

EDUCATIONAL SPECIFICATIONS
for the new
MANSFIELD ELEMENTARY SCHOOL

MANSFIELD PUBLIC SCHOOLS
Mansfield, Connecticut

Submitted to
THE MANSFIELD BOARD OF EDUCATION

December 7, 2018

Revised January 18, 2019

As Amended on January 24, 2019

As Amended on March 14, 2019

As Amended on April 11, 2019

Adopted on May 9, 2019

As Revised on May 23, 2019

Educational Specifications
for the new
Mansfield Elementary School

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1. INTRODUCTION

The underlying mission of Mansfield Public School, (MPS) in partnership with the community is to ensure that all children acquire the knowledge, skills, and attributes essential for personal excellence in learning, life, and work within our global community. A collaborative approach to educating the whole child is at the forefront of this undertaking. Further, the Mansfield Board of Education has identified the following core beliefs that direct our work:

- o It is our obligation to teach academic and social skills while promoting the emotional, physical, and behavioral development of all children.
- o Children thrive and experience success when we provide instruction and opportunities that value individual abilities and interests.
- o Equal access to our district's program and services will be afforded to all children.
- o All children and staff deserve a safe, secure, and supportive school environment.
- o Schools excel when staff engage in continuous improvement of practice and life-long learning.
- o It is the responsibility of our schools to engage, support, and involve families.

By providing our graduates with the necessary knowledge, skills and expertise, we commit to preparing them to thrive in this global 21st century society. Among the essential skills for success are critical thinking and problem-solving, creativity and innovation, and communication and collaboration. Further, we seek to develop in our students understanding of their role and responsibility in the larger world by building understanding of others while demonstrating empathy and respect.

A high-quality, rigorous education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to grow academically, socially, and emotionally. Their educational journey will encourage risk taking, build perseverance and resiliency, and celebrate individual growth.

2. PROJECT RATIONALE

a. Proposed Project

Some years ago, the Mansfield community established a building committee charged with making improvements to their elementary schools. Despite consideration of several options, by 2012 the Town Council, concerned about a lack of community support, did not forward a building project to referendum and the building committee was disbanded. The Town Council agreed to support the current schools for a limited number of years while a new plan for the future of the Mansfield schools was developed. In the winter of 2017 the process of planning for the future of the schools began again. Armed with a clear mission and set of core beliefs identified by the Board of Education and a vision for our graduates developed by school personnel and parents, District Management Group from Boston, MA was engaged to assess current facilities against our educational goals. This review was extensive and included interviews with nearly 100 elected officials, school personnel, parents, and community members. It included a review of current facilities, student performance measures, enrollment studies, fiscal realities, and the engagement of a community steering committee.

In a September 2017 report, *Developing a Vision and Goals for Mansfield Public Schools' Learning Spaces*, a summary of the findings was presented. It was concluded that the current learning spaces:

- could be better equipped to prepare students for future success and support the development of the 5 C's (citizen of the world, collaboration, communication, creativity, and critical thinking).
- are not environmentally sustainable.
- are not aligned with our current and future enrollment projections and fiscal reality.

The report goes on to list seven aspirational goals, those learning space characteristics that would support the district's mission and goals. These include:

- Open flexible common spaces that promote collaboration, teamwork, movement, and play.
- Large, flexible classrooms that allow for project-based learning, collaboration, and movement.
- Enclosed, soundproof spaces for individual reflection and quiet work time.
- Multiple options for comfortable seating and standing which can be reconfigured to promote student agency in creating the environment that best meets their learning needs.
- Outdoor learning spaces which support the integration of the environment and academic learning.
- Accessible physical and digital resources, materials, and tools to facilitate student creativity and exploration.

(Report available at:

http://www.mansfieldct.gov/filestorage/11150/13915/11152/47747/20180223_Facilities_Report_Revised.pdf)

The Board of Education then spent seven months studying a variety of options including renovating current schools, consolidating schools, reconfiguring grade levels across all of schools, and building one or more new schools. It was not until a community engagement event that drew more than 200 residents that the Board, using input from the event, made the decision to request of the Town Council, a building committee to explore building one new elementary school centrally located.

This decision was identified as the right move to address aging buildings, declining enrollment, and reduced revenues from the state of Connecticut to the town of Mansfield. Currently, students attend three elementary schools all built in 1950. These schools have a shared gym, cafeteria, and auditorium space, libraries that are converted classrooms, no small instructional spaces for students with special needs, and are increasingly costly to maintain. Students and staff working in these buildings daily experience the challenges described in the report. Current learning spaces are detracting from attainment of the educational goals identified for Mansfield's children.

b. Other Facility Planning Efforts

The Mansfield Board of Education has regularly engaged in long term planning for the maintenance and improvement of facilities. This planning includes the identification of projects for each building in the upcoming three years. In addition, anticipated projects within the upcoming ten years are also identified as priority 1 or priority 2. This process supports budget planning for both the Board of Education and Town Council. The plan was last updated in January of 2019.

The Facilities Planning Study completed in September of 2017 identified long term needs and aspirations for all of the schools in Mansfield. The Board of Education began by addressing the elementary schools which has resulted in the planning for construction of this new school. It is the intention of the Board of Education to return to the findings and goals of the Planning Study to consider renovations that are needed at the middle school.

c. Cooperative Efforts and Consolidation

There are many efforts already in place in Mansfield designed to provide efficiencies and quality programming through cooperative arrangements. Each of these has the added benefit of reducing costs.

Mansfield has for many years worked cooperatively with other communities to provide a rich high school experience. Originally begun as a University of Connecticut Lab School, E. O. Smith High School has been the home to Mansfield's ninth through twelfth graders for decades. Since 1987, E. O. Smith High School has operated as a regional high school; Mansfield was one of the founding members of Regional School District 19.

Additionally, Regional School District 19, the Mansfield Public Schools, and the Town of Mansfield have formed cooperative arrangements for many services. We share services for finance, information technology, and have become self-insured providers of health

insurance. None of us has our own business office or IT department. In addition, the Town of Mansfield and the Mansfield Public Schools have a combined Office of Facilities and Maintenance and the municipal Department of Public Works provides the exterior upkeep to our schools. Further reductions in operational costs have been found through a cooperative agreement between the Mansfield Public Schools and Regional School District 19 in food services and transportation. A single food service program serves both school districts and we have a single contract for bus services.

The decision to consolidate our three elementary schools into one school was made in part to address financial concerns. Three schools are simply more costly to maintain and operate than a single building. Efficiencies in services can be realized and administrative costs will be reduced.

Mansfield has a long tradition of working with others to ensure the best level of service at the most affordable cost is provided to its citizens. This proposed new school is yet one additional measure of efficiency for the citizens of Mansfield.

3. EDUCATIONAL SPECIFICATIONS PROCESS

a. Process Overview

A working group of parents, teachers, and administrators, was formed to work with the architects to identify the specifications for a new building. All members of the group had been involved in some element of the study and engagement process in the previous 18 months and were knowledgeable of the findings of the planning study. They met every other week for nearly two months to offer suggestions, provide feedback, and wrestle with creating a final set of plans that meet the educational goals of the district, the desires of the community, and the needs of the teachers. The names of all members of the working group are listed on Page 2 of this document.

In addition, every member of the elementary school staff was invited to attend one of five sessions with the architect to provide input. Architect meetings were also held with the Board of Education, the administrators, the Mansfield Sustainability Committee, Mansfield safety personnel, and the general public. School personnel were invited to complete a “wish list” worksheet detailing classroom and building specifications (see Appendix A).

Three meetings were held with the Board of Education to present and refine the final specifications.

b. Meeting Dates

The Ed Specs Working Group met on the following dates:

October 24

November 5

November 19

December 3

4. EDUCATIONAL CHALLENGES

a. Core Beliefs

The past four years the residents of Mansfield and the members of the Mansfield Public Schools staff have been asked numerous times to share their beliefs about education and to express their priorities for Mansfield's children. This information has directed work across the district and is shaping the identity of the schools. We strive to provide an educational experience that reflects the values and history of this university community with deep roots in agriculture that are still valued today. Much has been written about preparing children for a rapidly changing 21st century. In Mansfield we have defined what that means for this community. Learning in the Mansfield schools is student centered, builds expertise in academics and life skills, is focused on developing the whole child, and is available for all.

Student-Centered Instruction: Learning is designed to allow for student self-direction and to be responsive to students' learning needs. Taken together, these practices create a learning environment that is focused on and driven by students. In the course of learning, students experience whole group, small group, and individual instruction. They often work collaboratively with peers but also have time to work independently. A wide variety of materials, including digital, analog, and constructive are utilized throughout the day and need to be readily accessible by students.

Strong Academics and Life Skills: Mansfield Public School curriculum is founded on rigorous academic standards and well-defined life skills described in the Mansfield Portrait of the Graduate. These skills include collaboration, communication, critical thinking, creativity, and becoming a citizen of the world (see Appendix B).

Educating the Whole Child: Ensuring that educational experiences are designed to develop not just academics but the whole child is central to our work. The community expects us to support the social and emotional development of the child, to provide enriching experiences in the arts and physical development, and build healthy habits. The community also expects us to prepare students for democratic participation by encouraging actions for the public good, and to take responsibility for self, others, and the environment. Our student-centered approach and focus on both academics and life skills are just some of the practices that support education of the whole child. In addition, we provide a minimum of two hours a week of instruction in music and visual arts, a robust instrumental music program beginning in grade 2, a physical education program that focuses on fitness and life skills and includes indoor and outdoor challenge

courses, cross country skiing, and trail running. Our food services program partners with local farmers to provide regular farm to school selections and our students are taught to compost their waste from the first day they eat in our cafeterias. In addition, we begin world language instruction in grade 2.

Access and High Expectations for All: Our responsive approach promotes educational equity, where diversity is embraced and celebrated. Programs to support and engage all are a hallmark of our work. Many learning experiences are open ended providing students the opportunity and supports needed to extend their learning to their highest level of performance.

b. Teaching Philosophy and Methods

Engaging students to acquire deep understanding while promoting the skills and habits necessary for life-long learning is at the center of our instructional practices. Inquiry, exploration, and independent application are present throughout the day. Students learn from others through collaboration, feedback, and support. Learning experiences are designed to encourage perseverance, deepen understanding over time, and promote self-reliance. It is the responsibility of the teacher to continually assess student understanding and skill development. This leads to direct instruction of the whole class, a sub-group within the class, or individual students.

c. Curriculum Goals

The Mansfield Public Schools has curriculum in the core content areas. These articulate a vision of teaching and learning in each discipline, as well as content learning standards that outline the specifics of what students are expected to know and be able to do at each grade level (Pre-K-8). Core curriculum also includes defined expectations in each of the life skills identified in the Mansfield Portrait of the Graduate. Core materials and resources are carefully selected to complement curriculum implementation and assessment.

Attending to the learning of our educators is critical to the success of the Mansfield Public Schools. To achieve the goals established for students and to ensure the instructional practices meet the beliefs and desires of the community, much time, attention, and support must be provided to our educators. Here too, we promote a collaborative, inquiry focused process that deepens understanding over time with much opportunity for shared leadership and individual growth.

d. Proposed Grade Configuration

The proposed configuration for the new elementary school is one that incorporates three facilities into one grade PK-4 school. Preschool is provided to children with special needs and their typically developing peers as space allows.

e. Class Size Policies

Mansfield Public Schools class size guidelines reflect the findings of current research, allow for the modifications and accommodations needed to meet a wide variety of learning needs, and support attainment of the mission and vision of the school district. The result is high achievement levels, few students requiring education in costly out of district specialized placements, and high levels of satisfaction among parents, students, and staff. The Board of Education has established the following maximum class sizes guidelines:

- PK 18 pupils
- Kindergarten 18 pupils
- Grades 1-3 18 pupils
- Grade 4 20 pupils

Inclusion is a core belief and practice in Mansfield Public Schools. This educational model challenges schools to meet the needs of all students by educating learners with special needs alongside their non-disabled peers. The environment necessary to nurture and foster inclusion is built upon a shared belief system between general and special education, and a willingness to merge the talents and resources of teachers. We are seeing a rise in the number of students with special needs, and in addition, they are exhibiting more significant disabilities. In order to effectively promote and sustain inclusionary practices we must maintain smaller class sizes particularly at the elementary school level.

f. Scheduling Method

Our goal is to establish classes at each grade level, which reflect diversity in respect to student learning, academic and social growth. We strive to accommodate individual learning styles and needs and to organize in a manner that fosters success for each student. Mansfield Public Schools provides instructional time allotments for elementary core subjects, which include reading and writing literacy, mathematics, science, and social studies, and Spanish (beginning in grade 2). Students are also provided instruction in the following specialist areas: art, music, PE/wellness. A robust enrichment program provides both schoolwide instruction in science/STEM related subjects and specialized instruction for some students. These special classes provide students with a variety of experiences that enhance their education and help students develop skills and talents that will benefit them throughout their lives.

Teachers in preK- 4 service students in self-contained classes for core courses. Specialists remove students to alternative locations for PE, music, and art, and some science/STEM experiences.

Instruction for students with special needs is accomplished through a collaborative approach among all members of the special services team (special education teacher, speech and language clinician, psychologist, occupational therapist, physical therapist). Many services are provided in the general education classroom. Students are removed to a smaller setting outside the classroom for some services or when learning needs necessitate a

smaller environment.

g. School Facility Design

To meet the educational goals of today’s schools using the instructional practices described above requires supportive physical space. The physical space must support collaborative learning activities where learning is not completed in a 45-minute period. Spaces must be flexible to allow for groups of various sizes, adaptable to support a variety of hands-on experiences, and malleable enough to address students’ learning styles and special needs. Technology and other learning resources must be in easy reach of learners. In addition, the school must support the unique priorities and programs identified by the community. For Mansfield that includes space for the arts and physical growth and development, the inclusion of outdoor learning spaces, and an overall design that develops the engaged, self-reliant learner. Attending to the needs of the adult learner results in a facility that puts educators in close proximity of each other, includes space for collaboration, and accessibility to teaching resources.

The plan for the building is to keep the grade level teams intact. This will allow for easy collaboration and communication for students and staff. Classrooms will be arranged to minimize travel between grade levels, specials, and pull-out supports. In addition, it will support inter-grade instruction, as appropriate. The proximity between grade-level teams will also assist in the transition for students as they progress through the grades and create a stronger community within the school.

h. Enrollment Information

The design of the Mansfield Elementary will be based on an enrollment of 566 pupils (please verify). The projected enrollment over the next ten years is shown in the chart below.

Elementary School Enrollment	
Year	Students
2019	566
2020	559
2021	560
2022	562
2023	546
2024	549
2025	542
2026	536
2027	531
2028	539

5. PROJECT DESCRIPTION

a. Site

Site improvements will include a safe and rational circulation arrangement for pedestrians and vehicular traffic. Cars and buses will not cross paths during pick up and drop off periods. Separate and sufficient drop off lanes for cars and buses will be provided, plus adequate areas for parent parking, visitor parking, and staff parking.

The estimated number of school buses queuing in their pickup lane is 16. The estimated number of cars queuing the parent pickup lane is 45. The estimated number of parking spaces is 130.

A service drive will be provided for kitchen delivery, access to dumpsters, recycling bins, a compost area, and a future greenhouse. A service yard will contain outdoor mechanical equipment as well as an emergency generator, if one is required. An adequate visual and acoustic enclosure around mechanical equipment will be provided.

At least two playgrounds with age appropriate equipment and fencing will be included, and the playgrounds will be located so that they are convenient to the school.

Site improvements will include a paved play area, a softball field, a multi-purpose field, and a ropes course.

If the site is adequate in size, an outdoor courtyard could be incorporated into the school for additional learning opportunities. Include tables and chairs in a patio area adjacent to the Cafeteria for outdoor dining and other activities.

Site improvements should link the school, the playfields, and natural features of the site into a cohesive, nurturing environment. The site should be developed in an environmentally sensitive way, using sustainable practices in the design of storm water discharge, the selection of site material, and the use of native vegetation for landscaping.

b. Building

i. Building Codes and Standards

The new school will be built according to the building codes that are in effect at the time that a building permit is issued. Building codes that are currently in effect are provided in the following list which may be amended by the State.

Current State Building Code w/Supplement: 2015 International Building Code w/CT State Supplement.

Current State Fire Code w/Supplement: 2015 International Fire Code w/CT State Supplement.

State Health Code: Current CT Public Health Code.

OSHA: Title 29/Labor.

American National Standard w/Supplement: ICC/ANSI A117.1-2009 Accessible and Usable Buildings and Facilities, w/CT State Supplement.

ADA - Americans with Disabilities Act: Title LI, Including The ADA Accessibility Guidelines (ADAAG) and ADA Regulations.

Current State Plumbing Code w/Supplement: 2015 International Plumbing Code w/CT Supplement & Related Document.

Current State Mechanical Code w/Supplement: 2015 International Mechanical Code w/CT Supplement & Related Document.

Current State Energy Code W/ Supplement: 2015 International Energy Conservation Code w/CT Supplement & Related Document.

Current State Electrical Code W/ Supplement: 2017 National Electrical Code (NFPA-70) w/CT State Supplements, & Related Documents.

ii. Energy and Environmental Plan

Per State of Connecticut requirements for public school construction the project will be designed to exceed CT High Performance Building standards, and will include features that minimize EUI (Energy Use Intensity) and that could achieve a Net Zero Energy Building. The sustainable initiatives for the project would include passive design strategies including the best solar orientation, building thermal mass, providing a well-insulated envelope, maximizing daylight and views, connecting to the outdoors, minimizing the layering of finish materials, and designing for ease of maintenance.

Renewable energy sources to be considered include, but are not limited to, geothermal systems, earth ducts, ice storage, co-generation, wind generation, photo-voltaic solar collectors, greywater harvesting, solar hot water evacuated collectors, condensing boilers, energy efficient lighting, access to daylight in occupied spaces, enhanced storm water strategies, and water conserving systems. The building committee, along with the design team, will analyze the viability of these strategies based on energy efficiency (by using energy modeling to analyze options), constraints of the site, budget limitations, and the overall application in the design.

The HVAC system in the new school will be designed to limit the use of fossil fuels and nuclear power.

c. Technology

See Attachment – Technology Specs.

d. School Security Considerations

Include building and site infrastructure features and details as recommended by a school safety and advisory group based on the All Hazards School Security and Safety Plan Standards established by Connecticut General Statutes.

The School Safety and Advisory Group consists of representatives from the Mansfield police and fire departments, the school administration, the district’s school facilities department, IT department, a school nurse, the consulting project manager, and the consulting architect.

6. PROGRAM OF SPACE REQUIREMENTS

a. Methodology

An initial kick-off meeting with the Ed Specs Working Group on October 24, 2018. This meeting provided a macro view of Educational Specifications -- its purpose, a sample questionnaire for staff, and examples of other Ed Specs. Discussion during this meeting focused on future possibilities for the new school, current thinking in education, and district goals.

Future meetings were scheduled so that the group could continue brainstorming and discussing the physical requirements of the proposed school, the pupil population, the number of teaching spaces, support and administrative spaces, and the possible site improvements. A draft Space Summary was distributed to members of the Working Group for their review and comments.

b. Grade Clustering

The Working Group discussed various grade configurations, and decided to cluster the classrooms to promote teacher collaboration, innovation, and problem-solving around issues on curriculum and instruction.

The Space Summary was updated prior to each subsequent meeting based on input from prior meetings. The last edition of the Space Summary is included herein.

Space Summary

The following table was prepared as a checklist for the Ed Specs Working Group and for editors of these Educational Specifications. It lists the types and quantities of spaces that were discussed during reviews of this document.

LINE NO.	QUANT	SPACE NAME	SEATS	AREA IN SF PER RM	AREAS IN SF
ACADEMIC CLASSROOM COMMUNITIES					
1	Grades PK-K	9 Classrooms Grades PK-K (3 communities)		900	8,100
2		9 Individual Toilet Rooms, adjacent to CR		54	486
3		3 Teacher Work Room		150	450
4		3 Common Storage Room		100	300
5		2 Breakout Areas		150	300
6		1 Special Ed Resource Room (Flex Space)		350	350
7	Grades 1-2	12 Classrooms Grades 1-2 (4 communities)		800	9,600
8		4 Pairs of Toilet Rooms adjacent to CR		108	432
9		4 Teacher Work Room		150	600
10		4 Common Storage Room		100	400
11		3 Breakout Areas		150	450
12		1 Special Ed Resource Room (Flex Space)		350	350
13	Grades 3-4	12 Classrooms Grades 3-4 (4 communities)		800	9,600
14		4 Teacher Work Room		150	600
15		4 Common Storage Room		100	400
16		4 Pairs of Toilet Rooms adjacent to CR		108	432
17		3 Breakout Areas		150	450

18		1	Special Ed Resource Room (Flex Space)		350	350
19	33		ACADEMIC CLASSROOMS NET SUBTOTAL			33,650

33,650

SPECIALIZED CLASSROOMS						
20		1	ART CLASSROOM	20	900	900
21		1	ART STORAGE		50	50
22		1	KILN ROOM		100	100
23		1	MUSIC CLASSROOM	40	800	800
24		1	INSTRUMENT STORAGE		200	200
25		1	INSTRUMENTAL MUSIC RM / STAGE	60	800	800
26		2	READING ROOM	10	300	600
27		2	WORLD LANGUAGE ROOM	20	300	600
28			NET SUBTOTAL			4,050

4,050

SPECIAL EDUCATION						
29		1	SELF-CONTAINED CLASSROOM & TLT RM	10	400	400
30		1	SENSORY ROOM		65	65
31		1	SPEECH/LANGUAGE		300	300
32		2	PSYCHOLOGIST/SOCIAL WORKER		150	300
33		1	LITERACY CONSULTANT OFFICE		150	150
34		1	MATH/SCIENCE SPECIALIST OFFICE		150	150
35		1	OT/PT THERAPY, MOVEMENT ROOM		400	400
36			NET SPECIAL EDUCATION			1,765

1,765

ADMINISTRATIVE AREA				
37	1	RECEPTION & CLERICAL AREA	600	600
38	2	ADMINISTRATIVE OFFICES	150	300
39	2	CONFERENCE ROOM	200	400
40	2	STAFF TOILET RM 1	60	120
41	1	NURSE'S OFFICE (FOR 2)	150	150
42	1	NURSE WAITING, COT AREAS	300	300
43	1	NURSE'S EXAM ROOM	150	150
44	1	NURSE'S TOILET RM	60	60
45	1	TEACHER WORKROOM/LUNCH RM	300	300
46	1	TEACHERS WORK ROOM	200	200
47	1	TEACHER STORAGE ROOM	50	50
48	1	PARA STAFF CLOSET/ALCOVE	50	50
48	2	FACULTY TOILET ROOMS	60	120
49	1	FAMILY RESOURCE CENTER	300	300
50		NET ADMINISTRATIVE AREA		3,100

3,100

COMMON AREAS				
51	1	LEARNING COMMONS (Library, Maker Sp., Sci.-Enrich)	2,150	2,150
52	1	LEARNING COMMONS STORAGE	150	150
53	1	LIBRARIAN'S OFFICE	120	120
54	1	LIBRARY WORK ROOM	100	100
55	1	CAFETERIA "A" (3 waves, excluding PK)	100	1,350
56	1	CAFETERIA "B" (3 waves, excluding PK)	100	1,350
57	1	PROJECT STORAGE AREA IN CAFETERIA	200	200
58	1	KITCHEN, FOOD STORAGE, OFFICE, STAFF	1,400	1,400
59	1	GYM/AUDITORIUM	7,200	7,200
60	1	PHYS ED STORAGE (Including Trestle Tree)	400	400
61	1	PHYS ED EXTERIOR STORAGE	250	250
62	1	GYM OFFICE	150	150
63	2	PUBLIC TOILET ROOMS (w/ Changing Table)	400	800
64		NET COMMON AREAS		15,620

65	NET PROGRAM TOTAL			58,185
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SERVICE AREAS & GROSSING FACTOR (WALLS, CORRIDORS, STAIRS)					
66	1	IT WORK ROOM		250	250
67	1	MDF ROOM		100	100
68	2	IDF ROOMS		50	100
69	1	CUSTODIAL OFFICE AND LOCKER		150	150
70	3	CUSTODIAL CLOSETS		10	30
71	1	CUSTODIAL OUTDOOR STORAGE		150	150
72	1	GENERAL STORAGE		200	200
73	1	RECEIVING		200	200
74	1	MECHANICAL		800	800
75	1	ELECTRICAL SERVICE		150	150
76	2	ELECTRICAL CLOSET		40	80
77	1	FIRE PROTECTION SERVICE		150	150
78		SUBTOTAL OF ABOVE			2,360
79		GROSSING FACTOR (WALLS, STAIRS, CORRIDORS)	guesstimate		13,279
80		SERVICE AREAS & GROSSING FACTOR *	Approx. 27%		15,639
					15,639
81 TOTAL GROSS SQUARE FOOTAGE					73,824

* The Grossing Factor shown in this table is a preliminary estimate at this time, and is subject to change. The final Grossing Factor will be calculated after the floor plans are completed. The estimated Total Gross Square Footage of 73,824 shown in this table exceeds the State's Space Guidelines. The final Total Gross Square Footage will be determined after floor plans are completed and approved by the State.

Classroom Specifications

Unless otherwise noted, the standard furnishings for every classroom noted below are expected to include the following:

- ADA compliant building standards
- Wireless Internet access to support at least 30 mobile devices
- Windows for natural light
- Room darkening shades
- Acoustical insulation for soundproofing
- Multiple electrical and data outlets
- Sound field system
- Air conditioning
- Telephone

All spaces and all equipment shall be designed to prevent discrimination against particular groups of people based on physical disability, mental illness or ability, sexual orientation, gender, gender identity/expression, or sex characteristics.

Regularly occupied spaces shall have natural daylight and views of the outside environment.

All classrooms shall facilitate teacher-to-student and student-to-student communication through effective acoustic design. Background noise of HVAC systems shall be minimized.

Construction of classrooms shall include acoustic treatment and other measures to minimize noise intrusion from exterior sources and from other learning spaces. Classrooms shall be designed to include sufficient sound-absorptive material on interior surfaces to comply with Connecticut General Statutes.

Provide an adequate number of toilet rooms, distributed throughout the school, for students, teachers, staff, and visitors.

Provide an adequate number of drinking fountains and water bottle filling stations throughout the school.

General Education Programs

Early Childhood: Pre- Kindergarten (Half Day)	
SPACE: 900 square feet (each)	
NUMBER: Three (3) Classrooms	
Toilet	ADA Accessible toilet room with sink within classroom at a level appropriate for children ages 3-5
Sinks	Stainless steel sink (2) with laminate countertops, ADA accessible In-room drinking fountain, ADA accessible Soap and towel dispenser, ADA accessible
Access	Ground level Direct access to play area if possible

Classroom Storage	Bookcases Storage areas Counters under windows as appropriate
Teacher Storage	Lockable file cabinet
Student Storage	Coat and personal storage area for 20 located within classroom
Lighting	Direct natural lighting Soft colored, dimmable, two circuit
Flooring	Resilient flooring and two (2) areas rugs per room
Display	White boards Bulletin/Display Boards
Student Furniture	Group instructional table (2) with five (5) chairs each Five (5) student tables Variety of seating for an appropriate number of students (chairs, stool, wobble stools, floor pads, etc.)
Teacher Furniture	Stand-up or conventional work station Chairs for work station and each group table
Other Furniture	Dramatic play area Water and sand table Soft furniture for reading area
Special Needs/Equipment	Gross motor sensory materials OT equipment
Classroom Technology and Computers	See separate Technology Specs

Early Childhood: Kindergarten (Full Day)	
SPACE: 900 square feet (each)	
NUMBER: Six (6) Classrooms	
Toilet	ADA Accessible toilet room with sink within classroom at a level appropriate for children ages 3-5
Sinks	Stainless steel sink (2) with laminate countertops, ADA accessible In-room drinking fountain, ADA accessible Soap and towel dispenser, ADA accessible
Access	Ground level Direct access to play area if possible
Classroom Storage	Bookcases Storage areas Counters under windows as appropriate
Teacher Storage	Lockable file cabinet
Student Storage	Coat and personal storage area within classroom for an appropriate number of students. In classroom storage for learning materials.
Lighting	Direct natural lighting Soft colored, dimmable, two circuit
Flooring	Resilient flooring and two (2) areas rugs per room
Display	White boards

	Bulletin/Display Boards
Student Furniture	Group instructional table and an appropriate number of student tables and chairs Variety of seating for an appropriate number of students (chairs, stool, wobble stools, floor pads, etc.)
Teacher Furniture	Stand-up or conventional work station Chairs for work station and each group table
Other Furniture	Dramatic play area Water and sand table Soft furniture for reading area
Special Needs/Equipment	Gross motor sensory materials OT equipment
Classroom Technology and Computers	See separate Technology Specs

Early Elementary: Grades 1 and 2	
SPACE: 800 square feet (each)	
NUMBER: Six (6) Classrooms	
Toilet	Pair of toilets with ADA accommodations located adjacent to classroom
Sinks	Stainless steel sink with laminate countertops, ADA accessible In-room drinking fountain, ADA accessible Soap and towel dispenser, ADA accessible
Access	Ground level (required for grade 1) Direct access to play area if possible
Classroom Storage	Bookcases Storage areas Counters under windows as appropriate
Teacher Storage	Lockable file cabinet
Student Storage	For an appropriate number of coat and personal storage cubbies or lockers within the classroom for students. In classroom storage for learning materials.
Lighting	Direct natural lighting Soft color, dimmable, two circuit
Flooring	Resilient flooring and two (2) areas rugs per room
Display	White boards Bulletin/Display Boards
Student Furniture	Group instructional table with six (6) chairs Student tables – variety of shapes and sizes Variety of seating for an appropriate number of students (chairs, stool, wobble stools, floor pads, etc.)
Teacher Furniture	Stand-up or conventional work station Chairs for work station and group table
Other Furniture	

Special Needs/Equipment	
Classroom Technology and Computers	See separate Technology Specs

Intermediate: Grades 3 and 4	
SPACE: 800 square feet (each)	
NUMBER: Six (6) Classrooms	
Toilet	Pair of toilets with ADA accommodations located adjacent to classroom
Sinks	Stainless steel sink with laminate countertops, ADA accessible In-room drinking fountain, ADA accessible Soap and towel dispenser, ADA accessible
Classroom Storage	Bookcases Storage areas Counters under windows as appropriate
Teacher Storage	Lockable file cabinet
Student Storage	Coat and personal storage area within classroom for an appropriate number of students. In classroom storage for learning materials.
Lighting	Direct natural lighting Soft color, dimmable, two circuit
Flooring	Resilient flooring and two (2) area rugs per room
Display	White boards Bulletin/Display Boards
Student Furniture	Group instructional table with six (6) chairs Student tables – variety of shapes and sizes Variety of seating for an appropriate number of students (chairs, stool, wobble stools, floor pads, etc.)
Teacher Furniture	Stand-up or conventional work station Chairs for work station and group table
Other Furniture	
Special Needs/Equipment	
Classroom Technology and Computers	See separate Technology Specs

Special Ed Resource Rooms	
SPACE: 350 SF (each)	
NUMBER: Three (3)	
Toilet	Pair of toilet rooms within or adjacent to Resource Rooms
Sinks	ADA accessible stainless steel sink with laminate countertop, plus soap and towel dispenser
Storage	Cabinets, Counters and Shelving

Lighting	Direct or borrowed natural lighting Soft color, dimmable, two circuit
Flooring	Resilient flooring
Display	White boards and tack boards
Furniture	Desks and chairs for teachers Student tables and chairs Variety of seating for students
Technology and Computers	See separate Technology Specs

Classroom Collaborative and Support Spaces	
SPACE: Varies; see Space Summary Table	
TYPES OF SPACES: Student Toilet Rooms, Teacher Collaborative Work Rooms, Common Storage Rooms, and Student Break-Out Areas	
Toilet	Pair of toilet rooms within or adjacent to classrooms
Sinks	N/A
Storage	Shelving in Common Storage Rooms Cabinets, Counters and Shelving in Teacher Collaborative Work Rooms
Lighting	Soft color, dimmable, two circuit
Flooring	Resilient flooring
Display	In Collaborative Work Rooms and Breakout Areas: White boards and tack boards
Furniture	Desks and chairs for teachers Student tables and chairs Variety of seating for students
Technology and Computers	See separate Technology Specs

Visual Arts	
SPACE: 900 Square Feet Classroom, 50 Sq Ft Storage, 100 Sq Ft Kiln Room	
NUMBER: One 1	
Toilet	ADA accessible located nearby
Sinks	Minimum two (2) deep sinks with clay traps and one (1) ADA accessible sink in the same location stepped configured.
Classroom Storage	Lockable file cabinets Easily accessible cabinets and shelves in a range of sizes. Some with doors and some open. Able to accommodate learning materials, student projects, and more. Drying racks Large flat file cabinet Vertical tube file storage cabinets with locks Mobile storage carts (2)

	Shelving for storage area and kiln room
Teacher Storage	Lockable teacher storage wardrobe Lockable file cabinet
Lighting	Direct natural lighting in Classroom Adjustable studio lights above carpet and demo table Under cabinet lighting
Flooring	Sheet linoleum and two (2) area rugs
Display	Two-sided, lockable showcase on room's corridor wall Whiteboards Bulletin Boards or other display options
Student Furniture	Tables for student work space Large demonstration table An appropriate number of stools for students
Teacher Furniture	Teacher work station/Desk
Other Furniture	Clay work table
Special Needs/Equipment	Small washer/dryer One (1) small kiln Book racks and magazine shelves Cutting station
Classroom Technology and Computers	See separate Technology Specs

General Music and Instrumental Program	
SPACE: 800 Square Foot General Music Classroom and 800 Square Foot Platform (stage) for Instrumental Music, 200 Square Foot Instrumental Storage Room	
NUMBER: 1 each General Music Room; Platform/Stage, Instrumental Storage Room	
Toilet	ADA accessible toilets nearby
Sinks	Large ADA accessible sink in General Music Room for instrument cleaning
Classroom Storage	Bookcases Storage for conductor and music stands Cabinet for instrumental supplies and repair equipment Music cabinets for sheet music storage Storage for classroom instruments – xylophones, glockenspiels, mallets, drums, etc. Storage units for instrument storage in instrument storage room
Teacher Storage	Lockable teacher storage wardrobe Lockable file cabinet
Lighting	Direct natural lighting in General Music Classroom Soft color, dimmable, two circuit lighting
Flooring	Carpet in general music class Resilient flooring in storage room Stage flooring on platform/stage
Display	Whiteboards including one with permanent musical staff lines

Student Furniture	4 Wenger flip forms
Teacher Furniture	Teacher work station /desk and chair
Other Furniture	An appropriate number of music stands and chairs for students Conductor stand
Special Needs/Equipment	Stereo system Wireless speaker system and body microphone for instructor Two (2) pianos – one for classroom and one for platform/stage Sound proofing wall enclosures around platform/stage
Classroom Technology and Computers	See separate Technology Specs

Physical Education Program: Gym/Auditorium, PE Storage, Trestle Tree and Mat Storage, Exterior Storage, Gym Office	
SPACE: 7,200 Square Foot Gymnasium/Auditorium, 400 Sq Ft Physical Education Interior Storage Space, 150 Sq Ft PE Office, 250 Sq Ft Exterior Storage	
NUMBER: One (1) each	
Toilet	ADA accessible toilets nearby
Sinks	Recessed drinking fountains with water bottle filling stations.
Access	Convenient access to outdoor play areas
Classroom Storage	Shelving for all storage units including storage for cross country skis in exterior storage space Rolling carts to bring equipment from storage areas to gymnasium
Teacher Storage	Lockable file cabinet
Lighting	Direct natural lighting in Gym/Auditorium Lighting with safety cages or equivalent
Flooring	All-purpose athletic flooring with game markings Removable protective matting
Display	Instructional display space
Teacher Furniture	Two (2) work stations/Desks and Chairs
Other Furniture	Stackable seating for use as auditorium
Special Needs/Equipment	A gym divider curtain, or an acoustically-rated operable wall, to create two instructional spaces. Anchors for ropes course. Fixed points (eye bolts) at a variety of heights. High rope elements. Audio system easily accessible for instructional use. Audio-Visual sound system and display. Retractable seating along walls. Climbing wall or traverse wall. Wall mats. Retractable basketball goals. Scoreboard.
Classroom Technology and Computers	See separate Technology Specs

Reading Room	
SPACE: 600 SF	
NUMBER: 2 rooms at 300 SF each	
Toilet	N/A
Sinks	Stainless steel sink with soap and towel dispenser
Access	In close proximity to classrooms
Classroom Storage	Bookcases Storage areas Counters under windows where appropriate Closet with built-in book shelving
Lighting	Direct or borrowed natural lighting Soft color, dimmable lighting
Teacher Storage	Lockable teacher storage wardrobe One (1) Lockable file cabinet in each room
Flooring	Resilient flooring and area rugs
Display	White board and tack boards
Student Furniture	Adjustable tables and chairs for pupils
Teacher Furniture	Teacher workstation in each room
Other Furniture	One adult visitor chair in each room One rectangular or kidney table with an appropriate number of pupil chairs in each room
Special Needs/Equipment	Interactive display panel
Classroom Technology and Computers	See separate Technology Specs

World Language Room	
SPACE: 600 SF	
NUMBER: 2 rooms at 300 SF each	
Toilet	N/A
Sinks	N/A
Access	In close proximity to classrooms
Classroom Storage	Bookcases Storage areas Counters under windows where appropriate Closet with built-in book shelving
Teacher Storage	Lockable teacher storage wardrobe
Lighting	Direct or borrowed natural lighting Soft color, dimmable lighting
Flooring	Resilient flooring
Display	White board and tack boards
Student Furniture	Adjustable tables and chairs for pupils
Teacher Furniture	Teacher workstation in each room Lockable file cabinet in each room

Special Needs/Equipment	Interactive display panel
Classroom Technology and Computers	See separate Technology Specs

Special Education Program

Self-Contained Classroom and Toilet Room, Sensory Room	
SPACE: 400 SF for Classroom and Toilet Room, plus 65 SF for Sensory Room	
NUMBER: 1 of Each	
Toilet	In Toilet Room adjacent to classroom
Sinks	Stainless steel sink with soap and towel dispenser
Access	In close proximity to classrooms
Classroom Storage	Bookcases Storage areas Counters under windows where appropriate Closet with built-in book shelving
Teacher Storage	Lockable teacher storage wardrobe Lockable file cabinet
Lighting	Direct or borrowed natural lighting Soft color, dimmable lighting
Flooring	Resilient flooring and area rugs
Display	White board and tack boards
Student Furniture	Adjustable tables and chairs for pupils
Teacher Furniture	Teacher workstation
Other Furniture	One adult visitor chair One rectangular or kidney table with 6 pupil chairs in each room
Special Needs/Equipment	Interactive display panel
Classroom Technology and Computers	See separate Technology Specs

Speech/Language Classroom	
SPACE: 300 SF	
NUMBER: 1	
Toilet	N/A
Sinks	Stainless steel sink with soap and towel dispenser
Access	In close proximity to classrooms
Classroom Storage	Bookcases Storage areas

	Counters under windows where appropriate Closet with built-in book shelving
Teacher Storage	Lockable teacher storage wardrobe
Lighting	Direct or borrowed natural lighting Soft color, dimmable lighting
Flooring	Resilient flooring and area rugs
Display	White board and tack boards
Student Furniture	Adjustable tables and chairs for pupils
Teacher Furniture	Teacher workstation Lockable file cabinet
Other Furniture	One adult visitor chair One rectangular or kidney table with an appropriate number of pupil chairs in each room
Special Needs/Equipment	Interactive display panel
Classroom Technology and Computers	See separate Technology Specs

Specialist Offices: Psychologist/Social Worker, Literacy Consultant, Math/Science Consultant	
SPACE: 600 SF	
NUMBER: 2 Psychologist/Social Worker Offices at 150 SF each, 1 Literacy Consultant's Office at 150 SF, and 1 Math/Science Consultant's Office at 150 SF	
Toilet	N/A
Sinks	N/A
Access	In close proximity to Main Office
Storage	One (1) lockable file cabinet in each office Bookcases in each office
Lighting	Direct or borrowed natural lighting Soft color, dimmable lighting
Flooring	Resilient flooring
Display	White board and tack boards
Teacher Furniture	Teacher desk and chair in each office
Other Furniture	Two adult visitor's chairs in each office One rectangular table with pupil chairs in each office
Special Needs/Equipment	N/A
Classroom Technology and Computers	See separate Technology Specs

Movement Room: OT/PT Therapy	
SPACE: 400 SF	
NUMBER: 1	
Toilet	N/A
Sinks	Stainless steel sink with soap and towel dispenser
Access	In close proximity to classrooms and a large storage room
Classroom Storage	Storage for large OT/PT equipment Bookcases Counters under windows where appropriate Closet with built-in book shelving
Teacher Storage	Lockable teacher storage wardrobe Lockable file cabinet
Lighting	Direct or borrowed natural lighting Soft color, dimmable lighting
Flooring	Resilient flooring
Display	White board and tack boards
Student Furniture	Small table with student chairs
Teacher Furniture	Teacher workstation(s)
Other Furniture	Adult visitor's chair
Special Needs/Equipment	Various items for OT/PT, and floor mats
Classroom Technology and Computers	See separate Technology Specs

Administrative Areas

Reception and Clerical Areas, Staff Toilet Room	
SPACE: 720 SF	
NUMBER: 1 area at 600 SF plus 2 toilet rooms at 60 SF each	
Toilet	In staff toilet room
Sinks	N/A
Access	Near Main Entrance to School
Storage	Safe Staff Mailboxes Base and wall cabinets with low reception desk Storage for office supplies Lockable closet
Lighting	Direct or borrowed natural lighting Soft color, dimmable lighting

Flooring	Walk-off flooring in vestibule, and carpeting in office areas
Display	Display wall for announcements
Office Furniture	Workstations for each staff member Task chairs for each staff member Work table and chairs Visitors' seating Lockable file cabinets
Other Items	Whiteboard and tack boards Coat closet
Special Needs/Equipment	Large capacity copiers Office equipment such as desktop printers and copiers
Classroom Technology and Computers	See separate Technology Specs

Administrative Offices	
SPACE: 300 SF	
NUMBER: 2 at 150 SF each	
Toilet	Nearby
Sinks	N/A
Access	Adjacent to clerical area and conference rooms
Storage	Wall unit or credenza and bookcases Lockable file cabinet in each office Closet
Lighting	Direct or borrowed natural lighting Soft color, dimmable lighting
Flooring	Carpeting
Display	Tack board
Furniture	Desk Chair Small meeting table and 6 chairs for visitors
Classroom Technology and Computers	See separate Technology Specs

Conference Room	
SPACE: 400 SF	
NUMBER: 2 at 200 SF each	
Toilet	Nearby
Sinks	Nearby in kitchenette
Access	Adjacent to reception area and principal's office
Classroom Storage	Credenza
Lighting	Soft color, dimmable lighting
Flooring	Carpeting
Display	Whiteboard and tack boards

Furniture	Conference table and 10 chairs
Special Needs/Equipment	Interactive display panel
Classroom Technology and Computers	See separate Technology Specs

Health Room Area	
SPACE: 660 SF	
NUMBER: 1 Nurse's Office at 150 SF, 1 Waiting and Cot Area at 300 SF, 1 Nurse's Exam Room at 150 SF, and 1 Toilet Room at 60 SF	
Toilet	In toilet room
Sinks	Sink with foot pedal controls Sink with eye wash fitting
Access	Near main office area
Storage	Lockable cabinets for medication Lockable file cabinets Closet and storage room for supplies
Lighting	Direct or borrowed natural lighting Soft color, dimmable lighting
Flooring	Resilient flooring
Furniture	Bookcase Table for testing Chairs for waiting area Desk Task chair
Other Furniture	Wheelchair Rolling cart Exam table
Special Needs/Equipment	Telephone with direct access to outside line
Classroom Technology and Computers	See separate Technology Specs

Work Rooms: Teachers, Para-Educators, Toilet Rooms	
SPACE: 720 SF	
NUMBER: 1 Teacher Work/Lunch Room at 300 SF, 1 Teacher Work Room at 200 SF, 1 Storage Room at 50 SF, 1 Coat and Locker Alcove at 50 SF, 2 Toilet Rooms at 60 SF each	
Toilet	Adjacent to teacher work rooms
Sinks	Stainless steel sink with soap and towel dispenser
Access	In close proximity to classrooms
Storage	Built-in upper and lower cabinets
Lighting	Soft color, dimmable lighting
Flooring	Resilient

Display	Whiteboard and tack boards
Furniture	Soft seating, movable tables and chairs
Equipment	Large capacity copier Microwave ovens Refrigerator Toaster oven Water cooler Vending machine area Alcove for coats and lockers for personal items
Technology and Computers	See separate Technology Specs

Family Resource Center	
SPACE: 300 SF	
NUMBER: 1	
Toilet	Nearby
Sinks	Stainless steel sink with soap and towel dispenser
Access	Near main office
Storage	Built-in upper and lower cabinets
Lighting	Soft color, dimmable lighting
Flooring	Resilient
Display	Whiteboard and tack boards
Furniture	Movable tables and chairs
Technology and Computers	See separate Technology Specs

Common Areas

Learning Commons: Library, Maker Space, Enrichment/Science	
SPACE: 2520 SF	
NUMBER: 1 Learning Commons at 2150 SF, 1 Learning Commons Storage at 150 SF, 1 Librarian's Office at 120 SF, 1 Library Work Room at 100 SF	
Toilet	In Library Staff Area
Sinks	In Librarian's Work Room, and in Maker Space/Science Room: Stainless steel sink with soap and towel dispenser
Access	Centrally located in school
Classroom Storage	Bookcases Counters under windows where appropriate
Teacher Storage	Lockable teacher storage wardrobe Lockable file cabinet
Lighting	Direct or borrowed natural lighting Soft color, dimmable lighting
Flooring	Carpeting
Display	White boards, tack boards, and interactive display panels
Student Furniture	A variety of student tables and chairs, including soft seating

Teacher Furniture	Workstations for each staff member Task chairs for each staff member Work table and chairs Visitors' seating
Other Furniture	Library shelving, circulation desk, and other equipment
Classroom Technology and Computers	See separate Technology Specs

Cafeteria: Dining and Multipurpose Room, Storage Area	
SPACE: 2,900 SF	
NUMBER: 2 Dining Rooms at 1,350 SF each, Storage Areas of 200 SF	
Toilet	Nearby
Sinks	1 stainless steel sink and drinking fountain with a water bottle filling station.
Access	Adjacent to Kitchen and Outdoor Area
Storage	Room to accommodate stacked tables and chairs
Lighting	Direct or borrowed natural lighting Soft color, dimmable lighting
Flooring	Porcelain or resilient tile
Display	Tack boards
Furniture	Round tables with built-in seats
Other Requirements	Cafeteria should be divided into two smaller dining rooms
Equipment	Sound system Projection screen LCD projector
Technology and Computers	See separate Technology Specs

Kitchen: Kitchen, Food Storage Area, Office	
SPACE: 1,400 SF	
NUMBER: 1	
Toilet	Lockers for kitchen staff with adjacent toilet room
Sinks	As required by Health Code
Access	Adjacent to Cafeteria
Storage	Walk-in storage room, walk-in cooler and freezer as required
Office Area	Desk and Chair Visitor's Chair Lockable file cabinet
Lighting	Task lighting
Flooring	Quarry tile
Special Needs/Equipment	To be determined by staff and Food Service Consultant
Technology and Computers	See separate Technology Specs

Service Areas

Offices: IT, Custodial, and Other Support Rooms	
SPACE: 2,360 SF	
NUMBER: Refer to the Space Summary in this Ed Spec	
Toilet	Adjacent to custodial area
Sinks	N/A
Access	Adjacent to receiving area and kitchen
Storage	Indoor storage and outdoor storage areas
Lighting	Task lighting
Flooring	Resilient, quarry tile and sealed concrete, as required
Furniture	Desks and chairs for staff
Equipment	Maintenance equipment
Technology and Computers	See separate Technology Specs

Attachment -- Technology Specs

Type	Item	Notes	Other
Standard Classroom	Wall mounted whole-classroom display with connected fix mounted cabinet to operate this whole-classroom display.	<ul style="list-style-type: none"> - Fixed mounted flat panel display screen with interactive capabilities (i.e. SMART Board interactive whiteboard). Document camera fixed mounted attached to the whole-classroom display screen for the exclusive use by this display. - Wall mount above display with the ability to raise/lower screen; to angle screen left/right. Ensures the touch-screen is accessible to different heights of students as well as visible to the classroom. - Minimum of 75" size. - Insert available behind the screen to contain cabling, 2-port electrical outlet, 2-port Ethernet drop, 4-port electrical surge protector, etc. that needs to attach close to the screen. - Built-in or integrated sound bar capable of whole-room audio. - Wireless communication to the display from any device (using LAN connection or 	<p>- This would look like a TV on the wall without anything else visible (TV floating on the wall).</p> <p>- Cabinet mounted example: https://www.startech.com/Server-Management/Racks/12U-server-cabinet-with-wood-finish~RKWOODCAB12</p>

		<p>equivalent current technology)</p> <ul style="list-style-type: none"> - Cabinet (either fixed recessed into wall or fixed wall mounted) dedicated to house the technology that will connect to the TV. Cabinet must have 2-port electrical outlet; minimum 6-port electrical surge protector; minimum 2-port HDMI port to the display screen; minimum 3-port USB 3.0 A & 3 -USB C compatible extension drops back to PC inside cabinet; and minimum 2-port Ethernet drop. Cabinet has a service hole to allow for wireless; grate and/or fan to allow for air circulation; minimum 2ft internal dimensions of 2 ft. height/width/depth. Cabinet to include fixed mounted Windows PC (mounted inside the cabinet) to drive the flat panel display with wireless keyboard and mouse. - Cabinet to include fixed mounted input for wireless microphone to project instructor's voice through the fixed display sound bar (wireless microphone dedicated to the individual classroom). 	
Standard Classroom	WiFi access point per classroom	<ul style="list-style-type: none"> - - Aruba compatible wireless access point using current Wi-Fi standards (ceiling or high wall mounted connected to Ethernet drop). 	
Standard Classroom	Ethernet wired connectivity per classroom	<ul style="list-style-type: none"> - Left-hand corner of each wall (total of 4 locations per room) a minimum 2-port Ethernet drop per corner in-wall channel of at least ¾" conduit flush plates on the wall. - Height in-line with other outlets. - Leviton or equivalent name-brand equipment for drops. - Not floor drops (wall drops only). 	
Standard Classroom	Electrical outlets	<ul style="list-style-type: none"> - Left-hand corner of each wall (total of 4 locations per room) a minimum 2-port electrical outlet. 	

		- Height in-line with other outlets.	
Standard Classroom	Student device cart	- Lock and charge or equivalent brand for storage and charging devices dedicated to that fixed classroom. - District to provide classroom set of Chromebooks (grades 2 - 4) or iPad (grades PK-1) [classroom set is a minimum of 20 devices].	
Standard Classroom	All-in-one faculty workstation computer or laptop	- District to provide all-in-one faculty workstation computer or laptop.	
Standard Classroom	1 Telephone per room	- Telephone wall mount at standard height and location in the room that considers security and has an Ethernet drop. - Mitel compatible VOIP phone on a wall mount.	
Standard Classroom	Intercom paging speaker	- 1 intercom paging speaker in each classroom capable of paging to the whole room - Compatible with Mitel VOIP system (meaning can page to intercom system from any phone in the building) - Intercom speakers capable of 2-way communication	
Large-size instructional and/or gathering space (i.e. gym, auditorium, cafeteria, Library Media Center, etc.)	Similar fixed mounted cabinet concept as the standard classroom.	- Similar cabinet concept as the standard classroom (see first row of educational specifications).	

<p>Large-size instructional and/or gathering space (i.e. gym, auditorium, cafeteria, Library Media Center, etc.)</p>	<p>Wi-Fi Access</p>	<ul style="list-style-type: none"> - Multiple Wi-Fi access points to handle large group connectivity. - Aruba compatible. 	
<p>Large-size instructional and/or gathering space (i.e. gym, auditorium, cafeteria, Library Media Center, etc.)</p>	<p>Intercom paging system</p>	<ul style="list-style-type: none"> - Multiple intercom speakers capable of announcing to the room. 	
<p>Large-size instructional and/or gathering space (i.e. gym, auditorium, cafeteria, Library Media Center, etc.)</p>	<p>Whole room sound system</p>	<ul style="list-style-type: none"> - A professionally spec'd whole room sound system capable to flexible inputs and sufficient whole-room audio fixed mounted. - The system cuts out in the event of an emergency announcement or fire alarm. - Wireless and wired microphone capabilities (lapels, hanging from the ceiling for theater use if a stage and microphone stand based) exclusive to the fixed mounted system. 	
<p>Large-size instructional and/or gathering space (i.e. gym, auditorium, cafeteria, Library Media</p>	<p>Large screen projector for whole-room display</p>	<ul style="list-style-type: none"> - Professionally spec'd whole room projector - Automatic widescreen projection screen - Flexible inputs to allow for both wired and wireless projection - Video/Audio drops for the podium 	

Center, etc.)		- Physical access to the projector	
Large-size instructional and/or gathering space (i.e. gym, auditorium, cafeteria, etc.)	2 Wired Telephones	- 2 wired telephones Mitel compatible. - Located at different locations in the room.	
Large-size instructional and/or gathering space (i.e. gym, auditorium, cafeteria, Library Media Center, etc.)	Wired Ethernet drops	- 2 port wired Ethernet jack adjacent to the projector. - Multiple 2 port wired Ethernet jacks in logical locations given the intended usage of the space.	
Large-size instructional and/or gathering space (i.e. gym, auditorium, cafeteria, Library Media Center, etc.)	Media booth and video recording system	- Not necessarily all large spaces. - Professionally spec'd media booth with remote control of video cameras in logical locations in the space and video broadcasting and recording equipment including video and audio integration.	
Large-size instructional and/or gathering space (i.e. gym, auditorium, cafeteria,	Consideration for smaller instructional / presentation / collaboration spaces	- Spaces such as the Library Media Center, etc. will likely be used in a manner where students and/or staff will work in sub-groups that want to have smaller group presentations (i.e. provide wall mounted TV displays; fixed mounted charging stations; built-in printer counters; etc. fixed mounted items built-into to the space).	

Library Media Center, etc.)			
Cafeteria	Food Services Point of Sale System	- The point of sale system requires IP network access and electrical access.	
Offices	Network Drops	The left-hand of each wall with two ports as well as two power drops adjacent.	
Conf Room, Smaller Instructional Spaces	Whole Room Display	Reference classroom display; fixed mounted similar to classroom (match built-in setup to classrooms, but sized accordingly since space likely smaller).	
Conf Room, Smaller Instructional Spaces	Similar cabinet concept as the standard classroom.	Similar fixed mounted cabinet concept as the standard classroom.	
Conf Room	Network Drops	- One drop on the Left-hand side of each wall with two ports per drop. - Desk with power ports in the desk.	
Hallways	Printer Nook	- Fixed mounted (printers permanently mounted to dedicated printer nook locations in hallways) and recessed into the wall to prevent obstruction of walking paths. - Ethernet Drops. - Power Drops. - Spaced at distances that provide reasonable access to each instructional spaces. - Sized to accommodate large copiers and a storage cabinet to house printer supplies (toner, paper, recycling bin).	
Hallways	Wi-Fi	- - Aruba Wi-Fi coverage.	
Hallways	Intercoms	- - Intercom speaker coverage (IP Based).	

Hallways	Electrical	- Outlets to support (USB and Electrical) to support fixed dedicated charging and student usage in hallways (potential work areas, waiting areas, presentation areas).	
Security	Security	- IP based Milestone Video security surveillance in all common spaces (hallways, lobbies, outdoors, large gathering spaces). - IP based Milestone Video storage servers.	
Security	Security	- IP based door access system with video for all outdoor entry points (including redundant physical strike key locks that fail-lock). - Visitor door entry system for exterior doors.	
Main Office	Large format display for displaying cameras	- 65 - 75in display. - Wall or ceiling mounted. Visible to office staff.	
Main Office	Security	- Staff control and communication with visitor door entry system at exterior doors. IP-Based. Panic alarm buttons for each secretary station and each admin office; Portable (not wired).	
Main Office	Reception Desk	- Large enough to accommodate 2 to 3 workers with up to two monitors. - Network Drops. Power Drops.	
Main Office	Ethernet / Wi-Fi	- Robust Ethernet drop coverage to accommodate future changes and/or emergency needs. - - Aruba Wi-Fi Coverage.	
Main Office	Administrator Offices	- - Reference classroom display: fixed mounted similar to classroom (match built-in setup to classrooms, but sized accordingly	

		since space likely smaller). Similar built-in cabinet concept as the standard classroom.	
Core Network Closet and Server Room		<ul style="list-style-type: none"> - 110 and 220 power; automatic generator backup. - Grounded 4-post racks with ample room behind / sides / front. - Strong climate control (humidity, temperature, dust). - Storage space exclusive to IT access. - Lock to door not accessible to general staff; HID fob access. - - Fiber-optic access back to CEN connection at Board of Education building. 	
Network Closets	Regional network closets for home runs of Ethernet cables	<ul style="list-style-type: none"> - 110 and 220 power; automatic generator backup. - Grounded 4-post racks with ample room behind / sides / front. - Strong climate control (humidity, temperature, dust). - Storage space exclusive to IT access. - Locks not accessible to general staff; HID fob access. - Opens to hallway. Strategically located in the building. 	
IT Office	Strategically located	<ul style="list-style-type: none"> - Need to be thoughtful about location given that frequently interaction with all building staff; do not locate in an isolated wing. 	
IT Office	Attached Core Switch \ Server Room	<ul style="list-style-type: none"> - Provides for monitoring / access. 	

IT Office	Large work floor area	- Often assemble / prep large amounts of equipment.	
IT Office	Delivery Door to the outside that can fit a pallet	- Receive large amounts of equipment. - Avoid bus and pickup area to avoid clogging traffic (avoid delivery truck in the middle of parents and/or buses).	
IT Office	Robust network drop coverage throughout; robust electrical coverage throughout; Aruba Wi-Fi coverage	- Assemble / prep large amounts of equipment.	
IT Office	Large workbenches	- Assemble / prep large amounts of equipment.	
IT Office	Display / Smartboard setup the same as classroom	- Ability to provide support / demos to staff.	
IT Office	Desks for I.T. staff	- Capable of computers with 2-3 monitors. - Desk chairs.	
IT Office	Storage Space	- Robust storage space. - Open storage shelving capable of holding weight / depth. - Locking large storage cabinets for tools, parts, etc. - In/out storage of a large amount of equipment (loaner equipment, repair equipment, equipment being redeployed, new equipment	

		prepped for use, equipment prepped for discard, etc.).	
IT Office	Bathroom	- Water / sink / utilities for cleaning.	
IT Office	Security	- Door lock not accessible to general staff; HID fob access. - Camera outside entrance to IT Office.	
HVAC, Utilities, etc.	Wired and wireless network access	- Ethernet network drops. - Aruba Wi-Fi access.	
Telecommunications	Telecommunications	- All telephone connections support IP-based Mitel phone system. - Redundant cell connections for life-safety systems (i.e. fire, security). - 2 wired Frontier copper lines at demark. - Security working group's communications specifications.	
Additional work spaces / offices / etc.	Technology-use	- All staff use technology, so there should always be Wi-Fi and Ethernet and electrical to support technology.	