection Surface or screen Teacher Storage / Casework & Furniture <ul style="list-style-type: none">Mobile teacher station, mobile workstation cartTall wardrobe/storage cabinet, lockableLateral/vertical file cabinet, lockable



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 <ul style="list-style-type: none"> • Adjacent to music classrooms 	Doors and Hardware <ul style="list-style-type: none"> • Solid Door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • n/a 	Ceiling <ul style="list-style-type: none"> • Acoustical Tile
Floors <ul style="list-style-type: none"> • Resilient floor • (or) Sealed concrete 	Walls <ul style="list-style-type: none"> • Paint

SPECIALTIES/SYSTEMS

Lighting <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • n/a
Plumbing <ul style="list-style-type: none"> • n/a 	Power, Data & Communications <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment <ul style="list-style-type: none"> • Adjustable Industrial Metal Shelving • 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 <ul style="list-style-type: none"> • Adjacent to music classrooms 	Doors and Hardware <ul style="list-style-type: none"> • Solid Door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • n/a 	Ceiling <ul style="list-style-type: none"> • Acoustical Tile
Floors <ul style="list-style-type: none"> • Resilient floor • (or) Sealed concrete 	Walls <ul style="list-style-type: none"> • Paint

SPECIALTIES/SYSTEMS

Lighting <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • n/a
Plumbing <ul style="list-style-type: none"> • n/a 	Power, Data & Communications <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment <ul style="list-style-type: none"> • Adjustable Industrial Metal Shelving • Wall Units to hold sheet music • Instrument Storage Lockers • Racks for hanging uniforms
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PART 3: SPACE PROGRAM & ACTIVITY PAGES

FLEXIBLE PERFORMANCE SPACE

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 <ul style="list-style-type: none"> • Adjacent to music classrooms 	Doors and Hardware <ul style="list-style-type: none"> • Double Door with vision panel • Multiple means of egress • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • n/a 	Ceiling <ul style="list-style-type: none"> • Ceiling cloud structures adjustable for acoustics control
Floors <ul style="list-style-type: none"> • Carpet • (or) Resilient flooring, or similar 	Walls <ul style="list-style-type: none"> • Paint • Acoustical Wall Panels or System

SPECIALTIES/SYSTEMS

Lighting <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Voice amplification/sound field system • Access to power and data in the floor • Stereo and Speaker System • Recording equipment 	Plumbing <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment/ Furniture <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Within performance space • Adjacent to music classrooms 	Doors and Hardware <ul style="list-style-type: none"> • Curtain • (or) Acoustically rated operable partition, motorized • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • n/a 	Ceiling <ul style="list-style-type: none"> • Open Ceiling painted with acoustical deck
Floors <ul style="list-style-type: none"> • Stagelam flooring, or similar • (or) Hardwood flooring 	Walls <ul style="list-style-type: none"> • Drywall/ Paint

SPECIALTIES/SYSTEMS

Lighting <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Automatic overhead projection screen • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Voice amplification/sound field system • Access to power and data in the floor • Stereo and Speaker System 	Plumbing <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment <ul style="list-style-type: none"> • To accommodate 150 performers in chairs with music stands • Stage Curtains • Storage cages for large instruments (tympani, tuba, etc.)
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PART 3: SPACE PROGRAM & ACTIVITY PAGES

STAGE (incl. Wings and Storage) - continued

STORAGE – (included in SF allocated)	
<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none">Industrial Metal Shelving	<p>Doors and Hardware</p> <ul style="list-style-type: none">Solid doorIntegral security locking device as developed by the district (standards) for lock down proceduresVision panel covering as required for lock down procedures
<p>Lighting</p> <ul style="list-style-type: none">LED FixturesOccupancy sensors	<p>Ceiling</p> <ul style="list-style-type: none">Acoustical tile
	<p>Acoustics</p> <ul style="list-style-type: none">Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none">Match to adjacent Stage(or) sealed concrete	<p>Walls</p> <ul style="list-style-type: none">DrywallPaint



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 <ul style="list-style-type: none"> • Behind performance space • (or) on level above 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Interior Windows into performance space 	Ceiling <ul style="list-style-type: none"> • Acoustical Tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Computers used in productions dedicated IDF high speed. • Microphones • Any related controls (sound, lighting, etc.)
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Voice amplification/sound field system • Speakers connected to performance space system • Connectivity to all built in lighting, video recording, and sound production within performance space, changing room, video production, and music classrooms. 	Plumbing <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Special Needs/ Equipment <ul style="list-style-type: none"> • Worksurface height counters deep enough to accommodate production equipment. • Closed cabinetry for storage. 	

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 <ul style="list-style-type: none"> • Centrally located at the heart of the school • Allow open visual to circulation, lobby and/ or breakout areas. 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Acoustically rated operable partition, motorized. • (or) Vertical partition / garage door opening to a breakout space, corridor, or exterior space • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile • Or combo with an open Ceiling painted with acoustical deck and suspended acoustical panels/ clouds or specialty ceiling
Floors <ul style="list-style-type: none"> • Carpet Tile • (or) Resilient flooring • Multiple flooring types, space dependent 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions (See Furnishings for Display areas) • Acoustical Wall Panels

SPECIALTIES/SYSTEMS

Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Interactive LED TVs at group areas • Self-check-out technology compatible • Printer(s) • Document camera(s)
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Storage / Casework & Furniture <ul style="list-style-type: none"> • Circulation center located as a control point at entry. • Flexible book shelving that can easily be configured for book collections. • Lounge style seating • Mobile tables & chairs • Charging capabilities built into furniture where possible 	Display <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Mobile teacher station, mobile workstation cart
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EDUCATIONAL SPECIFICATIONS

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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 <ul style="list-style-type: none"> • Within media center 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring • (or) High-performance soft surface (textile) flooring • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Interactive display • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access 	Plumbing <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • Comfortable, mobile, and modular furniture for informal group work • Mobile tables • Specialty seating such as: club chairs, bean bag chairs • Fixed upper and lower cabinets with work surface, lockable • Charging capabilities built into furniture where possible 	Display <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen

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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 <ul style="list-style-type: none"> • Within media center 	Doors and Hardware <ul style="list-style-type: none"> • Door(s) with vision panel • Acoustically rated operable partition, motorized. • (or) Vertical partition / garage door opening to a breakout space, corridor, or exterior space • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Open Ceiling • (or) Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • (or) Sealed concrete. • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Laser printer(s) and inkjet printer(s) • 3D printer • Flatbed laser cutter with ventilation system • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Power/data drops from ceiling. • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room 	Plumbing <ul style="list-style-type: none"> • Recessed sinks around the perimeter including ADA compliant sink(s)
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

MAKERSPACE/FABRICATION LAB - continued	
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> Fixed counters with shelving below around the perimeter of the room Computer workstations built into perimeter cabinetry. Alternate areas of upper cabinets and open shelving Mobile standing-height work/display surfaces (approx. 4' x 6') Modular, mobile tables to support individual and collaborative work Mobile seating/chairs Mobile display and bookshelves Mobile storage cabinets for learning materials, project supplies, lockable Pegboards or slat wall for storing hand tools. Bins on racks for spare parts Charging capabilities built into furniture where possible 	Display <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board Projection Surface or screen Mobile whiteboards Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> Mobile teacher station, mobile workstation cart Tall wardrobe/storage cabinet, lockable Lateral/vertical file cabinet, lockable Other <ul style="list-style-type: none"> Tabletop spray booth for aerosol paint application, with ventilation Fire extinguisher and cabinet Personal protective equipment (PPE) cabinet

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 <ul style="list-style-type: none"> • Within media center 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening Shades 	Ceiling <ul style="list-style-type: none"> • Pyramidal ceiling clouds for acoustical variation
Floors <ul style="list-style-type: none"> • Carpet Tile 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas) • Acoustical wall treatments
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Professional Grade Cameras • Video Editing Station • Audio recording equipment • Tripods and camera mounts • Headphones • Graphics tablets
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Stereo and Speaker System 	Plumbing <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

PRODUCTION ROOM (with Editing Area & Control Room) - continued	
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) Green Screens and backdrops Task seating at Video Editing Stations Mobile storage carts Adjustable monitor stands Multi-functional tables Mobile seating/ chairs Tall Built in cabinets for equipment storage. Set Furniture News Anchor desk for morning news show 	Display <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard with music staves Mobile Whiteboards Tackable Surface, bulletin board Projection Surface or screen Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> Mobile teacher station, mobile workstation cart Tall wardrobe/storage cabinet, lockable Lateral/vertical file cabinet, lockable

EDITING STUDIO/AREA (included in SF allocated)	
ENVIRONMENTAL CHARACTERISTICS	
Adjacency / Location <ul style="list-style-type: none"> Adjacent to production room 	Doors and Hardware <ul style="list-style-type: none"> Door with vision panel Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	Ceiling <ul style="list-style-type: none"> Acoustical ceiling
Floors <ul style="list-style-type: none"> Resilient flooring (or) Sealed concrete. Durable, low maintenance 	Walls <ul style="list-style-type: none"> Paint Wall Protection (as needed) (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors (if applicable) Occupancy sensors Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> Ceiling mounted projector Interactive display at teaching wall Student computers
Power, Data & Communications <ul style="list-style-type: none"> Power/data drops from ceiling. Multiple electrical outlets at walls with USB charging modules Power/data/video connection at ceiling Telephone/public address system WIFI access Data/power near teaching wall for mobile teacher station Voice amplification/sound field system Dedicated power/charging area for student devices 	Plumbing <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> Modular computer workstations Mobile seating/chairs Mobile storage cabinets for learning materials, project supplies, lockable 	Display <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board Projection Surface or screen Mobile whiteboards Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> 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
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- Interior windows into adjacent spaces (editing, production)

Ceiling

- Acoustical Tile

Floors

- Carpet Tile

Walls

- Paint
- Specialty acoustical wall treatments

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures, dimmable
- Daylight sensors
- Occupancy sensors

Technology/Devices

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

Power, Data & Communications

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

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

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

FURNISHINGS

Special Needs/ Equipment

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

PART 3: SPACE PROGRAM & ACTIVITY PAGES

MEDIA CENTER WORKROOM

Room Area (SF)	200 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 <ul style="list-style-type: none"> • Directly connected to Media Center 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Large windows into Media Center 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar 	Walls <ul style="list-style-type: none"> • Drywall/ Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Computer • Network Copier/ Printer
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access 	Plumbing <ul style="list-style-type: none"> • ADA compliant sink
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Furniture <ul style="list-style-type: none"> • Fixed upper and lower cabinets. • Mobile Worktable • Mobile Chairs • Bookcases, 6 shelves high • Rolling book carts • Tall wardrobe/storage cabinet, lockable 	Display <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	Equipment <ul style="list-style-type: none"> • Microwave • Coffee Maker

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

MEDIA SPECIALIST OFFICE

Room Area (SF)	150 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 <ul style="list-style-type: none"> Directly connected to Media Center 	Doors and Hardware <ul style="list-style-type: none"> Door with vision panel Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	Ceiling <ul style="list-style-type: none"> Acoustical tile
Floors <ul style="list-style-type: none"> Carpet Tile 	Walls <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> Computer Network Copier/ Printer
Power, Data & Communications <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Telephone/public address system WIFI access 	Plumbing <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Furniture <ul style="list-style-type: none"> Office systems desk Task chair Visitor chairs Lockable lateral files Bookshelves 	Display <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board
	Storage / Casework <ul style="list-style-type: none"> Tall wardrobe/storage cabinet, lockable

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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 <ul style="list-style-type: none"> Adjacent to Technology Integrator Office Proximity to Media Center 	Doors and Hardware <ul style="list-style-type: none"> Door with vision panel Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> Operable window(s) Room darkening Shades 	Ceiling <ul style="list-style-type: none"> Acoustical tile
Floors <ul style="list-style-type: none"> Resilient flooring, or similar 	Walls <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> Computer Network Copier/Printer
Power, Data & Communications <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Telephone/public address system WIFI access 	Plumbing <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Furniture <ul style="list-style-type: none"> Fixed upper and lower cabinets Office systems desk Task chair Lockable storage/wardrobe Lockable lateral files Work bench/work table Utility shelving 	Display <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Adjacent to Media Center 	Doors and Hardware <ul style="list-style-type: none"> Solid Door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> n/a 	Ceiling <ul style="list-style-type: none"> Open ceiling painted with acoustical deck
Floors <ul style="list-style-type: none"> Anti-static flooring 	Walls <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures, dimmable Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
Power, Data & Communications <ul style="list-style-type: none"> Multiple electrical outlets at walls Telephone/public address system WIFI access 	Plumbing <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Dedicated redundant split units for cooling Pre-action fire suppression Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Furniture <ul style="list-style-type: none"> Ladder rack/ cable tray 	Display <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Proximity to Main Entry • Proximity to Toilets 	Doors and Hardware <ul style="list-style-type: none"> • Door(s) with vision panel • Acoustical requirements apply • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical Tile • Full-dome, 30' • Acoustical requirements apply
Floors <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Paint • Sound absorptive materials, acoustical requirements apply • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • 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 <ul style="list-style-type: none"> • Matte flat black finish on all exposed systems/equipment • Acoustical requirements apply • ADA compliant sink HVAC / Mechanical <ul style="list-style-type: none"> • Matte flat black finish on all exposed systems/equipment • Acoustical requirements apply • Refer to Building Systems section for additional requirements Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

EDUCATIONAL SPECIFICATIONS

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

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

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
- Electronically Operated Telescopic Chair Platform System (optional, with reclining/ergonomic features for optimal viewing)
- 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

OPERATOR CONSOLE & STAFF OFFICE – 150 sf (included in SF allocated)

Lighting

- LED Fixtures
- Occupancy sensors

Doors and Hardware

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

Floors

- Resilient flooring, or similar
- Durable, low maintenance

Ceiling

- Acoustical tile

Acoustics

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

Walls

- Paint

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

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

Acoustics

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

Walls

- Paint

Furnishings / 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

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

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

CURRICULUM STORAGE (E-Sports, Computer Science, etc) – 150 sf	
<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none">Industrial Metal Shelving	<p>Doors and Hardware</p> <ul style="list-style-type: none">Solid doorIntegral security locking device as developed by the district (standards) for lock down proceduresVision panel covering as required for lock down procedures
<p>Lighting</p> <ul style="list-style-type: none">LED FixturesOccupancy sensors	<p>Ceiling</p> <ul style="list-style-type: none">Acoustical tile
	<p>Acoustics</p> <ul style="list-style-type: none">Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none">Match adjacent(or) Sealed concrete	<p>Walls</p> <ul style="list-style-type: none">Paint



PART 3: SPACE PROGRAM & ACTIVITY PAGES

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 <ul style="list-style-type: none"> • Proximity to other Technical Education classrooms • Proximity to Media Center 	Doors and Hardware <ul style="list-style-type: none"> • Door(s) with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical Tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display, large format display at teaching wall • Multiple displays/screens around the room • High-powered computer stations • Document camera • Traditional gaming computers that include keyboards, gaming mice, gaming mousepads, headsets, and webcams
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • ADA compliant sink
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen
	Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

TECHNICAL EDUCATION/E-SPORTS ROOM - continued

STORAGE – 150 sf	
<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none">Industrial Metal ShelvingOpen shelving for bins/equipment storage	<p>Doors and Hardware</p> <ul style="list-style-type: none">Solid doorIntegral security locking device as developed by the district (standards) for lock down proceduresVision panel covering as required for lock down procedures
<p>Lighting</p> <ul style="list-style-type: none">LED FixturesOccupancy sensors	<p>Ceiling</p> <ul style="list-style-type: none">Acoustical tile
	<p>Acoustics</p> <ul style="list-style-type: none">Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none">Resilient flooring, or similar(or) Sealed concrete	<p>Walls</p> <ul style="list-style-type: none">Paint



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 <ul style="list-style-type: none"> • Proximity to other Technical Education classrooms • Proximity to Media Center 	Doors and Hardware <ul style="list-style-type: none"> • Door(s) with vision panel • Acoustically rated operable partition, motorized. • (or) Vertical partition / garage door opening to a breakout space, corridor, or exterior space • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display, large format display at teaching wall • Multiple displays/screens around the room • High-powered computer stations • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Power/data drops from ceiling. • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room 	Plumbing <ul style="list-style-type: none"> • ADA compliant sink
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Projection Surface or screen • Mobile whiteboards
	Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

ROBOTICS TECHNOLOGY & ENGINEERING - continued

STORAGE – 150 sf	
<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none">Industrial Metal Shelving	<p>Doors and Hardware</p> <ul style="list-style-type: none">Solid doorIntegral security locking device as developed by the district (standards) for lock down proceduresVision panel covering as required for lock down procedures
<p>Lighting</p> <ul style="list-style-type: none">LED FixturesOccupancy sensors	<p>Ceiling</p> <ul style="list-style-type: none">Acoustical tile
	<p>Acoustics</p> <ul style="list-style-type: none">Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none">Resilient flooring, or similar(or) sealed concrete	<p>Walls</p> <ul style="list-style-type: none">Paint



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 <ul style="list-style-type: none"> • Strategically located near food service kitchen, loading dock 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Moisture resistant acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance • Slip resistant 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • Dishwasher • ADA compliant sinks
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements.
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • Learning stations • Portable equipment carts • Charging capabilities built into furniture where possible 	Display <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Mobile Whiteboards • Tackable Surface, bulletin board • Projection Surface or screen
Special Needs/ Equipment <ul style="list-style-type: none"> • Fire Extinguisher & suppression • Commercial kitchen equipment • Exhaust hoods 	Teacher Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

FAMILY AND CONSUMER SCIENCE - continued

STORAGE – 150 sf	
<p>Storage Casework/ Furniture</p> <ul style="list-style-type: none">Industrial Metal Shelving	<p>Doors and Hardware</p> <ul style="list-style-type: none">Solid doorIntegral security locking device as developed by the district (standards) for lock down proceduresVision panel covering as required for lock down procedures
<p>Lighting</p> <ul style="list-style-type: none">LED FixturesOccupancy sensors	<p>Ceiling</p> <ul style="list-style-type: none">Acoustical tile
	<p>Acoustics</p> <ul style="list-style-type: none">Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
<p>Floors</p> <ul style="list-style-type: none">Resilient flooring, or similar(or) sealed concrete	<p>Walls</p> <ul style="list-style-type: none">Paint



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 <ul style="list-style-type: none"> • Proximity to other Technical Education classrooms • Direct connection to outdoors 	Doors and Hardware <ul style="list-style-type: none"> • Door(s) with vision panel • Access from exterior through tall overhead/sliding door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Tall spatial volume, 1.5-2 stories • Open Ceiling
Floors <ul style="list-style-type: none"> • Epoxy • (or) Sealed concrete. • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)

SPECIALTIES/SYSTEMS

Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Ceiling mounted projector • Interactive display at teaching wall • Laser printer(s) • Document camera
Power, Data & Communications <ul style="list-style-type: none"> • Power/data drops from ceiling. • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system 	Plumbing <ul style="list-style-type: none"> • ADA compliant sink(s) • Industrial Tub Sink • Eye wash and body shower with floor drain
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

EDUCATIONAL SPECIFICATIONS

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

TECHNICAL EDUCATION/SHOP - continued

FURNISHINGS

Classroom Storage / Casework & Furniture

- Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage)
- Mobile Worktables with durable top
- Mobile seating

Display

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

Special Needs/ Equipment

- Fire Extinguisher & suppression
- Power Woodworking tools including welder, plasma cutter, drill press, lathe.
- Power Metalworking tools including table saw, drill press, lathe.
- Hand tools
- Air compressor
- Spray booth
- Woodworking & metalworking benches
- Demonstration bench
- Dust collection unit with all required accessories

Teacher Storage / Casework & Furniture

- Tall wardrobe/storage cabinet, lockable
- Storage for hand tools
- Mobile teacher station, mobile workstation cart

STORAGE – 175 sf

Storage Casework/ Furniture

- Industrial Metal Shelving

Doors and Hardware

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

Lighting

- LED Fixtures
- Occupancy sensors

Ceiling

- Acoustical tile

Acoustics

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

Floors

- Match adjacent
- (or) Sealed concrete

Walls

- Paint

FINISHING ROOM (included in SF allocated)

Storage Casework/ Furniture

- Shelving to accommodate materials
- Work tables
- Perimeter casework, upper and lower cabinets
- Areas to dry/store/display work

Doors and Hardware

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

Lighting

- LED Fixtures
- Occupancy sensors

Ceiling

- Acoustical tile

Acoustics

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

Floors

- Match adjacent
- (or) Sealed concrete

Walls

- Paint

PART 3: SPACE PROGRAM & ACTIVITY PAGES

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 <ul style="list-style-type: none"> Directly connected to Media Center 	Doors and Hardware <ul style="list-style-type: none"> Door with vision panel Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	Ceiling <ul style="list-style-type: none"> Acoustical tile
Floors <ul style="list-style-type: none"> Carpet Tile 	Walls <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> Computer Network Copier/ Printer
Power, Data & Communications <ul style="list-style-type: none"> Multiple electrical outlets at walls with USB charging modules Telephone/public address system WIFI access 	Plumbing <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Furniture <ul style="list-style-type: none"> Office systems desk Task chair Visitor chairs Lockable lateral files Bookshelves 	Display <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board
	Storage / Casework <ul style="list-style-type: none"> Tall wardrobe/storage cabinet, lockable

EDUCATIONAL SPECIFICATIONS

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

Revised 3/26/2024



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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 <ul style="list-style-type: none"> • Proximity to main entry • Able to be sectioned off from the rest of the school for public use. 	Doors and Hardware <ul style="list-style-type: none"> • Double Door with vision panel • Second means of egress • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Windows • Room darkening Shades, Electronic 	Ceiling <ul style="list-style-type: none"> • Open Ceiling painted with acoustical deck and suspended acoustical panels/ clouds
Floors <ul style="list-style-type: none"> • Hardwood Athletic Sports Flooring with essential markings • Scansions for Volleyball and other Sports 	Walls <ul style="list-style-type: none"> • Paint • Wall Pads
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Automatic overhead projection screen • Electronic Scoreboards • Mobile interactive display • (2) AED with audible alarm box and (1) outside in lobby/ hall
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • Drinking fountains with bottle fillers
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GYMNASIUM - continued	
FURNISHINGS	
<p>Special Needs/ Equipment</p> <ul style="list-style-type: none">• Removable protective matting• Rolling, telescoping bleachers• Roll-up vinyl mesh divider or mechanically operated divider curtains• Provisions for floor scansions for volleyball and other sports• Ropes• Nets• Retractable basketball hoops• Climbing wall• Rings suspended from the ceiling	<p>Display</p> <ul style="list-style-type: none">• Mobile teacher station, mobile workstation cart



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 <ul style="list-style-type: none"> • Adjacent to Gym 	Doors and Hardware <ul style="list-style-type: none"> • Double Door, exterior access optional • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • n/a 	Ceiling <ul style="list-style-type: none"> • Acoustical Tile
Floors <ul style="list-style-type: none"> • Resilient floor • (or) Sealed concrete 	Walls <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • n/a
Plumbing <ul style="list-style-type: none"> • n/a 	Power, Data & Communications <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Special Needs/ Equipment <ul style="list-style-type: none"> • Adjustable Industrial Metal Shelving • Secure storage cabinets • Racks for hanging uniforms 	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GYM OFFICE

Room Area (SF)	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 <ul style="list-style-type: none"> • Adjacent to Gym 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening shades • Interior windows to Gym, oversight to changing areas 	Ceiling <ul style="list-style-type: none"> • Acoustical Tile
Floors <ul style="list-style-type: none"> • Carpet Tile 	Walls <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • Computer • Network Copier/ Printer
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access 	Plumbing <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Furniture <ul style="list-style-type: none"> • Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves 	Display <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	Storage / Casework <ul style="list-style-type: none"> • Tall wardrobe/storage cabinet, lockable

PART 3: SPACE PROGRAM & ACTIVITY PAGES

GYM OFFICE - continued

TOILET ROOM – 60 sf (included in SF allocated)	
Plumbing <ul style="list-style-type: none"> ADA compliant fixtures 	Doors and Hardware <ul style="list-style-type: none"> Solid door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Moisture resistant acoustical tile
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> Tile Perimeter joint PVC profile; Schluter DILEX-BWA or similar. 	Walls <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Toilet accessories including mirror & hook 	

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 <ul style="list-style-type: none"> • Adjacent to Gym 	Doors and Hardware <ul style="list-style-type: none"> • Solid Door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • n/a 	Ceiling <ul style="list-style-type: none"> • Moisture resistant acoustical tile with concealed splines and tamperproof
Floors <ul style="list-style-type: none"> • Ceramic Tile 	Walls <ul style="list-style-type: none"> • CMU
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • n/a
Power, Data & Communications <ul style="list-style-type: none"> • Telephone/public address system • WIFI access 	Plumbing <ul style="list-style-type: none"> • ADA compliant fixtures • Drinking fountains with bottle filler
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage/ Equipment <ul style="list-style-type: none"> • Shelving • Benches 	Display <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Secured controlled access from public lobby entrance. • Able to be sectioned off from the rest of the school. • Located within Sports Education & Athletics Community 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Windows • Room darkening shades 	Ceiling <ul style="list-style-type: none"> • Open Ceiling painted with acoustical deck and suspended acoustical panels/ clouds
Floors <ul style="list-style-type: none"> • Wood Sports floor system • (or) Rubberized flooring system 	Walls <ul style="list-style-type: none"> • Paint

SPECIALTIES/SYSTEMS

Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Mobile interactive display • Large format monitor/TV screen • Overhead projector
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power 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 <ul style="list-style-type: none"> • Drinking fountain with bottle fillers
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Furnishings & Equipment <ul style="list-style-type: none"> • Wall Mirrors • Free weights, weight machines, and exercise equipment 	Display <ul style="list-style-type: none"> • 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
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- n/a

Ceiling

- Acoustical Tile

Floors

- Resilient floor
- (or) Sealed concrete

Walls

- Paint

SPECIALTIES/SYSTEMS

Lighting

- LED Fixtures
- Occupancy sensors

Technology/Devices

- n/a

Plumbing

- n/a

Power, Data & Communications

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

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

FURNISHINGS

Special Needs/ Equipment

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

PART 3: SPACE PROGRAM & ACTIVITY PAGES

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 <ul style="list-style-type: none"> • Proximity to main entry • Proximity to student toilets • Able to be sectioned off from the rest of the school for public use 	Doors and Hardware <ul style="list-style-type: none"> • Double Door with vision panel • Acoustically rated operable partition, motorized. • (or) Vertical partition / garage door opening to a breakout space, corridor, or exterior space • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Room darkening Shades, electronic 	Ceiling <ul style="list-style-type: none"> • Moisture resistant acoustical tile • (or) Open ceiling painted with acoustical deck and suspended acoustical panels/ clouds/ specialty ceiling
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching 	Technology/Devices <ul style="list-style-type: none"> • Front projection system with motorized screen • Mobile interactive display
Power, Data & Communications <ul style="list-style-type: none"> • Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power for mobile teacher station • Voice amplification/sound field system 	Plumbing <ul style="list-style-type: none"> • Drinking fountains with bottle fillers
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Classroom Storage / Casework & Furniture <ul style="list-style-type: none"> • Mobile cafeteria Folding Tables • Mobile Seating • Booth Seating • High Top Tables • Large Trash Receptacles 	Display <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board • Mobile teacher station, mobile workstation cart

EDUCATIONAL SPECIFICATIONS

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

CAFETERIA - continued

CHAIR AND TABLE STORAGE – 400 sf

Storage Casework/ Furniture <ul style="list-style-type: none"> n/a 	Doors and Hardware <ul style="list-style-type: none"> Double door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Open ceiling painted (or) Acoustical tile
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> Match to adjacent/ related space (or) Sealed concrete 	Walls <ul style="list-style-type: none"> Paint

STUDENT TOILETS – 250 sf EA.

ENVIRONMENTAL CHARACTERISTICS

Adjacency / Location <ul style="list-style-type: none"> Immediately adjacent to Cafeteria 	Doors and Hardware <ul style="list-style-type: none"> Solid door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> n/a 	Ceiling <ul style="list-style-type: none"> Moisture resistant acoustical tile
Floors <ul style="list-style-type: none"> Tile Perimeter joint PVC profile; Schluter DILEX-BWA or similar. 	Walls <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> n/a
Power, Data & Communications <ul style="list-style-type: none"> Public address system WIFI access 	Plumbing <ul style="list-style-type: none"> Fixture count determined by plumbing codes. ADA compliant fixtures Floor Drains
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools

FURNISHINGS

Special Needs/ Equipment <ul style="list-style-type: none"> Vandal-resistant toilet partitions with gender-neutral and anti-bullying design Toilet accessories including mirror 	Display <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Adjacent to Cafeteria 	Doors and Hardware <ul style="list-style-type: none"> • Double Door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	Ceiling <ul style="list-style-type: none"> • Moisture resistant acoustical tile
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> • Epoxy (or) washable non-skid flooring 	Walls <ul style="list-style-type: none"> • Wall Protection such as FRP or similar • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
Special Needs/ Equipment <ul style="list-style-type: none"> • Commercial Serving stations • Cashier stations 	Technology/Electrical <ul style="list-style-type: none"> • Network drop for cashier stations

PREPARATION AREA

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

EDUCATIONAL SPECIFICATIONS

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

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PART 3: SPACE PROGRAM & ACTIVITY PAGES

KITCHEN & SERVERY - continued

DRY FOODS STORAGE – 250 sf

Adjacency / Location <ul style="list-style-type: none"> Adjacent to Preparation Area 	Doors and Hardware <ul style="list-style-type: none"> Solid Door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Moisture resistant acoustical tile
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> Epoxy (or) washable non-skid flooring 	Walls <ul style="list-style-type: none"> Wall Protection such as FRP or similar
Special Needs/ Equipment <ul style="list-style-type: none"> Shelving 	Technology/Electrical <ul style="list-style-type: none"> n/a

COOLER/FREEZER – 250 sf

Adjacency / Location <ul style="list-style-type: none"> Adjacent to Preparation Area 	Doors and Hardware <ul style="list-style-type: none"> As Specified within Cooler/Freezer equipment Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> As Specified within Cooler/Freezer equipment
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> Epoxy (or) washable non-skid flooring 	Walls <ul style="list-style-type: none"> As Specified within Cooler/Freezer equipment
Special Needs/ Equipment <ul style="list-style-type: none"> 	Technology/Electrical <ul style="list-style-type: none"> n/a

WARE WASHING – 160 sf

Adjacency / Location <ul style="list-style-type: none"> Adjacent to Serving Area Adjacent to Preparation Area 	Doors and Hardware <ul style="list-style-type: none"> Open to Preparation Area Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> LED Fixtures Occupancy sensors 	Ceiling <ul style="list-style-type: none"> Moisture resistant acoustical tile
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> Epoxy (or) washable non-skid flooring 	Walls <ul style="list-style-type: none"> Wall Protection such as FRP or similar
Special Needs/ Equipment <ul style="list-style-type: none"> Dishwasher Hand washing sinks Floor drains 	Technology/Electrical <ul style="list-style-type: none"> n/a

PART 3: SPACE PROGRAM & ACTIVITY PAGES

KITCHEN & SERVERY - continued

KITCHEN OFFICE – 100 sf

Adjacency / Location <ul style="list-style-type: none"> • Adjacent to Serving Area • Adjacent to Preparation Area 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	Ceiling <ul style="list-style-type: none"> • Acoustical ceiling tile
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> • Epoxy (or) washable non-skid flooring 	Walls <ul style="list-style-type: none"> • Paint • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
Special Needs/ Equipment <ul style="list-style-type: none"> • Office systems workstation desks for (2) staff • Task chairs • Visitor chairs • Lockable lateral files • Safe 	Technology/Electrical <ul style="list-style-type: none"> • n/a

STAFF TOILET – 60 sf, LOCKERS – 65 sf

Plumbing <ul style="list-style-type: none"> • ADA compliant fixtures 	Doors and Hardware <ul style="list-style-type: none"> • Solid door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	Ceiling <ul style="list-style-type: none"> • Moisture resistant acoustical tile
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Floors <ul style="list-style-type: none"> • Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar. 	Walls <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Toilet accessories including mirror. • 2 Tier Metal Lockers 	

PART 3: SPACE PROGRAM & ACTIVITY PAGES

KITCHEN & SERVERY - continued

CUSTODIAL CLOSET – 50 sf

Adjacency / Location

- Distributed throughout the building

Doors and Hardware

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

Windows

- n/a

Ceiling

- Moisture resistant acoustical tile

Floors

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

Walls

- Paint
- Wall Protection (as needed)

SPECIALTIES/SYSTEMS

Lighting

- Utility grade fixtures

Technology/Devices

- n/a

Plumbing

- Mop sink
- Floor Drains

Power, Data & Communications

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements
- Exhaust as determined by mechanical code

Acoustics

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

FURNISHINGS

Special Needs/ Equipment

- Adjustable Industrial Metal Shelving

PART 3: SPACE PROGRAM & ACTIVITY PAGES

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 <ul style="list-style-type: none"> • Adjacent to Cafeteria 	Doors and Hardware <ul style="list-style-type: none"> • Door with vision panel • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • Operable window(s) • Shades 	Ceiling <ul style="list-style-type: none"> • Moisture resistant acoustical tile
Floors <ul style="list-style-type: none"> • Resilient flooring, or similar • Durable, low maintenance 	Walls <ul style="list-style-type: none"> • Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • LED Fixtures, dimmable • Daylight sensors • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • n/a
Power, Data & Communications <ul style="list-style-type: none"> • Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access 	Plumbing <ul style="list-style-type: none"> • ADA compliant sink with filtered water faucet • (See Appliances)
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Casework & Furniture <ul style="list-style-type: none"> • Variety of dining table sizes • Fixed upper and lower cabinets • Lounge/café-style furniture 	Display <ul style="list-style-type: none"> • Writeable Surface, Magnetic marker/whiteboard • Tackable Surface, bulletin board
	Appliances <ul style="list-style-type: none"> • Microwave • (2) Full Size refrigerators • Coffee Maker • Dishwasher

PART 3: SPACE PROGRAM & ACTIVITY PAGES

BUILDING STORAGE

Room Area (SF)	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 <ul style="list-style-type: none"> • Adjacent to Custodial Area 	Doors and Hardware <ul style="list-style-type: none"> • Solid Door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • n/a 	Ceiling <ul style="list-style-type: none"> • Acoustical Tile
Floors <ul style="list-style-type: none"> • Sealed Concrete 	Walls <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • Utility grade fixtures 	Technology/Devices <ul style="list-style-type: none"> • n/a
Plumbing <ul style="list-style-type: none"> • n/a 	Power, Data & Communications <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Special Needs/ Equipment <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Strategically located throughout the building(s) 	Doors and Hardware <ul style="list-style-type: none"> • Solid door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • n/a 	Ceiling <ul style="list-style-type: none"> • Moisture resistant acoustical tile
Floors <ul style="list-style-type: none"> • Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar. 	Walls <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • n/a
Power, Data & Communications <ul style="list-style-type: none"> • Public address system • WIFI access 	Plumbing <ul style="list-style-type: none"> • Fixture count determined by plumbing codes. • ADA compliant fixtures • Floor Drains
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements • Exhaust as determined by mechanical code
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Special Needs/ Equipment <ul style="list-style-type: none"> • Vandal-resistant toilet partitions with gender-neutral and anti-bullying design • Toilet accessories including mirror 	Display <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Strategically located throughout the building(s) 	Doors and Hardware <ul style="list-style-type: none"> • Solid door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • n/a 	Ceiling <ul style="list-style-type: none"> • Moisture resistant acoustical tile
Floors <ul style="list-style-type: none"> • Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar. 	Walls <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> • n/a
Power, Data & Communications <ul style="list-style-type: none"> • Public address system • WIFI access 	Plumbing <ul style="list-style-type: none"> • ADA compliant fixtures • Floor Drains
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements • Exhaust as determined by mechanical code
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Special Needs/ Equipment <ul style="list-style-type: none"> • Toilet accessories including mirror 	Display <ul style="list-style-type: none"> • n/a

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 <ul style="list-style-type: none"> Distributed throughout the building 	Doors and Hardware <ul style="list-style-type: none"> Solid Door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> n/a 	Ceiling <ul style="list-style-type: none"> Moisture resistant acoustical tile
Floors <ul style="list-style-type: none"> Sealed concrete (or) Washable non-skid flooring 	Walls <ul style="list-style-type: none"> Paint Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> Utility grade fixtures 	Technology/Devices <ul style="list-style-type: none"> n/a
Plumbing <ul style="list-style-type: none"> Mop sink Floor Drains 	Power, Data & Communications <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements Exhaust as determined by mechanical code
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Special Needs/ Equipment <ul style="list-style-type: none"> Adjustable Industrial Metal Shelving 	

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 <ul style="list-style-type: none"> Adjacent to Custodial Area 	Doors and Hardware <ul style="list-style-type: none"> Double Door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> n/a 	Ceiling <ul style="list-style-type: none"> Open ceiling painted with acoustical deck
Floors <ul style="list-style-type: none"> Sealed concrete 	Walls <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> Utility grade fixtures 	Technology/Devices <ul style="list-style-type: none"> n/a
Plumbing <ul style="list-style-type: none"> Floor drains Hose bib 	Power, Data & Communications <ul style="list-style-type: none"> Data connection for BMS connectivity
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Special Needs/ Equipment <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Adjacent to Custodial Area 	Doors and Hardware <ul style="list-style-type: none"> • Solid Door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> • n/a 	Ceiling <ul style="list-style-type: none"> • Open Ceiling painted with acoustical deck
Floors <ul style="list-style-type: none"> • Sealed concrete 	Walls <ul style="list-style-type: none"> • Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> • Utility grade fixtures 	Technology/Devices <ul style="list-style-type: none"> • n/a
Plumbing <ul style="list-style-type: none"> • n/a 	Power, Data & Communications <ul style="list-style-type: none"> • n/a
	HVAC / Mechanical <ul style="list-style-type: none"> • Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Special Needs/ Equipment <ul style="list-style-type: none"> • 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
- Integral security locking device as developed by the district (standards) for lock down procedures
- Vision panel covering as required for lock down procedures

Windows

- n/a

Ceiling

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

Floors

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

Walls

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

SPECIALTIES/SYSTEMS

Lighting

- Utility grade fixtures

Technology/Devices

- n/a

Power, Data & Communications

- n/a

Plumbing

- n/a

HVAC / Mechanical

- Refer to Building Systems section for additional requirements

Acoustics

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

FURNISHINGS

Special Needs/ Equipment

- Adjustable Industrial Metal Shelving

PART 3: SPACE PROGRAM & ACTIVITY PAGES

IDF ROOM

Room Area (SF)	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 <ul style="list-style-type: none"> Distributed throughout building 	Doors and Hardware <ul style="list-style-type: none"> Solid Door Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> n/a 	Ceiling <ul style="list-style-type: none"> Open ceiling painted with acoustical deck
Floors <ul style="list-style-type: none"> Anti-static flooring 	Walls <ul style="list-style-type: none"> Paint
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures, dimmable Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> Server Racks Routers Cabling infrastructure Modems Patch panels and wire management
Power, Data & Communications <ul style="list-style-type: none"> Twist lock receptacles for IT rack power Telephone demarc Public address system head end Security system head end 	Plumbing <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Dedicated redundant split units for cooling Pre-action fire suppression for MDF Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Furniture <ul style="list-style-type: none"> Ladder rack/ cable tray 	Display <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Adjacent to Custodial area Adjacent to Food Prep/ Kitchen 	Doors and Hardware <ul style="list-style-type: none"> Double Door Exterior Rolling Door desired Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> n/a 	Ceiling <ul style="list-style-type: none"> Open ceiling painted with acoustical deck
Floors <ul style="list-style-type: none"> Sealed Concrete 	Walls <ul style="list-style-type: none"> Paint Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures Utility grade fixtures 	Technology/Devices <ul style="list-style-type: none"> n/a
Power, Data & Communications <ul style="list-style-type: none"> Telephone/public address system WiFi access 	Plumbing <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Furniture <ul style="list-style-type: none"> Adjustable Industrial Metal Shelving 	Display <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Adjacent to Deliveries/ Receiving 	Doors and Hardware <ul style="list-style-type: none"> Door with vision panel Integral security locking device as developed by the district (standards) for lock down procedures Vision panel covering as required for lock down procedures
Windows <ul style="list-style-type: none"> Operable window(s) Room darkening shades 	Ceiling <ul style="list-style-type: none"> Acoustical tile
Floors <ul style="list-style-type: none"> Resilient floor (or) Sealed concrete. 	Walls <ul style="list-style-type: none"> Paint Wall Protection (as needed)
SPECIALTIES/SYSTEMS	
Lighting <ul style="list-style-type: none"> LED Fixtures, dimmable Daylight sensors Occupancy sensors 	Technology/Devices <ul style="list-style-type: none"> Computer Network Copier/ Printer
Power, Data & Communications <ul style="list-style-type: none"> Multiple power/data outlets at walls with USB charging modules Telephone/public address system WiFi access 	Plumbing <ul style="list-style-type: none"> n/a
	HVAC / Mechanical <ul style="list-style-type: none"> Refer to Building Systems section for additional requirements
	Acoustics <ul style="list-style-type: none"> Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
FURNISHINGS	
Storage / Casework & Furniture <ul style="list-style-type: none"> Modular, mobile table Mobile seating/chairs Fixed upper and deeper lower cabinets to accommodate equipment Tall wardrobe, lockable, or cubbies/lockers for personal belongings 12 ft Workbench Adjustable Industrial Metal Storage racks Office systems desk Task chair Visitor chairs Lockable lateral files 	Display <ul style="list-style-type: none"> Writeable Surface, Magnetic marker/whiteboard Tackable Surface, bulletin board
	Appliances <ul style="list-style-type: none"> n/a

EDUCATIONAL SPECIFICATIONS

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

Revised 3/26/2024



Tecton
ARCHITECTS

PART 3: SPACE PROGRAM & ACTIVITY PAGES

CUSTODIAL OFFICE/STORAGE - continued

STAFF TOILET – 60 sf

Plumbing <ul style="list-style-type: none"> • ADA compliant fixtures 	Doors and Hardware <ul style="list-style-type: none"> • Solid door • Integral security locking device as developed by the district (standards) for lock down procedures • Vision panel covering as required for lock down procedures
Lighting <ul style="list-style-type: none"> • LED Fixtures • Occupancy sensors 	Ceiling <ul style="list-style-type: none"> • Moisture resistant acoustical tile
Floors <ul style="list-style-type: none"> • Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar. 	Acoustics <ul style="list-style-type: none"> • Acoustics shall comply with the contemporary version of the following: Acoustic Performance Criteria, ANSI S12.60-2002, Design Requirements and Guidelines for Schools
Other <ul style="list-style-type: none"> • Toilet accessories including mirror. • 2 Tier Metal Lockers 	Walls <ul style="list-style-type: none"> • 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.

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BUILDING SYSTEMS AND SITE

4

PART 4: BUILDING SYSTEMS & SITE

4.1 BUILDING SYSTEMS

Proposed Building Systems

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

Fire Protection (Sprinkler System)

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

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

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, Flexible Performance Space, Media Center, and other multi-purpose type spaces shall be ventilated by rooftop units (RTUs) with energy recovery, or water/air cooled heat pump equipment. Sustainable goals and initiatives are to be incorporated as identified, including but not limited to: geothermal, photovoltaic array.
- In addition, utilizing renewable energy sources including solar and geothermal as well as net zero energy and/or emissions will be considered in the building design in the context of a 50 year estimated useful life. This should include cost estimates of energy—and other known, direct—costs over that time span for all energy sources.
- Set a goal to achieve a targeted energy use intensity (EUI) in the mid-20's overall, through a combination of energy efficient building systems, solar/photovoltaics (PV), geothermal, etc.
- The school will have an automatic building controls system designed to promote a safe, efficient, and healthful indoor environment. Standards for design selection include reliability, simplicity of operation, comprehensiveness, energy efficiency, low ongoing maintenance and repair costs, length of useful life, and operational efficiency overall.
- A Building Management System (BMS) shall be installed to control the mechanical and selected electrical systems. BMS shall be by the Temperature Control vendor approved by the owner.
- Spaces should have independent, on demand heating, cooling and ventilation control for operational efficiency.
- Each classroom will be provided with a temperature sensor and carbon dioxide sensor. The carbon dioxide sensor is an energy saving device. By sensing the carbon dioxide within the room, the outside air intake is adjusted, reducing the amount of outside air being heated or cooled, resulting in less energy used.
- Climate controls/ventilation systems need to meet current codes and standards.

HVAC Controls

- A Building Management System (BMS) shall be installed to control the mechanical and selected electrical systems. BMS shall be by the Temperature Control vendor approved by the owner.
- The system shall include a personal computer with graphics-based display and capabilities for alarming off-site.
- The BMS shall provide temperature control for all HVAC systems and control select lighting in the building.
- The system shall be programmed for occupied/unoccupied cycles for the air handling equipment, with an override feature for spaces that would be utilized after-hours.
- The system shall monitor occupancy sensing devices to control the amount of outside air being brought in to each classroom to assist in energy conservation.
- The BMS shall be accessible from any Web browser and mobile device with proper authorization.

Heating Plant

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

Chiller Plant

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

equal. Pumps will be mounted on 6" thick concrete housekeeping pads in the Mechanical Room.

Heating, Ventilating and Air Conditioning

Academic Areas

- The outdoor ventilation air for the core academic, office, and multi-purpose areas will be provided through dedicated outdoor air (DOA) units. These DOA units will provide pre-conditioned air that will be distributed directly to each space. Exhaust air from the spaces will be ducted back to the DOAS unit. Each DOA unit will generally consist of supply & exhaust fans, hot water heating coil, chilled water cooling coil, energy recovery wheel, wrap around heat pipe, filter section, and controls. DOA units shall be Trane, Performance Climate Changer or approved equal.
- Space cooling will be provided for each space. The system to provide this cooling has not yet been determined but will be provided by either variable refrigerant flow (VRF) fan coils and associated condensing units, or active chilled beams. These cooling terminal units will be responsible for accommodating the space sensible cooling load (latent load satisfied by DOA units).
- Space heating may be supplemented through the use of either perimeter fin-tube radiation or radiant ceiling panels along exterior walls. Perimeter fin-tube radiation shall be Rittling or approve equal. Radiant ceiling panels shall be Airtite or approved equal.

Tel/Data and security equipment rooms

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

Corridors/Miscellaneous areas

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

Materials and Methods

Includes the following basic materials and methods of construction:

- All ductwork and accessories shall meet SMACNA standards.
- Provide all HVAC equipment with extra set of filters.
- Seismic restraints shall be designed and installed as required per State of Connecticut Building Code and Fire Safety Code which requires the seal of a licensed professional engineer. Abovementioned professional engineer will be required to verify installation is correct and complete per seismic code. This includes piping, ductwork, equipment, and equipment bases.
- Provide glass fiber insulation for all hydronic piping and ductwork. Insulation shall be installed to meet the Energy Conservation Code.
- Provide firestopping around mechanical penetrations in accordance with fire stopping requirements. System shall be capable of maintaining against flame and gases. System shall be UL listed and comply with ASTM E814.

- Provide mechanical identification for mechanical systems. Identification shall comply with ANSI A13.1.
- All pipe connections shall be installed to allow for freedom of movement of the piping during expansion and contraction without springing. Swing joints, expansion loops and expansion joints with proper anchors and guides shall be provided where shown.
- Provide vibration isolation for hydronic piping, ductwork, and equipment.
- Hydronic piping 2 1/2"φ and under shall be Type L copper. Piping 3" φ and over shall be ASTM A 53; Schedule 10 black steel pipe with welded, flanged or grooved joints.
- All equipment served by hydronic piping shall have isolation valves on the supply and return lines. Isolation valves shall also be provided at branch take-offs.

Electrical Systems

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

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 (Flexible Performance Space, 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 & flexible performance space, 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 flexible performance space, 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.

EDUCATIONAL SPECIFICATIONS

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

Revised 3/26/2024



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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

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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. Any fields disturbed during the middle school construction process will be replaced as a part of the project's sitework.

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

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4.3 CONSTRUCTION GRANT BONUS REQUESTS

None requested at time of submission.



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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.

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- 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 (Flexible Performance Space)
- 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 Flexible Performance Space 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

6

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:	09.19.2024		

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

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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

EDUCATIONAL SPECIFICATIONS

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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
Flexible Performance Space	1	3500	3,500
Stage / Wing Space / Storage	1	1350	1,350
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
Planetarium 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

(Continued on next page)

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

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Vision of the Graduate Handout.....	A.1
Middle School Expectations	A.2
District Improvement Plan 2023-2024.....	A.3
Club Offerings 2023-2024	A.4
Asbestos Hazard Emergency Response Act.....	A.5
Developing the Modern Digital Planetarium.....	A.6
Theatre Quality Telescopic Seating	A.7

APPENDIX

A



Trumbull Public Schools

*Developing a District-Wide
Vision of the Graduate*

Jonathan P. Costa, Sr. & The TPS Vision of the Graduate Committee

May 24th, 2022

costa@edadvance.org

Jonathan P. Costa



Trumbull Public Schools

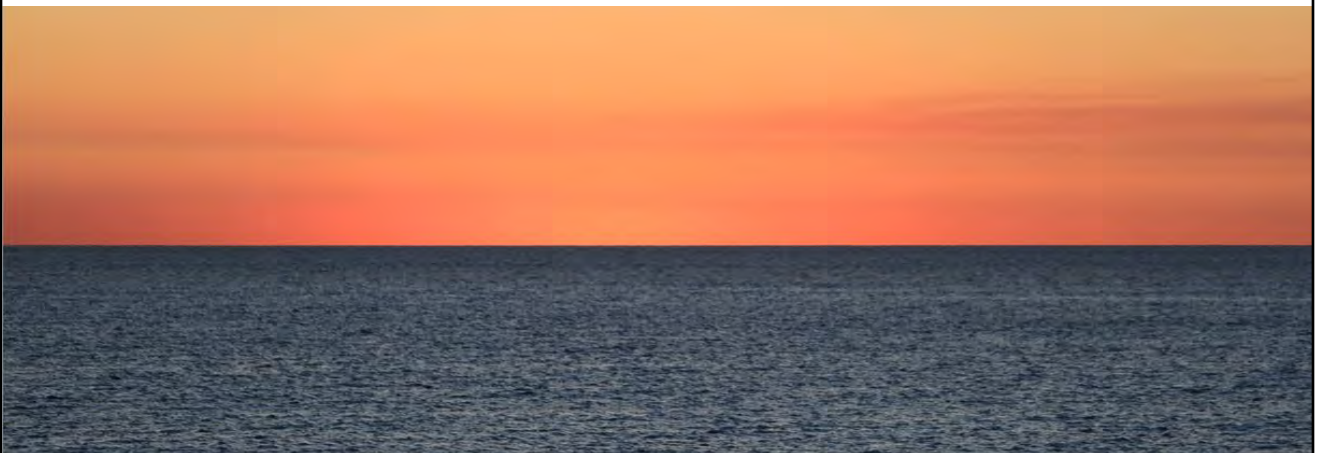
Mission

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.

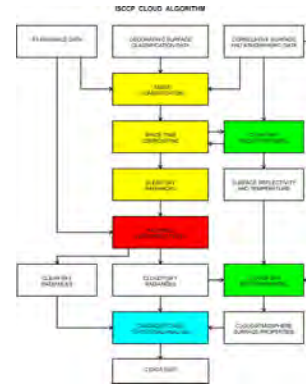
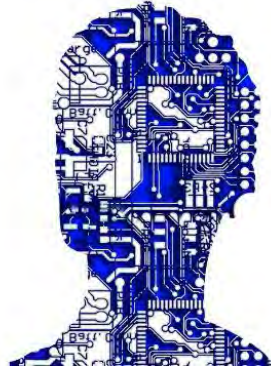
Perspective on the class of 2021...



What changes are on the horizon for today's students? Your current Kindergarteners are the class of 2034.



Robots, Artificial Intelligence, and Algorithms



These forces were already underway...

What exactly do students need to be prepared to become a life-long learner and to live and participate in a democratic, diverse and global society?

How Do Skills and Dispositions Differ?

Skills

Dispositions

Different Tools for Assessment

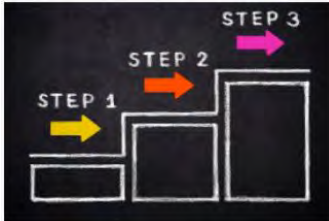
Indicators of Attainment	Beginning	Developing	Proficient	Exemplary
1. Identify and define authentic problems/issues and formulate significant questions for investigation based on multiple sources.	1a. While there may be attempts to identify and articulate problems, issues, or arguments, they are fragmented, incomplete or so unfocused that they cannot be acted upon.	1a. Identifies and articulates problems, issues, or arguments that contain some errors or inaccuracies but are cogent enough to support investigation.	1a. Identifies and articulates problems, issues, or arguments that are accurate, clear and well-constructed.	1a. Precisely and completely identifies and articulates problems, issues, or arguments that are focused, insightful, and capture a topic or issue of significant importance to the field.
	1b. Makes an attempt to construct questions related to a problem, issue, or challenge, but questions are limited in their ability to provide a foundation for inquiry or investigation.	1b. Constructs questions that are somewhat related to a problem, issue, or challenge and puts questions in a logical order to support inquiry and/or investigation.	1b. Constructs questions related to a problem, issue, or challenge and determines a focus by prioritizing key questions	1b. Constructs stimulating questions related to a problem, issue, or challenge and determines a focus by refining and prioritizing key questions that provide a solid foundation for
	1c. References sources that are limited, vague, ambiguous, unsubstantiated and/or inaccurate.	1c. References sources that are somewhat limited, unclear or unfocused on the topic.		

Dispositions

Skills

Areas of Strength	Independent and Adaptable <ul style="list-style-type: none">• Students are accountable and responsible for individual learning• Students demonstrate resilience when faced with challenges• Students take initiative to gather, process, respond, and reflect on information• Students show willingness to explore new roles, ideas and strategies• Students are self-motivated and demonstrates growth mindset• Students demonstrate self regulation and adjust to new situations, seeking support as needed and effectively using feedback for personal and academic growth• Students work effectively in a climate of changing priorities and shows adaptability/flexibility	Areas for Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Steps in The Process of Building our V.O.G.



1. TPS Recruited for the Committee & Established Timeline
2. Provided Time to build Background Knowledge & Review Resources (2/9/22)
3. Reviewed the Community Input through Thought Exchange (3/16/22)
4. Brainstormed Skills (3/16/22)
5. Brainstormed Dispositions (3/16/22)
6. Skills Voting Results (3/16/22)
7. Dispositions Voting Results (3/16/22)
8. Brainstormed First Drafts of Indicators and Examples (3/25/22)
9. Rubric Drafts (3/31/22)
10. Implementation Ideas (2022-23)

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Trumbull Vision of a Graduate
Thoughtexchange Results (03/16/22)

 **1,554**
Participants

 **1,198**
Thoughts

 **17,257**
Ratings

 **14**
Ratings Ratio

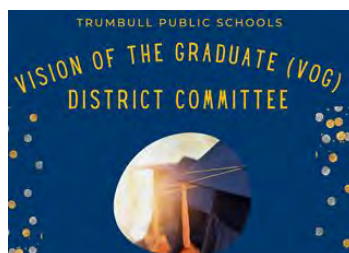
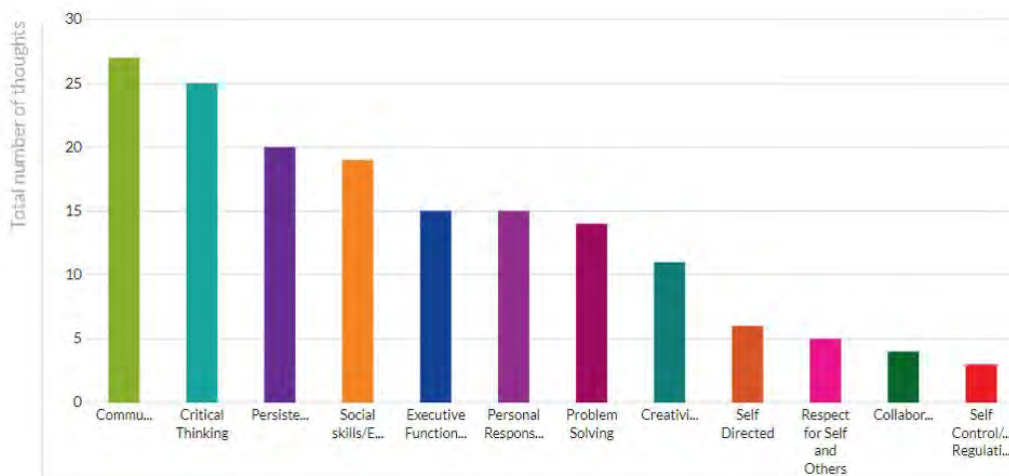


%		Answer
85%	(1,290)	Parent
13%	(191)	Staff
1%	(16)	Student
1%	(16)	Community member

Themes by frequency of occurrence (top 150)

RESULTS 100 Top Thoughts

Edit



- Marc Guarino & Todd Manuel- THS Admin
- Cathy Hilser- THS Guidance
- Katie Laird- THS Mathematics
- Christina Rusate- THS Business, Family & Consumer Sciences, & Technology Education
- Andrea Kremzar- THS History
- Jami Brown- THS Academic Intervention
- Jessica Spillane- THS English Dept
- Jen Wolyniec- THS Special Education
- Bryan Rickert- Middle School Admin
- Emma Balter- Middle School ELA
- Leigh Gabriel- Middle School ELA
- Nicole Sherrick- Middle School Math
- Dawn Formanek- Middle School Math
- Michaela Durand- Middle School Technology Rep
- Greg Petit- Middle School Teacher Rep
- Jen Neumeyer- Elementary Admin
- Liz Doherty- Elementary Science Rep
- Jenell Cunningham- Elementary Technology Rep
- Terry Buckingham- Elementary ELA Rep
- Mary Santilli- Elementary Mathematics Rep
- Mike McGrath- District Unified Arts Rep
- Erin Rooney, Parent Representative
- Emilio Annunziato, Parent Representative
- Sue Iwanicki, Committee Chair
- Marty Semmel, Superintendent

Being involved in The Vision of the Graduate Committee...

- Marc Guarino, THS Principal
- Mary Santilli, District K-5 Math Program Leader
- Erin Rooney, Middle School Teacher & Parent Representative
- Emilio Annunziato, Parent Representative



Committed to Excellence

The Brainstorming **Selection** Process- Skills

Trumbull Draft Skills List

1. Communication	10. Synthesis`
2. Problem solver	11. Caring/Empathy
3. Independent thinker	12. Constructing
4. Inquiry	13. Knowledgeable of content
5. Collaboration	14. Innovative
6. Critical thinker	15. Organization – executive functioning
7. Creativity	
8. Advocacy	
9. Literacy	

The Brainstorming Selection Process- Skills

Communication	5	6	5	6	6	6	6	6	6	6	6	6	4	5	6	6	6	5	6	6	2			128
Problem solver	3		3	4	2	4	5		2	3	4	5	5	5	4	5	5		1		2			62
Independent thinker	4		2	3					4		1		3					2	3					22
Collaboration				5	4	2	4	2	4	5	5	4	4		2		4	5	4		4	4		67
Critical thinker	6	5	4		5	3			1	4				3			3	3			5	5	4	51
Creativity	1			1					3		3				3				4					15
Advocacy		4					3	5					2	1							6			21
Literacy		2		6	3		5				2					6	4		4		3	1	3	39
Synthesis ^a		3	2					3		1	2				2	3		1						17
Caring/Empathy						2		5		1			2	6		2			6		1	3		28
Constructing Knowledgeable of content							4											2		1		5		4
Innovative Organization – executive functioning	2				1				6								1	2	3		2	1		18
			1				1	1		2		1	3		1	1	1		2					14

The Brainstorming Selection Process- Dispositions

Trumbull Draft Dispositions List

- | | |
|--|----------------------------------|
| 1. Empathy | 17. Discipline/determination |
| 2. Resilient | 18. Independence |
| 3. Open minded | 19. Resourcefulness |
| 4. Perseverance (2, 17, 27) | 20. Curious |
| 5. Responsibility | 21. Patience |
| 6. Self-efficacy (9) | 22. Creative |
| 7. Integrity | 23. Contributor |
| 8. Reflective | 24. Awareness of self and others |
| 9. Confidence | 25. Leadership |
| 10. Self and social awareness (24) | 26. Growth Mindset (3, 16) |
| 11. Innovative/Creative/Curious | 27. Drive |
| 12. Emotional intelligence (10, 24, 1) | |
| 13. Self-motivated | |
| 14. Respect | |
| 15. Positive, productive thinking | |
| 16. Adaptable | |

The Brainstorming Selection Process- Dispositions

Perserverence	4	5	5	7	7	5	4		3	7	7	6	7	7	7	7	6	5		3	7	7			123	
Responsibility	1		5	2	3	3	4		3	6		2			5				1	1	5				41	
Self Efficacy	6	3	4	1	5	1	2		5		1	3	1		4	4	4			4	4	6			58	
Integrity	7	1	2	2	3		5	6	1	4	3	4	4		3	3	6	7		7	1				69	
Reflective							5		1			5			1										12	
Innovative/Creative/Cu rious	5	7	3	3	1	4		1	7	2	2	7	1	2		7	2	3	3	6	6	6	5			83
Emotional Intelligence	2	4	7	6	6	7	6	7	6	6	4	5	6	6	6	5		1	5	7	7	6			115	
Self Motivated		6				2	1	3				5					2	2	2	5		2			30	
Respect															3				1	2					6	
Positive/productive thinking							2											3	3		3				11	
Independence			1				7				5				5	2	6				2	3			31	
Resourcefulness															1										1	
Patience																									0	
Contributor								2							1			1							4	
Leadership										2				2							1				5	
Growth Mindset	3	2	6	4	4	6		5	4	1	3	4	3	4	6	5	4	4	4	5	2	4	0	0	0	83
Should Total 28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	0	0	0

The Brainstorming Definition Process- Skills

Critical Thinking:

A person who has mastered this skill demonstrates the ability to (draft indicators of obtainment):

Final List

- Understand and identify a problem, question or issue (demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas)
- Synthesize information (take information from multiple sources and combine together to form a plan/idea/strategy)
- Analyze (Examine and break information into parts by identifying motives or causes- make inferences and find evidence to support generalizations)
- Evaluate (Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria)



The Brainstorming **Definition** Process- Dispositions

Emotional Intelligence:

Recognizing multiple perspectives: Although Johnny initially disagreed with Susie's opinion of the book, he was able to understand and respect why she felt that way after listening to her reasons.

Social awareness of self and others: When Emma made the basketball team and Lee did not, Emma was aware that Lee was very disappointed and so Emma chose not to celebrate while Lee was around.

Resolving Conflict: When Belinda saw that Carlos and Ann were arguing over the group project, Belinda spoke to them both calmly and helped them to decide how to divide the group work.

Demonstrating respect, kindness, and inclusive behaviors: When Mohammed saw Sally sitting alone in the cafeteria, he invited her to join him and his friends.

Identifying then acknowledging their own emotional state and use targeted skills to cope: When Jose failed the test, he acknowledged that he did not study and told the teacher he was upset with his grade and asked to take a walk instead of ripping up his paper.

Motivate self and others: Although Danny was frustrated with the behaviors of the students around him, he maintained his focus and encouraged his peers to pay attention.

What did our committee think of this process?



TPS Vision of a Graduate



Critical Thinking & Problem Solving

The ability to use knowledge, facts, and data to effectively solve problems.

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.

Communication

The ability to understand others and be understood for a variety of reasons and purposes.

Growth Mindset

The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Collaboration

The qualities and competencies we use to collectively make progress toward common goals or outcomes.

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.

Self-Efficacy

The belief that you are capable of successfully performing a task or managing a situation.

Integrity

The act of consistently doing the right thing even when it's hard or no one is looking.

Trumbull
Public
Schools

Draft 2022

	Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
DRAFT Critical Thinking /Problem Solving Grades 9-12	Understand and identify a problem, question or issue	Misinterprets key concepts and has not demonstrated the ability to access concepts from multiple perspectives.	Exhibits a limited understanding of key concepts and has difficulty accessing concepts from multiple perspectives.	Exhibits a general understanding of key concepts and can sometimes access those concepts from multiple perspectives.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.
	Plan, apply systematic thinking and selects strategies	Shows no evidence of a plan, model, or strategy to solve a problem	Shows limited evidence of a plan, model or strategy to solve a problem	Shows a plan, model or strategy to solve a problem	Shows innovative and creative thinking to solve a problem.
	Questions and analyzes relevant information related to the situation or problem	Unable to question and analyze numerical, written, or visual data and identify related evidence.	Difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Adequately questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results
	Draws evidence-based conclusions, reflects on the solution and makes adjustments as needed	Solution is inadequately supported by evidence, inaccurate analysis of data and relevant information	Solution is supported with some evidence, limited analysis of data and relevant information	Solution is accurately supported by evidence the student draws/ demonstrates generally accurate conclusions based on appropriate evidence.	Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed. Solution is thorough accurate, and evidence-based

Critical Thinking /Problem Solving Grades 6-8	Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
	Understand and identify a problem, question or issue	Misinterprets key concepts and has not demonstrated the ability to access concepts from multiple perspectives	Exhibits a limited understanding of key concepts and has difficulty accessing concepts from multiple perspectives	Exhibits a general understanding of key concepts and can sometimes access those concepts from multiple perspectives	Exhibits an accurate and thorough understanding of key concepts and can access those concepts from multiple perspectives.
	Plan, apply systematic thinking and selects strategies	Shows no evidence of a plan, model or strategy to solve a problem	Shows limited evidence of a plan, model or strategy to solve a problem	Shows a plan or model which creates an approach to solve a problem	Shows innovative and/or creative thinking to create a plan or model to solve a problem
	Questions and analyzes relevant information related to the situation or problem	Unable to question and analyze numerical, written, or visual data and identify related evidence	Limited ability to question and analyze numerical, written, or visual data, and identify related evidence	Adequately questions and analyzes numerical, written, or visual data and selects the relevant evidence	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence.
	Draws evidence-based conclusions, reflects on the solution and makes adjustments as needed	Solution is inadequately supported by evidence	Solution is supported with some evidence and limited analysis	The solution shows accurate conclusions based on appropriate evidence and analysis	Solution is thorough, accurate, and evidence-based using evidence that shows extensive understanding

Critical Thinking/ Problem Solving Grades K-5	Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
	Understand and identify a problem, question or issue	Misinterprets key concepts and has not demonstrated the ability to access concepts from multiple perspectives.	Exhibits a limited understanding of key concepts and has difficulty accessing concepts from multiple perspectives.	Exhibits a general understanding of key concepts and can sometimes access those concepts from multiple perspectives.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.
	Plan, apply systematic thinking and selects strategies	Shows no evidence of a plan, model, or strategy to solve a problem	Shows limited evidence of a plan, model or strategy to solve a problem	Shows a plan or model which creates an approach to solve a problem	Shows innovative and/or creative thinking to create a plan or model to solve a problem.
	Questions and analyzes relevant information related to the situation or problem	Unable to question and analyze numerical, written, or visual data and identify related evidence.	Limited ability to question and analyze numerical, written, or visual data, and identify related evidence.	Adequately questions and analyzes numerical, written, or visual data and selects the relevant evidence to complete the task.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence.
	Draws evidence-based conclusions, reflects on the solution and makes adjustments as needed	Solution is inadequately supported by evidence	Solution is supported with limited evidence and limited analysis	The solution shows accurate conclusions based on appropriate evidence and analysis.	Solution is thorough, accurate, and evidence-based using evidence that shows extensive understanding.

What did our committee think of the draft rubrics?



What does this look like for our dispositions?

PORTRAIT OF A GRADUATE-

Definition: **Innovation** is 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

Reflective Opportunities	Behavioral Examples GRADES 9-12: A secondary school student may demonstrate innovation/creativity/curiosity by...	Areas of Growth
	<ul style="list-style-type: none">• Giving a presentation that has a high degree of creativity.• Trying a unique, different method to solve a problem instead of the one shown by the teacher• Incorporating new technology, such as creating a podcast, to enhance their final project in class.• Independently researching a topic from class that was of particular interest• Expressing excitement about the opportunity to do/try something new• Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response• Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry• Asking questions to intellectually challenge teachers and peers• Designing or improving new processes or approaches• Generating ideas for how to approach the group project	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

What does this look like for our dispositions?

PORTRAIT OF A GRADUATE-

Definition: **Innovation** is 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

Reflective Opportunities	Behavioral Examples GRADES 6-8: A middle school student may demonstrate innovation/creativity/curiosity by... <ul style="list-style-type: none"> • Giving a presentation that has a high degree of creativity. • Trying a unique, different method to solve a problem instead of the one shown by the teacher • Incorporating new technology, such as creating a podcast, to enhance his/her/their final project in class. • Independently researching a topic from class that was of particular interest • Expressing excitement about the opportunity to do/try something new • Suggesting a new and different approach to the assignment, such as creating a song instead of writing an open ended response • Demonstrating eagerness to take learning beyond the classroom, like researching one's own family history after learning about ancestry • Asking questions to intellectually challenge teachers and peers • Generating ideas for how to approach the group project 	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

What does this look like for our dispositions?

PORTRAIT OF A GRADUATE-

Definition: **Innovation** is 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

Reflective Opportunities	Behavioral Examples GRADES K-5: A elementary school student may demonstrate innovation/creativity/curiosity by... <ul style="list-style-type: none"> • Completes learning tasks with a high degree of creativity. • Trying a unique, different method to solve a problem instead of the one shown by the teacher • Incorporating new technology, such as creating a slide presentation, to enhance his/her/their final project in class. • Independently researching a topic from class that was of particular interest • Expressing excitement about the opportunity to do/try something new • Trying a new and different approach to the assignment, such as creating a song instead of writing an open ended response • Demonstrating eagerness to take learning beyond the classroom, like researching one's own family history after learning about ancestry • Asking questions to intellectually challenge teachers and peers • Generating ideas for how to approach the group project 	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	



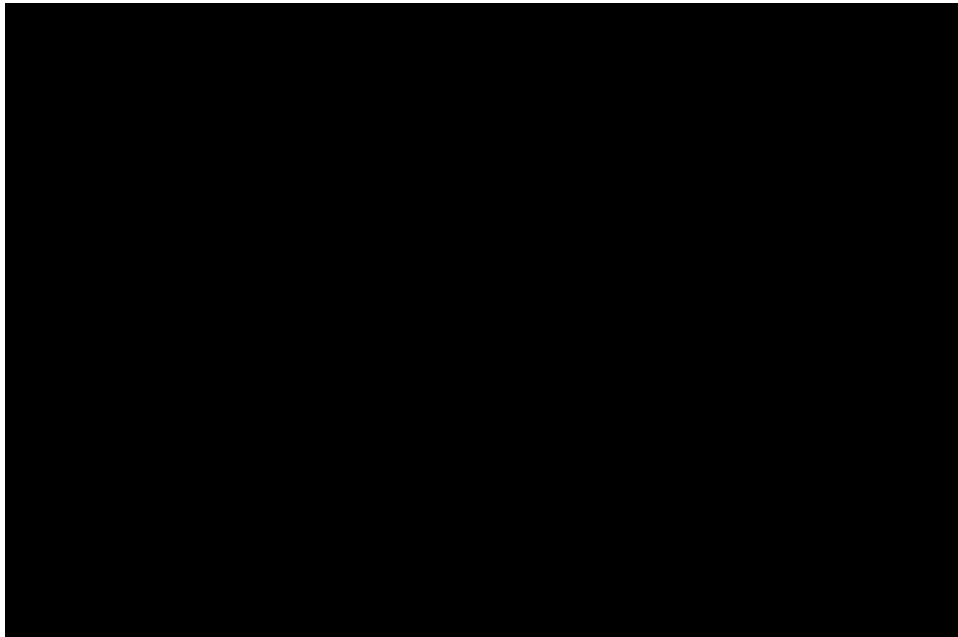
Jumping to the working process document...

Trumbull VOG Process and Results



Jonathan P. Costa

A little of what we're looking forward to the most...



Next Steps in the process...

1. Stress test the rubrics – gather feedback – and do one last rubric revision.
2. Plan for how the skills and dispositions can be worked slowly into the curriculum in a systemic fashion.
3. Begin planning for a system of reporting, reflection, and feedback to inform students, families and the community regarding how well the district is doing in fulfilling its mission of preparation.



Contact Information

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SECTION ONE...Introduction

WHAT IS A 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.

ORGANIZATION OF THE MIDDLE SCHOOL

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 TEAMS

“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.

SCHEDULE

The middle school schedule is designed to accommodate the cluster concept. Within this structure, students are exposed to interdisciplinary instruction in the academic areas. In addition, students have the opportunity to participate in exploratory courses in the Unified Arts, as well as in student activity experiences. A common planning period for teachers will assure staff communications and appropriate student support. Blocks of learning time are used to build the schedule. Each student participates in an academic block, as well as in an exploratory block. These blocks of time may be rotated throughout the school year.

SPECIAL INFORMATION FOR PARENTS

In order to enhance understanding of school procedures and policies and to improve communication between parents and school personnel, parents are urged to pay special attention to the following:

1. Know the names of your child's teachers.
2. Take advantage of the team structure and learn to communicate with everyone working with your child.
3. Introduce yourself to your child's teachers, guidance counselor, and school administrators. Use the Agenda Book with your child.
4. Monitor your child's study assignments, written work, homework, quiz scores, and test grades on a regular basis.
5. Don't hesitate to call or visit. We are here to help you and your child. If a problem arises, please call the teacher first so good communication can be established at the earliest possible convenience.
6. Newsletters, memos, and similar announcements are sent home to parents throughout the school year regarding activities and events.

SECTION TWO...Standard of Conduct

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: 5000
CATEGORY: Students
POLICY CODE: 5131/Student Standard
of Conduct

STUDENT STANDARD OF CONDUCT

Policy Statement

The Trumbull Board of Education expects the highest standards of conduct from all its students at all times, whether in school, out of school, or at a school-sponsored activity. The District promotes an educational environment that is safe, healthy, and conducive to learning, allowing students to pursue opportunities for growth and achieve their full potential. Students, parents/guardians, and staff have the right to expect mutual courtesy, respect, fair and equitable treatment, and to be informed of their respective rights and responsibilities. These expectations emphasize that proper student behavior is obligatory and that conduct incompatible with the educational process is unacceptable.

Students who infringe on the rights of others, or who violate school policies and regulations, will be subject to corrective disciplinary action including, consistent with relevant state and federal statutes, removal from class, transfer to another class or school, suspension from school, and/or expulsion from school. The District is committed to upholding the use of mandatory expulsion proceedings where applicable under State law with respect to conduct committed on or off school grounds which has been identified by the Legislature of the State of Connecticut as incompatible with the educational process in our schools.

Whenever a disciplinary measure is employed, it shall be fair, reasonable, and consistent. No student shall be suspended, excluded, or otherwise disciplined on the basis of race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including but not limited to present or past history of mental disability, intellectual disability, learning disability, or physical disability, including but not limited to blindness), genetic information, or any other basis prohibited by Connecticut State and/or Federal non-discrimination laws.

In order to provide this positive school atmosphere and to implement effectively the standards of conduct contained in this policy, the cooperation and mutual support of every facet of the school community, including staff, students, parents and/or guardians, is essential.

A complete copy of the Standard of Conduct Policy can be viewed on-line at:

https://www.trumbullps.org/Attachments/pac/policies/5000/5131_StudentConduct.pdf

Conduct Leading to Disciplinary Action

Students may be subject to disciplinary action including suspension or expulsion for conduct on or off school property, on school transportation, or at a school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a policy of the Board of Education. Such conduct includes, but is not limited to the following:

5131 Student Standard of Conduct

1. Willfully striking or assaulting a student, a member of the school staff, or any other individual;
2. Theft, attempted theft, or possession of stolen goods;
3. Use of obscene or profane language or gestures directed towards a student or member of the school staff;
4. Commission of an act of discrimination or harassment toward any student or school staff member based on race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including but not limited to present or past history of mental disability, intellectual disability, learning disability, or physical disability, including but not limited to blindness), genetic information, or any other basis prohibited by Connecticut State and/or Federal non-discrimination laws;
5. Violation of smoking/tobacco product use, dress, or transportation regulations;
6. Deliberate refusal to obey an order or directive from a member of the school staff, or disruptive classroom behavior;
7. Deliberate refusal by a student to identify himself/herself to a staff member when asked;
8. A walk-out from or sit-in within a classroom or school building;
9. Blackmailing, threatening, or intimidating school staff or students;
10. Possession of any weapon, deadly weapon, pistol, knife, blackjack, bludgeon, metal knuckles, B.B. or pellet gun, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or facsimile or replica thereof;
11. Unauthorized entrance into any school building or aiding or abetting an unauthorized entrance;
12. Possession or ignition of any fireworks or other explosive materials, or ignition of any material causing fire;
13. Violation of the Trumbull Student Network/Internet Use policy, Policy Code 6141.321;
14. Unauthorized possession, sale, distribution, offering for sale or distribution, or consumption of a controlled substance, drug, narcotic, or alcoholic beverage. Controlled substances, drugs and narcotics may include but are not limited to amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type, and other stimulant and depressant drugs, and in addition those substances known as Methaqualone. Unauthorized use or possession of such substances shall mean use or possession without a valid prescription.
15. Possession of paraphernalia used or designed to be used in the consumption, sale, or distribution of dangerous drugs or narcotics, as defined in sub-paragraph (14) above;
16. Willful destruction of real, personal or school property, such as cutting, defacing, or otherwise injuring property in any way;
17. Accumulation of minor offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention;
18. Trespassing on school grounds while on out-of-school suspension or expulsion;
19. Falsely reporting an incident (such as "bomb threat" or "tampering with a fire alarm") to schools or to police;
20. Repeated and/or intentional defiance of school rules and the valid authority of teachers, supervisors, or administrators;
21. Repeated and/or intentional defiance of student transportation rules;
22. Class truancy and leaving school without permission;
23. Any other violation of school rules or regulations or a series of violations that makes the presence of the student in school seriously disruptive of the educational process.

5131 Code of Conduct Disciplinary Chart

TRUMBULL PUBLIC SCHOOLS CODE OF CONDUCT DISCIPLINARY CHART

PREFACE

This policy provides only a summary of the rules governing student disciplinary procedures used in the Trumbull Public Schools, and is based upon the policies of the Trumbull Board of Education. The Code of Conduct Disciplinary Chart provides a clear, concise description of student offenses, penalties, and procedures for handling disciplinary problems. However, it is virtually impossible to anticipate every type of infraction. Therefore, the Administration reserves the right to address any other infractions not specified in this chart. All disciplinary actions need to reflect the Administration's ability to use best practices and professional judgment under the recognized disciplinary administrative due process guidelines. A copy of the policies of the Trumbull Board of Education, including this policy, can be viewed at the office of the Superintendent of Schools, in the main office at each school and online at www.trumbullps.org. Students are held responsible for their actions and for compliance with both this policy and the policies of the Trumbull Board of Education.

In the Trumbull Public Schools, the following chart shall be used in determining the appropriate disciplinary consequence for a given violation of Board policy. Parents/guardians, staff, and students are hereby notified that the appropriate consequence will be determined on a case-by-case basis, and that, depending on the situation, the severity of the offense, the student's level of involvement, the student's prior record for discipline, academics, and attendance, and the level of cooperation exhibited by the student at the time of the investigation, the consequence may vary within these guidelines. The Administration and the Trumbull Board of Education reserve the right to impose disciplinary consequences up to and including expulsion, depending on the severity of the offense.

Repeat infractions or a course of conduct in any of the categories will result in more severe disciplinary action, including possible expulsion, which may include referral to school and community resources. Where appropriate, guidance counselors or other support staff will be actively involved in all cases. Chronic or particular offenses, in conjunction with administrative review of the student's record, may cause a student to be referred to the Early Intervention Team, PPT/IEP Team, §504 Team, or a Student Assistance Team (SAT) for review of the student's need for additional types of assistance and in extreme cases be recommended for expulsion from school.

SALE/DISTRIBUTION OF DRUGS / WEAPONS POSSESSION

Students and parents/guardians are hereby notified that, pursuant to State law, students who offer a controlled substance for sale or distribution either on or off school grounds, students who are found in possession of a firearm, deadly weapon, or dangerous instrument on school grounds or at a school-sponsored activity, and students who are found to have used a weapon in the commission of a crime either on or off school grounds must be brought before an impartial hearing officer or an impartial hearing board, as provided by State Statute, for an expulsion hearing. If the student is found to have committed one of these offenses, the student will be expelled from school for one full calendar year, provided that the an impartial hearing officer or impartial hearing board may modify the period of expulsion on a case-by-case basis. In addition, it is the policy and practice of the Trumbull Public Schools for the Administration to recommend the immediate expulsion of any student in grades three to twelve, inclusive, found in possession of and/or using a controlled substance on school grounds or at a school-sponsored activity, including transportation.

5131 Code of Conduct Disciplinary Chart

SECTION I RESPECT FOR ORDERLY TEACHING/LEARNING ENVIRONMENT

EXAMPLES OF CONDUCT REQUIRING DISCIPLINE	DISCIPLINE OPTIONS	
Attire Inconsistent with Teaching/Learning Environment (Student Dress: Policy Code 5132)	<ul style="list-style-type: none"> • Teacher intervention • Administrative notification • Parent/guardian notification • Change of attire • Refer to counselor or support staff 	<ul style="list-style-type: none"> • Detention • Saturday Morning Detention (HS only) • 1-5 day in-school suspension • 1-10 day out-of-school suspension
Bringing Unauthorized Visitors to School	<ul style="list-style-type: none"> • Teacher intervention • Administrative/Security notification • Visitor must leave • Student is given a warning • Parent/guardian notification 	<ul style="list-style-type: none"> • Saturday Morning Detention (HS only) • 1-5 day in-school suspension • 1-10 day out-of-school suspension
Cafeteria Misbehavior	<ul style="list-style-type: none"> • Teacher/Security/Administrator intervention • Change seat location • Removal from lunch room • Detention • Parent/guardian notification 	<ul style="list-style-type: none"> • Saturday Morning Detention (HS only) • 1-5 day in-school suspension • 1-10 day out-of-school suspension and loss of cafeteria privileges for one week
Cutting Class	<ul style="list-style-type: none"> • Teacher intervention • Administrative notification • Refer to counselor or support staff • Detention • Parent/guardian notification 	<ul style="list-style-type: none"> • Saturday Morning Detention (HS only) • Consider alternate placement • 1-5 day in-school suspension • 1-10 day out-of-school suspension
Disruption of the Educational Process	<ul style="list-style-type: none"> • Teacher intervention • Security intervention • Parent/guardian Notification • Administrative notification • Detention • Refer to counselor or support staff • Consider alternate setting 	<ul style="list-style-type: none"> • Saturday Morning Detention (HS only) • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Expulsion possible • Possible Police referral
Failure to Serve Detention	<ul style="list-style-type: none"> • Teacher intervention • Multiple Detentions • Administrative notification • Saturday Morning Detention (HS only) 	<ul style="list-style-type: none"> • 1-5 day in-school suspension • 1-10 day out-of-school suspension
Failure to Serve In-School Suspension	<ul style="list-style-type: none"> • Teacher intervention • Parent/guardian notification 	<ul style="list-style-type: none"> • 1-10 day out-of-school suspension

Appendix: Code of Conduct Disciplinary Chart

Gambling	<ul style="list-style-type: none"> • Teacher intervention • Security notification • Parent/guardian notification • Administrative notification • Refer to counselor or support staff 	<ul style="list-style-type: none"> • Written/verbal warning • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Possible Police referral
Inappropriate Physical Contact	<ul style="list-style-type: none"> • Teacher intervention • Security intervention • Parent/guardian Notification • Administrative notification • Refer to counselor or support staff • Consider alternate setting 	<ul style="list-style-type: none"> • Detention • Saturday Morning Detention (HS only) • 1-10 day out-of-school suspension • Expulsion possible
Leaving School without Permission	<ul style="list-style-type: none"> • Teacher intervention • Administrative notification • Security notification • Parent/guardian notification • Refer to counselor or support staff 	<ul style="list-style-type: none"> • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Possible Police Referral
Loitering/No Hallway Pass	<ul style="list-style-type: none"> • Teacher intervention • Administrative/Security notification • 1 detention • Saturday Morning Detention (HS only) 	<ul style="list-style-type: none"> • 1-5 day in-school suspension • 1-10 day out-of-school suspension
Possession of and Use of Electronic Devices (Policy Code 6141.328)	<ul style="list-style-type: none"> • Teacher intervention • Confiscation (to be returned to parent) • Parent/guardian Notification 	<ul style="list-style-type: none"> • Saturday Morning Detention (HS only) • 1-5 day in-school suspension for repeated offenses
Tardiness to Class/Homeroom (Attendance Grades K-8: Policy Code 5113.1; High School Attendance/Loss of Credit: Policy Code 5113)	<ul style="list-style-type: none"> • Teacher intervention • Parent/guardian notification • Administrative notification • Detention 	<ul style="list-style-type: none"> • Saturday Morning Detention (HS only) • 1-5 day in-school suspension • Potential loss of course credit
Tardiness to School (Attendance Grades K-8: Policy Code 5113.1; High School Attendance/Loss of Credit: Policy Code 5113)	<ul style="list-style-type: none"> • Teacher intervention • Verbal warning • Administrative notification • Parent/guardian notification /conference • Refer to social worker • Saturday Morning Detention (HS only) 	<ul style="list-style-type: none"> • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Possible Juvenile Court referral • Potential loss of course credit
Trespassing	<ul style="list-style-type: none"> • Teacher intervention • Parent/guardian notification • Administrative notification • Security notification • Request to leave 	<ul style="list-style-type: none"> • Warning • Written/verbal warning • Possible Police referral • Recommend arrest

Appendix: Code of Conduct Disciplinary Chart

<p>Truancy from School (Attendance Grades K-8: Policy Code 5113.1; High School Attendance/Loss of Credit: Policy Code 5113)</p>	<ul style="list-style-type: none"> • Teacher intervention • Parent/guardian notification • Administrative conference • Refer to social worker 	<ul style="list-style-type: none"> • Referral to DCF • Follow State Statutes • Possible Juvenile Court referral • Possible loss of course credit
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SECTION II SAFETY, FREEDOM FROM FEAR

EXAMPLES OF CONDUCT REQUIRING DISCIPLINE	DISCIPLINE OPTIONS	
Arson, False Alarm, Bomb Threat	<ul style="list-style-type: none"> • Administrative notification • Police/Fire Marshal referral • Refer to counselor or support staff 	<ul style="list-style-type: none"> • Parent/guardian notification • 10-day out-of-school suspension • Expulsion possible • Police/Fire report submitted
Assault, Hazing, Bullying (Bullying and Teen Dating Violence Prevention and Intervention: Policy Code 5131.911; Hazing: Policy Code 5131.91)	<ul style="list-style-type: none"> • Teacher intervention • Administrative notification • Parent/guardian notification • Refer to counselor or support staff 	<ul style="list-style-type: none"> • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Expulsion possible • Possible Police referral
Bus Misbehavior (Student Conduct on School Buses: Policy Code 5131.1)	<ul style="list-style-type: none"> • Teacher/Coach/Administrative intervention • Verbal warning • Written warning • Assigned seat • Detention • Parent/guardian notification • 1-5 day in-school suspension 	<ul style="list-style-type: none"> • Suspension or revocation of bus privileges • 1-10 day out-of-school suspension • Consider expulsion from bus/school • Possible Police referral
Fighting	<ul style="list-style-type: none"> • Teacher intervention • Security notification • Parent/guardian Notification • Administrative notification • Refer to counselor or support staff 	<ul style="list-style-type: none"> • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Expulsion possible • Possible Police referral
Gang Colors, Decoration, or Attire	<ul style="list-style-type: none"> • Teacher intervention • Parent/guardian notification • Administrative notification • Security notification • Student required to change inappropriate attire 	<ul style="list-style-type: none"> • Refer to counselor or support staff • 1-5 day in-school suspension • 1-10 day out-of-school suspension
Intimidation/Instigation	<ul style="list-style-type: none"> • Teacher intervention • Administrative notification • Security notification • Parent/guardian notification /conference • Refer to counselor or support staff 	<ul style="list-style-type: none"> • Saturday Morning Detention (HS only) • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Expulsion possible • Potential Police referral

Appendix: Code of Conduct Disciplinary Chart

Smoking/Tobacco Products and/or Possession of Lighters and Matches (Student No Smoking and Tobacco Products Use: Policy Code 5116)	<ul style="list-style-type: none"> • Teacher intervention • Administrative notification • Parent/guardian notification • Refer to counselor or support staff • Saturday Morning Detention (HS only) 	<ul style="list-style-type: none"> • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Potential Police referral
Threats	<ul style="list-style-type: none"> • Teacher intervention • Administrative notification • Parent/guardian notification • Refer to counselor or support staff • Psychological evaluation, if deemed necessary 	<ul style="list-style-type: none"> • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Potential Police referral • Expulsion possible
Using, Selling, Possessing, Distributing Controlled Substances: Alcohol, Drugs, or Paraphernalia	<ul style="list-style-type: none"> • Please see Drug and Alcohol Use or Possession by Students, Policy Code 6164.11, for Summarization of Administrative Regulations 	<ul style="list-style-type: none"> • Parent/guardian notification
Weapon Possession and/or Facsimile or Replica (including fireworks)	<ul style="list-style-type: none"> • Administrative notification • Police/Fire Marshal referral • Refer to counselor or support staff 	<ul style="list-style-type: none"> • Parent/guardian notification • 10-day out-of-school suspension • Expulsion possible

SECTION III RESPECT AND COURTESY

EXAMPLES OF CONDUCT REQUIRING DISCIPLINE	DISCIPLINE OPTIONS	
Cheating/Lying/Plagiarism (Refer to Trumbull High School Academic Honesty Handbook)	<ul style="list-style-type: none"> • Teacher intervention • Administrative notification • Parent/guardian notification • Possible grade reduction • Saturday Morning Detention (HS only) 	<ul style="list-style-type: none"> • Possible loss of credit • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Expulsion possible
Harassment	<ul style="list-style-type: none"> • Teacher intervention • Administrative notification • Parent/guardian notification • Refer to counselor or support staff • Saturday Morning Detention (HS only) 	<ul style="list-style-type: none"> • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Expulsion possible • Possible Police referral
Insubordination	<ul style="list-style-type: none"> • Teacher intervention • Parent/guardian notification • Refer to counselor or support staff • Saturday Morning Detention (HS only) 	<ul style="list-style-type: none"> • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Expulsion possible

Appendix: Code of Conduct Disciplinary Chart

Racial or Other Discriminatory Slurs	<ul style="list-style-type: none"> • Teacher intervention • Administrative notification • Parent/guardian notification • Refer to counselor or support staff 	<ul style="list-style-type: none"> • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Expulsion possible • Possible Police referral
Refusal to Identify Self When Asked	<ul style="list-style-type: none"> • Teacher intervention • Parent/guardian notification • Administrative/Security notification • Saturday Morning Detention (HS only) 	<ul style="list-style-type: none"> • 1-5 day in-school suspension • 1-10 day out-of-school suspension
Sexual Harassment (Policy Code 5131.4)	<ul style="list-style-type: none"> • Teacher intervention • Administrative notification • Parent/guardian notification • Detention (Elementary) • Refer to counselor or support staff 	<ul style="list-style-type: none"> • 1-10 day in-school suspension • 1-10 day out-of-school suspension • Potential Police referral • Expulsion possible
Swearing; Obscene, Vulgar, Abusive, Inflammatory, or Disrespectful Language, Gestures, Attire, or Behavior	<ul style="list-style-type: none"> • Teacher intervention • Administrative notification • Parent/guardian Notification • Refer to counselor or support staff • Student required to change inappropriate attire 	<ul style="list-style-type: none"> • Saturday Morning Detention (HS only) • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Expulsion possible • Possible Police referral
Verbal or Gestural Abuse toward Staff	<ul style="list-style-type: none"> • Teacher intervention • Administrative notification • Parent/guardian notification • Refer to counselor or support staff 	<ul style="list-style-type: none"> • 1-10 day in-school suspension • 1-10 day out-of-school suspension • Expulsion possible

SECTION IV RESPECT FOR PERSONAL AND PUBLIC PROPERTY

EXAMPLES OF CONDUCT REQUIRING DISCIPLINE	DISCIPLINE OPTIONS	
Criminal Mischief/Graffiti	<ul style="list-style-type: none"> • Security notification • Restitution required • Parent/guardian notification • 1-10 day in-school suspension 	<ul style="list-style-type: none"> • 1-10 day out-of-school suspension • Expulsion possible • Police report submitted
Littering	<ul style="list-style-type: none"> • Teacher intervention • Administrative notification • Security notification • Parent/guardian notification • Clean-up, removal • Saturday Morning Detention (HS only) 	<ul style="list-style-type: none"> • 1-5 day in-school suspension • 1-10 day out-of-school suspension • Possible Police referral

Appendix: Code of Conduct Disciplinary Chart

Tampering with School Records	<ul style="list-style-type: none">• Teacher intervention• Administrative notification• Parent/guardian notification• 1-10 day out-of-school suspension	<ul style="list-style-type: none">• Expulsion possible• Possible Police referral
Theft or Possession of Stolen Goods	<ul style="list-style-type: none">• Teacher intervention• Restitution required• Administrative notification• Security notification• Parent/guardian notification• Detention (Elementary)	<ul style="list-style-type: none">• 1-10 day in-school suspension• 1-10 day out-of-school suspension• Expulsion possible• Possible Police referral
Throwing Objects	<ul style="list-style-type: none">• Teacher intervention• Administrative notification• Parent/guardian notification• Verbal warning• Saturday Morning Detention (HS only)	<ul style="list-style-type: none">• Detention (Elementary)• 1-5 day in-school suspension• 1-10 day out-of-school suspension• Expulsion possible• Possible Police referral
Vandalism	<ul style="list-style-type: none">• Teacher intervention• Clean-up, restitution• Administrative notification• Parent/guardian notification	<ul style="list-style-type: none">• 1-10 day in-school suspension• 1-10 day out-of-school suspension• Expulsion possible• Potential Police referral

DRUGS AND WEAPONS OFFENSES

Students and parents are hereby notified that pursuant to State law, students who offer a controlled substance for sale or distribution either on or off school grounds, students who are found in possession of a firearm, deadly weapon, or dangerous instrument on school grounds or at a school sponsored activity, and students who are found to have used a weapon in the commission of a crime either on or off school grounds must be brought before the TRUMBULL BOARD OF EDUCATION or Hearing Officer for an expulsion hearing. If the student is found to have committed one of these offenses, the student will be expelled from school for one full calendar year, provided that the BOARD or Hearing Officer may modify the period of expulsion on a case-by-case basis.

In addition, it is the policy and practice of the Administration of the TRUMBULL PUBLIC SCHOOLS to recommend the immediate expulsion of any student found in possession of and/or using a controlled substance on school grounds or at a school sponsored activity, including transportation.

OFF CAMPUS MISCONDUCT

Students and parents are hereby notified that in addition to the offenses listed above under the caption DRUGS AND WEAPONS OFFENSES for which students must be expelled from school, students may also be expelled from school if their conduct off school grounds both violates a publicized policy of the TRUMBULL BOARD OF EDUCATION and is seriously disruptive of the educational process.

Under State law, in deciding whether a student's conduct is seriously disruptive of the educational process, the Administration of the TRUMBULL PUBLIC SCHOOLS may consider, among other appropriate factors: (1) whether the conduct occurred within close proximity of a school; (2) whether other students were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

Expulsion proceedings will be initiated with respect to any student whose conduct off school grounds both violates a policy of the TRUMBULL BOARD OF EDUCATION and which demonstrates a reasonable likelihood of seriously disrupting the educational process of other students in the TRUMBULL PUBLIC SCHOOLS. Violent or disruptive conduct among the student body, whether on or off school grounds, will not be tolerated.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Students identified as having disabilities under either the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act may be suspended from school or assigned to in-school suspension for up to ten (10) days in any given school year under the same conditions that would lead to the suspension of any other student of the TRUMBULL PUBLIC SCHOOLS. If the Administration proposes disciplinary action which would lead to the exclusion of a student with a disability for more than ten (10) days in any given school year, including further suspensions or expulsion, the school must convene a meeting of the student's IEP team to determine whether the student's conduct was a manifestation of his or her disability before imposing such disciplinary action. Students with disabilities and parents of students with disabilities should consult the Procedural Safeguards in Special Education given to parents at every IEP team meeting or the Office of Pupil Services for more details on this process.

SECTION THREE...General Information

ABSENTEE NOTES

When a student is absent from school on any given day, it is the responsibility of the parent(s)/guardian(s) to call the school's Absentee Line (203-452-4468) prior to 9:00 a.m. that day to initially alert the school of the student's absence.

On the day the student returns to school following his/her absence, a written note signed by the parent must be brought to the main office. A student's absence from school shall be considered "excused" if written documentation of the reason for the absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

- For absences one (1) through nine (9) in a school year, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation.
- For the tenth (10th) absence and all absences thereafter in a school year, a student's absences from school are considered excused for the following reasons: student illness if verified by an appropriately licensed medical professional; student's observance of a religious holiday; death in the student's family or other emergency beyond the control of the student's family; mandated court appearance if supported by appropriate additional documentation; the lack of transportation that is normally provided by a district other than the one the student attends; or extraordinary educational opportunities pre-approved by District administrators in accordance with Connecticut State Department of Education guidelines.
- A student's absence from school shall be considered "unexcused" if it does not meet the criteria to be considered an "excused" absence and if it is not the result of school or District disciplinary action.

A student returned to school after a hospitalization must present a note from the physician regarding the hospitalization prior to returning to his/her classes. The note shall also state in detail any physical limitations, treatment programs, or medication changes.

ACTIVITIES PROGRAM

The Trumbull Middle Schools offer a very broad range of school activities that include clubs, intramurals, and similar programs. All students are encouraged to take part in activities. During the school year, a flyer describing these activities will be distributed.

Any student who is interested in a club or activity not being offered is encouraged to contact an administrator, a guidance counselor, or a teacher about getting one started.

ASSEMBLIES

There are times when grades, classes, teams, or the entire school may get together for assembly programs. These programs are arranged to bring information or entertainment to the student community.

A student may not participate in school activities of any nature on the day he/she is absent. This applies to social activities and sports, unless specific administrative permission has been granted.

The Board of Education believes that family vacations should not take place when school is in session. Teachers are not required to provide tutoring for make-up work caused by family vacations when school is

in session. If special help or tutoring is needed as a result of such absences, any cost incurred is the responsibility of the parent/guardian, not the District.

The Trumbull Public Schools Grade K-8 Attendance Policy is available to read in its entirety on the Trumbull Public School's district website (Board of Education ➡ Policies ➡ Students ➡ Attendance Grades K-8).

ATTENDANCE

Regular school attendance is essential for an effective and productive learning experience. Excessive absences inhibit both successful learning and the ability to complete course requirements. The Connecticut General Statutes require students five (5) to eighteen (18) years of age to attend school on a regular basis. The primary responsibility for adherence to regular attendance rests with the student's parent(s)/guardian(s) and the individual student.

A student may not participate in school activities of any nature on the day he/she is absent. This applies to social activities and sports, unless specific administrative permission has been given.

The Board of Education believes that family vacations should not take place when school is in session. Teachers are not required to provide tutoring or make-up work caused by family vacations when school is in session. If special help or tutoring is needed as a result of such absences, any cost incurred is the responsibility of the parent/guardian, not the District.

The Trumbull Public Schools Grades K-8 Attendance Policy is available to read in its entirety on the Trumbull Public School district website (Board of Education ➡ Policies ➡ Students ➡ Attendance Grades K-8).

AWARDS

Throughout the school year students receive awards and recognition for their accomplishments. Students who try their hardest at everything they do may be rewarded for their efforts.

BUS TRANSPORTATION

Bus transportation is provided for middle school students according to Board of Education policy. The privilege of riding the school bus may be withdrawn from any student whose action constitutes a safety hazard or a behavioral problem. It takes only a little effort to insure a safe and comfortable ride. The bus driver has a great responsibility and cannot be distracted at any time. Bus students are reminded that loss of bus transportation may result from poor behavior on buses. A student may lose bus transportation privileges when a pupil's conduct is in violation of the discipline policy of the Board of Education. The following is a list of practices for safe school bus riding:

1. Leave home early enough to arrive at the bus stop on time.
2. Wait for the bus in a safe place—well off the roadway.
3. Enter the bus in an orderly manner and take a seat.
4. Follow the instructions of the school bus driver.
5. Remain in the seat while the bus is in motion.
6. Nothing should be put in or out of bus windows.
7. Keep aisles clear at all times.
8. Remain quiet and orderly.
9. Be courteous to the school bus driver and fellow passengers.
10. Be alert to traffic when leaving the bus.
11. Eating, drinking, smoking, or the use of drugs or controlled substances is prohibited.
12. Vandalism will result in appropriate disciplinary action.

CONFERENCES—PARENT/TEACHER

Teachers are available for conferences to inform parents about student progress. Parents may call to arrange meetings with individual teachers or the entire teaching team. Appointments at a mutually convenient time will be arranged. It is suggested that these meetings take place during the team's common planning period, when possible. At scheduled times during the year, the entire faculty is available for conferences. This helps parents to arrange to see their student's teachers in one visit. Individual appointments are made by calling the guidance department.

DRESS CODE

Students at the Trumbull Middle Schools have traditionally shown that they take pride in their personal appearance. They know that when they come to school well-groomed and wearing clothing that is neat, clean and in good taste, they reflect the training received at home. The specifics listed below are not intended to be all-inclusive, but shall apply as basic standards for all students:

1. Caps, hats and bandanas will not be worn in school except for religious and medical reasons.
2. Footwear is required, must be appropriate and safe for indoor and outdoor activity.
3. Shirts and tops must completely cover the midriff and lower back when sitting or standing. Clothing should also provide appropriate coverage at the neckline. No tank tops, halter tops, spaghetti straps, muscle shirts, or see-through clothing shall be worn in school.
4. Outerwear (coats, jackets, windbreakers, etc.) shall not be worn in the classroom during the school day.
5. Shorts, skirts, dresses and other clothing must completely cover the mid-thigh.
6. No clothing or accessories shall be allowed that promote the use of alcoholic beverages, tobacco, and/or controlled substances; display racial, ethnic, and/or gender slurs/symbols; depict violence, profanity, gang involvement or is of a sexual nature; or is otherwise of a disruptive nature.
7. Undergarments shall not be visible at any time.
8. Prohibited items include (1) any attire and/or accessory that may present a safety hazard to the student, other students or the staff, (2) sleepwear and (3) sunglasses, except for medical reasons.
9. No book bags/backpacks are allowed in classes during the school day unless specifically approved by the administration.

EARLY DISMISSAL FROM SCHOOL

Although it is not encouraged, there are times when students must be excused early to meet medical/dental appointments, or other legitimate commitments. The student must bring a written note to school signed by a parent, which specifies the time the student is to be excused and the reason early dismissal is requested. This note is presented to the office before school. Parents coming to pick up their child should report to the office. Students will be dismissed from class at the designated time and will report to the office to sign out.

On rare occasions, last minute appointments are made or changed which require that a student be dismissed early without benefit of a note from home. Should this occur, we ask parents to call the school as early as possible. When you arrive at school to pick up your child, report to the main office to sign out your child.

ELECTRONIC DEVICES/CHROMEBOOKS

During the course of the regular school day, student possession and use of all electronic devices not part of the instructional program will not be allowed. Electronic devices include cell phones, airpods/headphones, personal laptop computers, etc. Chromebooks are used for instructional purposes only and should be charged nightly so that they can be used throughout the school day. To avoid any damage, students should keep them in the case, avoid putting any heavy objects on them, and keep them away from food and drink.

EXTRA HELP

Help is available from your teachers if you do not understand an assignment, if the work is difficult, or if you have been absent due to illness. On occasion a teacher may ask a student to stay after school if it is apparent that the student is having difficulty.

FIRE DRILLS/SAFETY DRILLS

Safety drills, including fire drills, stay put drills, lockdown drills, and extreme weather drills are held regularly throughout the school year. All students are reminded of the following rules:

NO TALKING – A quiet atmosphere must be maintained so that instructions are easily understood by everyone and rapidly executed.

NO PUSHING OR RUNNING – Most injuries in public buildings are the result of panic caused by pushing and running. Stay calm, stay in line, and walk.

NO STOPPING – Students may not stop for any reason until they have reached the area assigned to their homeroom outside the building.

GUIDANCE

The guidance department provides a planned program of services to assist each student in making a successful adjustment to the middle school. Guidance counselors encourage all students to strive to achieve their maximum potential. Students who are experiencing any problems or who have concerns are urged to seek the aid of their counselors. Counselors in the middle school help students through academic and personal counseling in individual and group settings.

HALL LOCKERS

Every year each student will be issued a locker which is to be kept clean and orderly. Locker combinations should not be shared with anyone. Lockers are to be used only by the student to whom they have been assigned. Only equipment and materials necessary for school use should be kept in lockers. Lockers are subject to inspection by the staff at any time. Students are permitted access to their lockers during times designated by the instructional team, or before and after school.

HOMEWORK

In the case of a student absence from school due to illness for more than three (3) days, a parent may call the Guidance Office and request homework assignments for their child. The homework will be available after 24 hours following the request. We strongly encourage students to contact homework buddies for absences of less than three days.

THE LEARNING COMMONS

The library at the middle school is to be used freely by all students for reference, required class reading, and the pursuit of personal reading interests. Everyone's help is needed to create a pleasant and effective library.

1. Magazines, pamphlets, and pictures – They may be borrowed for three nights and should be returned before the first class of the day.
2. Reserved and reference books – Books placed on reserve for a classroom assignment may be taken out at the end of the day for overnight use. Reserved and reference books are due in the library the following morning before the first class.
3. Audio-visual material – Students may use these materials in the library. Some software (filmstrips, cassette tapes, records, etc.) may be borrowed with permission from the librarian.

4. New books – New books are put on display and may be taken out.
5. Overdue books – Books may be checked out for two weeks. Reference material may be checked out overnight only. Students are sent overdue notices periodically. A fine is imposed for each day material is overdue. Disciplinary action will be taken if books are not returned and fines paid.
6. Passes – Classroom teachers may issue passes to students to use the library/media center individually or for teacher planned group use. All students must have a pass when going to the library/media center.
7. Library rules – Students are expected to observe rules of courtesy while working in the library. Students who fail to conduct themselves in a courteous manner will be denied the privilege of using the library for a period of time to be determined by the administration.

LOST AND FOUND

Lost and found departments are located in various areas of the school. If you've lost something important (glasses, watch, textbook, etc.), report it at once to the main office.

Please do not bring valuables or large sums of money to school where they may be lost. The school does everything within reason to safeguard private property, but it cannot be responsible for lost or stolen items.

LUNCH PROGRAM

During lunch periods the cafeteria serves such items as hot meals, sandwiches, fruit, snacks, milk, desserts, and ice cream. Some students bring lunch, while others buy a full meal.

Lunch time is an ideal time to relax and talk with friends. In order to provide a healthful, pleasant atmosphere for lunch, the rules listed below must be followed:

1. Good table manners are expected and courtesy is to be extended to teachers, supervisors, workers, and fellow classmates.
2. Students must wait their turn in the serving line. They must not try to squeeze ahead or save a place for others.
3. Students should be seated quickly and should not save places for friends. Extra chairs are not permitted at the tables. Do not switch seats or tables.
4. Students who accidentally drop or spill anything on the floor are to clean it up immediately.
5. After students finish eating, food, trays, and papers are to be cleared away and placed in the proper containers. Clean-up is a cooperative effort. Always follow the supervisor's instructions.
6. Food and drink are to be eaten only in the cafeteria.
7. Borrowing money is not permitted.
8. Students are not to throw anything in the cafeteria.
9. Conversation should be conducted quietly.
10. Students who have difficulty meeting these expectations will be required to eat lunch alone in a separate place away from the cafeteria.

One indication of Trumbull Middle School pride is the fine appearance of the cafeteria. Everyone should strive to maintain a clean, orderly cafeteria.

NURSE

The school nurse is on duty each day. Students should get a pass to the nurse's office from their classroom teacher before visiting the nurse.

The nurse should be notified when a student is injured or has a health problem that might affect his/her participation in school programs.

Only emergency first aid is given in school. Injuries and illnesses that occur at home should be cared for at home.

Students who are required to take medication during the school day must do so in the presence of the school nurse, with written authorization from the parent and a licensed physician. This also applies to field trips.

Children are not to carry medication to school. Parents/guardians are to deliver the medication to the school nurse with the child's name and instructions for administration clearly marked on the container. This includes over the counter, as well as prescription medications. Medication authorization forms are available at the nurse's office.

Sick children should not be sent to school. If a child has vomited, had diarrhea, or experienced an elevated temperature, he/she should remain at home for at least 24 hours after his/her symptoms have subsided.

Students with an oral temperature of 100.0 or higher will be sent home at the discretion of the school nurse. Students with no fever who manifest symptoms of illness may also be sent home.

By law, a current assessment, 2 dose of Varicella Vaccine (or documentation of chicken pox disease), a Tdap vaccine booster, and the Meningococcal Vaccine are required on each student by June 1st of the 6th grade year. All students new to the Trumbull Public Schools must provide a record of their immunizations prior to entering school, and for those from out of State, a tuberculin assessment test result is also required. A current health assessment form must also be submitted prior to entering school, but in no case later than 30 days from the date of entrance.

The following screenings are performed by the school nurse: Grade 7 --postural (scoliosis). The nurse will do additional vision and/or audiometric screening on any student upon request.

PARENT-TEACHER ASSOCIATION

The PTA is a vital link between the school community and the parents it serves. For information about programs or membership, contact the PTA representatives at your school.

PASSES

To keep order in the building, students who are not in their assigned class must have a pass issued by a member of the school staff.

PHYSICAL EDUCATION

Physical education is required for all boys and girls unless a medical excuse is signed by a doctor and delivered to the school.

PHYSICAL EDUCATION LOCKERS

Students should bring a combination lock to physical education to safeguard their property in the locker room during class.

REPORT CARD AND PROGRESS REPORT PROCEDURES

Report cards are issued on a trimester basis. They are available in the backpack feature on Infinite Campus. Grades are also updated at the midpoint of each trimester for progress reports. We encourage families to check Infinite Campus with their students.

HONOR ROLL AND GRADING PROCEDURES

Honors with Distinction is earned by achieving an average of 4.0000 to 4.3300 with no grade lower than B+.

High Honors is earned by achieving an average of 3.6700 to 3.9999 with no grade lower than C+.

Honors is earned by achieving an average of 3.0000 to 3.6699 with no grade lower than C.

GRADING SYSTEM

A+ = 97 – 100 (4.3300)	B+ = 87 – 89 (3.3300)
A = 93 – 96 (4.0000)	B = 83 – 86 (3.0000)
A- = 90 – 92 (3.6700)	B- = 80 – 82 (2.6700)
C+ = 77 – 79 (2.3300)	D+ = 67 – 69 (1.3300)
C = 73 – 76 (2.0000)	D = 63 – 66 (1.0000)
C- = 70 – 72 (1.6700)	D- = 60 – 62 (0.6700)
	F = Below 60 (0.000)

With justification, teachers may adjust the final mark up or down one letter grade from final average as computed above. The Grade Point Average (G.P.A.) is computed using a formula weighted by the number of days each class meets during the school year.

SAFETY

IN SCHOOL

Students are expected to move in an orderly and quiet manner in the hallways and stairwells.

OUTSIDE SCHOOL

1. When there are no sidewalks, students should walk in a single, orderly line facing on coming traffic.
2. Students should look both ways before crossing a street or walking around a parked car.
3. Students should not make sudden dashes into the roadway.
4. Balls, snowballs, stones or other items should not be thrown.
5. Students must cross highways wherever crossing guards are stationed for that area.
6. Bicycles, skateboards, and similar recreation items are prohibited on the school property at all times.

SCHOOL CANCELLATIONS AND DELAYS

Announcements of delays or cancellation will be made on local T.V. stations, Messenger Alerts and the following radio stations: **WICC 600 AM** **WEZN 99.9 FM**

STUDENT ASSISTANCE TEAM

The Student Assistance Team (SAT) is a group of trained staff who have volunteered to have a special role in identifying and helping students whose personal problems may be interfering with their school attendance, performance, or behavior. The team includes administrators, teachers, the nurse, guidance counselors, the social worker, and school psychologist. The team promotes awareness and educational activities for staff, students, and parents about student problems and how the SAT can help. It also works in areas of prevention, intervention, assistance, and evaluation.

STUDENT COUNCIL

The purposes of the Student Council are to unite the student body and teaching staff more closely; to promote the general welfare of the school; and to instill and impart the knowledge of democratic self-government through practical experience. In addition, it will promote school spirit; help provide interest and participation in school activities; help foster a positive attitude of creativity and enthusiasm in the school; help the community whenever an opportunity arises; and encourage students to accept responsibility and develop leadership qualities.

The Student Council consists of a representative and an alternate from each homeroom. Elections of officers and representatives will take place each year during a homeroom period.

All Student Council members are required to remain in good standing, both academically and behaviorally, throughout the school year. Members may be removed if they do not meet these requirements.

STUDENT SALES

The sale of any items in school is prohibited unless given administrative approval.

SUBSTITUTES

At times teachers may be absent due to illness or professional obligations. When this occurs the class will be taught by a trained, qualified substitute. Students will be held responsible for all work covered by a substitute teacher and are expected to maintain high standards of behavior.

TARDINESS POLICY

The Middle School attendance policy specifies that students arriving late to school must sign in at the main office and bring a written excuse signed by parent or guardian. The school has the option of calling a parent/guardian or asking for a parent to attend a meeting to discuss a child's chronic late arrival to school. If a pattern of tardiness continues, referral to the principal for a meeting with the Student Assistance Team may take place.

TELEPHONE USE AND MESSAGES

The office phones are available for emergency use only. Sometimes parents may want to get a message to their child. Since the office is busy, students only receive messages of a serious nature.

VACATION: SCHOOL IN SESSION

Parents who are taking their child on vacation while school is in session are reminded that their child will not be exposed to classroom instruction and may fall behind classmates in school assignments. This may also contribute to the possibility of their child being noted as "chronically absent", as the vacation days could contribute to the student being absent for 10% or more of school days at the time of the vacation.

Since many skills are taught in a sequential manner, this lack of exposure might negatively affect the skill development of your child. Therefore, the school staff discourages absences. Parents should not request assignments from staff prior to vacation.

Students are responsible for all work missed and for obtaining assignments from their teachers upon their return. Although students are encouraged to attend regularly scheduled extra-help classes, it is sometimes quite difficult for students to catch up on missed work. In some instances this might necessitate the use of a private tutor.

VISITORS

Students may not bring any visitors to school without permission from an administrator. This approval must be requested at least one day in advance. All visitors must bring a parent permission note to the main office and receive a special pass giving them permission to go to classes. Only out-of-state visitors who are of middle school age are eligible to visit. During the first and last week of school no student visitors will be allowed.

WITHDRAWING FROM SCHOOL

Prior to release of school records and transcripts, the student must clear him/herself of all school obligations. Students who are moving from Trumbull must notify the guidance office three days in advance of withdrawal. A note from a parent or guardian will be required stating the reason for withdrawal and the new address of the student. It will then be necessary for the student to return all books, clean out lockers, etc. A parent/guardian must visit the school on the student's last day to sign the official withdrawal form.

Trumbull Public School District Improvement Plan 2023-2024



Committed to Excellence

Goal 1 Ensuring the Physical, Social and Emotional Well-Being of All Students and Staff

Strategic Statement: 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.

Actions to Support Physical, Social, and Emotional Well-Being of All Students & Staff				
District-Based Action Steps	Timeframe	Who Will be Responsible?	What Resources Are Needed?	District Results-Based Accountability Indicator
Complete school based safety assessments and identify next level of work	July 1, 2023 through October 15, 2023	Scott Sikora, SRO, District Safety Team	Trumbull Police Coordinate with Head of TPS Security	<ul style="list-style-type: none"> A full report is completed using the State of CT checklist The District team identifies next level of work and incorporates into 24-25 budget development
100% of mandated staff trainings are completed	November 1, 2023	Joe Chella	Coordination with Office of Teaching and Learning; Vector Solutions training Platform	<ul style="list-style-type: none"> All active employees complete mandated training by November 1 or within 30-days of hire
In coordination with TPS Early Intervention Teams (EIT), PreK-8 Educators will use a consistent process and forms	August 2023 through June 2024	Dean Catalano, Krystina Dawson and team	<ul style="list-style-type: none"> Pilot the DESSA in four schools to be used for identification of SEL 	<ul style="list-style-type: none"> Flowchart and forms will be used regularly in all PreK-8 Schools A more consistent

for MTSS and Response to Intervention that supports the social, emotional and behavioral needs of our students			<p>strengths and needs</p> <ul style="list-style-type: none"> • Technical Support from Direct of Digital Learning to actualize new forms into Infinite Campus • Professional Development Time in Aug/Sept 2023 to roll out changes and TPS Flowchart • Check-ins with support specialist and providers to adjust if necessary 	<p>process, including use of the DESSA screening and solid PBIS strategies, will strengthen collective ownership of the students within schools and across the district</p> <ul style="list-style-type: none"> • Completed K-5 Wellness Curriculum
Reduce chronic absenteeism at each school by 10% (from previous school year) through specific action steps identified in School Improvement Plans until achieving a chronic absenteeism rate below 5%	August 2023 through June 2024	Building Leadership Teams	<ul style="list-style-type: none"> • Access to State training on chronic absenteeism • Additional professional resources and tools regarding decreasing absenteeism 	<ul style="list-style-type: none"> • Each school will reduce their chronic absenteeism by 10% as compared to the final chronic absenteeism rate identified for each school through the end of the year in Infinite Campus
<p>Further ensure positive school climates are in place through information gathering</p> <ul style="list-style-type: none"> • Coordination among district and school committees. • Collection of anecdotal and survey data 	August 2023 through May 2024	<p>Leading and Learning PLC</p> <p>Safe School Climate Committees (District and School)</p>	<ul style="list-style-type: none"> • PBIS • School climate collaboration • Time to meet and review resources 	<ul style="list-style-type: none"> • 2023-2024 Survey results showing improvements in targeted areas per individual school improvement plans

<ul style="list-style-type: none"> Incorporation of at least two (2) goals into school improvement plans based on Safe School Climate Survey 				
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Goal 2: Optimize Teaching & Learning

Strategic Statement: 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.



Actions to Optimize Teaching & Learning				
District-Based Action Steps	Timeframe	Who Will be Responsible?	What Resources Are Needed?	Results-Based Outcomes
Further systematize the teaching and feedback provided as it relates to student acquisition of the skills and dispositions of the Vision of the Graduate (VOG)	June 2023 through June 2024	Sue Iwanicki, principals, VOG Committee members, educators and staff	<ul style="list-style-type: none"> Updated reports cards K-5 Revised Advisory Curriculum 6-8 Digital e-portfolio and expectations for Gr 8-12 Professional development to communicate expectations 	<ul style="list-style-type: none"> Students in K-5 will receive opportunities to learn about the skills and dispositions as well as feedback on their report cards Grades 6-12 will receive instruction during advisory and complete reflections digitally

				<ul style="list-style-type: none"> • Additionally, curriculum guides will incorporate rubrics as is appropriate and applicable
Routinely examine outcomes and practices in order to reveal and address factors that may contribute to differential outcomes among students	<p>August 2023 through May 2024</p> <ul style="list-style-type: none"> • Analyze Grade 3 data by subgroup in Fall 2023 to identify (as is possible) longitudinal trend data for impact on Advanced Credit Coursework with the DELT • Have curriculum writing teams pilot the new equity rubric for new curriculum guides written during the 2023-2024 school year • Create and train teachers to be a part of the district elementary SELT 23-24 	Marty Semmel, Sue Iwanicki, Christina Hefe, Dean Catalano, Principals and members of the district and school-based leadership teams	<ul style="list-style-type: none"> • Analyze Grade 3 data by subgroup • Equity rubric training • Trainers for SELT members • Professional learning 	<ul style="list-style-type: none"> • By the end of March 2024, identify if there are any causes and action steps related to elementary experiences that may impact participation in Advanced Credit Coursework • By June 2024, the DELT will gather feedback on the implementation of the TPS Curriculum Guide Equity Reflection Rubric and edit as needed • By June 2024, the elementary SELT will be trained and in place • By the end of the school year, all educators will participate in professional

				learning that encourages reflection on providing environments and meeting the needs of all students across populations
Ensure high-quality teaching and learning of Reading K-8 as well as compliance with state mandates related to literacy	June 2023 through June 2024	Sue Iwanicki, principals, K-5 ELA Program Leader, literacy consultants, instructional team leaders, K-8 educators	<ul style="list-style-type: none"> • Curriculum writing and professional learning time • DIBELS assessment and technology for delivery • Equitable libraries with resources/tools for the integration of the Science of Reading • Analysis of 22-23 SBA scores to identify and amplify instruction in areas needed by grade level. • Audit of Assessment Calendar • Meeting time to collaboratively review data and adjust instruction as needed. • Coaching professional development and support for educators 	<ul style="list-style-type: none"> • K-3 Curriculum Guides will be revised to incorporate the Science of Reading • K-5 Assessment Calendar will contain the DIBELS as a measure • DIBELS outcomes will be incorporated in K-3 to plan teaching and learning • 76% (while striving for 80%) or more will meet benchmark or above on the ELA SBA Assessment; additional evidence may be shown through IABs, unit tests, or i-Ready as applicable
Ensure high-quality teaching	June 2023 through	Sue Iwanicki,K-5	<ul style="list-style-type: none"> • Curriculum writing 	<ul style="list-style-type: none"> • Revised curriculum

and learning of Mathematics	June 2024	Math Program Leader, Math Specialists, Middle School Instructional and Team Leaders as well as K-12 Math Teachers	<p>and professional learning time for revision of Gr 2-8 Mathematics curriculum guides as needed</p> <ul style="list-style-type: none"> • Meeting time to collaboratively review data and adjust instruction as needed • Coaching professional development and support for educators 	<p>guides in Gr 2-8</p> <ul style="list-style-type: none"> • 72% (while striving for 80%) or more will meet benchmark or above on the Math SBA Assessment; additional evidence may be shown through IABs, unit tests, or i-Ready as applicable
Ensure high-quality teaching and learning of Science in grades 6-8 and reinvigoration of Science opportunities K-12	June 2023 through June 2024	Sue Iwanicki, principals, K-5 Science Program Leader, Middle School Team Leaders and K-12 Science Teachers	<ul style="list-style-type: none"> • Curriculum writing and professional learning time for revision of Gr 6-12 Science curriculum guides as needed • Amplify technology for delivery of 6-8 units • Update to the electronic system and installation of a new planetarium system at Hillcrest and telescope at Middlebrook • Districtwide coordination to use spaces 	<ul style="list-style-type: none"> • New curriculum guides that accommodate for integrated units of NGSS Science study in Gr 6-8 and shorter periods with more elective choices in Gr 9-12 • Increased purposeful use of Science spaces • 77% (while striving for 80%) or more will meet benchmark or above on the NGSS Assessment

			<ul style="list-style-type: none"> Coaching professional development and support for educators 	
Develop a high-quality evaluation system for certified teachers that attends to both professional learning and accountability needs	September 1, 2023 through May 30, 2024	Joe Chella, Sue Iwanicki and PDEC committee	<ul style="list-style-type: none"> Professional meeting time Final guidance on new TEVAL system from CSDE An electronic or paper system to organize the new district wide TEVAL 	<ul style="list-style-type: none"> A new teacher evaluation system is developed that attends to both important elements of teacher evaluation A tool will have been piloted to support the transition in 2024-2025
Develop a high-quality evaluation system for district administrators that attends to both professional learning and accountability needs	September 1, 2023 through May 30, 2024	Joe Chella, Marty Semmel and Admin Team	<ul style="list-style-type: none"> Final guidance on new ADVAL system from CSDE 	<ul style="list-style-type: none"> A new administrator evaluation system is developed that attends to both important elements of admin evaluation
Brainstorm, identify, and share innovative ways to improve teaching and learning through continual reflection on key data, collaboration with others, exploration and sharing of research, and observations of practice	September 2023 through May 2024	Marty Semmel, Sue Iwanicki, Christina Hefele and the administrative team	<ul style="list-style-type: none"> Professional development time Key data Informed research Observations of practice/Instructional Rounds 	<ul style="list-style-type: none"> Administrators will create and collaborate regarding data and strategies used in their building By May, 3 cycles of instructional rounds will be completed Reflections and input will be used to draft the 2024-2025

				District Improvement Plan
Communicate ways in which A.I. can be navigated and used as a benefit to TPS teaching and learning K-12	July 2023 through June 2024	Christina Hefele, Technology Integrators, Library Media Specialists	<ul style="list-style-type: none"> • Professional Learning time • Resources for teachers, students and families 	<ul style="list-style-type: none"> • Develop a full year Professional development plan for teachers to better understand AI and how it can be used to help teachers as well as teach students how to use it ethically and responsibly • Modify Library Curriculum to include teaching students about AI tools and how to use them ethically and responsibly • Develop a resource bank for AI tools for teachers and students that align with best practices in data privacy • Provide up-to-date information to parents on AI use in teaching and learning

Goal3: Operational Excellence & Continuous Improvement

Strategic Statement: Trumbull Public Schools will implement coherent systems that generate leading and lagging data points to inform continuous improvement.

Actions that Ensure Excellence & Continuous Improvement				
District-Based Action Steps	Timeframe	Who Will be Responsible?	What Resources Are Needed?	Results-Based Outcomes
Pilot electronic platform for teacher evaluation and administrator evaluation	September 1, 2023 through June 30, 2024	Joe Chella, Christina Hefe, Sue Iwanicki	<ul style="list-style-type: none">Electronic evaluation systems selected to pilot	<ul style="list-style-type: none">Teachers and administrators in identified pilot schools use the new platformFeedback is provided regarding utility, ease of use, and efficiency as well as the incorporation of the new TEVAL and ADVAL systems
Provide professional development and structures that encourage reflection (both individually and in teams) on providing	August 2023 through June 2024	Joe Chella, Sue Iwanicki, Christina Hefe, principals, educators, and staff	<ul style="list-style-type: none">Goal setting includes data regarding performance that is considered during goal setting, EIT	<ul style="list-style-type: none">School and district goals continue to disaggregate performance data and incorporate this

environments, lessons, and assessments that meet the needs of students across populations			meetings, and any district equity groups (DELT, SELT) <ul style="list-style-type: none"> • Review training on recognizing bias through our electronic platform • Articles, resources, and training that support equity • Coordination between HR and the Office of Teaching & Learning 	lens in their work <ul style="list-style-type: none"> • All active employees complete the bias training module • Review of data and conversations/training result in meeting individual student needs to raise academic achievement and meet their goals
Increase visibility of TPS positions to candidates of color	July 1, 2023 through June 30, 2024	Joe Chella	<ul style="list-style-type: none"> • Access to statewide recruitment fairs 	<ul style="list-style-type: none"> • Open TPS positions are shared with certified minority candidates through participation in minority recruitment fairs around the state; relationships with nearby universities
BOE adopts a vision for the renovation of the TPS schools	October 31, 2023	Facilities Committee, Dave Cote, Marty Semmel	<ul style="list-style-type: none"> • Tecton presentation at BOE meeting 	<ul style="list-style-type: none"> • TPS develops a revised 5-year Capital Plan • TPS BOE adopts a long-range Master Facilities Plan • Adopted Plan is available on our website

Analyze school schedules for optimization of teaching and learning that considers the current staffing, and budgeting parameters	August 2023 through June 2024	Marty Semmel, Sue Iwanicki, Christina Hefele, Joe Chella and building principals, program leaders and instructional leaders (as needed)	<ul style="list-style-type: none"> • Scheduling models • Innovative teaching structures • Budget and contractual considerations for programmatic models (including Healthy School Start Times) 	<ul style="list-style-type: none"> • Schedules will be updated as is possible for the 23-24 school year • Recommendations for 23-24 will be requested into the budget as is possible • Recommendations for future years will be made as needed
Analyze the paraprofessional model for efficiency in systematic use to support students in their least restrictive environment	August 2023 through June 2024 <ul style="list-style-type: none"> • Conduct an evaluation (either internal or with an outside provider) of the current process by January 2024 • Identify areas of strength and areas that need improvement (if any) by May 2024 • Reflect and gather feedback for any updates by June 1, 2024 	Dean Catalano, PPS leadership, principals and staff	<ul style="list-style-type: none"> • System to capture information regarding the acquisition of paraeducator support • A standard rubric for analyzing IEP's to ensure they have the essential components related to paraeducator support and student independence 	<ul style="list-style-type: none"> • Analysis shows 90% of IEP's have independence goals incorporated into the programming • 100% of students who require paraeducator support have supporting documentation reviewed by their supervisor
PPS Procedures - Develop a living digital space for all	June 1, 2024	Director of PPS, PSAL Team	<ul style="list-style-type: none"> • Continued collaboration time 	<ul style="list-style-type: none"> • Presentation of living digital space at

guidance and procedures related to Special Education, Section 504, and MTSS related activities			<p>between PPS leadership across all buildings and central office</p> <ul style="list-style-type: none"> • Collaboration with digital learning to identify an efficient way of compiling resources 	<p>Leading & Learning meeting and/or Spring retreat</p> <ul style="list-style-type: none"> • Website analytics will demonstrate high use
Implement and refine use of Position Control	September 1, 2023 through June 30, 2024	Joe Chella	Position Control Platform through Munis	<ul style="list-style-type: none"> • Capture FTE's for budget preparation • Utilize Position Control platform for staff tracking and ensure proper work flow

The following is a list of activities and their advisors which will be offered during the 2023-2024 school year that you will have a chance to preview at the Hillcrest Club Fair. *We can't wait to see what you will do!*

Club	Advisor(s)	Description	Meeting day/time	Meeting Location
American Sign Language Club	Ms. Fitzpatrick	The American Sign Language (ASL) Club gives students an opportunity to learn the basics of ASL including: letters, numbers, vocabulary, and ASL grammar. Students will also learn about famous Deaf individuals, ASL in pop culture and the history of ASL in America.	10 sessions; Mondays beginning 1/8/24. Join our Google Classroom! Class link: https://classroom.google.com/c/NjMzNTQxODQyNjQx?cjc=zeieu6c	Room C-2
Art Club	Mr. Venditti	Our mission is to provide art club students with opportunities to express themselves through the creation of artworks and give back to our school and community, using our artistic abilities. <ul style="list-style-type: none"> • Increase art appreciation and awareness in our school and community. • Create temporary bulletin boards, displays or murals in our school or within our community. • Learn new techniques from peers. • Explore different media. • Experiment and Discover. • Introduce art learning opportunities. 	10 sessions; Thursdays Beginning (January) 01/11/2024 2:30-3:15 Sign up sheet will be located outside of room C1 in the beginning of January. Participation is limited to 20 students.	Room C-1
Babysitter Training Club	Ms. Fitzpatrick	The Babysitter Training Club will teach students the basic safety, childcare, First Aid, and business skills to help them become successful mother's helpers/ babysitters. Students completing all ten sessions will receive a certificate of completion. Students who completed the training last year are welcome and will have the opportunity to learn additional skills and share how they have implemented what they have learned throughout the past year.	10 sessions; Mondays beginning 10/16 (will include one double session until 4:00) Join Our Google Classroom! Class link: https://classroom.google.com/c/NjMzNTQxOTI3MjAw?cjc=dj3xl3p	Room C-2

Best Buddies	Ms. Fitzpatrick and Mrs. McCullough	Each participant of Best Buddies is an advocate for social inclusion and a leader in the disability rights movement. Each individual participant can make a significant impact by fostering a more inclusive school and community, educating their peers, and raising awareness.	Every other Thursday beginning 09/21 Join our Google Classroom! Class link: https://classroom.google.com/c/NjlzMTE0NzYzNzcz?cjc=c534r3j	Cafeteria
Chess Club	Ms. Winschel	Open to all, experienced and not. Meets for a total of ten weeks, four in the fall and six in the late winter. October Mondays in the Media Center. Starting October 9.		
Choraleers	Mrs. Winters	The Hillcrest Choraleers is an extension of the choral program here at Hillcrest. It is composed of 6th, 7th, and 8th grade students, and offers an intense, small ensemble experience in choral music literature. Due to the advanced level of the music performed, all participants are selected through an audition process. Please see Mrs. Winters in D4 for an information packet, and to sign up for an audition time.	Thursdays until 3:15 pm (sometimes 3:45 pm)	Chorus Room D-4
Clay Club	Mrs. Saunders	The Clay Club is for 6th, 7th, or 8th graders who love to have fun, be creative, and get their hands dirty! We will create beautiful and functional pieces out of clay such as cups and bowls and also have an opportunity to build small figurines. There is a \$10 material fee to cover the cost of clay. <u>Space is limited to the first 12 participants and all students will be notified in mid- December, through the grade level google classroom, when they are able to sign up.</u>	10 Sessions Every Wednesday beginning 1/3/24	Art Room C-1
Code Club	Mr. Groll and Ms. Salcedo	Join the Hacking Hawks: Hillcrest's Code Club! Club members will participate in the CoderZ League which is an international competition designed to engage students, regardless of coding experience, with exciting challenges and opportunities to work collaboratively in teams.	Every Thursday beginning 09/21 Google Classroom: rx3bhpu	Room A-10
Color Guard	Ms. Ardito	The HMS color guard is a non-competitive team that welcomes all students. We meet every other week starting in December. We will work on our routine for the Memorial Day Parade throughout the school year, where we lead the HMS marching band! This is an excellent opportunity for anyone interested in the color guard to improve their skills. Although, no experience is needed. Feel free to come to our first meeting, where you can try it out without commitment, on December 6th from 2:35 - 3:15 in room A13!	First Meeting December 7th after school (2:45-3:15). Club meets every other week as needed.	Room A-13/Cafe/Outside

Cornhole	Mr. Seltenreich	Want to learn how to play cornhole? Already know how? Want to have fun playing cornhole in a very friendly, social environment? The cornhole club is open to the first 25 people who sign up. All levels of ability are encouraged to sign up. Sign-ups will take place in January.	10 sessions beginning late January/early February	Gym
Environmental Club	Ms. Doran	Join us at Environmental Club to learn about the various ways that we can have a positive impact on our environment! We will discuss steps that we can all take at home, in school, and in the larger community! We will meet every other Wednesday 2:30-3:15 in Ms. Doran's room (B-9). Everyone is welcome! For more information and to sign up, please contact Ms. Doran: adoran@trumbullps.org .	Every other Wednesday starting 9/27 2:30-3:15pm	B-9
Esports Competitive Team	Mrs. Durand and Mrs. Miller	The esports team will meet in the Hillcrest Planetarium to play Rocket League. For more information and to register click here .	Schedule	Planetarium
Esports Club	Mrs. Miller	The esports club will be for students interested in playing recreationally. There is no fee for this club.	Mondays after school	A-7
Game Club	Mrs. Saunders	Join us at Game Club where we will play games and have fun! The first session will be a chance to get to know one another and discuss what the following sessions will include. In the past, we have played board games as well as larger group games. No experience necessary and EVERYONE is welcome.	10 Sessions Every Wednesday from September 20th-Nov. 29th *No need to sign up, simply show up each Wednesday!	C-7
Garden Club	Ms. Winschel	Get your hands dirty! Take care of the plantings around Hillcrest. Meets in the upper A hallway by the Greenhouse. Starts Thursday, September 21.		
Interact Club	Mrs. Rooney	Are you interested in helping others? Would you like to be part of projects that benefit the people in our school, town, state, country, and world? Then come join the Interact Club. Last year we baked and bought gift cards for veterans at Homes for the Brave, raised money for Trumbull Social Services, collected	Mondays Starting October 2- May	B-4

		coats for victims of the earthquake in Turkey, made Holiday and Valentine's Day cards for local nursing home residence, and held a school wide service project where we made over 1,000 care bags for Bridgeport Rescue Mission, blankets for the Biny Patrol, and wrote positive messages around our school. Everyone is welcome to come when they are able!		
Jazz Ensemble	Mr. Holmgren	HMS Jazz Band is a select audition group that meets after school on Mondays throughout the school year. Students must play a band instrument, guitar, bass, strings, piano or a percussion/drum set and should be in the end of the red Standard of Excellence book example 100 or higher. We take in a variety of instruments and this is a fun group for you to encounter new jazz, jazz rock, pop and other styles of band music in a smaller ensemble format. We also feature jazz history, improvisation, learning the pentatonic and other scales as well as having fun with a unique grouping of instruments to a common goal. Once late buses start we have auditions 9/18, 9/20, 9/21, 9/27 and 9/28 for new members. Jazz Band officially starts on Mondays in October. See Mr. Holmgren in D6 to sign up!	Every Monday until 3:45 Arrange for your own ride home.	D6
Library Club	Mrs. Grib	Do you love everything about libraries? Then the Library Club is for you! Join us after school to make book recommendations, help with the library website, discuss books we love, get the first opportunity to check out new books, and work on library-related projects. We can also read a book or two together as a club, if the members decide that's what we want to do! Click here to sign up.	10 sessions Every other Monday afternoon, from October - February. Our first meeting is October 2nd.	Library Learning Commons
Literary Arts Magazine ("Expressions" Club)	Mrs. Bogos and Mrs. O'Brien	Expressions Club is Hillcrest's Literary Arts Magazine. Expressions is the place where we will share our love of expressing ourselves through the arts. We will work with Hillcrest's Young Author's Club, student artists, and musicians to publish an online literary arts magazine that will be available on the Hillcrest website at the end of the school year. Students (grades 6-8) will meet once a month (in B-10) to discuss creative pieces, collect submissions, sharpen their proofreading skills, and learn more about graphic design. Expressions Club SIGN UP Form	Monthly Meetings.	Room B-10

Math Club	Mrs. Gunsolley and Mr. Tobitsch	Math Club is for any grade 6 student who would like support in Math. Trumbull High School students come to Hillcrest after school to help with any questions regarding the math concepts you are learning. Math Club will be held after school on Wednesdays beginning in November in room A-11.	Wednesday afternoons 2:30-3:15 from November - April Break	Room A-11
MathCounts	Mrs. Formanek and Mrs. Devanaboyina	MathCounts is a national middle school mathematics competition that builds problem-solving skills and fosters achievement through four levels of fun, in-person "bee" style contests. Regional competition will be held in February at Fairfield University and if we progress to states, it will be held in March at The University of Hartford!	Thursday afternoons 2:30-3:15 starting late Oct/early November - March	tbd
National Junior Honor Society	Mrs. Kitchener	NJHS invites 7th and 8th graders to apply during the third trimester of school. Candidates must have 3.85 GPA over all the trimesters they have been at Hillcrest. NJHS has many service roles and sponsors the 7th grade Halloween Party and the Penny War.	Meetings are scheduled around events. The Executive Board meets monthly. Dates posted on Google Classroom	Media Center or B-5
Odyssey of the Mind	Mrs. Lang and Ms. Cunningham	Odyssey of the Mind (OM) is an international creative problem solving competition. OM will help teach you the skills and self-confidence to solve various problems as a team. OM will emphasize teamwork, budgeting, time management, public speaking and so much more. We will come together as a team to solve several types of spontaneous problems as well as work on the solution to a long term problem of our choice from this year's selection.	Meetings will take place regularly on Wednesdays and possibly more as we approach the competition Runs September - March and includes 3 Saturday events. Begins September 20th.	C6
After School Orchestra	Ms. Winschel	Open to all string players with one or more years of experience. Meets Wednesday afternoons in D-5. Begins Wednesday, September 27.		
Peer Tutors	Mrs. Dexter	Hillcrest Peer Tutors are a select group of 8th grade students who serve as tutors, helping students with homework, study/organization skills, and assignments in all academic areas. Tutors will also help the Hillcrest community by attending teachers' extra help sessions to assist students. Any student in grades 6 through 8 who needs help is welcome to come! (During the Club Fair, there will be applications available for 8th graders interested in becoming tutors- you can also pick up a tutor application in A-12 from Mrs. Dexter.)	Mondays after school until 3:15 Depending on teacher/student demand, tutors may be available on Wednesdays Runs from Sept/October-June	A-12

Pickleball	Mr. Marx	The Pickleball Club will meet beginning on 10/2 for our 5 fall sessions. Come learn the rules of pickleball, improve your skills and play a variety of games. There will surely be some PADDLE BATTLES!	Beginning 10/2 10 sessions (5 in fall, 5 in spring) Monday's 2:30pm - 3:15 pm	Gym
Robotics Club	Ms. Cunningham	The robotics club will build LEGO Spike Prime robots to complete a set of tasks with the help of the Trumbull High School robotics team. Limit of 10 students. Sign up sheet in the Media Center during the club fair. After the fair, the sign up sheet will be on the door of C5.	TBD based on the THS robotics team availability.	C5
Running Club	Mrs. Polzello and Mrs. Hall	The running club will be fun for runners at every level. It will not be competitive. We will run for enjoyment and friendship. Students can sign up in April. Listen for announcements as we get closer.	The running club will begin in April and we will meet on Mondays and Wednesdays from 2:30pm-3:15pm	We will meet in the cafeteria before heading outside.
Sandy Hook Promise S.A.V.E Club	Mrs. Durand and Mrs. Noyes	Join Hillcrest's Save Club! The Students Against Violence Everywhere club is the student leadership initiative of Sandy Hook Promise. This club encourages students to take charge of creating a safe environment for all staff and students. Anyone is welcome to join! If interested please email Mrs. Durand (mdurand@trumbullps.org) to get an invitation to join the SAVE Google Classroom.	Dates are posted in S.A.V.E Google Classroom	Media Center
School Musical	Ms. Han and Ms. Barrett	The Hillcrest drama club provides students an opportunity to express themselves in a creative manner. Students can take part in the school musical as a performer, or as a member of the set and crew team. The club is open to 6th, 7th, and 8th graders and auditions are required to participate. Rehearsals will take place 1 to 2 times a week, after school, starting in November to prepare for the musical that will take place in April. An informational meeting will be held prior to auditions.	Runs November-April 2:30-3:15 First meeting: TBD	Cafe
Science Bowl	Ms. Ardito	Do you love science and math? Do you like competing? Then the science bowl team is for you! Open to all Hillcrest students who LOVE science, Hillcrest's science bowl club will begin on September 27th after school in room A13 for an informational meeting. Ten students from the club will be selected to represent Hillcrest in a competition in February at the University of	Runs September - May. 2:30-3:15. First Meeting is September 27th	Room A-13

		Connecticut. The Science Bowl is sponsored by the Department of Energy and is a “highly competitive science education and academic event among teams of high school and middle school students who compete in a fast-paced verbal forum to solve technical problems and answer questions in all branches of science and math.”		
Science/ Astronomy Club	Ms. Ardito	The Science/Astronomy Club is open to all students interested in science, specifically Astronomy. We will perform fun experiments, launch rockets, fly drones, watch shows in the newly renovated Planetarium, and have a Solar eclipse viewing party on April 8th!	10 session meeting from October to May First meeting: October 18th	Room A-13
SHADES	Mrs. Collins and Mrs. Brown	Shades is a student club formed to give a diverse group of students a voice to advocate for those belonging to marginalized communities and bring awareness to the controversial issues that center around injustice. We aim to educate, encourage, and inspire while promoting cultural diversity and peaceful coexistence within our community. At meetings students will share and acknowledge one another's experiences, form relationships to create a safe space for conversation regarding issues we face in society, pursue methods to affect change in our community, and occasionally contribute to a cultural pot-luck. We traveled to the Ruby and Calvin Fletcher African American History Museum in Stratford outside of school last year for a tour and hope to again with our new members this year!	First meeting November 15th, and will take place every Monday after that. There is no sign up, just show up for the meeting!	Room B-14
Student Council	Ms. Schuessler and Ms. Doran	Are you ready to make a difference and have fun doing it? We invite you to consider running for Hillcrest Student Council! The student council plays an important role in shaping our school community and bringing our school together. Meetings are held every Monday, where you'll have the chance to collaborate with students to plan exciting social events and school spirit weeks filled with fun activities that will have everyone talking. As part of the Student Council, you'll get to make a meaningful impact by reaching out to our community through fundraisers and school-wide activities. Whether you're passionate about event planning, leadership, or just want to be a voice for your peers, there's a place for you in the Student Council. Our informational meeting is on September 18th in room A-1, where we will help you prepare your campaign.	Every Monday	A-1

True Colors Club	Ms. Mitchell	True Colors Club is a student-run club that helps support and provide a comfortable, non-judgemental space; that instills confidence in students embracing their identity as LGBTQ+. True Colors strives to provide a safe space for LGBTQ+youth at Hillcrest Middle School. Students will come together to support each other and work towards educating their peers about the LGBTQ+ community and how they can support their friends/classmates who identify as LGBTQ+. If you are interested in joining the True Colors Club, we meet in room C-4 every Monday after school.	Every Monday	C-4
Young Authors	Mrs. Csizmadia	The Young Author's Club is an after-school writing opportunity for students in grades 6-8 which provides a positive, creative, and encouraging environment for students who like to write. This club will provide brainstorming sessions, writing sessions, and peer-editing sessions. Students who enjoy writing fiction, poetry, song lyrics, and more will enjoy this club where they can interact with other young authors. Complete this Google Form if you are interested in joining: Young Author's Club SIGN UP form	Two Wednesdays a month beginning in October	B-3
8th Grade Council	Ms. Han	The 8th grade council is a club that meets once a month after school to plan community and social events for the 8th grade class. Any interested 8th grade student is encouraged to attend our informational meeting!	Monthly meetings. First meeting: TBD	A-17

Asbestos Hazard Emergency Response Act Three-Year Asbestos Re-Inspection and Management Plan Update

for
Hillcrest Middle School

For Compliance with
State of Connecticut Department of Public Health
Asbestos-Containing Material in Schools Regulation
(Sections 19a - 333-1 through 19a - 333-13)
and
EPA Asbestos Hazard Emergency Response Act
(Title 40 CFR, Part 763, Subpart E)

Trumbull Public Schools
Trumbull, Connecticut

February 2021



FUSS & O'NEILL

56 Quarry Road
Trumbull, CT 06611



FUSS & O'NEILL

May 3, 2021

Mr. Paul Hendrickson
Business Office – Business Administrator
Trumbull Public Schools
6254 Main Street
Trumbull, CT 06611

RE: Three-Year AHERA Asbestos Re-Inspection and Management Plan Update
Re-Inspection Date: February 12, 2021
Hillcrest Middle School
530 Daniels Farm Road, Trumbull, CT
Fuss & O'Neill Project No. 20201149.A10

Dear Mr. Hendrickson:

Enclosed is the three-year AHERA Asbestos Re-Inspection and Management Plan Update report prepared by Fuss & O'Neill, Inc. at the Hillcrest Middle School located at 530 Daniels Farm Road in Trumbull, Connecticut (the "Site"). The inspection was performed for the Trumbull Public Schools (the "Client"). This report is an important document that must be kept on file at the school as well as at a central location where the Management Plans are maintained.

If you should have any questions regarding this report, please do not hesitate to contact me. Thank you for this opportunity to have served your environmental needs.

Sincerely,

Eduardo Miguel Marques
Senior Environmental Analyst

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1 Introduction

1.1 Background

The Clean Air Act required the United States Environmental Protection Agency (EPA) to develop standards to address the potential health risks associated with adverse effects of asbestos exposure as an indoor contaminant. In October 1986, the EPA promulgated the Asbestos Hazard Emergency Response Act (AHERA) located at Title 40 CFR, Part 763, Subpart E.

The AHERA regulations required that local education agencies (LEAs) conduct inspections of each school building that they lease, own, or otherwise use as a school building to identify friable (easily crumbled or crushed to powder by hand pressure) and non-friable asbestos-containing building materials (ACBM) locations. The original inspections were required to have been completed prior to October 12, 1988.

AHERA also requires that any building leased or acquired on or after October 12, 1988 that is to be used as a school building shall be inspected for friable and non-friable ACBM prior to use as a school building. In the event of an emergency use of a building that has not been inspected for ACBM, the building shall be inspected within 30 days after commencement of such use.

The regulatory requirements remain in effect for private or public school systems, a church-affiliated school of any denomination, a school dedicated to the education of children with special needs, or a charter school. In the State of Connecticut, the Department of Public Health (CTDPH) is responsible for AHERA regulation enforcement.

1.2 Local Education Agency (LEA) Responsibilities

- A. The LEA is responsible for compliance with the AHERA regulation. The following responsibilities must be followed:
 - 1. The LEA must designate a person to ensure that all of the AHERA requirements are properly implemented. The Designated Person must receive adequate training to perform their duties.
 - 2. The LEA must ensure that management plans are maintained in a central location, as well as at each facility, and such plans and records are available for inspection or review at all times.
 - 3. The LEA must inform all workers, building occupants or their legal representative in writing at least once per school year about asbestos-related activities, and the availability of the AHERA management plans for the school buildings.



4. The LEA must ensure proper accreditation for all persons who perform asbestos inspections, asbestos re-inspections, develop/update management plans, develop response actions, and perform required response actions including operations and maintenance (O&M) activities that may disturb asbestos.
5. The LEA must provide training for all custodial and maintenance staff who regularly perform building maintenance where ACBM are present. The training must be provided upon initial hire, as well as annual updates.
6. The LEA must provide information (disclosure) to any workers who may perform work and may come into contact with asbestos in school buildings where ACBM or presumed ACBM are present.
7. The LEA must ensure that known ACBM or presumed ACBM are provided with warning labels in routine maintenance areas.
8. The LEA must ensure that periodic surveillance is performed at least once every six months, after management plan implementation, in all school buildings that it leases, owns, or otherwise uses that contains ACBM or presumed ACBM.
9. The LEA must ensure that once every three years, after a management plan is implemented, a Re-Inspection is performed at each school building that it leases owns or otherwise uses that contains ACBM or presumed ACBM.

Refer to above-mentioned regulation for full requirements and responsibilities.

1.3 Accreditation

A. Local Education Agency (LEA):

LEA: Trumbull Public Schools
Address: 6254 Main Street
Trumbull, CT
Phone: (203) 452-4300

B. Designated Person:

Designated Person: Mr. Paul Hendrickson
Address: 6254 Main Street
Trumbull, CT
Phone: (203) 452-4300

C. Asbestos Consultant:

Firm: Fuss & O'Neill, Inc.
Address: 56 Quarry Road
Trumbull, CT
Phone: (203) 374-3748
Fax: (203) 374-4391

D. Asbestos Inspector:

Inspector: James B. Blum
CTDPH License #: 000841
Expiration Date: 11/30/2021

E. Asbestos Management Planner:

Planner: Eduardo Miguel Marques
CTDPH License #: 000201
Expiration: 2/28/2022

2 Building and Mechanical System Description

The original Hillcrest Middle School is a one-story building and was reportedly constructed in 1962. The building contains approximately 100,000 square feet (SF) of total floor area. The building is heated by a gas-fired hot water and rooftop heating, ventilating and air conditioning (HVAC) units.

3 Three Year Re-Inspection

3.1 Re-Inspection Procedures

This three-year asbestos re-inspection was conducted in accordance with EPA requirements of the AHERA regulation, Title 40 CFR, Part 763, Section 763.85 (b).

On February 12, 2021, Fuss & O'Neill, Inc. (Fuss & O'Neill) representative Mr. James B. Blum performed the re-inspection.

A. During the re-inspection, Fuss & O'Neill conducted the following required tasks:

1. A visual re-inspection and reassessment of all known friable or assumed ACM.
2. A visual re-inspection of ACM that was previously considered non-friable to determine if the present condition of the material has become friable.
3. Identification and assessment of any newly-identified homogeneous area that contains friable ACM since the last inspection or re-inspection.

4 Re-Inspection Report

4.1 Review of Existing Records

An important part of this AHERA re-inspection involved researching prior documentation that is required to be present at the school, as well as at the central recordkeeping location where management plans are stored.

Please see *Appendix A* for the checklist for existing records.

4.2 Re-Inspection Summary

The on-site portion of the re-inspection was documented on forms modeled after examples provided by the EPA and reviewed with the CTDPH. The first form, **Re-Inspection Form 1A**, identifies previous inspection data gathered during the initial AHERA inspection and subsequent re-inspection (see *Appendix B*). This form is useful to reference response actions (if any), which have been performed since the last inspection, as well as identifies the last known conditions of ACBM in the building. It additionally provides the inspector a “quick glance” reference when performing the re-inspection.

The second EPA form, **Re-Inspection Form 2**, was used to provide information and justification regarding re-assessment of the ACBM (see *Appendix C*). This form also provides response action recommendations, including a tentative schedule for completing response actions that recommend removal or repair.

No bulk samples were collected during this re-inspection.

Using EPA protocol and criteria, the following materials existing in Hillcrest Middle School at the time of this three-year re-inspection have been determined and/or assumed to be **ACBM**. Please refer to the above-mentioned Re-Inspection Forms for specific locations of the materials.

Table 1
Asbestos-Containing Building Materials

Material	Location	Reference	Asbestos Content	Notes
Pipe Fitting Insulation	Corridors, Rooms C1 - C7, Science Prep Rooms, Chorus Rms 1 & 2, Weight Room, Maintenance Storage, Custodial Closets, Laundry Room, Office Closets, Faculty Room, Guidance, Nurse's Office	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	Previously identified as Joint Insulation
Duct Flex Connector	Swimming Pool	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Grout & thinset associated with 1"x1", 2"x2", and 4"x6" Ceramic Wall and Floor Tiles (various colors)	Nurse's bathrooms, Admin Bathroom, Boys' Locker Room, Girls' Locker Room, Boys' Bathroom, Girls' Bathroom, Custodial Closets, Bathrooms throughout	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Beige with gray and tan streaks 12"x12" Floor Tile & associated mastic	Building Services Entrance, Rooms A1 & A2, Laundry Room	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Cream with tan and gray 12"x12" Floor Tile & associated mastic	A12 Storage, Back Office, Main Office, B20, Cafeteria, A14, C1, C2, C7, D3 Foyer, A12	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Dark Blue 12"x12" Floor Tile & associated mastic	A10, A11, B8, B10, Computer Lab A10	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Light Beige 12"x12" Floor Tile & associated mastic	A12	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Gray 12"x12" Floor Tile & associated mastic	A12, A15 - A17, B15, B01 Foyer	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
White with black, brown, and gray specks 12"x12" Floor Tile & associated mastic	Work Room 1, A3 - A7, A9, B1 - B3, B5, B6, B8, B11 - B14, C9, C11, C1 Storage,	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	

Material	Location	Reference	Asbestos Content	Notes
White with pink 12"x12" Floor Tile & associated mastic	C3 Storage	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Tan with brown and cream specks 12"x12" Floor Tile & associated mastic	D2, A13 & A15 Prep Room, Men's Bathroom,	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
2'x2' suspended ceiling tiles (textured with pinholes)	Hallways, Band Room D5, Boys' Bathroom, C4 Bathroom, C1, C7, Girls' Bathroom, Nurses' Office, Bathrooms	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
2'x4' suspended ceiling tiles (multiple types, including: block square pattern, bird tracks, deep slots and pinholes, pock marks and pinholes, slots and pinholes)	A12 Prep Room, A13 & A15 Prep Rooms, Work Room 1, A17 Prep Room, B01, Band Rooms D3, D4, and D6, Media Center, Music Hallway, Practice Rooms A - C, Teachers' bathrooms, Administration Offices	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Black 4" cove base & associated adhesive	A17 Prep Room, A 12 - A15, A17, B2, B3, B6, C7, C9, C11, D4, Work Room 1, Back Office, Storage C3, Teachers' Work Room	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Blue 4" cove base & associated adhesive	B8, B12, Computer Lab A10, media Center	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Brown 4" cove base & associated adhesive	Building Services Entrance, Custodial Office, Custodial Closet, Conference Room, Nurse's Office, Music Storage Room, Teachers Lounge, A1, B4, B5, B7, B13, D3, Hallways, Music Hallway, Practice rooms A - C, Work Room 2	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Dark blue 4" cove base & associated adhesive	A2, A11, B10, C4	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Dark brown 4" cove base & associated adhesive	A16 Storage, Main Office, A7, A9, B20, C1, C2, D2, D5	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	

Material	Location	Reference	Asbestos Content	Notes
Gray 4" cove base & associated adhesive	A3 - A6, A16, Electrical Closet B1, B1, B14 - B16, B18, Hallways, Media Center, Prep Room A12, Storage C1, Storage Rooms 1 - 3 by C5	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Light Brown 4" cove base & associated adhesive	Administration Offices, Guidance Rooms 1 - 3, Laundry Room, Nurses Office, Storage Room A16, Custodial Closet by Conference Room, B9, Cafeteria, hallways, Wood Shop C5	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Light Gray 4" cove base & associated adhesive	C2, C6	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Light Green 4" cove base & associated adhesive	Guidance Office	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Tan 4" cove base & associated adhesive	Administration Work Room 2	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Grout and Thinset associated with Brown, Cream-Gold, Peach, Red 6"x6" quarry floor and wall tile	Shower Hall Entrance, Boys' Locker Room, Girls' Locker Room, Nurses' Office Teachers Bathroom	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Beige 9"x9" Floor Tile & associated mastic	Work Room 2	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Cream with brown and gray streaks 9"x9" Floor Tile & associated mastic	Work Room 1, Music Storage Room, Storage Room A16, D6, Music Hallway, Practice Rooms A - C, Custodial Storage Rooms 1 & 2	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Cream with white & brown streaks 9"x9" Floor Tile & associated mastic	A12, A13, D2, Nurses' Office and bathrooms, Stage Exit Foyer, Teachers' Work Room	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Gray with black streaks 9"x9" Floor Tile & associated mastic	D2	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	

Material	Location	Reference	Asbestos Content	Notes
Green with white streaks 9"x9" Floor Tile & associated mastic	B4, B7, C6, Custodial Closet, Tool Storage Room, Teachers Bathroom	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Light Green with brown & white streaks 9"x9" Floor Tile & associated mastic	A16 Storage, A17 Prep Room, D1, Electrical Closet B1, Custodial Closet by Conference Room	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Light Green with gray & white streaks 9"x9" Floor Tile & associated mastic	B16, B18, Custodial Closet	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Light Green with green & white streaks 9"x9" Floor Tile & associated mastic	D3, Custodial Area, Teachers Lounge	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Tan with Brown & white streaks 9"x9" Floor Tile & associated mastic	Custodial Closet	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Black Sink Undercoat	C1 - C3, Work Room 2, Nurses Office	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Black Countertop	A17 Prep Room, Classrooms A13 - A15, A17, C1, C4, A12, A13 & A15 Prep Rm	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Terrazo Flooring	Hallways	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Carpet Glue	Assistant Principal's Office, Conference Room, Guidance Offices, Media A/V Room, PA Office, Principal's Office, B1, D4, Media Center	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	

Material	Location	Reference	Asbestos Content	Notes
Gypsum Board and joint compound	A12 Storage, A16 Storage, Coach's Office, Coaches Office Bathroom, Kitchen, Kitchen Storage Rms 1 & 2, Storage Rm 1, C5, Storage Rm 2, Storage Rm 3, Storage Rm A13, Admin Work Rm 2, Building Services Entrance, Custodial Rooms, Kitchen Closet, Closet C4, Girls Bathroom, Girls Locker Entrance Hall, Girls Locker Rm & Showers, Room D7, C2, C9, C11	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Ceiling Plaster base & skim coat	Boiler Room, Custodian Bathroom T 2, Tool Storage Room 1, Boys Locker Room, Planetarium, Gym Storage Rooms 1 & 2, Laundry Room, Pool Storage Room	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Cementitious Board	Exterior Soffits	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	Previously identified as Transite Board
Chalkboard and Peg adhesive	B1, A17	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Floor underlayment paper	Gymnasium, Stage	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Gray window caulk	Coach's Office	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Textured Ceiling Paint	Pool	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
White Sink Undercoat	A16	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	
Interior Window glazing	A1 - A11, B1 - B8	EnviroMed 2015 AHERA 3-Year Re-Inspection	Assumed	

Mr. Eduardo Miguel Marques reviewed the information obtained during this Re-Inspection. Mr. Marques is an EPA-accredited and CTDPH-licensed Asbestos Management Planner.

4.3 Newly Identified or Re-sampled ACBM Materials

During this re-inspection, no newly identified asbestos-containing materials or assumed ACBM were observed.

AHERA regulations pertain to interior identified or assumed ACBM and limited exterior ACBM. AHERA regulations do include ACBM located on exterior porticos, covered walkways, and mechanical equipment used to condition interior building air.

Any suspect material encountered during renovation/demolition/maintenance activities that is not specifically identified in the Asbestos Management Plan (AMP) as a non-ACM should be assumed to contain asbestos unless sample results indicate otherwise.

Additional Information:

- ACBM floor tile and associated mastics may exist below non-moveable objects such as cabinets, platforms, sheetrock walls, lockers, etc.;
- Samples of exterior building materials not covered under AHERA, such as caulking and glazing compounds, roofing materials and materials behind exterior walls and panels should be collected and analyzed to determine asbestos content prior to performing activities that would disturb them;
- Asbestos-containing vapor barriers and waterproofing materials may exist beneath wood floors, behind walls, exterior below ground surface foundations, etc.; and
- Subsurface cementitious pipe (i.e., asbestos cement pipe).

4.4 Physical Assessment of ACBM

During inspection, suspect ACBM were separated into three EPA categories. These categories are thermal system insulation (TSI), surfacing ACBM, and miscellaneous ACBM. TSI includes all materials used to prevent heat loss or gain or water condensation on mechanical systems. Examples of TSI are pipe and fitting insulations, boiler insulation, and duct insulation. Surfacing ACBM is commonly used for fireproofing, decorative, and acoustical applications. Miscellaneous materials include all ACBM not listed in TSI or surfacing, such as sheet flooring, vinyl asbestos flooring, ceiling tiles, and construction mastics/adhesives.

Finally, ACBM were quantified in linear and/or square feet, depending on the nature of the material.

The ACBM identified during the inspection and still remaining in the school were re-assessed using the CTDPH and AHERA guidelines for assessment of ACBM. The following assessment categories are listed:

1. Damaged or significantly damaged TSI ACBM
2. Damaged friable surfacing ACBM
3. Significantly damaged friable surfacing ACBM
4. Damaged or significantly damaged friable miscellaneous ACBM
5. ACBM with potential for damage
6. ACBM with potential for significant damage
7. Any remaining friable ACBM or friable suspected ACBM

Material locations, assessments, and recommended response actions are listed in the Re-Inspection forms.

5 Management Plan Update

5.1 Recommended Response Actions

Based on the inspection report, physical walk-through inspection, and existing ACBM conditions, the following response actions are recommended:

1. Removal - Not Applicable
2. Repair - Not Applicable
3. Enclosure - Not Applicable
4. Encapsulation - Not Applicable
5. Operations and Maintenance (O & M) - All remaining ACBM.

It should be noted that only ACBM with assessments of 1 or 2 are recommended for removal or repair. The remaining ACBM should be included in the O & M Program. The condition of these ACBM will be monitored until all of the ACBM have been completely removed from the building. A successful O & M Program includes the following elements:

- A. Cleaning: All areas of the school where friable ACBM or assumed friable ACBM are present should be cleaned at least once after completion of the initial inspection. Additional cleaning may be necessary if the Management Planner makes a written recommendation indicating the methods and frequency of such cleaning.
- B. O & M Activities: The LEA shall ensure that the procedures described below are followed to protect building occupants from O & M activities that may disturb known or assumed ACBM:
 1. Restrict entry into the area either by physically isolating or by scheduling.
 2. Post asbestos warning signs to prevent entry by unauthorized persons.
 3. Deactivate or temporarily shut off or divert the air-handling system to the area.
 4. Use proper work practices and engineering controls, such as wet methods, protective clothing, High Efficiency Particulate Air (HEPA) vacuums, mini-enclosures/glove bags, etc. to inhibit fiber migration.
 5. Place asbestos debris and other contaminated materials into a sealed, leak-tight container for disposal.

- C. Minor Fiber Release Episode: The LEA shall ensure that the procedures described below are followed in the event of a minor fiber release episode (i.e., disturbance of less than or equal to 3 linear/square feet of friable ACBM):
1. Saturate the debris using wet method.
 2. Place the debris in a sealed, leak-tight container and clean the area.
 3. Repair the area of damaged ACBM with materials such as asbestos-free spackling, plaster or insulation or seal with an encapsulant.
- D. Major Fiber Release Episode: The LEA shall ensure that the procedures described below are followed in the event of a major fiber release episode (i.e., disturbance of greater than 3 linear/square feet of friable ACBM):
1. Restrict entry into the area and post asbestos warning signs.
 2. Deactivate or temporarily shut off or divert the air handling system from the area to prevent fiber migration.
 3. The response action for any major fiber release episode must be prepared by EPA-accredited Asbestos Project Designers and conducted by EPA-accredited personnel.
 4. The LEA shall notify the CTDPH of any major fiber release episode within twenty-four hours of its occurrence and, if necessary, provide written notification as required by applicable federal and/or state regulations.

5.2 Periodic Surveillance

At least once every six months after an AMP is implemented, the LEA will conduct periodic surveillance in the school that contains ACBM or assumed ACBM. The person conducting periodic surveillance will visually inspect all areas in the school that where ACBM have been identified in the AMP, record the date of surveillance, their name, any changes in the ACBM condition and submit the record to the LEA Designated Person for inclusion in the AMP.

Please see *Appendix D* for the sample Periodic Surveillance Form that may be used for conducting periodic surveillance.

5.3 Preventive Measures

The LEA shall institute appropriate preventive measures to eliminate the reasonable likelihood that ACBM will become damaged, deteriorated, or delaminated.

Please see *Appendix E* for preventive measures designed for various types of ACBM that may exist in the school.

5.4 Abatement (Removal) Cost Estimates

At the time of the February 12, 2021 re-inspection, no materials were observed to be damaged (other than O&M repairs); therefore, estimated abatement costs have not been provided.

6 EPA Accreditation Requirements

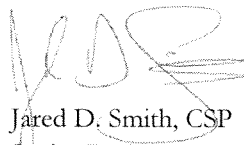
The EPA accreditations and the CTDPH Asbestos Inspector for James B. Blum and Eduardo Miguel Marques are provided in *Appendix F*.

Report prepared by Senior Environmental Technician James B. Blum, CMC.

Reviewed by:



Eduardo Miguel Marques
Senior Environmental Analyst



Jared D. Smith, CSP
Senior Project Manager

Appendix A

Existing Records Checklist

Existing Records Checklist

Local Education Agency (LEA): Trumbull Public Schools
6254 Main Street
Trumbull, CT 06611

School Building: Hillcrest Middle School

The following documentation is required to be present in both the LEA's office, as well as in a centralized location in the school administrative office. The information included in this checklist will be verified to be present and complete as part of three-year Re-Inspection.

DOCUMENTATION		LOCATION	
		School	LEA Office
1	Original AHERA Operations and Maintenance Plan/Inspection Report	No	No
2	Three Year Re-Inspection (First and All Subsequent Inspections)	No	Limited*
3	Parents and Teachers Notifications (Annually Since Last Re-Inspection)	Yes	Yes
4	Designated Person Identification and Proper Training (Person Must Be Named and Have Appropriate Training)	No	No
5	Designated Person Periodic Surveillance (Once Every Six Months)	No	Limited*
6	Maintenance Staff Awareness Training Records	No	No
7	Outside Vendor Awareness Notification	No	No
8	Asbestos Warning Signs and Labels (Required Posting in Boiler Rooms and Mechanical Spaces Only)	N/A	N/A
9	Response Action Records (Includes Any Abatement Conducted Since Last 3-Year Re-Inspection)	No	No

Comments: Items marked "No" indicate not present/available at the time of this inspection.

*Note: LEA office found to contain only records of 2015 3-year re-inspection, and 6 month surveillance conducted in 2015.

Inspector (LEA Office): James B. Blum

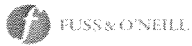
Date: February 23, 2021

Inspector (School): James B. Blum

Date: February 12, 2021

Appendix B

Re-Inspection Form 1A



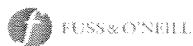
Re-Inspection Form 1(A) - List of Identified ACBM

School: Hillcrest Middle School
Address: 530 Daniels Farm Road, Trumbull, CT

Date(s) of Original Inspection: Unknown
Date(s) of Subsequent Re-Inspections: 2015, 2021

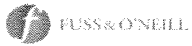
Homogeneous Material			Material Category	Friability	Assessment Category (1-7)	Recorded Locations	Response Actions Taken/Renovations/Other Comments
Sample Number	Asbestos Content	Material Description					
N/A	Assumed	Pipe Fitting Insulation	TSI	F	5	Corridors, Rooms C1 - C7, Science Prep Rooms, Chorus Rms 1 & 2, Weight Room, Maintenance Storage, Custodial Closets, Laundry Room, Office Closets, Faculty Room, Guidance, Nurse's Office	Previously identified as Joint Insulation
N/A	Assumed	Duct Flex Connector	Misc.	NF	5	Swimming Pool	
N/A	Assumed	Grout & thinset associated with 1"x1", 2"x2", and 4"x6" Ceramic Wall and Floor Tiles (various colors)	Misc.	NF	5	Nurse's bathrooms, Admin Bathroom, Boys' Locker Room, Girls' Locker Room, Boys' Bathroom, Girls' Bathroom, Custodial Closets, Bathrooms throughout	
N/A	Assumed	Beige with gray and tan streaks 12"x12" Floor Tile & associated mastic	Misc.	NF	5	Building Services Entrance, Rooms A1 & A2, Laundry Room	
N/A	Assumed	Cream with tan and gray 12"x12" Floor Tile & associated mastic	Misc.	NF	5	A12 Storage, Back Office, Main Office, B20, Cafeteria, A14, C1, C2, C7, D3 Foyer, A12	
N/A	Assumed	Dark Blue 12"x12" Floor Tile & associated mastic	Misc.	NF	5	A10, A11, B8, B10, Computer Lab A10	
N/A	Assumed	Light Beige 12"x12" Floor Tile & associated mastic	Misc.	NF	5	A12	
N/A	Assumed	Gray 12"x12" Floor Tile & associated mastic	Misc.	NF	5	A12, A15 - A17, B15, B01 Foyer	
N/A	Assumed	White with black, brown, and gray specks 12"x12" Floor Tile & associated mastic	Misc.	NF	5	Work Room 1, A3 - A7, A9, B1 - B3, B5, B6, B8, B11 - B14, C9, C11, C1 Storage,	
N/A	Assumed	White with pink 12"x12" Floor Tile & associated mastic	Misc.	NF	5	C3 Storage	

Homogeneous Material			Material Category	Friability	Assessment Category (1-7)	Recorded Locations	Response Actions Taken/Renovations/Other Comments
Sample Number	Asbestos Content	Material Description					
N/A	Assumed	Tan with brown and cream specks 12"x12" Floor Tile & associated mastic	Misc.	NF	5	D2, A13 & A15 Prep Room, Men's Bathroom,	
N/A	Assumed	2'x2' suspended ceiling tiles (textured with pinholes)	Misc.	NF	5	Hallways, Band Room D5, Boys' Bathroom, C4 Bathroom, C1, C7, Girls' Bathroom, Nurses' Office, Bathrooms	
N/A	Assumed	2'x4' suspended ceiling tiles (multiple types, including: block square pattern, bird tracks, deep slots and pinholes, pock marks and pinholes, slots and pinholes)	Misc.	NF	5	A12 Prep Room, A13 & A15 Prep Rooms, Work Room 1, A17 Prep Room, B01, Band Rooms D3, D4, and D6, Media Center, Music Hallway, Practice Rooms A - C, Teachers' bathrooms, Administration Offices	
N/A	Assumed	Black 4" cove base & associated adhesive	Misc.	NF	5	A17 Prep Room, A 12 - A15, A17, B2, B3, B6, C7, C9, C11, D4, Work Room 1, Back Office, Storage C3, Teachers' Work Room	
N/A	Assumed	Blue 4" cove base & associated adhesive	Misc.	NF	5	B8, B12, Computer Lab A10, media Center	
N/A	Assumed	Brown 4" cove base & associated adhesive	Misc.	NF	5	Building Services Entrance, Custodial Office, Custodial Closet, Conference Room, Nurse's Office, Music Storage Room, Teachers Lounge, A1, B4, B5, B7, B13, D3, Hallways, Music Hallway, Practice rooms A - C, Work Room 2	
N/A	Assumed	Dark blue 4" cove base & associated adhesive	Misc.	NF	5	A2, A11, B10, C4	
N/A	Assumed	Dark brown 4" cove base & associated adhesive	Misc.	NF	5	A16 Storage, Main Office, A7, A9, B20, C1, C2, D2, D5	
N/A	Assumed	Gray 4" cove base & associated adhesive	Misc.	NF	5	A3 - A6, A16, Electrical Closet B1, B1, B14 - B16, B18, Hallways, Media Center, Prep Room A12, Storage C1, Storage Rooms 1 - 3 by C5	
N/A	Assumed	Light Brown 4" cove base & associated adhesive	Misc.	NF	5	Administration Offices, Guidance Rooms 1 - 3, Laundry Room, Nurses Office, Storage Room A16, Custodial Closet by Conference Room, B9, Cafeteria, hallways, Wood Shop C5	
N/A	Assumed	Light Gray 4" cove base & associated adhesive	Misc.	NF	5	C2, C6	



Homogeneous Material			Material Category	Friability	Assessment Category (1-7)	Recorded Locations	Response Actions Taken/Renovations/Other Comments
Sample Number	Asbestos Content	Material Description					
N/A	Assumed	Light Green 4" cove base & associated adhesive	Misc.	NF	5	Guidance Office	
N/A	Assumed	Tan 4" cove base & associated adhesive	Misc.	NF	5	Administration Work Room 2	
N/A	Assumed	Grout and Thinset associated with Brown, Cream-Gold, Peach, Red 6"x6" quarry floor and wall tile	Misc.	NF	5	Shower Hall Entrance, Boys' Locker Room, Girls' Locker Room, Nurses' Office Teachers Bathroom	
N/A	Assumed	Beige 9"x9" Floor Tile & associated mastic	Misc.	NF	5	Work Room 2	
N/A	Assumed	Cream with brown and gray streaks 9"x9" Floor Tile & associated mastic	Misc.	NF	5	Work Room 1, Music Storage Room, Storage Room A16, D6, Music Hallway, Practice Rooms A - C, Custodial Storage Rooms 1 & 2	
N/A	Assumed	Cream with white & brown streaks 9"x9" Floor Tile & associated mastic	Misc.	NF	5	A12, A13, D2, Nurses' Office and bathrooms, Stage Exit Foyer, Teachers' Work Room	
N/A	Assumed	Gray with black streaks 9"x9" Floor Tile & associated mastic	Misc.	NF	5	D2	
N/A	Assumed	Green with white streaks 9"x9" Floor Tile & associated mastic	Misc.	NF	5	B4, B7, C6, Custodial Closet, Tool Storage Room, Teachers Bathroom	
N/A	Assumed	Light Green with brown & white streaks 9"x9" Floor Tile & associated mastic	Misc.	NF	5	A16 Storage, A17 Prep Room, D1, Electrical Closet B1, Custodial Closet by Conference Room	
N/A	Assumed	Light Green with gray & white streaks 9"x9" Floor Tile & associated mastic	Misc.	NF	5	B16, B18, Custodial Closet	
N/A	Assumed	Light Green with green & white streaks 9"x9" Floor Tile & associated mastic	Misc.	NF	5	D3, Custodial Area, Teachers Lounge	

Homogeneous Material			Material Category	Friability	Assessment Category (1-7)	Recorded Locations	Response Actions Taken/Renovations/Other Comments
Sample Number	Asbestos Content	Material Description					
N/A	Assumed	Tan with Brown & white streaks 9"x9" Floor Tile & associated mastic	Misc.	NF	5	Custodial Closet	
N/A	Assumed	Black Sink Undercoat	Misc.	NF	5	C1 - C3, Work Room 2, Nurses Office	
N/A	Assumed	Black Countertop	Misc.	NF	5	A17 Prep Room, Classrooms A13 - A15, A17, C1, C4, A12, A13 & A15 Prep Rm	
N/A	Assumed	Terrazo Flooring	Misc.	NF	5	Hallways	
N/A	Assumed	Carpet Glue	Misc.	NF	5	Assistant Principal's Office, Conference Room, Guidance Offices, Media A/V Room, PA Office, Principal's Office, B1, D4, Media Center	
N/A	Assumed	Gypsum Board and joint compound	Misc.	NF	5	A12 Storage, A16 Storage, Coach's Office, Coaches Office Bathroom, Kitchen, Kitchen Storage Rms 1 & 2, Storage Rm 1, C5, Storage Rm 2, Storage Rm 3, Storage Rm A13, Admin Work Rm 2, Building Services Entrance, Custodial Rooms, Kitchen Closet, Closer C4, Girls Bathroom, Girls Locker Entrance Hall, Girls Locker Rm & Showers, Room D7, C2, C9, C11	
N/A	Assumed	Ceiling Plaster base & skim coat	Surf	F	5	Boiler Room, Custodian Bathroom T 2, Tool Storage Room 1, Boys Locker Room, Planetarium, Gym Storage Rooms 1 & 2, Laundry Room, Pool Storage Room	
N/A	Assumed	Cementitious Board	Misc.	NF	5	Exterior Soffits	
N/A	Assumed	Chalkboard and Peg adhesive	Misc.	NF	5	B1, A17	
N/A	Assumed	Floor underlayment paper	Misc.	NF	5	Gymnasium, Stage	
N/A	Assumed	Gray window caulk	Misc.	NF	5	Coach's Office	
N/A	Assumed	Textured Ceiling Paint	Surf	F	5	Pool	
N/A	Assumed	White Sink Undercoat	Misc.	NF	5	A16	
N/A	Assumed	Interior Window glazing	Misc.	NF	5	A1 - A11, B1 - B8	



Homogeneous Material			Material Category	Friability	Assessment Category (1-7)	Recorded Locations	Response Actions Taken/Renovations/Other Comments
Sample Number	Asbestos Content	Material Description					
N/A	N/A	Stone/Slate Window Sills	N/A	N/A	N/A	Throughout Classrooms	Material verified to be cut stone and will be removed from the AMP

Information abstracted by James B. Blum

Date: February 12, 2021

Material Category: TSI = Thermal System Insulation, S = Surfacing, M = Miscellaneous

LF = Linear Feet; SF = Square Feet Friability: F = Friable, NF = Non-Friable

AHERA Assessment Categories: 1 = Damaged or significantly damaged TSI ACBM; 2 = Damaged friable surfacing ACBM; 3 = Significantly damaged friable surfacing ACBM; 4 = Damaged or significantly damaged friable miscellaneous ACBM; 5 = ACBM with potential for damage; 6 = ACBM with potential for significant damage; 7 = Any remaining friable ACBM or friable suspected ACBM


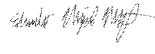
Appendix C

Re-Inspection Form 2



Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021
 Homogeneous Material: Pipe Fitting Insulation Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Corridors, Rooms C1 - C7, Science Prep Rooms, Chorus Rms 1 & 2, Weight Room, Maintenance Storage, Custodial Closets, Laundry Room, Office Closets, Faculty Room, Guidance, Nurse's Office	F	1,000 LF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B Hendrickson</u>						
Date: <u>5/17/21</u>						




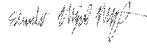
Re-Inspection Form 2: Re-Inspection of ACBM: Findings and Management Planner Recommendations

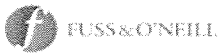
School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Duct Flex Connector

Sample ID: N/A


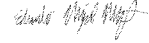
ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Swimming Pool	NF	10 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LFA's Assessor, have read and understood the recommendations made above: <u>Paul B. Hendrickson</u>						
Date: <u>5/17/21</u>						



Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Grout & thinset associated with 1"x1", 2"x2", and 4"x6" Ceramic Wall and Floor Tiles (various colors) Sample ID: N/A


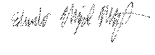
ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Nurse's bathrooms, Admin Bathroom, Boys' Locker Room, Girls' Locker Room, Boys' Bathroom, Girls' Bathroom, Custodial Closets, Bathrooms throughout	NF	10,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: Date: <u>5/17/21</u> <u>Paul B. Hendrickson</u>						



Re-Inspection Form 2: Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Beige with gray and tan streaks 12"x12" Floor Tile & associated mastic Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Building Services Entrance, Rooms A1 & A2, Laundry Room	NF	2,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Hendrickson</u>						
Date: <u>5/17/21</u>						



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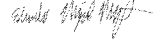
Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Cream with tan and gray 12"x12" Floor Tile & associated mastic

Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Reliability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A12 Storage, Back Office, Main Office, B20, Cafeteria, A14, C1, C2, C7, D3 Foyer, A12	NF	10,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Handrickson</u>						
Date: <u>5/17/21</u>						



FUSS & O'NEILL



Re-Inspection Form 2: Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Dark Blue 12"x12" Floor Tile & associated mastic

Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A10, A11, B8, B10, Computer Lab A10	NF	4,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B Hendrickson</u>						
Date: <u>5/17/21</u>						



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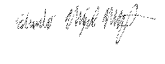
Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Light Beige 12"x12" Floor Tile & associated mastic

Sample ID: N/A


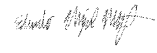
ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A12	NF	300 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: Date: <u>5/17/21</u> <u>Paul B. Hendrickson</u>						



Re-Inspection Form 2, Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Gray 12"x12" Floor Tile & associated mastic Sample ID: N/A



ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A12, A15 - A17, B15, B01 Foyer	NF	4,500 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above. Date: <u>5/17/21</u> <u>Paul B Hendrickson</u>						



Re-Inspection Form 2, Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: White with black, brown, and gray specks
12"x12" Floor Tile & associated mastic Sample ID: N/A



ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Work Room 1, A3 - A7, A9, B1 - B3, B5, B6, B8, B11 - B14, C9, C11, C1 Storage.	NF	7,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/21/2022	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: Date: <u>2/17/21</u> <u>Paul B. Hendrickson</u>						



Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: White with pink 12"x12" Floor Tile & associated mastic Sample ID: N/A



ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
C3 Storage	NF	200 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: Date: <u>5/17/21</u> <u>Paul B. Hendrickson</u>						

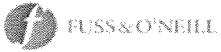


Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Tan with brown and cream specks 12"x12"
Floor Tile & associated mastic Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
D2, A13 & A15 Prep Room, Men's Bathroom,	NF	350 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above:						
Date: <u>2/17/21</u>					<u>Paul B. Hendrickson</u>	



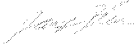

Re-Inspection Form 2, Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: 2'x2' suspended ceiling tiles (textured with pinholes)

Sample ID: N/A



ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Hallways, Band Room D5, Boys' Bathroom, C4 Bathroom, C1, C7, Girls' Bathroom, Nurses' Office, Bathrooms	NF	28,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Landrichson</u>						
Date: <u>5/17/21</u>						



Re-Inspection Form 2, Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: 2'x4' suspended ceiling tiles (multiple types, including: block square pattern, bird tracks, deep slots and pinholes, pock marks and pinholes, slots and pinholes) Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A12 Prep Room, A13 & A15 Prep Rooms, Work Room 1, A17 Prep Room, B01, Band Rooms D3, D4, and D6, Media Center, Music Hallway, Practice Rooms A-C, Teachers' bathrooms, Administration Offices	NF	11,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Hendrichson</u>						
Date: <u>5/17/21</u>						



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Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

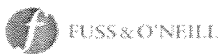
School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Black 4" cove base & associated adhesive

Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A17 Prep Room, A 12 - A15, A17, B2, B3, B6, C7, C9, C11, D4, Work Room 1, Back Office, Storage C3, Teachers' Work Room	NF	1,000 LF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Hendrickson</u>						
Date: <u>5/17/21</u>						




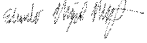
Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Blue 4" cove base & associated adhesive

Sample ID: N/A



ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
B8, B12, Computer Lab A10, media Center	NF	1,200 LF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: Date: <u>5/17/21</u> <u>Paul B. Hendrickson</u>						



Re-Inspection Form 2: Re-Inspection of ACBM Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Brown 4" cove base & associated adhesive Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Building Services Entrance, Custodial Office, Custodial Closer, Conference Room, Nurse's Office, Music Storage Room, Teachers Lounge, A1, B4, B5, B7, B13, D3, Hallways, Music Hallway, Practice rooms A - C, Work Room 2	NF	2,000 LF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: Date: <u>5/17/21</u> <u>Paul B. Hendrickson</u>						



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Re-Inspection Form 2, Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Dark blue 4" cove base & associated adhesive

Sample ID: N/A



ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A2, A11, B10, C4	NF	400 LF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: Date: <u>5/17/21</u> <u>Paul B Hendrickson</u>						



Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Dark brown 4" cove base & associated adhesive Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A16 Storage, Main Office, A7, A9, B20, C1, C2, D2, D5	NF	1,000 LF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA Designated Person, have read and understood the recommendations made above. Date: <u>5/17/21</u> <u>Paul B Hendrickson</u>						



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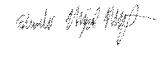
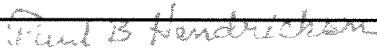
Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Gray 4" cove base & associated adhesive

Sample ID: N/A


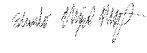
ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A3 - A6, A16, Electrical Closet B1, B1, B14 - B16, B18, Hallways, Media Center, Prep Room A12, Storage C1, Storage Rooms 1 - 3 by C5	NF	2,000 LF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: _____						
Date: <u>5/17/21</u> 						



Re-Inspection Form 2: Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Light Brown 4" cove base & associated adhesive Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Administration Offices, Guidance Rooms 1 - 3, Laundry Room, Nurses Office, Storage Room A16, Custodial Closer by Conference Room, B9, Cafeteria, hallways, Wood Shop C5	NF	2,000 LF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Hendrickson</u>						
Date: <u>5/17/21</u>						





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Re-Inspection Form 2: Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Light Gray 4" cove base & associated adhesive Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
C2, C6	NF	200 LF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Hendrickson</u>						
Date: <u>3/17/21</u>						



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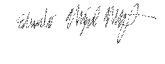
Re-Inspection Form 2: Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Light Green 4" cove base & associated adhesive

Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Guidance Office	NF	100 LF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above:						
Date: <u>2/17/21</u> <u>Paul B Hendrickson</u>						



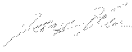

Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

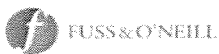
School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Tan 4" cove base & associated adhesive

Sample ID: N/A


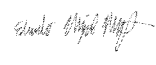
ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Administration Work Room 2	NF	60 LF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Hendrickson</u>						
Date: <u>5/17/21</u>						



Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Grout and Thinset associated with Brown, Cream-Gold, Peach, Red 6"x6" quarry floor and wall tile Sample ID: N/A



ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Shower Hall Entrance, Boys' Locker Room, Girls' Locker Room, Nurses' Office Teachers Bathroom	NF	4,000 SF	5	ACBM with potential for damage	Maintain under O-& M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: Date: <u>5/17/21</u> <u>Robert B. Hendrickson</u>						



Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Beige 9"x9" Floor Tile & associated mastic Sample ID: N/A


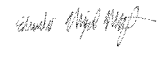
ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Work Room 2	NF	300 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected?					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Hendrickson</u>						
Date: <u>5/17/21</u>						



Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Cream with brown and gray streaks 9"x9"
Floor Tile & associated mastic Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Work Room 1, Music Storage Room, Storage Room A16, D6, Music Hallway, Practice Rooms A - C, Custodial Storage Rooms 1 & 2	NF	3,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Hendrickson</u>						
Date: <u>5/19/21</u>						



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Re-Inspection Form 2: Re-Inspection of ACBM Findings and Management Planner Recommendations

School:

Hillcrest Middle School

Date of Re-Inspection:


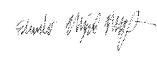
February 12, 2021

Homogeneous Material:

Cream with white & brown streaks 9"x9"
Floor Tile & associated mastic

Sample ID:

N/A



ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A12, A13, D2, Nurses' Office and bathrooms, Stage Exit Foyer, Teachers' Work Room	NF	2,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: Date: <u>5/12/21</u> <u>Paul B. Hendrickson</u>						

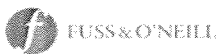


Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Gray with black streaks 9"x9" Floor Tile & associated mastic Sample ID: N/A


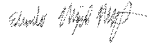
ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
D2	NF	110 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Handrickson</u>						
Date: <u>5/17/21</u>						



Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Green with white streaks 9"x9" Floor Tile & associated mastic Sample ID: N/A



ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
B4, B7, C6, Custodial Closet, Tool Storage Room, Teachers Bathroom	NF	2,400 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Hendrickson</u>						
Date: <u>5/17/21</u>						



Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Light Green with brown & white streaks 9"x9"
Floor Tile & associated mastic Sample ID: N/A


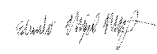
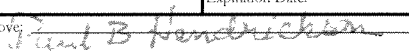
ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A16 Storage, A17 Prep Room, D1, Electrical Closet B1, Custodial Closet by Conference Room	NF	500 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Hendrickson</u>						
Date: <u>2/17/21</u>						



Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Light Green with gray & white streaks 9"x9"
Floor Tile & associated mastic Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
B16, B18, Custodial Closet	NF	2,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above; Date: <u>5/17/21</u> 						



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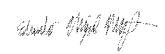
Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Light Green with green & white streaks 9"x9"
Floor Tile & associated mastic

Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
D3, Custodial Area, Teachers Lounge	NF	1,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
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I, the LEA's Designated Person, have read and understood the recommendations made above: Date: <u>8/17/21</u> <u>Paul B. Hendrickson</u>						




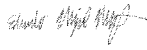
Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Tan with Brown & white streaks 9"x9" Floor Tile & associated mastic

Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Custodial Closet	NF	60 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
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Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Handrickson</u>						
Date: <u>5/17/21</u>						



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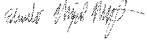
Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Black Sink Undercoat

Sample ID: N/A


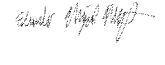
ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
C1 - C3, Work Room 2, Nurses Office	NF	5 EA	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Scott B. Hendrickson</u>						
Date: <u>5/17/21</u>						



Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Black Countertop Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A17 Prep Room, Classrooms A13 - A15, A17, C1, C4, A12, A13 & A15 Prep Rm	NF	1,200 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: Date: <u>5/17/21</u> <u>Paul B Hendrickson</u>						





Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

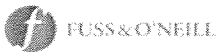
School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Terrazo Flooring

Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Hallways	NF	14,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Hendrickson</u>						
Date: <u>5/17/21</u>						





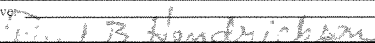
Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Carpet Glue

Sample ID: N/A



ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Assistant Principal's Office, Conference Room, Guidance Offices, Media A/V Room, PA Office, Principal's Office, B1, D4, Media Center	NF	10,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? No					Date of Management Planner Review: 4/22/2021	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
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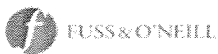


Re-Inspection Form 2: Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Gypsum Board and joint compound Sample ID: N/A


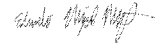
ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A12 Storage, A16 Storage, Coach's Office, Coaches Office Bathroom, Kitchen, Kitchen Storage Rms 1 & 2, Storage Rm 1, C5, Storage Rm 2, Storage Rm 3, Storage Rm A13, Admin Work Rm 2, Buidling Services Entrance, Custodial Rooms, Kitchen Closer, Closet C4, Girls Bathroom, Girls Locker Entrance Hall, Girls Locker Rm & Showers, Room D7, C2, C9, C11	NF	10,500 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: Date: <u>5/17/21</u> <u>Paul B. Hendrickson</u>						



Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Ceiling Plaster base & skim coat Sample ID: N/A



ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Boiler Room, Custodian Bathroom T 2, Tool Storage Room 1, Boys Locker Room, Planetarium, Gym Storage Rooms 1 & 2, Laundry Room, Pool Storage Room	F	8,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected? <u>No</u>					Date of Management Planner Review: <u>4/22/2021</u>	
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: <u>Paul B. Handrickson</u>						
Date: <u>5/17/21</u>						



Re-Inspection Form 2: Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Cementitious Board Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Exterior Soffits	NF	1,200 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected?		No			Date of Management Planner Review:	4/22/2021
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
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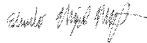
Re-Inspection Form 2: Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Chalkboard and Peg adhesive

Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
B1, A17	NF	50 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected?		No			Date of Management Planner Review:	4/22/2021
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	

I, the F&O Designated Person, have read and understood the recommendations made above:

Date: 5/17/21



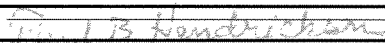
Paul B. Hendrickson



Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Floor underlayment paper Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Gymnasium, Stage	NF	2,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected?		No			Date of Management Planner Review:	4/22/2021
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: Date: <u>5/17/21</u> 						






Re-Inspection Form 2. Re-Inspection of ACBM Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: Gray window caulk

Sample ID: N/A




ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Coach's Office	NF	60 LF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected?		No			Date of Management Planner Review:	4/22/2021
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above:						
Date: <u>5/17/21</u> 						



Re-Inspection Form 2. Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Textured Ceiling Paint Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
Pool	F	6,000 SF	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected?		No			Date of Management Planner Review:	4/22/2021
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above:						
Date: <u>2/17/21</u> 						





Re-Inspection Form 2: Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School

Date of Re-Inspection: February 12, 2021

Homogeneous Material: White Sink Undercoat

Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A16	NF	1 EA	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected?		No			Date of Management Planner Review:	4/22/2021
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEA's Designated Person, have read and understood the recommendations made above: _____						
Date: <u>5/17/21</u>						


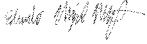
Paul B. Hendrickson



Re-Inspection Form 2: Re-Inspection of ACBM: Findings and Management Planner Recommendations

School: Hillcrest Middle School Date of Re-Inspection: February 12, 2021

Homogeneous Material: Interior Window glazing Sample ID: N/A

ACBM RE-INSPECTION FINDINGS					MANAGEMENT PLANNER RECOMMENDATIONS	
ACBM Location(s) by Assessment Category	Friability	Estimated Quantity	Assessment Category	Physical Description	Recommended Response Action(s)	Date Action Completed
A1 - A11, B1 - B8	NF	Not Quantified	5	ACBM with potential for damage	Maintain under O & M Plan, Recommend sampling to determine asbestos content prior to disturbance	Ongoing
Were additional samples of this ACBM collected?		No			Date of Management Planner Review:	4/22/2021
Inspector's Name: <u>James B. Blum</u>					Management Planner Name: <u>Eduardo Miguel Marques</u>	
Inspector Signature: 					Management Planner Signature: 	
Accreditation #/State: <u>000841/CT</u>					Accreditation #/State: <u>000201/CT</u>	
Expiration Date: <u>11/30/2021</u>					Expiration Date: <u>2/28/2022</u>	
I, the LEAD'S Designated Person, have read and understood the recommendations made above:						
Date: <u>5/19/21</u>					<u>Paul B. Hendrickson</u>	

Appendix D

Sample 6-Month Periodic Surveillance Form



Sample 6-Month Periodic Surveillance Form

Local Education Agency (LEA): Trumbull Public Schools
 Facility Address: Hillcrest Middle School, 530 Daniels Farm Road, Trumbull, CT
 Date of Surveillance: _____

Asbestos-Containing Building Material	Location	Previous Condition	Present Condition	Change in Condition (Yes/No)	Estimated Damaged Quantity	Comments
Pipe Fitting Insulation	Corridors, Rooms C1 - C7, Science Prep Rooms, Chorus Rms 1 & 2, Weight Room, Maintenance Storage, Custodial Closets, Laundry Room, Office Closets, Faculty Room, Guidance, Nurse's Office					
Duct Flex Connector	Swimming Pool					
Grout & thinset associated with 1"x1", 2"x2", and 4"x6" Ceramic Wall and Floor Tiles (various colors)	Nurse's bathrooms, Admin Bathroom, Boys' Locker Room, Girls' Locker Room, Boys' Bathroom, Girls' Bathroom, Custodial Closets, Bathrooms throughout					
Beige with gray and tan streaks 12"x12" Floor Tile & associated mastic	Building Services Entrance, Rooms A1 & A2, Laundry Room					
Cream with tan and gray 12"x12" Floor Tile & associated mastic	A12 Storage, Back Office, Main Office, B20, Cafeteria, A14, C1, C2, C7, D3 Foyer, A12					
Dark Blue 12"x12" Floor Tile & associated mastic	A10, A11, B8, B10, Computer Lab A10					
Light Beige 12"x12" Floor Tile & associated mastic	A12					
Gray 12"x12" Floor Tile & associated mastic	A12, A15 - A17, B15, B01 Foyer					
White with black, brown, and gray specks 12"x12" Floor Tile & associated mastic	Work Room 1, A3 - A7, A9, B1 - B3, B5, B6, B8, B11 - B14, C9, C11, C1 Storage,					
White with pink 12"x12" Floor Tile & associated mastic	C3 Storage					
Tan with brown and cream specks 12"x12" Floor Tile & associated mastic	D2, A13 & A15 Prep Room, Men's Bathroom,					
2"x2" suspended ceiling tiles (textured with pinholes)	Hallways, Band Room D5, Boys' Bathroom, C4 Bathroom, C1, C7, Girls' Bathroom, Nurses' Office, Bathrooms					
2"x4" suspended ceiling tiles (multiple types, including: block square pattern, bird tracks, deep slots and pinholes, pock marks and pinholes, slots and pinholes)	A12 Prep Room, A13 & A15 Prep Rooms, Work Room 1, A17 Prep Room, B01, Band Rooms D3, D4, and D6, Media Center, Music Hallway, Practice Rooms A - C, Teachers' bathrooms, Administration Offices					
Black 4" cove base & associated adhesive	A17 Prep Room, A 12 - A15, A17, B2, B3, B6, C7, C9, C11, D4, Work Room 1, Back Office, Storage C3, Teachers' Work Room					
Blue 4" cove base & associated adhesive	B8, B12, Computer Lab A10, media Center					
Brown 4" cove base & associated adhesive	Building Services Entrance, Custodial Office, Custodial Closer, Conference Room, Nurse's Office, Music Storage Room, Teachers Lounge, A1, B4, B5, B7, B13, D3, Hallways, Music Hallway, Practice rooms A - C, Work Room 2					
Dark blue 4" cove base & associated adhesive	A2, A11, B10, C4					

Asbestos-Containing Building Material	Location	Previous Condition	Present Condition	Change in Condition (Yes/No)	Estimated Damaged Quantity	Comments
Dark brown 4" cove base & associated adhesive	A16 Storage, Main Office, A7, A9, B20, C1, C2, D2, D5					
Gray 4" cove base & associated adhesive	A3 - A6, A16, Electrical Closer B1, B1, B14 - B16, B18, Hallways, Media Center, Prep Room A12, Storage C1, Storage Rooms 1 - 3 by C5					
Light Brown 4" cove base & associated adhesive	Administration Offices, Guidance Rooms 1 - 3, Laundry Room, Nurses Office, Storage Room A16, Custodial Closet by Conference Room, B9, Cafeteria, hallways, Wood Shop C5					
Light Gray 4" cove base & associated adhesive	C2, C6					
Light Green 4" cove base & associated adhesive	Guidance Office					
Tan 4" cove base & associated adhesive	Administration Work Room 2					
Grout and Thinsert associated with Brown, Cream-Gold, Peach, Red 6"x6" quarry floor and wall tile	Shower Hall Entrance, Boys' Locker Room, Girls' Locker Room, Nurses' Office Teachers Bathroom					
Beige 9"x9" Floor Tile & associated mastic	Work Room 2					
Cream with brown and gray streaks 9"x9" Floor Tile & associated mastic	Work Room 1, Music Storage Room, Storage Room A16, D6, Music Hallway, Practice Rooms A - C, Custodial Storage Rooms 1 & 2					
Cream with white & brown streaks 9"x9" Floor Tile & associated mastic	A12, A13, D2, Nurses' Office and bathrooms, Stage Exit Foyer, Teachers' Work Room					
Gray with black streaks 9"x9" Floor Tile & associated mastic	D2					
Green with white streaks 9"x9" Floor Tile & associated mastic	B4, B7, C6, Custodial Closet, Tool Storage Room, Teachers Bathroom					
Light Green with brown & white streaks 9"x9" Floor Tile & associated mastic	A16 Storage, A17 Prep Room, D1, Electrical Closer B1, Custodial Closet by Conference Room					
Light Green with gray & white streaks 9"x9" Floor Tile & associated mastic	B16, B18, Custodial Closet					
Light Green with green & white streaks 9"x9" Floor Tile & associated mastic	D3, Custodial Area, Teachers Lounge					
Tan with Brown & white streaks 9"x9" Floor Tile & associated mastic	Custodial Closer					
Black Sink Undercoat	C1 - C3, Work Room 2, Nurses Office					
Black Countertop	A17 Prep Room, Classrooms A13 - A15, A17, C1, C4, A12, A13 & A15 Prep Rm					
Terrazo Flooring	Hallways					
Carpet Glue	Assistant Principal's Office, Conference Room, Guidance Offices, Media A/V Room, PA Office, Principal's Office, B1, D4, Media Center					
Gypsum Board and joint compound	A12 Storage, A16 Storage, Coach's Office, Coaches Office Bathroom, Kitchen, Kitchen Storage Rms 1 & 2, Storage Rm 1, C5, Storage Rm 2, Storage Rm 3, Storage Rm A13, Admin Work Rm 2, Building Services Entrance, Custodial Rooms, Kitchen Closet, Closer C4, Girls Bathroom, Girls Locker Entrance Hall, Girls Locker Rm & Showers, Room D7, C2, C9, C11					



Asbestos-Containing Building Material	Location	Previous Condition	Present Condition	Change in Condition (Yes/No)	Estimated Damaged Quantity	Comments
Ceiling Plaster base & skim coat	Boiler Room, Custodian Bathroom T 2, Tool Storage Room 1, Boys Locker Room, Planetarium, Gym Storage Rooms 1 & 2, Laundry Room, Pool Storage Room					
Cementitious Board	Exterior Soffits					
Chalkboard and Peg adhesive	B1, A17					
Floor underlayment paper	Gymnasium, Stage					
Gray window caulk	Coach's Office					
Textured Ceiling Paint	Pool					
White Sink Undercoat	A16					
Interior Window glazing	A1 - A11, B1 - B8					

Appendix E

Preventive Measures

Preventive Measures for Various Asbestos-Containing Building Materials

A. Surfacing Materials

“Surfacing Materials” means materials in a school building that are applied by spray, trowel, or otherwise applied to surfaces. These include sprayed-applied fireproofing materials on structural members, ceiling and wall plasters, or other materials applied to surfaces for acoustical, fireproofing, or other purposes.

Surfacing Materials are generally considered friable and can release asbestos fibers if damaged by impact, air erosion, vibration, and/or water intrusion. When properly implemented, the following procedures will reduce the potential for fiber release:

1. Sprayed-Applied Fireproofing
 - a) Identify the materials and post warning signs on the laid-in or glued-in ceiling tile. If the decking is not covered, place the sign on the wall.
 - b) Maintain the materials in intact state and undamaged condition. During winter, pigeons, squirrels and other rodents tend to roost in boiler/machine rooms and dislodge sprayed-applied fireproofing on the decking. Prevent such possibilities.
 - c) Prevent water leakage. If the material is significantly damaged, removal is the best option. For minor damage, enclosure is a temporary solution. Encapsulation of damaged sprayed-on fireproofing material is not recommended.
 - d) Train the custodial people who are responsible for care and maintenance of surfacing materials. Please note that the repair/removal can only be performed by a licensed abatement contractor.
2. Ceiling and Wall Plasters
 - a) Identify the materials and post asbestos warning signs.
 - b) Maintain the materials in intact state and undamaged condition. Avoid storing/stacking on/near the materials to reduce contact damage.
 - c) Prevent water leakage. If the material is significantly damaged, removal is the best option. For minor damage, repair or enclosure is a temporary solution.
 - d) Train the custodial people who are responsible for care and maintenance of surfacing materials.

B. Thermal System Insulation (TSI)

“Thermal System Insulation (TSI)” means insulating materials applied to pipes, pipe fittings, boilers, breechings, tanks, ducts, or other components to prevent process heat loss or gain, water condensation, or for other purposes (e.g., fire door insulation core).

TSI are generally considered friable ACM. This means they can be easily damaged, increasing the potential for fiber release. When properly implemented, the following procedures will reduce the potential for fiber release:

1. Boiler and Breeching Insulation
 - a) Identify the locations and label the boiler. Warning signs should be posted outside the boiler room.
 - b) Reduce the likelihood of fiber release by ensuring that the insulation is not damaged. Avoid storing/stacking on/near the boiler to reduce contact damage.
 - c) Maintain the insulation in intact state and undamaged condition. Repair damaged areas as soon as possible to prevent further deterioration. If repair is not feasible due to extensive damage/deterioration, remove the material.
 - d) Train the custodial people who are responsible for care and maintenance of TSI. Please note that the repair/removal can only be performed by a licensed abatement contractor.
2. Pipe, Pipe Fitting, Tank, Duct & Breeching Insulations
 - a) Identify the locations and label the materials. Warning signs should be posted outside of rooms that have TSI materials.
 - b) Reduce the likelihood of fiber release by ensuring that the materials are not damaged. Avoid storing/stacking near the materials to reduce contact damage.
 - c) Maintain all TSI materials in intact state and undamaged condition. Inspect the protective jackets for damage. Repair damaged areas as soon as possible to prevent further deterioration. If repair is not feasible due to extensive damage/deterioration, remove the material.
 - d) Train the custodial people who are responsible for care and maintenance of TSI. Please note that the repair/removal can only be performed by a licensed abatement contractor.

C. Miscellaneous Materials

“Miscellaneous Materials” are the other ACM in a school building that are not categorized as Surfacing Materials or TSI. These include floor tiles, floor tile and carpet mastics, gypsum wallboard and joint compound, ceiling tiles, glue daubs, asbestos cement panels, cove base and associated glue, window/door caulking and glazing compounds, etc. The following maintenance procedures are recommended for these materials:

1. Vinyl Asbestos Floor Tiles (VAT)

Vinyl Asbestos Floor Tiles (VAT) are considered non-friable, however routine maintenance procedures such as spray-buffing, burnishing, wet scrubbing, and stripping can generate asbestos fibers. Following procedures, when properly implemented, will reduce the potential of fiber release:

- a) Do not sand, grind, or abrade the tiles. Stripping of VAT should be done as infrequently as possible. When stripping becomes necessary, follow the appropriate work practices. Never perform dry stripping.
 - b) During spray-buffing or burnishing the floor, operate the machine at the lowest workable speed and use the least abrasive pad. Use a wet mop for routine cleaning whenever possible.
 - c) Routinely check whether chair and desk glides are in good condition and replace when necessary. Worn glides can gouge the floor and cause fiber release.
 - d) Place carpets/floor mats in all entrances to reduce abrasion of floor tiles by sand and pebbles. During winter, have parking lots and walkways swept to the extent possible to avoid the tracking of salt and ice-melting compounds into the school by the students.
 - e) Train the custodial people who are responsible for care and maintenance of VAT. Please note that the repair/removal can only be performed by a licensed abatement contractor.
2. Wallboard and Joint Compound Assembly
- a) Since a number of different homogeneous assemblies may exist in a building, sheetrock/joint compound must be assumed to be ACBM unless sample results prove otherwise. If any specific areas are going to be disturbed, samples of the material in that area should be collected and analyzed.
 - b) Reduce the likelihood of fiber release by avoiding cutting or drilling holes through the sheetrock panels.
3. Ceiling Tile and Glue Daubs
- a) Reduce the likelihood of fiber release by limiting access to the space above the ceiling tiles. Maintain the ceiling tiles in undamaged condition. Replace any damaged or water-stained tile.
 - b) If the ceiling tiles are non-asbestos, collect samples and analyze the glue daubs to identify asbestos-content before disturbing the tiles.
4. Asbestos Cement Panels, Window/Door Caulking and Glazing Compounds
- a) Maintain asbestos cement panels and window/door caulking and glazing compounds in undamaged condition.
5. Carpet Glue, Blackboard/Tack Board Glue, Floor Tile Mastic, Cove Base, and Mastic
- a) Reduce the likelihood of fiber release by leaving materials in place.
 - b) Maintain materials in good condition. Collect samples and analyze to identify asbestos-content before disturbing.

Appendix F

Asbestos Inspector and Management Planner State Licenses and EPA Accreditations

1005448 SP 1564 -C01 P05455-1



JAMES B BLUM
FUSS & O'NEILL LLC
146 HARTFORD RD
MANCHESTER CT 06040-5992



Dear JAMES B BLUM,

Attached you will find your validated certificate for the coming year. Should you have any questions about your certificate renewal, please do not hesitate to write or call:

Department of Public Health
P.O. Box 340308
M.S.#12MQA
Hartford, CT 06134-0308

(860) 509-7603
oplc.dph@ct.gov
www.ct.gov/dph/license

Sincerely,

DEIDRE S. GIFFORD, MD, MPH, ACTING COMMISSIONER
DEPARTMENT OF PUBLIC HEALTH

EMPLOYER'S COPY		
STATE OF CONNECTICUT DEPARTMENT OF PUBLIC HEALTH		
NAME JAMES B BLUM		
VALIDATION NO 03-856192	CERTIFICATE NO 000841	CURRENT THROUGH 11/30/21
PROFESSION ASBESTOS CONSULTANT-INSPECTOR		
SIGNATURE 		SIGNATURE

STATE OF CONNECTICUT DEPARTMENT OF PUBLIC HEALTH	
PURSUANT TO THE PROVISIONS OF THE GENERAL STATUTES OF CONNECTICUT	
THE INDIVIDUAL NAMED BELOW IS CERTIFIED BY THIS DEPARTMENT AS A ASBESTOS CONSULTANT-INSPECTOR	
JAMES B BLUM	CERTIFICATE NO 000841
	CURRENT THROUGH 11/30/21
	VALIDATION NO 03-856192
SIGNATURE 	SIGNATURE

INSTRUCTIONS:

1. Detach and sign each of the cards on this form.
2. Display the large card in a prominent place in your office or place of business.
3. The wallet card is for you to carry on your person. If you do not wish to carry the wallet card, place it in a secure place.
4. The employer's copy is for persons who must demonstrate current licensure/certification in order to retain employment or privileges. The employer's card is to be presented to the employer and kept by them as a part of your personnel file. Only one copy of this card can be supplied to you.

WALLET CARD		
STATE OF CONNECTICUT DEPARTMENT OF PUBLIC HEALTH		
NAME JAMES B BLUM		
VALIDATION NO 03-856192	CERTIFICATE NO 000841	CURRENT THROUGH 11/30/21
PROFESSION ASBESTOS CONSULTANT-INSPECTOR		
SIGNATURE 	SIGNATURE 	

CERT#: A-509-V692

**CHEMSCOPE TRAINING DIVISION
ASBESTOS INSPECTOR REFRESHER
4-HOUR TRAINING CERTIFICATE**

James Blum

146 Hartford Road, Manchester CT

Has attended a 4-hour annual refresher course on the subject discipline on
9/1/2020 and has passed a written examination.

The person receiving this certificate has completed the requisite training for asbestos accreditation as an inspector under TSCA Title II

Course topics include a review and update on asbestos health hazards, functions of inspectors and management planners, building systems, planning, inspecting for asbestos, sampling and analysis, respiratory protection, government regulations and preparing the inspection report.

This training course has been accredited by the State of Connecticut.

**Examination Score: 88%
Exam Date: 9/1/2020
Expiration Date: 9/1/2021**


**Daniel Sullivan
Training Manager**

**Chem Scope, Inc.
15 Moulthrop Street
North Haven CT 06473
Phone: 203.865.5605
www.chem-scope.com**

1004399 SP

0364

COI P04505 1



EDUARDO M. MARQUES
FUSS & ONEILL ENVIRO SCIENCE LLC
146 HARTFORD ROAD
MANCHESTER CT 06040



Dear EDUARDO M. MARQUES,

Attached you will find your validated certificate for the coming year. Should you have any questions about your certificate renewal, please do not hesitate to write or call:

Department of Public Health
P.O. Box 340308
M.S.#12MQA
Hartford, CT 06134-0308

(860) 509-7603
oplcdph@ct.gov
www.ct.gov/dph/license

Sincerely,

DEIDRE S. GIFFORD, MD, MPH, ACTING COMMISSIONER
DEPARTMENT OF PUBLIC HEALTH

EMPLOYER'S COPY		
STATE OF CONNECTICUT DEPARTMENT OF PUBLIC HEALTH		
NAME		
EDUARDO M. MARQUES		
VALIDATION NO	CERTIFICATE NO	CURRENT THROUGH
03-866767	000201	02/28/22
PROFESSION		
ASBESTOS CONSULTANT-INSP/MGMT PLANNER		
 SIGNATURE		 ACTING COMMISSIONER

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH

PURSUANT TO THE PROVISIONS OF THE GENERAL STATUTES OF CONNECTICUT

THE INDIVIDUAL NAMED BELOW IS CERTIFIED
BY THIS DEPARTMENT AS A
ASBESTOS CONSULTANT-INSP/MGMT PLANNER

EDUARDO M. MARQUES

CERTIFICATE NO.
000201

CURRENT THROUGH
02/28/22

VALIDATION NO.
03-866767

SIGNATURE
ACTING COMMISSIONER

INSTRUCTIONS:

1. Detach and sign each of the cards on this form.
2. Display the large card in a prominent place in your office or place of business.
3. The wallet card is for you to carry on your person. If you do not wish to carry the wallet card, place it in a secure place.
4. The employer's copy is for persons who must demonstrate current licensure/certification in order to retain employment or privileges. The employer's card is to be presented to the employer and kept by them as a part of your personnel file. Only one copy of this card can be supplied to you.

CERT#: A-508-V587

CHEMSCOPE TRAINING DIVISION
ASBESTOS INSPECTOR/MANAGEMENT PLANNER REFRESHER
8-HOUR TRAINING CERTIFICATE

Eduardo Miguel Marques

146 Hartford Road, Manchester CT


Has attended an 8-hour course on the subject discipline on
8/14/2020 and has passed a written examination.

*The person receiving this certificate has completed the requisite training required for asbestos accreditation as an inspector/management planner under TSCA
Title II*

Course topics include a review and update on asbestos health hazards, functions of inspectors and management planners, building systems, planning, inspecting for asbestos, sampling and analysis, respiratory protection, government regulations and preparing the inspection report.

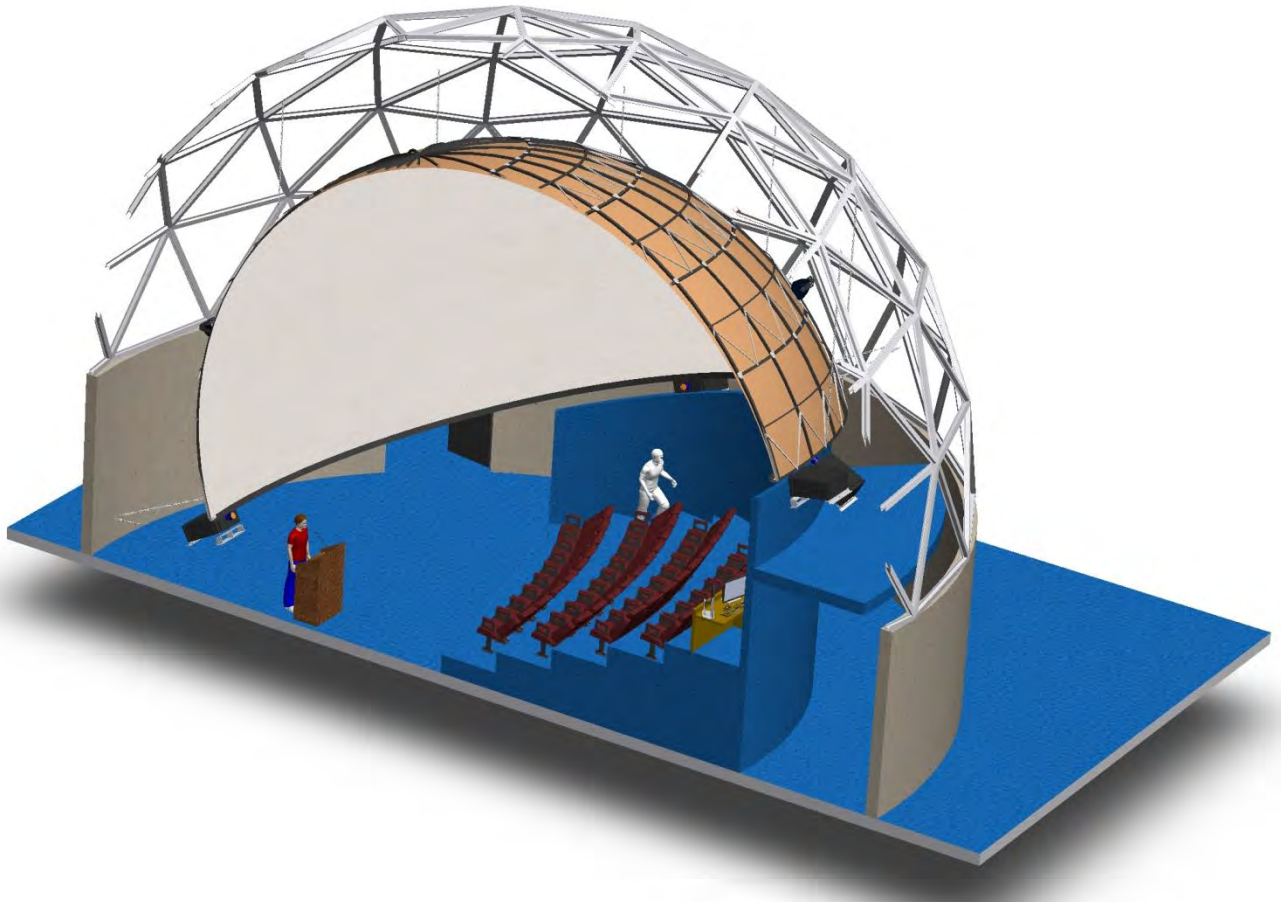
The training course has been accredited by the State of Connecticut.

Examination 1 Score: 86%
Examination 2 Score: 88%
Exam Date: 8/14/2020
Expiration Date: 8/14/2021


Daniel Sullivan
Training Manager

Chem Scope, Inc.
15 Moulthrop Street
North Haven CT 06473
Phone: 203.865.5605
www.chem-scope.com

Designing the Modern Digital Planetarium



Foreword

Designing the Modern Digital Planetarium is intended as a resource for architects and project planners in the design of state-of-the-art digital planetariums. This is not an all-inclusive resource but a starting point to help you get going in the right direction and asking the right questions.

Probably the most critical knowledge needed for designing the planetarium well is understanding the purpose of the planetarium. This requires asking questions such as:

- Will the facility be used mostly for teaching astronomy classes or for entertaining the general public?
- Do you want this facility to hold very large audiences and be bigger and better than any other planetarium in the country or a smaller, more personal facility with modest audiences and more interaction with the show presenter?

The International Planetarium Society has prepared a few documents that talk in more detail about these issues and other considerations when designing a planetarium. Although the documents posted on their web site are a bit outdated regarding some of the available technology, the topics discussed and the questions asked are as valid as ever.

Please refer to –

1. *So You Want to Build a Planetarium* at:

<http://c.ymcdn.com/sites/www.ips-planetarium.org/resource/resmgr/pdf-pubs/soyouwanttobuildaplanetarium.pdf>

2. *IPS Planetarium Development Guide* at:

<http://www.ips-planetarium.org/?page=pdg>

Most architects and building planners have never designed a planetarium and will likely plan at most one in their lifetime. In spite of that, most architects who are willing to do a bit of research and learning can be quite successful in designing their one and only planetarium. A few architects in the world specialize in planetariums and they would be glad to assist in your project, if desired.

This guide is intended to help in this effort. It will cover a few major design areas for the planetarium that often are difficult for architects and planners who are unfamiliar with planetariums and their unique requirements.

If you are working on a project and have questions not answered here, give Evans & Sutherland a call and we will be glad to either answer a few simple questions or discuss a more extensive consulting arrangement. We and our partners have been providing the world's best digital planetarium systems for over 30 years. Our offerings include –

- | | |
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General Considerations & Questions

Before any serious work can begin on the design of a new planetarium, questions need to be answered so that the design of the facility meets the needs and expectations of the end user. Answering each of the following questions will help the building planners know and understand what they need to do for a successful project.

General

1. Who is the audience? Is it college students taking astronomy courses, senior citizens taking their grandchildren out for an adventure, tourists, families, young children from elementary and middle schools, or some combination of these?
2. What geographical area will your planetarium serve?
3. What is a reasonable expected attendance from people living in this area?
4. Will the planetarium be used for small groups with a live presenter giving a presentation or for large general audience shows like those at a movie theater?
5. Will the planetarium be used solely for astronomy shows and lectures or will it also be used for general presentations, lectures, or other events?
6. How will the theater be staffed? Will it have a dedicated staff of experts to run the equipment and give the presentations or will someone come in and simply push a button to start a show?
7. How will the theater be maintained? Will it have a dedicated technician who is trained on all the equipment or will teachers and staff maintain the equipment?
8. How will the planetarium be funded? Does it need to be a revenue-generating enterprise or will it rely on other sources of income?
9. Where will you provide work and office space for the planetarium staff and technicians?
10. Do any specific, local building codes apply to the planetarium that you should consider in the design?

Dome

1. How many people would you like to seat in the theater? (This affects the size of the dome.)
2. Will the planetarium be used mostly for visual astronomy education or for general astronomy and astrophysics as well as fulldome video shows? (This sets the tilt of the dome.)
3. How big is the outer enclosure or room the dome must fit inside of?
4. Is there enough room for catwalks or dome ladders?

Entrance and Exits

1. How will patrons get in and out of the theater? (See the *Entryways* section later in this guide.)
2. How will the audience get dark adapted? Will there be a dimmed lighting holding area before each show or will you allow the audience to enter the theater and dark adapt while waiting for the show to begin?
3. Will there be any displays or exhibits outside of the planetarium that will entice and draw people towards and into the planetarium?
4. How will wheelchairs get in and out of the theater?



Seating

1. Do the seats need to fit children only or general audiences?
2. Do the seats need to have writing tables for students to take notes?
3. Will the seats need to be wired for interactivity controls or for sound?
4. What are the requirements for handicap seating?

Computer and Projection System

1. What are the essential functional capabilities of the planetarium software running on the computer system? Video playback only? Interactive or live astronomy lectures?
2. Will you be doing mostly star shows or fulldome video shows? (This affects which projection system you choose.)
3. Will your operators be trained astronomy educators or someone who simply pushes a button to start a show? (This affects what kind of automation and control system you need.)
4. Will you be creating your own planetarium shows or only using those produced by others?
5. Will you want guest lecturers to be able to give audio and video presentations from their laptop and have them seen on the dome and heard in the theater?

Audio System and Environment

1. Other than the main theater sound system with sound coming from the computer, what other audio sources or devices do you need? CDs? DVDs? Microphones for the lecturers or for presentations in the front of the theater? Microphones for musical performances?
2. Will you need shows presented in more than one language?
3. Will you need an assisted listening system?
4. Will you need to route the public address system for the whole building into your theater?
5. Will you be doing any audio editing as part of producing your own shows?
6. Will you want audio monitors in places such as the computer room, the waiting area, or in the planetarium office area?
7. How will the fire alarm audio system be routed into the planetarium?
8. How can you “soundproof” the planetarium so that external sound doesn’t get in (disturbing patrons when the planetarium should be quiet) or out bothering other areas of the building?
9. How will you assure the HVAC system and other building systems don’t bother the quiet environment of the planetarium?

Lighting System and Environment

1. How will you light your planetarium as the audience enters and exits?
2. How will you light your planetarium during regular cleaning and maintenance?
3. Do you want your lighting system to be simple ambient illumination or do you want to perform animated light shows?
4. How will you light exit signs without spoiling the planetarium shows?
5. How will you light handrails, steps, doorways, and exits?
6. How will you ensure that light from outside the planetarium doesn’t get in?
7. How will you design the area behind the dome so that it does not reflect stray light?



8. How will you light the area behind the dome during maintenance work?
9. What colors and materials will you use on the interior of the theater to minimize reflections so as to not distract the audience from the show on the dome?

Theater Control Station (Operator Console)

1. Do you want to show off the operator console with all its technical gadgetry as part of the planetarium experience or do you want it hidden away so that the audience is completely unaware of how the theater is controlled?
2. Is it important for the lecturer or show presenter to be out in the theater where he or she can see and hear all that is going on and interact with the audience or can the operator be completely isolated away from the audience and theater?
3. How will you protect the equipment at the operator console from curious people's hands and fingers?

Safety and Security

1. Planetariums are often open late at night for star parties and shows. If this will be the case for your planetarium how will you handle access to the planetarium when the rest of the museum or science center is closed?
2. How will you safely get your audience out of the dark theater in the case of an emergency?
3. How will the fire sprinkler system be designed in a room that cannot have overhead sprinklers protruding through the dome?
4. Will you need automatic door closing or opening in the case of an emergency?
5. Will the theater automation system automatically mute the sound and bring up the lights in the case of an emergency?



Building Structure

Outer Enclosure

Each planetarium dome must be enclosed in a water- and light-tight enclosure. It is absolutely critical that the outer enclosure be completely water- and light-tight before the projection dome is installed. Many domes have been ruined by rust-colored water dripping onto the dome from a leak in the outer enclosure, leaving a permanent ugly stain on the surface of the new dome.

The interior surfaces and space of this outer enclosure must be lined with sound-absorbing material as described later, in the Acoustics Environment section of this document. This lining, as well as all equipment, piping, HVAC ducts, electrical conduits, breaker boxes, fire safety devices, detectors, mechanical structures, etc. must all be finished in matte flat black. There can be absolutely no reflective surfaces behind the dome. Any reflections will be visible to the audience and cause bright spots in the imagery where none should be.

The outer enclosure can be designed to be any shape desired so long as it fully encloses the dome with sufficient space behind the dome for equipment and maintenance. As shown in Figure 1, typically two meters (79 inches) of space is required behind/outside of the projection dome for equipment and maintenance. Thus the outer enclosure needs to have a width and depth of approximately 4 meters (158 inches) more than the dome diameter.

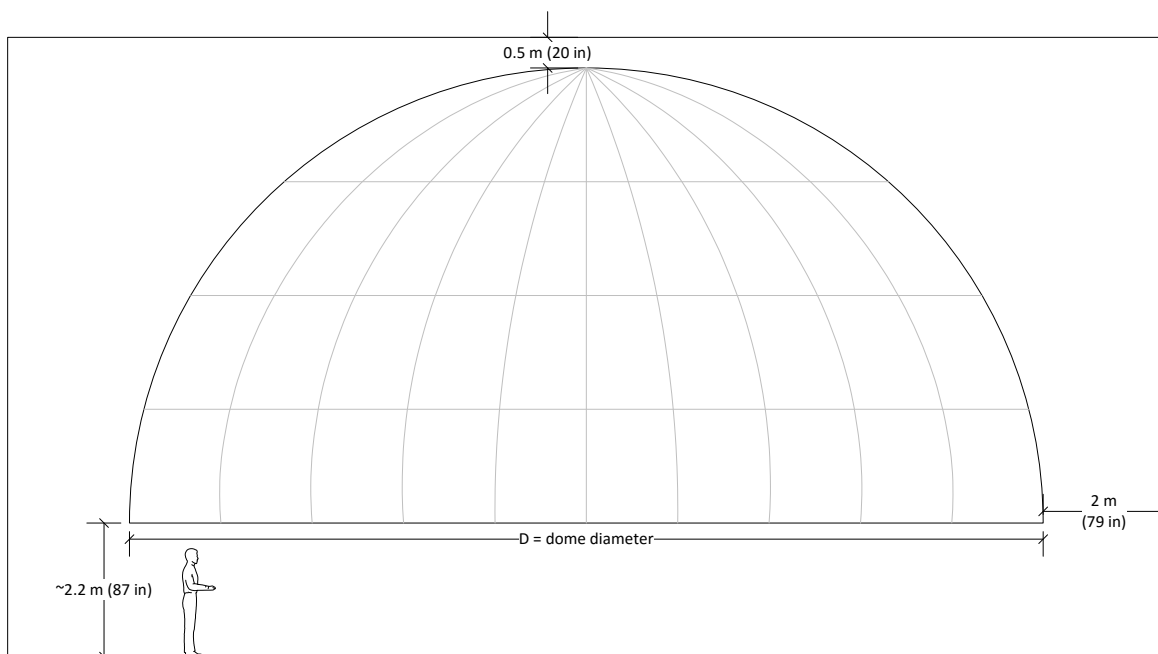


Figure 1 – Basic Dome Outer Enclosure Size

The base of the dome needs to be approximately 2.2 meters (87 inches) above the floor to provide clearance for doorways entering the dome. At least 0.5 meters (20 inches) above the top of the dome is needed for clearance during the construction of the dome. Thus the outer enclosure needs to have a height of approximately 2.7 meters (107 in) more than the dome radius.

These clearances are the basic values that serve as a starting point during the design of the planetarium. Specific values can be computed based on the tilt of the dome, shape of the outer enclosure, rake of the seating, etc.

If the dome is to be hung, the outer enclosure also needs to be strong enough to support the full weight of the dome. Small and medium size domes, i.e. dome with diameters less than 60 feet (18 meters), are often hung from the outer enclosure.

Many architects choose to make the outer enclosure domed-shaped to show off and emphasize the fact that there is a planetarium inside the building. This rather unusual shape to a building helps people find the building and be interested in what is inside. But this is by no means a requirement. Whatever enclosing shape works well with the overall design of the building is okay as long as the outer enclosure is big enough for the desired dome size. Photographs of a wide variety of planetarium buildings can be seen at <http://www.es.com/News/CustomerSites>.

Dome

The most common type of dome for a modern digital planetarium is constructed of an aluminum supporting frame and a thin skin of perforated aluminum that is curved to form the hemispherical surface of the dome. The skin is perforated so that air and audio placed behind the dome can flow through it towards the audience. The perforation also greatly reduces audio reverberation that would otherwise be present with a solid surface dome.

Figure 2 shows the supporting frame of the dome as well as the inner skin. When standing behind the dome in the darkness with a well-lit interior, the dome skin appears like a thin veil; but when seated on the interior of the dome the skin forms a nice projection surface.

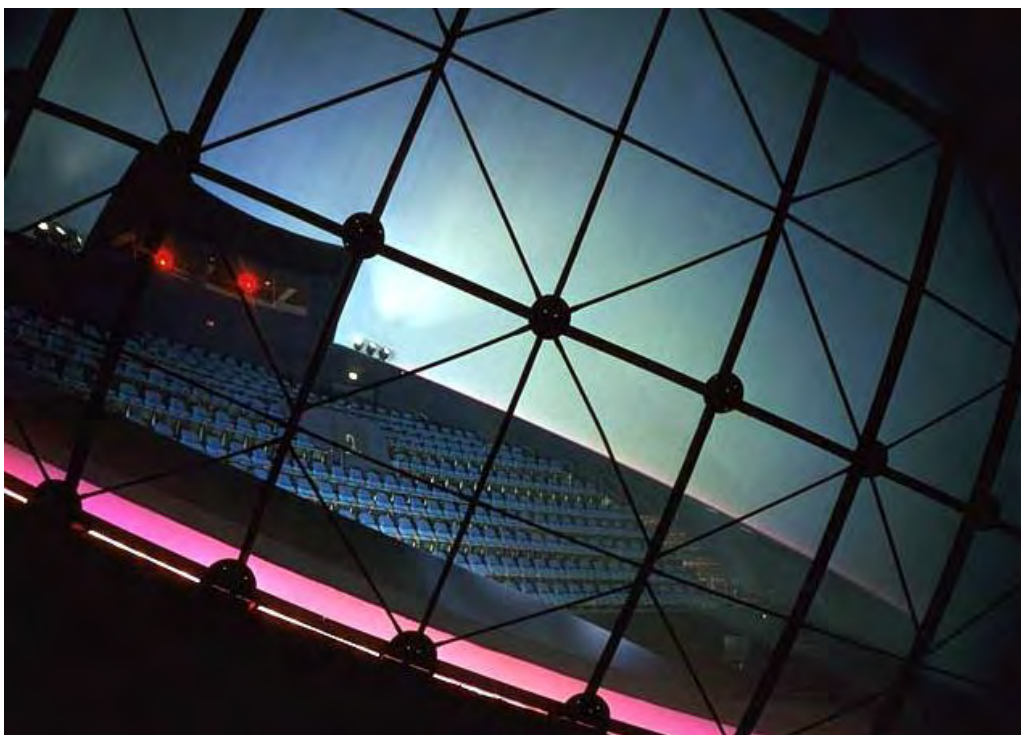


Figure 2 – Typical Digital Theater Dome

The advantage of this type of dome is that it can be constructed quite precisely to ensure that it is nearly perfectly spherical. The tight tolerances on the sphericity of the dome are essential in providing a uniform surface for the video projection.

A few theaters may build their domes out of some type of structure with a plaster or acoustic material; but these types of domes are rare and not recommended because they are difficult to shape into a sphere and do not allow the speakers to be placed behind the dome where they should be for proper audio effects.

It is essential to the quality of the video presentation that the dome be constructed so that the seams between the panels are as invisible as possible. Some dome manufacturers are much better at this than others, so care should be taken when choosing a dome supplier; confirm that they have the necessary technology and skill in creating a near-

seamless dome. You can visit <http://www.spitzinc.com/domes/index.html> for more information about how Spitz creates their seamless domes.

Aluminum domes can either be hung by chains from the overhead roof structure or they can be supported from below by pillars or a wall. Hanging is the most common method for small to mid-size domes as it allows greater control in the positioning and tilting of the dome. However, the very large domes are often supported by columns or walls because their weight exceeds the strength of the roof structure.

Although the dome is a large and heavy structure, it is also a high-precision projection surface and must be treated with care. The dome is installed in the planetarium as the last building element so that all other construction is completed prior to the dome installation. This allows the dome to be erected in a clean environment and for that cleanliness to continue after the dome is in. All dust-producing work must be completed in the planetarium chamber prior to dome installation and no dust-producing work can be performed in the planetarium after the dome is in. This also means that the HVAC system has to be purged and cleaned prior to dome installation.

Domes come in a wide range of sizes. Picking the right dome size is a balance between the desired number of seats in the theater, the available size for the enclosing building, and the budget for the project. Figure 15 in the Seating section of this document shows a scatter graph that relates the size of the dome to the number of seats that could fit in that dome. Please be aware that as the size of the dome increases the cost of the sound system, video projection system, and the associated computer image generator usually increase as well.

Entryways

For the theater design, probably no single problem compares to the difficulty in planning the ingress and egress of the patrons. Locations of the aisles, steps, and doors affects so many other aspects of theater design and are in turn affected greatly by the surrounding structure, that it often seems impossible to satisfy all constraints. Once the entrances and exits are planned within all of the requirements, the rest of the details usually follow along readily.

Although each theater design is unique, five broad categories determine how patrons can get in and out of the theater. The following figures show these five categories and list some of the pros and cons of each design.

Level Dome

This is the traditional style planetariums used when all optical-mechanical star projectors were located in the center of the theater. It is still used today with some digital theaters but much less frequently. This style provides a level sky dome to simulate the sky when viewed from the ground.

Figure 3 shows a plan and section view of this dome style. The dome is placed high enough that doors can be built underneath it. All of the seating is on a level floor. Doors can be placed nearly anywhere that does not conflict with the placement of the video projectors if they are to be around the perimeter of the dome.

This type of dome is the easiest to design and is commonly used when visual astronomy is the primary emphasis for the theater. Although good for visual astronomy, this type of design does not lend itself well to other types of fulldome video presentations chosen from the large collection of shows available. (See the available shows list at http://www.es.com/Products/Show_Catalog.html.) Most planetarium shows are designed for tilted domes in the range of 15° – 20° and hence do not work optimally in this type of dome.



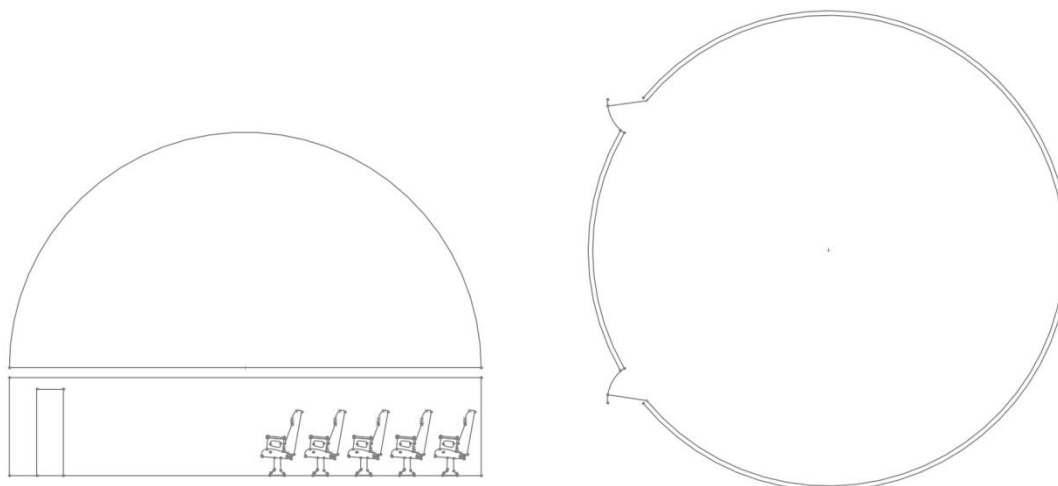


Figure 3 – Level Dome

Tilted Dome – Front Doors

In this theater design, the dome is tilted but set high enough that doors can still be used to enter the theater in the front as shown in Figure 4.

This style of dome provides the tilt essential for viewing most fulldome video shows and allows the doors to be conveniently located at the front of the theater in any location that does not conflict with the video projectors. Because the front and back of the dome are above the patrons heads it reduces the chance of patrons touching and bumping the video projectors that are often located in the front and back centers of the dome. However, because the dome must be set high enough to clear the front doors, there tends to be more separation between the patrons and the dome which decreases the immersive feeling of the presentation.

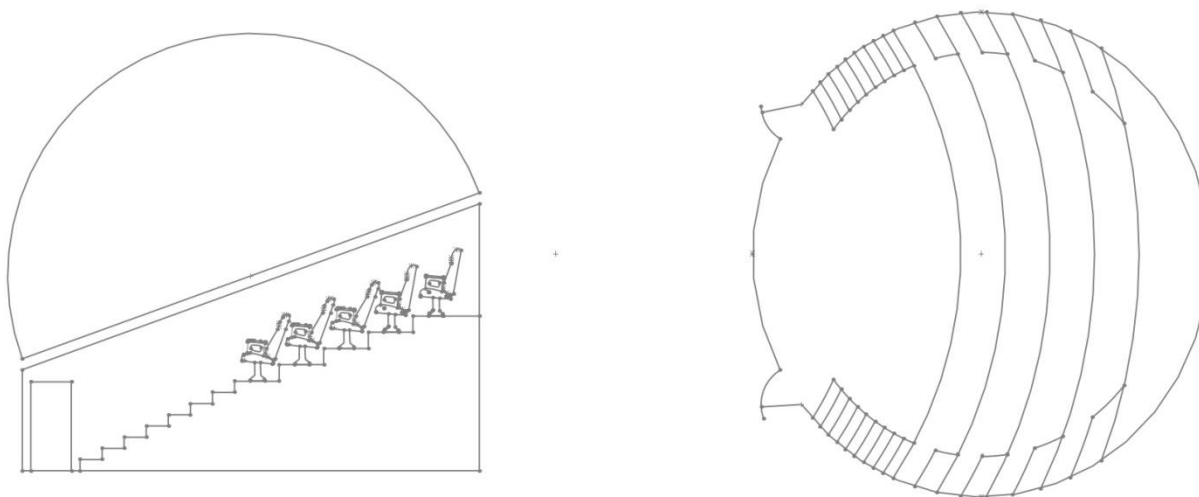


Figure 4 – Tilted Dome, Front Doors

Tilted Dome – Rear Doors at the Upper Level

In this design shown in Figure 5, the dome is tilted and set low in the front to provide a more immersive feeling for the patrons. Since the doors cannot be placed in the front of the dome they are placed at the rear of the dome at the top of the seating platform. This type of design works well if the tilt of the dome is less than 20°. For higher-tilt domes it is difficult for the patrons to descend very steep stairs when entering the theater. Many designers believe that the audience should never descend stairs to enter a theater and others believe it is acceptable as long as it isn't too steep of a descent.

Often there will be a video projector located in the cove at the front-center of the dome. In this design that makes the projector readily accessible to patrons walking by. The dome surface itself is also easily touched by patrons' hands. These problems can be easily mitigated by installing a railing or low wall in the front to keep patrons back and away from the projector and dome.

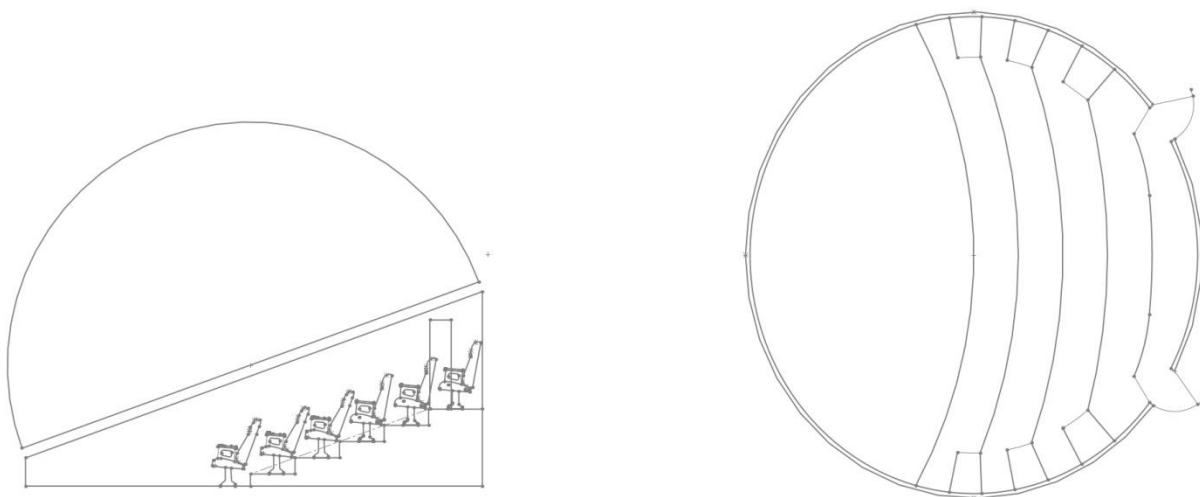


Figure 5 - Tilted Dome, Rear Doors at the Upper Level

Tilted Dome – Rear Doors at the Lower Level

In large, steeply-tilted domes the doors cannot be located at the rear of the theater in the upper level. Entrances must be located at the rear of the theater on the ground level. As shown in Figure 6, the doors are located in the back of the theater at ground level with an aisle that runs along the outer edge of the dome. Once the patrons are inside of the theater they turn and go up stairs to the seats. This is a very common design for large diameter domes with tilts more than 15° - 20°. Having the aisle inside of the theater does decrease the amount of seating available; but in large diameter domes this usually still leaves enough space to meet the seating requirements.

Care must be taken in this design to not put the front of the dome so low to the ground floor that there is not room for a video projector behind the dome in the front center.

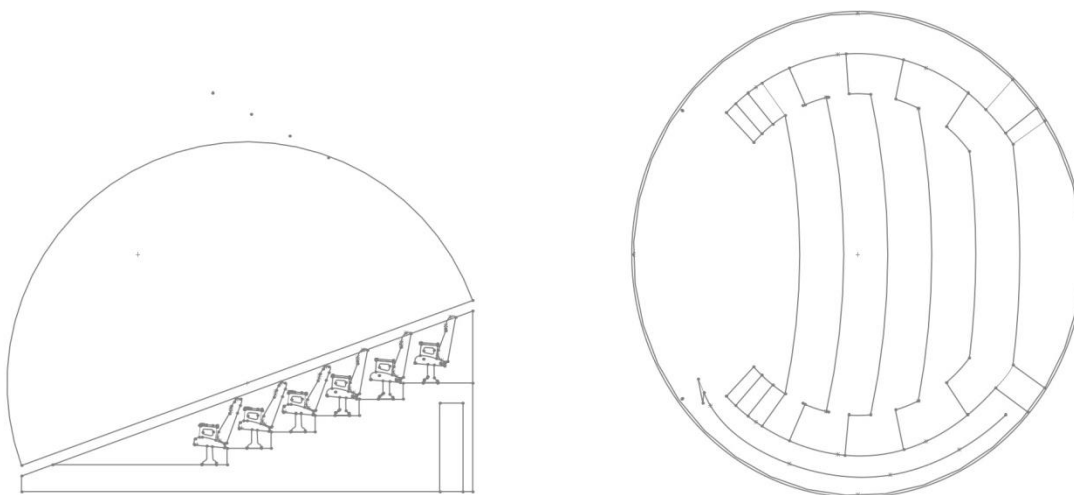


Figure 6 – Tilted Dome, Rear Doors at the Lower Level

Tilted Dome – Side Doors

This design allows the dome to be low in the front to provide good immersive viewing while still accommodating doors near the front. Typically some sort of hallway runs along the outside of the planetarium, with the entrance

doors on the side at the point where they will just fit under the dome. The stairs then go up on each side as steeply as allowed for public theaters so that the patrons are as close to the dome as possible. Figure 7 shows this design.

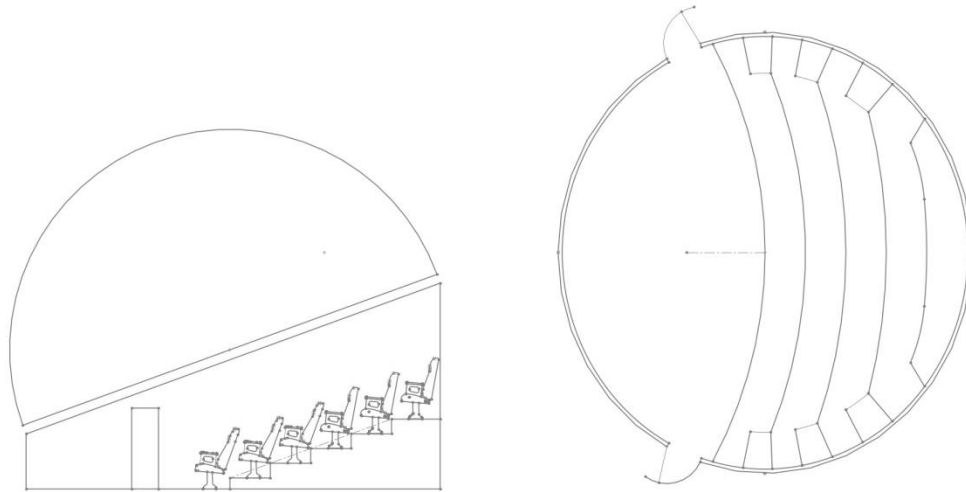


Figure 7 – Tilted Dome, Side Entrance

Entryways – Light Locks

Each entryway to the planetarium will need to be designed as a light lock, which typically includes two sets of doors separated by several feet so that when one door is opened the other is closed without admitting extraneous light into the theater.

Projection Cove

The projection cove, which is the area under and around the outside of the base of the dome, provides physical support and electrical service for the video projection equipment. Figure 8 shows a cross-section of the projection cove. Care must also be taken when designing the theater to provide sufficient space between the base of the dome and the floor of the cove so that shelves and stands for video projectors can be built to the required size without running into the floor or other obstructions.

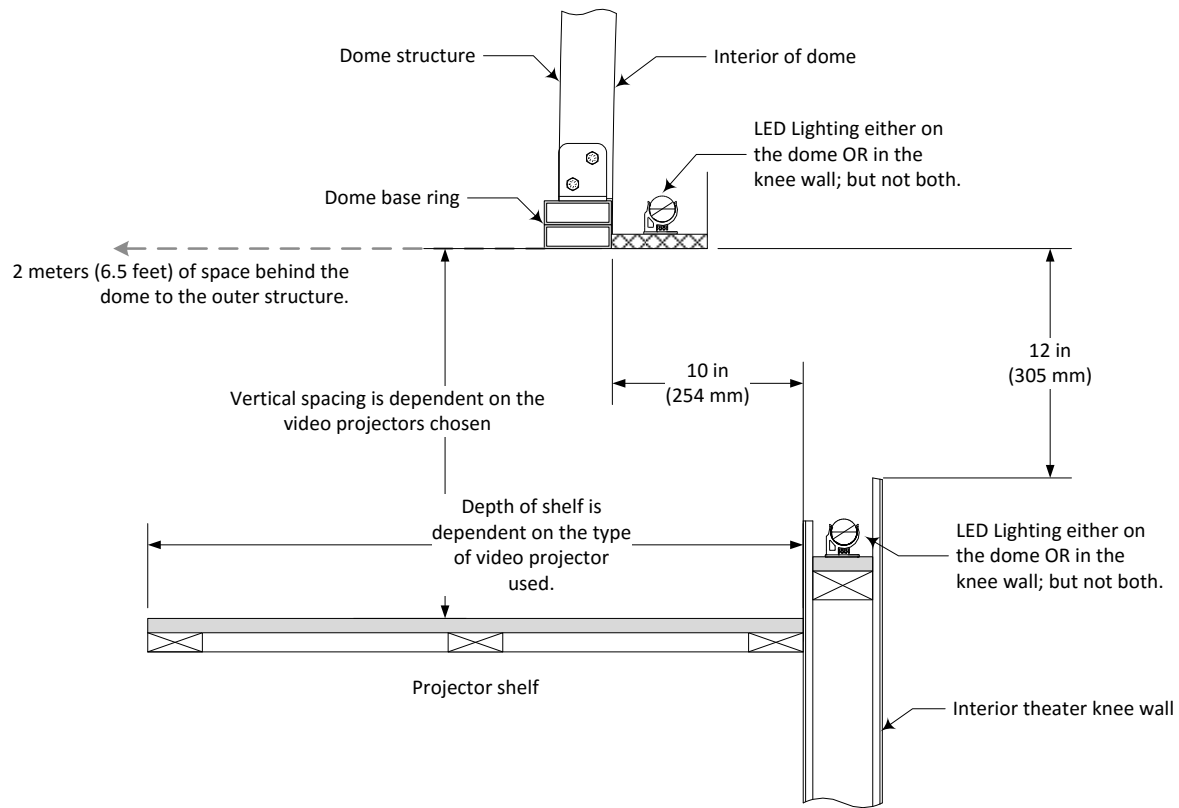


Figure 8 – Cove: Dome and Knee Wall Spacing (Level Dome)

At least 2 meters (6.5 feet) of unobstructed space must be left behind the dome to provide room for the projector shelves, unrestricted air flow around the projector, and easy access around projectors for technicians and maintenance.

The top of the knee wall must be sloped to match the dome at all points around the knee wall, i.e. the top of the knee wall must be constructed so that the dome could sit flush on top of the knee wall if the 305 mm (12 inch) gap were removed. Figure 9 and Figure 10 show the dome and knee wall for a tilted dome. The exact spacing between the dome and the projector shelf is dependent on the type of video projectors being used and will have to be worked out after those are chosen.

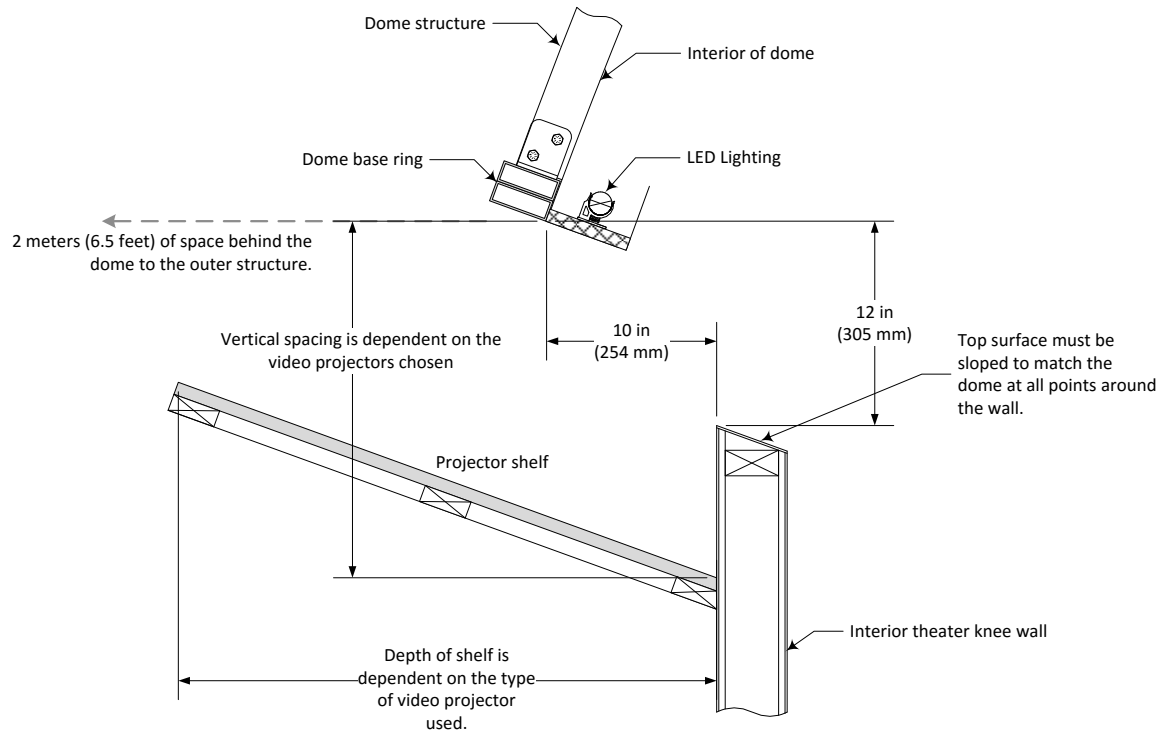


Figure 9 – Cove: Dome and Knee Wall Spacing (Tilted Dome, Rear Center)

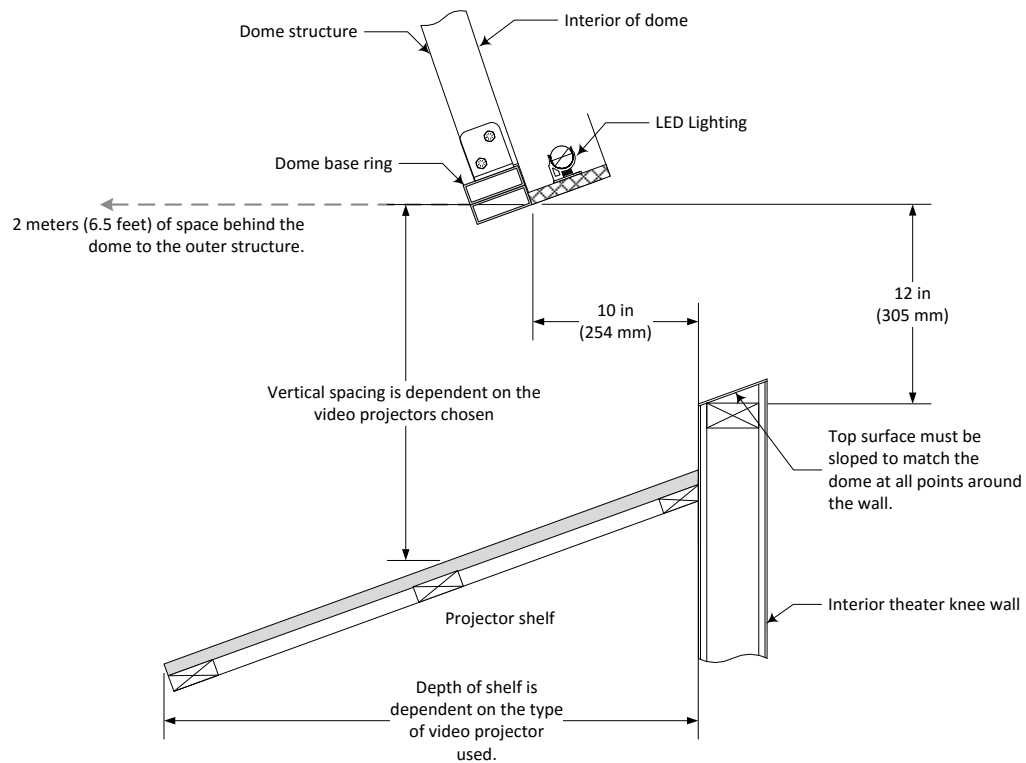


Figure 10 – Cove: Dome and Knee Wall Spacing (Tilted Dome, Front Center)

Projectors shelves or stands must be constructed at each location of a video projector. The size, location, and vertical placement of shelves relative to the dome is dependent on the type of video projection system chosen. Figure 11 shows a plan view of the shelf size required for various common types of projectors to give you an idea of the variation that exists and how it will affect the cove design.

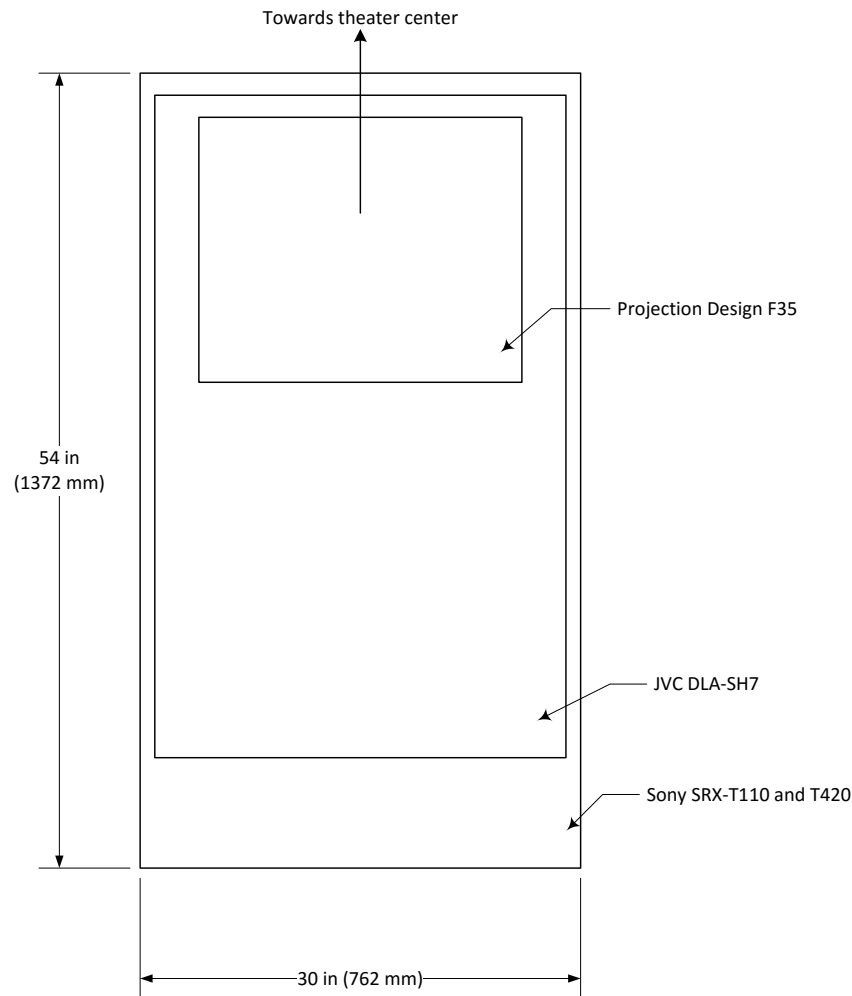


Figure 11 – Sample Projector Shelf Sizes

Control Console

In previous generations of planetarium control systems the operator sat in front of a large bank of buttons and dials surrounding him or her on three sides with a variety of computer and audio/video devices tucked in racks at the console. This type of console required a lot of space in the theater and was both difficult and expensive to build. The modern digital planetarium is controlled more through simplified computer interfaces that still provide a wealth of capability. The operator console in a theater often needs be no more than a simple desk-like work surface that is about 1.75 to 2.0 meters (5 – 6 feet) long. The specifics will depend on the type of audio/video and theater automation systems that are installed in the theater.

Figure 12 shows a sample operator's console in a modern digital planetarium.

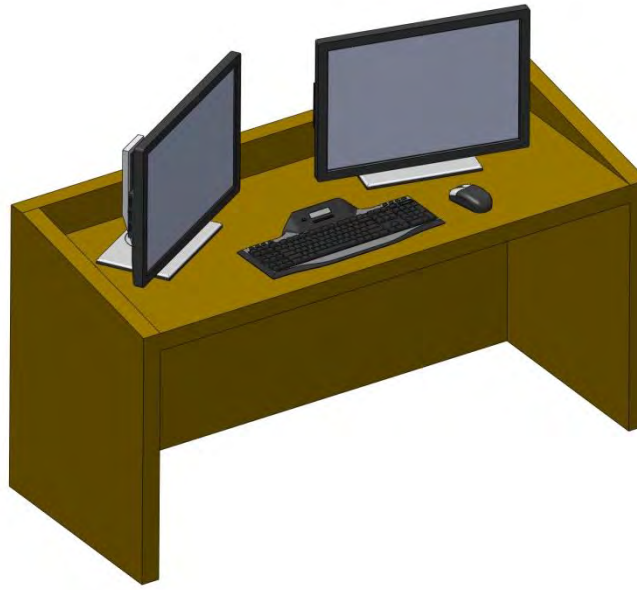


Figure 12 – Sample Operator Console

The operator console is often placed at the very back of the theater or tucked back under the cove so that the operator is just outside of the theater but can easily see and go into the theater. Having the console tucked back under the dome helps keep the stray light coming off the computer monitors from shining up onto the dome.

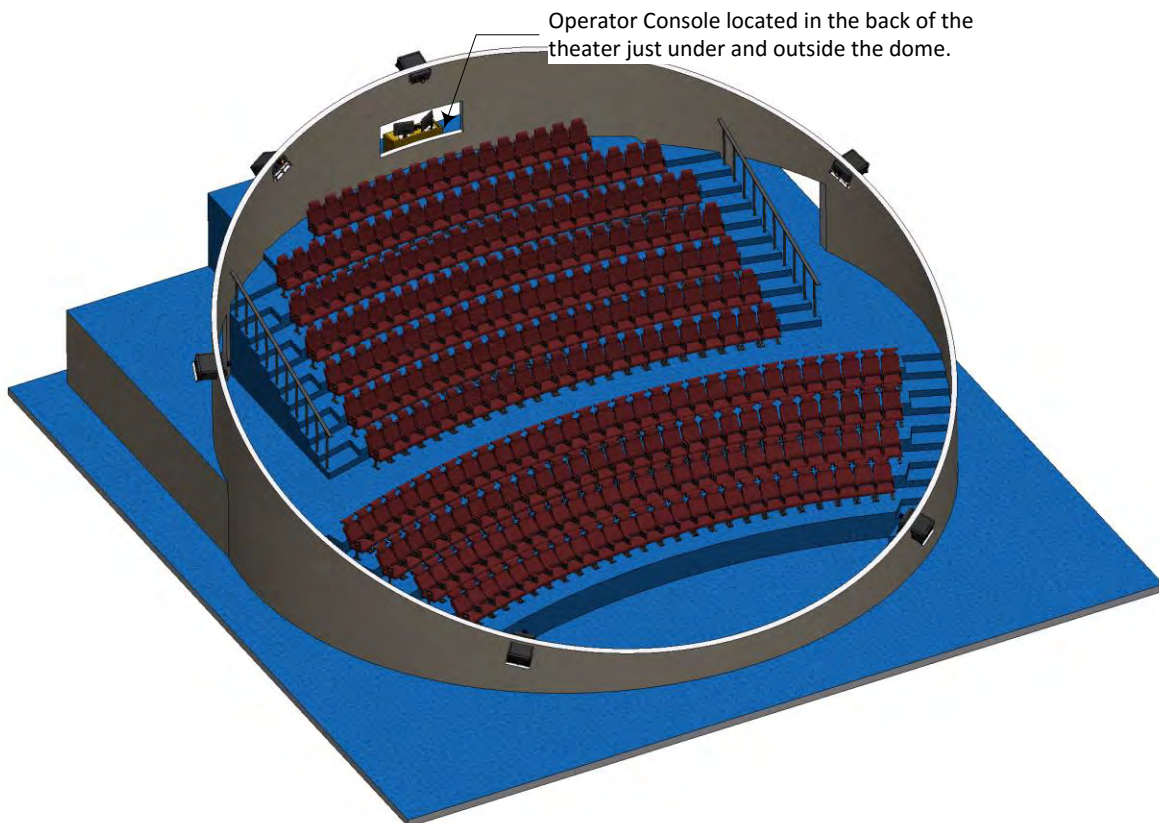


Figure 13 – Suggested Location for the Operator's Console

Computer Room

The computer room typically houses several computer racks, electrical panels, dimmer packs, service disconnects, UPS units, and other similar equipment. Figure 14 shows a layout for a typical computer room. The computer room should be located immediately adjacent to the theater so operators can readily access the computer equipment during a show if necessary and so cabling distances can be as short as possible between the video and sound systems and the equipment in the theater.

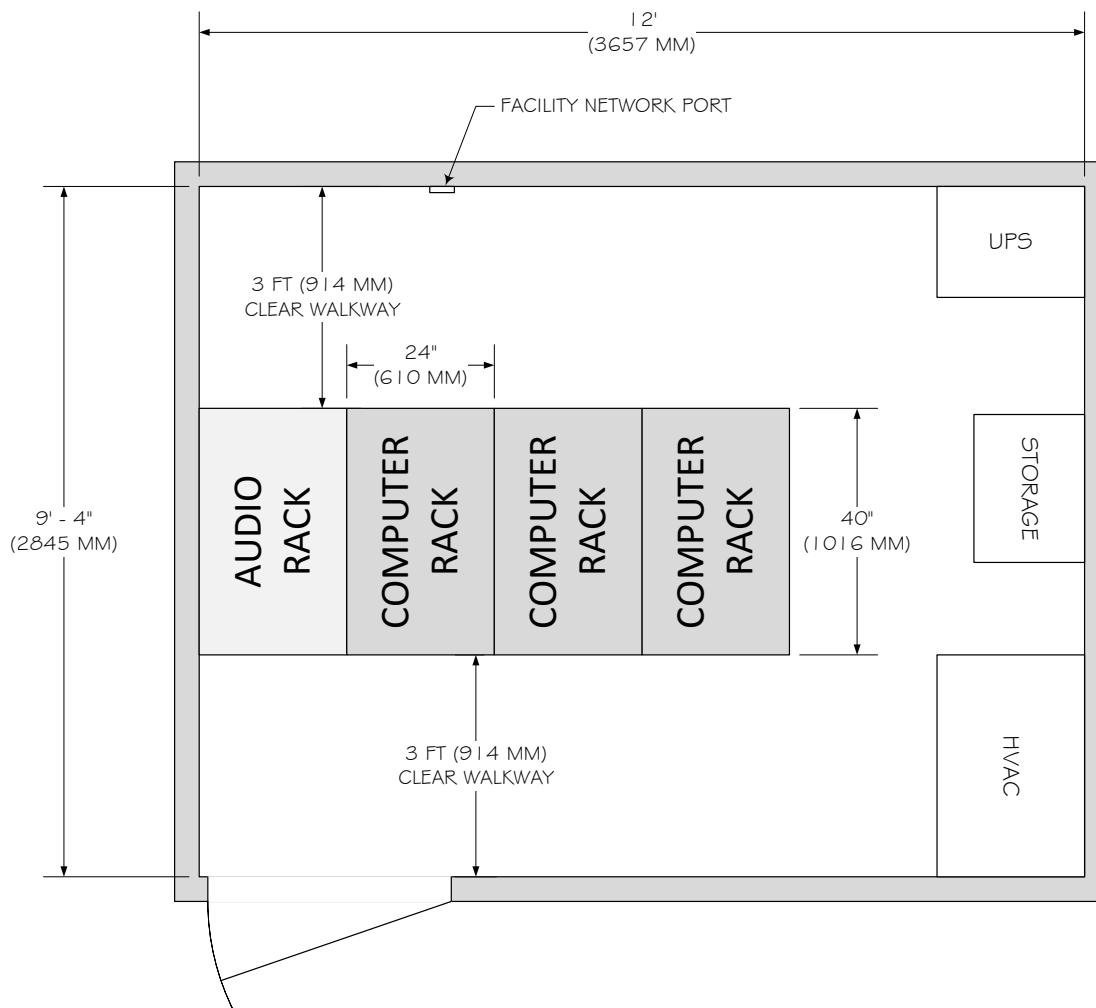


Figure 14 – Sample Computer Room

The number of audio and computer racks in the computer room is dependent on the specific type of image generator and video projection system you have for your theater. Typically, the audio system is housed in a single rack and the image generation system in one or more racks. If at all possible the computer room should be sized for at least four computer racks to allow expansion in the future. There must be sufficient space so that all racks can be mounted adjacently. A minimum of 1 meter (3 feet) of clearance at both the front and back must be maintained. Be sure to take into account the minimum space necessary in front of all power distribution panels.

The equipment racks may be mounted on anti-static access flooring in the computer room. This flooring consists of 610 mm (2 feet) square removable tiles on a grid support system that is raised above the concrete floor. This allows for easy access to power outlets and signal cables arriving from cable trays, under-floor conduits, and other racks. It also facilitates future expansion.

Alternatively, the equipment racks can be placed directly on the computer room floor, and overhead cable trays and power outlets can be used. If this option is chosen, the computer room floor must be covered with epoxy concrete paint, linoleum, or tile surface covering so that the floor does not produce any dust as people walk on it.

It is highly recommended that a facility network port with general internet access be available in the computer room to allow the computer system access to the Internet.

Staff Offices

The staff that will run and support the planetarium need to have their offices near the planetarium so they can quickly and easily support shows as they are proceeding. There should also be some storage shelves or closets near these offices to store additional equipment that may be used for presentations; e.g. microphones, podiums, laptop computers, etc.

Acoustic Environment

A proper acoustic environment is essential for providing an engaging and pleasing audience experience. This is true for live astronomy lectures as well as full-dome video shows. Patrons must be able to hear the words and music clearly. We strongly recommend that you consult with a sound professional when designing the theater to provide the optimum acoustic environment.

The acoustic designer will have specific recommendations for your theater that will be customized for the specific size and shape of the room. The goal is to achieve at least an NC-25 rating. (This web page contains some good information on NC ratings: http://www.engineeringtoolbox.com/nc-noise-criterion-d_725.html.)

The main recommendations from the acoustic designer will deal with how to cover all walls and ducting that is behind the dome with sound absorbing material so as to reduce reverberations. You will likely have to cover all surfaces behind the dome with 100 – 150 mm (4 – 6 inches) of sound absorbing material.

Additionally, consider how to keep sounds outside the theater from getting inside. The planetarium must be kept isolated from external noises so as to not disturb the show. Noises from HVAC units, water and sewer pipes, elevators, or other theaters in the building, not to mention external street traffic and airplane noises, must also be considered and minimized. Frequently, double walls and doors as well as floor isolation are used to reduce transmission of noise both into and out of the planetarium.

All doors need to be perfectly sealed around their perimeters for light and sound lock, especially those with direct entry into the theater. The door should provide a minimum STC rating of 45. Though 50 or higher would be better. The STC rating will be greatly negated if a good door sealing system is not installed. (See <http://stcratings.com/> for more information about STC ratings.)

Installation of an automatic door bottom is recommended. An acoustic sealing head and jam seal is also recommended. Select the thickest one that you can stand.

All HVAC ductwork should be flex or lined, with a minimization of metalwork. Ducts should have sound dampeners at their entrance to the planetarium space. Oversize the ducts as much as possible to maintain the required CFM airflow, while reducing air velocity. All intake and output registers/grilles should have oversized openings with no slot openings smaller than 50 mm (2 inches). This is to minimize whistling and rushing sounds.

Seating

The seating must be designed so that the audience can see the entire dome without being obstructed by other audience members or being in the way of the images displayed by projectors. The sense of being immersed in the imagery will be enhanced if the audience can be as high (or close to dome) as possible without interfering with the projected image. This interference will be defined by the type of projection system and its placement.

The focus of attention on the dome is typically the front-center of the dome about 30° above the bottom of the dome. Depending on the slope of the theater's floor, the tilt of the dome, and the location of each row of seats, the tilt of each seat must allow the patron to comfortably gaze at the prime viewing spot. This means each row of seats in the theater may need to have a different tilt.

Many patrons are uncomfortable about getting in and out of a seat tilted more than 30°. Additionally, larger seat tilts can interfere with the aisle of the next row behind.

These factors must be taken into consideration when designing the seating layout of the theater, from choosing which seat to purchase, to installing of those seats.

Seat Count

One of the very first thing every theater designer has to determine is how many seats the theater will hold. Sometimes the space available for the theater will determine the dome size and the seat count will be determine in consequence of the chosen dome size. Other times the seat count is the driving factor, with dome size and building size derived from that.

The number of seats in the theater is dependent on the size of the dome, tilt of the dome, method of ingress and egress, and how closely rows are spaced together. All of these factors make it difficult to accurately estimate the number of seats in the theater. Figure 15 shows a scatter plot of dome diameter versus the number of seats in the theater from a sampling of planetariums around the world. This includes great deal of variation but the general trend can be seen.

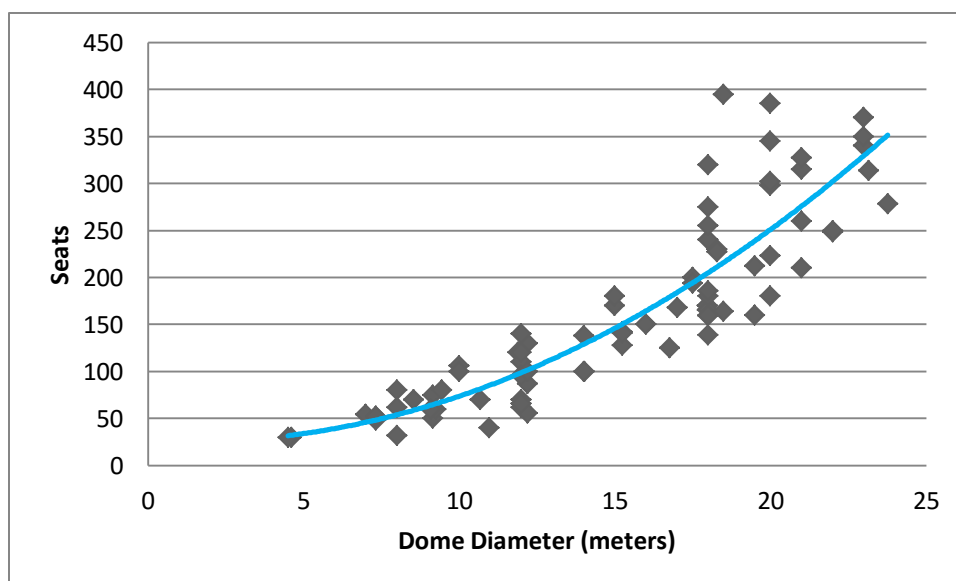


Figure 15 - Dome Diameter versus Seats

Seating Radius of Curvature

When laying out seats for the theater the radius of curvature tends to vary a lot from one theater to the next. Figure 16 shows a suggested method for determining the appropriate radius of curvature for each row of seats. Using this method, each seat in the theater will be able to see the front-center of the dome easily, as well as other areas of the dome as desired. Variations from this suggestion are at the architects' discretion.

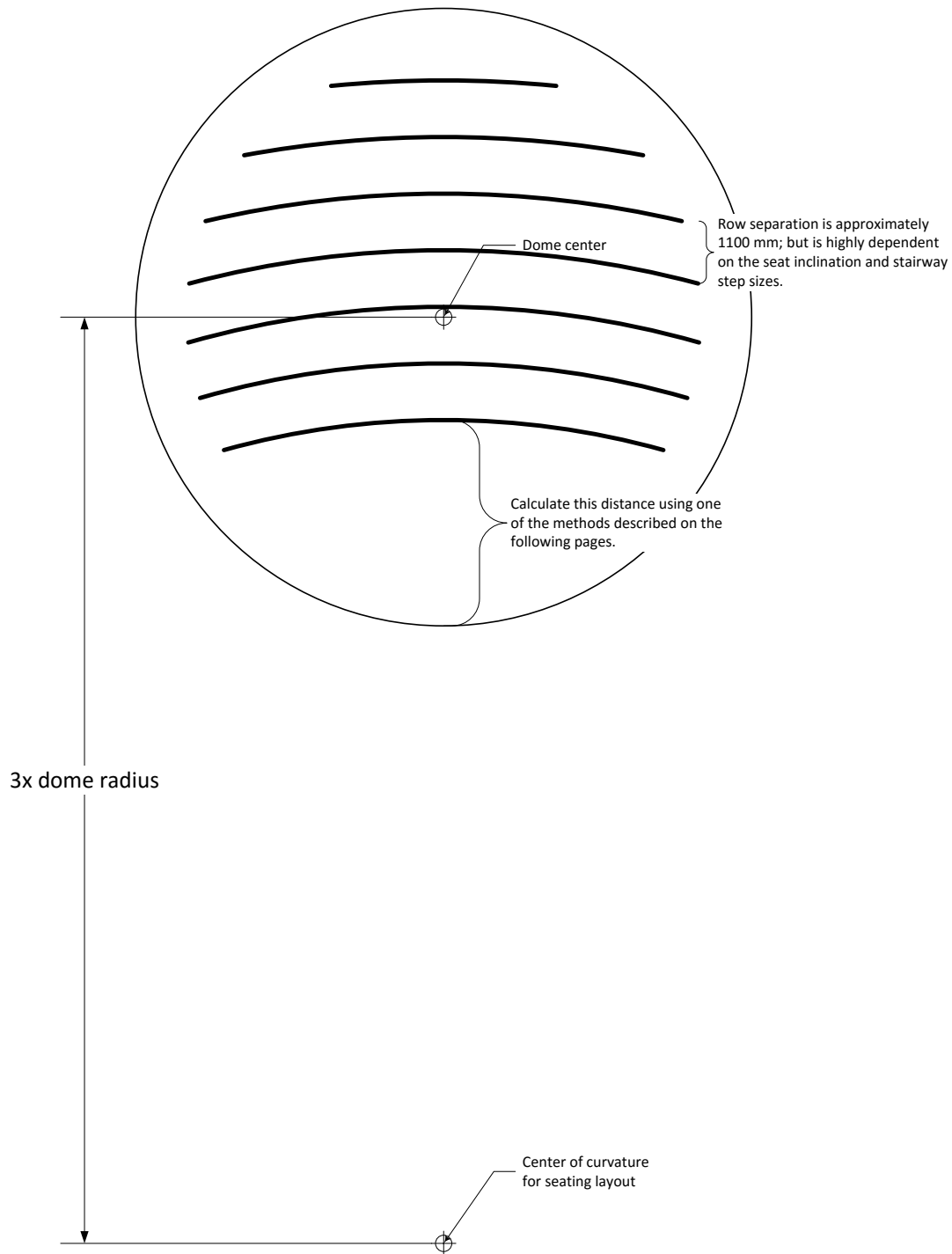
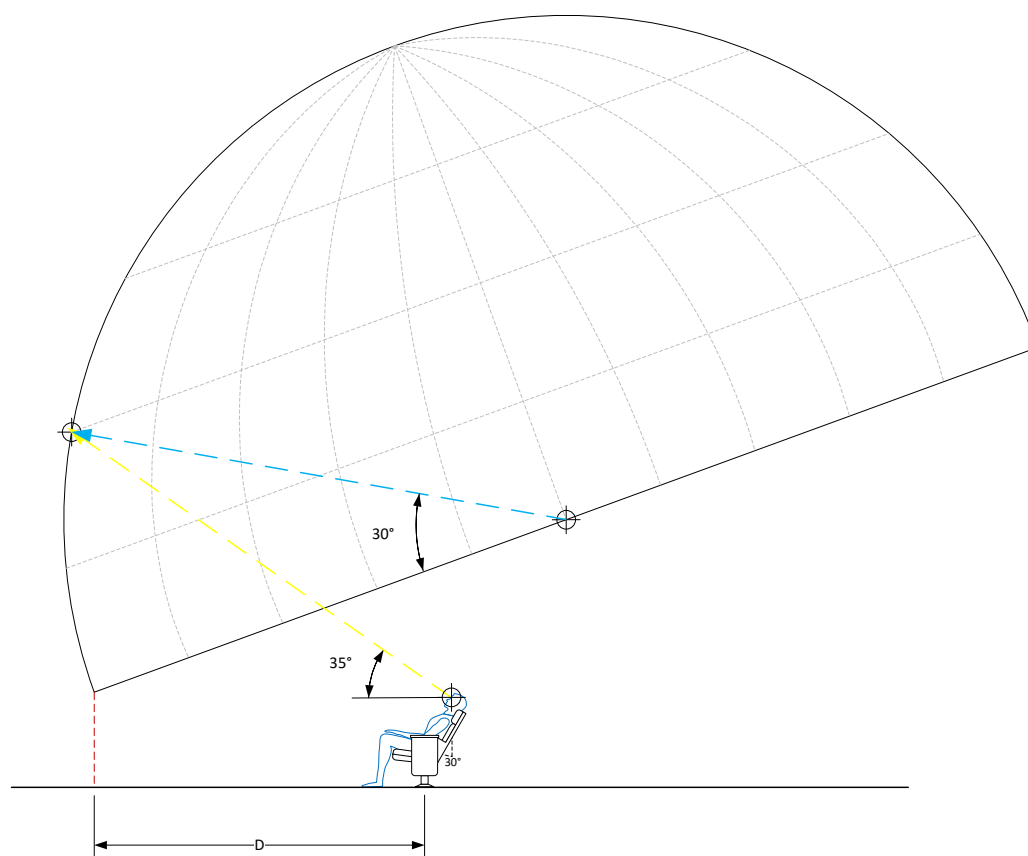


Figure 16 – Seating Radius of Curvature

Front Row Placement

Often theater designers will try to fit more and more seats into a theater and do so by adding more rows closer to the front. Although this may get the total seat count up for the theater, in actual use the patrons will not like sitting in the front rows if they are too close to the dome. Their neck and eye strain will make for an unpleasant experience and they will not likely return again. The front row of seats should be placed at an appropriate distance from the front of the dome that allows the patrons to comfortably see the primary point of interest in the imagery being presented.

Figure 17 shows a suggested graphical method for determining placement of the front row seats and subsequent rows in the theater.



Most patrons do not feel comfortable in getting in and out of seats that are inclined more than 30°. Also patrons are uncomfortable tilting their head up more than 5° for long periods of time. Therefore, for the purposes of this estimate we have set the maximum seat angle to be 30° and the maximum head tilt up to be 5° So that the maximum look angle upward is 35°.

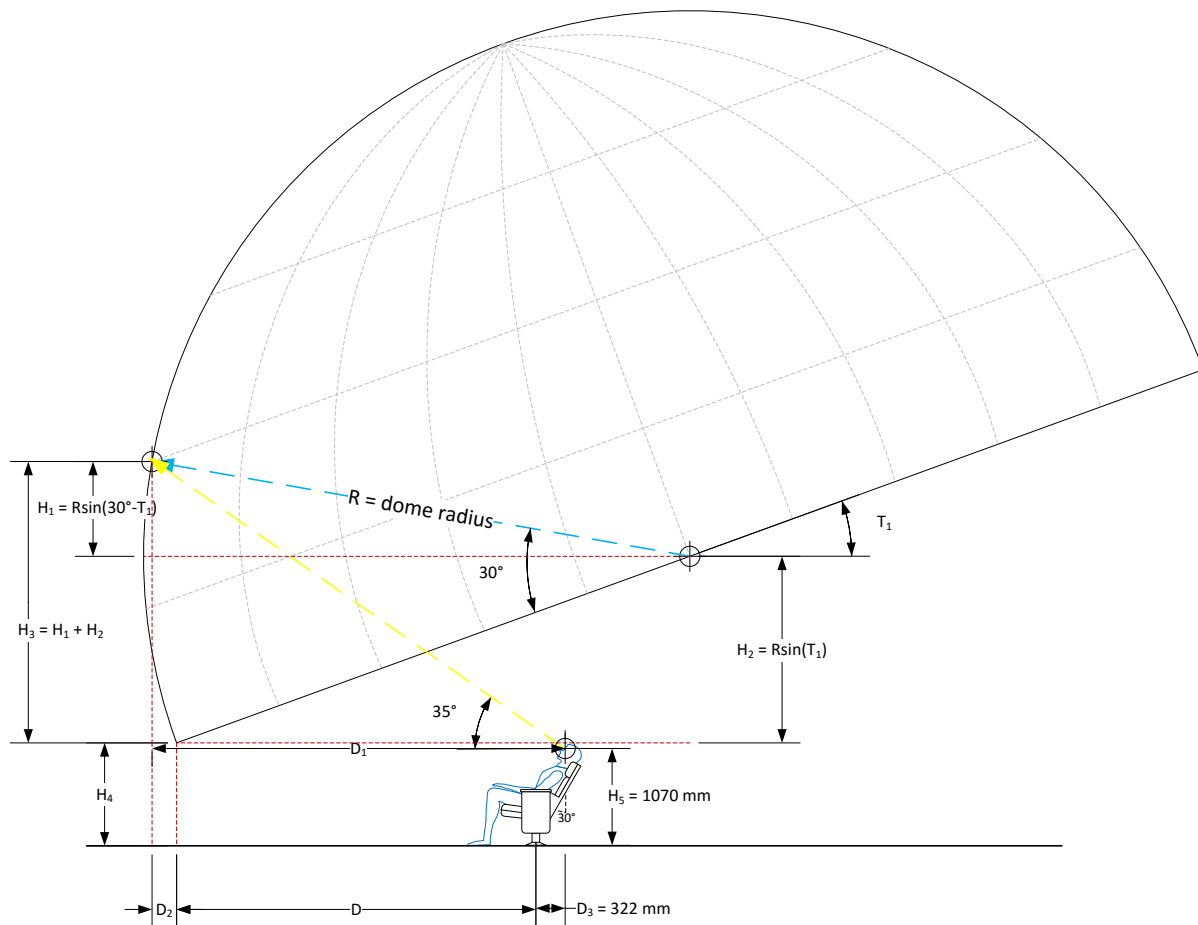
The primary point of interest in many full-dome shows is approximately 30° above the bottom of the dome. Therefore, for the purposes of this estimate we have set the point of interest to be 30° above the bottom of the dome.

The front row of seats in the theater should be set far enough back so that the patrons can view the primary point of interest comfortably. A graphical way of computing this distance is to simply move the model of the seated patron, in the appropriate tilted seat, back until the 35° view angle intersects the dome at the point 30° above the bottom of the dome.

D = horizontal distance from the front-center bottom of the dome to the center post of the center seat of the front row. This is the distance we desired to calculate.

Figure 17 – Determining Placement of First Row Seats (Graphical Method)

Figure 18 shows a mathematical way of computing where to place the front row of seats in the theater.



Most patrons do not feel comfortable in getting in and out of seats that are inclined more than 30°. Also patrons are uncomfortable tilting their head up more than 5° for long periods of time. Therefore, for the purposes of this estimate we have set the maximum seat angle to be 30° and the maximum head tilt up to be 5°.

The primary point of interest in many full-dome shows is approximately 30° above the bottom of the dome. Therefore, for this estimate we have set the point of interest to be 30° above the bottom of the dome.

The front row of seats in the theater should be set far enough back so that the patrons can view the primary point of interest comfortably. A mathematical way of computing this distance is –

R = radius of the dome. In this example $R = 6000$ mm.

T_1 = tilt of the dome. In this example $T_1 = 20^\circ$

H_1 = vertical distance from the dome center to the primary point of interest

$H_1 = R\sin(30^\circ - T_1)$. In this example $H_1 = 6000 \cdot \sin(30^\circ - 20^\circ) = 1042$ mm.

H_2 = vertical distance from the bottom of the dome to the dome center.

$H_2 = R\sin(T_1)$. In this example $H_2 = 6000 \cdot \sin(20^\circ) = 2052$ mm.

H_3 = vertical distance from the bottom of the dome to the primary point of interest.

$H_3 = H_1 + H_2$. In this example $H_3 = 1042$ mm + 2052 mm = 3094 mm.

H_4 = vertical distance from the floor to the bottom of the dome. In this example $H_4 = 1132$ mm.

H_5 = vertical distance from the floor to the patron's eyes. For the typical patron, $H_5 = 1070$ mm.

D_1 = horizontal distance from the patron's eye to the primary point of interest.

$D_1 = [H_3 + (H_4 - H_5)]/\tan(35^\circ)$. In this example $D_1 = [3094 + (1132 - 1070)]/\tan(35^\circ) = 4507$ mm.

D_2 = horizontal distance from the bottom of the dome to the point of interest

$D_2 = R\cos(30^\circ - T_1) - R\cos(T_1)$. In this example $D_2 = 6000\cos(10^\circ) - 6000\cos(20^\circ) = 271$ mm.

D_3 = horizontal distance between the center post of the seat and the patron's eye. This is typically about 322 mm for a seat angle of 30°.

D = horizontal distance from the front-center bottom of the dome to the center post of the center seat of the front row. This is the distance we desire to calculate.

$D = D_1 - D_2 - D_3$. In this example $D = 4507 - 271 - 322 = 3914$ mm.

Figure 18 – Determining Placement of First Row Seats (Mathematical Method)

Seating Providers

Many companies manufacture and install seating for theaters. Commonly used companies include:

Figueras

1908 N.W. 84th Avenue
Miami, FL 33126
(786) 331-9433
<http://www.figueras-usa.com/>

American Seating

401 American Seating Center
Grand Rapids, MI 49504-4409
(616) 732-6600
<http://www.americanseating.com/>

Irwin Seating

3251 Fruitridge NW
Grand Rapids, MI 49544-9774
(616) 574-7400
<http://www.irwinseating.com/>

HK Scientec Industry Company Limited

210 002 – Nanjing City, Jiangsu Province, China
Contact: Ms. Kelly Wang
Tel.: +86-25-8467-0052 / Mobile: +86-180-6880-9786
E-mail: Kelly.wang.06@gmail.com

TKH Berlin

<http://www.tkh-sitzplatzanlagen.de/>

Quinette Gallay France

<http://www.quinette.fr>

Floor and Wall Coverings

Carpeting is the typical floor covering chosen for a theater. However, due to the difficulty in cleaning carpet in and around the seats, carpet has a tendency to get musty and dirty with age. This can make an otherwise nice theater seem old and dirty. Many theaters choose to use sound absorbing tile in and around the seats because it can be kept cleaner. The use of carpeting is then restricted to stairways and hallways where the carpet can be more readily cleaned and replaced when needed.

Anti-static carpeting should be selected. Excessive static charges generated as the audience members walk to and from their seats can cause problems with electronics in the theater or general discomfort as the audience shock themselves as they make contact with hand rails and doors. The carpet should be treated according to the manufacturer's recommendation to maintain its anti-static properties. In general the carpet should be fairly dark so that its appearance is not degraded too much by all the foot traffic and so that it does not reflect the light bouncing off of the dome and degrade the contrast of the image by filling the dome with extraneous reflected light.



Wall coverings should also be darker subdued colors so that they do not detract the audience from the show being presented on the dome. Fabric coverings with sound absorbing backings work well to keep the theater quiet and with less reverberations.

In general all surfaces in the theater chamber should be non-reflective, i.e. flat and diffuse surfaces as opposed to shiny and glossy.

Storage

A cabinet should be provided in the computer room for storage of items such as discs, spare parts, and manuals.

The dome manufacturer typically provides several spare panels that should be stored somewhere in the facility. Since these panels are rarely used, it is not necessary to have them readily accessible. Often they are simply stored behind the dome in the service area.

Fire/Safety System

Providing a fire suppression system for a domed theater is a unique challenge. The typical overhead sprinklers normally used in a movie theater or other rooms of the building cannot be used. The surface of the dome is not sufficiently perforated to allow sufficient water to come through from overhead sprinklers.

Often the city fire marshal will want to poke holes in the dome to install the overhead sprinklers. This would ruin the display surface and be a great interference to the image quality on the dome.

The most common solution is to install water cannons or high pressure sprinklers around the perimeter of the theater knee wall so they spray from the side towards the center.

In any case, you will have to work with your local fire marshal to come up with a solution that is acceptable.

Please remember that all piping, sprinkler heads, detectors, and other materials for the fire safety system must be finished in matte flat black, as with other equipment behind the dome. Any fire safety systems installed behind the dome must be accessible after the dome is installed.

Also, be aware that bright red exit signs in a dark planetarium are a great distraction during a show. You will need to be creative when placing emergency exit signs and setting their brightness to meet local fire codes without creating a visual distraction.

Electrical

General Considerations

The modern digital planetarium is typically a sophisticated computerized audio and video system with stringent electrical requirements that are more similar to those of a computer data center than a movie theater. The video projectors all contain a small computer inside of them. All audio processors are digital processing units and the main theater image generation system is a large set of computers— all functioning together to provide the audience an amazing experience. These systems all require stable, clean, electrical power.

Each equipment manufacturer will give you the exact requirements for the amount of power they need, the type and number of outlets needed, and where outlets should be located. Again, the most critical item for the initial design phase of the theater is providing stable, clean, electrical power. If the power from the nearest substation cannot be reliably stable and clean, you will have to provide specific isolation transformers, uninterruptable power supplies, and so forth to meet the needs of the planetarium's equipment.

Theater Lighting

Theater lighting is typically provided via LED lights in a trough attached to the bottom of the dome or on the knee wall below the dome. The LED lights are then controlled via the theater automation system. These LED cove lights are often provided by the theater's audio and/or video system contractor who will integrate these controls into the video system's control so they can be used for special effects in theater presentations and shows.

In addition to the cove lighting there will need to be handrail lights, step lights, and entrance/exit lights, behind the dome lights, as well as required emergency lighting. These can be controlled either through manual dimmers or computerized through DMX control systems. Usually, the contractor providing the theater's video system can provide the automation control for the lights through DMX. The dimmers would then be part of the buildings electrical system while the DMX control would come from the video system's computers.

In addition to these lights, it is a good idea to provide some high-brightness work lights to be used in the theater during cleaning and maintenance. These lights can be installed in the cove and turned on with a manual switch.

Table 1 provides a summary list of lighting types that should be provided in the theater.

Table 1. Recommended Theater Lighting

	Use	Type	Description
1	Theater work lights	Switched	Four to eight (depending on dome size) permanent high-intensity lights (approximately 5,000 to 10,000 lumens each) installed in the theater cove. These lights must be mounted in the cove area so they point to the other side of the dome and provide coverage by reflecting on the dome screen without interfering with video projectors. The switch for these lights should be installed at the control console or at some other location convenient for maintenance personnel.
2	Behind the dome work lights	Switched	Multiple light fixtures (typically fluorescent) to provide general illumination behind the dome should be installed where technicians and maintenance personnel may be working. Exposed housings and baffles around these lights need to be finished in matte black and positioned to avoid projected reflections from the bulbs or housings.
3	Cove lights	Dimmable	Full-color LED lights that are separately dimmable to enable light effect of any color. A single dimming control for each individual color is usually adequate although more sophisticated control is possible to produce special lighting effects.
4	Vestibule lights	Dimmable	These lights illuminate the vestibules or outer halls of the theater to make ingress and egress into the theater easier. A single dimming control for both vestibules should be adequate.
5	Stair and handrail lights	Dimmable	These lights are either imbedded in the steps and handrails of the theater or placed very close to them so as to illuminate patrons' entrance and exit. A single dimming control for all stairs and handrails in the theater is adequate.
6	Control console light	Dimmable	A simple dimmable light for general illumination of the control console should be provided.

Control Console

In the modern digital planetarium the operator console usually contains very little equipment and has very minimal electrical requirements. The specific manufacturers of video and audio systems will provide you with precise specifications, but typically no more than a kilowatt or two of power is needed, from only a few outlets.

Computer Room

The electrical needs in the computer room will vary greatly depending on the type of video and audio system chosen. The total power needed can be anywhere from a few kilowatts to more than a dozen kilowatts. The manufacturer of the video and audio systems will provide you with exact specifications for power requirements, circuit quantity, outlet types, etc.

Sound System

The electrical needs for the sound system will vary depending on the sound system design for the theater. In general no outlets are required at the speaker locations in the theater. However, for speaker wires, audio suppliers often request that a conduit runs from the computer room audio rack to the speaker locations in the theater.

The audio rack in the computer room will need several outlets or circuits for powering the audio processors and amplifiers. The specific needs will be highly dependent on the audio system design and must be worked out with the

audio system provider. For large audio systems with lots of power, five or more circuits may be needed. Be aware that audio system manufacturers usually ask for audio system power to be on the same phase.

General Utility Outlets

The long-term usefulness and maintenance of the theater will be greatly aided by sufficient general-purpose utility outlets throughout the theater. General-purpose outlets allow new equipment to be added to the theater either permanently or temporarily as new needs and uses arise. These outlets could be used for vacuum cleaners, carpet shampooers, portable lights, extra video projectors, musical equipment, scientific demonstration equipment, etc.

In the interior of the theater there should be several of these utility outlets along the front and back walls and then a few additional ones on each side of the theater. This readily accommodates a wide variety of extra needs. (refer to Figure 20.)

In the projection cove, ten to fifteen extra outlets should be evenly distributed around the projection cove, in addition to the outlets and power required for your specific projection system. This allows for the installation of extra equipment in the cove for demonstrations, testing, or expansion of your system. These extra outlets will come in handy in a wide variety of ways over the years. (refer to Figure 21.)



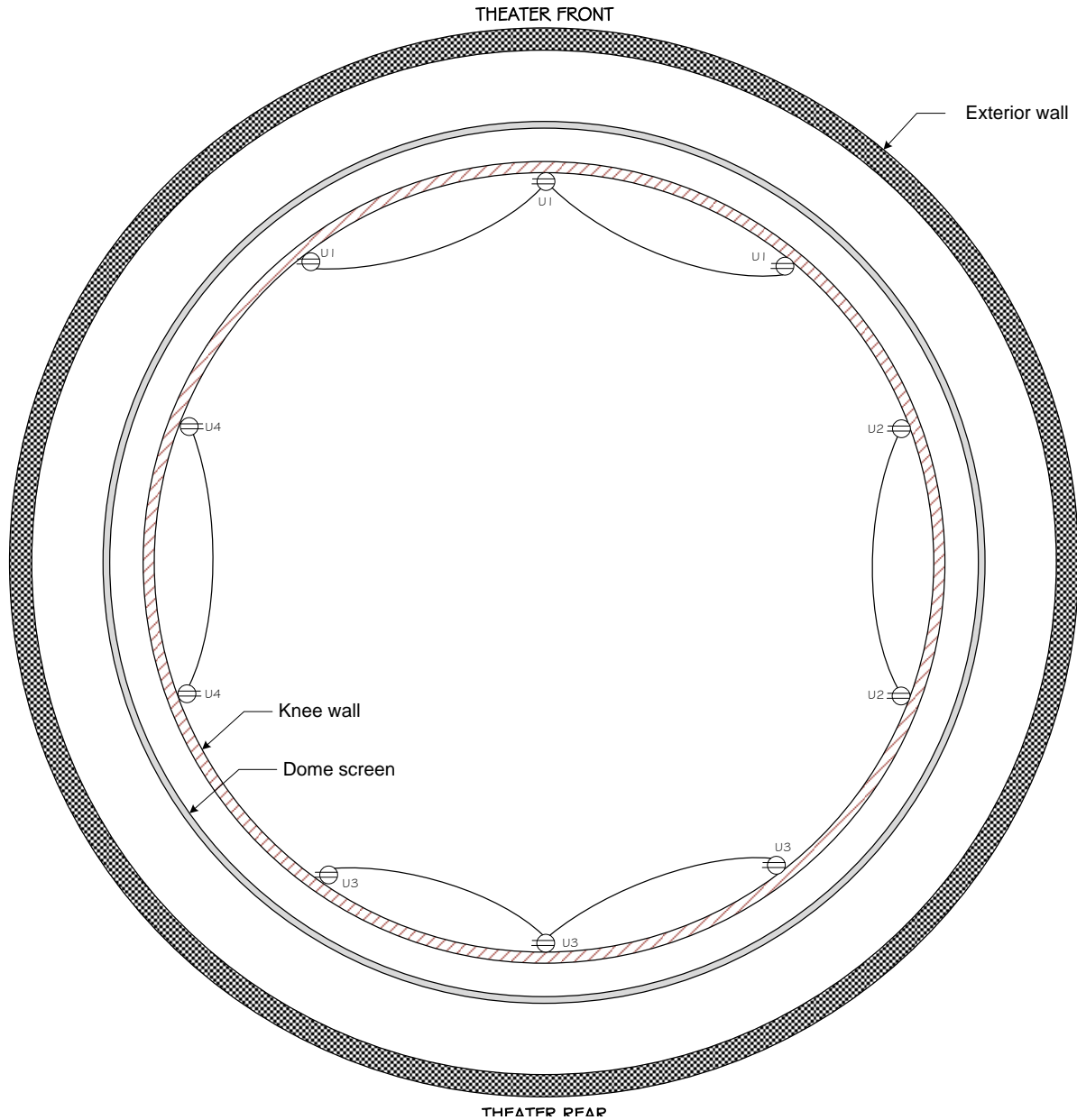


Figure 20 – General Utility Outlets Within the Planetarium

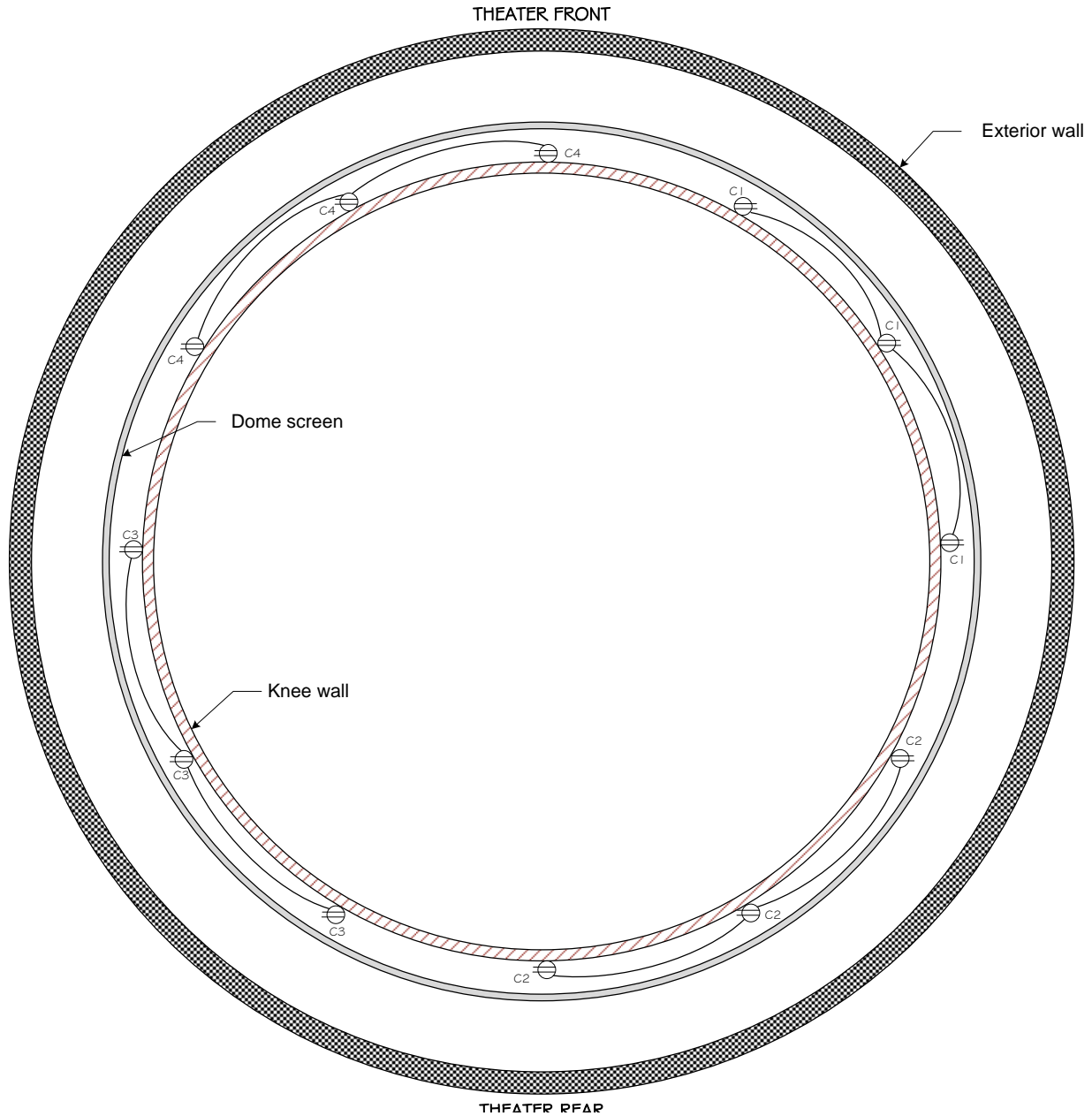


Figure 21 – System Expansion Outlets Within the Projection Cove

HVAC

For electronic equipment to function properly and reliably over long periods of time, the environment in which it is stored and operated must be carefully controlled to minimize dust as well as extremes in temperature and humidity. This section describes the typical heating, ventilation, and air conditioning (HVAC) requirements to maintain the proper environment for the theater's electronic and projection equipment and the projection surface of the dome.

General Considerations

In order to keep the electronic equipment operating properly and to keep the dome from becoming dirty or altering its shape it is essential that several general factors be considered in the design and installation of the HVAC systems:

- During normal operation, change HVAC filters once a month or more frequently if they show excess build-up of dirt and dust. Many domes are contaminated within the first three years of operation due to lack of proper filter rotation.
- It is highly recommended that a differential pressure transducer alarm be installed that provides an early warning when excess dust has collected on the theater filters. A warning alarm should be mounted in the HVAC control area and in the theater director's office. The setting should be set for minimum dust collection.
- The operating environment in the computer room must remain within these guidelines:

Temperature	68 to 77 °F (20 to 25 °C)
Relative humidity	40 to 55% (non-condensing)
- The operating environment for the projection equipment in the theater, must remain within these guidelines:

Temperature	68 to 80 °F (20 to 27 °C)
Relative humidity	40 to 55% (non-condensing)
- If the equipment is to be turned off for an extended period of time, these storage environment conditions must be maintained:

Temperature	50 to 100 °F (10 to 38 °C)
Relative humidity	0 to 80% (non-condensing)

Theater Area

The HVAC needed for the theater area includes cooling for all of the equipment at the control console, cove lighting, projectors, and any other equipment the owner may have installed in the theater. The owner must add to these figures, requirements for the audience according to the capacity of the theater.

When designing air flow in the theater, a few general guidelines should be followed:

- Air flow should be from the back side of the dome through to the front side of the dome. The perforation in the dome acts like an air filter and becomes dirty over time. It is important that the dirt accumulate on the back side of the dome and not the front. Typically, the air ducts are above the dome and the air falls down through the dome to air returns mounted in the audience area of the theater below the dome, at floor level.
- Air flow behind the dome should be as diffused as possible. Focused areas of air flow have a tendency to create dirty areas on the dome.



- Air flow should be high-volume and low-pressure so it moves quietly through the air ducts and dome, without degrading the acoustic quality of the theater.
- All ducting behind the dome must be positioned so as to not interfere with the speaker system or dome hanging chains. Typically a one meter (3 feet) of clearance between the dome and ducting is required. This must be carefully coordinated with the dome and audio system providers.

Computer Room

The HVAC needed for the computer room includes cooling for the computers, sound system, and other components. A dedicated air-conditioning system should be provided for the room so the properly cooled environment can be maintained even when the rest of the building is heated during winter months.

Usually air flow for the computers originates from the front of the computers, through the computers, and out the back and top of the rack. Therefore, the airflow provided by the air conditioning system fills the main room space. There is no need to pressurize underneath a raised floor. All air flows through the main room space.





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Front Cover Image – University of Kent Colyer Fergusson Music Building, UK – Seatway TP with Custom Chair and Bench
Theatre Consultant: Carr & Angier Photograph by Christian Richters



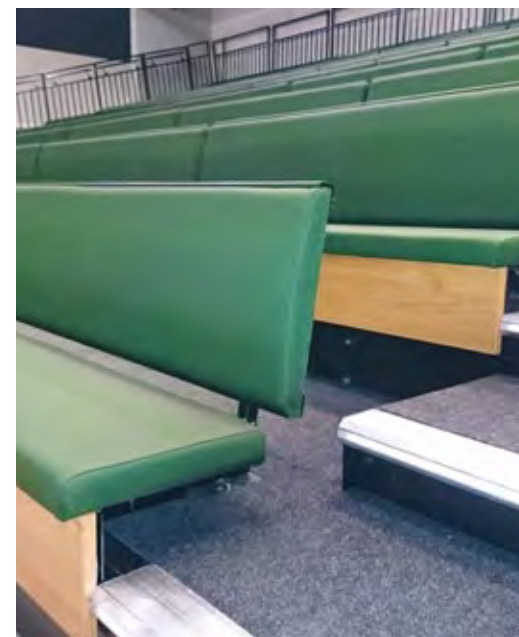
Yarm School, UK – Seatway TP with Gallery 3 Chair
Theatre Consultant: Theatretech



Campbell County School, USA – Seatway TP with Gallery 3 Chair
Dealer: Tutt Construction



Swiss Scientific International School, Dubai – Seatway TP with Ascender Chairs
Dealer: Mediterranean Building Materials



Tenacre County Day School, USA – Seatway TP with Club Bench
Dealer: Robert H Lord Co.



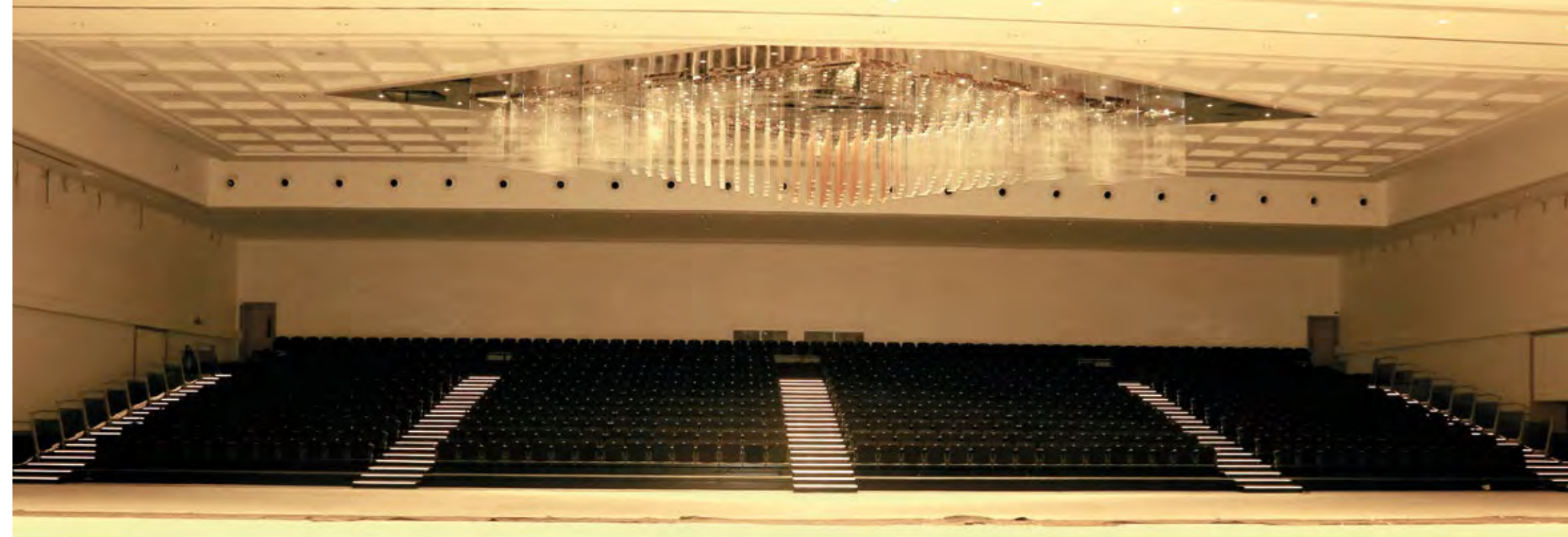
New York University, USA – Seatway TP with Gallery 3 Chair
Dealer: Nickerson Corporation



Jao Tsung I Academy, Hong Kong
Seatway TP with Gallery 3 Chair Dealer: Hussey Asia-Pacific



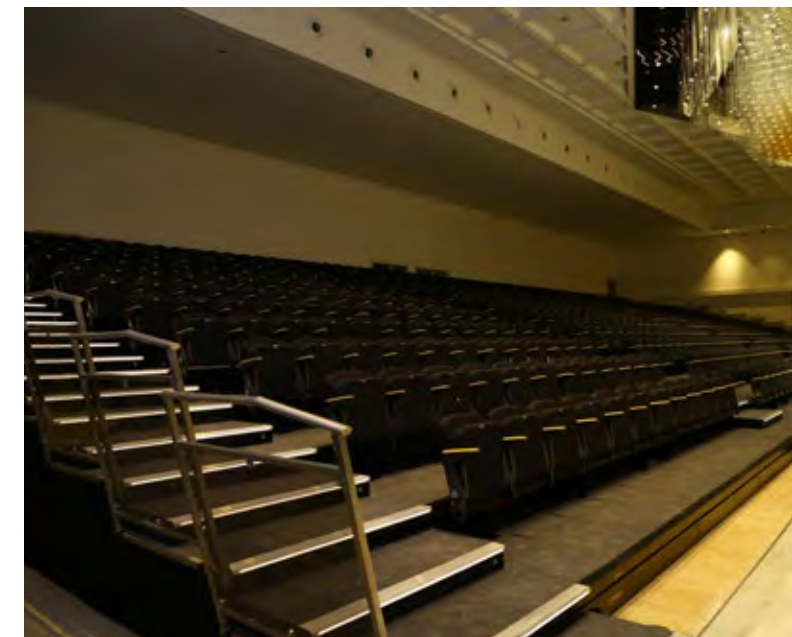
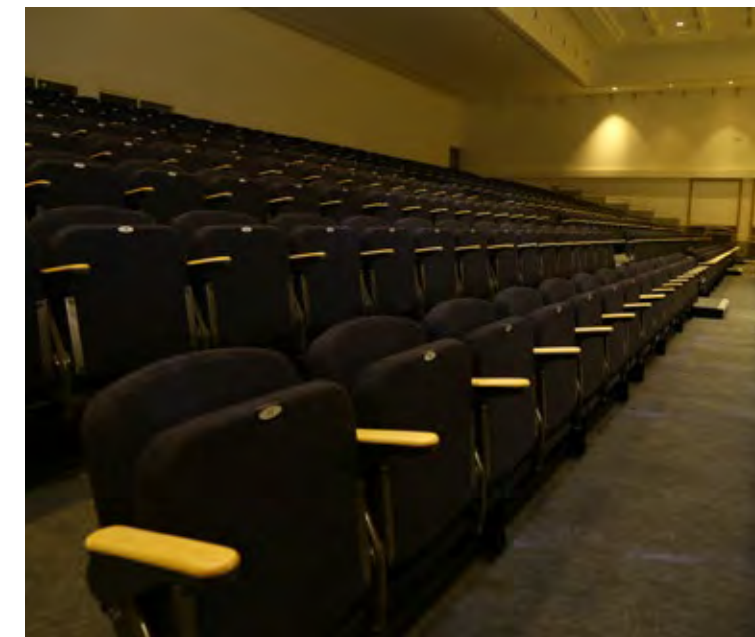
St Pauls School, Brisbane, Australia
Seatway TP with Gallery 3 Chair Dealer: Hussey Asia-Pacific



Lillian Osborn, Alberta, Canada
Seatway TP with Gallery 3 Chair Theatre Consultant: Schick Shiner & Associates
 Dealer: Longbow Sales Inc



Sosu College, Brondby, Denmark
Seatway TP Dealer: Houmoller Contracts Aps



Lulu Grand Hyatt, Kochi, India – Seatway TP with Gallery 3 Chair
 Dealer: Apex Power



Spratton Hall Theatre, UK
 Seatway TP with Gallery 3 Chair Architect: MEB Design



Dorking Halls, UK
 Seatway TP with Arts Chair



The Other Place, Royal Shakespeare Company, UK
 Seatway TP with Custom Gallery 3 Chair Theatre Consultant: Charcoalblue



Guildhall School of Music & Drama, UK
 Seatway TP with Custom Chair Theatre Consultant: Theatre Projects



Westminster Under School, UK – Seatway TP with Club Bench
 Theatre Consultant: Theatretech



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University of Arts London, UK – Seatway TP with Gallery Extra Chairs
Theatre Consultant: Drama by Design