POMPERAUG REGIONAL SCHOOL DISTRICT 15

NEW POMPERAUG PK-5 ELEMENTARY SCHOOL

AT POMPERAUG ELEMENTARY SCHOOL SITE

607 MAIN ST, SOUTHBURY, CT 06488

EDUCATIONAL SPECIFICATIONS

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ARCHITECTS

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Acknowledgments

Contributors

These educational specifications are the result of a collaborative effort between the Towns of Middlebury and Southbury and the Pomperaug Regional School District 15 (Region 15) Board of Education and reflect input from a broad range of stakeholders. We are grateful to the members of the GES-PES Feasibility Study Committee, Board of Education, Select Boards, district staff, and community members who participated in this process for their thoughtful contributions in helping shape this specification.

GES-PES Feasibility Study Committee Members:

Board Chair (ex- officio) (non – voting): Marion Manzo

Central Office Administrators (non-voting): Joshua Smith, Superintendent and Joe Martino, Director of Finance

Board of Education Members: Heather Dwyer, Heather Rodgers, Sally Romano

Southbury Town Officials: Jason Van Stone and John Michaels

Middlebury Town Officials: Ed St. John and Vin Cipriano

GES Principal: Jon Romeo

PES Principal: Stephanie Furman

PES Teacher: Lynne Dolan

GES Teacher: Christina Hubbard

PTO Community Members: Jason Andrews and Molly Mandje

Additionally, input from the individuals most closely involved in the day-to-day delivery of education across the district helped shape these educational specifications and ensured they reflect both instructional priorities and operational needs. In particular, the elementary school principals, assistant principals, facilities staff, and other district leaders contributed insight to help inform the development of this document.

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RATIONALE

Background

Pomperaug Regional School District 15 serves the communities of Middlebury and Southbury, Connecticut, and is widely recognized for its commitment to educational excellence. The district operates four elementary schools, two middle schools, one high school, an alternative high school, and an integrated preschool program. While this system has successfully supported generations of students, the age and condition of several facilities, particularly its oldest elementary schools, now present significant and growing challenges.

Gainfield Elementary School (GES), constructed in 1941, and Pomperaug Elementary School (PES), opened in 1967, are the district's two oldest buildings. Both schools have been well maintained over the years, with ongoing repairs and incremental improvements. However, neither facility has undergone comprehensive modernization, and both now face aging infrastructure and core systems that are reaching or have exceeded their useful life. Mechanical and electrical systems, in particular, reflect their original construction eras, making them inefficient, increasingly unreliable, and costly to maintain.

Extensive facility assessments conducted by state agencies, along with evaluations from architects, engineers, and construction professionals, have consistently identified significant deficiencies. These include outdated building systems, limitations in meeting current safety standards, and challenges in supporting modern educational practices. Continuing to invest in repairs would require substantial funding for systems that are already obsolete, offering only short-term relief rather than a sustainable, long-term solution.

Beyond infrastructure concerns, the current facilities also fall short in several key areas critical to today's school environments. The proposed project seeks to address these needs through modern infrastructure and safety upgrades, improved accessibility for all students and staff, and enhanced traffic flow and site design to support safer and more efficient daily operations. Additionally, the project supports district-wide enrollment balancing, ensuring that facilities are aligned with current and future student population needs.

Feasibility Study for Pomperaug & Gainfield Elementary Schools

In November 2024, Region 15 began working with Tecton Architects on a comprehensive feasibility study for both Pomperaug and Gainfield Elementary Schools. This work included a detailed analysis of existing building conditions through walkthroughs and reporting, as well as a programming and needs assessment that reviewed demographics, enrollment, capacity, and educational requirements. The study also involved developing and refining multiple project options, along with associated scope, schedule, and budget considerations, ultimately helping the district identify a preferred path forward.

The feasibility process also included collaboration with external partners and the broader community. The team carefully considered district needs, site logistics, and financial impacts, starting with a detailed review of existing buildings, systems, and program capacities. Planning was guided by enrollment projections and demographic data to ensure the schools could adapt and grow over time.

New construction of Pomperaug and Gainfield Elementary Schools was identified as the most effective long-term solution for students, staff, and the community. By choosing new construction, the district is taking a forward-looking approach, one that allows for modern, code-compliant, and efficient school facilities designed specifically to support today's educational environment. This direction represents a well-studied, community-informed investment in safe, functional, and enduring learning spaces for years to come.

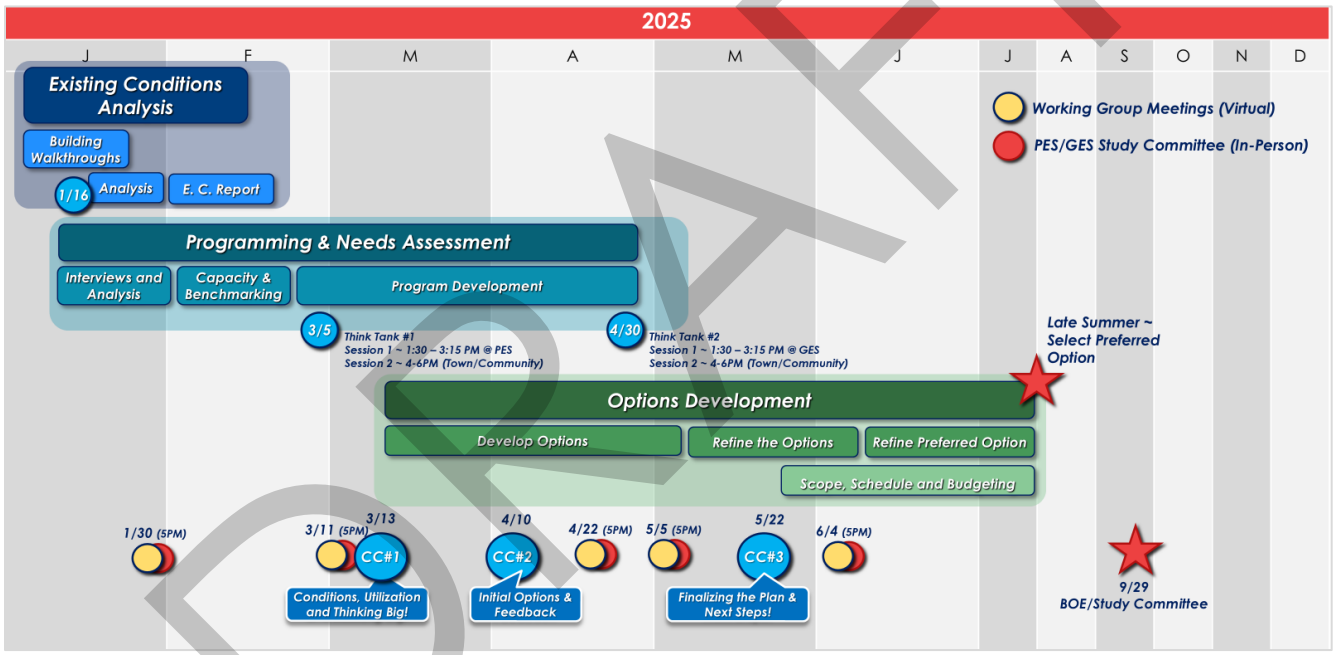
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Section I – Rationale

Community Engagement

Community input played a central role in shaping the proposed program. The study also included facilitated community conversations and surveys to help inform the development of options, with additional engagement available as needed. This process included meetings with Region 15 staff, community conversations designed to gather feedback from a broad range of stakeholders, and Think Tanks, which provided an opportunity for a diverse group of teachers, staff, students, parents, and board members to share programmatic insights as initial options were developed. In addition, the GES-PES Feasibility Study Committee met over the course of more than a year, holding multiple meetings to review progress and provide guidance. To ensure transparency and accessibility, all presentations and recordings of public meetings have been posted on the project website for community review: https://www.region15.org/board-of-education/ges-pes and https://www.r15facilitiesupdate.com/

Please see the Appendix for relevant presentations and survey feedback.



Engagement Process

Development of Options

Multiple design options were explored and refined to balance educational goals, operational efficiency, and long-term costs, with community input playing a central role in guiding decisions. Throughout this process, renovation options were carefully evaluated. While renovations could address certain deficiencies, they would not fully resolve the broader challenges of aging infrastructure, outdated systems, and limitations inherent in the original building designs. As a result, new construction emerged as the most effective and responsible long-term solution. Replacing Gainfield Elementary School and Pomperaug Elementary School with new facilities on their existing sites will provide learning environments designed to meet current educational standards, enhance safety, and improve energy efficiency, while offering a projected lifespan of more than 50 years.

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New construction also presents clear financial and strategic advantages. State reimbursement incentives currently available make this a particularly important time to act, as these incentives are scheduled to decrease after July 1, 2026. At the same time, rising construction costs underscore the urgency of moving forward. Investing in new facilities now is more cost-effective than continuing to fund repairs to outdated infrastructure, which would only defer and likely increase future expenses.

The result is a preferred solution that reflects the district's vision for equitable, high-quality learning for every student.

Preferred Option
In December 2025, a final plan was presented to the Board of Education proposing to replace Gainfield Elementary School and Pomperaug Elementary School with new facilities built on their existing sites.

New Construction GES (PK-5)
504 Students, Prop. Area ~95,094 GSF
State Reimbursable Area ~ 69,220 GSF
Existing ~ 60,896 GSF

Project Summary	
OGA Max. Area Allowed	63,795
OGA Gross Floor Area (8.5% gross up)	69,220
Proposed Building - Gross Floor Area	95,094
Construction Cost Summary	
Demolition	$4,000,000
Site Development	$8,840,000
New Construction (Building only)	$58,480,000
Building Renovations (Existing - to meet RNV Req.)	$0
Sustainability/Energy Enhancements	$5,910,000
Subtotal	**$77,230,000**
Other Project Costs	**$16,610,000**
Cost Escalation (3 years)	**$18,070,000**
Total Project Costs	**$111,910,000**
Estimated Total Cost to RSD15	**$42,760,000**

New Construction PES (PK-5), Existing ~ 66,079 GSF
504 Students, Prop. Area ~95,094 GSF
State Reimbursable Area ~ 69,220 GSF
Existing ~ 66,079 GSF

Project Summary	
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Cost Escalation (3 years)	**$18,130,000**
Total Project Costs	**$112,300,000**
Estimated Total Cost to RSD15	**$42,910,000**

Preferred Option

The preferred option includes:

1. **New Gainfield PK-5 Elementary School** on the site of the existing **Gainfield Elementary School.**
2. **New Pomperaug PK-5 Elementary School** on the site of the existing **Pomperaug Elementary School.**

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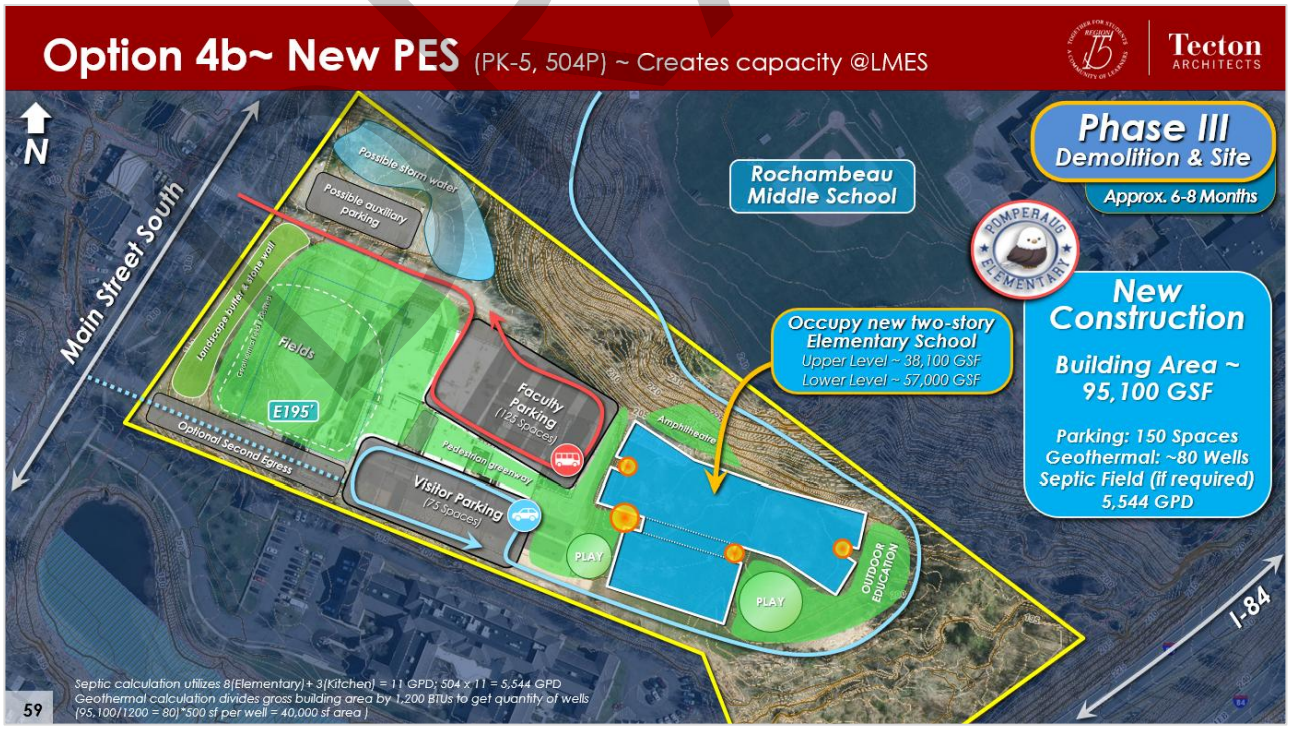
Section I – Rationale

Why This Plan?

- It is more efficient and less costly than continuing to repair aging facilities with outdated systems
- It leverages strong state reimbursement support available now, with incentives decreasing after July 1, 2026
- It addresses rising construction costs by advancing the project at a financially responsible time
- It creates long-term community value with a facility lifespan of more than 50 years
- It resolves significant repair needs at PES and GES caused by aging infrastructure and systems nearing end of life
- It alleviates space constraints at LMES and MES to improve learning environments
- It expands and enhances district-wide preschool capacity
- It follows an efficient construction timeline to reduce overall project duration
- It is designed to minimize disruption to students and school operations
- It represents a cost-effective investment that avoids ongoing short-term fixes and higher future expenses

New Pomperaug PK-5 Elementary School at Pomperaug Elementary School Site

The proposed new school will serve approximately 504 students in grades PK–5 and will comprise of approximately 95,094 GSF of new construction. The new facility will be located on the site of the existing Pomperaug Elementary School.



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II SCHOOL MISSION

Introduction to Pomperaug Regional School District 15

Pomperaug Regional School District 15 is a well-respected public school district serving the communities of Middlebury and Southbury, Connecticut. The district includes four elementary schools, two middle schools, and one high school, in addition to an alternative high school and integrated preschool program. Central offices are located in the historic Mary I. Johnson building, reflecting the district's connection to its community and history.

The district is committed to providing a comprehensive educational experience that supports the diverse interests, abilities, needs, and future career goals of all students. Through a broad range of academic and extracurricular opportunities, the district strives to ensure that every learner is prepared for success beyond graduation.[1]

District Mission Statement

The mission of Region 15, a collaborative community committed to excellence, is to educate every student to be productive, ethical, and engaged in a global society through proven and innovative learning experiences supported by its strong community whose decision-making is based on the best interest of all students.

Theories of Action

What Drives Our Work... Supporting the District's Mission and Vision

- If we foster schools that are welcoming and inclusive to all students, then students will feel valued and they will be better able to access their learning.
- If we embrace communication, transparency and collaborative relationships within ourselves and the community, then we will improve trust and participation in supporting our students.
- If we improve our ability to align assessments to curriculum, improve our data culture, and increase our analysis of student learning, then we will be more equipped to provide meaningful student engagement and increased achievement.
- If we increase and promote access to career pathways, curriculum, and shared instructional experiences, then our district will prepare our students for the world they will enter after their time with us.[2]

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[1] *https://www.region15.org/about-us*

[2] *https://www.region15.org/about-us*

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LONG RANGE EDUCATIONAL PLAN III

Pomperaug Regional School District 15's Portrait of a Learner

Our Portrait of a Learner is a blended reflection of Region 15's Core Values and Theories of Action. It captures our community's vision of what it means for students to learn, grow, and thrive—both in school and beyond.

Grounded in collaboration, inclusivity, and innovation, this framework highlights the skills, mindsets, and qualities that prepare our students for success in a global society. By aligning our daily practices with these shared values, we ensure that every student feels supported, challenged, and inspired to reach their full potential.

Our Portrait highlights five key dimensions that reflect our collective aspirations:

Empowered Learner:
An Empowered Learner eagerly pursues knowledge with genuine curiosity and clear purpose, embracing new challenges through adaptability and resilience. They reflect on their experiences, set ambitious goals, and maintain a growth mindset—continuously discovering and refining strategies that support their learning journey

- Curious & Self-Directed
- Adaptable & Resilient
- Persistent & Growth-Minded

Innovative Problem-Solver:
An Innovative Problem-Solver applies creative and analytical thinking to tackle complex challenges. By combining strategic planning, design-minded approaches, and reflective practice, they leverage knowledge and appropriate technologies to develop solutions that have meaningful, lasting impact

- Creative & Analytical
- Design-Minded & Solution-Focused
- Visionary & Globally-Minded

Ethical Contributor
An Ethical Contributor engages thoughtfully across cultures and perspectives, acting with integrity to strengthen communities. They demonstrate empathy, inclusivity, and responsibility, working courageously to bridge divides and foster positive change both locally and globally

- Inclusive & Empathetic
- Community-Minded & Service-Oriented
- Courageous & Responsible

Productive Collaborator
A Productive Collaborator builds trust through dependable teamwork and accountability. Embracing multiple viewpoints, they work supportively and reciprocally—both in person and in digital spaces—to achieve shared goals and celebrate collective success

- Team-Oriented & Trustworthy
- Open-Minded & Accountable
- Supportive & Reciprocal

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Effective Communicator
An Effective Communicator expresses ideas with clarity, confidence, and audience awareness. Through active listening and responsive dialogue, they engage others meaningfully, ensuring understanding and connection across diverse platforms and contexts

- Clear & Audience-Aware
- Engaging & Responsive
- Attentive & Discerning

These attributes guide how we teach, learn, and connect—preparing every student to thrive in our ever-changing world.[3]

Pomperaug Regional School District 15's Core Values

In Region 15, the core values represent the beliefs and principles that define what matters most to our learning community—and they guide our actions, decisions, and interactions each day. These values are not simply aspirations; they are lived commitments that shape the learning experiences we design, the culture we build, and the relationships we nurture to ensure a sense of belonging for all.

At the heart of our work is a bold and enduring vision: to engage students in meaningful learning today while preparing them to thrive in the world they will inherit tomorrow. This responsibility—to nurture capable, compassionate, and curious learners—cannot be carried by schools alone. It requires the shared commitment of our entire community.

Our core values serve as a compass for students, educators, families, and staff, ensuring alignment between what we believe and how we behave. They reflect our collective responsibility to foster a safe, inclusive, and dynamic environment where curiosity is nurtured, relationships are honored, and every learner is seen and supported. Educational equity* is embedded in every core value we uphold as a district, and is intentionally included in each core value, and not a standalone goal

These core values are a collective call to action. It is written in the present tense—intentionally—so we can begin living it now. It offers a glimpse of what is possible when we come together with shared purpose on behalf of every learner in Region 15. Rooted in our values and driven by our hopes for the future, we strive to ensure all students grow, lead, and thrive—today and tomorrow.

*From the National Equity Project, "Educational equity means that every child receives what they need to develop fully, academically and socially,

Working towards equity in schools involves:

- Ensuring equally high outcomes for all participants in our educational system;
- Discovering and cultivating the unique gifts, talents and interests that every human possesses.
- Removing the predictability of success or failure that currently correlates with any social or cultural factor;
- Interrupting inequitable practices, examining biases, and creating inclusive, multicultural school environments for adults and children"

[3] *https://www.region15.org/about-us/portrait-of-a-learner*

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Together for Students
We believe that every student matters and we will ensure that each student receives what they need in order to thrive and grow — academically, socially, and emotionally — in safe, inclusive, and future-ready environments. We come together to see each child as unique and valuable, amplifying the strengths they bring while nurturing and guiding the needs we learn about.

Community of Learners
We cultivate authentic partnerships among students, families, and staff through trust, empathy, and shared responsibility to foster a vibrant and dynamic learning community. We recognize our students, families, and staff as integral voices. Our work together ensures all members of our learning community are respected, valued, and empowered to contribute.

Continuous Curiosity and Improvement
We believe that curiosity is not only the foundation of inquiry-it is the spark that drives transformation. Through curiosity, we challenge assumptions, embrace learning, and adapt with intention to better serve our students and community. Through exploration, reflection and innovation, we continuously evolve. We actively seek to understand the lived experiences of our students, families, and staff. Their insights inform our practices, fuel innovation, and ensure that learning is relevant and empowering.

World-Leading And Future-Ready
We are forward-thinking and globally aware. Within and across communities we prepare students with skills to think critically, solve problems collaboratively, and engage ethically in a changing world. We implement exemplary, evidence-based and fresh practices to meet our students' and educators' learning needs now and in the future. We cultivate mutual care and wellbeing in our local community, and find ways to apply that ethic of care in our interconnected and complex world.[4]

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[4] *https://www.region15.org/about-us*

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PROJECTED STUDENT ENROLLMENT & PROPOSED PROJECT CAPACITY IV

Enrollment & Capacity

Region 15 engaged MP Planning to conduct a detailed analysis of housing, demographics, and enrollment trends to inform future school planning. The data below is extracted from the November 2024 10-Year Enrollment Projections (Update) provided by MP Planning.

Based on the highest projected enrollment over an eight-year period, the district anticipates a total K–5 enrollment of approximately 1,681 students in 2032-33. Additionally, the district plans to expand the pre-kindergarten program from the existing 64 students to 80 students, ensuring capacity aligns with the highest projected enrollment.

The district is also planning to alleviate capacity districtwide across the elementary schools. To accomplish this, 100 students from Long Meadow Elementary School (LMES) are anticipated in the projections.

The district plans to establish two new PK–5 elementary schools, on existing sties, with enrollment evenly distributed at each school. The highest projected enrollment over an eight-year period for PES is 452 students. The highest projected enrollment over an eight-year period for GES is 375 students. The addition of 80 Pre-K students and 100 LMES students is added to these totals.

The calculation to arrive at the 504 enrollment per school is as follows:
452 + 375 + 80 + 100 = 1,007 / 2 = 503.5 (rounded to 504)

Evenly divided, the projected enrollment at each school is anticipated as follows:

Grade	PK	K	1	2	3	4	5	Total
Students	40	77	77	77	77	78	78	504

Note: K–5 students are split evenly across grades, with slight rounding adjustments to match the projected total of 504 per school.

Please refer to the Appendix for a full copy of the demographic report.

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LEARNING / EDUCATIONAL ACTIVITIES

V

SECTION V – Learning / Educational Activities

Learning and Educational Activities

1. **Interdisciplinary Project-Based Learning (PBL)**
   Students engage in extended projects that integrate multiple subject areas, promoting deeper understanding, collaboration, and real-world application of knowledge.
2. **Team-Based Collaborative Learning**
   Small-group learning structures support peer interaction, shared problem-solving, and social development within academic teams.
3. **Inquiry-Driven Instruction**
   Lessons are designed around essential questions and exploration, encouraging curiosity, research, and student-generated conclusions.
4. **Design Thinking and Problem-Solving Challenges**
   Students apply creativity and critical thinking to solve authentic challenges, emphasizing iteration, reflection, and innovation.
5. **Personalized and Differentiated Learning Activities**
   Instruction includes varied pathways, flexible grouping, and choice-based tasks to support diverse learning needs and interests.
6. **Integrated Literacy Across Content Areas**
   Reading, writing, speaking, and listening activities are embedded throughout all subject areas to strengthen communication and comprehension skills.
7. **Hands-On, Experiential Learning**
   Students learn through doing—labs, simulations, modeling, and physical interaction—supporting engagement and concept mastery.
8. **Technology-Enhanced Learning**
   Digital tools support research, collaboration, creation, and communication, helping students develop digital literacy and responsible technology use.
9. **Formative Assessment and Reflection**
   Ongoing check-ins, self-assessment, and peer feedback help students monitor progress and take ownership of their learning.
10. **Advisory and Social-Emotional Learning (SEL)**
    Structured advisory activities support relationship-building, self-awareness, goal-setting, and emotional well-being.
11. **Flexible Scheduling and Learning Modalities**
    Instruction includes varied timeframes and formats—whole group, small group, and independent work—to support different learning rhythms.
12. **Real-World and Community-Connected Learning**
    Learning activities connect to local issues, community partners, and real-life applications to increase relevance and engagement.
13. **Student Choice and Voice Opportunities**
    Students have meaningful input into topics, project formats, and learning strategies, fostering motivation and ownership.
14. **Cross-Grade and Peer Mentoring Activities**
    Opportunities for leadership and mentorship build confidence, responsibility, and a sense of belonging.
15. **Enrichment and Exploratory Learning**
    Electives, clubs, and exploratory courses allow students to discover interests and talents beyond core academics.

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VI OVERALL INSTRUCTIONAL DESIGN

SECTION VI – Overall Instructional Design

Guiding Instructional Principles

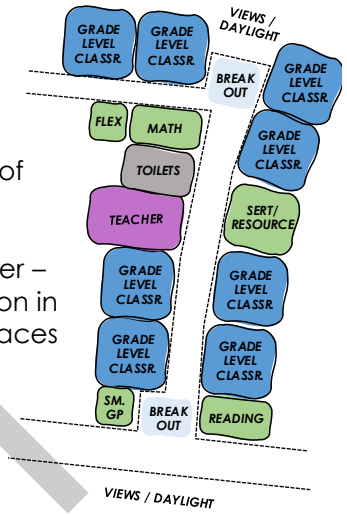
1. **Inclusive and Equitable Learning Environments**
   Instruction promotes access, belonging, and high expectations for all students, addressing diverse learning needs and celebrating individual strengths.
2. **Student-Centered Learning**
   Instruction prioritizes active student engagement, voice, and choice, allowing learners to take ownership of their learning through inquiry, discussion, and reflection.
3. **Interdisciplinary Team Teaching**
   Academic teams collaborate across subject areas to create integrated learning experiences, align expectations, and support consistent relationships between students and educators.
4. **Developmentally Responsive Practice**
   Teaching strategies and learning environments are designed to support the social, emotional, cognitive, and physical development unique to elementary school learners.
5. **Collaborative Learning and Social Skill Building**
   Learning emphasizes teamwork, communication, and peer interaction, recognizing the importance of social development and cooperative problem-solving during early adolescence.
6. **Flexible Pathways and Differentiation**
   Instruction accommodates varied learning styles, interests, and readiness levels through flexible grouping, personalized supports, and multiple ways to demonstrate understanding.
7. **Project-Based and Experiential Learning**
   Students engage in authentic, hands-on projects that connect academic content to real-world challenges, fostering deeper understanding and relevance.
8. **Inquiry and Critical Thinking**
   Instruction encourages questioning, analysis, and reflection, helping students develop problem-solving skills and the ability to think critically across disciplines.
9. **Integrated Use of Technology**
   Digital tools are used thoughtfully to enhance learning, support collaboration, provide access to information, and develop digital literacy skills essential for the 21st century.
10. **Formative Assessment and Feedback**
    Ongoing assessment informs instruction and provides timely feedback, allowing teachers and students to monitor progress and adjust learning strategies.
11. **Strong Student–Adult Relationships**
    Team structures and advisory models foster meaningful connections between students and educators, supporting academic growth and personal well-being.
12. **Connection to Community and Place**
    Learning experiences reflect local context and community values, reinforcing relevance and helping students see themselves as active participants in their school and town.

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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. Small learning communities may choose to bring two grade levels together – this has the added benefit of providing flexibility to accommodate any fluctuation in student enrollment. 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.

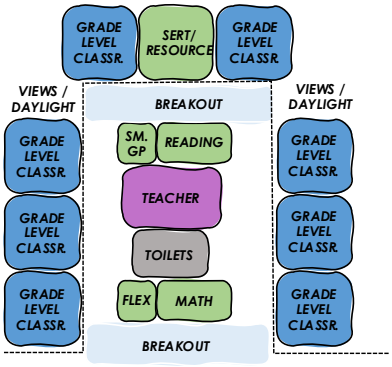


SMALL LEARNING COMMUNITY – "L" SCHEME
GRADE LEVEL NEIGHBORHOOD

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

Early Childhood & Pre-Kindergarten Learning Community

Early childhood programs often develop a strong identity centered on nurturing relationships, play-based exploration, and a welcoming sense of belonging for both children and families. Within a PK–5 setting, the early childhood program can be designed as a **dedicated neighborhood** that reflects the scale, character, and developmental needs of young learners. Classrooms, shared activity areas, and outdoor play spaces can be clustered together to create a recognizable home base that maintains the warmth, familiarity, and sense of place that families value. Age-appropriate materials, furniture, colors, and sensory-rich learning environments reinforce the unique identity of early childhood while supporting play-based learning and exploration.



SMALL LEARNING COMMUNITY – POD SCHEME
GRADE LEVEL NEIGHBORHOOD

At the same time, integration within a PK–5 school offers significant educational and community benefits. Students and families gain the continuity of remaining in one school community through fifth grade, fostering stronger relationships with educators, peers, and families over time. This continuity supports smoother transitions between grade levels and provides opportunities for **cross-age mentorship and collaboration**, where older students can serve as reading buddies, helpers, and role models for younger learners. These connections strengthen school culture and create a sense of shared responsibility and pride across grade levels.

The physical design of the school can thoughtfully support this balance between identity and integration. Early childhood spaces may be located near outdoor play areas and nature-based learning environments, while still maintaining convenient access to shared amenities such as the library, cafeteria, gymnasium, and learning commons. When used intentionally, these shared spaces allow early learners to gradually experience the broader school environment while still feeling anchored in their own program area.

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Faculty collaboration also benefits from this integrated model. Early childhood educators can work alongside elementary teachers to align curriculum, share strategies for social-emotional learning, and support a seamless progression of developmental milestones. This collaboration strengthens the educational continuum and helps ensure that the curiosity, creativity, and inquiry that define early childhood learning remain central throughout the elementary years.

Ultimately, integrating an early childhood program within a PK–5 school offers the opportunity to **blend two complementary cultures** – the nurturing, play-centered environment of early childhood with the expanding academic and social opportunities of elementary education. By maintaining a dedicated, developmentally appropriate environment for the youngest learners while creating meaningful connections to the broader school community, the design and organization of the school can honor the traditions and spirit of the early childhood program while enriching the experience for all students and families.

The **classrooms** themselves are designed to support play-based exploration, social development, and foundational academic learning in a flexible, nurturing environment. The space accommodates a variety of learning modalities – including individual discovery, small-group collaboration, and whole-class instruction – while promoting curiosity, creativity, and independence. The classroom is organized into clearly defined yet adaptable learning zones that support literacy, numeracy, sensory exploration, imaginative play, and early scientific inquiry.

At the heart of the classroom is a **gathering area** that accommodates the entire class for morning meetings, storytelling, music, and direct instruction. This area typically includes a soft floor surface or carpet and an interactive display to support visual learning, digital storytelling, and collaborative activities. Around the perimeter of the room, flexible learning centers allow students to engage in hands-on exploration through activities such as block building, dramatic play, art creation, early writing, puzzles, and manipulatives. These centers encourage children to develop problem-solving skills, spatial awareness, language development, and cooperative play.

The classroom environment emphasizes **student choice and movement**, enabling children to transition naturally between activities. Child-scaled furniture, open shelving, and clearly organized materials promote independence and allow students to access learning tools safely and confidently. Flexible tables and seating support a range of activities – from collaborative projects and guided small-group instruction to quiet individual work.

Integrated **sensory and creative areas** support the developmental needs of early learners. A dedicated art and messy-making zone include durable work surfaces, sinks, and storage for creative materials, enabling activities such as painting, clay work, and craft exploration. Access to tactile materials, water tables, and sensory bins encourages experimentation and supports cognitive and motor development.

Connection to nature and outdoor learning is also an important component of the early childhood environment. Direct access to an **adjacent outdoor play and learning area** allows children to extend classroom activities into the outdoors, supporting gross motor development, environmental exploration, and active play. Natural daylight, views to the outdoors, and warm materials create a welcoming atmosphere that fosters comfort, security, and engagement.

The classroom is designed with **21st-century learning principles** in mind, emphasizing flexibility, collaboration, creativity, and inquiry-based learning. Technology is integrated in developmentally

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appropriate ways to support storytelling, visual learning, and interactive exploration while maintaining a balance with tactile and physical activities that are essential to early childhood development. Overall, the Early Childhood Classroom serves as a **dynamic, child-centered environment** that supports foundational learning through exploration, play, and social interaction. The design prioritizes safety, visibility, adaptability, and accessibility while creating a joyful and stimulating setting where young learners can develop confidence, curiosity, and a lifelong love of learning.

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BUILDING SPACE REQUIREMENTS VII

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 collaboration.
- 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.
- 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 statues. Exterior and interior noise pollution shall be minimized, particularly as it 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.
- 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 WELL shares many goals with sustainability rating systems like LEED – and there are many 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.[5]

[5] *source: International WELL Building Institute*

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

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

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

Wellness concepts in design may include:

- Protected outdoor courtyards promote unstructured play and time spent in nature.
- Outdoor classrooms and gardens invite curiosity and form meaningful relationships while learning to grow their own organic produce.
- Nature walks close to the school provide opportunities to learn outdoors and connect with science curriculum.
- 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 promote concentration and best work.
- Placemaking 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.

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

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- Color-tunable lighting in sensory rooms.
- Sound masking systems.
- 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

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.

Resiliency

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. Resiliency strategies in design 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

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- *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 low targeted energy use intensity (EUI), 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.

Connecticut High Performance Buildings Standards

Facilities matter. And sustainable schools, or green schools, are the highest quality learning environments. They provide plenty of light and excellent air circulation and climate control. Green schools save taxpayer dollars - through economies during construction and through long-term savings on energy and utility costs. Green schools can also provide excellent opportunities for student explorations in science, ecology, engineering, and other career & technical fields. Since 2007, Connecticut law has mandated high performance efficiency buildings (CGS § 16a-38k). As required, DEEP has adopted high performance (Green) building construction regulations that incorporate design, construction, and operation practices that preserve the natural environment (RCSA 16a-38k 1-9). These state construction standards are consistent with, or in some cases, have exceeded the Leadership in Energy and Environment (LEED) silver design building rating system. Connecticut's green construction standards help achieve the state's greenhouse gas emission (GHG), energy, and cost reduction goals while driving economic growth. [6]

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.

[6] *source: Connecticut Department of Energy & Environmental Protection High Performance (Green) Building Standards for State Agency Buildings and School Buildings*

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SECTION VII – Building Space Requirements

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
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.

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VIII 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.

See Section X – Building Systems for more detail.

Site Design

The school will be designed as a comprehensive PK–5 campus that thoughtfully integrates functional, safe, and engaging outdoor spaces to support students, staff, and the broader community. The site will include dedicated parking for staff and visitors, separate parent and bus drop-off areas to ensure efficient traffic flow, and clearly defined pedestrian pathways that prioritize safety. Outdoor learning and recreation will be central to the design, with playgrounds, athletic fields, and outdoor classrooms providing opportunities for physical activity, experiential learning, and community engagement. In addition, flexible presentation spaces and other amenities will be incorporated to support school events, gatherings, and extracurricular activities, creating a well-rounded environment that fosters education, wellness, and social interaction.

See Section XI – Site Development for more detail.

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DETAILED DESCRIPTION IX

GRADES PRE-KINDERGARTEN & KINDERGARTEN CLASSROOMS (WITH TOILET – 50 SF)	
Room Area (SF)	**1,150 SF**
Number of Teachers	1-2
Average Class Size	Typical 12-16 (18 Max.)
Narrative Description	
The Early Childhood Classroom is designed to support play-based learning, social development, and foundational academic exploration for young learners. The space accommodates a variety of instructional approaches, including whole-group gathering, small-group collaboration, and independent discovery. The classroom is organized into flexible learning centers that support literacy, numeracy, creative expression, building, and imaginative play. Child-scaled furniture, open shelving, and clearly defined activity areas promote independence, choice, and movement throughout the day. A central meeting area supports group instruction, storytelling, music, and community-building activities, while small tables and soft seating support guided instruction and collaborative work. Durable finishes and integrated storage support hands-on, creative activities such as art and sensory exploration. Natural daylight, views to the outdoors, and developmentally appropriate technology enhance engagement and curiosity. The classroom environment is designed to foster creativity, communication, and early problem-solving aligned with contemporary early childhood learning objectives. Storage for student belongings will be provided through student lockers placed outside the classroom, storage compartments within the classroom or a combination of both solutions. It is important to note, for security and lockdown purposes, all rooms will be uniform in design and locking feature and function.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to classrooms that promote early learning and collaboration • Adjacent to a dedicated early childhood entry and drop-off area • Toilet room within the classroom (refer to single user toilet room data sheet, child-height fixtures) • Small group learning / breakout spaces nearby • Resource spaces nearby • Teacher workroom nearby
Floors	• Resilient flooring, or similar • Durable, low maintenance • Radiant flooring
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Window shades (room darkening as needed)
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • 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

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	• 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	• Toilet room (refer to single user toilet room data sheet, child-height fixtures) • 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) • Flag bracket & flag • Charging capabilities built into furniture where possible • Student cubbies (1:1)
Teacher Storage, Casework & Furniture	• Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable
Display	• Writeable surface, magnetic marker/whiteboard • Bulletin board • Projection surface or screen

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GRADES 1-5 GENERAL CLASSROOMS	
Room Area (SF)	**850 SF**
Number of Teachers	1-2
Average Class Size	Typical 20-22 (25 Max.)
Narrative Description	
General purpose 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 may 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 magnetic whiteboards. 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. Storage for student belongings will be provided through student lockers placed outside the classroom, storage compartments within the classroom or a combination of both solutions. It is important to note, for security and lockdown purposes, all rooms will be uniform in design and locking feature and function.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to classrooms that promote interdisciplinary learning neighborhoods • Small group learning / breakout spaces nearby • Resource spaces nearby • Teacher workroom nearby
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Window shades (room darkening as needed)
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • 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

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	• 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) • Flag bracket & flag • Charging capabilities built into furniture where possible • Student cubbies (1:1)
Teacher Storage, Casework & Furniture	• Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable
Display	• Writeable surface, magnetic marker/whiteboard • Bulletin board • Projection surface or screen

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PK – SPEECH PATHOLOGIST (Break Out)	
Room Area (SF)	**250 SF**
Number of Teachers	1-2
Average Class Size	Typical 3-5 (8 Max.)
Narrative Description	
The speech classroom is integrated into the program in order to provide specialized 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 designed to promote collaborative discussions, coaching, meetings, etc. This space is also intended to double as office space for Speech and Language Pathologists.	
Environmental Characteristics	
Adjacency/Location	• Proximity to general classrooms • Small group learning / breakout spaces nearby
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • 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 & Appliances	• ADA compliant sink with wall-mounted mirror
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

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Teacher Storage, Casework & Furniture	• Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Projection Surface or screen

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MATH & READING INTERVENTION (Break Out)	
Room Area (SF)	**325 SF**
Number of Teachers	1-2
Average Class Size	Typical 3-5 (10-12 max.)
Narrative Description	
Math and Reading Intervention rooms are incorporated into the program in order to provide academic support in these areas of study. These adaptable classrooms are 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. These spaces are planned to be located in proximity to the general classrooms within each learning community. These spaces are envisioned as private rooms, 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 may be used as office space or private meeting rooms by interventionists as needed.	
Environmental Characteristics	
Adjacency/Location	• Within grade level learning community • Small group learning / breakout spaces nearby
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • 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 & Appliances	• 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

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	• 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
Teacher Storage, Casework & Furniture	• Mobile teacher station(s) or desks/workstations, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Projection Surface or screen

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SERT / RESOURCE ROOM	
Room Area (SF)	**500 SF**
Number of Teachers	1-2
Average Class Size	Typical 4-6 (10 Max.)
Narrative Description	
SERT/Resource Rooms are incorporated into the program in order to help students with special needs meet 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 envisioned as private rooms, 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.	
Environmental Characteristics	
Adjacency/Location	• Within grade level learning community • Proximity to general classrooms • Small group learning / breakout spaces nearby
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • 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 & Appliances	• 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)

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	• Charging capabilities built into furniture where possible
Teacher Storage, Casework & Furniture	• Mobile teacher station(s) or desks/workstations, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Projection Surface or screen

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FLEXIBLE BREAK OUT ROOM	
Room Area (SF)	**125 SF**
Number of Teachers	1-2
Average Class Size	Typical 1-2 (4 Max.)
Narrative Description	
Flexible Break Out Rooms are incorporated into the program in order to allow pull-out space for small group learning or individual study/resource. These rooms will also serve, as necessary, for small meeting spaces, collaboration zones, or regulation stations. These 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.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to general classrooms
Floors	• Resilient flooring • (or) High-performance soft surface (textile) flooring • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile • (or) Specialty ceiling
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Window shades (room darkening as needed)
Doors & Hardware	• Not applicable – open or semi-enclosed spaces. If a door is present, reference the items below: • Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • Document camera
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access
Plumbing	• None
HVAC/Mechanical	• Refer to Building Systems section for additional requirements
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	• Comfortable, mobile, and modular furniture for informal group work • Mobile tables • Specialty seating such as: club chairs, bean bag chairs, or small learning stair • Fixed upper and lower cabinets with work surface, lockable • Charging capabilities built into furniture where possible • Mobile display and bookshelves
Teacher Storage, Casework & Furniture	• None
Display	• Writeable surface, magnetic marker/whiteboard • Bulletin board • Projection surface or screen

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BREAKOUT AREAS	
Room Area (SF)	**SF VARIES (PART OF OVERALL CIRCULATION FACTOR)**
Number of Teachers	Varies
Average Class Size	Varies
Narrative Description	
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/presentations 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.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to general classrooms • Adjacent to special education classrooms • Distributed among other academic programs throughout the school in a manner that promotes interdisciplinary gathering
Floors	• Resilient flooring • (or) High-performance soft surface (textile) flooring • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile • (or) Specialty ceiling
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Window shades (room darkening as needed)
Doors & Hardware	• Not applicable – open or semi-enclosed spaces. If a door is present, reference the items below: • Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • Document camera
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access
Plumbing	• None
HVAC/Mechanical	• Refer to Building Systems section for additional requirements
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	• Comfortable, mobile, and modular furniture for informal group work • Mobile tables • Specialty seating such as: club chairs, bean bag chairs, or small learning stair • Presentation area/platform (optional) • Fixed upper and lower cabinets with work surface, lockable • Charging capabilities built into furniture where possible

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SECTION IX – Detailed Description

Teacher Storage, Casework & Furniture	• None
Display	• Writeable surface, magnetic marker/whiteboard • Bulletin board • Projection surface or screen

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SMALL GROUP SENSORY	
Room Area (SF)	**125 SF**
Number of Teachers	1-2
Average Class Size	Typical 1-2 (4 Max.)
Narrative Description	
Small Group Sensory Rooms are incorporated into the program in order to allow for student group work, sensory therapy and to connect with support program spaces. These rooms allow pull-out space for small group learning or individual study/resource. These rooms will also serve, as necessary, for sensory therapy and self-regulation for students who may feel overwhelmed/overstimulated so they may regulate independently and return to class. 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.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to general classrooms • Adjacent to special education classrooms
Floors	• Carpet Tile • (or) High-performance soft surface (textile) flooring • (or) Resilient flooring
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable, color tuning • Daylight sensors • Occupancy sensors
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • Document camera
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling for projector • Telephone/public address system • WIFI access • Data/power at interactive display
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Modular Group Table • Mobile seating/chairs • Lounge seating/chairs, rockers, bean bags, etc. • Mobile low table for manipulatives
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Projection Surface or screen

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TEACHER PROF. DEV. / WORK / PREP ROOM	
Room Area (SF)	**350 SF**
Number of Teachers	1-2
Average Class Size	N/A
Narrative Description	
Workrooms for faculty and staff will be located in each learning community to encourage departmental and interdisciplinary collaboration. The space will include a kitchenette with a sink, refrigerator, microwave and counter storage with upper/lower cabinets. Accommodations shall be made for additional appliances. A copier/printer station will be located within the workroom. 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. An accessible faculty toilet room as well as a phone/health room will be provided within or near the workroom.	
Environmental Characteristics	
Adjacency/Location	• Distributed across the building within learning communities • Include a kitchenette • Include a toilet room • Include a storage closet for instructional materials • Include a phone/health room
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Window shades (room darkening as needed)
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching
Technology/Devices	• Printer/copier • TV monitor
Power, Data & Communications	• Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access
Plumbing & Appliances	• Toilet room • ADA compliant sink with filtered water faucet • Full Size Refrigerator with ice maker • Additional Refrigerator for health room • Dishwasher • Microwave • Coffee 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	• None

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Teacher Storage, Casework & Furniture	• Modular, mobile tables to support individual and collaborative work. • Mobile seating/chairs • Fixed upper and lower cabinets at kitchenette. • Fixed upper and deeper lower cabinets to accommodate equipment. • Open shelving in storage closet • Tall wardrobe, lockable, or cubbies/lockers for personal belongings (primarily for paraprofessionals)
Display	• Writeable surface, magnetic marker/whiteboard • Bulletin board • Projection surface or screen

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LEARNING CENTER CLASSROOM (With Toilet, Changing Area and Kitchen)	
Room Area (SF)	**Classroom (900 SF) + Toilet & Changing Area (125 SF) + Kitchen Area (150 SF)**
Number of Teachers	1-2+
Average Class Size	Typical 4-6 (8 Max.)
Narrative Description	
Learning Center Classrooms are designed to provide programs for moderately, severely, and profoundly intellectually disabled and/or multi-disabled students. These students are provided functional academic education, communication, self-help, social, emotional, fine & gross motor, and pre-vocational/vocational programs to help them develop their skills in all of these areas. Students are included in regular homeroom activities and other regular classes as deemed appropriate for the individual student by the PPT. 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. A fully accessible toilet room with space for assistance should be directly connected to the classroom.	
Environmental Characteristics	
Adjacency/Location	• Proximity to special education classrooms • Proximity to general classrooms
Floors	• Resilient flooring, or similar • Durable, low maintenance • Allows for easy movement • Minimal floor transitions
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable, color tuning • Daylight sensors • Occupancy sensors
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • 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 & Appliances	• ADA compliant sink with filtered water faucet • Dishwasher • Washing machine • Full size refrigerator with ice maker
HVAC/Mechanical	• Dryer • Stove/oven • Refer to Building Systems section for additional requirements

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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 and/or desks • Partitions for 1 on 1 work • Mobile seating/chairs • Mobile storage cabinet/ credenza • Lounge seating & occasional tables • Rug at lounge area • Mobile display and bookshelves • Fixed upper and lower cabinets • Full size refrigerator with ice maker • Microwave • Stove/ oven • Charging capabilities built into furniture where possible
Teacher Storage, Casework & Furniture	• Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Projection Surface or screen • Mobile teacher station, mobile workstation cart

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FLEX CLASSROOM	
Room Area (SF)	**850 SF**
Number of Teachers	1-2
Average Class Size	Typical 1-2 (4 Max.)
Narrative Description	
A Flex Classroom is a supportive, adaptable environment designed to help students self-regulate, decompress, and regain readiness for learning. The space provides a calm, low-stimulation setting with flexible furnishings and sensory tools that accommodate a range of emotional and behavioral needs. It serves as a temporary, restorative space where students can reset before successfully returning to their primary classroom.	
Environmental Characteristics	
Adjacency/Location	• Proximity to special education classrooms • Proximity to general classrooms
Floors	• Resilient flooring, or similar • (or) High-performance soft surface (textile) flooring • Durable, low maintenance • Allows for easy movement • Minimal floor transitions
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable, color tuning • Daylight sensors • Occupancy sensors
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • 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 & Appliances	• ADA compliant sink with filtered water faucet
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 group table • Mobile seating/chairs • Lounge seating/chairs, rockers, bean bags, etc. • Calming nooks, single scale furniture pieces, tactile furniture pieces • Mobile low table for manipulatives • Lounge seating & occasional tables

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	• Rug at lounge area • Mobile display and bookshelves • Fixed upper and lower cabinets
Teacher Storage, Casework & Furniture	• Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Projection Surface or screen • Mobile teacher station, mobile workstation cart

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SPEECH / LANGUAGE BREAK OUT	
Room Area (SF)	**250 SF**
Number of Teachers	1-2
Average Class Size	Typical 3-5 (8 Max.)
Narrative Description	
Speech/Language Break Out spaces are 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 equipped with an interactive digital display board for learning, appropriate lockable storage, copy/scanner/printers, and a variety of furniture designed to promote collaborative discussions, coaching, meetings, etc. This space is also intended to double as office space for Speech and Language Pathologists.	
Environmental Characteristics	
Adjacency/Location	• Proximity to general classrooms • Small group learning / breakout spaces nearby
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • 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 & Appliances	• ADA compliant sink with wall-mounted mirror
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

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Teacher Storage, Casework & Furniture	• Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Projection Surface or screen

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OCCUPATIONAL / PHYSICAL THERAPY (OT/PT)	
Room Area (SF)	**650 SF**
Number of Teachers	1-2
Average Class Size	Typical 1-2 (4 Max.)
Narrative Description	
The OT/PT classroom 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. A fully accessible toilet room should be directly connected to the classroom.	
Environmental Characteristics	
Adjacency/Location	• Proximity to special education classrooms • Proximity to general classrooms
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile • Sling/ swing suspended from ceiling
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system
Plumbing & Appliances	• 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	• 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

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Teacher Storage, Casework & Furniture	• Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Projection Surface or screen

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WORK ROOM & SUPPORT STORAGE	
Room Area (SF)	**250 SF**
Number of Teachers	1-2
Average Class Size	N/A
Narrative Description	
A Workrooms for special education faculty, staff and paraeducators will be located in proximity to other special education and student support program areas. The space will include a kitchenette with a sink, refrigerator, microwave and counter storage with upper/lower cabinets. Accommodations shall be made for additional appliances. A copier/printer station will be located within the workroom. 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. An accessible faculty toilet room as well as a phone/health room will be provided within or near the workroom.	
Environmental Characteristics	
Adjacency/Location	• Proximity to special education classrooms • Include a kitchenette • Include a toilet room • Include a storage closet for instructional materials • Include a phone/health room
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Window shades (room darkening as needed)
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching
Technology/Devices	• Printer/copier • TV monitor
Power, Data & Communications	• Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access
Plumbing & Appliances	• Toilet room • ADA compliant sink with filtered water faucet • Full Size Refrigerator with ice maker • Additional Refrigerator for health room • Dishwasher • Microwave • Coffee 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	• None

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Teacher Storage, Casework & Furniture	• Modular, mobile tables to support individual and collaborative work. • Mobile seating/chairs • Fixed upper and lower cabinets at kitchenette. • Fixed upper and deeper lower cabinets to accommodate equipment. • Open shelving in storage closet • Tall wardrobe, lockable, or cubbies/lockers for personal belongings (primarily for paraprofessionals)
Display	• Writeable surface, magnetic marker/whiteboard • Bulletin board • Projection surface or screen

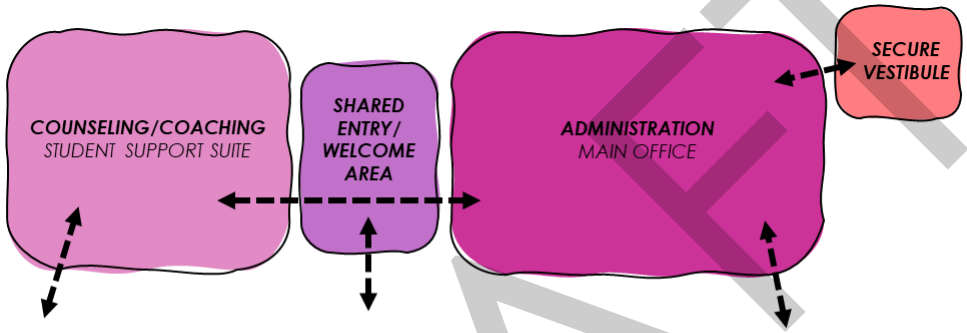
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GENERAL OFFICE & WAITING AREA	
Room Area (SF)	**450 SF**
Number of Teachers	3-4
Average Class Size	N/A
Narrative Description	
Designed for the administration and secretarial team, this central point of contact and communication will accommodate security 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 principal**, general secretarial and **administrative support space, security office,** large **conference room** (10-12 person), accessible **toilet room** and changing/special care space, storage for supplies, and a **workroom** with a large copier and staff breakroom (with sink and refrigerator) are provided in a semi-private secure setting. A smaller conference room (6-8 person) will also be located in the administrative area, possibly adjacent to, or conveniently shared with the **student support** 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.) Additionally, space for **academic coaches** including offices and meeting areas are also planned. 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.	
Environmental Characteristics	
Adjacency/Location	• Secured controlled access from public lobby entrance. • Adjacent to principal and/or assistant principal office • Adjacent to conference room
Floors	• Carpet Tile • Resilient flooring, or similar
Walls	• Paint
Ceiling	• Acoustical tile
Windows	• Multiple windows to view visitor activity • Combination of operable or inoperable windows, to be determined by the district during design • Window shades (room darkening as needed)
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty 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 & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Waiting chairs • (4) Desk/workstations for (4) staff • (4) Task chairs • Lockable lateral files

DRAFT

Teacher Storage, Casework & Furniture	• Reception/ Front office desk • Tall wardrobe/storage cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

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



PROXIMATE BUT DISTINCT SPACES
OPPORTUNITIES TO BUILD SHARED COMMON AREAS WHILE ALLOWING STUDENTS TO DIRECTLY ENTER SUPPORT SUITE

DRAFT

PRINCIPAL'S OFFICE	
Room Area (SF)	**150 SF**
Number of Teachers	1
Average Class Size	N/A
Narrative Description	
A dedicated space for focused work, private discussions, meetings, and strategic planning with a focus on efficiency and confidentiality.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to main office reception and secretarial area • Adjacent to conference room
Floors	• Carpet Tile
Walls	• Paint
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Computer • Network Copier/ Printer • TV screen/ Monitor(s) – wall mounted
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access • Security "Panic" button
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves • Conference table for 4
Teacher Storage, Casework & Furniture	• Tall wardrobe/storage cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

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ASSISTANT PRINCIPAL'S OFFICE	
Room Area (SF)	**125 SF**
Number of Teachers	1
Average Class Size	N/A
Narrative Description	
A dedicated space for focused work, private discussions, meetings, and strategic planning with a focus on efficiency and confidentiality.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to main office reception and secretarial area • Adjacent to principal's office • Adjacent to conference room
Floors	• Carpet Tile
Walls	• Paint
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Computer • Network Copier/ Printer • TV screen/ Monitor(s) – wall mounted
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access • Security "Panic" button
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves • Conference table for 4
Teacher Storage, Casework & Furniture	• Tall wardrobe/storage cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

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ADMINISTRATIVE OFFICES | Social Worker, Psychologist, Counselors, (or similar)	
Room Area (SF)	**100 SF**
Number of Teachers	1
Average Class Size	N/A
Narrative Description	
Student Support Offices are designed for the student services/support 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 a variety of student support services with appropriate lockable file and storage areas, meeting areas, and any waiting/reception areas as needed. These offices provide environments for focused tasks, meetings, phone calls, and strategic planning. They also support collaboration among staff and offer a secure setting for individual counseling and student support services.	
Environmental Characteristics	
Adjacency/Location	• Located within or near main office
Floors	• Carpet Tile
Walls	• Paint
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Computer • Network Copier/ Printer • Interactive display • TV screen/ Monitor(s) – wall mounted
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves • Soft seating area
Teacher Storage, Casework & Furniture	• Tall wardrobe/storage cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

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ACADEMIC COACHES OFFICES	
Room Area (SF)	**100 SF**
Number of Teachers	1
Average Class Size	N/A
Narrative Description	
A dedicated space for administrators to work on tasks, hold private discussions, and plan strategically with a focus on efficiency and confidentiality.	
Environmental Characteristics	
Adjacency/Location	• Located within or near main office • Adjacent to Academic Coaches Meeting Room
Floors	• Carpet Tile
Walls	• Paint
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Computer • Network Copier/ Printer • Interactive display • TV screen/ Monitor(s) – wall mounted
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves • Soft seating area
Teacher Storage, Casework & Furniture	• Tall wardrobe/storage cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

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ACADEMIC COACHES MEETING ROOM	
Room Area (SF)	**400 SF**
Number of Teachers	10-12
Average Class Size	N/A
Narrative Description	
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.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Academic Coaches offices
Floors	• Carpet Tile
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Ceiling mounted projector • Interactive display • TV screen/ Monitor(s) – wall mounted • Virtual meeting capabilities and equipment
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Conference Table • Mobile seating/chairs • Fixed lower cabinets or credenza
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Projection Surface or screen

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STUDENT SUPPORT SERVICES CONFERENCE ROOM	
Room Area (SF)	**250 SF**
Number of Teachers	6-8
Average Class Size	N/A
Narrative Description	
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.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Student Support offices
Floors	• Carpet Tile
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Ceiling mounted projector • Interactive display • TV screen/ Monitor(s) – wall mounted • Virtual meeting capabilities and equipment
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Conference Table • Mobile seating/chairs • Fixed lower cabinets or credenza
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Projection Surface or screen

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CONFERENCE ROOM	
Room Area (SF)	**350 SF**
Number of Teachers	10-12
Average Class Size	N/A
Narrative Description	
A versatile space for collaborative meetings, presentations, and discussions among educators, administrators, and other stakeholders. This room is designed to accommodate various communication technologies, foster effective information exchange, and support decision-making processes within the educational institution.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Administrative offices
Floors	• Carpet Tile
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Ceiling mounted projector • Interactive display • TV screen/ Monitor(s) – wall mounted • Virtual meeting capabilities and equipment
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Conference Table • Mobile seating/chairs • Fixed lower cabinets or credenza
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Projection Surface or screen

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OFFICE WORKROOM	
Room Area (SF)	**125 SF**
Number of Teachers	1-2
Average Class Size	N/A
Narrative Description	
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.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to main office reception and secretarial area
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Paint
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• High-capacity Printer/copier • TV screen/ Monitor(s) – wall mounted
Power, Data & Communications	• Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access
Plumbing & Appliances	• ADA compliant sink with filtered water faucet • Full size refrigerator with ice maker • Microwave • Coffee 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	• Fixed upper and lower cabinets • Staff Mailboxes • Mobile Table • Mobile seating/ chairs
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

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SECURITY OFFICE	
Room Area (SF)	**100 SF**
Number of Teachers	1-2
Average Class Size	N/A
Narrative Description	
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.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to main office reception and secretarial area
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Computer • Network Copier/ Printer • TV screen/ Monitor(s) – wall mounted • Any necessary security equipment
Power, Data & Communications	• Multiple power/data outlets at walls with USB charging modules • Telephone/public address system • WIFI access • Security "Panic" button
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Fixed upper and lower cabinets for control station with security equipment • Task chairs • Mobile seating/ chairs • Workstations for 1-2 staff
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

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NURSE OFFICE	
Room Area (SF)	**150 SF**
Number of Teachers	1
Average Class Size	N/A
Narrative Description	
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.	
Environmental Characteristics	
Adjacency/Location	• Proximity to cots and waiting area
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Paint
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades • Visibility into cots and waiting area
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• Computer • Network Copier/ Printer • Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access • TV screen/ Monitor(s) – wall mounted
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access
Plumbing & Appliances	• ADA compliant sink (if desired) • Refrigerator (if desired)
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	• Office systems desk • Task chair • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable • Medication cabinets, lockable
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

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WAITING AREA / COTS / MAIN ROOM	
Room Area (SF)	**500 SF**
Number of Teachers	1
Average Class Size	2-4
Narrative Description	
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.	
Environmental Characteristics	
Adjacency/Location	• Proximity or direct connection to administration/main office • (2) Toilet rooms within the Nurse suite • Office within the Nurse suite • Exam Room within the Nurse suite • Storage Room within the Nurse suite
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed)
Ceiling	• Moisture resistant acoustical tile • Privacy curtains
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty 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 & Appliances	• ADA compliant sink • Toilet room – refer to Single-User Toilet Room data sheet • Full size refrigerator with ice maker • Sinks and other sanitary equipment (i.e. eyewash if identified) will be incorporated to meet all health code requirements
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 • (3) Cots with privacy curtains • Medical Stools • Lockable Medical Supply Storage Cabinets • Fixed upper and lower cabinets (connected with tall wardrobe for staff storage)
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

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EXAM / MULTI-PURPOSE ROOM	
Room Area (SF)	**120 SF**
Number of Teachers	1
Average Class Size	2-4
Narrative Description	
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.	
Environmental Characteristics	
Adjacency/Location	• Proximity to cots and waiting area
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Tile • (or) Wall protection • Moisture resistant drywall • Paint
Ceiling	• Moisture resistant acoustical tile
Windows	• N/A
Doors & Hardware	• Solid door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • 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 & Appliances	• ADA compliant sink & fixtures • Sinks and other sanitary equipment (i.e. eyewash if identified) will be incorporated to meet all health code requirements
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	• Exam Table • Medical Stool • Exam Room Laptop desk • Fixed upper and lower cabinets
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

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ART STUDIO	
Room Area (SF)	**1,200 SF**
Number of Teachers	1-2
Average Class Size	Typical 22-24 (25 Max.)
Narrative Description	
The Art Studio will be 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. Art storage for supplies and projects will be provided adjacent to the classroom. The classroom will be equipped with a mobile teaching station, mobile file cabinets and furniture inclusive of student worktables and flexibly designed seating, and instructional whiteboard/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. The space is to be designed with durable, easily cleanable surfaces and materials. The art studio will also have up to three sinks.	
Environmental Characteristics	
Adjacency/Location	• Indirect North Light • Visual connection into the space from the corridor
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)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • Desktop/Laptop device at mobile teaching station • Charging carts, or current technology, for student devices • Document camera • Art grade color printer(s) • Computers & scanners that support digital design
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room
Plumbing & Appliances	• (3) Deep sinks
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

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SECTION IX – Detailed Description

Furnishings	
Classroom Storage, Casework & Furniture	• Mobile computer workstations • 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 • Charging capabilities built into furniture where possible • Adjustable Industrial Metal Shelving • Flat file cabinets • Drying Racks • Portfolio storage solutions • Bookcases for materials storage
Teacher Storage, Casework & Furniture	• Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Projection Surface or screen

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KILN ROOM & ART STORAGE	
Room Area (SF)	**80 SF & 125 SF**
Number of Teachers	N/A
Average Class Size	N/A
Narrative Description	
An organized space with various storing abilities for holding art supplies and equipment ensuring easy access for students and teachers.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to art room
Floors	• Tile • (or) Sealed concrete • Durable, low maintenance
Walls	• Moisture resistant drywall • Paint • Visual connection to Art spaces
Ceiling	• Moisture resistant acoustical tile
Windows	• N/A
Doors & Hardware	• Solid door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• N/A
Power, Data & Communications	• N/A
Plumbing & Appliances	• N/A
HVAC/Mechanical	• Refer to Building Systems section for additional requirements • Ventilation and filtration as required in Kiln Room
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	• Adjustable metal shelving
Teacher Storage, Casework & Furniture	• N/A
Display	• N/A

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GENERAL MUSIC / CHORAL CLASSROOM	
Room Area (SF)	**1,000 SF**
Number of Teachers	1-2
Average Class Size	Typical 20-22 (25 Max.)
Narrative Description	
The General Music / Choral classroom will be designed to accommodate the acoustical needs of choral practice while acoustically separated from the adjacent program space. 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 provision for risers within the space, fixed or flexible, shall be provided. The space will also contain a sink to allow for proper maintenance of musical instruments.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to performance space
Floors	• Resilient flooring (i.e. rubber) • (or) Resilient flooring, or similar • (or) High-performance soft surface (textile) flooring • Durable, low maintenance • Area rug (if desired)
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas) • Acoustical wall treatments • Soundproofing
Ceiling	• Pyramidal ceiling clouds for acoustical variation • 12'-14' tall
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Double Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • Countertop printer • Document camera • Mixing/recording 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 • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Stereo and Speaker System • Recording equipment bult into classroom for assessment purposes
Plumbing & Appliances	• (1) deep sink for instrument cleaning • Water fountain with bottle filler
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	

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Classroom Storage, Casework & Furniture	• Fixed upper and lower cabinets (connected with tall wardrobe for teacher storage) • Flexible desks with fold-down writing surfaces • 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
Teacher Storage, Casework & Furniture	• Mobile teacher station, mobile workstation cart • Tall wardrobe/storage cabinet, lockable • Lateral/vertical file cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard with music staffs • Mobile Whiteboards • Bulletin board • Projection Surface or screen

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GENERAL MUSIC / CHORAL STORAGE	
Room Area (SF)	**200 SF**
Number of Teachers	N/A
Average Class Size	N/A
Narrative Description	
Music storage will be intentionally designed into this space. An organized space with various storing abilities for holding performing arts music, instruments and equipment ensuring easy access for students and teachers.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to music classrooms
Floors	• Resilient floor • (or) Sealed concrete
Walls	• Paint
Ceiling	• Acoustical Tile
Windows	• N/A
Doors & Hardware	• Solid Door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• N/A
Power, Data & Communications	• N/A
Plumbing & Appliances	• N/A
HVAC/Mechanical	• Proper humidity control system • 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	• Adjustable Industrial Metal Shelving • Wall Units to hold sheet music • Instrument Storage Lockers • Percussion Storage
Teacher Storage, Casework & Furniture	• N/A
Display	• N/A

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BAND / INSTRUMENTAL MUSIC CLASSROOM	
Room Area (SF)	**1,400 SF**
Number of Teachers	1-2
Average Class Size	Typical 60-90 (90 Max.)
Narrative Description	
The Band / Instrumental Music classroom 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.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to performance space
Floors	• Resilient flooring (i.e. rubber) • (or) Resilient flooring, or similar • (or) High-performance soft surface (textile) flooring • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas) • Acoustical wall treatments • Soundproofing
Ceiling	• Pyramidal ceiling clouds for acoustical variation • 12'-14' tall
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Double Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • Countertop printer • Document camera • Mixing/recording 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 • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Stereo and Speaker System • Recording equipment bult into classroom for assessment purposes
Plumbing & Appliances	• (1) deep sink for instrument cleaning • Water fountain with bottle filler
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	

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

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BAND / INSTRUMENTAL MUSIC STORAGE	
Room Area (SF)	**200 SF**
Number of Teachers	N/A
Average Class Size	N/A
Narrative Description	
An organized space with various storing abilities for holding performing arts music, instruments and equipment ensuring easy access for students and teachers.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to music classrooms • Ideally open to the music room, or a highly visible alcove
Floors	• Resilient floor • (or) Sealed concrete
Walls	• Paint
Ceiling	• Acoustical Tile
Windows	• N/A
Doors & Hardware	• Solid Door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• N/A
Power, Data & Communications	• N/A
Plumbing & Appliances	• N/A
HVAC/Mechanical	• Proper humidity control system • 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	• Adjustable Industrial Metal Shelving • Wall Units to hold sheet music • Instrument Storage Lockers (Wanger with no doors on the cages, or similar) • Marching Band cabinets for percussion equipment
Teacher Storage, Casework & Furniture	• N/A
Display	• N/A

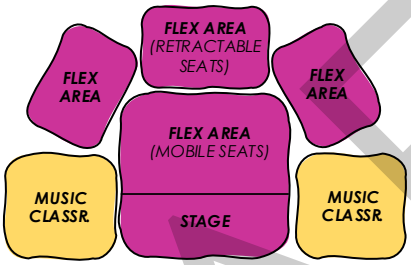
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FLEXIBLE PERFORMANCE SPACE / MULTI-PURPOSE	
Room Area (SF)	**2,150 SF**
Number of Teachers	N/A
Average Class Size	N/A
Narrative Description	
A versatile, multi-functional **performance space** to accommodate **600-650 seats** with associated **stage/platform**, **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 and sound booth** 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 multi-cam 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 can either be fixed auditorium seating or retractable, automated, high-quality seating. **Prop storage** will be provided either within the building or in a dry, secure outdoor structure. 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.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to music classrooms
Floors	• Carpet • (or) Resilient flooring, or similar
Walls	• Paint • Acoustical Wall Panels or System
Ceiling	• Ceiling cloud structures adjustable for acoustics control
Windows	• N/A
Doors & Hardware	• Double Door with vision panel • Multiple means of egress • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors • Variable light level switching
Technology/Devices	• Ceiling mounted projector • Automatic overhead projection screens • Equipment necessary for a stage crew for performances (i.e. microphones, speaker system, headsets, etc.) • Interactive display/TV monitor (mobile/height adjustable if desired)
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Voice amplification/sound field system • Access to power and data in the floor • Stereo and Speaker System • Recording equipment
Plumbing & Appliances	• 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	

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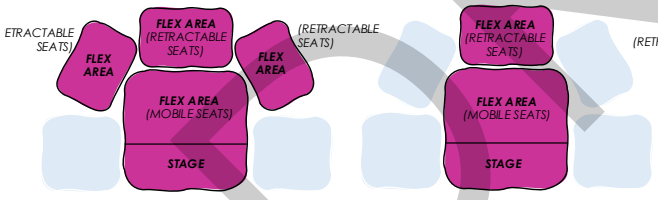
Classroom Storage, Casework & Furniture	• Electronically Operated Telescopic Chair Platform System, including designated areas for ADA seating
Teacher Storage, Casework & Furniture	• N/A
Display	• N/A

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



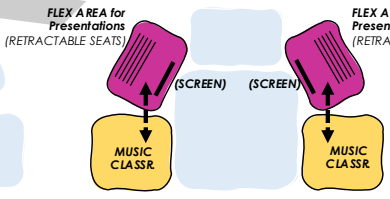
FLEXIBLE PERFORMANCE SPACE / MULTI-PURPOSE
OVERALL

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

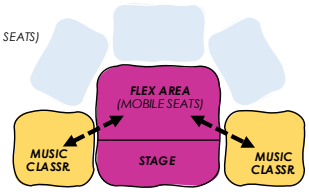


FLEXIBLE PERFORMANCE DIAGRAM
LARGE PERFORMANCE SETTING

FLEXIBLE PERFORMANCE DIAGRAM
SMALL PERFORMANCE/ LECTURE SETTING



FLEXIBLE PERFORMANCE DIAGRAM
FLEX TECH. LABS WITH BREAKOUT & PRESENTATION



FLEXIBLE PERFORMANCE DIAGRAM
PROFESSIONAL DEVELOPMENT/ FAIR/

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PLATFORM / STAGE	
Room Area (SF)	**900 SF**
Number of Teachers	N/A
Average Class Size	N/A
Narrative Description	
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.	
Environmental Characteristics	
Adjacency/Location	• Within performance space • Adjacent to music classrooms
Floors	• Stagelam flooring, or similar • (or) Hardwood flooring
Walls	• Drywall/ Paint
Ceiling	• Open Ceiling painted with acoustical deck
Windows	• N/A
Doors & Hardware	• Curtain • (or) Acoustically rated operable partition, motorized • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors • Variable light level switching • LED Theatrical/Performance/stage lighting and associated controls/equipment • Adjustable front of house lighting • Color-changing fixtures • Flexible overhead grid or pipe battens
Technology/Devices	• Ceiling mounted projector • Automatic overhead projection screen • Document camera • Integrated playback capability, livestream and recording capabilities (to Music, backstage, etc.)
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Voice amplification/sound field system/assistive listening system compliant with ADA requirements • Access to power and data in the floor • Stereo and Speaker System and digital mixing console • Wireless microphone system • Control booth and associated technology/equipment
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• To accommodate 150 performers in chairs with music stands • Track mounted stage curtains • Storage cages for large instruments (tympani, tuba, etc.)
Teacher Storage, Casework & Furniture	• N/A
Display	• N/A

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MEDIA SPECIALIST OFFICE	
Room Area (SF)	**125 SF**
Number of Teachers	1-2
Average Class Size	N/A
Narrative Description	
A media specialist office, workroom and circulation desk is designed with a view of the commons. Storage and workrooms are designed in proximity to the circulation desk.	
Environmental Characteristics	
Adjacency/Location	• Directly connected to Media Center
Floors	• Carpet Tile • (or) Resilient flooring, or similar • (or) High-performance soft surface (textile) flooring • Durable, low maintenance
Walls	• Paint
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Computer • Network Copier/ Printer • Interactive display/TV monitor
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves
Teacher Storage, Casework & Furniture	• Tall wardrobe/storage cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

DRAFT

MEDIA SPECIALIST STORAGE / WORK ROOM	
Room Area (SF)	**200 SF**
Number of Teachers	1-2
Average Class Size	N/A
Narrative Description	
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.	
Environmental Characteristics	
Adjacency/Location	• Directly connected to Media Center
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Drywall/ Paint
Ceiling	• Acoustical tile
Windows	• Large windows into Media Center
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Computer • Network Copier/ Printer
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access
Plumbing & Appliances	• ADA compliant sink • Microwave • Coffee 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	• Fixed upper and lower cabinets. • Mobile Worktable • Mobile Chairs • Bookcases, 6 shelves high • Rolling book carts
Teacher Storage, Casework & Furniture	• Tall wardrobe/storage cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

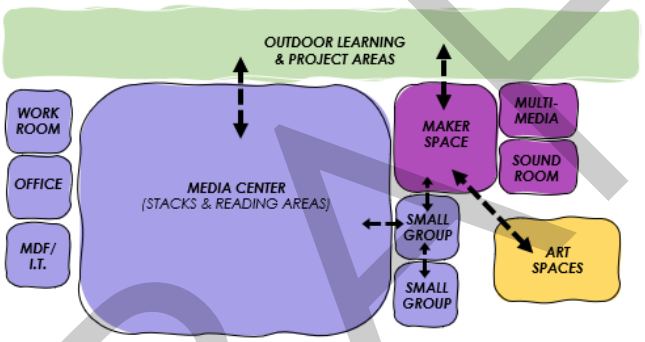
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READING ROOM / STACK / MEETING AREA	
Room Area (SF)	**1,764 SF**
Number of Teachers	1-2
Average Class Size	Typical 2-CRs (50 Max.)
Narrative Description	
The school's media center is a dynamic hub with modern technology, providing students a space 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.	
Environmental Characteristics	
Adjacency/Location	• Centrally located at the heart of the school • Allow open visual to circulation, lobby and/ or breakout areas.
Floors	• Carpet Tile • (or) Resilient flooring, or similar • (or) High-performance soft surface (textile) flooring • Durable, low maintenance • Multiple flooring types, space dependent
Walls	• Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions • (See Furnishings for Display areas) • Acoustical Wall Panels
Ceiling	• Acoustical tile • Or combo with an open Ceiling painted with acoustical deck and suspended acoustical panels/ clouds or specialty ceiling
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• 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 lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Interactive display/TV monitor (mobile/height adjustable if desired) • Self-check-out technology compatible • Computer(s) • Printer(s) • Document camera(s)
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to charging/outlets from student desks, or nearby – without having to relocate to specific zones in the room
Plumbing & Appliances	• 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	

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Classroom Storage, Casework & Furniture	• Circulation center located as a control point at entry. • Flexible book shelving that can easily be configured for book collections. • Lounge style seating • Mobile tables & chairs • Charging capabilities built into furniture where possible
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Mobile teacher station, mobile workstation cart

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



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

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MULTI-MEDIA PRODUCTION ROOM & PRODUCTION/SOUND CONTROL ROOM	
Room Area (SF)	**650 SF & 125 SF**
Number of Teachers	1-2
Average Class Size	Typical 10-15 (20 Max.)
Narrative Description	
A multi-media production room is planned to support students in creating and communicating ideas through digital storytelling, audio, and video production. The space fosters creativity, collaboration, and media literacy while building foundational skills in technology, communication, and responsible digital citizenship. Other devices/equipment to include: lockable storage, mobile cameras supported by technology infrastructure that allows for live recording anywhere in the building.	
Environmental Characteristics	
Adjacency/Location	• Within Media Center • Direct connection between production room and sound control room • In proximity of general classrooms, technology, and the arts
Floors	• Carpet Tile • (or) Resilient flooring, or similar • (or) High-performance soft surface (textile) flooring • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions • (See Furnishings for Display areas) • Acoustical Wall Panels
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door(s) with vision panel • And/or Writable Glass Privacy Panel demountable partitions • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • High-performance desktop or laptop computer stations • Tablets for lightweight devices for mobile recording and editing • HD/4K digital video cameras (durable, student-friendly) • Tripods with height adjustable features • Printer(s) • Video/Podcast recording equipment • Greenscreen • Document camera • Sound system/speaker system with playback capabilities
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 • Dedicated power/charging area for student devices
Plumbing & Appliances	• ADA compliant sink(s)
HVAC/Mechanical	• Refer to Building Systems section for additional requirements

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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	• Fixed counters with shelving below around the perimeter of the room (if desired) • Alternate areas of upper cabinets and open shelving • Modular, mobile tables to support individual and collaborative work. • Mobile seating/chairs • Mobile display and bookshelves • Mobile storage cabinets for learning materials, equipment, supplies, lockable
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Mobile teacher station, mobile workstation cart

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MAKER / FABRICATION CENTER (Build & Design)	
Room Area (SF)	**850 SF**
Number of Teachers	1-2
Average Class Size	Typical 20-22 (25 Max.)
Narrative Description	
A Maker / Fabrication center is planned to support hands-on, inquiry-based learning where students design, build, and test ideas using a range of tools, materials, and technologies. The space fosters creativity, problem-solving, and collaboration while reinforcing connections to STEM, art, and real-world applications through iterative, project-based experiences. Other devices/equipment to include: lockable storage, mobile cameras supported by technology infrastructure that allows for live recording anywhere in the building.	
Environmental Characteristics	
Adjacency/Location	• Within Media Center • In proximity of general classrooms, technology, and the arts
Floors	• Epoxy • (or) Sealed concrete • (or) Resilient flooring • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions • (See Furnishings for Display areas) • Acoustical Wall Panels
Ceiling	• Acoustical tile • Or combo with an open Ceiling painted with acoustical deck and suspended acoustical panels/ clouds or specialty ceiling
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door(s) with vision panel • And/or Writable Glass Privacy Panel demountable partitions • 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 lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Ceiling mounted projector • Interactive display/TV monitor (mobile/height adjustable if desired) • 3-D Printers, printer(s), laser cutter(s) and associated storage • Robotics equipment, parts, arena • 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 • Dedicated power/charging area for student devices • Multiple Track-mounted power/data electrical dropdowns at ceiling
Plumbing & Appliances	• ADA compliant sink(s)
HVAC/Mechanical	• Ventilation as required for 3D printers and laser cutters • Refer to Building Systems section for additional requirements

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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	• Fixed counters with shelving below around the perimeter of the room • Alternate areas of upper cabinets and open shelving • 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
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Mobile teacher station, mobile workstation cart

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BREAK OUT WORK AREAS / SMALL GROUP ROOMS	
Room Area (SF)	**150 SF**
Number of Teachers	1
Average Class Size	Typical 2-4 (6 Max.)
Narrative Description	
Small group/breakout rooms are located in proximity to the learning commons and makerspace shall be equipped with flexible, modular seating along with worktables and chairs, writable surfaces, whiteboard/tackboard surfaces, areas for display, and touchscreen technology will be designed into these instructional areas.	
Environmental Characteristics	
Adjacency/Location	• Within Media Center
Floors	• Resilient flooring • (or) High-performance soft surface (textile) flooring • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • Writable Glass Privacy Panel demountable partitions • (See Furnishings for Display areas)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors (if applicable) • Occupancy sensors
Technology/Devices	• Interactive display/TV monitor (mobile/height adjustable if desired) • Document camera
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Comfortable, mobile, and modular furniture for informal group work • Mobile tables • Specialty seating such as: club chairs, bean bag chairs • Fixed upper and lower cabinets with work surface, lockable • Charging capabilities built into furniture where possible
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Projection Surface or screen

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MDF / IT INFRASTRUCTURE ROOM	
Room Area (SF)	**200 SF**
Number of Teachers	1
Average Class Size	N/A
Narrative Description	
A dedicated space for network equipment like switches and routers, ensuring effective distribution of data and communication services across the school.	
Environmental Characteristics	
Adjacency/Location	• Distributed throughout building
Floors	• Anti-static flooring
Walls	• Paint
Ceiling	• Open ceiling painted with acoustical deck
Windows	• N/A
Doors & Hardware	• Solid Door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Occupancy sensors
Technology/Devices	• Server Racks • Routers • Cabling infrastructure • Modems • Patch panels and wire management
Power, Data & Communications	• Twist lock receptacles for IT rack power • Telephone demarc • Public address system head end • Security system head end
Plumbing & Appliances	• N/A
HVAC/Mechanical	• Dedicated redundant split units for cooling • Pre-action fire suppression for MDF • 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	• Ladder rack/ cable tray
Teacher Storage, Casework & Furniture	• N/A
Display	• N/A

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GYMNASIUM (2 Teaching Spaces)	
Room Area (SF)	**6,000 SF**
Number of Teachers	1-2
Average Class Size	Typical 2-CRs (50 Max.)
Narrative Description	
The **main gymnasium** 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 **storage room** for equipment will be provided. A designated **P.E. office** will be located nearby. Toilet facilities will be located in close proximity to the gym. Areas of secure storage are also included.	
Environmental Characteristics	
Adjacency/Location	• Proximity to main entry • Proximity to athletic fields • Able to be sectioned off from the rest of the school for public use
Floors	• Hardwood Athletic Sports Flooring with essential markings • (or) Resilient Athletic Sports Floor • Stanchions for Volleyball and other Sports
Walls	• Paint • Wall Pads • Acoustic Wall Panels
Ceiling	• Open ceiling painted with acoustical deck and suspended acoustical panels/ clouds (if desired)
Windows	• Windows • (or) Skylights • Room darkening Shades, Electronic
Doors & Hardware	• Double Door with vision panel • Second means of egress • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching
Technology/Devices	• (2) Interactive projectors, automatic overhead projection screen • Electronic Scoreboards • Interactive display/TV monitor (mobile/height adjustable if desired) • (2) AED with audible alarm box and (1) outside in lobby/ hall
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to power and data in the floor • Stereo and Speaker System
Plumbing & Appliances	• Drinking fountains with bottle fillers • Ice machine
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

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SECTION IX – Detailed Description

Furnishings	
Classroom Storage, Casework & Furniture	• Removable protective matting • Rolling, telescoping bleachers • Acoustic folding partition, motorized • (or) Roll-up vinyl mesh divider or mechanically operated divider curtains • Provisions for floor stanchions for volleyball and other sports • Climbing wall • Ropes course • Nets for volleyball, etc. • Retractable basketball hoops
Teacher Storage, Casework & Furniture	• N/A
Display	• Mobile teacher station, mobile workstation cart

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GYMNASIUM STORAGE	
Room Area (SF)	**250 SF**
Number of Teachers	N/A
Average Class Size	N/A
Narrative Description	
An organized space with various storing abilities for holding educational materials, supplies and equipment ensuring easy access for teachers.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Gym
Floors	• Resilient floor • (or) Sealed concrete
Walls	• Paint
Ceiling	• Acoustical Tile
Windows	• N/A
Doors & Hardware	• Double Door, exterior access optional • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• N/A
Power, Data & Communications	• N/A
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Adjustable Industrial Metal Shelving • Secure storage cabinets
Teacher Storage, Casework & Furniture	• N/A
Display	• N/A

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TOILET ROOM	
Room Area (SF)	**200 SF**
Number of Teachers	N/A
Average Class Size	Varies
Narrative Description	
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.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Gym • Accessed from the corridor
Floors	• Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar
Walls	• CMU • (or) Moisture resistant drywall • (or) Tile/Paint • Perimeter join PVC profile at Doors/Windows; Schluter DILEX-BWA or similar • All outside edges to receive Metal Trim profile; Schluter QUADEC or similar
Ceiling	• Moisture resistant acoustical tile with concealed splines and tamperproof
Windows	• N/A
Doors & Hardware	• Solid Door • (or) No door, "airport style" layout • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Occupancy sensors • Variable light level switching
Technology/Devices	• N/A
Power, Data & Communications	• Telephone/public address system • WIFI access
Plumbing & Appliances	• ADA compliant fixtures • Fixture count determined by plumbing codes • Floor drains • Drinking fountains with bottle filler
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	
Classroom Storage, Casework & Furniture	• Shelving • Benches • Cubbies or lockers • Vandal-resistant toilet partitions of durable, high-density material with anti-bullying design • Toilet accessories including mirror
Teacher Storage, Casework & Furniture	• N/A
Display	• N/A

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MULTI-PURPOSE / AUXILIARY GYMNASIUM (1 Teaching Space)	
Room Area (SF)	**1,750 SF**
Number of Teachers	1-2
Average Class Size	Typical 20-22 (25 Max.)
Narrative Description	
The **multi-purpose / auxiliary gymnasium** is designed to support a variety of gross motor functions, movement activities, student health and wellness initiatives as well as indoor recess. It serves as a flexible space for physical education but may also be used for performances, larger team/faculty meetings, school events such as book fairs, or a visiting lecture.	
Environmental Characteristics	
Adjacency/Location	• Proximity to main entry • Proximity to main gym • Proximity or incorporation of small presentation/stage area • Able to be sectioned off from the rest of the school for public use
Floors	• Hardwood Athletic Sports Flooring with essential markings • (or) Resilient Athletic Sports Floor
Walls	• Paint • Wall Pads • Acoustic Wall Panels
Ceiling	• Open ceiling painted with acoustical deck and suspended acoustical panels/ clouds (if desired)
Windows	• Windows • (or) Skylights • Room darkening Shades, Electronic
Doors & Hardware	• Double Door with vision panel • Second means of egress • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching
Technology/Devices	• (2) Interactive projectors, automatic overhead projection screen • Electronic Scoreboards • Interactive display/TV monitor (mobile/height adjustable if desired) • (2) AED with audible alarm box and (1) outside in lobby/ hall
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power near teaching wall for mobile teacher station • Voice amplification/sound field system • Access to power and data in the floor • Stereo and Speaker System
Plumbing & Appliances	• Drinking fountains with bottle fillers
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	• Rolling, telescoping bleachers

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Teacher Storage, Casework & Furniture	• N/A
Display	• Mobile teacher station, mobile workstation cart

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MULTI-PURPOSE / AUXILIARY GYMNASIUM STORAGE	
Room Area (SF)	**250 SF**
Number of Teachers	N/A
Average Class Size	N/A
Narrative Description	
An organized space with various storing abilities for holding educational materials, supplies and equipment ensuring easy access for teachers.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Gym
Floors	• Resilient floor • (or) Sealed concrete
Walls	• Paint
Ceiling	• Acoustical Tile
Windows	• N/A
Doors & Hardware	• Double Door, exterior access optional • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• N/A
Power, Data & Communications	• N/A
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Adjustable Industrial Metal Shelving • Secure storage cabinets
Teacher Storage, Casework & Furniture	• N/A
Display	• N/A

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GYM OFFICE	
Room Area (SF)	**125 SF**
Number of Teachers	1
Average Class Size	N/A
Narrative Description	
A dedicated space for focused tasks, holding private discussions, and strategic planning with a focus on efficiency and confidentiality.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Gym
Floors	• Carpet Tile • (or) Resilient Floor, or similar
Walls	• Paint
Ceiling	• Acoustical Tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Computer • Network Copier/ Printer • TV monitor – wall mounted
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Office systems desk • Task chair • Visitor chairs • Lockable lateral files • Bookshelves
Teacher Storage, Casework & Furniture	• Tall wardrobe/storage cabinet, lockable
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

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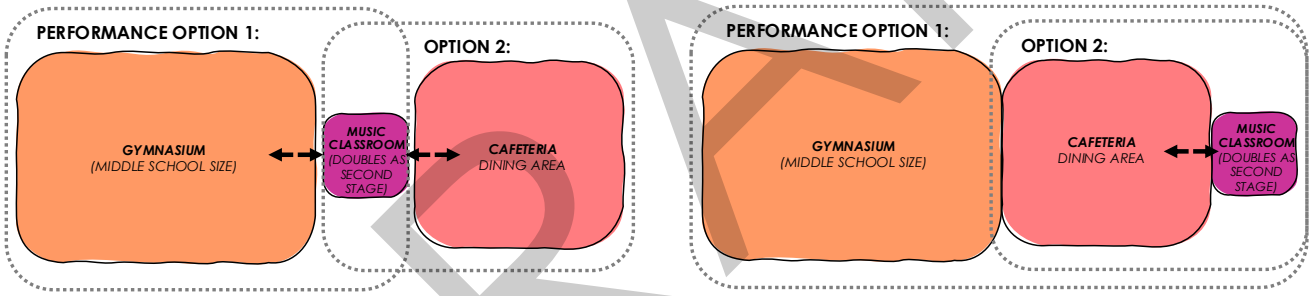
CAFETERIA (Lower / Upper School Dining Areas)	
Room Area (SF)	**2,940 SF**
Number of Teachers	1-2
Average Class Size	504 Students in (3) Lunch Waves (464 without Pre-K)
Narrative Description	
The cafeteria is anticipated to accommodate a student school capacity of up to 504 students (464 without Pre-K) served lunch in 3 lunch waves. 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 **chair and table storage** room will be provided.	
Environmental Characteristics	
Adjacency/Location	• Proximity to main entry • Proximity to student toilets • Able to be sectioned off from the rest of the school for public use • Connection to outdoor dining area
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Moisture resistant acoustical tile • (or) Open ceiling painted with acoustical deck and suspended acoustical panels/ clouds/ specialty ceiling
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening Shades, electronic
Doors & Hardware	• Double Door with vision panel • Acoustically rated operable partition, motorized. • (or) Vertical partition / garage door opening to a breakout space, corridor, or exterior space • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors • Variable light level switching
Technology/Devices	• Front projection system with motorized screen • Interactive display/TV monitor (mobile/height adjustable if desired)
Power, Data & Communications	• Multiple electrical outlets at walls with USB charging modules • Power/data/video connection at ceiling • Telephone/public address system • WIFI access • Data/power for mobile teacher station • Voice amplification/sound field system
Plumbing & Appliances	• Drinking fountains with bottle fillers
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

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SECTION IX – Detailed Description

Furnishings	
Classroom Storage, Casework & Furniture	• Mobile cafeteria Folding Tables • Mobile Seating • Booth Seating • High Top Tables • Large Trash Receptacles • Recycling Receptacles • Composting Receptacles
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board • Mobile teacher station, mobile workstation cart

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



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

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KITCHEN / SERVERY

Room Area (SF)	1,650 SF
Number of Staff	3-5
Average Class Size	N/A

Narrative Description

The **kitchen and servery** can accommodate two (2) serving lines with two (2) cashier stations and any automated payment system(s). Cashier stations ideally located outside the servery area. The work areas will support four (4) kitchen staff.

The **kitchen** will include the following:

- Preparation Area ~ (square feet included in above)
- Serving Area (square feet included in above)
- Dry Storage ~ **200** square feet
- Walk-in Cooler ~ **175** square feet
- Walk-in Freezer ~ **200** square feet
- Staff Locker Room ~ **80** square feet
- Kitchen Manager Office ~ **100** square feet
- Custodial Closet ~ **50** square feet
- Staff Toilet Room ~ **60** square feet
- *Ware Washing as required*

Equipment List

- Double sink preparation tables each with one (1) standard faucet and one (1) pre-rinse faucet
- Commercial dishwasher
- Washer and dryer
- Two (2) Reach-in refrigerators
- Slicing machine
- Four (4) Warmers
- Food processor
- Microwave oven to be located in the 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
- Vending machines for dry snacks located in the Cafeteria

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- Vending machines for refrigerated beverages located in the Cafeteria
- Freezer for ice cream
- Cashier stations strategically located at the exit from the Servery
- Mobile condiment stations to be located at the exit of the Servery
- Mobile stations for napkins, trash, compost, recycling to be located in the Cafeteria
- Roll-up gates at kitchen and servery
- Two (2) 9-yard dumpsters and bins as required to support composting and recycling

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
- Water softener treatment/system to mitigate potential hard water issues
- 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 via box truck and tractor trailer is planned in proximity to the kitchen and storage areas.

SUPPORT PANTRY / SERVING AREA – 125 SF

Environmental Characteristics	
Adjacency/Location	• Adjacent to Cafeteria
Floors	• Epoxy (or) washable non-skid flooring • (or) Quarry Tile with high-performance mortar suitable for high-moisture environments
Walls	• Wall Protection such as FRP or similar • Writeable Surface, Magnetic marker/whiteboard • Bulletin board
Ceiling	• Moisture resistant acoustical tile
Windows	• N/A
Doors & Hardware	• Double Door • Roll up gates • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• Network drop for cashier stations • Interactive displays (or) monitors with power/data
Power, Data & Communications	• N/A
Plumbing & Appliances	• 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

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Furnishings	
Special Needs/ Equipment	• Commercial Serving stations • Cashier stations
PREPARATION AREA	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Serving Area
Floors	• Epoxy (or) washable non-skid flooring • (or) Quarry Tile with high-performance mortar suitable for high-moisture environments
Walls	• Wall Protection such as FRP or similar
Ceiling	• Moisture resistant acoustical tile
Windows	• N/A
Doors & Hardware	• Double Door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors • Variable light level switching
Technology/Devices	• Multiple electrical outlets at walls with USB charging modules • Telephone/public address system • WIFI access
Power, Data & Communications	• N/A
Plumbing & Appliances	• 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	• Commercial kitchen equipment (refer to narrative for full list) • Fire extinguisher and suppression • Exhaust hoods • Sinks at all stations. • Floor drains • Eye wash and body shower with floor drain
DRY STORAGE – 200 SF	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Preparation Area
Floors	• Epoxy (or) washable non-skid flooring • (or) Quarry Tile with high-performance mortar suitable for high-moisture environments
Walls	• Wall Protection such as FRP or similar
Ceiling	• Moisture resistant acoustical tile
Windows	• N/A
Doors & Hardware	• Solid Door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• N/A
Power, Data & Communications	• N/A

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Plumbing & Appliances	• 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	• Shelving
WALK-IN COOLER – 175 SF & FREEZER – 200 SF	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Preparation Area
Floors	• Epoxy (or) washable non-skid flooring • (or) Quarry Tile with high-performance mortar suitable for high-moisture environments
Walls	• As Specified within Cooler/Freezer equipment
Ceiling	• As Specified within Cooler/Freezer equipment
Windows	• N/A
Doors & Hardware	• As Specified within Cooler/Freezer equipment • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• N/A
Power, Data & Communications	• N/A
Plumbing & Appliances	• 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	• N/A
LOCKER ROOM – 80 SF	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Preparation Area
Floors	• Epoxy (or) washable non-skid flooring • (or) Quarry Tile with high-performance mortar suitable for high-moisture environments
Walls	• Wall Protection such as FRP or similar
Ceiling	• Moisture resistant acoustical tile
Windows	• N/A
Doors & Hardware	• Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• N/A
Power, Data & Communications	• N/A
Plumbing & Appliances	• N/A
HVAC/Mechanical	• Refer to Building Systems section for additional requirements

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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	• Tall wardrobe, lockable, or cubbies/lockers for personal belongings
CHAIR / TABLE STORAGE – 125 SF	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Cafeteria
Floors	• Match to adjacent/ related space • (or) Sealed concrete
Walls	• Paint
Ceiling	• Open ceiling painted • (or) Acoustical tile
Windows	• N/A
Doors & Hardware	• Double door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• N/A
Power, Data & Communications	• N/A
Plumbing & Appliances	• 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	• N/A

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TEACHER DINING / SMALL BREAK OUT DINING AREA	
Room Area (SF)	**500 SF**
Number of Teachers	10-15
Average Class Size	N/A
Narrative Description	
An area for teachers and staff to break for lunch or gather and socialize is designed 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.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Cafeteria • Connection to outdoor dining area
Floors	• Resilient flooring, or similar • Durable, low maintenance
Walls	• Paint • Wall Protection (as needed) • (See Furnishings for Display areas)
Ceiling	• Moisture resistant acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Interactive display (or) TV monitor
Power, Data & Communications	• Multiple power/data outlets at walls with USB charging modules • Multiple power outlets at kitchenette • Telephone/public address system • WIFI access
Plumbing & Appliances	• ADA compliant sink with filtered water faucet • (See Appliances) • Microwave • (2) Full Size refrigerators • Coffee Maker • Dishwasher
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	• Variety of dining table sizes • Fixed upper and lower cabinets • Lounge/café-style furniture
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

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GENERAL / INSTRUCTIONAL STORAGE	
Room Area (SF)	**325 SF**
Number of Teachers	1-2
Average Class Size	N/A
Narrative Description	
An organized space where equipment, books, general supplies, attic stock, and educational materials are stored, ensuring easy access for custodial staff and teachers.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Custodial Area
Floors	• Sealed Concrete
Walls	• Paint
Ceiling	• Acoustical Tile
Windows	• N/A
Doors & Hardware	• Solid Door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• Utility grade fixtures
Technology/Devices	• N/A
Power, Data & Communications	• N/A
Plumbing & Appliances	• 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

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TOILET ROOM (Boys/Men and Girls/Women)	
Room Area (SF)	**250 SF**
Number of Teachers	N/A
Average Class Size	N/A
Narrative Description	
Multiple-user, multi-stall restrooms for students and the public will be designed to promote an anti-bullying environment, with facilities designated for both males and females, clear symbols and signage to communicate use, thoughtful attention to privacy and comfort, and full compliance with building codes and fixture requirements, including the latest International Plumbing Code updates.	
Environmental Characteristics	
Adjacency/Location	• Strategically located throughout the building(s)
Floors	• Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar
Walls	• Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schluter DILEX-BWA or similar • All outside edges to receive Metal Trim profile; Schluter QUADEC or similar
Ceiling	• Moisture resistant acoustical tile
Windows	• N/A
Doors & Hardware	• Solid door • (or) No door, "airport style" layout • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• N/A
Power, Data & Communications	• Public address system • WIFI access
Plumbing & Appliances	• Fixture count determined by plumbing codes. • ADA compliant fixtures • Floor Drains
HVAC/Mechanical	• Refer to Building Systems section for additional requirements • Exhaust as determined by mechanical code
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	• Vandal-resistant toilet partitions of durable, high-density material with anti-bullying design • Toilet accessories including mirror

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SINGLE-USER TOILET ROOM	
Room Area (SF)	**50 SF**
Number of Teachers	N/A
Average Class Size	N/A
Narrative Description	
Single-user restrooms for students and the public will be designed to be inclusive and gender-neutral, fostering an anti-bullying environment, with clear symbols and signage to communicate use, thoughtful attention to privacy and comfort, and full compliance with building codes and fixture requirements, including the latest International Plumbing Code updates.	
Environmental Characteristics	
Adjacency/Location	• Strategically located throughout the building(s)
Floors	• Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar
Walls	• Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schluter DILEX-BWA or similar • All outside edges to receive Metal Trim profile; Schluter QUADEC or similar
Ceiling	• Moisture resistant acoustical tile
Windows	• N/A
Doors & Hardware	• Solid door • (or) No door, "airport style" layout • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• N/A
Power, Data & Communications	• Public address system • WIFI access
Plumbing & Appliances	• Fixture count determined by plumbing codes. • ADA compliant fixtures • Floor Drains
HVAC/Mechanical	• Refer to Building Systems section for additional requirements • Exhaust as determined by mechanical code
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	• Toilet accessories including mirror

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CUSTODIAL CLOSET	
Room Area (SF)	**60 SF**
Number of Staff	N/A
Average Class Size	N/A
Narrative Description	
Strategically located throughout the building with convenient access to major assembly areas and learning communities.	
Environmental Characteristics	
Adjacency/Location	• Distributed throughout the building
Floors	• Sealed concrete • (or) Washable non-skid flooring
Walls	• Paint • Wall Protection (as needed)
Ceiling	• Moisture resistant acoustical tile
Windows	• N/A
Doors & Hardware	• Solid Door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• Utility grade fixtures
Technology/Devices	• N/A
Power, Data & Communications	• N/A
Plumbing & Appliances	• Mop sink • Floor Drains
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

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CUSTODIAL OFFICE	
Room Area (SF)	**150 SF**
Number of Staff	1-2
Average Class Size	N/A
Narrative Description	
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.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Deliveries/ Receiving
Floors	• Resilient floor • (or) Sealed concrete
Walls	• Paint • Wall Protection (as needed)
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Door with vision panel • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Daylight sensors • Occupancy sensors
Technology/Devices	• Computer • Network Copier/ Printer
Power, Data & Communications	• Multiple power/data outlets at walls with USB charging modules • Telephone/public address system • WIFI access
Plumbing & Appliances	• 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	
Classroom Storage, Casework & Furniture	• Modular, mobile table • Mobile seating/chairs • Fixed upper and deeper lower cabinets to accommodate equipment • Tall wardrobe, lockable, or cubbies/lockers for personal belongings • 12 ft Workbench • Adjustable Industrial Metal Storage racks • Office systems desk • Task chair • Visitor chairs • Lockable lateral files
Teacher Storage, Casework & Furniture	• N/A
Display	• Writeable Surface, Magnetic marker/whiteboard • Bulletin board

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CUSTODIAL / MAINTENANCE STORAGE	
Room Area (SF)	**350 SF**
Number of Staff	1-2
Average Class Size	N/A
Narrative Description	
A centralized storage space for cleaning supplies and equipment, facilitating efficient and organized maintenance of the school's cleanliness and hygiene.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Deliveries/ Receiving
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.
Ceiling	• Moisture resistant acoustical tile • (or) Open Ceiling painted with acoustical deck
Windows	• N/A
Doors & Hardware	• Solid Door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• Utility grade fixtures
Technology/Devices	• N/A
Power, Data & Communications	• N/A
Plumbing & Appliances	• 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

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CUSTODIAL TOILET ROOM	
Room Area (SF)	**50 SF**
Number of Staff	N/A
Average Class Size	N/A
Narrative Description	
Single-user restrooms for the custodial staff with thoughtful attention to privacy and comfort, and full compliance with building codes and fixture requirements, including the latest International Plumbing Code updates.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to custodial office and work areas
Floors	• Tile • Perimeter joint PVC profile; Schluter DILEX-BWA or similar
Walls	• Moisture resistant drywall • Tile/ Paint • Perimeter joint PVC profile at Doors/ Windows; Schluter DILEX-BWA or similar • All outside edges to receive Metal Trim profile; Schluter QUADEC or similar
Ceiling	• Moisture resistant acoustical tile
Windows	• N/A
Doors & Hardware	• Solid door • (or) No door, "airport style" layout • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• N/A
Power, Data & Communications	• Public address system • WIFI access
Plumbing & Appliances	• Fixture count determined by plumbing codes. • ADA compliant fixtures • Floor Drains
HVAC/Mechanical	• Refer to Building Systems section for additional requirements • Exhaust as determined by mechanical code
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	• Toilet accessories including mirror

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MECHANICAL ROOM	
Room Area (SF)	**500 SF**
Number of Staff	1
Average Class Size	N/A
Narrative Description	
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.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Custodial Area
Floors	• Sealed concrete
Walls	• Paint
Ceiling	• Open ceiling painted with acoustical deck
Windows	• N/A
Doors & Hardware	• Double Door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• Utility grade fixtures
Technology/Devices	• N/A
Power, Data & Communications	• Data connection for BMS connectivity
Plumbing & Appliances	• Floor drains • Hose bib
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	• Refer to Building Systems section for additional requirements

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ELECTRICAL ROOM	
Room Area (SF)	**100 SF**
Number of Staff	1
Average Class Size	N/A
Narrative Description	
A dedicated space that supports the building's electrical distribution, housing control panels, circuit breakers, and other essential equipment. It provides a secure location to manage power for lighting, heating, and electronic systems in specific areas of the school.	
Environmental Characteristics	
Adjacency/Location	• Distributed throughout building
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.
Ceiling	• Open Ceiling painted with acoustical deck
Windows	• N/A
Doors & Hardware	• Solid Door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• Utility grade fixtures
Technology/Devices	• N/A
Power, Data & Communications	• N/A
Plumbing & Appliances	• 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

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DOMESTIC WATER / FIRE PROTECTION	
Room Area (SF)	**250 SF**
Number of Staff	1
Average Class Size	N/A
Narrative Description	
A dedicated space that houses essential water and fire protection systems, including domestic water supply, fire pumps, sprinkler controls, and related equipment, ensuring the safe and reliable operation of the school's plumbing and life safety infrastructure.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Custodial Area
Floors	• Sealed concrete
Walls	• Paint
Ceiling	• Open ceiling painted with acoustical deck
Windows	• N/A
Doors & Hardware	• Double Door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• Utility grade fixtures
Technology/Devices	• N/A
Power, Data & Communications	• Data connection for BMS connectivity
Plumbing & Appliances	• Floor drains • Hose bib
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	• Refer to Building Systems section for additional requirements

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IDF ROOM	
Room Area (SF)	**80 SF**
Number of Staff	1
Average Class Size	N/A
Narrative Description	
A dedicated space for network equipment like switches and routers, ensuring effective distribution of data and communication services across the school.	
Environmental Characteristics	
Adjacency/Location	• Distributed throughout building
Floors	• Anti-static flooring
Walls	• Paint
Ceiling	• Open Ceiling painted with acoustical deck
Windows	• N/A
Doors & Hardware	• Solid Door • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures, dimmable • Occupancy sensors
Technology/Devices	• Server Racks • Routers • Cabling infrastructure • Modems • Patch panels and wire management
Power, Data & Communications	• Twist lock receptacles for IT rack power • Telephone demarc • Public address system head end • Security system head end
Plumbing & Appliances	• N/A
HVAC/Mechanical	• Dedicated redundant split units for cooling • Pre-action fire suppression for MDF • 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	• Ladder rack/ cable tray

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DELIVERIES & LOADING	
Room Area (SF)	**450 SF**
Number of Staff	1-2
Average Class Size	N/A
Narrative Description	
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.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Custodial area • Adjacent to Food Prep/ Kitchen
Floors	• Sealed Concrete
Walls	• Paint • Wall Protection (as needed)
Ceiling	• Open Ceiling painted with acoustical deck
Windows	• N/A
Doors & Hardware	• Double Door • Exterior Rolling Door desired • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Utility grade fixtures
Technology/Devices	• N/A
Power, Data & Communications	• Telephone/public address system • WIFI access
Plumbing & Appliances	• 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

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OUTDOOR STORAGE (P.E., Recess, Facilities)	
Room Area (SF)	**300 SF**
Number of Staff	1-2
Average Class Size	N/A
Narrative Description	
An organized space with various storing abilities for holding educational materials, supplies and equipment ensuring easy access for teachers.	
Environmental Characteristics	
Adjacency/Location	• Adjacent to Gym and/or custodial areas
Floors	• Resilient floor • (or) Sealed concrete
Walls	• Paint
Ceiling	• Acoustical tile
Windows	• Combination of operable or inoperable windows, to be determined by the district during design • Room darkening shades
Doors & Hardware	• Double Door, exterior access • Integral security locking device as developed by the district (standards) for lockdown procedures • Vision panel covering as required for lockdown procedures
Specialty Systems	
Lighting	• LED Fixtures • Occupancy sensors
Technology/Devices	• N/A
Power, Data & Communications	• N/A
Plumbing & Appliances	• 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

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BUILDING SYSTEMS X

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 local 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.

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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 local 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.

On-Site Septic System

The proposed Pomperaug Elementary School (±95,094 SF; 504 students) will be served by a new on-site subsurface sewage disposal system (septic system) designed to replace the existing system and accommodate projected wastewater flows associated with school occupancy and use. The system will be designed in accordance with the Connecticut Public Health Code and the Technical Standards for Subsurface Sewage Disposal Systems, which govern the design, construction, and operation of on-site wastewater systems in the State.

A conventional septic system typically consists of a building sewer, septic tank, distribution system, and leaching (soil absorption) system that provides treatment and dispersal of wastewater to underlying soils. Proper design must ensure protection of public health and groundwater resources by providing adequate treatment, preventing hydraulic overloading, and maintaining required separation distances from groundwater, wells, and surface water resources.

System sizing will be based on estimated design flows derived from school population and usage rates (students, staff, cafeteria, and ancillary facilities). The design will require subsurface investigations including deep test pits and percolation testing to evaluate soil characteristics, groundwater levels, and site constraints, which directly influence leaching system configuration and capacity.

Design flow for the facility is estimated in accordance with the Connecticut Public Health Code. Based on typical elementary school design criteria (approximately 10–12 gallons per day per student, with additional allowances for staff and limited cafeteria use), the anticipated average daily flow is estimated to be on the order of 6,000–7,200 gallons per day (gpd). This reduced flow assumption reflects water-efficient plumbing fixtures, controlled usage patterns, and the absence of high-flow facilities. Final design flow will be confirmed during detailed design in coordination with the reviewing authorities.

Given the anticipated wastewater flow for a facility of this size, the system is expected to qualify as a large on-site sewage disposal system. In Connecticut, regulatory jurisdiction depends on design flow:

The proposed system will consist of standard components including a building sewer, septic tank(s), distribution system, and subsurface leaching system for final effluent dispersal. Given the projected flow, the system will be classified as a large subsurface sewage disposal system, and may incorporate enhanced design features such as pump dosing or pressure distribution to ensure even loading and long-term performance.

Subsurface investigations will be conducted in accordance with State standards and will include deep test pits and percolation testing to evaluate soil conditions, seasonal high groundwater elevations, and site constraints. These data will inform system sizing, configuration, and the delineation of both primary and reserve leaching areas. The design will maintain required vertical

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separation to groundwater and horizontal setbacks from wells, property boundaries, and surface water resources to protect public health and groundwater quality.

Based on the anticipated design flow (less than 7,500 gpd), regulatory review and approvals are expected to include:

The Town of Southbury Health Department (local review, permitting, and inspections), and
The Connecticut Department of Public Health (plan review for systems exceeding 2,000 gpd).

At this projected flow level, permitting through the Connecticut Department of Energy and Environmental Protection is not anticipated unless system classification or design elements trigger additional jurisdiction.

Potential Connection to Adjacent School Facilities

Consideration may also be given to a potential connection with the nearby Rochambeau Middle School wastewater system, subject to feasibility evaluation. Such an approach would require confirmation of available hydraulic and treatment capacity within the existing system, as well as assessment of the condition and remaining useful life of existing infrastructure. Any interconnection would be subject to review and approval by the Town of Southbury Health Department and potentially the Connecticut Department of Public Health and/or Connecticut Department of Energy and Environmental Protection, depending on the combined system design flow and classification. If deemed viable, a shared or interconnected system could provide operational flexibility and potential long-term maintenance efficiencies; however, it may also introduce additional regulatory and design considerations, including system ownership, access, and capacity management.

The final design will comply with all applicable requirements of the Connecticut Public Health Code, including provision of a designated reserve leaching area, accommodation of peak hydraulic loading, and incorporation of long-term operation and maintenance provisions. The system will be designed to provide reliable wastewater treatment and disposal while protecting environmental resources and supporting the long-term operation of the proposed school.

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.

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- The building will require a minimum 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.

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- 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.

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- 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 a minimum of (3) natural gas fired boilers, Aerco Benchmark or equal. 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 140ºF 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 CGAM or approve. 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

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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 57°F chilled water to the space cooling system, assuming active chilled beams are utilized. 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, DX cooling coil, hot gas reheat coil, energy recovery wheel, filter section, and controls. DOA units shall be AAON RN Series or 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 supported by an air cooled chiller. 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.

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- 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 2000A, 277/480V, 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):
    - 2,000A, 277/480V 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 #1 120/277Volt, 3phase- Life Safety / Emergency Lighting distribution.

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  - 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 120/277, 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 maximum. 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 may be accomplished using 3' high bollards, 120V, LED on 15foot centers or similar. 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.

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- 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 elementary school must be able to support varied uses of technology. In particular, the school's infrastructure should reflect the latest in wiring and cabling, which would support current technology applications as well as the capacity to support future requirements. Computers should support the full range of educational and operational functions in the school. Wiring for all classrooms will include multiple network drops, 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 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.

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- 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.

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- 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).

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- 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 elementary 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 local 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.

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- 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.

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SITE DEVELOPMENT XI

General

The school will be designed as a comprehensive PK–5 campus that thoughtfully integrates safe, functional, and engaging outdoor spaces, efficient traffic and parking arrangements, outdoor learning and recreation areas, and flexible amenities to support student learning, wellness, and community engagement.

Existing Site Considerations

The existing Pomperaug Elementary School site, located at 607 Main Street, Southbury, Connecticut, sits as an integral part of the Town's Main Street fabric, contributing to the civic character and daily rhythm of the community. Any approach to redevelopment begins with respect for this context, maintaining the scale, presence, and quality that define Main Street while thoughtfully repositioning the school to better support contemporary educational and operational needs.

A key opportunity lies in strengthening connections across the broader campus, particularly between Pomperaug Elementary School and Rochambeau Middle School. By viewing these assets as a cohesive educational environment rather than isolated facilities, the project can unlock shared amenities, coordinated access points, and expanded use of fields and outdoor spaces. Early exploration of shared infrastructure, including a potential combined septic system, will be important to maximize efficiency and long-term value.

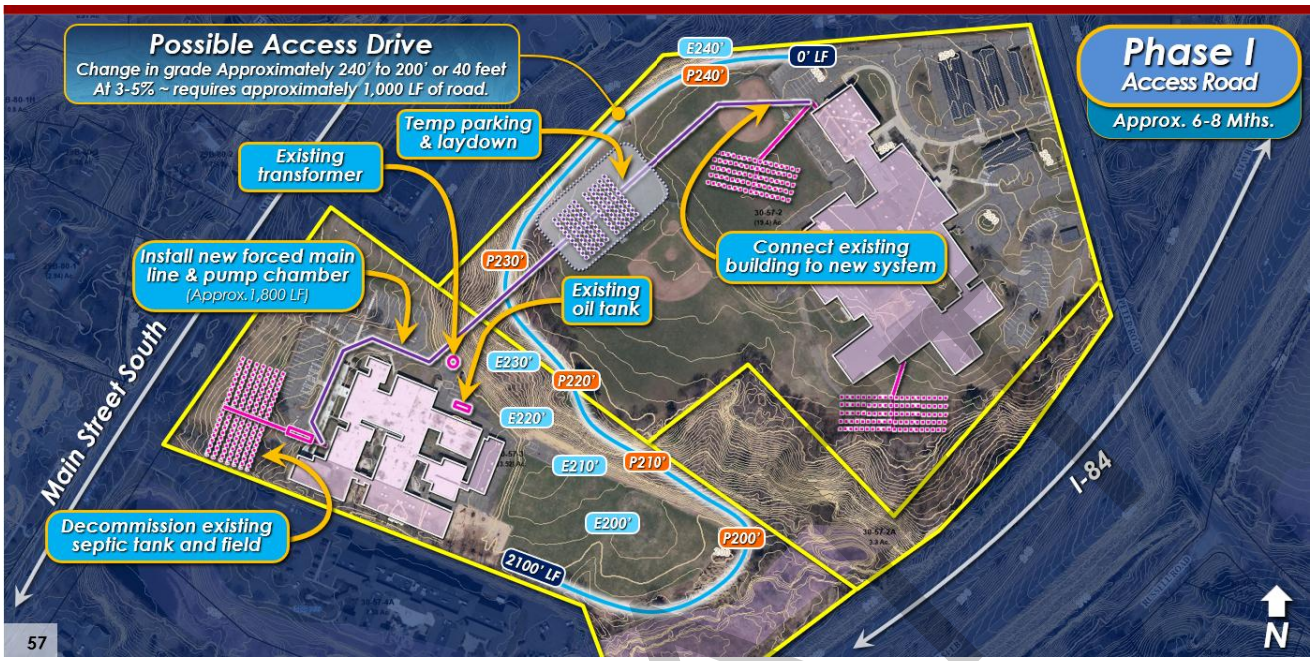
Site circulation will be central to the success of the project. Existing conditions place pressure on Main Street, with bus and parent queues contributing to congestion and safety concerns. The replacement school presents a clear opportunity to internalize circulation, bringing queuing, parent and bus drop-off, and service functions into the site. This approach will improve traffic flow, reduce impacts on Main Street, and create a safer, more organized arrival and dismissal experience for students, staff, and families.

Throughout the feasibility study, multiple building placement options were evaluated to understand the range of possibilities across the 13.5 acre site. This work will continue into the next phase, refining the balance between building location, site access, outdoor learning areas, and environmental constraints. Particular attention will be given to maintaining appropriate separation from nearby Interstate 84, which runs to the east of the site, using distance, topography, and landscape strategies to buffer noise and enhance safety.

Equally important is the approach to construction. The project must ensure a clear and secure separation between the existing school and construction activities, allowing the current facility to remain operational without disruption to students and staff. This includes carefully planned phasing, protected access routes, and defined construction zones that prioritize safety at all times.

Ultimately, the goal is to create a well-organized, connected campus that supports learning, strengthens community ties, and enhances the Main Street presence, while addressing longstanding challenges related to circulation, infrastructure, and site constraints.

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Vehicular Circulation

Vehicular circulation will be enhanced by providing separate entry points for buses and parent drop-off, while the visitor parking area will feature security controls, an accessible walkway to the main entrance, and clear sight lines to the administrative suite in accordance with School Safety and Infrastructure Guidelines. A landscaped greenway between the two drives will support stormwater management and provide a safe pedestrian path to the building. The building perimeter will feature comprehensive landscaping, including new plantings, sidewalks, bike racks, benches, curbing, and other site amenities to complement the new construction.

Separate bus and parent drop-offs 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. Bus drop-off and pick-up location will be placed where the activity can be observed from the building administration offices or security offices. The site planning for the bus drop off and pick up area should accommodate 18 to 22 full size buses and 4 to 6 smaller buses and/or vans.

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.

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Pre-Kindergarten Drop-Off

A Pre-Kindergarten drop-off area shall be designed to provide a safe, efficient, and welcoming arrival experience for the school's youngest learners. This dedicated zone is separated from general student drop-off and bus traffic to minimize congestion and enhance safety. The layout prioritizes clear traffic patterns, allowing vehicles to enter, queue, and exit smoothly without interfering with other circulation routes.

An option for a covered curbside drop-off ensures protection from weather and allows for quick, supervised transitions from vehicle to building. The area is designed with enhanced visibility, incorporating clear sightlines for staff and caregivers, as well as appropriate signage and pavement markings to guide drivers. Safety features such as raised curbs, designated pedestrian pathways, and controlled access points help protect students during arrival times.

Direct access from the drop-off zone to the Pre-K classrooms minimizes travel distance within the building and supports ease of supervision. The space may also include designated short-term parking for families who need to accompany children inside. Overall, the design supports a calm, organized, and secure environment that reflects the developmental needs of Pre-K students while accommodating daily operational efficiency.

Parking

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. Full compliance with applicable code requirements is required to provide proper access for handicapped students and visitors into the building from the sidewalks and parking lots.

Outdoor Classrooms & Project Areas

Outdoor learning classrooms and project areas shall be thoughtfully designed extensions of the indoor educational environment, providing flexible, hands-on spaces that support experiential learning and student engagement. These areas shall be integrated into the overall site design and located in close proximity to classrooms to allow for easy access and supervision.

Outdoor classrooms may include defined gathering spaces with seating elements such as benches, seat walls, or natural features like logs and boulders. Shade structures or tree canopies help create comfortable environments for instruction in a variety of weather conditions. Durable writing surfaces, display boards, and access to power (where appropriate) support a wide range of teaching activities, from small group discussions to full-class instruction.

Project areas are designed to encourage exploration, creativity, and collaboration. These spaces may include gardens, sensory paths, nature-based play elements, and flexible open areas that can accommodate science experiments, art projects, and interdisciplinary learning. Features such as planting beds, water access, and storage for tools and materials further support hands-on activities tied to curriculum goals.

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Safety and accessibility are key considerations, with clear pathways, appropriate surfacing, and defined boundaries to ensure all students can participate comfortably. The design also incorporates opportunities for environmental education, allowing students to interact with natural systems and develop a deeper understanding of sustainability.

Overall, outdoor learning classrooms and project areas provide dynamic, adaptable environments that enrich the educational experience by connecting students to nature while supporting a variety of teaching styles and learning modalities.

Outdoor Athletic Areas

The outdoor athletic areas for the school shall be designed to support a wide range of physical activities, promote healthy development, and encourage inclusive play for students of all ages and abilities. These spaces are typically organized into distinct yet flexible zones that accommodate both structured physical education and unstructured recess.

A primary component is the multipurpose playfield, which provides open space for activities such as soccer, kickball, and other group games. These fields are often designed with durable turf or natural grass and may include age-appropriate field markings. Surrounding the playfield, a walking or jogging track can support fitness activities, warm-ups, and informal exercise.

Hard-surfaced courts are another key feature, offering space for basketball, volleyball, and other recreational games (four-square, hopscotch, and geographical maps/puzzles). These areas are designed with durable materials and clear striping to allow for multiple uses, maximizing flexibility throughout the school day.

Playgrounds are typically integrated within the athletic areas and may include climbing structures, slides, swings, and balance elements tailored to different age groups, in this case, ideally three age appropriate areas – Pre-Kindergarten, Early Elementary, and Intermediate Elementary with age appropriate playscapes, surfacing, fencing, and related improvements. Separate play zones for younger and older students help ensure safety and age-appropriate challenges. Nature-based play features, such as logs, boulders, and small hills, can also be incorporated to encourage imaginative and active play.

Additional elements may include fitness stations, such as balance beams or agility equipment, which support physical development and can be used as part of structured programs or free play. Open paved areas can accommodate games like four square or hopscotch, while also serving as flexible space for group activities.

Safety and supervision are central to the design, with clear sightlines, appropriate spacing between activity zones, and resilient surfacing in high-impact areas. Accessibility is also prioritized to ensure all students can participate. Seating areas for staff and students, as well as shaded zones for rest and hydration, are often included to support comfort and usability.

Overall, outdoor athletic areas are designed to be versatile, engaging, and developmentally appropriate, providing students with opportunities to build physical skills, socialize, and enjoy active play in a safe and supportive environment.

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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.

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CONSTRUCTION GRANT BONUS REQUESTS XII

State Reimbursement & Special Legislation

The district intends to pursue all available avenues to maximize state grant reimbursement. This may include special legislation for exemptions from state standard space specifications, bonus incentives for early childhood and special education programs, and/or increased reimbursement rate.

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COMMUNITY USES XIII

SECTION XIII – 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 so 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:

- **Before and After School Child Care** – school buildings may offer these programs as a safe and monitored environment for hands-on activities, academic support, and social interaction, allowing parents flexibility during the workday.
- **Summer Camps & Enrichment Programs** – both educational and community related.
- **Summer School** – limited to specific areas of the school.
- **Parks & Recreation, Youth Club Programs** – utilization of the building, gym, fields, and other amenities for sports programs, community events, or meetings.
- **Town Meetings** – public presentations, community board meetings.
- **PTO Meetings and Events** – including use of media center, gymnasium, cafeteria/kitchen for regular meetings, fundraising events, school-wide sponsored events and outreach programs.
- **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 (i.e. recreational leagues, yoga classes, dance instruction, etc.) in the gymnasium and outdoor field areas or courts.
- **Nature & Play** – access to play areas, playscapes, walking paths, or gardens after hours and during the weekends.
- **Community Arts Programs** – both visual and performing arts – located within the available amenity spaces.

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FURNITURE, FIXTURES & SPECIALIZED EQUIPMENT XIV

SECTION XIV – Furniture, Fixtures & Specialized Equipment

Furnishings, 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 and equipment can also be found in **Section IX, Detailed Description** of each space, and in **Section X, 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 various age levels, promote comfort, and allow for a variety of arrangements to enhance 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 workstation, workstation cart, and chair.
- Tack, whiteboards 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.
- Storage for student belongings – the district is still evaluating the benefits of potential options. Student lockers may be placed outside classrooms in locations that are easily accessible while ensuring they do not disrupt hallway traffic. Alternatively, storage compartments may be incorporated within classrooms. A combination of both solutions may also be implemented, depending on grade level needs and configuration.
- Technology equipment, charging carts or current technology, and lockable storage.

Other items:

- Office areas (faculty, staff and admin.) – systems furniture, modular with integrated file storage.
- Storage rooms shall be furnished with appropriate shelving and if it is used as a workroom, worktable and seating.
- Lockable storage cabinets for custodial equipment, inclusive of flammable cabinet storage.
- 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:

- Automated, operable folding partition walls with acoustic rating
- Aluminum framed folding glass wall with acoustic rating
- Specialty systems and equipment for audio, visual, lighting, mechanical needs in the Flexible Performance Space.

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LIST OF EDUCATIONAL SPACES XV

PROPOSED PROGRAM - NEW PES/GES (504P)

Grade Configuration:	PK-5		
Projected Enrollment:	504		
Revision Date:	4/29/2026		

GENERAL ACADEMIC CLASSROOMS	QTY	UNIT SF	TOTAL SF
Pre-Kindergarten Classrooms w/Toilet (50 sf)	**3**	1150	3,450
Kindergarten Classrooms w/ Toilet (50 sf)	**5**	1150	5,750
Grades 1-2 Classrooms	**9**	850	7,650
Grades 3-5 Classrooms	**13**	850	11,050
Subtotal	**30**		**27,900**
Curriculum Storage	3	100	300
PK - Speech Pathologist (Break Out)	1	250	250
Math Intervention (Break Out)	3	325	975
Reading Intervention (Break Out)	3	325	975
SERT/Resource Room	3	500	1,500
Flexible Break Out Room	3	125	375
Small Group/Sensory	3	125	375
Teacher Prof. Dev./Work/Prep Room	3	350	1,050
Toilet Room	3	50	150
GENERAL ACADEMIC CLASSROOMS	**55**		**33,850**

SPECIAL EDUCATION *(see also General Academic)*	QTY	UNIT SF	TOTAL SF
Learning Center Classroom	1	900	900
Learning Center Toilet & Changing Area	1	125	125
Learning Center Kitchen	1	150	150
Flex. Classroom	1	850	850
Speech/Language Break Out	2	250	500
OT/PT	1	650	650
Work Room & Support Storage	1	250	250
SPECIAL EDUCATION *(see also General Academic)*	**8**		**3,425**

STUDENT SUPPORT SERVICES	QTY	UNIT SF	TOTAL SF
General Office & Waiting Area	1	450	450
Principal's Office	1	150	150
Assistant Principal's Office	1	125	125
Social Worker (or similar) Office	1	100	100

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School Counselor (or similar) Office	1	100	100
Psychologist (or similar) Office	1	100	100
Academic Coaches Offices (adj. to meeting rm.)	4	100	400
Academic Coaches Meeting Room	2	400	800
Student Support Services Conference Room	1	250	250
Conference Room	1	350	350
Office Workroom	1	125	125
Storage Room	1	100	100
Student Support Services Restrooms	2	60	120
Security Office	1	100	100
STUDENT SUPPORT SERVICES	**19**		**3,270**

STUDENT HEALTH	QTY	UNIT SF	TOTAL SF
Nurse Office	1	150	150
Waiting/Cots/Main Room	1	500	500
Exam/Multi-Purpose Room	1	120	120
Storage Closet	1	100	100
Toilet Room	2	60	120
STUDENT HEALTH	**6**		**990**

VISUAL AND PERFORMING ARTS	QTY	UNIT SF	TOTAL SF
Art Studio	1	1200	1,200
Kiln Room	1	80	80
Art Storage	1	125	125
General Music / Choral Classroom	1	1000	1,000
General Music / Choral Storage	1	200	200
Band / Instrumental Music Classroom	1	1400	1,400
Band / Instrumental Music Storage	1	200	200
Flexible Performance Space/Multi-purpose	1	2150	2,150
Stage / Storage	1	900	900
VISUAL AND PERFORMING ARTS	**9**		**7,255**

LEARNING COMMONS	QTY	UNIT SF	TOTAL SF
Media Specialist Office	1	125	125
Media Specialist Storage / Work Room	1	200	200
Reading Room/Stack/Meeting Area	1	1764	1,764
Multi-media production room	1	650	650
Production/Sound control room	1	125	125

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Maker / Fabrication Center (Build & Design)	1	850	850
Breakout work areas/small group/proj. based	2	150	300
MDF / IT Infrastructure Room	1	200	200
LEARNING COMMONS	**9**		**4,214**

WELLNESS / PHYSICAL EDUCATION	QTY	UNIT SF	TOTAL SF
Gymnasium (2 teaching spaces)	1	6000	6,000
Gymnasium Storage	1	250	250
Toilet Room	2	200	400
Multi-Purpose /Auxiliary Gym (1 teaching space)	1	1750	1,750
Multi-Purpose /Auxiliary Gym Storage	1	250	250
Office	1	125	125
WELLNESS / PHYSICAL EDUCATION	**7**		**8,775**

CAFETERIA / FOOD SERVICE	QTY	UNIT SF	TOTAL SF
Cafeteria - Lower/Upper School Dining Areas	1	2,940	2,940
Toilet Room	2	200	400
Kitchen/Servery	1	1650	1,650
Dry Storage	1	200	200
Walk-in Cooler	1	175	175
Walk-in Freezer	1	200	200
Locker Room	1	80	80
Office (Shared Workstations)	1	100	100
Custodial Closet (Kitchen)	1	50	50
Toilet Room (Kitchen)	1	60	60
Chair/Table Storage	1	125	125
Support Pantry / Serving Area	1	125	125
Teacher Dining / Small Break Out Dining Area	1	500	500
CAFETERIA / FOOD SERVICE	**14**		**6,605**

BUILDING SERVICES	QTY	UNIT SF	TOTAL SF
General / Instructional Storage	1	325	325
Toilet Room (Boys/Men)	3	250	750
Toilet Room (Girls/Women)	3	250	750
Single-User Toilet Room	5	50	250
Custodial Closet	3	60	180
Custodial Office	1	150	150
Custodial / Maintenance Storage	1	350	350

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Custodial Toilet Room	1	50	50
Mechanical Room	1	500	500
Electrical Room(s)	3	100	300
Domestic Water / Fire Suppression	1	250	250
IDF Room	2	80	160
Deliveries / Loading	1	450	450
Outdoor Storage (P.E., Recess, Facilities)	1	300	300
BUILDING SERVICES	**27**		**4,765**

PROGRAM AREAS	**#/ROOMS**		**TOTAL SF**
GENERAL ACADEMIC CLASSROOMS	**55**		**33,850**
SPECIAL EDUCATION (see also General Academic)	**8**		**3,425**
STUDENT SUPPORT SERVICES	**19**		**3,270**
STUDENT HEALTH	**6**		**990**
VISUAL AND PERFORMING ARTS	**9**		**7,255**
LEARNING COMMONS	**9**		**4,214**
WELLNESS / PHYSICAL EDUCATION	**7**		**8,775**
CAFETERIA / FOOD SERVICE	**14**		**6,605**
BUILDING SERVICES	**27**		**4,765**
Net Program Total			**73,149**
Grossing Factor (interior wall thickness, stairs, corridors)	**73,149**	**0.3**	**21,945**
Proposed Building Area (inside face of exterior wall)			**95,094**

Space Waiver
The district has respectfully requested a space waiver in accordance with the requirements of the Connecticut Office of Grants Administration to accommodate programmatic elements that are essential to the delivery of a comprehensive and equitable educational program. The requested additional square footage is directly aligned with current educational standards, student needs, and best practices in school design.

The proposed facility includes expanded areas dedicated to student support services, which are critical to addressing the academic, social, emotional, and behavioral needs of the student population. These spaces support services such as self-contained classrooms for students requiring special needs, support spaces thereto, related school counseling, psychological services, social work, and specialized interventions. In alignment with guidance from the Connecticut Department of Education, the district has prioritized environments that provide appropriate confidentiality, flexibility, and accessibility for both individual and small group support. The increasing demand for these services necessitates dedicated, properly designed spaces that cannot be accommodated within standard classroom allocations.

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Additionally, the project includes specialized instructional spaces to support special education and targeted intervention programs. These spaces are required to meet the mandates of individualized education programs (IEPs) and to ensure compliance with state and federal requirements. The design of these environments reflects the need for differentiated instruction, sensory-sensitive settings, and adaptable learning areas that support a wide range of student abilities and learning profiles.

The district's educational specifications also incorporate unique and innovative programming elements that extend beyond traditional classroom models. These include flexible, project-based learning environments and collaborative instructional areas that support interdisciplinary teaching and learning. Such spaces are integral to the district's commitment to preparing students with critical 21st-century skills, including problem-solving, collaboration, and adaptability. These programmatic priorities are consistent with statewide educational goals and evolving pedagogical practices.

It is important to note that the requested waiver does not represent excess space, but rather a necessary adjustment to align the facility with the District's educational program and student population needs. The additional square footage is targeted, justified, and essential for the effective operation of the school.

In summary, the district's request for a space waiver is grounded in the need to provide equitable access to educational opportunities, ensure compliance with applicable regulations, and support the full range of services required for student success. Approval of this waiver will enable the district to deliver a high-quality educational environment that meets both current demands and future needs.

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Demographics & Enrollment Report A.1
Committee Presentations A.2
Think Tanks A.3
Community Conversations A.4
Programming Detail & Meeting Notes A.5
Community Survey Results A.6

APPENDIX A