

SEYMOUR PUBLIC SCHOOLS

EDUCATIONAL SPECIFICATIONS

Approved February 3, 2025

Revised September 30, 2025 Rev. 2

Bungay School
35 Bungay Road
Seymour, CT 06483

PREPARED FOR:

Seymour Board of Education
2 Botsford Road
Seymour, CT 06483

PREPARED BY:



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Project Overview

In May of 2023, the Seymour Board of Selectpersons appointed the Bungay School Facility Needs Study Committee. The Committee was charged with the task of assessing the facility needs of Bungay School and providing a report and recommendations to the Board of Selectpersons on or before December 2023. The purpose of the study was to develop an assessment of the condition of the school to determine the impact of the existing conditions on the educational program currently in place with consideration for future enrollment and program needs. The summary was comprehensive, uncovering several serious issues in need of attention. These conditions are outlined in the project rationale section of the document.

These Educational Specifications were developed in collaboration with the Superintendent, Dr. Susan E. Compton, Director of Curriculum and Instruction, Mary Sue Feige, Director of Facilities, Timothy Connors, Principal, Lauren Reid, Assistant Principal, Stacey Long, and Bungay School staff. The following individuals participated in specific program meetings to provide input for these educational specifications:

- Mark Krauchick – Custodial/Facilities
- Karen Leeper – Administrative Assistant
- Rebecca Bennett - Nurse
- Cliff Taylor – Art
- Halliegh Perugini – Library-Media
- Joanna Dunne – Music, Chorus, Band
- Jenna Gentile – Physical Education
- Gina Kindt – Kindergarten
- Jen Florin – Kindergarten
- Jaci Freddino – Grade 2
- Katie Furino – Grade 2
- Suzanne O’Hara – Instructional Para
- Kelli Wrogg – Monitor Para
- Mike Milia – Grade 5
- Kristine Yoxall – Grade 5
- Kim Barton –SRBIs
- Maureen Hein – Grade 4
- Stef Newman – Grade 4
- Kristen DeLorenzo – Preschool
- Michelle Cirella – Preschool
- Alex Giannelli – REACH Program
- Ron Barnard – Security
- Chloe Germain – School Psychologist
- Dana Mitchell – School Counselor
- Jen Karpovich – SLP
- Cindy Brooks – Food Service
- Nancy Sarlo – Food Service
- Noelle Oberdick – Grade 1
- Michelle Strumello – Grade 1
- Jeannine Weaver – Special Education
- Rachel Ferrugia-Stanek – Special Education
- Mallory Knutson – Grade 3
- Kim Freeman – Grade 3

Rationale for the Project

Bungay Elementary School was originally constructed in 1952 and underwent renovations in 1971 and 1996. The renovations included the addition of single-story classroom spaces and various facility updates. The current building encompasses a total of 59,600 square feet. The student population of Bungay School is currently 465 and the school serves Pre-K-5.

It is important to note that Bungay School is the last of the four present schools of the Seymour Public Schools which need upgrading. Seymour Middle School was built and dedicated in September 2001. Seymour High School was expanded and renovated in part with a dedication in 2005 and Chatfield LoPresti School was expanded and renovated with a dedication in 2012.

Given this information, in May 2023, the Board of Selectpersons appointed a Bungay School Facility Needs Study Committee. The Committee was tasked with assessing the facility needs of Bungay school a report and recommendations to the Board of Selectpersons on or before December 31, 2023.

The Committee toured Bungay School with staff members to view the school. Tim Connors, member of the Committee and Facilities Director for the Seymour Public Schools, provided a summary of the infrastructure needs of the school from a strictly facilities perspective. The Administration, staff, and members of the public discussed extensively the shortcomings of the school and limitations that affect students and staff daily to articulate the facility needs of the school from the perspective of students and staff and the curriculum and instructional needs of the students.

The Committee identified several deficiencies and areas in need of improvement which are summarized below. A full copy of their report is attached as an appendix to this report.

- Safety and security, including traffic flow
- Replacement of doors and windows
- Upgrades of bathrooms for accessibility
- Need for increased space for storage and staff
- Updating and upgrading electrical systems, plumbing and HVAC
- Improvements in air quality
- Upgrades to technology and wi-fi throughout the building
- Incorporation of 21st century learning environment including STEAM, Maker Space, improved media center etc.
- Improvements to the nurse area for patient privacy

The Committee accordingly found that the facility needs of the school are many and the school is in need of update and expansion project to provide and enhance the educational needs of the students and to adequately provide for the safety, physical needs and comfort of the students and staff, including, but not limited to, the social and emotional needs of the student population.

As a result of the Bungay School Facility Needs Study Committee's findings, the Board of Selectpersons recognized the need for Bungay and appointed a School Building Committee to be charged with the development of a plan for the new construction of Bungay School.

These education specifications have been developed with the intent of transforming Bungay Elementary School into a 21st Century Learning Environment and addressing the needs identified by the stakeholders including students, staff, administrators, and committee members.

Long Range Educational Plan

Mission and Vision

The mission of Seymour Public Schools is to fully know our students as learners, to educate and inspire them through a range of experiences that reflect high expectations for learning and prepare them to meet the challenges of an ever-changing world.

Seymour Public School works diligently to promote individual student learning. We strive to have all students succeed in all social and academic areas so they can become well-rounded individuals who show compassion toward others and who can confidently confront and solve any problem with which they are faced.

Core Beliefs of Seymour Public Schools

- ✓ All students can learn
- ✓ Everyone in our school community will be learners
- ✓ Accountability leads to growth
- ✓ All learners have individual interests, needs, and talents
- ✓ All learners will be physically and emotionally safe in the learning environment
- ✓ Home, school, and community will act as team members in the educational process
- ✓ By working together collaboratively toward common goals with cooperation and teamwork all learners will succeed.

Vision of a Graduate

Together, we will continue to work through our Vision of a Graduate initiative, which will guide us in developing our strategic plan. Our mission is to prepare all students with the knowledge, skills, and attributes required for success in a rapidly changing world.

Strategic Priorities

The Strategic Plan is designed to provide a foundation for academic excellence, social-emotional growth, and a vision of a graduate. These efforts are organized into the following strategic priorities:

1. Climate and Culture: Social Emotional
2. Student Engagement with Curriculum
3. Support Innovative and Exemplary Research-Based Professional Practices

4. Community Involvement
5. Infrastructure and Operational Sustainability

District Goals and Objectives

District goals and evidence of student learning inform the development of school, department, and individual annual growth plans that are finalized at the beginning of each school year. Annual objectives highlight priorities for the upcoming school year although the ongoing, complex work of the district across all departments and domains continues even if not specifically noted below. In addition, annual objectives guide resource allocation and decision-making.

Learning / Educational Activities

Academic Goals

At Bungay Elementary School, the updated designs for the Preschool through fifth grade classrooms will reflect the latest developments in educational practices, ensuring that the space supports the current curriculum and extending learning opportunities for students. The goal is to create environments that not only foster active, hands-on learning but also promote creativity, collaboration, and critical thinking across all grade levels. Classrooms will be designed to adapt to a variety of instructional methods, including project-based learning, inquiry-based activities, and differentiated instruction, which are key components of the school's curriculum.

Incorporating spaces that support current teaching practices will be essential for enhancing student engagement and extending their educational experiences. These spaces will allow for flexible groupings and the integration of technology, enabling students to work both independently and in collaboration with peers on a range of academic and creative projects. Teachers will need areas that can accommodate whole-class instruction, small-group discussions, and one-on-one interactions, providing opportunities for personalized learning and extending classroom learning beyond traditional boundaries.

New construction will be necessary to create more innovative, future-focused spaces that align with these needs. This will involve updating classroom layouts to include multifunctional areas where students can engage in different activities at once—whether it's a quiet corner for individual reading or a collaborative space for group discussions and projects. Flexible furniture and interactive learning stations will allow for quick reconfigurations based on the specific needs of the lesson or project.

To further support diverse student needs, additional spaces will be required to accommodate small group instruction, support services, special education programs, and intervention efforts such as MTSS (SRBI). These dedicated areas will ensure that all students receive targeted and individualized support, fostering an inclusive learning environment where academic and social-emotional growth can thrive.

Additionally, incorporating areas that encourage STEAM exploration, creative arts, outdoor learning, and critical thinking will support a well-rounded, 21st-century education. This may

include spaces for hands-on learning, such as a STEAM classroom, where students can experiment and extend their understanding of the curriculum.

Overall, the new construction of Bungay Elementary will enhance the instructional space to better accommodate current educational strategies, encouraging deeper learning experiences and providing the flexibility necessary to prepare students for future success. The academic goals outlined below provide information about how current learning and educational activities can be further enhanced and developed through a new construction of Bungay School to meet the long-range educational needs of the preschool through fifth grade student body.

Mathematics: Aligned with state standards, students will develop strong foundational skills in key areas like geometry, statistics, and algebra, preparing them for high school and beyond. The Seymour School Mathematics Program is aligned with the Connecticut Core Standards for Mathematics and is committed to providing all students with a high-quality, comprehensive, and challenging program. The program provides consistent opportunities for students to develop the knowledge, skills, and capacities necessary to be college and career ready. The guiding principle that drives the mathematics program is that every student should have foundational skills in number sense, expressions and equations, functions, geometry, and statistics and probability, which prepare them for a successful mathematics experience in high school and beyond.

Literacy: The literacy program emphasizes reading, writing, speaking, and critical thinking skills. Students will explore diverse perspectives through texts that foster empathy and global awareness. Our mission is to instill a capacity for communication, empathy, and citizenship through critical thinking, reflection, and appreciation of diverse viewpoints. We aim to foster life-long learners, thinkers, collaborators, and communicators. Through the program, all students will successfully master literacy, reading, writing, listening, speaking, and Social Studies learning standards and will be able to effectively study and critically think about how people process and document the human experience. Students study other writers and thinkers, contemporary and historical, to develop their own abilities to read, write, speak, listen, and think critically and globally.

Social Studies: Students will master standards in civics, geography, and history, focusing on citizenship and civic responsibility through Connecticut's frameworks. Our mission is to instill a capacity for communication, empathy, and citizenship through critical thinking, reflection, and appreciation of diverse viewpoints. We aim to foster life-long learners, thinkers, collaborators, and communicators who participate as citizens of their communities. The Social Studies Curriculum is aligned with the Connecticut Elementary and Secondary Social Studies Frameworks and College, Career, and Civic Life (C3) Framework. Through the program, all Seymour School students will successfully master Social Studies learning standards and will be able to effectively study and critically think about how people process and document the human experience through civics, economics, geography, and history.

STEAM (Science, Technology, Engineering, Arts, and Mathematics): Incorporating Next

Generation Science Standards, the STEAM program will encourage inquiry-based learning and problem-solving. The Seymour School STEAM Program is grounded in the Next Generation Science Standards (NGSS) and ISTE Standards for Students. In order to extend this program into the elementary schools, a STEAM program must be developed at the PreK-5 grade level. This program would utilize a student-centered inquiry model of instruction, students are tasked with exploring real-world issues presented through the lens of science and engineering while also incorporating literacy, mathematics, and social studies topics. Through application of the design thinking process, students explore a problem through research, propose a solution, prototype, test, and revise based on data. Students practice iterative creative problem-solving while honing skills in research, collaboration, technology, and communication. STEAM innovation labs should encourage creativity and flexibility in student thinking, providing flexible spaces for collaboration, research, and communication.

Spanish: Beginning in middle school, the Spanish program will promote language proficiency and cultural appreciation, preparing students for global citizenship. The goal of the Spanish program at Seymour Public Schools is to develop students who appreciate language and culture. Currently, instruction begins in grade 6 to prepare students for continued study at the high school level. Looking forward as a district, increasing opportunities for world language enrichment in the elementary grades would further enhance the district's initiative to provide students with global perspectives and world language acquisition.

Health, Physical Education, and Wellness: The wellness program aims to develop physically and mentally healthy individuals, promoting lifelong fitness and emotional well-being through comprehensive health and physical education programs. The goal of the Health, Physical Education, and Wellness Program at Seymour Public Schools is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of mental, physical, and social health.

Music: Students will engage in creating, performing, and appreciating music, fostering a deep connection to the arts. Modern technologies, such as recording equipment, will enhance learning. The purpose of music education is to prepare students for a lifetime of active, satisfying involvement with music in a variety of forms. Contemporary life is filled with musical encounters. Music education should empower students to create, refine, and notate their own original music; read, interpret, and perform music literature created by themselves and others; and respond with understanding to others' musical works and performances (CSDE- Learning Targets). In order to continue to grow in the area of performing arts, classroom spaces should provide large group spaces for band and chorus while also supporting small spaces for practice. Incorporating recording and presentation technology to enhance instruction is a critical component of the space.

Art: Arts education encourages creativity and expression, helping students become culturally responsive and compassionate community members. The Arts continue to drive our identity during current times. It allows people to connect more deeply and open their eyes to new sights around them. Through Arts education, students are exposed to various forms of

expression and strategies to communicate through a variety of culturally influenced mediums. Participation in the Arts, especially during the early years of life, has proven to support developing culturally responsive, compassionate, and creative contributing members of society. The Arts challenge us to rethink perspectives and demand a newer, better world.

Social and Emotional Learning (SEL): SEL will be woven into daily experiences, with dedicated spaces designed to help students manage stress, develop emotional intelligence, and foster resilience. The social and emotional wellness of the students is important to consider in the design of the building. Areas of respite where students can go to be stress-free should be established. Students should have the opportunity to be able to meet in small groups with staff and interact in breakout spaces. Locations that allow students to release anxieties and express emotions in a worry-free environment are critical, allowing them to move on to interacting with other students in a controlled environment conducive to learning. Placing support services in an easily accessible proximity to classroom space supports the goal of promoting self-advocacy for our students.

Instructional Design - Seymour Public Schools aims to redesign the school experience by adopting a thematic and flexible learning model. Grouping content areas like STEAM and Humanities will create an interdisciplinary approach to learning, encouraging collaboration and critical thinking. A future learning Commons, as a hub for learning, will serve as a gathering space for students and teachers to explore creative projects and integrate technology. It is the belief of The Seymour Public School that parents, teachers, and children are partners in the learning process and serve as the foundation of the educational journey. Adequate space for the instructional program as well as community gathering space is integral to its success.

Enrollment Data and Proposed Project Capacity

A 10-year enrollment projection was conducted by NESDEC, an independent consultant hired by Seymour Public Schools. For purposes of grant applications, the State of Connecticut reviews the enrollment data for the 8 years starting with the year of the application submittal. According to the study the school will enroll students in grades Pre-K – 5th grade and enrollment per the updated enrollment projections will be the highest in the year 2031-32. The projected enrollment for the 2031-32 year for Bungay is 503 plus the additional 50 Pre-K students that will be added brings the total enrollment to 553 students.

Building Systems

Security	An electronic security system will be installed in the school, including cameras and state of the art entry security. The school will be designed to prevent access to most school instructional areas when
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	<p>community events take place during non-school hours. The project will be coordinated with District and Town leadership security goals in keeping with the All-Hazards School Security and Safety Plan for Bungay Elementary.</p> <p>The school must also comply with school safety infrastructure criteria as determined by the Connecticut School Building Projects Advisory Council. Per Connecticut General Statutes:</p> <p>§ 10-292r. School safety infrastructure criteria. (a) <i>The School Building Projects Advisory Council, established pursuant to section 10-292q, shall periodically review and update, as necessary, school safety infrastructure criteria for school building projects awarded grants pursuant to this chapter and the school security infrastructure competitive grant program, pursuant to section 84 of public act 13-3*. <u>Such school safety infrastructure criteria shall conform to industry standards for school building safety infrastructure and shall address areas including, but not be limited to, (1) entryways to school buildings and classrooms, such as, reinforcement of entryways, ballistic glass, solid core doors, double door access, computer-controlled electronic locks, remote locks on all entrance and exits and buzzer systems, (2) the use of cameras throughout the school building and at all entrances and exits, including the use of closed-circuit television monitoring, (3) penetration resistant vestibules, and (4) other security infrastructure improvements and devices as they become industry standards.</u></i></p>
<p>Technology</p>	<p>Since technology systems evolve rapidly, systems installed as part of the technology component will be released after the main building to ensure access to the latest products. A wide-area network (WAN) will be installed, and the building will be networked to the network policy server (NPS). Wireless Access Points (WAPs) will be installed throughout the entire school. The new School may serve as a WAP for the community.</p> <p>Ethernet shall be CAT6 or better, providing 1 GB to desktop and 10GB trunks to all interconnections to all the data closets. Drops in the ceiling for wireless APs should be installed for support of the wireless infrastructure. All assembly areas such as the Gym, MPR, and LMC shall have a minimum of three ceiling/wall mounted drops for wireless APs.</p>
<p>Public Address</p>	<p>The building's public address system will be comprehensive, and the infrastructure installed with the building. It will be completed as part of the technology component of the project and will incorporate internal building communications as well as external communications. Concurrently, the systems for the phones, clocks, and data/voice/video will be developed. The public address system is run</p>

	through the network.
Phone System	A comprehensive phone system will be integrated with the technology component of the project, and phones will be installed throughout the facility. All support and instructional spaces will be included.
Clocks	Clocks, like the phone system, will be integrated into the technology component of the project. All support and instructional spaces will be included. The clocks run on the Wi-Fi system. The managed vendor is CT-TSG, they also manage the phones and annunciator.
Building Envelope	New portions of the building will be insulated in conformance with current Codes and Connecticut High-Performance Building Standards and shall be protected by a continuous layer of air and vapor barriers tied into the roof membrane and associated flashings. Any existing portions of the building envelope will be upgraded as feasible. All windows will be replaced.
HVAC	<p>Connecticut High-Performance Building Standards, similar to LEED, will be followed. A new heating, air conditioning, and ventilation system will be installed throughout the building. Heating design shall be 70 degrees, and cooling design shall be 75 degrees.</p> <p>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 provide temperature control and monitoring for all HVAC systems in the building, shall be programmable for occupied and unoccupied periods, and shall use carbon dioxide sensing to control outside air volume. The BMS shall communicate directly to the district's central system, with off-site alarming capability.</p>
Automatic Fire Suppression & Fire Alarm	The building will be equipped throughout with a sprinkler system in conformance with NFPA 13, 20 & 24. A fire pump with generator backup will be provided if existing water pressure is insufficient. A new addressable, speaker-type fire alarm system will be provided in compliance with Code and ADA requirements, tied into the sprinkler system.
Plumbing	Plumbing fixtures shall be low flow, energy efficient, and ADA compliant. Each drinking fountain location will include at least one bottle filler. Grease waste from the kitchen shall be piped to a direct-buried grease interceptor outside the building. Waste leaving the

	grease interceptor shall be tied back into the sanitary pipe leaving the building. All floor drains shall be self-priming.
Electrical	<p>The building electrical service shall be capable of meeting the needs of the building and site. Provide a backup generator if a fire pump is required. If a backup generator is not required nor provided, battery backup will be provided for emergency systems via inverters. If a generator is not provided, include an automatic transfer switch to allow key systems, such as heating for freeze protection, to function during an extended power outage with the use of a temporary generator.</p> <p>The building’s electrical and structural systems will be designed to accommodate rooftop photovoltaic solar panels. Roof load designs will allow for a ballasted panel system to reduce rooftop penetrations.</p> <p>Lighting shall be high-efficiency LED, designed to promote an optimal learning environment, with ample low-glare illumination. Lighting shall use motion sensors and automatic dimming for daylight harvesting.</p>
Acoustics	Per Connecticut State Building Code, for new construction the building must comply with ANSI A117.1 Section 808, “Enhanced Acoustics for Classrooms.” Reverberation time will be limited in accordance with this standard, and wall partitions shall have STC ratings as needed to keep classroom ambient sound levels from sources outside the classroom to 35 dBA and 55 dBC. All wall partitions separating spaces shall extend to the deck above. All spaces are considered to have acoustic separation. Acoustical finishes and treatments will be used as needed throughout the school’s interior.
Renovated Spaces	All discontinued and abandoned systems, including but not limited to HVAC, plumbing, and all types of high- and low-voltage wiring, shall be completely removed from renovated areas. All holes and previous penetrations shall be sealed. Wall partitions shall be extended to deck if needed for room separation. All areas of staining or indication of previous water damage shall be investigated and repaired.
Renewable On-site Energy Generation	In alignment with Governor Lamont’s mandate to mitigating the impacts of the climate crisis by decarbonizing our electric sector (Public Act 22-5) and expanding existing renewable energy programs (Public Act 22-14), the proposed improvements to Bungay Elementary school will introduce a photovoltaic array for the generation of onsite renewable energy to aid in supporting this legislation. The project anticipates salvaging the existing roof mounted photovoltaic system and installing it on or adjacent to the new school. Anticipating a reduced roof area

	by the introduction of a two-story school, consideration will be given to providing a ground-mounted array for the relocated system installation.
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Interior Building Environment

The school design shall incorporate a secure, obvious and inviting main entrance to function as the primary entry for all visitors. This entrance shall incorporate a vestibule with locking at the inner and outer doors, adjacent to the secure lobby of the administrative wing. The entry sequence shall include checkpoints at the outer vestibule door, at the connection between the vestibule and the secure lobby, and then from the lobby into the building. Civic spaces, such as the Gymnasium and Cafeteria, will be close to the main entrance. Doorways in corridors shall be positioned to maximize lock-off capability of academic areas for after-hours events in the building's more public areas.

All spaces will be optimized for 21st-century learning, with ample power and technology receptacles, and interactive displays on teaching walls, in conference rooms and in larger office spaces. Permanent casework, including upper and lower cabinets with solid surfacing countertops, will be incorporated into classroom spaces to provide active storage. Furniture will be selected for flexibility and mobility. Furniture systems shall be easy to configure into multiple arrangements to accommodate group learning, traditional rows for testing, seminar style, or a hybrid.

Classroom placement will prioritize access to natural light, as well as regular, consistent shape and size to allow for future flexibility. All windows below head-height will receive roller shades, with sun-filtering fabric of sufficient thickness to obscure views or black-out shades. Door locking and hardware will conform to District standards. All classrooms must lock easily and quickly, and shall be equipped with vision panels with shades or security shutters. Building exits not required to function as entrances will receive exit-only hardware; entrances will receive card readers. Larger areas will be designed for lockdown, either with magnetic hold-opens releasing doors on lockdown or through other electronic means. The building will be fully accessible, with ADA compliance throughout.

Finishes will be selected for ease of maintenance, durability, and aesthetics. No-wax flooring will be used; all finishes will be reviewed with maintenance staff. Concrete masonry construction is favored for corridors; if this is not feasible, durable wainscoting must be provided. All drywall in areas used by students shall be impact-resistant high abuse type. Toilet rooms shall have tile on floors and wet walls and epoxy paint on non-tiled walls.

The development of this educational specification points to a new four-section classroom model with three Pre-K sections. Spaces beyond the classrooms are also diagrammed and summarized in the attached matrix for all educational spaces. The following is a general description of each space:

Academic Core Programs approximately 26,700 sq. ft.

3 – Three Pre-K classrooms, each approximately 1100 sq. ft.

Common to all Pre-K classrooms:

- 1 teaching station per classroom: Teacher’s desk, chair, 4 drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Student bathroom facilities
- Space for 20 students in each classroom
- Countertop cabinets with a sink
- Flexible seating
- Carrels
- Dividers
- Carpeted area for small group instruction
- Sensory materials in small area of classroom
- Bookcases on wheels
- Activity tables
- Changing table
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- 24 2’X2’ cubbies along one wall for student belongings
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse with auxiliary HDMI input

4 – Four Kindergarten classrooms, each approximately 1100 sq. ft.

Common to all Kindergarten classrooms:

- 1 teaching station per classroom: Teacher’s desk, chair, 4 drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Student bathroom facilities
- Space for 24 students in each classroom
- Countertop cabinets with a sink
- Flexible seating
- Worktable for small group instruction
- Bookcases on wheels
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards

- 24 2'X2' cubbies along one wall for student belongings
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse with auxiliary HDMI input

20 – Twenty Academic Core Classrooms, each approximately 850 sq. ft.: Common to all 1st – 5th Grade Classrooms:

- 1 teaching station per classroom: Teacher’s desk, chair, 4 drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 24 students in each classroom
- Countertop cabinets with a sink
- Bookcases on wheels
- Worktable for small group instruction
- Storage cubbies for student coats and materials
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse with auxiliary HDMI input

3 – Three (SRBI) Intervention Classrooms, approximately 500 sq. ft.

- 1 teaching station, Teacher’s desk, chair, 4 drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 20 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse
- Aux HDMI input

1 – TSOL Classroom, approximately 500 sq. ft.

- Teacher’s desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet,

lockable

- Space for 15-20 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP)
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- Parabolic LED lighting with variable light level switching or addressable.

Special Education 4,750 sq. ft.

3 – Three Special Education Resource Rooms, each approx. 500 sq. ft

- Comfortable chairs/desks/tables to accommodate (15) fifteen to (20) twenty students (flexible/adaptable/easily movable workstations)
- Teacher desk/chair
- Bookshelves
- Open shelving & storage cabinets
- Secured storage for materials
- Interactive LED Panel (at least 75")
- Wall/ceiling-mounted speakers
- Luxury vinyl-enhanced tile or flooring that allows for easy movement of furniture
- Magnetic whiteboards (wall-to-wall) on the front or side walls
- Bulletin boards lining the back wall
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse

1- REACH Program approximately 1,200 sq. ft.

- Teacher's desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 10-12 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- Parabolic LED lighting with variable light level switching or addressable.
- One (1) teacher computer, 22-inch display
- 3 Study Carrels

1 - OT/PT Room – 1,200 sq. ft.

This room is significantly different than most of the other educational spaces due to the specialized activities that take place here. A list of the items and corresponding activities are listed below.

- parabolic LED lighting with variable light level switching
- Luxury vinyl-enhanced tile flooring
- Shelving for materials and supplies
- platform swing
- crash pads
- Multiple weight-bearing ceiling attachments for equipment

1 – Sensory Room - 850 sq. ft.

- Soft seating
- Crash pads
- Flooring -padded or carpeted
- Bean bag chairs
- Bulletin board
- Lockable storage wardrobe
- Mobile sensory cart
- One (1) computer
- Table and counter space
- Bubble Tubes
- Tactile Wall Murals/Panels
- Multiple weight-bearing ceiling attachments for equipment

Student Support 1,950 sq. ft.

1 - Psychologist Office - 250 sq. ft.

- Desk and chair
- 1 – 4-drawer lockable file cabinets
- Fire-rated student records file storage
- Base and wall cabinet storage
- Bulletin board
- Lockable storage wardrobe
- Network copier and fax machine
- One (1) computer
- Table and counter space
- Luxury vinyl-enhanced tile or flooring

2 – Two Speech Rooms - 250 sq. ft. each

- Teacher's desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 5-10 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP)
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- Parabolic LED lighting with variable light level switching or addressable.

1– Counselor's Office - 250 sq. ft.

- Teacher's desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 5-10 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP)
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- Parabolic LED lighting with variable light level switching or addressable.

1 – BCBA Office - 250 sq. ft.

- Teacher's desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 5-10 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP)
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- Parabolic LED lighting with variable light level switching or addressable.

2 – Breakout Rooms - 350 sq. ft.

- Soft seating
- Flooring -padded or carpeted
- Bean bag chairs
- Bulletin board

- Small table
- 6 chairs

Physical Education Approximately – 7,050 sq. ft.

1 – Gymnasium - 5,500 sq. ft.

- All-purpose wood floor system with essential markings
- Removable protective matting
- One main basketball court (45'x74') Two cross-courts as well
- Basketball backboards to be adjustable and swing out/up for non-use.
- Set up for Volleyball with necessary inserts and markings
- Bleacher seating- limited
- Ceiling-mounted air destratification fans
- Sound system
- Ropes, nets and basketball hoops
- Padding on walls and floor for physical education programs
- Suspension equipment and/or storage rooms for pads
- Room dividing curtain/mesh to bisect the space for dual activities
- High output LED lighting for efficiency and color correction for multipurpose activities.
- Acoustic wall panels
- 1 Electronic scoreboard
- 1 Digital messaging board

1- P.E Office, approximately 150 sq. ft.

- Teacher's desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet,
- Luxury vinyl-enhanced tile or flooring
- One (1) teacher computer with a 22-inch display
- Wireless keyboard/mouse
- Aux HDMI input

Stage (including wing space) – 600 sq. ft.

- Stage should be accessible to all
- Stage to accommodate 50 performers in chairs with music stands
- Ceiling cloud structures adjustable for acoustics control
- Fire-rated proscenium curtain, and all applicable safety standards
- Moveable side curtains
- Stage lighting and sound systems appropriate for the size of the stage
- Ceiling mounted projector and screen

1 – PE Equipment Storage Room of approximately 800 sq. ft.

- Sealed concrete floor
- Minimum 10-foot ceiling to maximize storage

Food Services – 4,500 sq. ft.

1 – Student Cafeteria approximately – 2,500 sq. ft.

Typical acoustical treatments for the walls to dampen sound are needed. The cafeteria should be constructed adjacent to the kitchen. Multiple student traffic flows should be considered in the placement of the food serving line. The placement of student restrooms in the vicinity of the cafeteria should be considered in the design to provide student convenience.

- The room should accommodate risers with handicapped accessibility
- Space to seat approximately 180 students per lunch wave in 3 waves
- Lighting and sound systems to support the instructional use of the space
- State-of-the-art public technology including a Smart TV
- Acoustical treatment of wall and ceiling to support the use of the space
- Resilient tile flooring durable and washable, with a slip-resistant finish
- Provide windows with abundant natural light and create relationships to exterior
- Provide exterior dining
- Scrubbable painted or masonry walls for durability and high lay-in ceilings, durable and washable
- High out-put LED lighting for efficiency and color correction for dining and multipurpose activities
- Portable (fold in half on wheels) cafeteria round tables
- Convenience power for cleaning equipment and staff/visitor laptops
- Numerous WAP for LAN and internet use by staff, students, and visitors
- Several Monitors throughout space
- 4 Hand washing stations
- 2 microwave ovens for student use

1 - Staff Dining Area, approximately – 500 sq. ft.

- Tables and chairs for up to fifteen (15) staff members
- Cabinets and countertop with sink
- Microwave oven
- Refrigerator
- Dedicated electrical circuits for refrigerator and microwave
- Interactive LED Panel (at least 75")
- Wall/ceiling-mounted speakers
- Vinyl-enhanced tile or flooring that allows for easy cleanup
- Magnetic whiteboards
- Bulletin boards

1 – Kitchen Serving/Cold Storage - 1,500sq. ft

- Two (2) - Double sink preparation tables each with one (1) standard faucet and one (1) pre-rinse faucet
- Two (2) – Warmers
- Two (2) - Double Deck Convection Ovens
- One (1) - Combi-Oven
- One (1) - Convection Steamer
- One (1) - Pasta Kettle – 30 gallons
- One (1) - 12- Burner Range
- Walk-in freezer
- Three (3) compartment sink assembly with drain boards for pot and pan washing; each compartment shall measure 27” x 27” x 16” deep; a pre-rinse spray assembly required at one (1) sink compartment
- Dishwasher/Tray station
- Recycling center for paper, liquids etc.
- Hot & Cold Food Station
- Deli Station
- Express Stations for self-serve foods and dry display snacks
- Cashier stations strategically located at the exit from the Servery
- Mobile condiment stations to be located at the exit of the Servery
- Grease-trap to be located outside of the building for ease of maintenance
- Utility Distribution System with quick disconnect devices for all services
- Walk-in refrigerators and freezers will require backup generator power; audio/visual temperature alarm; refrigeration control alarm; temperature alarms to be wired to the “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
- Linked to the building management system for notification of temperature failure
- Connected to the emergency generator in case of power failure
- Office space (Approx. 100 sq. ft) for manager
- Desk and chair
- One (1) lockable teacher storage wardrobe
- One (1) lockable four-drawer filing cabinet
- Magnetic whiteboard
- One (1) computer

Arts and Humanities Programs approximately 3,100 sq. ft.

All the following spaces need to be designed for maximum sound attenuation

1 – Music Room – 1,200 sq. ft.

- Sixty (60) performer chairs
- Sixty (60) music stands
- Wenger flip forms for thirty (30) students

- Three (3) Chair Move and Store Carts
- Built-in counters/cabinets with storage above and below
- Teacher's desk, chair, 4-drawer file cabinet, lockable, storage/wardrobe cabinet
- Incorporate new music technologies, WAP
- Electrical convenience power
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- One (1) teacher computer
- One (1) teacher desk
- Electronic piano
- Sink
- Instrument closed storage for ukuleles and xylophones
- Appropriate sound management materials on walls and floor
- Resilient tile floor,
- Acoustic ceilings and parabolic LED lighting with variable light level switching

1 – Music Storage Closet, 500 sq. ft.

- Built-in shelving to accommodate instruments

1 - Art Room/Kiln approximately 1,200 sq. ft.

- Must have ample natural light
- Eight tables; Thirty-two (32) chairs
- Teacher desk/chair
- 4-drawer file cabinet, lockable, storage/wardrobe cabinet
- Vertical storage with shelves and doors
- Built-in counter space with storage above and below
- Document Camera
- Wall/ceiling-mounted speakers
- Vinyl-enhanced tile or flooring that allows for easy cleanup
- Walls should be functional workspaces and for showcasing student work Multiple magnetic whiteboards (wall-to-wall) on front and side walls
- Bulletin boards lining the back wall
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse
- Aux HDMI input
- Include ample storage space within the room
- 2- free standing deep utility sinks with sediment traps dispersed throughout the classroom
- Electrical convenience power throughout the perimeter.
- Uninterrupted flat countertop space with bottom storage cabinets and open shelving including deep and wide drawer shelving with suspension hardware
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Integrated modern technology, WAP
- Large Kiln

- Sturdy Rack style shelving for student projects
- Dedicated ventilation
- Electrical disconnect for Kiln
- Luxury vinyl-enhanced tile or flooring
- Shelving should be wide and sturdy to support various art supplies

1 – Art Storage Closet, 200 sq. ft.

- Built-in shelving to accommodate materials

Library/Media Center of approximately 2,850 sq. ft.

The Library/Media Center will be designed to become the learning hub of the school. It will continue to be where teachers encourage students to develop a passion for reading. This will also serve as a place where student-centered activities happen with the integration of technology. This area will include a Makerspace that will be welcoming and encourage students to be creative problem-solvers, take risks and think critically. Students will have the opportunity to engage in hands-on activities using various materials as well as the latest technology. The Library/Media Specialist will collaborate with the classroom teachers on various projects and use this space to show students how to locate and evaluate important information.

1 – Media center – 2,000 sq. ft.

- The Circulation Center will be located in the center of the Media Center and adjacent to the workroom and media specialist office
- Minimum of three WAP and some supplemental data jacks located throughout for student access to LAN and internet
- Flexible book shelving that can be reconfigured for a collection of 10,000 -15,000 volumes with open sight lines possible for optimum adult supervision
- Monitors throughout space.
- Rolling bookshelves for a limited collection of books
- Areas with comfortable seating
- Printer
- Bulletin Boards to display student work and promotional materials
- Two (2) staff computers for the circulation desk area
- Desk and chair
- 1 – 4-drawer lockable file cabinets
- Base and wall cabinet storage
- Bulletin board
- Lockable storage wardrobe
- Network copier and fax machine
- Luxury vinyl-enhanced tile or flooring
- Cabinets with various shelving

1 – Maker Space (STEAM) – 850 sq. ft.

- Movable furniture

- Cabinets for secured storage and project display/storage for learning materials
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Whiteboards and tack boards
- Lab tables
- 3D Printer
- One (1) teacher computer
- 22-inch display
- Wireless keyboard/mouse
- Aux HDMI input
- Parabolic LED lighting with variable light level switching or addressable

Administration and Office Support 3,250 sq. ft.

Main administrative offices will be located at the front, adjacent to the main entry and connected by a security vestibule, allowing visually controlled access to the building through the administration reception waiting area. A dedicated 911 phone shall be located in the main office for the purpose of informing office staff if 911 is called from any facility phone. All exit/entry doors have electronic hardware that will activate on notification from striking of a panic button. Glazing will be minimal and secure.

1 – Main Office: Secretarial area approximately 1,000 sq. ft.

- Two (2) Secretarial work stations behind the main counter
- One (1) station for Head Monitor
- Lockable storage wardrobes
- Two (2) lockable four-drawer filing cabinets
- Fire-rated student file storage
- Base and wall cabinet storage
- Network copier and fax machine
- kitchenette
- Bulletin boards
- Luxury vinyl-enhanced tile or flooring
- One (1) computer per secretary/clerk
- Electronic security system

1 - Reception area (included)

- Reception area to have 6 comfortable chairs for visitors
- Bulletin boards
- Luxury vinyl-enhanced tile or flooring
- Electronic security system

1 – Principal’s Office– 200 sq. ft.

- Desk and chair

- Table
- Seating for six (6)
- Lockable storage/wardrobe
- Lockable lateral files
- One (1) large wall unit bookcase
- Interactive LED Panel (32-50" display)
- Security "panic" button with a dedicated phone line
- Luxury vinyl-enhanced tile
- Magnetic whiteboard
- Bulletin board
- One (1) computer
- Aux ports for plugging into a display

1 – Small Conference room – 150 sq. ft.

- Conference table
- Seating for six (6)
- Credenza
- Magnetic whiteboard
- Luxury vinyl-enhanced tile or flooring
- Bulletin board

1 – Assistant Principal's Office - 150 sq. ft.

- Table
- Desk and Chair
- Seating for six (6)
- Lockable storage/wardrobe
- Lockable lateral files
- One (1) large wall unit bookcase
- Interactive LED Panel (32-50" display)
- Security "panic" button with a dedicated phone line
- Luxury vinyl-enhanced tile or flooring
- Magnetic whiteboard
- Bulletin board
- One (1) computer
- Aux ports for plugging into display

1 – Large Conference room – 300 sq. ft.

- Conference table
- Seating for fifteen (15)
- Credenza
- Interactive LED Panel (32-50" display)
- Aux ports for plugging into the display
- Magnetic whiteboard

- Luxury vinyl-enhanced tile or flooring
- Bulletin board

1 – Health Suite includes Nurse’s Office, approximately 800 sq. ft.

- One (1) desk with chair
- One (1) computer
- Built-in counters with shelving below around the perimeter of the room
- Multiple file cabinets (two (2) four-drawer; two (2) two-drawer
- two (2) double cabinets (full size)
- One (1) double cabinet (half-size)
- One (1) Double-locked medicine cabinet
- One (1) locking wall cabinet
- Large closet with shelving and doors
- Refrigerator
- Sink with hot and cold water, soap, and towel dispenser
- Microwave
- Scale
- 3 chairs
- Exam room
- Bathroom
- Two (2) cots
- Privacy curtains
- One (1) wheelchair
- Eye-wash station
- Vinyl-enhanced tile
- One (1) large bulletin board
- Centrally located adjacent to the main office and counseling

1 - Security Office - 150 sq. ft.

- Desk and chair
- 1 – 4-drawer lockable file cabinets
- Fire-rated student records file storage
- Base and wall cabinet storage
- Bulletin board
- Lockable storage wardrobe
- Network copier and fax machine
- One (1) computer
- Table and counter space
- Luxury vinyl-enhanced tile or flooring

1 – Staff Workroom – 500 sq. ft.

- Conference table and chairs
- Credenza
- Interactive LED Panel (32-50” display)

- Aux ports for plugging into the display
- Magnetic whiteboard
- Luxury vinyl-enhanced tile or flooring
- Bulletin board
- Network Copier
- Table and counter space

Building Services and Core Area – 5,245 sq. ft.

1 – Facilities Office – 100 sq. ft.

- Desk and chair
- Lockable storage/wardrobe
- Lockable lateral files
- One (1) large wall unit bookcase
- Interactive LED Panel (32-50" display)
- Luxury vinyl-enhanced tile
- Magnetic whiteboard
- Bulletin board
- One (1) computer
- Aux ports for plugging into the display

1 – General Building Storage – approximately 800 sq. ft.

- Steel storage shelves
- Lockable tool cabinets
- Wall-mounted tool hanging system

1 – Men’s Public Toilet – 150 sq. ft.

1 – Women’s Public Toilet – 150 sq. ft.

3 – Boy’s Toilet Rooms – 200 sq. ft.

3 – Girl’s Toilet Rooms – 200 sq. ft.

4- Staff Toilet Rooms – 75 sq. ft.

1 – All-inclusive Toilet Room – 75 sq. ft.

1 – Custodial Office – 100 sq. ft.

- Two (2) desk/chair
- Workstation table
- Luxury vinyl-enhanced tile
- Magnetic whiteboard
- Bulletin board
- One (1) computer
- Aux ports for plugging into the display

- 3 – Custodial Closets – 40 sq. ft.**
- 1 – Mechanical and Water Service Room – 600 sq. ft.**
- 1 – Fire Sprinkler Room – 300 sq. ft.**
- 1 – Main Electrical Room – 300 sq. ft.**
- 2 – Electrical Closets – 150 sq. ft.**
- 1 – MDF Rooms – 300 sq. ft.**
- 1 – IDF Rooms – 150 sq. ft.**
- 1 – Delivery and receiving 300 sq. ft.**

Site Development

The existing site layout combines bus traffic and parent drop-off traffic with parking, using a driveway with intermediate and terminal cul-de-sacs. This layout is not optimal; users report vehicular congestion at drop-off and pick-up times, and extra care must be taken to mitigate potential dangers associated with mixing of bus and vehicular traffic.

The project's site design shall incorporate separation of bus traffic from parent drop-off and pick-up. Additionally, new driveway arrangements shall accommodate a flush loading area for deliveries near the kitchen and back-of-house area.

The Town of Seymour has recently acquired an L-shaped strip of land on the adjacent parcel to the south of the school, providing potential access to Poplar Drive. This access can be used to separate traffic and ameliorate congestion. The school is served by a limited number of buses, so using this access for a bus lane minimizes increased traffic along Poplar Drive.

The design of the school should include concrete sidewalks be constructed around the perimeter of the building. Concrete curbs should be used adjacent to those sidewalks. An entry plaza will be constructed at the main entrance consisting of scored concrete or pavers, trees, benches, a flagpole and an electronic marquee for school notifications. Full-cutoff site lighting will be provided throughout the parking lots and along pedestrian ways around and into the building.

The existing site features a natural grass ball field. In the event the field area is used as a new building site (enabling the existing school to remain operational during construction) the field would be reconstructed in the area of the existing school.

Two outdoor play areas will be incorporated into the site: one for students aged 5-12, and another, fully fenced, for students aged 2-5. These areas shall be furnished with age-appropriate play equipment in keeping with all applicable safety standards. Adequate fall zones and safety surfacing shall be provided.

Sustainability

All State-funded schools with renovation budgets in excess of \$2 million dollars or new construction budgets in excess of \$5 million dollars must comply with Connecticut High Performance School Standards, a checklist-based system with mandatory and optional requirements, similar to LEED Silver. This process ensures that an integrated design process is followed from design through construction, including building commissioning of HVAC and key envelope components of the building. Many other sustainable practices are included and tracked, including minimum energy performance, energy modeling, air quality, ventilation, acoustics, recycled materials, limiting volatile organic compounds, green cleaning, onsite renewable power generation through the introduction of a photovoltaic system, and more. Long term sustainable energy, such as solar panels, will be considered in the design to lower annual operating costs and contribute to a cleaner environment.

Sustainability and human-centered building design is an important area of concern, and one expressed by many members of the community. Planetree, a framework for person-centered healthcare used at nearby Griffin Hospital, has been cited as an exemplary approach. WELL Building Standard is a similar performance-based system more applicable to schools, “monitoring features of the built environment that impact human health and well-being, through air, water, nourishment, light, fitness, comfort and mind.” Both systems take a holistic approach to health in the built environment. While WELL Building Certification may or may not be pursued, the new design will incorporate concepts from this Standard.

Community Uses

The school facility will be utilized by the community for a variety of purposes. There will be community use of the gymnasium and classrooms for Parks & Recreation programs during the school year and during the summer months. Also, additional community groups will continue to use the building for various community events. Notably, the entire building and site is used for an extensive summer program. Additionally, the building is a hub for local groups, such as the nearby Balance Rock Condominium Association.

Program Diagrams and Program Matrix

SPACE PROGRAM MATRIX

Summary: Proposed Building Program
Bungay Elementary School

Projected Enrollment: 553

Academic Core Programs						
Spaces	Qty.	Ideal Room Area (SF)	Ideal Area Subtotal (SF)	Existing Quantity	Existing Area (SF)	Notes:
Pre-K Classrooms	3	1,100	3,300	3	3,075	Includes toilet room
Kindergarten Classroom	4	1,100	4,400	4	4,299	Includes toilet room
1st Grade Classrooms	4	850	3,400	3	2,474	All grades requested Toilet Rooms
2nd Grade Classrooms	4	850	3,400	4	3,448	
3rd Grade Classrooms	4	850	3,400	4	3,560	
4th Grade Classrooms	4	850	3,400	4	3,577	
5th Grade Classrooms	4	850	3,400	4	3,484	
SRBI (Intervention) Classrooms	3	500	1,500	1	770	6 teachers in one space now, not including TSOL teacher
TESOL Room	1	500	500	-		
Subtotal	31		26,700	27	24,687	

Special Education Programs						
Spaces	Qty.	Ideal Room Area (SF)	Ideal Area Subtotal (SF)	Existing Quantity	Existing Area (SF)	Notes:
			-			
Special Education Resource Rooms	3	500	1,500	w SRBI		3 teachers - pull-out, push-in now
Reach Program Room	1	1,200	1,200	1	689	K-5 together - behavior issues. Multiple partitions needed.
OT/PT Room	1	1,200	1,200	1	233	Large space for lots of PK
Sensory Room	1	850	850	w/OT/PT		Currently shared with OT/PT
Subtotal	6		4,750	2	922	

Student Support						
Spaces	Qty.	Ideal Room Area (SF)	Ideal Area Subtotal (SF)	Existing Quantity	Existing Area (SF)	Notes:
School Psychologist Office	1	250	250	1	181	
Speech & Language Office	2	250	500	2	346	
Counselor's Office	1	250	250	1	129	
BCBA Office	1	250	250	1	142	Behavior Specialist
Breakout Rooms	2	350	700	-		
Subtotal	7		1,950	5	798	

Physical Education Programs						
Spaces	Qty.	Ideal Room Area (SF)	Ideal Area Subtotal (SF)	Existing Quantity	Existing Area (SF)	Notes:
Gymnasium	1	5,500	5,500	1	4,742	Climbing wall, divider, storage. PE envisioned large MPR
Physical Education Office	1	150	150	1	141	
Stage	1	600	600	1	653	
PE Equipment Storage Room	1	800	800	1	278	May also include chair/table storage not allowed under stage.
						Proximity to public toilets and Family Toilet
Subtotal	4		7,050	4	5,814	

Food Services						
Spaces	Qty.	Ideal Room Area (SF)	Ideal Area Subtotal (SF)	Existing Quantity	Existing Area (SF)	Notes:
Student Dining Area	1	2,500	2,500	1	3,736	Assumes 4 waves
Staff Dining Lounge	1	500	500	1	569	Not requested at interviews. Lockers for 4 paras, mailboxes
Kitchen	1	1,500	1,500	1	971	Adjacent to deliveries / receiving - see core areas
Servery	1	Included		Included		
Preparation Area	1	Included		Included		
Cold Storage	1	Included		Included		
Dry Storage	1	Included		1	143	
Dishwashing Room	1	Included		Included		
Food Services Office	1	Included		-		
Staff Toilet Room	1	Included		1	123	
Subtotal	10		4,500	5	5,542	

Arts and Humanities Programs						
Spaces	Qty.	Ideal Room Area (SF)	Ideal Area Subtotal (SF)	Existing Quantity	Existing Area (SF)	Notes:
Music Room	1	1,200	1,200	1	745	Start instruments in 4th grade - need storage
Music Storage Closet	1	500	500	-		Stage is currently used for band. Need band room? Good potential swing space for first or second grade.
Art Room	1	1,200	1,200	1	994	
Kiln Room	-	-	-	-		Confirm
Art Storage	1	200	200	-		In addition to in-room storage
Subtotal	4		3,100	2	1,739	

Library / Media Center						
Spaces	Qty.	Ideal Room Area (SF)	Ideal Area Subtotal (SF)	Existing Quantity	Existing Area (SF)	Notes:
Media center	1	2,000	2,000	1	1,475	
Reading Area	1	Included		Included		
Book Stacks	1	Included		Included		
Library Circulation	1	Included		Included		
Library/Media Specialist Office	1	Included		-		
Workroom / Storage	1	Included		-		
Maker Space (STEAM)	1	850	850	-		
Subtotal	7		2,850	1	1,475	

Administrative & Support Spaces						
Spaces	Qty.	Ideal Room Area (SF)	Ideal Area Subtotal (SF)	Existing Quantity	Existing Area (SF)	Notes:
Main Office	1	1,000	1,000	1	617	
Reception Area	1	Included		Included		Seating for (6)
Administrative Work Stations		Included		Included		
Reception Counter with Station for Head Monitor	1	Included		Included		(3) Staff workstations
Principal's Office	1	200	200	1	192	Includes toilet room
Small Conference Room	1	150	150			
Assistant Principal's Office	1	150	150	1	208	
Large Conference Room	1	300	300	1	277	
Health Suite	1	800	800	1	427	Toilet, Exam Room & Office
Security Office	1	150	150	w/PE Off.		
Staff Work Room	1	500	500			
Subtotal	10		3,250	5	1,721	

Building Services and Core Area						
Spaces	Qty.	Ideal Room Area (SF)	Ideal Area Subtotal (SF)	Existing Quantity	Existing Area (SF)	Notes:
Facilities Office	1	100	100	-		
General Building Storage	1	500	500	3	229	
Men's Public Toilet Room	1	150	150	-		
Women's Public Toilet Room	1	150	150	-		
Boy's Toilet Rooms	3	200	600	3	671	
Girl's Toilet Rooms	3	200	600	3	701	
Staff Toilet Rooms	4	75	300	4	225	
All Inclusive Toilet Room	1	75	75			Near Assembly Spaces
Custodial Office	1	100	100	1	224	
Custodial Closets	3	40	120	3	140	
Mechanical & Water Service Room	1	600	600	1	2,725	
Fire Sprinkler Room	1	300	300	-		
Main Electrical Room	1	300	300	w/Mech		
Electrical Closets	2	150	300			Existing electrical closets not surveyed
MDF Room	1	300	300	1	155	
IDF Room	1	150	150	-		
Deliveries and Receiving	1	300	300	1	314	Adjacent to Kitchen - include lockers for FS and Custodial
Subtotal	27		4,945	20	5,384	

