

Consolidated Early Learning Academy Educational Specifications

Grade Pre-Kindergarten to Grade One



New Fairfield Public Schools
New Fairfield, CT

June 2019



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Section I: Rationale for Project

Overview of Building and Site

The existing Consolidated School serves students in grades Pre-K through 2 in New Fairfield, Connecticut. The property sits on the northwest corner of the intersection of Gillotti Road and Ball Pond Road and is a sloped site from the west property line down in elevation to the east. The building was originally built in 1941, has subsequently been added on to over time, and is now approximately 79,000 square feet in area. The school is built into the upper slope, and therefore has areas of the lower level which are lacking in natural light, and others which are unexcavated. Having been built along the slope, the current, elongated building configuration is challenging for these young students and staff to navigate to many of the shared spaces and services. While the building has grown to add typical classrooms, offices, and large group spaces, the need for special services has not been accommodated due to the constraints of the configuration, room sizes, and inefficiencies of the building layout. As the building became larger, the site has become very constrained. There is insufficient parking and drop off space, unacceptable for the student and staff safety. The steep grades make further development of the property a challenge.

Recognizing the fact that the physical plant at Consolidated School has served the community well for the past 78 years, and understanding the safety concerns, infrastructure needs, and the impact on educational curriculum, the New Fairfield Board of Education retained the architectural firm of QA+M Architecture to review and update a facility study and develop a range of design concepts based on educational specifications. The design concepts would evaluate scenarios that considered program needs, facility conditions, building, fire and life safety codes, accessibility, construction phasing and the estimated cost to the Town of New Fairfield. The options studied ranged from simple renovations and code updates, to a fully renovated facility with additions, as well as a new facility.

Existing Conditions

The existing Consolidated School is generally designed as double loaded corridors, and is further divided into sections, which correspond to the various additions made to the original building over time. Most of the additions are of stud frame construction with wood siding and asphalt shingle roofing, while the northern section is masonry with a flat roof and wood shake mansard features. The original stud framed 1941 building is still in use as classrooms, support services, and a gymnasium. Due to the building size of over 79,000 SF on two levels, with no fire protection system, the building must contain various fire separations. The fire separations are typically at the intersections of the additions, and these locations are also typically expansion joints. Many of these areas are experiencing leaks and joint weaknesses, although not of structural concern. Another main concern with the original building, and the various stud framed additions, is that they are not of the exterior envelope construction type to be typically used in school buildings. The exterior walls and glazing are lacking insulating values and durability needed for educational use. In the interior of the building, there are corridors which are not compliant with current codes because of the lack of classroom door pockets, non-compliant with current fire exiting requirements. In addition, the elevator and portions of the MEP system are at end of life. Current state school requirements also have not been integrated into the existing building, such as those mandated for school security, acoustics, and natural light. The facility assessment study's major infrastructure, building, programmatic and site concerns are summarized as:

SITE:

1. Inadequate, overcrowded parking & poor paving conditions



2. Inadequate site drainage
3. Inadequate site lighting
4. Lack of ADA site circulation compliance around the building
5. Inadequate well system
6. Site security - Need to meet standards

BUILDING:

7. Lack of energy efficiency of exterior walls and glazing, spaces are cold and drafty (lack of wall and ceiling insulation)
8. Cracking & leaks between building additions, structural issues in kindergarten area, and active roof leaks
9. Aging of exterior materials including concrete, masonry, roofing
10. Aged toilet rooms including finishes, partitions & fixtures
11. Building Security – Need to meet Standards
12. Kitchen & servery space and equipment inadequate
13. Stage is accessible via a lift
14. Elevator (1989) needs upgrade, ADA compliance an issue due to layout of building
15. Lack of door pockets for classrooms results in egress issues in some corridors
16. Aged interior finishes including flooring, ceramic tile, wood paneling
17. Lack of natural light in cafeteria and ELC reading center
18. Circuitous paths, illogical layout, and many repurposed spaces not conducive to educational facility design
19. Lack of collaboration, meeting and storage space
20. Potential non-compliance with code requirements for attic / ceiling, egress and plumbing fixtures
21. Groundwater issues cause flooding, including in a lower level electrical switch area

MEP (MECHANICAL, ELECTRICAL, PLUMBING) SYSTEMS:

22. Building is not fully sprinklered
23. HVAC system for cafeteria & auditorium is end of life
24. Unit ventilators are too loud for learning and office environments
25. Central battery system needs replacement

Existing Program Spaces

The existing Consolidated School building includes four classrooms for Pre-K, and classrooms for grades K-2. Grades K through 2 have 8-9 classrooms each, but due to declining enrollment, two of those grades will use only 7 rooms next academic year. In following years, enrollment projections may result in a reduction to 6 classrooms per grade. Consolidated School also houses a school library with an adjoining maker space / TV studio, and two gymnasium spaces, ones of which is in the original 1941 section, and the other which is an original assembly space with stage (multi-purpose room). Neither of the gym spaces have convenient access to the outdoor spaces, therefore the students typically do not have physical education outside. The school also contains a subterranean cafeteria, devoid of natural light, which lacks the required kitchen receiving, staff, food storage, and servery space. The main office suite is located in one of the newer additions, and serves as the main entry to the school, but is not configured to comply with the recently developed school safety standards. The school also contains music & art rooms, which are housed in typical classrooms, not specialized spaces with appropriate acoustics and fixtures. Currently, over 25% of the students at



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Consolidated School access intervention and / or special services. These spaces are carved out of various former storage rooms, offices, and even former bathrooms. Many of them do not have natural light and are insufficient in size and location to the students they serve. On the grounds, Consolidated has sufficient playscapes and hardscapes for Pre-K through Grade 2 use, but the location is not convenient for Pre-K and Grade 1, as it is a very long walk. Also, the outdoor play space is not visually sheltered from the public in accordance with school security standards.



Section II: Vision, Mission, and Core Values



New Fairfield Public Schools Community

Our Vision

To create self-motivated, critical thinkers who demonstrate empathy and creativity, take risks, and persevere through challenges to become successful and productive citizens.

Our Mission

To engage students, staff, and the community in a partnership to provide a collaborative, innovative, encouraging and safe environment where all members take an active role in supporting each other's learning while also helping students pursue their own passions.

Core Values

Teaching and Learning are more successful when...

All Stakeholders...

- Collaborate to shape the future of each school.
- Cultivate positive relationships to support student growth.
- Demonstrate empathy and kindness, accept others' differences, and listen with understanding.
- Communicate with clarity and purpose individually or collaboratively, and publicly.

All Students...

- Invest in their personal growth, are accepted and valued by others, and are empowered to make decisions.
- Engage in authentic experiences across content areas that extend beyond the walls of the classroom in order to participate as responsible members in the local, national, and global community.
- Demonstrate a commitment to learning.
- Practice healthy behaviors that promote wellness and fitness.

All Educators...

- Create clear learning goals based on success criteria and provide feedback with targeted interventions.
- Base instruction on specific student needs, interests, strengths, and ways of learning.
- Collaborate, examine student work, and collectively address the academic, social, and emotional needs of all learners.
- Develop opportunities for classroom discussion and problem solving.
- Reflect and strive to improve their practice.
- Pursue opportunities for personal growth in meeting professional standards.





Consolidated School Vision and Beliefs

Our Vision....

Consolidated School is a community of learners dedicated to the academic success and emotional development of every individual. We provide a safe, supportive environment that fosters curiosity, creativity, inquiry and a lifelong passion for learning for all.

We Believe....

*a positive school culture rooted in strong connections (teacher/student, school/home) fosters high engagement and a joy of learning.

*that each child has a unique pathway to learning and personalizing the learning experience enables each child to reach his/her fullest potential socially and academically.

*in challenging learners to take risks, and to think critically and creatively when exploring new ideas and solving problems.

*in ongoing professional development to support teachers in their understanding of pedagogy and content.

*that a growth mindset is paramount to learning and realizing success.

The new Consolidated Early Learning Academy will provide all students with quality learning experiences which foster the development of skills in communication (reading, writing, speaking and listening) mathematics, sciences and social studies. In addition, students will develop an appreciation for the visual and performing arts, health and physical fitness and extracurricular pursuits. Technology and play as an educational tool will play a major role in the school and will be integrated throughout all aspects of the curricula.



Section III: Long Range Educational Plan

Key Planning & Design Concept

The reorganization of Consolidated Early Learning Academy is based on a planning concept that focuses educational goals established by the Board of Education and improving the educational and space utilization of the existing facility. The design approach focuses on the following imperatives:

SITE

- Separation of the student, parent and bus traffic and points of entry to the building.
- Compliance with School Security Standards, and the Administrative and Special Services located at the entrance.
- A facility that is accessible to all individuals with disabilities.

BUILDING

- Groupings of classrooms and special services per grade to maximize educational efficiencies and enhance student learning.
- Simplification of internal building circulation.
- A single story solution.
- Reorganize and develop academic programs around 21st century educational pedagogy.
- Implement safety and security measures throughout the facility.
- Develop a plan that optimizes energy savings and infuses sustainable design principles in all aspects of the facility.
- Separation of the academic and community use spaces.

Key Planning Concept

Although several design concepts were evaluated for program adequacy and cost, each design was based on one of the following options:

- i. Limited Renovations (capital needs – replacement of components at end of life)
- ii. Full Renovations under the “Renovate as New” Status with the State Department of Administrative Services.
- iii. Full Renovations with a portion of the building replaced under the “Renovate as New” Status with the State Department of Administrative Services.
- iv. New Facility on the Existing Site
- v. New Facility on the Meeting House Hill School Site

The Limited Renovation approach included a design that replaces aging systems, materials and components, similar to a capital improvement plan. It also would include minor programmatic adjustments as space allows. The main emphasis for renovation was placed on improving the program by incorporating support services. During the review and programming process which took place with Consolidated School educators and administration, it was apparent that a limited renovation and addition approach would not meet the goals of the educational specifications and the priorities established for the project without a more significant construction project. The building infrastructure and envelope is in very poor condition. Although there is greater flexibility on a limited renovation project, when it comes to replacement of building systems, the State Department of Administrative Services: Office of School Construction Grants and Review reimbursement for a limited scope project is much lower compared to other options, resulting in cost



differentials that are minimal.

The Full Renovation project under the “Renovate as New” Status was evaluated to identify the potential cost of a project that would incorporate all educational program needs and include a complete facility update. Under this scenario all building systems would be replaced and the facility would be brought into compliance with the latest building, fire, ADA and life safety codes. This approach included the evaluation of several design options with emphasis on all the key educational program areas. This approach would not accommodate the full educational program due to the existing building layout and inefficiencies. The greatest challenge with this approach is the abatement of hazmat and the replacement of the building systems. Although the state reimbursement could be higher than limited renovations, the construction in this approach would be phased and would have significant impact on teaching and learning. Additionally, a recent meeting with the State Office of School Construction Grants and Review concluded that a grant for a full renovation project would not be approved and therefore not qualify for state reimbursement due to the condition of the existing building and site.

The Full Renovations with Partial Replacement project under the “Renovate as New” Status was evaluated to identify the potential cost of a project that would incorporate all educational program needs and include a complete facility update. Under this scenario all building systems would be replaced and the facility would be brought into compliance with the latest building, fire, ADA and life safety codes. This approach included the evaluation of which area of the building to replace, the northern section, or the southern portions. Either solution will meet most educational program requirements with the addition. However, due to the severe slope and limited size of the site, neither solution solved the site safety and capacity issues. Abatement of Hazmat and the replacement of the building systems would also be a major constraint in this option. The construction in this approach would be phased and would have significant impact on teaching and learning. Project cost and schedule delays based on the history of the original portions of the school must be anticipated. This approach should maximize reimbursement from the State Department of Administrative Services. However, a recent meeting with State Office of School Construction Grants and Review concluded that a grant for a full renovation with partial replacement would not be approved and therefore not qualify for state reimbursement due to the condition of the existing building and site.

New Facility at the Existing Site – It is possible to replace the current building on the Consolidated School site, and therefore incorporate the full educational program, however full resolution of the site layout and safety will still be a challenge. The construction for a new building would also be much less disruptive, but the Town of New Fairfield would need to find temporary place for the PreK-Grade 2 students for a full academic year, if not more, while the new building is being built.

New Facility at the Meeting House Hill School Site - The QA+M team conducted a preliminary evaluation of a new facility at the Meeting House Hill School Site and identified the following items that would be considered in making a decision to construct a new facility:

1. Construction of a new facility will be minimally invasive to the educational programs at the current Consolidated School. The students would remain at Consolidated School while the new building was being built. The students at Meeting House Hill School would be affected in that a portion of their site, the north side of the school, would be fenced off while the construction took place for the future students. Due to the original design of Meeting House Hill School, and the projected declining



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enrollment, there is space for Grade 2 in Meeting House Hill School. Being a newer facility, Grade 2 would be well accommodated into Meeting House Hill School, and the Pre-K through Grade 1 students would be located in the new Consolidated Early Learning Academy immediately adjacent to the second grade. By constructing this new facility, the town would be building a smaller building than in the replacement scenario, and the town would save on facility, site and operating costs.

2. There is adequate space on the site to locate the new building.
3. Space standards waivers if necessary would be minimal as the building would be appropriately sized for the projected enrollment.
4. The new facility construction project would have a minimal impact on education.
5. Unforeseen conditions that adversely impact budgets and delay projects will be minimized.

Recommendation

Based on the design team's evaluation of the five scenarios, the design options developed for Consolidated School in concert with the school administration and town leaders, and feedback from the Office of School Construction Grants and Review, the option of moving the early learning students to a new Consolidated Early Learning Academy on the site of Meeting House Hill School is recommended.



Section IV: Enrollment Data and Proposed Project Capacity

Enrollment Projections

Each year the administration updates student enrollment projections for the New Fairfield Public Schools by grade, and by grade combinations from Kindergarten through Grade 12. These enrollment projections are used during the budget development process to anticipate future staffing needs as well as materials, equipment, and/or furniture needs associated with increases or decreases in projected enrollments.

The enrollment in the New Fairfield Public Schools peaked in 2008 and declined to 2,171 students in 2018. During the next eight years, the decline in enrollment will continue. The State Department of Administrative Services requires enrollment projections indicating the highest 8 year projected enrollment starting in October of the year the project application is submitted. Based on the proposed project for Consolidated Early Learning Academy, enrollment projections would be required for October 2019 through October 2027.

The following information was obtained from the enrollment project provided by Donald G. Kennedy, Ed.D., Demographic Specialist of NESDEC on October 25, 2018. Based on the enrollment projections by Donald G. Kennedy Ed.D. the enrollment at Consolidated Early Learning Academy is as follows:

The enrollment at the Consolidated School peaked in 2008-2009 at 664 students, and has been declining with a low of 428 students projected in 2024-2025. With available space at Meeting House Hill School being used for Grade 2 students, a projected PK-1 student enrollment of 338 (2020-2021) will be utilized for the Department of Administrative Services Grant application and the space standards calculations for Consolidated Early Learning Academy.

Enrollment Projections and Space Standards

The State of Connecticut Department of Administrative Services provides grants for school construction projects to all public-school systems. The eligibility of a school project for State funding is governed by the Connecticut General Statutes (CGS) and the grant application is administered by the State Department of Administrative Services Office of School Construction Grants and Review Division. Each municipality must apply for the grant by June 30th of each year and the funding is approved the following year. The Town of New Fairfield has applied for and received several school construction grants over the years and specifically was funded for the last construction project that included renovations and code updates.

In considering the renovations and additions or new facility project at Consolidated School for state reimbursement, several regulations must be evaluated. These include laws that will determine the project eligibility, priority and estimated percentage of the project cost that is for the state grant. Additionally, the Town of New Fairfield must meet the requirement of the Office of School Construction Grants & Review and ultimately an audit of the project. Regulations concerning school construction grants can be reviewed in the Connecticut General Statutes Section 10-287 c-J to 10-287 c-2J.

The first step in this process will be a meeting with representatives from the State Department of Administrative Services to review a waiver request for a partial or complete waiver of the space standards. This waiver request will be filed with the Commissioner of Department of Administrative Services. This waiver would be based on the inherent inefficiencies of the existing building design and changes in the program/ curricular requirements in education that have impacted the physical plant. If additional eligible



area is approved by the State Department of Administrative Services, the Town of New Fairfield will receive greater reimbursement, with the potential of receiving the full percentage assigned to the Town if a full waiver of space standards is approved.

SPACE STANDARDS - For grant purposes, a maximum allowable square footage per pupil is determined for a facility. This maximum is based upon the projected enrollment for the project, grades housed at the school and the amount at square footage, if any, constructed prior to 1950. See C.G.S. 10-287c-] S(a)

Space standards do not apply to the following, projects solely for creation of code or health violations, roof replacements, vocational agriculture equipment projects, board of education central administration projects, and projects solely for purchase. In actual construction, districts are not limited to the maximum allowable square footage per pupil. However, grant reimbursement is reduced to reflect the degree by which a school exceeds the maximum allowable square footage.

SAMPLE SPACE STANDARDS CALCULATIONS - For grant computation purposes, the grade range and projected enrollment for a project are applied to the allowable square footage table to calculate a maximum allowable square footage per pupil. The maximum allowable square footage per pupil is compared to the actual square footage per pupil if the resulting ratio is less than one, the building is oversized for grant computation purposes. Therefore, the ratio is applied to all protect costs (except site and building purchase costs), and there is a corresponding grant reduction.

Based on the Space Standards Worksheet the allowable area per student is 124 SF. With the projected highest enrollment for grades Pre-K through 1 the 2020-121 school year of 338 students, and the corresponding allowable square footage of the Pre-K - 1 Early Learning Academy would be 41,912 net square feet, with a gross square footage of approximately 43,200 square feet.



Section V: Learning / Educational Activities

Educational Specification Committee – Process

A committee of educators gathered relevant information including current demographic reports and various constituents' input, explored current and future technologies. The committee worked with the Board of Education in developing the educational specifications and evaluated several scenarios including the potential of building a new facility. During this process, the committee adhered to the following parameters:

- Acknowledgment of the current enrollment projections.
- Focus on the use of the building for early elementary education.
- Maintenance of class size under the district guidelines.
- Gathering of constituents' input.
- Assurance that the building is ready for increased technology.
- Provision for flexibility in room usage.
- Provision for special services spaces.
- Provision for warm, playful, and welcoming aesthetics.
- Provision for energy efficiency and high indoor air quality.
- Addressing all building and life safety codes and ADA concerns.

Priorities

Based on the priorities established by the Town of New Fairfield and New Fairfield Public Schools leadership, QA+M Architecture approached the Consolidated School project by creating three primary focus areas. The first focus area was energy management, the second was accessibility throughout the building and grounds and the third being that the facilities should support 21st century educational programming & curriculum. These priorities became the baseline for the evaluation of all design concepts.

1. The energy management area includes a complete evaluation of all existing mechanical and electrical systems, along with the condition of the exterior envelope, with the goal of meeting the State requirements for high performance buildings. The engineers spent numerous hours reviewing existing reports and analyzing all existing components to determine the needs of the facility. Although a majority of the school's heating system has received upgrades, based on the analysis and research it was determined that a replacement of the existing heating system would be needed for the facility. Portions of the system are at end of life, and additionally, a central air conditioning system would be included as part of the project. The energy management analysis could also include an evaluation of alternative energy systems. The team will explore several options for renewable energy to be integrated into the project. The selection of the systems would be based on available grants and overall feasibility for the facility. At this time, several options still remain open for discussion such as a photovoltaic system due to some significant incentives available for the project, or geothermal systems. A final decision on the systems will be made at the design development phase of the project. Other elements to be included into the proposed scope of work for energy management would be replacing or upgrading exterior wall construction for insulation upgrades, and complete window and roof systems replacements.
2. The second focus area is school security, site safety, and ADA standards. The scope of this priority includes the entire building and site. Concerns to be addressed on the site will include parking, walkways and drop-off areas around the site as well as accessible routes within the building and on the grounds.



The design team's evaluation and recommendation is that all security, safety, and ADA and code issues must be addressed through any new, renovation and/or addition project.

3. The third and perhaps the most significant focus area is the evaluation of the educational curriculum and program needs for Consolidated Early Learners. The QA+M team held meetings with the administration and educators, and facilities staff, and worked with the educational specification committee to develop the educational specification and space needs program. The program information, along with the facility study documents, have been used to generate various design approaches and concepts that address all the educational program requirements for Consolidated Early Learning Academy. The conceptual design process also considered the following planning ideas integral to the design of educational facilities:

Energy Conservation and Sustainable Design

Codes – Building, Fire/Life Safety, ADA

Technology

Security & Safety

Furniture Furnishing and Equipment

Community Use

Flexibility & Agility

Student Display

Site Analysis/Evaluation

Land Use Requirements

Site Selection

Site Circulation

Concept Designs

Construction Phasing

Project and Construction Schedule

Based on the educational specifications, the key educational program elements that need to be addressed in the new facility for Consolidated Early Learning Academy are identified in the following program summary.

Overall Educational Program Concept

Classroom, Instructional Support and Learning Commons

Consolidated Early Learning Academy serves students in grades Pre-K through 1. Each grade level shall be grouped together, and organized for age adjacency. Each classroom in grades Pre-K through 1 shall contain a single-use toilet room, to minimize disruptions to the learning day and enable maximum flexibility. Adjacent to classrooms, support spaces such as the special education resource room and Reading and Math rooms will be located to provide direct and inclusive daily work. The Learning Commons (Library) will be located convenient to the classrooms. Within the K-1 classroom groupings, a wider opening in the corridor shall be provided for multi-classrooms meetings, display, STEM maker activities, and break-out group work. For the Pre-K suite, the pods will contain a shared play / activity area with generous student work display. The Pre K - 1 classrooms will have cubby spaces within their classrooms for student personal belongings.

Arts and Assembly Spaces Locations



The art classrooms, music classrooms, math lab, gymnasium, multipurpose room, cafeteria / assembly space shall be located to provide convenient access for all students. The mental health suite, mindfulness room, and other school-wide support rooms shall be located centrally and convenient to the classrooms. The spaces used by the public, such as the gym and cafeteria / assembly space, shall have convenient access from the main entrance so that the academic area of the school can be secured after hours.

Student Arrival and Dismissal

Students arrive by car and bus. Upon arrival they will proceed directly to their classroom area, and assemble in the collaborative break out space. For dismissal, the break out space will be large enough to contain a line-up area for organizing student to get to busses and pickup vehicles. Pre-K shall have a separate entrance pick-up point, as they are operating at different hours than older grades.

Outdoor spaces

Outdoor exercise and learning will be used on a daily basis. Both play and instructional areas should be sheltered from vehicular traffic, visitor approaching, and ultimately not visible other than by students and staff from within the building. A variety of outdoor play spaces are essential to the curriculum, including:

- Pre play structure and yard, with sandbox and other sensory events necessary for accreditation
- PK-1 play structures and yards
- Older grade playscape and hardscape play area
- Art instructional / production area
- Outdoor storytelling garden
- Provisions for outdoor science & learning such as planting beds, water hoses, etc.
- Physical education hardscape area, playing fields, and running track / path

The overall program concept for Consolidated Early Learning Academy is to arrange the main academic classrooms in succession of age, with the convenient access to drop off, pick up, and shared services. The individual grades should be organized in “wings” for each grade, and if feasible, further divided into “pods” of 3 or 4 classrooms each, so that the experience is not overwhelming for young children and assists teachers in organizing their instruction, which is often collaborative. The site shall include generous parking and accessible paths to entrances, with views of visitors arriving. Separate bus and parent drop off areas are necessary, although these may be shared with the neighboring Meeting House Hill School. On the interior of the building, classrooms and support spaces shall have a playful feel that sparks a child’s creativity and imagination, meet state educational space acoustic requirements, along with natural daylight requirements.

Academic Classroom Organization and Features

If feasible, Pre-K shall have a separate entrance pick-up point, as they are operating at different hours than older grades. This will also minimize the overwhelming nature of the process for small children. At a minimum, Pre-K should be located proximate to the main entrance. Pre-K functions, for the most part, independently from the other grades, but some shared use of the facility and administration is beneficial.

Each classroom in grades Pre-K through 1 shall contain a single-use toilet room, to minimize disruptions to the learning day and enable maximum flexibility for the building. Support spaces such as the special education resource room and reading and math support rooms will be located proximate to the classrooms to provide direct and inclusive daily work. The Learning Commons (Library) will be located convenient to the



classrooms and may be shared with the neighboring Meeting House Hill School. Within the classroom wings, a wider opening in the corridor shall be provided for multi-classrooms meetings, display, STEM maker activities, student work display, and break-out group work. For the Pre-K suite, the breakout space will contain a shared play / activity area with generous student work display. Younger student classrooms will have cubby spaces within their classrooms for personal items. All classroom spaces should have flexible and varied furniture to allow for multiple learning environments and styles. Students arrive by car and bus. Upon arrival they will proceed directly to their “wing” and assemble in the collaborative break out space. For dismissal, each wing’s break out space will be large enough to contain a line-up area for organizing student to get to busses and pickup vehicles.

Administrative Area

The main office shall be located at the front entrance with generous views of the approaching vehicles and visitors. The appropriate airlock shall be integrated into the design in accordance with state school security requirements. The health suite (nurse) shall also be located at the entrance of the building. A staff lounge with adequate storage for personal belongings will be provided.

Support and Shared Spaces

Near the administrative area and the classrooms, the “Mental Health” offices & services will be located for convenient access for school administration and students & staff. The mental health suite will contain the special education suite and other related service spaces.

The art classrooms, music classrooms, gym, cafetorium, makerspace, mindfulness room, learning commons (library), and math lab shall be located to provide convenient access for K-1 students, and be specialized spaces with appropriate acoustics and fixtures. Some spaces may be shared with the neighboring Meeting House Hill School.

The spaces used by the public shall have convenient access from the main entrance so that the academic area of the school can be secured after hours. These large assembly spaces will include gross motor (gym), which can be subdivided for simultaneous PE classes, and a “cafetorium”, which will serve lunch for portion of the day, and be used for assemblies, large group work, ceremonies and performances at other times of the day. Some spaces may be shared with the neighboring Meeting House Hill School.

Outdoor Spaces

Outdoor exercise and learning will be used on a daily basis. Both play and instructional outdoor areas should be sheltered from vehicular traffic, visitor approaching, and ultimately not visible other than by students and staff from within the building.

Facility Management

Building systems infrastructure at Consolidated Early Learning Academy must meet the latest building, fire and life safety codes adopted by the State of Connecticut. In addition, Consolidated Early Learning Academy facility must meet and/or exceed the high performance building standards adopted by the State, and achieve a LEED Silver or equivalent certification. Alternative energy systems will be introduced for energy efficiency and sustainable solutions, with the goal of making the building an example of environmental stewardship.

Furniture, Fixtures, and Equipment



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Generally, new FF&E items are to promote flexible learning and teaching configurations and an active learning environment. Static seating and workspace furniture is to be replaced with active “kinesthetic” products designed to provide students with furniture that promotes comfort and allows for a wide variety of seating options. Final list of FF&E equipment to be developed with BOE representatives and educators prior to completing project documentation.



Section VI: Detailed Description

Overview of Program Format

The educational programming section for the Consolidated Early Learning Academy study is organized into five sections. Each section identifies program and support spaces that are programmatically related. All spaces within the facility are identified in one of the following sections:

1. Academic & Support Spaces
2. Fine and Performing Arts
3. Assembly and Community Use
4. Administration and Student Services
5. Facilities Management and Support

A space utilization program is developed for each space. The information is provided as a starting point for the architectural design team. Further review with the school for final room layout, furnishings and fixtures will be required prior to the development of the final design.

1. ACADEMIC & SUPPORT SPACES

- Pre-Kindergarten
- Kindergarten
- Grade 1
- Special Education

2. FINE AND PERFORMING ARTS

- Music
- Art

3. ASSEMBLY & COMMUNITY USE

- Learning Commons and Makerspace
- Cafeteria and Servery
- Assembly / Multipurpose
- Physical Education

4. ADMINISTRATION & STUDENT SERVICES

- Administrative Offices
- Health/Nurse

5. FACILITY MANAGEMENT & SUPPORT

- Mechanical / Electrical / Plumbing / Security Infrastructure
- Facilities Offices & Building Storage

Educational Program Specifications – Pre-Kindergarten

Program Objectives/Goals - The New Fairfield Consolidated Early Learning Academy's mission is to provide a safe, nurturing learning community where all children are appropriately educated in their development of language, social emotional, cognitive and motor skills. The Pre-school environment promotes the child's development through a multi-sensory approach to learning. Due to the fact that the young children enter the preschool program at different rates of development, the program must be differentiated to ensure every child is successful. This integrated environment is closely aligned with the special education, speech and language and the occupational therapy programs in its design to encourage exploration and independence



in all aspects of a child's development through child-initiated and teacher initiative activities.

Program Requirements and Activities: - The New Fairfield Consolidated Early Learning Academy will provide half day programs for 3 and 4 year olds placed in 4 classrooms. The ability to expand the program in the future by adding classrooms is desired.

- Each classroom needs space for whole group, center-based and independent activities which include multi-sensory approach to learning
- Environment must provide daily opportunities for exploration of materials, engage in concrete activities, interact with peers and adults to develop language and an understanding of the world.
- Accommodations for the use of mobile technology devices
- A lavatory is needed in each classroom due to the possible need to toilet train students.
- Separate Pre-school entrance and exit to include families into the daily school routine and allow for communication.

Space Occupancy: Each classroom typically houses a class of 12-14 students with a highly qualified preschool teacher and one paraprofessional. Throughout the school day the speech-language pathologist and the occupational therapist will be involved in some of the children's instruction. The space requirements for the Pre-K area include classrooms, multiple small group instruction spaces, stimulus shelter, OT/PT, storage, conference room, and an office for the preschool director. The space should be designed as a flexible learning environment that is able to accommodate a number of teaching models and age appropriate activities.

The Pre-K program area will take into consideration:

- Separate pre-school entrance and exit, accommodating parent and bus drop off, with arrival and dismissal line-up
- Student cubbies for coats, boots, backpacks, and personal items
- Rest and snack areas for full day program students
- Close / direct access to dedicated fenced-in Pre-K playground and yard
- Small group instruction rooms adjacent to classroom area
- Assembly / presentation / storytelling space mini-amphitheater
- Convenient access to gross motor room, music classroom, and assembly spaces.
- Convenient access to the main office and nurse suites
- Artwork / Student work display area

Educational Program Specifications – Pre-Kindergarten Classroom

Quantity: 4

Proposed SF: 1,000 - 1,200 sf

Program Requirements & Activities

The space requirements include a classroom, storage area and a space that serves as an office for the teacher. The space should be designed as a flexible learning environment that is able to accommodate a number of teaching models and age appropriate activities.

Space Design Concept:

A physical space with tables, instructional materials, whole group activities and play areas including:

- Designated play areas (play kitchen / house area, building area, game area, etc.)



- group meeting / listening / instruction area
- two desk teaching stations
- water / sand table
- art center
- science center
- classroom library / book corner and independent reading seating
- student book / work bins
- ADA compliant restroom with changing table

Loose Furnishings

Large rectangular tables with a variety of chair styles, art, for group work and individual work
Reading area soft seating
Mobile computer stations / mobile devices and charging station
Teacher and Para desks, chairs, and display / teaching easel
Floor learning area rug
Display and bookshelves

Fixed Equipment

Marker/whiteboard
Tack board & display boards
Digital monitor / smart surface
Tall wardrobe and storage cabinets for teacher and para personal items
Fixed cabinets and accessible work surfaces
Window shades

Finishes

floor and wall base material: vinyl or rubber
wall material: painted GWB or masonry
ceiling material & height: 9'-0" minimum, acoustical tile
lighting: combination of natural light and multi level direct/indirect LED

Educational Program Specifications – PPS Administrative Office

Quantity: 1
Proposed SF: 200 SF

Space Design Concept

The space should be designed to accommodate typical private office equipment and a small conference table for up to four individuals. This office should be located within the Pre-K suite.

Program Activities

Individual work and small meetings

Loose Furnishings

Shelves
Secure storage cabinet



Fixed Equipment

Acoustical treatment
Marker/whiteboard
Tack board & display boards
Digital monitor
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces
Window shades

Finishes

floor and wall base material:	carpet with rubber base
wall material:	painted GWB
ceiling material & height:	8'-0" minimum, acoustical tile
lighting:	combination of natural light and multi level direct/indirect LED

Educational Program Specifications – Kindergarten

Program Objectives/Goals - The New Fairfield Consolidated Early Learning Academy kindergarten's mission is to provide a safe, nurturing learning community where all children receive age appropriate instruction for their development of language, social emotional, cognitive and motor skills. This integrated environment is designed to encourage exploration and independence in all aspects of a child's development. Through instruction appropriate for each child, the students will attain skills leading to the development of literacy and numeracy skills. Daily opportunities will be provided for the students to achieve their personal best, become responsible and respectful, and embrace lifelong learning in a positive, effective learning environment. This integrated environment is closely aligned with the special education, speech and language and the occupational therapy programs in its design to encourage exploration and independence in all aspects of a child's development through child-initiated and teacher initiative activities.

Program Requirements and Activities- New Fairfield will provide full day programs for 4 and 5 year old placed in 6-8 classrooms.

Each classroom needs space for center-based and whole group activities which include multi-sensory approach to learning

- Technology – document camera, interactive whiteboard with projector or touch screen monitor
- SRBI– small group instruction; 1:1 instruction simultaneous to other independent and small group academic tasks taking place
- Differentiated Instruction – small group instruction; 1:1 instruction simultaneous to other independent and small group academic tasks taking place
- State and Federal mandates (Special Education, Curricular, Data Driven instruction, Standards, etc.)
- A lavatory is needed in each classroom with storage
- Well-organized storage cabinets and shelving, with at least 50% having cabinet doors to minimize clutter.
- Student cubbies for coats, boots, backpacks, and personal items
- Close access to arrival and dismissal doors, and to fenced-in playground and yard



- Small group instruction rooms adjacent to classroom area
- Centralized open meeting space outside of classroom doors to accommodate a group of 3 – 4 classrooms
- Convenient access to gross motor room, music and art classrooms, assembly space, and learning commons
- Convenient access to the main office and nurse suites
- Artwork / Student work display area
- Accommodations in each general education classroom for special education students include flexible furniture to allow for the student and their paraprofessional, a classroom size large enough with ample storage to be free of clutter, and acoustical separation from outside noises and alarming sounds.

Space Occupancy: Each of the classrooms typically houses a class of 18 to 20 students with a highly qualified kindergarten teacher and a paraprofessional. Throughout the school day the speech-language pathologist, reading teacher, special education teacher and the occupational therapist will be involved in some of the children’s instruction. The space should be designed as a flexible learning environment that is able to accommodate a number of teaching models and age appropriate activities.

Educational Program Specifications – Kindergarten Classroom

Quantity: 6-8

Proposed SF: 1,000 - 1,200 sf

Space Design Concept: Each kindergarten classroom must support a number of teaching styles, including whole group, small group and individual instruction. A physical space with tables, instructional materials, whole group activities and play areas including:

- Designated play areas
- group meeting / listening / instruction area
- two desk teaching stations
- art center
- science center with sink
- classroom library / book corner and independent reading seating
- student book / work bins
- ADA compliant restroom
- Student cubbies, benches, personal storage area
- Classroom work and instruction item storage with cabinet doors to minimize clutter
- Student work book bins in lieu of individual desk storage

Program Activities

Support activities in a flexible learning environment that accommodates a multitude of teaching models and cognitive, social and motor activities.

Loose Furnishings

Rectangular tables which can be moved and grouped together, with a variety of chair styles for small group activities, art, and in-class individual work

Reading area with book display and shelving, and soft seating



Mobile computer stations / mobile devices and charging station
Teacher and Para desks, chairs, and display / teaching easel
Floor learning area rug

Fixed Equipment

Marker/whiteboard, Digital monitor / smart surface low enough for student work
Tack board & display boards
Tall wardrobe and storage cabinets for teacher and para personal items
Fixed cabinets and accessible work surfaces
Window shades

Finishes

floor and wall base material: vinyl or rubber
wall material: painted GWB or masonry
ceiling material & height: 9'-0" minimum, acoustical tile
lighting: combination of natural light and multi level direct/indirect LED

Educational Program Specifications – Grade 1

Program Objectives/Goals: To provide opportunities for first grade students to achieve their personal best, become responsible and productive six and seven year olds, and embrace lifelong learning in a safe, positive, effective learning environment. This effective learning environment is foundational in its design addressing the following core domains: physical environment, psychological, pedagogical, technological, cultural and pragmatic.

Program Requirements and Activities:

Each classroom needs space for center-based and whole group activities which include multi-sensory approach to learning

- Technology – document camera, interactive whiteboard with projector, etc.
- SRBI– small group instruction; 1:1 instruction simultaneous to other independent and small group academic tasks taking place
- Differentiated Instruction – small group instruction; 1:1 instruction simultaneous to other independent and small group academic tasks taking place
- State and Federal mandates (Special Education, Curricular, Data Driven instruction, Standards, etc.)
- A lavatory is needed in each classroom with storage
- Well-organized storage cabinets and shelving, with at least 50% having cabinet doors to minimize clutter.
- Student cubbies for coats, boots, backpacks, and personal items will be outside of the classrooms
- Small group instruction rooms adjacent to classroom area
- Centralized open meeting space outside of classroom doors to accommodate a group of 3 – 4 classrooms
- Close access to arrival and dismissal doors, fenced-in playground and yard
- Convenient access to gym, music and art classrooms, assembly space, and learning commons.
- Convenient access to the main office and nurse suites
- Artwork / Student work display area



- Accommodations in each general education classroom for special education students include flexible furniture to allow for the student and their paraprofessional, a classroom size large enough with ample storage to be free of clutter, and acoustical separation from outside noises and alarming sounds.

Space Occupancy:

Each of the classrooms typically houses a class of 18 to 20 students with a highly qualified grade one teacher and a paraprofessional for students who require such support through his/her IEP. Throughout a typical week the speech-language pathologist, reading teacher, special education teacher and the occupational therapist will be involved in some of the children's instruction. The space should be designed as a flexible learning environment that is able to accommodate a number of teaching models and age appropriate activities.

Educational Program Specifications - Grade 1 Classrooms

Quantity: 6-8

Proposed SF: 900 - 1,000 SF

Space Design Concept: The classroom should be designed for an integrated approach to instruction, multiple furniture arrangements and classroom configurations. The space will function as an office for the teacher.

A physical organization of space that facilitates rather than hinders pedagogy, organized to promote the various ways children acquire knowledge: visually, auditorily, kinesthetically, independently; cooperatively – thus creating multiple learning scenarios within one space

A physical space large enough for various learning tasks, individual work, small group instruction, and large meetings

- An area for library, technology, math, and science/social studies.
- Wall space low enough for student access and visibility from both the floor and the table area.
- A large enough floor space for whole group instruction and gatherings on the floor and without sacrificing comfortable space for table groupings that seat 4- 6 students.
- Space and furnishings that work with a variety of technology
- Infrastructure that supports and enhances current and future technology (including multiple outlets on walls)
- Furniture and equipment specifically designed for 6-7 year olds
- Utility sink in classroom with hot and cold water and a water fountain
- ADA compliant bathroom within each classroom
- Student work book bins in lieu of individual desk storage

Program Activities

Support activities in a flexible learning environment that accommodates a multitude of teaching models and cognitive, social and motor activities.

Loose Furnishings:

Trapezoidal tables on casters with a variety of chairs for small group activities



Reading area with book display and shelving
Mobile computer stations / mobile devices and charging station
Teacher and Para desks, chairs, and display / teaching easel
Floor learning area rug
Student book / work bins

Fixed Equipment

Marker/whiteboard, Digital monitor /smart surface low enough for student work
Tack board & display boards
Tall wardrobe and storage cabinets for teacher and para personal items
Fixed cabinets and accessible work surfaces
Window shades

Finishes

floor and wall base material: vinyl or rubber
wall material: painted GWB or masonry
ceiling material & height: 9'-0" minimum, acoustical tile
lighting: combination of natural light and multi level direct/indirect LED

Educational Program Specifications – Teacher Work / Collaboration

Quantity: 1-2
Proposed SF: 400 SF Each

Space Design Concept:

Workroom: A space for faculty and staff to copy and prepare work for classroom and students.

- Copy machine
- Laminator
- Large table for project work
- Collaboration table and Seating

Program Activities

Provide appropriate area for preparation of instructional materials and teacher work / meetings/
collaboration.

Loose Furnishings

Computer Workstation with chair
Copy Machine
Laminator
Group work table and chairs
Bookcases

Fixed Equipment

Marker/whiteboard
Tack board & display boards
Display and bookshelves



Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces

Finishes

Floor material:	Tile
Base material:	Rubber / Vinyl
Wall material:	Block / Sheetrock
Finish:	Paint
Ceiling material:	Acoustical Tile
Height:	8'-0" minimum
Lighting	Multi level direct/indirect
Windows	Operable with blinds - Maximize natural light

Educational Program Specifications – Special Education and Support Spaces

Program Objectives

The special education department serves approximately 25% of the students attending New Fairfield Consolidated Early Learning Academy. The early intervention and PPT process identifies those students who have a demonstrated disability that impacts their learning and requires specialized instruction to progress in the curriculum. The staff of teachers, social workers, psychologists, speech and language pathologists, occupational and physical therapists, and paraprofessionals provides a continuum of services in self-contained and mainstream settings. The diversity of educational and behavioral student needs necessitates a variety of spaces to accommodate instructional activities.

Goals

- Establish a program to offer a free, appropriate, public education to all disabled students in the least restrictive environment and to include interaction with non-disabled peers.
- Comply with ADA requirements and OCR regulations.
- Design a program to provide full access to all students.
- Develop a program focused on specific content combined with general education, specialized instruction, study skills, and remediation for students with disabilities.
- Provide functional and hands-on strategies and materials for students with significant cognitive deficits.
- Provide adequate opportunities for the development of skills in technology.

Program Activities to be Accommodated

Special Education consists of Learning Strategy Classes, Special Education Academic and Elective Courses and Special Education Services including Speech and Language Services, Psychological Services, Social Work Services, Adaptive Living Skills and Alternative Day Programs. Other appropriate services as determined by the student's individual education program (IEP) are also included. As each of the above are fairly specialized, so are their respective activities. Activities range from regular classroom instruction to testing, learning fundamental living skills in a residential-like environment, specialized physical education and other specialized activities aimed at the individual

Space Occupancy and Design Criteria



The individual utilization the space includes the student's special education teacher, professionals and aides. The following is a partial list of design elements that should be incorporated into the all spaces to accommodate students with special needs:

- Sensory friendly lighting and acoustics would be beneficial for students with autism, hearing difficulties, and attention deficits.
- Self-contained programs should be placed with ready access to the mainstream classrooms.
- Self-contained settings should be close to exits to allow for easy access to transportation.
- All classrooms should have ample locked storage space for materials and records.
- Self-contained, flexible work stations should support both individual and small group instruction.
- Classroom technology in special education settings should be equal to that offered in mainstream settings.
- Each classroom should have audiovisual capability and the flexibility to accommodate large and small group activities and individual instruction.
- General education classrooms will require commensurate standards for the inclusion of special education students.
- Access to technology should be provided in all spaces.
- Digital projection systems should be utilized for visual display.
- Interactive whiteboards should be installed in all instructional areas.
- Ceiling height and windows should maximize natural light and accommodate daylighting
- Cabinets and casework appropriate to the instructional studio function should be provided.
- Speaker systems should be incorporated into all instructional spaces.

Educational Program Specifications – Resource Room

Quantity: 2-4

Proposed SF: 400-500 SF Each

Space Design Concept

The small group classroom should be designed for an integrated approach to technology and multiple furniture arrangements and classroom configurations. The space will function as an instructional classroom for six to eight students, and will be dispersed among the general classrooms.

Program Activities

Support a number of teaching styles, including lecture style, small group, and individual instruction.

Loose Furnishings

Computer / mobile device workstations with chairs

Student work tables and chairs

Teacher Desks and Chairs (2-3 teaching stations)

File cabinets

Fixed Equipment

Acoustical treatment

Marker/whiteboards, Digital monitor /smart surface low enough for student work

Tack board & display boards

Wall display

Book and instructional material shelves



Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces
Window shades

Finishes

floor and wall base material: vinyl or rubber
wall material: painted GWB or masonry
ceiling material & height: 9'-0" minimum, acoustical tile
lighting: combination of natural light and multi level direct/indirect LED

Educational Program Specifications – Special Education Office

Quantity: 1
Proposed SF: 300 SF

Space Design Concept

The instructional space should be designed to accommodate an individual work area and a work/planning area and small group meetings. This space may be shared with the neighboring Meeting House Hill School.

Program Activities

Administrative work and small group meetings.

Loose Furnishings

Meeting table and Chairs
Work table and Chair
File cabinets

Fixed Equipment

Acoustical treatment
Marker/whiteboard
Tack board & display boards
Digital display monitor
Display and bookshelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces

Finishes

floor and wall base material: carpet with rubber base
wall material: painted GWB
ceiling material & height: 8'-0" minimum, acoustical tile
lighting: combination of natural light and multi level direct/indirect LED

Educational Program Specifications – Social Worker

Quantity: 1-2
Proposed SF: 200 SF



Space Design Concept

The space should be designed to accommodate typical private office equipment and a small conference table for up to four individuals. This office should be centrally located, close to the classroom suites, and proximate to the school administrative suite.

Program Activities

Individual and small group counseling

Loose Furnishings

Shelves
Secure storage cabinet

Fixed Equipment

Acoustical treatment
Marker/whiteboard
Tack board & display boards
Digital monitor
Display and bookshelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces
Window shades

Finishes

floor and wall base material:	carpet with rubber base
wall material:	painted GWB
ceiling material & height:	8'-0" minimum, acoustical tile
lighting:	combination of natural light and multi level direct/indirect LED

Educational Program Specifications – Psychologist

Quantity: 1-2
Proposed SF: 200 SF

Space Design Concept

The space should be designed to accommodate typical private office equipment and a small conference table for up to four individuals. This office should be centrally located, close to the classroom suites, and proximate to the school administrative suite.

Program Activities

Individual counseling

Loose Furnishings

Shelves



Secure storage cabinet

Fixed Equipment

Acoustical treatment
Marker/whiteboard
Tack board & display boards
Digital monitor
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces
Window shades

Finishes

floor and wall base material: carpet with rubber base
wall material: painted GWB
ceiling material & height: 8'-0" minimum, acoustical tile
lighting: combination of natural light and multi level direct/indirect LED

Educational Program Specifications – Speech and Language Pathologist

Quantity: 1-2
Proposed SF: 200 SF

Space Design Concept

The space should be designed to accommodate typical private office equipment and a small conference table for up to four individuals. This office should be centrally located, close to the classroom suites, and proximate to the school administrative suite.

Program Activities

Small group instruction, therapy activities and testing

Loose Furnishings

Shelves
Secure storage cabinet
Window shades

Fixed Equipment

Acoustical treatment
Marker/whiteboard
Tack board & display boards
Digital monitor
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces

Finishes

floor and wall base material: carpet with rubber base
wall material: painted GWB



ceiling material & height: 8'-0" minimum, acoustical tile
lighting: combination of natural light and multi level direct/indirect LED

Educational Program Specifications – OT/PT

Program Objectives/Goals: The New Fairfield Consolidated Early Learning Academy's OT/PT's mission is to provide a safe, nurturing learning community where all children feel supported in their development of motor skills, self-help skills, language and social emotional skills. This environment is designed to encourage exploration and independence in all aspects of a child's development.

Program Requirements and Activities: The New Fairfield Consolidated Early Learning Academy OT/PT room provides services for students that have goals and objectives written for these services on their Individual Education Plans. Students participate in gross motor, fine motor, sensory motor and self-help tasks.

- The motor room needs to have a space for hanging adaptive equipment such as swing with a 6 foot radius.
- Set-up for at least at least one student computer
- A lavatory is needed in the motor room to work on bathroom routines and self-help/dressing activities.
- A sink and counter also need to be available for self-help and food preparation activities.
- A one way window and observation area for parents to observe therapy sessions
- Direct access to an outside hardscape play area

Space Occupancy: The OT/PT room typically houses students throughout the day working on several different needs. The OT and PT both work within the room. Throughout the day there could be motor groups of up to 12 students at a time with a therapist, teacher and paraprofessional. The space should be designed as a flexible learning environment for fine motor, visual motor, gross motor, self-help and sensory motor activities.

Educational Program Specifications – OT/PT

Quantity: 1

Proposed SF: 600 - 1,000 SF

Space Design Concept: The OT/PT Room space requirements will include a large open floor space for movement, storage areas (which may include specially designed storage cabinets) and structured ceiling that can support hanging adaptive equipment. The following is a partial list of design elements that should be incorporated into the OT/PT Room:

- A larger physical space with a large area for mats and stretching activities.
- A space for hanging adaptive equipment from the ceiling, such as swings, with a 6 foot radius.
- A space for a sensory table (water, sand, rice, etc.)
- Sink and counter tops in the room
- ADA compliant accessible bathroom
- Large floor space for scooter board activities
- Circular tables for small group fine motor/writing activities
- Observation area with one way window so that parents/teachers can observe therapy sessions



- Large storage space for large equipment and adaptive equipment
- Exterior door to paved play area

Program Activities

Support activities in a flexible learning environment that accommodates development of motor skills, self-help skills, language and social emotional skills.

Loose Furnishings

Computer station with wireless capabilities
2 Teacher desks and chairs
File cabinets

Fixed Equipment

Acoustical treatment
Marker/whiteboard
Tack board & display boards
Digital display / Projection screen
Display and bookshelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surface
Window shades

Finishes

floor and wall base material:	vinyl or rubber with area rugs
wall material:	painted GWB or masonry
ceiling material & height:	9'-0" minimum, acoustical tile
lighting:	combination of natural light and multi level direct/indirect LED

Educational Program Specifications – Mindfulness Room

Quantity: 1
Proposed SF: 800 SF

Space Design Concept: The Mindfulness Room space requirements will include a large open floor space for movement, storage areas (which may include specially designed storage cabinets).

- A larger physical space with a large area for mats and stretching activities.
- Sink and counter tops in the room
- Large storage space for large equipment and adaptive equipment

Program Activities

Support activities in a flexible learning environment that accommodates development of social emotional skills.

Loose Furnishings

Area rug(s)
2 Teacher desks and chairs



Easel

Fixed Equipment

Acoustical treatment
Marker/whiteboard
Tack board & display boards
Digital display / Projection screen
Sound system
Display and bookshelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surface
Window shades

Finishes

floor and wall base material: vinyl or rubber with area rugs
wall material: painted GWB or masonry
ceiling material & height: 9'-0" minimum, acoustical tile
lighting: combination of natural light and multi level direct/indirect LED

Educational Program Specifications – Reading & Math Support

Program Objectives/Goals: The goal of the teachers in the Reading Room is to assess, diagnose and provide intensive, systematic instruction for students not meeting benchmark in reading.

Program Requirements and Activities- Reading specialists will provide reading intervention specific to the needs of each child. Space must accommodate a variety of instructional strategies including small group instruction as well as independent work.

- Technology – computers for teacher and student use
- SRBI– small group instruction; 1:1 instruction simultaneous to other independent and small group academic tasks taking place
- Differentiated Instruction – small group instruction or 1:1 instruction simultaneously
- State and Federal mandates (Special Education, Curricular, Data Driven instruction, Standards, etc.)

Space Occupancy: Each reading specialist will have their own instructional area to work with students in kindergarten through first grade. The space should be designed as a flexible learning environment that is able to accommodate a number of teaching models and age appropriate activities. Each grade level should have convenient access to both a reading and math support room.

Educational Program Specifications – Reading & Math Support Rooms

Quantity: 4 - 8
Proposed SF: 300 SF each

Space Design Concept:

The classroom should be designed for multiple small group instructional areas with various furniture arrangements and classroom configurations.



A physical space should be large enough for various learning tasks and other gatherings such as class:

Small group instruction

An area for mobile technology

An infrastructure that supports and enhances current and future technology.

Furniture and equipment designed for students in grades K-1

Teacher's desks with appropriate office space

Counter space for teacher work area

Shelves in classroom storage for instruction supplies

Program Activities

Support activities in a flexible learning environment that accommodates a multitude of teaching models and systematic reading intervention.

Loose Furnishings

Rectangle tables and chairs – 10 – 15 students

Computer stations and wireless capabilities.

Teacher desks and chairs

Lateral/vertical file cabinets

Fixed Equipment

Acoustical treatment

Marker/whiteboard

Tack board & display boards

Digital display monitor

Display and bookshelves

Tall wardrobe and storage cabinet

Fixed cabinets and accessible work surfaces

Finishes

floor and wall base material: vinyl or rubber

wall material: painted GWB or masonry

ceiling material & height: 9'-0" minimum, acoustical tile

lighting: combination of natural light and multi level direct/indirect LED

Educational Program Specifications – Leveled Book Room / Literacy Center

Quantity: 1

Proposed SF: 500 - 800 sf

Program Requirements & Activities

The space requirements include a reading room, book shelving and display, and a space that serves as an office and collaborative work space for the literacy teachers. This space may be shared with the neighboring Meeting House Hill School.

Space Design Concept:

A physical space with reading tables, book and wall display, teaching stations, and book storage



- reading instruction tables
- two desk teaching stations
- book shelving and display
- wall display
- student book / work bins

Loose Furnishings

Kidney tables with a variety of chair styles for small group and individual work
Reading area soft seating
Mobile computer stations / mobile devices and charging station
Teacher and Para desks, chairs, and display / teaching easel
Floor learning area rug
Display and bookshelves

Fixed Equipment

Marker/whiteboard
Tack board & display boards
Digital monitor / projection screen/smart surface
Tall wardrobe and storage cabinets
Fixed cabinets and accessible work surfaces
Window shades

Finishes

floor and wall base material: carpet with rubber base
wall material: painted GWB or masonry
ceiling material & height: 9'-0" minimum, acoustical tile
lighting: combination of natural light and multi level direct/indirect LED

Educational Program Specifications – Math Lab

Quantity: 1
Proposed SF: 800 sf

Program Requirements & Activities

The space requirements include a classroom instructional space for whole group and small group work, and a space that serves as an office for the math coach. This space may be shared with the neighboring Meeting House Hill School.

Space Design Concept:

A physical space with reading tables, book and wall display, teaching stations, and book storage

- student instruction tables and chairs
- One desk teaching station
- shelving and display

Loose Furnishings

Tables with a variety of chair styles for small group and individual work



Mobile computer stations / mobile devices and charging station
Teacher and Para desks, chairs, and display / teaching easel
Display and shelves

Fixed Equipment

Marker/whiteboard
Tack board & display boards
Digital monitor / projection screen/smart surface
Tall wardrobe and storage cabinets
Fixed cabinets and accessible work surfaces
Window shades

Finishes

floor and wall base material: carpet with rubber base
wall material: painted GWB or masonry
ceiling material & height: 9'-0" minimum, acoustical tile
lighting: combination of natural light and multi level direct/indirect LED

Educational Program Specifications - Music

Program Objectives

The Arts have been identified by the U.S. Congress, the College Board, The Partnership for 21st Century Skills, the National Association of Secondary Principals, and the U.S. Department of Education as part of the core curriculum which all students should take as part of their educational program. Music education's mandate in contemporary American education, as stated by the Music Educator's National Conference, is to provide a varied, significant, and cumulative musical experience for every student. The New Fairfield Consolidated Early Learning Academy Music Department offers diverse learning opportunities in music. The program provides opportunities for all students to:

- Recognize the role and importance of music in their own lives and in their cultures
- Discover and practice vocal and rhythm skills, along with dance and movement
- Think critically and creatively
- Work collaboratively

Program Activities to be accommodated

Students in grades K-1 participate in a variety of classes in music.

Space Occupancy and Design Criteria

The individuals utilizing the space include students and Music teachers. A special education paraprofessional or a teacher's aide may share space for the instruction of individuals with special needs. The following is a partial list of design elements that should be incorporated into the Music classroom spaces:

- The music room configuration should maximize flexibility for small and large groups.
- Access to technology should be provided throughout the individual and group instructional spaces.
- Digital projection systems / interactive boards should be utilized for visual display.
- Ceiling height and windows should maximize natural light and accommodate delighting.



- Sidelites must be provided adjacent to all classroom doors.
- Cabinets and casework appropriate to the instructional materials should be provided.
- Special consideration should be given for sound transmission to minimize sound infiltration into the adjacent space.
- Speaker systems should be incorporated into all instructional spaces.
- Tack boards should be provided in each instructional space.
- A sink should be provided in the room.
- Computer workstations or mobile device accommodations and data connections
- Video / sound recording equipment.
- Enhanced ventilation requirements.
- Ceiling heights appropriate to music rooms should be provided.

Educational Program Specifications – General Music Classroom

Quantity: 1

Proposed SF: 1,000 SF plus 400 SF storage closet

Space Design Concept

The General Music Room will house the various music instruction in an acoustically appropriate space with high ceilings large enough to accommodate 24 students. A lockable storage area that will house a piano, risers and the instructor's musical instruments. This space may be shared with the neighboring Meeting House Hill School.

Program Activities

Support the instruction of music listening, singing, dancing, and rhythm exercises.

Program Adjacencies

Access to piano storage

Access to portable risers

Adjacent to performance space / stage

Loose Furnishings

Floor learning cushions

Chairs

Mobile computer stations

Teacher Desk, Chair and music stand

Lateral file cabinet

Fixed Equipment

Acoustical treatment

Marker/whiteboard with music staff

Tack board & display boards

Digital touchscreen / Projection screen/surfaces

Display and bookshelves

Tall wardrobe and storage cabinet

Fixed cabinets and accessible work surfaces



Finishes

floor and wall base material:	carpet with rubber base
wall material:	painted GWB or masonry
ceiling material & height:	10'-0" minimum, acoustical tile
lighting:	combination of natural light and multi level direct/indirect LED

Special Requirements

Acoustical Controls and Sound Transmission

Educational Program Specifications - Art

Program Objectives

The Arts have been identified by the U.S. Congress, the College Board, The Partnership for 21st Century Skills, the National Association of Secondary Principals, and the U.S. Department of Education as part of the core curriculum which all students should take as part of their school program. The New Fairfield Consolidated Early Learning Academy Art program offers diverse learning opportunities in art. Courses emphasize problem solving, visual literacy and higher order thinking skills and offer all students the opportunity to:

- Recognize the role and importance of art and artists in society, culture, and history
- Communicate visually
- Express their own feelings and ideas

Opportunities exist for students to display their artwork within the school, district, and the greater community. The arts play a profound role in learning. Experiences in the arts are basic to learning. The arts curriculum offers one way to formulate questions, construct knowledge, express meaning, and solve problems. The arts enhance language facility and the development of expressive skills. Self-esteem, social awareness, critical thinking, sensitivity to others, sensitivity to one's environment, and problem solving are all enhanced with the dynamics of arts infused approach.

Program Activities to be Accommodated

Art classrooms are needed to accommodate all art courses. A kiln room is needed for the clay component. Display cases for student work should be created throughout the school as well as an art exhibition space at the main entrance of the school.

Space Occupancy and Design Criteria

The individual utilization of the space includes the students and Art department teachers. A special education paraprofessional, or a teacher's aide may share space for the instruction of individuals within the regular art studio. The following is a partial list of design elements that should be incorporated into the studio spaces:

- The art classroom configuration should maximize flexibility and provide lecture as well as studio space.
- Access to technology should be provided through the studio.
- Digital projection systems / interactive display should be utilized for visual display.
- Ceiling height and windows should maximize natural light and accommodate delighting.



- Sidelites must be provided adjacent to all classroom doors.
- Cabinets and casework appropriate to the instructional studio function should be provided.
- Special consideration should be given for sound transmission at operable and standard walls to minimize sound infiltration into the adjacent space.
- Speaker systems should be incorporated into all instructional spaces.
- Tack boards should be provided in each instructional space.
- Storage should be provided for ongoing student projects within the studio and in storage rooms.
- Large deep sinks with clay-traps.
- Adjustable multi directional lighting.
- Dedicated Kiln Room
- Enhanced ventilation requirements.
- Student display shelving in all studios and outside of art classrooms
- Convenient access to an outdoor paved yard and landscaped area for outdoor art instruction and production.

Educational Program Specifications - Art Classroom

Quantity: 1

Proposed SF: 1,000 SF

Space Design Concept

The classroom should be designed for an integrated approach to technology and multiple furniture arrangements and classroom configurations. The space will function as an office for the teacher. This space may be shared with the neighboring Meeting House Hill School.

Program Activities

Support a number of teaching styles, including lectures, small group and individual instruction. Display of student work and appropriate storage for on-going projects is required in each studio.

Loose Furnishings

Modular rectangular art tables with chairs

Mobile computer stations or accommodations for mobile devices

Teacher Desk and Chair

File cabinet

Acoustical treatment

Marker/whiteboard

Tack board & display boards

Digital display / Projection screen/surfaces

Display and bookshelves

Tall wardrobe and storage cabinet

Fixed cabinets and accessible work surfaces

Finishes

floor and wall base material: vinyl or rubber

wall material: painted GWB or masonry

ceiling material & height: 10'-0" minimum, acoustical tile



lighting: combination of natural light and multi level direct/indirect LED

Special Requirements

Specialty lighting
Deep sinks with clay traps
Floor drains with clay traps and access panels.

Educational Program Specifications - Art Kiln Room

Quantity: 1
Proposed SF: 200 SF

Space Design Concept

The storage should be designed to accommodate storage, of art department specific equipment and the Kiln.

Program Activities

Kiln and storage of student work

Fixed Equipment

Shelves
Secure storage cabinet

Finishes

Floor material:	Polished Concrete
Base material:	Rubber
Wall material:	Masonry
Wall Finish:	Paint
Ceiling material:	Acoustical Tile / exposed
Ceiling height:	9'-0" minimum
Lighting	Standard

Special Requirements

HVAC systems exhaust
Kiln with dedicated exhaust
Power to accommodate kiln requirements

Educational Program Specifications – Learning Commons (Library)

Program Objectives

The mission of the library is to ensure that students develop both an enjoyment of reading and the information gathering skills that enable them to be independent, effective, responsible, critical, and creative users of ideas and information. Data should be available in a variety of formats, including print, non-print, and electronic.

The learning commons will consist of student reading and seating areas with tables, technology areas for student access to computers and AV equipment, a storytelling space, a classroom area for instruction,



shelving and storage for materials, a circulation area, small group meeting area, production room, a makerspace, library staff offices and workroom, and a storage room for equipment.

The learning commons will consist of a staff and student production area, offices for the media director and secretary, secured storage areas, and areas for copying and laminating.

Program Activities to be Accommodated

The learning commons will house individual and class research and viewing print, non-print, and computer resources; student instruction and activities in classroom areas; student pleasure reading; circulation of materials; student copying and compilation of research; library staff processing of materials; and storage of materials and equipment.

Space Occupancy and Design Criteria

The learning commons will have seating for up to 60 students for reading and work, including a classroom style space for a minimum of 20 students at tables, a small group meeting area, offices for the library media specialists; library assistants; and a storytelling area. The learning commons will provide area for the director and assistants; teachers, staff, and students involved in media production.

The following is a partial list of design elements that should be incorporated into the spaces:

- The Learning Commons (Library) configuration should maximize flexibility and provide lecture as well as general seating and computer mobile device / workstation space.
- Access to technology should be provided through the Learning Commons (Library).
- Digital projection systems should be utilized for visual display.
- Interactive whiteboards / digital monitors should be installed in designated areas.
- Mobile digital device storage, work area, and check-out.
- Ceiling height and windows should maximize natural light and accommodate day-lighting.
- Sidelites must be provided adjacent to all doors.
- Cabinets and casework appropriate to the media center functions should be provided.
- Special consideration should be given for sound transmission, such as acoustical treatments.
- Speaker systems should be incorporated into designated instructional areas.
- Tack boards will be provided at each designated instructional areas
- Dedicated storage should be provided.
- Adjustable multi directional lighting.
- The library workroom should be located near the circulation desk-and should have a sink. Maximum sight lines and visibility throughout the library space for supervision are needed.
- Adjacency to an outdoor reading / storytelling space
- Inclusion of, or adjacency to, a makerspace / TV studio

Educational Program Specification - Learning Commons (Library)

Quantity: 1

Proposed SF: 2,500 SF

Space Design Concept



The media center should be designed for an integrated approach to technology and multiple furniture arrangements and classroom configurations. This space may be shared with the neighboring Meeting House Hill School.

Program Activities

The library will have seating for up to 60 students, including space for a minimum of 20 computers, a small group meeting area, offices for the library media specialists; library assistants; and storage.

Loose Furnishings

Tables with chairs
Soft seating for reading
Tables for small groups with chairs
Classroom / collaborate tables
Mobile device / computer stations
Floor learning furnishings for storytelling area
Shelving and display

Fixed Equipment:

Acoustical treatment
Marker/whiteboard
Tack board & display boards
Digital display / Projection screen/surfaces
Mobile digital device storage, charging, and check-out

Finishes

Floor material:	Carpet
Base material:	Rubber
Wall material:	GWB
Wall finish:	Paint
Ceiling material:	Acoustical tile or clouds
Lighting	Multi level direct/indirect
Windows	Operable with shades

Educational Program Specifications - Learning Commons (Library) Work Room and Office

Quantity: 1-2

Proposed SF: 250 SF

Space Design Concept

The office/workroom should be designed to accommodate the media specialists desk and the work/planning area, copier, limited equipment and secure media storage. This space may be shared with the neighboring Meeting House Hill School.

Program Activities

Office including the planning and preparation area.



Loose Furnishings

Desks and Chairs
Computer stations
Work table and Chairs
File cabinets

Fixed Equipment

Marker/whiteboard
Tack board & display boards
book shelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces
Utility sink

Finishes

Floor material:	Rubber / Vinyl
Base material:	Rubber / Vinyl
Wall material:	GWB
Wall finish:	Paint
Ceiling material:	Acoustical Tile
Ceiling height:	8'-0" minimum
Lighting	Multi level direct/indirect
Windows	Operable with blinds - Maximize natural light

Educational Program Specifications - Maker Space / TV Studio

Quantity: 1
Proposed SF: 600 SF

Space Design Concept

This room will be used by staff and students for collaborative work with maker materials, as well as video and sound production and broadcast. This space may be shared with the neighboring Meeting House Hill School.

Program Activities

Maker activities, and digital audio and visual production.

Loose Furnishings

Teacher workstation
Tables for group work
Control desk
Backdrops, chairs, microphones, props
Shelving and bins for maker materials
Audio and video equipment such as cameras, microphones, etc.

Fixed Equipment

Marker/whiteboard



Tack board & display boards
Tall wardrobe and storage cabinets
Fixed cabinets and accessible work surfaces
Utility sink
Acoustical treatment

Finishes

Floor material:	Rubber / Vinyl
Base material:	Rubber / Vinyl
Wall material:	GWB
Wall finish:	Paint
Ceiling material:	Acoustical Tile, black finish
Ceiling height:	9'-0" minimum
Lighting	General and specialty
Windows	If provided, controllable with blackout shades

Educational Program Specifications – Cafeteria and Multipurpose / Assembly

Program Objectives/Goals: The New Fairfield Consolidated Early Learning Academy serves a multitude of functions for the school and community. The Cafeteria and Multipurpose rooms will be used for daily meals and a variety of assembly activities. The food service program is a vital part of today's educational service and is an integral part of the overall educational plan for a school facility program. Nutrition requirements based on a healthy diet, sufficient time for serving, and eating arrangements must be given a high priority as they contribute to the health and welfare of all students and staff. The dining area should accommodate a minimum of 200 students at a time. The cafeteria should be designed as a comfortable and multifunctional space as it typically serves as a banquet facility, school program venue, meeting room, and home to other after school and community activities. The multipurpose / assembly space will include a platform (low stage) and accommodate performances, recognition ceremonies, large presentations, and all-school meetings. After school activities also make use of the cafeteria and multipurpose spaces. The cafeteria and assembly spaces should be designed for complete inclusion for students with special needs (seating, acoustics, etc).

The kitchen/food preparation area that will accommodate hot and cold meal serving lines is imperative. A separate washing/disposal area for elimination of waste and cleaning utensils should be maintained. This area should be readily accessible to the serving area for quick redistribution of food to the young students. There should be an access area for quick and convenient disposal of solid waste products and paper trash without distraction to diners or school traffic.

Program Requirements and Activities- In addition to general meal and assemblies, the cafeteria and multipurpose spaces may be used for curriculum instruction.

- Technology – Projection screens and projectors
- Sound Systems
- Storage space for tables and chairs
- Specialty lighting, and daylighting controls such as motorized window shades.

Space Occupancy: Daily students, kindergarten through grade one, eat lunch in 25-30 minute lunch waves for the cafeteria. The spaces should be designed as a flexible environment that is able to accommodate a



number of lunch waves and appropriate assembly activities. The multipurpose room should accommodate an all-school assembly. The rooms are also used for after school activities such as enrichment clubs, athletic activities and other community use activities. After school entrances / lobby and assembly egress must be accommodated. Windows are a necessary for natural light in the cafeteria, while appropriate natural lighting control is needed for the multipurpose space.

Educational Program Specifications – Cafetorium

Quantity: 1

Proposed SF: 3500

Space Design Concept:

The Cafetorium should be designed for appropriate set up of the cafeteria tables for lunch, storage of the cafeteria tables when not in use, for an integrated approach to technology, and a physical space large enough for various learning tasks and gatherings. The cafeteria is a space for generous student artwork display. The walls should be able to accommodate a variety of art media, some permanent, some temporary.

- Infrastructure that supports and enhances current and future technology
- Furniture and equipment designed for multi-aged students and adults
- Direct access to the outside for community use and convenient deliveries and waste removal.
- Lobby / reception space immediately outside the assembly room with direct access to the outside for community use.

This space may be shared with the neighboring Meeting House Hill School.

The space should be designed for meals and presentations both for school and community use. The sound and technology systems must support such activities as presentations, gatherings and meetings. The platform area shall have ample side stage space for equipment, props, and performer queuing.

Program Activities

The New Fairfield Consolidated Early Learning Academy Cafeteria serves a multitude of functions for the school and entire New Fairfield community including meals and large group functions.

Loose Furnishings

cafeteria tables and chairs, a variety of styles and sizes

Flexible audience seating and storage

Ladders for backstage scenery work

Portable risers

Podium

A/V caddies and technology for audio and video productions

Fixed Equipment

Acoustical treatment

Marker/whiteboard

Tack board & display boards

Projection screen/surfaces

Sound system

Platform traveler curtain, pipe rails and rigging for additional curtains and backdrops



Built in ramps to stage directly from seating area
 Theater lighting system

Finishes

Floor material:	Rubber / sheet vinyl
Base material:	Rubber / Vinyl
Wall material:	CMU
Wall finish:	Paint or tile
Ceiling material:	Acoustical Tile or clouds
height:	10'-0" minimum
Lighting	Multi level direct/indirect
Windows	Operable with blinds - Maximize natural light

Educational Program Specifications – Kitchen & Servery

Quantity: 1
 Proposed SF: 850 SF

Space Design Concept

An efficient commercial kitchen with appropriate support spaces. Immediately adjacent to loading dock for receiving and exterior dumpsters for waste removal. This space may be shared with the neighboring Meeting House Hill School.

Program Activities

Preparation and serving meals, primarily lunch.

Loose Furnishings

Food preparation and serving utensils equipment
 Tables
 Portable carts
 Portable serving stations
 Portable hot and cold food storage units

Fixed Equipment:

Marker/whiteboard in office area
 Tack board & display boards

Finishes

Floor material:	Quarry Tile
Base material:	Tile
Wall material:	CMU
Wall finish:	Mildew resistant Paint
Ceiling material:	Mildew resistant Acoustical ceiling
Lighting	Multi level direct/indirect

Special Requirements



Specialty lighting for food display
Drinking Fountain
Hand Sinks
Food preparation equipment
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Power requirements for portable hot and cold food serving units

Educational Program Specifications – Kitchen Office & Staff Room

Quantity: 2 (one enclosed office, and one staff locker / toilet / changing room)
Proposed SF: 350 sf total

Space Design Concept

The offices should accommodate the food services director and manager with conference space. Kitchen staff to have a place to change, store valuables securely, and a dedicated staff toilet. This space may be shared with the neighboring Meeting House Hill School.

Program Activities

Planning and preparation room.

Loose Furnishings

Desk and Chair
Computer station
File cabinets

Fixed Equipment

Marker/whiteboard
Tack board & display boards
Tall wardrobe and storage cabinet
Lockers

Finishes

Floor material:	Quarry tile
Base material:	tile
Wall material:	Block / Sheetrock
Wall finish:	Paint
Ceiling material:	Acoustical Tile
Ceiling height:	8'-0" minimum
Lighting	Multi level direct/indirect
Windows	Operable with blinds - Maximize natural light

Educational Program Specifications – Kitchen Storage

Quantity: 3 (Dry, cooler, and freezer)
Proposed SF: 300 SF each



Space Design Concept

The storage should be designed to accommodate supplies, food prep and service related products.

Program Activities

Storage of food and food service related materials. Locate immediately adjacent to loading platform and receiving room. Provide separate route out for waste /refuse to dumpster area. This space may be shared with the neighboring Meeting House Hill School.

Fixed Equipment

Shelves
Secure storage cabinet

Finishes

Floor material:	Quarry tile
Base material:	tile
Wall material:	CMU / stainless steel
Wall Finish:	Paint
Ceiling material:	open / stainless
Lighting	Standard

Educational Program Specifications – Physical Education & Fitness

Program Objectives

The physical education/health programs goal is to facilitate all students so that they can develop their physical capacities and capabilities in order to help them understand their strengths and weaknesses. The athletics program is designed to give students an opportunity to develop and demonstrate strengths in activities such as basketball, soccer, etc.

Program Activities to be Accommodated

The facilities will accommodate physical education and athletic activities for the entire student population. The facilities required to achieve the department's goal for physical education/health and athletics, are identified below.

- Main gymnasium
- Auxiliary Gym
- Storage for all equipment
- Office, Lockers, Toilet and shower facilities for the PE Staff
- Outdoor Equipment Storage

Space Occupancy and Design Criteria

The individual's utilization the space includes the students and teacher, volunteers and the community. The following is a partial list of design elements that should be incorporated into the design of the PE spaces:

- The Gymnasiums should maximize flexibility and provide a modest amount of spectator seating
- Access to technology should be provided through the instructional and office areas.
- Digital projection systems should be utilized for visual display.



- Ceiling height and windows should maximize natural light and accommodate day-lighting at the upper portion of the exterior wall.
- Appropriate entrance and exit doors to be double leaf with removable mullions.
- Speaker systems should be incorporated into all instructional spaces.
- Video recording infrastructure must be installed in the gymnasiums for the live recording of events.
- Enhanced ventilation requirements.
- Masonry, ceramic tile and similar finish products should be used in PE staff locker/toilet rooms.
- Provisions for the storage of equipment for all sports activities.
- Direct access to the outside from the gym, with adjacency to the outdoor play fields and a hardscape area.

Educational Program Specifications – Gymnasium

Quantity: 1, Divisible for 2 spaces

Proposed SF: 8,000 - 12,000 sf total

Space Design Concept

The Main Gymnasium should be designed to accommodate two classes with a room divider. Both gyms will be designed with an integrated approach to technology, and will function as a physical education instructional area for 2 classes.

Program Activities

Primarily PE activities and should support a number of teaching styles, including lectures, small group and individual instruction. Appropriate storage for equipment for the gym.

Loose Furnishings

Physical Ed Equipment, including generous amount of mats

Portable sound system

Fixed Equipment

Acoustical treatment - Acoustical roof Deck and panels

Projection screen/surfaces – Retractable

Climbing wall

Stanchions in floor for volleyball and other net sports.

Media projection system

Finishes

Floor material: Poured resin sports flooring with integral striping

Base material: Integral base

Wall material: Block

Wall finish: Paint

Wall material: Wall padding

Ceiling material: Open ceiling painted with acoustical deck

Windows Clerestory with motorized shades

Special Requirements



Protective cages for wall equipment and lighting
Specialty lighting
Basketball backboards
divider curtains or rigid folding partitions
Climbing wall
Provision for floor scansions for volleyball and other sports.
Access to power and data in the floor
Retractable bleachers

Educational Program Specifications – PE Office & locker room

Quantity: 1
Proposed SF: 400 SF

Space Design Concept

The office should accommodate two desks and chairs, and have a separate shower room with adjoining locker/changing room and toilet room.

Program Activities

Planning and preparation room for coaches.

Loose Furnishings

Desks and Chairs
Computer stations
Work / small meeting table and Chairs
File cabinets

Fixed Equipment

Marker/whiteboard
Tack board & display boards
Tall wardrobe and storage cabinet

Finishes

Base material:	Rubber / Vinyl and ceramic tile in locker, toilet and shower rooms
Wall material:	CMU
Wall finish:	Paint (offices) and ceramic tile
Ceiling material:	Acoustical Tile
height:	8'-0" minimum
Lighting	Standard
Windows	Operable in office area

Educational Program Specifications – PE Storage

Quantity: 2-4 (indoor PE equipment, outdoor PE equipment, and chair storage)
Proposed SF: 300 for chair storage, 300 & 200 SF for PE equipment

Space Design Concept



The storage should be designed to accommodate department specific equipment separated as indoor and outdoor equipment.

Program Activities

Storage of PE Equipment.

Fixed Equipment

Shelves for PE equipment

Finishes

Floor material:	polished concrete
Base material:	Rubber
Wall material:	CMU
Wall Finish:	Paint
Ceiling material:	Exposed
Ceiling height:	9'-0" minimum
Lighting	Standard

Educational Program Specifications – School Administrative Offices

Program Objectives/Goals: The administrative offices will be designed to support the efficient operation of New Fairfield Consolidated Early Learning Academy. The administrative suite has space for the waiting and reception area, office area for two support/secretarial staff and the offices of the school principal and staff. The administrative offices should be located at the main school entrance and provide control for all visitors and students entering and leaving the school.

Program Requirements and Activities: The administrative facilities will accommodate offices, and other administrative support spaces including the following:

- Offices
- Conference Room
- Work Room
- General & student record storage
- Secretarial stations
- Waiting Area
- Storage Space/ Closet
- ADA Accessible Toilet

The administrative office area provides space for the school's communication, organization and administrative functions.

- The main office entrance will lead all visitors to pass through the office for improved security
- Built-in, fireproof cabinetry for student records and school documents
- Principal office with built-in cabinets and meeting space
- Ceiling height and windows should maximize natural light and accommodate day-lighting
- Side-lites must be provided adjacent to all doors
- Cabinets and secretarial workstations



- Waiting areas should be provided.
- Individualized temperature control for all spaces.
- Communication and video security control to all spaces and egress points.
- Restroom for faculty, staff and visitors
- Exit Door

Space Occupancy: The administrative office space is utilized by the administration, faculty and staff, students, parents, volunteers and the community.

Educational Program Specifications – Principal & AP Offices

Quantity: 1 - 2

Proposed SF: 300-400 sf

Space Design Concept: The office should be designed to allow visibility of central work area and include adequate space for a small conference/meeting area. Built in cabinetry and desk will support space organization

Program Activities - Administrative office of the principal and small meeting groups

Loose Furnishings

Small meeting table and chairs
Computer station
Desk and Chair
Lateral file cabinet
Book Shelves
Tall wardrobe and storage cabinet

Fixed Equipment

Tack board & display boards
Tall wardrobe and storage cabinet

Finishes

Floor material:	Carpet
Base material:	Rubber / Vinyl
Wall material:	GWB
Wall finish:	Paint
Ceiling material:	Acoustical tile
Lighting	Multi level direct/indirect
Windows	Operable with blinds - Maximize natural light

Educational Program Specifications – Conference Rooms

Quantity: 2-4

Proposed SF: 250-400 sf

Space Design Concept



The conference rooms should seat 8 and 16 individuals in a comfortable setting respectively. The large conference room should include voice, video, and data and digital projection.

Program Activities

Meeting space and small group presentation

Loose Furnishings

Conference table with chairs

Fixed Equipment

Marker/whiteboard

Tack board & display boards

Projection screen/surfaces

Finishes

Floor material:

Carpet

Base material:

Rubber / Vinyl

Wall material:

GWB

Wall finish:

Paint

Ceiling material:

Acoustical Tile

Ceiling height:

9'-0" minimum

Lighting

Multi level direct/indirect

Windows

Operable with blinds - Maximize natural lighting

Educational Program Specifications – Main Office Waiting Area

Quantity: 1-2

Proposed SF: 400 SF

Space Design Concept

There will be one designated waiting area for the Main Office. It will be located adjacent to the reception/secretarial area with seating for 6 to 8.

Program Activities

Waiting area for students and visitors

Loose Furnishings

Comfortable seating

Small tables

Display for information and handouts

Fixed Equipment

Tack board & display boards

Finishes

Floor material:

Carpet



Base material:	Rubber / Vinyl
Wall material:	Block / Sheetrock
Wall finish:	Paint
Ceiling material:	Acoustical Tile
Ceiling height:	9'-0" minimum

Special Requirements

Display stand for school related information.

Educational Program Specifications – Main Office Admin Assistant Area

Quantity: 1-2

Proposed SF: 400 SF (Room for two admin assistants)

Space Design Concept

The work stations will be designed to facilitate efficient operations and planning functions of the school. The space should be open and inviting to all visitors, yet also provide privacy of records. Secure casework must be provided for storage and supplies. There should be a counter that designates the waiting area from the secretarial area. A fireproof vault adjacent to the area is required for student records retention.

Program Activities

Support administrative staff and school operations.

Loose Furnishings

Computer Workstations
Work Tables
Desks and Chairs
Lateral file cabinets

Fixed Equipment

Marker/whiteboard
Tack board & display boards
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces
Staff Mailboxes

Finishes

Floor material:	Carpet
Base material:	Rubber / Vinyl
Wall material:	Block / Sheetrock
Wall finish:	Paint
Ceiling material:	Acoustical Tile
Ceiling height:	9'-0" minimum
Lighting	Multi level direct/indirect

Special Requirements



Specialty lighting Task lighting
Natural Lighting
Operable windows
Integrated public address system
Television hook-up

Educational Program Specifications – Administrative Office Work / Break room

Quantity: 1-2
Proposed SF: 400 SF

Space Design Concept

Work / copy area with small kitchenette for coffee and refreshments

Program Activities

Office staff work activities

Loose Furnishings

Work Table
Copier, computer station
File cabinets

Fixed Equipment

Fixed cabinets and accessible work surfaces
Faculty Mailboxes

Finishes

Floor material:	Rubber / Vinyl
Base material:	Rubber / Vinyl
Wall material:	Block / Sheetrock
Wall finish:	Paint
Ceiling material:	Acoustical Tile
Ceiling height:	8'-0" minimum
Lighting	Standard
Windows	None

Educational Program Specifications – Administrative Office Storage

Quantity: 1-2
Proposed SF: 250 SF

Space Design Concept

Storage of records and main office supplies in a secure fire rated storage cabinet

Program Activities

Student record storage



Loose Furnishings

Work Table
File cabinets

Fixed Equipment

Fixed cabinets and accessible work surfaces
Safe

Finishes

Floor material:	Rubber / Vinyl
Base material:	Rubber / Vinyl
Wall material:	Block / Sheetrock
Wall finish:	Paint
Ceiling material:	Acoustical Tile
Ceiling height:	8'-0" minimum
Lighting	Standard
Windows	None

Educational Program Specifications – Health Office / Nurse

Program Objectives/Goals: The elementary school health office works to maintain student health through screening performed during the school year, medicating and supporting students with health plans, and aiding and comforting ill or injured students. The nurse and health aide help students achieve and maintain high standards of health. The school nurse also acts as a resource person for health education programs, families, students and provides support to school personnel. The nurse should be involved in the coordination with special education students.

Program Requirements and Activities: - The program encompasses many activities, including routine and special physical examinations, screening tests, vision and height/weight assessments, hearing assessments, scoliosis exam, and follow-up immunization against communicable disease.

- Supporting students with healthcare plans
- Responding to students with injuries or common illnesses
- Yearly screenings
- Maintaining student health records
- Verifying student health forms to ensure health of the community

Space Occupancy: The health office must have space for the following:

- Nurse's Office Space and exam area
- Waiting area for up to 5 students
- Area for children with infection who need to be isolated
- Handicapped accessible restroom with storage and shower
- Adjacent to the main entrance of the school

Educational Program Specifications – Health Office

Quantity: 1-2



Proposed SF: 800-1,000 sf including storage

Program Requirements

The Health Office should have adequate private space for health examinations, conferences with students/parents, rest, and isolation. An accessible toilet must be included in the overall health program area.

Space Design Concept:

Waiting area for up to 5 students

Examination Area/Room (with dressing room) within the exam area/room- a separate area for medication pass and privacy.

- Sink & storage
- 20 feet of open space within the office for vision screenings
- Nurse's Office Space – two desks (The nurse's desk be in a separate room, with glass windows for supervision and a door for privacy for conversations with parents and teachers)
- Isolation Space
- Handicap bathroom and sink with accessible shower, ventilation
- Wheelchair storage

Program Activities

Support the health and well-being of the New Fairfield Consolidated Early Learning Academy community

Loose Furnishings:

Nurse Desk and Chairs

Portable lights with magnifications

Bookshelves

Waiting area chairs with non-porous surfaces

Cots

Full sized refrigerator and freezer

Lockable medicine storage, Lockable file cabinets for student records

Specialized waste disposal

Medical exam equipment and emergency response equipment

Fax machine

Wheelchair

Fixed Equipment

Isolation curtains

Marker/whiteboard, Tack board & display boards

Tall wardrobe and storage cabinets

Fixed cabinets and accessible work surfaces

Sink

Finishes

floor material: rubber or vinyl

base material: rubber or vinyl

wall material: GWB or CMU



Wall finish:	Paint or tile
ceiling material:	Acoustical tile
Ceiling height:	8'-0" minimum
lighting	multi level direct/indirect

Educational Program Specifications – Storage

Quantity: As needed for all curriculum areas
Proposed SF: As needed

Program Needs:

Each grade level requires storage space for educational supplies. Art, music, math, makerspace, SpEd, OT/PT, Reading & Math support, and administration also require storage. Assembly spaces such as library, gym, and cafetorium require storage for chairs, tables, and assembly A/V equipment.

Program Activities

Storage of educational related supplies and equipment

Fixed Equipment

Cabinets, fixed shelving, etc. as needed for educational supplies and equipment

Educational Program Specifications – Faculty Lounge

Program Objectives/Goals: The Faculty Lounge and Workroom serves as a space for the teachers to collaborate, work, eat meals and prepare materials for students.

Program Requirements and Activities: The faculty and staff utilize this room to meet and collaborate in teams, prepare work for students, communicate with families by phone, and prepare and eat meals.

Faculty Lounge

Appliances, seating, and room for adults to eat, and socialize
Team collaboration

Space Occupancy: The faculty and staff members use the space throughout the day and evening as well as PTO members and community members.

Educational Program Specifications – Faculty Lounge

Quantity: 1
Proposed SF: 550 SF

Space Design Concept:

Faculty Lounge: A space with comfortable seating that teachers can use in their free or lunch time for informal discussions with co-workers. The space can be adjacent to the work room and have faculty toilets nearby.

- Appliance for refrigeration and preparation of food
- Table and chairs seating for at least 20 adults



- Private area for phone calls
- Comfortable seating for at least 5 – 6 adults

Program Activities

Provide appropriate and comfortable area for break and lunch times and space for preparation of instructional materials. Staff personal items will be primarily stored in their instructional space.

Loose Furnishings

Circular tables for small groups with chairs
Comfortable Chairs

Fixed Equipment

Acoustical treatment
Marker/whiteboard
Tack board & display boards
Flag Bracket & Flag
Display and bookshelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces

Finishes

Floor material:	Tile
Base material:	Rubber / Vinyl
Wall material:	Block / Sheetrock
finish:	Paint
Ceiling material:	Acoustical Tile
height:	8'-0" minimum
Lighting	Multi level direct/indirect
Windows	Operable with blinds - Maximize natural light

Educational Program Specifications – Faculty Workroom

Quantity: 1-3

Proposed SF: 450 SF Each

Space Design Concept:

Workroom: A space for faculty and staff to copy and prepare work for classroom and students.

- Copy machines
- Heavy Duty Laminator
- Large table for project work
- Collaboration table and Seating

Program Activities

Provide appropriate and comfortable area for break and lunch times and space for preparation of instructional materials.

Loose Furnishings



Workroom

Computer Workstation with chair
Copy Machines
Laminator
Work table and chairs
Bookcases

Fixed Equipment

Acoustical treatment
Marker/whiteboard
Tack board & display boards
Display and bookshelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces

Finishes

Floor material:	Tile
Base material:	Rubber / Vinyl
Wall material:	Block / Sheetrock
finish:	Paint
Ceiling material:	Acoustical Tile
height:	8'-0" minimum
Lighting	Multi level direct/indirect
Windows	Operable with blinds - Maximize natural light



Section VII: Building Systems

Building Systems

A major consideration in the decision to build a new facility is the condition of the original building systems and building structure. The new facility for Consolidated Early Learning Academy will address the following building systems:

Safety and Security

The successful creation of a safe and secure learning environment depends on the integration of "active" and "passive" design strategies. The active approach uses hardware security systems such as cameras or motion detectors. Passive security is based on program and facility design, building and site configuration, and community participation. The district has implemented a plan in accordance with the School Safety Infrastructure (SSID) guidelines.

Other potential safety and security concerns must be evaluated in the early design stages. Since certain areas would be open after hours for the community and be secured, planning must take into account the secure separation.

Still other means including passive measures for program and building configuration can be the primary means to foster safety and security while active security measures are applied where and when they are deemed necessary. In addition, the new program space at the Consolidated Early Learning Academy can take advantage of building technology, signage and landscaping to further enhance site and building security.

Passive Security Concepts include but are not limited to:

- Room organization that minimizes student travel time throughout the building
- Well defined entrances and exit only areas
- Planning that avoids blind spots, un-necessary comers, and corridor recesses greater than one foot
- Locating administrative and teacher preparation areas or offices with good visual contact of major circulation areas [i.e., corridors, bus drop-off, parking]
- Locating actively programmed elements around the periphery of the school building so that there is "natural surveillance" from within the school to outdoor areas such as parking lots and playfields.
- Minimizing windowless, blank walls at the periphery of the building, particularly when these uses face residential areas, and parking lots.
- Planning spatial relationships in such a manner that there are natural transitions from one location to another.
- Locating restrooms in close proximity to instructional rooms to minimize travel.
- Locating areas likely to have significant community [after school] use close to parking and zoned so these areas can be closed off from the rest of the building
- Providing for natural integration of students and staff during class changes
- Providing a high degree of 'transparency' within the building.

Active Security Concepts include but are not limited to:

- A security consultant can help with system design and device location and should be consulted during schematic design.



- When planning a security system, it is necessary to include a provision for accessing cameras and recorded data remotely in the event the building was to become inaccessible.
- An auto-connecting system to police and fire authorities when an alarm is tripped is advisable.

Uses of Technology include but are not limited to:

- Providing phones in every instructional and support area
- Building-wide public address system designed to be seen and heard throughout the school and on the play fields when needed
- Motion or infrared detectors which can also be configured to conserve lighting costs

Public Address & Phone System

The new facility will incorporate a public address system for school wide announcements, which will be integrated with the fire alarm and security notification systems. The public address will be redundant to the digital phone system that will provide communications with all spaces with the school.

Technology

Technology is a key element in all contemporary schools. Just as technology is reshaping other institutions, it offers schools exciting new ways not only to meet student/ learner needs but also to manage facility operations. Technology's impact on the instructional environment should be reflected in the design of the facilities by accommodating technology infrastructure systems that account for advancements in both wired and wireless technologies. A wireless network will enable access to the internet from anywhere in the school.

New technology and interactive tools supporting collaborative activities over the Internet are impacting facility power and data requirements. As educators, teachers, and students are developing new Internet resources, school facilities must be prepared to accommodate instant access to the internet. To accommodate this growing use of technology, each room in the new facility should be considered a potential learning environment. Informal spaces should also be equipped with the potential for network connections and support impromptu learning opportunities.

It will be important for the design team to coordinate with the school's technology director and the technology staff, working closely to identify facility design opportunities that support the use of instructional technologies. Examples of areas to discuss with the technology director are: access to power and data, controllable light levels, spaces equipped for independent and/or self-directed instruction, and mechanical systems that will accommodate a potential heat gain from increased number of sources (computers, monitors, electronic music and recordings systems etc.).

To further the idea that the entire facility is a learning environment, the design of the building should also allow the possibility for digital expression, both audio & digital. While it is customary for classrooms to have a large format monitor, TV or LCD projector, other opportunities include monitors or projection capabilities in small group rooms, informal student spaces, performance spaces, dining rooms and public lobbies.

The challenge with integrating instructional technologies into the design of an educational facility is directly linked to the magnitude of technological changes likely to occur over the next 5 years. The new spaces will successfully meet this challenge by acknowledging the many possibilities of technology and providing the agility to accommodate them.



Clock System

The new facility will incorporate an independent clock system that may be wirelessly operated and synchronized. The clock system will have an auto correct feature for accurate reporting of time.

Heating, Ventilation and Air Conditioning (HVAC) Systems

The new facility will be designed for code compliant ventilation, full building air-conditioning and heating. The building will implement High Performance Building Standards with future planning for alternative energy systems such as photovoltaics.

Fire Alarm and Sprinkler Systems

The new facility will be designed for code compliant addressable fire alarm system and a new sprinkler system with water storage and fire pumps.

Emergency Generator

The new facility will be designed to incorporate a full school emergency generator to support all building systems.

Educational Program Specifications – Facilities Management and Support

Program Objectives

The physical plant and building systems infrastructure at New Fairfield Consolidated Early Learning Academy must meet the latest building, Fire and Life Safety codes adopted by the State of Connecticut. In addition the new facility must meet and/or exceed the High Performance building standards adopted by the State, and achieve a LEED Silver or equivalent certification. Alternative energy systems, energy efficiency and sustainable design solutions, should be implemented in the development of the project to attain the communities goal of environmental stewardship.

Program Activities to be Accommodated

The facilities management department is responsible for the maintenance of the Consolidated Early Learning Academy and will address the building systems and spaces identified below:

- Main Boiler Plant
- Emergency Generator
- Electrical Service and distribution
- Power Backup Systems
- Domestic Hot and Cold Water Systems
- Heating, Ventilation and Air Conditioning
- Fire Alarm Systems
- Sprinkler Systems
- Waste Water Systems
- Storm Drainage Systems
- Alternative Energy Systems
- Plant Maintenance / Custodial
- Building Receiving and Storage
- Equipment Storage



- Toilet Facilities
- Janitors Closets
- Maintenance Shop
- Custodial Lounge and Work room
- Custodial Locker Rooms
- Building and Grounds Office and Records Storage

Program Requirements

The key spaces requirements of the Facilities Management office includes, space for the building MEP & FP Systems, Storage, Maintenance department space, building circulation and toilets.

Educational Program Specifications – Custodial Offices & Workroom

Quantity: 1

Proposed SF: 600 SF

Space Design Concept

The custodial office and workroom space should be centrally located and have access to an exterior ramp. The space will function as a meeting room for the custodial staff and will house maintenance related equipment. The space will function as a changing area for staff, include toilets and be adjacent to the team rooms. This space may be shared with the neighboring Meeting House Hill School.

Program Activities

Planning and support area for the maintenance staff.

Loose Furnishings

- | | | |
|---|----------------------|-----------------|
| Rectangular art tables with chairs | Extension ladder | Custodial carts |
| Computer stations | Thirty foot man lift | Flat cart |
| Lateral and Vertical file cabinet | Pallet jack | Vacuum Cleaners |
| Workbench with Vise | Desk Mover | Floor Machines |
| Maintenance Tools | Hand Truck | First Aid Kit |
| Stepladders | Floor Fans | Sweepers |
| Marker/whiteboard (Multiple) | | |
| Tack board & display boards | | |
| Book shelves | | |
| Storage cabinet | | |
| Fixed cabinets and accessible work surfaces | | |
| Sink | | |

Finishes

- | | |
|-------------------|--------------------|
| Floor material: | VCT / VET |
| Base material: | Rubber / Vinyl |
| Wall material: | Block / Sheetrock |
| finish: | Paint |
| Ceiling material: | Acoustical ceiling |
| Lighting | Standard |



Windows Maximize natural light

Special Requirements

Deep sinks, eyewash and body shower

Educational Program Specifications – Maintenance / Building Storage

Quantity: 1
 Proposed SF: 800 SF

Space Design Concept

Located adjacent to the loading dock. Chemical and combustible material storage should be in appropriately rated and vented rooms and cabinets. Equipment that uses gasoline should be stored in rooms with direct access to the exterior and in fire rated rooms. This space may be shared with the neighboring schools.

Program Activities

Storage of maintenance related supplies and equipment.

Loose Furnishings

Industrial Shelves
 Chemical Storage Cabinets

Fixed Equipment

Acoustical treatment
 Tack board & display boards
 Storage cabinet
 Fixed cabinets and accessible work surfaces

Finishes

Floor material:	Concrete
Base material:	N/A
Wall material:	Block / Sheetrock
finish:	paint
Ceiling material:	sheetrock
height:	10'-0" minimum
Lighting	Standard
Windows	none

Educational Program Specifications – Facilities Boiler Plant

Quantity: 1
 Proposed SF: 1000 SF

Space Design Concept

The boiler room will house the heating equipment for the operation of the school.

Program Activities



Mechanical room for boiler plant operation.

Loose Furnishings

Safety equipment
 First Aid Kit

Fixed Equipment

Tack board & display boards
 Fixed cabinets and accessible work surfaces

Finishes

Floor material:	Concrete
Base material:	None
Wall material:	Block / Sheetrock
finish:	Paint
Ceiling material:	None
Lighting	Utility Standard
Windows	None

Educational Program Specifications – Electrical and Server / MDF rooms

Quantity: 2
 Proposed SF: 400

Space Design Concept

The Electrical room will house the electrical switchgear, distribution panels and other designated equipment for the operation of the school. The MDF room will hold the main data service and computer servers for distribution throughout the building.

Loose Furnishings

Safety equipment
 First Aid Kit

Fixed Equipment

Tack board & display boards
 Shelving and Racks

Finishes

Floor material:	Concrete
Base material:	None
Wall material:	Block / Sheetrock
finish:	Paint
Ceiling material:	None
Lighting	Utility Standard
Windows	None



Educational Program Specifications – Loading Dock and Receiving

Quantity: 1

Proposed SF: 800 SF

Space Design Concept

Centralized delivery for maintenance and food service and supply deliveries/share loading dock space. This space may be shared with the neighboring Meeting House Hill School.

Program Activities

Staging area for all deliveries

Loose Furnishings

Hand Dolly

Fixed Equipment

Tack board & display boards
shelving

Finishes

Floor material:	Concrete
Base material:	None
Wall material:	Block / Sheetrock
finish:	Paint
Ceiling material:	None
Lighting	Utility Standard

Special Requirements

Ventilation of equipment per code
Area drain in dock recess area
Dock-leveler and bumper

Educational Program Specifications – Sprinkler Room

Quantity: 1

Proposed SF: 250 SF

Space Design Concept

Sprinkler room for the fire suppression system

Program Activities

Mechanical equipment space

Finishes

Floor material:	Concrete
Base material:	None
Wall material:	Block



finish:	none
Ceiling material:	None
Lighting	Utility Standard
Windows	None

Special Requirements

Area drain in dock recess area

Educational Program Specifications – General Toilets and Janitors Closets

Quantity: As needed to serve classroom, staff and assembly areas

Proposed SF: As needed

Space Design Concept

Gang boys and girls toilets will be located in proximity to the assembly spaces such as the cafetorium and gymnasiums etc. All Toilets will be accessible with a HC stall.

Program Activities

Rest room for all occupants

Loose Furnishings

Toilet accessories such as soap, toilet paper etc.

Fixed Equipment

Toilet accessories

Toilet Partitions

Accessible counter surfaces

Finishes

Floor material:	Ceramic Tile
Base material:	Ceramic Tile 6 feet high minimum
Wall material:	Block / Tile
finish:	Ceramic Tile
Ceiling material:	Moisture resistant Acoustical Tile
height:	8'-0" minimum
Hardware:	ADA compliant
Lighting	Multi-level direct
Windows	Translucent - Maximize natural light

Special Requirements

Sensor activated

Floor drains

Changing tables in specific toilets



Section VIII: Interior Building Environment

The new facility for Consolidated Early Learning Academy will address the following interior building systems:

Acoustics

The new Consolidated Early Learning Academy will be designed to meet the acoustical standards established by the state of Connecticut. To meet the acoustical criteria acoustical ceiling, carpeting and high STC rated wall systems will be installed. Additionally, the HVAC system will be a ducted system with appropriate insulated/lined ducts to minimize noise generated by air flow. Rooftop package units will be considered in the design of the system.

Lighting

The new Consolidated Early Learning Academy will be designed with energy efficient dimmable LED lighting integrated into a daylight harvesting system. Direct and indirect lighting will be provided, based on the specific needs of each space. Natural lighting will be maximized for each instructional space.

Heating, Ventilation, and Air Conditioning (HVAC)

The new Consolidated Early Learning Academy will be designed for code compliant ventilation, full building air-conditioning and heating. Additionally, the HVAC system will be a ducted system with appropriate insulated/lined ducts to minimize noise generated by air flow. Rooftop package units will be considered in the design of the system. The building control systems will include a direct digital system that allows for individualized thermal comfort and limited controls within each space.

Plumbing

The new Consolidated Early Learning Academy sewerage system will be designed to allow the sanitary system in the building to discharge to an existing on-site septic system. Domestic water is provided to the existing adjoining school by an on-site well system. The system will be evaluated and updated as required to meet current health codes.

New high-efficiency propane-fired gas water heaters for domestic hot water will be provided in conjunction with instantaneous electric water heaters that are located throughout the building, and local to groups of fixtures.

Windows and Doors

Consolidated Early Learning Academy will be designed with doors and windows that criteria for energy efficiency as well as school safety and security. Energy efficient, thermally broken systems will be installed with bullet resistant level 5 glass at all secure vestibules. Laminate glass will be considered at all windows above the ground floor. Integrated room numbering will be provided at one window in each room for security identification from the exterior of the building. Limited operable windows will be installed with screens. All doors at the main level will have bullet resistant glass when lites are integrated into the doors. Door hardware will allow for safe fire egress with limited access from the exterior.



Section IX: Site Development

Existing Site

The existing site for Consolidated School will be turned back to the town of New Fairfield once the new facility at the Meeting House Hill School site is constructed. The existing building will be demolished as part of the project.

Site Development

The site design for Consolidated PK-1 Early Learning Academy will focus on site utilities, site lighting, parking, traffic flow and limited physical education all-purpose playground and dedicated play areas with appropriate play structures. As the building is being located on the Meeting House Hill School site the existing services, some parking and main entrance will not be impacted.

Parking

The site design for Consolidated PK-1 Early Learning Academy will provide additional parking in order to meet the requirements from the planning and zoning commission. The parking will be organized into zones for visitors, staff, student and faculty. Handicapped parking will be dispersed and an accessible route to the building will be incorporated into the design.

Traffic Flow

The site design for Consolidated PK-1 Early Learning Academy will result in an approach that separates bus and car traffic and provides a designated bus loop and parent drop-off circulation minimizing any crossover. Designated parking for teachers and staff will limit interaction with parent and bus traffic. Loading zones will be provided.

Bus Access

Consolidated PK-1 Early Learning Academy site design includes a separate bus loop for complete separation of bus and parent traffic.

Sidewalks

The new site design for the Consolidated PK-1 Early Learning Academy will include accessible sidewalks in the parking lots and bituminous paths to the playgrounds and playscape areas.

Landscaping

The landscaping design concept at the Consolidated PK-1 Early Learning Academy will be based on the requirements of the planning and zoning requirements with a maximized use of indigenous plant materials.

Recreational Use

The Consolidated PK-1 Early Learning Academy is a true community facility typical to most 21st century learning centers. The playgrounds, play structures and fields are also used after hours and weekends by the community. In all cases the school use has priority over any other groups or organization.

Playgrounds

The campus has existing playgrounds and play structures and additional playscapes will be added for the Pre-K and kindergarten through first grade students.



Outdoor Athletic Facilities

The Consolidated PK-1 Early Learning Academy is being built on the existing Meeting House Hill School site. The existing open space for a playground as well as the paved play areas will be maintained, relocated, and expanded to accommodate the increased students in the PK - 1 academy.

Instructional Use of the Site

The Consolidated PK-1 Early Learning Academy will be constructed on an existing site that will result in a campus setting. The plant and animal life in the wooded portions of the site may be incorporated into its curriculum.

Equipment

Playground equipment appropriate for the PK-1 students will be purchased under this project. Some equipment from the neighboring Meeting House Hill School will be repurposed and relocated.

Ecological Requirements

The Consolidated PK-1 Early Learning Academy will be constructed on an existing site that will result in a campus setting. No new development is being proposed in the wetlands or the wetland buffers.



Section X: Priority List & Construction Bonus Requests

The existing Consolidated School facility was constructed in phases with the original building being built in 1941. The facility houses grade pre-kindergarten through 2nd Grade in a linear two-story structure. The existing building has sections that are wood frame with vinyl siding with very little insulation in the walls and no sprinkler system. The roof is over 23 years old and is in dire need for replacement. As the building is built into a slope there are sections that do not have natural light. Due to the significant concerns with the building structure, MEP systems, natural light, Acoustics and life safety codes and accessibility, it has been concluded that the building should not be renovated. See existing conditions survey for further details.

The Board of Education has developed educational specification for the pre-kindergarten through 1st grade program and the design team has reviewed reconfiguring the facility to meet the program goals. In evaluating the complexity of the renovations that would be required in the existing facility, the severe disruption that would be caused during a construction project and the health and safety concerns, it is the opinion of the design team and the educators that a new building would best address the needs.

The current site has limited usable area and limited parking. Vehicular traffic circulation is a significant concern. There is no space for staging during construction.

The existing building is extremely inefficient and oversized for the current enrollment. A new facility will result in a right sized structure.

Based on the condition of the existing facility, which include life safety, energy efficiency, hazmat, environmental comfort, limited natural light and spaces that limit the delivery of 21st century learning, the project should be assigned a Priority "A" status approval. Additionally, in order to accommodate high performance building systems, space standard consideration to accommodate a heating, ventilation or air conditioning systems is requested. Finally, the district is providing additional classrooms and support space for full day kindergarten and requests additional program area consideration for the space standards.



Section XI: Community Uses

As with many public schools in Connecticut, the Consolidated Early Learning Academy will be designed to facilitate activities before and after school hours in cooperation with the neighboring Meeting House Hill School and throughout the calendar year.

Examples of the community use anticipated for the schools include, but are not limited to:

- PTO meeting and events
- Physical education activities and programs in the gymnasium
- Performances and use of the performance platform and equipment
- Summer school in limited areas of the school
- Use for other community and town-wide meetings in the evening

The design should allow for the securing and isolation of areas not in use during after-hours activities without impeding egress or safety exiting the building.